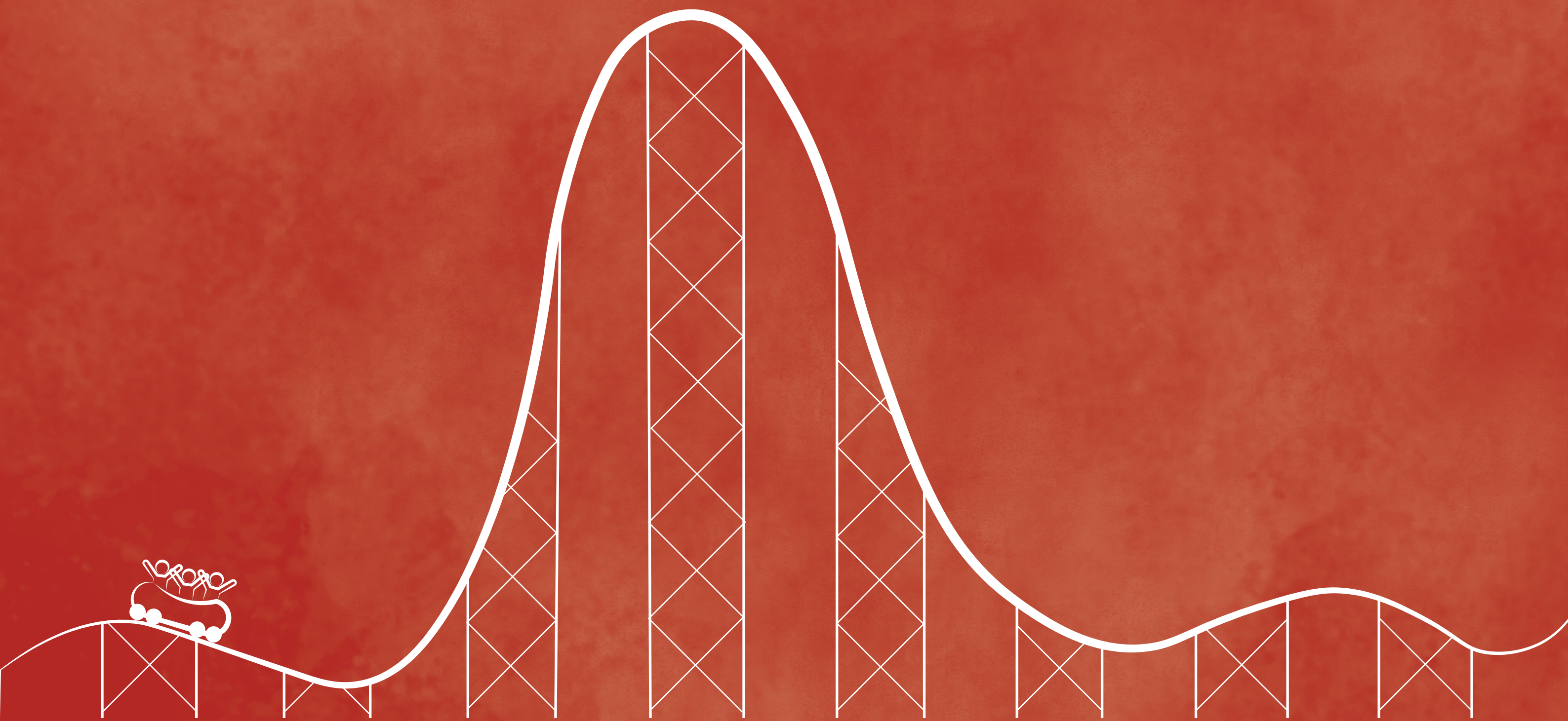
THE VISUAL STORYTELLING TOOLKIT.

A Way to Engage Employees with their Organization's Vision.



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"I'm helping put a man on the moon!"
- the NASA janitor (1961)

The Visual Storytelling Toolkit:
a way to engage employees with
their organization's vision.

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PREFACE

Dear reader,

Once upon a time, I unknowingly started with graduation. At that time, I could have never known how valuable this process would be for me, and what I would eventually produce. I have had an amazing time, diving into new worlds and new subjects and trying to stay afloat. This would not have been possible without the following group of people:

I would like to thank my 'fairy godparents', because without them I would have never been able to learn so much and finish my graduation with so much enthusiasm.

Milene, thank you for the amazing journey during and before graduation. You've always made me feel comfortable and confident with your kind support, enthusiasm, insights and especially your clarifying sketches.

Frithjof, thank you for the endless enthusiasm and curiosity during my graduation. You had an unique way to push me to think further or differently, while making me feel confident as if we were learning from each other.

Monique, thank you for taking a chance on me and for always giving me your never-ending interest, support and time. You showed P2S' willingness to use my results, which gave me a great purpose to work for.

Together, you were the most amazing team to have. Thank you for not only pushing me to do things I never thought I could do, but also for checking how I was doing. Thank you for being so involved.

Furthermore, I would like to thank the P2S team, Robertjan, Marloes, Huibert, Danielle, Bianca, Judith, Lotte and Katinka, for making me feel at home in Rossum and helping me.

A special shout-out to Katinka: thank you for driving me, the great conversations and for always thoughtfully offering your help.

And to all my friends, family and others who have helped and supported me, thank you!

This thesis is my 'happily ever after' of the journey called graduation. I'm very proud and excited to present you my master thesis.

Enjoy!

GLOSSARY

P2S Related

P2S
P2 Strategy, the innovation consultancy for which this study is done.

Client
Organization with which P2S works.

Trajectory
Process between P2S and its client.

Initiative
Project done to implement strategy.

Strategic Agenda
Combination of vision, mission and strategy.

Content Team
The team of client's employees who implement strategy by doing initiatives.

Core Team
The team of client's employees (leaders) who are involved in the P2S-client process since the beginning.

JAM Visual Thinking
An organization which visualizes processes, visions and strategies together with P2S for its clients.

Literature Related

Vision
A coherent view of a realistic, credible and attractive future for the particular organization.

Mission
The organization's character, identity and reason for existence.

Strategy
The practical decisions made around the organization's vision and mission, defined in plans of action.

Strategy as Practice
The doing of strategy, consisting of three pillars: the practitioners, the practices and the praxis.

Employee Experience
The totality of an employee's experience with an organization, defined by the physical, technical and cultural environment.

Employee Engagement
Emotional and intellectual commitment to an organization.

Corporate Culture
The sum of values and beliefs which enforce norms of behavior.

Values
Principles or standards of behavior; one's judgment of what is important in life.

Boundary Object
A tool of transfer, translation and transformation across different boundaries in order to reach a shared understanding.

Corporate Storytelling
The process of developing a message that creates a new point-of-view or reinforces a behavior by using narration about people, the organization, the past, the future, social bonding and work itself.

Routine
Recognizable patterns of actions that are repetitively performed.

Reflection-on -action
Thinking after doing to impact future situations.

Reflection-in-action
Thinking while doing to change the current situation.

Space
Bounded social settings, differentiated by certain types of interaction.

Reflective Space
Space with distant boundaries from the current routine. To reflect on the original routine, make changes to the original routine or to develop a new routine.

Experimental Space
Space with related boundaries to the current routine. To test, adapt, and further modify concepts of the envisioned routine, directly affecting routine performances

EXECUTIVE SUMMARY

The need for companies to innovate continuously has never been greater, due to the complex and dynamic conditions in which they compete today (Gumusluoglu & Ilsev, 2009; Tellis et. al., 2009). The ones who need to innovate, are the employees of an organization. However, to properly innovate, the employees need to understand and be engaged with the vision and know how to apply strategy in daily practices.

Yet, this is exactly what is missing. Most employees currently don't have a clear idea of what their company's vision and strategy entails (Kaplan & Norton, 2005): research shows that only 8.7 percent of employees rated their knowledge of the company's strategy above moderate, although they would like to know more about it (Alexander, 1994).

This leads to the following problem statement: employees have to innovate properly, but can't do that due to lack of awareness regarding their company's vision and strategy. Without understanding the vision and strategy, and being intrigued by it, employees aren't able to apply it to their daily work. This means employees won't innovate (properly) in line with the vision and strategy. This problem indicates a gap in literature: there's a lack of focus in literature on the practical use of strategy tools by employees for successful innovation. This gap will be addressed in the thesis by combining concepts from design and organization literature, and by studying these concepts in practice. Eventually, a design trying to answer the problem solution is made for the innovation consultancy P2 Strategy (P2S). Visual storytelling is used throughout the design process as the approach to reach engaged employees.

Study & Findings

Firstly, a theoretical framework has been developed to set a base for the analyses. This framework is a summary of literature concepts explored, and shows the cohesion between those concepts. Insights from literature theorize how researchers think that strategy tools should be used to engage employees with the vision and strategy. These theories are:

- Corporate culture and leadership are crucial factors for successful strategy implementation. These can be addressed by linking personal values of employees (leaders) to the vision.
- Routine needs to change for successful strategy implementation. For this, reflection is needed.
- The vision should be shared in a storytelling manner in order for employees to understand and be engaged with the vision.
- The design skills (storytelling, visualization and materialization) can help with these theories.

However, it's important to test these theories in practice and to see what employees suggest as needed for proper innovation in line with the vision and strategy. Therefore, an internal analysis of P2S was done, consisting of interviews and observations. The aim was to gain insights into the P2S way-of-working to make sure the design solution would fit in the P2S way-of-working. Furthermore, an intervention moment in the P2S-client process was defined, wherein my design would be most valuable.

Next to the internal analysis, an external analysis was done with one of P2S former clients, consisting of interviews. The aim was to gain insights in what employees suggest regarding (use of) strategy tools, to incorporate those guidelines into the design solution. This study provided, next to design guidelines, the following realization: the P2S team can't properly reach the goal of employee engagement, without first changing their own routine. The routine of P2S needs to be made explicit. Only then, they can reflect on their own routine and discuss about it.

The Visual Storytelling Toolkit

The literature review and analyses provided design guidelines to incorporate into the design solution. Furthermore, a five step approach was determined. These five steps need to be completed by the 'content team' leaders in a workshop, in order to reach the goal of engaged employees. The five steps are:

1. Valuemapper
   Participants individually retrieve personal values as preparation of the workshop.
2. Vision Sharer
   The vision and value shift are shared with the participants in an engaging way.
3. Connector
   The retrieved personal values are explicitly linked to the vision('s values).
4. Content Stormer
   The participants playfully explore ideas to implement strategy.
5. Reflectioner
   Participants keep the vision on top of mind and reflect (with others) on the progress over a long period of time.

To aid P2S in facilitating this workshop, the Visual Storytelling Toolkit has been developed. The toolkit consists of tool suggestions in the form of cards for each step. These cards can be used by P2S to set up a tailor made workshop for a specific client, as well as staying involved with the client over a longer period of time. The tools are flexible, inspiring, simple, interactive, reflective and personal. Visualization, materialization and storytelling are applied throughout the toolkit.

To conclude, this thesis is valuable for P2S, and innovation consultancies in general, because it provides inspiration, guidelines and argumentation for the workshop set-up. Moreover, it provides a thinking frame to make their own routine explicit, reflect on it, and change it. This thesis is valuable for the P2S clients, and organizations in general, because it provides practical suggestions (the 5 step approach, the strategy tools of the toolkit) for how to properly engage employees with the vision. Yet, the toolkit has not been tested during this graduation. Lastly, this thesis is valuable for researchers, because it provides a practical glance into the possibilities of combining design and organization literature.

ENGAGING EMPLOYEES WITH THEIR ORGANIZATION'S VISION
using visual storytelling

Organizations are competing in a complex and dynamic environment (Tellis et. al., 2009)

Need for innovation by employees in line with the organization's vision & strategy (Le Breton, 1965; Gumusluoglu & Ilsev, 2009)

However, employees don't have a clear idea what their organization's vision is & how to implement it daily (Kaplan & Norton, 2005)

THE STUDY

The study consists of interviews and observations with the innovation consultant, and interviews with employees of a former client.

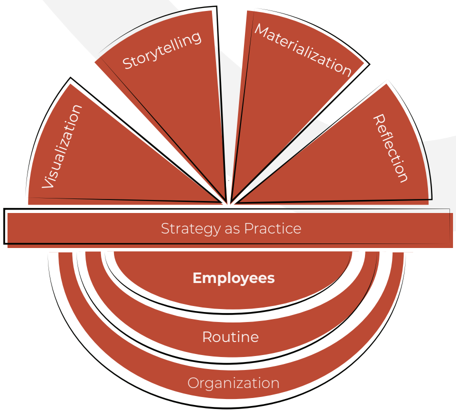
Internal Analysis (P2S)

Interviews with 4 team members

Observations of the team

External Analysis (former client)

Interviews with 7 employees



Theoretical Framework as base for the study

Gap in knowledge: linking design and organization literature

RQ:
"How to enable P2S to get their clients' employees to better understand, be motivated about, and apply the vision and strategy into their daily work?"

Design direction:
designing a toolkit which can be used by P2S during workshops.

THE KEY THEORIES

Derived from literature.

1. *Corporate culture and leadership are crucial factors for successful strategy implementation. These can be addressed by linking personal values of employees (leaders) to the vision.*
2. *Routines need to change for successful strategy implementation. This can be done by mapping out the routine and reflecting on it.*
3. *The vision should be shared in a storytelling manner in order for employees to understand and be engaged with the vision.*
4. *Design skills (storytelling, visualization, materialization) can help with these theories.*

Tested in practice during the study...

THE KEY FINDINGS

Derived from the analyses.

1. *P2S should focus more (explicitly) on strategy implementation during the process, by addressing routine change and incorporating reflection.*
2. *The most valuable part of the strategy process for employees is the journey (creating a new mindset), not the outcome. Personal attention and appreciation is needed to collective reach a new mindset.*
3. *Employees aren't consciously aware of their values. They need help in making the values explicit.*
4. *The P2S team can't properly reach the goal of employee engagement, without first changing their own routine.*

P2S

Visual Storytelling Toolkit

client's employees ('content team' leaders)

1. Retrieves personal values
2. Explains the vision in a storytelling manner
3. Links personal values to the vision
4. Playful idea exploration
5. Reflects on strategy implementation progess

The Visual Storytelling Toolkit is divided in five steps to be executed in a workshop with the 'content team' leaders, facilitated by P2S.

TABLE OF CONTENT

EXPOSITION

RISING ACTION

CLIMAX

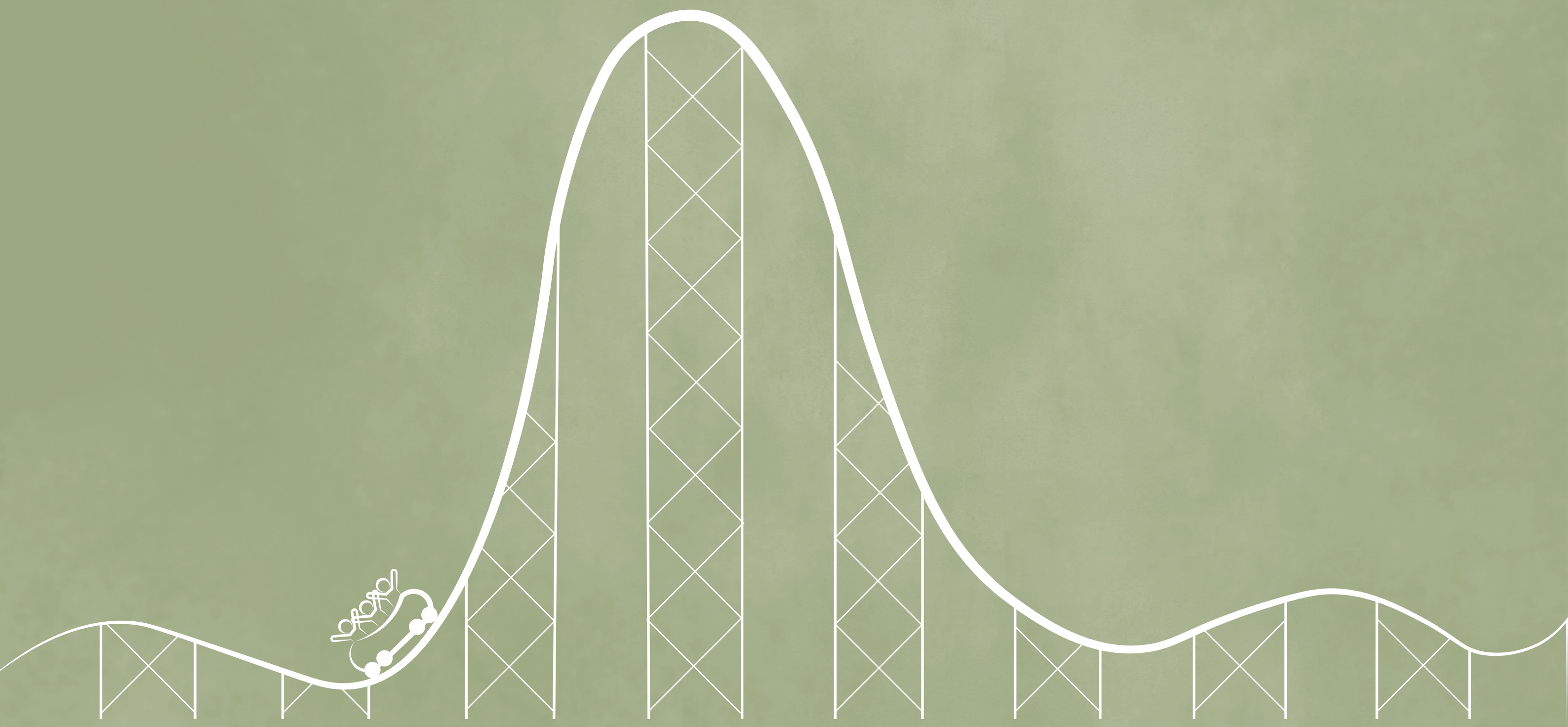
RESOLUTION

DENOUEMENT

EXPOSITION.

The Exposition is the 'setting of the table' in storytelling: starting the story, introducing the characters and setting the seeds of conflict - just enough background information to keep the reader clued in on what's occurring in the story.

Thus, in this chapter the context around the thesis will be revealed: introducing the characters of this story (the consultancy P2 Strategy, organizations and their employees) and the seeds of conflict (the gap between employees and their organization's vision). As well as a teaser of the solution approach (visual storytelling) - just enough to get a feel for the further storyline of the thesis.



INTRODUCTION

As can be seen in Figure 1, we have gone through several ages. Now, the 'Age of Innovation' has begun (Jansen, 2014): the need for companies to innovate continuously has never been greater, due to the complex and dynamic conditions in which they compete today (Gumusluoglu & Ilsev, 2009; Tellis et. al., 2009).

So, to stay relevant in the market in the long term, organizations are placing innovation at the heart of their businesses. More specifically, it's becoming increasingly important to develop innovations in-house (Deloitte Digital, 2015). This requires a different agenda approach, as can be observed in current organizational development: an increasing amount of companies is changing their structure from a top-down, hierarchical structure, to a democratic network structure (Chakhoyan, 2017). They are providing employees with more autonomy, responsibility and support to initiate innovations. This concurs with the considerable interest in employee engagement, which has recently emerged as a significant concept in the management field (Crawford et. al., 2014).

However, a new hierarchical structure is not enough to establish a good innovation environment: employees need to understand the organizational environment they're working in, which means they need to understand and be able to apply their company's vision and corresponding strategy to be able to meet any challenge (Le Breton, 1965). Yet, this is exactly what is missing. Most employees currently don't have a clear idea of what their company's vision and strategy entails (Kaplan & Norton, 2005): research shows that only 8.7 percent of employees rated their knowledge of the company's strategy above moderate, although they would like to know more about it (Alexander, 1994).
One of the reasons of this lack of understanding is that the vision and strategy are often created by a small group of executives, using their own language and mental frames. The translation and implementation of that vision and strategy is done separately, which leads to poor execution by employees (Gallo, 2010). This is due to lack of involvement and understanding: employees are not able to have an overview, because managers only share a portion of all the information they possess with the employees. The importance of involving employees during the creation of vision and strategy, and not just communicating these passively, has been recognized by academic researchers (e.g. Brugelman, 1991; Hart, 1992) and practitioners (e.g. Kaplan & Norton, 1996).

Partly due to this recognition, the relationship between strategy (creation) and employees, especially with the focus on how to communicate the strategy well to the employees and how to involve employees in strategy creation, has been researched extensively (e.g. Tegarden et. al., 2005; Al-Ghamdi et. al., 2007; Smythe, 2017). However, there has been little research in how to practically achieve understanding and involvement of employees, especially in a designerly way.

So, it's crucial for the organization's survival to let employees innovate. To let those employees innovate properly and implement strategy successfully, they have to be aware of the environment they are working in: they need to have an overview of their organization's vision and strategy. Yet, most employees have no clear idea of what their company's vision and strategy entails. This leads to the definition of seeds of conflict for employees who need to properly innovate:

- Employees don't understand the organizational environment they're working in, because they don't have a clear idea of what the organization's vision and strategy entails.
- Employees don't have an overview of the organizational environment, because they are not involved in the strategy creation and only get pieces of information.

Problem Statement

Thus, the problem statement of this thesis is: employees have to innovate properly, but can't do that due to lack of awareness regarding their company's vision and strategy. Without understanding the vision and strategy, and being intrigued by it, employees aren't able to apply it to their daily work. This means employees won't innovate (properly) in line with the vision and strategy.

Having defined the problem statement, it's now time to get a feel for the main character: P2 Strategy (P2S). P2S is the organization for which by commission this study is done. The design solution will be created for P2 Strategy to use. P2S is the Strategy department of P2, a consultant in project-, process- and portfolio agenda. The next section will introduce P2 Strategy (P2S). Afterwards, we will present the main research question and its sub-questions.

P2 STRATEGY

In this section, a short introduction will be given of P2 in general, and P2 Strategy specifically. The goal is to get an idea of the organization which the eventual thesis' design solution will be made for. The text is based upon interviews with 4 P2S team members to get acquainted with the P2S way-of-working. Figure 2 (page 13) shows the summary of this introduction. Later on, the P2S way-of-working will be explained in detail.

The P2 Organization

P2 is a strategy, process and process management organization. Twenty-five years ago, P2 was founded as one of the first consultancies that not only gave advice, but also assist in the execution of ideas. Nowadays, P2 is an organization that links strategy, realization and development to ensure ideas actually work by initiating sustainable transitions. Corresponding to these links, P2 is divided into three departments: P2 Strategy (P2S), P2 Realization (P2R) and P2 Development (P2D). P2 consists of 70 enthusiastic and experienced employees, working in spirit of their slogan *"A good idea can turn the world upside down"*. P2 has an unique culture that connects their employees' intrinsic motivation with a client's challenge: the P2 employees choose the challenges they feel passionate about. P2's areas of expertise are Food, Mobility, Energy, Urban Life and Land & Water (P2, 2018).

"In these times, we feel like everyone should participate in creating the future." - P2S team member

P2 Strategy and its Purpose

Five years ago, the P2 Strategy (P2S) department was added to P2. The focus of P2S is to create future-proof strategic agendas, including visions, missions and strategies, in collaboration with their clients. The overarching goal of P2S is to have sustainable impact in the Water and Food sectors. With that goal in mind, they created their own slogan of *'Toekomst MeeMaken'*, which means that you should not only experience the future, but be a part of making it - so that you will be sure there will be a future you want to experience. This slogan pushes their clients to think about a better future, and P2S can aid in realizing that future. Furthermore, the slogan pushes P2S to think about a better future themselves, which has resulted in the involvement in and voluntary advice for several start-ups.

"I wanted to work for an organization where I could have a much more direct impact on making the energy or food supply more sustainable." - P2S team member

The P2S Team and their Roles

The P2S team consists of 10 very diverse members with different levels of experience and with different backgrounds: from neurobiology to economy to industrial design. Often, team members already have work experience from earlier jobs. This diversity enables the group to look at complex issues from multiple angles, and to approach it in an unique way. Each team member has his or her own specialties and specific knowledge of techniques and sectors.
Due to their experience and knowledge, the P2S team can act in different roles during trajectories with clients, for example as an interviewer, workshop facilitator, process manager, team manager, analyzer or as advisor in the program board. This makes each team member very versatile and open to new ways of working, which can make the introduction of the new tool design much easier.

"I have chosen for P2, because we are only satisfied when we have reached a sustainable result; when something has positively changed relative to the starting point. In contrast to many consultancies that stop when a report has been handed over." - P2S team member

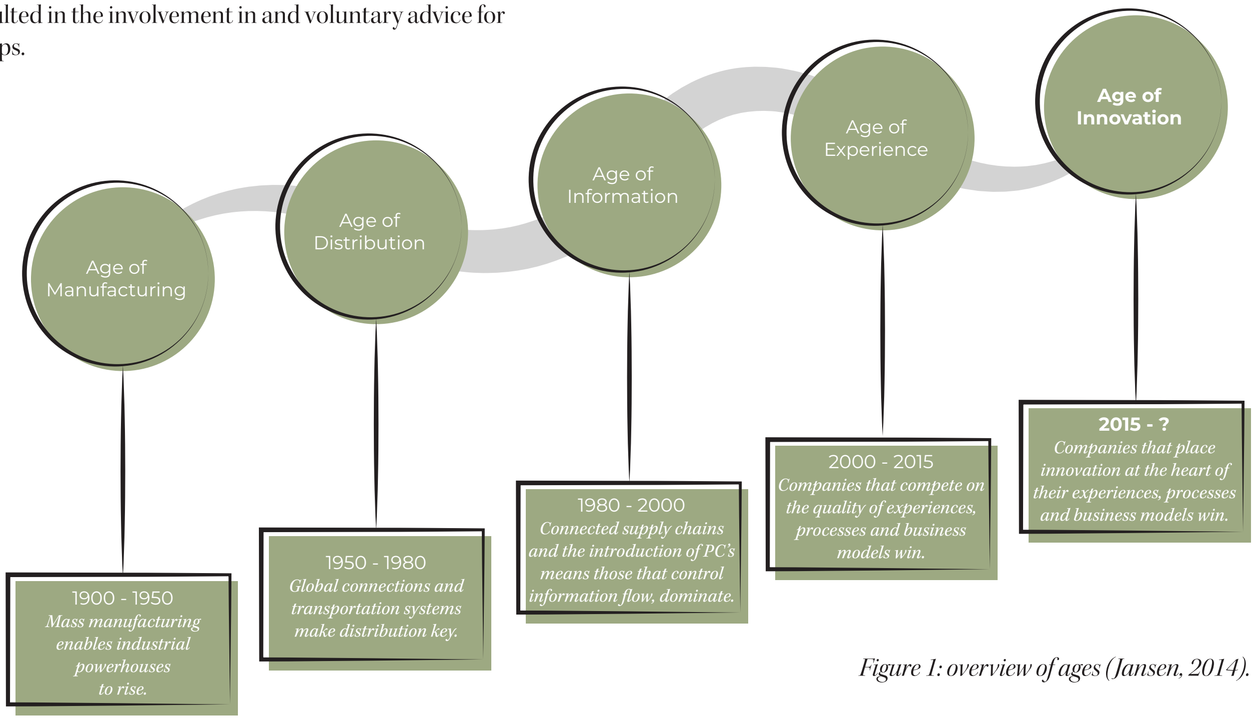


Figure 1: overview of ages (Jansen, 2014).

P2S and its Collaborations

Besides the close collaboration with the other divisions from P2, P2S works closely together with JAM Visual Thinking. This organization visualizes processes, visions and strategies together with their clients. For P2S, they often assist during workshops to illustrate the workshop outcomes. Furthermore, when a vision is created by P2S and its client, JAM often consolidates that vision in a visualization. With regard to this thesis, the fact that P2S already collaborates closely with a visual design agency, makes the opportunities to incorporate a design solution into their way-of-working quite feasible.

P2S and its Clients

P2S acts mainly in two sectors: Water and Food. These sectors are chosen by P2S due to their previous experience and expertise in those fields, but also because both sectors play a role in something we need everyday: water and food. If P2S can radically change these sectors for the better, the impact will be enormous.

Although the focus on only two sectors may seem limited, between and within the sectors there's immense diversity. Within those sectors, organizations can be public or private. Between the sectors, there are different areas of expertise, different regulations etc. These differences go along with diverse structures (decision-making), cultures, ways of thinking and languages.

When a client reaches out to P2S, they usually have the question of how to become future-proof. Some questions and problems the clients struggle with in correspondence to becoming future-proof, are:

- Our strategic direction is unclear, can you help us?
- We feel the need to become more sustainable, but how do we do this?
- We are being overtaken by the competition. Can you help us to become successful again?

The P2S team starts a process with those clients to create a vision, mission and strategy for the client to become future-proof.

The Water Sector

Generally speaking, the Water sector consists of organizations that are public. They don't act in a competitive market and therefore often think in opportunities, there is no sense of urgency. Their culture is socially driven, internally focused and quite slow regarding decision making. The people are mostly technically educated, are do-ers and like to use 'normal' Dutch instead of 'business buzzwords'.

"The Water sector mostly has do-ers. They like to know where they are going to, and want to quickly jump to execution."- P2S team member

The Food Sector

Generally speaking, the Food sector consists of private organizations. They act in a highly competitive market and therefore often think in (external) threats, there certainly is an external sense of urgency. Their culture is commercially driven, externally focused and has a fast, but hierarchical, pace regarding decision making. The people are more diverse, but often have a business origin, they are short-term thinkers and make more use of English business terms.

"The biggest similarity is that, abstractly thought, both sectors play a role in something we need every day: water and food. And that we currently organize it in a way that is not future-proof." - P2S team member

These differences are crucial to investigate and to take into account when working with a client. However, despite all the differences, the aim of P2S is the same in both sectors: to develop a sustainable, future-proof strategic agenda for their clients. This means they use the same methods and tools, but they do adjust them to the specific client regarding e.g. language. This is important to take into account for the new tool design as well.

"These are all preconditions, the cultures differ, but I think the core is the same, because we want to reach the same." - P2S team member

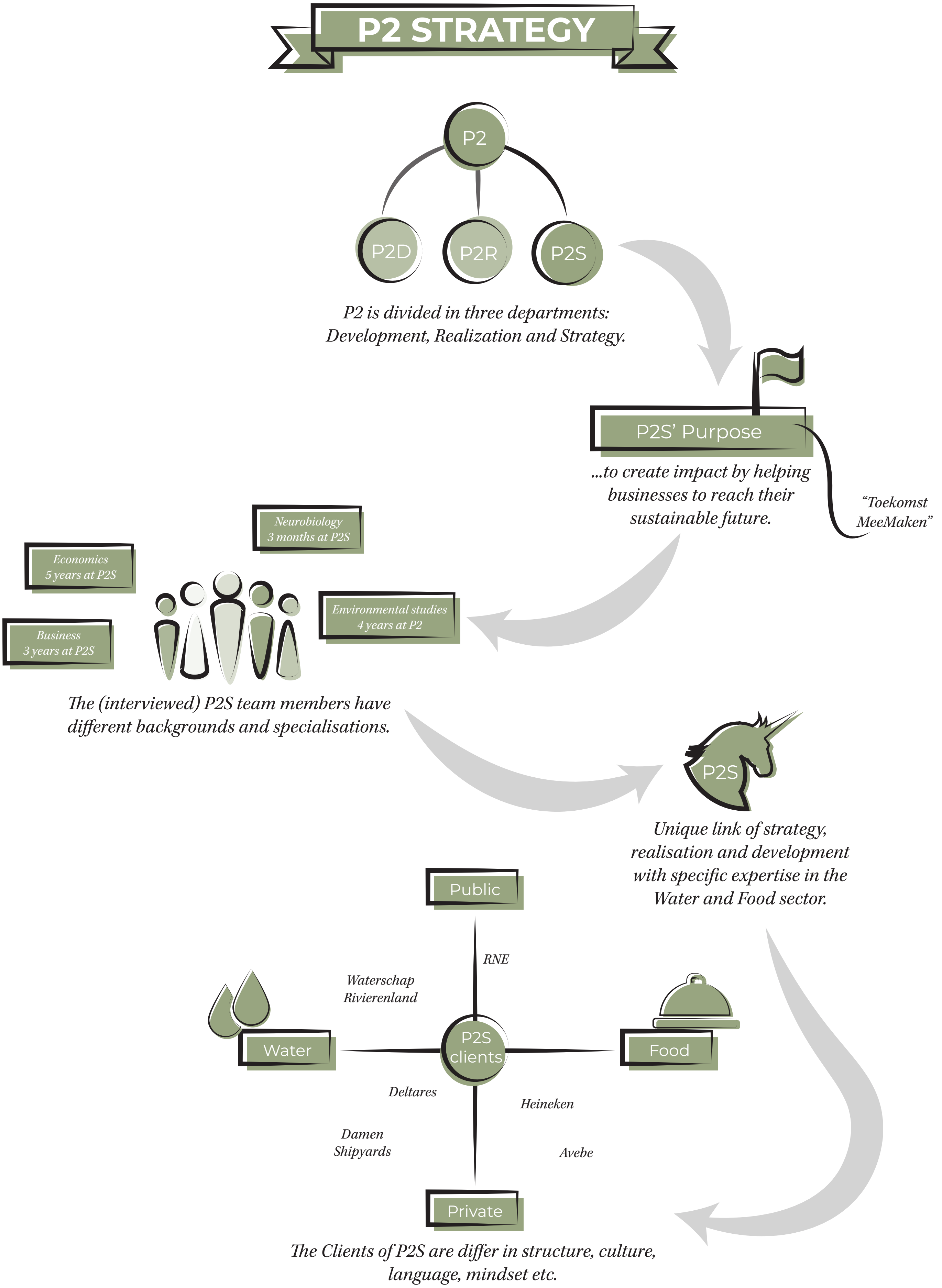


Figure 2: summary of P2S.

RESEARCH QUESTION

As the problem statement and main characters have been introduced, it's now time to present the main research question of this thesis together with the sub-questions. These questions not only give focus to the study and specific activities done to answer the main research questions, but they also provide the reader of this thesis guidance throughout the thesis:

This thesis will address the seeds of conflict by drawing on several related themes in literature. I will dive into design and organizational management literature; connecting these theories through visual storytelling. The combination of these three elements is a topic not explored so far and will generate insights which can be applied in this thesis' design solution. By going through the double diamond approach, a design solution will be created to enable employees to understand, be motivated about and apply their organization's vision and strategy in daily practice.

The seeds of conflict and resulting problem statement pose the following research question:

"How to enable P2S to get their clients' employees to better understand, be motivated about, and apply the client's vision and strategy into their daily work?"

To answer this main research question, a few sub-questions will be answered by going through the double diamond process. These questions not only give focus to the study and specific activities done to answer the main research questions, but they also provide the reader of this thesis guidance throughout the thesis:

1. *"What is already known about creating and implementing a vision and strategy, with regard to employees, and should be taken into account for the solution?"*
   This sub-question is directed at the existing literature-base relevant to this topic. It will be addressed in the chapter 'Rising Action'.

2. *"Where in the P2S-client process will it be most interesting and valuable to design something new to engage employees with the vision and strategy?"*
   This sub-question is directed at the internal analysis of P2S and its answer will lead to the determination of an intervention moment within the P2S process. This will be addressed in the chapter 'Climax'.

3. *"According to the P2S client's employees, what aspects should be incorporated into the design solution to facilitate successful strategy implementation?"*
   This sub-question is directed at the external analysis of the P2S clients and its answer will give practical insights from the employee-perspective in how to motivate and engage employees. This will be addressed in the chapter 'Climax'.

After these three sub-questions are answered, the gained (main) insights are used as input for creating the design solution, which will be presented in the chapter 'Resolution'. The final design solution will be the answer to the main research question. This answer will be addressed in the 'Denouement' chapter.

Relevance

The goal of this study is to provide insights and a design solution into engaging employees with their organization's vision and strategy for successful strategy implementation. This is achieved by combining insights from literature and practice. The relevance of this thesis is divided on a scientific and managerial level.

Scientific Relevance

On the theoretical level, this thesis will contribute to the strategy as practice literature, concerning subjects like employee engagement (e.g. Tegarden et al., 2005; Seijts & Crim, 2006), (visual) storytelling (e.g. Gill, 2011; Kaplan & Orlikowski, 2014) and strategy implementation (e.g. Kaplan & Norton, 2001). More specifically, this thesis explores a new direction within strategy as practice: linking design literature to organizational management literature via visual storytelling. As this specific combination has not been explored so far, the specific contribution of this thesis is the established link between design and organizational management literature, which will provide new possibilities for applying design to strategy as practice - in order to successfully change routine.

To make the relevance even more explicit, each chapter will be concluded with a summary of contributions for researchers (Figure 3).

Managerial Relevance

On the organization level, the significance will be twofold: not only for the clients of P2S, but for P2S itself as well.

The clients will gain engaged employees that can innovate properly. P2S will not only gain an unique design solution which they can apply in their process to change a client's routine, they will also be guided in changing their own routine to improve their way-of-working. Thus, the design solution will help them to reach their own goal of 'Toekomst Mee Maken' in a more efficient way.

To make the relevance even more explicit, each chapter will be concluded with a summary of contributions for P2S, as well as for its clients (Figure 3).

Future implications

When looking more general, the design solution and corresponding argumentation about how to engage employees with the vision to enable successful strategy implementation, will be of value for organizations working in the current complex and dynamic environment. As issues become more global, more complex and more political, a design that facilitates employee engagement with the organization's future plans for such issues, will be valuable. Employees can ultimately be turned into ambassadors of their organization, which will give the organizations an increased success in reaching their vision.

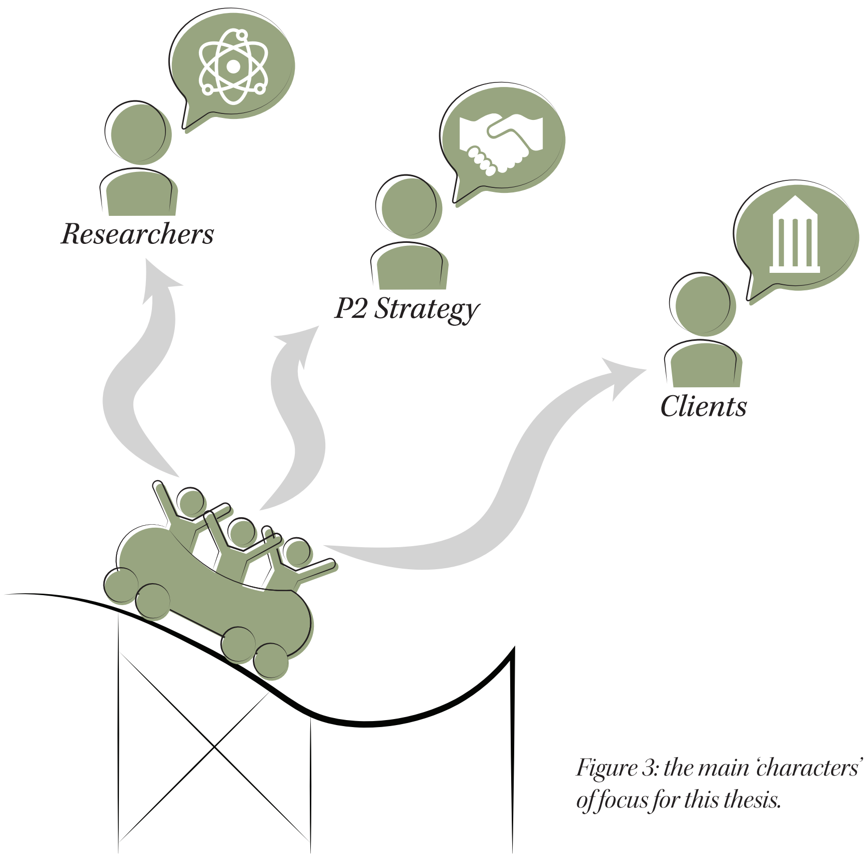


Figure 3: the main 'characters' of focus for this thesis.

DESIGN APPROACH

During the graduation, the double diamond approach was followed (Design Council, 2018). This approach comprises four stages: discover, define, develop and deliver. These four stages represent an iterative process of diverging (exploring options) and converging (making choices). The double diamond is aligned with the storytelling structure used within this thesis (Figure 4).

The storytelling structure is based upon the narrative arc structure used in storytelling (Reedsy, 2018). The structure guides how the sequence of events in the plot should be in order to engage the readers from beginning to end.

Discover (Rising Action)

The first phase is about gathering insights. During this phase, the focus lies on exploring relevant subjects in current literature: to see what's already known and what conflicts should be addressed in the design solution. This is in line with the sub-research question of "What is already known about creating and implementing a vision and strategy, with regard to employees, and should be taken into account for the solution?".
In relation to storytelling, this phase corresponds with the Rising Action phase, in which characters are developed, relationships are defined and conflicts are exposed.

Define (Climax)

The second phase is about defining. The goal of this phase is to determine a design brief which defines what the most important insights are and how they're going to be used in the following phases. The focus lies on using the insights from the literature review to explore the practical side of strategy: analyzing P2S and one of its former clients. This is in line with the two sub-questions of "Where in the P2S-client process will it be most interesting and valuable to design something new to engage employees with the vision and strategy?" and "According to the P2S client's employees, what aspects should be incorporated into the design solution to facilitate successful strategy implementation?".
In regard to storytelling, this phase corresponds with the Climax phase, which builds upon everything earlier and packages it all together (into the design brief).

Develop (Resolution)

The third phase is about developing the design solution by iteratively creating concepts, prototyping and testing them. The focus lies on the ideation process and on presenting the final solution. This phase answers the main research question of "How to enable P2S to get their clients' employees to better understand, be motivated about, and apply the client's vision and strategy into their daily work?".
In regard to storytelling, this phase corresponds with the Resolution phase, in which different stories come together and click (in the form of the final design solution).

Deliver (Denouement)

The last phase is about properly finalizing the thesis. The focus lies on evaluating the final design, providing recommendations for further development and discussing the result of this thesis in light of current literature. This phase answers the main research question as well, although more focused on feasibility, viability and desirability of the design solution.
In regard to storytelling, this phase corresponds with the Denouement phase, which is the wrap-up of the story.

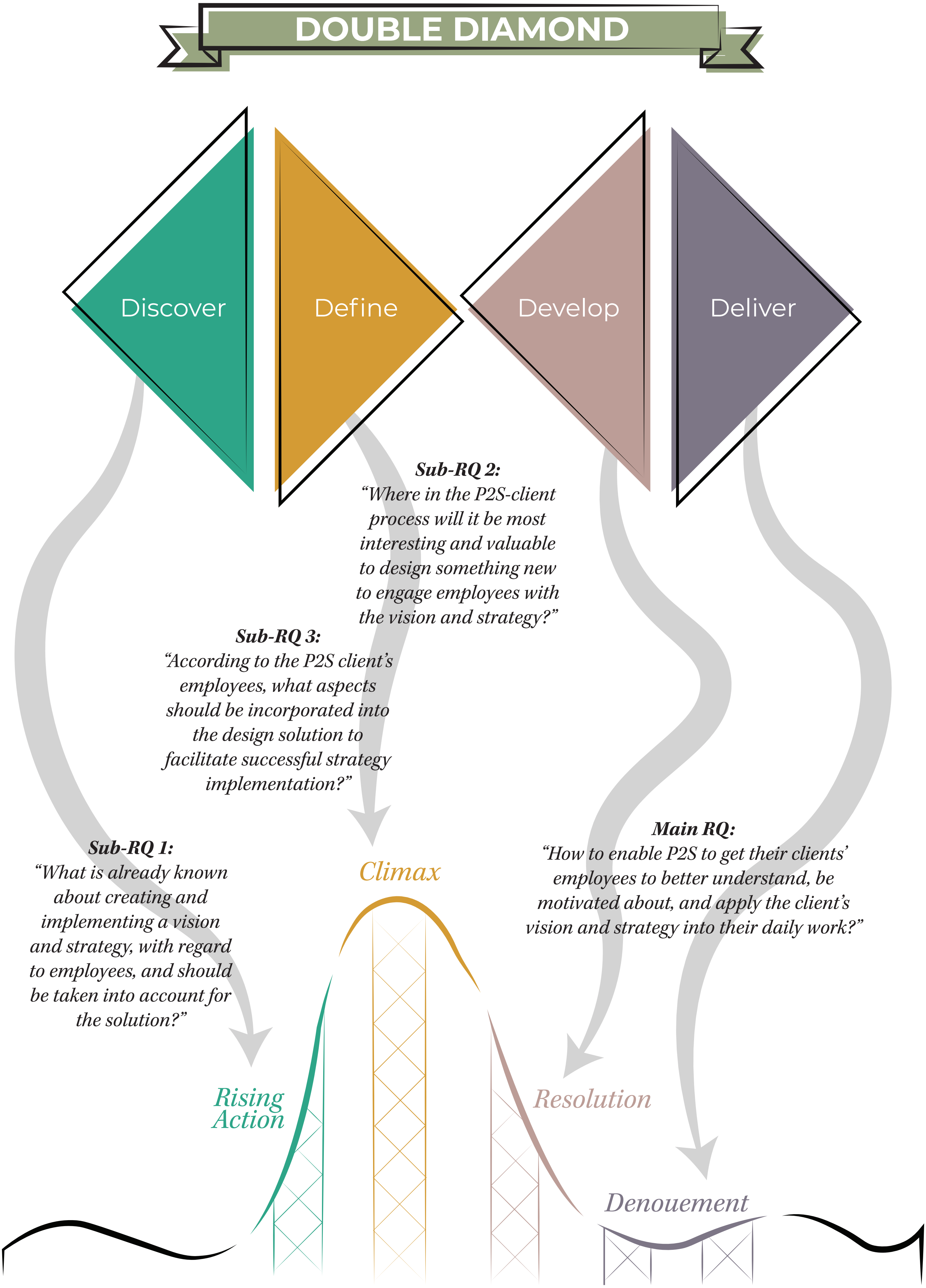


Figure 4: the storytelling structure related to the Double Diamond approach.

VISUAL STORYTELLING

As indicated in the introduction, organizations compete in complex conditions (Tellis et. al., 2009). This means that the importance of effective internal communication is crucial (Madlock, 2008): only with the acceptance, participation and commitment of the employees, organizational change can be successful (Zorn et. al., 2000). Thus, it's crucial to share strategic change in an engaging way. After all, organizational change has a significant impact on the employees (Agarwala, 2007) and therefore they need to understand the (reasoning of) change.

An approach to reach those employees in an engaging way, is the use of storytelling (Silverman, 2006). Storytelling has always been a way to convey knowledge, beliefs and values across generations (Kallergi & Verbeek, 2012). More recently within the organizational context, researchers and practitioners are emphasizing the benefits of corporate storytelling in relation to employee engagement. For example Gill (2011) presents substantial evidence from literature that builds a case for the use of storytelling for employee engagement - especially during times of change. Kahan (2006) elaborates on the use of storytelling as an effective way to get hostile or defensive employees to collaborate - particularly in a meeting about organizational change.

Additionally, it has been found that storytelling can change negative experiences of employees into positive experiences and that it can help to gather support for a new strategy (Adamson et. al., 2006). These examples show that storytelling is a valuable approach to use in employee engagement with the organization's vision – especially in combination with visualization (Salevati, 2010). Thus, we have chosen to centralize visual storytelling as an approach within this thesis. The subject will be further explored, linked to design and incorporated in the design solution.

RISING ACTION.

In storytelling, the Rising Action phase has to build upon the background information by further developing the characters and deepening their relationships, and by amping up the conflict.

Thus, in this chapter, the theoretical framework will build upon the research questions stated in the Exposition phase. It will present the current knowledge about the concepts of interest for this thesis - and deepening the relationships between these concepts. This will set a base of what's already known and done in the area of vision engagement and visual storytelling. The characters will be developed by showing how the gained insights are relevant for them. Furthermore, these insights will facilitate guidelines for the design, and will reveal areas for improvement.

THEORETICAL FRAMEWORK

The focus of this thesis regarding literature is broad: from strategy in practice to visual storytelling, from employee engagement to (strategic) design. Therefore, a theoretical framework of the explored concepts and their relationships to each other will be presented first (Figure 5). Throughout the literature review, visual aid will be provided to show in which part of the theoretical framework the section fits.

Theoretical Framework

The theoretical framework is the result of the integration of the themes discussed in this literature review. The framework shows that the literature review establishes a relation between design literature and organization literature:

On the top, four design skills are presented. Although there are more skills within design, and these skills are not only applicable by designers, they are defined as most important for this thesis. These skills - visualization, storytelling, materialization and reflection - can enable employee engagement by making the change personal: explaining the new vision in an exciting and clear way, making it personal by linking individual values to that vision, while providing and guiding in moments of reflection.

These four skills are applied to 'strategy as practice': the use of the strategic agenda (vision, mission, strategy) in daily practices. Linking design skills to the 'strategic as practice' literature, incorporates human actors (people's emotions, motivations and actions) which is currently lacking.

This brings us to the central element in this theoretical framework: the employees. As these are the people that eventually have to implement strategy, have to create innovations and have to change the organization, they are of crucial importance. The application of the design skills in 'strategy as practice' is aimed at the employees: to make them engaged with their organization's strategic agenda and enable them to implement the change.
In order to implement the change, the routines of the employees have to change. The change of routine will eventually lead to change in the organization.

Set-up

Firstly within this literature review, the concept of 'Strategic Agenda' - vision, mission and strategy - will be discussed. The aim of this section is to define each concept and, later in this thesis, link it to the practical usage of P2S.

Secondly, the link is made to Strategy as Practice: how are the concepts of 'Strategic Agenda' currently being applied in organizations and what role does design take in these applications? The aim of this section is to see what tools of strategic implementation are already out there and how they work.

Thirdly, the people who have to deal with changing organizations and implement that change, the employees, are examined regarding engagement. The aim of this section is to learn about ways to engage employees, to create a suitable company culture and to see how individual values relate to successful change.

Fourthly, the focus will be on what actually needs to be done to change an organization: how can routine be changed and how does reflection play a part in it? The aim of this section is to see what has already done regarding routine change and reflection - and how to incorporate or change that.

Finally, the shift to the thesis' design solution is made by examining what is currently done with visual storytelling in organizations - and what interesting directions are for the design solution.

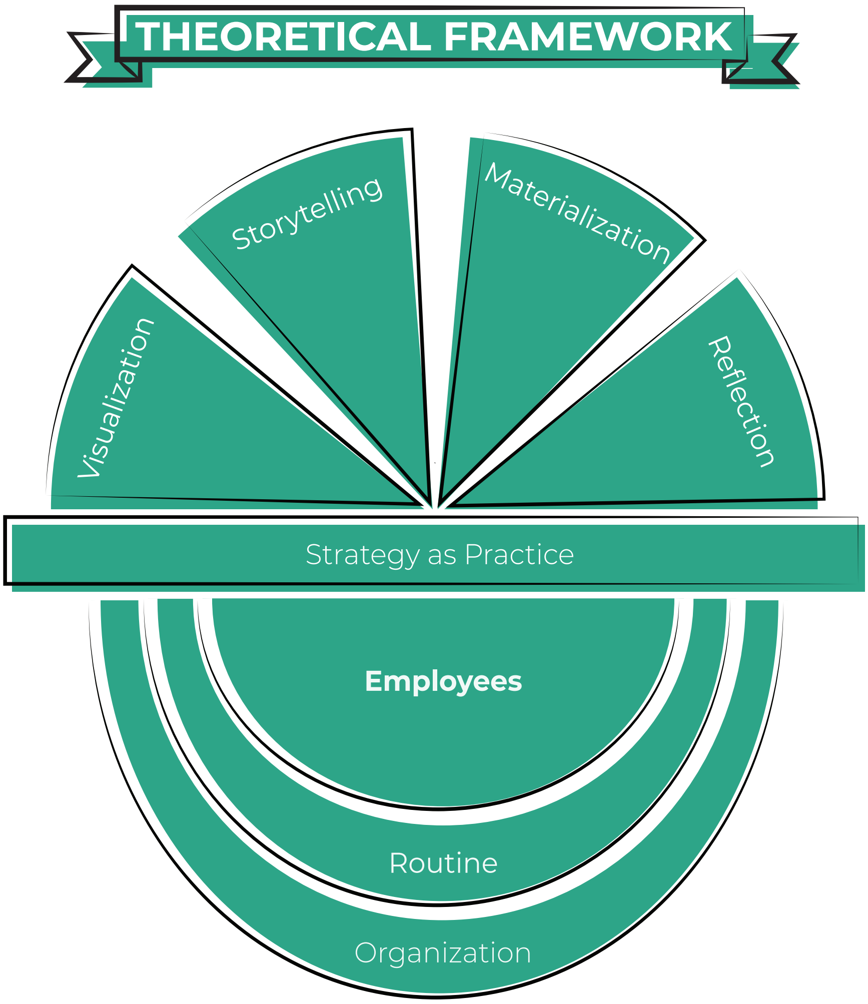


Figure 5: the theoretical framework.

STRATEGIC AGENDA

Many definitions and names exist for the collection of 'Strategic Agenda' and its activities (e.g. VMOSA by Nagy & Fawcett, 2009). However, within P2S it generally refers to the combination of an organization's vision, mission and strategy (interviews P2S, 2018). Therefore, these three concepts will be subsequently discussed. The definitions will be used as a base of comprehension for the remainder of the thesis.

Vision

Vision creation has always been deemed important to establish a fundamental, ambitious sense of purpose to be pursued over many years by organizations (Leithwood et al., 1996). Especially in the current uncertain business environment, visions are crucial to foster radical change and direction, while maintaining strategic flexibility to be able to achieve competitive advantage (Zaccaro and Banks, 2004). Although its importance has been expressed repeatedly in literature and practice, vision has yet to be defined in a generally agreed-upon manner (Kantabutra & Avery, 2002).

This lack of definition could be explained by the fact that vision is associated with abstract concepts such as future orientation and deep worldview, which can differ greatly for each organization. You could imagine a vision as a lens through which the management team sees its company's future (Koskinen, 2005), see Figure 6. When created properly, the vision provides both direction and destination for years to come. Therefore, a vision should express a coherent view of a realistic, credible and attractive future for the company (Campbell & Yeung, 1991), in a form which works for that particular organization. Although there are different definitions and forms of a vision, there are some commonly shared characteristics identified by Kantabutra (2010) like conciseness, clarity, future orientation and the ability to inspire. These characteristics all add to the communicative strength of the vision.

However, before sharing a vision, the vision itself has to be created. This process seldom takes place according to planned steps (Mintzberg et al., 1998), because vision is not a stand-alone concept or substitute for a complete and effective strategic plan (Humphreys, 2004). It is an integral part of strategic agenda, and thus integrates different strategic activities and aspects into a coherent whole (Koskinen, 2005).
The process consists of many iterative steps, with negotiations, compromises and eventual agreements on the vision in line with the other strategic agenda activities. One of the key corresponding activities is empowering and motivating people to act to achieve the vision (Kantabutra & Avery, 2010). The vision should be understood and used by employees. The empowerment and motivation can only be achieved when earlier mentioned characteristics make the vision communicatively strong and when the vision is shared properly within the organization. To make the vision more graspable, the vision is often accompanied with a mission, to link the vision with the company's purpose. On the following page, the concept of mission will be explained.

To summarize, the definition of the concept vision in this thesis is considered to be a coherent view of a realistic, credible and attractive future for the particular organization, which can only be accomplished when employees are empowered and motivated to achieve the vision.

The design solution should support:
- *Flexibility*
- *Conciseness*
- *Clarity*
- *Future orientation*
- *Ability to inspire*

Figure 6: vision as a lens through which the agenda team sees its company's future (Koskinen, 2005).

Mission

When vision is defined as a future a company wants to achieve, then the company's mission can be seen as the reason why the company wants to achieve that vision and what role will take: an organization's character, identity and reason for existence (Campbell & Yeung, 1991). The mission consists of two elements (Stallworth Williams, 2008): who the company is (its nature) and what it does (reason for being), which together make the company unique. These division is relevant whether you call it a 'mission statement', 'mission', 'philosophy' or 'core values'.

As Campbell & Yeung (1991) stated: a clear mission is needed to establish objectives, strategies and goals effectively, and more importantly, it is essential to motivate employees. The mission can be seen as the foundation of priorities, strategies, plans and even work assignments. The mission is often explained as a combination of two schools of thought: one expresses mission in terms of business strategy, the other in terms of philosophy and ethics. Linking this combination to Stallworth Williams' (2008) division mentioned above, the mission involves the minds (strategy) and the hearts (culture) of employees (Figure 7).

This is in line with the trend of the Ethical Economy Fjord (2018): consumers are expecting companies to be authentic by taking political stances on issues of general concern. The trustworthiness the company conveys with those stances and actions, are increasingly becoming defining factors for consumers to commit to a company and its products. This emphasizes the fact that mission (and vision) increasingly has to come out the hearts (culture) of people. The individuals within an organization need to feel connected to the mission in order to become an ambassador of the company itself.

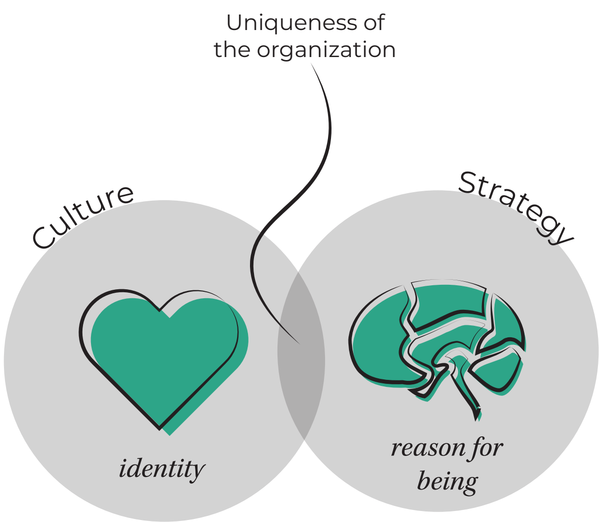


Figure 7: mission consisting of two elements.

Sense of Mission

When linking the organization's mission to individuals within the company, the 'sense of mission' (Campbell, 2015) is described: an emotional commitment towards the organizational mission felt by employees. This commitment is established when an employee personally identifies with the values and behaviors of the organization: there's a match between individual and organizational values.

It is important to recognize that not all employees will feel a sense of mission. People within an organization are often too varied and have too many individual values. However, it is possible to diminish the threshold for the match between an employee's and organization's values: starting with changing the fact that most employees currently don't have a clear idea of what their company's vision, strategy entails (Kaplan & Norton, 2005), as well as the organization's implicit values and corresponding mission. Furthermore, it might be necessary to focus on certain people who need to feel the sense of mission. As suggested by Murphy & Clark (2016), leaders play an important role in sharing the vision and mission properly throughout the organization, which can result in a powerful impact on the organizational performance. The strategy of an organization arises when translating the mission into action. On the following page, the concept of strategy will be explained.

To summarize, the definition of the concept mission in this thesis is considered to be the organization's character, identity and reason for existence. It consists of two elements: who is the company (its nature, the hearts) and what it does (reason for being, strategy). To create a sense of mission, and consequently employee commitment, the values of an organization should be identified as a match with the values of an employee. However, not all employees will feel a sense of mission. Therefore, it's necessary to focus on the specific people (leaders) that need to feel a sense of mission.

The design solution should support:
- *Match individual with organizational values*
- *Combining the mind (strategy) with the heart (culture)*
- *The focus on a group that needs to feel sense of mission*

Strategy

Strategy is the most tangible part of the strategic agenda, and most felt part on a day-to-day basis for employees (Al-Ghamdi, 2007). A good strategy is key to achieve the organization's vision, because it determines the key activities in an organization (Drucker, 1973). A strategy often consists of themes in which plans for a specific goal are described (Figure 8). These plans often need to be adapted over time (Pappas & Wooldridge, 2007), as internal and external factors over time can influence how the vision can be reached: there is not one specific fixed strategic path to reach the vision. The strategy provides principles around the organization's vision and purpose (mission): decisions like in which field the company is going to compete in, the position it plans to hold, the competitive advantage it plans to create, can be defined in the strategy. As such, according to employees, strategy largely impacts various job dimension, like profit, workplace and job security (Alexander, 1994). Because of the close link between strategy and employees, strategy often is the channel to make the vision and mission understandable, relatable and implementable. Therefore, strategy is crucial to take into account when attempting to involve employees.

To summarize, the definition of the concept strategy in this thesis is considered to be the practical decisions made around the organization's vision and purpose (mission), defined in plans of action. The strategy often consist of several strategic themes and can change over time, which means it needs to be assessed frequently.

The design solution should support:
- *Understandability*
- *Relatability*
- *Implementability*

Conclusion

The discussion of the strategic agenda in this section, has mostly been focused at defining the vision, mission and strategy. These definitions have set the scene for what's to come: to see how these themes are used in practice according to theory, what are conflicts that need to be solved, and what are ways to solve these conflicts? This relates to the first sub-question of *"What is already known about creating and implementing a vision and strategy, with regard to employees, and should be taken into account for the solution?"*
The next section, strategy as practice, will explore these questions.

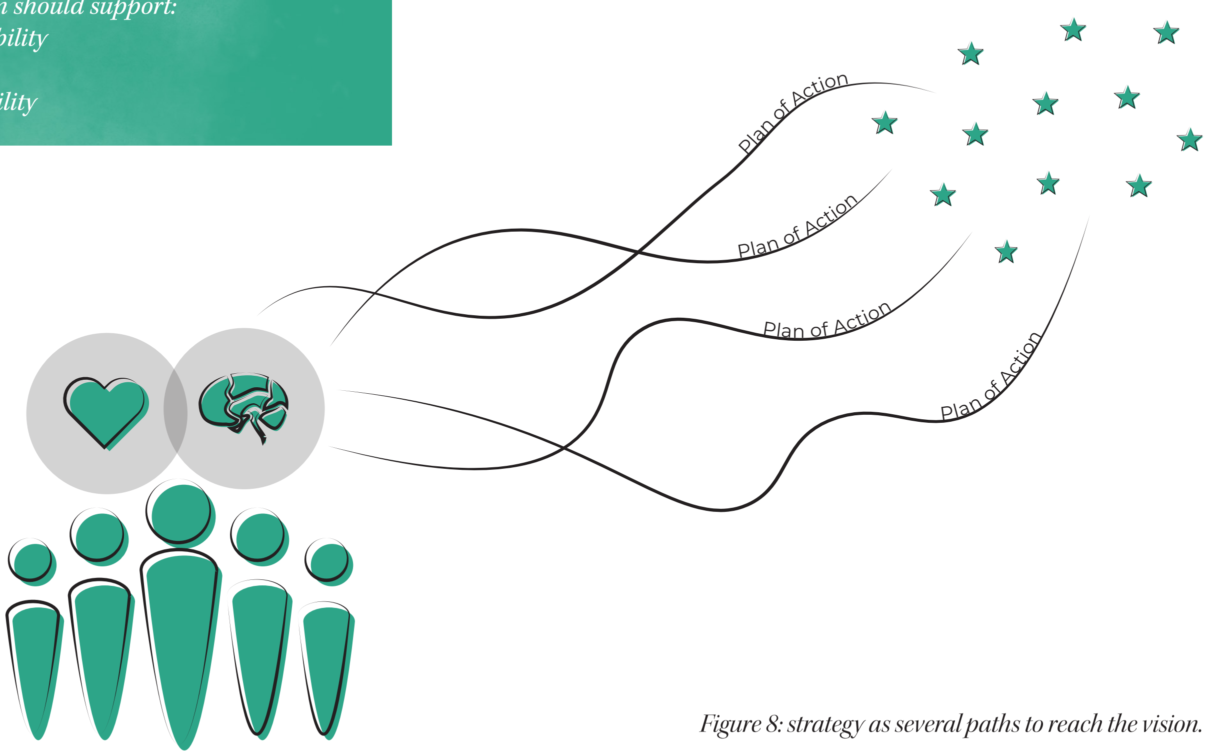


Figure 8: strategy as several paths to reach the vision.

STRATEGY AS PRACTICE

As mentioned in the introduction, organizations operate in an increasingly complex and dynamic environment (Gumusluoglu & Ilsev, 2009; Tellis et al., 2009). Therefore, the way strategy is formed and implemented in practice is changing as well. However, to properly identify opportunities in the current strategic practices for my design solution to address, a basis of the current knowledge in strategy as practice should be set.

Strategy as practice revolves around the doing of strategy: who it does, what they do, how they do it, what they use, and what influence has this on shaping strategy (Jarzabkowski & Spee, 2009). Interest in the influence of human actors - emotions, motivations and actions - has raised in the strategy and organization field (Whittington et. al., 2002). As a result, the strategy as practice field has emerged as a way to incorporate social complexity into strategy research, by centralizing human actors and their (inter)actions. Strategy as practice gives insights in not only organizational processes, but also positions strategic activities in the wider practices of societies (Whittington, 2007).

The strategy as practice field comprises of three main pillars: the practitioners, the practices and the praxis (Jarzabkowski, 2005; Johnson et. al., 2007). Practitioners can be defined as the people who do the work of strategy. Practices can be defined as the social, material and symbolic tools with which the work of strategy is done. Praxis can be defined as the flow of activity in which strategy is achieved (Figure 9). When relating it to this thesis' context, the P2S team members are the practitioners, their way of working (tools, their routines) is the practices and the process with the clients is the praxis. However, when looking at practices, the practitioners and praxis will be taken into account as well to see where in the praxis (P2S-client process) the design solution would be most valuable and how the practitioners (P2S) can work with the design solution.

Strategic Practices

A strategic tool can be defined as 'numerous techniques, tools, methods, models, frameworks, approaches and methodologies which are available to support decision making within strategic management' (Clark, 1997: 417). Examples of strategic (decision making) tools are Porter's five forces, BCG's portfolio matrix and the Balanced Scorecard (Spee & Jarzabkowski, 2009).

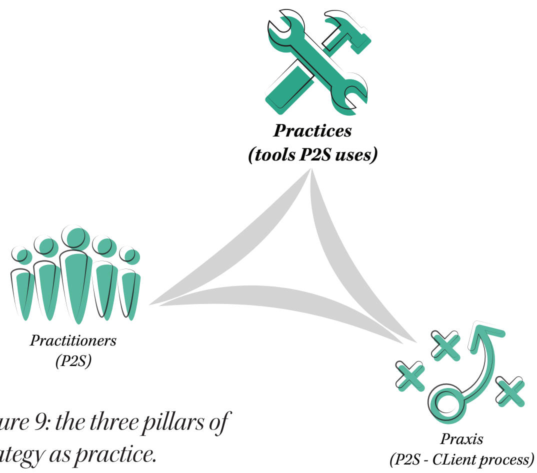


Figure 9: the three pillars of strategy as practice.

However, current strategy literature mainly focuses on the intended purposes and assumed use of strategy tools. When Jarzabkowski & Spee (2009) focused on how the tools are actually used in practice, some characteristics of a good strategy tool emerged:

- The tool should be flexible to use: different people can have multiple interpretations or meanings of that tool. This way, the tool can be adapted to a specific strategy task.
- The tool should be simple: people prefer tools that are easy to understand (transparent) and remember, without any specialist knowledge needed.

Furthermore, the setting in which the tools are used has an influence on the design of the tool: strategy tasks are often done by people with different hierarchical status and distributed locations (Jarzabkowski, 2005): for example a mix of senior and middle managers (Mantere, 2005), or a mix of corporate, strategic and divisional business unit levels (Ketokivi & Castaner, 2004). These different people use different languages and have different goals. Therefore, the socio-political situation in which a tool is used, has a big influence on how the tools are used and how they shape strategizing activities.
This was also observed by Jarzabkowski & Spee (2009), stating that strategy tools are not necessarily used as an instrument to analyze something or to solve problems, but rather to serve socio-political purposes, for example during discussions in a workshop. Within this context, a strategy tool could serve as a boundary object to reach a shared understanding.

Conflict

When exploring the current field of strategy, it becomes clear that considering the human aspects, such as people's emotions, motivations and actions, is still under development. This can especially be seen when analyzing strategy tools. Literature mainly addresses intended purposes and assumed use of strategy tools, instead of actual use in practice. The people who will implement strategy have to be taken into account when designing strategy tools.
Thus, the lack of focus on actual use of strategy tools by employees for successful strategy implementation will be a key issue to be addressed within this thesis' design solution.

The design solution should support:

- *Flexibility*
- *Simplicity/easy to remember*
- *Transparency*
- *Being a boundary object*

DESIGN FOR STRATEGY

Having explored the current knowledge about strategy as practice, it becomes clear that the incorporation of human actors, in the field and in its tools, is still in development. This thesis design solution can accelerate that incorporation. In the design field, the combination of design and strategy is known as Strategic Design. Organizations are increasingly discovering design as valuable approach to implement innovation strategies and changes (Calabretta et. al., 2016).

Strategic Design

As one of the pioneers on strategic design, Calabretta (2016), together with several other prominent designers, has written a book about the most important principles of strategic design. In order to understand how design can answer this thesis' research question, elements of the strategic design book will be discussed. The advices can give hints on how design can improve the P2S process and thus the collaboration with the client. More concretely, the book will give guidelines to incorporate in the design solution.

Strategic design mostly tackles problems that are ill-defined and extremely complex (Duck, 2012). Next to being ill-defined and complex, these problems are often about shaping the future (Golsby-Smith, 2007), which means that they are abstract and uncertain. These characteristics often tend to make the organization, its management and its employees reluctant to tackle these problems and to change. An overall suggestion from Calabretta et. al. (2016) to reduce this reluctance, is to make the process as clear as possible: concretely define the different steps and activities to be done, and demonstrate how an expected outcome could be reached, for example by giving examples. Thus, it seems that a clear process with little uncertainty can help in dealing with uncertain strategy content.

Thus, for the design solution and P2S' process with the client, it can be beneficial to concretely define the steps and activities to be done. Even when the collaboration with P2S has ended, leaving an visual overview of the process and the steps still to come (implementation of the strategy) could be valuable for the client. As P2S and JAM have a close collaboration, JAM could play a role in making a visual overview of the process. By sharing the processes, tools and showcasing progress, P2S can inspire greater engagement within the organization (Calabretta et. al., 2016).

The process of vision creation and strategy implementation mostly takes place in the organization of the client. The internal culture of an organization is the context in which strategic activities take place. Therefore, P2S should be aware of the dominant traits of the organization's culture - the values employees uphold during work. Fortunately, P2S does this already in their process by defining a 'value shift': the needed transition from old values to new values for an organization in order to reach the new vision. These 'value shifts' are explained in the Internal Analysis.

The design solution should support:
- *A clear, certain process, insightful for the client*
- *Showing examples of possible outcomes*
- *Awareness of current organization's culture and values*

Vision and Ownership

In order to make strategic design processes a success, two elements are crucial (Figure 10): a shared vision and a clear sense of ownership (Calabretta et. al., 2016). A shared vision means that the people involved have the direction and goals clearly in mind: not only of the overall vision, but also of the corresponding plans of action - that those plans are in line with the overall vision. When the overall vision is clear, it becomes an unifying element for all people involved, because everyone is reaching for the same goal. Regarding ownership, it should be clear who or which department is responsible. This will give a focus during the process and decision making. Also, it will give a drive to keep working on the vision and its projects, because someone is responsible to keep motivating and pushing people to persevere.

Regarding P2S, this highlights that they have to create a clear, inspiring vision together with people who will take ownership. During the process, P2S can play a role in making ownership explicit and in addressing the concerned people when ownership is not properly pursued.

The group of employees that are involved during the process, have a great influence on the outcome and success of implementation. Within strategic design, co-creation is often used to increase the participants' willingness and to maintain their commitment over time (Calabretta et. al., 2016): when participants take an active part in the process, they often develop ownership of the process and its outcome.

P2S already incorporates co-creation in their workshops with the clients. However, the design tool could change the current way of co-creating by adding design elements of visualization and materialization. These additions can decrease the uncertainty of strategy content.

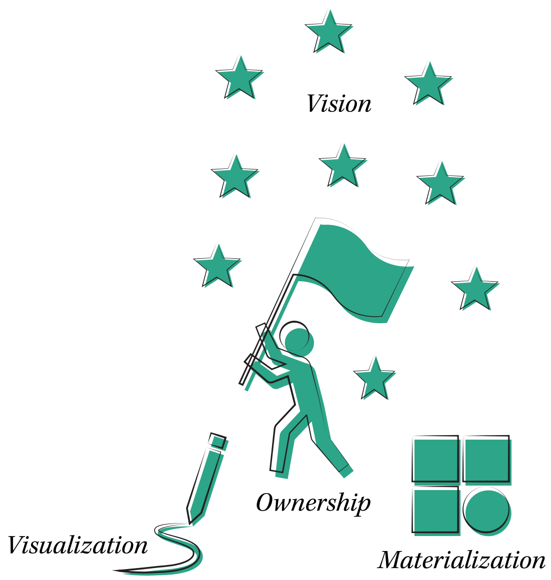


Figure 10: the two main elements and tools of design in strategy.

Visualization and Materialization

The strength of designers is that they can turn abstract notions into something tangible and observable. This tangibility and observability makes concepts 'real', which can reduce uncertainty and can encourage participants to open up more to different possibilities (Liedtka, 2015; Calabretta et. al., 2016). Materializations and visualizations are tools used for this purpose (Figure 10), which can be anything designers use to structure or present information: from text to images, objects and even stories. As stated by Brown (2009) drawing, prototyping and storytelling are tools that accelerate innovation.

Visualization

Visualizations have two functions: increasing the emotional engagement of the people involved and creating a shared language between disciplines - acting as a boundary object. A shared language allows people to share complex information in a clear, comprehensible and engaging way. This is not only valuable during workshops with the client, but also when reflecting on the progress of strategy implementation. Examples of visualizations are customer journey maps, personas and storyboards.

Visualization is already being applied by P2S in their process, by collaborating with JAM as mentioned before. Together with JAM, P2S consolidates the created vision into a visual that is clear, comprehensible and engaging. However, visualizing the vision is currently one of the only things they visualize. P2S could exploit the practice of visualization even more during the process. Visualization should take a central part in their process, and thus in the design solution.

The design solution should support:

- *Sharing the vision in a clear and inspiring way*
- *Explicit ownership from the start*
- *Active participation during the process*
- *Storytelling to open people's mind up*
- *Visualization as central element*

Materialization
Strategy materializations in the form of prototypes are becoming more and more important (Dameron & LeBaron, 2015; Calabretta et. al., 2016), because they help to lower resistance and to increase commitment for next activities due to the tangibility and observability of prototypes. Especially when the prototype is co-created together with the client, it becomes very valuable: it helps people to exchange ideas, build on those ideas and develop collective ownership of the outcome. The prototype becomes a boundary object. The format of the prototype can differ (e.g. 2D visualization, 3D model or even a 4D video). The chosen format depends on what the prototype's aim is: what message should it convey?

P2S currently uses prototyping in 2D format: co-creating visualizations with the participants and JAM. Applying other formats (like 3D) could increase the clarity of the strategy content for the participants.

Calabretta et. al. (2016) provides some characteristics a visualization or materialization should have in order to create the right effect. These characteristics are all guidelines for the design solution:

- Keep it simple. To spark the imagination of participants and to make it more approachable, only the necessary information should be shown, in a simple manner.
- Leave it incomplete. It should not be too detailed or perfect. That will increase the threshold for participants to give feedback or actively think about strategy, as it will seem like the strategy is already done and input is not valued.
- Co-create it. Often, the process of making the artifact together is more valuable than the artifact itself, because the discussion behind the creation of the artifact contains rich information. Furthermore, creating something together develops collective ownership.
- Combine languages. To make realistic decisions, the visual language should be combined with numbers and facts, because the numbers and facts are easily relatable for the participants.

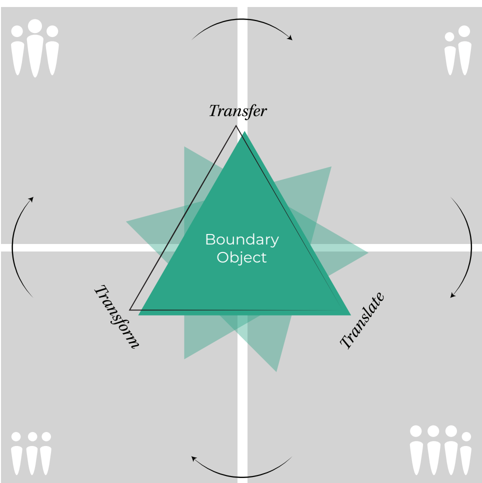


Figure 11: boundary object crossing different boundaries.

Boundary Object
In both visualization and materialization, the term boundary object is mentioned as something valuable. A boundary object is often used as a tool for transfer, translation and transformation across different boundaries (Carlile, 2004) in order to reach a shared understanding (Figure 11). Boundary objects are able to do this by having a common identity across fields, while being adaptive enough to be used for sense making by different groups (Sapsed & Salter, 2004). Examples of boundary objects are visual representations, project timelines, metaphors or standardized forms (Huang et al., 2013). This way, a boundary object can serve as a guide for action, but the way of use and interpretation still gives a lot of possibilities (D'Adderio, 2008). This characteristic is of value for strategy implementation, because strategy is abstract, has to be applied in different units and changes over time. Using visualization and materialization to create boundary objects is beneficial for the understandability and communication of strategy content.

Conclusion
The strategic design approach gives valuable advice for improved engagement of the employees in the vision creation and sharing. The design solution of this thesis will be a way to incorporate strategic design into the P2S process - facilitating the creation of a boundary object or even being one itself. Drawing (visualization), prototyping (materialization) and storytelling are interesting design tools that accelerate innovation - and therefore should be incorporated in this thesis' design solution. Furthermore, these tools can increase ownership, the clarity of the vision and the clarity of the whole process.
Although P2S already does some storytelling, visualizes the vision and uses materialization in 2D forms, there are many options (e.g. storytelling by participants, 3D forms and visualization of the process) still to be explored and applied by P2S in their process. This thesis will use these design skills in the design of the thesis' final solution.

The design solution should support:
- *Materialization*
- *Visualization*
- *Simplicity*
- *A clear process*
- *Co-creation*

THE EMPLOYEES

It is crucial for a successful future of an organization that employees fully comprehend and are able to apply the strategic agenda. It is even more beneficial if employees are personally motivated to do so. Organizations want their employees to be engaged to ultimately increase business value. Studies, like the PwC study (2014), have shown that engaged employees indeed increase business value because they put 57% more effort on the job, are 87% less likely to resign and outperform their peers by 147%.

Employee Experience

Although employee engagement has been a hot topic (Sak, 2006; Sirisetti, 2012) for several years, improving the engagement to a continuous high level has proven to be extremely difficult. Mostly because nearly all initiatives amount to a brief boost of engagement which wears off over time. Yet, a new concept has emerged which not does not centralize the business value by just giving perks to employees, but changes the whole company environment to center around the employee: the Employee Experience. Literature suggests that organizations should aim to create a work environment that inspires employees to come to work: instead of work being obligated, employees feel a want to work themselves. The Employee Experience encompasses the totality of an employee's experience with an organization. When these experiences regarding their daily life at the office are positive, it can result in engaged employees (Morgan, 2017).

To achieve positive Employee Experience, three environments have to be properly organized around the employee (Figure 12):

- Physical environment
  The physical spaces employees work in. The organization's values are reflected in, and employees are proud and inspired by the workspace.

- Technological environment
  The tools employees use to work. All employees should have access to the same facilities.

- Cultural environment
  The feeling employees get when working for a company. Employees should feel valued, as part of a team and the culture should legitimate their sense of purpose.

Incorporating values into the different environments, to make employees feel proud, seems to be an effective means to engage employees. This corresponds with the development that employees want to know that their input matters and that they are contributing to the organization's success in a meaningful way - they want to do meaningful work (Seijts, 2006).

To summarize, there's a need for change by organizations regarding employee experience. Although P2S can't facilitate this change completely, they can play a role in nudging the organization towards the right direction. This can be done with the help of this thesis' solution. The design solution resulting from this thesis should facilitate a positive feeling of employees towards the physical, technological and cultural work environment by incorporating values: the design solution should be used in an inspiring environment, ensure equality between employees and give a feeling of appreciation. However, making employees feel proud and valued, can only be achieved when an organization knows what their current culture actually is and what their employees' values are. This will be discussed in the next section.

Conditions that should support the design solution:
- *Inspiring environment*
- *Equality between employees*
- *Feeling of appreciation*

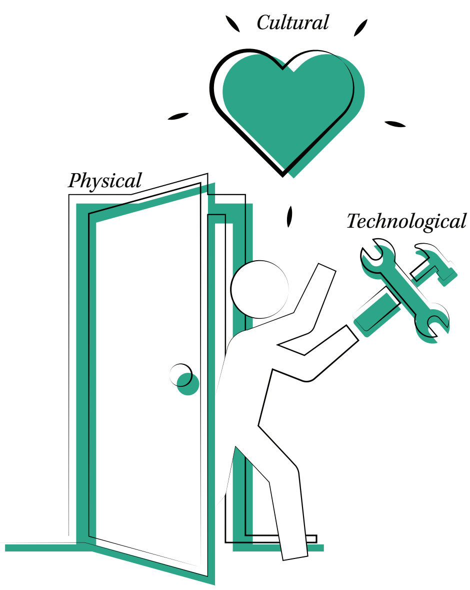


Figure 12: environments for Employee Experience.

Centralizing the Employee

As the cultural environment is most closely linked to the employee's behaviour, habits and values, this is the most challenging environment to control and revise (Schwartz, 1981). When creating, sharing and implementing strategy, organizations still often fail in properly involving its employees and considering its culture (Weeks, 2016).

For example, the study of Steckel (2000) shows that organizations focus on sharing strategies to partners and consumers, but forget to include their employees. This demonstrates that there is still a long way to go in terms of centralizing and involving employees, as also mentioned in the Strategy as Practice section regarding human actors. Good internal communication is essential when empowering employees to build a shared commitment to success - and eventually becoming engaged (Thomson, 1997).

Corporate Culture

Corporate culture has many definitions, but is generally viewed as the sum of values and beliefs which enforce norms of behavior (Belias & Koustelios, 2014). So, culture consist of two parts: the values and beliefs, and the corresponding behaviors and norms. This shows that the vision, mission and strategy of an organization are integrally linked with the company culture: culture is the intangible expression of the strategic agenda and the strategic agenda is the formulated expression of the culture.

However, the importance of culture brings great challenges when developing a strategic agenda. As culture enforces a relatively homogeneous, fixed set of behaviors, or in other words, habits, it naturally resists change, which can hinder the development and implementation of strategy (Green, 1988). Because of the embedded habits, the culture is often relatively fixed. Thus, the biggest risk surrounding new strategic agendas arises from the established culture (Schwartz, 1981).

A new vision forces a change, often radical, within the organization. This change does not only happen in employees' daily activities, but also in values - thus in culture. However, culture *'is not like a skin that an organization can discard as it selects a new organizational culture that is perceived to have strategic fit with its commercial strategy'* (Belias & Koustelios, 2014; p.453). So, although all significant organizational transformations need some level of culture change (Belias & Koustelios, 2014), changing culture takes time.

How to change culture? According to literature (e.g. Mumford et. al., 2002) leaders are key sources of influence on corporate culture (Figure 13). As Cameron and Quinn (2006) state, a change in culture and strategy will only happen if the process becomes personalized - then individuals want to engage in new behaviors. Extending this statement, one of the most effective ways of changing culture is for leaders to change their behavior themselves (Sathe, 1985). However, to be able to change their own behavior as an example to other employees, the leaders first need comprehend what values are embedded in the current culture. Only then they can fully understand and accept the change in strategy and in culture. The first step is to assess the current culture to be able to pinpoint what values have to change (Belias & Koustelios, 2014) and help the establishment of change (Carbrera et. al., 2001). Within the process of vision forming, P2S assesses the current culture of an organization, and explicitly shares which old values need to change in to new ones by defining the needed 'value shift'. The second step is for leaders to fully understand and embrace the culture shift. Currently, there's a lack of active engagement of the leaders to effectively change culture (Nadler et. al., 2001). If the leaders are not engaged, the employees won't be inspired to engage in the vision. Thus, 'deep acceptance' of the vision and 'value shift' among the leaders is necessary. This is something that can be done by P2S. For example by sharing the vision in an understandable, personalized and motivating way, and by relating the values of the leaders to the vision and value shift.

After deep acceptance among the leaders has been established, those leaders have to share and show the culture shift with exemplar behavior. They can also make use of 'culture embedding tools' such as storytelling and symbols (Schein, 2004), which have shown to build relationships (Karp & Helgo, 2008) and are increasingly recognized as being valuable in culture change (Goldman & Casey, 2010).

Conflict

The cultural environment is most challenging to control and revise. Correspondingly, the biggest risk for successful strategy implementation is the established culture. Although cultural change is necessary, it takes time. The change and it pace is mainly influenced by the leaders of the organization. The leaders need to change their behavior themselves as an example to others. This can only be established when the leaders know the current culture and its values, and establish deep acceptance of the needed shift in culture - and values. When this deep acceptance is realized, 'culture embedding tools' can help with sharing the culture change. Next to the influence of the leaders, employees need to be taken into account more for successful strategy implementation. There should be more internal communication; especially personal communication in order to build a shared commitment to success among employees.

Thus, the change of culture and involving the employees properly will be the key issues to be addressed within this thesis' design solution.

The design solution should support:
- *Knowing the established culture and its values*
- *Culture change over time*
- *The focus on leaders*
- *Deep acceptance among leaders*

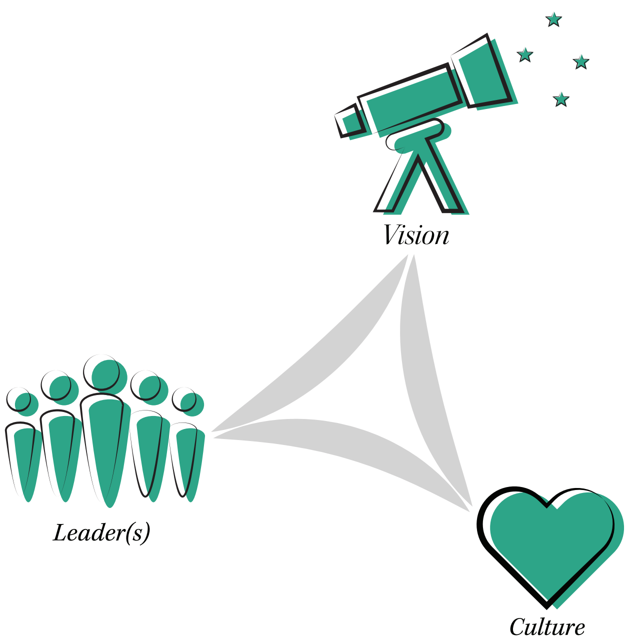


Figure 13: key factors surrounding employees to successfully implement strategy.

CHANGING ORGANIZATION

Strategy is the most tangible part of the strategic agenda. Employees deal with strategy on a daily basis (Al-Ghamdi, 2007): the activities employees undertake and the decisions they make are guided by strategy. So, on a day-to-day basis, strategy and routine are intertwined concepts: strategy shapes routines within an organization (Hendry and Seidl, 2003) and on the other hand, the routines, activities employees perform, reshape strategy and influence the successfulness of its implementation.

The execution of strategy expresses itself in organizational routines, like using a certain database to keep track of your client's demands or by using a dashboard to get insights in activities.
One of the ways to know if a strategy has been implemented successfully, is to see whether the original routines have changed in line with the designed strategy.
Regarding the P2S process, this means that P2S and their client have the difficult task to make sure the strategy implementation is successful by changing the routines of employees. This is especially a challenge, because P2S usually undertakes trajectories that result in radically different strategic agendas. Therefore, the various routines of an organization have to change radically as well.

Routine

Routines can be defined as recognizable patterns of actions that are repetitively performed (Feldman and Pentland, 2003). Generally, a routine is divided into two aspects: ostensive and performative aspects. The ostensive aspect can be defined as the abstract, generalized idea of a routine, consisting of regularities and expectations that enable employees to guide, account for, and refer to specific performances of a routine (Bucher & Langley, 2018; Pentland, 2008). Thus, the ostensive aspect can be viewed as the framework that guides towards an expected routine behavior, like a procedure. The performative aspects can be defined as the actual performances of specific employees, in specific times and places (Feldman and Pentland, 2003).

Live Routine

More recently, there has been an increasing emphasis on the importance of people involved in a routine. Cohen (2007) differentiated a conceptualization of routines as 'dead' versus 'live' routines. Live routines can be defined as any organizational routine in which people are capable of learning from experience. Through experience, the learning occurs naturally, which then leads to new actions or even new patterns of actions (routines). This means that routines are 'living things' that are constantly evolving under influence of the experiences of employees - and are therefore hard to control.

Live routines are hard to control, because employees are continuously learning through experience and adjusting routine on own initative. Therefore, intentional routine change is difficult to accomplish. Another factor that hinders change, is the 'puzzle of recursiveness' (Feldman, 2003): the fact that routine and ongoing actions are interdependent and mutually reinforcing. How can a radical routine change, based on a developed strategy, be implemented while original routines are still in place and are continuously reproduced by ongoing performances?

Recent studies have tried to find an answer for this challenge, and several studies have addressed intentional routine change in relation to strategy execution. For example Feldman (2003) states that if people want to change routine intentionally, they can develop a new routine concept (envisioned ostensive aspect) and communicate their ideas to the others, to hopefully change performances and eventually change routine. This can be aided by the involvement of external consultants, like P2S, because it's easier to change when it's externally imposed (Hendry and Seidl, 2003). On the other hand, the employees themselves have to carry out the change. The separation of the external strategic practice from the organizational structure and routines can be beneficial to enforce radical routine change, because the separation makes it easier to critically reflect on the current practices. However, this separation also limits the impact of the strategic discourse on the organization (Pettigrew, 1985).

The Concept of Spaces

A way to diminish the separation and radically change routine, is the concept of 'spaces'. More specifically, a combination of two types of 'spaces' that need to iteratively take place within an organization: the reflective space and the experimental space (Figure 14).
Bucher and Langley (2016) state that a space is defined by bounded social settings, differentiated by certain types of interaction. The boundaries that aid the different interactions, can be categorized in social, physical, temporal and symbolic boundaries.

Reflective Space

The activity of a reflective space is mainly to reflect on the original routine, make changes to the original routine or to develop a new routine. It is important to identify the routines which don't include an element of reflection, because those routines would only be impulsively changed (Thompson & Pascal, 2012). To reach beyond local, spontaneous variations of original routines to radical changes, the reflective space establishes a physical, temporal, symbolic and social separation from the current organizational structures and routines (Hendry & Seidl, 2003). More concretely, a reflective space is often physically distant from where the current routine is performed (e.g. an external location), with a clear beginning and ending (e.g. two hours), with a distinctive name (e.g. 'core team'; different dress code) and with a mix of people from the organization (for new connections). The advantage of such a distanced space, corresponding with Luhmann's concept of episodes (2000), is that it enforces the 'external perspective' by disconnecting from the normal ways of working of the organization. This 'context-switch' stimulates strategic reflection. This external perspective has already been successfully applied in events like board-level strategy reviews, strategy working parties and off-site workshops (Hendry & Seidl, 2003). P2S already often uses distant location, like farms, when giving workshops. Their 'external perspective' could be expanded by including other separations (e.g. distinctive names, different dress codes).

The use and set-up of the reflective space is valuable to incorporate into the P2S process with the client because it facilitates the creation of a new, strategically based, routine - it facilitates a better chance of successful strategy execution by the organization. Furthermore, such reflective spaces can facilitate reflection, evaluation and adjustment of that new routine during the further execution process.

The main activity of a 'reflective space' is reflection. Studies have shown that reflective talk can enable collective sensemaking, learning and reflection (Garud et al., 2011; Rerup, 2009; Weick et al., 2005), which are important factors for routine change (Dittrich et. al., 2016). Especially on a group level, reflective talk aids to change routine by fostering learning and articulating knowledge (Obstfeld, 2012). This often leads to flexible adaptation of specific routine performances (Dittrich et. al., 2016): people who are reflecting are able to orientate themselves towards the future (Howard-Grenville, 2005) and therefore are able to reflect beyond the current performances. This way they can decide how to change routine (Pentland and Feldman, 2005). Dittrich et. al. (2016) studied how reflective talk can influence routine change, and they discovered some guidelines for effective reflection: firstly, when reflecting, talk supports the process of routine change by (1) discovering problems or opportunities regarding the ostensive and performative aspects of routine; (2) exploring alternative ways of enacting routine; and (3) evaluating the alternative ways from different angles.

For P2S, this translates into guidelines for reflective talk with the client during the process and workshops: a distant 'reflective space' in which the client has to reflect on current routines (ostensive aspect) by discussing with each other, in order to come up with routine change. Furthermore, it would be valuable if P2S stays involved during the further execution of strategy and if they would set-up reflection for down-the-line: a moment to reflect on the proceedings (performative aspect) in order to adjust the actions, routine or strategy.

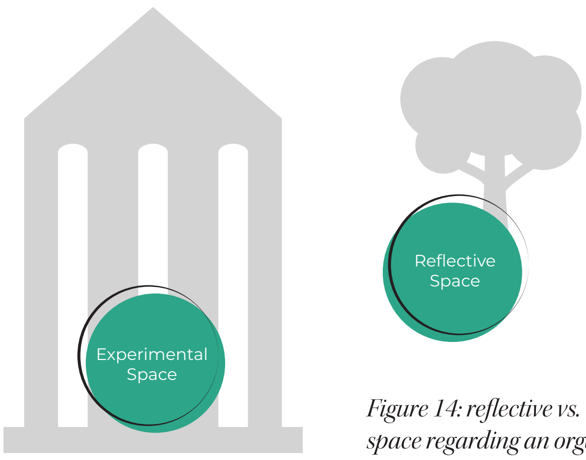


Figure 14: reflective vs. experimental space regarding an organization.

The design solution should support:
- *Routine change*
- *Reflection on current routines (ostensive) and*
- *changing routines (performative)*

Experimental Space
The activity of an experimental space is mainly to test, adapt, and further modify concepts of the envisioned routine, directly affecting routine performances (Bucher & Langley, 2018). Therefore, regarding temporal, symbolic and social boundaries, it should be as much related to the organization as possible. In order to properly test the performative aspect of routine, the experimental space takes place within the organization. However, by using temporal and symbolic boundaries, the experimental space does not interfere with the current routines of the organization. This can for example be done by naming the experimental space a pilot and by only testing it for a limited period of time.

Linking Reflection to Spaces
The concept of 'spaces' by Bucher and Langley (2016) can be linked to the theory of Schön (1983). Schön (1983) has distinguished two types of reflection: reflection-in-action and reflection-on-action. Reflection-in-action can be defined as thinking while doing to change the current situation. Reflection-on-action can be defined as thinking after doing to impact future situations. This second type of reflection is mostly done after finishing a project or when a team can't continue. Often, reflection-in-action is done more intuitively, while reflection-on-action is done in a more organized manner. When linking these concepts of reflection to the concepts of spaces (Figure 15), you could state that reflection-in-action should be done in the experimental space. In the experimental space, a new routine is implemented and experimented with. Routine implementation is still in development, which means reflection-in-action could be beneficial for evaluating while doing in order to adjust the current situation of the routine. For the reflective space, reflection-on-action would be more suited. This way, an old routine can be evaluated as if it's 'finished' and something new has to come in place. The reflection-on-action provides an evaluative moment to come up with a way to impact future routines.

Tools for Reflection
Applying these two types of reflection within an organization can only be done with the help of reflection tools. Reflection tools used in the reflective or experimental spaces for organized reflection, can range from a list of questions, a survey to a reflection game. The threshold to reflect is low, because there's a specific 'space' designed for organized reflection. However, designing a good reflection tool for reflection moments on own initiative, in between spaces, is more challenging. This is because there's usually no specific moment for reflection during a day at work (Eraut, 2004). Yet, this spontaneous reflection-in-action is necessary to have, because it evaluates how the strategy implementation is going so far. So, for a reflection tool to actually be used, it should be integrated in the work environment. Prilla and Dengeling (2012) have concluded that a few characteristics are essential for a good reflection-in-action tool: firstly, the threshold for tool usage should be as be as low as possible. Therefore, the tool should be as easy to use as possible. Secondly, the tool should fit in the social environment where it's used in. At last, the tool should provide background information of earlier events in order to refresh someone's memories with the necessary information to properly reflect.

The design solution should support:
- *Reflection-on-action*
- *Reflection-in-action*
    - *Low threshold to use*
    - *Easy use*
    - *Fit within social environment*
    - *Providing background information*

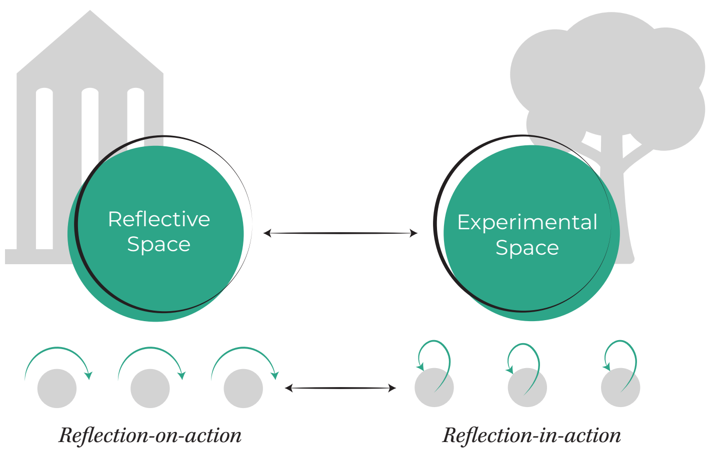


Figure 15: reflection linked to spaces.

Routine Artifacts

To successfully change routine, reflective and experimental spaces are not enough: artifacts are the way to tackle routine change and successfully implement strategy. Artifacts can influence routine in two ways: as artifacts of routine or as artifacts for routine (Pentland, 2008). Artifacts of routine can play an essential part in making routine (change) tangible and comprehensible for employees, by for example giving guidance (D'Adderio, 2008) for routine change with a new policy statement. Artifacts for routine can play an essential part in evaluating the current routine, getting everyone on the same page and creating a new routine. For both aspects, applying the concept of boundary object can be valuable.

Currently the design of artifacts is limited to e.g. procedures, physical settings, diagrams and flowcharts. They fail to achieve the goal of changed routine and good corresponding performances (Dittrich, 2016), because the artifacts are still being designed as if routines are rigid 'dead' instead of alive and closely intertwined with people (Cohen, 2007) – the concept of a boundary object is not taken into account. Designing a boundary object (Figure 16) for a live routine with the users in mind, will create a better artifact. However, before creating an artifact for a new routine to guide people, the first step is to design the new routine. For that process, understanding-based redesign is necessary to facilitate (inter)actions of participants and thus successful routine change (Bapuji et. al., 2018). For this understanding-based redesign, a boundary object is useful as well in order to create a shared understanding among the routine-changers. In literature, there's a gap in knowledge about the link between (visual) design, boundary objects and routine change. Linking these concepts, an example of a designed boundary object can be a visualization of the vision, to set a base as to what is the overall goal of the new routine, while reflecting and creating the routine. Such a visualization could also play a role in documenting the new routine: providing sketches of example situations for the new routine.

Conflict

In order to successfully implement strategy, organizational routine has to change radically as well. The combination of reflective and experimental spaces can facilitate radical routine change. Reflective spaces are used to come up with the new routine, based on the strategy as well as evaluative means of the experimental spaces. For both activities, reflection-on-action is necessary. Experimental spaces are used to implement and experiment with the new routine to see how it would work in practice. For this activity, reflection-in-action is necessary. A way to make reflection easier to keep changing live routines, is designing a good artifact is necessary. An artifact as boundary object can set a base as to what is the overall goal of the new routine, while reflecting and creating the routine.

Making the necessity of routine change explicit, and the iterative use of reflection-on-action (in reflective spaces) with reflection-in-action (in experimental spaces) for routine change, will be addressed in the design solution by creating a supporting artifact(s).

The design solution should support:

- *Reflection, creation and sharing of a new routine (by being a boundary object)*

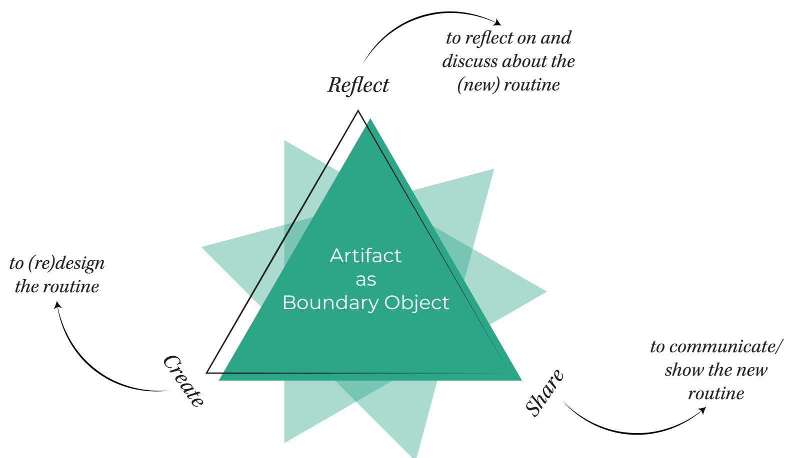


Figure 16: routine artifact as boundary object.

VISUAL STORYTELLING

As briefly mentioned in the introduction, storytelling has always been a way to convey knowledge, beliefs and values across generations (Kallergi & Verbeek, 2012). Storytelling has been used increasingly in organizations: externally to convey the organization's brand to consumers, as well as internally to understand and create a corporate culture (Mendonca, 2015).

Although storytelling is increasingly being applied in organizations, the standard ways of communicating strategic change, e.g. via emails, presentations and newsletters, is still used often. However, this way of communicating fails in engaging employees in a way that enables a successful strategy implementation. Due to the constant information flow towards people via e.g. email, phones and meetings, people have learned to tune most information out - there is a 'mundane message overflow' (Barker & Gower, 2010).

Although the standard (digital) ways of communicating strategic change are accessible, quick and factual, they lack the ability to communicate the (context of) change in a compelling, personal way (Wortmann, 2008). The main focus of current leaders is to communicate the facts of the change, although better understanding of the facts will not automatically change behavior (Wortmann, 2008).
The main reasons why the standard way of communicating ('just telling employees') the new strategic plans doesn't work (Adamson et. al., 2006) are:

1. It assumes that employees possess the needed background information and context to understand the change. However, the employees often don't possess that knowledge.

2. It assumes that employees always entirely agree with the decisions made by the executive board and that the employees don't have good ideas about the organization's future. However, employees need to be valued and heard in order to establish a relationship and to get employees engaged. They often have good ideas for the execution of strategic plans, due to their experience in the field. Thus, the communication should not be one-directional, but interactive.

3. It assumes that change is only about facts and information. Although facts and information can facilitate a call to action, so that employees know how to reach the new future. Yet, it's also about relationships and emotions. Employees should want to change, otherwise the change won't be a priority and won't happen.

4. It assumes that no entertaining, engaging value is necessary due to the importance of the change. However, to get employees engaged, the sharing of change should not just be informative, it should be inspiring. This can for example be done by surprising the listener.

The design solution should support:
- *Sharing background information*
- *Employees feeling valued and heard: interactive*
- *Inclusion of relationships and emotions*
- *Entertaining, engaging value*

Storytelling in Organizations

With increasingly more recognition of storytelling within organizations (Jones & Comfort, 2018), it has become a way to overcome these struggles and to engage employee with the strategic change. As Witherspoon (1997) defined corporate storytelling: it is the process of developing a message that creates a new point-of-view or reinforces a behavior by using narration about people, the organization, the past, the future, social bonding and work itself. So, storytelling does not just explain the factual change, it also exposes tacit knowledge about the organization and its change (Rhodes and Brown, 2005). This is not only beneficial for engaging employees, it's also beneficial for the position of the organization's leaders: the study of Aplin (2010) showed that 91 percent of leaders stated that storytelling improved their influence as a leader. Next to that, practitioners have experienced the value of storytelling as well:

"Time after time, when faced with the task of persuading a group of managers or front-line staff in a large organization to get enthusiastic about a major change, I found that storytelling was the only thing that worked." - Stephen Denning, former director of the World Bank.

"The power to influence is often associated with force, the ability to make someone do what you want them to do. That suggests a push strategy. However, story is a pull strategy - more like a powerful magnet than a bulldozer." - Annette Simmons, consultant and keynote speaker.

Thus, storytelling is an attractive communication approach for leaders to use because of its ability to stimulate imagination, easy communication and verbalization of implicit ideas or knowledge (Kallergi & Verbeek, 2012): a story can construct the strategic change in words as it is constructed in reality (Lloyd, 2000). To summarize, the benefits of storytelling are (Wortmann, 2008; Gill, 2011):

1. Stories help people to reflect and learn by showing the needed context and multiple perspectives. This can either be reflection-in-action or reflection-on-action, which helps to eventually change routine and thus successfully implement strategy.
2. Stories reinforce the organization's (new) values by showing the differences between success and failure and the corresponding behaviors. Stories can point out the current culture, its strengths and flaws, and the needed changes in values.
3. Stories centralize the listener, by allowing them to interpret the story in line with their own experiences and by allowing playful exploration. This enables personalized awareness about problems, solutions and explanations, while simultaneously creating a shared understanding within the group and thus acting as a boundary object.
4. Stories promote dialogue that allows good communication balance and increased trust between the organization and its internal stakeholders (or thus between management and employees) - the relationship between organization and employee improves, and therefore there's an improved opportunity for engagement.
5. Stories can enable more creative, original and diverse ideas (Al-Shorachi et. al., 2015) regarding strategy implementation, not only for the leaders who have to share the stories, but also for the employees who are taken along with the stories.

Storytelling in Practice

These benefits clearly show how storytelling can positively influence employee engagement, corporate culture and personal values. Yet, how to practically implement storytelling in organizations is still unclear. Therefore, we will explore tools and examples of practice to get a better grasp of how to apply storytelling in the P2S way of working. P2S has established a close collaboration with JAM Visual Thinking, a company specialized in making co-creative visualizations. This direction is in line with the designerly way of using visualizations and materializations to structure and present information (Calabretta, Gemser & Karpen, 2016). Therefore, we will focus on the exploration of visual, tangible storytelling tools: as visualization helps to simplify and understand complex information (Brand, 2017), and materialization enhances the articulation of implicit ideas (Kallergi & Verbeek, 2012). Alongside visualization and materialization, gamification is another aspect that emerges as relevant: gamification engages the 'player' and enables playful exploration (Kallergi & Verbeek, 2012). What is remarkable, is that there are only a few examples of storytelling in practice to be found in literature. I will describe two tools of storytelling that possess the three mentioned aspects (tangibility, visualization and gamification). Furthermore, a description of storytelling used in practice, 'The Raiders of the Lost Art' (Adamson et. al., 2006), can be found on the next page.

Rory's Story Cubes®

The first example of a storytelling tool is the Rory's Story Cubes® (Figure 18). It's a game that facilitates creative story generation. It originated as tool to enhance storytelling and as a tool for creative problem solving – currently especially promoted as an aid for designers to allegedly support creativity (Al-Shorachi et. al., 2015). The game consists of 9 'story cubes', dices with 6 randomly distributed, existing icons on them (O'Connor, 2005; Kallergi and Verbeek, 2012). The aim is to use the fallen combination of icons to create a story. Due to the seemingly random combination of the visual icons, creativity is positively affected (Al-Shorachi et. al., 2015).

Cover Story

The second example of a storytelling tool is the Cover Story (Gray, Brown & Macanufo, 2010). It's an open-ended, creative-thinking exercise to practice visioning. Groups of people think of an ideal future state of their organization as if it has already happened. They have to create a cover of a well-known magazine about that future (Figure 19). Each team presents their future vision for the organization and elaborates on it by role-playing an interview between a reporter and an employee based on the content of their Cover Story.

Both examples can aid players in the playful exploration of options and to think in creative, far-future possibilities instead of practical limitations. Furthermore, the co-creative aspect can engage the employees and create a sense of ownership. Lastly, the originality and game aspect, which convey excitement, give the tools the ability to boost the participants mentally and physically. This can diminish the unwillingness of participants to engage with the tools, because it's different than the standard meetings and consultancy practices. The simplicity and effectiveness of these storytelling tools make them interesting for P2S and this thesis' design solution.

Challenges

Although storytelling seems like an ideal approach to engage employees, there are some challenges (Gill, 2011) to take into account:

- The practicalities for using face-to-face narration: it's very time- and cost-intensive. P2S is a small team and the clients often only want to spend a minimal amount of money on something so abstract and new.
- Ensuring that storytelling remains part of a larger process: it's possible that people become 'lost' in the story and forget the overall vision.
- Maintain a constant level of professionalism, so that the story and subject will be taken seriously. Especially because P2S' clients are often quite traditional.
- The risk of poorly constructed and delivered narrative to go along with the story. Often, a leader within the organization tells the story. P2S has to coach that person in how to tell the story.

Furthermore, it has become clear that just telling a story still is not enough. The listeners need to be able to interactively participate in building the story: as seen in the examples, this can be done by asking questions or by including a game element.

Conclusion

Visual storytelling is a valuable communication approach to engage employees with their organization's transformation. Storytelling is a better way of communicating the strategic plans than traditional ways of communicating (e.g. email), because it establishes an exciting, personal, interactive relationship with each employee. Furthermore, storytelling stimulates imagination and verbalization of implicit ideas (values) surrounding strategic change.

Yet, implementing storytelling in organizations is still an underdeveloped area in literature, especially when combining it with design characteristics. This thesis will address this underdeveloped area in the thesis' final solution.
What is already know, is that when combining storytelling with design, some practical guidelines arise for the creation of storytelling tools: using visual, tangible and gamification aspects. By incorporating these guidelines in this thesis' design solution, storytelling can be used in practice by P2S.

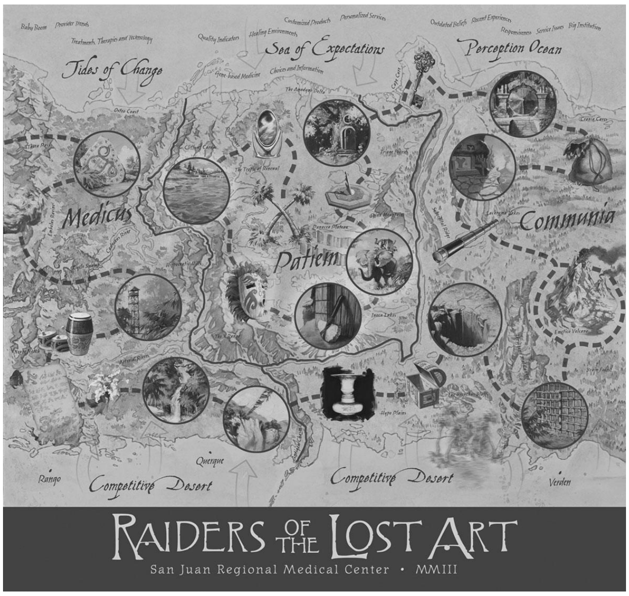


Figure 17: map of Raiders of the Lost Art (Adamson et. al., 2006).

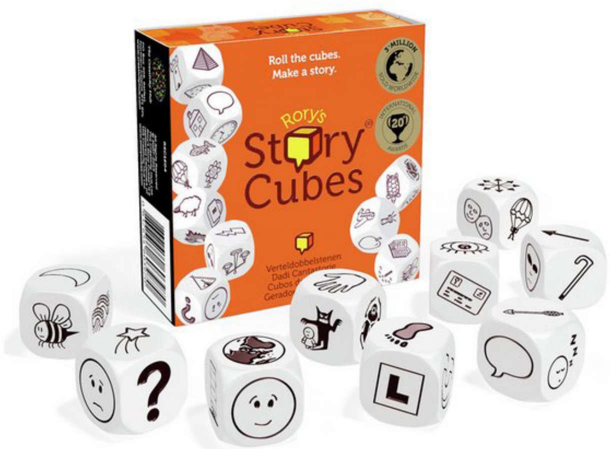


Figure 18: Rory's Story Cubes®

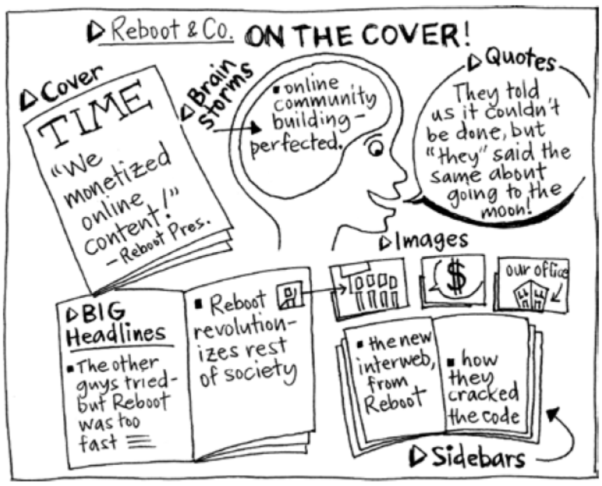


Figure 19: filled-in example of Cover Story.

Example of Practice: Raider of the Lost Art

A community hospital in Puerto Rico was in (financial) trouble and had to make a lot of changes, which created a negative atmosphere. To change this atmosphere, a group of the hospital leaders (directors, board members and physicians) were assigned to develop an experience strategy that would alter the organization's business model. They decided to do something radically different: to focus on the employee experience instead of the patient experience. A new strategic agenda was developed, including a mission, vision, philosophy and personalized programs. However, the implementation of this well-thought plan to change the atmosphere, surprisingly led to confusion instead of cohesion. The assigned group realized that they hadn't properly shared why the change was necessary. To properly share the "why" behind the change, powerpoint would not suffice, only a "what's the point" experience could cover all the context. Therefore, the team created a story.

The story got the name "Raiders of the Lost Art" (Figure 17). In a voluntary daylong session, the hospital's employees had to find the lost art of personalized healthcare. The session-environment was set-up within a room in the hospital. There were 3 lands: Medicus (medical professionals), Communia (regional community) and Patiem (patients). In each land statistics, trends, initiatives and issues were presented. This information was shared in an interactive way: in an environment filled with props and through map icons (e.g. volcanoes, rope bridges and treasure chests), guided by an Indiana Jones-like facilitator. Going through these 'lands', the participants were encouraged to think about new initiatives together with the help of probing questions, like: "How do you think this will affect us?" or "What else would you do?"

Word spread of the interesting and exciting story throughout the hospital. Eventually, nearly 70 percent of the hospital's employees participated in the voluntary day-long story sessions. This way, a lot of feedback and suggestions could be gathered, and implemented. Furthermore, the relationship between the management and employees improved. The atmosphere in the hospital changed from negative to positive, with an enormous increase in employee satisfaction and engagement.

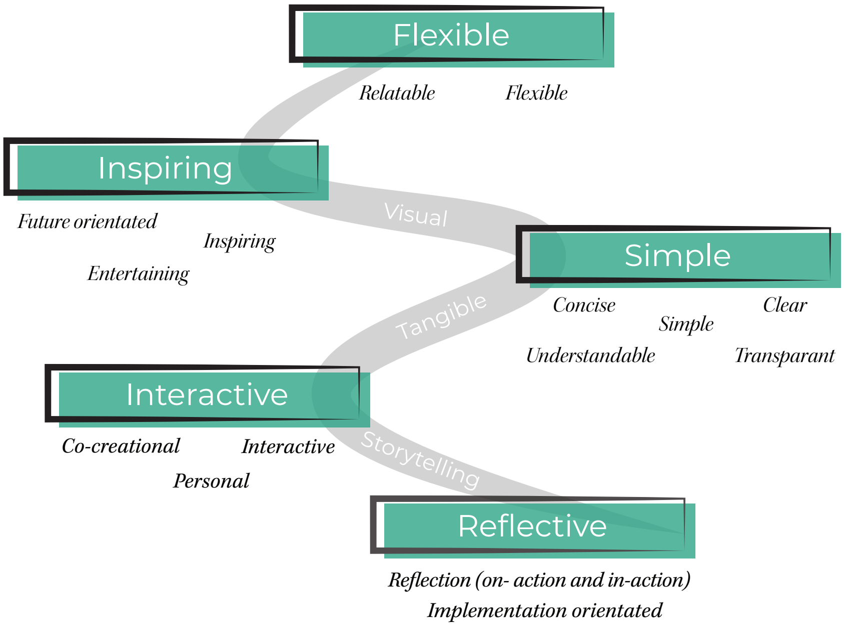
This example (Adamson et. al., 2006) of storytelling used in practice serves as a great inspiration for this thesis' solution. The way that the story engaged employees in an interactive, exciting, original, physically and mentally stimulating way, while also facilitating the gathering of input and feedback, is something to strive for in this thesis' solution. This example also shows how the use of metaphors (e.g. adventure, the lands, volcano) can excite, engage and (more simply) explain the complex change. However, the practical implications, like time and budget, can make this 'full-story-package' too (cost-)intensive for the P2S team and their clients.

THE MAIN INSIGHTS

To conclude the Rising Action chapter, an overview of the insights is given. The insights are sorted by how they are going to be used in the remainder of the thesis. The visuals show the main insights after clustering. The insights are an answer to the first sub-question: "What is already known about creating and implementing a vision and strategy, with regard to employees, and should be taken into account for the solution?"

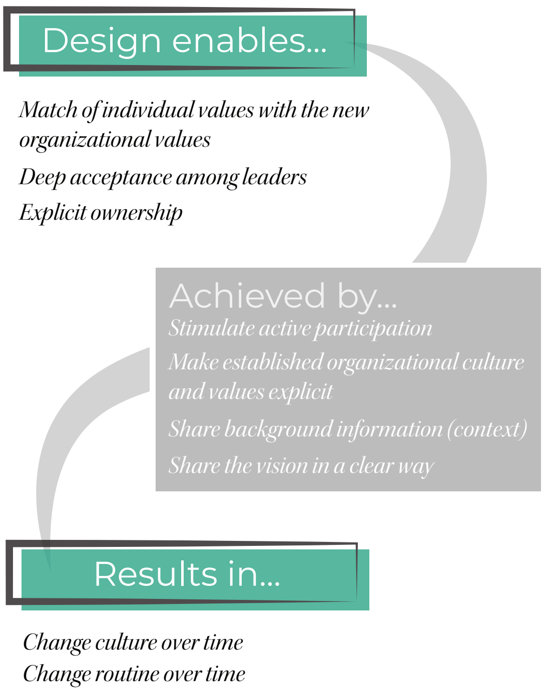
DESIGN GUIDELINES

These guidelines describe what the design solution should 'physically' contain. The larger guidelines with a blue square behind them represent a conjoint guideline of the words under it, and will be the guideline to focus for the design solution. Furthermore, visualization, materialization and storytelling are the three pillars that connect all guidelines to each other in the design solution. These will always be taken into account as they will be used to comply with the other guidelines.



GOALS

These goals describe what the design solution should accomplish (next to being an answer to the main research question). These goals will be transformed into actions that the design solution needs to be able to do. The goals have been clustered in three levels: what the design solution should enable, what it should do to enable that, and what the result of the enabling is.



DECISIONS

These decisions describe the adapted scope. The design solution focus on:

- A specific group of people: the involved leaders
- The personal values of those leaders

RECOMMENDATIONS

These conditional recommendations describe what conditions P2S should establish for the design solution to have maximum impact; these recommendations will not be a focus during the design of the solution - but will be kept in mind.
The recommendations for the optimal use of the design solution are:

- Clear, insightful process
- Inspiring environment
- Equality between employees
- Feeling of appreciation, feeling valued and heard
- Reflective space setting

CONFLICTS

These conflicts are issues that should be addressed in the remainder of this thesis and in the design solution

- The lack of focus in literature on actual use of strategy tools by employees for successful strategy implementation
- The change of culture and involving the employees properly
- The need for iterative reflection-on-action (in reflective spaces) and reflection-in-action (in experimental spaces) for routine change

CONCLUSION

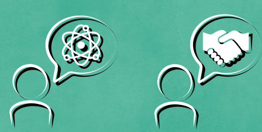
As the current knowledge and the relationships of relevant concepts have been shared, it's now time to show the relevance of this chapter for the characters, so that they further build up to the Climax. Thus, on this page the main contributions of this chapter to the main characters - researchers, P2S and its clients - are shown with help of the icons introduced on page 17.

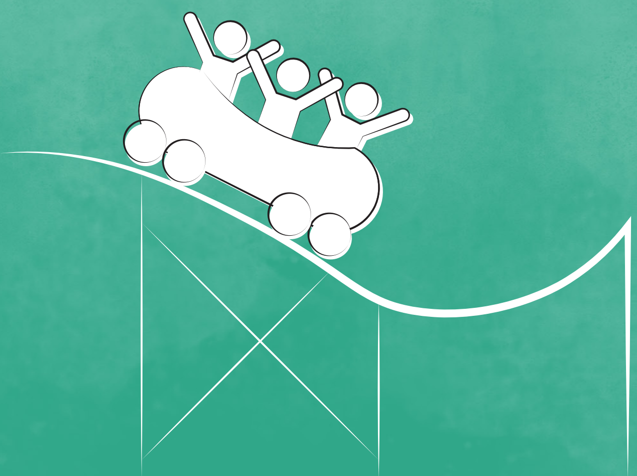
1. Corporate culture and good leadership are key factors for successful strategy implementation, and should thus be taken into account. This is in line with the expectation that linking personal values to the vision('s values) will increase engagement of employees with the vision and corresponding strategy.

2. Both factors mentioned above are dependent on human actors, so the people who are involved in the organization and the process of change. Therefore, the employees (leaders) should be centralized. In literature, especially the focus on actual use of strategy tools by employees is lacking.

3. Strategy implementation is only successful when routine is changed. To change routine, reflection-on-action (in reflective spaces) and reflection-in-action (in experimental spaces) is necessary. There should be a more explicit focus on routine change and reflection during strategic processes of change.

4. The design skills (storytelling, visualization and materialization) can make values, routine and reflection explicit on an organizational and personal level, which will expectedly improve the chance of successful strategy implementation.





CLIMAX.

In storytelling, the Climax builds upon everything earlier — the story lines, characters and motives — and packages it all together. It's both the moment of truth and the event to which the plot's built up.

Thus, this chapter will build upon the theoretical framework - the insights, gaps and guidelines - and links it to organizations: concrete examples of practice from P2S and one of its clients. First, the internal analysis of P2S will be shared, making a connection to the theoretical framework. Secondly, the external analysis - interviews with a former P2S client - will be discussed. Finally, it's the moment of truth and the event to which the plot's built up: a synthesis of all the insights and guidelines collected into a design brief.

OVERVIEW ANALYSES

Having set the base with the theoretical framework, it's now time to explore how this theory is being applied in practice. An internal and external analysis have been done to gain insights in how the strategic agenda is being used by P2S and its clients.

As stated in the Exposition, the problem statement is that employees have to innovate in line with the vision, but can't do that due to a lack of awareness regarding their company's vision and strategy. Therefore, they are not motivated and able to apply the vision and strategy in their daily work. Having explored literature, we now know what theories are already out there and how they might be valuable to solve the problem statement. However, to give an answer to the problem statement P2S can use, P2S itself has to be analyzed to gain insights into their way-of-working, along with a former client to gain insights into the employees' perspective. In this chapter, the analyses of P2S and a former client will be presented and linked to the literature review. These links are made visually explicit with the theoretical framework presented in the corners of the sections, as has been done in the literature review as well.

In Figure 20, an overview of the internal and external analyses can be found. The internal analysis focuses on P2S, consisting of interviews, observations at the office and observation of a workshop. The external analysis focuses on a former client of P2S, consisting of interviews with employees that used to be involved in the P2S-client process.

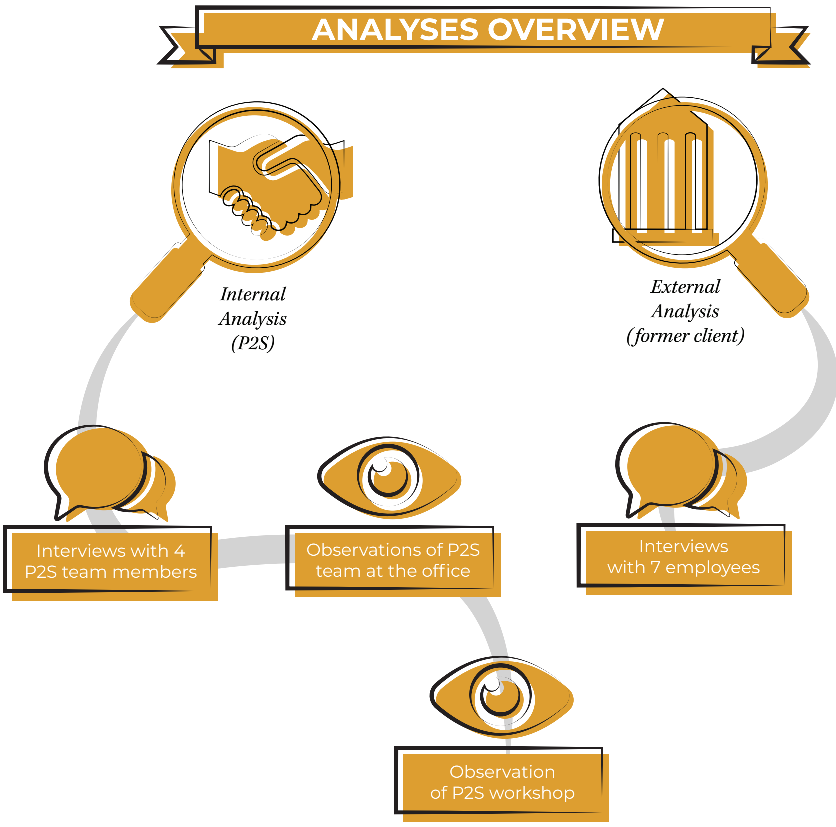
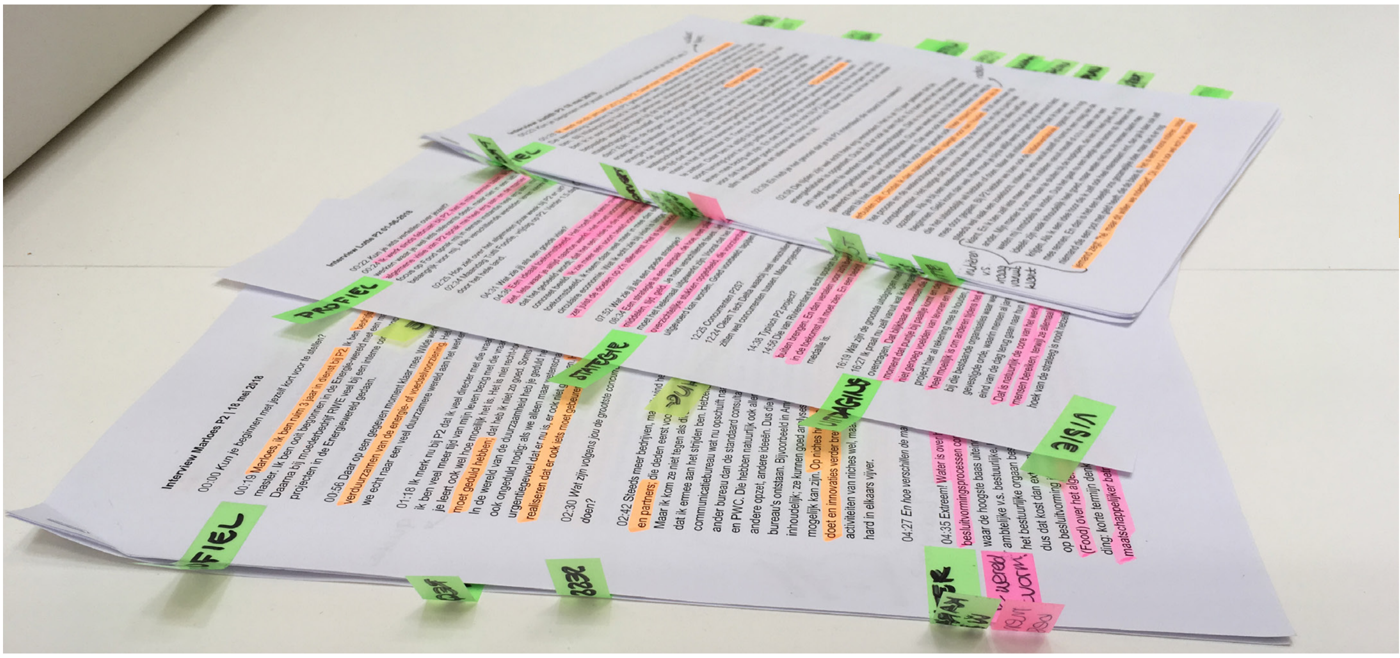


Figure 20: overview of the two analyses done during this graduation.



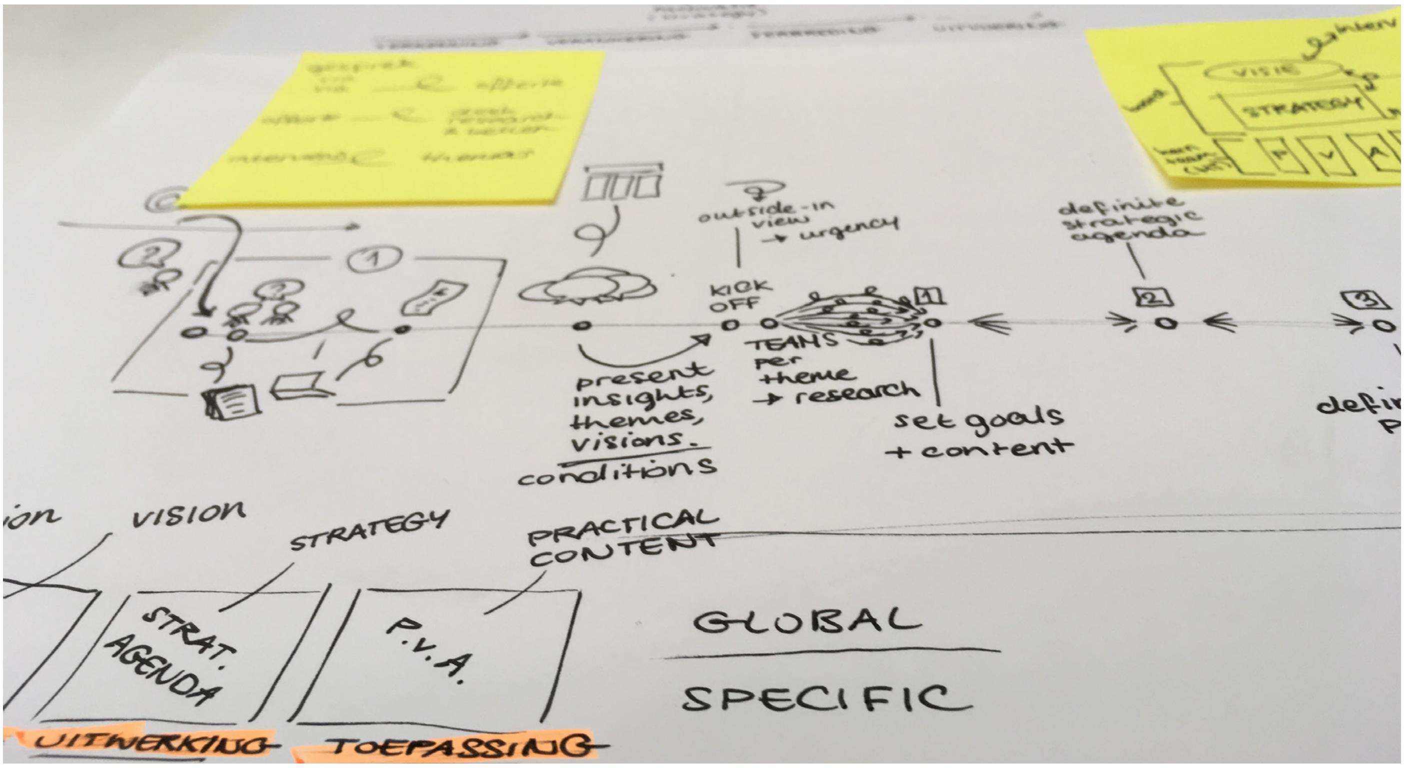
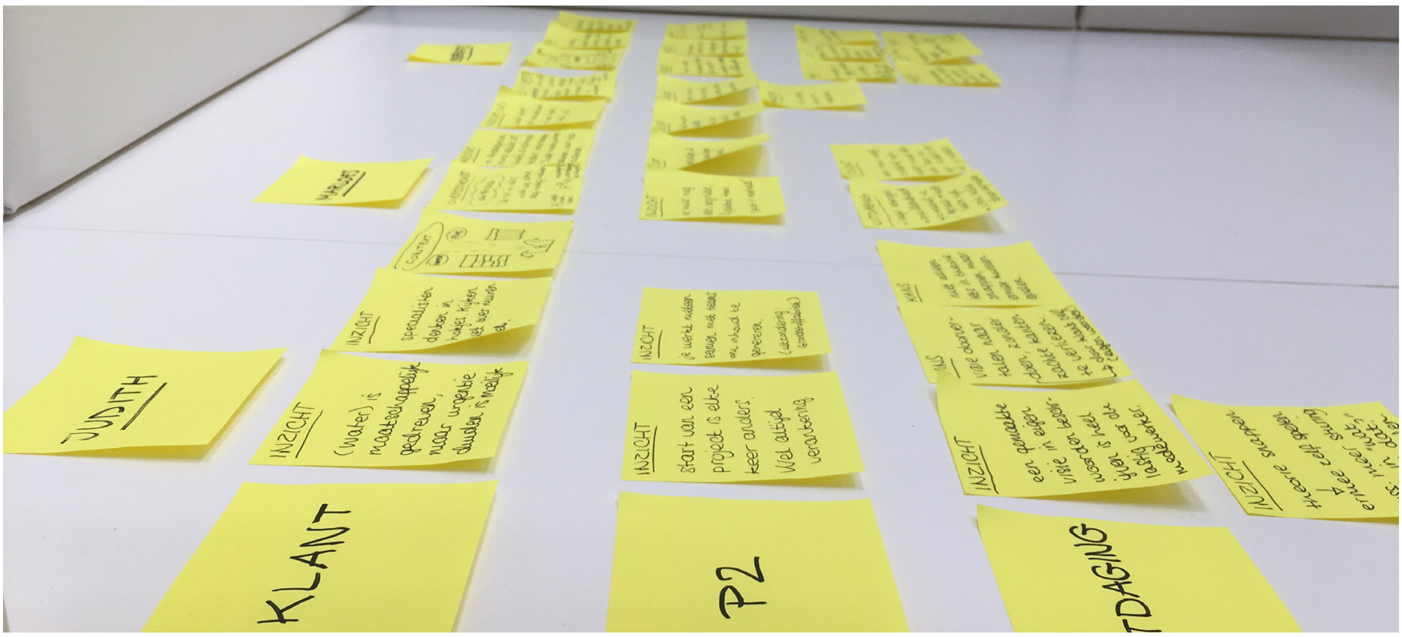


Figure 21: an impression of the internal interview analysis.



INTERNAL ANALYSIS

The P2S way-of-working will be analyzed to gain insights in their differences between theory and practice. These differences will provide guidelines and opportunities for the thesis' design solution. With the gained insights, we can obtain an answer to sub-research questions in this thesis ("Where in the P2S-client process will it be most interesting and valuable to design something new to engage employees with the vision and strategy?").

The goal of this internal analysis was to gain knowledge in the P2S way-of-working to ensure that the eventual design solution would fit and improve their way-of-working. Also, the solution should fit their own purpose (*"Toekomst Mee Maken"*). To achieve this goal, the analysis was divided into three techniques: desk research, interviews and observations (Figure 22). By combining these three techniques iteratively, I could ask questions about what I had read and observed, and observe and read about what I had questioned. This gave me clues about the differences between what is documented, said and actually done by P2S - which enabled me to get a complete impression of the P2S way-of-working and the opportunities for improvement. Although the internal analysis gave an enormous amount of information, in this thesis only relevant information is discussed. The relevant information has been defined by its relation with the theoretical framework. Here, the three techniques are briefly described.

Desk Research
During this thesis' process, I had access to the P2S Sharepoint (online folders) with all their documents: internal projects (e.g. positioning and methods), completed and current trajectories with clients. By going through these folders, I could see how P2S works, which methods they use and how they communicate it to their clients. Furthermore, the documents could be used as a reference during interviews and observations: I could look something up afterwards or ask questions about a specific document, while P2S team members could reference to a specific document during interviews as well. This desk research helped to set a base of knowledge about P2S and to deepen findings from interviews and observations.

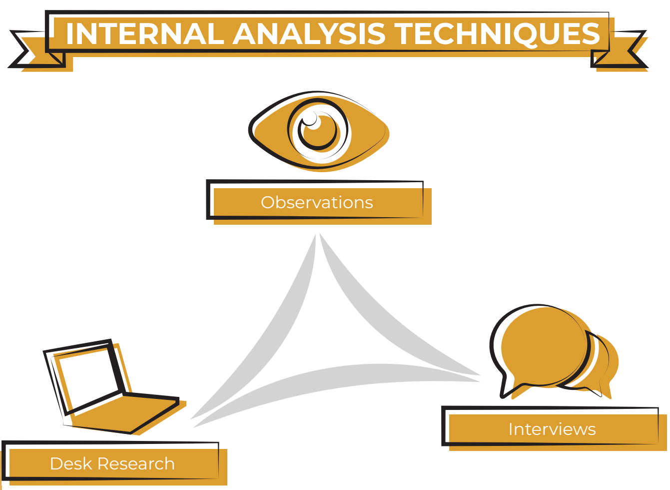


Figure 22: techniques used for the internal analysis.

Interviews
Four of the nine P2S team members were interviewed. These five were selected, because they formed a good representation of the whole P2S team: from junior to senior. To maximize the comparability between the interviews, the conditions (Miles et. al., 2013) were kept as consistent as possible: each interview lasted around 60 minutes, was done in the morning or afternoon, and took place in a meeting room at the P2 headquarters. The interviews were conducted over a period of three weeks, while iteratively doing observations and desk research as well. This made it possible to keep a clear focus of what information I still needed to retrieve. The interviews were semi-structured (Edwards & Holland, 2013) to make sure we could interview the team members flexibly - addressing interesting topics as they arise - while still being able to compare the different interviews and insights due to the consistent structure of the interview guide. The interview questions were created around the following research question: *"Where in the P2S-client process will it be most interesting and valuable to design something new to engage employees with the vision and strategy?"* The goal of answering the interview questions was to map out and gain insights into the P2S way-of-working with clients. The interview guide was set-up in three sections: starting with general questions about their personal definitions of the strategic agenda and its challenges. Then, a timeline was introduced. Guided by more specific questions, the interviewee and I filled in the timeline for the P2S process with a specific client. Finally, the interview was concluded with reflective questions about the timeline and what could be improved within the P2S routine. The shift between general and specific questions, provided a combination improvement areas and practical guidelines. An impression of the interview analysis can be seen on the previous page (Figure 21). The codebook and the explanation of coding can be found in appendix B.

Observations
Every other Friday, most P2 employees are at the headquarters. Furthermore, P2S has their strategy meeting on this day: a two-hour meeting updating each other and discussing important topics. These Fridays I was present at the headquarters to observe P2S specifically and P2 in general. Not only by attending the strategy meetings, but also by lunching together, going to the monthly P2 internal days and by joining lectures given by P2'ers. Next to these moments, I helped P2S with cases, mostly as a sparring partner. Furthermore, I joined a workshop given by P2S to observe them while facilitating a workshop (Community of Practice). These observations helped to get familiar with the P2S way-of-working and the way it can differ with what they say and document.

Theoretical Framework in P2S Practice

P2S has already been introduced generally. In this section, we will focus on linking the P2S way-of-working to the theories found in the Rising Action phase.

The P2S Definition of Strategic Agenda

The three parts of the Strategic Agenda, vision, mission and strategy will be briefly explained as P2S views them. Sometimes the explanations of an individual team members differed from another. In that case, the general most widely-accepted explanation is described. Furthermore, the framework P2S uses to integrate these definitions will be explained. At last, the views of P2S are compared to the theoretical view.

Vision

In the P2S' eyes, the vision is seen as an ideal far-future image: 'the end goal'. However, this goal will probably never be reached - it's something to strive for. More practically, it has to meet several requirements: the vision has to be communicable, imaginable, attractive and should fit logically in the current context. A vision is often expressed in one (or a few) sentences in combination with a visual. During the process with a client, a vision is always created. P2S addresses the vision by asking clients the question: "What do you want to achieve?"

"It is a future image of which we do not pretend that we are going to realize it. We do pursue it." - P2S team member

Mission

In the P2S' eyes, the mission is seen as the organization's purpose or reason of existence. The mission is often expressed in one or two sentences to explain who the client is. However, the mission is not always formulated during a trajectory. It depends on the willingness of the client: something they think it's useless, because they already have a mission statement. Although P2S does find the mission formulation valuable, it is not a necessary step for setting up a successful strategic agenda. The creation of the vision and strategy has a higher priority in the eyes of the P2S. P2S addresses the mission by asking clients the question: "Why are you motivated to do something?"

Strategy

In P2S' eyes, the strategy is seen as a vision on the realization. It consists of sharp ambitions on different themes. More practically, it has to meet several requirements: the strategy has to be clear, have ambition and be measurable. The strategy is often expressed in concrete plans of action with clear measurable goals, including statements about means, time and money. P2S addresses the strategy by asking clients the question: "How are we going to reach the vision?"

"You can create a high level strategy, but eventually you have to deepen it. Especially the beginning of each step has to be manageable." - P2S team member

Framework

P2S has combined these elements into a framework (Figure 23), which is used as guidance during trajectories with clients. The framework guides P2S by dividing the process into the three elements: the Why (mission), the What (vision) and the How (strategy). The 'Why' describes the mission for a client: what is the motivation, the urgency? The 'What' describes the vision for a client: what is their perspective? The 'How' describes the strategy for a client: what is the plan of action?

Comparing with Literature

The theoretical explanation and the P2S explanation of both vision and strategy comply well with each other. The theoretical and P2S definition of mission differ. The theoretical definition of mission has a broader scope: P2S does not explicitly include the values and behavioral standards or the sense of mission (Campbell & Yeung, 1991). P2S does analyze the organizational values in the first phase of their process, but this is not expressed in the mission. Within the strategy, P2S does more explicitly include behavioral standards: the strategy and its plans of action include new behavioral standards. Furthermore, in literature mission was seen as a crucial part of the strategic agenda, but the necessity is viewed differently within P2S. These differences appear to occur due to the fact that P2S mostly practices strategy based on experience and intuition. For P2S, the separation between the strategic agenda definitions are not that strict. Which combination works best is different per client and is determined by P2S during the process with a client.

Figure 23: the P2S framework.

The P2S Definition of Strategy as Practice

As seen in the literature review, the strategy as practice field consists of three pillars: the practitioners, the praxis and the practices. These three pillars will be explained in the view of P2S. Then a comparison between literature and P2S practice will be made.

Practitioners

The practitioners who do the work of strategy are in this case the P2S team members and their clients. More specifically, P2S mainly works with the management level of an organization. This can be the management level of the organization as a whole or within a business unit. However, it is important to mention that the collaboration between P2S and its clients is very close: P2S believes that the client needs to create their own vision in order to be engaged with it. P2S see themselves as the facilitators of change.

Praxis

The praxis, or more specifically the activities P2S does regarding strategy, are mainly focused on interacting with the client. These interaction moments are mainly meetings, individual or with a group, and workshops. The individual meetings focus on practical arrangements, like planning and choosing participants of a workshop to discuss how to proceed. The group meetings are discussions about an important topic. The workshops revolve around doing activities with the client to create something new (e.g. a vision or coming up with strategic initiatives).

Practices

The practices - the tools P2S uses to do strategy - are mostly used during a workshop. Each workshop is prepared beforehand by considering the specific goal of that workshop and its specific participants: what works for those participants and how can we effectively reach the goal? Each tool P2S uses has to stimulate the participants mentally and physically. There is a broad range of tools: from filling in a Business Model Canvas to rating ideas. A few of the tools have been developed by P2S will be briefly discussed.

The design solution should support:

- *Mental and physical stimulation*
- *Spot on (fit with specific goal and participants)*
- *Effective*
- *Personal*
- *Visualization*

- Outside-in View
  The outside-in view is often used during the workshop in which strategic themes are determined. It pushes the client to look outside their own organization to external trends and how those trends could affect their organization. The goal is to determine which trends are relevant and should be included in the strategic agenda. One way this outside-in view is facilitated, is by using development cards: cards that visually show different trends. Linking external trends to the organization can be similar to linking a strategic agenda ('external') to your values. Therefore, this tool can inspire the thesis' design solution.

- Check-in & Check-out
  This tool is used during the start and end of a workshop. The P2S'er checks among the table how every participant is feeling regarding that workshop. The check-in question is: "are there other things we should take into account that could make you unfocused or hesitant?" The check-out question is: "are you feeling satisfied with the outcome of the workshop and your contribution?" The tool measures the attitude of the client towards P2S and that particular workshop. It is important to measure the culture and attitude of an organization and its employees, so that P2S can adjust to it. This tool is one way to measure it.

"When we start, we always do a 'check-in': how are you doing? Are there things that you need to let go or have to say before you can really be here? That is what people say is the 'P2 method'." - P2S team member

- Carousel
  The Carousel is a tool to get as much input from different people as possible. When the first strategic themes are determined, these themes are written down on a brown paper. Groups of participants go around those themes and discuss the goal and impact that particular theme has on their organization. During that discussion, a visualizer tries to create a coherent view around that theme by visualizing it on the brown paper. This tool has been especially successful due to the visualizations. This shows how important visualizations can be and that P2S also has recognized the value of visualizations. Therefore, visualization will be a central element of the thesis' design solution.

- Strategy Safari
  During a Strategy Safari, P2S brings the client to different companies to show their 'lighthouse projects': projects that are relevant to the newly developed strategic themes of P2S' client and are already successful implemented in those companies. This safari shows what's possible and gives insights in how to achieve such projects. This tool has been invented by P2S quite recently, which shows how eager the P2S team is to keep developing tools. Giving the client examples of how it can be done, seems to be very effective. This is an aspect to take into consideration for the thesis' design solution.

Figure 24: materials the P2S team brings to workshops.

Materials

The materials P2S uses during workshops are quite simple: e.g. post-its, brown paper and flip-overs (Figure 24). The simplicity has a few reasons. First of all, the materials have to be practical to bring along for a P2S'er during a workshop: often these workshops are at a remote location, like at a farm or in the woods. These remote locations are consciously chosen by P2S to physically and mentally remove the participants from their usual setting. Secondly, the materials have to support the goal of a workshop and are always subsidiary to the goal. Thirdly, the participants of the workshops often have never worked with such tools, therefore the tools should be understandable and thus simple. When participants are free to experiment in free-format, they often get lost and feel like they are wasting their time. And lastly, each tool is specifically designed for a certain workshop with a specific client. With simple materials, P2S can more easily adapt the tools. This makes the tools flexible in use. The most important requirement for the tools and materials, is that those are spot-on: they should aid in reaching the goal in an efficient way, especially because the participants have only limited time. The thesis' design solution should have the same characteristics (simple, original, spot-on) as the existing tools and materials P2S currently uses.

"You can't just let these people experiment in free-format. They are way too critical about their time." - P2S team member

Comparing with Literature

When exploring the strategy as practice literature, a gap was discovered in how strategic tools are actually used in practice and thus how human aspects (emotions, motivations, actions) are involved. Analyzing the P2S way-of-working gives some answers to fill the gap. As suggested in theory, design can be a way to incorporate human aspects more into strategy as practice. This is put into practice by P2S: using visualization, materialization and co-creation in their tools to perform strategy-forming activities with clients. Furthermore, P2S centralizes the client during each workshop. In the literature review, it was suggested that strategic tools should be flexible and simple (Jarzabkowski & Spee, 2009). This suggestion is honored in the tools P2S uses and furthermore have become guidelines for the thesis' design solution as well.

The design solution should support:

- *Simplicity*
- *Originality*
- *Spot-on*
- *Flexibility*
- *Visualization*
- *Materialization*

The P2S Definition of Design for Strategy

Without the P2S team realizing it, they already have been using quite some design skills in their work. They intuitively chose to collaborate with JAM Visual Thinking to visualize the outcome of the process. P2S believes that by visualizing the outcome (e.g. the vision), the client will understand the change better and be more motivated about the change. Furthermore, during workshops P2S co-creates the strategic agenda with the client as much as possible using simple, visual tools. P2S believes that the co-creational aspect creates a sense of ownership among the participants, because they have built that vision. Because they have built it together, the vision will more easily be a shared vision among the participants.

Comparing with Literature

When comparing literature with the P2S practice, we see a lot of agreement. Both literature and P2S practice believe that a shared vision and clear ownership are crucial factors for successful change. Visualization is seen by both as an important feature to reach those factors. However, in literature the feature of materialization is also discussed as important. P2S does apply some materialization in their workshops, but mostly in 2D form (e.g. buttons, Figure 25). Other forms of materializations, more 3D or 4D, are not often considered yet by P2S. This reveals an opportunity for the thesis' design solution to improve the P2S routine.

The P2S Definition of Employees

The P2S view regarding employees of their client mostly focuses on the management layer (the leaders) and the corporate culture. P2S believes that good leadership and culture are the two biggest determinants of successful change. The combination of the two determinants ensures an agile organization, willing and able to change. Leadership and culture are addressed in another framework developed by P2S: the Change Diamond. This framework is explained on the next page.

Comparing with Literature

When comparing literature with the practices of P2S, there's a great amount of overlap: both address the importance of leadership and culture. The Change Diamond and value shift are good examples of tools linking literature and practice. However, P2S mainly focuses on people in a group, while literature shows the importance of individual attention to create personal senses of purpose. As these tools are in such close relation to this thesis' aim and focus, it's important to incorporate (parts of) these tools into the design solution, but with more focused on the individual. Thus, next to defining the organizational value shift, include personal values of leaders as well. This way, those leaders can identify themselves with the organizational value shift and establish a sense of mission (Campbell, 2015).

The design solution should support:

- *Co-creation*
- *Importance of leadership and culture*

Figure 25: an example of P2S materialization (buttons)

Change Diamond

With the help of the Change Diamond, the P2S teams assesses the culture of an organization to see how agile the organization is. It raises some themes that need to be addressed before developing a strategic agenda: e.g. what is the sense of urgency? how is the leadership? what is the change capacity? how is the rewarding structure? When analyzing these themes, some red flags can arise that will need to be dealt with later in the process. This analysis is done by looking at three levels: conditions to start the process, conditions to implement strategy and organizational aspects that need to be acknowledged in the vision. Each level consists of some of the themes, as can be seen in Figure 26. These themes will be briefly explained as it's of considerable relevance to this thesis:

- Sense of Urgency
  The extent to which those involved see the need for change. This urgency can be felt by those involved because of external threats or seen opportunities.

- Leadership
  The extent to which the leaders show dedicated, unambiguous and inspiring behavior, aimed at innovational change.

- Shared Vision
  The extent to which there is a shared idea for the future among management, employees and other stakeholders.

- Involvement of the Organization
  The extent to which employees and other stakeholders are able to influence the change of the organization.

- Change Capacity
  The extent to which the organization has competences supporting transformation processes, like creativity, collaboration and entrepreneurship.

- Innovation Ratio
  The extent to which the organization invests in innovation in relation to the existing organization, for example with innovation budgets or training costs.

- Competences
  The extend to which the competences of the people involved are in line with the competences needed to successfully implement strategy.

- Rewarding structure
  The extent to which the performance of management, employees and other stakeholders is aimed at contributing to strategy implementation and reaching the vision.

- Organizational Structure
  The extent to which the organizational structure facilitates successful strategy implementation regarding tasks, authority and responsibilities.

- Culture
  The extent to which the existing values of the management, employees and other stakeholders are in line with the desired values determining future behavior. After the value shift has been defined, P2S includes a behavioral change process to enforce these new values next to the process of creating the strategic agenda. Examples of such value shifts are:

"From innovating as goal to innovating as means. From sustainability as CSR check-mark to sustainability at the heart of the company. From push to pull." - P2S team member

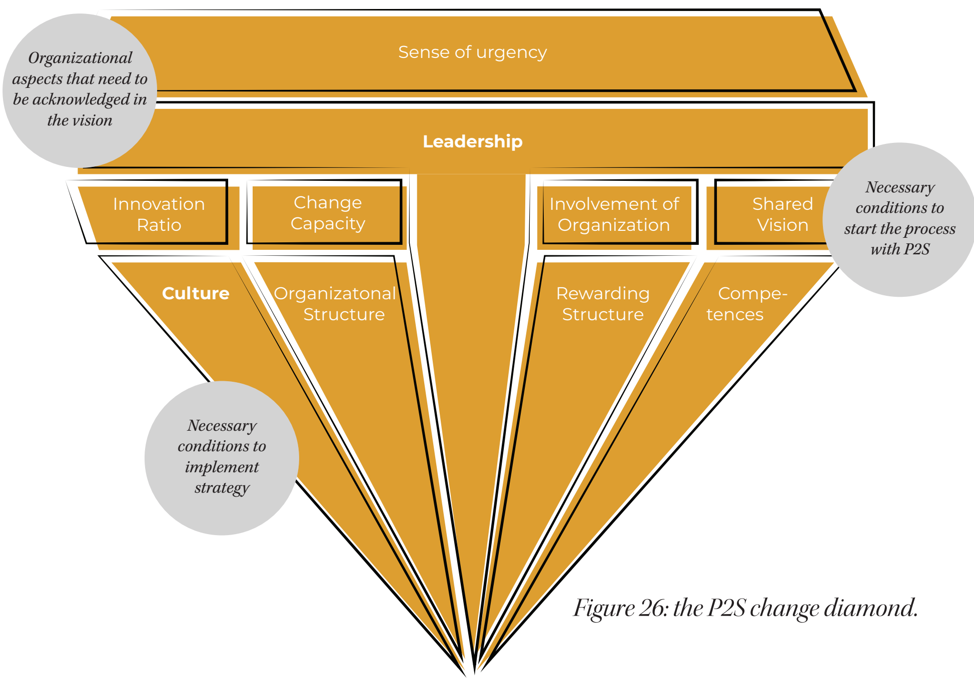


Figure 26: the P2S change diamond.

The P2S Definition of Changing Organization
Literature regarding changing organization mostly focuses on routine and reflection. When looking at the routine of P2S, much is still unexplored: the P2S routine, their own way-of-working, is mostly based on experience and intuition. Only recently, P2S has started to make their routine more explicit by creating an informative 'flyer' for possible clients. In this 'flyer' information is given about how they work with the client. However, the part of routine regarding how the P2S'ers work together or by themselves, is not made explicit yet. Reflection-on-action on their routine has not been explicitly done yet (e.g. in a reflective space to change routine). Evaluating a completed trajectory with a client has not been done extensively as well. Although organizations are often unwilling to change their routine, P2S is constantly acquiring new tools and knowledge to use in their work and thus change routine. By addressing the concept of routine change and reflection in this thesis' design tool, they could become more explicit and more prominent in their work for themselves and their clients.

Comparing with Literature
Comparing the discussed theoretical themes with the P2S practice gives some opportunities to further explore. P2S already applies the concept of reflective spaces in their processes with clients: workshops are often organized at remote, unique locations to properly reflect (on-action) on the client's routine. As mentioned above, they don't explicitly do the same for their own routine: for their own routine, reflection-in-action is mostly used. Regarding experimental spaces, P2S has started to change the strategy implementation focus for its clients from a program-oriented phase, in which large programmes are set-up and linearly executed, to an experimental-oriented phase, in which initiatives are iteratively done, evaluated and adjusted. This experiment-oriented way of working complies well with literature on the 'experimental space'. An interesting difference is that P2S preferred to set-up the experimental space close to the organization (e.g. a 'lab'), but not within the organization to ensure a space where you can safely try something different. Yet, experimental spaces literature states that the space should be within the organization to discover practical limitations. While literature mostly talks about the physical aspect, P2S focuses on the mental aspect. As it is not the main focus of this thesis, this will not be further explored now. At last, literature provides guidelines for developing a reflection tool. An increased focus on reflection is an interesting opportunity for P2S, because it aids in successful strategy implementation and a longer relationship with the client. Thus, designing a reflection tool to reflect and document the new routine on, will be taken into account for the thesis' design solution.

The design solution should support:
- *Routine change of client and P2S*
- *Reflection-on-action for own P2S process*
- *Reflection on client's strategy implementation*

The P2S Definition of Visual Storytelling

P2S already acknowledges the value of visualization. Therefore, they collaborate closely with JAM Visual Thinking. JAM mainly assists P2S in consolidating an established vision into a visualization (Figure 27). However, JAM also often assists during workshops by discussing and visually summarizing those discussion.

Comparing with Literature

When comparing the visual storytelling literature to P2S practices, the visual part is already integrated well. However, the storytelling part is not explicitly incorporated in the P2S way-of-working. By adding more storytelling aspects into P2S' routine, the interaction with the client can become even more personal, interactive and exciting (Wortmann, 2008; Gill, 2011). Eventually this could lead to more engaged employees than can successfully implement a strategy. A moment to incorporate more storytelling is when the new vision is being shared with the employees, for example by letting the employees actively answer questions, by adding elements of surprise (gamification) or by physically conveying the story with the use of artifacts and role-playing.

Conclusion

This analysis of the P2S routine shows quite some overlap with the suggestions made in theory: P2S already uses visualization, co-creation and materialization to an extend. However, these skills are now often only used in one way or form: e.g. most visualizations are of visions and materialization is mainly in 2D form. Amplifying the use of these skills could improve the process with the P2S clients and reach the goal of engaging employees with the vision and strategy in order to properly innovate. Furthermore, the design skills of storytelling and reflection are not (explicitly) applied in the P2S way-of-working. These skills give opportunities to improve the P2S routine. Thus, although the end-goal of this thesis is to engage the client's employees, first the routine of P2S should be improved to make P2S fully equipped for reaching the end-goal.
What this analysis showed, is that P2S is constantly defining and changing their own process, for example by creating the 'flyer' for clients. This analysis makes a first step in changing the P2S routine by making the implicit routine explicit: what is mostly done based on experience and intuition, is now made visible (and visual). The next section will further make the P2S routine visible, by mapping out the P2S-client process.

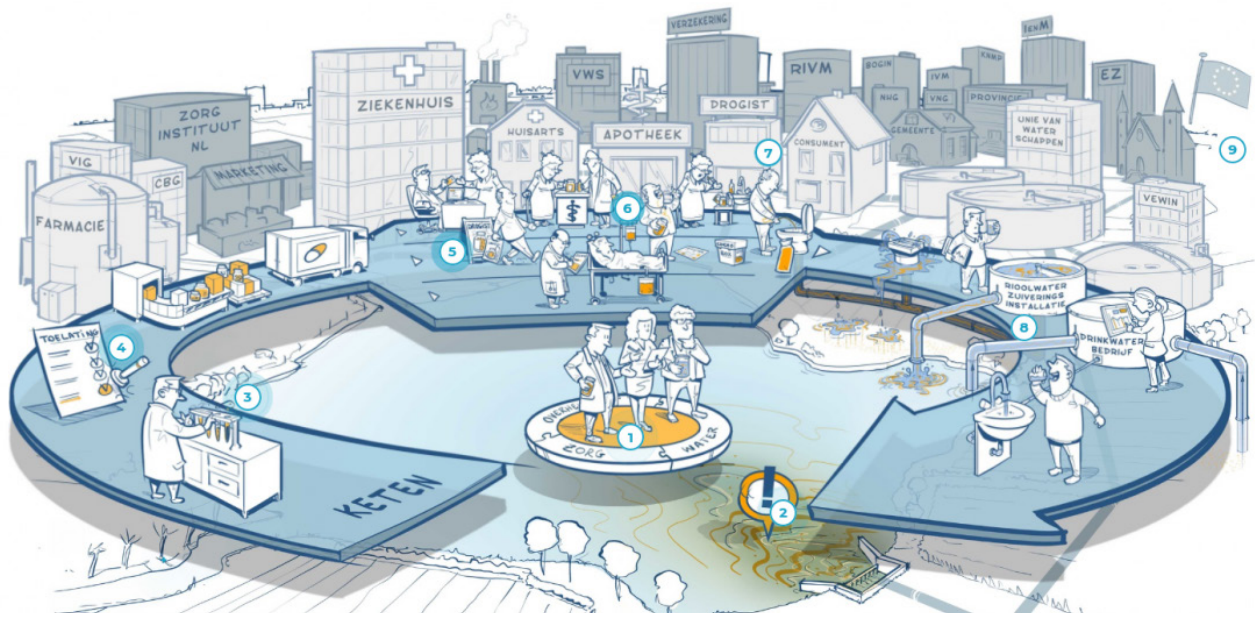


Figure 27: example of a JAM visualization.

THE P2S-CLIENT PROCESS

As mentioned before, each client, challenge and trajectory is unique. However, by means of interviews and observations, I have tried to map the P2S-client process generally. This is done by going through the processes of earlier trajectories (during interviews) and comparing those (during observations and desk research). This section shows the general P2S-client process in phases with supportive quotes. The goal is to determine the intervention moment for the new tool design.

The process P2S and their client go through, generally consists of five phases (Figure 28, on the next page). These phases are generally in the same order, but not necessarily. There are iterative moments within and between the phases; sometimes the whole process is done multiple times. Most often, a team of two or three P2S'ers works with a client.

1. Strategic Preparation
   For P2S, the goal of this phase is to properly prepare the workshops and to detect challenges that should be addressed. It often all starts with the question of the client: "how to become future-proof?". The P2S team does desk research by reading preceding strategic documents of the client and by interviewing different employees. This desk research together with the meeting to develop a plan together with the client supervisor, are the ways for P2S to get input. During the preparation, P2S focuses on getting an overview on the themes addressed in the Change Diamond. The outcome of this phase are guiding insights and first directions for the strategic agenda to be shared during the first workshop of the Exploration phase. Thus, the main challenge of this phase is to get a proper image of what the culture, working processes and current view of vision are, and what the points of attention for the further processes should be.

"You never really start at zero. You have to work with the things that are already there and build it from there." - P2S team member

2. Strategic Exploration
   The goal of this phase is for the client to gain insights about what should be in the strategic agenda. Together with client supervisor, P2S composes a 'core team'. This team, mainly consisting of the board, people from the management team and informal leaders, has also been interviewed in the Preparation phase and will be involved during the whole process. During this exploration phase, the Outside-in View is used to discover external trends that might be relevant for the organization and first suggestion on how to include them in the strategic agenda.

   This is a very fuzzy process and therefore it entails several workshops; during each workshop important insights emerge and choices are made. Due to the co-creative nature of this phase, the 'core group' is usually aligned about the set-up of the strategic agenda and feels the urgency to change. The outcome of this phase, insights and guidelines for the strategic agenda, will be consolidated in the next phase. Thus, the main challenge of this phase is to stimulate the 'core team' to think outside the box and to get them to feel the urgency, so that they feel responsible for the further development of the strategic agenda.

3. Strategic Consolidation
   The goal of this phase is to transform the previously gained insights and guidelines into concretely formulated vision, (mission) and strategic themes. During this phase, the team of P2S comprises the insights and guidelines into a proposal of formulation. This is done not only textually, but in a visual form as well. Together with a visualizer of JAM, P2S makes several visualizations of the strategic agenda. These visualizations together with textual explanations, are brought back to the 'core group' for feedback. After this validation, some alterations are done based on the received feedback. The outcome of this phase is a consolidated strategic agenda, which has to be elaborated into more concrete plans of action during the next phase. Thus, the main challenge of this phase is to properly consolidate the strategic agenda without losing any richness.

P2S-CLIENT PROCESS

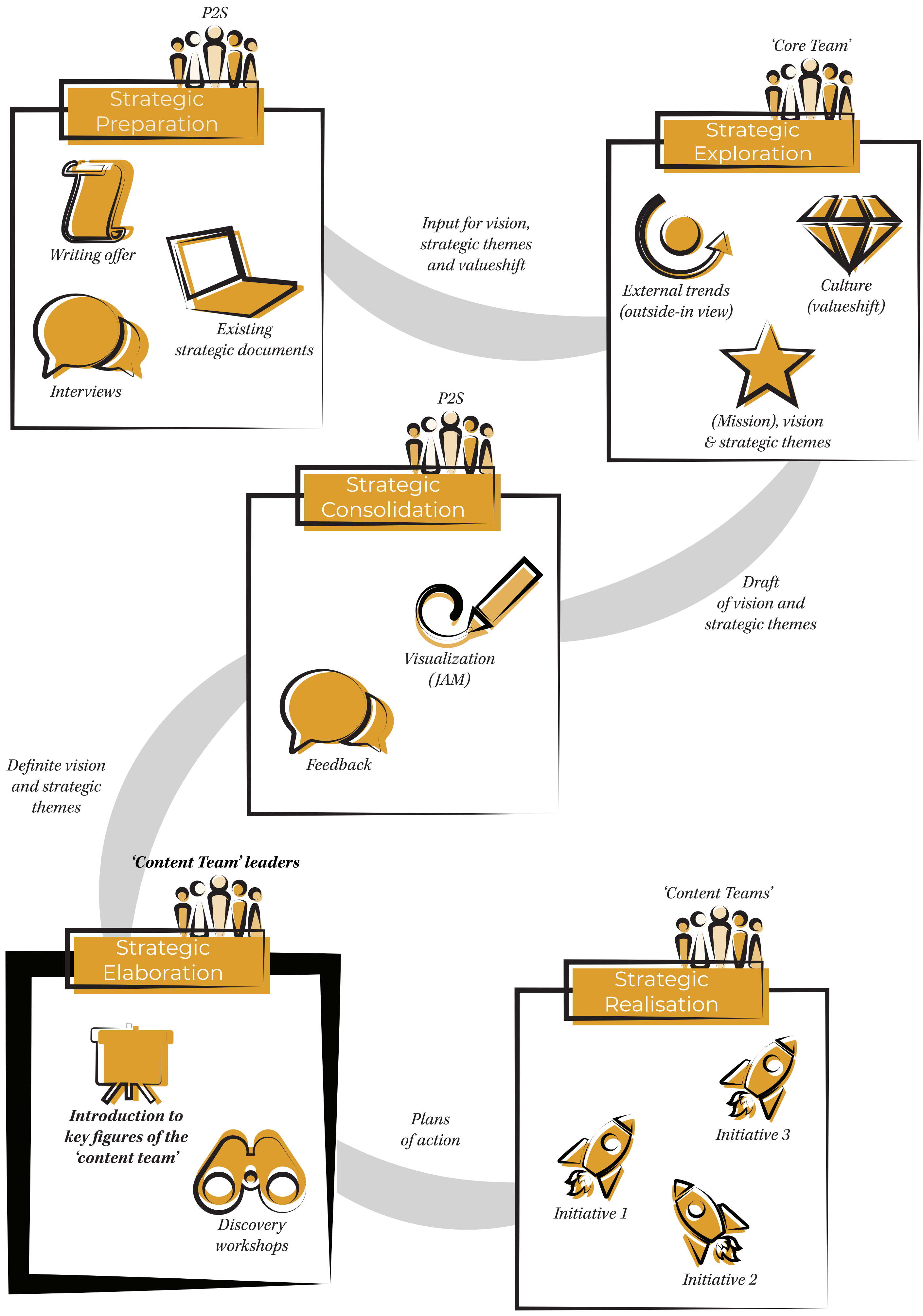


Figure 28: overview P2S-client process.

1. Strategic Elaboration
The goal of this phase is to create content with the consolidated strategic agenda, which will lead to concrete plans of actions (strategic initiatives). This phase is the transition from vision-driven activities to action-driven activities. To create the content, teams are formed per strategic theme. These teams often consist of a mix of 'core group' members and employees specialized in that specific theme. These teams are formed by mainly looking at expertises, not at personal values. Examples of teams are a 'legal' team, a 'circular' team or an 'energy' team. The teams iteratively create plans of action and set-up initiatives together with the P2S team. The plans of action contain specific goals, what is necessary regarding means to achieve those goals (money, people, time) and what tasks need to be performed by who to achieve the goals. The outcome of this phase are concrete plans to start the realization of the strategy. Thus, the main challenge of this phase is to properly explain, motivate and involve the 'content team' with the strategic agenda, so that they can set-up initiatives and feel responsible for the further execution and success.

2. Strategic Execution
The goal of this phase is to execute the strategic agenda successfully. During this phase, the employees of the organization are in charge: they have to execute initiatives. Currently, P2S is only involved during this phase when the client wants them to stay involved, because the client feels it won't work when executing by themselves. When P2S stays involved, it is often as part of the advisory board. In the future, P2S wants to stay involved more during this phase. This is in line with the increased focus on routine change and reflection mentioned above. Thus, the main challenge of this phase is to properly explain, motivate and involve the employees with the strategic agenda, so that the friction between the daily tasks and initiatives is minimal.

"The most difficult part is to reach a big group, while they are all working in their 'daily practices bubble' - P2S team member

The Intervention Moment

When looking at these phases in regard to the problem definition (employees lacking motivation and knowledge regarding the vision to properly innovate), and after discussion with P2S, there's one moment during the process that is most interesting to create a tool for: the transition from Consolidation to Elaboration. This is an important moment, because a new team of leaders joins the process: the 'content team' has not participated in the creation of the strategic agenda, but they do have to create the content of the strategic agenda and share it with their teams and other employees. The main interaction with the 'content team' leaders is through workshops. Therefore, the tool will be used during the workshop with the 'content team' leaders. During this workshop, the vision and corresponding value shift will be shared, as it has been found in literature that a connection between personal values and vision (values) will motivate employees to properly innovate. This shift in focus is illustrated in Figure 29.

Figure 29: the refocus for the design solution.

COMMUNITY OF PRACTICE

As part of the internal analysis, a workshop facilitated by P2S was observed. The goal of this observation was to gain insights in how P2S facilitates workshops and uses tools. These insights can be used as practical guidelines for the design solution to ensure the fit with, and even improvement of, the P2S' way-of-working. This will enable P2S to solve the conflict that employees can't properly innovate due to lack of awareness regarding the vision and strategy.

Research Method

For this study it was important to have focus on the behavior of the P2S members and the participants in a workshop environment to gain insights on the interaction between P2S, the participants, the context (setting) and the tools. Therefore, the Community of Practice (CoP) workshop was observed. This made it possible to study a contemporary phenomenon in real-life context (Yin, 2013). In this case, the phenomenon was the influence of tools and P2S on the engagement of the participants. This was the first time I could observe the P2S team in action. Therefore the emphasis of the study was on learning as much as possible about how P2S works with tools and the participants in practice.
To fully capture all the data, this study included observations, documented by notes, photographs and short videos.

Introduction of the CoP

On the 6th of September 2018, the second workshop of the Community of Practice (CoP) took place in Utrecht. As medicine waste in water is growing steadily, due to the increasing use of medicine and the ageing of people, (drinking)water gets contaminated. Therefore, the CoP was set up with the aim to extract medicine waste from surface- and groundwater; more specifically, to design a technology to extract medicine waste and to design a monitoring plan to measure the extraction. This venture is mainly done by the twelve of the twenty-four Dutch water authorities, and the process is led by two P2S'ers and another colleague from P2. The combination of stakeholders is quite special, because the water authorities usually don't collaborate. The 'Community of Practice' way-of-working means that the stakeholders come together to exchange knowledge and to learn from each others' practices. The trajectory consists of four workshops: the first (kick-off) to get to know each other and each others' challenges, the second (which I attended) and third (work sessions) to compare and further develop the designs of the technologies and monitoring, and the fifth (final session) to present the final designs of technologies and monitoring. After these sessions, the water authorities should have a proposal ready for their boards. Figure 30 on the next page shows an overview of the CoP process.

Practicalities

The work session had 38 participants, approximately four per water authority (twelve different water authorities). The work session started at 9:30 and ended at 16:00, with an one-hour lunch break. The main facilitators were a P2S'er together with another colleague of P2, who mostly focused on the technological part of the work session. A second P2S'er was there to assist.

A Description of the Start

The day started with people coming in one-by-one. Everyone seemed excited and started chatting with one another. When entering the room, the participants received empty to-do lists to be filled in later, which was an easy conversation starter. The venue was the same as for the previous workshop, so that probably made the people less unsure. Once everyone had arrived, with some people unexpectedly joining, they were seated to start the day.

The Group

As mentioned above, the group consisted of twelve water authorities, each represented by approximately 4 people. There was a good balance between male and female participants, as well as a quite diverse range of age and experience. The type of people however, was quite specific: they all were technologically-oriented with a lot of knowledge. P2S sometimes defines such people as 'blue people': people who are analytical and precise, but sometimes struggle with the unknown or being innovative/creative. As this CoP is full of the unknown, this is one of the challenges P2 had to keep in mind and guide for during the workshop.

As derived from the interviews with P2S in the internal analysis, this is an example in practice of the 'typical' client of the water sector. Observing this workshop, it became clear that these people indeed have sense of urgency, are enthusiastic and technology-oriented, but are less inclined to come up with radically innovative, creative ideas. This was also noticeable in the way the workshop was set-up: constant awareness of the goal, everything planned and use of simple, 'conventional' tools. This emphasizes that the design solution should be simple and the goal should always be clear to the participants.

The design solution should support:

- *Simplicity*
- *Clarity of goal and process*

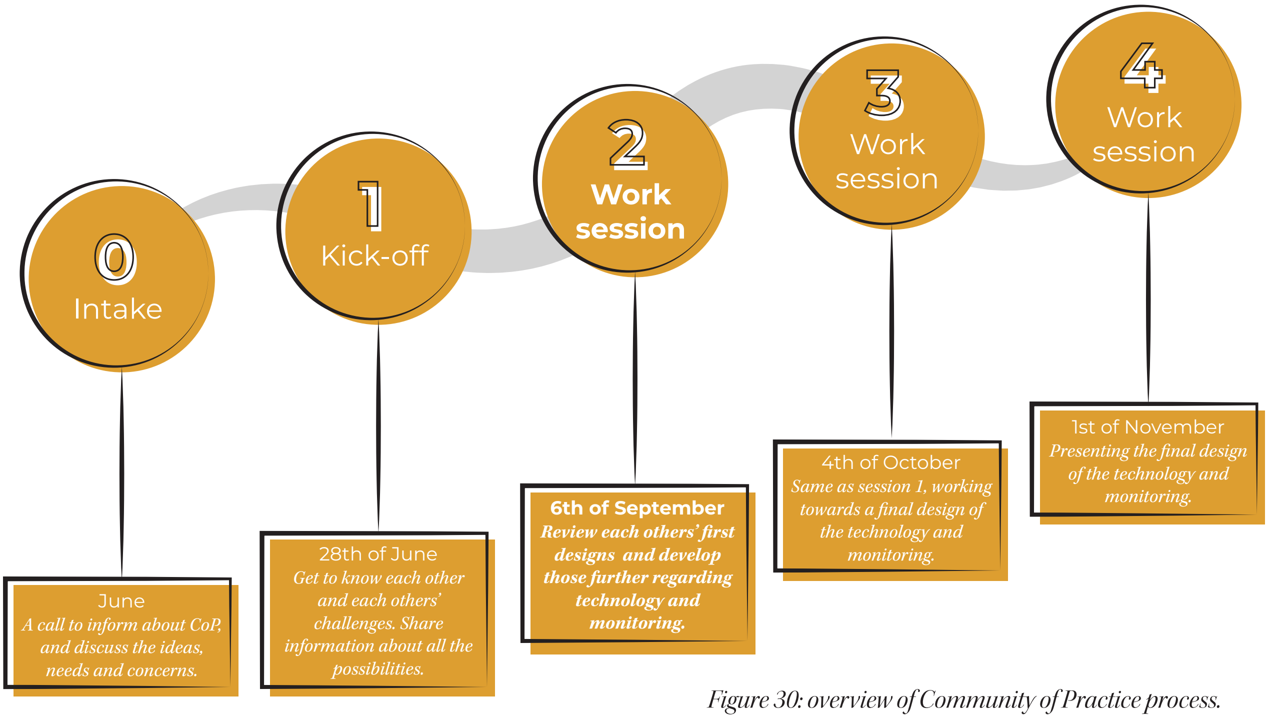


Figure 30: overview of Community of Practice process.

Figure 31: the presentation and questions.

Part One: Beginning

Time:	*60 min.*
Participants:	*38*
Tools:	*powerpoint, post-its, vlogs, sheets (from last workshop & for the timeline), ribbon, clips.*

The day started with a presentation of P2S about the process so far. P2S made the presentation interactive by using a recap-video, vlogs, (non-)present stakeholders and by asking questions to the listeners ("hands up if…", "stand up if…"), which stimulated them physically as well (Figure 31). P2S urged the participants to think about what their personal goals are during the workshop. Based on those goals, the participants could ask questions and give input to emphasize on during the workshop. Furthermore, P2S repeated the 'rules' agreed upon last workshop, to see if everyone was still on the same page.

What was notable, is that no contextual information was given regarding the reason why this CoP took place. They only looked back up to the previous workshop. However, the sense of urgency seemed clear to everyone, so perhaps the contextual information was not needed for this specific group. Furthermore, the level of creativity in the tools used was adjusted to the participants and therefore quite simple and basic. For example, creating a vlog was already very new and creative for them. So, extreme versions of tools would probably be too challenging for them - as also mentioned during the P2S interviews. The vlogs were created beforehand, which indicates that it's possible to give (small) exercises as preparation for the workshop. All together, the beginning took around one hour.

After the presentation, the water authorities got the assignment to gather together and to discuss where they currently stand within the process (Figure 32). To get an overview of where every water authority stands, P2S made a timeline on a long sheet of paper per theme. Each timeline had four steps: the first step up to the eventual result. The timelines themselves were made from ribbons. To visualize where each authority stood, they could for each theme place a clip with their logo on the ribbons.

Regarding the design solution, the first aim should be to get everyone on the same page and to ensure everyone has their personal goal(s) clear. Furthermore, making a presentation (physically) interactive can already be done easily by asking questions to the participants and by having them answered by putting their hands up or standing up. Additionally, as has been done with the vlog-exercise, it seems possible to give the participants assignments to do beforehand. Regarding the timeline, you see that P2S already tries to make the process, and where you're currently standing, clear. This is done in a simple way.

The design solution should support:
- *'Physical' interaction*
- *A clear visual process*

Exercises as preparation are possible.

Figure 32: the timeline.

After this introduction, the group was split up into two: the technologists and the monitoring specialists. As I could not attend both groups simultaneously, I decided to visit the monitoring specialists first. After the lunch break, I visited the technologists. After each part a summary was given by the supervisory P2S'er to the whole group.

Part Two: Monitoring

Time:	*90 min*
Participants:	*circa 19*
Tools:	*post-its, A3 sheets, Spark website*

Someone from the government was invited to answer questions about newly set-up monitoring guidelines. With the answers the monitoring specialists could proceed with developing their own monitoring plan during the second part. It started with participants writing down their questions on post-its. After a few minutes, the post-its had to be clustered on a sheet by the participants (Figure 33, on the next page). Along with the presentation prepared by the man from the government, these clusters guided the session. The man began his presentation, and sometimes added some specific remarks regarding the questions on the sheet. When participants had questions, they could raise their hands and ask those questions. The P2S'er mainly wrote down the most important questions, answers and points of attention - as a summary of that session. Furthermore, she had an important role in clarifying unclear questions and in asking follow-up questions herself to get focus. However, the atmosphere was quite agitated: people were confused about the presentation of the man and had a lot of questions, that sometimes were presented hostile. They had some concerns and feedback to share with the government. Perhaps the presentation setting and that the government man was on its own, amplified the division between the two parties. This sometimes turned chaotic and the time-planning was endangered due to amount of questions. This forced the P2S'er to be flexible and adjust the original plan a bit so that there was more time for questioning.

A way to change the atmosphere could be to physically change the setting from a 'presentation' to a 'working around one table' setting to make it more friendly. Next to the flexibility shown during this session, a proper reflection-on-action on how this went and how it could go better, would be valuable.

Yet, this was a valuable activity for the participants, because they could ask detailed questions with a clear goal in mind (input for own monitoring design). The back-office of P2 would digitize all the post-its and summary of this part. This digitized document is shared on Spark: an online application to share the progress in video, pictures and text (Figure 34).

As during the introduction, the participants again got the opportunity to first write down their own questions on post-its. This made their own goal for that part clear. Furthermore, everyone actively participated from the start, because they all had to go to the sheet and cluster their questions. The role of P2S was crucial: while remaining flexible, she had to keep track of the time, of the flow of the conversations and to constantly make sure that everything was an added value to reach the eventual goal. This was done by asking critical questions and by summarizing the important points. P2S keeps up with the progress via Spark. This is already a visual way of showing progress, which was indicated as important in literature. As this application captures the results of the workshops, it's important to make sure the design solution's outcome can be documented within Spark. Furthermore, Spark is now only used as documentation application. However, as it remains with the participants after the workshop, it could act as a digital reflection tool: questions probing reflection could be added in Spark and be discussed in the next workshop.
At last, the setting of workshops could have influence on the atmosphere. Therefore, the practical setting of seats is interesting for P2S to further explore.

The design solution should support:
- *Moments of individual input*
- *Flexibility*
- *Interaction between P2S and participants: critical questions and summarizing*
- *A fitting (seat) setting*
- *Documentation in Spark*

Figure 33: participants writing down and clustering questions.

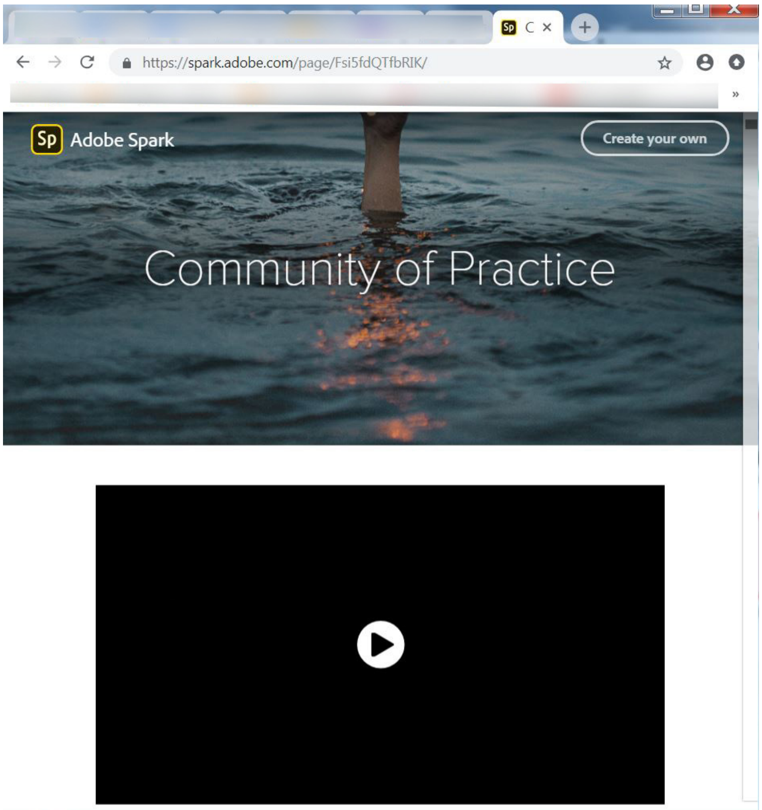


Figure 34: Spark application used for CoP.

Part Three: Technology

Time: *90 min*
Participants: *circa 19*
Tools: *post-its, A3 sheets*

The technologists had to discuss what the best technology is to use in the future. By exchanging experiences and brainstorming, they came up with a few directions. Everyone set together at one table. There was a good variety of group sizes: sometimes discussing in pairs of 2-3 (Figure 35) and then reconvene with all technologists. They used post-its and A3 sheets per theme to write down ideas and to make an eventual top 3. The P2 colleague again summarized the discussion by writing it down on a sheet. Next to that, she asked two types of questions: additional questions regarding content, and clarifying questions regarding context and concrete to-do's.
Some examples of questions she asked:

- *"Is this what you mean?"*
- *"What can we do with this?"*
- *"Does anyone have any more questions or remarks?"*
- *"Do you all agree?"*

This second part had another setting: all around one table, which gave a feeling of companionship. This could be a good setting to use within the design solution. Moreover, switching the group size regularly into smaller groups (2-3), forced active participation of everyone. At last, the type of questions P2S asks are valuable for the outcome of the session. Some example questions are given in this section and can be inspiration for the design solution.

Conditions that should support the design solution:

- *Vary group sizes*
- *Repeat structure, methods, exercises*

Figure 35: discussion in pairs.

Part Four: Closure
The workshop ended with a summary of what was done in the previous workshop, in this workshop and what will be done in the following workshops. This was done with a large sheet of paper which showed a planning. The P2S'ers each shared a summary of the part under their supervision (monitoring or technology). Every participant had to fill in a survey with a compliment and an advise. At last, there was still one hour reserved for 'date-time' for people who want to further discuss with each other.

Conclusion
Normally P2S deals with one client internally and gives workshops to employees of one company. In this workshop, employees from different organizations participated. However, the P2S way-of-working in this workshop is similar to working with one client. Therefore, the insights gained from the CoP are valuable for the development of the design solution.

The goal of this section was to gain insights in how P2S facilitates workshops and uses tools. These insights can be used as practical guidelines for the design solution to ensure the fit with, and even improvement of, the P2S' way-of-working. This will enable P2S to solve the conflict that employees can't properly innovate due to lack of awareness regarding the vision and strategy.

Thus regarding tools, I observed that simplicity was most the important characteristic. This simplicity is checked by making sure the tool can be explained in 3 steps. Furthermore, lack of time and money are limiting factors for P2S to develop a tool, and is also a reason why tools should be simple.

To conclude, observing this workshop was insightful for my perception of how P2S works with tools and participants during workshops.

As for the context in which my design solution will be used, the setting and varying the group sizes are important: the setting can give a certain atmosphere, while mixing group sizes makes sure everyone is actively involved. Additionally, people who are less vocal, get a chance to share their opinions when the groups are smaller (2-3). This is also stimulated by answering questions individually on post-its before starting an exercise.

Furthermore, the P2S'er needs to be very flexible as a facilitator. Therefore the tools should be used flexible as well: this is probably also one of the reasons why the tools are so simple, next to the fact that the participants were not used to anything regarding tools. The goal of that tool use and the goal of the overall workshop had to be clear constantly. Furthermore, participants are able to do exercises beforehand as preparation. At last, repeating the same structure, methods and exercises (for example done by summarizing each part the same way, using Spark and writing questions on post-its), helps the participants to keep a clear overview of the process.

When looking at the design skills explored within the theoretical framework, some opportunities arise in the workshop. First of all, visualization was used in the power point and time-line, but the rest of the day the participants and P2S mostly used brown paper to write on (e.g. summarize a discussion). No drawings were added to make those writings more clear. Here, visualization could be incorporated more.

Secondly, materialization was mainly used in 2D form (brown paper, timeline.). Other forms of materialization, like a physical representation of each water authority, could make the process more insightful, engaging and creative. Although there was a lot of interaction (questions and discussions), these interactions can be made more active with the help of materialization.

Thirdly, storytelling was used throughout the powerpoint. However, P2S could stimulate the participants with certain exercises to apply storytelling themselves, making ownership more explicit. A nice example was the use of vlogs that participants had to make before the workshop to share their progress.

Lastly, reflection was not explicitly done during or after the workshop. The workshop started with a summary of the last session, and the workshop ended with the participants giving a top and tip. Yet, both actions don't explicitly address reflection-on- or in-action. There's an opportunity for P2S to incorporate (explicit) reflection in the workshop or in Spark after the workshop. This reflection can address routine (change), a focus on implementation and the progress within the sessions so far.

EXTERNAL ANALYSIS

In the previous sections we gathered insights from literature, and from the P2S team. However, to get a complete sense of how P2S can engage their clients' employees with their organizations' vision and strategy to properly innovate, the perspective of the client's employees is imperative. Therefore, this section will discuss the outcome of interviews with seven employees of a former P2S client. These interviews give guidelines on what the client's employees need to properly understand and be motivated about their organization's vision.

The choice for this specific client was based on two elements: a representative and practical element. The type of client and the process P2S went through with the client is a good representation of the P2S trajectories: going through all the steps of the P2S-client process. Due to the length of this graduation, it was impossible to follow the process with an active client. As my graduation focuses on engaging employees so that they can properly innovate on a daily basis, evaluating a completed P2S case was very valuable: this way, I could assess how well strategy is currently implemented by client's employees on a daily basis after collaboration with P2S, as well as evaluating the P2S routine and where employees see opportunities for change. Next to new insights, earlier theories found in literature and interviews with P2S could be affirmed or refuted. Furthermore, these evaluative interviews were insightful for P2S as well as the client, because both stakeholders had not evaluated the collaboration or process before.

Before conducting the interviews, a P2S team member responsible for the case guided me through the related documents to get a feeling for the context. This input was used to make a fitting interview guide, as can be seen in appendix C. Due to privacy, the client and the interviewees are kept anonymous. Therefore, the quote are followed by a description of the interviewee's function during the collaboration with P2S.

The Client

The case study is based on one of the business units of a large maritime vessel building organization. The business unit's slogan is to 'Think Global, Act Local'. Their activities can be summarized as the 'Ikea solution of the organization': they deliver the people, materials and knowledge in order to (help) build vessels locally. When there are strict regulations in a country or it is a remote location, this business unit is the ideal solution to still make use of the organization's services locally.

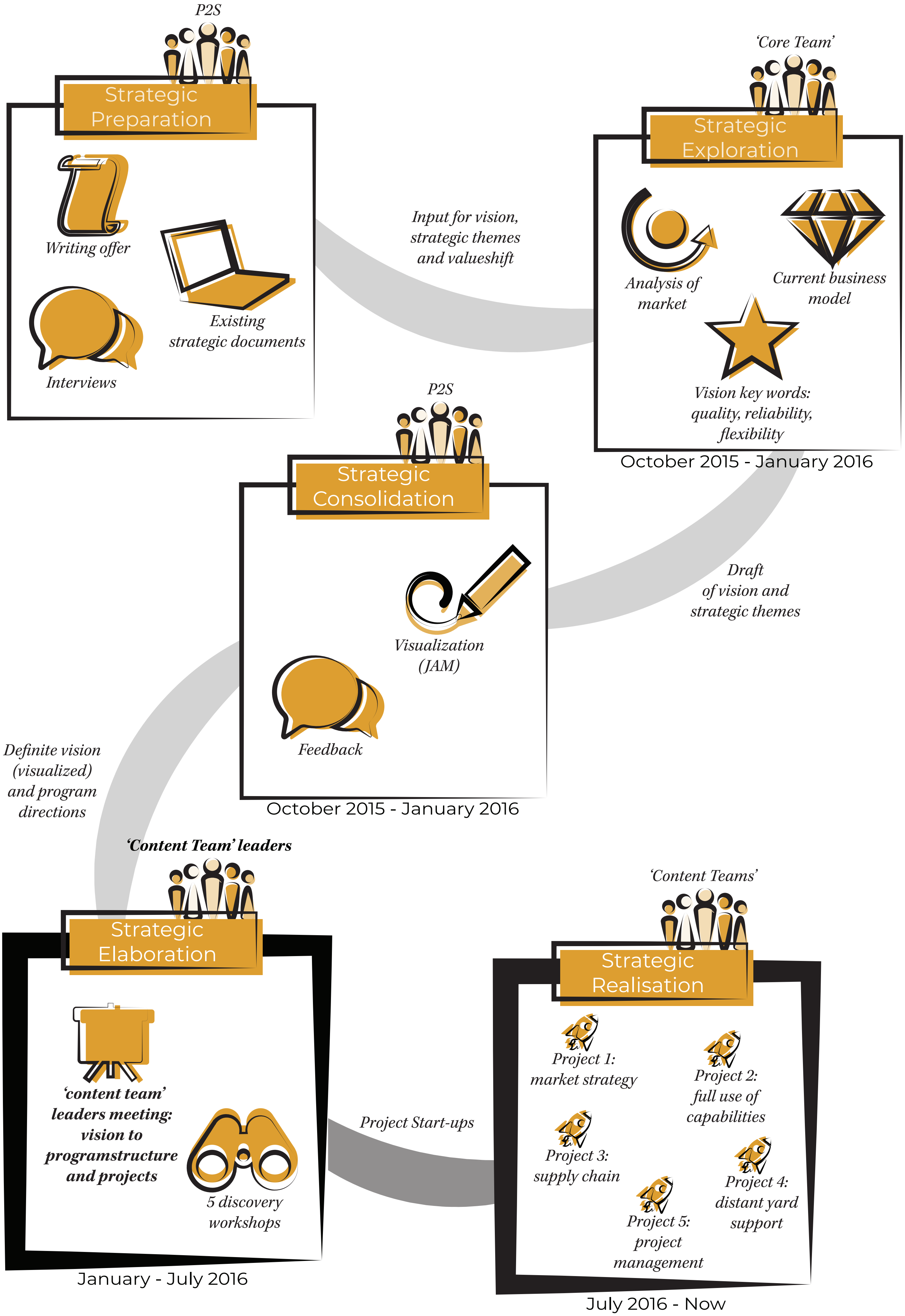
"The business unit exists to help local governments or local yards to develop locally and to produce local ships where necessary." - Managing director

Yet in 2015, the proposition of the business unit was unclear externally, within the organization and even within the business unit itself. A shift within the management team from the old generation to a new generation was upcoming. There was a need to reposition the business unit with the new generation in order to become future proof. This meant creating a new vision. A challenge perfectly suited for P2SS.

Together with P2S, the new managing director of the business unit started a one-year process of defining the 2020 vision and strategy. Since the end of 2016, the business unit is carrying out projects supporting the 2020 vision. Figure 36 on the next page shows an overview of the process. The process with this client fits well within the earlier defined P2S-client process. As it is not 2020 yet, a complete evaluation of the implementation success can not be done at this moment. Still, this opportunity to already evaluate the collaboration between the business unit and P2S with a mix of people involved during the process already is very valuable and could be used as input for another evaluation in 2020.

FORMER CLIENT PROCESS

Figure 36: overview P2S process with former client.



Research Method

The interviews were semi-structured (Edwards & Holland, 2013) to make sure we could interview the employees flexibly - addressing interesting topics as they arise - while still being able to compare the different interviews and insights due to the consistent structure of the interview guide. The interview questions were created around the following research question: "To which extent is the 2020 vision still consciously present among the business unit employees and implemented on a daily basis?" and corresponding follow-up research question: "How could the P2S process and motivation of employees with regard to a vision be improved?". The goal of answering these research questions was to gain insights from the client's perspective, as well as evaluating the current P2S process. With these insights, we will obtain an answer to one of the sub-research questions in this thesis (*"According to the P2S client's employees, what aspects should be incorporated into the design solution to facilitate successful strategy implementation?")*.

The interview guide was set-up in three sections, based on the path of expression by Sanders and Stappers (2012) to maximize awareness and input of the interviewees. The path of expression is a process to explore present, past and future experiences (Figure 37). As explained by Sanders and Stappers (2012), a person's awareness can be guided in steps by first addressing the present, then going to the past and lastly moving to the future. Therefore, the interview guide starts with questions about the present, to examine if the 2020 vision is currently on top of mind among the interviewees. The second section addresses the past to examine how the collaboration between P2S and the client was during that year. The third and final section focuses on the future to examine the main challenges ahead for strategy implementation and how the process with P2S could be improved. These three sections were enclosed with a general introduction and closure.

Participants and Conditions

The interviewees of this study all are employees within the organization. There were seven interviewees in total. The list of interviewees was composed by P2S in consultation with the managing director of the business unit. Thus, purposeful sampling rather than random sampling was done in order to ensure useful results (Eisenhardt, 1989). A mixture of people were interviewed - working within the business unit (four people), and outside the business unit, but often collaborating with the business unit (three people). This way, the opinions of people more and less involved could be measured and compared. Every interviewee took part in the 2020 vision process: some of them were involved from the beginning, some of them joined the process when initiatives were already defined. The first interviewee was the managing director. This interview was done as a pilot test. Afterwards the interview questions were refined together with the managing director. However, because the changes in the questions were minor - mostly refining the questions and emphasizing which ones were most important - this interview could still be used for the analysis. In appendix C, an overview of the interviewees can be found.

To maximize the comparability between interviews of the study, the conditions (Miles et. al., 2013) were kept as consistent as possible: each interview lasted around 60 minutes, was done in the morning or afternoon, and took place in a meeting room at the organization's headquarters.

Analysis

To ensure all data would be captured, the interviews were documented by notes and audio-recordings. The interviews were transcribed and coded. The initial categories of the coding were based on the interview research questions and the explored literature theories (e.g. strategic agenda, routine, reflection, motivation). During the interviews, other codes emerged from the interviewee's responses, for instance participants and leader. Multiple coding (Ravitch & Mittenfeller, 2015) was done to ensure validity and reliability: the coding of the transcripts was fully done by the interviewer, followed by an analysis of a subset of the data by a P2S team member using the same coding scheme. These two codings were compared until agreement about the final coding scheme was reached. The findings of these themes are described in the following section. Furthermore, the icons on the top of the page visually indicate the link between the findings and literature.

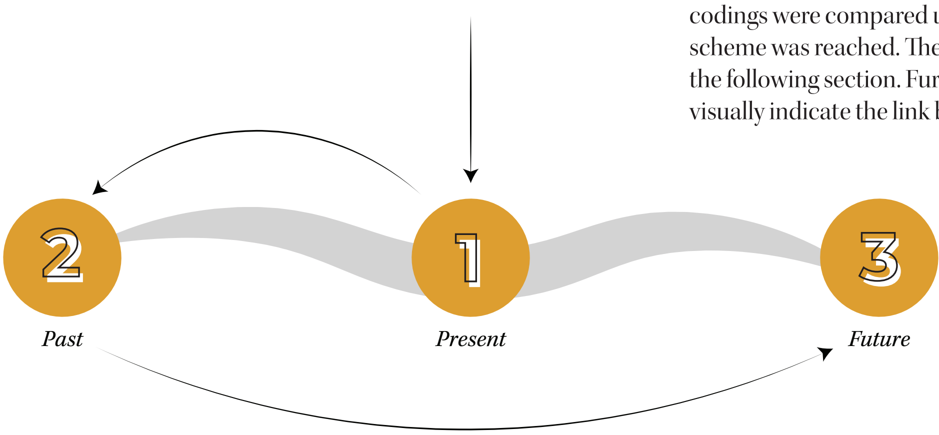


Figure 37: path of expression.

FINDINGS

The findings are divided into five themes. Each theme will be introduced and then the interview results will be shared per category. However, these descriptions are written to be a fluent story, therefore the coding scheme can be fuzzy. Each theme will be concluded with a summary of the main insights and an overview of how these insights link to the literature review.

Collaboration with P2 Strategy

This first theme revolves around the collaboration with P2 Strategy. The section will give answers to the following questions: is the collaboration evaluated well by the client? Are there aspects within the process of P2S that could be changed? And more focused on the use of tools, what are design requirements for a new tool according to the client?

Collaboration in general

The interviewees are all very positive about how the collaboration was with P2 Strategy. Not only in terms of the well-structured process, but emphasizing the importance of the P2S person him- or herself as well. It is important to recognize that the people involved value the journey of the process as much, if not more, as the results. They feel more connected to the business unit and each other due to this journey.

In general, the most mentioned attributes of P2S were the following:

- The way P2S methodically structures the process: going from many ideas, to a coherent vision, to concrete deliverables. According to the interviewees, this is mainly because the P2S people ask good critical questions, and because they constantly push for focus and for making choices;
- The way P2S communicates with people, is very engaging. P2S really seems to take the people along through a journey. The combination of their authority, due to the experience in the field, and their personality, being approachable and empathetic as if they're part of the business unit, makes them become trusted advisors of the client.

"What P2S does well is that they feel part of the client company. They will do everything to get the best results. The person makes the difference." - Management team member and project team leader

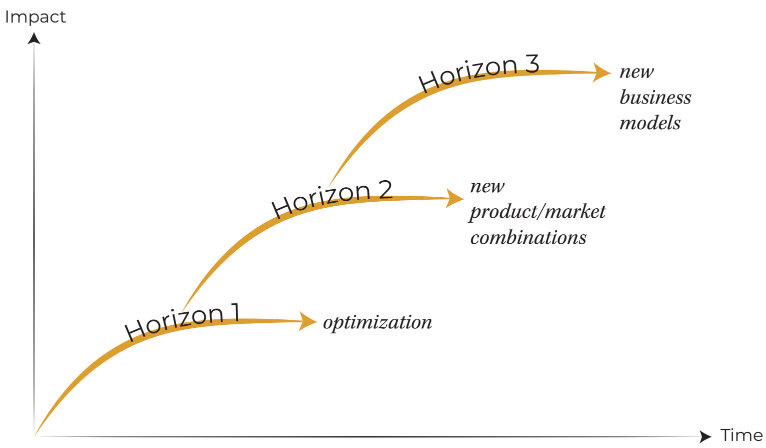


Figure 38: three horizons.

Future focus

Next to the mentioned positive attributes of P2S, the interviewees suggested some focus areas for P2S. First and foremost, assisting the client in choosing the appropriate people to participate in the process by giving guidelines and advice. This point was not only frequently mentioned as one of the trickiest things to manage, it was also one of the main reasons for workshops or projects failing. In line with choosing the appropriate people, the interviewees encourage P2S to take personal engagement more into account: motivating and inspiring people individually during the change process.

"For P2S it is an interesting question: how to select the right people? Maybe create a profile." - Project team member

"The process of change: 'what does it mean for you, why do you have to participate, what motivates you?' P2S has never taken this upon them. That has always been the responsibility of the project manager." - Management team member and project team leader

Secondly, some interviewees would like to have had more insight into the process journey - a (visual) overview of where they currently are in the process and what they still need to do. In line with the process timeline, the interviewees see an opportunity for P2S to assist more during the execution phase, especially by facilitating proper reflection sessions in order to keep the vision as a priority over a long period of time. According to the interviewees, the focus was on the first and second horizon of the three horizons framework during the process. The three horizons framework contains a first, second and third horizon (Figure 38). The first horizon represents how things are currently done; the third horizon represents what will be the future way of doing for long-term success; the second horizon represents the transitional activities and innovations that are tried out in response to the changing landscape between the first and third horizons (Sharpe et. al., 2016). It was suggested by the interviewees that P2S, after some development time, could come back to focus more on developing the third horizon.

Tools
With regard to the tools used by P2S during workshops, brown paper, post-its and timelines are mostly mentioned. These tools worked well according to the interviewees. Furthermore, the visualization of the vision was very positively evaluated: it was playful, clear and original. Particularly, it worked very well to present the visualization in steps. An important side-note is that the presenter and his presenting skills, in this case the managing director, had a considerable positive influence on the effectiveness of the visualization presentation.
When discussing guidelines for a new tool, the necessity of a simple tool was emphasized: a new tool should be original for the client, not for P2S. What seems standard for P2S, is often already extreme for the client. Next to the presented characteristics of a tool, which were all agreed to be valuable, transferability was added. For the client, it would be very valuable if P2S could give a tool to the client and teach them to use it themselves. Therefore, a tool should be transferable according to the interviewees.

"For P2S it can really be an added value to give the client something - new tools to do themselves." - Project team member

Insights
This section gives two kinds of insights: affirmative and suggestive insights. The interviewees affirm that the direction of personal values and visual storytelling is valuable. The direction of personal values is valuable, because the interviewees suggest to focus more on motivating and inspiring people personally. The direction of storytelling is valuable, because the interviewees emphasized that the journey was as valuable, or even more valuable, as the results. The direction of visualizing is valuable, because the visualization of the vision was mentioned often and very positively. This means that the visualization is a good base to use (more extensively) in the design solution. Visual storytelling could aid in making the process more clear for the client.

The interviewees wish to involve P2S over a longer period of time. They suggested that P2S should assist more in good reflection and that P2S would transfer the use of a tool to the client. These suggestions are in line with the established importance of reflection and my wish to provide a tangible reflection tool as a result of my graduation. At last, the importance of simplicity was affirmed: the design solution should above all, be simple.

The design solution should support:
- *Storytelling*
- *Visualization*
- *Reflection*
- *Simplicity*

Drive

This second theme features the concept of 'drive', or as the Oxford dictionary defines it: *'an innate, biologically determined urge to attain a goal or satisfy a need'*. The section will give answers to the following questions: what is the current level of motivation for the 2020 vision? how do the employees motivate themselves and their team members? What values are underpinning their (non-) motivation? How can the motivation be improved?

Motivation

To start, the problem of less motivation over time, which was found in literature and from interviews with P2S, is acknowledged by the interviewees. They talk about the 'motivation curve': you start enthusiastically, but then the motivation drops due to lack of pressure and other things seem more pressing in comparison. They indicate that the motivation drops, because the 2020 vision is a long term goal, with long term projects. There are no strict deadlines or e.g. a paying client to give the motivation a boost.

The interviewees do have some suggestions on how to motivate their team members with regard to the vision. Their first advice concerns explaining the vision in the right way:

- Always begin with sharing the context with the audience: why did we start this? Why is it relevant? Why do we want you to participate? The audience has to be taken along through the story of the process in order for them to understand and be excited about the new direction.
- Make the explanation visual and concrete, so that the audience can easily grasp the content of the vision and its relevance. An visualization, as done in this 2020 vision process, worked well. Another suggestion is to use analogies in your storytelling to make it more comprehensible.

"It was a conscious choice to make a comparison with football, to use a metaphor with sport, in order to make clear why it was important." - Management team member and project team leader

- One of the most important things is to always keep the audience in mind: what kind of message will drive them? What kind of language is appropriate? The way the vision is presented, should be adjusted to the audience. For example by not using the management jargon, but using words the audience understands. Another example is the quote stated above, which compares the vision to something the audience can relate with.

Lastly, remember that it often takes time for people to understand and get enthusiastic about a vision. Therefore, a continuous interplay between tangible deliverables and the overall goal is necessary. A good start is to explicitly ask what the individual commitment will be during the vision process. By making it explicit, the people become motivated to reach their commitment.

"The trick is to take people along in a process to make them really enthusiastic. That just takes time." - Internal advisor

The interviewees provided some practical advice on how to motivate a team: plan progress meetings and set interim deadlines. Due to a continuous trajectory of small deadlines and meetings, the team members have to keep working on the projects - and thus are constantly motivated to finish a task. Next to this practical advice, the main factor for successful team motivation is a strong leader. A leader should be an exemplary figure for the team members: constantly re-emphasize the overall goal, going by the offices and listen to the team members. Standing 'in the middle', being convinced of the vision and giving each team member personal attention, is key. This is in line with the answers given about self-motivation. The interviewees are motivated and can further motivate themselves if they truly believe in the vision and know they can make a difference. Working together and seeing results are great motivating factors as well.
Furthermore, there's a difference in motivation when the task is part of their function instead of being an additional task on top of 'usual' tasks. When the task is additional, the motivation decreases, because it's not a core task of their functions and perhaps thus less important. Therefore, an additional task such as implementing strategy, should be integrated seamlessly in their functions - and as mentioned previously, its importance should always be evident for the employees.

"What motivates me is someone who comes by your office and urges you to do a task. Then you know you're doing it for something and for someone." - Project team member

Values

The values deemed most important at work, were mainly centered around two themes: their colleagues and the company's product (vessels). The theme 'colleagues' comprised a good work environment with a 'family vibe': the people are highly involved, they quickly trust each other with large responsibilities and they help each other. The theme 'product' comprised a concrete, tangible result to reach together and to show off to the world. However, it was difficult to translate these work values to their personal values in life. The interviewees weren't consciously aware of their personal values. After discussing personal values for a while, people became better able to articulate their personal values. There were different reasons for not being aware of their personal values: on the one hand, some stated that they did not think awareness of personal values is that important, either because they're happy with their work and nothing opposes to their beliefs or because they actively try to separate their work from private life. However, most interviewees did propose that motivation to implement strategy would increase when personal values are linked to the vision. This shows an interesting contradiction to what the interviewees currently do regarding personal values and what they imagine would be ideal to do.

"I'm not really aware of my own values in relation to the organization. Probably because I'm satisfied with what I do. Only when you notice that there's friction, you think about it." – Project team member

"Of course I am also proud of the company we work for, but I am a person who will tell everyone in my private life where I work. There is a separation between work and private life." – Internal advisor

Insights

Motivation drops over time due to the lack of pressure within a long term internal project. To keep people motivated, the first step is to explain the vision well: with the audience in mind, adding context, and making it visual and concrete. For example, the interviewees can still describe the visualization of the 2020 vision vividly. However, it takes time to get people to understand, be enthusiastic and eventually be continuously motivated about something. That's why a great (initiative) leader is crucial: to set interim deadlines, give personal attention, act as an example figure, and most importantly to keep repeating the overall goal. This shows why it's a good target group to aim the solution at in order to achieve deep acceptance among those leaders. Personal values were not actively in mind of the interviewees. Only after discussing it for a while, work values centered around colleagues and the product were mentioned. This shows that it's hard to articulate personal values, and that a proper tool should be used to make those values explicit.

The design solution should support:

- *Link between personal values and vision*
- *Making values explicit*
- *Concrete, visual, personal vision sharing*
- *Continuous motivation during implementation*

Strategic Agenda

This third theme features the concept of 'strategic agenda': the meaning of (the 2020) vision for the interviewees. This section will give answers to the following questions: do employees connect more to a mission or vision? Can they describe the 2020 vision in their own words?

Mission versus vision

The difference between a mission and vision is not clear, but also not relevant to most interviewees. They believe that the vision and mission should be aligned, including the same core values. It is even more important that the employee can easily explain what the business unit (aims to) stand for and that the employee actively thinks about the organization's future.

"Mission, vision and operational objectives must fit together. No matter how you call them. You have to be able to explain what they stand for within five minutes." - Management team member and project team leader

The 2020 vision in own words

As for reciprocating the 2020 vision in their own words, most interviewees remembered the main 'slogan' (mission), the overall goal and the visualization, but not all the themes specifically. As expected, the managing director could explain the vision in most detail. The other interviewees could mostly describe their 'own' theme in detail, but they could not all state what the link between their themes and the overall vision was. However, in line with what was mentioned earlier, the interviewees valued the journey to get to the vision and projects more than the actual content of the vision.

"Apart from what is in the vision, the most important thing is that we have positioned the business unit with the new group of people. That we have decided together what we want to do and that it's awesome." - Management team member and project team leader

Insights

These interviews indicate that the distinction of the terms vision and mission are irrelevant for the interviewees. Rather the values within those concepts, are deemed important. Therefore, the 'value shift' P2S defines in a trajectory with their clients, is key to explain how the vision will practically impact the employees. Although the different definitions of the strategic agenda aren't important for the client, these terms aid P2S to create a complete set of values regarding the future ideal state, the purpose of the client's organization and the implementation activities. Therefore, the distinction between terms should be made within the P2S team, but does not need to be shared with the client. For example, a consolidated visualization of the vision could entail mission and strategic elements as well.

The 2020 vision was remembered generally by referencing to the visualization, which emphasizes the effectiveness of such a visualization and that it should be elaborately used in the design solution. Yet, most interviewees did not remember the content of all vision themes specifically. This not seems like a negative outcome, as the new mindset is valued most. For the design solution, this implies that linking the personal values to the vision in one session could be enough to create the right mindset. Afterwards, the vision can be made their own during strategy implementation.

The design solution should support:

- *Emphasis on the value shift*
- *Visualization*
- *A new mindset as outcome*

People Involved

This fourth theme revolves around the collaboration with P2 Strategy. The section will give answers to the following questions: is the collaboration evaluated well by the client? Are there aspects within the process of P2S that could be changed? And more focused on the use of tools, what are design requirements for a new tool according to the client?

Leader

It immediately became clear that for a successful strategy implementation, a good leader is crucial. This not only means good leaders of strategic initiative teams, but also a good managing director. Normally, employees deal with consumers that demand certain priority. For a long term process done internally, like strategy implementation, the leader of that process should act as consumer to ensure prioritization of strategy implementation. A leader personally convinced of the vision highly motivates and inspires people, because that leader truly believes it instead of it being demanded. Not having a good leader comes with challenges during the process, as a P2S team member recognizes:

"The difficulty of a trajectory mostly depends on the kind of people you're working with. With a good leader the process goes much smoother. However, often you have to work with people who aren't natural leaders." - P2S team member.

In this specific case, the leader was 'good': seeing their managing director of the business unit so passionate about the process, seemed to make the employees more open to and motivated about the change:

"It was what he [managing director] personally believed in, not demanded from above. He was very motivated and that worked contagious." - Project team member

The design solution should support:

- *Deep acceptance among leaders*
- *A personal feeling of appreciation*

Participants

Regarding the involved people in workshops, projects and the whole process, an unexpected amount of advice and importance was raised. Involving the right people during the process is very important for the group composition and the eventual success of the process. A mixture of different types of people is important, including a critic, but all people should be free thinkers - open to change. By looking at how people behave and what excites them, a good decision can be made on who to involve. Next to being open to change, those people should have time to be involved, should be motivated regarding the change and should contribute certain needed qualities. After choosing the 'right' people to involve, the way to ask someone is important as well: when being asked personally, because of certain competences, people are honored and feel appreciated. This works very motivating throughout a project.

"That you are asked for something, is motivating because you are appreciated. Such a program can even reactivate people." - Project team member

However, who those 'right' people are, differs per phase. Although it's necessary to have a few core people who are involved throughout the whole process, flexibility regarding involved people is required as well. The competences you need, and thus people, change per phase of the process. At the same time, people change jobs, or don't have time or motivation anymore - and thus leave the project or organization. The involved people need to be aware that their roles might change in time, in order to prevent disappointment.

"The people you put at the steer during a change, will change per phase. People can be disappointed about that." - Internal advisor

Selecting the appropriate people during each phase is very challenging. And as mentioned earlier, involving the 'wrong' people, is one of the main reasons for workshops or project failing. Therefore, assistance from P2S in selecting the appropriate people, could be very valuable for the client.

Insights

Next to good initiative leaders, a good managing director is crucial for successful strategy implementation. A leader should on the one hand act as a client to compel prioritization, on the other hand as an ambassador to inspire and motivate the team. Next to having a good leader, selecting the 'right' people, with the 'right' competences, at the 'right' time, in the 'right' way is essential as well. Assistance in this from P2S would be very valuable for the client. However, in this thesis the assumption is that the 'content team' leaders chosen to participate, are good leaders.

Road to Success

This fifth theme revolves around 'the road to success': the necessities to successfully implement the strategy in the coming years. The section will give answers to the following questions: how has reflection been a part of the process so far, and how valuable was the reflection? What are the design requirements for a successful reflection tool according to the client? How has the daily work life of the employees changed due to the 2020 vision and its projects so far? What are the upcoming main challenges for successful strategy implementation?

Reflection

The moments of reflection within or between initiative teams were insufficient. However, there were reflection moments higher-up the business unit (with the initiative team leaders, the program leader and the process leader). The outcome of these moments were given back to the teams as feedback. Thus, the moments of reflection were mostly lacking among initiative teams - among the employees that actually do the strategy implementation. When there were moments of reflection among the employees, the manner of reflection differed. Although the employees appreciated the given feedback, they would recommend to have more centrally organized and structured reflection moments within and between all initiative teams. A good leader is necessary to organize these and uphold the priority of these moments over time. It was hard to prioritize reflection, because it often felt like something the individuals were obligated to do - instead of being part of their other tasks. Even the core people of the 2020 vision process had a hard time to keep scheduling reflection moments, as stated in the following quote:

"Reflection remains a recurring theme on the agenda. Being consciously busy with reflecting varies per department. First we had monthly session with the management team, but that has gone to the background. But we want to bring that back again." - Management team member and project team leader

Next to organized reflection moments, reflection is done naturally as well. For example when driving to home and thinking about that work day. This feels less obligated, but is still very valuable. When relating this to literature, both reflection-in-action and reflection-on-action (Schön, 1983) are undertaken by the employees. It seems the employees prefer reflection-in-action, because it feels less obligated. However, they realize the value of the organized reflection-on-action and want to increase those moments. By organizing more reflective moments and integrating them into the tasks of the employees, these reflection moments will be better embraced by the employees and will be more valuable.

To make a tool that will boost continuous reflection and its effectiveness, some design requirements are suggested:

- Make it personal for the team and even for each individual, so that everyone feels personally committed to reflect;
- Make it dynamic, so that everyone can add something to keep up with the process. This way, in line with making it personal, everyone can add their own contribution;
- Make it beautiful and easy to understand, for example by using the visualization of the vision. This also makes it very recognizable and makes link between necessary reflection and successful strategy implementation more evident;
- Make it striking, so that it will stand out in a room and will act as a reminder to prioritize the strategy implementation;
- Place it at the organization's bar or on a general wall, to facilitate a non-obligatory way of reflection.

"It should not be able to disappear into a desk drawer." - Project team member

Daily Practices
Changes at work can already be noticed by the interviewees on three levels: culture, behavior and routine. On the culture level, the interviewees see a change of mindset: the way of thinking has changed from input driven to output driven. The employees now know what the overall goal is and where to go. Furthermore, there now is a collective drive within the business unit, which has improved the collaboration. On the individual behavior level, the employees are still transitioning to a better work environment with new behaviors, based on the new values. Making the new values explicit by writing them down and defining corresponding 'example behaviors' has made it easier to reference to that new behavior. By referencing to the explicit new values on a daily basis, the employees are gradually changing their behavior in line with the 2020 vision.

"How difficult that sometimes is and we do not always live up to it yet. But in difficult situations you can say: this is what we have agreed upon." - Managing director

At last, on the routine level, the interviewees give contradicting answers. They state that nothing or only little has changed in their daily work life due to the 2020 vision. However, they do give examples of tangible project deliverables, like dashboards, that have already been implemented into daily work processes within the business unit and even within the organization as a whole. This suggests that the interviewees don't view the use of newly implemented tools as a change in routine. When looking at routine literature, it seems like the interviewees don't separate the ostensive aspect (the routine concept, e.g. a procedure) from the performative aspect (the actual routine actions, e.g. use of a dashboard): they do acknowledge the performative aspect, but aren't able to link it to the ostensive aspect. This phenomenon is in line with literature, which states that in order to properly change routine, reflection is necessary (Henry & Seidl, 2003). Again, this amplifies the need for reflection.

The design solution should support:
- *Reflection-on-action feeling less obligated*
- *Keeping the strategy implementation a priority over time*
- *Explicit vision, deliverables and values (behaviors)*

Strategy Implementation
Almost all interviewees agreed that the biggest challenge for further strategy implementation and successful project execution is to keep prioritizing the vision and its projects.

"Disciplined perseverance to finish it and not to fall back is a lengthy, challenging process." - Managing director

Keeping the 2020 vision conscious in the employees mind, can be done by:
- Keep being the ambassador of the vision and the change as a leader;
- Giving the process frequent exposure, via e.g. flyers, newsletters etc. In this exposure the vision and its deliverables should be made explicit, so that people can reference to them;

"The next step is mainly communication. Keep bringing it to the people." - Project team manager

- Showing the successes already achieved;
- Maintain an interplay between making the vision small and tangible for grasphability, and repeating the overall vision and goal.

Insights
Reflection is an important activity to properly change the employees' routine and thus successfully implement the strategy. Reflection within and between project teams was not done sufficiently during the 2020 vision process so far, and there are wishes to increase the amount of structured reflection moments. P2S could assist with the organization and structured execution of reflection. Although the interviewees want more reflection moments within and between project teams, they don't want it to feel obligated. The design of a reflection tool could increase the reflection moments in a non-obligated way. The tool should be dynamic, visual, personal and be placed at the bar or a public wall, to make it stand out and feel non-obligatory. Such an 'impressive' tool could also help with the main challenge of further strategy implementation: to keep the vision a constant priority in the mind of the employees and making the vision, deliverables and values explicit.

Reflecting on the Interviews

These interviews revolve around just one of the many clients of P2S. As mentioned earlier, the type of P2S' clients varies greatly. Therefore, another set of interviews with a different type of client would give more firm insights. However, this is an exemplar case of what P2S wants to focus more on in the future (from vision to execution).

The type of people working in the client's organization are quite focused on structure, which could be noticed when asking about motivation (answers were mostly practical, e.g. deadlines). The focus on practical advice and structure can give an one-sided guidance on how to motivate people. That's why this thesis' design solution, partly based on these advices, will be tested and evaluated with P2S to see if it's applicable for more of their clients.

With regard to personal values, these were hard to capture. By eliciting people with situations that cross their believes, their personal values could be captured more deeply. Describing these negative situations can be tested with P2S.

With regard to the strategic agenda concepts, mainly mission and vision, there is a difference between findings in literature and in the interviews. As mentioned above, perhaps the defined 'value shift' in combination with the vision is enough to get people motivated. However, this should be tested with P2S and, ideally clients as well.

Routine change was hard to establish. The answers given by the interviewees were conflicting. Interviewees stated that routine had not changed, but then gave examples of changed work processes. Perhaps the question ("Has your daily work changed after this process?") was too vague, or the interviewees said other things than what they actually do, or perhaps these evaluative interviews were too soon to properly examine routine change.

At last, some suggestions that emerged from the interviews (participant composition and organized reflection) will not be taken into account during the designing of the solution, but will be addressed in the recommendation section.

Conclusion

The case study has given an enormous amount of insights. They are not only valuable for the design solution, they also give suggestions on how to positively change the P2S routine: for example regarding selecting people for the workshop and focusing on reflection.
This section's answer to the sub-research question (*According to the P2S client's employees, what aspects should be incorporated into the design solution to facilitate successful strategy implementation?"*) is in line with the findings in literature, and can be found on the next page.

THE MAIN INSIGHTS

To conclude the Climax chapter, an overview of the main insights are given. The new insights are added to the ones found in the Rising Action chapter. The insights are an answer to the second and third sub-questions: "Where in the P2S-client process will it be most interesting and valuable to design something new to engage employees with the vision and strategy?" and "According to the P2S client's employees, what aspects should be incorporated into the design solution to facilitate successful strategy implementation?"

DESIGN GUIDELINES

The figure next to this text, shows the updated overview of design guidelines that will have to be incorporated in the design solution. The bold typed guidelines are explicitly mentioned in both literature and in the analyses. The orange guidelines are added since the analyses were done. Lastly, 'personal' is an added focus-guideline, as this characteristic was mentioned many times in many ways during the analyses.

Flexible
Relatable — ***Flexible*** — ***Effective***

Inspiring
Future orientated — *Inspiring* — *Entertaining* — ***Mentally and physically stimulating***

Visual

Simple
Concise — ***Simple*** — ***Clear*** — ***Understandable*** — *Transparant*

Tangible

Interactive
Co-creational — ***Interactive***

Story-

Reflective
Reflective *(on- action and in-action)*
Implementation orientated
Motivating over time

telling

Personal
Spot-on — ***Original*** — ***Personal***

Design enables...
Match of individual values with the new organizational values
Deep acceptance among 'content team' leaders
Explicit ownership

Achieved by...
Stimulate active participation
Make established organizational culture and value shift explicit
Share background information (context)
Share the vision in a clear way
Personal attention
Mix group sizes and suitable settings
Use of examples (results, behavior)

Results in...
Change culture over time:
a new mindset among employees
Change routine over time:
first of P2S, then of the client

GOALS

These goals describe what the design solution should accomplish (next to being an answer to the main research question).
The Figure next to this text shows the new goals in orange. As most of the 'Rising Action' goals were also mentioned in the 'Climax' chapter, the new goals more concretely define the earlier established goals.

DECISIONS

These decisions describe the adapted scope. The internal analysis defined an intervention moment:

Sharing strategic **agenda**

Focus on **whole** process

Focus on **all** P2S activities

Focus on **every** employee

Sharing **vision** and **value** shift
Focus on start of **Elaboration** phase
Focus on **workshop**
Focus on **'content' team** leaders

RECOMMENDATIONS

These conditional recommendations describe what conditions P2S should establish for the design solution to have maximum impact.
The recommendations for the optimal use of the design solution are:

- Choose the 'right' people in the 'right' way
- Vary group sizes during the workshop
- Choose appropriate setting for an exercise during the workshop
- Stay longer involved with the client to help with reflection
- Keep in mind that for the people involved, it's more about the journey than the outcome

CONFLICTS

These conflicts are issues that should be addressed in the remainder of this thesis and in the design solution:

- The need for P2S to explicitly include reflection on the progress and process of the strategy implementation.
- The need for P2S to explicitly include a focus on routine change of the client by addressing implementation from the start.
- The need for P2S to first make their own routine explicit, reflect on it, and change it, before being able to engage the client's employees.

DESIGN BRIEF

The main insights gained during the literature review (Rising Action), the internal analysis and external analysis (Climax) are used to define the Design Brief (Figure 39). In this brief, the design goal is introduced. Furthermore, based on the gained insights, a five step approach had been determined. These steps are the base for the final design solution and are necessary to go through within the workshop in order to reach the goal of engaged employees.

Creating deep acceptance among leaders is more efficient than trying to convince every employee (Mumford et. al., 2002; Campbell, 2015). These leaders should turn into ambassadors of the new vision and its values, and gradually inspire other employees to help achieve the vision. Therefore, the leaders of the different 'content teams' are chosen as a target group: they have to deeply accept the new vision and its values, so that they can motivate their content teams to successfully implement strategy. However, some of these leaders weren't involved in the creation of the new vision and thus don't feel ownership over the vision yet.

Some 'content leaders' join the process during the Strategic Elaboration phase. Therefore, the toolkit has to tackle the challenge of engaging these new leaders in a way that deep acceptance among them is achieved, so that they can properly guide their team to successfully implement strategy.

The main interaction moments between P2S and its client, and more specifically with this group of new leaders, are workshops. Therefore, it makes sense to design for a workshop, fitting with the P2S way-of-working. As the design is for a workshop, and more specifically for the P2S team as the facilitators, a toolkit design is good way to provide tools for P2S to use during the workshop.

For successful strategic implementation and innovation, it is crucial that there's motivation among the involved people to reach the vision. As can be seen in the previous chapters, motivation over longer time can be reached by linking people's individual values to the new vision and its new values. Therefore, this will be the main aim of the design.

However, next to linking values to keep motivation over a longer period of time, reflection emerged as an important factor as well. Reflection is needed to keep the vision on top of mind, to change routines and to adjust the strategy when necessary. Routine change and reflection are necessary to successfully implement strategy. As this is mostly done after P2S has left the organization, P2S currently does not focus on these elements.

As reflection emerged in both literature and the analyses as important, it will be a focus in the design. This means not only providing the client with a tool for reflection over time, but also changing the routine of P2S itself as well. This adds another layer of function for the toolkit: it not only aims to engage client's employees with the vision, but also to change P2S' routine in order to properly help their clients with employee engagement.

At last, it has been established that the combination of storytelling, visualization and materializations is an effective way to engage people during the process of change. Therefore, these three pillars will be applied throughout the toolkit design. Figure 37 on the next page shows an overview of the process from problem statement to design goal.

DESIGN BRIEF

a summary of decisions made so far and the resulting design goal.

Problem Statement

Employees have to innovate properly, but can't do that due to lack of awareness regarding their company's vision and strategy.
Without understanding the vision and strategy, and being intrigued by it, employees aren't able to apply it to their daily work. This means employees won't innovate (properly) in line with the vision and strategy.

Main Research Question

"How to enable P2S to get their clients' employees to better understand, be motivated about, and apply the client's vision and strategy into their daily work?"

Sub-RQ 1:
"What is already known about creating and implementing a vision and strategy, with regard to employees, and should be taken into account for the solution?"

The following concepts should be taken into account:
- corporate culture
- leadership
- personal and organizational values
- routine change
- reflection (-in- and -on-action)

Sub-RQ 2:
"Where in the P2S-client process will it be most interesting and valuable to design something new to engage employees with the vision and strategy?"

From:
Sharing strategic **agenda**
Focus on **whole** process
Focus on **all** P2S activities
Focus on **every** employee

To:
Sharing **vision** and **value shift**
Focus on start of **Elaboration** phase
Focus on **workshop**
Focus on **'content team' leaders**

Sub-RQ 3:
"According to the P2S client's employees, what aspects should be incorporated into the design solution to facilitate successful strategy implementation?"

The following aspects should be incorporated in the design solution:
- personal attention
- reflection
- visualization
- materialization
- storytelling

Design Goal

To design with the use of visual storytelling a toolkit that enables the P2S team, during the workshop at the start of the Strategic Elaboration phase, to make the 'content team' leaders better understand, be motivated about, and successfully apply the organization's new vision and values to strategy implementation over time with their 'content' teams in initiatives.

How?
with storytelling, visualization and materialization

For Who?
P2S & the 'content team' leaders

What?
a toolkit that engages participants with the organization's new vision and values

So What?
so that the participants can innovate properly with their teams

And What?
P2S and the teams can reflect on and change their routines

Where?
in an inspiring environment, away from the organization (reflective space)

When?
during a workshop in the Elaboration phase

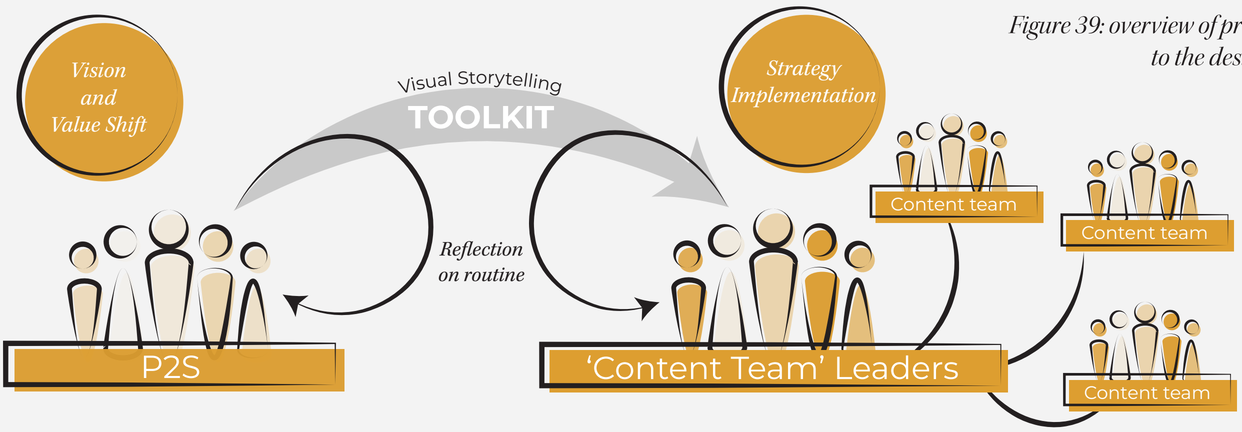


Figure 39: overview of process up to the design goal.

The Five Step Approach

The gained insights together with the design goal have been transformed into a five step approach (Figure 40) to make all the findings graspable and to guide the design of the solution. These steps will be used as structure for the workshop, and thus are also the structure for the toolkit. Which insights led to these five steps and how the steps are defined, will be explained here.

Design Goal:
To design with the use of visual storytelling a toolkit that enables the P2S team, during the workshop at the start of the Strategic Elaboration phase, to make the 'content team' leaders better understand (1), be motivated (2/3) about, and successfully apply (4) the organization's new vision and values to strategy implementation over time (5) with their 'content' teams in initiatives.

When looking at the Rising Action chapter, literature suggested that sharing the vision in a storytelling way (1) and linking personal values to the vision will help in engaging employees with the vision (2). When looking at this Climax chapter, the analyses suggested that employees are not consciously aware of their values. These values need to be made explicit for themselves before being able to link them to the vision and value shift (3). The analyses also suggested a lack in focus on strategy implementation. In the workshop, idea generation should take place to get a feel of what's to come for their teams during strategy implementation (4). Lastly, as also suggested by literature, (more) reflection is needed among the employees to change routine, adjust strategies over time and keep the vision on top of mind (5) - only by doing reflection, successful strategy implementation is possible.

Step 1: Retrieve Personal Values

This step is derived from the external analysis, wherein the employees showed that they weren't consciously aware of their values. Thus, the first step of the workshop aims for participants to retrieve their personal values. When looking at possible ways to do this, context mapping emerged as an interesting option. It is a well-known and established tool within design to retrieve personal values in the form of feelings, attitudes and dreams, called context mapping (Visser et. al., 2005). The values are retrieved by doing creative exercises: mostly these exercises are done at home, to make the participants feel free and relaxed. This perfectly suits the aim of this step, which makes it a good concept to use. Additionally, these exercises are best to be done as preparation. As shown during the CoP, preparation by participants is possible. This will save time during the actual workshop.

Step 2: Share Vision and Value Shift

This step is derived from the literature review, wherein storytelling was suggested as a way to engagingly explain the vision, as people need to understand the vision to properly innovate (Kantabutra & Avery, 2010). Sharing the value shift was added during the internal analysis. Thus, in this second step the consolidated vision and explicit value shift will be shared with the participants. As seen in literature, visual storytelling is a good way to do this: it makes the vision inspiring by using visuals, understandable by using (value shift) examples and by centralizing the audience, and engaging due to its exciting way of sharing and the active participation. Furthermore, storytelling gives background information, which shows the context and urgency of change to the audience. This makes it a good step to start the workshop with.

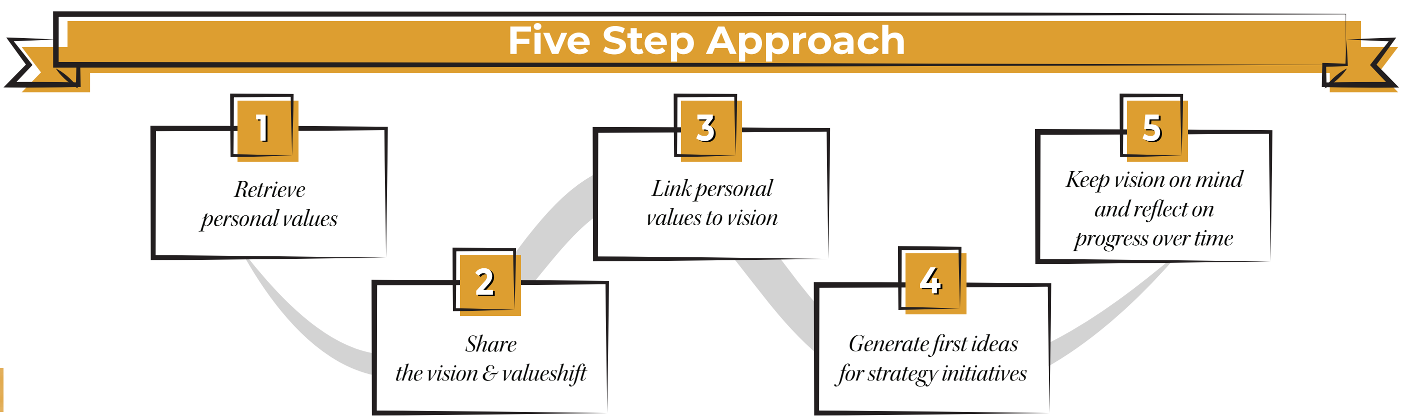


Figure 40: the five step approach.

Step 3: Link Personal Values to the Vision
This step is derived from the literature review, wherein was suggested that linking personal values to the vision would create a sense of purpose (Campbell, 2015) and thus motivate employees to reach the vision. This was in line with the finding that human actors (culture, leadership) are crucial factors for successful strategy implementation. Thus, in this third step the retrieved values of the participants will be linked to the shared vision and value shift. This step is closely related to step 1. Therefore, it makes sense to use a technique that is often in combination with context mapping: generative tooling. Generative tools are tools that let people make artifacts, like drawings, collages and models in a creative way. This technique reveals tacit knowledge (Sanders, 2001) of participants, which enables them to open up their minds, to make a connection between their own values and the vision, and to tell a story about that connection. The tools enable self-reflection, reveal unmet needs and expose one's aspirations for the future (Visser et. al., 2005). Generative tools are future-oriented and are able to link values. This makes it suited technique to use.

Step 4: Generate First Ideas for Strategy Initiatives
This step is derived from the external analysis, wherein the employees indicated a lack of focus on strategy implementation. Thus, in this fourth step the first ideas for strategy implementation are generated. However, as the participants are all leaders of their 'content team', they will eventually come up with proper ideas together with their teams. Therefore, this step will only focus on playful exploration: thinking about all the possibilities and challenges, so that the participants leave the workshop with many ideas and excited to start with their teams. Often in the design field, techniques of creative facilitation are used to playfully explore possibilities and generate ideas. These techniques combine storytelling and gamification, which both boost playful exploration (Kallergi & Verbeek 2012). Within creative facilitation there are many different techniques, like intuitive (collaging), associative (brainstorming) and provocative (absurd questioning) techniques (Tassoul, 2012). All these techniques make people think about possibilities, by letting them think in different ways than normal and will be interesting to use in this step.

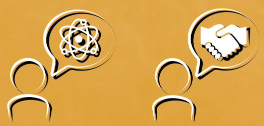
Step 5: Keep Vision a Priority and Reflect on Progress over Time
This step is derived from both literature and analyses, wherein was stated that continuous reflection is necessary to successfully implement strategy and thus change routine(Dittrich, 2016). Employees stated that reflection was not done enough and suggested P2S to take on a prominent role in reflection facilitation. Thus, in this last step the participants and the organization in general should be given tools to keep the vision on top of mine, share it with others and properly reflect on the progress over time (with each other). It's important to keep the vision on top of your mind and to individually reflect on it. However, sharing the progress with the rest of the organization, discussing about it together, and reflecting on it together (within your team), is equally important. Thus, this step has two objectives. Therefore, it makes sense to create a tool for each objective: a tool for individual reflection, and one for collective reflection.

Conclusion
The composed list of design guidelines will have to be incorporated in each of the five steps. Some guidelines, like reflection, will be emphasized in a specific step (step 5 in this case). However, the three pillars of storytelling, visualization and materialization will be used in all steps to ensure the guidelines are incorporated in the design toolkit. These guidelines and the toolkit itself will hopefully reach the goals defined in the Main Insights. Furthermore, the design of the toolkit will address the conflicts defined in the Rising Action and Climax chapter. If and how these conflicts are resolved, will be discussed in the final chapter (Denouement).
Lastly, the set-up list of recommendations mostly consists of conditions that need to be in line to properly do the workshop and use the toolkit. Therefore, these recommendations will come back in the next chapter (Resolution) as recommendations of how to properly set-up the P2S-client process and the workshop specifically. Furthermore, recommendations on how to prepare the workshop as P2S facilitator, will be shared. To conclude, this design brief will be taken as a base to start ideation, shared with you in the next chapter.

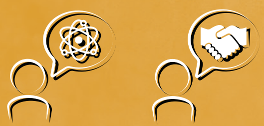
CONCLUSION

As the current P2S way-of-working and the evaluation with a former client have been shared, it's now time to show the relevance of this chapter for the characters, so that a design solution can be created for them in Resolution. Thus, on this page the main contributions of this chapter to the main characters - researchers, P2S and its clients - are shown with help of the icons introduced on page 17.

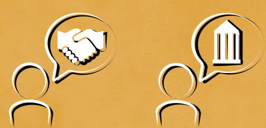
1. The initial focus was on the employees of P2S' clients and how to engage them with the vision and strategy to innovate properly. However, these analyses have shifted the focus towards P2S itself. The P2S team can't properly reach the goal of employee engagement, without first changing their own way-of-working. This is not only relevant for P2S, but for innovation consultants and researchers in general. The next contributions are based on this one.



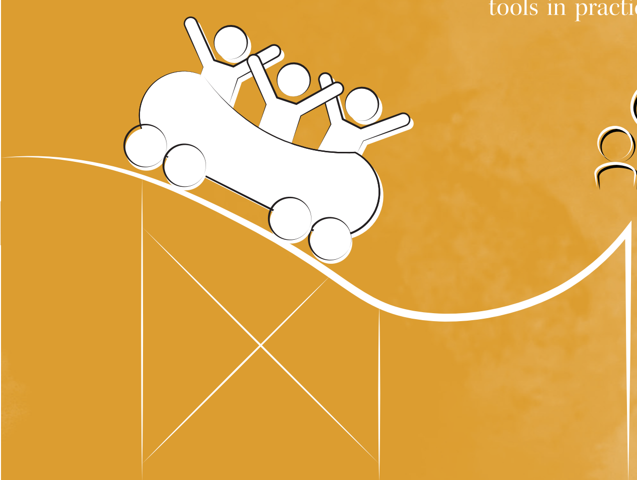
2. The routine of P2S needs to be made explicit among the team members. Only then, they can reflect on their own routine and discuss about it. Discussion can lead to routine change. Changing the routine of P2S itself, will influence the way P2S can change the routine of their clients' (employees).



3. P2S should start with a change in their routine regarding the focus on routine change and reflection in a trajectory with the client: currently these elements are not explicitly addressed. As routine change and reflection are necessary for successful implementation, these elements need to be addressed during trajectories.



4. The analyses give insights in how strategy tools are actually used in practice, as well as what the target group's (employees) experience is with strategy tools and the use. This gives valuable insights in how to practically design and use strategy tools in practice. The five step approach made the insights more tangible to apply.



RESOLUTION.

The Resolution is the collective sigh of relief in storytelling. The different journeys come together and click. A solution is found, and the hero saves the world.

Thus, in this chapter, the journeys resulting in the final design solution is presented. First, the ideation process will be shown. Then, the final solution is revealed: the toolkit in general, and the toolkit steps specifically, will be discussed - explaining how the Visual Storytelling toolkit can 'save the world'.

IDEATION SESSIONS

In this section, the process of ideation will be shared. The ideation consisted of organized sessions alongside iterative spontaneous ideation. Before starting-off the ideation, it was important to keep the aim of the toolkit in mind: to engage the content team leaders with the vision for successful strategy implementation. Furthermore, the ideas were guided by the 5 step approach for the workshop.

General Ideation

The ideation consisted of two types of activities: organized and spontaneous activities.
The spontaneous activities were done iteratively and individually throughout the design process: whenever ideas popped up, they were written down in a notebook. The popping-up of ideas was often sparked by conversations with P2S team members, and by reading related documents. Yet, often ideas were sparked as well by more unrelated activities, conversations, movies, books and random objects (Figure 41).

The organized activities were 4 ideation sessions (Figure 42). Firstly, after generating insights from the study, those insights were shared and evaluated with the P2S team. This already gave some directions of possible solutions. Later on, the design direction(s) were presented to the P2S team for feedback. However, the most concrete session was the ideation session, in which the P2S team members had to generate ideas in groups of two. To get a different perspective, another ideation was done with a group of students. Three students with different study backgrounds were chosen, in order to get the broadest range of ideas possible. With these students, the 'How can you' questions were used as a base (Tassoul, 2012).

The toolkit has been developed mainly with the P2S team. This close collaboration was chosen to ensure the feasibility of the design and the fit with P2S' way-of-working, so that the toolkit could be easily implemented by the P2S team. The ideation session with P2S and the students will be briefly discussed.

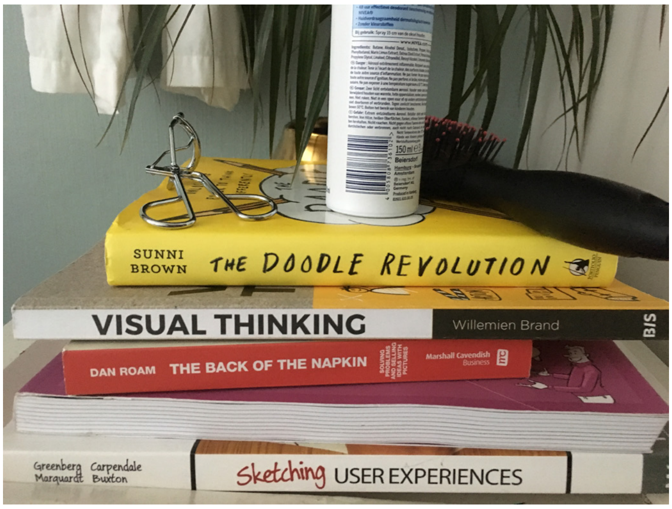


Figure 41: inspirational books for unexpected sparks of inspiration.

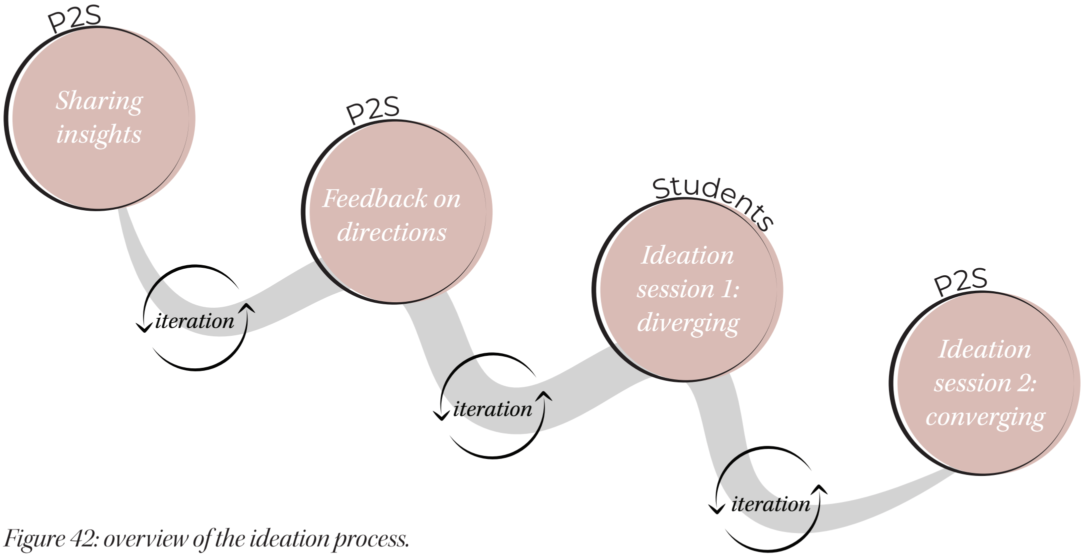


Figure 42: overview of the ideation process.

Session One: Student Ideation Session

During this session, students generated ideas based on the 5 step approach by using an associative technique in the form of brainstorming (Tassoul, 2012): the 'How Can You' questions. The goal of this session was to gain a more diverse range of ideas; not thinking about the limitations. Therefore, students with different backgrounds and no knowledge of P2S' way-of-working were asked to join. Each step was transformed into a 'How Can You'-question. Next to a main question related to one of the steps, a few sub-questions were added on the sheet to make the main question more clear, and to probe different ways of thinking. The sheets, and ideas developed by the students, can be found in appendix D.
The main questions were:

1. How can you be aware of your personal values at work? (step 1: making values explicit)
2. How can you actively involve people during a presentation? (step 2: engagingly sharing the vision)
3. How can you consciously link personal values to your work? (step 3: linking personal values with the vision and value shift)
4. How can you and your colleagues come up with ideas in an active way? (step 4: generating ideas for strategy implementation)
5. How can you keep track of progress and share results in a tangible manner? (step 5: reflecting on progress)

Regarding personal values, the students suggested enactment or another form of playful exploration for discovering values (e.g. quiz, game). They also suggested to think about the values outside of the workplace, which is in line with the context mapping theory. However, they took it a step further by suggesting to exchange employees with employees of another company. This way, employees could see the differences between companies and discover their own values by discussing about those differences. Lastly, an interesting notion was that people should be confronted with negative work situations to discover their values. This is in line with comments given about values in the external analysis.

Regarding sharing the vision, the students suggested storytelling tools to engage people (e.g. use of inspiring images, props and examples). They emphasized that active participation is important and can be stimulated by making people stand and sit down again during a presentation. Lastly, making people discuss or do short exercises in pairs between parts of the presentation, 'warms-up' people for discussions in larger groups.
Regarding linking personal values to work, they suggested to not only talk about values during such a workshop, but also at the start of every project in relation to your personal goals. This is an interesting recommendation to be further explored by P2S or its clients. However, the students commented that before being able to discuss values, people need to make those values explicit for themselves.
Regarding idea generation, the students suggested to do that in a playful way: acting as a superhero ("if I was a superhero, I would.."), putting on different 'glasses' representing different perspectives while generating ideas or passing ideas along in a group.
Lastly, regarding showing progress, they mostly suggested locations to place an artifact: public areas (coffee corner, on a wall). One striking location was the toilet, and to show progress on the toilet paper.

These ideas were valuable for me to further develop tools within the defined steps, and some ideas have been incorporated into the toolkit. The ideation session with P2S, described in the next section, focuses more on practical input for them to be able to use the toolkit.

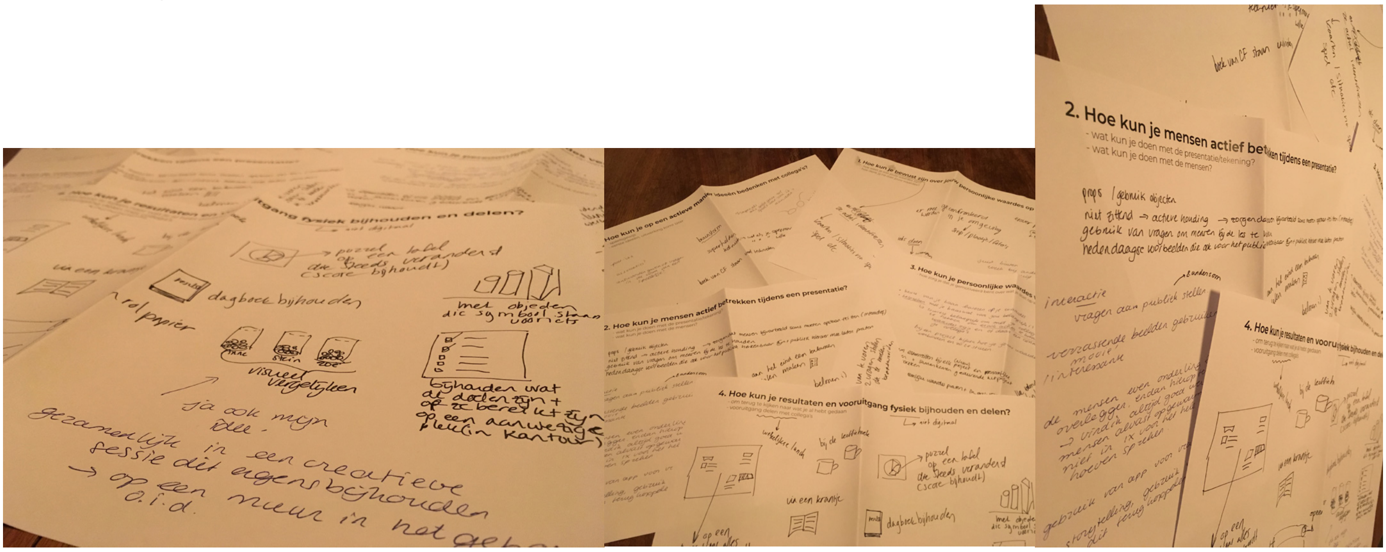


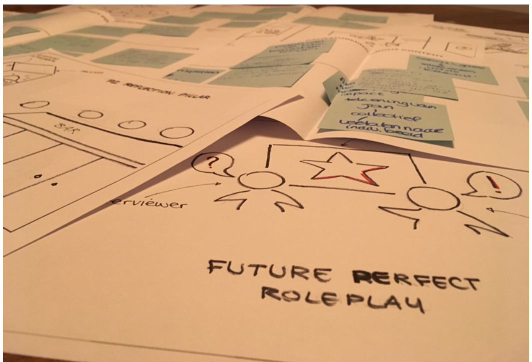
Figure 43: impression of student session documents.

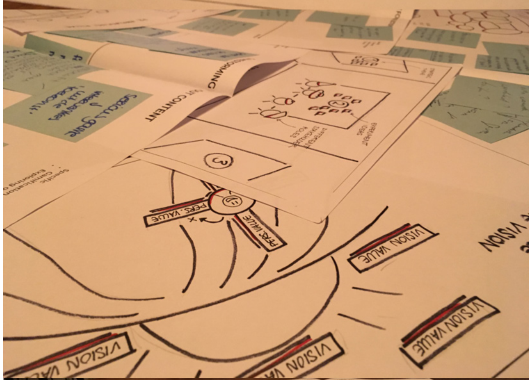
Session Two: P2S Ideation Session

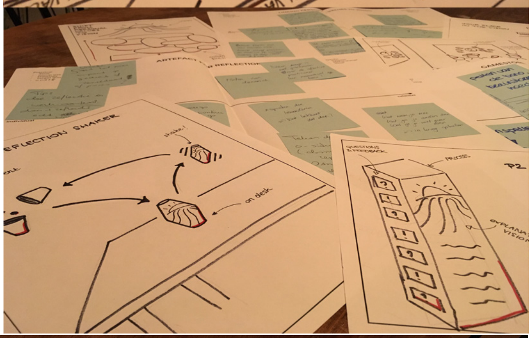
During this session, the P2S team generated ideas based on the 5 step approach, on a scale from basic to advanced. The goal of this session was to generate ideas that not only fit within the 5 steps, but also within the P2S way-of-working. It was especially for gaining practical input, like amount of participants, time and budget. This session gave insights into what the P2S team practically has in mind regarding new tools and what they define as basic to advanced tools. The sheets and ideas can be found in appendix D.

To generate ideas, the group was divided into pairs. Each pair got a sheet based around one step. Due to the amount of people (six), step 3 (linking personal values to the vision), step 4 (generating ideas about content) and step 5 (artifact for reflection) were the chosen steps to generate ideas for. They were chosen, because these steps were still vague to me, especially regarding practical use. The sheets showed one of the steps, a line from basic to advanced, some specific information about that step (direction, aim) and a list of practical elements I wanted to get input on. Along with that sheet, two sketches of tools I developed, were given as inspirational examples (Figure 44).

The ideas that were given were in line with ideas I already had: for example placing a dot in the vision and role-playing. Some new input were ideas like VR, walking outside and discussing a topic, and a ventilator that shows progress by changing speed. These ideas mostly affirmed my way of thinking and directions for tools. Next to specific ideas, some practical advice was given. For example, the time range suggested was from min. 30 minutes to max. 90 minutes. Yet, it was hard for the P2S team to give practical advice, because the design was still in an early stage of development. Therefore, another meeting with one P2S'er was planned to assess the practical elements (time, amount of participants, materials) when the tools in the toolkit were more defined. However, it can only truly be determined by testing it in a workshop with the client. To conclude, this session mostly affirmed that my way of thinking is in line with P2S, and stimulated me to proceed with the chosen directions.







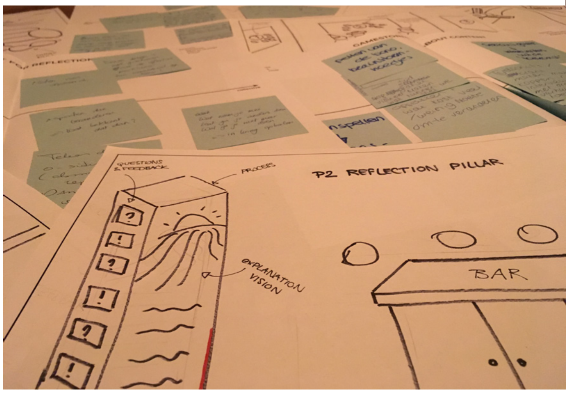



Figure 44: impression of P2S session documents.

IDEATION PER STEP

In this section, the ideation per step will be shared: which directions were taken and why? Which decisions have been made?

Toolkit
The design brief suggested a set of tools, to give P2S support during workshop facilitation to achieve engagement with the vision. I have chosen for a physical toolkit instead of a digital one, because:

- Materialization was one of the 3 main design pillars. A physical toolkit is in line with that tangibility.
- It's in line with the way-of-working of P2S, using a lot of physical attributes are used (e.g. brown paper & post-its).

I've chosen to create loose cards of tools, instead of a booklet, because:

- A physical card can easily be grabbed during a workshop as a 'cheat sheet'. Opening it on a laptop makes you less accessible during the workshops and takes more time.
- As suggested by the client, it's possible to leave one of the tools or the whole toolkit behind to be used by the client and as a physical reminder of P2S.
- The cards can act as boundary objects between P2S'ers when setting up a workshop. The tangible cards can be shuffled with, or pointed at. This could help the ease of discussion.

The size of the card (A6) has been decided together with P2S: big and firm enough to endure the usage over time, yet small enough to hold in one hand (during the workshop).

It became clear during the observation of CoP, that flexibility is key for P2S as facilitator: for reflection-in-action and to adjust the workshop properly. The steps and their sequence are important to follow during the workshop to reach the wanted outcome. Therefore, multiple tools for each step will be created - so that P2S has several options to execute each step. The range of tools is set from basic to advanced. Basic meaning the simplest, cheapest and/or quickest tool to get the minimally wanted outcome of that step. Advanced meaning the most elaborate, more expensive and/or time intensive tool, but with a more complete outcome of that step. With this range of tools, P2S can beforehand set-up the workshop as they see fit and feasible within time. The P2S style will be the base of the toolkit style - using the colors and font of P2S.

The toolkit will be a physical set of A6 cards. Each step will have several cards with tools. The range of tools will be divided in basic, medium or advanced.

Step One
For this step, the design brief already suggested context mapping as a suitable tool. Context mapping can be done digitally (app) or physically (printed booklet). The booklet was chosen due to its tangibility and fit with P2S' way-of-working. Also, the physical form allows for stickers being used for collaging. This stimulates the participants to think differently than normal and generate new insights. Furthermore, context mapping apps require a paid subscription. To lower the threshold of implementation by P2S, the cheapest, unrestricted option has been chosen.

The first step of the toolkit will be used as preparation by the participants at home. This step only contains one card explaining the concept of context mapping. The context mapping-exercises will be given to the participants in the form of a physical booklet.

Step Two
For the second step, it was clear that the vision and value shift should be shared in a storytelling manner. For sharing the context and urgency, visual aid in the form of inspiring images can be used. Furthermore, active participation is needed, which means discussions have to take place. Other forms of active participation could be the use of props or multiple rooms to walk around. Several options have been considered: from setting-up a room in a metaphorical theme to explain the vision, up to a movie created about the vision. However, to make it feasible for P2S to use, some less extreme options were explored as well. These options are based around the visualization of the vision made by JAM, because it was demonstrated during the client interviews that the visualization worked very well.

In this step all cards will be based around the same thing: visual storytelling as way to share the vision and value shift, with the JAM visualization as main visual element. The cards will mainly vary in the way of discussing and the activeness (sitting, standing, walking around).

Step Three
As said in the design brief, the technique of generative tooling suits the aim of connecting personal values to the vision. Collaging, mind mapping and drawing are all ways to create an artifact. For this step, the openness to creativity of the participants plays an important role. If the participants feel a high threshold to do these exercises, the goal won't be reached. Therefore, collaging was chosen as a base: this is in line with what they already have done in step 1, making them familiar with it. By using stickers, we still get the stories we want, but they don't have to draw themselves which is often daunting for people. However, to diversify the tools a bit, a more extreme tool can be used, e.g. actors. Hiring actors was something done for an internal session within P2 and worked well.

In this step generative tooling in the form of collaging will be the base. However, to perserve diversity, we will look at different approaches as well (e.g. actors).

Step Four
As mentioned in the design brief, this step encourages playful exploration. That's why the combination of design and gamification is the base for the tools in this step. A lot of possibilities were considered, from making a life-size game to making a magazine. However, during the ideation sessions and my own process, role-playing often emerged as interesting element. This will be further explored.

The fourth step revolves around playful exploration. Techniques from design, like gamestorming and creative facilitation, enable playful exploration. Especially role-playing works well to make abstract notions more concrete, and is therefore used in this step.

Step Five
For this fifth step, the most elaborate ideation has been done. This is because this step differs: it enables us to leave behind an artifact, while the other steps can only be performed during the workshop. The goal of keeping the vision on top of mind among the involved people and sharing progress with all employees within the organization can be done with a collective reflection(-on-action) tool: a tool that is striking and promotes dialogue. The goal of facilitating reflection(-in-action) among the 'content team' leaders (and their teams) can be done with an individual tool: a tool for each leader (and team) that makes spontaneous reflection possible.

First, some guidelines for both tools had to be set up. These guidelines were composed of what the aims for both tools were, together with the design guidelines for the design solution and the recommendations surrounding the design solution. The reflection tool guidelines will be discussed in the final design section, but will for now be briefly summarized.

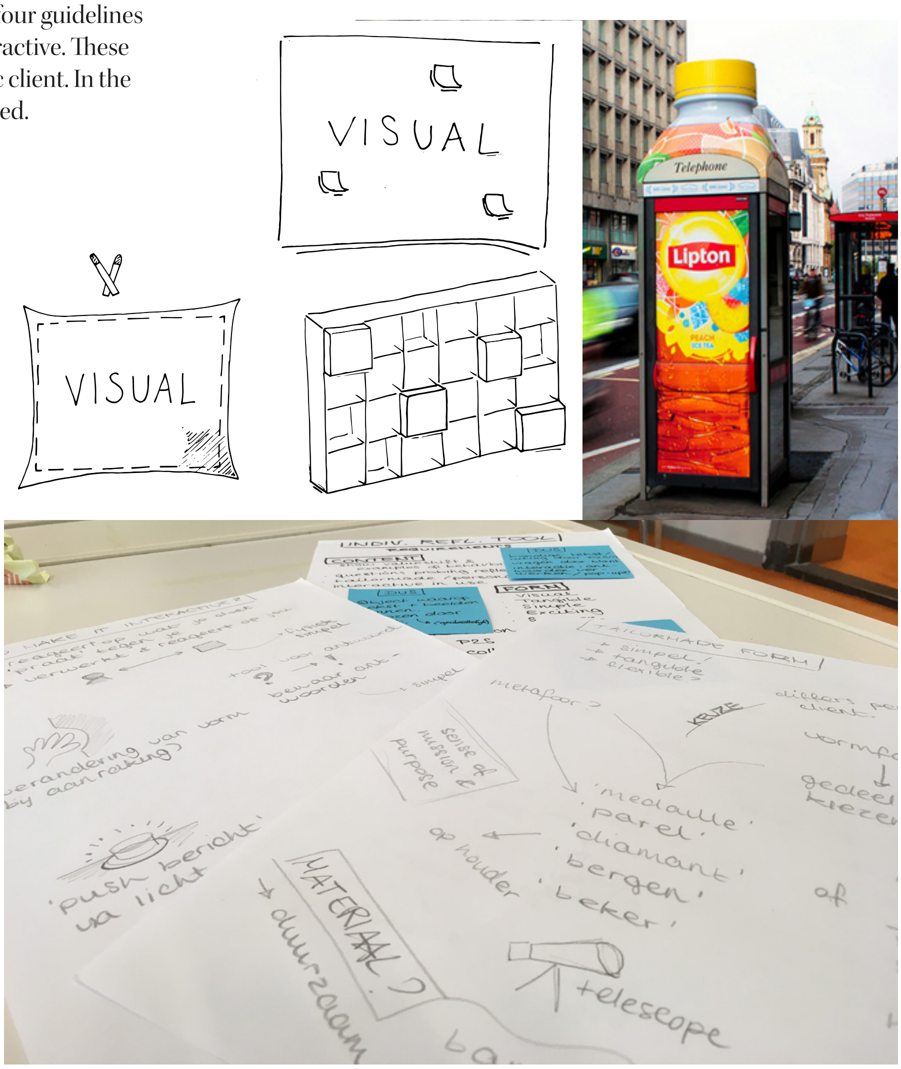
The individual reflection tool focuses on reflection-in-action of a 'content team' leader and its team. Therefore, questions probing reflection should be on the tool, as well as a reference to the content (vision, value shift, behavioral examples). The form of the individual tool should be interactive, tangible, simple and spot on. It was decided to make something physical, as that's in line with the tangibility and is more striking than something you can click away on your laptop. In Figure 45, you can get a feel of the ideation process. To decide which idea to develop, was quite hard, because the tool had to perfectly fit within the client's content. This could only be properly done by doing more research and by co-creating the tool together with the participants.

The collective reflection tool focuses on keeping the vision on top of mind, reflection-on-action and sharing the progress with(in) the teams and with others. This tool will be displayed in a common area, and should thus be striking in order to get attention. When it has grabbed someone's attention, it should clearly explain the change (vision, value shift, strategic themes and behavioral examples). Furthermore, it should show the progress, and stimulate giving feedback.

During the ideation of the collective tool, the challenge was to incorporate all the guidelines without making it too complex. Figure 45 shows some varying ideas. During ideation it became clear that the collective reflection tool would become a large artifact, for which further research needed to be done as well. As the creation of two well thought-out reflection tools could be another graduation by itself, it was decided with P2S that I would focus on making a prototype of the individual reflection tool. The individual tool was chosen because P2S is currently exploring the options of leaving something small and tangible behind with clients. Therefore, my prototype could serve as inspiration for their exploration. Due to time constraints, I prioritized four guidelines for the prototype: visual, simple, tangible and interactive. These could all be achieved without input from a specific client. In the Final Design section, the prototype will be presented.

Conclusion

To conclude, the ideation of each step was iterative, and sometimes even unconsciously, done throughout the graduation. This made it hard to fully document, but some considerations and choices have been shared with you in this section to get a feel of the process. In the next section, the final design solution will be presented.



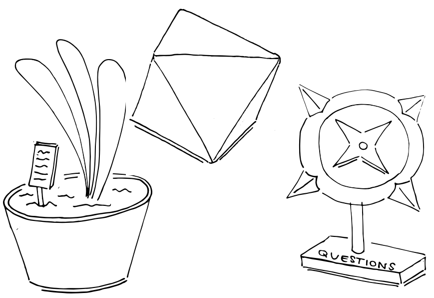


Figure 45: impression of ideation reflective tools.

FINAL DESIGN

As stated in the beginning of this thesis, employees have to innovate properly, but can't do that due to lack of awareness regarding their company's vision and strategy. Without understanding the vision and strategy, and being excited by it, employees aren't able to apply it to their daily work. This means employees won't innovate (properly) in line with the vision and strategy. P2S can play a vital role for clients in dealing with this problem. A way for P2S to deal with the problem, is this thesis' design solution: the Visual Storytelling Toolkit.

This is a toolkit using visual storytelling with which P2S can set-up an engaging workshop during their Strategic Elaboration phase for the 'content team' leaders of their client. The goal of this workshop is that the participants better understand, be motivated about, and can apply the new vision in strategy implementation. This is done by linking personal values to the vision and corresponding organizational value shift via visual storytelling - in a creative, interactive and personal way.

The Visual Storytelling Toolkit

The toolkit consists of 12 cards, each explains a tool (Figure 46). The first step (Valuemapper) is a preparatory step for which only one card is given. Steps 2 - 4 (Vision Sharer, Connector, Content Stormer) are done during the workshop. The fifth and last step (Reflectioner) is the closing step of the workshop and will be used over a longer time of period during strategy implementation. The cards are accompanied with a manual, templates, example questions and artifacts, which can be found in the P2S online Sharepoint (Appendix E).

Overall Thoughts

The five step approach can be seen as a framework which guides the set-up of the workshop. As each step builds further upon the previous one, it's necessary to go through all steps. Therefore, different cards are provided, so that P2S can always go through the steps while remaining flexible in time and with tools. Throughout the workshop, the discussions about the exercises are the most important and valuable. This is something to keep in mind during the workshop creation and facilitation.
The provided cards, templates, artifacts and example questions serve as first base to start performing the workshop. However, over time P2S should supplement the elements of the toolkit, so that the toolkit keeps evolving over time.

Time Division

To ensure flexibility for P2S, a division between the cards of step 2-4 has been made: a basic, medium and elaborate level. These levels indicate the amount of time and budget needed for a specific tool. In Figure 47, you can see an overview of the cards and the division. When combining the basic cards of each step, a half-day (3 hours) workshop could be given. With all the medium cards, a short day workshop could be given (5 hours). With all the elaborate cards, a full day workshop could be given (7 hours).

The elaborate cards give the most complete outcome, as each step will be executed thoroughly. The division of 3-7 hours is based on the time of the exercises, the opening, closure, discussions, lunch etc. during the workshop. The difference between the level of cards, is also the reserved time for discussion and reflection. With the medium and elaborate cards, you have more time to discuss, take a step back to reflect (e.g. during lunch) and then go back to the exercises. How the conditions around the tools are set-up, is up to P2S. With their experience, they know when to take more time to discuss, when to take a break, or when to proceed. Their experience is also necessary when choosing which cards to use, as they need to keep the flow of the workshop in mind. When choosing e.g. all the basic cards, the flow is good. However, when combining a basic card with an elaborate card, or even using two cards from the same step to reach a deeper perspective, the flow needs to be considered. Yet, the time indications have now been set together with P2S, but have not been tested. The testing with clients will give a lot of insights regarding this division and flow of the workshop.

The explanation of the cards on the following pages will share which level should be chosen for what kind of participants. Generally, the basic cards are for the 'content team' leaders that have already been involved in the process. The medium cards are for when new people get involved, or when the vision and value shift are relatively complex. The elaborate cards are for when many new people get involved.

Names

The names of the steps are based on each step's goal and have been transformed into one or two key words. Moreover, I decided to phrase the names actively, as if someone can become e.g. the 'Valuemapper' by going through this step. The names of the tools differ per step. As a group within a step, the card names are similar (e.g. your place, your journey, your story). The names were made simple and catchy, so that they would be used as reference on a daily base.

Group Size

The cards show how many people have to participate: individually, in pairs or in groups. The largest group for one exercise is a group of 6 people. This is something to test as well during the workshop and is dependent on the amount of people participating in the workshop. Normally, these workshops are quite small (circa 8 people. Yet, testing can indicate that for example all the 'content teams' need to do this workshop as well. This would mean a much larger group. Correspondingly, the discussions with a larger group take longer, thus more time needs to be reserved. That is why the cards only give an indication of group size, or state that the group has to be split in two depending on the size. The tools are flexible in use, which means the group sizes have been made flexible as well.

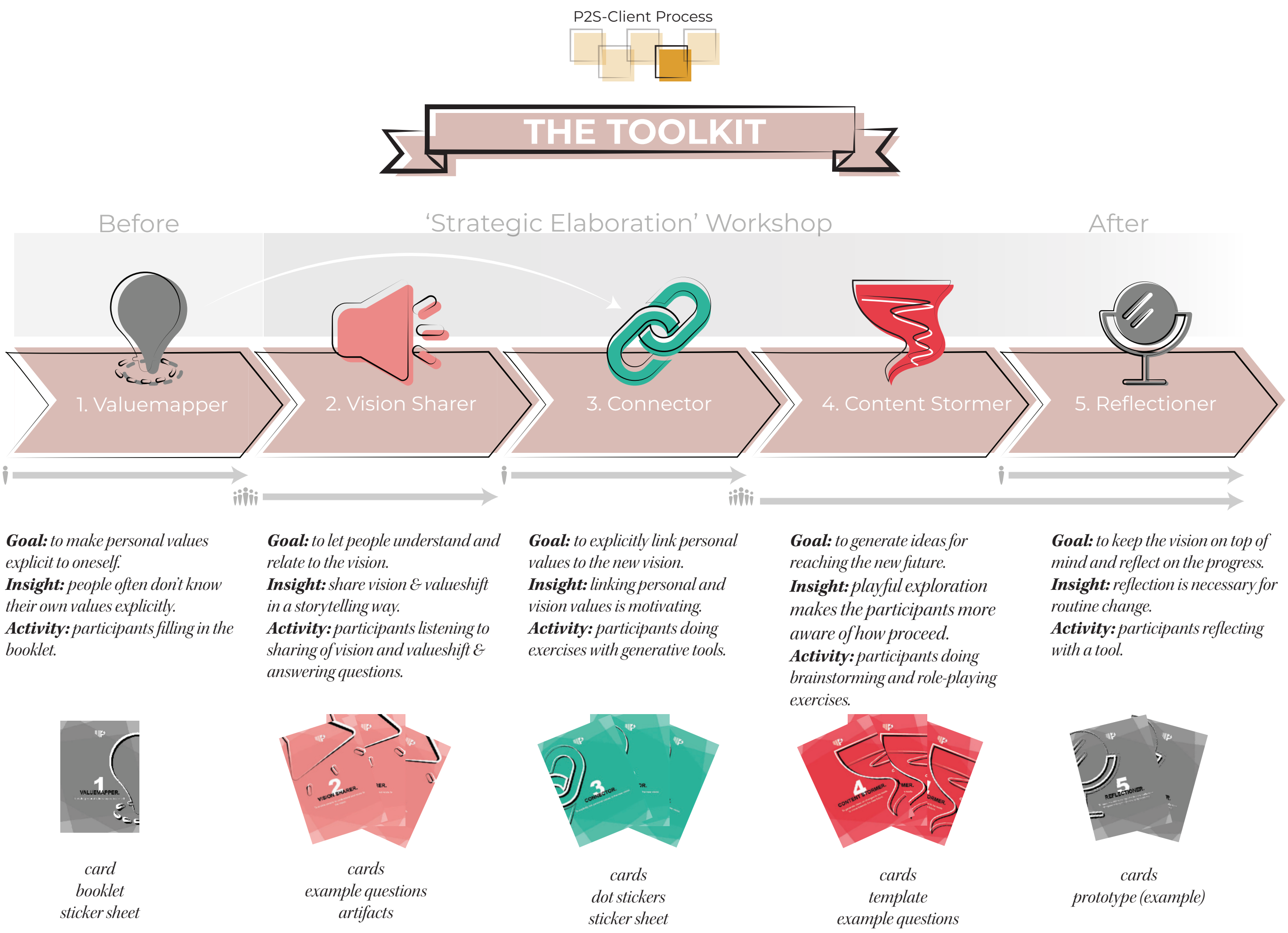


Figure 46: overview of the toolkit.

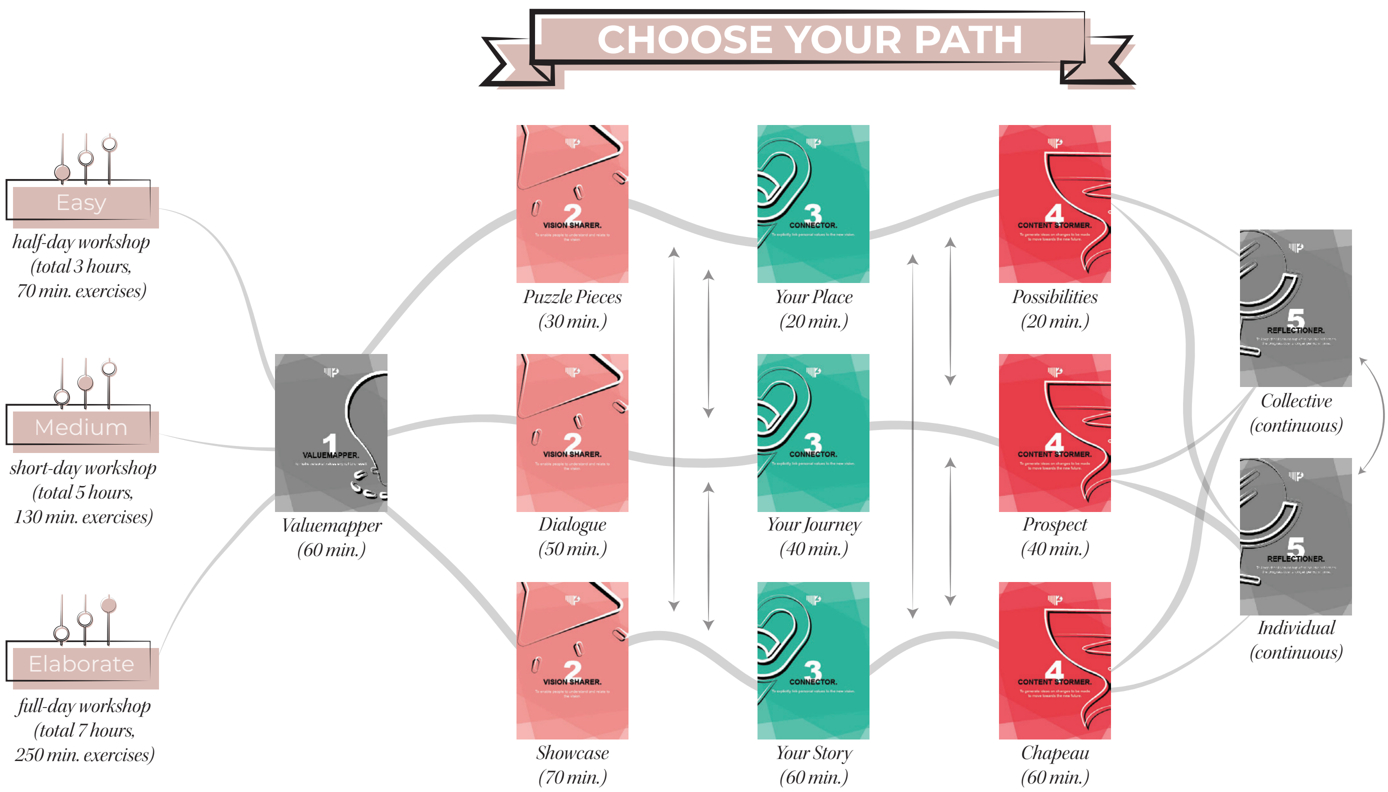
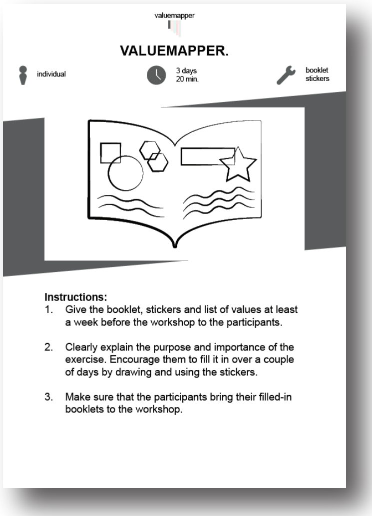


Figure 47: different possible combinations of cards.

1

VALUEMAPPER

Goal: *to make personal values explicit to oneself.*
Insight: *people often don't know their own values explicitly.*
Activity: *participants fill in the contexmapping booklet.*



valuemapper

VALUEMAPPER.

individual | 3 days 20 min. | booklet stickers

Instructions:
1. Give the booklet, stickers and list of values at least a week before the workshop to the participants.
2. Clearly explain the purpose and importance of the exercise. Encourage them to fill it in over a couple of days by drawing and using the stickers.
3. Make sure that the participants bring their filled-in booklets to the workshop.

Activity: *filling in the Valuemapper booklet*
Time: *20 min. per day, 60 minutes in total*
Additional: *booklet, stickers*

a few pages from the Valuemapper booklet

STEP 1: VALUEMAPPER

The goal of the first step is to make the implicit personal values explicit, so that they can be addressed during the workshop. This step is done by the participants before the workshop as preparation. Each participant receives the 'Valuemapper', a physical booklet with stickers, one week before the workshop. They have to fill in the booklets individually over a period of three days. Filling in the booklet over several days is recommended, because it enables reflection and additions to answers over time. Furthermore, it divides the workload to a graspable amount of time (circa 20 minutes per day, 60 minutes in total). Participants will answer questions about their work in a creative way (sketching, pasting stickers), which will open their minds up about what motivates them in work. This can be related to what motivates them within the vision during the workshop. By filling in the booklet, the participants will have thought about what they value in work before going into the workshop. During the workshop, these thoughts are therefore quick and easy to retrieve. Furthermore, such an uncommon booklet gives the participants an exiting taste of what's to come in the workshop.

This step is based on context mapping, a well-known and established tool to retrieve personal values in the form of feelings, attitudes and routines (Visser et. al., 2005). During context mapping, participants receive a set of small exercises to let them think about past experiences, making them 'reflective practitioners' (Schön, 1983) of their present experience. These exercises compel the participants to express their memories, opinions and dreams about a certain topic (in this case values at work). These exercises are done at home, to make the participants feel free and relaxed (Visser et. al., 2005).

Card

There is only one tool (card) for this step. The tool contains a booklet and stickers. The booklet is printed to be tangible and to give participants the opportunity to be as creative with their hands as possible: by writing, sketching and pasting stickers. The booklet is designed in the P2S style to fit their communication style and to have a professional feel.

The booklet starts with an introduction written by P2S specifically for that client. It explains what has already been done during the trajectory, what the next steps are and how these participants can help in achieving those steps. The reason of filling in this booklet and its importance is made eminently clear by P2S to the participants. With each question, the participants can use the provided stickers to make associations and to think more creatively. These stickers are inspiring images, in line with the image P2S often uses in presentations. Figure 48 shows an example of when such images were used: during a workshop and afterwards shard on LinkedIn by one P2S'er.
After they answered a question, an explanation is asked of the participants. The stories behind the creative output are valuable, because they contain rich and useful information (Stappers & Sanders, 2003). This information gradually becomes more explicit for the participants, because they have to summarize their answers in a few key words each day.

Figure 48: inspirational images used by P2S in a workshop.

The four questions for the first day revolve around the subject: 'a day at work'. This subject is chosen to start with, because it's focused on the present and only has one subject (work). This makes it relatively easy to fill in. The questions are:

- Create a time-line of your most regular day at work and paste stickers to show the best and least good moments.
- Describe a happy and an irritating moment at work.
- Describe a recent moment when you were proud of your job and the organization you work for.
- Summarize in key words, looking back at your answers, what makes you most excited in your work.

The next step is to look a bit broader: the subject 'work and private life' is introduced on the second day. This subject makes a connection to what people value at work and what they value in their private life. By comparing those values, participants can indicate (mis)alignments. The questions are:

- Show how you balance your work and private life.
- Show what work means to you.
- Show what your view on life is and what most important things in life are.
- Summarize in key words, looking back at your answers, what makes you most excited in your private life.

The final step is to look towards the future: the subject of 'my vision' is introduced on the third day. This subject lets the participants think about their dreams and what will be important in the future. This step is finalized with the participants defining what their personal values are. The questions are:

- Show what the most inspiring place at work is for you.
- Show what your dream is.
- Summarize in key words, looking back at your answers, what the most important and motivating values for you are in work. With this question, a list of approximately 50 values is given. By combining their own previously determined key words with the guidance of the list, they can either come up with their own values, or choose values from the list.

Each step has multiple questions, which provides P2S with the flexibility to choose which questions within each step are relevant for a specific client. Not all questions have to be included into the booklet but it is recommended to gain more diverse and complete insights.

Challenge and Success

The main challenge within this step is that participants have to fill in the booklets by themselves. P2S is not around to assist and to make sure it's done (properly). Participants can dismiss the booklet as unimportant. Therefore, it's important that P2S stresses the reason for and the importance of filling it the booklet beforehand, to set the right tone. P2S can also send reminders during the week. This step has successfully been executed when all the participants have filled in their booklet and have gained more knowledge about what they value in work.

Activities

For this step, P2S has to write an introduction, choose the questions and set the right tone towards the participants. Furthermore, they have to give the booklet and stickers to each participant. For this step, the participants have to critically fill in the booklet and they have to bring it to the workshop. The booklets will stay in the possession of the participants, as it may be too personal for participants to give to P2S and it may enable reflection over time, when looking at it again.

Relation to Design Guidelines

The Valuemapper has incorporated all the main design guidelines: it's flexible, because P2S can choose which questions to use. It's inspiring, because of it's uniqueness. It's simple in form: you only have to print it and make stickers. However, it can be difficult for people to fill in, because values are so implicit and abstract. Lastly, it's both personal and reflective, because it lets people reflect about their own values.

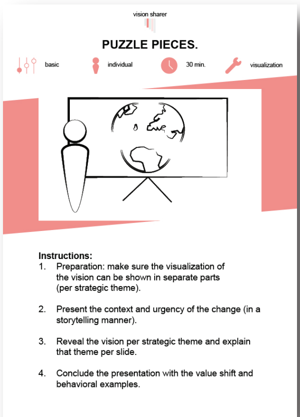
Transition to Step 2

The transition from the Valuemapper to step 2 is the beginning of the workshop. At the start of the workshop, the ambiance has to be set. Thus, P2S starts off the workshop with a short presentation of what has already been done, why the participants are here, and what they will be doing. This is also a moment to use an 'ice breaker' and introduce the participants in a low-key, original way. For example: P2S introduces several animals to the audience. Each participants has to choose an animal that best represents them and explain why (Hogan, 2005). P2S could even add a little twist: someone chooses an animal, however the person next to him has to introduce him, and explain why the animal he chose is fitting for his personality.

2

VISION SHARER

Goal: *to let people understand and relate to the vision.*
Insight: *share vision & valueshift in a storytelling way.*
Activity: *participants listening to sharing of vision and valueshift & answering questions.*


vision sharer

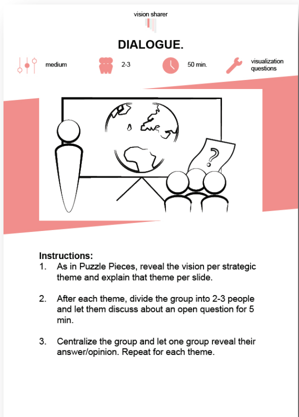
PUZZLE PIECES.

basic | individual | 30 min. | visualization

Instructions:
1. Preparation: make sure the visualization of the vision can be shown in separate parts (per strategic theme).
2. Present the context and urgency of the change (in a storytelling manner).
3. Reveal the vision per strategic theme and explain that theme per slide.
4. Conclude the presentation with the value shift and behavioral examples.

Puzzle Pieces

Activity: *presenting vision and value shift per theme.*
Time: *30 min.*
Additional: *-*


vision sharer

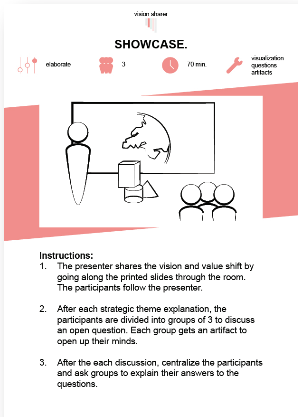
DIALOGUE.

medium | 2-3 | 50 min. | visualization questions

Instructions:
1. As in Puzzle Pieces, reveal the vision per strategic theme and explain that theme per slide.
2. After each theme, divide the group into 2-3 people and let them discuss about an open question for 5 min.
3. Centralize the group and let one group reveal their answer/opinion. Repeat for each theme.

Dialogue

Activity: *presenting vision and value shift per theme & discuss.*
Time: *50 min.*
Additional: *example questions*


vision sharer

SHOWCASE.

elaborate | 3 | 70 min. | visualization questions artifacts

Instructions:
1. The presenter shares the vision and value shift by going along the printed slides through the room. The participants follow the presenter.
2. After each strategic theme explanation, the participants are divided into groups of 3 to discuss an open question. Each group gets an artifact to open up their minds.
3. After the each discussion, centralize the participants and ask groups to explain their answers to the questions.

Showcase

Activity: *presenting vision and value shift per theme throughout the room & discuss with artefacts*
Time: *70 min.*
Additional: *example questions, artefacts*

STEP 2: VISION SHARER

The goal of the second step is to share the new vision and value shift in an engaging way to the 'content team' leaders, so that they understand and can relate to the vision. Before the participants can be motivated about the vision, they have to understand it. Therefore, this is the first activity during the workshop. The vision and value shift are presented in an engaging way. Not only the vision itself is shared, but also the context around it: where was the organization, where is it now, what external trends are involved, why do we need to change and what is the future (vision) of the organization? This story is made visual by using inspiring photos and by using the consolidated visualization of the vision made by JAM. Furthermore, the story is made more exciting by not showing the entire vision from the start, but revealing the vision in parts, accompanied with questions. Revealing the vision in parts and asking questions around each part, makes the vision more comprehensible for the participants. The questions and discussions not only aid in understanding the vision, but also give the participants a chance to voice their opinions and to relate to the vision.

These tools are based on theories of storytelling. Sharing the context and urgency of change corresponds with the need to give participants information in order to understand and accept the change (Adamson et. al., 2006). Revealing the vision in parts, corresponds with the entertaining, engaging value necessary to inspire the participants and to bring people physically and psychologically closer (Adamson et. al., 2006; Gill, 2011). Furthermore, storytelling centralizes the listener, which allows them to interpret the story in line with their own experiences.

Cards

There are three tools (cards) in this step. Each tool has the same storytelling base: using the visualization of JAM. Furthermore, all tools revolve around the presenter of the vision: this person has to share not only the vision, but also the context and urgency. The presenter is often the initiator of the change and the closest contact person of P2S. The three tools will be briefly explained:

1. *Puzzle Pieces (30 min.)*
   This is the basic version of sharing the vision. The presenter uses powerpoint to share the context of the change in a visual manner. Then, the presenter reveals and explains the vision per strategic theme. The presentation concludes with the explanation of the value shift and showing behavioral examples. Afterwards, there's time for a short round of questions and discussion.
   This tool should be chosen when there is a limited amount of time, the participants have already been involved in vision creation and/or when the vision and the shift is relatively simple.

2. *Dialogue (50 min.)*
   This is the medium version of sharing the vision, and an elaboration on the basic version. The presenter again uses powerpoint to share the context, urgency, vision (in parts) and value shift. However, after each strategic theme presentation, the participants are divided in groups of 2-3 to discuss about a related open question for a few minutes. Afterwards, one or a few groups share their answer and insights. One P2S'er writes the answers down for documentation. Example questions are provided in the Sharepoint. An example question is: "What is the biggest challenge within this strategic theme?".
   This tool should be chosen when there are new people involved, or when P2S believes a discussion around the vision would deepen the understanding of the participants.

3. *Showcase (70 min.)*
   This is the most elaborate version of sharing the vision. The content of the slides are physically placed around the room as printed sheets. The presenter uses the printed sheets to share the context, urgency, vision (in parts) and value shift while literally walking through the process with the participants. When the groups are divided to start the discussion, they get metaphorical artifacts e.g. Playmobil (Figure 49) to discuss around. Afterwards, the participants are brought together to share insights. Examples of the artifacts can be animals, buildings, cars etc. The same example questions can be used as in Dialogue. The metaphorical artifacts make the vision more tangible, and can spark analogies among participants, which makes them think more openly and creatively towards the vision. This makes it easier to relate to the vision and value shift.
   This tool should be chosen when you have enough time, there are many new people involved, and when maximum understanding and relation towards the vision should be established among the participants.

Figure 49: Playmobil animal artifacts.

Challenge and Success

The main challenge within this step is that the presenter is not able to share the vision in a clear, convincing and engaging way. The tools don't address the presenting skills of the presenter, P2S has to instruct and coach the presenter.
The step has successfully been executed when participants start asking questions about the content of the vision and value shift, and have discussions about it. Also, P2S can indicate the successfulness by seeing the reactions of the participants during the presentation.

Activities

For this step, P2S has to create the powerpoint and instruct the presenter. The questions for the discussion have to be set up and, when choosing the Showcase tool, artifacts need to be collected. For this step, the participants need to listen to the presenter, answer questions and discuss about the vision and value shift. P2S can document this step by writing down the main points of discussion.

Relation to Design Guidelines

The Vision Sharer has incorporated the design guidelines of being inspiring (due to storytelling), simple (due to visualization) and interactive (due to storytelling and discussions). The step is flexible. Yet, the cards build upon each other, which means less diverse options. The level of reflection during this step needs to be tested. Storytelling can elicit reflection, because it uses the past-present-future structure, but there are no explicit reflective questions added in this step. Lastly, the guideline of being personal is tricky: although the stories have been made for the specific participants and storytelling makes it personal, this is not the step wherein personal points-of-view are explicitly discussed.

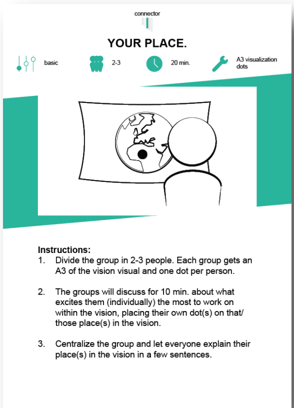
Transition to Step 3

After the participants understand and can relate to the vision and the value shift, step 2 is concluded. The P2S team summarizes the main points of discussion. The next step is linking the personal values, identified with the Valuemapper booklet, to the vision. Thus, before starting step 3, the Valuemapper booklets need to be discussed. Depending on the size of the group and the amount of P2S'ers, the participants are divided into group of 6. In the group, each participant shares his/her defined values and explains why. The P2S'er can ask deepening questions or start a short discussion with the group. P2S has to estimate the available time vs. necessary time needed before starting with step 3: the Connector.

3

CONNECTOR

Goal: *to explicitly link personal values to the new vision.*
Insight: *linking personal and vision values is motivating.*
Activity: *participants doing exercises with generative tools.*



connector

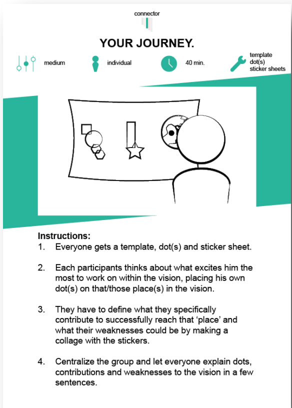
YOUR PLACE.

basic | 2-3 | 20 min. | A3 visualization dots

Instructions:
1. Divide the group in 2-3 people. Each group gets an A3 of the vision visual and one dot per person.
2. The groups will discuss for 10 min. about what excites them (individually) the most to work on within the vision, placing their own dot(s) on that/ those place(s) in the vision.
3. Centralize the group and let everyone explain their place(s) in the vision in a few sentences.

Your Place

Activity: *placing a dot on what excites them the most in the vision*
Time: *20 min.*
Additional: *dot stickers*



connector

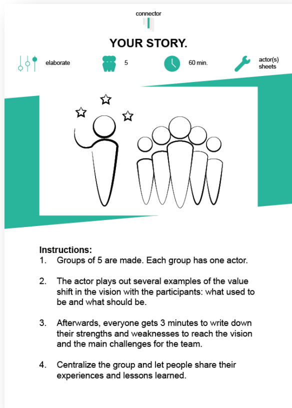
YOUR JOURNEY.

medium | individual | 40 min. | template dot(s) sticker sheets

Instructions:
1. Everyone gets a template, dot(s) and sticker sheet.
2. Each participants thinks about what excites him the most to work on within the vision, placing his own dot(s) on that/those place(s) in the vision.
3. They have to define what they specifically contribute to successfully reach that 'place' and what their weaknesses could be by making a collage with the stickers.
4. Centralize the group and let everyone explain dots, contributions and weaknesses to the vision in a few sentences.

Your Journey

Activity: *placing a dot and decribing strengths and weaknesses with collaging*
Time: *40 min.*
Additional: *dot stickers, sticker sheets*



connector

YOUR STORY.

elaborate | 5 | 60 min. | actor(s) sheets

Instructions:
1. Groups of 5 are made. Each group has one actor.
2. The actor plays out several examples of the value shift in the vision with the participants: what used to be and what should be.
3. Afterwards, everyone gets 3 minutes to write down their strengths and weaknesses to reach the vision and the main challenges for the team.
4. Centralize the group and let people share their experiences and lessons learned.

Your Story

Activity: *playing out behavioral examples of value shift with actors*
Time: *60 min.*
Additional: *-*

STEP 3: CONNECTOR

The goal of the third step is to explicitly link participants' personal values to the vision. As the personal values are made explicit and have been discussed, it's now time to see what role the participants see for themselves in reaching the vision. It's important to mention that this is also the moment that participants can realize that they aren't motivated to work on reaching the vision, which should be possible to indicate during the workshop. Then it will be better to search for a new 'content team' leader who is motivated to reach the vision.

As this step is a follow-up on the first step (Valuemapper), generative tools will be used. These tools are used regularly as an extension of context mapping. Generative tools are tools that let people make artifacts, like drawings, collages and models in a creative way. This technique reveals tacit knowledge (Sanders, 2001) of participants, which enables them to open up their minds, to make a connection between their own values and the vision, and to tell a story about that connection.

The tools enable self-reflection, reveal unmet needs and expose one's aspirations for the future (Visser et. al., 2005). This aligns perfectly with the goal of this step: looking towards the future (vision) to see how the participants see themselves in that future. As the generative tools let the participants produce visual and tangible artifacts, it aligns with the literature of design. The tangibility makes something more real, which can reduce uncertainty and can work encouraging. The visualizing aspect works clarifying and increases the emotional engagement of participants (Calabretta, 2016).

Cards

There are three tools (cards) in this step. The three tools will be briefly explained:

1. *Your Place (20 min.)*
   This is the basic version of linking values. The participants have to place a dot (or a few) in the vision visualization on what excites them the most. They do this in pair of 2-3 on one sheet, while explaining and discussing with each other why they placed their dot there. Afterwards, everyone comes together and explains their places in the vision and why that place excites them the most.
   This tool should be chosen when there is a limited amount of time, the participants have already been involved in vision creation or when the vision and the shift is relatively simple.

2. *Your Journey (60 min.)*
   This is the medium version of linking values, and an elaboration on the first tool. The participants again place themselves in the vision, but this time they have an individual sheet. Next to placing a dot on the part that excites them the most, they also have to define what they specifically can contribute to reach that part (implement that strategic theme) and what their weaknesses could be (and thus should seek elsewhere). Defining this is done by making a collage with stickers. They each receive a sheet of stickers, similar to the stickers used in the Valuemapper.
   This tool should be chosen when there are new people involved, or when P2S believes that its crucial for the participants to know their strengths and weaknesses regarding reaching the vision (implementing strategy).

3. *Your Story (40 min.)*
   This is the elaborate version of linking values, mainly focused on the value shift. Depending on the amount of participants, they are divided into groups of 5. An actor plays out several behavioral examples of the value shift with the participants. This shows the behavioral change necessary to successfully change routine. Afterwards, the participants have to individually write down what characteristics they bring to contribute to reaching the vision and what their weaknesses could be. The participants are brought together to share their insights.
   This tool should be chosen when you have enough time, there are many new people involved, and when maximum understanding of the behavioral changes (the value shift) among the participants should be established.

Challenge and Success
The main challenge within this step is that participants aren't able to link their values to the vision, because the generative tools don't work for them or they don't take it seriously. P2S can set the right tone and provide examples to make it clear for the participants what to do. The step has successfully been executed when participants tell well-thought-out stories about their created artifacts in an enthusiastic, convinced way.

Activities
For this step, P2S has to adapt the provided templates to the specific client. When choosing Your Story, they have to hire actors. During each activity, they have to stimulate the sharing of stories and encourage a discussion. For this step, the participants need to make artifacts, make a story around them and discuss about it. The end result is that the participants know what excites them and what they specifically can contribute to successfully reach the vision. P2S can document this step by writing down important points and insights mentioned during the discussions. Furthermore, they collect the filled-in templates.

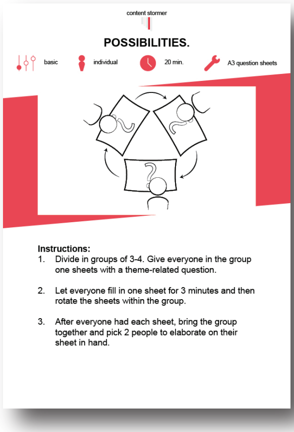
Relation to Design Guidelines
The Connector has definitely incorporated the design guidelines of being interactive (discussions), flexible (three different options for P2S, and everyone can do the exercises as they see fit), inspiring (using visualization or actors which both open up imagination), personal (participants have to share their points-of-view) and reflective (by thinking about their own points-of-view). Yet, only the basic tool is really simple: the medium and elaborate tool require participants to create something or to act, which can be challenging for the participants.

Transition to Step 4
After the participants have made the artifacts and know their place within and contribution towards the future, step 3 is concluded. The P2S team summarizes the main points of discussion and checks if everyone is motivated to be further involved in this process. The next step is generating ideas to implement strategy. P2S divides the participants into groups with similar defined places in the vision.

4

GAME STORMER

Goal: *to generate ideas for reaching the new future.*
Insight: *playful exploration of ideas makes the participants more aware of how to implement strategy.*
Activity: *participants doing brainstorming and role-playing exercises.*



content stormer

POSSIBILITIES.

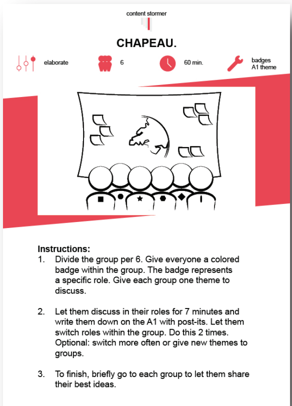
basic | individual | 20 min. | A3 question sheets

Instructions:

1. Divide in groups of 3-4. Give everyone in the group one sheets with a theme-related question.

2. Let everyone fill in one sheet for 3 minutes and then rotate the sheets within the group.

3. After everyone had each sheet, bring the group together and pick 2 people to elaborate on their sheet in hand.



content stormer

CHAPEAU.

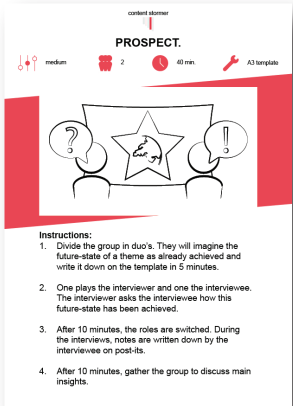
elaborate | 6 | 60 min. | badges A1 theme

Instructions:

1. Divide the group per 6. Give everyone a colored badge within the group. The badge represents a specific role. Give each group one theme to discuss.

2. Let them discuss in their roles for 7 minutes and write them down on the A1 with post-its. Let them switch roles within the group. Do this 2 times. Optional: switch more often or give new themes to groups.

3. To finish, briefly go to each group to let them share their best ideas.



content stormer

PROSPECT.

medium | 2 | 40 min. | A3 template

Instructions:

1. Divide the group in duo's. They will imagine the future-state of a theme as already achieved and write it down on the template in 5 minutes.

2. One plays the interviewer and one the interviewee. The interviewer asks the interviewee how this future-state has been achieved.

3. After 10 minutes, the roles are switched. During the interviews, notes are written down by the interviewee on post-its.

4. After 10 minutes, gather the group to discuss main insights.

Possibilities

Activity: *brainstorming while rotating questions*
Time: *20 min.*
Additional: *example questions*

Prospect

Activity: *interviewing as if the future state has been achieved*
Time: *40 min.*
Additional: *template*

Chapeau

Activity: *brainstorming in a specific role*
Time: *60 min.*
Additional: *badges*

STEP 4: GAME STORMER

The goal of the fourth step is to start generating ideas for strategy implementation. During this step, playful exploration of possibilities is encouraged. As the focus is on exploration, the aim at the end of this step is to have the participants enthusiastic about the emerged ideas and excited to further develop them. This means that within this step, the ideas won't be fully thought-out or developed. The ideas generated in this step are 'boosters of enthusiasm' for what's to come. That's why this step uses different creative facilitation techniques.

As seen in literature, storytelling and gamification are ways to boost playful exploration (Kallergi & Verbeek 2012). Creative facilitation, with its associative and provocative techniques (Tassoul, 2012), connects gamification, storytelling and design. In the Prospect and Chapeau tools, role-playing is one of the techniques used. Role-playing helps people to experience possible situations in a physical way (e.g. Buxton, 2007; Diaz et al., 2009), which makes things become apparent which were not clear as abstract considerations.

Cards

There are three tools (cards) in this step. The three tools will be briefly explained:

1. *Possibilities (20 min.)*
   This is the basic version of generating ideas. The tool uses an associative technique in the form of brainstorming (Tassoul, 2012). The participants are divided in groups of 3-4, depending on the size of the whole group and the amount of strategic themes. Each participant in the group gets a sheet with a theme-related question, e.g. "How can you take a first step in reaching the goal of this theme?". After a couple of minutes, the sheets are rotated within the group, and the participants get another couple of minutes to answer the new question. The time pressure stimulates the participants to write or sketch what comes to mind first, without thinking about the limitations.
   This tool should be chosen when there is a limited amount of time, the participants have already been involved in vision creation or when the vision and the shift is relatively simple.

2. *Prospect (40 min.)*
   This is the medium version of generating ideas. The tool uses a provocative technique in the form of role-playing (Tassoul, 2012). The group is divided in pairs. They will imagine and discuss about the future-state of a strategic theme as already achieved. On the template there are probing questions and the pair writes down the discussion on the sheet. Then, one participants will play the interviewer, and one the interviewee. The interviewer will ask questions about how the future-state has been achieved. Example questions are provided in the Sharepoint, for example: "what were the main challenges you had to overcome?" After a while, the roles switch. The interviewer documents the conversation with post-its.
   This tool should be chosen when there are new people involved, or when P2S believes that its crucial for the participants to think differently and more openly about strategy implementation.

3. *Chapeau (60 min,)*
   This is the elaborate version of generating ideas, based on the thinking hats tool (Nesta, 2017). The tool uses the same provocative technique as Prospect, but in another form. The participants are divided in groups of 6. Each group member borrows a badge representing a specific way of looking at an issue (e.g. factual or emotional). This is the lens through which the participant discusses and generates ideas with other team members about a specific strategic theme. The roles can be switched within the team or the themes can be switched.
   This tool should be chosen when you have enough time (circa. 60 min.), there are many new people involved, and when maximum understanding of the different possibilities and ways of looking at the future should be established among the participants.

Challenge and Success
The main challenge within this step is that participants aren't willing or able to think openly regarding possibilities. The previous steps expectedly already open up the minds of the participants. P2S can do a small exercise with the participants before this step to encourage free thinking.
The step has successfully been executed when participants come up with several different ideas in line with the vision, and are excited about further developing those ideas with their teams.

Activities
For this step, P2S has to adapt the templates and questions to the specific client. During the activity, P2S has to ensure that group forming and switches go smoothly. Furthermore, they can ask questions to probe discussion. For this step, the participants need to open up their mind to discuss and think about possibilities within the vision by doing the exercises. Nearly all discussions are documented by the participants on the sheets. P2S can write along with important points mentioned during the collective discussions as well.

Relation to Design Guidelines
The Game Stormer has incorporated the design guidelines of being flexible (diverse options for P2S), inspiring (due to the way of thinking using creative facilitation techniques) and interactive (generating ideas together). The Connector focuses less on being personal and reflective, because this is a group activity which explores ideas to follow-up with the 'content teams'. The simplicity of the tools, is something to be assessed when testing it with the participants: the uncommon way of thinking (using provocative and associative techniques) can be challenging for the participants.

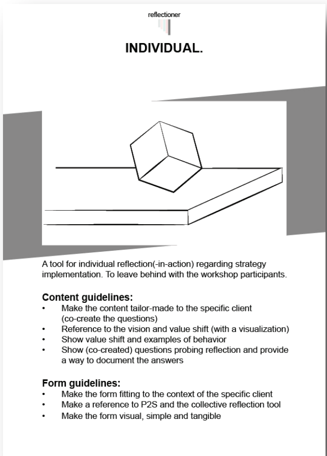
Transition to Step 5
After the participants have generated ideas and have thought of possibilities from different angles, step 4 has come to an end. The participants are excited and inspired to work further on the strategy implementation with their 'content teams'. The workshop is concluded with a summarizing activity related to step 5. P2S explains step 5 (the Reflectioner) to the participants: tools to continuously reflect on the progress of strategy implementation. The participants discuss and summarize the workshop and insights in order to eventually define questions probing reflection. This is done by dividing the participants into two groups. After a while, the two groups will have made two lists of questions and will compare them to each other. One list with questions will be created, which will be placed on the reflection tool. By co-creating their own reflection questions, it increases the participants' willingness and their commitment over time (Calabretta et. al., 2016), as they develop ownership of the process and its outcome. After this final activity, the workshop is closed by P2S.

Something to consider is to choose the form of the reflection tool together with the participants as well to ensure a fit within the organizational context. For example by providing them a few options from which to choose (e.g. digital, 2D postcard or 3D dice). This can also be decided by P2S when having worked together with the client for a while: P2S can decide to use a specific form to probe the client.

5

REFLECTIONER

Goal: *to keep the vision on top of mind and reflect on the progress.*
Insight: *reflection is necessary for routine change.*
Activity: *participants answering questions for reflection with a tool.*



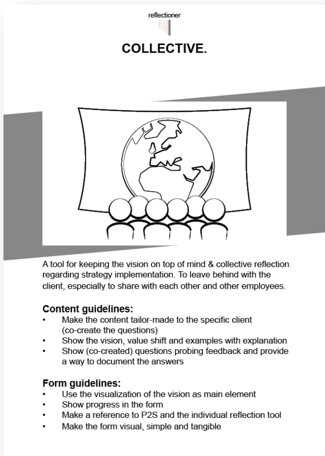
reflectioner

INDIVIDUAL.

A tool for individual reflection(-in-action) regarding strategy implementation. To leave behind with the workshop participants.

Content guidelines:
- Make the content tailor-made to the specific client (co-create the questions)
- Reference to the vision and value shift (with a visualization)
- Show value shift and examples of behavior
- Show (co-created) questions probing reflection and provide a way to document the answers

Form guidelines:
- Make the form fitting to the context of the specific client
- Make a reference to P2S and the collective reflection tool
- Make the form visual, simple and tangible



reflectioner

COLLECTIVE.

A tool for keeping the vision on top of mind & collective reflection regarding strategy implementation. To leave behind with the client, especially to share with each other and other employees.

Content guidelines:
- Make the content tailor-made to the specific client (co-create the questions)
- Show the vision, value shift and examples with explanation
- Show (co-created) questions probing feedback and provide a way to document the answers

Form guidelines:
- Use the visualization of the vision as main element
- Show progress in the form
- Make a reference to P2S and the individual reflection tool
- Make the form visual, simple and tangible

Individual

Activity: *individually reflection on & reminder for strategy implementation progress*
Time: *continuous*
Additional: *-*

Collective

Activity: *collective reflection and feedback on & reminder for strategy implementation progress*
Time: *continuous*
Additional: *-*

STEP 5: REFLECTIONER

The goal of this fifth and final step is to keep the vision on top of mind and to continuously reflect on the strategy implementation progress over a longer period of time. This step stimulates the participants to reflect in the months and even the years after the workshop. During the workshop, the participants have set-up a list of questions probing reflection. These questions are incorporated in reflection tools, which are given to the client.

Reflection is necessary to successfully implement strategy, because it enables collective sensemaking, learning and reflection (Garud et al., 2011; Rerup, 2009; Weick et al., 2005), which are important factors for routine change (Dittrich, 2016). Routine change is a way to measure successful strategy implementation, as strategy (re)shapes routines (Hendry and Seidl, 2003). However, the tools in this step are not only meant for reflection on strategy implementation. By leaving the tools behind at the client, they also serve as a reminder to keep the vision on top of mind, and as a reminder of P2S and its services.

Cards

There are two tools (cards) in this step. Each tool gives guidelines and suggestions for reflection. One tool focuses on individual reflection, the other on collective reflection. As said before, only guidelines and suggestions will be given. These guidelines are defined on the cards to inspire P2S. The division of collective and individual reflection is chosen, because of the twofold goal in this step. Firstly, to keep vision on top of mind, and thus to share/discuss it with others. Secondly, to reflect on the progress, which is relevant for the 'content teams' and their leaders.

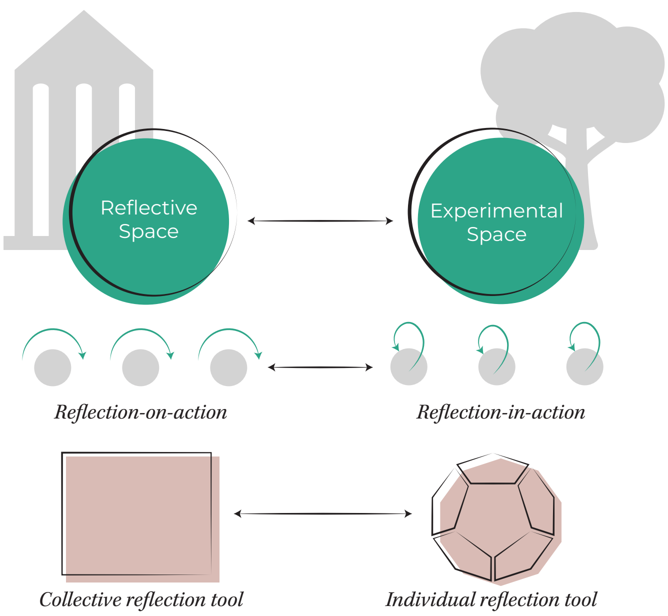


Figure 50: translating routine and reflection theory into tools.

Individual Reflection Tool

The main goal of the individual reflection tool is to stimulate reflection-in-action during the strategy implementation among the 'content team' leaders and their teams. This type of reflection is thinking while doing to change the current situation (Schön, 1983). This is mostly done during the day in work-context, in the experimental spaces: executing initiatives in work-context to see its feasibility. Reflection-in-action (Figure 50) is challenging at work, because there's often no specific moment for reflection the day (Eraut, 2004). This is a conflict that the tool eases, because the tool is specifically created for reflection-in-action. The tool is mainly aimed at the 'content team' leaders, as they are the participants in the workshop and have created the questions. Furthermore, when they properly reflect on the progress, they can take their team along in reflection and subsequent changes. The guidelines for the individual reflection tool are divided in two themes: content and form.

The content guidelines are:

- Make the content tailor-made to the specific client: co-creating the questions together with the participants, so that they will establish ownership and will use the tool.
- Reference to the vision, value shift and behavioral examples: e.g. showing visualizations (of the vision and the examples) and core sentences describing the value shift.
- Show the questions probing reflection and provide a way to keep the answers. This way, the reflection-in-action can be used as input during the reflection sessions.

The form guidelines are:

- Make the form fitting to the context of the specific client (spot-on): to make sure the organization sees the tool as valuable, instead of rubbish. This can be done by choosing the form together with the client. It is recommended to make a tangible artifact.
- Make a reference to P2S and the collective reflection tool. By linking it with the collective tool, another level of reflection can be added: insights gained during individual reflection can be incorporated while reflecting with the collective tool. These tools are the 'business cards' P2S leaves behind, and should thus be a representation of what P2S stands for (e.g. making the artifact from durable materials).
- Make the form visual, simple and tangible.

When combining these guidelines, the individual reflection tool should be an artifact on which text and visuals can be shown. The content and form should be partially chosen by the participants of the workshop. Furthermore, the form should be in line with the collective reflection tool. On the next page the developed prototype of the individual reflection tool is shown.

Figure 51: the different fronts of the postcards.

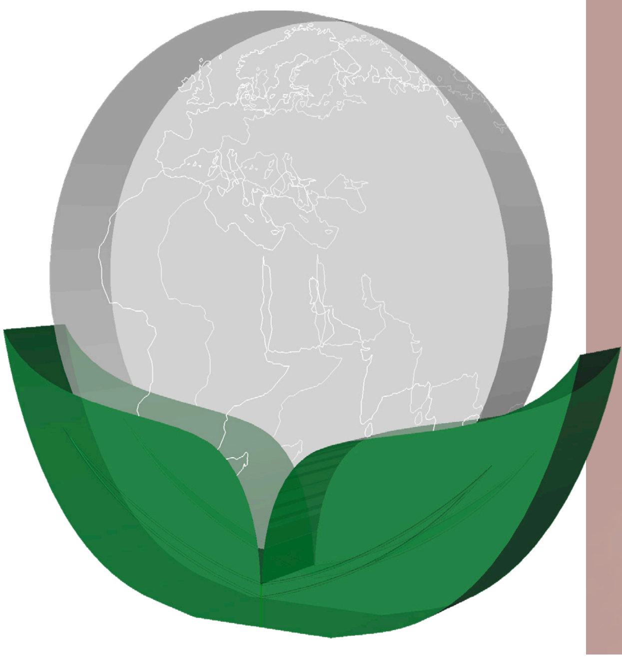


Figure 52: the 'new world' object.

A Prototype of the Individual Reflection Tool

To inspire P2S what an individual reflection tool can be, a prototype has been made. This is only done for the individual reflection tool, as this is currently the most relevant one for P2S.

The following four guidelines for the prototype were prioritized, as they did not need (a lot of) input from a specific client: visual, simple, tangible and interactive. To show how simple such a tool can be, I decided to make postcards. These postcards are sent by P2S every other month to one of the participants. Thus, every participant will receive one postcard per year. Every other month is chosen, because it's recommended that P2S will facilitate reflection sessions every 2 months. This way, receiving the postcards is alternated with reflection session. Receiving a postcard from P2S, will hopefully feel surprising and thus exciting. It's also a reminder of P2S and the process gone through.

The postcards each show an inspiring picture (Figure 51), related to the vision the client wants to achieve. On the other side, a question probing reflection is written down (co-created by themselves during the workshop). For now, general reflective questions, suggested by P2S, were used. Beneath the question, there's room for an answer. The participant who has received the postcard, should think individually, but also discuss the question with the 'content team' before writing the answer down. The postcard serves as a documentation tool for the answers. The postcards will be revisited during the reflection session with the other 'content team' leaders.

Next to the postcard, a tangible artifact is included in the envelop. This artifact is one part of a bigger object, representing 'the new world' (Figure 52). An object representing the new world is general enough to be used with multiple clients: as it is the aim of P2S to develop and reach for the new world together with each client.

The artifact is tangible and striking. When laying on a desk or table, it can serve as a reminder to keep reflecting. As each participants receives one artifact, they have to build the object together over time. This serves as another moment for reflection, because the 'content team' leaders come together to build, which will hopefully lead to discussions about the progress.

After one year, there will probably need to be a session to assess and adjust the strategy. This will be a moment to create new questions probing reflection, and to choose a new object to build.

Collective Reflection Tool

The main goal of the collective reflection tool is to keep the vision on top of mind, and share it with each other and others. This relates to reflection-on-action: thinking after doing to impact future situations (Schön, 1983). Thus, reflecting together on the current routine of strategy implementation to see how it should be changed. The tool helps during the reflective space as a tangible aid to reflect with. For this aim, the tool is mainly focused at the 'content team' and its leaders together. For the aim of keeping the vision on top of mind and sharing it with other, the tool should be placed in a common area in the organization, so that it stands out and attracts the attention of involved and uninvolved employees. The guidelines for the collective reflection tool are divided in the same two themes.

The content guidelines are:

- Make the content tailor-made to the specific client, as in the individual reflection tool.
- Show the vision, value shift and behavioral examples with some explanation. As this tool will be shared with others, it need to provide enough information to understand the (reason of) change.
- Show the questions probing feedback and provide a way to document that feedback. This way, people can give suggestions to the 'content teams' without having to set-up a meeting.

The form guidelines are:

- Use the visualization of the vision as main element, as this is the most recognizable, striking element of the process.
- Share the progress of the strategy implementation by changing the artifact over time (e.g. change of color, movement) and indicate what has been changed/achieved.
- Make a reference to P2S and the individual reflection tool, for the same reasons as given in the section of the individual tool.
- Make the form visual, simple and tangible

When combining these guidelines, the collective reflection tool should be a visual, large, striking artifact that changes in line with the strategy implementation progress over time. It should show content, ask questions to the readers and provide a space to give and document feedback.

These tools don't have the regular division. It is recommended that both the individual and collective reflection tool are implemented. The flexibility is preserved by giving P2S the freedom to interpret the guidelines as they see fit. For example, the most basic version of the collective reflection tool is hanging the visualization of the vision on the wall. This is something P2S currently already does. Next to implementing the reflection tools, it is recommended that P2S sets up reflection meetings with the client on a regular basis. This way, P2S can facilitate proper reflection among the 'content team' (leaders), help with adjustments when necessary, and keep on top of mind for new trajectories.

Challenge and Success

The main challenge of this step is that participants don't, or aren't able to, use the tools for reflection. The regular reflection meetings could help with encouraging people to use the reflection tools, because the questions of the reflection tools will be discussed during the reflection meetings. The step has successfully been executed when participants actively use the reflection tools for reflection and this eventually contributes to routine change. P2S can notice that the reflection tools are being used when people reference to them in discussions.

Activities

For this step, P2S has to create the reflection tools for the specific client. As this thesis only suggests guidelines and gives some examples, P2S needs to put in effort to create these reflection tools. They could hire an organization specialized in making custom artifacts, like a marketing agency. Furthermore, P2S has to suggest and prepare the reflection meetings with their clients. The participants need to first determine the reflection questions. During strategy implementation, the 'content team' and its leaders have to consciously reflect on the progress (by using the reflection tools): not only individually, but also within their team and with other teams.

Relation to Design Guidelines

The Reflectioner incorporates the design guidelines of being flexible (tailor made with participants, only guidelines given to be interpreted by P2S as they want), inspiring (striking and uncommon artifacts) and reflective (mainly due to the questions). The design guidelines of being simple, interactive and personal will be challenging to all achieve. Making an artifact interactive, often makes it less simple. Yet, providing a tool with questions and a possibility to answer those, already makes the tool interactive and simple. The interaction will also occur during the reflection sessions facilitated by P2S. Lastly, the individual tool is personal for the participants, although the questions have been made in a group. The collective tool is not personal, but more general in order to be shared with others.

CONDITIONS

To properly execute the workshop and use the toolkit, some recommendations for P2S are composed. These recommendations all relate to the workshop, but can be divided into three themes: the whole process, preparation workshop and setting of the workshop itself. The recommendations will be briefly discussed per theme.

Process

During this study, some recommendations regarding the whole process with a clients arised. Firstly, the process should be made as clear and insightful as possible for the people involved. This can be done by using the same structure during each workshop, giving examples of exercises and by using visualization to continuously indicate where in the process they currently stand. Secondly, the involved people should feel ownership and awareness for implementation from the start. This can be done by explicitly asking questions: how involved will you be during the process? What will be the tangible result of this meeting/workshop/process?

Preparation

The toolkit is made simple and easily adaptable, so that P2S can prepare the communication and the workshop in a way that fits with the client. However, not only the tools should be chosen well, also the people who are involved during the trajectory. The 'right' people have to be chosen: people that are open to change and with qualities that are helpful during the process. These people also have to be asked in the 'right' way: in a way that gives them a feeling of appreciation, so that they are motivated to invest time in the process. P2S could help the client with choosing these people and asking them.

Workshop

To optimally execute the workshop, the environment of the workshop should be taken into account. In line with the literature on reflective spaces, the environment of the workshop should have a physical, temporal, symbolic and social separation from the organization in order to reach radical change of routine (Hendry & Seidl, 2003). The workshop should take place in an inspiring environment, e.g. in nature, with a different dress-code (casual). In the environment, everyone should be equal and have the freedom to give input.

As every participant has to link their values to the vision and feel motivated to start the strategy implementation at the end of the workshop, it's important that every participant gets personal attention and is able to give input. Some recommendations to facilitate this:

- Vary group-sizes throughout the workshop, so that groups are often small enough for everyone to give input and get personal attention
- Before the start of an activity, let the participants individually think about and write down their thoughts. This way, participants get a chance to form an opinion and P2S can collect individual thoughts.

Lastly, the setting of the group is important for creating the right atmosphere. As the activities differ from presentation to discussions to brainstorms, the seating style should differ as well. For example, during step 2 (Vision Sharer), the audience mainly has to listen to the presenter. Therefore, an U-shape is fitting as it provides a clear focal point and it allows the presenter to approach and engage with each participant (Thorne, 2018). However, during step 4 (Content Stormer), it is better to place every group around a table with the participants all facing each other, which stimulates interaction. Furthermore, participants can be seated, or can stand for better physical stimulation. This is something P2S can further explore.

DENOUEMENT.

The Denouement is the wrap-up of the story. The characters gather in a room and explain everything. All ends are wrapped up and all questions are resolved.

Thus, in this final chapter the thesis will be wrapped-up: the toolkit and the graduation's process are evaluated. Furthermore, next steps for implementation and further development of the toolkit are explained. Lastly, the discussion and conclusion will resolve all remaining questions.

EVALUATION

The toolkit has been co-created, discussed and refined with the P2S team. This evaluation is the final focus moment on the toolkit design. The goal was to gain insights in if P2S could and wants to practically use the toolkit on a daily basis. Cases were presented to the P2S team members for which they had to set-up a workshop by using the toolkit. This way, the P2S team could experience the use of the toolkit. The full set-up of the evaluation can be found in appendix F.

The main limitation regarding evaluation was that the toolkit could not be tested on a client of P2S, because no client was in the right phase during this graduation. Yet, before properly using the toolkit with the clients, the P2S team members have to understand and be engaged with the toolkit themselves: only when the team is convinced of the toolkit's added value, they will change their own routine and incorporate the toolkit in it.
Thus, this evaluation focuses on the main users of the toolkit: the P2S team. As said before, the evaluation goal was to gain insights in if P2S could and wants to practically use the toolkit on a daily basis - to engage P2S with the toolkit. The following sub-goals were established to assess if the main goal of engagement has been reached:

1. *Establishing the feasibility, desirability and viability of the toolkit*
   These three factors, mentioned above, assess if the toolkit can be realized in practice, if it addresses the values and needs of P2S ánd of its clients, and if it will survive over time.

2. *Reflecting on and changing the routine of P2S itself*
   As has been seen during the internal analysis, P2S has some opportunities to improve their way-of-working by incorporating design skills (tools in the toolkit). This means changing their own routine. Next to being engaged with the toolkit, they have to know what their routine currently is, reflect on it and see the added value of using the toolkit. Although this is something that can only truly be measured over time, during the evaluation the discussion can indicate how willing and able they are to change their routine.

3. *Gaining input for further recommendations*
   As designing is an iterative process, the toolkit can always go through more iterations to optimize the design. The comments of this evaluation will be used for a last iterations. However, due to time constraints, some refinements will be stated as recommendations for further development.

Set-up

The evaluation was divided into three parts: a toolkit use session, a feedback session focused on the Valuemapper, and a moment of online reflection and feedback. As preparation the P2S received the programme of the work session and the digital version of the toolkit. This way, they could get familiar with the toolkit and the planned activities.

Toolkit work session

- Overview: 5 P2S'ers, time: 1.5 hours.
- Focus: sub-goals 2 and 3

This session focused on the practical use of the toolkit by P2S. This session started with a summary of the thesis' process and an explanation of the toolkit. Secondly, a moment of discussion was introduced to share general feedback on the reflection tool and toolkit cards. Then, the P2S team was divided into two groups. Each group was given a case: one of a former client and one they're currently working on. These specific cases were chosen because they represent the kind of trajectories P2S wants to execute.
The P2S team had to imagine as if they were at the start of the Elaboration phase and had to engage the 'content team' leaders with the established vision during a workshop. By using the toolkit cards and supporting documents, they had to design that particular workshop.

Valuemapper feedback session

- Overview: 9 P2S'ers, time: 30 minutes
- Focus: sub-goal 3

All the P2S'ers had one week to fill in the Valuemapper for themselves. Although the sticker sheets weren't available yet, they could fill in the booklets using sketches and words. By filling in the booklets, we could discuss the Valuemapper and its exercises: how to ensure that employees will fill in the Valuemapper and how can these filled-in booklets turn into explicit values that will help with the engagement of the employees? Moreover, by filling in the Valuemapper, I could assess what the effect was on the P2S team: were they able the define their values? Did it help with their own engagement towards P2S?

Online reflection and feedback

- Overview: 5 P2S'ers, time: 15 minutes
- Focus: sub-goals 1, 2 and 3

Due to lack of time and to give them another moment of reflection, the P2S team received some questions via e-mail after the work session. The questions were based around rating a statement on a likertscale and explaining that rating. The answers on the questions gave insights in the correspondence between the toolkit and literature theories, and between the toolkit and the design guidelines. Some of these questions were speculative: to get to know the P2S team's thoughts on how their client's employees would embrace the toolkit. The type of questions together provided a range of current- to future-oriented (speculative) questions, focused on P2S or the client (Figure 53, next page).

RESULTS

The discussions during the different sessions are described here. Everything said in this section, are comments given by the P2S team. I will conclude each session with my own insights and reflection on those insights.

Toolkit Work Session

Toolkit
The format of the toolkit is well received by P2S. They could understand the cards' content quite easily and were playing around with the cards, pointing to them while discussing. Especially the names of the tools were positively evaluated, due to their 'catchiness' which helped in communication. This form of cards can be presented to the client as the P2S method: they can sell the method to the client, and even co-create a workshop with the client by using the toolkit cards. However, the division of card levels (easy, medium, advanced) could better be altered to a fixed division in time (e.g. a half-day, one day, two days workshop) to ensure good transitions between cards, because all those cards have the same level of difficulty. This has eventually been adjusted in the toolkit design.

The content of the toolkit provided quite some discussion. The team quite quickly established that the cards were easy and flexible enough to use for them (still room for their own input). However, the actual content of the cards needed refinement regarding the concept of values.
Firstly, because the P2S team had different definitions of value among themselves. After discussion, it became clear that there are two types of values: organizational and individual values. These value concepts aren't on the same level, and thus can't easily be linked to each other. For example, a personal value was defined as 'autonomy', while an organizational value was defined as 'from push to pull'. The organizational values are content-related and are often sentences instead of one-word values.
Next to that, P2S is uncertain if the clients can perform the exercises, due to the abstraction level that the concept of personal value entails. P2S already thought it was difficult for themselves to think about values, let alone for the clients' employees who don't regularly think that abstractly in their work.

Therefore, we decided to adjust (the questions within) the tools to take a broader approach: what excites the employees and what they bring to reach the vision. The values will still be made explicit with use of the Valuemapper, but in the workshop the values are addressed less explicitly, for example by asking: "what excites you most about this vision? Why?" and "what do you personally bring to contribute to reaching this part?". These questions focus on their personal motivations: a more tangible concept to grasp for the employees, but still an extension of their values.

By using the toolkit, the P2S routine and differences between team members was made explicit: for example, a visualization of the vision or a value shift are not always created. The created value shifts differ in terms of language (sentence or word) and level (abstract or more concrete). The findings in literature and the external analysis suggest to always incorporate a visualization of the vision and a defined value shift during a trajectory.

As they said themselves, the toolkit enabled a level of explicitness which enabled them to have these discussions and make their own routine (and differences) more explicit. They agreed that the toolkit partly shows what they already do intuitively, but that the explicitness helps to reflect on and further develop their way-of-working.

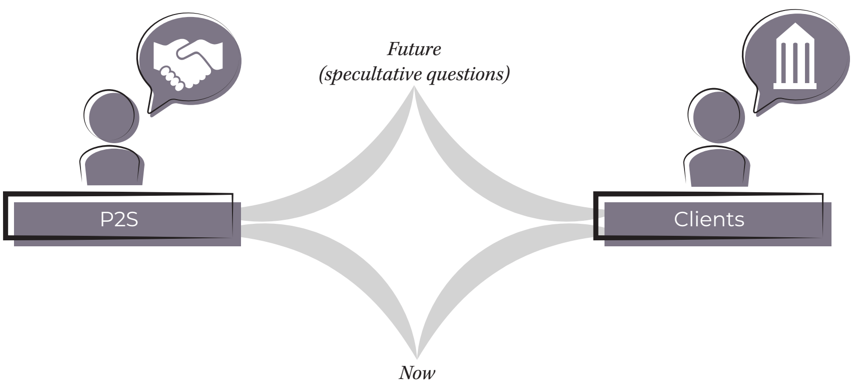


Figure 53: the difference between questions.

Individual Reflection Tool
P2S understood and confirmed the reason for having the tool (continuous reflection on strategy implementation). However, the form of the tool (a physical 'change diamond' with reflective questions), was not received well. As every client differs, the form that fits within that context also differs greatly. For example, some clients see physical artifacts as rubbish. Some clients only have flexible working spots. For these clients, a digital reflection tool was suggested as more fitting. Yet, for example the client of the external analysis does have fixed workplaces and would be excited about a physical artifact. This also applies to the content of the reflection tool: the vision, value shift and strategy are created specifically for that client, and the tool should thus contain this specific content. The reflection questions on the tool should not only refer to the process, but to the content as well.
Therefore, we decided to include a concluding exercise during the workshop. The participants think about what they've learnt. Then, based on the vision and their own (team's) role, they set some deadlines for themselves and decide what they will do together with their teams. Afterwards, they co-create the individual reflection tool: based on the workshop, the participants have to come up with reflection questions.

Figure 54: impression of toolkit evaluation session.

Insights
The discussion about the toolkit led to the following insights:
- The form of separate cards works well to set-up a workshop and to the 'P2S method' to the client
- The tools in the toolkit relate well with the P2S way-of-working. By making these tools explicit in the form of a toolkit, it was possible for P2S to reflect on their own way-of-working (routine) and discuss about it, using the toolkit as a boundary object.
- Although the content of the toolkit focuses on linking personal values to the vision, in communication to the participants the concept of values shouldn't be mentioned explicitly because it's too abstract: rather focus on motivation
- The reflection tools should be co-created by the participants as closing activity during the workshop to make sure the content and form fit with the client.

Regarding sub-goal 2 (reflection on routine), this session showed that having made the P2S routine explicit with help of the toolkit, the P2S team could reflect on and discuss about their routine:

"You noticed that in the Friday discussion. Your toolkit clearly stimulated a good discussion!"
- P2S team member

Regarding sub-goal 3 (further recommendations), this session gave input on how to make the toolkit more concrete and practical to use for P2S and its clients.

Reflection on session
After the session, I had some realizations of my own regarding the toolkit and P2S itself:
- The session shows that there's a great difference in what can be found in literature, and how it can actually be used in practice. The experience of the P2S team helped a lot with the final iteration to make the toolkit usable in practice.
- The session shows that P2S is still in the middle of defining and developing their own routine as well: differences arose during the session that weren't discussed before.
- The tools in the toolkit fit well with the P2S way-of-working. This means that the tools will be a good addition in their work, but probably won't radically change their way-of-working.

Figure 55: impression of toolkit evaluation session.

Valuemapper Feedback Session

The look of the booklet fits with P2S regarding style and professionality. Furthermore, the form and size of the booklet (printed) stimulated the P2S team to write and draw on it. However, some pages, like the "Show how you balance your work and private life"-question, had to be simplified. The figures derailed the focus of the user. Furthermore, P2S suggested to add a summarizing question. This question would ask the participant to write down a keyword that summarizes each answer. These keywords can help with answering the last question of "What are the most important and motivating work values for you?". The bridge between the exercises in the booklet and this last question was too big: it was hard for the P2S team to derive values out of the exercises. Therefore, next to the summarizing questions mentioned above, we decided to add a list of 50 values to answer the last question. By defining summarizing keywords after the exercises and placing the list of values after the last question, the participants have enough room to come up with their own values. Yet, the list of values can help guide the participants in defining keywords, and in bridging the gap between exercises and values for the participants.

Look-wise and content-wise, these context mapping exercises are quite different from what exercises P2S normally does. These exercises are more personal, vague and have to be filled in creatively. Therefore, they suggested to make the introduction and the formulation of the questions more concrete and clear. The participants should know why they're doing the exercises and have all the practical information (e.g. time, degree of difficulty). P2S acknowledged the added value of doing the exercises and thinking about your values. Especially the conversation about the answers is valuable. One of the P2S'ers even suggested that it would be more valuable to fill in the booklets together, because discussion could deepen the insights. However the opinions about this suggestion differed. As I am aiming to retrieve individual values, I've chosen to keep it an individual exercise.

Regarding the questions, P2S thought the combination of facts and emotion worked well. What was interesting, is that the preference and dislike towards questions differed per person. As one P2S'er tried to account that difference, he realized that there are reflection questions (looking at the past) and speculative questions (looking at the future) in the booklet. The difference between people could relate to the difference of how they view life: do you look more towards the future or in the past?
Next to the different opinion about the questions, some P2S'ers thought the booklet had too many exercises and some didn't. Therefore, I decided to keep all the questions in the booklet.

The booklet should be tested with workshop participants to see if the booklet indeed is too elaborate. Furthermore, keeping all the exercises gives P2S the flexibility to choose a (few) exercise(s) per day that fits with a specific client.

Next to talking about how participants could fill in the booklet properly, the P2S team has filled in the booklets themselves. The results demonstrated the value of the booklet. Some team members said that they discussed the questions at home with their partners, which gave enriched answered. Furthermore, by doing the exercises overnight, they unconsciously kept thinking about the questions and added answers the next day. When discussing the answers, emotions ran high. People laughed and even cried. These emotional reactions show that the Valuemapper is a way to touch upon personal core values. P2S'ers confirmed that filling in these booklets provided new insights about others and even about themselves.

Insights

The discussion about the toolkit led to the following insights:

- The Valuemapper provides new insights to the ones filling it in and touches upon values. Especially the discussion is valuable for the participants and the facilitators.
- Due to the creativity level of the booklet, the introduction and the questions need to be clear and concrete.
- The gap between exercises and value definition is too large. Supporting exercises (summarizing keywords) and tools (list of values) should be provided to close the gap.

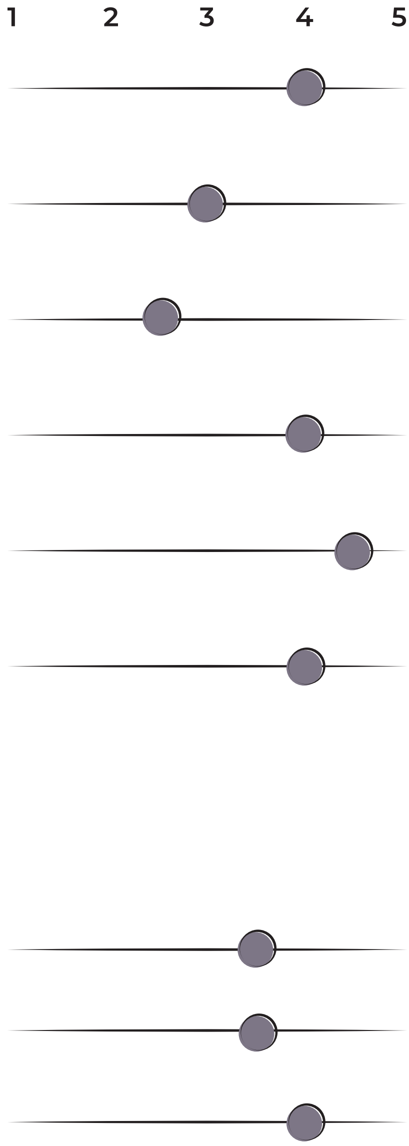
Regarding sub-goal 3 (further recommendations), this session gave input on how to make the Valuemapper more concrete and practical to use for P2S and its clients. Furthermore, by filling in the booklets themselves, the team members gained insights in their own work values and how that relates to the P2S routine.

Reflection on session

After the session, I had some realizations of my own regarding the Valuemapper and P2S itself:

- This is a different way of working for P2S and especially for its clients. Thus, the suggestions to make it as concrete as possible, are understandable. Yet, it's important to keep the 'vagueness' in the booklet to ensure room for interpretation. Those different interpretations can lead to valuable discussions and insights.
- As the P2S team filled in the booklets themselves, this provided insights about the P2S team as well. They are able to touch upon their values by using the booklet. This did not directly affect the (change of) P2S routine, but did make each others' views on work and the world more clear. This is valuable information to use as stepping stone, for example when setting personal goals for the coming years.

TESTING THEORIES



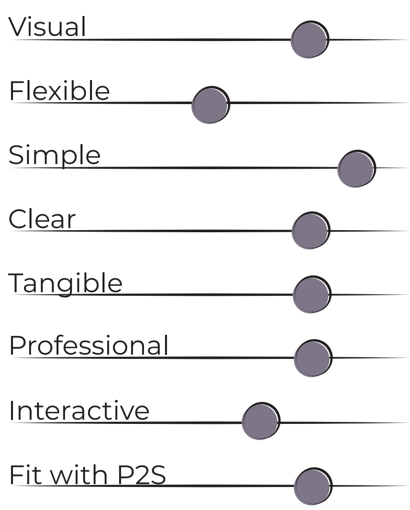
Statements for P2S	Theories based on literature
The tools in the toolkit are easy to understand and use.	The tools in the toolkit are **simple** and understandable for P2S to use.
The tools in the toolkit can easily be adjusted to a specific client.	The tools in the toolkit are **flexible** and can be adapted by P2S.
The toolkit helps with sharing the vision in a clear and engaging way.	The **storytelling** elements in the toolkit help with sharing the vision in a clear and engaging way.
The toolkit makes the creation of a workshop more insightful.	By using the toolkit, the P2S team the creation of the workshop becomes a more **clear** and insightful process.
The toolkit helps with conscious reflection on the current P2S routine and how it should change.	The toolkit helps with conscious r**eflection on(-action) and in(-action)** the current P2S routine.
The toolkit enables earlier agreement about the workshop content.	The toolkit cards can function as **boundary object** among the P2S team during the workshop creation to establish a shared understanding on how to engage the leaders.

	Relevance of the graduation
I would use the toolkit.	Can it be done? (Feasibility)
I could sell the toolkit to our clients.	Does it address the users' values and needs? (Desirability)
The toolkit can survive on a longer term.	Will it survive on a longer term? (Viability)

"It's an original design. Clever how you have worked out something so abstract into something so concrete and practical!"

"It's clear, nice titels and it establishes a link between values and vision."

Design guidelines



"I do not immediately see how we can offer it to a client. I see it more as a frame of thinking for P2S."

"As also discussed during the work session, I think the emphasis is now too much on values and too little on vision."

"Clear look & feel. How it 'exactly' works is not on the card, so the extra explanation is needed."

"Very nice that this is an explication. It also makes it easier to reflect afterwards on what did and did not work during a particular workshop set-up."

Figure 56: overview online feedback.

Online Reflection and Feedback

Some questions were emailed to the P2S team afterwards. An overview of the answers given can be found in Figure 56. Overall, we can conclude that the toolkit has been evaluated quite positively: most statements are rated as true (3 or higher on a 1-5 scale). Yet, only two of the five people responded to the email, so it's not representative for the entire P2S team. A brief description of the answers will be given here.

Theories Based on Literature

The first set of statements is based on theories found in the literature review. These theories and the responses of P2S are explained here:

- *The tools in the toolkit are simple and understandable for P2S to use.*
  This statement relates to literature of 'Strategy as Practice' and 'Design for Strategy'. When exploring these literature topics, it was suggested that the design solution (the toolkit) should be simple, so that it can be easily understood by the users (P2S). Users prefer these types of tools, which means P2S would be more willing to incorporate a simple toolkit. Both the internal and external analysis affirmed the importance of simplicity in tools for P2S and the former client.
  P2S agreed with this statement, especially due to the clear look and feel. However, by stating the specific result of each tool, the tools would be more clear. Furthermore, on the cards themselves, the explanation is quite general to leave room for interpretation. To fully comprehend the tools, extra guidance is necessary. A manual provides this extra guidance.

- *The tools in the toolkit are flexible and can be adapted by P2S.*
  This statement relates to literature of 'Strategy as Practice' and was confirmed in the internal analysis: a flexible tool can be adapted to a specific strategy task, and moreover to a specific client.
  One P2S'er scored it a 2, one a 4. They see this toolkit more as a thinking frame for themselves - a way to get inspired. So, they see it more a something to be used internally. Thus, the client won't see the toolkit itself.

"The toolkit can be a good inspiration to do it just a little bit differently or to have justification to do it this way." - P2S team member

- *The storytelling elements in the toolkit help with sharing the vision in a clear and engaging way.*
  This statement relates to literature of 'Visual Storytelling' and its value was affirmed in the external analysis: visual storytelling helps in sharing the vision in an inspiring and understandable way, because background information is shared and the employees are centralized.
  This got the lowest score of a 3. They said this toolkit won't reach the statement, but it will help the P2S'ers to design a workshop that will reach that statement. Furthermore, they thought the focus is too much on values instead of the vision. The content of the cards has been slightly altered to incorporate the vision without mentioning values explicitly (as been discussed in the work session). However, the tools should be tested with a client, to see if the cards currently have the right focus.

- *By using the toolkit, the P2S team the creation of the workshop becomes a more clear and insightful process.*
  This statement relates to literature of 'Changing Organization' and is affirmed as important in the external analysis: a routine artifact is necessary to reflect on routine. Reflection on routine is necessary to change it.
  P2S agreed with this statement. They noticed during the evaluation that the toolkit acted as an routine artifact. It makes the structure and steps within their routine explicit, and therefore makes it possible to reflect on it.

"It makes the structure and steps more explicit. We often do this intuitively, but your work helps to make explicit what we do!" - P2S team member

- *The toolkit helps with conscious reflection on(-action) and in(-action) the current P2S routine.*
  This statement relates closely to the previous one, and is in line with literature of 'Changing Organization' as well.
  This was one of the highest scored statements. They valued how the toolkit sparked discussion about their own routine. They also can imagine that the toolkit will help with reflection-on-action of a workshop to see what worked and what did not work.

- *The toolkit cards can function as boundary object among the P2S team during the workshop creation to establish a shared understanding on how to engage the leaders.*
  This statement relates to literature of 'Design for Strategy': an artifact acting as boundary object can help with reaching a shared understanding regarding the abstract notions of vision and strategy - in order to know how to implement those notions. This is not only valuable for the client's employees, but for P2S as well. For this evaluation, the focus was on establishment of a shared understanding among the P2S team member.
  P2S agreed with this statement. They acknowledge that the toolkit provides a common language, which makes it easier to discuss about a workshop and decide what the workshop should look like.

"Certainly! Once we've used it a few times, we will all know the new language and it's even easier to quickly decide together what the workshop should look like." - P2S team member

Relevance of the Graduation
The second set of statements is based on how relevant this graduation is for P2S and its clients. This is assessed based on three pillars: feasibility, desirability and viability.
The statement of "I would use the toolkit" was agreed with, which shows that the toolkit is feasible according to P2S. The toolkit will mostly be used as an inspiration of and addition to their current tools. However, they do suggest a more diverse range of tools within the workshop-steps. This is something to further look into, and can be developed by P2S over time.

"The moment that there are more different tools, they can inspire us to do things differently than usual. We actually do most based on experience and intuition, so a little support is nice!" - P2S team member

The aspect of desirability was focused on the client, with the question: could you sell this to a client? The answers differed: one rated it a 2, another a 5. However, both P2S'ers see the toolkit as argumentation for the set-up of the workshop. The lower score was because the P2S'er felt that they should set-up the workshop themselves, and thus not offer the toolkit to the client.

"The client wants the best result. I think that what these workshops look like is our job. So I would not explicitly offer the toolkit to the client." - P2S team member

The last aspect of viability was asked more directly: will it survive long term within P2S? The P2S'ers think it will, because of its visual look and simplicity.

"Nicely visually executed, also for newcomers quickly to understand." - P2S team member

Design Guidelines
The last set consisted of characteristics (design guidelines) defined during research. The P2S'ers had to rate if the toolkit complied with the guidelines. P2S assessed that all guidelines are present in the toolkit. Especially simplicity was rated well, which was one of the characteristics that emerges most often during research. However, flexibility and interactivity were rated the lowest. No argumentation for those ratings was given, so I can only speculate. The flexibility can apply to the defined steps and tools within those steps: I have recommended that all steps should be executed to have a good result. This may give limitations in flexibility. Furthermore, the range of cards within each step is limited: as mentioned before, the P2S'ers would like to have an even more diverse set of tools, to get more inspiration. Interaction has been explicitly mentioned for the reflection tool: P2S wanted a tool that would provide more interaction, e.g. in the form of triggers. The presented individual reflection tool was a stand-alone paper 'diamond' shape, without interactive elements. Interactivity is included in the guidelines for designing the reflection tool. The discussion about the reflection tool and interactivity will hopefully have given insights for P2S to further explore and develop the reflection tools themselves.

Insights
Regarding sub-goal 1 (relevance), the feedback showed that P2S positively evaluates the relevance of the toolkit and the graduation in general. Especially for themselves, using the toolkit as inspiration and a 'thinking frame'.
Regarding sub-goal 2 (reflection on routine), the feedback showed that this toolkit helped with making their routine and differences in thinking explicit. This is also reflected in the way they answered the email: sometimes, the rating differed quite extremely. However, the explanation provided nuance to the ratings.
Regarding sub-goal 3 (further recommendations), the feedback gave some suggestions to improve the toolkit: mainly by making the tools within the steps more diverse.

Figure 57: impression of toolkit evaluation session.

Reflection on Online Feedback

After the session, I had some realizations of my own regarding the toolkit and P2S itself:

- The online feedback was insightful because of its concreteness (rating). However, especially with the design guidelines, the explanation was minimal what made it hard to place the ratings in perspective.
- The literature theories are mostly affirmed by P2S. However, as the toolkit has not been used with clients, the theories are not yet affirmed by clients. This should be done to assess the actual value of the toolkit.

Recommendations after Evaluation

Most suggestions mentioned in the section above, have already been incorporated in the final design solution as described in the Resolution chapter. However, some recommendations haven't been incorporated in the design solution (due to time shortage). These can be found here:

- Tools have not been changed or replaced yet to make the set of tools more diverse.
- A core sentence of what a specific tool's result is, has not been added yet. This would make the differences between the cards more clear. The descriptions of the tools in this thesis will already help clarify the tools' results.
- The division of cards from basic-medium-advanced to half day-one day-two days workshop has not been made yet. However, the word advanced has been changed to elaborate, to more easily relate the basic cards to a basic workshop (half-day), the medium cards to a medium length workshop (one short-day), and the elaborate cards to an elaborate workshop (full-day). This way, P2S can easily shift between time-division and level of cards.
- The collective reflection tool has not been developed at all. The individual reflection tool has a prototype as example, but for both reflection tools more research is necessary. The suggestions done in this evaluation regarding the reflection tool have not been taken further along. Only for the prototype of the individual reflection tool, the comments have been taken into account. Yet, because there's no specific client to make the reflection tool with, the tailor made questions and content have not been created.

Conclusion

The three goals of the evaluation have been achieved. Although partly speculative, the reactions of the P2S team were positive. They also gave some suggestions for improvement. Although the focus was firstly on the client's employees and how to engage them, the focus shifted during this graduation to how to change the routine of P2S itself in order for them to engage the client's employees. This is in line with the evaluation: P2S sees this toolkit as inspiration, as a 'thinking frame' and as something that has made their own routine explicit. The toolkit enables P2S to reflect on and discuss about their own routine, which makes it possible to change. This is the added value for P2S of the toolkit. Moreover, the thesis in general gives substantiation to what they've been doing intuitively.

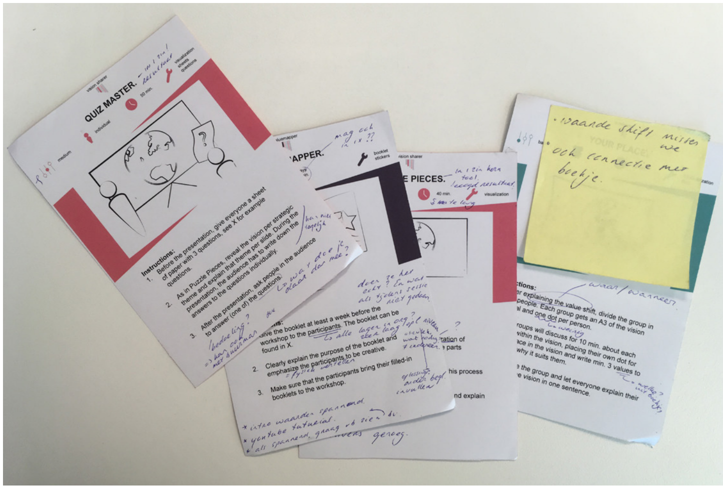


Figure 58: impression of toolkit evaluation session.

DISCUSSION

This thesis explores how P2S can help its clients with the engagement of the client's employees with the vision to successfully implement strategy and change routines. To achieve this a toolkit was designed to not only change the routine of the client, but also the routine of P2S itself. By changing the P2S routine, P2S would be more adequate to help its clients with employee engagement.

The topic is in line with the need for continuous innovation within companies (Gumusluoglu & Ilsev, 2009; Tellis et. al., 2009). Yet, employees can't properly innovate due to a lack of understanding what their organization's vision and strategy entails (Kaplan & Norton, 2005). Although strategy creation with and strategy communication to employees have been studied extensively (e.g. Tegarden et. al., 2005; Smythe, 2017), there is a gap in literature regarding how to practically use strategy tools to achieve understandance and involvement of employees for successful strategy implementation. When exploring this gap through interviews and observations of P2S and a former client, it became clear that the first step to engage employees is to change the routine of P2S itself: making the P2S routine suitable to change their clients' routine. This can only be achieved by making the current routine explicit and by reflecting on it. When evaluating with P2S, the design toolkit transformed into a boundary object, being able to make the routine of P2S explicit among the team members - making it possible for them to discuss and reflect on their routine. However, the toolkit could not be tested with client's employees. Therefore, the value of the toolkit for organizations is still unsure.

The findings do give practical suggestions for using design in strategy activities to change the routines of innovation consultancies, which will eventually improve the process of innovation consultants with their clients regarding successful strategy implementation. Others have also begun to acknowledge the value of using design in strategy change activities. For example, Junginger (2008) has studied the effect of a product development approach on internal change. In line with our work, Junginger (2008) suggests that human-centered tangible design approaches, like prototyping and participatory design, facilitate organizational learning which is of value for internal change. Our work builds further upon these suggestions by proposing that the design skills of storytelling and visualization are equally as valuable as materialization. Furthermore, Junginger (2008) describes the importance of iteratively learning and acting upon the vision. Our work agrees with that description by emphasizing the need to continuously reflect on routine. Yet, our study method differs with that of Junginger (2008). We not only explored literature, but also looked at strategy activities in practice by doing interviews, observations and tests with relevant stakeholders. This may have given more complete insights.

This work enters a new area of practical combining design and organizational theory. In these domains, strategy activities are traditionally viewed from one point-of-view: either the design or organizational view. Combining these two perspectives, provides a deeper understanding of strategy activities. By studying the practical use of strategy tools, the view becomes even more enriched - not only providing a theoretical perspective, but also a practical one. This is our unique contribution to the current field of both design and organization (Figure 59).

Suggestions for Further Research

However, more research on this topic needs to be undertaken before the association between design and organization is clearly understood. Two topics are important to study: starting with multiple tests of the toolkit with employees during strategic organizational change. As reflection is of such importance for successful strategy implementation, this is an important topic for future research. During this graduation, only a short amount of time could be dedicated to the exploration of a good reflection tool. The prototype that eventually was designed, was not tested with employees over time.

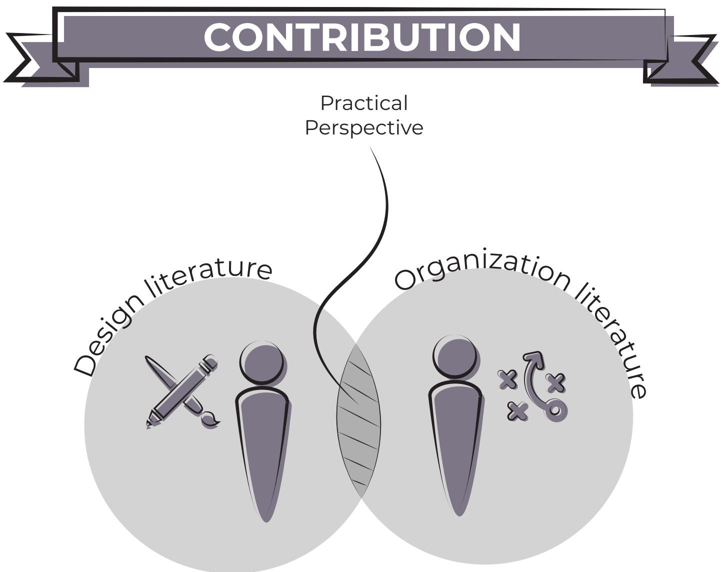


Figure 59: contribution of this thesis.

CONCLUSION

This section concludes the thesis by sharing thoughts on what P2S needs to do to fully implement the toolkit. Furthermore, some limitations are discussed. Lastly, a brief summary of the thesis is shared in the form of a conclusion. On the following pages, my personal reflection and references are shared.

Implementation Recommendations for P2S

This thesis and its findings suggest several courses of action. P2S should start with a last iteration of the toolkit to integrate the feedback given during the evaluation. The next step is to test the toolkit in practice: by using it to set-up workshops and by reflecting on how that workshop went. By testing the workshop with their client's employees and by consciously reflecting on those workshops (also with the client), the routine of P2S can gradually be changed into a routine that is better suited to engage their client's employees. This starts with making the routine more explicit and discussing about it frequently.
By using the toolkit, the tools can be exchanged or adjusted to create a more diverse set of tools. Just as P2S' strategy and routine have to change over time, the toolkit should change along with them. The change in routine can already begin by incorporating the given recommendations (like helping clients with choosing the 'right' participants, providing a clear overview of the whole process, giving many examples, always providing a visualization of the vision and value shift).
Lastly, the collective and individual reflection tools still have to be developed before being able to use it with clients. Although some guidelines are given, it will probably require some effort to fully develop the tools. As mentioned before, the tools should be tailor made for (and with) the client, therefore the form and content differs. However, findings of this thesis suggest to make a physical artifact instead of digital to make it more tangible. P2S defined their purpose as 'Toekomst Mee Maken' and should thus take sustainability into account when designing the tools, as these serve as a representation of P2S at the client. Next to developing the tools, P2S should incorporate reflection meetings with the 'content team' (leaders) over time.

Limitations

Finally, a number of important limitations need to be considered. First, the toolkit has not been tested on employees of a P2S client. This means that the original main goal of engaging employees with the vision, has not been validated. Secondly, the toolkit has only been tested with P2S and not with other innovation consultancies. Thirdly, only qualitative research has been done with P2S and one of its former client. Qualitative research with more innovation consultants and (former) clients would give a more complete and firm set of findings. This could perhaps also be done by adding quantitative research to the study. Lastly, a considerable limitation of this graduation was time and timing: a graduation only lasts approximately 6 months. In those 6 months, there was no representative client in the Elaboration phase to test on. More time would have made it possible to do more extensive and deeper research, perhaps even study a client in the Elaboration phase.

Conclusion

The study set out to determine how to engage employees with its organization's vision and strategy to ensure proper innovation. This all started with the realization that innovation is crucial nowadays for the survival of organizations. However, the ones having to innovate, the employees, can't do that due to lack of awareness regarding their company's vision and strategy. Without understanding the vision and strategy, and being intrigued by it, employees aren't able to apply it to their daily work. This means employees won't innovate (properly) in line with the vision and strategy. This thesis explores how P2S can help its clients with this problem. As a result, the design solution in the form of the Visual Storytelling toolkit has been proposed.

During the graduation process, findings in literature and especially in the analyses, suggested that a shift in focus was necessary: instead of a focus on engaging the employees, the focus should be on redesigning the routine of P2S. Therefore, the toolkit transformed from 'just' being a set of tools to be used by participants in a workshop, to a thinking frame for P2S itself: the toolkit acted as a boundary object, making it possible for P2S to make their own routine explicit, reflect on it, and discuss about it. This is for P2S a first step in changing their own routine. This will improve the way that P2S is able to change the routine of their clients - and the client's employees are better able to innovate in line with the vision and strategy.

These findings enhance our understanding of the actual use of strategy tools in both innovation consultancies and their client's organizations. Furthermore, this study enhances our understanding of how to incorporate design in strategy activities, and that there are interesting opportunities for design (visual storytelling) in the organization field regarding routine change and engaging employees. The findings of this graduation suggest that innovation consultancies need to change their own routines, before being able to change routines of their clients - and that design, and specifically visual storytelling, is a way to do that.

PERSONAL REFLECTION

"Ask yourself the question: am I growing? Instead of: am I doing it right?"
- Hylke Faber (2018)

The quote of Hylke Faber (2018) on the previous page, perfectly summarizes my graduation journey. The quote explains the change I've gone through during this process. As this was the largest project I had to do on my own, I was quite nervous and insecure about my capabilities as a designer to perform well. However, I have really enjoyed this process and I've learned to not be too harsh on myself: I now know my strengths and weaknesses as a designer (and person) and I have accepted those weaknesses. I think about how to cope with my weaknesses, rather than being frustrated about them - not everything has to be perfect and I can always ask help (as my supervisory team has told me more than once). It's about reflecting on your mistakes, learning from them, and eventually growing from it. This has made me much more confident as a designer.

When looking at the graduation itself, I really liked working on this topic. I think that choosing a topic that you're really interested in, makes graduation much more interesting. However, sometimes the topic became to big for me to comprehend. This made it hard for me to choose a focus, which has resulted in a very big thesis and very elaborate design solution. When looking back, I sometimes felt like I was too much in the process, not able to step away from it to properly reflect on it and choose a focus. A reflective space would have been applicable for me as well. Furthermore, this 'lack' of focus, or maybe rather the difficulty for me to prioritize, also interfered with my time management. I could dive into a subject and forget my planning, or not even make a full planning. This lead to some stressful moments close to deadlines.

In the beginning I set-up three personal ambitions. I will reflect on them briefly:

- *Learning new things, like psychology, prototyping, visual storytelling*
  This first ambition has definitely been achieved, although in some surprising fields. I've applied visual storytelling in my thesis, toolkit and even in a paper abstract (by drawing it myself!). I've prototyped the reflection tool (although I thought I would do more). However, instead of diving into the field of psychology, I explored the field of organization theory. This was something that I did not expect beforehand, but was challenging, interesting and exciting to do. Especially when I tried to combine it with the design field.
- *Getting the most out of graduation; making this the best project of my SPD career*
  I'm happy and proud of how the process went. I do think that this is my best project, but it's hard to compare because there's nothing like this process during your master. With the end result I'm pleased as well, although I would've liked more time to develop it further. I do feel like I've gotten the most out of graduation: by joining P2S in their work and extra activities (team days, 'open huizen' at P2). I'm also glad that I have never said no to an opportunity, like sketching the abstract or presenting something, although it sometimes seemed too much. These moments actually often were the most surprising and interesting ones.
- *Developing a better idea of what I would like to do after graduation.*
  Being welcomed in the P2S team as a real team member gave me a taste of what it's like to work as an innovation consultant. The interviews with the former client also gave me an opportunity to see a company I would otherwise have never seen. Also, graduation gave me a taste of what a PhD would be like. Although my future is not decided yet, I did develop a better idea of what I would like to do after graduation. During the process, I especially enjoyed the interviewing part, because people enthusiastically take you along in their world and by interviewing well, you can get answers from deep within. This joy was amplified because of my earlier research in the topics. The combination of theory and practice excites me.

Overall, I'm really proud of what I've achieved and how the process to get here went. I feel that the biggest compliment you can get, is that the involved company wants to implement your design. I really feel like this is the case. To conclude, I could not have done this without my great supervisory team. Thank you again!

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