

The Employee Experience Pyramid

*Transforming organizations into
places people want to work*

The Employee Experience Pyramid

transforming organizations into places people want to work

Master thesis
Delft, August 2019

Author

Rosa Storm
Strategic Product Design (Msc)
rosa.storm@gmail.com

Supervisory team

Chair

Dr. M. G. Gonçalves

Mentors

Dr. G. Calabretta
Dr. R. A. Price
Ir. J. B. Klitsie

Company mentors

J. Timmer
A. van Lieren

Company

Livework studio
Hofplein 20
3032 AC Rotterdam
www.liveworkstudio.com

Delft University of Technology

Faculty of Industrial Design Engineering
Landbergstraat 15
2628 CE Delft
www.tudelft.nl

Acknowledgments

This is the final deliverable of my graduation project for the master Strategic Product Design at Delft University of Technology. During the past six months I have immersed myself in a topic I never thought I would enjoy so much. The majority of days I worked on this project, I was excited to do so (only the last few weeks were a little rough, but that is how graduation is supposed to be I hear). I am very grateful to Livework for providing me with this opportunity. I could not have done this project without the continuous support I received from a large and diverse team.

Thank you Milene, for supporting me beyond my expectations. Our coach meetings with a warm (or iced!) cappuccino will be missed.

Thank you Anne, for always understanding. Thank you for always helping me with both project related and personal challenges.

Thank you Jelte, for being calm and constructive when I really needed it.

Thank you Giulia, for trusting from the very beginning of this project that I would do well and for continuously challenging me.

Thank you Rebecca, for supporting me through the hottest days of summer, and encouraging me to become a better version of myself.

Thank you Barend, for stepping in at the very last minute. Even though we haven't met yet, I am grateful for you supporting the final straws of this graduation.

A big thanks to all my lovely colleagues at Livework. You created an inspiring and safe space for me to discover this project, my strengths and weaknesses and my ambitions.

Thank you mom and dad, for reading the entire report, even though I sent it very last-minute.

Finally, thank you Vincent, for your continuous support during the past six months, for proofreading the entire report, for being the stable factor during the turbulent past months.

And - of course - thank you reader, for opening this report for whatever reason. I hope you will enjoy the read just as much as I did the writing of it.

Rosa Storm

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

Executive summary

Over the past decades, multiple HR constructs have emerged that organizations strived to adopt and integrate into their daily businesses. The most recent development is Employee Experience (EX). EX is essentially a framework for creating engaged employees. Engaged employees have been linked to multiple desirable business outcomes, such as smoother employee recruitment, increased employee retention, increased employee efficiency and higher organizational profitability.

EX can be defined as the sum of perceptions employees have about their interactions with the organization, and how this aligns with their expectations.

This graduation project aims to explore how organizations can improve EX. It was carried out for Livework, a Rotterdam based Service Design studio. The project explores how organizations are currently working on EX, what creates excellent EX and how organizations can receive the tools to understand and improve EX.

A literature review is conducted on the evolution of HR constructs. Relevant insights from established constructs, such as motivation and job satisfaction are collected and related to EX.

To understand how organizations understand and currently address EX, a set of interviews is conducted. This set of interviews yields a three-step model that describes what needs to be done to improve EX. The three steps are:

1. Learning about the value of EX
2. Learning how to improve EX
3. Measuring impact.

To structure the large amount of information available on EX, a model is selected. First, six different models are compared to assess their suitability for structuring

EX. Finally, one model is selected and further adapted to create the EX pyramid. The pyramid depicts five employee needs that organizations need to satisfy to create excellent EX: Safety/Security, Rewards, Connection, Growth and Work/Life harmony.

The EX pyramid and the EX cycle provide all the information an organization needs to improve EX. Ideas are generated to design the way this information is communicated to Livework, who this project was carried out for, and their client organizations. The problem statement used to guide the phase of idea generation and prototyping is: How can organizations adopt fitting EX strategies?

The final design is the EXcellent process: a process towards excellent EX. This process consists of three phases: prepare, understand, and imagine.

During the prepare phase, Livework consults the EX pyramid to create a better understanding of the model, which is used throughout the process.

During the understand phase, Livework and the client conduct qualitative and quantitative research to understand how well the organization is satisfying their employees' needs. In addition, the business objectives of the organization provide direction for the pyramid levels that needs to be improved.

During the imagine phase, Livework and the organization define interventions that will be used to improve specific levels of the pyramid. A digital slide deck of over seventy interventions provides inspiration for these improvements.

The outcomes of the EXcellent process are a better understanding of employee needs, business objective and how they together deliver concrete steps an organization can take to improve EX.

Table of Contents

Acknowledgments	5
Executive summary	6
1 About this project	8
1.1 <i>The raison d'être of this project</i>	8
1.2 <i>Personal motivation for this project</i>	11
1.3 <i>Project approach</i>	14
1.4 <i>How to read this report</i>	15
2 Immersion in literature	16
2.1 <i>Evolution of Human Resources constructs</i>	16
2.2 <i>Conclusions</i>	22
3 Immersion in practice	24
3.1 <i>Methodology</i>	24
3.2 <i>Analysis</i>	27
3.3 <i>Results</i>	29
3.4 <i>Conclusions</i>	36
4 Immersion in Employee Experience	38
4.1 <i>Defining Employee Experience</i>	38
4.2 <i>The value of Employee Experience</i>	40
4.3 <i>The link between Customer Experience and Employee Experience</i>	41
4.4 <i>How to work on Employee Experience</i>	42
4.5 <i>An EX model for this project</i>	56
4.6 <i>Conclusions</i>	59
5 Design brief	60
5.1 <i>Design directions</i>	60
5.2 <i>Exploring the problem statement</i>	63
5.3 <i>Conclusions</i>	66
6 Idea generation	68
6.1 <i>Brainwriting</i>	68
6.2 <i>Understanding context: EX event</i>	72
6.3 <i>Understanding context: Livework</i>	74
6.4 <i>Conclusions</i>	76
7 Final design	78
7.1 <i>Prepare</i>	80
7.2 <i>Understand</i>	82
7.3 <i>Imagine</i>	86
8 Conclusions	90
8.1 <i>Limitations and recommendations</i>	92
8.2 <i>Personal reflections</i>	93
References	94

1 About this project

This thesis report is the result of my graduation project for the TU Delft and Livework Studio Rotterdam on Employee Experience. Chapter 1 describes the *raison d'être* of this project, my personal motivation for this project, the project approach, and the challenge this project aims to solve.

1.1 The *raison d'être* of this project

Over the past decades, the importance of investing in Customer Experience (CX) became widely recognized by organizations (e.g., Liley, Feliciano, & Laurs, 2017; Teixeira et al., 2012). CX is the internal and subjective response customers have to any direct or indirect contact with a company (2007), and CX encompasses every aspect of an organization's offering (Zomerdijk & Voss, 2010). Organizations with great CX outperform competitors on relevant dimensions, such as a 17% increase in customer loyalty and an 11% increase in revenue (Brozek, 2016). Hence, to gain a competitive advantage, CX is an important topic for organizations.

In recent years, organizations have started recognizing the connection between CX and Employee Experience (EX) (Liley et al., 2017). EX is the sum of perceptions employees have about their interactions with the organization, and how this aligns with their expectations (Maylett & Wride, 2017; Morgan, 2017).

Organizations with excellent EX attract talent, boost workforce engagement, productivity, and retention, which, in turn, affects their financial performance. A meta-analysis of 82.000 business/work units showed that organizations with highly engaged workforces, which can be achieved through EX, are 21% more profitable than those with poor engagement (Harter, Schmidt, Agrawal, Plowman, & Blue, 2016). The analysis also showed that top-quartile organizations in terms of engagement saw a 10% increase in customer loyalty when compared with bottom-quartile organizations.

According to Brozek (2016), the lines between professional and personal life are blurring. This causes employees to expect the same relevant, convenient, and engaging experience from their personal life to be replicated in the workplace. This is where the link between CX and EX becomes increasingly valuable.

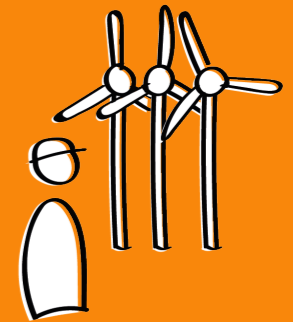
Organizations can use insights from CX to create that desired EX that yields engaged and happy employees.

A focus on the desired experience, either for customers or for employees, is central to the multidisciplinary field of Service Design (Teixeira et al., 2012). Livework Studio, one of the leading Service Design studios in the world, is accomplished in executing projects that enhance CX for organizations. Customer centricity, enabling organizations to evaluate and improve CX, is even one of the four pillars in their service offering (Livework Studio, 2019). In contrast, the field of EX is relatively new for Livework. However, they notice that many of their clients from 18 different sectors are making EX one of their priorities. One client approached Livework about halfway during this graduation project, asking them to improve EX for them. From that moment on, learnings from this client case were collected and used to benefit this project. For insights related or relevant to the client case, look for case boxes (e.g., Case box 1). Realizing that expanding their knowledge from CX to EX was possible and potentially valuable, Livework asked me to investigate how they can help organizations improve EX.

The trend of organizations making EX a priority, as Livework perceived, is broader than just their client base. A survey interviewing over 800 HR leaders showed that 51% of HR leaders are prioritizing EX as a key initiative in 2019, making it the third-highest key initiative; right after building critical skills for the organization, and current and future leadership bench (Gartner, 2019). This means many organizations are already aware of some of the benefits EX can bring. However, research shows that the intention of organizations to create stellar EX has not been put into practice – yet (Morgan, 2017). In the book 'The Employee Experience advantage', the author, Morgan, describes nine possible categories organizations can fall into regarding EX (Morgan, 2017). These categories range from inExperienced, i.e., not investing in EX in any way, to Experiential, i.e., the ones that have mastered the art and science of creating EX. As it turns out, only 6% of the 252 organizations Morgan researched falls into the latter category.

Case box 1

In May 2019, Livework was approached by an organization in the Energy sector.



This organization has a customer base of over 30 million, who are catered to by around 40.000 employees.

The organization asked Livework to help them design a new onboarding journey for their employees. Their request briefly explained why they saw the need to redesign the onboarding journey within their organization:

"Employees want good work, jobs that are worthwhile and 'turn them on'. With this shift, there has been an increasing focus on engaging employees, by engineering their experience with an employer. [...] Employee Experience goes beyond job satisfaction and is not simply motivation. It is something the employee has to offer: their engagement and inspiration. And that cannot be 'required' as part of the employment contract. It must be earned by the organization.

Organizations that are successful in this transformational change drive sustainable and profitable growth, nurture a culture of excellence and innovation, and maintain their valuable employee capital as well as attracting new talent."

This excerpt of an invitation from a client, which they sent to Livework, shows why and how one of their clients sees the relevance of EX.

The business metric differences between Experiential (the 6%) and nonExperiential (the other 94%) organizations are striking: "Experiential Organizations had [...] 2.1× the average revenue, 4.4× the average profit, 2.9× more revenue per employee, and 4.3× more profit per employee when compared with nonExperiential Organizations." (Morgan, 2017, p. 157). The differences, even between the *almost* Experiential and *actual* Experiential organizations, should be motivating HR leaders to start working on EX immediately. Besides the financial value, EX is linked to non-financial benefits as well. For example, Experiential organizations are listed 6x more frequently on rankings like LinkedIn's Most In-Demand Employers than nonExperiential organizations, which can make it easier for organizations to attract new talent. Even better, once employees are hired, Experiential organizations have 40% less employee turnover. In addition to being able to attract new talent, it looks like Experiential organizations are also better at retaining it (Morgan, 2017).

As Gartner concluded, around half of HR leaders are making EX a priority (2019). There already is a large body of research describing how organizations can transform from nonExperiential to Experiential organi-

zations to reap all the benefits described above (e.g., Maylett & Wride, 2017; Morgan, 2017; Peper & Mes, 2018). In practice, however, the research by Morgan shows that, until the date of the research done, only 1 in 17 organizations was able to create excellent EX (2017). This poses the question of *why* this is and how organizations can move more towards becoming Experiential.

Barriers for becoming an Experiential organization might be similar to barriers for becoming a customer-centric organization, since both focus on putting human needs at the core of the organization. Fundamental challenges that typically prevent organizations from becoming customer-centric are related to organizational culture, structure, processes, and financial metrics (Shah, Rust, Parasuraman, Staelin, & Day, 2006).

This research project explores how organizations can improve EX. It will explore how they are currently working on EX, what makes for successful EX and how organizations can be provided with the tools to make concrete steps towards successful EX.

1.2 Personal motivation for this project

The collaboration between Livework and me is based on a tweet. I stumbled upon this tweet (Figure 1), based on the master thesis of van Lieren (2017), in July 2018. The tweet linked to an article about nudging and behavior design. After reading this article, I felt a spark that I had not yet experienced so strongly during my Strategic Product Design master. It really excited me how Anne van Lieren had translated insights from research into practical advice. Up until that moment, I had been wondering in which direction I would like to develop myself. I debated a Service Design project, a branding project, or maybe a very research-heavy project. The topic of behavior design, almost on the cross-section of psychology and design, was new to me. I immediately decided to follow my gut feeling and reached out to van Lieren for some advice on how she had chosen her graduation topic.



Figure 1 - The tweet that inspired me to contact Livework

Our conversation led me to research possibilities for designing for behavior, and I developed five directions that I saw as exciting for my graduation project and, possibly, Livework. I reached out to and got accepted by other organizations, but my preference was to do my graduation for Livework because of their inspiring work and people. What especially spoke to me, and still does, is how Livework is able to translate academic research insights into practice for their clients.

To convince Livework to hire me, I developed project-directions-that-excite-me-cards (Figure 2). Because of these cards, I can now recall precisely *why* I wanted

to do this type of project, and why I thought I should do this type of project.



Figure 2 - Project direction cards

The direction Livework and I finally settled on in March 2019, was *Leveraging intrinsic motivation*. This direction was based on multiple studies that had shown that using promotions, bonuses, performance ratings, and other widely used reward systems in organizations did not lead to improved performance. Instead, it led to employees working over-hours in the time leading up to promised rewards. This gave the idea of improved employee performance, but these systems mostly yielded more stress. This is problematic, since stress has a dysfunctional impact on both individual and organizational outcomes (Cooper & Cartwright, 1994). The scope of this project later broadened to the entire Employee Experience, instead of just intrinsic employee motivation. This decision is explained in Chapter 3.

Motivation for this project

There were four main reasons that motivated me to start this project. Of course, the most important reason for a project around behavior was that the topic of behavioral design intrinsically excited me and made me feel that intuitive spark.

1. Intrinsic motivation for behavioral design: Behavioral design is a topic I might want to continue with after my studies. This project is the first introduction

into a topic of behavioral design, which can be something to build further on after graduation.

Besides, I felt that a project around behavior would enable me to use my strengths, which I learned about and developed over my student years. On the cards, I mentioned five strengths (Figure 3): communication; empathy; enthusiasm; doing, not thinking, and perseverance.

2. Using my strengths: From my experience of a full-time board year, I know that I have the drive to understand and help people. I am sensitive to how people feel, and I can create the right circumstances for them to thrive when I get the opportunity to do so. This project is a way of using my strengths professionally while also developing academic knowledge that underpins the project.



Figure 3 - My strengths, as defined on the project direction cards

Another motivation for this topic was personal relevance. Over the past few years I worked hard on self-development. One main struggle for me was balancing work and free time. I went through stressful periods that were hard to manage due to a drive to perform well.

3. Personal relevance: Maintaining a healthy work/life balance has been a personal struggle for me. I viewed this project as an opportunity to learn more about this while being able to help others. Ultimately, I would like to apply findings from this project to my own life.

One final reason was the relevance of this topic to practice, which was true for both EX and the starting direction of this project, intrinsic motivation. As illus-

trated in the sections above, EX is a hot topic currently, and many organizations made it a priority in 2019 (Gartner, 2019). Like the project of van Lieren (2017) that initially moved me to contact Livework, I wanted to integrate insights from research into practice.

4. Impact in the real world: A project motivates me more when I know that the results have an impact in the real world, which is why I wanted to work with a company in the first place. I am excited to talk to real clients, real struggles they have, and to solve the puzzle of how to implement theory into practice, and back again.

Learning ambitions

For this project, I set four different learning ambitions (LA's).

Something unique about Livework compared to other organizations I contacted, was that Livework has a specific research department: Livework Insight. This department translates knowledge into frameworks to make it tangible. Through the master course SPD Research, I had learned that I liked the process of conducting and documenting scientific research. On the other hand, I missed the connection of research insights into practice. This is precisely what Livework Insight aims to do, and something I would like to learn during my graduation project.

LA1. Academic research: I wanted to learn how to conduct academic research, distill the information I need, and translate it into practice. Besides, I wanted to learn how to take subsequent insights from practice and document them academically correct, reinforcing practice with literature and vice versa.

I have noticed in projects that I discovered much information, but that most of it stayed in my head.

LA2. Documenting findings: During graduation, I wanted to improve in documenting findings so I could communicate them to others and use them to return to later in the project, for example, through writing short summaries to share or visualization.

Graduation felt like the final stop before evolving into the new phase of the 'working life'. However, I was not entirely sure yet how I wanted to live my life after graduation.

LA3. Discovering my interests: I wanted to learn more about myself professionally to prepare myself for life after graduation. I wanted to know if I might be interested in doing a Ph.D., or if I would prefer working at a company. I wanted to know what keeps me motivated in individual projects, how to boost my productivity and especially how to have a healthy work/life balance.

I noticed in past projects that I was always excited to share with peers or coaches when I discovered something new, and that I got a lot of motivation and energy from sharing my progress. This graduation project, however, is done individually.

LA4. Working alone: I wanted to experience working alone for such a long time and how I could keep myself motivated or use contact with others strategically in this individual project.

I planned to work on these learning ambitions during graduation. Throughout this report, I documented how I worked on these ambitions.

In textbubbles like these, I documented reflections about my strengths, weaknesses, and learning ambitions. Look for them to learn more about my experience of graduation.



1.3 Project approach

For this project, I used Design Thinking to guide my process. I created a plan to go at least twice through all four phases of Design Thinking: immersion, analysis & synthesis, ideation, and prototyping (Vianna, Vianna, Adler, Lucena, & Russo, 2011).

Aiming for at least two iterations allowed me to plan to design a prototype that could be validated and adjusted. This ensured that I could connect research and practice, according to LA1: academic research.



LinkedIn articles

To create a way to share findings, and work on LA2: documenting findings, I decided to write LinkedIn articles regularly.

Through LinkedIn articles, I was able to share my thought process and receive feedback from the business community. I even had the opportunity to meet with a Dutch Employee Experience expert, Heleen Mes. The LinkedIn articles helped to keep the project relevant to practice, and provided additional insights.



Phases

In practice, the phases *immersion* and *analysis & synthesis* were more intertwined with each other, just like the phases *ideation* and *prototyping*. Of course, there were also other connections between the four phases. However, for clarity purposes, I created a simplified visual overview of the project (Figure 4). Generally, the project can be divided into two overarching phases: *immersion, analysis & synthesis*, and *ideation & prototyping*.

The energy company case

A few months after starting this project, Livework got the opportunity to do an EX case for an energy company (see Case box 1). I was involved in this case because of the amount of knowledge I had already collected at this point. By putting outcomes of this graduation project into practice, I was able to further both my project and the energy company case.

Project direction

As already mentioned earlier, the original direction of this project was *leveraging intrinsic motivation*. This is why there are two literature reviews; because the scope of this project changed. The first literature review, on intrinsic motivation, was essential for conducting the interviews I did. Those interviews caused the scope of this project to change. Without starting this project on intrinsic motivation, I would not have beenkom where I am today. Therefore, I acknowledge both topics and the evolution of this project. For the final design, the literature on intrinsic motivation is not that relevant. Therefore, I chose not to document findings from the first literature review in the same way as the second literature review.

1.4 How to read this report

I already mentioned the purpose of case boxes (showing insights related or relevant to the energy company case), and textbubbles with my photo (documenting reflections). Besides, I will use insight boxes to showcase meaningful insights.

These boxes showcase meaningful insights.



In addition, highlights, such as the ones illustrated here, and in the following paragraph, are used to emphasize text that is essential for understanding the report, or the development of the project.

Chapter 2, 3, and 4 cover the *immersion, analysis, and synthesis* phase, which can be further recognized by this color, corresponding to Figure 4. Chapter 5, 6, and 7 cover the *ideation and prototyping* phase and can be recognized by this color.

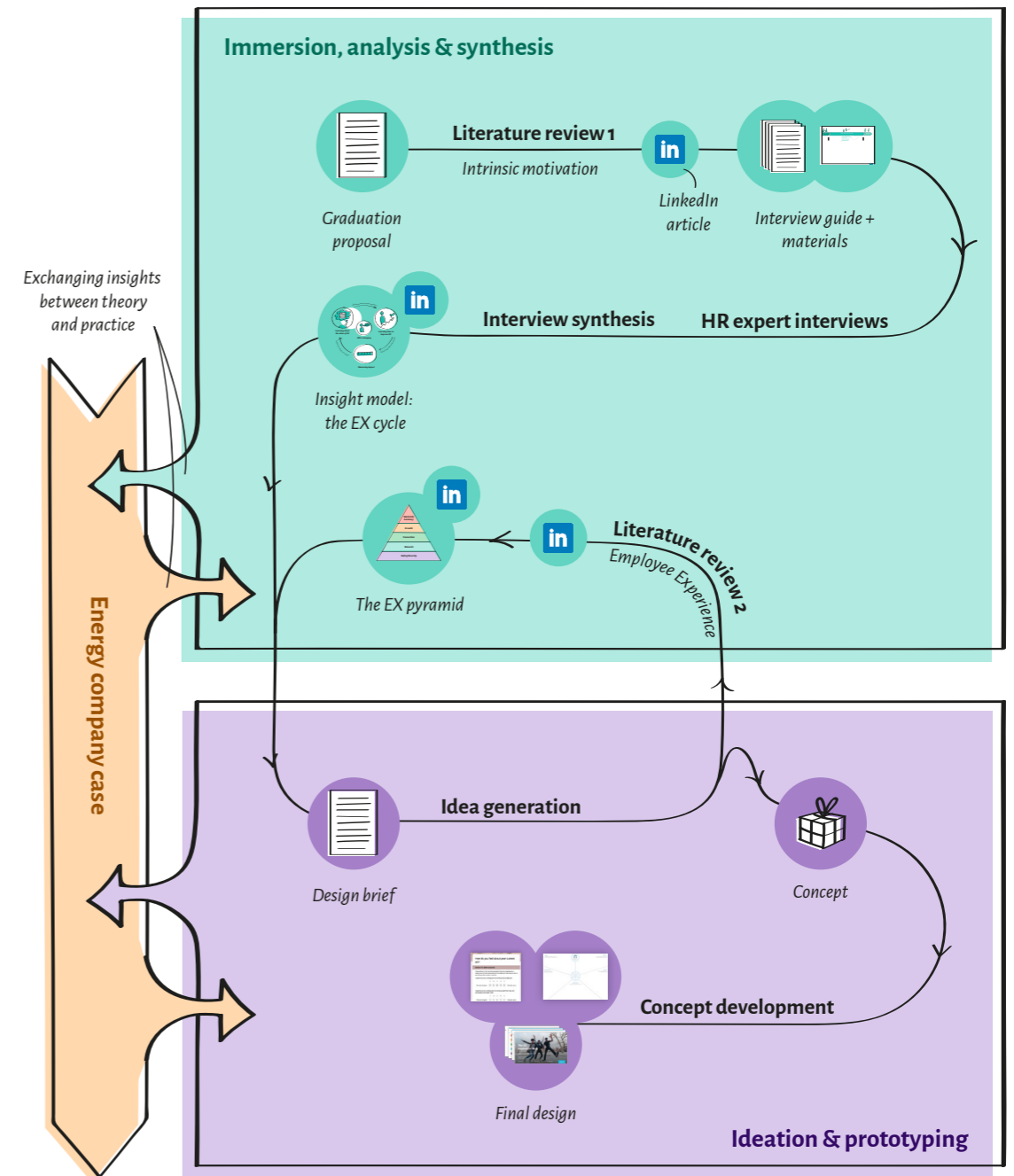


Figure 4 - The project approach

2 Immersion in literature

This chapter describes findings from both the literature review on intrinsic motivation and the literature review on Employee Experience. The chapter provides an overview of various constructs that have influenced the field of Human Resources, and thus the development of the construct Employee Experience. Besides, this chapter shows how the constructs are connected, and which insights of previous constructs are still relevant for Employee Experience today.

2.1 Evolution of Human Resources constructs

Over the past decades, many constructs emerged that organizations eagerly adopted as the solution to all their problems. Dave Ulrich, a university professor, author, speaker, and management consultant, provides a concise overview in an article on his LinkedIn page. Ulrich has written over thirty books and two hundred articles about organizations (e.g., Rasmussen & Ulrich, 2015; Storey, Ulrich, Welbourne, & Wright, 2016). Ulrich's LinkedIn article provides an overview of different Human Resources (HR) constructs and how they build on each other (Ulrich, 2019).

It started with Motivation theory (e.g. Deci, 1975; Herzberg, Mausner, & Peterson, 1959), and Motives theory (Maslow, 1943) moving through Job Satisfaction (e.g. Brief & Roberson, 1989), Employee Commitment (e.g. Becker, 1992; Locke, 1991), Employee Engagement (e.g. Harter, Schmidt, & Hayes, 2002; Kahn, 1990) and finally Employee Experience (EX) (e.g. Maylett & Wride, 2017; Morgan, 2017; Peper & Mes, 2018). The constructs are visualized in Figure 5.

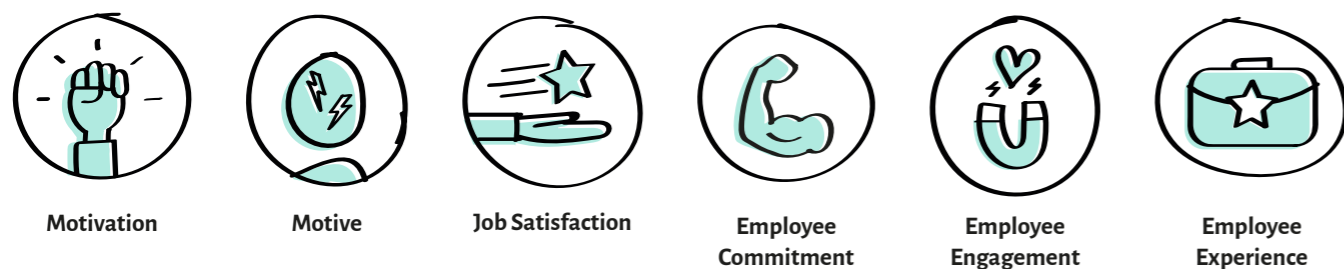


Figure 5 - Six influential HR constructs

Ulrich stresses that, instead of disregarding relevant insights from older constructs, such as Motive Theory, one should look for ways to understand and integrate the insights into the newer constructs, such as Employee Engagement. In this way, one can move towards reinforcing these constructs with a larger body of knowledge, instead of reinventing what others have already done (Ulrich, 2019).

Morgan (2017) introduces another way of looking at this revolution. He describes how the work environment evolved from a utility era to an experience era. The utility era was characterized by 'bare-bones tools' - having the minimum available tools to perform your job. The era centralized the question: *what do employees need to work?* Next came the productivity era. This era focused on employee optimization. Managers asked themselves the question: *what do employees need to work better and faster?* After that came the engagement era. The focus was on creating employees that are loyal to an organization, by focusing on *how to make employees happy, so they performed better*. Currently, we have arrived in the experience era: *how can we create a company where people want to show up instead of need to show up?*

As both Ulrich and Morgan show, adopting a new construct such as EX, thus moving into a new era, creates a new question. It is not merely putting a new name on HR practices (i.e., reinventing what others have done) without innovating the practice itself. To achieve this, one should have an understanding of the constructs that form the foundation of the innovation (i.e., reinforcing it with a larger body of knowledge).

Motivation



Halfway during the last century, researchers started to investigate a construct essential to the workplace: motivation. **To be motivated, is to be moved to do something** (Ryan & Deci, 2000a). Two crucial developments in this era were the Motivation-Hygiene Theory (Herzberg et al., 1959) and Self-Determination Theory (Ryan & Deci, 2000b). The Motivation-Hygiene Theory distinguishes between two factors that influence motivation; motivator and hygiene factors. Examples

of hygiene factors are higher pay, better benefits, and performance bonuses. Examples of motivator factors are training, exciting work, and more responsibility (Sachau, 2007). Motivator factors contribute to employees experiencing satisfaction and hygiene factors contribute to employees not experiencing dissatisfaction (Sachau, 2007). A helpful metaphor is that good medical hygiene does not make people healthy, but it can prevent illness (Herzberg et al., 1959, p. 113). In the same way, hygiene factors do not contribute to job satisfaction, but, when neglected, can lead to job dissatisfaction. In other words, using hygiene factors, such as higher pay or performance bonuses, to increase employee's job satisfaction is generally not possible. However, to prevent job *dissatisfaction*, and make job *satisfaction* possible, the amount of pay cannot be neglected entirely.

While Herzberg never went so far as to say that using hygiene factors (i.e., money) would harm employee motivation, others have (e.g. Deci, 1971; Wiersma, 1992). Self-Determination Theory distinguishes between two types of motivation: *Intrinsic* motivation, doing something because it is inherently interesting or enjoyable, and *extrinsic* motivation, doing something because it will lead to a specific desired outcome (Ryan & Deci, 2000a). In this light, it is relevant to know that intrinsic motivation is associated with positive outcomes, such as increased work engagement and employee productivity, and that extrinsic motivation is negatively related or unrelated to these positive outcomes (Kuvaas, Buch, Weibel, Dysvik, & Nerstad, 2017).

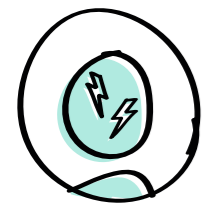
In a study with college students that solved a puzzle, Deci observed that when he provided students with a small financial reward, they were less inclined to continue fiddling with the puzzle after he left the room than students who didn't receive a reward (Deci, 1971). In this study, the financial reward stimulated extrinsic motivation and fiddling with the puzzle was an indicator of intrinsic motivation. **Deci concluded that stimulating extrinsic motivation harms one's intrinsic motivation.**

Due to a lack of an analytical framework and convincing empirical evidence, the topic wasn't

discussed much further until the late nineties, when it was labeled the 'crowding-out effect' (Frey & Oberholzer-Gee, 1997). By then, new theoretical developments suggested that financial incentives could be detrimental to intrinsic motivation. Multiple studies showcased that monetary incentives could indeed decrease intrinsic motivation (e.g., Frey & Jegen, 2001; Gneezy & Rustichini, 2000). In another study, Mellström & Johannesson observed the crowding-out effect with blood donors in Sweden (2008). A group of women interested in becoming blood donors was divided and offered different rewards. The group they didn't offer a small financial reward was almost twice as likely to become a blood donor compared to the group that they offered the compensation.

These studies show that we need to be careful when motivating people; using the wrong methods can have the opposite effect.

Motives



Another motivation theory was that of Maslow (1943), who connected motivation to personal needs, defining motives. He defined five sets of goals that he called 'basic needs.' These five needs are physi-

ological, safety, love, esteem, and self-actualization (Figure 6). He poses that there is a specific hierarchy that defines how the needs are related to each other; from physiological to self-actualization. Besides, he states that one can be wholly occupied with satisfying the most urgent need (i.e., the need 'lowest' in the hierarchy and that is currently least satisfied), even forgetting about the others. Once a need is fairly well satisfied, the next most urgent need emerges and dominates the conscious mind. Once gratified, a need is no longer an active motivator.

Some researchers have compared Herzberg's and Maslow's theory, and observed parallels between Herzberg's Motivation-Hygiene Theory (1959) and Maslow's Theory of Human Motivation (1943) (e.g., Blanchard, Hersey, & Johnson, 1969; Pardee, 1990). Both theories indicate a specific order in which needs should be satisfied; starting with hygiene factors in Herzberg's theory and physiological needs in Maslow's theory. Blanchard et al. concluded that the lower needs, such as physiological and safety, in

Maslow's pyramid, are what Herzberg calls hygiene factors, and the higher needs, such as esteem and self-actualization, what he calls motivator factors (1969). Other researchers have linked self-actualization, the top need in Maslow's hierarchy of needs pyramid, to intrinsic motivation (Wiersma, 1992). Indeed, self-actualization, i.e., "the need to fulfill one's potentialities" (Gawel, 1997, p. 2), is similar to being intrinsically motivated. As long as one isn't externally incentivized to fulfill one's potentialities, the need comes from within.

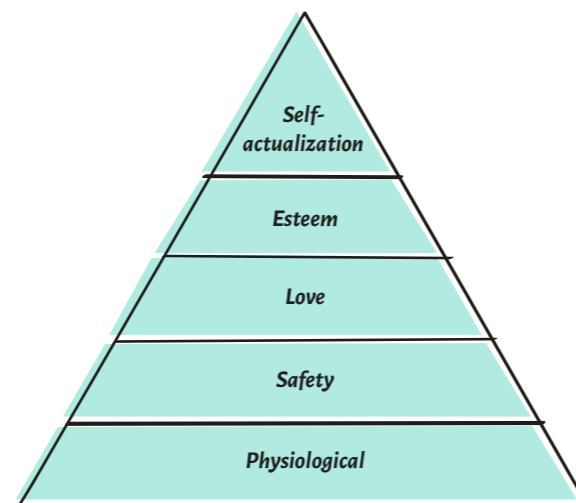
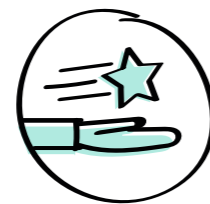


Figure 6 - Maslow's pyramid of human needs

Job Satisfaction

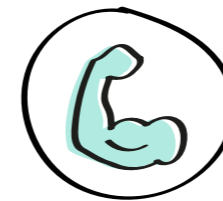


Job satisfaction describes how content an individual is with his or her job (Parvin & Kabir, 2011).

After many years of inconclusive results on the relation between job satisfaction and job performance (Iaffaldano & Muchinsky, 1985), a meta-analysis by Petty, McGee, and Cavender (1984) indicated that individual job satisfaction and job performance are positively correlated. Since then, a variety of studies has investigated how employee's job satisfaction can be increased (e.g. Loher, Noe, Moeller, & Fitzgerald, 1985; McNeese-Smith, 1996; Rogers, Clow, & Kash, 1994). Gagné & Deci showed that job satisfaction results from enhanced intrinsic motivation (Gagné & Deci, 2005). The construct job satisfaction acknowledges that productivity is dependent on how content an individual is with their job. This is similar to how intrinsic motivation (i.e., doing something because it is inherently interesting) has been related to increased

employee productivity (Kuvaas et al., 2017). Job satisfaction literature is more evolved in the sense that studies revolve around being able to shape the work environment to increase employees' job satisfaction, instead of preventing intrinsic motivation to decrease by using extrinsic motivators. Job satisfaction is the first construct that describes tailoring work more to employees for the organization to gain certain benefits, such as employee productivity.

Employee Commitment



Employee commitment is defined as the psychological attachment of workers to their workplaces (O'Reilly & Chatman, 1986). Research showed that organizational commitment

and employee job satisfaction are strongly correlated (e.g., Bateman & Strasser, 1984; Christian, Garza, & Slaughter, 2011), which we have already seen to be beneficial for organizations as well as employees. Besides, committed employees lead to lower turnover and smoother recruitment of new employees (Mayfield & Mayfield, 2002). Some strategies that organizations could incorporate in a commitment-based approach are to provide security for employees, implementing employee training, stimulating employees to 'have a voice' and integrating compensation policies (Brum, 2007; Walton, 1985). Employee commitment provides a fresh view on actions organizations could take to reap several benefits such as employee productivity, lower turnover, and easier recruitment.

Employee Engagement



The construct employee engagement builds on earlier constructs, such as job satisfaction and employee commitment. It can be defined as "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli, Salanova, González-Romá, & Bakker, 2002, p. 74). Even though it is strongly related to previous constructs such as job satisfaction and organizational commitment (Christian et al., 2011), employee engagement is bigger in scope (Kompaso & Sridevi, 2010). Other studies

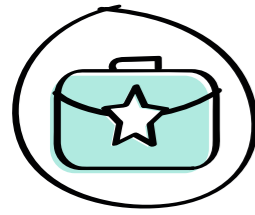
found evidence that employee commitment and job satisfaction are **outcomes** of employee engagement (Biswas & Bhatnagar, 2013).

According to Kompaso & Sridevi, employee engagement is a stronger predictor of positive organizational performance (2010). Employee engagement differs from job satisfaction and employee commitment in the sense that it reflects the two-way exchange of effort between employers and employees (2010). Kompaso & Sridevi illustrate the advantages of engaged employees (2010, p. 94): "Companies with engaged employees have higher employee retention as a result of reduced turnover and reduced intention to leave the company, productivity, profitability, growth and customer satisfaction." One of the mentioned benefits is lower employee turnover, i.e. employees leaving the organization, which leads to increased retention, i.e. keeping the employees an organization wants to keep (Allen, 2008). Average replacement costs are 50-60% of an employee's annual salary. It is evident that avoiding these costs by retaining employees for longer is advantageous for organizations.

Kompaso & Sridevi also illustrate the disadvantages of disengaged employees (2010, p. 94): "On the other hand, companies with disengaged employees suffer from a waste of effort and bleed talent, earn less commitment from the employees, face increased absenteeism and have less customer orientation, less productivity, and reduced operating margins and net profit margins."

Kompaso & Sridevi even provide us with ten employee engagement strategies that they believe will 'cure' employee disengagement diseases. Some of these strategies are to provide opportunities for development, to ensure that employees have everything they need to do their jobs and to have a reliable feedback system (2010). According to literature, this is **the** holistic approach that leadership needs to adopt to unlock employees' full potential (Gebauer & Lowman, 2009). At the time, it was a radically new concept because the business world stopped focusing only on what they could **extract** from employees, and expanded their view to what an organization can do to **benefit** the employees (Morgan, 2017). In that way, engagement was an essential construct because it brought us to our current era: the era of experience.

Employee Experience



Morgan describes the difference between employee engagement and Employee Experience (EX) as engagement being a short-term adrenaline shot

and EX being the long-term redesign of an organization (2017). Like Morgan, I initially thought that EX was to replace engagement. However, in his book, he emphasizes that EX does not have to replace engagement. Instead, they have to work together.



Employee Experience is not something that replaces Employee Engagement; it is something that creates Employee Engagement.

The benefits of engagement, as described in the previous section, are still relevant and desirable. Morgan views EX as a broader framework that creates engaged employees. This view is shared by Maylett & Wride (2017), who view EX as a 'user's manual' for creating engagement. EX, in their opinion, "is the sum of perceptions employees have about their interactions with the organization in which they work" (Maylett & Wride, 2017, p. 12). Their definition strikes an important insight: EX is dependent on **perceptions** of employees, not always on the reality of what occurs or the efforts that leadership is making. **In total, Maylett & Wride define three components that shape an employee's experience: "EX = Experiences + Expectations + Perceptions"** (2017, p. 13). Morgan uses similar terms in his definition of EX, where he defines EX as "the intersection of employee expectations, needs and wants and the organizational design of those expectations needs and wants" (2017, p. 8).

For an overview of all constructs and definitions, see Figure 7.

And next?

While conducting this literature review and documenting it, I encountered a LinkedIn post (August 2019) with the following catchphrase:

"We have all heard of Employee Experience (EX) and its benefits. But did you know that HR is not directly responsible for creating a great EX? Say hello to the Manager Experience (MX). [...] If we need to improve EX, we first need to fix the MX and tackle it from different perspectives."

- Rishita Jones (August 2019)

This quote shows that ideas in the field of Human Resources follow each other quickly; organizations are just starting to get a grasp of what EX is and how to implement it in their daily practice. However, the next trend is already here. The challenge for us (designers, business practitioners, and organizations) is to ensure we use insights from EX, Engagement, Commitment, and even Motivation research, and not let ourselves get carried away by another new trend.

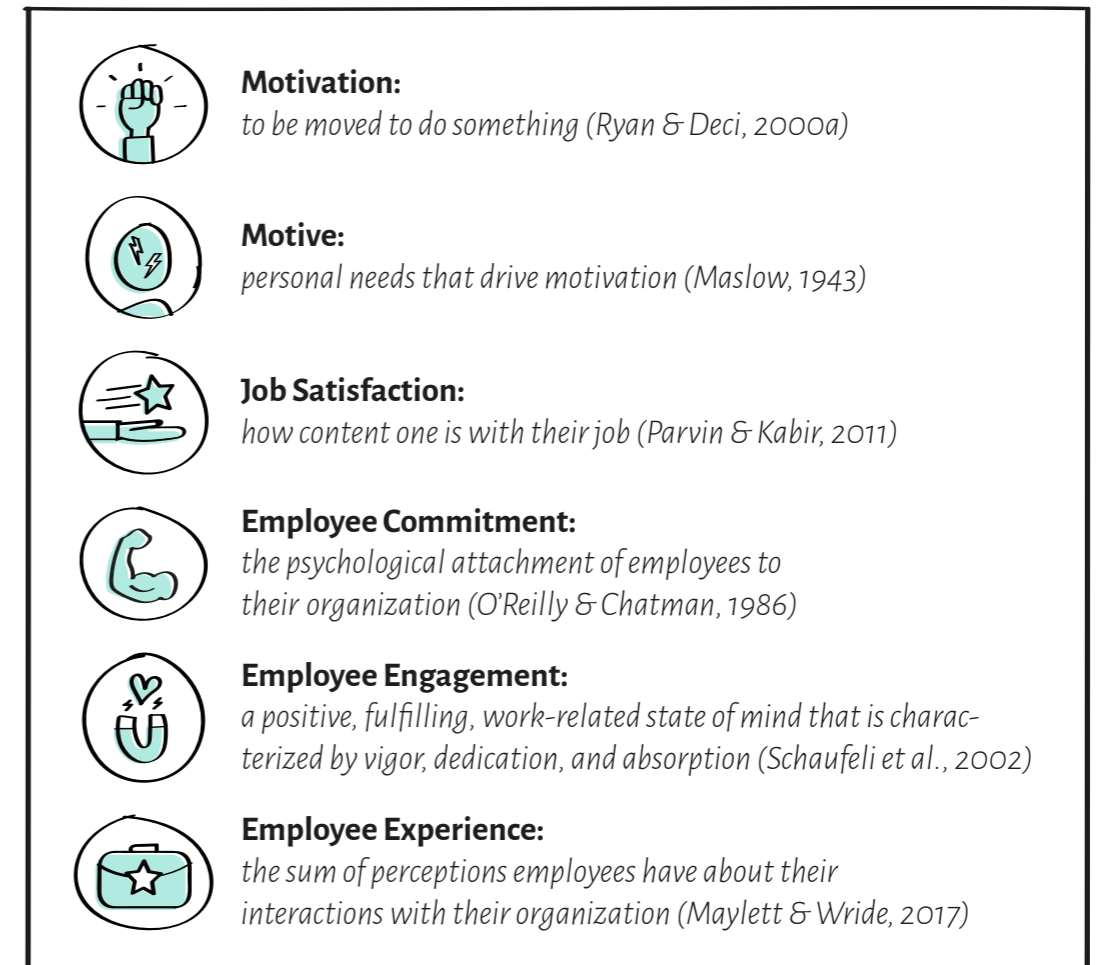


Figure 7 - Overview of constructs and definitions

2.2 Conclusions

This chapter described how Human Resources practice is subjective to trends. When advising on or integrating a new HR construct, such as EX, one should strive to learn from history and be aware of vital insights. This ensures one builds on what others have done before instead of reinventing the wheel. In this chapter, the foundation of EX and how EX relates to influential constructs of the past decades was explored. The relations described in the sections above aid the integration of constructs and the use of their relevant insights. For a visual overview of the mentioned connections and how they influence each other, see Figure 8.

Motivation and motive theory clarified that motivating people (thus, employees) is a conscious practice that needs to be designed. There is even a specific order in which we, humans, want our needs to be satisfied.

Job satisfaction literature showed that the work (environment) of employees could be shaped

in order to achieve benefits for an organization, such as increased productivity.

Employee commitment described why it is potentially valuable to foster a connection between an employee and their organization; it can lead to increased employee productivity, lower turnover, and smoother recruitment.

Employee engagement taught to take both the perspective of the employee and the organization into account. Instead of just extracting from employees, organizations can learn how to benefit their employees. This, in turn, leads to higher employee retention as a result of reduced turnover and reduced intention to leave the company, increased productivity, profitability, growth, and customer satisfaction.

Finally, it is now clear that EX is a framework that creates engaged employees (with the corresponding advantages), as opposed to an absolute goal. EX consists of employee's experiences, their expectations, and their perceptions.

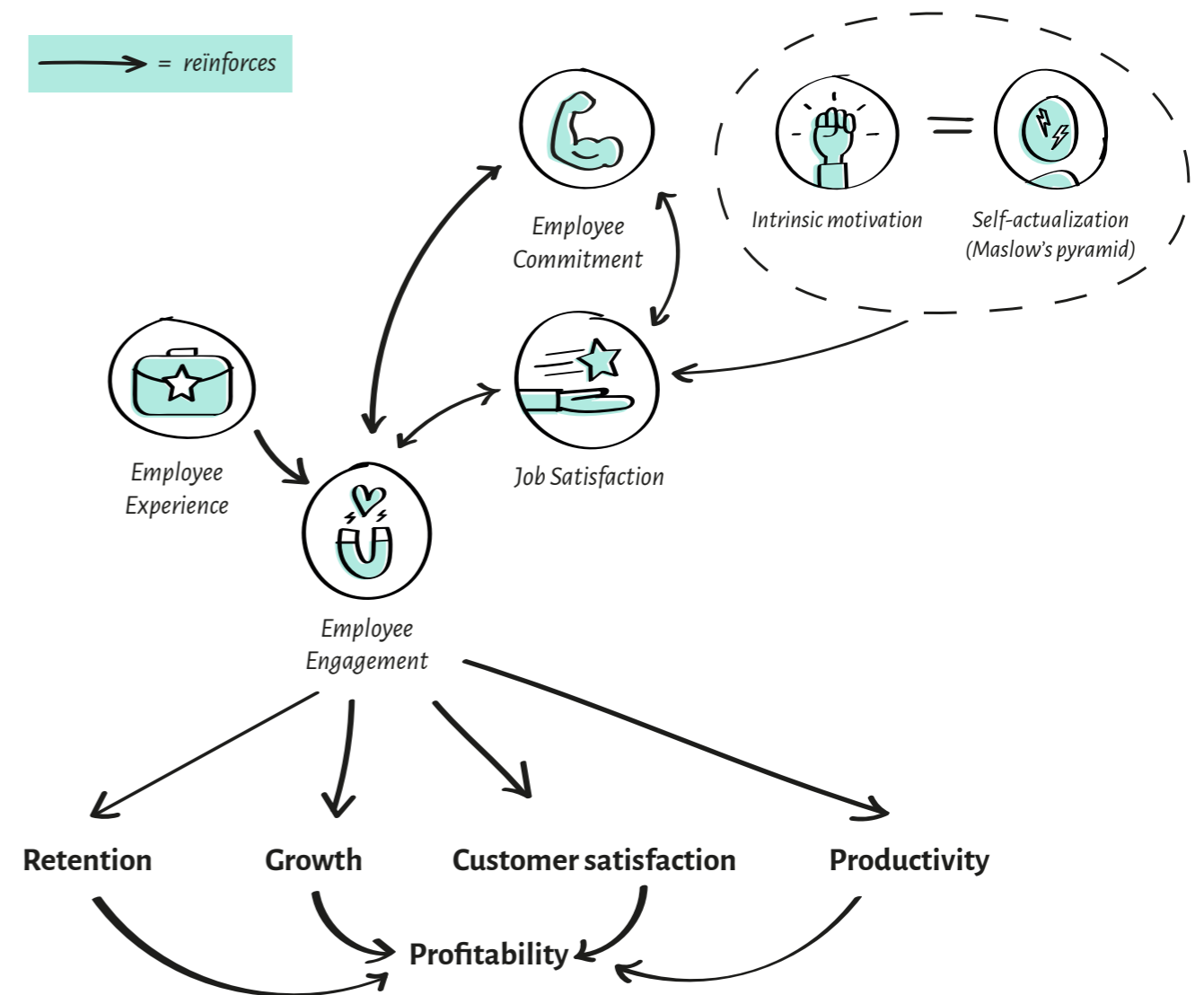


Figure 8 - Connections between constructs

3 Immersion in practice

To create a better understanding of intrinsic motivation, the earlier topic of this project, I conducted interviews with several organizations. These interviews proved to be a turning point in my project, as they stimulated me to broaden the scope from intrinsic motivation to EX.

3.1 Methodology

To investigate how organizations motivate their employees, I reached out to several of Livework's (potential) clients. Since I wanted to gather insights into the long-term strategies of several organizations regarding motivation, I chose to conduct interviews. At this point, I selected this method instead of, for example, observations or generative sessions for several reasons.

I was interested in a better understanding of the design challenge. I was looking for explicit and observable knowledge of organizations regarding motivation (Sanders & Stappers, 2012). I wanted to discover what they knew, how they actively applied it, and why. In this way, I could gain a better understanding of the business objectives they hoped to achieve, what methods they employed for this purpose, and what was holding them back in certain areas. Had I only performed observations, I would be missing their reasons for specific actions. Besides, 'a strategy for motivation' is not something that is easily

observed since it consists of many actions over an extended period. Therefore, the method of conducting interviews appeared more efficient and suitable for the challenge at hand.

For the selection of interviewees, I chose people who worked in Human Resources (HR) departments at different organizations. I decided on HR departments, instead of managers or employees, because the HR department is responsible for many activities regarding employee motivation. Though my project focus has shifted towards EX, the insights I gathered from HR departments are still relevant since it is also responsible for many activities regarding EX. Amongst other things, HR is responsible for (Li, 2014):

- Motivating workers to achieve improved performance
- Payment and reward of employees
- Disciplining individuals
- Encouraging involvement and engagement

Since, at this point, I was mostly interested in the intentions and knowledge of organizations regarding HR decisions, the HR department was a more logical fit than employees or managers.

I reached out to several organizations in varying sectors to get different perspectives on the topic. I spoke with two large financial services organizations (30.000 and 50.000 employees), one large insurance company (12.000 employees), one small design agency (50 employees), one public sector organization (350 employees) and a manufacturing consultancy (120 employees).

On the one hand, this variety of organizations was favorable. Livework has a diverse client base; they operate in eighteen different sectors, such as financial services and education. A client from any one of these sectors might approach Livework for a project on motivation or EX. Talking to organizations from just one or two sectors would not ensure that the results from interviews would be applicable for most of their clients. Ideally, I would have talked to organizations in each of the sectors. However, time constraints in this project prevented me from doing this.

On the other hand, I was only able to speak to one or two organizations in each of the sectors. One insurance organization might still differ from others in the same sector. I was not able to investigate differences within sectors because the interview sample was not big enough. In total, I conducted seven interviews at six

different organizations (Figure 9). I stopped after seven interviews because I gathered little new insights after around five interviews, indicating that data saturation was reached (Guest, Bunce, & Johnson, 2006). The final two interviews were conducted to ensure the desired variety of organizations described above.

The research question for the interviews was:

To what extent do organizations experience the need to intrinsically motivate their employees?

Subquestions for this research question were:

- In what ways do organizations motivate their employees?
 - To what extent are they using financial rewards? (extrinsic motivators)
 - To what extent are they using non-financial rewards? (often intrinsic motivators)
- What is the organization's goal when using different motivational methods?

All interviews were semi-structured interviews, varying from half an hour over the phone (two times) to one hour face-to-face (five times), for all of which I used the same interview guide. Questions in the interview guide were composed following the guidelines by Patton (2002). I explored several topics related to employee motivation. The first questions aimed to discover the overarching goal of the organization's investment in HR strategy. Later in the interview, I zoomed in on

	Role of interviewee	Amount of employees	Sector
Interviewee 1	People director	50	Design agency
Interviewee 2	Rewards lead	20.000	Financial services
Interviewee 3	EX advisor	120	Manufacturing
Interviewee 4	Performance manager	50.000	Financial services
Interviewee 5	Head of HR	10.000	Insurance
Interviewee 6	Head of EX	50.000	Financial services
Interviewee 7	Strategic HR advisor	350	Public sector

Figure 9 - Interviewee overview

specific motivational methods that organizations were using. I made sure to reserve enough time for probing further into relevant or unusual answers. For the interviews that were face-to-face, I brought a rough setup of a general employee journey that Livework developed during past projects (Figure 10). I used this setup to talk about the significant opportunities for employee motivation and where they could have the most impact on the journey. By learning their thoughts about the journey, I got a better picture of where in the employee's career they were already motivating intrinsically and where they saw room for improvement. This helped to answer in what ways organizations are motivating their employees. The journey also helped to capture some insights while interviewing by documenting them on the physical journey (Figure 11).

By asking organizations about the goals of their investment in HR, I expected to learn whether or

not they experienced the need to motivate their employees intrinsically without explicitly asking them this question. If organizations mentioned goals that I knew from literature they could reach by using intrinsic motivational methods, it was clear that they experienced the need to motivate their employees intrinsically without knowing it themselves.

The research setup focused on intrinsic motivation. I wanted to prevent directly asking whether or not organizations knew about the topic, to ensure I was not posing suggestive questions. When using different questions approaching the topic, I noticed that organizations wanted to know more about EX and were a little less interested in intrinsic motivation. Large parts of the interview, therefore, were about EX and not about intrinsic motivation. Thus, even though the interviews initially investigated intrinsic motivation, the natural flow of the conversations towards EX ensured that the results were also relevant for this topic.

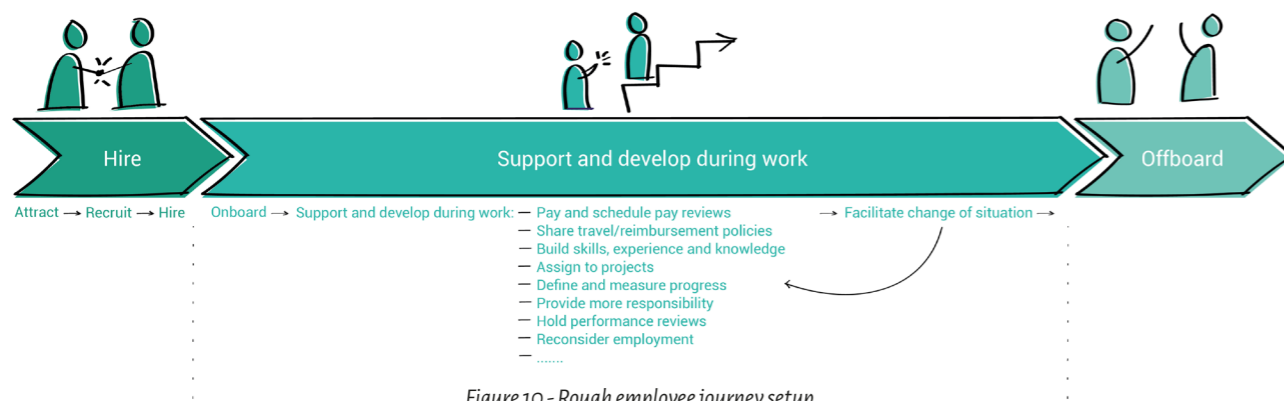


Figure 10 - Rough employee journey setup

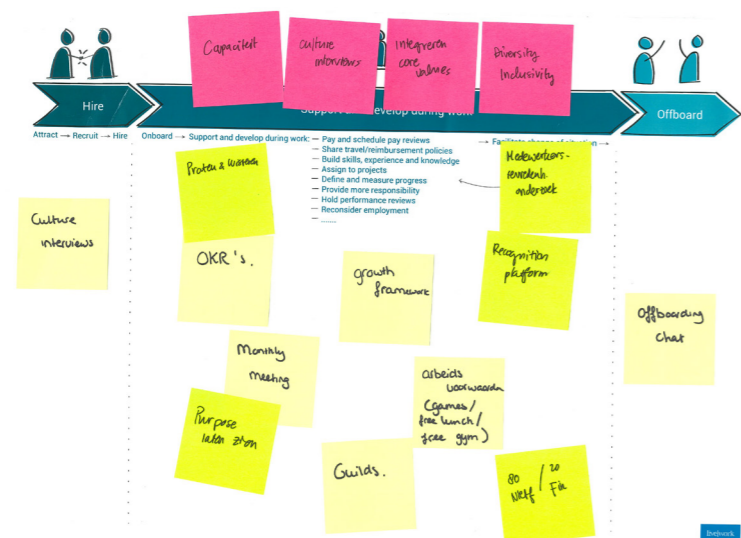


Figure 11 - Employee journey after interview

category	
paraphrase	Both employees and organisations benefit from improving EX
quote	There's actually a business case for making the experience better for the employee, because it also saves money for the company. [...] And so fundamentally happy employees make happy customers. And then the profits follow. Not happy employees not make happy customers and the costs follow.
interviewee	Interviewee 1

Figure 12 - One of the statement cards



Figure 13 - Clustering the different statement cards

3.2 Analysis

For the interviews, I wanted to be able to see connections, where participants' views overlap and where they do not. To achieve this, I used 'statement cards,' a format that the design research method 'context-mapping' often uses. A statement card helps to make steps of interpretation of the interviews and pattern finding explicit (Sanders & Stappers, 2012).

A statement card contains four fields: a quote, the paraphrase or interpretation, the interviewee's name, and finally the category the quote falls into (Figure 12). Based on the paraphrase or interpretation, the statement cards were clustered, and connections between separate interviews were made.

First, all interviews were transcribed verbatim. I then selected fragments that answered the research question or subquestions, or seemed otherwise significant; e.g., conflicting statements between participants or frequently recurring statements.

The selected fragments were then copied into to quote fields of statement cards and paraphrased one by one. In total, I had over 200 statement cards. Some

examples of paraphrases are "focusing on what intrinsically motivates people in a job makes people happier," "the motivation derived from increased salary disappears quickly," and "improving EX is similar to improving CX."

All cards were printed out and cut so that they could easily be clustered and reclustered when necessary. The clustering process took around half a day (Figure 13). I used the method of spontaneous clustering, grabbing one statement card at a time, pasting it on the board and in this way creating clusters on the go, which I immediately gave a name by writing it on a post-it and pasting it above the statement cards. During the process, the clusters evolved, by me merging them when they appeared to be too narrow or splitting them up when they appeared to be large.

This resulted in four main themes that had eight categories. These categories contained none to multiple subcategories. Cards were in themes, categories, or subcategories depending on their abstractness. For the complete coding structure, see Figure 14.

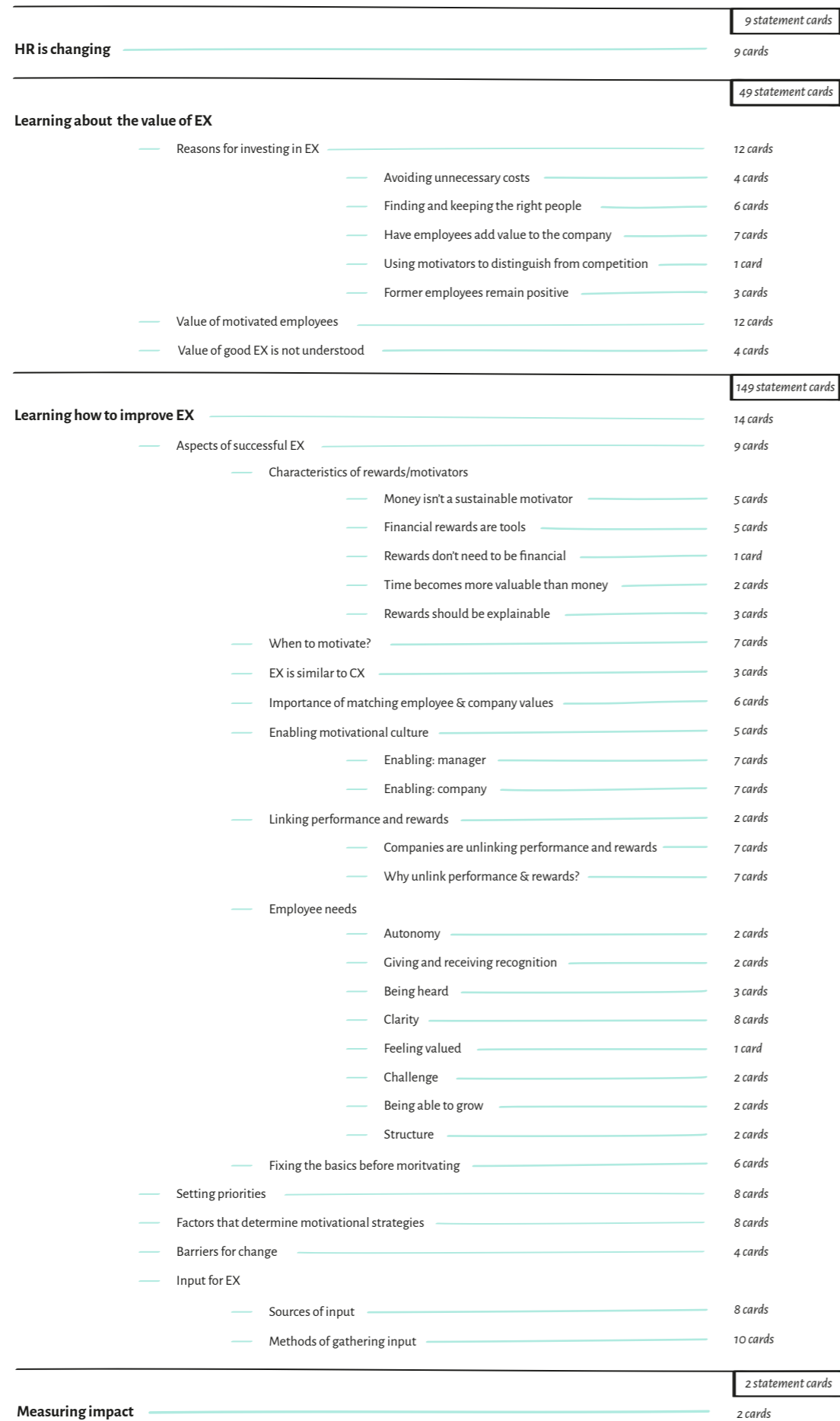


Figure 14 - Coding structure of interviews

3.3 Results

During the sensemaking phase of analyzing the interviews, the connections between (sub-)categories of clusters slowly became apparent.

This section describes the four main themes and categories, illustrating their content with interviewee quotes. This section ends with an visual overview that illustrates the relations between themes and categories.

Even though the amount of statement cards in each theme varied widely, it could still be relevant for multiple interviewees. For example, the cards in HR is changing came from five out of seven different interviewees.

3.3.1 HR is changing

All themes have a verb in the name, indicating that they are continuously evolving and changing. The first theme is the overarching and central theme: 'HR is changing.' Of course, literature has already illustrated this point (Chapter 2), but this is also what HR practitioners feel in their daily jobs. Many interviewees mentioned it, either directly or indirectly.

Some talked about "old-fashioned" HR, or "standard" HR, indicating that this is not current practice anymore.

"The old, traditional HR department was just like, 'we do company policies, we do rules, and we have some HR products.'"
- Interviewee 2

"Within our organization, we follow a pretty standard/traditional performance management or evaluation process."
- Interviewee 4

"If I look at this organization, how it is now, then I have an opinion. I find it a bit old-fashioned. Based on traditional models, how you design an employee relationship and how you reward people in it."
- Interviewee 7

Some talked about change surrounding organizations, e.g., "everything around the company context is changing."

"The context is changing. Different labor market, an office now, you work together a lot more. Everything is changing."
- Interviewee 5

"Organizations are shifting towards becoming more IT organizations."
- Interviewee 6

Others were more focused on details, e.g., "rewards and gifts are moving from financial to more time and experiences."

"You need to receive a gift a few times, but in the end, you also want someone to say: 'hey Rosa, super cool research you did!' Furthermore, I think that time is becoming more valuable than money."
- Interviewee 2

"A lot is being published in the news on rewards. ASR just got rid of bonuses, Achmea disconnected rewards from performance reviews and we also just did that in our organization."
- Interviewee 4

In any case, HR practitioners are aware that their field is continuously changing, and they perceive that radical developments are happening. Facilitating change, especially in large organizations, is difficult; there are even degrees dedicated to organizational change management. The recent shift towards EX

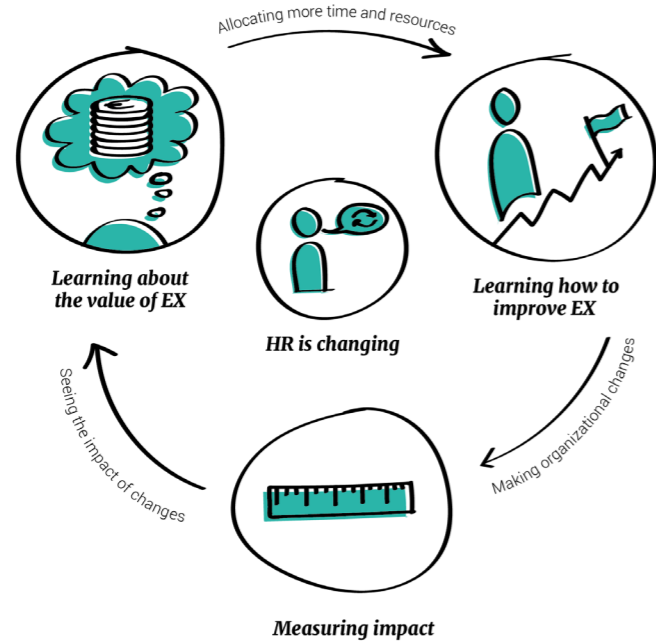


Figure 15 - The EX cycle

calls for internal changes in organizations, which is when the other clusters become relevant.

From the interviews, I sensed that it is not yet entirely clear for organizations how EX differs from more traditional HR concepts and practices. The other three main themes illustrate the process of investing in EX. All themes are essential when improving EX. The themes build on each other and should be addressed in a specific order. In that sense, these three themes are steps that follow each other and repeat: a cycle (Figure 15).

The steps show similarities with the build-measure-learn feedback loop (Figure 16; Ries, 2011), although the philosophy behind this EX-cycle is quite different. The build-measure-learn loop is used in practice to quickly experiment with ideas, creating minimum viable products that enable the designer to measure variables and use that data to generate new ideas for improved products. The EX-cycle covers the same process (from 'Learning how to improve EX' to 'Making organizational changes' to 'Measuring impact'). However, this cycle is not necessarily created to make changes and adapt them fast. Besides, the EX-cycle takes into account that organizations need to 'Learn about the value of EX' by 'Seeing the impact of changes.' When organizations understand the value (better), they will 'allocate (more) time and resources' into improving EX.

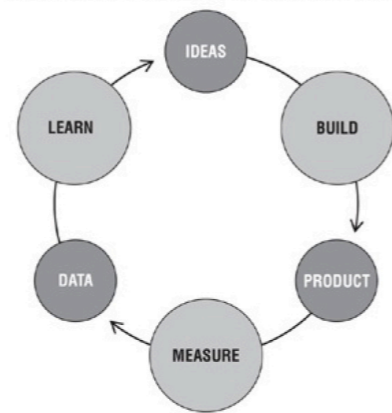


Figure 16 - The Build-Measure-Learn feedback loop (Ries, 2011)

purposely depict this process as continuous because the first theme and Chapter 2 showed that HR keeps evolving, and there is always more to learn; such as 'Manager Experience (MX).

I think an EX-centered organization may reach a point where it understands the value of EX well and will spend more time in the other two steps of the cycle, alternating between making changes and measuring impact. Currently though, almost all organizations could still benefit a lot from gaining a better understanding of what EX can bring them.

3.3.2 Learning about the value of EX

The interviewees show consensus about 'Learning about the value of EX' being the starting point of the EX process.

"It has to start with companies being intrinsically motivated to change. If you are completely on the money side, and you believe in it, then it is hard to change."

- Interviewee 2

"Every initiative in the HR department of our organization needs to be underpinned by the business value it brings. It's important to quantify how many single persons within an organization something affects, and how much money that costs."

- Interviewee 6

This step is important because currently, as several interviewees explained, the value of EX is not entirely understood.

"I see the total business case for motivated and satisfied employees. [...] recruitment costs are down, discretionary effort is up, retention's up, delivery to clients go... [...] It's hard to show the link from investment now to what that benefit looks like, because there's usually a lag in time to feel the impacts of some things."

- Interviewee 1

"And where are they willing to spend time and I don't think everyone has the same understanding of the impact that some of these little things can actually have."

- Interviewee 1

"It's a challenge to connect the efforts of EX to their benefits."

- Interviewee 6

These quotes showcase that investing in EX is a challenge because uncertainty about the value of EX leads to organizations using different (potentially outdated) methods, or allocating too little time and resources to make a differentiating impact. This, in turn, leads to more skepticism about the value of (investing in) EX, since the results can be disappointing if it is not appropriately addressed.

This first step can be further split up into two categories (Figure 17): Reasons for investing in EX & Value of motivated employees.

Reasons for investing in EX

The category 'Reasons for investing in EX' holds statement cards that describe why the interviewee's organizations focus on recognition, motivation, and EX in general. Examples of quotes that form this category are:

"[A reason for investing in EX is] to stop the people I want to stay from leaving. That's an objective."

- Interviewee 1

"People are involved, and that's okay, but we also want people who are promotor of our brand; our consumer brand but also our brand that we are as employer."

- Interviewee 2

"The most prominent goal is to make the employee journey at our organization as nice as possible. To try that people really feel at home here, that people fit in, and that people can learn something."

- Interviewee 3

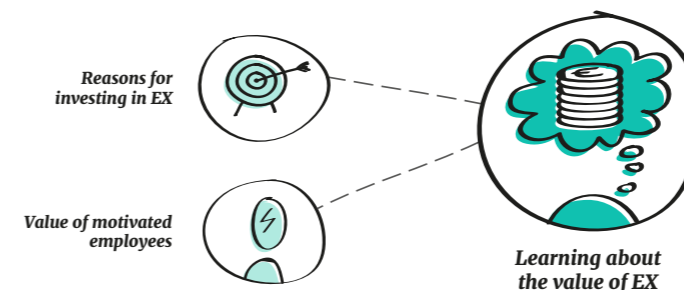


Figure 17 - Categories in Learning about the value of EX

Organization's reasons for investing in EX varied widely. Usually one organization even has multiple different objectives. The order and importance of these objectives are not always clear.

"Retention. Of good people. Performance improvement of, I would say, average or not so good people. And I would say general risk management. [...] So your company's customers are happier. And also you avoid costs that are associated with not being motivated at work."

- Interviewee 1

3.3.2.1 Value of motivated employees

In the category 'value of motivated employees' are statement cards that describe the value of motivated employees (instead of the value of *motivating* employees) according to the interviewees, i.e., why are motivated employees more valuable than not-motivated employees?

"I think that it is also the way to make people happier in their job, and [...] that they feel they are supposed to be here and that they are also more efficient and effective."

- Interviewee 3

"Engagement is a proxy of performance for use. It is also scientifically proven that if your employees are engaged, they are prepared to go the extra mile for your organization."

- Interviewee 4

"You want your employees to be super successful, because then your organization will be successful and it is even nicer to work there."

- Interviewee 5

These quotes describe a few of the benefits that interviewees mentioned regarding motivated employees. It is interesting to note that they all link back to benefits for the organization, like efficiency and the organization being successful. Another benefit interviewees mentioned more than once was 'employees going the extra mile,' or 'increasing discretionary effort.' In literature, this is defined as employees *choosing* to exceed usual job demands or expectations. An example is working on evenings or weekends to satisfy a customer (Dubinsky & Skinner, 2002).

Besides the advantages of investing in EX that the interviewees mentioned, a lot has been written about the value of EX, such as increased profit, revenue, and retention (see Chapter 4). For organizations to invest in EX properly, certain people, especially leadership, within the organization should fully understand what EX can mean for them. This challenge does not call for a one-size-fits-all solution; different arguments are likely to convince a government organization than, for example, a financial organization.

In conclusion, this first step in the EX-cycle is of utmost importance. Once organizations comprehend what EX can mean for them, they know why it is crucial to allocate time and resources to the process of improving EX, which is the next step in the cycle.

3.3.3 Learning how to improve EX

After organizations are aware of the value of EX, they will hopefully have allocated time and resources to start the process of learning how to improve EX. This theme, or this step in the cycle, is actually where by far most statement cards fall under; around 150 (compared to 60-70 in total falling under the other three themes). This theme covers four categories (Figure 18), which I will explain a bit more in-depth.

Before organizations can start making changes to improve EX, they should know which changes to make. Based on the interviews, knowledge about EX falls into three categories: what are 'Aspects of successful EX', collecting 'Input for EX' to understand what your employees need, and how the 'Factors that determine motivational strategies' influence what EX steps an organization should take (which is category four: 'Setting priorities').

Aspects of successful EX

The category 'Aspects of successful EX' describes aspects that are generally applicable to all organizations. It is the largest of all (sub-)categories. The interviewees had all made an effort to expand their knowledge on how to motivate employees by, for example, reading books and online articles and joining leadership training.

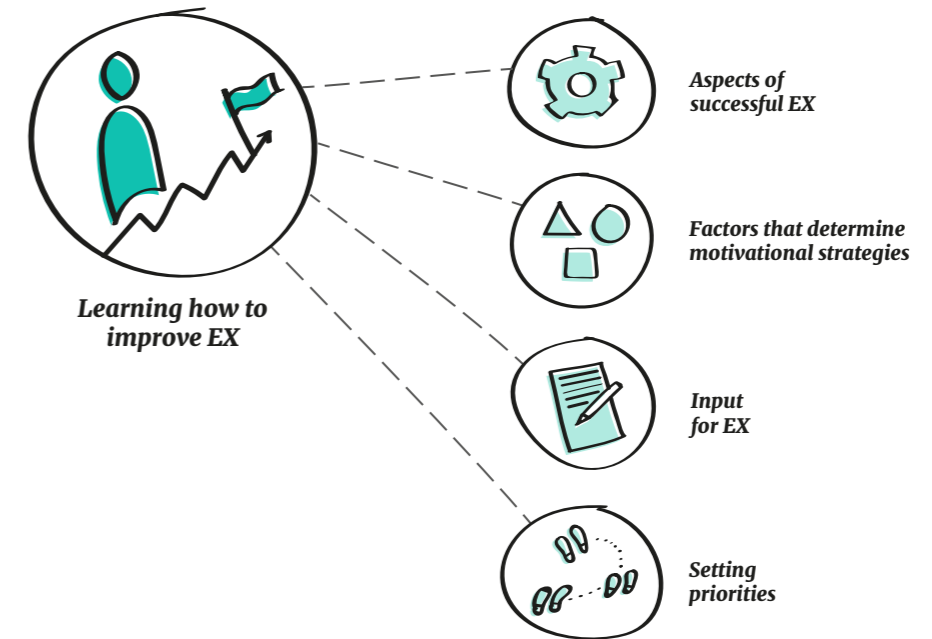


Figure 18 - Categories in Learning how to improve EX

At this point, I would like to highlight some aspects of successful EX that interviewees considered of additional importance.

Fixing the basics

Something almost all interviewees mentioned, is to 'fix the basics before motivating.'

"However, it's hard to go start dressing a cake with icing. The cake hasn't baked yet. So you almost have to eliminate a lot of the detracting pain points before you can add on motivators otherwise they can seem superficial."

- Interviewee 1

This view is related to Herzberg's theory of motivation (Herzberg et al., 1959), which is considered general knowledge in the Human Resources department.

Core values

Another similarity between all organizations is that every organization I talked to has core values, and deems it essential that employees know these core values by heart, as well as perform their work according to these values.

"If you were to wake one of my employees in the middle of the night, they will be able to tell you the core values of our organization."

- Interviewee 5

In almost every one of the organizations, it is possible to recognize colleagues for doing something well, if the compliment is linked to one of the organization's core values. If an organization had the core value 'be transparent,' you could, for example, compliment a coworker for sharing something they struggle with, because it shows 'great transparency.' When I asked why it is important to organizations that employees work according to their core values, they linked it to making employees fit in and feel happier. The link between the more important values of organizations and employees matching and employee happiness was confirmed by literature (de Sousa & Porto, 2015). This, in turn, leads to more productivity and efficiency (Oswald, Proto, & Sgroi, 2015).

"I think that when someone fits in, and adheres to those core values, thus is happy, they will work more productive, more efficient and more effective than when people are not really motivated or not really fit in."

- Interviewee 3

While these findings show that there are some aspects of successful EX that are applicable to almost all organizations, there are some factors that urge organizations to choose different strategies, as summarized in the category 'Factors that determine motivational strategies'.

Factors that determine motivational strategies

Some different factors were mentioned. One of them was job type:

"I personally think that it [variable pay] works well in a predictable and measurable context. For example, in sales and customer service."

- Interviewee 4

Another factor that was mentioned was differences in sectors:

"In the academic world there was not a lot of space or attention for feedback or motivation. [...] That differs quite a lot from consultancy where I also worked, there you got feedback continuously, which makes you grow harder as a professional."

- Interviewee 4

One other important factor is company size:

"You need to agree collectively on things like holidays or pension. If you wouldn't do that you'd have to agree with each employee individually. If you have a very large company, this is just not feasible."

- Interviewee 2

These quotes show that, for example, company size, industry, and job type play a role in what will work as a strategy and what will not.

Once the type of organization is clear, and there is an understanding of what makes successful EX, an organization should discover what works for their specific employees. 'Input for EX' summarizes these insights, which are underpinned by literature,

e.g., Nelson & Doman (2017). They conclude that while there are undoubtedly common elements in EX, every EX strategy is unique because of varying business cultures and contexts. Even employees from similar-sized companies in the same industry might experience other needs to be fulfilled and other pain points.

Input for EX

This category has two subcategories: 'Sources of input' and 'Methods of gathering input.' Both are important when designing an EX strategy. Sources of input should be employees for sure. However, one organization broadened its input sample and asked random others what they valued in their work:

"We did experiments with employees, but also people who don't work for us. Just random. So I was at the station with a few colleagues and asked: 'If you see this, what would you like the most and why?' We got very valuable things out of it."

- Interviewee 2

Most organizations now agree that listening to employees is essential. However, the way they do it still varies widely:

"We always talk with people who leave with an offboarding chat."

- Interviewee 3

"Once a year we send a survey to all employees, three times a year we send a survey to a subset of employees. So we survey at least four times a year."

- Interviewee 4

"[Conversations] provide that in-depth insight that you just don't get from a survey"

- Interviewee 2

These quotes show that while some organizations still use surveys, others feel that surveys don't provide enough in-depth insights. One organization mentioned that they are using employee panels in the same way

that they are using customer panels; inviting a group of employees to give feedback on an idea that concerns their experience. Within all organizations, there is a trend to move more towards continuous conversation as opposed to large employee satisfaction research once a year.

Setting priorities

After gathering the necessary knowledge in the three mentioned areas, organizations need to set priorities: what step to take first? As it turns out, 'Setting priorities' is something every organization struggles with.

"We often have discussions about what we find most important. For what will we free up capacity and resources? Where is the largest value for employees and the organization?"

- Interviewee 2

There is already some indication of what steps should be taken first (the hygiene factors, as mentioned by Herzberg et al., (1959)). It might be possible that there is also a logical order after that. From the interviews, I understood that organizations would like some guidance in this process.

Organizations would like guidance in prioritizing steps for improving EX.



3.3.4 Measuring impact

Measuring impact was not something that interviewees mentioned often, but it was still a struggle for some organizations:

"It's hard to show the link from investment now to what that benefit looks like, because there's usually a lag in time to feel the impacts of some things."

- Interviewee 1

Measuring impact is crucial because it, in turn, can lead to an organization understanding better what EX can do for their organization. This leads to a better understanding of EX, which could lead to allocating more time and resources to EX development, making the cycle complete.

3.4 Conclusions

This chapter described the process of conducting interviews to investigate to what extent organizations experience the need to motivate their employees intrinsically. This chapter yielded a few crucial conclusions for this project.

Project direction

One of the most relevant conclusions was that I should broaden the project topic from intrinsic motivation to EX, which has already been mentioned several times. I already explained that while this research focused on intrinsic motivation, the results were still relevant at the beginning of this chapter. Therefore, I used the results when moving forward with the project. Three main reasons convinced me to expand the project scope.

1. EX is more versatile than intrinsic motivation

Stimulating employees' intrinsic motivation is one method that organizations can use to improve EX. However, EX is more versatile than intrinsic motivation, since EX covers the entire experience of employees, including the physical environment, communication with managers, and how employees are motivated (Morgan, 2017). Therefore, EX provides more flexibility. Since this project is carried out for Livework, who has a client base that covers eighteen different sectors, this flexibility is essential. The concept of intrinsic motivation is still relevant and could be addressed as part of a larger EX project.

2. Clients' way of working

During the interviews, I noticed that clients did not compartmentalize HR practices in the same way I did. Whereas I considered, for example, motivation or rewards, they made distinctions based on processes, such as performance reviews or engagement surveys. Expanding the scope to EX covers both concrete things, such as rewards, and processes, since EX is about *all* interactions with an organization.

3. Client demand

EX is currently a hot topic, and many organizations want to start investing in it. As was showcased by the Gartner survey mentioned in Chapter 1, 51% of HR professionals considered EX a key initiative this year (2019). I could not find similar statistics for intrinsic motivation. EX is more relevant to the business environment of today, which is the final reason why I broadened the project scope.

Due to all these findings and considerations, the main research question to guide this project was changed into: How can organizations improve EX?

The EX cycle

Besides the change of topic, the interviews yielded a three-step cycle towards improving EX: the EX cycle (Figure 19). The overarching theme was: HR is changing. The three steps were:

1. Learning about the value of EX
2. Learning how to improve EX
3. Measuring impact

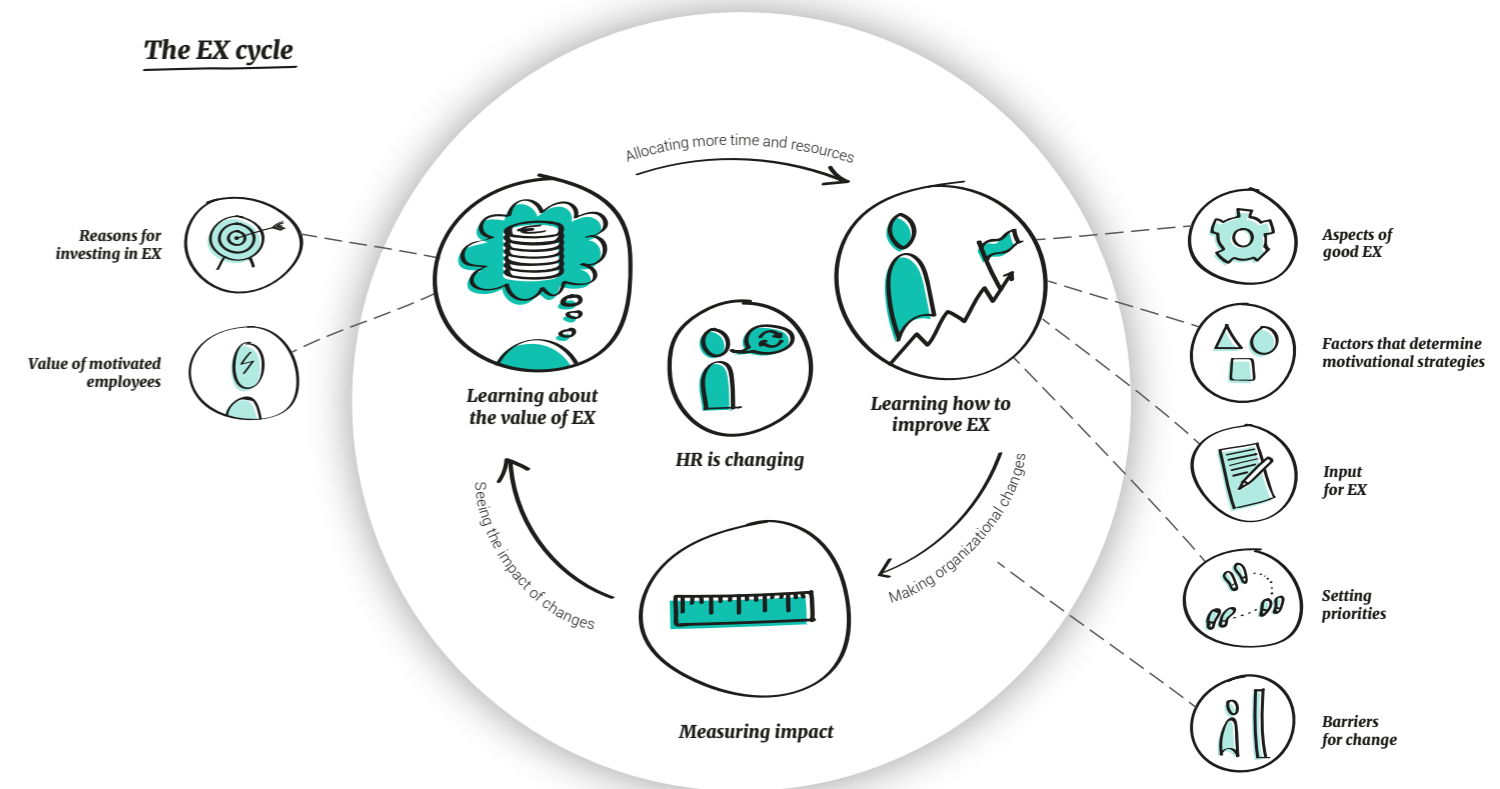


Figure 19 - The EX cycle, including categories within themes

HR is changing

Chapter 2 showed that different HR concepts have surfaced over the years, indicating that the field is continuously changing and evolving. However, the perception of interviewees is that the field is especially changing now, which was illustrated by several quotes. This perception creates space for organizations to take a critical look at their practices and evolve them.

To create successful EX, an organization needs to go through the three steps of the EX-cycle: learning about the value of EX, learning how to improve EX, and measuring impact.

Learning about the value of EX

The value of EX, increased retention, and profitability, for example, is not always clear to decisionmakers in an organization. However, organizations need to know this value in order

for them to properly invest in EX. Therefore, this is the first step of the cycle. When organizations are aware of the value of EX, there is a variety of reasons why they invest in EX.

Learning how to improve EX

When learning how to improve EX, organizations should consider three areas: aspects of successful EX that are generally applicable to multiple organizations, differentiating factors that determine what strategies will probably and might not work, and input from employees. These areas can help with prioritizing EX improvements.

Measuring impact

Measuring impact is not something that organizations seem to be actively thinking about; however, it is considered a useful way to illustrate the value of EX.

4 Immersion in Employee Experience

We have now seen two important developments regarding EX. A literature review yielded the history and building blocks of EX. A set of interviews provided a three-step cycle that leads toward successful EX. This chapter dives deeper into EX, describing the business value, and definition. Besides, this chapter describes a model that creates an overview of steps organizations can take to shape the experience of their employees.

4.1 Defining Employee Experience

EX is a relatively new construct. In 2015, AirBnB was the first organization that employed a "Global Head of Employee Experience" (Peper & Mes, 2018), which signified the beginning of the construct. Since then, more and more organizations have created roles that focus on employee happiness and experience, mostly as part of HR management.

As EX is relatively new, the body of knowledge on the subject is still in its infancy. A quick search on Google Scholar for the term yields around 9.600 results (Figure 20, consulted 18th of August 2019). In contrast, a search for the term "employee engagement" yields almost ten times more results; 94.000 (Figure 21, consulted 18th of August 2019). Out of the 9.600 results, many don't concern EX as a research construct, but

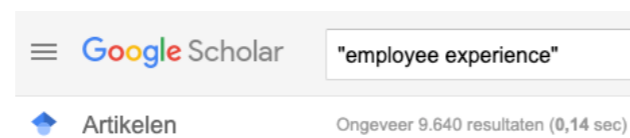


Figure 20 - Employee Experience search results

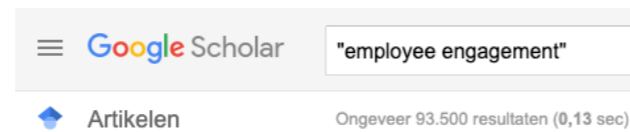


Figure 21 - Employee Engagement search results

discuss, how employees experience a small part of the working environment. This is, of course, part of EX, but a clear definition and overview of the construct underpinned by scientific research are lacking. Most of the current knowledge on EX comes from practice and is captured in books instead of scientific articles.

This means that frameworks and definitions are more based on gut feeling of authors as opposed to validated assumptions and empirical evidence. While this does not mean this information is not valuable, future research should focus on validating existing knowledge. For this project, however, I have used the knowledge and books currently available

Two books that lay the groundwork for EX, and are often referred to by other books (e.g. Lynn, 2019; Peper & Mes, 2018), reports and online articles, are *The Employee Experience Advantage* (Morgan, 2017) and *The Employee Experience* (Maylett & Wride, 2017).

Both Morgan and Maylett & Wride define EX in their books. In Chapter 1, I already mentioned their definitions of EX. According to them, EX is:

"the sum of perceptions employees have about their interactions with the organization." - Maylett & Wride (2017)

"the intersection of employee expectations needs and wants, and the organizational designs of those expectations needs and wants." - Morgan (2017)

A survey by Nelson & Doman (2017) asked organizations how they define EX. Nelson & Doman found that most definitions involve scaling the design of the organization around the employee to ensure the best possible experience. This is similar to the definitions

of Morgan and Maylett & Wride. What's interesting is that both mention an important aspect that the other leaves out. Maylett & Wride mention employee interactions with the organization, and Morgan mentions employee expectations. Even though Maylett & Wride did not include employee expectations in their definition, they do emphasize the importance of expectations. They illustrate this importance through an example of two employees who are treated similarly. One employee is a young dad and the other a bachelor who likes to go out at night and have a few drinks. They were promised flexible working hours when starting. In practice, however, employees are free to leave work however late they want, as long as they arrive at seven in the morning at the latest. For the young dad, this is perfect; he can leave early to pick up his son from daycare. For the bachelor, however, coming in so early is very difficult. Due to their different expectations regarding flexible working hours, and whether or not this aligns with reality, one has a very positive experience and the other doesn't. I, therefore, feel that combining both definitions of EX provides a holistic definition of the topic, which I will use throughout this report:

"Employee Experience is the sum of perceptions employees have about their interactions with the organization, and how this aligns with their expectations."

4.2 The value of Employee Experience

The previous chapter illustrated why it is crucial to understand the value of EX. It was linked to various benefits that organizations have been chasing for decades. Maylett & Wride link EX to things like increased retention, revenue growth, and higher customer satisfaction scores (2017). As already explained in Chapter 1, Morgan found that organizations that are genuinely Experiential (i.e., have mastered the art and science of EX) perform significantly better on relevant dimensions when compared to nonExperiential competitors. For example, on average, Experiential organizations have almost three times higher revenue per employee and over four times higher profit per employee (Morgan, 2017). Non-financial benefits include that employees hired at Experiential organizations stay at those organizations for more extended periods. Besides, Experiential organizations are more admired and respected than nonExperiential organizations. They are, therefore, seen as more attractive to potential and current employees and also looked at as role models for people and other organizations around the world (Morgan, 2017).

Other business outcomes that Morgan was able to link to Experiential organizations was that they are smarter, greener, happier, and more diverse than nonExperiential organizations (2017).

These findings of Morgan and Maylett & Wride show that business objectives that are key to an organization, such as increased revenue and profit per employee or employee retention, can be achieved through EX. Besides, EX comes with other, maybe unexpected, benefits, such as Experiential organizations being greener and their employees being happier. It is uncertain to what extent organizations are aware of this value. As described in Chapter 2, some interviewees considered the value unclear and found it hard to link something to EX. This could be addressed in a design for this project. Further research would have to validate their assumptions.

4.3 The link between Customer Experience and Employee Experience

A construct that is closely related to EX, which was already mentioned in Chapter 1, is Customer Experience (CX) (Gonring, 2008). Organizations realized that to deliver the desired CX they worked so hard to design, they needed employees that were committed to delivering it.

CX is a more mature construct than EX. The importance of CX was first emphasized in 1999 (Lemon & Verhoef, 2016). Since then, a lot has been published about what it is and how to design it (e.g., Bliss, 2018; Delisi & Dixon, 2013; Rawson, Duncan, & Jones, 2013). Creating a compelling customer experience has been linked to benefits such as increased customer satisfaction and retention, a higher repurchase intention and more recommendations through, for example, word-of-mouth advertising (Keiningham, Cooil, Aksoy, Andreassen, & Weiner, 2007). An approach that is used to design CX is service design (Reason, Løvlie, & Brand Flu, 2016). According to Reason, Løvlie & Brand Flu, some key concepts lie at the heart of service design, such as design thinking, qualitative customer research, and visualization. The lens of service

design and design thinking can also be applied to the workplace for designing EX (Gruber, De Leon, George, & Thompson, 2015). The developed capabilities for creating compelling CX have prepared organizations to design successful EX as well. After all, employees are, just like customers, people. A vital CX tool, such as customer journey mapping (Lynn, 2019), can be just as easily used to document the experience of employees. Organizations are also aware of this overlap, and they are using tools they bought or built for customer experience and applying them to EX.

"Yeah, it's a digital tool. We can use it through the CX team; we already had the license."

- Interviewee 2

For organizations, expanding from CX to EX is a relatively small step, since the process to design these experiences is similar. This should speed up the adoption of EX for organizations who have developed internal CX capabilities.

4.4 How to work on Employee Experience

In Chapter 3, I first learned that there are some aspects of successful EX that are generally applicable to multiple organizations. Interviewees already mentioned several things, such as fixing the basics first and having core values. Besides, I found a lot of information in literature that explained how organizations could improve EX (e.g., Deci & Ryan, 2000; Maylett & Wride, 2017; Morgan, 2017; Stone, Deci, & Ryan, 2009). **The topic was becoming incomprehensibly big. I needed a way to structure the topic, findings, and my thinking. I observed that others who wrote about EX created models or frameworks to achieve just that.** For example, Morgan proposed the EX advantage model (2017), and Peper & Mes created the HEART model (2018). While they showed similarities, the models were not identical. To learn how organizations can work on EX, I too felt the need to have a model or framework that structures different parts of the enormous topic.

To test the eligibility of various models, I collected a list of as many aspects of EX that I could find in literature, books, my interviews with experts, and online articles. **Over a few weeks, I collected a list of 50 aspects of EX.** While creating the list, I did not have a specific goal in mind of how many aspects I wanted to collect. After a while, I noticed that the list was saturated, because I did not find new aspects when collecting more data. Although my list may not include all aspects of EX, I do think that I covered an important majority of the aspects, based on the extensiveness of my literature review.

I found aspects on different levels of abstractness. Again, I used the method of spontaneous clustering like I did with the statement cards in Chapter 3. This time I applied it to the 50 aspects. I was able to define three levels: human needs & values, organizational improvement areas and concrete things to improve. For the full list of aspects and sources, view Appendix 1.

Human needs & values

The aspects in this level were big conceptual aspects that can have multiple ways of interpretation, such as

autonomy (e.g. Reilly, 2003), clarity (e.g. Stone et al., 2009), flexibility (e.g. Hill, Hawkins, Ferris, & Weitzman, 2001), recognition (e.g. Ryan & Deci, 2000) and fairness (e.g. Morgan, 2017).

Organizational improvement areas

The aspects in this level are already more concrete than the human needs & values level, and more specific for the organizational context. This level contained aspects such as contributing to a higher purpose (e.g. Peper & Mes, 2018), cultural alignment (e.g. Sheridan, 1992), knowledge sharing (e.g. Foss, Minbaeva, Pedersen, & Reinholt, 2016), setting goals (e.g. Meyer, Becker, & Vandenberghe, 2004) and stimulating health (e.g. Morgan, 2017).

Things to improve

This level is the most concrete level of the three. It contains aspects that are literal policies, processes or artefacts of the working environment. Examples of aspects in this level are performance reviews (e.g. Hughes & Rog, 2008), gifts (e.g. Kinjerski & Skrypnik, 2006) and working environment layout (e.g. Ashkanasy, Ayoko, & Jehn, 2014).

Upon later review it occurred to me that the aspects in the lower levels can actually be used to improve aspects in the higher levels. For example, better performance reviews are a process that can be used to improve the process of setting goals, or the design of a working environment layout can enable higher flexibility. In this way, aspects of different levels can be connected to each other.

4.4.1 Model selection

Through my research on EX, I encountered multiple models that provide global categories organizations can work on to improve EX. I made a selection based on the constructs the models represent. Of course, I selected models for EX, but due to the earlier mentioned immaturity of the topic I wanted to broaden my scope to previous HR constructs, such as employee commitment and employee engagement. My hypothesis was that these models, in spite of being designed for another HR construct, might still

be relevant for EX. There are certain models that describe human needs and values in life in general. I opted not to include these models, since I wanted to look at the context of being an employee specifically. However, some of these models had been adapted to fit the organizational context, which I decided to include. Besides, I only considered models that had to a certain extent been backed by scientific research, or had been adopted as valid and elaborated on by the scientific community. I finally selected six models to compare, based on the described criteria (Figure 22).

Even though I wanted to compare different models, I suspected that models that were designed specifically for EX would better represent the list of aspects of EX that I constructed. To ensure a fair comparison of the different models, I summarized the contents of each model in one to two sentences (at least containing the essence the authors described). The summaries of the contents are presented on the following pages.

Assessment criteria

As mentioned earlier, I created a list of 50 aspects that at least one, but preferably more, sources considered crucial to improving EX. Thus, one obvious criterium for a model to be considered suitable to help organizations improve EX, a model should cover most aspects of this list.

Criterion 1: To create an overview of how organizations can work on EX, a model should cover most aspects of EX.

I felt the need to adopt a model, due to the topic being so large that it became incomprehensible. The model was needed to structure the topic, findings and my thinking. In order to provide structure, a model should break the topic of EX up into smaller, more manageable sections. To ensure this, aspects should be evenly spread over different model categories.

Criterion 2: To create an overview of how organizations can work on EX, aspects should be somewhat evenly spread over different categories proposed by models.

When collecting the various models, I noticed they were created from different viewpoints. They either focused on the organizational perspective or the employee needs. Even though the focus was on one perspective, often aspects that 'belonged' to the other perspective could be placed in the model as well. I was first made aware of the difference between both viewpoints during my interviews (Chapter 2) by interviewee 4. They mentioned that it was sometimes frustrating that organizations are often criticized while there is a lot of focus on employee happiness.

"In the media there is a lot of attention on employees, and of course we don't want to give the wrong stimulants, I agree, but the organizational perspective is often not taken into account. For example, variable pay is a tool to reward results, steer focus and cover risks. [...] In the end it's a contract that you sign as employees and organizations, and both should profit from it."

- Interviewee 4

When evaluating the models their quote resurfaced in my mind. It makes sense for an organization not to focus **only** on how they can make their employees the happiest. To exist, an organization has basic objectives, such as generating revenue and hopefully profit. EX is a **tool** that can help organizations achieve this. Without an organization that thrives through profit and growth, there is no experience to improve. A balance needs to be found between creating excellent EX, and what is also important for an organization. Another interviewee talked about this as well:

"I made a plan for multiple years, what are we going to do first? And what you see, is that you want to do it all in the beginning, because everything is connected. [...] I divided it up, and placed all activities on a timeline. Some, with a heavy heart, I had to place a lot later than I would have liked, but we just can't do it all at once."

- Interviewee 7

Even though they knew how they could change the organization to improve EX, they could not do it all at once. Choices had to be made to ensure a smooth transition. Both quotes illustrate that it is important

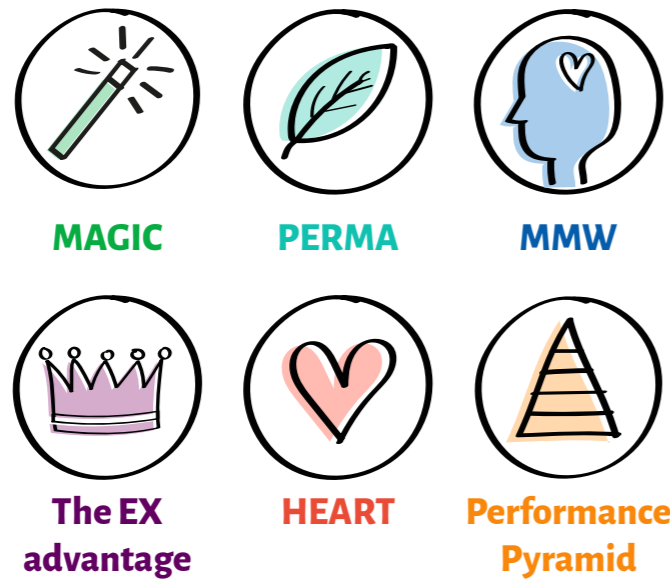


Figure 22 - Six models to compare

to take both the organizational and the employee viewpoint into account.

Criterion 3: To help organizations work on EX, it's important to take both the viewpoints of organizations and employees into account.

Finally, it was probable that none of the models covered all aspects of EX that I found. However, it is important not to disregard aspects that weren't covered, because sources still considered them as crucial to EX. Therefore, the final criterium is that aspects that are 'missing', i.e., not covered by a model, can be integrated through minor changes in the model.

Criterion 4: To help organization work on EX, minor changes in model descriptions should ensure integration of missing aspects.

4.4.2 The models

MAGIC

The MAGIC model (Figure 23) is introduced by Maylett & Wride (2014) in their book *MAGIC: Five Keys to Unlock the Power of Employee Engagement*. They describe the theory and methodology of Employee Engagement, and provide guidance on how to create MAGIC within companies, schools, hospitals and nonprofits. According to Maylett & Wride, MAGIC lies in the intersection of *Commitment*, *Satisfaction* and *Engagement*. They state that even the most engaged

employees might leave when, for example, hygiene factors such as pay and benefits, have not been fully satisfied.

Figure 23 shows the five *keys* to committed, satisfied and engaged employees according to Maylett & Wride: **M**eaning, **A**utonomy, **G**rowth, **I**mpact and **C**onnection. As they say: "When these five keys are present, your people will engage in ways you can't even imagine" (Maylett & Wride, 2017, p. 182), indicating these are the five categories that lead to engagement according to them.

Since the approach of Maylett & Wride is specifically aimed at engagement, I was curious as to whether or not it could also prove relevant for EX. I found that there was indeed a considerable overlap between my list of 50 EX aspects and the MAGIC approach. I was able to match 30 out of 50 aspects in the approach (60%).

Meaning held aspects like *contributing to higher purpose* and *feeling valued*. In Autonomy I placed aspect such as *freedom* and *personalization*. Growth had aspects such as *employee development* and *challenge*. In Impact I put aspects like *seeing impact* and *feedback*. Finally, Connection held aspects such as *cultural alignment* and *relationships*. For an overview of how many aspects fit in each area of MAGIC (e.g., Meaning held 6 aspects), see Figure 24.

MAGIC

Goal

Employee engagement.

Model

Five keys that together ensure that "people engage in ways you can't even imagine"

Content

Meaning: employees believe that their work serves an important purpose beyond that of a company's profitability.

Autonomy: the power to shape your work and environment in ways that allow you to perform at your best, within boundaries of the organization.

Growth: being stretched and challenged in ways that result in personal & professional progress.

Impact: seeing positive, effective and worthwhile outcomes and results from one's work.

Connection: a sense of belonging to something greater than oneself.

Additional comments

MAGIC assumes the basic need for pay, recognition, tools, resources and other hygiene factors are taken care of.

Maylett & Wride, 2017

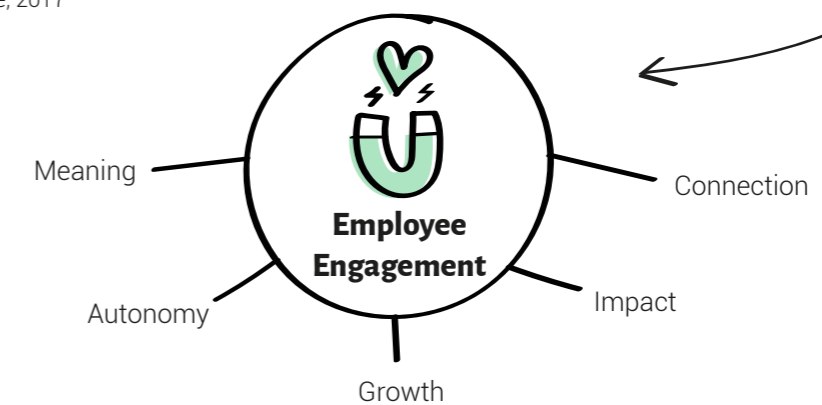


Figure 23 - The MAGIC approach

For a full list of the overlap between aspects and the models, view Appendix 2.

There were around 20 aspects that I was not able to place in the MAGIC approach. These aspects can be roughly grouped into three categories. What's missing is:

- A focus on more concrete aspects, such as *rewards and gifts* and *the working environment*.
- Addressing the employee need for *clarity*, *fairness* and *structure*.
- A focus on internal processes, such as *improved leadership*.

A final important note is that the MAGIC encompasses keys that are important to employees, not taking the organizational viewpoint into account. This will become relevant later, when applying the selection criteria, as this is not the case for all of the six models.

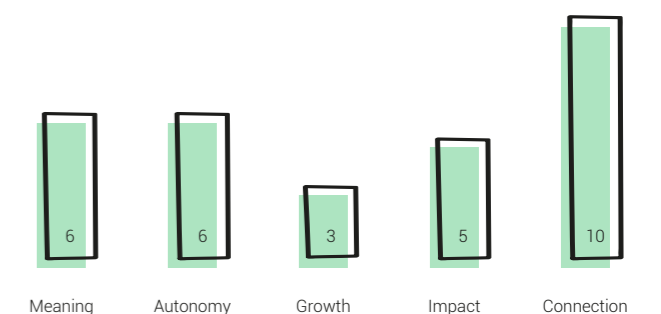


Figure 24 - Aspect division over the five MAGIC categories

PERMA

Goal
To help individuals reach full potential, live lives of happiness, fulfillment and meaning.

Model
Five areas that together form a guide; if individuals are strong in each area, they find fulfillment, meaning & happiness. Each area contains multiple steps or actions.

Content
Positive emotions: (1) Reduce unnecessary stressors; (2) Introduce programs to promote resilience & coping skills; (3) Transparency in decision-making, including and informing stakeholders.

Engagement: (1) Create opportunities to fully engage in work, by removing unnecessary work & policies; (2) Promote reflection; (3) Encourage employees to fully engage their clients.

Relationships: (1) Create programs for meaningful relationships (mentorship & teaching sessions); (2) Promote interdivisional & interdepartmental activities.

Meaning: (1) Institute programs to reflect on work, values & motivation; (2) Combat a culture of negativism & complaints; (2) Support humanities programs to help find meaning & richness in work.

Achievement: (1) Promote a culture of innovation & advancement; (2) Reduce barriers to individual initiative; (3) Align incentives with institutional meaning & values; (4) Celebrate & reward success in achieving institutional missions & goals.

Seligman, 2011

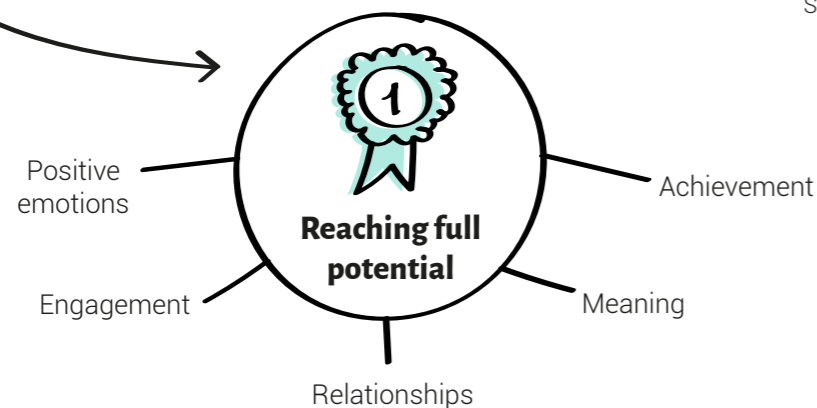


Figure 25 - The PERMA model

PERMA

PERMA (Figure 25) is a framework for well-being theory, originally created by Seligman (2011), and later adapted to the working environment by Slavin, Schindler, Chibnall, Fendell & Shoss (2012). This theory was selected because it mentioned elements that are related to EX. According to Seligman, well-being theory has five elements: **P**ositive emotion, **E**ngagement, **M**eaning, positive **R**elationships and **A**ccomplishment. While his earlier work focused on *happiness* (Seligman, 2003), Seligman later discusses three problems with happiness and why well-being theory solves these problems.

The adapted PERMA framework by Slavin et al. (2012) covers 28 out of 50 aspects (56%). Positive emotions contained aspects such as *structure* and *stimulate health*. Engagement consisted of aspects like *service convenience* and *employee development*. Relationships held aspects such as *social networks* and *empathy*. Meaning contained aspects like *contributing to higher purpose* and *culture of praise and compliments*. And finally, achievement held aspects such as *challenge* and *setting goals*. For an overview of how many aspects fit in each area of PERMA, see Figure 26.

I found that the PERMA framework did not cover 22 out of 50 aspects. The missed aspects of the MAGIC approach were also missing in PERMA, but in addition the following group of aspects was also lacking:

- A focus on culture improvement, through, for example, *cultural alignment* and *feeling at home quickly*.

The PERMA framework is also similar to the MAGIC framework in the sense that it does not take the organizational viewpoint into account, but instead focuses on employee needs for well-being. PERMA differs from the MAGIC framework in that PERMA does not focus on growth, and has more nuances for connection, focusing on engagement and relationships.

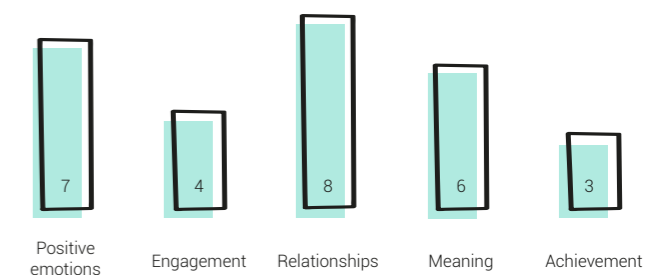


Figure 26 - Aspect division over the five PERMA categories

MMW

Mechanisms for **M**eaningful **W**ork (MMW, Figure 28) is a theoretical framework proposed by Rosso, Dekas & Wrzesniewski (2010). Where and how employees find meaning in work is, according to Rosso et al., fundamental to how employees experience their work and workplaces. They define mechanisms as the how's and why's of observed relationships. Rosso et al. defined a total of seven mechanisms that drive the perception of the meaning of work.

Even though MMW has seven mechanisms instead of five keys or elements like MAGIC and PERMA, it covered the fewest amount of aspects of all models. Even though the amount of aspects wasn't the only criterium I used to make my final selection, it did play a large role. In total, MMW covered 22 out of 50 aspects.

Authenticity held aspects like *cultural alignment* and *feeling at home quickly*. Self-efficacy contained aspects such as *knowledge sharing* and *autonomy*. Self-esteem accounted for aspects like *feedback* and *(instant) appreciation*. Purpose held the aspects *contributing to higher purpose* and *setting goals*. Belongingness encompassed aspects like *being heard* and *inclusion*. Transcendence consisted of the aspects *seeing impact* and *celebrating successes*.

Finally, cultural & interpersonal sensemaking held the aspects *continuous listening* and *social networks*. For an overview of how many aspects fit in each area of MMW, see Figure 27.

The 28 aspects that the framework did not cover, can be roughly divided into four categories:

- Potential areas the organization could improve to achieve the described mechanisms, such as *motivation* and *service convenience*.
- Focus on more concrete aspects, such as *rewards and gifts* and *the working environment*.
- Addressing several employee needs such as *clarity, flexibility, fun, freedom* and *recognition*.
- Streamlining of internal processes, such as *improved leadership*.

Like the MAGIC approach and the PERMA framework, the MMW framework does not take the organizational viewpoint into account, focusing solely on employee needs. The MMW framework is different from PERMA and MAGIC because it is more abstract. It addresses less concrete concepts, like self-efficacy and transcendence.

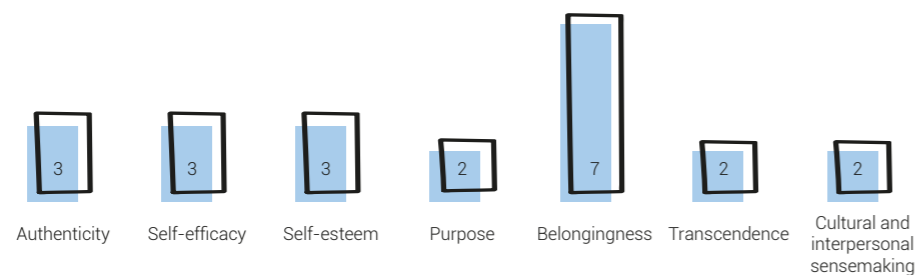


Figure 27 - Aspect division over the seven MMW categories

MMW

Goal

Making work meaningful.

Model

Seven Mechanisms of Meaningful Work (MMW) through which work is perceived as meaningful or acquires meaning.

Content

Authenticity: A sense of coherence or alignment between one's behavior and perceptions of the 'true' self

Self-efficacy: Individual's beliefs that he or she has the ability to produce an intended effect or make a difference.

Self-esteem: An individual's evaluation of his own self-worth.

Purpose: A sense of directedness and intentionality in life.

Belongingness: A drive to form and maintain at least a minimum quantity of lasting, positive and significant interpersonal relationships.

Transcendence: Connecting the ego to an entity greater than the self or beyond the material world.

Cultural and interpersonal sensemaking: The role of the social environment in understanding how meaning and meaningfulness are constructed.

Rosso, Dekas & Wrzesniewski (2010)

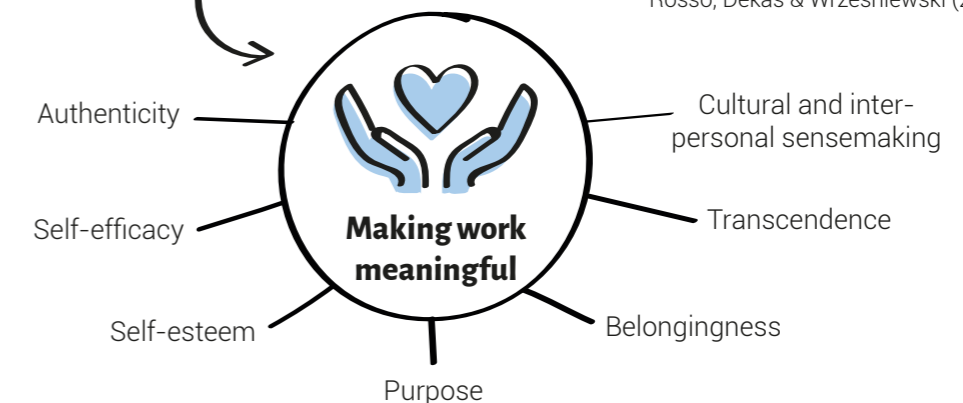


Figure 28 - The MMW framework

The EX advantage



Goal
Employee Experience

Model
Four components that shape EX: A reason for being and three environments consisting of seventeen variables: cultural, physical and technological. Culture makes up 40% of EX, technology and space each make up 30% of EX.

Content
A reason for being: A mission that explains the organization's purpose and: (1) focuses on the impact on the world and people; (2) is not centered on financial gain; (3) is something unattainable; (4) rallies employees.

ACE technology: (1) Available to everyone; (2) Consumer grade technology; (3) Employee needs vs. business requirements.

COOL physical spaces: (1) Chooses to bring in friends or visitors; (2) Offers flexibility; (3) Organizational values are reflected; (4) Leverages multiple workspace options.

CELEBRATED culture: (1) Company is viewed positively; (2) Everyone feels valued; (3) Legitimate sense of purpose; (4) Employees feel like they're part of a team; (5) Believes in diversity and inclusion; (6) Referrals come from employees; (7) Ability to learn new things and given the tools to do so an advance; (8) Treats employees fairly; (9) Executives and managers are coaches and mentors; (10) Dedicated to employee health and wellness.

Morgan (2017)

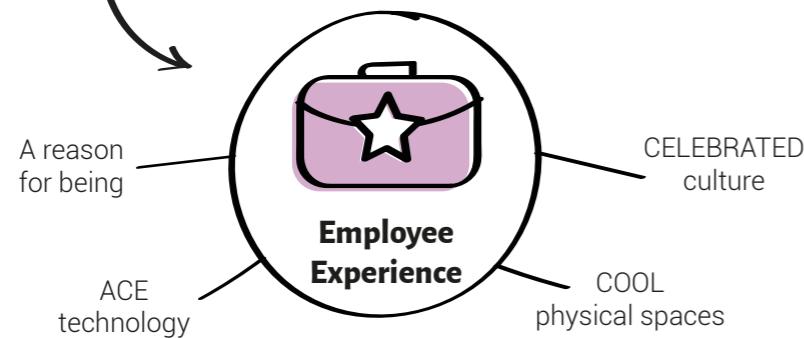


Figure 29 - The EX advantage model

The EX advantage

In The **E**mployee **E**xperience **A**dvantage Morgan proposes a model (Figure 29) to design great EX and to create a place where employees truly want to show up. The model is based on studies, articles, research reports and hundreds of conversations with executives and employees at organizations around the world. It consists of four parts: a reason for being and three environments; technology, physical spaces and culture. The environments encompass seventeen attributes that are divided into the different environments. The attributes are abbreviated as ACE technology, COOL physical spaces and a CELEBRATED culture.

The EX advantage model covered 29 out of 50 aspects (58%). A 'reason for being' held aspects like *contributing to higher purpose* and *setting goals*. ACE. Technology consisted of *technological improvements* and *service convenience*. COOL physical spaces held aspects like *working environment layout* and *flexibility*. CELEBRATED culture encompassed aspects such as *feeling valued*, *improved leadership* and *predictability*. For an overview of how many aspects fit in each area of the EX advantage model, see Figure 30.

There were 21 aspects that weren't covered by Morgan's model, with two main categories standing out:

- Addressing the employee need for *autonomy* through, for example, *co-decisionmaking*.
- Focus on *seeing impact* and *celebrating successes*.

In the MAGIC, PERMA and MMW models, aspects were quite evenly divided into the different categories the models proposed. Of course, there were some differences, but no category stood out as extremely big. This is absolutely not the case for the EX advantage model, clearly visualized in Figure 30.

The CELEBRATED culture category of the model held 20 out of the 29 covered aspects. Because of this large category, the model feels less helpful as a tool to provide an overview of how to work on EX. The strength of a framework like MAGIC, is that it provides direction. If an organization focuses efforts approximately even on each area of MAGIC, it will lead to engaged employees. However, with the EX advantage model, the 20 aspects in culture have many more nuances than just culture. For example, transparency and recognition are very different, but they both belong to culture because of the way this model is defined. Transparency and recognition call for very different interventions. One area containing 20 out of 29 aspects does not provide clear direction. Therefore, the EX advantage model is not as well equipped to untangle the large holistic topic that is EX when compared with other models.

The EX advantage model also contrasts with MAGIC, PERMA and MMW in another way. The EX advantage model approaches EX solely from the organizational viewpoint, whereas the other models were focused on the employee viewpoint.

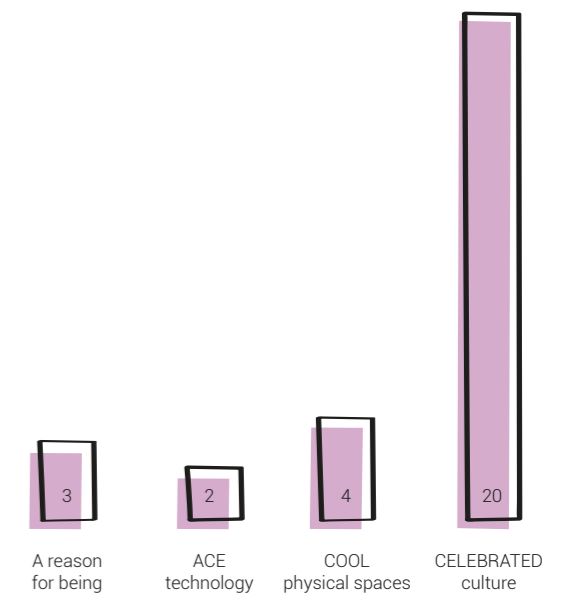


Figure 30 - Aspect division over the five EX advantage categories

HEART

The HEART-model (Figure 32) was created by two Dutch EX experts, Peper & Mes (2018). It was based on their knowledge from practice and the EX books of Morgan (2017) and Maylett & Wride (2017). The HEART-model describes five aspects that have to be optimized to create 'the best Employee Experience': **H**appy culture, **E**nergizing workspaces, **A**gile leadership & organizing, **R**edesign the employee journey and **T**echnology that works for you. In comparison to the EX advantage model, the HEART model has two additional spaces, the leadership and the employee journey spaces, that untangle the culture area, that was so big in the EX advantage model.

The HEART model covered 33 aspects of EX (68%). Happy culture covered aspects like *cultural alignment* and *respect*. Energizing workspaces held aspects such as *working environment layout* and *stimulate health*. Agile leadership & organizing comprised aspects like *manager training* and *seeing impact*. Redesign the employee journey held aspects such as *fun* and *moments of truth*. Technology that works for you consisted of *technological improvements* and *service convenience*. For an overview of how many aspects fit in each area of HEART, see Figure 31.

Again there are some aspects that HEART did not cover:

- Addressing the employee need for *rewards/recognition*.
- A focus on *relationships* and *being part of a team*.

Like the EX advantage model, the size of the categories still varies a lot, though the differences are slightly smaller for the HEART model.

Finally, HEART also approaches EX mostly from an organizational perspective, describing organizational aspects that have to be optimized to 'achieve the best EX'.

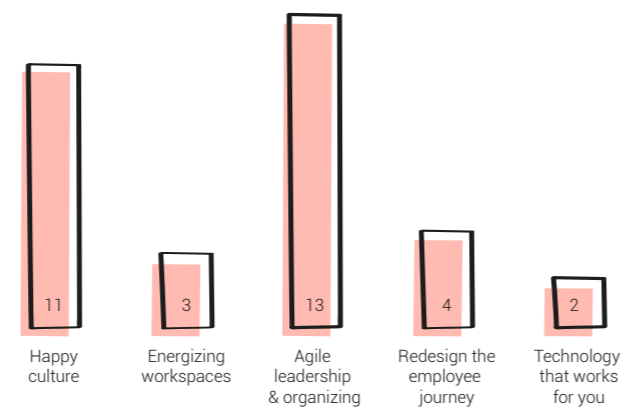


Figure 31 - Aspect division over the five HEART categories

HEART

Goal

Employee Experience

Model

Five aspects that contribute to the best employee experience.

Content

Happy culture: Company has a clear "why", "purpose"; clear company goals, core values & brand. Employees contribute to innovation. The culture is open, positive and inclusive.

Energizing workspaces: The office is a meeting space and source of inspiration. The office shows organization's purpose, products & sustainability. The workspace promotes health. The workspace promotes effective & pleasant meetings. Employees are in control of their workspace (light, temperature, air).

Agile leadership & organizing: There is an inspiring and visible leadership that often shares progress and results. Employees have autonomy and their manager functions as a coach. Organization works agile and flexible. Employees are challenged and stimulated to show personal leadership.

Redesign the employee journey: The employee journey is designed to make people happy. It is improved through a bottom up approach. The journey yields unique solutions that fit the purpose and core values of the organization.

Technology that works for you: The needs of different generations are taken into account. Technology experience within organization is similar to private experience. IT tools are available for everyone. Technology is simple and efficient. When choosing IT, the top criterium is user friendliness.

Peper & Mes (2018)

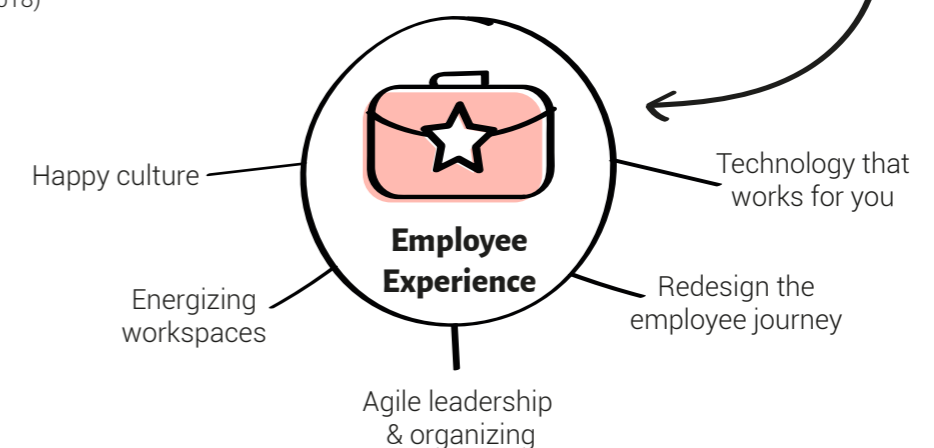
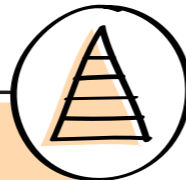


Figure 32 - The HEART model

Performance Pyramid



Goal

Workforce commitment; through productivity; pride and retention.

Model

A pyramid that shows the different workforce needs. As a need is (substantially) satisfied, an individual focuses on attaining needs at the next level. The higher the level until which needs are met, the more committed someone is to an organization.

Content

Safety/Security (fundamental level): Feeling physically and psychologically safe in a job. Safe from fear, intimidation and threatening interpersonal treatment. Security about being able to keep a job.

Rewards: Major influences of why people take jobs. Usually not seen as motivators, but must be in place before higher needs become commitment drivers.

Affiliation: A sense of belonging to the work team and/or the larger organization. Being part of something bigger than oneself.

Growth: Opportunities or employees to change, learn and have new experience on the job. The organization growing in work processes, products and ability to satisfy customers.

Work/Life harmony (highest level): recognized importance and support to balance work and personal life. Being seen as a person, not just a worker.

Stum (2001)

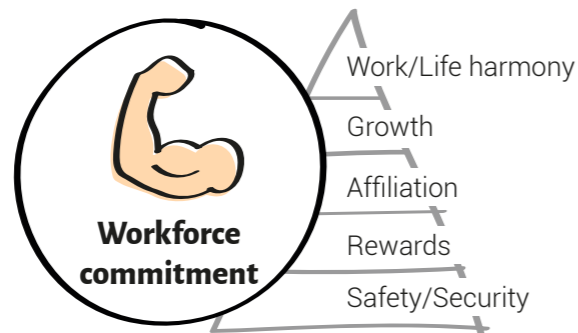


Figure 33 - The performance pyramid

The Performance Pyramid

The performance pyramid (Figure 33) is based on Maslow's hierarchy of human needs (1943), and adapted for the working environment by Stum (2001). Maslow defined five sets of goals that he called 'basic needs' (physiological, safety, love, esteem and self-actualization) that one looks to satisfy in a certain order. Maslow's model looks at the individual in relation to the totality of their environment. In the same way, Stum's model, which he calls the performance pyramid, looks at the employee/employer dynamic that takes place between an individual and the organization. The model depicts a hierarchy of commitment needs of employees; i.e. a hierarchy of needs that employees have that (when fulfilled) increase their commitment to the organization.

The performance pyramid encompassed a total of 37 aspects of EX (74%), which is the highest amount of all the models. This is mostly due to the pyramid integrating both the organizational and employee viewpoints into one model. As mentioned above, the model looks at the *employee/employer dynamic* that takes place between an *individual* and the *organization*. In one level of the pyramid this becomes very clear. The 'Growth' level does not only describe possibilities for employees to develop, but also the desire that the organization grows and changes in its work processes, products and its ability to satisfy its customers. The performance pyramid is unique in the sense that approaches EX both from the employee needs perspective as well as the organizational

viewpoint. It was therefore better suited to capture aspects across the whole spectrum of EX.

Safety/Security held aspects such as *trust* and *working environment layout*. Rewards covered aspects like *recognition* and *fairness*. Affiliation encompassed aspect such as *contributing to a higher purpose* and *relationships*. Growth held aspects such as *performance reviews* and *technological improvements*. Work/Life harmony held aspects like *being heard* and *stimulate health*. For an overview of how many aspects fit in each area of the performance pyramid, see Figure 34.

Even though the performance pyramid covers many aspects, there were some aspects I found that the pyramid did not cover:

- Addressing the employee need for *autonomy*, *flexibility* and *freedom*.
- Focus on *seeing impact* and *celebrating successes*.

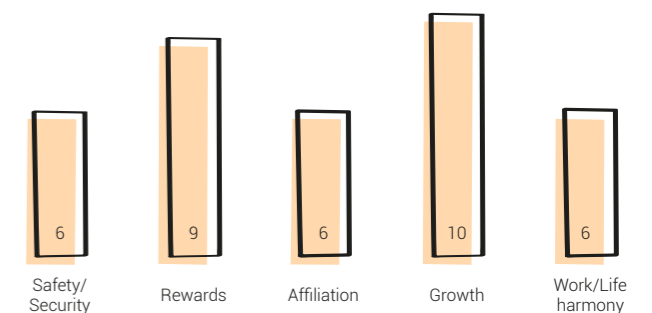


Figure 34 - Aspect division over the five performance pyramid levels

4.5 An EX model for this project

To finally select one model to potentially adapt and use for this project, I used a Harris Profile (Harris, 1982). "Whenever a number of alternative product concepts need to be compared and evaluated, the Harris Profile can be used to make your evaluation explicit" (van Boeijen, Daalhuizen, Zijlstra, & van der Schoor, 2013, p. 139). Even though the Harris Profile has been designed for product evaluation, I found it

helpful to apply it to the selection of a model for this project based on criteria very helpful.

I used the selection criteria described earlier in this chapter to make the decision. Based on the Harris profiles for each model (Figure 35), the performance pyramid is clearly the one that scored best for all criteria. This is the model that I will use in this project to help organizations work on EX.

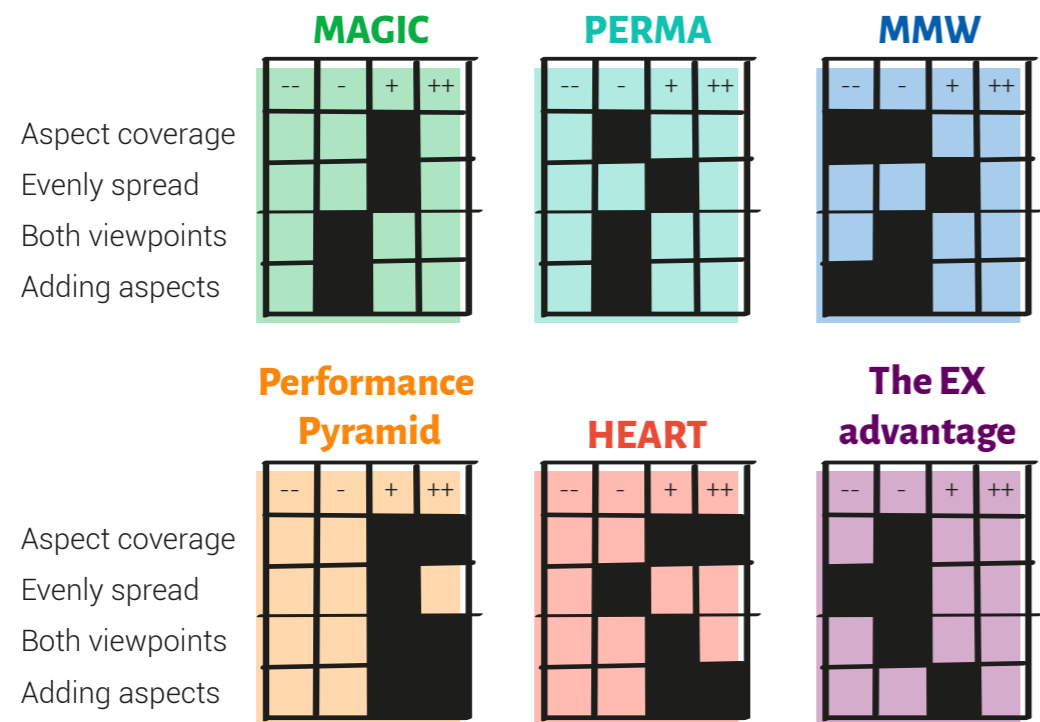


Figure 35 - Harris profile

4.5.1 Adapting the performance pyramid

One of the selection criteria was that missing aspects could be integrated in the model. For the performance pyramids I saw how some of the missing aspects clearly fit in the pyramid. However, they were not originally described or mentioned by Stum (2001). By rephrasing and elaborating on the level descriptions of Stum, missing aspects, such as *autonomy* are incorporated in the levels of the pyramid without changing the fundamental concepts of the model. This redefinition provides clarity and direction for organizations and the rest of this project, while covering the whole spectrum of EX.

The first adaptation was changing the name from the performance pyramid to the EX pyramid (visualized in Figure 36), since it is now completely focused on EX instead of performance or commitment. Furthermore, this section describes each level of the EX pyramid.

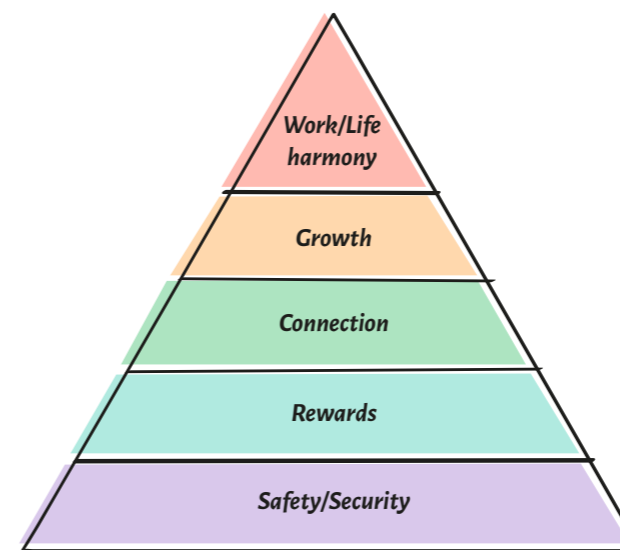


Figure 36 - The EX pyramid

Safety/Security

This is the first and most basic need for employees, and it is about feeling physically and psychologically safe in a job. On the one hand, this can be about knowing the building layout and emergency exits and feeling safe traveling from and towards your job. On the other hand, this is about the working environment being safe from fear and intimidation, trusting your organization and knowing that you won't be laid off anytime soon. This can explain why there is often a huge drop in employee engagement after a big change or a merger; people are feeling less safe in

their jobs, which shakes the foundation of EX. Aspects in this level:

- Working environment layout
- Feeling like you fit in quickly
- Trust
- Transparency
- Clarity
- Structure
- Managing expectations
- Predictability
- Accountability

Rewards

Rewards can be split up into two types of rewards: financial and non-financial rewards. Financial rewards should be considered 'fair' by employees, or it can lead to dissatisfaction. This can be achieved by being transparent about reasons why certain people have certain salaries, or even letting employees hand out bonuses to each other and having them explain their choices. The other type of rewards, non-financial rewards, also plays an important role in EX. People have a fundamental need to feel valued in their jobs. This can be achieved by stimulating a culture of appreciation; for example, through gifts, celebrating successes or even heartfelt compliments from managers or peers. Aspects in this level:

- Rewards
- Salary systems (financial incentives)
- Recognition
- Culture of praise & compliments
- Fairness
- Feeling valued
- Working contract
- (instant) appreciation
- Gifts
- Seeing impact
- Celebrating successes
- Rewards as tools to shift focus

Connection

In Stum's model, the third level of the pyramid was called 'affiliation'. I noticed, however, when sharing my findings with others, that the word 'affiliation', and its definition, are not well-known. The word caused confusion several times, achieving the opposite of what the model is meant for; providing clarity and an

overview. When looking into the definition of affiliation, it is defined as 'a connection with a larger organization' by online dictionaries. In his paper, Stum mentions 'being part of the team' as 'key in this level' (2001, p. 7). The affiliation level is not only about a connection with the organization, but also a connection with others.

The connection with the organization is strengthened, for example, by having a clear and inspiring purpose or mission, and having employees know their role in working towards that purpose. A good example of a purpose that people can connect with is that of google: *"to organize the world's information and make it universally accessible and useful"* (Morgan, 2017). Furthermore, for this type of connection, there should be a cultural fit between the organization and its employees. Some organizations even hold specific 'culture fit' interviews in addition to their 'normal' interviews, in which they only assess if the new hire would fit in well, not if they are right for the job.

The second is the connection that an employee has with others within the organization, e.g. peers or management. Feeling understood, having someone to share struggles with, being able to laugh and have fun at work activities, all of this contributes to EX. Organizations can really make a difference in facilitating opportunities for connecting with others. Aspects in this level:

- Contributing to higher purpose
- Cultural alignment
- Co-decisionmaking
- Inclusion
- Relationships
- Social network
- Compliment system

Growth

For growth, there also are two types to consider. First of all, enabling employees to grow. People need to feel challenged and be stimulated to set and achieve goals. I think many organizations are aware that this is a need that employees have and that they have created ways to support this growth.

The second type of growth that shapes EX, is the *growth of the organization itself*. I think that this is an area where organizations can still learn a lot. This type of growth is about innovating internal processes and policies, and organizations learning from mistakes and improving. Aspects in this level:

- Performance reviews
- Employee development
- Setting goals
- Challenge
- Feedback
- Autonomy
- Knowledge sharing
- Improved leadership
- Technological improvements
- Service convenience
- Manager training
- Motivation

Work/Life harmony

The experience in this layer is shaped by management recognizing and supporting the need to balance work and life. In addition, efforts of the organization to make this balance easier, such as providing access to a gym in/near the office, making sure employees have healthy and affordable eating options and providing employees with flexibility regarding work, workspace and working hours really contribute to EX.

Pay attention to the fact that providing a gym, a game room to relax or healthy eating options are in the very top of the pyramid. This means that for employees to feel this need or even have the headspace to think about this need, *all the other level's needs* should be sufficiently satisfied. See how this relates to practice in Case box 2. This shows that organizations can achieve better results by working on those lower levels first; ensuring employees feel connected to the organization, that they experience enough challenge and know how they can grow and then putting a lot of effort in the Work/Life harmony needs will have a bigger effect. Of course, there's no harsh boundary, and providing some nice perks will probably have positive effects. However, if people feel underpaid, undervalued and unsafe, a game room will not make them happy and it will not make them stay. Aspects in this level:

- Empathy
- Flexibility
- Being heard
- Respect
- Stimulate health
- Fun
- Continuous listening
- Personalization
- Freedom

The levels, such as described above, are able to cover 49 out of 50 aspects of EX (98%). The only aspect that was not covered was 'Moments of truth'. Moments of truth is a CX concept, that describes "those few interactions [...] when customers invest a high amount of emotional energy in the outcome" (Beaujean, Davidson, & Madge, 2006, p. 64). I did not see any way fit to integrate this aspect into the EX pyramid. Now covering 98% of the list of aspects I defined, the EX pyramid provides a strong basis for the design phase of this project.

Case box 2

When I explained the EX pyramid to the energy company, they were intrigued. They related to what I told them. When I explained that the needs should be satisfied in order, I provided the following example: *"When organizations provide a table tennis game when the lower needs have not been sufficiently satisfied, it will only lead to dissatisfaction."*

To my surprise the client started laughing. It turned out that their company had done this exact thing the previous year! The employees received a table tennis game, but the office chairs were old and needed to be replaced. The company had not completely satisfied its employees' most basic need; ensuring their physical safety. This was not a huge problem, until money was spent on installing a game (improving Work/Life harmony).

4.6 Conclusions

This Chapter provided us with a better understanding of the construct EX. By combining crucial parts of existing definitions, the following definition of EX was created:

"EX is the sum of perceptions employees have about their interactions with the organization, and how this aligns with their expectations."

EX has been related to several essential business outcomes, such as increased revenue and profit, and employee retention. From practice it became clear that decisionmakers in an organization are not always aware how EX contributes to business objectives.

There is a strong link between CX and EX. Similar methods and solutions can be used to improve

both. Therefore, organizations that have invested in CX can re-use knowledge and tools to streamline the process of creating excellent EX.

There is an enormous amount of information regarding EX. To structure this information, models and frameworks have been proposed (e.g., Morgan, 2017; Peper & Mes, 2018). To understand which model best represented the information I collected from various sources, six different models were compared. Finally, one model was selected (the performance pyramid) and adapted to incorporate several essential aspects of EX that were not included. This process resulted in the EX pyramid; a model for excellent EX.

5 Design brief

Chapters 2 to 4 provided a better understanding of the construct EX. Chapter 2 presented an overview of the history of HR constructs that lead to EX. Chapter 3 showed how EX is approached in practice and provides a three-step cycle to improve it: the EX cycle. Chapter 4 provided more in-depth knowledge on EX. Besides, Chapter 4 yielded a model that structures information on how EX can be improved into various areas. This chapter integrates relevant insights and conclusions from the previous chapters into a design brief to answer the research question as defined in Chapter 3: How can organizations improve EX?

5.1 Design directions

The research question, how can organizations improve EX, was a very broad research question. The EX pyramid helped to structure the enormous amount of information available on how one can improve EX. Even though the information was now better structured, it still needed to be presented in an accessible way to Livework and client organizations. To narrow down the scope of the design further, three design directions were developed that each tackle part of the process of improving EX. The design directions were based on specific parts of the EX cycle that was developed in Chapter 3 (Figure 37). The EX cycle combines the perspective of organizations on EX with the knowledge from literature. For example, the content of the EX pyramid fits in the EX cycle in *Learning how to improve EX*. Since the EX cycle integrates both insights from literature and insights

from practice, I used it to guide the development of the design directions.

I created design directions based on three criteria:

- First of all, the solution should enable organizations to execute a (sub-)step of the EX cycle that leads to excellent EX.
- Secondly, the solution should help organizations overcome a struggle they mentioned or at least address a part of EX they wanted to learn more about.
- Finally, the solution should fill a gap in Livework's knowledge

These criteria ensure that the solution to be developed brings value to Livework, by enabling them to deliver impactful work for their clients. In total, three directions were developed.

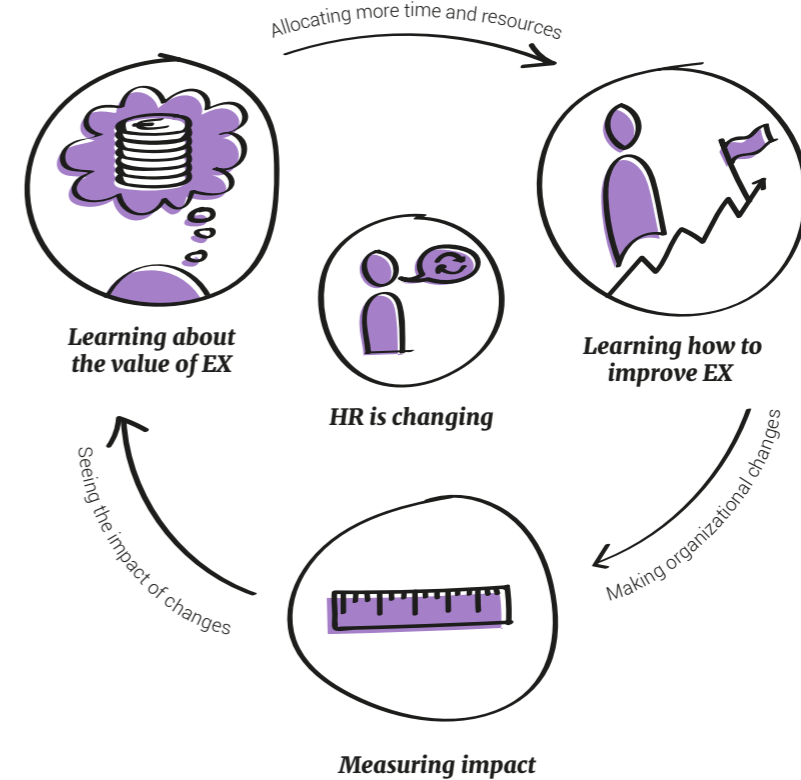


Figure 37 - The EX cycle

Design direction 1: Understanding EX value for different organizations to bring valuable proposals to (potential) clients

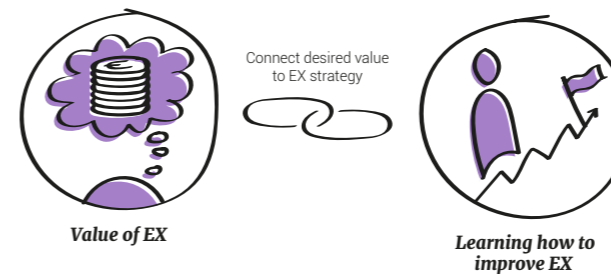


Figure 38 - Design direction 1

This design direction is inspired by the first step in the EX cycle (Figure 38). It is based on the insight that the value of EX is currently not well understood by (everyone within) organizations. Especially company leaders are sometimes unaware of how EX can contribute to reaching their business objectives, as I learned from the interviews in Chapter 3. On the flipside, 'we' (designers, me, Livework) are not aware of which benefits of EX appeal most to different organizations.

The output of this direction would be an understanding of how to convince (leaders in) different

types of organizations of the value of EX. This enables Livework to convince clients to invest in EX to create new project opportunities. The problem statement for this direction is:

"How can we understand what benefits of EX are most valuable to different organizations?"

Design direction 2: Providing organizations with EX improvement strategies to achieve various goals

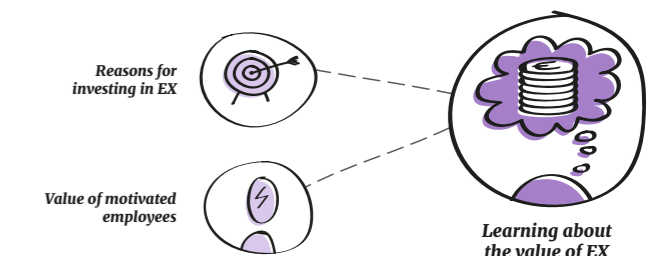


Figure 39 - Design direction 2

Different organizations in different industries have different goals. And sometimes, even different organizations in similar industries with similar objectives have different goals. This probably calls for different types of EX strategies. This design direction is based on the link between 'Learning about the value of EX'

and 'Learning how to improve EX' (Figure 39). This direction assumes that different goals of organizations, for example, happier employees or higher revenue per employee, call for different EX strategies.

The output of this direction would be an overview of EX strategies and how they relate to several business objectives of organizations. This enables Livework to provide clients with a suitable approach based on their company objectives. The problem statement for this direction is:

"How can we help organizations adopt fitting EX improvement strategies?"

Design direction 3: Helping organizations prioritize EX improvements to meaningfully impact their employees

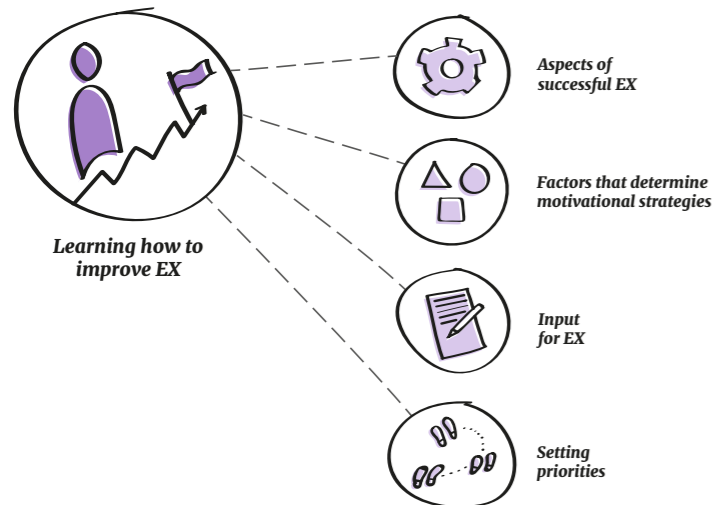


Figure 40 - Design direction 3

One of the things that was mentioned several times during the interviews, was that the HR department struggles to prioritize which aspects of EX to tackle first. This design direction is based on 'Learning how to improve EX' (Figure 40). The previous design direction focused on differences between organizations. However, employees already vary widely within one organization. A young mother might have a different view on EX than someone who is close to pension. The question posed was how an organization chooses what to change, in order to benefit the most people within an organization, which mostly surfaced in the category of 'Setting priorities'.

This design direction would entail that I research different EX improvement areas and investigate how to cater to a wide variety of different employee needs, which enables Livework to do projects for organizations in different sectors to help them tackle those needs. The problem statement for this design direction is:

"How can we help organizations prioritize different ways of improving EX?"

Chosen direction

I finally saw the most potential to continue with the second design direction. The first design direction was aimed a lot at creating a tool for Livework to help convince clients of EX. However, this would mostly focus on helping Livework sell more projects as opposed to really helping client organizations to solve their EX-related problems. The third design direction is concerned with understanding different employee needs, and how to support this variety of needs. It is closer to Livework's current expertise than the second design direction. The second design direction, helping organizations adopt fitting EX strategies, was best able to fill the gap in Livework's knowledge, and enabled me to combine my insights from research and practice. The EX pyramid could be used as a framework to categorize different strategies, and to link business objectives to various areas of EX. I did decide to rewrite the problem statement, so it better reflected the actual problem I was trying to solve:

"How can organizations adopt fitting EX strategies?"

5.2 Exploring the problem statement

Even though organizations expressed concerns regarding the implementation of EX strategies, this was not the focus of the problem statement. Instead, the focus was on discovering what were fitting EX strategies for an organization and why. This graduation project has not looked into strategy adoption barriers and how these can be overcome, because to start adopting strategies, an organization needs to know *which* strategies are needed to address their struggles. This is also the order in the EX cycle. The step 'Learning how to improve EX' comes before 'Making organizational changes'. Hence, the focus of the problem statement was on the final part of the sentence: 'fitting EX strategies'. This posed two subquestions:

- What is an 'EX strategy'?
- When is an EX strategy 'fitting'?

What is an 'EX strategy'?

To explore the first question, I collected best practice examples from books and reports (e.g. Bock, 2016; Great Place To Work, 2019; Peper & Mes, 2018) that I complemented with recommendations that I encountered during the interviews and my literature review. Best practice EX examples that I collected vary in level of abstractness; for example, *planning the route through the building to the room where you conduct a hiring interview* (Interviewee 7) and *having a well-defined and inspiring purpose/mission* (Morgan, 2017). Attempts forcing the examples to a similar abstract level resulted either in a loss of detail or decreasing possibilities to achieve something. For example, from *planning the route to inspiring potential hires* (but how?), or from *having an inspiring purpose to organizing an employee workshop to define an inspiring purpose* (but what about basing it on interviews or customer insights?). I opted to embrace the variety of abstract levels, since the examples can be used to inspire in different ways, for various organizations and different employees.

Even though I tried looking for a journal article that might define the term 'EX strategy' or even 'CX strategy', I didn't find a source that had provided a conclusive definition. Based on the best practice

examples I collected, however, I was able to define what an EX strategy is. I used the definition of EX as described in Chapter 4:

"EX is the sum of perceptions employees have about their interactions with the organization, and how this aligns with their expectations."

An EX strategy can then be defined as:

"An EX strategy is an intervention an organization can perform to improve the perception of one or more employees about their interactions with the organization, and how this aligns with employees' expectations."

When is an EX strategy 'fitting'?

Now that we have clarity about the definition of an EX strategy, it is important to understand what is meant with the word 'fitting'. The hypothesis when choosing this design direction was that certain EX strategies can be linked to certain business outcomes that organizations have. In addition, literature and practice stressed again and again how important it is to listen to your employees and learn what *they* want (e.g. Hall, 2017; Heskett, Jones, Loveman, Sasser, & Schlesinger, 2008). I derived from this information that 'fitting' consists of two parts:

- What organizations want to achieve
- What the employees need

What organizations want to achieve

In Chapter 1 I mentioned common business outcomes of organizations that can be achieved through EX. They were based on the analysis of Morgan (2017) and Maylett & Wride (2017). Examples are increased retention and profit. Another party that documented business outcomes of EX is TI people (Jacobs, 2019). They describe similar and other business outcomes of EX, such as increased work productivity and decreased operating cost.

Through literature, I was able to link these business outcomes of EX to different levels of the EX pyramid (Figure 41). For example, retention is linked to affli-

ation (do people feel connected to the organization, managers and peers?) and growth (are there opportunities to grow and develop professionally?) (Hughes & Rog, 2008; Sheridan, 1992; Ventegodt et al., 2008). Innovative behavior is influenced by growth (becoming an expert in your field enables you to investigate new pathways (S. G. Scott, 1994; Ventegodt et al., 2008) and work/life harmony (organizational support is one of the key influencing managerial practices (Amabile, 1998)). To see how this is applied in practice, view Case box 3.

Note that generally, business outcomes are not linked to the lower levels of the pyramid. This makes sense, because as Chapter 2 pointed out, the lower levels are considered hygiene factors; they prevent dissatisfaction but they do not increase satisfaction. Organizations can differentiate themselves and gain competitive advantage by improving the upper levels of the pyramid. For a full overview of sources for these connections, see Appendix 3.

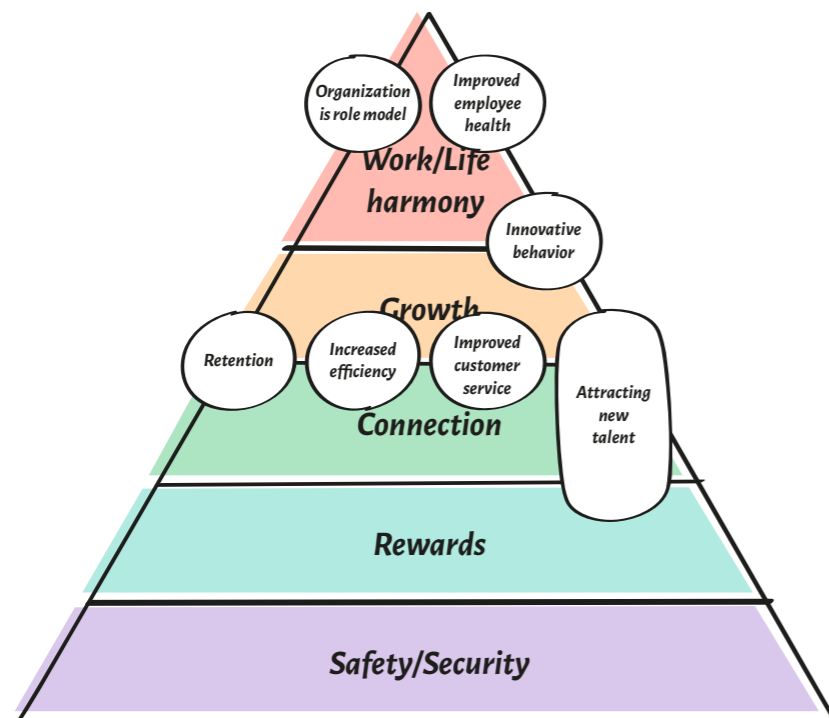


Figure 41 - Links between business outcomes and the EX pyramid

Case box 3

When the energy company approached Livework, they mentioned clear goals they wanted to achieve by working on EX. The energy company wanted:

“drive sustainable and profitable growth, nurture a culture of excellence and innovation, and maintain their valuable employee capital as well as attracting new talent.”

All of the objectives mentioned by the energy company meet in the growth area; growth, innovation, retention and attracting new talent. This means it is crucial for the energy company that the growth need of its employees is satisfied.

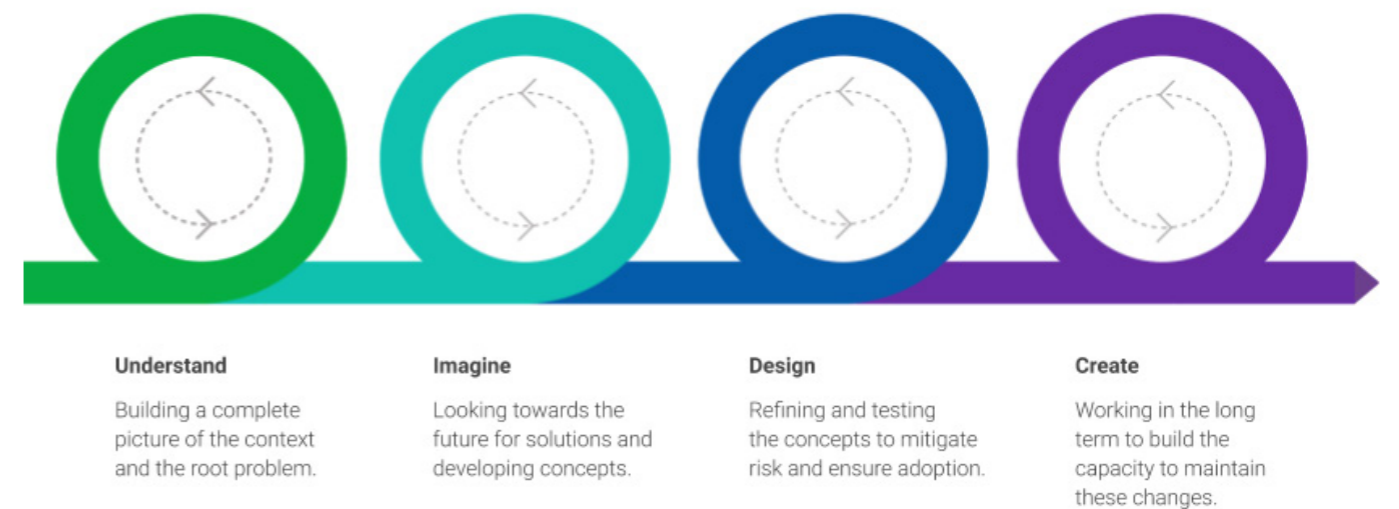


Figure 42 - The Livework design process

What the employees need

The other part of ‘fitting’ EX strategies is related to discovering employee needs. Livework has expertise in a sufficient amount of methods to do this, e.g. interviews, observations, journey mapping, digital diaries and many more. This part of the design should enable organizations to listen to their employees and translate their findings into action.

Boundaries

Since this project is carried out for Livework, the final design should be embedded in the Livework way of working. The design should ideally fill a gap in Livework’s expertise and add to their current service offer.

To ensure that the design could be integrated into the Livework way of working, I decided to use the Livework design process as a boundary for my design. The Livework design process consists of four phases: Understand, Imagine, Design and Create (Figure 42, Reason, Løvlie, & Brand Flu, 2016). The bulk of the knowledge I collected fits in the Understand and Imagine phase of the Livework design process, since this is where a better understanding of the design problem is created and where we brainstorm

for possible solutions. Through the EX pyramid I am able to pinpoint why employees might experience something as frustrating, or why something lessens EX (Understand). Then using best practice examples, I can provide inspiration to organizations on how to improve EX (Imagine).

To guide the development of the design for the understand and imagine phases, I defined the objectives of each phase. Each of them contributes to the overall problem statement this design aimed to solve: “How can organizations adopt fitting EX strategies?”

During the *understand phase*, an organization should be able to...

... discover which parts of their EX need improvement.

During the *imagine phase*, an organization should be able to...

... use best practice examples to devise fitting EX strategies.

5.3 Conclusions

The design will address the following problem statement: "How can organizations adopt fitting EX strategies?"

An EX strategy is defined as:

"An EX strategy is intervention an organization can perform to improve the perception of one or more employees about their interactions with the organization, and how this aligns with employees' expectations."

An EX strategy can be 'fitting' based on what organizations want to achieve and what the employees need. Organizational business objectives can be connected to EX strategies through the EX pyramid.

The design will cover two phases of the Livework design process: understand and imagine. Objectives for each phase were defined to guide the development of the design.

During the understand phase, an organization should be able to...

... discover which parts of their EX need improvement.

During the imagine phase, an organization should be able to...

... use best practice examples to devise fitting EX strategies.

6 Idea generation

Chapter 5 provided boundaries for a design that enables organizations to adopt fitting EX strategies. I used three main methods to generate ideas for the design: brainwriting sessions, visiting an EX event and mini creative sessions with Liveworkers.

6.1 Brainwriting

To generate ideas I used the brainwriting method (Figure 43), which is especially useful when the idea generation phase is just starting (van Boeijen, Daalhuizen, Zijlstra, & van der Schoor, 2013). With fellow students I generated ideas around several 'how-might-we'-questions (HMW questions) that were based on the problem statement and the separate objectives of each phase. I put a bigger focus on generating ideas for the imagine phase, since I realized I could use Livework's tools for the understand phase (an insight from Chapter 5).

The objective for the understand phase was: organizations should be able to discover which parts of their EX need improvement.

The HMW question for the understand phase were:

- HMW understand people?

The objective of the imagine phase was: organizations should be able to use best practice examples to devise fitting EX strategies.

The HMW questions for the imagine research question were:

- HMW inspire/use new ideas?
- HMW make (data) accessible?
- HMW share solutions?

The brainwriting method for the understand phase yielded ideas such as *listening, diaries, observing, filming the daily life* and *talking to each other*. I noticed that most of the ideas were methods that Livework is already using in their understand phase.

The brainwriting method for the imagine phase yielded slightly more diverse ideas. For example, *showing future scenario's, a strategy map, a card set, gathering input via cards in the company showers* and *inviting key-note speakers to the Friday afternoon drinks*.

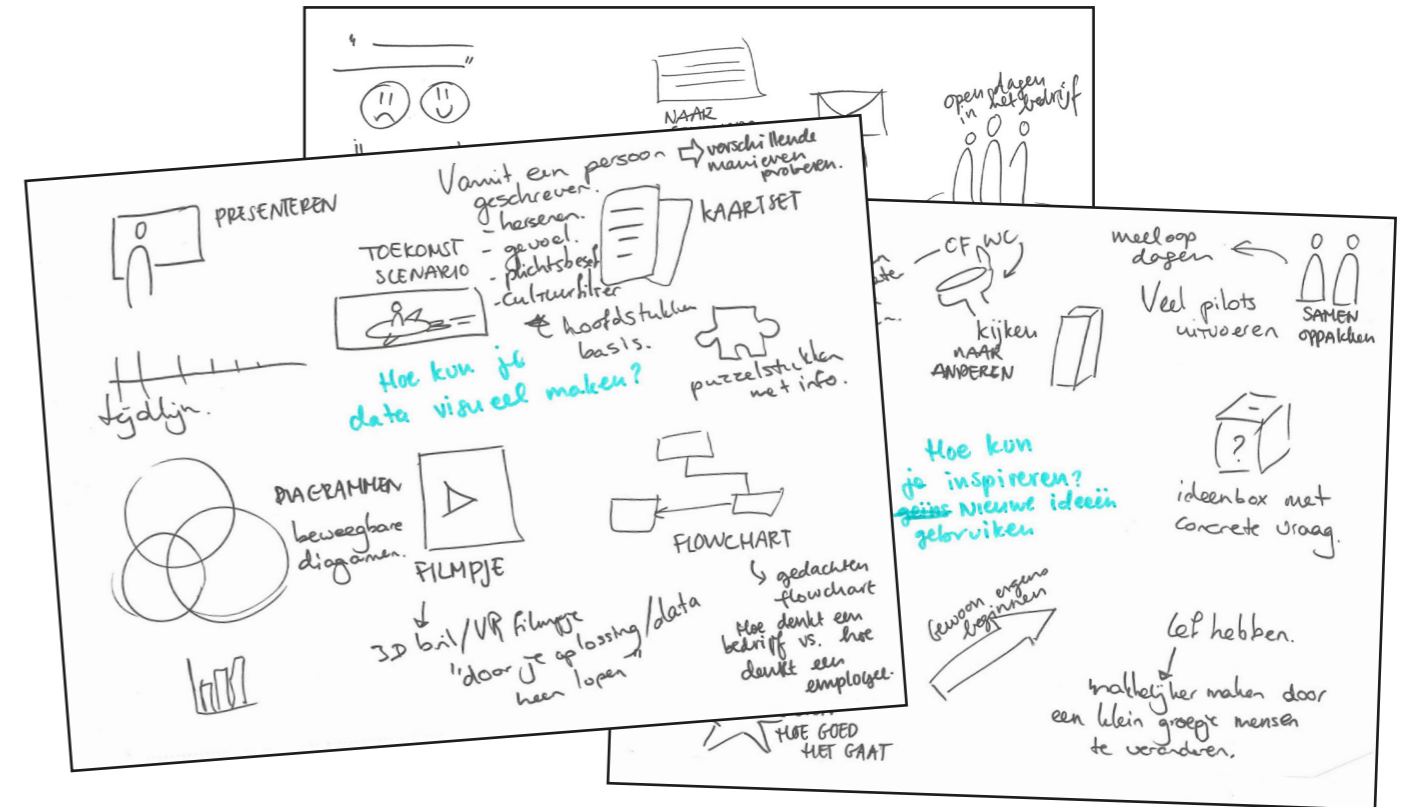


Figure 43 - Some of the brainwriting sheets

Right before generating ideas, I experienced the feeling of being stuck. I was very unmotivated to continue, and didn't feel like what I was doing would bring much value. I struggled getting started with generating ideas and creating a design. I kept reviewing more literature. This is interesting, because one of my self-defined strengths was "Doing, not thinking". This was definitely not the case in this phase.



Finally I was able to break through and get out of the funk, by creating very simple, and a bit ugly, prototypes. They were not at all close to what I envisioned, but I was able to get my point across, and I got really valuable insights from them. Once I created the first prototype, ideas kept flowing and I was able to quickly create the final design of this graduation project.



Prototyping

Some ideas gathered from the brainwriting phase were prototyped to collect feedback from Livework and client organizations. I created two prototypes (Figure 44); one for the understand phase and one for the imagine phase.

The understand prototype was a self-assessment chart (Figure 45). The categories in the chart were created by putting EX pyramid levels on one side, and

different phases of an employee journey on another. Organizations would be able to rate themselves in each area. The areas they rated as lowest, would be the parts of their EX they should improve.

The imagine prototype was a card set (Figure 46). Each card provided an intervention, an overview of the EX pyramid level it corresponded to, and a best practice example of how this intervention was applied.



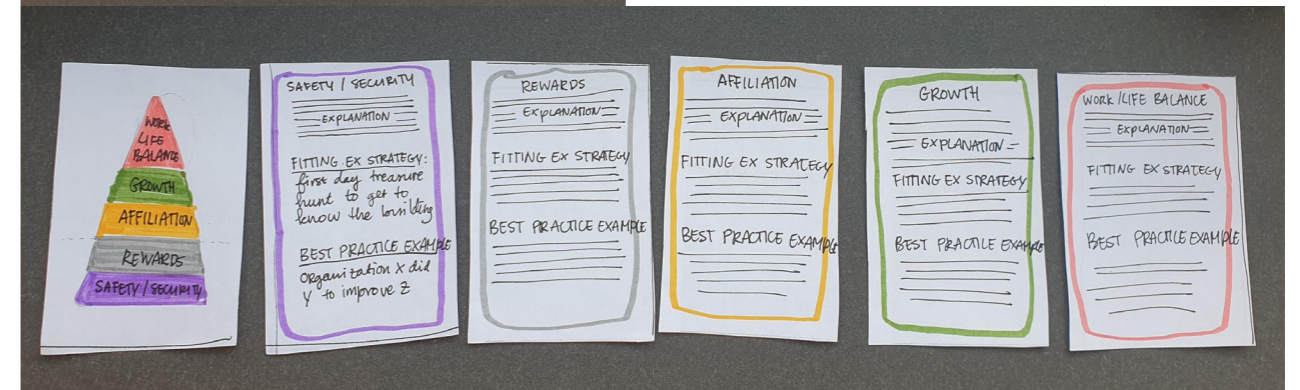
Figure 44 - Creating the understand prototype

	ONBOARDING	DURING WORK	OFFBOARDING
SAFETY [explanation]	☆☆☆☆	☆☆☆☆	☆☆☆☆
REWARDS [explanation]	☆☆☆☆	☆☆☆☆	☆☆☆☆
AFFILIATION [explanation]	☆☆☆☆	☆☆☆☆	☆☆☆☆
GROWTH [explanation]	☆☆☆☆	☆☆☆☆	☆☆☆☆
WORK/LIFE BALANCE [explanation]	☆☆☆☆	☆☆☆☆	☆☆☆☆

Figure 45 - Understand prototype: Self-assessment chart



Figure 46 - The imagine prototype



6.2 Understanding context: EX event

I was able to visit an EX event in Amsterdam; an event where representatives from organizations from all over the world came together to discuss EX and learn how to apply it to their own organization. I used this event as an opportunity to talk to various organizations about the prototypes I created.

Through inspiring presentations from Experiential organizations, reflective sessions in small groups and prototype testings during the breaks, I gathered important insights.

Participants shared that the biggest learning for them was how important it is to listen to your employees in determining EX. Questions remained on *how* they could listen to employees, because many of them were still struggling with implementing this into their organizations.

Organizations are looking for ways to successfully and frequently listen to their employees, since that is considered a key aspect of EX.

As a final exercise on the EX event, participants were asked to write key aspects of EX on post-its, put them up on the wall, and select two aspects per group that they viewed as most important aspects of EX. The group I joined (Figure 47) selected the following aspects:

- Listen [to employees] first before designing
- EX should be incorporated in the total business strategy

This strengthened the conclusion from chapter 4 that a 'fitting' EX strategy is based on two things; what organizations want to achieve, and what employees need.

A 'fitting' EX strategy is based on what organizations want to achieve and what employees need.



Figure 47 - Selecting crucial EX aspects with my group



Figure 48 - Showing the imagine prototype to people at the EX event

During the presentation of Frank van den Brink, Chief Employee Experience Officer at ABN Amro, he stressed the importance of qualitative listening for EX. When I looked at the prototype I was holding for the understand phase, I realized I had approached it all wrong. I basically created a physical, slightly nicer designed, type of questionnaire. It was very quantitative and not at all a good way to listen to what employees need; merely a way to assess how well an organization was performing in a certain level of the performance pyramid; not *why* an organization was performing well or not in a certain area. Instead, qualitative methods should be used. Qualitative methods are better suited for complex situations and collecting in-depth information (Kumar, 2011), which applies to the challenge of improving EX.

Qualitative methods are essential in the understand phase of EX.

I was able to show the imagine prototype to several people present at the EX event (Figure 48). The reactions were positive. People liked that they were able to browse various best practice examples, and that they were able to hold the examples in their hands physically. They were curious to see something that was further developed. This strengthened my view that a card set was the right medium to communicate best practice examples.

For the imagine phase, a card set is a suitable way to communicate best practice examples according to organizations, because it enables them to browse various inspirational examples and hold them physically.

6.3 Understanding context: Livework

To create a design that can be embedded into the Livework way of working, their design process phases were used as a boundary for the design. To make sure the design was developing in the right direction, the prototypes were tested with Liveworkers. I scheduled mini creative sessions with five various Liveworkers to discuss the prototypes I created. During such a session, I would sit down with one or two Liveworkers at a time and present my findings. Together we brainstormed for possible solutions or debated how aspects of the design fit within the Livework process (Figure 49 - Figure 51). Again, I gathered important insights that steered my final design.



Figure 49 - Debating the imagine prototype with two Liveworkers

The objective for the understand phase was: organizations should be able to discover which parts of their EX need improvement. To achieve this, I had been looking to design a new way of understanding where organizations should improve EX. However, Liveworkers expressed her concerns with the feasibility of teaching a new method to Liveworkers. Based on experiences with past graduation projects, they said that transferring the knowledge and a new type of approach had proven to be difficult in practice. In the busy everyday environment of Livework, employees often rely on their own knowledge and approaches they already know. However, something that Liveworkers use often are frameworks and models. Through the mini creative sessions, I learned that as long as I could point them in the direction of *what* to investigate (i.e. how well organizations perform in each of the five levels of the EX pyramid), Liveworkers are easily able to decide on

how to investigate it, based on their personal portfolio of research methods.

Liveworkers prefer a model that provides a rough research setup over a strict definition of methods and questions to ask.

Another insight that the mini creative sessions yielded is that I can learn more from the Livework process than just using it as a boundary for my design. Instead of reinventing the wheel, I can use the large database of proven and validated methods of Livework and apply it to this new field of EX and the performance pyramid.

This design could use the database of Livework research methods instead of developing a new method.

The Liveworkers that I showed my card set prototype to were excited by the concept. One Liveworker expressed that there is an urgent need for this type of inspiration. However, other Liveworkers did express concerns. For example, whether or not such a small card is in-depth enough. Besides, a card set developed by a past graduate student was mentioned (Lieren, Calabretta, & Schoormans, 2018). The concern was that, however inspiring, this card set was not used in the day-to-day practice. As Liveworkers explained, it is just not in their system to get up from their laptops and check a physical card set for inspiration. They mostly attributed to the setup of a working day, which is often fragmented due to one person working on several client projects at a time. If I really wanted to integrate a design into the Livework way of working, it needed to be digital.

For the design of the imagine phase to be used by Liveworkers, it needs to be digital.

When further exploring the topic of digital sharing, I learned that there is one tool that Liveworkers use every day and for basically anything: google slides. This digital form of PowerPoint is used by Liveworkers for a wide variety of applications. There is an onboarding slide deck, of course some presen-

tations and workshop slide decks, but also resource slide decks. The latter type is used, for example, as a library for all icons that Livework uses in their designs for clients. Multiple decks organize different icons, for example by category such as *design* or *people*. The icons in the decks are vector files, so they can be resized and recolored. If you found the icon you need, you can copy it from the slide deck straight into illustrator, InDesign or google slides. This example shows

the extensiveness of purposes for which Livework uses google slides.

A tool that easily integrates into the Livework way of working is google slides.

These insights combined led me to the final design of this graduation project.



Figure 50 - Testing the imagine prototype and sharing thoughts

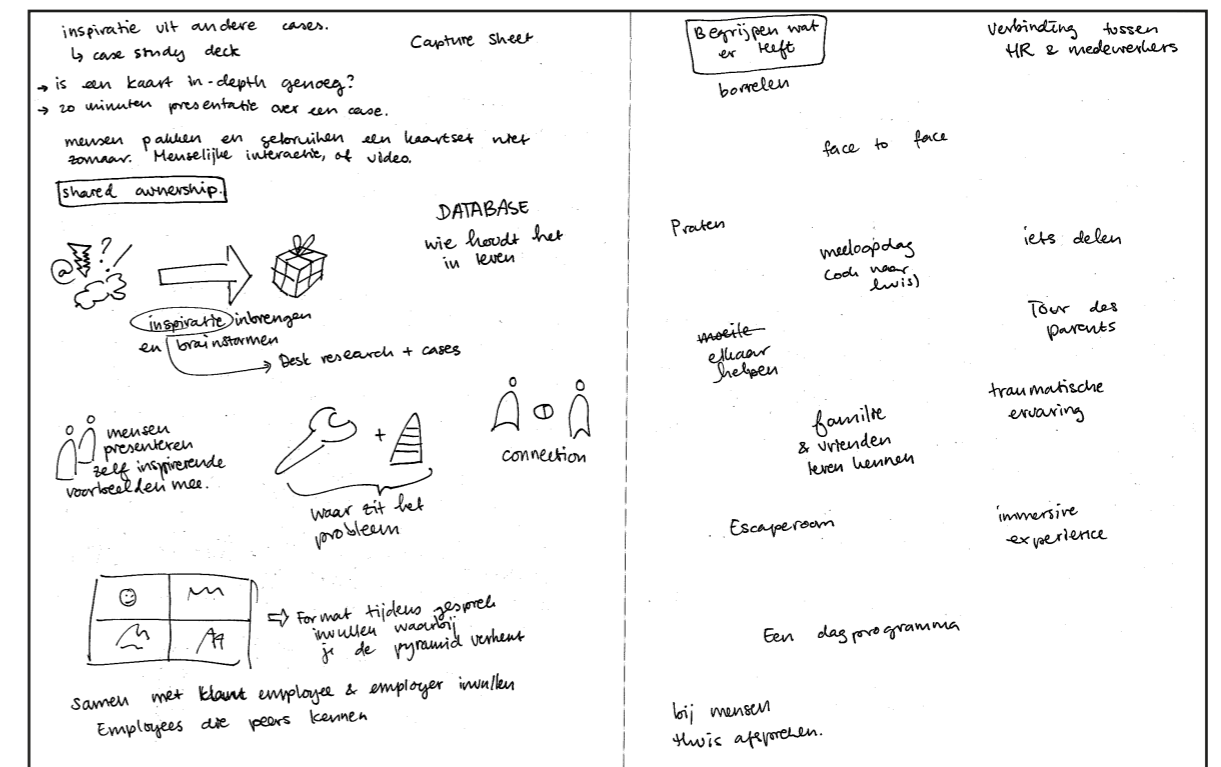


Figure 51 - A brainstorm sheet from a conversation on understanding people

6.4 Conclusions

This chapter described the generation of ideas and the design of prototypes that aimed to answer the research question of this project: How can organization adopt fitting EX strategies?

By testing the prototypes with Livework and potential client organizations, several important insights were gathered. Insights regarding the understand phase:

- Qualitative methods are essential in the understand phase of improving EX
- Liveworkers prefer a model that provides a rough research setup over a strict definition of methods and questions to ask.

- This design could use the database of Livework research methods instead of developing a new method.

Insights regarding the imagine phase:

- For the imagine phase, organizations like to be able to browse different inspirational examples of EX interventions and to hold them physically.
- For the design of the imagine phase to be used by Liveworkers, it needs to be digital.
- A tool that integrates into the Livework way of working is google slides.

7 Final design

Chapter 5 described the design brief for the final design of this project. Chapter 6 described the phase of idea generation and how relevant insights were collected that should be considered for the final design. This chapter describes the final design, how it is integrated in the Livework process and what tools are part of the design.

The final design is visualized in Figure 53. The design is a process setup, called 'The EXcellent process: a process towards EXcellent EX. The EXcellent process is accompanied by essential tools that were also designed. This process covers the first two phases of the Livework design process (Figure 52, Reason, Løvlie, & Brand Flu, 2016): understand and imagine.

Project context

The EXcellent process starts after Livework and a client have agreed to do a project to improve EX for the client organization. While insights from the EXcellent process could definitely be used during the negotiation phase of a project, this was out of scope for this graduation project.

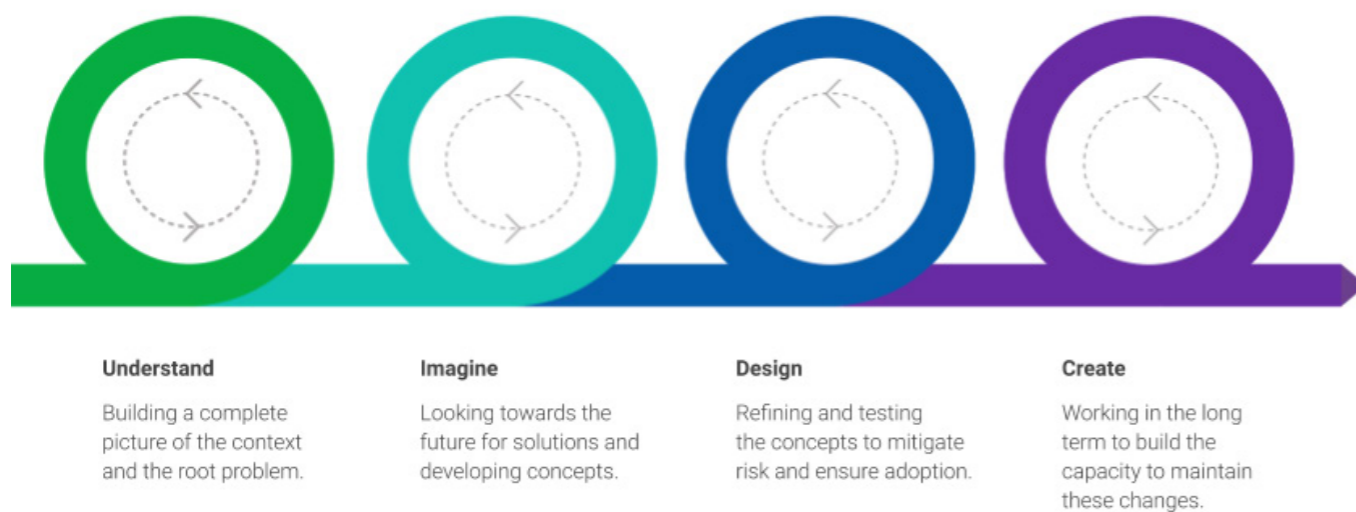


Figure 52 - The Livework design process

The EXcellent process

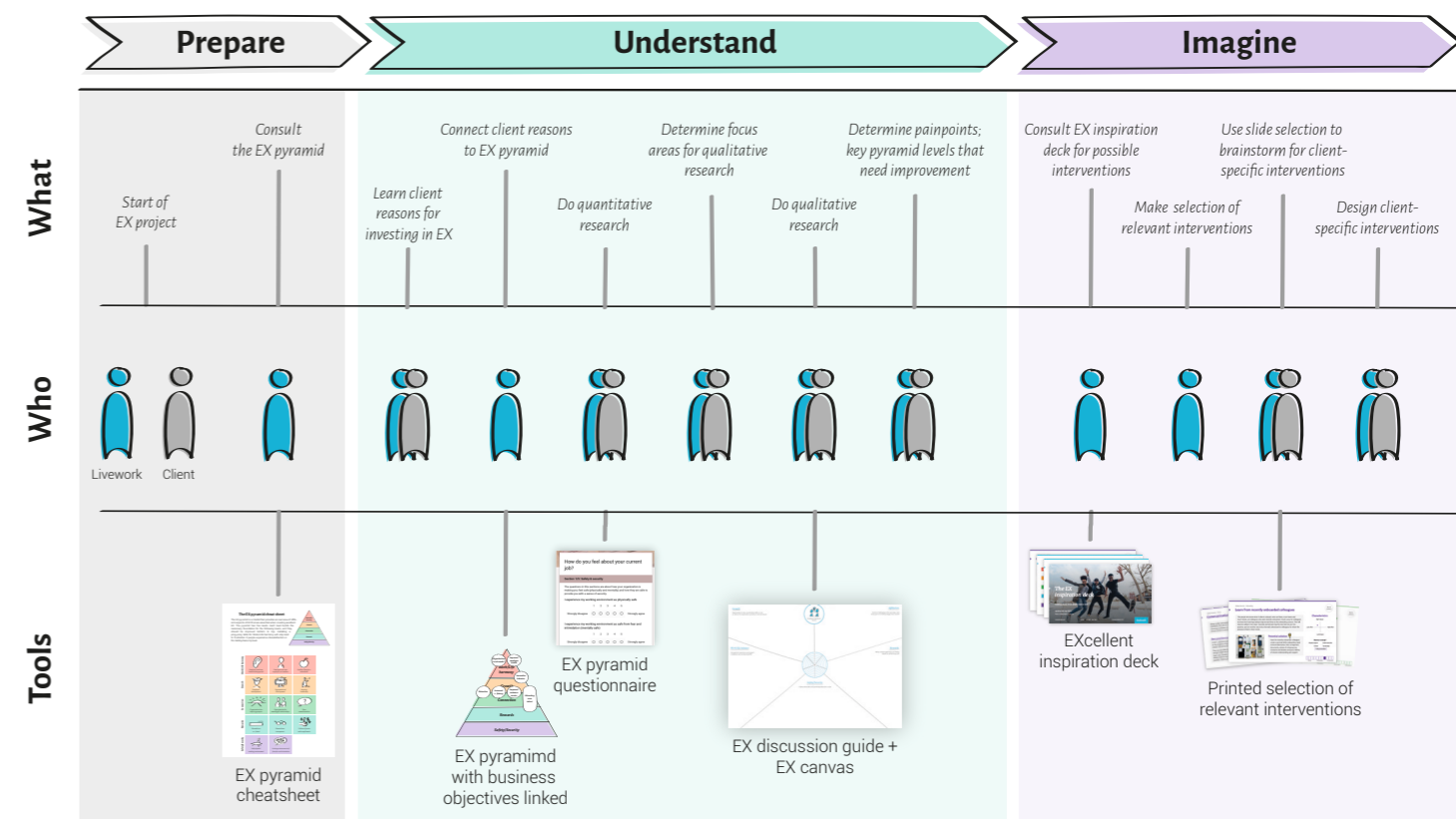


Figure 53 - The EXcellent process overview

7.1 Prepare

The EXcellent process takes into account that it can be executed by any Liveworker, whether they worked on EX projects before or not. This is ensured in the 'prepare phase' (Figure 54).

Consulting the EX pyramid

The first step for the Liveworker(s) executing the EXcellent process is to consult the EX pyramid. The EX pyramid is the foundation of the entire process that is used in various stages. For the first step of the EXcellent process, the EX cheat sheet was designed (Figure 55). It is an A4 sized leaflet that communicates the essence of the EX pyramid at a glance. For a more in-depth explanation of the pyramid, the sheet refers to the EXcellent inspiration deck (which is explained later in this chapter). The goal of the EX cheat sheet is to present the contents of the theoretical model in an accessible way.

Apart from this initial objective, the sheet could serve other purposes as well. For example, it could be used during workshops to explain the pyramid to clients, or during interviews to assess whether or not crucial topics have been addressed.

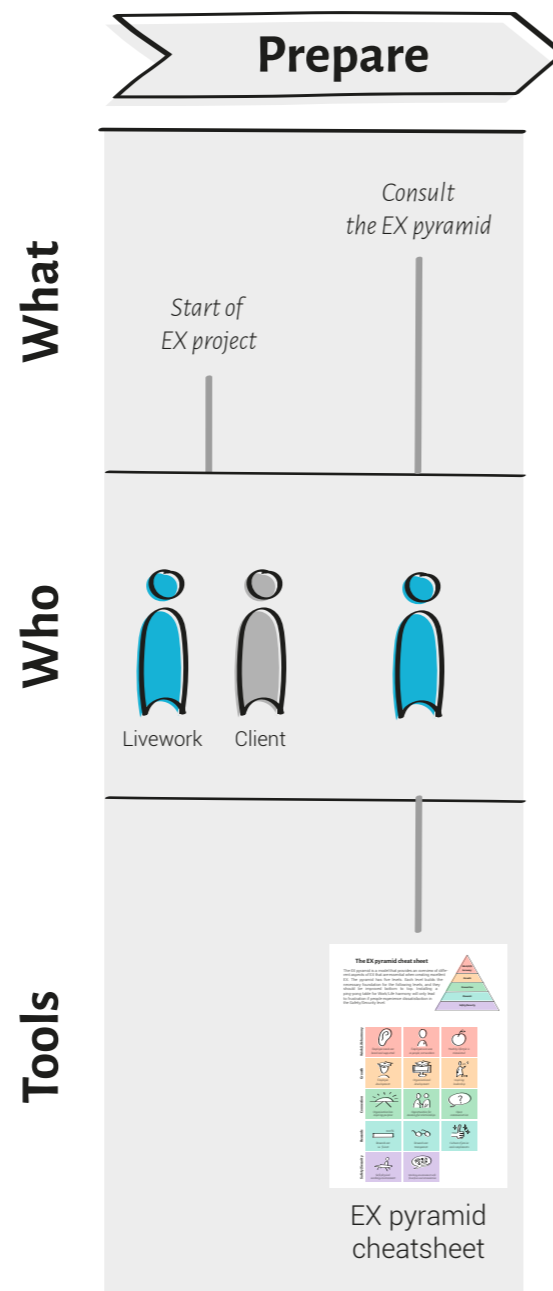
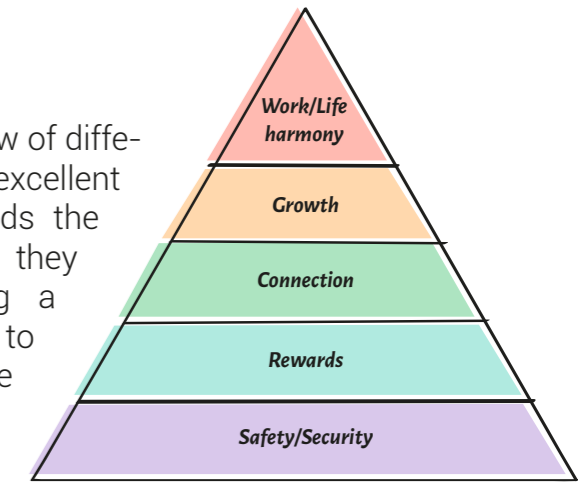


Figure 54 - The prepare phase

The EX pyramid cheat sheet

The EX pyramid is a model that provides an overview of different aspects of EX that are essential when creating excellent EX. The pyramid has five levels. Each level builds the necessary foundation for the following levels, and they should be improved bottom to top. Installing a ping-pong table for Work/Life harmony will only lead to frustration if people experience dissatisfaction in the Safety/Security level. For a more in-depth explanation, view the EXcellent inspiration deck.





Work/Life harmony	 Employee needs are heard and supported	 Employees are seen as people, not workers	 Healthy lifestyle is stimulated
Growth	 Employee development	 Organizational development	 Inspiring leadership
Connection	 Organization has inspiring purpose	 Opportunities for meaningful relationships	 Open communication
Rewards	 Rewards are sufficient	 Rewards are transparent	 Culture of praise and compliments
Safety/Security	 Safe physical working environment	 Working environment safe from fear and intimidation	

Figure 55 - The EX cheat sheet

7.2 Understand

The second phase of the EXcellent process is the 'understand phase' (Figure 56). During the understand phase, organizations discover which levels of the EX pyramid they should focus their efforts on. This consists of two parts: understanding what organizations want to achieve and understanding what employees' needs are.

Understanding what organizations want to achieve

The client will usually have an idea of why they are starting the EXcellent process (e.g. Case box 2). This client objective can be linked to the EX pyramid. For example, an objective of one of the interviewees from Chapter 3 was to attract new hires for their IT department. The EX pyramid shows that this is usually achieved through focus rewards, connection and/or growth (Figure 57). The connection between a business objective and specific levels of the pyramid helps to narrow down the scope of the project. The client might select one of these levels as a focus level

or choose to do a small intervention for each of these levels. To achieve their goal, the organization should perform somewhat satisfactory in each related level of the EX pyramid. However, to select one or more focus levels, an organization should consult its employees.



Figure 57 - Business objectives linked to the EX pyramid

Understanding employees' needs

For example, an organization concluded that they should perform satisfactory at the connection and growth levels to achieve their objective of smoother hiring. To know if one of these levels is more urgent, the organization should know how they are performing at both connection and growth. Maybe employees feel a strong connection due to the inspiring purpose of the organization. Then it might be more important to focus on growth to reach their goal. Understanding employees' needs provides direction for the entire project.

There are multiple methods suitable for discovering employees' needs. As concluded in Chapter 6, qualitative methods are essential to EX, as they are better suited for complex situations and collecting in-depth information (Kumar, 2011). There are, of course, also advantages related to **quantitative** methods, such as questionnaires. While they are often less flexible, and offer little opportunity for spontaneity compared to, for example, interviews, they have a bigger reach and provide greater anonymity. For this process, I opted to propose both a quantitative method and a qualitative one. The qualitative method I propose, is interviews and the quantitative method is a questionnaire. In this way, a large sample of answers can be collected via the questionnaire. This ensures that results can be collected from the wide variety of employees that works for one organization. The broad, superficial dataset can then be supplemented with interviews that probe further into striking questionnaire results.

Questionnaire

The questionnaire was designed and tested with ten people, through various iterations. The iterations mostly improved the wording of questions for better understanding and reduced the amount of neutral answers (due to, for example, question vagueness). I designed the questionnaire in google forms (Figure 58). The questionnaire was designed around the EX pyramid (Chapter 4). Each level of the pyramid was

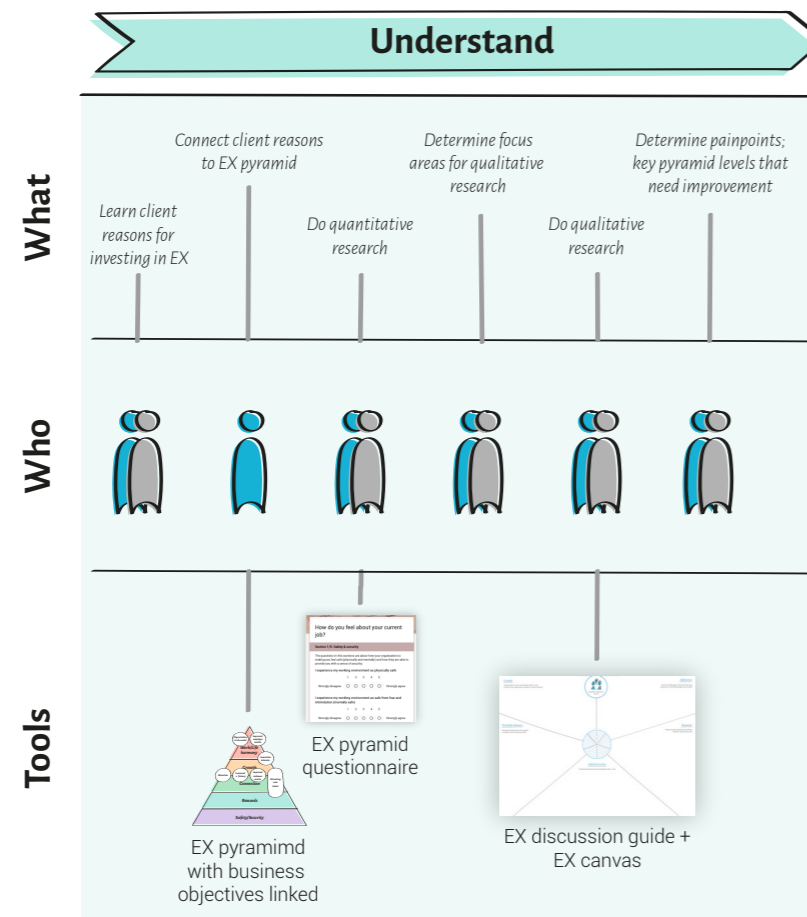


Figure 56 - The understand phase

Figure 58 - Prototyped questionnaire

introduced and explained shortly. For each level, I created 6-8 questions that covered all aspects that a level encompassed. Each question measured the attitudinal value of respondents to a specific item, through a Likert scale (Kumar, 2011). For each level, a final question was asked that investigated how, according to the respondent, their organization could improve that level. Figure 59 shows an example of a Likert scale question. Figure 60 shows an example of an concluding question. For an overview of all questions, see Appendix 4. Besides providing a greater reach, the questionnaire could also serve as a sensitizer to prime respondents for interviews. "A sensitizer helps [respondents] to observe their own lives and reflect on their experiences around your topic." (van Boeijen, Daalhuizen, Zijlstra, & van der Schoor, 2013, p. 41),

Interviews

For the interviews, I proposed a set of questions that cover all levels of the EX pyramid, similar to the quantitative questions. The main difference is that questions can be probed further into when conducting interviews. Besides, I designed a capture sheet (Figure 63). This capture sheet was designed to guide the conductors of interviews through all topics and contains short explanations of each level of the

I feel like my organization makes an effort to help new people fit in quickly

1 2 3 4 5

Strongly disagree Strongly agree

Figure 59 - Likert scale question

What could your organization do to make you feel safer or more secure at work?

Your answer _____

Figure 60 - Concluding question

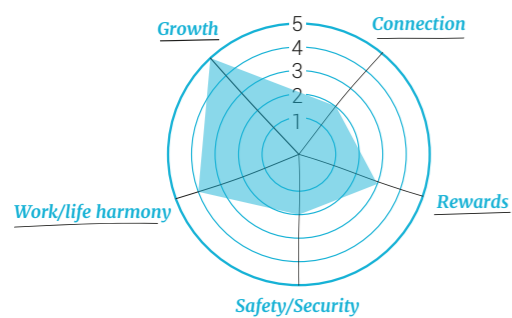


Figure 61 - Potential radar diagram for a recent graduate

pyramid. As mentioned previously, the EX cheat sheet could also be a helpful reminder during this phase that ensures all levels of the pyramid are sufficiently covered. Unfortunately, the interview guide has not been tested yet with participants. However, both the questionnaire and the interviews have been prepared for the client company case, which yielded a few insights (Case box 4).

The capture sheet has a radar diagram in the center. This diagram is used to make a rough estimation on the satisfactory level of interviewees regarding each level of the pyramid. The radar diagram can be used to document findings. A tool that can also be used, for example, is a Persona. "Personas are archetypal representations of intended users, describing and visualizing their behavior, values and needs. [...] When user research is finished, a Persona can be used to summarize and communicate findings." (van Boeijen et al., 2013, p. 95). For a recent graduate starting their first job, a needs diagram might look like Figure 61. It is likely that they value growth opportunities since they are just starting their careers. In contrast, a spider diagram for a young parent might look like Figure 62. It could be more important to this young parent that they are able to work *and* spend time with children. Besides, they might crave job security since they now have offspring to provide for. Of course, there is an abundance of possibilities, and this is just one interpretation. In any case, the radar diagram is helpful in communicating differences between employees.

Conclusion

The understand phase is concluded with an analysis and synthesis of insights. The results of the research yield general pain points of employees and key pyramid levels that should be improved. These insights are the starting point for the imagine phase

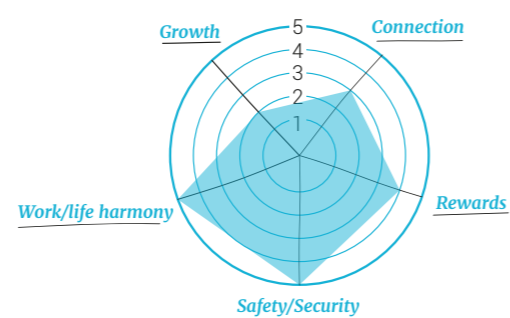


Figure 62 - Potential radar diagram for a young parent

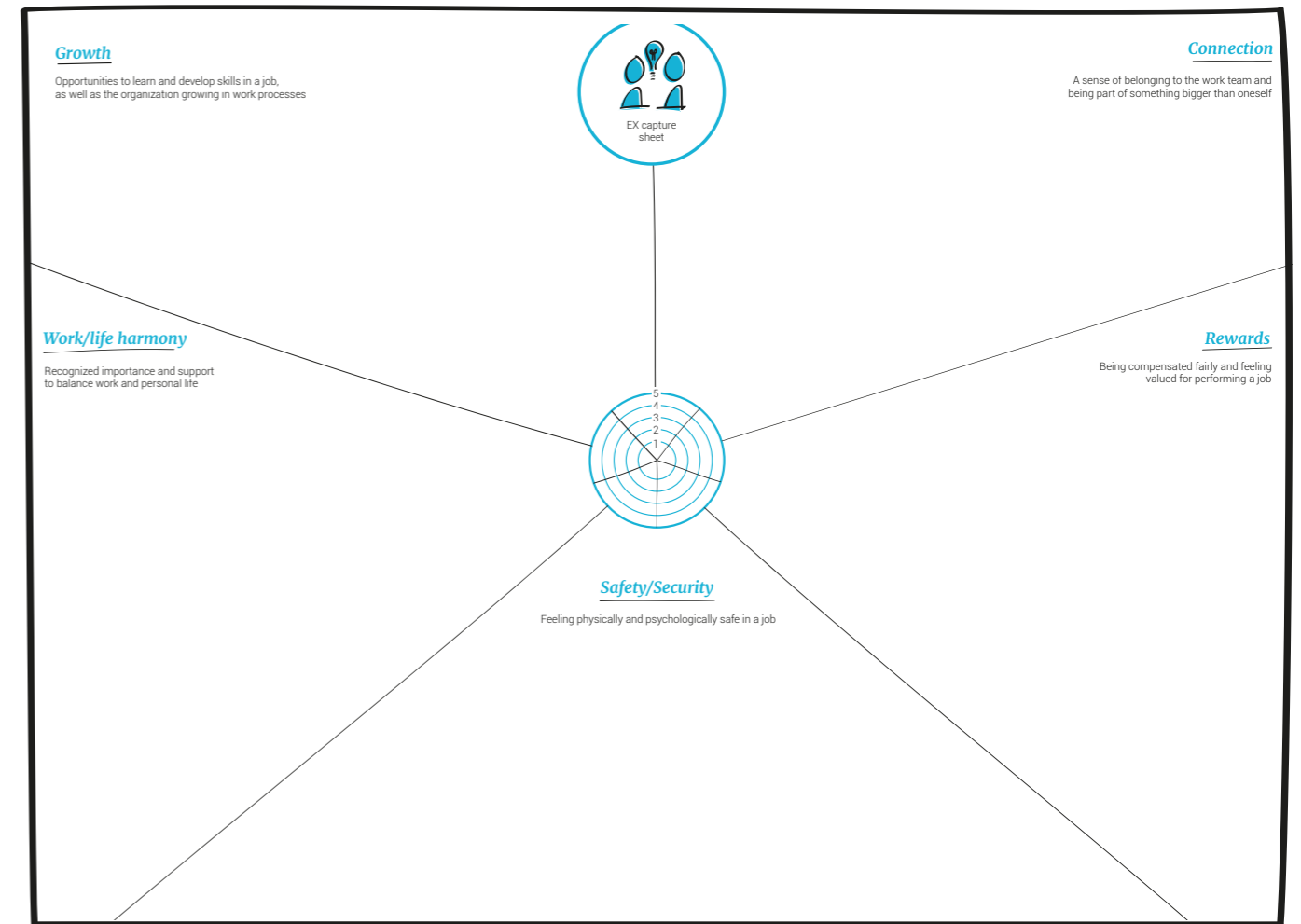


Figure 63 - The EX capture sheet

Case box 4

Both the questionnaire and the interview guide were used for the energy company case.

Regarding the questionnaire, one of three Liveworkers responsible for the project shared the following:

"While I really like the questionnaire and I think it will provide valuable insights, we opted not to send the questionnaire before the interviews. We thought the questions were really direct, and we think it is better if we send this questionnaire after the interviews".

This was a valuable insight, that calls for a potential adaptation of the questionnaire.

In addition, another Liveworker responsible for this project shared that 6-8 questions per pyramid level is too much, and that they would prefer to have 2-3 questions per level. With 2-3 questions per level, I would make sure that at least all facets mentioned on the EX cheat sheet for each level are in the questionnaire.

I also received feedback regarding the interview setup. The energy company case is focussed specifically on the onboarding journey of employees, not on EX throughout the entire employee journey. Two of the three responsible Liveworkers explained that, in this case, the scope of the onboarding journey provided enough boundaries during the interview. They didn't want to add more boundaries by having participants focus on categorizing their experience in one of the five levels.

They explained that instead of focusing interview questions on the levels of the pyramid, it would be more helpful to use the pyramid during the analysis phase of the interviews. At that moment, Liveworkers would match interviewee quotes to the EX pyramid.

Due to my conversations with Liveworkers, and the way they work, it did not come as a surprise that my proposed research methods were not directly used. Future modifications, for example making the questions less direct, could potentially improve usability.

7.3 Imagine

Both Livework and the client organization are now clear on which levels of the pyramid call for EX interventions. This is where there is a need for inspiration. To answer this need, I created the EXcellent inspiration deck. This deck contains over seventy best practice examples, solutions and tips for EX interventions in various pyramid levels.

In Chapter 6, I explained how I learned that a google slide deck is a good means of communicating the inspiration. The slide deck is set up in four relevant sections:

- About this deck
- The EX pyramid explained
- Intervention overview
- The interventions

Each section is explained in this Chapter. However, conveying the contents and mechanisms of this deck is difficult through text. For a short video demonstration of the EXcellent inspiration deck, go to: rosastorm.nl/2019/excellent-deck-demonstration/.

About this deck

The about this deck slide introduces the inspiration deck and explains how it can be used (Figure 64). It introduces the fact that objects are clickable, to make navigating the deck a smooth experience.

The EX pyramid explained

A few slides are dedicated to explaining the details of the EX pyramid (Figure 66). The different levels are explained in one slide. The icons correspond to the EX cheat sheet and the text on the left. Both the text and the icons were based on the aspects that are covered in the EX pyramid, as defined in Chapter 4.

Intervention overview

The intervention overview is one slide. This slide contains clickable objects to all interventions. This is indicated at the top of the slide. When testing this prototype, the rectangular buttons were used intuitively as intended (Figure 65).

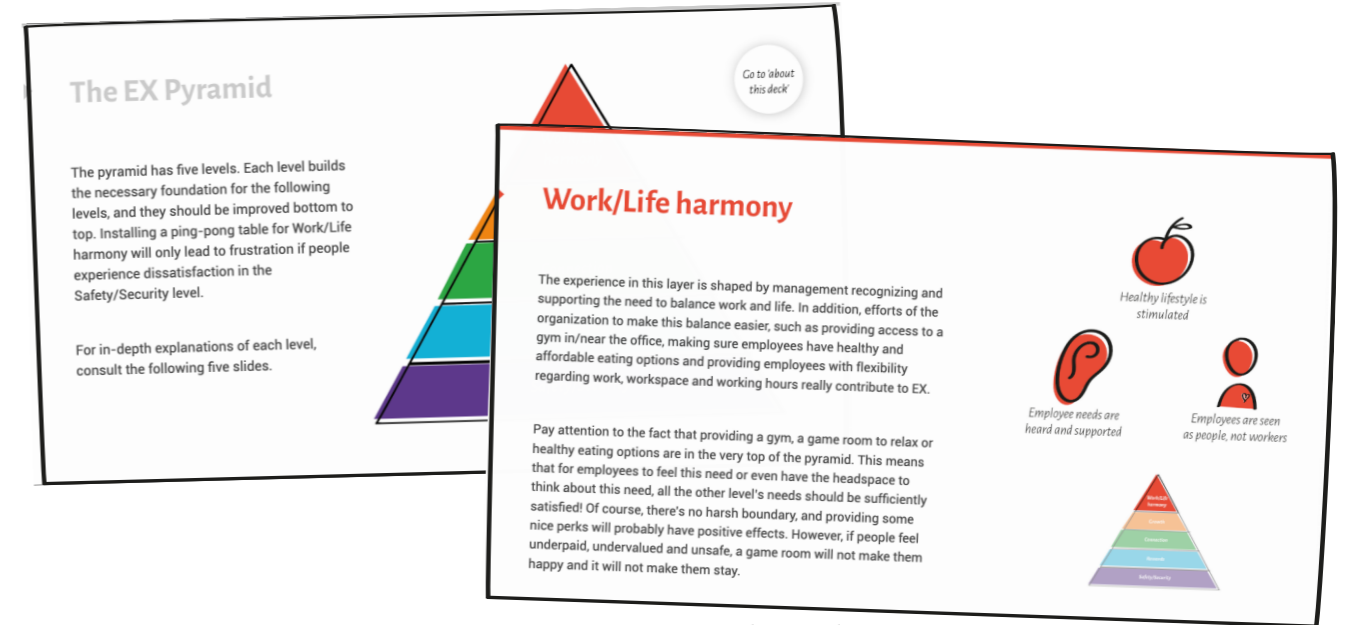


Figure 66 - The EX pyramid explained

The layout of the overview was based on the five pyramid levels (on the left of the slide) and a simplified employee journey, based on the Livework onboarding journey. These categorizations were defined to provide some structure to the seventy interventions. When allocating each intervention, I found that I could almost always easily place them in one of the

categories. A few interventions were relevant across multiple journey phases, such as an organization having an inspiring purpose. This is essential during hiring, but also during work. I opted for this specific intervention to mention it during both phases, with different best-practice examples, since it has been defined as essential to EX (Morgan, 2017).

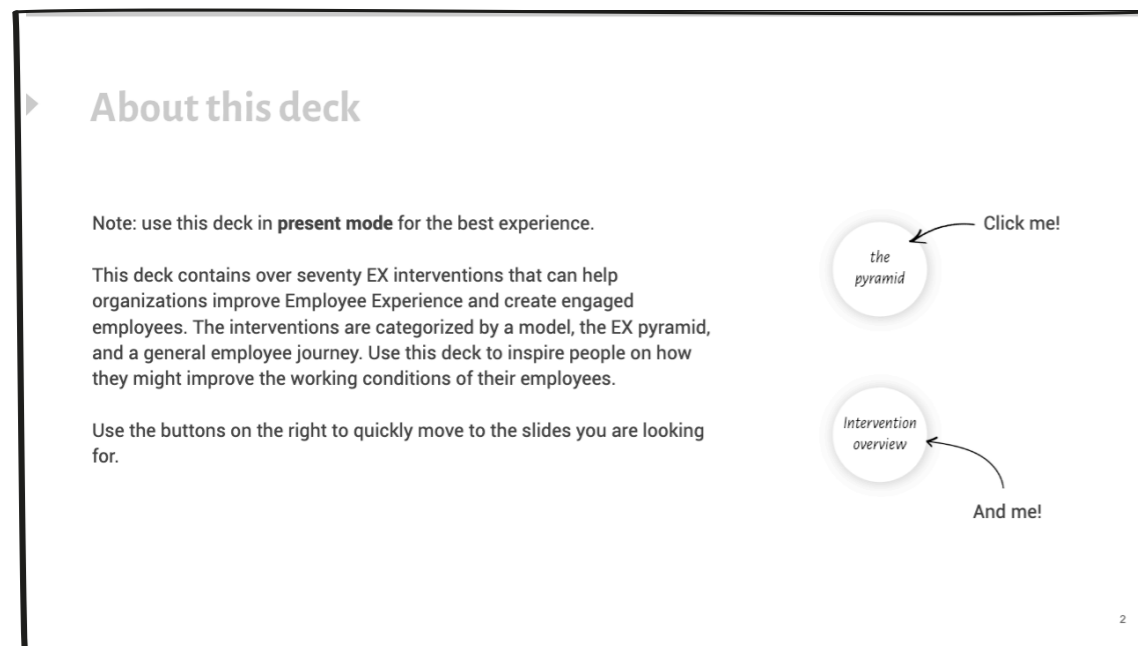


Figure 64 - About this deck



Figure 65 - The intervention overview

The interventions

All intervention slides have a similar layout (Figure 67). The very top of the slide states which level and journey phase this intervention belongs to in a small grey font. Underneath it is the title of the intervention. On the far right is a button to go back to the intervention overview.

Underneath the title, the intervention is explained in one paragraph of text. On the right of that are the characteristics of the intervention. For each intervention, a rough estimate indicates whether the intervention has a low or high effort, and a low or high impact. Underneath that is indicated what needs to change. This is inspired by the models of Morgan (2017) and Peper & Mes (2018). Each of their models had specific categories dedicated to technology and physical environment. Even though this was not integrated in the EX pyramid, it can still be communicated in this way in the deck. The distinction provides

a quick overview of the type of intervention, a technological improvement or a procedural one, for example.

Underneath the intervention description is either a best practice example, a potential solution (Figure 68), or a tip (Figure 69). For some interventions, such as showing candidates around the workplace, a best practice example could not be found. In that case, a tip or potential solution still provides inspiration, even though it was not directly inspired by another organization. The goal was to include as many as possible best practice examples, and only use tips or potential solutions when best practice examples could not be found.

Finally, on the bottom right is an overview of the interventions in the current pyramid level. This overview consists of clickable objects as well, making navigation through the deck smooth, and providing a sense of clarity of one's position in the deck.

Safety/Security - Onboarding

► **Easy access to (pre-)onboarding files** Back to overview

An important part of feeling safe during onboarding is knowing what to expect, and where to find the information you need. Make sure the new hire has access to relevant files during (pre-)onboarding.

Best practice example

Trello has created - surprise - a trello board for onboarding employees. This board has different categories and cards that provide direction for a new hire.

Of course there's tasks that a new hire can do in their first days. Another category is pictures of close colleagues and their names. A really practical category is 'who do I talk about...' ... the temperature in the office or ... the lunch menu. By keeping all important, practical info in one overview, new hires know where to find the answers they're looking for.

Characteristics

High impact
Low effort — High effort
Low impact

What has to change?

Physical space Communication
Culture Technology
Policy/procedure

Hiring Onboarding During work

Figure 67 - Intervention slide

Potential solution

Have the recently onboarded colleagues create a survival kit for onboarding: need to know information, links to important documents, stories of embarrassing moments and failures, and just a feeling of shared understanding and support.

Tips

- Clearly define who is responsible for getting hard- and software tools ready
- Have an onboarding checklist for internal use
- Schedule time for colleagues to help the new hire set up their tools

Figure 69 - Tips

Figure 68 - Potential solution

How to use the EXcellent inspiration deck?

The EXcellent inspiration deck is used – as the name gives away – for inspiration. According to the EX process, Livework consults the EXcellent inspiration deck first, after concluding which are the focus levels of the client. Livework makes a pre-selection to bring to a client meeting or creative session, where it is used for idea generation. This can be done either by creating a duplicate google slide deck and deleting interventions that are not relevant, or printing the selection of interventions that are relevant.

The best practice examples can usually not be directly copied. Instead, a best practice example is translated to the client organization's context.

For example, one best practice of Tony's Chocolonely's is that when a new hire arrives, somewhere in their first weeks, they get to create their own chocolate flavor. This flavor is produced, with a personalized chocolate bar wrap, and delivered to the new hire. This immediately involves the new hire in the organization, because they have made a small part of it their own. If we would go to the energy company with this solution, it would not match. The energy company is not connected in the same way to chocolate as Tony's Chocolonely's is. One translation might be that every new hire gets to design their own

phone charging cable, that is subsequently labeled with the employee's name. A best practice example is used by extracting the essence of it and applying it to the context of the client organization the project is carried out for.

Because the deck was created in google slides, it is easily updated with new best practice examples, or maybe even tested and validated interventions from Livework's own projects.

Concluding the EXcellent process

The EXcellent process is finalized by selecting specific interventions that can be designed, prototyped and tested in the client organization.

The value of the EXcellent process is that it provides tools and guidelines that make sure that all aspects of EX are considered when improving it. Different interventions cover various aspects of EX, such as, of course, the pyramid levels, but also various parts of the definition of EX. In Chapter 4, EX was defined as the sum of Expectations, Perceptions and Experiences. Some interventions in this deck are aimed at aligning expectations, for example by improving communication; others are aimed at improving perceptions or experiences. In this way, the process is able to cover the entire topic of EX.

8 Conclusions

This chapter describes the conclusions, limitations, opportunities for further research and my personal reflection. For a project summary in video format, visit rosastorm.nl/2019/showcase-video-graduation/.

This research project explored how organizations can improve EX. I explored how they are currently working on EX, what makes for successful EX and how organizations can be provided with the tools to make concrete steps towards successful EX.

Through immersion in practice as well as in literature I was able to create an understanding of the complex topic of EX.

From a literature review on the evolution of HR constructs I learned that constructs build on each other, and that insights from previous constructs can still be relevant today. For example, motivation taught us that motivating people is a conscious process that needs to be designed. From employee engagement we learned that an organization and employees can benefit **each other** instead of the benefits just going in one direction. We learned that EX is a framework that creates engaged employees. Engaged employees lead to increased employee retention and productivity, increased organizational growth and customer

satisfaction and finally to increased organizational profitability.

Through interviews with HR professionals I was able to create the EX cycle: a three step model to improve EX. The three steps are:

1. Learning about the value of EX
2. Learning how to improve EX
3. Measuring impact

Building on the definitions of Morgan (2017) and Maylett & Wride (2017), I was able to define EX as:

"Employee Experience is the sum of perceptions employees have about their interactions with the organization, and how this aligns with their expectations."

I compared six different models to create a way of structuring the enormous amount of information that is available on EX. I created the EX pyramid. The pyramid consists of five levels, that describe employee needs that need to be satisfied to improve EX:

- Safety/Security
- Rewards
- Connection
- Growth
- Work/Life harmony

I defined the design problem for this project based on previous findings as:

How can organizations adopt fitting EX strategies?

Fitting was defined as based on what organizations want to achieve, and the need satisfaction level of employees. EX strategies were defined as:

"An EX strategy is intervention an organization can perform to improve the perception of one or more employees about their interactions with the organization, and how this aligns with employees' expectations."

The idea generation phase yielded many insights that shaped the final design. These insights are showed here. Then, I explained how I answered or integrated each of these insights into the final design.

Organizations would like guidance in prioritizing steps for improving EX.

Through the EXcellent process, organizations are directed to one level of the pyramid that has the highest priority based on organizational objectives and employee needs.

Organizations are looking for ways to successfully and frequently listen to their employees, since that is considered a key aspect of EX.

In hindsight this is a very specific insight. One of the EX interventions (in growth - during work) is to create a continuous feedback cycle, which is how this insight was answered.

A 'fitting' EX strategy is based on what organizations want to achieve and what employees need.

This was acknowledged, and used to create the EXcellent process. By matching the organizational objectives to the EX pyramid and conducting research to investigate employee needs, this is represented in the EXcellent process.

Qualitative methods are essential in the understand phase of EX.

Qualitative research was integrated into the EX process as a way to understand employees' needs.

For the imagine phase, a card set is a suitable way to communicate best practice examples according to organizations, because it enables them to browse various inspirational examples and hold them physically.

I finally created the EXcellent inspiration deck in digital form. However, the slides can easily be printed to achieve a similar effect to the card deck.

Liveworkers prefer a model that provides a rough research setup over a strict definition of methods and questions to ask.

This design could use the database of Livework research methods instead of developing a new method.

The EXcellent process leaves a lot of room for tweaking and interpretation of methods. The main structure is the process itself, but the methods are interchangeable in order to answer to the need. In this way, there is no strict research setup, and the research methods of Livework can easily be used.

For the design of the imagine phase to be used by Liveworkers, it needs to be digital.

A tool that easily integrates into the Livework way of working is google slides.

By creating the EX inspiration deck in google slides, these insights were integrated into the final design.

8.1 Limitations and recommendations

Naturally this project was subject to several limitations.

Lack of previous studies

First of all, the lack of previous research studies on the topic of EX. Chapter 4 illustrated that, compared to other HR constructs, relatively little research has been conducted regarding EX. Luckily, a lot of books were written on the topic. However, it was not always clear to what extent insights in books were backed by empirical research. I strived to supply insights from books with empirical research, but some parts of EX, such as a clear definition, just have not been studied yet.

Research sample size

Due to the setup of this graduation project, I was only able to conduct seven interviews during the immersion in practice. For the objectives of this project, this was sufficient. However, based on this sample size I was not able to draw conclusions on, for example, variations between sectors and organizations. For future research, I would recommend setting up a research study with a larger sample size to gain insight in these differences.

Validation

Due to the nature of this graduation project, it was not feasible to validate the design with a client. Even though the energy company case was used to some extent to validate this research, not all tools could be tested. Besides, I was not able to participate fully in the energy company case, because graduation itself was a full-time activity. When implementing the tools described in this report, my presence or a handover presentation explaining everything is recommended.

Understanding of the Livework process

To gain an understanding of the Livework process, I organized many conversations in which I explored it. However, I never experienced this process first-hand. The final design should be able to integrate into the Livework process, however, Case box 4 illustrated some adjustments that had to be made when applying it to the energy company case. At this moment, it cannot be said with certainty that the final design completely integrates into the Livework process. However, by applying the EXcellent process during future projects, and documenting findings and adjustments, this could be achieved.

8.2 Personal reflections

One thing I learned during this project, is that personal reflection is not one of my strengths. As explained in Chapter 1, I strived to document personal reflections throughout the project report. However, I almost never felt the opportunity was right to insert a personal reflection into the report.

I defined one of my strengths as *doing, not thinking*. I think this definitely showed throughout this report. Even though I was at one point stuck thinking, not doing, most of this project was carried out in a mix of intuition and careful consideration. For example, I intuitively started collecting a list of aspects, that finally turned out to be a major turning point in my design. I intuitively started writing LinkedIn articles, that turned out to be one of the major activities that kept me motivated and involved in the business community. I usually start something, and then find that it integrates perfectly into the process. Even though I like this way of working, since it comes natural to me, I want to challenge myself. I want to work on becoming more aware of the value of reflection, setting goals, and making conscious decisions.

Something that surprised me, was that I felt strangely calm throughout most of the project. I did reflect on why this could be. I concluded that this calmness existed because I was only doing this graduation project for me - not a project group, a boss or a client. I loved that I could make decisions on how to run this project, from the google drive folder structure to the design of this report and my working hours. I loved not having to answer to anyone. Instead, I was only asking my dedicated coaches for advice, which is a completely different dynamic. In the future, I will remember that working for myself reduces my stress levels significantly. When working for a client or a boss, I will look for ways to make the project more my own.

What was reinforced during this project, is that I love experimenting with new things. I used the little animation skills that I possessed to create a summarizing animation of this project. I spent a lot of time on

it, which caused some stress in the final weeks, but I enjoyed it so much.

Something else I learned is that I work best when I am surrounded by other people. When I work alone, or from home, I start procrastinating. This has been very frustrating at times, when I was not able to move myself to work while I really had things I had to do.

Concerning the topic of EX, for which I was intrinsically motivated at the beginning of this project, I am still very happy with my choice. I am still interested in the topic, even though I have read a lot about it and I have read and spoken the term EX a thousand times. I am excited to continue working with it after I finished this graduation project.

Regarding my learning ambitions, one I crushed is LA1. Academic research. I feel that I have really pushed myself in this learning ambition. The process of working with literature comes natural to me now, and I really enjoyed doing it. I would still like to expand my knowledge further, and conduct several studies (for which I already have a few topics in mind).

I am also very content with the progress regarding the documentation learning ambition. Even though I didn't write a summary as often as I would have liked, my LinkedIn articles were a revelation. I really enjoyed writing them, and they were received well in the EX community.

I definitely discovered my interests during this graduation project. I love the work that Livework does (if that was not clear yet from this report), and I am happy to continue working there after graduating. The combination of research and practice still speaks to me. I am also excited that I will be able to continue working on this project, improving it while implementing it within Livework, instead of the project ending up in a drawer somewhere.

Overall I am really proud of my graduation project, and would not have wanted it any other way.

References

A

Allen, D. G. (2008). Retaining Talent: A guide to analyzing and managing employee turnover. *Society for Human Resource Management Foundation*, 57. Retrieved from http://www.shrm.org/about/foundation/research/documents/retaining_talent-final.pdf

Amabile, T. M. (1998). How to kill creativity: Harvard, (October), 1–19.

Ashkanasy, N. M., Ayoko, O. B., & Jehn, K. A. (2014). Understanding the physical environment of work and employee behavior: An affective events perspective. *Journal of Organizational Behavior*, 35(8), 1169–1184. <https://doi.org/10.1002/job.1973>

B

Bateman, T. S., & Strasser, S. (1984). A longitudinal analysis of the antecedents of organizational commitment. *Academy of Management Journal*. *Academy of Management*, 27(1), 95–112. <https://doi.org/10.2307/255959>

Beaujean, M., Davidson, J., & Madge, S. (2006). The 'Moment of Truth' in Customer Service | McKinsey & Company. *McKinsey Quarterly*, (1), 62–73. Retrieved from <http://www.mckinsey.com/business-functions/organization/our-insights/the-moment-of-truth-in-customer-service>

Becker, T. E. (1992). Foci and Bases of Commitment: Are WThey Distinctions worth Making? *Academy of Management Journal*, 35(1), 232–244.

Berthon, P., Ewing, M., & Hah, L. L. (2005). Captivating company: dimensions of attractiveness in employer branding. *International Journal of Advertising*, 24(2), 151–172. <https://doi.org/10.1080/02650487.2005.11072912>

Biswas, S., & Bhatnagar, J. (2013). Mediator analysis of employee engagement: Role of perceived organizational support, p-o fit, organizational commitment and job satisfaction. *Vikalpa*, 38(1), 27–40. <https://doi.org/10.1177/0256090920130103>

Blanchard, K. H., Hersey, P., & Johnson, D. (1969). *Management of Organizational Behavior, Utilizing Human Resources*. Prentice Hall.

Bliss, J. (2018). *Would You Do That to Your Mother?: The "Make Mom Proud" Standard for How to Treat Your Customers*. New York: Penguin Books Ltd.

Bock, L. (2016). *Work Rules! Insights from Inside Google That Will Transform How You Live and Lead*. London: John Murray Press.

Brief, A. P., & Roberson, L. (1989). Job Attitude Organization: An Exploratory Study. *Journal of Applied Social Psychology*, 19(9), 717–727. <https://doi.org/10.1111/j.1559-1816.1989.tb01254.x>

Brown, M., & Benson, J. (2003). Rated to exhaustion? Reactions to performance appraisal processes. *Industrial Relations Journal*, 34(1), 67–81. <https://doi.org/10.1111/1468-2338.00259>

Brozek, M. (2016). Expectations Vs . Experience : The good , The bad , The opportunity. *Forrester Research, Inc.*, (June). Retrieved from https://www.accenture.com/t20160825T041338_w_/us-en/_acnmedia/PDF-23/Accenture-Expectations-Vs-Experience-Infographic-June-2016.pdf

Brum, S. (2007). What impact does training have on employee commitment and employee turnover? University of Rhode Island. *Seminar Research Paper Series*, 1–13. Retrieved from <http://www.uri.edu/research/lrc/research/papers/Brum-Commitment.pdf>

C

Caldwell, C., & Clapham, S. E. (2003). Organizational trustworthiness: An international perspective. *Journal of Business Ethics*, 47(4), 349–364. <https://doi.org/10.1023/A:1027370104302>

Christian, M. S., Garza, A. S., & Slaughter, J. E. (2011). Work Engagement: A Quantitative Review and Test of its Relations with Task and Contextual Performance. *Personnel Psychology*, 64, 89–136.

Cooper, C. L., & Cartwright, S. (1994). Healthy Mind; Healthy Organization — A Proactive Approach to Occupational Stress 1. *Managerial, Occupational and Organizational Stress Research*, 47(Apr 1994), 595–611. <https://doi.org/10.4324/9781315196244-45>

D

Cottrill, K., Lopez, P. D., & Hoffman, C. C. (2014). How authentic leadership and inclusion benefit organizations. *Equality, Diversity and Inclusion*, 33(3), 275–292. <https://doi.org/10.1108/EDI-05-2012-0041>

de Sousa, J. M., & Porto, J. B. (2015). Happiness at Work: Organizational Values and Person–Organization Fit Impact. *Paideia*, 25(61), 211–220. <https://doi.org/10.1590/1982-43272561201509>

Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology*, 18(1), 105–115. <https://doi.org/10.1037/h0030644>

Deci, E. L. (1975). *Intrinsic Motivation*. New York: Plenum Press.

Deci, E. L., & Ryan, R. M. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior Edward. *Psychological Inquiry*, 7965(789355451). <https://doi.org/10.1207/S15327965PLI1104>

Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and Education: The Self-Determination Perspective. *Educational Psychologist*, 26(3), 325–346.

Dehart-Davis, L., Davis, R. S., & Mohr, Z. (2015). Green Tape and Job Satisfaction: Can Organizational Rules Make Employees Happy? *Journal of Public Administration Research and Theory*, 25(3), 849–876. <https://doi.org/10.1093/jopart/muu038>

Delisi, R., & Dixon, M. (2013). *The Effortless Experience*. New York: Penguin Books Ltd.

Dubinsky, A. J., & Skinner, S. J. (2002). Going the extra mile. Antecedents of salespeople's discretionary effort. *Industrial Marketing Management*, 31(7), 589–598. [https://doi.org/10.1016/S0019-8501\(02\)00179-7](https://doi.org/10.1016/S0019-8501(02)00179-7)

E

Elliot, A. J., Faler, J., McGregor, H. A., Campbell, W. K., Sedikides, C., & Harackiewicz, J. M. (2000). Competence valuation as a strategic intrinsic motivation process. *Personality and Social Psychology Bulletin*, 26(7), 780–794. <https://doi.org/10.1177/0146167200269004>

F

Foss, N. J., Minbaeva, D. B., Pedersen, T., & Reinholt, M. (2016). Organization-based self-esteem, psychological contract fulfillment, and perceived employment opportunities: A test of self-regulatory theory. *Human Resource Management*, 48(6), 871–893. <https://doi.org/10.1002/hrm>

Frey, & Jegen, R. (2001). Motivation Crowding Theory : A Survey of Empirical Evidence. *Journal of Economic Surveys*, 15(49), 589–611.

Frey, & Oberholzer-Gee, F. (1997). The Cost of Price Incentives : An Empirical Analysis of Motivation Crowding-Out. *American Economic Association*, 87(4), 746–755.

G

Gagné, M., & Deci, E. L. (2005). Self-Determination Theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331–362. <https://doi.org/10.1002/job.322>

Gartner. (2019). *2019 HR Executive Priorities*. Retrieved from <https://www.gartner.com/en/confirmation/human-resources/trends/2019-hr-priorities>

Gawel, J. (1997). Herzberg's Theory of Motivation and Maslow's Hierarchy of Needs. - Practical Assessment, Research & Evaluation. *Peer to Peer Electronic Journal*, 5(11), 3–5.

Gebauer, J., & Lowman, D. (2009). *Closing the engagement gap: how great companies unlock employee potential for superior results*. New York: Portfolio.

Gentry, W. A., Weber, T. J., & Sadri, G. (2007). Empathy in the Workplace: A tool for effective leadership. *Centre for Creative Leadership*, (April), 1–13. <https://doi.org/10.1007/s11664-015-4010-3>

Gneezy, U., & Rustichini, A. (2000). *A fine is a price*. Retrieved from <https://rady.ucsd.edu/faculty/directory/gneezy/pub/docs/fine.pdf>

Gonring, M. P. (2008). Customer loyalty and employee engagement: An alignment for value. *Journal of Business Strategy*, 29(4), 29–40. <https://doi.org/10.1108/02756660810887060>

Gouthier, M. H. J., & Rhein, M. (2011). Organizational pride and its positive effects on employee behavior. *Journal of Service Management*, 22(5), 633–649. <https://doi.org/10.1108/09564231111174988>

Greasley, K., Bryman, A., Dainty, A., Price, A., Soetanto, R., & King, N. (2005). Employee perceptions of empowerment. *Employee Relations*, 27(4), 354–368. <https://doi.org/10.1108/01425450510605697>

Great Place To Work. (2019). *Best People Practices gids 2019*. Retrieved from <https://www.greatplacetowork.nl/assets/Affiliate-Netherlands/Publicaties/Best-People-Practices-gids-2019.pdf>

- Gruber, M., De Leon, N., George, G., & Thompson, P. (2015). From the editors managing by design. *Academy of Management Journal*, *58*(1), 1–7. <https://doi.org/10.5465/amj.2015.4001>
- Gruman, J. A., & Saks, A. M. (2011). Performance management and employee engagement. *Human Resource Management Review*, *21*(2), 123–136. <https://doi.org/10.1016/j.hrmr.2010.09.004>
- Guest, G., Bunce, A., & Johnson, L. (2006). How Many Interviews Are Enough?: An Experiment with Data Saturation and Variability. *Field Methods*, *18*(1), 59–82. <https://doi.org/10.1177/1525822X05279903>
- Hall, B. (2017). *Designing a winning employee experience : 5 tips to try*. Retrieved from <https://www.interact-intranet.com/blog/designing-a-winning-employee-experience-5-tips-to-try/>
- Harley, B., Hyman, J., & Thompson, P. (2005). *Participation and democracy at work: Essays in honour of Harvie Ramsey*. Palgrave.
- Harris, J. S. (1982). New product profile chart. *IEEE Engineering Management Review*, *10*(3), 17–25.
- Harter, J. K., Schmidt, F. L., Agrawal, S., Plowman, S. K., & Blue, A. (2016). The Relationship Between Engagement at Work and Organizational Outcomes. *Gallup, Inc.*, (April). Retrieved from <http://news.gallup.com/reports/191489/q12-meta-analysis-report-2016.aspx>
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, *87*(2), 268–279. <https://doi.org/10.1037/0021-9010.87.2.268>
- Heponiemi, T., Elovainio, M., Kouvonen, A., Pekkarinen, L., Noro, A., Finne-Soveri, H., & Sinervo, T. (2008). *Effects of the Interaction Between Reaction Component of Personal Need for Structure and Role Perceptions on Employee Attitudes in Long-Term Care for Elderly People 1*. *Journal of Applied Social Psychology* (Vol. 38). Retrieved from <https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1559-1816.2008.00419.x>
- Herzberg, F., Mausner, B., & Peterson, R. (1959). *The Motivation to Work* (2nd ed.). New York: John Wiley & Sons, Inc.
- Hesket, J. L., Jones, T. O., Loveman, G. W., Sasser, E. W., & Schlesinger, L. A. (2008). Putting the Service Profit Chain to Work. *Harvard Business Review*, *July–August*. Retrieved from <https://hbr.org/2008/07/putting-the-service-profit-chain-to-work>
- Hill, E. J., Hawkins, A. J., Ferris, M., & Weitzman, M. (2001). Finding an extra day a week : The positive influence of perceived job ... *Family Relations*, *50*(1), 49–58.
- Huang, H. J. (1999). Job Rotation from the Employees' Point of View, Research and Practice in Human Resource Management, *7*(1), 75–85. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.737.9477&rep=rep1&type=pdf>
- Hughes, J. C., & Rog, E. (2008). Talent management: A strategy for improving employee recruitment, retention and engagement within hospitality organizations. *International Journal of Contemporary Hospitality Management*, *20*(7), 743–757. <https://doi.org/10.1108/09596110810899086>
- Iaffaldano, M., & Muchinsky, P. (1985). Job satisfaction and Job Performance. *American Psychological Association Inc.*, *97*(2), 251–273. <https://doi.org/10.11144/Javeriana.upsy15-4.pmpc>
- Ivancevich, J. M., & Donnelly, J. H. (1974). A Study of Role Clarity and Need for Clarity for Three Occupational Groups. *Academy of Management Journal*, *17*(1), 28–36. <https://doi.org/10.5465/254768>
- Jacobs, V. (2019). The Business Value of EX: No Employee Experience impact without the business. Retrieved July 25, 2019, from <https://www.ti-people.com/the-business-value-of-ex-no-employee-experience-impact-without-the-business>
- Kahn, W. A. (1990). Psychological Conditions of Personal Engagement and Disengagement at Work. *Academy of Management Journal*, *33*(4), 692–724. <https://doi.org/10.5465/256287>
- Keiningham, T. L., Cooil, B., Aksoy, L., Andreassen, T. W., & Weiner, J. (2007). The value of different customer satisfaction and loyalty metrics in predicting customer retention, recommendation, and share-of-wallet. *Managing Service Quality: An International Journal*, *17*(4), 361–384. <https://doi.org/10.1108/09604520710760526>
- Kinjerski, V., & Skrypnek, B. J. (2006). Creating organizational conditions that foster employee spirit at work. *Leadership and Organization Development Journal*, *27*(4), 280–295. <https://doi.org/10.1108/01437730610666037>
- Kirkman, B. L., & Rosen, B. (1999). Beyond Self-Management : Antecedents and Consequences of Team Empowerment. *Academy of Management*, *42*(1), 58–74.
- Kompaso, S. M., & Sridevi, M. S. (2010). Employee Engagement: The Key to Improving Performance. *International Journal of Business and Management*, *5*(12), 89–96. <https://doi.org/10.5539/ijbm.v5n12p89>
- Kouzes, J., & Posner, B. (2005). The leadership challenge. *Research and Theory for Nursing Practice*, *19*(4), 293–295.
- Kumar, R. (2011). *Research Methodology: a step-by-step guide for beginners* (3rd ed.). London: SAGE Publications Ltd.
- Kuvaas, B., Buch, R., Weibel, A., Dysvik, A., & Nerstad, C. G. L. (2017). Do intrinsic and extrinsic motivation relate differently to employee outcomes? *Journal of Economic Psychology*, *61*(May), 244–258. <https://doi.org/10.1016/j.joep.2017.05.004>
- Lemon, K. N., & Verhoef, P. C. (2016). Understanding Customer Experience Throughout the Customer Journey. *Journal of Marketing*, *80*(6), 69–96. <https://doi.org/10.1509/jm.15.0420>
- Li, H. (2014). The Development of a Human Resource Management System. *Advanced Materials Research*, *926–930*(April), 4020–4023. <https://doi.org/10.4028/www.scientific.net/amr.926-930.4020>
- Lieren, A. Van, Calabretta, G., & Schoormans, J. P. L. (2018). Rational Overrides : Influence Behaviour Beyond Nudging. *Design Research Society*, (June), 2163–2176. <https://doi.org/10.21606/dma.2018.699>
- Liley, M., Feliciano, P., & Laurs, A. (2017). Employee Experience Reimagined. *Accenture Strategy*, *12*. Retrieved from https://www.accenture.com/us-en/_acnmedia/PDF-64/Accenture_Strategy_Employee_Experience_Reimagined_POV.pdf
- Livework Studio. (2019). What we do.
- Locke, E. A. (1991). The motivation sequence, the motivation hub, and the motivation core. *Organizational Behavior and Human Decision Processes*, *50*(2), 288–299.
- Loher, B. T., Noe, R. A., Moeller, N. L., & Fitzgerald, M. P. (1985). A Meta-Analysis of the Relation of Job Characteristics to Job Satisfaction. *Journal of Applied Psychology*, *70*(2), 280–289. <https://doi.org/10.1037/0021-9010.70.2.280>
- Lynn, N. (2019). *Employee Experience (EX) Leadership: Build Trust Through Employee Experience and Engagement*. Independently Published.
- Lyons, M., Good, T., & Lavelle, K. (2017). Gen Z rising (2017 edition).
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, *50*(4), 370–396. <https://doi.org/10.1037/h0054346>
- Mayfield, J., & Mayfield, M. (2002). Leader communication strategies critical paths to improving employee commitment. *American Business Review*, *20*(2), 89–94.
- Maylett, T., & Warner, P. (2014). *MAGIC: five keys to unlock the power of employee engagement*. Austin, Texas: Greenleaf Book Group Press.
- Maylett, T., & Wride, M. (2017). *The Employee Experience: How to Attract Talent, Retain Top Performers, and Drive Results*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Mazzei, A., & Ravazzani, S. (2011). Manager-employee communication during a crisis: The missing link. *Corporate Communications*, *16*(3), 243–254. <https://doi.org/10.1108/13563281111156899>
- McNeese-Smith, D. (1996). Increasing Employee Productivity, Job Satisfaction and Organizational Commitment, Hospital and Healthcare Services Administration. *Hospital & Health Services Administration*, *41*(2), 160–175.
- Mellström, C., & Johannesson, M. (2008). Crowding Out in Blood Donation: Was Titmuss Right? *Journal of the European Economic Association*, *6*(4), 845–863. Retrieved from [https://econweb.ucsd.edu/~jandreon/PhilanthropyAndFundraising/Volume 2/32 Mellstrom Johannesson 2011.pdf](https://econweb.ucsd.edu/~jandreon/PhilanthropyAndFundraising/Volume%202/32%20Mellstrom%20Johannesson%202011.pdf)

- Meyer, C., & Schwager, A. (2007). Understanding Customer Experience. *Harvard Business Review*, 82(2). Retrieved from https://s3.amazonaws.com/academia.edu.documents/35132402/FINAL_HBR_Understanding_Customer_Experience.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1555854388&Signature=DplA1wfUuwuYT8iWs8cNSgkBzGY%3D&response-content-disposition=inline%3Bfilename%3DUnde
- Meyer, J. P., Becker, T. E., & Vandenberghe, C. (2004). Employee commitment and motivation: A conceptual analysis and integrative model. *Journal of Applied Psychology*, 89(6), 991–1007. <https://doi.org/10.1037/0021-9010.89.6.991>
- Morgan, J. (2017). *The Employee Experience Advantage: How to Win the War for Talent by Giving Employees the Workspaces they Want, the Tools they Need, and a Culture They Can Celebrate*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Nelson, E., & Doman, H. O. (2017). Employee Experience How to Build an EX-Centric Organization Sections, 44. Retrieved from <http://www.kennedyfitch.com/KFwebsite-new/wp-content/uploads/Employee-Experience-How-to-Build-an-EX-Centric-Organization.pdf>
- O'Reilly, C., & Chatman, J. (1986). Organizational Commitment and Psychological Attachment. The Effects of Compliance, Identification, and Internalization on Prosocial Behavior. *Journal of Applied Psychology*, 71(3), 492–499. <https://doi.org/10.1037/0021-9010.71.3.492>
- Oswald, A. J., Proto, E., & Sgroi, D. (2015). Happiness and Productivity, 33(4), 789–822.
- Pardee, R. L. (1990). Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation.
- Parvin, M. M., & Kabir, M. M. (2011). Factors Affecting Employee Job Satisfaction of Pharmaceutical Sector. *Australian Journal of Business and Management Research*, 1(9), 113–123.
- Peccei, R., & Rosenthal, P. (2003). Delivering Customer-Oriented Behaviour through Empowerment: An Empirical Test of HRM Assumptions. *Journal of Management Studies*, 38(6), 831–857. <https://doi.org/10.1111/1467-6486.00261>
- Peper, G., & Mes, H. (2018). *Employee Experience: Happy People, Better Business*. Alphen aan den Rijn: Vakmedianet.
- Petty, M. M., McGee, G. W., & Cavender, J. W. (1984). A Meta-Analysis of the Relationships Between Individual Job Satisfaction and Individual Performance. *Academy of Management Review*, 9(4), 712–721.
- Pink, D. (2011). *Drive - the Surprising Truth About What Motivates Us*. London: Canongate Books Ltd.
- Rasmussen, T., & Ulrich, D. (2015). Learning from practice: How HR analytics avoids being a management fad. *Organizational Dynamics*, 44(3), 236–242. <https://doi.org/10.1016/j.orgdyn.2015.05.008>
- Rawson, A., Duncan, E., & Jones, C. (2013). The Truth About Customer Experience. *Harvard Business Review*, 39(12), 104–115.
- Reason, B., Løvlie, L., & Brand Flu, M. (2016). *Service Design for Business: A Practical Guide to Optimizing the Customer Experience*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Reilly, P. (2003). *The link between pay and performance*. *The Institute for Employment Studies*. Retrieved from <http://www.employment-studies.co.uk/system/files/resources/files/mp18.pdf>
- Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. *Journal of Product Innovation Management* (Vol. 29). New York: Crown Business. https://doi.org/10.1111/j.1540-5885.2012.00920_2.x
- Rogers, J. D., Clow, K. E., & Kash, T. J. (1994). Increasing Job Satisfaction of Service Personnel. *Journal of Services Marketing*, 8(1), 14–26. <https://doi.org/10.1108/08876049410053267>
- Rosso, B. D., Dekas, K. H., & Wrzesniewski, A. (2010). On the meaning of work: A theoretical integration and review. *Research in Organizational Behavior*, 30(C), 91–127. <https://doi.org/10.1016/j.riob.2010.09.001>
- Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Ryan, R. M., & Deci, E. L. (2000b). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/10003>
- Sachau, D. A. (2007). Resurrecting the motivation-hygiene theory: Herzberg and the positive psychology movement. *Human Resource Development Review*, 6(4), 377–393. <https://doi.org/10.1177/1534484307307546>
- Sanders, E. B. N., & Stappers, P. J. (2012). *Convivial toolbox: Generative research for the front end of design*. Amsterdam: BIS.
- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. (2002). The Measurement of Engagement and Burnout: a Two Sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies*, 3, 71–92.
- Scott, S. G., & Bruce, R. A. (1994). Determinants of Innovative Behavior: A Path Model of Individual Innovation in the Workplace. *The Academy of Management Journal*, 37(3), 580–607.
- Seligman, M. E. (2003). *Authentic Happiness: Using the New Positive Psychology to Realise Your Potential for Lasting Fulfilment*. London: Nicholas Brealey Publishing.
- Seligman, M. E. (2011). *Flourish: A visionary new understanding of happiness and well-being*. London: Nicholas Brealey Publishing.
- Shah, D., Rust, R. T., Parasuraman, A., Staelin, R., & Day, G. S. (2006). The path to customer centricity. *Journal of Service Research*, 9(2), 113–124. <https://doi.org/10.1177/1094670506294666>
- Sheridan, J. E. (1992). Organizational Culture and Employee Retention. *The Academy of Management Journal*, 35(5), 1036–1056.
- Slavin, S. J., Schindler, D., Chibnall, J. T., Fendell, G., & Shoss, M. (2012). PERMA: A model for institutional leadership and culture change. *Academic Medicine*, 87(11), 1481. <https://doi.org/10.1097/ACM.0b013e31826c525a>
- Stone, D. N., Deci, E. L., & Ryan, R. M. (2009). Beyond Talk: Creating Autonomous Motivation through Self-Determination Theory. *Journal of General Management*, 34(3), 75–91. <https://doi.org/10.1177/030630700903400305>
- Storey, J., Ulrich, D., Welbourne, T., & Wright, P. (2016). Employee Engagement. *The Wiley Blackwell Handbook of the Psychology of Positivity and Strengths-Based Approaches at Work*, (May 2016), 317–341. <https://doi.org/10.1002/9781118977620.ch18>
- Stum, D. L. (2001). Maslow revisited: building the employee commitment pyramid. *Strategy & Leadership*, 29(4), 4–9.
- Sullivan, G. B. (2013). Collective pride, happiness, and celebratory emotions: aggregative, network, and cultural models. *Collective Emotions: Perspectives from Psychology, Philosophy, and Sociology*, (3), 266–280.
- Taormina, R. J., & Gao, J. H. (2013). Maslow and the motivation hierarchy: Measuring satisfaction of the needs. *American Journal of Psychology*, 126(2), 155–177. <https://doi.org/10.5406/amerjpsyc.126.2.0155>
- Teixeira, J., Patrício, L., Nunes, N. J., Nóbrega, L., Fisk, R. P., & Constantine, L. (2012). Customer experience modeling: From customer experience to service design. *Journal of Service Management*, 23(3), 362–376. <https://doi.org/10.1108/09564231211248453>
- Ulrich, D. (2019). What's Your Experience with Employee Experience? Retrieved from <https://www.linkedin.com/pulse/whats-your-experience-employee-dave-ulrich/>
- van Boeijen, A., Daalhuizen, J., Zijlstra, J., & van der Schoor, R. (2013). *Delft design guide*. Amsterdam: BIS Publishers.
- van Lieren, A. (2017). *Rational Override; Influencing behaviour beyond nudging*. Delft University of Technology.
- Ventegodt, S., Andersen, N. J., Kandel, I., & Merrick, J. (2008). The connection between working-life quality and employee value to the company. *International Journal on Disability and Human Development*, 7(2), 223–232. <https://doi.org/10.1515/IJDHD.2008.7.2.223>
- Vianna, M., Vianna, Y., Adler, I. K., Lucena, B., & Russo, B. (2011). *Design Thinking: Business Innovation*. Rio de Janeiro: MJV Tecnologia Ltda.
- Vizzuso, J. (2015). Leadership Strategies to Influence Employee Engagement in Health Care. *ProQuest Dissertations and Theses*, 171. <https://doi.org/10.1111/j.1467-8616.2008.00521.x> Malik,
- Walton, R. E. (1985). From control to commitment in the workplace. *Harvard Business Review*, 63(2), 77–84.

Z

- Wheeler, A. R., Gallagher, V. C., Brouer, R. L., & Sablinski, C. J. (2007). When person-organization (mis) fit and (dis) satisfaction lead to turnover: The moderating role of perceived job mobility. *Journal of Managerial Psychology*, *22*(2), 203–219. <https://doi.org/10.1108/02683940710726447>
- Wiersma, U. J. (1992). The effects of extrinsic rewards in intrinsic motivation: A meta-analysis. *Journal of Occupational and Organizational Psychology*, *65*(2), 101–114. <https://doi.org/10.1111/j.2044-8325.1992.tb00488.x>
- Zhou, Y., Zhang, Y., & Montoro-Sánchez, Á. (2011). Utilitarianism or romanticism: The effect of rewards on employees' innovative behaviour. *International Journal of Manpower*, *32*(1), 81–98. <https://doi.org/10.1108/01437721111121242>
- Zomerdijk, L. G., & Voss, C. A. (2010). Service design for experience-centric services. *Journal of Service Research*, *13*(1), 67–82. <https://doi.org/10.1177/1094670509351960>

Appendices

Appendix 1 - List of aspects and sources

1. **Accountability** (interviews, Morgan, 2017; Stone, Deci, & Ryan, 2009)
2. **Autonomy** (Pink, 2011; Reilly, 2003; Stone et al., 2009)
3. **Being heard** (interviews, Ivancevich & Donnelly, 1974; Maylett & Wride, 2017)
4. **Celebrating successes** (Gouthier & Rhein, 2011; Kouzes & Posner, 2005; Sullivan, 2013)
5. **Challenge** (Deci, Vallerand, Pelletier, & Ryan, 1991; Huang, 1999)
6. **Clarity** (interviews, Ivancevich & Donnelly, 1974; Maylett & Wride, 2017)
7. **Co-decisionmaking** (Bock, 2016; Greasley et al., 2005; Harley, Hyman, & Thompson, 2005)
8. **Compliment system** (interviews, Peper & Mes, 2018)
9. **Continuous listening** (Mazzei & Ravazzani, 2011; Morgan, 2017)
10. **Contributing to higher purpose** (Maylett & Wride, 2017; Morgan, 2017; Peper & Mes, 2018)
11. **Cultural alignment** (Maylett & Wride, 2017; Morgan, 2017; Peper & Mes, 2018; Sheridan, 1992)
12. **Culture of praise & compliments** (interviews, Peper & Mes, 2018)
13. **Empathy** (Gentry, Weber, & Sadri, 2007; Maylett & Wride, 2017; Morgan, 2017)
14. **Employee development** (Gruman & Saks, 2011; Maylett & Warner, 2014)
15. **Fairness** (Maylett & Wride, 2017; Morgan, 2017; Peper & Mes, 2018)
16. **Feedback** (Elliot et al., 2000)
17. **Feeling valued** (Morgan, 2017)
18. **Fitting in quickly** (Wheeler, Gallagher, Brouer, & Sablynski, 2007)
19. **Flexibility** (Hill, Hawkins, Ferris, & Weitzman, 2001; Morgan, 2017)
20. **Freedom** (Amabile, 1998; Rosso, Dekas, & Wrzesniewski, 2010)
21. **Fun** (Lyons, Good, & Lavelle, 2017; Peper & Mes, 2018)
22. **Gifts** (Kinjerski & Skrypnik, 2006)
23. **Improved leadership** (Vizzuso, 2015)
24. **Inclusion** (Cottrill, Lopez, & Hoffman, 2014)
25. **Instant appreciation** (Taormina & Gao, 2013)
26. **Knowledge sharing** (Foss, Minbaeva, Pedersen, & Reinholdt, 2016)
27. **Manager training** (Stum, 2001)
28. **Managing expectations** (Maylett & Wride, 2017; Morgan, 2017)
29. **Moments of truth** (Peper & Mes, 2018)
30. **Motivation** (Gagné & Deci, 2005)
31. **Organizational pride** (Gouthier & Rhein, 2011; Sullivan, 2013)
32. **Performance reviews** (Hughes & Rog, 2008)
33. **Personalization** (Ashkanasy, Ayoko, & Jehn, 2014)
34. **Predictability** (Maylett & Wride, 2017)
35. **Recognition** (Maylett & Wride, 2017; Morgan, 2017; Ryan & Deci, 2000; Zhou, Zhang, & Montoro-Sánchez, 2011)
36. **Relationships** (Maylett & Warner, 2014; Rosso et al., 2010; Seligman, 2011)
37. **Respect** (Maylett & Wride, 2017; Morgan, 2017; Taormina & Gao, 2013)
38. **Rewards** (Ryan & Deci, 2000)
39. **Salary systems (financial incentives)** (Brown & Benson, 2003)
40. **Seeing impact** (Kirkman & Rosen, 1999; Maylett & Warner, 2014)
41. **Service convenience** (Morgan, 2017; Peper & Mes, 2018)
42. **Setting goals** (Meyer, Becker, & Vandenberghe, 2004)
43. **Social networks** (Maylett & Warner, 2014; Rosso et al., 2010; Seligman, 2011)
44. **Stimulate health** (Morgan, 2017; Peper & Mes, 2018)
45. **Structure** (Dehart-Davis, Davis, & Mohr, 2015; Heponiemi et al., 2008)
46. **Technological improvements** (Morgan, 2017; Peper & Mes, 2018)
47. **Transparency** (Maylett & Wride, 2017; Peper & Mes, 2018)
48. **Trust** (Caldwell & Clapham, 2003; Morgan, 2017)
49. **Working contract (& perks)** (interviews)
50. **Working environment layout** (Ashkanasy et al., 2014)

Appendix 2 - Overlap between aspects and models

MAGIC	Meaning	Autonomy	Growth	Impact	Connection
	<i>Employees perceive their work as having purpose beyond company profitability</i>	<i>Employees can shape work and environment to allow them to perform best</i>	<i>Being challenged that results in personal and professional progress</i>	<i>Seeing positive & worthwhile result from one's work</i>	<i>A sense of belonging to something greater than oneself</i>
Strategy aspects	Contributing to higher purpose	Autonomy	Employee development	Seeing impact	Relationships
	Feeling valued	Flexibility	Challenge	Feedback	Being heard
	Recognition	Freedom	Knowledge sharing	Setting goals	Continuous listening
	Compliment system	Co-decisionmaking		Performance reviews	Cultural alignment
	Culture of praise & compliments (instant) appreciation	Personalization		Celebrating successes	Feeling at home quickly
		Transparency			Inclusion
					Social networks
					Trust
					Empathy
					Respect

PERMA	Positive emotions	Engagement	Relationships	Meaning	Achievement
	<i>Reducing stressors, promoting resilience, transparency in decision-making</i>	<i>Reducing unnecessary work, promoting reflection and client engagement</i>	<i>Programs for relationships (mentors & coaches), more interdivisional activities</i>	<i>Reflect on work, culture of positivity, programs to find meaning in work</i>	<i>Culture of innovation, reduce barriers for individual initiative</i>
Strategy aspects	Structure	Service convenience	Continuous listening	Contributing to higher purpose	Feedback
	Stimulate health	Performance reviews	Empathy	Feeling valued	Setting goals
	Co-decisionmaking	Employee development	Inclusion	Recognition	Challenge
	Transparency	Celebrating successes	Knowledge sharing	Compliment system	
	Seeing impact		Relationships	Culture of praise & compliments	
	Being heard		Respect	(instant) appreciation	
	Clarity		Social networks		
			Trust		

MMM	Authenticity	Self-efficacy	Self-esteem	Purpose	Belongingness
	<i>A sense of coherence between one's behaviour and perception of the true self</i>	<i>Believing one has the power to produce an intended outcome (autonomy competence)</i>	<i>An individual's evaluation of his own self-worth</i>	<i>A sense of directedness and intentionality in life and work</i>	<i>A drive to form/maintain lasting, positive and significant interpersonal relationships</i>
	Cultural alignment	Knowledge sharing	Performance reviews	Contributing to higher purpose	Relationships
	Feeling at home quickly	Autonomy	Feedback	Setting goals	Being heard
	Feeling valued	Employee development	(instant) appreciation		Empathy
					Inclusion
					Culture of praise & compliments
					Respect
					Trust

Transcendence	Cultural & interpersonal sensemaking
<i>Connecting the ego to an entity greater than the self (or the material world)</i>	<i>The role of the social environment in understanding how meaning is constructed</i>
Seeing impact	Continuous listening
Celebrating successes	Social networks

Maslow for EX	Safety/Security	Rewards	Affiliation	Growth	Work/Life harmony
	<i>Feeling physically and psychologically safe in a job</i>	<i>Major influences, not motivators but demotivators when not sufficient</i>	<i>A sense of belonging to the work team or organization, part of bigger than oneself</i>	<i>Opportunities to change, learn and have new experiences on the job, organization growing in work processes</i>	<i>Recognized importance and support to balance work and personal life</i>
	Working environment layout	Rewards	Contributing to higher purpose	Performance reviews	Empathy
	Feeling at home quickly	Salary systems (financial incentives)	Inclusion	Employee development	Flexibility
	Trust	Recognition	Relationships	Setting goals	Being heard
	Transparency	Culture of praise & compliments	Social networks	Challenge	Respect
	Clarity	Fairness	Cultural alignment	Feedback	Stimulate health
	Structure	Feeling valued	Compliment system	Autonomy	Fun
		Working contract (& perks)		Knowledge sharing	
		(instant) appreciation		Improved leadership	
		Gifts		Technological improvements	
				Service convenience	

HEART	Happy culture	Energetic workspace	Agile leadership & organizing	Redesign the employee journey	Technology that works for you
	<i>Clear why, purpose, company goals and brand; employee contribution</i>	<i>Inspiring office shows company purpose, promotes health and effective meetings</i>	<i>Visible leadership often shares results, employees autonomy, manager is coach</i>	<i>Designed to make people happy, unique solutions fit purpose and core values</i>	<i>Account for diverse needs, IT for everyone, Tech simple and efficient</i>
	Inclusion	Working environment layout	Manager training	Empathy	Technological improvements
	Cultural alignment	Stimulate health	Improved leadership	Being heard	Service convenience
	Autonomy	Freedom	Setting goals	Fun	
	Culture of praise & compliments		Seeing impact	Moments of truth	
	Contributing to higher purpose		Employee development		
	Compliment system		Performance reviews		
	Respect		Feedback		
	Fairness		Flexibility		
	(instant) appreciation		Challenge		
	Feeling at home quickly		Continuous listening		
	Trust		Celebrating successes		
			Knowledge sharing		
			Transparency		

EX advantage	A reason for being	ACE technology	COOL physical spaces	CELEBRATED culture
	<i>A mission that explains the organization's purpose</i>	<i>The technology within an organization enables and enhances work</i>	<i>Employees are proud of workspace and can customize it to their needs</i>	<i>Positive, feel valued, purpose, part of team, diversity, referrals, learning, fairness, good management, focus on health</i>
	Contributing to higher purpose	Technological improvements	Working environment layout	Feeling valued
	Setting goals	Service convenience	Autonomy	Fairness
	Challenge		Flexibility	Manager training
			Culture of praise & compliments	Stimulate health
				Inclusion
				Performance reviews
				Feedback
				Employee development
				(instant) appreciation
				Clarity
				Predictability
				Structure
				Relationships
				Recognition
				Rewards
				Improved leadership
				Compliment system
				Cultural alignment
				Being heard
				Salary systems (financial incentives)

Appendix 3 - Connecting the EX pyramid to business objectives

1. **Organization is role model** - Work/Life harmony (Morgan, 2017)
2. **Improved employee health** - Work/Life harmony (Ventegodt, Andersen, Kandel, & Merrick, 2008)
3. **Innovative behavior**- Growth, Work/Life harmony (Scott, 1994; Ventegodt et al., 2008)
4. **Retention** - Connection, Growth (Hughes & Rog, 2008; Sheridan, 1992; Ventegodt et al., 2008)
5. **Increased employee efficiency** - Connection, Growth (Pink, 2011; Ventegodt et al., 2008)
6. **Improved customer service** - Connection, Growth (Peccei & Rosenthal, 2003)
7. **Attracting new talent** - Rewards, Connection, Growth (Berthon, Ewing, & Hah, 2005; Stum, 2001)

Appendix 4 - Questionnaire questions

Safety/Security:

- I experience my working environment as physically safe
- I experience my working environment as safe from fear and intimidation (mentally safe)
- I experience my organization as being trustworthy towards me and my peers
- I feel like my organization provides me with sufficient structure
- I feel like my organization is transparent about plans and struggles
- I feel that I am able to keep working at my current job if I perform it to satisfaction
- I feel like my organization makes an effort to help new people fit in quickly
- I feel comfortable to give feedback to my manager or leadership team
- What could your organization do to make you feel safer or more secure at work?

Rewards:

- I feel like I am paid fairly in my current job
- I feel like my organization stimulates a culture of appreciation
- I feel valued in my job
- In my organization, successes are celebrated
- I feel like I receive recognition from my management team often enough
- I feel like I receive recognition from my peers often enough
- What could your organization do to make you feel more valued in your job?

Connection:

- I know what the mission of my organization is
- I know how my work contributes to the mission of my organization
- I experience a sense of purpose in my current job
- I feel like there is a cultural fit between me and the culture of my organization
- I feel encouraged to get to know other people in my job (peers, colleagues, management) better
- I feel proud to work at my organization
- I would recommend others to work at my organization
- What would help you to feel more connected to your organization?

Growth:

- I feel sufficiently challenged in my job
- I feel encouraged to set and achieve goals
- I feel like I receive feedback in a way that helps me to grow my job
- If I want to learn something new or start a new project, I feel I have the autonomy to do so
- I feel like my organization continues to develop itself, i.e. their technology and processes, learning from mistakes
- I feel like my leadership team continues to learn and develop itself
- What could your organization do better to support your growth?

Work/Life harmony:

- I feel understood by my management
- I feel like management supports my need to balance work and life
- I feel seen as a person, not just a worker
- I experience flexibility in my work, for example being able to work remotely or choose my own hours
- I feel like my organization encourages me to improve my mental health
- I feel like my organization encourages me to improve my physical health
- I feel like my organization values fun at work
- What could your organization do to improve your work/life balance?

