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This master thesis shows the design process which aims to tackle the problem of large amounts of burnout due to stress, people working in services experience in The Netherlands. As a result, long periods of absenteeism can cause a great effect on society, since The Netherlands is largely dependent on service work. Since this it is an organisational problem the Frame Creation Process offers an appropriate structure to this project, as the intention of this process is to find new approaches (new thinking frames) to today’s problems organisations encounter. The main goal of this project is to give service workers an opportunity to cope with stress in the work environment with an enduring effect, in order for them to enjoy daily life and have a restful work-life balance. In order to apply the Frame Creation Process, the organisation a.s.r. insurances is used for a case study. Insights in the problem of burnout was mostly gained by focussing on the experiences with stress of employees. By doing observations, interviews and a generative session I discovered that underlying values of employees are ‘freedom’ and ‘appreciation’ and that the existing interventions a.s.r. offers to cope with stress, do not meet these values. In fact, the organisation implemented a ‘standard package’ of interventions to improve employee’s well-being. Since every employee experiences stress in a different way, they are mostly not stimulated to use any intervention. The underlying factors of the problem could be translated into possible new thinking frames. For each frame an ideation process was done where I gained insights from people in my environment. The frame and corresponding concept which had the most potential to meet the values ‘freedom’ and ‘appreciation’ was chosen for evaluation. Frame: If it is a problem of feeling free to express yourself, then the work environment should provide a mediator to share what employees have on their minds and to strengthen bonds between them. The concept to evaluate this frame is called ‘2link’, a digital screen where employees can draw and write on. This intervention aims to stimulate employees to express themselves freely, by providing a set of figures and colours. For example by sharing thoughts, playing games, surprising others, employees will know what is going on among co-workers. A model was used to perform a test in the work environment of a.s.r., with the duration of one work week. The main goal of this test was to find out if employees felt free to express themselves by using the model and if it helped them to cope with stress with an enduring effect. Markers and stamps of symbols were included with the model. To stimulate employees to use the model the text ‘What is on your mind? Write is down or draw it.’ was placed on the top of the model. Also, to stimulate employees, they had to see that it would be appreciated if they express positive and negative messages, so emoticons were included with both positive and negative facial expressions. The use of the board was considered most valuable. Interviews and a questionnaire was used to reflect on the use of the model. The test results showed that in general, employees felt free to express both negative and positive messages which were all were accompanied by emoticons. From the interviews is became evident that not all employees were stimulated to express themselves through the model, because it did not fit their personal preference to do so. Besides, employees did not see a connection between the use of the model and coping with stress. This also became clear from the results of the questionnaire. With this said, the goal of the frame is only partially accomplished. In order to find out if the intervention could help employees to cope with stress with an enduring effect, the test period should be significantly longer than a week. In the future, more iterations are needed to improve the concept. It should be further tested how to stimulate more employees to express themselves. Also, it should be tested if a digital prototype of the concept would have the same effect as the model. It should be explored what the possibilities are to incorporate a function for HR to process what employees put on the screen in order to detect conflicts in the work environment and to respond to those. With this project I hope that organisations will get inspired to be open to new approaches this process can provide, to solve the complex problems of today.
1. Introduction

Problem
This graduation project has the ambition to tackle the large amount of burnouts due to stress suffered by people working in services in The Netherlands. Stress on the work floor is a national problem in the Netherlands. It can cause burnout with a long period of absenteeism as a result. Nearly a million people in the Netherlands suffer from burnout (rtlnieuws, 2014). Work stress is considered a taboo, as people do not dare to tell they suffer from stress. 45% of employees are afraid to give an impression that they cannot handle their work if they notify their stress symptoms and 14% think they will lose their job. As a result this costs 6 million days of absenteeism (hundreds of millions of euros) in total each year.

Relevance
The Dutch economy is largely dependent on service work. Once people fall out, because they suffer from burnout, they are often ill for a very long time and it will be hard for them to come back and practice the job they did before.

Contribution
Work covers a large part of one’s time. Logically, that is why the work environment influences how people experience daily life and their view on life in general. Therefore the employer or organisation should take responsibility to offer employees an enjoyable environment which reduces sources of stress and also facilitates in coping with stress. This should make it easier for employees to balance work and private life.

To be able to optimise the well-being of service workers in The Netherlands, the plan is to show the organisations the importance of being open-minded towards new methods to provide employees an enjoyable, healthy and happy environment. This project will also contribute by exploring employee’s experiences, motivations and common values. This is input to understand the underlying problem and to give direction to finding innovative and effective solutions.

Context
Service workers are people with a full-time job who mostly sit behind the computer in an office of an organisation (with at least 50 employees). This group of people are considered to be the target group of this project. One organisation (a.s.r. insurances) is introduced to be used as a case study to illustrate the final result. It will be easier to gain and verify information when starting from one context. The organisation is the problem owner, as the large numbers of burnout will have a great impact on their targets. They should take the initiative to help employees coping with stress to prevent burnout.

Stakeholders are found in the field around the context, for example: the Human Resources department, family, cleaners, mechanics, service desk, catering company etc. Exploring common values offers possibilities to include one or more stakeholders in the solution.

Approach
Large organisations are often stuck in old methods, while the problems seem to have become more open, complex, dynamic and networked. As a result, new interventions only work for a small amount of the employees and are often not adopted by people on the long term. New thinking frames will allow the problem owner to look at the problem situation from a different perspective. This is the essence of the Frame Creation Process. The Frame Creation Process by Kees Dorst (2015) concentrates on designing for organisational problems and provides insights to find new approaches to today’s problems. Besides, it also has been chosen to provide structure to this report. First, a thorough investigation is done to see what are important factors in relation to stress in general and how work stress has been managed by organisations so far. This is also done for the specified context. Then, doing observations, interviews and a generative session for in-depth user-research will give a perspective on the problem situation from the employee’s point of view and is considered essential to find the core problem. Stakeholders and underlying factors are mapped out. The field in and around this work environment is explored as broad as possible to find the key stakeholders with common domains and to realise new thinking frames. Concepts for innovative interventions arise in these new thinking frames and will be evaluated for possible future settings and tested in the context for
further improvement. Then, a proposal is set up which informs on how the work environment can be transformed to optimise the use of the new intervention. This proposal also includes possibilities for implementation of the intervention.

**Expected outcomes**
The expected result is an intervention that facilitates employees in coping with stress where an interaction is facilitated by a product or a product-service combination, applied in the office environment. To convince organisations to facilitate their employees, test results will show that there is a positive effect when using my approach with this new intervention as a result. For this report an overall conclusion will contain guidelines for a.s.r. concerning how the problem of employees coping with stress in the work environment can be approached.

**Design Goal:**
I want to give service workers an opportunity to cope with stress in the work environment with an enduring effect, in order for them to enjoy daily life and have a restful work-life balance.

**General research question:**
What intervention can be applied to cope with stress in the work environment with an enduring effect?
1.1 An introduction to a.s.r. insurances

**Content**

a.s.r. de nederlandse verzekerings maatschappij voor alle verzekeringen, and in English: a.s.r. the Dutch insurance company for all types of insurances, is the coordinating company for multiple brands of insurances. Together with these brands, a.s.r. can offer a wide range of financial products and insurance products. Besides insurances, a.s.r. offers investment products and bank saving products. The company also invests in developing and operating real estate. With 3900 employees and a revenue of 3.8 billion euros in 2014, a.s.r. is one of the biggest insurance companies in the Netherlands. The departments are spread over four office locations throughout the Netherlands. Two of them closed in 2015. The staff working at these locations will be relocated to the recently renovated office building in Utrecht. This renovation started in 2012 and will house all the employees when the renovation is finished. The building meets all of a.s.r.’s targets regarding sustainability and supports a single culture of cooperation, transparency and flexibility. The building will be furnished to support the New World of Working (asrnl, 2015) (see figure 1).

**Employee’s well-being**

As a.s.r. already claims to aspire to reach better well-being for the employees with this large scale renovation and new culture, it is interesting to which effects have occurred since the first adjustments. Which activities can be attributed to the improvements or pitfalls of these adjustments? The intention of this project is to contribute to improve well-being by pointing out these pitfalls and show a new approach to finding solutions with a greater effect. To achieve this, it should be investigated what the role of a.s.r. is in the current situation, which actions have already been taken and what role they should take in the future.

**Explorations at a.s.r.**

It would be interesting to explore what employee’s personal strategies are to cope with stress and what type of strategies are offered by the organisation. Questions like, why do people use these personal strategies if it does not necessarily take away the problem, and, why people do or do not take the opportunity to use the organisational strategies which also offer long term stress relief, arise. The answers will serve as input to understand the underlying problem and to get more insights in how to find a new organisational intervention which will facilitate employees to cope with stress. The research and the results of this project will all apply to the company a.s.r. insurances.
1.2 Frame Creation Process
This report will follow the structure of the Frame Creation Process. The Frame Creation process by Kees Dorst (2015) provides a structure to find new approaches to ‘new’ problems. Nine steps of research and design practices lead to a new thinking frame in order to find innovative solutions to organisational problems and how these could be implemented. The steps are visualised in figure 2 and explained briefly.

**Archaeology of the problem situation**
The first step of the frame creation process is to investigate in depth the apparent problem, as well as earlier attempts to solve it. Not only what happened but also what could have happened, what would have been different if they had chosen another path, will be investigated. If these alternative paths of action are not considered, I would run the risk of having my own perceptions caught in the same trap that led to the initial problem definition.

**Establishing the paradox**
Once the succession of actions that led to the problem situation has been defined and there is a clear understanding of what drives the organisational behaviour of the problem owner, I move on to investigate the initial problem definition itself. The lead question is: What makes this problem hard to solve?

**The context**
Here, I need to deliberately turn away from the core paradox if I am to shift the problem situation. What follows is an exploration of the practices of the inner circle of key stakeholders who have been involved in the problem situation before, or those who are clearly going to be necessary in any possible solution.

**The field**
I leave the inner circle of stakeholder alone and begin to radically widen the context, creating an intellectual, cultural, and social space I will here call a ‘field’. By creating a field, I consider all (potential) players, including anyone who might be connected to the problem or the solution at some point in time. In mapping the field, I concentrate on their, power, interest, values, and in particular the practices and frames they bring that could push the problem in a new direction. By stepping back, we will see deeper patterns emerge, bringing to light areas where shared underlying values could lead to a new and promising direction. From this perspective, new parties emerge as significant, leading to opportunities that have not been considered before.

**Themes**
Finding themes can be a tool, a form of capturing the underlying phenomenon in a situation one tries to understand. Themes arise from the need or desire to comprehend, they are the sense we are able to make of a situation when we approach it openly, without prejudgement.

In theme analysis, I identify and seek to understand the deeper factors that underlie the needs, motivation, and experiences of the ‘players’ in this wider field. A theme analysis ends with an understanding of the ‘universals’, a selection of themes that are relevant to the problem situation on the deeper level at which players in the field have much in common.

**Frames**
A frame is an organisational principle or coherent set of statements that are useful to think with. Creating a frame is the result of a broaden intentional action, which the frame then re-articulates with a new interesting focus (Tzonis, 1992).
Frames should therefore be actionable, that is, that they should be capable of leading to realistic solutions. For a frame to really come ‘alive’, it also has to be inspiring and captivating. It should immediately draw forth mental images in the key people involved, and trigger solution ideas through a quick-fire stream of consciousness.

Themes that are shared among the players in the field are particularly interesting, as they could be the basis for frames that are attractive to a network of partners. The frames that results can be formulated as the implication that adopting a certain pattern of relationships (e.g., a metaphor) will lead to valuable outcomes.

This implication can be written down as:

If the problem situation is approached as if it is … , then …

**Futures**
The quality of the frame that lies at the root of the idea is still being evaluated. In these playful explorations, we creatively envision how things might work. In parallel with the development of these ideas, we also need to develop a fledging version of the value proposition for all the parties involved.

**Transformation**
The next step is a critical evaluation of what frames and solution directions would be feasible in the short term, or can be established gradually over a longer period of time. This step is not meant to be a ‘hard’ review of the ideas as such, but rather an exploration to unearth changes that are needed in the proposed ideas as well as in the practices of the participating organizations, to make it all come together.

**Implementation**
In the last step of the frame creation process, I need to make sure that the new frames and development they initiate are well integrated into the broader context of the organizations involved. This integration allows organizations to move away from the only reaction to problem situations that the world throws at them, and to become proactive in their relationship to their environment. This is a crucial ability for organizations that face open, complex, dynamic, and networked problem situations.
2. Archaeology

In this section, literature research will be done to first, find out what stress is and what type of stressors cause stress in the work environment. Second, to find out what type of approaches have been explored for organisations to tackle these stressors in the work environment or to provide strategies to cope with stress. Also, what people individually would do to cope with stress will be investigated. After an analysis of what a.s.r. offers to cope with stress in the work environment, existing models, frames and individual strategies will be used to categorize these strategies. These will also be used to assess what might be the effect of a.s.r.’s current approach to the problem situation.

2.1 Literature Analysis

Stress
Burn-out or strain is the result of continuous stress. The function of stress is to provide the body with extra energy that is needed in threatening situations; stress relates to an acute moment in which someone feels a threat and needs to adapt quickly. After a short time, the stress level usually decreases. However, when people endure continuous stress it means an attack on their adaptability. If the stress level does not decrease, it can become uncontrollable and cause strain and burn-out (affecting physical and mental health).

Stressors in the work environment
Stressors in the work environment can be very diverse, especially for different kinds of work. Two categories of stressors are distinguished: physical and psychosocial stressors. Physical stressors are considered threats which are generated by external physical sources.

Physical stressors
Examples of physical stressors:
- noise
- heat/coldness
- mechanic vibrations
- working in uncomfortable position
- bad air condition
- traffic nuisances

Actions to tackle the physical stressors can be realised in many cases. For example, improvements in lighting, ventilation, heating and noise reduction (Kompier and Cooper, 1999).

Psychosocial stressors
Psychosocial stressors are considered threats generated by the manner in which inter-relations expire or are person-related. For each type of psychosocial stressors a set of examples is given.

Stressors, directly related to tasks:
- limited time
- time constraints, insufficient break opportunities
- bad labour conditions
- too many simultaneous tasks

Stressors, directly related to one’s own role within the organization:
- uncertainty about one’s own skills
- a lack of support from supervisor
- performance standards keep on rising
- uncertainty about appreciation standards
- contradicting information within the organization

Stressors, as a result of interrelations:
- personal conflicts with co-workers, subordinates or managers
- the way the organization handles disagreements between sections
- a manager who is unable to delegate
- not being able to delegate
- a manager who only sees the thing going wrong and not the thing that go right
- unable to receive or give support/appreciation

Stressors by lack of opportunities for development within the organization:
- the feeling one is stuck
- fear for being dismissed
- fear of aging and retirement
- insecurity about one’s own performance

Person dependent stressors:
- downfall of one’s own capacities
- no adaptability after change
- a gap between the will and the ability to fulfil a task
- fear of being overtaken and lo longer being able to work on your field of expertise

(Aan-de-basis, year unknown)

It seems more difficult to take action against psychosocial stressors, as various studies point out that stress in workplaces has a large diversity of stressors. Besides, it has influence to varying degrees for each worker and expresses itself in individual ways.

Other stressors on the work floor
Kahn et al. (1964) stated that role ambiguity can be evoked by ambiguous role messages which come from organizational factors, personality factors and interpersonal factors. As someone would respond to the different role messages, role expectations would arise mutually. Role conflict is a stressor which is caused by having multiple roles within an organisation and private life, communicating judgements and working day- versus non-typical schedule. This project does not claim to find a solution to specifically prevent role ambiguity or role conflict. However, if the a.s.r. work environment shows that these are dominant stressors, the study of Kahn should be considered to find a new intervention.

A study of Babin and Boles (1996) shows causal relationships among front-line service providers (direct contact with customers). Results indicate a positive relationship between role conflict and job performance, a positive relationship between job performance and job satisfaction, and that job performance mediates effects of role stress on satisfaction. Other results suggest that employee perceptions of co-worker involvement and supervisory support can reduce stress and increase job satisfaction.

These results could be interesting to reflected on when studying employees from the customer service department of a.s.r. which is only a specific type of service work.

An individual process
Most research on work stress has focused attention on the organisational setting as a cause of work stress and less research has been done on personal variables and almost none to the stress process. Stress implies a process rather than a static event. Here, ‘process’ means that the psychological state changes over time and across different encounters. The goodness of the relation between person and environment is not constant over time, or from work task or activity to another. DeLongis and colleagues (1988) found that there are striking individual differences in the extent to which daily stress is associated with health and mood across time. People with low psychosocial resources (unsupportive social relations and low self-esteem) are vulnerable to illness and mood disturbance when their stress levels increase, even if they generally have little stress in their lives.

Another study, by Nikolaou & Tsaousis (2002), enhances these individual differences: Emotional intelligence (EI) is explored in relation to occupational stress with the Organizational Stress Screening Tool (ASSET). A negative correlation was found between EI and stress at work, which indicates that high scores in overall EI, experience less stress in the work environment. However, a positive correlation was found between EI and organizational commitment, which is considered as a consequence of stress according to the ASSET.

With the knowledge about EI I will be able to empathize with what people tell or show me during the study at a.s.r., but it also helps me to estimate how their emotions could influence the truth.

Mood regulation strategies
Everyone has his or her personal regulation strategy to (among other moods) cope with stress. Since managing our feelings is so integrated in our daily lives it may not always be a consciously considered activity (Parkinson et al., 1996). The diversity of these regulation strategies can go from a constructive strategy like exercising, to destructive strategy like overeating. In this section, people’s regulation strategies are sorted in an overview which I can use to categorize the effects of the existing interventions and to see opportunities for supporting these activities with an enduring effect. Desmet (2015) constructed this summary table (see figure 3) which groups 83 activities, selected from various publications on mood regulation, into 20 main strategies and sorted in three categories: finding relief, restoring balance and building resilience.

Regulation strategies with a relief-focus aim to relieve the unpleasant feeling associated with a bad mood. It includes physical activities like going shopping, and mental activities like using humour. Strategies with a balance-focus aim to correct the imbalance between one’s available resources and the demands
that require spending these resources. Here, the aim is to resolve the bad mood to reduce the underlying causes. The resilience-focused strategy aims to transform a bad mood into something constructive and includes strategies that employ the bad mood as a means for personal development.

**Short-term and long-term effect**

Strategies which focus on relief tend to be more popular than balance-focused or resilience-focused strategies, because they have an immediate effect on the mood. However, they are also less effective. This relief is only temporary, as it does not address the cause of the bad mood (Parkinson, et al., 1996). Balanced-focused strategies provide a more structural mood improvement and resilience-focused strategies can enable people to enduringly increase mood balance. These resilience focused strategies therefore seems to be the best starting point to take into account for developing a new intervention. Another point to take into account is that people in a bad mood do not always feel like initiating such regulation activities, because the reward seems less attainable or attractive than usual, or simply because the bad mood makes one too tired to put out the effort (Clark & Isen, 1982).

This categorization of the effect of mood regulation strategies will allow me to indicate what the effect of the different strategies offered at a.s.r can be and why employees would feel attracted to use these strategies or not. Desmet shows that long-term effect can be achieved with balance- and resilience-focused strategies. Since these strategies are concerned with reducing causes of stress and personal development, I interpret stress especially being caused by interrelations and personality (psychosocial stressors) as people have to decide to actively change their situation or themselves.

**An approach to individual stress management at work**

In this section, a study on how to apply individual stress management at work can be seen as an elaboration of the mood regulation study of Desmet. S. Michie (2002) constructed a model (see figure 4) which is a another view on the psychosocial stressors listed earlier. However, this model also includes possible influences and effects with serious diseases as an extreme result.
Michie sketches individual approaches which include training and one-to-one psychology services either clinical, occupational, health or counselling. They should aim to change individual skills and resources and help the individual change their situation. The techniques listed in figure 5 mirror the active coping (fight/flight) and rest phases (habituation) of the stress model in figure 4. These approaches either address the work situation, private situation and one’s personality.

According to Michie, training helps coping with stress through: becoming aware of the signs of stress, using this to interrupt behaviour patterns when the stress reaction is just beginning, analysing the situation and developing an active plan to minimise the stressors, learning skills of active coping and relaxation, developing a lifestyle that creates a buffer against stress, practising the above in low stress situations first to maximise chances of early success and boost self-confidence and motivation to continue.

**Examples of individual stress management**

A wide variety of training courses may help in developing active coping techniques, for example, assertiveness, communications skills, time management, problem solving, and effective management. However, there are many sources of stress that the individual is likely to perceive as outside his or her power to change, such as the structure, management style or culture of the organisation. It is important to note that stress management approaches that concentrate on changing the individual without changing the sources of stress are of limited effectiveness and may be counterproductive by masking these sources. As Desmet showed with the three categories of mood regulation strategies, by only seeking relieve the source of stress is being neglected and the effect will only be temporary. The primary aim of the individual approach is meant to develop people’s skills and confidence to change their situation, not to help them adapt to and accept a stressful situation (Michie, 2002).

I interpret the techniques given by Michie as an approach where the employees would have to take initiative to change their situation or themselves instead of the
organisation, in order to cope with work stress. This could be through the organisation where people work or in their own environment. With the examples in this study, I can assess whether a.s.r. provides opportunities to respond to employee’s initiatives to cope with stress and get to get more insights in which ratio a.s.r.’s strategies are divided into responding to employees initiatives and organisational initiatives. This could have influence on the extent to which employees actually use the strategies to cope with stress.

An approach to organisational stress management at work

In this subsection, various sources were considered where the strategies for organisational stress management are appointed as 'stress prevention' methods. So far, literature research has pointed out that stressors which cause stress can be removed in order to manage one’s stress level. However, psychosocial stressors are related to interrelations and personality and therefore difficult or even impossible to remove. This means stress cannot be prevented. Besides, this is not the result this project claims to achieve, it aims to prevent burn-out as a result of stress. As pointed out before, stress is not a wrong reaction to a situation. Therefore, 'stress prevention' will be interpreted as 'coping with stress' and the following sources provide a structured approach to the problem.

Kompier and Marcelissen (1990) show a framework (see figure 6) that shows that different facets of work stress combined, are presented as categories of stress prevention. Here, two facets are considered for the prevention of stress: worker- versus work-oriented interventions and primary versus secondary/tertiary intervention.

Worker-orientated interventions focus on making employees cope with stress more effectively or to modify their assessment of a stress situation so that the perceived threats are reduced. These type of interventions seem to be concerned with physical aspects of the human body and psychology.

Work-oriented interventions focus on the work environment in such a way that the fit between the individual worker and the workplace is improved. These interventions seem to respond to both physical stressors as well as psychosocial stressors.

Primary prevention is concerned with taking action to modify or eliminate the sources of stress.

Secondary/tertiary prevention is essentially aimed at the reduction or elimination of the effects of stress. (Secondary prevention concerns preventing employees,
who are already showing signs of stress, from getting sick. Tertiary prevention concerns treatment activities for employees with serious stress-related health problems (e.g. rehabilitation after long-term absenteeism.)

**Examples of organisational stress management**

Combining the different facets indicate four different types of stress prevention activities in this conceptual framework.

Examples of interventions for each type is given by Kompier and Marcelissen:

- **Primary prevention in the work environment:** Flexible working time, training in human resource management, improved air ventilation and lighting, change to interior design, change to individual workspace.
- **Secondary prevention in the work environment:** individual job (re)design programs, change to individual workspace. This category is concerned with employees who already show signs of stress.
- **Primary prevention focused on the employees:** Health screening, health education, non-smoking policy, healthy diet policy, social programs, exercise/lifestyle facilities and classes.
- **Secondary prevention focused on the employees:** Welfare support program, counselling support, support programs on alcoholics.

Note that most of these examples are organisation-oriented which I interpret as organisational initiative to offer opportunities for employees to cope with work stress. Also, the approach showed by Kompier and Marcelissen seems to be less concerned with intervention which psychosocial stressors and more with physical stressors with both environmental and human aspects. This make is more focused on changing the situation without reducing the sources of stress.

### 2.2 a.s.r.’s stress management strategies

The strategies to cope with stress in the work environment of a.s.r. can be divided into three facets: organisational initiative vs. individual initiative, temporary effect vs. long-term effect (according to Desmet), tackles physical stressors vs. tackles psychosocial stressors. As this stage the strategies can be assigned to organisational initiative or individual initiative. While considering all the strategies, these can be assigned to a temporary or long-term effect and if they tackle physical or psychosocial stressors. In the conclusion the relation between these facets and possible causes which lead to the problem situation will become clear.

**Organisational initiatives**

Here, a.s.r. provides public spaces for all employees to use and without any type of personal support.

**Renovation**

a.s.r. renovated the complete building. The double layered glass façade has turned the building into a high-tech tool to be at the forefront of sustainable development. It also optimizes the environmental circumstances for the employees inside: natural light, ventilation and temperature are regulated for a more healthier work environment.

[Figure 7. a.s.r. exterior (asr.nl, 2015).]

This initiative aims to reduce physical stressors like air condition, temperature, lighting and accessibility to provide a healthier and comfortable environment. The renovation could have a long-term effect on psychology. However, this cannot be seen yet. It should have an immediate effect on physical health.

**Flex-working**

When a.s.r. introduced the New World of Work this was translated into a more open structure of the workplaces where employees can choose any place they like to sit within their section of the building. The interior of the building has changed radically as well. Each section of the building has its own colour code for orientation. Natural materials and colours are used as a basis, which makes the atmosphere less crowded. Designer furniture is places throughout the
building, interspersed with ergonomic furniture for the workplaces and which are placed in grids. Two of three pantry blocks and toilet blocks are located in each section. Also part of this open structure, flex-working was introduced which means that employees can include several days working at home during a workweek in their schedule. This new structure also means that employees are not able to create their personal workspace and no one is allowed to decorate the walls.

Flex-working aims to reduce physical stressors as well as psychosocial stressors like a static environment, travelling time, fixed work hours. This could have a long-term effect on psychology, as it gives employees more freedom, for example changing environment and adaptable work hours. It can have a long-term effect on physical health, for example employees can avoid traffic jams by working at home and by being able to sleep longer.

Coffee corner & canteen
On the first floor of the building there are a coffee corner and a canteen. In the coffee corner one can find a counter where fresh coffee or tea, cold beverages, sandwiches and snacks can be purchased. There is a bar table to sit and read magazines or to meet with colleagues. This bar is located in between the counter and the round tables with four to six chairs around them. These tables are located on each side of the escalator. The canteen offers a great choice in nutrition, freshly made sandwiches or pre-packaged sandwiches, one can put together one's own sandwich, salads, fruit, soup or a complete warm meal. It is all accessible at the counters of one large block in one long line. After paying at one of the tills, one can choose to get a free cup of milk and then take a seat. People can chose to sit in one of the four settings with each a different appearance and style of design furniture.

How do they offer this strategy?
Both the coffee corner and the canteen cover a large part of the first floor. Besides, the coffee corner is in the middle of the building and people who go up or down the escalator always go right through the coffee corner. From the coffee corner the canteen is clearly visible. The newly renovated interior invites people to take the time they need to eat or to have break from their work activities (see figure 9). Since employees are passively confronted (visually and route-wise) with these strategies to relief stress, there is no active promotion needed. Beside, feeding and socializing is part of people's daily routines so they do not really need to be influenced to make use of it.
This initiative can reduce psychical as well as psychosocial stressors. The canteen is mostly being used as a public area where employees fulfill basic needs like drinking and eating during lunch time to restore balance. This means that the source of stress is reduced and has a long-term effect. The coffee corner provides this effect as well. However, the coffee corner also provides a place where employees are able to sit down to take a break and socialize during the day. Then, psychosocial stressors are reduced. However, the effect is only temporary as it does not tackle the sources of stress.

**Individual initiative**

Here, employees have to individually take the initiative to change their situation or themselves in order to cope with stress and therefore get personal support.

**Fitness facility / yoga & meditation**

At the basement level and soon also on the fourth floor of the building, High Five Health Promotion has an affiliate where employees and also people from outside a.s.r. can sport. This company has the goal to stimulate and facilitate physical workout for employees of large organisations. It is standard for everyone who want to subscribe to fill in a checklist and has his or her blood pressure measured. Most of the people who subscribe get a personal training schedule and if preferred they can also get personal training from one of the fitness instructors. In a separate room, people can join in group lessons, for example abdominal quarter, yoga, and they also provide meditation. In figure 10 the fitness room of this affiliate is shown. A physiotherapist is available for people who have physical complaints, caused by work activities or sports injuries. During the consultation hours one can walk in and for this, one does not necessarily have to be subscribed to the fitness club.

How do they offer this strategy?

High Five Health Promotion is hired by a.s.r., but it is a fixed affiliate and they do their own promotion. The most important promotion they rely on is mouth-to-mouth promotion from their members and also instructors. For the employees they advertise with special offers and discounts for new members through the internal network of a.s.r. Recently, they went to the commercial market and started advertising for people who do not work at a.s.r. insurances to come to this affiliate.

The fitness facilities offer employees to restore balance by increasing physical resources in order to handle the physical demands of work. This can reduce stress with a long-term effect. As least, if employees would regularly practice fitness. Yoga and meditation offer employees to build resilience, to reflect on themselves and on their situation and to put it into perspective. Note that this does not necessarily activate them to change anything about themselves or their situation. However, it can have a long-term effect on reducing stress.

**Mindfulness workshops & Training**

The mindfulness workshops and other workshop offered at a.s.r. is conducted by external parties in the a.s.r. building in reserved (meeting)rooms. These people are often freelancers and give presentations or practical group sessions where they show examples of, or talk about specific stressful situations which fit in the present time. The goal of the workshops is to stimulate awareness of one’s stress level and possible causes with the result that people will build up resilience to cope with stress.

Employees are offered to follow training programs for personal development, so employees do not have to stand still in their development or get the feeling they are. Examples of training are, how to manage time and how to plan activities, how to improve communication skills or to learn more about social media. The duration can vary from 2.5 hours to 16 hours per training. To follow one of the training programs, e-learning is highly promoted. This means, one could
Figure 11. Promotion for personal development.

How do they offer this strategy?
The workshops and trainings are offered through the internal network of a.s.r. This means that every employee who opens their laptop and starts up the internet gets a front page with articles and also these advertisements. Be become more aware of which workshops and trainings are available, one should do a thorough investigation through links and pages on this a.s.r. intranet. On the other hand, training is also promoted on a flyer which can be found in the coffee corner (see figure 11). To be able to participate in a training one first has to be invited via an email to register for e-learning and to get access to all the types of training. Human Resources offers the training as well as the workshops.

Mindfulness workshops and training give employees an opportunity to work on their personal development. Employees are able to choose a specific training or workshop to improve their set of skills. Not only related to work, but also to cope with stress personally. This enables them to consciously handle their (personal) psychosocial stressors which means these workshops and training can have a long-term effect.

Coach or mentor
When employees like to have someone to talk to who is not a direct colleague, a mentor or a coach can be assign to them. This gives an opportunity to talk more freely and to put experiences into perspective more easily with someone who has the professional skills to do this. Together with this person one can set goals for the future and help mapping them out.

How do they offer this strategy?
Employees need to take the initiative to get access to personal help. This help is likely promoted by Human Resources through the intranet of a.s.r. In some cases, employees are referred by the company doctor. If employees do not feel attracted to take initiative and discover the options, the team managers or other supervising employees should take responsibility by suggesting this option among other strategies. Either way, employees need to undertake the first step themselves by notifying their supervisor they feel their well-being is affected by stress or go to the company doctor.

A coach or mentor offers employees an ever more personal approach to coping with stress in almost a similar way to yoga and meditation. But in this...
case, employees take the initiative because they feel the need to reflect on themselves with someone who has a professional point of view and also to get feedback. Logically, employees would take this effort to reach a long-term effect to cope with stress.

Why does a.s.r. offer these strategies?
The reason a.s.r. implements interventions to cope with stress is because those are tools to reach the targets they set that fit their vision: reduce absenteeism, more profit, large market share and the image of the company. Employee’s well-being is one of those targets. In order to tackle long absenteeism caused by stress, a variety of interventions offer an opportunity to influence one’s stress level. This large variety of interventions would enlarges the chance to succeed. Human Resources has the goal to reduce absenteeism and keeps track of these numbers. According to HR there is not a significant change in numbers of absenteeism over the last years. In addition, HR does not evaluate the success or the effect of any of the intervention which they implemented in the work environment. This disables them to see the relation between the interventions and absenteeism. Besides, HR perceive these intervention together as one standard package for stress management.

For example training and workshops become mandatory for employees as a reaction to the high absenteeism numbers. Even though these workshops and training would not fit someone personally.
Figure 12. Conclusion: archaeology

The effect of implemented interventions is not clear.

Absenteeism numbers are high according to HR. Average numbers of absenteeism nearly remain the same.

No conclusion can be drawn about the effect of the renovated building on absenteeism.

Interventions are seen as standard packages. Interventions are implemented by external parties.

Employees are sometimes obliged to use interventions. The effect of the interventions are not being analysed.

Gain insights. Employee’s values and needs should be considered. Employees are the experts.

Organisation should act as facilitator.
Conclusion
In figure 12 shows a overview of the interventions divided into the three facets. This is followed by aspects of the continuing problem, the approach of a.s.r. that makes it continuing and which approach could help a.s.r. to take another path.

Who takes initiative
From dividing the intervention at a.s.r. into three facets, it seems that a.s.r. takes more active initiative in interventions which offer temporary effect, while the interventions where employees personally have to take initiative to use them, provide a long-term effect. As these intervention are mostly focused on individual change and changing one’s situation, it seems to play a role that people do not always acknowledge that the problem lies with themselves. Never the less, it seems clear that if a long-term effect is wanted, especially psychosocial stressors would have to be tackled.

What happens in practice
The numbers of absenteeism stays the same and the success of interventions are not be assessed, because the interventions all together are perceived as one standard package for stress management. However, every employee has his or her own stressors, experiences a different amount of stressors and to a different extent. This clearly tells that there is no standard person, so a standard approach is not applicable. What also keeps these numbers of absenteeism high is that employees are sometimes obliged to participate, while this can be a complete mismatch with one’s personal approach to stress. Besides, if one already has his or her preferred strategy of coping with stress, being obliged to participate can be counterproductive. HR only coordinates the implementation of interventions. The department outsources the implementation of some of the interventions to external parties, which means HR does not have any control how this happens and do not oversee what goes right or wrong.

Alternative path
To reduce the numbers of absenteeism a.s.r. and Human Resources would have to indulge in employee’s daily routines, values and preferences. They would have gained very rich insights about where, when and what type of intervention would have a long-term effect to include in the work environment. A.s.r. should facilitate employees in adopting a new activity and to make it part of their daily life.

Envisioned Challenges
At this stage I still have to find out if the employees are actually willing to take this effort to reach a long term effect. To fully understand the employees, it is interesting to find out how people experience stress and how they individually cope with stress.
3. Paradox

Initial paradox
The initial paradox: The organisation does not know which interventions fit the work environment and have a long-term effect on the prevention of burn-out and absenteeism, and thus employees do not feel attracted to use these interventions (see figure 13).

Because the organisation wants to reduce burn-out and absenteeism, it implements a standard package of interventions to cope with stress.

Because most employees do not use these interventions, a.s.r. obliges employees to use the strategies.

Because a.s.r. obliges employees to use the interventions, the stress level of the employees remains high.

Because a.s.r. causes a high stress level of the employees, the organisation fails to prevent burn-out and absenteeism.

If a.s.r. finds it important that the employees get the help they need (as they should) to enable them to prevent burn-out and absenteeism, the company should not take active control to achieve this.
4. Context

4.1 User research

Goal
The goal is to find out who is or should be involved in the inner circle of key stakeholders and to get a clear view on their practices.

Figure 14 gives an overview of the categories where research is done: Who experiences stress and what do they do to cope with this stress? Are these strategies facilitated by interventions in the work environment or do people have their personal strategies during work hours? When do employees use these strategies and when do they feel they miss these during the day? Where within the work environment do employees use these strategies and where do they feel they miss these? Why and what drives employees to use these strategies the way they do or prevents employees from using these? How do employees experience stress and how do they interact with each other and with the work environment (when coping with stress)?

Methods
To get more insight in the problem situation from the employee’s point of view, the first research phase will mostly be focussed on experiences of employees, like the research questions above suggest. Approaching the problem situation with individual components at the base and then formulating the findings to a common model is called a bottom-up design. This is an essential part of the research to first discover the values and needs of the employees, which is the base for an effective solution to manage stress at the work floor. Showing the managing parties what values and needs of the employees are, might open new ways and make them willing to act from a different thinking frame then what they are used to.

Finding the values and needs of the employees is done in a few stages as Sleeswijk Visser and colleagues (2005) show in figure 15. The user research can be conducted with different methods. The methods are used as stages of the research which each address a different level of information. At the
surface, explicit knowledge can be gained with interviews. It tells what people say and think about their experiences or a specific situation. In a more deeper stage, observational research will be used to access more tacit knowledge: what do people do, use and with whom? This can enrich the knowledge from the interviews or it can be contradicting, which can be equally valuable. To reach the most latent level of knowledge, which leads to the underlying values and needs, a generative session has to be conducted. This means, a group of employees will first have to be sensitised in order to prepare them for the session. The sensitizing will be done with a small booklet with some exercises about their experiences and expectations and during the session a discussion is actuated by providing a toolkit.


4.2 Interviews

**Goal**
In this stage of the research the surface of the problem situation is explored. At the end of this stage it will be more clear what people say and think about who experiences stress and how. What employees do to cope with this stress. Also, if they choose strategies facilitated by interventions in the work environment or their personal strategies during work hours. In the last case, where and when they use this will also be clear.

**Set up**
The interviews will be conducted at the coffee corner of a.s.r. with at least 8 employees to make sure most experiences with stress are encountered. These will be done during the morning when most meetings or evaluations are held in this informal environment. The employees will be randomly addressed, however both genders, different ages and employment have to be taken into account to include as much experiences as possible. This is also important for the analysis.

Ideally, the interviews are done with individual interviewees at a table from the coffee corner and with some initial questions to start an informal conversation. The interviewees are asked for permission to record audio to transcribe the interviews for analysis.

4.3 Observational research

**Goal**
The tacit knowledge gained by observational research shows us the actions people practice and whether it corresponds to what they say and think. At the end of this stage it will be clear how employees interact with each other and with the work environment.

**Set up**
The observations are done during the morning. Two sessions of each 30 minutes, first 30 minutes in the hall at the entrance of the building, the other 30 minutes in the coffee corner. These are two locations where most employees come at least once or twice a day. In the hall, anyone who arrives or leaves a.s.r. will be observed. Gender, age or employment will not be controllable as with the interviews. However, those variables will be taken into account when analysing the data. The data will be tracked by writing information down in keywords and add the timestamp with each notable event. Events that seem to happen more often or for a long time could be interesting to compare to data from the interviews and generative session. In the following figures (16 and 17) the locations for both the observations and interviews are shown.

Figure 16. Observation 1: Entrance hall
4. Context

4.4 Generative Session

Set up
In the ideal situation about five participants would represent several departments of a.s.r. to encounter different experiences, which would result in a fruitful discussion. First, the participants have to be sensitized so they will get to know the topic of the group session and they will think about their experiences and thoughts about stress for the first time. This will be facilitated with a few homework exercises in the form of a booklet (see appendix A). After a week, a group session takes place in a meeting room or any other quiet place. A toolkit is prepared for each participant. The first 20 minutes of the session each participant makes a collage with the tools from the toolkit. The topic of the collage is: stress experienced at the work floor. The next 40 minutes, the collages are put together and can trigger a discussion when these are compared to each other. The session will be video recorded to transcribe the discussion for analysis. See figure 18 and 19 for the setup of the generative session.

Goal
The deepest level of knowledge tells something about the underlying values of the employees and is really important for a good start of the new problem solving process. This knowledge can be reinforced by the knowledge gained from the interviews and observations. At the end of this stage it will be clear why and what drives employees to use these strategies the way they do or what prevents employees from using these. Also, where and when do they feel they miss strategies to cope with stress and what their values are in relation to the their work environment.
4.5 Data Analysis
Analysing the knowledge gained in the three levels of information offers a broad view on how employees of a.s.r. experience stress on the work floor and their view on the problem situation. As the values and needs are essential for this project and because those are gained from the deepest level of research, the information from the generative session will be considered decisive. Therefore, the information of the interviews and observations will be used to reflect on and verify the information from the generative session.

Generative session
After translating the audio recordings from the generative session, quotes in the form of statements or information which the participants keep repeating is considered interesting and noted. Then, the quotes are clustered and topics are addressed to each cluster (see figure 20). These topics gave a strong impression of what employee's experiences are with work stress, personal strategies to cope with this stress and causes and results of their activities, or passiveness. In appendix B the clustering of the quotes and my reasoning are described.

*Discovered personal strategies:*
- Work hard and use the paths you see fit
- Speak up about how you feel
- Evasion (team manager)

*Reasons to use the personal strategies:*
*How team managers handle stress*

Interpretations:
Employees who notify their team manager they cannot keep up, get the feeling they are not a great value to the organization.
-Being kept in the dark does not help recovery.
-Employees feel involved with the organization. This causes the feeling that their team manager uses them as pawns instead of valuable team members (strongly dependent on who the team manager is).

**Poor communication**
Interpretations:
- Receiving contradicting information causes the employees to have less understanding for a specific situation.
- Employees are not motivated to try to do the best they can.
- Employees need to know and hear they are added values for the organization.
- Employees feel they are not taken seriously or understood.

**Employee's distrust**
Interpretations:
- Team managers do not act upon comments of employees.
- People are demotivated to speak up.
- Everything has to go strictly by the rules or else the organization will get a bad image.
- Employees become suspicious, because they perceive the comments from team managers as personal.

**Team managers' distrust**
Interpretations:
- Freedom is prohibited.
- No flexibility to have a break
- Employees are not treated equally.
- Employees start to make detours to avoid having to notify the team manager.

**Confusion**
Interpretations:
- Unclear expectations or how to meet these expectations.
- Qualities and young talents are not used.
- There is a conflict between the general view a.s.r. wants to communicate to the outside world and how the employees see themselves.
- Employees have trouble with the hierarchical character of the departments: Juniors employees, senior employees, team manager (sometimes directors).

**Reflection on Observational research**
Location: Entrance/Hall of the a.s.r. building
Who: Employees arriving or leaving the building, receptionists.
When: Friday from 8:30 until 9:00
How: With a timer, notebook and pen

In this half an hour around 80 people arrived at a.s.r. 13 people were busy with their smartphones, around the age of 35 or younger, staring at their computer screens, listening to music or already busy calling. People arriving the building greet the receptionists. Receptionist receive people from outside a.s.r. who have appointments with employees from a.s.r. Those people are offered to have a seat on one of the many couches located at one side in the hall. Receptionists get coffee for the guests from the StarBucks coffee machine which is practically placed in the middle of the hall. This makes it look like the most important place to be at a ‘market square’. People who walk through the hall, stop at the coffee machine to get a cup of coffee. It takes at least five minutes to choose, pay and wait for the coffee to be ready and to take away. This results in a line of people who wait for their turn to get coffee and it creates opportunities to start interacting with each other. When guests of a.s.r. are being picked up for their appointment it looks even more like a market square where people come together.

Location: Coffee corner on the first floor.
Who: Employees having a drink and/or a snack.
When: Friday from 9:30 until 10:00
How: With a timer, notebook and pen

Mostly people come to the coffee corner together with a colleague or team manager and only some of them come alone. At this time, at almost all tables two people are having a meeting in this more informal setting. Other people decide to stand while having coffee, show each other pictures and have a more private conversation. When alone or waiting for someone else, people often sit at the coffee ‘bar’. An escalator brings people directly into the coffee corner or they go further up to their workplaces. Even though this coffee corner has multiple purposes and is more integrated in the work environment than the hall, it has a relaxed and casual atmosphere.

**Additional observations: Interactions**
After entering the building every employee goes directly to their specific department, passing through the hallway, taking the elevator or the escalator
depending on where their workplaces are. They have to scan their employee-card at small gates if they want to access the second floor or higher. Arriving at the right floor, most employees grab a cup of coffee at the machine in a pantry block (see figure 21) and sometimes a piece of fruit on their way to the 'block' where they will be seated to join their team (see figure 22). The coffee machine is often the first moment when they start interacting with colleagues. Besides, this is where new employees meet colleagues after they get to know their team.

Figure 21. Pantry block (asr.nl,2015)

Figure 22. Working blocks (asr.nl,2015).
On some days it can be quite busy at the office, which means that employees may have to find a workplace somewhere else if the usual block is occupied. Even though the members of one team are never far apart, they are free to sit anywhere in the building. Team members stay in contact with an internal calling system. Depending on the degree of freedom a team gets, each employee has his or her own schedule of taking breaks, which mostly means, going to the coffee corner or to the canteen. Colleagues join each other for lunch with two to four colleagues, or alone.

Cleaners are working throughout the building. Employees of the organization have only subtle contact with them, like a nod, a smile, greeting or thanking them. They mostly interact with each other while doing their work. Employees interact with fitness instructors, workshop instructors or personal therapists only if they approach them. Most therapists or instructors are hired externally, with means they are not always present at the office. Outside session hours, employees who practice a stress management strategy at the office, have moments of interaction with instructors or therapists they know, from a greeting to a short conversation.

On the first floor there is a lounge area with couches with screens around them. This is where employees go to work more quietly, make a call, have an informal meeting or taking a break (see figure 23). The tables, chairs and computer screens at the working blocks are ergonomically adjustable. Employees adjust the furniture to their own preferences, though this sometimes results in a non-ergonomic position. Not everyone takes the effort to reposition the furniture. The lamps hanging above the tables are rarely used as the light is experienced as too bright. There is enough light coming from the spotlights in the ceiling. Employees do not have to take effort to control how much daylight comes in. This is done by the ‘smart’ facet of the building. From a point where the brightness of the daylight reaches a high level, shutters come down and position themselves in the right angle.

I discovered a conservatory area behind glass doors next to the coffee corner with plants and trees as tall as four floors and there are also benches and chairs to relax (see figure 24) where nobody sits. Maybe because it is not finished yet or because it does not look inviting enough with those glass doors in front. On the coffee bar a few magazines are places. Those offer information about workshops, mindfulness and informative articles about business, insurances, psychology etc. (see figure 25).
Reflection on Interviews
Location: Coffee corner on the first floor.
Who: Employees having a drink and/or a snack, randomly addressed (male, female, low or high function)
When: a few Friday and Wednesday mornings in September and October.
How: Initial set of questions and audio recorder on a phone

Interviews were conducted with randomly addressed people who all work at a.s.r. insurances, at the coffee corner. The interviews with employees from a.s.r. reinforce the findings from every category discovered during the generative session.

In this section the categories from the session: personal strategies, ASR handling stress, poor communication, confusion and trust are supplemented by the findings of the interviews.

Personal strategies to deal with stress
Regarding employee's personal strategies to deal with stress, most people who were interviewed explicitly said that, if they experience stress or frustrations, they try to put the situation into perspective with the help of colleagues during coffee breaks or during a walk through the building or they try to resolve the situation. Depending on who the team manager is, people perceive an opportunity to deal with stress or not. None of the interviewees experience stress solely because of the work pressure or the type of work. People explicitly describe that stress is caused by interrelations in the work environment or a combination of work pressure and interrelations.

The new style of working (flex working) is perceived as stress relieving by the interviewees as well as the participants of the session. This allows them to decide where they want to sit within their section, so there are no fixed working places. They can also decide if and when they work at home, depending the type of work and what is approved by the team manager. Working at home provides more rest, since it is a more familiar environment and they would not be stuck in traffic jams. “You get a lot of freedom here. You can decide where you like to sit or you can work at home”, “I really need my freedom. Delightful! Just put on some nice music, drink good coffee.” Dividing their own time gives less stress, especially when they can decide for themselves when to have a break. On the contrary, when people are fixed to certain times to have a break or have lunch it can increase stress. For example, when work activities focus on production like customer service. They target a specific amount of calls per person each day and one call can take 20 minutes away from someone's lunch break while they only get 30 minutes to have lunch. The extent to which employees experience stress strongly depended on how their team managers interact with them and their priorities regarding stress management. It became clear from the interviews and the session that team managers find that stress must be consciously avoided and that a.s.r. offers a lot of opportunities to do so. “Since 1997 I have a personal coach,” “I believe in personal development. I always say, you don’t have to be sick in order to get better”, “As a director you always have a lot of stress, but if one can’t handle the stress, one wouldn’t be a director long”. What they do not realize is that every person has his own preference in dealing with stress and as soon as, for example, a workshop time management is made mandatory for employees it will not be effective. Employees themselves are aware that dealing with stress is personal. “Everyone reacts differently to a specific situation”, “There is this threshold which you have to pass and as soon as you notice it works, you should go for it”. It turns out that people do not use the strategies a.s.r. offers to deal with stress. Mostly people from the age of 30 to 50 practice sports because it keeps them fit and not to reduce stress. They also do this at a substantive fitness club and not at the sports facilities at a.s.r. People often are not aware of the opportunities a.s.r. offers or they say they are but they do not look into it.
a.s.r. handling stress
Employees who find themselves on the edge of a burn-out, feel there is an opportunity to alarm their team manager. Together with the team manager an arrangement can be accomplished. For example, an employee starts working for 60% or four days a week instead of five days until they get better. On the other hand, in another team someone can be told not to come to work for six weeks and after that they can come to take a look and do non-stressful work. Here, team managers do not realize that the state of affairs or not being involved at all can cause stress.

Poor communication
Since people feel emotionally involved with the company and they understand the importance of their activities, situations like being ‘forgotten’ for an important meeting or criticism from a team manager are taken personally. "it came across as criticism. I took it very personally, so I felt like crying even though he probably did not really mean it like that." Also corresponding with comments from the session, ‘providing a feeling you matter, that is what I am missing’, the interviews gave the same image about a lack of expressed appreciation “Their work has to be taken over by others. And that is what I find fantastic, because then I feel more appreciated again for the work I do.”

Trust
Managers, senior employees and junior employees are distrustful towards each other in relation to stress and dealing with stress. In the interviews this became clear when a senior employee told about her concern that the department where see works will be abolished. “The director says that this department will keep on existing for at least 10 to 12 years, but I think it is estimated quite high.” A reason for junior employees to distrust the senior employees could be because the younger people bring in new and fresh ideas since they are ambitious and older employees do not like change and may be afraid of getting too stressed. “Then, the young people come up with all these new ideas and practices and you will think, I don’t feel like it anymore.” It can take a really long time before a proposal is even considered, let alone, acted upon. It can feel like being unheard and not taken seriously which evokes distrust, insecurity and suspicion.

Nowadays, work has become more individual and people are therefore held accountable for their results and assessed individually. This gives less freedom to walk certain paths to reach a goal. It used to be a more collective movement where everyone knows what is going on. Now each employee’s way of working is being monitored, which makes people feel as if their team manager distrusts them. People value trust and the freedom to use every way they see fit to reach their goal without being checked too much. “People are addressed more directly on their results, which results in more stress. You get more competition on the work floor.”

Confusion
It is perceived as normal that departments keep changing. Extra layers of managers are included, other layers are removed. The employees feel like the company is not making use of the qualities, new features that come in with the younger generation, like computer knowledge. “At the first of October, nine colleagues were declared redundant. They did digital activities and those activities were not really reassigned to other colleagues, who have to learn it the headlong.” This adds up to what is discussed during the session where people said that there is confusion when managers call out to the ‘old’ employees to become the ‘new’ a.s.r. employee, while young talent and ambition is being ignored or suppressed.

Use of stress management strategies
According to an interview with the location manager of High Five Health promotion, employees tend to use the fitness facility when their doctor advises them to exercise more, when it is already too late or when it has gone wrong in the past and burn-out is diagnosed. Furthermore, what is clear from the interview it that at this moment people never used one of the strategies offered in the work environment or used these in the past. Besides, the strategies are sometimes not known as stress management strategies of not perceived as such. Quotes from the interview after asking if they made use from any of the stress management strategies, which have led to this remark:
“Yes I remember something about it, but I never did a thorough study about it. “
“I hate it when I have to get back into a suit after sweating and showering. Of course something like that would be fine.”
“I prefer to speak freely with my coach, who is from outside a.s.r.”
“You are strating to, well…how shall I say this… you start to feel less at home.”

4.6 Results
After analysing, the results provided by the interviews, observations and the generative session offer an overview of the most common experiences and feelings, personal strategies to cope with stress, values and needs of the employees. Below, the infographic (see figure 26) represents this overview of the results, amplified with the quotes from the generative session
a.s.r. employee’s work stress and common values

**PERSONAL STRATEGIES TO COPE WITH STRESS**

- "Healthy work pressure helps me to perform, to deliver and be creative."
- "The moment you tell the team manager you can’t keep up, you show a part of your weakness. But you know that you will fall behind further."
- "I start making detours to eventually get to the goal without having to pass the team manager who wants to know every step you take."

**FEELING UNVALUED**

"What they don’t know is that the course of events can already cause stress. Not being involved as well."

**POOR COMMUNICATION**

"No, you shouldn’t see it like that. How should I look at it then? And then a vague and incoherent story comes out."

**DISTRUST**

"For example, one has to constantly send a cc mail to the team manager and the other never has to deliver anything. So clearly it points out that trust is the issue."

**CONFUSION**

"We all have to become the ‘new’ a.s.r. employee. But what does that mean? They show you all these pretty slideshows and use nice words. Don’t I already meet these requirements? Am I not the new employee?"

**COMMON VALUES**

- "You get a lot of freedom here. You can decide where you like to sit or you can work at home."
- "I really need my freedom. Delightful! Just put on some nice music, drink good coffee."
- "Receiving the feeling you matter, that is what I miss."

**Figure 26. summary of results**
4.7 Conclusion

Employee's personal strategies
Employees mostly make use of the coffee breaks and lunch breaks as a distraction from stress. However, for the employees who have customer contact this is not self-evident. Other strategies are practiced mostly outside a.s.r., as flexibility gives people a choice to work at home and all these strategies that a.s.r. offers are also available near people’s homes, like fitness, yoga, personal coaching or socializing. Employees also choose to practice strategies to cope with stress outside a.s.r. to be completely away from work or because they dislike or are afraid to interrupt work for too long. Thus, on days at the office only a small part of the employees use the strategies of a.s.r. or had been using them in the past. As mentioned before, some employees do not have the freedom to take a break or to work at home when they want to. For these people it is a reason to feel locked up at office and want to go home as soon as possible.

Interrelations
Depending on who the team manager is and how he or she interacts with a subordinate, it often seems like there is just one-way communication from team manager to subordinate. This gives a lot of stress. In that case, employees seem to be eager to solve stressful situations by speaking up to their team manager or to ask for a help to cope with this stress which fits them personally. However, the team manager do not or cannot always respond in a way the employees can benefit from it. Through poor communication, distrust (from both team managers and between employees), confusion and feeling unvalued/unheard, this gives the employees even more stress. A.s.r.’s employees feel concerned with the organisation. This, in combination with high levels of stress, can cause a minor comment from a team manager to feel like a personal attack and also intensify these feelings like distrust, confusion and undervaluation. Employees seem to talk about with each other during a coffee break or lunch to blow off some stream. In other cases, they avoid their team managers during the execution of a task or try to work hard with their own ways and ignoring the team managers guidance to reach the goal as a distraction from stress.

Values of employees
It is striking that work load or work pressure is never mentioned as a cause of stress. The interrelations between co-workers and not being able to solve difficulties within relationships is the problem of stress. Employees strongly believe that to cope with this stress is to solve these problems at the core, namely face-to-face. Long term effects to cope with stress are not popular on the work floor and outside the organisation these strategies are not always perceived to be a strategy to cope with stress.

From the generative session and interviews, two very clear underlying common values of the employees were discovered:

- Freedom, with trust as an important aspect that influences the degree of freedom.
- Appreciation, being an added value and an essential part of the organisation. It is important to consider these values as requirements for an effective intervention with an enduring effect.

Inner circle
It is interesting that employees or team managers do not consider Human Resources as a party where they can ask for help or consultation about stress problems. Also higher supervising functions than team managers are not perceived as a problem factor by the employees. Therefore, the inner circle of key stakeholders in the problem situation consist of employees and their team managers.

Does the problem definition shift?
It may look like the team managers are the problem here, but they are not. However, they are part of the problem situation. The problem definition does not shift. The employees are the group that experience the stress. However, the Human Resources department of the organisation can be distinguished as the problem owner, as this department has the direct goal to reduce absenteeism and take care of employee’s well-being. HR also manages the execution of interventions. They are responsible to know the problem of employees of a.s.r. and to involve suitable and effective interventions to implement in the work environment to tackle the problem. The core problem seems to be dependent on their lack of knowledge about employee’s values and what the effect is of intervention to cope with stress.

What is still unclear?
What role do HR see for themselves and how do they communicate to the employees? What should and what could be the role of HR in this matter?
5. The field

5.1 Players in the field
The employees with their team managers form the inner circle of the problem situation. Every decision or any shifting policy the board of directors make, is noticeable for the employees. Any feedback from the employees is communicated in numbers or statistics. However, when numbers seem more profitable, it does not necessarily mean a problem is solved. Besides, a large organisation like a.s.r. drives on the strengths of a large amount of employees representing a variety of (sub)departments. How a.s.r. visualizes their (basic) organisational structure is shown in figure 27. As the user research showed, every employee has his or her personal experiences with stress and preferences in coping with it. Not everyone perceives expressing or solving a problem with stress as an option. Also, if a problem is large enough, the communication has to go through all the layers of the organisation. This is what makes it a complex problem.

Connections in the work environment
In figure 27, the quarter circle communication only takes place step by step through each layer. The board of supervisors is not part of a.s.r. The people who are part of it, are appointed by the government especially for monitoring this organisation.

Human Resources is another department of a.s.r., but it does not directly has the same goals as the rest of the organisation. HR has an over-viewing position and mostly concentrates on administration and mediation services between different players within the organisation. Communicating with HR is definitely an option and contact information is provided on the network of a.s.r. As the employees see it, the problem concentrates on the communication between them and team managers, while the team manager has the responsibility to detect stress related problems of the employees and help finding the right intervention to cope with stress. The question mark implies the missing insight if employees communicate to HR and how they see the role of HR as a resource to find the right intervention to cope with stress?

Figure 27. Organisational structure of a.s.r.
Each player in figure 28 has a connection with the work environment or the employees of a.s.r. This is what the overlapping circles indicate. Some of the mechanics and some ICT people are part of external companies so they do not have a direct connection.

5.2 Potential players
To see a promising direction for a new intervention, the values for each player in the wider field (figure 29) are mapped out.

The values appointed to the different players in the wider field are assumptions in some cases. These are based on the literature research in chapter 2, based on information from the Human Resources department or derived from practices and frames from the players in the field. The arrows indicate the aim of the values.

Private life
Relations arose from the same interests and passions. To guarantee love, care, safety and support, an important factor is ‘attention’. The relationship with the employees works both ways: these values are being awarded to them, but they
are also asked from the employees.

**Therapists and coaches**
This group of players is mostly used when the company doctor refers them. Their values are concerned with the employees: to help them build resilience. Awareness and reflection could be important factors to help achieve this. They play a passive role in achieving this, because the employee has to reach out on their own initiative to cope with stress.

**Service Desk**
Also this player’s value is concerned with the employees. If any practical problem appears, the employee contacts the service desk. Then they get instructions to solve the problem or a mechanic will be called to fix the problem. These are activities which the service desk needs to do to ease the workday of the employees.

**Cleaners**
They need the same work environment as the employees of the organisation to do their job. At first, their values are ‘providing a hygienic and comfortable environment’. What seems interesting is that they need the same environment as the employees of a.s.r., but have a completely different job. This mean cleaners interact with the environment in a completely different way than the employees do. They perform activities within the work environment which gives them a detailed picture of what is in it and they have more freedom of movement. Their values are not so much aimed at the employees. Like the employees, the values of the cleaners are concerned with what the work environment has to facilitate in order to do their job. In case of the cleaners, their values could be: accessibility of the work environment and appreciation for providing the employees with an hygienic environment.

**Human Resources**
This group has already been addressed in the field within the work environment, but they are still an important group of influence in the complete wider field. Human resources has many activities from employee administration to care for well-being. For the value, well-being for employees, they play an active and passive role. In their active role, their activities to achieve well-being is to implement interventions for the employees to cope with stress. On the other hand, their activities needed to play the passive role are not easy to distinguish so far, while it is definitely considered an option for the employees to approach HR for help. Perhaps this is an interesting opportunity for a solution direction.

**Construction workers**
The construction workers have been present in the work environment from 2012 when the renovation started. They do not interact with people who are originally from this work environment which makes me think that the construction worker’s values are concerned which creation and delivering a finished product. This group of players do not have a clear connection to the employees of the organisation. Therefore this group will not be considered in further steps of the process.

**Sports Instructors**
This group has a passive role like the therapists and coaches and there values are also aimed towards. Employees are advised to exercise more or employees take the initiative themselves to approach the sports facilities. The instructor’s values are concerned with guiding people to retrieve balance. To find balance it is needed to increase one’s available resources in order to cope with the demands that require spending these resources.
6. Themes

In theme analysis, I identify and seek to understand the deeper factors that underlie the needs, motivation, and experiences of the ‘players’ in this wider field. A theme analysis ends with an understanding of the ‘universals’, a selection of themes that are relevant to the problem situation on the deeper level at which players in the field have much in common.

6.1 Needs, motivations, and experiences shared in the work environment

Need: a thing that necessary for an individual to reach its wants (values).
Motivation: the thing that drives an individual to certain behaviour.
Experience: the knowledge of an event the individual gained through involvement in or exposure to.

Continuing on the value scheme of the previous section (figure 28) it shows a course of events. A fixed value for the board of directors is, for example to make profit. Naturally, the employees also want the organisation to make profit since they feel involved with the organisation and it guarantees employment.

However, this is not a value to them nor a direct motivation. The board decides that, in order to make profit, certain goals have to be determined, for example good customer service. This can be a common need for the employees (of that specific department). Then, the board concludes what is needed for good customer service results: for example, employee’s well-being. Employees are also concerned with well-being but in their case this is not a direct motivation. It is more like a general need to get good results.

For Human Resources, employee’s well-being is a value. From here on, the board leaves it for HR as they have no further motivations. It is clear that the values ‘freedom’ and ‘appreciation’ of employees are not considered by HR at this point. Like the problem categories from the context research suggest, good communication, clear expectations and trust are motivations that drive the employees to do a good job and enjoy it as well. Which would result is their well-being.

As the existing stress management interventions and communication of HR do not have a significant effect according to the findings of the context research,
not only the board does not achieve its goals, but also HR does not achieve its goal, since the long periods of absenteeism do not decrease. So far, HR have never kept track of how many employees have used existing interventions, except for the numbers of absenteeism. Nothing can be concluded about the effect of an intervention to cope with stress.

The scheme (figure 30) is showed with the values in green and red if it is a need. The dotted lines represent which paths should be taken and where motivation lacks.

6.2 Needs, motivations, and experiences shared in the wider field

In the scheme of values in the wider field every player has its specific values. All players have a single connections to the employees or the work environment of a.s.r. and are not necessarily connected to each other. Therefore, needs, motivations and experiences are initially assumed not to influence other players. However, these could still be shared with the employees or another group in the wider field. In figure 31 below, on each group is separately zoomed in and needs, motivations and experienced are analysed based on their activities.
Interesting player
Analysing the players individually, it seems interesting to concentrate on the players who have similar values but not necessarily focused towards the employees. The values which are requested from the work environment instead of awarded to the work environment create potential to involvement in the solution, as the employees of a.s.r. also have values requested from the work environment. The most potential players who remain would be: private-life and cleaners.
Looking at the values of the remaining players, private life is now a source of stress, which makes it seem potential to involve in the work environment. However, until now most people would probably want to keep the two separated instead of combined. It could stay two situation even though it is one context and it may also feel as if the two biggest sources of stress cannot be influenced individually anymore. Besides, private life would become less private. The cleaner's values have most in common with the values of the employees. After Their activities, needs, motivation and experiences could offer assistance in finding a solution direction. Besides, they are always present in the same work environment as the employees and could also benefit from a new intervention to cope with stress.

6.3 Selection of themes
A few themes can be identified in the field.

Appreciation
First, one theme is appreciation. The aim of Human Resources is to support employees physically and mentally to cope with stress and other personal issues in order to achieve well-being. However for employees, an important factor for well-being is to gain appreciation for doing their job. Employees feel responsible for their work and are emotionally concerned with the organisation and they deserve to be seen an important part of the organisation. Note that not everyone can work to their full potential, since they are doing activities below their level.

Perception of freedom
Another theme is perception of freedom: in some situations employees are limited in their freedom. This is because they are bound by rules which were implemented as a result of distrust because employees took too much advantage of their freedom during work hours, for example too long breaks. Naturally, this works counterproductive for motivation and feeling free and thus employee's well-being. Freedom at the workplace can therefore maybe be presented in another way.

Express yourself
An interesting theme is based on the HR’s passive role where activities to achieve employee's well-being, are not clearly distinguished. Employees would have to individually approach HR for help, however HR’s activities are more concerned with collective problem solving. The underlying theme here is express yourself. Co-workers could associate and empathise with each other which can help translate individual problems to a collective solution.

Missing a place like home
A last theme is derived from the fact that nowhere in the whole building there is a place which allows employees to completely escape work for a while or is an actual distraction from work even though there are specially arranges spaces for this, like the coffee corner, the furniture and canteen. This means there still will be an association with the problems work brings. Besides, in some departments employees are not even allowed to leave their workplace. What is missing is the association with a place like home, where people can be themselves without being assessed, relax, think out loud, where it is okay to be distracted, warm and welcoming.
7. Frames

7.1 Interesting frames

Based on the four themes; "appreciation", "perception of freedom" "express yourself" and "missing a place like home", a few frames can be created and explored. The themes about appreciation and freedom can be considered requirements to evaluate frames, as they cover the problem of failing well-being in its entirety. This means I will concentrate on two remaining frames.

The organisation desires an open structure. This does not mean it only will be achieved by creating open and overseeing spaces. The culture within an organisation could also be open, like insights into other people’s activities without assessments and with trust. Providing well-being by giving the good associations with home, where one feels free to do what they want and where people can be appreciated the way they are. This, in contrast to having unpleasant experiences with a closed work culture, distrust, poor communication, confusion etc. This would be an active approach to the problem.

1. **If the problem of failing employee's well-being is approached as if it is a problem of providing a feeling of home, then the work environment should provide** ...

With a medium where people in the work environment could express their issues or ideas, it would become clear for HR where problems exists and who experiences these problems. Also, when employees find something they have in common or if they can empathize with co-workers, it can make them more open towards each other and stimulate them to express themselves. How, where and when this opportunity is offered to employees has to be carefully considered in this frame. Employees from all departments should be attracted to use the intervention. It would be a more passive way to approach the problem.

2. **If the problem of failing employee's well-being is approached as if it is a problem of feeling free to express yourself, then the work environment should provide**...
8. Future

8.1 Evaluating the frame
By taking these frames as a starting point, a process of ideation starts. At some point the frames might overlap, which means that some idea directions might overlap as well. Within this process of ideation, design techniques are used to first, find as many ideas as possible to broaden the view to find potential solution directions. Second, to converge the large amount of ideas and find the solutions which seem to fit the frame the best. To come back at the initial problem of employee’s well-being, the frame that has the most potential to tackle this problem will be further evaluated by assessing its corresponding concept to the requirements. In other words, the concept that meets the values ‘freedom’ and ‘appreciation’ of the employees the best.

Ideation process
Figure 32 shows a simplified scheme of my ideation process and is explained briefly.

Mindmaps, HCY
Participants: Only myself.
Goal: to get more insights in what freedom or appreciation could mean and what this value could mean within the work environment. Also, to already start thinking of ideas.
Methods: Mindmaps describe a value with paths drawn towards terms which explain or are connected to the value. HCY, ‘How can you…’ - followed by what I want to achieve (or an fraction of this) gives opportunities to sketch a broad amount of ideas, or rather fractions of ideas. These may turn out to be useless or can be combined later on in the process (see figure 33).

Group brainstorm, HCY
Participants: first session, me and three people from my own environment without any experience with design methods + second session, five fellow student who have a lot of experience with design methods.
Goal: to gain more insights about the values I found in the context and ideas how to translate the values in the context.
Methods: Brainstorm sessions are comparable to mindmaps. With my own findings, both values and the terms are the focus for the brainstorm sessions.
Everyone who participates is free to describe anything that comes to mind and has a meaning to them. There are no wrong answers. HCY session is done the same way as I did for myself, only here the ‘How can you…’- questions are divided over the participant. Every five minutes the participants write down or draw ideas which are passed through to the next person. Participants can use each other’s idea to get inspiration (see figure 34).

Cluster the ideas
Goal: to structure the large batch of ideas which were gained in the previous steps. Also, to be able to assess if they fit one of the frames in a later step. A cluster or solution direction represents a group of ideas, which are all based on the same principle.
The clusters found are: having your own projects or responsibilities, building up credits, short moments, creating personal space, living room, rearranging interior, short group activities, having a talking point (see figure 35).

Assign each cluster to one of the frames
Goal: to connect ideas to one of the frames. This is reached by assessing the clusters which have to meet the core of the frame. The clusters that do not fit any frame, have to go.

Combine clusters and develop ideas
Goal: to make a stronger fit for the ideas in each frame and to start seeing possible solutions. In this step, ideas are considered fractions of a concept. By combining ideas and specifying features I gain a more clear view on possible solutions for each frame. Also, combining clusters offered possibilities for combining ideas (see figure 36). For example, ‘short group activities’ and ‘having a talking point’ create a cluster about self-expression. Two to four ideas are left for each frame.

Assess which idea fits frame the best
Goal: to make a choice which idea to develop further and evaluate for each frame. The idea that seems to meet the values ‘freedom’ and ‘appreciation’ the best. In the next section one concept will be explained for each frame.
Here, the implication can be completed as: If the problem of failing employee’s well-being is approached as if it is a problem of providing a feeling of home, then the work environment should make it easy to appreciate each other one-on-one.

Goal: The concept, ‘Appreciation in a box’ (figure 37), has the goal to facilitate one-on-one interaction similar to the open interaction someone would have with family at home and stimulates to make positive gestures.

Content: Only five minutes are needed to create this gesture the by pressing the paper out of a template and write down a compliment or a ‘thank you’ on the inside. Then, the box is folded and forms a tiny present.

Interaction: Opening up the tiny present and reading the positive message can give the receiver feeling of joy. The impact can be big even if it is just a small gesture. With this concept, I want to indicate that the positive effect of the appreciation in a box on one’s mood should not be underestimated. With a gesture someone gives or receives, the interaction is personally focused. When expressing positivity this focused, it may bring co-workers closer together. ‘Appreciation in a box’ provides an extra value, since it needs only a little creativity to give the gesture more power. Besides, being creative might also help to cope with stress.

Figure 37. Concept 1: Appreciation in a box
Concept frame 2
Here, the implication can be completed as: If the problem of failing employee’s well-being is approached as if it is a problem of feeling free to express yourself, then the work environment should provide a mediator for sharing what employees have on their minds to strengthen bonds between them.

Goal: The concept, ‘2link’, (figure 38) has the goal to facilitate employees to express themselves freely, by giving them the opportunity to share what they have on their minds.

Content: This frame is represented by a digital screen where employees can draw and write on after choosing a color and/or a symbol to use as a stamp. If people first experience stress, because they have the feeling they cannot express themselves, this intervention could inspire to be more expressive in general, by initially providing a set of figures and colours. For example by sharing thoughts, playing games, surprising others, employees will know what is going on among co-workers. The precise purpose of the screen will be kept open so the use will become varied.

Interaction: To express themselves freely, both positive and negative possibilities should be available. To stimulate this, the threshold needs to be kept low. This can be achieved when the focus lies on the interaction employees have with the intervention instead of interacting with each other directly. Also, avoiding complex features of the screen can lower the threshold to use the intervention. As employees can associate with each other’s situation, this might give
employees a feeling of solidarity. In this sense, bonds between employees will become stronger indirectly. The intervention might also have an effect on employees who only interact with the screen by looking at what is shown on the screen by others.

**Evaluating concepts**

The goal of evaluating the concepts is to make a choice which concept and frame represent the values ‘freedom’ and ‘appreciation’ best in every sense of the word. This means these values are the most important criteria for evaluation of the concepts. In a later stage, this frame its corresponding concept will be tested by putting the concept in the work environment of a.s.r.

The concepts are evaluated by reflecting on the potential of achieving the values:

The digital screen requires a more open interaction, as people are able to express positive as well as negative feelings or ideas. This interaction represents the value ‘freedom’ really well.

The paper boxes require a more intimate interaction between two people. The value ‘appreciation’ is initially better represented by the paper boxes, since this is its direct goal. However, freedom of speech of employees would be limited, since the content of the paper boxes is not editable. The digital screen also offers the opportunity to express appreciation.

The first frame and the corresponding concept might only have an effect on one-on-one relations and not reach every employee. The second frame and the corresponding concept invites employees to participate, but not every employee has to actively use it in order to interact with it and to experience the effect. Both concepts would be presented in the pantry blocks, because those are accessible for everyone. However, it is clear that the digital board is much more visible in the environment than the paper boxes.

‘2link’ meets both values: it offers freedom to self-express in any way and there is also a possibility to focus interaction on appreciation. Therefore the concept ‘2link’ will be developed further and the effect will be tested in the context.

**Elaboration of ‘2link’**

Content: 2link is a digital screen with a size of 3.00m wide and 1.20m high as a first idea, which is based on the largest size of an existing smartboard (digibord-shop, 2016), since the intention is that a lot of people will use it in a short period of time. Screens will be placed at every pantry block, since those are central placed on the work floor where employees, who work near the pantry, pass by or get coffee in between work activities. Though, it will be accessible to all employees in the building. Employees are invited to use the screen with a saying on top of the screen: ‘What is on you mind? Write it down or draw it.’

Interaction: The intention is that every screen will get its own purpose assigned, since every group of employees who work near it is a different set of people. The effect will be that this stimulates curiosity. Employees will pass by other pantry blocks to see what other interpretations have been given to the intervention. Extrovert people would most likely be the first to use the screen. Seeing co-workers using the screen could stimulate the introvert people to use it as well. To stimulate introvert people even more, a set of symbols is included. When using these, it is possible to interact with the screen briefly and more implicit. These symbols could also function as a source of inspiration to both introvert people as well as extrovert people. The following scenarios will illustrate possible ways of using the screen.
Since there was no option to decorate a personal space in the work environment, the screen function as a canvas to be creative and, for example, decorate it to celebrate a co-worker’s birthday.

In this scenario an extrovert person can use the screen as a fun way to interact with other employees indirectly by writing down a riddle and let others solve it. At the end of the day, the riddle will be solved.
Discuss common issues
There are topics where employees might want to discuss, but in a more passive way. To see if their opinion or dissatisfaction is shared among co-workers and to feel supported.

Facilitation
The screen might also give the opportunity to facilitate a meeting or to find ideas for team activities. To show or write something can help finding answers.
The use of the screen is illustrated with a flowchart and interfaces of the control panel (figure 39).

This flowchart is the most simple version of an optimal use of the screen. To elaborate on the flowchart, the first step to take from a blank screen is to choose a colour and white is used as an eraser. One can either use a finger, a hand or a stamp when using the screen.

8.2 First test in work environment

Goal
To evaluate the frame and the concept, the main goal of this test is to find out if being able to express oneself freely, helps employees to cope with stress in the work environment with an enduring effect. An corresponding goal is to find out if employees feel if the concept ‘2link’ can help them to cope with stress.

Model
The digital screen is translated into a non-digital model, a wooden stand with two wooden boards on each side. The sizes are customized to a height and width of 1.50m x 1.00m and the boards are only 0.60 m high, which makes the model portable and will fit in a car to transport it long distance. These sizes deviate a lot from the digital screen, but it will still be a noticeable size. The wooden boards are coated with paper sheets with the saying ‘what is on your mind? write it down or draw it’, to invite people to use it. Four coloured markers and six stamps are included. The following figures show an impression of the model and the test location.

Limitations
The interactions one has with this non-digital model should be the same as the interactions one would have with the digital screen. That is why the digital features are translated into non-digital features to facilitate interactions with the model as good as possible. However, this can influence how employees experience the concept and therefore it can also influence the effect. This limitation is taken into account regarding the test results and the development of the model for a second test.

To balance the participation it should be attractive for both introvert and extrovert people to use the intervention. This means, the threshold to use the digital screen should be low. With the concept as it is, employees would have to actively find out how to use it, for example to use white as an eraser. In the model this is not taken into account, since the ink of markers cannot be erased from paper.

Approach

Pre-pilot
First, doing a pre-pilot test with a few students at the faculty of Industrial Design Engineering, provides initial feedback on the appearance of the model and the goal of the concept. Small adjustment to the model will provide a better understanding about the goal of the model during the actual pilot.

Pilot setup at Industrial Design Engineering
After making these adjustments, the model is placed at the fourth floor pantry of the faculty of Industrial Design Engineering for the actual pilot. This environment is similar to the work environment of a.s.r. This model will stand there for one week without any surveillance or guidance. Figure 8.5 shows the setup of the test.

Participants
The participants are part-time and full-time employees at the faculty of Industrial Design Engineering with similar type of work in administrations as the employees of a.s.r. These employees are men and women between the age of 30 and 65. Besides, other employees and students in the building have access to the model as well.

Methods
For the pre-pilot I interviewed student about the model, after explaining the goal of the concept. I asked them how they would use the model and what improvements the model would need to understand it better.

After that week it will be clear if employees used the model, namely, by observing if they drew/wrote on it, what they drew/wrote on it and how. In addition to this, employees who work near that pantry will be interviewed briefly about how they experienced the model and concept and why. Questions for the interview:
- How did you use the model? Why/why not?
- Do you think one could cope with stress when using the concept?
Figure 39. Flowchart concept 2
Figure 40. Model

8. Future
Pre-pilot results
The pre-pilot pointed out a few important aspects which the model missed. These are needed to make the users understand how to use the concept, otherwise it would be unlikely that employees use the model. The model needs to communicate the theme or goal of the concept and the different types of features one can choose to use. As a result, for the actual pilot at the faculty I added larger images of the stamps and decided to give an example by putting a riddle (‘What has hands, but cannot clap?’) on the board plus an example of how one can use the stamps. This is to see if it would trigger people to start drawing or writing as well.

Summary of pilot results
Figure 41 shows how the board was used during the pilot on the fourth floor.

Content
In addition to what I wrote on the board for the setup of the test, four people used the model. Two of those people used a drawing to ‘answer’ the invitation. A message with a positive sound: ‘Smile!’, with a smiling face. A message with a neutral sound ‘Chocolate!’ and also the drawn clock, the answer to my riddle. A message which sounds slightly negative: ‘What am I actually doing here?’. However, this can also be interpreted as a neutral message. The markers were used, the stamps were not used. All messages were placed on one side of the board.

Interaction
From six interviews it seemed that employees I spoke, working near the pantry, did not use the model. According to what they say, most of them did not dare to write something on the board, since they were not sure how to interpret what was allowed. For example, one employee said that she was feeling down at the moment she first walked by the board. She was hesitant to write it down, since she did not know if it was allowed to write down something negative. Therefore, she kept it to herself.
In other cases employees noticed the board, but they did not notice that there was a possibility to write or draw on it. Because the employees I spoke to did not use the board, I could not gain information about the change in their stress level. When asked if they could imagine if using the concept could help them to cope with stress, most employees were doubtful or did not see this as a possible effect.
The messages written and drawn on the board might be from students or employees from other departments who may have had a meeting in the room which is located next to the model.
Evaluation
Most important, employees want to express themselves but did not understand that they were allowed to write down anything they had on their minds, so either positive or negative messages. This means that not everyone feels like they can express themselves freely.

Though, there are people who did express themselves and had used the board by writing and drawing. The fact that it was used on one side shows that people only used the board where equipment is presented. Employees could have missed the equipment when approaching the model from the other side. Or once someone gets a marker, it is no use to walk to the other side while there is still space left. The stamps were maybe not used because it takes a few steps to use these, since the ink pad has to be operated separately by using two hands to open it.

As described in the limitations, the threshold to use the digital screen should be low. When icons are used instead of only colours it could stimulate intuitive use and therefore it would be also more attractive to use the screen.

Improvements for iteration
According to the findings from the first test, specific aspects of the model need to be improved in order to facilitate interactions even better for the second test at a.s.r.

Employees should be more triggered to express themselves either positive or negative. The model will therefore include emoticons instead of only symbols. These show facial expressions which can translate how someone feels, which might be easier to express these feelings.

Another way to stimulate employees to express themselves is to show that different levels of expression are allowed. For example by placing images, a grid or matrix to indicate that positive as well as negative messages are appreciated. Improvements on the model are also translated to the concept (figure 42). How the model is improved will be explained in the next paragraph.

The simplified flowchart of the digital screen remains the same. Only the option to choose an emoticon is added to the option to choose a symbol.

A transformation gives an indication how the current environment of a.s.r. should change in order to effectively implement the new intervention. Also, the feasibility of this change on a short term and on a long term are distinguished. Initially found from the first test, the short-term future environment of a.s.r. should appoint administrators. Administrators are people who will guide correct use and stop misuse of the intervention ‘2link’. These administrators do not have to be new employees of a.s.r., as this will not require new knowledge or a lot of extra activities. For example, existing ICT employees can be appointed to perform the task of administrator. ICT is a large department. There are ICT system managers, system developers, ICT help desk employees, team managers etc. ICT help desk employees have expertise in communication with other people and also in system management. They can see when and what goes wrong in a system and clearly explain this in order to guide people who need something repaired. This might also occur with ‘2link’, since this is a digital system where ‘bugs’ or small mistakes can appear in the programming. Knowing how to communicate with other employees could be essential for giving direction for the use of the intervention. Each administrator could operate multiple screens, for example all the screens on one floor in one section of the building. The tasks of the administrator will be described more detailed in the guidelines for transformation.
Figure 42. Final concept ‘2link’.
8.3 Iteration

Goal
The main goal of the second test will remain the same: to find out if being able to express oneself freely helps employees to cope with stress in the work environment with an enduring effect. Also here, the corresponding goal is to find out if employees feel if the concept ‘2link’ can help them to cope with stress.

The redesigned model
For the iteration, an improved version of the model is needed. In response to the evaluation of the first test the adjustments on the model to facilitate interactions are explained.

Interaction
To make the use of the model more stimulating for employees to express themselves, emoticon stickers will be included with the markers and stamps. To show employees what types of equipment are available, a cabinet is included which presents both positive and negative emoticons. Also to stimulate employees to express either positive and negative feelings, images of two talk clouds with a thump up and a thump down are shown below the saying on the paper (figure 43). These adjustments to the model are also be applied to the concept, shown in figure 42.

Test
Then, adjustments are made in order to facilitate the setup of the test and the analysis of results. Five sheets of paper are fixed to one side of the stand which suggests it is used as a flipchart. Each sheet presents a date within the week of the test. This will enable me to analyse the results for each day the model is used. However, employees will not be able to erase what they created as a result. In addition to these adjustments, the stand of the model is shortened which is more convenient for transportation. This means, the model will have to be placed on a high level, for example a table or a countertop at the pantry.

Approach

Setup
During the test of one work week, the model is placed in a pantry on the second floor of the a.s.r. building (figure 44). This pantry is located next to the escalator. For a better understanding about the goal of the concept, information is included which describes the goal of the concept and shows an image of the

What is on your mind? Write it down or draw it.
concept in the a.s.r. work environment. It is presented on an A4 which lies next
to the model. Each day, a contact person within the organisation will flip over a
sheet of paper to reveal a blanc sheet for the next day.

**Participants**
Participants are all employees who are present at the office for only a few days
per week. Employees have an average age of 55 (according the annual report
of a.s.r.). Employees who work or have a meeting on the second floor, will walk
by when they go to their workplace and employees who work near the pantry
will encounter the model every time they get coffee from the coffee machine.

**Methods**
Observation: Since the use of the model is fairly essential to assess if the
model stimulates employees to express themselves, it will be observed what
employees will have written and drawn on the board after the test.

Evaluation questionnaire: To analyse what employees experience each moment
they use the model, a short evaluation form is included which asks employees
how they feel and what they think about the model. When I introduce the model
for the test, I will ask employees to fill in the form each time they use the model.
Appendix C shows the included information and the evaluation form.

Interview: In addition, interviews will be done on one morning the week after the
test. Interviewees are employees who get coffee from the coffee machine at the
pantry where the test was done. Only a small set of questions will be asked and
answers are noted in a notebook. The questions for the interviews:
- Do you feel like you can express yourself freely through this concept? Why/
  Why not?
- What do you think about the emoticons/icons included with the model?
- Do you think there are enough possibilities which enable employees to express
  themselves? Why/why not?
- Do you think this concept could help employees to cope with stress on the
  long-term? Why/why not?

**Analysis**
The results from observation of use of the model are considered most valuable
for the assessment of the concept, because it shows a deeper level of
information than the interview.
The results from the evaluation forms will give me insights on how experiences
with the model of employees can change during this week. The results from the
interviews will give me insights on what employees think about the model and
if they believe if this concept will achieve its goal, to help them cope with stress
with an enduring effect. It will also point out if there are also employees who are
not stimulated to use the model and why they do not feel stimulated.
The results of the interviews and the evaluation form will be used as a reflection
on the use of the model. This reflection supplies and strengthens the findings
form the observation for the assessment of the concept. The results will also
point out if employees consciously express themselves every time they use the
model.
Figure 44. Setup of the model test at a.s.r.
Results
First, the findings on the board will be discussed and then the reflection on the interviews and evaluation form will complement these findings. The duration of the test was shortened, since the building was closed for the Easter weekend. Instead of five days, the board was only used for four days. Besides, my contact within the organisation was not able to reveal the blanc sheet of paper representing Thursday. I suspect that employees were not triggered to flip the sheet themselves and continued to use the sheet from Wednesday.

Monday (figure 45), the day the model was introduced in the context, it was only partially used. There are mostly positive messages towards co-workers in the form of a wish or appreciation, which meets one of the requirements of the frame. Also, one message has a disappointing ring to it, amplified by the crying emoticon. This is a step in the right direction, regarding the encouragement to also express negative feelings. With every message an emoticon or a stamp is used.

Figure 45. Model on Monday
Tuesday (figure 46), almost no one used the model. I suspect most employees were captivated by the sad event in Brussels that day and therefore less concerned with the model or their work. One person wrote down a riddle, which can encourage co-workers to join and to respond. This resembles one of the scenario’s which is included with the concept. Also here, the text was accompanied with an emoticon.
Wednesday and Thursday (figure 47), the model was used to a large extent. Here the messages are varied. Clearly, employees express both positive and negative feelings and messages. Again every message includes a emoticon. Figure 48, two examples are given of messages were employees were triggered to respond. In the first example someone used a question if everyone will follow him/her with his/her actions to trigger people to respond. In the second example someone expressed frustration about a problem with the escalators. It seems like more employees could relate to this problem, since they added a stipe in different colours. This ‘one’ or ‘I’ gives the impression that two different people are saying ‘I agree’. Also visible in that example, is a more general expression of frustration towards the events in Brussels the day before.
Overall, messages are diverse and on the one hand directed towards co-workers and organisational proceedings like the work environment and business culture. On the other hand messages are directed towards events that happen outside the organisation. Positive messages are mostly written in green or blue and describe wishes, ideas, encouragement, appreciation and jokes. Negative messages are always written in red and describe disappointment, frustrations and worries. No one decided to draw something instead of writing it down. However, this is not specifically the goal of the test.

Reflection on the interviews
Unfortunately I did not speak to employees who actually used the model. This was because there is a high probability that employees work at home, which means that there is a small chance to encounter the employees who used the model.
The five people I spoke to did not feel the need to express themselves on the model, because they feel they already have the opportunities to express their feelings towards their team manager. However, during the test they were curious to see what was written on the model. Also, the interviewees confirmed that the emoticons are a good contribution to express yourself. Though, it was pointed out that it should fit personal preference to use them or not. Also, not everyone relates the use of the model to stress and again it is emphasized by one of the interviewees that this has to be a personal fit in order to cope with stress on the long term. On the other hand, most interviewees say they can imagine that employees see this as an opportunity to find peace for something they cannot resolve by telling a co-worker.

Reflection on the evaluation forms
Only one male employee, who used the model, filled in the evaluation form. He did this for two days. This means I can only comment on changes in this person’s perspective towards the concept. Also here, the second time this person used the model, he was attracted to the model out of curiosity for what was written on the board.
The first time he used the model, he said that he did not use the screen because he felt stressed. However, the second time he used it he said that it was indeed related to stress, as he felt relieved afterwards. Besides, the model inspired him to do something good. It seems that this person was not aware of his stress or that he was not consciously coping with this stress. The evaluation forms are included in appendix D.
In relation to the how employees used the board, it seems that employees are not only triggered to express themselves to feel relieved, but also to express themselves or communicate in a more general sense.

8. Future
8.4 Conclusion
To find out if the goal of this test is achieved, the main question to answer is if being able to express oneself freely helps employees to cope with stress in the work environment with an enduring effect. Apparently, from what is explained in the results, employees are not always consciously coping with stress when using the model. However, consciously coping with stress is not necessarily required in order to actually cope with stress. Being unaware of this might lower the threshold to use the model and may even be a key element of the concept.

Content
The model showed that in terms of content the employees felt free to expressed positive and negative messages. Since with every message an emoticon was included, it can be said these were used to set the tone or for a fun accent. The goal of facilitating the employees to express themselves is reached.

Interaction
In terms of interaction, it is clear that employees feel invited to use the model, but there were still people who did not want to use it. According to what the interviewees said, this was because using the model to express themselves did not personally fit them. They would rather express themselves towards their team manager. Possibly, being introvert people might play a role in not being stimulated to use the model. Even though these employees did not use the model, they were involved with their co-workers by curiosity. Besides, employees who used the model also evoked interaction with co-workers who responded to their messages by writing on the model.

Effect
The short-term effect could be measured better than the long-term effect. Namely, the fact that employees can feel relieved when expressing themselves can be appointed to a short-term effect, according to the mood regulation strategies of Desmet. For example, stress is relieved by sharing concerns and frustrations to blow of some steam. Since the length of the test was limited, the long-term effect can only be estimated. As expressing oneself seems to enable the employees to cope with stress, one can say that frequent self-expression might enable employees to cope with stress with an enduring effect. This effect is comparable to coaching sessions which also provides a long-term effect. The difference is that this concept facilitates a more public session instead of a one-on-one session. Using the concept can also be used anonymously to a certain extent. A coaching session is completely shielded from the public and there is a direct and dynamic conversation between two people. In a way, ‘2link’ can also evoke communication between two or more people, only in an indirect way. If a feeling of solidarity between the employees follows from enduring use of the screen, this would also be a positive long-term effect.

From what is explained, it can be concluded that the concept ‘2link’ can facilitate employees to express themselves freely in the work environment and that it can also be used to cope with stress on the short term. It cannot explicitly be said that the concept could help employees to cope with stress on the long term. In order to do this, a longer period of time would be needed to do a test and see if burnout numbers and long periods of absenteeism decrease.
**Future iterations**

*Stimulate more employees*

For optimisation, another iteration should give more insights on how to stimulate even more people to use the model. It seems a good outcome that the more introverted employees felt curious to see what was written on the model. However, the interviews showed that there were employees who still did not feel stimulated or inspired to express themselves by joining their co-workers, since it did not fit them personally.

Examples for improvements to stimulate more employees: Another set of figures included with the concept could fit employees better. Instead of using the concept directly, messages could be send to the digital screen from their personal computer. A possibility to apply a message that sticks to the screen after preparing the message at their own workplace. To introduce the new intervention, it might also stimulate more employees to use the screen if they were asked to speak up about specific issues or to play games which will be displayed digitally, for example on one day each week. This resembles the scenario’s explained with the concept. However with the concept as it is, employees have to take the initiative to find a topic. Figures 49 and 50 show examples for templates to introduce the intervention. HR or administrators could use these templates to upload to the screens.

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**What is on your mind?** Write it down or draw it.

Thesis: “[ …………………. ]”

Do you agree or disagree?

I agree 😊 ———— ———— ———— ———— ———— ———— ———— ———— ———— ———— ——— I disagree 😞

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Figure 49. Template example 1
What is on your mind? Write it down or draw it.

Figure 50. Template example 2
Icons
Also, before a digital prototype is constructed, a short test could give more insight if it would be more stimulating to use the screen if it was accompanied by icons instead of only colours. For example, to use images of coloured pens instead of colour panels and an eraser instead of a white panel.

Digital screen
The difference between the concept and the model has to be taken into account. The model shows that self-expression can be used to cope with stress. However, a digital screen requires another way of interacting than the model does. In future explorations a digital prototype should be tested to find out if the same interactions or other interactions are triggered. If the latter is true, it could also cause another experience and effect for the employees. Besides, the concept shows a much larger space for employees to use, while the model is quite small. This may influence the extent to which the use the screen is stimulated.

Process results
If the department of Human Resources decides to process what employees show on the screen in order to respond, it can be considered to appoint employees from HR to collect data by passing by all screens. However, this would be a time consuming activity and all the data would have to be interpreted separately. More efficient would be, for example to get an overview of the amount of emoticons used by the employees. The last test showed that employees use the emoticons to a large extent. If the use of emoticons could be transmitted to HR, alarming situations could be detected, for example when negative emotions reach 70 percent of the total amount of emoticons used on one screen.

When optimisation is reached
At this moment the optimal operation of the new intervention ‘2link’ is not reached yet. When optimisation is reached the organisation will have to be able to apply this new thinking frame in the work environment. Also, to complete this process, the following sections ‘Transformation’ and ‘Integration’ will give directions in what the organisation should undertake in the future in order to apply the frame to its full potential.
9. Transformation

Recommendations for short-term and long-term feasibility

a.s.r. work environment
The scope of this concept is not small or easy: implementation of the digital screen requires enough space on a wall at every pantry block in the building. The advantage is that the renovated interior does not have to give up space, which means the organisation does not have to consider rearranging the pantry blocks and working places. However, the pantry blocks are not oriented exactly the same, so how to arrange the digital screens should be thoroughly considered for each pantry block. Besides, the walls need to be strong and rigid enough to hold the screens. If this cannot be accomplished, it should be considered to design an integrated stand for the screens. This would not be the ideal situation, since the screens would take space and would not be well integrated in the work environment. On the short term, screens can be placed in central locations on each floors to introduce the concept to the employees. On the long term the screens can be placed in all the pantry blocks to make the use more intimate.

Involved parties
Neither HR or any other stakeholder within the organisation has the expertise and the equipment needed to implement the screens. As a result, a.s.r. would have to outsource this. One can think of involving a party which is specialized in fabricating the screens and a party which is specialized in installing electrical devices and screens in organisational buildings. On the other hand, HR has the expertise to coordinate the communication towards employees to introduce ‘2link’.

Human Resources
The department of Human Resources already offers employees the opportunity to contact HR for personal questions. This means HR possesses the expertise to respond or give feedback in individual cases. The challenge for HR will be to detect and interpret collective needs and problems and to know when and how to respond to what is shown on the screens by the employees. For example, for a response on the long term, it might be a nice option to include weekly or monthly challenges for the employees to get inspired and motivated. Though, it is advisable to avoid too much (visible) influence and guidance from the organisation. This, to retain the freedom of the employees to give a meaning to the use of the screen. Otherwise, it may not be used at all.

Administrators
In addition to the initial guidelines to appoint administrators who will manage the use of the screens, it can be said that any current group of employees can be appointed to perform this function. There is no extra knowledge needed and the instructions can be given once and will be simple. One can think of appointing someone from a department where employees risk to be declared redundant. The task of an administrator is to address misuse of the screen or erase the element which is seen as misuse. Misuse may consist of employees being personally offended by writings or visuals. It is also not intended that inappropriate visualisations or text are put on the screens.
10. Integration

Guidelines for integration of the new frame
This new frame of coping with stress in the work environment through self-expression may offer a whole new experience of working at a.s.r. Employees might also become more engaged in what the organisation does and what it stands for. The concept ‘2link’ gives the opportunity to move away from the individual work culture towards a more social concept of solidarity and sympathy. To get this right, the organisation will have to invest in interaction with her employees. Only then, it will gain valuable knowledge, which can be deployed in the field of employee's well-being and maybe also other fields within the organisation. The organisation will also have to keep track if ‘2link’ has an enduring effect and if it offers a solution to the original problem. ‘2link’ helps employees to cope with stress in the work environment, while it provides a tool for the organisation to gain valuable insights about her employee’s well-being.
11. Evaluation of the process

Experiences with the Frame Creation Process

The essence of the Frame Creation Process by Kees Dorst is to find new approaches for organisations to solve the problems that today’s society has to cope with. The problem of burnout is a national problem in the Netherlands and the Frame Creation Process had enabled me to find opportunities by concentrating on one specific organisation, a.s.r. insurances. It also made me understand the complexity of today’s problems, as it needs a unique approach for each organisation and therefore a thorough understanding of the problem and its underlying factors is necessary. These problems are also dynamic, as the causes can change rapidly. There is not a single party to hold responsible to solve a problem like, too much people suffering from burnout.

It was helpful to see the different steps of the Frame Creation Process as structured phases of the project. To me it was a new approach for a design project, which was useful to try to tackle an organisational problem of a scope this large. I experience this project as an enrichment for me as an interaction designer, as I had never done this before. Since I was a single person and not part of a design team, as the Frame Creation Process addressed, I was sometimes too fast with taking the next step in the process. It might be possible that in a design team the steps of the project would take longer. As more insights can be obtained in the same amount of time, it will take longer to analyse all the data. Besides, every team member has his or her own critical view on the project, which can be considered separately.

How far I got

Considering the duration of this project, I decided to evaluate one frame while the Frame Creation Process describes that all conceived frames are evaluated during the last steps of the process. This is the most important difference to the described process. Since ‘Transformation’ and ‘Integration’ complete the process, it was considered important to include it in this project even though there was no final working frame. Besides, the Frame Creation Process describes that in the transformation all conceived frames are actually still evaluated and eliminated. Only when all steps are achieved the organisation has reached ‘Frame Innovation’.

The step ‘Future’ describes that all newly found ‘Frames’ needs to be evaluated. Naturally, this is to be certain that the new frame will be able to successfully operate within the organisation in order to take the next steps. The steps of the process also describe that the organisation is actively involved in the process and the opinion of stakeholders are seriously considered as part of evaluating frames and eliminate most of them. If this project would be assigned to me by the organisation, making decisions and evaluating the frame would be easier and faster. This would have made the project more dynamic. Also, a discussion with the organisation about performing ‘Transformation’ and ‘Integration’ might already have started.

What I missed in the Frame Creation Process

The way the process is described, it is more directed to business students and organisations then to design students, as it is derived from analysing the processes of experienced design teams. That is why it was not clear what types of design techniques and methods could fit the different steps in the process and how the techniques and methods could be put into effect. Missing this could sometimes make it hard to understand the value of the step. Also, sometimes the extent to which a step has to be elaborated needed to be improvised, because details were missing about design practices. Overall, the Frame Creation Process gives insights about where to look for opportunities and to get inspired, but it does not give guidance in what is useable to reach value.
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With this project report, the appendixes are included in a separate document. The appendix shows or describes:
A. the booklet used to sensitize the a.s.r. employees who participated in the generative session that followed.
B. the analysis of the results from the generative session.
C. the information and evaluation form which were included with this model test at a.s.r.
D. the filled in evaluation form of one of the participants from the test at a.s.r.