CALL CENTER AS AN EPITOME OF COMMUNICATIVE CAPITALISM: PARTICIPATORY DESIGN AS AN EMPOWERING TOOL

A Thesis Submitted to
the Graduate School of Engineering and Sciences of
İzmir Institute of Technology
in Partial Fulfillment of the Requirements for the Degree of

MASTER OF SCIENCE

in Industrial Design

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July 2019
İZMİR

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ACKNOWLEDGMENTS

ABSTRACT

CALL CENTER AS AN EPITOME OF COMMUNICATIVE CAPITALISM: PARTICIPATORY DESIGN AS AN EMPOWERING TOOL

With the purpose of involving users in the design process, Participatory Design offers participants a democratic process in which participants can express themselves by using their experiences, and notice their problems and capabilities thanks to the methods applied in the process. This study investigates the potential of a Participatory Design process whereby employees of a call center in Manisa participate. Inbound call agents, who work in call centers which are shaped by Communicative Capitalism, do not have an impact on anything except for the customers they communicate with. Moreover, the fact that they do not have a say in their working environment, they are under constant surveillance and decision concerning them are made by others, shows that inbound call agents are in need of empowerment. This study explores the potential of Participatory Design as a tool for empowering participants rather than providing a design proposal. To this end, a Participatory Design process was conducted with the inbound call agents who need to be empowered. According to the findings obtained at the end of the study; the participants identified the problems they had at work and realized that they could find solutions to these problems by exchanging ideas with each other. At the end of the process, Participatory Design enabled participants to become aware of their capabilities and empowerments in the field they are experienced in.

Keywords: Participation, participatory design, empowering, democratization at work, communicative capitalism, call center, call agent.

ÖZET

İLETİŞİMSEL KAPİTALİZMİN SOMUT ÖRNEĞİ OLARAK ÇAĞRI MERKEZİ: GÜÇLENDİRİCİ BİR ARAÇ OLARAK KATILIMCI TASARIM

Esas amacı kullanıcıları tasarım sürecine dahil etmek olan Katılımcı Tasarım, uygulanan yöntemler sayesinde katılımcılara, kendi deneyimlerini kullanarak kendilerini ifade edebilecekleri, kendi problemlerinin ve yeteneklerinin farkına varabilecekleri demokratik bir süreç sunar. Bu çalışma Manisa'daki bir çağrı merkezinin çalışanlarının katıldığı bir Katılımcı Tasarım sürecini vaka çalışması olarak incelemektedir. İletişimsel kapitalizmle birlikte şekillenen çağrı merkezlerinde çalışan ve iletişime geçtikleri müşteriler haricinde fazla etki alanı olmayan müşteri temsilcilerinin, çalışma ortamlarında söz haklarının olmaması, gözetim altında tutulmaları, kendileri ile ilgili kararların başkaları tarafından verilmesi, güçlendirilmeye ihtiyaç duyan bir kitle olduğunu göstermektedir. Bu tez, Katılımcı Tasarımın tasarım önerisi sunmaktan ziyade, katılımcıları güçlendirmek için bir araç olarak kullanabilirliğini araştırmaktadır. Bu bağlamda, güçlendirilmeye ihtiyaç duyan müşteri temsilcileri ile Katılımcı Tasarım çalışması yapılmıştır. Yapılan çalışmanın sonunda edinilen bulgulara göre; katılımcılar, iş yerinde yaşadıkları problemleri tespit ettiler ve bu problemlere birbirleriyle fikir alışverişi yaparak çözüm getirebileceklerini fark ettiler. Sürecin sonunda, katılımcı tasarım, katılımcılara deneyimli oldukları alan ile ilgili yeteneklerinin ve güçlerinin farkına varmasını sağladı.

Anahtar Kelimeler: Katılım, katılımcı tasarım, güçlendirme, iş yerinde demokratikleşme, iletişimsel kapitalizm, çağrı merkezi, çağrı temsilcisi.

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ABBREVIATIONS

PD : Participatory Design

PAR : Participatory Action Research

PADR : Participatory Action Design Research

ACD : Automatic Call Distribution

HR : Human Resources

CHAPTER 1

INTRODUCTION

1.1.Problem Definition

Call centers, one of the business areas shaped by the development of communicative capitalism, have become a field of study where new capitalism is observed on the basis of the development of technology.

When the call center working structure is examined, it is seen that the employees who are the most exposed to advanced technological surveillance are inbound calls agents. Inbound calls agents are kept under surveillance by means of both cameras and voice recordings during working hours. Work routines are determined by different teams. They are under pressure by both the organization and the customers. This situation exacerbates the impact of emotional labor[1] on employees. Employees cannot make their own decisions in their work routines. Considering the working conditions of call center employees, it was examined how these employees were affected by these conditions. It was observed that the employees did not seem to be aware of the problems in the workplace.

The research was carried out with the employees of a call center in Manisa in order to increase their awareness and to empower them via encouraging participation. To ensure participation, a Participatory Design (PD) approach which offers participants a democratic process whereby they can express themselves by using their experiences, and notice their problems and capabilities was preferred. In PD, the design process involves the user and it enables the users to take an active role in the process. Therefore, it was thought that PD would provide a reinforcing effect on call center employees. Thus this study investigates the applicability of the PD as a tool for inviting and increasing the participation of the groups with little influence at a workplace such as call center employees.

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[1] *Emotional labor* is a type of labor involving emotional work. See section 2.3.1 for a detailed explanation.

The researcher has been working in a corporation where the case study took place for five years (since 2014).[2] In this way, the researcher had the opportunity to observe the employees at the call center of the corporation for a long time. The researcher's insight gained through observations over years as well as the literature review and preliminary research assisted her to identify the need for empowerment of call center employees.

As the literature review has revealed, with the development of communicative capitalism, the working area of call centers is increasing. With the latest developments in technology, surveillance techniques and performance measurement methods are changing. The development of these methods affect calls agents the most. Calls agents work under intense pressure and supervision in these call centers work. The daily work routines of these employees are determined by the planning teams and the employees' rights to make decision are minimized.

In this thesis, the problem concerned is the pressure applied to the calls agents working in the call centers, the ideological control, the lack of rights of the employees, the unawareness of the employees' problems.

1.2. Aim of the Study

This thesis explores whether participation can become an empowering tool. Accordingly, it aims to examine the potential of participation by involving employees in the design process and also to examine the effects of participation on the participants. PD was chosen as a tool for encouraging participation in this study because it offers a democratic environment in which participants can use their thoughts, experiences and creativity. PD is commonly employed for developing products or services, but as this thesis is designed as an exploratory study, no product or service will be offered in the end. Instead, for the purposes of this thesis what matters is the outputs of the PD process promoting power equity, democracy and empowerment.

In order to achieve this, the PD process was applied with a group of participants who have little influence and decision-making power in the workplace. To this end, call centers shaped by communicative capitalism are examined. As the case study, the call center of a large-scale corporation was chosen, and the study was carried out with the

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[2] For privacy reasons the exact name of the corporation could not be given so throughout this thesis it will simply be referred to as "X Call Center".

employees who were granted permission by the corporation. It was anticipated that the employees who are involved in the study will feel empowered with an increased sense of self-confidence. In addition, it is likely to increase the employees' problem-solving skills in the workplace, their performance and desire to work.

When one examines the use of PD involving service sector employees, it is seen that the PD has been used with the participation of service sector employees for different purposes. Fruchter and Bosch-Sijtsema (2011), for instance, used PD to explore the daily activities of the design team working in the information sector in a shared workspace. In their study, it is aimed that knowledge workers better adapt to their work and workspace. Similarly, Radziunaite (2016) used PD to create a creative workspace using one of the PD tools. In her study, she aims to improve the communication of the stakeholders and to create more creative workspace for them. Robert et al.'s (2015) study is another example of PD studies with service sector employees. In their study, Robert et al. argue that PD have the potential to make process outcomes a reality by involving end-users and service workers as co-designers. When the PD studies conducted with the service sector employees are examined, it is seen that the output of the PD process is emphasized whilst the effects of PD on the service sector employees have been overlooked or totally ignored. In this respect, what distinguishes my study from the existing studies is the emphasis on the effect of PD on the participants who are service sector employees; its potential to encourage and ensure participation in the workspace.

1.3.Methodology

Firstly, a literature review was conducted in order to provide a contextual background for the case study. In this respect, call centers in the context of communicative capitalism and PD approach, methods and techniques have been researched.

For the case study, PD process was created to examine the potential of participation as an empowering tool. In order to achieve this, PD process was organized to consist of five phases; observation and preliminary research, interview, brainstorming, hands-on design and questionnaire.

The observation and preliminary research were conducted to obtain information about the working environment of the call center employees and how they work. For this purpose, the working environment was observed and pre-interviews were conducted with call center employees, team leaders, and supervisors.

The interview was done one-to-one and face-to-face to get to know the participants. The voice was recorded during the interview and these voice recordings were analyzed after the study.

The brainstorming phase was conducted in a single session with a group for the participants to recognize and discuss their problems. During this study, voice and video recordings were taken. After the study was completed, audio and video recordings were analyzed by the researcher.

The hands-on design phase was arranged to provide participants with solutions to the problems they identified in the brainstorming study. During this study, voice and video recordings were taken to perform the study analysis. After the study was completed, the study was analyzed.

Once the PD process was completed, a questionnaire was prepared and applied to all participants for the evaluation of the entire process.

1.4. Research Questions/Hypothesis

In this study, the following main question and the concomitant sub-questions were asked to investigate the effects of participation on call center employees and to explore the potentials of PD as a tool to encourage and ensure participation:

- How can participation be used as an empowering tool for the call center employees?
    - How can participation be used as a tool for participants to recognize their problems?
    - In what ways PD can be used to ensure participation?
    - How does PD transform the designer's perspective?
    - To what extent PD allows mutual learning for both participants and designers?

Accordingly, the main hypothesis of this study is as follows:

Participation transforms the participants, and when PD methods are used for this purpose, participation becomes an empowering tool.

1.5.Structure of the Thesis

This thesis consists of 5 chapters.

In Chapter 1, problem definition, aim of the study, research questions as well as the main hypothesis of the thesis, methodology and the structure of the thesis are explained.

Chapter 2 presents call center as an epitome of communicative capitalism. In this chapter the development of call centers and call center basics are examined. It is given with reference to the critique of capitalism the especially on labor processes in the call center.

In Chapter 3, literature review is carried out to provide background information about PD. This information includes the development and history of PD, evaluation, components, methods of PD and interpretative framework of case study.

Chapter 4 demonstrates the details of the case study. The case study includes 6 parts. In these parts, the case area is introduced, problem definition and methodology of the study is explained, experiments, findings, discussions, and suggestions are examined.

Chapter 5 is the last part of the thesis. In this chapter, the overall thesis is evaluated.

CHAPTER 2

CALL CENTER AS AN EPITOME OF COMMUNICATIVE CAPITALISM

2.1. Call Center Work

Although there is no common definition, call centers could be defined as the places in which employees of an organization transfer, take or make calls for the communication purposes of the organization. In other words, the call center is the "contact center" that connecting all parties (customers, suppliers, dealers etc.) for the benefit of the organization. To supply contact tools like telephones, web interfaces, fax, and e-mails are used in call centers. Call centers are a new business which became popular in the 1970s for improving the communication with customers. The definition of the call center is changing with the development of technology; however, put simply, it can be defined as a center (point, field, place, person, etc.) which handles the calls (telephone, e-mail, web, fax, IVR [Interactive Voice Response], etc.) (Kohen 2005, as cited in Keser 2006, 101). Call centers response customers' demands and complaints 24 hours 7 days. In other words, the call center is a new type of business which is shaped by technological innovations and in particular by flexible working forms.

In the call center business, the physical movement of the employee is low and the employees work in computer-assisted environments using telephones. According to Keser, in "[c]all centers; the majority of employees' time can be considered as physical and virtual operations performed in a computer-aided environment by using a telephone" (Bagnara and Marti 2001; Kleeman and Matuschek 2002, as cited in Keser 2006, 102).

Call centers are workplaces that are highly dependent on technological systems which have variable purposes. Call centers are the places where technology is used to provide both communication with customers and technical supervision of the employee. Call center work is known as information work. Call centers are the places where assumptions can be tested about information work, information worker, and the labor process that produces information (Parlak and Çetin 2010, 108-112).

There are different types of call centers. Holst (2008) lists three types of call centers according to their organizational structure. The first of these is classic in-house call centers. The second type of call center is the ones which are separated from the company but is still controlled by the parent company; also known as "outsource". The last type of call center is the provision of this service from a third source that can be considered to explain the impact of globalization on the business; for example, some countries such as India are known in this field (as cited in Man and Selek Öz 2009, 82).

Although the working cultures are different, three types of call centers have similar technologies, management styles, control strategies, and labor types. Call center work is known to be a hard job, and criticized by different perspectives. As Brophy states, rigid management, stressful activities, precarious jobs, low salaries, exhausting emotional labor, and omnipresent electronic surveillance are blended in the call center work (2010, 471).

2.1.1. Development of Call Center

Popularization of mass production and technological developments in telecommunication are the main reasons for the development of call centers. Mass produced products took an important place people's daily life, so communication about these products became more important. Moreover, technological developments enabled organizations to equip call centers with telecommunication systems

The first known call center is a call center established by the Ford company in the late 1960s to inform customers about faulty products (cars) (Keser 2006, 101). Call centers have become the most important single source of customer contact in developed information economies since their appearance on the scene in the early 1990s (Russell 2008, 195).

Call centers have emerged among companies and independent firms as an opportunity and convenience which were resulted from the integration of telephone and computer technologies. Telephones had started to be used for formal requests and complaints at the end of the 1960s. In this context, AT&T (American Telegraph and Telephone) pioneered the emergence of first call centers by using information technologies. Call centers became an important area of work over time. With the developing technology, automation and infrastructures were established for the call

centers to work faster and more efficiently. As stated by Çetin and Parlak, although these changes continue in the future, call centers are expected to remain basically the same (2010, 113).

Call Centers are one of the work areas that reveal the concept of the information society. The use of technology in call centers has changed the working process. As Brophy cited, call centers are a quintessential result of strategies that have shaped the extensive transformation of work in the information society. These strategies are the reconfiguration of large companies, focusing on providing services, more demand for outsourcing, the increase in communication-related work, and the imposition of flexible working. Therefore, call centers are a vital area to test labor's capacity to accommodate the digital economy (Guard, Steedman and Garcia Orgales 2007, as cited in Brophy 2010, 471). Brophy adds by pointing out the similarity between the call center work and factory work in developing countries:

> If the factory once was symbolic of work within developed countries, call centers have taken their place alongside other occupations such as service sector work, retail employment, and caregiving as one of the most likely fields of employment for new generations of workers (2010, 473).

Call center sector is growing year by year in Turkey which is among the newly industrialized countries. As Özdemir notes, the call center sector in Turkey has started with the banks and telecom companies in the early 1990s. Later on, the sector expanded its volume further in the country with time. The sector covers insurance, health, security, medical, technology, shipbuilding, measuring devices, cosmetics, retailing and public institutions (2014, 41). According to 2018 data, there is at least one call center investment in 67 cities. The total number of call center employee (call agent) across the country has increased from 91,000 in 2017 to 96,000 in 2018 (IMI 2018).

2.1.2. Call Center Basics

2.1.2.1. Principles

A call center is essentially a form of work where computer and telephone technology is the basis of the work routine. In this context, the call agent can interact

and access information with the remote customer (voice-to-voice). There are two types of call regarding the interaction with the customer; inbound calls and outbound calls. For these two types of calls, different call agents interact. Customers call the call center to communicate about their requests, complaints or suggestions, these calls are Inbound Calls which are responded by Inbound Calls Agents. Outbound calls are made from the center to out that is the calls made for marketing purposes. Here, the company's services or products are sold. Outbound calls are made by Outbound Calls Agents (D'Cruz and Noronha 2008, as cited in Man and Selek Öz 2009, 82).

In call centers, improving productivity is essential regarding the duration and quality of inbound and outbound. In this context, employees are constantly engaged in the target acquisition race. Control and inspection of the labor process are applied. With developing technology, labor process control and work intensity have increased and become standardized. For this reason, workers do not have the opportunity to slow down the work, to create leisure time in order to relax. Workers cannot determine their work intensity and routine (Parlak and Çetin 2010, 115).

To improve productivity and performance 'team working' concept is used in the call centers. As Baldry et al. (1998) point out; team working is used as a lever to improve productivity. On the other hand, team working does not empower the employees. On the contrary, team working leads to work intensification, and a type of work which can be described as 'Team Taylorism[3]' (as cited in Bain and Taylor 2000, 10).

As Brophy stated: "(…) working in a call center tends to include a well-established mix of low wages, high stress, precarious employment, rigid management, draining emotional labor and pervasive electronic surveillance." (2010, 471). As technology and modern workplace shaped the call center work, it also pressurized the employees for high rates productivity.

2.1.2.2. Performance Measurement

The expectation of high work efficiency leads to the need for performance measurement. Technological developments are used to make performance measurements more controlled. Performance measurements are designed to keep the

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[3] Taylorism is a factory management system that divides the activities of the process in small steps in order to increase the efficiency in the production process.

employee under control by using new methods made possible by emerging technologies. Thus, companies can monitor employees to improve performance efficiency.

Almost all service work requires high performance and high work intensity. According to Taylor and Bain, the practice of call center operators at work is shaped by the purpose of customer satisfaction, like flight attendants, shop assistants, fast food and waiting for staff, and the swelling ranks of service workers (1999, 109).

Call center employees have some objectives to achieve to become successful at work such as the number of calls, call quality, and duration. In order to achieve these goals, the time spent in each call, the duration of the response to the calls are recorded and followed. In addition, these recordings can be listened without the employee's knowledge (Herriot 2001, as cited in Man and Selek Öz 2009, 84). In call centers, all calls are recorded, and with these records, workers' performance is calculated.

The performance measurements at the call center are monitored by keeping the employee under constant surveillance. These performance measurements by monitoring employees increase pressure on employees and cause emotional labor on employees.

2.1.2.3. Hierarchical Structure

All communication and workflow in call centers are determined by management in details. The system often prevents the employee from adding something to his/her creativity and work (Özkan 2013, 65). Hierarchy (Figure 2.1) is used to make decisions about the work routine: durations, customers, expressed emotions etc.

Management creates teams from employees and specifies the team leader for each of these teams. Each team consists of 15 to 20 employees. Team leaders are one of the members of the team who has consistently high performance at work. Among team leaders' tasks are; coaching in the solution of problems, setting the seating organization of the workers and providing a well-organized working environment in order to achieve the quality standards (Parlak and Çetin 2010, 114).

Members of call center worker teams consist of inbound and outbound call agents. Inbound call worker's responsibility is receiving calls which are coming to the system by the Automatic Call Distribution (ACD) system. Outbound call worker's responsibility is the reverse of the ACD system. Outbound call worker calls customers

for sales and marketing from the center (Taylor and Bain 1999, 108). Both of the systems give no choice to the employee. Technology is used as a tool to reinforce the hierarchical structure by giving no choice to the employee, by enabling surveillance.
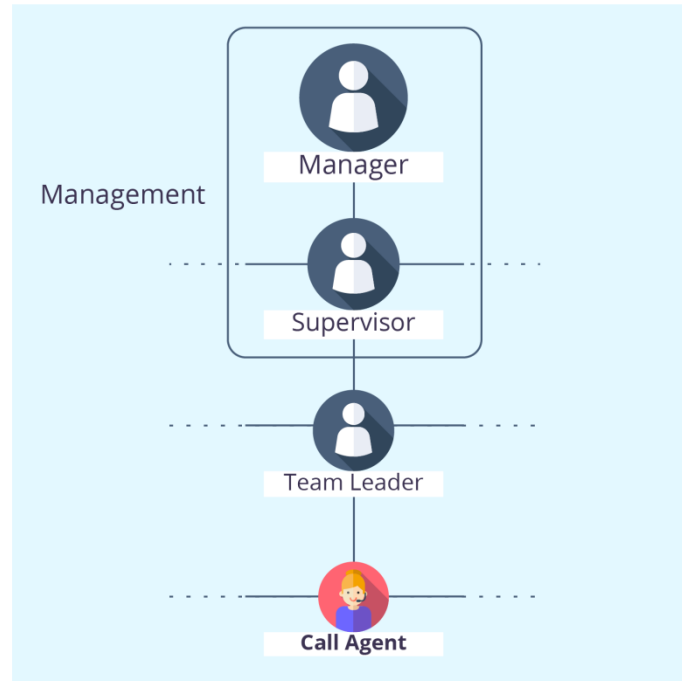
Figure 2.1 Hierarchical structures of call centers

2.1.3. Call Center Agents

The work at call centers was accurately defined as a new profession which is separate from past clerical positions, but in an ambiguous way (Russell 2008, 196). As Taylor et al. (2003) add, working as a call center agent gives workers less control over the job practice as compared with regular office work. Moreover, call center work is more labor intensive and stressful (as cited in Russell 2008, 198). Researchers should examine call center agents in this context in order to develop an extensive notion about the requirements and skills of call center work.

There are main skills and qualifications for the call center agents. In order to work as a customer agent at the call center, individuals are required to be at least a college or university graduate or university student. Moreover, they should be able to speak a foreign language, use Windows-based programs, have strong verbal communication skills, empathize with people, be able to solve problems in a short time and should be sensitive to people's problems (Parlak and Çetin 2010, 110). These are

the capabilities that employers expect from customer representatives in call centers. As Belt et al. (2000) state that social skills are highly appreciated in two forms. The first one is the communication skills exhibited by agents while having conversations with customers. The second form is people skills which stands for the management skills of team leaders controlling the labor process (as cited in Russell 2008, 207).

Taylor and Bain picture Inbound Agents' work practice by giving details about the ACD which is used at call centers. The ACD is a system which directs incoming calls automatically to agents who are waiting. Switchboard operators are not needed thanks to the ACD system directing calls according to predefined rules. If there are no available call center agents, the system keeps incoming calls waiting in a list called 'stacked'. When an agent is 'freed-up', those waiting calls are distributed again. Call center agents, who are also called 'service representatives' or 'advisors' just take the incoming calls by using a Visual Display Unit, a keyboard, and an earpiece-microphone headset (1999, 107).

2.2. Communicative Capitalism and Call Centers

Communication has become more important because it enables companies to raise their profit. As Brophy states, the political-economic system has become more 'communicative'. In the words of Dean (2009), firms began to become involved in the lives of consumers through 'communicative access and opportunity'. This situation increased the flow of information between firms and consumers. The call center has an essential role in communicative capitalism because it enables information to flow, reflects the political-economic structure of communicative capitalism, and reproduces it on a daily basis. As Dean argues, the term 'communicative capitalism' illustrates that over the last decades, the economy has become more dependent upon 'proliferation, distribution, acceleration, and intensification of communicative access and opportunity' (as cited in Brophy 2010, 471–72).

The communication industries can be defined to include all industries that make symbolic production. This definition includes the traditional media industry, the social media industry, the Information Technology (IT) industries, the advertising industry, and the public relations industry (Yücesan Özdemir 2014, 52).

Communication is seen as an opportunity by the firms. It can be said that the use of communication in the capitalist system brings about the concept of 'knowledge worker'. According to Özdemir, the concept of 'knowledge worker' is based on a wide literature which observes it as a shift from meta-economy to service economy, from hand labor to computer-based professional working relations (Bell 1974; Drucker 1999, Cortada 1998; Frances 1999, as cited in 2014, 55). And Özdemir adds, within itself, the concept of knowledge worker has been subject to various classifications. These classifications are generally regarded as top-down stages. It can be regarded as the one that produces the information at the top, then analyzes the information, then interprets it and captures the latest information circulation (2014, 56). Machlup (1962) explains that original creators who are analyzers, interpreters, translators, etc. are 'processors'. On the contrary, call center workers who transfer the data are included in 'transformers' class (as cited in Yücesan Özdemir 2014, 56).
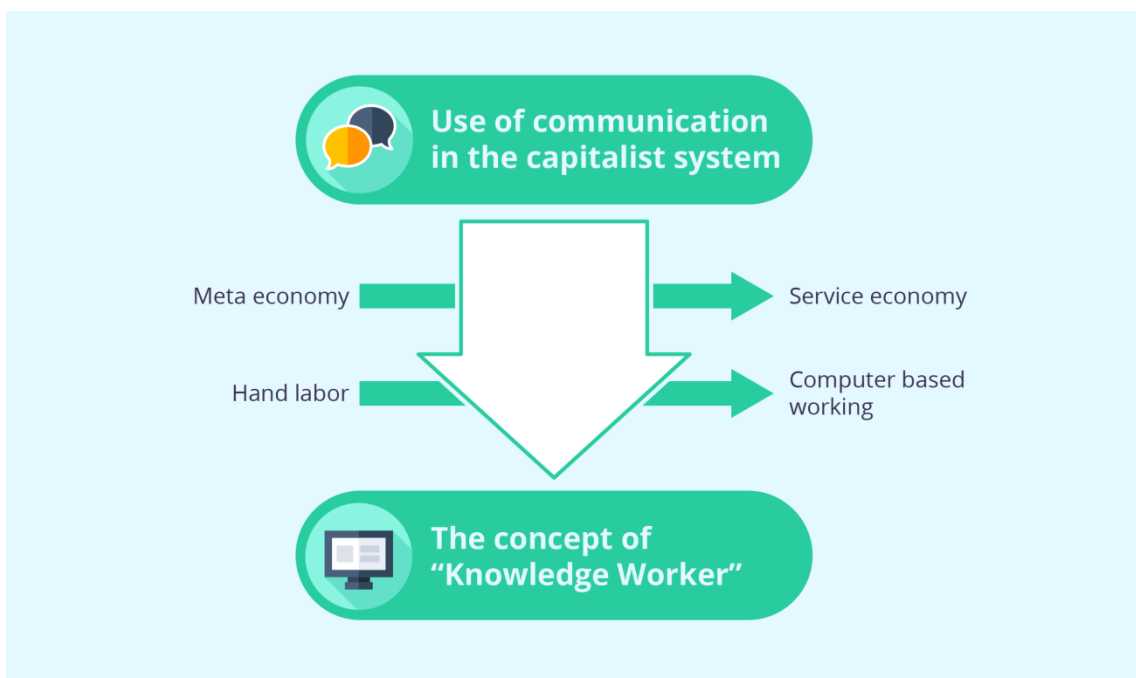
Figure 2.1 The shift in communicative capitalism: The concept of "knowledge worker"

Due to the fact that the concept of knowledge workers and communication and information technologies has developed, the organization of working conditions has changed. This situation can be related to globalization. Especially call centers were affected by globalization. As Man and Selek say, as the continuous development of information technologies made telecommunications easier and lowered the cost of the

telephone, companies shifted call center services outside the center (2009, 83). As Frenkel states:

> Globalization has economic, institutional, and cultural dimensions, whereas information and communication technology (ICT) is manifested in high speed, low-cost Internet and intranet connections, digital telephone links, and software applications for data processing and problem-solving (2003, 137).

Braverman (1999) warns against 'acclimatization', which stands for the process that workers become adapted to the 'new modes of production' (as cited in Brophy 2010, 481). Brophy adds to this view by pointing out that labor process which feeds communicative capitalism is significant in examining communicative capitalism. Moreover, 'the conflict, resistance and collective organization' produced in this context should also be examined (2010, 481).

2.3. Critique of Capitalism: A Theoretical Approach on Labor Processes in Call Center Sector

Since the work organization in the call center is shaped by the capitalist organization, the critique of capitalism includes the arguments about the labor-capital relations in service sector and particularly the labor process in call centers. In this section, labor processes in call centers and the effects of working conditions on call center agents will be examined.

Marx argues that capital has, in essence, a desire and a constant inclination to increase the productivity of labor, in order to increase the rate of surplus-value. Therefore, there is systematic oppression of the labor-process (as cited in Akpinar and Akpinar 2015, 78). What Marx argues is applicable to the call centers in which the workforce is used to create a surplus in the form of customers' satisfaction. As argued in previous sections of this chapter, call centers which play a significant role in communicative capitalism involve intensive labor; there are high workload, performance and quality concerns, and supervision and surveillance pressure. There is systematic oppression to increase labor intensity in almost every area, from factories to mines, from call centers to health sector. This oppression degrades employees physically and mentally (Akpinar and Akpinar 2015, 88). In order to understand the

reasons behind the oppression in the call center, what surplus means for capitalism, and how it is created must be examined. Özdemir describes how capital accumulates in the workplace through creating surplus (Figure 2.2):

> Production in the capitalism workplace involves two processes simultaneously: the labor-process (purposeful activities to produce use-value) and the valorization process (the creation of exchange value, surplus value or capitalist profit). Capitalist production aims to create surplus value to accumulate capital. Owners of the capital buy labor-power (capacity to do work) for extracting surplus value through transforming labor-power to labor (the physical act of working). There are two kinds of labor in the production process: the labor required to create use-value, and the labor to create surplus value that capital will take. Capitalist production aims to create use-value and to reduce the amount of labor required to cover the wage of the worker and to increase the amount of labor that creates surplus-value. Capital can increase the surplus-value by extending the working hours, or by increasing labor intensity, or by using means of production that increase labor productivity. Therefore, for more profit and capital accumulation, the workplace becomes a ground of conflict between two classes: labor and capital (2011, 2).

For the call center, the surplus is created through communication with customers, in other words, by increasing customer satisfaction. Higher profits are guaranteed thanks to the oppression to increase productivity in the labor process in the call center.

In order to provide the surplus value, the capitalist takes control of the labor process and structures it to extract higher profits and labor process analysis show how these structures work. In the International Labor Process Conference (ILCP), labor-process analysis is mentioned as follows; "Labor process analysis carries through inequality from market relations into capital-labor relations in the workplace and suggests that the dynamic of this unequal social relationship both limit, condition and drive the structuring work." (2008, 2). Capital-labor relations simply determine the work practice of employees and how they are managed. However, the negative results of the capital-labor relation, which are carried out from a purely technical perspective, are ignored by engineers (Boysen et al. 2007 and 2008; Battaïa and Dolgui 2013; Sivasabkaran and Shahabudeen 2014, as cited in Akpinar and Akpinar 2015, 87). And Akpinar and Akpinar add; this technical perspective of engineers makes the labor process extremely strict and oppressive for workers (2015, 87).

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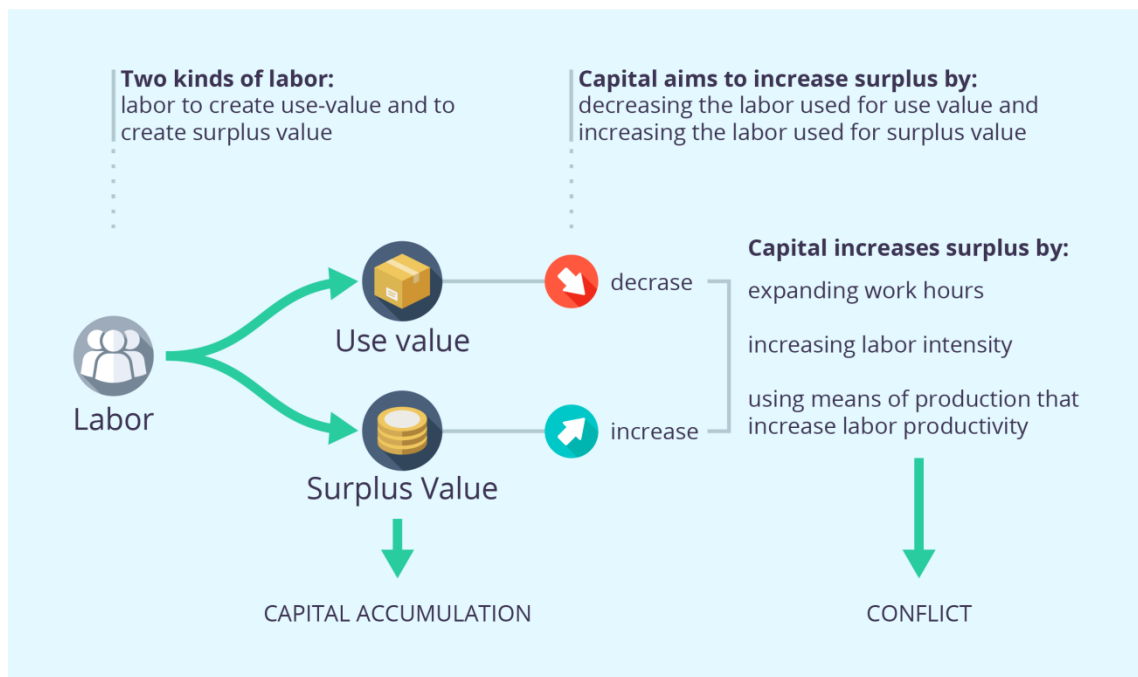
Figure 2.3 Extracting of Surplus from Labor Process

The technical approach to labor has a major role in this context because it was the driving force behind the development of the factory. The growth of production at the factory has caused the division of labor and concept of deskilling of workers. Braverman (1974) highlights that with the establishment and expansion of the Taylorist concept of "scientific management", mental labor and manual labor are completely separated from each other (as cited in Akpinar and Akpinar 2015, 79). Çetin and Parlak describe this situation as an implementation of Taylorist management. Accordingly, it can be said that there is Taylorism both in the offices with new fields of work and in the service sectors. As Çetin and Parlak state, unlike the old economy, where workers did not own the means of production; in the new economy, the worker's brain replaces the means of production (2010, 111). Many authors like Parlak and Çetin emphasizes the similarity between factory work and call center work in which the work practice becomes deskilled and Taylorism is applied.

Bain and Taylor also agree with the idea that call centers are the workplaces that include Taylorism techniques. They emphasize quantitative and qualitative evaluations combined in an oppressive environment. In this context, employees' performances are intensely monitored to be measured, evaluated, and judged on quantitative and qualitative criteria according to extremely short calls lasting half a minute. As soon as

one call ends, another one starts immediately; like "an assembly line in the head". Moreover, psychological quality control is required for each call (2000, 9).

The work in the call centers is constantly monitored to increase productivity and service quality. Taylor and Bain also illustrate the call center by stating that inbound call center agents know that their work is being monitored electronically. Moreover, the large numbers of waiting calls are visible on big screens. In the case of wearing due to work, agents can be assisted by supervisors. Authors describe this as a situation in which the operator, who has 'an assembly line in the head', knows that his/her emotions, and that she/he is constantly being followed by someone else (1999, 109). Furthermore, based on this situation, it can be thought that in the new system, the emotions are controlled by management.

Özkan explains this situation as follows:

> ... call centers are one of the areas of employment in which not only the labor process is planned by management, but also the emotional expressions and feelings are determined in detail and Taylorism controls not only the labor process but also the emotions (2013, 65).

There are arguments about the dignity and personal rights of the employees the consequences of oppressing the employees in the call center. As Hochschild indicates mental health of employees is at the risk. It is mentioned in the ILPC that writers such as Hochschild (1983) emphasizes the need to draw attention to the metal health of the workers in the labor process (2008, 5). Another perspective describes the situation with the exploitation of the mental labor of the employees in information work. According to Brophy, the perspective of Marxist theorists about the labor process differs from those who illustrate the labor process in a cheerful way (2010, 474). Braverman states there are new methods of exploiting and managing mental labor (as cited in Brophy 2010, 474).

As stated in Taylor and Bain's study, there are two different theoretical areas which will also be discussed in the following sections in the call center labor process. First is the Foucauldian 'electronic panopticon' perspective. 'Electronic panopticon' focuses on surveillance. Second is 'emotional labor' which is mentioned by Hochschild (1999, 102). 'Emotional labor' is a type of labor involving emotional work.

In this section of the study, the issue of emotional labor, surveillance at work, ideological control and consent, low wage and job satisfaction will be examined as they constitute the characteristics of the call center sector.

2.3.1. Emotional Labor

As individuals who live in groups and form complex organizations, we manage our actions and realize our interactions through these organizations and groups that which are as structures construct our lives, configure our individual roles, and social identities (Katz and Kahn 1966, as cited in Seçer 2010, 817). So what is true for everyone is that conveying emotions is very important to fulfill the functions of everyday life (Ashkanasy et al. 2000, as cited in Seçer 2010, 817).

With the increase of knowledge labor, emotions are becoming more important at workplaces. According to Man and Öz, new management techniques have developed intense "motivational" efforts in this direction and no matter what the person must reflect out that he/she enjoys his work. This resulted in the deepening of the concept of alienation that Marx had previously developed: "emotional alienation" (2009, 78). This is defined as "emotional labor" by Hochschild, who expressed the term for the first time in literature.

Emotional labor can be defined as the fact that the employees suppress their feelings or reflect their feelings according to the work they do. According to Seçer, emotion management is the basis of the process that Hochschild (1983) describes as "managing the emotions in order to create physical impressions and gestures that are observable by anyone" (as cited in 2010, 826). Emotion management takes the name of emotional labor when it is sold for a wage. Hochschild describes the management of emotions which is "the effort to feel emotions that are required by the job role" as "emotional labor." (Seçer 2010, 826).

The rise in competition in the service sector also increases the demand for emotional labor by companies. As expressed by Özkan:

> In particular, while common values and objectives presented as a part of corporate culture in contemporary management models position employees as a prominent component, in fact, they also serve to the organization and its profitability in order to increase employee loyalty and to gain customer loyalty (2013, 67).

And Grandey (2000) adds that the employees make extra efforts to display these attitudes and emotions expected from them. Therefore, this effort leads to burnout. In some cases, even if they show this effort consciously, they sometimes show this effort unconsciously (as cited in Güngör 2009, 168).

According to Keser, the expectation of constantly approaching customers on the phone in a friendly manner involves emotional pressure for the call center agent (2006, 103). "If we include the range of appropriate telephone manners and behaviors particularly the ever-present necessity to 'smile down the phone' within Hochschild's definition of 'outward countenance', it is evident that the call center operator performs emotional labor" (Taylor and Bain 1999, 107).

Emotional labor has become organizational culture over time. According to Mann (2007), employers' effort to manage, regulate and control can be carried out in the form of written rules, as well as more informal ways like a protocol, expectation or a part of organizational culture (as cited in Güngör 2009, 169). Güngör states that there are four basic points about the concept of emotional labor. First one of them is the interactional model; individuals regulating their emotions according to their perception of the environment. Second is related to the interactional model; although there is harmony between the individual and organization, the individual has to make an effort to display emotions. The third one is the commodification of emotion; the emotions of service employees become a part of the service. And the last one is having rules about how and when emotions will be exhibited (2009, 160).

Emotional labor requires a specific working space and working time, while in the affective labor activities, the distinction between working life and working life outside of working life takes place within the production process and what is located outside the production process. This situation is eliminated in this process (Emirgil 2010, 230). According to Özdemir, the disqualification of affective labor is the tendency to simplify, disintegrate, standardize and monetize affections. These trends are observed in call centers (2014, 129). According to these situations, emotional labor and affective labor can be observed intensively in the call center employees.

Employees who work in call centers have the knowledge and uneasiness that both the way they do work and their emotions are constantly being monitored. For this reason, there is always stress on the employees about to work more and to transfer the desired feeling to the other side (customer, etc.) (Özkan 2013, 65).

2.3.2. Surveillance at Work

As the work systems developed, the forms of surveillance and supervision have changed over time, but the main objective has remained the same. In order to ensure the cooperation of a large number of wage workers, it is a necessity that capital controls the labor process and production (Marx, Capital 1, as cited in Özdemir 2014, 133).

With the development of technology, surveillance and supervision have also changed. The new process can be called technological control. According to Özdemir, technological control makes the worker a part of the machine in the capitalist labor process. Thus, technological control is the most valuable method to ensure full obedience and to use labor-power evenly and efficiently (2014, 145).

In call centers, surveillance is used extensively. Özdemir explains the control in call centers; electronic control has emerged by the integration of advanced technology into the technological control. Electronic control is one of the most important elements in call centers. And she adds:

> In the call centers, electronic surveillance is carried out by daily reports containing different elements such as digital recording of the interviews, performance evaluation based on these recorded interviews, average speech and busy time, break uses, listening of a certain number of calls selected randomly (Alkan 2007, as cited in 2014, 146).

Thus, the rational and emotional aspects of the work performed by the employee can be controlled (Özkan 2013, 22). As Keser also mentions, employees are monitored at any time, and this electronic surveillance (panopticon) perspective in the call center supports the Taylorism claims (Taylor 2003; Frenkel et al. 1998; Bain et al., as cited in 2006, 102).

In order to describe the concept of surveillance in the modern society, Foucault describes the principle of the panopticon, which is an architectural concept of Bentham, as a circular building which has a watchtower at the center (as depicted in Figure 2.2). The periphery of the building is divided into cells in which inmates are monitored constantly. Although the inmates know the existence of a supervisor at the center (watchtower), they cannot see whether the supervisor is watching them or not. Thus,

they behave like they are being watched constantly even if it is impossible. In short, power becomes visible and unverifiable (Foucault 1995, 200–201).
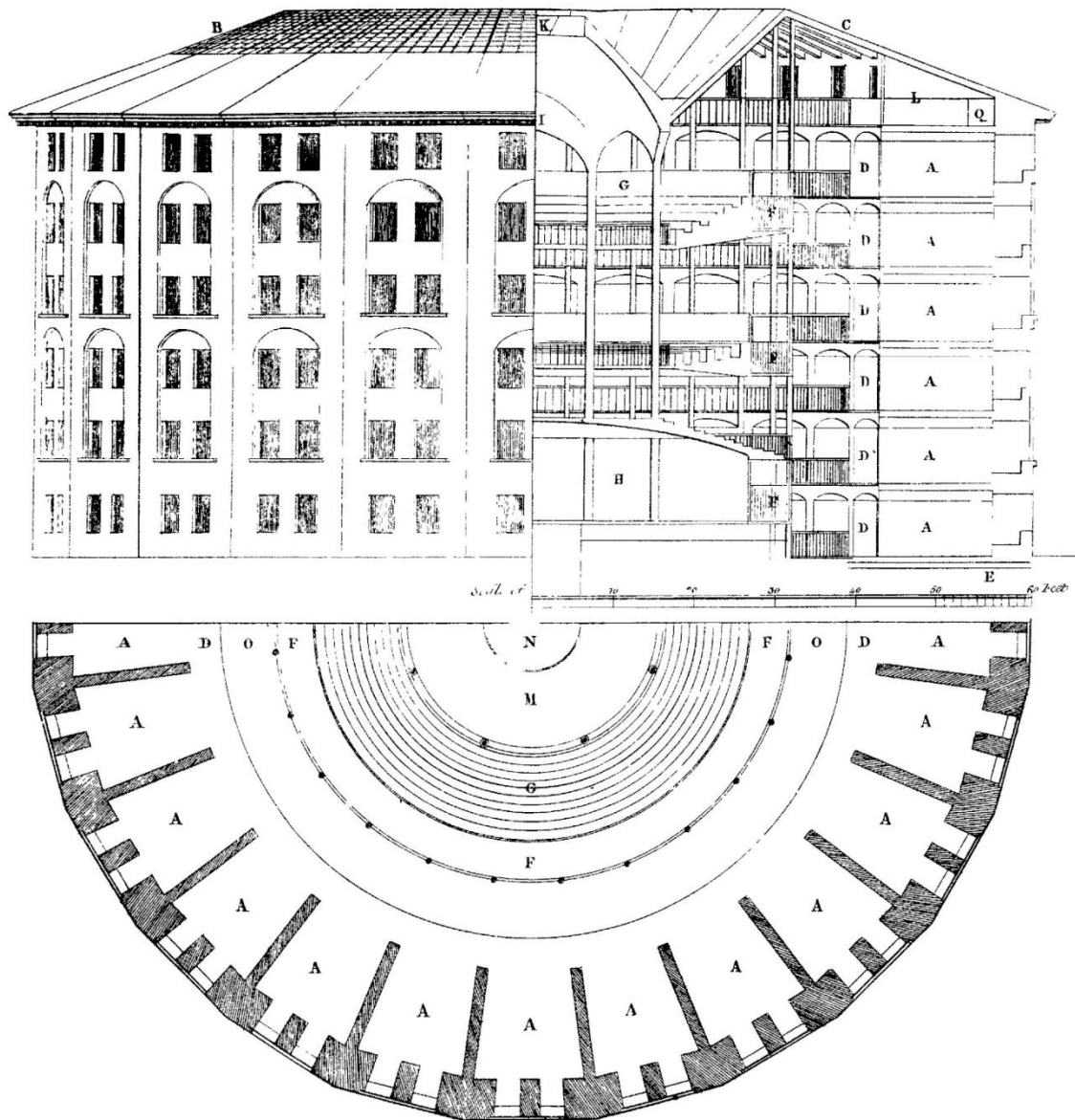
Figure 2.2 J. Bentham, Plan of the Panopticon (Foucault 1995)

With reference to Foucault, Taylor and Bain summarize the surveillance at the call center as follows: "In call centers the agents are constantly visible and the supervisor's power has indeed been 'rendered perfect' – via the computer monitoring screen – and therefore its actual use unnecessary (1997,10)." (1999, 103). That is to say, this surveillance structure contributes to and even exacerbates the emotional labor at a call center.

Intensive control of employees may cause performance degradation in employees. In this case, customer satisfaction may decrease. This causes the employee to feel higher stress. Bain and Taylor verify that intense surveillance and rigid management might decrease productivity and decrease the value of the company received by the customer (2000, 3).

In the call center, there are various activities are done to reduce oppressive aspects. According to Kinnie et al. (2000a), surveillance and employee satisfaction have an inverse correlation in the call center. Planned attempts to create idiosyncratic experiences by using managed games and social activities are perceived as efforts to decrease the oppressive aspects in the labor process (as cited in Russell 2008, 203).

2.3.3. Ideological Control and Consent

Supervision is needed to control the surplus value and labor power in the capitalist system. As Özdemir stated, supervision is applied not only by the pressure but also by involving the participation and consent of the worker (2014, 134).

Instead of controlling with coercion, consent has become more important. This is stated in the ILPC by mentioning Braverman's book titled "Manufacturing Consent" which analyzes the "life inside the large modern unionized, corporation with strong internal labor markets and a labor process where winning workers consent not managing through coercion was required" (Braverman 1979, as cited in 2008, 3).

According to Burawoy (1985), oppression had preceded in the early capitalism despotic regime. Instead of oppression, in the hegemonic factory regime, consent is prevailing. In the hegemonic factory regime, oppression is not excluded in any way (as cited in Özdemir 2000, 242). Özdemir talks about the domination of the labor process in two ways in hegemonic factory regimes. The first of these is the "pressure through technical and bureaucratic control mechanisms," and the second one is "consent with ideological control mechanisms" (2000, 243). Considering the service sectors, it can be said that consent management is effective thanks to ideological control on employees. This situation is similar in call centers.

In call centers, employees do not recognize the hierarchical structure with strict rules, there is a structure based on personal relations. Özdemir calls this state as paternalism. In call centers, the employee-boss relationship is defined as a brother-

sister, sister-sister relationship (2014, 168). Actions such as being motivated by the employees, eating together, drinking tea, making activities, interacting with the team leader provide ideological control of the employees and creating consent within the corporate culture.

According to Özdemir, employees, despite strict supervision and surveillance; think that they profit from the convergence of manager-worker relations, being treated as a human being, and the attention and importance shown by the administration (2000, 250).

Özdemir also mentions high commitment management which aims the employee to fully commit himself/herself to the firm. In order to develop commitment, strategies such as team work and in-company training are implemented (2014, 160). In call centers, these activities are observed. Team working and common competition, the imposition of the firm culture to employees are methods of ideological control and consent.

2.3.4. Low wage

Call center employers tend to hire employees who are graduated from universities in order to enable employees to make career planning in the company. However, graduates generally work for very low wages just above the minimum salary. According to Parlak and Çetin, low level of salaries given to those who graduated from universities in Turkey and the high level of unemployment among them are of great importance to implement such a recruitment and assessment strategy (2010, 120).

As stated in Brophy:

> As part of what Ursula Huws (2009) calls the new 'interface' that has been installed between communicative capitalism and the rest of us, call centers therefore stand in for the promises of accessibility, responsiveness, and personalized attention that it would otherwise be much more expensive for institutions to make (Brophy 2010, 473).

Service sector works are low-wage jobs regarding the labor process including intense work, surveillance and emotional labor. The value of the service depends on the employee, the firm and the society. In call centers, the service value is determined by

the company. In the capitalist system, the wage of the employee is reduced to increase the surplus-value. In other words, the firm decreases the service value and wages of the employee to maximize profits. Merrill and Cobble relate the rise in wages and the improvement of working conditions in the service sectors to improvement of the rest of the society (2008, 169).

2.3.5. Job satisfaction

Job satisfaction is an important concept for the employee to continue his / her work. According to Keser:

> Job satisfaction is an individual's perception of his / her job or work related life as a situation that results in a satisfactory or positive feeling. Job satisfaction is a symptom of individual physiological and mental feelings besides the physical and mental health of employees (2006, 104).

Keser states, there are five basic elements about job satisfaction which are researched and determined by Smith, Kendall and Hulin: Wage, Work itself, Working Conditions (Workload), Management Policies, Colleagues (2006, 104).

Freedom in the workplace increases job satisfaction. If an employee determines her/his working hours, chooses working methods, have a say in the decision-making processes regarding their work, there is high freedom in the workplace (Telman 2005, 29, Keser 2006, 105). However, the freedom of call center employees is limited. According to Özdemir, the only time that employees are free is when they talk to customers. This window of time is also under surveillance. The employee keeps control of her/his emotions and emotions of the client he/she communicates in this partial freedom area. This indicates that there is a need for skill on the job (2014, 110).

Call center work is seen as a routine job. Routine work affects job satisfaction negatively. However, the ideology of progress and development of work balances the negative aspects of the work (Parlak and Çetin 2010, 122).

Emotional dissonance[4] experienced by the employee in the emotional labor process negatively affects job satisfaction and creates dissatisfaction about the job for

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[4] *Emotional dissonance* is derived from the conflict between actual emotions and emotions that are expected to be exhibited (Middleton 1989, 199).

the employees. As Abraham (1998) says, the stress caused by emotional dissonance on employees causes a decrease in job satisfaction (as cited in Güngör 2009, 180).

2.3.6. Unionization and Resistance at Service Work

Unionism is a structure that enables workers to defend their rights by taking power from solidarity and to be part of the decision-making process about themselves. In the industrial labor process, unionism has an important role, but, unionism has begun to lose its current status. The organizational structure of unionism in the service sector is also changing. The facts that, in the service sector, the hierarchical structure becomes invisible and that the labor process is based on the consent of the employees are some of the reasons for this change. [5]

Merrill and Cobble emphasize that the union structure which was developed for industrial workers is insufficient for service labor (2008, 160). A new approach for unionism is needed for service workers[6], specifically for call center workers. As Merrill and Cobble add unions should also work on workers' "non-material needs". Workers with college degrees expect more from their workplaces in means of "challenge and intellectual simulation" (2008, 165). However, the effectiveness of this situation is controversial for service sector employees. Although most of the employees have college degrees in the call centers, there is not active unionization in these work places. In a study conducted with call center employees, the effect of paternalism[7] is seen in employees, in contrast to unionization.

The unionization in the service sector does not have a well-established tradition. Employees may exhibit resistance in unorganized ways. As Brophy mentions, the employee's quitting from a job can be defined as part of a 'widespread pattern of work rejection' (2010, 476). Brophy explains unorganized resistance in communicative capitalism. He says that unorganized resistance is not very effective:

> If telling the boss exactly what you think, or quitting, or finding small ways to mitigate the relentless pace of work can all be rewarding in the short run, these activities do little to challenge management's structural power in the call center (2010, 477).

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[5] See section 2.3.3 for more information about consent of employee.
[6] See section 2.2 for more information about service workers and service sector.
[7] See section 2.3.3 for more information about *paternalism*.

Unorganized resistance is seen also in call centers: receiving reports, inefficient use of working hours, exploiting system gaps, keyboard shredding and so on (Yücesan Özdemir 2014, 241). These acts of resistance, as Brophy said, have little effect on problem-solving. Rather than unclear actions that do not have a goal (Yücesan Özdemir 2014, 241), a specific method, exchange of ideas and cooperation are needed to solve the problems in the labor process.

CHAPTER 3

PARTICIPATORY DESIGN AS A TOOL TO ENCOURAGE PARTICIPATION

In the traditional design process, the researcher is a translator between user and designer. In the classical user-centered design process the researcher collects information about theories and observes the users' experiences, the designer analyzes this information and designs a service or product. In this process, the researcher and the designer have different roles and a user is a passive object (Sanders and Stappers 2008, 8). In PD process, the roles of the researcher, the designer and the user are redefined. As Stappers and Visser points out:

> Designers also take on roles of researchers, and work with users intensively. The users get the role of 'experts of their experiences', and are provided with expressive tools to enable them to play an active role in requirements setting, idea generation, and even concept development. (2007, 1)

In this chapter, PD is examined for its potential as a tool that would ensure participation as an empowering tool. Thus, it aims at evaluating its effects on participants and researcher-designers.[8] In what follows the definition, history, aims, evaluation, components, and methods of PD will be examined.

3.1.   Overview of Participatory Design

PD is a design method that brings together designers and users and enables them to work together. PD is also known as co-design or cooperative design. There are different definitions regarding PD. As van der Velden and Mörtberg point out; "PD is a design methodology in which the future users of a design participate as co-designers in the design process" (2014, 1). As Szebeko defines; "[c]o-design is a creative approach that supports and facilitates the democratic involvement of people in addressing social

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[8] In PD process, researcher and designer have the same role (Sanders and Stappers 2008, 8). Therefore, *researcher-designer* term is used in this thesis. See 3.3.2 for detailed information.

challenges" (2010, 582). According to Merter and Hasırcı, PD is "process-oriented research and practice" that focuses on the empowerment of participants in the process (Merter and Hasırcı 2015a, 40).

In PD, users become co-designers as participants. They design for themselves since they are the experts on the problem to be solved. PD is not about only designing for user, it is about designing with user. As Grudin and Pruitt state:

> Traditional "user-centered" approaches have been improved upon in recent years but current practices tend to fall short in several respects: Designers and users are not truly engaged; social and political aspects are filtered out; and complexity and representativeness are difficult to identify and portray (2002, 1).

PD aims to engage users into the process genuinely by making them active. According to Sanoff, engaging people in the design process allows them to increase their confidence of the product, service, and conditions and make it easier for people to accept decisions and plans about themselves (2000, 9).

Basic components of PD are participants, researcher-designer and tools and techniques. Relations between researcher-designers and participants are rooted in trust, intimacy, and consensus in the participatory process (Sanoff 2011, 12). In this approach design becomes like a linguistically intertwined game, focusing on the relationship between designers and users/participants (Bjögvinsson, Ehn, and Hillgren 2012, 106).

Involving future users as co-designers in the design process significantly increases the chance that the product will represent future users' values and meanings (van der Velden and Mörtberg 2014, 4). Thus, participants could have the opportunity of decision-making for themselves and for future users. As added by Redström, the PD methods empower participants to assume future users and future alternatives (as cited in van der Velden and Mörtberg 2014, 2).

Methods used in PD, encourage participants to express themselves. Thus, values and knowledge of participants will be revealed. According to Redström, the design process enables values and definitions of users to be revealed, and the product or service allow the inspection of different definitions of use in its different development phases (as cited in van der Velden and Mörtberg 2014, 3). As discovering the values of users have a practical benefit, the representation of participants is an important principle which is blended in PD process.

If we have a look at the history of PD, we see that it emerged with the motive of democratization; in other words; representation of users in decision making in work environment.

The idea of PD emerged in the civil rights movement of the 1960s. This idea aimed to engage end-users in the process (Sanoff 2007, 214). PD evolved in Scandinavia in the 1970s and 1980s by Marxist commitment which aims at empowering workers' democracy and democratization at work (see Ehn, 1990; Zuboff, 1989, as cited in Spinuzzi 2005, 164). PD enabled users to take an active role in the design process. By participating in community activities, people can play an active role to make their working environment a better place (Sanoff 2000, as cited in Sanoff 2011, 12). The idea behind PD is to involve people who are affected by the problem. The concept of the environment for PD is considered as the living environment of the participants or the products and services they interact with. The fact that participants have active roles in PD emphasizes democratization. According to Sanoff, "[d]emocratic theory has always stressed citizen participation in public decision-making" (2011, 12). As Sanoff states the movement of including the community in design and planning processes has resulted from the awareness about the "mismanagement of the physical environment" that caused social and economic problems and the idea that there are always better ways to carry out design and planning. Therefore, during the past decades, the community design movement has been searching for new ways to include people in the processes that shape and manage their environment (2011, 19).

According to Morris (1996), participants will be disposed to find a solution, and they will be content to spend their time for that reason. Thus, solving community problems would be responded to positively (Sanoff 2011, 14).

Participation makes participants feel responsible about their future product/services, because participants decide for their product/service they will use through PD. The basic motivation behind PD is to work together to promote and improve the wellness of people, which underlies the "PD moral". PD moral is defined by Robertson and Simonsen as recognition of "an accountability of design to the worlds it creates and the lives of those who inhabit them" (van der Velden and Mörtberg 2014, 7). According to this definition, participants have right to make decision about what they use now and what they will use in the future.

Earlier, participation was originally aimed at improving the quality of working life, but today, PD aims to improve the quality of life in general by offering alternative

designs taking into account the complexity of design (Andersen et al. 2015, 253). According to Smith et al., the design becomes more complex with the development of technology. With the development of the technology, PD values and ideas would have new forms, practices, and meanings (2017, 66). In other words, PD makes the design understandable to the users and enables them to take an active role in the design process.

Because PD is a design approach which is based on the democratization and empowerment of users, PD has evolved via taking Participatory Action Research[9] (PAR) into account. PD has the similar principles with PAR. PAR is a subset of action research. As stated by MacDonald, all action research aims at making a social change using explicit action(s) (Greenwood and Levin 1998; Kach and Kralik 2006; McNiff and Whitehead 2006, as cited in 2012, 35). Selenger mentions seven principles of the PAR process. These principles are:

1- Acknowledge that the problem originates in the community itself and is defined, analyzed, and solved by the community.

2- The ultimate goal of PAR research is the radical transformation of social reality and improvement in the lives of the individuals involved

3- PAR involves the full and active participation of the community at all levels of the entire research process.

4- PAR encompasses a range of powerless groups of individuals: the exploited, the poor, the oppressed, and the marginalized

5- PAR as the ability to create a greater awareness in individuals' own resources that can mobilize them for self-reliant development

6- 7- PAR allows the researcher to be a committed participant, facilitator, and learner in the research process, which fosters militancy, rather than detachment (as cited in MacDonald 2012, 39).

These components can be observed in PD too: enabling participants to solve problems, to transform system designs, to encourage community's active involvement, to cover powerless groups of people, to raise awareness of people about their own resources, to enable the researcher to be an engaged participant.

In addition, by incorporating PAR and PD principles, Participatory Action Design Research (PADR) addresses this issue that informs how stakeholders and

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[9] Participatory Action Research is an approach that aims to find solutions to problems by involving researchers to work together with participants.

researchers can be engaged in reciprocal space for early iterative reflection and learning cycles. According to Haj-Bolouri et al., PADR consists of four key components with activities that inform each component. These components are used iteratively in the process: Plan – Learning – Implement – Learning – Evaluate – Learning – Reflection (Haj-Bolouri, Bernhardsson, and Rossi 2016, 25-26). PD is an approach to design process in which iterative reflection and learning can also be observed.

3.2. Evaluation of Participatory Design Process

As mentioned in the previous chapter, PD involves participants in the design process, and iterative reflection and learning can be observed.

When PD is analyzed, inclusion of participants also contributes to the design process by opening new grounds to the researcher-designer. During this process, both the designer and the participants undergo many changes. Also according to Spinuzzi, PD examines people's invisible activities and tacit knowledge[10]. For this purpose, when the process is conducted iteratively, participants and researcher-designers as well as their ideas about the PD process would improve (2005, 164).

There are three main phases classified in PD processes (Figure 3.1). At the beginning of PD, participants are observed and their desires and hopes are learned, which is the *inspiration phase*. This phase gives information to researcher-designer about participants' experiences and values. In *ideation phase,* participants share their ideas, problems, and researcher-designer gets information about the tacit knowledge of participants and their behaviors. Participants notice problems or solutions about themselves. In *implementation phase*, participants search solutions for themselves. In ideation phase and implementation phase participants have equal power. These phases are democratic and empowering for participants and researcher-designers acquire information about participants' ideas, this is also considered as mutual learning (IDEO 2015, 11).

PD represents openness to new ideas by appreciating diversity thanks to different points of views of participants. Blomberg and Karasti illustrate this approach in the following excerpt:

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[10] "Tacit knowledge is implicit rather than explicit, holistic rather than bounded and systematized; it is what people know without being able to articulate." (Spinuzzi 2005, 165)

In PD, some of the choices emerge from ethnographic accounts of use practices and the ways that the different participants 'read' them (e.g., Blomberg & Karasti, 2013). Other choices open up while participants together engage in imagining possible futures. PD projects use techniques that help participants widen their choices rather than close the problem/solution space too early, handling openness and multiplicity (as cited in Bratteteig and Wagner 2014, 2).

The following section titled "Participants' Experiences and Values" analyzes how experiences and values of participants are incorporated in the PD process. Next, "Democracy and Democratization" section describes how PD enables participants to have an active role in decision-making processes. The following section, "Empowerment of Participants" examines the impact of the PD process on participants' awareness and how it empowers participants. The last section titled "Mutual Learning in Participatory Design" examines the exchange of information between the participants and the researcher-designer, and how they impact each other based on their knowledge and experiences.
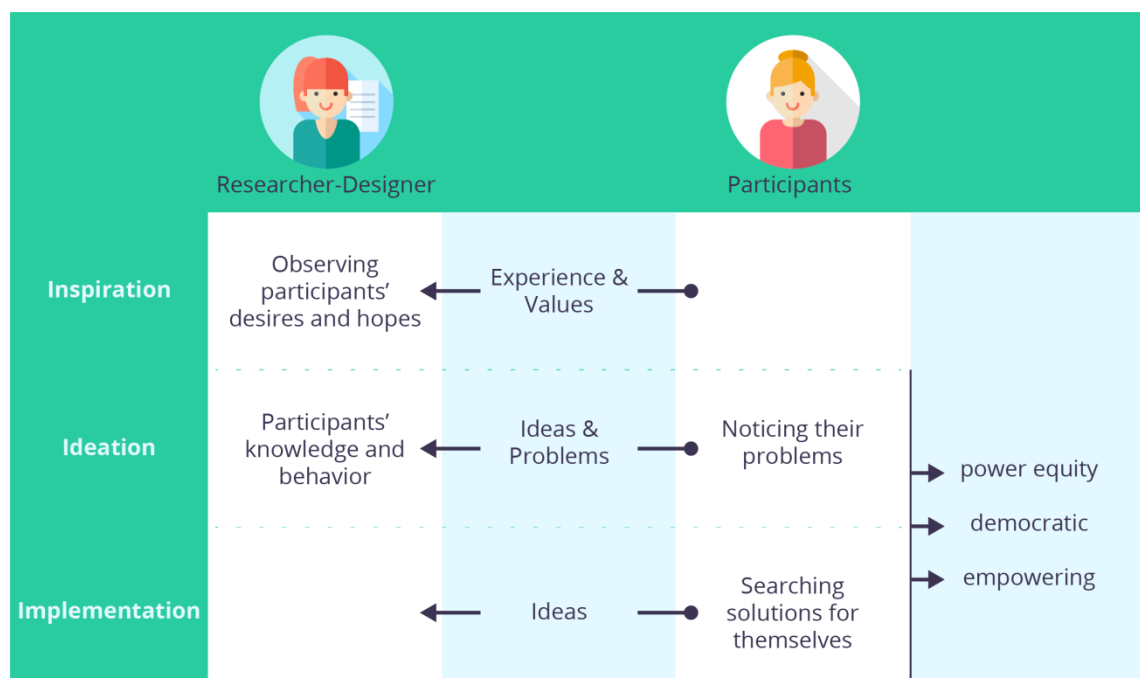
Figure 3.1 PD main phases

3.2.1. Participants' Experiences and Values

Understanding the experiences of the participants is crucial in PD process. The outcome of the design process is mainly dependent upon discovering the experiences of the participants. In order to create convincing solutions to the problems, researcher-designers and participants should first focus on the experiences about the subject. Moreover, the experiences of participants can inspire researcher-designers. As said by Sanders, learning the past, future and potential experiences of people will inspire the researcher-designer. Thus, better designs can be made by making use of user experiences (2002, 2). Learning the user experiences enables the researcher-designer to empathize with the user. This leads to better designs, as Sanders points out. According to Stappers, learning the user experience allows the researcher-designer to take and evaluate a rich user perspective while developing ideas and concepts for products and services (2007, 2).

Another important parameter in PD process is participants' values. Values are the basic concepts which are the desires of individuals and society (Schwartz 2012, as cited in Tuhkala and yliopisto 2016, 17), which direct the lives of individuals (Williams 1979, as cited in Tuhkala and yliopisto 2016, 17). It is defined as what is important for individuals or groups (Friedman et al. 2006, as cited in Tuhkala and yliopisto 2016, 17). In PD process researcher-designer tries to find out the values of participants. The values of the participants are important because they affect the behaviors of the participants in the process. The values have related to the emergence of what participants need and what participants care about. The values of participants emerge during the PD process, and this would allow value evolution. Values of participants can change and conflict overtime. According to Halloran et al., this changing of values may become leverage in solving a number of practical PD problems, it might improve the relationship between researcher-designer and participants/user; and it might give users an insight into their own values. Therefore, allowing values to be expressed during the design process and designing artifact is important (as cited in van der Velden and Mörtberg 2014, 8). However, Bjögvinsson et al. approaches to the conflict of values in the process from a more cautious way. As Bjögvinsson et al.:

> Paying attention to multiple voices is foundational in PD, but this can result in value conflicts. A conflict can become an important resource in the design process

(Gregory, 2003), but can also be the result of larger organizational conflicts, which may be un-dissolvable (Bødker, 1996) (as cited in 2012).

There are two views of value conflicts. Both Halloran and Bjögvinsson et al. say that, during the PD process, value conflicts can emerge. The difference between the views of Halloran and Bjögvinsson et al. is related to the effects of value conflicts on the PD process. According to Halloran, the value conflicts give participants new perspectives about their values and improve the relationship between researcher-designer and participants. According to Bjögvinsson et al., the value conflicts may become un-dissolvable and this situation can adversely affect the process. These views on value conflict can be reconsidered according to the nature of the problem, and the characteristics of participants.

3.2.2. Democracy and Democratization

In a common design process (even in the user centered design approaches) user is not included directly in the process, but indirectly. Designer acts as an ambassador and tries to include the values and experiences of users into the design process. However, in PD direct involvement of the user (becoming participant) enables users to have a key role in the process, making the design process more democratic.

As Van der Velden and Mörtberg quote and express the fundamental values of PD are participation and democracy (Bratteteig et al., 2012; Robertson and Wagner, 2012, as cited in 2014, 4). Moreover, co-realization with a range of participants with broad and diverse experiences and knowledge comes to the fore in the design process (Bratteteig et al. 2012, as cited in van der Velden and Mörtberg 2014, 4).

Democratization is about the redistribution of power. In PD, the redistribution of power works effectively by enabling participants to engage in the process. As stated by Sanoff, it is the redistribution of power that would make it possible in the future to deliberately include the non-citizens, currently excluded from political and economic processes. Participation could, therefore, be seen as direct involvement of the public in decision-making processes: citizens participating in social decisions that determine the quality and direction of their lives (1988, 28).

As stated before, the idea of PD was created in Scandinavia to implement democratization in the workplace in the 1970s and 1980s. According to Björgvinsson et

al., PD is concerned with "democracy at work" and supporting skilled workers, particularly in Scandinavia (2010, 42).

PD process involves the voices of people who are economically and socially marginalized or excluded. The main aim of PD is to include participants in design processes that concern them. According to Guijt (1998), the meaningful involvement of marginalized people, who experience economic and social exclusion, in decisions that shape their lives is the main goal of participatory processes in social development (as cited in Byrne and Sahay 2007, 73).

In the PD process, participants have an active role to express their ideas, problems, solutions proposals, and knowledge. Sanoff confirms this situation through the environment-citizen relationship in participation process as follows: "[t]he activity of community participation is based on the principle that the environment works better if citizens are active and involved in its creation and management instead of being treated as passive consumers." (2011, 59). Participants having an active role also contribute to the efficiency of the design process by reflecting the values of participants in a direct, inclusive and democratic way.

These values try to eliminate the gap between potential users and designers in traditional system design approaches. Being involved in every aspect of the decision-making process about design also makes other principles possible like a design practice based on equalizing power relations (Kensing and Greenbaum 2012, as cited in van der Velden and Mörtberg 2014, 4). The democratic approach mentioned above should be sustained in every design activity in order to build trust among all participants, facilitate the learning process, and support everyone to take responsibility for each other and for the outcome of the design process (van der Velden and Mörtberg 2014, 4). In other words, democratization of design process is beneficial for the relation between designer and user, for the outcome of the process, and for equalizing power relations.

PD has the same principles as PAR which is a qualitative research method emphasizing participation and action in a democratic way. As cited in MacDonald:

> According to Stringer (1996), PAR is democratic, thus enabling the participation of all people; equitable, as it acknowledges equity of people's worth; liberating, in that it provides freedom from oppressive, debilitating conditions; and life-enhancing, which enables the expression of people's full human potential (2012, 43).

The democratization of PD means that participants' effort to create a better design is actually for themselves. Greenbaum and Halskov (1993) explain this idea by pointing out that user's participation with commitment in PD is both a democratic goal and a pragmatic effort in order to create better design outputs (as cited in Andersen et al. 2015, 251). Efficiency in the process should benefit participants by making the process democratic.

3.2.3. Empowerment of Participants

One of the aims of the PD is empowering participants in the processes which touch them. In the PD process, participants should have equal powers and rights in decision-making processes. Participants, in other words, future users, should have an active role in the development of products and services. Providing a democratic setting in which participants can openly express themselves will ensure participants' creativity. Hence the empowerment of participants has great importance in the PD process. According to Sanders, empowering users does not just involve "using their experience", but also providing and supporting a setting in which participants would feel empowered to contribute with their ideas (2002, 66).

One of the important points about the empowerment of participants is the question of who will participate in the PD process. According to Freire (1970), who was an adult educator and author of critical pedagogical works which challenge social relationships based on dominance and power in traditional education, participants must be poor and marginalized members of society to be empowered in the PAR process. Freire maintains that participatory action research should empower the underprivileged and marginalized people about concerns such as literacy, land reform analysis, and societal issues (as cited in MacDonald 2012, 39).

Apart from inclusion of underprivileged, a broader approach requires simply including the main stakeholder in the process. According to Yang and Sung, "empowering design" has responsibilities. The main stakeholders should be included in an open innovation process for an extensive service design project. Thus, stakeholders would be empowered to become "designers" of social problems who are ready to engage in value co-creation (2016, 27).

The empowerment of participants is affected by the method, equipment, and the environment of the PD process as much as the perspective and motivation of the

researcher-designer. All of the dynamics should be planned carefully to improve the empowerment of participants. When planning the PD process, the level of engagement and extensiveness is a factor that should be regarded to achieve empowerment of participants. Björgvinsson et al. explain the development of Malmö Living Labs which is an example of PD. Björgvinsson et al. state that they aimed to build long-term relationships with participants to enable them to become active co-creators, and to infuse designed things into their real-life setting. The approach of Malmö Living Lab is more extensive than the regular co-creation approaches in which participants are just seen as samples to elicit user needs (2010, 42).

Collaboration is another important point for empowering participants in the PD process. Participation is the core of collaboration which fosters stakeholders to engage in the process. Moreover, collective working can make participants feel strong by empowering them in the design process. This observation can also be recognized in the Whyte's statements about PAR. Whyte (1991) remarks that PAR is described as the process of promoting the potential of communities to solve problems through collaboration. The participants control the knowledge produced to effect social change. Consequently, they become empowered (as cited in Sanoff 2011, 13).

Empowering requires efforts to plan an effective process in which stakeholders from different perspectives can engage and work in collaboration to create successful ideas that will benefit everyone. As stated by Sanoff, achieving efficient participation in a design process is dependent on the efforts to improve the awareness of people about planning the relevant issues. Involving different perspectives into the process improves the quality of input as well as it enables people to learn about themselves (1988, 29–42). The researcher-designer is responsible for the planning, method, and implementation of the PD process. Moreover, analyzing the results and informing participants are among the responsibilities of the researcher-designer.

3.2.4. Mutual Learning in Participatory Design

As PD benefits every stakeholder by empowering them in the process, and improving the outcome, researcher-designer and participants improve their knowledge and experiences and qualify themselves while working with each other in the PD process. This is called mutual learning which is an important element of PD. Mutual learning leverages the interaction between stakeholders, and enhances creativity.

Moreover, it can improve the quality of ideas by making them applicable to every stakeholder. Because participants from different perspective are engaged, participants have opportunity to understand each other by mutual learning in the PD process. According to Bjerknes et al., mutual learning involves the exchange of disciplinary knowledge in the development process. Rather than teaching, sharing knowledge about basic principles and values in the process is the focus of mutual learning (as cited in Bratteteig 1997, 8).

In PD, mutual learning is affected by the methods, tools, techniques, the relations between participants and researcher-designer, and examined product/service. There are methods which can improve the level of mutual learning. As stated by Robertson et al., the incorporation of the design process and participants' practices by using design tools and techniques like "future workshops, design games, and the development of prototypes" supports mutual learning. As a result, participants are enabled to experience the emerging designs in their daily life (2014, 25). In PD, participants, researcher-designer, methods and tools are an inseparable whole for mutual learning. According to Siu, the energy and imagination of the researcher-designers, the methods used in the PD process, the recommendations, the perspectives, the tools and techniques that are determined to be used in the PD process, change and improve the participants' perspective. The behaviors of the participants in the PD process, their interactions with the tools and techniques used, and their communication with each other improve the perspective of the researcher-designer, their thoughts about the participants and the method (2003, 73).

In mutual learning, the participants not only share their knowledge, experiences, values and ideas; as Karasti says particularly about employees, "they also learn more about their work themselves" (2001, 109). In this statement, Karasti refers to the employees involved in the PD process as participants. Karasti's statement also applies to users involved in the PD process as participants. Participants/users can learn skills and ideas about themselves and each other in the PD process. As well as the participants, the researcher-designers gain new perspectives and recognize current and future users.

The benefits of mutual learning can be listed as follows:

- Mutual learning enables the participant and researcher-designer to bring new perspectives and bring changes to the design/service (Sanoff 2000, 62).

- Through mutual learning, in the PD process, participants can become aware of their own skills and ideas, participants' ideas can inspire researchers and designers (Sanders 2001, 3).

3.3. Participatory Design Components

In the previous chapter the main aspects of PD has been evaluated. This chapter aims to specify the basic components of PD. The components of PD will be examined more closely by defining the participants, researcher-designers, tools, and techniques. Examining the components of PD will contribute to the understanding of the functioning of PD process by defining the subjects, and common methodology.

3.3.1. Participants

Participants are the core elements of the PD approach. They experience the existing products and services in their daily lives. Their experiences are crucial for understanding the real needs, and problems to design valid solutions. Moreover, participants have right to be included in process, because they are the true subjects of the designed systems and products. Participants are also interested in being a part of processes that concern them and contributing to processes with their experiences. The knowledge and experiences of the users can be used in the PD process for future users. Because they become willing to contribute to the solutions to the problems of the community in a positive way (Sanoff 2011, 14).

According to Gregory, there are several motives for the participation of the user in design process:

- Improving the knowledge upon which systems are built;
- Enabling people to develop realistic expectations, and reducing resistance to change;
- Increasing workplace democracy by giving the members of an organization the right to Participate in decisions that are likely to affect their work (2003, 63).

As Gregory lists the motives for the participation of the user in the design process particularly about workplaces, nevertheless the products and systems, in

general, affect the users' daily life. Thus, they should be included in the process by improving democracy in design processes. In this process, through the development of democracy, the decision-making process of the participants improves. As Sanoff points out, in the PD process, participants' decision-making process develops and their awareness of the decisions given increases (1988, 28).

In the PD process, the researcher-designer should be conscientious to understand the role of the participants. The active role of the participant is crucial in the PD process. Participants are not research subjects, but are active research contributors who participate in all phases of the research process in this approach (Chandler and Torbet, 2003; Kelly 2005, as cited in MacDonald 2012, 39). As stated by Merter and Hasırcı, PD accepts that everyone has creative problem-solving ability. According to Merter and Hasırcı, PD process enables the participants to express and use their creative skills (2018b, 2). The participation process helps rebuild the ability of individuals to "to be creative actors on the world" while participating actively in meaningful decision-making (Maguire 1987, as cited in MacDonald 2012, 39).

As mentioned in the beginning of this section, selecting the participant group is an important step in the PD process, but there are more questions related to the participation. Sanoff asks the following questions regarding the determination of the participant concept: who, what, where, how, and when:

- Who are the parties to be involved in participation?
- What should be performed by the participation program?
- Where should the participation road lead?
- How should people be involved?
- When in the planning process is participation desired? (2011, 15).

In the context of these questions, during the planning of the PD process, factors such as who will participate, how they will participate, the purpose of the participation, how the participants will be involved in the process should be determined correctly.

3.3.2. Researcher-Designer

In the PD process, the designer is not only a designer but also a researcher. Sanders and Stappers say that the designer and researcher are the same person in PD

(2008, 8). Therefore, the term *researcher-designer* as coordinator of the PD process is used in this article.

Researcher-designer is a connector between participants and PD process. Siu mentions that the designer has two active roles in the PD process: coordinator and researcher. As a coordinator, designer gathers the group of participants, determines the methods, tools, and techniques that will be used in PD. As a researcher, the designer explores the experiences, values, believes, behaviors, needs, and satisfactions of participants (Siu 2003, 72-73). Researcher-designer observes participants in the PD process and helps them to improve their decision-making. They decide tools and techniques, process evaluations and iterations, according to the socio-cultural context, perspective of participants, and the scope of the problem. In the PD process researcher-designer' perspective, know-how, energy, and imagination are important for improving the PD process, results and participants activity. As Sanoff says; the energy and imagination of the designer will be entirely aimed at raising the awareness of his/her partners (clients/users) in the discussion, and the solution will emerge from the exchanges between the two; the designer will state his/her opinions, provide technical information and discuss the consequences of different alternatives, just as users will state their opinions and contribute to them (1988, 29).

Roles of designers are identified by Sanders in four parts:

- Designers are involved in creating the tools and expanding the language of design for users;
- Designers observe the experiences the tools provide users and other stakeholders with for creative expression;
- Designers are part of teams in charge of analyzing and interpreting "data": the artifacts and models generated by the user;
- Finally, as sources of design inspiration and innovation, designers can use the ideas generated by users (2002, 5).

Apart from using participants' idea, in some PD processes, participants may develop rough design ideas which can be classified as the outcome of the process.

During the PD process, there are ethical rules that the designers must follow. These ethical rules are especially related to participants. There are PAR rules such as information privacy, protection of the rights of the participants. Winter (1987) points out these ethical principles to be considered in a PAR process. Firstly, the researcher

must receive approval from participants and stakeholders about the principles of the study before the start. Secondly, participants should have the freedom to influence the work or to not participate. Thirdly, the participants should be able to inspect the work and offer suggestions about the process. Then, the permissions for making observations or reviewing documents for other purposes should be obtained, because the work also belongs to participants. Moreover, researchers should negotiate the perspectives and the descriptions of others' work before publishing the work. Finally, confidentiality must be guaranteed by the researcher throughout the process (MacDonald 2012, 45). These rules are also applicable to PD processes in which all participants should be free to contribute for an effective design process, and their rights should be maintained for the ethical conduct of PD process.

There is a reciprocal influence between the designer and the PD process. The designer has an effect on the PD process, and the PD process also has an impact on the designer. In the PD process, designers get new perspectives from participants' experiences and decision-making. According to Wrona (1981), PD process provides more relevant and up-to-date information to the designer than was previously possible (as cited in Sanoff 1988, 28).

3.3.3. Tools and Techniques

Using tools and techniques which improves engagement and creativity of the participants is very important for PD process. Participants should be in an enabling setting which encourages them to interact actively with researcher-designers, other participants and stakeholders. Furthermore, the tools and techniques should be determined regarding the characteristics of the participants and the context of the design problem. The researcher-designer should regard tools as an interface in which participants interact to express themselves. As Bossen et al. argue, "[e]very artifact tells a story.", and they add that, "[t]he tools are projective in nature, allowing users to project their own needs and desires onto their imagined experiences."(2018, 4-5).

The main aim of tools and techniques in the PD process is to understand the participants by enabling them to express themselves. According to Bossen et al., the new tools focus on what people are doing. In other words, they focus on participants' thoughts, feelings, and dreams that they are creating from the toolkits that designer

provide for them. (2018, 4-5). To improve these feelings of participants, and find the participants' values, a range of methods for facilitating participation and collaborative design have been developed and introduced, such as future workshops, mock-ups, storyboards, scenarios, probes, walkthroughs, games, cartographic mapping, collaborative prototyping etc. (Bødker et al. 2004; Brandt et al. 2012; Bratteteig et al. 2012; Mörtberg et al. 2010, as cited in van der Velden and Mörtberg 2014, 6)

One of the main purposes of tools and techniques in PD process is supplying power equity for participants. Participants are empowered as active contributors who are able to influence the processes that affect their life. As van der Velden and Mörtberg state, methods, or tools and techniques, play a key role in creating an inclusive and democratic space for design: "A major strength of PD is that there is a robust connection between ethical practice and the choice of methods, tools, and techniques" (Robertson and Wagner 2012, as cited in 2014, 6). Participatory methods are a prerequisite for allowing individuals to participate as experts in their daily work or daily life in the design process (van der Velden and Mörtberg 2014, 6).

PD process enables participants and researcher-designers to co-create insights about problems, and possible solutions thanks to the tools and methods used. Van der Velden and Mörtberg remark the relation between participants, researcher-designers, and tools and techniques by calling it *materialization of values*. According to them, "[t]he materialization of values is the result of interactions between the designers and co-designers and material objects (materials, tools, mock-ups, prototypes, etc.). In this process, co-designers become users and the material object becomes a product or a service." (2014, 11).

It is important that participants feel comfortable in the PD process. They should be provided with the appropriate tools, techniques and environment to express them easily. What Muller says also supports this situation; when users collaborating together in their context, they tend to feel comfortable. It is easier for participants to learn about their environment, product or service using the tools. Tools and techniques provide users, specific and tangible experiences (2007, 18).

In section 3.2.1, it was mentioned that there may be value conflicts among the participants in the PD process. Bratteteig and Wagner (2014) mention about the impact of tools and techniques on value conflicts. According to them, by tools and techniques used in PD, the emerging value conflicts can be solved and can be explored source problems of value conflicts or, on the contrary, can be postponed the decisions on the

formulation of problems and solutions (as cited in van der Velden and Mörtberg 2014, 10).

In PD, tools and techniques improve the quality of the outcome by understanding the participants' experiences, needs and values. Moreover, tools and techniques empower the participants by supplying power equity, while materials enable them to express their ideas. Furthermore, having a comfortable environment enables participants to be creative in PD process. Overall, the elements of the PD process, act together with the purpose of empowering participants and enhancing creativity. As Sanders rightfully argues, tools and techniques are a "design language" for users, not just designers; a design language based on experience rather than form aesthetics. Its purpose is to discover as yet unknown, undefined and/or unforeseen user or consumer needs (2002, 4).

3.4. Participatory Design Methods

PD aims to empower the participants and discover the full potential in the process by using several methods. The methods guide the researcher-designers through planning and conducting the process.

PD processes are generally conducted with combining several methods regarding the participants' goals, the context of the process and the design problem. Combining methods and designing the process requires strategic planning. As Sanoff argues, methods to be applied in the PD process need to be strategically planned. The methods in the structural plan should provide appropriate guidance and motivation to the users. The strategic plan must be in line with the goals of the participants (2011, 16). According to Bryson (1988), strategic planning is action-oriented, takes into account a range of possible future users and focuses on the implications of current decisions and actions in this area (as cited in Sanoff 2011, 16). Strategic planning needs systematic research. As Bossen at al. say, in the process of PD, the various strategically planned mechanisms are systematically investigated. Reports are collected through systematic research and the individual mechanisms are evaluated to create a strong database (2018, 4). The analysis that Bossen et al. mention helps researcher-designer to evaluate the process, and modify it for improving it.

Although, PD directly includes the user in the design process as an active agent, PD can be described by using process-based techniques which are used in other design methods. PD methods include techniques in all parts of the development process to involve future users, people who know the problem (Figure 3.2):

- Determination of design goals on social { not only technical } bases;
- Analysis of the current situation and co-construction of problem formulation;
- Conceptualization of design, design and evaluation of possible design solutions;
- Implementation of changes including training of people for new practices;
- Evaluation, maintenance and ongoing improvements;
- Iterative design (Gregory 2003, 66).
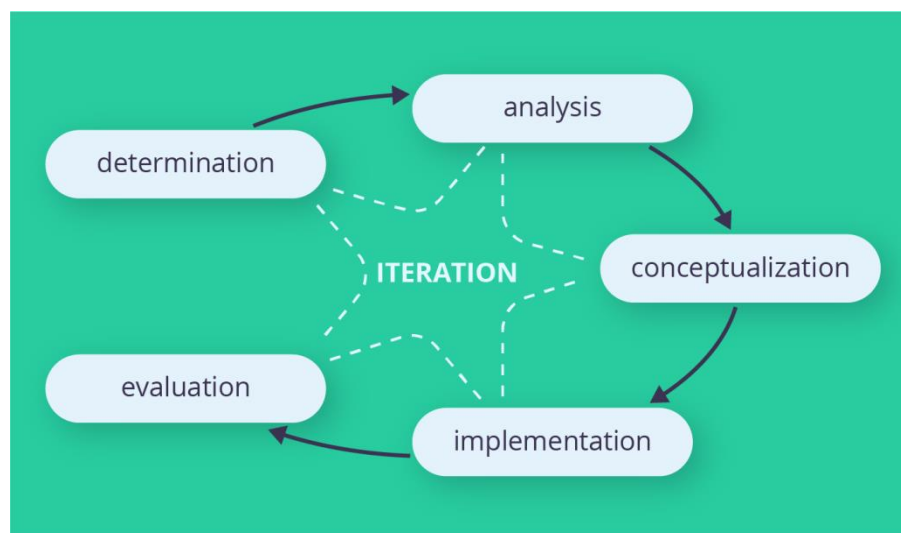
Figure 3.2 Development process of PD

IDEO is an organization aiming at human-centered design, creating products, services, experience and social initiatives. IDEO categorizes the PD process in three phases: Inspiration, Ideation, and Implementation. In *Inspiration Phase*, researcher-designer learns how to better understand the people. Participants' lifes are observed; their hopes and desires are heard. This phase includes several methods; such as, interviews, collages, card sorting. In *Ideation Phase*, researcher-designer can make sense of everything what is heard, generate many ideas, determine opportunities for design, and test and clarify their solutions. Among the methods employed in this phase are brainstorming, role play, rapid prototyping, storyboards etc. In *Implementation Phase*, solutions can be brought to life. Researcher-designer can figure out how their ideas are get to market and how to maximize its effect in to world. This phase has

several methods too; roadmap, measuring and evaluating, live prototyping, iterating (2015, 11). Bums (1979) categorizes the phases in a similar manner to IDEO. Bums "classifies participation in four categories or 'experiences' that can lead to ultimate agreement about what the future should bring: Awareness, Perception Decision-Making, Implementation" (as cited in Sanoff 1988, 29).

Different approaches to PD methods frame the phases in a similar way. Sanoff pointed out a variety of methods, depending on the gathering information from the participants and their impact on the participants. Although the frameworks of these methods are different, the focal object is the same - participants. As Sanoff mentions, methods are in Table 3.1 below (Sanoff 2000, 64–75):

Table 3.1 Some PD methods mentioned by Sanoff (Sanoff 2000, 64–75)

Method	Aim	Sample Techniques
Awareness Methods	To increase the awareness of the participants	Exhibits, new media, walking tours
Indirect Methods	To gather information, attitudes, and opinions from participants	Surveys, questionnaires
Group Interaction Methods	For face-to-face interaction	Workshops
Open-Ended Methods	To inform about the proposals, to generate interest, to secure approval	Community meeting, public forum
Brainstorming Methods	To find creative solution ideas by teamwork	Brainstorming
Interactive Brainstorming Methods	To find creative solution ideas by teamwork	Verbal and written brainstorming
Group Process	To share ideas and to improve the quality of work, product or service	Affirmative group

The interviews are generally used at the beginning of the process to understand the perspective of the participants. The researcher-designer discovers the participant's perspective on the subject while interviewing. The researcher-designer focuses on the participant's assessment of the subject and answers. The researcher-designer must respect the participants' ideas (Marshall and Rossman, 2006, as cited in MacDonald 2012, 42).

As seen in the PD process that Gregory explains, PD process includes the evaluation of designed scenarios or products. The PD process allows users to evaluate usage scenarios before the product is manufactured or applied. This is an important process because the values and needs of the co-designers are realized (van der Velden and Mörtberg 2014, 20). Evaluation may also lead to improvising the outcome which can be called as iteration. Evaluation also empowers the participants because they can make decisions on the final design easier.

Choosing the right environment for the study can affect the participants' engagement in the process. Muller regards workshops as an alternative to standard practice. Muller states that workshops enable communication among different perspectives. Moreover, workshops enable participants to share common goals, strategies, and outcomes such as "analyses, designs, and evaluations, as well as workplace-change objectives". Workshop sites are generally neutral which are not part of any parties (2007, 20).

The materials used for the workshops should be determined with keeping the characteristics of the participants in mind. Also another important point of workshop is the design of materials which are used in the workshop. According to Sanoff, readability of materials for participants who are not trained in design or planning is an important factor in the development of participatory workshops (2000, 199).

PD methods are used in processes with several combinations iteratively. Researcher-designer must choose what method is used in the process systematically. Methods can be specified during the PD process. Because there are many variables in a PD process, the dynamics of the process may change among the phases.

The methods that have been used in this study were chosen to cover different phases of the PD process mentioned above.

- for understanding the participants - interview
- for discovering the needs and problems - explorative workshop
- for designing a solution - constructive workshop
- for evaluating the process and outcome - questionnaire

3.5. Interpretative Framework

The approach of this study is to enable participants to realize their problems by applying the PD method and to use PD as a tool to empower participants.

Freire's thoughts on society in his book *Pedagogy of the Oppressed* and David Harvey's ideas in *the Right to the City* article have been instrumental in my use of PD practice for this purpose.

According to Harvey, individuals living in the city should make decisions about the city they live in. In these decisions, collectivity is important. As Harvey says:

> The right to the city is, therefore, far more than a right of individual access to the resources that the city embodies: it is a right to change ourselves by changing the city more after our heart's desire. It is, moreover, a collective rather than an individual right since changing the city inevitably depends upon the exercise of a collective power over the processes of urbanization. The freedom to make and remake ourselves and our cities is, I want to argue, one of the most precious yet most neglected of our human rights (2008, 1–2).

Based on Harvey's words, in this study, the call center as a micro-city and call agents are considered as individuals living in this micro-city. If we accept the call center as a micro-city, individuals who work here must have the right to make decisions on subjects that are deeply involving them in this micro-city, based on Harvey's ideas. Workers should be able to shape this city themselves.

Freire says that individuals cannot recognize their problems by themselves. For this reason, according to Freire, researchers and individuals should work together, for individuals to become aware of their own problems and their situation. As Freire explains:

> To investigate the generative theme is to investigate people's thinking about reality and people's action upon reality, which is their praxis. For precisely this reason, the methodology proposed requires that the investigators and the people (who would normally be considered objects of that investigation) should act as *co-investigators* (2000, 106).

Accordingly, in this study, it is aimed to bring together the researcher-designer and call center employee with PD method and to analyze how the call center employee is affected by this method.

CHAPTER 4

CASE STUDY: A CALL CENTER IN MANISA TURKEY

4.1. Case Study Area

The Call Center of the Company X[11] was selected as the research universe of this study. The X Call Center was established in 2013 by said company. In the X Call Center, call agent employment is high and they work as an in-house contact center. According to the information provided by Human Resources (HR), 300 inbound calls agents work at X Call Center. About 70% of these employees are women. The average age of the employees is 25. There is no criterion in the job posting, but the applicants are generally around 25-30 years of age.

The requirements to become an inbound call agent are having proper diction, being associate degree graduate or bachelor degree graduate[12], being new graduate and being inexperienced. Being inexperienced is important for the organization, because, the organization wants to train their own employees with organizational culture. According to the information received from the HR, recruitment process consists of four stages: resume elimination, face to face interview, exam and simulation. Employees who are successful at these stages are offered a job. After that, one-month training is provided, the applicants who succeed as a result of this training are passed to staff.

According to the information provided by the HR, the average working time is three years in this call center, and there are 120 people working for five years. When calls agents start their first job, they receive minimum wages. At least after one year experience, they can get seniority. They can change their departments according to the quota status and their success. In X Call Center, calls agents work in teams. Each team has a team leader. Team leaders are selected among calls agents with high performance.

X Call Center has a hierarchical structure: General Manager, Assistant General Manager, Operations Manager, Operations Executive, Team Leader, and Calls Agent

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[11] Company X is a company which sells consumer goods, and the call center work is related to consumer relation

[12] Earlier, high school graduates were employed. But now, for employees to make career planning, this criterion has been changed.

(Figure 4.1). According to HR, there is open communication in this organization. Calls agents can access and communicate with all of the superiors.
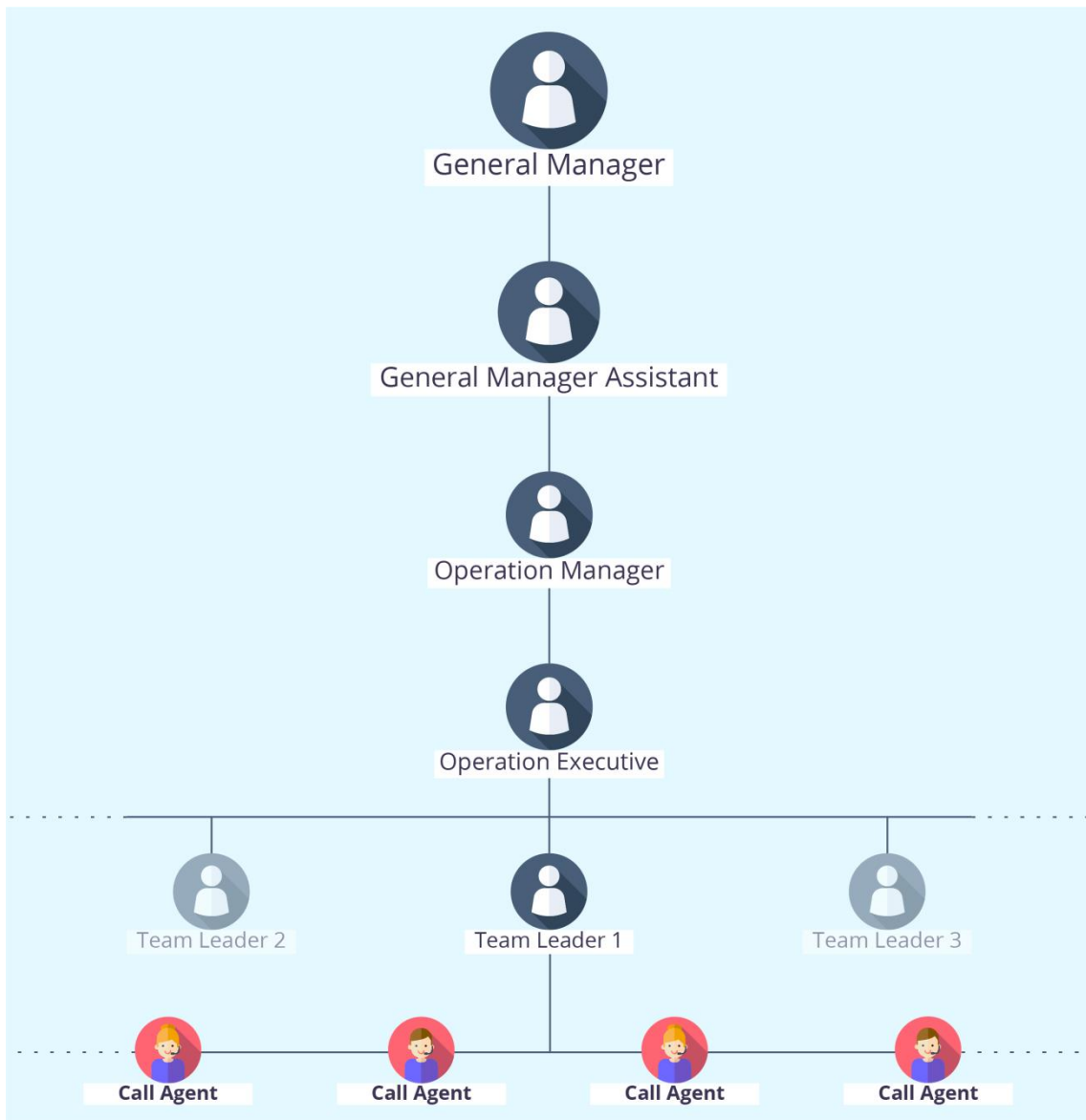
Figure 4.1 Hierarchy in X Call Center

The workplace consists of many adjacent cubicles (Figure 4.2). There are a computer, keyboard, mouse, headphone, and mirror which are given by the corporation in the call agent's cubicle (Figure 4.3). A mirror is a special object to use managing emotions of call agents which are applied by this corporation. During the call, call agent must smile. Thanks to the mirror, the call agent can see his/her face on the mirror, and he/she remembers to smile during the call. In this workplace, call agents work as a team (Figure 4.4). Each team works in the same row of cubicles. The office has a high ceiling

and well lightened. There is no sunlight. The temperature of the working environment is centrally adjusted by the air conditioning system. Inside the call center, there is a separate canteen. Employees can relax there or eat something. Outdoor resting areas are divided as a smoking area and a non-smoking area. There are vending machines for drinks and food in the outdoor resting area. The dining hall is a 15-minute walk from the office. On this road has there is not an awning to protect employees from the weather conditions like rain, intensive sunlight.

Inbound calls agents work with a shift system. Employees work in two types of shifts: One week from 8 am to 4 pm and another week from 4 am to midnight. Breaks in work and work routines are determined by the planning team. Employees have to take a ten-minute break every two hours. Employees have a total of 60 minutes, including two times ten-minute break and a 40-minute meal break.

Figure 4.2 The X Call Center Workplace

Call center employees are monitored by cameras and all calls are recorded. With these call recordings; the employee's performance is monitored. Performance measurements are made every month. These performance measurements criteria are categorized as the call analysis, numerical targets, performance exam and a count of customer pleasure. When the call analysis is performed, the random calls of employee have listened and the employee's performance analysis is calculated through the calls

being listened. At the end of every month, employees and team leaders with the highest performance are rewarded.

Figure 4.3 The X Call Agent's Cubicle

Figure 4.4 Two Call Agent Teams in the X Call Center Workplace

4.2. Methodology

In this study, PD was applied in five phases; these phases are in Figure 4.5. During the observation and preliminary research process, it was aimed to gather information about the working environment and work plans of call center workers, and hierarchical structure of the company.

The purpose of the interviews in the first phase was to identify the participants who will be involved in the PD process. IDEO explains; "[t]here's no better way to understand the hopes, desires, and aspirations of those you're designing for than by talking with them directly." (2015, 39).
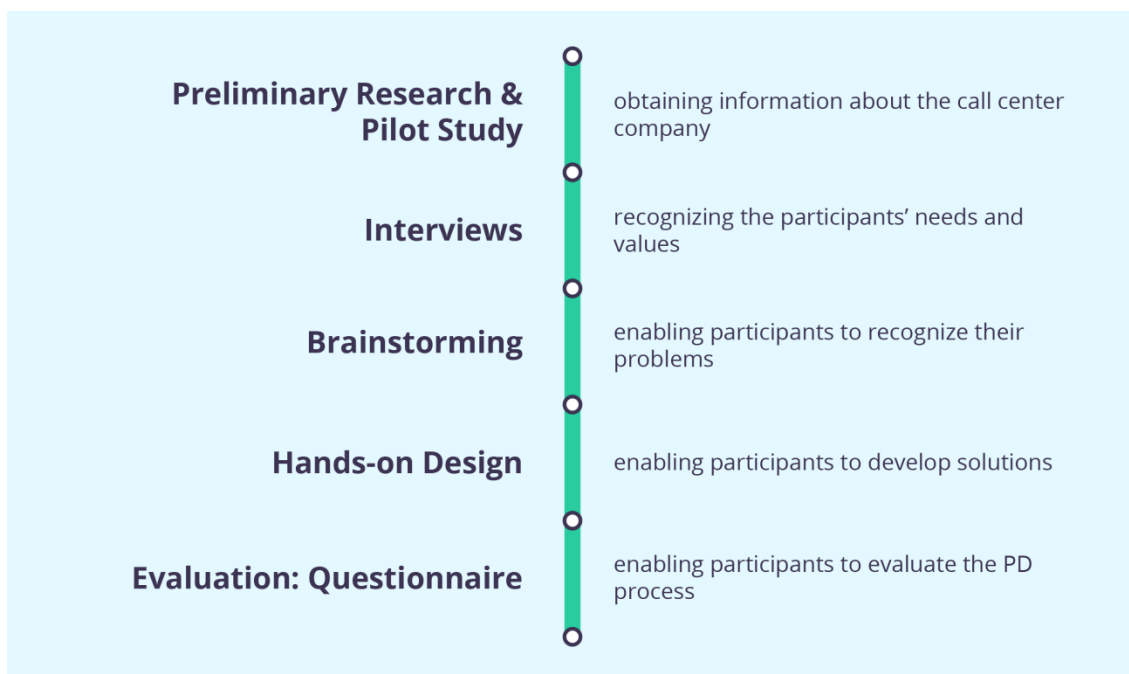
Figure 4.5 The case study phases

The aim of the brainstorming, which is the second phase, was to enable the participants to recognize their problems and to warm up to work together and to develop ideas. As Wilson examines, "[b]rainstorming is an individual or group method for generating ideas, increasing creative efficacy, or finding solutions to problems." (2013).

Hands-on design phase aims to provide that the participants get the solutions to their problems.

After the PD process was completed with going through all these four stages, a questionnaire study was conducted for the participants to evaluate the process.

4.3. The Case Study

In this section, the phases of this case study will be examined. Before beginning the PD process, firstly permission was received from the General Directorate of the X Call Center. A petition was sent to the General Directorate of the X Call Center to obtain this permission and to start the work. In this petition, the aim of the study, method, stages of the study and the date of the study were given information about. In the petition, eight employees including six women and two men were requested to participate in the studies. Characteristics of the employees who will participate in the study be an inbound call agent and have experience at this corporation for at least a year. The time plan of the entire study can be seen at the table below (Table 4.1).

The PD process was applied in five phases. After each phase, the study was analyzed for two weeks. Table 4.2 demonstrates the characteristic of the PD processes for this study.

Phase 1 – Observation and Preliminary Researches

In order to obtain information about the X Call Center, firstly, an operation manager, two team leaders, and two call agents were interviewed separately (Table 4.3). During these interviews, the voice recordings were taken with the permission of interviewees, and then they were analyzed. As a result of these interviews, information about the hierarchical structure of this call center, the working process, the working conditions of inbound and outbound calls agents was obtained. Information about these issues is explained in section 4.1.

Afterward, group interviews were performed with two different groups to get an idea about the problems, suggestions and the profile of the call agent employees in the business environment. The first study was performed with an inbound call agent group consisting of six call agents, and the second study conducted with an outbound call agent group consisting of 13 call agents. During these studies, the voice recordings were taken to perform analysis after the study, with the permission of participants. In these studies, categories were presented about the call center work to the participants. The participants were asked to write down their problems and suggestions related to these categories. During this process, participants were observed. As a result of these studies, the profile differences between inbound and outbound calls agents groups were determined (Table 4.4). Outbound call agents were very comfortable and confident whilst inbound calls agents were tense.

Table 4.1 Time plan of the study

Duration	Starting Date	End Date	To Do
9 months	April 4, 2018	December 24, 2018	Observation, Preliminary Research & Literature Research
31 days	December 1, 2018	December 31, 2018	Preparing Interview Questions & PD Methods/Techniques
5 days (except for weekend)	January 2, 2019	January 8, 2019	Interview
2 weeks, 11 days	January 9, 2019	January 20, 2019	Research, Analysis, Preparation for 1st Workshop
5 days (except for weekend)	January 21, 2019	January 25, 2019	1st Workshop: Brainstorming/Idea Generation
2 weeks, 16 days	January 26, 2019	February 10, 2019	Research, Analysis, Preparation for 2nd Workshop
5 days (except for weekend)	February 11, 2019	February 15, 2019	2nd Workshop: Hands-on Design
2 weeks, 16 days	February 16, 2019	March 3, 2019	Research, Analysis, Preparation for 3rd Workshop
5 days (except for weekend)	March 4, 2019	March 8, 2019	3rd Workshop: Presentation & Feedbacks Questionnaire

Table 4.2 PD phases in details

Features / PD Process	Participants/ Employees	Duration	Materials	Recording Devices
Phase 1 Observation & Preliminary Research	**16** call center agents, **2** team leaders, **1** supervisor	20 days	Pencils, paper, sticky notes, board markers	Voice recorder
Phase 2 Interview	**10** (7 women and 3 men)	About 30 minutes per interview	Printed interview questions	Voice recorder
Phase 3 Brainstorming	**6** (3 women and 3 men)	80 minutes	Sticky notes, pencils	Voice recorder, video recorder, camera
Phase 4 Hands-on Design	**6** (4 women and 2 men)	100 minutes	For product design: mock-up materials such as glue, scissors, dough, etc. For service design: Icon set, patafix, felt-tip pen	Voice recorder, video recorder, camera
Phase 5 PD Process Analysis Questionnaire	**7** (4 women and 3 men)	90 minutes	Printed questionnaire questions	Note taking

Table 4.3 Observation and Preliminary Research (Phase 1) details

Activity	Interviewees
One-to-one interviews	1 supervisor
	2 team leaders
	2 call agents
Group interviews with two different groups	6 inbound call agents
	13 outbound call agents
Aims	**Recording Tools**
In order to discover; • the problems • suggestions about working environment • characteristics of call agents	Voice recording

At the end of this study, inbound calls agents expressed that study comforted them. After receiving these observations and information about inbound and outbound calls agents, a team leader was interviewed to get more detailed information. During this interview, notes were taken. The analyzed differences and similarities between inbound and outbound calls agents are in Table 4.4.

As a result of these observation and preliminary researches, the other phases were designed. The designed phases are interview, brainstorming, hands-on design and questionnaire.

Phase 2 – Interview

The interview was conducted with a total of ten people, including seven women and three men. Demographic characteristics of employees are included in APPENDIX A.

Interview questions (APPENDIX B) were prepared by examining Sennett's books: *Culture of The New Capitalism* and *The Corrosion of Character*. Sennett's book, *Culture of The New Capitalism,* is concerned with the fact that the issues of work, talent, and consumption that underlie new capitalism do not liberate people. In his *The Corrosion of Character* book, Sennett talks about how characters of people corrode in the new culture of capitalism in terms of routines, flexible working conditions, risk-taking, and failures. Based on examination of these books, the interview questions were

prepared to get to know the employee and to learn how the employee positions himself/herself in the workplace, what they think about the hierarchical structure of their company, their working conditions, and their job. The interview was prepared with 30 questions in a semi-structured model.

Table 4.4 Differences and similarities between inbound and outbound calls agents

Category	Inbound Calls Agent	Outbound Calls Agent
Work Planning	Determined by planning organization	Determined by themselves
Call Structure	Customer calls them. They cannot control calls, calls are like assembly line (is explained in Chapter 2)	They call customer. They can control calls.
Shift	There is two shifts type. 8 am-16 pm/16 pm-Midnight	There is one shift: 8 am-18 pm
Workplace and Equipment	Same with Outbound Calls Agents	Same with Inbound Calls Agents
Performance Criteria	Calls quality and count	Sales count
Meal Break Time	40 minutes	60 minutes
Education Status	Same with Outbound Calls Agents	Same with Inbound Calls Agents
Gender Ratio	86% woman – 14% man	60% woman – 40% man

Table 4.5 Interview phase details

Activity	Participants	
One-to-one interviews	10 inbound call agents (with at least 1 year of experience)	
	7 women	3 men
Interview	Duration	Recording Tools
30 questions in semi structured model	~30 minutes	Voice recording

Interviews were conducted one-to-one and face-to-face with employees. The call center company allocated a room for the interview. Interviews were conducted between

8 and 10 am when call agents were not very busy. Voice recording was performed during the interview. Before starting the interview, a form was signed (APPENDIX C) for the protection of the rights of the employees, the recording of audio, video, and video during the studies and the protection of this information.

The interviews lasted about half an hour. After the interviews were completed, the sound recordings were listened and transcribed and analyzed. According to these analyses, the method of the brainstorming study was determined.

Phase 3 – Brainstorming

While the number of participants to participate in the brainstorming study was eight (five women and three men), six (three women and three men) people participated in the study (Table 4.6). The two participants were unable to participate in the study because their shifts did not fit the time of the study. Thus, the study was continued with six participants.

Table 4.6 Brainstorming phase details

Activity	Participants	
Brainstorming workshop	8 inbound call agents	
	5 women	3 men
Workshop	**Duration**	**Recording Tools**
Finding problems and solution ideas	~60 minutes	Voice recording Video recording

For brainstorming work, employees' workplace environments were categorized. These categories are as follows (Table 4.7);

Table 4.7 Workplace environments categories

Working Environment (Individual)	Working Environment (Collective)	Resting Environment (Indoor)	Resting Environment (Outdoor)
	Activity Area	Meeting Area	Public Places

A working plan has been prepared to guide study better (APPENDIX D). This plan includes information on how to start the study, how to use the time, how long the work will take, and how many people will take part in the process.

Before the brainstorming study was started, participants were informed about the work and the rules of brainstorming. Previously prepared categories by the researcher were written on the whiteboard for the participants to see. Participants were asked to say the categories they want to add and these categories were written on the whiteboard (Table 4.8).

Table 4.8 Added categories by participants

Equipment	Promotion Process

After the categorization was completed, sticky notes and pens were given to the participants. Audio and video recordings started. Photographs of the participants and their work were taken during the study period. The participants were asked to write down the problems they experience about each environment and stick them on the board (Figure 4.5). Two minutes were given for each category. After the ideas about all categories were written on the sticky notes and stick on the board (Figure 4.6), the employees were given small, colored sticky note papers and they were asked to stick these notes alongside the problems they found important. The problems which have plenty of sticky notes were highlighted (Table 4.9).

Employees were asked to write their ideas about the solutions they had prioritized and place them next to relevant problem. At the end of the study, participants' opinions about the study were obtained. The participants were informed about the next study.

The data obtained after the brainstorming study were analyzed (APPENDIX E). Table 4.10 demonstrates the analysis findings of the Brainstorming Phase. These analysis and findings were made into a presentation to be presented to participants.

Figure 4.5 Brainstorming process

Figure 4.6 End of Brainstorming Phase - Participants' all ideas

Table 4.9 Highlighted Problems

Lack of relaxing music	Very noisy environment & Inadequate clean air & Inadequate space of work	Lack of karaoke. Formerly they had karaoke.	Our system is extremely slow

Table 4.10 The analysis findings of the Brainstorming Phase

Problem	Problem Sources	Needs
Stress	Lack of activity	Relaxation and rest
	Restricted area	Doing something for yourself
	Noise	Doing something together
	Workplace air quality	Clean air
	Lack of natural environment	Activity diversity
		Quite Area

Phase 4 – Hands-on Design

The hands-on design was expected to include participants in the brainstorming phase. However, one of these participants (male) was unable to participate in the hands-on design study because his shift was not suitable (Table 4.11). Instead, another participant (female) with whom the researcher-designer had previously interviewed was included in this study. In the end, six participants (four women, two men) in total have participated in the study.

Table 4.11 Hands-on Design phase details

Activity	Participants	
Hands-on design workshop	6 inbound call agents	
	4 women	2 men
Workshop	**Duration**	**Recording Tools**
Designing a service for the defined problem	~90 minutes	Voice recording Video recording

Figure 4.7 Hands-on design workshop area
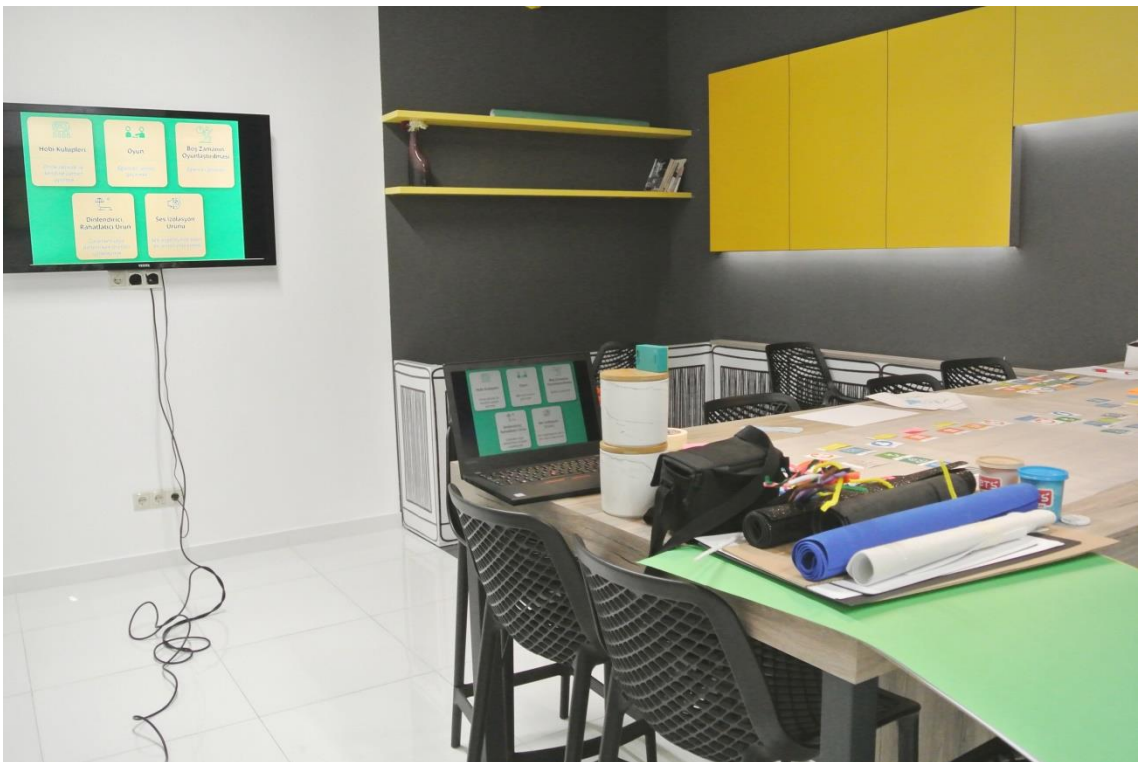
Figure 4.8 Hands-on design workshop area

At the beginning of hands-on design phase, the problems of the employees were obtained from the analysis of the brainstorming phase, the sources of these problems and possible solutions for these problems were explained to the participants with a presentation. The participants were presented with five design proposals including three services and two products. These suggestions are in Figure 4.9;
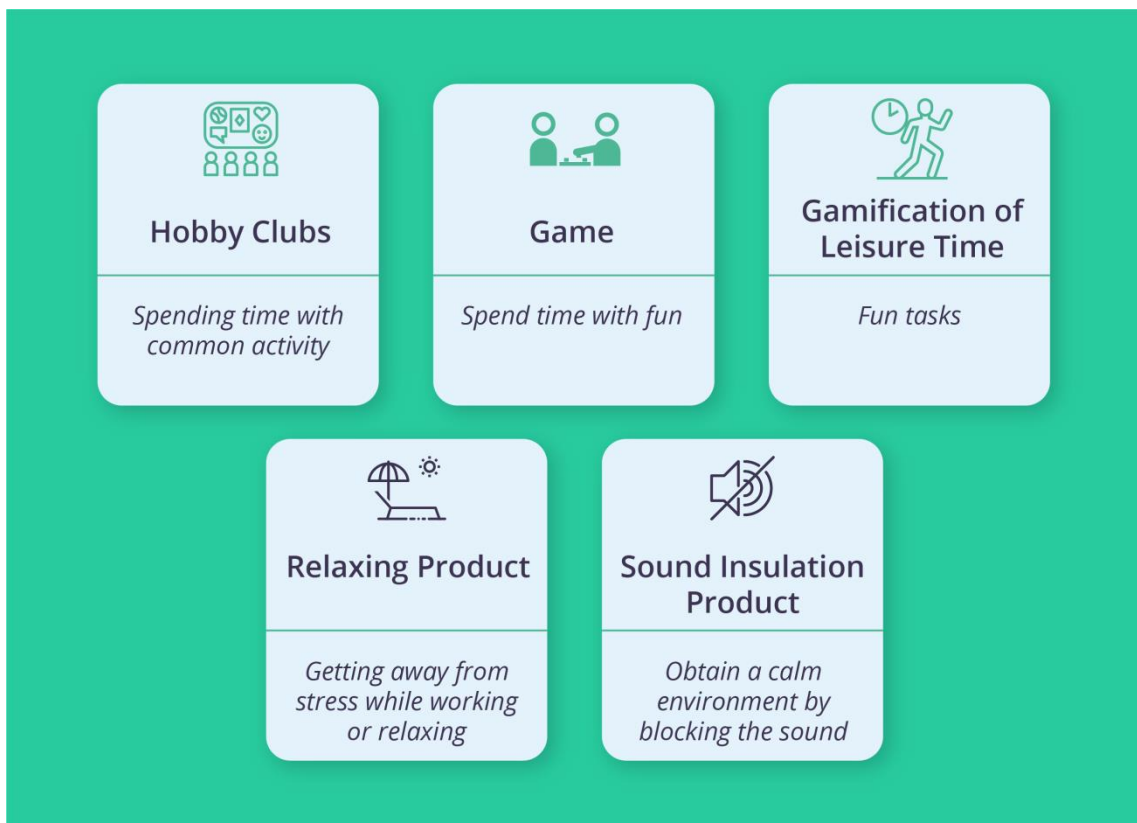
Figure 4.9 Hands-on Design: Design proposals

Participants were asked to choose one of these design suggestions to continue working. The participants discussed the design proposals and, they selected 'Hobby Clubs' proposal. The reasons why employees chose hobby clubs are explained by them as follows;

- Increasing the diversity of activities,
- Creating a space where they can make their own decisions,
- Creating a space for self-improvement.

Since 'Hobby Clubs' solution proposal chosen by the participants was a kind of service design, before the participants started working, they were told what the service design was. Then, for this study, icon sets were given to the participants (Figure 4.10)

and icon sets were introduced to the participants. Participants discussed the Hobby Club set-up and operation scenarios and made them a service design with icons (Figure 4.11 and Figure 4.12).

Finally, the study was evaluated with the participants and the study was completed.

Figure 4.10 Icon Set

Figure 4.11 Hands-on Design process

PREPARATION OF HOBBY CLUB PROJECT DOCUMENT

PRESENTATION OF HOBBY CLUB PROJECT

APPROVAL OF PROJECT PROPOSAL

MEETING OF HOBBY CLUBS

employees who want to establish a hobby club (inbound employees)

preparation of project presentation

manager (team leader/supervisor)

corporation (general manager)

establishment of hobby clubs

announcements to employees

Recommended Club Branches
Drama Club
Music Club
Painting Club
Trekking Club
Swimming / Water Sports Club
Reading Club
(Improved)

₺ Finance

Location (Clubs working area)

Determination of the meeting time

Time to use

Tools

NOTES

Activity types:
Social responsibility
Self improvement
Entertainment

Problems:
Lack of activity
Lack of authority

Example of activities:
Painting exhibition (for income)
Theatre (for income)
Attending annual event as hobby club
Doing activities with business partners

Questions:
Is there any min count of member?
Working hours or not?
Should the passive club be closed?

members

participation fee

communication about club members (e-mail&mobile application)

determining meeting and activity areas

participants

hobby club meeting

head of hobby clubs

MEETING OF CLUB HEADS

Meeting for the evaluation of the general situation of clubs

Preparation of annual report

Communication of heads of hobby clubs

The meeting of heads of hobby clubs bimonthly

Awarding of clubs at the end of the year by employees

BRAINSTORMING ABOUT CLUB NEEDS

In-house task shares:
Club president
Writing
Contact person
Financial officer
Equipment specialist

Determination of activity topics monthly and yearly

Acting of planned activities

₺ Cost planning

Club activities planning

Determination of meeting time

Determination of tools

Awarding within the club

Figure 4.12 Output of Hands-on Design: Hobby Clubs Service Design

Phase 5: Questionnaire

After the completion of three phases mentioned above, a detailed questionnaire was prepared for participants to evaluate this process and to learn their thoughts and feelings through the process (APPENDIX F). This questionnaire was applied to all participants (Table 4.12). After the survey, a process evaluation was conducted with the participants. Finally, questionnaire responses were gathered (APPENDIX G) and questionnaire analyzes were performed.

Table 4.12 Questionnaire phase details

Activity	Participants	
Paper-based questionnaire	10 inbound call agents	
	6 women	4 men
Questionnaire	**Duration**	**Recording Tools**
Evaluating the PD process in 4 parts: • Interview phase • Brainstorming phase • Hands-on design phase • Entire process	~20 minutes each	Paper format

4.4. Findings

In this part of the study, the findings obtained from the four phases will be examined.

Interview:

In the interview, questions were asked to measure their perception of the corporation, hierarchy, job satisfaction, their skills used at work, the relevance of their academic education with this work, their perception about work routines, their thoughts on time metrics and learn ideas about being a team member.

All the interviewees have a bachelor's degree, but their education is independent of their job. When asked "Do you use your undergraduate education in the job?", the employees tried to find a common point in their education and work. When asked "What was your qualification?" They stated that they were taken according to their personality characteristics. These features are; smiling, being able to empathize, to be

persuasive, and to be prone to teamwork. It is understood that their education does not matter when being hired. The necessity of the job is not related to the person's past but related to the development potential of the person. According to Sennett:

> In prospecting for the potential to grow rather than for past achievement, the search for talent well suits the peculiar conditions of flexible organizations. These organizations use the same instruments for a larger purpose: to eliminate as well as promote individuals (2006, 129).

Employees often expressed their love for their work. They said that they like to communicate; they like to help customers and other colleagues. The changeability of their team or colleagues is a normal situation for them. 'I can work with everyone', 'I can agree with everyone, we are one'. According to Sennett, the expression social 'I can work with everyone' is the social expression of potential capability. Sennett says;

> "I can work with anyone" is the social formula for potential ability. It won't matter who the other person is; in fast-changing firms it can't matter. Your skill lies in cooperating, whatever the circumstances. (…) These qualities of the ideal self are a source of anxiety because disempowering to the mass of workers. As we have seen, in the workplace they produce social deficits of loyalty and informal trust; they erode the value of accumulated experience (2006, 126–127).

The employees were asked questions about the three principles that Sennett referred to in his book. According to Sennett, these three principles are as follows:

> So complex an organization could function only via precise rules, which Bell called an "engineering rationality". This immense, well-engineered cage operated on three principles: "the logic of size, the logic of 'metric time', and the logic of hierarchy." (1998, 41).

When employees are asked about the size of the corporation and their opinions about the corporation; participants made statements like 'I love my corporation', 'This corporation that gives me confidence'. The employees are proud of working in a big corporate company and in a company known by everyone.

When employees were asked questions about "the logic of 'metric time'", they said that there should be a time schedule and that breaks were enough. They mentioned

about breaks, "There are four breaks, but if there will be five breaks, it would be better, of course. However, the important point of this job is time, so we have to follow these routines". It appears that they have internalized the corporation's efficiency rules.

Employees were asked about how they evaluated the hierarchical structure within the organization. Employees stated that the hierarchy exists but that they can communicate with everyone in this unit. They expressed this communication as "family-like", "In this workplace, everyone is very moderate and understanding", "They care about us". Sennett explains that the hierarchical structure is not so obvious in new capitalism:

> Images of a classless society, a common way of speaking, dressing, and seeing, can also serve to hide more profound differences; there is a surface on which everyone appears on an equal plane, but breaking the surface may require a code people lack. And if what people know about themselves is easy and immediate, it may be too little (1998, 75).

Although the employees define their work as non-routine work, they used the following statement: "We tell the same things during the day, we do similar works, it is a routine job in this respect but according to the customer profiles that we talk, this job is changeable. In this respect, it is a variable job". Some employees stated that "This situation depends on the person, the way she/he does the work and the person's perspective to the job". According to Sennett, the routine is a condition that weakens an employee's mind. In a routine job, the employee is passive, he says. These employees cannot determine their work routines, but they can achieve job satisfaction by including their own feelings in their way of doing business.

> At a certain point, routine becomes self-destructive, because human beings lose control over their own efforts; lack of control over work time means people go dead mentally. (...) For this reason, industrial routine threatens to diminish human character in its very depths (Sennett 1998, 37).

According to the employees, there is competition in this workplace and the competition is revitalizing for them. They say that young people work in this workplace. There are events and activities conducted in the workplace. They describe their work as social. Employees say that their communication skills have improved in this job.

Brainstorming:

In the brainstorming phase, participants were asked to indicate their problems with environmental themes, in other words, problems related to the workplace. An employee stated that "finding problems about work will do injustice to the corporation". However, the other five participants continued to identify problems. Eventually, the first participant who was against this idea began to write about the situations he considered problematic, and he adapted to the other participants. This idea of the participant proves his/her commitment to the company and his consent to all problems in the workplace. This situation can be explained with the excerpt from Özdemir: "consent with ideological control mechanisms"[13].

Hands-on design:

During the hands-on design phase, one of the questions asked to the participants was: "Can other working units be members of the hobby clubs?". One of the participants emphasized that, "we are the most oppressed employees, and the other units can do what they want". Here it is realized that employees cannot make their own decisions, they are under control and cannot do what they want.

At the end of this study, employees expressed satisfaction with the study. They expressed their astonishment and satisfaction; "We did not expect it to be such a special study". They felt important because their opinions were asked, they could actually make decisions and this affected their self-confidence in a positive way.

In the interviews, the employees stated that they have activities and did not have any problems, they were very happy. However they expressed problems in subsequent phases; as in brainstorming phase, they realized their problems when there is an area limitation and guidance is made to them. For example, one participant stated that they had a music room and the employees can use the instrument they wanted in this room. However, in hands-on phase, it was said that the music room was kept closed to prevent by employees from damaging the items.

In short, the participants were very happy and they had no problems in the previous phase. However, the participants realized their problems in the brainstorming phase and started to produce solutions to their problems in the hands-on design process.

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[13] See section 2.3.3 for detailed information about *ideological control and consent.*

Questionnaire:

The questionnaire was prepared in order to evaluate the participants' opinions and feelings regarding the interviews, brainstorming and hands-on design phases and finally to evaluate the whole process. Surveys were conducted with eight participants one-to-one (Table 4.13).

Table 4.13 Findings of the Case Study

Phases	Findings	Indications
Interview	Emotional Labor	Routinization and socialization in work
	Experiences & Values	Being comfortable about talking about their work
	Disempowering	"I can work with anyone"
Brainstoming	Awareness	Noticing the problems
	Collectivity	Changing behaviors
	Experiences & Values	Problems about their work
	Democratization	Involvement in process
Hands-on Design	Empowerment	Decision making process
	Democratization	Expressing themselves
	Collectivity	Creating ideas together
Entire Process	Empowerment	Participants' feelings: strongs, active, productive, comfortable, precious

According to the survey results;

Questions 1, 2 and 3 of the questionnaire are related to the interview phase. In this part of questionnaire, all of the participants stated that they evaluated the working conditions and their positions at the workplace, and expressed that they felt comfortable and responded to the questions asked at interview phase. Despite the fact that the researcher explained the study was independent, the employees still thought that the interview was conducted by the corporation, that is why they were trying to defend when questions about the corporation were asked. This situation probably caused a discrepancy between the answers given to the questionnaire and the expressions they made later. This result exemplifies alienation and character corrosion. Moreover, this idea of the employees' shows that they are accustomed to being and the participants' defense their institutions shows that the ideological effect on employees.

Moreover, employees' ideas about the questionnaire show that they are accustomed to being supervised[14] and the participants try to protect their institutions due to the effect of ideological control[15] on employees.

Questions 4, 5 and 6 of the questionnaire are related to the brainstorming phase. The questions about the brainstorming phase were asked to enable participants to evaluate the problems they experienced in their workplaces and obtain information about their ability to express these problems. According to the results of this phase, the process enabled participants to recognize and express the problems they face in their workplaces. At the interview stage, although the participants stated that they were comfortable and did not have any problems, the participants were able to realize their problems in a group study and in an environment that would enable the problems to be revealed. This shows that brainstorming, when used as a tool in the PD process, increases the awareness of the participants about their problems and that group work improves the solidarity among the participants.

Questions 7, 8 and 9 of the questionnaire are related to the hands-on design phase. Questions about the hands-on design phase were aimed at measuring participants' level of expressing themselves in the design of the solution proposal presented to the participants in the hands-on design phase, evaluating the materials used and workshop time. At this phase, the participants stated that they expressed themselves easily and the materials were sufficient. Participants noted that the duration was insufficient and that more time was needed for this phase. In this phase, participants understood that they can create solutions for their problems. This expose that the solution stage empowered the participants.

In the last part of the questionnaire the questions between 10 and 23 are related to the evaluation of the PD process, and the comparison of the PD phases. Participants stated that they wanted to participate in all phases and expressed themselves at every phase.

Participants stated that they expressed their opinions better during the interview and brainstorming. Because the interview was conducted as one-to-one sessions and included questions about their working conditions and workplace. They stated that they also enjoyed the group work in brainstorming phase and they realized the problems that they were not aware originally. Moreover, they expressed their ideas in these stages

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[14] See section 2.3.2 for more information.
[15] See section 2.3.3 for detailed information about *ideological control*.

because they discussed these problems together. In the interview phase, participants expressed their experiences and values confidently. In brainstorming phase, they shared their thoughts without hesitation, because they were aware that they are in a democratic environment. The reason for not saying "I have expressed myself better in the hands-on design phase" was probably the lack of time allocated for that phase. And the other possible reason is that they could not adopt the design process, because they did not develop the solution themselves. The reason why participants wanted the hands-on design phase to be longer reveals, that they realized the power of collectivity in the problem solving phase.

The participants stated in the questionnaire that the PD process allowed them to see their problems without any pressure, identify these problems and find solutions to these problems.

The participants stated that they felt strong, active, productive and comfortable during the PD process. Half of them said they felt precious.

Participants stated that the PD process raised their awareness, and enabled them to exchange ideas on a common problem. Moreover, they wanted to repeat this process because the processes helped them to gain different perspectives.

The most of the participants stated that this process should be done with the managers so that the study result could be evaluated officially. Two of the six participants stated that if the managers were included in the study, the participants would not be able to express themselves comfortably. Some of the participants stated that including the managers in the process would be better because managers would see themselves while participants produce creative ideas. The desire of the participants to get approval from manager is about satisfying the manager by proving herself/himself, thus attaining job satisfaction.

Half of the participants stated that the moderator should be an executive from the top position, and two out of six participants stated that the moderator should be from outside the corporation. Participants who stated that they cannot express themselves well if the managers are involved justified that moderator should be from outside the corporation. Based on these statements, it is understood that the participants are aware of the need for democratization in the PD process. This study has shown that the PD process helped the participants feel empowered.

4.5.Discussion & Suggestions

The whole PD process was held in a meeting room provided by the corporation. The process of conducting a study outside the institution with the participants may change the outcome.

After the questionnaire, the employees stated that they thought the interview was conducted by the corporation and they felt the need to defend the institution when answering the questions about the problems about the work. This situation is likely to have occurred because the interview was conducted in the institution. In addition, this situation shows insecurity against the institution. Employees constantly feel under surveillance. Another reason for this misunderstanding might be the fact that the interviews were recorded.

When it was said that audio and video recordings would be taken, the participants stated that they were accustomed to being recorded. The call center staff displayed a relaxed attitude about recording devices because they were under surveillance throughout their work processes. It may show a different effect in a different study group.

The working systems of the employees have restricted the process of the study. A longer period of time for the entire study, and the implementation of hands-on design phase divided into at least two phases could be more effective in terms of measurability and the outcome of the study.

The fact that the employees were working in the shift system affected the attendance of the participants to the PD process. The realization of the study with the same employees and a more crowded team may yield different results.

This study was carried out with inbound calls agents working in the in-house call center of Company X. The low number of participants indicates that the data should be supported more. The application of similar work in different call centers will be useful in measuring the impact area of the PD process.

CHAPTER 5

CONCLUSION

In this study, PD was examined as an empowering process for participants rather than for developing design solutions, designing products or services. In this context, PD, which offers a democratic environment in which participants can express their thoughts, experiences, and creativity, has been conducted with inbound call agents who work in call centers formed by communicative capitalism and who have not much influence except the customers they communicate with.

In order to understand the labor process in call centers, to recognize the participants, and to determine an appropriate method for the study, the labor process in call centers and communicative capitalism, which have shaped the work practice in call centers, were investigated. The examination of the labor process in call centers provided an understanding of issues such as emotional labor, digital surveillance, ideological control, consent, job satisfaction, and unionization in the call centers. The information obtained from the literature contributed to the planning of the PD process.

A five-step process was conducted to investigate the usability of PD as an empowering process. In the first phase, observations and preliminary investigations were conducted in order to obtain information about the working environments of the participating call agents, their roles in the workplace and the hierarchical structure of the institution they work for. In the second phase, an interview was conducted in order to get detailed information about call center employees' ideas about their work, career plans, and how they positioned themselves in the workplace. In the third phase, a brainstorming workshop was conducted in order to make the participants aware of the problems related to their workplaces. In the fourth phase, a hands-on design workshop was carried out to provide a solution to a problem that the participants identified and highlighted during the brainstorming phase. In the last phase, a questionnaire was conducted to discover the participants' feelings and thoughts about the processes they involved, which constitute the main findings of the study.

According to the findings obtained at the end of the study, it can be argued that PD can be used as an empowering tool rather than a design proposal tool. PD can be used as a tool that increases the awareness of the participants. This study has

demonstrated that PD has the potential to increase the awareness of the participants and their collectivity by encouraging collaboration and building consensus. It empowers the employees by increasing their self-conficende and problem-solving skills in the workplace, which ultimately improves their performance and desire to work. Moreover, it was observed that the information obtained during the process as well as the experience itself could change the designer's perspective about the participants and the design process.

Due to time limitation this study could only be conducted at one call center and with limited number of call center agents. This study, therefore, can be regarded as a pilot study and the way PD is employed to encourage and ensure participation here can be appropriated as a template to be applied in various call centers including employees other than inbound call agents. Such a large-scale study would yield interesting results and would allow comparison.

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Sanders, Elizabeth B.-N., and Pieter Jan Stappers. 2008. "Co-Creation and The New Landscapes of Design." MakeTools. http://journalsonline.tandf.co.uk 1/16 Co-creation and the new landscapes of design Elizabeth B.-N. Sanders (*) & Pieter Jan Stappers (**) (*) MakeTools, LLC, 183 Oakland Park Ave., Columbus, Ohio 43214 USA (Liz@MakeTools.com) (**) ID-StudioLab, Faculty of Industrial Design Engineering, Delft University of Technology.

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APPENDIX A

DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

Table A.1 Demographic characteristics of participants

Participant	Age	Education	Years of Experience	Marital Status and Social Space
1	26	Tourism & Hotel Management Associate Degree Graduate & Open Education	1 year	Single, living with family
2	23	Cooperative - Associate Degree - Student	7 months	Engaged - Living with family
3	25	Computer Programming and Business - Bachelor Degree	7 months	Single, Living with family
4	30	Bachelor in Accounting - Business Administration	1,5 years	Married
5	24	Capital Market - Bachelor Degree	7 months	Single, Living with family
6	24	Associate's Degree - Food Technician Undergraduate Completion, Advertising	2 years	Single, Living with family
7	28	Finance - Bachelor Degree	2,5 years	Married
8	24	Business Administration - Bachelor Degree	2 years	Single, Living with family
9	26	Finance - Student - Bachelor Degree	3 years	Married
10	29	Associate's Degree - Textiles / Clothing	5 years	Single, Living with family

APPENDIX B

PHASE 2: INTERVIEW QUESTIONS

Table B.2 Interview Questions

1	How many years have you been working at this call center?
2	Had you ever had a work experience before?
3	How do you benefit from the knowledge and experiences, that you received from your education life, in your business environment and how much do you benefit from it?
4	Do you see this job as a specialty? How? Why?
5	Do you have long-term plans for this call center? What are they?
6	What are your career plans?
7	What do you think is your most important qualification?
8	Does your business allow you to use this qualification?
9	According to which criteria do you think you were employed?
10	Considering your work, how do you answer the question "Who needs me"?
11	What do you think about the institution you are working for?
12	What do you think distinguishes this call center from other call centers?
13	How do you defend the institution when you receive a call?
14	As a customer representative, how would you describe your work? Is it routine or variable?
15	How does this work affect your self-renewal and development?
16	How do you feel when you have a problem with the system or process, usually what is your solution?
17	How is your relationship with your colleagues at the call center you work? How do you communicate?
18	How is your communication with your team?
19	Do you need your colleagues in the office? - In what situations? - How do you feel?

Table B.2 Interview Questions (Cont.)

20	How do you prefer to express your feelings during and after the call, and in the office?
21	Do you have a say in the call center where you work? Can you give an example?
22	What kind of hierarchy exists in your institution, what do you think about it?
23	What kind of competition is there in your call center? How does this affect you?
24	What do you think about the breaks and the time allocated for meals and basic needs?
25	How your success is measured? What do you think about that?
26	What do you think about the performance measurements and reward system?
27	How does your business affect your family life?
28	What does it mean to be a team?
29	When you encounter with a problem that is unpleasant, how do you solve it individually or collectively? Did you engage in such an activity?
30	Can you work with your friends on the same shift?

APPENDIX C

PHASE 2: INTERVIEW QUESTIONS (TURKISH VERSION)

Table C.3 Interview Questions (Turkish Version)

1	Kaç yıldır bu Çağrı Merkezinde çalışıyorusunuz?
2	Daha önce bir iş deneyiminiz oldu mu?
3	Öğrenim hayatınızda aldığınız eğitimdeki bilgi ve deneyimlerinizi iş ortamında nasıl değerlendiriyorsunuz, ne kadar faydalanıyorsunuz?
4	Bu işi bir uzmanlık alanı olarak görüyor musunuz? Nasıl? Neden?
5	Bu çağrı merkezinde uzun vadeli planlarınız var mı, nelerdir?
6	Kariyer planlarınız nedir?
7	Sizce en önemli vasfınız nedir?
8	İşiniz bu vasfınızı kullanmanıza olanak sağlıyor mu?
9	Sizce hangi kriterlere göre işe alındınız?
10	İşinizi göz önünde bulundurursak, 'Bana kim ihtiyaç duyuyor?' sorusunu nasıl cevaplarsınız?
11	Çalıştığınız kurum hakkında ne düşünüyorsunuz?
12	Sizce bu çağrı merkezini diğer çağrı merkezlerinden ayıran özellikler neler?
13	Çağrı aldığınızda kurumu nasıl savunuyorsunuz?
14	Bir Müşteri Temsilcisi olarak, yaptığınız işi nasıl tanımlarsınız? Rutin bir iş mi, değişken mi?
15	Bu işin kendinizi yenilemenize ve geliştirmenize nasıl bir etkisi var?
16	Sistemle veya süreçle ilgili bir sorun yaşadığınızda ne hissediyorsunuz, genellikle çözümünüz ne oluyor?
17	Çalıştığınız çağrı merkezindeki çalışma arkadaşlarınızla aranızdaki ilişki nasıl? Ne şekilde iletişim kuruyorsunuz?
18	Takımınızla olan iletişiminiz nasıl?

Table C.3 Interview Questions (Cont.)

19	Ofiste çalışma arkadaşlarınıza ihtiyaç duyduğunuz oluyor mu? - Hangi durumlarda? - Bu durumda kendinizi nasıl hissediyorsunuz?
20	Çağrı esnasında, sonrasında ve ofis içinde duygularınızı ne şekilde ifade etmeyi tercih ediyorsunuz?
21	Çalıştığınız çağrı merkezinde söz hakkınız var mı? Örnek verebilir misiniz?
22	Kurumunuzda nasıl bir hiyerarşi mevcut, siz bu konuda ne düşünüyorsunuz?
23	Çalıştığınız çağrı merkezinde nasıl bir rekabet söz konusu? Bu durum sizi nasıl etkiliyor?
24	Mola, temel ihtiyaç ve yemek gibi ayrılmış olan zaman dilimleri ile ilgili ne düşünüyorsunuz?
25	Başarılarınız nasıl ölçülüyor? Bu konuda ne düşünüyorsunuz?
26	Performans ve ödül sistemlerini nasıl değerlendiriyorsunuz?
27	İş hayatınız aile yaşamınızı nasıl etkiliyor?
28	Takım olmak ne ifade ediyor?
29	İstemediğiniz veya hoşnut olmadığınız bir problemle karşılaştığınızda bu durumu bireysel ve kitle halinde nasıl çözüyorsunuz? Böyle bir aktivitede bulundunuz mu?
30	Arkadaşlarınızla aynı vardiyada çalışabiliyor musunuz?

APPENDIX D

THE PROTECTION OF THE RIGHTS OF THE PARTICIPANT'S FORM

İzmir Institute of Technology (IZTECH)
Faculty of Architecture, Department of Industrial Design
Design Solution Development and Job Satisfaction – Productivity Relation Measurement Studies for Call Center Customer Representatives

January 2019

Participant Consent Form for the Interview:

This research is carried out within the scope of the master thesis of Rabia Gülbike Kaya from the Department of Industrial Design at IZTECH. The aim of the study is to measure the relationship between job satisfaction and productivity of Call Center Customer Representative employees and to make a design proposal by co-design with customer representatives. Within the scope of the study, a total of four interviews are planned; one-to-one interviews with the participants and three group workshops. The data obtained during the interviews will be used for only scientific purposes, design process, thesis work, scientific publications and presentations. All personal information of participants will be treated confidentially. The interviews will be recorded in order to fully recall and review the conversations and the process at a later time. During the interviews, camera, video and audio recorder will be used.

By signing this form, you verify that you understand the information that has been provided you about the research to be conducted and that you have agreed to the interview. The fact that you signed the form does not mean that you give up your legal rights; in addition, the legal and professional responsibilities of the thesis student, thesis supervisor, relevant persons and institutions are continuing. Participation in the study is voluntary. The research does not pose any risk to the participants.

You can request clarification or information at the beginning or at any stage of the interview process. You can request that the interview be stopped at any time without giving any reason. Thank you for your contribution.

	Name - Surname	Signature	Date
Participant			
Thesis Student	Rabia Gülbike Kaya		
Thesis Supervisor	Asst. Prof. Dr. Ayça Tunç Cox		

IZTECH Faculty of Architecture – Department of Industrial Design
Phone: 0232 750 7064

Figure D.1 The protection of the rights of the participant's form

APPENDIX E

THE PROTECTION OF THE RIGHTS OF THE PARTICIPANT'S FORM (TURKISH VERSION)

İzmir Yüksek Teknoloji Enstitüsü (İYTE)
Mimarlık Fakültesi Endüstriyel Tasarım Bölümü
Çağrı Merkezi Müşteri Temsilcisi Çalışanları İş Memnuniyeti - Verimlilik İlişkisi Ölçümü ve Tasarım Önerisi Geliştirme Çalışması

Ocak 2019

Görüşme için katılımcı izin formu:

Bu araştırma, İYTE Endüstriyel Tasarım Bölümü Rabia Gülbike Kaya'nın yüksek lisans tez çalışması kapsamında yapılmaktadır. Araştırmanın amacı, Çağrı Merkezi Müşteri Temsilcisi çalışanlarının iş memnuniyeti ve verimlilik ilişkisini ölçmek ve müşteri temsilcileriyle katılımcı tasarım (co-design) çalışması yaparak bir tasarım önerisi sunmaktır. Çalışma kapsamında, katılımcılarla birebir röportaj ve üç grup atölyesi olmak üzere toplamda dört görüşme yapılması planlanmaktadır. Görüşme sırasında elde edilen veriler yalnızca bilimsel amaçlarla, tasarım sürecinde, tez çalışmasında, bilimsel yayınlarda ve sunuşlarda kullanılacaktır. Katılımcıların kimlik bilgileri saklı tutulacaktır. Konuşulanları ve süreci daha sonra tam olarak hatırlayabilmek ve gözden geçirebilmek için görüşme kaydedilecektir. Görüşme sırasında fotoğraf makinesi, video ve ses kayıt cihazı kullanılacaktır.

Bu formu imzalayarak yapılacak araştırma konusunda size verilen bilgiyi anladığınızı ve görüşme yapılmasını onayladığınızı belirtmiş oluyorsunuz. Formu imzalamış olmanız yasal haklarınızdan vazgeçtiğiniz anlamına gelmemektedir; ayrıca tez öğrencisinin, tez danışmanının, ilgili kişi ve kurumların yasal ve mesleki sorumlulukları devam etmektedir. Çalışmaya katılım gönüllülük esasına dayanır. Araştırma, katılımcılar açısından herhangi bir risk taşımamaktadır. Görüşme sürecinin başlangıcında veya herhangi bir aşamasında açıklama yapılmasını veya bilgi verilmesini isteyebilirsiniz. İstediğiniz zaman gerekçe belirtmeksizin görüşmenin durdurulmasını talep edebilirsiniz. Araştırmaya katkıda bulunduğunuz için teşekkür ederiz.

	Ad - Soyad	İmza	Tarih
Katılımcı			
Tez Öğrencisi	Rabia Gülbike Kaya		
Tez Danışmanı	Doç. Dr. Ayça Tunç Cox		

İYTE Mimarlık Fakültesi – Endüstriyel Tasarım Bölümü
Tel: 0232 750 7064

Figure E.1 The protection of the rights of the participant's form (Turkish Version)

APPENDIX F

PHASE 3: PLANNING OF BRAINSTORMING PHASE

Planned Date	1.02.2019
Number of Participants	8 (5 Women, 3 Men)
Estimated Total Time	85 Minutes

First Workshop Planning;

1. **Meeting of the participants (~5 min.)**
2. **The purpose of the study, the role of the participants and explanation of the study method (~5 min.)**

   (The purpose of the first workshop is to be determined problems of the working area and to be generated solution proposals. In the second workshop which is further of this study aim to be purified, improved and objectified of the first workshop outcomes.

   These studies will improve and find direction with participant group who have an active role in the workshop process. The active roles and ideas in the workshop process of participants which is very valuable and important will be provided input to this scientific study. Conducting the study together with the participants working under the same conditions is important for the participants to understand each other better and to solve the problems related to them. This is expected a motivating factor for participants.

   The first workshop has five stages; determining topics, problem and solution proposals, prioritization of ideas, improvement of priority idea, prioritization of new ideas for evaluating in the further workshop.

   Workshop duration will be about 70 minutes.)

3. **Determining the topics (The topics are written to the whiteboard with uppercase) (~10 min.)**

   (I determined general topic is "Environment"; according to participant's ideas, new topics can be added or subtracted.)

   Figure F.1 Pase 3: Planning of Brainstorming Phase

Working Environment (Individual)	Working Environment (Collective)	Resting Environment (Indoor)	Resting Environment (Outdoor)	Activity Area	Meeting Area	Public Places

4. **Brainstorming study about the problem and/or solution proposals of topics (dialogue and sticky notes) (~20 min.)**

>   (Firstly, I will want the determination of problems and curable conditions about topics. If participants propose solutions, I will not interfere.)

5. **Prioritization of ideas/ Determination and focusing on common problems (~10 min.)**
6. **Brainstorming study about the improving of priority idea/s (dialogue and sticky notes) (~20 min.)**
7. **Prioritization of new ideas for evaluating in the further workshop (~10 min.)**
8. **Termination of the workshop (~10 min.)**

Figure F.2 Pase 3: Planning of Brainstorming Phase

APPENDIX G

MIND MAPS BY RESEARCHER: ALALYSIS AFTER BRAINSTORMING PHASE
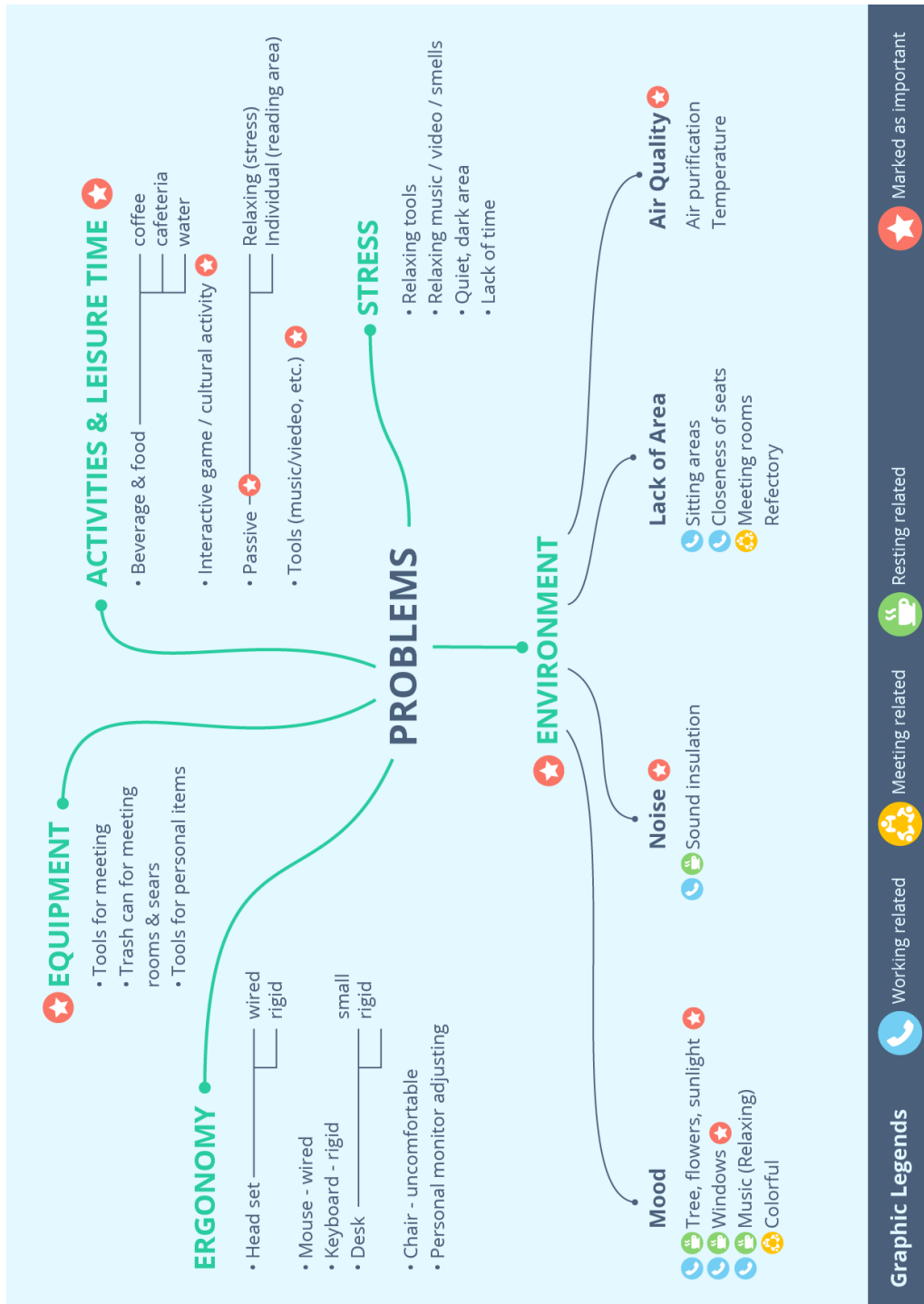
Figure G.1 Mindmap 1 by researcher: Analysis after Brainstorming Phase

SOLUTION PROPOSALS

Reasons of Stress

Noise
Responsibilities
Low air quality
Lack of area

NEEDS

Relaxing
Doing sth herself/himself
Doing sth with each other
Fresh air
Activity
Quiet area
Tools

Hobby clubs — Game — Gamification of leisure time — Relaxing Product — Sound insulation product

SOLUTIONS TO STRESS

Constraints

Time
Area
Office Plan
Hierarchy

Hobby Clubs
- Members
- Categories (music, painting, trekking, travelling ...)
- Meeting area
- Equipments
- Time (time management)
- Communication tools

Game
- Gamet types
  - board game
  - physical game
  - mobile game
- time management
- material
- concept
  - challenging game
  - mind game
  - general knowledge
  - ares
- number of players

Gamification of Leisure Time
- Each team giving tasks to members
  - go get fresh air
  - read a book
  - short sleep
  - eating fruit
- communication tools
  - mobile app
  - notifications
- emotion indicator
- task categories
  - stressful, happy, angry, sad, energetic

Relaxing Product
- tangible
- material
  - soft
  - rigid
  - liquid
  - natural
  - abstract
  - high tech
- personal/common
- for different occasions
  - working
  - resting
  - any time

Sound Insulation Product
- individual/common
- isolate the user from surrounding
- material
- for different occasions
  - working
  - resting
- mobility?
- integrated to desk?

Figure G.2 Mindmap 2 by researcher: Analysis after Brainstorming Phase

APPENDIX H

PHASE 5: QUESTIONNAIRE OF PARTICIPATORY DESIGN PROCESS EVALUATION

**Call Center Customer Representatives
Questionnaire for the Evaluation of Participatory Design Process**

This questionnaire has been prepared to measure and evaluate the experiences of the participants in the participatory design study. The data obtained from the questionnaires will be used only for scientific purposes, during the design process, thesis work, scientific publications and presentations. The identity of the participants will be kept confidential. It is very important for the scientific validity and reliability of the research that you answer sincerely and without skipping any questions in the survey. Thank you for your valuable time.

This questionnaire consists of 4 sections. The first section aims to measure your experience in the first phase of the Participatory Design study, which was the Interview phase. The second section aims to learn your experience in the Brainstorming phase, and the third section aims to learn your experience in the Co-design phase. The last section of the questionnaire aims to undestand your experiences in the entire Participatory Design process.

Interview Phase

1. Interview questions allowed me to assess my working conditions and my position in the workplace.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

2. **I felt / did not feel** confident in answering questions asked during the interview. Because...

3. **I could / I could not** express myself comfortably while answering the questions asked during the interview. Because...

Figure H.1 Phase 5: Questionnaire of PD Process Evaluation 1

Brainstorming Phase

4. The Brainstorming workshop allowed me to reassess and recognize the problems I had at work.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

5. In Brainstorming workshop, **I could / I could not** express the problems that I experienced and observed at work. Because...

6. The duration of the brainstorming workshop was enough to express the problems I had at work and observed.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Hands-on Design Workshop

7. I was able to express my ideas comfortably during the Hands-on Design Workshop.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

8. The materials used in the Hands-on Design Workshop were enough to express my ideas during the study.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

9. The duration was enough for me to express my ideas in the Hands-on Design Workshop.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Figure H.2 Phase 5: Questionnaire of PD Process Evaluation 2

10. If the following studies are to be repeated in the future, how much do you want to be involved in which stage(s)?

Interview	Not at all interested	▭▭▭▭▭	Very interested
Brainstorming	Not at all interested	▭▭▭▭▭	Very interested
Hands-on Design	Not at all interested	▭▭▭▭▭	Very interested

11. Can you mark your level of "comfort in self expression" on the chart during the following stages?

Interview	Nor comfortable	▭▭▭▭▭	Very Comfortable
Brainstorming	Nor comfortable	▭▭▭▭▭	Very Comfortable
Hands-on Design	Nor comfortable	▭▭▭▭▭	Very Comfortable

12. At what stage do you think you better expressed your thoughts about the problems and improvable conditions in the workplace? Why?

☐ Interview
☐ Brainstorming
☐ Hands-on Design

13. During the time between the Interview and the Hands-on Design, have you changed your thoughts about the purpose, and method of the study and your position in the study? How?

14. How did you feel about the group work in Brainstorming and Hands-on Design workshops? (You can make multiple selections)

☐ Powerful
☐ Shy
☐ Comfortable
☐ Productive
☐ Active
☐ Valuable

☐ Other

Figure H.3 Phase 5: Questionnaire of PD Process Evaluation 3

15. I **would / would not** like this process to be repeated. Because...

```



```

16. In my opinion, **individual / collaborative** work was at the forefront in this process.

17. If the process would be conducted again, I would like the **individual / collaborative** work to be at the forefront.

18. Would you like to conduct this process with your managers? Why?

```



```

19. Who do you think the moderator would be if the process would be done again?

☐ An executive from your top position   ☐ Other

☐ An employee from your peer position

☐ External (outside the company)

```



```

20. In which situations would you like this process to be implemented? (You can choose multiple selections)

☐ Decisions about the workplace

☐ Activity times

☐ Decisions about the working process

☐ When solving problems

☐ Other

```



```

Figure H.4 Phase 5: Questionnaire of PD Process Evaluation 4

21. When you were included in this process, did you have any expectations about the study and its outputs? Can you explain?

22. Did the output of this process meet your expectations? Can you explain?

23. Did this process contribute to you? Can you explain?

Figure H.5 Phase 5: Questionnaire of PD Process Evaluation 5

APPENDIX I

PHASE 5: QUESTIONNAIRE OF PARTICIPATORY DESIGN PROCESS EVALUATION (TURKISH VERSION)

Çağrı Merkezi Müşteri Temsilcisi Çalışanları
Katılımcı Tasarım Süreci Değerlendirme Anketi

Bu anket yüksek lisans tezi kapsamında yapılan Katılımcı Tasarım çalışmasına dahil olan katılımcıların deneyimlerini ölçmek ve değerlendirmek üzere hazırlanmıştır. Anketlerden elde edilen veriler yalnızca bilimsel amaçlarla, tasarım sürecinde, tez çalışmasında, bilimsel yayınlarda ve sunuşlarda kullanılacaktır. Katılımcıların kimlik bilgileri gizli tutulacaktır. Ankette yer alan sorulara içtenlikle ve hiçbir soruyu atlamadan yanıt vermeniz, araştırmanın bilimsel geçerliliği ve güvenilirliği açısından büyük önem taşımaktadır. Değerli zamanınızı ayırdığınız için teşekkür ederiz.

Bu anket 4 bölümden oluşmaktadır. İlk bölüm Katılımcı Tasarım çalışmasının ilk aşaması olan Röportaj kısmındaki deneyiminizi, ikinci bölüm Beyin Fırtınası aşamasındaki deneyiminizi, üçüncü bölüm Birlikte Tasarım aşamasındaki deneyiminizi ve son bölüm de Katılımcı Tasarım çalışması sürecindeki deneyiminizi ölçmeyi hedeflemektedir.

Röportaj Süreci

1. Röportaj soruları, çalışma koşullarımı ve iş yerindeki konumumu değerlendirmeme olanak sağladı.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

2. Röportaj aşamasında sorulan sorulara cevap verirken kendimi güvende **hissettim / hissetmedim**. Çünkü ...

3. Röportaj çalışmasında sorulan sorulara cevap verirken kendimi rahat bir şekilde ifade **edebildim / edemedim**. Çünkü ...

Figure I.1 Phase 5: Questionnaire of PD Process Evaluation (Turkish Version) 1
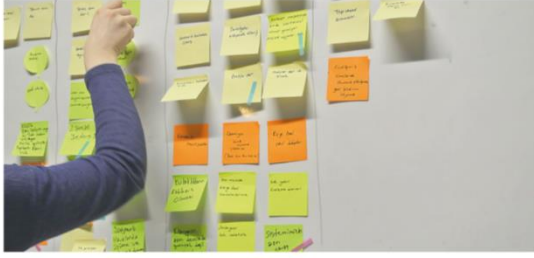
Beyin Fırtınası Süreci

4. Beyin Fırtınası çalışması, iş yerinde yaşadığım problemleri yeniden değerlendirmeme ve fark etmeme olanak sağladı.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

5. Beyin Fırtınası çalışmasında iş yerinde yaşadığım ve gözlemlediğim problemleri ifade **edebildim / edemedim**. Çünkü …

6. Beyin Fırtınası çalışma süresi iş yerinde yaşadığım ve gözlemlediğim problemleri ifade edebilmem için yeterliydi.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

Birlikte Tasarım Süreci

7. Birlikte Tasarım çalışması esnasında fikirlerimi rahat bir şekilde ifade edebildim.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

8. Birlikte Tasarım çalışmasında kullanılan materyaller çalışma esnasında fikirlerimi ifade edebilmem için yeterliydi.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

9. Birlikte Tasarım çalışmasında fikirlerimi ifade edebilmem için çalışma süresi yeterliydi.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

Figure I.2 Phase 5: Questionnaire of PD Process Evaluation (Turkish Version) 2

10. Aşağıdaki çalışmalar ileride tekrar yapılacak olursa hangi aşamaya/aşamalara ne kadar çok dahil olmak istersiniz?

Röportaj	Hiç istemem ▭▭▭▭	Çok isterim
Beyin Fırtınası	Hiç istemem ▭▭▭▭	Çok isterim
Birlikte Tasarım	Hiç istemem ▭▭▭▭	Çok isterim

11. Aşağıdaki aşamalar sürecinde "kendini rahat ifade edebilme" düzeyinizi çizelge üzerinden işaretleyebilir misiniz?

Röportaj	Hiç rahat değildim ▭▭▭▭	Çok rahattım
Beyin Fırtınası	Hiç rahat değildim ▭▭▭▭	Çok rahattım
Birlikte Tasarım	Hiç rahat değildim ▭▭▭▭	Çok rahattım

12. İş yerinde yaşadığınız problemler ve iyileştirilebilir durumlarla ilgili düşüncelerinizi hangi aşamada daha iyi ifade ettiğinizi düşünüyorsunuz? Neden?

☐ Röportaj
☐ Beyin Fırtınası
☐ Birlikte Tasarım

13. Röportaj ve Birlikte Tasarım çalışmaları arasında geçen sürede çalışma dizisinin amacı, yöntemi ve çalışmadaki konumunuz ile ilgili düşüncelerinizde değişiklik oldu mu? Nasıl?

14. Beyin Fırtınası ve Birlikte Tasarım atölyelerinde yaptığınız grup çalışmalarında kendinizi nasıl hissettiniz? (Çoklu seçim yapabilirsiniz.)

☐ Güçlü
☐ Çekingen
☐ Rahat
☐ Üretken
☐ Aktif
☐ Değerli

☐ Diğer

Figure I.3 Phase 5: Questionnaire of PD Process Evaluation (Turkish Version) 3

15. Bu çalışma sürecinin tekrarlanmasını **isterim / istemem**. Çünkü ...

16. Bence bu çalışma dizisinde **bireysel çalışma / ortak çalışma** ön plandaydı.

17. Çalışma dizisi tekrar yapılacak olsa **bireysel çalışmanın / ortak çalışmanın** ön planda olmasını isterdim.

18. Bu çalışma dizisini yöneticilerle birlikte yapmak ister miydiniz? Neden?

19. Sizce çalışma dizisi tekrar yapılacak olsa moderatör kim olmalı?

☐ Üst pozisyonunuzdan bir yönetici   ☐ Diğer
☐ Eş pozisyonunuzdan bir çalışan
☐ Kurum dışı

20. Bu çalışma dizisinin hangi durumlarda uygulanmasını istersiniz? (Çoklu seçim yapabilirsiniz)

☐ Çalışma ortamı ile ilgili alınacak kararlarda
☐ Aktivite zamanlarında
☐ Çalışma süreci ile ilgili alınacak kararlarda
☐ Problemlere çözüm üretilirken
☐ Diğer

Figure I.4 Phase 5: Questionnaire of PD Process Evaluation (Turkish Version) 4

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21. Bu çalışma dizisine dahil olduğunuzda çalışma süreci ve çıkıtısı ile ilgili beklentiniz var mıydı? Açıklayabilir misiniz?

22. Bu çalışma dizisinin çıktısı beklentilerinizi karşıladı mı? Açıklayabilir misiniz?

23. Bu çalışma dizisinin size katkısı oldu mu? Açıklayabilir misiniz?

Figure I.5 Phase 5: Questionnaire of PD Process Evaluation (Turkish Version) 5

APPENDIX J

PHASE 5: GATHERED QUESTIONNAIRE RESPONSES

[INTERVIEW PHASE]

1. Interview questions allowed me to assess my working conditions and my position in the workplace.

Partici pant	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	X				
2		X			
3	X				
4	X				
5		X			
6	X				
7	X				

2. I felt / did not feel confident in answering questions asked during the interview.

Because...

Participant	Answer	Description
1	I felt	I felt so because the facilities in our workplace were beyond a call center.
2	I felt	As a neutral eye, it was a meeting between the process and the fields of work. There was no critical question.
3	I felt	Because it was a pleasant and warm interview.
4	I felt	Because I knew this information would stay here.
5	I felt	It was brainstorming and I heard and learned the ideas of other friends, and I was able to look more objectively.
6	I felt	It was a very sincere interview, I was given a feeling of confidence that my thoughts were not shared with a third person.
7	I felt	They had camera recordings. There was a friend atmosphere.

3. I could / I could not express myself comfortably while answering the questions asked during the interview. Because...

Participant	Answer	Description
1	I could	Because we work with our team members in an environment suitable for self-criticism about feedback and being open to improvement.

Figure J.1 Pase 5: Gathered Questionnaire Responses 1

2	I could	Someone I don't know, and I knew that this information would not be used in a different place.
3	I could	Because those were questions about my work and my interests.
4	I could	Because I didn't feel any pressure.
5	I could	Because we can freely share our ideas without the pressure.
6	I could	The conversation was quite sincere, as it was a chat, one-to-one discussion.
7	I could	There was no pressure, I made comfortable statements.

[BRAINSTORMING PHASE]

4. The Brainstorming workshop allowed me to reassess and recognize the problems I had at work.

Participant	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	X				
2		X			
3	I didn't participate to this phase.				
4	X				
5			X		
6	X				
7	X				

5. In Brainstorming workshop, I could / I could not express the problems that I experienced and observed at work. Because...

Participant	Answer	Description
1	I could	Because it's too much and there's no factor that lowers our motivation.
2	I could	Together with the team we were able to analyze the problems better, noticed the things we couldn't see, and everything was about how we could work better.
3	I didn't participate to this phase.		
4	I could	Because I noticed a lot of things.
5	I could	Because many experiences were shared, I could see common ideas.
6	I could	It [the phase] uncovered many unhappy situations that we were not even aware of, which required improvement.
7	I could	Because we proceeded together with my friends.

Figure J.2 Pase 5: Gathered Questionnaire Responses 2

6. The duration of the brainstorming workshop was enough to express the problems I had at work and observed.

Participant	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	X				
2		X			
3	I didn't participate to this phase.				
4	X				
5		X			
6	X				
7	X				

[HANDS-ON DESIGN PHASE]

7. I was able to express my ideas comfortably during the Hands-on Design Workshop.

Participant	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	X				
2		X			
3	X				
4		X			
5	I didn't participate to this phase.				
6	X				
7	X				

8. The materials used in the Hands-on Design Workshop were enough to express my ideas during the study.

Participant	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	X				
2		X			
3	X				
4	X				
5	I didn't participate to this phase.				
6	X				
7	X				

9. The duration was enough for me to express my ideas in the Hands-on Design Workshop.

Figure J.3 Pase 5: Gathered Questionnaire Responses 3

Participant	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	X				
2		X			
3		X			
4	X				
5	I didn't participate to this phase.				
6		X			
7		X			

[ENTIRE PROCESS]

10. If the following studies are to be repeated in the future, how much do you want to be involved in which stage(s)?

    a. Interview   - Very interested [5][4][4][2][1] Not at all interested

    b. Brainstorming   - Very interested [5][4][4][2][1] Not at all interested

    c. Hands-on Design - Very interested [5][4][4][2][1] Not at all interested

Participant	Interview	Brainstorming	Hans-on Design
1	5	5	5
2	5	5	5
3	5	Not participated	5
4	5	5	5
5	3	4	Not participated
6	4	5	5
7	4	4	5

11. Can you mark your level of "comfort in self expression" on the chart during the following stages?

    a. Interview   - Very interested [5][4][4][2][1] Not at all interested

    b. Brainstorming   - Very interested [5][4][4][2][1] Not at all interested

    c. Hands-on Design - Very interested [5][4][4][2][1] Not at all interested

Participant	Interview	Brainstorming	Hans-on Design
1	5	5	5
2	5	5	5
3	5	Not participated	5
4	5	4	4
5	5	5	Not participated
6	5	5	5
7	4	5	5

Figure J.4 Pase 5: Gathered Questionnaire Responses 4

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12. At what stage do you think you better expressed your thoughts about the problems and improvable conditions in the workplace? Why?

   a. Interview
   b. Brainstorming
   c. Hands-on Design

Partici pant	Intervie w	Brainstorm ing	Hands-on Design	Why?
1	X	X	X	The interview was more like a meeting, I was able to talk about everything that happened. Other processes were also very constructive, which was very good.
2		X		Too many ideas came out and made us realize that they can be solved.
3	X			Because we communicated in the interview and as one-to-one.
4		X		I noticed a lot of things in the brainstorming. I realized that some of these problems could be solved. I believe that I express them very well.
5	X	X		We exchanged information collectively and this was very advantageous.
6		X		Since we collectively address problems in brainstorming, we have identified situations that need to be improved in many areas. It was a very productive work.
7		X		More than one person was involved, we made decisions together.

13. During the time between the Interview and the Hands-on Design, have you changed your thoughts about the purpose, and method of the study and your position in the study? How?

Particip ant	Answer	Description
1	No	Because many things have been done for us, we talked about the shortcomings rather than the positive ones. There are fewer shortcomings so there were not many changes.

Figure J.5 Pase 5: Gathered Questionnaire Responses 5

2	Yes	Not only did we answer the questions after the interview, but also the importance and feasibility of our answers and experiences in other processes created awareness in me. The solutions of some of the problems were within us.
3	Yes	Because, at first, various ideas were evident at first, there were changes in certain areas.
4	Yes	When the problems we expressed during the brainstorming phase were solved, I realized that it was a nice change for us.
5	Yes	Interview: I could easily share my thoughts. I didn't feel under pressure and it was very enjoyable.
6	Yes	I think that developing new ideas have broadened our perception.
7	Yes	Starting to believe that there should be more activities, and we needed more areas where we can relieve stress better.

14. How did you feel about the group work in Brainstorming and Hands-on Design workshops? (You can make multiple selections)

    a. Powerful

    b. Shy

    c. Comfortable

    d. Productive

    e. Active

    f. Valuable

    g. Other [...]

Participant	Choices
1	Powerful, Comfortable, Productive, Active, Valuable
2	Comfortable, Productive, Active
3	Comfortable, Productive, Active
4	Powerful, Comfortable, Active
5	Comfortable, Productive
6	Powerful, Comfortable, Productive, Active, Valuable
7	Powerful, Comfortable, Productive, Valuable

15. I would / would not like this process to be repeated. Because...

Participant	Answer	Description
1	I would like	I would like to offer suggestions which can be improved.

Figure J.6 Pase 5: Gathered Questionnaire Responses 6

2	I would like	Brainstorming helped us look from many different perspectives. I would like to experience the colorful, entertaining possibilities of the usual working environment over and over again.
3	I would like	Because we had a very nice and quality time.
4	I would like	Because, thanks to this process, I noticed the negative and positive aspects of my working life more clearly. It was useful to me.
5	I would like	Because, thanks to exchanging ideas collectively, my friends can recognize things that I missed out.
6	I would like	We had a very efficient and enjoyable time.
7	I would like	We had a precious, fun and beautiful time.

16. In my opinion, individual / collaborative work was at the forefront in this process.

Participant	Answer
1	collaborative work
2	collaborative work
3	collaborative work
4	collaborative work
5	collaborative work
6	collaborative work
7	collaborative work

17. If the process would be conducted again, I would like the individual / collaborative work to be at the forefront.

Participant	Answer
1	collaborative work
2	collaborative work
3	collaborative work
4	collaborative work
5	collaborative work
6	collaborative work
7	collaborative work

18. Would you like to conduct this process with your managers? Why?

Participant	Answer	Description
1	Yes	The realization rate increases.
2	Yes/No	It could be done, but I wouldn't be so comfortable.

Figure J.7 Pase 5: Gathered Questionnaire Responses 7

3	Yes	It would be good to have thoughts and envisioning of me and my friends presented to our managers.
4	Yes	Because I want this work series to be implemented. When I communicate this to my managers, maybe I can get a positive answer.
5	No	Because it was a joint meeting, I think some situations might have not been shared.
6	Yes	It was a study in which ideas were clearly presented. A beautiful space to express ourselves more clearly.
7	Yes	It would be nice if they were there for us when we were presenting creative ideas.

19. Who do you think the moderator would be if the process would be done again?

   a. An executive from your top position

   b. An employee from your peer position

   c. External (outside the company)

   d. Other [...]

Partici pant	choices
1	a
2	c
3	d – Other [I think it should not be a moderator; it should be a friend, who is more relevant, and who gathers together the common ideas]
4	a
5	c
6	a
7	d – many employees who might be in-house, from a peer position , or top positions

20. In which situations would you like this process to be implemented? (You can choose

   multiple selections)

   a. Decisions about the workplace

   b. Activity times

   c. Decisions about the working process

   d. When solving problems

   e. Other [...]

Participant	Choices
1	a, c, d
2	a, c, d

Figure J.8 Pase 5: Gathered Questionnaire Responses 8

3	a, b, c, d
4	a, c
5	a, b, c, d
6	a, b, d
7	a, b, d

21. When you were included in this process, did you have any expectations about the

study and its outputs? Can you explain?

Partic ipant	Answer	Description
1	No	In the current situation, it was satisfactory.
2	No	We did a utopian study, and our brainstorming claims were unusual.
3	Yes	I had an expectation for the project that will emerge at the end of the study.
4	No	At first, I didn't have much hope for the interview. But I noticed later.
5	Yes/No	I hope it can be transmitted to the required departments as data, and they give the opportunity to share our thoughts on these issues.
6	Yes/No	Consideration of given ideas and situations that need to be improved, because the process of the study was focused completely on our expectations.
7	No	I did not have any expectations because my goal was to have a good time.

22. Did the output of this process meet your expectations? Can you explain?

Partici pant	Answer	Description
1	Yes	At least we could see what might not be.
2	Yes	It was a very useful study in exploring problems.
3	Yes	We made the project by having a pleasant time in a very nice working environment.
4	Yes	I understood that problems can be solved.
5	Yes	It was a nice experience for me. I think a common accumulation of thought has emerged.
6	Yes	We were able to present all our ideas easily.
7	Yes	We had a great time. I did some fun work.

23. Did this process contribute to you? Can you explain?

Partic ipant	Answer	Description

Figure J.9 Pase 5: Gathered Questionnaire Responses 9

1	Yes	As a result of the useful process of the collaborative work and the positive participation in the workplace, the process contributed to me having better perception and awareness.
2	Yes	It was fun, I enjoyed participating in the study.
3	Yes	I think the project, which is made by collaborative decisions including various ideas, contributes to both business and private life.
4	Yes	I expressed myself more comfortably.
5	Yes	The process contributed to me. I started to wonder how thing would be better if changed.
6	Yes	We were able to express our expectations and provided a brainstorm. Decisions were made together with people of different opinions. It allowed to develop myself in debate and expressing ideas freely.
7	Yes	We thought the process contributed us positively, and our talents emerged during the design process.

Figure J.10 Pase 5: Gathered Questionnaire Responses 10

APPENDIX K

PHASE 5: GATHERED QUESTIONNAIRE RESPONSES (TURKISH VERSION)

[RÖPORTAJ ÇALIŞMASI]

1. Röportaj soruları, çalışma koşullarınızı ve iş yerindeki konumunuzu değerlendirmenize olanak sağladı mı?

Katılı mcı	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1	X				
2		X			
3	X				
4	X				
5		X			
6	X				
7	X				

2. Röportaj aşamasında sorulan sorulara cevap verirken kendimi güvende hissettim / hissetmedim. Çünkü ...

Katılımcı	Cevap	Açıklama
1	Hissettim	İş yerimizdeki olanaklar bir çağrı merkezinin ötesinde olduğu için hissettim.
2	Hissettim	Tarafsız bir göz olarak süreç ve çalışma alanları arasında bir görüşmeydi. Eleştirel bir soru yoktu.
3	Hissettim	Çünkü hoş ve samimi bir röportaj oldu.
4	Hissettim	Çünkü bu bilgilerin burada kalacağını biliyordum.
5	Hissettim	Beyin fırtınası oldu ve diğer arkadaşlarımın da fikirlerini duymuş ve öğrenmiş oldum, daha objektif bakabildim.

Figure K.1 Pase 5: Gathered Questionnaire Responses (Turkish Version) 1

6	Hissettim	Oldukça samimi bir görüşmeydi, görüşme sağlarken düşüncelerimin 3. Bir kişi ile paylaşılmadığına dair güven hissi verildi.
7	Hissettim	Kamera kayıtları vardı. Bir arkadaş ortamı oluştu.

3. Röportaj çalışmasında sorulan sorulara cevap verirken kendimi rahat bir şekilde ifade edebildim / edemedim. Çünkü ...

Katılımcı	Cevap	Açıklama
1	Edebildim	Çünkü ekip arkadaşlarımızla feedback konusunda öz eleştiri yapabilmeye, gelişime açık olmaya uygun bir ortamda çalışıyoruz.
2	Edebildim	Tanımadığım bir kişi, hem de bu bilgilerin farklı bir yerde kullanılmayacağını biliyordum.
3	Edebildim	Çünkü işimle ve ilgi alanlarım ile ilgili sorulardı.
4	Edebildim	Çünkü herhangi bir baskı hissetmedim.
5	Edebildim	Çünkü baskı ortamı olmadan özgürce fikirlerimizi paylaşabiliyoruz.
6	Edebildim	Karşılıklı görüşme, sohbet havasında olduğu için oldukça samimi bir görüşmeydi.
7	Edebildim	Hiçbir baskı yoktu, rahat açıklamalarda bulundum.

[BEYİN FIRTINASI ÇALIŞMASI]

4. Beyin Fırtınası çalışması, iş yerinizde yaşadığınız problemleri yeniden değerlendirmenize ve fark etmenize olanak sağladı mı?

Katılımcı	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1	X				
2		X			
3	Bu sürece katılmadım.				
4	X				
5			X		

Figure K.2 Pase 5: Gathered Questionnaire Responses (Turkish Version) 2

6	X				
7	X				

5. Beyin Fırtınası çalışmasında iş yerinde yaşadığım ve gözlemlediğim problemleri ifade <u>edebildim</u> / <u>edemedim</u>. Çünkü ...

Katılımcı	Cevap	Açıklama
1	Edebildim	Çünlü çok fazla ve bizim motivasyonumuzu düşüren etmen yok.
2	Edebildim	Ekiple beraber sorunları daha iyi analiz edebildik, göremediğimiz yanları fark ettik, her şey daha iyi nasıl çalışabiliriz üzerineydi.
3	Bu sürece katılmadım.	
4	Edebildim	Çünkü birçok şey olduğunu fark ettim.
5	Edebildim	Çünkü birçok durum paylaşıldı, ortak fikirleri görebildim.
6	Edebildim	Bizim bile farkında olmadığımız birçok memnun olmadığımız, iyileştirilmesi gereken durumları açığa çıkardı.
7	Edebildim	Arkadaşlarımla ortak şekilde ilerledik.

6. Beyin Fırtınası çalışmasında iş yerinizde yaşadığınız veya gözlemlediğiniz problemleri ifade edebilmeniz için çalışma süresi yeterli miydi?

Katılımcı	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1	X				
2		X			
3	Bu sürece katılmadım.				
4	X				
5		X			
6	X				
7	X				

Figure K.3 Pase 5: Gathered Questionnaire Responses (Turkish Version) 3

7. Birlikte Tasarım çalışması esnasında fikirlerinizi rahat bir şekilde ifade edebildiniz mi?

Katılımcı	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1	X				
2		X			
3	X				
4		X			
5	Bu sürece katılmadım.				
6	X				
7	X				

8. Birlikte Tasarım çalışmasında kullanılan materyaller çalışma esnasında fikirlerini ifade edebilmeniz için yeterli miydi?

Katılımcı	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1	X				
2		X			
3	X				
4	X				
5	Bu sürece katılmadım.				
6	X				
7	X				

9. Birlikte Tasarım çalışmasında fikirlerinizi ifade edebilmeniz için çalışma süresi yeterli miydi?

Katılımcı	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1	X				
2		X			

Figure K.4 Pase 5: Gathered Questionnaire Responses (Turkish Version) 4

3		X			
4	X				
5	Bu sürece katılmadım.				
6		X			
7		X			

[BÜTÜN ÇALIŞMA SÜRECİ]

10. Aşağıdaki çalışmalar ileride tekrar yapılacak olursa hangi aşamaya / aşamalara dahil olmak istersiniz?

    a. Röportaj   - Çok isterim [5][4][4][2][1] Hiç istemem

    b. Beyin Fırtınası   - Çok isterim [5][4][4][2][1] Hiç istemem

    c. Birlikte Tasarım - Çok isterim [5][4][4][2][1] Hiç istemem

Katılımcı	Röportaj	Beyin Fırtınası	Birlikte Tasarım
1	5	5	5
2	5	5	5
3	5	Katılmadım	5
4	5	5	5
5	3	4	Katılmadım
6	4	5	5
7	4	4	5

11. Aşağıdaki aşamalar sürecinde "kendini rahat ifade edebilme" düzeyinizi çizelge üzerinden işaretleyebilir misiniz?

    a. Röportaj   - Çok rahattım [5][4][4][2][1] Hiç rahat değildim

    b. Beyin Fırtınası - Çok rahattım [5][4][4][2][1] Hiç rahat değildim

    c. Birlikte Tasarım   - Çok rahattım [5][4][4][2][1] Hiç rahat değildim

Katılımcı	Röportaj	Beyin Fırtınası	Birlikte Tasarım

Figure K.5 Pase 5: Gathered Questionnaire Responses (Turkish Version) 5

1	5	5	5
2	5	5	5
3	5	Katılmadım	5
4	5	4	4
5	5	5	Katılmadım
6	5	5	5
7	4	5	5

12. İş yerinde yaşadığınız problemler ve iyileştirilebilir durumlarla ilgili düşüncelerinizi hangi aşamada daha iyi ifade ettiğinizi düşünüyorsunuz? Neden?

    a. Röportaj

    b. Beyin Fırtınası

    c. Birlikte Tasarım

Katılımcı	Röportaj	Beyin Fırtınası	Birlikte Tasarım	Neden
1	X	X	X	Röportaj daha çok mülakat gibiydi, olan herşeyden bahsedebildim. Diğer süreçler de yapıcı olmaya yönelik olduğu için çok güzeldi.
2		X		Çok fazla fikir çıktı ortaya ve çözülebilir olduğunu da fark ettirdi bize.
3	X			Karşılıklı olarak röportajda ve tek olarak iletişim kurduğumuz için
4		X		Beyin fırtınasında çok şey olduğunu fark ettim. Bu problemlerin bazılarının asla çözülebileceğini anladım. Bunları çok güzel ifade ettiğime inanıyorum.

Figure K.6 Pase 5: Gathered Questionnaire Responses (Turkish Version) 6

5	X	X		Ortaklaşa bilgi alışverişi yaptık ve bu durum çok avantajlıydı.
6		X		Beyin fırtınasında toplu olarak sorunları ele aldığımız için birçok konuda iyileştirilmesi gereken durumları tespit ettik. Oldukça verimli bir çalışmaydı.
7		X		Birden fazla kişi ile ilerlendi, ortak kararlar alındı.

13. Röportaj ve Birlikte Tasarım çalışmaları arasında geçen sürede çalışma dizisinin amacı, yöntemi ve çalışmadaki konumunuz ile ilgili düşüncelerinizde değişiklik oldu mu? Nasıl?

Katılımcı	Cevap	Açıklama
1	H	Çünkü olan birçok şey bizler için yapıldığı için olumlu olanlardan ziyade eksikleri konuştuk bunlarda eksikler daha az bu sebepten çok değişiklik olmadı.
2	E	Röportajdan sonra soruları cevaplamakla kalmadı süreç daha sonrasında da cevaplarımız ve diğer yaşanan süreçlerin de önemi yapılabilirliği bende farkındalık yarattı bazı sorunların çözümü bizden geçiyormuş.
3	E	Değişik fikirler ortada olduğu için belirli alanlarda değişiklik oldu.
4	E	Beyin fırtınası aşamasında ifade ettiğimiz problemlerin çözümlendiğinde bizim için güzel bir değişiklik olduğunu fark ettim.
5	E	Röportaj: Düşüncelerimi rahatlıkla paylaşabildim. Kendimi baskıda hissetmedim ve çok keyifliydi.

Figure K.7 Pase 5: Gathered Questionnaire Responses (Turkish Version) 7

6	E	Yeni fikirler geliştirmemizi ve algımıza genişlettiğini düşünüyorum.
7	E	Aktivitelerin daha fazla artıp stresimizi daha iyi atabileceğimiz ortamlara ihtiyacımız olduğu

14. Beyin Fırtınası ve Birlikte Tasarım atölyelerinde yaptığınız grup çalışmalarında kendinizi nasıl hissettiniz? (Çoklu seçim yapabilirsiniz.)

    a. Güçlü

    b. Çekingen

    c. Rahat

    d. Üretken

    e. Aktif

    f. Değerli

    g. Diğer [...]

Katılımcı	Seçimler
1	Güçlü, Rahat, Üretken, Aktif, Değerli
2	Rahat, Üretken, Aktif
3	Rahat, Üretken, Aktif
4	Güçlü, Rahat, Aktif
5	Rahat, Üretken
6	Güçlü, Rahat, Üretken, Aktif, Değerli
7	Güçlü, Rahat, Üretken, Değerli

15. Bu çalışma sürecinin tekrarlanmasını isterim / istemem. Çünkü ...

Katılımcı	Cevap	Açıklama
1	İsterim	İyileştirilebiliri yüksek öneriler sunmak isterim.
2	İsterim	Beyin fırtınası çok farklı pencerelerden bakmamıza yardımcı oldu. Alışılagelmiş çalışma ortamının daha da renkli, eğlenceli hale getirilebilirliğini tekrar tekrar yaşamak isterim.

Figure K.8 Pase 5: Gathered Questionnaire Responses (Turkish Version) 8

3	İsterim	Çünkü çok güzel ve kaliteli bir zaman geçirdik.
4	İsterim	Çünkü bu proje sayesinde çalışma hayatımın eksi ve artı yönlerini daha açık fark ettim. Benim için faydalı oldu.
5	İsterim	Çünkü benim gözden kaçırdığımı toplu olarak fikir alışverişi yapmamız nedeniyle diğer arkadaşlarımız fark edebiliyorlar.
6	İsterim	Oldukça verimli ve keyifli zaman geçirdik.
7	İsterim	Değerli, eğlenceli ve güzel vakit geçirdik.

16. Bence bu çalışma dizisinde <u>bireysel çalışma</u> / <u>ortak çalışma</u> ön plandaydı.

Katılımcı	Cevap
1	ortak çalışma
2	ortak çalışma
3	ortak çalışma
4	ortak çalışma
5	ortak çalışma
6	ortak çalışma
7	ortak çalışma

17. Çalışma dizisi tekrar yapılacak olsa <u>bireysel çalışmanın</u> / <u>ortak çalışmanın</u> ön planda olmasını isterdim.

Katılımcı	Cevap
1	ortak çalışma
2	ortak çalışma
3	ortak çalışma
4	ortak çalışma
5	ortak çalışma
6	ortak çalışma
7	ortak çalışma

18. Bu çalışma dizisini yöneticilerle birlikte yapmak ister miydiniz? Neden?

Figure K.9 Pase 5: Gathered Questionnaire Responses (Turkish Version) 9

Katılımcı	Cevap	Açıklama
1	E	Hayata geçirilebilme oranı artar.
2	E/H	Yapılabilir ama bu kadar rahat olmazdım.
3	E	Çalışmadaki arkadaşlarımın ve benim düşüncelerimmizin planlamalarımızın yöneticilerimize sunulması güzel bir durum.
4	E	Çünkü bu çalışma dizisinin hayata geçirilmesini isterim. Yöneticilerime bu durumu ilettiğimde belki olumlu bir cevap alabilirim.
5	H	Ortak toplantı olması nedeniyle bazı durumlar bence paylaşılmazdı.
6	E	Fikirlerin açıkça sunulduğu bir çalışmaydı. Kendimizi daha net ifade etmek için güzel bir alan.
7	E	Yaratıcı fikir sunarken yanımızda olmaları daha güzel olurdu.

19. Sizce çalışma dizisi tekrar yapılacak olsa moderatör kim olmalı?

    a. Üst pozisyonunuzdan bir yönetici

    b. Eş pozisyonunuzdan bir çalışan

    c. Kurum dışı

    d. Diğer [...]

Katılımcı	Seçimler
1	a
2	c
3	d - Diğer[Bence moderatör değil; ortak fikirlerin bir araya gelip toplandığında ilgi alanı daha fazla ve daha ilgili olan aykadaşın]
4	a
5	c
6	a

Figure K.10 Pase 5: Gathered Questionnaire Responses (Turkish Version) 10

7	d - kurum içi, eş ve üst pozisyonda birçok çalışan

20. Bu çalışma dizisinin hangi durumlarda uygulanmasını istersiniz? (Çoklu seçim yapabilirsiniz)

    a. Çalışma ortamı ile ilgili alınacak kararlarda

    b. Aktivite zamanlarında

    c. Çalışma süreci ile ilgili alınacak kararlarda

    d. Problemlere çözüm üretilirken

    e. Diğer [...]

Katılımcı	Seçimler
1	a, c, d
2	a, c, d
3	a, b, c, d
4	a, c
5	a, b, c, d
6	a, b, d
7	a, b, d

21. Bu çalışma dizisine dahil olduğunuzda çalışma süreci ve çıkıtısı ile ilgili beklentiniz var mıydı? Açıklayabilir misiniz?

Katılımcı	Cevap	Açıklama
1	H	Mevcut durumda tatmin edecek düzeydeydi.
2	H	Ütopik bir çalışma yaptık, beyin fırtınasında isteklerimiz sıradışı oldu.
3	E	Çalışma sonunda ortaya çıkacak proje için bir beklentim oldu.
4	H	En başta röportaj kısmında pek umudum yoktu. Ama daha sonraları fark ettim.
5	E/H	Umarım gerekli departmanlara veri olarak iletilebilir, onlar tarafından bize bu konularla ilgili düşüncelerimizi paylaşma fırsatı verirler.

Figure K.11 Pase 5: Gathered Questionnaire Responses (Turkish Version) 11

6	E/H	Çalışma süresinde tamamen bizim beklentilerimiz odaklı olduğu için verilen fikirlerin ve iyileştirilmesi gereken durumların dikkate alınması.
7	H	Beklenti içinde bulunmadım amacım güzel vakit geçirmekti.

22. Bu çalışma dizisinin çıktısı beklentilerinizi karşıladı mı? Açıklayabilir misiniz?

Katılımcı	Cevap	Açıklama
1	E	En azından neler olabilir olmayabilir görebildik.
2	E	Sorunları keşfetmekte çok yararlı bir çalışma oldu.
3	E	Fazlasıyla güzel bir çalışma ortamında keyifli bir zaman geçirerek proje yaptık.
4	E	Problemlerin çözümlenebileceğini anladım.
5	E	Benim için güzel bir deneyim oldu. Ortaklaşa bir düşünce birikimi çıktığını düşünüyorum.
6	E	Tüm fikirlerimizi rahatça ortaya sunabildik.
7	E	Fazlasıyla güzel zaman geçirebildik. Eğlenceli çalışmalarda bulundum.

23. Bu çalışma dizisinin size katkısı oldu mu? Açıklayabilir misiniz?

Katılımcı	Cevap	Açıklama
1	E	Ortak çalışmanın, iş yerindeki olabilecek olumlu katılımların faydalı bir zaman geçmesiyle, daha iyi görebilir ve farkındalık adına olumlu geri bildirimler aldım kendime.
2	E	Çok eğlenceliydi, çalışmaya katılmaktan zevk aldım.
3	E	Değişik fikirlerle ortak kararlarla yapılan projede hem iş hem özel hayata katkısı olduğunu düşünüyorum.
4	E	Daha rahat bir şekilde ifade ettim.

Figure K.12 Pase 5: Gathered Questionnaire Responses (Turkish Version) 12

5	E	Bana katkısı oldu acaba ne değişse daha iyi olur gözüyle bakmaya başladım.
6	E	Beklentilerimizi rahatça ifade edebildik ve bir beyin fırtınası sağladık. Farklı düşüncelerdeki kişilerle ortak kararlar alındı. Fikirlerini kabul ettirme ve rahatça ifade etme konusunda gelişim göstermemi sağladı.
7	E	Katkısı pozitif diye düşündük, tasarım sürecinde yeteneklerimiz ortaya çıktı.

Figure K.13 Pase 5: Gathered Questionnaire Responses (Turkish Version) 13