

Sanna Markkula, Sanna Konsti & Johanna Rantanen

# MEANWELL

## Meaningful work as a source of well-being

RESEARCH AND DEVELOPMENT PROJECT DESCRIPTION



JYVÄSKYLÄN YLIOPISTO



Työsuojelurahasto  
Arbetskyddsfonden  
The Finnish Work Environment Fund

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## Abstract

MEANWELL project was implemented by the Department of Psychology at the University of Jyväskylä and funded by the Finnish Work Environment Fund (project number 210129). The project developed an operating model to support meaningful work and well-being for organizations and work life and career counseling professionals with their clients. The operating model was also applied to trade unions and educational programs. The operating model was based on 1) a model of sustainable careers, 2) an integrative multilevel framework of factors fostering meaningful work, 3) a four-dimensional conceptualization of meaningful work, and 4) a vocational meaning and fulfillment fit perspective.

The MEANWELL operating model was built on two foundations - the work well-being survey and facilitative working methods. The work well-being survey provided up-to-date and target group-specific information, guiding the development work. The Vocational Meaning and Fulfillment Survey method, a central component of the survey, offered respondents a profile of how well their work expectations were met in their current jobs across seven dimensions. The facilitative working methods, incorporating principles of solution-focused coaching, dialogical counseling, as well as mindfulness, acceptance, and value-based methods, were designed to be practical and functional in real-world settings.

The MEANWELL operating model was implemented in three modes. The first mode, organizational development, included two development days for the entire personnel and, in between these, a supervisor coaching series (3 x 2 h), a team coaching series (6 x 1.5 h) for the supervisors and employees, and a development/goal discussion between the supervisor-employee pairs. The second mode, work life and career counseling, included VMFS method training for professionals (4 h), after which the method was used as a part of their client work with individuals or groups. Clients responded to the work well-being survey before counseling with their professional and received their VMF profile. The third mode, trade unions and educational programs, included answering the work well-being survey, getting a personal VMF profile, and participating in a workshop or webinar (1-4 h).

Intervention fidelity and adherence were followed in all the modes with predetermined criteria. Research data was collected with cross-sectional and longitudinal surveys, as well as focus group and individual interviews. There were 515 participants in organizational development, 1066 in work life and career counseling, 2463 in trade union collaboration, and 673 in educational workshops.

# FOREWORD

MEANWELL project aimed at developing a research-based operating model to increase meaningful work and occupational well-being at individual and organizational levels. It was implemented by the Department of Psychology at the University of Jyväskylä from October 2021 to May 2024 and funded by the Finnish Work Environment Fund (project number 210129). This report can be used to get a comprehensive and detailed picture of the contents and execution of the MEANWELL operating model in its different use contexts. In addition, it serves those interested in the data gathering procedures, survey and interview contents, and research participants of the project. Hence, the different chapters of the report can serve practitioners and researchers, and we encourage readers to focus on the chapters relevant to their interests.

The first chapter of the report describes the theoretical foundation of the MEANWELL operating model. After this, the second chapter illuminates the practical foundations of the MEANWELL operating model and presents how to implement the model in its three modes, which are 1) organizational development, 2) work life and career counseling, and 3) collaboration with trade unions and educational programs. Chapter 3 offers information on how the execution of the model was evaluated in terms of fidelity and adherence and describes data on these evaluations. Chapter 4 presents the MEANWELL data regarding participants, data gathering procedures, and contents of all the surveys and interviews.

We hope that the report will serve those interested in the details of how the whole MEANWELL development and research project and its data gathering were conducted in practice.

*Sanna Markkula, Sanna Konsti, and Johanna Rantanen*

# 1 THEORETICAL BACKGROUND OF THE MEANWELL PROJECT

In the MEANWELL project, the statement that organizations can promote both experiences of meaningfulness and meaninglessness in work (Bailey & Madden, 2016) was taken as a starting point, which still requires further validation. This starting point was chosen since, to date, few intervention studies have been presented with a research focus on how organizations can support in practice their personnel in finding and experiencing meaningfulness in and at their work (Bailey et al., 2018; Fletcher & Schofield, 2021; Lysova et al., 2019).

The main aim of this research and development project was first to create and then test operating models and practical tools for promoting meaningful work and employee well-being simultaneously. This aim was based on solid evidence that these experiences are highly intertwined and advance important employee-related organizational goals. Experiencing one's work as meaningful has been associated with several favorable outcomes, such as happiness (e.g., high life and job satisfaction), well-being (e.g., low burnout symptoms and good general health), and productivity (e.g., high job performance and low turnover intentions) (Allan et al., 2019; Hu & Hirsch, 2017).

The operating models and tools developed in the MEANWELL project are intended to be utilized in various work life contexts, such as organizational and personnel development, human resource management, occupational health care, and work life and career counseling. In the project, the MEANWELL operating models and tools were tested in different organizations, and the face validity of these was examined through e-surveys and focus-group and individual interviews, as detailed later in this report. Before that, we describe concisely the essential theoretical foundations of the MEANWELL project, which are:

1. Conceptual process model of sustainable careers



2. Integrative multilevel framework of factors fostering meaningful work
3. Four-dimensional conceptualizations of meaningful work
4. Vocational meaning-fulfillment fit perspective

## 1.1 Model of sustainable careers

The broadest, upper-level theoretical framework behind the MEANWELL project is **the conceptual process model of sustainable careers** developed by Ans de Vos and her colleagues (2020, see Fig. 1 on p. 3; Akkermans et al., 2024; de Vos & Heijden, 2015). According to this model, central elements to the formation of a sustainable career are the following in interaction: 1) person, particularly experiences of agency and meaning over one's career; 2) contexts in which the person operates, for example, workplace and private life environments, as well as 3) time. Hence, during the lifetime, one both proactively shapes one's life contexts (e.g., by making choices related to education and applied jobs) and adapts to the possibilities and constraints (e.g., staying in a less-than-ideal workplace because of steady income) that these contexts exert to them. These various career-related events and how the person experiences them shape the career sustainability.

De Vos and colleagues (2020, p. 5) further emphasize that "a dynamic person-career fit [also employee-organization or person-job fit] in terms of health, happiness, and productivity is at the core of sustainable careers." A person-environment fit is also essential for making one's work meaningful (Lysova et al., 2019; Pratt & Ashforth, 2003). In other words, when a person's values, competencies, and aspirations follow the values, expectations, and responsibilities of one's life contexts, an individual is likely to experience health (e.g., occupational well-being), happiness (e.g., life satisfaction and career success), and productivity (e.g., high work commitment, performance, and employability). These are considered the three key indicators of sustainable careers.

## 1.2 Framework of factors fostering meaningful work

From the perspective of the MEANWELL project, **the integrative multilevel framework of factors fostering meaningful work** presented by Evgenia Lysova and colleagues (2019) offers a yet more focused view of the issues that should be done in organizations in order to support meaningfulness "at" work (i.e., in one's membership of a given work community) and "in" work (i.e., in one's work role and tasks). Meaningful work has several different conceptualizations (see, e.g., Bailey et

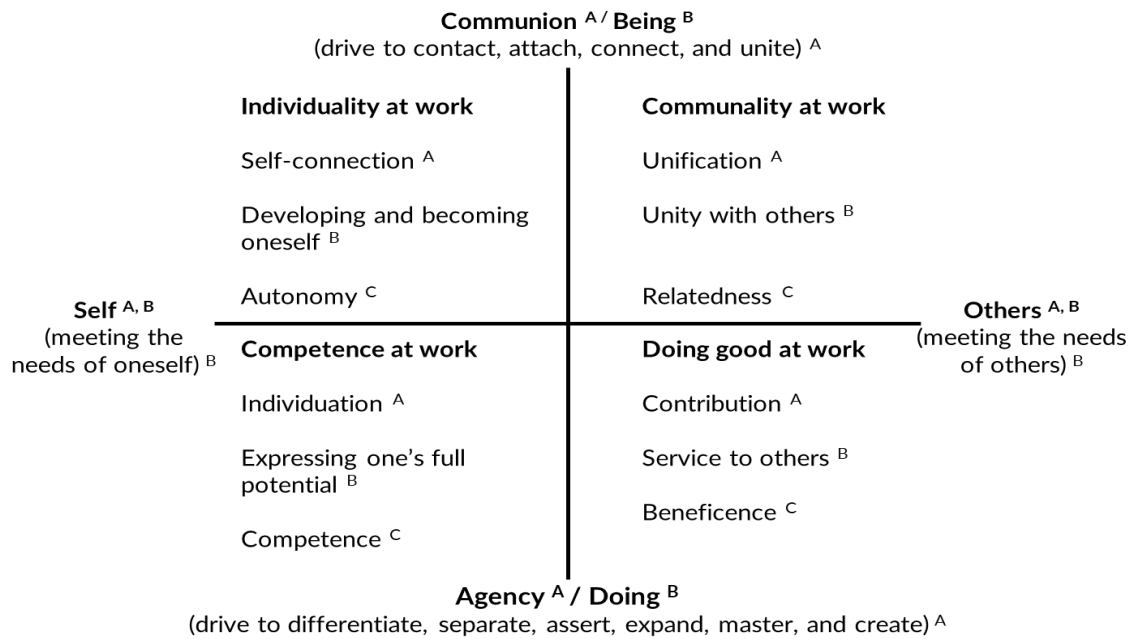
al., 2018), but here, it is referred to as the employee's personal experience of the importance and value of one's work (Lepistö & Pratt, 2017; Martela & Pessi, 2018).

According to the model of Lysova and colleagues (2019, see Fig. 1 on p.384), the experience of meaningful work is affected by factors on different levels, i.e., person, job, organization, and society. These personal and environmental factors interact with each other and affect the fit of the person and the environment, which plays a crucial role in meaningful work experience. Personality, individual aspirations, values, and interpretations shape the experience of meaningfulness. However, characteristics of the job (e.g., workload, job control, job design, type of job) can also significantly impact it. Actions of coworkers, supervisors, and leaders, as well as organizational culture, practices, and policies, can either support or deteriorate the experience of meaningful work. Furthermore, the extent of support from society for meaningful work matters. The availability of decent work and cultural norms are two society-level factors that affect meaningful work experience.

Organizations can create work environments and conditions that foster meaningful work experiences for the employees. According to Lysova and colleagues (2019, p. 374), it can be done by focusing on "a) well-designed, good-fitting, and quality jobs that provide opportunities to job craft, b) facilitative leaders, cultures, policies and practices, and high-quality relationships, and c) an access to decent work."

### **1.3 Four dimensions of meaningful work**

Two very similar **four-dimensional conceptualizations of meaningful work** have been presented by Marjolein Lips-Wiersma and Sarah Wright (2012), based on their in-depth qualitative studies, and Brent Rosso with colleagues (2010), based on their extensive review and theoretical integration of the meaning of work. Furthermore, Frank Martela and Tapani Riekkö (2018) have also suggested that there are four critical pathways to meaningful work, founding their perception on self-determination theory and basic psychological needs (Ryan & Deci, 2017), as well as on the construct of beneficence, that is the sense of having a prosocial impact (Allan et al., 2017; Frankl, 1963). We have summarized these different conceptualizations of the sources, mechanisms, and pathways to meaningful work in Figure 1.



**Figure 1.** Combined representation of the four-dimensional conceptualization of meaningful work based on the constructs of Rosso and colleagues (2010, p. 114, Fig. 1)<sup>A</sup>, Lips-Wiersma and Wright (2012, p. 660, Fig. 1)<sup>B</sup>, and Martela and Riekkilä (2018)<sup>C</sup>.

As depicted in Figure 1, essential in the four-dimensional conceptualization of meaningful work is that it consists of two axes, namely 1) Self vs. others and 2) Communion/being vs. agency/doing. This way, the dimensions produce quadrants, which we have named as follows: 1) Individuality at work, 2) Competence at work, 3) Communality at work, and 4) Doing good at work. Lips-Wiersma and Wright (2012) have explained the meaning of the two axes in a way that for an individual who is pursuing meaningful work, there is always a certain amount of tension and balance seeking between being vs. doing and fulfilling the needs of oneself vs. the needs of the others. According to Lips-Wiersma and Wright, a prolonged imbalance between these needs can lead to an experience of meaningless work.

In the quadrant of **Individuality at work** in Figure 1, the constructs of self-connection, developing and becoming oneself, and autonomy describe an individual's authenticity. These constructs refer to the ability to realize things that are important to oneself, act according to one's values, and get work experiences that strengthen the identity of an individual (Rosso et al., 2010), promote inner growth and self-development (Lips-Wiersma & Wright, 2012), as well as support the experience of self-determination (Martela & Riekkilä, 2018) at work. In the quadrant of **Competence at work**, individuation, expressing one's full potential, and competence describe an individual's agency at work. This agency is actualized through the employee's sense of control, self-efficacy, and self-esteem (Rosso et al.,

2010) and utilizing one's skills and creativity (Lips-Wiersma & Wright, 2012). Work also can induce meaningful learning and achievement experiences for an individual (Martela & Riekkii, 2018).

In the quadrant of **Communality at work**, the constructs of unification, unity with others, and relatedness are closely related and describe an individual's opportunity to connect with the community. This connection is accomplished through that the work community or organization provides an individual with a shared value base to guide one's actions and choices, a group to where to belong, and an opportunity for mutually caring, appreciative, and fulfilling relationships (Lips-Wiersma & Wright, 2012; Martela & Riekkii, 2018; Rosso et al., 2010). In the quadrant of **Doing good at work**, contribution, service to others, and beneficence describe an individual's potential for the agency as part of a local community or a larger purpose than oneself. This potential is achieved through the positive impact of one's work on other people, society, and even the world. Hence, one works more for the sake of the common good rather than only for one's goals (Lips-Wiersma & Wright, 2012; Martela & Riekkii, 2018; Rosso et al., 2010).

The four-dimensional conceptualization of meaningful work presented in Figure 1 illuminates how the experience of meaningful work can evolve from different sources. These sources can vary between individuals and between one individual's career and life situations, as Gary Peterson and colleagues (2017) emphasize in their hierarchical model of vocational meaning (HMVM). HMVM is an adaptation from Maslow's (1987) hierarchical theory of human needs, and it represents four meanings that individuals seek from work: 1) Basic needs (e.g., salary to cover at least a decent standard of living), 2) Self-enhancement (e.g., recognition, promotion, and privileges at work), 3) Team enhancement (e.g., advancing common work goals, good team spirit, and co-worker well-being), and 4) Transcendence (e.g., contributing to the common good and serving a higher purpose or fulfilling one's calling in life through work).

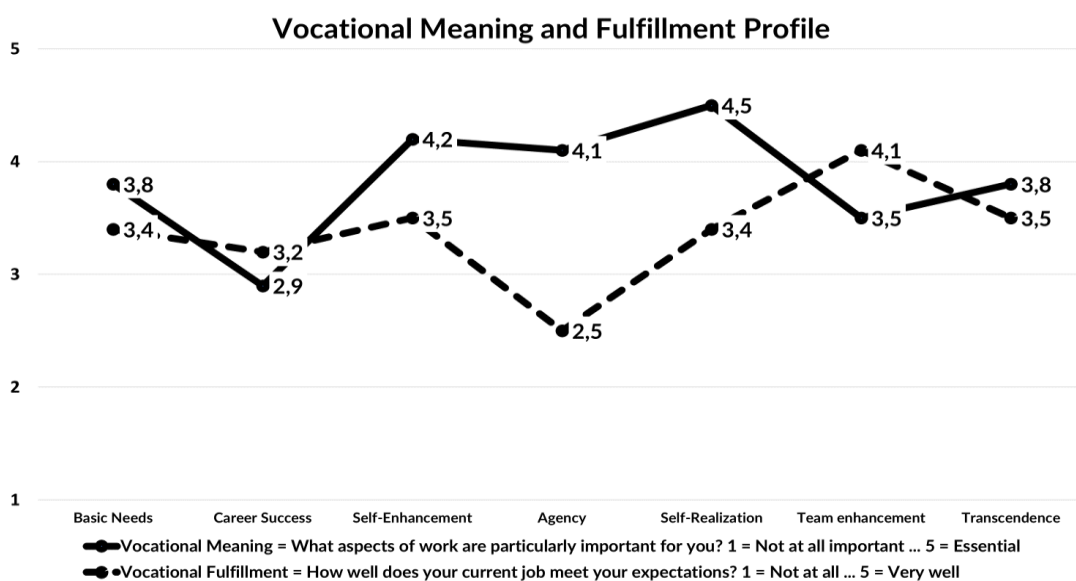
Peterson and colleagues (2017) do not suggest that lower-level vocational meanings (basic needs and self-enhancement) must be fulfilled before one can experience higher-level vocational meanings (team enhancement and transcendence). However, they perceive that it is likely that basic needs and self-enhancement are more present vocational meanings for individuals earlier in their careers. Meanwhile, transcendence is likely more important later in one's career, after establishing one's position in the work life. Notably, HMVM suggests that basic needs and self-enhancement may be essential sources of meaningful work, in addition to individuality, competence, communality, and doing good at work suggested by the four-dimensional conceptualization of meaningful work.

## 1.4 Vocational meaning-fulfillment fit perspective

The last central theoretical foundation of the MEANWELL project is the **vocational meaning-fulfillment fit perspective** from Gary Peterson and colleagues (2017, 2019), along with a revised Vocational Meaning and Fulfillment Survey (VMFS-RE; Rantanen et al., 2023, 2024). VMFS-RE is an extensively developed version of the original Vocational Meaning Survey (VMS) and Vocational Fulfillment Survey (VFS) (Peterson et al., 2017, 2019).

As the original VMS/VFS, VMFS-RE also charts the different sources of meaningful work in a unique way. Namely, both **vocational meanings** (i.e., "What aspects of work are particularly important to me?") and **vocational fulfillments** (i.e., "How well does my current job meet my expectations?") are measured across seven main dimensions: 1) Basic needs, 2) Career success, 3) Self-enhancement, 4) Agency, 5) Self-realization, 6) Team enhancement, and 7) Transcendence. The original VMS/VFS includes only four dimensions: basic needs, self-enhancement, team enhancement, and transcendence.

From the original VMS/VFS and VMFS-RE, a graphical vocational meaning and fulfillment (VMF) profile is generated for every respondent. Figure 2 illustrates an example of the VMF profile, which shows how well vocational meanings are fulfilled. The vocational meaning-fulfillment fit vs. misfit is considered an essential source for the experience of meaningful or meaningless work, respectively (Blustein et al., 2023; Both-Nwabuwe et al., 2017; Konsti et al., 2023).



**Figure 2.** An example of a vocational meaning-fulfillment profile generated with the revised Vocational Meaning and Fulfillment Survey (VMFS-RE). Vocational meanings depicted with solid and vocational fulfillments with dotted line.

The VMFS-RE (Rantanen et al., 2023, 2024) is based on but also adds to the four-dimensional conceptualization of meaningful work presented in Figure 1. The seven main dimensions of the VMFS-RE illustrated in Figure 2 can further be divided into 12 subdimensions as follows:

- **Basic needs** consist of a) subsistence and b) stability
- **Career success** with no sub-dimensions
- **Self-enhancement** consists of a) recognition and b) capability
- **Agency** with no sub-dimensions
- **Self-realization** consists of a) authenticity and b) self-development
- **Team enhancement** consists of a) belongingness and b) contributing to it at work
- **Transcendence** consists of a) contributing to a higher purpose and b) doing good for others

Of the 12 subdimensions, **subsistence** refers to good income and the possibility to meet the needs of oneself and one's family (e.g., housing, food, healthcare) with one's salary. **Stability** entails the importance of predictability that the job brings to life so that the person does not need to constantly worry about finances or one's weekly, monthly, or even more long-term work-life balance routines and career plans. **Career success** includes the importance of gaining a high position and salary and getting promotions and other merits during one's career. **Recognition** refers to the need to feel appreciated in one's work and to experience oneself as an essential employee. **Capability** includes the experience of being a competent, skillful, and knowledgeable employee who can be successful in one's work. **Agency** entails the possibility of making autonomous decisions about how to complete tasks and of affecting the goals and contents of one's job.

**Authenticity**, in turn, refers to the importance of acting according to one's values at work and being able to do work that truly matters to and interests oneself. **Self-development** includes learning new skills on the job and increasing one's capabilities through formal and informal learning at work. **Belongingness** entails the experience of being part of an important community for oneself and having good relationships with one's coworkers. In turn, **contributing to belongingness** refers to the possibility of developing and maintaining good relations and helping others in the work community succeed in their tasks. **Contributing to a higher purpose** includes influencing something more significant than oneself through one's job, for example, to impact society and the

world positively. **Doing good for others** refers to the everyday experience of being able to help others through one's work, for example, to help students, customers, or patients in their day-to-day activities.

Concerning the four-dimensional conceptualization of meaningful work, self-enhancement and agency correspond to competence at work, self-realization to individuality at work, team enhancement to communality at work, and transcendence to doing good at work. These five VMFS-RE main dimensions that do correspond with the earlier detected key sources of or pathways to meaningful work (Lips-Wiersma & Wright, 2012; Martela & Riekk, 2018; Rosso et al., 2010) can be regarded as stemming from intrinsic work motivations and values (Ryan & Deci, 2017; Maslow, 1987; Martela et al., 2019).

Conversely, the other two VMFS-RE main dimensions (basic needs and career success) represent more extrinsic work motivations and values. Nevertheless, for many people, basic needs and career success constitute an essential meaning they seek through their work (Peterson et al., 2019; Rantanen et al., 2022). Hence, VMFS-RE includes both extrinsic and intrinsic work motivations and values and can give a comprehensive understanding of the factors affecting the experience of meaningful work in general and in the current job situation.

Returning to the importance of the vocational meaning-fulfillment fit perspective, the original VMS/VFS has been developed for practical career counseling purposes to serve as a starting point for more detailed career reflections and guidance discussions with a professional (Peterson et al., 2017; 2019). The VMFS-RE has the same aim (Rantanen et al., 2023). Based on the cognitive information processing (CIP) model of career counseling (Sampson et al., 2023), a central aspect of the VMS/VFS and VMFS-RE is that through VMF profile, they make the fits vs. misfits between respondent's desired vs. current job content, goals, and psychosocial work conditions visible for them.

The fits vs. misfits represent one form of person-career/person-job fit, which has been stated to be especially relevant for an individual's sustainable career when sustainability is understood as constituting health (e.g., occupational well-being), happiness (e.g., life satisfaction and career success), and productivity (e.g., high work commitment, performance, and employability) (de Vos et al., 2020). Furthermore, person-environment fit relates to meaningful work (Lysova et al., 2019; Pratt & Ashforth, 2003). When the VMF profile is scrutinized together with a career counselor, this experiential and cognitive work-related self-knowledge can motivate an individual to seek a solution to one's situation if the need for change arises (Peterson et al., 2002, 2017).

Within the MEANWELL project, the utilization of the VMFS-RE has been broadened from individual career guidance and counseling to organizational development purposes (Konsti et al., 2023; Rantanen et al., 2023, 2024). This extension is because, at the organizational level, the VMFS-RE with employee, team, and organizational level VMF profiles can increase employee self-knowledge and the personnel knowledge of management and supervisors. Furthermore, personnel can increase understanding of what is considered important, what is well, and what needs more work at the organizational level, that is, how coworkers experience these issues. This knowledge is essential in supporting the employee's career sustainability and the organization's resilience to the constant global changes in work life and society (Akkermans et al., 2024; de Vos & van der Heijden, 2017).

In conclusion, the above-reviewed conceptual process model of sustainable careers (de Vos et al., 2020), the integrative multilevel framework of factors fostering meaningful work (Lysova et al., 2019), four-dimensional conceptualizations of meaningful work (Martela & Riekkı, 2018; Lips-Wiersma & Wright, 2012; Rosso et al., 2010), and vocational meaning-fulfillment fit perspective (Peterson et al., 2017; 2019) form strong and complementary theoretical basis for the MEANWELL project. These four theoretical foundations clearly state which factors should be considered when intending to increase meaningful work and improve career sustainability. Furthermore, they give concrete ideas and tools on what and how to measure in the context of meaningful work interventions.



## **2 TWO FOUNDATIONS AND THREE MODES OF THE MEANWELL PROJECT**

Based on the theoretical background of the MEANWELL project presented in the previous chapter, the research and development activities of the MEANWELL project have happened in four different contexts: 1) Organizational development, 2) Work life and career counseling, 3) Trade union collaboration, and 4) Educational workshops. Two shared foundational elements of the MEANWELL project apply to all these contexts: 1) Work well-being survey and 2) Facilitative working methods.

The two foundations are first described, and the MEANWELL operating model in its three modes is then presented. The first mode is organizational development, which represents the most intensive and multifaceted mode of the MEANWELL operating model. Work life and career counseling as a second mode and trade union collaboration together with educational workshops as a third mode contained fewer elements and were conducted in a notably shorter time frame.

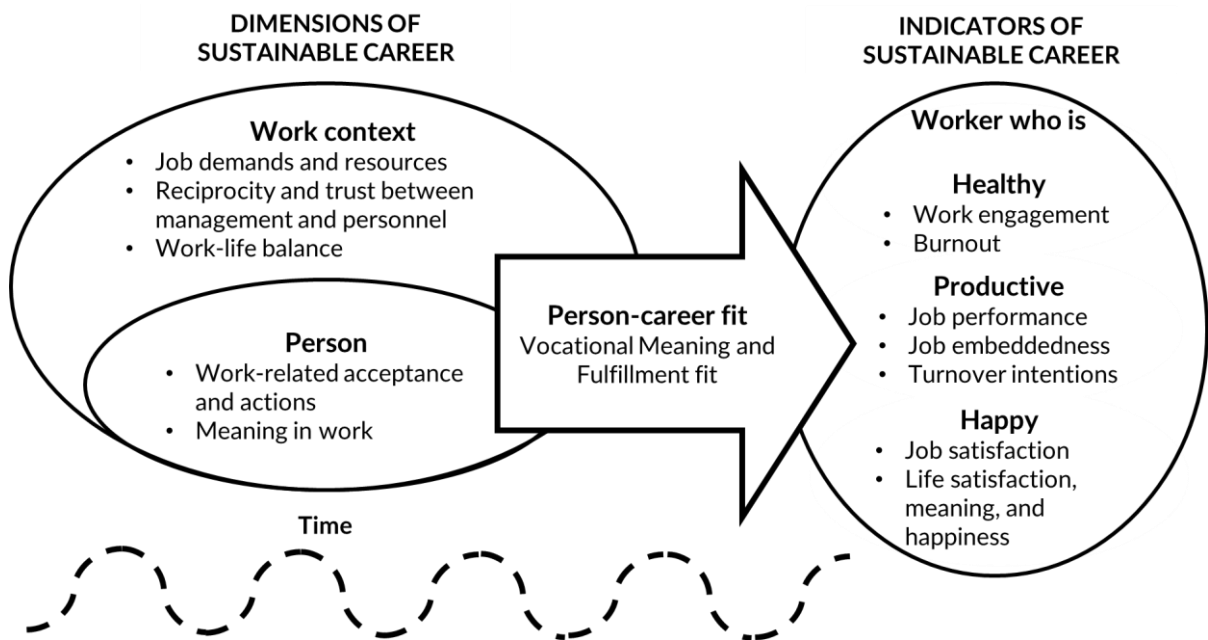
### **2.1 Work well-being survey as a first foundation**

The MEANWELL project was simultaneously a research and a development project. Hence, the project's personnel are referred to as MEANWELL facilitators due to their dual role as researchers and deliverers of the MEANWELL operating model in its three modes. Together with its partners, this project aimed to improve everyday work life by focusing on meaningful work and occupational well-being. Because of this, it has been imperative to the MEANWELL facilitators that the project produces context-specific and up-to-date information about these themes as a basis for each partner's development work.

The idea has been that the participating organizations with their staff, work life and career counseling professionals with their clients, trade unions with their members, and education programs with their students get research-based data from

their own situations and experiences. This kind of data, together with the more general research evidence about the importance of meaningful work on performance and occupational well-being (e.g., Allan et al., 2019; Hu & Hirsch, 2017), is expected to advance participants' work-related self-knowledge and help them to make conscious decisions driven by cognitive information processing (as opposed to only feeling-driven decisions; Sampson et al., 2004). Hence, the data can help to focus and direct their energy and resources on essential issues when developing meaningful work and well-being.

As depicted in Figure 3, the MEANWELL project's work well-being survey has been designed to measure the main elements of the conceptual process model of sustainable careers (de Vos et al., 2020). Depending on the participating partner, the content, scales, and measures included in the survey have varied. This variation is described in more detail in Chapter 4.



**Figure 3.** Work well-being survey as an operationalization of the process model of sustainable careers (adapted from de Vos et al., 2020, Fig. 1). The conceptual elements of the sustainable career model are marked with bold font and constructs included and measured in most of the different versions of the survey are marked with plain font.

Starting from the elements of **person** and **work context**, de Vos and colleagues (2020) emphasize the importance of having the possibility to express agency and find meaning in one's life. Hence, constructing a sustainable career entails proactively affecting and flexibly adapting to one's life contexts. Accordingly, the Work-related Acceptance and Actions Questionnaire (WAAQ; Bond et al., 2013)

and Work and Meaning Inventory (WAMI; Steger et al., 2012) were included in the survey along with work context-related measures of job demands and resources (Sutela et al., 2019), reciprocity and trust between management and personnel, as well as work-life balance (the last two were formulated in the MEANWELL project).

Due to the focus on meaningful work, the **person-career fit** was operationalized here as the fit between different vocational meanings that individuals seek from work in general and vocational fulfillments, that is, what individuals get from their current employment. Accordingly, the VMFS-RE (Rantanen et al., 2023, 2024) formed the core of the work well-being survey, just as person-career fit “in terms of health, happiness, and productivity is at the core of sustainable careers” (de Vos et al., 2020, p. 5). Furthermore, “research supports the idea that with a greater person-job and person-organization fit, individuals experience a greater meaningful work” (Lysova et al., 2019, p. 384).

Finally, a good person-career fit (also person-job/person-organization fit) is anticipated to enhance career sustainability, and this can be investigated at different time points by using a comprehensive set of indicators covering measures for **health, productivity, and happiness** (de Vos et al., 2020). Accordingly, health was measured from the perspective of occupational well-being by including the Utrecht Work Engagement Survey (UWES-3; Schaufeli et al., 2019) and Burnout Assessment Tool (BAT; de Beer et al., 2020). In turn, productivity was measured from the perspectives of job performance (measure formulated in the MEANWELL project), job embeddedness (Crossley et al., 2007), and turnover intentions (Huhtala & Feldt, 2016). Happiness was measured from the perspectives of job satisfaction (Sutela et al., 2019; Hackman & Oldham, 1980), as well as life satisfaction, meaning, and happiness (Diener et al., 1985; Gnambs & Buntins, 2017; Steger & Samman, 2012).

## 2.2 Facilitative working methods as a second foundation

From the modes of the MEANWELL project, in **organizational development**, the main aim of the MEANWELL operating model was to increase meaningful work and occupational well-being in organizations through collaborative development between supervisors and other employees (Rantanen et al., 2023). In other words, this project aimed to facilitate organizational development work that engages all personnel to the extent that each supervisor and employee chose or could participate. Along with this collaborative work, the development of meaningful work and occupational well-being were supported at the individual level by including personal reflection, exercises, and practices on the elements of the operating model. On the contrary, in the other modes of the MEANWELL project, that is, **work life**

**and career counseling, trade union collaboration, and educational workshops**, the main aim was to increase meaningful work and occupational well-being at the individual level. This aim was chosen because although the participants shared the same study context through which they engaged in the MEANWELL project, they had a different organizational context.

Both the organizational and individual-level aims of the MEANWELL project were facilitated throughout the development process by utilizing basic principles of goal- and solution-focused coaching (Grant, 2017, 2020; de Jong et al., 2016) and dialogical counseling (Seikkula, 2011; Seikkula & Arnkil, 2018). These principles were accomplished by, for example, generating actionable ideas constructively and respectfully and inviting different and even contradicting suggestions and opinions into joint discussions between the participants.

The participants were also encouraged to approach the challenges from a positive and hopeful position and find plausible actions to execute in their current working conditions and with the current resources (see also Niles et al., 2011, 2014, about hope-centered approach to career development). MEANWELL facilitators were outside the role of teachers but came to the sessions as co-explorers to encourage the active agency of the participants as developers of their work. As in dialogical counseling (Seikkula, 2011; Seikkula & Arnkil, 2018), multiple viewpoints were invited, and participants' own words and stories, instead of symptoms or problems, were emphasized when handling the themes of the sessions.

Open-ended and solution-focused questions (e.g., "What would be the next small step forward?") were used to facilitate both organizational development work as well as participants' processes since these kinds of questions have been more effective in supporting goal progress than problem-focused questions (Braunstein & Grant, 2016). Furthermore, the questions were formulated positively (e.g., "How can you increase the experience of meaningful work?" instead of "How can you diminish meaninglessness in your work?") since activating positive emotions can support the development of work and realization of possibilities instead of getting rid of constraints (Fredrickson, 2001, 2013; Fredrickson & Joiner, 2018). The participants were guided to notice successes and things that are already well, instead of focusing only on the things needing improvement. Noticing good things and progress can help to find strategies to use in the future and can also increase mutual respect and pride in the organization (Ahola & Furman, 2018).

The facilitative working methods included in the MEANWELL operating models also covered principles from mindfulness and acceptance and commitment therapy (Hayes, 2004; Hayes et al., 2012; Lappalainen et al., 2009; Williams & Penman, 2011). These were utilized to cultivate a non-judgmental attitude towards

the thoughts and sensations of oneself and others during the MEANWELL process. This kind of stance also supports the practical application of principles of goal- and solution-focused coaching (Grant, 2017, 2020; de Jong et al., 2016) and dialogical counseling (Seikkula, 2011; Seikkula & Arnkil, 2018).

Value work was included to aid in both identifying sources of meaningful work and choosing value-based actions to fulfill these at the individual, team, and organizational levels. Values give meaning to work and life and help guide us toward meaningful actions even when challenges arise (Hayes, 2004; Lappalainen et al., 2009). Value-based actions have also been noticed to improve intervention effectiveness regarding psychological well-being and functioning (Lundgren et al., 2008). Mindfulness and acceptance exercises were included to facilitate pausing on the matters at hand and to offer a non-lingual way to approach the issues, which may help find new ways to solve them (Hayes, 2004). It has been noticed that many projects, high weekly work hours, as well as hours spent in meetings can hinder the benefits of workplace interventions (Lahti & Kalakoski, 2020), so experiential exercises could help to turn the mind from daily tasks to intervention session at hand.

From the modes of the MEANWELL project, the organizational development was the most intensive as it contained two development days for the whole personnel and a series of supervisor and team coaching sessions for part of the personnel in between the development days. The elements were connected by returning to the themes of the previous sessions in the following ones. Furthermore, participants were guided to envision the desired future and set goals accordingly, and progress with the goal implementation was followed throughout the process, with adaptations made to the goals if needed (Niles et al., 2011, 2014).

Goals were set at individual, team, and organizational levels, and the individual goals were shared, when possible, to facilitate the efforts to increase meaningful work as a part of day-to-day work collaboratively. In previous research, following goal progress and sharing goals has improved goal attainment (Harkin et al., 2016). Goal setting was also continued in the last sessions since, in previous research, it has been noted that more permanent change can be supported by the development actions after the intervention (Kinnunen et al., 2019).

It is also important to acknowledge the previous level of knowledge and skills related to meaningful work or the facilitative methods of the intervention (Linnansaari & Hankonen, 2019; Michie et al., 2011). Prior knowledge level was considered within all the modes of the MEANWELL project by adapting the contents of the development days, coaching sessions, workshops, and webinars to the participating groups. For example, theoretical sections were made practical for coaching sessions with many novices, and easily adaptable facilitative methods were

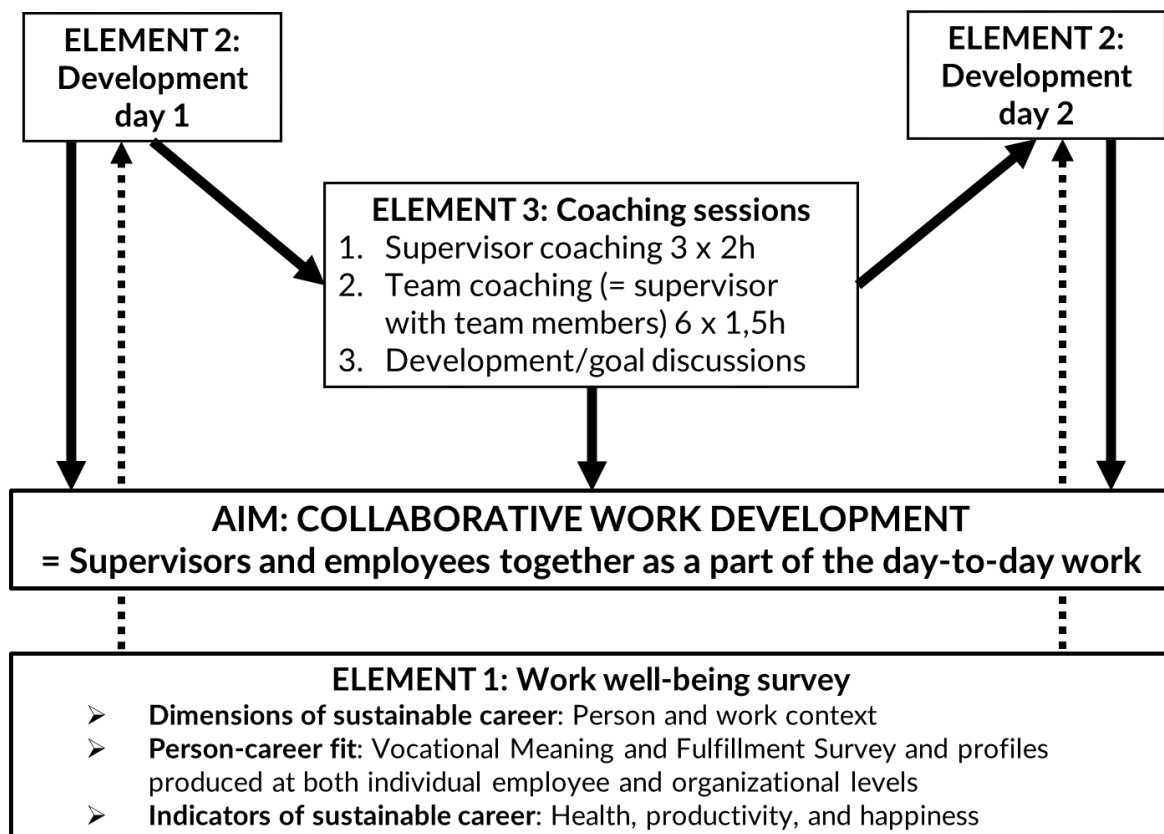
chosen. In turn, for participants with more background knowledge (e.g., professionals in psychology and counseling), exercises to use and adapt the methods to case formulations were utilized. Furthermore, the participants were actively involved in constructing each session to increase their motivation and commitment to the process (Linnansaari & Hankonen, 2019; Michie et al., 2011). Notes and materials of each development day, coaching session, workshop, and webinar were provided for the participants to help them remember and go back to the themes in their daily work.

Finally, in the organizational development, the MEANWELL development days and coaching sessions were completed during working hours when possible. This kind of timing was agreed with the management of the participating organizations. By giving work time for the MEANWELL activities, the management could show commitment to the development process to the personnel and encourage their participation. Management support has been noticed to be a critical factor in bringing about organizational change (Chiaburu et al., 2013).

In the other modes of the MEANWELL project, many MEANWELL educations, workshops, and webinars were held after working hours since the participants' employers were not participating. Within all the modes of the MEANWELL project, all elements and events could be completed either by onsite meetings, remotely, or in hybrid mode, depending on the needs of the participants.

## **2.3 MEANWELL operating model in the organizational development**

The general idea of the MEANWELL operating model in organizational development is presented in Figure 4. Accordingly, the MEANWELL operating model included three main elements: 1) Work well-being surveys, 2) Development days, and 3) Coaching sessions. These elements were designed together to aid in improving (or sustaining if the situation was good, to begin with) the experience of meaningful work and occupational well-being by supporting the collaborative development of supervisors and employees as a part of their daily work. The process depicted in Figure 4 took approximately seven to nine months in the participating organizations. In the following chapters, each of the three main elements is introduced.



**Figure 4.** The general idea and main elements of the MEANWELL operating model in the organizational development.

### 2.3.1 MEANWELL Work well-being survey

The main elements of the work well-being survey in the organizational context are summarized in Table 1, and the survey is presented in more detail in Chapter 4. The survey was completed twice, that is, at the beginning and the end of the longitudinal MEANWELL development process. The survey was used to gain insight into personnel characteristics (e.g., work-related acceptance and actions), current working conditions of the organization (e.g., job demands and resources), employee-organization fit (e.g., the fit between vocational meanings and fulfillments), and status of career sustainability indicators (e.g., burnout symptoms, turnover intentions, job and life satisfaction) among the whole participating personnel. An organization-level summary of the survey findings was generated for both development days. Hence, the survey formed an evidence-based foundation for the development work process, producing timely data concerning exclusively each participating organization, as opposed to general research-based evidence about the central themes of the MEANWELL project.

**Table 1.** Work well-being survey in organizational development.

<b>Work well-being survey in a nutshell</b>	
<b>Target group</b>	<ul style="list-style-type: none"> <li>• Personnel of the whole organization</li> </ul>
<b>Timing</b>	<ul style="list-style-type: none"> <li>• 1st survey before the 1st development day</li> <li>• 2nd survey before the 2nd development day</li> </ul>
<b>Aims</b>	<ul style="list-style-type: none"> <li>• Foundation for the collaborative development work</li> <li>• Personal intervention to increase understanding of one's experiences of meaningful work</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Person and work context variables</li> <li>• Vocational Meanings and Fulfillments</li> <li>• Indicators of sustainable career</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>• Web survey</li> <li>• Delivery of Vocational Meaning and Fulfillment (VMF) profile with interpretation guide via email to every respondent</li> </ul>

With the first survey, a particular and unique focus was on producing both the individual employee and organizational level VMF profiles to visualize the experiences of vocational meanings and fulfillments (see Figure 2, p. 14). At the employee level, receiving one's VMF profile could be considered a personal mini-intervention since the profile visualizes the current situation and could give a first nudge toward change efforts related to meaningful work. At the organizational level, visualization could pinpoint the areas where things are good and where improvements are needed, and this way, it can help the personnel choose the targets of collaborative development efforts. At both levels, the second VMF profiles based on second survey answers could, in turn, show if there had been any changes to one way or another in the experiences during the development process. They could also suggest what to continue working on after the outside-facilitated MEANWELL project ends in each participating organization.

### **2.3.2 MEANWELL Development days**

Development days 1 and 2 are summarized in Table 2. Implementing changes into practice is often challenging, and the role of personnel in the success of the changes is central (Oreg et al., 2011; Peng et al., 2021). Hence, everyone affected by the changes must be involved in the development work (Khaw et al., 2023; da Ros et al., 2023). The development days were held with all personnel to support collaborative work and choose goals genuinely shared with everyone involved. Then, the idea was that the organizations would implement the collaborative goals in daily practice



between the development days. MEANWELL supervisor and team coaching sessions were held to support achieving this goal. However, the facilitators strongly encouraged the organizations' (supervisors and teams) own actions to fulfill the goals decided during the development days.

**Table 2.** Development days in organizational development.

<b>Development days in a nutshell</b>	
<b>Target group</b>	<ul style="list-style-type: none"> <li>• Personnel of the whole organization</li> </ul>
<b>Timing</b>	<ul style="list-style-type: none"> <li>• At the beginning and the end of the MEANWELL project in the organization</li> </ul>
<b>Aims</b>	<ul style="list-style-type: none"> <li>• Joint start and end of the collaborative development work</li> <li>• Facilitate collaborative discussion and goal setting</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Organization-level summaries of the work well-being survey findings</li> <li>• Educative themes:               <ol style="list-style-type: none"> <li>1) What are the concept and central sources of meaningful work?</li> <li>2) How can we increase meaningful work in organizations?</li> </ol> </li> <li>• Personnel facilitation:               <ol style="list-style-type: none"> <li>1) To find and set common goals concerning meaningful work and occupational well-being</li> <li>2) To generate means to achieve the common goal in the day-to-day work</li> </ol> </li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>• Educative short fact-talks</li> <li>• Experiential exercises</li> <li>• Collaborative discussions in small groups and with the whole personnel</li> <li>• Web-aided collection of ideas for common goals and means to achieve them, and voting on these</li> <li>• Perspective-taking practices</li> <li>• Personal reflection</li> <li>• All the materials produced for and during the days were delivered to the personnel for further use</li> </ul>

On Development Day 1, the main aim of the MEANWELL facilitators was to help the participants choose goals for the collaborative development work shared with the whole personnel to engage everybody in the development process. The day started with an experiential exercise related to meaningful work to help the participants pause and focus on the day's theme. Then, a summary of the work well-

being survey findings, including the organization-level VMF profile, was presented. The summary presentation was followed by a discussion of the thoughts and feelings elicited by the survey findings. After the discussion, supervisors and employees were encouraged to find together the most relevant development goal to increase or sustain meaningful work and occupational well-being. In addition, practical ideas to achieve the chosen goal were generated.

To include the ideas and opinions of all participants and to generate goals that were genuinely shared by the whole participating personnel, technological tools facilitating collaborative thinking (see <https://flinga.fi/>), as well as democratic co-creation and transformation of individual ideas to organization's collective goals (see <https://www.innoduel.com/>), were utilized. In addition to technology, discussions in various group formations were used to facilitate conversation and sharing of ideas. The day ended with a personal reflection and goal-setting related to meaningful work.

On Development Day 2, the focus was on how the personnel in participating organizations continue the collaborative development of meaningful work and occupational well-being after the project ends. The day started with a small group and whole personnel reflection on the collaborative goal set on the first development day and how it had progressed during the MEANWELL development process. After that, the results of the work well-being survey 2, including the organization-level VMF profile, were presented and discussed. Based on these two parts, a joint understanding of the current situation was formed. Then, the participating personnel were guided to formulate a new goal or continue with the previous one to increase or maintain the organization's current level of meaningful work and occupational well-being.

After the goal was chosen on Development Day 2, a practice based on thinking hats (de Bono, 1990) and knowledge of personality psychology (Metsäpelto & Feldt, 2010) was utilized to help the participants ponder the chosen goal from different perspectives. This practice was chosen as it respectfully illustrated the diversity that comes from every personnel member bringing their personality to the work community. These differing ways could cause conflict or tension if not recognized, openly discussed, and accepted. These thinking hats, that is, personality-related perspectives, were "Based on information and knowledge," "Guided by emotions," "Evaluating critically," "Noticing pros and benefits," "Innovating," and "Carefully considering." The participants were divided into small groups, each with one perspective. After the small group phase, all the observations from the group discussions were shared with the participating personnel.

After the perspective-taking exercise, the participants formulated a concrete plan for progress toward the collaborative goal with the team they usually work with in daily settings. This way, each team could have differing plans to enhance the common, organization-level goal. Development Day 2 ended with a short reflection by the MEANWELL facilitators on the whole development process. The facilitators also informed the participants about how the research part of the MEANWELL project continued after the organizational development part was finalized.

### **2.3.3 MEANWELL Supervisor coaching**

Supervisor coaching was the third element of the MEANWELL operating model in organizational development. It is summarized in Table 3. Supervisor coaching consisted of three sessions held during the longitudinal MEANWELL development process. The main aim of these sessions was to give both mental and practical tools for supervisors in their essential role in enhancing and enabling meaningful work at the level of organizational culture and policies, as well as social context and day-to-day workplace practices (Lysova et al., 2019). Supervisors also have a central role in implementing organizational change (Raes et al., 2011; Stouten et al., 2018), which is why a separate coaching element could enhance the day-to-day application of the methods to increase meaningful work and well-being in the organization.

The supervisor coaching sessions were conversational and provided an opportunity for peer support on top of the information and feedback given by the MEANWELL facilitators. Each session started with an experiential exercise related to discussing meaningful work with someone, experiencing one's role as a supervisor as meaningful, and influencing someone else's experience of meaningful work. These exercises were used to offer a personal glimpse into the session's theme through one's own experiences, and hence, utilizing an experiential route of approaching the issues at hand (Hayes, 2004).

Note that sessions 1 and 2, described next, could be held in opposite order depending on the most suitable sequence in the participating organization. Session 1 presented the use of VMFS-RE, and if the annual development/goal discussions were ongoing or beginning shortly in the given organization, the supervisor coaching series was started with this session. If these discussions were held later, session 2 would often be the first one organized.

The first session was the most educational, including a mini-lecture on why meaningful work is an essential theme in the supervisors' job. This part was based on research evidence (e.g., Bailey & Madden, 2016; Pratt & Ashforth, 2003) and how to use VMFS-RE (Rantanen et al., 2023, 2024) in employee development discussions. Before the presentation on how to use the VMFS-RE, the supervisors discussed the

theme themselves to activate and increase their sense of agency about the matter. After the "How to use VMFS-RE" presentation, the supervisors were given case examples of different VMF profiles and instructed to ponder together how to approach development discussions with employees with the given profiles in small groups. Finally, the ideas were shared with the whole group. This way, the internalization of the VMFS-RE method was brought closer to practical situations.

**Table 3.** Supervisor coaching in organizational development.

<b>Supervisor coaching in a nutshell</b>	
<b>Target group</b>	<ul style="list-style-type: none"> <li>• All supervisors in the organization</li> </ul>
<b>Timing</b>	<ul style="list-style-type: none"> <li>• Three 2-hour sessions between the development days</li> </ul>
<b>Aims</b>	<ul style="list-style-type: none"> <li>• Support supervisors in developing their own and their employees' meaningful work</li> <li>• Offer practical tools for enhancing meaningful work</li> <li>• Provide an opportunity for peer support and idea sharing</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Session themes:               <ol style="list-style-type: none"> <li>1) How to improve understanding of the employees' experiences by including meaningful work as a theme in the development/goal discussions</li> <li>2) How to promote meaningful work at the individual, team, and organizational level</li> <li>3) Challenges and questions in supporting meaningful work: Case counseling</li> </ol> </li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>• Educative short fact-talks</li> <li>• Personal pondering practices</li> <li>• Experiential exercises</li> <li>• Collaborative discussions in small groups and with the whole group</li> <li>• Material of instructions and tips for further use</li> </ul>

The educational short-talk part of the second session focused on the factors affecting meaningful work and how supervisors, in their role, can influence the experience of meaningful work in the work community (e.g., organizational culture, policies, social context, and practices) (Bailey & Madden, 2016; Lysova et al., 2019; Pratt & Ashforth, 2003).

After the short-talk, the supervisors completed a personal pondering practice related to their values as supervisors, i.e., what is important to them in the supervisor role and what kind of supervisors they would like to be. The values were then discussed in small groups. This practice was aimed at helping supervisors link the

ways to increase meaningful work to their values since value-based goals are usually more sustainable in everyday use (Hayes, 2004; Lappalainen et al., 2009).

The remainder of the session was used to discuss first in small groups and then with the whole group about ways to increase the experience of meaningful work of whole personnel and individual employees in different dimensions depicted in the VMFS-RE (see Figure 2, p. 14; Rantanen et al., 2023, 2024). After the session, the ideas were gathered and sent to the supervisors with a few tips from the MEANWELL facilitators to help them remember those in their daily work.

The third session focused on professional guidance and peer support. It offered a chance to reflect on what had been learned about meaningful work and how to influence it in the day-to-day work during the whole MEANWELL development process. All the participants were given time to go through situations encountered in the supervision work related to meaningful work. They presented their experiences and questions, after which the peers and MEANWELL facilitators gave feedback and ideas for the future. In small groups, these discussions were conducted with the whole group, but in larger groups, the group was divided into smaller circles to guarantee enough time for everyone's cases. At the end of the session, the group reflected on what the supervisor coaching series had given them.

### **2.3.4 MEANWELL Team coaching**

Team coaching was also a part of the third element of the MEANWELL operating model in organizational development, summarized in Table 4. The main aim of these sessions was to facilitate supervisor-employee collaborative development by bringing teams together to discuss meaningful work from different points of view and to choose development actions at the level of day-to-day work.

Goal setting, implementation, follow-up, and adaptation were a central part of the team coaching process (Niles et al., 2011; 2014). At the start of the coaching, a team-level goal was decided and linked to the organization-level goal. The participants were reminded of the team-level goal at each session, and its advancement was evaluated throughout the coaching process.

In addition to the team-level goal, personal goals were set. At the end of each session, everyone set a personal goal to be promoted in the day-to-day work before the next session and shared it with the whole group to support the advancement of the goal (Harkin et al., 2016). The MEANWELL facilitators also wrote down the personal goals that were returned to in the goal check of the next session. Personal goals were instructed to be linked to the goals set at the team and organizational levels. This way, goals were used to connect the different coaching components of the MEANWELL operating model. Personal goals were intended to support

attaining the organization-level goal by making it more personal and related to the day-to-day work of the participants.

**Table 4.** Team coaching in organizational development.

<b>Team coaching in a nutshell</b>	
<b>Target group</b>	<ul style="list-style-type: none"> <li>Selected teams with their supervisor in the organization</li> </ul>
<b>Timing</b>	<ul style="list-style-type: none"> <li>Six 1.5-hour monthly sessions between the development days</li> </ul>
<b>Aims</b>	<ul style="list-style-type: none"> <li>Facilitate team-level (supervisor as a one member) collaborative development of meaningful work</li> <li>Offer different points of view to meaningful work and practical tools to improve and sustain it</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>Session themes:               <ol style="list-style-type: none"> <li>1) Shared values and goals to support meaningful work</li> <li>2) When, how, and with whom to influence meaningful work</li> <li>3) Team interaction facilitating vs. hampering meaningful work</li> <li>4) Meaningful work and a healthy work-life balance</li> <li>5) Meaningful work and organizational, work life, and career changes</li> <li>6) Meaningful work as a part of the team's future</li> </ol> </li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>Educative short fact-talks</li> <li>Personal pondering practices</li> <li>Experiential exercises</li> <li>Collaborative discussions in small groups and with the whole group</li> <li>Personal and group-level goal setting and follow-up from session to session</li> <li>Exercises and material for further use</li> </ul>

The detailed contents of the sessions are summarized in Table 5, also stating how each session was connected to the central elements of the model of sustainable careers (de Vos & Heijden, 2017; de Vos et al., 2020) and main dimensions of the vocational meaning-fulfillment (VMF) perspective (Rantanen et al., 2023, 2024; Peterson et al., 2017, 2019) to tie them to the theoretical background of the MEANWELL operating model. All six sessions included psychoeducation, experiential exercises, personal pondering practices, and group work that included small and whole group discussions. These were connected to the themes of each session and intended to give differing ways to approach the same theme and find the relevant aspects for the participating team and its members.

**Table 5.** The contents of the MEANWELL team coaching sessions.

Session theme and aims	Contents and methods	Targeted element of the Sustainable Career (SC) model and Vocational Meaning and Fulfillment (VMF) dimension
<p><b>1. Shared values and goals to support meaningful work</b></p> <ul style="list-style-type: none"> <li>• Defining work values</li> <li>• Choosing a collaborative goal for the team</li> </ul>	<ol style="list-style-type: none"> <li>1) Team member introductions</li> <li>2) Psychoeducation: Values and meaningful work</li> <li>3) Pondering practice: One's work values</li> <li>4) Group work: Own and organizational values and choosing the goal</li> <li>5) Setting personal goals</li> </ol>	<p>SC: Person, Context</p> <p>VMF: Agency, Self-realization, Team enhancement</p>
<p><b>2. When, how, and with whom to influence the meaningful work</b></p> <ul style="list-style-type: none"> <li>• Recognizing the possibilities to influence meaningful work</li> <li>• Finding practical ways to influence meaningful work</li> </ul>	<ol style="list-style-type: none"> <li>1) Experiential exercise: Quick unwinding</li> <li>2) Check on personal goal progress</li> <li>3) Psychoeducation: Possibilities to influence meaningful work</li> <li>4) Group work: Circles of influence</li> <li>5) Setting personal goals</li> </ol>	<p>SC: Person, Interaction between person and context</p> <p>VMF: Basic needs, Career success, Self-enhancement, Agency, Self-realization, Team enhancement, Transcendence</p>
<p><b>3. Team interaction facilitating vs. hampering meaningful work</b></p> <ul style="list-style-type: none"> <li>• Recognizing the positive and negative ways to affect meaningful work through interaction</li> <li>• Finding practical ways to enhance meaningful work through interaction</li> </ul>	<ol style="list-style-type: none"> <li>1) Experiential exercise + check on personal goal progress: Active listening</li> <li>2) Psychoeducation: Interaction and meaningful work</li> <li>3) Pondering practice: Finding an interaction-related factor that has positively impacted the experience of meaningful work</li> <li>4) Group work: Enhancing interaction that supports meaningful work</li> <li>5) Setting personal goals</li> </ol>	<p>SC: Context, Interaction between person and context</p> <p>VMF: Self-enhancement, Agency, Self-realization, Team enhancement</p>

**Table 5.** (continues) The contents of the MEANWELL team coaching sessions.

Session theme and aims	Contents and methods	Targeted element of the Sustainable Career (SC) model and Vocational Meaning and Fulfillment (VMF) dimension
<p><b>4. Meaningful work and a healthy work-life balance</b></p> <ul style="list-style-type: none"> <li>• Understanding how work-life balance affects meaningful work</li> <li>• Finding practical ways to increase work-life balance</li> </ul>	<ol style="list-style-type: none"> <li>1) Check on personal goal progress</li> <li>2) Psychoeducation: Model of sustainable careers and associations between meaningful work and life</li> <li>3) Pondering practice: Factors affecting meaningfulness and well-being holistically in life</li> <li>4) Experiential exercise: Loving-kindness</li> <li>5) Group work: Supporting work-life balance in the work community</li> <li>6) Setting personal goals</li> </ol>	<p>SC: Person, Context, Interaction between person and context, Time</p> <p>VMF: Basic needs, Agency, Self-realization</p>
<p><b>5. Meaningful work and organizational, work life, and career changes</b></p> <ul style="list-style-type: none"> <li>• Understanding how changes affect meaningful work</li> <li>• Recognizing factors that support meaningful work during changes</li> </ul>	<ol style="list-style-type: none"> <li>1) Check on personal goal progress</li> <li>2) Psychoeducation: Meaningful work during changes</li> <li>3) Experiential exercise: Defusion from a thought</li> <li>4) Pondering practice: Changes over one's career</li> <li>5) Group work: How to cope and support meaningful work during career changes</li> <li>6) Setting personal goals</li> </ol>	<p>SC: Person, Context, Interaction between person and context, Time</p> <p>VMF: Basic needs, Career success, Self-enhancement, Agency, Self-realization</p>
<p><b>6. Meaningful work as a part of the team's future</b></p> <ul style="list-style-type: none"> <li>• Evaluating and reflecting on the development of one's own and team's meaningful work during team coaching</li> <li>• Supporting future efforts to increase meaningful work</li> </ul>	<ol style="list-style-type: none"> <li>1) Psychoeducation: Overview of the team coaching process</li> <li>2) Experiential exercise: Quick scan of body and mind</li> <li>3) Group work: Development of meaningful work during and after the MEANWELL team coaching process</li> <li>4) Group work: Experiences to be shared with the whole organization at the development day 2</li> <li>5) Circle of reflection on the whole team coaching process</li> </ol>	<p>SC: Person, Context, Interaction between person and context, Time</p> <p>VMF: Basic needs, Career success, Self-enhancement, Agency, Self-realization, Team enhancement, Transcendence</p>



**Team coaching 1: Shared values and goals to support meaningful work.** The first session highlighted person and context from the model of sustainable careers separately (de Vos & Heijden, 2017; de Vos et al., 2020), as well as agency, self-realization, and team enhancement from the VMF dimensions (Rantanen et al., 2023, 2024). The session helped the participants ponder what makes their work meaningful and how they can enact their own agency concerning values and goals. Value-based goals have been considered more sustainable and achievable (Hayes et al., 2012; Lappalainen et al., 2009).

The context was presented by linking the session's value and goal work to the organization's values and the joint goal set on Development Day 1. In previous research, value fit between the person and the organization has been associated with meaningful work (Bailey & Madden, 2016; Lysova et al., 2019; Rosso et al., 2010). By pondering these themes together, the team could enhance their relatedness and feelings of ability to contribute to shared experiences at day-to-day work (Rantanen et al., 2023, 2024).

The session started with team member introductions, which included sharing personal ideas of what meaningful work means to oneself and possible hopes and expectations for team coaching. The central theme was first addressed by reflecting on the core values guiding one's work. The group work of the session focused on comparing one's own work values to the organization's values, and connections between the two were especially sought.

**Team coaching 2: When, how, and with whom to influence the meaningful work.** This session focused on the person, context, and interaction between them (de Vos & Heijden, 2017; de Vos et al., 2020). The mechanisms of proactively influencing one's work and mindfully adapting to the situations presented by the work life are considered practically. These issues were considered by differentiating between the factors controlled by oneself or one's team and those not. The need for control is also seen as one of a person's basic needs (Deci et al., 2017), and its fulfillment is evaluated to affect the experience of meaningful work (Martela & Riekk, 2018).

Experiential exercises based on mindfulness and acceptance and commitment therapy traditions (Hayes, 2004; Hayes et al., 2012; Lappalainen et al., 2009; Williams & Penman, 2011) were first introduced in the second session. Some of the exercises came directly from the abovementioned sources, and some were adaptations based on the principles of these traditions. The basic idea of why these exercises were included in the coaching process was explained to the participants.

The experiential exercise of the second session was quick unwinding, which utilized breathing techniques to help the person pause for a moment and refocus

their attention on the matter at hand. This kind of exercise was relevant to the theme since it is difficult to notice how one can influence one's situation when a person is very stressed. Group work of this session was completing a practice called "Circles of influence" (Alhanen et al., 2011) concerning the VMF dimensions (or sub-dimensions; see the complete list on p. 15) chosen by the group. This way, all the VMF dimensions were addressed in some form in this session. Circles of influence were divided into the following nested circles:

- Things that I can influence and of which I have the authority to make decisions
- Things that I can influence but which I do not have the authority to make decisions on
- Things that I cannot influence and of which I do not have the authority to make decisions on

This practice helped the participants identify which factors they should focus their energy and change efforts on. It also helped them identify which factors could be discussed and handled regarding possible negative thoughts and emotions and then let go of them whenever possible.

**Team coaching 3: Team interaction facilitating vs. hampering meaningful work.** In this session, context and interaction between person and context (de Vos & Heijden, 2017; de Vos et al., 2020), as well as self- and team enhancement and agency and self-realization from the VMF dimensions (Rantanen et al., 2023, 2024) were addressed. Previous research has noticed that open, secure, and trusting environments and respective, supporting, and accepting communication foster meaningful work (Bailey & Madden, 2016; Pratt & Ashforth, 2003).

These notions were also related to psychological safety, shown in teams when members can bring difficult issues to discussion without being afraid of negative consequences for themselves (Newman et al., 2017). In psychosocially safe and trusting environments, people can realize their values, feel appreciated, and participate in teamwork (Dollard & Bakker, 2010; Sjöblom et al., 2022). These themes were addressed in all the exercises and practices of this session.

The experiential exercise of this session was combined with a check on goal progress since, during it, the participants were divided into pairs to practice active and attentive listening to each pair's personal goal progress. Personal pondering practice helped the participants find examples of interaction-related actions supporting meaningful work from their previous experiences. The experiential exercise and the pondering practice gave ways to concretize the effects of interaction on meaningful work. During the group work of this session, the

participants identified ways in which interaction could either support or hinder meaningful work in their jobs. Most of the group work time was spent pondering ways to increase the identified supporting actions at individual and team levels.

**Team coaching 4: Meaningful work and a healthy work-life balance.** The fourth session focused on work-life balance, bringing the person, context, and their interaction to the central stage (de Vos & Heijden, 2017; de Vos et al., 2020). Furthermore, the time element of the model of sustainable careers (de Vos & Heijden, 2017; de Vos et al., 2020) was presented when the participants pondered the factors affecting work-life balance during their careers. In previous research, the experiences of meaningfulness in work and other life domains have been connected (Lips-Wiersma & Wright, 2012; Ward & King, 2017), as have well-being at work and in other life domains (Reichl et al., 2014).

From the vocational meaning-fulfillment fit dimensions, basic needs were the focus of this session since they could affect the work-life balance significantly through the experiences of financial stability and continuity. In addition, the dimensions of agency and self-realization were on focus when the participants reflected on their experiences of the desired vs. actual role of work in one's life.

A personal pondering exercise designed and based on the central elements of work-family balance and quality of life linkage (Greenhaus et al., 2003; Kinnunen et al., 2024; Vaziri et al., 2022) was administered to help the participants identify their life values and demands and resources in different life domains. Furthermore, the practice guided one to recognize the factors one can influence and then choose those things one wants to focus on to improve or sustain the desired stance of work-life balance. This practice was accompanied by pair discussions and followed by a loving-kindness exercise.

Loving-kindness exercise was designed to support compassion towards oneself and others. It was included in this session to help oneself show compassion and understanding toward oneself when juggling competing demands and allocating time and energy between different life domains. Group work and discussion also encouraged the participants to find ways in which the work community can support work-life balance in differing life situations and life stages of co-workers.

**Team coaching 5: Meaningful work and organizational, work life, and career changes.** All the elements of the model of sustainable careers (de Vos & Heijden, 2017; de Vos et al., 2020) were addressed in this session since the focus was on career changes that are often related to both personal and context-level change processes that entail both proactive action and adapting. The effects of a particular change can be short- or long-term. Person-job and person-organization fit are

essential for the experience of meaningful work (Edwards & Shipp, 2007; Lysova et al., 2019), and change likely affects these fits in some way.

From the VMF dimensions (Rantanen et al., 2023, 2024), both the dimensions which focused on extrinsic motivations (basic needs and career success) and intrinsic motivations (self-enhancement, agency, self-realization) were considered when the person experiences changes. The roles of proactive and adaptive strategies were also evaluated based on their functionality in the situation (Hayes, 2004; Hayes et al., 2012). In previous research, it has been noticed that changing how one acts could be more beneficial to well-being in changing situations than accommodating one's thinking (Walk & Handy, 2018).

The experiential exercise focused on defusion from a thought, i.e., noticing a thought as only a thought and not a truth of oneself or one's situation that necessarily guides one's actions. This exercise was related to the theme since, in many change situations, people tend to get stuck with unhelpful thoughts, for example, of one's capability to cope with the change. By defusing these thoughts, one can choose actions that support meaningful work even during difficult changes.

Personal pondering practice was drawing a timeline of the moments and happenings during one's career that had a significant impact, either in a positive or negative direction, on one's experience of meaningful work. Notions of the timeline were shared with the group. Group work continued from this discussion by including pondering the things that had helped to support meaningful work and well-being during change and how the work community could be helpful during the change.

**Team coaching 6: Meaningful work as a part of the team's future.** The sixth session summed up the different points of view from the previous sessions and brought together all the elements of the model of sustainable careers (de Vos & Heijden, 2017; de Vos et al., 2020) and all the VMF dimensions (Rantanen et al., 2023, 2024). The session focused on personal and group-level reflection on the effects of team coaching contents and processes on the development of meaningful work and well-being.

The experiential exercise of this session was a quick scan of the body and mind, which guided the participants in getting in touch with their first impressions of their experiences related to the whole team coaching process. The progress in developing meaningful work and the next steps with the theme were gone through on either a team or personal level by utilizing questions and tools from solution-focused coaching.

Group work focused on synthesizing the experiences that the group wanted to share of their process with their whole organization on the second development day. This part was included to support the broader adoption of the most meaningful

parts of team coaching. The session and team coaching ended with everybody taking turns and sharing their personal experience of team coaching and the things they would take to future use.

### 2.3.5 MEANWELL Development/goal discussions

Development or goal discussions were a part of the third element of the MEANWELL operating model in organizational development. This part is summarized in Table 6. The aim of the development or goal discussions (performance appraisals in some organizations) was to offer supervisor-employee dyads a chance to increase mutual understanding of the factors affecting employees' meaningful work and its role in their career sustainability. Including conversations focusing on mutual learning at work and, more generally, on the career development of the employee in meaningfulness interventions has been recommended (Fletcher & Schofield, 2021; Lips-Wiersma et al., 2016).

**Table 6.** Development/goal discussion in organizational development.

<b>Development/goal discussions in a nutshell</b>	
<b>Target group</b>	<ul style="list-style-type: none"> <li>• Supervisor-employee dyads in the whole organization</li> </ul>
<b>Timing</b>	<ul style="list-style-type: none"> <li>• One discussion between the development days</li> </ul>
<b>Aim</b>	<ul style="list-style-type: none"> <li>• Facilitate collaborative discussion of the factors affecting and the ways to improve and sustain meaningful work at an individual employee level</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>• VMF profile or the themes of the profile as a basis for the discussion</li> <li>• Utilization of the VMF profile was optional and based on a decision of the employee</li> <li>• Supervisors got training to include the theme of meaningful work in the discussions as a part of supervisor coaching</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>• Material and tips for discussion</li> <li>• Held between supervisor-employee dyads without MEANWELL facilitators</li> <li>• Exercises and material for further use</li> </ul>

Furthermore, VMFS-RE with its respondent profiles (Rantanen et al., 2023, 2024) was utilized as a tool for these discussions since managers who have filled in the survey have recognized its potential in supervisor-employee discussions (Konsti et al., 2023). In these discussions, it is possible to notice different factors affecting meaningful work (Lysova et al., 2019; Rosso et al., 2010) and to find ways to

influence them in a particular job situation of the employee. In these discussions, the focus is on the individual compared to other elements of the MEANWELL operating model, which are more group-focused.

Discussions can support different job crafting efforts of the individual (Demerouti & Bakker, 2024; Tims et al., 2022; Walk & Handy, 2018) to make the job better meet their needs, expectations, and interests and to cope with change. These actions can increase person-environment fit, essential in improving meaningful work (Lysova et al., 2019; Pratt & Ashforth, 2003; de Vos et al., 2020).

As a part of the supervisor coaching, supervisors were trained to include the theme of meaningful work in the discussions either by using only the themes, that is, the VMF main and sub-dimensions (see the complete list on p. 15), or by going through the VMF profile of the employee together. The VMF profile could be used if the employee was willing to share their profile with the supervisor. The supervisors got a summary sheet of the VMF main and sub-dimensions and supplementary material with example questions and tips for discussing meaningful work to support the theme's inclusion in the development or goal discussions.

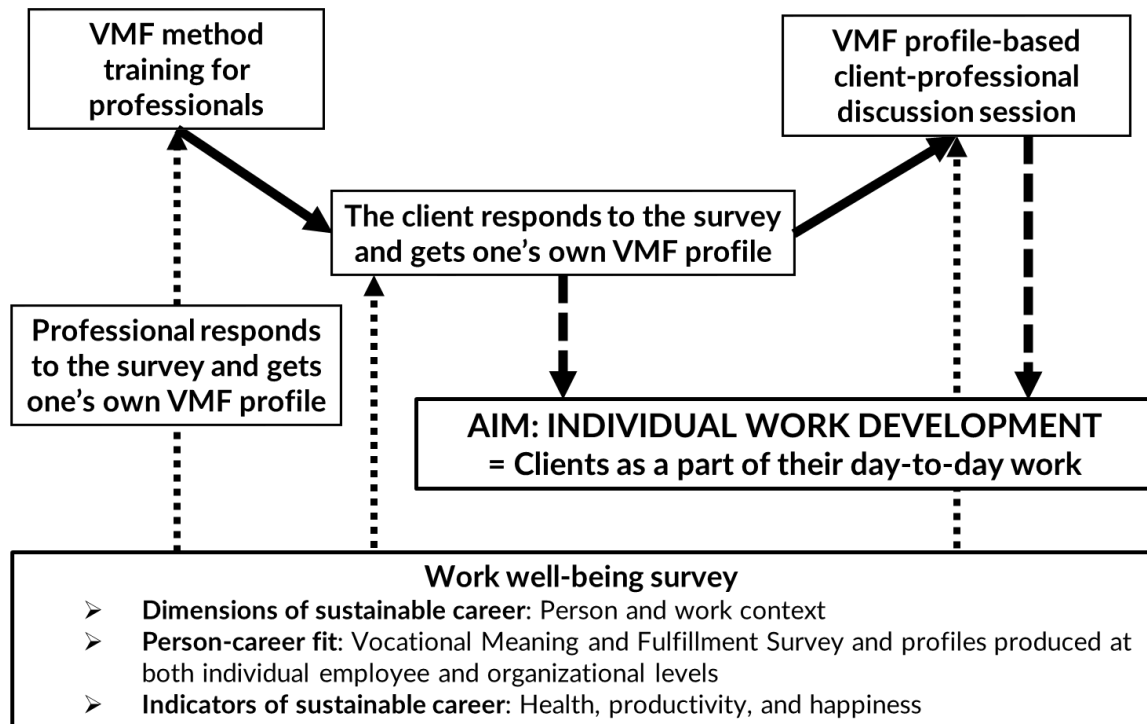
The possibility of including meaningful work in development or goal discussions was offered to all the personnel of the participating organizations. However, the MEANWELL facilitators did not participate in the discussions or control their occurrence. This type of execution was intended to support the theme's inclusion in the organization's normal processes.

## **2.4 MEANWELL operating model in work life and career counseling**

This adaptation of the MEANWELL operating model aimed to offer a well-validated, research-based, but still practical tool for professionals to process themes related to meaningful work with their clients. The professionals represented various fields of work life and career counseling (e.g., occupational health care and rehabilitation, coaching, and human relations) and were trained to use the vocational meaningfulness (VMF) method (Rantanen et al., 2023; 2024). The inclusion criteria for the training was that the professional had relevant education and work experience and was currently working with clients in the abovementioned fields.

VMF method consists of a three-step process of the client responding to VMFS-RE (step 1), getting a personal VMF profile (step 2), and contemplating it with a work life and career counseling professional (step 3). This method aims to help process and increase clients' work-related self-knowledge of meaningful work through these steps. Hence, the VMF method is not the VMFS-RE or VMF profile

alone. Instead, client-professional discussion stemming from the VMF profile is of utmost importance. Professionals could use the VMF method with unlimited clients after the training. The contents of this mode of the MEANWELL operating model are presented in Figure 5.



**Figure 5.** The MEANWELL operating model in work life and career counseling; VMF = Vocational Meaning and Fulfillment.

Figure 5 depicts that the MEANWELL operating model in work life and career counseling contains two processes, one for professionals and another for clients. These processes align with each other. As a first step of the process, professionals and clients filled in the work well-being survey (presented briefly above on p. 24, and in more detail in Chapter 4) and got their own VMF profile (for an example see Figure 2, on p. 14), visualizing their unique experiences of vocational meanings and fulfillments. A short interpretation guide of the VMF profile was delivered simultaneously with the profile for each respondent. Based on the profile, a preliminary self-reflection of one's profile was possible. For professionals, the next step was participating in the VMF method training. The contents of the training are presented in Table 7.

**Table 7.** The contents of the Vocational Meaning and Fulfillment (VMF) method training for professionals.

Session theme and timing	Aims	Methods and contents
Preliminary assignments: Getting familiar with the topic <ul style="list-style-type: none"> <li>• Before the first training session</li> <li>• Mandatory</li> </ul>	<ul style="list-style-type: none"> <li>• Getting personal experience of receiving one's own VMF profile</li> <li>• Familiarizing with the concept of meaningful work and the theoretical foundation of the VMF method</li> </ul>	<ol style="list-style-type: none"> <li>1) Filling in work well-being survey</li> <li>2) Receiving personal VMF profile with a short interpretation guide</li> <li>3) Reading material package: Theoretical foundation for VMF method</li> </ol>
Training, part 1: What is the revised Vocational Meaning and Fulfillment Survey (VMFS-RE)? <ul style="list-style-type: none"> <li>• Either as an independent session or as a joint session with part 2</li> <li>• Mandatory</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the VMFS-RE and its development</li> <li>• Reflecting on the personal experience of getting the VMF profile</li> <li>• Preliminary pondering of the ways to use the VMF method with clients</li> </ul>	<ol style="list-style-type: none"> <li>1) Experiential exercise: Focusing on meaningful work</li> <li>2) Education: Meaningful work and the model of sustainable careers</li> <li>3) Group work: Own VMF profiles</li> <li>4) Education: VMFS-RE and its development</li> <li>5) Group work: Ways to use the VMF method with clients</li> </ol>
Training, part 2: How to use the VMF method with clients? <ul style="list-style-type: none"> <li>• Either as an independent session or as a joint session with part 1</li> <li>• Mandatory</li> </ul>	<ul style="list-style-type: none"> <li>• Deeper understanding of how to use the VMF method with clients</li> <li>• Finding practical ways to improve and sustain meaningful work and support clients in this</li> </ul>	<ol style="list-style-type: none"> <li>1) Experiential exercise: Focusing on a possible client benefiting from the use of the VMF method</li> <li>2) Group work: Cases with differing VMF profiles</li> <li>3) Education: Using the VMF method with groups or organizations</li> <li>4) Group work: Finding ways to improve meaningful work in different dimensions of VMFS-RE</li> <li>5) Education: Practical steps of using the VMF method with clients</li> </ol>
Training, part 3: Experiences and questions related to the VMF method <ul style="list-style-type: none"> <li>• After using the VMF method with a couple of clients</li> <li>• Optional</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on the VMF method user experiences with coach and peers</li> <li>• Getting reinforcement, feedback, and ideas for further use of the VMF method</li> </ul>	<ol style="list-style-type: none"> <li>1) Group coaching, option 1: Discussing the themes and questions brought by the professionals (preferable)</li> <li>2) Group coaching, option 2: Coach-led discussions of the themes related to the use of the VMF method with clients</li> </ol>



As in organizational development, several methods were used in the training to facilitate versatile approaches to the theme. Particular focus was on the interplay between theoretical understanding and practical adaptation of the method. Experiential exercises helped the participating professionals orientate to the themes of the training and educational sections, giving the foundation for the use of the VMF method. Furthermore, small and whole group discussions and casework were used to guide the professionals toward adapting the method to use with their clients.

The VMF training had three parts designed to deepen the understanding and capabilities of using the VMF method with clients step-by-step. The training helped the professionals explore and elicit ideas for how their clients could enhance or sustain meaningful work in their situations. Preliminary assignments gave the professionals a personal experience of answering the survey and receiving their VMF profile to see it from a client's perspective. Furthermore, the assignments familiarized the professionals with the topic via a theoretical reading material.

Parts 1 and 2 of the VMF method training lasted two hours and could be completed either in a row or on separate days within a week. During part 1, the theoretical foundation and principles of the VMF method, including the research phases and results of the development of VMFS-RE from its original form (Peterson et al., 2017, 2019) to its Finnish adaptation (Rantanen et al. 2022, 2023, 2024) were presented to the professionals.

The first part also included a group work practice with small group or pair reflections on the experiences of getting one's own VMF profile and interpreting it. This practice aimed to help the professional identify with the client's experience and gain insights into how to discuss the profile with the client. After this, the professionals were asked to reflect on their preliminary views on the following topics: 1) How to use the VMF method with their clients, 2) Which kind of clients and situations the VMF method is most suitable for, and 3) When it is not recommended to use this method.

Part 2 of the VMF method training was based mainly on group work that involved the participants. It encouraged them to adapt the knowledge gained from the preceding, more educational parts of the training in real-life situations with their clients. The first group work practice involved several case conceptualizations of VMF profiles showing differing variations of fits and gaps between the vocational meanings and fulfillments (see Figure 2, on p. 14). The professionals discussed how to approach a client with this kind of profile, what questions to use, and what kind of future actions to suggest for the clients.

The second group work was focused on brainstorming ways to increase meaningful work by considering the different sources and factors affecting it. These

group work practices were designed to give the professionals practical tools for finding ways forward with their clients after scrutinizing the client's VMF profile. During part 2 of the training, the professionals were also given some insight and examples of how to use the VMF method with groups and in organizational settings, as many professionals were interested in and aiming for this, along with individual client counseling. At the end of part 2, practical instruction on how to use the VMF method with clients was offered. This process is depicted in Table 8.

**Table 8.** Client process utilizing VMF method in work life and career counseling.

<b>Using the VMF method with the clients</b>
<b>STEP 1:</b> The professional selected a client that could benefit from using a VMF profile in the professional's opinion.
<b>STEP 2:</b> The professional introduced the VMF profile and the MEANWELL study for the client. A dedicated brochure was offered to help with this.
<b>STEP 3:</b> The client answered the MEANWELL work well-being survey with a link in the brochure and received their personal VMF profile with a short interpretation guide via email.
<b>STEP 4:</b> If the client gave permission and contact info for the professional at the end of the survey, the VMF profile could be sent directly to both the professional and the client. If the client did not permit this, they were instructed to take the profile with them to the session with the professional.
<b>STEP 5:</b> The professional and the client used the VMF profile as a part of their session and process in a way that suited their situation.

Clients could answer the work well-being survey and get the VMF profile in Finnish or English. VMF profiles could be discussed and reflected upon by professionals with their clients individually or in a group format, for example, as a part of the team coaching process. If the discussion was in a group format, it could include a group-level VMF profile sent to the professional based on the survey answers of the whole group. The clients gave separate permission for the group profile formation, and they still got their personal VMF profiles. The MEANWELL facilitators did not participate in the professional-client sessions. However, feedback on the sessions was gathered via surveys and interviews, presented in more detail in Chapter 4.

After the client had gotten their VMF profile, the professional and the client used it as a part of their meeting to gain insights into the experiences related to meaningful work. Furthermore, they were encouraged to discuss improving or

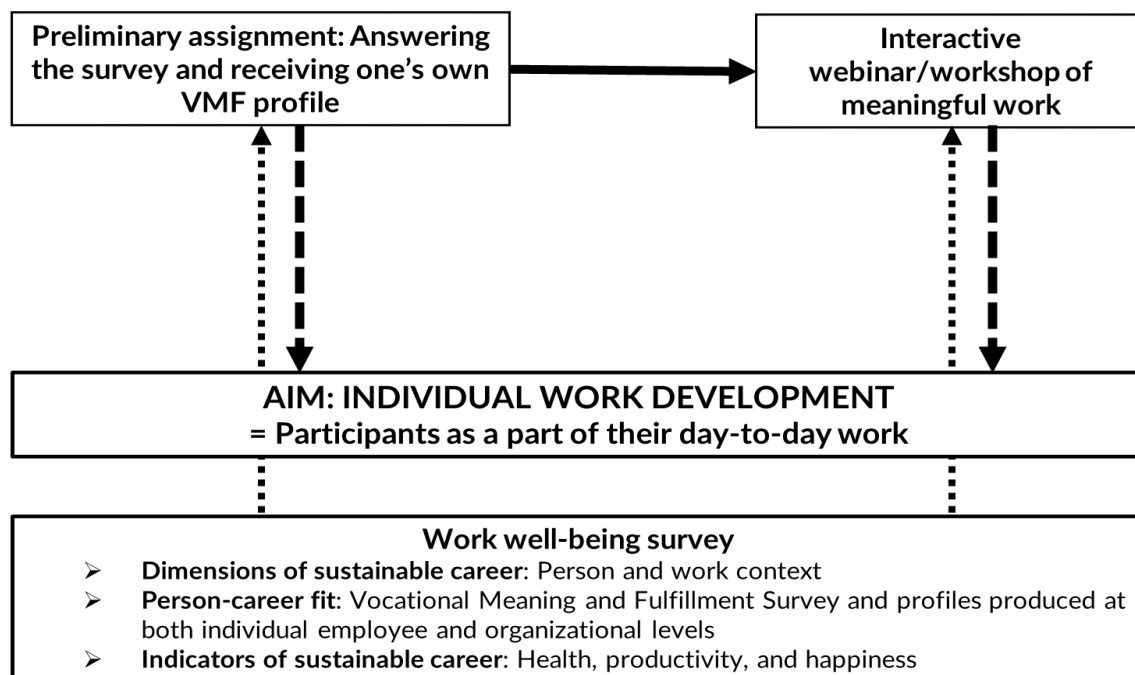
maintaining the fit between vocational meanings and fulfillments. Both getting the personal VMF profile and the discussion with the professional were aimed at giving ideas for the client to develop meaningful work and occupational well-being. This development could mean either job or career crafting (for more see e.g., Demerouti & Bakker, 2024; Tims et al., 2022) with minor changes to the current job and its execution or significant career moves, such as changing a workplace or applying for a new education.

Finally, part 3 of the VMF method training for professionals was a 1.5-hour group coaching held a few months after part 2 to give the professionals time to gain experience using the method with the clients. The main aim of this part was to offer the professionals a place to reflect on their own experiences concerning the use of the VMF method with the clients and to share these experiences with their peers.

This coaching session was ideally constructed based on the comments and questions the professionals brought with them. However, the MEANWELL facilitators had back-up questions in case the professionals did not have specific themes on their minds. During the session, the professionals were involved in discussions by encouraging them to comment on each other's viewpoints, share their vast knowledge, and offer ideas for possible questions coming from their peers. This part of VMF method training was optional, and the professionals could continue to use the method with clients even without it.

## **2.5 MEANWELL operating model in trade union collaboration and educational workshops**

This adaptation was the most compact form of the MEANWELL operating model. It was designed to serve target groups interested in learning the basics of the meaningful work phenomenon and to receive their personal VMF profiles. The contents of the MEANWELL operating model in trade union collaboration and educational workshops are presented in Figure 6. As in other modes of the MEANWELL project, the well-being survey and VMF profiles also formed the basis for the interactive webinars and workshops conducted by the MEANWELL facilitators. The process of getting a personal VMF profile and then participating in the interactive webinar or workshop aimed at increasing understanding of the factors affecting one's experience of meaningful work and helping to find ways to enhance this experience in day-to-day work.



**Figure 6.** The MEANWELL operating model in trade union collaboration and educational workshops; VMF = Vocational Meaning and Fulfillment.

The interactive webinar or workshop generally had two parts. The first part presented the theoretical foundation and development of the VMFS-RE and how to interpret one's personal VMF profile (Rantanen et al., 2023, 2024). The second part focused on discussing personal profiles and ways to improve or sustain meaningful work experience (Bailey & Madden, 2016; Demerouti & Bakker, 2024; Lysova et al., 2019; Tims et al., 2022). The MEANWELL facilitators led the first part, and the second part involved the participants using small and whole group discussions. Session slides and possibly other material related to meaningful work and its development were delivered to the participants after the webinar or workshop.

If the webinar or workshop was held in collaboration with a larger organization (e.g., trade union, educational institution), it was possible to make an organization-level summary of the work well-being survey results in a way corresponding the summaries made in the organizational development adaptation of the MEANWELL operating model. The results were then presented at the webinar or workshop and to the representatives of the collaborating organization. Organizations could also collaborate with the MEANWELL research project by administering the work well-being survey to members who received their personal VMF profiles. Then, the organization received the summary of the work well-being survey results. In these cases, the MEANWELL project offered a small-scale webinar and discussion session opportunity for the interested survey respondents.

# **3 FIDELITY AND ADHERENCE IN THE THREE MODES OF THE MEANWELL PROJECT**

## **3.1 Fidelity and adherence evaluation**

Fidelity in the intervention context can be defined as the degree to which an intervention is executed as intended (Carroll et al., 2007). This kind of execution often entails a standardized and homogenous delivery of the central aspects expected to be responsible for the intervention's effectiveness while possible confounding or contradictory material is avoided. In turn, adherence in the intervention context refers commonly to the extent to which the participants follow the instructions offered in the intervention (Bissonnette, 2008). Hence, fidelity concerns the actions of the team delivering and studying the intervention, while adherence considers the intervention participants' role in the intervention's completion (Persch & Page, 2013).

Especially in the case of complex interventions (e.g., several elements and varying target groups), it is important to assess factors like intervention fidelity and adherence in addition to evaluating intervention effectiveness in achieving the targeted outcome (Skivington et al., 2021). Fidelity and adherence to the MEANWELL operating models were evaluated based on the guidelines outlined by Bellg et al. (2004) and characteristics assessed by Fikretoglu et al. (2022). Accordingly, the goals and strategies used in this project are presented in terms of the study's design, facilitator-related factors, participant-related factors, and model implementation.

### 3.1.1 Design of the study

This dimension considered the theoretical foundation, dosage within and between conditions, and dealing with implementation setbacks (Bellg et al., 2004; Fikretoglu et al., 2022). Regarding the theoretical foundation, the MEANWELL project aimed to build its operating model on the basic tenets from the frameworks of 1) sustainable careers, 2) factors fostering meaningful work, 3) four dimensions of meaningful work, and 4) vocational meaning-fulfillment fit. These tenets were considered particularly in the organizational development but also formed the basis for the other modes of the project. Basic theoretical assumptions were that a) meaningful work experience can be improved with collaborative work development, and b) by improving meaningful work, career sustainability can be increased.

Strategies for achieving these aims in the MEANWELL project included the basic tenets from the four theoretical frameworks to all the model elements and using a checklist of the elements, especially in the design of team coaching. Furthermore, a handbook on delivery was compiled beforehand and used throughout the implementation. All the materials were prepared beforehand, and the same were used with all the participants. However, although the operating model contents were pre-determined, their format allowed for variation depending on the participating organization. For example, during development days, results of the work well-being surveys were presented in all the organizations. However, the exact format could vary a little based on the organization's characteristics (e.g., the background knowledge of the survey and interpretation of its results).

Dosage was considered in the MEANWELL project by aiming to deliver the same content for all the participants in each element of the model (e.g., development days), as well as to offer the same amount (number, frequency, and length) of sessions to all the participants in each element of the model (e.g., team coaching). The strategies used to achieve and measure these aims were the use of the delivery handbook, preparing the materials beforehand and using the same ones with all the participants, as well as sending the materials from each session to those who could not participate to convey the contents of the sessions for everyone. Furthermore, the minimums and maximums for the number, frequency, and length of the sessions were defined beforehand, and the facilitators tracked the participation in different elements of the model and its separate sessions (e.g., supervisor and team coaching).

Possible setbacks considered and prepared for were changes in facilitators and the COVID-19 pandemic situation that prevailed at the start of the MEANWELL project. These issues were tackled by having three facilitators capable of delivering all the elements of the model on their own (e.g., in the case of sickness absence) and

designing the elements of the model so that they could be conducted both onsite and remotely.

### **3.1.2 Facilitator-related factors**

In this dimension, competence and differences between the facilitators and facilitator training were considered (Bellg et al., 2004; Fikretoglu et al., 2022). The MEANWELL project aimed to use facilitative methods from goal- and solution-focused coaching and dialogical counseling as described in Chapter 2.2. Furthermore, principles of mindfulness and acceptance and commitment therapy traditions were incorporated. Hence, having facilitators with the skills in these methods was essential, and the strategy to achieve this was choosing facilitators with relevant background education and work experience using these methods. Overall, the MEANWELL operating model was delivered by professionals in psychology and coaching who had both education and experience related to the contents and methods used in the model.

It was essential to minimize the facilitators' differences in delivery. Differences were minimized by using the delivery handbook and predefined exercises and practices with guides on their delivery. The facilitators also discussed regularly the issues that arose during the model delivery. Self- or outsider assessments measured the extent to which the facilitators applied the facilitative methods in the sessions.

In terms of training, the MEANWELL project aimed to ensure that the facilitators had relevant and sufficient knowledge of the model's facilitative methods and theoretical background. The strategies to achieve these aims were familiarizing the facilitators with the theoretical background and giving them a personal experience on the elements of the model (e.g., answering the work well-being survey and getting their own VMF profile) and providing facilitator-to-facilitator training on the specific methods (e.g., on how to instruct a specific mindfulness exercise). In addition, the delivery handbook included instructions and examples on how to use the methods in different situations.

### **3.1.3 Participant-related factors**

Participant comprehension and their use of cognitive and behavioral skills were considered in this dimension (Bellg et al., 2004; Fikretoglu et al., 2022). The aim of the MEANWELL project in terms of participant comprehension was to ensure that the participants understood the information delivered in the model. The strategies to achieve this included using informal terms instead of field-specific language when possible, explaining the used concepts, and offering the participants regular possibilities to ask questions and discuss the themes included in the model. In

addition, the participants were working adults who were expected to have no serious issues (e.g., cognitive deficits) hindering the capacity to understand the contents and methods used in the model. This aim was measured by collecting data on the participants' experiences with the model's different elements via surveys and interviews and by tracking the participants' activities in the sessions.

The aim regarding participant skill utilization was to ensure that the participants comprehend and can apply the practices and exercises to their day-to-day work. This aim was aided by explaining the background for the exercises and practices and giving examples of how to approach and use them. Furthermore, different types of exercises and practices were used to approach the same themes to consider the participants' differing preferences. It was also a central part of the sessions that there was space for discussion on how the participants experienced the exercises and practices. The facilitator also answered possible questions related to them. Goal setting and follow-up monitoring of the skills practiced were also used. In addition, surveys and interviews were utilized to measure how the participants applied the methods in their daily lives.

### **3.1.4 Implementation of the MEANWELL operating model**

In this dimension, compliance with the model protocol, acceptability and utility of the model, and contextual factors were considered (Bellg et al., 2004; Fikretoglu et al., 2022). The MEANWELL project aimed to deliver the same program for all the participants in each model element (e.g., supervisor and team coaching). The strategies to achieve this were using a handbook with instructions and examples for different situations, using materials prepared beforehand in all the sessions, and offering the same dosage (number, frequency, and length) of sessions within predefined margins of minimums and maximums for all the participants. This aim was evaluated by measuring the inclusion of planned contents and applying facilitative methods immediately after the sessions by self- or outsider assessments and by tracking the participation in the different elements of the model.

The aim in terms of acceptability and utility was to ensure that the elements of the model and the way they were delivered served the target groups. At the start of the MEANWELL project in each organization, MEANWELL facilitators and the organization's representatives held a planning meeting in which the goals and responsibilities of the project were discussed and agreed on. During this meeting, the facilitators listened to the wishes and expectations of the organization and incorporated these into the execution of the development process when possible. After the planning meeting, a general informatory meeting for the participating personnel was held either onsite or remotely. In the informatory meeting, the



project was presented, and the participants had an opportunity to ask questions and offer comments. Often, this meeting was recorded so those who could not participate would also get the information.

The aim of acceptability and utility was also aided by involving the participants in the execution of the model. The aim of acceptability and utility was also aided by involving the participants in the execution of the model. Inclusion was done by offering a framework for the practices but leaving the exact contents to be decided by the participants (e.g., giving discussion themes and letting the participants go from there to the direction relevant to them). Measurement included collecting feedback during (discussions) and after (surveys and interviews) the sessions.

Regarding contextual factors, the aim was to consider the effects of differing working groups and workplaces on the delivery. This aim was aided by discussing with the representatives of the participating organization the issues that should be considered in their case. These discussions were often part of the planning meeting with the organization, but they were also held during the development process when the needs arose. For example, the session lengths could be adjusted within the predefined dosage limits. It was also determined that if the acute situation of the participants demanded a deviation from the plan (e.g., sudden conflict or change situation in the organization), it was allowed. In addition, an important contextual factor was that the participation was voluntary for the individual employees, so all the possible participants of the organizations were not involved.

## **3.2 Fidelity and adherence in the organizational development**

Five organizations used the MEANWELL operating model in organizational development (see Chapter 2.3 for a detailed description of this mode). All the criteria presented in Chapter 3.1 and its subchapters were utilized in the mode of organizational development. The participating organizations were the following (a person is counted as a participant if there is at least one facilitator-followed component they have participated in):

- **A school district:**  $n = 144$
- **A university faculty:**  $n = 135$
- **A retail network:**  $n = 75$
- **A temporary work agency:**  $n = 66$
- **Municipal services:**  $n = 95$

Hence, there were at least 515 participants from the five organizations. Since all the participation was not tracked on an individual level, it is possible that some participants were not included in the abovementioned facilitator-count-based numbers. Based on the organization's information, the invitation to participate was sent to approximately 800 employees. Hence, 64% of the invited personnel participated in some capacity in the MEANWELL development process.

When the participants from all the organizations were combined, 496 (96% of all the participants) completed at least one work well-being survey receiving their personal VMF profile, 37 (7%) participated in at least one supervisor coaching session, and 120 (23%) to at least one team coaching session. These three participation rates were tracked individually by the facilitators.

Participation in development days was gathered on a group level by counting the participants in general and noting whether representatives from all the invited participant groups (upper management, supervisors, and personnel) were present. The facilitators or outside observers did these counts. Hence, this data cannot be combined with specific participants, and some participants of development days have not necessarily participated in the components that facilitators tracked. Because of this, the percentage of participants is not indicated in the following participation counts. Based on these calculations made across all the participating organizations, 297 persons participated in development day 1 and 159 in development day 2. Of the development day participants, 147 could be linked to those indicated in the organization-specific numbers above based on their survey answers and interviews.

The participants in the development/goal discussions were calculated based on survey and interview responses, and this information was only available for some of the participants because all did not answer the relevant surveys or participate in the interviews. Based on available information across the participating organizations, 165 participants did have meaningful work as a theme in the development/goal discussions. Of these participants, 131 (79%) indicated that they had discussed the issue only in the employee role, 19 (12%) only in the supervisor role, and 15 (9%) in both roles. In an employee role, the discussion was held based on the VMF profile with 30 participants (21%), without the profile with 113 participants (77%), and both with and without the profile with 3 participants (2%). In a supervisor role, the discussion was held more often without the VMF profile with 27 supervisors (79%), more often with the profile with one supervisor (3%), and as often with and without the profile with six supervisors (18%). The development/goal discussion participation was divided into the participating organizations as follows:

- A school district: Employee role (n = 51), supervisor role (n = 2), both roles (n = 2)
- A university faculty: Employee role (n = 41), supervisor role (n = 4), both roles (n = 5)
- A retail network: Employee role (n = 17), supervisor role (n = 5), both roles (n = 2)
- A temporary work agency: Employee role (n = 12), supervisor role (n = 2), both roles (n = 2)
- Municipal services: Employee role (n = 8), supervisor role (n = 4), both roles (n = 1)

The sessions of the MEANWELL operating model elements conducted by the project facilitator(s), that is, development days, as well as supervisor and team coaching, were followed by an evaluation of how well the executed contents corresponded with the plan and how well the facilitator followed the facilitative methods of the model (see Chapter 2.2 for a detailed description of these methods). The match between the intended and actualized contents was evaluated by checking whether the session included all planned parts and whether they were executed by the facilitator(s) in the way and form that was intended.

In addition, participant activities at the group level (e.g., exercise involvement, conversation participation, and presenting questions and suggestions) were tracked, along with the need for facilitator support during the whole session in getting going with the practices and discussions after the initial instruction. Furthermore, information on the length and mode (onsite, remote, hybrid) of the sessions and the functionality of the technical and other tools and meeting places were collected. A structured form with open fields for explanations was used for these evaluations. When possible, the evaluation was completed by an outside observer. However, most of the time, the facilitator completed the evaluation since it was not feasible to have an outsider observer present due to the large number and varying geographical locations of the sessions. In total, 125 sessions of development days, supervisor coaching, and team coaching were evaluated.

### **3.2.1 Evaluation of the development days**

In all the organizations, development days were executed with the same contents, but the division of participants and the timing varied a little. In most cases, the development day lasted for three hours (there was one occasion where the development day lasted 1,5 hours and one occasion where it lasted four hours). The

MEANWELL project offered the possibility of a whole-day event, but for practical reasons, a half-day was more feasible for the participating organizations.

In two organizations (temporary work agency and municipal services), there was one development day for all the participants at the beginning and the end of their MEANWEL project process. In one organization (school district), three development days were executed for three sub-organizations at the beginning and end of their process. In one organization (university faculty), the first development day was executed twice separately, first in Finnish and then in English. Furthermore, in one organization (retail network), the first development day was offered twice at differing time points, and both times, it was divided into two 1.5-hour sessions on two consecutive days. In these two last-mentioned organizations, the second development day at the end of the process was held for all the participants as a one-time event in Finnish.

When aggregated across the five organizations, 297 persons participated on the first and 159 persons on the second development day. The participants were divided into the participating organizations as follows:

- A school district: Day 1 (n = 120) and day 2 (n = 99)
- A university faculty: Day 1 (n = 71) and day 2 (n = 15)
- A retail network: Day 1 (n = 36) and day 2 (n = 14)
- A temporary work agency: Day 1 (n = 30) and day 2 (n = 9)
- Municipal services: Day 1 (n = 40) and day 2 (n = 22)

The participants were mostly personnel in subordinate positions. The first development day was organized nine times; in three of them, upper management was present, while at least some supervisors were present on all the days. The second development day was organized seven times, and upper management was present in two of them, while at least part of the supervisors participated in six days.

There were two or three facilitators on each development day. In the development days, outside observers were used the most often. Hence, 12 of the 16 development days were evaluated by an outsider (a student or researcher who had familiarized oneself with the goals and methods of the MEANWELL operating model but did not participate in executing it). Ten development days (63%) were held remotely, and six occurred onsite (38%). Technical and other tools, as well as meeting places, functioned rather well in 56% and very well in 44% of the cases (options 'very badly,' 'rather badly,' and 'not bad but not good either' were not observed by the evaluators).

The evaluations regarding the first development day with options 'completely,' 'partially,' 'not at all,' and 'not applicable' showed that its different parts were executed for the most part as planned (see the list below). Due to rounding, the percentages may not add up to 100% in all cases (the same goes for the rest of the lists in this section). Explanations for the deviations related to timing constraints and technical problems.

- Presenting the facilitators and the program for the day: 89% completely, 11% partially
- Experiential exercise on meaningful work: 100% completely
- Offering psychoeducation on meaningful work and VMF profiles: 89% completely, 11% partially
- Presenting and discussing the work well-being survey results: 100% completely
- Setting collaboratively the organization-level development goal: 100% completely
- Finding collaborative means to achieve the goal: 78% completely, 22% partially
- Setting personal development goal: 89% completely, 11% not at all
- Collecting feedback and summing up the development day: 67% completely, 11% partially, 22% not at all

Correspondingly, the different parts of the second development day were executed as planned mostly (see the list below). Deviations were related to the situations of the organizations, and changes were made to support the current needs of the organizations in question.

- Presenting the facilitators and the program for the day: 100% completely
- Going back to the development goal set on the first development day: 86% completely, 14 % not at all
- Presenting and discussing the compared, first vs. second work well-being survey results: 86% completely, 14 % partially
- Setting collaboratively the organization level, next development goal: 86% completely, 14 % not at all
- Collaborative group work to ponder the development goal from alternative perspectives: 86% completely, 14% not at all

- Sharing the experiences from the perspective-taking group work: 71% completely, 29% not at all
- Collaborative group work on making a practical plan for goal advancement: 71% completely, 29% not at all
- Collecting feedback of the day and informing the next steps of the MEANWELL project: 86% completely, 14% not at all
- The actions of the facilitators during the development days were evaluated with options 'completely,' 'partially,' 'not at all,' and 'not applicable.' The last option was used if the method in question was not present in the session (e.g., the discussions proceeded smoothly without the facilitator getting involved). When combining the evaluations for both development days, the facilitative working methods were applied as follows:
  - Actions to further conversations if they did not start or got stuck: 68% completely, 6% partially, 25% not applicable
  - Including all the participants in the collaborative work: 88% completely, 13% partially
  - Accepting stance towards all shared thoughts, feelings, and experiences: 94% completely, 6% not applicable
  - Guiding the participants to consider the issues discussed from alternative points of view: 63% completely, 25% partially, 13% not applicable
  - Guiding the participants to produce solutions and concrete ways to influence the issues discussed instead of focusing on problem talk: 75% completely, 13% partially, 13% not applicable

Explanations indicated that there were situations where the evaluable point did not come up due to the activity of the participants or the timing constraints. The participants were evaluated to be very active in 31%, rather active in 38%, and somewhat active in 31% of the cases (options 'only a little active' and 'not at all active' were not observed by the evaluators). Facilitator support for getting going in the practices and discussions was needed pretty much in 13%, some amount in 31%, very little in 44%, and not at all in 13% of the cases (option 'very much' was not observed by evaluators).

Anonymous feedback on the development days was also collected from the participants with an e-survey immediately after the days. 186 (62% of the participants) feedback forms were filled for the first development day and 102 (64% of the participants) for the second. The participants rated their overall experience

with Finnish school grades from 4 (*pass*) to 10 (*excellent*) and gave written rationale for their grades. The average for the first development day was 8.5 ( $SD = 0.7$ , range 6–10). Written positive feedback came from the important and interesting topic, participatory execution of the day (collaborative group work, group discussions, and voting), and from functioning rhythm between lecturing, group work and discussions, and personal pondering. Places for improvement were seen in aiding the implementation of the set goals in the daily work, the pacing of the schedule for the day, and instructions for different working methods during the first day.

The feedback average for the second development day was 8.5 ( $SD = 0.6$ , range 7–10). Written positive feedback highlighted the participatory execution of the day, that is, collaborative group work and productive discussions with colleagues. Improvement suggestions were related, especially to the timing of the day and gaining a broader participation rate in the organization (participation was voluntary). In the feedback on the second development day, a measure of the benefits experienced in the different parts of the day was included. The scale for this measure ranged from 1 (not at all beneficial) to 4 (very beneficial). In addition, it was possible to indicate that the part was not applicable.

The participants experienced that the most beneficial parts were the group work in choosing and working with the collaborative development goal ( $M = 3.39$ ,  $SD = 0.75$ ), as well as making a collaborative and concrete plan with one's team for advancing the goal ( $M = 3.42$ ,  $SD = 0.80$ ). Going through the work well-being survey results was seen as rather beneficial ( $M = 3.07$ ,  $SD = 0.72$ ). The participants' least beneficial parts of the second development day were returning to the goal set in the first development day ( $M = 2.75$ ,  $SD = 1.00$ ) and getting their personal VMF profile ( $M = 2.69$ ,  $SD = 0.99$ ). For many, this was the second time getting one's profile during the MEANWELL process.

### **3.2.2 Evaluation of the supervisor coaching sessions**

Three supervisor coaching sessions were held in four organizations (school district, university faculty, retail network, and municipal services). However, in one organization (temporary work agency), only two were organized following the organization's needs. In this organization, the case counseling session was left out. In total, 37 individual supervisors participated in at least one of the supervisor coaching sessions. When aggregated across the organizations, 32, 24, and 21 supervisors participated in the first, second, and third coaching sessions. The participants were divided into the participating organizations as follows:

- A school district:  $n = 8$  (including principals and upper management)

- A university faculty: n = 5 (including team leaders in administrative supervisor roles and upper management)
- A retail network: n = 17 (including store managers)
- A temporary work agency: n = 4 (including mainly supervisors of the temporary workforce)
- Municipal services: n = 3 (including team leaders from different units; other supervisors participated, but only the participation of supervisors also in team coaching was tracked)

Thirteen sessions (one was not evaluated with the form) of supervisor coaching were evaluated in terms of execution. An outsider completed the evaluation for two of these sessions. There were two facilitators in seven of these sessions and one in the rest. Depending on the organization's needs, the sessions lasted 1,5-2 hours. Five sessions were held remotely, and eight were onsite meetings. Technical and other tools and meeting places functioned rather well in 39% and very well in 61% of the sessions (options 'very badly,' 'rather badly,' and 'not bad but not good either' were not observed by the observers).

The actions of the facilitators were evaluated with options 'completely,' 'partially,' 'not at all,' and 'not applicable.' The last option was used if the method in question was not present in the session. When combining the evaluations for all the supervisor coaching sessions, the facilitative working methods were applied as follows:

- Actions to further conversations if they did not start or got stuck: 77% completely, 8% partially, 15% not applicable
- Including all the participants in the collaborative work: 100% completely
- Accepting stance toward all shared thoughts, feelings, and experiences: 100% completely
- Guiding the participants to consider the issues discussed from alternative points of view: 92% completely, 8% not applicable
- Guiding the participants to produce solutions and concrete ways to influence the issues discussed instead of focusing on problem talk: 92% completely, 8% not applicable

Due to rounding, the percentages may not add up to 100% in all cases (the same goes for the rest of the lists in this section). Explanations indicated that the evaluable point did not come up due to the activity of the participants. The participants were evaluated to be very active in 31%, rather active in 62%, and somewhat active in 8%



of the cases (options 'only a little active' and 'not at all active' were not observed by the evaluators). Facilitator support for getting going in the practices and discussions was needed some amount in 23%, very little in 54%, and not at all in 23% of the cases (options 'very much' and 'pretty much' were not observed by the evaluators).

The contents of session 1, focusing on the theme "How to improve understanding of the employees' experiences by including meaningful work as a theme in the development/goal discussions," matched the plan as described in the list below using options 'completely,' 'partially,' 'not at all,' and 'not applicable' (the same scale for all the sessions).

- Introducing the facilitator and the program: 100% completely
- Experiential exercise on the theme of the session: 100% completely
- Offering psychoeducation on meaningful work in supervisory work and using the VMF method in development/goal discussions: 100% completely
- Case work on development/goal discussions: 75% completely, 25% not at all applicable
- Summary of the session: 100% completely

Due to time constraints, the casework was left out in one of the cases. In one organization, the execution of this session was not evaluated since it was substantially modified to fit the organization's needs. Furthermore, in one organization, this was the last session of the supervisor coaching since the order of the sessions was modified in accordance with the organization's needs.

The contents of session 2, which focused on the theme "How to promote meaningful work at the individual, team, and organizational level," matched the plan as described in the list below. Deviations were due to the changes agreed upon with the organization or not using the exact instructions for the group work, while maintaining its idea.

- Introducing the program: 80% completely, 20% partially
- Experiential exercise on the theme of the session: 100% completely
- Offering psychoeducation on meaningful work and ways to influence it: 100% completely
- Self-reflection of one's values as a supervisor and sharing this exercise with others: 80% completely, 20% not at all
- Group work on developing meaningful work in the supervisory role: 80% completely, 20% partially

- Summary of the session: 100% completely

The contents of session 3, which focused on the theme “Challenges and questions in supporting meaningful work: Case counseling,” matched the plan as described in the list below. Deviations were due to time constraints, and in some cases the idea of group work was included, while the form of execution differed from the planned.

- Introducing the program: 75% completely, 25% not at all
- Experiential exercise on the theme of the session: 50% completely, 25% partially, 25% not at all
- Rotating case counseling turns: 50% completely, 50% partially
- Group work on how to continue with the theme of meaningful work in the supervisory role: 25% completely, 50% partially, 25% not at all
- Summary of the session: 75% completely, 25% partially

### **3.2.3 Evaluation of the team coaching sessions**

Team coaching groups were formed either based on existing teams in the organization or combining voluntary participants into groups with some form of job task connection. The organization chose the participating teams when existing teams were used as a basis for the group formation. Then, the individual team members could opt out of the team coaching if they wanted to. These teams tended to include both the supervisor and the employees of the same team. This type of group formation was used in three of the five organizations (school district, municipal services, and retail network), in which a total of 13 groups were organized. One was discontinued after a few sessions due to personnel change in the group, and in one organization, two groups merged after a few sessions due to drop-out in one group’s participants.

In the other two organizations (university faculty and temporary work agency), voluntary participants were gathered and then divided into groups using the information of teams and collaboration between teams in these organizations. In these groups, there could be individuals from several teams, and all did not include a supervisor. In these two organizations, a total of 5 groups were organized. All six sessions were held in 16 groups, while in two groups, five sessions were held due to timing problems.

In total, 120 individuals participated in at least one of the team coaching sessions. When aggregated across the organizations, 106, 101, 92, 82, 81, and 74 persons participated in the first, second, third, fourth, fifth, and sixth coaching

sessions, respectively. The participants were divided into the participating organizations as follows:

- A school district, 4 groups: Supervisors (n = 5) and team members (n = 26). The team members' own supervisors were present in all groups.
- A university faculty, 4 groups: Supervisors (n = 5) and team members (n = 23). In three of the four groups, at least one supervisor was present, but they were not necessarily the supervisors of all the team members in their group.
- A retail network, 4 groups: Supervisors (n = 4) and team members (n = 15). The team members' own supervisors were present in all groups.
- A temporary work agency, 1 group: Supervisors (n = 2) and team members (n = 3). Supervisors were from upper management rather than the direct supervisors of the participating team members.
- Municipal services, 5 groups: Supervisors (n = 5) and team members (n = 32). The team members' own supervisors were present in all groups.

In total, 96 execution evaluations were conducted of the team coaching sessions. Thirteen of these were done by an outside observer. Most of the sessions lasted for the planned 1,5 hours, but with one group, four lasted for two hours. 46 (48%) of the evaluated sessions were held remotely, 42 (44%) were onsite meetings, and 8 (8%) utilized hybrid forms. Technical and other tools, as well as meeting places, functioned very poorly on 1%, rather poorly on 2%, not bad but not good either on 8%, rather well on 28%, and very well on 60% of the sessions.

The actions of the facilitators were evaluated with options 'completely,' 'partially,' 'not at all,' and 'not applicable.' The last option was used if the method in question was not present in the session. When combining the evaluations for all the team coaching sessions, the facilitative working methods were applied as follows:

- Actions to further conversations if they did not start or got stuck: 94% completely, 1% partially, 5% not applicable
- Including all the participants in the collaborative work: 99% completely, 1% partially
- Accepting stance toward all shared thoughts, feelings, and experiences: 100% completely
- Guiding the participants to consider the issues discussed from alternative points of view: 82% completely, 13% partially, 5% not applicable

- Guiding the participants to produce solutions and concrete ways to influence the issues discussed instead of focusing on problem talk: 64% completely, 9% partially, 1% not at all, 26% not applicable

Due to rounding, the percentages may not add up to 100% in all cases (the same goes for the rest of the lists in this chapter). Explanations indicated that the evaluable point did not come up due to the high discussion activity of the participants and the lack of problem talk. The participants were evaluated to be very active in 46%, rather active in 44%, somewhat active in 8%, and only a little active in 2% of the cases (option 'not at all active' was not observed by the evaluators). Facilitator support for getting going in the practices and discussions was needed very much in 4%, pretty much in 6%, some amount in 24%, very little in 44%, and not at all in 22% of the cases.

The contents of session 1, with the theme "Shared values and goals to support meaningful work," matched the plan as described in the list below, using options 'completely', 'partially', 'not at all' and 'not applicable' (the same scale for all the sessions). Deviations were caused by time constraints and the facilitator's choices to adapt the program to better meet the group's current needs.

- Introducing the facilitator, the participants, and the program: 100% completely
- Psychoeducation: Values and meaningful work: 94% completely, 6% partially
- Pondering practice: One's own work values + Group work: Own and organizational values and choosing the goal: 77% completely, 24% partially
- Setting personal goals: 59% completely, 24% partially, 18% not at all
- Summary of the session: 82% completely, 18% partially

The contents of session 2, with the theme "When, how, and with whom to influence meaningful work," matched the plan as described in the list below. Deviations in the check for personal goals were because some groups did not set goals in the first session. Otherwise, deviations were related to slight changes in the execution of the components.

- Experiential exercise: Quick unwinding: 100% completely
- Check of personal goals: 61% completely, 28% partially, 11% not at all
- Psychoeducation: Possibilities to influence meaningful work: 94% completely, 6% partially

- Discussion: VMF dimensions and choosing the dimension for group work: 94% completely, 6% partially
- Group work: Circles of influence: 89% completely, 11% partially
- Setting personal goals: 71% completely, 17% partially, 11% not at all

The contents of session 3, with the theme “Team interaction facilitating vs. hampering meaningful work,” matched the plan as described in the list below. Deviations were mostly due to one group accommodating the execution by combining two session themes into one and choosing only part of the planned contents from each session for the joint one.

- Experiential exercise + check of personal goals: Active listening: 100% completely
- Psychoeducation: Interaction and meaningful work: 100% completely
- Pondering practice: Finding an interaction-related factor that has positively impacted the experience of meaningful work: 94% completely, 6% partially
- Group work: Enhancing interaction that supports meaningful work: 94% completely, 6% partially
- Setting personal goals: 81% completely, 13% partially, 6% not at all

The contents of session 4, with the theme “Meaningful work and a healthy work-life balance,” matched the plan as described in the list below. Deviations were due to the facilitator adapting the session contents to fit the group's current needs. In this session, setting personal goals was often combined with the personal development targets determined in the pondering practice.

- Check of personal goals: 87% completely, 7% partially, 7% not at all
- Psychoeducation: Model of sustainable careers and associations between meaningful life and work: 80% completely, 7% partially, 13% not at all
- Pondering practice: Factors affecting meaningfulness and well-being in the context of whole life: 93% completely, 7% not at all
- Experiential exercise: Loving-kindness: 73% completely, 13% partially, 13% not at all
- Group work: Supporting work-life balance in the work community: 60% completely, 13% partially, 27% not at all
- Setting personal goals: 47% completely, 40% partially, 13% not at all

The contents of session 5, with the theme “Meaningful work and organizational, work life, and career changes,” matched the plan as described in the list below. Deviations were due to the modifications done based on the current needs of the group and time constraints. In the case of personal goals, the setting of the next one was in some groups left for the participants after the session. In these cases, it was instructed as a pondering practice for a final time on what to take with them from the whole team coaching.

- Check of personal goals: 75% completely, 13% partially, 13% not at all
- Psychoeducation: Meaningful work in changes: 94% completely, 6% not at all
- Experiential exercise: Defusion from a thought: 88% completely, 13% not at all
- Pondering practice: Changes over one’s career: 94% completely, 6% not at all
- Group work: Effects of changes during one’s career and how to support meaningful work in changes: 81% completely, 13% partially, 6% not at all
- Setting personal goals: 44% completely, 38% partially, 19% not at all

The contents of session 6, with the theme “Meaningful work as a part of the team’s future,” matched the plan as described in the list below. With one group, the experiential exercises from sessions 4 and 6 were swapped due to a change in the execution plan. Deviations from the planned contents were due to the reaction to the group's needs and, in one case, time constraints due to technical problems.

- Psychoeducation: Overview of all the themes of team coaching: 93% completely, 7% not at all
- Experiential exercise: Quick scan of body and mind: 79% completely, 21% not at all
- Group work: Development of meaningful work in the past and the future: 86% completely, 14% not at all
- Group work: Experiences to be shared with the whole organization at the development day 2: 29% completely, 43% partially, 29% not at all
- Circle of reflection on the whole team coaching process: 64% completely, 36% partially
- Summary and ending of the team coaching: 86% completely, 14% partially

Anonymous instant feedback was not collected after the supervisor and team coaching sessions in a manner that was done after the development days described above. The participants' experiences on the benefits and effects of the supervisor and team coaching, as well as development discussions, were surveyed as part of the research project's main surveys. These surveys are presented in detail in Chapter 4, and their results are discussed in the research publications of the MEANWELL project.

### **3.3 Fidelity and adherence in work life and career counseling**

Fidelity and adherence to the MEANWELL operating model in work life and career counseling (see Chapter 2.4 for a detailed description of this mode) were considered with the criteria described in Chapter 3.1 and its subchapters by adapting them to this context. In terms of participant-related factors, in the delivery of the training for professionals, the participants' background knowledge and work experience were considered by using more field-specific terminology and focusing on deepening the knowledge of the specific method instead of going through the basics of handling client meetings.

Professional training was organized in four waves, of which the first was directed to psychologists in a specific occupational health care organization. The latter three training waves were open to all professionals filling the inclusion criteria (described in Chapter 2.4.) from various fields of work life and career counseling (e.g., occupational health care and rehabilitation, coaching, and human relations). Training parts 1 and 2 (each lasting two hours) were organized on two separate days in one wave, successively in two waves, and one wave had the option for separate or successive execution. Training part 3 consisted of one 1.5-hour group coaching session. Part 3 was organized in all the waves, and due to the large number of participants in each wave, several separate sessions were offered, and each professional could sign up for one of these sessions.

In total, 240 professionals completed parts 1 and 2 of the professional training, and 49 participated in the optional group coaching session. They represented the following fields:

- **Career counselling:** n = 57 (24%)
- **Other work life counselling and coaching:** n = 112 (46%)
- **Occupational health care:** n = 65 (27%)

- **Human relations:** n = 6 (3%)

This report focuses on the MEANWELL project data gathered until January 2024. However, it should be noted that professionals trained by the project could continue to use the VMF method with their clients as long as the MEANWELL survey and VMF profile delivery were available for the clients free of charge by the MEANWELL project. From January 2022 to January 2024, 104 professionals (43% of training participants) used the method with altogether 1022 clients, and the use times varied between the professionals from 1 to 68.

Use times until January 2024 were counted per individual client, although with some clients, the discussion about the profile could have happened in a group format led by the professionals. The usage counts were based on the information the professionals gave in the answers to surveys and interviews and client data reporting their professional. However, other training participants may have also tried the method since all professionals did not answer user experience surveys, and all the clients did not report information on their specific professionals. The professionals who used the VMF method with their clients after the training represented the abovementioned fields as follows:

- Career counselling: n = 22. Use times per individual client varied mostly between 1 and 7, although one professional used the method with 42 clients.
- Other work life counseling and coaching: n = 47. 31 professionals (66%) used the method with 1-7 clients, while 16 (34%) used it with more than ten clients.
- Occupational health care: n = 31. Use times per individual client varied mostly between 1 and 12, although one professional used the method with 22 clients.
- Human relations: n = 4. Use times per individual client varied between 3 and 4.

The clients came from the following industries (one participant did not indicate their industry):

- **Health, social, and well-being services:** n = 405 (40%)
- **Education and scientific activities:** n = 179 (18%)
- **Administration and support service activities:** n = 165 (16%)
- **Industry, design, and infrastructure:** n = 127 (12%)



- **Communications, ICT, and media:** n = 87 (9%)
- **Wholesale and retail trade, accommodation, and food services:** n = 34 (3%)
- **Legal, financial, and insurance activities:** n = 13 (1%)
- **Culture, art, entertainment, and recreation:** n = 11 (1%)

The execution of the professional training was evaluated using the same form as in organizational development (see Chapter 3.2 and its subchapters). Training parts 1 and 2 were evaluated by the form only on one wave of the three, and this time, both sessions were evaluated by an outside observer. Of the eleven group coaching sessions (i.e. training part 3), seven were evaluated using the form. Two of these evaluations were made by an outside observer. The sessions for parts 1 and 2 lasted for 2 hours each, and the sessions for group coaching were approximately 1,5 hours. There were 1-2 facilitators in a session, and all the sessions were organized remotely. Technical and other tools functioned rather well on 67% and very well on 33% of the sessions (options 'very badly,' 'rather badly,' and 'not bad but not good either' were not observed by the evaluators).

The contents of training parts 1 and 2 almost completely matched the planned ones. There were minor deviations in the introductions and endings of the sessions, but the main contents followed the plan. A specific list is not presented due to the small number of evaluations. Regarding the group coaching sessions (training part 3), the emergence of discussion related to particular themes was evaluated, although the discussion could flow relatively freely. The contents of these group coaching sessions were executed as described in the list below, using options 'completely,' 'partially,' 'not at all,' and 'not applicable.' Due to rounding, the percentages may not add up to 100% in all cases (the same goes for the rest of the lists in this section). Deviations were reported to be due to the informality and free flow of the session without the need for specific directing from the facilitator.

- Introducing the facilitator and the program: 71% completely, 14% partially, 14% not at all
- Group work: Experiences of the use of the VMF method in client work: 100% completely
- Group work: Developing in the use of the VMF method: 57% completely, 29% partially, 14% not at all
- Group work: Potential use cases for the VMF method in the future: 43% completely, 43% partially, 14% not at all
- Summary of the session: 71% completely, 29% partially

The actions of the facilitators were evaluated with options 'completely,' 'partially,' 'not at all,' and 'not applicable.' The last option was used if the method in question was not present in the session. When combining the evaluations for all the sessions, the facilitative working methods were applied as follows:

- Actions to further conversations if they did not start or got stuck: 89% completely, 11% not applicable
- Including all the participants in the collaborative work: 100% completely
- Accepting stance toward all shared thoughts, feelings, and experiences: 100% completely
- Guiding the participants to consider the issues discussed from alternative points of view: 89% completely, 11% not applicable
- Guiding the participants to produce solutions and concrete ways to influence the issues discussed instead of focusing on problem talk: 56% completely, 44% not applicable

Explanations indicated that the evaluable point did not come up due to the high discussion activity of the participants and the lack of problem talk. The participants were evaluated to be very active in 56% and rather active in 44% of the cases (options 'somewhat active,' 'only a little active,' and 'not at all active' were not observed by the evaluators). Facilitator support for getting going in the practices and discussions was needed some amount in 11%, very little in 67%, and not at all in 22% of the cases (options 'very much' and 'pretty much' were not observed by the evaluators).

Anonymous feedback on professional training parts 1 and 2 was collected from the participants with e-surveys immediately after the training sessions. This feedback was available from all the waves of the professional training. In total, 146 (61% of the participants) feedback forms were filled. The participants rated their overall experience with Finnish school grades from 4 (pass) to 10 (excellent). They gave open comments on what worked and what did not regarding content and facilitative methods. The average grade was 9 (SD = 0.8, range 7–10).

Positive feedback was given on the working combination of lecturing, examples, practices, and group discussions. The participants experienced that interaction and communication during the training worked well and that the facilitators were competent and presented the material and instructions calmly and clearly. The materials were seen as informative and well-constructed. Many participants were so satisfied that they had no suggestions for improvement. The presented negative feedback and suggestions for improvement were concerned

with technical problems, as well as the timing and pacing of the training. The participants also reported some challenges with the materials or practices or hoped the material would have been delivered beforehand. For some, using the VMF method after the training in client work would have needed more clarification.

### **3.4 Fidelity and adherence in trade union collaboration and educational workshops**

Fidelity and adherence to the MEANWELL operating model in trade union collaboration and educational workshops (see Chapter 2.5 for a detailed description of the model in this mode) were evaluated the most loosely of the modes. The principles described in Chapter 3.1 and its subchapters were used as a basis for implementation in this mode. However, there was considerable room for group-informed tailoring, and the length and exact contents of each training session were defined together with the representatives of the participants. The delivery handbook was a loose guide for the included contents and facilitative methods. The work well-being survey and VMF profile delivery procedure were the same as in other modes of the MEANWELL operating model. The facilitators collected feedback after the sessions with an anonymous form. However, in this mode, there were no execution checks against predetermined protocols or methods.

In this mode, there were a total of 3136 participants who answered the MEANWELL work well-being survey. Of these, 79% (n = 2463) participated in the trade union collaboration, while 21% (n = 673) were the possible participants of educational workshops. These participants represented various industries as presented below (two participants did not indicate their industry):

- **Health, social, and well-being services:** n = 828 (26%)
- **Education and scientific activities:** n = 495 (16%)
- **Administration and support service activities:** n = 403 (13%)
- **Legal, financial, and insurance activities:** n = 357 (11%)
- **Industry, design, and infrastructure:** n = 351 (11%)
- **Communications, ICT, and media:** n = 322 (10%)
- **Culture, art, entertainment, and recreation:** n = 269 (9%)
- **Wholesale and retail trade, accommodation, and food services:** n = 109 (3%)

Many of the participants only answered the survey and got their personal VMF profile (optional), although the possibility to participate in either a webinar or an educational workshop was offered to all. Five webinars and 11 educational workshops on meaningful work were organized with different groups. The webinars and workshops lasted, in most cases, 1,5 hours, but shorter and longer sessions were held based on the needs of the participants. In addition to meaningful work, themes related to occupational well-being, in general, were added to many of the webinars and workshops based on the wishes of the representatives of the participants.

The general structure included a more facilitator-led informational part and a more participator-led discussion part in all the completed webinars and workshops in some form. There were 1-3 facilitators present depending on the given participation group's needs and the MEANWELL project's resources. Exact participation rates were available only from some of the sessions, but based on the facilitators' observations, the participatory counts tended to vary between 10 and 50 participants. Hence, there were approximately 300 participants in the webinars and 600 in the educational workshops.

Anonymous feedback was available from all the webinars and one educational workshop. In total, there were 58 answers regarding webinars and 48 regarding the one evaluated workshop. Feedback was not mainly gathered from educational workshops since they were organized in association with educational programs that had their own feedback systems. The one evaluated workshop was held for a trade union group, and its participants were counted as members of the trade union context. These answers were combined in the following presentation of the results since the contents and facilitative methods of the webinars and workshops were close. However, the workshop was held onsite, while webinars were held remotely.

The participants rated their overall experience with Finnish school grades from 4 (pass) to 10 (excellent) and gave a written rationale for their rating. The average grade was 8.9 (SD = 0.8, range 7–10). Positive feedback included mentions of interesting themes that were well presented and provoked thought processes. The VMF profile was seen as a good tool for getting into the theme, and some participants regretted that they did not fill it in before the webinar or workshop but were going to do it afterward. Group discussions were liked and observed to make the sessions interactive. On the negative side, some participants experienced technical problems or had difficulty understanding the contents. Some hoped for more time for discussions, and some would have liked to hear more about the theory and research of the theme.

## **4 MEANWELL RESEARCH DATA**

The MEANWELL data collection is an ongoing process due to both continuing and new collaboration with different parties interested in utilizing MEANWELL operating models and the VMF method. Therefore, data gathered between September 2021 and January 2024 is reported in this report. In all data collection, the ethical guidelines for human sciences (APA, 2020; Kohonen et al., 2019) have been applied, and the ethical research committee of the University of Jyväskylä has approved the research plan.

Data security has been taken care of based on the guidelines of the University of Jyväskylä and following national Finnish and European data regulations and laws, particularly the General Data Protection Regulation (GDPR; Regulation 679/2016). Participation in the MEANWELL research has been voluntary, and informed consent has been acquired separately for each data gathering phase from each participant. The participants got personal ID numbers to connect their responses in the differing data gathering phases. However, the research has been and will be done with pseudonymized data. Because of this, the identity of the participants will not be disclosed at any stage of the research process, including the reporting of the results.

### **4.1 Participants**

The MEANWELL project's multifaceted research data consists of participants from four different contexts: 1) Organizational development, 2) Work life and career counseling, 3) Trade union collaboration, and 4) Educational workshops. The participants are described in Chapters 4.1.1-4.1.4 based on their responses to the work well-being survey 1. This survey started the data gathering process when there were multiple data gathering phases. Chapter 4.1.5 presents characteristics of the overall MEANWELL participant data comprising the four contexts.

When the participants' industries are reported, the used classification is based on Standard Industrial Classification TOL2008 (Statistics Finland, 2008), and when occupational status is reported, the used classification is based on Classification of Occupations 2010 (Statistics Finland, 2010). These classifications are described in detail in Chapter 4.3.1.5.

#### 4.1.1 Participants from the organizational development

There were 437 respondents in all five participating organizations, with an average response rate of 58% to the work well-being survey 1. Of the participants, 338 (77%) were women, 92 (21%) were men, and 7 (2%) did not want to define or disclose their gender. The mean age was 44.2 years (standard deviation = 10.8 years, range = 20–65 years), and the mean tenure in the current job situation was 8.8 years (standard deviation = 8.8 years, range = 0.1–40 years).

Of the participants, 79 (18%) held worker, 54 (12%) specialist, 209 (48%) senior specialist, and 95 (22%) supervisor/manager positions. The weekly working hours mean was 37.8 hours (standard deviation = 7.3 hours, range = 0–80). The same participant demographics within each of the five participating organizations are presented in Table 9.

**Table 9.** Demographics within each organization in the organizational development.

	School district n = 125	University faculty n = 108	Retail network n = 66	Temporary work agency n = 54	Municipal services n = 84
<b>Gender</b>					
Female	n = 101 (81%)	n = 75 (69%)	n = 62 (94%)	n = 40 (74%)	n = 60 (71%)
Male	n = 22 (18%)	n = 32 (30%)	n = 2 (3%)	n = 13 (24%)	n = 23 (27%)
Not defined	n = 2 (2%)	n = 1 (1%)	n = 2 (3%)	n = 1 (2%)	n = 1 (1%)
<b>Age</b>					
Mean (SD)	46.6 (9.5)	43.7 (10.9)	39.9 (12.2)	40.1 (9.2)	47.3 (10.3)
Range	26–62	25–65	20–64	24–59	24–64
<b>Occupational status</b>					
A	n = 26 (21%)	n = 2 (2%)	n = 41 (62%)	n = 3 (6%)	n = 7 (8%)
B	n = 0 (0%)	n = 6 (6%)	n = 2 (3%)	n = 16 (30%)	n = 30 (36%)
C	n = 93 (74%)	n = 82 (76%)	n = 0 (0%)	n = 19 (35%)	n = 15 (18%)
D	n = 6 (5%)	n = 18 (17%)	n = 23 (35%)	n = 16 (30%)	n = 32 (38%)
<b>Tenure in the current position</b>					
Mean (SD)	11.8 (8.9)	8.3 (8.6)	7.1 (7.7)	3.9 (3.9)	9.7 (10.3)
Range	0.3–33	0.1–37	0.1–38	0.1–15	0.1–40
<b>Weekly working hours</b>					
Mean (SD)	37.4 (7.2)	40.5 (5.6)	31.0 (9.3)	40.7 (6.7)	38.5 (3.4)
Range	0–52	25–60	10–50	35–80	20–48

**Note.** A = worker, B = specialist, C = senior specialist, D = supervisor/manager.

#### 4.1.2 Participants from work life and career counseling

Altogether, 244 professionals (4 did not participate in the training after completing the survey) and 1022 clients answered the work well-being survey 1. The average response rate for professionals was 85%. The response rate for clients could be counted for only those 69 clients who participated as part of the collaboration with a particular occupational healthcare organization (wave 1), and it was 95%. For the other clients, it was unknown how many possible clients the professionals had introduced the survey to.

**Of the professionals**, 221 (91%) were women, 20 (8%) were men, and 3 (1%) did not want to define or disclose their gender. The mean age among these participants was 47.4 years (standard deviation = 10.8 years, range = 22–70 years), and the mean tenure in the current job situation or organization was 7.5 years (standard deviation = 7.7 years, range = 0–34). Of the participants, 6 (3%) held worker, 12 (5%) specialist, 111 (45%) senior specialist, and 33 (14%) supervisor/manager positions. In addition, 80 (33%) were self-employed entrepreneurs and two (1%) were students. The weekly working hours mean was 36.5 (standard deviation = 9.4 hours, range = 0–70). They worked in the following industries (one did not indicate their industry):

- Health, social, and well-being services: n = 110 (45%)
- Education and scientific activities: n = 85 (35%)
- Administration and support service activities: n = 34 (14%)
- Wholesale and retail trade, accommodation, and food services: n = 6 (3%)
- Industry, design, and infrastructure: n = 5 (2%)
- Legal, financial, and insurance activities: n = 2 (1%)
- Communications, ICT, and media: n = 1 (0.5%)

**Of the clients**, 767 (75%) were women, 223 (22%) were men, 1 (0.1%) was non-binary, and 31 (3%) did not want to define or disclose their gender. The mean age among these participants was 42.8 years (standard deviation = 10.8 years, range = 22–76 years), and the mean tenure in the current job situation or organization was 8.0 years (standard deviation = 8.4 years, range = 0–43). Of the participants, 77 (8%) held worker, 282 (28%) specialist, 418 (41%) senior specialist, and 193 (19%) supervisor/manager positions. In addition, 50 (5%) were self-employed entrepreneurs and two (0.2%) were students. The weekly working hours mean was 37.4 (standard deviation = 7.3 hours, range = 0–70). They worked in the following industries (one participant did not indicate their industry):

- Health, social, and well-being services: n = 405 (40%)
- Education and scientific activities: n = 179 (18%)
- Administration and support service activities: n = 165 (16%)
- Industry, design, and infrastructure: n = 127 (12%)
- Communications, ICT, and media: n = 87 (9%)
- Wholesale and retail trade, accommodation, and food services: n = 34 (3%)
- Legal, financial, and insurance activities: n = 13 (1%)
- Culture, art, entertainment, and recreation: n = 11 (1%)

#### **4.1.3 Participants from trade union collaboration**

There were 2463 respondents across the five participating trade unions with an average response rate of 7% to the work well-being survey 1. Response rates were counted based on the responses to the surveys sent to the whole or representative subsample of members. Of these participants, 1989 (81%) were women, 364 (15%) were men, 19 (1%) were non-binary, and 91 (4%) did not want to define or disclose their gender. The mean age among the participants was 46.3 years (standard deviation = 10.8 years, range = 23–71 years), and the mean tenure in the current job situation or organization was 9.2 years (standard deviation = 9.4 years, range = 0–46 years).

Of the participants, 61 (3%) held worker, 392 (16%) specialist, 1416 (58%) senior specialist, and 420 (17%) supervisor/manager positions. In addition, 126 (5%) were self-employed entrepreneurs and 48 (2%) were students, unemployed, or retired. The weekly working hours mean was 37.5 (standard deviation = 6.9 hours, range = 0–80). These same participant demographics within the five participating trade unions are presented in Table 10. The participants worked in the following industries (one participant did not indicate their industry):

- Health, social, and well-being services: n = 613 (25%)
- Legal, financial, and insurance activities: n = 356 (15%)
- Administration and support service activities: n = 354 (14%)
- Industry, design, and infrastructure: n = 316 (13%)
- Communications, ICT, and media: n = 302 (12%)
- Culture, art, entertainment, and recreation: n = 256 (10%)



- Education and scientific activities: n = 215 (9%)
- Wholesale and retail trade, accommodation, and food services: n = 50 (2%)

**Table 10.** Participant demographics within each trade union.

	<b>Akava Special Branches</b> n = 1264	<b>The Association of Finnish Lawyers</b> n = 372	<b>TEK (Academic engineering and architecture)</b> n = 327	<b>Finnish Pharmacists' Association</b> n = 269	<b>Finnish Association of Speech and Language Therapists</b> n = 231
<b>Gender</b>					
Female	n=1067 (84%)	n=267 (72%)	n=179 (55%)	n=251 (93%)	n=225 (97%)
Male	n=124 (10%)	n=87 (23%)	n=139 (43%)	n=11 (4%)	n=3 (1%)
Trans/not defined	n=73 (6%)	n=18 (5%)	n=9 (3%)	n=7 (3%)	n=3 (1%)
<b>Age</b>					
M (SD)	47.0 (10.6)	45.9 (11.2)	45.5 (10.7)	46.3 (10.2)	44.0 (11.4)
Range	23-70	24-67	24-71	23-64	24-68
<b>Occupational status</b>					
A	n=56 (4%)	n=1 (0.2%)	n=2 (1%)	n=2 (1%)	n=0 (0%)
B	n=173 (14%)	n=1 (0.2%)	n=10 (3%)	n=208 (77%)	n=0 (0%)
C	n=775 (61%)	n=253 (68%)	n=205 (63%)	n=31 (12%)	n=152 (66%)
D	n=211 (17%)	n=98 (26%)	n=71 (22%)	n=26 (10%)	n=14 (6%)
E	n=44 (4%)	n=14 (4%)	n=2 (1%)	n=1 (0.3%)	n=65 (28%)
F	n=5 (0.3%)	n=5 (1%)	n=37 (11%)	n=1 (0.3%)	n=0 (0%)
<b>Tenure in the current position</b>					
Mean (SD)	9.1 (9.3)	9.4 (9.4)	7.7 (8.8)	11.8 (10.1)	7.9 (9.3)
Range	0-46	0.1-40	0-40	0-40	0.1-39
<b>Weekly working hours</b>					
Mean (SD)	36.9 (6.5)	40.6 (7.8)	38.9 (7.2)	35.8 (6.8)	36.3 (5.8)
Range	0-65	0-80	1-70	6-50	7-50

**Note.** A = worker, B = specialist, C = senior specialist, D = supervisor/manager, E = self-employed entrepreneur, F = student, unemployed, or retired.

#### 4.1.4 Participants from educational workshops

There were 673 respondents across the seven participant groups, with an average response rate of 78% to the work well-being survey 1. The response rate average is based on available information from 11 data gathering points. In contrast, from three points, the response rate was not counted since there was no information on how many possible respondents there were. Of these participants, 522 (78%) were women, 136 (20%) were men, 3 (0.4%) were non-binary, and 12 (2%) did not want to define or disclose their gender. The mean age among the participants was 36.8 years (standard deviation = 13.1 years, range = 17-67 years), and the mean tenure in the current job situation or organization was 5.9 years (standard deviation = 8.4 years, range = 0-40 years).

Of the participants, 179 (27%) held worker, 55 (8%) specialist, 204 (30%) senior specialist, and 134 (20%) supervisor/manager positions. In addition, 74 (11%) were self-employed entrepreneurs and 27 (4%) were students, unemployed, or retired. The weekly working hours mean was 34.1 (standard deviation = 15.7 hours, range = 0–99). These same participant demographics within the seven participating groups are presented in Table 11. The participants worked in the following industries (one participant did not indicate their industry):

- Education and scientific activities: n = 280 (42%)
- Health, social, and well-being services: n = 215 (32%)
- Wholesale and retail trade, accommodation, and food services: n = 59 (9%)
- Administration and support service activities: n = 49 (7%)
- Industry, design, and infrastructure: n = 35 (5%)
- Communications, ICT, and media: n = 20 (3%)
- Culture, art, entertainment, and recreation: n = 13 (2%)
- Legal, financial, and insurance activities: n = 1 (0.1%)

**Table 11.** Participant demographics within each participating group in the educational workshops.

	<b>Educational leadership</b> n = 187	<b>Sport sciences</b> n = 155	<b>Veterinary services</b> n = 125	<b>Municipal personnel from varying fields, municipal 1</b> n = 100	<b>Municipal personnel from varying fields, municipal 2</b> n = 54	<b>Agency workers from varying fields</b> n = 32	<b>Language and communication</b> n = 20
<b>Gender</b>							
Female	n = 153 (82%)	n = 104 (67%)	n = 116 (93%)	n = 78 (78%)	n = 41 (76%)	n = 16 (50%)	n = 14 (70%)
Male	n = 32 (17%)	n = 50 (32%)	n = 9 (7%)	n = 16 (16%)	n = 10 (19%)	n = 14 (44%)	n = 5 (25%)
Trans/Not defined	n = 2 (1%)	n = 1 (1%)	n = 0 (0%)	n = 6 (6%)	n = 3 (6%)	n = 2 (6%)	n = 1 (5%)
<b>Age</b>							
Mean (SD)	43.4 (9.7)	23.3 (2.2)	28.6 (4.2)	49.3 (11.1)	48.7 (9.9)	40.3 (14.7)	28.8 (6.9)
Range	24-67	21-31	25-47	19-65	28-63	17-65	23-44
<b>Occupational status</b>							
A	n = 4 (2%)	n = 83 (54%)	n = 3 (2%)	n = 40 (40%)	n = 22 (41%)	n = 27 (84%)	n = 0 (0%)
B	n = 4 (2%)	n = 27 (17%)	n = 4 (3%)	n = 11 (11%)	n = 7 (13%)	n = 1 (3%)	n = 1 (5%)
C	n = 87 (47%)	n = 7 (5%)	n = 49 (39%)	n = 32 (32%)	n = 10 (19%)	n = 2 (6%)	n = 17 (85%)
D	n = 91 (49%)	n = 9 (6%)	n = 1 (1%)	n = 17 (17%)	n = 14 (26%)	n = 2 (6%)	n = 0 (0%)
E	n = 1 (1%)	n = 8 (5%)	n = 64 (51%)	n = 0 (0%)	n = 0 (0%)	n = 0 (0%)	n = 1 (5%)
F	n = 0 (0%)	n = 21 (14%)	n = 4 (3%)	n = 0 (0%)	n = 1 (2%)	n = 0 (0%)	n = 1 (5%)
<b>Tenure in the current position</b>							
Mean (SD)	8.6 (8.2)	1.5 (1.5)	0.8 (1.5)	12.7 (11.4)	12.3 (11.0)	1.6 (2.5)	1.8 (1.4)
Range	0.1-40	0-8	0-14	0.2-39	0.1-38	0-10	0.2-6
<b>Weekly working hours</b>							
Mean (SD)	39.9 (6.1)	19.7 (15.1)	41.9 (20.8)	37.5 (6.4)	39.3 (4.6)	28.9 (14.0)	20.7 (15.9)
Range	10-55	0-50	0-99	1-50	28-55	3-47	0-55

**Note.** A = worker, B = specialist, C = senior specialist, D = supervisor/manager, E = self-employed entrepreneur, F = student, unemployed, or retired.

### 4.1.5 Participants from all the MEANWELL contexts combined

When all the work well-being survey 1 respondents from four contexts were combined into one data set, there were 4839 respondents with an average response rate of 62% (based on available information) to the work well-being survey 1. Of all MEANWELL survey 1 respondents, 3837 (79%) were women, 835 (17%) were men, 23 (1%) were non-binary, and 144 (3%) did not want to define or disclose their gender. The mean age among the participants was 44.1 years (standard deviation = 11.6 years, range = 17–76 years), and the mean tenure in the current job situation or organization was 8.3 years (standard deviation = 9.0 years, range = 0–46 years).

Of the participants, 402 (8%) held worker, 795 (16%) specialist, 2355 (49%) senior specialist, and 875 (18%) supervisor/manager positions. In addition, 333 (7%) were self-employed entrepreneurs and 79 (2%) were students, unemployed, or retired. The weekly working hours mean was 37.0 (standard deviation = 9.0 hours, range = 0–99). The participants worked in the following industries (four participants did not indicate their industry):

- Health, social, and well-being services: n = 1352 (28%)
- Education and scientific activities: n = 995 (21%)
- Administration and support service activities: n = 713 (15%)
- Industry, design, and infrastructure: n = 493 (10%)
- Communications, ICT, and media: n = 412 (9%)
- Legal, financial, and insurance activities: n = 373 (8%)
- Culture, art, entertainment, and recreation: n = 280 (6%)
- Wholesale and retail trade, accommodation, and food services: n = 217 (5%)

## 4.2 Data gathering procedures

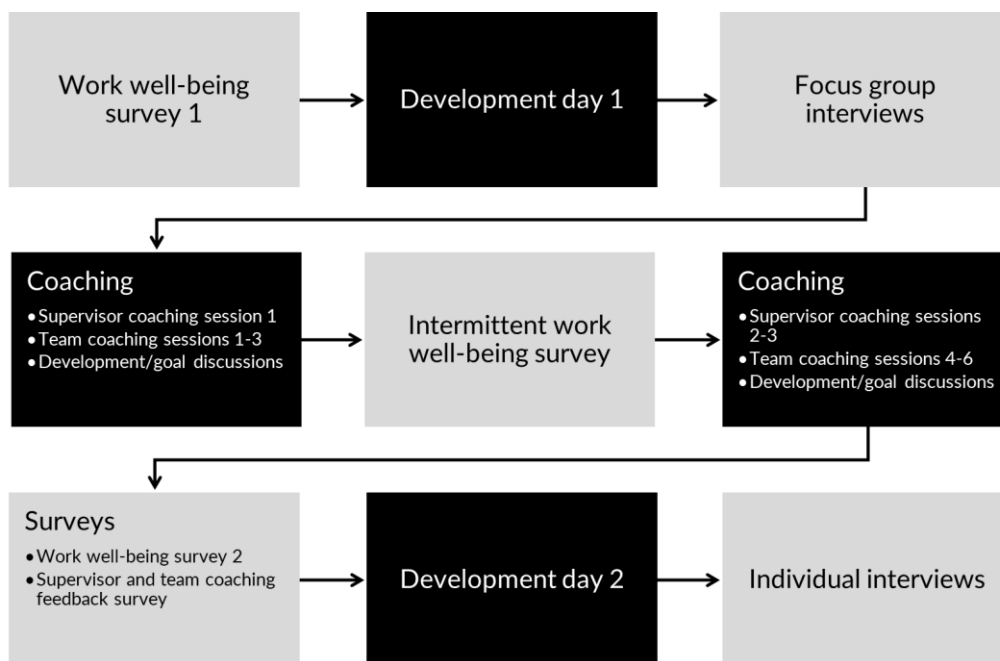
As listed below, surveys and interviews have been used to obtain information on the different modes of the MEANWELL operating model (see Chapters 2.3-2.5).

- **Surveys**
  - Work well-being survey 1: All modes of the MEANWELL operating model
  - Intermittent work well-being survey: Organizational development
  - Work well-being survey 2: Organizational development

- Supervisor and team coaching feedback survey: Organizational development
- VMF method user experience survey for professionals and clients: Work life and career counseling
- **Interviews**
  - Focus group interviews after development day 1: Organizational development
  - Individual interviews after the whole MEANWELL process in the organizations: Organizational development
  - Individual interviews for professionals and clients after using the VMF method: Work life and career counseling

#### 4.2.1 Data gathering in the organization development

As illustrated in Figure 7, the multiphase data gathering in the organizational development context was integrated into the organization’s development process.



**Figure 7.** The flow of the MEANWELL operating model in organizational development mode (in black) and data gathering phases (in grey) integrated into this process.

Table 12 presents data gathering time frames, participant counts, and response rates for each of the five participating organizations.

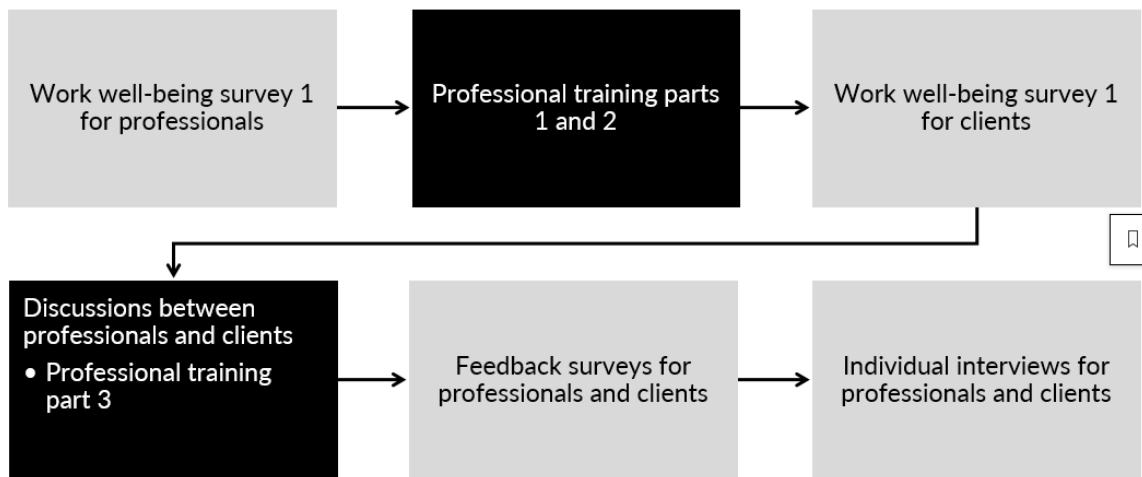
**Table 12.** Participants in the surveys and interviews in the organizational development.

	School district	University faculty	Retail network	Temporary work agency	Municipal services
<b>Work well-being survey 1</b>					
Time frame	12/2021	1/2022	1-3/2022	1-2/2022	8-9/2022
n	125	108	66	54	84
RR	75%	51%	37%	73%	56%
<b>Intermittent work well-being survey</b>					
Time frame	5/2022	5/2022	5/2022	5/2022	Not done
n	56	53	27	19	due to the
RR	34%	25%	34%	26%	needs of the
					organization
<b>Work well-being survey 2</b>					
Time frame	9-10/2022	9-10/2022	10-11/2022	11/2022	2-3/2023
n	101	76	10	27	37
RR	58%	35%	6%	35%	23%
<b>Supervisor and team coaching feedback survey</b>					
Time frame	10/2022	10-11/2022	10-11/2022	10/2022	2-3/2023
n	21	18	8	4	18
RR	78%	67%	25%	57%	49%
<b>Focus group interviews</b>					
Time frame	1/2022	1/2022	2-3/2022	3/2022	8-9/2022
Supervisors n (sessions)	10 (1)	2 (1)	6 (1)	0 (0)	4 (1)
Personnel n (sessions)	6 (3)	9 (2)	5 (2)	4 (1)	4 (2)
Total RR	31%	34%	44%	31%	30%
<b>Individual interviews</b>					
Time frame	11/2022-1/2023	11-12/2022	12/2022	12/2022	3-4/2023
Supervisors n (sessions)	4	3	3	3	2
Personnel n (sessions)	7	7	2	1	4
Total RR	65%	59%	23%	44%	40%

**Note.** RR = Response rate. Response rates are based on the number of people who participated in the given survey or interview from those invited. Individual answers to the surveys may have come outside the reported data gathering times. Invited survey answerers varied a little in work well-being surveys 1 and 2 due to organizational personnel changes.

#### 4.2.2 Data gathering in work life and career counseling

Data gathering in work life and career counseling was integrated into the VMF method use process for professionals and clients, as illustrated in Figure 8.



**Figure 8.** The flow of the MEANWELL operating model in work life and career counseling mode (in black) and data gathering phases (in grey) integrated into this process.

Table 13 presents data gathering time frames, participant counts, and response rates for professionals and clients.

**Table 13.** Participants in the surveys and interviews in work life and career counseling.

	Professionals				Clients		
	Wave 1	Wave 2	Wave 3	Wave 4	Wave 1	Wave 2	Wave 3
<b>Work well-being survey 1</b>							
Time frame	1/2022	8/2022	3/2023	11/2023	2-9/2022	8/2022-1/2023	2/2023-1/2024
n	30	142	33	45	69	495	458
RR	88%	90%	83%	79%	95%	Not counted	Not counted
<b>Feedback survey of the VMF method</b>							
Time frame	2-12/2022				2-9/2022	8-12/2022	
n	Total = 88, individual n = 39, 1-7 responses per person				30	135	
RR	27%				43	27%	
<b>Individual interviews</b>							
Time frame	4-8/2022	11/2022-1/2023			5-11/2023		
n	7	14			18		
RR	23%	78%			16%		

**Note.** RR = Response rate. Response rates are based on the amounts who participated in the given survey or interview from those invited, unless indicated otherwise. In the cases where response rates were not counted it was due to that it was not known how many possible respondents there were since professionals did not report all their clients to the project. Feedback surveys and interviews were conducted only in the indicated waves.

### 4.2.3 Data gathering in trade union collaboration and educational workshops

Data gathering in trade union collaboration and educational workshops contained only answering the work well-being survey 1 before the webinar or educational workshop on meaningful work. Data gathering time frames, participant counts, and response rates for participating unions or educational groups are presented in Table 14.

**Table 14.** Participants in the work well-being survey 1 in trade union collaboration and educational workshops.

		Time frame	n	RR
<b>Trade unions</b>				
Akava Special Branches	Wave 1	8-9/2023	1264	6%
The Association of Finnish Lawyers	Wave 1	1-2/2022	54	Not counted
	Wave 2	4-5/2022	318	4%
TEK (Academic engineering and architecture)	Wave 1	9-10/2021	58	Not counted
	Wave 2	1-2/2022	137	Not counted
	Wave 3	5-6/2022	132	3%
Finnish Pharmacists' Association	Wave 1	9-10/2022	38	66%
	Wave 2	10-11/2022	231	4%
Finnish Association of Speech and Language Therapists	Wave 1	9-10/2023	231	16%
<b>Educational groups</b>				
Educational leadership	Wave 1	9/2022	47	94%
	Wave 2	11-12/2022	15	56%
	Wave 3	1/2023	19	76%
	Wave 4	4/2023	46	81%
	Wave 5	9/2023	60	100%
Sport sciences	Wave 1	11-12/2022	80	76%
	Wave 2	11/2023	75	Not counted
Veterinary services	Wave 1	2-3/2022	59	89%
	Wave 2	2-3/2023	66	87%
Municipal personnel from varying fields, municipal 1		12/2022-1/2023	100	50%
Municipal personnel from varying fields, municipal 2		8-9/2022	54	Not counted
Agency workers from varying fields		5/2022	32	Not counted
Language and communication	Wave 1	2-3/2022	12	68%
	Wave 2	3/2023	8	82%

**Note.** RR = Response rate. Response rates were not counted in all the data gathering points, mostly because the information about how many could have participated in the given waves was unavailable.

## 4.3 Work well-being surveys

Work well-being survey 1 was used in all the contexts of the MEANWELL project and formed a foundation for all the development work. Until January 2024,



intermittent survey and work well-being survey 2 were used only in the organizational development context. Work well-being survey 1 will be presented first, followed by descriptions of the intermittent and second work well-being surveys. These two are presented in a way that states what was included from the work well-being survey 1 and what was added.

### **4.3.1 Work well-being survey 1**

Work well-being survey 1 was typically open for 2–4 weeks, and two reminder emails were sent about the survey. Personal links were used when the participants' emails were known (e.g., in organizational development), but most responses came via public links specified for the different participating groups. In all the surveys, it was possible to answer in parts by saving the incomplete response and getting back to it later. Only completed responses were available for the researchers from the survey program. With personal links, the reminders were sent directly to the participants who had not responded. With public links, general reminders were often sent via the contact person of the participating group (e.g., via trade union organizer to the union members).

The survey could be answered in Finnish and English, and if a previous translation of the measures used in either language was unavailable, one was made in the research project. The translation was done by applying translation and back-translation procedures to keep the intended meaning of the measures as similar as possible while considering the language-dependent ways to convey specific meanings in Finnish or English. Both extended and short versions of the survey were used depending on the needs of the target group, but in all versions, the survey was divided into the following six sections:

- **Questions leading to the theme of meaningful work**
- **Vocational Meanings and Fulfillments**
- **Experiences at work and of work**
- **Experiences of career, life, and oneself**
- **Demographics and descriptives**
- **Feedback and the end of the survey**

#### **4.3.1.1 Questions leading to the theme of meaningful work**

The work well-being survey 1 started with the following question formulated in the project: "How familiar was the theme of meaningfulness of work for you before this?"

The response scale was the following: 1) Not very familiar; 2) Vaguely familiar, but I haven't really thought about it regarding myself.; 3) Fairly familiar, and I have thought about it regarding myself but have not acted on my thinking., 4) Familiar, and I have thought about it and tried to influence it to some extent in my work.; and 5) Very familiar, and I have both thought about it and tried to influence it a lot in my work.

The second question was the following: "How meaningful and significant do you find your current job in general?" This question was formulated based on Vogt et al. (2013) and a discussion between J. Rantanen and F. Martela (personal communication, November 18, 2021). The response scale was the following: 1) Not at all meaningful or significant, 2) Only a little, 3) To some extent, 4) Pretty much, and 5) Extremely meaningful and significant.

The third question was formulated in the project based on the abovementioned references for a similar question regarding oneself (J. Rantanen & F. Martela, personal communication, November 18, 2021; Vogt et al., 2013). The general formulation was the following: "And how meaningful and significant do you think your work appears to..." The six options were the following: a) management, b) your immediate supervisor, c) your fellow workers, d) those who are the objects of your work (e.g., pupils, customers), e) your significant others (spouse, immediate family, wider family, friends), and f) the surrounding society. The response scale was the following: 1) Not at all meaningful or significant, 2) Only a little, 3) To some extent, 4) Pretty much, and 5) Extremely meaningful and significant. In addition, the option not applicable was given for the situations where some of the groups mentioned were irrelevant to the respondent.

Table 15 presents sample sizes (not all the questions were included in the surveys of all the target groups), means, standard deviations, and ranges for all the above questions leading to the theme of meaningful work.

**Table 15.** Descriptives of the questions leading to the theme of meaningful work.

Question	n	Mean	SD	Range
<b>Familiarity with meaningful work</b>	2365	3.19	1.23	1-5
<b>General meaningfulness of work for oneself</b>	4751	3.89	0.99	1-5
<b>Meaningfulness of one's work to others</b>				
Management	2355	3.66	1.05	1-5
Immediate supervisor	2324	4.12	0.90	1-5
Fellow workers	2387	4.05	0.86	1-5
Objects of the work	2407	4.14	0.87	1-5
Significant others	2408	3.59	1.02	1-5
Society	2434	3.61	1.04	1-5

**Note.** SD = Standard deviation.

#### 4.3.1.2 Vocational Meanings and Fulfillments

The second section of the work well-being survey 1 was dedicated to vocational meanings and fulfillments. These were measured using a seven-dimensional, revised Vocational Meanings and Fulfillments Survey (VMFS-RE; Rantanen et al., 2023, 2024). The VMFS-RE is a significant enlargement and further development of the original, four-dimensional Vocational Meaning Survey (VMS) and Vocational Fulfillment Survey (VFS) (Peterson et al., 2017, 2019). In the VMFS-RE, the same 48 or 26 items (extended and short version, respectively) are rated twice.

First, the rating was done from the perspective of **vocational meanings** with the instruction: "Please rate how important it is to you that YOUR WORK, IN GENERAL, provides an opportunity for each of the following items." The response scale was the following: 1) Not at all important, 2) Only slightly important, 3) Somewhat important, 4) Important, and 5) Essential. Second, the rating was done from the perspective of **vocational fulfillments** with the instruction: "Please rate how adequately YOUR CURRENT WORK OR JOB PROVIDES OPPORTUNITIES to obtain the items listed in the following." The response scale was the following: 1) Not at all, 2) Poorly, 3) To some extent, 4) Well, and 5) Very well.

From the **seven main dimensions** of VMFS-RE, **basic needs** (e.g., "Obtaining housing (desired) for me and my family.") was measured with either eight or four items (extended version and short version, respectively), **career success** (e.g., "Receiving merit promotions or raises.") with four or three items, **self-enhancement** (e.g., "To feel myself as important employee.") with eight or four items, **agency** (e.g., "The freedom to make my own choices at work.") with four or three items, **self-realization** (e.g., "To implement/realize things that are important to me at work.") with eight or four items, **team enhancement** (e.g., "To belong to a community that is important to me.") with eight or four items, and **transcendence** (e.g., "To contribute to things that make the world a better place.") with eight or four items.

In addition, these seven main dimensions could further be divided into **12 subdimensions**. Basic needs consist of **subsistence** (e.g., "Receiving resources for healthcare for me and my family.") and **stability** (e.g., "Predictability and stability in my life."). **Career success** stands alone with no sub-dimensions. Self-enhancement consists of **recognition** (e.g., "Feel that my contribution at work is appreciated.") and **capability** (e.g., "To feel that I master my work very well."). **Agency** stands alone with no sub-dimensions. Self-realization consists of **authenticity** (e.g., "To do work that genuinely interests me.") and **self-development** (e.g., "To develop myself and my competence."). Team enhancement consists of 9) **belongingness at work** (e.g.,

"Friendly relationships with my colleagues.") and **contributing to belongingness at work** (e.g., "To support others in the work community to succeed."). Finally, transcendence consists of **contributing to a higher purpose** (e.g., "To make a positive impact on society.") and **doing good for others** (e.g., "To do work that has everyday relevance to others.").

Table 16 presents sample sizes, means, standard deviations, ranges, and reliability statistics (Cronbach's alphas) for vocational meanings and fulfillments for the MEANWELL total sample (n = 4839; measure was included in all the surveys) in the seven main dimensions based on the 26-item VMFS-RE.

**Table 16.** Descriptives of the measures for vocational meanings and fulfillments.

Measure	n	Mean	SD	Range	$\alpha$
<b>Vocational meanings</b>					
Basic needs	4839	4.23	0.62	1-5	.76
Career success	4839	2.90	0.85	1-5	.82
Self-enhancement	4839	4.23	0.56	1-5	.79
Agency	4839	4.05	0.67	1-5	.81
Self-realization	4839	4.20	0.60	1-5	.81
Team enhancement	4839	3.81	0.70	1-5	.81
Transcendence	4839	3.78	0.74	1-5	.83
<b>Vocational fulfillments</b>					
Basic needs	4839	3.62	0.85	1-5	.84
Career success	4839	2.39	0.95	1-5	.85
Self-enhancement	4839	3.49	0.86	1-5	.89
Agency	4839	3.64	0.96	1-5	.92
Self-realization	4839	3.44	0.94	1-5	.90
Team enhancement	4839	3.47	0.89	1-5	.87
Transcendence	4839	3.36	0.93	1-5	.89

Note. SD = Standard deviation,  $\alpha$  = Cronbach's alpha.

#### 4.3.1.3 Experiences at work and of work

The third section of the work well-being survey 1 included measures of how one acts at work and perceives one's working conditions, organization, and work-related well-being.

**Psychological flexibility at work (WAAQ).** This seven-item Work-Related Acceptance and Action Questionnaire (WAAQ) measure from Bond et al. (2013) evaluated how well a person can function in their work and act according to their values even in the presence of obstacles and worries (e.g., "I am able to work effectively in spite of any personal worries that I have."). The response scale was the following: 1) Never true, 2) Very rarely true, 3) Rarely true, 4) Sometimes true, 5) Often true, 6) Almost always true, and 7) Always true. A mean sum score of the items was calculated.

**Job performance.** A self-evaluation measure of job performance was formulated in the MEANWELL project, which included the following four items: "How well do you perform at work concerning a) your own goals? b) the requirements of your job tasks? c) the goals of your organization/company? and d) others doing similar work?" The response scale was the following: 1) Poorly, 2) Satisfactorily, 3) On an average level, 4) Well, and 5) Excellently. A mean sum score of the items was calculated.

**Job demands.** Job demands depicted working conditions that hindered the well-being and productivity of the employees. A three-item measure for this was adapted from Sutela et al. (2019) and modified slightly. The items were: 1) "I do not have the time to do my work as well and as carefully as I would wish." 2) "I often have to do a longer working day to get the work done.", and 3) "My workload and the demands of my work are unreasonable." The response scale was the following: 1) Totally disagree, 2) Somewhat disagree, 3) Neither agree nor disagree, 4) Somewhat agree, and 5) Totally agree. A mean sum score of the items was calculated.

**Job resources.** Job resources depicted working conditions supporting the employees' well-being and productivity. Two- and three-item measures for this were adapted from Sutela et al. (2019) and modified slightly. Job resources were first assessed with two items: a) "The work is well organized at our workplace." and b) "There are enough workers at our workplace in relation to the work to be done." At the later phase of the project, item b) was dropped. Two new items were included: c) "There is strong mutual trust between different personnel groups (such as managers, supervisors, employees)." and d) "If necessary, I receive sufficient support and help in my work-related problems from supervisor or co-workers." The response scale was the following: 1) Totally disagree, 2) Somewhat disagree, 3) Neither agree nor disagree, 4) Somewhat agree, and 5) Totally agree. Mean sum scores for both two- and three-item versions were calculated separately.

**Reciprocity between management/supervisors and personnel.** This eight-item measure was developed in the project based on perceived organizational support and psychological contract literature (e.g., Eisenberger et al., 2001; Rousseau, 1995) to evaluate the relations between management/supervisors and personnel. The items were: a) "Managers and supervisors are appreciated in our organization.", b) "Managers and supervisors listen if the personnel raise problems related to work.", c) "The personnel acknowledges the work of managers and supervisors.", d) "Managers and supervisors take up and seek solutions to the challenges raised by the personnel.", e) "Managers and supervisors are supported in our organization.", f) "The personnel gets support and help in their work, if needed, from managers and supervisors.", g) "The personnel puts forward proposals and

solutions to the challenges they perceive.", and h) "There is a strong mutual trust among managers, supervisors and personnel." In some target groups, only the supervisors were included in the items since the research project got feedback from the previous respondents that the experience of managers and supervisors is different regarding the phenomena depicted in the items. Hence, the formulation of the items was, for example, "Supervisors listen if the personnel raise problems related to work."

Instruction before the above-described items was the following: "To what extent do the statements below describe the situation in your organization? Note. If you are self-employed and employ others, think below of your enterprise as an organization." The response scale was the following: 1) Does not describe it at all, 2) Describes it weakly, 3) Describes it to some extent, 4) Describes it well, and 5) Describes it completely. A mean sum score of all the items was calculated separately for the two formulations (managers and supervisors vs. only supervisors mentioned in the items). In addition to the whole sum, mean sum scores were calculated for support from supervisors and management to employees (items b, d, and f) and for support from employees to supervisors and management (items a, c, and e).

**Job embeddedness.** Five items were selected from the job embeddedness measure by Crossley et al. (2007) based on inspecting factor loadings and the items' contents in the original measure to avoid tautology between the items. The chosen five items were the following: a) "I feel attached to this organization.", b) "It would be difficult for me to leave this organization.", c) "I feel tied to this organization.", d) "I'm too caught up in this organization to leave.", and e) "I am tightly connected to this organization." Instruction before the above-described items was: "After considering both work-related (such as relationships at work, fit with the job) and nonwork-related factors (such as financial situation, work-life balance), please rate your agreement with the statements below when thinking about your current employment. Note. If you are an entrepreneur employing other people, think below about your enterprise as an organization and place of work." The response scale was the following: 1) Strongly disagree, 2) Somewhat disagree, 3) Neither agree nor disagree, 4) Somewhat agree, and 5) Strongly agree. A mean sum score of the items was calculated.

**Turnover intentions.** Turnover intentions were inspected concerning intentions to change the current workplace and the entire field of work. The items were adapted from the ones used in previous research (Huhtala & Feldt, 2016). The items were the following: a) "I will likely change EMPLOYER in the near future." and b) "I will likely change PROFESSION in the near future." The response scale was the following: 1) Strongly disagree, 2) Somewhat disagree, 3) Neither agree nor disagree,

4) Somewhat agree, and 5) Strongly agree. Means were calculated separately for both items.

**Job satisfaction.** A one-item measure, "How satisfied are you with your present job?" was adapted from Sutela et al. (2019) and Hackman and Oldham (1980) to depict the general experience of how satisfied a person is with one's current employment. The response scale was the following: 1) Very dissatisfied, 2) Fairly dissatisfied, 3) Neither dissatisfied nor satisfied, 4) Fairly satisfied, and 5) Very satisfied. A mean was calculated for this item.

**Burnout (BAT).** Burnout has differing conceptualizations (e.g., Hakanen & Kaltainen, 2022). However, here, one based on the Burnout Assessment Tool (BAT, de Beer et al., 2020) was used with its 12-item version (Hadžibajramović et al., 2022). Hence, the experience of burnout was captured through four dimensions, each of which was measured using three items. Exhaustion refers to the experiences of both mental and physical fatigue (e.g., "At work, I feel mentally exhausted."), while mental distance depicted a cynical stance towards one's work (e.g., "I struggle to find any enthusiasm for my work."). Cognitive impairment acknowledged the effects of burnout on, for example, attention and memory (e.g., "At work, I have trouble staying focused."), while emotional impairment included the difficulties of controlling one's emotions at work (e.g., "At work, I feel unable to control my emotions."). The response scale was the following: 1) Never, 2) Rarely, 3) Sometimes, 4) Often, and 5) Always.

A mean sum score of all the dimensions was used to assess burnout. Both a four-item mean sum score containing one item for each of the described four dimensions (see the selected four items in Hakanen & Kaltainen, 2022) and a twelve-item mean sum score containing all the BAT-12 items (Hadžibajramović et al., 2022) were used. The cut-off scores based on the 12-item version for the Finnish working population presented in Hakanen and Kaltainen (2022) were utilized to assess the severity of burnout risk. No burnout symptoms contained mean sum scores from 1 to 2.53, elevated risk for burnout included mean sum scores from 2.54 to 3.03, and probable burnout contained mean sum scores from 3.04 to 5.

**Work engagement (UWES-3).** A three-item, ultra-short version of the Utrecht Work Engagement Scale (UWES-3, Schaufeli et al., 2019; for UWES-9 including UWES-3 items in Finnish see, Hakanen, 2009) captured the experiences of being full of energy and investing much effort to one's work (vigor, "At my work, I feel bursting with energy."), having feelings of enthusiasm, inspiration, and pride while working (dedication, "I am enthusiastic about my job."), and being fully immersed in one's work (absorption, "I am immersed in my work."). The response scale was the following: 1) Never, 2) A few times a year, 3) Once a month, 4) A few times a month,

5) Once a week, 6) A few times a week, and 7) Daily. A mean sum score of the items was calculated.

**Workaholism (DUWAS-4).** Four items from the original Dutch Work Addiction Scale (DUWAS, Schaufeli et al., 2009) were chosen to assess workaholism, which is characterized by working excessively and compulsively. The chosen items depicted the four first-order factors of the DUWAS, as presented by Rantanen et al. (2015). Hence, one item from working frantically ("I stay busy and keep many irons in the fire."), working long hours ("I find myself continuing to work after my co-workers have called it quits"), obsessive work drive ("I feel obliged to work hard, even when it's not enjoyable."), and unease if not working ("I feel guilty when I take time off work.") were included. The response scale was the following: 1) Never, 2) Rarely, 3) Sometimes, 4) Often, and 5) Always. A mean sum score of the items was calculated.

Table 17 presents sample sizes (all the measures were not included in the surveys of all the target groups), means, standard deviations, ranges, and reliability statistics (Cronbach's alphas) for all the above-described experiences at work and of work measures.

**Table 17.** Descriptives of measures for experiences at work and of work.

Measure	n	Mean	SD	Range	$\alpha$
Psychological flexibility at work	2499	5.28	0.87	1-7	.90
Job performance	2282	3.78	0.68	1-5	.88
Job demands	4780	2.89	1.04	1-5	.77
Job resources					
Two items	2499	2.99	1.01	1-5	.58
Three items	2281	3.29	0.93	1-5	.75
Reciprocity between management/ supervisors and personnel					
Whole sum where management and supervisors together	1507	3.27	0.66	1-5	.90
Support from personnel to management/supervisors	1507	3.18	0.68	1-5	.78
Support from management/supervisors to personnel	1507	3.32	0.80	1-5	.88
Whole sum including only supervisors and personnel	133	3.33	0.66	1.63-5	.92
Support from personnel to supervisors	133	3.19	0.70	1-5	.83
Support from supervisors to personnel	133	3.41	0.80	1-5	.92
Job embeddedness	2370	3.12	0.90	1-5	.88
Turnover intentions, workplace	4651	2.75	1.32	1-5	NA
Turnover intentions, profession	4651	2.11	1.17	1-5	NA
Job satisfaction	4781	3.75	0.97	1-5	NA
Burnout					
Four items	4839	2.43	0.62	1-5	.69
12 items	2558	2.19	0.53	1-5	.86
Work engagement	4839	5.45	1.29	1-7	.87
Workaholism	2282	2.92	0.75	1-5	.71

Note. SD = Standard deviation,  $\alpha$  = Cronbach's alpha, NA = Not applicable.



#### 4.3.1.4 Experiences of career, life, and oneself

This category included measures of balance between different life domains, subjective well-being, and personal attributes.

**Positive meaning in work (WAMI).** The Work and Meaning Inventory (WAMI; Steger et al., 2012) is an often-used measure to evaluate meaningful work experience with three subscales. Here, the subscale of positive meaning with four items was used. It refers to the personal experience that what one is doing at work matters and has significance (e.g., “I have found a meaningful career.”). In addition to the detailed picture of meaningful work experiences obtained through VMFS-RE, this measure offered a general idea of the state of meaningful work. The response scale was the following: 1) Absolutely untrue, 2) Somewhat untrue, 3) Neither true nor untrue, 4) Mostly true, and 5) Absolutely true. A mean sum score of the four items was calculated.

**Living a calling.** Calling entitles the experience of work to be an essential part of one’s meaning or purpose in life, where they actively use their work to help others. Three items of the calling measure by Duffy et al. (2012) that had previously been used together in, for example, Mauno et al. (2022), were used. Before the items, the following description was offered: “Calling means here a strong inner passion for working in a job that is particularly important for oneself in life.” The response scale was the following: 1) Completely disagree, 2) Disagree, 3) Somewhat disagree, 4) Neither agree nor disagree, 5) Somewhat agree, 6) Agree, and 7) Completely agree. An additional option, “I do not have a calling,” was added to the scale to accommodate the fact that everyone does not feel they have a calling they want to fulfill in their work. A mean sum score of the three items was calculated.

**Work-life balance.** Work-life balance was assessed with a five-item measure formulated in the MEANWELL research project by J. Rantanen based on her previous conceptualizations and research on the topic with colleagues (Kinnunen et al., 2024; Rantanen et al., 2011, 2013). One item assessed the overall work-life balance with the question: “Work-life balance refers to individuals’ ability to meet expectations, perform their work tasks, and enjoy activity in different areas of life. To what extent is this the case for you?”

In addition, it had four items assessing different sources of this experience: “To what extent, in your experience, is the balance (or imbalance) between work and the rest of life due to these reasons... a) your work supports or provides resources for the rest of your life (work-to-nonwork enrichment item), b) your work disturbs or burdens the rest of your life (reverse-scored, work-to-nonwork conflict item), c) the rest of your life supports or provides resources to your work (nonwork-to-work

enrichment item), and d) the rest of your life disturbs or burdens your work (reverse-scored, nonwork-to-work conflict item)?” The response scale was the following: 1) Not at all, 2) A little, 3) To some extent, 4) Fairly well, and 5) Very well. A mean sum score of all the items was calculated, as well as separate mean sum scores for how work supports the rest of the life (work-to-nonwork items a and b) and for how the rest of the life supports work (nonwork-to-work items c and d).

**Life meaningfulness, life satisfaction, and happiness.** Two sets of items were used to assess the experiences related to subjective well-being. First, the Meaning in Life Questionnaire-Short Form (MLQ-SF) from Steger and Samman (2012) was used with its three items: a) “My life has a clear meaning or purpose.”, b) “I have found a satisfactory meaning in life.”, and c) “I have a clear sense of what gives meaning to my life.” Second, based on previous measures by Gnamb and Buntin (2017) and a discussion between J. Rantanen and F. Martela (personal communication, November 18, 2021) the following additional items related to experiencing one’s life as meaningful, satisfactory and happy were included: a) “I consider my life meaningful and significant.”, b) “I am satisfied with the life I lead at the moment.”) and c) “On the whole, I am happy.”).

The response scale was the following for both sets of items: 1) Not true at all, 2) Not really true, 3) True to some extent, 4) Fairly true, and 5) Completely true. A mean sum score of all the described six items was calculated, as was a more precise mean sum score for the meaning in life based on the three-item MLQ-SF (Steger & Samman, 2012).

**Life satisfaction (SWLS).** During the project, a measure of life satisfaction by Diener and colleagues (1985) replaced the above-described measures of life meaningfulness, life satisfaction, and happiness. Five items (e.g., “In most ways my life is close to my ideal.”) were evaluated on the following response scale: 1) Strongly disagree, 2) Disagree, 3) Slightly disagree, 4) Neither disagree nor agree, 5) Slightly agree, 6) Agree, and 7) Strongly agree. A mean sum score of all the items was calculated.

**Stress symptoms.** A single-item version of work-related stress (Elo et al., 2003) was adapted to life in general with the following formulation: “Stress means a situation in which a person feels tense, restless, nervous, or anxious, or one may have trouble sleeping, as there are things on their mind. To what extent do you experience stress like this at the moment in your life?” Two questions depicting the causes of stress were added. These were the following: a) “To what extent is your experience of stress due to your work/tasks?” and b) “To what extent is your experience of stress due to other than work-related matters (e.g., leisure, family, friends, health)?” The response scale was the following: 1) Not at all, 2) Only a little,

3) To some extent, 4) Quite a lot, and 5) Very much/ Completely. Means for all the items were calculated separately.

**Negative and positive affectivity.** These were evaluated to understand the tendencies to have negative and positive emotions. The evaluation was done based on the PANAS method (Watson & Clark, 1994), from which a selection of included indicators of negative and positive affectivity was chosen based on the ones used in the field of work and organizational psychology by Mäkikangas et al. (2017). Positive affectivity was measured with self-evaluations on to what extent the respondents typically feel happy, attentive, and enthusiastic, and negative affectivity by the extent they typically feel distressed, nervous, and irritable. The response scale was the following: 1) Very slightly, 2) A little, 3) Moderately, 4) Quite a bit, and 5) Extremely. A mean sum score for both negative and positive affectivity was calculated.

**Personality traits.** Extraversion, agreeableness, conscientiousness, neuroticism, and openness to experiences were evaluated with a short inventory based on the Big Five conceptualization of personality (Gosling et al., 2003). The original ten-item measure paired two qualities in one item and asked the respondents to rate to what extent they agreed or disagreed with those qualities describing themselves. Each of the five traits had two items, of which one was reverse-scored for the sum. In the MEANWELL research project, emotional stability from the original measure was coded as neuroticism by doing the reverse-scoring in the opposite direction than in the original measure.

Furthermore, a 15-item adaptation of the measure by Gosling et al. (2003) was also used with some target groups. This adaptation included the same qualities used in the original measure, but these were divided so that one item included only one quality instead of two. In the process, five qualities included in the original measure were omitted to form the 15-item version. Hence, the 15-item version had three items for each of the traits. These were for extraversion, extraverted, enthusiastic, and reserved (R = reverse-scored); for agreeableness, quarrelsome (R), sympathetic, and warm; for conscientiousness, dependable, self-disciplined, and organized; for neuroticism, anxious, easily upset, and emotionally unstable (in the original measure emotionally stable); and for openness to experiences, open to new experiences, complex, and creative (in the original measure uncreative). The response scale was the following: 1) Strongly disagree, 2) Disagree, 3) Slightly disagree, 4) Neither disagree nor agree, 5) Slightly agree, 6) Agree, and 7) Strongly agree. Mean sum scores for each trait were calculated separately for the ten- and 15-item versions.

Table 18 presents sample sizes (all the measures were not included in the surveys of all the target groups), means, standard deviations, ranges, and reliability

statistics (Cronbach's alphas) for all the above-described measures for the experiences of career, life, and oneself.

**Table 18.** Descriptives of measures for experiences of career, life, and oneself.

Measure	n	Mean	SD	Range	$\alpha$
Positive meaning in work	4137	3.77	0.87	1-5	.91
Living a calling	4125	4.29	2.29	0-7	.98
Work-life balance	2499	3.46	0.63	1-5	.69
Work-to-nonwork enrichment	2499	3.06	0.87	1-5	.63
Nonwork-to-work enrichment	2499	3.77	0.73	1-5	.46
Life meaningfulness, life satisfaction, and happiness together	2498	3.81	0.80	1-5	.93
Meaning in life	2498	3.77	0.89	1-5	.90
Life satisfaction	2282	4.78	1.25	1-7	.88
Stress symptoms	2282	3.19	1.00	1-5	NA
Stress caused by work-related issues	2282	3.23	1.14	1-5	NA
Stress caused by other than work-related issues	2282	2.86	1.09	1-5	NA
Positive affectivity	2498	3.68	0.67	1-5	.68
Negative affectivity	2498	2.47	0.83	1-5	.79
Personality					
Extraversion, two items	787	5.02	1.35	1-7	.75
Agreeableness, two items	787	5.19	1.00	2-7	.46
Conscientiousness, two items	787	5.58	1.01	1-7	.55
Neuroticism, two items	787	3.36	1.38	1-7	.68
Openness to experiences, two items	787	5.16	1.08	1.5-7	.46
Extraversion, three items	1495	4.61	1.20	1-7	.68
Agreeableness, three items	1495	5.47	0.89	1.67-7	.58
Conscientiousness, three items	1495	5.67	0.88	1.67-7	.59
Neuroticism, three items	1495	3.75	1.37	1-7	.75
Openness to experiences, three items	1495	5.51	0.89	1.67-7	.56

Note. SD = Standard deviation,  $\alpha$  = Cronbach's alpha, NA = Not applicable.

#### 4.3.1.5 Demographics and descriptives

Work well-being surveys included questions about the following demographics and background factors. However, not all the questions were included in all the surveys since the inclusion of demographics and descriptives was based on the context and the target group's needs.

**Current working status.** This was asked with the question: "Are you doing some work at present, and if so, how?" The options were: 1) Yes, as part of a) an organization or b) own enterprise, which also employs others.; 2) Yes, but not as part of an organization (e.g., as a self-employed entrepreneur).; 3) Yes, I have more than one job/I am working in another way than the options above.; and 4) I am not working right now. The third option was not included in the surveys of all the target groups, but the answers with only the other three options were recoded to match the four-option classification.

**Education.** This was asked with the question: "Which of the following best responds to your highest educational qualification?" The options were the following: 1) Elementary, middle, or comprehensive school; 2) Vocational school, vocational basic qualification or vocational qualification; 3) Upper secondary school; 4) Special vocational qualification or vocational college; 5) Degree from a university of applied sciences (acronym in Finnish: AMK); 6) Higher degree from a university of applied sciences (acronym in Finnish: YAMK); 7) Bachelor's degree; 8) Master's degree; 9) Higher degree from a university (licentiate or doctorate); and 10) Other. If the last option was chosen, a separate question was opened to write down educational qualifications.

**Industry.** This was asked with the question: "In what field do you mostly work?" Several slightly different formulations of the options were used during the MEANWELL research project. These were combined manually to form the following classification based on Standard Industrial Classification TOL2008 (Statistics Finland, 2008): 1) Energy sector, 2) Administrative and support service activities, 3) Engineering, architectural, and other design offices, 4) Mining and quarrying, 5) Wholesale and retail trade, 6) Real estate activities, 7) Transportation and storage, 8) Legal activities, 9) Sports, well-being, and beauty, 10) Agriculture, forestry, and fishing, 11) Accommodation and food service activities, 12) Repair of motor vehicles, 13) Education, 14) Financial and insurance activities, 15) Construction, 16) Culture, arts, entertainment, and recreation, 17) Industry and manufacturing, 18) Health and social services, 19) Scientific activities, 20) Data processing and information and communication technology, 21) Water supply, sewerage and sewage management, waste management, and other environmental sanitation, 22) Communication, advertising, and media, 23) Veterinary services, 24) Security and order, 25) Other service activities, and 26) Not any of these, but (write below which). If the last option was chosen, a separate question was opened to write down the field of work.

**Occupational status.** This was asked with the question: "How would you describe your professional position? Of the following, I am..." The options were the following: 1) Sole entrepreneur/ freelance professional; 2) Entrepreneur-manager/supervisor with employees; 3) Worker (e.g., practical nurse, janitor); 4) Lower white-collar worker with no subordinates (e.g., sales representative, nurse); 5) Upper white-collar worker with no subordinates (e.g., teacher, expert); 6) Supervisor: tasks include supervision of others' work or delegation of work to others; 7) Manager: tasks include high responsibility for the functioning of the organization and employees; and 8) None of the above (Note. You can describe this in the next question.). The open-ended question after this structured question asked

the respondents to state in their own words: "What is your current main job, profession, activity, or job description? (e.g., salesperson, teacher, etc.)?"

Based on the answers to the multiple-choice and open questions, as well as the answers to the educational qualifications, occupational status was manually reclassified to the following classes corresponding to the Classification of Occupations 2010 (Statistics Finland, 2010): 1) Worker (typically the highest educational qualifications were either upper secondary or vocational school); 2) Specialist (typically the highest educational qualifications were bachelor's degree, special vocational qualification or vocational college, or degree from a university of applied sciences); 3) Senior specialist (typically the highest educational qualifications were higher degree from a university of applied sciences, master's degree, or higher degree from a university); and 4) Supervisor or manager (regardless of educational qualifications those that indicated being in a supervisory or management position).

**Weekly working hours.** This was asked with the question: "How many hours a week do you work on average, including all the time that you SPEND ON YOUR MAIN JOB regardless of the time, place, or whether the time you use for work is paid or unpaid? Note. If your hours vary greatly, a rough estimate of the average weekly working hours will suffice." The answer was given as a number (decimals were allowed, e.g., 36,5 hours), indicating the average weekly working hours.

**Tenure in the current job situation.** This was asked with the question: "For how long have you worked in your present organization or job situation? Note. An estimate is enough, and if less than a year, respond, e.g., 0,3 (= 4 months), 0,5 (= 6 months), and so on." The responses were given as a certain number of years with special instructions for indicating a tenure shorter than one year.

**Internationality of the organization.** This was asked with a yes-no question formulated as follows: "Do you work in an international organization, meaning that your employer/ organization has facilities outside Finland?"

**Size of the organization and one's work unit.** These were asked with the following questions: a) How many employees work for your employer or you altogether (worldwide, if an international organization)? Note. If you are a sole entrepreneur or freelance professional, select 1 - 9.; and b) How many people do you ESTIMATE there are in the facility where you work? Note. If you are an entrepreneur or freelance professional, select 1 - 9. The options for both these questions were the following: 1) 1 - 9, 2) 10 - 29, 3) 30 - 49, 4) 50 - 99, 5) 100 - 249, 6) 250 - 499, 7) 500 - 999, and 8) 1000 or more.

**Employment status.** This was asked with two questions. The first question focused on the contract the respondent was working under, and the second on the respondent's part- or whole-time working status. The first question was "What kind

of job contract do you have?" with the following options: 1) Permanent, 2) Temporary, 3) Not either of these, but... (open field for the description). The second question was "Which of the following best describes your working time in general?" with the following options: 1) Full-time day work, 2) Part-time day work, 3) Full-time shift work, 4) Part-time shift work, and 5) None of the above, describe below what (open field for the description).

**Amount of remote work.** This was asked with the question: "To what extent do you work remotely (teleworking, distance work)?" The options were the following: 1) Not at all, 2) Less than 25% of working time, 3) 25 to 50% of working time, 4) Half, that is 50% of working time, 5) 50 to 75% of working time, 6) Over 75% of working time, and 7) Completely.

**Sector of work.** This was asked with the question: "What work life sector do you work in?" The options were the following: 1) Municipality, 2) State/Government, 3) Private, 4) Non-profit-making (e.g., association, foundation), and 5) Other; please write below what. If the last option was chosen, a separate question was opened to write down the sector. Slightly differing variations of the sectors were used with different target groups based on their needs, but these were manually combined to the abovementioned classification when possible.

**Competence.** An evaluation of one's current competence in the job was conducted with the question: "Which of the descriptions below suits you best at your present work?" The options were: 1) I am an expert: I have an excellent command of the tasks and content related to my job. I can also direct and teach these to others.; 2) I am skilled: I have a good grasp of the tasks and content of my work. In these, I can offer a little advice to others.; 3) I have basic skills: I can mostly cope with tasks and content related to my work. I would not yet be able to advise others.; and 4) I am still practicing/falling behind: My expertise does not yet seem to/ no longer seems to be enough to cope with tasks and content related to my work. I quite often need support and help from others.

**Gender.** This was asked with the following options: 1) A woman, 2) A man, 3) Non-binary, and 4) I do not wish to specify. Since respondents rarely chose options 3 and 4, many of the results of the MEANWELL research project are reported using only the first two options.

**Age.** The respondents' birth year was asked, and the age was calculated by subtracting the birth year from the survey response year.

**Living arrangements.** This was asked with the question: "Which of the following describes your present living arrangements?" The options were the following: 1) Alone; 2) Alone with dependent(s) (child, own parent, other dependent); 3) Couple relationship with no dependents (spouse or partner or steady

relationship); 4) Couple relationship with dependents; 5) Other situation than above (in many of the survey variations, an open field was included to specify one's situation); and 6) I do not wish to specify (this option was not included in all the variations of the survey). Furthermore, the following question was asked: "What is the age of the youngest child living in your household? Note. If less than one year old, mark "0", and if no children are living in your household, mark "99"." The answer was given as the age of the child in years.

**Financial situation.** This was asked with the question: "What do you think about your own/your family's present financial situation?" The options were the following: 1) Extremely tight, 2) Fairly tight, 3) Not tight but not good, 4) Fairly good, and 5) Very good.

**Living area.** This was asked with the question: "In which region do you live?" The options were different areas of Finland. Varying areas were utilized depending on the needs of the target groups. Varying formulations were combined to the following classification: 1) Helsinki-Uusimaa capital region of Finland, 2) Southern Finland Province, 3) Western Finland Province, 4) Eastern Finland Province, 5) Northern Finland Province, 6) Living abroad, 7) Other, and 8) Do not wish to specify.

At the end of the survey, an open question was included to allow the respondents to give feedback on the survey and leave other comments and specifications regarding their answers for the researchers. Additionally, in many surveys, some questions were tailored to the target group to aid in executing the MEANWELL operating model (e.g., questions related to participation in different model elements).

### **4.3.2 Intermittent survey**

Intermittent survey was delivered 3-5 months after the work well-being survey 1. The intermittent survey included the following measures presented in the association of work well-being 1 (Chapter 4.3.1 and its subchapters): 1) General meaningfulness of work for oneself, 2) Job satisfaction, 3) Psychological flexibility at work, 4) Burnout (12 items), 5) Work engagement, 6) Job demands, 7) Job resources (2 items), 8) Job embeddedness, 9) Turnover intentions, 10) Work-life balance (1 item), 11) Life meaningfulness, life satisfaction, and happiness.

Demographics and descriptives were not asked in the intermittent survey since it was sent only to the organizational development participants who had given this information in the work well-being survey 1 a couple of months ago. In addition, questions related to experiences of the MEANWELL action model elements were added to the survey. Development day 1, supervisor and team coaching, and development/goal discussions were evaluated. At this phase, supervisor and team



coaching had just begun, so the evaluations describe the first impressions of these elements. These experience questions are described in detail in user experience surveys (Chapter 4.4.1 and its subchapters).

### **4.3.3 Work well-being survey 2**

Work well-being survey 2 was delivered 7 to 9 months after the work well-being survey 1. It included the following measures presented in the association of work well-being 1 (Chapter 4.3.1 and its subchapters): 1) Familiarity with meaningful work, 2) General meaningfulness of work for oneself, 3) Meaningfulness of one's work to others, 4) Vocational meanings and fulfillments (48 items), 5) Job satisfaction, 6) Psychological flexibility at work, 7) Burnout (12 items), 8) Work engagement, 9) Job demands, 10) Job resources (2 items), 11) Reciprocity between management/supervisors and personnel, 12) Job embeddedness, 13) Turnover intentions, 14) Work-life balance (5 items), 15) Positive meaning in work, 16) 17) Life meaningfulness, life satisfaction, and happiness, 18) Positive and negative affectivity.

Demographics and descriptives were asked in a way that there were first questions of whether the respondent's situation had changed since the work well-being survey 1, and only if changes had occurred the more detailed questions opened. This procedure was used to make the second survey lighter for the respondents. In addition, questions related to experiences of the development/goal discussions were added to the survey. These experience questions are described in detail in user experience surveys (Chapter 4.4.1 and its subchapters).

## **4.4 User experience surveys and interviews in the organizational development**

### **4.4.1 User experience surveys in the organizational development**

User experiences were collected to understand better which contents and working methods of the MEANWELL operating model worked and which did not and to gain knowledge of possible mechanisms of change during the development process. These surveys also gave feedback on the acceptability of the operating model's elements and insights into how participants had used the information and practical tools gained during the development process. All the user experience surveys included an open field for feedback about the survey and possible remarks to researchers at their end.

Questions related to user experiences concerning the MEANWELL operating model in organizational development were included in the **intermittent** and the **second work well-being surveys**. In addition, a separate **coaching feedback survey** was administered to those who participated in team or supervisor coaching or both after the last sessions were held. Experiences of development day 1 were asked in the intermittent survey. Experiences of development day 2 were not queried in any of the surveys since all the surveys had been completed before development day 2. However, questions related to both development days were included in the personal interviews held after development day 2.

Experiences of supervisor and team coaching were asked about in the intermittent and coaching feedback surveys. When the intermittent survey was administered, a maximum of three team coaching sessions and one supervisor coaching session were held, so these experiences were based on the start of the coaching processes. In the supervisor and team coaching feedback survey, the responses were given based on the completed coaching processes. Experiences of development discussions were gathered in intermittent and the second work well-being surveys. If the respondent had had only one discussion, the same one was evaluated at both time points. However, the combination of these experiences was assessed if there were several occasions of discussion.

Since every participant did not answer every survey, there is missing data on some experiences, which could affect the representativeness of the evaluations. However, since the same questions were administered in two different surveys, there is usually at least one answer from most respondents regarding the experiences of each MEANWELL operating model element.

#### 4.4.1.1 Questions related to development day 1

These questions were included only in intermittent survey. **General experience of development day** was asked with the question: "If you participated in the MEANWELL development day, how beneficial did you experience it to be?" The response scale was the following: 0) Does not apply, I did not participate, 1) Not at all beneficial, 2) Only slightly beneficial, 3) Rather beneficial, and 4) Very beneficial.

**Benefiting from the development day.** This was asked with the question: "How beneficial did you experience the following activities on development day?" The activities evaluated were the following: a) Receiving your personal Vocational Meanings and Fulfillments profile, b) Going through the results of the work well-being survey together, c) Determining the collaborative goal for the development of meaningful work and working together on the ways to reach the goal, and d)

Determining your personal goal and getting reminder of it. The response scale was the following: 0) Does not apply, 1) Not at all beneficial, 2) Only slightly beneficial, 3) Rather beneficial, and 4) Very beneficial.

**Effects of the development day.** This was asked with the question: “What kind of effects has the development day had on the following?” The evaluated issues were: a) Recognizing factors affecting meaningful work, b) Developing meaningful work in the organization, and c) Developing your own experience of meaningful work. The response scale was the following: 0) No effect, 1) Very negative effect, 2) Rather negative effect, 3) Both negative and positive effects, 4) Rather positive effect, and 5) Very positive effect.

#### 4.4.1.2 Questions related to supervisor coaching

These questions were included in intermittent and coaching feedback surveys. **General experience of supervisor coaching** was asked with the question: “If you have participated in the MEANWELL supervisor coaching, how beneficial did you experience it to be?” The response scale was the following: 0) Does not apply, I did not participate, 1) Not at all beneficial, 2) Only slightly beneficial, 3) Rather beneficial, and 4) Very beneficial.

**Benefiting from the supervisor coaching.** This was asked with the question: “How beneficial did you experience the following activities of the supervisor coaching to be?” The activities evaluated were the following: a) The information offered by the facilitator on the themes of meaningful work and organizational development and b) Peer discussions with colleagues. The response scale was the following: 0) Does not apply, 1) Not at all beneficial, 2) Only slightly beneficial, 3) Rather beneficial, and 4) Very beneficial.

**Effects of the supervisor coaching.** This was asked with the question: “What kind of effects has the supervisor coaching had on the following?” The evaluated issues were the following: a) Recognizing factors affecting meaningful work, b) Developing your own experience of meaningful work, and c) Developing meaningful work of your employees/team. The response scale was the following: 0) No effect, 1) Very negative effect, 2) Rather negative effect, 3) Both negative and positive effects, 4) Rather positive effect, and 5) Very positive effect.

#### 4.4.1.3 Questions related to team coaching

These questions were included in intermittent and coaching feedback surveys. **General experience of team coaching** was asked with the question: “If you have

participated in the MEANWELL team coaching, how beneficial did you experience it to be?” The response scale was the following: 0) Does not apply, I did not participate, 1) Not at all beneficial, 2) Only slightly beneficial, 3) Rather beneficial, and 4) Very beneficial.

**Benefiting from the team coaching.** This was asked with the question: “How beneficial did you experience the following activities of the team coaching to be?” The activities evaluated were the following: a) Goal setting and follow-up, b) Experiential exercises (e.g., breathing exercise), c) Own pondering practices (e.g., pondering your values), and d) Discussions with the group. The response scale was the following: 0) Does not apply, 1) Not at all beneficial, 2) Only slightly beneficial, 3) Rather beneficial, and 4) Very beneficial.

**Effects of the team coaching.** This was asked with the question: “What kind of effects has the team coaching had on the following?” The evaluated issues were the following: a) Recognizing factors affecting meaningful work, b) Developing meaningful work in your organization and team, c) Developing work well-being of your organization and team, d) Developing your own experience of meaningful work, and e) Developing your work well-being. The response scale was the following: 0) No effect, 1) Very negative effect, 2) Rather negative effect, 3) Both negative and positive effects, 4) Rather positive effect, and 5) Very positive effect.

**Advancement with personal goals.** This was asked with the question: “During the team coaching sessions, you have potentially set yourself small goals. When you consider the time between the sessions, how often...” The question had two parts: a) have the goals been on your mind? and b) have you done something concrete to further your goals? The response scale was the following: 0) Does not apply, 1) No/Not at all, 2) Sporadically, 3) Monthly, 4) Weekly, and 5) Almost daily.

#### 4.4.1.4 Questions related to development/goal discussions

These questions were included in intermittent and work well-being surveys. Questions concerning experiences from an employee perspective were presented only to those who indicated having the discussion in this role. Similarly, questions related to the experiences from a supervisor perspective were presented only to those who indicated having the discussion in this role. Those who had discussions in both roles answered both sets of questions.

**Role in which the discussion was held.** This was asked with the question: “In what role have you discussed the theme of meaningful work in a development/goal discussion?” The response scale was the following: 1) In an employee role, 2) In a supervisor role, 3) In both roles.

**Timing of the discussion.** This was asked only in the work well-being survey 1 with the question: “When have you discussed the theme of meaningful work in a development/goal discussion (as a supervisor and/or employee)?” The response scale included options from the execution of the model in a given organization and allowed indicating if the discussion was held once or several times.

**Importance of the theme of meaningful work in the discussions.** This was asked with the question: “How important do you consider it to be to discuss meaningful work in a development/goal discussion?” The response scale was the following: 1) Not that important, 2) Slightly important, 3) Somewhat important, 4) Very important, and 5) Extremely important.

**General experience of the discussion.** This was asked with the question: “If you have discussed the theme of meaningful work in a development discussion/performance appraisal (as a supervisor and/or employee), how beneficial did you experience it to be?” The response scale was the following: 0) Does not apply, I did not participate, 1) Not at all beneficial, 2) Only slightly beneficial, 3) Rather beneficial, and 4) Very beneficial.

**Inclusion of VMF profile in the discussions.** From those who had the discussion in an employee role, this was asked with the question: “Did you discuss the theme of meaningful work with your supervisor based on your Vocational Meanings and Fulfillments profile or without it?” The response scale was the following: 1) Based on my profile and 2) Without the profile. From those who had the discussion in a supervisor role, this was asked with the question: “How did you discuss the theme of meaningful work as a supervisor with your employees?” The response scale was the following: 1) More often without their VMF profiles, 2) More often based on their VMF profiles, and 3) With the same frequency in both ways mentioned above.

**Effects in an employee role.** This was asked with the question: “What kind of effect did the discussion about the themes of meaningful work have on the following for you as an employee?” The evaluated issues were the following: a) Clarifying the experiences related to meaningful work for myself, b) Developing your current job, c) Future career plans, d) Commitment to the current workplace, e) Own work well-being, and f) Job satisfaction. The response scale was the following: 0) No effect, 1) Very negative effect, 2) Rather negative effect, 3) Both negative and positive effects, 4) Rather positive effect, and 5) Very positive effect.

**Effects in a supervisor role.** This was asked with the question: “What kind of effect had the discussion about the themes of meaningful work with your employees for you as a supervisor?” The evaluated issues were the following: a) Understanding the sources of meaningful work for my employees, b) Recognizing relevant

development targets in the situations of my employees, c) Supporting the goal setting of my employees, and d) Discussing future plans of my employees. The response scale was the following: 0) No effect, 1) Very negative effect, 2) Rather negative effect, 3) Both negative and positive effects, 4) Rather positive effect, and 5) Very positive effect.

#### **4.4.2 Interviews in the organizational development**

Concerning the MEANWELL operating model in the organizational development context, focus group and individual interviews were conducted to gain insights into how the participants experienced the different elements of the model and the model as a whole. The focus group interviews aimed to understand whether the organizational level VMF profiles were beneficial in recognizing development themes related to meaningful work and how the participants experienced the first development day from the point of view of collaborative work development. The individual interviews aimed to investigate how the participants experienced the different components of the MEANWELL operating model and whether they were beneficial or not in having a positive impact on meaningful work, agency of the personnel, and collaborative work development.

Both interview types were semi-structured theme interviews with an interview framework guiding the execution of the interviews. Interview frameworks contained main questions and several aid questions to help the interviewees elaborate on their answers. Interviewers were trained in the interview framework and guided to go through all the main questions and use the aid questions at their discretion based on the interview situation. In addition, there were warm-up questions to get started with the interview, and at the end of the interview, the participants had an opportunity to ask questions and offer free comments. The interview frameworks are presented in the following subchapters.

The interviews were conducted by the research group and psychology students doing their master's thesis work for the project. Informed consent for the interviews was gathered either orally before the start of the interview (in focus group interviews) or with a separate written consent form prior to the interview (in individual interviews). The interviews were recorded, and transcripts were made based on the recordings. Only the transcripts will be used in the analyses.

Focus group interviews were conducted separately after the first development day for groups of supervisors and employees in participating organizations. The interviews were held immediately after the development day or within a week to gather the participants' experiences as close as possible to the event. The selection of the participants was based on the expressions of interest given at the end of the

work well-being survey 1. If there were more interested respondents than was possible to interview, the invited respondents were drawn. The interviews were conducted face-to-face at the place of the first development day or remotely using video conferencing tools.

Individual interviews were conducted after the MEANWELL operating model was completed in the organizations. Interview invitations were randomized to gain insights into the different experiences amongst the participants since it was expected that open invitations would lead to the participation of primarily those who experienced the MEANWELL operating model positively. Randomization was completed separately for three subgroups: a) supervisors who participated in either supervisor or team coaching, b) employees who participated in team coaching, and c) employees who did not participate in team coaching. Invitations were weighted so that more interviewees were invited from groups a) and b) than from group c). Randomization was completed with a random number generator. The individual interviews were conducted remotely by using video conferencing tools. The participant amounts and timing of the interviews are described in Chapter 4.2.1.

#### 4.4.2.1 Framework for focus group interviews

##### WARMUP:

- 1) What thoughts and feelings did the development day bring up in you? What were the first things that stayed on your mind? Anyone can start.
  - a. Aid question if only someone says something: What do you others think? Do you have similar or differing experiences? Could you discuss this a little? All your opinions are important to us.

##### MAIN QUESTIONS:

- 2) Continuing the previous question, I would like to ask in more detail: Was there something especially meaningful for you on the development day? If so, would you elaborate on that?
  - a. Aid question if the question needs clarification: So we are interested in whether there was something in the development day that especially stayed in your mind, resonated with you, or made you ponder. If there was something like that, it would be nice to hear more about it.
  - b. Aid question if only someone says something: What do others think? Do you have similar or differing experiences? Could you discuss this a little?
- 3) If you think about the recognizing the development targets in your organization, how was this development day?

- a. Aid questions if the question needs clarification: Did this development day help you recognize development targets in your organization? If so, what kind of targets and in what way? What was especially beneficial or unbeneficial in recognition of the development targets?
  - b. Aid question if only someone says something: How did others experience this issue? Is it the same way or differently? Could you discuss this a little?
- 4) If you think about your work and developing its meaningfulness, how was this development day?
- a. Aid question if only someone says something: How did others experience this issue? Is it the same way or differently? Could you discuss this a little?

**FOLLOW-UP QUESTIONS IF THESE ARE NOT ALREADY COVERED/  
IF THERE IS TIME:**

- 5) What do you think of including the theme of meaningful work and vocational meanings and fulfillments as a part of the development day?
- a. Aid/ follow-up questions if there are no answers: Does this have a place in the day? Can this be beneficial or harmful? Please discuss these themes some more.
- 6) What do you think of the working methods during the development day (e.g., small and whole group discussions, voting)?
- a. Aid question: What worked and what did not? Why?

**END OF THE INTERVIEW:**

- 7) What do you think of this development day regarding the future development of your organization?
- a. Aid questions if the question needs clarification: Did the development day have a specific meaning regarding your future? Was this a helpful way to use collective time? If so/ if not so, please tell me more. What do others think? Do you experience the issue the same way or differently?
- 8) How did this interview situation and the contents of the interview feel for you? Is there something you would like to say or ask?

**4.4.2.2 Framework for individual interviews**

**WARMUP AND BACKGROUND INFORMATION:**

- 1) Would you first tell me your occupation, job description, and where you work?



- 2) Are you working only in an employee or supervisory position or in both roles? (Asked if this is not indicated in the previous question).
- 3) What is your understanding of the purpose of the MEANWELL project? To what is the project aiming at?
- 4) How do you understand why your organization has participated in the project? How did you end up participating in the MEANWELL project?

#### **GENERAL EXPERIENCES OF THE PROJECT:**

- 5) How have you experienced participating in the MEANWELL project? What kinds of first thoughts and feelings does it bring up in you?
- 6) What kinds of expectations did you have for the project?
  - a. If there were expectations, continue with: How did the project meet your expectations?
- 7) What in the project has possibly been rewarding and meaningful for you?
- 8) And what has possibly not been rewarding and meaningful for you?
- 9) Do you experience any change in your way of relating to or acting in your job due to the project??
  - a. If YES, continue with: Could you tell more about this in your own words, i.e., what kind of change and in what direction? What aspects of the project have affected or related to this?
  - b. If NO, continue with: So, no particular change in this, which is OK. Why do you think that is?
- 10) What do you think of the project from the point of view of your team and organization? Do you experience that there would have been some change in some direction due to the project?
  - a. If YES, continue with: Could you tell more about this in your own words, i.e., what kind of change and in what direction? What aspects of the project have affected or related to this?
  - b. If NO, continue with: So, no particular change in this, which is OK. Why do you think that is?

#### **MORE DETAILED EXPERIENCES OF THE COMPONENTS OF THE MEANWELL OPERATING MODEL:**

- 11) Next, let's discuss the different activities of the project in more detail. Here is a picture of them (a figure representing Figure 4 is presented to aid the discussion). Based on our previous discussion, you had participated in (go through the activities mentioned earlier in the interview). Have you participated in (go through the rest of the activities to ensure that all the

ones the interviewee had taken part in are marked for selecting the following questions)?

- 12) How did you experience processing and developing the themes of meaningful work and work well-being with these methods?
- 13) Was there in these methods something that you experienced to be beneficial or functional
  - a. for your situation?
  - b. for your team?
  - c. for your organization?
  - d. If the following have not already come up in the interview, ask: What effects have these methods had on yourself/ your team/ your organization? How do they possibly show in thinking, communication, or actions?
- 14) Was there something in these methods that you did not experience to be beneficial or functional
  - a. for your situation?
  - b. for your team?
  - c. for your organization?
  - d. If the following have not already come up in the interview, ask: Could something have been different in these methods or been performed differently? If so, what and how? Or is this experience possibly related to yourself, your team, or your organization?
- 15) Let's discuss specific parts of the project in more detail. Some of these issues have already come up, but let's elaborate. (The following questions are presented according to what has already come up in the interview and the activities the interviewee has participated in.)

### **Work well-being surveys, VMF profiles, and development days**

- 16) What do you think of the collaborative work during the MEANWELL development days from the points of view of your work and your organization?
  - a. Did the days give some insights or not? Why do you think you experience this way?
  - b. Did you or your team take something from the development days to daily work? If so, what?
- 17) What do you think of the work well-being surveys of the project, i.e., of the presentation of their results in the development days and of the summaries you received of them?
  - a. Why do you think you experienced this way?
  - b. What was functional and beneficial, and what was not?
- 18) In the following, you see examples of the personal and organizational level Vocational Meanings and Fulfillments profiles we used in the project. (The

figures of these are shared to support the discussion.) What kinds of thoughts or feelings did seeing your own profile or your organization's profile evoke in you?

- a. Why do you think you experienced this way?
- b. What was functional and beneficial, and what was not?

### **Development/goal discussions**

19) What do you think about discussing themes related to meaningful work during the development/goal discussions in general?

20) Did you discuss meaningful work with your supervisor/ employee during the development/goal discussion?

- a. If YES, continue with:
  - i. What kind of discussion was it? And did you discuss with or without the Vocational Meanings and Fulfillments profile?
  - ii. What thoughts, feelings, or insights did the discussion of meaningful work possibly have for you regarding
    1. your work? (If the interviewee is an employee.)
    2. your team members? (If the interviewee is a supervisor.)
- b. If the VMF profile has been used in the discussion and the question has not been answered already, continue with: How did you experience using the Vocational Meanings and Fulfillments profile as a part of this kind of discussion?

### **Supervisor coaching** (Asked only from the supervisors who participated in this)

21) What do you think about the MEANWELL supervisor coaching?

- a. What thoughts, feelings, or possible insights did the supervisor coaching sessions evoke in you?
- b. Why do you think you experienced this way?

22) How did you experience the coaching sessions from the points of view of your work and your organization? Did you take something from them to your daily work?

### **Team coaching** (Asked only from the participants who participated in this)

23) What do you think about the MEANWELL team coaching?

- a. What thoughts, feelings, or possible insights did the team coaching sessions evoke in you?
- b. Why do you think you experienced this way?

24) How did you experience the coaching sessions from the points of view of your work and your organization? Did you or your team take something from them to your daily work or other life domains?

## **FUTURE USE AND DEVELOPMENT SUGGESTIONS FOR MEANWELL OPERATING MODEL:**

- 25) The goal of the MEANWELL operating model, with its varying elements, has been to support collaborative development of meaningful work, that is, to bring supervisors and employees together to develop this.
- What thoughts or feelings does this goal evoke in you?
  - How do you think this goal was achieved during the project? (If the answer is scarce, ask: Would you tell a little more about this?)
- 26) For supervisors: Are you interested in using the MEANWELL operating model or some of its parts in your organization in the future?
- Would you tell me a little about this feeling/ thought of yours? Why yes or why not?
- 27) For employees: Do you wish that the MEANWELL operating model or some of its parts would be used in your organization in the future?
- Would you tell me a little about this feeling/ thought of yours? Why yes or why not?
- 28) Let's look once more at this figure of MEANWELL activities. (Figure is shared to support the discussion.) What do you think? Should this whole model or some of its parts be developed somehow? Would you freely tell me what this figure and your experiences bring to mind?

## **ENDING OF THE INTERVIEW:**

- 29) Are there some other points of view regarding the project or the operating model that I have not asked about and that you would like to comment on?
- 30) How did this interview situation and its contents feel for you? Is there something you would like to say or ask?

## **4.5 User experience surveys and interviews in work life and career counseling**

### **4.5.1 User experience surveys in work life and career counseling**

User experiences related to the MEANWELL operating model's work life and career counseling mode, including the VMF method as a part of coaching discussions, were gathered separately from professionals and clients after the sessions they had used the VMF survey method. The survey for professionals aimed to understand how professionals experienced the use of VMF profiles in client work. In contrast, the survey for clients targeted both the experience of getting one's own VMF profile

and going it through with a professional. Both surveys included an open field for feedback about the survey and possible remarks to researchers at their ends.

The delivery of the user experience survey was timed based on the information given at the end of the work well-being survey 1. Alternatively, the professionals included filling out the survey at the end of the session that the VMF profile was discussed with the client. The clients usually answered the survey only once, while the professionals could answer it several times, for example, after each use occasion with different clients.the

#### 4.3.2.1 User experience survey for the professionals

The user experience survey for professionals included the following questions related to **the use of the VMF survey method**: a) how many times they had used the method with clients before the present occasion; b) was the VMF profile gone through in a one-on-one personal meeting, as a part of a group meeting, or in some other form; and c) in which context the method was used. In question c), the options included the following fields: 1) Occupational healthcare, 2) Rehabilitation, 3) HR work, 4) Work-related counseling or professional guidance, 5) Career counseling, and 6) Other.

After these contextual questions, there were two multiple-choice questions about the use of **the VMF survey method from the client's and oneself's points of view**. The first question was: a) "How beneficial did you experience the VMF survey method with the accompanying discussion from the point of view of the current client/other person/group?" The response scale was the following: 1) Not that beneficial, 2) Only slightly beneficial, 3) Somewhat beneficial, 4) Beneficial, and 5) Very beneficial. The second question was: "How did you experience the current use case of the VMF survey method with the accompanying discussion from the point of view of your work?" with a response scale: 1) Not at all meaningful, 2) Only slightly meaningful, 3) Somewhat meaningful, 4) Meaningful, and 5) Very meaningful.

The professionals were also asked whether they would **recommend using the VMF method** with a combination of multiple-choice and open questions. The multiple-choice question was the following: "Based on the current experience, would you recommend this kind of processing of the meaningful work theme with a similar client or target group?" The response scale was the following: 1) Very likely I would not recommend, 2) Rather likely I would not recommend, 3) Maybe I would recommend, 4) Rather likely I would recommend, and 5) Very likely I would recommend. The following open question asked the professional to elaborate on their answer to the multiple-choice question.

The survey also contained two open questions relating to **the professional's experience with the current client**. They were the following: a) "Describe in your own words how you experienced the discussion about VMF profile/s from the point of view of your current client/other person/group?" and b) "Was there something particularly rewarding for you in the current meeting? Or could something have been or gone differently?"

At the end of the survey, the professionals were asked a general question about **the method's use situations**: "In what kind of situations would VMF profile and the discussion around it be the most beneficial? Do other useful viewpoints related to the use of the method come to your mind?"

#### 4.3.2.2 User experience survey for the clients

The user experience survey for clients included the following questions related to **the context of use**: a) the ID number of the professional for linking the professionals and clients in the analyses, b) the date of the discussion of the VMF profile with the professional, and c) was the VMF profile gone through in a one-on-one personal meeting, as a part of a group meeting, or in some other form.

**Effects of receiving one's VMF profile and discussing it with the professional** were asked on the following aspects: a) Clarifying the experiences related to meaningful work for myself, b) Developing your current job, c) Future career plans, d) Commitment to the current workplace, e) Own work well-being, and f) Job satisfaction. The response scale was the following: 0) No effect, 1) Very negative effect, 2) Rather negative effect, 3) Both negative and positive effects, 4) Rather positive effect, and 5) Very positive effect.

Furthermore, the **experienced benefits** of the following were queried separately: a) Getting one's own Vocational Meanings and Fulfillments profile and b) Discussing the VMF profile with one's professional. The response scale was the following: 1) Not that beneficial, 2) Only slightly beneficial, 3) Somewhat beneficial, 4) Beneficial, and 5) Very beneficial.

The clients were also asked whether they would **recommend a similar way of processing the theme of meaningful work for others** with the same response scale as the professionals, which was the following: 1) Very likely I would not recommend, 2) Rather likely I would not recommend, 3) Maybe I would recommend, 4) Rather likely I would recommend, and 5) Very likely I would recommend. This question was followed by an open question to elaborate on the answer.

There were also the following open questions about **the client's experiences of the VMF profile and its use**: a) "What kinds of thoughts did your own VMF profile

bring before the meeting with your psychologist/professional/group?"; b) Describe with your own words how did you experience the discussion about your VMF profile with your psychologist/professional/group?"; and c) "In what kind of situations would VMF profile and the discussion around it be the most beneficial for the client?"

#### **4.5.2 Interviews in work life and career counseling**

The interviews concerning this mode aimed to understand the VMF profile's functionality as a basis for a client meeting, the goal of which was to increase self-knowledge of the factors related to meaningful work. The focus of the interviews was both the VMF profile itself and the discussion around it. These interviews deepened the insights gained from the user experience surveys of professionals and their clients.

Semi-structured theme interviews were conducted based on the interview frameworks presented below. The interview framework for professionals was slightly developed after the first training, as a few additional topics rose to research interest (e.g., the usage of the VMF method with groups). Hence, the questions added to later interviews have been indicated in the framework for professionals.

The interviews were conducted by the research group and psychology students doing their master's thesis work for the project. Informed consent was gathered from the interviewees with a separate form that was filled out either before the interview or at its start. The interviews were conducted remotely by using video conferencing tools. The interviews were recorded, and transcripts were made based on the recordings. Only the transcripts will be used in the analyses.

The interviews for professionals and their clients were completed after using the VMF profile as a part of the meeting (as close to the use case as possible). The interviewees were invited if they directly indicated interest in the interview or had given their contact information for future research purposes in their survey answers. This was the process for all the clients. Before adopting the possibility of indicating further interest in the research in the surveys, a few professionals were invited to the interview directly when they had used the VMF method with a few clients. The participant amounts and timing of the interviews are described in Chapter 4.2.2.

##### **4.5.2.1 Interview framework for the professionals**

###### **WARMUP AND BACKGROUND INFORMATION:**

- 1) Would you first tell a little about yourself and your job? How old are you, and what is your educational background?

- 2) What is your job description, and how long have you worked in your current situation?
- 3) And how long have you been in work life all together?

**MAIN QUESTIONS:**

- 4) What are the first thoughts and feelings about using the Vocational Meanings and Fulfillments Survey and profiles in your work?
- 5) In what kinds of client situations did you suggest using the method? Why?
  - a. Were your clients individuals, groups/teams, or possibly both? (added later)
  - b. In what situations does the method apply particularly well in your opinion? How about what kinds of situations do it not fit in your opinion?
- 6) In what ways did you utilize the method in your client meetings? (If the answer is scarce, the following questions can also be used.)
  - a. Did you look at the profile with your client concretely and possibly by different dimensions? Or did you discuss the general thoughts and feelings the profile evoked?
  - b. How did you act with groups/ teams? Did you apply the profiles concretely, or did you discuss the general thoughts and feelings evoked by the profiles? Did you use the group profile? (added later)
  - c. Based on the discussion, did you, for example, set goals or gain new insights to try something or start doing something?  
Other aid questions are also possible, and a figure presenting an example for processing the VMF profile in a meeting was offered for the interviewers as a reference.
- 7) How did you experience this method from the point of view of your clients? (added later)
  - a. What was beneficial for the clients in the use of the VMF method? What did they possibly receive from the use of the method? What did it perhaps help them with, and how?
  - b. What was not beneficial for the clients in the use of the VMF method? What did they possibly miss, or what did they not receive for themselves from using the method? Why was it perhaps this way?
- 8) What benefits and positive sides do you see in using the method in your client meetings and work? What else?
- 9) What challenges or negative sides are there possibly in the use of the method? What else?



- 10) What do you think of using the VMF method as a part of your work in the future?
  - a. Would you be interested in using the method in future client meetings? How and why? Why not?

**FOLLOW-UP QUESTIONS IF THERE IS TIME:**

- 11) Can you think of other possible use purposes or situations for the method other than the ones you have used it in?
- 12) How did you experience the professional training and its working methods? What worked and what did not?
- 13) Would you have liked other support for using the method than you received from the MEANWELL research group? If so, what kind of support?

**END OF THE INTERVIEW:**

- 14) How did this interview situation and its contents feel for you?
- 15) Is there something else you would like to say or ask?

**4.5.2.2 Interview framework for the clients**

**WARMUP AND BACKGROUND INFORMATION:**

- 1) Would you first tell a little about yourself?
  - a. How old are you, and what is your educational background?
  - b. Are you currently working, and what kind of work do you do?
- 2) What kind of issues are you meeting with your professional? You don't need to describe this in detail, but on a general level, and only if it is okay with you.
- 3) How many times had you met with your professional when they suggested filling in the Vocational Meanings and Fulfillments survey? How did they present the idea to you?
- 4) And why do you think they suggested using this method with you?

**MAIN QUESTIONS:**

- 5) What kinds of first thoughts and feelings did the VMF survey and profile and your discussions about them with your professional evoke in you now?

The following questions were presented if they had not already been answered in detail after the first questions about the general experience.

- 6) What kinds of thoughts did the filling in of the survey evoke in you?
- 7) And how did you experience the receiving of the VMF profile? What kinds of thoughts and feelings did it evoke in you?
  - a. Did you experience the survey and the profile to be beneficial in your situation? Why and how?
  - b. If you did not experience it to be beneficial, why not?
- 8) How did you discuss the profile with your professional:
  - a. Was it a private or group meeting?
  - b. Did you discuss your profile in one or several meetings?
- 9) Could you describe the discussion and its progress around your profile in more detail?
  - a. Did you look at the profile concretely and possibly by different dimensions? Or did you discuss the general thoughts and feelings the profile evoked?
  - b. (If it's a group meeting): How did you share the experiences of each group member? How did the professional guide you in this?
- 10) Overall, how did you experience the meeting in which your VMF profile was processed? What kinds of thoughts and feelings does it bring to your mind now?
  - a. Was the meeting beneficial for you? If yes, what was especially beneficial? Did the meeting/ discussion have some effects on your work or life situation?
  - b. If you did not experience it to be beneficial, why not? Could the meeting have been different or gone differently?
- 11) How did you experience the actions of the professional in the situation?
  - a. What parts of their actions did you experience positively? Why? Describe some more.
  - b. Was there something in which you would have wished them to act differently? Why? Describe some more.
- 12) Based on the discussion, did you, for example, set goals or gain new insights to try something or start doing something? What kinds of goals or insights? Please tell me more about these.
- 16) What benefits and positive sides do you see in using the method in general?
  - a. In what situations should the VMF survey and profile be used in your opinion?
  - b. Based on your experience, would you recommend this to someone else? If so, why?
- 13) What kinds of challenges or negative sides are there possibly in the use of the method?

- a. To what situations or to what types of persons or groups does the method not apply?
- b. This is an important point of view. Please tell me more of your thoughts so I can understand your view better.

- 14) Do you have more ideas about developing the survey or profiles or discussing them with the professional (and group)?
- a. If so, what kinds? This is also very important, so please tell me more.

**END OF THE INTERVIEW:**

- 15) Are there some other points of view regarding the themes of the interview that I have not asked about and that you would like to comment on?
- 16) How did this interview situation and its contents feel for you? Is there something else you would like to say or ask?

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