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Co-Creating Customer Engagement in Digital Newspaper Business
Applying the Design Thinking Method

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Abstract

Traditional media have faced the challenge of digitalization. A new group of consumers called the diginatives consume digital services on their portable devices in real time. Thus, printed media does not serve the needs of the present sufficiently. In order to cope with the change, the traditional media have had to reform and create new solutions. The newspaper Keskisuomalainen Group up-dated their online platform for digital services and wanted to engage their customers in order to avoid a loss of the existing customers in the process. Moreover, they wanted to explore what the customer base wanted from their digital services at the same.

The objective of the research was to use the design thinking method for development work. The most important theoretical literature was related to value co-creation and customer engagement. The framework for co-creation and its three main components: supplier-, encounter- and customer processes formed the empirical part in the research. A design thinking project of four teams from different regions of the Keskisuomalainen was carried out. The project was conducted partly virtually and its effects were examined as well. The data was collected via research diary, unstructured interviews and theme discussions.

The results suggested positive findings regarding the design thinking method. The partici-pants felt that the project contributed to their work as customer inclusion and adaptable and efficient design thinking method gave wider perspective for the problem. The virtual part was experienced negative as the participants experienced that it affected commitment and guidance during the project. Carrying out multiple, properly planned design thinking projects for comparison of results in order to test the suitability is a subject to further re-search.

Keywords/tags (subjects)
Design Thinking, co-creation, digital newspaper, value creation, customer engagement

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Tiivistelmä

Perinteinen media on kohdannut digitalisaation tuoman haasteen. Uusi kuluttajaryhmä nimeltään diginatiivit käyttää digitaalisia palveluita kannettavilla laitteillaan reaaliajassa. Sen vuoksi printattu media ei enää palvele kuluttajaryhmän tarpeita riittävän hyvin. Vastatakseen digitalisaation tuomaan haasteeseen perinteisen median on täytynyt kehittää uusia ratkaisuja. Tässä tutkimuksessa Keskisuomalainen Oyj otti käyttöön uuden käyttöjärjestelmän digitaalisille palveluilleen ja halusi parantaa olemassa olevien asiakkaiden sitoutuneisuutta. Tarkoituksena oli myös kartoittaa, mitä asiakkaat digitaalisilta palveluilta haluavat.

Tutkimuksen tavoitteena oli hyödyntää Design Thinking-menetelmää kehitystyössä ja yhteistuotannossa asiakkaiden kanssa luoda konsepteja asiakkaiden sitouttamiseen. Tutkimuksen kirjallisuuskatsaus liittyi yhteistuottamiseen ja asiakassitoutuneisuuteen. Design Thinking-projekti koostui neljästä Keskisuomalaisen ryhmästä. Projekti toteutettiin osittain virtuaalisena, ja sen vaikutuksia työskentelyyn arvioitiin samalla alatutkimuskysymyksen avulla. Aineisto koostui teemakeskusteluista, tutkimuspäiväkirjamerkinnöistä ja strukturoimattomista haastatteluista.

Tulokset paljastivat positiivisia havaintoja koskien Design Thinking-menetelmää. Osallistujat kokivat, että tehokas ja sovellettava Design Thinking-menetelmä ja yhteistuottaminen asiakkaiden osallistumisen avulla myötävaikuttavat kehitystyössä. Virtuaalinen puoli koettiin negatiivisena ja sen nähtiin vaikuttavan työskentelyyn tuloksia heikentävästi, sillä sitoutuneisuus ja ohjaus kärsivät. Tämä tutkimus jätti tilaa lisätutkimukselle, jossa design Thinking-projekti suunniteltaisiin huolella ja toistettaisiin useasti tulosten vertailemiseksi, jotta sen sopivuutta voitaisiin testata.

Avainsanat (asiasanat)
Design Thinking, yhteistuottaminen, asiakassitoutuneisuus, digitaalinen sanomalehti, arvon tuottaminen

Muut tiedot

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1 INTRODUCTION

1.1 Value creation is changing in media business

In recent years, there has been an increasing interest in research regarding the goods - versus service – the dominant logic in marketing and value co-creation in digital and service business context (Vargo & Lusch 2004, 1-2, 7; Galvano & Dalli 2014). In addition, studies have revealed that co-creating with customers leads to better customer satisfaction and market performance in the long run (Roberts, Hughes &Kia 2014, 148).While a large number of customers need customized service, the philosophy of value creation is changing as well. Companies are no longer responsible for the value proposition and delivery, goods are channels through which services, or products, are consumed and the value itself is created in the process. The value is therefore co-produced and created in multiple interactions between parties involved in providing the service or product. (Vargo & Lusch 2004, 5, 7, 11; Prahalad & Ramaswamy 2004b, 5; Payne, Storbacka, Frow, & Knox 2009, 1).

It is also commonly known that globalization and digitalization have changed the world and business environments, especially with regards to the printed media business. Thus, one of the greatest challenges of the traditional media; newspapers, TV and radio, is the fast expansion of digitalization in the 2000s. Devices, in other words, smartphones and tablets, and concepts such as digital, real time and interactive are dictating the rules of the game at present. As a consequence, many new challenges have arisen as different digital devices enable fast information exchange, flow, and supply that are available in real-time and almost everywhere we are. Due to digitalization, many businesses and industries have had to reform in order to cope with the change. Those who have not have failed or are in stagnation that leads nowhere. Regarding the context of this thesis, for traditional media and newspaper business, the change has been fast and challenging. (Albarran, 2010, ix; Gebauer, Fleisch, &Friedli, 2005; Kowalkowski, Kindström, Alejandro, Brege& Biggemann, 2012; Tselentis 2015).

Due to changed user preferences and ways of consuming, the last decade has also seen an emerging trend of a concept called "co-creation", which is defined, among many other definitions, as a joint, collaborative, concurrent, peer-like process of producing new value, both materially and symbolically (Galvano & Dalli 2014, 644). The purpose of co-creation is to bring goods or services onto the market with customers taking part in development and production, which creates mutual value (Vlerick Business School 2014). The concept of co-creation is discussed in more detail later in this study. Galvano and Dalli (2014, 643- 647) have also noticed the growing number of essays and academic papers related to the co-creation theory. Their findings support Keyes's (2015, 67) conclusion that businesses are no longer in the center of value creation. Instead, consumers and customers are, which has directed the focus towards the concept of co-creation (ibid., 67). In order to answer the challenge of digitalization, Viljakainen (2015, 14), states that the media sector is also adapting a new value creation perspective, which is the service dominant logic as introduced by Vargo and Lusch (2004).

Media as a concept is multidimensional and includes many forms of traditional and new media (i.e., digital and social). The traditional media in this study incorporates television, radio, newspapers, magazines, newsletters, tax press and other print publications. The term "newspaper media" or "news media" is generally understood as a part of mass media and covers printed newspapers and magazines (Bainbridge 2011, xviii-xix). With regards to traditional newspapers, according to Picard (2008, 109), their mission has commercial and social facets and they play a role as facilitators of consumption and create customer wants through advertising, and are less entertainment focused than other media as they emphasize trends, ideas, social factors and contemporary events more than other media. In order to produce a traditional newspaper, a product, the newspaper industry combines technology, information collection, packaging services and finance, e.g., advertising revenue (ibid., 109). Traditionally, newspapers have high margins and they generate their main revenue through subscription sales (circulation) and advertising sales (Picard 2008, 113; Hakaniemi 2014, 5-6). The primary cost to produce is labor (approx. 40 % of costs), and the second largest costs are printing and mechanical costs (Picard 2008, 115-116).

The past decade has seen the rapid development of digital devices and products in many industries. Business and media industry together form a vast concept which includes many forms and aspects of the traditional media. Furthermore, during the past 10 years, a term "social media" has emerged on the side of the traditional media due to fast digitalization of media business. As a consequence, people have started using a term "new media" which covers digital media and its different platforms. (Hartley, Burgess, & Bruns 2013, 1; Ross 2008, 422). In addition, Bainbridge states that the changing forms of newspapers, i.e., online publications and other digital services related to the news, have fragmented the term mass media as different combinations and the convergence of them has led to the concept of new media (ibid., xix).

To define the scope of this study more specifically, the focus was on the already defined newspaper media industry and business. At present, printed newspapers have seen plunging number of orders while people use digital forms of receiving, sharing and searching for information (Global Web Index 2014). Prahalad and Ramaswamy (2004b, 4) discuss digitalization and the changing user preferences that the media houses and newspapers face, and the reasons why companies have developed different services and new products for their customer base. Hence, we can now see consumers using their digital devices and consuming different products and services that are used online (ibid., 4). For instance, products such as digital newspapers, blogs, and online advertising places on the service provider's digital media platform. Moreover, different applications for smart phones and tablets are being introduced constantly, e.g., the Finnish newspaper Iltasanomat, have a sport application for mobile phones and tablets called IS Urheilu (IS Sport) that provides up-to-date news regarding different sports on a global scale.

As discussed earlier, the newspaper media may have faced the most drastic and rapid change in its history due to digitalization. However, Compaine and Comery (2000, 2) argue that the newspaper industry has been mature for a long time and that the change towards digital and online type publications started when the World Wide Web was introduced to the world in the 80s. They also point out that it took

approximately 15 years from the first academic publications, regarding newspapers and their online expansion, to become reality in 1998 when almost 500 daily newspaper had an online version available in the USA (ibid., 1-2). In this context, however, it is important to point out that not all printed media are fading and struggling. Different brochures, comics and books are still consumed as paper versions due to psychological issues. For instance, as the experience of receiving a long-awaited hard copy of a comic book by mail. In this context, it is the experience of waiting, receiving, and the smell, as well as how it feels that cause a positive impact on the receiver. (Tselentis 2015, 80).

The case with newspapers is different. Picard (2011, 2) states that newspaper media are trying to sell old products in the 21st century, which is creating a problem for their business and revenues as these products are no longer viable in the digital world. Furthermore, people want customized service and products which are enabled by digitalization. A traditional mass media newspaper does not serve the purpose anymore as the concept of mass media has changed and become fragmented. Digital products and the content for portable devices are becoming the dominant way of reading news. Therefore, the newspaper media business and organizations are converging and going through a cultural change from printing to digital. (Viljakainen 2015, 11-12; Hakaniemi 2014, 5; Bainbridge 2011, xviii-xix).

Next, the discussion moves on to a new type of consumer group. According to Martini (2015), a group called "diginatives" (people under 30 years of age who consume digital services and use IT-devices in communication and information search) finds, and uses information differently from the older generations. In addition, they use more and more different devices to communicate and share information and they want it fast and the message needs to be short, rapid and in real time. (45). As a result, we have come to an era of social media , which means a new generation of computerized, or networked information and communication technologies that take different forms (Warmer & La Fontaine 2014, 1). Such as the Facebook, Instagram, blogs and online papers (ibid., 7-22). This generation has been referred as digital generation and a printed newspaper does not serve the needs of

the new target group, which is soon becoming the dominant target market as the baby boomers are passing (Martini 2015; Hakaniemi 2015, 4-6).

This study examines the challenges of digitalization that have arisen in the newspaper business within the ongoing change towards digital media. In addition, the study discusses how traditional newspaper can create engagement among their customer base in the digital business by means of co-creation.

1.2 Considerations for the research motivation

There are several research papers on co-creation in a digital context, such as Vilkainen's (2015), Sashi's (2012), Picard's (2008) and Luukonen's (2012). Furthermore, Galvano and Dalli (2014) state the co-creation theories have become more visible among research papers, and many authors, such as De Clerck (2014), Hakaniemi (2014), Ross (2008), and Tselentis (2015,) discuss the challenge of digitalization in the printed media business. Vargo and Lusch (2004) argue that due to digitalization, a new way to create value is needed and the goods centered thinking steps aside and the customers are in the center of value creation. However, there are no clear linkages of co-creation (service dominant logic) and media business as service in the research literature (Viljakainen (2015, 17). Hence, there is room for all types of research to be carried out in this field. The research motivation here was to examine how design thinking project as a research method and co-creation would fit in this digital media context and, thus, give valuable information to the scholars of media business and co-creation research.

Design Thinking as a development and innovation tool in the digital media business, as in the context of this study's case company, the newspaper Keskisuomalainen, has not been commonly utilized. However, a search within academic publications by, for example, Emerald Journals and Business Source Elite (EBSCO), gives an answer that papers are involved to the design thinking method and to designing user platforms and applications for digital products and services. Regarding the context of this study, research concerning user preferences towards registering for- and the usage and habits of using digital services and products, is rare. Therefore, the case company was hoped to benefit this study as they would, first, learn a new method to

innovate and solve problems, and secondly, could create problem solving concepts for a present problem, which is further discussed in chapter 3.2.

In terms of the motivation and perspective of the researcher, two motivation types can be found in the literature; intrinsic and extrinsic. Intrinsic refers to personal enjoyment, such as challenge, interest or pleasure. Extrinsic, on the other hand, refers to external factors that reward the person in some way. A reward can be status, money etc. (Lai 2011, 4-5; Sridhara 2016).For the researcher, the motivation was personal interest to learn new ways of innovating and carrying out a meaningful research work for a real life case. Hence, the motivation was in the intrinsic area.

1.3 The research's objective and questions

The objective of this research was to carry out a design thinking (or DT hereinafter) project, which was partly virtual, as a development project in order co-create concepts that would contribute to a better engagement of the existing customers and new customer groups. Another objective was to find the perceptions that formed during the project among the partly virtual design thinking project participants and their post-opinions on the method as a development tool. The objectives were examined by means of a relevant literature review related to the concepts in the study, which were value co-creation and the engagement of customers in the digital business context. The creation of solutions for customer engagement was carried out by using Design Thinking method as a tool and case type approach.

In order to reach the objectives, one research- and one sub-question were formed:

- How does a design thinking project contribute to the co-creation of customer engagement solutions?

Sub-question:

- How do the project attendants experience the effect of a partially virtual design thinking project?

1.4   Discussion on the research approach and methods

This section discusses the research approach and methods. This study was qualitative in nature and it was carried out as a case approach by utilizing the design thinking methods, which are further discussed in Chapters 3.1. The qualitative nature of this thesis relates to Kananen (2008, 24-25) who argues that qualitative research tries to give a deep and meaningful picture of a single phenomenon being examined. This is contrary to quantitative research that seeks generalizations among a large number of observations (ibid., 25). The key point in qualitative research is to understand how people interpret their experiences and see the world, and also, to understand the point of view of the participants, not the researcher (Merriam 2014, 14). In this thesis, a single practical problem was observed in an organization which could not be generalized directly. Thus, the qualitative approach was more adequate one in this case.

Design thinking approach as a method was chosen in order to find answers to the research questions. First, design thinking is a large concept. It can refer to company culture and how development work is done at the company. Moreover, it can be a tool and/or a project. In addition, it can be used as a research method to collect data when creating something new. (Brown 2008, 86-90; von Thiene & Meinel 2015, 1). Design thinking was chosen as the method and it was carried out as a project as it starts with deep analysis of the problem that is evidence based. It then aims to understand and define the problem and understand the users, and then, tries to find a solution, which is be tested with the users before the solution is deployed. (Plattner, Meiner & Leifer 2011, xiv-xvii). In this study, a particular problem needed a solution, and the design thinking method fit the purpose in the light of conclusions by Plattner et al. (2011). Furthermore, according to Matthews and Wrigley (2011, 2), design thinking has been found to make valuable contributions to business and management. In addition, many well-known companies use this method as a problem solving tool (ibid., 2). Co-creation with customers is in the heart of the Design Thinking method and the philosophy suited this thesis as the purpose was to incorporate users in the development work by using the design thinking idea and, thus, engage them more deeply (Vargo & Lusch 2004, 5, 7, 11; Kaltcheva, Patino, Laric, Pitta & Imprato 2014, 55).

1.5   The outline of the thesis

In this chapter, the structure of this thesis is presented briefly. The thesis focuses on three main theories; creation of value, co-creation and customer engagement in the digital service business context. The first chapter discusses the background of the study. Chapter 2 discusses the theoretical basis of the study, and in Chapter 3, methods chosen in order to conduct this study are explained . After this, the discussion moves on to the empirical findings of the study (Chapter 4), and it ends with the discussion on the research results and further recommendations (Chapter 5). The structure of the thesis is clarified in Figure 1 below.
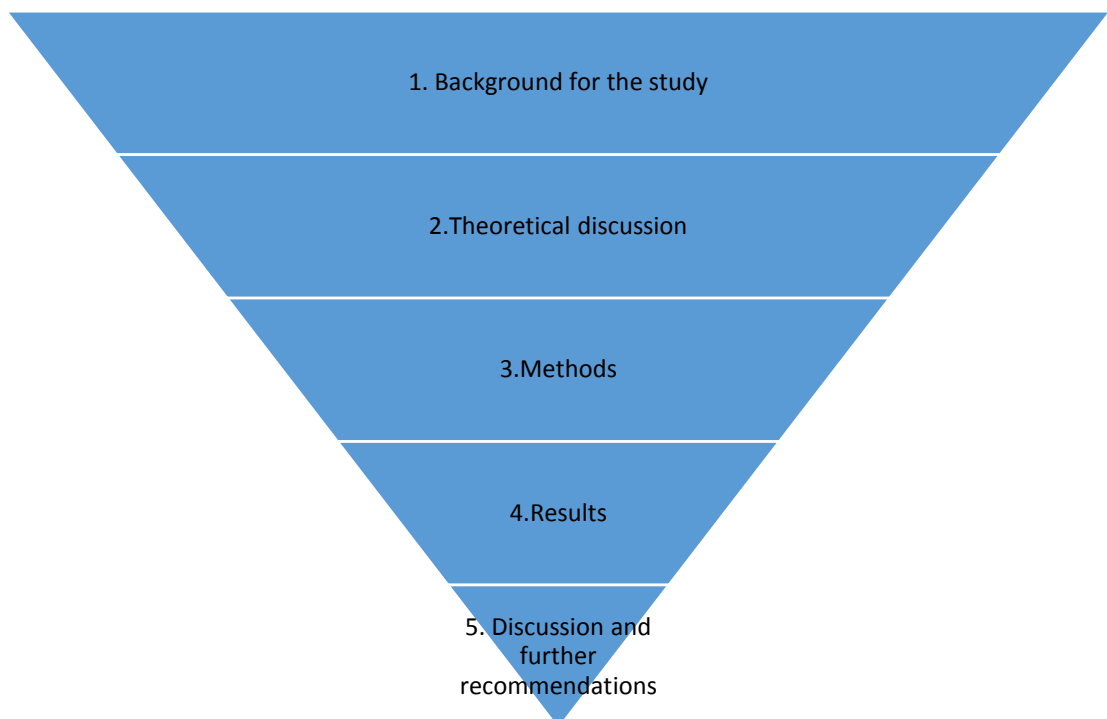
Figure 1. Structure of the thesis

2   LITERATURE REVIEW

2.1   Looking into the key concepts

In order to understand the theories of value and value creation in the co-creation and digital environment context, and to set the boundaries for this research, it is beneficial to explore the main concepts and their definitions related to the subject. In this thesis, the key concepts are related to value creation in the present media business environment with its digital challenges and customer engagement.

According to Nuopponen (2015), in order to understand the subject being researched, it is important to analyze the essential concepts that are related to the subject (308). Moreover, it is important for all kinds of research to clarify the concepts related to the subject (Puusa 2015, 38). Puusa also states that,

> *"Concept analysis helps understand what kinds of meanings are related to the concept at hand, how the concept differs in terms of content in comparison to its related concepts and thereby, what features can be determined to be the critical characteristics of the concept". (ibid. 2015, 36).*

By concept analysis, we can mean different kinds of analyses, which can be called terminological, interpretive or concept analyses (Nuopponen 2010, 310; Suonuuti 1999, 26). For this study, a terminological concept analysis was relevant as it is used to describe different concepts related to the subject and their relationships between each other while the other concept analyses are used as research methods in order to solve a problem or clarify different expressions of each concept (Nuopponen 2010, 310). The researcher chose the subjects that were related to the study based on two requisites. First, the most frequently occurring concepts during the literature search were selected, and from those results, the most relevant ones and those closely related to the research topic and the target business. The key concepts are briefly defined in Table 1 on the next page.

Table 1. Key Concepts

Concept	Definition
Digitization	"Digitization is the process of converting information into a digital format."(Techtarget 2015) "Conversion of analog information in any form (text, photographs, voice, etc.) to digital form with suitable electronic devices (such as a scanner or specialized computer chips) so that the information can be processed, stored, and transmitted through digital circuits, equipment, and networks." (Business Dictionary 2015)
Digitalization	"Integration of digital technologies into everyday life by the digitization of everything that can be digitized." (Business Dictionary 2015) "Digitalization is the use of digital technologies to change a business model and provide new revenue and value-producing opportunities; it is the process of moving to a digital business." (Gartner 2015)
Value	"Customer value is the ratio between perceived benefits and perceived sacrifice" (Ravald & Grönroos 1996, 23) ''Perceived value is the consumer overall assessment of the utility of a product based on the perceptions of what is received and what is given''(Zeithaml 1988, 14) Value is an evaluative feeling while interacting with a product or service, and it either fulfils human needs of a user (positive), or not fulfil and becomes a negative experience. (Hassenzahl 2008, 2-3; Garret 2001, 58, 61-63).
Value creation	Companies co-create and capture value in a value-exchange relationship. For therelationship and the value exchange to be attractive, both parties need to perceivethe benefits received exceeding the sacrifices made (Töytäri, 2015, 256). Value co-creation is a collaborative work between a consumer and afirm in an innovation process, whereby the consumer and supplier engage (to varyingdegrees) in the activity of co-ideation, co-design, co-development and co-creation of new products or services (Prahalad & Ramaswamy, 2004).
Co-creation	A shift in thinking from the organization as a definer of value to a more participative process where people and organizations together generate and develop meaning (Ind& Coates 2013) "…co-creation involves customer engagement in the creation of offerings through ideation, design and development".(Verleye 2015, 321-322). Co-creation is advocated as a means to expand the innovation and value creation capability of the firm, while nurturing customer relationships and lowering cost for marketing and research and development (Roser, DeFillippi, & Samson 2013, 21)
Customer experience	"...to create absorbing venues –real or virtual places- where customers can trout offerings, as they immerse themselves in the experience" (Gilmore & Pine II 2012) "…customer experience is not designed, rather it is co-created through customer interactions with the several service elements." (Teixeira, Patrício, Nunes, Nóbrega, Fisk, & Constantine 2012)
User experience	Every aspect of the user's interaction with a product, service, or company that make up the user's perceptions of the whole. User experience design as a discipline is concerned with all the elements that together make up that interface, including layout, visual design, text, brand, sound, and interaction. UE works to coordinate these elements to allow for the best possible interaction by users.(User Experience Professionals Association 2015) According to Hassenzhl (2013), user Experience is not about good industrial design, multi-touch, or fancy interfaces. It is about transcending the material. It is about creating an experience through a device. (User Experince Professionals Association 2015)

2.1.1 Towards understanding of value and co-creation

This section defines what is meant by the concept of "value" as there are many definitions in literature. Value can be related to the financial, economic and marketing value (The Economist 2015). However, many definitions of value in research papers are quite thorough and complex, and they take multiple perspectives into account. Research papers, such as that by Lepak, Smith and Taylor (2007) study of value creation from a multilevel perspective. They argue that value is created on many levels and captured on each of them on the individual, organizational and societal levels. In this context, the idea of value presented by Lepak and colleagues (2007) may become too broad to define, understand and apply. In this study, the term value is related to value as perceived by a business and their customers. Therefore, the theoretical framework here means the customers' perceived and experienced value for a business and how the offered value meets their needs and wants and value they are prepared to pay for in money (Business Dictionary 2015).

Woodside, Golfetto and Gibbert (2008, 4) claim that value, in the eyes of a customer or marketer, can be put into metrics and that is the net score of perceived or realized total benefits minus the total costs of acquiring, using or disposing a product or service. Furthermore, in the service context, the value is a relative sum of the experienced consequences minus the relative total costs perceived (ibid., 5). Moreover, from the service dominant logic perspective (SD-logic), which is explained in more detail in the next chapter, it is difficult to define metrics for benefits and costs and the discussion needs to be directed towards intangible value that emerges from relationships and networks that a firm has with its customers (Woodside et al. 28-29). In the context of this study, Luukkonen (2012, 9) refers to Holbrook's (1999) definition that the concept of value is an experience based on rational and emotional benefits and sacrifices that are related to a product or service. The value itself is the benefit of a product that a customer experiences during the usage and the concept of value has received a great deal of attention in the marketing field during the last 20 years, and in the process, it has become abstract and multi-dimensional which complicates reaching a consensus on the definition as Luukkonen (2012, 9) cites

Lapierre (2000), Smith and Colgate (2007), Woodall (2003),
Woodruff and Gardial (1996), and Zeithmal (1988).

Smith and Colgate (2007, 10, 20) draw a framework for value and argue that there
are four types of value that an organization can create: a functional-instrumental
value, experimental-hedonic value, symbolic-expressive value and cost-sacrifice
value. Furthermore, they have also found five sources of value: information,
product, interactions, environment and ownership (ibid., 10, 20). The four types of
value are explained in Table 2 below.

Table 2. Types of Value (Smith & Colgate 2007)

Value type	Definition
Functional-instrumental value	To which extend a product or service has desired characteristics, is useful or performs a desired function
Experimental-hedonic value	To which extent a product or service creates appropriate experiences, feelings and emotions for the customer
Symbolic-expressive value	To which extent customers attach or associate psychological meaning to a product
Cost-sacrifice value	A customer's efforts to minimize costs and sacrifices to purchase , own, or use a product

Kauffman (2012) states that value created by a company or person makes someone's
life better and that is something that one trades and keeps a business running.
Furthermore, the Business Dictionary (2015) defines value creation as the
performance of different actions that increase the value of goods, services or the
whole business. However, these definitions have been expanded and become partly
obsolete as Vargo and Lusch (2004), Prahalad and Ramaswamy (2004), and Sheth
and Uslay (2007) argue by stating that value is not created in a firm, but co-created in

interactive processes. In the context of service value creation, Bolton (2004, 21) states that, according to Gummeson (2004):

"Service and value are produced through independent provider contributions, independent customer contributions and joint contributions through interaction".

Hence, value creation in this study relates to a set of interactions throughout the consumption of a service (product) in which a customer contributes and participates with his/hers own actions and this concept is discussed further later in this study.

The concept of "co-creation" has emerged from the paper of Steven Vargo and Robert Lusch in which they, as mentioned earlier, argue that the old goods- centered logic of marketing has changed and that the customer is a co-producer of services or goods instead of being a recipient of goods. Moreover, value is co-produced instead of being delivered to the customer by a firm, and it is defined and co-created with customers. (Vargo & Lusch 2004, 2, 3, 6-7). This framework is now known as the service-dominant logic of marketing (SD-Logic) and it is generally supported and favored by other research, even though, criticized as well (Vargo & Lusch 2008, 1). In order to define the concept of co-creation in general, it is a customer- company dialogue and interaction which takes place when customers take part in a dialog and interaction during product design, production, delivery and consumption (Payne et al. 2009, 2). The basis for the frame work of Vargo and Lusch (2004; 2008), is presented in Table 3 in page 17.

Table 3. Foundational Premises (FPs) of S-D Logic (Vargo & Lusch 2008)

FP1	Service is the fundamental basis of exchange
FP2	Indirect exchange masks the fundamental basis of exchange
FP3	Goods are a distribution mechanism for service provision
FP4	Operant resources are the fundamental source of competitive advantage
FP5	All economies are service economies
FP6	The customer is always a co-creator of value
FP7	The enterprise cannot deliver value, but only offer value propositions
FP8	A service-centered view is inherently customer oriented and relational
FP9	All social and economic actors are resource integrators
FP10	Value is always uniquely and phenomenologically determined by the beneficiary

The most interesting premises in the context of this study are the items FP6 "the customer is always a co-creator of value" FP7 "the enterprise cannot deliver value, but only offer value propositions" and FP10 "value is always uniquely and phenomenologically determined by the beneficiary". In the FP-framework, Vargo and Lusch (2004, 2-4) argue that two types of resources are being employed in the creation of value and interaction: operand resources which are something tangible that are used to engage operant resources. Operant resources are invisible and intangible, such as knowledge and skills. Therefore, operant resources are considered as primary resources in the SD-logic.

2.1.2 Digitization vs. Digitalization

It is important to clarify what is meant by digitization and digitalization as there is a difference between them. While digitalization of different concepts refers to a larger scale, including social factors, behavior, people and services, digitization is more related to technology. In other words, devices and concepts that enable a change into digital. Digitization refers to an actual change from analog to digital. Picard (2011, 6) defines it:

"Digitization is the process of changing content production, storage, distribution, and consumption from an analog to a digital base. Its most important characteristic is that it changes these bases from physical form to binary electronic form."

Furthermore, with regards to the media business, it is the convergence of devices and services into one, which enables people to have an access to multiple sources and data that they can distribute, consume or evaluate at high speed in one location with a single device (Picard 2011; J-P De Clerck & Fenwick 2011). Digitalization in this context is a whole new way of living, a larger entity that includes, for instance, devices, social phenomenon, business and processes (Ross 2008, 242-243). In addition, the convergence concerns technical, organizational, regulatory and market issues as well (ibid., 2008, 243). Culture Digitally (2015) merged a large number of scholars that discuss the digitalization from various aspects and argue that the digitalization indeed is the convergence of the technical and cultural domains that cover fields of cultural and knowledge production, political and collective action, statehood and globalization, and social structures.

2.1.3   Defining customer and user experience

The discussion moves from the digitalization to its other aspect that affects the customer behavior. The concept of the user and customer experience are not the main focus of this study, but as it is commonly known, they have an essential role in the evaluating of the perceived value of customers as digital devices and different software are the tools through which digital services and products are consumed. Thus, these two concepts affect customers' experiences while they use digital services and are an integral part of customer engagement. (Provad, 2015). In general, the main difference between the customer and user experience is that the customer experience is he whole interaction of the customers with a company. How they feel about the whole experience of the consumption of a product, service and interaction. Instead, the concept of user experience is related to the product or service itself. How one experiences the usage of a service or product. Wheter it is easy, difficult, smooth, frustrating etc. (Verhoef, Lemon, Parasuraman, Roggeveen, Tsiros, Schlesinger, & Leonard 2009, 32; Provad 2015).

At first, we discuss the concept of customer experience. According to Verhoef et al. (2009, 32), Gentile, Spiller and Noci (2007) have concluded that:

"The customer experience originates from a set of interactions between a customer and a product, a company, or part of its organization, which provoke a reaction. This experience is strictly personal and implies the customer's involvement at different levels (rational, emotional, sensorial, physical, and spiritual)".

In addition, if one goes further and takes our contemporary way of living into account, it is more than that is described above. Richardson (2010) claims in his article that the customer experience is a multi-layered concept and the sum of the totality how customers engage with a company and brand throughout the time. Moreover, regarding digitalization, layers include the customer journey (the whole journey of a customer with the company), customer touchpoints (website, advertising, call-center) and ecosystems (integrated ecosystems of products, software and services) (ibid., 2010). Hence, there is a clear link with the ideas of Vargo and Lusch (2004) and Payne et al. (2009) regarding the emergence of the co-creation and its importance in the creation of customer and user experience.

There is not a common definition of the user experience either. According to Immonen (2013, 7), the user experience is a young concept and the studying of it started in the 2000s. However, it deals with the functionality, layout and visual aspects of an actual product or service. It is an evaluative feeling while interacting with a product or service, and it either fulfills the human needs of a user (positive), or in another case it does not, and becomes a negative experience. (Hassenzahl 2008, 2-3; Garret 2001, 58, 61-63). Immonen (2013, 10) concluded that the user experience is always dynamic, subjective and related to context of the event. In addition, according to Hassenzahl and Tractinsky (2006), one's user experience is affected by three components; the state of a user (feelings, expectations, needs etc.), the features of the program (complexity, purpose, functionality etc.) and the context (surroundings) (ibid., 13-14). In an article of the University of Turku (2015), user experience was defined as value based on a user's experience in the usage of an intangible service.

2.2 Exploring the concept of value

The discussion moves on to the understanding of the concept of value in the co-creation context. Vargo and Lusch (2004, 4-7) state that the Goods-Centered Model of Exchange, which has traditionally been the philosophy of the value creation of the customers, has shifted to the Service –Centered Model of Exchange in which people exchange specialized competencies, skills and knowledge, or services, and their role is a co-producer instead of being a receiver of goods as the case in the traditional Goods-Centered model is. Prahalad and Ramaswamy (2004c, 11-16) also question the traditional value creation philosophy in which a firm creates and determines the value that it will deliver to their customers. According Prahalad and Ramaswamy, a company and their customers co-create value and co-creation becomes the center of the value creation (ibid., 11-16). As the concept of value co-creation rose during the last decade, the academic research related to the topic expanded respectively (Galvano & Dalli 2014, 643-644). As discussed earlier, the recent studies suggested that co-creation is a relatively new concept and business strategy which focuses on the customer experience and interactive relationships. According to Grönroos (2012, 1520-1522), Normann and Ramirez (1993) argue that:

"Co-creation of value' serves as an all-encompassing expression to denote mutual value creation by the actors, such that, in the business engagement, both (or several) parties contribute to the value being created"

Moreover, as the value co-creation involves customers in the value creation process and, thus, makes their experience richer, the value is considered to be customized and unique value (Prahalad & Ramaswamy 2004b, 5-6). In addition, Payne and others (2009, 30) and Prahalad and Ramaswamy (2004c, 13) argue that in co-creation, the brand becomes the experience as the customers engage in a dialog and interaction during the designing, production, delivery and consumption phase of a product. The ideas of Vargo and Lusch (2004,1-3), and Leavy (2010, 5), are based on an assumption that the concept of co-creation emerged due to the fast development of ICT (information and communications technology) which enabled rapid access to the information. Moreover, devices developed and integrated, which therefore enabled users to use different channels and programs on the same device (ibid., 2004, 1-3;

2010,5). Lastly, throughout the history, the data (information, resources) transfer have accelerated constantly and enabled new types of services and products that are used with digital devices (Vargo & Lusch 2004, 2-3).

Prahalad and Ramaswamy (2004c, 11-16) state that the co-creation of value happens due to the complexity of interactions that a firm has with its customers and different networks. Furthermore, as there are millions of customers that seek unique value, the quality depends on the infrastructure for interaction, and therefore, companies need to seek new innovative ways by which customers experience and can co-create in diverse ways (ibid., 11, 16). Plattner, Meinel, and Leifer (2012) contribute to the idea of the co-creation diversity and state that innovators are constantly trying to invent something new and improve products and services. In addition, while people create something, they take ownership and commit themselves, which is important especially in the creating phase where co-creation takes place. (1). Payne, Storbacka and Frow (2007) have defined a framework for the co-creation of value which isn highly related to the new service dominant logic of Vargo and Lusch (2004). The framework is illustrated in Figure 2 below.

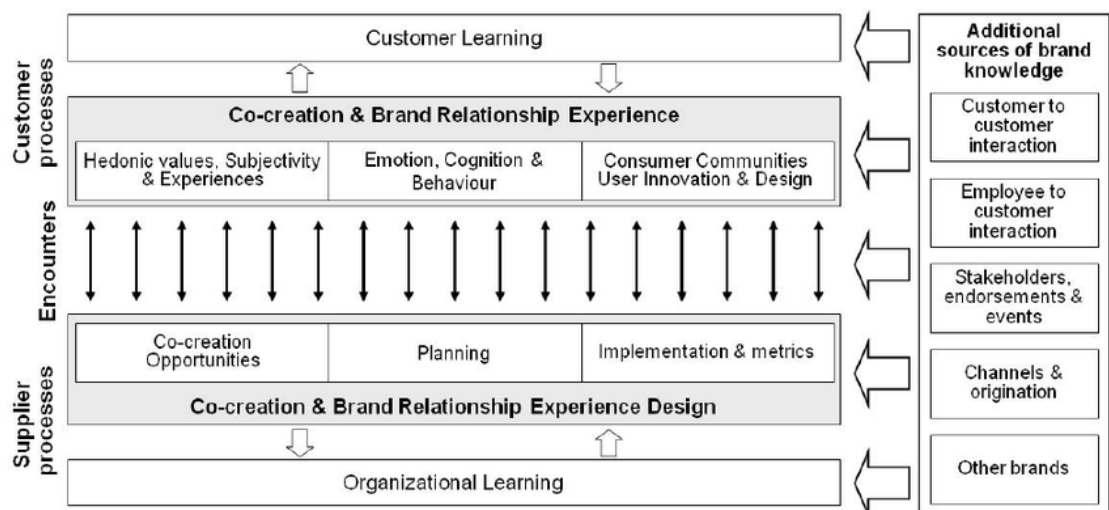Figure 2. Co-creation of Value, Framework (Payne et al. 2007, 86)

Payne and others (2007) argue that co-creation happens in three main components, (value creating processes) which are: customer processes, encounter processes and supplier processes. The principle idea is that the customer related processes are the processes, resources and practices that customers use in managing their activities to

create value. The supplier processes are the resources, processes and practices of a supplier to manage business and relationships with their customers and other parties that are involved in order to give their contribution to the value creation. The encounter processes are the practices that are used in the interaction and exchange in order to develop co-creation opportunities. (85-86). In the framework of Payne and others (2007, 85, 87), relationships and the customer are in the center of focus and the value is created in co-creation and therefore becomes an individual experience. The connection relates to the papers of Sheth and Uslay (2007), Vargo and Lusch (2004), and Prahalad and Ramaswamy (2004a; 2004b; 2004c), who highlight the importance of interactions and relationships as well.

In the co-creation framework of Payne and others (2007, 86), customer engages in their learning processes based on the experience they formulate during the relationship, and the learning affects the customers' value creation processes of the future (see arrows between relationship and customer learning in Figure 2). In addition, a supplier learns more about the customer and can provide more value offerings to a customer and therefore improve the co-creation experience (see arrows between the co-creation and relationship experience design and the organizational learning in Figure 2). (Payne et al. 2007, 85-86).

The customer learning becomes the key element in the engagement and repetition of the purchase through customers' relationship experience (Figure 2). The elements of emotion, cognition and behavior in the information processing of the customers are the basis for the customer experience in the relationship through involving customers in the co-creation of value. The customers are involved in thinking, feeling and doing. When these three elements are understood by a supplier, it is possible to focus the marketing communication in a dialogue with a customer and support their experiences and learning processes. This can lead to changes in the customers' attitudes and preferences. If customers experienced the value better than with competitors, it would generate a preference to this particular supplier which could lead to repetition and engagement to purchase again. (Payne at al. 2007, 87-89).

Payne et al. (2007) summarize that, in the end, customer learning takes place on three levels: remembering (customer attention, simple form of learning), internationalization (interpretation and assimilation of messages and experiences), and finally, in the proportioning which play a key role in the customers' understanding of the value proposition that is offered and their attraction to it. In the proportioning, customers reflect their own processes and practices with the supplier, which then affect their behavior to perform new activities, or disengage old ones and, hence, use the resources available in new ways. (88).

In the framework's supplier side components, the supplier processes start with understanding of the customers' value creation processes (Payne et al. 2007, 88). According to Grönroos (2011, 241), in a business relationship, a supplier is obligated to know and take various customer practices into account as a customer goes through a chain of activates with the supplier, and the supplier offers a corresponding set of activities that support the customers practices in order to reach a successful and profitable outcome. For instance, a customer has a complaint or problem (process) to which a supplier has a complaint handing process (corresponding process). In the co-creation and service dominant logic context, a supplier needs to take further actions and provide extended offerings. For instance, goods' components and a range of service activities, which enable the customer to create value outside of the core process. (ibid., 241). Furthermore, Grönroos and Voima (2001) argue that the understanding customers' value creating processes is important for the management of the customer interactions in order to be able to invite the customers to join production processes and activities that enable them to be active in the co-creation process that, therefore, broadens the customer interactions sphere. Moreover, customers can become active by themselves which offers new co-creation opportunities for the supplier. (13-14.) Payne's et al. (2007, 89) argue that co-creation opportunities (Figure 2) are offered in at least three different ways;

1. Opportunities provided by technological breakthroughs that enable customers to engage in new ways

2. Opportunities provided by changes in industry logics (new channels to reach customers)

3. Opportunities provided by changes in customer preference and lifestyles, i.e. last decade's trend towards more individualized goods and services.

There is also a need to plan, implement and monitor the supplier value creation processes in order to understand and create co-creation opportunities that are offered to the customers. The planning phase starts from outside to inside - type of a thinking in order to understand the customers' processes. The function of planning should be cross-functional and incorporate all functions that are part of the promise delivery. (Payne et al.2007, 89). The implementation of value creation processes by prototyping serves good purpose for the company, and development of the existing methods is beneficial. It is rather difficult to study complex customer preferences, and therefore, testing is required. (Payne et al. 2007, 89; Payne et al. 2009, 14). Metrics for the measurement of the customers' activities is important as well. However, it is an issue which is not studied sufficiently and quite difficult to generalize in the co-creation context (Payne et al. 2007, 89).

In the organizational learning context, knowledge is the key resource as it is in the SD-logic as well. With regards to the customer value creating processes, a company is obligated to have a deep understanding of the customer processes and experiences, and it deals more than the hard data available that is provided by programs and system. (Payne et al. 2007, 89; Vargo & Lusch 2008, 7). The organizational learning is more related to the value creation processes and earlier identified co-creation processes and systems, which are there to manage knowledge around the customer experiences and processes (Payne et al.2007, 90). Furthermore, Hilton, Hughes, and Chalcraft (2012, 1514) conclude that the learning of parties in the co-creation process takes place in the resource integration process when the customers and the company (supplier) activate their operand and operant resources in an interaction.

The encounter processes in the context of this study refer to interactions between a customer and a supplier that link the supplier and customer processes. Encounters are commonly referred as "touchpoints" alternatively "contacts", and can appear

when the supplier or customer makes a contact. For example, a supplier's marketing email or customer's inquiry. In this context, a one-way type of communication is not meant to evolve into a relationship, however, that is not the case in reality. (Payne et al. 2007, 90). Vargo and Lusch (2004, 12) argue that a firm and customers are not freed from the expanded communication and interactions even though their initial purpose was a single time contact.

According to Payne et al. (2007, 90), encounters are exchange practices of the resources between the supplier (firms, company) and the customer. There are three types of them: communication-, usage-, and service encounter (ibid., 90). The communication refers to a connection and a dialogue, for example, a brochure and internet homepage. Prahalad and Ramaswamy (2004b, 6) also emphasize the interaction in their framework of co-creation and argue that a dialogue is more than listening, it concerns engagement, interaction and a propensity to act on both sides(suppler and customer) that creates a loyal community. The usage refers to the customer practices that they activate in order to use a product or service, and include additional supporting services in the action. For example, online banking, and service encounters are about the customer interactions with people and service applications that are, for instance, a telephone service or a contact center. (Payne et al. 2007, 90).

In the co-creation management, a supplier (company, firm) decides upon which channels the customers may use and what the encounters in them are. Different encounters can be categorized and impact the customers differently: emotion-supporting encounters, such as themes and stories, cognition-supporting encounters, such as customers promises and value explaining messages, and behavior-and action-supporting encounters, such as the usage of the product. Furthermore, not all the encounters are equally important, some of them are necessary for the experience building, and some are more pivotal in the value co-creation. (Payne et al. 2007, 90-91).The design of the encounters is important in the value co-creation as the design affects customers' value experience and behavior due to esthetics of the user experience (Payne at al. 2007, 91; Luukkonen 2012, 30-35).

As it was discussed in this chapter, interactions and experiences play the key role in co-creation of value and therefore, needs to be managed and monitored by the company in order to be able to offer new co-creation possibilities that create value for the customers and engage them in the interaction. The framework of co-creation was covered in this section and in order to examine the engagement of customers, the discussion needs to move on to the co-creation processes in the customer engagement context.

2.3 Discussing the customer engagement in digital business environment

There is no general academic consensus on the definition of the customer engagement. For instance, the concept of the customer engagement has been defined as a non-transactional behavior that goes beyond transactions, while some authors have argued that it is a spectrum of physical, cognitional and emotional connection with an organization. (O'Brien, Jarvis, & Soutar 2015, 549). Despite the lacking consensus, Roberts and Albert (2010, 198) state that engaged customers that buy multiple times, have a major effect on the sales and growth of a company. Nevertheless, many definitions on the concept of customer engagement can be found from the literature (Table 4). O'Brien et al. (2015, 549) argue that, according to Vivek at al. (2012), customer engagement is

"…the intensity of an individual's participation in and connection with an organization's offerings or organizational activities, which either the customer or the organization initiates"

Table 4. Customer Engagement Definitions

(Customer) Engagement definition	Authors
"…is the extent to which a consumer is willing to support and give resources in some form (whether physical or financial) towards addressing a CSR issue."	O'Brien et al. (2015, 549)
"…behavioral in nature and propose that "customer engagement goes beyond transactions, and is specifically defined as a customer's behavioral manifestation toward a brand or firm, beyond purchase, resulting from motivational drivers."	Van Doorn,Lemon, Mittal, Nass, Pick, Pirner and Verhoef (2010, 254)
…"an intimate long-term relationship with the customer but also note that it is sometimes used to describe marketing, satisfaction, retention, and loyalty (EIU, 2007b)."	Sashi (2012, 256)
"…engagement behaviors may thus be motivated by satisfying needs and gaining benefits from the behavior itself or from the overall brand relationship that is supported by the behaviors"	Gummerus, Liljander, Weman and Pihlström (2012, 860)

Furthermore, according to Roberts and Albert (2010, 198), there are levels 1-5 of customer engagement and the customers that are on the levels 4-5 are considered as engaged customers. The customers on those levels recommend a product if there is an occasion to (level 4), alternatively, promote a product willingly at every opportunity (level 5). (ibid., 2012, 198). The customer engagement levels are explained in Table 5 below.

Table 5. Customer Engagement Levels (Roberts & Albert 2010, 198)

Customer Engagement Level	Description
Level 1	Customer purchases your product/service
Level 2	Customer is loyal to your product/service and either continues to repurchase (product) or continues to use (service)
Level 3	Customer readily buys your other product/ service lines
Level 4	Customer recommends your product/service to others if presented with the opportunity
Level 5	Customer is an advocate and promotes your product/service at every opportunity

Kaltcheva et al. (2014, 56) argue that the general opinion among research is that the customer engagement incorporates cognitional, emotional and behavioral concepts. Sashi (2012) has concluded that the customer engagement is a long term intimate

relationship which is provided by the creation of experiences that enable deeper and more meaningful and sustainable interactions between a company and its customers. In addition, there is need for trust and commitment in a buyer-seller relationship and lacking of these two issues will not lead to long-term relationships as both parties do not contribute enough to the interactions and exchange. (256-259). Furthermore, Bowden (2009a, 274) also argues that the customer relationships develop over time through experiences and acknowledges the need for commitment and trust. The trust and commitment are two crucial components of the relationship marketing which aims to, and focuses on long term customer relationships and engagement (Bowden 2009a, 278; Sashi 2012, 259; searchCRM 2015). There are two forms of commitments related to the customer engagement, which are calculative and affective commitment. The first one emerges from the switching costs or lack of alternatives and cause the customer to stick with the present brand. The latter, the affective commitment, is related to the emotional commitment to the brand and it is a bond between the customer and the brand which captures the trust in the relationship. (Bowden 2009a, 578-579; Sashi 2012, 259-260).

Regarding digital products that are consumed online, such as games or social media communities that are related to these products, Gummerus and others (2012) state that the brand communities (BC) online offer companies and customers ways to engage with each other. While the companies aim to loyalty through influencing the customers' prospection about the brand and learning from and about the customers, which gain value through multiple practices that they perform online and offline. (857-857). Sashi (2012) contributes to the customer engagement practices online and argues that the market transactions (earlier referred to practices, activities, processes or interactions) enable customer engagement through bond creation in enduring relationships and co-creating mutual value for the parties involved, i.e. company vs. customer. New technologies (smartphones, platforms, digital products) that were discussed in Chapter 1, facilitate co-creation between the company and the customers. Thus, companies and customers converge. For instance, online communities allow customers to become co-constructors of experiences. (254-255).

After the discussion on the key issues related to customer engagement, the discussion moves to the framework that takes commitment, loyalty, rational and

emotional sides of customer engagement into account. Bowden (2009b, 65) defines the customer engagement in her framework (Figure 3) as a process which includes rational and emotional bonds. The framework incorporates the following processes:

A formation of a state calculative commitment for new customers which is considered to be a largely cognitive basis for purchase, 2. increased levels of involvement concomitantly supported by increased levels of trust for repeat purchase customers and, 3. the development of affective commitment toward the service brand which is considered to be a more emotive basis for purchase and which may ultimately eventuate in a state of enduring brand loyalty. (Bowden 2009b, 65).

Figure 1
A Conceptual Framework for the Process of Engagement
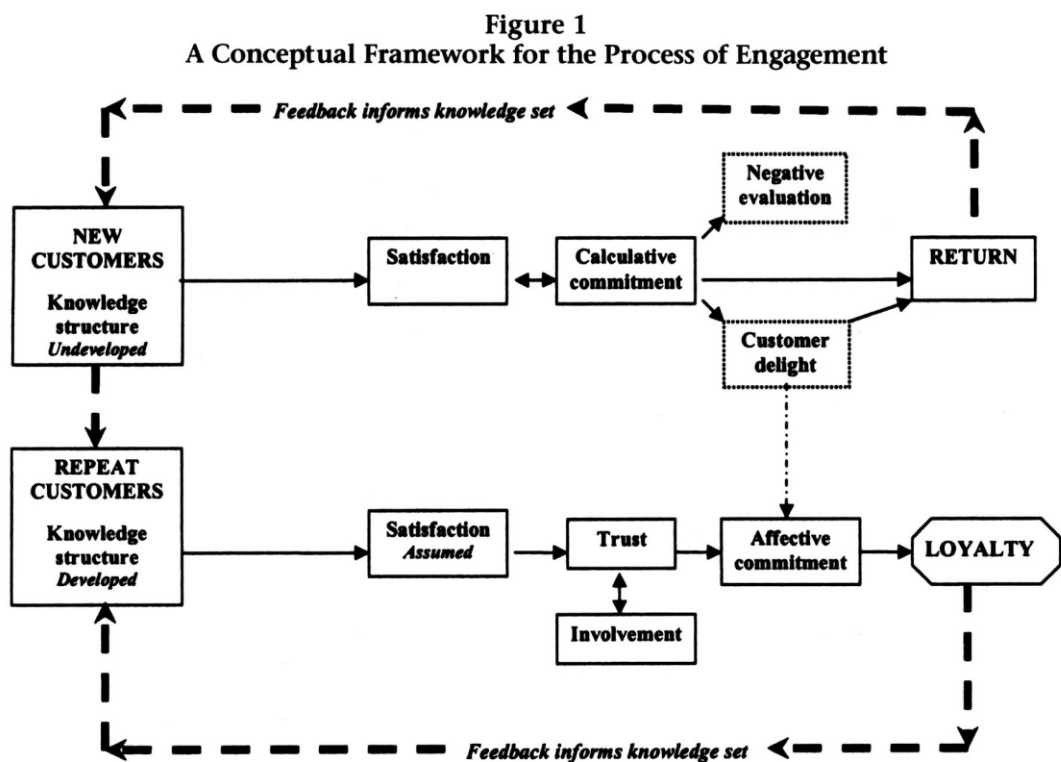
Figure 3. Customer Engagement Framework, Bowden (2009b, 65)

The framework supports theories that were discussed earlier. The outcome of Bowden's (2009b, 68-69, 72) framework is that new customers become engaged in a psychological process that starts with a try to use, followed by a delight of using a new product (service or brand) and their commitment is based on calculative commitment at first. New customers are attracted and decide to try something new

based on others' recommendation by word-of-mouth, which relates to Roberts and Albert's levels of the customer engagement, In other words, a customer recommends and promote one's product and affective commitment takes place. (Bowden 2009a, 578-579; Roberts & Albert 2010, 198; Sashi 2012, 259-260). The process moves on via deeper involvement of the customers, relationships with customers that generate trust and loyalty, and through calculative commitment that is affected by delight experience, which all together turn into affective commitment (Bowden 2009b, 68-72; Sashi 2012, 263-265). However, the case with a new customer who is attracted to try a new brand (product, service) is different. If one does not experience delight, one may reject the new brand. (Bowden 2009b, 71). Furthermore, both commitment types, the calculative and affective, generate customer engagement, and in some cases, calculative commitment may not evolve to affective commitment (Sashi 2012, 260,263). The customer engagement matris of Sashi (2012, 265) in Figure 4 below summarizes the customer engagement stages.
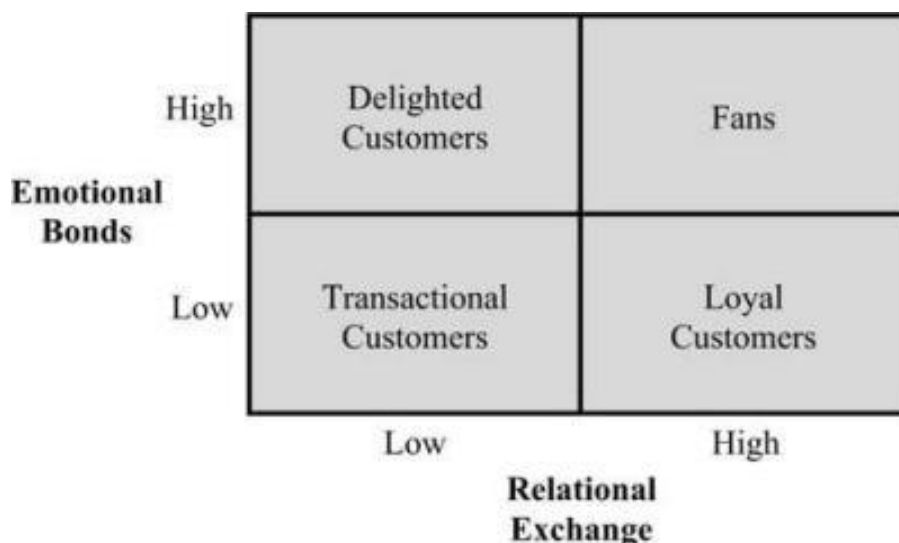
Figure 4. Customer Engagement Matrix (Sashi 2012, 265)

The matrix is explained briefly in the following. There are 4 engagement stages that evolve to deeper engagement depending on the degree of the emotional bonds and interactions, relationships between a company and customer. The first stage is the transactional customer, which means a group of customers that are engaged the weakest: little emotional bonds and price sensitive. They may turn easily to a cheaper option. The second stage is the delighted customer, who is emotionally engaged at high level (affective commitment) but the transactions with the company

are rare. (Bowden 2009a, 578-579; Bowden 2009b, 69-70, 72; Sashi 2012, 263-266). These customers are beneficial for the company as they tend to engage in the already discussed positive word-of- mouth communication, i.e. engagement level 5 by Roberts and Albert (Bowden 2009a, 579; Roberts & Albert 2010, 198; Sashi 2012, 266;). The third stage is the loyal customer who has low emotional bond to the company, but high calculative commitment, and the customer sticks with the present brand (product, service) due to high switching costs (Sashi 2012, 266). The fourth stage is the fan, who is the highly emotionally engaged customer and relationship interactions happen constantly. The relationship with the fans is also cooperative action in nature and they attend planning of the future's mutual exchanges, which relates to the co-creation concept that was discussed in chapter 2.2. (O'Brien et al. 2015, 547; Sashi 2012, 266). Sashi (2012, 266-267) concludes that the companies have all types (stages) of engaged customers who can be turned into fans by means of focusing on the relationship management and mixing online and offline strategies to connect and interact with the customers on different engagement stages.

In the context of this study, co-creation plays an important role in the customer engagement. O'Brien et al. (2015, 547) contribute to the importance of the customer relationships and draw a linkage to Ramaswamy (2009) and to the co-creation concept of Vargo and Lusch (2004), stating that the engaged customers indeed create value and the co-creation with the customers have a positive effect on the customer engagement, which also includes the value creation processes that were discussed earlier. Especially, with the companies and brands whose products or services are not physical and tangible. Furthermore, the customer relationships, which were introduced in the co-creation framework in chapter 2.2, create a foundation for the engagement. (Kaltcheva et al. 2014, 55). Lastly, it is concluded that co-creation enables better customer engagement (Kaltcheva et al. 2014, 55; O'Brien et al. 2015, 547). Once the discussion on the co-creation and customer engagement theories is concluded, the focus moves on the theoretical framework that was utilized in the empirical part of the thesis.

2.4 Perspectives for the theoretical framework for the research

The theoretical part in this study was built on the engagement and value co-creation theories that were discussed in the previous chapter and are illustrated in Figure 5.

Now, the discussion continues to the theoretical framework with which the research questions were examined in order to answer to the research questions.

Customer engagement in the co-creation context depends on the different types of interaction, relationships and building of trust and loyalty, as discussed earlier. In addition, it was concluded that co-creation has a positive effect on the customer engagement (Kaltcheva et al. 2014, 55; O'Brien et al. 2015, 547). Therefore, the theoretical framework choice in this thesis takes into account these two aspects and the framework of the process of engagement of Bowden (2009b) as well. In addition, the deepness of a customer's engagement can be analyzed through the customer engagement stages of Roberts and Albert (2010) and the customer engagement Matrix of Sashi (2012) that indicate different types of customers and their level of engagement with the company.
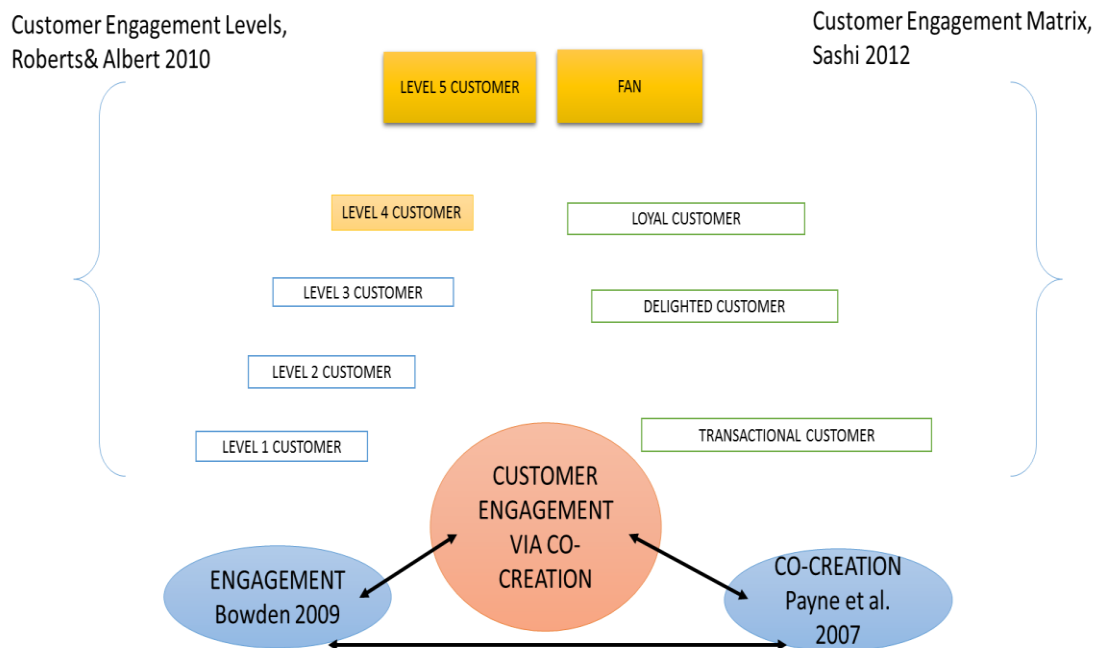
Figure 5. Theories in the research (Bowden 2009b, 65; Payne et al. 2007, 86; Sashi 2012, 265)

Co-creation's positive contribution to the customer engagement was argued earlier by Kaltcheva et al. (2014, 55) and O'Brien and colleagues (2015, 547). Thus, co-creation can be seen as the starting point for deeper engagement which has its own development process as Bowden (2009b) illustrates in her framework (Figure 3). According to Bowden (2009b, 64, 71-72), engagement is a process during which

customers become engaged more deeply as the rate of involvement and interactions increases. A new customer tries a new service brand and feels either positive (delight) or negative. New customers have troubles assessing the new service due to lack of experience (knowledge), and therefore, their assumptions are based on the attributes, which they will then reflect to other brands and evaluate the attributes. Calculative commitment takes place to justify customers' choices over the other alternatives. The knowledge of the customers develops and enabled then to repeat the purchase, and the relationship becomes deeper and more mental in nature. Affective commitment takes place when certain involvement, a level of trust and positive experience are achieved and maintained and the customer becomes engaged in a deeper context (Bowden 2009b, 67-70).

As we reviewed the key points from the literature review chapter, the discussion now moves on to the framework that was chosen for the empirical part. The framework for co-creation of Payne and others (2007, 86), see Figure 2, was employed as the theoretical framework for the study. The frameworks' three components: the supplier-, customer-, and encounter processes play the key role in the co-creation of value which then can lead to deeper engagement of the customers (Kaltcheva et al. 2014, 55). The engagement through co-creation and finding solutions that contribute to the deeper engagement of the existing customers were the objective of the design thinking project in this study. Through looking at the research objectives and questions from this perspective, the framework in Figure 2 can help to answer to the research questions as the co-created value happens in these above mentioned processes of the supplier and customers. As a result, both parties, the customer and the company, benefit from the outcome as it was discussed in the literature review and co-creation and engagement were defined as a mutual process that gives value for both parties. Lastly, the co-creation process and the framework enable to identify the customer types, their interaction processes and perceptions towards the digital services that are vital for the case company. As a remark, the literature reviews chapter described co-creation quite a unique process in every company. Thus, the framework for co-creation cannot be completely examined in this research context. Three above mentioned processes are in the main

focus of the empirical part in Chapter 4. The research and DT project are discussed more deeply in the following chapter.

3 CONDUCTING A DESIGN THINKING STUDY

This chapter introduces the methodological choices that were made in order to carry out the research. The purpose is to describe and justify the research process and methods that were used to collect data and generate answers to the research questions. More specifically, the purpose was to describe how the whole design thinking project was conducted in practice. As discussed in the introduction chapter, this was a case type study, where the design thinking method was utilized, and qualitative in nature. In order to find out what was required to generate better engagement among customers and how the DT method suits in this research case, a design thinking project was carried out. Moreover, to identify post-research experiences related to the DT method as a development tool, unstructured interviews and discussion were conducted with the participants of this DT project. The researcher participated in the development work and its DT sessions. In order to analyze and find results from the transcribed data, the data were coded, thematized, and analyzed afterwards. The researcher was a member of the development work attending and being present during the design thinking sessions and keeping a research diary in order to collect primary data through observations.

3.1 Research approach

A qualitative case study was chosen as a research approach and design thinking method was utilized in the process. Qualitative research and case study aim to explore a single case and it is normal that this approach is used in research where an organization or company has given a research topic in order to develop something for the company. In addition, the research can be a project type in many occasions. A case study cannot be considered solely a data collection method as there can be multiple ways to collect the data within the approach. (Saaranen-Kauppinen & Puusniekka 2006). There is not a single definition for design thinking as a method and process, and it is described in quite many ways in the literature. However, its

principles are clearly stated by many authors that contributed to the choices made in this thesis. (von Thiennen & Meinel 2015, 3). First, according to Brown (2008, 86), the concept of Design Thinking is becoming a key instrument in contemporary company culture and a basis for innovation. For instance, it can be described as a 3 - step innovation tool (Figure 6). In addition, it is said to be a part of the contemporary company culture in the creation of value for the customers and the company. (ibid., 86). Design Thinking is an innovation process that Brown (2008, 86) defines as:

"…a discipline that uses the designer's sensibility and methods to match people's needs with what is technologically feasible and what a viable business strategy can convert into customer value and market opportunity."
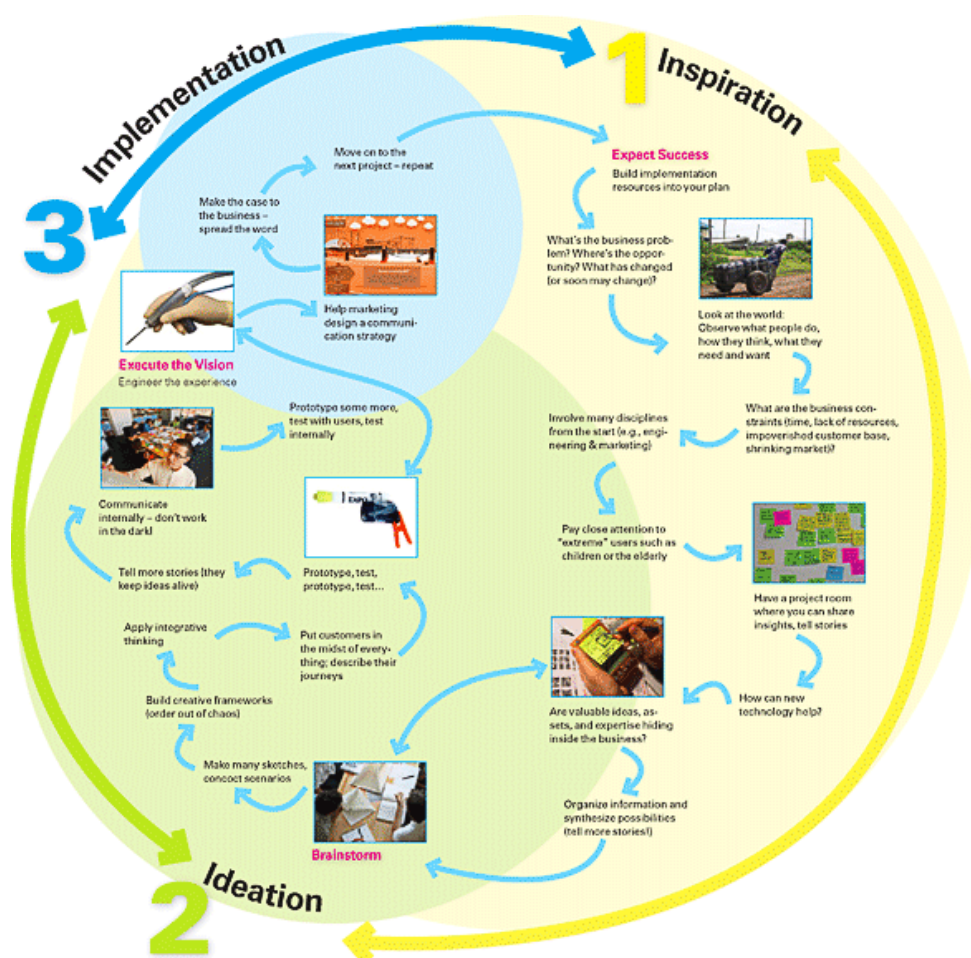

Figure 6. Design Thinking (Brown 2008, 88-89)

Furthermore, Plattner, Meiner and Leifer (2011, xii-xiv) have expanded the basic framework into a 5-step iterative process that merges together expertise from design, social science, engineering and business. The five steps are:

1. Define the problem

2. Needfinding and benchmarking (understand the users and space)

3. Bodystorm (ideate)

4. Prototype (build)

5. Test (learn).

The design thinking approach requires that the phenomenon, a problem, for which a solution needs to be created, is well analyzed prior to the start of a DT project (Plattner et al. 2011, xiv-xvii). Hence, understanding of the organization's dynamics, related theories to the subject and the dynamics of the experienced and lived organization are important for the researcher (MacIntosh & Bonnet 2007, 336, 339). Therefore, pre-work, which is described in detail later, prior to the Design Thinking project and its sessions, plays an important role. Furthermore, the guidance of participants during the development work via the DT method was an important aspect in the research process.

The qualitative nature of the research relates to a phenomenon of which we did not have theories and information available beforehand. The purpose was to come to a deep understanding of the subject, and the phenomenon in this research was new indeed (Sinkovics, Penz & Ghauri 2005, 11; Kananen 2008, 30-32).The five step DT method was chosen and carried out in this research process because it fit the nature of qualitative research, included the intervention of the researcher, focused on to solving a practical problem , and a single phenomenon was being analyzed (MacIntosh & Bonnet 2007, 336, 339; Baskerville & Myers 2004, 329-330; Kananen 2008, 24-25).

Veselova (2014, 38) has found out that, according to Brown (2008) and Kelley and Littman (2001), design thinking projects are carried out in teams because a larger number of people have better knowledge, potential and experience. In addition, team work gives more power and energy to the design project and the team members are more passionate about the development work (ibid., 38). Moreover, Liedtka (2014, 44) argues that design thinking helps to build better teams as a DT

project is collaborative in nature and leverages the best qualities of each participant. Lastly, according to Matthews and Wrigley (2011, 6), Bryan and Wyatt (2007) argue that design thinking eventually leads to a real world solution through hundreds of ideas. Therefore, in order to solve a problem in this project, the design thinking approach was chosen.

3.2   Research context

In the Central Finland, city of Jyväskylä, local universities and companies set up a R&D project called DIGA, Digiajan arvomalli (A value model of digital time). The purpose of the project was to help companies to benefit from the digitalization with the help of universities and their knowledge on the present trends and ways to innovate. The case company in this research, as one participant in the project, represented the newspaper media business and their challenge was also the digitalization of the media.

The case company was the newspaper company Keskisuomalainen and their companies in different regions in Finland. The Keskisuomalainen group consists of 53 different media and reaches approx. 2.3 million Finnish every week. The group consists of small town local media and larger regional media. (Keskisuomalainen 2016). With regards to this study, it was revealed in the discussion with the company representatives prior to the DT project that the Keskisuomalainen faced same problems and challenges of the digitalization that were discussed in the introduction part of the thesis.

The case in this study was that a new user platform for the digital services of the Keskisuomalainen was to be deployed. Every old and new user had to re-register after the deployment. Hence, there was a risk that some of the old customers who used their digital services, would not re-register in the service as was a requirement after the deployment of the new user platform. Therefore, the Keskisuomalainen wanted to explore out what their customer base wanted and thought of the digital services and different policies related to the usage of them. Furthermore, to examine what the common opinions towards the usage of the services were, and what was

the benefit to their existing customers' experience while using their digital services. After examining these issues, they could plan their deployment better and ease the whole process for the old and new customers. Thus, try to engage them more deeply in the customer relationship. Next, we discuss how the development project by using the Design Thinking method was carried out in practice.

3.3 Design Thinking project

The DT project in order to solve a problem in this study was conducted according to the five step process that was based on the ideas of Brown in Figure 6. Normally, the DT project type for this type of a DT project is carried out in one intensive week or within a month. However, due to tight schedule of the participants and other practical issues, the DT project in this case took place between November 23 2015 and April 6 2016 and lasted approximately 6 months. In this project, there were four teams and 9 persons from different companies of the Keskisuomalainen group: the Keski-Suomen Media, the Keskisuomalainen Oy, the Savon Media and the Etelä-Suomen media. In addition, the researcher and the JAMK facilitator participated in the project as team members. The composition of the teams was:

- Team 1 Keski-Suomen Media; Katri Kastikainen, Erkki Ekonen, Heidi Neuvonen (JAMK facilitator), and Janne Kontturi (JAMK facilitator/researcher)
- Team 2 Keskisuomalainen; Kirsi Hakaniemi, Jani Suni
- Team 3 Savon Media; Carita Laakkonen, Tarja Koponen, Päivi Kilpeläinen-Simola
- Team 4 Etelä-Suomen Media; Petri Heikkinen and Anni Varis

All the team members from the group Keskisuomalainen presented manager or director level employees in the organization and they together were responsible for all the aspects related to the deployment of the new user platform. Furthermore, the project was conducted partly via virtual attendance of teams in Southern Finland (Etelä-Suomen Media) and Eastern Finland (Savon Media) who attended the DT sessions via a video connection. Lastly, due to distant participants and the fact that the DT project was carried out during the daily routines of the attendants, some parts of the development work were done at home or outside the common DT

sessions. Next, the project and how it was conducted in this study is discussed. The timeframe and agenda for the project are presented in Table 6 below.

Table 6 Design Thinking Project Agenda 23.11.2015 – 6.4.2016

1.PRE-MATERIAL FOR THE ATTENDANTS 23.11.2015
2. 1st DT PROJECT MEETING 21.1.2016.   **DEFINING THE PROBLEM AND GOALS, CUSTOMER INTERVIEW QUESTIONS.**
3. INDIVIDUAL WORK.   **CARRYING OUT THE CUSTOMER INTERVIEWS**
4. 2nd DT PROJECT MEETING 28.1.2016.   **ANALYZING CUSTOMER INREVIEWS, IDEATION**
5.INDIVIDUAL WORK.   **IDEATION**
6. 3rd DT PROJECT MEETING 5.2.2016.   **CONCEPT CREATION**
7. INDIVIDUAL WORK.   **CONCEPT CREATION**
7.4th DT PROJECT TEAM MEETINGS 11.2.2016.   **AGREEING ON CONCEPTS AND FINALIZING OF PRESENTATIONS**
8. DIGA-PROJECT FINAL MEETING 10.3.2016   **INTERVIEWS AND DISCUSSION ON DESIGN THINKING AS A METHOD**
9. 5th DT PORJECT MEETING. 6.4.2016   **FINAL PRESENTATIONS OF THE CONCEPTS AND INTERVIEWS/DISCUSSION ON THE DT PROJECT**

As Brown (2008, 88-89) and Plattner and others (2011, xii-xiv) state, conducting a proper research, an analysis on the problem and topic is important. Hence, there were pre-material and introduction in the upcoming project distributed to the participants prior to the start of the project. In the project, the researcher merged main ideas regarding the theories that are related to the initial objective of the project (value creation, co-creation and customer engagement) and summarized them in a 2-page long word file. Furthermore, a mind map that concerned different issues among the operations and customer engagement in the digital newspaper media was drawn in order to open up the minds of the participants. The pre-materials were sent 2 months prior to the start of the project.

Define the problem

The first session started with the introduction on the topic and team formation of the teams that were discussed in Chapter 3.1. Two teams attended virtually and two teams were present physically. Then, the discussion moved onto what the purpose of the project is, and continued to coaching of the participants in the project. According to Brown (2008, 88), design thinking feels chaotic for people who attend it for the

first time. Thus, explaining and reassuring the design thinking project and the way it will be carried out was important at the beginning. However, the facilitator did not tell the practical issues of each session beforehand. She merely explained the project agenda and that she would carry people through it. The next step was to define the problem. In all design thinking theories and models, as of Brown (2008, 88), Plattner and colleagues (2011) and Liedtka (2014, 41), design thinking starts from defining the problem. In this DT project, one main problem and one sub-problem, and two target groups for the problems, were recognized.

> -Main Problem: how to prevent and minimize the un-registering of existing customers of the digital services during the deployment phase of the new user platform?
> - Sub-problem: what customers want from the service and how to attract new users to register and sign in?
> -Target groups: group 1: regular customers that have a username and password and who use the digital services and sign in (teams 1, 3 and 4). Group 2: potential new customers and those existing customers who do not use the digital services and those who do not sign in (team 2).

Needfinding and benchmarking

The first session included needfinding that dealt with the understanding the customer and space (Plattner et al. 2011, xii-xiv). For this step, a customer interview paper was generated, see Appendix 2. Brown (2008, 89), and von Thiennen and Meinel (2015, 3) advised to look at the world: observe what people do and think in order to find the problem. Liedtka (2014, 41) introduces 10 tools for this and all the other phases which are:

"Visualization, journey mapping, value chain analysis, mind mapping, brainstorming, concept development, assumption testing, rapid prototyping, customer co-creation and learning launch."

The tools for this project were chosen in accordance with their suitability and resources that the teams possessed during each DT session phase. Thus, it was

decided that this phase required a co-creation type approach and customer interviews were to be carried out in order to examine the customers' preferences and attitudes and how they behave and experience (Vianna, Vianna, Adler, Lucena and Russo, 2013, 15). All team generate the interview questions together during the first DT session, however, carrying out the interviews in practice was done at home and on spare-time of each participant. It was decided that each participant would make five interviews with the customers that represent their target group. The answers were decided to be analyzed during the second DT session. The first project session meeting on January 21 2016 lasted for approximately 2, 5 hours and the phase itself lasted for one week from January 21 to January 27 during which tasks for the second meeting were completed.

Bodystorm (ideate)

The second DT session started the analysis on the customer interviews. The interviews were conducted outside of the common team sessions. This phase related to the first step of the DT idea: needfinding and benchmarking in order to learn from the customer perspective (Brown 2008, 88-89; Liedtka 2014, 41; Plattner et al. 2011, xii-xiv). By analyzing customer interviews, one can find common customer preferences and habits for the problem and the topic that is being researched (Vianna et al., 2013, 15). The next phase was to merge interview results and see the common themes and find consensus on the customer preferences for which potential ideas in order to solve their problems should be created. In other words, what customers thought and experienced. (Brown 2008, 88-89). Brown (2008, 89) advised to have a project room where ideas can be shared easily to the others and bodystorming could take place. The visualization tool was used in this phase when the problems and part problems were written down and marked on notes that were put on the wall visible for all. Then, the ideation phase took place and the ideas were marked on notes and put on the wall under the problems that emerged from the customer interview analyzes. Example pictures of the ideation notes are in Appendix 3. The second session on 28.1.2016 lasted approx. 2 hours and the phase lasted a week, from January 28 to February 5.

Prototype (build)

In this phase, which started during the third meeting, teams started to generate concepts based on the ideas that were ideated for the concept creation phase. Liedtka (2014, 41-42) advised that in the concept development phase, ideas that can be explored and tested in practice should be created. Thus, the teams chose problems and ideas that can be tested in real life and too complex and ideas that required a number of resources were left out of. The focus was put on those ideas that could be explored within the timeframes and resources available for the project. Each team worked on their problem and ideas on their own and a part of the concept creation was done at home prior to the final DT session. All concepts were ready for testing and tested with the target group people before the final session, as von Thiennen and Meinel (2015, 3-4) advised with regards to the concept creation and testing phase. The third session took place on February 5, 2016, and lasted for 1, 5 hours and the whole phase lasted for 1, 5 weeks. After this, the teams moved on to the following phase individually.

Test (learn)

The last phase was conducted outside the common DT sessions. It lasted approx. 1 month and took place between February 11, 2016, and March 10, 2016. During the time teams created their concepts for testing phase and finalized their work in order to present the tested concepts and solutions during the final session. Brown (2008, 88-90) argued that testing and prototyping is an iterative phase because ideas and final form of them evolve as they are tested with customers multiple times. In this project, all generated concepts for the bodystormed problems and ideas that could overcome them, were tested with the target group customers and then finalized before the final presentations in the last DT session. The lack of time did not allow many testing rounds to be carried out.

The DIGA project ended on March 10, 2016. The first primary data collection took place on March 10 in the final meeting of DIGA project in a form of discussions between the participants who utilized the DT method in their projects. Design thinking as a method and its pros and cons were discussed. However, the DT project for this research continued for approx. one month and ended on April 6th 2016 in the last session during which participants presented their concepts that could help

them to solve the problem they were working on. In addition, research interviews were carried out at the end of this session.

This section discussed how the DT project was conducted in practice, when did it take place, and what phases were included in the process. Next, the discussion moves on to the collection of the data in order to find answers to the research questions. The DT project was carried out for the research purpose that was discussed in Chapter 1.3 and the outcomes of the project (i.e. concepts for case company) are not discussed in this thesis.

3.4 Data collection

In this section, the data collection methods chosen for the research are discussed. Unstructured interviews, semi-structured discussions and a learning diary were chosen for the data collection. Qu and Dumay (2011, 239) state that interviews are a strong way to learn about others' world. In addition, according to Merriam (2014, 89), in order to explore what people think in an observation and participation type cases, unstructured interviews suit for the interview method. Moreover, they are more flexible and discussion like in nature (ibid., 89). Rowley (2012, 262) argues that the unstructured interviews are limited to certain topics and respondents are encouraged to talk around the topic. Furthermore, the unstructured interviews are used when the research objectives aim to understand experiences and opinions (ibid., 262). Vianna and others (2013, 43) describe semi-structured discussions in the design thinking context as generative sessions that focus on the project and themes and the discussion happens between participants.

In order to collect primary the data for the research questions, unstructured interviews and semi-structured discussions took place two times during the project. The participants of the DT project, respondents, and those the discussions were held, were all employees of the Keskisuomalainen group. According to Rowley 2012, 264), when the researcher selects interviewees, the researcher needs to define who are in the position to answer the questions. In this research, there were no other possibilities but the ones who participated in the DT project to be interviewed. Thus,

the questions were asked from thr group of people that are introduced in Table 7 below. They all represented the director or manager level in their organization and were responsible for, and developing the new user platform that was about to be deployed. In addition, one discussion participant (S9 in Table 6) represented another company in the DIGA-project and he also carried out a DT project in order to create concepts for digital business ventures in the media business at the company that he worked for.

Table 7. Interview and discussion participants

Subject	Discussion 10.3.2016	Interview 6.4.2016
S1, Director of digital business	Present	Present
S2, Marketing director		Present
S3, Director, customer service		Present
S4, Marketing manager		Present
S5 Marketing manager		
S6, Customer service manager		Present
S7, Specialist, net based services		Present
S8, Product Manager, digital business	Present	Present
S9, Managing director, partner	Present	

The interviews and discussions took place twice as stated above. The first interviews took place when the DIGA project ended and the people were asked their opinions and thoughts about DT as a method. The second time was when this DT project came to an end. In this way, the researcher obtained data twice and was able to compare the answers and observation in the learning diary. Moreover, the researcher reflected the learning diary in which the observations were marked to the answers of the discussion and interviews helped to collect the data. Thus, the research diary could contribute to the data collection and quality of it as Nadin (2006, 208-2010) argues. Furthermore, the role of the research diary in the research process had an

effect on the reliability of the data. According to Nadin (2006, 208-210), Alvesson and Skoldberg (2000) state that reflexivity in a research process is beneficial for the research. Moreover, Cassell (2005) and Finlay (2002) contribute by arguing that keeping a research diary increases the understanding of the role and impact of the researcher, and the trustworthiness of the study (ibid., 2006,208-210). Therefore, a research diary was chosen as a data collection technique. The diary started from the planning of the design thinking sessions and ended once the results were presented, and feedback and comments from the group Keskisuomalainen were received. During the project, the researcher took notes, listed all activities and made observations during each DT session.

3.5 Data analysis

According to Eskola and Suoranta (1998, 108), there are several ways to approach the research data. Regarding the qualitative data in this research, the unstructured interviews and the semi-structured discussions and responses to them they were transcribed before the actual analysis process began. The transcribing was done by writing all the words from the interview and discussion recordings on paper, which is normal procedure in business research. (Eriksson & Kovalainen 2008, 85). This makes it possible the researcher to choose the method with which he/she wants to analyze the data, for instance, by coding and/or thematizing. Generally, thematizing is a starting point when approaching the collected data. In thematizing, the researcher can highlight themes that open up the research problem and once the themes are selected, they can be compared within the collected data. (Eskola & Suoranta 1998, 126). In this study, thematic coding was employed as a data analysis technique. Attride-Stirling (2001, 388) presents a tool for a qualitative data analysis which is called thematic network (Figure 7). The analysis proceeds from transcribing the text to coding and then to theme formation from the data. Then, thematic networks are formed, analyzed and presented at the end. It approaches the research problem from basic themes which are somehow related to each other. Next, these basic themes are classified into organized themes, i.e. clusters of similar issues. Finally, a group of organized themes forms the actual problem solving themes, which are called global themes. Global themes present in a single conclusion are the ones to provide answers to the research questions in the end. It is common that the data

generates more than one thematic network as only one global theme is the core of the thematic network. (ibid., 388-389).
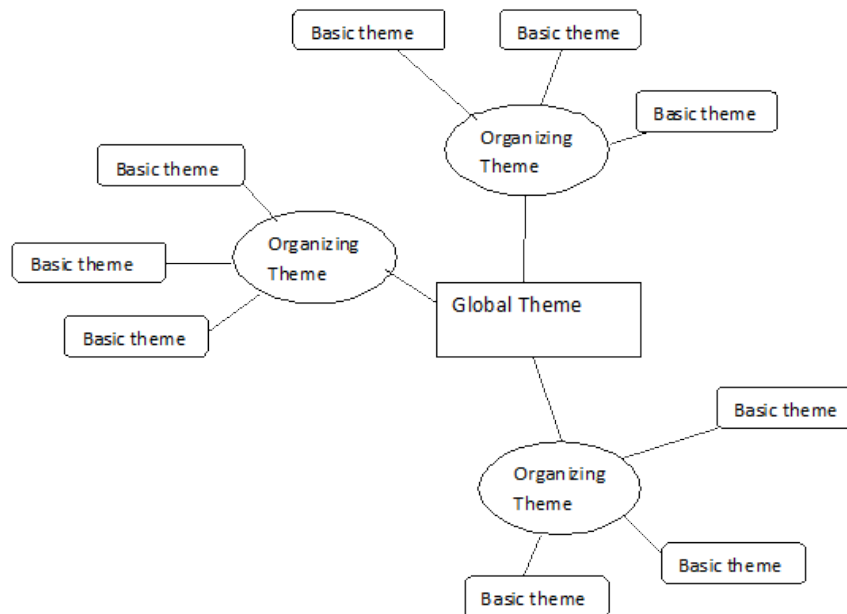

Figure 7. Structure of a thematic network (Attride-Stirling 2001, 388)

In this study, the interview data were transcribed a word by word and then coded. Then, in accordance with Attride-Stirling (2001), the themes were classified based on the codes and the themes that emerged in the process were organized in an Excel sheet. Next, they were organized into global themes and analyzed by placing them in the thematic network boxes from the research questions' perspective. (390-391).

3.6   Verification of findings

The validity of the research is normally referred to the researcher's findings and claims versus reality, i.e. claims and evidence. Two general approaches to the validity are: transactional validity, which is an interactive process between the researcher, the object and the collected data, and the validity is archived by using certain techniques in the research. The second approach is transformational validity, which relates to deeper, social change during the research process. It yields multiple perspectives on the topic by the way the researcher works with the research and validity is not achieved solely by techniques that are employed in the research. (Cho & Trent 2006, 319, 322, 324). In this study, the transformational validity came from

the nature of the design thinking research process as the researcher participated in the action and did not use only traditional techniques to find and collect the data.

According to Vianna et al. (2013, 15), people in the focus, the design thinking research utilizes semi-structured conversations in order to seek, for instance, behavior, experiences and thoughts that inspire the project. In addition, the sampling is qualitative in nature and incorporates specific "users" of the phenomenon, product or service. In general, the collected information deals with behavior, words and phrases that reveal how people interact with things and how they experience them. (ibid., 2013,15).

Lastly, regarding the design thinking idea, according to Vianna et al. (2013, 43) generative sessions are informal meetings of the project participants where participants can express their feelings and experiences in the themes and the project. This method is appropriate when trying to find out the personal experience of the participants in all its complexity and when the themes are familiar for each participant. (ibid., 2013, 43). As discussed earlier in this study, all the participants were professionals and appointed to the specific task to develop something new which contributes to the validity of the general sessions. Next, the results that this research process generated are discussed in the light of the research questions.

4 RESULTS

The methodological choices for the research were discussed in the previous chapter and the findings of the research are discussed next. This chapter presents the findings derived from the data and starts from the basic analysis of the data and then moves on to the results in the light of the research questions. Coding and theme formation were the methods through which the data were analyzed. As the thematic networks were employed as the method in order to analyze and present the data, the results are presented in accordance with the method. First, the codes and themes related to the main research question are discussed and then the sub-question related results are explored.

The data consist of the research diary observations and the transcribed interview and discussion answers. Therefore, numerical data is not presented in the results due to the qualitative nature of the study and the methods employed in the data collection. In general, the findings were quite positive in nature with regards to the main research question and the design thinking method. The number of themes was not high due to several short and similar answers that the respondents gave in the interviews and discussions. The negative findings were related to the sub-question. More detailed analysis is presented in the following chapters.

4.1   General overview on the findings

This section introduces the findings on the general level. Based on the analysis, total 37 codes and 24 basic themes related to the research questions were identified form the initial data analysis after the transcribing phase. The raw analysis is presented in Appendix 3. Based on the further analysis, four thematic networks were formed: three for the main research question and one for the sub-question. The thematic networks and all the issues within them are further discussed in chapters 4.2, 4.3 and 4.4.

The data suggested multiple positive issues regarding the design thinking as a method, and a few main themes were discussed in all contexts. Time, easiness to use, adaption and customer perspective as concepts were discussed the most in positive and negative context. In the following chapters, Figures 8, 9, and 10 present the findings with regards to the main research question perspective and Figure 11 relates to the sub-question.

In the analysis, it was concluded that time and usage of the method related themes, such as "time saving", "fast solutions" and "easy to adapt", were common in the answers of the interviews and discussions. Time, a better point of view, and easy to use related themes were the most important findings with regards to the main research question. A comment from S1 summarizes the basic themes:

"…the customer point of view…it become clear rapidly"

Furthermore, when the respondents were asked about the benefits of the DT method, a reply from S8 contributes to the time and perspective related themes:

"I think it was it was the customer perspective for us...the customer benefit perspective was a little hidden from us."

What was also considered as an important issue and very positive feature in the DT method was the easiness to use the method in development work. Similar issues, put in different words, emerged from the data when the analyzing of the comments and replies of the attendants took place. Adaption, customer inclusion and generated results were discussed in almost every answer (Appendix 3). For instance, when asking "Would you recommend the method and what for what purpose", S8 commented the features of the DT method:

"…an interview is a good way, a little different, I mean for user analysis…we got a lot out of it"

Furthermore, S1 contributed to the method's inclusion in the future and its easy use and adaption by commenting:

"…how we could have this as a continuous process, that's the thing now"

The results also suggested that most of the answers and comments regarding the DT method as a tool were very positive. However, the negative issues emerged from the data as well. One comment, which was more related to the sub-question, was heard from the team who attended virtually. A team member S6 commented on the project:

"Regarding me, the interviews we had, I felt they gave me nothing new…I just thought this is normal work I am doing…"

In addition, S1 replied that the focus of the development should have been in one target group (for which the concepts were and solutions were created) instead of three teams focusing on the same target group and one team having another target group.

One thematic network regarding the sub-question was formed from the data. As discussed previously, the time issue was a major theme in this network as well. Other issues were related to the physical presence and its effects during the project. In the replies concerning the virtual part of the project, most of the answers were negative in nature.

The time and scheduling related issues rose up from the data in many occasions. Regarding the comments and answers, for instance, when respondents were asked about their general opinions on the agenda and their work during the project, S2 commented:

"We have had our hands full of work here that is hard to…evaluate at this point…therefore, this was on hold… "

In addition, an observation from the research diary suggested the following:

"Lack of time and tight schedule did not allow too much time to be spent on different phases…may have affected the results"

Many answers to the virtual part of the DT project were also negative in nature. The physical presence in the project meetings was an obvious issue among answers. The results reveal that the participants preferred physical attendance over virtual. For example, S8 commented on the virtual attendance and devices employed in the connection:

"Yeah, it had a lot of influence…clearly a more difficult thing that virtual…it was challenging"

Furthermore, S6, whose team attended each session via online connection and felt the most negative in general, commented the virtual participation part:

"…perhaps it was the lack of guidance as we were alone here"

S1 also had a similar reply regarding the virtual attendance:

"Yes, and if one would have been present physically in the same location, one would have gotten a better start…"

To summarize the issues that were discussed in this section, many short answers were analyzed from the interview and discussion data that was collected during the project. Furthermore, the research diary observations were found useful and supporting in the light of the interview and discussion data. The findings concerning the main research question were mainly positive in nature and the findings related to the sub-question were negative respectively. The use of time in different ways was the most visible finding and time was discussed in the positive and negative context. The time issue was mainly related to the fastness of the DT method as a process or as a lack as a resource. The findings that are related to co-creation processes with customers and the company from the theoretical framework perspective are discussed in the following chapters.

4.2   Issues related to customer processes

The results did not reveal a large number of issues that concerned the customer processes. The themes concluded that "design thinking gives good perspective for problem solving through customer participation" as seen in Figure 8. The customer interviews which were carried out as a part, and for the DT project in order to test and find the issues that target customers need, experience and want, contributed to the positive results in the process. The data examples related to the customer processes are presented in Table 8 below and the whole network in Figure 10.

Table 8. Customer processes

Theme	Subject and data example
Customer particaption	Research diary: "The interviewee was clearly happy to open her opinion and tell why she feels as she does."
Customer oriantated	S9: "…the good point is that you just make calls during a car trip…" S8: "…we should get new types of customers due to the change in the media usage, and this is a good way to get our hands on them…"

As was presented in Table 8, during the DT project interviews, the project participants noted that the customer talked with a pleasure when they could contribute to something they use and want to have, i.e. the digital services of the Keskisuomalainen. It was also a self-learning experience for the customers to think and evaluate the issues that they actually seek from the digital newspaper services. Moreover, the customers that were engaged in the co-creation processes felt important and did not feel as they were interviewed professionally, but more as they would have been in a casual discussion with the company people as was also observed in the research diary during the customer interviews in which the researcher took part. For example, S8 and S1 concluded that it is easier to make a contact with the customers as one can approach them without setting any time for the contact. In addition, S8 referred to the easiness to approach and obtain replies from the customer while, for instance, driving a car. In addition, the research diary markings note that the customers talked very freely about the issues what were asked and were eager to give their effort for the project.

The customer processes related findings constituted the themes in Figure 10. Reaching of customers, seeing their point of view, and opening of a thorough image of the problem related issues were discussed in the interview and discussion answers. The attendants of the DT project replied positively to the customer participation part of the project. For instance, S1 commented the design thinking method:

"It was good in this method that…we ask a little before we… just starting doing something new…"
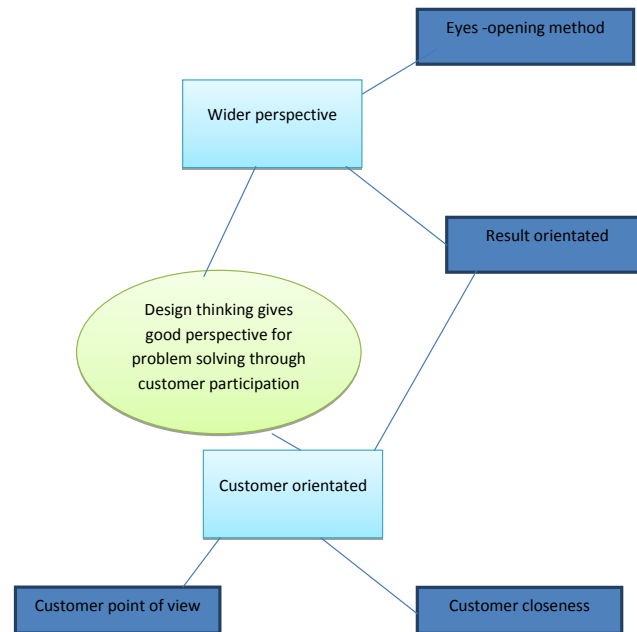
Figure 8. Thematic network 1

As discussed, the analysis did not provide a large number of data for the customer part. However, the issues revealed in the analysis were consistent among all the respondents who commented on this issue.

4.3 Issues related to encounter processes

The observations in the research diary and the role of the researcher as a project participant revealed a few issues concerning the encounter processes. The themes constituted the global theme that suggested that "Design thinking enables the right customers to contribute". A section from the research diary that was made during the 4th project meeting when the actual concepts for the customer encounters and the engagement attempts were generated suggested that S5 took notes about the ideas which the team generated and said:

"I can use these in the future's marketing and development work even though we cannot utilize these all in this project"

At that point, the team was ideating and evaluating different customer encounter possibilities, for instance, different events and ways the customers use digital services and how they can contribute online in order to attend and produce content

for the Keskisuomalainen group. The discussion and interviews with project attendants did not contribute to the encounter processes as much as the research diary observations. Figure 9 below illustrated the findings related to the encounter processes.
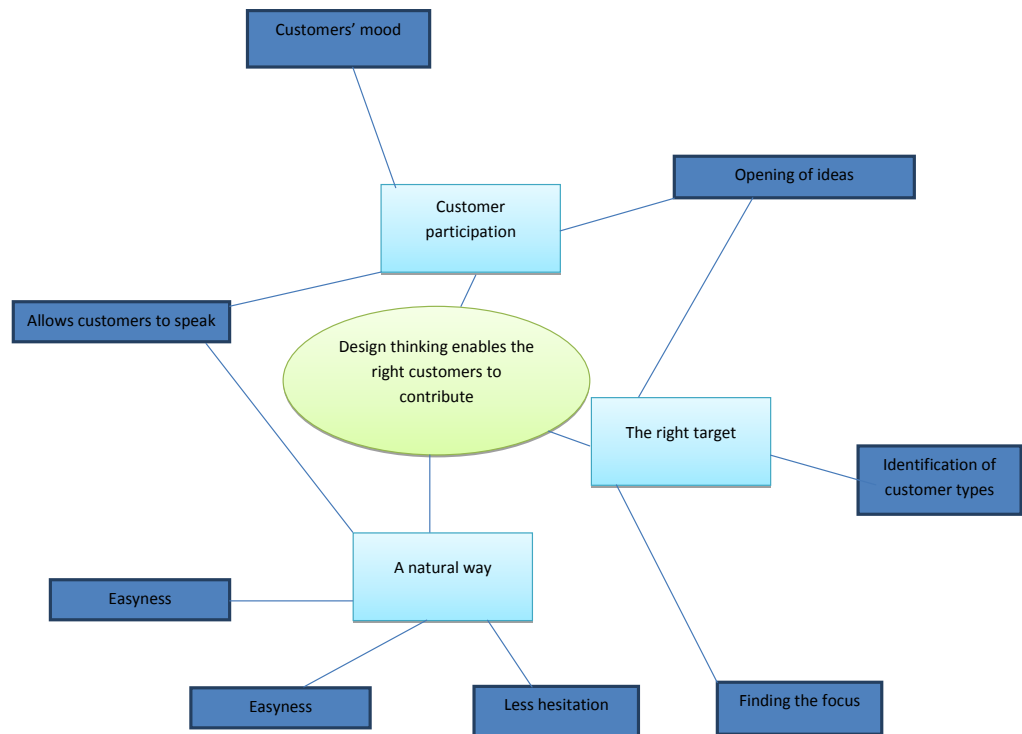

Figure 9. Thematic network 2

The data examples that support the findings in Figure 9 are listed in Table 9. The main findings concern the want of the customers to participate the development work and the easiness to work with and approach the right customers for interaction.

Table 9. Encounter processes

Theme	Subject and data example
A natural way	S8: "…you make good calls while driving…"; "it is not a PROJECT, that's the point here…less formal"
The right direction	S1: "…starts to change the attitude that, hey, we know it all.." S9: "you make calls and ask things differently from every guy and develop the question.."
Customer participation	Research diary: "project interviewee mentioned that she thinks it is nice to take part in this interview as it is for development purpose, probably likes to talk and open up"

The answers s and the research diary observations were very positive, and quite similar replies and comments were found from the data. The theme "natural way to interact" referred to the way how the customers and company people can interact in the DT development work without the formal procedures and situation where both parties feel that they are now in an unnatural situation. Moreover, the attendants felt that they could approach the customers more easily and naturally instead of the common customer survey projects which can feel quite formal in nature. The data also suggested that the project attendants felt the method helped them to work with the right people, in other words, pointing to the right target. The participants noticed that they went to a better direction regarding the target groups by testing the ideas and discussing with the people. For instance, S1 commented the work of another team and saw the wrong direction they were going:

"…when I looked at the second concept, it did not fit diginatives at all…did you have a clue of what diginatives may be like...?

Lastly, "customers want to participate" relates to the DT project's phase where the customers were interviewed and tested with the concepts afterwards. They could reply and comment on the issue at hand during the interviews and it was observed that they had a want to contribute when they knew the purpose, i.e. development of something new in this case. The notes in the research diary and project interviews

suggested positive attitude and free atmosphere during the interviews. For example, a research diary note that was made during one interview and concept testing discussion phase:

"…interviewee spoke a lot more than she thought she has to say at the beginning. She was pleased to see concepts we had come up with and quite willingly told her opinion about the concept."

To conclude the findings in this section, the attendants of the DT project experienced the design thinking method less formal and more natural way to work with the customers. In the different encounters, the customer perspective became clearer as already mentioned in Chapter 4.2. The themes presented in Table 10 were derived from the data and were also supported by the research diary observations that were marked during the DT project interviews that were part of the development work.

4.4   Issues related to supplier processes

The supplier side issues were discussed the most in the data. Practicality, resources and time issues were key themes that arose from the analysis. Figure 10 in the next page presents the themes concerning the supplier side processes and concludes that "Design thinking generates results as an effective and adaptable tool". The comments and replies were mainly positive in nature and quite similar among the project participants. However, the team who attended virtually did not feel as positive as the others. For instance, one negative finding from S6 who commented the method when she was asked about the outcomes at the end of the project:

"…those solutions were normal for us…nothing ground breaking…"

However, the negative findings were a few in numbers and most of them came from the same team, and therefore, did not constitute major themes from the main research question perspective. The negative results are discussed further from the sub-research question perspective in chapter 4.5.
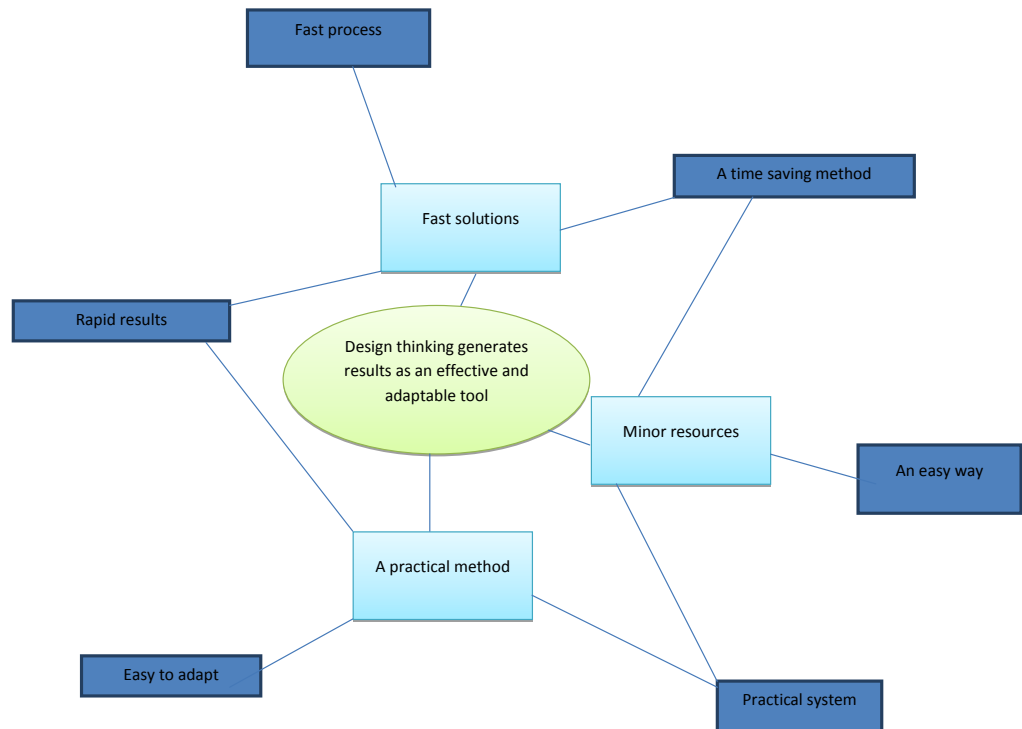
Figure 10. Thematic network 3

Practicality, resource and fastness related themes were the most visible that the data suggested. Almost all the project participants discussed and mentioned something related to these three themes in the interview and discussions after the project. The research diary observations contributed to the generated themes and supported the replies from the respondents as well. It could also be seen during the project interviews with the customers that results via a DT project can be achieved as the research diary notes were positive. Table 10 gives supporting data examples for the themes presented in Figure 10.

Table 10. Supplier processes related issues

Theme	Subject and data example
Fast solutions	S9: "things started to click fast" Research diary: "it was surprisingly fast for the attendants to come up with…"; "all teams generated ideas quite fast" S1: "..we could have done this in 2 weeks"
Minor resources	S2 "I think there were damn good ideas" S8: "…normally, customer research are being prepared, then executed and analyzed..they are big projects…the point is, this is something else" S9: "…is not so..organized..it's the easiness to call.."
A practical method	S2: "A damn handy system this is.." S2: "Yeah, like illustrating this action and indeed those concrete proposals that came.." Research diary: "...she was clearly excited about the possibilities Design Thinking method can offer.."

The results show that the fastness to use the DT method in the development projects was important for the project participants. Most of the comments and answers from the project participants and the research diary referred to fastness in a bit different contexts. The way the project was carried out, different phases during the project and the ideas (solutions) to move on within the concept creation work were all considered fluent and fast processes compared to the regular development work. The researcher also observed that during the ideation and concept creation phases, progress took place fast and the work did not seize at any point.

The resources related themes were discussed around time and execution issues. The answers of the respondents were quite similar in nature and referred all the resources that are used in the development project on a regular basis. The data suggested that time, people, and tools needed versus the result of the project were in a balance. Moreover, the execution was considered to be remarkably easier than the normal projects in which the participants of this DT project had been involved in.

The last theme derived from the data concerned the practicality of the development work. It was discussed that the DT method is a concrete way to achieve goals in practice. Though, the results may not the best and the flawless truths, the project participants felt they actually generated something that can help them to work further and continue with some direction to develop solutions to the problem and

generate concepts. As S2 mentioned that there were concrete proposals available after the project.

In chapters 4.2, 4.3 and 4.4, the results regarding the design thinking method as a development tool were explored. The following chapter presents findings with regards to virtual part of the DT project.

4.5 Discussing the effect of virtual part in the project

The partly virtual nature of the DT project was seen as a negative issue in general. It was discussed that, poor planning, physical presence, and lack of guidance were the main causes of the negative experiences. All the participants who commented on the virtual part and the execution of the DT project in this study felt it had a clear effect on the outcomes. Figure 11 below presents the themes around this matter.

Figure 11. Thematic network 4

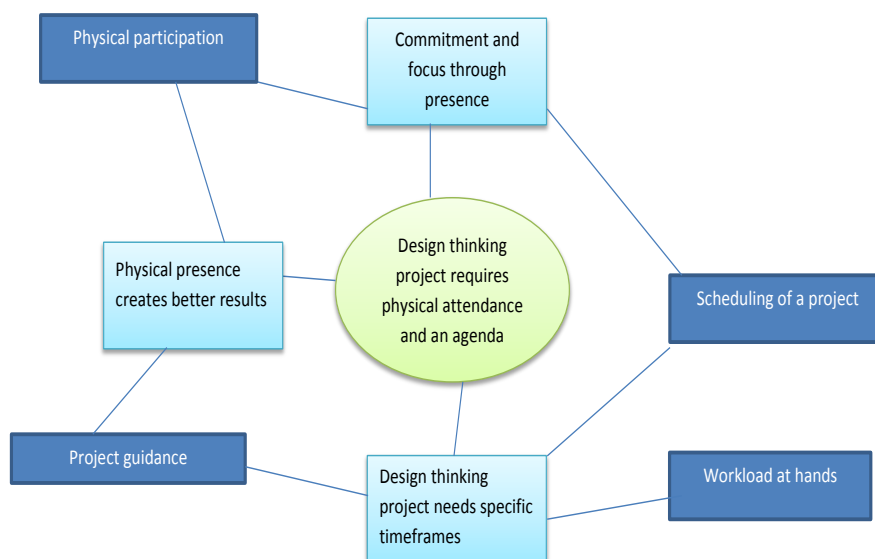What was seen as the main problem in the virtual attendance was the lack of proper guidance and discussion. The consensus among the project people was that the project participants, who participated physically, benefit of these two issues during the common DT project meetings. In addition, the attendants who participated online experienced the most negative and had negative comments and experiences

during the project in general. Table 11 presents the data examples for the themes in Figure 11.

Table 11. Virtual part and themes

Theme	Subject and data example
Commitment and focus through presence	S8: "Yeah, it had a lot of influence"; "clearly a more difficult thing that virtual, it was challenging" S7: "perhaps we had...a kind of giving up..."
Physical presence creates better results	Research diary: "absence of the team members was not beneficial for the development work as the purpose of this phase was to generate as much ideas as possible..." S1: "A lot of discussion took place here but I noticed that people were quite online"
Design Thinking project need specific timeframes	S2: " we have had our hands full of work here" S6 "..February-March was a mess here… we did not got it, hurry.." Research diary: "...the other member of the group was disappointed that this development work was carried out too late prior to the deployment"

The commitment and focus were discussed among project participants. The participants felt that the physical presence in the meetings and seeing the project facilitator enabled better outcomes after each phase. Furthermore, those who were physically present seemed to be more committed and ready for each project phase with the given tasks for the next meeting. Especially the virtual team did not feel that committed and their common opinion was that they gave up and just went with the others as they were obligated to attend the development work. Other teams also felt that it was more challenging to discuss, compare and share ideas with the online team as the examples in Table 11 indicate.

From commitment and focus, the discussions and answers led to results related themes as commitment and focus are related. The data suggested that the physical presence not only create commitment and better focus, but also generated better results. It was discussed and observed that, those people that were present physically performed better in each phase than those who were online or skipped meetings and worked later on their own. An observation from the research diary suggested that those teams that were fully present generated results faster and were ready on time with the given tasks in each project phase. In addition, S1 commented

that it would be better to be physically present when the teams discussed the outcomes of the project from the point of view of each team. The team members who attended online said that they felt that they were "just own their own" which affected the motivation to work. They also felt a lack of guidance due to virtual distance.

The agenda and timeframes for the DT project seemed to be the biggest issue regarding the virtual part. The virtual presence needs equipment to be set up prior to the forthcoming meeting, and space where one can focus without distractions. Hence, the persons who attended online felt negative about the busyness and the expanded timeframes of which the project in this study suffered. The research diary observations noted that the other team that attended online did not attend all the meetings and one member was not present at all. Therefore, these participants gave up the project. Hurry and workload were main causes that the project participants mentioned as the obstacles to carry out the project properly. As the project was delayed due to busy schedules, for instance, a research diary observation suggested that one team member was disappointed that the project was carried out too late.

This chapter concluded the findings of the study and they were discussed from the co-creation framework perspective of Payne and others.(2007). The results were positive regarding the design thinking as a development method, but the virtual part of the project was seen in the negative light. The thematic networks were presented around the global themes and the themes were supported by data examples from the collected data.

5   DISCUSSION

5.1   Reviewing the answers to the research questions

This study examined how co-creation with the customers of the newspaper Keskisuomalainen by using the design thinking method could contribute to the deeper engagement of the customers in the digital newspaper business. The purpose of the study was to carry out a partially virtual design thinking project in order to see how it can contribute to the engagement of the customers and does the virtual

nature of the project have an effect on the outcome. The research- and the sub-question were

- How does a design thinking project contribute to the co-creation of customer engagement solutions that could lead to deeper engagement in this research context?

Sub-question:

- How do the project attendants experience the effect of a partially virtual design thinking project?

The design thinking project was conducted in order to answers to the research questions and the data was collected during the project via the research diary and post-project interviews and discussions on the pre-planned themes that were related to the research objectives. The DT project was carried out by four teams that totaled 8 persons and the project was conducted between January and April in 2016. Moreover, one interview and discussion respondent was outside this DT project, but was a member of the DIGA project, in which the case company participated, and his company used the same method for their development work with the digital services in the digital media context.

The results suggested positive attitude of the team members regarding the design thinking method as a development project. It was concluded that the design thinking method have positive effects on the concept creation in order to engage the customers as a fast and adaptable tool that gives good perspective on the customer side. However, the partly virtual nature of the DT project was seen as a negative issue. The lack of guidance, proper commitment via online connection, and the lack of a proper agenda were seen negative that had a clear effect on the outcomes.

In order to answer the research and sub-question, the data was analyzed and thematized. Then, the identified themes were organized in the thematic networks which provided answers to the research questions in the form of the global themes. Thus, to answer the research question "How does a design thinking project contribute to the co-creation of customer engagement solutions that could lead to

deeper engagement in this research context?" three global themes were formed from several themes that were discussed in Chapter 4 and the results suggested:

1. Design thinking gives good perspective for problem solving through customer participation
2. Design thinking enables the right customers to contribute
3. Design thinking generates results as an effective and adaptable tool

The results showed that the method gives the customer perspective, points to the right direction and gives focus, and the method itself is an adaptable and resource saving tool that gives fast solutions to the problem at hand.

In addition, the sub-question was generated in order to research the virtual part of the design thinking project "How do the project attendants experience the effect of a partially virtual design thinking project? ". For this part, one thematic network was formed and the global theme suggested:

- Design thinking project requires physical attendance and an agenda

The virtual part was experienced quite challenging and it was also seen to have an effect the motivation of the participants and the results. The reason was that the guidance during the project, and the contribution of the participants to the DT project meetings was weaker among those attendants who were online. Thus, it affected the outcomes in a negative way. Furthermore, the results suggested that the agenda and timetable need to be in order and controlled. Virtual presence let people to give up and skip meetings more easily as the agenda and timetable were not fully agreed on and they also changed during the project.

In this chapter, the results and answers to the research questions were presented. Next, the discussion moves on to the managerial implications of the study and the literature review perspective is discussed as well.

5.2   Managerial implications

The Design Thinking Method and the project in this study gave good insights for managerial purposes. It was not only concluded that the DT method indeed contribute to the co-creation development work to solve a problem, but also observed that the participants found the method suitable for the problem solving work in the digital newspaper business context. There are many variables when developing digital services and exploring the perception and needs of the customers Therefore, the DT method was found useful to find out the customer perspective and their wants regarding the digital newspaper and their services, which was the issue in this research project.

The project participants also noticed that the DT method and co-creation gave a wider perspective in the development work. As Matthews and Wrigley (2011, 6) argued earlier, the DT method eventually leads to solutions as the number of ideas that are generated increases during the process. Hence, the perspective here did not mean only the customer point of view, but the whole perspective on the problem as well. Thus, most of the people involved in this project concluded that the method should be adapted in the daily operations aside of the traditional development work projects as Brown (2009, 86) stated with regards to the present company culture discussion in Chapter 3. Furthermore, the method was found efficient and easy to adapt. These matters can ease the cost and barriers to start a development project as it can be conducted in a relatively short period of time without employing vast resources as the results suggested.

Lastly, based on this research project and results, the planning of the development projects of the future could be improved as the virtual part, and loose and pivoting schedule were experienced negative and had an effect on the outcomes. Therefore, any company using the DT method should be well prepared for the project and ensure that the people are committed to the task. Otherwise, the positive issues related to the DT method were quite similar as the earlier assumptions in the theoretical literature assumed.

5.3   Discussion on the theoretical issues

The framework for the co-creation of Payne and colleagues (2007, 86) was employed as the framework for the empirical part. The framework incorporated many issues that could happen in the co-creation. The main issues, however, were the processes through which the co-creation happened: the supplier, encounter and customers processes. In the research data analysis, there were many encounter opportunities that fit to the framework and different phases and ways to interact with the customers, which contributed to the development work. For instance, the project participants identified and generated concepts that merged from the interviews with the customers during the project and that felt suitable for the company. The inclusion of the customers in the development work was found useful not only for this project, but also for the development endeavors in the future. Hence, the theory was found quite solid in the light of the co-creation experience. Furthermore, co-creation was said to create mutual value for the parties involved (Grönroos 2012, 1520-1522). It was not explored whether the customers who were involved in this DT project experienced more value when they engaged in co-creation in this research context, but the company side attendants felt they got a great deal out of the project and valuable information was obtained as well. However, the framework of Payne and others (2007, 86) were quite complex and incorporates several components that could not be applied in this context. The researcher felt that it would require a longer period of time to follow the development work and conduct the work as a continuous process. Furthermore, it could be argued that was one DT project sufficient in order to test the three main components of the co-creation framework, alternatively, would it require longer a period of time and multiple projects.

It was discussed in Chapter 2.4 that co-creation had a positive effect on the engagement of the customers (Kaltcheva et al. 2014, 55; O'Brien et al. 2015, 547). Therefore, the engagement theories were a part of the reviewed literature as well. For instance, the engagement levels of Roberts and Albert (2010, 198), enabled to identify the level of the customer engagement among the interviewed people who knew and used the digital services of the case company. The levels are quite comprehensive and, therefore, easy to adapt. When the level of the engagement among customers is understood, it would be easier to understand the needs of each

customer type and act in accordance with the findings. The researcher felt that the customer engagement level theory was supported by the action and observations in this research process as the project attendants obtained valuable information from the people that were interviewed during the process and identified specific customer perceptions and customer types.

Regarding the research approach, the design thinking project that was conducted partly virtually, was something the earlier literature did not discuss in advance. The findings were negative in nature in this research project. However, the method itself was experienced and found useful, and indeed, it was discussed to create value for the company and their customers. In other words, the customer perspective was identified which helped to develop services and projects in different ways compared to the old practice, which made the service better for the customer as Brown (2008, 86) argued.

The literature review point of views was discussed briefly in this chapter. The limitations and the validity of the research with future suggestions is discussed in the following last two chapters.

5.4   Limitations, validity and reliability of the research

The research project in this study was carried out in approx. 5 months' time. As discussed in Chapter 3, there were many ways to conduct a design thinking project, but the principles were the same. The DT project type, which was employed for this study and introduced in chapter 3.1 (Plattner et al. 2011, xii-xiv), is carried out in one intensive week normally. The DT project in this thesis was expanded and delayed for certain reasons (overlapping and busy schedules of the attendants, the facilitator could not work with the timeframes). Thus, the project was scattered and, therefore, the development work did not go as it was planned. There were too long periods of time when the people did not work in the teams together, a part of the project was done individually outside the working hours, and some of the attendants could not participate each session with full commitment. Therefore, the outcomes and how the attendants experienced the process were affected negatively. We could argue that

the data could have been richer and most likely different finding may have occurred in some parts from the research question point of view. However, the data that was derived from the interviews, discussion and research diary was coherent and the research diary supported the findings from the discussions as Nadin (2006, 208-2010) argued concerning the role of the research diary. The observations in the research diary and the discussion and interview findings were solid, which was revealed in the data analysis

The access and the selection of the persons that were interviewed in order to obtain reliable answers was not an issue. The people who participated in the DT project were the only ones who could give valid answers in order to find the answers to the research questions. However, due to problems to conduct the DT project, some respondents could not contribute as much as the ones who could commit themselves more deeply in the project. Therefore, the number of the respondents could have been larger and the data richer if all the participants had answered with 100% commitment to the interview and discussion questions. Hence, this issue can be seen as a limitation to the research.

The validity of the research refers to extend to which the research meets the reality with its results and the way it was conducted as it was discussed in Chapter 3.6 (Cho & Trent 2006, 319, 322, 324). The design thinking method and case study type of a research approach employs qualitative means to collect the data, such semi-structured discussion sessions and meetings, and tries to seek unique experiences of the persons involved (Vianna et al. (2013, 43). The data collection in this study was carried out by using the techniques suggested in the earlier literature and the framework related to the co-creation nature of the DT method was used for the empirical part. Furthermore, the research questions concerned experiences of the participants in the project and how co-creation with the customer could help them to solve problems. Hence, the researcher believed the internal validity was sufficient in this thesis.

Regarding the external validity, the findings support strongly the positive effect of the design thinking method in a development project. It can be assumed that the

positive findings regarding the design thinking method and its contribution to the development work could be generalized in other development projects that utilize the design thinking method. The positive findings were quite evident in the analysis and there is no reason to believe this case would not happen in other similar research cases. However, the findings of the virtual nature of the DT project in this thesis can be questioned due to the managerial and planning issues that were discussed earlier. The results suggested negative effects that the virtual part had on the project, but there are room for improvements in the process that can be overcome with better planning and agenda, thus, generate alternative results.

The data collection techniques and sources were discussed in Chapter 3 and again in this chapter in the light of the ideas that Vianna and others (2013, 15) stated. Therefore, the reliability of the research was seen sufficient due to the right techniques and subjects that were interviewed in the data collection phase. In addition, Nadin (2006, 208-210), argued that according to Cassell (2005) and Finlay (2002), a research diary increases the trustworthiness of the research, which contributed to this study research diary discussion as well.

5.5   Recommendations for future research

Interesting opportunities for further research can be suggested after the research project. In this study, the research project could not be carried out in a way that the agenda of the method was planned initially. Furthermore, not all the participants could attend every DT session and some people did not continue the project according to the initial plan. Despite that, the results gave quite satisfying answers and but there were issues that required further research. Hence, a few future research paths can be suggested.

First, as concluded earlier, due to busy and expanded schedule, planning issues and weak commitment of the project attendants, the virtual part of the DT project was experienced as a negative matter. There would be a point to carry out a well-planned, scheduled and framed design thinking project with virtual attendance being a part of the project. It would be interesting to explore whether the participants

experienced the project differently. Moreover, the outcomes could be re-evaluated and compared in order to see whether there is any additional value that was not found from the results in this study.

In the results, one respondent pointed out that design thinking should be incorporated to the operations of the host organization as a continuous process. It would also be worth exploring how the design thinking method could be implemented as a part of the company culture at the newspaper Keskisuomalainen.

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APPENDICES

Appendix 1. DT project customer interview question frame

Tutkimuskysymykset (luonnos, muokkaa tarpeen mukaan kohderyhmän ja vastausten perusteella)

1. **Mistä yleensä seuraat uutisia?**

2. **Minkälaisia kokemuksia sinulla on Keskisuomalaisesta? (hyvää/huonoa)**

3. **Oletko valmis suosittelemaan Keskisuomalaisen palveluita?**

4. **Luetko Keskisuomalaista paperilla ja/tai verkossa?**

   – Kyllä: Miksi luet? Miten/milloin luet?

   – Ei: Miten voisimme saada sinut lukijaksi (printti/verkko)?

5. **Tiedätkö mitä rekisteröityminen tarkoittaa, mitä etuja siinä on?**

   – Onko jotain palveluita, joihin olet rekisteröitynyt?

   – Miksi rekisteröidyit niihin?

   – Miten koit rekisteröitymisen niihin (hyvää/ huonoa)?

   – Millainen on hyvä käyttäjätunnus? Millaista käyttäjätunnusta käytät (sähköposti, nimimerkki tms.)?

6. **Oletko rekisteröitynyt Keskisuomalaiseen?**

   – Ei: Onko rekisteröitymiselle jotain esteitä? Miten voisimme saada sinut rekisteröitymään?

   – Kyllä: Miksi rekisteröidyit? Miten koit rekisteröitymisen? (hyvää, huonoa)

7. **Tiedätkö mitä kirjautuminen tarkoittaa, mitä etuja siinä on?**

   – Onko jotain palveluita, joihin kirjaudut säännöllisesti?

   – Miksi kirjaudut niihin?

   – Miten koet kirjautumisen niihin (hyvää/ huonoa)?

8. **Kun käytät Keskisuomalaisen palveluita, oletko kirjautunut sisään?**

   – Ei: Onko kirjautumiselle jotain esteitä? Miten voisimme saada sinut kirjautumaan?

   – Kyllä: Miksi kirjaudut? Miten koet kirjautumisen? (hyvää, huonoa)

9. **Mitä jos Keskisuomalainen ei enää ilmestyisi?**

10. **Mitä palautetta haluaisit antaa Keskisuomalaisen palveluista?**

Appendix 2. Codes and basic themes

The main research question related codes and themes

Code	Issues discussed	Themes identified
Concrete	Solutions created	
Ideas	Perspective	Result orientated
Perspectives	Illustration	Eyes opening method
Methods		Wider perspective
	Duration	
Things	Efficiency	Fast process
Moving on	Progress	
	Time	
Easily	Easyness	An easy way to work
Inclusion	Moving on	A time saving method
Efficiency	Action and doing	Rapid results
Knowing	Customer perspective	Reaches customers
Asking	Knowledge	
People	Customer participation	
Fast		
	Time	
Handy	Easyness	An easy way
Way	Good method	Practical system
Clear	Opening method	Easy to adapt
Adaption	Adaptable method	
System		
Open talk		
Discussion		Customers' mood
Reveal	Free communication	Opening of ideas
Concepts	Focus groups	Allows customers to speak
Type	Customer types	Identification of customer types
Target	Interaction with customers	Finding the focus
Focus	Willingness	Easiness
Face-to-face	Contacting of customers	Less hesitation
Utilization	Easy to approach	Casual way
Approaching		
Informal		

The sub-question related codes and themes

Code	Issues discussed	Themes identified
Busyness	Participation	Scheduling of a project
Workload	Schedules	Physical presence
Attendance	Workload	Workload at hands
Urge		
Physical presence	Attendance	Project guidance
Quitting	Giving up	Physical participation
Instructions	Lack of guidance	
Communication		

Appendix 3. Ideation notes in use