Cooperative Creative Communication: Developing a Communication Tool and Exercise Programs to Encourage Individual Creativity and Promote Independent Well-being at the Workplace

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The purpose of this thesis is to report on the author's personal project, Project Cx3, aimed at promoting the well-being of workers through the development of a communication tool and related programs, which began in January 2013 and is still ongoing as of May 2016. This thesis consists of the project background, a theoretical framework, a section on design and development, a section on implementation, and a section on evaluation. The implementation of the project was supported by five working life partners who agreed to run trial workshops and examinations, namely Keio University, M-Bridge, Harmony, Fuji-Xerox, and 204 Project.

The deterioration of mental health at the workplace is a serious issue that creates huge financial damage to society through reduced productivity, sick-leave absences and medical costs. However, in the case of Japan, mental-health campaigns run by authorities tend to focus on the symptoms and causes from a purely medical perspective, ignoring individual definitions of well-being and happiness of workers. For sustainable health development at the workplace, a worker-centred approach to well-being promotion should be considered. In order to assist employees to promote their own well-being, thereby improving the overall output of the organisation, the author created supportive tools named Cx3BOOSTER® and Cx3mini focusing on the key words of communication, creativity and well-being.

For developing the tool, the main methods taken were solution-focused approaches, creative approaches and group dynamics. Solution-focused methods aimed to assist co-workers in recognizing each other's unique qualities, and also to allow each employee to express his/her own personality and feelings. Creative approaches and team-building methods could help workers appreciate the diversity of their group and to gain a solution-oriented mind set to empower themselves. Hypotheses were combined with existing theories and methods in to the tool design and program development.

During 2015-2016, over 300 people participated in 17 workshops in Japan, of which 5 are covered in this thesis. In summer 2015, 2 workshops were held to examine whether there was any room for further development and whether modifications of the tools were necessary for the their use by Japanese clients. The official model was published in October 2015, after which several additional workshops were organized in February 2016, and 3 of them are reported in this thesis.

A good deal of positive feedback has been collected from workshops in February 2016, and currently many participants are utilizing the tool to further employee well-being. Needless to say, continuous development will be necessary to further enhance the quality of the tool and programs, but in overview of the past 3.4 years, it appears safe to say that this project has been successful.

Keywords: well-being at work, solution-focused approaches, communication, creativity, team

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1   Introduction

Existing research shows that in today's world, mental health at the workplace is a critical is-
sue, causing a significant financial burden to society. For example, the European Network for
Workplace Health Promotion (2010) places the estimate for the annual costs of mental health
disorders in Europe at €240 billion, of which €136 billion is attributed to lost productivity
through sick-leave absence. However, these figures alone cannot explain the true extent of
the mental suffering of workers. Since working can provide considerable opportunities to
achieve satisfaction, self-esteem, a sense of contribution and development, and is generally
considered to be an indispensable factor to human life, it can enormously influence the quali-
ty of life and overall happiness in a large portion of a person's life. Therefore, a poor work-
ing environment has a high risk of harming the employees' (and also employers') happiness,
mental and physical health, human rights and dignity, deeply and seriously (chapter 3.1).
Needless to say, such negative effects can cause further problems such as mental illness, sick-
leave absence and reduced productivity, leading to economic damages for both the employee
and the employer.

The World Health Organisation estimates that depression will be the second biggest contribu-
tor to disability burdens by 2020 (WHO 2001). As this figure implies, current on-going mental
health problems and dysfunctions at work are so destructive that they should be solved as
soon as possible. Unfortunately, work environments are generally closed to outsiders due to
issues of confidentiality, preventing interventions by mental health professionals and inhibit-
ing those involved to improve the situations by themselves.

At a previous work environment, the author witnessed first-hand the damage caused by a
negative work environment as co-workers suffered mentally and were diagnosed with depres-
sive disorders caused by work relationships and had to leave their jobs unwillingly. It is really
painful to the one who has to leave with being labelled as mentally-ill and also to his/her col-
leagues as losing a precious co-worker, but this kind of incident often happens at working
places in reality. In such closed working environments, complicated relationships and poor
communication can be a major stressor, since work is carried out through human interaction
(chapter 3.6), and people can experience happiness by assisting others in an occupational set-
ting (Adler 1931). In dealing with such problems, for example social workers, professionals
who attempt to assist clients through face to face communication, use various tools including
creative methods to facilitate effective communication and self-expression. The fact that
people without medical skills can support others through effective means of communication
may be a vital clue when thinking of well-being at work. In fact, Finland once had a high sui-
cide rate but successfully reduced it by 25.8% between 2000 and 2011 (16.4 cases per 100,000
persons in 2011), by making a decisive transition from hospital-based to community-based

mental health care (OECD 2014). Community mental health care is associated with continuity of care, greater user satisfaction, increased adherence to treatment, better protection of human rights, and prevention of stigmatisation (Joint Action 2015).

The biggest question embedded in this essay is how workers can promote well-being at work on their own by achieving a better state of communication. After recognizing the need for improving their well-being, how can the workers themselves, as non-professionals of mental health, take and continue taking action effectively and in easier ways? Medical treatment and intervention by professionals are not denied in any way, but the author believes it is essential to address the root cause by empowering workers to improve their own situations and create more robust organisations, for both individual well-being and improved output of the employing organizations.

Having witnessed adverse effects of a negative work environment, the author decided to start a project to solve these problems through the development of a communication tool named Cx3BOOSTER® (C-three-booster), by combining various theories and methods.

2   Background of the Project

2.1   Project Cx3

Figure 1: Cx3BOOSTER English (pilot) version

The project to create a communication tool was titled "Project Cx3 (project-C-three)", as the developed tool was named Cx3BOOSTER® (C-three-booster). The main concept of this project is to find ways to empower workers to promote individual well-being through communication supported by tools, which have been specially developed based on solution-focused theories and creative approaches, incorporating factors such as games, music, drama and arts. The tool was coined Cx3BOOSTER, as it aimed to develop personal well-being and output of the employing organization by boosting the 3C: Cooperative Creative Communication.

The project started in January 2013 in Finland. Initially, a prototype was made in April 2012 after a long trial period. Upgrades were given to the prototype based on results of tests with 70 people in Finland and the UK. In February 2015, a pilot version in English was printed, and in April 2015 several sets of the Japanese pilot version were printed for a crowdfunding pitch to collect funds to develop and print the official model.

The crowdfunding was done in April 2015 through a Japanese online crowdfunding platform. Financers were offered various levels of returns, for example, a thank you e-mail, a set of Cx3BOOSTER, a trial Cx3BOOSTER workshop at a location specified by the financer, etc., in accordance with the level of financial contribution. A total of 200 people participated in 11 trial workshops in 9 venues across Japan, organized by 8 financers and the author during June-July 2015. Having further developed the product based on the results of these workshops, the official version (Japanese language with some English) was published in Japan by October 2015. In February 2016, 6 workshops and related events were organized by 2 financers, 2 clients and the author, with over 100 participants overall. In 3 of these workshops, feedback was collected on programs using the official version of the tool from participants. Five organisations that took part in the workshops agreed to be working life partners to support the project.

2.2 Working Life Partners

In this project, the roles of the working life partners were 1) gathering participants through advertisement or direct invitation, 2) coordinating venues and schedules of the workshops, and 3) collecting feedback from the participants in some necessary cases. In every case, the program content and the processes were entrusted to the author except for some requests on group sizes due to venue sizes and time restrictions. All partners agreed to the publication of results, feedback and pictures of the workshops in this thesis.

2.2.1 Keio University

Keio University is a private, comprehensive higher education institution located on six campuses spread across the Greater Tokyo area. Founded in 1858, it is Japan's first modern institution for higher learning, and over the last one and a half centuries it has established itself as an academic leader in Japan through its continued commitment to education, research and medicine. (Keio University n.d.) The workshop was held with 19 third year students at a seminar supervised by Professor Toshiaki Ushijima of Keio University in June 2015, using the pilot version of Cx3BOOSTER. Since Ushijima was interested in the concept of Cx3BOOSTER, he contributed to the crowdfunding of the project and provided the author a chance to arrange a

trial workshop with his students. The entire program was entrusted to the author with his single hope that it would give his students a clue that they could overcome difficulties by co-operating with each other, sharing aims without losing motivation. Ushijima believed that improved communication was the key to enhancing their studies and work through coopera-tion. Although the participants were students, not employees, they were studying commer-cial science, belonging to the field of business, and they had many opportunities to work to-gether to create new services and products in their studies and projects. Moreover, because the third year students would soon be faced with the double burden of job-hunting and the-sis-writing, reflection on communication and well-being at work was expected to be meaning-ful for them.

2.2.2   M-Bridge

M-Bridge is a non-profit organisation located in Matsusaka city in Mie Prefecture, in the west part of Japan, which was initiated in 2006 by Mr. Satoshi Yoneyama. 20 staff members with professional skills and knowledge provide services and support mainly to local clients in the areas of community businesses, promotion of CSR (corporate social responsibility), publication, design, IT, accounting, etc. The philosophy of the organisation is that "By bridging the gap between you and all possibilities, we create new value for the future" (M Bridge n.d.). M-Bridge is an influential NPO which supports local individuals and companies. Yoneyama also became a financer of the project based on his interest in Cx3Booster as a new and potentially value-adding tool. A workshop was organized with M Bridge in July 2015, with 41 of profes-sionals from different fields and locations in and around Matsusaka. Yoneyama's aim was to provide new experiences and knowledge to his clients and local citizens. The pilot version of the product was used in the workshop.

2.2.3   Harmony

Harmony is a limited liability company, and is a cooperative office which includes one judicial scrivener, one administrative scrivener and four lawyers practicing in the field of labour and social security, with 7 staff members. Harmony is located in Sendai city in Miyagi Prefecture, in the northeast part of Japan. Established in 2010, Harmony has mainly provided services to companies in judicial affairs, licensing, personnel and labour affairs, and human resources development, and individual clients in areas of inheritance, will-drafting, and guardianship. They base their work on "friendliness, kindness and warmness" by working "attentively, reli-ably and swiftly" for local clients. (Harmony 2010)

One of the representatives, a labour and social security attorney, Ms. Yoko Kadota requested the author to hold a workshop, having related with the concept and the basis of Project Cx3. She gathered 30 participants of multi-professional backgrounds mainly from her clients in Sendai city. The event was held in February 2016, 4 months after the official version of Cx3BOOSTER was published. Her motivation to organize a workshop was to share new knowledge and experiences about well-being to empower her clients who had been struggling with various problems at work, for example the lack of labour force due to the Great East Japan Earthquake in March 2011.

2.2.4 Fuji Xerox

Since its foundation in 1962, Fuji Xerox has evolved its original business of reproducing paper information. Today, Fuji Xerox strives to offer solutions and services that help resolve customers' business challenges as a company that supports communications to effectively and efficiently create values. Its main products, printers, scanners and multifunction devices, are made and sold in Japan, Asia and the United States. As of March 2014, it has 55,475 employees including 8,530 unconsolidated. (Fuji Xerox 2014) This large corporation regards each employee's sense of ethics, professionalism, diversity, trust and consideration, cooperation and spirit for adventure as important factors for fulfilling social responsibility for both the individual and the company (Fuji Xerox n.d.). The workers' proactivity is welcomed and many projects both profitable and non-profitable have been implemented for social contribution. An employee of Fuji Xerox, Ms. Masami Yamaguchi, who had participated in a workshop by Project Cx3 held in summer 2015, wished to hold a workshop in her workplace in Yokohama City, not far from Tokyo. Her goal was to give participants a comfortable and fun opportunity for communication and collaboration. The event was arranged through Yamaguchi's coordination in February 2016, and 13 people from Fuji Xerox, related companies, freelancers and other companies located nearby participated after work on a Wednesday night.

2.2.5 204 Project

The number 204 stands for the numbers of countries around the world. 204 Project is a volunteer group with over 200 members started by Yosuke Ushiguchi in 2015, aimed at creating bonds between Japan and other countries through international exchange with themes: travel, food, culture, exchange, art, fashion, study, etc. People who are interested in the specific topics can join relevant teams and work together to create connections with other countries through the topics. People who have already have ties with particular countries can also participate through the categorised themes. Ushiguchi intends to make full use of the 2020 Tokyo Olympics and Paralympics as the last chance for Japan to make dramatic changes to be

integrated in the world, since this country is facing various challenges such as a rapidly aging society, decreased economic output and a perceived xenophobic tendency. Many related events and projects will be put forward between 2016 and 2020 to encourage more Japanese to be interested in foreign countries and more foreigners to be interested in Japan. Ushiguchi, also a financer of Project Cx3 (Cx3mini, chapter 4.1.7) requested the author to arrange a team-building exercise using the official version of Cx3BOOSTER in a kick-off event held in February 2016, to officially launch 204 Project by lifting team spirit and coordinating good communication among starting members. 36 people from multi-national and multi-professional backgrounds participated in the exercise.

3   Theoretical Framework

3.1   Well-being at the Workplace

Well-being is a very broad and subjective concept. Waddell and Burton (2006) defined well-being as the subjective state of being healthy, happy, content, comfortable and satisfied with one's quality of life. It includes physical, material, social, emotional ('happiness'), and development & activity dimensions. When it comes to "well-being at the workplace", many researches categorise this term with various factors such as: job satisfaction, good/fair working conditions, quality of work and health at work, often suggesting mental, physical and social aspects (European Agency for Safety and Health at Work 2013). Key words such as employee involvement, work-life balance, employee growth and development, health and safety and employee recognition are also raised (American Psychological association Center for Organizational Excellence 2009). Well-being at the workplace has also been categorized into 1) subjective well-being such as job-satisfaction, organisational commitment and making a difference at work, 2) eudemonic well-being like job involvement, work engagement and thriving at work, flow, intrinsic motivational states, meaning in work and calling at work, and 3) social well-being such as social relationship (Chen and Cooper 2014).

The difference between a group working environment and other environments is that there is a stronger emphasis on output production in the case of the former, as people make teams or organisations to achieve specific aims such as profit and social contribution that cannot be carried out by individuals. At work, both strengths and weaknesses of cooperation as a group are involved. WHO in Europe emphasises that work increases self-esteem and the quality of life. Providing a healthy and inclusive working environment can prevent mental health problems and enhance opportunities to enter, remain at or return to work when experiencing such problems. (2010) On the other hand, a lack of recognition of the need to promote employee well-being may give rise to workplace problems, such as stress, bullying, conflict, alcohol and drug abuse and mental health disorders (ILO International Labour Organization n.d.).

In this thesis, the empowerment of workers by themselves is viewed as one of the main points of successfully promoting well-being in practice. As noted above, the output of the team or organisation is an important factor and should be taken into consideration together with personal well-being at work, for there to be continuous action towards well-being improvement. Therefore, the author proposes a definition of "well-being at the workplace" based on 3 main elements 1) Relationships, 2) (Job) Satisfaction, and 3) (personal) Development (figure 2).
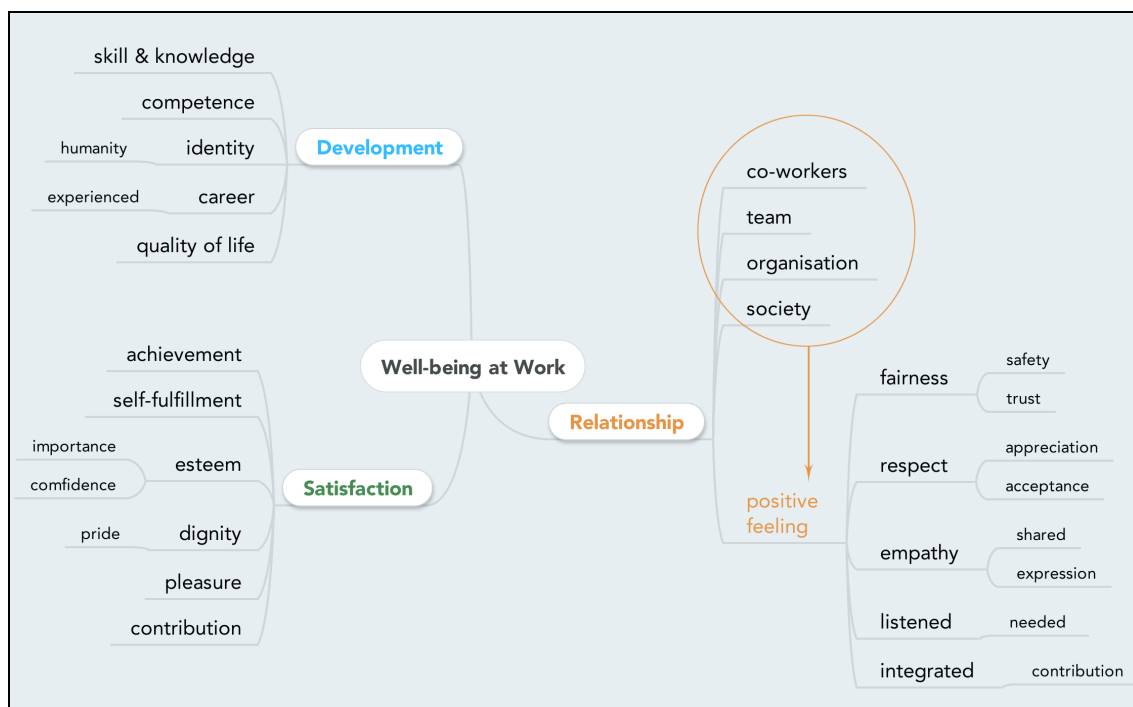
Figure 2: definition of well-being at the workplace in Project Cx3

3.1.1   Definition of Well-being at the Workplace

Because a workplace is composed of group(s) of individual workers, matters concerning human relationships can be one of the biggest factors for both well-being and ill-being of those involved. A worker can form ties with other co-workers, teams, the organisation to which he/she belongs, and society in general through their work at the organisation. According to Maslow's "five hierarchy of needs", belonging to a group is categorized as the third highest level of human needs (Maslow 1943; chapter 3.1.2). Positive feelings can be provided through the relationships between the worker and the groups, such as social contribution, trust, fairness, respect, and empathy as well as being heard by, being needed by and being integrated into the organisation.

Working is also connected to satisfactions, as Adler (1931) and Maslow (1943) state. Overcoming difficulties and reaching goals through work can provide us with different kinds of satisfaction, such as a sense of achievement, self-fulfilment, esteem, dignity, pleasure and a sense of contribution, in addition to pecuniary benefits. These positive feelings of satisfaction could be categorized as the second highest level, "esteem", in Maslow's hierarchy of needs (1954, 1970; chapter 3.1.2). Working is a rational way for gaining satisfaction, as it can be achieved with one's own effort: if there is a goal to achieve, we as humans somehow try to get there.

People can also gain personal development through study and work broadly. After or while achieving specific goals, workers often have to gain new knowledge and skills. Even if the motivation for the growth is for the specific project, the new competencies acquired will be retained by the workers well after the project is completed. The more one learns and works for the objectives, the more sophisticated the "tools" that he/she gains. Work strengthens people in this way, allowing people to pursue distinguished careers and a better quality of life. This could be associated with Maslow's 5th stage of basic human needs, "self-actualization" (Maslow 1943), which is a necessity in making life meaningful and special for the worker.

In appendix (1), there are sample questions concerning these 3 main factors (relationship, satisfaction and development) above to examine one's level of well-being at the workplace. The questionnaires can be used in workshops to check to what extent the participants recognise their well-being.

3.1.2   Five Hierarchy of Needs

As can be seen from the previous paragraphs, there are several similarities between the author's definition of well-being at the workplace and the upper 3-5 levels in Maslow's Hierarchy of Needs (1943, 1954), according to which human beings have five stages of needs as goals, often represented with a pyramid (figure 3). From bottom to top, the hierarchy of needs is as follows: 1) physiological needs as the most fundamental of needs, 2) the need for safety, 3) the need for belongingness and love, 4) the need for esteem, and 5) the need for self-actualization, and these needs develop in stages. (Green 2000.) The first stage concerns needs vital for sustaining the human body: water, salt, sugar, protein, fat, and so on. After the elements in this basic stage are satisfied, the second stage of needs develop for better living: security, stability, protection, dependence, freedom from fear etc. This is followed by the third level of belongingness and love, that focus on people around the person like friends, sweethearts, spouses and children to give and be given affection, and also on the groups that the individual belongs to, such as family, community, clan and a team at the workplace with familiar colleagues formed to better achieve a goal. The fourth stage, esteem, refers to the

needs for strength, achievement, adequacy, competence, independence and freedom, fame and glory, dominance, recognition, attention, a sense of importance, dignity, or appreciation, for a person to feel confident that he/she is valued in the world. After all other stages are cleared, the individual desires to find answers to what he/she was born to become, what he/she should do in life, just as a musician must make music, an artist must paint, and a poet must write. (Maslow 1954; Simons et al 1987.)
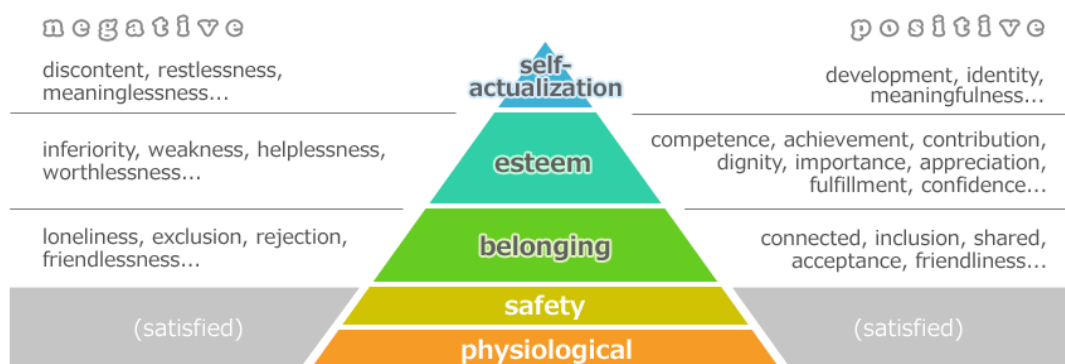
Figure 3: Maslow's hierarchy of five needs and the relevant aspects of workplace well-being

If we apply the upper levels of Maslow's model to workplace well-being, consequences arise when these needs are dissatisfied. If a worker is friendless at work and is unfulfilled in the third level of needs, belonging, it can cause feelings of loneliness, exclusion, and rejection. If the fourth-level need for esteem is not satisfied, the worker can feel inferior, weak and helpless, and this can lead to severe mental disorders. Even if all other needs are met, the worker may feel discontent and restless due to a new desire to become more capable or improve, at the last stage. (Maslow 1954.) Because people usually work between six to eight hours a day , 5 days in a week, and this continues for 40 years or more, work may dominate a large part of human life.   Working is strongly related to both well-being and ill-being of workers. This is why while one worker achieves goals and gains self-esteem by making a great effort with passion at work, another worker can become deeply depressed by feeling helpless and lonely at work.

This project works under the assumption that the worker's vital needs and the needs for safety are met, in order to focus on the mental well-being through activities aimed at empowerment.

3.1.3   Individual Psychology

In thinking about personal happiness in life through work, Individual Psychology by Alfred Adler (1931) has many ideas to offer. Adler states that all human beings are bound by three

ties: occupation, society and love. According to Adler, all problems are caused by these inseparable factors, and the meaning of life is also deeply connected with these three factors. To make life meaningful, one should be associated with, cooperate with and contribute to these ties. Adler asserts, "Life means, contribute to the all". When it comes to working, according to Adler, if we look around us, there are cultivated ground, roadways and buildings, results of our ancestors' experience of life, in traditions, in philosophies, in the sciences and the arts, in the technique of dealing with our human situations. These results have all been left by people who contributed to human welfare. If we think that we must develop our personalities in a vacuum, without the goal of contribution, we would merely make ourselves domineering and unpleasant. If we really do our work and occupy ourselves to contribute to others, we can be on the same level of usefulness as anyone else. Our only task is to train oneself, try to support oneself, and set our interests in the framework of the division of labour. Unemployed people without training and skill really feel backward and disadvantaged, and we can understand that untrained and unskilled people make up a large population of criminals, mental disorders and suicides. (Adler 1931.)

From Adler's view point, we can identify and develop ourselves by contributing to the whole society through work, social activities and matters related to love such as marriage. The author agrees with Adler on the high values of working. Even if one thinks an individual is working to earn money, the work is also giving a big meaning to him/her. The individual has studied and trained hard to gain better job opportunities, for example a company that has a bigger influence on society. When searching for a job, he/she might consider how his/her skills and knowledge could be better used, and in what way the company is contributing to society – whether for the work is worthwhile, and what his/her work will mean to society. Human life is short, but the results of his/her work could last into the future and possibly help posterity. Conversely, if the individual cannot cooperate with colleagues to contribute to the company and society, he/she could feel isolated and useless. As Maxwell (2001) says, one is too small a number to achieve success. If the individual cannot have a goal at work, he/she loses the chance to contribute to society, to achieve success, to grow and to gain self-esteem. It means that without a better occupational situation, the quality of life itself cannot be improved. Then, the question is, how can we turn a poor environment into a positive one?

3.2   Communication at Work

Communication about workplace practices helps achieve the desired outcomes for the employee and the organization in a variety of ways (American Psychological Association Center for Organizational Excellence). Communication is an important base for promoting well-being. How is communication defined in this thesis?

As noted in the previous section, APA, American Psychological Association Center for Organizational Excellence (2009) shows there are five factors when describing workplace well-being; 1) involvement, 2) work-life balance, 3) employee growth and development, 4) health and safety, and 5) employee recognition; and these separate elements are all connected by "communication". While APA (2008) categorizes communication at work into two types, bottom-up communication (from employees to management) and top-down communication (from management to employees), Cowan (2014) explains there are 3 types, "up, down and across (inter-employees)", a communication triangle for a better working environment. There are several types of communicational flows in which people interact verbally and non-verbally through formal and informal ways. At the workplace, it is important to ensure smooth communication that is unhindered by problems in human relationships. In thinking about this, it is helpful to categorize the content of communication into three types: delivering and sharing necessary information, discussing about a topic to solve or create, and talking for entertainment or deepening relationships. In any case, fair communication is crucial for both work-quality and well-being at work.

3.2.1   Fair Communication

Katzenbach and Smith (2003) describe what enables higher performance for the team: while a working group has a strong, clearly focused leader, a team shares leadership responsibilities among members. This means that everyone in the team has possibilities to become a leader depending on the situation, so that no one person holds power all the time. In a team, the members have equal responsibilities and also equal rights. Maxwell notes that communication increases commitment and connection in the team, which in turn fuel action. Effective teams have teammates who are constantly talking to one another. (2001.) It can be derived that the teammates also have equal power in communication.

If we think of a company as a human body and its workers as organs, how the organs, or workers, interact with one another while fulfilling different roles directly influences the whole performance of the body. The blood vessels connecting different organs represent communication, and if the flow becomes stagnant, cut off or uneven, the body parts could not function properly. Since organizations rely on relationships of workers and teams, their interactions should be well coordinated through good communication, in order to gain appreciation and trust, whose importance has already been shown in the previous chapter (figure 2). "Fair communication" could be defined as a proper state of communication from the perspectives of well-being and also work quality where 1) everybody has an equal chance to speak, listen and be listened to with respect, 2) personality, status, age, gender and other any factors do not disturb the quality of communication, and 3) diversity is appreciated to enable cooperation that has a multiplying effect.

Imagine you have a colleague in your team who never listens to others and always speaks of-
fensively. It would no doubt be an acute stressor to you and other co-workers, and damage
the productivity of the team. Or what if there is a stubborn boss who is always scowling dur-
ing meetings? Could you say anything you need to in such a situation? Both cases are truly
stressful and disruptive. Equality and fairness in communication is absolutely indispensable
for fostering well-being for workers and improved output of the organisation. The next sec-
tion will examine one of the most important elements in fair communication: active listening
for effectively making better relationships.

3.2.2 Active Listening

Hoppe (2006, 12) explains that "active listening is a person's willingness and ability to hear
and understand". At its core, this is a state of mind that involves paying full and careful at-
tention to the other person, avoiding premature judgment, reflecting understanding, clarify-
ing information, summarizing, and sharing. In much existing literature, active listening skills
is considered to be the most important tool for social workers: good listening establishes trust
and respect early on, so clients will feel comfortable confiding in you. More importantly, ac-
tive listening not only builds a therapeutic alliance, but clients also feel seen and understood
by you. (Simmons school of social work 2014.) Seden (2006) says that social workers need to
have at least basic counselling skills for communicating and associating, and should ideally
possess more developed skills, even though not all social workers need to be qualified in
counselling in depth. Social workers are not psychiatric or medical specialists, but they can
actually help clients with mental health disorders by using effective active-listening within
counselling skills. Even ordinary people may be able to turn around a bad situation through
active listening, as in the example of community support in mental health which has been
developing in Finland.

Here Hoppe (2006) lines up many advantages of active listening at work; hearing accurately;
understanding more; drawing out ideas and information; empathizing; gathering information;
showing respect; building self-esteem; finding answers; showing appreciation; buying time;
connecting; questioning assumptions and ideas; weighing options; changing perspectives;
soothing or healing; setting the stage for something else; and building relationships. Hoppe
also defines six skills involved in active listening: paying attention, holding judgment, reflect-
ing, clarifying, summarizing, and sharing. Each skill contributes to the active listening mind
set, and each skill includes various techniques or behaviours. (2006.)

These skills seem quite essential, but sometimes too much focus on these techniques may get
in the way of a good listening mind set. The listener may focus too much on their knowledge

and techniques for active listening, and be distracted by thoughts like what he should say next or what kind of posture is the best to show empathy to the speaker. If the listener has an appropriate mental attitude toward the speaker and the speaker feels the listener is really paying attention and caring about him/her, the purpose of active listening is nearly fulfilled and no more apparent techniques may be necessary. If the listener can listen deeply with full attention, it may help the speaker to feel better, despite the fact that the listener is a non-professional. At the workplace, at school and at home, we really need to be understood and respected by the people around us: friends and teachers, family members, and co-workers and bosses. It is the key to building good relations, to good cooperation based on a comfortable rapport. Therefore, being listened to carefully by someone who has a relationship with you is very meaningful, and in some ways, it could be more important than being listened to by a stranger who may be a professional counsellor. Of course, there are always cases that need outside intervention, such as counselling by a mental health professional.

For people to become excellent active listeners, facilitating a good listening mind set in natural ways through the use of an effective tool and through solution-focused (chapter 3.4) and creative approaches (chapter 3.5) is the key, as the author has found through this project (chapter 4.1.3).

3.3   Worker-centred Well-being Promotion

In Japan, the Ministry of Health, Labour and Welfare has imposed the administration of an annual 'Stress Check ' on companies hiring over 50 workers, starting from December 2015 (Japan Times November 2015). Supposedly this act aims to avoid huge financial damages from mental illnesses at work by preventing mental diseases. This is because the burden is significant: in 2008, the total economic cost from depressive disorders was estimated at 3.09 trillion JPY (25 billion EUR, at 1 EUR = 124 JPY), of which 2.01 trillion JPY (16.3 billion EUR) of that was due to indirect economic costs such as unemployment and decreased productivity, according to a research group at Keio University (2011). Moreover, Japan was ranked as having the worst support systems for depression at work among 16 countries in OECD (Lundbeck Japan 2015). However, the Government's campaign focuses on controlling various stressors in working environment to reduce and prevent depressive disorders, so the companies need to involve professionals like doctors, psychiatrists and industry counsellors from outside. Informing people of the importance of stress control is meaningful, but long-term execution is doubtful, since the motivation does not come from the workers themselves, huge financial costs are involved, and the companies themselves are not self-motivated but are being ordered by authority, the government. Moreover, this campaign does not improve well-being at work through the appreciation of the rights and diversity of the individual workers: from minus to plus. It focuses on reducing the number of potential illnesses: from minus to zero.

(Disappointingly, the term 'well-being' is hardly understood in Japan. This may indicate how difficult it is to promote personal well-being in this country.) Also in other countries and regions, campaigns to promote mental health are administered top-down by the authorities, usually in rather systematic ways. These campaigns tend to use generalized methodologies, and so they overlook the fact that each individual has his/her own definition of happiness and differing needs. However, in actuality workers who are suffering mentally need to be helped right now, and without changing the environment, drastic improvement cannot be done, since they are depressed and are suffering from their current environment which includes human relationships. Both workers and their organisation have to deeply and responsibly think about what kind of future they want to achieve – "this is OUR problem, not to be solved by outsiders".

It would be effective if the workers are encouraged by their organizations to receive medical care when necessary, while simultaneously both the organisation and the workers picture and carry out together their actual well-being development proactively and continuously, in a bottom-up and empowering approach. The situation at every workplace is so unique and complicated that there can be no "one-size-fits-all" solution. If the promotion of well-being is handled by motivated workers, continuity and effectiveness can be expected. Therefore, connecting with such motivated workers who could be key persons within their organizations and supporting them seems to be a good way to contribute to the well-being of workers. The Cx3 Project aims to propose ways to facilitate independent well-being at work through worker-centred, solution-focused and creative approaches as tools of empowerment.

3.4   Solution Focused Approach

When the problem and its possible causes are studied in depth, a vicious circle of ever-growing problems may develop. The atmosphere becomes laden with problems, which poses the risk that the solution recedes ever further from view and also that the hope of improvement dwindles. (Bannink 2006.)

Solution Focused Brief Therapy (SFBT) is an approach to enabling people to build change in their lives in the shortest possible time (Ratner et al. 2012). It is a change of perspective, similar to asking one's strengths instead of weaknesses. In other words, simply by shifting viewpoints and mind sets, disadvantages can be turned into advantages. This is a short-term, strengths-oriented practice model that identifies and enhances clients' resources for coping with life's difficulties (Corcoran 2013). SFBT, also called solution-focused therapy (SFT) and solution-oriented therapy, was founded by de Shazer, Berg and their colleagues including social workers and has been studied in Milwaukee, US, since the early 1980s, as one of the few approaches in psychotherapy which started as "evidence-based", and not "theory-based" (In-

stitution for Solution-Focused Therapy 2015; Corcoran 2013). Since then it has been widely developed in various ways, and has become known as 'solution-focused practices' or 'solution-focused approaches' rather than therapy, since this model is used by non-therapists within other roles such as coaching, mentoring, nursing, and social work with some adjustments from the original version of SFBT (Ratner et al. 2012). This method is carried out through conversation between a practitioner and client(s). One of the founders, Berg, comments in Bannink's book (2006) that solution-focused interviewing is based on the respectful assumption that clients have the inner resources to construct highly individualized and uniquely effective solutions to their problems.

In the series of solution-focused conversation, the practitioner's role is to facilitate solutions and ideas from the client(s) by making suitable inspiring questions with some points shown by De Jong & Berg: a) listening to what someone says, b) selecting the most useful parts, and c) building questions based on the useful parts (McVanel & Minden 2015).

Bannik (2006) categorizes questions into 6 types: 1) the question about change prior to the first session – e.g. "What has changed since you made the appointment?" 2) the question about the goal – e.g. "What is the goal of this conversation for you?" or "What would you like to see instead of the problems?" 3) the question 'what else?' 4) the question about expectations – e.g. "When has a small part of the miracle already occurred for a short time period?" or "What is different about those times?" 5) scaling questions – asking progress, motivation and confidence from a 0 to 10 scale, and 6) questions about skills (competencies) the client already has – e.g. "How do you do that?" or "How do you manage to…?".

This approach is not theory based, but evidence-based. This model is used in various areas such as coaching, nursing, social work and education. However, De Shazer (1985) notes the basic philosophy of SFBT can be shared: 1) The class of problems is distinct from the class of solutions – the solution is not necessarily related to the problem, 2) The client is the expert – it is the client to who decides the goal and how to reach it, 3) If it works, don't fix it – the practitioner should not be judgemental, 4) If something works (better), do more of it – continue it even though it is unexpected, 5) Look for "differences that make a difference" – notice a change and encourage the client to do more of what is working, and 6) If something doesn't work, do something else – that everything is changing is natural, one doesn't need to be afraid of make changes for better solution (Bannink 2006; Ratner et al. 2012).

The common process of an interview contains a) a first session, b) subsequent sessions, c) homework, and d) conclusion (Bannink 2006). As this is a client-centred model, the client can decide the numbers of sessions, commonly 4-6 times with 30-45 minutes for 1-2 clients (Ratner et al. 2012).

A solution-focused model is begun with a therapeutic conversation between a therapist and a client. After several decades of development, this method has been modified to various group settings such as in the field of social work and at school (e.g. Solution-Focused Education Sweden, Strengths in Schools Australia) for education, development, treatment, support and empowerment.

For the purpose of well-being at work, for example, an organisation FROG™ (Forever Recognize Others' Greatness) in Canada actively takes solution-focused approaches to help leaders, employees, organisations and individuals to do their best and provide them with strategies to move forward. Their solution-focused approach shows how the people can shift focus to what is working, and to recognize and influence the talents, passions, and virtues of others. Seeing the best in people, even (or especially) when they may feel they deserve it the least, makes them feel valued. It fosters a more positive workplace, contributing to more enjoyable workdays for all. In their workshops, grouped participants answer solution-focused questions, listen to others and discuss the topic in turn to learn solution-focusing skills. (McVanel & Minden 2015)

The author believes this solution-focused is such a powerful model that it can be used at any workplace to empower the workers to change poor working environment for the better. If workers concentrate on problems to solve at the workplace, such as depressive disorders and reduced productivity, they need to struggle with such negative topics all the time: "Why can A not do this easy job? How can we deal with such a mentally-ill person?" and "Why is the productivity of this team declining? What is the root cause, and how can we solve it?" Possessing this kind of negative-focused mind set is very stressful, and if they focus in problems, sometimes they need to involve the support of professionals, such as psychiatrists, doctors and counsellors. Conversely, if they think of their strengths and coping skills, they can empower themselves to overcome difficulties positively without intervention from outside: "What are A's strengths?", "What are our unique qualities?", "How have we overcome difficulties in the past?" and "What kind of future do we wish for?" In thinking over these questions, they could gain hope, motivation and possible solutions.

Furthermore, this method allows workers to recognize their own and their co-workers' uniqueness, creativity, strengths, coping skills, talents, and philosophies, and to even find hope, together. Everybody has talents, although sometime they are not apparent. When one's greatness is not known to others (and in many cases not noticed even by oneself), the individual feels disappointed, worthless and often depressed. Indeed, solution-focused approaches generate joy and help foster well-being at work in positive, worker-centred ways. It is similar to catching a cold but not obsessing over who you caught it from, but instead focus-

ing on what you are able to do, and picturing an ideal state of health in the future and doing everything possible now to achieve it, resulting in a tougher body that hardly ever catches a cold. As another example, if you have a tight deadline, problem-focused thinking pushes you to find reasons why you may not make it in time, and if obstacles don't seem so big, you will decide to implement. On the other hand, a solution-focused mind set encourages you to imagine a positive goal first, and then think of how to actually get there. Solution-focused thinking provides a clear goal, and encourages one to think of solutions based on past successful experiences or creative thinking. It is clear that thinking of how something could be possible is more inspiring than thinking of how it could be impossible.

Snyder (1994) says that hope is a combination of mental will power and "way power" (the ability to pave the way to achieve goals), and if one has strong powers of both, he/she has the guts and skills to find alternative ways. Having hope is not equivalent to just being optimistic; it is having a strong belief that one already has the necessary will and skill to achieve success (Goleman 1995). The author views having hope as an ability to believe that there is a place where nobody has ever seen but that I or we can get there. Just dreaming does not need any effort, but it does not give us satisfaction either. Hope requires us to strive and pressure ourselves, but it gives us satisfaction, development and esteem. This idea of hope has strong similarities to the idea of "creativity" (divergent thinking), which will be seen in chapter 3.5.4.

Now the topic is how people can experience the benefits of a worker-centred, solution-oriented mind set at the workplace and how to be aware of others' brilliance without the help of professional therapists or practitioners through interactive communication in a group. In what way is this possible? In the design part of this thesis (chapter 4), the author will describe some ideas on how the solution-focused model together with other theories were taken into the communication card tool.

3.5   Creative Approaches

Runco mentions that several theories of creativity imply that one of the best things a person can do to maintain health is to find opportunities for self-expression. This was implied by research on disclosure and the immune system, for example, and the same is also true of the research on self-actualization. In a classroom, home, or organization that provides unconditional positive regard, children or employees should be allowed to express themselves in spontaneous and creative ways. Some feel that it will lead naturally to creative self-expression. (2007.)

Not everyone is good at expressing feelings or thoughts orally. There are various ways that people prefer expressing themselves, such as by writing, drawing, through music or working out. However, at a classroom, office, or most other settings, people who have good speaking skills tend to receive more attention and seem to gain more advantages and better evaluation, regardless of their real competences. A good speaking ability may turn into a strong power over others within the organization, and those who are not good at speaking often feel "dominated" or inferior. Indeed, this impacts individual well-being in relationships. As mentioned in the previous topic, everyone has diverse uniqueness and talents. If it doesn't appear so, it is just because it is not yet visible. Or the individual is just not "in the right place at the right time". Creative approaches are excellent tools for drawing out hidden greatness. From the author's view, solution-focused model and creative approaches work together very well because of their similar features.

3.5.1   Individual Abilities

Gardner (1983) classifies a person's unique capabilities into nine categories and illustrates ways in which they might prefer to demonstrate their abilities. This is known as Multiple Intelligence; 1) Linguistic – an ability to analyse information and create products involving oral and written language such as speeches, books, and memos, 2) Logical-mathematical – an ability to develop equations and proofs, make calculations, and solve abstract problems, 3) Spatial – an ability to recognize and manipulate large-scale and fine-grained spatial images, 4) Musical – an ability to produce, remember, and make meaning of different patterns of sound, 5) Naturalist – an ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world, 6) Bodily-kinaesthetic – an ability to use one's own body to create products or solve problems, 7) Interpersonal – an ability to recognise and understand other people's moods, desires, motivations, and intentions, 8) Intrapersonal – an ability to recognize and understand his or her own moods, desires, motivations, and intentions, and the most recently added 9) Existential – an ability to consider the 'big questions' about life: death, love, and existence (Gardner et al. 2012).

The author would add Goleman's (1995) emotional intelligence (EQ) to the above list. Pointing out that Gardner's multiple-intelligences left some space to examine the important roles of emotions in social life, Goleman defines emotional intelligence as an indispensable ability to understand one's own feelings, have empathy for the feeling of others, and regulate emotion in a way that enhances life, and can be categorized into five domains; 1) knowing one's own emotions; 2) managing one's own emotions; 3) motivating oneself, 4) recognising and understanding others' emotions, and 5) managing relationships (1995). Of late, this ability is referenced in a good deal of literature on the development of leadership, teamwork, commu-

nication and social skills. This emotional skill is also essential when we think of personal greatness, fair communication and building good relationships.

Verbal skill is only one of these 10 talents and other abilities are often hidden. If co-workers have the chance to find and show their unknown greatness in all of these other areas, it can contribute to satisfying esteem-needs, workplace well-being and also provide possibilities for solution, innovative ideas, and so on. It is absolutely exciting to recognize the brilliant qualities of one's colleagues. In order to inspire a person's uniqueness to appear, creative approaches are perfectly suitable.

3.5.2   Creative Methods

Social workers, professionals of communication, effectively use creative methods such as art, music, drama, game and kinaesthetic activities etc., to draw out or to inspire the clients' creativity, uniqueness and talents, to help them to naturally express themselves and also their feeling in both verbal and nonverbal ways.

They are empowering and harmless ways compared to problem-centred counselling by a psychiatrist, as in the latter case the 'patient' needs to confront weaknesses and imperfections. The author sees the biggest value of creative methods in how common people can easily take up these methods with enjoyment and gain good outcomes. For example, playing a board game before a meeting can create a positive atmosphere and improve the result of the discussion, and making a small work of art together using coloured blocks can improve team spirit.

As the term "creative methods" is broad, the author will limit the definition of creative methods in this essay as various exercises that a) can facilitate and draw out people's expression, uniqueness, creativity and other hidden talents with joy, and b) intentionally make people use one or more of their senses – visual, auditory, kinaesthetic (touch), scent – or their intuition, and c) ensures everybody's equal participation as team members to realize own and others' greatness.

3.5.3   Using Five Senses

The use of multiple senses in the supportive workshop program is emphasized, aimed at letting the participants have awareness of themselves being "here and now" and access their multiple talents and emotional intelligence effectively, and also encourage divergent thinking. In a mental health perspective, it is recommended to focus into cognitions through five senses

to cope with problems such as stress and PTSD symptoms in the light of 'grounding' or 'here and now', as the person often struggles with not-present things. Grounding is the act of connecting with the body more deeply, strengthening the feeling of being inside the body and connected to the ground or earth (Hanson 2015). Even though we see or listen to something, it does not mean we really see or listen unless we pay attention. By intentionally using perceptions through mediation, yoga, walking, or looking and listening with attention, we can be present and appreciate our lives (Schwartz 2010).

When a person perceives something consciously, his/her body and mind is just here, at the very present, and positive affections, like happiness and enjoyment, arise only in this condition. When you eat your favourite meal, fully using your senses of sight, smell, taste, and may be also touch and hearing, your happiness and satisfaction can be particularly heightened. When you hug your cat while actively sensing the warmness, softness, heartbeat, smell, sounds and also sensing the emotions of the cat, your mind is drawn to the here and now, away from worries and problems of the past or future. Conversely, when you talk about problems and worries, your mind flies to the future or the past, for example somebody argued with you aggressively yesterday, or you have a tough task to be done in 3 days. Actually, the origin of problem does not exist in the "now"; worries are always caused by something expected to happen in the future or that has already taken place in the past. Focusing on the present can contribute to being positive and creative, and deliberately using the senses really helps.

Considering the five senses and brain, the frontal lobe receives signals from all of the senses, and plays an important role in perception that involves the coordination of information received from two or more senses (Goldstein 2009). The frontal lobes not only make sense of sensations acquired through the five senses but activate, direct and control the five senses (Keogh 2012). On the other hand, the prefrontal cortex located in the frontal lobe plays a significant role in creative thinking (Runco 2010), but the prefrontal cortex does not become involved at all in sensory processing (Keogh 2012, 13). According to Siegel (2007), nine functions of the prefrontal cortex as higher performances of the brain are: 1) body regulation, 2) attuned communication, 3) emotional balance/affect regulation, 4) response flexibility, 5) empathy (mind sight), 6) insight or self-knowing awareness, 7) fear modulation/fear extinction, 8) intuition, and 9) morality. They have no relation with the process of sensing.

However, Keogh notes that as well as making sense of information received through the senses, the frontal lobes analyse and devise plans and ideas based on that information. No matter how well the senses perform, without the analysing and creative ability of the frontal lobes, the information is of little value. This would seem to indicate that the frontal lobes constitute human intelligence. This section of the brain might therefore be considered as the mind.

However, if we never had the use of the five senses but had perfect frontal lobes we may have nothing to think about, to plan or to analyse. (2012.) Keogh quotes St. Thomas Aquinas's statement (Summa Theologica la, 84.7) that there is nothing in the mind that has not already come through the senses, and the experiential nature of human knowledge: "we would have no knowledge of the world were it not for our experience of things." (2012, 14.)

The multisensory process itself is separated from creativity when stimulus is perceived, but, without sensuous information and analysis through stimuli activating frontal lobe, the pre-frontal cortex cannot work as well to think because there is no material with which to create ideas. If we cannot see, touch, listen, smell or taste, creative thinking is also unable to arise, due to lack of data and experience. Therefore, using the five senses on purpose can activate not only the frontal lobe but also creative thinking which belongs to prefrontal cortex. Creativity (divergent thinking) in this project is explained in the next chapter (3.5.4).

Creative activities usually allow people to use combined cognitions in really natural ways. They allow the people to express themselves through not only words but also through music, body language, movement, drama, painting, making things, games, etc. It empowers and helps them understand, appreciate and accept each other to promote well-being. Since these approaches centre on people's greatness, strengths, talents, etc., it is clear that creative methods and solution-focused approach can work together very well for more effective empowerment. Some possible exercises for the working environment are proposed in chapter 4.1.2, chapter 5 and appendix 2.

3.5.4   Divergent Thinking and Well-being

There are many discussions about creativity in research. However, most commonly, creative processes involve: imagination, originality, productivity, problem solving, and the ability to produce an outcome of value and worth. In short, it can be defined as the ability to produce novel responses that are appropriate in context and valued by others - products both original and meaningful (Duffy 2006). Sternberg (1988, 1997) mentions that creativity is one of the three main components of intelligence; 1) analytical intelligence – abstract thinking & logical reasoning / verbal & mathematical skills , 2) creative intelligence - divergent thinking (generating new ideas) / ability to deal with novel situations, and 3) practical intelligence – ability to apply knowledge to the real world / to shape one's environment; choose an environment (Wilson n.d.). The comparison of the concepts of divergent thinking and convergent thinking could be used to understand and use creativity for well-being.

Runco states that while IQ tests measure convergent thinking, which involves using established patterns to find the best answer to a problem, creativity involves divergent thinking, or

coming up with a variety of ideas or solutions to a problem when there is no single correct answer. He also notes that the definition of divergent thinking has three dimensions: 1) originality or uniqueness of the generated ideas, 2) the flexibility or number of different categories expressed by the ideas, and 3) the fluency of the ideas. Divergent thinking is employed when an individual is faced with an open-ended task. From this perspective divergent thinking can be seen as a kind of problem solving. Unlike convergent thinking, where the individual gives one correct or conventional response, divergent thinking leads the individual to numerous and varied responses. (2007)

The author sees this creativity – divergent thinking as a really necessary way of thinking for workers to solve problems, change situations, develop, and promote well-being. Sometimes they need to make and struggle with new answers which have never been tried before, with courage. If they only apply convergent thinking – a skill to reach a single correct answer, innovation could not happen.

Maslow (1971) suggests that creativity may be inseparable from psychological health, for example in the self-actualization phase in his human needs pyramid. Courage may be necessary because creative things are often unconventional and misunderstood, but creativity may be encouraged (and blocks to creativity removed) through therapy. (Runco 2007.) The author views team work as also having the possibility to support and encourage people to decide and implement new things.

From the perspective of well-being at the workplace, creativity (convergent thinking) could be defined as the skill of imagination to make diverse new answers which provide WIN-WIN situations, and also skills to pave various routes to get to the goal. It is the ability to imagine a unique happy ending and create the story needed to reach the goal in reality. In a creative work-setting, diversity is fully appreciated in order to multiply cooperation, and all team members can participate, play a role, and grow through the work with respect for each other.

There has been much research on how people can be creative. Some say happy people are creative, but others state that people do not always need to be happy to be creative. Creativity can lead to fear in certain situations according to some research: "Interestingly, the more highly creative individual used more defence mechanisms than the less creative individuals. They were, however, flexible in their use of strategies, which makes perfect sense given the relationship of flexibility with creative potential." (Runco 2007, 131.) Even if creativity does indeed lead people to be fearful and defensive, overcoming this fear or anxiety about a creative idea will certainly be a great goal. As mentioned in chapter 3.4, if one thinks about the solution, they will become goal-oriented. When people receive information on the goal and the obstacles along the way, people try hard to think and find a new way to reach the

goal. Open-ended problems allow divergent thinking, and closed-ended problems require convergent thinking (Runco 2007). If they are working as a team, everyone has a role to fulfil (chapter 3.6), and they contribute to the team and the goal. Fear could be lessened in the process, because by definition a team shares responsibility, so no one person will be burdened with fear. Working as a team can build strong will and creativity through the multiplied skills of team members, who also have chances to express themselves, to gain esteem and to grow through the work.

3.6   Team Dynamics

Work often requires human relationships and collaboration, so people build a group, team, project or organisation. For promoting individual well-being and organisational improvement, understanding group dynamics is important. Maxwell (2001) declares that one is a too small a number to achieve greatness, quoting the words of Lyndon B. Johnson, 36th President of the United States, "there are no problems we cannot solve together, and very few that we can solve by ourselves". Johnson and Johnson note that groups have unique advantages in terms of personal well-being; they provide richness and potential for learning, growth, change, and healing that are not possible in a dyad or a solitary communication (2014).

Bettner & Lew (1990), who are following Adler's individual psychology, simply describes advantages of team work with "Crucial Cs": a group can work to meet members' basic needs: 1) to belong, to fit in, to feel secure or feel CONNECTED; 2) to feel COMPETENT and to take responsibility or to feel CAPABLE; 3) to feel significant and that we make a difference or to feel that we COUNT; and 4) to feel able to handle difficult situations and overcome fear or to have COURAGE.

In human history, people have long been working together to achieve greatness. Adler (1931) notes that contributing to the three types of relationships, society, occupation, and love is tightly related to one's 'meanings of life'. At work, group work is often classified as team work. Then what does team mean?

Katzenbach and Smith (2003) differentiate a group and a team as follows: (a) while a working group has a strong, clearly focused leader, a team shares leadership responsibilities among members; (b) while a group's general organizational mission is the group's purpose, a team has a specific, well-defined purpose that is unique to the team; (c) while individual work provides the only products in a group, both team and individual work develop products in a team; (d) while the effectiveness of a group is measured indirectly by the group' influence on others, the effectiveness of a team is measured directly by assessing team work products; and

(e) while meetings are efficiently run and last for short periods of time in a group, team meetings have open-ended discussions that include active problem solving, and so on.

Johnson et al. (2014) state the term "team" describes a set of interpersonal interactions structured to achieve established goals. To be more precise, a team consists of two or more persons who are: 1) aware of their positive interdependence as they strive to achieve mutual goals; 2) interacting while they do so, and are aware of who is and is not a member of the team; 3) have specific roles or functions to perform; and 4) have a limited life span of membership.

Referring to these views, the author defines "team" as a group of people that has (1) a clear common aim, (2) a specific role for every member, and (3) time-limitation: a team is formed to achieve a specific goal by combining diverse talents of members, and is dissolved after the accomplishment. Merits of building a team are, a) heightened possibility for great success, b) sharing of emotions and experiences, c) appreciation of one's work and ability by others through co-work, d) development of self by making efforts to contribute to the aim and the team, and e) treatment of everyone as an equal member due to everyone fairly having a role, even if the leadership has the power of decision making. These elements through teamwork are related to personal needs for well-being in particular for self-esteem and achievement level (chapter 3.1). Appreciating the aim, the roles, and diversity are essential to gain full advantages of the team. Ill-balanced teams may have problems regarding one or some of these three factors. For example, if members cannot share a specific aim, it brings about less cooperation and output, and if there is a member whose role is unclear, others may feel they are being treated unfairly and feel uncomfortable, thus, motivation and working quality may be also reduced.

3.6.1 Diversity in the Team

Rich diversity of a team has high potential to provide multiplying effects of the work. Although there are pros and cons on the choice of words, the concepts of 'contribution' and 'sacrifice' may assist in understanding whether the team will develop or deteriorate. Maxwell explains how team power can be multiplied:

> "10 x 10 x 10 x 10 x 10 = 100,000 and this: 10 x 10 x 10 x 10 x 5 = 50,000"
> (Maxwell 2001, 66)

These figures show in a simple manner how the level of contribution by each person and how it effects the entire outcome of the team. If one doesn't fulfil his/her role, the final result is

half of what it could be compared to the case where he/she achieves his/her job fully. Based on Maxwell's equation above, the equation below illustrates how important diversity is:

$$10 \times 10 \times 10 \times 10 \times 10 = 100{,}000 \text{ and this: } 10 \times 10 \times 10 \times 10 \times 2 = 20{,}000$$

If the last person tries to copy the fourth person without knowing what to do, it will be just doubling the results. It is impossible to copy others perfectly, so it can be less than 2, for example 1.2 or 1.5, and it makes the total 12,000 or 15,000. Diversity is absolutely indispensable in a team for multiplication, yet this poor situation can occur in teamwork sometimes. The members should understand the aim and think about how to contribute to it through the full use of their diverse skills, uniqueness and knowledge. "What *I* can do for this goal?" "How can *I* contribute to this team?" are necessary questions for overall accomplishment and individual well-being. For the shared aim, everybody needs to be himself or herself first, before starting to think of themselves as a team. In a team, both senses of individuality and community need to coexist for contribution in varied and unique ways. For example, if a person who has a high level of emotional intelligence, and is able to for example recognise others people's emotions and show empathy, does not understand his greatness and does not use it for the team even if it is needed, he/she may feel useless. If there are only the same kinds of persons in the team, they cannot solve problems or create new ideas cooperatively through diversity. If one cannot contribute as their own self, it is going to be a "sacrifice", since his/her role is missing and the person cannot work actively, but passively. It is painful for a team member to not be able to express and show his/her uniqueness and fully use his/her skills for the team and the success. The team member will feel helpless. The kind of self-esteem where one feels competent and able to help others is very much required in teamwork. Therefore, all members should be empowered and appreciated before or in the middle of team-building to get ready to contribute by taking on various roles for better performance.

3.6.2   Team Building

Johnson et al. describe team building as consisting of forming the team, establishing clear goals that create positive interdependence among members, ensuring individual and team accountability, building commitment to team goals, providing training in group skills, and providing administrative support. They also raise three issues when forming a team (2014, 543). Firstly, the team should be small in size. Secondly, team members should be selected on the basis of their expertise and potential for developing new expertise and skills. Lastly, the team should bring together the resources which the team needs in order to function, such as space, materials, information, time, lines, support personnel, and so on.

Tuckman found and developed a group development model (1965). There are five steps starting with 1) Forming - members of the project team meet each other and learn about the tasks they will need to perform; 2) Storming - interpersonal issues such as conflict and polarization are challenged for later success; 3) Norming – the team starts to come together and is able to focus more effectively on the project tasks and objectives; 4) Performing - team members are comfortable with each other and group norms have been accepted; and ending with 5) Adjourning – team has become very close and many of the team members will feel a sense of loss (Project management skills 2013). By understanding this flow including conflicts, a team composed of various people can achieve high performance. Good communication is also required for team-building and teamwork, as already mentioned in chapter 3.2.

Figure 4: base line of well-being development process

4   Design and Development

The previous chapters described the theories which should be taken into consideration for Project Cx3. Now the subject is how they can be efficiently put to actual use to support workers. In 2013, the author decided to create a set of cards as a tool with supportive programs that could help facilitate good communication for people who have problems or needs to improve relationships at work. By coordinating good communication and inspiring uniqueness and creativity to be expressed, the author aimed to allow workers to promote their well-being and improved the output of the team.

The conditions which the tool should meet were as follows: 1) it is easy to use, 2) it can be used internationally, 3) it is safe to use (harmlessness), 4) it is fun, and 5) it considers both individual well-being and organisation's output. Communication is needed everywhere, so most people actually already have communication skills more or less. There are many considerate and sincere people with good communication skills not only in social work or the medical field, but also everywhere in the society. Even people who do not know how to behave in communication can understand what a comfortable situation is like through exercises such as table games or roleplays which require communication. The tool to be developed should provide users positive experiences so that they are empowered to change or improve situations proactively and continuously at work. For this purpose, some trial experiences are

needed to reach key persons who have positive influences over others and motivation to change working environment in order for co-workers' well-being. The tool may be used by the key persons who may not have superior facilitation or direction skills, and therefore it has to have a simple and good design, and useful programs, which allow them to arrange or modify the process relatively freely depending on the situation. Importantly, it should be designed mindfully not to harm any players. Words in the tool should be chosen carefully but still be able to inspire the players' uniqueness, talent and creativity. Also allowing the users to have fun is essential in recognising the uniqueness of others, expressing one's own brilliance, and cooperating together through exercises. In addition, since this tool is for well-being at work, it has to consider not only personal well-being, but also output of the organisation by improving creativity and cooperation. Otherwise, continuous implementation cannot be expected.

4.1   Product Design

The tool, named Cx3BOOSTER®(c-three-booster) is a set of cards with an enclosed manual in a box. Cx3BOOSTER expresses the goal of developing personal well-being and outcome of the organization and eventually the organisation itself by boosting the 3C: Cooperative Creative Communication. As supportive options, program planning sheets (appendix 9), videos on how to use the tool (appendix 8), and an online user community have been also been made. Project Cx3 was started in Finland in 2013 spring by the author. After some prototypes and a pilot version in both English and Japanese, the official model in Japanese was published in Japan in October 2015.

The project attempted to reach key persons in organisations in two ways: a) the project holds workshops where people who are interested in can participate and adopt the tool if they like it, and b) workshops are organized based requests for workshops from companies, organisations or projects at their respective venues, and those companies/organizations/projects decide if they will continue action using the tool.

Using the set of cards, a facilitator (key person) can hold workshop-type exercises with co-workers. As this tool is created for working people, suggested age of users is 15 years and above. The basic process is as follows: 0) Introduction, 1) Warm up, 2) Question-answering, 3) Synergetic exercise, and 4) Cooling down. Since the directions are noted on the cards and the manual, users can carry out the exercises while reading them, and they can rearrange the process depending on the setting. The total length of time required is estimated at 80-120 minutes, and around 4-20 people can join at the same time with one set of cards. It is recommended to prepare well beforehand by using a planning sheet which is can be obtained through the online user community. Before the workshop is held, conducting exercises such

as sharing ideas with co-workers about communication and well-being and productivity, or answering questionnaires about current problems regarding communication and well-being, are also recommended for a better outcome. This chapter explains how the tool was designed and used, referring to the previously-mentioned theories and methods.

Figure 5: basic process of a workshop

4.1.1 Introduction

Introduction is the starting point of a workshop. The facilitator announces the day's program, clearly stating the aim and objectives (e.g. developing communication skills at work, building creative teams, or understanding each other to cooperate better). Declaring the aim is a part of team-building, and every participant is required to understand it in the very beginning for later cooperative exercises. Here the term aim means the goal which they should reach in the end, and objectives are strategical aims that are set in the process to support the final goal. In other words, the aim is "What is the final goal" and objectives are "what exactly we should do in this stage to get to the goal". If the aim is to develop team work and productivity, objectives can be understanding each other in the first session, and increasing work efficiency by 5 per cent within 6 months, for example. Objectives and strategies for the next step can be discussed in the end of the workshop, and mentioning figures (e.g. in 3 months, 15 per cent, by 2017, etc.) is recommended to help them imagine how to achieve the objectives more concretely. The facilitator can make some requests, for example request for promises of confidentiality or request that the participants allow themselves to enjoy the here and now can be announced if necessary for the participants' safety and comfort.

The room where the workshop is held should be a suitable size for all participants to enjoy prepared activities in the warm up and synergetic exercises, and it should be also comfortable, avoiding possibility for disturbance by noise, lights, other people, etc. Each group should sit around a table facing each other, and have 4-8 people (ideally 4-6), based on team-building theories (chapter 3.6.2). If there are so many people that the main facilitator cannot watch every group, it might be helpful to appoint 1-2 sub-facilitators in each group who know what is going on and can help lead the exercise.

4.1.2   Warm up

From this part, team building starts in practice. The warm up is carried out in teams or all participants together. The main facilitator can decide what to do for the warming-up, but basic conditions are 1) everybody participates, 2) there are chances of communication, 3) participants use five senses intentionally, and 4) it is amusing. Several warm-up ideas are noted on the cards and the facilitator can use them. There are samples in appendix 2.

The warm up should take 5-25minutes, depending on what kind of activity is taken. After or during the warm up, personal motivation or personal objectives are shared in each team or among everybody. If a participant's objective for the workshop is far different from the whole aim which was mentioned in the introduction, the facilitator has to pay attention in terms of team definition of this project. The aim, the direction where to go, must be the same for both the individuals and the group to work as a team together. If this happens in the beginning of the first workshop, it might not be a problem; the participant might realize it during the exercise as a team member. However, if he/she is still facing a different direction after several workshops, the team mates or boss may need to have a talk with him/her. From the introduction to the warm-up, this formulation part uses as a reference Tuckman's group developing model (1965).

4.1.3   Question-answering

This question part is applied in a solution-focused approach. Through listening and answering in turns, the team members can show their uniqueness and talents, recognise the greatness of others, and appreciate each other's opinions. Fair communication and active listening are also important elements here. Storming and norming phases from Tuckman's model (1965) should take place during this part.

Definitions and rules are given by the main facilitator before the question part begins. The concept of "team" is explained based on the definition of teams in the chapter 3.6. By declaring the start of the exercise and what "team" means, the aim is to motivate every participant to behave as an important team member. The script for this part can be found in appendix (3).

In this question-answering part, members are going to answer questions in turns to develop relationships through fair communication by listening and talking equally with respect. Everybody answers the same question in turns like so: (1) participants sit around a table and

place the question cards with the questions facing down; (2) The first person picks up a card and answers the question, and then passes the card to the next person, who also answers the question in the same manner; (3) Once everybody has answered the first question, they can first chat about that topic, or go directly to the second round where the second person picks up a new card, answers, and passes on the card to the next person; (4) the process is repeated (figure 6).

Figure 6: how a card is passed in the question-answering part. In the second round, B picks up the next card first and passes it around.

How to promote active listening is a crucial topic now. The members need to not only show they are listening, but listen from the bottom of their hearts. Curiosity is awakened by the game-like factor: game-like rules can arouse the listeners' curiosity to listen actively. Therefore, the author made the following rules 1) the speaker can tell us only his/her answer without reading out what is written on the card; 2) there can be no interruption while someone is talking, and 3) participants can enjoy! Listeners hearing the respondent's answer without knowing what the question is cannot help but listen carefully to guess the question and think "what they are talking about?"

In many cases, if the question is revealed in the beginning, the participants tend to think of 'my answer' while others are talking, (while posing as if he/she is really listening). That important point of this exercise is to not answer quickly. In daily life, people who are quick witted and speak first tend to get priority, but communication should not be a win or lose game. Everybody has their own rhythm and pace to think and answer. Therefore the biggest purpose here is to provide everyone an equal chance to think and answer in their own way while the others show respect. After this rotation is repeated for a while, a good relationship based on rapport can be expected to develop.

After some testing and workshops by using pilot version in 2015, these rules have modified and an optional rule has been added, anticipating more effective listening. This is reported in chapter 5.3.

4.1.4 Solution-focused Questions

This question-answering part continues 30-50 minutes until it looks like everybody is listening actively with a smile in a comfortable atmosphere. The questions have been carefully designed to be used by a multicultural group of people, regardless of occupation, gender, religion, etc. The questions completely focus into PERSONAL greatness, strengths, aesthetics, virtues, happiness, creativity, opinions, etc. from solution-focused perspectives. None of them are problem-centred, and the questions have been considered and developed for over three years through many testimonials with over 400 people of international background in Finland, Britain and Japan until the final model published. Some tests are reported in chapter 5 part of this thesis.

Below are sample questions that are actually used in the tool. They are all solution-oriented, and some are aimed at facilitating creative thinking (divergent thinking) to draw out one's uniqueness. It can be said that these questions are posed to appreciate unique personalities and to accept diversity through active listening, to express and understand each other's greatness, as no topics are given to solve at this point. To build a good team, a solution focused model is used, and it expects that the members gain a positive, strength-oriented mind set in this part for the subsequent exercises that require cooperative skills.

Solution focused questions
 - How do you manage your weaknesses? - What talent would you like to develop? - In your daily tasks how do you manage obstacles? - What makes you feel satisfied at school/work? - Tell us what you are good at. - What empowers you? - What is your strongest belief? - Say a word that makes you feel pleased if others say it to you. - What do you do to motivate yourself? - What are you taking care of?
Questions to inspire creative thinking
 - Say something lovely about the person whom you will pass this card next. - If your life were a book, what would the title be?

- If this group was compared to a small village, what role/job would you like to take in there?
- If you were a sponsor, what would you name this team?

Table 1: question examples from Cx3BOOSTER

The objective of these questions is to build good relationships in the team through fair communication. The rules can provide the members equal opportunity to talk and listen, and especially feel respected from the active listening. After some tests, the author identified 3As of giving respect: Active listening, Appreciating, and Accepting. Active listening is of course to actively listen with respect and curiosity; appreciating refers to appreciating everyone's equal rights and dignity; and accepting points to accepting each member's uniqueness, culture and diversity. They are strongly related to human needs and well-being (figure 7).
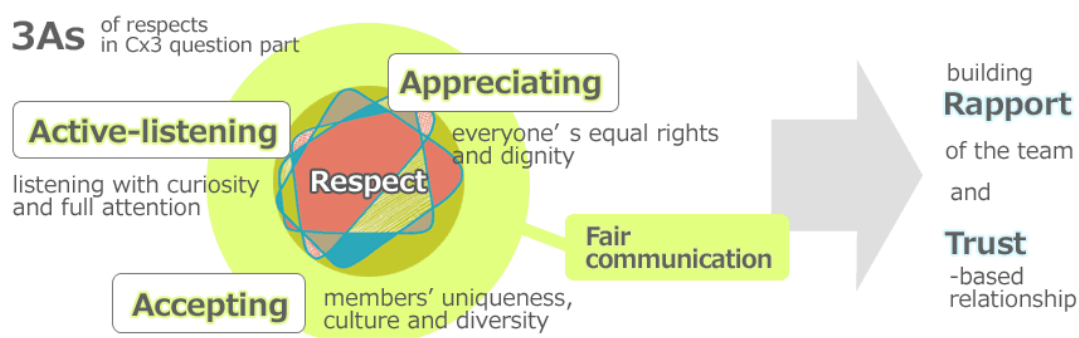

Figure 7: how the 3As of respect affects good team-building

4.1.5 Synergetic Exercise

After building good relationships in the team through fair communication, a short cooperative exercise is taken to confirm the good team spirit and improved co-work skills. To work as a team, just having fun is not enough: the team members need to realize that now they are more capable as a team in practice due to rapport-building. Otherwise it cannot be proven that this kind of exercise is worthwhile for the organisation to continue. This exercise should be carried out based on team theories to recognise outcome. The basic conditions for this cooperative activity are: 1) the goal is clear, 2) each member has a role, 3) there is a short time limit, and 4) it is creative and amusing. Examples could be making a taller tower out of paper, having a thought showering of crazy ideas, etc. The facilitator can freely design the exercise considering the conditions, and some activities are proposed written on the cards also. The short time limit is to ensure that the team can work together without thinking too seriously and with intentional enjoyment. If the participants have a long time to do some-

thing, conflict could arise. It allows them to not have to make their work perfect, and to just concentrate on contributing to the team and the other participants. This synergetic exercise takes ideally 15-25 minutes, including presentation, if it is possible to show the outcome to other teams. When they have experienced several workshops, it may be good to raise the bar by allowing more time to improve quality of the work. Example exercises are noted in appendix 4. This exercise could be comparable to the performing part of Tuckman's model (1965).

4.1.6   Cooling down

After taking a short break, the participants can start to share feed-back of the work for the day: Has individual objective achieved? How has it done? Discussing the next step is strongly recommended to reach the final goal, if the aim was not achieved this time. Depending on the goal, the participants should discuss how to apply this experience to daily work or what the next step should be, and this is really important for promoting well-being and improved outcome in practice. That the participants themselves think of solution proactively is the clue for independent and continuous well-being. Adjourning in Tuckman's group developing process (1965) might be comparable to this cool down part.
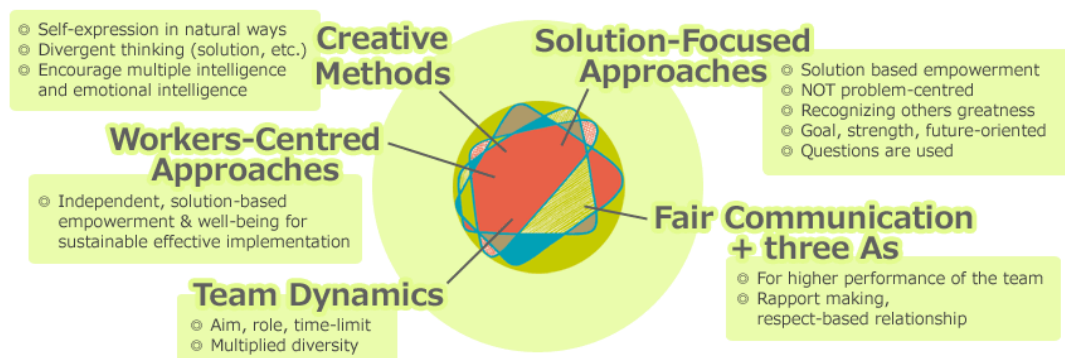
Figure 8: methods used in the product

4.1.7   Cx3mini

Cx3mini (c-three-mini) was made as a sister product of Cx3BOOSTER. This is also based on solution-focused methods, but is designed as rather the party-game version of the communication booster. For people who are not used to talking about themselves regarding relatively serious questions, Cx3mini can make them motivated and excited with silly questions which inspire members' cuteness and uniqueness. In the same way of use and rules as the question-answering part of the Cx3BOOSTER, the users can enjoy communication with humorous questions while getting ready for more profound topics to talk about. Some sample questions are:

"Tell us about a lovable weakness you have.", "Say one word which you think is cool.", and "Tell us about something that recently made you happy." A set of Cx3mini has 14 question cards and a rule card. The cards are credit card size, which is easy to carry around for example in a wallet. This can be used for the warm-up of a Cx3BOOSTER workshop, or for everyday use: for an ice-breaking session before a meeting, as a recreational exercise, or at a party. The official models of Cx3mini vol.1 and vol.2 have been published in January 2016 via crowdfunding in September-October in 2015.

Figure 9: Cx3mini vol.1 and vol.2 (Japanese version)

4.2 Workshop Design

For people who are interested in but do not know what Cx3BOOSTER is, workshops are organized by Project Cx3. When a workshop is organised by Project Cx3, programs contain some explanations such as what a team is and what well-being at work means to deepen understanding and experiences. Aside from these factors, the curriculum of a workshop follows the previous processes in this chapter: 0) Introduction, 1) Warm up, 2) Cx3 question-answer part, 3) Synergetic exercises and 4) Cooling down.

As of May 2016, many people who have participated workshops in 2015-2016 are using Cx3BOOSTER and Cx3mini for their own goals. The following chapter on implementation reports on five workshops which were held with working life partners.

5 Implementation

From June to July 2015, a total of 11 workshops were held by Project Cx3 and 9 organisations, and over 200 people participated. In 2015, all workshops used the Japanese pilot version for observation, collecting information and feedback to modify and develop in Japanese market. 2 organisations from workshop holders in 2015 agreed to cooperate as a working life partner for this thesis.
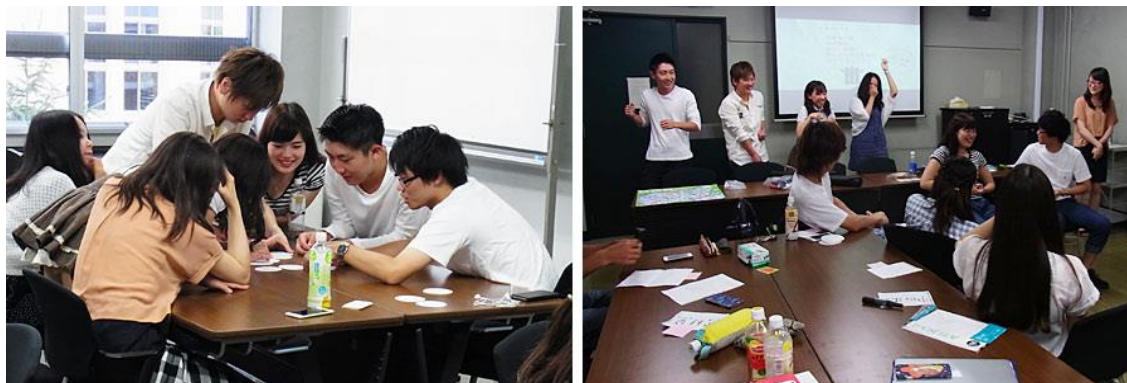
5.1   Case 1: Keio University (2015)

Figure 10: workshop at Keio University

Number of participants	Time	Warm-up	Question-answering	Synergetic exercise
19	**180 min**	**Air band**	**20mins(mini) +40min**	**Making a drama**

Table 2: workshop program at Keio University

In the beginning of the workshop, Professor Ushijima introduced me to his third year students who had been studying commercial science. Then everything was entrusted to the author after that. The author was given 3 hours including a 10-minute break. 19 students were divided into 3 groups.

First, the author introduced herself and gave a brief story of Cx3BOOSTER. Then the warm-up exercise "Air band" was proposed to the students, which used auditory and kinaesthetic senses. Air band was the author's original idea; every team had to decide on a "band name" in 20 seconds which was going to also be the team name, and each team stood in front of the class and needed to pretend to play instruments with improvisation by listening music which was randomly selected. Everyone had to "play" a different instrument; they were required to pretend as if they were playing that music on imaginary instruments, coordinating what instrument they would play through gestures and eye-contact. After everybody decided on their instrument, the solo parts started. A player whose shoulder was touched by the author played a solo until he/she was satisfied, and then he/she touched the next person's shoulder as the sign for the solo to shift to that person. After everybody played a solo, all members played together for 10 seconds and then finished.

After the warm-up, Cx3mini was played in every team after a demonstration with one team. The author walked among the tables and gave them some advice when it seemed necessary. Then all members stated their motivation or an objective for the day in their teams. After that, an explanation on the theories used was given, lasting 20 minutes, to describe to them what a team is and what well-being is, to deepen their learning for the day.

The question-answering part took place for about 40 minutes using Cx3BOOSTER in teams, and following that the teams made dramas as the synergetic exercise. In the drama making, the teams each made a short drama based on a story they shared. The question "Tell us a memorable story which makes you laugh" was posed to the students in the same way as the question-answering part, and after they all answered, they decided which story to recreate as a docudrama lasting a few minutes. With 4 minutes of preparation, they had to decide roles and to make a rough story line, following these directions: 1) the team arranges the story as a drama which has a beginning, a climax and an end, 2) everybody takes a role, and 3) the roles should be decided proactively by the each member. The point was that they did not have to decide precise movements or lines. Only a brief story and roles were set, and the students aimed to finish the story, working together cooperatively and with improvisation. All teams presented their plays and everyone was applauded.

After the exercises finished, students had a break and feedback was shared and discussed in the team. Finally, there was a Q&A session, and the whole process was finished.

5.2 Case 2: M-Bridge (2015)

Figure 11: workshop at M-Bridge

Number of participants	Time	Warm-up	Question-answering	Synergetic exercise
44	150 min	Air band	25min(mini) +25min	Making a drama or Making a village

Table 3: workshop program at M-bridge

In this workshop organised by an NPO called M-bridge, participants came from multi-professional backgrounds: freelancers, social workers, teachers, government employees, employers, housewives etc., aged between 20 and 60. Since the group size would be too big for the author alone to manage, the author requested the NPO representative, Yoneyama, to offer some volunteers to be sub-facilitators who would help lead the groups. 10 people volunteered and were asked to arrive 1 hour before the workshop started. In the preparation time they tried Cx3mini and Cx3BOOSTER to know how the question-answering would be carried out. The volunteers provided support for the smooth implementation in the exercises. There were five groups with a sub-facilitator in each group, and three members of M-Bridge observed the workshop.

The program was similar to Keio University, except that it was 30 minutes shorter. Therefore the theory description and question-answering were shortened.

In the synergetic exercise, an exercise named "Making a village" was added as an extra option, so every team could choose which exercise they would do. The main idea of this second exercise was to illustrate an idea of a unique village were people cooperated. A card with the question "If this team were a small village, what kind of job or role would you fill?" was handed around and they answered in the same way as the previous part. A big piece of paper was spread out on the table, and the participants were asked to draw their role on the part of paper closest to them with coloured pens. Then they developed the village through interactions, cooperation and exchanges with other participants' roles, drawing lines, arrow and new symbols to express these interactions. The participants could also have a maximum of one side business besides their main "occupation" in the village. The objectives were 1) to make a new village making full use of each occupation and cooperation, 2) to make simple infrastructure for the people to survive, and 3) decide on the village name and its selling points. The whole process was done in 5 minutes, and every member had to have a chance to speak in the presentation time.

5.3   Changes and Modifications

After the workshops in June and July in 2015, the pilot version was elaborated through feedback and observation between August and September in 2015. Then the official model (vol.1, Japanese language with some English words) was published in Japan in October 2015. What changed are: firstly, some words in questions were modified for every age group to understand; secondly, the rules of the question-answering were changed to:

1) Without revealing what is written on the card, say only your answer by intuition. 2) Listeners observe the respondent's reaction, and 3) Enjoy!

While the author observed participants playing the question-answering part, she realized that some did not listen actively. Actually they might have been listening, but they were looking down at the table or they did not watch the respondents. Even if they listened actually, they did not appear to be listening. Watching the respondents really expresses that one is listening with curiosity. Active listening means paying attention carefully to the person; therefore, the rule was modified from "listen" to "observe" during the workshops. It was quite challenging that the rules did not mention listening this time. However, we are used to being told "listen!" in our lives. Thus, the term "listen" might no longer be effective for adults, because we are really tired of being told to "listen!" Thus, the term "observe" may provide a different approach to listening. Moreover, the respondent's natural reaction has a lot of information about his or her character, uniqueness and cuteness; nonverbal communication shouldn't be ignored, and even though listeners are forced to see the speaker by the rule first, they may soon recognise the huge amount of non-verbal information from the speaker and become amused. From these reasons, to make listeners concentrate on respondents fully, the change in word selection from listen to observe was decided, and it seems to have succeeded.

Also, an optional rule was added quite early point in the series of the workshop: the last person in the rotation tries to guess what the question is before revealing the card. For the players to pay attention and to have strong curiously of the others' stories, this was added to the card rotation. This is a game-like rule and was expected to make the exercise more exciting.

In addition to these changes and modifications, the card design had some development in this period. The colour coordination of cards changed, the manual has become twice as long as the pilot version, and an online user community, a planning sheet (appendix 9) and how-to movies (appendix 8) were created.

In the formal model of Cx3BOOSTER vol.1 (Japanese version) in 2016, the contents of the box were as follows:

Manual	1	1: Warm-up cards	5
2: Cx3 question cards	42	3: Synergetic exercise cards	7
Other instruction cards (Introduction, Definition of the team, Cx3 Question rules, and Cooling-down)			4

Table 4: contents of Cx3BOOSTER vol.1 Japanese version

Figure 12: Cx3BOOSTER vol.1, official model, Japanese version

After these improvement and publication, 6 workshops and events were then organized by 2 financers, 2 clients and the author with over 100 participants in February 2016. In these workshops, participants' well-being and reflections were more focused than development of the products.

5.4   Case 3: Harmony (2016)

Figure 13: workshop at Harmony

Number of participants	Time	Warm-up	Question Answering	Synergetic exercise
32	180min	Air catch	20min (mini) +40min	Making a drama or Making a village

Table 5: workshop program at Harmony

This workshop was held on Monday afternoon. Many participants had come from their offices and also had to go back there after workshop. Many of them participated on the request of their companies to gain knowledge on well-being and communication. 32 participants from multi-professional backgrounds including 2 event organisers were divided into five teams.

Participants included employees, employers, a lawyer, teachers, and staff members of the NPO, etc. The process was similar with case 2, M-Bridge. Before the introduction, agreement papers on confidentiality and safety were distributed and signatures were obtained for safer exercises (appendix 5).

In the warm up, a new exercise "air catch" was used for boosting their creativity and motivation. This was playing catch with imaginary objects; the participants had to pretend to play catch with team mates using their imagination. Touching (kinaesthetic), smell and visual senses were also to be used. Team members made a circle and the first person was told, "Imagine you have an apple. Sense the shape, colour, weight and smell in your hand, and play with it for a while. Then, throw it to somebody, calling his/her nick name". Then the imaginary apple was thrown to the next person and he/she pretended to catch it, feel it, and so on, and this was repeated until everybody had caught the object. The object changed several times so that everybody could be the image maker. Other invisible objects were banana, a bottle of water, iPhone 5, a sack of rice, etc.

In the synergetic exercise, each team chose to either make a drama or a village which was the same with the previous case. One different point from pervious workshops with the drama-making was that the stories for the dramas had to come from the day's exercises. At M-Bridge and Keio University, for example, the teams were provided with a new question for drama-making, that is, "Tell us a memorable story which makes you laugh". However, this time, story was to be chosen from various narratives which had been shared already. Thus they need to be more creative to make a docudrama, following these rules: 1) arrange the story as a drama which has a beginning, a climax and an end, 2) have everybody take a role, and 3) the roles should be decided proactively by the each member.

5.5 Case 4: Fuji Xerox (2016)

Figure 14: workshop at Fuji Xerox

Number of participants	Time	Warm-up	Question part	Synergetic exercise
13	120min	Body touching Making arts	30min (mini) +30min (mini + BOOSTER)	Making a big paint

Table 6: workshop program at Fuji Xerox

This workshop was held in an office building after work on a Wednesday evening. The 13 participants included employees and a few entrepreneurs who separated into 2 teams. Since time was limited, the program removed some explanations of the theories to concentrate on the exercise parts. In the warm up, physical exercise and art was chosen. In the first physical exercise, the participants made a big circle and massaged the shoulders and patted the backs of persons in front of them. They could request on how strongly and where they were being patted. Since this workshop took place after work, where the participants might have used convergent thinking, the warm-up aimed to make them relax and switch their minds to divergent thinking by using the sense of touching and friendly communication. In the second warm-up, they made simple artworks using irokumi®, which are pieces of thick paper which have different sizes, shapes and colours and can be put together to create different forms (appendix 6). The participants were asked to make artworks which represent their favourite proverbs or sentences, using their visual and kinaesthetic senses. Many of them were meeting for the first time, and thus the creation of artistic objects was to act as mediators, so that communication might go well. After making the objects in 2 minutes, they introduced artwork's title and words it represented in turns, showing their art pieces.

Then the question-answering part started using casual questions from Cx3mini cards first to become accustomed to the unique communication system of Cx3. After 30 minutes of the communication exercise, there was a break, and then the exercise started again. In the second half, cards from Cx3BOOSTER were added, with more profound questions. The participants could choose casual or profound questions freely now, and it continued to 30 minutes.

After a short discussion time, a big piece of white paper was set on each table to start painting as the synergetic exercise. The hidden purpose of this work was to have the participants feel the team-building process by making an artwork cooperatively. The flow of the painting process was 1) everybody imagined a colour which represents their own personality; 2) paper plates were handed out and the participants made their own colour by mixing red, yellow, blue, white and black acrylic paint with their fingers; 3) they painted symbols which illustrate one's character with abstract shapes with their fingers intuitively; 4) they moved to a place on the paper where someone else had painted and put his/her colour and shape as "a gift" with inspiration, and this was done twice; 5) they moved to their favourite space and

added colours and symbols freely and intuitively; 6) they made a distance from the art to ob-serve it and continued painting to refine. This exercise was done in 20 minutes.

After the art making was finished, the participants shared their reflections and discussed in teams, and made small presentations amongst each other. Then both teams came together and talked about art-making and other exercises as a big team, and the workshop was closed after a short Q&A session.

5.6   Case 5: 204 Project (2016)

Figure 15: workshop at 204 Project

Number of participants	Time	Warm-up	Question-answering part	Synergetic exercise
36	80min	Air catch	50min (mini + BOOSTER)	--

Table 7: workshop program at 204 Project

In this workshop in a volunteer project "204 Project", the participants came from multi-professional backgrounds, and were divided to five teams. The author was given 80 minutes for warming up and team building, to encourage a better outcome of the main meeting which continued for 6 hours. Therefore, the discussions of the meeting took the place of the syner-getic exercise, and were handled by the project leader. Air catch was chosen as the warm up to inspire divergent thinking which could foster a creative mind set to create various solutions. Then the author demonstrated to the participants how to play the question-answering games using Cx3mini with each team. Five teams independently played the question-answering part, and while walking around to observe that the exercise was going well, the author added extra question cards little by little to naturally motivate the participants to try more profound questions. After about 50 minutes of the question-answering part, they had a short discussion and the author made a small lecture on what a team is. The whole exercise finished in 80 minutes and the process was continued by the leader.

6   Feed back

Since this project including the product development is still ongoing, and uses an evidence-based type of approach, the final results cannot be summarized or analysed at this point. The author will continue gathering data, reflections and information for future quantitative researches to conclude whether Cx3Booster is truly effective. However, a mid-project evaluation can be done at this point to further improve the project.

In general, program evaluation examines programs to determine their worth and to make recommendations for programmatic refinement and success. Although such a broad definition makes it difficult for those who have not been involved in program evaluation to get a better understanding, it is hoped that the vignettes just given highlighted some of the activities unique to program evaluation (Spaulding 2014).

To evaluate the whole Project Cx3 from 2013-2016, since this project is evidence-based, a summative evaluation might be suitable to adopt. As assessments of five workshops, needs-based evaluation style can be applied, because requests as goals had been given by the working life partners beforehand. Feedback from them and responses from participants through questionnaires are also added. In addition, self-evaluation with SWOT analysis is also used for the whole project and each workshop for development.

A summative evaluation focuses on whether a program is effective, based on standardized outcomes and controlled comparisons derived from relatively large samples (Patton 2002). It can take place during project implementation and after the project to assess whether the project has met its goals, whether there were any unintended consequences, what were the learnings, and how to improve (Owen & Rogers 1999).

Needs-based evaluation, one type of summative evaluation, involves judging the worth of a program on the basis of the extent to which the program meets the needs of the participants. This represents a variation on objectives-based evaluation, and makes the assumption that the objectives of a program do not necessarily represent the needs of the participants. (Owen & Rogers 1999) The evaluation seeks to determine if the stated goals of the program have been achieved.

In the workshops in 2015 (case 1-2), the author mainly observed and asked the participants if there was any space to improve for better results and to revise for harmless and safe exercises. The author gained feedback from many participators verbally and via online messages.

In the workshops in 2016, the improvement of the participants' well-being and reflections on the workshops were more focused than development of the products, since it looked like product development had reached an acceptable level for sale due to implementations and development in 2015. Feedback from three workshops (case 3-5) was collected in different ways; by the author at the event space (Harmony), by the working life partners through questionnaires answered afterwards (Fuji Xerox and 204 Project). All feedback was not mandatory but was voluntarily answered.

The workshop evaluations below are needs-based, comparing objectives given by the working life partners and actual outcomes seen from the feedback from the working life partners, participants and answers from questionnaires (case 3-5).

6.1   Keio University (case 1)

The goal of the working life partner for the workshop was to give a clue to the students that working as teams could help overcome difficulties by cooperating with each other, sharing aims and without losing motivation. It seems the objective was achieved. Here are comments from a participant and the partner organization:

"This game didn't make any specific person a star in conversations, but instead everybody talked and listened equally in the same way. Every answer was different, but everyone shared the different thoughts and views. […] In this situation, 'I contributed to the team without trying to be someone else, just myself', I guess." (student, seminar's report blog)

"Thank you so much for the workshop, it seems that the workshop left a strong impression on students. There was a student who voluntarily started to take action to promote good communication at class after the workshop, saying "this kind of exercise should be continued to achieve stable success", and he contacted an organisation that introduces and produces gamification tools. He has continued to try to develop the situation by using various games repeatedly in the seminar. I would like Obayashi to come again to have a workshop." (Ushijima, professor, working life partner)

6.2   M-Bridge (case 2)

Mr. Yoneyama's aim for the event was to provide new experiences and valuable knowledge to his clients and local citizens. Comparing his aim and the result, it can also be said that the goal was achieved. The author received many positive reflections verbally and also some written comments.

"It was totally fun and empowering. As Cx3BOOSTER truly is an excellent tool, I want to use it in my seminar and teaching. Thank you so much everyone, for giving me this great opportunity." (participant, teacher at a university)

"It was so fun and exciting. In fact, cooperative creative communication was boosted in the room. Every team made great works!" (participant, government employee)

"It was such an exciting workshop. Quite many participants said it was very meaningful. Thank you so much!" (staff member at M-Bridge)

"It was fun and exciting. It looked like everyone enjoyed it, thank you very much for making a great time for them, with passion." (Yoneyama, representative of M-Bridge, working life partner)

Also, the author's objectives of gathering information through observation to improve the products were also achieved and the data was used for designing (chapter 5.3).

6.3   Harmony (case 3)

The motivation of the working life partner for the workshop was to share new learning and experiences about well-being to empower their clients who had been struggling with various problems at work such as a lack of labor force. It is also possible to say the workshop fulfilled the clients' needs. Here are the results of questionnaire and comments from participants and the working life partner.

In the end of the workshop, participants were asked to write short comments on post-it notes as follows: "Could you please write a short reflection on today's work and put it on this well-being scale. If your well-being was zero when you came here, what figure would it be now?". The scale went from -3 to +3. To ask them to participate in this chart making, the definition of well-being in this project was explained during the workshop and a questionnaire was given to assess their current level of well-being (appendix 1).

A total of 32 people including 2 event organisers participated and 31 short comments were put on the well-being scale. (One event organiser was unable to write a note due to work, but she gave the author her comments verbally and by e-mail later on.) All 31 tags were placed between +1.5 ~ +3 or more (figure 16). Some common keywords in the notes were found, as follows:
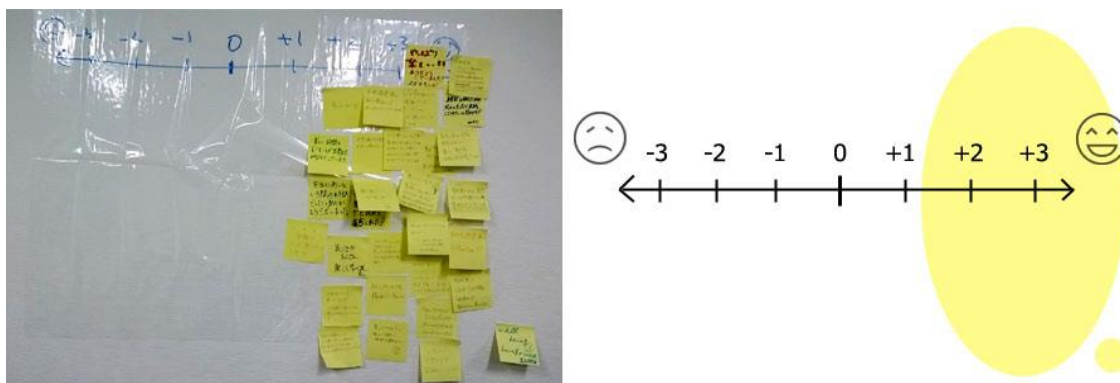
Figure 16: short reflections on well-being scale

It was fun	Awareness and learning	Communication has improved	Want to try this by myself or tell others	Well-being was improved
19 (61.3%)	8 (25.8%)	7 (22.6%)	6 (19.4%)	4 (12.9%)

Table 8: common key words mentioned in reflection notes from 31 participants at workshop at Harmony

Here are some comments from the short notes:

"I think because we achieved a state of good communication, we were able to make a great drama together."

"It was really fun. I realized that fair relationships can be made through good communication."

"It was amazing that we could build such good friendships in this short period."

"My well-being improved! I want to use this tool for making good relationships in my company regardless of sections."

"The three hours exercise was like a dream and went by in a flash. It was great, thank you so much. I met some participants after the workshop and everybody says 'it was so fun!' Some people have already started to try to use this Cx3 tools in their companies, so I am really grateful that I coordinated the amazing workshop together with Obayashi." (Kadota at Harmony, working life partner)

6.4 Fuji Xerox (case 4)

For this workshop, the purpose of the working life partner Yamaguchi for the event was to give participants comfortable and fun communication and co-working experiences. The purpose appears to have been accomplished.

As the result, feedbacks from 6 out of 13 participants have been collected through questionnaires by the working life partner after the implementation, asking questions such as:

1) Did you enjoy the workshop?
2) Would you like to join again?
3) Any comments on the workshop?

And the table below show the responses.

Did you enjoy the workshop?				Would you like to join again?			
Yes	6 (100%)	**No**	0	**Yes**	6 (100%)	**No**	0

Table 9: close-ended answers from questionnaire for workshop at Fuji Xerox

Also I received some comments by online messages and e-mail. Below are some questionnaire answers and comments and reflection from participants.

"Smiling and grinning, everybody listened to the personal stories of others describing his or her personality well, in a comfortable atmosphere."

"For a group of strangers like us this time, it would be better if warm up was an exercise that encouraged us to laugh more."

"I realized that by listening to others, I was asking questions about myself."

"Painting together in the end was really effective to improve our sense of unity."

"Great cooperative creativity arose through good communication. It was so much fun!" (Yamaguchi at Fuji Xerox, working life partner)

6.5 204 Project (case 5)

The objective for the exercise of the working life partner Ushiguchi was to lift team spirit and coordinate a state of good communication among the participants as starting members of the

project. Comparing his aim and the results below, his goal has also been achieved. In this team-building exercise during the event held by the project leader Ushiguchi, all feedback was collected through questionnaires by him online after the event. Then he forwarded the author some selected responses regarding the 80-minute team-building exercise.

Questions were:

1) How much are you satisfied with the team-building?

2) Comment freely about the exercise.

Responses from 19 out of 36 participants were collected. The figures can be seen in the table below:

Very satisfied	Satisfied	Not really	Not satisfied	Very frustrated
14 (73.7%)	5 (26.3%)	0	0	0

Table 10: question "How much are you satisfied with the team-building?" at 204 Project

Some comments in response to the question 2 and feedback are here:

"It was good learning. It was nice to know how discussion went well. I wanted to ask her more about why that exercise was chosen, for example."

"Obayashi was great! If all members in the room could communicate, the next discussion program would be more comfortable, I would say."

"It was excellent that members were able to make good friendship without any bias out of status or title. I would like to try it to know what kind of factors could be obstacles if it [Cx3] is used abroad."

"The card game was quite new for me. It was fun to think about the questions and to listen to others about what is not usually asked."

"Communication by using cards was good because we got to know each other in quite a natural way. It would be good if we introduced ourselves and described thoughts on this project, background story, and what has been done for the project, etc."

"I asked Obayashi to do a team-building exercise for our project since I thought using Cx3BOOSTER with her facilitation would be ideal for members with diverse for multi-professional backgrounds to understand each other and build a base to cooperate together for the common aim of 'making ties between Japan and other countries'. The instructions

and time management were almost perfect. In particular, value of a workshop using Cx3BOOSTER is that the tools can promote active-listening among diverse members. In addition, her sincere and witty facilitation let the members who were nervous because it was the first meeting relax and made a good mind set for understanding each other. Thank you very much." (Ushiguchi at 204 Project, working life partner)

6.6   Users of the Products

The aim of producing Project Cx3 with Cx3BOOSTER and Cx3mini was to help workers promoting well-being by themselves, leading to improved output of the team at work. Therefore the tool itself should help them, hopefully without considerably reduced effects even if they do not have facilitation and instruction experiences. One set has question cards, exercise idea cards, instruction cards and a manual. Additionally, the online user community, how-to videos and planning sheets are available as options to help users. It has been almost 6 months since Cx3BOOSTER was published, and the author asked some users to comment in a free format on how it has worked. Answers have been collected by e-mail and online messages:

"We have been making good use of Cx3BOOSTER in our classes and practices in the nursing department (public health nursing study). Cx3BOOSTER is an effective tool for participants (local citizens) to form a group and to introduce health education to the group. Until now, the techniques involved in social support for mothers through 'child-care salons' etc. could only be acquired through experience, but now even nursing course students can create a good atmosphere and good relationships through the use of Cx3BOOSTER. I think this tool can support inexperienced professionals to develop their skills and to promote quality of welfare service." (Junko Ito, assistant professor of public health nursing in the Nursing Department at Seirei Christopher University)

"I often work as a facilitator and Cx3BOOSTER is my most favourite tool now. It is indispensable for me to make a good session. Since meetings run by administrations are usually quite formal, participants are astonished with their mouths opened when the Cx3 exercise starts. It feels good to see participants smile, grin and think a lot with joy. Even men over 50 years old in higher positions smile and communicate well after three questions. Also, to build a good team through cooperative creative communication beyond age and status etc., using Cx3 series is perfect." (Nomura, government employee)

"I have used this tool three times, and I got great evaluation. The participants were really excited with the exercises and improved sense of unity for cooperation by expressing themselves in quite a natural way and understanding each other." (professional coach and trainer)

Below comments are from people who have not joined a workshop using Cx3BOOSTER organised by Project Cx3 or other event organizers (e.g. workshops in 2015-2016).

"I arranged a workshop for my business partners following the guidance of the cards, manual and planning sheet. I made an effort to prepare with the planning sheet, correcting and changing many times, but it went well in the implementation. One person (an administrative scrivener) in the group was first hesitant to join in, but by the end he became very enthusiastic through the question-answering part and other exercises, and the other participants also enjoyed seeing this new side of him very much. They drew geographic maps of Japan together as the synergetic exercise, and it worked well, too." (Iwasawa, employer)

"I used this tool for team-building of new employees as a part of training. Because the rules are easy, I could prepare the exercise by thinking about the aim carefully, and they really enjoyed it in the end. It looked like they could achieve a good team spirit by encountering profound minds and listening actively each other. I would like to use Cx3BOOSTER for other workers. Thank you very much." (employee at a construction company)

7   Evaluation

7.1   Project Evaluation

For the project evaluation of the specific period of 2013-2016 which was reported in this thesis, the author uses summative evaluation questions by Owen & Rogers (1999). In each question, the author evaluates the project from seven perspectives on a scale of 0 to 5, 0=none, 1=poor, 2=acceptable, 3=good, 4=very good, 5= excellent, with comments. In the next self-assessment part (chapter 7.2) some topics are mentioned with some thoughts.

Question	From 0 to 5	Comments
1. Has the program been implemented as planned?	3	All processes were up to the author in this project, but no agreed deadlines with clients were missed. However, the decision on what should be included in the thesis took longer than expected.
2. Have the stated goals of the program been achieved?	4	While the project is still on-going, it can be said the stated goals have been achieved considering the feedback. For independent well-being, the author needed to empower clients to tackle problems by themselves, and quite many of them have been motivat-

		ed. Also, during the workshop they experienced that their well-being has improved through good communication.
3. Have the needs of those served by the program been achieved?	4	It has been achieved so far, although there is still room for development.
4. What are unintended outcomes of the program?	--	So many people more than I expected are interested in this topic. Without much advertisement the author attracted clients and participants through word-of-mouth. Large companies and organisations in Japan have been interested in this kind of program. When the author holds a workshop, some participants become the next clients because of their positive experiences.
5. Does the implementation strategy lead to the intended outcomes?	3	In many cases participants reflected just as I had planned or more actively than I had expected. However, sometimes deficiencies in the author's skills of instruction surfaced because of the various situations of the clients, and this required experience to adapt and coordinate.
6. How do differences in implementation affect program outcomes?	--	The outcomes of the program were highly dependent on the goals set by the client. If motivations of the workshop participants were similar to the objectives of this project, the difference appeared to be small.
7. Has the program been cost effective?	1	Since workshops in 2015 were for product development and promotion, costs outweighed gains through crowdfunding if costs for designing and printing are included. Also the pricing of workshops covered in this report were kept quite low, since the author and Cx3BOOSTER were still not very well known.

Table 11: Project evaluation

7.2   Self-Assessment

First of all, implementations went better than expected. As seen in the comments and the answers from the questionnaires, written feedbacks were positive. Almost all participants mentioned about its pleasure including so many verbal responses that the author could not keep count. In every testimonial and workshop, all participants started smiling during the question-answering part and a comfortable atmosphere was created by equally listening and expressing personal thoughts, aesthetics, virtues, strengths, uniqueness and cuteness. This repeated communication exercise seems to build trust-based relationship through the 3As: Active-listening, Appreciating and Accepting, as was assumed. As Mehrabian (1971) found in communication studies, when people receive messages that have inconsistent information (eg. the speaker's facial expressions do not match the content of the speech), the types of infor-mation are prioritized as follows: 7% for the words used (content of speech), 38% for the tone of voice, and 55% for body language (7% accounts for verbal messages and 93% accounts for non-verbal, visual and vocal information) (Institute of Judicial Studies 2013). Expressions be-yond words have a lot of information: eye movement, gesture, tone of voice, silence, facial expression, etc. If we focus on non-verbal information through observation with curiosity, our awareness toward people might increase and we may realize the greatness of others quite easily, with excitement. It is a very good opportunity if everybody has the right to listen and to talk equally, understanding and being understood. The Cx3 question-answering part is of-ten compared to a game-like exercise; however, it is closer to counselling. The author ex-plains to participants in demonstrations "this is not a first-come-first-served game. You don't have to answer quickly, but just think intentionally, be relaxed and believe your brain", with the aim of encouraging their divergent thinking.

Not only the author, but also quite many participants have realized the immense importance of silence through the question-answering part. Even if one is staying silent during his/her turn, and not saying anything for a while, it does not mean that he/she is not thinking. The participant is trying to translate data into words by deeply concentrating on memories or thoughts. If others observe him/her by paying close attention, it is clear that just he/she is thinking deeply from the eye movement, breathing and posture. Therefore, the other partic-ipants can keep silent also to allow his/her mind to dive into profound thoughts. However, in daily life, also at the workplace, we tend to disturb and cut-in when others are thinking deep-ly, with words like "in other words…" "in short…" "what you want to say is…", hating silence or lacking patience. This attitude is truly frustrating, and the silent person may feel as if he/she is being rejected by the insensitive disturbance. Conversely, if others respect his/her silence, the person can relax and think freely, and come to trust them in exchange. Personal-ly the author feels that her own active-listening mind-set has considerably improved by play-ing the question-answering part hundreds of times with many people. Instead of pretending to listen, the author can listen to others with curiosity and attention in a natural way, as she

knows that everybody has brilliant qualities and that if she listens with full attention, they can relax and communication will go well.

Also, the rules "one cannot know what the question is until the card comes" and "the last person should try to guess what the question is before revealing the card" actually help more active listening by making full use of empathy, not only curiosity. If A, B, C, D and E are in a circle playing the question-answering part, first only A knows the question while others are puzzled, as only one answer is not enough to guess the question. Then the card is passed to B, and who makes sense of A's answer by learning the question, and often there is eye contact with A. C and D answer, reacting in the same way, and an empathetic feeling is spread little by little from A to D. When it is the last person, E's turn, A, B, C and D look forward to how E will guess the question. Whatever E guesses, they often react excitedly due to the empathy shared between them. Rules in the question-answering part are quite simple, but they can facilitate well a person's uniqueness and positive emotions such as empathy and curiosity in natural ways so that participants comment "it was fun!" As a result, many participants would like to try this exercise with their colleagues at work. A popular business game inventor in Japan, Mr. Rikie Ishii commented on Cx3BOOSTER that "if people want to try it by themselves, that tool is excellent."

A big obstacle in a workshop or an exercise is actually "setting a clear aim". As assumed in theoretical framework (chapter 3.6), a team is a group which has (1) a clear common aim, (2) a specific role for every member, and (3) time-limitation. Each factor is really essential for working well as a team. In particular, the aim is crucial: if the aim is unclear and unconvincing, everything does not work well or the level of the outcome significantly drops down. The author had 2 workshops out of 18 which were acceptably good, but not so well done compared to others. The common points of the two were that the event organiser had not described the purpose of the workshop well beforehand, and the participants did not have views or a common goal, even though the author had requested that the participants be informed of a clear aim. This made participants' experience difficulty in answering even easy questions. The questions were as easy as "what is a memorable food you had on a trip?" or "what movie would you choose to see if you wanted to refresh yourself", but one man could not answer even after 5 minutes. It seemed like their brains refused to think. Probably they were not sure why they should answer this kind of weird question; they did not know which direction to go. If a clear aim was not shared before the implementation, the author should have explained in the beginning of the workshop. Learning about goals, information about participants, the surrounding situation and detailed requests from clients before implementation is a key to success. By pointing out or thinking together about which direction to go, participants can be motivated to join in exercises proactively. Without their willingness to move toward goals, no workshops can succeed. It has never happened, but if there are some who

do not want to participate, it should be allowed. The participants' dignity and freedom of choice have to be treated as much important as the goal.

When the communication went well, their extremely boosted creativity was often visible. The author rediscovered people's greatness in creativity and amazing team spirit through good communication. Particularly in exercises such as drama-making and art-making, participants showed great creativity. In the cases 1-3, Keio University, M-Bridge and Harmony, drama making activities as synergetic exercises were surprisingly outstanding. All participants were so excited to act and watch the improvised dramas that it seemed as if the building was shaking from laughter and applause. In case of the university, as the participants already knew each other and they were also very active students, the author had expected they would enjoy themselves and perform well. The students did much better than anticipated. They cooperated well and concentrated on making good stories which let the audience laugh.

In the case of M-Bridge, with participants from multi-professional backgrounds and different age groups, all teams which had chosen drama-making co-worked very well, heightening collaborative creativity. For example, even an old lady, quite nervous and anxious before the docudrama presentation, suddenly straightened her back and acted like a real teacher as soon as the play started. All members on the stage fulfilled their roles like she did, and the short docudrama finished really successfully, getting thunderous applauses and big laughter. In this way, people who didn't seem to be good at speaking and acting in public acted very well in all drama groups, getting over inner struggles against fear or embarrassment. Why was that? Perhaps it was because the drama-making satisfied the conditions of a team: aim, role and limited time. The aim is of course to complete the story together, team roles are the parts in the play, and a drama has a clear beginning and an ending. By contribute to these factors and their team mates, people can overcome personal difficulties. As Adler (1931) mentions in his individual psychology of which key words are social connection and contribution, people can develop and be esteemed in this way, not for self, but for others.

Art making helped the participants understand what team work meant in the Fuji-Xerox workshop, after the question-answering part. In the beginning of the painting as the synergetic exercise, they focused on a small area to paint as "I". In the next phase, they let go of being "I" and became "we" by moving to other places and adding their own colours as "presents". They realized and appreciated the works of others and made a cooperative work by painting their own colours. This was done once again, after which they looked over the whole paper and recognized that in fact all of them had worked separately, but in a harmonized manner. They identified themselves as "a team" at this point, and after that they worked more collaboratively. This art-making visually showed the team-building process through the painting experience. Looking at the art they made, there are no self-centred or diminishing factors,

but diverse and unique personality and unitary sense coexist at the same time. In this project, this is a really ideal state of well-being at work. By talking about each other in a fair communication setting that aims to facilitate the 3As, less anxiety and more cooperative creativity were encouraged, and they were given the aim of art-making. They had been almost strangers, and it was really moving to see that they had built a good team and worked together within 2 hours. It seems that mixing and painting colours with fingers worked well to encourage their intuitive creativity. The author wished for participants to enjoy painting like children, who are the most creative existences in the world, indicating "there is no single correct answer, but you can make a limitless amount of answers if you feel free." Because of their excellent creativity, the work went well and the paintings could have been displayed in the office building.

Figure 17: artworks made by participants at Fuji Xerox

To develop people's cooperative creativity fully, the author found that there were several points to take care of: 1) venue, 2) safety and 3) reducing bias. Venue is about the size of the room. When the ceiling was high and the space was large, it took a longer time to create a friendly mood among participants. This is experience-based, but rooms that were too large or ceiling that were too high seems to have disturbed the participants' concentration. The height of ceiling may have more to do with comfortableness of participants than the space. Although it may seem strange, a relatively small-sized room might provide a feeling of safety and closeness among people, even if sometimes participants might feel hot or lacking oxygen. The author intends to continue research on this phenomenon.

Safety is also an important factor, as participants share stories that are sometimes quite private and sensitive. At the Harmony workshop, having participants signed agreements on confidentiality, keeping private what was shared in the workshop appeared to work well to release their creativity in the session (appendix 4). The author does not think it needs to be a written agreement, but it is necessary to state that participants should respect each other in the very beginning of the workshop for both quality and safety.

Reducing bias is, for example, asking participants before the workshop not to reveal their occupation, status or background that might be obstacles in understanding unique personalities. This might not often happen in Finland or other countries with less hierarchical societies; however, if A knows that B is working for a large company in a position of responsibility, A may become biased in some respects, hindering the natural appreciation of the uniqueness, cuteness and strengths of B. In many workshops with participants from multi-professional backgrounds, the author asked them not to exchange business cards and to introduce themselves without mentioning their occupation, position and age before the workshop started. These rules make the room really quiet in the beginning, but it is absolutely necessary to build fair relationships in the workshop. The author often heard this kind of comment: "It was so much fun! By the way, I wonder what other participants do." Actually the participants are company employees, government employees, lawyers, representatives of well-known companies, shop staff, teachers, entrepreneurs, NPO staff members, etc. The author believes that unless she had mentioned those rules, creativity could not be boosted that much, due to invisible walls that come up from bias. Participants can really focus on the other participants' personalities and greatness in this way, and this also helps to create a feeling of safety. The author intends to research further into other ways to develop creativity and a safe atmosphere in workshops.

Many workshops using the tool Cx3BOOSTER have been reported in this thesis. This tool might actually be helpful for workers. However, the author believes people can achieve success through solution-focused ways of thinking. Focusing on the solution is empowering for both individual well-being and the team. A strong belief of the human being's ability to survive and to hope for a better future is the most necessary element. It means that workers need to trust hidden potentials of co-workers and also themselves: they can do it, if they want and believe it. Setting a strong and clear goal and fulfilling specific roles through a contributing mentality and respect, they can solve problems together. Good communication skill identified as the 3As – active listening, appreciating and accepting might naturally come from such a mind set. In a way, Cx3BOOSTER has the high ability to assure people that "you are good enough" by facilitating good communication. I received a comment which left a strong impression from a workshop for a multi-professional group: "Before I was thinking about how I could recruit superior new employees to develop our business. But maybe, we already had enough team mates as a work force to achieve our goals, if we could only cooperate better. This is today's biggest epiphany."

Of course there is space to improve. Since the author had only one session at each places, continuous sessions at a specific place should be taken in to consideration for researching more actual promotion of well-being. Higher safety and better quality also should be pursued through examinations and be applied to programs and descriptions, for workers to have work-

shop on their own, independently. Solution-focused approach could be better incorporated for example in the planning sheet, since now it is mainly only used for recognising the brilliance of other participants through the question-answering part. Therefore this mind set can be used in other parts also, for example, when setting the goal for the exercises, strength, solution and future-oriented questions can be useful to focus not on the problems but the positive points. Also, participants can practice having a solution-focused attitude through drama exercises guided by cards or manuals. These kinds of factors will be considered in the next stage of development in 2016.

The quality of workshops should be improved also, to encourage more people to take action for independent well-being at work. The tool was made for workers to have workshops without the author's instructions, but still experience is important. In 2015-2016, many participants of the workshops purchased the tools to use by them in their workplaces because they had really enjoyed teamwork through exercises at the workshops. Moreover, since the author gave descriptions of theories on well-being, creativity, team, etc. using related activities, the output of teamwork could be improved. Knowledge and emotional experience are things that cannot be provided through the use of the product only product. The lengths of workshops so far were around 3 hours, but it could be longer so that participants (key persons) can learn, feel, express, and experience more together to be empowered.

Workshops in this report were all held in Japan, but the author had some testimonials in Finland and the UK with over 70 international participants, and gained very positive reactions. Japan was chosen first because of the author's concern about the poor situation well-being at the work place in that country, and it was easier to instruct a workshop in the author's own mother tongue. The effectiveness of the product has been shown through testing and workshops in 2015-2016 in Japan. Seeing this thesis as a turning point, the author plans to spread this project and tools to other countries including Finland.

8   Conclusion

In conclusion, the author believes that the aim of Project Cx3 has been achieved so far: to find unique methods to foster the well-being of workers by using a tool which can support good communication. This thesis has been written to report on what has been achieved between 2013– 2016 and in Japan.

Mental health at work is a crucial problem in the world. However, while we often hear about the huge financial losses due to medical costs and reduced productivity, it is not often discussed what is going on at workplaces and how painful it is to work in a bad environment. Such problems exist here and now, and there are people suffering at work everywhere. One-

size-fits-all solutions given by authorities in a top-down manner might not work, because working situations are so complicated and diverse, and also the needs of the workers are really different from person to person.

To consider a realistic way to continuously promote mental health, a worker-centred approach could be ideal. The author's idea was to develop a communication tool to promote well-being by coordinating good relationships of workers through fair communication and creative exercises, since she believed almost all problems come from human relationships, and also almost all problems can be solved through relationships. For effective and empowering communication, the author adopted solution-focused approaches as a base and added some hypothetical approaches (3As: Active-listening, Appreciating and Accepting) for rapport-building. Creative approaches were also used for participants to express themselves in natural ways and to understand each other with pleasure. The author's belief is that everybody has unique qualities, and by listening and speaking equally, they can build trust-based relationships.

Team theories also played an important role in this product. Workers can gain not only salary but also esteem and achievement through work. Companies and organisations are established to achieve greater success which one person alone cannot reach. Therefore, the well-being of workers is connected to a greater outcome and individual esteem. It means that workers and the organisation can coexist in mutual prosperity in theory; they are not enemies. After building good relationships through communication exercises, teamwork is employed to allow participants to experience multiplied cooperation and greater outcome, and recognize how good they feel as team members. Using the tool, players can encounter the processes of 1) fair communication, 2) good relationships, and 3) cooperative team work. In a good team with fair communication, diversity and personalities are appreciated and the pleasure of achievement is shared. They are also connected to personal well-being.

Based on these assumptions, the pilot version of Cx3BOOSTER was designed through testimonials with over 70 people in Finland and the UK. In summer 2015, 11 workshops were held with over 200 participants, and the official model of the Japanese version was published via crowdfunding. 6 workshops were then held in Japan in February 2016 with over 100 participants, and Cx3BOOSTER gained positive feedback from workshop participants and product users. Through written questionnaires, many respondents gave positive feedback, rating the product as excellent or good. As purposed in the beginning, many workshop participants wanted to use the tool by themselves for their aims. While it still needs further development for higher safety and quality, the project has so far been successful.

In closing, the author would like to sincerely thank the working life partners, crowdfunding financers, the participants of the workshops, product users, Cx3 Booster's visual designer, Laurea University of applied sciences, and all supporters of this project.

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Appendices

Appendix 1: example questions for self-evaluation of well-being at work

Relationships
- Do I feel positive about the relationships or bonds between myself and my co-workers? - Am I belonging to any teams and contributing to them? - Do other team members respect me? - Do I feel I am needed by my company? - Do my co-workers listen to me? - Is the state of communication fair at work? - Do I trust my co-workers? And am I trusted? - Is diversity appreciated in the working environment? - Do I feel I am contributing to society through my work?
Satisfaction
- Have I ever been satisfied with my work? - Do I feel self-esteem at work? - Am I proud of my work? - Is my job fun for me? - Do I share excitement and pleasure with my teammates? - Have I gotten over difficulties through work?
Development
- Have my skill and knowledge developed through work? - Have I grown? - Am I building my career? - Am I improving my quality of life through working?

Appendix 2: examples of warm-up ideas

1. Air band		
5-10 min	4-6 people / group	Senses used: Auditory, kinaesthetic
1) Have every team decides on a band name in 20 seconds, which will also be their team name. 2) Have each team stands in the front of the room, and pretends to play instruments with improvisation by listening to the music which is randomly chosen and played by the workshop facilitator. Each person must 'play' a different instrument, which can include an imaginary instrument, and decide what they want to play through gesture and eye-contact. 3) After everybody has chosen an instrument, solos start. The workshop facilitator touches the shoulder of a 'musician' who must play a solo until he/she is satisfied, after which he/she touches the next person's shoulder as the sign for them to start a solo. After everybody has played a solo, all band members play together for 10 seconds and finish.		

2. Memory sketch		
15-20 min	4-6 people / group	Senses used: Visual, kinaesthetic

1) Prepare 20~30 pieces of A5-sized paper and pens.

2) Explain: "Now we're going to test your memory. Draw an object as if tracing the image from your memory." Give them a subject: a symbol or popular character that everybody knows (e.g. giraffe, animated character, company logo, national flag, traffic sign…) and they must each draw it within 20 sec.

3) Enjoy viewing each other's works and make comments: which one seems more real, artistic, etc. Repeating this exercise a few more times is good for an effective warm-up.

3. Eye contact and High-five!		
5-10 min	6-8 people / group	Senses used: Visual, kinaesthetic

1) Have the participants make a circle and ask them "who do you think is the best A in this team?" (e.g. early riser, good cook, cat-lover) and have them decide in 5 seconds.

2) "5, 4, 3, 2, 1, look!" then everybody looks at the person whom they have chosen. If there is a match (two people look at each other), the pair does a high-five right away. Keep enough space between the participants so that it is clear who is looking at whom.

3) Repeat the game for a while or until everybody does a high-five. Prepare many unique topics beforehand.

4. Air catch		
5-10 min	4-6 people / group	Senses used: Visual, Scent, kinaesthetic

1) Have the members of each team make a circle and choose someone to be the first thrower. Guide him/her: "Imagine you have an apple. Sense the shape, colour, weight and smell in your hand, and then throw it to somebody".

2) Then the imaginary apple is thrown to the next person and he/she pretends to catch it, feel it and throw it to the next person. Repeat this exercise several times.

3) Change the object several times so that everybody can be the first person to image and throw the item. The invisible objects could be a banana, a bottle of water, an iPhone 5, a sack of rice, etc.

Appendix 3: explanation before question part starts

"Now, we will start to play a communication game to improve the performance of the assembled individuals and, in turn, the team.

A team is defined as a cooperative group formed to achieve a specific goal, within a limited time. Each member plays a role within the team.

By listening to, respecting and accepting each other's differences, team members will develop communication skills, resulting in improved individual as well as team performance.

Now, let's play the communication game.

There are no winners or losers: all you need to do is just listen and take turns answering the questions. The trick is to relax and enjoy this insight into your own and your teammates' personalities.

Are you ready? Then, let's begin!"

Appendix 4: examples of synergetic exercise ideas

1. Paper plane plant		
20 min	4-6 people / group	Aim: to make many paper planes

1) Prepare some sheets of A4-sized paper and pairs of scissors.

2) The aim is to create 5 paper planes, which should be 21-30cm in length, 8-18cm in width, and able to stay in the air for more than 10 sec.

3) Without researching any information, make full use of members' knowledge and skills in designing, making, flying, measuring etc., and complete everything within 20min. Roles should be decided by the members in a spontaneous manner.

4) It recommended to be done as a competition between the teams.

2. Synergetic world-map		
10-20 min	4-6 people / group	Aim: to make a world map as accurately as possible

1) Prepare big sheet of paper or a white board and pens.

2) Draw a world-map from memory, without researching any information. Continents, islands, name of many countries and capitals should be illustrated.

3) Cooperation is important. Making full use of everyone's strengths (e.g. geography, drawing, memory, etc.), cooperate to finish a map as accurately as possible within the time limit.

4) It is recommended to be done as a competition between the teams. If world map seems difficult, a map of a specific country is also fine.

3. Now it's time to solve		
10-20 min	4-6 people / group	Aim: to solve a practical problem

1) Do a survey on problems which the members want to solve concerning the organisation which the team belongs to, or regarding the team's interests.

2) Discuss and choose a topic from the questionnaire, and have a discussion on how it can be solved in practice, thinking about what the members can do with their roles and contribution. A solution-focused mind set is encouraged.

3) If necessary, the facilitator helps out. If there is not enough time, set a date for the next meeting and finish the exercise with a round of applause.

4. Making a drama		
20-30 min	4-6 people / group	Aim: to make a docudrama

A story shared by someone during the workshop will be turned into a short drama to be performed by the team members.

1) In 4 minutes' preparation time, the team members have to do the following: a) decide which story should be recreated, b) arrange the story as a drama which has a beginning, a climax and an end, c) everybody takes a role, and d) the roles should be decided proactively by the members.

2) Any place or material can be used in drama-making. It is recommended not do decide on detailed storylines.

3) All teams perform their dramas.

5. Creating a big work of art		
20-30 min	4-6 people / group	Aim: to make a big work of art

A big white paper is set on each table. Paper plates to be used as palettes, tubes of acrylic paint and some tools such as cotton swabs, sponges, and plastic forks are prepared beforehand.

1) The facilitator askes everybody to imagine what colour represents their own personality.

2) Paper plates are handed out and each participant makes his/her colour by mixing acrylic colours with their fingers – from red, yellow, blue, white and black.

3) Each participant intuitively paints an abstract shape which symbolizes his/her character with their fingers.

4) They move to place where someone else has painted, and put his/her colour and shape as "a gift" with inspiration. This is repeated once more.

5) Next they move to their favourite space and add colours and symbols freely and intuitively.

6) They observe the artwork from a distance and continue painting to refine it.

Appendix 5: agreement document for participants

Agreement on Workshop Participation (22.02. Sendai)

Thank you very much for your participation today.
Before participating in this workshop, please read the following and leave your signature at the bottom of this document.

1. In this workshop using certain tools, participants may be asked to discuss personal matters. Please refrain from disclosing outside of this workshop whatever you hear today. Similarly, other participants have also been asked not to disclose to a third party any information that may be shared today, to ensure that you can participate without worry.

2. The slides shown or explanations given in today's workshop may contain information based on on-going research. You are permitted to take photos for your own personal record, but any information or photos from today's workshop cannot be used for any purposes other than personal learning or as reference for organizational reform of the organization to which you belong (the information/photos from today's workshop must especially not be widely distributed, made public, or used in a situation where there may be a transaction of money, regardless of whether or not the purpose is profit generation).

3. When taking photos during the workshop, please refrain from taking photos where the participants' faces are clearly visible. You are permitted to take a few photos of the question cards of Cx3BOOSTER and put them online, but information on the rules for their use are for the workshop participants only, so you are requested not to take photos of the rules or upload/publicize them through blogs, social media, etc.

4. Obayashi may upload a few photos of the participants' tables or hands, and publicize them through social media or websites for record. The participants' names will not be shown on these photos. Photos of the entire workshop room may also be taken for research purposes, but these photos will not be made widely public in any way. If the photos are shown in an academic paper, filters will be used to blur the participants' faces, and individual names will not be disclosed.

If you agree to the above, please sign below, and give the "Lecturer's Copy" to the workshop organizer, and take home the "Participant's Copy".

Participant

              Date

Lecturer

    Aya Obayashi   Date   2016 2/22

Appendix 6: colour pieces for art making (irokumi®, produced by Hiromi Ogura)

Appendix 7: photos of Cx3BOOSTER (English pilot version)

Appendix 8: how-to movies

How to use Cx3BOOSTER (in Japanese)

https://youtu.be/0glgMs6TcjU

How to use Cx3mini (in English)

https://youtu.be/8d6qJFqrAqo

How to use Cx3mini (in Japanese)

https://youtu.be/n1jJhs56mSw

Appendix 9: workshop planning and check sheet

Workshop Planning and Check Sheet (ver. 1)		
name	Date and time	
Number of participants	Facilitator(s)	
Basic information on the participants		
The aim and objectives of the workshop		
Process 0: Introduction		Time : ~
What to do?		
Pre-workshop preparation (information, venue, materials, etc.)		
Check	☐The aim and objectives were explained and understood ☐Participants seem motivated	
Process 1: Warm up		Time : ~
What to do?		
Pre-workshop preparation (information, venue, materials, etc.)		
Check	☐Everybody participated ☐Equal chances to express ☐A (verbal/non-verbal) communication opportunity for everybody ☐Five senses were intentionally used ☐Personal motivations to participate were shared (in-group or for all) during or after the exercise	
Process 2: Cx3 question Part		Time : ~
Pre-workshop preparation (information, venue, materials, etc.)		
Check	☐Appropriate group size (4-8, ideally 4-6)	

	☐Enough number of facilitators (when there are several groups) ☐Everybody could see each other's faces in the group ☐Explanation or definition of the group was given ☐No interruption (noise, disturbing by others, etc.) ☐One participant picked up a card at least once (ideally twice) ☐It seems everybody concentrates and rapport is shown from their 　facial expression and attitude

Process 3: Synergetic Exercise	Time　:　~
Pre-workshop prepa-ration (information, venue, materials, etc.)	
Check	☐The purpose of the exercise was explained ☐The aim was clear　☐There was a chance for presentation ☐Everybody choose a role proactively ☐It was creative and cooperative

Process 4: Cool down	Time　:　~
Pre-workshop prepa-ration (information, venue, materials, etc.)	
Check	☐The participants relaxed ☐Personal reflections were shared ☐Opportunity to discuss how they continue the implementation or how they act in practice
Feedback from the participants	
Self-assessment	

Appendix 10: history of Cx3 series development

Cx3BOOSTER		Cx3mini	
2013. 1	Project started		
2013. 4	English prototype made		
--	Questions refined and given basic visual design		
2015. 2	English pilot version printed		
2015. 4	Japanese pilot version printed Crowdfunding started	2015. 4	Design started
2015. 6	Crowdfunding finished	2015. 6	Japanese pilot version printed
2015. 6 2015. 7	11 workshops with over 200 participants held in Japan	2015. 6 2015. 7	11 workshops with over 200 participants held in Japan
--	Design and program refined and modified	2015. 9	Crowdfunding started
2015. 10	Official model: "Cx3BOOSTER vol.1 –basic-" Japanese version published	2015. 10	Crowdfunding finished
		2016. 1	Official model: "Cx3mini vol.1" and "Cx3mini vol.2" published
2016. 2	6 workshops with over 100 participants held in Japan	2016. 2	6 workshops with over 100 participants held in Japan
		2016. 3	Additional printing of Cx3mini vol.1
2016. 4	"Cx3BOOSTER®" registered in Japan		
Future Plan			
2016. 8	Publish Cx3BOOSTER vol.1.1	2016. 8	Publish Cx3mini vol.3, vol.4
2017	Publish Cx3BOOSTER vol.2 – advanced-	2017	Publish upgraded version