Change process in workspace: Lessons from Laurea University of Applied Sciences, Leppävaara campus

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Laurea University of Applied Sciences   **Abstract**
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Problems with change management: Lessons from Laurea University of Applied Sciences, Leppävaara Campus

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In 2016, the Leppävaara campus of Laurea University of Applied Sciences (UAS) conducted a total transformation in the teacher's office design. All the traditional working spaces of the teachers were converted into a multi-purpose workspace to allow the optimization of the space usage. Since this was a large change, there was resistance from some of the staff during the project. The objectives of this thesis project were to discover the reasons for the resistance, including the psychological aspect and the change management process, and then to establish a better plan for a future change project.

Activity-based workspaces are considered as an initiative solution for the office space at the moment since they serve all the purposes which a company needs. However, this concept is not for every business and not everyone has the same opinion about it. In addition, changing from a previous office to an activity-based workspace is an important project of the plan. These are two main topics which will be discussed in this thesis.

A qualitative research method was selected to conduct the research. In the qualitative methods, interviews and benchmarking were applied to clarify five research questions. First, an interview with the change project manager was conducted to understand the opinions of the management side and to receive general information about the change project. Then, the author randomly interviewed four students to collect data about the students' opinions regarding this office concept. Next, an email was sent to the teachers working at the Leppävaara campus to ask for participation in a semi-structured interview to clarify their user experience of the new office and their point of view on the change process. Finally, the author chose Microsoft Netherlands case for benchmarking.

Through the research process, the results showed that in the user experience, most of the teachers who work mainly at school think that there should be some improvements in the new office. There are two people who are mobile workers who think that the new office is a positive solution. The students have difficulty in finding the teachers as there is no assigned place for each person. About the change process, all of the teachers think that the management should have involved them at the beginning. In general, there are twelve teachers who participated in the interview and there are more than twelve answers and opinions. However, people are getting used to the new office concept and accept it.

In conclusion, the author suggested having a workshop between management and teachers for communication and more listening to the teachers' points of view. Based on that, the management can decide to get rid of the physical obstacles and add some extra needed factors to make their user experience more comfortable. Communication is the key to any change project and in the case of Laurea Leppävaara campus, more frequent communication should be emphasized. Through communication, the management can create a sense of urgency, and people can understand the situation from vision to strategy. Therefore, it is more efficient to get them through the tough period of the change then anchor the new approaches in the culture.

Keywords: Laurea Leppävaara, change management, psychology, facilities management, workspace, multi-purpose space

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1   Introduction

Winston Churchill, a famous English politician, used to say that "We shape our buildings, thereafter they shape us". The time he said it was on 28th October 1944, the sentence is not only applicable at that time but also until now and in the future. Human designs the buildings, after that, when the buildings are set, they can change the human behaviors. People behave according to the structures of the building.

This sentence shows an unchangeable truth and emphasizes the importance of the building design. Therefore, office design plays a vital role in the employees' performance. This is a factor that the employer thinks of as a part of a strategic plan for business development.

Office design is one of the factors which influences people performance, engagement, and health. A well-designed office gives the employees environment to focus on their tasks. For example, light, temperature, air quality, well-function and ergonomic furniture, and even color of the office can impact people's emotion. Good emotion can lead to high motivation, better health, and performance. When one has all of them, they will feel more engaged to the workplace.

Because of those reasons, the companies, especially the big organizations always try to build offices which stimulate their employees. For example, Google offices or Facebook offices are well-known for its innovation, freedom and creative. Their offices are the dream offices of many people, especially the young generation. They are willing to invest a lot of money in designing and furniture to create the best working environment since they know that the companies will gain more than money. A well-designed office shows that the companies care about its staff- one of the most vital resources in any organization. The company building can also represent its social status. The more money that the company invests and the more modern, innovative and stylish the building, the more attention it will get. When anyone walks in the company, the design and the environment of the company give them an overview of the company just by a glance.

1.1   Aim of the research

At the moment, multi-space offices are one of the trends in the world because of the flexibility and space-saving ability. In addition, the future workforce will be mainly the Millennials generation (who were born from 1980-2000). They are the one who expects to have "interaction and entertainment, flexibility, cultural awareness, and would like to bring their own device" (Puybaraud 2016, 50). It seems like a great solution for the current space

shortage situation. However, in some fields, there are not many young people working, especially in teaching. The reason is that in some specific areas, experiences and the high level of knowledge are required. In the universities, most of the teachers are in their 40s-60s. Apparently, everyone is not the same. People see things differently. Some are interested in change, some are not. And that is one of the most challenges for facility manager when planning to change something in the building.

In this thesis, the author will conduct a research related to the teachers' office design change in Laurea UAS, Leppävaara campus. The aims of the research are finding out the reasons of the change resistance and suggesting a better solution for the future change process. Based on the aims of the research, there are five research questions that need to be answered:

- What do the teachers think about their new workspace?
- Why did individuals engage in the office change and some people not?
- How do the teachers use the new workspace?
- How do the teachers feel when looking back the change process?
- What can be done differently in the same situation in the future?

1.2 Laurea University of Applied Sciences

Laurea University of Applied Sciences (UAS) is Finnish polytechnic university. It is operated as a limited company (Laurea- ammattikorkeakoulu Oy). There are nine shareholders in this school including City of Espoo, City of Hyvinkää, Finnish Association of People with Physical Disabilities, City of Kauniainen, Keuda (the Joint Authority of Education in Central Uusimaa region), Municipality of Kirkonummi, Luskia (the Joint Authority of Education in Western Uusimaa region), City of Porvoo, City of Vantaa. This is also considered as one of the biggest UAS's in Finland (Laurea University of Applied Sciences no date).

The vision of Laurea UAS is "to be an international developer of well-being and competitiveness in the metropolitan area in 2020".

To achieve this vision, they have eight strategies mentioned in the below picture:

Figure 1: Laurea University of Applied Sciences Strategy 2020 (Laurea University of Applied Sciences no date)

As the school follows "Learning by Doing" teaching method, the students get the chance to work on real projects with school and Finnish company. This makes them have more advantage experiences to work in the future. There are six English-taught bachelor programs, two master degrees in English and ten bachelor and master programs in Finnish. Because of the diversity, Laurea UAS is an international school that has students from different continents of the world (Laurea University of Applied Sciences no date).

Laurea UAS has seven campuses including Leppävaara, Hyvinkää, Kerava, Lohja, Otaniemi, Lohja and Tikkurila. However, in summer 2015, Kerava campus stopped using and all the staff and students have to move to Tikkurila campus. Leppävaara is the biggest campus of Laurea UAS with the total area is 10000 m^2. There are about 60 teachers and staff working there.

1.3   Office design change process

In Spring 2016, there is a big refurbishment in the teachers' office design in Leppävaara campus. The decision was made to have better workspace utilization. According to this decision, all the teachers' offices design and furniture will be changed. The previous workspace where people had their own desks, and they can customize their working areas based on their interests is diminished.

The new offices are designed by Martela- a Nordic offices interior company. They transformed the old offices into colorful multi-space offices. All the individual desks in each room turn into a big community desk. It allows people to work anywhere and anytime depending on their needs. There are rooms which allow people to have conversations and there are rooms for people who want to work in silence. Before changing, there is time for all the staff to sort out their stuff, which one they will keep and which one they have to throw away. The necessary objects are kept in one separate room which contains some cupboards and everyone has their own boxes. After the cleaning days, all the staff went for summer vacation and when they came back, the refurbishment finished. Everything looks totally different. All the rooms look now cleaner and more spacious. Below is the table that summarizes the office change project.

BEFORE CHANGE	AFTER CHANGE
• Individual room, Room for 3-5 people	• Multispace office + 134, 135, 176, 140, 155: Control/ Meeting room + 137: Collaborative workspace + 135: Socializing room where allows students + 153: Social workspace for staff only + 141: Lounge+ library + 142: Semi-silent workspace + 143: Silent workspace
• No workspace for mobile teachers from different campus	• Workspace is for everyone • People can also book the meeting room in Leppävaara campus on ASIO
• Possible to leave all the stuff on their desks	• Clean everything before leaving
• Use their own desk for every purpose	• Able to choose which place to work, depending on their working purposes and methods
• Individual bookshelves	• Public library for all the staff
• A lot of papers, documents, personal things on the tables	• Everyone has their own storage space (3 boxes/ person) • Less paper

Table 1: Before and After the office change

There are several reasons which Laurea UAS came up to this strategic decision. First, there was not enough space for the teachers to work on their own desks. Before, the school also changed some classrooms into staff's workspace. They even rented a nearby building to make sure there was enough space for everyone. And it costs a lot of money every year. Second, the school realized that the teachers do not spend 8 hours per day at their work desk. Their time is mostly in the classroom with the students. Some of the teachers even stayed in the classroom after teaching to work on their own. The workspace was not fully utilized. Third, usually, there were 5 people sitting in one room, it created small communities in teacher working area. This makes them have less opportunity to communicate with people in other rooms. Finally, as each desk belongs to one person, they tend to make it as their own territory. They put almost everything on their desks and cupboards such as files, books, family photos, pictures, plants, and even their skiing equipment, etc. It makes the rooms a bit messy compared to the new one. In addition, the old offices made the cleaners difficult and take more time to clean. Gradually, it can create dirt and bad air in the rooms. And the staff sometimes get used to it and also, they do not have time to organize all their stuff in their rooms, all of them becomes a pile on their desks and the surrounding area. Finally, to minimize the use of paper for the sustainability purpose, the new offices make people feel inconvenient to bring a lot of stuff and put their papers everywhere. If they bring many things along, they have to clean up before leaving as they cannot leave anything in the common area. Since also nowadays, most of the documents are digitalized, they can be read on digital mobile devices such as laptops, tablets, and phones. This is a good solution for the environment to reduce cutting trees for papers. Here are some pictures of the office condition before.

Figure 2: Previous office condition

2   Theoretical background

2.1   Multi-space office

When looking at a company's office, the design can give the visitors some information about that company. The office design can reflect the working culture of a company, change people behavior and also boost the productivity. How the office is designed can also show the initiative level and the vision of that company. Giant technology companies such as Google, Facebook are examples for that. Every detail of the office is taken into consideration and through that, the visitors can see the effort of building a good workplace for the employees.

In an article about office design trends in 2016 (Dishman 2015), there are eight trends shown which are:

- Hiding the wires
- Bringing the outdoors in
- Multipurpose workspaces

- Designated lounge areas
- Offices organized by color
- Community tables
- A mix of different textures
- The end of permanent layout.

These trends are totally opposite to the other common workspaces with cubicles, fixed and formal furniture for assigned people. Before the introduction of activity-based office, there are several workspaces such as cubicle office, open office, private office, etc. Each of them has its own advantages and disadvantages. For example, the cubicle office and private office give people certain privacy. The employees are able to put their belongings on their own desks and know that the unit is only for them. The open office, on the other hand, is planned to promote the collaboration and communication within the company. It does not have wall to separate personal space so that this office plan diminishes the hierarchy between the management and the staff as everyone is the same. The purpose of the open office is good; however, the disadvantage of such office is that there are a lot of noise which makes some people cannot concentrate on their work. In a long term, this can affect the productivity and health condition of them. Not having private space can also generate other problems as well. Therefore, the multi-purpose office was introduced to give company better solutions for their workspace. This is an evolution in office design. Based on these changes, humans seem to be fond of new, simple, well-function, collaboration and conversation-stimulated workspaces (Burkus 2016).

What is multi-space office? According to Popova, Faivi & Lehtinen (n.d), "Multi-space office is a modifiable/ adaptable space offers different spaces for different work tasks. It solves the problem of space and energy efficiency". Or in one video of Senate Properties (2015), it is said that "The multi-space office supports the modern way of working. Working places are chosen according to the task at hand. You can work alone or in groups different-sized meeting rooms private spaces for working quietly and confidential conversations". In general, multi-space office gives user choice to choose their workstation based on their needs and it is a good solution for space and energy usage.

In addition, the multi-space office is a solution for the fall of open office. The open office used to be a popular trend since people can choose their own seats, work with their colleagues, the communication and collaboration improve among the staff. It takes down all the cubicles, walls, and makes the working area less hierarchy, as everyone is equal and able to choose their place. However, it does not support the highly concentrate work since users can be easily distracted by other people talking around. In an open office, people can see others, observe them, hear what they say, which leads to the lack of privacy. Privacy is one of the important factors in some businesses such as finance, insurance, bank, etc. In fact, in

any business, there are some cases which privacy is the top priority sometimes, especially when there is a discussion between managers and clients. Even though transparency is also one of the factors which make companies more reliable and open, it does not mean that there is no privacy needed. There should be a balance between these two. And the multi-space office is the answer for this dilemma (Adams 2013).

There are six significant benefits of multi-space office. First, it gives architects freedom and innovative ways to plan and design the spaces. This can lead to "fast renovations, efficiency on space usage". Second, there will still be walls but it is easy to take down, move and rebuild if necessary. Walls are used to separate spaces for different purposes. Third, it saves operating costs. Each space has its own functions and the energy to operate it which will only turn on when users come in and work there. Unlike before, all the rooms have light and heating turn on even though there is nobody works inside. Fourth, it improves the work flow and efficiency and therefore better work commitment. People can choose the space for their own purpose. They know what they need, which space can support their work best. The freedom to choose gives users the flexibility. They can go to the social area for quick discussion with their colleagues or go to the silent area for more concentrating work. This flexibility leads to the improvement of productivity, collaboration, and communication. When all these factors get to a higher level, the employees will feel more committed to their job and workplace. Next is "better ergonomics and well-being". The multi-space office focuses on users' demand for different tasks. The facilities, designs and surrounding environment are calculated carefully for the users based on their activities. This improves health and mental condition of the users. Lastly, it can create "less stress factors and symptoms". While open office can be too noisy for people, the feeling of being observed or easily getting distracted can create stress for some people. The multi-space office lets people have space for their own when they want to focus on thinking and individual tasks (Popova, Faidi & Lehtinen no date).

The multi-space office is an activity-based office. There are three zones in this kind of office: public zone, semi-public zone, and private zone. The public zone is for everyone, from employees to clients, and customers. People are able to access this open space. The semi-public zone is usually a place for meeting and conference. The private zone is designed for individual, independent work and can only be used by the employees. Similarly, the multi-space office can also be divided by purposes. There are four main purposes: open interaction spaces, intensive co-working space, intensive individual workspaces, and short-term pop-up spaces. Open interaction spaces "offer excellent opportunities for co-working". It lets the users bump into each other, have a short conversation and also a place for customer service. Intensive co-working space is similar to the semi-public zone. It is "designed for concentrated co-working or for individual tasks that benefit from other people's presence". The intensive

individual workspace "consists of quiet rooms along with closed work and rest areas". Short-term pop-up spaces are "facilities and rooms where staff, and possibly visitors, can spend brief, but often significant moments while moving around, getting a cup of coffee, archiving". It comprises of "pop-up workstations, coat racks, vending machines, access routes and storage spaces" (Popova, Faidi & Lehtinen no date).

According to Popova & al. (n.d), the multi-space office users are divided into four typical groups: anchors, connectors, collectors, and navigators. Anchors go to work every day and complete their tasks at their own desk. Connectors only spend half of their time at their desks, they usually have to move around between conference rooms, coffee place, and other people's desks. Collectors are quite similar to connectors since they have to work in meeting areas, not their own desks. They usually "work at least half of their week outside the office". Navigators, in contrast with other 3 groups, they "work out in the field, and are visitors at their home office". They basically do not need a fixed working desk (Popova, Faidi & Lehtinen no date).

2.2   User experience

According to International Organization for Standardization (ISO) (2010), the user experience is "person's perceptions and responses resulting from the use and/or anticipated use of product, system or service. User experience includes all the user's emotions, beliefs, preferences, perceptions, physical responses, behaviors and accomplishments that occur before, during and after use". User experience is a vital factor which is needed to be carefully considered in any design work such as, designing a building, website or products, etc.

User experience is one of the factors which decide if one product or service is successful, or not. The more people use it and find it useful and usable, the more successful it is. However, since user experience is mostly based on the user's emotions and opinions, each user is different from the other one, it sometimes can be difficult to conclude the success of one product.

The activity-based-workplace (ABW) is an innovation step in the office revolution. The new office requires a new way of working along as well. "The New Ways of Working initiatives is one of the hottest ways to boost flexibility and retention, largely by removing many of the barriers and management styles of the past". There are four features about the new ways of working: "assigned seating changes in today's offices", "telecommuting is on the rise", "flex time makes a difference", "it's all about having options" (New ways of working no date).

The mobile working style is emerging thanks to the development of technology. The internet allows people to work anywhere, anytime that people want, as long as they have mobile devices such as laptop, tablets, etc. By using such devices, the flexibility in working increases, lets people have more control in their work life. At the moment, working does not mean staying eight hours a day at the office. A new way of working means trust- the employer allows people to work remotely, let people choose how, when, and where they work to suit their best. Giving the employees the freedom to choose their working style also means that the company trusts its people. This can create a good collaborative spirit within the company, makes it more developing and also attracting more talents.

Besides the flexibility, using mobile devices can help people to carry less belonging with them. The requirement for papers will get less as people have to move. All the documents can be saved in the computer. All tons of papers can be digitalized in one device and can also be synced with other mobile devices as well. This change can make a positive action to the environment.

However, the new ways of working cannot be completed without the support of the place and the technology. An employee cannot work well remotely if he or she does not have the mobile devices and good internet connection. Or even the way the manager supervises and evaluates the employees' work can affect the employees. As the company encourages people to work in a new way but the way they manage is still the old way of checking attendance every day cannot help the new method get the best results out of it.

2.3   Change Management

The definition of change management is quite diverse. According to Cambridge dictionary, change management is "the planning and introducing of new processes, methods of working, etc. in a company or organization". Or in Prosci website (2009), "change management is the process, tools and techniques to manage the people side of change to achieve the required business outcome".

In the era of fast developing, every day, new inventions, technologies, and information appear, the only way to adapt to the world is to change. Change is essential for business continuity management. However, change is never easy, especially for people who get used to the past and current condition. Human is always a difficult factor to change in any change process. Change resistance is inevitable in this process, the only matter is if it is really strong resistance or not. It is difficult but not impossible to do it. The way the change manager reacts will decide the success of the change project.

When talking about change management topic, there is one book which was first published in 1996, however, the knowledge in this book is still valid until today. The book's name is Leading Change which was written by John P. Kotter. The book shows the reasons why some changes fail and what the appropriate process should be, etc.

In this book, John P. Kotter (2012) delivered to the readers his 8-Stage process for the smooth change operation:

- Establishing a Sense of Urgency
- Creating the Guiding Coalition
- Developing a Vision and Strategy
- Communicating the Change Vision
- Empowering Employees for Broad-Based Action
- Generating Short-Term Wins
- Consolidating Gains and Producing More Change
- Anchoring New Approaches in the Culture

The first step is "establishing a sense of urgency" in the company. It is a crucial step "to gaining needed co-operation". Too much complacency can make the change fail. By making the whole company notice the current situation needed to be changed as soon as possible, the staff have more reasons and motivations to work toward the change actively. As not a lot of people follow the change when they do not know and understand the reason and how urgent it is, the company can show them the current situation and the ongoing problems. When all the people feel the urgency and importance of the change, they can adapt the new situation easily once the change happens. Some ways can be done to increase the urgency level such as "creating a crisis by allowing a financial lost or allowing errors", "bombard people with information on future opportunities, on the organization's current inability to pursue those opportunities", etc. And to get that information, the company must have a deep research about the current situation of the company, their competitors, the market and so on. In addition, in case the target of the plan is the bottom department of the company, the role of the middle and lower-level manager is important as well. By giving them enough autonomy, they can become a good support for the process (Kotter 2012, 38-52).

The second step is "creating the guiding coalition". This means the company should put a group including people who have enough power to lead the change and also get them work well together for common vision as a team. Before, when the business world was slow moving, the change can happen fast just by an order of the head management board. Today, "in a rapidly moving world, individuals and weak committees rarely have all the information needed to make good nonroutine decisions". Therefore, a team should be built to guide the employees through the transformation. It is important to make sure this team have the same

vision in their mind and they are able to work together based on mutual trust. By working together, they can make important strategic decisions for the whole company (Kotter 2012, 53-68).

The third stage is "developing a vision and strategy". Vision can be shortly defined as where the organization wants to be in the future. Giving people the vision means showing them the final destination that the organization wants to be. Based on the vision, when people have to decide anything, they know that their decisions must be followed the vision of the organization. Knowing the vision can also motivate people to take initial steps to the change. It can "coordinate the actions of different people, even thousands and thousands of individuals, in a remarkably fast and efficient way". There are six characteristics of an effective vision: imaginable, desirable, feasible, focused, flexible, and communicable. Vision is crucial to all the organizations, however, being able to create a strategy to achieve the vision is also essential. Strategy shows people the way to go to the final destination. A well-planned strategy can also make people believe in the feasibility of the vision (Kotter 2012, 69-86).

The fourth stage is "communicating the change vision". When the company has the vision, the next step is to communicate with the employees about it. It is important to constantly communicate the vision and the strategies to them so that they can pay attention to the change more. This communication about the change requires the involvement of all the management levels. Constant communication will help the staff remember it and start doing everything based on the vision that the management usually talks about. In addition, the management and also the guiding coalition should be the role model in behavior that they expected to see in the employees. Since the employees always look up and observe the management, the management can make them follow better by becoming a role model (Kotter 2012, 87-103).

The fifth stage is "empowering broad-based action". There are three main tasks to do at this stage: "getting rid of obstacles", "changing systems or structures that undermine the change vision", and "encouraging risk taking and nontraditional ideas, activities and actions". After completing four steps above, there are still some obstacles which can prevent the employees to follow. There are four biggest obstacles: structures, skills, systems, and supervisors. For example, the formal structures, the lack of essential skills, the decision systems or discouraging managers can be the reasons to prevent people from what they should do to make the change happen. Based on these obstacles, the managers can think of a plan to investigate which obstacles that the company is facing and come up with a solution for those to speed up the transformation. Some solutions for these obstacles are employees training,

confronting with the discouraging managers, adjusting the structure to make it compatible with the expected visions (Kotter 2012, 105-119).

The next stage is "generating short-term wins". Transformation is a long-term process, it takes a lot of time. However, most people want to see the immediate pay-off. They want to know that their efforts are making impacts. Showing the constant results as evidence can boost their motivation. These reflect that they are in the right track. They can relax a little bit before continuing their transformation journey. To make this stage more effective, there should have a good combination between leadership and management. The pitches from leadership can ignite people's motivation and the management of supervisors through daily actions can generate short-term results. As the supervisors often work with the employees, they can communicate, supervise the works from the very beginning stage and recognize the small achievement. By recognizing and awarding the short-term wins, people know that their efforts are appreciated and other people have more reasons to follow the change (Kotter 2012, 121-135).

The seventh stage is "consolidating gains and producing more change". Since transformation is a long-term project, it can even take years, not months to complete. One transformation includes many smaller projects which require effort of everyone. Besides praising all the achievements at each stage that the company gets, the executive needs to point out that there are still a lot of things to do in the next stage. Therefore, people can still aware of the importance and urgency of the transformation. Otherwise, there will be many activities and plans which are put on hold or slow downed. As when focusing only praising the achievements, the level of complacency goes up among the people. And when the complacency increases, all the effort of creating sense of urgency before is sweep back. To avoid that, the leadership from the senior management is very important. They focus on keeping the level of urgency up, communication, clarifying the purposes of the effort and lowering the hierarchy. At this seventh stage, changing the change agents, hiring and training new people to support the changes are also possible. The company can use the credibility from "short-term wins too tackle additional and bigger change projects". In addition, all the organizations are interdependent. In the highly interdependent systems in big organizations, it is more complex to make any change. In such case, the executives can try to observe, research to identify some unnecessary interdependencies and get rid of it (Kotter 2012, 137-151).

The final stage in this model is "anchoring new approaches in the culture". This is the stage happens after the official change project. At this stage, people are experiencing all the new environment, systems, processes, etc. New behaviors are necessary to get the advantages of the new working environment. This is the stage of culture shaping. "Culture refers to norms

of behavior and shared values among a group of people". Culture is the factor that shapes an organization. The way they decide or work every day is their norms of behavior. It becomes habit to them and this is not easy to change. That is why changing the culture is at the last stage of the model. In the previous time, the practices the organization do works well and enough to satisfy the customers. However, in a new era of fast development, to maintain the leading positions in the market, change is necessary. Not everyone can see, accept new things, and work in a new culture when the current practices work for decades. Therefore, the leaders need to show them the connection between new practices and performance improvement to persuade them to change and work in a new way. The executives create "better performance through customer- and productivity-oriented behavior". Following all the new improvement is the transformation of leadership and more effective management methods. Sometimes, changing the key people is the only way to shape the new culture in the company. And for the rest of supported people, they should be given the encouragement to motivate them to stay and work in the new culture (Kotter 2012, 153-166).

One of the difficult obstacles to any change plan is the psychology of human. People are different, the way they react is also different. Nevertheless, J M Fisher developed a transition of psychological reactions chart when people face the change. (C2D no date)
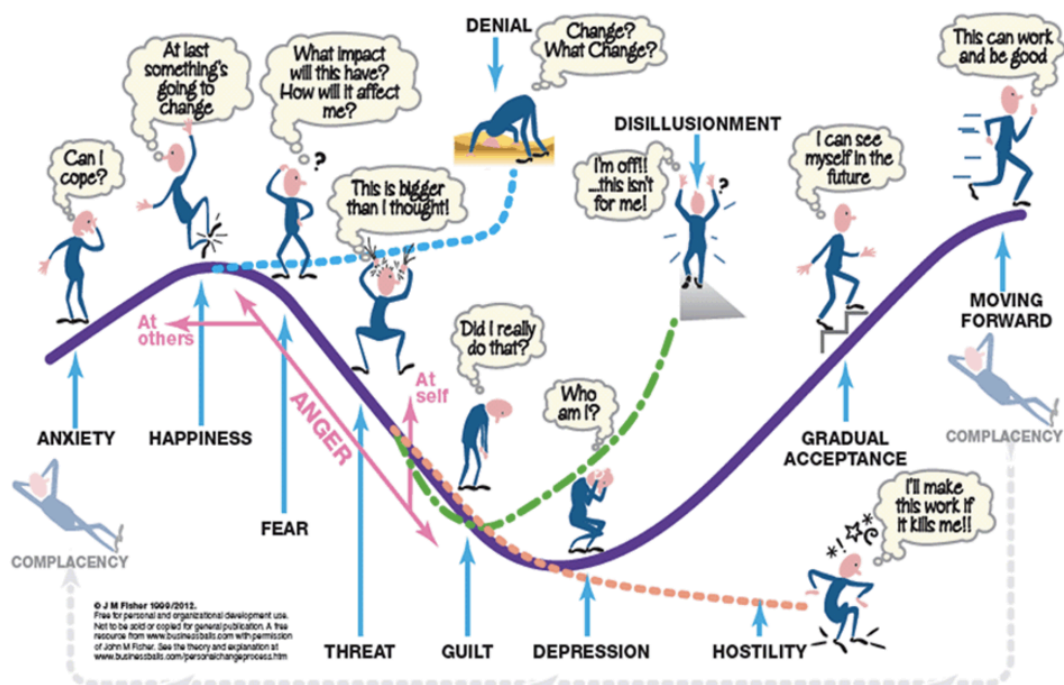
Figure 3: Transition of psychological

The chart can give the management board some hints about what they will cope with when introducing the change plan. There are several reactions, depending on each of them, the manager can think of the way they can support the employees to cope with each stage of the

emotion. Some methods can be used such as showing some good sides for the negative people, complimenting and spreading the positive emotion. In general, the most common reaction of first knowing about the change is from anxiety, happiness, fear, threat, even guilt and depression, to gradual acceptance and moving forward. As acknowledging that change is essential and cannot go back the old situation, people will gradually accept it and work well in the new one. The change is the time for people to know if they can really get over their personal feeling and try to work and think in positive sides of the change. For the people who cannot do that and oppose stubbornly, they would choose to quit or be dismissed by the company as negative factors.

3   Research methods

Since this is a user-experience research, the researcher decides to use qualitative research methods: interview and observation to get the best results. Each method has its own advantages and disadvantages. By combining the advantages from both of them in conducting the research, it can lead to better outcomes for the thesis.

What is qualitative research? It is "an umbrella term used to describe ways of studying perceptions, experiences or behaviors through their verbal and visual expressions, actions or writing" (Salmon 2016, 3). Two common methods are used in human behavior are semi-structure interview and observation.

3.1   Interview

The interview is the method that the interviewer asks the interviewees a set of questions to know about their perspectives on some specific issues. There are three different kinds of interview: structured, unstructured and semi-structured (Research methodology no date).

Structured interview includes the set of fixed questions. The advantage of this method is that it is easy for the researcher to collect, analyze and compare the data. This is because all the interviewees answer the same questions (Research methodology no date).

Unstructured interview, in the other hand, does not require preparing the questions beforehand. The interviewer can ask the questions based on their knowledge and point of view. Because of the spontaneous, it "can be associated with a high level of bias and comparison of answers given be different respondents tends to be difficult due to the differences in formulation of questions" (Research methodology no date).

Semi-structured interview is the interview in which there is a set of fixed questions. All the chosen participants will answer this set of questions. However, the interviewer can ask additional questions to clarify more about people's opinions (Research methodology no date).

The advantage of this method is that the researcher can get the information directly which is needed from the subjects of the study. The researcher can even ask more details from the participants during the interview. This gives the researcher more control of the primary data. Besides, the disadvantage of this is that it can be difficult and more complicated since the interviewees may not have deep experience or do not express their experience deeply and clearly enough to give the valuable data. Or they feel uncomfortable to answer all the questions honestly. These issues can make the researcher not able to answer the research questions deeply (Salmon 2016).

To understand the situation thoroughly, it is best to know the opinions of both sides: manager and the end users such as teachers and students, etc. Therefore, the author planned to have interviews with them. The first interview was with Elina Pohja- Business development manager of Laurea UAS. She is the project manager of this office change in Leppävaara campus. The second interview was with the students. It was a structured interview which was a set of nine questions and was asked randomly with available students. And there was a semi-structured with the teachers.

3.2   Benchmarking

Benchmarking is "an important decision support tool in any executive's arsenal. When used properly, it can define world class performance in an industry and highlight how operations compare peer group as well as competitors" (LNS Research no date).

In general, this is a research method in which the researcher is able to compare other organization's performance to find the solutions for the same problem. The advantage of this method is that it can let the researchers have more ideas and suggestions for his or her issues. It allows the organizations to learn from each other for continuous development. It is a tool to analyze the situation of the competitors. From the analyzing results, it is possible to have the new ideas, learn from and also avoid the mistakes of the other organizations.

There are three types of benchmarking: internal, competitive and strategic. "Internal benchmarking is used when a company already established and proven best practices and they simply need to share them". It "also may be necessary if comparable industries are not readily available". Competitive benchmarking is for evaluating the company position in the industry, compared with its competitors. Strategic benchmarking is for "identifying and

analyzing world-class performance" and also for company "needs to go outside of its own industry". In this research, the author decided to use the strategic benchmarking (Stroud no date).

4   Research's results

4.1   Open interview with the project manager of the office change

An email was sent to book an appointment with Elina Pohja on 6th October 2016. The purpose of the interview is to ask for permission to use Laurea Leppävaara campus as the case study for the thesis and to ask more information and details about the project. On 10th October 2016, she replied the email and an appointment was made. The next day, the author met Elina Pohja in Leppävaara campus at 10 AM.

During the interview, Elina talked about the background of the project. The management board of Laurea UAS decided to have a refurbishment in Leppävaara campus. According to this plan, the traditional teacher office changed to the activity-based office. It is a new concept which is designed for New ways of working (NWOW). The new office allows people to choose their own workspace based on their activities. There are seven different kinds of room: Control/ Meeting room, Collaborative workspace, Socializing room where allows students, Social workspace for staff only, Lounge and Library, Semi-silent workspace and Silent workspace (Pohja 2016. Personal communication).

In fact, this is not the first change of Laurea UAS. Before, because all the staff and students in Kerava campus had to move to Tikkurila campus, and to have the workspace for everyone, Laurea decided to change to the activity based office as well. It happened in summer 2015. The results are really positive, both the staff in Tikkurila campus and Kerava campus are satisfied with the new office. In the survey, it shows that the satisfaction of the employees is high (Pohja 2016. Personal communication).

Leppävaara campus is the biggest campus of Laurea with 10000 m^2 and about 60 teachers and staff working here. Sometimes, there are also some teachers from other campuses or universities from different countries. The previous workspace cannot be used by them which makes them find it difficult to work when needed. One of the values of Laurea UAS is communicating, working together and sharing so the previous workspace definitely does not support these values. As mentioned before, the main reason is that the traditional room was not used efficiently, and the space costs every hour, change to the new office is necessary. It is designed to suit people's working behavior and save more operation cost (Pohja 2016. Personal communication).

Before doing this, in Laurea Leppävaara campus, room 165 was chosen to change into the first activity-based office. The management board asked the teachers to volunteer to experience the new workspace as well as the new way of working. Some of the teachers were willing to volunteer for the change and they were also satisfied with the new office. In addition, to have more space for the students, room 216 was changed to well-equipped 50-seat-classroom. Before the official change, there was a survey for the teachers to know more about the employees and their working habits. The survey included:

- The general information about working time, current work situation and staff age
- The demand of silence work, the demand of individual work; the demand of long and short time cooperation with colleagues; the demand of long and short time working with small groups; the demand of working with students in the normal environment and confidential environment
- Opinion about the suitable workplace for them; working hours per day and time they use the space per day; time of the day people spend in their workspace
- Evaluate the importance of the facilities, the open workspace, the drop-in workspace (for quick using), the slightly separated project workspace, the conference rooms in a separate room, the communal meeting place, the relaxing area, the library/ reading corner, the insulated telephone area, and video conference room.

On 30th March 2016, a workshop was organized to show people more about the coming change, the reasons behind it, the vision of the school and also to collect people's wishes, worry and also possible risks that they thought can happen. On 11th May 2016, the managers started to go through the survey's results and also to compare the results in Tikkurila campus. On 23rd May 2016, there was an open meeting with Martela company which is the one who designs the new workspace and supplies the furniture. Martela company came to show the design and also asks people for feedbacks. From 25th May 2016 to 17th June, this was the time for the teachers to go through their own cleaning stuff. They had to decide which will be kept and continue using and which one to throw away. On 31st July 2016, Martela company came and started to renovate the office, organized the new furniture and turned everything to the new office. And on 15th August 2016, when the new semester starts, the teachers came back to school and started working in the new office (Pohja 2016. Personal communication).

In the manager's points of view, some of the teachers did not want to understand the change. They felt forced to do the change but when they were asked to co-operate and participate in the workshop and give constructive feedbacks, they did not do it. Some of them even put adverse feedbacks. They want to let everything stay as it is. There is no reason for them to change. Some of the staff thought about the risks more, they were afraid

that the new office may not be a good investment since it may cost more after doing this (Pohja 2016. Personal communication).

As the manager of the project, she thinks that a change will fail when there is too much compromising. The management board already decided to have the new office concept so it should be made according to the plan. The employees cannot stop it. The only thing that they can do is by working together and giving constructive, practical feedbacks to make the space easier for them to use and adapt (Pohja 2016. Personal communication).

There are several reasons for the teachers opposed this plan. The teachers did not want to give up their own workspace. They had a lot of things on their desks, especially papers, books, and their own belongings. The new office will make them not have enough space to put all their things and have to carry around the school. They also misunderstood the new office with open office concept, but they are different. In fact, the old offices which they used are the open office. Moreover, as the time the decision was made and the time the project started was quite short, people did not have enough time to get used to it. It was a big change for them so it needs to take more time to understand and adapt. The teachers in Tikkurila campus knew that there will be more teachers coming from Kerava campus, so they were not against the change there. They understood that the new office must change so that everyone can work there. However, since the teachers in Leppävaara felt good with the current situation, they did not have much motivation to change. In addition, the big resistance came from mostly the old people. As most of the teachers work here are at over 40s, it causes a bigger resistance than normal. Change is not easy to accept for them, especially the big change like this (Pohja 2016. Personal communication).

4.2   Structured interview with the students

As the student is also a part of the end user in the new activity based office, it is important to know the students' point of view as well. Even though they are not frequent end-user, they still have a purpose to come to this area and sometimes use the meeting room with the teachers. Or mostly they usually go there to find the teachers and have a quick talk. When they have the intention to meet the teachers, if the teachers are not in the class at that time, the first place they come is teachers' office area.

The change of the office also affects the behavior of the students. To know more about the effect of this change, four students were interviewed randomly on 16th January 2017. The interview started at 12:30 in the library of Laurea Leppävaara. The students were asked to participate the interview voluntarily. All four of the interviewees are the third year, last year and recently graduated students. They are the students who experience the change of this

office so their answers are valid enough to take into consideration. The effect of this can be seen clearly in the below table. This table is the result of the interview:

	Student 1	Student 2	Student 3	Student 4
Know about the change	NO	YES	YES	YES
How do you know about the change		Heard from my boss Pass by	Meet the teachers	Walk by
Opinion about the change		Cause difficulty A lot of stuff to keep Some staff may need electric tables	It is an open space so it is difficult to find the teachers It looks spacious and brighter	So confusing It looks nice Do not understand why need to change
Opinion about ABW	Good			
Opinion about the previous workspace	Fine Easy to find the teachers	Easy to find the teachers Some will have better places => not so equal	Negative	Also work fine
Is it a positive change?	Yes. Good to try new things	No but still have some good points	Yes	Yes
The affect of change	More difficult	More difficult	More difficult	More difficult as I have to guess where they are
Opinion about the new office	Have a place to leave a note to let the students know the place where to reach them	Should have a way to find the teachers Can have a platform to	The information of the current teachers' location should be shown on ASIO for easy	The information of the current teachers' location should be registered on ASIO system

		write where they are	finding	
Rating	Have not been there so no rating	3/5	4/5	3/5

Table 2: The result of the students' opinion

As mentioned in the above table, most of the students noticed about this change because of different reasons. In general, they are quite positive about the new office, especially the design, brightness and well organized. These features made the new office look more spacious and modern. Besides the advantages, there are still some drawbacks in the students' opinions.

The students who experienced the change all agreed that it is very difficult to find the teachers. Since there is no more assigned room for specific teachers, they do not know where else to find them when they need. This makes them spend more time to go around to any possible place to see the teachers. The time they spend on the searching is even more than the time they talk with the teachers when they are able to meet them. If they need a long discussion with the teachers, they would send an email to the teachers before to book an appointment. However, the case is when the students just want to have a quick talk with the teachers to ask about this, it takes them more time to find the teacher now. And sometimes when they meet other teachers in the new office, they will ask them if they know where the teacher they need to meet is and the usual answer would be no.

Because of the difficulty in finding the teachers, the students suggested having a platform such as ASIO so that the students know where to find the teachers at that time. Or they can do it manually by putting a note somewhere in the new office to let people know where to find them if the teachers will be away for a long time. At the moment, these are all the possible ways to make them easily reach the teachers when necessary.

One of the students who is working as intern in Leppävaara campus also has some more thoughts about the new office. She seems to speak up more in the teachers' perspective as her work connects closely with the teachers and the staff there. She often talks with them so she understands what they are experiencing at the moment and also, she knew about the new office because of hearing from the boss. In her opinion, because the new office is a public place, one of the rules is to clear the desk before leaving; the users have to carry a lot of things with them. This causes inconvenience for them. As she mentioned that the users with the wheelchair may find it difficult to use the desk there. She suggested having electric tables to be able to adjust the tables easily.

In general, the students have quite negative opinions about the old office. The only advantage of it is finding the teachers easily. One of them thinks the old one worked fine and

do not think it is necessary to change. For the students, the most important thing for them is to reach the teachers easily when needed to have a quick talk. The new situation makes them quite confused when they want to see the teachers. And at the moment, that is the only thing they do not like about the new office. Except that, they feel positive about the change. When asking them to rate the new office, they rated it 3/5 and 4/5, above average. The rating question was asked to make the feelings and opinions of them more specific and easy to understand.

4.3   Semi-structured interview with the teachers

The teacher is the main end-user of the office. Besides classrooms, they spend most of their time here in their work life. Not only working but they can also socialize with their colleagues within the rooms and the teachers' office area. The previous office lets them have their own tables, computers and they can also put their belongings there and store their books and related documents. The space belongs to them so they can do anything they want in that space. The change of the office definitely has a big impact for them. To get to know their opinions and feelings, a semi-structured interview is the suitable way to understand more about the situation in their points of view.

First, the researcher needs to have the research permit sent to Hilkka Heinonen to ask for the permission to do the research in Laurea Leppävaara campus. After the research permit was granted, it was sent to Virpi Rahikainen to show that the research is allowed and able to get the teachers' emails. Since it is important to have appointments with them, the researcher asked Virpi Rahikainen for the list of the teachers' emails who went through the change process of the office.

After that, the research created an account on You Can Book Me website on 20th January 2017. It is a website which lets the owner set the time period which is available and then send the link to invite people to participate the appointment. Each person can choose the suitable time period for him or her. The researcher decided to reserve the period from 25th January 2017 to 31st January 2017. Each day the available time was from 8:30 to 17:00. Each person can book one slot and each interview takes about 30 minutes. When booking for appointment, the participants were asked for the name, the time they want to meet and also the location that is suitable for them. By using the website, the researcher was able to set the time first and from that period, the participants can choose the time according to their schedules. The researcher can see in one glance that who booked the appointment.

On 24th January, the researcher sent an email including the booking link to 37 teachers to invite them for the thesis interview. The identities of the interviewees were kept as anonymous. By doing this, the participants can feel more comfortable to join and answer the

interview questions. The inviting email is attached in the Appendix section. In the email, the researcher introduced herself and the thesis topic as well as the objectives of the research. Fortunately, there were 12 people agreed to participate in the interview. There was one person requested to have the interview through Skype. And the rest arranged to have the interview in different rooms in Leppävaara campus.

To let people know what will be asked in the interview, a list of the interview questions was sent to them before. There were 12 fixed questions in total and during the interview, the researcher would ask more to clarify the answers and know more about that user. There were two main asked issues including the user experience and the change management process, as these are two main topics of the research. The list of the questions is attached in the Appendix part.

The participants in the interview were diverse. They work in different courses, from researcher to bachelor teachers and master lectures. Their schedules and working styles are also various. In the list of the questions, there is a question about themselves. Below is the overview of the demographics' participants.
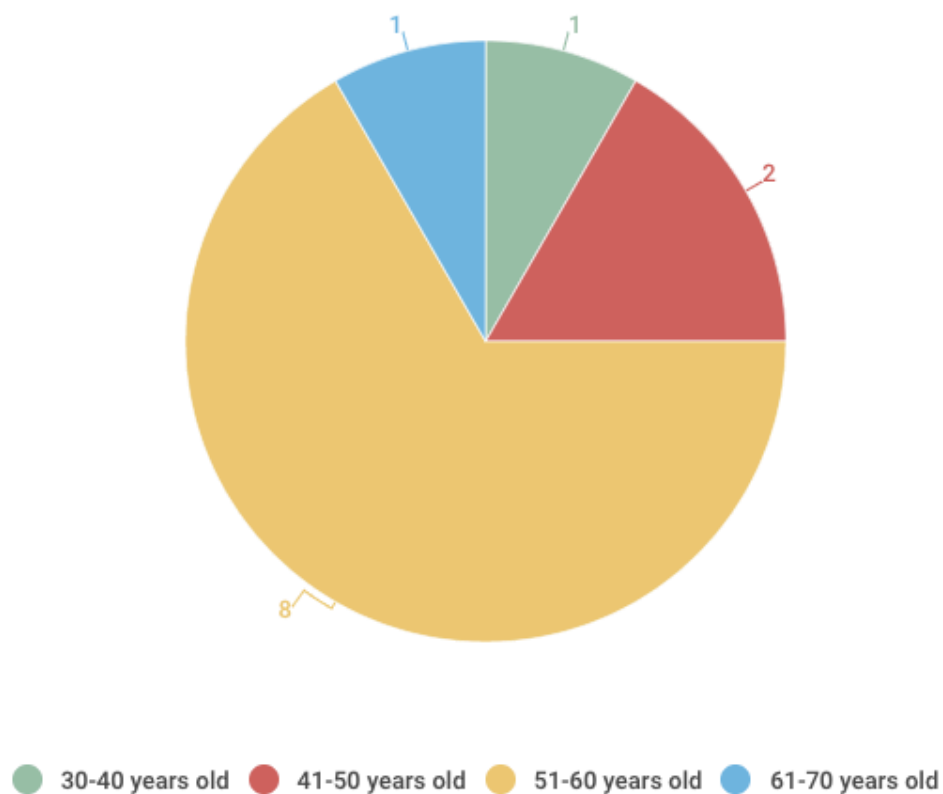
AGE

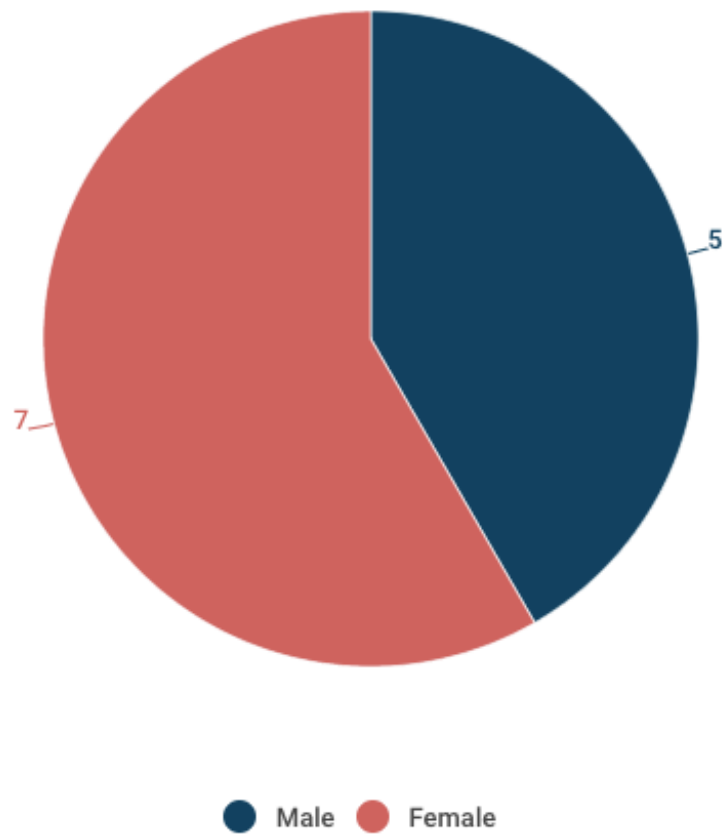Figure 4: Age range of the participants

GENDER

Figure 5: Gender of the participants

In addition, the teachers were asked about the frequency they work in the office of Leppävaara campus. The answers are shown below:
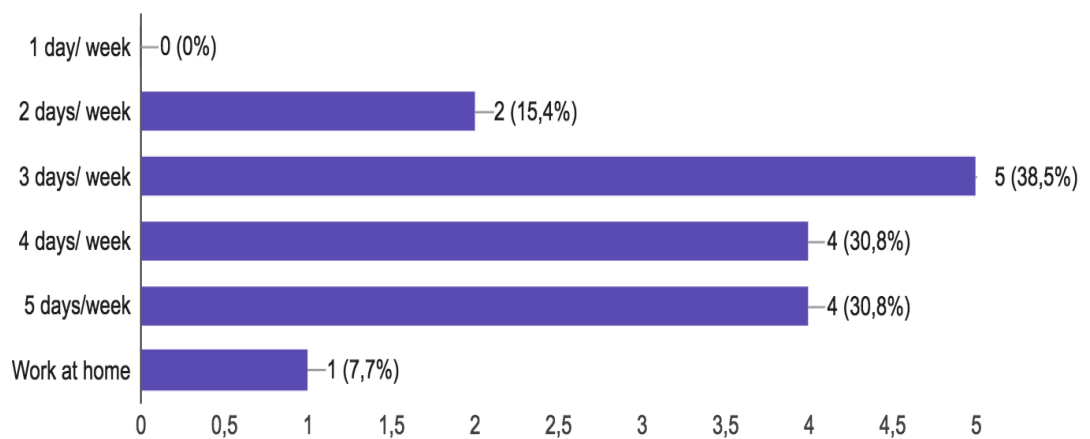

Figure 6: The frequency the teachers go to work in Leppävaara campus

According to the figures, most of the participating teachers are in their 50s (from 50 to 59 years old). The results here are quite similar with the result that Laurea did the survey before

the change. The people who are in this age range belong to Baby Boomers generation. They "have a reputation of being "a radical generation". When young they challenged those in power, and still, they considered as strong supporters of the welfare. But they are also now viewed as selfish and conservative power block or "a stopper generation" frozen in their own power position" (Karisto 2008).

There are 7 women and 5 men participated in the interview. The figure number 5 shows that the teachers mostly spend 3 days per week in the office in Leppävaara campus which takes up to 38.5%. While spending 4 days and 5 days per week take up to 30.8% respectively. And teachers spending 2 days per week is less with 15.4%. Only one teacher reported working from home.

4.3.1   Typical working routine

A working routine is one of the factors to know how the teachers often work in do in one working day. This question was asked in the case that the teachers have a whole day at school working. The answer to this question can let the readers understand more about one day of lecturers in Laurea Leppävaara campus.

When asked about a typical working routine, people usually said that it depends on their schedule. Some of them do not have to go to school every day. They can choose to work at home if they want. However, with most of the teachers, a day of full teaching would be like this:

8:00-8:30   Going to school to prepare the lectures and checking emails
9:00-11:30   Teaching in the classroom
11:30-12:00   Having lunch with colleagues
12:30-15:00   Teaching in the classroom
15:00-18:00   Self-working or working with the students then going home

During the interview, the researcher noticed that most of the teachers go to school early to prepare for their classes and to check emails. They usually go 30 minutes to 1 hour earlier or even 2 hours earlier just for the preparation. They first go to the room 135 where their closets are located. This is where they can meet their colleagues and leave their belongings there.

After the class in the afternoon, the teachers mostly choose to stay in the office for their self-working and have conversations with their colleagues. If needed, they can also spend more time with the students to discuss the lessons. The time after class is the time for their

own activities, for example: checking and answering emails, grading the tests, or working to develop the lecture for tomorrow, meeting people, etc. The people who have a typical working routine like above would be called group A- group of frequent user or "Anchor group" according to Popova & al (n.d).

Some of them belong to the group of the real mobile workers. Besides teaching, they have other jobs to work as well. Because of this, they move quite a lot, some move to meet their clients in their own businesses, some have lectures in another campus so they have to move to other places. These are people who are used to moving to different places in one day so they usually only bring their laptops and mobile phones to work with. They do not need space for their own as they move a lot. These people would be called group B- group of "Connectors" (Popova, Faidi & Lehtinen no date).

And for the people who do not have class, usually they are researchers and staff working in R&D rooms, or the teacher who work from home, they only come to school for meeting their colleagues or preparing for their lectures if needed, they have no fixed schedule. Therefore, a typical working routine of them could be like their colleagues if they have class, otherwise, they start their working day at home and driving to school for meeting purpose. This group would be called group C- group of "Navigators" with the habit of working at home and rarely going to school (Popova, Faidi & Lehtinen no date).

4.3.2 Working habits in the new office and favorite rooms

Since everyone has their own working styles, asking about how they use the new workspace and their favorite rooms would let people know if they are able to use the new office effectively. The answers in this section can let people know if the activity-based office can support them well in their works as it should be. The favorite room question was asked to identify the good side of the new office as well.

As mentioned above, most people in group A and B usually use the room 135 as their first destination on their working day. They go there to leave their stuff as the closets are there. In addition, they can accidentally meet their colleagues as well since everyone tends to go there first in the morning when coming. Room 135 is the place for socializing. In this room, the students are able to meet and talk with their teachers. This reason is the most attractive reason for the teachers to choose to stay here after class. They aware that in the new office, the students have difficulty finding them. Only one teacher in group A said that room 153- room for teachers to socialize only and not for the students to come is his first destination.

While group A and B use the new office, people in group C reported that they do not use or rarely use the new office. If they use it, meeting room would be the only room they use for a short time, maybe about 2 hours and then they leave. There is one case that the person used to be in group A but after the change, he chooses to work at home which makes him more comfortable as he needs 2 computer screens on his desks. He did not resist the change but somehow found another way to suit the best for him. There is also a reason for that because he works in R&D and to get to school, he needs to drive 40 minutes by car, which takes him quite a lot of time.

When talking about the favorite room, 5 people said that they do not have a favorite room in the new office but they have a frequent room they often use which is room 135, 1 person said he does not use the room so he does not have a favorite room. Half of the teachers confirmed they have a favorite room. The favorite rooms are quite various: 3 people said they like the library room as they can do everything there, 2 people like silent room for their concentrating work and the environment is quiet and comfortable, the swing chair is a plus. And one person said she likes the conference room to have bilateral room as well as the 2-computer- room.

4.3.3   The effect of the working routine and the productivity

For the teachers who are in group A, besides teaching in the class, they spend most of their time in the office, the change in the new environment obviously influences them a lot. To know more about the effects of this change, the researcher asked them to clarify more of this based on their experience in the first semester. The activity-based-office is supposed to boost the productivity of the people more so this section will help to prove if it really boosts their productivity.

For the change in their working routine, the teachers in group A confirmed that it really affects their working routine. Four people in group A reported that they feel the effect is more negative side. The negative factors are listed below:

- Inconvenient without my own desk as have more space to keep things
- Not easy to adjust the chair and do not know how
- Not ergonomic
- Cannot sit in the same place
- Have to carry a lot of stuff around
- Desk is too small-> work on the floor to prepare the material with papers
- Have to look for an empty space to work

In general, people in group A feel that not having their own desk is a big disadvantage for them. This generates more problems when working in the office. The new office does not make sense for them. One person in group A and one person in group C said that the new office makes them move to work at home more than before.

Along with the negative effects, there are people thinks that the new office affects them positively. Because of the new office and new rules, they tend to plan the work more than before. They have to plan which items to bring to work so that they do not have to carry all their stuff around the school. In case, one of them wants to sit in a specific table, they would try to come early to take that place. Moreover, the new office makes them meet more colleagues than before as with the previous office, they only meet people who worked in the same room. By meeting new colleagues randomly, the can have more conversations, get to know their colleagues better.

In term of the productivity, only 2 people reported that it improves in their case. Most of the teachers said they do not feel more productivity in the new office. People answer no can be because of the disadvantages they met in the new office, which makes their productivity decreases or with some people, it stays the same as before. One teacher said that she is more productive when working at home.

4.3.4   The advantages and disadvantage of the new office

To get the overview about the opinions of the teachers when working in the new office, the question about the advantages and disadvantages was asked to know about the situation better. The answers of this section can let the readers know more about the positive and negative aspects in term of the office and the facilities itself. When talking about this issue, there is only one person who said there is no advantage about the new office while other people are able to see both sides of the place. Below is the list of answers of the teachers about their activity-based-workplace.

ADVANTAGES	DISADVANTAGES
Freedom to sit where I like	Cannot keep your stuff on the tables
Look nice, tidy	Make me less likely to come to work here
Flexibility	Students cannot go to other rooms
Like the tables	The change process is badly handled
Colors are nice	Have to go to different room
My closet colleagues work in the same room	Not enough space

Meet new people	Small desk
Multiple area	The light strains my eyes
Comfortable	Students cannot find the teachers
Ergonomic	Not suitable for my work
Easy and nice to work	Cannot concentrate
Design is good	Lack of computer desks
Better excuse to work at home	Air condition does not work well
Select workspace based on the purpose	Carry more things
	Cannot control the environment
	Lack of social context
	Time consuming
	Ergonomic problems
	Some devices do not work well
	No electric socket on the desk=> easy to rob things such as mobile phones
	No possibility to plug in for the extra light
	Bad Wi-Fi

Figure 7: Advantages and disadvantages of the new office

According to the above table and also the interview, the teachers highly appreciated the design of the new office. It looks more modern, well organized, spacious and bright. The furniture also looks really nice compared to the previous ones. Five out of twelve people said that they like the new office gives them the freedom to choose where they want to work based on their working purposes. This makes the flexibility the second most liked advantage of the activity-based-workspace. The third most favorite feature would be the chance to meet new people randomly. Four people out of twelve interviewees confirmed that they like meeting new colleagues when walking through and working in the office. The previous office with the assigned seats minimizes the chance to meet and have a conversation with new colleagues as people only work in their own table with their roommates. By talking with now colleagues unexpectedly, it can generate more collaboration spirit in the campus.

Besides the advantages, there are still many disadvantages remained in the new office. People have really different opinions about the drawbacks of the office based on their experiences. Three teachers said that there is not enough space for them. Since the area that they want to sit can easily be full, they have to move to another room. In addition, two teachers' complaint about the new office makes the students more difficult to find them. Another disadvantage that can be changed by the school immediately is the rule that everyone has to sit in a different place every day. In the interview, there are some teachers said that the rule does not make sense since the teachers should be able to sit where they

want to, if the places they want are vacant, they can still use them. Moving to different places is not necessary and makes them feel uncomfortable. They are all in group A- group work full time physically in school. As they use the workspace more often than other two groups, they have quite similar opinions about the issues in the new offices. Except for those similarities, each teacher has different opinions about the disadvantages. The details are put in figure 6 above.

4.3.5   What Laurea can do to improve the user experience?

After the question about the advantages and disadvantages, they were asked to give suggestion about the possible improvement that Laurea can do. The suggestion was made based on their experience, advantages and disadvantages they mentioned before. Therefore, the suggestions also vary from each teacher. There are no similarities in their ideas. Here are their opinions about the improvement:

- Give permission to stay in the same room. Make it voluntary to use the space
- Change Laurea management's attitude about the change process
- Doubled size desk
- More light
- Move the carpet since it creates the allergy
- Improve the ventilation (2 people)
- Put a coffee machine in the library (2 people)
- An application to know which place is vacant
- More tools to work in the project
- Good microphones, cameras, projectors for video conference (3 people)
- More colors and smell such as smell of fresh baked croissant and coffee
- Keyboard cleaning kits so that everyone can clean the keyboard after using
- Small office supplies in every room
- A workshop for thinking together about how to work in the new space
- More comfortable space and furniture such as sofa
- Stay the same like before, everyone has fixed places

From the suggestion above, there are three suggestions which are most voted in the interview. The new workspace is designed for new ways of working so it is important to have modern digitalized devices for remote meeting and also for studying purpose. There are three people suggested this with two of them are from group B of mobile workers and one of them are from group A. He thinks that the modern devices can help the teaching purpose more for example when he wants to show the students some videos, live streams from international conferences, etc. This can make the lessons more interesting and interactive. Other two more voted suggestions are having a coffee machine for the teachers and the change in a

ventilation system. In addition, to improve the situation, one teacher from group A suggested getting rid of the rule about working in a different room as it is not necessary.

There are two people said that they do not know what to improve since it is too late to have suggestions now. One of them is the principal lecture belongs to group C, as mentioned before, when he knew about the change, he decided to move his work back to home. He established a working desk with two computers and all the researches related materials at home. For him, he feels comfortable at home now, since he just comes to the office for meeting purpose, he did not have any suggestion for the new space. Another teacher is from group A, he did not suggest anything more since he thinks it is too late now and not sure if Laurea can do at the moment.

4.3.6   The change process

After the topic about the user experience, the teachers continue being asked about the change process which they had been through. About this topic, the interview started with simple questions about some changes information such as: time, information, approaching methods, etc. Since it happened quite a long time ago from the interview day, not everyone can remember exactly the details about the change process.

Here are the charts of the summaries about the change background from the teachers' memories:

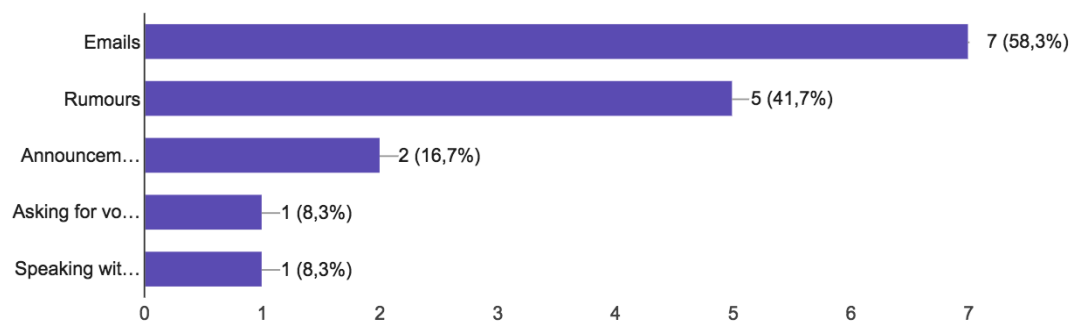The approaching methods- How did you first know about the change?

Figure 8: The approaching methods

There are five methods mentioned in the interview. Most people agreed that they knew it officially by the emails. Along with the emails, the rumors usually came first. Besides that, there are two people knew about the change through the announcement in the meetings. Only one person reported knowing about the project through the invitation to volunteer to

experience the new office concept in room 165. He belongs to the group A. And one person from group B knew about the change by speaking with the management board since he tended to move around the campus, and he also participated in giving opinions and professional knowledge about the change process and user experience.

Secondly, they were asked about the information they knew in the emails, rumors and the meetings. Here are their answers:
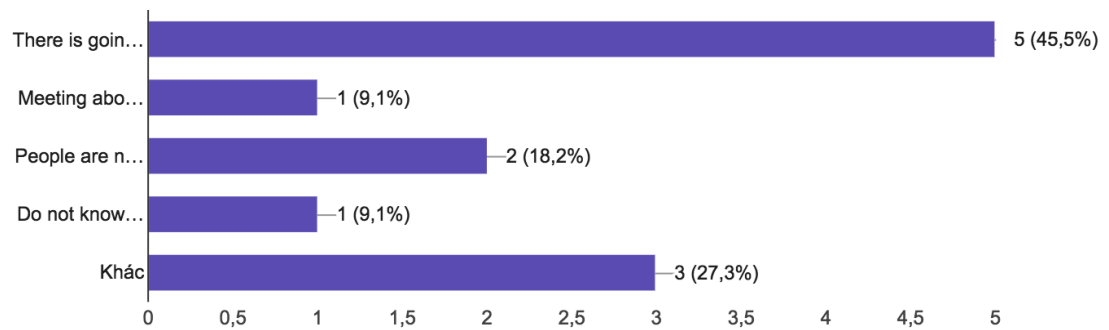

Figure 9: The information was delivered in the change process

The most common answer was "There is going be a change and it was already planned" with 45.5% of people said. When they talked about this, their emotion was not so positive about this. The idea of knowing it was already planned made them feel isolated from the decision which affects their working life the most. Three answers in other section were:

- Cannot use my own desks
- Space will be merged to get everyone together
- Instruction about the volunteer program

Two people in group A and C said that they just knew from the conversations that people are not positive about the change at that time. One reason is because they did not attend the meeting because one is working at home and one is a newcomer of Leppävaara campus. Only one person who reported not knowing much details about the plan.

Thirdly, they were asked to rate the urgent level of the project. Since one of the things that the leaders can do to promote the change is establishing a sense of urgency. People are more motivated to change if they aware of the urgency of the project. When people think everything is still fine, they will not feel it is necessary to change and thinking like that would make them resist the change more than be willing to follow it.
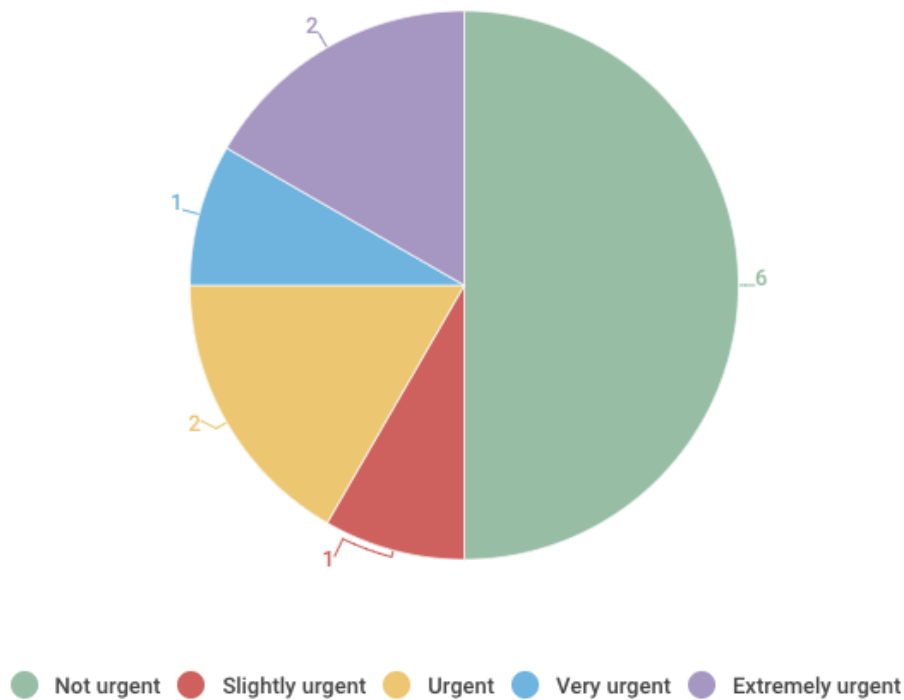
Figure 10: The urgent level of the change project

When asking about the urgent level of the office change, 50% of the people think that they think it is not urgent to change. They did not understand why Laurea decided to change the office when they think it still works well. 16,7% of the interviewees thinks that is extremely urgent to change. This number is equal to the number of people think it is urgent. The rest thinks that it is just slightly urgent.

The number here explained why there was a big resistance to the change when it was introduced. Without understanding why to change when it works well for them at that moment, the resistance is understandable. It seems like the reasons for the change was not presented effectively. Otherwise, the resistance would be less than this.

Next, the researcher asked them to describe their reaction when they knew about the change information. There were two opposite reactions: positive and negative. Five people said that they were negative about this. These negative reactions vary from "do not like the idea", "not so pleased" to "disappointed" and "irritating". One person in group A talked with people in room 165 to know more about the new office concept. He participated in giving feedback in the meetings but somehow, he felt losing. Another teacher in group A also tried to give feedbacks but then she realized after the second meeting, there was no room for compromise. One teacher also in group A said that he did not like the idea but he knew that he had to adapt the new situation since there is no other choice. However, in his opinion, if the school wants more space for more people, then having more smaller tables is better than designing the new office like now.

The rest of people, especially in group B and C were really positive about the change. They really like the change and happy to know there would be new office. One of the teachers in group B said that the new office makes him be able to contact with more people than the previous one. Another teacher in group B said she tried to keep the conversations with other people positively when talking about the new office. She tried to have the positive attitude about the change since it has its own bright spots in her opinion.

One special case was noticed in the interview. It was the only case which the first reaction was positive at first but then turned to be skeptical later. The researcher assumed that since the person reported that there was not enough space and the tables are not big enough for her, she had to work on the floor sometimes. That can annoy her work as well. This can be the reason why she felt skeptical now.

The next question was that if the teachers contributed anything to the change project. When asking about this, the teachers thought contributions was made during the planning stage of the change from the beginning. In fact, the researcher meant the contribution can be the feedbacks during two workshops and also voluntary participation in room 165.
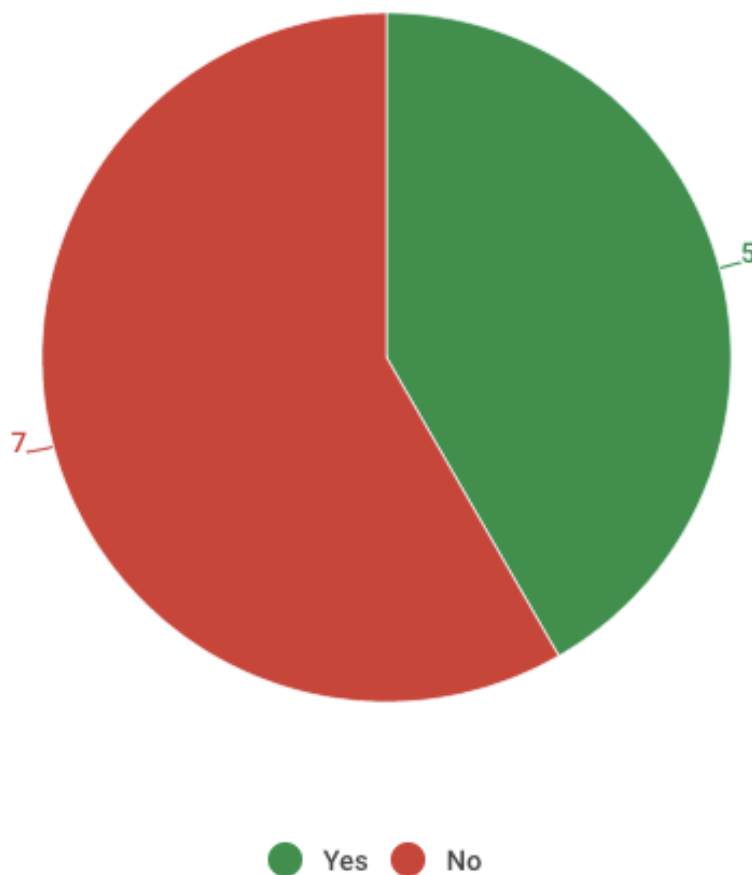

Figure 11: Contribution to the change project

According to the above figure, 58.3% of the people answered "No". They did not participate in the giving feedbacks section and volunteering to try new workspace. The reason for this is because they mostly felt that everything was planned and decided before telling them. One case was recorded that he was not sure if he was asked to give feedbacks. This created an invisible border which made people not want to contribute anything even though the end user of the project is them.

On the other hand, the group answered "Yes" actively participated in the project. They supported the change, some were from the beginning of the project, some were from the trial period, some were from the two workshops, some spoke directly to the management board. Since they are the end users of the project, their opinions and feedbacks are valuable for the design and project teams. From the feedbacks, the management can understand more about the teachers and staff in Laurea Leppävaara campus. Based on that, the management team can think of the better way to handle the change management in this case.

Some feedbacks were added by the staff during using the new office such as:
- Need more lamps and tables however this never comes
- Need clothes hangers for the teachers

To dig deeper in the feeling of the end users, the interviewees were asked to describe their feelings, especially when they looked back the change process. This is also the question which the change manager wants to know. As the information was given before in the previous questions, the reaction to the change and the user experience reflections can give the readers the overview and hints about the teachers' feeling.

Four people answered that the change process was managed poorly. They had the feeling of being asked to do it. The management board did not discuss with the teachers at the first stage. They only informed them about the change when the decision was made. This generated the negative feeling toward the process. One interviewee in group A said that "The change was not done in the best way". Even though the unfavorable handle, they knew that they had to accept, move on and tried to adjust to the new office concept. However, one of them continues to give constructive feedbacks about what should be added more during experiencing it. This is a good sign showing that they are getting used to the change and actively suggest the practical ideas to make it more suitable for them.

One person in group C perceived that the new office is not suitable for his working style at the moment he knew about the change. He said in the interview:

"I had to find my own additional screen and work at home"

He did not resist it but decided to move his work back to home. Over there, he was free to design it as the way he wanted. He is currently satisfied with his decision.

Two people in group A and one people in group B had a positive feeling and liked the change.

"I feel really comfortable. I don't have any problem. I feel really positive and I hope that we can actually spread this way of designing to our different spaces and to the learning environment so we have already some classroom designed in a different way and I will try to get rid of all that traditional classroom that we have". This is a really positive way of thinking from the teacher in group B. He is quite proactive in knowing the future plan of the school among the interviewees. He knew about the change when discussing with the management and thought it was a good idea. He was also one of the teachers who volunteered to work in the new workspace and had a good feeling about it.

Two people, one from group A, and one from group C accepted the change with a neutral feeling. Each of them has different reasons for this neutral feeling.

"I wish we would have had the opportunity to co-create and plan together for the changes. Now it was more given from our organization and the opportunity of the event for hearing our opinions was too late"- said by the teacher in group C. Since her job is mostly remote, the new workspace does not affect her a lot. She still wanted to join the planning process of the project.

"I understand the management want to change. It is normal that the management actually decided the change and informed people about this" and "I am used to this system now and I am not complaining"- said by the teacher in group A. He is quite used to the system that the management decides everything and tell people later. That is why he had quite neutral with the change process.

One teacher said she had no specific feeling toward the change as she was a new member here. And an interviewee in group B reported that: "I think the start was really good. Right now, I am a little bit disappointed in term of the productivity. The change does not change my productivity but overall contribution as an organization I think the productivity has gone down a little bit but maybe something which came with the change process, that everybody had a negative attitude then it goes up and then it goes down again". She thinks that the school should put the positive people together and mingle with the negative people to create a positive attitude. In addition, she mentioned that the beginning was good because of active communication.

At last, they were asked if they were the change manager of the project, what would they do differently. The objective of the question is to know what they thought Laurea can do extra and the real reason behind the resistance. By saying what would they do differently, they can suggest better management for the next change plan.

At first, the author thought that the staff simply did not like the new space itself. However, the answers lead to another issue. All of them had the same idea about "Involving people". They thought that the decision was made without asking their opinions which made the end-user really disappointed.

"It is clearly that you have to involve the employees beforehand, you have to give them the chance to contribute or have some effects, and then not to deny but instead saying we made a mistake really unfortunately, we will try our best next time, or simply how do you feel, how has it been, is there anything that you like, something you hate"- a teacher in group A said.

"I maybe focus more on people's strengths. We are trying to put all the people in the same category to work in the same way and it is quite challenging" and "encourage people to use their strengths", "motivating people by listening to them a lot, trying to make people good efforts visible"- suggested by a teacher in group B.

"I would start the whole project differently without any fixed plan, let people co-create and come up with their own ideas. Now they are treating and requiring everybody to do the same changes. I think it was a fault assumption since every people is different, people have different possibilities to work at home and people also have different social needs and people work in different kinds of theme", "appreciating our diversity", "I wish we are reaching service design that we are teaching"- said by the teacher in group C.

During the interview, the teachers showed that their voices were not listened. They want to be listened, to show their feelings, to speak up. That is why most of them want to do differently by involving the people from the beginning, asking people opinions and feelings, and listening to them more.

The second most suggestion was showing people why their offices need to be changed when they are still working well. This is a reasonable suggestion since they need to know the reasons, they will be more motivated to accept the change with an open-minded attitude. Other ideas were:

- Able to deal with criticism
- Tell how much money will be spent
- Not top-down

- Show related success and researches
- Let people rethink together
- Ask people opinions, if they disagree with the idea, tell the manager not to change
- No pre-assumption that everyone is the same
- Focus on people's strengths

In general, people are asking for the right to be able to involve in the beginning of the plan. The feeling to be listened is very important to all of them. Informing them about the change after a final decision is not the way they like and do when they are in the manager position.

4.4   Benchmarking

To have a better change management suggestion, the author decided to use benchmarking as a research method. During the research, the author found out that activity-based workspace concept is applied by many big companies and organization such as Microsoft, CBRE, Lego, etc. Most of them received positive influence and good feedbacks from the employees. Their stories are valuable lessons for every follower organization. In this benchmarking, the author only focuses on how the pioneers in applying activity-based workspace manage this big change in their companies.

Microsoft is a global tech giant company that is known for its popular products such as Microsoft Office, Windows operating system, and software, etc. It is originated from UAS. However, the case in this paper is Microsoft Netherlands. In 2008, Microsoft Netherlands decided to change their entire company design concept to the activity-based-workspace. They want "the space to convey a brand identity that was transparent, democratic and customer friendly". The new workspace means that their 1000 employees do not have assigned desks for each of them (Office snapshots 2012).

This is a huge change for the company as it moves not only the location but also the workspace design and work culture. However, the way they handled the change made them an outstanding case for other organizations. They gained quite a lot of impressive results from the changes such as:
- Won "Great Place to Work" award in 2009, 2010 and 2011
- Employee satisfaction rose from 5/10 in 2008 to 8/10 in 2011
- Productivity increased by 25%
- Sick leave days are down to 1.5% from 2.5%
- Reduced real estate costs by 30%

While "the Netherlands' software industry is growing at 4-5% per year, Microsoft Netherlands is growing at 11%" (HIRT 2011).

In one interview with Theo Rinsema, CEO of Microsoft Netherlands, he said that "Many of our employees are knowledge workers. They have a profound need to be free to decide for themselves when and where they are going to be". The workforce of Microsoft is quite similar as they are knowledge workers. This is a good start for the benchmarking process. It is easier to compare two similar organizations. What did Microsoft do to throw a behavioral switch?

"By making sure that they understand themselves and their colleagues better, and by making agreements as to how they're going to work together, for example. We went very far in this direction by putting both our individual employees and our teams through MBTIs (personality tests – Ed.) It was important to take enough time for the change process. It took three years, and we tried to make the process as organic as possible"- said by Theo Rinsema (Veldhoen+ Company no date).

In addition, "The Management Team started by questioning its own leadership style. We want to emphasize trust rather than control, and output rather than attendance. The MT then presented its "dream" to all our employees: we want to grow into an environment in which everyone is better able to achieve a good work/life balance and at the same time increase productivity. We asked employees volunteers to join us on this journey". "We've also developed scenarios, preferred working methods, in which we consistently combine technology and work style arrangement". In the previous workspace, people use instant message to communicate, but people now "switch from our IM program Office Communicator to the telephone, with or without webcam. That's how we've pushed the human-technology interface to a higher level". He confirmed that by doing this, the organization's productivity and employees' vitality increased (Veldhoen+ Company no date).

When he was asked about the change resistance, he said that there was not really resistance as people were used to it and emphasized that "What was much more important was how people could be more self-managing. How does an individual learn to strike a better balance between work and private life?". To help people know how to apply new ways of working, they organized "internal workshops, training, buddies, and so on". This is a support step for the employees to learn how to work in the activity-based-workspace (Veldhoen+ Company no date).

For the new employees, Microsoft Netherlands gives them a two-day training course for them to know about the workspace and how to work in such areas. However, one issue came up when they realized that the employees did not feel at home. "They liked the environment

and understood what we were attempting to do, but they couldn't sort out who their actual colleagues were. When we discovered that four or five months down the road, we immediately made adjustments to the introduction program. Now new employees meet their direct colleagues on their second day. We also made a tour of the building part of the program. We even take people to their locker and explained "Here's your lockers, so this is where you're likely to meet up with them". Very simple things, really, but they've had an enormously positive influence" (Geernaert 2009).

Leadership is also an essential part in change management. Changing the office and employees' behaviors means changing the leadership style. "As leaders, we have to learn to let go more, to facilitate rather than steer. Facilitatory rather than paternalistic leadership". Just like he mentioned before, the new leadership would be about "trust rather than control, and output rather than attendance". In the new workspace and with a knowledge workforce, the control of attendance is outdated.

Since it was their first office change to activity-based-workspace, they also cooperated with Veldhoen+ Company for more professional advises. They did the project with an open-minded as he said that "The point is that every experience limits what we do in the future. The more you fall back on what you know, the fewer risks you take". They want to find the balance between professional advices and an open-minded mindset.

Besides the big success, Theo Rinsema confirmed that there were some mistakes in the change process. He said "One of our mistakes is that we waited too long to involve middle management in the change process. We were afraid that we would be confirming the hierarchy and status of management if we allowed them to head the change". Moreover, another thing he said that he would do differently would be "We should have made it clear to the employees what the New Way of Working would mean for them. It means a shift from "being managed" to self-management- from the manager who opened up the shop in the morning and closed it at night to the individual employees. At first, we thought "What's wrong with that" It's great when employees work hard, isn't it?. But we got a failing score on an employee satisfaction survey. So, we appointed a coach to help people find the right work/life balance" (Geernaert 2009).

The story of Microsoft Netherlands contained many lessons which Laurea UAS can learn from. First, to understand more about the employees, letting people to take the MBTI tests can be a good idea. The test shows the management about the personalities of the employees, how they aware of the surroundings, and how they make a decision. Since this is a psychological test, the management can understand the staff deeper in term of psychology. Second, the executives communicate the vision with the employees by showing them what they get more

than what they are going to lose. By encouraging them to see the change as positive impact to them, the management helps their employees feel more comfortable to take the next step in accepting. Third is showing people how to act in the new workspace. It is difficult for them to know what to do in the total new space without guidance. As new way of working is a new issue for them, explaining them what it is and how to get the best out of the new space is very important. Next is keeping the training for the new employees so that they understand the work culture here. Last but not least, observing and asking people how they feel to show that the school really concerns about them. If the issue is serious which can affect the work productivity, quick actions to make the situation better is necessary. By not reacting to fix the situation, the supervisors let the satisfaction and productivity of the employees decrease. This can lead to the low commitment to the organization.

5   Recommendations

The objectives of this paper are enhancing user experience and suggesting in change management regarding of the office change. During the interviews with three parties, the author thinks that some improvements should be done as soon as possible. These suggestions are based on the teachers and students' experiences.

Development ideas	How to implement it?
An informal and quick group chat for students and teachers	Create Facebook or WhatsApp group for each class so that when students need quick questions for the teachers, they can reach the students easily.
Coaching the teachers how to work in the new workspace	Show them how to work in different workspace to get the best out of the new workspace Have a consultant to answer all their questions related to their working experiences such as how to adjust some equipment or furniture Have a training for the new staff so that they know the work cultures and easily get used to the new workspace
Cleaning kits for computer rooms	In computer rooms, there should have a cleaning kit for everyone to clean the desks and computers for the next users
Coffee machines in the teacher library	Put a coffee machine or electric kettles with different teas and coffee flavors for them to choose like the students'

	library
Discussion with the employees	The managers should speak with the teachers and staff more and continuously to know about their feelings, let them express it and when they ask for any improvement, let them know if it is possible or not, if it is possible, let them know the specific time when it can be done.
Work together in Service Design method	Organize a workshop which let the employees brainstorm about the way they should behave and work in the new workspace, what should be adjusted Come up with new rules if it is suitable for their work culture
Check the ventilation, Wi-Fi and communication devices quality	Weekly maintenance to check the status of Wi-Fi, ventilation and devices, especially when they report the problem
Modern digitalized devices	Digitalization and connectivity should be frequently updated It is important to have modern and good condition digitalized devices for more communication and telecommuting
Lighting	Check the lighting, if necessary, add more for better light quality
Digitalized the test and materials	School can start to design the tests for students to do on the computers to minimize the paper using level which makes the teachers can work in their laptops for grading purpose Digitalize the books and other materials for people to read it on mobile devices. Note: The mobile devices should have light setting which makes the eyes less irritated when watching for a long time
Let people choose the place they want to work	Get rid of the rule "No working in the same desks" New rule would be "First come first serve"

Table 3: Suggestions for better user experience

For the better change management, the managers can think of some extra works to do to make the change process easier for everyone. Here are some suggestions which are based on

the interview with three parties and also the benchmarking. These are not must things to do but more like consideration for next change project in office design.

Development ideas	How to implement it?
Spend more time for the end users research	Besides the survey on how they work, MBTI test is the next step to understand people for better preparation
Have a coaching session	This is the time to suggest people how to work in the new space in the most effective way Answering all the questions about the user experience
Communicate the vision positively and collaboratively Create the sense of urgency	Show the vision of the school when doing the change Show them why it should be done, how important it is, the effect of not doing it and the positive effect of doing it Ask them for suggestion
Show the success stories	Success stories such as Microsoft, CBRE, Novartis, etc. or the stories from other campuses about what the results after using the activity-based-workspace such as the decrease of operating cost, the environmental impact, the productivity, etc. Introducing some positive teachers who already work in the new office design to know how they work, their feeling and reactions. This can boost the positive emotion of people.
Think about the roles of each position in the change management	Establish a table of all the stakeholders of the school and think of it based on these criteria: • Stakeholder (groups not individual) • Issues/ needs of the stakeholder • Reason for alignment • Level of interest (Low- Medium- High) • Critical to success (Low- Medium- High) • Message/ Content to send • Focal points (Who is the one can decide and contact?) Doing this makes the management have more details to operate the change.
Visualize the office as much as	People resist when they do not know and understand about

possible	it, visualizing the space before by using 3D model can let people really see it before working in the office. When knowing what they will encounter, it is easier to accept.
Frequent communication with the staff after the change	Feedbacks and feelings after the change are very important, by frequent talking with the staff casually, the manager can know what to improve more. Waiting for feedbacks from the official forms can make some small problems maintain unnecessarily. This annoys the users and may affect their work for a long time.

Table 4: Suggestions for future change management

These recommendations are researched during the interview and benchmarking. Some of them can be done immediately to show people that the school is really trying to make their work experience better. Some of them can be considered for the future plan as they also come from the end-users' perspectives.

6   Conclusion

Change is an essential and inevitable stage for all companies and organizations. The world is always changing and always standing in one position can make an organization fail from the development of the world. Even though change is not an easy step to make since it requires a lot of time and efforts, it must be done. However, a good balance between planning, research, update, observation and continuous communication can make the change easier. The research is able to answer all the five questions that the writer asked. First, most of the teachers think the new office look really nice. They really like the design of the new office from the colors to the tables. It looks more spacious and bright. Some of them like the idea that they are able to choose the workstation based on their work style. The new office also brings them more chance to meet new people and colleagues, and then start a conversation with them. Secondly, some people resisted the change because they think that the school did not involve them in the beginning and also not listen to them well. There are also some people think that the new workspace is not suitable for them and their work style. Some people in group A said their work requires to use more papers and the new workspace cannot support them with that. The lockers and spaces are not enough for them. In addition, the new office takes the students more time to find the teachers when needed.

Each group user has a different way of using the new workspace in term of the frequency of using and requiring the space. Group A is the one who uses the workspace the most. They usually use the room 135 for independent work and for speaking with the students. And the

students can see anyone who is working in that room. Room 135 is also the room of lockers which makes people come to it in the beginning and the end of the day. Group B tend to move around different locations. They usually bring mobile devices such as laptops and smartphones to work. For them, they can work anywhere and anytime they want. They use different rooms based on their purposes. Group C is the group of working at home most of the time. They do not need an assigned desk for each of them, they only go to school for meeting purpose so they only use the meeting area.

About the feeling of the users when looking back the change process, they also have different feelings and reactions about it. Four people thought that the change process was horrible without carefully managed. Three people had really positive about it as they thought it was necessary. Three people had a neutral feeling when thinking about the change process. One person had no feeling as she is the new teacher here. And one person said that the start was good but now she was a little bit disappointed in term of productivity.

Most of the teachers suggested that the change should have involved more people, especially them as the end-users. They want to have more chance to speak up and be listened. They feel really negative if the decision was made without asking their opinions. Other suggestions for better management would be: saying sorry, showing the success stories, visualizing the space for better imagination, and making the positive workers more visible.

In conclusion, people are getting used to the new office even though they resisted strongly before. The transition in their psychology is normal and understandable in this case. It is a good sign for the management. However, there are still some issues related to the change which can be solved by an open discussion between the management and the employees. The management board can consider more about the suggestions mentioned above for the future change process. At the end, change is never an easy job, the resistance is expected and inevitable. However, the way the management handles and reacts with the resistance can decide the serious level of the resistance. The important is to find the balance between the strategy and the compromise.

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Figures

Tables

Table 1: Before and After the office change
Table 2: The result of the students' opinion
Table 3: Suggestions for better user experience
Table 4: Suggestions for future change management

Appendices

Appendix 1: Interview questions of students

1. Do you know that there is a new workspace change in teachers' area?
2. If yes, how do you know about it?
3. What do you think about it?
4. If no, what do you know and think about the multi-space workspace?
5. What do you think about the previous teacher's workspace or traditional workspace?
6. Do you think it is a positive change?
7. How does the change affect you, especially when you have to look for your teacher?
8. What do you think should be improved in the new workspace?

Appendix 2: Invitation of interview to the teachers

Hello,

I am Kim Anh Nguyen, a final-year student of Facility Management in Laurea Leppävaara. I am doing my bachelor thesis research about Change Management of teachers' office in Leppävaara campus.

Thesis topic: Problems in change management: Lessons learned from Laurea, Leppävaara campus.

Objectives of the research: To know how the office change affects the teachers and students' activities, and to know how did the teachers experience the change process as well as what can be improved in the change management process in the future.

I would like to ask you to participate in my thesis research interview. I plan to do the interview till the end of January 2017. It is really important for me to know your opinions about the change of the office. Please let me know when it is available for you by clicking the below link and choosing the time which is available for you.

***Each interview will take about 20-30 minutes. Your identity will be kept as anonymous so no one will know who participated in this research. ***

Link to choose the time: https://kimanh-nguyen.youcanbook.me/

Thank you so much for your time. Have an energetic week!

Kind regards,

Appendix 3: Interview questions for teachers

1. Can you tell me something about yourself, for example your age, your occupation, and how often do you work in Leppavaara campus?
2. What is your typical working routine?
3. How do you use the new workspace? Which room is your favorite room/ Which room do you use most of the time? (self-working, collaborative work, interaction with colleagues, working with students, relax)
4. How does the office change affect your working routine and productivity?
5. What are the advantages and disadvantages of the new workspace?
6. How can Laurea UAS do to make you enjoy the time working in the new area?
7. How did you know about the office changing plan in this campus? Via email, workshop,…?
8. What did you know about the plan?
9. What did you first think or how did you react when you know about it? In a big picture, do you think it is necessary and urgent to change? (Scale from 1-5, 1 least urgent, 5 is the very urgent)
10. Did you have any contribute to the plan? If yes, what did you do to support the project?
11. When looking back the change process, how do you feel?
12. If you were the change manager of this project, what would you do differently to motivate people follow the change?