THESIS

Mirka Anttila 2012

CHANGE PROCESS FROM INDIVIDUAL'S POINT OF VIEW

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Thesis

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Rovaniemi University of Applied Science's change process rests on the on the year 2020 strategy. According to the strategy, development of professional skills develops trough the action. This new view of learning is known as KOTA (Keys to the Future by Learning from Experience). KOTA is based on the Problem Based Learning method. This change process is concerning the whole personnel and it started in 2011.

The aim of the thesis was to investigate the change process from the individual's point of view. The research problem was to find factors what are required from the individuals during the change process. In the theoretical background, the change process elements were regarded in the general level as well the individual's perspective. The theoretic contexts also focused on the knowledge production and creation. The research was implemented by using a case study method and used data were the pilot reports and interviews. The interviews implemented by using the focused interview method. The cases consisted of two pilot courses. The target group was the teachers in charge and tutor teachers, who took part in those particular pilots.

There has been only some research concerning the personnel's influence on the change process. The main focus on the previous researches, has been on the change processes' impact on individual. This research showed that the individual had a major role on the successful change. Many background variables may effect on the individuals personal impact and attitude towards the change. The aim was also to find the correlations between the background variables and answers. As a conclusion, the successful change requires a time, information searching, positive and humble attitude, tacit knowledge, communication, willingness to learn new and certain criticism.

Key words: change process, SECI, knowledge-based management, qualitative research, case study method

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Rovaniemen ammattikorkeakoulun muutosprosessi pohjautuu vuoden 2020 strategiaan. Strategia perustuu ammattiosaamisen kehittämiseen toiminnan kautta. Tämä uusi oppimisnäkemys tunnetaan nimellä KOTA (Kokemuksesta Oppimalla Tulevaisuuden Avaimet). KOTA-näkemys perustuu ongelmaperusteiseen oppimiseen (Problem Based Learning). Tämän myötä Rovaniemen ammattikorkeakoulussa käynnistyi vuonna 2011 koko henkilöstöä koskeva muutosprosessi.

Opinnäytetyön tavoitteena oli tarkastella muutosprosessia yksilön näkökulmasta. Tutkimusongelma oli löytää tekijät, joita yksilöltä vaaditaan muutosprosessissa. Tutkimuksen teoriaosuudessa tarkastellaan muutosprosessiin liittyviä elementtejä yleisellä tasolla, sekä yksilön näkökulmasta. Lisäksi teoriapohja kohdentuu tiedon tuottamiseen ja luomiseen. Tutkimus toteutettiin tapaustutkimuksena ja tutkimusmateriaalina käytettiin pilotti raportteja sekä haastatteluja. Haastattelut toteutettiin teemahaastatteluina. Tutkimuksen tapauksina käytettiin kahta pilottikurssia. Kohderyhminä haastatteluissa olivat pilottiin osallistuneet vetovastuulliset opettajat sekä opettajatuutorit.

Henkilöstön vaikutusta muutosprosessiin on tutkittu suhteellisen vähän. Pääpaino tutkimuksissa on ollut, kuinka muutosprosessi vaikuttaa yksilöön.Tämän tutkimuksen tulokset osoittivat, että henkilöstön panostuksella on suuri merkitys menestyksekkääseen muutokseen. Monet taustatekijät voivat vaikuttaa yksilön henkilökohtaiseen panostukseen ja suhtautumiseen muutosta kohtaan. Tutkimuksessa on myös haluttu löytää yhteyksiä taustavaikuttajien ja vastausten väliltä. Johtopäätöksenä voidaan sanoa, että menestyksekäs muutos vaatiin yksilöltä aikaa, tiedonhakua, positiivista ja nöyrää asennetta, hiljaista tietoa, kommunikaatiota, halukkuutta oppia uutta sekä tietynlaista kriittisyyttä.

Avainsanat: muutosprosessi, SECI, tietoperustainen johtaminen, laadullinen tutkimus, tapaustutkimus

CONTENTS

1 INTRODUCTION

In today's world the change process is a permanent part of the company's routines. The main responsibility of the successful change is on the management's shoulders. The aim of the thesis is to investigate the individual's responsibility and required actions during the change process. While the leadership is the main issue that makes people do things efficiently, there is still much significance in the individual's actions as well.

The commissioner of the thesis is Rovaniemi University of Applied Sciences, RAMK. It started the change process by launching the Problem Based Learning as the main teaching method. The whole change process is based on the strategy 2020, the achievement of it, is to create a curriculum which combines the education, research and innovation (Kasvun Kota 2011, 5). Now the process is in the phase, where the first pilot courses have been implemented and reported. This thesis contemplates the change process from many different perspectives. The main focus is on the individual's actions and knowledge creation. The goal is to find what kind of contribution the change requires from the individual. The research is done by using the pilot documentations and by interviewing the participants (the teachers). This will give the comprehensive sight of the topic. The interviews are used as a primary research method, particularly focused interview method and the pilot documentation as a secondary research method. The data is analysed by using the thematising and typological analysis.

The thesis handles a theory of the change process as well the process description of RAMK's own change process which has been implemented by using the knowledge creation. The empirical study focuses on the group of the employees who have taken part in the pilot executions. The research includes profiles of the respondents and analysis including the citations from the interviews.

2 CHANGE PROCESS

2.1 Concept of Change

The change process cannot be defined as a process with the beginning and end, instead it is a process which is alive and changes all the time. It is a process which is ruled by the commitments, sub communities, with the special culture and features. (Mattila 2007,15.)

Nowadays, the external environment changes more rapidly than the organisations, causing the situation where the organisations are driven to be part of the change process. The change is ultimately a cultural process, meaning that the organisation's culture and behaviour need to be modified in a way that the change success can be realised. (Burke 2011, 24.)

The organisational change can be divided in to three different types, according to the situation; the minor change where for example the company takes a quality management as part of its operations, radical change where the company changes its whole organisational structure and fusion where two companies are emerged. These kinds of divisions can be made as well in the cases where the change happens smoothly with a long time scale and in the change that happens radically in the shorter scale. The irregular and fast change usually tear's apart the whole organisation from its original form. The change process usually awakes very contradictory feelings in the employees. (Mattila 2007,16-17.)

John Kotter defines the change as an eight stage process.

1. Establishing a sense of urgency
2. Creating the guiding coalition
3. Developing a vision and strategy
4. Communication the change vision
5. Empowering employees for broad- based action
6. Generating short-term wins

7. Consolidating gains and producing more change

8. Anchoring new approaches in the culture

(Kotter 1996, 35-158.)

The first stage is to establish a sense of urgency. It is important to identify the need, how urgently people are driving this change forward. Without the same sense of urgency, the whole process may fall apart. If urgency is low, it is very difficult to create the change vision when only few people are committed to it. The high urgency level demands confronting the problems honestly and setting the target standard high enough. It requires the risky actions to be implemented, because the complacency needs to be minimised so that the problems can be faced. This can be done, for example by eliminating the obvious excess assets and setting the targets so high that they cannot be reached as usual. (Kotter 1996, 36, 38-40, 43.)

The second stage is creating a guiding coalition. It is essential to build a team of right composition; right people with the same level of trust and shared objectives. Generally CEOs are used to work individually, making the decisions by themselves. It can be very effective way to act, while speaking of the slow-moving world, where the change is implemented in the long run. However, today things work's differently. In the rapidly changing world, a new process of decision making must be created. The individuals are not often able to get enough information to make the non-routine decisions. Hence the teams and team work plays a big role. However the teams should be formed with the group of right people which enables the trust among each other. This kind of new and obvious innovation can be applied in the factory floor as well as in the very top of the organisation during the major change. The guiding coalition, an effective team, is able to process information rapidly. It can also speed up the implementation more efficiently because the powerful people are informed and committed to the key decisions. A good guiding coalition must include the management and leadership skills and it works in the teams where other runs and other follows. The manager's duty is to create plans and control people, while the leader drives the change. The guiding coalition must have enough the capacity to make the needed changes, no matter the forces of inertia. (Kotter 1996, 52, 55-56, 57-58, 65.)

The third stage is to develop a vision and strategy. It is essential to have the clear vision, because it clarifies the general direction for the change. The vision motivates people in to the action, in the right direction and it helps coordinate people in a fast and efficient way. The direction clarification is important, because people usually disagrees, are confused or questioning the necessity of the change. A good vision helps to perceive the expensive clutters, such as the inappropriate projects. It also motivates people to work for the new change, because the good vision shows that sacrifices must be made but at the same time it will give a lot of benefits and personal satisfaction. The clear vision also saves the time and energy, as it helps the managers and employees to figure out the issues by themselves, without constantly consulting the bosses. This is a huge advantage while the cost of the change can be gigantic. Without the shared vision, people might end up with the constant conflicts, however with the shared vision they can work independently and not trip over each other. After the vision an action plan, in other words the strategy, must be created. It provides a logic and detailed information, how the vision is accomplished. (Kotter 1996, 68-70, 75.)

The fourth stage is communicating of the change vision. The vision requires lot of communication, otherwise it is hard to adapt. Even though the vision is repeated often, it does not work if it is poorly executed. The reason why this phase might fail can be caused by the failure of the three previous phases. The urgency level is low, wherefore people do not listen. The guiding coalition is not collected of the correct people. The vision is too blurry, while it is very hard to sell forward. Even though all of the previous matters have been executed well, still the communication of the vision can be very challenging. The communication of the vision requires a lot of time, effort and clear sense of the actual problems and ways to solve them. Most important; the message needs to be clear and simple. There is no reason to create the hard jargon’s what the personnel just do not understand. Nevertheless, it is challenging to create the clear and simple message with a little bit of courage in it. The usage of different communication forums has a major impact on the well- developed communication. While the information comes from as many directions as possible, it has better chances to reach the target group. Hence the messages need to be repeated as many times as possible. The effective information transferal requires always repetition. (Kotter 1996, 86-87, 89-90, 93-94.)

The fifth stage in the change process is empowering the employees to broad-based action. Even though all of the previous stages would have been implemented well, still the successful change can face the numerous obstacles. The aim of this stage is to get people to remove as many barriers as possible while creating the change vision. These barriers can be the structures, skills, systems or supervisors. A strong structural department can cause problems because it undermines the teams in many different ways. While the employees are frustrated and complaining about it, the reason usually is that they are not good team players. Nevertheless the reason is that the vision and structure does not meet in the reality. While empowering the employees, without proper training, the change process will not move forward. At today the organisations provide the trainings but not enough, not the right kind of or in the right time. People are expected to change within the few days' trainings, while they have been building their habits over many years. While the change process training focuses on the technical skills, the main points, such as the manners and behaviour change, are completely missing. Those are the reasons why this part usually fails. Secondly it is very costly and time consuming procedure. The systems needs to be aligned according to the vision, because they are easier to remove, rather than starting to sharp the every details of the vision, when the whole thing may fail. In empowerment, the supervisors are playing a big role. Thus the new change requires a whole new style; it also requires a new style to lead from the managerial level as well. The entire group needs to change their habits; after all it might be very hard. (Kotter 1996, 101-102, 103-105, 107-108,111, 112.)

The sixth stage in the process is generating a short- term wins. The major change takes a lot of time; therefore it is very vital to keep the employees on track by emphasising the short-term results. Sometimes the visible results happen by chance, but not always. The good short-term win has three main characteristics; it is a visible, unambiguous and it can be clearly related to the change process. Usually the first win locates within six to eighteen months from the beginning of the process, depending on the size of the company. The short-term wins play many roles in the employees’ satisfaction. It proves that the sacrifices are worth to make, it motivates and rewards the change agents of the good work, helps fine-tune the vision and strategy, shakes the resisters cynicism, keeps the bosses on track and builds the momentum. (Kotter 1996, 119, 121, 123.)

The seventh stage is to consolidate the gains and produce more change. The majority of the change processes takes a lot of time and effort. While the short-term win can keep the momentum going, with the complacency, the whole process may sweep back. It is amazingly difficult to manage people to change their behaviour. Things like the organisational structures, personal habits, cultures, peer relationships and an on-going stream, are very hard to learn and create again. If just a one person's attitude may be hard to change, yet there can be thousands of employees who have to change their habits and attitudes as well. An independency can be an issue, because it can harm the change dramatically. While the change takes a place, it is important to think twice, is there a need to slow down. (Kotter 1996, 132, 135, 136-137.)

The eighth and final stage is anchoring the new approaches from the culture. The culture can be defined as a “norms of behaviour and shared values among a group of people.” (Kotter 1996, 148). The norms of behaviour are very common way to act in the group. It tends to behave in a way, where the practices are taught to the new members, rewarding those who adapt the norms and sanction those who will not. The culture is important, because it can powerfully influence on the human behaviour and that way it can be very difficult to change. While it is so invisible matter, it is hard to address directly. The shared values are even more difficult to change, than the norms of the behaviour. The changes can come undone, because the new approaches are not anchored in the group’s norms and value. The cultural changes must come latest, because it is not something what can be manipulated easily. The cultural issues must be recognised in the early stages of the change process. Without the understanding it is very hard to develop the urgency level and creating the guiding coalition. The actual change, of the powerful norms and values occurs mostly in the very last stage. This requires a lot of talking, may involve turnover and makes decision on succession crucial. (Kotter 1996, 148, 156-157.)

2.2 Knowledge Creation

RAMK’s change process cannot be defined as roughly as for example Kotter defines it. There are a lot of same elements considered, though it is not linear in the same order.

According to Nonaka, Toyama and Konno, the knowledge creation is a never ending cycle where the explicit knowledge and tacit knowledge meets, creating the knowledge. The explicit knowledge can be expressed in formal and shared in the form of data and scientific formula. Vice versa the tacit knowledge is deeply rooted in the action, procedures, routines, values and emotions; it is more like behind the human’s cognisance. The explicit knowledge, without the tacit insight remains quite empty. The knowledge is created through the interactions between these two. (Nonaka – Toyama – Konno 2000, 6-8.)

The knowledge creation process is continuous, while the context may change. It is created through the interaction amongst or between the individuals and their environment. How the knowledge works in the organisation, can be demonstrated by the model of the three element process: the SECI, ba and knowledge assets. These three elements interact with each other and create the knowledge. (Nonaka – Toyama – Konno 2000, 8-9.)

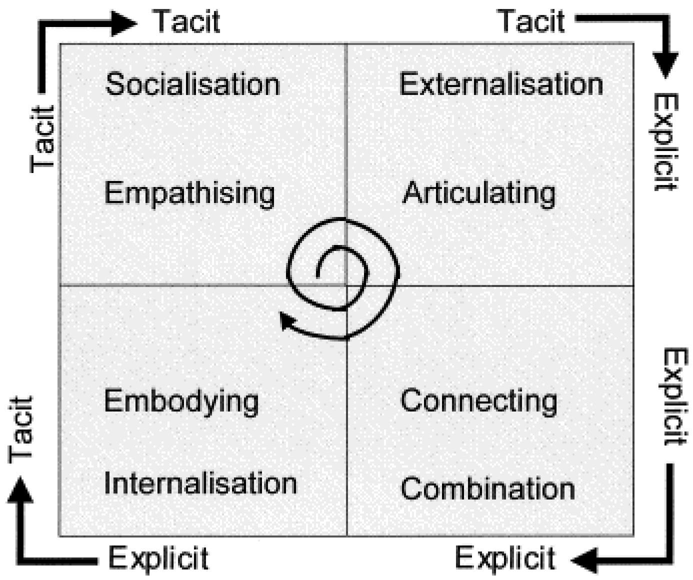

Figure 1. The SECI process (Nonaka – Toyama – Konno 2000, 12)

The organisation creates the knowledge through the interactions between the explicit and tacit knowledge. Figure 1 shows that there are four modes of conversion: a socialisation, externalisation, combination and internalisation. These four elements represent the SECI process. In the socialisation, the tacit knowledge can be shared through the shared experiences and it may occur in the informal meetings and out of the organisational boundaries. This type usually occurs while the training period, when the apprentices learn the tacit knowledge from the own experiences rather than from the written manuals. The externalisation is articulating the tacit knowledge. This can be shown for example in the product development, where the employee can give its own tacit knowledge to improve the product. This way the tacit knowledge can be crystallised and shared by the others and become basis of the knowledge. The combination process means the process, where the explicit knowledge is converted more complex. While talking of the combination, lot of the explicit knowledge from inside or outside of the organisation, are processed to form of the new knowledge. A computerised communication is a good way to facilitate in this process. While the data is collected from the company and put in together, the report represents the new knowledge gathered from different sources, as a one context. In the internalisation process, the knowledge is embodying from the explicit knowledge into the tacit knowledge. It is closely to 'learning by doing'. By reading the documents and combine the theory on practise, the trainees can internalise the explicit knowledge to enrich their tacit knowledge base. Through this process, the explicit knowledge is shared and then converted to the tacit knowledge which the whole organisation can use. (Nonaka – Toyama – Konno 2000, 9-10.)

While the tacit knowledge can be difficult to define and share, it is able to gain while sharing the experiences for example spending a time together or living in the same environment. The knowledge creation is continuous process of interaction between the tacit and explicit knowledge. The whole process is like a spiral between those four modes. This dynamic process starts from the individual level, expanding it moves through the communities of the interaction. (Nonaka – Toyama – Konno 2000, 9-10, 11-12.)

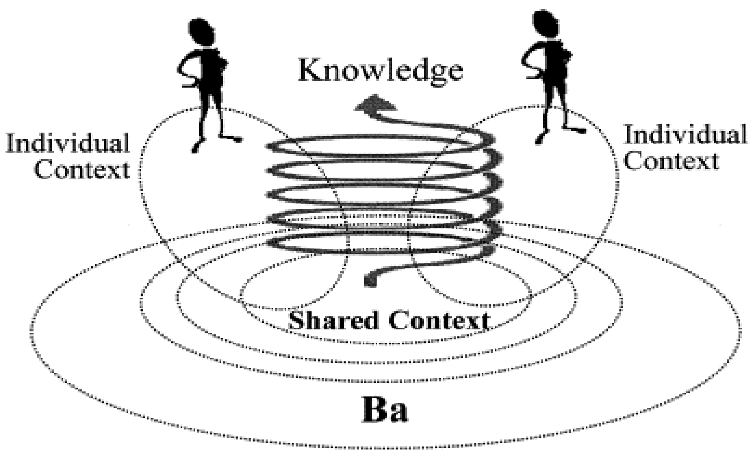

Figure 2. Ba (Nonaka - Toyama – Konno 2000, 14)

The knowledge creation needs a place to be shared, created and utilised. Ba (a place) offers this kind of context, which provides the individual conversations and way to move along the knowledge creation spiral. It is the place where the information is turned to the knowledge. The information in ba depends on the individual's activity, because they are the driving forces of the knowledge creation. Therefore the knowledge can be created through the interactions between the individuals and their environment. Figure 2 show that ba is an open place where, the participants can come and go and share their own knowledge. It is important for the participants, to share the time and space. Ba requires the energy and that way the knowledge creation happens. Ba changes constantly, depending on the participants. There can be four types of ba. The originating ba is face- to-face interaction between the individuals. It provides the shared experiences, feeling, emotion and mental modes. The dialoguing ba is collective and face-to-face interaction. Here the participants tacit knowledge is shared trough the dialogues. The systemising ba is a collective and virtual interaction between the participants. The knowledge creation can exist trough the documentation or virtual environment. Exercising ba, is an individual and virtual interaction. Here the participants expressing the explicit knowledge through the virtual environment, such a written manuals. (Nonaka – Toyama – Konno 2000, 13-16, 16-17.)

The assets are the company's resources, which creates its value. Hence the knowledge assets are considered to be the most important asset for the company, there is a need for the system which evaluate and manage the knowledge assets more efficiently. To understand, how it can be created, the knowledge assets can be divided into four types. The experimental knowledge assets are combined the factors of the shared hands-on experiences amongst the participants. The experimental knowledge assets can be such as know-how trough the experiences at work, as well the emotional knowledge. Because the experimental assets are tacit, it can be difficult to engage, evaluate and change. The company needs to build up the own knowledge assets through their own experiences. This ensures the competitive advantage, what is hard to imitate. The conceptual knowledge assets includes the explicit knowledge which can be articulated trough the images and language. This can be such as the brand equity. The conceptual knowledge assets exist in the tangible form, therefore it is easier to grasp. The systemic knowledge assets consist of the systemised explicit knowledge. This is the most visible type of the knowledge, because it includes the intellectual properties and it can be transferred easily. The routine knowledge assets come from the tacit knowledge that is rooted through the routines from the actions and practices. The most visible characteristic is that they are practical. (Nonaka – Toyama – Konno 2000, 16-17, 21-22.)

2.3 Leadership of Knowledge Creation

While the whole change process can be defined as a change management, the actual managerial level is the leadership of change. These two concepts differs from to each other in a way that the change leadership concerns mostly the driving forces, visions and processes that fuel the large-scale transformation. The change leadership can be defined as an engine of a whole change process, which makes it faster, smarter and more efficient. It is making things happen by empowering people. (Kotter 2011.)

When the organisation change is realised, it requires the leadership. Once the organisational change is major, the leadership must come from the top of the organisation, from example the executives. Without the leadership, the change cannot be realised. The leader is the one, who brings together the external matters with the organisation's mission, strategy and culture and therefore creates the change goal. (Burke 2011, 27,247.)

While the RAMK's change process is based on the creation of a new knowledge, the leadership requires more detailed actions.

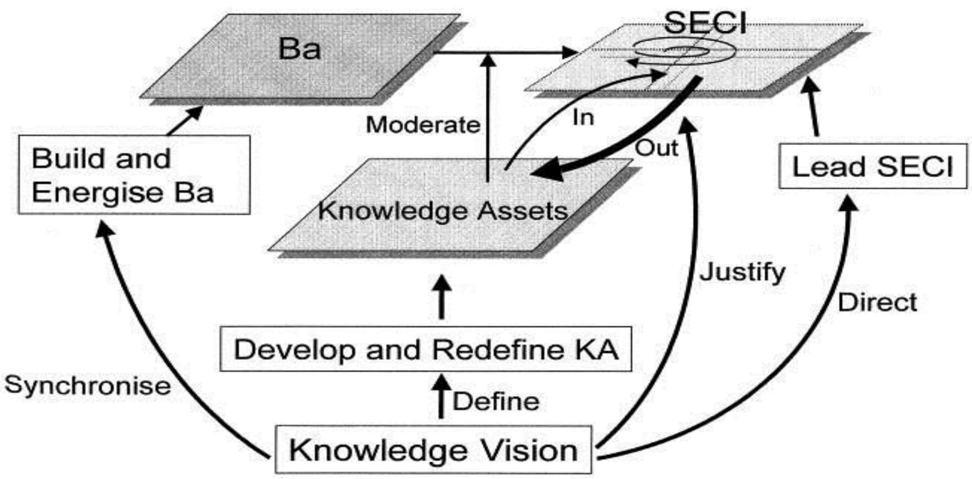

Figure 3. Leading the knowledge-creating process (Nonaka – Toyama – Konno 2000, 23).

Figure 3 shows how to lead the knowledge creation process. By using the knowledge assets, the organisation creates knowledge through the SECI process that takes a place in ba. Hence the created knowledge becomes a part of the knowledge assets of the organisation, which behalf's become the basis of a new spiral of the knowledge creation. (Nonaka – Toyama- Konno 2000, 22.)

The knowledge creation process cannot be managed as traditionally. Therefore the managers the can lead the knowledge creation by providing the certain conditions. The main thought of managing the knowledge creation is the distributed leadership. Therefore the top and the middle management can take the leadership role and working on all those three elements; leading the SECI, developing the knowledge creation and energising the ba. (Nonaka – Toyama – Konno 2000, 22-23.)

The process requires knowledge-based management that combines the management and leadership competences. This means the understanding, how the specialists and knowledge can be lead in the expert organisation. The knowledge- based management includes the personal experiences and future orientated intentional leading. It is a skill to apply the learnt knowledge in the different context and ability to create the new knowledge, depending on the time, place and situation. The knowledge- based management combines the both scientific and analytical information and leadership and decision policy. The knowledge- based management is based on the better understanding and deeper logic. It is a leadership manner, where learnt and existent knowledge transfers to the operation level. The leadership requires social ability; the ability to create the circumstances that brings the personal commitment, activates the information, creates and strengthening the communal identity, goals and vision and inspires the employees (Rytilä 2011, 90-91).

The change is a combination of the many different elements. Therefore it is a very crucial to understand what kind of role different players have. The main focus in this research is still in the individual's actions, but without knowing the background, the whole situation may be hard to perceive. The leadership and change management seemed to have an important role in the employee’s attitude and satisfaction. This has a correlation to the research results. Most of the respondents mentioned that the change management would have worked better. Some point it can effect considerably on the employees contribution to adapt the change. The knowledge creation defines RAMK’s change process in operational level; it is meant to be dialogical, when the information is shared between the individuals. The knowledge is created through the SECI which takes a place in ba.

2.4 RAMK’s Change Process and KOTA (Keys to the Future by Learning from Experience)

RAMK’s strategy for year the 2020 is: “Development of professional skills requires combining the education, research and innovation into a view of learning. The starting point for the new knowledge creation is a working life based know-how and internationalisation challenges. The new curriculum is based on these definitions. The open educational environment and new learning methods encourages to the unprejudiced learning. The on-going evaluation and feedback ensures success of the teaching and learning.” The curriculum for the year 2013 was created based on this strategy. (OPS2013-1.1. - 30.6.2011, 3.)

The OPS13 - project’s objective was to create learning vision according to RAMK’s strategy 2020. The main idea was to create the learning vision which combines all those elements mentioned in the strategy and to create the curriculum which is based on the working life know-how and responds requirements of the internationalisation. (OPS2013-1.1-30.6.2012, 3.)

The training started in the autumn 2010, and the Problem Based Learning method’s main principles were introduced to the whole personnel. The actual education of the personnel was implemented in three phases, using the Problem Based Learning method’s eight stage cycle. During the training period, comprehension of the Problem Based Learning started to realise. The education confirmed RAMK’s managerial level that the Problem Based Learning will be the main core of RAMK’s new learning vision. (OPS2013 - 1.1.-30.6.2011, 3.)

The personnel meeting in February 2011 discussed the feelings towards RAMK's new learning method, KOTA. KOTA's (Keys to the Future by Learning from Experience) value atmosphere is an active and participative, which encourages to the risk taking. It is based on the new innovations, internationalisation and it integrates learning. KOTA is built upon the principles based on the Problem Based Learning by enriching its good practises. The knowledge comes from the innovative understanding of the knowledge, which is born through the interaction between people. The theory, practice and experiences cause reflectivity. Learning is based on the communal interaction between the students, teachers and working life and the aim is to build a mutual knowledge. A working-life is a permanent part of KOTA, because it is an authentic phenomenon. Learning is executed in the diverse and varied learning environments. The new learning method naturally develops the entrepreneurship skills. The internationality in KOTA is based on deepening the partnership. The main alignment is the cooperation between the Finnish and international students and employees. RAMK's vision includes the sustainable development and developing working life in Lapland. (OPS 2013 - 1.1- 30.6.2012, 4-5.)

Based on the discussions, the personnel were able to create a SWOT analysis of KOTA. The SWOT analysis is a strategic planning tool to analyse almost anything in a business. The SWOT comes from the words strengths, weaknesses, opportunities and threats and by categorising and identifying aspects according to those four elements the analysis can help the company to create the most suitable strategy. In the SWOT analysis, the company compares its own knowledge to the environment. (Pitkämäki 2000, 79). By perusing the weaknesses and threats, the personnel were able to see the issues that could turn into the risks. The main risks that were recognised, were the premises, problems of solving the working hours, students opinions and how to strength the commitment. Analysing the SWOT continued in the personnel meeting in the March 2011 by finding the solution for example from the discussion of good conventions, exploiting pilot results, sharing plans and trusting student's talents. The continual focus concentrates on planning the working time and overall wellbeing. (OPS 2013-1.1-30.6.2012, 4-5, 5-6.)

KOTA-learning vision is based on the Problem Based Learning by enriching it with the good practises existing in RAMK. Five of those principles were introduced in the personnel meeting in the May 2011. In the meeting, personnel were able to tell the experiences related on the PBL training. This information can be utilised while planning the pilot courses. (OPS 2013-1.1-30.6.2011, 7.)

After the PBL training, the personnel were eager to test the learnt method. The ideas of the pilot courses were possible to announce. The key educators worked during the April and May 2011, recognising the weak signals in RAMK's strategic points. According to the recognised weak signals, their mission was to make the presentation, which will be RAMK's KOTA curriculum for the year 2013. (OPS 2013 - 1.1-30.6.2011, 7.)

At the autumn 2011, six PBL pilot courses were implemented. The experiences of the pilot courses were positive and managerial level decided to arrange broader PBL testing for example at the autumn 2012. The function of the testing is to create the tacit knowledge of the problem based learning and wider the knowhow of the PBL in the different campuses. (OPS 2013-1.7-31.12.2011, 4.)

The curriculum was arranged to make closely with the working life. The degree programmes clarified the needs of the working life knowhow and the research results were documented according to the quality system. (OPS2013-1.7-31.12.2011, 5.)

The communication was implemented by using KOTA-afternoons during the autumn 2011. Each afternoon had an own theme, where was able to get know of the good practices, explore the pilots and discuss of the curriculum. KOTA-pages were opened to Intra to ease the communication. The process results were announced in the booklet: Kasvun Kota and RAMK news. The degree programmes arranged an own discussion and planning seminars according to their needs. OPS2013 project went through according to plan and mission was accomplished. (OPS2013-1.7-31.12.2011, 7-8.)

3 CHANGE FROM INDIVIDUAL'S POINT OF VIEW

3.1 Attitude towards Change

Whenever something happens in a person's life, it is considered as a change. It does not matter, whether it is pleasant or unpleasant, feelings going through the same cycle or the transition phases. These phases can be thought as a seven stage curve. It is known as the Kübler-Ross Transition Curve, which is based on the personal bereavement. (Orridge 2009, 20.)

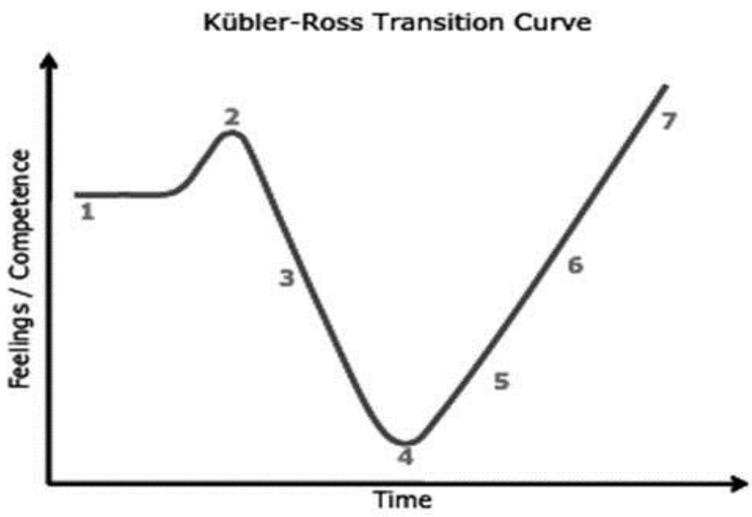

Figure 4. Kübler-Ross Transition curve. (Orridge 2009, 20).

The first phase in this cycle is a shock. People are unable to react on anything, which causes the solidification. The person is enabled to make any decisions. This phase in the organisation change can be defined as the 'rumour stage', because people are expecting something to happen. In some point this can be the very diluting phase in the organisation, because the employee's energy goes in responding to the rumours. (Orridge 2009, 20.)

The second phase is a denial. This is the way of getting rid of the first stage and minimising the change. The employees may think that the change does not affect their work and deny it. The denial usually provides time, for a retreat while building the internal strength. (Orridge 2009, 21.)

The third phase is incompetence. In this phase people become more aware of the change and may find it difficult. This causes depression because the change must be faced. At this time it is very difficult to know how to cope with the problems, time and life generally. (Orridge 2009, 21-22.)

The fourth phase is an acceptance. People are getting more aware of the situation and accept the new change and things as they are. At this moment, employees start to let go from the past and start to work in the way what change requires. The next phases are more concerning the future, instead of hanging in the past. (Orridge 2009, 22.)

The fifth phase is a testing. Employees are now accepted the new change and required behaviour models. They start to test themselves; how this can be implemented in a new way. By testing new thing, employees can find the new energy. (Orridge 2009, 22.)

The sixth phase is search for a meaning. While the new methods have been tested, people are very keen to understand how the things have been changed, compared to past. At this point people want to understand earlier behaviour, for example the anger towards the change. In this stage the effectiveness may increase. (Orridge 2009, 22.)

The seventh and last phase in this curve is an internalisation. While people have accepted the change as a part of their life, they can move on, and adapt the change as a part of their everyday work. This stage also represents the understanding and acceptance. (Orridge 2009, 22.)

Every person is an individual and that way act different than another. That's why the cycle can go in a different rate in a different person. The manager can also be further in their own cycle, thus the understanding towards employees feelings are very crucial (Orridge 2009, 22). However one needs to understand, that not everyone is in the same line. There are lot of employees who may be in the stage that they have accepted the change nevertheless some part of the personnel might still resist it. This issue requires lot of understanding from the manager's side.

Adjusting the change consists of the many different factors. When adjusting happens through the adaptation, one's behaviour may change, but not the attitude. The behavioural change may be based on a case, where the managers reward or punish materially. Sometimes the pressure from the other team members' may encourage the adaption of the change. This requires a lot of monitoring, from the managers side, because without monitoring, the positive behaviour may turn back to the resistance. The behaviour change may occur, when the team members starts to identifying with another. Once this happens, usually the team members respect their managers so much, that they adapt the one's beliefs, attitude and behaviour to be alike. Once the change is totally internalised, the team members behaviour changes, because they truly belief on it. This requires that the change is properly justified and manager is trustworthy. This does not require so much monitoring from the managers side, because the team members are internally motivated. This kind of adjusting also safes a lot of energy, once the employees do not have afraid some kind of punishment of their actions. (Arikoski – Sallinen 2007, 49-50.)

3.2 Passive Resistance

When contemplating the passivism against the change, usually the assumptions are made according the myths. The managerial level is blaming the employees of the failures caused by the reluctant attitude towards the change. The truth is that the main issue is the higher managerial level, because they take the change as a threat to their accomplished benefits and possible progression at work. The fear of getting discharged usually concerns this part of the staff. The fact, why the lower part of employees are construe to be passive, is that they are actively involving to the change by conveying the information and critic towards the managerial level. In reality this is only the interpretation of the passive resistance. Still there is a major part of employees in lower level, who are against the change. This part of the employees is usually the least involved group in the change process. Reasons for the passive resistance can be defined many different ways. Usually it requires the comprehensive understanding of the groups and individual. The main reasons for the passivism, are longing stability, habits, stable norms, fear of getting discharged, fear of losing benefits and position, misunderstanding and unawareness, perception differentiation, fear of unknown, instability of need and lack of rewarding. (Mattila 2007, 20-22.)

When talking of the passivism, usually the defences are the source of the resistance. Usually the defences are reactions which arise in the extraordinary situation. Even though the defences may occur as a harmful element, it helps the organisation to keep its vitality and ability to function. Nevertheless it is very crucial to remember, that the conflicts and perception differentiations are diverse to each other. The conflicts are very harmful and usually contribute the passive resistance. Still the perception differentiations are constructive and they are needed to solving and consolidating (Mattila 2007, 23).

John Kotter and Daniel Cohen identified four different elements, which usually stops the arising change. The first one is the self-satisfaction, which blocks one from seeing the need and reason for the change. The second one is to stay put, which occurs by avoidance and self-protection. The third one is the pessimistic attitude, which reflects to the whole community's motivation and commitments. The fourth one is open the rejection for the change. (Mattila 2007,24.)

The passive resistance seems, to have a positive reflection as well. Usually the reluctance causes discussion and that way it affects positively in chances to success and improves the quality of the implementation. If the dissatisfaction would be ignored, there would not be ways to correct the misleading behaviour, towards the change. (Mattila 2007,26.)

4 RESEARCH METHODS

4.1 Qualitative Research

A qualitative research is an empirical research which includes many different phases. While it is very difficult to define every detail that the empirical study includes, still there are some stages what appears almost in every research. (Hirsjärvi - Hurme 2009, 14.)

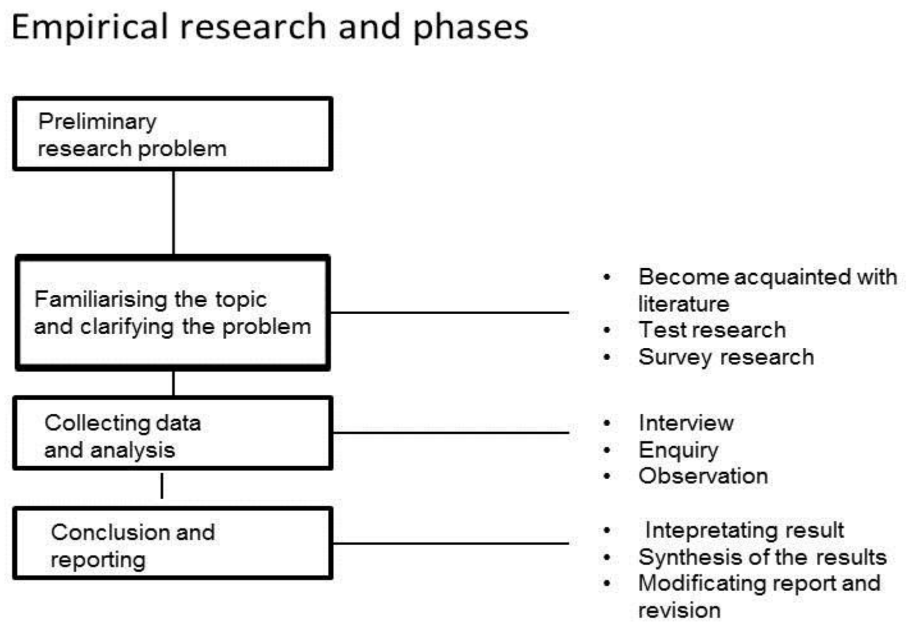

Figure 5. Empirical research and phases (Hirsjärvi – Hurme 2009, 14).

The most important factor is the research problem. It reflects on the decisions such as what kind of research arrangement would be the most suitable one, what kind of information is needed and what kind of method is required. Figure 5 shows the research phases in linear, but in reality, the research does not move forward in such a strict order. Instead the phases are moving like an iterative circle. (Hirsjärvi – Hurme 2009, 15.)

The qualitative research method can be roughly defined as the data's conformations pageant. Though, the analysis method can be also a quantitative. Boundaries between the qualitative and quantitative research are not that clear. (Eskola – Suoranta 2008, 13).

At this research, it was obvious in the very beginning that the used research method is the qualitative. The aim of the study was to examine the phenomena deeper, which can be executed by using the qualitative research methods. The qualitative research method is suitable when want to focus more on the individual player’s, natural situations and causal relationship. The qualitative research process is generally based on the researchers own intuition, interpretation and connection- and classification skills. There is many different ways to make the conclusion of the same context. (Metsämuuronen 2008, 8. 14.)

4.2 Case Study-method

The case study research is the empirical inquiry, which investigates the present phenomenon deeply within the real-life context, especially when boundaries between the phenomenon and context are not clearly identified (Yin 2009, 18). The aim is to produce specific and deep information of the investigated topic. The case study strives to get restricted topic as much as possible, instead of the small amount of the information from the wider topic. The case study often answers the questions such as How? or Why? Meaning of the case study is not to find the generalisations of certain topic, instead perceiving the local, temporal and social situations and connections. Most of all, the aim is to find a new information to support the development. (Ojasalo – Moilanen – Ritalahti 2009, 52-53.) The focus in this research was to get deeper knowledge from the individual’s action in the change process. Emphasis was in the participants, who took a part of the pilot courses. They had so far, the most comprehensive experiences from the change process.

The case study method applies when want to understand the topic deeply and find the new development suggestions. It is suitable, while the situation is hardly understandable and behaviour is unofficial. There is a small amount of cases, usually one, needed to be investigated deeper. The main idea is to understand the target as a specific whole, as a case. The case study can be also implemented as a comparison of two or more different cases (Ojasalo – Moilanen – Ritalahti 2009, 53; Yin 2009, 18).

The research cannot be started from nothing. It always relies on the theory, methods and previous researches, still meaning that the development plan does not need to follow strictly the old procedures, yet being aware of them. Usually the case study starts from the topic to be analysed, not merely the general theory. The topic usually requires very specific orientation before there can be found the questions to be asked. Finding the specific development topic is not always the starting point in the case study process. The development topic varies during the process event though in the primitive work. There is a possibility, that during the research, the original object is not that important. There might be a need to change or modified it however it is a natural part of the development process. Usually this kind of research requires familiarity, before it is even possible to find the questions to be asked. Figure 6 shows the usual progress of the case study. (Ojasalo – Moilanen – Ritalahti 2009, 53-54).

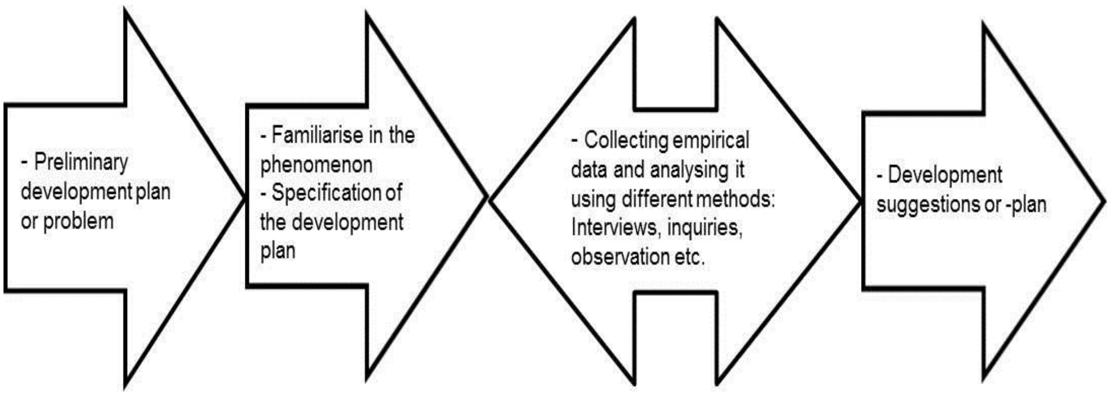

Figure 6. Progress of the case study. (Ojasalo – Moilanen – Ritalahti 2009, 54)

The typical aspect on the case study is that there has been used many different methods to collect the data to get the deep, variable and whole picture of the research object. The data can be collected usually from the natural environment, such as observing or analysing the materials. The different interviews are used as a data acquisition in the case study, for example the focused interview. The case study method is typically regarded to study of the human's behaviour. By interviewing the case's actual players, otherwise the experts, the phenomena can be described and explained. The experts are able to explain the issues what caused the situation, whose authenticity can be peruse by using the other methods. (Ojasalo - Moilanen – Ritalahti 2009, 55.)

The documentation is likely relevant method to collect the data. For example the letters, memoranda's, e-mail or other personal documents such as diaries, can give very good information in the case study. The main purpose of using the documents is to corroborate and augment the data from the other sources. The observation is yet one source of the data in the case study. The direct observation can be executed by meetings, sidewalk activities and so on. Less formally presented it may include for example field visit. A participant-observation is also a one way of collect the data. In this methods researcher is not observing passively but involving the actual situation. Last method is to use of the physical artefacts, such as technological device, a tool or instrument, a work of art or some physical evidence. The mentioned artefacts can be collected or observed and that used as a part of evidence. (Yin 2009, 102-103, 105-106, 109, 112, 113.)

At this research, used data research methods were the interviews and pilot documentations. According to figure 6, the first phase was to implement the research problem, which is in this case, to find the factors which are required from the individuals in the change process. The second phase was to get familiarise the phenomenon and specifying the action plan, in other words to get the closer look on the individuals actions in the change process. The third stage was to collect the data; the primary method was the focused interview and secondary method was investigating the documentation. Compiling these two data, the general view of the investigated phenomenon was able to create.

The aim of this research was to investigate the phenomenon from the individual's perception. The case study requires deeper study towards the investigated problem. The research delves deep in the specific themes and examines the problem from the two different contexts; interviews and documentation.

4.3 Interviews

While starting to execute the interview, it was obvious that the interview is carried out by using a method that contemplates the material from the certain aspect. The structured interview would have been too strict and the un-structured would have been too wide. By specifying the themes, the question pattern was able to build; nevertheless it led the freedom having the conversation with the interviewees as well.

When we want to know something, the easiest and the most efficient way is to ask it. It is some sort of discussion which comes from the researcher’s initiative. There are as many interview types as there are names to them. One classification can be done by observing the structure of the question form. In the structured interview, questions and order are the same to every respondent. This is based on the idea that the every question has the same meaning. Also the answer alternatives are given. The half structured interview is a method where the questions are the same to everyone without any question alternatives. This way the interviewees are able to answer in their own words. (Aaltola - Valli 2007, 25, 27.)

The focused interview is the half structured interview (Hirsjärvi – Hurme 2009, 47). There certain subjects, the themes, are set beforehand. In this method the questions do not include the strict order or shape, what is typical for the structured interview. The interviewer makes sure, that every theme-area is gone through with the interviewee but the order and scale of the questions vary from one interview to another. The interviewer has the question frame but not the readymade questions. (Aaltola - Valli 2007, 27 – 28.)

The interviews were carried out during the May 2012 and the two pilot courses were chosen as the case. That way it was able to choose the teachers in charge as well as the tutor teachers operating in those particular pilot courses. The requests for the interviews were sent out totally to eight teachers, from which five of them were able to participate (Appendix 1). The number of the respondents was enough, because in the end, the interviews did not give more the relevant information. There are no rules how much the information must be collected in the qualitative research. While the collected material is in the saturation point, it does not give you any additional information, which could be relevant for the research. The saturation is based on the Bertaux’s idea, that the certain amount of the information will be enough to bring the theoretical pattern, if the writer’s experience- and cultural background remains broadly the same (Eskola - Suoranta 2008, 28).

The interviews length was between 40-60 minutes. The interview followed a theme pattern which was compiled beforehand; it also abled to ask the additional and focused questions (Appendix 2). The interview brought a lot of different aspects, when the continuation questions were able to ask. The interviews were recorded, so the conversations were relaxed. After the interviews, whole material was transcribed. There are two ways to transcribe the material. The first way is a literal transcription of the all interview dialogues of the selected theme-areas or only the interviewee’s talk. The second way is that the material is not written in to text, but the analysis is made directly from the recorded material (Hirsjärvi – Hurme 2009, 138). The first method was used in this particular transcribe, because there was rather much material.

After the literal transcribe, the material was divided according to the themes. While the interview was made using the focused interview technique, the separation was rather easy to make. After the division, there was able to pick up matters outside the themes. This gave the most interesting and unexpected results.

5 RESEARCH RESULTS

The analysis was made by using the thematising and typological analysis. First the data was divided roughly according to the themes by underlining the text. This way the data became more familiar and enabled the typological analysis. After that, there came up more factors that are required from the individuals, during the change process.

The first approach was to analyse the material thematically. This way it was easier to compare different themes and find the essential points. Usually in the qualitative research, the thematic analysis is the collection of the citations. The citations are interesting to read, but in the long run it may not show the analyses and outcomes. The thematic analysis requires interaction of the theory and empiric, to become successful. (Eskola – Suoranta 2008, 174-175.)

The typological analysis is finding similarities from the text. This way the data can be shown from the perspective of the different schemes. The qualitative data is usually represented by using thematising and then building different types of the interview data (Eskola – Suoranta 2008, 181.) At this research, aim of the typological analysis was to create the profiles of the respondents and finding the correlations.

5.1 Respondent Profiles

The respondents was categorised in the different profiles, according the characteristics they have. These characteristics may effect on the reaction towards the change. The profiles was made according the background variables; which was the task, length of the working history, was the respondent part in the planning process and did one took a part of the trainings. The planning process comprehends all the background studies which includes in the PBL process or the strategy. With together of the background variables and citations, the profiling was able to made (Appendix 3).

The first respondent was a pacemaker. One was a teacher in charge and has a working history less than 5 years. The pacemaker took part of the planning process. This respondent has a positive attitude towards the change, but still having the criticism towards the PBL method (Appendix 3). The criticism is based on the previous studies of the PBL method. The respondent thinks that the time and material resources was required, a lot, in this kind of massive change. As well the resources how to win a negative resistance and willingness to learn something new.

"We need such kind of resources that there is no positive or negative attitude. We should have that kind of mind set that we want to go the expletory expedition"

The pacemaker thinks that, the tacit knowledge was not necessary required, because the PBL has not given any yet. The pacemaker's thoughts are based on the one's theory, is the tacit knowledge real knowledge, or just assumptions of the previous manners. One also criticized the change management, because all the orders came from the up till down. The pacemaker thinks that it was wonderful experience to be a part of the PBL pilot, still criticising a bit of the particular teaching method. This type wants to be a part of the process and show for all, how spectacular results this kind method can produce. The pacemaker is also an advocate, who wants to inspire others by own doings.

The second respondent was an adaptor. The respondent was a teacher in charge and has a working history over ten years. The adaptor participated in the planning process and PBL trainings. This respondent has a positive attitude towards the change as well towards the PBL. One did not need any additional time or the material resources, but the change management could have been worked differently (Appendix 3). The adaptor thinks that the change is a current stage in the 21^{st} century and the teacher's task is to adjust in the situation.

"In the 21^{st} century the change has become a part of the everyday living. It requires an attitude that, this is part of my job and ability to see, that the change is always an opportunity."

The adaptor thinks that the tacit knowledge is a very important part of the teaching, especially when creating something new. The tacit knowledge comes from the intuition and that way people know how to operate in the different situations. Even the adaptor is pretty much a personality, who adjusts easily in the different situation without resisting it; still one criticized the change management.

The third respondent was an indifferent. One was a tutor and has working history over five years, did not participate in the planning process but was in the PBL trainings. The indifferent had a negative attitude towards the change, which changed, during the PBL pilot, to a positive. The indifferent would have needed additional time during the pilot course.

“We need half as much time as we got paid”

The material resources were not required. The indifferent thought that the tacit knowledge is required but was not able to assort it. One did not have any opinion about the change management (Appendix 3). The indifferent may had the negative attitude towards the change, but still not doing anything about it. Ultimately the indifferent tries to adjust in the situation, by trying to swallow the negative feeling, which comes from the outer influences.

The fourth respondent was a lonely rider. One was a tutor, has working history over 25 years, did not participate in the planning process but was in the PBL trainings. The lonely rider would have needed more time during the change process.

“The change requires certain idleness, which does not mean that there are no schedules. It means that the schedule needs to loosen up a bit. This is the one reason what could cause the prejudices.”

The lonely rider has a positive attitude towards the change and one thinks that tacit knowledge is required. The lonely rider did not have any opinion about the change management. The lonely rider wants to do things in the own way. Usually the own knowledge may become as a stumbling block. The learning of new method requires a lot of discipline, because it requires the deeper thinking.

The fifth respondent was a critic. One was a teacher in charge, has working history over 10 years, participated in the planning process and PBL trainings. The critic has a bit of negative, more over critical attitude, towards the whole process (Appendix 3).

"I think that my attitude is more the realistic and critical than negative. We got a lot of great results from the pilot course, but we should think how we can execute this kind of major change."

The critic would have needed an additional time and above all, one would concentrate how to utilise the extra time. The critic thinks that the tacit knowledge is required, but thinks that it is important to give a space for the other's opinions as well. The critic also thinks that the change management does not working correctly. The frames are some point too strict. The critic's attitude comes more from the outer influences; how the resources such as time and space are used. One does not have particularly negative feelings towards the change, but the critic thinks that the circumstances and resources are not auspicious for this kind of major change.

Rovaniemi University of Applied Sciences has a hundreds of employees and every of the employees have their own background variables and personalities. These aspects effects on the attitude and the input, how the change is responded. According the Kübler-Ross Transition Curve, every transition goes along the seven stage curve. All of these five respondents were quite advanced at this level. At this point all of the respondents were in the level of acceptance; the change and the new method have been accepted. The pacemaker, adaptor and critic seemed to be in a testing stage; they are accepted the new change and the new models and the most of all; they seemed to assimilate the new method.

5.2 Documentation Results

The aim was to investigate two pilot courses and pilot reports. Both of the pilots were carried out during the autumn 2011. The aim of the documentation research was to investigate the research problem: what change requires from individual?

The teacher's role in the Problem Based Learning was a different kind than in the traditional teaching methods. The information distributor turns to the learning director. The focus of the teaching changes and key for the success was learning from others and commitment to development. Every of the teachers in charge had an experience of the traditional teaching. Nevertheless every one of them had a will to develop own actions and grow as a teacher. They used their own previous experiences and identity to mould the context.

The tutors' methods were not consistent. This was noticeable issue, while thinking the process execution. Use of the tutor method in teaching, requires a lot of learning and changing the paradigms of roles. This can be realised by the coaching and self-reflection. The training should include more situations from the real life. The cooperation with the other teachers has a major role in the PBL method. Therefore the communal reflection was very important. Also the substance knowledge was very important, because therefore the tutor teachers were able to lead the student in the right direction.

In the other pilot, the tutors spend time totally 52 hours. The method was new for all therefore the time was spend a lot for the discussions. The tutor meetings were seen as a resource, because it was important to share own thought as well get a recap of the learnt method. A few of the tutors changed their group during the period therefore they were able to see how much the groups differed from each other. Some of the student gave feedback, that the tutor's 'teaching' should be more consistence. This issue was seen as well in the other pilot.

According the pilot documentation, the respondents needed additional material to support their learning. Also the additional time was needed. The tacit knowledge seemed to have a big role, especially while creating the group dynamics. The personal features was seen important, because that brought the own richness for the creation. Still the tutors should have more consistence line in teaching; this requires more education or planning beforehand. The PBL training should have been more concrete and deal the real situations. The tutors needed a recap which they solved by discussing each other in the tutor meetings. This was seen as a very important resource for the teachers. Nevertheless teachers are required to change their whole style of teach. The importance and implementation of the knowledge creation can be seen in the both of the cases. The tacit knowledge was shared with the attendee's through the previous experiences, and attendees used the group discussions, to support their own learning. This shows that the SECI process was used in the many different contexts. The new knowledge can be created in the formal meetings as well in the informal discussions with the colleagues.

5.3 Interview Results

5.3.1 Resources

The change requires resources. The resources can be tangible or intangible tools to gain the target. The resources can be divided in three categories; natural resources, human resources and capital resources. The human resources (emotional resources) are for example the knowledge and knowhow. (Taloussanasto 1998, 261.) At this research, the emphasis is in the labour resources. Most of the respondents, mentioned to need an additional time during the change process or at least during the pilot course.

"This process has required a different kind of time. Last autumn's pilot came so quickly that we had to use a lot of extra time comparing to the normal courses. It could have done more smoothly in the longer distance." (The critic)

The change process requires time. Especially this kind of, where the whole organisation needs to adapt the new way to behave and think. Though, most of the respondents did not see extra time as a bad thing. They mentioned that the additional time was required, but it was not seen as negative thing.

A time as a resource was also criticised in the change process as well in the pilot courses. The criticism concerned especially practical issues, such as how the new method will work in the future. Nowadays the work has been rationalised in the level, that the current occupation cannot give a good results. There is no option, if want to stay competitive. A too rational and continuous change tests the employee's wellbeing and working ability wanes in a too hectic and under employed work. (Liukkonen 2008, 172.)

The organisation offered the training for the whole personnel during the spring 2011. Still some needed an extra material to support the own learning.

Four of the respondents, mentioned that they have never actually used the 'normal' behaviourist method in their teaching. Instead, they have tried to drive their teaching methods to constructive way.

"Absolutely I needed an additional material to support my own learning. I think that it requires it, assuming than one want's to learn. The PBL training was arranged by using the PBL method, which requires the information search and it depends on person how much he/she want to find or bother to find the information." (The pacemaker)

The other resources were more involved with the attitude and own mind set.

"The resource what could have needed, is kind of urging us to go deeper in the certain topic, more than just looking the shallow. It requires the soul-searching and critical sight towards to our own doings." (The lonely rider)

The respondents thought that it was very important to have a certain stage of mind and curiosity towards the new method. This is the driving power that keeps people going.

"It requires willingness for lifelong learning. There is always a chance to learn the new things in the different ways. Try and enrich the own life." (The pacemaker)

5.3.2 Attitude

The respondents had variable attitudes towards the change. According to the psychologist Philip G. Zimbardo "an attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment" (Zimbardo et al. 1999, according to Epsycholopedia). According the Kübler-Ross Transaction curve, the person's emotion transforms during the change. The acceptance of change goes in the seven different stages. However, the attitude and feelings does not always goes along this curve. Some may embrace the change with a positive attitude and some may resist it. Most of the employees set in the middle by moving through those stages. No matter is the change embraced or resisted, it is always a loss experience, meaning the loss of the learnt routines. (Burke 2011, 108.)

The basic feelings must be recognized, even the most difficult ones. Otherwise those feeling can be replaced with something else. The anger may turn to depression, if those feelings are ignored. This can turn to usage of the defences, such as denying and ignoring the situation (Arikoski – Sallinen 2007, 43-44). Thought, the defences are important part of the change process, because they help the personnel to operate the difficult situations (Mattila 2007, 23).

"Well I have been executed one pilot so you may think that I was very eager to go along. The action speaks louder than words. Still I don't say that I wasn't sceptical towards the PBL. Why did we choose the PBL and not some other constructive learning method? But still I think that the pilot course participation shows that I am ready for the change and I can do it" (The pacemaker)

Usually the passivism can be seen as a fear towards the change. This group usually denies and prevents the whole situation (Arikoski – Sallinen 2007, 58). Sometimes the resistance can occur of the beliefs that the planned change is doomed. These assumptions are usually one's own opinions and beliefs which may differ radically. Though, the resistance is not always a bad thing; the resistance keeps the energy on going and it is a natural part of the human behaviour (Burke 2011, 110). Nevertheless, in this case the fear against the change comes from the facts that the respondents does not believe that the new system will work.

The attitude effects on the individual's behaviour. It is very important to understand what the employee does and what one's background is. The behaviour is a cluster of the many different factors such as the environment, individual factors, experiences and events. The behaviour usually leads on the outcome which can be a positive as well as negative. The human behaviour is very complex and therefore the generalisations are very hard to make. The managers should recognise the individual differentiations and take them into consideration when managing ones. (Gibson – Ivancevich – Donnely – Konopaske 2009, 92-93.)

The attitude towards the change is the combination of a several different elements. When acceptance of the change comes from the docility, the person's behaviour may change but not the attitude. This may happen if the manager has right tools to motivate or one want's to follow the majority's opinion. The problem from the supervisor's sight is the continual monitoring, because the attitude has not changed. Therefore, the attitude may turn back to the previous. The attitude may also be based on the identification, where members of the group respect and admires the supervisor so much that they absorb the one's beliefs and attitude. When the change has been internalised, the person's behaviour changes because they truly belief on it. This requires that the change has been correctly justified. (Arikoski – Sallinen 2007, 49-50.)

"While I was asked to be a tutor, I was happy to go along. In the pilot course I noticed that this really works. The pilot truly changed my attitude to the positive, because I saw that the students really learnt." (The indifferent)

The reason why the change usually causes the negative attitude is, that the change in the organisation is felt to become from the managerial level. That is to say; the change at the work place is felt to be the change that could have been avoided. (Arikoski – Sallinen 2007, 45.)

"A positive attitude helps, because that way you don't waste the additional energy for the resistance. I see this as a learning process, which is a good for me as well. The change always challenges your own situation and

knowledge, because you cannot ever say, in the working life, that I am complete. You have to have so called ‘a humble attitude’, that I can and I have still something to learn.” (The adaptor)

The respondents felt that the positive attitude helps their working, because the negativism and passive resistance can be seen as an energy and time consuming. While the attitude has been changed through the internalisation, the energy can be directed to the actual change (Arikoski – Sallinen 2007, 50). The change also requires the humble attitude.

Most of the respondents felt that the pilot course helped them to embrace the change. The pilot projects are efficient way to start the change process. This way the personnel are able to make the mistakes and learn from them. The piloting also familiarises and coaches, which eases the passive resistance (Mattila 2007, 158).

Most of the respondent mentioned that it is important to share the own thoughts with the colleagues and find a way to encourage them. There should be abundant amount of the communication channels, to ensure the information sharing. RAMK has been implemented this by arranging KOTA-afternoons for the personnel. Still the respondents mentioned to need more the informal forums. One way to implement this is to use the dialogical approach. While the message is spread using the many different forums, there is a bigger possibility that the change is adopted, in both the intellectual and emotional level. (Kotter 1996, 93.)

The importance of the knowledge creation process can be seen here. The tacit knowledge is turned to explicit through the SECI process. The knowledge creation is implemented in ba (the place). Ba is a context for the whole process. Ba can be such as KOTA afternoon as well the informal discussions with the colleagues. The knowledge creation is never-ending process in the organisation that upgrades itself constantly. (Nonaka – Toyama – Konno 2000, 8-9.)

“We should discuss more. I don’t see that kind of solution that we fall silence while having the problem. There must be a discussion of the problems and

they must be solved. We should say loud the obstacles and tell how we solved it, that way the colleagues can hear that the problems can be worked out." (The lonely rider)

Sometimes it may be hard to learn the new method. The teachers mentioned (according to interview) that learning the new method was not that difficult to them. Most of them had based on their teaching to be similar with the PBL-method.

"Basically I have never taught by using the 'old' teaching methods. My way of teaching has been more like the interaction between people and learning from each other. So I can say that I did not have to learn away from old." (The adaptor)

The elder personnel are used to go through changes and if the previous changes have been successfully executed, it helps to adapt the new things more easily. Nevertheless the elder personnel may require more time to learn away from the old habits than the younger ones. (Arikoski – Sallinen 2007, 51)

5.3.3 Tacit Knowledge

The tacit knowledge is the information which can be learnt by doing and from the previous experiences. It can be a knowhow, personal characteristics, culture or atmosphere. The tacit knowledge is a personal but it can be shared with the others, but not in a way how the explicit knowledge which can be easily shared. (Puusa- Reijonen 2011, 31-32.) The tacit knowledge has a major role in the knowledge creation; without it, the explicit knowledge remains quite empty. The knowledge is created through the interaction of the tacit and explicit knowledge (Nonaka – Toyama – Konno 2000, 8).

Four of the respondents mentioned that the tacit knowledge is important, especially in the change process where the new working method is launched. Sometimes one may not recognise the used tacit knowledge because it is more like the intuition how to act. Some respondents mentioned that the tacit knowledge is not necessary required but it will help working and adapting the new method.

"I would say that the tacit knowledge is a resource, but also an issue. The veteran teachers, meaning the over 50 year-old teachers, have a lot of tacit knowledge. They have created their method by observing the student's behaviour, reactions and that way built the most suitable way to teach. Then someone comes and says that your method has been wrong and useless and the PBL is the only correct way to teach. It depends on, how you think the tacit knowledge; because some point it can be so called 'the tacit belief' of something. I have always thought that is the tacit knowledge always right knowledge?" (The pacemaker)

Still the tacit knowledge may harm the change process, because elder personnel may have their own habits and attitudes which may be hard to change. This can cause the passive resistance. Still the explicit knowledge requires the tacit knowledge to become a whole. The tacit knowledge has been said to be the basics of the knowledge, without it, the explicit knowledge will disappear (Puusa – Reijonen 2011, 46).

The tacit knowledge includes the different perception, intuition, ideas, values and feelings. Usually it develops with in a long distance through the experiences. It is the outcome of the failures, experiences and changed understanding. The person is able to know is the explicit knowledge right or wrong by using the tacit knowledge. This directs person in a data flow wherefore the irrelevant knowledge can be ignored. (Puusa – Reijonen 2011, 46-47).

The tacit knowledge is a cluster of different habits and previous experiences. The respondents were asked what matters the most important when thinking the usage of the tacit knowledge, especially in the pilot project.

"I think that all subject matters in the tacit knowledge, but I would say that the networks are important, as well perceiving the whole, because you have to know what you are doing, especially in the PBL. The social skills are important, which are in central point in business life as well." (The adaptor)

KOTA is based on the close cooperation with a business life. The networking is an important subject, because the teacher has to be aware where to find and create contacts while executing the PBL study module. The networks are usually personal contacts, which has been developed based on the certain task or personal relation. The person's own social tacit knowledge works in a way that one knows the correct people. Therefore one is able to create the network which works in the every situation. (Puusa – Reijonen 2011, 53.)

The social skills was seen the most important subject in the tacit knowledge. The respondents find that the social skills are important because the teaching is executed in the groups. The social skills includes ability to understand others and different perspective, even though the one may not always agree with. The social skills also ensure the ability to find the solution which satisfies the every party. (Puusa – Reijonen 2011, 51.)

The education is a good base for working but only the previous experiences can give the chance to achieve the expertise. Through the experiences, the person develops the intuition to plan and advance the actions. The experiences form the knowledge, how to act in the future and therefore the present situation is easier to conceive (Puusa – Reijonen 2011, 51.)

The respondents mentioned that the tacit knowledge is important to share especially using the informal discussions. Collecting and sharing the tacit knowledge causes the obstacles. The tacit knowledge cannot be shared as it is, because the tacit knowledge is intangible asset. It has to be learnt from the own experience and expertise. One, who has the tacit knowledge, should recognise it first before it can be shared with others. Sharing the tacit knowledge can be applied by discuss, working together and going through the practical knowledge and knowhow. (Puusa – Reijonen 2011, 49-50).

"I think that tacit knowledge is important to share with the colleagues and make it visible next to the theoretic knowledge. We have to plan together, discuss of it, choose the correct method together and evaluate it together. Those are the main points." (The adaptable)

Most of the respondents mentioned that the tacit knowledge is important to share with the colleagues by open discussion. These kinds of information barriers can be solved by motivating and helping the employees to find their commitment and wishes. They have to have a time, place and chance to share their tacit knowledge (Puusa – Reijonen 2011, 22).

The knowledge sharing requires the open and trustful atmosphere. Sometimes the organisational culture or hierarchy does not encourage employees to share their knowledge. (Puusa – Reijonen 2011, 22.)

"We should learn a genuine interaction and respect the colleague's perspectives as well. It is very easy to say, while having a rush and pressure that this is the way how we do it and silent ones keeps their mouth shut and louder ones says how the things should go. That is one thing what we should watch out." (The lonely rider)

The employee's knowledge and potential should be utilised; the competitive advantage can be reach trough the personnel knowhow. Willingness to share the expertise cannot be realised without the motivation and commitment. In the organisation, where the employees have the good managerial skills, accumulates the social capital, which improves the success. (Puusa – Reijonen 2011, 95.)

5.3.4 Change Management

Three of the respondent criticised the change management during the change process. Notable is that these respondents has took a part of the PBL planning process as well they have been teachers is charge in the pilot courses.

"There are two things what should be considered while thinking the organisation change. First an individual should have a certain state of mind and secondly the organisation should show the need in a right way, listen the personnel, let personnel participate, commits the personnel and one major thing is the management's commitment." (The pacemaker)

The failures and disappointments causes' destructive stream, where the outcome is the mistrust and disbelief towards the future. The organisation declines and in a long run it threats its existence (Mattila 2007, 231.) First fault towards the employees comes to the fact that the managerial level has more time to adapt the change: they have more time to grieve and learn away from the old. This should be considered in a way that the managerial level gives enough time for the personnel (Arikoski – Sallinen 2007, 83.)

"The change process requires a good planning, personnel are including in, information works and personnel have a feeling of participation." (The adaptor)

One of the best ways to commit the personnel to the change process is take them part of the process. When the employees can be a part of the planning or at least in the implementation, the commitment is easier. (Arikoski – Sallinen 2007, 99.)

When the head of the organisation has been preparing the change for a while without telling to the personnel, it could cause conflicts. The most idealistic way to inform of the change process is to lead the emotional reactions in the same level. This can be applied by the communication, interaction and taking the personnel part of the planning and execution. (Arikoski – Sallinen 2007, 91-92.)

"It is important how the idea is sold. Does it come from the up till down that we are running out of the money and we have to do this? Or is it a positive change to develop the teaching?" (The pacemaker)

How the change has been informed has a lot of significance. The change has to be justified correctly or it cannot be realised. The correlations between cause and effect can become distorted. This kind of mislead correlations are that the change are thought to become from the person, not from the situation. (Arikoski – Sallinen 2007, 53-54.)

"The managerial level is very committed to this change, at least the most part of it and that's the way it should be, in the case that the change moves forward." (The indifferent)

When the managerial level has created a good vision and great strategy, base for the change is good. The management's commitment and on- going will to handle the vision has a key role in the change creations. (Mattila 2007, 109.)

“We talk a lot about the motivation. People have the inner and outer motivation. If the outer motivation is, that we are forced to do something, it will not help. But if the inner motivation is that I want to change, develop myself and produce excellent services for the local working life, it is a great target, where every one of us should head in to.” (The pacemaker)

A motivation can be divided in the actual motivation factors such as a feedback, confession and responsibility. So called a hygienic factors are the money, benefits and working conditions. The real motivation can be added by the actual motivation factors. In the change process, the managerial level underestimates the motivation factors and put the emphasis on the hygienic factors, such as the money and other benefits. Nevertheless the employees appreciate more the feeling of security, that they are safe from the redundancy. This creates more commitment to the organisation’s goals. (Mattila 2007, 179-180.) One respondent mentioned, how everyone could effect on the motivation by the own mind-set. The whole organisation should have the communal target, where everyone reaches by the own impact.

A long range uncertainty harms the planning of the work and routines (Mattila 2007, 115.) The vision will remain poor if there are no concrete objectives. The good vision tells the target but it won’t tell the personnel what it will require. The more practical goals are needed to divide the vision into smaller parts and tell the ways how to achieve them. (Mattila 2007, 148.)

The noticeable matter is that the documents and interviews gave some point different results, so the reliability of the research needs to take concern. The reliability in the qualitative research is mostly depending on the researcher. The starting point is the researchers open subjectivity and fact that the researcher is the most essential part of the research. The way how the reliability in the qualitative research can be evaluated, is to contemplate the study through the different criteria’s. (Eskola – Suoranta 2008, 210.)

The reliability in the research means, that the results are the same when investigating the same person twice or two researchers gets the same results. It has to take consider, that the person may act differently depending on the context, so it is quite unreal to get the same result when using the two totally different methods. (Hirsjärvi – Hurme 2009, 186.)

6 CONCLUSION AND SUGGESTIONS

The change process and especially the change management is a very interesting topic to investigate. The significance of the change process management is major, especially now when the economy is in recession. The impact of the management has been admitted ages ago. Still there is a slightly information, what the individual’s role is in the change process. The literature mostly concentrates how the change effect’s on the personnel, but not how the personnel effect on the change.

The change process requires a lot of planning, communication and discussion. Besides these, there are a lot of small details that must be remembered. Usually the personnel are thought to seen as an enemy; they resist every change. This is not the case. The personnel will have the ambitious to move forward if they have the required resources to it. It is very hard to make impossible possible, if there are not right tools for it.

The research results gave the interesting point to the individual’s impact on the change process. The notable aspect is that all of the respondents were volunteers in the pilot project, so the hypothesis was that they have a positive attitude towards the change. It was not so in all of the cases. The change process requires a time, reading and information searching, willingness to learn new, willingness to execute and handle uncertainty, finding a positive mind-set, healthy critic, humble attitude, tacit knowledge and dialogic approach. With these elements and leadership, the success is assured. Still the things don’t go so simply; every personal characteristic brings the own challenges. The time and information searching can be categorised as an outer resources, but the own willingness to learn new, comes from inside. The respondents mentioned that the healthy critic is needed as well as humble attitude; we can always learn something new. The tacit knowledge eases the learning, because the knowledge is more over the intuition. The knowledge creation happens while the attendees share their knowledge to each other; this can be executed using the dialogic approach which requires everyone’s participation.

The result shows that the individual plays a very big role in the organisation's change. The employees should be given resources that they can utilise the energy, what is needed for the successful change. They should have time to think and time to act. The old manners and habits may not be that easy to change. Every person should open their mind and think the ways how to influence on the on-going change. The individual's brings the energy that energises the whole process. The energy comes from the own attitude and motivation as well the eagerness to learn something new. With the teacher's identity, the learning is a lifelong journey.

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APPENDICES

Appendix 1.

Interview request

Hi,

I’m doing a thesis for the Rovaniemi University of Applied Sciences related on launching the PBL-method in RAMK. The aim of the thesis is to investigate what a change requires from the individual? Related to this I’ll accomplish the interview which I’ll use as a part of the empirical study.

The target group is the teachers who have been operated in the pilot courses, either the teachers in charge or the tutor teachers.

Are you able to participate in the interview? Duration of the interview is approximately 2 hours. The interviews are planned to accomplish during the weeks 18, 20 and 22. Please inform me your willingness to participate and the possible time for the interview as soon as possible.

Best regards,

Mirka Anttila

International Business Student

Rovaniemi University of Applied Sciences

Hei,

teen opinnäytetyötä Rovaniemen ammattikorkeakoululle liittyen muutosprosessiin eli PBL-metodin luotsaamisesta Ramkiin. Tavoite opinnäytteessä on Mitä muutos edellyttää yksilöltä? Tähän liittyen teen haastattelun jota käytän osana empiiristä tutkimusta.

Kohderyhmäksi olen valinnut opettajat, jotka ovat toimineet pilotti kursseilla joko vastuunopettajina/tutoreina.

Olisi sinulla mahdollista osallistua haastatteluun? Haastattelun kesto on n. kaksi tuntia. Haastattelu olisi tarkoitus toteuttaa viikoilla 18,20 ja 22. Ilmoitathan minulle piakkoin halukkuudestasi haastatteluun ja mahdollisen ajankohdan.

Ystävällisin terveisin,

Mirka Anttila

International Business student

Rovaniemi University of Applied Sciences

Appendix 2.

Question pattern

Background:

- How long have you been working as a teacher?
- How long have you been working in a Rovaniemi University of Applied Sciences
- Which part of the planning you have been involved with?

Personal resources in the change process:

- Does the change process require additional time from you?
- Did you have to use additional material to support your own learning?
- Did you need/use any other resources?

Own attitude:

- What kind of attitude did you have?
- Which factors influences on the attitude?
- Does the attitude help working?
- Was it hard to learn new? How much did you devote to it in a personal level?
- How everyone could effect on the colleagues attitude?

Importance of the tacit knowledge in the change process:

- While you started to put together the pilot course, the organisation had given you the certain frame how to operate. How much you needed your own experience and knowledge besides the explicit knowledge?
- What subject(s) is the most important while speaking of the tacit knowledge?

- What kind of tacit knowledge you were able to apply in the pilot course?
- What kind of meaning the tacit knowledge has in the change in organisation?
- Do you find it important to share tacit knowledge among the colleagues?
- If yes, how this could be implemented?

Kysymys pohja

Taustaa:

- Kuinka pitkään olet työskennellyt opettajana?
- Kuinka pitkään olet työskennellyt opettajana Rovaniemi ammattikorkeakoulussa?
- Missä eri muutos prosessin vaiheissa olet ollut mukana?

Henkilökohtaiset resurssit muutos prosessissa:

- Vaatiiko muutos prosessi sinulta ylimääräistä aikaa?
- Oletko joutunut käyttämään lisämateriaalia oman oppimisen tueksi?
- Mitä muita henkilökohtaisia resursseja muutos vaatii?

Oma asenne muutosprosessissa:

- Millä mielellä lähdit mukaan muutos prosessiin?
- Mikä/mitkä tekijät vaikuttivat asenteeseen?
- Helpottaako asenne työskentelyä?
- Onko vanhasta oppiminen ollut vaikeaa? Kuinka olet panostanut siihen henkilökohtaisella tasolla?
- Miten jokainen voisi vaikuttaa kollegoiden asenteeseen?

Hiljaisen tiedon merkitys muutosprosessissa:

- Kun lähditte kokoamaan pilotti kursseja käyttäen PBL metodia, organisaation oli antanut teille viitekehyksen jonka pohjalta kurssi tulisi rakentaa. Kuina paljon tämän lisäksi tarvitsit omaa kokemusta ja tietämystä eksplisiittisen tiedon lisäksi?
- Mitkä subjektit koet tärkeimmiksi kun kyseessä on hiljainen tieto?
- Millaista hiljaista tietoa pystyit soveltamaan pilotti kurssilla?

- Millainen merkitys hiljaisella tiedolla on organisaation muutos prosessissa?
- Koetko tärkeäksi että jokaisen oma hiljainen tieto olisi tarpeellista jakaa kollegoiden kesken?
- Jos kyllä, millä tavalla se voitaisiin toteuttaa?

Appendix 3.

Typological analysis

Backgroung	Themes	Sub category
Task Teacher in charge: ❶❷❺ Tutor: ❸❹	Resources	Addittional time required:❶❸❹❺ Addittional material required:❶ Other resource required:❶❺❹
Lenght of the working history in organisation Less than 5 years: ❶ Over 5 less than 10: ❸ Over 10 less than 15: ❷❺ Over 15 years: ❹	Attitude	Positive attitude:❶❷❹ Negative attitude:❺ First negative, then positive:❸ Critical: ❶❺
Part in a planning process* Yes: ❶❷❺ No: ❸❹	Tacit knowledge	Tacit knowledge is needed:❷❸❹❺ Tacit knowledge is not needed:❶
Part in the trainings Yes: ❶❷❸❹❺ No:	Change management	Good: Bad:❶❷❺

Symbols: The pacemaker=❶ The adaptor=❷ The indifferent=❸ The lonely rider=❹ The critic=❺

*The teachers who can be considered participated in the planning process have done several projects related on the PBL. These are such as planning the strategy, took a part of the pedagogical workshop and the action research where idea was to find correct pedagogical method.