Process dynamics of managing interdisciplinary, cross-organizational learning campus in change: Case Aalto University

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Abstract
Purpose
The purpose of this paper is to characterize development processes of eight novel learning environment projects in one university campus in Finland.

Design/methodology/approach
This study builds propositions on case study data in an attempt to characterize the distinguished cases. In total, 22 semi-structured interviews were conducted as the primary data collection method. Supporting data includes archives, seminars and workshops. The data were analyzed in ATLAS.ti.

Findings
The cases are unique in their processes constituting socio-technical change. They represent two main process types: agile, iterative bottom-up processes and slow, linear, top-down processes. The essence of each project is in balancing in five dimensions of approach, motivation, budget, type of outcome and added value (AMB to AV) process management model: approach scaling from strategic to operational, motivation scaling from space to activity, budget scaling from fixed to seed money, type of outcome scaling from slow and standardized to quick and dirty and added value scaling from research to societal impact.

Research limitations/implications
The cases are highly context-dependent and only provide a narrow understanding of a previously little studied area. The main contribution is in highlighting the complexity of the studied phenomenon. Future research could further the subject by, i.e. testing the created model in another context.

Practical implications
Transformation from institutionalized learning environments toward campuses facilitating learning flows requires multiple supporting processes. The roles of the campus managers are expanded from measuring, controlling and maintaining the campuses toward identifying, empowering, supporting and enabling user communities to affect their working and learning environments.

Originality/value
Managing campuses top-down based on large amounts of data can be supported by bottom-up approaches. This study outlines a systemic framework for supporting both types of processes.

Keywords
Change management, Facilities management, Universities, Communities, Learning, Organizational change

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“Changes in any of the elements of the general environment (that is, the economic, international, political, technological and socio-cultural environments) or in the task environment (customers, competitors, associates, unions, regulatory and suppliers) may necessitate a change in the organisation itself. Change may also be brought about internally by a new manager or by the new philosophy of an existing manager.” This concept, known as organisational learning, is a key element in developing a sound philosophy of change. 3. Adaptiveness Managing Organizational Change. By Michael W. Durant, CCE, CPA. The increased pace of change that many of us have encountered over the past ten years has been dramatic. During the late 1980s, many of us were grappling with issues that we had never encountered. The accelerated use of leverage as a means of increasing shareholder wealth left the balance sheet of some of America's finest organizations in disarray. An investigation into change within an organizational setting reveals a three-stage process of unfreezing, change and refreezing. Unfreezing is the first stage of the change process and consist of unlearning past behavior. The change process begins when the organization experiences disconfirmation. System dynamics (SD) is “a methodology for studying and managing complex feedback systems... While the word system has been applied to all sorts of situations, feedback is the differentiating... “System dynamics is fundamentally interdisciplinary... It is grounded in the theory of nonlinear dynamics and feedback control developed in mathematics, physics, and engineering. Because we apply these tools to the behavior of human as well as physical and technical systems, system dynamics draws on cognitive and social psychology, economics, and other social sciences.” Organizational Learning is an ongoing process which produces everlasting changes in several areas as a result of integrated initiatives. Organizational Learning involves three main subsystems: The first subsystem is acquisition of new inputs and its analysis. The new inputs may include any change within the organization, changes in the organizational structure or technology. This stage characterizes innovation in the organization. The second subsystem is involves retention of the newly acquired input and the successful retention would largely depend on how effectively the new input is integrat