Porvoo Campus Culture of Learning – A Case Study

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The objective of this paper is to evaluate the culture of Haaga-Helia Porvoo, initially commissioned by a development project aiming to establish a culture of learning at Porvoo Campus. The project was later disbanded and therefore the work is done to be utilised in future development regarding the matter.

The research problem is to identify an ideal culture and compare Haaga-Helia Porvoo with it. The local culture is evaluated from the perspectives of both staff and students. Any problems identified during the evaluation are assessed and their sources identified. The study is a qualitative research utilising desktop research, observations, themed interviews of both staff and students, and abductive content analysis to reach the objective.

The theoretical framework supporting the thesis consists of organisational culture, dimensions and levels of culture, contemporary organisational culture models, and data about the generation forming the majority of students. The framework is used as a foundation for the empirical part of the research and to establish the ideal culture.

The ideal culture is found to be equal and value contribution over status. People therein are treated as individuals, and the atmosphere is inclusive, honest and informal. Work is based on collaboration, and while the community decides the framework individuals can utilise their own preferred methods. The values of Haaga-Helia are found to align with the ideal culture to an extent, thus making future development crucial. Problems regarding fairness, communication and perceived values are identified. Possible solutions to these problems and subjects for further research are suggested.

Keywords
Organizational culture, education, studying, behaviour, equality.

Haaga-Helia
ammattikorkeakoulu Oy

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Tämän tutkimuksen tavoite on arvioida Haaga-Helian Porvoon toimipisteen kulttuuria. Tutkimuksen alkuperäinen toimeksiantaja oli oppimiskulttuuria kehittävä projekti, joka myöhemmin lakkautettiin. Tästä syystä työn tuloksia voidaan käyttää tulevissa aiheeseen liittyvissä projekteissa.

Tutkimusongelma on määritellä ideaalikulttuuri ja verrata sitä Haaga-Helian Porvoon toimipisteen kulttuuriin. Paikallista kulttuuria tarkastellaan sekä henkilökunnan että opiskelijoiden näkökulmasta. Tarkastelun yhteydessä havaitut ongelmat arvioidaan ja niiden alkuperät pyritään selvittämään. Työ on kvalitatiivinen tutkimus joka koostuu pöytätutkimuksesta, havainnoinnista, henkilökunnan ja opiskelijoiden teemahaastatteluista, ja abduktiivisesta sisältöanalyysistä.

Tutkimusta tukeva teoreettinen viitekehys koostuu organisaatiokulttuurista, kulttuurin tasoista ja ulottuvuuksista, tämänhetkisistä organisaatiokulttuurimalleista, sekä opiskelijaenemmistön sukupolvea käsittelevästä tiedosta. Viitekehystä käytetään empiirisen tutkimuksen pohjana ja ideaalikulttuurin määrittelyssä.

Tutkimuksen mukaan ideaalikulttuuri on tasa-arvoinen ja arvostaa yksilön panosta enemmän kuin statusta. Ihmisiä kohdellaan yksilöinä, ja ilmapiiri on inklusiivinen, rehellinen ja epämuodollinen. Työ perustuu yhteistyöhön ja vaikka yhteisö määrittelee viitekehyksen, yksilöillä on oikeus käyttää itselleen mieluisia työtapoja sen rajoissa. Haaga-Helian arvojen todetaan olevan jokseenkin samassa linjassa ideaalikulttuurin kanssa, mikä korostaa kehityksen tärkeyttä. Ongelmia tuodaan esille reiluuteen, kommunikointiin ja koettuihin arvoihin liittyen, ja niihin liittyen ehdotetaan mahdollisia ratkaisuja ja jatkotutkimusaiheita.

Keywords
Organisaatiokulttuuri, opetus, opiskelu, käyttäytyminen, tasa-arvo.

Contents

1 Introduction

This paper is a qualitative research about the culture of learning at Haaga-Helia Porvoo campus, henceforth referred to as HH Porvoo. The original commissioner was a development project in HH Porvoo, which has since disbanded – therefore all of the results are handed on to HH Porvoo directly. The development of the culture of learning is however an on-going process and the results of this thesis will be used for quality audits as well as developing the new curriculum for 2017. The objective is to identify the culture of HH Porvoo as well as evaluate its efficiency and find possible related problems, and provide this as new data for the commissioner. The raw data gathered from interviews is also submitted to the commissioner.

The development project used The Great Place to Work and the cultural strategy dubbed *Giftwork* as a source of inspiration, thus they have been included in the framework of the thesis. Both of the above sources take a contemporary approach to management strategy and the organisational culture that a company should, in their opinion, have. Their outlook relies heavily on humanistic principles like equality, fairness and gratefulness. The actual theoretical framework is based on organisational culture, while introducing the ideas of the aforementioned principles. Information about the values of the generation that forms the majority of students will also be reviewed.

Once the framework has been established the main source for empirical data are semi-structured or themed interviews. Both staff and students from HH Porvoo are interviewed across all degree programmes. The gathered data, observations made by the authors during their studies and further data from written sources are compared to form an analysis of all the empirical information. Thus other methods include observations and desktop study.

1.1 Background of Study and Authors

The thesis was launched as part of a project aimed to establish a culture of learning at HH Porvoo. The project was later cancelled since it was not granted funding; however the cultural viewpoint remains on some level as one of the guiding factors in future development. While the project itself was discontinued, the thesis was allowed to remain in production due to the valuable information it may yield. One of the objectives for the thesis as defined by the original commissioner was to enable further studies of the subject.

Both of the authors have a background in student activity; Inkeroinen has been a tutor for exchange students, while Harju has been a peer tutor, head tutor and tutor representative

in the local student organization HePo Ry. Before starting work on the thesis Harju was also included in meetings of the development project and attended few other meetings regarding the matter. After the thesis was announced both authors also took part on a development day on Porvoo Campus.

The involvement in student activities and attending these meetings have provided the authors with a unique perspective of the matters discussed; while they are students, they have also been in a position to observe the management and development of the campus. The tutor duties have in turn provided observations of arriving students. These observations contain information regarding the accessibility and inclusiveness of the culture.

1.2   Research Problem and Methods

Identifying the learning culture of HH Porvoo requires that adequate attention be applied to the issues introduced in this chapter. Firstly, the so called ideal culture is identified with due pressure applied on the question "what is the reasoning behind it being ideal?" Once the ideal culture is defined the local culture at HH Porvoo is examined; what is it like from the perspective of the staff, contra the perspective of students. Lastly the identified problems and their sources, where possible, are stated in order to enable future development of the culture.

The matter of the ideal culture is addressed mainly by the theoretical framework; Giftwork culture and The Great Place to Work are presented, assessed and compared to the N-generation and Z-generation theories. This lays the foundation for a guideline of what an ideal or effective contemporary organisational culture should look like. The theories about organisational culture, namely cultural dimensions and manifestation of culture, are used to validate the values of the previously mentioned theories as actual manifestations of culture. Furthermore, their provided insight is used to form the methods and actual subjects for data gathering in the empirical part of the research.

The local culture at HH Porvoo is examined through both observations and interviews. The official strategy of Haaga-Helia is used to find out the expressed values of Haaga-Helia as a whole, while staff interviews provide information on the local implementations. Student interviews and observations in turn are used to gain insight of how well the expressed values reach the students, as well as the sub-culture among students of HH Porvoo. The student barometer of 2012, a part of the desktop research, provides data about the values of students to be reflected upon, when applicable.

Structurally the thesis commences with the theoretical framework. It is followed by the introduction of the chosen methodology which in turn leads to the gathered information of the empirical research. The thesis concludes with the analysis of the gathered data, and their implications.

2   Theoretical Framework

The foundation of the theoretical framework for this thesis is formed by the *Great Place to Work,* which studies and compares the cultures and environments of companies. The reason for choosing this perspective is that it was also used as a basis by the project group that originally commissioned the thesis. The great workplace is compared to theories and other contemporary ideas about organisational culture, and its compatibility with the current generation is assessed.

2.1   Company Culture

The Merriam Webster dictionary (2014) defines culture as "the beliefs, customs, arts, etc., of a particular society, group, place, or time". However, a common misconception is that it relies solely on ethnicities, nationalities and geographic factors (Piekkari & Tienari 2011, 157-193). Edgar Schein (1987, 14) simply concludes that culture can be found anywhere, where there is a group of people. On closer inspection subtle changes in cultures can be seen in even smaller demographics, for example between people of different vocations. While the most prominent cultural differences between nations are rooted on the level of values, the differences between organisations are rather on the more tangible level of practices (Hofstede, Hofstede & Minkov 2010, 346-347). Cultural diversity in an environment demands certain understanding and skills, as even subtle differences can prove problematic. Indeed, smaller factors often cause more problems because they are easily overlooked. Instead of being an abstract singularity, diversity is in itself diverse and managing it requires local adaptation. (Piekkari & Tienari 2011, 157-193.)

Schein (1987, 19-24) describes organisational culture and its management as perhaps the most important mission of a leader, and states that the culture of a company often explains matters that seem senseless to outsiders. Schein further describes organisational culture using the following examples:

- Regular behaviour in human interaction and conversations, such as language and manners.
- Norms that form inside operating groups.
- Dominant expressed values inside the organisation.
- The philosophy guiding the treatment of staff and customers.
- The ground rules of operating in the organisation.
- The atmosphere of the physical form of the company and its interactions with the outside world.

While all of the above are examples of organisational culture, they do not define it. The most important defining aspects of organisational culture lie on the subliminal level of beliefs and assumptions inside an organisation. Culture is formed by learning; it is the pattern of values and propositions that a group of people has learned or discovered over time to help them settle in their environment and connect internally. (Schein 1987, 23-26.)

The nature of organisations being in constant change whilst interacting with their environments creates a further challenge in defining their cultures (Schein 1987, 24-25). Since the role of company culture is crucial in the companies' success or failure it is suggested, that the most effective types of company cultures are adaptive – actively assessed, managed and changed by the company to the desired direction. Internal factors, such as growth or changing employees also force change – as do some external factors like laws or a changing business climate. The change is therefore inevitable, stressing awareness of the current state of the culture. (Reh, 2014.) Schein (1987, 23-26) instead states, that changing a culture is not a simple task and may very well destroy it or form a new one – thus the need and means to do so should be thoroughly assessed.

2.1.1   Manifestation of Culture

As mentioned before culture has different aspects or levels to it. It has mental, social and physical manifestations, all of which can be more or less visible. The different levels depicted in Figure 1 (p. 5) explain how Schein differentiates these from one another, and how they interact. According to Schein (1987, 31) the central aspect of any culture is formed from the assumptions inside the organisation, and the way reality is perceived in it. Values and behaviour are merely the embodiment of the core of the culture (Schein 1987, 31).

On the uppermost level of Figure 1 are artefacts and creations. It consists of the entire physical and social environment built by the organisation and its people, meaning behaviour, written and spoken language and different forms of art and expression. Parts of this level may go unnoticed by the people themselves, but can however be observed from the outside. While the noticing of these artefacts may be easy in itself, finding their meanings and relations to each other may prove problematic. (Schein 1987, 32-33.)

Artefacts and Creations	Visible, yet not always
Technology	interpretable
Art	
Observable behaviour	

Artefacts and Creations
Technology
Art
Observable behaviour

Visible, yet not always interpretable

Values
Measurable via the physical environment
Measurable only through general consensus

A clearer level of consciuosness

Underlying Assumptions
Human – nature relationship
The nature of reality, time and space
Human nature
Nature of human operations
Nature of human relationships

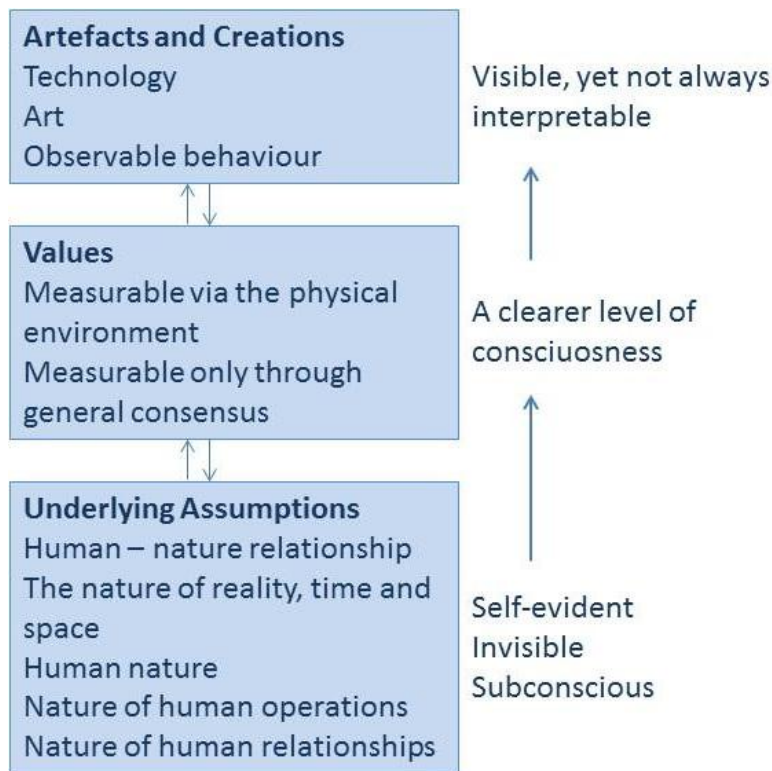*Self-evident
Invisible
Subconscious*

Figure 1. Cultural levels and interactions (Schein 1987, 31). The arrows indicate the interactions between the levels.

The second level consists of the values inside the culture. Schein opines that the development and cultural learning inside an organisation reflects upon the original values of someone in the culture, and their opinion on how things should be opposing to how they are. The first suggested solution to new challenges faced by an organisation therefore often has a merely value-based meaning, since collective knowledge and experience on the matter may be insufficient. The suggested solution is usually based on one person's perception of the reality of the matter –however the group cannot be assured before consensus has been reached by solving the problem together. If the suggested solution works and is proven to do so successively, resistance and doubt towards it gradually fades. Thus the value is slowly accepted as truthful, and takes its place as a subconscious assumption or belief that reflects the organisation's perspective on reality. Only the values that consistently prove to be right ever achieve this status. (Schein 1987, 32-33.)

Schein also mentions so-called *expressed values.* Some values of an organisation are for example mentioned in official public documents, and they are expected to guide people's actions inside the organisation. In some cases these values are not based on real development in the culture. They can be used to predict what people say in different situations, while it can hugely differ from what they actually do. If an expressed value however is somewhat in line with the deeper underlying assumptions, they can be used to form the operating philosophy and identity of a group. (Schein 1987, 32-33.)

The deepest of the three levels consists of the aforementioned underlying assumptions. These assumptions govern what people in an organisation instinctively consider as truth (Schein 1999, 48). If an organisation stands firmly behind these assumptions its members would consider acting according to any other ones as incomprehensible (Schein 1987,

36). To identify the underlying assumptions any controversy between values and artefacts must be recognised. From this observation, deeper questions can be drawn regarding what actually causes the noticeable behaviour. The assumptions themselves revolve around the concepts of reality, human relationships, perception of time and space, and human nature. (Schein 1999, 48-56.)

2.1.2 Cultural Dimensions

While Schein's theory revolved largely around the core concept of culture and *what* it actually is, Hofstede concentrates more on *how* it can be observed and measured. The Organisational Cultural model depicted in figure 2 (page 7) contains six variables, which are presented in an "extreme vs. extreme" –form. The first variable is process oriented versus results oriented. This dimension describes the effectiveness of an organisation – whether the focus is on *how* the work is to be done or *what* is to be achieved. In a results oriented organization, employees are more willing to put in extra effort and take risks to achieve their goals. They are also more comfortable in unfamiliar situations and see each day as bringing new challenges. In process oriented environments, the situation is very much the opposite. (Hofstede *et al.* 2010, 353-358.)

The second dimension, employee oriented versus work oriented, concerns management philosophy. An employee oriented company takes care of its employees and their welfare, whereas a work oriented one focuses more on accomplishing their tasks even at the expense of the employees. In work-oriented units, decisions are made by individuals, rather than groups of people. (Hofstede *et al.* 2010, 353-358.)

The parochial versus professional –axis describes how employees identify with their company. In a parochial organisation identity is dependent on one's boss or unit, while profession or content of work are ruling factors in a professional organisation. A parochial organisation is also more internally focused and encourages social homogeneity among employees. In a professional organization, job competence is the only criterion in hiring, while in a parochial system social and family background are taken into account. (Hofstede *et al.* 2010, 353-358.)

The openness and accessibility of an organisation are measured with the open system versus closed system –variable. While an open culture is welcoming to both insiders and outsiders, a closed one is quite exclusive in that only very special people fit in. A closed system is secretive, and new people take a long time to settle. (Hofstede *et al.* 2010, 353-358.)

Dimensions of Company Culture		
Process oriented	**vs.**	**Results oriented**
Very similar work days characterized by limited effort and risk avoidance.		People more comfortable in unfamiliar situations and contribute fully. Work days bring new challenges.
Employee oriented	**vs.**	**Job oriented**
Organisation takes care of employees and their welfare, decisions made by groups or committees.		Organisation pressures employees to perform, is not interested in personal lives. Decisions made by individuals.
Parochial	**vs.**	**Professional**
Company takes employees' social background into account. Employees do not look far into the future.		Employees consider private lives their own business, are hired for competence only and look far ahead.
Open system	**vs.**	**Closed system**
A welcoming and easily accessible atmosphere quick to fit into.		Secretive even among insiders. Takes time to fit in - only very special people do.
Loose control	**vs.**	**Tight control**
Not much thought on cost, meeting times are approximate and jokes about company frequent.		Stricter discipline with a very serious, punctual and cost-conscious atmosphere.
Normative	**vs.**	**Pragmatic**
Emphasis on business ethics and honesty. Organizational procedures more important than results.		Emphasis on customers' requirements. Dogmatism not important in ethical matters.

Figure 2. Geert Hofstede Dimensions of Company Culture defines the six dimensions of organizational culture. Hofstede's model gives companies points on scale from 0 to 100 on each dimension.

The next dimension measures work discipline on a scale from loose control to tight control, referring to internal structures. A loosely controlled organization allows for a certain factor of unpredictability and flexibility. I.e. meeting times are approximate, and costs are less of an issue. A tightly controlled organisation on the other hand is very punctual, rigid and serious. Members of a loosely controlled company are also more allowed to joke about their work. (Hofstede *et al.* 2010, 353-358.)

The final dimension, normative versus pragmatic, measures the company's concern towards external parties' interests. Normative companies emphasize business ethics and honesty, whereas pragmatic ones focus on fulfilling the customers' demands and consider results more important than following correct

procedures. In addition the Pragmatic companies are more market driven than normative ones. (Hofstede *et al.* 2010, 353-358.)

2.2 A New Trend in Company Culture

Rossi (2012) describes a traditional company culture as a trading culture that is defined by transactions and impersonal interactions, which is replaced by giftwork-culture in the best workplaces. In giftwork-culture people are treated as individuals, and interaction between customers and employees exceeds normal expectations – the company culture is reflected from inside the company all the way to the customer. This is due to the fact that employees' attitudes and treatment of customers reflect how they are treated, e.g. a respected employee treats their customers respectfully. (Rossi 2012, 38-45.) Burchell and Robin (2011) discuss the same phenomena under a different title – The Great Workplace.

Giftwork happens when a party exceeds another party's expectations in an interaction situation, by investing more time, effort, energy, attention or concern than expected. Giftwork as the principle guiding the leadership in a company creates a maximising operating principle in the company. This leads to employees being able to focus on fulfilling their potential and making use of their talents. (Rossi 2012, 38-45.)

The nine sections of giftwork-culture create the difference between the traditional leadership and giftwork-culture. These sections concern leadership themes familiar to every organisation. Different cultures are formed by leadership in practice. (Rossi 2012, 38-45.). The nine areas seen in Figure 3 enable sharing of an organisation's values and culture with employees across all levels (Stoltzfus 2013).

Figure 3. The nine sections of a giftwork-culture (Stoltzfus 2013).

Burchell and Robin (2011) in turn define the dimensions of a great place to work as seen in Figure 4 (page 9). The relationships between employees, leaders and co-workers marked on the Great Place to Work model create the basis for a great workplace (Burchell & Robin 2011).

Figure 4. The dimensions of a great place to work. The three relationships are Trust, Pride, and Camaraderie. In the model, Trust has been divided into three subcategories, Credibility, Respect and Fairness (Burchell & Robin 2011, 7-8.) Image courtesy of The Great Workplace Online (2014).

When comparing the dimensions in Figure 4 with the Giftwork culture model (Figure 3, p. 9) a significant overlap can be seen. The theories discussed both by Burchell & Robin and the giftwork-culture revolve largely around the same key subjects. The following chapters examine these subjects under their great workplace –titles, pointing out the similarities.

2.2.1 Credibility

The first aspect of a Great Place to Work ®, credibility, is defined by three different abilities leaders must possess. The first of these is two-way communication, meaning the sharing of information with colleagues and employees. (Burchell & Robin 2011, 28-33.) Rossi (2012) also stresses, that communication affects every operation in every way, and is therefore one of the most essential factors in leadership. Effective leadership is based on trust, which is in part strengthened by transparency. Transparency in communication can be achieved through various measures, and include the management talking to and listening to the employees as well as participating and letting them participate. (Rossi

2012, 108-136.) In their book about the generation Z Tienari and Piekkari (2011) point out that the current generation entering professional life value transparent and equal communication. They are not afraid to speak their mind, and merits instead of status translate to authority to them.

A truly transparent communication culture gives everyone a chance to participate in the conversation. Rossi (2012) emphasises the importance of listening to employees, which, on the most basic level means gathering and implementing their ideas, feedback and experienced views from where the actual work is done. When done well, however, it is much more than just passive listening; it is encouraging conversation, sharing of experience and knowledge, and providing sufficient media for communication. The objective is to incite the development of both parties and to allow further insight into the tacit knowledge of the employees. Furthermore, the experience of being listened to fortifies the employees' sense of professionalism and cultivates their creativity. (Rossi 2012, 138-165.)

The second part of credibility is competence, meaning display of expertise, openness and accessibility to employees. Integrity is the third aspect, and it means the extent to which the leaders' actions match their words. Both of these two parts are direct results of successful communication, thus underlining the importance of the first aspect. (Burchell& Robin 2011, 38-47.)

2.2.2 Respect

The second dimension of a Great Place to Work ® is Respect. In a respectful workplace, an employee's comments and suggestions are heard, they are empowered to innovate and take risks, and given an ability to take risks. Respect is visible in a company's ability of recognising their workforce as people and not just employees. (Burchell & Robin 2011, 62-73.) A part of this is thanking, which in a giftwork-environment is not just saying "thank you", but rather an atmosphere of gratitude and encouragement. In a culture of thankfulness success is not only awarded, but also encouraged in every way; goals are made clear for the employees and they are equipped with everything necessary to reach them. Thanks are given when goals are reached or something spectacular is achieved, since being recognized for achievements heightens the employees' sense of meaningfulness. (Rossi 2012, 167-188.)

Burchell and Robin (2011) mention that also respect is highly dependent on two-way communication. Rossi agrees; personal contact is important, as the receiver associates the feedback with more meaning if it is delivered personally, especially if it comes from a

higher position in the organizational ladder. It is important for gratitude to be communicated with more than just words, for example bonuses or gifts when necessary. While celebrating and awarding success is also a part of a respectful environment, it is reviewed in the chapter about camaraderie (2.2.5). (Rossi 2012 167-188.)

As seen in the Great Workplace model (Figure 4, p. 9), caring is an important part of a respectful culture. Rossi describes this as treating employees as people instead of just workers; when coming to work, they have no need to hide behind their professional identity, but are conversely encouraged to be their whole selves. The experience of being treated as an individual is the most important factor to whether an individual perceives their job as a great workplace. A common and traditional problem in Finnish corporate life is the exit pressure – a clinging need to concentrate more on oneself – and the solution is for the employer to care for their employees' comprehensive well-being. Commonly this means pre-set healthcare and other benefits, whereas in a giftwork environment individuals are cared for beyond the boundaries of professional life. A great workplace aims to answer employees' needs, encouraging and helping them take advantage of the offered services. In encouraging and helping its employees live a balanced life a company is also investing in itself. (Rossi 2012, 221-247.)

2.2.3 Fairness

The third aspect of a Great Place to Work ® and the third aspect of Trust is Fairness. Fairness is defined as employees' sense that they are treated equally and impartially, and that gender, age, race or sexual orientation is a non-factor. First part of Fairness is Equity, meaning the belief that rewards, both tangible and intangible, are distributed equally and in a balanced way. An important distinction is that when talking about tangible reward such as pay, it's not essentially important how *much* an employee is paid. Rather, the emphasis should be in that the pay levels are fair. (Burchell & Robin 2011, 97-107.) Reflecting fairness with the nine dimensions of the giftwork-culture reveals a high level of compatibility, especially with thanking, sharing, caring and celebrating.

Another important part of fairness is impartiality, which is hard to portray together with caring as showing interest in employees can easily be regarded as playing favourites. Favouritism must be avoided and people need to be assessed fairly when filling positions and work assignments, without influence of politics, personal relationships, or personal gain (Burchell & Robin 2011, 97-107.) According to Rossi (2012), the best applicants are ones with a suitable skill level, but more importantly a personality fitting the company culture and the position in question.

2.2.4 Pride

The fourth aspect of a Great Place to Work ® is Pride. Pride is, in essence an employee's ability or willingness to identify through or with their job, team and company. Job pride is employees' willingness to contribute to the organisation and show what part of a larger entity is their doing. Team pride means pride felt for team's accomplishments and willingness to make personal sacrifices for the good of the team. Lastly, company pride means being proud about the company's reputation and standing in the community. (Burchell & Robin 2011, 127.134.)

In her book about cultural strategy Rossi (2012) emphasises the employees' sense of meaningfulness on various occasions. Upon closer inspection, Rossi's idea of meaningfulness can be perceived to revolve around the same core principles as Burchell and Robin's concept of pride. In a highly competitive market, companies' products might be essentially the same, in which case the differentiation comes from the *how* and the *why*. A meaning behind the practice serves employees with inspiration and wilful commitment, making them reach for their inner potential and surpass themselves. Rossi describes a strong company culture as a story that the employees place themselves in, and therefore strive to improve. (Rossi 2012, 82-106.)

2.2.5 Camaraderie

Fifth and final aspect of a Great Place to Work ® is Camaraderie, meaning a friendly work environment where people recognise their co-workers as individuals, with complete lives. Camaraderie comes from within the employees, and cannot be directly influenced by leaders. It is built upon strong relationships, trust and pride. Management can, however, offer venues where the Camaraderie is built. One part of Camaraderie is Intimacy. It is the sense of belonging, in that people can be themselves at work, and that co-workers care about each other. (Burchell & Robin 2011, 155-162.) As discussed in chapter *2.1.2 Respect*, thanking and celebrating are a part of a caring environment. Rossi (2012) further elaborates the importance of sharing thanks and celebration equally.

Enjoyment, meaning friendliness and fun at work along with welcoming, for example in the case of new employees, are equally important parts of sense of community (Burchell & Robin 2012; Rossi 2012). Both of these, in addition to actual celebration are a part of celebration in a giftwork-culture. Furthermore, celebration in a great workplace is a part of everyday life, and a means to connect people. Awarding and celebrating success even on a basic and everyday level help people perceive their achievements as worthwhile. Celebration and an enjoyable environment also help people care for each other's achievements as a part of the team. Personal connection and a caring community

encourage an individual to care more for their colleagues, customers, goals as well as the company. Celebration makes work seem more meaningful, and encourages further commitment to future achievements. (Rossi 2012, 249-278.)

Development in a giftwork environment is also a part of camaraderie, since a development driven environment does not concentrate on the growth of the company. The employees also actively develop themselves, their team, the whole industry and possibly even more, for example charity. The best practices usually don't just treat development as projects, but rather an on-going part of their day-to-day conduct, and provide a constant atmosphere of learning. Methods for such sustainable learning include mixing new and experienced employees in teams, sharing of experiences and self-analyses by both teams and individuals; all of which in turn require a personal connection. For an expert both personal and professional growth are important, and should not be limited by the companies' interests, but rather encouraged. (Rossi 2012, 195-219.)

2.3   The New Generation

Tienari and Piekkari (2012, 177-180) point out, that a culture gap can also be found between generations, since different experiences of the generations affect both their world view and behaviour. They call the new generation the Z and characterize it as open minded, valuing transparency and prone to experiment. It is duly stressed, however, that while this characterizes the generation it is still a stereotype and thus deviations occur. (Tienari &Piekkari 2012, 177-180.)

In his book *growing up digital,* Tapscott dubbed the generation as N-gen or the Net Generation, referring to people born between 1977 and 1997. The reason behind the name is the internet and its influence in this generation. As opposed to the broadcast media such as television, the internet is an interactive medium in which the new generation no longer passively receives information but rather searches for it, combining forms of education and entertainment. This paradigm shift in media is a central factor for the new generation that no longer desires the position of the listener or viewer – but instead the user. (Tapscott 1998, 1-9.)

Tapscott's research has also revealed several facts about the minds of the N-generation. The anonymous nature of communication on the net has led to a better acceptance of diversity, since the differences are not relevant. Tapscott elaborates by stating, that "the fact that you're communicating with a toaster is not important – it's what the toaster has to say." The current generation also has a new way to project their curiosity. While earlier generations explored the world manually, it is nowadays possible to access most

information in the world from any computer with an internet connection. (Tapscott 1998, 86-87).

Interactions in this environment encourage assertiveness, since everyone has access to information. (Tapscott 1998, 86-87.) Tienari and Piekkari (2011, 22-23) state that the new generation has little tolerance towards hierarchy, agreeing with Tapscott (1998, 87) that the new generation thus has less respect for authority – and that this could prove problematic. Tienari and Piekkari (2011, 22-25) however see that this enables for further development, since leaders are forced to earn their authority. The freedom and abundance of information has taught people to demand transparency and equality, and thus a recommended leadership strategy can be summarized as follows: set frames for the work and allow professional freedom within them. Tienari and Piekkari (2011, 22-25) call this *unleadership.*

Tapscott's characterisation of the N-generation describes them as independent and autonomous, which is a result of growing up as an information seeker instead of a recipient. Constructing their own identities in virtual environments also teaches them to speak their mind in other social situations and embrace their own personalities. The N-geners are also prone to share even intimate thoughts online, and by sharing things they like and find interesting they have learned to be intellectually and emotionally open. (Tapscott 1998, 68-69).

Technology has also brought the new generation closer together on a global scale. Virtual communities connect people from various different cultures around the world – and in these communities they are not judged by their heritage, but rather by their personality and opinions. This also extends to the children and youngsters wanting to be taken seriously by their parents and other adults. The exposure to a vast range of ideas and thoughts has in turn led to free expression and strong views; access to information and self-expression are considered fundamental rights, the possibilities of which have further lead to increased amounts of innovation. (Tapscott 1998, 69-72).

The internet also raises investigators – children who want to learn how to use something, how it works, and even why it works the way it does. This is empowered by the transparency of the internet as well as its immediacy, since the information can be accessed at virtually any given time. The immediate nature of information and different forms of correspondence has also created a more real-time worldview. The detachment from broadcast media has also lead to certain sensitivity towards corporate interests, since they seem to be viewed as wasting people's time or trying to exploit them. The nature of communication in the internet does allow for false or flawed information, and

therefore authentication and verification of facts are important skills for the new generation. (Tapscott 1998, 73-76).

2.3.1   Education of The New Generation

Don Tapscott and Anthony Williams discuss the changing climate of university studies in their book *Macrowikinomics*. Today, university studies are valued more than ever, as evidenced by rising starting salaries despite there being more competition than before. This suggests that the learners today are more gifted than before. A new curious trend is the ideal of the top students to be able to score high on courses without attending lectures. The feasibility of the practice points to traditional "broadcast" teaching method becoming obsolete. The traditional teaching style is further rendered obsolete by today's increasing demands from the professional world, and a rapidly expanding amount of information, which require professionals to be able to absorb new information throughout their career. Due to this, Tapscott calls for ways to teach students more effective ways to learn. (Tapscott & Williams 2010, 139-142)

Tapscott suggests replacing the traditional broadcast teaching model with a model he calls Collaborative Learning. With evidence that understanding of content happens most effectively when students are discussing and reflecting the content with peers, this calls for group work or other similar interactive learning tools. Customisable virtual environments such as Second Life have been found beneficial in providing these tools to remote learners in ways more traditional online resources cannot. (Tapscott & Williams 2010, 142-144)

Tapscott's idea of collaborative learning includes a new way of content creation and sharing called Global Network of Higher Learning. Educational facilities need to be able to move from mass producing lectures and courses to mass customization in order to find the learning model suited for the students of this generation. To aid in this, Tapscott introduces three levels of the Global Network of Higher Learning: the first level is content exchange between teachers and facilities worldwide. If all the resources for courses are made available online, teachers and students can pick the modules most suitable to their educational needs. The second level is content co-innovation, namely providing an interactive platform used to connect teachers. The platform can be used to form non-controversial basic modules that can be expounded upon by subnetworks of like-minded educators. The third level in turn wholly changes the concept of universities. Instead of being a physical place, inside which learning occurs, a university becomes a part of a global network. In this model, campuses are largely redefined as places for group work, social interaction and reflection for students. (Tapscott & Williams 2010, 145-156)

2.3.2 The New Generation At Work

As discussed in chapter 2.2, a new trend in organisational culture is emerging. The phenomenon known as The Great Workplace encourages a welcoming and friendly atmosphere whilst remaining professional. Tapscott's theory about the N-generation seeks to find out how the culture of the new generation would affect professional life, as depicted in figure 5 (page 17). Tienari and Piekkari (2011, 14-15) summarize Tapscott's theory in eight main principles:

- They want freedom in everything they do
- They love individual solutions and tailoring
- They are the questioning ones
- They seek honesty and transparency from organisations
- They want entertainment and playfulness in their lives
- They are the generation of relationships and co-operation
- They want everything to happen fast
- They are innovators

The high level of independence that the N-Gen exhibits leads to the molecularization of a community. Molecularization is a descriptive term derived from physics, pertaining to molecules being the tiniest measurable unit that still sustains the form of a certain substance. In any social demographic molecularization means treating all its members as individuals, while maintaining their status as a part of the group. (Tapscott 1998, 211-212.)

Emotional and intellectual openness lead to an open culture, where sharing of ideas is appreciated over secrecy and internal power struggles. While openness begets vulnerability, Tapscott opines that the N-geners have a higher self-esteem and thus are comfortable with sharing and being themselves. This is also evident in the N-geners maintaining a culture of inclusion; Tapscott states that the interest in ideas and judging people according to their contributions lead to a revolution of collaboration and teamwork hierarchy. The free expression of strong views in the N-Gen culture also provides an opportunity for organisational consciousness and therefore learning. The digital age offers a platform for networking not only machines, but also people – making it possible for them to share their intellect. (Tapscott 1998, 212-213.)

Innovation is another prominent aspect in the N-Gen culture. A group of innovative professionals tends to find alternative and new solutions to most problems. This innovation in everything enables a continual process of renewal, which is vital in 21st century enterprise. The N-Geners desire to be treated like adults leads to people being judged more on their contribution than their age or position in the hierarchy. The N-Geners also challenge traditional hierarchies with their willingness to investigate – they challenge assumptions and want to learn how things work. (Tapscott 1998, 213-214.)

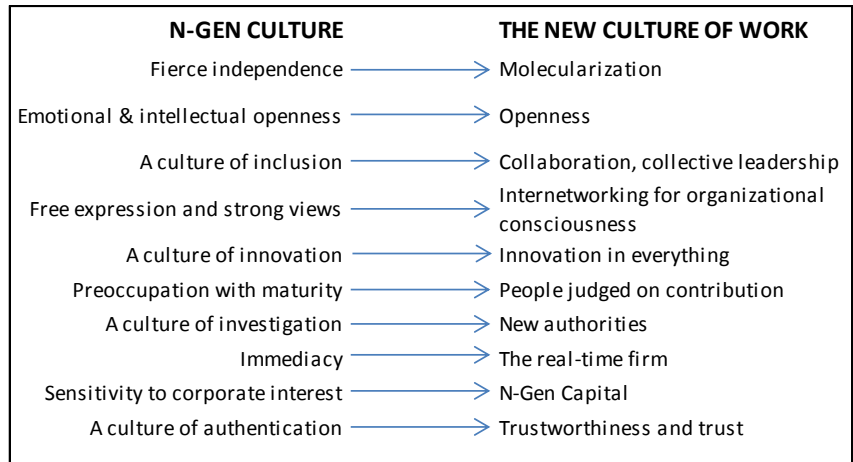| N-GEN CULTURE		THE NEW CULTURE OF WORK
Fierce independence	⟶	Molecularization
Emotional & intellectual openness	⟶	Openness
A culture of inclusion	⟶	Collaboration, collective leadership
Free expression and strong views	⟶	Internetworking for organizational consciousness
A culture of innovation	⟶	Innovation in everything
Preoccupation with maturity	⟶	People judged on contribution
A culture of investigation	⟶	New authorities
Immediacy	⟶	The real-time firm
Sensitivity to corporate interest	⟶	N-Gen Capital
A culture of authentication	⟶	Trustworthiness and trust

Figure 5. The left side of the diagram depicts the attributes of the N-Gen culture, while the right side explains the professional competences that each of them enable.

Another major change is the one resulting from immediacy: the real time firm. It is an organisation that is constantly reacting to a changing business climate by making appropriate adjustments. Eliminating or reducing needs for mass production and online retailers' warehousing is one of the changes initiated by immediacy. Scepticism towards corporate interests forces change on the employers' side, as the importance of ethical values and community interest is amplified, and a need for new forms of intellectual capital arises. Transparency and trust are an important factor in the new business environment. (Tapscott 1998, 214-216.)

2.4 Theoretical Coherence and Conclusions

This chapter reviews the relations between the three distinct entities introduced in the theory section. Comparisons of the cultural theories and giftwork-values have their own subchapters, while the relations between the new generation and giftwork culture are assessed below.

The most visible common theme between the cultures is transparency and its effects on trust and authority. This is closely linked to the sharing of ideas that is a fundamental aspect in both cultures. Open-mindedness and acceptance can also be observed, however in somewhat differing ways – while the giftwork-culture encourages a welcoming atmosphere, the N-gen judges people based on their opinions instead of e.g. their cultural

backgrounds. Newcomers in both cases could expect the same initial treatment. In addition to acceptance, individuality is also held in high regard. The working methods suggested by the giftwork model also seem to accommodate the N-generation's willingness to experiment, since professional freedom is encouraged.

2.4.1 Cultural Dimensions

Comparing giftwork-culture with Hofstede's cultural dimensions reveals that the two are indeed comparable. The dimensions of giftwork-culture are all measurable with Hofstede's variables, and thus can be assessed accordingly. The ideology behind giftwork-culture is most evidently visible on the employee- vs. job oriented, parochial vs. professional and open vs. closed system variables. This is due to the high regard of personal wellbeing of the employees.

The highly stressed friendly environment in a giftwork-culture makes it orient more to the side of an open system: people are warmly welcomed and encouraged to be themselves, while a fitting personality is regarded as more important than a certain skill level. This also favours the employee oriented approach, which is further strengthened by trustworthy two-way communication as well as mutual trust, respect and transparency. Making the work meaningful for the employees can also be seen as an employee oriented act. The parochial vs. professional –axis is a bit more balanced than the previous two; while the employees are seen as equal individuals regardless of their background, they are rewarded according to their professional skill and contribution.

The three remaining categories are not as visible in giftwork-culture, but existent nonetheless. Measuring on the normative vs. pragmatic scale is made difficult by the duality of striving to exceed the customers' expectations while following good business and general ethics. Ethical integrity is valued by the leadership by keeping true to their word, and making sure that the business is operating fairly both internally and externally. The coexistence of normative and pragmatic points of view is however in line with the employees contributing and committing fully to their jobs.

A similar coexistence is visible on the process vs. results oriented variable: the employees' professional skill is acknowledged and they are granted professional freedom to assess the risks they take. This is partly opposed by the practise of making the work meaningful in itself, resulting in the process being as important as the result. The professional freedom of employees also favours the side of loose control over a tighter one. The loose vs. tight control is the least visible aspect in the giftwork-culture, with only some hints of a more laid back atmosphere to be recommended.

2.4.2 Artefacts, Values and Assumptions in Giftwork

When compared to Schein's Cultural Interactions model, The Giftwork Culture Model depicts the artefacts of a company practicing giftwork-culture in that they are all observable behaviour. Giftwork-culture at its very core assumes that humans are inherently good. This is proven by the statement that if people are treated according to the principles of giftwork-culture, they transmit the good practices forward, reflecting the company culture and values all the way to the customer. The other assumption visible throughout the model is the individuality of people and the value thereof.

The dimensions of the model reveal the intrinsic value put on the human resource, and thus three interconnected underlying assumptions. The dimensions can be roughly divided in three categories: The dimensions Sharing, Speaking and Listening carry the idea that people should use each other as a platform to reflect their ideas against, and that a group is worth more than the sum of its members. The dimensions Celebrating, Thanking and Caring deal with respect among members of a group and between individuals, showing the assumption that human beings have intrinsic value. Lastly, Inspiring, Developing, and to lesser extent Hiring – through the idea of finding the right types of people for the environment – all assume that given the right platform, humans are always able to overcome their environment and nature itself.

The underlying assumptions discussed here are bound to be found in any company practicing giftwork-culture. Without assumption that humans are inherently good, giftwork would lose its central concept of paying the good forward. Not respecting the value of a group-mind over individuals would diminish the value of interpersonal communication. Not valuing individual humans, on the other hand, would make creation of an atmosphere of gratitude and respect futile; showing respect is pointless if people aren't worth it. Finally, lacking belief to human ability of controlling and conquering nature and their environment would render striving to a platform enabling them to do so ultimately senseless.

3   Methodology

The empirical part of the thesis consists of observation and interviews. The objective is to assess the culture and reflect it to the theoretical part, using the dimensions of company culture (Figure 2 p. 7) and cultural levels and interactions –models (Figure 1 p. 5) as tools. The end result is also compared to the cultural values presented by the N-gen and Z generation –cultures.

The interviewees represent the different degree programmes evenly. Five members of the staff were chosen for interview based on their primary programme, and the students were interviewed evenly from each programme. All of the interviewed students volunteered for the role. The desktop research focuses on the strategy of Haaga-Helia and recent trends among the values and experiences of UAS students.

3.1   Qualitative Research

A qualitative approach was chosen for the thesis as a natural solution, since the research relies heavily on people as a source of information. Furthermore, the nature of the subject, namely culture is reliant on personal opinions and perspectives. When conducting qualitative research, the researcher trusts their observations and conversations with the research subjects over information provided by measuring instruments (Hirsjärvi, Remes & Sajavaara 2007, 160). A part of the qualitative research in this case consists of examining written sources and reflecting them with both the theory and empirical findings.

Hirsjärvi *et al* (2007, 160-162) also elaborate that qualitative research employs inductive analysis to find out unexpected results as opposed to proving a hypothesis. While the central theme of the thesis is strictly defined in the theoretical chapters, the empirical data is reflected upon the theory instead of being governed by it. The methods used are largely qualitative, for example themed interviews, participative observation and discursive text analyses. The research type of this thesis is phenomenography – a research that identifies the different ways that people experience and understand certain phenomena (Richardson 1999, 53), in this context, the learning culture at Haaga-Helia Porvoo Campus.

The sampling for the research is also done in the terms of a qualitative research; interviewees are selected so that the heterogenic representation of HH Porvoo is achieved. According to Hirsjärvi *et al* (2007, 160) selecting the sample consciously instead of randomly is typical for qualitative research. In this case the interviewees among students and staff alike are chosen evenly across all degree programmes.

3.2 Interviews

The reasons for doing interviews instead of a survey are the lack of sufficient data to formulate meaningful survey questions that would allow for precise enough answers, and the need for more detailed information among the answers. Furthermore, Schein (1999, 60) states that surveys are ineffective at measuring culture: "To design a questionnaire that grapples with all of the external and internal dimensions [see figure 1 p.5], you would have to write several hundred questions but still have no way of knowing which dimensions are the important ones in your organization." Further reasons for choosing interviews as a method are chosen from the list by Hirsjärvi *et al* (2007, 200-201):

- The subject is relatively new and unknown
- The answers of the interviewees may contain unforeseen information
- The opportunity to clarify and elaborate received answers
- The subject in question is diverse and answers may be long-winded

Interviews do however have their risks, mainly revolving around interviewees wanting to be perceived as a certain type of person or highlight certain qualities of their personae. The interviewer may also unconsciously and unintentionally affect the reactions and responses of the interviewees. (Hirsjärvi et al 2007, 201.)

A semi-structured or focused interview was the method of choice. This is largely due to the flexibility it offers. According to Hirsjärvi *et al* (2007, 203-204) the theme for a focused interview is clear, but the exact form and sequence of questions are subject to change. They also point out that focused interviews are commonplace in pedagogical and social science studies, because they serve the practices of qualitative research very well.

The objective of the student interviews is finding out their opinions and experiences regarding their studies and student activities. Staff interviews are conducted to obtain informed opinions from a different perspective as well as comparative data in order to find any contradictions and similarities with both the students' opinions and the expressed values of Haaga-Helia. The questions are based mainly on the theoretical part, while receiving some themes from the chosen written sources – the student barometer and the strategy of Haaga-Helia. The main subjects for the questions are study/teaching methods, opinions about Haaga-Helia Porvoo and its community, experiences of communality and personal views on HH Porvoo culture. The full set of questions can be found in appendix 1 and are reviewed in the next chapter (3.3.)

3.3 Interview questions

This chapter reviews the interview question and reveals what each question aims to find out. The reasons for choosing each question are also reflected upon the theoretical framework. Each question is indented, and the text covering is found right below it. Some of the questions were deliberately chosen to overlap, in order to receive information about certain subject from several perspectives.

1. How do you understand organisational culture?

The aim of this question is twofold: to find out whether we need to clarify the subject to the interviewee before we begin the actual interview and to find out how well understood the subject is. Since organisational culture is the key concept of this thesis at least a rudimentary understanding of it is beneficial in understanding the rest of the questions. The follow up question "*Would you like a short description before we start?"* will only be asked if necessary.

2. When speaking of the values of Haaga-Helia, what comes to your mind?
    2.1. How does the campus reflect these values?
    2.2. How do the study and teaching methods reflect them?

This set of questions aims to find out whether the expressed values of Haaga-Helia are communicated to the staff and students. Since the staff is expected to be familiar with the actual state of the values, it is more important to find out whether the students can identify these values. The follow up questions are about the artefacts and observable behaviour of the culture, theory of which can be found in chapter 2.1.1.

3. How does the physical environment of HH Porvoo affect
    a) Atmosphere on campus
    b) Work done on campus?

The objective of these two questions is to find out the relationship between the campus with its related artefacts and the interviewee. This is done in order to make the values more tangible and easier to evaluate. Another application for these questions is to find out how the environment supports the culture and its expressed values. This set is also derived mainly from the theory in chapter 2.1.1.

4. How would you describe the study/teaching methods in HH Porvoo?
    4.1. How about their efficiency?

4.2. How do the campus and the methods discussed support or affect each other?

4.3. Is the focus more on processes or results? Please explain your opinion.

These questions are about cultural dimensions as described in chapter 2.1.2. Their purpose is to measure people's opinions regarding these dimensions and provide an outlook on the general direction of where HH Porvoo is located on these axes. Collateral data may also be recovered regarding how well the interviewees fit in. These questions also support and supplement the two previous sets of questions.

5. How do you perceive the consistency between course objectives and grades?

5.1. What are your opinions on grading group work assignments?

5.2. How does studying with your peers affect your learning?

This set of questions continues on the subject of cultural dimensions, while also taking into account the dimensions of a Great Place to Work, most prominently fairness and camaraderie, as described in chapter 2.2.

6. What is the relation between who you are and what you do in HH Porvoo – does everyone receive equal treatment and what affects it?

This question directly measures HH Porvoo culture on the axis parochial vs. professional covered in chapter 2.1.2. It also continues along the lines of the previous set of questions, assessing the dimensions of a Great Place to Work.

7. How have your studies affected your

a) Identity and professional identity

b) Views on future

c) Idea of the professional world?

These questions gather data that can be utilized in measuring the cultural dimensions and their prominence in HH Porvoo. The answers to these questions might contain the wanted information about the subconscious assumptions considering human nature, as discussed in chapter 2.1.1.

8. How area people treated in HH Porvoo?

8.1. Is communication equal/interactive?

8.2. What is the status/role of teachers?

This question mainly measures the culture of HH Porvoo on the axis loose vs. tight control, while also taking into account the dimensions of a Great Place to Work. Key phrases, such as *strictness, seriousness and democracy/dictatorship* are provided if necessary.

9. How did you fit in to HH Porvoo?

9.1. What kind of customs and manners have you noticed?

9.2. How would you describe the people there?

The first question in this set is designed to measure how welcoming the atmosphere is, as a part of the cultural dimensions (chapter 2.1.2.). The purpose of the next questions is to see if people can identify artefacts and creations of their culture, and if so what they are and what kind of values they imply.

10. When you come to the campus

a) how do you feel?

b) what do you expect to see?

c) what would surprise you?

This set of questions aims to find out which dimensions of both company culture and Great Place to work people prioritize in HH Porvoo. A secondary objective is to see how the values manifest themselves.

11. How do the following words relate to HH Porvoo?

[a) - h) the nine sections of Giftwork culture]

This questions measures how well the culture of HH Porvoo is relatable to the ideals of Giftwork culture. The relevant theory can be found in chapter 2.2.

3.4   Observation

While interviews reveal how people perceive their surrounding environment and phenomena, observation has the potential to reveal what is actually happening. Furthermore, observation proves whether people's behaviour and perceptions align. Participative observation means that the researchers are or become a part of the

observed group. (Hirsjärvi 2007, 209-211.) The authors are both students in HH Porvoo, thus making the observation in this context participative.

The observations are made by the authors, based on their accumulative eight years' worth of studying experiences in Haaga-Helia Porvoo Campus. One of the authors started his studies in January 2011, the same time as the new campus was opened, and the other in August 2011, studying in Finnish and English Degree Programmes in Tourism respectively. Both authors have also operated as tutors, one as a peer tutor and tutor representative in the student association, and one as an exchange student tutor.

3.5   Analysis Methods

The analysis method utilized is abductive content analysis. Content analysis means that the data collected is dissected, conceptualised and reformed according to the concepts. Concept analysis can be inductive, deductive or abductive, based on the relationship between theory and collected data. (Saaranen-Kauppinen & Puusniekka 2006a) Content analysis was selected as a method due to it seeming to be the most suitable method. The data analysed are all texts: values of Haaga-Helia, student barometre 2012, and transcriptions of conducted interviews. In the cases of student barometre and the interview transcriptions, the actual data has been restructured to assist in analysis as well as readability.

Abductive analysing means the analysis, while connected to the theory, is not directly based on it. Rather, the theory provides additional support to data analyses. This is opposed to the deductive analysis, where the data is directly applied to a model provided by existing theory, as well as to the inductive analysis, where theory is built on observations and data analysis. (Saaranen-Kauppinen & Puusniekka 2006b) Abductive analysis was selected as the method. Deductive analysis was partially unsuitable due to need of a specific model the data would be applied to. Inductive analysis was deemed less suitable than abductive, due to theory being available and applicable as additional support for the analyses.

3.6   Validity and Reliability

Reliability of a qualitative study is the extent of permanence of its results. Permanence in this context means that the results are reproducible. (Kananen 2014, 147.) Due to the changing nature of culture, especially in a constantly developing institution such as HH Porvoo, this research can be considered reliable only for a short while. Therefore, to maintain reliability of culture research, new studies drawing on old results and measuring

the changes and differences in the results is recommended to be conducted frequently, if not constantly.

Validity of a research is the extent of how much the utilised tools measure the factors that research aims to examine. Validity of a qualitative research can be confirmed using, for instance, the five following parametres: confirmability, documentation, consistency of interpretation, credibility (from the research subject's point of view), and saturation. (Kananen 2014, 151.) These parametres have been taken into consideration during interviews and data analysis. Confirmability has also been taken into consideration when structuring the theoretical framework: theory is a result of several different sources.

Due to the way the research has been conducted, confirmability can be proven simply by comparing the answers of different interviewees: the answers either confirm or conflict with each other. Desktop research is also used to support the conclusions, where applicable. According to Kananen (2014, 152) the strength of a conclusion is ultimately based on how many different sources can be used as evidence. Documentation as a validity parametre means the sufficiency of documentation about the research, and reasons and reasoning behind the chosen methods (Kananen 2014, 153). The reasoning behind the chosen methods has been explained in their own respective chapters.

Consistency of interpretation means the lack of conflict in conclusions drawn from the data (Kananen 2014, 153). It can be ensured by only drawing conclusions from data supported by sufficient amount of sources, both interviews and desktop research. Consistency of interpretation is further ensured by presenting only conclusions both researchers agree upon after discussion. All disagreements and conflicting conclusions will be presented appropriately.

Saturation in this context means having enough data points that they start to repeat themselves (Kananen 2014, 154). In the context of this thesis, it's closely related to confirmability. The interviewees represent all of the study programmes of HH Porvoo. Only the answers that show throughout the range of interviewees, or are supported by the desktop research qualify as saturated and therefore valid data.

4 Desktop Research

The dektop part of the research includes data from two written sources. The findings of the interviews and observations will be compared both to these texts and the theoretical framework of the thesis. The student barometer 2012 survey about the values of students measures the values of UAS students and their general happiness. The Haaga-Helia Strategy in turn provides expressed values that the results of interviews and observation can be reflected upon.

4.1 Values of UAS Students

The student barometer *Opiskelijabarometri 2012* is a study conducted to provide data of the life and studies of higher education students. The study used a five- or seven-point scale. For the purposes of this thesis, the study is used to provide data of artefacts and therefore values of UAS students.

UAS students in general seem to be highly social people, who value human companionship. When asked to rank the importance of a personal study plan, student tutor operation, guidance and counselling provided by the staff, peer support and support from friends and family the peer support was considered clearly the most important. 30% of participants rated it as quite important and 55% as very important. The participants also considered themselves to have good interpersonal skills, with 83% of participants agreeing with the statement to some degree. They also socialize with their friends often, with 18% meeting their friends daily and 41% several times a week. For the most part UAS students do not suffer from loneliness, with 22% feeling "not at all" lonely and 35% feeling "not really" lonely. 33% expressed feelings of loneliness "some of the time". (Kettunen & Saari 2013, 35-46.)

Interestingly, despite all their perceived socialisation, interpersonal skills, and value of peer support, UAS students don't seem to value the student communities. Only half of the participants considered themselves to belong to the student community of their own field. 68% also stated they do not participate in the events of any kind of student association. (Kettunen & Saari 2013, 45-46.) The status of UAS students as social beings is however reflected in the sectors they worked for during their studies. The service sector was the most important employer with 32%, the second biggest being the social- and healthcare sector, with 26%. Together, these two sectors that almost always involve human interaction covered over half of the respondents. (Kettunen & Saari 2013, 63-64.) This might be affected by the facts that they are huge sectors overall, and that it's easy to qualify for entry-level positions thus enabling working while studying for a degree in another field.

More credibility to the assumption about entry-level jobs is provided by over half of the respondents stating their job was either somewhat less demanding (27%) or fundamentally less demanding (27%) than their level of education would allow. Interestingly, when asked whether their tasks at their jobs were routine or creative, the responses were all over the chart. On a scale of 0 to 10, 51% ranked their tasks to be on the routine side (1 to 4) and 37% said they were on the creative side (6 to 10). 10% of the respondents marked the neutral response 5. (Kettunen & Saari 2013, 63-65.)

UAS students in general seem quite frugal, however, with 43% of the respondents not working at all during the school year, and 10% working less than ten hours per week. Despite this, and the effect it has on the students' income, 47% stated they subsisted by living frugally, and only 22% said it was difficult to get by. 63% of the respondents stated that they can live with less than 900 euros per month, with 40% of respondents reporting an even lower limit of less than 700 euros. (Kettunen & Saari 2013, 59-62.)

Majority (52%) of the working students stated their current job would help them a lot in their future career in their own field. In addition, 29% said it helps since any job experience helps. Only 19% of respondents thought their current job would help only a little or not at all. Keeping in mind that majority of the respondents worked in service or social and health care sectors, this suggests that UAS students place a lot of value on practical job experience. (Kettunen & Saari 2013, 66-67.)

In their future careers, a vast majority of the students (69%) stated that the most important aspect is the meaningfulness of the job; the experience of actually getting something done. Additionally, 15% more listed it as the second most important aspect. All in all, UAS students seem to have faith in their future careers. 84% of the interviewees stated they find it very or extremely likely to be employed in their field of choice. 67% stated that finding a meaningful job was very or extremely likely, and only 15% expect to be changing fields. 51% expect to find a stable job, which is not a given in today's professional environment. (Kettunen & Saari 2013, 67-69)

UAS students also value their studies highly, with 80% of participants having studied without interruptions or gap years, 69% feeling they are studying the right field, 67% agreeing with the statement "I am excited about studying", and 87% considering their studies useful for their future. Furthermore, 39% disagreed completely and only 18% agreed to some extent with the statement "I sometimes consider dropping out from my studies". (Kettunen & Saari 2013, 37-40.)

Outside of their studies UAS students largely value health and fitness, with only 10% stating they exercise not at all or very rarely. 70% also considered their health to be good (31%) or quite good (39%). 75% also reported not having any physical or mental handicap hindering their studies. Promisingly, 65% of participants reported no or very rare feelings of depression. UAS students seem to also use alcohol in moderation, with 51% of men and 53% of women consuming one to four servings of alcohol per week. 27% of men and 28% of women did not use alcohol at all. (Kettunen & Saari 2013, 49-53.) This is surprising considering the myths of heavy alcohol consumption among students.

Independence seems to be highly valued attribute among UAS students. Even though 47% of participants have not moved away for studies, only 6% live with their parents. 47% live with spouses, with 12% of them also having children. UAS students are not looking to tie themselves down, with 69% living in some kind of a rental apartment. Vast majority report being either quite satisfied (48%) or very satisfied (30%) in their current living arrangements, which posits that UAS students value the temporary nature of student life and want to be able to move effortlessly after graduation. (Kettunen & Saari 2013, 25-59.)

4.2 Cultural Implementations of Haaga-Helia Strategy

The vision of Haaga-Helia UAS is to be "the leading University of Applied Sciences as measured by expertise and quality, serving the success of students, enterprises and working communities, and internationally growing University of Applied Sciences". The mission statement is "We educate service-minded, sales-oriented, and entrepreneurial experts. We study and develop innovative services, products and business activities to benefit the business sector and well-being of our area." (Haaga-Helia 2015a.)

The values stated by the ethical principles of Haaga- Helia (Haaga-Helia 2015b.) are fairness, respect, responsibility, openness and communality. The foundation for these values is to "function as a top team committed to mutual renewal– promoting successful and responsible business operations". The values are elaborated as follows:

- Fairness, defined as treating everyone with fairness and equality
- Respect, defined as establishing operations on "respect for work carried out by ourselves and others and for diversity, one another, expertise and mutually agreed practices"
- Responsibility, defined as assuming responsibility "for ourselves, each other, our community and society. Responsibility encompasses operational, social, financial and environmental responsibility."

- Openness, defined as fostering "an open operating culture characterised by multi-dimensional communication, listening to different views and learning from one another"
- Communality, defined as finding joy in joint efforts, and valuing even small acts, loyalty, trust, mutual care, participation opportunities and responsible involvement (Haaga-Helia 2015b.)

In addition to developing expertise the strategy elements of Haaga-Helia UAS seek to instill service, sales and entrepreneurship. Other important aspects include operating productively with global business partners and cultivating communal competence tailored for professional needs. (Haaga-Helia 2015a.) The expressed values of Haaga-Helia UAS can be gleaned from the strategy. In addition to the expressed values listed above, the presence of phrases such as "success of enterprises and working communities" and "responsible business operations" the vision and mission statement imply that career- and work-orientation is in high regard.

When comparing the expressed values with the values introduced in the theoretical part of the thesis, similarities can be observed. Both the giftwork-culture and the values of the N-gen include fairness, openness and respect, furthermore described in a similar manner. Communality is decidedly similar to the camaraderie –part of the Great Place to Work, and can also be identified in the values of the new generation. The practice of assuming both individual and communal responsibility is also a focus point in both giftwork and the great workplace. When reflected upon the dimensions of company culture, a clear bias to the side of a professional culture can be seen; while students are treated as individuals, their past and origin are not factors regarding their position, progress or grades in Haaga-Helia. A closer look at the cultural dimensions can be found in the conclusions chapter.

5 Empirical Research

The empirical research conducted for this thesis consists of observations made by the authors and interview results. The observations are presented first, followed by the combined results of student and staff interviews. The final analysis is drawn from both of these sources and reflected upon the theoretical framework and desktop part of the research.

5.1 Observations in HH Porvoo

The observations presented in this chapter are a result of studies done in HH Porvoo, which both of the authors started in 2011. The resulting observations are a product of reflection of experiences from the time and activities on campus. The observations are split into themes as follows: the people at HH Porvoo, the physical environment, student involvement and study methods.

5.1.1 People at HH Porvoo

Among the students a rough division can be made between socially active people and diligent workers. These two demographics do overlap significantly, but they are the main traits people visibly express on campus, and admittedly there are lots of people who represent both groups. As a generalisation the students of degree programmes in tourism tend to include a larger portion of the socially active people, while business degree students are more on the diligent side. Another dividing line can be seen between the international degree programme in business and the same programme in Finnish, the former having slightly more social people.

Among all degrees most people finish their work and participate in studies. However some freeloaders can be seen across programmes and the extent to which they abuse the work of others varies greatly. Any larger conflicts between individual students or groups of students are extremely rare. The overall population on campus is very diverse, meaning both the personalities of people and their backgrounds. This poses certain opportunities and challenges, for example the fairly large minority of Asian students coming from cultures very different than the European ones creates some friction in interactions.

The local student organisation is a very active one, organising student parties and sport activities on a frequent basis. The student rights are a part of their operation, and they do a good job at supervising them. A lot of development in their activities has been done during the studies of the authors, and the services they provide students have become more efficient and the processes are faster than before. Certain people of the student

organisation are also invited to meetings with the school board, where current issues are discussed. This is a great venue for the students to make themselves heard, and to also get information on future developments on campus.

The distribution of information regarding these matters could however be improved, so that the discussed subjects would reach the main student body also. The local student organisation is also partly involved with tutoring, which is however organised by the main student organisation of Haaga-Helia. The tutors on Porvoo campus are very active and inspiring, and furthermore dedicated to their roles. When planning the orientation days for new students, the tutors are included in the process and are a genuine part of developing them, meaning that they are heard and their experience is respected.

5.1.2 The Physical Environment

The physical environment in Porvoo Campus has been designed for the work done. Entering the lobby gives a visitor certain amount of "wow"-factor, with the tall ceiling, all the glass, and the meeting rooms with their bright red walls. Wireless internet connection, as commonplace as it is today, deserves a special mention. The availability of all facilities is paramount for successfully carrying out the studying methods; it would be very challenging, sometimes even borderline impossible, to carry out the project and group work heavy way of learning without proper meeting facilities. Other noteworthy aspect is that the architecture itself invites staying and socializing, with open spaces, warm colours and transparent walls. The hallways mentioned elsewhere are, while narrower than usual, not as cramped as the wording suggests, due to an illusion of space caused by glass walls on the both sides.

In addition to looking pleasant and modern, the glass walls also serve a practical purpose. Being able to see people in other rooms, and even in other floors, helps in locating people you need to find. It also strengthens a sense of togetherness; being able to see people around you reduces the feeling of being alone, despite of them being focused on their work. The transparency also rarely causes any problems. Once the novelty of working in a glass room wears off, students adjust well and learn to ignore the people outside. People outside, on the other hand, tend to lower their voices to cause less intrusion when they see people working. This has the effect of lowering the overall noise level on campus.

The more traditional classrooms are also designed to serve the study methods characteristic to HH Porvoo. The laptops provided by the school are in use and every room contains several towers of plugs for charging them. The laptops can also be connected to projectors and screens in every class and meeting room, which is beneficial

for group work. A criticism can be fielded toward the traditional classroom, that despite them being easily adaptable for group work purposes, many of the class room doors are kept locked.

The school also provides two solutions for when a quieter working environment is required. The school library contains chairs with built-in laptop desks for reading or quiet studying, and for a student requiring absolute silence, there is a silent room in the second floor. The silent room, as the name reveals, is a room a little bit removed from the main lobby to ensure quietness.

Art in HH Porvoo is mainly abstract, with apparent purpose of livening up the environment and evoking pleasant emotions, rather than being expressive. The colours are warm and welcoming, or vivid and inspiring. Sculpture in the main lobby, however, depicts a cellular structure that is also said to represent the people in HH Porvoo, with all the different shapes and sizes of cells coming together to form a whole. In addition to visual art, there is a grand piano sometimes being played in the lobby.

5.1.3 Student Involvement

As discussed before, the student organisation actively takes part in meetings with the school board, and tutors have their role and responsibilities in planning and organising the orientation of new students. Apart from that student involvement is not very evident, and has to be reflected upon extensively before noticing certain ways for students to get involved. The projects themselves are an opportunity for students to get involved, although they are overlooked as such by many. Since the students get to plan them mostly by themselves and make the decisions quite independently, they are contributing to the overall reputation of Haaga-Helia as well as their own learning.

In some occasions their project may even have a larger impact on the culture of HH Porvoo, but that can't be foreseen during the project itself. Especially the feedback sessions of projects and courses are a great opportunity for students to make their voices heard, and should receive more respect from the students. The results and reception of the given feedback should however be reported to the students, so they could see that their suggestions have been heard and applied into action.

This thesis is another example of student involvement, although it did require for the authors to voluntarily and actively seek out ways to get involved. Other projects that have included students are quite common, but their advertising could be done more efficiently, and the opportunity to get involved in development of something should always be

stressed. Students are also involved in interviews of applicants during entrance examination, presentations of courses and specialisation options to junior students and occasional interviews relating to development projects. Some students are involved with Haaga-Helia even after their studies, since alumni are often invited to do presentations of their current occupations.

5.1.4 Study Methods

A lot of the studies in HH Porvoo are some kind of group work, projects being the prime example. Research and development methods are also an important part of the studies, most evidently during the first semester. An often used teaching method is to introduce a subject to the students, and give them certain sections of it to study themselves and present to the rest of the students. These are usually done in small groups.

A lot of the learning done is through practical means, and in order for the students to realize their progress, the frequent self and peer evaluations as well as portfolios and learning diaries are important. Most of the times when students have an opportunity to both give and receive constructive criticism, the opportunity is bypassed for various and unknown reasons. Preparations and coaching in this matter would be useful, in order to help students improve themselves on this field.

Another important part of the studies in HH Porvoo is the combining of theory and practice. No matter what the work done actually is, it most often starts with creating a theoretical framework for what is about to be done. If the students do this properly every time, they will have very solid reporting and research skills at the end of their studies, but in quite many cases this is not true. It is evident on many courses that some students take minimal effort to mainly pass the course without caring for their own learning or their grades. This is a problem, since a lot of the work done is group work, and the subpar contributions of a person also affect the learning of others.

The facilities provided by the environment are also an important part of the study methods. Group work rooms are available, as well as a silent working room. During lessons and projects, the classrooms are easy to reorganise to suit the needs of subject. The possibility to do exams at any time in the exam room is of great benefit to students that have tight schedules.

5.2 Interview Results

The results of the interviews are introduced in this chapter. Main themes that the questions revolved have their own sub-chapters, which may contain information gathered

from various questions or answers. As a note, one of the interviewed staff members was not a teacher, but the local office executive. However, in the context of the interviews, all of the staff members are referred to as teachers. This chapter focuses on bringing forth the main findings of the interviews with no profound analysis. All further analysis and conclusions thereof are found in the following chapter (Chapter 5). As a general notion however, the staff members expectedly had more actual information to share, while the answers of students mainly relied on their observations and opinions.

The first question was purely about organisational culture, and its purpose was to find out how well the students and staff understand the concept. While all of the staff provided an answer more or less in line with the suggestions of the theoretical framework of this study, the subject was less familiar among the students. The staff members did prioritize different aspects of culture: one answer defined it as what kind of behaviour is acceptable, while two others merely mentioned the ways of thinking and behaviour. Two of the answers also included the communal factor, pointing out that culture is more or less defined by the people part of it, and can't be created through strategy alone.

The replies of students were very general at best. Most of the respondents had no clue about the subject and were quite frank about it, while three students actually provided an answer. One of these answers was on the right track but remained superficial. Two answers included views that indicated some understanding of the matter, one mentioning that it is the way of approaching everything in a collective that works together, and the other that it involves the way of behaviour inside an organisation and the interactions within it.

Just like the students, the staff of HH Porvoo is also very diverse. There are lots of different teaching methods, personalities and backgrounds among the teachers and a lot of them have come from outside of Finland. Compared to previous attributions of teachers, the ones in Haaga-Helia are more inspiring and respect their students. During some courses however meaningful help and suggestions are hard to come by, and occasionally some teachers do not seem attached enough to the work done by their students – this is however a marginal issue.

5.2.1 The Values of Haaga-Helia Porvoo

This chapter contains information gathered from both sets of interviews and the questions 2, 2.1 and 2.2. The answers of students regarding the values of Haaga-Helia were pretty brief, mostly mentioning buzz-words of which most common were openness, communality and transparency. One of the students did have a deeper insight into the matter,

mentioning that the expressed values of working life –oriented and student oriented are not communicated to students too effectively, while availability and communality are more evident on campus.

Most of the answers provided by the staff included the aforementioned values, and additionally mentioned phrases like caring, collaboration, togetherness and human touch. Most of the staff mentioned the fact that the new campus and current curriculum were planned simultaneously in order to make them synchronized. It was also mentioned that work on the curricula and other development are constant. The working life orientation overlooked by students was rationalized by stating that the commissioners of projects are modern and pioneering companies that guarantee to keep up with progress. One of the teachers said that "*[Haaga-Helia wants to] make you so good that you just cannot stay unemployed".* Further notes on the togetherness were that the campus has a family-feel, and that HH Porvoo has been praised for good student-staff relations. One member of the staff did however express that the staff is still not satisfied with the level of student empowerment, although the staff understands the values well. On a further note it was mentioned that while it doesn't always work well here, there's always room for development on that front.

When asked about the ways the campus reflects these values, the students were somewhat less timid. The glass walls were the most mentioned and well-loved artefact and students mentioned how they affect the openness and transparency values. The amount and availability of group work facilities was also noted and praised as practical. While the students did not mention the fact that these rooms can be reserved by them, it is in common knowledge of students and the teachers did mention it. One of the students told how the campus reflects the values mentioned in the previous section and are integrated in the environment, enabling the expected interpersonal behaviour. One of the students had also noticed the fact that teachers often have meetings in rooms that can be seen by students as opposed to staying in the teachers' lounge.

One of the teachers' answers voiced mainly opinion, stating that the campus *is* openness and teamwork, and reflects encounters, while offering no examples. The other teachers did however agree, and also delivered examples. As suggested by the students, the glass walls have their benefits; most of the teachers interviewed agreed that people are easy to find, and further benefits included isolation prevention, support for collaboration and the fact that you can see the work done. Seeing people work is also mentioned to have the further benefit of reducing noise, as people automatically lower their voices when they see others working. One of the staff members hoped that the environment would help the culture move away from the labels *us, you and them* into the direction of just *us.*

In one staff interview it was revealed that at the time of building the campus, benchmarking was done in both Stanford University and the Google Campus. Many of the ideas regarding the physical environment were a result of that benchmarking, which was further supported by a scientific study stating that learning happens best in a comfortable space that has possibilities for different working methods, moving around etc. Few of the teachers also mentioned principals of certain Asian schools doing benchmarking in HH Porvoo, and their apparent shock when faced with the facts of how the school is designed for the students' benefit. While the whole campus is designed to encourage teamwork and equality, the teachers did however agree that some artefacts are in conflict with the desired values – mainly the fact that the door to the teachers' lounge remains locked. This was told to cause mixed opinions among the staff.

The third part of the value question was about how the study and teaching methods at HH Porvoo reflect the values identified during the interview. The views of the students were mainly about the amount of group work included in studying. A lack of theoretical lectures was raised as an example, since students often get the initial information to get them started on familiarizing themselves and each other with the subjects to be learned. One of the students called it *do it yourself* –learning, and while the reception was generally positive there were some voices of dissention. One of the foreign students said he was not used to this kind of freedom in his studies, but that he rather liked it nevertheless. Another student stated that more guidance is sometimes needed, and lack thereof may cause general frustration. Yet another one pointed out the structure of combining initial theory with practice, and the occasional exception of learning theory through practice and possible failure.

Along these lines the teachers mentioned the experimental attitudes toward teaching and projects allowed by the culture. While other venues might demand success, HH Porvoo is said to allow and even encourage experimental development, and one teacher said that they have given thought to the question "*how is success measured?*", namely is it defined by the success or failure of the project or the learning it resulted in. The issue of maintaining a standard of quality was however addressed by one teacher – he went on to discuss the fact that a lot of students simply don't fit in because of the working methods. Another teacher continued along these lines, stating that every project demands something new since old templates will never perfectly fit.

A notion of a constructivist view of learning was also introduced by a staff member: information is built together and pedagogics are based on real cases instead of made up ones. The structure is similar to that discussed by the students; a foundation of

information is established and then applied in practice. This is told to include equal collaboration in creating and sharing information. Communality is mentioned as another important factor in studies, clearly visible in the amount of group work assignments. The projects also demand that students maintain communications with their commissioners. The teachers told about the students' good team spirit and the benefits of having a team to develop and learn with. Attempts to create tools to further support this kind of studying have been made, but they have remained somewhat fruitless so far.

5.2.2 The Atmosphere in Porvoo Campus

This chapter is based on the answers to questions 3 a) and 3 b) from both sets of interviews. When talking about the campus most of the staff first mentioned the beginning of working in the new location. It was said that it was and is a long project still going on in some sense. Some people were said to think that the whole idea was horrible, and it did result in a few people quitting their jobs. Some others were worried about ruining the reputation of Haaga-Helia. The main source of concern was the lack of offices for teachers, but as mentioned in the previous chapter the pronouns *us, you and them* have slowly started to turn into *us* thanks to the common teachers' lounge. Since moving in the majority has gotten used to the campus and found it a lot better than they imagined, however some difficulties persisted and it was duly mentioned that the change can only be achieved over time. One of the teachers noted that the working methods are very varied among the staff, and while they must adhere to the strategy on some level it's very difficult to force habits on people.

One of the difficulties mentioned was the very start of the first year on campus – the teachers had not worked together very much at that point, and it resulted in a lot of mixed messages that confused the students. The message sent by the teachers is told to have begun to unify, and most of the related problems have disappeared. The atmosphere itself is described as warm, calming and inspiring. Furthermore, three of the teachers mentioned that visitors to the campus find themselves in awe. They were said to sense the good atmosphere at the campus, and that outsiders sensing it demonstrates its effectiveness. The physical atmosphere did not go without some critique, however, since one of the teachers mentioned that it is not a prerequisite and should not be given too much credit. While the campus helps at achieving the desired atmosphere, the work done here could be done elsewhere if wanted. He made an analogy of it, saying that it's like driving a Mercedes, when a Toyota would also get you forward.

When asking the students how the physical environment affects the atmosphere on campus, the received opinions were largely unanimous. The students consider the

campus a pleasant environment that lifts spirits. Among their mentions were comfortable classrooms, a modern and open layout and the ease of approaching other people. It was also said that the atmosphere invites people to come to school just to *hang out* even if they don't have lectures. One of the students also mentioned the narrow corridors that make it impossible for people to pass each other at a distance, enforcing habitual greeting and encouraging conversation. This matter also arose in most of the staff interviews, and it turns out that the corridors are purpose-built with this intention.

The question of the environment's effects on work done at the campus received praising answers from all respondents. Some of the teachers chose to say it *enables* this kind of pedagogics or teamwork, while one respondent claimed that it *helps,* since the will for co-operation is what enables it. This was further supported by another teacher saying that after moving in they noticed how much the old facilities had *restricted* their work. As an effect of the shared teachers' lounge as opposed to offices, fewer emails are required. The lack of a personal work station also makes it impossible to print a lot of material, which has also received a positive response from the teachers, who now rely more on their laptops. Other unforeseen consequences of the common room were spontaneous brainstorming sessions.

The effects of the actual facilities at disposal were the most discussed subject by the teachers. The opportunity to choose a suitable room depending on your group size and needs, and the customisability of said rooms were highly valued. The ways of working were said to have changed drastically since moving in. On further notes the possibilities regarding organizing events and the project kitchen available for both project and other use received mentions. The only suggested development was by one teacher who wanted more venues for informal encounters, for example sofas. Another remark was that the ideal is to learn all the time, and learn practical things that are needed once students move on to the professional world, and the purpose of this entirety is to teach those things.

When asking the same question from the students, it became evident that the glass walls are a subject for huge admiration; they were referred to numerous times in almost every interview. One student suggested that it makes the campus feel less like a school, and more like actually working. Another noted that it creates a relaxed feeling and inspires creative thinking. The possibility to book available rooms in which you can connect your laptop to a projector or screen was perceived as another positive asset. The facilities also allow for meeting after hours to spend time either working on assignments or just meeting friends.

Among mentioned problems were the so called "red rooms" – group work rooms most commonly used by students. The glass walls were said to be no problem at other times, but when doing group work the outside commotion is distracting. Furthermore, the ergonomics of these rooms were said to be subpar. One of the students agreed with the teacher saying that this kind of campus is not a prerequisite for the kind of work done here. Another problem that was mentioned was the lack of larger classrooms required in some situations.

5.2.3   Studying and Teaching in HH Porvoo

This chapter consists of the answers to question set 4, and is based on both sets of interviews. The students' opinions about study and teaching methods were varied – independence and freedom were words used to describe the nature of studying, while problem based learning and projects were named as common methods. One student mentioned that there are a lot of different kinds of teachers in HH Porvoo, and that it can be seen that some teachers have transferred from the corporate world with no prior teaching experience. Two other students mentioned that it sometimes feels like the teachers are lazy, and do not provide sufficient amounts of theory before making the students study the subjects themselves. The methods were also called very practical, making the students apply their learned theory in practice rather early. One student did hope for more specialization options.

The projects as a part of learning were also mentioned by most of the teachers. They also stressed the fact that all of the projects are real cases, and one teacher mentioned that the authenticity with its uncertainty and roughness makes the learning process more effective. Another effect of these real projects was contributing to the regional development responsibilities that Haaga-Helia has. A lot of emphasis was put on meta-competences such as group working skills that are perceived as important when entering professional life. The teachers seen as lazy by the students were partly explained by one teacher telling that the job of a teacher in HH Porvoo in her opinion is to facilitate learning, instead of directly transferring knowledge through lectures. The fact that teachers have the opportunity to choose their own methods of teaching also received mentions.

The students found the efficiency of the discussed methods as dependent on the individual students and teachers; some students might be very theory oriented making all the practical experience less effective for them, while some of the teachers were said to lack the ability to inspire motivation thus making their work ultimately less effective. One student said to prefer it over traditional learning, where the teacher stands in front and talks, after which you study for an exam and forget most of it afterwards. A teacher also

talked about this phenomenon, calling it *bulimic learning*, meaning that the student consumes a lot of information and the *throws it up* on paper and forgets about it. Another student however hoped to get a bit more of the traditional kind of teaching, while yet another found it frustrating that there evidently are no standards for the quality of teaching in UASs.

The teachers' views on efficiency were more varied. One teacher said that HH Porvoo is doing very well on the 55 credit statistics set by the ministry, but stressed that he had no statistical reference for it. Another however said that the objectives set by the ministry are barely quantitative, leaving little consideration for the actual qualitative efficiency, which is understandably more difficult to measure. An individual opinion also noted that the actual efficiency is making students reflect upon their learning, and find what they're good at and their *own thing*. It was also noted that there are no guides for measuring this kind of efficiency. Overall the projects were said to teach things that could not be learned from books alone, but that the traditional methods of teaching still maintain a foothold among the methods currently in use. The differentiation among degree programmes was also said to be noticeable.

The group work facilities and the possibility to work virtually anywhere on campus were noted by students as building synergy between the methods and the infrastructure. The possibilities to rearrange the furniture and recharge your laptops in all rooms were also praised. It was also noted that it is easy to find suitable quite space to use for the frequent group work. One of the students also knew to mention about the facilities of the teachers, saying that the open-space office improves the flow of information, while the silent space offers facilities for work that requires focus, calling it a modern solution that supports their work.

Also the teachers noted the benefits of letting students reserve the group work rooms themselves. The fact that the campus was purpose built received notes from all the teachers, and while it was said that this kind of work could be done elsewhere it still remains the ideal situation to be able to plan your facilities according to your needs from the very beginning. Through learning stories written by students the teachers had found out that a lot of the learning happens when teachers are not present, proving the efficiency of this approach.

The question about process vs. result orientation of the work and methods on campus received lots of different answers, and both staff and students exhibited deeper thoughts about the matter. Among the opinions of the students a common notion was that results matter more and the processes are chosen based on what seems like best option. Among

the answers was the statement that while the correct processes are important to learn in order to reach the correct outcome, it is nevertheless important to understand that reaching the desired outcome can be done through various paths. It was however noted by one student that during the first projects it would be necessary to receive further guidance beforehand, instead of correcting everything that has been done. Another perspective of this matter was that the students are meant to learn responsibility for their own learning. One student said that the processes are focused on more, since teachers supply mainly guidelines and the choice of methods is left to the students. Overall the orientation was also said to depend a lot on the individual teachers and projects.

Two of the interviewed teachers directly implied that the focus is on processes. Both of them pointed out that good results are however important, and one of them listed successful learning as a more important result, reflecting also on which kinds of processes are meant, and stressing the importance of the process of learning. The other teacher said that in other places teachers might meddle with the students' work, and that it is a certain sign of a result-oriented atmosphere. It was pointed out that in HH Porvoo the process is merely steered in the correct direction and the learning thereby reached is then reflected upon. According to this teacher learning in HH Porvoo is seen more as a journey than just a destination, and the perspective is also a part of grading: the finished product only partially determines the received grade.

One of the staff members had a unique perspective on the matter, seeing the matriculated bachelors as the end result. In this case the focus was on the result being a *"good guy that fits in, goes places and is developing contributor in working life"* and the processes are chosen accordingly. A further question was asked to elaborate this, and it was found out that the processes are not predetermined, as long as the desired result is reached. When doing the development of new curricula, the original desired result is kept in mind. The new curriculum is said to become a modular one, with the aim of being flexible.

The two remaining teachers did not provide an exclusive answer, but rather thoughts about what should be considered the actual result. The main point was that if learning is to be considered the result, then it receives priority, while the results of projects are considered secondary. It was further noted that tangible results and bragging rights also fall behind in importance to the processes used. The important part was said to be the ability to focus on your objective while also acknowledging what you have learned and still need to learn.

Since group work is an important part of studying in HH Porvoo students were also asked how studying together with their peers affects their learning. Most of the students saw it as

beneficial for their learning for varying reasons. Comparing and exchanging ideas in a group was perceived as beneficial, along with brainstorming in a group to reach creative solutions to problems. It was mentioned as a possibility to learn with and from each other, and to find further perspectives on various subjects. One student argued that the results of group work depend on the *chemistry* inside the group, but learning to work with all kinds of people is beneficial regarding professional life. Reaching an objective view on subjects was mentioned as a benefit by a student who otherwise preferred studying alone. One fo the students had a cynical approach to the matter, and stated that while learning happens better alone, it helps when you have to explain things to "*idiots or lazy people*".

5.2.3.1 Grades and Evaluation

The question set 5 from both students and staff in its entirety forms the content of this chapter. Grades and evaluations of courses were revealed to be a rather complicated subject. The teachers confessed that while evaluation criteria are available in the course descriptions they are subject to change depending on the actual progression of the course. It is also noted that how the criteria, and what they actually measure, are communicated to the students is a matter to be improved. An example was provided by one teacher about a course where the students do an assignment comparable to a thesis, and receive their grade for the finished literary product rather than the complete process; students don't always fully understand what is being evaluated. This was told to be problematic in cases where some students have very good functional skills, but are rather lacking in reporting skills. It was also noted that evaluating is never simple or easy, since intangible matters like motivation and attitude are difficult to measure, and the evaluating teacher is also human.

Team teaching has been implemented in HH Porvoo, and is said to help regarding this matter, since there is more than one person evaluating. Another tool that has been found helpful is self and peer –evaluation. This however includes the problem of some students having tendencies of evaluating peers according to their interpersonal relations, or lacking the analytical skill to evaluate their peers or themselves. Another problem noted by a teacher was that comparing grades is somewhat difficult, since most courses do not have parallel implementations.

Half of the students found the consistency to be very relative and dependent on the teacher and course in question. They also understood that evaluation is not a simple task, and one of them mentioned that it is not very uncommon to see freeloaders. One teacher agreed with this, and further opined that some people receive their grades with too little effort. The majority of the other half thought it to be consistent, one of them arguing that

grades reflect the students' performance accurately. Another student took the matter to her own hands by checking the objectives, and if she had questions about her received grade she knew they would be answered. Just one student opined that the grades are not accurate, as the amount of work a course demands fluctuates to the point of being nearly senseless. This was blamed on the lack of standards, and partly the fact that it depends on the person doing the evaluation. The grades were said to reflect the outcome however, but not the learning outcomes.

The aforementioned team teaching and peer evaluations as well as an implemented platform called LeaP have been found very beneficial regarding the evaluation of group work assignments since teachers only see a part of the work done by students. This enables evaluating personal performance, and thus students inside a group may receive different grades. A stricter approach on absences has also been implemented, in order to reduce freeloading. One teacher told about a method he uses for the same reason: oral exams with questions about the group's work. The extent to which a student can answer these questions partly determines their grade. A certain teacher implemented a coaching kind of method in her teaching, which included maintaining good communications with the student groups. A part of it was providing an explanation and reasons for the grade received as well as information about what a better grade would have required.

The question about evaluations of group work received a mixed response from students. Opinions were evenly spread between it being fair and unfair, with some remaining inconclusive. Freeloaders received further mention and one student told to have seen the trouble to inform her teacher of which parts of the group's finished product were hers in order to secure fair evaluation. The peer evaluations were generally perceived as effective, the harshest review stating that they have more pros than cons.

5.2.3.2 Personal Development of Students

This chapter only contains information from the interviews of students and question set 7. When inquired about the ways the studies and student life may have affected their identity, the students had very mixed responses. A separation can be made between soon to be graduating students and those that have recently started. The students who had been studying longer stated they had matured or grown as people and got new perspectives. The newer students did not identify any significant changes. One student pointed out that while they had matured during their studies, it's difficult to say to what extent the studies have affected the growth.

Asking about the ways the studies have affected the students' professional identity resulted into similarly mixed responses. The effects students named were improved interpersonal skills, teamwork skills, and professional language. Other effect brought up by a student was a stronger idea of the field they want to work in, as well as what their tasks should ideally entail.

Asking about the students' views on their future received a wide range of responses. Half of the interviewees stated their future plans and ideas have become clearer, and seemed generally positive about their future, using words such as "happy" or "hopeful". On the other hand, rest of the students expressed negative emotions on the subject. One said they don't know what they'd want to do, and two others said thinking about future makes them "nervous" and "despair", respectively. One respondent took a more abstract approach, stating that their business studies have made him feel anguished at the thought of consumerism.

Students were also how their studies have affected their view on professional world. Majority of the students brought up meta-competences they have learned, such as networking and professionalism. The importance of having a relevant degree to apply for a job in a sector and a view that jobs are learned "*on the job*" were also expressed. Compulsory work placement was brought up as a practical opportunity to discover suitable – or unsuitable, in one student's case – fields of work.

5.2.4 Behaviour and Interpersonal Relations

Question 8 is the base for this chapter, from both student and staff interviews. When asking the question about treating people in HH Porvoo, two teachers gave answers revolving around their own working conditions. They agreed that the conditions are very equal, both in different words: one said that even the bosses don't have their own offices, and the other that there are no hindering hierarchies. One of them also mentioned low power distance. It was also noted that the leaders of course have to act like leaders every now and then, while most decisions are made on a grassroots level. Everyone is free to go forth with their ideas, and one of these teachers said that a student just did it before the interview. As a related matter the other teacher however mentioned the fact of the locked teachers' room once again, noting that it is neither democratic nor equal.

Visitors to the campus were said to comment on the atmosphere, and part of how it is conveyed was thought to be the way people greet each other often and openly on campus. The word "discussive" was also used to describe the atmosphere. The fact that students are listened to was also raised as an example of a good atmosphere. Giving

responsibility and making decisions with students is common, and study trips were mentioned as an example of this. Special skills of students received a note from one of the teachers, and she said to encourage their use. The students' parking lot was also mentioned as an indicator of a democratic culture. The teachers were also told to have received further coaching in listening to students.

Indicators of the opposite were also commented on. One teacher wondered why the students don't get keys to the campus, or even the possibility to work late, since the alarms go on at a certain hour. The cumbersome nature of democracy as a system was also noted by one teacher, while another one reminded that a part of it is not getting everything you want. The desired outcome of training skilled experts was reminded, and received further elaboration, that in some cases the required amount of work to reach it is significantly larger. The question of treating people was also told to receive due attention when planning the new curriculum.

The students generally agreed that the system is democratic, one of them noting that there is no enforcement from teachers. An exception was noticed in the level at which students can affect the internal workings of Haaga-Helia, which was only a little and on local level. It was said that students are listened to, and that Haaga-Helia is suitably strict in general. One student noted that the level of democracy depends on the course in question, but told that in his experience students do have a lot of ways to affect through student activity. There were said to be students that take their studies really seriously, and others that barely bother to show up. One student said that people tend to take their studies more seriously in the beginning, and closer to the end a lot of them try to graduate with minimal effort. The overall treatment of students was however described as professional by the same student.

Two students had a drastically different opinion, one of them calling HH Porvoo a socialistic totalitarian regime, admittedly exaggerating in his choice of words. Relatedly he said that sometimes a student might feel superior or more important than his peers if he is assigned the position of project manager or something similar. Similarly the students on a project without a position of responsibility might actually be reluctant to work independently without being reminded to. The other disagreeing student called the system a dictatorship, where you get punished with worse grades if you do not follow the rules. The student however failed to rationalise the statement.

5.2.4.1 Equality in HH Porvoo

Questions 6 and 8.1 were used as the foundation for this chapter, and information was gathered from both sets of interviews. Asking whether people are treated equally in HH Porvoo and whether the background or behaviour affects the treatment yielded a unanimous response from the students. The students felt everyone receives a so-called "*blank slate*" in the beginning, and that their own behaviour and work they do were the major factors in the treatment they received from there on out. One student pointed out visible disabilities as a factor that may affect the treatment a person deserves, as people tend to lack experience with disabled people and may have difficulties to adjust. It was also mentioned that certain nationalities tend to form groups with their countrymen.

The alignment of teachers on this matter was similar; people are treated according to their merits. It was pointed out in three interviews that while the treatment is based on equal standards it does take a varying amount of time for people to get used to it. Finns were mentioned to settle in to the non-obligatory studying, and as an example of the opposite, one teacher mentioned people from "*the teacher is god –cultures*", meaning high power distance ones, for whom this kind of a working culture often comes as a shock. The Pakistani culture was also offered as an example of a more authoritarian one by another teacher. The differences were said to have caused situations where some students don't understand that when the student project leader invites you to a meeting it's actually a part of your school work.

Relating to the matter of treating people according to their merits and own behaviour, it was pointed by a teacher that burning your bridges never ends well, meaning that everything you do always affects your future. Among the answers of the teachers, one of them listed certain virtues that help make people stand out in her own opinion: the ability to take initiative, bringing forth one's ambitions, an entrepreneurial attitude and taking the opportunities you are offered.

While people start out on the same level, it was told that there sometimes are individuals who seem really brilliant in the beginning, but turn out to be show stealers. One teacher said to have run into this phenomenon an unspecified amount of times: a student does presentations of group work really well, without having done any "*real*" work towards the project. Strong accents were another mentioned barrier in the way of truly equal treatment. The fact that the staff is really diverse also received one mention, and the same teacher also confessed that there's some learning to be done relating the acceptance of all the diversity.

Another question handled the matter from point of view of communication. All of the students agreed that the system strives for equality and interaction in communication, but opinions on the current state varied. One respondent stated communication started out as equal among students, but later individuals trying to "*show off*" received most attention. Another partly agreed, stating it's due to some people being naturally more communicative and prone to standing out than others. One student pointed out students are used to considering teachers as superiors, but considered the power distance a lot smaller than in earlier schools. Teachers and students both make an effort to keep in contact via various tools, for example Facebook, emails, and contact lessons organised by project teachers.

Staff agreed with the students that the ideal is equality and interactivity, and that it's not achieved yet. One teacher suggested it may have to do with people's notions about the roles of students and teachers. They continued the thought stating that while some people correct their notion faster than others, everyone gets used to the HH Porvoo way through project work. Relatedly, one teacher said teachers make the most of the decisions concerning the courses, while students make the decisions inside projects. It was also brought up that certain international students are more used to giving more respect than teachers than domestic ones.

Among the improvement suggestions arising from the teachers was including students in planning, partly to give them a better idea on the part of teachers' work that's not visible to them. It was also pointed out people want more tailored and perusal counselling and communication. Correctly implementing a more tailored communication solution might require significant re-haul of communication methods. Lacking communication was seen as a common problem in organisations. The interviewed executive told that officials from teacher education have praised HH Porvoo for relationship between teachers and students. Teachers' sitting down with the students in actual meetings was offered as a possible reason.

5.2.4.2 Role of Teachers in HH Porvoo

This chapter consists of information from question 8.2 in both sets of interviews. Half of the students offered that teacher's role is to be a mentor or a guide, setting the students on a right track and being available for advice. Two students saw the role as more traditional teacher-role still, one of them explaining that while UAS teachers don't hold the same prestige University teachers do, the attitude is still "*teachers are teachers who teach*". One of the students thought the role was somewhere between a teacher and co-worker, actively participating in students' learning. Lastly, one saw the teacher's role as

transforming as the studies progress, from a more traditional teacher to an older colleague or a consultant.

Teachers saw their role as that of facilitating the students' learning, one going as far as to describe them merely as tools in students' disposal. There is a strong sentiment of actively striving to be as equal with students as possible throughout the interviews. The locked door of teachers' lounge was yet again pointed out as an obstacle hindering true equality. It was compared to Chaos Pilots in Denmark, where freshmen students are given a key card, granting them access and symbolizing their role as a part of the group. Some of the staff is said to still be somewhat attached to the old ways, which hinders progress toward the new methods. The new kind of teaching in HH Porvoo seeks to abolish the older, status-based role of teacher, which poses its own difficulties.

5.2.5 The People at HH Porvoo

The question 9 in its entirety was used as a source for the information in this chapter. The students were asked how well they fit in at HH Porvoo, and the general response was that they fit in well. Two respondents had differing statements, one of them because of transferring from another UAS and therefore missing the freshman's welcome and orientation. The other student that didn't fit in that well based his statement on his foreign background, saying that there were so many new things that overwhelmed him. Two other students mentioned that being a part of the student organisation or other student activity makes it easier to find your place.

Three staff members were also asked for their thoughts on how well students fit in. Their responses were that students fit in well, while all of them also noted some related matters. One of the answers included that finding one's place may take a varying amount of time, depending on a person's cultural origin. The second answer stated that the introduction to the HH Porvoo culture may be overwhelming for some, as suggested by one of the students. The third response was grateful for the good work done by tutors during orientation. Two of these answers brought up the importance of the interviews done during entrance examinations. Some applicants are mentioned to specifically express their desire to study in HH Porvoo, and that they already have heard what it's like. The other notion was that applicants that are deemed suitable for the culture, a "*natural fit*", are easy to find during interviews.

Two of the teachers were asked how well they fit in themselves. Both of them expressed joy of working in HH Porvoo, one of them saying it's the right kind of place for him, and the other considered herself lucky. Reasons cited were the possibility to self-expression and

self-development, along with great spirit and "*making something real*". The three teachers that were not asked this question had made it clear earlier in the interview, that the atmosphere is suitable for them.

The respondents were then asked to describe the people at HH Porvoo. Half of the students stated that the population is heterogeneous, and while people were considered to be of all sorts, some common factors were found. The words social, friendly and extroverted came up among these responses, while one of them noted that some people talk too much. The remaining answers generalised the people each in their own way, one stating that they are approachable. The second sentiment was that people are nice and friendly, and the third that they are good people and professionals. The last response noted that the people who end up staying here are the ones that fit in, and usually very open and social people available for conversations.

The diversity of the population also received notice from the staff, one of them noting that there are subtle differences to be seen between degree programmes. Three of the answers included the general notion of students being active people, prepared to *do* things. One of these also included that reading and writing assignments are received with less enthusiasm. One teacher compared the culture to the central European one, saying that the HH Porvoo culture is more relaxed and less competitive. This included the notion, that there are no cases of backstabbing.

One of the teachers went into more detail in his response. There were said to be teachers who are also somewhat unsuitable for the culture of HH Porvoo, due to their ideal of a good teacher being incompatible. The speculated reason was their own experiences from when they were students. A story was related of a student complaining about a teacher, calling them horrible nevertheless coming to the conclusion that this was not an obstacle, and the work for the course could be done if you *"just do it"*. Overall this response conveyed respect towards the students who appreciate everything the staff does for them. Students who take studies seriously, but with the ability to "*goof off"* and relax received a special mention.

The third part of the question asked for manners or customs in HH Porvoo, and most respondents had a hard time of identifying any. One of the students mentioned the local slang and terminology without any real examples. Another mentioned that some of the female tourism students concentrate excessively on their looks. People were said to enjoy spending time on campus, in some cases even when they have no real reason to be there. Extracurricular activities such as parties and sports organised by the student organisation were also mentioned, and one student said that there are people for whom

this is the most important part while they barely pass their classes. On the other hand, the transferred student mentioned that students in HH Porvoo tend to take the projects more seriously than students in his previous school. Lastly, the system was called flexible and quick to change overall.

The teachers likewise had problems with identifying any manners or customs. The tendency of people to greet each other more than usual was mentioned in two cases, and one teacher mentioned that there are some routines in the teachers' lounge that didn't exist before, without stressing their importance too much. The coffee culture was also mentioned, along with the tendency for spontaneous encounters. One response contained the fact that it is acceptable to implement humour as a part of daily activities, and the way of welcoming students into the campus. One response included detailed information, and related how people are welcomed to the campus. In the case of visitors a staff member is assigned to pick them up at the airport, and every evening that they spend in Porvoo they are assigned a staff member to keep them company. The amount of work done towards all encounters is said to be unique, and that there are lots of people that want to revisit. The abundance of events was also mentioned, and the way of organising them was told to be different from others; while in some places the planning could take a long time and result in a cancellation, in HH Porvoo the planning may be done very briefly, with most of the effort put into the actual implementation.

5.2.6   Arriving at the Campus

This chapter contains answers to question 10 from both students and staff with the aim of finding out how people feel about their environment. The students' answers were unanimously positive, noting that the overall feeling was good, albeit tired in some cases. One student mainly mentioned the immediate need for coffee upon arrival. The expectations upon entering the building mainly consisted of meeting friends, classmates and teachers, while expecting to get coffee received two further mentions.

The teachers agreed with the students' general notion of feeling good when arriving to the campus. One of the teachers also agreed with the need for coffee in the morning. The environment was called calming, and that it never is noisy or stressful, and it feels like you are never alone. One staff member noted the fact that it feels even better to see students enjoying themselves. One opinion included feeling like this is *theirs* and often cleaning up even the slightest mess or disorder. The frequent events were told to induce the feeling of inclusion even if a person was not a part of it.

Asking about their expectations upon arrival revealed that they revolved largely around the people, who were expected to be happy and convey a good, positive energy. The campus itself was expected to be clean, and the overall atmosphere was said to depend on the bustle by one teacher. As an improvement suggestion the lobby was mentioned to have potential to be cosier, with the addition of some recreational space and sofas.

When asked what would surprise them on campus, the students came up with rather diverse answers. The usual notion however was that it is unexpected to be too surprised since the lobby has been used for so many and diverse purposes. When pushed, some more imaginative replies were given, for example a mini-bungee jump from the third floor or a *nerf gun* war. One student noted that the environment itself was surprising in the beginning of their studies, with all the facilities designed in their certain way.

Related to the bungee jump and nerf guns mentioned by students, one teacher hoped for better use of the third dimension relating to events in the lobby. Animals in the campus were also mentioned as a possible surprising event. The campus was said to be beautifully decorated on occasions, and every now and then something peculiar, such as a woollen sock adventure, might be going on. One teacher said to be a bit surprised by the adaptability of the space every time something new happens, while another found the adaptability as no longer a surprising factor. People playing the piano in the lobby was noted as a nice thing. Overall it was mentioned that so much has already happened here, that new things make less of an impact. One answer however turned the premise around, and stated that the environment being dreary and miserable all of a sudden would be really surprising.

5.2.7   Elements of Giftwork Culture in HH Porvoo

This chapter brings forth the answers to question 11 from both students and staff. The question consisted of a list of words, namely the dimensions of Giftwork culture, and each of them will be processed separately.

The first dimension was *developing*. Generally it was mentioned that developing is constant in HH Porvoo, although one student said that it is talked about a lot, but rarely really seen in action. Personal development was also mentioned as a part of it. One of the teachers noted that every organisation that wants to survive must develop all the time in order to achieve it. Regarding development as an action one teacher said that it is one of the strengths of HH Porvoo, and it should never be hesitated to wreck everything already built and start over.

Inspiring received a rather timid response from the students. It was mentioned that teachers try to do it, while success is not that common. It was agreed upon partly by one teacher saying that they are trying hard to do it. One student said that certain teachers are better at it, and there would be room for improvement. The building itself was called inspiring in multiple occasions.

Speaking was found to happen constantly, also as a part of the studies. One student was grateful for learning speaking skills. It also received mention that different languages can be heard on campus. A teacher also mentioned that the campus building aims to invite people to meet face to face, instead of virtually.

Listening in turn was found more problematic, with divided opinions on whether it is successful. Two of the students clearly stated that there is not enough listening. Teachers thought that listening is an active skill just like speaking, and it can never be good enough. Communications can never work well enough, and is in constant need of development.

Sharing was said to happen a lot among the staff. It was said that they have also tried to pass this part of the culture to the students, and the idea of classified information was thought by one teacher as ridiculous. The idea was elaborated by saying that if someone wants to steal something, it is an indicator of a job well done. Another teacher said that sharing is an extremely important part of research and development –learning. Students mentioned sharing information among themselves and teachers sharing information to students.

Caring mainly received notice as being important, without examples of how it would manifest in HH Porvoo. One student mentioned that an actual will to improve and maintain the well-being of students exists. This argument didn't receive support, and one student made it clear that in his opinion caring is not really evident in the culture of HH Porvoo.

Only two students had something to say about *thanking*, and it was that it doesn't happen. Six students not being able to comment on the matter suggests that they are in fact right. Thanking is however said to be common among the staff, but it is admitted that it could happen more often. One of the staff members actually admitted that students may not be thanked often enough, and the matter should receive more overall attention.

Celebrating among students was told to be common, and have many and various reasons. Official student parties are frequent, and usually project groups engage in some sort of revelry once the project is finished. Celebrating among staff was also told to be common, while one teacher said that it could be done in smaller scale for more everyday reasons. It was however noted that Finns in general aren't too good at celebrating small

achievements. The opening gala hosted in the beginning of every school year was mentioned as a good tradition worth of maintaining.

6 Analysis

The analyses of all gathered data will be presented in this chapter as implications of varying levels of tenability. The data listed as strong implications has multiple mentions among the interviews, is backed by a solid argument, can be supported by the theoretical framework. Average implications may lack one of the criteria stated above, and weak implications are merely mentions with insufficient data backing them. The reason to include the weak implications is that they are either plausible but can't be confirmed at this point, or interesting points of view to be taken into account in further research and development.

6.1 Strong Implications

One of the most prominent findings was that the campus is purpose-built and the facilities therein serve this purpose well. The artefacts and creations as a level of culture (introduced in chapter 2.1.1) are the entire physical and social environment built by an organisation. Unless the artefacts are aligned with the values of the culture in question they are barely meaningless or even obstructive. Chapter 2.2.4 was about pride, a part of which is company pride. In this context the pride relates to how satisfied the people at HH Porvoo are with their premises. The interviews revealed that the abundance of group work facilities serves the way of working on campus very well. The glass walls were said to promote the openness and communality by bringing people closer together and making them easier to find. The open spaces and good lighting were also said to elevate spirits. The campus was also said to include good venues for more informal meetings and encounters.

The need to improve communications also received both direct and indirect mentions. The Great Place to Work listed communication under the main dimension of credibility (chapter 2.2.1), noting that it should be open and accessible. A lot of work was said to be put into improving the current condition already, for example coaching the staff in listening to students. The fact that there is room for improvement does not mean that communications would not work at all, however it still remains the cause for some problems. Across the interviews it was noted that good communications are strived for. The problem is actively worked on, and among possible solutions the including of students in planning was suggested. While students were happy about the speaking skills they learn in HH Porvoo, it was told that listening does not receive enough attention. One of the teachers said that thanking is common among the staff, but it should be done more and especially with and among students. The fact that students don't see the on-going development is also a strong indicator that communications don't work as well as they should.

The culture of HH Porvoo is highly social. The Education of the new Generation handled the subject collaborative learning (found in chapter 2.3.1) that is a social aspect of studying. The subject of camaraderie introduced in chapter 2.2.5 also discusses social aspects of culture, promoting a friendly and welcoming environment with sense of belonging and mutual caring. According to the student barometer UAS students are generally very social and value human companionship (chapter 4.1). Sharing information was mentioned by both students and staff as an important part of the HH Porvoo culture, and the research and development –methods are actually based on this practice. The students also recounted that their interpersonal and teamwork skills have improved during studies. Openness and communality are among the expressed values of Haaga-Helia, and were commonly identified since both the campus and teaching methods promote them. The social aspect of the culture is clearly visible in people greeting each other abundantly and the way that both new students and visitors are welcomed to the campus.

The teaching and study methods at HH Porvoo can be said to be effective. The aforementioned collaborative learning is a contemporary method, and it was said to replace the traditional educational methods that are becoming obsolete. The group work and research and development methods were proven to suit the facilities well and be an important part of the culture and also indicate that HH Porvoo is keeping up with current development. Inclusion in the culture was said to happen best during the project and group work, and it was noted that almost everyone fits in after a while. The authenticity of projects improves learning results according to teachers, and this statement is further supported by the student barometer. Among the gathered data was the fact, that most of UAS students regard the meaningfulness of their job as its most valuable aspect, suggesting that this is also true for their studies. The interviewed students agreed that studying together with peers improves their learning results.

The role of teachers was told to be a mentor or a guide, further suggesting that peer learning is actually an important part of studies in HH Porvoo. As a related problem, students were said to want more personal and tailored counselling and communication. The restrictions to working late on campus were another identified problem regarding studying in HH Porvoo.

6.2 Average Implications

The chapter 2.2.3 covered fairness as a dimension of a Great Place to Work. The subject included employees' sense of equal and impartial treatment and that gender, age, race and sexual orientation do not factor in their treatment. While the latter part was commonly proven to be true in the interviews, as people were said to be treated based on their

merits instead of background, some problems regarding equality arose. The locked door of the teachers' lounge was mentioned as a barrier between students and teachers, although the student-teacher relations in HH Porvoo were said to be a subject of praise. Keeping the door locked was said to raise mixed opinions among the staff.

Fairness is also one of the expressed values of Haaga-Helia, defined as treating everyone with fairness and equality. This has its problems among the students, since some freeloaders pass their courses with too little effort. Good rapport between a teacher and student also tends to have a positive effect on said student's grade, while some evaluations of group work do not take into account individual contributions well enough. The problem regarding these matters is that even though the system has been improved it still allows for freeloaders and inequality.

Process versus result orientation was one of the dimensions introduced in chapter 2.1.2 based on the work of Hofstede. The orientation of HH Porvoo along this axis is somewhat problematic; however the primary desired result of graduated students being skilled professionals was mentioned as top priority. The process used to reach this result was not deemed as important, and the methods used may be very diverse. On the other hand it was mentioned that the learning process is more important than actual results of projects, and therefore this subject is split into two separate perspectives.

6.3   Weak Implications

Respect was listed as a value of Haaga-Helia and it was also a one of the main dimensions of a Great Place to Work, covered in chapter 2.2.2. The manifestation of respect in the local culture of HH Porvoo was not effectively expressed by any of the gathered data, but the existence of a mutually respectful atmosphere was suggested overall. The lack of measurable data regarding this matter makes any further analyses invalid at this point, as it would require further research.

Since coffee was mentioned several times throughout the interviews, the local coffee culture requires some notice. As a delayed observation done by the authors, people do drink a lot of coffee in HH Porvoo. The campus cafeteria, the Coffee House across the street and the student organisation office are all common places for students to get their coffee, and people with cups in their hands can be seen all around the campus. Some of the interviewed people raised the issue that the lobby could be made more comfortable or cosy, and overall better for enjoying coffee. One teacher even suggested that the lobby could have a café of its own.

7 Conclusions

As stated in the introduction, an ideal state for a culture was to be defined. This was a secondary objective of the theoretical framework, and the main reason for it including information about the Great Place to Work and Giftwork culture. The values introduced by these parts of the theory were reflected upon information about the generation that currently forms the majority of students. The ideal culture defined by the theory could be summarised as follows:

> *People are treated as individuals, without prejudice regarding their background, social standing, race or any other matter outside of their personal contribution to the work done. Authority is also based on merits and contribution, and status matters very little. An open and transparent atmosphere of sharing and collaboration includes and accepts everyone. People are given the freedom to work according to their own preferred ways inside a frame set by the community. Honesty is appreciated, and while work is taken seriously the atmosphere remains light and informal.*

The analysis of the gathered data revealed that the culture of HH Porvoo can be roughly outlined by these values. The expressed values of Haaga-Helia (fairness, respect, responsibility, openness and communality) can also be said to match the above description. As stated in the analysis, all of these values are not completely perceivable. The staff was realistic about the current situation regarding the culture, however remaining noticeably more optimistic than the students. The opinions of teachers are more reliable in the sense that they are trained professionals with greater analytical skills and a better inside perspective of the matter. The arguments of the students can't however be dismissed, since they are an indicator of how well the message is delivered. The population as a whole seemed content and happy with the current condition of the culture, so further development would be to improve rather than repair.

One of the main problems was communication. Although it was said to work, there were some deficiencies that require attention. Some of the students had the feeling of not being listened to, and the overall message about development rarely seems to reach the students. One suggested cause for this was the implementation of out-dated means of communication, since a lot of students rely on social media while most of the messages are still relayed via email. Possible improvements include utilising social media in messaging, and promoting the used channels to the students. A more personal form of counselling was suggested by one of the interviewed teachers as a solution to some of the communication problems.

The problems relating to fairness were identified by staff and students alike, and consisted of difficulties in evaluating group work and individual students that can be seen as freeloaders. These problems are related, and partly formed by the students, who aren't always honest in their peer reviews. On some occasions even being honest about it doesn't help, since the non-contributing member of the group still does no work, but only receives a worse grade.

Overall the values of openness and communality were the only ones that are communicated effectively. The results of the interview contained barely any mentions of responsibility and respect, while fairness was deemed problematic as discussed previously. While responsibility and respect were not evident, neither was their absence, suggesting that they are merely communicated inefficiently or not receiving real attention. It does not mean that these values would not exist, but rather that they are not consciously identified by the people of HH Porvoo. From the researchers' point of view a silent mutual respect however exists.

As a further conclusion this subject can be said to be worth of further research. As a side product this study alone produced more information than would have been necessary in order to conduct the research in question. One suggested further study would be to conduct a survey similar to the one introduced by Hofstede *et al.* in the book *Cultures and Organisations* (2010). This kind of research would identify the culture in question utilising the cultural dimensions introduced in chapter 2.1.2.

Another suggested follow up would be to conduct a research and development project regarding the problems of communication. This would be to identify the problems more specifically, and find novel solutions to them. A company named *Futurice* was mentioned during the interviews as a company that repeatedly has received recognition for its communication, and thus could be used as a subject for benchmarking.

Lastly, the problem with freeloaders should be dealt with. Simply punishing people for not doing their part might be counterproductive, and a solution more suitable with the values introduced in the theoretical part of this study could be recommended. In some cases the problem of the student in question may simply be the lack of motivation, so a fitting incentive might be all that is needed. Further student interviews could be used as a starting point for development regarding this matter.

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Appendix 1 – Interview Questions

1. How do you understand organisational culture?
   1.1. Would you like a short description before we start?

2. When speaking of the values of Haaga-Helia, what comes to your mind?
   2.1. How does the campus reflect these values?
   2.2. How do the study and teaching methods reflect them?

3. How does the physical environment at HH Porvoo affect
      a) Atmosphere on campus?
      b) Work done on campus?

4. How would you describe the study/teaching methods at HH Porvoo?
   4.1. How about their efficiency?
   4.2. How do the campus and the methods discussed support or affect each other?
   4.3. Is the focus more on processes or results? Please explain your opinion.

5. How do you perceive the consistency between course objectives and grades?
   5.1. What are your opinions about grading group work assignments?
   5.2. How does studying together with your peers affect your learning?

6. What is the relation between *who you are* and *what you do* in HH Porvoo – does everyone receive equal treatment and what affects it?

7. How have your studies affected your
      a) Identity and professional identity?
      b) Views on your future?
      c) Idea of the professional world?

8. How are people treated in HH Porvoo? (strictness, seriousness, democracy)
   8.1. Is communication equal/interactive?
   8.2. What is the status and role of teachers like?

9. How did you fit in to HH Porvoo?
   9.1. What kind of customs or manners have you noticed?
   9.2. How would you describe the people there?

10. When you come to the campus
      a) How do you feel?
      b) What do you expect to see?
      c) What would surprise you?

11. How do the following words relate to HH Porvoo:
      a) Developing
      b) Inspiring
      c) Speaking
      d) Listening
      e) Sharing
      f) Caring
      g) Thanking
      h) Celebrating