



Fostering Sense of Belonging in Change case: UPM

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2023 Laurea



Laurea-ammattikorkeakoulu

Fostering Sense of Belonging in Change
case: UPM

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Tulevaisuuden johtaminen ja asiakaslähtöinen palveluliiketoiminta
Opinnäytetyö
Toukokuu 2023

Johanna Nieminen

Yhteenkuuluvuuden vaaliminen muutoksessa

Vuosi

2023

Sivumäärä

93

Tämän opinnäytetyön tarkoitus on selvittää, miten organisaatioissa voidaan johtaa yhteenkuuluvuutta muutoksessa ja miten ihmiskeskeisyys muutoksen johtamisessa siinä tukee. Työn toimeksiantaja on UPM, joka on sitoutunut Yhdistyneiden Kansakuntien (YK) kestävä kehityksen tavoitteisiin ja määritellyt osana tavoitetta 8 (Ihmisarvoista työtä ja talouskasvua) edistää työntekijöiden yhteenkuuluvuutta. UPM:n ihmiskeskeisen muutoksen johtamisen mallia kehitetään työssä tukemaan yhteenkuuluvuuden johtamista muutoksessa.

Viitekehys rakentuu ihmiskeskeisyyden, ihmiskeskeisen muutoksen johtamisen ja yhteenkuuluvuuden määritelmille. Näitä tukee muutoksen, organisaation, muutoksen johtamisen ja yhteenkuuluvuuden johtamisen näkökulmien tarkastelu. Yhteenvetona ihmiskeskeisen muutoksen johtamisen ja yhteenkuuluvuuden johtamisen yhteneväisyyksiä vertaillaan teoreettisesta viitekehuksesta muodostettujen kategorioiden avulla.

Opinnäytetyö toteutettiin laadullisena tapaustutkimuksena, johon aineisto kerättiin puolistrukturoiduissa teemahaastatteluissa, jotka suoritettiin ryhmähaastatteluina. Osana kehitystehtävää toteutettiin myös dokumenttianalyysi kohdeorganisaation muutoksen johtamisen mallista. Haastatteluaineiston analyysissa käytettiin induktiivista sisällönanalyysia ja dokumenttianalyysissa deduktiivista sisällönanalyysia.

Tutkimustulosten mukaan yhteenkuuluvuuden johtamisessa muutoksessa tulee keskittyä viiteen johtamisen aihealueeseen: 1) Viestinnän johtamiseen, 2) Osallistumisen johtamiseen, 3) Tunneilmaston johtamiseen, 4) Ihmisten välisten yhteyksien johtamiseen ja 5) Oppimisen ja kehittymisen johtamiseen. Nämä johtamisen aihealueet ovat vahvasti toisiinsa sidoksissa. Ihmiskeskeisyys muutoksen johtamisessa tukee yhteenkuuluvuuden johtamista muutoksessa, mutta yhteenkuuluvuuteen tulee kiinnittää tietoisesti huomiota. Ihminen tulee ymmärtää ihmissuhteidensa kautta ja osana yhteisöä, ja siksi ihmisten välisiä yhteyksiä tulee muutoksessa johtaa aktiivisesti.

Opinnäytetyön tulokset antavat selkeän kuvan siitä, mihin muutoksen johtamisessa tulee keskittyä yhteenkuuluvuuden edistämiseksi muutoksessa. Opinnäytetyö tarjoaa myös konkreettisia ratkaisuja kohdeorganisaatiolle muutoksen johtamisen toimintatavan kehittämiseksi. Tutkimuksen tuloksia voidaan hyödyntää kohdeorganisaation lisäksi muissakin organisaatioissa muutoksen johtamistapojen arvioimiseen yhteenkuuluvuuden näkökulmasta. Tieteelliseen tutkimukseen ne tuovat kaivatun lisän vähän tutkittuun näkökulmaan muutoksen johtamisessa. Jatkokehitysehdotuksena esitetään yhteenkuuluvuuden johtamisen viiden aihealueen riippuvaisuuksien sekä ihmisten välisten yhteyksien tarkempaa tarkastelua muutoksessa.

Asiasanat: ihmiskeskeisyys, ihmiskeskeinen muutoksen johtaminen, muutoksen johtaminen, organisaatio, yhteenkuuluvuus

Johanna Nieminen

Fostering Sense of Belonging in Change

Year

2023

Pages

93

The purpose of this thesis is to find out how sense of belonging can be led in change in organisations and how human-centricity in change management supports this. The thesis project is commissioned by UPM, which is committed to the United Nations (UN) Sustainable Development Goals (SDGs) and has defined as part of the goal 8 (Decent Work and Economic Growth) to promote employees' sense of belonging. UPM's human-centered change management approach is being developed in the thesis work to support leading sense of belonging in change.

The theoretical framework is built on the definitions of human-centricity, human-centered change management and sense of belonging. These are supported by the discussion of the perspectives of change, organisation, change management and leading sense of belonging. As a summary, the commonalities of human-centered change management and leading sense of belonging are compared using the categories formed from the theoretical framework.

The thesis research was implemented as a qualitative case study, for which the data were collected in semi-structured thematic interviews that were conducted as group interviews. As part of the development task, a document analysis of the case organisation's change management approach was also carried out. Inductive content analysis was used in the analysis of the interview data and deductive content analysis in the document analysis.

According to the research results, there are five areas to focus on in leading sense of belonging in change: 1) Leading Communication, 2) Leading Participation, 3) Leading Emotional Climate, 4) Leading Human Connections, and 5) Leading Learning and Development. These areas of leadership are strongly intertwined. Human-centricity in change management supports leading sense of belonging in change, but deliberate attention must be paid to the sense of belonging. People must be perceived through their relationships and as part of the community, which is why Human Connections need to be actively led in change.

The results of the thesis provide a clear picture of what should be focused on in change management in order to promote sense of belonging in change. The thesis also provides concrete solutions for the case organisation to develop its change management approach. The results of the study can be utilised not only in the case organisation but also in other organisations to evaluate the ways of change management from the perspective of sense of belonging. They also bring a much-needed addition to scientific research from the scarcely researched perspective of change management. A proposal for further development is to study in more detail the interdependencies of the five areas of leading sense of belonging and the human connections in change.

Keywords: human-centricity, human-centered change management, change management, organisation, sense of belonging

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1 Introduction

In the era of continuous change, the pace of change in organisations has also accelerated. The multiplicity of changes challenges people and processes in organisations and has created an expectation for the renewal of change management. The COVID-19 pandemic drew attention especially to people's wellbeing, coping at work, and commitment to the workplace. This thesis work focuses on the interface between these perspectives, leading sense of belonging in change.

The purpose of the thesis, the objectives and the research questions guiding the work are described next in more detail. The case organisation and the background of the development process are presented in an own chapter. The phases of the thesis work are also described in an own chapter.

1.1 Purpose, objectives, and research questions

The purpose of this thesis is to find out how sense of belonging can be fostered in the case organisation's managed changes from change managers' point of view and how human-centered approach in change management supports in leading sense of belonging in change. The objective is to gain broader understanding of the aspects that need to be taken account in managing change in terms of sense of belonging and to promote sense of belonging in change among the case organisation's employees by developing case organisation's approach for change management, the Playbook of human-centered change management, and its use to support change managers in leading sense of belonging in change.

This thesis is guided by the research questions that are limited to the context of a for-profit organisation's to some extent planned and evolving changes and change managers perspective:

1. How to lead sense of belonging in change?
2. How human-centered change management approach supports in leading sense of belonging in change?

1.2 Case organisation and the background of the development process

UPM is a global forest-based bioindustry company that has 17,200 employees of 79 nationalities working on six continents in 44 countries. Company's strategy "future beyond fossils" relies on innovations that create opportunity for sustainable growth by offering alternatives to fossils-based materials. UPM's values "Trust and be trusted", "Achieve together" and "Renew

with courage” guide company in this transformation journey. UPM has six business areas: UPM Fibres, UPM Energy, UPM Raflatac, UPM Specialty Papers, UPM Communication Papers and UPM Plywood and it produces various products from fiber, graphic paper, labelling and packaging materials to wood-based biofuels, biochemicals, wood products and low-mission energy. (UPM 2023, 9, 21, 69, 165.)

Responsibility is UPM’s leading principle, and it is committed to environmental, social, and economic responsibility also by signing international agreements of United Nations (UN), International Labour Organisation (ILO), and Organisation for Economic Co-operation and Development (OECD). UPM has, among five other goals, focused on the Goal 8 - Decent Work and Economic Growth - of UN’s Sustainable Development Goals (SDG’s). The target of diversity and inclusion that the company has defined for itself under goal 8, is measured by the objective of being on the top 10% of companies on employees’ sense of belonging by 2030. In 2022 result was 12 points below the benchmark of top 10% companies. (UPM 2023, 31.) According to the background interviewees (chapter 4.1) sense of belonging, and people’s need for closeness and for community are considered in the company as significant factors and basis for the future ways of working.

The background interviewees (chapter 4.1) discussed the introduction of a new change management approach in UPM in year 2020. It was considered that the traditional, systematic way to manage change was not enough and did not truly involve people. Change needed to be understood as part of everyday work and the new approach was introduced to develop people’s ability to face constant change and manage change more flexibly. Human-centricity in management is considered as necessity, when thinking how people want to work.

“Change should be seen in such an awfully broad way, and so we also have in this Playbook that we have change in everyday work. Since everything changes all the time, we must have the ability within the organisation to make these changes, and the people have the ability to take on many kinds of changes at the same time.”

In connection with the new change management approach, a supporting Playbook was introduced, and trainings were organized. The Playbook of human-centered change management approach is designed for everyone in UPM to use in all kinds of change situations. Thus, it is available for everyone. In the Playbook it is encouraged to combine traditional and human-centered change management approaches focusing on human side. Trainings of human-centered change management approach and of the Playbook were targeted mainly for those who work in human resources roles in business areas and for some others in human resources and stakeholder key roles. Task of trained persons is to train and share learning in their respective businesses and functions.

1.3 Thesis process

Thesis process consists of nine main phases:

1. selecting and limiting the thesis topic
2. framing the theoretical knowledge (chapter 2)
3. designing methodology and development process (chapter 3)
4. conducting research and analysing research data
5. reporting results and discussing interpretations (chapter 4)
6. making and presenting development proposals (chapter 4)
7. drawing conclusions (chapter 5)
8. evaluating validity, reliability, and ethical aspects (chapter 5.2)
9. reflecting on the thesis process (chapter 5.3)

After selecting and limiting the thesis topic and framing the theoretical basis, the phases connect closely to each other. Interviews are conducted based on the theoretical framework. The interview results together with the knowledge basis of theoretical framework form the basis for the development task, which consists of the document analysis, development proposals prepared of the results of the analyses of both interviews and document, and presentation of the development proposals. Conclusions are drawn from the results and interpretations of both interviews and document analysis.

2 Theoretical framework

Theoretical framework builds on concepts of human-centricity, human-centered change management and sense of belonging. Context for these concepts is formed from characteristics and dimensions of organisation and change, and different aspects and approaches to change management. Change creates common frame for the perspectives of leading sense of belonging in change, that meet from the direction of change management in organisation, and from the direction of sense of belonging and human-centricity. (Figure 1)

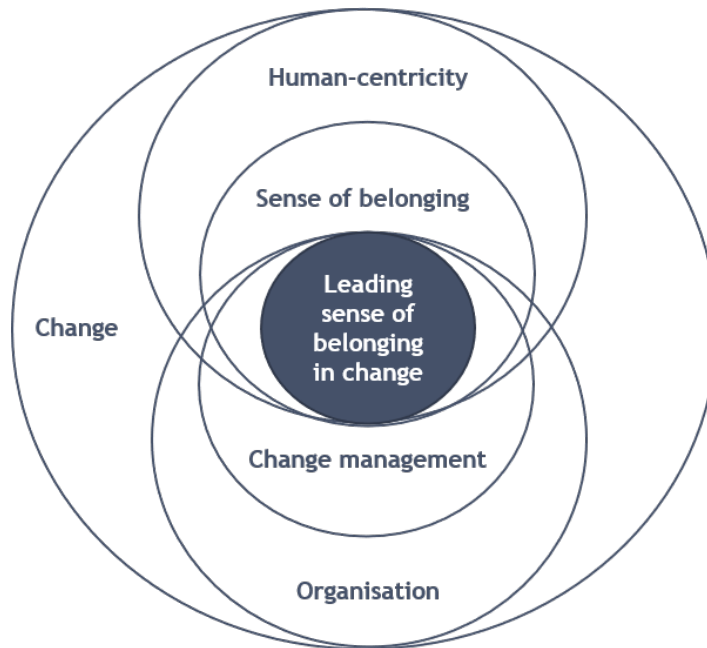


Figure 1: Elements of the context of leading sense of belonging in change

At first change is discussed in the context of organisation and change management. Secondly human-centricity is viewed in relation to change management and thirdly focus is on leading sense of belonging at workplace and in change. (Figure 2) Theoretical framework is summarized in comparison of connections between human-centricity and sense of belonging in leading change in the context of change management.



Figure 2: Perspectives of the theoretical framework

2.1 Change in organisation

The concept of change is approached through its manifestations and complex nature. Also, change's predictability and relevance are discussed as well as the organisation as a context for change: which factors and components forms organisation and what is characteristic for the organisation's operations. Organisational theories, which there are several (see e.g., Wetzels & Van Gorp 2014), are excluded from the discussion.

Change is inevitable and changes happen all the time (Steigenberger 2015, 432, van de Ven and Poole 1995, 515). Stenvall and Virtanen (2019, 24) defines change as transition from one situation, state of affairs or state of being, to another. In Cambridge dictionary change is described to be a result or a process of becoming different by transforming, making, or exchanging (Cambridge University Press 2022). In different disciplines change results and processes have different forms and interpretations (van de Ven & Poole 1995, 510, 533). Change can be perceived e.g., as evolution, development, growth (van de Ven & Poole 1995, 510), or learning (Lewin 2004, 222). Even if change result can sometimes be thought to be predictable, like in biological evolution (we can assume that from certain kind of a seed will grow to be certain kind of a flower), change is subject to multiple forces (will this particular seed ever grow?), write van de Ven and Poole (1995, 518, 533), thus change is often uncertain in character (Smith & Graetz 2011, 1). Whether change is considered significant or not, is relative and depends on observer's experience and perception, remind Stenvall and Virtanen (2019, 24). Change is a complex phenomenon (e.g., van de Ven & Poole 1995, 511; Smith & Graetz 2011, 1) and therefore Pettigrew (1990, 273) points out that it is for each researcher's obligation to define what change means in the context of the work at hand.

Context of organisation takes form from external and internal factors and circumstances (Smith & Graetz 2011, 172). According to Al-Haddad and Kotnour (2015, 241, 254) organisations differ in combination of systems, people, structures and chosen strategies. They can be seen to have life-cycle similar to human from birth to death with phases of growing and maturing, thus organisations can be at different stages on their life cycle describe Smith and Graetz (2011, 62-64). There are for-profit organisations and non-profit organisations write Pirson and Lawrence (2010, 561-562), and they operate in different environments (e.g., location, surrounding culture and regulation), businesses, and industries and have differing processes and resources in use and access to add Smith and Graetz (2011, 32, 46, 59, 172). Organisations builds up of components, but they can also be perceived as cultural systems having values and norms (Smith & Graetz 2011, 31, 74, 141) and as structures based on interaction between individuals (Wetzels & Van Gorp 2013, 118). (Figure 3)

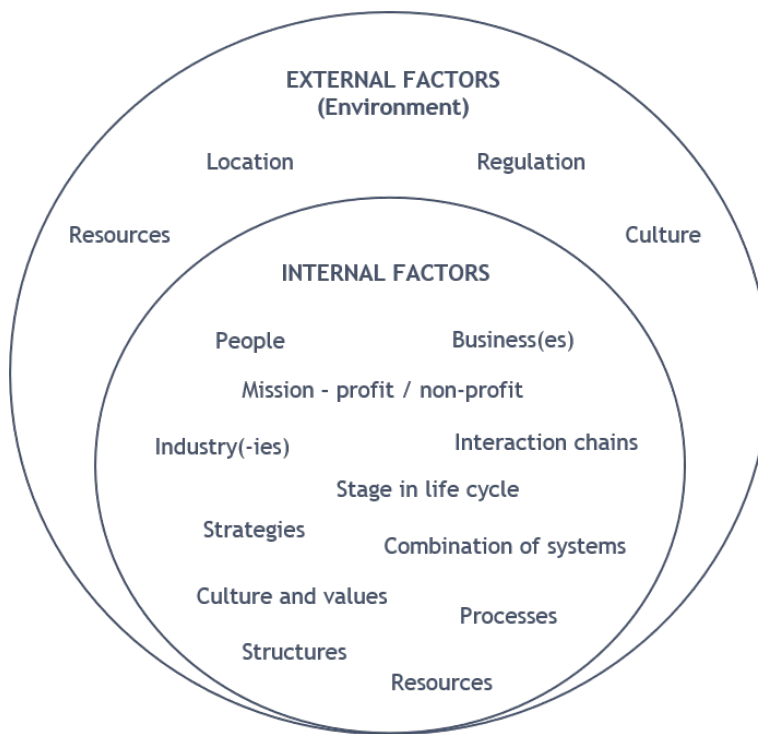


Figure 3: Examples of differences in organisations

In research perception of organisation as a mechanical system followed interpretation of organisation as a unit of distinctive behaviour. This led to understanding that organisations are researchers' interpretations of them, thus there are multiple approaches to organisation. Lack of common theory and perception of organisation means that organisation and hence change in organisation is based on assumptions, argue Wetzels and Van Gorp (2013, 120-121). In this work, the context of change is a for-profit organisation that is perceived to take form from both mechanical components and people's relationships and interaction structures that creates organisation's own culture.

2.1.1 Orienting - Dimensions of change in organisation

Different dimensions like drivers, degree of planning, speed, and scale are discussed in this chapter in relations to changes in the organisation. Also, changes' types and categories are specified. There is a look into objectives, effects, and predictability of the changes in organisation and factors affecting the success of the change. Perspective is on changes in organisation in general, instead of focusing on e.g., major structural changes.

Different kind of changes take place in organisations all the time, even if not noticed (Stenvall & Virtanen 2019, 25), which means that organisations change constantly (Al-Haddad & Kotnour 2015, 234). Change is essential for organisations to prosper and stay alive (Al-Haddad & Kotnour 2015, 234); seize the opportunities for commercial profit (Kitchen & Daly 2002, 47-48) and enhance competitiveness (Burnes 1996, 9) and efficiency (Kotter 1996, 3), but also

learn the ability to anticipate and adjust (Kitchen & Daly 2002, 47-48). Drivers of change in organisation can be both external or internal write Jacobs, van Witteloostuijn and Christe-Zeyse (2013, 783) and might not be always easy to recognize remind van de Ven and Poole (1995, 533). Drivers can be e.g., development of technology, changes in markets forcing change from environment or internal answer to strengthen organisation e.g., by changing focus of the strategy (Jacobs et al. 2013, 783; Kotter 1996, 17-19). According to Van de Ven and Poole (1995, 533) there might be several drivers behind the urge to change.

Changes in organisations varies in several ways e.g., in

- speed
- scale
- level of control
- effects of internal and external factors
- context(s)
- content(s)
- processes
- duration
- outcome(s)

(Al-Haddad & Kotnour 2015, 235; Hong, Kallarakal, Moina & Hopkins 2019, 307; Smith & Graetz 2011, 20)

van de Ven and Poole (1995, 512) defines organisation change to be noticeable difference “in form, quality, or state over time in an organisational entity”. Characteristic for change in organisations is not to have direct way from start to end, but instead take place in circular (Weick & Quinn 1999, 382; Pettigrew 1990, 270) and iterative manner (Smith & Graetz 2011, 183). Change takes place and has effect on different organisation levels from individual to whole organisation and on levels between them, like group, department, or regional unit (Chaudhry 2018, 60; van de Ven and Poole 1995, 521). Change affect also in the environment of organisation at larger levels, like industry or community (Chaudhry 2018, 60; Smith & Graetz 2011, 28). Chaudhry (2018, 60) discuss many forms how change can appear in organisations. Change may have impact e.g., on size or structure of organisation. It might alter processes and the way to do business as well as daily routines and collaboration relationships in organisations. Griffith-Cooper and King (2007, 18) categorize changes in organisation to low, moderate, and high-level. At low-level changes develop and improve existing practices while at moderate level changes are transitional replacing existing practices with new ones. Transformational changes at high-level completely reshape ways of doing business, also having impact to working culture.

There are many ways how organisational change has been categorized. Planned and emergent change is one of the most often used. Characteristic to planned change is a rational and prescriptive top-down execution of change initiatives at different stages to achieve defined goals, writes Burnes (1996, 1, 3, 8, 9.) Planned change was for long dominant and still widely used approach that has been criticized for too narrow perspective to change (Burnes 2004, 887). Jacobs et al. (2013, 787) also discuss the common understanding that entirely planned change is not possible. Emergent change on the other hand is unpredictable, rising down to top through on-going adaptation Burnes (1996, 4, 5, 8) continue. According to Burnes' research (2004, 899) neither of these approaches alone is answer to guide in change, but both can be useful in different situations of change.

According to Weick and Quinn (1999, 379-382), organisations should approach change in both ways; episodic and continuous, which are the two categories they define. Episodic change can be seen related to planned change, as it is deliberate and discontinuous, and answers reactively to need for change. Continuous change relates to emergent change, having proactive perspective to change that evolves constantly. (Weick & Quinn 1999, 365-379.) Tushman, Newman and Romanelli (1986, 31, 32) categorize change to incremental and frame-breaking or revolutionary change. Both approaches include discontinuous changes, but in incremental change they take place in long period of time having fine-tuning meaning whereas in revolutionary change there is sudden and radical change(s) in organisation. Tushman et al. (1986, 39) stress that not doing anything in changing circumstances is not an option but reorganizing all at the same time is not an answer either.

Jacobs et al. (2013, 773) and Al-Haddad and Kotnour 2015 (234) point out that change in organisation is seldom successful. Managers need to all be in line and committed to change emphasize Yukl and Lepsinger (2005, 371). Kitchen and Daly (2002, 48) discuss importance of proactiveness towards changes, in which basis is on the collected data from constant monitoring and comprehending of dynamics of both internal and business environment. To increase chances to succeed in change Al-Haddad and Kotnour (2015, 244, 254) remind that objectives should be explicitly defined and argue, according their study findings, that there is a need for structured method that is chosen in line with the type of change. With change type they refer to features like scale and duration that define the form of change (2015, 243). Al-Haddad and Kotnour (2015, 244, 254) also stress the importance to identify main barriers to successful outcome and to pay attention to both planning and bringing those involved to the same line with what is changed and how. Smith and Graetz (2011, 109) emphasize employees' significant role in carrying out change. Burnes (2004, 897) recognized that well-timed and open change process with frequent dialogue not avoiding difficult topics combined with strong leadership support with clear focus was behind successful change.

There are many change factors in organisation that need to be considered in order to know how to prepare for change and react to change situations. This requires also being aware of the dynamics in the operating environment. Understanding the factors influencing change and the effects between the factors supports preparedness and increases the chances of positive outcomes of change. Starting point for preparation is to align people and change processes. This work focuses on combination of planned and continuous change; change activities are prepared for, but change is 'allowed' to evolve.

2.1.2 Balancing - Managing change process and people

This chapter is an overview to multifaced field of change management - one of the most central areas of management - which can be divided into two main areas: people and processes (matters), of which people is emphasized. The purpose and goals of change management in the organisation are discussed, as well as the balancing it requires. Models of change management are discussed at general level.

Managing change is perceived as one of the most important competences in organisation (Burnes 1996, 1). In organisations change is used to be seen as a process that needs to be managed in order to achieve continuity. On the other hand, continuity requires change, thus tension between change and continuity is both supporting and competing. (Smith & Graetz 2011, 2, 183.) Complexity challenges also change management, which have been subject of interest of numerous papers in organisational, management, and leadership literature (Jacobs et al. 2013, 773, 787). Smith & Graetz (2011, 5, 185) write that not only change itself as phenomenon but the multifaceted dimensions of organisations and diverse characters and needs of people working in them increases the complexity.

Managing change is about decisions and choices of what, when and how to change (Burnes 1996, 9), and to what extent to attempt to control these (Smith & Graetz 2011, 1) to best use the opportunities that lie in change (Smith & Graetz 2011, 2; Burnes 1996, 9) and to mitigate the negative impacts (Kitchen & Daly 2002, 47). Hence, managing change requires consideration of opportunities and risks (Kitchen & Daly 2002, 47; Tushman et al. 1986, 40) as well as finding solutions to challenges (Burnes 1996, 2) often by positioning organisation's internal components to meet the external strains (Burnes 2004, 890). According to Kitchen & Daly (2002, 46) this requires understanding of change drivers. Continuously balancing with contradictory views and forces, like change and stability or order and flexibility, is in the core of change management, write Smith and Graetz (2011, 2, 20, 183-186).

According to Smith and Graetz (2011, 183) change management includes managing structures and systems in organisation as well as routines and interaction between humans, also with externals. To these Tushman et al. (1986, 41) add managing policies and paying attention also to informal relationships and motivation of people. Accordingly, main areas that has

influenced change management in addition to management and leadership are engineering, sociology and psychology write Al-Haddad and Kotnour (2015, 236). These areas bring outlook to change management in how to guide people through change towards the goal(s) understanding their reactions to change. They give directions for resourcing and for preparing for change by planning and organizing, aligning systems to be used.

Change management is often divided to management and leadership (e.g., Griffith-Cooper & King 2007, 14; Kotter 1996, 25). Management refers to tasks controlling the process related to e.g., resources, risks, budget, and schedules while leadership to guiding people in change. (Griffith-Cooper & King 2007, 14-15; Kotter 1996, 25) Leadership's main tasks are sharing the change vision and motivating people to take actions towards it summarize Kotter (1996, 25-26). It focuses on increasing the acceptance of change by promoting ownership through collaboration and dialogue, while communication from management perspective is one-way from top to down according to Griffith-Cooper and King 2007 (5, 14-15).

Leading people is a crucial part of the change management writes Kotter (1996, 25-27) and should be applied from the very beginning of change initiatives continue Griffith-Cooper and King (2007, 17). However, according to Griffith-Cooper and King (2007, 14) and Yukl and Lepsinger (2005, 372) successful change requires both management and leadership, which can be executed by the same person (Yukl & Lepsinger 2005, 361). Emphasizing management increases liability of the process and effectiveness but has negative impact to flexibility and people's motivation (Yukl & Lepsinger 2005, 365-366). Yukl & Lepsinger (2005, 361-362) discuss that there should be balance between managing and leading that varies depending on the situation. Tushman et al. (1986, 41) emphasize importance of leadership when change is radical. Yukl & Lepsinger (2005, 370) continue that this requires good understanding of the current internal and external operating environment, of what events and decisions have preceded the situation and of people in the scope of change. They also stress systems thinking (understanding the effects of the interaction between different parts of the organisation).

Stenvall and Virtanen (2021, 148) discuss leadership in systemic change and also emphasize the need to manage simultaneously both people and matters. Nienaber (2010, 662, 670) and Yukl and Lepsinger (2005, 372) argue that the two roles of managing and leading are not clearly defined, they are often overlapping (leadership as part of management) and even inseparably linked. They can be perceived as the same according to Nienaber (2010, 662) who reminds that both roles have common goal in organisations success.

There are wide range of theories, methods, concepts (Smith & Graetz 2011, 1, 26) and models to approach change in organisation (Burnes 1996, 8-9). Many of them have been developed from the basis of Kurt Lewin's work (Hong et al. 2019, 299; Rosenbaum, More & Steane 2018, 286) and his three-step-model of unfreezing (the current level), moving (to next level) and

freezing (to new level) (Lewin 2004, 330) representing planned organisational change (Burnes 1996, 2). Models with more detailed phases have been introduced since (Rosenbaum, et al. 2018, 286-287), one of the most known of them being Kotter's (1996, 21) eight step model. According to Weick and Quinn (1999, 363) the variety of models is due to the difficulty to find patterns in the multifaceted object that change is, and Pettigrew (1990, 269) continues that it is not even meaningful to try to find one supreme theory. Jacobs et al. (2013, 775, 787) stress that approach that works for all does not exist, but the approach should be considered separately by the context of each change considering characteristics of the specific organisation. Smith and Graetz (2011, 1, 5) add that the used model or often combination of models can be adapted by the context and situation, and according to Al-Haddad and Kotnour (2015, 235) used model(s) should constantly develop to meet changing environment. Burnes (1996, 8-9) discuss that choosing suitable approach requires understanding of the circumstances; organisation's present state, environment and limitations, and how prepared employees and other stakeholders are for change.

This work focuses on people-side of the change management and applies Nienaber's (2010, 662) view on not separating leadership and management. Requirement for situational and organisation-specific assessment in choosing approach is recognized. Thus, need for flexibility in change management models and concepts and in their use is taken into account in this work.

2.1.3 Approaching - Aspects to change management in organisation

Smith and Graetz (2011, 7, 15-16) have identified nine philosophies and linkages between them, from the perspective of which organisational change can be approached. Characteristics of each philosophy's perspectives are in focus, but the linkages between philosophies are not being discussed further in this chapter. Rational philosophy relates to strategy and has deep roots and is widely used in change management in organisations. Through a strategic analysis of external opportunities and internal capabilities, the organisation's management creates a vision for optimizing the organisation's performance. To achieve this vision, managers evaluate and choose change initiatives that would meet the objectives of the organisation. Managing change in perspective of rational philosophy bases on careful planning and framing. Change is perceived as linear and logical cause and effect series of activities that managers can control from the beginning to the end, thus emphasis is on the management capabilities which varies by individual and situation. (Smith & Graetz 2011, 7-8, 41-55, 158, 176.)

People are one change element in rational philosophy's point of view and priority in managing people in change is to reach business objectives, thus rational approach does often ignore the individual perspective, and change is seen to have effect to the organisation as a whole. Environment on the other hand is seen to be separate from the organisation, and to which the

organisation attempts to efficiently adjust. This impact is one-way and therefore there is a high risk that in management there has not been made all the right assumptions from the analysis of the environment and its actors. Rational philosophy brings order to uncertainty; however, it is criticized for being far too simplified approach ignoring the complex character of change. (Smith & Graetz 2011, 46-55, 108, 178, 182.)

Changes in the environment and the organisation's survival through adaptation are in the focus of biological philosophy. Life-cycle of an organisation is an approach of biological philosophy that perceives organisation as an organism facing certain challenges in every development phase. Like rational also biological philosophy suggests that change is linear and should be managed in different stages. However, biological philosophy does not have answers how the management should be executed. (Smith & Graetz 2011, 58-59, 71, 176.)

Institutional philosophy refers to industry and brings in focus the pressure from the environment that urges organisation to change when there is need to adjust to norms and rules of society. Adjusting tests the organisation's power to influence its own culture that includes e.g., language and customary ways of interaction between people. Institutional philosophy does not offer solutions to manage change but emphasizes importance to pay attention to the key factors in change. One of the key factors are resources which Smith and Graetz separate as own philosophy. Resource philosophy is about how to get, use and organize resources to bring value for the organisation, and so it comes to the territory of the strategy. People with their skills are organisations resources together with the resources like money, so resources can be both tangible and intangible. Managing change means reorganizing and finding new resources. (Smith & Graetz 2011, 74-86, 89-91, 177.)

Psychological philosophy takes an individual's perspective on change. Change causes conflicts and stress, which often appears in resistance to change, especially in the beginning. Psychological philosophy attempts to understand this and find ways to guide people through the emotions from resistance to acceptance and minimize negative impacts to individuals. According to the perspective of psychological philosophy, change is generated from inside of the organisation when employees together find new ways of working. Managing change is keeping the focus on organisation's objectives while supporting and encouraging individuals and collaboration. All these are time consuming, which reflects to resources and yet it is not certain that the change will take place. (Smith & Graetz 2011, 105-107, 119.)

Psychological philosophy approaches change by activating people to take responsibility of their own development and to share their thoughts. Cornerstones of change management from the psychological philosophy's point of view is making decisions together based on open knowledge-sharing, which encourages to take responsibility of the decisions. It emphasizes flexibility and respect of everyone's efforts. Participation and empowerment are ways to

make changes easier to accept for individuals from the perspective of psychological philosophy. Collaboration and education also enhance acceptance. They are not just strategic means, but ways to promote individuals' joy of work and to strengthen the community. Building trust through communication and acknowledged feedback are also ways of psychological philosophy. However, these should be applied with thought and sincerity, so that they do not turn against their purpose. (Smith & Graetz 2011, 106-109.)

Organisational development is an aspect to change in organisation which focuses on human experience, and how business performance is improved through learning and growth of individuals. Collective learning is also a result of organisational development and it is based on dialogue which changes behaviour through knowledge-sharing. Organisational development emphasizes importance of employees' commitment. This requires creating an open and psychologically safe working environment that values employees and promotes their capabilities. (Smith & Graetz 2011, 111-115.)

Everything changes when something changes, is an idea of systems philosophy, and so managing change requires understanding the organisation as a whole and its complex linkages. Change is a way for different elements in the organisation to find stability and best practices by re-organizing themselves in complexity and in chaos. Change is generated from one part of organisation from where it spreads to others without a logical or linear process, but in feedback loops between internal and external factors, which effects to behaviour cannot be predicted. (Smith & Graetz 2011, 123-137, 173.) Thus, systemic change is about human actions and understanding them (Stenvall & Virtanen 2021, 27, 72) and managing change is about creating circumstances where change can take place (Smith & Graetz 2011, 136-137, 173). Operating environment is the basis of the change process. Systemic change needs flexibility and responsiveness during the process to meet emerging situations. (Stenvall & Virtanen 2021, 157, 199.) Chaos promotes innovations, so in the organisation there can be teams, functions, and operations where more space for chaos is allowed. However, chaos brings uncertainty, so organisations seldom entirely rely on systems philosophy in change management. (Smith & Graetz 2011, 137-138.)

Organisation culture plays important role in the organisation's performance. Cultural philosophy is interested in collective values and beliefs, and behaviours, to which change management attempts to affect. Organisation's culture can be seen in symbols, attitudes, rituals, and stories, through which change can also be management. Managing cultural change is difficult and requires deep understanding of the complexity of human relationships and behaviour in groups in the context of the organisation's unique features and traditions. (Smith & Graetz 2011, 157-158, 180-181.)

To critical philosophy Smith and Graetz (2011, 163-169) include perspectives of change management that challenges the idea of one main approach or theory and instead call for novel ways. Change relates to politics and power and has its roots in a conflict. From post-modern perspective organisation is seen ambiguous, and its people each having individual understanding of organisation's reality. Changes are welcome and can be approached in several ways, but there is no guidance how to manage them. Managing is more about empowering people and creating working environment that enhance knowledge and transparency and promotes experimentation and innovation. Discursive approach emphasizes language in the core of social reality and of change and so change management relies on dialogue.

As an outcome of defining philosophies Smith and Graetz (2011, 38, 183-184) draw a conclusion that to enhance flexibility in managing change requires combination of different philosophy approaches, even if they seem contradictory. They argue that change in the organisation requires leaders' capability to manage both human and economical sides towards vision through careful strategic planning and at the same time to give power to employees and impact culture. According to Smith and Graetz (2011, 186-193, 197) in organisations change management should take the perspective of what they call dualities philosophy. Dualities philosophy acknowledges the complex character of change and controversial factors simultaneously impacting it in organisation. Managing change is about giving space to opposite forces and balancing tension between them by allowing multiple ways to approach change and letting creative outcomes to arise. This requires an understanding of the complementary interaction of the factors.

People are in the focus especially in psychological philosophy including organisational development and in cultural philosophy, so in this work change management is approached from those perspectives. Dualities philosophy's idea to allow different ways to approach change is also acknowledged. Rational philosophy applies through the process side of the change management and is therefore seen as part of the organisational context.

2.2 Human-centricity in leading in change

Concept of human-centricity is approached in this chapter from philosophic point of views and discussed from the perspectives of human values and capabilities, humanism, and humanity. Human-centricity can be approached from various aspects and perspectives, which describes complexity of human-being and its endless source to different disciplines and multidisciplinary studies (Holeman & Kane 2020, 479; Rauhala 2005, 20). According to philosophical view of anthropocentrism, only human has intrinsic value and other entities, like animals and nature, in the world are to serve human means (Coghlan, Coghlan, Capon & Singer 2021, 2). In humanism, humanistic philosophy, human is valued as an individual with universal human rights. Human-centricity acknowledges absolute value of human, not just instrumental value

like in economism, which perceives human as a tool or resource to achieve financial success. Humanity is seen to emerge from interaction (of exchange) with outside world and through meaningful social relationships of value with other human beings. Humanity lies in actions that individuals take guided by intrinsic motivation and capability for reasoning and learning. (Pirson & Lawrence 2010, 554-558). To this capability and progress in human understanding and ethical thinking Coghlan et al. (2021), among other critics to anthropocentrism, base their demand for wider moral consideration which they argue to have positive impact also to human wellbeing.

Psychologist and philosopher Lauri Rauhala (2005, 20, 32-45) emphasizes, that human-being should always be considered as a whole in human sciences (anthropology), of which area human wellbeing is in many respects, and introduces holistic concept of human. Holistic view is formed of consciousness, which includes experiences, beliefs, feelings, and meanings arising from connections of them, of physical existence (bodily) and of situationality. Surrounding reality (e.g., geographical location or conditions in society) and the situation of life (e.g., social relationships) intertwines and creates unique situations in human life.

Need for more holistic understanding of human has been observed also in other areas. Human-centricity as a term has spread from computing sciences where in past decades perception of human role has changed from being merely productivity seeking user prone to errors to active contributor who is capable to solve problems so that technology would better serve human activities and collaboration, write Bannon (2011, 50-52.) This requires widening the understanding from what user-centric view allows to a holistic perspective to human aspirations, abilities, and weaknesses in relation to operational environment of human everyday activities. (Bannon 2011, 50-51; Holeman & Kane 2020, 497-498).

Taking human-centric view is always a conscious choice to be made which aims to serve human and therefore demands service mindset writes Stenvall and Virtanen (2021, 19, 137). Bannon (2011, 50, 52) continues that choosing human-centric view and acknowledging human aspects and utilizing human capabilities raises question of objectives and ways to achieve them, thus setting new expectations to the design of technologies. Buchanan (2001, 38) takes wider perspective to design as a way to shape and realize everyday processes in human operating environments, that can relate to matters like artefacts, services, communication, and management. Design is a method that serves human and therefore both Bannon (2011, 53, 57) and Buchanan (2001, 38) emphasize the relevance of values, ethics, and moral consideration, and perceive that human-centric view means striving for better future with respect for human dignity and human rights. Stenvall and Virtanen (2021, 107, 134) write that orienting to future in a human-centric way requires building shared view from different perspectives of what is

meaningful and remind that what is perceived meaningful varies depending on unique human circumstances. They also suggest that human should be seen as active contributor capable to develop and thus, adopt positive idea of human when heading to the future (2021, 20).

Human-centricity as a term is often generally used only to express that people are paid attention to and has no single framed definition (Bannon 2011, 53; Holeman and Kane 2020, 479, 489). This describes how complexity is characteristics when human is in question. However, according to literature *human-centricity about taking human perspective in practice, placing human at the center of action and setting serving human as an objective. It means acknowledging human as whole taking all dimensions of inner human attributes and external human experiences into account.*

2.2.1 Focusing - Leading human in change

Leading human in change is approached from the perspective of how change affects people's emotions and behaviour. It is discussed what are the ways to prepare for these effects and to what to pay attention to when leading people in change. Skills and capabilities that leaders need are also looked into.

Change in organisations means new ways to work, writes Chaudhry (2018, 60), which according to Borges and Quintas (2020, 668) can cause both desire for the improvements and worry of the abilities to respond to the new requirements or expectations. Employees might resist changing existing practices unless change is meaningful and creates value (Stenvall and Virtanen 2021, 43-44). Change tends to be distinctively troublesome to individuals (Hong et al. 2019, 300; Kotter 1996, 4). According to Smith and Graetz (2011, 105-107) individual's resistance to change can be seen as intuitive reaction that in organisation arises from fear to lose "attachment, meaning, opportunity, identity or control" or one's job. This might then increase dissatisfaction and demotivation towards work and causes stress, continue Yukl and Lepsinger (2005, 367). Which parts of change are approved and disapproved varies by person and so does responsive reactions (Borges & Quintas 2020, 668-669).

Stenvall and Virtanen (2021, 43-44) write that when trying to impact people's behaviour in an organisation, there should be understanding of how people do they work and what factors affect these practices. The current operating environment is important for employees (Stenvall & Virtanen 2021, 107) and familiar ways of working brings confidence (Smith & Graetz 2011, 105). Therefore, Smith and Graetz (2011, 119) suggest that change managers should join everyday work communities and facilitate change through them.

According to Borges's and Quintas' research (2020, 678-679) individuals' behaviour is subject to previous change experiences and preparedness for the change. This does not only address the importance of communication, through which people make sense of change, and responsiveness to peoples' concerns especially in the beginning phase, but also points out the need to manage well every change process. Individuals' behaviour is also affected by group pressure, even if thoughts are independent remind Borges and Quintas (2020, 678). Steigenberger 2015 (433-445) writes that emotions, which can be contagious in a group, affect to sense making, but they also result from it. This means that emotions should be noticed and actively managed in change process to create positive change climate. According to Smith and Graetz (2011, 110) enhancing capability to manage emotions requires social situational sensitivity and improving relationship management skills, but also capability to understand and manage oneself.

Kübler-Ross's (2009; 216) well-known study of emotional phases of grief in dying: denial, anger, bargaining, depression, and acceptance has been adopted to change management to follow individual's change experience with similar development, and enlarged to seven phases of shock, denial, frustration, depression, experiment, decision, and integration present Rosenbaum, More and Steane (2018, 296, 297). Rosenbaum et al. (2018, 294, 298) suggest that these also affects group behaviour, which makes it even more important to understand this emotional development when planning change activities. Stenvall and Virtanen (2021, 159-160) identify three stages that communities face in change. The first of them is positive or negative confusion and even shock when change is known to be ahead. The second stage is about varying feelings of hope and frustration and third is adapting. Management needs to be able to face and respond to these feelings.

Acting as a role model (Yukl & Lepsinger 2005, 371) and creating and leaning to the core values are relevant when leading people (Tushman et al. 1986, 43). Leading people includes many tasks from supporting and engaging (Borges & Quintas 2020, 671) to developing applicable skills (Yukl & Lepsinger 2005, 367) and to promoting optimistic attitude towards change and active participation to change process (Chaudhry 2018, 60). Chaudhry 's (2018, 64) review shows that coaching and mentoring are ways to influence individual's readiness, openness, and commitment to change. Also, team-building actions can affect readiness and commitment. Nevertheless, Yukl and Lepsinger (2005, 367) remind to be cautious and not to over patronize and give space to adaption. Stenvall and Virtanen (2021, 148), referring to systemic change, emphasize leadership capability to focus on solutions and goals and lead both understanding and trust, encourage, and rely on strengths. It is also important to pay attention to enhancing learning of both employees and managers and to capability to create both dialogue and collaboration between opposite views to find shared objectives (162-163, 197, 199).

Leading people in change requires commitment, preparedness, and constant sensitivity to be ready to be responsive to the situation at hand. A conclusion can be drawn based on the literature that understanding human emotions in change is prerequisite to be successful in leading in change. Leading starts from focusing on own behaviour and leading by showing example.

2.2.2 Choosing - From human perspective to human-centricity

In this chapter it is discussed what kind of shift in thinking and attitude and thus also in behaviour is required to change perspective from human perspective to human-centricity. What are the cornerstones of human-centricity, and how to start changing the view? Focus is also on factors to build on and to promote in order to lead in change in human-centered way.

Changing human perspective to human-centricity - also e.g., human-centeredness (Kennedy, Campis, & Leclerc 2020) or human-oriented (Ismail, Ishak, & Yusuf 2016) - in change management is a choice to switch perspective from people being only a component, a tool, or a target of change to people being essential source of change, and who are also served by change write Stenvall and Virtanen (2021, 167, 198-199). The choice bases on willingness to deepen understanding of people both as individuals and as members of groups (Borges & Quintas 2020, 678; Steigenberger 2015, 439). In the core of human-centricity is sincere care for people and their wellbeing, and positive belief in human capabilities (Bannon 2011, 50-52; Kennedy et al. 2020, 227-228; Rauhala 2005, 20, 32-45). Human-centered perspective acknowledges and respects differences as well as common human values and needs and embraces human as a whole with all the complexity (Holeman & Kane 2020, 479; Rauhala 2005, 20). This requires accepting that one right universal approach to change management does not exist (Smith & Graetz 2011, 119). Instead, what is needed is the ability to choose and combine approaches and design them to adapt the circumstances in question, as well as both flexibility and courage to make new decisions in evolving situations keeping people in focus throughout the change process (Buchanan 2001, 38; Fleming & Millar 2019, 315-316; Smith & Graetz 2011, 1, 5, 38, 183-184). Human-centered change management is iterative and practical (Holeman & Kane 2020, 479, 487; Smith & Graetz 2011, 183).

Human-centered change management begins with an optimistic attitude towards continuous change and encouraging others to share this view write both Fleming and Millar (2019, 316) and Stenvall and Virtanen (2021, 198). To do this means co-operating with people in their everyday working environment and empowering and inspiring them to participate in the change process and valuing their skills and knowledge by involving them in decision making (Holeman & Kane 2020, 497; Stenvall & Virtanen 2021, 44, 136-137). Committed leaders facilitate change that individuals will bring out together, thus change is generated inside out in interaction and sharing of knowledge, experiences and ideas that enhance collective learning. This draws attention to creating and strengthening constructive human connections and

relations in communities and with different stakeholders. (Kennedy et al. 2020, 227; Fleming & Millar 2019, 315-316). To promote change this way management need to be fair and build on trust, equality, and inclusion describe Holeman and Kane 2020 (495-496) and Stenvall and Virtanen (2021, 136-137, 197-199). Psychologically safe working environment is prerequisite for everyone to openly express their thoughts without fear of any negative consequences, emphasize Kennedy et al. (2020, 227).

Human-centered change management guides people to take actions towards change vision by making sense of the vision through appropriate communication, ongoing dialogue and using techniques like storytelling (Borges & Quintas 2020, 678-679; Fleming & Millar 2019, 315; Griffith-Cooper & King 2007, 14-15; Kotter 1996, 25-26). Adapting to change is enhanced by helping people to find purpose through connecting change goals with meaningful values of their own (Kennedy et al. 2020, 229-231) and offering new tools and training to improve their skills (Fleming & Millar 2019, 316). According to Smith & Graetz 2011 (110, 112) it is human-centered to allow time to adapt, to show empathy and to guide emotions. Human-centered leader is honest and authentic and shows own vulnerability and genuine compassion for the humanity in other people, write Kennedy et al. (2020, 227-229). Leadership is supportive and motivating and focuses on understanding instead of judging (Stenvall & Virtanen 2021, 136-137; Kennedy et al. 2020, 228). Putting it short *human-centered change management softens the change path by accompanying, guiding, and supporting people through the change with empathy and care for people, focusing on strengths and joy of learning and working together for the common good.*

Human-centered, supportive, and participative leadership styles promote commitment in organisation thus having positive impact to organisation's success, according to study of Ismail, Ishak and Yusuf (2016, 237-238). However, Smith and Graetz (2011, 112) argue that human side is often secondary to profit and effectiveness in change in organisations. On the other hand, financially healthy and well-functioning organisation is also interest of people and therefore all objectives should be integrated with flexibility, write Yukl and Lepsinger (2005, 366, 372-373). Fleming and Millar (2019, 316) call for a new era leadership that beside business objectives has a strong objective of responsibility and sustainability in relation to people and the environment. This kind of leadership is also in the core of the context of this work.

2.3 Fostering sense of belonging in change

Concept of belonging is approached from psychological point of view, as it is an essential human need. However, the perspective of social identification (how persons see themselves as one with a group and categorize themselves as part of different groups to some extent) is delimited from this work in consideration of the scope of the work, even if the subject is closely related to the sense of belonging. (Ashforth & Mael 1989, 20). It is discussed which factors

have impact on sense of belonging and what are the impacts of sense of belonging on human and human behaviour. In this chapter there is also an overview of the characteristics of the experience of sense of belonging and theories in which belonging plays an important role. Childhood experiences and school environments have been extensively studied in connection with belonging (see e.g., references of Baumeister & Leary 1995), but they are not discussed in this work.

To belong is a basic human need and motivation that has significant effect on people's emotions, thoughts, behaviour, and wellbeing Baumeister and Leary (1995, 497-510, 521-522) concluded in their study. According to them, need to belong is profoundly characteristic to human, almost comparable to need for food, and seems to have roots in evolutionary urge to survive which led people to seek strong collaboration relationships. People are driven to form meaningful and lasting relationships that meet the need of belong and its positive effects when the interaction is comfortable and active, and the relationship is close. (498-502, 515, 522.) Sense of belonging is an individual experience of inclusion and acceptance as unique individual as one is, and of being positively valued, understood and cared for as a human (Allen 2021, 2-6; Martela & Jarenko 2015, 61).

The quality of interaction in close relations has respectively negative or positive impact on the sense of belonging (Hagerty, Williams, Coyne & Early 1996, 242). According to the study of Hagerty et al. (1996, 236) there is a close connection between sense of belonging and social and psychological functioning. Only a few strong and positive relationships might be enough to make people feel included and accepted and generate positive emotions such as happiness, while the lack of all these relations may cause severe harm to person's health. The experience of exclusion or rejection can lead to loneliness and depression. Losing a strong relationship is also difficult for a person and causes hurt. (Baumeister and Leary 1995, 497, 508, 510, 520). In neuroscience, social pain has been found to have a similar information route in the brain as physical pain, write Waller (2022, 18). Hagerty et al. (1996, 243) study findings refer that loneliness is opposite of sense of belonging. This might be the reason, why people are in fact unwilling to break even unimportant connections (Baumeister and Leary 1995, 503). Fear of rejection and loneliness directs people to avoid conflicts (Allen 2021, 7) and may lead to trying to change oneself in order to fit in, which is a threat to the sense of belonging (Waller 2022, 10).

Sense of belonging makes people consider that they matter (Lambert et al. 2019, 1418). Belonging to different groups such as family, work teams or community, creates meaning to people, writes Allen (2021, 1). According to the study of Lambert et al. (2019, 1419, 1425-1426) sense of belonging has a significant impact on how meaningful people consider their life to be, and this might result from the positive effect on person's self-esteem. Sense of not belonging on the other hand has a negative impact on person's idea of self: self-esteem, self-

worth, self-efficacy, writes Waller (2022, 37, 45). The experience of meaningfulness seems to be related specially to belonging to large groups, observe Lambert et al. (2019, 1425). Brown (2017, 33, 40) expresses that being connected to humanity in large scale is foundation of belongingness, and to experience belonging requires in the end being true to oneself. Need to belong is universal and people pay a lot of attention to belonging, even if there are differences between individuals and cultures in how intense relationships are desired or in what way the need for it is expressed, write Baumeister and Leary (1995, 499, 520). Allen (2021, 4) reminds that in different cultures the sense of belonging is understood in different ways.

Hagerty et al. (1996, 243) discuss how experience of sense of belonging develops in the interplay of individual's characteristics and environmental factors and may vary by situations and emotions. People make constantly reassessments by the new situations, so the sense of belonging is flexible, and it varies how quick or slow changes take place (Allen 2021, 5; Waller 2022, 15). However, Hagerty et al. (243) suggest that even if there is variation in the sense of belonging, the standard level of individual's sense of belonging is rather unchanging having bases on person's experiences in the past, but it is never static, writes Allen (2021, 5) and add that the experience of sense of belonging can also be neutral.

Waller (2022, 13) writes also about negative impacts that need to belong may cause; urge to be accepted and belong in a group can make group member's abandon rational thinking and regard themselves better than non-members and by understating and excluding non-members promote group's inner connection and identity. This may cause e.g., racism. Allen (2021, 11) adds that if a person does not become a part of socially acceptable groups, need for the sense of belonging may lead to looking for it e.g., in gangs. Allen continues that even if individual experiences are in the focus, it would be important to approach the sense of belonging from a wider societal perspective and take into account people's complex interaction connections. In addition to human relations people may experience belonging to places and locations or things and events and relate to sensations like smell. Thus, Allen suggests that sense of belonging should be approach from wider perspective than from human relations. (3, 11-12.)

The need to belong is a common factor in many theories that has been created about human motivation despite their differences in categorization (Waller 2022, 11). Among them are well-known theories of Maslow and Ryan and Deci. Maslow (1943, 380-382, 394) presented in his hierarchy of needs that the need to belong comes right after the physiological and safety needs have been sufficiently satisfied, and is followed by the need for self-esteem, and self-actualization. Waller (2022, 10) points out that even if the hierarchical form is not scholarly validated, it shows that the need to belong is one of the main needs of a human.

Ryan's and Deci's (2000, 68, 74,76) self-determination theory consists of three psychological needs of competence, autonomy, and relatedness, which motivate people to grow and thrive when all factors are supported. Relatedness refers to belonging and connectedness and is an important factor in motivating people to internalize values and behavioural expectations from the environment and thus help them become part of social groups. (73-74). Martela and Jarenko (2015, 61-62) further developed Ryan's and Deci's theory by complementing the need for relatedness with the aspect of need for doing good. Human desire is to make positive effect on others and so not only to be cared for but also to care for others.

The need to belong is a fundamental human desire for connection and meaningful, reciprocal relationships with other people that motivates human behaviour and affects wellbeing. The sense of belonging is a situational and unique experience of being valued as an individual who matters as a part of social group(s) or as a part of something bigger than oneself. The experience of belonging can also relate to e.g., places and things, in addition to human relations.

2.3.1 Enabling - Belonging at workplace

The belonging in the workplace is discussed through its effects and benefits as well as the factors that enhance it. It is also discussed which factors in leadership should be paid attention to in order to promote the sense of belonging. Organisation identification is delimited outside the scope of this work, as is social identification (see more e.g., Ashforth & Mael 1989).

In organisations, where there is a great interest for people's strong engagement and contribution, understanding the need to belong (relatedness) is important (Filstad, Traavik & Gorli 2019, 117; Ryan & Deci 2000, 76). According to Martela and Jarenko (2015, 63, 121) the sense of belonging is one of the main psychological factors that affect innovativeness and commitment as well as overall satisfaction at work, which in turn may be result of improved collaboration and information sharing that are also benefits of sense of belonging. Filstad et al. (2019, 117) emphasize opportunity to create meaning, and also benefits of belonging at work through participation; learning and sharing practices. Waller (2022, 22) reminds that the sense of belonging at workplace can have noticeable effect on people as work is substantial part of life for many people.

Waller (2022, 22) summarizes that quality relationships together with the sense of being valued and a meaningful contribution, are strongly linked factors that form the foundation to sense of belonging at work. Interaction based on psychological safety (emotional climate of freedom to express thoughts and space for mistakes without fear of consequences), mutual respect, empathy and trust, encourage people to openness and share their thoughts, feelings, and ideas, which may lead people to find commonalities instead of getting trapped to the

feeling of loneliness and attempts to try to fit in. When organisation culture, structures, and ways of working enhance inclusion (all accepted as unique individuals) and support this kind of interaction and personal level connections, it promotes sense of belonging. Sense of being valuable and competent can be supported by opportunities to help others, acknowledgements and not only listening, but also asking for an opinion. (Waller 2022, 23-33, 106-107, 112.) Martela and Jarenko (2015, 119) discuss about team spirit, that makes members feel like they truly care about each other. Filstad et al. (2019, 137-138) encourage to pay attention also to both common symbols and tangible things as well as common activities and the usability of spaces.

Making personal level connections means getting to know people more closely, beyond work-related matters (Filstad et al. 2019, 138; Waller 2022, 66-67). This requires time for conversations and positive interest in the other person. Being present, genuine, and benevolent and to listen actively and empathetic are ways to meet another person. Being aware of own biases and embracing humanity helps to understand others. (Waller 2022, 68-76.) Building on strengths is a way to support competence and value. Strengths need to be identified and developed. Regular feedback, both positive and constructive, is one way to give opportunity to improve skills. (Waller 2022, 78-86; Martela & Jarenko 2015, 126-127.)

People tend to especially notice when they do not belong. To change the view, it is good to purposely focus on finding factors that indicate belonging. (Allen 2021, 6.) Leadership is a key factor to enhance sense of belonging at workplace and it starts with leading by example and getting to know people (Martela & Jarenko 2015, 119-124, 136; Waller 2022, 115-122). Leadership should focus on fairness, enabling interaction at all levels and paying attention to fair information sharing and communication, preferably face-to-face write Martela and Jarenko (2015, 120-123) and continue to encourage promoting connections over organisational boundaries. Low hierarchy and workspaces enabling people to meet each other are examples of ways to allow sense of belonging to strengthen. Strengthening is also supported by an organisation culture that has values and practices to which everyone in the organisation is committed, and a shared goal which unites everyone in the organisation. (Martela & Jarenko 2015, 127-136.) In the organisations sense of belonging can be enabled by developing structures, leadership, practices, and culture, write Waller (2022, 23-33, 106-107, 112-122). As a summary of what to build, how to lead, what opportunities to create and where to focus, main areas of leading sense of belonging are presented in a square field, Table 1.

Table 1: The square field of the main areas of leading sense of belonging

Build on	Lead by
care	active listening (asking for opinion)
common symbols	being aware of own biases
embracing humanity	being present, genuine, and benevolent
empathy	example
inclusion	lowering hierarchy
organisation's values and common practices	showing interest
people's strengths	
shared goal(s)	
valuing people and their contribution	
Create opportunities	Focus on enhancing
to acknowledgements	collaboration
to common activities	experimenting
to develop strengths and skills (training, feedback)	ideas and thoughts -sharing
to find connections to personal meaning	information sharing
to get to know people	interaction
to have time for conversations (dialogue)	learning, also collective learning
to help others	participation
to identify factors that indicate belonging	relationships, also on personal level and over organisational boundaries
to meet face-to-face	

Belonging in the workplace seems to be a significant factor not only from the perspective of the employees' wellbeing, but also in terms of the organisation's functionality and success. Based on literature, belonging in the workplace can be supported by developing structures and processes as well as common ways of working which are built on common human values, acceptance, respect and trust, and collaboration. Focus should be on promoting participation and relationships as well as competence.

2.3.2 Leading - Sense of belonging in change

The sense of belonging in change is approached from the point of view of its importance for successful change and from the possible effects of the change on sense of belonging. Aspects of leading of sense of belonging in change are discussed in light of the limited available research results. Areas that are emphasized in change management are also discussed in this chapter.

Sense of belonging in the workplace supports successful change through factors such as freedom to express opinions and experiment, and through sharing and learning based on open and interactive communication and collaboration write Filstad et al. (2019, 117) and Martela and Jarenko (2015, 63, 121). On the other hand, change can be a threat to the sense of belonging and cause negative emotions in fear of being excluded or losing important relationships add Baumeister and Leary (1995, 505, 506). Bryer's (2020, 643) research rejects the claim that organisation processes generally compromise the sense of belonging, but neither do they routinely support sense of belonging. Although the benefits of the sense of belonging and the threats of a lack of it in change have been recognized, leading sense of belonging has scarcely studied in the context of changes in organisation.

Recent study of Katsaros (2022, 159, 167) has taken up on this challenge from the perspective of inclusive leadership and communicating meaning, that are both shown to be factors to support sense of belonging in change by promoting participation. According to Katsaros emotions, dialogue and participation, and competence, are examples where to focus on in inclusive leadership. Beside these Katsaros emphasizes communication and sensemaking, which is supported by possibility to continuous evaluation of change. Katsaros' research confirms that the impact of the sense of belonging in the workplace also applies in change(s) and encourage to actively strengthen the sense of belonging in organisation during changes. (167-168.)

Crestani and Taylor (2021, 180, 190) focused on communication in change in their research and came to the same conclusion as Katsaros, that sense of belonging need to be actively paid attention to in change. According to Crestani and Taylor, the chosen words have significant meaning and impact on sense of belonging in change, as does honesty in communication. They also emphasize dialogue and opportunities for employees' to be heard and thus promote participation. Crestani and Taylor call for humanity in change management and suggest that people should be perceived as relationships and thus apply new ways of leading change.

According to Bryer's (2020, 643-646) research related to sense of belonging in organizing processes (budgeting), the sense of belonging can be best supported by taking into account the context and by combining and developing the abilities of the authors in relation with the techniques of process management. The abilities emphasized by the same research results are empathy and sensitivity to situations where sense of belonging might be at risk, as well as wider understanding of impacts of actions. Bryer's also discusses the importance of reasoning the activities, and to enhance possibilities for dialogue and participation, and further on to promote opportunities for people to experience the benefits of human relations (658).

According to research it is necessary to deliberately focus on the sense of belonging in change; understand and recognise situations where the sense of belonging is threatened and be active in fostering the sense of belonging. It is important to promote participation and

relationships and make sense of the change. The focus should be on communication and dialogue and their quality. In leadership, emotions and empathy are key factors. Special attention should also be paid to competence. In all actions, in leading sense belonging in change, humanity and inclusion should be taken into account.

2.4 Summary - Human-centricity in leading sense of belonging in change

Based on the literature, it seems that there is a consensus about the importance of the people in organisational change situations (e.g., Kotter 1996; Fleming & Millar 2019, Griffith-Cooper & King 2007; Smith & Graetz 2011; Stenvall & Virtanen 2021). Human-centricity in change management is to perceive people as actors and realizers, targets, and beneficiaries of change (not only as means of production, users, etc.) and thus strive to lead change in a positive way for people, from a human point of view. In an organisation, managing change includes matters (processes) in addition to people. As Yukl and Lepsinger (2005, 366, 372-373) write, a well-functioning and financially sound organisation is also in the interest of people. This sets a requirement of proactiveness to change and requirement for change management to understand both the characteristics of the change and the characteristics of the specific organisation (e.g., interaction structures, environment, culture, who is involved in the change and how) and the people in the organisation. The need to manage and lead people and matters at the same time, as well as situation-specific balance and flexibility in managing change, has been brought up more often in last decade (see e.g., Smith & Graetz 2011; Stenvall & Virtanen 2021). The human perspective has become even more emphasized with the responsibility requirements of organisations, write Fleming and Millar (2019, 316).

Human-centricity is valuing humanity and considering human as a whole, acknowledging all different aspects (e.g., Rauhala 2005). The belonging is a basic human need and thus an essential part of human-centricity. This draws attention to broadening the perspective from the individual to the individual as part of a group. Although the experiences of belonging are individual, they are formed in relation to others and previous experiences and therefore every change process matters. Leading sense of belonging supports commitment and contribution at work. Change often causes thoughts and emotions (which motivate behaviour) of uncertainty and even fear, which seem to be related to threats to sense of belonging (connection, meaning, skills and contribution etc.). Change management aims to influence human behaviour, and sense of belonging supports successful change, so it seems justified to claim that special attention should be paid to the sense of belonging and the experiences of belonging in change. The chosen change management approach (or model) and how it is used in organisation can be seen as part of the organisation's practices and processes and to reflect organisation's culture, which are all key factors in enhancing sense of belonging in organisation (Waller 2022, 23-33, 106-107, 112). Human-centered change management approaches change from a human perspective. (Figure 4).

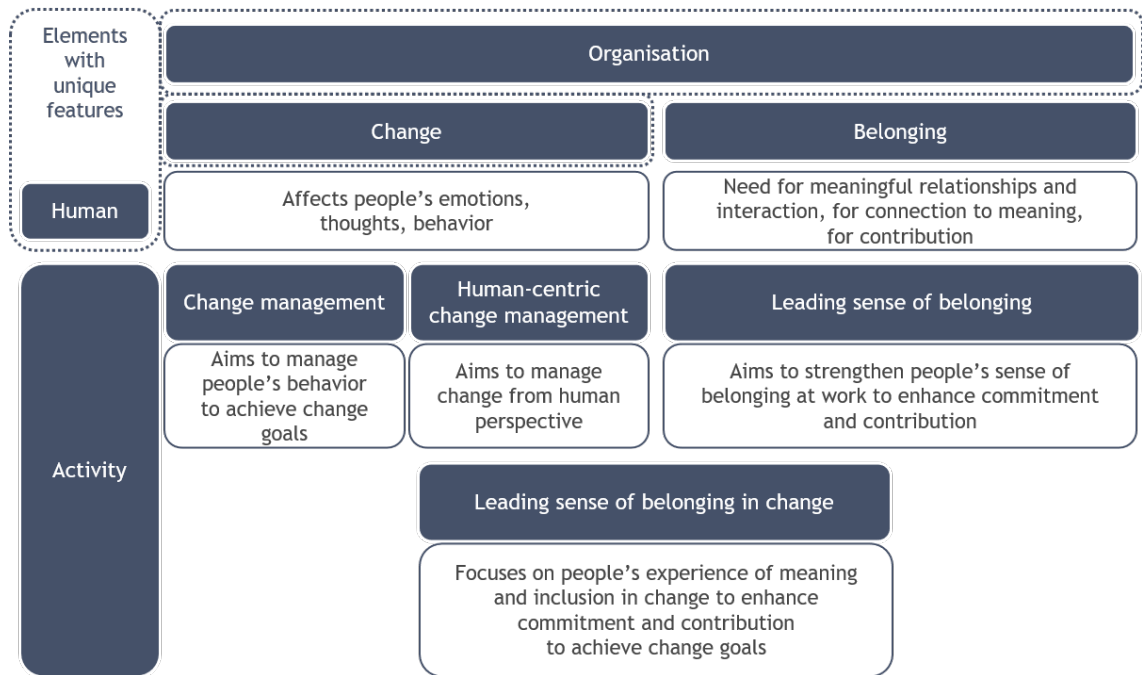


Figure 4: Theoretical framework of leading sense of belonging in change

By comparing the characteristics of human-centered change management and the leading sense of belonging in the context of an organisation with a categorization made based on the theoretical framework literature, it can be stated that human-centered change management considerably supports the sense of belonging in change, Table 2. Categorization was made by classifying descriptive words, attributes, from the literature selected for the theoretical framework, Appendix 1. The classification of human-centered change management is based on chapter 2.2 Human-centricity in leading in change and 2.1.3 Approaching - aspects to change management in organisation: paragraphs of psychological philosophy and organisational development, and cultural philosophy. The classification of leading sense of belonging is based on chapter 2.3 Fostering sense of belonging in change. The attributes formed 23 categories:

- 1) Acknowledgements, 2) Collaboration & Dialogue, 3) Commonalities & common activities,
- 4) Communication & knowledge-sharing, 5) Connecting to meaning, 6) Embracing Humanity,
- 7) Emotions, 8) Empathy, 9) Flexibility, 10) Leadership skills, 11) Motivation & Support,
- 12) Ownership, 13) Participation & Empowerment, 14) Positivity, 15) Practical & Iterative, 16) Psychological Safety & Experimenting, 17) Relationships, 18) Sensemaking, 19) Skills & learning,
- 20) Understanding current ways of working, 21) Usability of work spaces,
- 22) Values, 23) Wellbeing

The categories were otherwise found to be one-to-one, except that the attributes of practical & iterative were mentioned only in relation to human-centered change management and the attributes for usability of workspaces only in relation to leading sense of belonging. Since sense of belonging is a significant part of the human-centered approach, it can be considered that all categories incl. usability of workspaces, should be taken into account in human-centered change management. However, practical & iterative category seem not to be a focus area in terms of leading sense of belonging.

Table 2: Categories of human-centered change management and leading sense of belonging

Human-centered change management	Leading sense of belonging
1. Acknowledgements	Acknowledgements
2. Collaboration & Dialogue	Collaboration & Dialogue
3. Commonalities & common activities	Commonalities & common activities
4. Communication & knowledge-sharing	Communication & knowledge-sharing
5. Connecting to meaning	Connecting to meaning
6. Embracing Humanity	Embracing Humanity
7. Emotions	Emotions
8. Empathy	Empathy
9. Flexibility	Flexibility
10. Leadership skills	Leadership skills
11. Motivation & Support	Motivation & Support
12. Ownership	Ownership
13. Participation & Empowerment	Participation & Empowerment
14. Positivity	Positivity
15. Practical & Iterative	-
16. Psychological Safety & Experimenting	Psychological Safety & Experimenting
17. Relationships	Relationships
18. Sensemaking	Sensemaking
19. Skills & learning	Skills & learning
20. Understanding current ways of working	Understanding current ways of working
21. -	Usability of workspaces
22. Values	Values
23. Wellbeing	Wellbeing

3 Research and development process design and methods

This chapter describes the methodology used in the research and development phases of this thesis; approaches to the research, and ways to collect and analyse research data. The choices made in methodology are justified. A summary of the implementation of the research and development process is presented at the end of the chapter.

The case organisation's Playbook of human-centered change management approach is both research material and development target. The research phases are closely connected to each other in such a way that the next phase is linked to the implementation of the previous phase. Therefore, the research and development process presented in this chapter is supplemented by the description of the practical implementation in chapter 4.

3.1 Research-oriented development process and case research

This thesis is a research-oriented development process, objective of which is to develop good practices in the case organisation in a practical way by combining research and development activities. The research-oriented development process is characterized by a participatory process that aims at generating new knowledge for the development of ways of working or operation models. This knowledge supports the more general usability of the development process' results, even though the research-oriented development process is usually limited to e.g., one unit of one organisation for practical reasons. The development process worker, in connection of this work's the thesis worker, is also an integral part of the development process, a process that is flexible to changes. Development takes place through collaboration, in which a common understanding of different points of view is formed. This requires the interpretations of complex factors, especially in human-related development processes. (Toikko, & Rantanen 2009, 9-22, 55, 60, 128, 161, 167.)

The operating environment plays a key role in development process, and describing it is an important part of the work. Interpretations of the operating environment are usually made on the basis of qualitative data. Data is collected in a way suitable for the development work, typically more limited than for research. Development methods can be versatile and creative, but they should be appropriate for the development work in question and the phase of work. (Toikko, & Rantanen 2009, 119, 130, 140, 166-168.)

There are several different views of the case study without a unifying definition (Gerring 2004, 342; Piekkari & Welch 2020, 209; Eriksson & Koistinen 2014, 4). For example, according to the definition of Gerring (2004, 341-342), case study aims to understand the phenomenon more broadly through an in-depth study of a single unit. According to Eriksson and Koistinen (2014, 4), the focus is on "defining, analysing and finding solution" to the case or cases. The definition of Piekkari and Welch (2020, 210-211) emphasizes the study of the phenomenon as

part of the context in a strong connection to wide knowledge background with the aim of linking research and theory. Views and approaches are often distinguished by the objective of the study - in particular, whether the objective is thought to be more to understand or to generalize (Eriksson & Koistinen 2014, 11-18). The view that the case study is both multipurpose and practical is shared (Gerring 2004, 352; Piekkari & Welch 2020, 209; Eriksson & Koistinen 2014, 2).

This thesis is a case study of a single organisation and it is approached from the definitions of Gerring (2004) and Piekkari and Welch (2020). The primary starting point of the development task is to better understand how the sense of belonging can be led in changes in the case organisation. However, the aim is also the usability of the results more widely. The case organisation is suitable for the case study, because improving employees' sense of belonging has been defined as its goal and, on the other hand, the organisation has renewed its approach to change management.

Case studies have been conducted especially in the area of qualitative research (Piekkari & Welch 2020, 208; Eriksson & Koistinen 2014, 5), but research can also be quantitative (Gerring 2004, 353; Eriksson & Koistinen 2014, 2). According to Gerring (2004, 341, 352), a case study is considered when the objective is not to find out cause and effect relationships or to confirm something, but to generate in-depth descriptive information and new discoveries that can be made when the data varies sufficiently within the limits. According to the summary of Eriksson and Koistinen (2014, 5), a case study could be considered, for example, when a current phenomenon is not studied much and the focus of interest is on the questions of what, how and why. The aim of the study can be to understand a general topic through a case, when it is an instrumental case study, cf. an intrinsic case study (an interesting case in itself) write Eriksson and Koistinen (2014, 15-16) according to Stake (1995, 3). The research question guides instrumental study from the beginning, and in other questions definitions from theories or information background can also be used. The information obtained is considered valid in similar contexts, so an instrumental case study can be also theory related development. (Eriksson & Koistinen 2014, 16, 23-24.)

This work is a qualitative case study; The study is carried out using qualitative research methods and is limited like a case study. The purpose is to obtain new knowledge for the development of the way of working on a topic of which there is not much empirical research from the same point of view to compare with. This work can be considered as an instrumental case study guided by research questions.

Typical for a case study is an attempt to understand the matter (phenomenon) in question as part of the circumstances in which it is studied, so describing the context carefully is necessary, write Eriksson and Koistinen (2014, 7-8). An essential part of the case study is a clear

definition of the research object (Vilkka & Vilkka 2021, chapter 5; Eriksson & Koistinen 2014, 6), which enables thorough and detailed research on the topic (Gerring 2004, 353). The study usually includes one or a few cases, which is, for example, a company, individual, situation or operational process, write Vilkka & Vilkka (2021, chapter 5). However, the scale of the study can be decided flexibly (Gerring 2004, 353). According to Piekkari and Welch (2020, 213-214), there are many ways to make comparisons also in a single case design, although it has been criticized for its weakness in comparability compared to a multi-case design. According to them, comparisons can be made, for example, from different theoretical perspectives (comparison of data and theory) or by comparing the experiences of the research subjects with each other or with the experiences of the researcher. A single case study can be seen to take into account the different nuances of the phenomenon in all its abundance. In general, criticism of any kind of case study is related to generalizability, write Eriksson and Koistinen (2014, 37), but point out that broad generalizability is not even a goal in case studies.

This thesis work is limited not only to one case organisation, but also to a single model of a way of working, thus it is a single case study. The study is not carried out from the perspective of a single change process, as it is not considered sufficient to describe the usage of the change management approach in the entire organisation (the approach is intended to be used for a wide range of changes across the organisation including different functions and business areas). Studying several change processes, on the other hand, would have exceeded the scale of the thesis. However, the aim of the study is a deeper understanding of the topic and new knowledge that can be generalized for the use of the entire organisation to develop the way of working (the change management approach). In the selection of participants/interviewees, different perspectives are taken into account in order to obtain perspectives from different internal functions and business areas.

A case study is characterized by the broad theoretical basis on which the study is based, describe Vilkka and Vilkka (2021, chapter 5). The case study involves a constant search for connections between theoretical and research knowledge, both in terms of similarities and differences. There is no exact order for the research phases, but they can be conducted and refined as the research progresses. (Eriksson and Koistinen 2014, 22.) Data is usually collected from persons selected to represent the case (often experts in the area) or from selected documents that can be written descriptions (Vilkka & Vilkka 2021, chapter 5). It is common to use different kind of data and methods, and there are many ways to analyse the data that is typically abundant and varied (Piekkari & Welch 2020, 210; Eriksson & Koistinen 2014, 10). When planning the study, actors related to the accessibility of information and the possibility of publishing results should be taken into account. On the other hand, the scope of the data, the resources required for its processing and reporting, can also be a challenge in the case study. This is also a reason to think about the available resources at the planning phase and to choose an interesting topic. (Eriksson and Koistinen 2014, 26, 37, 47.) In this work, the

data includes interviews with experts, as well as a document (the Playbook of human-centered change management approach in the case organisation, the development of which is the objective of the work). These are typical datasets for both case and qualitative research.

3.2 Qualitative research and phenomenological-hermeneutic perspective

Qualitative research and its methods are applied in this thesis. Unlike quantitative, qualitative research does not aim at unambiguous and accountable answers, but the focus is on human being and human activity and usually aim to gain a better understanding of the topic (phenomenon) as a whole by studying the thoughts and experiences of the people included in the research, write Puusa and Juuti (2020, 9, 14, 59). According to Gupta, Awasthy and Richa (2015, 13-14), the background is in an understanding of the situational and contextual nature of action and interpretation, as well as the existence of realities that are constructed in different ways. In the core of qualitative research are meanings that are not possible to measure objectively (Vilkka and Vilkka 2021, chapter 5). This lack of objectivity can also be seen as a challenge for qualitative research from the perspective of reliability and evaluability, write Cassell, Symon, Buehring, and Johnson (2006, 295, 299, 300-301).

Qualitative research has been used in management research, where there is a wide range of interpretations of it (Cassell et al. 2006, 290, 299). According to Cassel et al. (2006, 299), it is acceptable that there are several different interpretations, and a strict definition is not necessary. However, it is a good idea for the researcher to express their own interpretations. Qualitative research has also been used in change management studies, for which, according to Garcia and Gluesing (2013, 424-425, 430, 439), it suits well, e.g., to test and develop theory and to bring forward ideas about new practices and ways of working. In particular, they consider it as a useful approach to find out how something occurs, how to produce new information in a constantly changing environment, and how to influence and lead the change effectively. This thesis is about leading sense of belonging from the perspective and experience of the users of the change management approach, thus it is suitable for the field of qualitative research. Qualitative studies of change management have often been carried out from the user's point of view, point out Garcia and Gluesing (2013, 426).

From a philosophical perspective, this work is placed on a phenomenological-hermeneutic trend, from which both phenomenology and hermeneutics are conventional for qualitative research (Puusa & Juuti 2020, 10). In the phenomenological-hermeneutic approach, the focus is on the meanings and experiences through which the individual interacts with the community and forms an understanding of reality. So, the experiences and meanings of both the individual and the community are important. Phenomenology focuses on finding out experiences and meanings, hermeneutics on interpretation. Hermeneutics aims to increase understanding through interpretation based on a new perspective and data that is reflected to already

existing knowledge (Puusa & Juuti 2020, 10; Laine 2015, 29-33). According to Laine (2015, 29-34), in phenomenological-hermeneutic research, the task of the researcher is to make interpretations of the expressions of topic, thus the researcher must critically evaluate their own preconceptions and factors affecting the interpretation during the research. On the other hand, some idea of the topic is necessary in the formation of understanding. Understanding accumulates in so-called hermeneutic circle, when the author of the study interprets the data openly in iterative manner, being critical of their own interpretations, until they reach the most probably correct interpretation. (Laine 2015, 29-34.) Laine (2015, 32, 34, 38) summarizes that the goal of phenomenological-hermeneutic research is to make experienced thing conscious, and the aim is more understanding the meanings of a limited group than at broad generalizability. In this work, the aim is to understand and critically and reflectively interpret the present reality of the case organisation related to the leading sense of belonging in change by studying and analysing meanings given by the members of the organisation and comparing the new information obtained with the already existing knowledge.

According to Puusa and Juuti (2020, 11-12), the topic of a qualitative research should be clearly defined and the point it is view chosen. The research question should not be only relevant, but also clear and targeted write Gupta et al. (2015, 21). This thesis is from change manager's perspective which in the case organisation mean those people who use change management approach in their work. In practice, these are HR personnel whose responsibility change management primarily is. The work is limited to a single case organisation (more of case study in chapter 3.1). The context of the work is (to some extent) planned and evolving changes in a for-profit organisation and a human-centered approach in change management. The objective of the thesis has been clearly defined in chapter 1.1 and the research questions that are also presented in chapter 1.1, are targeted but formulated broadly enough to allow diverse answers.

Gupta et al. (2015, 21) state that the theoretical background is important in framing the progress of qualitative research. According to Alasuutari (2011, chapter 4), attention should also be paid to the choice of research method, so that it enables answers to the research question from the collected data. Garcia's and Gluesing's (2013, 439) view is that with the methods of qualitative research, it is possible to generate rich and nuanced data in human-centered ways. Qualitative research often combines different ways of collecting data, such as interviews, observations, and documents, writes Puusa ja Juuti (2020, 13-14). However, the quantity of data is not so much important as is its quality, say Vilkkä and Vilkkä (2021, chapter 5). The research question can guide the identification of those who have the most to offer the research (knowledge, experience, etc.) (Gupta et al. 2015, 22). On the other hand, qualitative research is also flexible and can often be changed and complemented as the research

progresses, write Puusa and Juuti (2020, 14). However, Vilkkä and Vilkkä (2021, chapter 5) also remind of the limitations of the research process; availability of the data and research schedule, which may affect deepening the understanding of the topic.

Puusa and Juuti (2020, 13) emphasize the careful choice of a qualitative research approach so that it complies to the purpose of the work. In the case of applied research, such as this work, of which aim is to place new knowledge into practice, the knowledge obtained from the data becomes valuable through interpretation. The goal is to draw logical, compiling conclusions from the data, without the guidance of the researcher's own motives, such as preferences and attitudes, writes Alasuutari (2011, chapter 2), although complete objectivity is not possible as Gupta et al. (2015, 14) point out.

The characteristics of this work are well in line with the summary of characteristics of qualitative research written by Juhila (2022) according to Silverman (2000) and Gubrium and Holstein (1997). The data for the research phase consists of a document and interviews, which are interpreted in relation to the context. The work also values the subjective views and experiences of individuals and groups, aiming to understand activity and meaning of it. The requirement for the researcher (thesis worker) to understand the impact of own perceptions on to interpretation is recognized as is the understanding that it is not possible to make unambiguous interpretations of the data, even though the aim is to understand and clarify the topic through analysis and interpretations. Typical for qualitative research are how and why questions that are analysed and interpreted in connection with research data and theory. This also describes the process in this work.

3.3 Data - interviews and documents

This chapter is about interviews and documents, which are the methods used to collect the research material for this thesis. The different structures of interviews are discussed, as well as the advantages and weaknesses of interviews in data collection, and the role of the interviewer. Regarding the interview methods, the group interview, which is the interview method used in this work, is discussed in more detail.

Documents as data are approached from the point of view of their differences. The requirements for documents and their use as well as their purposes as data are discussed. Case organisation's Playbook of human-centered change management, which is both the data material and development target of this work, is described as a document.

3.3.1 Interviews

Interviews that are suitable for different situations and studies are a typical data collection method in qualitative research, as interviews often achieve the objective of obtaining versatile data on the studied topic (Puusa 2020a, 103). An interview is a direct way to find out a person's thoughts and experiences, write Hirsjärvi and Hurme (2010, 41). According to Brinkman (2013, 46, 66-67), interview includes overlapping stages from preparation to interview activity, analysis, and reporting. In interviews, the advantage is the possibility to select candidates for interviews according to who can be considered to have expertise to answer the issue (Puusa 2020a, 106; Vilkkä & Vilkkä 2021, chapter 5). In certain interview situations, it is also possible to obtain information by making clarifying questions. It is also possible to shed light on abstract (intangible) topics with the interview, as long as the interviewer themselves is sufficiently familiar with the topic. (Puusa 2020a, 106-107.) Interviews are a natural choice as a data collection method for this work also. The candidates for the interviews have been selected based on their expertise.

Qualitative interviews have been criticized for the lack of numerical information affecting comparability, as well as for the subjectivity of interpretation, which is considered to reduce reliability and generalizability. Generalizability is also considered to be affected by the often limited scope of research. (Brinkmann 2013, 141-144.) Interview questions should be prepared carefully, as the quality required for qualitative research data (Vilkkä & Vilkkä 2021, chapter 5) is determined by how the data can be used to answer the research questions (Alasuutari 2011, chapter 8). What comes to the reliability of the research results, attention should be paid to the form and content of the questions so that the questions are sufficiently clear (as well as their presentation) but not leading. The form of the interview, which must be justifiable in terms of the research, guides the preparation of the questions. (Puusa 2020a, 108, 117.)

The questions in the interview can be derived from the theory, and all kinds of interviews can also include formal questions to collect background information. (Puusa 2020a, 106-107). Formal questions are similar to information questions, which, according to Stake (1995), Eriksson and Koistinen (2014, 23-24) write, are used to describe the background of the case without being specifically analysed. Issue questions, which are emphasized on instrumental case study, are actual research questions that aim to provide answers to the research problem. Issue questions are also emphasized in this work and they are derived from the theory. The questions formed are open but clear in order to get generous answers. (Appendix 2)

A good knowledge of the target group is necessary for the researcher in order to make as correct interpretations of the data as possible (Vilkkä & Vilkkä 2021, chapter 5) and to draw the most rational and convincing conclusions from them (Puusa 2020a 103). The validity of the

interviews is supported, and the possibility of interpretive errors is reduced by the credibility of the researcher's interpretations of the meaning of the interviewees' expressions. (Alasuutari 2011, chapter 8, Puusa 2020a, 109). According to Brinkmann (2013, 152), openness to many possibilities of interpretation is important for the quality. However, it is understandable that different interpreters make interpretations in different ways, reminds Puusa (2020a, 109). When using an interview, the interviewer needs to express their own assumptions so that it is possible to distinguish the views and interpretations of the research topics and the researcher from the research report (Puusa 2020a, 110). Knowing the target group is an advantage in this work in terms of understanding the answers. On the other hand, close familiarity has the flip side of presumptions, the effects of which have been special paid attention to in order to minimize them.

Interviews can be conducted through different channels or directly face-to-face (Puusa 2020a, 111), which gives the opportunity to observe other things than speech (Brinkmann 2013, 28). Interviews can be also recorded, for which the permission of the interviewees is required (Vilkka & Vilkka 2021, chapter 5). The interviewee may be an individual, a pair or a group (Puusa 2020a, 111), but the possible impact of the choice on the data must be considered (Alasuutari 2011, chapter 8). Interviews require the interviewer to be able to create trust and an open atmosphere for participation. The interviewer should also be sensitive to the interview situation; for example, does public opinion influence the interviewee's answers or are they influenced by the interviewer's own way of acting? (Puusa 2020a, 108-111.) In interviews, it is important to consider the roles of the interviewer and the interviewee; what is said, how is it said and whether the intention is to make observations about what is said or how it is said, write Brinkmann (2013, 152). It is worth considering whether giving interview questions to the interviewees in advance would be useful or not; how the choice may affect the answers received (Puusa 2020a, 107). According to Vilkka and Vilkka (2021, chapter 5), conducting qualitative research involves increasing the knowledge of the research topics and trying to positively influence the activities related to the research topics, i.e., the task is emancipatory. This is also one of the reasons to avoid questions that can be answered yes or no while questions such as how and why open up wider possibilities for understanding.

The interviews for this work are conducted online, via MS Teams connection, in order to have a real-time video connection with each participant and thus create an interactive atmosphere and at the same time enable the recording of the interviews. The interviewees are informed of the recording in the interview invitation (Appendix 3 and 4) and in the interview situation before the recording starts. Thesis worker is a beginner as an interviewer and tries to take into account the tasks related to the interviewer's role. In order to prepare for the interview, the interview invitation includes the themes to be discussed and links to the case organisation's change management intra site and to the Playbook of human-centered change management, thus the emancipatory expectations are met.

In qualitative research, there are different forms of interviews, which can be divided for example according to the interview method (e.g., form interview), how many people are interviewed at a time (e.g., individual interview) or, as is often the case, the degree of structuring (Puusa 2020a, 111-115; Vilkkä & Vilkkä 2021, chapter 5). Brinkman (2013, 18-20) discusses unstructured, semi-structured and structured interviews, and points out that the degree of structuring is relative, since the interview cannot be fully structured or unstructured. Depending on the structuring of the interview, the interviewer can allow the interviewees to speak freely, follow strictly the interview plan or guide the interview in the desired direction. The more structured the interview, the more limited the interviewee's possibilities for answering and clarifying, and the more strictly the interviewer should stick to the plan drawn up on the basis of theory. (Puusa 2020a, 106, 111.) There is no single right and best way, but the researcher makes the choice base on the purpose and the situation, writes Brinkmann (2013, 18, 22). The interviews carried out in this work are semi-structured, which is suitable for the flexible handling of topics related to sense of belonging in change. The interviews are conducted as group interviews.

Semi-structured interview is an often-used format, which in comparison to a structured interview, according to Brinkmann (2013, 18, 21), gives the opportunity to pay attention to a topic that the interviewee thinks is important, but still enables the interviewer to focus on topics that she/he thinks are important, more than an unstructured interview does. Hirsjärvi and Hurme (2010, 48-49) named a semi-structured interview that is related to certain topics as a thematic interview. According to Puusa (2020a, 111-112), thematic interview and semi-structured interview are separate interview formats, but Vilkkä and Vilkkä (2021, chapter 5) do not distinguish between them, although according to them, the thematic interview is well suited for increasing knowledge in tasks related to working life. In the English research literature, no distinction is made between these two either. In this work semi-structured thematic interview is applied without making difference between the semi-structured and thematic interview.

Puusa (2020a, 112-113) writes that the semi-structured thematic interview is very flexible, and there are no ready-made answer options in the interview. The themes discussed in the interview have been prepared on the basis of the theoretical knowledge and literature, which the information obtained from the interviews aims to complement. The interviewees have been selected by their relevant experience and their views are collected in an informal interview situation which aims at an open discussion, which the interviewer guides by the themes without specific questions. This makes it possible to obtain more information on the topic than expected. The structuring of themes is thus a key part of the research based on the thematic interview.

In an interview situation, the order of the themes may be flexible, but they are all to be covered (Vilkka & Vilkka 2021, chapter 5). For the interviewer, it is necessary to know when and how to activate the conversation, when to listen. A prerequisite for a successful interview is the interviewer's understanding of the research context and a shared vocabulary with interviewees on the topic. (Puusa 2020a, 111-112.) At the core of the study are the meanings formed during the interaction in the interview situation (Hirsjärvi & Hurme 2010, 48).

A group interview can be used to find out the views or activities of the whole group and/or of the individual members the group (Puusa 2020a 115) or to make observations about the context and culture in which the group operates (Alasuutari 2011, chapter 8). The interviewer can focus their interest on different ways and therefore a group interview is suitable for a wide range of research situations (Puusa 2020a, 115). According to Brinkmann (2013, 26), group interviews are also often more informal than individual interviews. A group interview is a good option, especially when the purpose is to explore common views, perceptions, and meanings (Puusa 2020a 115; Vilkka & Vilkka 2021, chapter 5). According to Vilkka and Vilkka (2021, chapter 5), a group interview should be used to increase understanding especially in connection with the development of working life practices. This also supports the conduct of interviews for this work in the form of group interviews.

In a group interview, the interviewer acts as a facilitator, enabling the interviewees to freely discuss the topic. Thus, the interviewer may also have the opportunity to follow the discussion from the role of the observer. (Puusa 2020a, 115-116.) In a group interview, the interviewer's task is to make the voice of each participant heard and to promote balanced discussion. In addition to this, the interviewer is responsible for following the schedule and topics. (Vilkka & Vilkka 2021, chapter 5). Brinkmann (2013, 26) reminds that smaller group sizes are easier to manage. In order to promote lively discussion and to ensure enough time for everyone to share their thoughts, interview groups for the data collection of this work are kept small; three interviewees are invited to each group interview.

The advantage of a group interview is the data it produces, which is often wide and nuanced, presenting many perspectives. It also reflects practical situations in which people work together with each other, reaching a common solution, and can bring out issues that would not be noticed in an individual interview. (Puusa 2020a 116; Alasuutari 2011, chapter 8.) If the participants can be persuaded to engage to the interview, with a group interview it is possible to get the view of many people and save time (Hirsjärvi & Hurme 2010, 63). According to Alasuutari (2011, chapter 8), the group should be given the interviewer's preliminary interpretations of the topic so that the interviewees can comment on them. The challenge of a group interview may be the possibility that the interviewees do not dare to present their ideas in the group. In studies related to the organisation, hierarchical factors may be reason for this. The researcher should report these kinds of situations and their impact on the interview and

possibly also make interpretations based on them. In this work, the group interview has been chosen not only for reasons of time management, but also to reflect the teamwork in working life and to enable common insights into the matter. Due to the knowing the interviewees, it is not believed that the activeness of participation will become a disadvantage. The interviewees are also hierarchically close to each other.

The interviews are conducted in three different group interviews. In the first interview, the interviewees are people who represent the "business sponsor" role in the case organisation's Playbook of human-centered change management approach. The interviewees have played a key role in introducing the human-centered change management model in the case organisation and in defining the United Nations Sustainable Development Goal related to sense of belonging and its measurement. The interviewees represent both business areas and functions in the case organisation. The first interview provides background on why the human-centricity in change management and sense of belonging are topical in the case organisation and how sense of belonging and human-centricity are understood and whether any connection is seen between them. Thematic areas are not applied in the first interview, which is conducted as semi-structured interview, but the results of the interview analysis are taken into account in the themes of the following interviews.

Two following interviews are semi-structured thematic interviews. Interviewees represent the "change expert" role in the case organisation's Playbook. They are human resource personnel whose area of expertise change management is, and who have been trained in the case organisation's human-centered change management approach. Interviewees represent case organisation's different business areas. (Table 4)

3.3.2 Documents

There are different types of text documents from different sources and from different authors, and when studying them, it needs to be considered who has created them, for whom and for what purpose (Bowen 2009, 27-38; Alastalo and Vuori 2022). Using documents as data requires identifying and finding applicable documents. The number of documents depends on the research. (Bowen 2009, 33-38; Morgan 2022, 70-75). Bowen (2009, 33) emphasizes quality over the number of documents. According to Bowen (2009, 33-38) and Morgan (2022, 70-77) documents should not only be able to give answers to research question, but they also need to be evaluated by their authenticity and credibility as well as representativeness and accuracy.

Documents can be printed or electronic (Bowen 2009, 27). They can be personal texts of private individuals, which are usually not public, or they can be institutional documents, the publicity of which varies, for example, depending on their content and purpose of use, write Alastalo and Vuori (2022). It is typical for documents as research data that researcher has not

been involved in creating them, write Bowen (2009, 27). Permission must be requested for the use of documents in research unless they are public and available. If the document contains personal data, the permission request must be made in accordance with a separate policy. (Alastalo & Vuori 2022.)

In this work, document material is the Playbook of human-centered change management approach which is in use in the case organisation. The Playbook consists of a guidance section and a tools section for leading change in human-centered way. The guidance section includes main principals of human-centricity and recommendations for the usage of the Playbook. In the tools section there are practical exercises to design and implement change actions. Relevant tools for different purposes (e.g., for communication) and for different change management roles (e.g., for change experts) has been categorized and recommended in the Playbook.

Due to the development process of this work the Playbook is the only document used as data source so there was not selection phase, thus its representativeness in this work is naturally high. The document is electronic, and the version used is from October 2020, which is currently available in the case organisation's intra pages. Authenticity of the document is confirmed (thesis worker has direct access to the source). The Playbook is created by the case organisation, which means that it is an institutional document. Thesis worker has not been involved in creating the Playbook but has asked the permission to use it in this work.

Bowen (2009, 29-31) lists several purposes that documents can have in the research; they can e.g., provide information from past, complete or help to verify findings of other data. According to Lindsay Prior (2008), write Alastalo and Vuori (2022), documents can be classified as material according to whether it is the content that interests in (as evidence or as an indication of how content has formed up) or is it the purpose of the document and how it is used, in which case the content is relevant to the analysis only when it is in relation to the context of purpose or use.

Documents can be the only source of research data (e.g., research related to historical documents), but often they are used in addition and beside of other data sources (Bowen 2009, 29). There is a possibility that information available is limited when only documents are used, reminds Morgan (2022, 67), and refers to the same limitation with other single sources. Morgan (2022, 65-66) emphasizes documents relevance along with field research and considers documents comparable to interview and observation material. Documents can be considered especially valuable in case studies, when the focus is on understanding a particular unity or group (Bowen 2009, 29; Morgan 2022, 67). Both Bowen (2009, 27, 31) and Morgan (2022, 69) discuss the advantage of documents in terms of efficiency in time management, Bowen referring to the data collection phase that is not needed, and Morgan describing the fact that the

data does not need to be transferred to any other format - documents include text and possibly images. Bowen (2009, 31) also lists other advantages of documents, such as stability, which means that documents can be revisited without affecting documents' data (cf. the influence of the interviewer and the situation on the answers). On the other hand, documents' might not be available for review in the future.

Document (the Playbook) represents the case organisation's ways to work and in this thesis, it is used as data to complete and verify findings of interview data, but also as a target of the development. The document is used as material for the second research question (How human-centered change management approach supports in leading sense of belonging in change?), thus the analysis focuses on the content from the perspective of the purpose and usage of the document.

3.4 Analysis - content analysis

The analysis phase is central to the success of the research, so for the reliability and credibility of the conclusions, the analysis should be carried out carefully and attention should be paid to transparency and the justification of the choices at all stages of the analysis, writes Puusa (2020b, 145). Graneheim, Lindgren & Lundman (2017, 29) emphasize the logical consistency of the process throughout the analysis and report, which supports credibility and authenticity. Methods of analysis are conventionally divided into quantitative and qualitative (Hsieh & Shannon 2005, 1277). In a case study, different analysis methods can be flexibly used, writes Eriksson and Koistinen (2014, 34). According to Toikko and Rantanen (2009, 140), in development research qualitative analysis is often used to interpret the operating environment, but more casually than in traditional qualitative research analysis. Qualitative content analysis is often used in processing qualitative data (Puusa 2020b, 148). Qualitative content analysis can be seen as an independent method, like Graneheim et al. (2017, 29), as an analysis technique, like Hsieh and Shannon (2005, 1277) or just as a framework of analysis writes Puusa (2020b, 148). In this work the data is analysed using qualitative content analysis in a manner characteristic of development research, focusing on the research question(s).

Analysing different datasets can be challenging, state Eriksson and Koistinen (2014, 33). The data is organized and transformed into processing format - often into text (transcribing). Then it is reduced by coding and condensed into clearer entities, which requires in-depth familiarization with the data (Puusa 2020b, 152), and analysed and interpreted, following the research question(s) at each stage (Puusa 2020b, 153; Eriksson & Koistinen 2014, 33; Brinkmann 2013, 62). However, there is no exact phasing for the analysis, and it is possible to return to the previous work phases again, and the phases overlap, writes Puusa (2020b, 146-147, 155). For example, according to Brinkmann (2013, 61), the analysis of interviews begins already during the interview, when the interviewer tries to understand the interviewee's

message. Brinkmann (2013, 80) continues that the objectives of qualitative interviewing, findings, interpretation and understanding, should also be made possible in transcription, coding, and analysis. The interpretation can be considered to continue throughout the research work (Puusa 2020b, 155).

The data can be approached from a fact or sample perspective. The fact perspective assumes that the data describes reality, the sample perspective more of the situation. The fact perspective of interviews means the assumption that the interviewees speak honestly, and the object of interest is in the content of what has been said. In the sample perspective the focus is on something else than the content, e.g., in the manner of speech. (Puusa 2020b, 149-150.) According to Toikko and Rantanen (2009, 142), combining these views is usually reasonable to gain better understanding. The analysis is mainly approached from a fact perspective in this work, and the interest is especially in the content, but for example the way of expression is also observed for the quality of the interpretations. The assumption is that the interviewees are sincere.

The material is encoded by marking topics with the same content with the same specified code, and codes are also carefully described (Eriksson and Koistinen 2014, 35; Puusa 2020b, 152). Coding and the choice of analysis approach are guided by the context of the study, the research question(s), and how to get answers to it (Eriksson and Koistinen 2014, 34-35; Garcia and Gluesing 2013, 436). In qualitative analysis, the next step is grouping the data, i.e., categorization or themes formation based on the chosen method of analysis. (Graneheim et al. 2017, 32; Puusa 2020b, 152-153)

Graneheim et al. (2017, 30-32) discuss the challenge of mixing the use of categories and themes. In categorization coded data is divided into blocks of content, these blocks are studied from different angles in order to comprehend the message they contain. Themes are formed up from the similar messages in the content. Categories include usually quite specific data while themes unify messages more abstractly. Graneheim et al. (2017, 32) continue that it depends on objective and data whether is it advisable to skip either categorization or theme forming stage, or to carry out both. In this work both categorization and themes are used in interview analysis.

The approach of the analysis should be appropriate for the objectives of the study and previous research in the field, write Hsieh and Shannon (2005, 1286), and should be decided before the data is collected, adds Puusa (2020b, 151). The approaches to the analysis of qualitative data differ mainly in the role that theory plays in them, describe Puusa (2020b, 151). The analysis can be data- or theory-oriented (Eriksson and Koistinen 2014, 33; Toikko & Rantanen 2009, 140) or the two ways can be combined (Toikko & Rantanen 2009, 140).

According to Puusa and Juuti (2020, 11), qualitative research involves data-oriented interpretations. The data is processed from the selected perspectives, typically reflecting the theory (with the exception, for example, of grounded theory research based entirely on data). This can also be seen in the categorization, which is usually formed on the basis of the data but is combined with the information from the knowledge base and theory. In development activities, a data-oriented approach is not often chosen because of its workload (Toikko & Rantanen 2009, 140).

Hsieh and Shannon (2005, 1277-1278) divide content analysis of written data into conventional, directed, and summative approaches. In conventional analysis, the categories are formed from the data as such. In directed approach, the theoretical framework directs codes for categorization and the categories are then revised based on the content analysis. Conventional analysis is often used when data is collected through open-ended questions to gain better understanding of not much studied phenomena, while directive analysis' aim is to improve or prove validity of an existing theoretical framework or widen understanding of previously researched phenomena. When conducting a directive analysis, the influence of biases that the existing theory may cause should be taken into account. Summative analysis is a separate approach that builds on the observation of key factors such as certain words, that are typically counted, compared, and studied against the context. (1277-1286.)

Graneheim et al. (2017, 29) divide qualitative content analysis approaches to inductive, deductive, and abductive. Approaching inductively starts from the search of patterns in the data and aims to generalize the new understanding on a theoretical level. This requires more than remaining at a shallow level of interpretation. In the deductive approach, data is studied in the light of the existing theories or theoretical frameworks and thus the perspective is from general to specific, opposite of an inductive approach. In the deductive approach, the focus is on the content of the data, which gives answers to the research question. The abductive approach combines the inductive and the deductive approach so that the one that is considered more suitable can be used in different stages of the analysis. (30-31.) The inductive approach seems to be comparable to conventional and data-oriented analysis, and the deductive approach to directed and theory-oriented analysis. (Table 3)

Table 3: Approaches to content analysis

From specific to general	From general to specific
Data-Oriented content analysis	Theory-oriented content analysis
Conventional content analysis	Directed content analysis
Inductive content analysis	+ Deductive content analysis
	= Abductive content analysis

In order to find answers to the research question "How to lead sense of belonging in change", the interview data is analysed using the inductive approach, as hardly any research can be found on the topic. However, the case organisation's Playbook of human-centered change management approach is an existing framework for the development work and this document is analysed using the deductive analysis. Answers to the research question "How human-centered change management approach supports in leading sense of belonging in change" are looked for from the analysis of both interview and document data. Thus, an abductive approach is used in this work as both inductive and deductive ways are applied.

The data from the first interview is analysed by categorization. The categories formed from the data are compared with the categories drawn based on theoretical knowledge (Table 2), which are revised and themes (Appendix 5) for the following interviews formed from these categories. The data from the semi-thematic interviews is analysed by identifying themes from the data.

Qualitative content analysis of documents can also be conducted as thematic, data-oriented analysis, where themes answering to the research question(s) are found by coding and possibly by categorizing the data (Bowen 2009, 32; Morgan 73), or by comparing to existing codes and themes, which according to Bowen (2009, 32) is applicable especially when documents are complementing source of data. The codes can be e.g., the same as those formed in the interview analysis. Bowen (2009, 32) discusses that in some analysis attention should be paid to the paths of information. In the analysis focus can also be on the purpose of use without attempting to interpret content in more detail, writes Morgan (2022, 65).

According to Bowen (2009, 27, 28, 32) document analysis is not only systematic, but also an iterative process of shallow and intensive reading, making sense of and interpreting the content, and reconnecting information in a new way. Morgan (2022, 75) emphasizes the importance of choosing the form of document analysis carefully to enable findings. Bowen (2009, 32) advises to pay attention to the researcher's objective, careful and attentive way of conducting the analysis.

The document data in this work (the Playbook) is analysed by comparing the content to the categories revised based on the first interview analysis and their attributes (codes) defined in the knowledge base (LIITE). Content is also analysed by reflecting it with the themes emerging from the analysis of the interview data and also by paying attention to presentation style (images). Document analysis is divided into two sections of the document, the guidance section, and the tool section. The category comparison takes into account not only attributes defined for the categories, but also phrases that correspond in content and are suitable for the categories. When conducting the document analysis, attention is paid to objectivity and systematic way of working.

The data that is processed into a new entity with the chosen method opens a new perspective on the research topic, write Puusa (2020b, 145, 154). The analysis phase is followed by interpretation and reflecting on what the emerged meanings mean, also in relation to theoretical knowledge and the results of previous studies. Conclusions are drawn from these comparisons. The researcher's reasoning is usually described by presenting quotations from the original data, such as words and phrases used by the interviewees. (Puusa & Juuti 2020, 11, 14; Puusa 2020b, 154-155.) According to Puusa and Juuti (2020, 11), in this way, data-oriented interpretation (inductivity) can also be demonstrated. Typical for the presentation of qualitative research is narrative, a story with a balance of description and interpretation (Gupta et al. 2015, 23).

3.5 Implementation of the research and development

This work is a research-oriented development process and a qualitative case study from phenomenological-hermeneutic perspective guided by the research questions "How to lead sense of belonging in change?" and "How human-centered change management approach supports in leading sense of belonging in change?". The research data is collected from one semi-structured interview and two semi-structured thematic interviews conducted as group interviews (groups of three persons) and from a document; the case organisation's Playbook of human-centered change management approach, which is also the target of development. The development process includes sharing research results and development suggestions in the case organisation (chapter 4.4.4).

In the background interview interviewees represent "business sponsor" role in the Playbook and in the two semi-structured thematic interviews interviewees represent "change expert" role in the Playbook. The interview themes of the semi-structured thematic interviews are formed from the categories based on the theoretical framework, which are revised from the analysis of the first interview (Appendix 5). More of theme formation in chapter 4.2. The interview data is transcribed into text format and anonymized by using codes (e.g., speaker 1 = S1), (Figure 5). Interviews are conducted in Finnish due to the common language of the identified experts and the thesis worker, which also promotes understanding of nuances of the answers. Thus, the references presented in the analysis section are translated from Finnish material into English, striving for a good translation. However, extra filling words are removed from the references; most "like" or "just like" words ("niinku" in Finnish) are taken away in order to promote comprehension. The document, the case organisation's Playbook, is in English. The thesis worker retains the collected interview data only in electric form in a personal cloud-based file until the thesis is completed and accepted, and then destroys the data. The document analysis data is similarly retained as long as the cloud-based storage space is in the thesis worker's usage, but maximum 2 years from the completion and acceptance of the thesis.

The collected data is analysed with qualitative content analysis using categorisation in the first interview and theme formation in the analysis of following two interviews. The document is analysed in comparison to the revised categories of the theoretical framework and the themes that emerge from the analysis of the semi-structured thematic interview. The abductive approach, which combines both inductive and deductive approaches, is used in the analysis of the data. Interviews are analysed in inductive, data-oriented manner and the document in deductive, theory-oriented manner. (Figure 5)

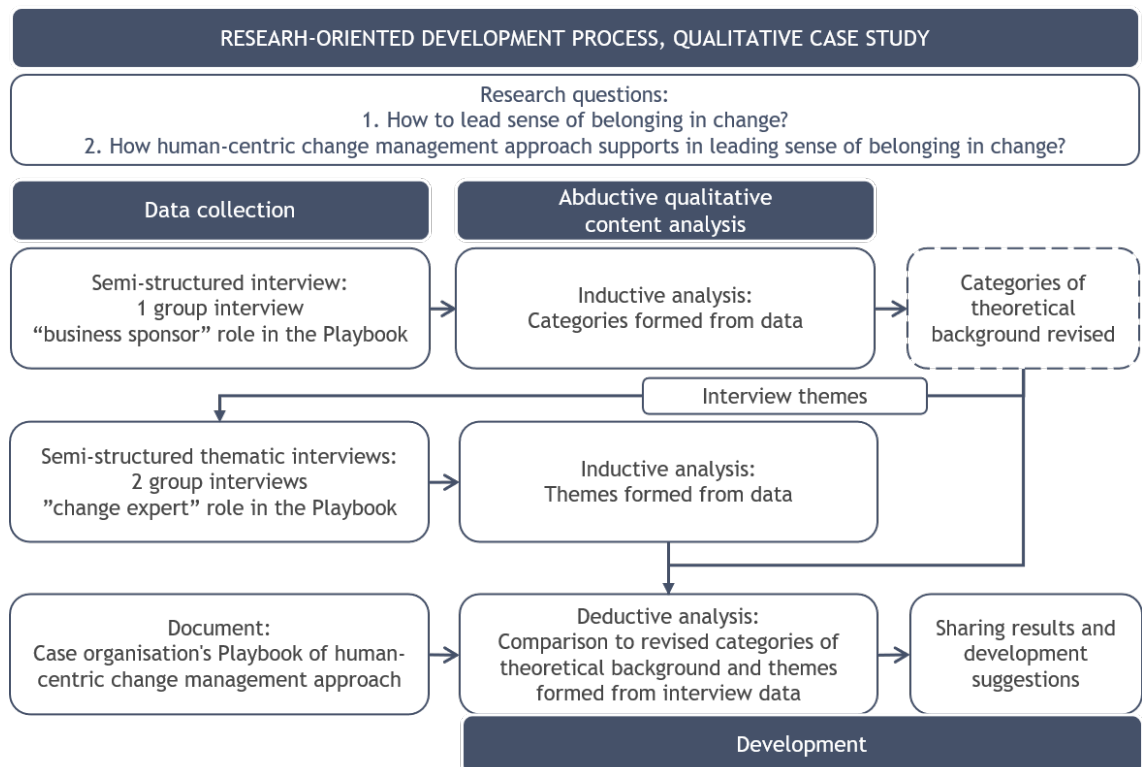


Figure 5: Methodology

4 Results, discussion, and development process

The results are presented based on the analysis of the semi-structured background interview of three interviewees representing “business sponsor” role in the case organisation’s Playbook of human-centered change management that was conducted in group interview on 29th June 2022, and of the two semi-structured thematic interviews of five interviewees representing “change expert role” role in the case organisation’s Playbook that were conducted in group interviews on 17th and 20th February 2023. One of the six invited “change experts” did not participate the interview. (Figure 6) Theme formation for the semi-structured thematic interviews is described before the results of those interviews in the beginning of chapter 4.2. Results of the interview analysis is discussed in chapter 4.3.

Table 4: Implementation and anonymization of interviews

Interview / Date	Interview method	Interviewee role in Playbook	Number of participants	Interviewees' codes in analysis
1 group interview / 29 June 2022	Semi-structured, background interview	Business Sponsor	3/3	S1; S2; S3
2 group interview / 17 February 2023	Semi-structured thematic interview	Change expert	2/3	S4; S5
3 group interview / 20 February 2023	Semi-structured thematic interview	Change expert	3/3	S6; S7; S8

Document analysis of the case organisation's Playbook of human-centered change management is part of the development process. The analysis results are reported in chapter 4.4. In the same chapter other phases of the development process are also described.

4.1 Semi-structured background interview

The starting point for managing change from the aspect of sense of belonging is considered to be wide understanding of people and their individual situations, of people's need for closeness and togetherness and the identification of their pain points in change. Different ways to lead in change situations should be considered from the basis of this understanding, as one way does not suit everyone. When planning these ways to lead in change, it is seen useful to think about change through different personalities and the use of design thinking tools.

In terms of sense of belonging participation is considered as a significant factor in the change. People need to feel that they are heard, they are being part of the change and doing it, and that they are part of the community. People should be involved in the change on a large scale. It is also considered important that change communication is not only based on facts, but is also participatory and multidirectional, not just one-way guidance. It is also important that people involved in change management have shared understanding of what needs to be changed.

“Being truly interested in that person and the teams and what those people think and how to get them along and so, that's the important thing.” (S3)

“More pull-effect versus that you just communicate that “this is what you should do.” (S3)

Genuine caring and empathy are emphasized as factors that build sense of belonging. Taking emotions into account is seen as one of the key factors in managing change and sense of belonging. Emotions influence the experience, and therefore it is considered important to identify the change moments (and the paths they form) where emotions can be influenced. It is believed that it is essential to focus on positivity and motivation.

“It is incredibly important that you have the feeling that I am cared for, that my work community cares about me --- that is how that sense of belonging comes alive.” (S1)

“More of personalization and interventions.” (S2)

Among the tasks of the leader, it is considered especially important to explain the vision of change and bring people together. People should be given an opportunity to find their connection to the change vision and to the purpose of the company, which strengthens the engagement and experience of belonging to the community. The leader is also considered to have an important role in creating the change climate.

“Leadership is a hugely important element at all levels, which means that through leadership you can communicate to the people in what they engage to, to whatever the vision or strategy or the team’s mission it is. And how, as a leader, do you bring people together and create that climate then.” (S3)

Meetings face-to-face, physically presence, are seen essential for the sense of belonging, even though the expectation of the possibility of virtual interaction, especially among young people, is recognized. The usage of different workspaces is also seen as one aspect to which pay attention to. Human-centered change management is believed to have a positive effect on sense of belonging, but it is not considered as a sure matter. Whether there are enough tools to manage sense of belonging or whether the tools have been communicated sufficiently, are open questions.

“If you take people along and use these kinds of human-centric tools in changes, that there are several going on all around all the time, then what is the human experience, that am I an outsider in these? Am I like a target or am I somehow involved in these? You would think it would either increase or destroy the sense of belonging.” (S2)

The categories that were formed in the analysis of the first interview answers were remarkably similar to the categories in the summary of the theoretical literature. In addition to them, there was a new category of iteration. In the summary of the theoretical literature Practical & Iterative was only a category of human-centered leadership, not of leading sense of belonging.

“However, people need that iteration and agility.” (S2)

4.2 Semi-structured thematic interviews

The themes of the semi-structured thematic interviews were composed from the summary of the theoretical framework on categories of leading sense of belonging in change (Table 2), to which an iteration category was added based on the analysis of background interview analysis, and from the attributes in square field of leading sense of belonging (Table 1), which were taken into account to bring more perspective to theme formation. In addition, those

areas of leadership that came up and were emphasized in the background interview, were taken into account in themes: participation, taking account various human aspects, considering a person as an individual who is a part of a group, communication, caring, emotions and (leadership)culture. (Appendix 5) Interview themes:

1. Human Connections & Commonalities - individual as a part of a larger group
2. Communication & Collaboration
3. Participation & Commitment
4. Learning & Development
5. Culture & Emotional climate - inclusive, safe, caring, and positive

Interview questions were aimed to promote open discussion around themes. The interviews started with questions about interviewees' perception of sense of belonging and human-centricity, after which each theme was approached with two open-ended questions. At the end of the discussion of the theme or themes, there was a question about experiences related to the use of the organisation's change management playbook. This last planned question was not communicated in advance in the interview invitation (Appendix 4), so that when interviewees possibly prepared for the interview, they would focus on the themes of leading sense of belonging in change.

From the analysis of the semi-structured thematic interviews (one of the invitees did not participate in the second group interview), there are five focal areas that emerge in relations to leading sense of belonging in change: 1) Leading Communication, 2) Leading Participation, 3) Leading Emotional climate, 4) Leading Human Connections, and 5) Leading Learning and Development. The diversity of the changes is also emphasized in the answers and the fact that the approach and its emphases should be chosen according to the characteristics of the change and the organisation in question. Based on the analysis, the human-centered change management approach seems to provide tools for managing sense of belonging but raises questions about its use. Each of the five focal areas is discussed next.

4.2.1 Leading Communication

It comes out from the interview responses that communication and sharing information play a key role in managing change and influencing the sense of belonging. The starting point is that those who are responsible for managing change know their organisation well. Communication is perceived important in defining, strengthening, and making culture transparent - in communicating what kind of activities are supported. Communication is a way of expressing in words and building common ways of working that are based on values. The case organisation's values (chapter 1.2) are considered to be strong and well internalized, and they were seen to guide operations.

“Values and such, you can build a lot on the basis of them, but of course it requires some wording for how these kinds of things are reflected in the action.” (S5)

One of the main tasks of the change leadership is considered to be explaining the change vision and guiding people in the same direction; to create an image of a common future, explain the need for change and communicate expectations and a common goal. The leader of change should also create opportunities for everyone to find their own connection to the vision and its meaning for themselves. To communicate the benefits and advantages of the change is seen beneficial.

“People get the impression that OK, that this is the direction we are going in, and they are kind of able to see themselves in that new situation in their minds.” (S4)

It is considered important that communication is based on facts, is up-to-date and timely, and that everyone has access to common information. However, it is seen necessary to be prepared for misinterpretation and incomprehension of messages, because even if the communication is carefully planned, there is always the possibility of misinterpretations. It is also important for change managers to stick to what has been agreed together. Gossip and speculation need to be cut off and misinformation corrected without delay. It is perceived important to create opportunities to ask questions and get answers, as well as to allow time to internalize things. Early and open communication, within the limits of possibilities, is also seen important as well as continuous communication about the progress of change.

“At the same time, it was possible to ask and raise concerns and then also in those situations some --- leaders corrected the perceptions of what had arisen so that useless rumours were shot down.” (S8)

“It takes a little (time) to internalize it, even on a fact level.” (S7)

Communication through various channels, repetition and conversations are considered to be needed to a considerable extent. The clarity of the core messages is also considered important. The promotion of reciprocity and dialogue is also seen as significant in terms of sense of belonging. Similarly, the role of communication in touching emotions in change and utilising stories of successful changes (storytelling) is seen as useful.

“The amount of communication and encounters, there can never be enough.” (S5)

“Would start building that story so that people would buy it in emotional side.” (S5)

4.2.2 Leading Participation

Participation and participatory leadership are considered to have major impact on sense of belonging in change. Participation is regarded to promote the experience of being needed and that one's own contribution is relevant. Working together towards a common goal is considered the most essential in terms of the sense of belonging in the work community.

“We do things together, we are the same bunch of people in a certain way, we are on the same side for each other and for that bigger picture.” (S4)

Being able to influence and participate in decision-making is considered to increase the sense of belonging. However, realistic consideration is regarded necessary, at what stage and to what extent people can be involved in decision-making in different changes and in different organisations. Everyone should, anyway, be able to be heard and express their opinions, thoughts, and ideas. Those who are further away from decision-making must also be heard, and the role of the closest manager was assessed as central in this. It is perceived important also to take into account different job descriptions - the experience of being ignored in an expert position and in matters of own expertise areas is believed to have a significant negative impact on the work input. Different views should also be valued, although it is believed to be understandable that the individual's point of view cannot always be taken into account as such compared to the employer's point of view. It is also considered important to identify and involve the right people in the change management, not just like-minded people. Recruiting those enthusiastic about the change as ambassadors was also regarded useful.

“That people could plan themselves and put their own fingerprints to those matters, I think it does increase the kind of sense of belonging and good cooperation and commitment.” (S8)

“There was the opportunity to express own views... we can go quite a long way with listening to what people have to say.” (S8)

Volunteering and being invited to participate is perceived to have a positive effect on participation. The impact of one's own close circle of people and peer groups, also to ownership, is considered significant. The importance of top management's example and participation in people's everyday work environment is also identified. Common challenging goals are considered to increase the sense of belonging, as does lowering the hierarchy. It is also thought useful to pay attention to reward models.

“It is the call to action, that when you base on voluntarism, you actually found it, really well actually.” (S7)

“Then when that best friend said this is an absolutely great thing, that it's worth experiencing, you don't really think for a second when you're like I want that too.” (S4)

The perspectives of equality, diversity, and inclusion, which include equality of minorities and genders, are considered essential for participation. It is perceived important to avoid ranking and to emphasise doing things together. Equal listening and attention not only in work matters, but also in leisure discussions, is regarded valuable to promote. It is believed that seemingly small things might often have a big impact, but then there is another question, whether small things will come up and how they could be accessed.

“Inclusion so that it is an integral part.” (S5)

“Are we interested in everyone and everyone's matters?” (S4)

4.2.3 Leading Emotional Climate

Considering emotions is regarded to be human-centered and it is assessed to be a key factor in leading change and belonging. Sense of belonging is seen essential to the success of change. Emotions are influenced by different areas of change management and leading sense of belonging, which in turn are affected by emotions. For example, being heard, which was discussed in chapter 4.2.2 Leading Participation, is considered to affect, among other things, the experience of being valued.

Understanding of humanity, of people's needs, and different starting points and situations is regarded as the basis of leading emotional climate. This understanding is expected from everyone in the work community, although the role of the closest manager is emphasized. Psychological safety is considered as a significant factor in the sense of belonging in change and flexibility is stressed over absoluteness. People need to be able to feel accepted for who they are, even with their weaknesses. Everyone should also be able to feel valued and to be taken into account, even though individual attention is not always considered possible during changes. According to the answers, it is possible to be human-centered, although not individual-centered.

“At least for me, there's a strong link between sense of belonging and psychological safety that you can be in a way yourself with all your weaknesses and yet the community kind of accepts.” (S8)

One of the key elements in leading sense of belonging in change is considered to be trust, which is perceived to increase openness. Building trust is regarded as a continuous task, as strong trust will also support in future change situations. People are believed to need support and information about who to turn to in questions. Empathy, looking from the other person's perspective and striving for understanding, is considered central to the leading emotional climate. Similarly, caring for others and paying attention to wellbeing are seen as important. It is considered sensible to ask about wellbeing directly, although it should be done discreetly. If it seems that something is not in order, it should be addressed, also from the point of view that emotions were found to be spreading.

“(Trust) is built for a long time. After all, if it has been built and there is credit in the bank, so to speak, then it will be easier to deal with those difficult times.” (S6)

“Let’s go look at it a little bit from the other direction, so that you can put yourself in each other’s shoes a little bit.” (S5)

It is perceived necessary to talk with people and ask a lot of questions in order to gain an understanding of both people and situations. Assumptions should be avoided. Opportunities to share concerns in facilitated events are considered valuable. Those involved in leading change should also be able to share their thoughts. Positivity is considered important in creating an emotional climate and guiding action, but with positivity it is also seen required to have sense of the situation and an understanding of the nature of the change.

“Being able to share a little bit with others, I think that is somehow a relieving situation when going through that change.” (S4)

“How do you kind of get that energy to focus positively on that change.” (S7)

Through emotional connection, it is considered possible to get people involved and engaged. It is thought that the sense of belonging can be built by success stories (see chapter 4.2.1 Leading Communication) and supporting matters of pride. Concrete unifying things, such as organisation’s own branded products, are also believed to have an impact on the sense of belonging. It is considered noteworthy to understanding the need to stay as a part of a group. In a change situation, the experience of working together and being helpful was seen to bring joy and create the sense of belonging.

“Kind of very concrete and even little things, but such that they kind of give people the feeling of being involved and taken into account and taken care of and kind of not forgetting anyone here.” (S4)

“To get that kind of mode like I want that also hey, or I will fall off from this.” (S5)

It is considered especially important to identify the moments and things that can cause negative emotions so that people can be supported in those situations and in a timely manner (understanding the change path). During the change, different emotions can arise from different things; the inability to change may cause anxiety or the failure of the change may cause disappointment, were raised as examples. Change may also be experienced as a kind of emergency, in which case special attention should be paid to basic needs.

“Change is not always negative, but let’s say that quite often a person first reacts to change a little bit in a way that my goodness, what threats there are to me.” (S5)

Reflecting one's own experiences and paying attention to one's own reactions is seen as necessary in order to understand and accept the different feelings and reactions of others. Even in difficult situations, it is considered important to face and lead in a human-centered manner. In the changes, where there is great resistance, it was thought that having neutral, conciliatory messengers on board would be beneficial. It is not considered a good idea to let the discussions bubble without trying to guide them constructively.

“It is good to think about what kind of thoughts and feelings and questions and uncertainties you had yourself when you were still in the beginning. People are anyway similar to a certain extent.” (S6)

Understanding the change curve and the fact that the change curve is different for everyone, both in depth and duration, and that people may start the change journey at different times, is considered significant. Negation is perceived necessary, so it is not worth trying to avoid it, but to help move onwards from it. Going deeper into negation is also not necessarily seen as a bad thing but is seen as potentially affecting a better understanding and commitment to change. It is considered important to give time to process emotions.

“Someone is in the stage of bargaining and someone is already starting to accept that new way of acting or doing, so how are those people treated and supported in different stage of change journey” (S8)

4.2.4 Leading Human Connections

Enabling people-to-people contacts is considered as an important part of change management in terms of sense of belonging. The reasons for this, such as support between co-workers, the joy of working together, and the need to be seen, taken into account and accepted, were mentioned also in chapter 4.2.3 Leading Emotional Climate. Connections between people are important also due to the power of recommendation and the spread of emotions (including positive ones), as mentioned in the same chapter. Opportunities to get to know each other, exchange news, share concerns and experiences, listen, be heard, and learn together, as well as sharing information between people by communication channels, are regarded essential in change. Opportunities to exchange ideas and experiences between those who are leading the change are also considered important.

In leading sense of belonging in change, it is considered necessary to create opportunities for discussion, but also remember the importance of small encounters. It is also seen important that someone, usually closest manager, is available. In discussions, it is possible for example, to show caring, gain an understanding of the prevailing emotional climate and the issues on which actions should be taken, and guide the discussion in a positive direction (see chapter 4.2.3 Leading Emotional Climate). It is also perceived useful to include general common topics outside the actual topic in the discussions, which is believed to promote sense of belonging. Also, understanding the connections in everyday life and nurturing co-worker

relationships is considered valuable for the sense of belonging. It is regarded necessary to maintain everyday routines in the work community, such as coffee breaks, which are believed to bring security in the midst of change.

“We got a lot of people on the lines and they asked questions and they were genuinely really good sets, but perhaps because other themes were also discussed there.” (S7)

“In a way, maintaining routines, because it's something you can kind of get grasp on when there's a big change.” (S4)

Face-to-face encounters and presence are considered important for the sense of belonging but contact and meetings are also assessed to be successful with online connections. It is regarded valuable to use many different meeting methods, such as webinars, info sessions and workshops. Workspaces and working tools need to enable interaction. In order for no one to remain an outsider, it is considered necessary that various working tools are equally accessible.

“In a way, that they could get into Teams and start collaborating there with people a little bit. There would be those encounters there.” (S5)

Relationships between people are seen to build a culture in the workplace. It is considered necessary to allow room within the organisation to local, distinctive cultures, although the common guidelines of the entire organisation must be strengthened and linked between cultures. It is also assessed important to know and understand the cultural differences between different countries and nationalities. An understanding of different ways of working in different companies is similarly needed, for example in corporate acquisition situations. People should be introduced to each other and guided to pay attention to similarities, as humans are found to have an innate way of noticing differences, even though there are many similarities. It is considered possible to support the discovery of unifying factors with concrete and visible things (e.g., brand products, see chapter 4.2.3 Leading Emotional Climate). It is important for change managers to know their organisation also in terms of leading relationships.

“It might also be quite positive that this business perceives itself as a bit like this.” (S7)

“There is a surprisingly lot in common if you really start to think about it. That it runs there in the background without us observing it in the same way as we do with those differences.” (S6)

4.2.5 Leading Learning and Development

When managing the sense of belonging in change, it is perceived important to pay attention to skills and learning. Learning new things is considered central to the sense of belonging and to the success of change. From the point of view of leading sense of belonging, it is regarded

significant to promote people's experience of their own capabilities. Valuing everyone's skills and competences is considered important, as is understanding of the concerns people may have about the adequacy of their own competence in change.

S8: Ensuring competence is one of the most important things and creating the belief that people will be able to cope with the new things

It is considered necessary to identify what is critical competence and what is the ability of the organisation to change. Change can be built on strengths. It is considered particularly important to identify the competences and learning needs of both people and the organisation, and to provide learning opportunities, learning tools and support for learning. The perspective of equity must also be taken into account in terms of learning opportunities, and voluntary learning need to be supported. Learning is seen as something that with it a person can get a grip on change, and in this, leading sense of belonging in change plays an important role. It is also perceived important to allow enough time for learning.

“Then how can you bring to it that OK that from this piece you can get a hold to things more clearly.” (S7)

Learning is assessed as a necessity, so promoting acceptance of the need to learn and feeding the desire to learn is emphasized. Learning is perceived to be needed at least at the level of thought. It is also considered important to understand that it is not just one-way learning but learning together - all parties should be open to learn and broaden their horizons. In relation to change it is seen that learning also means learning away, which is regarded to need guidance, as established habits are often believed to be the most functional. Accepting the credits of old ways is sometimes seen as necessary to express and then emphasize benefits of learning and to motivate people to learn, which are considered as essential tasks.

“It probably plays a key role in a certain way that people want and are motivated to learn new things, so that everyone would get an understanding of what I need to learn more about, what I should learn out of and how we can get there together.” (S4)

It is assessed useful to take advantage of the many ways of learning such as trainings, practical learning, peer teaching, sharing good practices and learnings. The importance of learning by doing and seeing is emphasized. The use of different workspaces and channels to promote learning is also seen advisable to be taken into account. Learning is considered to include learning about and from others and sharing what has been learned - also among change leaders. Cultural differences are also perceived to affect learning, and cultural training for change managers is considered necessary.

“Lessons learnt are of course collected all the time along the way.” (S5)

“It may be that culture that can prevent reception of something important.” (S5)

4.2.6 Human-centered approach promotes sense of belonging in change

The case organisation's Playbook of Human-centered change management approach and its tools are said to have been utilized. The Playbook is considered to guide thinking well, especially in relation to the themes of the semi-structured thematic interview and thus in building sense of belonging in change. It is assessed to include several tools that can be applied in different ways. The Playbook is seen to provide tools especially for looking at things from different perspectives. Identifying different target groups and their change paths and thus pay attention to the change experience, are regarded as excellent ways to approach change. Understanding the change curve that is included in the Playbook is also considered useful in this context. The tools are also assessed to have good tasks that can be assigned to target groups. A special mention of the tools is given to the elevator pitch, which is considered to be a good help in summarizing the key messages of change.

“Yes, it kind of directs you to that kind of diverse thinking --- I think there is a lot of really good stuff in there.” (S5)

On the other hand, it is pondered whether there has been ability to use the tools sufficiently. It is considered advisable to recall and revisit the content of the Playbook. More tools are seen to possibly be needed to take cultural aspects into account and to bring groups at different stages, including those in a change organisation to the same stage, which is seen as an essential indicator of the success of change.

“Surely there is place for that little refreshing. To go through the material again on your own at some convenient time, so that you probably get new thoughts again.” (S6)

4.3 Discussion on how to lead sense of belonging in change

Based on the analyses of interviews and theoretical framework, leading sense of belonging in (to some extent planned) change in an organisation requires understanding the sense of belonging as basic human need that change(s) might threaten. However, change can also open possibilities to strengthen the sense of belonging and work as uniting factor. Thus, leading sense of belonging in change in an organisation is continuous activity to mitigate effects of threats and to utilize possibilities to support the sense of belonging throughout the change. Especially important is to pay attention to sense of belonging in change deliberately, which is also conclusion of recent research of Katsaros (2022) and of Crestani and Taylor (2021). However, foundation of the sense of belonging in an organisation is built on the working culture and practices of the workplace (Waller 2022), not only in change situations but in everyday activities.

Interview analysis revealed five areas to emphasize in leading sense of belonging in change, 1) Leading Communication, 2) Leading Participation, 3) Leading Emotional Climate, 4) Leading Human Connections and 5) Leading Learning and Development, which are strongly intertwined. The strengths and weaknesses of leadership in some of these areas is likely have a corresponding impact on other areas. Depending on the characteristics of the change, organisation, and stakeholders of the change, focus and emphasis of these five areas may vary, but none of the areas alone or even some of them together are not enough in leading sense of belonging in change - all areas need to be taken into account. The finding of these five areas supports both Katsaros' (2022), and Crestani's and Taylor's (2021) research results, which both emphasise importance of participation that can be promoted by inclusive communication and leadership. Results of this thesis work stresses the unbreakable interconnectedness of the five areas of leading sense of belonging in change and the situational nature of their emphasis.

In 1) Leading Communication in change in terms of sense of belonging important is openness, equality, honesty, clarity, and regularity, which need to be considered in communication content, style, channels, and timing. Interviewees described the possibility of misinterpretations, which shows the delicacy of communication that easily turns out unsuccessful, like Smith and Graetz (2011) wrote. Main tasks of the Leading Communication are to communicate vision and goals, make sense of them and connect them to meaning, relevance of which Katsaros (2022) emphasizes. According to Martela and Jarenko (2015), the sense of belonging is promoted by interactivity, sharing information and dialogue, which are key factors in human-centered change management (e.g., Borges & Quintas 2020, Fleming & Millar 2019) and thus, as the results of the thesis also support, suggests that human-centered change management supports leading sense of belonging in change in terms of communication. Contrary to expectations, the importance of giving feedback or actively asking for an opinion, of which Waller (2022) discusses, did not emerge in the analysis nor did the possibility of evaluating the progress of the change process, of which Katsaros (2022) write.

2) Leading Participation is about activating people in the organisation to work together for the common goal and vision. To do this and promote sense of belonging, change managers need to invite people to join and create opportunities to volunteer. It is important to identify and involve especially those whose area of expertise is in the question and whose work is possibly affected the most in the change. Change managers need to focus on groups at work community, as closest people at work and peer group impact on individual's participation. Involving people in decision-making and enhancing possibilities for everyone to be heard is a way to make people feel that they are needed, and that their contribution is meaningful, which is essential for the leading participation in terms sense of belonging in change. It is also important to respect and acknowledge everyone's contribution and value different views. These analysis results are in line with Waller's (2022) findings. Diversity and inclusion together with

equality are central elements to focus on in Leading Participation to foster sense of belonging in change, which also Katsaros (2022) and Waller (2022) discuss. Leaders and managers need to show example and participate in change activities together with others, which would also lower the hierarchy and thus also in that way support the sense of belonging, according to Martela and Jarenko (2015). In leading participation enhancing informal interaction is also significant way to promote sense of belonging, of which also Filstad et al. (2019) and Waller (2022) write. Inclusive decision-making and collaboration in everyday life are also central in Human-centered change management, as is socially and morally ethical ways to lead (Holeman & Kane 2020; Stenvall & Virtanen 2021) thus Leading Participation promotes leading sense of belonging in change.

Emotions are in the core of sense of belonging (e.g., Baumeister & Leary 1995, Hagerty et al. 1996, Waller 2022), which is both a feeling and an experience, thus the emphasis of 3) Leading Emotional Climate in the results was expected. Leading Emotional Climate in change to foster sense of belonging requires understanding for humanity and human needs and most of all empathy towards other persons and their different situations, as Waller (2022) describes. Focusing on wellbeing and caring is important for change managers in leading sense of belonging in change. Perspectives of human-centered change management (e.g., Bannon 2011; Kennedy et al. 2020; Smith & Graetz 2011) are in line with these results. People need different kind of support in different stages of change curve (Kübler-Ross 2009) that also affect group behaviour (Rosenbaum et al. 2018), but which is not the same kind for everyone or every group. Reflecting to own experiences can help change managers in this task. The importance of psychological safety (Waller 2022) in changes is significant thus change managers need to build trust and promote inclusion and flexibility to enhance openness. People's will to do good (Martela & Jarenko 2015) can be taken account in changes by enhancing collaboration e.g., in learning from each other. In Leading Emotional Climate in terms of sense of belonging change managers can use stories and unifying things (Filstad et al. 2019) like brand items to promote matters that people are proud of and appeal to their need to be part of a larger group.

In an organisation change managers need, in close interaction with people, to observe changes in emotional climate as they reflect the effects of the other areas of leading sense of belonging in change. Timely and suitable responses in negative turns support sense of belonging in change and prevents negative emotions in spreading, which is important in creating positive change climate (Steigenberger 2015). Positivity and joy of working together are central for sense of belonging in change. However, the level of positivity also requires to be evaluated by the change situation. It is recommendable to facilitate events for people to share their concerns, but especially important for change managers is being available for questions.

However, unexpected result of the interview analysis was the view and experience that stage of negativity might correlate with making sense of change and committing to it, so that deep negation can outcome as strong commitment to change.

Human relations are essential for the sense of belonging (Baumeister & Leary 1995; Waller 2022) and thus also for 4) Leading Human Connections in change. Bringing people together and motivating them to work together for the change vision is change managers' main task. In order to lead sense of belonging in change, it is necessary for change managers in an organisation to identify and understand existing connections and characteristics of them and pay attention especially to meaningful relationships and groups they form at work, to which Allen (2021) refer. Quality relationships need to be supported as well as new meaningful connections promoted and strengthened in change, which is also part of human-centered change management according to Kennedy et al. (2020) and Fleming and Millar (2019).

It is notable, that strong relationships may also cause an alliance against the change, that requires then activities in other areas of change management, but in terms of sense of belonging can be significant to individual. Allen (2022) discusses the possibility that people may seek strong relationships, even though they might cause difficulties in other areas in person's life and Borges and Quintas (2020) also suggest thinking the influence of group pressure. This means that the sense of belonging need to be taken account from all its aspects in good and bad, thus Leading Human Connections creates requirement for change managers of sensitivity to situation and of relationship management skills, as Smith & Graetz (2011) write.

Change managers need to create possibilities for people to get to know each other and find commonalities, and so make it possible for people to notice benefits of human relations, to which Bryer (2020) encourages. Important is that people have someone available to contact. In Leading Human Connection change managers need also to take into account organisation's culture and sub-cultures of organisations' different units and locations and people's different nationalities. Inclusion and equality are important for the sense of belonging also in terms of Leading Human Connections in change.

In an organisation change managers need to pay attention to content, tools and ways of interaction in Leading Human Connections and sense of belonging in change. While emphasis is on face-to-face to meetings, digital tools are also useful in interaction, and taking advantage of both ways is probably the most recommendable. Everyday connections and small encounters are important in fostering sense of belonging in change. Also, informal interaction has positive impact to sense of belonging, like Tushman et al. (1986) wrote. For different purposes (for info sessions, trainings etc.) change managers need to consider using different ways, such as workshops or webinars, and different kinds workspaces, of which Martela and Jarenko (2015) wite, to promote the sense of belonging.

5) Leading Learning and Development focuses on identifying the strengths and capabilities of people and organisation, as well as increasing and developing them. Change in general can be perceived as learning, like Lewin (2004). Experience of one's own capabilities influences significantly to the sense of belonging, thus in an organisation change managers need to respect everyone's skills and will to learn new, as well as create learning opportunities to achieve new capabilities that are needed in change and in the future. Strengths are element on which change can built that also enhances experience of competence and supports sense of belonging (Waller 2022; Martela & Jarenko 2015). Through learning individual can get a hold and make sense of the change. In changes learning is always needed at some level and usually it means also learning away from old ways and habits. Change managers need to motivate people to learn e.g., by promoting benefits of it. Important is to understand and utilize different ways to learn like trainings, learning in practice or learning from each other e.g., by sharing good practices. Change managers need also to be open for learning, as learning is multidirectional. To lead sense of belonging by Leading Learning and Development change managers need to pay attention to equity of learning opportunities and tools and promote voluntary learning. Alternative workspaces and channels also in relations to learning opportunities can be used in enhancing sense of belonging in change. Collective learning, building on strengths, improving skills, and valuing competence are also in focus in human-centered change management (Fleming & Millar 2019; Holeman & Kane 2020; Kennedy et al. 2020; Stenvall & Virtanen 2021), thus human-centered change management support leading sense of belonging in change by Leading Learning and Development.

Leading in all the five areas requires engagement and focus on the quality of actions and leadership. Time is significant factor in all areas; time is needed to internalize new information and learnings, to go through emotions, to connect with others and participate. Planning and implementing successful activities to lead sense of belonging in change requires understanding to whom and how change impacts on. Thus, knowing well people, organisation and processes is important, of which also Stenvall and Virtanen (2021) discusses in relation to human-centered change management. This challenges the use of an external consultant in change processes.

Due to the strong interconnectedness of the five areas, activities planned in one area need also to be viewed from the perspectives of other areas in order to take account all aspects of leading sense of belonging in change. In practise change managers need to pay attention closely to these five main areas in leading sense of belonging in change, as the theoretical framework and analysis results indicated the significant impact of details and single situations. It is important to have flexibility and ability to make agile changes to plans in order to respond in changing situations. Change managers need openness and sensitivity, intuitiveness

in receiving and interpreting observations to be able react timely and as required by the situation. It must not be forgotten that leading sense of belonging is relevant also in change management organisation, among the change managers, whose role is also to lead by example.

Human-centered change management approach responses well to the needs of leading sense of belonging in change indicate both theoretical framework and interview analyses. Valuing and respecting humanity, focusing on human perspective, and taking into account people's different circumstances form solid starting point to lead sense of belonging in change. Taking the perspective of another person and reflecting to own experiences increases understanding of people's reactions to change activities and thus supports in leading sense of belonging. Human-centered change management approach aims to design change activities more individually, which serves also sense of belonging that is personal experience.

Sense of belonging is part of human-centricity, which perceives human as whole. However, from the aspect of sense of belonging, being a member of a group(s), interpersonal relationships, and reciprocal interaction are emphasised. Thus, in leading sense of belonging in change, perspective of individual needs to be widened and emphasized to understand individual through the human connections and role in them, to perceive human as "relationships" like Crestani and Taylor (2021) suggests. Further on, leading sense of belonging in change needs to focus on leading relationships, groups, and community. Even though human-centered change management supports in leading sense of belonging, it requires attention as its own subject area and a focus on enhancing human interaction.

4.4 Document analysis and development process

Results of the document analysis is divided to category comparison and to reflection on themes that have emerged from the analysis of semi-structured thematic interviews. Different sections of the Playbook, "guidance section" and "tools section" are taken account separately. Also, photos in the Playbook are analysed by the categories.


Results of the document analysis and meaning of them is discussed in more detail in chapter 4.4.3. Development proposals are made based on the results and the conclusions drawn from them. Presenting development proposals in the case company and thoughts they raised are described to conclude development process.

4.4.1 Document in category comparison

In a systematic comparison of the text content of the Playbook with the categories of the theoretical framework that have been revised based on the background interview, it seems that all categories have been taken into account to some extent in the Playbook. To mention separately, word "belonging" is mentioned once in the documentary. The categories that appear

more strongly in the guidance section seem to appear in almost the same proportion in the tools section. The visibility of the categories in the document is divided into four groups, of which the categories of the first group stand out most clearly, the difference between the two middle groups (group 2 and 3) and the fourth group is less, however, in such a way that the difference between the second and fourth group is significant. (Table 5, Appendix 1)

Table 5: Visibility of the categories of leading sense of belonging in change in the Playbook



Group	Categories
1	Embracing humanity Ownership Sensemaking Skills & Learning
2	Collaboration & Dialogue Communication & Knowledge-sharing Emotions Leadership skills Motivation & Support
3	Commonalities & Common activities Empathy Flexibility Participation & Empowerment Positivity Psychological Safety & Experimenting Relationships Understanding current ways of working
4	Acknowledgement Connecting to meaning Iteration Usability of workspaces Values Wellbeing

Clearly the strongest of the categories seem to be “Embracing humanity”, “Ownership”, “Sensemaking”, and “Skills & Learning”. In “Embracing humanity” category it is not specifically taken into account the word ‘human-centered’, which is repeated on several pages in addition to the title of the document. In the “Ownership” category it is also taken into account, for example, the expressions performance and effort, as in the content of the document they refer more to the “Ownership” category than to the “Acknowledgements” category (attributes of which they are identified in the knowledge base). Significantly less, but steadily both in the guidance and in the tools sections arise the categories “Collaboration & Dialogue”, “Communication & Knowledge-sharing”, “Emotions”, “Leadership skills”, and “Motivation & Support”, which seem to have equal emphasis. From the “Leadership skills” category, the

commitment is emphasized in the document, while attributes related to leadership approaches in more detail, such as being present, (active) listening, being aware of own biases or lowering hierarchy, do not appear in the document.

“Trainings ensure that employees understand what the change means for them and what new knowledge and skills are required.” (Playbook)

“Encourages diversity and the refinement of ideas by bringing together team members with different perspectives and areas of expertise” (Playbook)

The categories of the third group “Commonalities & Common activities”, “Empathy”, “Flexibility”, “Participation & Empowerment”, “Positivity”, “Psychological Safety & Experimenting”, “Relationships”, and “Understanding current ways of working” come out slightly less often than the second group. From “Commonalities & Common activities” category appear mainly common activities while commonalities are somewhat ignored. Of its attributes, stories are taken into account in the “Sensemaking” category due to the context in the Playbook. Of the attributes in the “Participation & Empowerment” category, activity is recognized only in the verb form activate and in the appropriate context. In the document activity/activities refers more to the planning of activities or describes a tool. In the “Relationships” category, attention is paid to people-to-people connections and interactions, so if, for example, stakeholder attribute is expressed in the document as an object of action, it is not taken into account in the category.

“Co-creation workshops, communication messages and events and training sessions” (Playbook)

“Ensure that the right people are involved and informed in the right way” (Playbook)

“To what extent can people in your team openly and honestly discuss issues and concerns related to the change project?” (Playbook)

The categories that appear weakest in the document are “Acknowledgements”, “Connecting to meaning”, “Iteration”, “Usability of workspaces”, “Values” and “Wellbeing”. The “Acknowledgements” category comes up more in the tools section than the other categories in this group. Among the attributes in the “Usability of workspaces” category, the focus in the document is on the use of digital tools, face-to-face interaction is not mentioned. The trust attribute in the “Values” category is taken into account in the “Psychological Safety & Experimenting” category, for which it seems to be better suited based also on the semi-structured thematic interview responses. The values attribute is mentioned in the document when it guides to act according to the organisation’s values. However, the Playbook does not contain the organisation’s values as such. “Iteration” category that came up in the background interview, has poor visibility, but is expressed both in the guidance and in the tools sections. The “Wellbeing” category is the only one that does not appear in the tools section.

“Celebrate the win of the month” (Playbook)

“Attractive culture, space and technology” (Playbook)

In the category comparison of Playbook's tools section there seems to be great spreading in how the sense of belonging -related attributes appear in their text content. However, each tool seems to have correspondence to some of the categories. Based on a systematic comparison, the tools that take into account sense of belonging in change the most are tools that provide ideas for promoting engagement, experimentation, and ideation, guide the monitoring of change situation and provide advise on how to manage emotions. In terms of sense of belonging, the weakest in the category comparison were tools that focus on business affairs management, such as risk management, or that provide a simple template/frame for task logging.

The Playbook also contains images and icons that clarify the message and enhances the readability of the document. The Playbook contains several pictures of people and forest themes, that represent well the organisation's brand. The organisation's logo recurs on almost every page, which can be considered to relate to the “Commonalities & Common activities” category (common symbol). The people featured in the images are of different ages, ethnicities, and genders, which can be seen as representing the “Embrace humanity” category. To “Collaboration & Dialogue” category can be interpreted a recurring image in which several people hold their hands close together and grow a sprout. Safety attribute of the “Wellbeing” category appears in the pictures of people working in the field who are wearing safety vests and helmets. Nature images often feature people moving around in nature, which can be perceived as nature's impact on wellbeing and thus also representing the “Wellbeing” category.

4.4.2 Document in the light of interview analysis

When comparing the content of the document (the Playbook) with the themes formed in the analysis of the semi-structured thematic interview, “Leading Communication” emerges as its own emphasized topic, for which there is both a targeted tool and recommended tools. “Leading Participation” is represented in the areas of identifying and engaging target groups, for which there are separately recommended tools. “Leading Emotional climate”, on the other hand, is described in the Playbook as a basis for change management and is included in various topics. “Leading Emotional climate” is emphasized in topics related to the change experience, which are especially addressed to those who work in the role of change expert. There is also a targeted tool and recommended tools for “Leading Emotional climate”.

The importance of “Leading Learning and Development” is emphasised as a key factor in change, even though it has not been raised as an own topic with recommended tools. However, there is a tool targeted at it in the Playbook, and learning is brought up as part of many

other tools. “Leading Human Connections” does not appear in the Playbook as an own topic, and there is no targeted tool for it. However, it is often visible, for example, through the emphasis on collaboration and partly through the identification of stakeholders.

4.4.3 Case organisation’s Playbook in leading sense of belonging in change

In overall case organisation’s Playbook of human-centered change management supports leading sense of belonging in change, which is expected result in light of the theoretical framework and interview analyses. The playbook covers to some extent all the areas of leading sense of belonging in change. However, it also shows some weaknesses. The Playbook supports in thinking target and stakeholder groups and suitable approaches for them in various change situations and emphasizes change experience, which brings together all the aspects of leading sense of belonging in change. The five main areas of leading sense of belonging in change are well taken into account in the Playbook, but there is space for development in the area of Leading Human Connections, which in terms of sense of belonging is central. Commonalities were visible in the Playbook only in pictures, and ways to meet such as face-to-face and informal meetings did not appear in the Playbook. According to the theoretical framework and the interview analysis these would strengthen the Playbook’s usage in leading sense of belonging in change.

Commitment of leadership is emphasized in the Playbook, but it does not directly bring out leadership skills like expectations for leaders such as active listening and being aware of own biases, that would be beneficial to add in terms of leading sense of belonging. On the other hand, the entire Playbook is about leadership skills in change and e.g., embracing humanity, empathy, positivity, motivation & support are well covered as own areas. Case organisation’s values that in the Playbook are only referred to, would be advisable to write down to it. Although interview analyses indicate that organisation’s values are well internalized in, in the Playbook they would express organisation’s culture, represent commonalities, and enhance finding connecting to meaning. Even if “connecting to meaning” as a category of analysis has weak visibility in the Playbook, it is supported by the linkage to sensemaking, which is strongly featured in the Playbook. Similar situation is with wellbeing, that did not appear much as its own category, but in relations to categories like psychological safety, empathy, and emotions.

The Playbook has proven to be a useful documentary that is well-equipped with tools for leading sense of belonging in change. Tools that support the most in this focus on engagement, experimentation, and ideation, managing emotions or guiding the monitoring of change situations. Tools that are weakest in terms of leading sense of belonging are for risk and business affair management or simply provide template for task logging. This result was expected considering the theoretical framework and the interview analysis. The Playbook combines the

management of process and the human-centered management of people, which responses Bryer's (2020) call to bring the skills of leading sense of belonging alongside technical process management.

According to the interview analysis, those in change expert roles have a good knowledge and understanding also of the details for which the Playbook provides mainly guidelines. However, only part of the tools has been used and starting to test other tools is not that easily taken up. Encouraging to take time to review the Playbook again and to practice using different tools is a way to enhance noticing the benefits of them and taking them into usage. Promoting the sharing good experiences and tips on different tools also supports in this.

In order to use the Playbook in leading sense of belonging, its use as a whole document need to be promoted. It is recommended to deliberately focus the attention to sense of belonging in change in the Playbook and emphasize human connections as its own area, which is complemented with different ways to interact and find commonalities. Important is to train and guide new employees, especially whose area of expertise change management is, to use the Playbook. Trainings together with development activities of the Playbook deepen the understanding of how to lead sense of belonging in change.

4.4.4 Development proposals and presentation at case organisation

To strengthen the case organisation's Playbook of human-centered change management in leading sense of belonging it is recommended in the Playbook:

1. to raise sense of belonging as its own topic
2. to recommend tools that support sense of belonging
3. to emphasize focus on identifying and leading Human Connections
4. to develop relevant tools to focus on commonalities and ways to meet (to add face-to-face meetings, informal meetings, and usage of meeting spaces)
5. to describe ways to lead (e.g., active listening, being aware of own biases, being present and genuine and benevolent, showing interest)
6. to add the case organisation's values

It is also recommended

7. to promote the usage of the Playbook and encourage those whose expertise change management is to try different tools and share experiences of using them
8. to organize new training in connection with development activities

Research results and development proposals were presented in the case organisation on 8th May 2023 to HR Strategic Development team and Executive Vice President of Human Resources. HR Strategic Development team is responsible for the development related to

employees: performance, talent, human resourcing, experience, engagement, and learning. The team has members in expertise areas of individual and leadership development (people development), employee experience design, employer branding and communication, and people related analytics. HR Strategic Development team owns the case organisation's change management approach.

Results of this thesis were considered important and interesting. It was noted that renewal of the change management approach was not originally considered from the perspective of sense of belonging, which is an essential element in case organisation to focus on, thus thesis results were seen to bring valuable insights in how this way of working impacts on and supports other focus area, and what could be the guidelines for future development. Evaluating current way of working from a different angle was perceived as a relevant task and useful for the case organisation.

Development proposals for the change management approach were recognized. Need for more discussion on the approach had been noticed also in other connections. It was considered that discussion events could be arranged, and in them change management could be approached from different perspectives - sense of belonging being one of them. Results were also seen to support current development activities in the organisation related to the workspaces. Thesis results and development proposals raised question and thinking about the effects in different directions, if the human connections are not working. Regarding the Playbook, it was considered whether it could be available in a lighter and more accessible form, and whether the meaning of the individual tools could be opened up and described better.

5 Conclusions and further development proposals

In leading sense of belonging in change there are five main areas that need all to be taken account 1) Leading Communication, 2) Leading Participation, 3) Leading Emotional Climate, 4) Leading Human Connections and 5) Leading Learning and Development. Change managers need to emphasize and balance these strongly intertwined areas according to the change, organization, people, and situations, but none of them can be overlooked. Human-centered change management approach supports in leading sense of belonging in change. However, attention need to be deliberately paid to the sense of belonging.

The theoretical implication of the results of this thesis is to provide empirical research information on change management in organisations from the perspective of sense of belonging, about which there is only a little researched available. Results validate recent research findings of Katsaros (2022) and Crestani and Taylor (2021) and reveal the interconnectedness of the areas of leading sense of belonging in change. Practical implication is to demonstrate the

need and benefit in the organisations to have a closer look at the interfaces of different processes, practices, and ways of working, and find out what effects these have on each other in reality - do the processes, practices, and ways of working support each other or do they have negative effects on each other? For the case organisation, this thesis provides information on how the organisation's goal of employees' sense of belonging can be promoted in changes, and how one of the organisation's management models (change management) supports the desired leadership style to foster sense of belonging.

In general, more research is needed in the area of sense of belonging in change in organisation context. How the areas of leading sense of belonging in change that emerged in this work affect each other in more detail, is subject for future studies. From the areas of leading sense of belonging, it would be particularly interesting to focus more specifically on the human connections. It would also be interesting and valuable to learn how changes in sense of belonging in change can be tracked and measured.

5.1 Generalizability

Sense of belonging in change has so far received too little attention both in practice and in research. The conclusions of this work on how sense of belonging can be led in change can be utilised more widely in organisations and in research. According to Saaranen-Kauppinen and Puusniekka (2006), thoroughness in the study of one case, supports the generalizability of conclusions, although according to Aaltio and Puusa (2020, 177-188), the goal of qualitative research is primarily to better understand the studied object, rather than to produce generalizable information. The results provide the main guidelines that different organisations can follow and emphasize according to their own starting points in different changes and change situations to foster sense of belonging in change. They can be used to evaluate the ways to lead change and how they respond to the need for sense of belonging. In future studies, the results can be used as a starting point for a new research or for comparing research results.

In organisations, it is important to recognize and acknowledge the significance of sense of belonging in change situations, both for people and for the organisations that people form. The sense of belonging is a basic human need, and human relationships have essential impact to the experience of sense of belonging. People should therefore be understood in the workplace through their interpersonal relationships and as part of a community. Thus, more attention must be paid to human connections and leading connections actively in changes in terms of sense of belonging.

5.2 Reliability, transferability, and ethical consideration

In this thesis, from planning to implementation, presentation of results and data management, the Finnish National Board on Research Ethics' guidelines of Responsible Conduct of Research (Tutkimuseettinen neuvottelukunta 2023) have been followed in all stages of the work, with an emphasis on diligence, neutrality, and transparency. Compliance with research integrity is part of the reliability of the work, writes Aaltio and Puusa (2020, 177-188)

The reliability of the work is demonstrated by the suitability of the methods chosen and used, the justification for their use and the transparent description of the research phases, write Puusa and Juuti (2020). The methods used in this thesis are typical for qualitative research and have traditionally been used in the research in the area of change management. The phases of research implementation are openly described. The use of the methods is justified in the work, and the research results obtained with them answer the research questions, which, according to Aaltio and Puusa (2020 177-188), supports the reliability and credibility of the work. The credibility is also demonstrated by the convincing research results (Aaltio & Puusa 2020, 177-188), which in this work is shown, for example, in the fact that the results support other recent research results, and the results were not questioned in the case organisation where they were presented. Efforts have been made to state the results in a clear and understandable manner.

In qualitative research, validity can be assessed, according to Aaltio and Puusa (2020, 177-188), by examining whether research topic has been treated as a whole and with consistency and by presenting how the continuum of work phases has led to interpretations. In this work, leadership in change has been discussed and examined in relation only to the aspects related to it. All work phases, their progression and linkage to each other, and how the interpretations were finally made through the work phases is described in the work. To the requirement of Aaltio and Puusa (2020, 177-188) to understand the organisation as a research object has been answered in the work by describing the dimensions of the organisation and presenting how the organisation is understood in this work (chapter 2.1).

The interesting topic and perspective of the work have inspired the thesis worker to thorough work. The thesis worker has strived for as consistent and objective work as possible and has reflected on own preconceptions and influences at all stages of the work, as required by Aaltio and Puusa (2020, 177-188) to ensure reliability. However, the thesis worker is employed by the case organisation, which may have affected in interpretations despite these efforts. On the other hand, this has helped to understand the vocabulary used by the interviewees (who are from the same organisation) and thus contributed to the reliability of the interpretations.

Toikko & Rantanen (2009, 158-159) consider it particularly important for research-oriented development process in terms of reliability to create a common vision in interaction with those affected by the matter and the usability of the results in practice. According to them, a participatory approach and a critical assessment of practices are essential in development process (166). In this work, those in the scope of the work participated through interviews, in which also the way of working used in the case organisation was partly assessed. Critical evaluation of the way of working is a focal development task of the work. Toikko & Rantanen (2009, 156) emphasize the systematic and careful data collection and analysis, that both have been followed in this work.

Discussing from the perspective of a case study, Eriksson & Koistinen (2014) emphasize the importance of methodological and data triangulation. According to Aaltio and Puusa (2020, 177-188), triangulation is particularly about the data, the researchers, the theory, and the methods, and whether different ones of them are used or if they are used in different situations (Hirsjärvi & Hurme 2010, 39). Researcher triangulation is not realized in this work, as it has been carried out by one thesis worker. However, the theory triangulation is realized in the various theoretical perspectives presented. In this work, the data triangulation is supported by two differing datasets, interviews and a documentary, and by interviewees representing different business areas and roles in the case organisation. The interviews and the document together also support the methodological triangulation of data acquisition.

In theoretical framework there is presented verified information, which according to Hirsjärvi and Hurme (2010, 20) is essential for reliability. The process related to interviews, which is a typical data collection method for qualitative research, and the choices related to it have been described in the work, as is the implementation and success of the interviews, as required by Aaltio and Puusa (2020, 177-188) in terms of reliability. The reliability of the work is also improved by number of interviews (not relying on single interview, but in 3 in total) and by two different data collection methods that support each other. Several interviews and document as material made it possible to compare results (a human-centered approach in managing change supports leading sense of belonging in change emerged in both interview and documentary analysis) which supports the reliability of the work. These are also aspects that Aaltio and Puusa (2020, 177-188) emphasize. Possibility compare different datasets also mitigates the impact of preconceptions, according to Bowen (2009, 28).

According to Graneheim et al. (2017, 33), it is important for reliability to interview people who have experience or expertise in the topic and to obtain sufficient material also to observe exceptions. In this work, the interviewees were carefully selected on the basis of expertise and representativeness. It is possible that more interviewees/interviews could have increased the reliability of the results of the work. However, on the scale of this thesis work, the limited number of interviews and interviewees produced variable material.

Hirsjärvi and Hurme (2010, 184) discuss that the quality of the interview material can be influenced by preparing well for interview situations, both in terms of questions and the technology used. Morgan (2022, 75) also insists on paying attention to the technique used and recommends using ways that combine sound and image so that it is possible to interpret the entire expression of the respondent. In this work, this was realized, as the interviews were conducted using video conferencing system. The interviews were also well prepared by thinking carefully about the questions and by planning the progress and schedule of the interview. However, in connection with this work, the interviewer had no previous experience, which may have had a decreasing effect on reliability, as Hirsjärvi & Hurme (2010, 184) write.

The document used in this work represents the way the case organisation operates and the reality of the present. The authenticity and accuracy of the document have been verified and established. These are the aspects that Morgan (2022, 70, 75, 77) emphasize in assessing the reliability of a documentary. Morgan (2022, 65-66) also discuss how pre-existing data is stable unlike interviews. This supports the reliability of this work.

The content analysis is transparently described in the work, as required by Aaltio and Puusa (2020, 177-188) and e.g., the challenges in category attributes in relation to document analysis and the solutions made to conquer them have been described and justified. The need to crosscheck the attributes of some categories might have been a consequence of the thesis worker's inexperience in research work and categorization. However, the categorization was mostly successful, and the categories supported the interpretation of the analysis. How the categories and themes are formed is openly discussed, as required by Graneheim et al. (2017, 33). The literary sources chosen for the theory influenced the categories formed from in the theoretical framework, which could have been formed differently if different sources had been used. However, the reliable, peer-reviewed, and well-known sources in the field were chosen.

The material has been treated logically and consistently, which also shows in the justifications. This improves reliability according to Hirsjärvi and Hurme (2010, 185), Graneheim et al. (2017, 33) and Puusa (2020b, 145). To describe reasoning and for the assessment of reliability, quotations from the data are usually brought to report (Aaltio & Puusa 2020, 177-188; Graneheim et al. 2017, 33), as has also been done in this work. Short quotations have also been brought to the report as examples from the documentary. The fact that the interviews were conducted, transcribed, and analysed in Finnish, after which the texts were translated into English for the reporting, may have had a negative impact on reliability, i.e., the two-stage 'conversion to another format' may have resulted differences in nuances, even though they have been deliberately avoided.

Reliability is also supported by the transferability of the work (Aaltio & Puusa 2020, 177-188). Similar work can also be carried out in other organisations, and similar results in what should be taken into account in leading of sense of belonging in change are possible. The human-centered change management approach that has been used as data and development target in the work, is internal document of the case organisation, thus related analysis cannot be carried out elsewhere. However, in other organisations it is possible to assess their own ways of working accordingly.

The reliability of work also supports its ethicality (Hirsjärvi & Hurme, 2010, 20). The methodology used in the work is typical of qualitative research, which aims to improve working life practices without causing harm to the parties involved in or targeted by the research, write Puusa and Juuti (2020), which supports the ethics of this work. This thesis work also serves working life more broadly, which Aaltio and Puusa (2020, 177-188) consider to be an ethical perspective.

According to Hirsjärvi and Hurme (2010, 20), the ethicality of the work is supported by the consent of those involved in the research and the confidential way of describing the material and results. In this work, the interviewees were invited to interviews on a voluntary basis and were also informed about the recording of interviews and the processing of the data. The data was anonymized to prevent the identification of individual interviewees, and for this reason, the interviewees are referred to by codes in the reporting. Selection of citations has been done carefully in order to avoid identification of the respondent and, on the other hand, to bring out the perspectives of different respondents.

The ethics of the document as data in this work is supported by the fact that it is available to everyone in the company and does not contain personal data or information owned by any individual. According to the research integrity, permission has been requested and obtained for the use of the document in this work. The retention and destruction of the data is subject to a plan according to which the interview material is destroyed and the data from the document analysis are stored for two years after the completion of the work. The destruction of the interview material after the thesis work is completed, has also been communicated to the interviewees. The work can be stated to be ethically transparent.

5.3 Reflection

The chosen research approaches and methods are well suited to the research and development task of this thesis work. Although the research questions "How to lead sense of belonging in change?" and "How human-centered change management approach supports in leading sense of belonging in change?" are broad, the methods successfully provided answers to them. Limiting the point of view to organisation and change managers and to the context of human-centered change management supported managing the thesis work as whole. The research

phases, which are strongly linked to each other and build on the previous phase, were challenging in terms of reporting but strengthened the research. Data collection was effective, and the interviews, where an open and interactive discussion took place, generated quality and generous material.

Thesis process started by writing an agreement with case organisation in November 2021 and continued by selection and limitation of the topic in December 2021 - January 2022. Theoretical framework and research methodology was written during the spring and early summer 2022 and background interview conducted in June 2022. Other two interviews were conducted in February 2023 and analysis of interviews and document in March 2023. In April 2023 results were written and discussion and development proposal in April and May 2023. Results and development proposals were presented in May 2023. (Table 6)

Table 6: Progress of the thesis work

Progre

Time	Theses phase
November 2021	Writing these agreement with case organisation
December 2021 and January 2022	Selection and limitation of the thesis topic
Spring and early summer 2022	Writing theoretical framework and research methodology
June 2022	Background interview
February 2023	2 interviews
March 2023	Analysis of interviews and document
April 2023	Writing result
April and May 2023	Writing discussion and development proposals
May 2023	Presenting results development proposals

Results of the thesis are useful in theory and in practice. In overall thesis work progressed well and according to plan considering full-time day work of the thesis's worker. However, sudden change in thesis worker's personal life slowed down the completion of the work in the autumn 2022. In this change situation thesis worker made a use of learning based on theoretical framework and allowed herself time to process and internalize the change in human-centered way. Thesis process was both demanding and rewarding.

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Appendix 1: Category attributes of human-centered change management and leading sense of belonging

Category	Attributes
1. Acknowledgements	performance, respect of everyone's efforts
2. Collaboration & Dialogue	collaboration, co-operation, dialogue, finding shared objectives of opposite views (negotiation)
3. Commonalities & Common activities	commonalities, common activities, symbols, tangible things, beliefs, rituals, stories, traditions
4. Communication & Knowledge-sharing	communication, knowledge/information/ ideas/thoughts/practices -sharing
5. Connecting to meaning	meaning, meaningful, purpose
6. Embracing humanity	humanity, people/human in focus, human as whole, individual, member of a group, respect, differences, common human values, human needs, inclusion
7. Emotions	emotions, emotional development, guiding emotions
8. Empathy	empathy, understanding
9. Flexibility	flexibility, time to adapt, responsiveness
10. Leadership skills	leading by example, being genuine, benevolent, present, leadership commitment, participation, collaboration in everyday work environment, active listening, getting to know people, being aware of own biases, lowering hierarchy
11. Motivation & Support	support, motivation, inspire, encouragement
12. Ownership	ownership, engagement, commitment, responsibility, contribution
13. Participation & Empowerment	participate, involve, empower, decision making, activity
14. Positivity	positive, optimism, optimistic attitude, interest
15. Practical & Iterative	practical, iterative, solution
16. Psychological Safety & Experimenting	psychological safety, experiment, openness, free expression, no fear, sharing feelings
17. Relationships	human connections, relations interaction, community, stakeholders, informal relationships, personal level relationships, connections over boundaries, quality relationships, group behaviour
18. Sensemaking	sensemaking, making sense of the change vision, goals, storytelling
19. Skills & Learning	skills, learning, collective learning, strengths, training, education, new tools, developing, feedback, growth, capabilities
20. Understanding current ways of working	current ways of working, current practices, organisation's unique features, context
21. Usability of workspaces	easy usability, face-to-face interaction
22. Values	values, collective and shared values, fairness, trust, equality
23. Wellbeing	wellbeing, reciprocal care, opportunities for doing good

Appendix 2: Interview questions of semi-structured thematic interview

How do you understand sense of belonging?

How do you understand sense of belonging in change?

How do you understand human-centricity?

How do you understand human-centricity in change?

How to build or strengthen *theme* in changes? How to create sense of belonging by *theme* in change?

(Experiences of) how human-centric change management approach supports leading sense of belonging in above mentioned themes in change?

Appendix 3: Interview invitation to semi-structured background interview

Interview

Organizer	● Johanna Nieminen, UPM	Sent ma 20.6.2022 10.17
Time	keskiviikko 29. kesäkuuta 2022 12.30-13.30	
Location	Microsoft Teams Meeting	
Response	✓ Accepted Change Response	

Dear interviewee,

You are invited to a group interview via Teams to share your views on sense of belonging and human-centric change management in the company.

Interview is part of my master's thesis at Laurea University of Applied Sciences. The aim of the case study is to develop human-centric change management approach and ways to use it to foster and lead sense of belonging in change.

Interview will be recorded. Recording and transcripts of the recording will be destroyed when the theses is completed and published (12/2022). Interview material will be anonymized, thus answers cannot be linked to a specific respondent.

Thank you in advance for the interview, your contribution is highly appreciated.

Kind Regards,
Johanna Nieminen


Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

Appendix 4: Interview invitation to semi-structured thematic interviews

Group interview



Johanna Nieminen, UPM

Required

✓ Accept

? Tentative

✗ Decline

🕒

⋮

pe 10.2.2023 15:47

🕒 maanantai 20. helmikuuta 2023 10.00-11.00
📍 Microsoft Teams Meeting

Dear interviewee,

You are invited to a group interview via Teams (link below) to share your views on how to lead sense of belonging in change.

Interview is part of my master's thesis at Laurea University of Applied Sciences. The aim of the case study is to develop human-centric change management approach and ways to use it to foster and lead sense of belonging in change.

If you would like to give a thought to the subject beforehand, we will discuss following themes in the interview

1. Human Connections & Commonalities - individual as a part of a larger group
2. Communication & Collaboration
3. Participation & Engagement
4. Learning & Development
5. Culture & Emotional climate - Inclusive, safe, caring, and positive

[Leading change learning board](#)

[Leading Change Playbook](#)

Interview will be recorded. Recording and transcripts of the recording will be destroyed when the theses is completed and published (06/2023).

Interview material will be anonymized, thus answers cannot be linked to a specific respondent.

Thank you in advance for the interview, your contribution is highly appreciated.

Kind Regards,
Johanna Nieminen

Microsoft Teams meeting

Join on your computer, mobile app or room device

[Click here to join the meeting](#)

Appendix 5: Theme formation of semi-structured thematic interviews

Human Connections & Commonalities
- individual as a part of a larger group

Commonalities & Common activities
 Relationships
Identify factors that indicate belonging
Common symbols
Organisation's values and common practices
Personal level relationships and over organisational boundaries
shared goal(s)

Communication & Collaboration

Communication & Knowledge-Sharing
 Collaboration & Dialogue
 Usability of workspaces
Ideas and thoughts -sharing
Meet face-to-face

Participation & Engagement

Acknowledgements
 Connecting to meaning
 Motivation & Support
 Ownership
 Participation & Empowerment
 Sensemaking
 Understanding current ways of working
 Values
Building on strengths
Valuing people's contribution

Learning & Development

Skills & Learning
Collective learning
Develop strengths and skills (training, feedback)
*Iteration**

Culture & Emotional climate
- inclusive, safe, caring, and positive

Embracing humanity
 Emotions
 Empathy
 Flexibility
 Leadership skills
 Positivity
 Psychological safety & Experimenting
 Wellbeing
Active listening (asking for opinion)
Being aware of own biases
Being example
Being present, genuine, and benevolent
 Care
 Inclusion
 Lowering hierarchy
 Showing interest
 Opportunities to help others

* Category added on the basis of background interview.

Attributes from square field of leading sense of belonging in cursive.