

Marja Kaatranen

CORPORATE SOCIAL RESPONSIBILITY AND ADULT
EDUCATION: CASE NOKIA BRIDGE TAMPERE

Business Administration
Business Management and Entrepreneurship
2008

TITLE OF THE THESIS

Kaatranen, Marja

Satakunnanammattikorkeakoulu, Satakunta University of Applied Sciences

Degree Programme in Business Management and Entrepreneurship

October 2013

Supervisor: Heinonen, Eila, Pirkanaho Tapio

Number of pages: 49

Appendices: 1

Keywords: corporate social responsibility, outplacement, adult education, adult training, Bridge

The purpose of this thesis is to find out what were the Nokia Bridge Tampere training goals and how they were achieved by first half of the year 2012.

Early in 2011 Nokia Ltd announced there would be restructurings and personnel reductions. To support this process a community project named Bridge was created, which would be managed by Esko Aho. The purpose with the project was to support personnel that were being discarded to find new careers.

The frame for the Bridge project was given by Bridge Global, out of which spun off a project for each of the locations with Nokia plants. The project was divided into five paths: Find new employment within Nokia, find employment at other companies, an education path, an entrepreneurship path, and something else/your own path. This thesis studies the education path and how the established objectives were achieved. The theory of the thesis based on research pertaining to adult education, corporate social responsibility, and outplacement.

The time frame of the study is early 2012 and the location Bridge Tampere. At this point in time personnel reductions were at the peak and the demands for Bridge services at the highest.

This study is a qualitative case study that relies both on interviews and observations by the researcher. A third source used in this thesis is the oral and written feedback provided by the participants of the education path.

The focal point of this study is the condition of the education path in early 2012. There are however proposals for the future development of the Tampere Bridge project, which will run at least until early 2014. How the Nokia and Microsoft merger affects the project remains to be seen.

CONTENTS

1	INTRODUCTION	5
2	PURPOSE AND MOTIVATION OF THE STUDY	7
3	CORPORATE SOCIAL RESPONSIBILITY AND OUTPLACEMENT	9
3.1	Corporate responsibility	9
3.2	Outplacement	10
4	ADULT EDUCATION IN GENERAL	13
4.1	Adult education in general	13
4.2	Adult education and work	14
4.3	Adult education as an investment	15
4.4	Changing World and adult education	15
4.4.1	Adult education and changes in Finland	17
5	BRIDGE PROGRAM IN NOKIA	19
6	SET GOALS FOR LEARNING PATH	21
6.1	The goals in general	21
6.2	Individual-, market area- and qualitative goals	22
6.3	Motivating Bridge participants	23
6.4	Easy access and communication	23
6.5	Offered training courses at Nokia Bridge Tampere	24
6.5.1	ICT Spirit Trainings (short courses)	24
6.5.2	Professional Development (long courses)	24
6.5.3	Conversion training	25
6.5.4	Career Coaching	25
7	RESEARCH METHODS	26
7.1	Theory background	26
7.2	Qualitative research	26
7.3	Interviews	27
7.4	Reliability and validity	27
8	RESULTS AND ANALYSES	30
8.1	Implementing the general goals	30
8.2	The success of the ICT Spirit trainings	30
8.3	Long courses – more to come	32
8.4	Conversion training - supporting the career changes	32
8.5	Career coaching – valuable at job search	33
8.6	Motivation	33
8.7	Results from the communication point of view	34
8.8	Miscellaneous	34

8.9 The other achieved issues	36
8.10 Results from the research point of view	36
9 CONCLUSIONS AND RECOMMENDATIONS.....	38
9.1 Change the career.....	39
9.2 Individual help and inactive customers	39
9.3 Co-operation	40
9.4 Best practices for the further use	41
9.5 Follow-up.....	42
9.6 Summary	43
REFERENCES.....	45
APPENDIX	49

1 INTRODUCTION

The purpose of this study is to find out how the Nokia Bridge Tampere training goals were achieved by the end of first half of the year 2012.

At February 2011 Nokia announced that the company would reduce the product development and staff to achieve a more focused roles and goals at each company site. The company further established a special corporate social responsibility program Bridge to support the employees that were made redundant. At the April 2011 the company had established local Bridge drivers to coordinate these efforts together with local partners and stakeholders.

The aim of the Bridge program was to offer a wide range of possibilities for employees – from traditional individual re-employment support to making investments in newly founded firms by employees – in order to encourage entrepreneurship, re-training people and inspire innovation. When people are at the risk becoming unemployed it is always difficult for the individual and furthermore each employee's situation is unique. The aim of the Bridge program was to take a proactive approach by investing time, money and expertise to support re-employment. The Program was divided into five different paths: 'Find a New Job outside Nokia', 'Find a job inside Nokia', 'Start a new business', 'Learn something new' and 'Create your own path'. (Nokia intranet 2012.)

Each path of the Nokia corporate social responsibility program had a set of subdivided goals. My research interest is in learning, how these path goals were established, which they were and how these were achieved.

This research touches many science fields. Corporate social responsibility is about social sciences. Transition support can be seen as a part of the psychology or on the

other hand economics and adult learning and trainings are very much about education. My point of view is organization development with adult education, how the company is developing the part of the organization that will soon leave the company. These changes will also affect the remaining organization.

This study is an integral part of organizational development within the company as CSR and adult education are strong part of development processes. Personally I find it interesting that this organizational development is concentrated to the section of the organization that is made redundant. Of course, this also impacts the remaining organization, but it is highly unusual that the focus and resources in a company are directing out of the company.

2 PURPOSE AND MOTIVATION OF THE STUDY

This thesis is handling the issues around Nokia Bridge training path. The main empirical research problem is to find out if and how the Nokia Bridge Tampere training goals were achieved by the end of the first year half 2012.

As explained later in this study, learning path goals were set from the individual point of view, market area point of view and numeric data point of view. According this, sub-problems could be:

1. Why and how these learning path goals were selected?
2. How the individual goals were achieved?
3. Did the Bridge training path goals supported local market area?
4. Were the quantitative results good enough?
5. What could be done differently in the future?

This research starts with the debriefing of the influencing areas for Bridge program; what is corporate social responsibility, what are outplacement and general aspects of adult education. After this I'm describing the Bridge program itself, what the goals were and why they were chosen. And to the last I'll portray the trainings and courses that were organized based on these goals.

At the end of this work I will connect the theory of adult education and Bridge Tampere learning path. I try to find out if the goals were chosen wisely and if they were correct ones related to the prevailing situation. I also go through the trainings to see their effectiveness and match for the goals. I will compare the interview answers with the numeric data and evaluation results gathered from the Bridge participants.

At the time I was working in Bridge Tampere team and was professionally involved to these subjects. As I saw these possibilities but also some obstacles in everyday life I thought that this subject would be very interesting field to examine. I can also hope that these results will support and help the Bridge Tampere in the future.

According to the results, I'll recommend the possible improvements and changes, but also debate the Bridge program's possibility to do these changes in the future. If possible, I would subsequently follow through how my recommendations were implemented and if any changes were implemented later in the Bridge Tampere. It would be of great research interest to see if these recommendations made a difference, but this objective may be impossible within the timeframe of this thesis work.

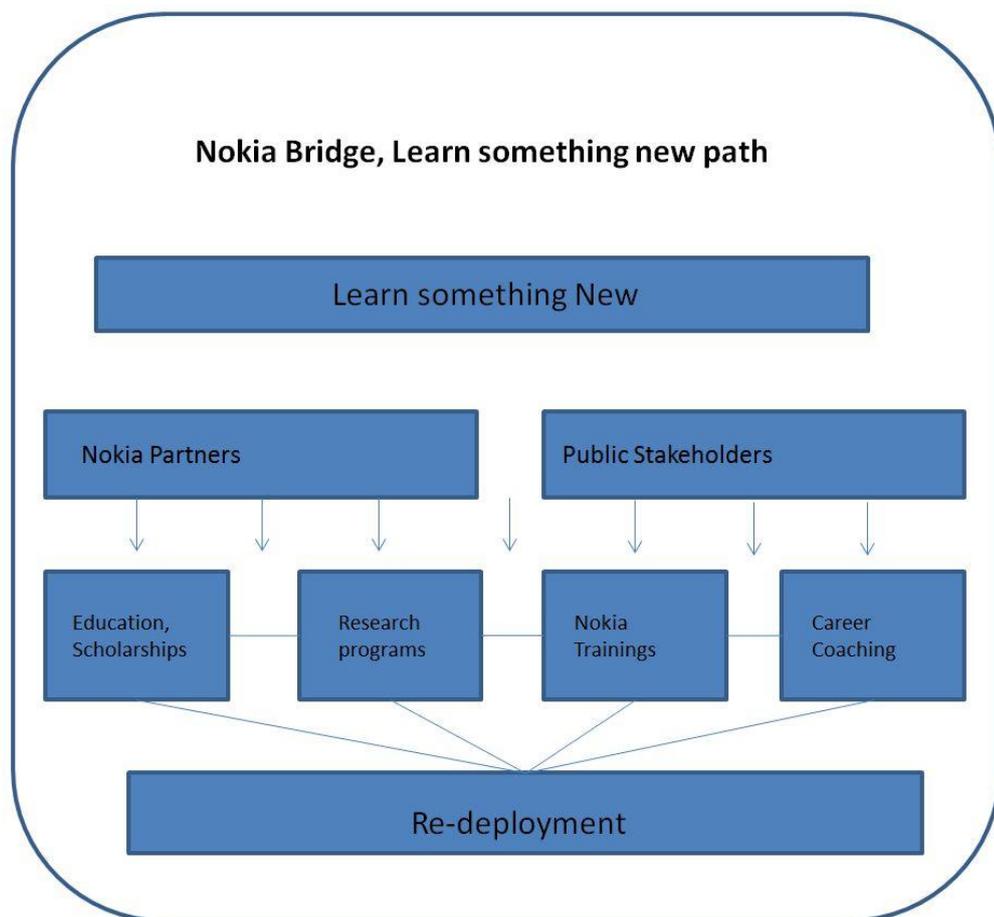


Figure 1, Nokia Bridge, Learn something new, Kaatranen 2013

3 CORPORATE SOCIAL RESPONSIBILITY AND OUTPLACEMENT

3.1 Corporate responsibility

Corporate social responsibility, CSR, is a concept that emerged at the end of the 20th century. There is no generally accepted definition for the subject, but the term 'responsibility' implies that all business activities are aligned with the spirit of CSR. CSR indicates what the company "stands for", what ethical principles guide its decisions in the company, how moral dilemmas are solved, and how business strategies are executed. It must be noticed that this kind of responsibility is optional for companies and it's not defined within the law.

CSR can differ broadly with regards to objectives and impact various groups; owners, clients, society and employees. As the specific CSR is defined within a company, there are no standards, external regulations or measurements posed in the company's CSR. One criterion can e.g. be that supervision of the responsibility is independent from the company's own interests (Website: Maailmantalous.net 2012).

Nokia's corporate responsibility activities are described in its yearly published Sustainability Report (Nokia, 2011c). The main elements of the activities focus on people and environment. In the people segment, Nokia highlights issues like improving people's lives, labour and social issues in own operations, social issues and ethics in supply chain, customers, product safety and economic impact. These topics can be categorized to cover sustainable development, stakeholder interests and Nokia's business. (Saarela 2011, 7.)

In this case, we see CSR objectives that arise from change management and reductions of the work force. This thesis will search what kind of development goals and achievements CSR can provide.

3.2 Outplacement

When company is downsizing, it can help former or departing employees in this change and transition to find a new jobs or re-orient to the job market. This is called outplacement. Outplacement can include all kind of trainings, career counseling or even the psychological help. This service can be provided by external consultancy company, but in this case this service goes through the Bridge program and the service is offered by the company itself with the help of external suppliers.

Exact organized and well scheduled outplacement brings a lot of value for both employer and employee. According the book of Jeanette A Devy (1995) results indicate that the individuals receiving formal outplacement training had high job search self-efficacy and were optimistic regarding recovery from job loss.

In the book “The Changing Outplacement Process” 1994, John Mayers daunt if the outplacement is only the responsibility of the employer. “The new careerism will have to involve reframing one’s expectations of careers in job offers.” (Mayer 1994, 15). This means that the changing situation may force also the employee to think about new career possibilities that might be different than the previous jobs.

Wall street journal has raised some criticism about the outplacement in the report Outplacement firms struggle the do the job on 20th of August 2009. Report is stating that employers are trying to extricate from the outplacement easily and as cheap as possible. This means that companies doesn’t give ongoing support rather than stop the efforts after short time of period. Very often the support is also standard like and gives a little results and value. Noeleen Doherty handles these issues in her book “The role of outplacement in redundancy management 1998” saying that there is very little evaluation in the companies if the outplacement services have bring any value or benefit for the employee or for the company itself.

Ari Järvinen has studied outplacement from the individual and company point of view in his Pro gradu 2002. He writes that there is fairly little research done about outplacement in Finland and mainly upper management level. He sees that outplacement has formed to fulfill the upper and middle management needs. (Järvinen,

2002, 32.) Järvinen also writes about the right timing in outplacement. It means that the time is on the line with the emotional curve that the employees are going through during the consultations. It also means that the companies realize to start to offer outplacement services early enough to ensure the most effective results.

According Järvinen (2002) well planned and organized outplacement gives lot of value for the individual employee:

- Helps with the career plans (both planning as well the operational mode like creating the CV)
- Support in job hunting
- Offers the psychological help
- Gives the access to the existing networks and helps to create new ones
- Prevent to do some mistakes employees tend to do when starting to look for a new job
- Offers some training services

Doherty (1993, 45-46) describes how the companies are managing the change by personnel. Reorganizing is often justified with the issue, that organization will be better, more productive and more competitive. These changes are influencing not only the leaving organization, but the remaining one as well. Personnel politics should be very positive before, during and after the re-organizing to be able to avoid negative effects. The strategies and goals of the reorganizing should be clear to the whole organization. The plans should be ready before the operational mode to minimize the fear and tremendousness.

Companies will get also many benefits from outplacement. Järvinen (2002, 81) shows these benefits in the table according (Bohl 1987, 72-73) in the order of importance (Taipalinen 1994, 18).

- 1) Make it easier for the management to do the decisions during the redundancy
- 2) To better the moral of the leaving employees
- 3) To better the image of the company
- 4) Keep up the efficiency of the remaining organization

- 5) Avoid the allegations / unjustified reclamation
- 6) Diminish the responsibility of unemployment compensation
- 7) Decrease the continuation responsibility of the employment benefits

4 ADULT EDUCATION IN GENERAL

4.1 Adult education in general

A dear child has many names: Adult education, continuous education, adult learning, human resource development, lifelong learning - these names are used about the adult education. This list of the names also describes the variety of the adult education.

Stephen Brookfield writes that normally when we are talking about adult education we are meaning just the top of the iceberg – professionally guided learning. But the research, theory and practice has shown that adult education is far more than that. It includes everything from classroom trainings to the self-oriented studying. There is whole spectrum of courses, workshops, apprenticeships, correspondence study, educational broadcasting, programmed instructions and many other forms of adult education. (Brookfield 1983, 34.)

According the Wikipedia adult education is about teaching and educating adults. Adult education is often related to lifelong learning and it includes also learning skills or personal development. The practice can also refer to "Training and Development" and is often associated with workforce or professional development. Adult education can happen in the workplace, through some schools like extension schools, community colleges and folk high schools.

UNESCO has done a report of adult education (2012) in which it says “Adult education is a multidisciplinary process oriented to favour lifelong education for all, as well as efficient learning throughout life. It aims to provide the knowledge that improves professional qualifications and to achieve civic, social, moral and cultural attitudes and skills for performing responsibilities and for progress all sphere of life.” (Martinez de Morentin de Goñi, 2006, 119). Nordisk Nätverk for Vuxnas Lärande conception is similar: “The education organized with non-formal adult education is to promote human development, multiculturalism and internationalization.”

The UNESCO report also states that adult education is oriented at the use, at any age, of attitudes and skills. It should answer the questions: why, how, when, where, and what for. (Martinez de Morentin de Goñi, 2006, 7.) As well this study is searching answers for those questions.

4.2 Adult education and work

“It seems that adult education is increasingly becoming a work-related phenomenon. Given opportunity and motivation – two necessary ingredients for an adult education participation – the particularly amenable to redress through adult educations.” (Merriam 1989, 11). Also Brunila (2011) and Isopahkala-Bouret (2008) have come to this conclusion in their reports about adult education. Work life interests are influencing largely for the education and prevailing tendency is supporting entrepreneur like being where individual is taking responsibility one’s development. So the praxis of the adult education is connected to work development and hands-on training.

It is obvious that adult learning is aiming to add some knowledge and skills but adult learning has also goals that arise from the work life. According professional Wikipedia these work life goals can be divided in four; Socials skills like co-operation, communication skills, and problem solving. Professional skills that includes all-round education and lifelong learning. Me as a learner is about self-knowledge and learning to learn and as fourth operational culture with values and attitudes. Jobs create the need for specific kind of education. (Merriam 2006, 55.)

Employer’s commitment for the studying at the work is vitally important for that, how parallel the adult education is for the needs of the work life. The optimal situation is when the educational services and supply is proactive.

Furthermore, the employer should actively utilize the employees (students) former knowledge and work experience. This is the way to build functional and effective organization and the educations and trainings are naturally related to the employees’ work and personal development. (Auvinen, Malinen & Mikkonen, 2008, 22.)

4.3 Adult education as an investment

“One critical indicator of the importance of adult education is investment the private sector – which more likely will call it training or human resource development. Training is also a vital component in an increasingly competitive world economy.” (Merriam 1989, 7-8). Also Silvennoinen (1995) agrees that the employer sees the adult education primary aim is to upgrade the company profitability. As the economic value of all other resources has declined, the value of human time has increased (Burton 1992, 51). Burton also sees that human motivation is a key economic resource and the evidence of the economic impact of human motivation is compelling (Burton 1992, 49). Human capital influences: Society, employer, communities, families and individuals.

Moore and McNamara see that the adult education is not only the investment of the companies, but it also values for the whole community or market area.” While adult education has been recognized as a key element in individual and regional economic development opportunity, limited work has been done to examine how adult education can be used as a local development strategy or to evaluate economic returns to individual and community investments in adult education.” (Moore and McNamara 1990, 35).

“Economists view participation in adult education as an investment in the capital assets of the individual. These investments may be viewed as existing levels of education (stock) or what is under development (flow). Benefits from investment I adult education accrue to the both the individual and community.” (Moore and McNamara, 1990, 35.)

4.4 Changing World and adult education

“The mature or adult attitude towards the future manifests itself in an interest in what may happen, whether this is highly probable or quite uncertain, because knowing it may help us take decisions for which we are responsible. What is the proper way of reflecting on the future? First, our purpose must be to identify powerful trends and in

second we must try to understand how the strategies of the various actors, whom we must identify- say government, social groups, firms etc. will impact on future development.” (Burton 1992, 76). In fact, the economic and social yield from investing in human resources is high and increasing (Burton 1992, 49). The world is changing so rapidly as to provoke one of the grave crises of history. Moral and spiritual factors aren't enough and life have not been adjusted to the discoveries of science and technology. This is the reason why teaching methods need to be re-examined and educational facilities needs to be expanded. (Martinez de Morentin de Goñi, 2006, 28.)

Eduard Lindeman has debate this issue already as early as 1937 and Stephen Brookfield is describing these intentions in his book *Learning Democracy* 1987. Lindeman thinks that people have to know how to choose suitable education or trainings by reflecting the current situations. In that way adult education is a mode of social adaptation. Also Merriam thinks that it is hard to find any other social problem that could be cured at least a bit with and through the adult education.

“Like the society of which it is a part, adult education is of necessity changing, dynamic, responsive and proactive. Historically, adult education has responded to need, and there is nothing to indicate that adaptability has diminished. As need have changes, adult educational activities have risen to meet the new needs, and this has been especially true in the workplace.” (Merriam 1989, 12.)

Robin Usher and Ian Bryant (2011) have studied the adult education from the viewpoint of theory, practice and research. In their opinion adult education role is to transcend power and ideology, to act in the world and to transform it. Their aim is to bridge the gap between the theory and practice of adult education.

At the moment economics are apparently overflowing with underemployment, unemployment and expandable people. In this thesis the unemployment and redeployment are handled indirectly, so in this thesis I consider almost the same conception as Usher and Bryant; how the predominant situation is influencing for human resources and trainings that Bridge program is organizing. According Nurmi, Kontiainen and Tissari's research (Nurmi, Kontiainen and Tissari 1996, 8) the adult educations correspondence rate for the unemployment and structural change in work life is fairly

high. They had an inquiry for the adult education professional and according to the answers the Adult education respond to the unemployment and work related changes are in the scale of 1 to 7 (7 being the best possible number) 4,5 and 5.

Stephen Brookfield is describing the adult education through the critical theory. In the chapter Learning critical consciousness he is describing how the surrounding world is affecting for the adult learner as well the adult education in all: “Conceiving learning as always being embedded in society, and always reflective of particular group mores, means it is irrevocably contextual. One cannot speak of adult learning in a generic abstract way. Learning is relational, always framed by the interaction “of purely individual and subjective elements and of mass and objective or material elements with which the individual is in an active relationship.” (Brookfield, 2005, 360). “Focus and processes of learning spring from social contexts of individuals’ lives, and these change according to the political conditions under which they live.” (Brookfield, 2005, 105).

Adult education can be seen as the reflection of the surrounding world, adapting the changes around it and adjusting for the current situation. On the other hand it has all the power to rewrite the society and situation of the individual person or entire group.

4.4.1 Adult education and changes in Finland

In 2011 European commission represented the Adult Learning Action Plan for Finland. This research was made by Research voorBeleid and it was drawn up of country-experts analysis. This plan was focusing on the competences of the labour market, changing working life and ageing population. According this European Commission research the Finnish adult education can be divided in three; self-motivated education, staff training and labour market training. The ministry of Education is responsible for self-motivated education, where the Ministry of Employment is taking care of labour market trainings as well the staff trainings. (European Commission country report 2011, 8.) European commission has set five goals for adult education in Finland:

- Analyse adult learning effects
 - Improve the quality of provision and staffing
 - Increase possibilities
 - Speed up the process of recognising the need of adult education
 - Improve the monitoring
- (European Commission country report 2011, 16-18.)

Medium-term plan that the Finnish Ministry of Education has established for the year 2007-2012 the development of the adult education is one focal point. The aim is to secure skilful labour and functional structure of the schools and universities. (Ministry of Education 2007b, 10-11.) Ministry of Education has estimated that the most focal changes in Finland, influencing for the adult education, are the globalization, development of the population, changes at the work life and changes in habitat and educational environment (Ministry of Education 2007b, 10-11).

I handle these issues later in the chapter results and analysis. My expectation is that at least some of these goals that European commission and Ministry of Education have set for adult education in Finland are also the similar goals Bridge program has set up.

5 BRIDGE PROGRAM IN NOKIA

The company had already 2011 established a special Bridge program, from the initiative by Esko Aho, to support employees who would be made redundant. At the beginning there was a Global Bridge that set the frames for the whole Bridge work. Later started local Bridge points, like Bridge Tampere, are directing the actions from the local, areal point of view with the local stakeholders and markets. In this study I take closer look for Bridge Tampere local point and the goals that Bridge Tampere has set.

The Bridge program was made to offer many kinds of services starting from the trainings all the way to the support for the start up companies. Program wanted to give the visibility for all the career possibilities and options employees have after leaving the company. Redeployment was just one of them. In practice there are five different paths Bridge program offers:

- Find a new job inside Nokia
- Find a new job outside Nokia
- Start the new business
- Learning something new
- Create your own path

New job inside Nokia: the company would seek to retain talent within the firm to the extent possible by providing career counselling and helping employees identify job opportunities. Relocation support would be offered if another position is found. (Nokia intranet 2012.)

New job outside Nokia: Bridge program will offer career counselling, help identify job opportunities and work with our extensive network to create a dedicated job portal, linking employees directly with local companies and their resourcing needs. In addition, employees will receive a financial package in accordance with local practices should they leave Nokia. (Nokia intranet 2012.)

Start a new business: The program would also offer training, funding, aid in identifying business opportunities and partnerships for those interested in starting up a new business or establishing a company of their own. Employees that would leave Nokia to start a new business or company might use their financial package and apply for additional start-up and/or entrepreneurship funding from Nokia and local funding partners. (Nokia intranet 2012.)

Learn something new: The Bridge team would work with local partners to create new opportunities, for instance by providing scholarships and tailored training programs. Trainings could be organized by the Nokia staff or delivered by other educational instances. (Nokia intranet 2012.)

Create your own path: Co-operation with the local partners may also lead to new opportunities, such as co-funded research programs, supported employment in local not-for-profit (NFP) organizations and growth companies. This also includes voluntary work or sabbatical leave. (Nokia intranet 2012.)

Bridge program will support in outplacement by organizing career coaching, conversion training or encourage to complete the unfinished studies. Program tries to offer wide and as personalize support as possible and the support continues also after the person has left the company. The redeployment rates are evaluated very carefully and Bridge program is acting according the results.

6 SET GOALS FOR LEARNING PATH

6.1 The goals in general

When the Bridge program began, personnel from Nokia and the local Bridge service points created goals for every Bridge paths. Not all objectives were formalized immediately. Some came during the process or emerged later when serving Bridge customers. The learning path objectives I'm examining here, are the ones created for the Tampere area. According the interviews, the Bridge Tampere goals might be divided roughly in two categories; goals that arise from the needs of the individual employee and goals based on market demands within the local labour market. All the offered trainings were organized bearing these goals in mind.

Local labour markets generally target for an optimal match between the free vacancies with the newly released resources. Individuals would like to have more visibility of hidden jobs within companies, which would allow labour markets to harness the professionals for the local labour market purposes.

When individuals are seeking new career possibilities, chances to further develop their professional skills are crucial during the job hunting process. The core idea of the Bridge program was to support both individual employees as well the whole economic community. The aim is to organize learning opportunities that are promoting both individual learning and meeting the demands of the community.

Ely-keskus (Center for Economic Development, Transport and the Environment), Hermia Ltd, HRM Partners and the universities have been Bridge partners from the commencement. A natural co-operation partner was with the Finnish state, as the program got economic support from the Ely-keskus (owned by the state). The Ely-keskus chose the Hermia Ltd to take care of the ICT Spirit trainings. Local educational institutes like universities Tampereen teknillinen yliopisto TTY (Technical university of Tampere) and Tampereen Yliopisto TUTA (university of Tampere) offer good quality training programs, which provided the program with a quick start.

Ensimertri – Tampereen Seudun uusyrityskeskus ry (Center for become an antreprenur) and Teknopolis (Business campus) were chosen because of their experience to arrange trainings and offer support for the start-up businesses. So they supported two Bridge paths; learn something new and start a new business. Straight from the beginning also the partners were informed about the goals that Nokia Bridge program had set. This way also the partners had possibility to influence the targets – both their own targets as well the goals Nokia has set down.

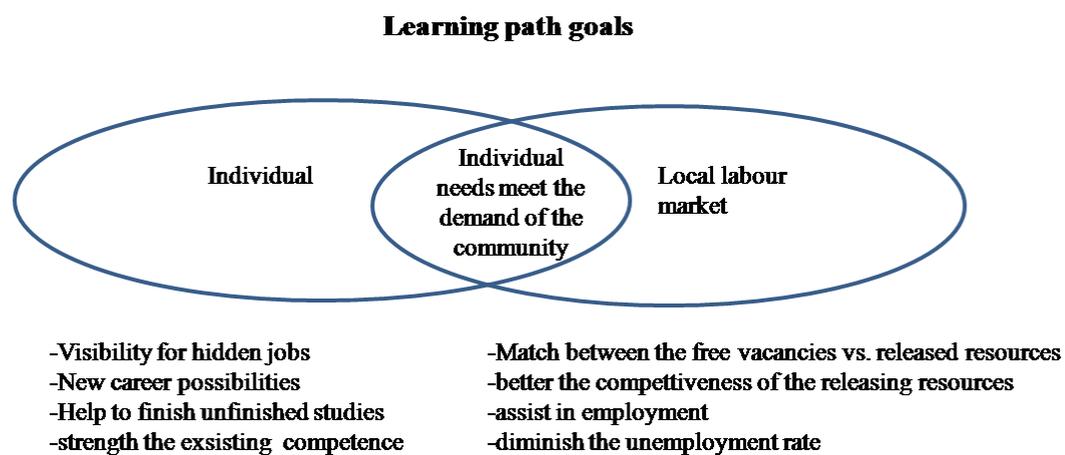


Figure 2. Goals, Kaatranen 2013

6.2 Individual-, market area- and qualitative goals

For the individual point of view the goals were developed as follow;

- seminars and training courses to support professional development of the participants
- further education and finalizing unfinished studies
- trainings to support the change of the profession for something totally different
- career coaching and support at the job hunting

The aims for the society and economic market;

- to produce training courses that improve competitiveness of the released resources and thus improve the competitiveness of the local market economy
- execute trainings and courses that assist re-employment of the released resources
- trainings that match open vacancies and the released resources

Around 70% of the released resources are the people with a Master of Science degree and over 50% are engineers. When you take into account the situation of local market economy, the emphasis is obviously to support re-employment of engineers.

There were no numeric aims par excellence, but core idea was to organize a sufficient amount of courses to cover the number of Bridge participants and their overall preferences. The qualitative goals were mostly about striving to match of the participant's wishes and the available courses, as well being able to rapidly provide training when needed.

6.3 Motivating Bridge participants

To motivate Bridge participants formed another crucial goal. It is essential to offer not only training and career support, but also to motivate people emotionally. Personnel of the Bridge program co-operated closely with the occupational health services that Nokia used. The Bridge Tampere team also organized events to raise the mood during challenging times.

6.4 Easy access and communication

When planning the Bridge services it was clear that the Bridge structure should be kept as simple as possible and the communication flow direct. All participants had access to the intranet pages, where all the needed information about the trainings could be found. All training courses were also advertised separately by email. In addition, the Bridge Tampere team created a lounge room where all the events were held, thus, participants had a change to socialize and use computers if needed. Final-

ly, the Bridge Tampere team offered on duty service hours twice a week. During those times participants had a chance to get personal service and coaching.

6.5 Offered training courses at Nokia Bridge Tampere

When the basic goals had been set for the participants, all training courses were organized based on the specific goals. Below are the most essential training courses in more detail. In the chapter 8 is described how the training courses responded to the set goals and whether they were effective enough.

6.5.1 ICT Spirit Trainings (short courses)

ICT Spirit is based on the actual needs of companies in the Tampere region. It is free of charge for the participants, as it is paid for in part by the municipality and participating companies. ICT Spirit is administered by Hermia Ltd who takes care of the enrollment and administration. The ICT Spirit Training programme consists of both short & focused hands-on courses and extensive 30-credits professional development programs (see the paragraph 4.5.2). Some of the training courses are more akin to workshops. Here are samples of the trainings:

- Outline knowledge
- Creating new businesses
- Java-programming
- HTML

6.5.2 Professional Development (long courses)

Extensive courses are intended for enhancing professional skills. The most popular courses were LIKE – Management and business knowledge training (Johtamisen- ja liiketoimintaosaamisen koulutus) and Managing software business (Ohjelmistoliiketoiminnan osaaminen). These are both jointly organized by Edutech together with the Technical University of Tampere and provide 30 credits.

These courses will give a versatile competence in business management to people that intend to work in business management or within business development. These courses also strive to support the development of the individual work persona and help the participants to discover their own talents and strengths. (Website Tampereen teknillinen yliopisto 2013.)

6.5.3 Conversion training

In addition, the Nokia Bridge program will also support participants that intend to make a significant change in their professional life and move to a completely different field. The type of courses for this purpose are mainly organized by universities and education centres. For the participants that has worked with in information technology and have degree in engineering, a conversion training for becoming e.g. an electrician or teacher of natural sciences it is fairly easy.

6.5.4 Career Coaching

Career coaching is not part of the training path, but included in all Bridge programs. However, this will be examined, as the aim of career coaching is redeployment, to diversify the knowledge base and strengthening existing talents of the individual.

Bridge program career coaching is bought service from HRM Partners. Workshops include sections about applying for a job, how to sell your talent, as well sessions to support individual needs. Furthermore, HRM Partners have a career service that match employees to companies with the open vacancies.

7 RESEARCH METHODS

7.1 Theory background

This research touches many science fields. Corporate social responsibility is about social sciences. Transition support pertains to both psychology and economics. Adult learning and trainings in turn are closely connected to education. The focal point in my research is education and organizational development and how to develop the organization to manage personnel that are made redundant. These changes will also remain in effect in the organization in the future.

7.2 Qualitative research

Proctor and Capaldi (see Hoy 2010) describe quantitative research for scientific investigation, which include both experiments and other systematic methods that emphasize control and quantified measures of performance. In this context, qualitative research is a situated activity that locates the observer in the world.

It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self (Denzin and Lincoln 2005).

This study is based on qualitative research, which is supported partially by numeric data. It includes interviews of the Bridge project managers on the project objectives and how the expectations were met. There are also observations to support the interviews. The available information about the participant amounts in different courses, participant feedbacks and other Bridge program statistics, gives the numeric fact base.

Used literature is mainly about adult education, human resources and organization development. Company intranet and extranet were also used, as well external internet pages and sites.

Ely-keskus and Hermia Ltd also set their own goals they gather the own evaluations about the success of the trainings they were organizing. These are naturally left out of this study.

7.3 Interviews

Interviews were implemented with semi structured enquiry as it allows more open discussion and gives space for broader opinions and feelings. Some indicative questions were made to ensure that all the issues were covered. These questions can be seen at the appendix 1- interview script. Base on the interviews I form the idea what the set goals were and how these were met according to company personnel. Numeric data occasionally support these opinions, but sometimes also disprove the interviewee's outlook.

The interview questions were divided in four different parts. First one was about what the set aims were and why these aims were chosen. At the second part the interviewees describe how they see these aims were achieved. Third part covers what could have been done differently. Fourth and last part strives to uncover if there were trainings that were not executed and why.

These questions were appointed to the Bridge Tampere leader and Bridge Tampere HR lead. There was also free discussion with other Bridge Tampere team members (around 10 persons). Also the researcher of this thesis has long working experience at the Bridge program, especially with the training issues. The interviews and discussions were executed in the June-July 2012 and they took place at the Bridge Tampere lounge. Each interview took about one and half hour, but as told there were also free discussions along the project.

7.4 Reliability and validity

As there is only little numeric data in this research, this study must fulfil reliability and validity criteria required for the qualitative research.

“In qualitative research, the credibility test asks if there is a correspondence between the way respondents actually perceive social constructions and the way researcher portrays their viewpoints” (Mertens 1997, 181). In this case also the researcher has herself worked in this program, so researcher will have a good overview for the case. You can say that there has been persistent observation, where the researcher has observed long enough to identify salient issues (Mertens 1997, 182). Program is still on-going so there is no premature closure and there have been plenty of time for sufficient observation and time to reflect the respondent’s opinions and answers.

Guba and Lincoln (1989) identified conformability as the qualitative parallel to objectivity. Objectivity means that the influence of the researcher’s judgement is minimized (Mertens 1997, 184). In addition, this research uses other information sources together with the interviews. Numeric data will support or disprove the respondents and researchers view.

According Mertens (1997), authenticity indicates that the research is a balanced view of all perspectives, values and beliefs and that the results are presented fairly. In this case the information is gathered from many sources like interviews, discussions, course feedbacks and observation and it seems that they support each other quite well. If there should be some untruthful, it would be revealed in some other paragraph of the research.

“This distinction between records and documents is also important in the use of extant materials must always be tempered with the understanding of time, context and intended use for which the materials were created.” (Mertens 2009, 389).

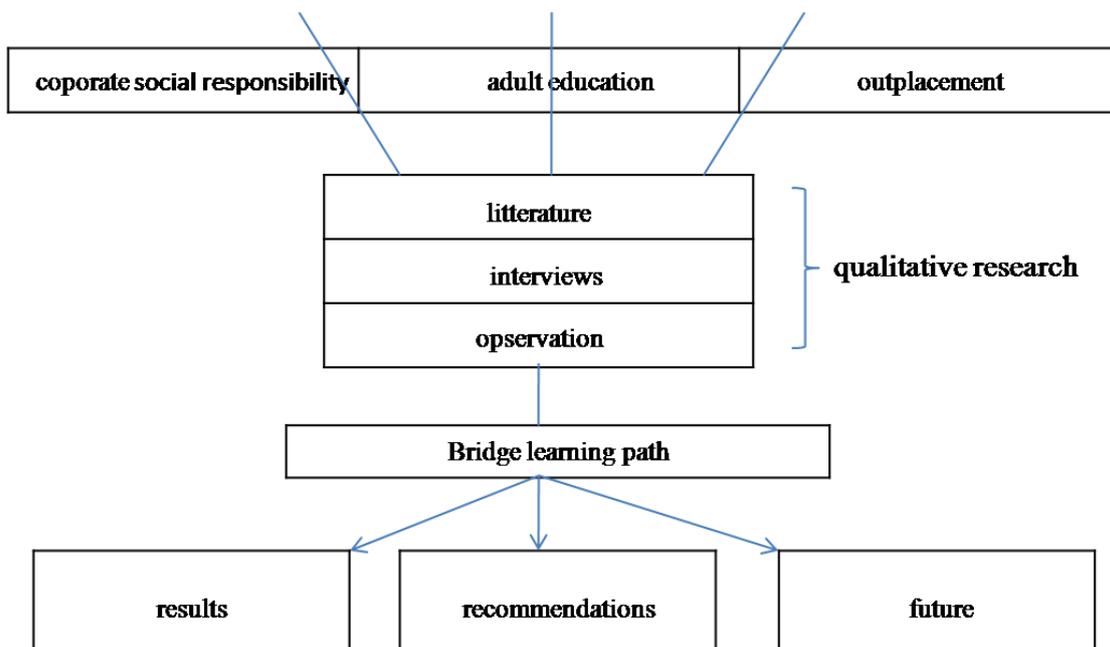


Figure 3, Framework, Kaatranen 2013

8 RESULTS AND ANALYSES

Chapter six describes the goals, what they were and why those were chosen. How the trainings that were organized to support these goals are listed at the same context. In this chapter will be studied the correlation of these two together within the theory of adult education.

8.1 Implementing the general goals

When talking about the quality, quantity and fast delivery of the trainings, aims were achieved. In Tampere there where training offering straight from the beginning of the fall season 2011, which was faster than other local Bridge points. There were some sporadic setbacks, but generally speaking the results are very satisfying.

All in all, it is almost difficult to say if ex-personnel received new positions because of the trainings or because of some other reason. Naturally the Bridge program has also gathered the information and feedback from the training participants, but evaluations are a bit subjective and describe mainly the content and quality of that particular training and the prevailing situation.

8.2 The success of the ICT Spirit trainings

Straight from the start it could be discerned these trainings were a success. At the time of January-June 2012, at least 30% of the bridge participants attended one or more trainings. The training selection was quite wide and programs of proper length (not too long or too short), although the content seemed to be covering enough. One issue that was noticed at the time was that the name was bit misleading. The first part, ICT, gives the impression it refers to IT trainings. However, the trainings offered were much wider and included non-technical trainings like finance, communication, sales and marketing.

Many participants were complementing their professional skills with these trainings. Trainings were organized at many different levels, so these courses enabled also the basic studies of completely new fields. Nokia as a payee didn't want to constrict the participation for these trainings any other way than in time. Participants had the possibility to choose courses, no matter if the trainings were supported by current knowledge or not. In this was participants also had a chance to get to know new fields and this way reflect the roles and assignments that might be interesting for them in the future.

Burton (1992) supports the idea that for the individual it is crucial to understand coming trends at the market and understand how these trends impacts individual's situation in the local work market. These trainings were organized to help to cope and to adapt to the situation. It was also a fairly fast way to update ones skills, help the releasing resources to adapt the prevailing market situation and to respond to the job supply at that moment.

From the local market area point of view, the fast knowledge update for the releasing labor assure the accurate labor and enable faster recruitment to new jobs.

While courses are fairly short length, they were relative affordable from the payer's point of view. Although the Bridge project's main idea was most of all to support the people under redundancy and help them to redeploy, trainings were also quite good investment for the project. With the small effort, mass of people's knowledge was updated. This was very cost effective.

Talking about cost effectiveness, all in all this program has been valuable at the financial sense also for the suppliers. Although almost all the trainings that have been organized with the co-operation and have been open for the other companies as well, most of participants have been Bridge members. So Bridge program and co-operation with it have been formed very profitable for the suppliers as well.

8.3 Long courses – more to come

During the time period in questions, there were two long courses organized:

LIKE – Management and business knowledge training (Johtamisen- ja liiketoimintaosaamisen koulutus) and Managing software business (Ohjelmistoliiketoiminnanosaaminen). For both of the trainings there were a lot of applicants and it was seen already then that same courses must be organized at the later time again. During the courses participants are doing the practical work or exercise to some company. This has been also a good mode for redeployment.

From the participants these courses have got very good feedback. In their opinion these courses have offered good quality hands-on training but also helped to redeployment. From the Bridge point of view these courses have covered both individual goals and labour market needs.

8.4 Conversion training - supporting the career changes

Many Bridge participants were especially interested in about this alternative – start a totally new career. Bridge team tried to make a map about training possibilities that would suite as many as possible. The ones that rise up were pedagogic competence in different subjects, natural science and electrician studies. As most of the participants had the degree of information technology, these choices were logical and easiest to execute. During the spring season some of these trainings were started, some had lack of the participants and one plan came to an end because of the administrative problems.

It was noticed that these career change issues form such a large variety, that Bridge program didn't have a chance to answer for all the wishes. In the name of the equality, Bridge program chose at the time not to support any of these kinds of trainings or MBA programs, that wasn't organized by the program itself.

These kinds of trainings or study complexes are supporting greatly individual development and wishes of the new career. It was a big setback for the Bridge program

that it could not satisfied the need. But to be noticed this decision was made back then with the knowledge of the time. When the interviews were taken place it was already noticed that these trainings are very important and they should be supported somehow.

8.5 Career coaching – valuable at job search

Co-operator for career coaching has been HRM Partners straight from the beginning. Coaching was organized through the small workshop groups and individual sessions. The aim is to update personnel's job hunting skills and this way to ease the header to the work markets. In a way career coaching is the fundamental idea of outplacement.

When starting to plan the coaching at the fall 2011, it was realized that this kind of guidance was extremely important. There were many employees in the company that have been employed straight after the studies and never have changed or applied the job. Or there might be many years since the last job change.

The issues in these workshops were how to build up the curriculum vitae, how to search jobs, how to act in the interviews, how to utilize social media in the job hunting and many other things related to finding the new job. In the individual sessions it was possible to cling more closely person's individual needs and hopes.

The participant amount fulfilled clearly the estimations and because of big demand Bridge team had to schedule more sessions.

8.6 Motivation

In general all the Bridge participants are very active concerning their further career. They are motivated to participate for the trainings that are organized and they search the information that is influencing their current situation. In the interviews it came up that there is a very small group of people that are about to lag behind. These persons are not very active, they might have some mental problems like depress, they don't

actively look for a new job and it seems they are waiting more controlling role from the company - someone to tell them what to do.

Bridge program has been build up to support the employees and help them to find new careers. Still the interviewees saw that Bridge program can't do things on behalf of these persons, nor it has time and resources for that. However this is the group that needs most support and there should be something more to be done, to be able to wake up these persons and get them along the Bridge services while occupational health is taking care of persons who need the medical support.

8.7 Results from the communication point of view

Bridge Tampere got a lot of thankful feedback about the communication. Customers were especially satisfied about the duty hours and they told that it was good that they were reminded often about the coming trainings. When the person gets unemployed there is many direction to be contacted and arrangements to take care, so it was easy for the participants to get constant reminders and update about the trainings and they didn't have to dig out this information themselves. At the Bridge Tampere lounge there were also a timeline where all the coming events were placed, so if the participant didn't find the training information in the mail it was visible there.

At the Bridge lounge there were also computers for those persons who didn't have internet access at home. They had a chance to see job advertisements and contact all the needed parties they need to pertain when the unemployment starts.

8.8 Miscellaneous

Bridge Tampere offered also many other kind of workshops, lectures and sessions that are almost impossible to categorize. Also many educational institutes and –faces were introducing their offers. Here under are some examples of these events.

Friday bun meetings. These every week events were organized to be informal gatherings with the coffee were the participants can get the information, meet other persons

at the same situation or just utilize Bridge lounge facilities. Sometimes there were also info shots or short introductions or lectures. No enrollment was needed for these events, person could just pop in.

When person gets unemployed he or she has to contact many stakeholders like unemployment office, unions or tax office. There is quite a bit bureaucracy and it might be difficult to solve these things out especially for novice. TE-office (unemployment office) and tax office wanted to help Bridge Tampere members and they had couple of info session about the proceeds and taxation.

Social media for job hunting is present-day. There were lectures about how to utilize social media for redeployment. These lectures were very popular and after the session the lecturer gave individual help to create the LinkedIn pages.

Opin-ovi auto (education bus) is the bus that drives around in the fairs and represents the different kind of trainings and studying possibilities that are organized by universities, adult education center and Edutech (training company). This bus was at the Nokia parking lot one day and all the Nokia employees were able to pop in and discuss about trainings and education in general. This one day event was very welcome according the visitor amount.

Lynda.com is the information technology training portal that Bridge Tampere had the license. All the Bridge members had the free entry for the courses. For some reason the use of this portal was quite minor.

Bridge Tampere team organized also many events for the possible new entrepreneurs. These trainings and events were orchestrated in co-operation with Ensimetri, Technopolis and other stakeholders supporting the entrepreneurship. These events were essential as at the time around 200 new start-up companies were established.

8.9 The other achieved issues

When discussing about the Bridge program with the participants, one thing came up almost each time; people felt that they were taken account more as individuals and their needs and hopes were asked more often than during their employment. This wasn't planned goal, but luckily turn out during this process. It is offshoot that no one expected or even though beforehand. It would be very valuable, if these learning's from the Bridge program could be transferred for the company human resources use in everyday life. In my opinion these findings could support and benefit also the remaining employees greatly.

8.10 Results from the research point of view

Completing this research project has been extremely captivating, but also challenging. It was interesting to combine my own professional perspective and experiences with the results from the interviews. As the research advanced it soon became clear that my own assumptions and conceptions merged with the research results. The success and failings of the project was generally known. What made the research challenging was the variegated education programs, as well as the complex effects on the individuals and society at large. It is exceptionally difficult to assess how large an impact a single training program has on the employment of the individual. My starting point has been that because this is a case study, also the analysis and results have been collected into a larger entity, instead of analyzing the impact of every single course. I firmly believe that a general and broader overview provides clearer, more interesting perspective.

Aside from the interviews and my own observations, the main objective of the education path of Bridge Tampere has been the development of the individual and the employment effect of the training courses. The goal was to support the local business market by organized training courses the released personnel would have quickly acquire the skills needed in the job market.

Generally speaking program was able to provide the trainings needed in a short time frame. The organized trainings met well what the participants in Bridge Tampere

project, as the level of participation was even higher than expected. We were not able to customize training courses for all individuals during 2012, but we strived to accommodate these needs as the project progressed. Hopefully this will be possible to accommodate these needs better in the future.

The research results that are important for the future will be further discussed in the chapter 9 Conclusions and Recommendations. In the future it would be interesting to study in which direction Bridge Tampere has developed since spring 2012 i.e., how much the objectives has changed, how much the baseline of Nokia has changed and the external business market.

9 CONCLUSIONS AND RECOMMENDATIONS

As mentioned Nokia started the other consultations at June 2012 and once more at January 2013. These consultations or the influence of those will last at the beginning of year 2014. This means that the time frame for the Bridge program has expanded and also the services have broadened out on the timeline. This has made it possible to do the changes and correct the direction according the predominant situation.

Originally the Bridge program was organized for the consultations started at 2011 and for the amount of employees that were under redundancy back then. Also the workforces in the Bridge team were adjusted for those figures. After the news of new consultations the Bridge team must rebuild. Also the budget must have been considered again. The difficulty for this was that employees will leave the company within very wide timeframe as they have different length notice period. This means that under the Bridge program might be couple of participants and in the next month there might be tens. The amount of participants varies a lot. This changing participant number complicates the planning and timing of the trainings and offered courses. The close co-operation with the consultation team is very important to be able to estimate the amount of participants. To be able to connect the supply and demand Bridge team made a light questionnaire what the new Bridge members were hoping for and what kind of training they were interested in. It is clear that not all of these wishes were or are possible to full fill but the plan was to get something for each.

To be able to get even more effective results from the Bridge training path, what should be done differently in the future? It is obvious that some results have already gained from the following issues, but in the future there should be more focus in these.

At the beginning there were just a clue how much this bridge program will take the time and working hours. Most of the program personnel were working only partly in this program or addition to the daily work. It was bit like a charity work. Quite soon it was realized that this program will grow quite large and there must be full-time workers in this program as well the core team in each site. There were couple of per-

sons taking care of each path and they had fairly large standpoint for the issue. This made it possible to concentrate each subject carefully, helped the planning and gave the keys to allocate the services as thoroughly as possible.

In Bridge Tampere there was one dedicated person with the assistant help for the training path at the first half of the year 2012. As the first half of the year 2012 was the time when the biggest mass of people were leaving the company this was a full time job.

9.1 Change the career

For the employees that wish to get totally new career in some other field, there were fairly little support at the Bridge program. As written above some conversion training possibilities were organized or was planned to be organized. These trainings were mainly focusing personnel that had education in engineering and all in all these trainings serve only bunch of people. Almost all the other educational groups were excluded and finally the decision was made that these kind of training were not supported by Bridge. In the educational world there is huge amount of the trainings that are supporting the career change through the conversion training. But what about those employees who wish to get the career from totally new field like from the engineer to the florist or master of economics to the carpenter? In the interviews all the interviewees were emphasize that this field was poorly covered. In the future there could be for example some kind of financial support for those who are starting the studies to get new profession. This way the program don't have the organizing responsibility, but it can support all the students equally, no matter which field studies are executed.

9.2 Individual help and inactive customers

Bridge program was set up quite fast and from the scratch in the situation where it should have been worked fully already. The first customers came in when the strategy planning was still ongoing and there were just little training ready for the participants. When these first trainings were organized, the program didn't know what

kind of talents and knowledge the first customers have. It was difficult to forecast and it was impossible to organize very tailor made courses or trainings at the time. When the program was fully set up, the strategies and aims were clear it was far easier to respond to the need. People leaving the company in the different time shifts (waves) ease to allocate the trainings in correct time. Talent mapping is also one important issue in Bridge program and this enables the matching and almost personified training offer.

Although the Bridge program has gotten very good feedback for the individual help and personalized services, some improvements could be done. As the number of Bridge participants is getting lower, personalized help is easier to offer. What could it be then? Maybe the financial support for the trainings that can be offered through the Bridge program (as written above) or more individual career coaching?

As written one of the Bridge learning path goals were to keep the participants motivated and interested in to further develop themselves. It also turn out that there is bunch of people that has been left behind in a way or another. In the future there could be more personal contacting for these persons like call to check up how they are doing and what would interest them.

As the number of Bridge members will fade at the end of year 2013 it is very important to motivate also these customers at the rear. They might think that the training offer for them is thinner and not that versatile as for those leaving in the big mass. It is exalted to ensure that also the last customer has a chance to educate him- or herself through the Bridge program. It will be difficult task for Bridge Tampere team to produce and ensure the same service for the rest of the leavers, but this has been the bearing thought straight from the beginning of the program.

9.3 Co-operation

The Bridge program has been running for two years now. It has made a lot of co-operation with different stakeholders. This co-operation has formed unprecedented network between companies, education institutes and government. When these

channels are open it is much easier to continue the co-operation but also to start the new kinds of projects and plans. It is important that the company will keep these channels open also when the Bridge program has finished.

During the program many operative collaboration relationships are strengthened, but also many new networks have been created. It is very important for the remaining organization to maintain these relationships and networks. This helps greatly when planning for example new trainings. Along the Bridge program many suppliers have gained strong understanding about the Nokia training needs and proceeds, how Nokia is organizing the trainings and education possibilities for the employees. This makes it easy to start the trainings and courses with the external suppliers.

This program has been valuable for suppliers also in financial sense. Although almost all the trainings that have been organized with the co-operation, have been open for the other companies as well, there have been so huge amounts people leaving Nokia in the short time of period, that most of the training participants have been Bridge members and the trainings could have been run through with the Nokia members only. So Bridge program and co-operation with it has formed very profitable for the suppliers as well.

9.4 Best practices for the further use

Many Bridge participants were told that during this program they got more training than ever during the employment time. This is very important information for Nokia as employer. It's time for the company to inspect the training offer and find out if it is adequate for the needs of today and if the offering is sufficient.

The individual approach in the Bridge program is also noticed and Nokia site management intent is to continue some of these best practices which are found out at the Bridge.

9.5 Follow-up

The new consultations after the 27th of February 2011 and employees leaving the company in different waves have enabled the changes in the Bridge program and its aims. It has been good to have a possibility to do the changes along the way and check every now and then if the actions are on line with the strategy and set goals.

As the Bridge program is still ongoing till the beginning of the year 2014, it would be possible to redo the interviews and research to be able to see if the suggestions and made changes have made any difference for the results.

As mentioned earlier in the text it might be bit difficult to find the results from the employee point of view – if the offering at Bridge program training path has alone lead to redeployment. All along Bridge program has gathered satisfaction rates per site through the feedback for which is filled when leaving the company. These figures describe the overall satisfaction for the program and from those some estimate conclusions can be done and trends can be seen.

The results from the Nokia point of view are quite easy to unearth again. New interviews can be executed and numeric data can be collected from the stakeholders as well. The only difficulty here is that the original program leaders and parties that were influencing for the first goal setting have left the company. The interview for the new leaders can be carried out, but they don't have the historic perspective for the issue. This way the results can't be totally compared.

There is handbook made of Nokia Bridge program, each site separately. From the note book you can see the program service offering, how they are executed and the timing. The handbook is implemented for the future purposes. If needed, this kind of similar project can be started easily again and this information can be utilized also in other companies at the same situation. All these best practices are also easy to transfer for the use of remaining organization.

9.6 Summary

At chapter 4 it is written that according the UNESCO report the adult education should answer to the questions why, how, when, where and what for. In this thesis I found out that Nokia started the corporate social responsibility program Bridge to support the leaving personnel to find the new careers and new paths in their life. Nokia wanted to help the whole economic market area to survive from these big redundancies and also help the employees that have been working for Nokia and have been the valuable asset for the company. In a way this was company's way to thank for the leaving employees. Of course this program was also following to the Nokia sustainability report and corporate social responsibility plan.

This offered help and services were possible to execute through the Bridge program. Every Nokia site had their own goals and plans and this thesis is about the educational goals that were set for Bridge Tampere. Training services and possibilities were available for the employees' right after they got the notice and they knew they will leave the company. Trainings were organized mainly in Pirkanmaa area by Nokia, Ely-keskus, local universities and private training companies.

Table 1, Summary, Kaatranen 2013

WHY / WHAT FOR	To help leaving employees to find new career possibilities. Help the economic market area to recover the large redundancies. Work according the corporate responsibility plan.
WHEN	Trainings were offered right after the employees got the pre-notice. This study is issuing the first half of the year 2012.
WHERE	Trainings were mainly organized at the Pirkanmaa area.
HOW	Trainings were organized with the cooperation of local authorities and private training companies.

This study is being completed at a time with profound changes at Nokia, as in September 2013 it was announced that Microsoft is acquiring the mobile phone business. It remains to be seen which type of changes this will bring to the company and if it will lead to further personnel reductions. If so, will the company be ready to further invest in the Bridge project and to which extent? As previously remarked, a manual was created for the Bridge project which can function as a guideline for the future. Furthermore, in this thesis is included an instruction for the education path activities the cooperating companies, and the contents of the provided education. At this stage it is unclear if Nokia/Microsoft will be using the Bridge project in the future.

REFERENCES

Auvinen P., Malinen A. & Mikkonen H. 2008 Aikuiskoulutuksen toteuttajasta työyhteisöjen osaamisen kehittäjäksi, Tampere, Juvenes Print

Brookfield S. 1983. *Adult Learners, Adult education and the Community*, Milton Keynes, Open University Press Milton Keynes

Brookfield S. 2005. *Critical Theory for Adult Learning and Teaching*, Berkshire, Open University Press

Brookfield S. 1986. *Understanding and Facilitating Adult Learning*, San Francisco, Jossey-Bass Publishers

Brunila K. 2011. Report; Aikuiskoulutus mielentilan markkinoilla

Burton L. E. 1992. *Developing Resourceful Humans*, London and New York- Routledge,

Caffarella R. 2001. *Planning programs for adult learners*, San Francisco, Jossey-Bass Publishers

Davy J.A. 2006: Outcome comparison of formal outplacement services and informal support, Wiley Online Library <http://onlinelibrary.wiley.com/>

Denzin, N. & Lincoln, Y. 2005 *Handbook of Qualitative Research*, London, Sage Publications

Doherty N. 1993. *The positive policy? Corporate perspectives on redundancy and outplacement*, Cranfield, UK, MCP UP Ltd

Doherty N. 1998. *The role of outplacement in redundancy management*, Cranfield, UK, MCB UP Ltd

Dvorak P. & Lublin J., 20.9.2009 Outplacement companies struggle to do the job.

Wall Street Journal, Referred 2.4.2013

<http://online.wsj.com/article/SB125069793645343423.html>

Edwards R., Sieminski S. & Zeldin D. 1996. Adult learners, educations and training, London and New Your, Routledge

European commission, Research voorBeleid. 2011. Country report of the action plan on adult learning: Finland

Galbraith M. 1990. Adult Learning Methods, Malabar, Krieger Publishing Company

Hodder I. 1994. Interpretation of documents and material culture, Thousand Oaks, CA, Sage Publications

Hoy W. 2010. Quantitative Research in Education: A Primer, Thousand Oaks, CA, Sage Publications

Hämeenranta H, Mäensuu M.-S. & Peipponen S. 1999. Outplacement irtisanomisista uusiin haasteisiin, Helsingin kauppakorkeakoulun julkaisuja B-26

Isopahkala-Bouret U. 2008. Asiantuntijuus kokemuksena, Helsingin yliopisto

Järvinen A. 2002. Outplacement yksilön ja yrityksen näkökulmasta, Tampere, Pro gradu työ, Tampereen yliopisto

Merriam S. & Cunningham. M. 1989. Hanbook of Adult and continuing education, San Francisco, Jossey-Bass Publishers

Merriam S., Caffarella P. & Baumgartner L., 2006. Learning in adulthood, San Francisco, Jossey-Bass Publishers

Merriam S. & Elias J. 2004. Philosophical foundations of adult education, Malabar, Robert E. Krieger Publishing Company,

Mertens D. M. 1997. Research methods in educations and psychology, London, Sage Publications

Mertens D.M. 2009. Research and Evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods, London, Sage Publications

Martinez de Morentin de Goñi J. 2006. What is adult education? Unesco answers, San Sebastian, Unesco Center

Mezirow J. 2000. Learning as Transformation, San Fransisco, Jossey-Bass Publishers

Mezirow J. 2009. Transformative learning in practice, San Fransisco, Jossey-Bass Publishers

Meyer J. L.&Shadle C., 1994. The changing outplacement process, Westport, Greenwood Publishing Group

Moore A. B. & McNamara K. 1990. Investing in Adult Continuing Education as a Strategy for Rural Economic Development, University of Georgia, Resources Information Center ERIC. Referred 15.03.2013.<http://www.eric.ed.gov/>

Nurmi E, Kontiainen S. & Tissari V. 1996. Asiantuntijoiden käsitys Suomen aikuiskoulutuksesta, Aikuiskasvatus-magazine 3/1997

Saarela K. 2012. Analysis of Stakeholder Expectations for a Corporate Social Responsibility Activity in Tampere Region, MBA Thesis, Swansea Metropolitan University

Taipalinen J. 1994 Ryhmä-outplacement keinona vähentää henkilöstökustannuksia: Case Suomena IBM, Pro gradu, Tampereen yliopisto

Usher R. & Bryant I. 2011. Adult education as theory, practice and research: the captive triangle, London and New York, Routledge

Website of the Maailmantalous.net. Referred October 2012

<http://www.maailmantalous.net/>

Website of the Nokia Intranet. Referred March-July 2012

Website of the NordisktNätverk for VuxnasLärande. Referred 15.3.2013

<http://www.nordvux.net/>

Website of Tampereen Teknillinen Yliopisto TUT.Referred 10.2.2013

<http://www.tut.fi/fi/>

Website of the Wikipedia. Referred October 2012

www.wikipedia.com

Wlodkowski R. 1985.Enhancing adult motivation to learn, San Fransisco, Jossey-Bass Publishers

APPENDIX

Appendix I – Interview script

Part I

What were the most important aims Bridge Nokia Tampere had for the year 2012?

Why these aims?

Were the stakeholders (Hermia, Ely-keskus, and HRM etc.) informed about these aims?

Part II

In your opinion, how these aims were achieved by the June 2012?

Which were the most essential trainings?

Why?

Part III

If there is a change to do something differently in the training path or choose other kind of goals, what would they be?

Is there still time to do these changes during the rest of the Bridge project time?

Part IV

Were there trainings that for some reason did not happen, but would have been important for the aims?

If yes, why did they not happen?

If there were such trainings, is there still time to execute these trainings?