

**Implementing the Design Factory Studies at HAMK Case:  
Degree Programme in International Business**



Bachelor's thesis

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**Subject** Implementing Design Factory culture

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#### TIIVISTELMÄ

Tämän tutkimuksen tarkoituksena on rakentaa teoreettinen kehys Aalto Design Factoryn konsepteille, jotka toteutetaan Hämeen ammattikorkeakoulun kansainvälisen liiketoiminnan koulutusohjelmassa.

Ensinnäkin oli tarpeen ymmärtää, mitkä ovat Aalto Design Factoryn ydinelementit. Toiseksi esitellään Hämeen ammattikorkeakoulun kansainvälisen liiketoiminnan koulutusohjelman ydinelementit. Kolmanneksi tutkitaan organisaatiokulttuuria ja muutoksen hallintaa. Näitä vaiheita tutkittiin toissijaisen kirjallisuustutkimuksen kautta, jotta temaattinen analyysi olisi mahdollista tehdä.

Syvällisesti analysoitujen käsitteiden temaattinen analyysi sanallistettiin yhteisten mallien tunnistamiseksi. Jaettujen mallien analyysi validoitiin kvalitatiivisesti ja kvantitatiivisesti metodologian luotettavuuden varmistamiseksi.

Tuloksena oli, että Hämeen ammattikorkeakoulun toiminnan kansainvälisen liiketoiminnan koulutusohjelmassa on paljon yhteisiä toimintamalleja Aalto Design Factoryn kanssa. Analyysi toi kuitenkin esiin muuttujia, joita ei jaettu. Sen kautta Hämeen ammattikorkeakoulun kansainvälisen liiketoiminnan tutkinto-ohjelman koulutuspäällikkö voi laatia päätöksiä tuotettujen teoreettisten puitteiden perusteella.

**Avainsanat** Organisaatiokulttuuri, muutosten hallinta, HAMK International Liiketalouden koulutusohjelma, Aalto Design Factory

**Sivut** 52 sivua, joista liitteitä 56 sivua

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**ABSTRACT**

This research aims to provide a theoretical framework of the Design Factory concepts for implementation into the International Business Degree program at Häme University of Applied Sciences .

First of all, it was necessary to understand the core elements of Aalto Design Factory. Secondly, the core elements of Häme University of Applied Sciences' International Business Degree program are presented. Third, organizational culture and change management are examined. These phases were investigated based on Schein, E.H.'s cultural model in conjunction with a secondary literature review for conceptualizing themes and performing the thematic analysis method.

The thematic analysis form analyzed in-depth concepts conveyed into words to identify common patterns. The conducted shared patterns analysis was qualitatively and quantitatively for validating the reliability of the chosen methodology.

The results were that the International Business Degree program at Häme University of Applied Sciences has a high level of pattern similarities with Aalto Design Factory. The analysis also emerged organizational culture variables that were not shared between Aalto Design Factory and the International Business Degree program at Häme University of Applied Sciences. Therefore, the theoretical framework produced can be utilized by the International Business Degree program at Häme University of Applied Sciences.

**Keywords** HAMK International Administration degree, Organizational culture, Change management, Design Factory

**Pages** 52 pages 56 including appendices pages

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# 1 INTRODUCTION

This thesis's main topic is organizational culture. The organization culture is a concept that can be able to study from multiple perspectives. Nonetheless, this study focuses on the organization's three layers, subcultures, different groups, and individuals. Hence it is more suitable for answering the research question and fulfil the research objectives.

The research question is: How can Design Factory be implemented in HAMK International Business degree's operations? The goal of the solution is to produce a theoretical framework. That would facilitate to implement of the Aalto Design Factory operations of culture.

The provided theoretical framework would base on a secondary literature review from Aalto Design Factory, Häme University of Applied Sciences, and change management sources. The chosen literature is introduced and defined throughout the narration of literature. The goal of utilizing multiple literature reviews sources is to develop a sustainable framework based on scientific facts. Also, the secondary literature would assist in understanding the base of the organization's culture.

Furthermore, the data analysis method applied is a reflective thematic analysis. In this way, the research would define and outline conceptual models, explanations, and structures of the organization's culture topic. Also, it would display the central concepts of data reflection with the help of secondary literature sources. The in-depth reflective thematic analysis approach would enable to obtain qualitative data outcome and to transfer qualitative data in SPSS to quantitative. The reason for the transfer of qualitative data into quantitative data is for validating the results of the thematic map analysis.

The importance of this research is that it provides a theoretical framework that can be utilized for the Häme University of Applied Sciences' degree programme in International Business. Nevertheless, the suggestions for future research would be to conduct empirical field research. To examine the International Business Degree program at Häme University of Applied Sciences organizational in-depth culture operation procedures.

## 1.1 Finding a subject

During the internship in 2019, it was informed that Häme University of Applied Sciences has partnered with Aalto Design Factory. Moreover, the community manager explained that the Aalto Design Factory is a pedagogical platform that unites students, teachers, researchers, and

businesses. The function of the Design Factory platform is to enable learning by doing. The platform offers a diverse range of courses for building prototypes with the collaboration of business representatives.

The goal in the summer of 2019, was to implement new pedagogical approaches for students to learn within the collaboration of business representatives and as an interdisciplinary passion-based co-creation team. Furthermore, the objective was to implement the innovative pedagogical methodology of Aalto Design Factory to other HAMK campuses such as Riihimäki, Valkeakoski, and Forsa. Later on, to Evo, Mustiala, and Lepaa campuses.

Due to this, matter the question for this study was brainstormed with the community manager during the internship period at Häme University of Applied Sciences Design Factory to investigate how the Design Factory platform could be implemented in Häme University of Applied Sciences of Valkeakoski campus. Nevertheless, the research question evolved after contacting the head of Häme University of Applied Sciences degree program in International Business. Afterward, then the research focused on providing possible guidelines of the Aalto Design Factory culture procedures for the International Business program. For the purpose of implementing Design Factory concepts into the operations of the International Business Degree program.

Therefore, this research will briefly present the Design Factory and Häme University of Applied Sciences history. The Design Factory and HAMK International Business program will also, presented with the guidance of organizational culture layers. Such as organizational elements, values, beliefs, and shared assumptions of the organization for understanding the overall culture structure, processes, and practices. Additionally, the research will focus on how Design Factory physical facilities could support the Design Factory blueprint. Plus, focus on producing a theoretical implementation framework for the implementation of the new operations. Also, the sub-question takes into consideration the internal and external factors influencing the operation implementation.

## 1.2 Research Question

The research question aims to study Aalto Design Factory's organizational culture to implement it into the operations of the HAMK International Business program. That is why the research question requires investigating and identifying the conceptual models of both organizations for later on providing a suitable theoretical framework. Nonetheless, this will be further explained in the background of secondary literature and utilized, and the methods applied to generate this research for readers evaluating the methodology justification and relevance of the conducted research.

In addition, the theoretical framework outcomes aim to comprehend the current aspects of the phenomena in HAMK International Business program culture and the relationship of the culture. Since the troubling question has not previously been conducted research. The research is also not focused on actually solving an immediate issue; instead, the focus is to explore, identify, and understand the abstract structure of organizational culture. On the other hand, it would provide theoretically practical outcomes for taking actions towards practices of the Design Factory.

### 1.2.1 Research objectives and benefits

The research objective is to influence HAMK International Business program internal and external operations for implementing the Aalto Design Factory operations that are part of the traits, emotions, thoughts, and overall behaviors. Aforementioned, the Design Factory culture will be introduced from different cultural levels and viewpoints for conceptualizing the core concepts of Design Factory culture in the HAMK International Business program organization. The theoretical framework supports the given research question, sub-questions, and the organization's current external conditions.

The intended outcomes of the present and future advantages of operating on the research project processes will influence the HAMK International Business program in the following ways. The Häme University of Applied Sciences' degree program in International Business can prepare the future workforce with the Aalto Design Factory desired culture's added capabilities and values. The desired culture is to learn by sustaining and flourishing the diversity of talents among HAMK International Business. This way, it can increase the Häme University of Applied Sciences Design Factory community's diversity, impacting the students, staff, lecturers, researchers, and future HAMK Design Factory International Business as a whole.

Likewise, to sustain and adapt to the new high education innovation, a broader diversity of views throughout the sustenance of the Aalto Design Factory framework. Through supporting the infrastructure, it will not only help the Häme University of Applied Sciences' degree program in International Business recognition, but likewise, it will help society to develop and improve job opportunities. Since the education method provided according to the new needs of the 21st century for addressing different kinds of problems with a creative approach. Also, it will promote future workforce openness and added autonomy of performing with confidence.

### 1.3 Methodology

The research methodology is the path of the method. The methodology path requires an understanding the research's different stages and sub-processes. These include choosing and following specified procedures such as research aim, strategy, data collection method, and data analysis method. For the reason of conducting the study correctly for evaluating closely different process parts, which have linkage to one another. (Jyväskylän Yliopisto KOPPA-Info, 2010)

As introduced in the previous chapter 1.1, finding a research question on How the Design Factory culture can be implemented into the HAMK International Business Degree program? Pointing out the study is an empirical practice-based thesis. Indicating, this study is a workplace for gaining new knowledge throughout literature for providing practical experimental operating directions and practices. (HAMK, 2018, p.3) Hence the research question has one objective: to produce a theoretical framework for guiding the implementation of the Design Factory. Therefore, the research question strategy aims to identify and categorize the essential themes forming the qualitative data enabling a detailed study by reporting patterns.

The qualitative thematic analysis method is for building an understanding of the chosen phenomenon. Also, for analyzing the classification of themes gathered into various categories, groups, and classes. Although, through generalizations of the reason for examining, which factors are related and connected to phenomena that can cause or vary in topics. As a result, variables can be estimated or distinguished by a profound understanding of the chosen phenomena. After which explore the relationship and connections between the Design Factory and HAMK International Business program phenomena and various meanings. (Jyväskylän Yliopisto KOPPA-Info, 2010)

Furthermore, this thesis will focus on organizational operations, practices, and theories. For the reason of interpreting as well as evaluating the set of practical experimental operation directions. The proceedings of the theoretical framework for implementing the operations of Design Factory to HAMK International Business program.

The data acquisition method is from secondary documents, such as books, scientific articles, reports, and analysed images. The obtained material consists of various information obtained throughout data observation, internship participation, and interpretation of concepts.

In addition, this research is inductive since it was started by collecting data and observations for reasoning a specific situation, which concludes the thesis research question. The data collected is based on the Design Factory data-driven for forming the key concepts for analyzing data, patterns, and



relationships between connections by a thematic approach. The qualitative thematic method will allow further aspects to identify, understand, and conceptualize. For concluding and explaining patterns correlation detected. As an outcome, develop a theory since no prior theoretical framework has been performed for the HAMK Degree Programme in International Business

### 1.3.1 Justification of data collection

The reason for collecting specific data was to build a sustainable theoretical framework based on reliable authors who research based on scientific facts. The secondary data collection process started already during the internship and along the way from 2019 until 2020. The process was long and selective. So, to not over gather data or either negatively impact the research. Therefore, the first collected external secondary data consists of a journal book of the Design Factory. This would be for understanding the Design Factory conceptual framework and for guidance towards the new culture of Design Factory.

Then second gathered data, which consist of two change management books by respected authors, to leading the study of how to move successfully towards an operative implementation. "Creating a Kaizen culture," a book title and winner in Shingo Research and professional publication award in 2015. The other literature collected is by Jon R. Katzenbach founder, of The Katzenbach Center and a published author of 22 books, and a consultant leading practitioner in organizational strategies. Then a similar conducted research was collected and analysed. The first research was by Ching-Yi Wang, a master's degree student investigating how to transfer the Design Factory concepts into the Chinese cultural contexts. The second research collected was by the Design Factory researchers, who studied the Design Factory culture. The collection of this study occurred principally by deep online search and handed online documents and journal books. The gathered data-enabled relying on prior similar conducted studies, professional researchers, and consultants with organizational culture experience.

### 1.3.2 Justification of methodology

The taken methodology approach is settled based on the given research question and the target of the project. Moreover, drafting the research method path plan was necessary for reaching the objective of the investigation. As well, for utilizing the proper methods of research. Consequently, it will be justified below the chosen methodology by two potential fitting methodologies to evaluate and validate the chosen methodology's reliability.

### 1. Case study

The case-study started by researching the methodology focus on answering the why, how, and what. Allowing the method to identify, clarify, determine, interpret, and provide a theoretical base of knowledge. The reasons to conduct within-case and cross-case strategy analysis were to develop a description of each to conduct a comparison of similarities, differences, or uniqueness. A case-study would include gathered primary and secondary data. In some case-studies requires or can be conducted interviews of fixed - and open-ended questions. Nevertheless, the empirical qualitative study would use sources, for example, observation-based research diary, audio recorders, or forms. The purpose is to examine and obtain data for producing qualitative analysis.

To conclude, this research cannot enforce a case-study since it requires gathering primary data. Also, the processes of collecting data and analyzing in the case-study were not the most optimal for research in this study. The case-study strategy would be limiting to analyze aspects of the data gathered and compromise the research outcome. Plus, case-study research would provide generalized information. As well, the primary collection of data was not possible to conduct in this research. As a consequence, only speculation and unreliable outcomes would be produced, with a case-study strategy. (Graham R Gibbs, 2012)

### 2. Frame analysis

The frame analysis focuses on answering the how and define the problems to diagnose value, judgments, and suggest remedies. The analysis method examines how people understand the situation or activities, interpret the process of information. (Margaret Linström and Willemien Marais, 2012, p.1-14) This analysis would also provide a matrix content of analysis, which summarizes the user's total data to conclude the result for a theoretical framework. Nevertheless, the frame analysis is more into media research, meaning it is not suitable for analyzing organizational culture.

### 3. Thematic analysis

The method map helped determine a suitable methodology for examining the case in-depth and accurately justify the methodology. The applied methodology is thematic analysis, as explained in the 1.3 Methodology section. This analysis focuses on creating concrete solutions to the situation through specific literature content. Which, in this case, is secondary gathered literature. The thematic analysis is applicable since it reaches the research question's aim, which seeks the shareable patterns of both organizational cultures. (Jyväskylän Yliopisto KOPPA-Info, 2010)

In the thematic analysis, the content's choice depends on the actual situation and the theme categorized underlying background that the case revolves to seek a pattern from. Therefore, the objective is to capture themes from the qualitative data. Gathered relating to the research question that represents response or meaning within set data. Analyzing

literature is a regularly more flexible process, which involves subjective judgment. It focuses on identifying concepts, familiarizing with conceptualization, categorizing the key terms, interpreting patterns, connections, meanings, and relations. Data then drive the coding process, and the research question can develop within the coding process, making the process inductive. (Virginia Braun and Victoria Clarke, 2006)

Nonetheless, trustworthiness occurs in this research on several occasions. The first occasion is when was utilized the most cited academic paper published in 2006 by Virginia Braun and Victoria Clarke. The purpose of using this publication is to conduct the thematic analysis to provide the theoretical framework correctly. The fifth chapter has narrated the thematic analysis procedures and presents the entire data set, defining and explaining themes throughout literature narration.

Secondly, the narration of literature allowed to develop of a thematic map. The thematic map consisted of themes and transferred into concepts further those concepts into words. The words matched the numerous times that appeared in the documents. Additionally, the concepts likewise matched the secondary literature data documents. Concluding, that not only does the secondary literature have similar themes, but they also have similar concepts and points of view.

The third trustworthiness element is that the correlation between variables was conducted via thematic analysis qualitatively. Then for verification of outcomes via IBM Statistics Data Editor (SPSS). This verification was for adding validity to the theme analysis on a sense of measurement and testing objectively. The research plan was that the study remains not only subjective but also objective.

Nevertheless, the elements for building trustworthiness in this research were one of the aspects most thought. For two reasons, one to obtain reliable results and second to review the validation of methods utilized. Hence, this study is transparent one of the limitations of conducting an inductive approach is that the provided theoretical framework outcomes cannot be entirely proven. (Fiona Middleton, 2019)

## 1.4 Thesis structure

### Chapter 1

Introduces the conducted research goal, background and explains and defines the research question of the study. Moreover, the chapter outlines the research methods utilized to justify trustworthiness. For readers, critically evaluate the research selected processes and analyze information.

### Chapter 2

The literature review chapter introduces and explains the gathered literature. Overall, the chapter consists of a brief subjective display of literature review for familiarizing with selected secondary data.

### Chapter 3

This chapter introduces the Aalto Design Factory story and layers of culture based on gathered data.

### Chapter 4

Presents Häme University of Applied Sciences story and history, including Degree Programme in International Business layers of culture based on examined and gathered data.

### Chapter 5

Demonstrates the key themes throughout the literature narration for data reflection and setting the outcome themes to concepts into words. The in-depth systematic approach process of coding seek patterns, connections, and relationships. Furthermore, this chapter will present the framework analysis main findings.

### Chapter 6

This chapter will conclude Chapter 5 outcomes including the research findings. The findings in this chapter will be briefly introduced for understanding the theoretical framework provided. Likewise, the final chapter will evaluate that the research question objective is achieved.

## 2 LITERATURE REVIEW

This chapter will introduce the secondary literature review throughout the subjective narration of literature. In the second place, for understanding and familiarizing reader with studying subject. Third, it forms the theoretical base and provides support for the creation of the theoretical construct

This chapter is constructed as follows:

- 2.1 Organizational Culture
- 2.2 Aalto Design Factory literature review
- 2.3 HAMK University Literature review
- 2.4 Change management literature review
  - 2.4.1 Literature review on external cultural factors

### 2.1 Organizational Culture literature review

The primarily used literature was from Edgar H. Schein's fifth book edition. The purpose of utilizing this literature was to understand the organizational culture and provide an accurate definition of the subject. In addition, all the literature on change management covers the cultural model of Edgar H. Schein. Likewise, the structure of this thesis is formed based on the cultural model of Edgar H. Schein. By considering individuals, different groups, and subcultures from an organizational view for conceptualizing the essence of the culture concepts.

To illustrate better the essence of organizational culture is necessary to disclose that culture is everywhere and is difficult to decipher because it depends on the individual observer. Nevertheless, culture has long been studied from many perspectives, such as psychoanalytic, sociological, ethnographic, organizational, and anthropological perspectives. (Ching-Yi Wang, 2012, p.27) The organizational culture structure consists of three levels: artifacts, values, and attitudes, including shared assumptions. These levels will be presented further as crown, trunk, and roots for illustrating culture with a concrete example.

As aforementioned, the first level is artifacts, and it demonstrates the most visible of the organization. In the following manner listed below:

1. Visible behaviour: interaction, customs, habits, traditions, rituals
2. Atmosphere: manners of address or climate of the atmosphere
3. Physical facilities: architecture, decor, furniture, objects, technology
4. Physical environment: art, logos, symbols, styles

As listed in adobe, artifacts are visible behaviour and a physical object that can be felt, seen, and heard. Since these aspects are apparent, it can be appreciated by an external member. Nevertheless, for an outer member

the list above is easy to observe while being at the organization. However, complicated to interpret or having an internalized meaning of possible underlying assumptions. Nonetheless, the perceived behaviour leads to distinguish which manner members interact with each another, what type of atmosphere could be sensed, or realize operative processes may have. This level contains multiple visible features that provide by asking comprehension into what the organization does and how it operates. (Schein, E.H. 2016, p.17)

To conclude, artifacts are visible but not evident to an external member. Gradually become clear if an inside member explains to the outer member why operations are performed in a certain way. After that, the exterior member would understand the course of operating within the organization. The external member would have presented the so-called espoused belief and values of the organization.

The second level of culture is espoused values. Espoused values influence the group leaders forming first shared values then shared assumptions. Nevertheless, this occurs when members question, debate, challenge, and test first the value proposed. The social validation is confirmed throughout the shared social experience of a group. (Schein, E.H. 2016, p.19) The espoused values and beliefs are based on organization, philosophies, goals, and aspirations at this cultural level. These are driving the operating model set for achieving targeted vision, mission, value, and norms that are part of the support for guiding members to deal with particular situations. Also, the guidance serves to guide members towards the aspirational mission or vision the organization aims for. (Edgar H. Schein, 1988)

The third level of culture is basic underlying assumptions. The basic underlying assumptions are core beliefs that dominate the mental map of the behaviour of the members. Also, assumed operations were formed overtime when a specific solution worked repeatedly. Now, the non-debatable practices by its community members shape the organizational structure of procedures. What is more, the assumed beliefs are practiced in the circumstances, such as communicating or associating with other community members. (Schein, E.H. 2016, p.21-22)

Also, this cultural level is the most hidden of the organization and practiced in the following manner listed below:

1. Implicit values or norms
2. Unspoken rules
3. Perceptions, thoughts, feelings, traditions, rituals that members use in different circumstances
4. During interaction or associating with community members

These practices reflected the shared values within the culture and create the foundation of the organizational culture. However, these practices are

tough to determine and define since they are taken for granted even by the organization members. (Ching-Yi Wang, 2012) Also, it is complex to change the underlying assumptions. For a change, it requires identifying and deeply understanding members' actions for better development and considering that culture size does not matter what, actually matters is what members have in common. (Edgar H. Schein, 1988)

## 2.2 Aalto Design Factory literature review

The Aalto Design Factory (ADF) Passion-based Co-creation book introduces the ADF philosophy of a new kind of passion-based innovative learning culture. In 2017 published book on, many authors and editors participated in writing, therefore providing a broad perspective. The journal book introduces the philosophy of ADF. Provides scientific knowledge of activities taken in the ADF culture and reason of why such practices are performed, including how it can change the organizational learning culture. The literature provides insights into how it is possible to implement ADF pedagogy. What is more, the journal book can be utilized as a guideline for implementing ADF operations of culture.

Later on, chapter three will introduce the Aalto Design Factory history briefly. Including the culture of Aalto Design Factory with separate sub-chapters explaining the layers of culture. Since the organization's layers of culture are nothing without its people, for that reason, it will be using the Aalto Design Factory in the eyes of its community research. The conducted study is by Aalto Design Factory researchers who observed and explored community members of ADF. This research reflects insight into what the community members value, interact, and behave. The ADF community consists of students, DF staff, lecturers, researchers, and business representatives. The structure of the ADF platform is based on constant learning, innovating, experiencing. The diversity and interdisciplinary collaborating allow product development design to prosper.

One of many causes, why ADF prosper is because they do have explicit norms and rules. Nevertheless, at the same time, they have informal activities and non-hierarchical dynamics, making the culture pleasant to be in. To support this, the ADF created norms named the ten commandments of ADF's ways of working. The most outstanding norms in the Aalto Design Factory were further:

- Act outside the norm
- Be proactive and take initiative
- Tight home base along with sharing knowledge
- Inspire by example
- Keep it informal also avoid hierarchies and bureaucracy

One of the parts of organizational culture constructs of norms, cultural practices, and the overall environment. These three components influence

and impact the way of behaving. Therefore, to change new members mindsets and at the same time maintain its community mindset, it was individually told that in ADF, there are three principal rules. These rules talk to strangers, "your parents do not work here", and safety comes first for changing the way of thinking and behaving. These rules influence establishment practices in everyday practices. (Päivi Oinonen, 2020)

For instance, the ADF organizational culture principal rules focus on an informal working environment for users to permit themselves to explore and act freely. The set rules and norms challenge the typically traditional learning environment. This challenge demands students and ADF teachers to no longer necessarily behaving with an everyday classroom mental model. Therefore, allowing a different behavior as well as a state of mind. Not only do the rules and norms differ from the traditional classroom, but also the social space meant to be spontaneous. By connecting mental space and social space allow members to explore plus enhancing to act spontaneously. The working environment is then open for everyone offering a place to be, a place to meet, and learning from others.

Likewise, the physical space is a powerful linkage tool in the sense that it nourishes and enhances social interaction, collaboration and facilitates interdisciplinary learning by doing, as well as sharing knowledge informally, making people more relaxed, approachable, and open to other community members by lowering the typical hierarchical working system. Concluding, that ADF space is the heart for building a passion for co-creating, shared will, and motivation for participating and exploring. Making organizational cultural practices enhance visibility while working to become more approachable to others for collective motivation. (Björklund, Tua; Laakso, Miko; Kirjavainen, Senni; Ekman, Kalevi, Tiina Tuulos Matti Hämäläinen, 2017, p.123–124)

The second literature is from Aalto University Design Factory from the eyes of its community. The research was published in 2011 by the Aalto University DF research team. Its study consisted of qualitative and quantitative empirical field research, whose aim was to chart the experiences and perceptions of the ADF environment correlated relationship by its community members. For studying, this particular aspect, the sampling frame formed of the community members for conducting in-depth and series of interviews with open-ended questions and observation of interaction. The open-ended and story-based format allowed interviewers to exclude any influence of the potential biases or pre-assumptions for describing the experienced and perceived characteristics at the ADF.

The results reflect the community members following features, such as behavior, interaction, support, and personal work at the ADF perceptions in the community members' eyes. The outcome of the research provides insights into the ADF environment and the community member's and



user's values in the ADF. The research outlined the members' behavior and asked what the pain and gains within the community have been. These outcomes of perceptions of experiences do not intend to offer an objective function. Instead, it displays and reflects the community members' concordant frankly perception illustrating the ADF platform aspects. The result also presents a brief look at the thoughts of community members on what has made the platform successful and how the ADF or similar platforms can be further developed. (Björklund, Clavert, Kirjavainen, Laakso, and Luukkonen, 2011, p.6-7)

The results reflect the community members following features, such as behavior, interaction, support, and personal work at the ADF perceptions in the community members' eyes. The research outcome provides insights into the ADF environment and the community member's values in the ADF. The study outlined the members' behavior and asked what the community's pain and gains have been. These outcomes of perceptions of experiences do not intend to offer an objective function. Instead, it displays and reflects the community members' concordant frankly perception illustrating the ADF platform aspects. The result also presents a brief look at community members' thoughts on what has made the platform successful and how the ADF or similar platforms can be further developed. (Björklund, Clavert, Kirjavainen, Laakso, and Luukkonen, 2011, p.6-7)

Finally, the third literature review assesses the Design Factory concepts for translating them into the Chinese cultural contexts. The master's degree study was published in 2012 by Ching-Yi Wang. The study conducted consisted of abductive reasoning divided into two phases of examine the Design factory concepts and then explain how the Design Factory culture can be transferred into the Chinese cultural context.

The first and second phase consisted of thematic interviews. The interviews aimed to examine critical concepts for understanding the design factory core elements throughout interviews. The second interview was for evaluating the emerged core elements for transfer into the Chinese cultural context. The primary data was utilized to conceptualize and compare secondary data literature for assessing organizational culture in China. Therefore, Chinese concepts evaluated as well as compared to the Design Factory key concepts for transfer purposes.

To conclude, the research outcome was that people's minds influence and guide overall Confucian values. Therefore, it is quite impossible to localize as a replica Finnish Aalto Design Factory western culture mentality in China and vice versa. Nevertheless, careful planning shared motivation, and a strong committed management team could make the impossible possible. (Ching-Yi Wang, 2012, p.106)

### 2.3 HAMK University Literature review

The first utilized literature is the Audit of Häme University of applied sciences report published by the Finnish Education Evaluation Centre (FINEEC) in 2016. The audit's objective was to assess the HAMK organizational development and evaluate the quality system based on its needs and goals. The quality system of HAMK fulfilled the national criteria and corresponded to the European quality assurance principles. Consequently, HAMK owns an award that is valid for six years from the 26th of August 2016. (Campbell, Karjalainen, Lorber, Milta, Tanskanen, Mustonen, and Aurén, 2016) Also, the report discusses the key strengths as well as the recommended development areas by the FINEEC. Nonetheless, further of Häme University of Applied Sciences Strategy 2020 is displayed based on the conducted FINEEC report.

Häme University of Applied Sciences' targeted strategy of 2020 is to keep the students as the focal principle in all educational activities. Likewise, to distribute expertise in education for an operational expansion of research units and the number of principal research scientists. Furthermore, research globally as well as building an international reputation. Internationalization is a fundamental part of HAMK operation linked with the cooperation in research development innovation activities (RDI) with strategic partners. For example, Feevale University in Brazil and VIA college in Denmark. These synergic collaborations occur with students, staff, and research projects. The project activity objectives are to grow within degree programs for becoming digital and cost-effective.

The strategic systems aim to attach the quality system of HAMK for constant PDCA cycle development. Digitalization, international co-operation, global and operative expansion, including setting students as the principal central framing in HAMK degree education. The quality system is correlated with the sets of strategies, and the purpose of the quality system is to support strategy implementation and maintain continuous development, including regenerating operations towards goal-orientation.

Throughout, allying HAMK processes, procedures, and operations to guide personnel within operational management. Management establish agreed goals, commitments, and strategies instead of individual responsibilities. HAMK organization line, quality, and risk management emphasize for sharing responsibilities. However, the FINEEC report was pointed out the institution's hierarchy and demonstrated that the weight lies on the board, rector, and vice-rectors. Nevertheless, the operational management connects the quality system with an annual performance agreement and management procedures operating with the PDCA cycle model.

The PDCA cycle model surrounds all operations from set strategies, and the entire community committed to the continuous improvement at daily work. It is making the operating model drive towards constant growth and development. To achieve the best daily solutions and possible outcomes on a daily basis, this consequently influences a mass of opportunities for solving potential problems. This process assists in evaluating, measuring, and sustaining organizational development and change with shared responsibility. The quality culture approach is for acting on daily basis and systematic, iterative method, allow to become transparent. Consequently, analyze the improved quality system.

Based on the FINEEC report, one of the essential strengths of HAMK is keeping the student's interest as the central focus in the quality of the learning environment. The systematic method encourages promoting pedagogical innovation in student-centered learning through problem-solving, team-work, and innovative thinking. Also, every student can give feedback, and one of the international students interviewed at HAMK hoped and desired more networking contact opportunities with businesses. The student's introduced desires could benefit HAMK by organizing students and company representatives to increase collaborative projects with companies. This way, the goal of HAMK could be to conduct more business contacts and more projects with companies. (Campbell, Karjalainen, Lorber, Milta, Tanskanen, Mustonen, and Aurén, 2016, p.55)

FINEEC audit recommended HAMK to create a need for profound engagement in quality work with stakeholders for impacting quality work positively. Also, the FINEEC audit recommended two other considerations. One is to communicate plus connecting the quality policy and quality system. The second recommendation is linking the quality policy and quality system between the 2020 strategy and corporate representatives. Hence, it necessitates development of practices to maintain communication between HAMK various groups of the community. For reinforcing quality culture and the ally of the strategic goals. Including utilization of digital tools, competence development of students, internationalization, and varied co-cooperation. (Campbell, Karjalainen, Lorber, Milta, Tanskanen, Mustonen, and Aurén, 2016, p.25-28)

The second utilized literature is the HAMK vision and strategy, published in 2019. The reason for using this literature is to analyze more recent publications. The publication presents 2020 to 2030 future objectives of the organization. (HAMK Vision and Strategy, 2019)

The 2020 to 2030 strategy objective is to set united principles. The principles are competence, knowledge, internalization, entrepreneurship, and cooperation to create a meaningful direction. The 2020 to 2030 publication provides insights of the vision and strategy, including the objectives and mission of the organization.

Based on the article, Häme University of Applied Sciences is a higher education institution operating nationally and internationally. Also, being deeply committed to partnerships and forming desired future experts in labor. Plus, producing research for generating vitality and supporting wellbeing and sustainability. Not only, the studies support wellbeing and sustainability, but also the outcomes are for constant improvement. By making continuous development, the quality system connection with the performance of research and education. HAMK provides and offers a variety of competencies and creates approaches regarding the world of work with talents.

As a result of providing competencies and creating approaches to form talents, Häme University of Applied Sciences plays a significant part in developing its region and present society. Due to this, HAMK promotes student-centered lifelong learning while also encouraging students towards innovative and critical thinking.

The HAMK University of Applied Sciences guided study model modules offers three different possibilities to students. The first is full-time study 8-16 o'clock, the second is age-independent 18-100 years old, and the third is part-time studies. These options are 24/7 digitalized education for contributing to the society different added skills, knowledge, and competencies with an excellent study experience. What is more, HAMK students can carry out an applied study, and alumni from an extensive network of collaborative contacts for applied study work.

Although the design and implementation of the modules own strong partners. Such as the public sector, third sector, and business making an essential link between student, teachers, and the workplace as a whole. The designed modules consists of approved pedagogical resolutions with an international pathway generating and supporting students towards entrepreneurship, including multiple professional paths.

The offering of education services and research activities considerably increase. Therefore, the increase would strengthen the position financially. Altogether, with the degree programmes, tuition fees, business funding, international sources investing in development, and research projects. The HAMK research projects have further research units: Bio, Edu, Smart, and Tech. Including global education services and made-to-order, which allow controlled growth.

As aforementioned, the growing various goals, the target is for becoming future-orientated intellectual capital and drive towards multidisciplinary, including multi-professional operations. In conclusion, HAMK continuously evaluates labor outcomes as internal and external competencies. Since HAMK highly values competence and care of the wellbeing of the educational community.

The third literature is regarding Hämeen Campus Design Factory of HAMK Stories International Edition, published in 2019. The overall Edition provides insights and information about alumni stories for those who are either studying at HAMK or are interested in the organization. The article presented is by communication specialist in Hämeen Campus, Jaana Siljamäki. The article is based on interview outlined questions regarding HAMK Design Factory for introducing purposes. (Siljamäki, 2019, p.12-13)

Jaana Siljamäki interviewed the principal research scientist Jari Jussila Director of HAMK Design Factory. Along with Kalevi Ekman, Professor of Machine Design and Director of the Aalto Design Factory. The interviews not only delivered insight but also defined what HAMK Design Factory does, as well, what it offers as a student-focused platform. During the interview, it was pointed out that HAMK Design Factory is the first unit located elsewhere in Helsinki.

The first occurred HAMK Design Factory product development project was carried out in the summer, 2019. It brought into collaboration students, researchers, and employers to form a new learning environment with business representatives. The HAMK Design Factory works as a cross-multidisciplinary product development service workshop, allowing design with technology and guided experience. The workshops are meant to experience, explore, collaborate, and connect globally around 5300 students, 78 employees, and 225 partnering businesses. This possibility allows sharing different innovative business solutions on a new whole scale. The united passion for science with visibility of product development prototypes. Along with hundreds of other participants worldwide developing innovative solutions in conjunction with the ideal learning environment.

The fourth literature review title name is Co-creation pedagogy from cSchool towards HAMK Design Factory. The article explains that HAMK rearranged the syllabus of subjects learned in 2014. By integrating project-based learning and competency-based modules. Project-based learning drives service design, prototype development for business. Furthermore, it combines an innovative learning environment to encourage the most recent Design Factory interdisciplinary passion-based learning. The cSchool provides students several expertise areas for developing towards real-world requirements and fulfil now-today necessitated competencies. Considering professional expertise frequently evolving, plus it is needed, multitalented future professionals. (Kunnari, Jussila, Raitanen, & Tuomela, 2019)

CSchool relies on a collaborative knowledge culture of learning. Plus, linking learners to form meaningful real-life challenges and acquiring multiple competencies during projects. The projects compose of three participants, which are business, teachers, and students. The participants

continuously collaborate and use open interaction leading to constant co-creation. Co-creation process implementation consists of a variety of pedagogical methods and tools. For instance, business design methodologies and multidisciplinary teams solving a targeted issue. The project processes intend of constant documentation for assessing the pains and gains of the project. Likewise, to have transparent collaboration and open digital environments where sharing ideas is always welcomed.

Sharing ideas and concepts between business and students enables an active development of the project towards better results. Also, the students have available material and can ask questions at any time. Enabling students to contribute as real Co-creation partners in the project-based learning process. Plus, including all participants to feel free to act and contribute. The proactive dynamic and communication operate as a base of Co-creation in cSchool.

One of the essential norms in cSchool among students is to get out of the comfort zone plus not letting any member behind. Additionally, all participants require an open mind since habitually, the business challenges tend to be often messy, unpredictable, and frequently have more than only one solution. Also, cSchool is aware that all projects are unique in their way, and all the active participants pertinence formed the creation of trust during the different stages of processes in others and oneself. For this reason, co-creating learning is vital to provide students customized varieties of authentic tasks likewise trust in the student's abilities and capabilities.

In conclusion, cSchool co-creation emphasizes the collective growth mindset and spread delightfulness of learning and developing in a new way. By stimulating student proactiveness, creativeness, explore own peculiar vigor plus comprehend the changeful world. (Kunnari, Jussila, Raitanen, & Tuomela, 2019)

## 2.4 Change management literature review

The first professional literature analyzed in this research was published in January 2019, named *The Critical Few*, by Jon Katzenbach and the leaders of Katzenbach Center at Strategy&, PwC's strategy consulting business. (Katzenbach, J. R., Thomas, J., & Anderson, G., 2019) The literature provides a practical-guide source based on Edgar H. Schein's culture model for change within an organizational culture.

With four elements explained below, including organization business strategy driving the direction, operating model relating to the culture and sub-cultures. Also, it has been defined that culture is influential and significant to work with, since it determines the organization explicit capabilities, processes, and structure. It has been described that culture and sub-culture have their self-sustaining patterns of behaving, feeling,

thinking, and believing. Determining that no organization is plainly rational.

Therefore, it has indicated that identifying and using the organizational culture four elements is the key to understanding and molding the layers of how things performed within an organization. The four elements consist of traits, behaviors, recognizing authentic informal leaders, and measurements. The first element is traits, which are the heart of shared assumptions. The overall traits are what people bring to work and maintain an emotional connection to what people do plus perform at work.

Secondly, behaviors are settled as organization aspiration of worker performance versus what tends to be done in an everyday workday. Thirdly, recognizing the authentic informal leaders (AILs), who have a high emotional intuition or social network for influencing the dynamic climate within an organizational culture.

Lastly, integrating measurements of progress for linking it into the organization's performance. Overall, the processed information is that aligning the organization culture does matter and has a strong emotional side. The emotional side triggers the organizational environment, as a whole of the performance, communication, job satisfaction, and reinforce ownership for adapting to a change.

The second professional literature analyses this research as about how to handle change with improvement. The name of the literature is Kaizen, which means, Kai means change, and Zen means good all in all, change for the better. The Japanese business philosophy consists of making small improvements continuously in the processes of operations of the organization for long-term efficiency. By involving all employees or for analyzed areas it is needed to improve.

Kaizen bases on Edgar H. Schein and Shook's culture model versions. The culture model versions are defined and explained for understanding the overall function of organizational culture. In fact, the three layers of organizational culture consisted of artifacts, values and attitudes, including basic assumptions of culture. The first layer are tangible artifacts since it is the most visible element within an organizational culture, and connects what people do on everyday basis. Then the second layer is about values, conscious behaviors, attituded set into action. The third is about the most invisible layer, which is the shared unconscious assumptions and core beliefs taken for presupposed in the organizational culture. Both culture model versions shows organization culture performance, mid-set as well as behaviors and which have been taken into actions. (Miller, J., Wroblewski, M., & Villafuerte, J. 2014, p.26-28).

Kaizen tactics focus on incremental changes, while encouraging employees to highlight more extensive issues into smaller pieces and act for addressing issues better throughout the collaboration by allowing adaptability during adjustments. There are categorized three types of tactics, which are a daily implemented kaizen, project kaizen, and constant support for the entire organization kaizen. By engaging daily actions to maintain and develop standards allowing to link long-term objectives with the level of human behaviors by doing, checking, adjusting, and standardizing. (Miller, J., Wroblewski, M., & Villafuerte, J. 2014, p.151-153).

The frame principles of the Kaizen strategy are further being determined, practiced, learned, and improved. It requires a positive determination attitude regardless of the working position within the organization and seeks possible solutions for facing issues. Additionally, prompted to ask respectfully why, for learning purposes. Also, coaches humbly inspect to confirm processes. The target of practicing everyday Kaizen does not strive toward perfection. Alternatively, the habits loop method is for daily lead, set routine, and reward. The habit loop establishes positive reinforcement and acquires transparency within the working team.

Nevertheless, improving as a culture is required problem-solving from everyone including learning from others. Also, maintaining a motivational atmosphere not only makes things better. It develops employees by creating growth for better thinking, actions. Therefore, bringing superior outcomes to the organization. (Miller, J., Wroblewski, M., & Villafuerte, J. 2014, p. 38=42)

#### 2.4.1 Literature review on external cultural factors

The reason for choosing the implementation of a virtual group workspace on the glue platform: Case Design Factory is because from 2019 until 2020, the whole world had impacted the 2019-nCoV pandemic. Due to the pandemic, the organizations have had a large, sudden degree of external changes influencing on the overall culture. Therefore, the literature utilized is to examine other scientific researches associated to how virtual groups work within the Design Factory. The research was published by Niina Järvinen, which objective was to explore from various perspectives the virtual reality of the Glue-platform. Which could be implemented as a virtual collaborative space in HAMK Design Factory. The study was through a comparative analytical method of advantages and disadvantages for evaluating the functionality of the Glue-platform technical details. as well as a whole. (Järvinen, 2019)

Glue-platform provides a virtual space where teams can face-to-face collaborate remotely, as learn through various tools. The tools offer secure shareability, effective vivid collaboration, and creation within customized



virtual spaces. (Glue Collaboration, 2020) The platform offers the following list below of toolsets provided during the research:

- |                 |                           |
|-----------------|---------------------------|
| -Grab           | -Group Teleportation      |
| -Teleportation  | -Desktop view             |
| -Drawing tool   | -Post it- tickets         |
| -Selection tool | -Changing the environment |
| -Camera         | -Importing a 3D model     |

Although the innovative toolsets provided by Glue, the company customer segmentation consists of one of the biggest Finnish providers of defence, security, technology, and aviation support services named Patria. Also, one of the Glue customer Sovelto Executive Catalyst Chairman, expressed “Glue as a training platform can replace the traditional classroom-style trainings.” (Glue Collaboration Stories, 2020) This quote connects directly to the Design Factory approach of creating a new kind of learning environment for collaborative purposes. The Glue-platform could strengthen cooperation between an individual student, as a whole cooperation team, team to a teacher, and student-teacher-business representative level. Also, it would emphasize the close involvement of all parties.

The pointed out a challenge by Niina is that HAMK Design Factory offers operations in all the units of Häme University of Applied Sciences but the long distances between campuses is the challenge. Since there is approximately 100km from Evo and Forssa campus. Consequently, distance impacts and makes it challenging to do collaboration. Therefore, the question is, how could the projects be offered collaboratively, in a way that the distance would not have to be considered?

Subsequently, in terms of distance the Glue-platform resolves the problem and works as an ideal result. By exploring and utilizing new types of technology, learning new ways of thinking, and having the autonomy of self-actualization. Is the key to creating the present and the future. It does not only prepare for the future competencies, but it also encourages versatility, diversity, and other user groups to participate in knowledge sharing. (Järvinen, 2019)

### 3 AALTO DESIGN FACTORY

This chapter introduces the Aalto Design Factory (ADF) history. For a reason to understand how the culture of ADF has evolved. Also, the ADF culture will be presented based on the organizational culture model of Schein, E.H for the purpose of presenting in-depth the three layers of Aalto Design Factory organization culture. First, the tangible artifacts of culture then shared values put in action and the underlying core beliefs. All in all, considering culture core disciplines and operations. Nevertheless, the culture layers are presented in this chapter as crown, trunk, and roots to illustrate culture's metaphor with a concrete example.

This chapter is constructed as follows:

- 3.1 The Aalto Design Factory story
- 3.2 Aalto Design Factory culture
  - 3.2.1 Crown
  - 3.2.2 Trunk
  - 3.2.3 Roots

#### 3.1 The Aalto Design Factory story

The Aalto Design Factory (ADF) start goes back to 2006, where Helsinki University of Technology launched an experimental research project called the Future of Product Design (FLPD). The project objective was to explore new practices and forms of learning and have alternative spaces for different needs. The needs required to design, build, and test for product development work in an interdisciplinary way, while also having an informal place for gatherings of students. The experience of FLPD was a success, moreover, turned out into an experimental learning platform for creating a physical base and a mental working environment. The opportunity to create a physical base for casual multidisciplinary collaborative encounters creating productive interaction between students, teachers, research, company representatives, and ADF staff, as well as with visitors. (Björklund, Tua; Laakso, Miko; Kirjavainen, Senni; Ekman, Kalevi, Christine Thong, Pauliina Mattila, 2017, p.114)

Now, when the 4000-meter square space design aimed to co-collaborate with people with similar tasks and interests. The world's first-ever Design Factory opening was the 3rd of October, where 1000,000 people had approximately already visited the Aalto Design Factory in Otaniemi, Helsinki. The original idea of ADF is to create a better way of co-creating across disciplinary learning, by doing environment and without geographical borders. Meaning, ADF is a passion-based innovative culture with the highest diversity and constant development. ADF not only provides a broad point of view by interdisciplinary procedures but also offer around-the-clock support to users. ( Björklund, Tua; Laakso, Miko; Kirjavainen, Senni; Ekman, Kalevi, 2017, p.8-12)

## 3.2 Aalto Design Factory culture

Organizational culture is metaphorically like a tree. It has three layers, a crown, a trunk, and roots. The crown layer represents the most visible structure and processes of the organization. Figuratively, the trunk layer is partly hidden and can be appreciated by the organization information announced. Nevertheless, the trunk itself has a layer of heartwood. The heartwood layer is where are the vision, mission, value, and norms. This part supports and strengthens the cognitive processes of the members. Finally, the roots of the tree contribute information about the underlying assumptions of the organization, which are invisible to the bare eye, such as unspoken rules or assumed procedures. By this shaping, the organization's structure and procedures. Nevertheless, what is more, the tree's growth depends on its external environment to form.

### 3.2.1 Crown

The ADF culture crown level consists of the shape structure and processes. As aforementioned, ADF has established on a 4000-meter square space laid by the FLPD project. The visible organizational structure stands on the build for individual and group level work. That support by flexible accommodation and adaptable open-available-space. These open-available-space allows people to engage and encounter informally by experiencing togetherness.

As a matter of fact, the distinctive colourful spaces and specially welcoming atmosphere per se allow individuals to sense safeness to act differently. Consequently, permitting to act out of the ordinary and be different. What is more, closeness is the most valued wherefore ADF has a facility called ADF kitchen. The ADF kitchen has been illustrated as the heart of the ADF building and can be freely used for open-sharing ideas, as well as spontaneous encounters. The kitchen has a spot where is a "hugging point". The meaningful intention is to enhance collaboration by physical closeness and being physically available.

In addition, offered facilities are available for larger events such as seminars or workshops, and exhibitions. The building, equipment, and tools have a visual design or symbol for guidance purposes. Making the multiple facilities easy to use, but at the same time allowing people to feel already as a part of the community. The varied and adaptable spaces facilitate arranging a wide of experimentations and supporting different pedagogical styles with fixed furniture. Therefore, enabling teachers to interact and develop diverse teaching methods for productive purposes. The flowing verbal and non-verbal interaction allowing communication freedom and transmits trust among interdisciplinary workgroups. Consequently, practices, norms, and traditions are easy-going for people practicing responsible acting out of the ordinary, creating an interdisciplinary passion-based collaboration. (Björklund, Tua ; Laakso,

Miko ; Kirjavainen, Senni ; Ekman, Kalevi, Tiina Tuulos, Matti Hämäläinen, Alicen Coddington, Dolly Daou, Christine Thong, Anita Kocsis, 2017, p.122-138)

### 3.2.2 Trunk

Metaphorically pointed out before, the trunk has two aspects. The first one is where the organization announces the annual report and reveals the annual achievements to preserve members of the organization informed. Also, in the trunk of the heartwood part is where the vision, mission, core values, and norms play a crucial role in the balance of the organization for giving direction, support, and strength of direction for the organization.

#### **Vision**

In this case, the vision of Design Factory works as the heartwood since it gives vitality to the heading direction of purpose. (Edgar H. Schein, 1988) Aalto Design Factory's pedagogical philosophy is to provide students new learning opportunities throughout experimentation plus learning-by-doing practice. As preparing students to become the best innovative thinker designers in the world, with the close industry partner collaboration within hundreds of students projects carried out. (Aalto Design Factory Annual Publication, 2018/2019) The vision is to form innovative designers, likewise developing innovative solutions for the development of society. Making the Aalto Design Factory vision statement a clear one.

Although moving beyond a collaboration in the co-creation frame is needed three stages for understanding the Design Factory cultural traits. The linkage of traits is with the core values and attitudes, making the vision the direction giver of the organization by molding the organization culture. For implementing the culture of Design Factory, it is crucial to identify and understand first the further called three-building block steps.

The first block is a passion-based co-creation. This trait describes the importance of exploring together regardless of member hierarchical position for working together in equal terms to make multidisciplinary development teams. This process allows added expertise value to the made decisions for ideating the product development project. Also, it empowers learning from everybody and at the same time performing with support.

The second block is a block of motivation. The block aims to raise motivation and enhancing productivity environment through the emotion of self-efficiency, having control over chosen goals and methods, plus communicating with others. The correlation of self-efficiency is to increase the capability of acquiring new skills, and consequently, the person can influence differently with security and responsibility. Therefore, motivational progress is the most important for sustaining a passion for development efforts.

The third block is the shared will. This block aim is to keep the community tight but ensuring knowledge sharing. Likewise, shared will block of co-creation requires to occur among the group causing a close family or home base, where you can visit at any time. Additionally, ADF built a community where experiencing collaboration and connecting with people is based on a shared intellect of doing by being present. Furthermore, the third block enables meeting and bonding with new people who aim to have the same goals and results. It benefits many parties such as students, ADF staff, Aalto University staff, and businesses to experiment with support, through learn by doing. Including having diverse point views while ideating solutions for a problem throughout multidisciplinary co-collaboration. The purpose of the shared will block is to have united parties whereby trust flourishes and creativeness is born. (Björklund, Tua ; Laakso, Miko ; Kirjavainen, Senni ; Ekman, Kalevi, 2017, p.22-32)

### **Mission**

The Design Factory mission is conscious of various factors. Such as studies pointing out that products and services require constant development since the world is frequently changing. Including enterprises playing in the economy a substantial role. By recognizing those various factors modern complex problems can be developed and creating a better future. Opportunities have arisen among universities, companies, and students. Therefore, Aalto Design Factory's mission is to change the world of education and learning towards the future head-on. (ADF Annual Publication, 2018/2019)

Aalto Design Factory change the world of education and learning via real-life projects. The product development projects involve complex questions given by manufacturing companies to be solved, with innovative cooperation of the next-generation product developers. Via encompassing the view of design as a general, practical, and humanistic way. The project goal is to solve the given problem or reconstructing better conditions into preferable alternatives. Enabling students to acquire new skills at different levels, such as individual growth of autonomy, development of emotional intelligence, and learn by doing.

As a result, interactive experiments support to sustain the passion for development and commit to de five stages of Design Thinking while creating product development. At the start, the coach tailors the teams based on individual needs and goals. Then the interdisciplinary teams move towards the empathizing step of Design Thinking. This involves defining the set problem, ideate collectively within the group. After brainstorming together with the team, the prototype is designed with the guidance of a tutor. The purpose of building and presenting the solution in a non-verbal approach is to decrease the possibility of misunderstanding. Then the prototype is subsequently tested for presenting to the company.

(Björklund, Tua; Laakso, Miko; Kirjavainen, Senni; Ekman, Kalevi, Miko Laakso, 2017, p.169–171)

The figure below illustrates the Design Factory roles, and the mission took approach for switch traditional classrooms into a hands-on training discipline approach.

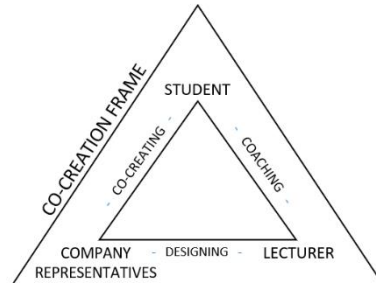


Figure 1. Design Factory Co-creation frame (Claudia Alejandra, 2020)

The Co-creation frame presents represents the operating model of Aalto Design Factory. As well outlines the objective of working together equally towards a mutually desired goal by having a shared passion. The co-creation frame explores continuous development regardless of time zones and cultures. (Björklund, Tua ; Laakso, Miko ; Kirjavainen, Senni ; Ekman, Kalevi, 2017, p.36)

### **Core values**

Settled core values work in the organization as reminders. To serve for guiding behavior, and individuals can appraise the organization's intended determination of path based on aimed touchstones. (Jon Katzenbach, Gretchen Anderson, and James Thomas, 2019, p.49-50) The core values were formed, when the FLPD project aimed to create a working environment platform for students, researchers, company representatives, and ADF staff. The core values concerned encouragement of collaboration between members, passion-based experimentative learning, exploring with the freedom to influence with integrity, open-mindedness, and equality. Consequently, feeling the freedom to express with trust, being innovative, continue inspiring, and supporting others.

### **Espoused values and norms for an innovative culture**

The established espoused values and norms are a guide for the community members to support creating and sustaining essential features of the Design Factory community. Thus, the ADF has "The ten commandments of ADF ways of working", the unique and charming list, outlines, and provides a guideline for the ways the community members should be performing.

Here below will be listed and explained the ten features for succeeding in the ADF community, based on the conducted research study of the ADF community outcomes by the ADF research team and passion-based Co-creation book of Design Factory.

The first norm is enhancing others by example. This norm is for stir inspiration to create a will for experimenting by change. Throughout finding a character (role model) or something that individually pulse passion for. As a result, it will develop and produce a greater degree of flexibility. Awaken empowerment to act differently in the surrounding of a day-to-day working environment.

The second is to empower and support others with a the-can-do spirit. The open and encouraging atmosphere will initiate proactive motivation and attitude for effectively promoting similar attitude and will impact on striving towards mutual goals.

The thirty aspects of the norm are to build tight and open knowledge sharing bridges between different groups and support various forms of collaborations. The positive outcome of this is that the community can be expanded, increase knowledge, and enable community members to individually or connect collectively by reflecting, coming up with new ideas, and testing them.

The object of the fourth norm is to maintain procedures as casual as possible to avoid hierarchies and bureaucracy. The informal activities enable and enhance to act relaxed and openly amongst the community members. Therefore, the informal nature of working and communicating graduate self-initiation, cooperation, and as well as more easily approachable results in team building.

The fifth norm purpose is embracing the collective attitude of small acts of practical help in planning and executing for supporting development as well as welcoming ideas with a trusting atmosphere. This is by promoting development efforts and collaboration.

Sixth is the plan of transit ideas into action for rapid moving decision-making, change, and development for generating outcomes. Magnifying and targeting concrete steps, consequently keeping interest, motivation while making progress due to conceding achievements.

Seventh is action. Being proactive and taking the initiative is necessary for a successful performance. By concretizing and being prepared for solving, unclarities in the community. Which in turn offer ideas, opportunities, and stimulate, creating a learning process.

Eighth, communicate responsibility and allow feeling freedom at work. It gives you the freedom to develop and adapt to the changing needs of development, as well as for personal learning by further the work is more meaningful and enthusiastic per se.

Ninth, the physical space accessibility as a center is one of the many important aspects for not only collaborating, but also for facilitating

informal activities and enhancing interaction, team-spirit, and closeness. These characteristics can convey values and beliefs by embracing new behaviors, attitudes, and actions.

Ultimately norm is acting out of the ordinary, plays an influential role in communicating and feeling the freedom while being at the unpolished essence of the spaces. The adaptability of the spaces permits an open mindset, creative problem solving, risk-taking propensities, and big idea thinking. (Björklund, Clavert, Kirjavainen, Laakso, and Luukkonen, 2011, p. 84-85)

### 3.2.3 Roots

The roots represent common basic assumptions and underlying procedures usually taken unconsciously for granted. Common organizational culture assumptions are embodied in such factors as core beliefs, unspoken rules, routines, or even habits. These day-to-day factors shape the processes of the organization. Although, , the experiences, thoughts, and feelings are the correlation of what people bring to work and as an emotional connection to what people do. (Jon Katzenbach, Gretchen Anderson, and James Thomas, 2019, p.48-51) For analyzing, these features, it has conducted a research study of the ADF community outcomes by the ADF research team. (Björklund, Clavert, Kirjavainen, Laakso, and Luukkonen, 2011)

The qualitative research was for obtaining a detailed comprehension of the community characteristics based on the samples experiences. The sampling frame consisted of the operating ADF staff, ADF teachers, researchers, students, and company representatives. The conducted research questions were open-ended questions for the research team to reflect the common correlation aspects shared between all the ADF community members. The experiences encountered provided multiple insights such as the features of interaction within the ADF community, the taken actions, and diversity driven. Beyond these characteristics, the researchers identified the driven benefits of the ADF platform for its community members. As well as identifying the member's day-to-day processes, beliefs, and some aspects of the unspoken rules members have in the ADF platform. (Björklund, Clavert, Kirjavainen, Laakso, and Luukkonen, 2011, p.6)

#### **The ADF platform community aroused emotions**

The community expressed being inspired, encouraged, having a contagious enthusiasm by the presence of events, activities, practices, and people at the ADF platform. The positive emotional connection to what people do influence positively. As well as generating development efforts and motivating for new experimentations. The opportunity of experimenting adds the feeling of freedom. Through experimenting and



developing content, members feel more flexible with accommodating and adapting towards change. Although exploring and developing requires integrating personal learning but consequently makes the work even more meaningful.

Since working is meaningful in ADF the community adopted a concrete-doing of working. By manifesting motivation for providing help and giving back to the community. Although, it has detected some challenges and variations of behaviors. At times, that could affect unclear ownership issues and lead to the inaction of successfully returning equipment to the right places. The reaction for this type of information and needs expressed by other members. Advanced decision-making for presenting various solutions and provide development. As well, a high degree of proactivity increased by the community members for taking responsibility for the common goods.

Furthermore, interaction and initiative is a pre-unconscious trait since communication in ADF is extremely valued, which is part of the people's beliefs, core values, and day-to-day actions. Hence, interaction is perceived as positive members participate in suggesting a solution, expressing freely, including informing quickly of any activities or projects on short notice. Further, the members' habit of interaction took an action-approach, such as the recommendation of mouth to mouth, suggestions, or being asked directly of activities, projects, or even heard of open positions. (Björklund, Clavert, Kirjavainen, Laakso, and Luukkonen, 2011, p.34-41,80-82)

### **ADF Staff**

The benefit accordingly to the "In the eyes of the community" research. Working in a passion-based innovative culture, give and being supported, plus having constant development practiced approaches is one of the many benefits. These aspects broaden the ADF staff to collaborate within a broad-minded, international, and knowledge base atmosphere. The ADF staff expressed valuing to have a tight community but, at the same time, promoting the welcoming atmosphere as an open community. Another inspirational source to the ADF staff members is that they do not only support with their knowledge but also staff keeps up the can-do spirit.

Further, the ADF staff members and other community members described interaction initiated or facilitated by the staff members. For improving the potential of getting to know each other and collaborating effectively in terms of not self-reliant but highly dependent on people rather than organizations. Therefore, making the participation of activities and feeling integrated dependent on having regular contact with other members. Conclude that constant contact with other members not only helped in participating in activities but also feeling integrated. By feeling integrated members could expand the personal network, learning from observing

others. Through ADF activities, learning by doing, plus gaining opportunities to experiment.

For example, ADF community members expressed valuing learning usage of new tools, attending events, and combining working with studies. In addition to this, non-bureaucratic management pushes ADF staff colleges into new challenges. This has assisted many community members to discover on clarifying goals wanted for persuading career dreams. Also, the ADF community members perceived having a high motivational and freedom degree at work. (Björklund, Clavert, Kirjavainen, Laakso, and Luukkonen, 2011, p.47)

### **ADF Teacher**

The ADF teachers experience in the ADF platform the opportunity to work among diversity and implementing new pedagogical approaches in practice for coaching creativity. "These enabled teachers to maintain motivation regardless of the long teaching careers" (Björklund, Clavert, Kirjavainen, Laakso, and Luukkonen, 2011, p.63)

Furthermore, ADF pedagogical content approaches consist of direct experiences and interactions around real problems and operational-level activities. By involving teachers to be following a different teaching style theory into practice. Moreover, the token actions of some teachers were the implementation of new hand-on-methods into the courses. The next teaching developments were linked regarding giving and receiving feedback. The feedback was from students concerning the enrolment system and the webpage of the course. This development helped students to interact with the teacher and give feedback for impacting positively. Also, the feedback session assisted the teacher to know the concern of their students and maintain improvement.

In conjunction, the ADF teachers value the variety of adaptable spaces and fixed furniture for facilitating teaching styles. Although, the physical space is essential for comprehending and professional evolving. Additionally, sharing the innovative culture by providing infrastructure and assessing new people to join ADF. (Björklund, Clavert, Kirjavainen, Laakso, and Luukkonen, 2011, p.16-17)

### **Researchers**

Researchers reported being physically and mentally drawn by the ADF working environment since there are plenty of activities provided with the possibility of interdisciplinary collaboration. The experience of encouraging and having productive interaction within colleges, students, and professional practitioners. The fruitful productivity turned into various knowledge base developments benefiting associates as well as senior researchers. Furthermore, researchers expressed that frequent visitation of guests, open working spaces, and sharing arrangement of spaces emerged a disordered atmosphere. Consequently, not the most optimal

for focusing purposes. (Björklund, Clavert, Kirjavainen, Laakso, and Luukkonen, 2011, p.16-17)

### **Students**

The students perceived and expressed experiencing positive qualities from the passion-based learning and overall innovative culture. Students reported the frequent deadlines being helpful while accomplishing concrete steps keeping motivated. Also, the relaxed working facilities and received materials for building the prototype engaged students in making valuable progress. Even though the physical, social, and mental spaces allowed students to participate with collaboration in an interdisciplinary way, one of the concerns during the events, courses, or project was the fear of idea theft, causing an unconscious spoken rule of requiring secrecy. On the other hand, challenges allowed students to pull beyond from comfort zones.(Björklund, Clavert, Kirjavainen, Laakso, and Luukkonen, 2011, p.16-17)

### **Company representatives**

Company representatives collaborating with the ADF platform expressed that open office-style spaces resulted in hard concentrate sometimes. Because of frequent guest visitors are creating a disordered atmosphere and frequent interruption. Despite this, company representatives reported gaining visibility of using the ADF platform service. On top of that, benefiting from utilizing students' assignments, courses, or projects for the company's development purposes. (Björklund, Clavert, Kirjavainen, Laakso, and Luukkonen, 2011, p.16-17)

## 4 HAMK

This chapter is structured based on the organizational culture model. The aim is to introduce the International Business Degree program Häme University of Applied Sciences. By presenting the history of the organization moreover the organizational culture layers. Such organizational culture artifacts, beliefs, and the shared assumptions. Nevertheless, the culture layers are presented in this chapter as crown, trunk, and roots to illustrate culture's metaphor with a concrete example.

This chapter is constructed as follows:

4.1 Häme University of Applied Sciences story

4.2 HAMK International Business Degree program

4.3 HAMK International Business Degree program organization culture

4.3.1 Crown

4.3.2 Trunk

4.3.3 Roots

### 4.1 Häme University of Applied Sciences story

Häme University of Applied sciences (HAMK) story began in agricultural education in 1840, at Mustiala. Meanwhile, Evo was founded in 1862, surrounded by Finland's oldest forestry. Later at the end of the 19th century, a handcraft school was founded by Fredrika Wetterhoff. (About Häme University of Applied Sciences, 2020) To summarize, HAMK started to operate with a permanent University of Applied Sciences license in 1995 and has seven campuses. These campuses are located at Hämeenlinna, Riihimäki, Valkeakoski, Forsa, Evo, Mustiala, and Lepaa. The education provided is defined by the content of areas such as bioeconomy, wellbeing, technology, professional teacher education, entrepreneurship, and business. (Campbell, Karjalainen, Lorber, Milta, Tanskanen, Mustonen, and Aurén, 2016, p.15)

Furthermore, the HAMK organization offers multidisciplinary, continuing, and further education with multiple degree programmes by the content of areas provided. In total, HAMK provides twenty-seven bachelor's degree programmes and ten master's degree programmes. Including that eight of the degree programmes are taught in English and counts with 1 291 graduated in 2019. Also, HAMK has around 7800 students, 670 employees, and students from 65 different counties enriching the organization. Furthermore, HAMK is the first-ever institution to receive the highest status quality system of higher education. Presently HAMK is recognized as the top 201, among the top 250 universities of European universities and higher education. It is also ranked as the 8th largest higher education institution in the Häme region, Southern Finland. (HAMK Yleisesittely, 2020) (HAMK Annual Report, 2019)

## 4.2 HAMK International Business Degree program

HAMK Valkeakoski Campus as a whole provides an Electrical and Automation Engineering degree in Finnish and English. Including an International Business Degree education in English. The degree programmes education occur in a diverse international environment, where are 680 students, graduated 105, and 37 staff members in 2019. (HAMK Valkeakoski Campus, n.d.) Additionally, the Degree programme in International Business collaborates between high schools, companies, vocational and adult colleges. The collaboration and shared-will spread at the heart of the Campus Center. The Campus Center works as a multipurpose space where entrepreneurs and all degree students can joint projects as well it provides a variety of workspaces and services.

HAMK Degree programme in International Business (HAMK IB) generates a bachelor's degree in International Business (BBA) students with a student-centered approach by supporting lifelong education based on three study models: 8-16, 18-100, 24/7 along with digitalized modules. What is more, in 2021, students can apply to two or more-degree programmes that co-operate with one another for expanding study opportunities. The degree also prepares the future workforce with 21st-century professional competencies. Plus, as a benefit, HAMK IB is an extremely international line. It has 120 partner institutions and has students from over countries. The partners collaborating and all together students enhance the diversity of cultures on the Campus. (HAMK Yleisesittely, 2020)

Moreover, the IB Degree programme enables the opportunity for students to collaborate within company projects with the guidance of staff members allowing the student to learn by doing and expanding the student work network. Not only do the students have multiple opportunities to show their talent but as well can share knowledge among students. As an example, the knowledge-sharing occur in Start-up School for innovation course, where engineering and IB students created innovative solutions. The Start-up School for innovation implemented learning by combining theory with an entrepreneurial mindset.

## 4.3 HAMK International Business Degree program organization culture

As aforementioned, in the introduction of the chapter organizational culture layers are further, crown, trunk, and roots. HAMK IB culture is presented metaphorically like a tree, as previously presented in the ADF chapter.

The crown represents the most visible and tangible aspects and processes within the organization. Then the trunk part is partially visually hidden. The so-called recognized part is where the organization's information is announced, for example, an annual report. Nevertheless, the partially

hidden part consists of the vision, mission, value, and norms existing within the organization. These factors support and strengthen the cognitive processes of the members. In addition, the root part is hidden from the bare eye. The roots of the tree provide information about the underlying assumptions of the organization. For instance, as unspoken rules or assumed procedures that shape the organization's operation and structure.

All in all, because Häme University of Applied sciences has many campuses, the HAMK Valkeakoski campus, where Degree programme in International Business is part of a subculture. The International Business Degree programme is influenced by internal as well as external environmental factors. Therefore, metaphorically expressing the tree is influenced by its environment to grow and form. (The Critical Few, 2018)

#### 4.3.1 Crown

The Häme University of Applied sciences Degree programme in International Business (HAMK IB) culture crown level consists of visible factors such as dressing code, physical facilities spaces, interior design, and general communication. As pointed out in the sub-chapter HAMK University literature review, the IB Degree programme contains international processes based on student-centered, international, and national collaboration. While also including staff providing expertise throughout the guidance. The innovative culture of the IB Degree programme inspire, embrace, and empower the target of the HAMK IB Degree programme practices. By shared-will, the mutual collaboration within the companies, staff members, and students drive the organization towards building bridges together and at the same time moving towards the co-creation of passion-based philosophy.

HAMK IB Degree programme is located on the Valkeakoski campus, mostly in B-building and partly in the A-building. The physical spaces mostly attend to look like traditional studying spaces. However, the Campus Center has adaptable spaces that facilitate collaboration and vivid interior design, allowing mobility and freedom of express verbal and non-verbal interaction. Nevertheless, the navigation on the Valkeakoski campus can be challenging, for example, for the first-year students. Since there are no guidance direction symbols or an IB logo where the IB Degree programme community could identify themselves.

On the other hand, members communicate in a friendly manner and with a welcoming atmosphere, where navigation in the first-year or as a visitor makes it less tricky. General communication occurs in digitalized modules most of the time in verbal interaction. However, sometimes non-verbal communication takes only partly in the online lectures and meetings arranged. Some symbols have been appropriated during the lectures, such as zoom meeting thumbs up or red cross for sharing ideas. Before the

2019-nCoV pandemic, communication was more frequent, and took part for socializing or work with members. The dress code was also in essential activities, sometimes semi-formal—for example, events or forums. Primarily the dress code is casually letting members to feel in a comfortable atmosphere where member can be part of.

#### 4.3.2 Trunk

Metaphorically the trunk has two aspects in the organization. First is where the organization announces the annual report and reveals the yearly achievements to preserve people informed. Nonetheless, in the trunk of the heartwood part is where the vision and business strategy perform a crucial role in the organization's balance for giving support and strengthening the direction for the organization.

##### **HAMK Vision & Strategy from 2020 and 2030**

The Häme University of Applied sciences 2020 vision and strategy target is in the FINEEC report published in 2016. Then 2030 vision and strategy were introduced during the staff days in 2019, and later on, it was published on issue. (HAMK Vision and Strategy, 2019) The reason for presenting is to describe the organization's core values and espoused values of the overall organizational culture.

The 2020 HAMK Strategy consists of the quality system, a set of procedures that support quality management for providing work performance guidance, strategies, aims, and commitments. The quality system aims to be aligned among HAMK organization overall strategy for the purpose of continuous development through every operational area of HAMK performed level. The strategy-driven stands for guidance-oriented approach with development activities for staff to support the organization set strategy, making the workplace, students, and research at the center of operations.

The student-centered approach aims to provide a modern higher education environment that offers work-orientated competencies and promotes three different studying model module opportunities. The first is the 8-16 studying model, where the students are present and collaborate within a diverse environment. The second model is age-independent, where 18-100 years old have studying opportunities. Then the third model is part-time studies, which are available 24/7 and have independent studying progress. Likewise, the 24/7 have digitalized model for students having accessible study material.

All the incredible opportunities provided by HAMK continuously develop quality procedures in degree education and, consequently, placed among the top 250 universities in Higher Education Europe Teaching Ranking 2019 list. (The World University Rankings, n.d.) What is more, the FINEEC report pointed out that HAMK's goal for 2020, is to expand and become digital by

cooperating with various research projects with strategic partners. Internationalizing and offering the expertise of HAMK in Global Education Business with connecting systematic student, staff, and research mobility. Throughout expand the expertise of HAMK and assuring competence development, internationalization, digitalization, partner, and employee cooperation is the targeted key to succeeding. (Campbell, Karjalainen, Lorber, Milta, Tanskanen, Mustonen, and Aurén, 2016, p.59-60)

The 2030, HAMK Vision and Strategy stands for promoting lifelong education by three study models previously presented, which are 8-16, 18-100, 24/7—allowing HAMK students to study with teachers' guidance by utilizing digitalism independently. The model modules provide diverse skills, competencies, support students to grow towards critical and creative thinking. This is by offering currently needed competencies and shaping talents for renewing the world of work. These opportunities also provide projects in the modules between students, teachers, and the workplace with a diverse international approach. Likewise, the public sector, business, and the third sector are forceful partners in the planning and implementing modules. Allowing HAMK to enhance entrepreneurship, be an international cooperative, and be a nationally networked organization committed to its partnerships in the heart of its operations.

Furthermore, HAMK conducted scientific publications are meaningful for creating resolutions to increase in vitality, wellbeing, and sustainability. For doing so altogether, HAMK has four research units: HAMK Smart, HAMK Edu, HAMKBio, and HAMKTech, which perform as social innovator scientists by leading multidisciplinary teams with utilized technology. Also, HAMK students can conduct applied research with guidance. The technology is used for evaluating continuously, and therefore, improving internal and external outcomes. The organization's goal is to drive towards multi-professional and multidisciplinary operations based on a high level of expertise and operating entrepreneurial and profitable activities. The vision of HAMK is continually developing towards forwarding orientated intellectual capital. (HAMK Vision and Strategy, 2019)

### **Espoused norms and core values**

Espoused values can be found in HAMK provided publications, such as an annual report, articles, and published reports. The espoused values reflect partly as underlying beliefs. The organization appraised values forms as a guide for directing what is vital within the organization for community members. For example, the espoused values in quality operations are continuous development throughout the PDCA cycle because the work performance is strategy-driven and based on shareability responsibilities, collective commitment, and continual development. HAMK enhances the community's valued values, openness, and continuous learning for developing purposes in all its Campuses. As a core value of HAMK, the aim is to embrace, empower, plus inspire its staff members, including students as a whole higher education organization. (HAMK Vision and Strategy,



2019) (Campbell, Karjalainen, Lorber, Milta, Tanskanen, Mustonen, and Aurén, 2016, p.28)

### 4.3.3 Roots

The metaphorical roots represent Schein's cultural model's last layer, where the basic shared assumption in the organization forms a part of the invisible features of culture. Such as underlying procedures are usually practiced as granted as, for example, the core beliefs, unspoken rules, routines, or habits taken in day-to-day actions shaping the organization's processes. The underlying assumptions shape the organization's values and artifacts and are the correlation of individual behavior. The behavior is acted based on core beliefs, including taken for granted circumstances connecting and structuring the overall organization culture. (Edgar H. Schein, 1988)

The IB Degree Programme community consists of the Head of Degree, lecturers, lecturers from other HAMK campuses, specialists visiting for lecturing purposes, students, and company representatives. The community has a student-centered structure, where students are the priority and responsible for studying independently. At the same time, lecturers are counselors and drive co-creation pedagogy throughout different projects. Nevertheless, the examination of the invisible roots is viewed extensively from a student perspective, and the insights provided may not be entirely accurate regarding the HAMK IB Degree Programme community groups.

Notwithstanding, below are provided brief sections of studied HAMK IB Degree Programme community groups for familiarizing purposes of how the organization's underlying level operates in general. The community groups consist of lecturers, students, and company representatives.

#### **HAMK IB Degree Programme Lecturers**

The reflected characteristic of lecturers concluded that these members have a high level of connection towards international diversity. The high level of international diversity among lecturers allows the IB Degree Programme to have a broad talent from various professional areas, new perspectives with more innovation. The lecturers' broad experience is shared with students to develop the student talents and expand the knowledge base atmosphere. Making the lecturers the home base of developers of competencies in the HAMK IB Degree Programme. The student-focused approach considers arranging different virtual participation of activities for students to feel integrated with other community members. As well, lecturers collaborate with students and business representatives to create co-creation projects.

**HAMK IB Degree Programme Students**

Students have informal and formal interactions depending on different variable situations. However, the unspoken norms of interaction are to have informal and easy-going discussions among students. On the other hand, students have an informal and formal approach to reach the HAMK staff members and lecturers depending on the matter. Additionally, company representatives are habitually reached formally. The students' customs are internationally diversity-driven since most of the students come from all over the world. The diversity-driven possibility allows students to explore and know different traditions, costumes, and cultural points of views.

The implicit rules and norms of the IB Degree Programme shape students behavior for studying. The three main rules are following listed below:

- The first is to think out of the box
- The second is to explore
- The third is authenticity

Thinking out of the box is embraced for taking an innovative approach in creating or resolving. Also, exploring is meant for expanding knowledge and developing different competencies while working in cross-cultural teams. Then authenticity is for student creating their text and growing confidence to engage in what student believe. Besides, norms and rules have not changed, but the student's everyday life has, hence the 2019-nCoV pandemic started.

**Company representatives**

Having student, lecturer, and company representative projects in IB Degree Programme started in the autumn module 2020, making it a relatively new operation. The company representatives give different tasks for students to perform. Then lecturer works as a middleman for acquiring partnership projects as well as a coach for guiding the students with the company representatives. Moreover, the student communication with the company representative/s is formal.

## 5 THEORETICAL FRAMEWORK

This chapter displays and defines the second literature review's core elements for data reflection. The data reflection and definition were conducted throughout literature narration, forming conceptualizations and familiarization of core themes. Afterward, core themes were coded to provide a mindmap of key themes, concepts, and words to seek patterns and evaluate connections, relationships, and uniqueness. The thematic analysis form of analysed in-depth concepts conveyed into words to identify common patterns. Words were transferred to IBM Statistics Data Editor (SPSS) to validate the chosen methodology's reliability.

This chapter is constructed as follows:

- 5.1 Key themes
- 5.2 Theoretical framework
  - 5.2.1 Findings and analysis
- 5.3 Data triangulation

### 5.1 Key themes

The key themes base on the literature review narrated in this research. After the introduction of cultures among Aalto Design Factory and Häme University of Applied sciences Degree programme in International Business and change management literature. Then analyzed key themes are for constructing a connection among patterns to outline and prove the theoretical framework.

#### **Organizational culture three levels**

**Organizational culture:** is a concept that can be able to study from multiple perspectives. For example, psychoanalytic, sociological, ethnographic, and organizational. Nevertheless, this study focuses on the organizational point of view. Since it suits the best for the research objectives and taken perspectives of organization practices leading to operation. The study introduces and describes organizational cultures' practices by considering the community level of aspects such as individuals, different groups, and subcultures. This research is concentrating mainly on Edgar H. Schein's culture model. In part, John Shook's new way of change behavior for stimulating change of thinking, for consequently change organizational behavior, which the picture below represents.

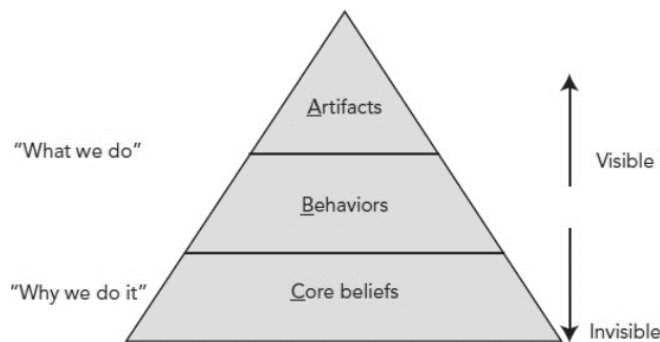


Figure 2. The ABC of organizational culture. (Miller, J., Wroblewski, M., & Villafuerte, J., 2014, p.28)

The figure adobe illustrates the culture model with three dimensions: artifacts, behaviors, and core beliefs, which have been introduced along the way in each sub-chapters during the research as a symbolic point of view of a tree.

The **artifacts** were introduced symbolically as a crown of a tree representing the most visible part of organizational structure, concrete factors. The artifact factors, for example, illustrate building, physical spaces, interior design, dress code, symbols- logos, behavior, language, and the way of observable interaction of customs within the community perceived by a community member instead of an external member of the organization. Artifacts have peculiar significance recognized by the community members sharing the same culture. Besides, people outside the organization may have a different perception of the organization's shared artifacts and give distinct meaning. Also, artifacts provide inside and outside the organization frame for introducing what the organization does. (Ching-Yi Wang, 2012, p.28-29)

The set **behaviours** are partly notable and symbolically are part of the tree trunk, including the heartwood. The trunk represents the supported values that are beneath the artifacts and embodies the philosophies of the organization. The heartwood is the deliberated business strategies driving the direction aligned with the operating model that structures the business strategy. The business strategy is for accomplishing the set vision, mission, value, and norms that are part of the support and strength for the community members' cognitive processes. The declared values display the reflection of aspirations in the organization; consequently, the underlying core beliefs and the organization announced the appraised values as a guide for directing what is vital within the organization. (Edgar H. Schein, 1988, p.3-31)

**Core beliefs** are the unconscious level of shared assumptions within the organization culture invisible to the bare eye, symbolically as the tree's roots. Also, the rooted core beliefs are the foundation of the organizational culture, making the assumptions hard to define even from a community

member. Plus, creating the rooted core beliefs part of everyday practiced actions by its community members shaping the organization structure and operations. While making these unconscious assumptions part of assumed beliefs, implicit values or norms, unspoken rules, perceptions, thoughts, feelings, traditions, rituals that members use in different circumstances, and communicating or associating with other community members. (Ching-Yi Wang, 2012, p.30-31)

Consequently, getting mutually shared experiences makes part of the shared community history molding the organization's culture. The external and internal environment influences individual members, community, and organization to grow, form, or even change. It is complex to change the **underlying assumptions**, but it also requires identifying and deeply understanding to stimulate community actions for better development and considering that culture size does not matter; what matters is what members have in common. (Edgar H. Schein, 1988 p. 9-23)

### **Internal elements for changing organizational cultural operations**

The organizational culture's most critical elements are based on the Critical Few concepts to know further cultural factors, such as emotional behaviors and deep-seated attitudes. All in all, the literature of Critical Few provides insights and knowledge about the level of the organization's underlying assumptions to have a cultural connection. These factors influence the whole climate of the organization members' behaviors, way of thinking, and even feel. By stimulating members through motivation and connecting passion of what they do and how they feel for performing at their best. It impacts organizational efficiency increment to advance. Thereupon can be cultivated alignment towards settled organizational goals. Nonetheless, nourishing the alignment between organizational goals and members is needed to encourage members towards daily actions.

Therefore, to align and connect the organization goals, including changing underlying assumptions, below are listed three main elements.

1. **Traits** are the emotional connection towards what members do and bring to work. Hence, the shared characteristics and qualities form the core of the shared assumptions since the emotional drive is performed as a trait (behavior).

2. **Keystone behaviors** are particular traits that some members perform day-to-day that could lead to notable success if repeated on a larger scale. Therefore, picking some keystone behaviors for building a better culture for leading to **keystone action**.

3. **Authentic informal leaders (AIL)** are members of the community with a high degree of emotional intelligence, intellectualism, and intuition. There are three types of AIL, though it is vital to target sought change and then assess the right AIL for changing towards the aimed goal. The first, AIL is a

pride builder who designs different ways to motivate others. Second, AIL has keystone behaviors that drive toward the enterprise goals. Although exemplars not certainly follow written rules to the fullest, they work for what is best for the enterprise. Third, AIL is the social capital of supplying and enabling significant informal social connections. This type of AIL capability and expertise can additionally accomplish a strategically crucial task within the existing culture.

With these key elements, they can be stimulated, encourage, and promote positive key actions for continuous development and build a positive workplace-oriented environment with a high degree of involvement by understanding all cultural levels. (Critical Few, 2018, p.23-108)

Culture continuous improvement

A **continuous improvement culture** is a philosophy of continually evolving the organizational culture. This culture philosophy includes every member to be actively engaged in developing the organization through evaluating systems and processes for better outcomes. Consequentially, enhancing **innovation, improvement, and standardization**.

The evaluation of **the PDCA** (plan-do-check-act cycle) **system** is a key towards continuous improvement as to organize follow-up for daily, weekly, and monthly purposes. Followed by the annual planning process integrating a set of principle values, vision, and organizational objectives for strategy deployment. The continuous improvement method requires individual assessment, problem-solving, and reflection to seek improvement (evaluation, shareability, and transparency). The philosophy requires constant renewal, as a determined **habit loop** for sustaining continuous improvement, incorporating routines that reward reinforcing and turn methods toward habits necessitating constant **experimentation**. The continual experimentation throughout the PDCA system allows achieving better results, better actions, better thinkers, and better members. The philosophy contributes to an employee-centered and organizational culture method. (Miller, J., Wroblewski, M., & Villafuerte, J.,2014)

**External change**

**Culture external factors** occur outside the organization with direct or indirect impact influencing the organization's culture. For instance, in 2019 and 2021, a step-change has occurred due to the 2019-nCoV pandemic in all organizations. Consequently, impacting the internal cultural organization of all layers and operations. In general, all the educational institutions have addressed various larger and sudden challenges due to the pandemic. (The Wiley-Blackwell Handbook of the Psychology of Leadership, Change, and Organizational Development, 2013) For this reason, the literature review introduced Case Design Factory by Järvinen Niina to provide insights into virtual group workspace since the educational systems have addressed various larger changes due 2019-

nCoV pandemic. The research conducted by Järvinen is about implementing a virtual group workspace on the glue platform. The study also addresses the pain and gains during forming virtual teams and how the glue platform operates in the co-creation frame for learning plus in performing creative problem-solving in collective experimentation.

The **virtual space** studied several advantages and disadvantages in the pedagogical, virtual, and even anatomical points of view areas. The anatomical obstacle is that the members felt nausea during virtual glasses usage since the brain has difficulties coordinating with the received cognitive command versus the seen command, consequently generating nausea. The pedagogical disadvantage is that group members may have problems asking for help, requiring more time to carry out a project. Also, the virtual platform's use requires individual adaptation, and it is more work to create the course content. Most virtual team challenges are the ability to synthesize; thereupon, it increases the difficulty in deciding and enables disinterest and fail the targeted project.

Nevertheless, Glue-platform is still in the development stage and can be customized based on user needs generating a **virtual creative space** based on the study. The virtual creative spaces have a significant positive impact while using the platform in live face-to-face interaction in the co-creation frame, leading to formal, semi-formal, and informal activities. As a platform, it is safe to use and enables effective collaboration between members. From a pedagogical perspective (based on the research carried out), the platform enhances and encourages the participants' participation level to try something new. Similarly, collaborate globally and remotely by adjusting flexible schedules of choice by forming a diverse international environment while preparing students for the new competencies required. The platform provides students with new competencies and equips them to achieve the **present and the future demands competencies**. The Glue-platform opens the possibility of taking a risk in a safer sense, leading to the Design Factory prototyping philosophy of failing fast to succeed sooner and learning by doing approach. (Järvinen, 2019)

**Aalto Design Factory culture's** main elements are provided based on the Edgar H. Schein culture model, which consisted of artifacts, behaviors, and core beliefs. The artifact of Aalto Design Factory is the physical space, equipment, and materials. The **physical space** enables various positive impacts such as co-creation, which enables "the process of creating something together." (Passion based co-creation, 2017, p.20) Physical space promotes, supports, and enhances further aspects listed below:

- Synergy collaboration with innovative processes
- Fearless interaction
- Sharing knowledge
- Developing members' creativeness with autonomy
- Form an innovative environment

Also, all the physical space aspects emphasize members to feel free to share their motivation and create shared-will among members. Hence the co-location (physical space) builds strong collaboration, shared-will, and knowledge sharing. Consequently, the teamwork can prosper with trust and commitment via successful work, enhancing innovation and willingness to take risks. (Ching-Yi Wang, 2012, p.25-27) According to Edgar H. Schein, the viewpoint of the artifact's level in organizational culture is that any physical object created or used is part of a culture. As a result, the equipment, material, and made physical objects (prototype or sketches) are part of the ADF artifacts. The cultural philosophy targets innovative collaboration, and for achieving such is with a mutual language, which is the visual way of communicating for connecting and empowering collaboration efficiently and effectively. (Björklund, Tua; Laakso, Miko; Kirjavainen, Senni; Ekman, Kalevi, Stefania Passera, 2017 p.40-50)

As explained before, behaviors display the artifacts' supported values and represent the organization's philosophies and objectives. However, in the ADF, artifacts are profoundly aligned to behavior that enables community members to practice on a cognitive level espoused values, formal and informal norms. The espoused values consist of the **three-building blocks** that guide the community members to support, sustain, and create with passion-based co-creation, motivation, and shared will.

The first block, the passion-based co-creation trait, provides the opportunity to explore and experiment within collaborative multidisciplinary teams working together on equal terms with the three ADF rules. The **ADF-rules** consist of talk to strangers, "your parent does not work here", and safety comes first. The rules are to enhance members to connect with other community members spontaneously and increase the possibility of sharing knowledge and learning differently. The next rule, "your parent does not work here, " is to encourage work ownership and make decisions autonomously, directly influencing the motivator factor.

The second block is motivation. It aims to enrich a productive environment through the emotion of self-efficiency, including with a passionate interest in one's work. The self-efficiency state is when members perceived the importance of personal targeted goals and the capability and progress to reach such goals. Hence, based on the intrinsic motivational factors, self-efficiency, ownership, and the capability to acquire new skills make motivational progress the most important for sustaining a passion for development efforts.

The third block is the shared-will, where it is the base for co-creation happening among members by connecting with new people who have shared goals and outcomes for establishing shared identity and having a holistic view of the team aims. Building trust is a vital requisition for a successful collaboration, improving members' engagement, commitment



towards the aimed plan, and efficient communication. (Björklund, Tua ; Laakso, Miko ; Kirjavainen, Senni ; Ekman, Kalevi, 2017 p.22-25)

The ADF has broad community members in Aalto University, including globally. Despite this, the community at the University of Aalto consists of the Design Factory staff, Aalto University staff, lecturers, researchers, company representatives who utilize ADF physical spaces, students, and visitors interested in ADF activities. The people are an essential part since co-creation, collaboration, and cooperation cannot be reached without community members. Therefore, making the co-creation frame vital for forming co-creation action requiring to create and develop new ideas. Consequently, for making passion-based co-creation and collectively made prototypes, it is necessitated different types of activities, which allow participation.

The form of participation is informal, the second semi-formal, third formal. The formal encounters and activities are lectures and seminars that imply controlled with a set date. Semi-formal activities are in the middle of a formal and informal encounter with company representatives and co-creating purposes. Informal activities occur in the core beliefs stage of organizational culture since they are interactive circumstances for associating with other community members. The informal way of communicating is on an unconscious level of shared assumptions considering that it plays a big part in everyday practiced actions by its community members, shaping its culture. Beyond, the informal, spontaneous encounters play a significant role in collaboration, interdisciplinary interaction, connecting, networking, sharing knowledge, and learning different working ways, driving the direction of an innovative learning culture. (Ching-Yi Wang, 2012, p.79-80)

Concisely and briefly explained, the Design Factory philosophy is about passion-based learning and hands-on activities that create co-creation between multidisciplinary members. The goal is to lead innovative ideas in design and product development as a new type of passion-based learning platform, where creative problem solving, and collective experimentation are essential activities in a unified exploration and revolutionary resolving. (Ching-Yi Wang, 2012, p.103)

**HAMK culture** base on the Edgar H. Schein culture model. The artifacts presented consist of HAMK Degree programme in International Business sub-culture, HAMK International Business Degree program physical facilities, dress code, interior design, and general community communication level. The physical facilities permit freedom to express verbal and non-verbal interaction, and the heart of the IB Degree programme is the Campus Center, where interior design builds innovativeness to prosper. Nevertheless, the interior does not have guidance direction symbols or neither possess a Degree programme logo for having a shared identity. The dress code, in exceptions, are formally but

ordinarily casual. The general communication during this year has changed mainly virtually and is mostly verbally and sometimes non-verbal. The interactions occur in Microsoft teams or zoom meetings, where the atmosphere differs depending on the meeting host. Nevertheless, the limited activities are due to the 2019-nCoV pandemic.

The operating system in HAMK is to obtain **continuous development** based on the Finnish Education Evaluation Centre throughout established systematic procedures and **quality management** (PCDA). Quality management is used as one of the top strengths that evaluate and test continuously for guiding development towards targeted strategy and aspirations. Therefore, improving with internal innovative quality methods and as well as external outcomes. The strategy forms from a multiple set of targets such as the student-centered driven education, which operates in direction to multi-professional and multidisciplinary based on a high level of expertise.

In addition, HAMK vision & strategy from 2020, aims to expand the expertise and collaborate globally with strategic partnerships as the heart of operations. The national researchers work as social innovators for creating resolutions to increase in areas of vitality, wellbeing, and sustainability of the business in its society. Forming new competencies and focus on work-place orientation for continually developing towards orientated intellectual capital.

Currently, the IB Degree programme **community** is formed by the head of degree, staff members, lecturers, and other HAMK lecturers or business specialists visiting for lecturing purposes, students, and company representatives. The IB Degree programme staff and lecturers are the community's heart because those members connect virtual activities. The activities reinforce the integrated feeling with other community members. The HAMK IB Degree programme community also enhances the HAMK strategy established values set, which is innovative creation among the community, openness, and continuous learning for developing purposes. Including, at the moment, students can become social innovators with the collaborative partnership of company representatives with the IB Degree programme lecturer guidance.

The **HAMK philosophy** encourages and promotes pedagogical innovation in student-centered learning through innovative thinking, problem-solving, and teamwork.

## 5.2 Theoretical framework

Theoretical research is for observing, presenting, and examining the abstract theoretical concepts, which in this thesis consists of organizational culture. The aim is to outline conceptual models throughout the second literature review. (Jyväskylän Yliopisto KOPPA, 2010)

Nonetheless, the study structure is inductive, and the analysis used is reflexive thematic analysis. The reflexive thematic analysis was examined based on the secondary data literature repetitive times and on different occasions to familiarize and understand the literature review's key themes. The extracted key themes allowed to reflectively interpret ADF and HAMK IB Degree programme culture's principal elements and characteristics, including understanding all the organizational cultures layer based on Edgar H. Schein's cultural model.

Figure below presents the key themes observed and assessed to conceptualize key concepts based on the narrative introduction of key themes in the 5.1 key themes sub-chapter section. (Virginia Braun and Victoria Clarke, 2006)

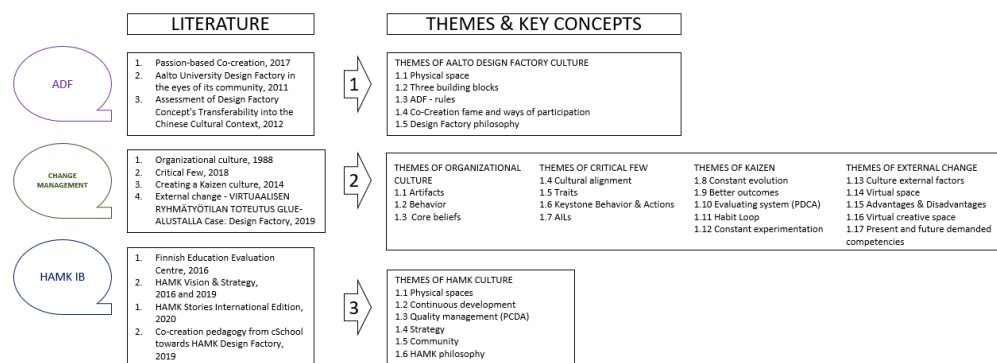


Figure 3. Coded key themes and concepts (Claudia Alejandra, 2020)

The coded key themes and concepts arose via familiarization with the secondary data, which, in this thesis, consisted of a secondary literature review. Next, generated initial codes arise through the narration of literature, which formed a final developed thematic map. Subsequently, it was reviewed themes for producing the figure adobe.

### The thematic map structure consists of four features

First, it is color-coded to be visually descriptive and distinguishing the shared patterns among the ADF and HAMK IB Degree Programme culture. The ADF color is purple, the same as the journal book and research report. Change management is green. Then, the color of HAMK is blue, the same as the logo of HAMK. These three colors are for allocating data and give a more straightforward visual structure for observing purposes.

Second, the thematic map structure order is for change management being at the middle and contrasting better the shared patterns that both cultures have in common.

Third, the map structure is based on Edgar H. Schein's cultural model. For utilizing Edgar H. Schein's cultural model as a concept for understanding all the cultural layers, which consist of artifacts, behavior, and core beliefs (underlying assumptions).

Fourth, the most fundamental key themes and concepts extracted for then subjectively coding approaches towards keywords.

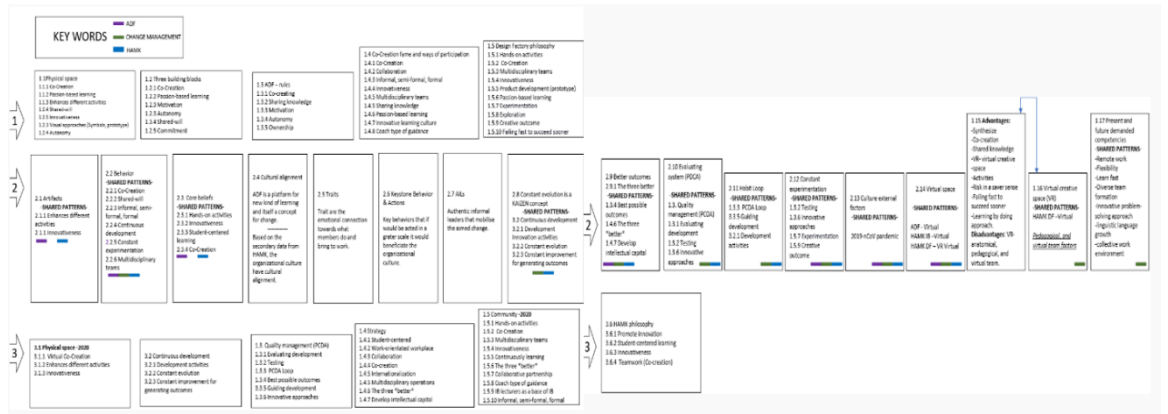


Figure 4. Key concepts coded to keywords (Claudia Alejandra, 2020)

The adobe figure appreciated keywords generated from key concepts and key themes in the secondary literature review. The reason for coding key concepts into those particular keywords was for the possibility of implementing the top keywords into the IBM Statistics Data Editor (SPSS) program. The applied top keywords into the SPSS program consisted of the ADF and HAMK IB Degree programme thematic map. The included keywords were transforming into automatic recode and turning the string type into a nominal one. Therefore, the words could be coded to numbers, moreover, be analysed and correlated (Bivariate).

### 5.2.1 Findings and analysis

The SPSS correlation findings base on key concepts coded into keywords for measuring the correlation of patterns based on the secondary data. The valuable findings were in the Pearson correlation that pointed out both variables move in the opposite direction, indicating an inverse correlation. However, in this case, based on the coded keywords into SPSS and key concepts coded to the keywords, it indicates that the correlation is strong and now even more due to 2019-nCoV, the usage of physical spaces and physical co-creation activities are limited or not performed at all.

For this reason, now the ADF and HAMK IB Degree Program have more in common; the reason why the green and turquoise graphics are at the same level. Nevertheless, the other key factor discovered was Sig. (2-tailed) the outcome is 0.607, making the generated P-value correlation of HAMK IB Degree programme and ADF significant since the standard results usually are 0.5. (Glen Stephanie, 2017) Although the figure below represents the aligned correlation between ADF and HAMK IB, the investigation found a

correlation between IB and Kaizen culture. As a benefit to comprehend the organizational procedures and practices, for continuous development philosophy for growing towards the three betters: better people, better thinkers, better actions, and better outcomes. (Miller, J., Wroblewski, M., & Villafuerte, J., 2014)

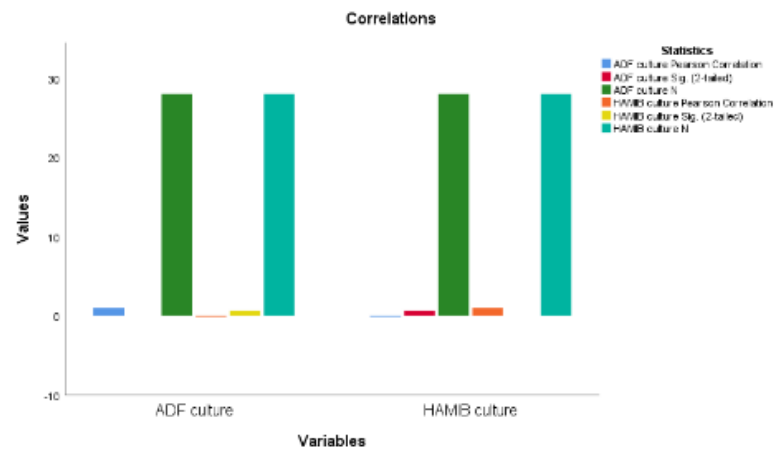


Figure 5. Correlation of patterns between HAMK IB and ADF (Claudia Alejandra, 2020)

This study's most significant outcome is that HAMK, throughout its constant development, provides to the working community members, students, and strategic partners to co-create and determine innovative resolutions, making HAMK Vision & Strategy similar to the ADF philosophy.

### 5.3 Data triangulation

Data triangulation taken approach involves using different sources: the Aalto Design Factory and HAMK literature review sources to correlate data via reflective thematic analysis. To provide a clear picture of the problem, comprehend multiple areas and factors of organizational culture by impacting the increment of the validity in the conducted study, and having a broad perception of the understanding of the organizational culture phenomena. (Data Triangulation in Qualitative Research, 2019)

The provided correlation of patterns based on the organizational culture model of Edgar H. Schein, the cultures analyzed were the Aalto Design Factory and HAMK Degree programme in International Business. **Artifacts-** Enhances different activities such as co-creation and enhances innovativeness. **Behavior-** Constant experimentation with shared-will and motivation by innovative approaches that lead to the creative outcome and multidisciplinary teams. For co-creating is offered various informal, semi-formal, formal activities for inspiring constant shared knowledge between community members. **Core beliefs-** the new hands-on activities for students, company representatives, and lecturers allow for innovative co-creation among the HAMK IB Degree programme.

## 6 CONCLUSIONS

This chapter will introduce the outcomes of the principal research findings. Likewise, evaluate the conducted study and assess that the central question objective is reached during this research—also, suggestions for the future research section will be included.

### 6.1 Theoretical contribution and main findings

This research discovers the HAMK IB Degree programme's shared patterns and separate variables between Aalto Design Factory. It can assess the possible administrative changes for implementing operations towards the ADF platform for passion-based co-creation learning. The research also provides a different perspective of changing management options, which one of the alternatives reached the HAMK quality systems requirements for transferring into the new approaches based on Design Factory philosophy. When the research narrated the key themes and concepts of ADF, it answered why the physical facilities of Design Factory are essential for co-creating. What is more, the research considered the internal factors and the external factors, including what kind of competencies are needed to reach in the 21st-century for the reason of reaching the new kind of passion-based learning philosophy continuously.

### 6.2 Evaluation of the study

The study's objective is to provide a theoretical framework to the Häme University of Applied Science Degree programme in International Business for implementing the Design Factory operation approaches. Therefore, the inductive research started by understanding and observing Design Factory as a whole culture and theories as phenomena in its context for collecting secondary data. The secondary data gathered literature allowed to rationalize both Aalto Design Factory and HAMK Degree programme in International Business cultures through thematic analysis.

The thematic analysis provided key themes extracted from the literature and produced key concepts based on the coding. Therefore, there were patterns observable via a colored coding of patterns and keywords. The keywords enable to set a numerical value and correlate patterns through IBM SPSS programming. The results produced information about the correlated patterns and demonstrated that the HAMK International Business Degree programme and Aalto Design Factory have a strong relationship between variables. Hence, the research had two matchable outcomes that increase the validity and reliability of the study.

The inductive study conducted observation, patterns, hypothesis, and theory. However, the theory part was not possible in this study since the

Design Factory itself is a change and educational platform for a new kind of passion-based learning. Nevertheless, the study contributed to provide what the HAMK Degree programme in International Business and Aalto Design Factory have in common and what is suggested to change based on the outcomes. The study also had limitations, such as conducting interviews to understand, examine, and define the community members' values and attitudes, core beliefs, and underlying assumptions. The study has a narrow perspective of the HAMK IB Degree programme behavior and core belief layers of culture. Nevertheless, the advantage of the study is data-driven and could address all aimed questions.

### **6.3 Suggestions for future research**

For implement the Design Factory's operations, it would be suggested to conduct an empirical field research that is interview-based. The research could conduct interviews with all the community members of the HAMK IB Degree programme to familiarize, understand, and assess the organizational culture model; all layers included what kind of new approaches do Design Factory has due 2019-nCoV.

The second suggestion would be to assess how the Design Factory approaches had taken into action in the HAMK IB Degree programme. For the effectiveness of the planned aims for implementing operations towards co-creation, passion-learning is reaching. Nevertheless, the future recommendation would be to, later on, perform research for studying the outcomes of this theoretical framework and if it is needed to re-structure the theoretical framework based on the HAMK IB Degree programme's needs and set present or future objectives.

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FIGURES

Figure 1. Design Factory Co-creation frame (Claudia Alejandra)

Figure 2. The ABC of organizational culture. (Miller, J., Wroblewski, M., & Villafuerte, J., 2014, p.28)

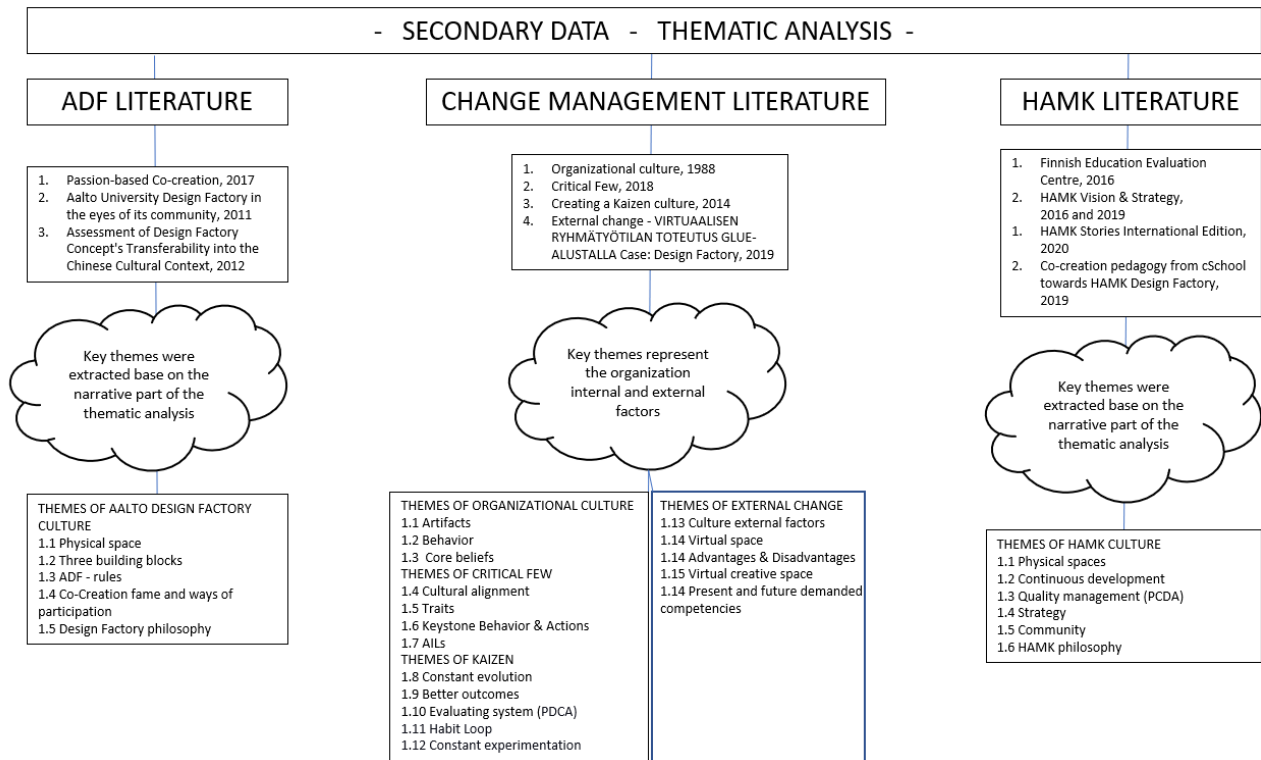
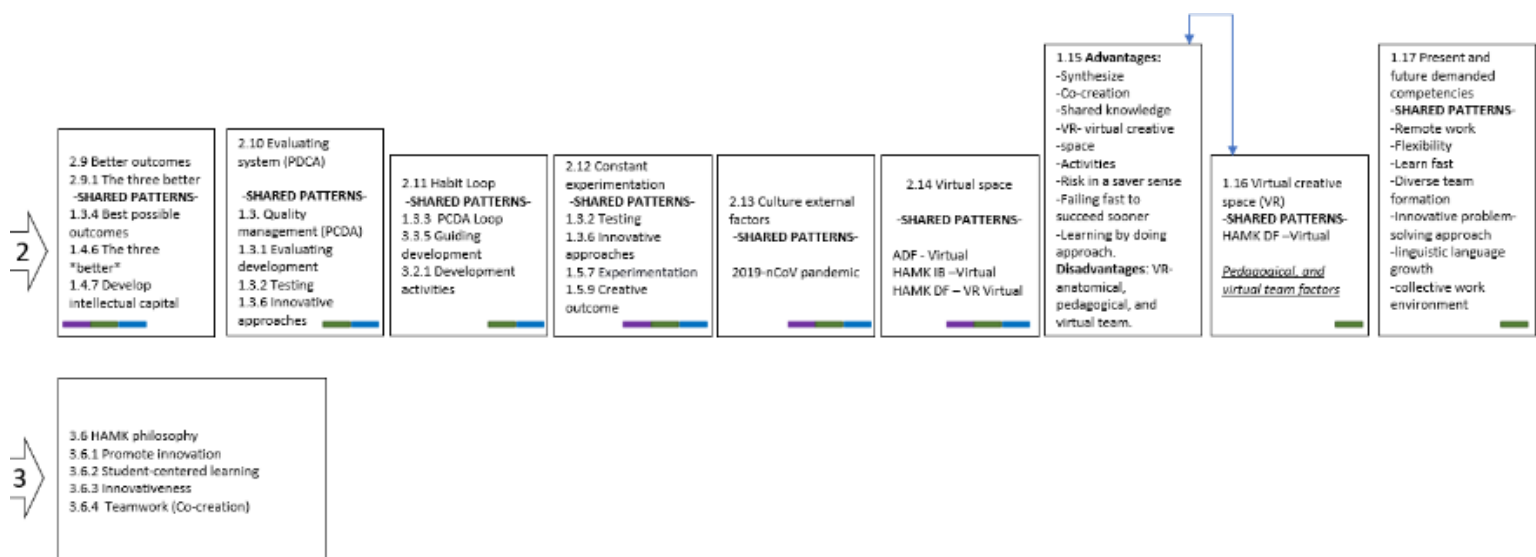


Figure 3. Coded key themes and concepts (Claudia Alejandra)



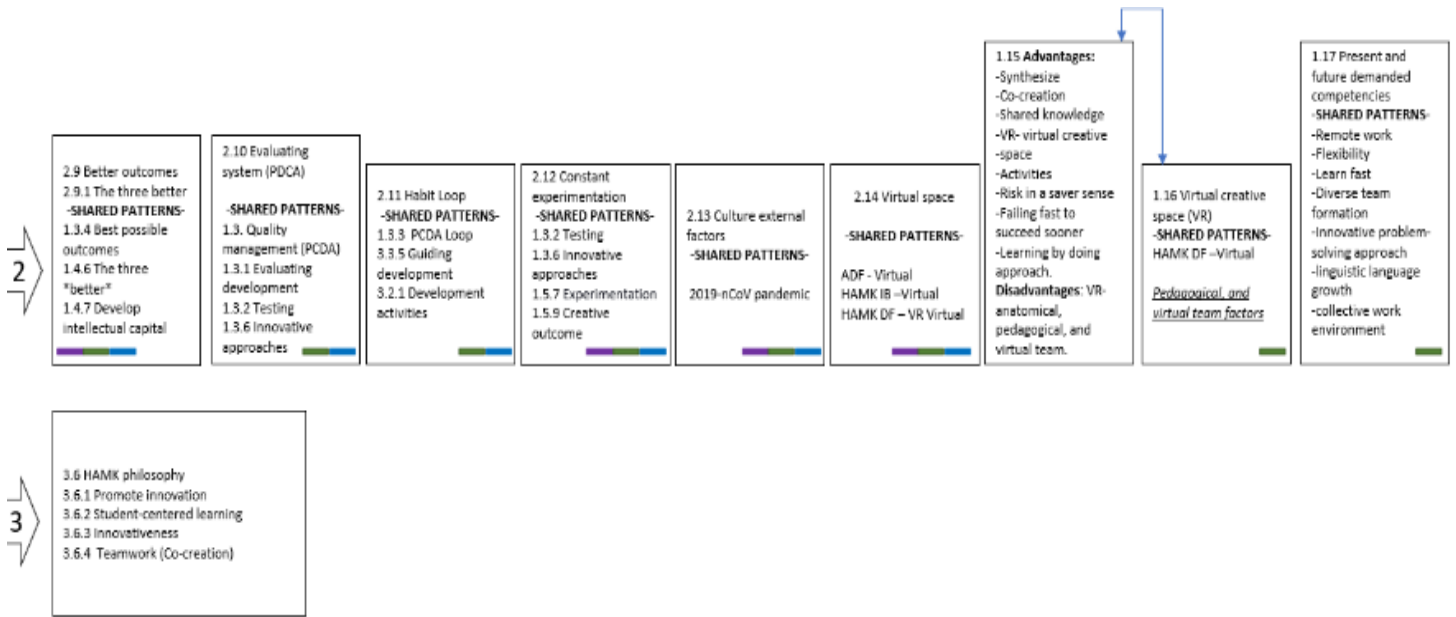


Figure 4. Key concepts coded to keywords (Claudia Alejandra)

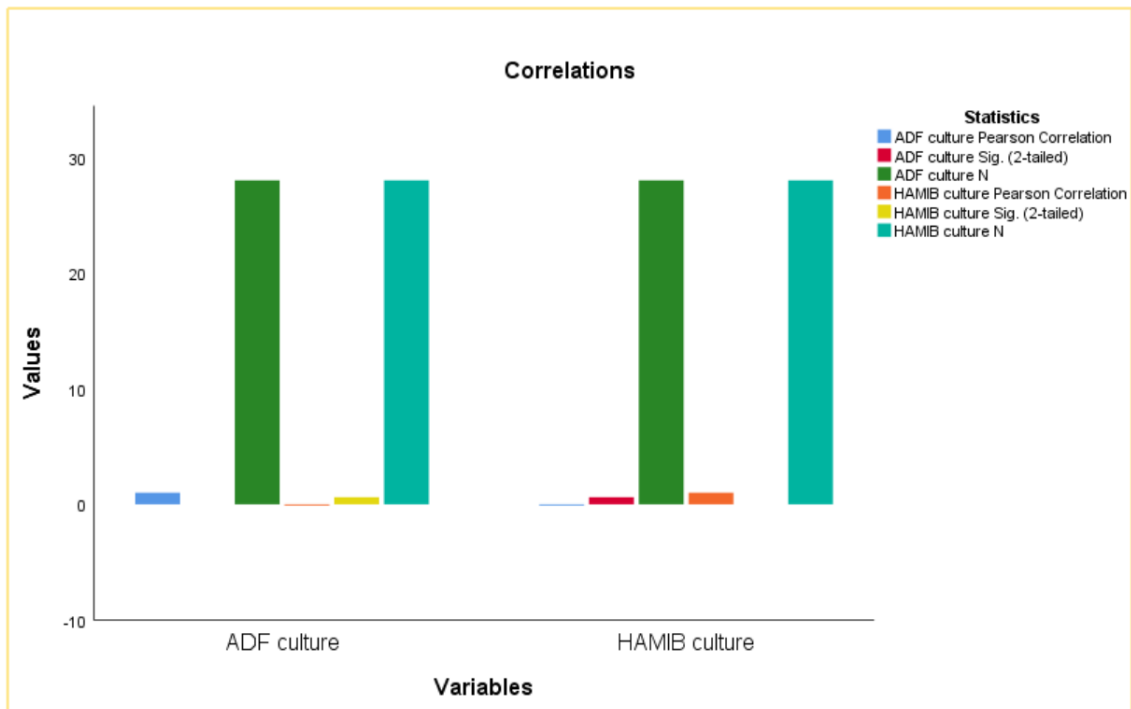


Figure 5. Correlation of patterns between HAKM IB and ADF (Claudia Alejandra)