

# Exploring Surrounding Requirements

## A Study of Change Leadership and Service Design to Enable Surrounding Requirements in Daily Work

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## MASTER'S THESIS

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### Abstract

Change is daily and continuous, and the speed of it is not slowing down. Changes are happening faster and faster all the time. Also, the business environment takes new shapes and evolves rapidly. This speed is partially forcing companies to change their ways of operating and do it faster than the environment, to remain competitive. This research aims to identify the business-related customer requirements, so called surrounding requirements, where the company could find ways to be e.g. more customer-centric. To bring new methods to the work, it means something needs to be changed. The change can be seen unclear, difficult, and even scary. One target of this research is to find ways to help the changes to provide visualized model for the change path.

The theoretical framework of this study was formed using the change leadership and service design concepts, and how the requirements are identified in general. During the research, it became clear that defining the surrounding requirements would be one of the critical elements of common understanding what is discussed. The material was collected by the semi-structured interviews and survey, making this research qualitative in nature. While the survey was sent to all of the personnel, the interviewees were experts and supervisors in the organization.

The results revealed that understanding and identifying the surrounding requirements are minimal. Based on the analysis, the current status of the organizations change leadership were identified, as well the targets of further development. Also, the basis for 'change map' was created, which creates phases of the change and brings it visible. Based on the research findings, visualization of the change, making it visible, were seen as a way to better understand the target of the change, and position to the change easier, as it is not unknown anymore.

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Language: English

Key words: surrounding requirements, change leadership, service design

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## EXAMENSARBETE

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### Sammanfattning

Förändring är ständigt pågående och takten minskar inte. Förändringarna sker i allt snabbare fart. Verksamhetsomgivningen omformas och förändras med fart, vilket tvingar företag att utveckla sin verksamhet snabbare än omgivningen för att hänga med i konkurrensen. Den här forskningen strävar till att identifiera kundorienterade krav på företagsverksamheten, så kallade omgivande krav, för att vara till exempel ett mera kundorienterat företag. För att införa nya verksamhetssätt i sin företagsverksamhet innebär det förändring för företaget. Man kan se förändring som något oklart, svårt och skrämmande. Ett av målen med denna forskning är att hitta sätt genom vilka man kan underlätta förändring genom att erbjuda en modell för företagets väg för förändring genom visualisering.

Undersökning teoretiska referensram byggdes upp kring begreppen förändringsstyrning och tjänstedesign samt hur man allmänt definierar krav. Under arbetets gång framgick det att det primära syftet skulle bli att definiera begreppet omgivande krav. Till sin natur är forskningen kvalitativ och använder sig av temaintervjuer samt enkätundersökningar. För undersökningen intervjuades experter samt personer i ledande ställning inom organisationen. I själva enkätundersökningen deltog hela personalen. Vid analys av materialet användes olika teman.

Ur materialet framgick att det finns lite förståelse för omgivande krav och identifiering av dessa. På basen av analysen av materialet fastställdes nuläget i organisationens förändringsstyrning samt utvecklingsmål. Därtill skapades en modell för en "förändringskarta" som bryter ner förändringen i faser och gör den synlig. På basen av undersökningen kan man konstatera att genom att visualisera förändringen, göra den synlig, såg man det som ett sätt att bättre förstå syftet med förändringen samt ha lättare att förhålla sig till förändringen, eftersom den inte längre är okänd.

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Språk: Engelska

Nyckelord: omgivande krav, förändringsstyrning, tjänstedesign

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## OPINNÄYTETYÖ

Tekijä: Katja Rantanen

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### Tiivistelmä

Muutos on jokapäiväistä ja jatkuvaa, eikä vauhti ole hidastumassa. Muutokset tapahtuvat alati nopeammin. Toimintaympäristö uudelleen muotoutuu ja muuttuu vauhdilla, joka osin pakottaa yritykset muuttamaan toimintaansa nopeammin kuin ympäristö pysyäkseen kilpailussa mukana. Tämä tutkimus pyrkii tunnistamaan liiketoimintaan liittyvät asiakaslähtöiset vaateet, niin sanotut ympäröivät vaatimukset, ollakseen esimerkiksi enemmän asiakaslähtöinen yritys. Tuodakseen uutta toimintatapaa liiketoimintaan, tarkoittaa se yritykselle muutosta. Muutos voidaan nähdä epäselvänä, vaikeana sekä pelottavana. Tämän tutkimuksen yksi tavoitteista on löytää tapoja, joilla muutosta voidaan helpottaa tarjoamalla malli muutospolulle organisaatiossa visualisoinnin avulla.

Tutkimuksen teoreettinen viitekehys rakentui muutosjohtamisen ja palvelumuotoilun käsitteiden ympärille, sekä miten vaatimus yleisesti määritellään. Työn aikana selvisi, että ympäröivien vaatimusten määrittely nousisi tutkimuksen ensisijaiseksi aiheeksi. Tutkimus on luonteeltaan laadullinen, hyödyntäen teemahaastatteluja sekä kyselytutkimusta. Tutkimusta varten haastateltiin organisaation asiantuntijoita sekä esihenkilöitä. Varsinaiseen kyselyyn osallistui koko henkilöstö. Aineiston analysointiin hyödynnettiin teemoittelua.

Aineistosta selvisi, että ympäröivien vaatimusten ymmärrys ja tunnistaminen on vähäistä. Aineiston analyysin pohjalta tunnistettiin kohdeorganisaation muutosjohtamisen nykytila sekä kehityskohteita. Lisäksi luotiin pohja 'muutoskartalle' joka vaiheistaa muutoksen ja tuo sen näkyväksi. Tutkimuksen perusteella voidaan todeta, että muutoksen visualisointi, näkyväksi tekeminen, nähtiin tapana ymmärtää muutoksen tavoite paremmin. Sekä suhtautuminen muutokseen helpompana, koska muutos ei enää ole tuntematon.

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Kieli: Englanti

Avainsanat: ympäröivät vaatimukset, muutosjohtajuus, palvelumuotoilu

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# 1 Introduction

*'The only thing that is constant is change' – Heraclitus.*

The world is changing, and it is changing fast. The last year with the COVID-19 pandemic has proven the unpredictability and uncertainty of life and what is around us. The way of working as we know it, business and daily life have changed, and the future is becoming more uncertain. The business and business models have faced challenges related to logistic chains, material shortages and meeting the customers. Several areas have gone through unexpected changes during this period. However, the pandemic is just one example of the world's changes during the last ten years. As an example, from our daily life, the payment methods have evolved from paying to write a payment check to machine-based computer vision stores without traditional checkout (Sarvas, Astala, Lautanala, Palo & Talvela, 2019, 15).

From the companies' capital perspective, there have been significant changes in the business area. About a hundred years ago, the most prominent companies were in the steel and oil business. Today the biggest ones from capital point of view are in the data and technology business. Figure 1 visualizes the change of business area in the U.S. between the years 1917 and 2017.



Figure 1 Most valuable U.S. companies over 100 years. (Desjardins J, 2017)

William Craig summarizes 'Customers change, the world changes and technology changes' (2017) by describing how company cultures and consumers behavior is changing and how vital it is to companies to adapt to the surrounding changes. There are stories of companies that did not either see or wanted to see the need for a change or did not listen to customers, or follow the technology development (Mui, C, 2012). The world around is changing faster than companies can adapt to and does not meet the surrounding expectations any more, where, e.g. communication is real-time around the world (Piha, 2017, 15). Companies must change faster than environment to remain competitive in a complex, fast cadence moving world (Laurila, 2017, 229).

In a fast-changing world, there are various reasons for companies to look for a change, new growth, core business or financials (Anthony, S.C., Trotter, A., & Schwartz, E.I. 2019), often finding new core business or just fix losses in cashflow. One reason for looking for change is taking the customer-centricity approach where the actual need of customers or users are

produced, not just fancy products (Korst, J & Whitler, K.A. 2020). Per survey (Meehan, S., 2017) states that, customer-centric companies succeed better than companies that are not focusing on the customer. One way to explore customer-centricity and what customer's needs are, the requirements, and explore on what is around the product itself (Jiao, J & Chen, C. 2006).

To perform the change, for various reasons, the change itself is seen as scary because of the fear of losing the power, uncertainties of competencies for new tasks or uncertainties in general (Kanter, R.M. 2012). When the environment is complex, the occurring problems are complex as well because the problems are imitating the environment's working dynamics (Lindell, 2017, 61).

Often change comes from outside of the organization, and close connections for change are, e.g. global markets, digitalization, data mining and customer and people behavioral changes (Sarvas et al. 2019, 79). If not recognizing or admitting the need for a change, organization and people can create a stable environment where most people are comfortable. It is part of human nature trying to stabilize changes and routines (Hackselius-Fonsén 2017, 19).

Laurila (2017) points out that many organizational change studies and models see change as systematic and linear, often looking after the management aspect under discussion. This kind of angle may leave the people working in the organization aside and strengthen the uncertainties of what change accrue. Where, for example new vision is discussed in management team several times, presented for personnel, and waited for immediate adaptation for a new target.

### **1.1 Research Problem**

Companies do business, and there is a need for a structured way for examining what customers' needs and requirements are. Mostly the focus can be on technical aspects or the product's functionality. There is a need to study around these technical sides of the product more thoroughly to have a better view on customers' perspective. The problem is how to collect, handle and implement these other requirements, and to start with, define



the area that people are discussing the same matter. This topic has been discussed and identified as an improvement area in the target company to define a systematic approach to the whole implementation chain.

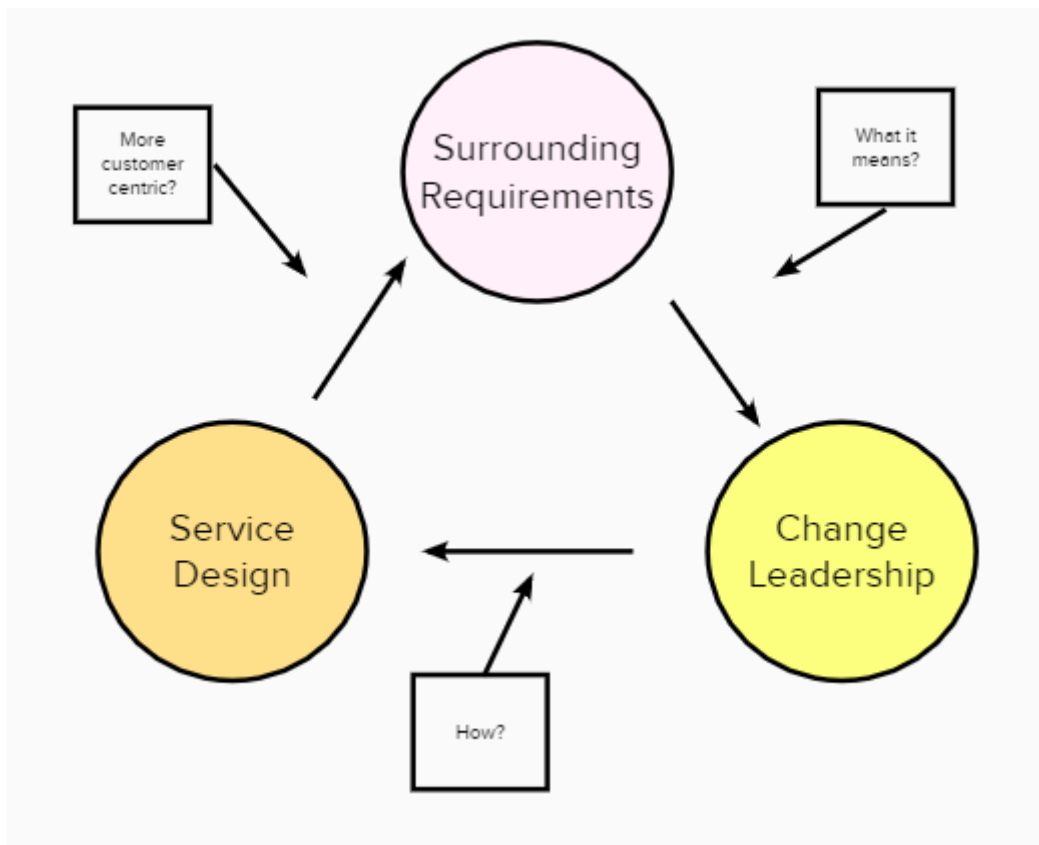
The literature describes 'requirement' often on the product level, or defined traceability requirements for the product, but leaves out what is around the product or next to it, and how to produce those eventually.

At the beginning of working with this thesis, it was clear that these surrounding requirements were not known for the organization. This was noticed while progressing the study further and asked questions of what could be a current process, and there was no definition or common understanding of what was meant. Therefore, when the aim is to introduce these for the organization to be considered in daily work, there is a need to change the work methods. The change, in general, can be challenging to define and implement. This thesis is studying the structure of leading change and are the possibilities to help planning and perform the change via visualization. The target is to study change leadership from the angle where people are in a center, human-centric view.

## **1.2 Purpose**

This thesis aims to define and study the knowledge of surrounding requirements in the target organization. When these requirements are not familiar, a need to change specific work methods to enable various operations is identified. The purpose is to study can visualizing be helpful to plan and perform the change in the organization. From the practical point of view, how to collect, handle and put in action the surrounding requirements, the interviews can reveal the most common and obvious ways to create a way to take these into regular operation smoothly. Where asking for opinions at the beginning of the change, people will be aware of topics under discussion and are getting familiar, and therefore the buy-in is better (Hackselius-Fonsén, 2017, 47). This thesis aims to lower the barrier for change in today's complex, expert organization by visualizing the change to think the change from 'user' or people point of view.

Figure 2 presents the main idea for thesis content and the relations between surrounding requirements, change leadership and service design, and setup the framework for the thesis.



**Figure 2 Main idea for the thesis**

Requirements are defined generally in, for example product or functional level (IEEE Std 610.12-1990), although when trying to identify requirements for products, else than technical or functional, there is minimal understanding of what is found. Identifying the surrounding requirements could be a valuable element when seeking ways to be more a customer-centric organization. The changes in leadership theories describe the structure of change (e.g. Kotter 2009, 2012). Service design as the framework is recognized as one way to engage and enable change in working methods (Polaine et al. 2013). When defining a structured way to collect, handle and implement surrounding requirements into the business environment, there are possibilities to produce a better customer experience (Galbraith, J.R., 2005). Service design as a concept is often connected to customer experience (Brown, 2008) of particular service, lately it has become one method for product design and framework to develop e.g. company's internal processes.

Stickdorn et al. (2018, 91) claim that when *'knowing how people change, understanding what will change, taking into account beliefs and emotions and defining key tactics of change'* is a way for success in change.

### **1.3 Thesis Structure**

Chapter two presents the theoretical background of the primary area of this thesis structure. The following chapter describes the methodology of the thesis and chapter four finding from the research. The fifth chapter summaries conclusions and the sixth chapter discuss findings and further research topics.

This thesis is done for a globally operating company in industry business, one of the sites located in Vaasa, Finland.

## 2 Theoretical Background

Three main parts are identified as the theoretical framework of this thesis structure. The first part is presenting requirements in general and in this context, the second covers the theoretical background of change leadership, and the third defines *service design* as the framework and some of the service design tools.

The approach for literature and theories and setting the framework for this thesis is the human-centric approach. The focus is on how the person is experiencing the change and how people can be helped to adapt to changes. This is based on the fundamental concepts of modern change leadership and service design – the people (Kirjavainen & Luukkonen, 2019; Piha & Sutinen, 2020). The requirement part focuses on how to define what is a requirement and the structure of it.

This thesis focuses on known modern change leadership methodologies and few service design tools, e.g. co-creation and customer journey. Broad psychological aspects, cognitive and pedagogical views of change are not explained or studied deeper. The study will cover change in business aspects, as there needs to be a reason behind the change, e.g. growth of the business or creating new business.

The outcome and results of the thesis can help to visualize the possible areas where change is needed based on the findings and analysis. The ‘change journey map’ is one possible method to visualize, although the final change map is out of the scope of this thesis.

### 2.1 Requirements

Oxford Dictionary defines ‘*Requirement*’ as ‘*something you need or want*’, and Cambridge Dictionary adds ‘*an official rule about something that it is necessary to have or to do*’.

There are many different definitions for ‘requirement’, and layers of requirements. One is, *A product can be defined as anything that can be offered to a market for use, attention, acquisition, consumption, or use and that might satisfy a want or a need* (Agouridas, V. & McKay, A. & Winand, H. & de Penning, A. 2008).

Software development has defined requirement by approved IEEE standard since 1990 as follows:

**'Requirement.** (1) A condition or capability needed by a user to solve a problem or achieve an objective. (2) A condition or capability that must be met or possessed by a system or system component to satisfy a contract, standard, specification, or other formally imposed documents. (3) A documented representation of a condition or capability as in (1) or (2)' (IEEE Std 310.12-1990)

A Guide to the Business Analysis Body of Knowledge in Release 1.6 (2006) defined different types of requirements by following:

- **'Business Requirements** are higher-level statements of the goals, objectives, or needs of the enterprise. They describe such things the reasons why a project is initiated, the things that the project will achieve, and the metrics which will be used to measure its success.
- **User Requirements** are statements of the needs of a particular stakeholder or class of stakeholders. They describe the needs that a given stakeholder has and how that stakeholder will interact with a solution. User Requirements serve as a bridge between Business Requirements and the various classes of solution requirements. and they are gathered from stakeholders
- **Functional Requirements** describe the behavior and information that the solution will manage. They describe capabilities the system will be able to perform in terms of behaviors or operations – a specific system action or response. (& Eeles, P, 2009)
- **Quality of Service Requirements** capture conditions that do not directly relate to the behavior or functionality of the solution, but rather describe environmental conditions under which the solution must remain effective or qualities that the systems must have. They are also known as **non-functional** or **supplementary requirements**.
- **Assumptions** and **constraints** identify aspects of the problem domain that are not functional requirements of a solution and will limit or impact the design of the solution.

- **Implementation requirements** describe capabilities that the solution must have in order to facilitate transition from the current state of the enterprise to the desired future state, but that will not be needed once that transition is complete’.

Eeles, P (2009) formulates non-functional requirements including constraints and qualities as well and divides outlining of these as:

- Usability Requirements
- Reliability Requirements
- Performance Requirements
- Supportability Requirements

Agouridas et al. (2008) state that identifying stakeholder’s needs and collecting and analyzing market data, and providing traceability between design requirements and stakeholder attributes, is crucial for understanding the original requirement.

Product requirements are proposed to have formalized and predictable process where product outcome and possible integrations are defined (Daniels, L. 2000). The definition starts with analysis and proper documentation, including business case and use cases.

EU laws refer to product requirements following:

- *the product itself: for example, flammability, electrical properties or hygiene*
- *the product's manufacturing process*
- *the product's performance: for example, its energy efficiency.*

Defining the EU traded products to meet high health, safety and environmental standards (EU, Identifying Product Requirements, 2020), focuses more on physical aspects like size or dimension or manufacturing process.

Jiao and Chen (2006, 175) individual customer needs and functional requirements of the product to be in coalition but coming from sources. This structure has more of holistic view

for taking the customer-aspect along. Although, in this process, the customer needs are compiled to be the functional requirements and mapping the relationship between these, Figure 3 presents one example of the flow how this chain.

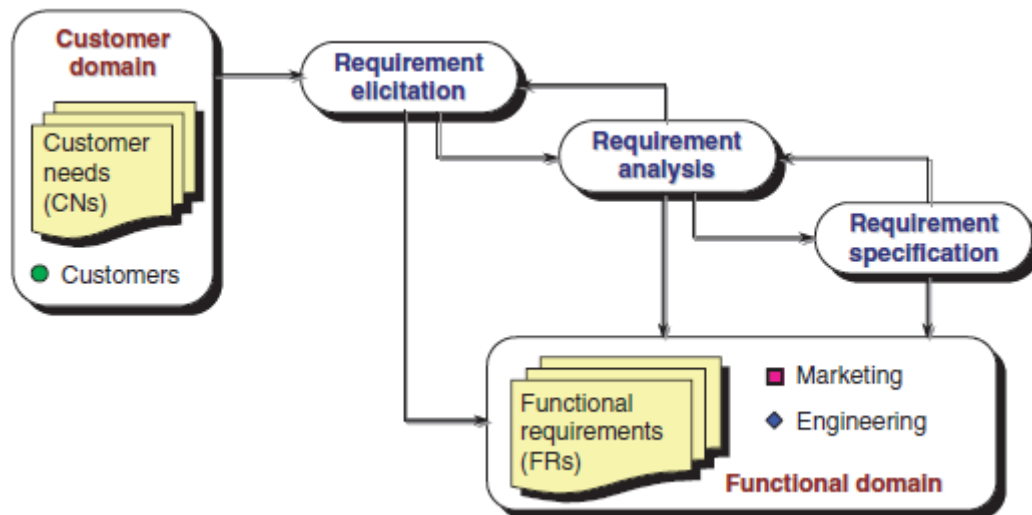


Figure 3 Customer Requirement Management Process by Jiao & Chen (2006, 174)

Literature does not define precisely the type or layer of the requirement under discussion. In this thesis, the surrounding requirement is defined as:

**Surrounding requirement** describes needs or request related to product or service but is not a technical or functional requirement of product or service

- Examples of surrounding requirement are, e.g. chat-bot, where and in which format user manuals are or tracking method information of the delivered product.

## 2.2 Change Leadership

What is the difference between leadership and management? A thirty-year-old definition makes this difference understandable. Leadership produces movement, not consistency or order. Management processes target to planning, budgeting, and monitoring results versus plans (Kotter 2012, 28-29). The organization needs leadership to motivate and guide teams to understand that the path is correct to make the change. Without looking

into critical business figures, no one do not know where the path is going without tracking the actual progress. Guidance and alignment are needed to get people motivated and committed to work. Both management and leadership are needed to make the actual change happen in an organization. Table 1 describes how management and leadership differs.

**Table 1 Management versus Leadership (Kotter 2019, 29)**

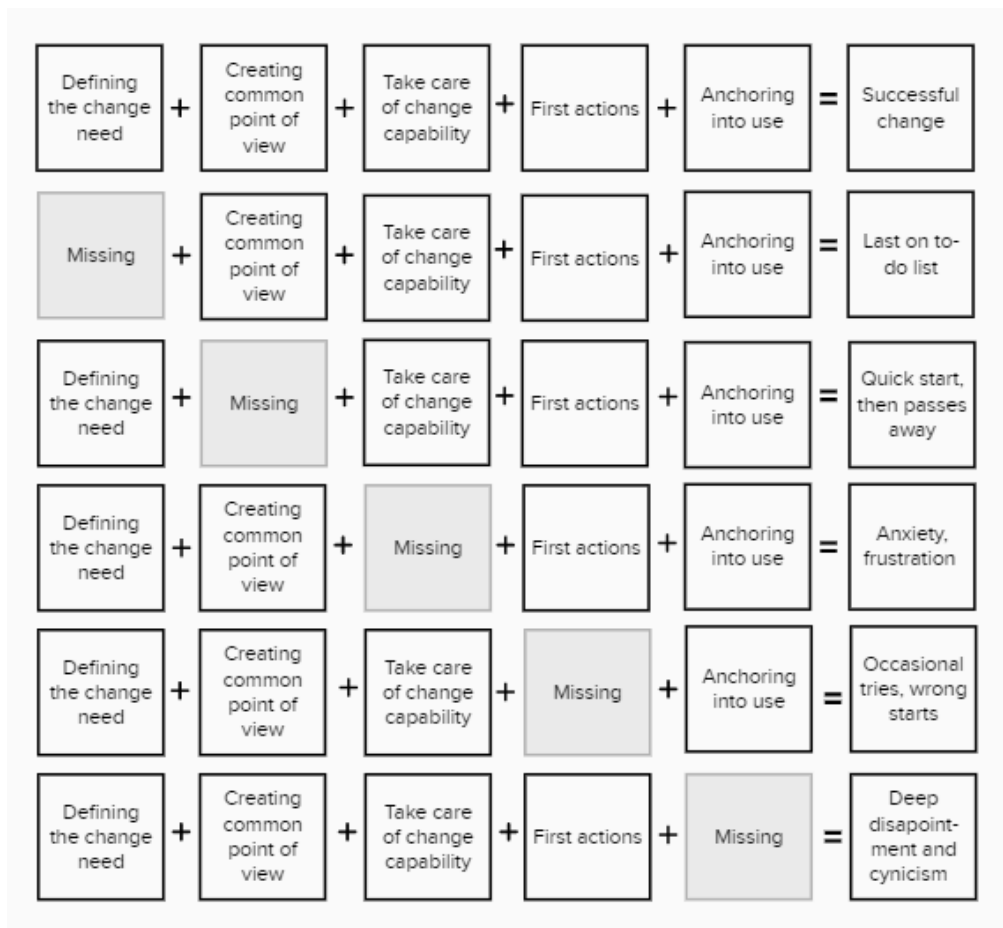
<b>Management</b>	<b>Leadership</b>
<p><i>Planning and budgeting:</i></p> <p>Establishing detailed timetables and steps and for achieving needed results, then allocating the resources necessary to make it happen</p>	<p><i>Establishing direction:</i></p> <p>Developing the vision of the future - often the distant future - and strategies for producing the change needed to achieve that vision</p>
<p><i>Organizing and staffing:</i></p> <p>Establishing a structure for accomplishing plan requirements, staffing that structure with needed individuals, delegating both responsibility and authority to these individuals for carrying out the defined plan, providing policies and procedures to help guide people, and creating system or methods to monitor implementation</p>	<p><i>Aligning people:</i></p> <p>Communication direction in words and deeds to all those whose co-operates may be needed to influence teams and alliances that understand the vision and strategies and accept their validity.</p>
<p><i>Controlling and problem solving:</i></p> <p>Monitoring results, identifying nonconformities from the plan, and then planning and organizing to solve these problems</p>	<p><i>Motivating and inspiring:</i></p> <p>Energizing people to overcome significant political, administrative, and resource barriers to change by satisfying basic, but often unfulfilled human needs.</p>
	



<p>Produces a degree of predictability and order and has the potential to consistently produce the short-term results expected by various stakeholders (e.g. for customers, always being on time; for stockholders, being on the budget)</p>	<p>Produces change, often to a dramatic degree, and has potential to produce extremely useful change (e.g. new approaches to labor relations that help make a firm more competitive)</p>
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Where management is focusing on making realistic plans and budgeting, leadership creates the vision of the future. The outcome is focusing on producing the change and producing the order, together. Aligning these angles, consolidation, and up-to-date information from both is needed (Kotter, 2019). To work together and commit to the target, understanding the difference between leadership and management is needed. When businesses and organizations are getting more complex, and the boss is not any more the smartest guy in the room, a leader needs to be an enabler not a commander (Seppälä & Rinne, 5; Jabe & Häkkinen, 2010, 268).

Valpola (2004, 29) claims that five elements are needed where conducting change and resulting in wanted changes. Figure 4 presents these elements.



**Figure 4 Change needs five elements (Valpola, 2004, modified from prof. Maurice Saias's model 1991)**

The more elements that need to be changed, the more difficult and complex leading change will be. Valpola (2004, 30-34) points out that understanding the root causes and needs behind the change are becoming more critical when prioritizing and defining the order of what is done. This set will enable stable, regular daily work as well. In this model, the acceptance of needing the change is based on the whole process, where the reasons are defined, and a shared understanding of change. The common starting point defines the primary solution that has strived. The change capability is how an organization or people react in a change situation. It is critical to define the first steps carefully, as these are concrete actions for people and will lead the way. Anchoring or implementing the change can take months or even years, depending on the capability for changes of the organization and the people. Valpola (2004) points out that these elements are just examples for planning the change process in an organization.

Kotter (2009, V) claims that 70% of change processes fails and only in 10% of cases exceed expectations. For successful changes, Kotter has noticed a pattern and based on this pattern concluded an eight-stage process based on this pattern. The change process contains eight steps, in a logical order and each step contains different characters to support and to root the change in an organization.

In this Kotter's eight-stage model (2009, 20), step one is the basis, where the need for change is established for the organization and creates the shared understanding of why the change is needed. The second step is about building a team of people who will lead the change. Where organizations can be extensive, there is more than one manager needed to lead activities efficiently. The third step, creating the vision, is vital as it is the goal where the whole organization will aim, together. The fourth step, communication that vision, starts where change will be visual to people and how it will affect daily work. The fifth step is placing the new processes and empowering the organization to align the vision. The sixth step highlights the small wins to keep up the motivation for new ways of work. The seventh step is implementing continuous improvements and defining the next steps of changes. Eight, and the last step is to anchor the change in organizational culture.

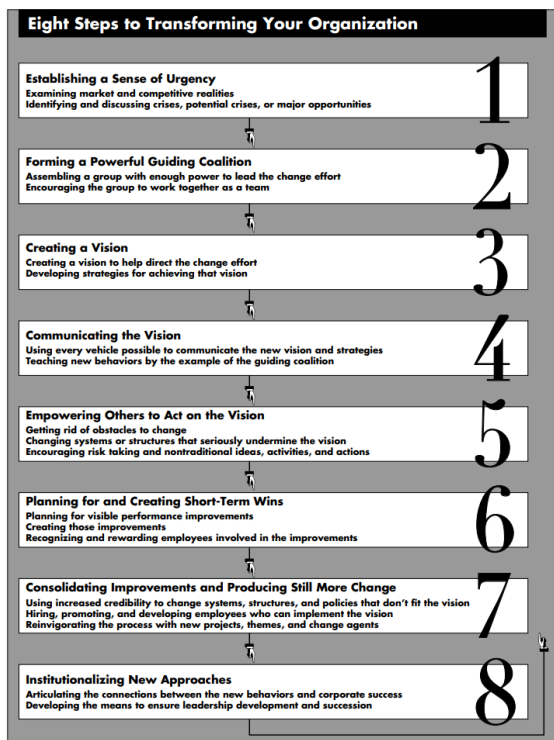


Figure 5 Eight-stage process 2012 edition (Kotter, 2012) Figure 6 Eight-stage process 2018 edition (Kotter, 2018)

Kotter (2009, 20) highlights these steps' order, as the first four are seen as warm-up phases, building the ground for lasting change. The careful investment and reserving time for each step are vital factors as change can take years before it is part of an organization's culture.

The basis for this model of leading organizational change was originally created in 1995 (Kotter, 1995) and recently updated (kotterinc.com, 2018). The updated version has elaborated terminology and fine-tuned content of steps, the main idea remaining the same. Figures 5 and 6 above presents the change process from the years 2012 and 2018.

The 2018 (kotterinc.com, 2018) version brings 4 Change Principals for setting up success for change.

***'Leadership + Management; both are needed.***

***Head + Heart; people are not inspired just by logic, needing the desire to contribute to change.***

***Select few + Diverse many; more people are needed to enable change, not just managers.***

*'Have to' + 'Want to'; 'Those who feel included to meaningful change, will help create change in addition to their normal responsibilities''.*

Piha and Sutinen (2020, 126) state that Kotter's step one, Establishing the Sense of Urgency, is causing fear in an organization and therefore decreasing the possibility of actual change in behavior or mindsets of people. Instead of causing fear and making the future even more uncertain, Piha and Sutinen propose concentrating on creating curiosity, 'sense of curiosity' within people. Approaching the change and the future with curiosity, rather than by judging, will lead to more engaged human behavior (Gino, F 2018). To anchor the change in the organization, requires changes in behavior and mindset, and eventually in organization culture.

### **2.2.1 Organization Culture**

*'There is not leadership without culture'* (Otacílio Torres Vilas-Boas, Davel, E., & Flávia de Souza, C. C. 2018).

Organizational culture can be noticed by looking at everyday experiences and backgrounds in a company or community. Culture has a meaning in this level as individual beliefs, values and behaviors are usually understood only by people's cultural identity's context (Schein 2009, 28). Culture has strong meaning as it is robust, hidden and usually unknown series of actions that define individual and group behaviors, ways of understanding, mindsets, and values (Schein, 2009, 29). Culture is a result of shared learning process in the organization, and the justification is not working if those are not pointing how new values are based on the existing environment. The culture brings the meaning and predictability to days, and the people are doing their best to consolidate and normalize it. All possible changes to culture will trigger a significant amount of anxiety and resistance. When changing the core elements of culture, the threat is against to most solid parts of the organization (Schein 2009, 35-41). Organizational culture has social power which influences us via feelings, norms, and social appreciation (Kuusela, 2015, 9).

Laurila (2017) has concluded in her dissertation that there is a need for more research on change leadership where people, supervisors and employees are in focus, not just perspectives of the management. She also concluded that there is no single way to drive

through a successful change in the organization, thus closest supervisors play an essential role in successful change.

Schein (2009, 27) states that the organization requires insightful ways and skills to change the culture to change as a company or business. A company or business in ageing cannot develop, adjust, and change the culture, they grow more unadaptable, and culture will become a constraint for learning and change (Schein 2009, 27). The organization will remain in the culture that made them shine in the past and sets blinkers to see signs coming from the outside environment (Schein 2009, 27).

Schein (2009, 42) explains the culture as 'a common way to do things', where people in an organization co-operate and communicate together in a certain way. It is not the whole truth of culture, but this is one aspect of influencing the culture and enabling change in the organization. Piha & Sutinen (2020, 312) claim that modern humans do not engage to change without the involvement in creating it. When there is a real possibility of planning and implementing the change, the engagement will be higher, and people feel to be part of the future where they are active players (Wheatley & Kellner-Rogers, 1998). The change will succeed best when everyone is participating, human being wants to be part of the group but be individual as well (Piha & Sutinen, 2020, 166).

Haslam, Reicher and Platow (2012) define leadership as something that people want to do certain things, not just doing something. *'By leadership behavior we generally mean the particular acts in which a leader engages in the course of directing and coordinating the work of group members.'* is a quote from Laurila (2017) dissertation where the original quote is from 1967 by Fiedler. Leadership is to involve people to participate in processes of ideas and visions to lead to change (Haslam, Reicher & Platow, 2012, 20) and *'Leadership is the process of making sense of what people are doing together so that people will understand and be committed'* quoted by Laurila (2017), originally by Drath & Palus 1994.

De Klerk (2019) points out that people can resist the change efforts, by passively or actively way. There have been propositions that people do not resist the change itself, but emotional consequences come from change. Kotter (2001) emphasizes the most common reasons for resisting the change, personnel's fear to lose something valuable

from the organization, the change and implementation of change is misunderstood, and it is not seen as beneficial for development. People can have a low capability for changes or want to avoid uncertainty. Juuti (2013, 17) states that when boundaries of roles are too tight, the culture lacks the willingness to help, and silos prevent the meaningful and flexible co-working in the organization. This is building conflicts, which then decrease the motivation and energy of people. When people are working together and are motivated, the results from a group or team can be better than even the best individual results (Schein, 2009, 65).

The idea of man (ihmiskäsitys) varies, where some think that people are just lazy and work if incentives are provided, and work is controlled. Some others think that people are essentially motivated and just need the right resources and possibilities (Schein 2009, 67). Piha & Sutinen (2020, 147) agree, and add that the control comes from hierarchy and motivated people are autonomic and are motivated by solving challenges, participation and meaning.

Juuti (2013, 16-17) describes a 'cycle' where the level of responsibility and feeling, may cause harmful consequences in hierarchical organizations. In case supervisors are high initiatives and enterprising, employees can be passive, which would lead to apparent activity, and working with known tasks and not looking for a new solution. Schein (2009, 89) claim that participation in implementation is avoided cause it exposures to failure.

To show genuine interest in expectations, experiences and feelings, knowledge and anticipations are seen as significant in any organization's change (Syväjärvi & Perttula & Stenvall & Majoinen & Vakkala, 2007). Tuulaniemi (2011, 146) agree and add that empathy, real and profound interest to all parties and stakeholders are crucial elements in service design and change leadership (Piha & Sutinen, 2020, 123).

Laurila (2017) created a compass model by combining empirical research and different theoretical approaches of leading change for the easy, practical model. This model classified horizontally four equal description level: *guiding (ohjaava)*, *engaging (osallistava)*, *inspiring (innostava)*, and *emancipating (emansipoiva)*. The results of the research gave indications that supervisors are in a vital role to understand thinking and working methods in change leadership. Supervisors are expected to have a guiding grip and

assertive activity organization and managing the change. In addition to being an activity-centric role, supervisors should have understanding and notice employees' feelings (Table 2).

**Table 2 Laurila (2017) Compass model of change leadership**

<b>Change leadership approach</b>	<b>Key elements</b>
Guiding change leadership	Target setting Taking care of resourcing Follow-up of progress
Engaging change leadership	Delegation of response Consulting planning Discussing decision making
Inspiring change leadership	Clearing vision Being role model Encouraging support Giving recognition
Emancipating change leadership	Justification of feelings Recognition of individuals Creating safety Release anxiety Being presence

Few elements from (Laurila, 2017, 138-139) were seen as necessary in leading change; defining the targets, the supervisor's role during change and disorder, and follow-up of progress. In communication, the supervisor's role should be active and essential, where the teams are seen as more passive and targets of communication. Many people see a



supervisor's role in changes in guiding and setting clear targets, and supervisors expect the same from higher management.

## 2.3 Service Design and Related Concepts

Service design as a concept are referred to with few varying naming and terms, e.g. *service design, experience design, design thinking, holistic UX, user-centered design, human-centered design, new marketing and more* (Stickdorn & Hormess & Lawrence & Schneider, 2018, 19)

Service design as a concept is often connected to a specific service's customer experience (Brown, 2008). Lately, it has become one method to product design and framework to develop, e.g. company's internal processes. Service design roots are in design, where the most vital know-how is in process and method knowledge, where cultural working context understanding, creative and analytical approach combined to understand customer needs. It is visualizing and prototyping, it is making empty visible, making abstract to concrete (Tuulaniemi, 2011, 63)

### 2.3.1 Service Design

Service design is designing with people, not for them (Polaine et al. 2013, 41) Where people, participants, are not only users or customer but persons who work with it and Tuulaniemi (2011, 12) explain that service design combines old elements by new ways.

By Stickdorn et al. (2018, 26), critical elements of service design are

- **Human-centered**, consider the experience of all people affected by the service
- **Collaborative**, stakeholders of various backgrounds and functions should be actively engaged in the service design process
- **Iterative**, service design is an exploratory, adaptive, and experimental approach, iterating toward implementation

- **Sequential**, the service should be visualized and orchestrated as a sequence of interrelated actions
- **Real**, needs should be researched in reality, ideas prototyped in reality, and intangible values evidenced as physical or digital reality
- **Holistic**, services should be sustainably address the needs of all stakeholders through the entire service and across the business

Stickdorn et al. (2018, 27) described the evolution of elements between 2010 and 2017 where the 'user-centered' is changed to 'human-centered' to present, e.g. customer and personnel as well, not just user. Co-creative is formalized as collaboration to describe more active engagement in all design phases and pointing more to the reality of needs.

Micheli, P et al. (2019) define the following '*design thinking is understood as an approach to human- or user-centered innovation, creative problem solving, experimentation, and iterations, used across different occupations*'.

In the center of improvement, the people shall be taken into the center of all. (Tuulaniemi, 2011, 66) Buy-in, ownership and engagement (Polaine et al., 2013, 42) are crucial elements where the process of service design is used.

By Design+ (2019) collected as summary from Michali, P (2019) five angles for design thinking

- 1) Emphasizing **interdisciplinary collaboration** where design thinking practices are considered a starting point toward embedding design thinking across organizations
- 2) Emphasizing **design thinking as designers' domain**, highlighting the ability to visualize and use different material practices
- 3) Emphasizing **resilience in problem-solving**, offering design thinking with its tolerance for ambiguity and practices of interdisciplinary collaboration as an alternative to narrow analytical approaches
- 4) Emphasizing the **holistic and systemic perspective**, focusing on the abilities of individual designers to think and visualize

5) *Emphasizing learning to think like designers, using abduction and aspirationally balancing intuition and rationality*

Point four, mentioned the holistic approach to thinking and visualizing matters from different perspectives, describes one of the main topics: taking everyone involved to matter along to the design process. There is more engagement where people can be part from the first beginning; the possible change resistance will be lower as 'buy-in' is done in the early phase of change (Tuulaniemi 2011, 116; Polaine et al. 2013, 42). To take people involved in the early phase, give diverse perspectives, and collect different opinions (Björklund, T in Design+, 2019) from different people to create a comprehensive and covered solution e.g. problem or new design.

### **2.3.2 Co-creation**

Brown (2008) defines *design thinking* as a discipline that combines a designer's sensibility and methods to convert what is technically feasible and enable converting business strategies to customer value and new market opportunities. Where at same, the process and observations are translated into insights and insights to solutions (Brown, 2009). The service design process is intentional non-linear, and the problem is solved through exploration and eventually to solution via iterations. '*Design thinking relies on gathering insights on the needs of stakeholders connected to the problem or idea at hand*' (Björklund, T in Design+2019).

When designing for people, we need insights into people's needs, motivations, and behaviors (Polaine et al, 2013, 46). Liedtka (2018) claims that people design thinking increases engagement, dialogue, and learning for people motivated by varied perspectives and feelings. Moreover, by that approach, the organization gains a broader commitment to change.

Schein (2009, 57) claim that the most common factors in culture are common language and common mindset or philosophy. Service design is seen as a way of working and acting, and common language when designing products are services (Tuulaniemi, 2001; Stickdorn & Schneider, 2013)

Björklund (in Design+ 2019) points out that the organization's cultural frame, if the organization is siloed, focusing on productivity and effectiveness, the resistance for design service methods can exist more. On the other hand, service design can be a cure to help the organization to understand the value of user-centric design.

Co-creation can be summarized as having three essential elements: collaboration, development action and creating something, while the tackled issue could be anything, or creating something together (Börklund, T 2017). It involves all stakeholders as equal operators to solve the problem at hand. Co-creation aims to bring as much as possible relevant aspects and things belonging to the problem together in analyzing and developing phase, but not all users or customers (Tuulaniemi 2011, 116). Co-creation is the working method and principle of service design, not the actual tool (Tuulaniemi, 2011, 116; Stickdorn et al. 2018, 24). Figure 7 describes the classical and co-creating differences in the design process, where the classical design process means management-led process.

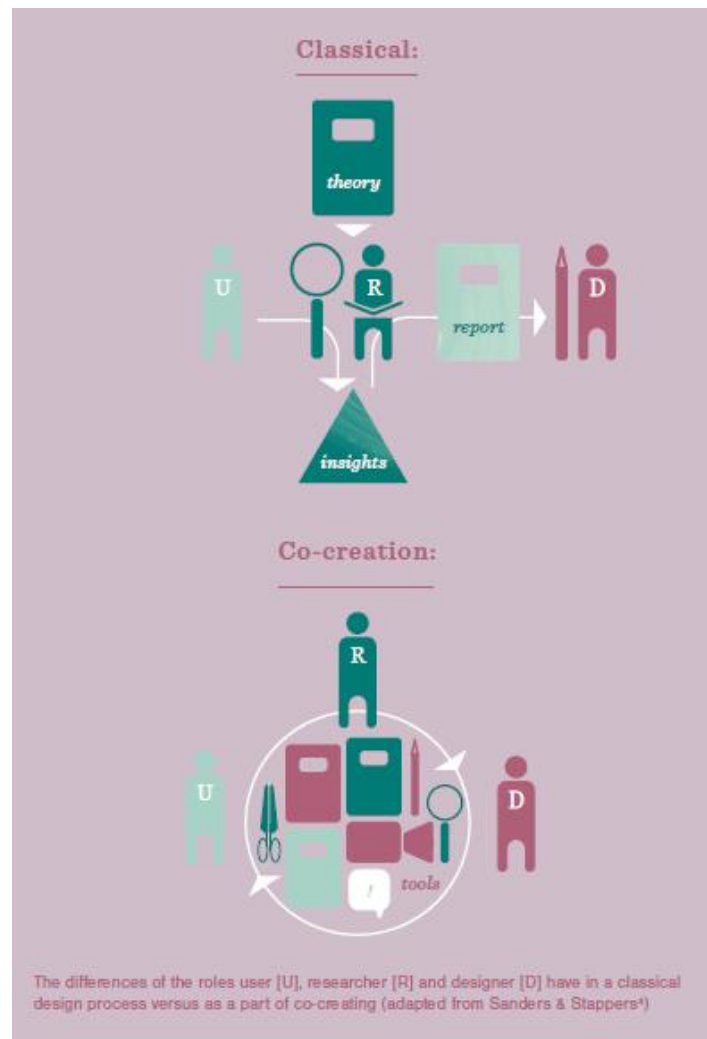


Figure 7 Classical and Co-creation design process (Kirjavainen, S & Luukkonen, M in Design+ 2019)

*Facilitating co-creation with the help of internal rather than external workforce, tacit knowledge and know-how is accumulated in the organization and relationships with the customer deepen. This kind of collaboration can be recommended to any organization in order to survive and flourish in the competitive global market. (Kirjavainen & Luukkonen 2019)*

Haslam, Reicher and Platow (2012, 69) point out that leaders needs to get people to think about the group's interests and work together towards a common goal.

### 2.3.3 Customer Journey Map

Journey Maps and Customer Journey Map is one of the tools in service design. It is a way to visualize the current or coming customer experience status, from e.g. the first contact to after-sales activities. The journey map helps find possible pitfalls and gaps in customer or user experience and explores potential solutions. Maps are the way to make invisible activities visual and share a common understanding in teams (Stickdorn et al., 2018, 45; U.K. Design Council). There are few different angles of the map presented in the literature, mapping the customer touchpoints in contact with the company and as well, mapping the company's inside activities to the same map (Stickdorn et al, 2018,43; Polaine et al. 2013, 91-93). Tuulaniemi (2011, 210) discuss this framework as the Blueprint model where the elements are close to the Customer Journey Map. The Blueprint model highlights the backstage aspect as well, what is happening behind the scene. This model presented different layers considering the technology and needed work that the customer or user does not see. Stickdorn et al. (2018, 53) clarify 'frontstage' to presenting the people and processes having direct contact and 'backstage' being people and processes invisible to the user. Mapping the systems, where visualization of the surrounding ecosystem around the service and product, is described as having various elements, looking deeper into what is in the backstage. These system maps describe more for business needs and angles than looking on customers side (Stickdorn et al. 2018, 130; Polaine et al. 2013, 91-93). Figure 8 presents the broader example of the Customer Journey Map, where the organizational (and frontstage and backstage) activities are mapped and visualized. The whole map can be found in the attachments of this thesis.

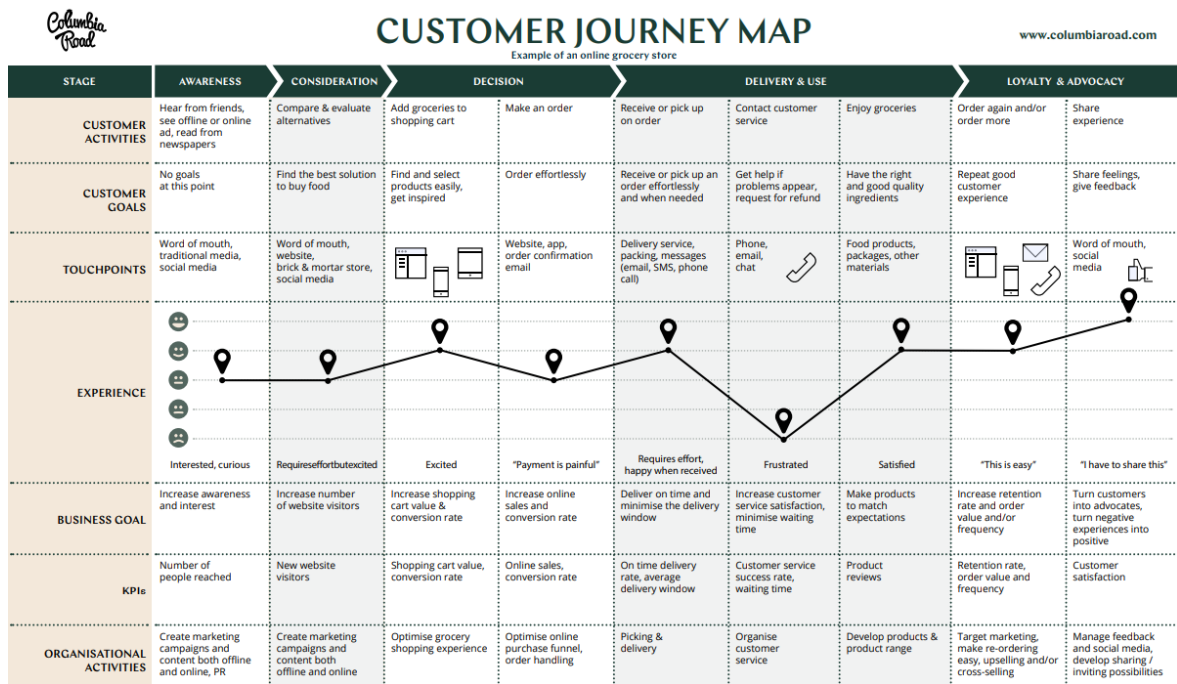


Figure 8 Customer Journey Map (columbiaroad.com, 2017)

This approach visualizes what is needed to consider from the company’s perspective, like systems and responsibilities. Tervala (2017) adds metrics, goals and KPI’s as well to map for more measurable actions.

In design, vast and complex issues are analyzed and divided into smaller sub-parts for planned problem solved. There is also the possibility to solve these issues or problems separately, and finally, and all sub-parts are brought together as the complete, final solution (Tuulaniemi 2011, 58). The change map is divided into smaller parts using the same approach.

The Customer Journey map is planned to adjust as Change Map to visualize the change journey in the target organization. This thesis will collect information, provide an identified area for improvements and changes, and provides a framework for Change Map, although it will not create the final map, which will be done later.

### 3 Methodology

This chapter present and justifies the research method used in the thesis. The chapter describes the method to collect the material, and ways to analyze the material and the reliability and validity of the thesis. The analysis structure is presented closer in chapter four.

#### 3.1 Research Method

Kananen (2019) discuss that the nature of the research problem defines the methodology for research.

Moreover, the research questions are:

- What are the surrounding requirements? How to bring surrounding requirements to daily work?
- Can visualized map help when planning and implementing the change?
- How to visualize change in an expert organization?

Based on the research problem and questions, the phenomena can be formalized '*What this is about*' (Kananen, 2019, 25). The research frame follows the process presented in Figure 9.

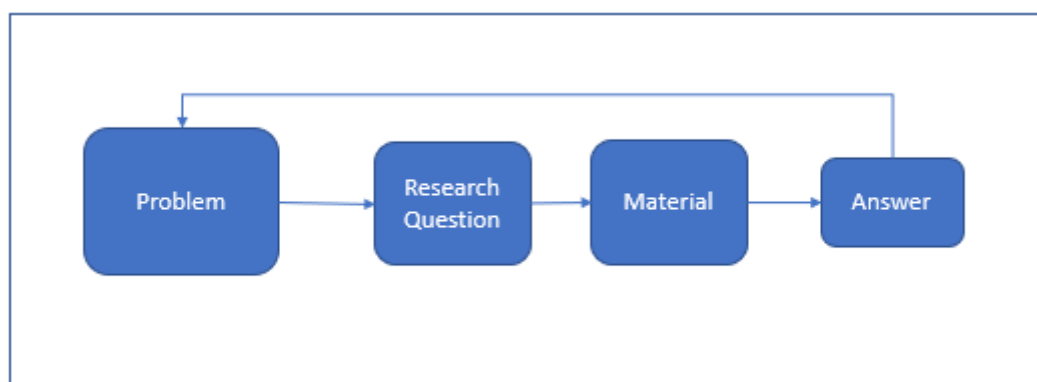


Figure 9 Process from a research problem to answer (Kananen, 2019, 23)



This thesis is conducted as a qualitative research method. The qualitative research method aims to find answers when phenomena are unknown (Kananen 2014, 16) and collect the data where people are as an instrument (Hirsjärvi & Remes & Sajavaara 2013, 164). The nature of qualitative research is to describe and understand studied reality or phenomena as authentic, deeply, and as holistic as possible. To enable this, it is typical that research material is collected in a realistic and natural environment and from that, analysis for material is done. The research process goes from details to the whole picture with structure. The research aims to find a new angle, new information, and interpret phenomena via a theoretical framework (Hirsjärvi et al. 201, 161). The interviews and survey will be primary material for the thesis, where observations are done (Kananen, 2019, 29).

To collect the information of phenomena, the semi-structured theme interviews will be the centric method when collecting research material, people's opinions and sights are in focus, and understanding the 'voice' from the audience (Hirsjärvi et al. 2013, 164). The angle to hear the 'voice', is also to find the information inside the researched perspective.

Based on the nature of the research problem, the quantitative research method seems to aim to generalize, and therefore the phenomena shall be known (Kananen, 2019, 25). The right questions are difficult to ask if the phenomena are unknown, as results come from questions, therefore the qualitative research method is chosen for this thesis.

Along with interviews, the survey will be used to collect material. The survey is selected as an additional method to collect opinions for research to reach a wider audience. The other reason for the survey is to engage more people in the early phase, the topic to be more familiar in the future (Schein, 2009, 133). The survey is the typical way of questions, interviews, or observations forms, where the material is collected standardized and from a specific group of people, which becomes a sample. Standardization means that questions are asked in the same format from all respondents (Hirsjärvi et al. 2013, 193). The benefits of the survey are to collect a comprehensive set of responses, by people and by questions. The method is practical, as it is typically sent out for responses and they can answer adequately. The disadvantages can be that there is no information on how seriously

respondents answer the survey, or how they understand the context of questions. The response rate can be low, and therefore the reliability can suffer (Hirsjärvi et al. 2013, 195). In this thesis, the survey contains both open questions and a so-called Likert-scale where respondents will choose an answer on a scale per question. The survey questions are presented in Appendix 3.

Hirsjärvi et al. (2013, 161) emphasize that qualitative research characteristic is to broaden and highlight relevant questions and apply these to theories, not to collect as wide as possible material covering all aspects. When the research target is to produce information of certain phenomena, where in center are observations, experiences and understanding, the reasonable research method is qualitative. This thesis aims to find the observations, experiences, and understanding of experts in organization for research questions via interviews. The theme interviews are the commonly used method to collect this kind of information. The interviews are seen unique method where the interviewer is in direct lingual interaction with the interviewee (Hirsjärvi et al. 2013, 204). Interviews can be structured, semi-structured or non-structured, the interviewer can have flexible interaction with the interviewee. In a semi-structured interview, the questions are created before the interview. Thus, discussion will follow the structure, and leaves room for follow-up questions in the specific topic as well. The semi-structured interview is suitable in situations with little background information of phenomena, and some of the questions are open questions (Hirsjärvi et al. 2013, 204-212). Therefore, the semi-structured interview is reasonable in this thesis, as this method is setting the framework for the interview. The interviewee will be selected to present as wide as a possible sample from the target organization, for two different approaches that are presented more widely in chapter four.

To analyze collected material in qualitative research, there are possibilities to use statistical techniques, although the most common methods are themes, typify, context separation, discourse analysis and discussion analysis. In qualitative research, the scale and nature of the material make analysis the most exciting and time-taking part. The research analysis of research is done to group answers as themes where the target is to find common nominators as key words or phrases from interviews to build an order to phenomena (Hirsjärvi et al., 2013, 224).

For analyzing the themes, figure 10 describes the structure of the leading process in change, and this method was used when creating the survey and interview questions, to understand better the mechanism for change (Schein, 2009, 149).

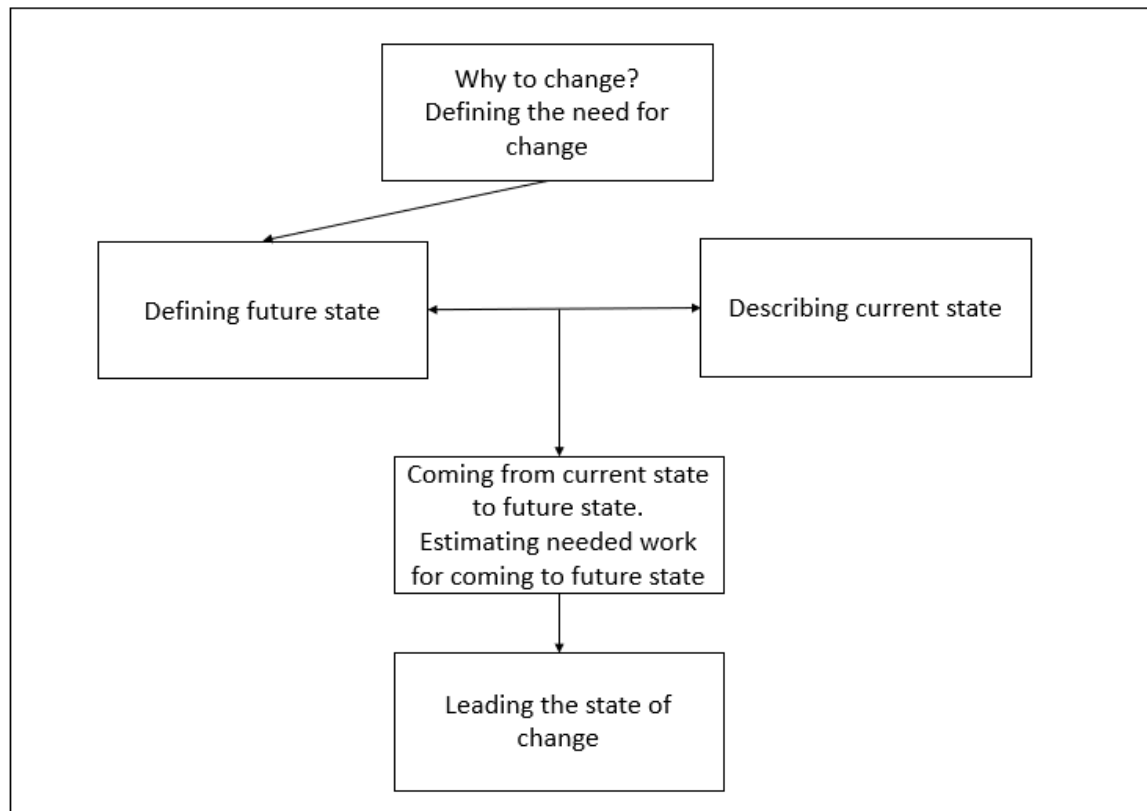


Figure 10 Leading process for change (Schein 2009, 149. Translated to English)

### 3.2 Research Reliability and Validity

In general, research is done to avoid mistakes, although reliability and validity varies. Therefore, the reliability is tried to be evaluated. In researches, reliability means repeatability of results, where the target is to give non-coincidental results. The validity means metrics or research methods capability to measure what is meant to be measured (Hirsjärvi et al. 2013, 231)

In qualitative research, the composition of research brings specific challenges to evaluate reliability. The description of phenomena and the capability to produce new information is emphasized in qualitative research, although there is meant to find absolute truth or one conclusion. The target of qualitative research is to produce the most truthful and reliable information on phenomena. There is a possibility of repeating the research, the results variates. When people and circumstances are unique, there are no identical cases, the traditional methods to evaluate reliability and validity are not reasonable (Hirsjärvi et al. 2013, 232).

In qualitative research, reliability is highlighted by precise and careful documentation of all phases of research. The methods of producing the material, interviews, survey, and analysis, aim to describe openly and wide as possible.

## 4 Research Findings

This chapter presents the findings from the research material. The chapter is divided into material collection background, analysis of material and material grouping per themes following the research structure.

### 4.1 Material collection for research

The study was conducted as qualitative research, and material for the study was collected by interviewing people and via web surveys. The interviews were held during January and February 2021 via Teams-meetings, and the survey was published for answering during February 2021. People for interviews were selected based on a different role and expertise area to get as comprehensive as possible coverage of opinions and experiences in the organization. Interviewees received structured interview questions (Appendix 1 and Appendix 2) before the interview to have a possibility to explore the topic before the actual interview. Survey (Appendix 3) was published for all personnel in the organization and were sent separately from interviews. Anonymity was kept, and the researcher only knows the identity of the interviewees. Direct quotes from the interviews and survey are marked in brackets later in the text, and e.g. H10 is identification per interviewed person. H10 means the tenth interviewed person (henkilö in Finnish language).

Interviewees were asked open questions of their opinions and experiences:

*Current. To understand current situation for surrounding requirements:*

1. *How do we identify surrounding requirements? How it should be done?*
2. *How do we store and handle these? How it should be?*
3. *How to put in action? (Business justification, prioritization, mind-set)*
4. *How to avoid drawbacks if we make the change? (organization structure, mind-set, culture, behavior?)*

*Organization. How surrounding requirements are seen from organizational perspective:*

5. *Who should be responsible of these requirements? What level? (per product, per system, per ?)*

6. *Does organization structure supports implementing the surrounding requirements? (If not, what should be done?)*
7. *How surrounding requirements could have more focus or priority?*

*Leading change. What is understanding of leading change in organization:*

8. *What change leadership is for you?*
9. *What kind of experiences of change you have? (best and worst)*
10. *How organization supports the change? (top management, boss, team, etc.)*
11. *How your closest boss supports the change?*
12. *How clear targets are?*
13. *Are targets communicated and followed-up?*

*Performing the change. How changes are performed and are there 'helping' methods:*

14. *What is challenging in change?*
15. *How it could be improved? Visualization, communication, workshops, maps, etc.?*
16. *How changes are planned? Are you participating?*
17. *Can plans be influenced?*
18. *How you would like to improve leading change in future?*

*What else should I ask?*

Totally sixteen interviews were done with two different approaches. The first approach was conducted for people who work daily in the central unit at Vaasa. This part was composed of questions including leading change and performing a change in the organization to understand where the current status is. The second approach was conducted for the people who are part of the organization but work mainly outside of the Vaasa site. This angle was chosen as the practical, daily work varies with this group of people. Other reasons for these different angles were to understand current immediate leadership at the Vaasa site and to collect opinions from a different work environment where the nature of work is various than at the factory.

The second approach questions followed the same structure, with different questions as operative work is different and the change related questions were not part of it. The questions are found below, as well as they are presented in Appendix 2.

*Background information*

1. *Your connection to DA?*
2. *Your connection to surrounding requirements?*

### *Identification*

3. *How you identify these requirements?*
4. *How you bring it to factory people? Have you specific contact person?*
5. *Do you think 'message is received'?*
6. *How you are informed of progress? How it should be done? (channel, email, community, phone?)*

### *Implementation*

7. *Are you participating to e.g. specification work?*
8. *What to do to make superior customer experience?*

*What to do to change this? Organization, people, communication, mindset, culture?*

*What else should I ask?*

Four of sixteen interviews were second approach, located in different countries and continents and having varying background although having the same role in the organization.

The interviews were recorded, and transcriptions done of interviews. Interviews followed semi-structured interview questions, and more profound questions were asked as well along with the interview.

The survey was sent to the organization as an open survey to allow more people to participate in research. The purpose of this was to increase the knowledge of the topic and give the possibility to participate in an early phase. When there is the possibility to participate at the beginning of certain activities, the engagement for the following steps will be higher (Korhonen et al. 2019, 20; Schein 2009, 119; Laurila 2017, 154). The survey conducted by open questions to express the responder's own opinions and the Likert-scale to enable comparison of answers and make a presentable scale from all answers (Hirsjärvi et al. 1997, 197-204).

Survey questions (Appendix 2) followed the same structure and theme as interviews and gave the possibility to answer questions on a scale of totally disagree to totally agree. There were 43 answers to the survey, having same questions in Finnish and in English. Like the following steps, the target is to repeat the survey in the organization after one year and

follow the possible changes and see if there have been improvements, although it will not be part of this thesis.

Table 3 presents the survey questions.

**Table 3 Survey Questions**

People	<ol style="list-style-type: none"> <li>1. I feel that I'm listened and heard of my opinions</li> <li>2. I can express my thoughts, comments and ideas freely</li> <li>3. My opinions are listened while performing the change</li> <li>4. I like changes</li> <li>5. Organization is pushing for the change</li> <li>6. I have room to grow as person</li> <li>7. I feel changes stressful and bad</li> <li>8. I can propose changes</li> <li>9. I can discuss with everyone in my organization</li> </ol>
Leadership	<ol style="list-style-type: none"> <li>10. My boss has enough time for leading people</li> <li>11. I'm happy about current change leadership by organization</li> <li>12. My boss is good in leading change</li> <li>13. My boss is present in daily work</li> <li>14. My boss supports me</li> <li>15. Organization leadership culture is defined</li> <li>16. I have possibility to discuss with my boss when needed</li> <li>17. I can trust my boss</li> <li>18. My boss has enough time for leading change</li> <li>19. My boss is micro-manager</li> </ol>
Culture	<ol style="list-style-type: none"> <li>20. Agreed changes are followed-up</li> <li>21. I can discuss with my boss about fears and uncertainties of changes</li> <li>22. Targets are clear for me</li> <li>23. Our culture is discouraging</li> <li>24. Organization culture is supporting the change</li> <li>25. I'm given enough time to adapt the change</li> <li>26. Changes are normal in today's business</li> <li>27. Working culture supports changes</li> <li>28. We are willing to try new things</li> <li>29. Our culture is controlling and commanding</li> </ol>
Structure	<ol style="list-style-type: none"> <li>30. Targets of change are clear and well defined</li> <li>31. I have possibility to give comments to planned change</li> <li>32. Unit management is good in leading change</li> <li>33. I can work easily with other teams or departments</li> <li>34. Organization have common goals</li> </ol>



	<p>35. We sub-optimize work or workflows</p> <p>36. Changes are planned in small, closed groups</p> <p>37. We have power centralized for certain people</p> <p>38. Unit management is open for changes</p> <p>39. We can recognize problems in organization structure</p>
Communication	<p>40. My boss informs enough of coming changes</p> <p>41. I get relevant and correct information of coming change</p> <p>42. Information of changes is received well in advance</p> <p>43. Message of changes is clear and easy to understand</p> <p>44. Pros and cons are identified clearly</p> <p>45. I need to ask to get information</p> <p>46. I can ask more information from management</p> <p>47. Changes made are realistic and planned well</p> <p>48. I have clear understanding of my objectives for following year</p> <p>49. I know what our unit's values are, and we work according values</p>

## 4.2 Analysis structure of the material

The material is grouped by the structure of interview and survey questions; Current, Organization, Leading Change and Performing the Change. The Current and Organization parts focus on surrounding requirements and Leading Change and Performing the Change focuses on people's experiences and opinions for leading change in the organization. These topics are called *themes*.

The material processing followed the structure Kananen (2017, 134) defines for qualitative research:

- Generalization (transcription)
- Coding (summarizing, splitting)
- Categorization
- Linkage

The interview research material was collected key words, codes, compared to previously mentioned themes, and Figure 11 below presents a summary.



Figure 11 Key words per theme

### 4.3 Surrounding Requirements

Analysis of material is divided into two parts, the first part containing the interviews from the first approach, people working mainly at Vaasa and the second part containing analysis from the second approach, people located globally.

#### 4.3.1 The First Approach

As presented previously in the thesis, one part of the research questions was:

What are the surrounding requirements? How to bring surrounding requirements to daily work?

This chapter describes how the organization sees these requirements and what can be done to bring these as part of daily work.

During the literature review and before starting the interviews, the surrounding requirements definition was done to limit and focus on giving the interviewee's frame of what to think.

Every interviewed person commented that the current understanding of these surrounding requirements is minimal. There is no definition (before this thesis), the process to collect, handle and implement, and these are not getting focus or priority if taken to the backlog. Mainly the focus is on product requirements, especially on technical and functional features of the product it-self. There is no actual owner or ownership for these as roles in the organization focuses on products. The surrounding requirements are left 'in the middle' of different teams around the organization and functions.

*'Definition and categorization missing.'* (From survey)

*'Surrounding requirements are left for too little attention in our product focused organization, even these are for customer equally important.'* (From survey)

As well the concentration has been to 'own' work, mainly for products in this area. Certain features are called 'family features' although these are again focusing on product technical aspects.

*'Are we even collecting these requirements? Is it clear for people to which forum these should be brought?'* (From survey)

There have been discussions going around in the teams and organization to raise the attention for particular, specific surrounding requirement, but these were dropped out from scope by time pressure or missing resources for implementation. Overall, the surrounding requirements are not getting attention and no one requesting higher priority systematically. The improvement projects, which occasionally could be the partially

surrounding requirement, are done in different activities without 'nominating' as these requirements.

*'If there were simple answer to outline, there would not be needed surveys.'* (From survey)

Putting these into action or taking them into daily work was seen important topic and area to improve, as the direct comment above states. In a way or another, the business justification was seen able to define, and more focus on its needing. The prioritization directly between product requirements and surrounding requirements was mentioned as risky as both are needed to complete the real customer need eventually. The 'We do products' was the conclusion from many of the interviewees, it has been core business so long, so there has not been much attention from different angles. The mindset focuses heavily on creating the technology and product functionality, which was seen coming from history. The point of view was also to bring surrounding requirements along for technical requirements, as equal.

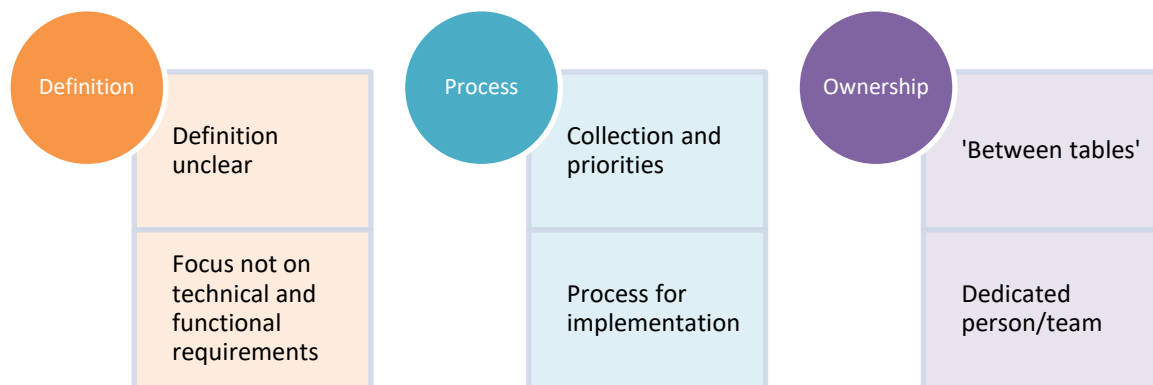
The organization's vision and strategy clearness to everyone was mentioned, and the importance of connecting that to everyone's daily work would require a glance and be taken higher on development work queue.

When asking how to anchor surrounding requirements, and their implementation to the organization, the clear direction, repetition and removing the other possibilities were seen as major enabling points. The structure of organization or teams was seen as a less critical part, as horizontal work and co-work works well today. The information and effort flows in teams and between teams when target or goal is clear, e.g. specific project, but when changes in working methods or mode of operation require a change, the vertical organizational structures were seen playing a more critical role. The management would define the target, roll it for teams and supervisors, and taking the lead for implementing the change or different kind of working method. The explicit goal and joint commitment for the target were mentioned to be necessary and to be more what it is today.

Responsibility for surrounding requirements overall was seen to belong the everyone. Thus, driver or owner was seen as needed, especially when taking the first steps. When overall ownership was discussed, the linking to vision and strategy raised, needing to be defined and the commitment from people. The driver or owner needs to have enough skills

to influence the take activities forward or clear mandate from management as this would go through the whole organization.

Figure 12 below summaries the key finding from first approach.



**Figure 12 Summary of the first approach**

#### **4.3.2 The Second Approach**

There were four interviews in this second approach; the questions followed the same structure. Thus, change-related questions were left out.

The connection to requirements, as well as surrounding requirements, is closer with this group. The operation and co-work with customers are more recurring and can happen daily. The connection to surrounding requirements is there, although not identified as surrounding requirements. The technical support and questions are 'business as usual' but there is not much discussion when coming to other than technical or product-related topics. When the definition of surrounding requirements was discussed, most interviewees responded that this topic is not typically included in interaction on daily work.

Identifying these requirements is thin when most of the questions and requests are technical or product related. A few times later, during the discussion, were mentioned that there had been some questions that could be identified as a surrounding requirement.

There is no systematic way to identify, collect, nor hand-over mechanism to pass these over to the factory. The typical technical or product-related requirements mechanism is in place and is followed, working fine as well. The latest new activity of bringing these people closer to the central unit at Vaasa was seen as a good improvement and creating the feeling of one community. The information flow has improved, and more contact persons have been identified. The responses for requests coming from this group is handled per defined process, and the overall response to 'the message is received' is good. There were no specific needs for the channel where the information is passed over, although the emails were less attractive.

When participating in the daily work with customers, the technical knowledge is seen as essential and to strengthen it had an interest. The co-work to factory and back is working well, and the needed information received. The overall organization was seen as 'product organization' wherein not that much of focus for other activities so far.

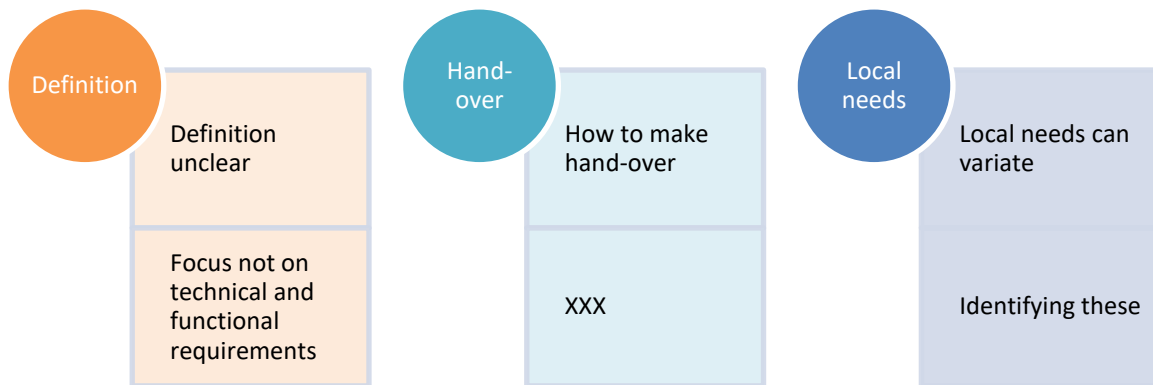
*'We are engineer company, would like to see more on caring the customer. Not that much of soft parts in daily work.'* H10

When asking the producing superior customer experience question, the non-technical aspects raised, like long customer relations, exceeding the expectations and more flexibility, and the local needs. A deeper understanding of 'reason behind' of specific needs by customers was seen, although as the environment variates per need, it was difficult to define.

*'How we can get the customer the feeling that we are here for them.'* H13

The opinions for doing things differently were, e.g. introducing the customer-centric approach, solution thinking, storytelling of products, benefitting the strong foundation of the installed base, focusing the additional value that can be produced and taking a systematic approach for developing the people and organization.

Figure 13 summaries the second approach.



**Figure 13 Summary of the second approach**

#### **4.4 Understanding the Change**

This chapter presents a more detailed analysis of interviews and survey answers. The first set of analysis was done to identify key words and phrases from interviews, and here are collected answers from questions reflecting the engagement to change.

The questions in research material are targeting to find answers to organizations understanding of change are questions 8.-18. and key words and phrases were identified following: Unknown, Leading things, not people, Tool oriented, Direction blurry, Courage needed, Targets not followed-up, Big steps/projects as once, Reasoning missing, Engagement half-way & Not lasting, Repetition needed more, Value of change, Different ways of understanding and learning, Lots of talks, little action, Communication, To listen, Smaller steps, Retrospectives needed.

Meyer & Allen's (1991) model of the three components commitment model was used to compress these. The model defines a commitment to be a psychological status that describes an employee's relation to the organization. By Meyer & Allen, there are three different components for people to continue or not to continue in an organization. The model combines components that are affective commitment, continuous commitment,

and normative commitment (1991, 67-69). The focus in this thesis and analysis is affective commitment, and commitment equals engagement. The affective commitment is emotionally related where people enjoy being part of the organization, feels solidarity and desire to be part of it. Affective commitment can be categorized following:

- Personal traits, like career success or self-organized
- Organizational traits, like supervisor's and employer's relation and clearness of roles
- Successfulness feelings and experiences at work, reflect to the employer's values (1991, 69-71).

When asked the questions of 'what leading change is for you', the '*I do not know*' answer was frequent. There were many connections to change from point A to B, and only a few mentioned the leading people aspect.

*'We are good, and we know how to do change projects for things, but we cannot or even think the person in that change. Not noticing how change affects a person, how should or expected change to affect to behavior.'* H5.

Later in discussions, from several aspects and the opinion brought up, that there is relation to seeing a change with, e.g. new tool or process, not as supporting people in change. The processes are leading the daily work, and concentration is to fine-tune tools but affect, or support mind-set or behavioral change of people is very minimal. As well, the implementation or deeper anchoring of the change correlates to new tools or processes. Some people see change as unknown, making it stressful and time-consuming, when there are no clear targets or reasons for the change. The time-consuming aspect was mentioned that there is needed extra time to clarify the target, what is expected of as results, even when, e.g. supervisor him/her-self did not understand the targets. The change was seen as a possibility and place for learning by some of the interviewees, and in the same sentence, '*I like changes*', and '*I feel changes are positive thing*' was mentioned.

Courage was mentioned as one of partially missing when talking of changes. There were mentioned courage needed for making decisions, sometimes hard ones, but making the decisions at all. The courage came up as well on performing the change.



*'Change is difficult, there is courage needed to push for lasting change, to be in back-bone.'*  
H1.

Behavioral aspects, change and outcome of change was seen as unknown and on some level, scary. How change, e.g. organizational changes would affect to a person position, new tasks, or team structure. The targets, and how clear targets are is seen as a place for improvement.

*'Targets of changes are informed at a general level. Engagement and implementation are lacking.'* (From survey)

The way and level of informing of change varies. In some cases, only group email was sent, and the expectation is that everyone knows what to do next. *'I store it with Delete'*, H8. The consequences of change and what is expected to change, especially behavioral 'what to do differently' in the future, is unclear.

*'Support from organization that one Power Point presentation of the topic is held.'* H2

Change is seen as positive as well by interviewees. If days would be the same all the time, and no changes, the possibility for boredom exists.

*'Change is a possibility.'* H15.

*'Big changes are challenging, small ones bring spices to daily work.'* H11.

The target, why change is done and what is the reason for the change was asked. Often there is no explanation or justification for the change, and by that, the expected outcome is unclear. The result or what is then different after the change is unprocessed and interviewees felt that it is difficult to understand what way is forward. The value of change, or *'what it will bring for me'*, is not defined and explained; therefore, the motivation to keep-up the new way or learn new ways of working decreases the willingness to continue. The explanation can be too general level, and, e.g. closest supervisor can either capable to explain what is needed. The targets are followed up variously; the focus is on how processes are followed or new how tools are in use, thus how, e.g. notice and trace behavioral changes is not in place.

*'Let's not get back to this anymore but put it into practice.'* H2

The common targets by the whole organization are defined at the strategy level. Thus, loopback or connection back to individual performance is thin, and not clear to everyone. There are set goals and targets in the presentation, although the more profound understanding of, e.g. *'what I need to do'* is unclear to some of the interviewees. The closest supervisor can explain it in some cases, thus more information is available, but it is not done regularly and by all teams and supervisors.

*'From above (from management) is underestimated often how long it will take to get change through.'* H2

The time needed for changes is underestimated, and new requests can be coming before previously is ready or taken into use by all. The *'lots of talks, little actions'* was mentioned few times and meant both implementations of change and level of information.

Often the changes are coming as given and not asked opinions or consequences beforehand. There is push from somewhere to implement the change, and the time frame is given.

*'Maybe the best is if it can be gone through with people and justify why we do this change. Discuss it with team what we are aiming, and talk with people about what could be pitfalls and here is a proposal how it will be implemented and time schedule, and then collect the feedback as well, what people could actually feel as accurate, and feel that they can influence to that change.'* H2.

There were many comments about the topic of interviews and survey, e.g. raising the awareness of topics, surrounding requirements and leading change, and the importance of being heard.

*'This project XX is an excellent example of better, as there are asked personnel's opinions and this kind of approach is preferred many other things as well.'* (From survey)

*'Good that you ask this kind of things, it tells that these are even thought about, and it brings hope of better future.'* (H15)

*'This topic haven't been asked too much – good!'* (From survey)

Figure 14 summarizes the themes and key wording from interviews per understanding the changes. The summary also describes the sub-themes which were mentioned often per themes.

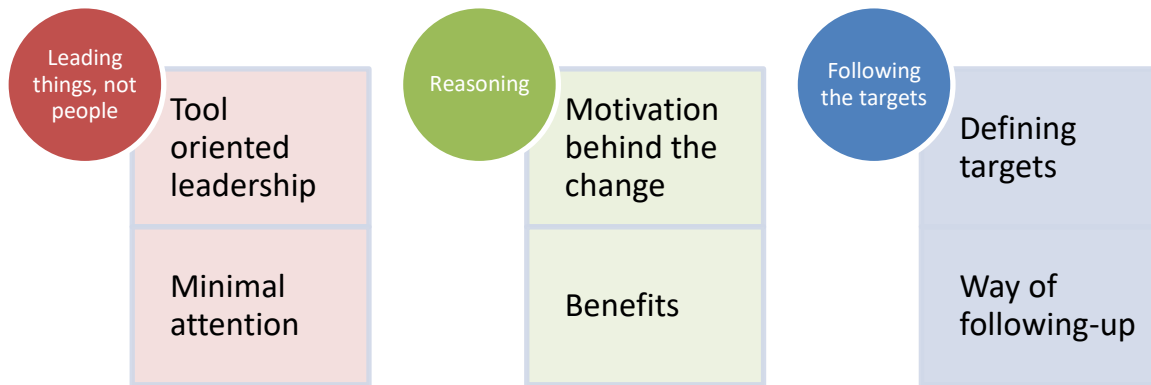


Figure 14 Summary of themes from understanding the change

#### 4.5 Visualization of Change

This part presents how to improve implementing the changes with the frame of visualization.

By interviewees, the change and target of change were seen as unknown and blurry. Often change is coming as given and as a big project or organizational change.

*'I think change is COVID-haisuli, a black virus ball with sticks from the head.'* H8.

*'Yes, some kind of map would help, see in one sight what is coming or planned. That is better than a hundred-page presentation.'* H11

To make change visual, smaller parts and pieces, and separating steps to be smaller to understand raised from interviews. Also, *'the where we are now and where we are going'*

was seen helping to understand the asked change. The engagement was mentioned along with visualization as well, and it was seen way to possibly influence when the planned steps were seen ahead in case something was wrongly planned or missing some parts.

Transparency was seen as one of the benefits that can be achieved with visualization of the change, which would open 'the reasons behind' better if seen the effects. People's different learning styles and understanding would be taken into account if complex topics could be presented in many ways, not just in one common general presentation but also in creating a picture of plans.

*'I'm visual person, I just don't have patience to listen 2 hours of empty talk, much easier to see one picture, think about it and then ask details.'* H8

For example, workshops and other various similar methods to understand the change were seen as unnecessary if the real possibility of influencing change was not seen. To create the plan or similar, of and for coming change, done together and asked opinions was mentioned to be effective.

*"Read from Yammer' does not help.'* H15

The time limitation, time for planning and implementing the change with current people, was seen as challenging. Using time to justify decisions, go through these with people, make corrective actions and collect feedback was mentioned to be difficult.

*'Next question is what to leave out. We can't add lot of people to do what needs to be done, in some point cup is full of these gummy bears.'* H2

Figure 15 summaries the themes of visualization, including sub-themes, which was mentioned often during discussion.

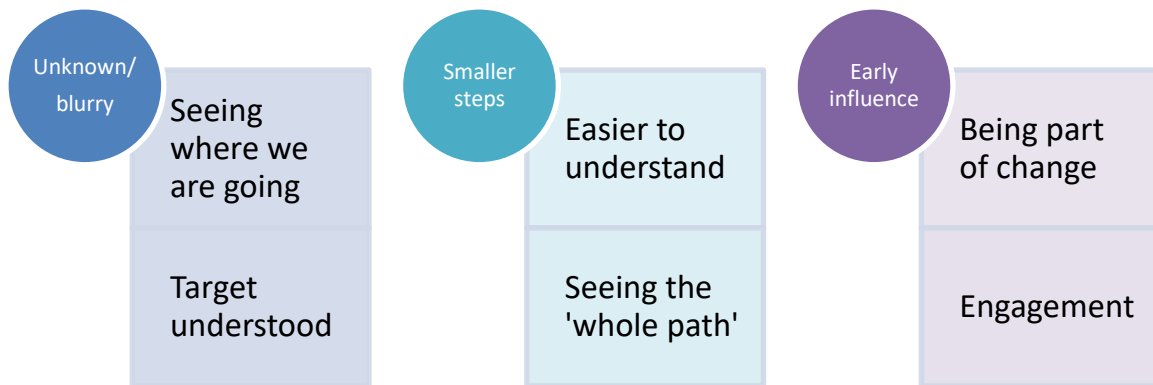


Figure 15 Summary of visualizing the change

## 4.6 Results from Survey

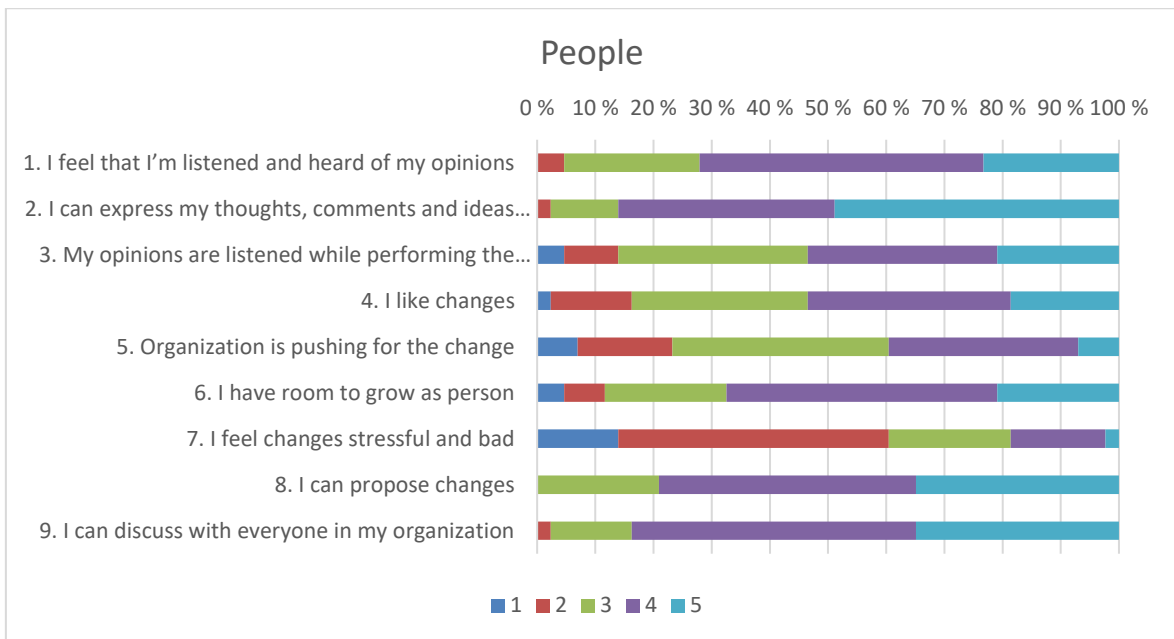
In the previous chapter 4.5, open questions are presented comments from the survey, where respondents could answer with free text. This chapter presents the Likert-chart results as a summary.

Each chart presents the summary of result per question set (Appendix 3) where range answers were following, presented in Table 5.

Table 4 Survey answer range

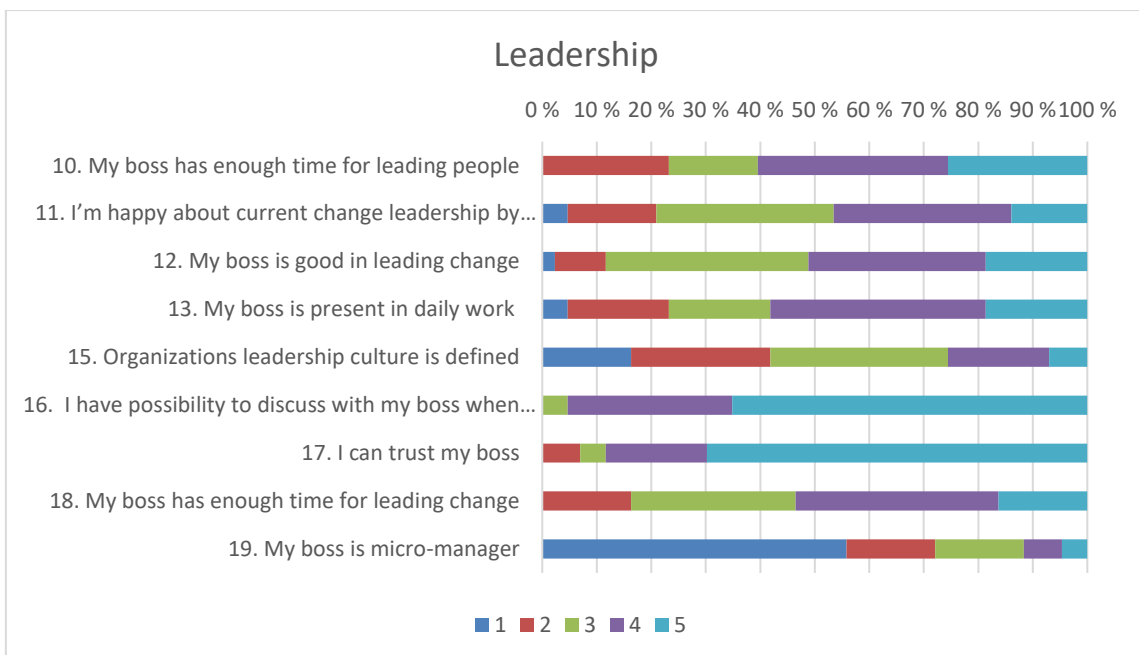
Totally disagree	1
Partially disagree	2
Partially both	3
Partially agree	4
Totally agree	5

In the People section, Figure 16, a totally of 53% answered to question '4. I like changes' by partially agree or totally agree and 72% answered to questions 1. 'I'm listened and heard of my opinions'.



**Figure 16 People, from the survey**

In Figure 17, 'I can trust my boss', question 17., 88% answered as partially or totally agree. On question 19, 'My boss is micro-manager', question 19., 72% answered totally or partially disagree and 11% partially or totally agree.



**Figure 17 Leadership, from the survey**

In Figure 18, 51% answered for agreed changes being followed-up as partially or totally agree per question 20. The 'changes are normal in today's business' 0% answered as

totally or partially disagree per question 26. The willingness for trying new things, question 28., 60% stated partially or totally agree.

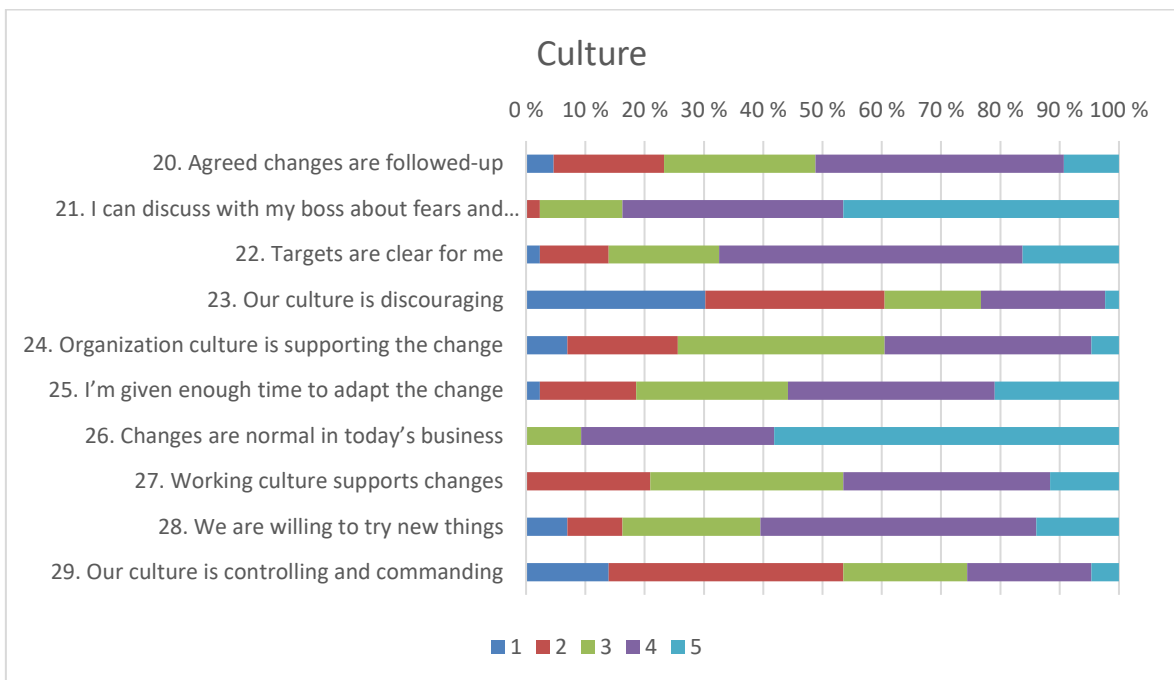


Figure 18 Culture, from the survey

The structure of the organization, presented in Figure 19, 72% answered partially or totally agree to work easily with other teams. The 23% answered as partially or totally disagree with the possibility to give comment on planned changes.

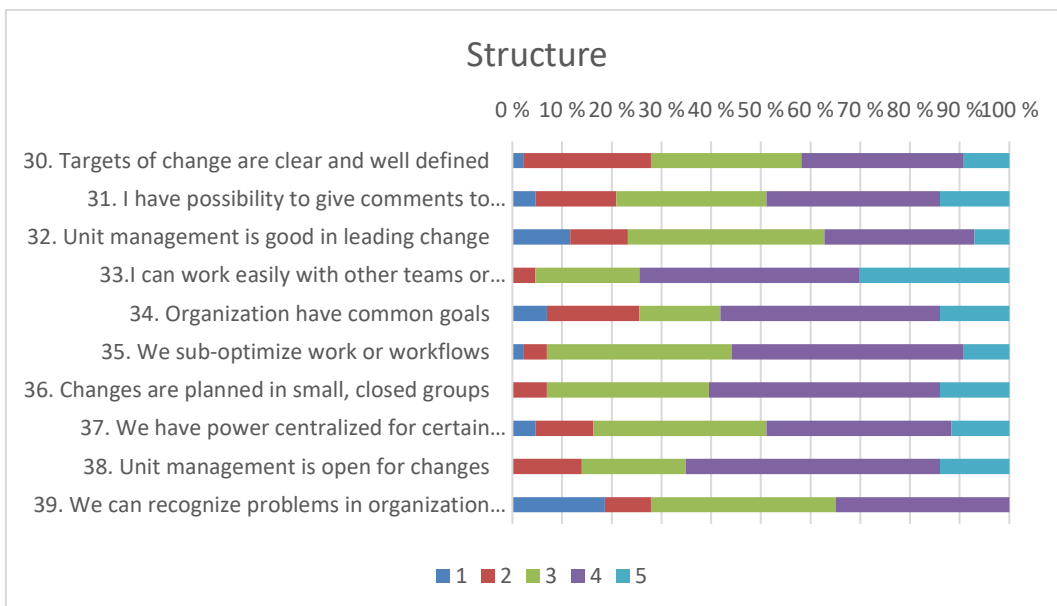
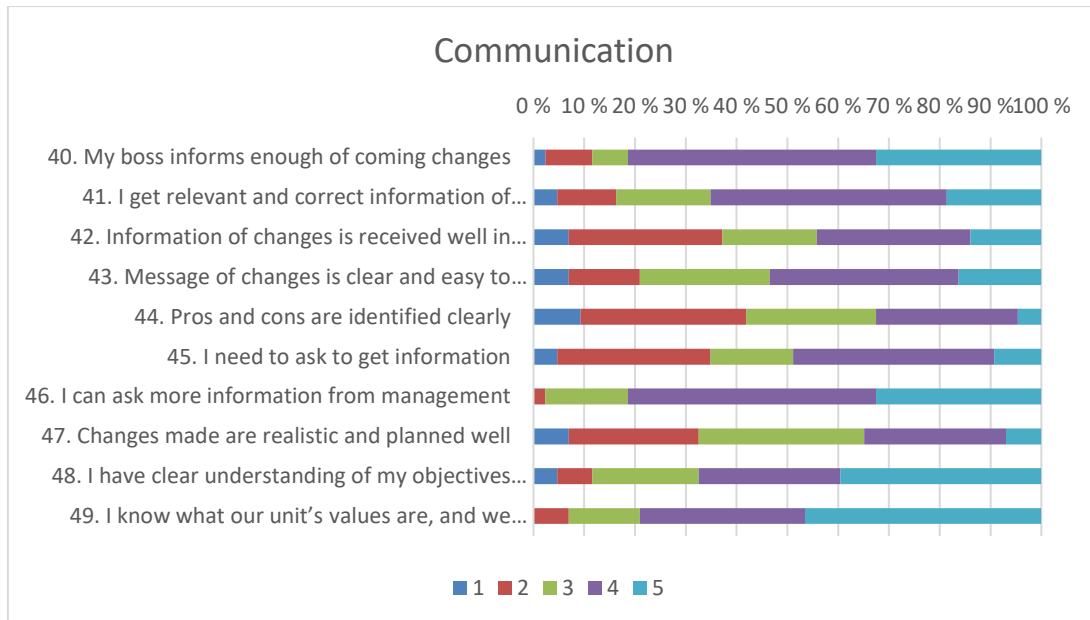


Figure 19 Structure, from the survey

The Figure 20, Communication, presents that 42% sees the definition of pros and cons partially or totally disagreeing. 88% states that recognition of values, question 49., partially or totally agree.



**Figure 20 Communication, from the survey**



## 5 Conclusions

This chapter presents the most relevant finding and conclusion of the research. For research and thesis, the main question was defining surrounding requirements, and studying how these would be taken into daily work. In an organization, it means some change for the operating environment and when change is sometimes seen difficult, how to help change. The research questions were:

What are the surrounding requirements? How to bring surrounding requirements to daily work?

Can visualized map help when planning and implementing the change?

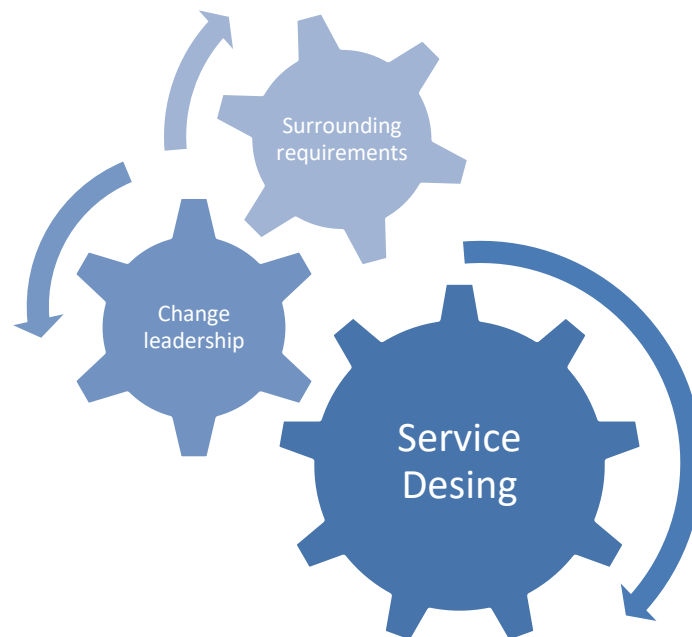
How to visualize change in an expert organization?

The research revealed the unrecognized subject of what surrounding requirements are for the organization. Every interviewee commented that it is very thin or none understanding of what the surrounding requirements are or how to store, handle or implement these. The study started with a general definition of surrounding requirements and was refined during research to set the frame for interview content. The standpoint in the organization has been on product functional and technical specifications, and requirements, and very little thoughts have given to this area.

Ten interviewees concluded that typically more significant changes are coming as given, without the possibility to comment or influence change; thus, the majority agrees. When asked about the provided support for changes, all interviewees agreed that support is given, although related more to process or tool changes, but not for working methods change. Targets of changes were seen as unclear and undefined by ten interviewees (66%), and 27% of respondents in the survey shared the same opinion. Tuulaniemi (2011, 116) reminds that taking people along to planning service in all phases will increase the possibility of success. Turning this into the success of change, bringing people part as first steps, will increase the possible change to succeed.

All of the interviewees found changes frightening when it is unknown. If the target of change can be described better and divided into smaller pieces, acceptance was higher. Three interviewees commented on liking changes or seeing them as a possibility: thus, the minority experienced changes to be positive in general. The way to visualize coming change was seen as beneficial by all participants. If an, e.g. picture, a change map, where at one glance is seen what current situation is, what are next steps, and what it means from, e.g. responsibilities point of view, the unknown change experienced more attractive by all interviewees.

When combining the results from the interviews and surveys and comparing these to presented theoretical frameworks, the following figure, Figure 21, illustrates the one possible conclusion.



**Figure 21 Relation between service design, change leadership and surrounding requirements**

Figure 21 is a refined visualization from Figure XX (Leading idea for thesis), where the main idea was presented at the beginning of this theses. The previous research points out that service design creates the common language (Tuulaniemi, 2011; Stickdorn & Schneider, 2013). Therefore, e.g. co-creation method to define the surrounding requirements in more details could be possible. To define the process to collect, handle and prioritize together with relevant people by using the same method. At the same, when one of the

fundamentals of service design is to make empty visible (Tuulaniemi, 2011, 63), visualized Change Map could be used to point out and create, e.g. a sense of urgency (Kotter, 2018) for the changes, as it is typically coming from outside (Sarvas et al. 2019, 79) and possibly not recognized by the organization. This flow would then help the organization see the steps ahead and understand the chain of changes. Also, the visualized steps could promote the short-term wins (Kotter, 2018) to show for the organization what is already done to change. Service design is a common language for improving between different organizational functions and expertise area (Tuulaniemi 2011, 58), what would then be used when enabling actions by removing barriers, which is one step in change process defined by Kotter (2018).

Therefore, service design could be seen as 'a gear' to feed change leadership and surrounding requirements in this context. As there is no single solution or model for change, the elements of culture, organizations maturity and people's behavior are unique to each group of people and organization and makes 'one-size-fits-all' solution failing (Schein 2009, 178)

## 6 Discussion

This thesis's target was to study the surrounding requirements, and whereby the organization aims to focus on this area, there is a need for a change in operational environment and working methods. The change is seen as complex, challenging, and scary. The change as phenomena were studied and looking for answers can visualize of changes help in expert organization.

The level of understanding of the nature of surrounding requirements came clear in all steps during the process. While interviews and other discussions explain what these are, several rounds were done to receive a common understanding of the discussed topic. Therefore, the research brings new information for the organization to define, collect, handle, and implement surrounding requirements. There is a first step, a framework, defined for surrounding requirements at this phase, and there are few proposals on how these can be taken into daily work. Some of the current processes support handling these requirements, although there should be paid attention that it is reasonable to fit these into existing environment, tools and processes, instead than create new handling process around these. Jabe and Häkkinen (2010, 291) point out that learning is one of the critical points for change, and if there are not done new definitions for these, there is the possibility that the organization continues the same way then earlier.

One of the purposes of the thesis was to produce practical information on how the organization can find improvement, lower the change resistance, bring experiences, and deepen the information of the structure of how change is seen through visualization. Methods from service design, where the people are in focus, can help. The one way is to create a visual map, Change map, where the planned change is sliced into smaller pieces, in some sequence showing what next steps are, would help concluded by interviewees. *'Whatever is better than it's today' (H15)* is a descriptive comment by one interviewee. The Change map created together with people, where opinions and proposals are heard in the planning phase, would increase the acceptance and lower the resistance. In the implementation phase, when already participated in planning, the change is more familiar and easier to accept (Laurila, 2017, 156-157). In an organization, where there are many

changes and a lot is happening all the time, people are seek ways to help to adapt to the new changes.

Coming back to what presented in chapter 1.2 by Stickdorn et al. (2018, 91) that when *'knowing how people change, understanding what will change, taking into account beliefs and emotions and defining key tactics of a change'* is a way for success in change. Visualization is one proposal for understanding what will change. The next steps and following parts are made visible; it is more accessible to understanding what is required from people to adapt. This asks commitment and working from all parts of the organization, especially from management. Leading change is continuous activity all over the organization, and it is not bound to the organization's position (Lindell, 2017, 65).

Findings of change and change leadership are various between interviews and survey. Interviewees brought up that changes and leading change are typically led via or by changing tool or process in an organization, and therefore expected people to change as well, or change the behavior. The survey summaries majority answered that change messages are clear, and it is received well in advance. This is phenomena that Hirsjärvi et al. (2013, 195) pointed out; there is no certainty how honesty responded are rating the question or how they understand the question. Another more significant variance found from interviews and survey is following up the targets. Most of the interviewees commented that targets are not followed up systematically. On the survey, more than half of the answers were that there are follow-up activities in the organization. Follow-up of progress is one of the critical elements (Laurila, 2017, 202) when executing the change in the organization. There we other similar variations between interviews and survey answer as well.

Based on the results, the organization have several places where improvements can be made. Some mention is defining the whole chain of what is related to surrounding requirements and setting-up a way to train people in the organization into the topic. This could be an advantage for being a more customer-centric organization. Learn of leading people and increasing understanding of what is it to lead people through change. The working method is more about how to run tool and process changes. Per Kotter (2012, 26), 70-90 percentage should be on leading change, and only 10-30 percentage on change

management. In the target organization, this setup seems to be vice versa. Justification of changes, or 'why change is done' should be more precise and expected as results of changes. This seems to remain unclear in many cases and for many people. If target and vision remain unclear and supervisors do not receive a shared understanding of direction and aim, there are difficulties in performing the change and put the change actions into daily activities (Laurila, 2017, 139)

The loopback, or connection to how this work contributes to the organization's strategy is thin. There are no precise definitions or operational manners where individual people could say how specific tasks are connected to other tasks. When individuals and teams can connect vision and therefore the targets, set by management, from strategy to daily work, the engagement and motivation will be higher (Laurila, 2017, 169). Hackselius-Fonsén (2017,46) discuss how important it is for everyone to contribute to the result, this case too, e.g. organization's strategy.

There is no silver bullet that works for all organizations (Stickdorn et al. 2018, 454)

The thesis topic, from surrounding requirements and how to bring these to daily work, as one part, turns out to be a wide area. On the other hand, understanding the whole chain, what change, and leading change means for an organization, and are there possible tools for help implementation, was critical to understand. This is only one part, or one angle for change and what are the elements of change, and therefore other elements and phases are left to think about when a new process is taken into use.

Schein (2009, 57) claim that the most common factors in culture are common language and common mindset or philosophy. Service design is seen as a way of working and acting, and a common language when designing products are services (Tuulaniemi, 2011; Stickdorn & Schneider, 2013) Without a common process, mindset or language, tools and processes lose their impact and even making no sense ( Stickdorn et al. 2018, 20)

If thinking of surrounding requirements as one part of the journey to be, e.g. customer-centric company, the definition and implementation will play a significant role as a framework. If there is no name or no common understanding of what is left for lighter attention, wording for it and from that common language to be transformed to part of the culture, there are still gaps to be fulfilled. This could be one of the different element what

to promote and bring more value to the customer. The human-centric approach to lead change in an organization and take that as the framework, will create less resistance and more engagement along with people. Service design has a pragmatic approach for processes and tools, and today's flow of information can cause overflows; this would give a simple, easy way to bring changes in an organization.

This thesis is one approach to change and service design; there are more other ways as well. If thinking about today's people and how work and life have become, older thoughts of command and control way of leading are looking irrelevant and behind times. Juuti S. (2021) summaries in the dissertation that *'Paradoxically, even if leadership has been studied for more than 100 years, no leadership views have completely vanished.'* Juuti S, (2021) continues that after several books and studies of leadership, there is no agreement on what leadership is. This might come from where leadership is seen as social construction what each organization builds on its history.

## 6.1 Further research topics

There could be done further and more profound research in the surrounding requirements more precise, defining, e.g. the classification, effort, and value for these. There is not that much research done in this area in literature, and it looks to be an interesting topic in the future to provide more understating for business decisions. Another topic for more research in this organization could study the organization culture from an engagement perspective. There are seen understanding change to be 'business as usual' from the survey.

One current topic would be to create a Change Map in few different change activities. To see if there are better acceptance for planned changes and higher commitment and possibilities to lower the fear for changes when it is more visible or more understandable.

Laurila (2017) pointed out that most change leadership researches are done from the management point of view, and middle management or closest supervisor's perspectives are bypassed or studied. There could be room for study how employers see the change and what would be critical elements in, e.g. performing the change.

*Oppiminen on elämää ja se on hienoimpia asioita elämässä. – Kimmo Svinhufvud*



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## APPENDICES

### Appendix 1, First Approach

Current. To understand current situation for surrounding requirements:

1. How do we identify surrounding requirements? How it should be done?
2. How do we store and handle these? How it should be?
3. How to put in action? (Business justification, prioritization, mind-set)
4. How to avoid drawbacks if we make the change? (organization structure, mind-set, culture, behavior?)

Organization. How surrounding requirements are seen from organizational perspective:

5. Who should be responsible of these requirements? What level? (per product, per system, per ?)
6. Does organization structure supports implementing the surrounding requirements? (If not, what should be done?)
7. How surrounding requirements could have more focus or priority?

Leading change. What is understanding of leading change in organization:

8. What change leadership is for you?
9. What kind of experiences of change you have? (best and worst)
10. How organization supports the change? (top management, boss, team, etc.)
11. How your closest boss supports the change?
12. How clear targets are?
13. Are targets communicated and followed-up?

Performing the change. How changes are performed and are there 'helping' methods:

14. What is challenging in change?
15. How it could be improved? Visualization, communication, workshops, maps, etc.?
16. How changes are planned? Are you participating?
17. Can plans be influenced?
18. How you would like to improve leading change in future?

What else should I ask?



## Appendix 2, Second Approach

### Background information

1. Your connection to DA?
2. Your connection to surrounding requirements?

### Identification

3. How you identify these requirements?
4. How you bring it to factory people? Have you specific contact person?
5. Do you think 'message is received'?
6. How you are informed of progress? How it should be done? (channel, email, community, phone?)

### Implementation

7. Are you participating to e.g. specification work?
8. What to do to make superior customer experience?

What to do to change this? Organization, people, communication, mindset, culture?

What else should I ask?

### Appendix 3, Survey Questions

1. Background. Your name (optional)

2. Your location \*

Vaasa

Other

3. Your current position \*

Developer/Specialist

Project manager/Team Leader

Manager

## 4. People. What is your opinion of changes?

1=totally disagree

2=partially disagree

3=partially both

4=partially agree

5=totally agree \*

	1	2	3	4	5
1. I feel that I'm listened and my opinions are heard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I can express my thoughts, comments and ideas freely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My opinions are listened while performing the change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I like changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Organization is pushing for the change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I have room to grow as person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I feel changes stressful and bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I can propose changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I can discuss with everyone in my organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 5. Leadership. What is your opinion of our leadership

1=totally disagree

2=partially disagree

3=partially both

4=partially agree

5=totally agree \*

	1	2	3	4	5
10. My boss has enough time for leading people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I'm happy about current change leadership of organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My boss is good in leading change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My boss is present in daily work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Organization leadership culture is defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I have possibility to discuss with my boss when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I can trust my boss	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My boss has enough time for leading change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My boss is micro-manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 6. Culture. What is your opinion of our culture

1=totally disagree

2=partially disagree

3=partially both

4=partially agree

5=totally agree \*

	1	2	3	4	5
20. Agreed changes are followed-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I can discuss with my boss about fears and uncertainties of changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Targets are clear for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Our culture is discouraging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Organization culture is supporting the change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I'm given enough time to adapt the change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Changes are normal in today's business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Working culture supports changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. We are willing to try new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Our culture is controlling and commanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 7. Structure. What is your opinion of our (FI ELDS) organization structure.

1=totally disagree

2=partially disagree

3=partially both

4=partially agree

5=totally agree \*

	1	2	3	4	5
30. Targets of change are clear and well defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I have possibility to give comments to planned change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Unit management is good in leading change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I can work easily with other teams or departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Organization have common goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. We sub-optimize work or workflows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Changes are planned in small, closed groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. We have power centralized for certain people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Unit management is open for changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. We can recognize problems in organization structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 8. Communication. What is your opinion of communication of changes.

1=totally disagree

2=partially disagree

3=partially both

4=partially agree

5=totally agree \*

	1	2	3	4	5
40. My boss informs enough of coming changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I get relevant and correct information of coming change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Information of changes is received well in advance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Message of changes is clear and easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Pros and cons are identified clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I need to ask to get information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I can ask more information from management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Changes made are realistic and planned well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. I have clear understanding of my objectives for this year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. I know what our unit's values are, and we work according values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Of leading change, other comment to add? What else should be asked? \*

Enter your answer

10. Now to surrounding requirements. The surrounding requirements are e.g. needs, requests, requirements that are not product requirements or technical requirements. How should we handle these requirements? To identify, collect, implement, etc.? \*

Enter your answer

11. What to change or modify in organization that surrounding requirements are finally delivered for customer? \*

Enter your answer

12. How to produce superior customer experience? \*

Enter your answer

13. Your opinion of survey? Feedback, comments are welcome

Enter your answer

14. Would you be interested to participate second part, interview of surrounding requirements and change leadership? If yes, please leave here your name. If not, leave this empty.

Enter your answer