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Jenni J. M. Luoma

Understanding Change Management through the Psychological Ownership Framework

Examination of Antecedents of Successful Change

JYVÄSKYLÄN YLIOPISTO

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UNIVERSITY OF JYVÄSKYLÄ

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ABSTRACT

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Organizational change management is defined as a structured approach to transitioning a particular organizational entity from its current state to a desired future state. The purpose of this study is to elaborate theoretical and practical knowledge of change management in organizations in terms of antecedents of successful change by employing the theory of psychological ownership. The identified common antecedents of a successful transition are a clear vision, active participation, effective and credible communication, readiness for change, and demonstration of achievable progress in change. Also, top management support and commitment are crucial for success in organizational change. However, there is a gap in explaining *why* these particular antecedents contribute to successful change. Thus, the objective in this doctoral research is to advance understanding of the antecedents of successful organizational transition toward the desired state and simultaneously to bring forth the positive effects of change management within planned change. The theory of psychological ownership in organizations facilitates this contribution. As a state of mind, psychological ownership is that state in which an individual feels as if the target of ownership (material or immaterial in nature) or a piece of it is "his/her" (i.e., "It is mine!"). The core of psychological ownership is the feeling of possessiveness and being psychologically tied to an object. Empirically, the study examines the change planned, implemented, and completed within a global manufacturing company. Research material was collected as an action research project from 2004 through 2007 and analyzed later as a case study. A tool for positive change management, appreciative inquiry, was used for planning and implementing the change. The findings of the study indicate that understanding the psychological ownership framework adds understanding of change management, particularly antecedents of successful change within the context of planned change. Also, positive organizational behavior, in this study AI as a positive approach to change, conceives psychological ownership. Based on both theoretical and empirical examination, psychological ownership explains why particular antecedents are critical to successful change and thus adds knowledge regarding the capability for successful change. Antecedents of successful change (communication, clear vision, participation, demonstration of progress) create the opportunity for satisfaction of the motives of psychological ownership and also affect the extent to which employees have psychological ownership feelings toward the desired state of the organization. Thus, to conclude, the study carries theoretical and practical advantages relevant for planning, implementing, and managing change successfully.

Keywords: psychological ownership, organizational change, change management, appreciative inquiry

TIIVISTELMÄ

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Organisaation muutosjohtaminen määritellään jäsennellyksi lähestymistavaksi siirrettäessä organisaatio nykytilasta haluttuun tulevaisuuden tilaan. Tämän tutkimuksen tarkoitus on tutkia muutosjohtamisen teoriaa ja käytäntöjä organisaatioissa onnistunutta muutosta edeltävien tekijöiden kautta sekä hyödyntäen psykologisen omistajuuden teoriaa. Yleisesti tunnistettuja muutoksessa onnistumista ennakoivia tekijöitä ovat selkeä visio, aktiivinen osallistuminen, tehokas ja uskottava kommunikointi, muutosvalmius ja muutoksessa edistymisen osoittaminen. Ylimmän johdon tuki ja sitoutuminen ovat myös ratkaisevassa roolissa organisaatiomuutoksen onnistumisessa. Tutkimusaukko löytyy siitä *miksi* nämä tekijät vaikuttavat organisaatiomuutoksessa onnistumiseen. Tämän väitöskirjan tavoitteena on edistää ymmärrystä onnistunutta muutosta ennakoivista tekijöistä ja samanaikaisesti nostaa esiin muutosjohtamisen positiivisia vaikutuksia suunnitellussa muutoksessa. Kontribuutio syntyy psykologisen omistajuuden teorian kautta. Psykologinen omistajuus on mielentila, jossa yksilö tuntee omistajuuden kohteen (materiaalinen tai immateriaalinen luonteeltaan) tai sen osan olevan ”hänen” (”Se on minun!”). Psykologisen omistajuuden ydin on omistajuuden tunne ja psykologinen sitoutuminen kohteeseen. Empiirisesti tutkimus kohdentuu maailmanlaajuisen tuotanto-, myynti- ja huoltoverkostonsa avulla eri teollisuudenaloja palvelevassa yrityksessä suunniteltuun ja toteutettuun muutokseen. Tutkimusaineisto kerättiin toimintatutkimuksena vuosina 2004-2007 ja analysoitiin myöhemmin tapaustutkimuksena. Positiivisen muutosjohtamisen välinettä *appreciative inquirya* käytettiin muutoksen suunnittelussa ja toteutuksessa. Tutkimustulokset osoittavat psykologisen omistajuuden viitekehyksen ymmärtämisen lisäävän myös ymmärrystä muutoksen johtamisesta suunnitellun muutoksen kontekstissa – eritoten muutoksen onnistumista ennakoivien tekijöiden osalta. Lisäksi tutkimustulokset osoittavat positiivisen organisaatiokäyttäytymisen (tässä empiirisessä tutkimuksessa *appreciative inquiry* lähestymistapana muutokseen) lisäävän psykologisen omistajuuden kehittymistä. Sekä teoreettisen että empiirisen tutkimuksen perusteella psykologinen omistajuus tuo ymmärrystä siihen, miksi tietyt ennakoivat tekijät ovat kriittisiä muutoksessa onnistumiselle. Muutoksessa onnistumista ennakoivat tekijät (kommunikointi, selkeä visio, osallistuminen, muutoksessa edistymisen osoittaminen) luovat psykologisen omistajuuden motiiveille mahdollisuuden tyydyttyä. Onnistumista ennakoivat tekijät myös vaikuttavat työntekijän psykologisen omistajuuden tunteen syvyyteen haluttua organisaation tilaa (visio) kohtaan. Tutkimus tuo teoreettisia ja praktisia välineitä muutoksen suunnitteluun, toteutukseen ja johtamiseen muutoksessa onnistumiseksi.

Avainsanat: psykologinen omistajuus, organisaatiomuutos, muutosjohtaminen, appreciative inquiry

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FOREWORD

> ”We take what we know and we talk about what could be. We stretch what we are to help us be more than what we have already been successful at. We envision a future that is a collage of the best. Because we have derived a future from reality, we know it can happen.” (C. S. Pollard, 1998, about AI)

Tutkimuksen tekoa verrataan usein matkaan. Väitöskirjassa kyse ei ole leppoisasta lomamatkasta vaan sitoutumista, tunnollisuutta sekä määrättömästi aikaa, vaivaa ja energiaa vievästä tutkimusmatkasta. Tämä matka on ollut kokemuksena monitahoinen, opettava, haastava ja uskoakseni myös hyvin ainutkertainen. Välillä on menty täysillä metsään ja välillä on otettu hieman rennompia askelia, joskus tehty suuriakin löytöjä.

> ”You gotta get lost before you can get found” (Gioia 2004)

Kymmenen vuoden takainen päätös aloittaa jatko-opinnot on vaikuttanut sen jälkeisiin elämän käänteisiin monella tavalla. Päätoimisesti tutkimusta tuli tehtyä vain pieni osa ajallisesti katsoen, mutta intensiivisyydessään tuo aika vei tutkimusta suurimman harppauksen eteenpäin. Tuohon ajanjaksoon liittyi myös mm. haastekerrointa lisännyt päätös vaihtaa tutkimuksen kirjoituskieli suomesta englanniksi.

> ”What will it take to win? Two words say it all: psychological ownership.” (Brown 1989,15)

Tutkimuksen valmistumisen ovat mahdollistaneet useat eri tahot ja tässä yhteydessä on aika kiittää tutkimusmatkaani osallistuneita henkilöitä ja tahoja. Ensimmäiseksi haluan kiittää molempia ohjaajiani. Emeritusprofessori, KTT Matti Koiranen on tutulla positiivisella ja insipiroivalla otteellaan kannustanut ja ohjannut minua tutkimustyöni aikana. Hänen ohjauksessaan lisensiaattityöni valmistui keväällä 2010. Toinen ohjaajani, professori, KTT Iiro Jussila, tuli yhteisen artikkeliprojektin kautta tutuksi ja sitä myötä pääohjaajakseni parin viimeisen tutkimusvuoden ajaksi. Professori Jussilaa kiitän vilpittömästi perehdyttämisestä syvälle psykologisen omistajuuden viitekehykseen. Kiitos ajastasi, käsivällisyydestäsi sekä kannustavasta ja asiantuntevasta otteesta tavoitteeni saavuttamiseksi. Onnekseni sain itse kokea psykologisen omistajuuden tunteita tutkimustani kohtaan ja osittain myös näiden tunteiden ohjaamana tämä teos tuli valmiiksi.

Ajoittainen päätoiminen keskittyminen tutkimustyöhön on ollut taloudellisesti mahdollista Jenny ja Antti Wihurin rahaston, Työsuojelurahaston sekä Liikesivistysrahaston myöntämien apurahojen turvin. Lämmin kiitos saamastani tuesta.

Tutkimukseni esitarkastajat professori Frank Lambrechts (Hasselt University) ja KTT Pasi Tuominen (Lappeenranta University of Technology) – teille kuuluvat kiitokseni asiantuntevista ja yksityiskohtaisista palautteistanne ja huomioistanne, joiden avulla tutkimukseni tuli työstettyä ja viimeisteltyä lopulliseen muotoonsa. I want to express my graditude to Professor Lambrechts for extensive and valuable feedback to complete my dissertation properly.

Haluan lausua lämpimät kiitokset tutkimukseni kohdeorganisaatiolle ja siellä työskenteleville ihmisille – yhteistyö kanssanne on ollut erittäin antoisaa ja opettavaa. Aineiston kerääminen toimintatutkimuksena oli ajallisesti pitkä prosessi, jonka aikana opin paljon myös organisaatiosta.

Nykyisen työnantajani Sulzerin Vesiliiketoimintayksikön johtaja Mikko Hirvensalo, Sulzer Pumps Finland Oy:n toimitusjohtaja ja esimieheni Markku Koponen, kollegani Annette Wiren ja Raimo Metsola, tiimini henkilöstöhallinnossa sekä jo eläkepäivistä nauttivat toimitusjohtaja Jukka Timperi ja henkilöstöjohtaja Timo Varvemaa - teitä haluan kiittää mitä lämpimimmin tuestanne ja yhteistyöstä tutkimustyöni aikana.

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Kiitokset väitöskirjatyön taustalla vaikuttaneelle lisensiaattityöni mentorilleni KTT Hannu Nyyssölälle, jonka asiantuntemus ja tuki olivat tutkimuksen alkuvuosina korvaamattomia. Kiitos myös työtäni edistävistä kommenteista ja kysymyksistä seminaariryhmille ja tutkijoille, joille olen vuosien aikana saanut tutkimustyötäni esitellä.

Tutkimustyöni taustalla ovat luonnollisesti vaikuttaneet perhe, sukulaiset ja ystävät, jotka ovat positiivisella tavalla olleet mukana sekä arjessa että välillä myös huolehtineet arjen yläpuolelle pääsystä. Kiitokset teille kaikille tuestanne! Lämpimät kiitokset väitöskirjaani oman jälkensä jättäneille serkulleni Sini Perholle asiantuntevista kommenteista sekä vertaistuesta, ystävälleni Miia Laurikaiselle ensimmäisen vaiheen kielentarkastuksesta ja jatkuvasta kannustuksesta, siskontyttärelle Iina Himaselle käännösavusta sekä Heli Luomalle kansikuvasta ja sen työstämisestä. Erityinen kiitos ystävilleni Suville, Niinalle, Petralle, Katjalle, Saijulle, Karoliinalle, Jennille, Annalle, Marille ja siskolleni Heinille kuljettuanne kanssani läpi koko kymmenen vuoden taipaleen sekä yhteisistä virkistävistä hengähdyshetkistä, jotka ovat aina tulleet tarpeeseen. Anna Homénille kiitokset myös avustasi tiivistelmän käännöstyössä. Kiitokset mukanaelämisestä ja tsemppauksesta Nati ja Janne, Johanna ja Mikko, Noora ja Teemu, Minna ja Ari, Katri ja Tuomas, Anna ja Antti, Henna ja Timo sekä Katri ja Teemu. Kiitokset myös äidilleni Railille ja kummilleni Maijalle kannustuksesta opintojeni varrella. Suuren panoksensa tutkimuksen valmistumiseksi ovat antaneet lastenhoidosta vastuuta mieheni lisäksi kanssani jakaneet Raili-äitini sekä appivanhempani Helena ja Pentti. Vilpittömät kiitokseni teille avustanne ja tuestanne!

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Porvoo 11.3. 2015
Jenni Luoma

FIGURES

TABLES

ABBREVIATIONS

SFE	Sales Force Effectivenes (name of the change process)
OTD	On-Time Delivery (name of the change process)
AI	Appreciative Inquiry
AR	Action Research
4-D	Cycle process of AI: Discovery, Dream, Design, Destiny
OD	Organizational Development
PO	Psychological Ownership
CPO	Collective Psychological Ownership
KPI	Key Performance/Product Indicator
SAP	Enterprise Resource Planning System (ERP)
GM	Gross Margin
SPORT	Operative Reporting Tool
MBR	Monthly Business Report
CM	Change Management
CPT	Name of Pump Series
R&D	Research and Development
CSS	Customer Service Support

CONTENTS

1 INTRODUCTION

> ”The demands of an ever competitive and changing environment are increasing the need for knowledge about how to lead and manage organizational change rapidly, efficiently, and effectively. The management mantra…is ‘lead change’. The results are not encouraging, however.” (Beer & Nohria 2000, ix).

In a world of continuous change, organizations frequently confront challenges to which they are forced to respond efficiently to succeed. In organizations, success is measured by the ability to survive and change (Brown et al. 1998, 4). Various external changes arising from outside an organization as well as a desire to maintain the competitive edge bring a demand for continuous internal change in organizations (e.g., Kotter 2008, 6-7; Beer & Nohria 2000, 1; Wanberg & Banas 2000, 132). One specific challenge is that change within organizations is much slower than in the external environment (Burke 2002). Enormous efforts have been made in research and practice to provide the chance for successful change (Burke 2002, 1-2; Kotter 1995, 59). However, studies (e.g., Beer et al. 2000, 2; Lambrechts & Grieten 2009; Kotter & Schlesinger 1979, 107) have shown that approximately two thirds of organizational change processes are unsuccessful. Other published estimates of success levels have been as low as 10% (Brown & Eisenhardt 1998). This may not imply total failure, but rather change processes that have been stalled, misdirected, or only partially achieved results (Oakland & Tanner 2007). Due to the huge number of failures, the negative social and economic consequences are extensive (Beer et al. 2000, 2; Lambrechts & Grieten 2009.) Competency in change management is a key element of competitive position as well as survival in organizations (Dawson 2002, 9, 11.)

1.1 Defining the knowledge gap

Organizational change management is a structured approach to *transitioning a particular organizational entity from a current state to a desired future state*. Organizational change and its management have been of interest to scholars for centuries. Since the late nineteenth century, significant theories and models have been developed to describe the process of implementing change and/or to demonstrate the factors contributing to successful change (e.g., Kotter 1995, 1996; Haslam 2001; Burke 2002; Greiner 1967). Those models have most often been based on Lewin´s (1947) 3-Step Model of Change (Fernandez & Rainey 2006), which was originally prepared for planned social changes and is still used as a basis for contemporary theories of change management (e.g., Kotter 1995, 1996; Schein 1987; Beer, Eisenstat, & Spector 1990; Goodstein & Burke 1997). Also, there are multiple explanations and reasons for the failures within change, from the irrational and non-linear nature of change to change resistance (e.g., Burke 2002, 1-2). However, despite the numerous theories of change management in organizations, a sustainable understanding of change and its management is still missing. Managers, consultants, and academics recognize the constancy of change but differ widely on what is needed for successful implementation of change, such as incentives, participation, or analysis leading to strategic proposals (Beer et al. 2000, 1).

Since the (re)emergence of the global economy in the 1980s, interest in developing strategies of successful change has grown. As organizations are different, there is not one and only one strategy or best practice for change that succeeds in every organizational context or culture; an enormous array of models and strategies from which to choose exists (Stace 1996). Also, metrics for evaluating success need to be settled for each change because a universal procedure for evaluation does not exist. However, basics for the success of change include the change being implemented according to the change plan, targets being followed and achieved, and members of the organization being committed to the process of change as well as to the new state of the organization from the early stages of the change process.

The literature notes several factors that are fundamental for the success of any planned change: active participation (e.g., Burke 2002; O´Brian 2002; Lines 2004; Walton 1985; Greiner 1967; Coch & French 1948; Lewin 1947), communication (e.g., Armenakis, Harris, & Field 1999; Carter 2008; Dicke 2007; Kotter 1996; Miller, Johnson, & Grau 1994; Coch & French 1948; Lewin 1947), clear vision (e.g., Lorenzi & Riley 2000; Kotter 1995, 1996; Lewin 1947), readiness for change (e.g., Jones, Jimmieson, & Griffiths 2005; Miller et al. 1994; Armenakis et al. 1999; Armenakis, Harris, & Mosholder 1993; Wanberg et al. 2000, Lewin 1947), demonstration of achievable progress in change (Kotter 1996; Lanning 2001), and top management support and commitment (Burke 2002; Abramson & Lawrence 2001; Nadler & Nadlel 1998; Kotter 1995; Greiner 1967). Also, there are other (less cited) antecedents of successful change (e.g., the right resources) as well because of countless different methods for change management striving for successful change. A single antecedent is often difficult to distinquish from others as the antecedents complement each other.

In the change management literature, the process of change aims to obtain a vision for change that is the desired future state (e.g., "to shape the future," "to set the goals for change," "to define organization direction," or "to show what we want to be"). To perceive the entirety of the desired future to determine the content and the process as well as to involve people in the process of change, leadership is needed (Burke 2002, 14). However, leadership within the organizational change context must be focused on implementing change *with* people, not to people, to provide a basis for successful change (Higgs & Rowland 2011, 331; Kouzes & Posner 2002, 20). To create a shared meaning of the vision, the vision "must project people into the future so that they can readily see it in action and imagine themselves as part of it" (Levin 2000, 96). According to Wanberg et al. (2000, 138-139), change is perceived as more beneficial when a higher level of participation occurs. Furthermore, active participation and information provision promote readiness for change, which is a supportive link to the success of change implementation (Wanberg et al. 2000.) The creation of readiness for change is "the preparation of behavior required to unfreeze an organization before change is possible" (Armenakis et al. 1999, 641). Readiness for change can be predicted by self-efficacy beliefs (Miller et al. 1994; Jones et al. 2005; Wanberg et al. 2000) and openness to change (Armenakis et al. 1993; Miller et al. 1994; Jones et al. 2005; Wanberg et al. 2000), which also promote a positive view and acceptance of change (Wanberg et al. 2000). The degree of readiness anticipates a person´s support of or resistance to change. Readiness is considered a cognitive, emotional state and thus is distinguished from resistance, which is considered a set of resultant behaviors (Armenakis et al. 1999, 641.)

In this study, only four of the identified antecedents of change are examined in depth: *participation, communication, vision,* and *demonstration of achievable progress*. This selection was made according to the following selection criteria: (1) they were natural antecedents of successful change because of the change method of appreciate inquiry and (2) they were possible antecedents of change in terms of all participants in the study. These criteria provided the basis for the analysis of the study and are explained more explicitly in Chapter 2.

Individuals have multiple reasons to build barriers to change, including affective reactions caused by change such as stress and cynicism and behavioral reactions such as denial, both of which inhibit success (Armenakis & Bedeian 1999). Change cannot be wholly managed (Edmons 2011), but several factors can lower the barriers to change, such as communication, employee involvement, and ensuring that the needed organizational capabilities and structures exist (Carter 2008, 21-22; Rosenberg & Mosca 2011, 143; Armenakis et al. 1999). However, change management practices often focus on removal of the challenges in change, not on understanding their underlying reasons and consequences (Mattila 2006, 3). Researchers of organizational change management theory have focused on identifying the antecedents of a successful transition rather than explaining why those attributes are critical in accomplishing the change successfully.

Mattila (2006) points out that in change management theory and practice a clear line exists between the economic and social sciences. Economic sciences have concentrated on the management perspective, referring mainly to realization of the results and targets. Also, for example, within economics, change resistance is seen as a problem whereas social sciences such as psychology examine it as a normal human reaction (Mattila 2006). In his doctoral thesis, Mattila

(2006) crosses the line between the different sciences by examining social consequences as renewable results that form the premises for organizational success.

In organizational change, the challenge lies with people. Change typically involves a variety of personal loss factors, such as losing familiar routines or the job, pride, and significance of work, as well as personal well-being. People are not willing to invest themselves unless they see powerful and attractive advantages of the proposed change (Kotter 1996, 9) and/or have a feeling of freedom to choose when and how to behave (Brehm 1966, 377), including whether to terminate or implement the change (Burke 2002, 93). According to Brehm (1966), freedom to choose is beneficial in terms of need satisfaction. If this freedom is threatened, the person becomes motivationally aroused in response to threatened reductions (psychological reactance) (Brehm 1966, 377-379) because motivation determines what people really do (Amabile 1998). Ford, Ford, and D`Amelio (2008) suggest that "resistance to change" is a negative label or diagnosis that change agents use excessively. Actions and reactions during change implementation which are labeled resistance by agents or management may be just normal everyday actions (Ford et al. 2008) or even supportive of the organization's goals (Brower & Abolafia 1995). However, this view has not been further examined empirically (Mattila 2006). Pasmore and Fagans (1992) note the synonymous and complementary nature of organizational and individual change. Change should be seen as the conscious process of human need satisfaction that allows an individual and organization to develop simultaneously and continuously. Adoption of democratic values and supportive behavior provides an opportunity to find the full potential of the organization - in both its individual and collective forms. (Pasmore et al. 1992.)

Not surprisingly, a lot of research has focused on identifying the antecedents of a successful transition. These include - as part of successful change management – a clear vision, active participation, effective and credible communication, top management support and commitment, as well as readiness for change and demonstration of achievable progress in change. However, *there is a gap in explaining why these factors are important to successful change.* Perhaps there is no need for new models of change management and, thus, a new model is not called for in this study. It is important to fill this gap because there is an immediate need for additional theoretical and practical understanding of why certain factors contribute to successful change as such information would be highly useful for change management practices (see Pratt 2009). Other identified antecedents of successful change exist as well but those mentioned above most frequently appear in the change management literature. However, for this study, we selected only four based on the fact that they "naturally" appear in the study because of the method (AI) used. Those four are clear vision, active participation, effective and credible communication, and demonstration of achievable progress in change.

Mattila (2006) suggests the need for an interdisciplinary view of change management as change always involves people (employees), who are seen as key elements of successful change. Fugate et al. (2012, 891) suggest that "while change is a strategic imperative for employers, it also is vital to note that (remaining) employees determine the ultimate success of such changes." This study takes an interdisciplinary view of change management by combining (change) management and psychology.

1.2 Foundation, purpose, and objectives of the study

This study is intended to advance the understanding of the above-listed identified antecedents of successful change (i.e., why they are important) and, simultaneously, to bring forth the positive effects of change management practice. The theory of psychological ownership in organizations (see Pierce, Kostova, & Dirks 2001, 2003; Pierce & Jussila 2010, 2011) facilitates this contribution. Psychological ownership is defined by Pierce et al. (2003, 86) as that "state in which individuals feel as though the target of ownership or a piece of that target is theirs." As a cognitive-affective state, psychological ownership "reflects an individual's awareness, thoughts, and beliefs regarding the target of ownership --- with an emotional or affective sensation" (Pierce et al. 2003, 86). Psychological ownership in organizations is a real and common phenomenon, continually affecting the behavior of people in the organizations (Dirks, Cummings, & Pierce 1996, 2). Pierce and Jussila (2011, 6) state that psychological ownership can explain a large variety of organizational phenomena because it is in the core of human beings´ individual and organizational existence.

The work context offers multiple opportunities to experience psychological ownership (Brown, Pierce, & Crossley 2013). Previous theoretical examinations have shown that the feelings of psychological ownership have an effect on employees` behavior within the organization and organizational change (e.g., Dirks et al. 1996; Pierce et al. 2003; Pierce et al. 2011). Decades ago, Coch et al. (1948, 531) proposed that group resistance to change can be modified or even prevented by the use of group meetings realized by effective communication and participation. Dirks et al. (1996) proposed that feelings of psychological ownership may help in understanding why and in which circumstances individuals promote or resist change in organization. Wanberg et al. (2000, 139) suggested the "usefulness of participation in change context from the psychological ownership perspective" as a topic of future research. Based on their empirical study, Liu, Wang, Hui, and Lee (2012) suggested that experiences of control over work processes and participation in decision making in an organizational context facilitates the development of psychological ownership as well as positive feelings of possession. Also, psychological ownership can be conceptualized as a positive psychological resource that has predictive power on such outcomes as job satisfaction, commitment, and intent to stay (Liu et al. 2012). Furthermore, feelings of ownership toward a target, for example, a desired state of organization, are positively related to intrinsically motivated, target-directed behavior. Thus, the theory-based assumption of this study is that psychological ownership may explain why certain factors are important for success in organizational change. Thus, one can conclude that understanding psychological ownership may contribute to understanding change management.

The influence of possessions as a psychological phenomenom has been of interest to scholars from a variety of fields (e.g., James 1890; Isaacs 1933; Porteous 1976; Belk 1988). The organizational change and learning literature recognized decades ago that a crucial condition for the emergence of a constantly better performing organization is the creation and maintenance of a high degree of joint psychological ownership or co-ownership of the change processes through active involvement (see, e.g., Burke 1987; Bouwen 1998; Schein 1999; Lambrechts, Grieten, Bouwen, & Corthouts 2009). However, even though the concept of psychological ownership ("we have a feeling that this organization is ours") has been recognized for decades, industrial and organizational psychology has only recently developed interest in ownerhip within the workplace as a psychological phenomenom (Bernhard 2011); for example, the theoretical framework of psychological ownership in organizations was introduced by Pierce et al. as recently as 2001.

Within a few years, from the point I started my journey with the psychological ownership framework in 2005 until today, research on psychological ownership in organizations increased significantly and, based on the limited time of analysis, theory development is relatively widespread as well. However, empirical research on psychological ownership in the organizational change context, as well as embedding the theory of organizational change and change management, has been mainly quantitative. Psychological ownership, as theoretized by Pierce et al. (2001), has only lately been studied empirically in the context of organizational change and, to my knowledge, only by viewing antecedents of change from the psychological ownership perspective within the context of health care (e.g., Lorenzi & Riley 2000; Paré, Sicotte, & Jacques 2006). Also, Baer and Brown (2012) noted the limited attention to psychological ownership within organizational change. Their experimental studies focused on how psychological ownership of ideas affects the types of suggestions people adopt (Baer et al. 2012). Furthermore, according to Pierce et al. (2011), research has not taken into account the motivations and boundary conditions of psychological ownership. The latest studies of PO (Brown, Pierce, & Crossley 2014) have confirmed that the situation has remained stable and, thus, causes ”a significant shortcoming in our understanding of psychological ownership and limits our ability to suggest ways to increase and foster a sense of ownership in the work setting" (Brown et al. 2014). Brown et al. (2014) published a first empirical investigation pertaining to the emergence of psychological ownership in 2014 as a quantitative study. In addition to the lack of studies on forces and conditions that give rise to PO, more extensive research on, for example, the role played by individualism/collectivism is needed (see Pierce et al. 2011, 248). This study will take into account the motivational base and boundary conditions of PO but will not intensively concentrate on the collective aspects of PO as they were not included in the search when collecting material and thus the research material was collected on individual aspects.

From the change management point of view, this study has theoretical roots in Kurt Lewin´s (1947) change management model, which consists of three stages: (1) unfreezing, (2) moving, and (3) freezing. The basis of this model is that motivation for change must be created before change can occur. Furthermore, motivation alone does not suffice to lead to action, but it is a decision that links motivation to action and it has a "freezing" effect (Lewin 1947, 37). According to Lewin (1947, 39) analytical tools presented are "equally applicable to cultural, economic, sociological and psychological aspects of group life" and thus apply in this setting as well. As motivation for change needs to be created to enable the change, Appreciative Inquiry (AI) is proposed as a tool and technique of positive change, helping to create the conditions under which employees become motivated to change. Also, AI played major role in data collection, giving extraordinary voice to informants, who were treated as knowledgeable agents in planning and implementing change (see Gioia 2013).

This study intends to advance theoretical and practical knowledge of change management in organizations, combining it with the theory of psychological ownership. The work falls into the stream of research acknowledging the importance of change planning and implementation, including communication, vision, and participation of organizational members as well as demonstration of achievable progress. This dissertation extends organizational change management theory in terms of antecedents of change. It examines organizational change and change management through the theory of psychological ownership both theoretically and empirically.

Psychological ownership and change are always present in the everyday life of organizations. PO in organizations has a powerful impact on most things that occur in organizations. That impact may be positive or negative and occur both individually and/or collectively. Furthermore, it may be implied or enhanced by managerial practices. Thus, it is meaningful to further explore psychological ownership of organizational members in the change context both theoretically and empirically. In this doctoral study, *linking psychological ownership to organizational change that is implemented using Appreciative Inquiry is a new perspective in change management research. Also, analyzing antecedents of successful change through psychological ownership theory is novel.* Thus, based on earlier arguments, this research topic is relevant, significant, interesting, and timely for the research area (see Tracy 2010).

This doctoral research examines the organization as an object of ownership and employees of the organization as the subjects of ownership in the context of organizational change. The theory of psychological ownership is used to analyze both the current and the desired state of the organization to describe attributes critical to successful change, explain why particular attributes are critical to successful change, and thus add knowledge about the capability for successful transition between these organizational states.

The purpose of this doctoral dissertation is *to elaborate existing theoretical and practical knowledge* of change management in organizations in terms of antecedents of successful change. Also, the dissertation is intended *to provide a psy-*

chological ownership perspective to further understanding of change management and change management practices in terms of particular antecedents of successful change. The following objectives serve this purpose:

- Understand the particular antecedents of successful organizational transition toward the desired state through the lens of psychological ownership (framework).
- Understand the role (effects) that psychological ownership (of the members of organization toward the organization) may play in change management practices and outcomes within planned change.

The objectives have theoretical premises in the theory of psychological ownership (Pierce et al. 2001, 2003) and major theories on change management based on the three-stage model of Lewin (1947), the positive approach of change management Appreciate Inquiry, and the proposed theory of change centered on the construct of psychological ownership (Dirks et al. 1996). The objectives also have a basis in prior knowledge from collected research material. Following Sandberg and Alvesson's (2011) manner of constructing research questions, the research questions have been formulated by ”neglect spotting” to develop knowledge on areas under-researched in the existing literature. Past research is extensive in the area of change management and, in addition, has provided broad insight into antecedents of successful change. However, it has not provided adequate insight into why these factors contribute to successful change. Also, in this study, the research task is ”to provide an alternative perspective to further our understanding of the particular subject matter in question.” Application spotting involves the search for a shortage of a particular perspective in a specific area of research and the extension of the existing literature; in this study, it involves providing a psychological ownership perspective to further our understanding of change management, especially with respect to antecedents of successful change (see Sandberg & Alvesson, 2011.)

1.3 Research questions

The main question of this doctoral dissertation is:

Why do certain factors - communication, participation, clear vision, and demonstration of achievable progress - successfully contribute to change from the perspective of the theory of psychological ownership?

In this study, this question refers to examination of how understanding the psychological ownership framework may contribute to the understanding of change management in terms of antecedents of change.

Subquestions are formed to open up and explain the main question. The subquestions are:

1. In the situation of organizational change, what should the envisioned organization be like to become the desired object of psychological ownership (target attributes), and what are the boundary conditions for that?

2. How can the organization operate (routes) in a change situation so that the motives facilitating the emergence of psychological ownership are satisfied so as to achieve the envisioned and desired state?

3. What are the effects of psychological ownership on the result of change and how does an organization benefit (positive outcomes) from psychological ownership within the change context?

This doctoral thesis emanates from both professional and personal interest in change management. It contributes to the academic conversation of both change management and psychological ownership. It offers the lens of psychological ownership both to view and to analyze planned organizational change in qualitative research. In a practical manner, it provides a new perspective on change management practices in organizations.

1.4 Structure of the thesis

This study consists of five chapters. Chapter two is a literature review that opens the theoretical perspectives of the thesis. The chapter reviews the historical background of organizational change and change management theories to provide a common understanding of the foundation of contemporary theory. It also further opens up the phenomenom of change resistance as well as the antecedents of change. Finally, it provides an introduction to the theory of psychological ownership and examines the existing psychological ownership research related to change management.

Chapter three deals with the methodology, context, material, and processes of the study and organizational change sales force effectiveness (SFE). It shows how the particular change process of SFE was conducted in terms of change management and action research.

Chapter four discusses interpretive work of the study. It brings together the interplay of research analysis and change management theory generation through the psychological ownership framework. In this chapter, wide empirical research material is opened for the reader through citations and extracts to describe and construe so as to conduct the empirical interpretations and enable the reader to assess the reliability. Chapter four answers the research questions.

Chapter five presents the main theoretical, managerial, and empirical implications of the study. Discussion and conclusions are integrated with earlier research and literature to present the contributions of this study on understanding organizational change and change management through the psychological ownership framework. Also, this chapter offers discussion on reliability of the study as well as suggestions for future research.

2 LITERATURE REVIEW

In this chapter, organizational change and change management are introduced from theoretical and historical points of view to provide an understanding for subsequent analysis. In addition, this chapter gives an overview on the psychological ownership framework and research on organizational context.

2.1 Organizational change and change management

As the purpose of this doctoral dissertation is to further elaborate theoretical and practical knowledge of change management in an organization in terms of antecedents of change and as it seeks to contribute to the understanding of change management, it is imperative to first describe the current state of knowledge. This chapter begins with historical perspectives on organizational change and change management. Then the antecedents of successful organizational transition are presented as they exist in the change management literature.

2.1.1 Historical perspective on change management

Organizational change is as old as organizations. However, it wasn't until the late nineteenth century, which was a time of fundamental changes in US industry, that interest in change management began to grow (Dicke 2007). Since then, multiple significant theories and models have been developed to describe the process of implementing change and/or to demonstrate the factors contributing to success (e.g., Kotter 1995, 1996; Haslam 2001; Burke 2002; Greiner 1967), many of them based on Kurt Lewin´s (1947) 3-Step Model of Change (Fernandez & Rainey 2006). Table 1 presents the change management theories from Taylorism to organizational development (OD), after which newer theories are presented.

TABLE 1 Today´s most significant theories of organizational change (Burke 2002, 19-42)

Theory	**Founder(s)**	**Basic idea**	**Other important elements**
Scientific Management, Taylorism	Frederic Taylor (1856–1915)	Benefit for employer and employee through efficiency aka growth of productivity and reduction of production costs.	Foundation in economics and engineering "Scientific Management"
Hawthorne Studies	Fritz Roethlisberger, T. N. Whitehead, Elton Mayo, George Homans, and W. J. Dickson	The most influential factors for employee productivity are working conditions in their entirety (i.e., incentive, responsibility, comfort, breaks, physical needs like placing of workstation).	Significant contributors to psychology and sociology
Industrial psychology or Industrial and organizational psychology	Edwin A. Fleishman, Studies at International Harvester Company in the 1940s−1950s	Studies especially at work involving psychological processes and people's behavior in work life in, for example, development of work and organization, management, work safety, interaction within work organization, as well as well-being and stress at work.	Work psychology is a branch of psychology. There are many names for work psychology, such as occupational psychology and personnel psychology.
Survey feedback	Rensis Likert and Kurt Lewin (1949)	Organizational survey feedback method Organization's characteristic-profile questionnaire	Survey feedback method
Sensitivity training	Kurt Lewin	Small group discussions where primary source of learning is the particular group's behavior. Participants learn from feedback, group behavior, and between-group relationships.	T-groups (T=training), laboratory training. Article: Chris Argyris, 1964, T-groups for Organizational Effectiveness
Sociotecnical systems, STS	Developed in the 1950s in England, originally at Tavistock Institut (Eric Trist)	Organizational change sociotechnically examined means of collecting information from both social and technical systems, after which action is taken from the viewpoint that they are reliant on each other. Change in one system or structure directly affects another.	In sociotechnical studies three levels related to each other must always be taken into consideration.

Organizational development	The first long-term OD projects were conducted at TRW Systems and at Harwood-Weldon Manufacturing Corporation.	OD's methodological model is action research: data on a specific problem are systematically collected, after which action follows the indication of the analysis.	In the background of OD are sensitivity training and sociotechnical systems. OD is connected to applied social psychology, especially to the work of Kurt Lewin.
Managerial grid and OD	Blake and Mouton developed the managerial grid in the 1960s.	Significance of people 1/9 9/9 5/5 1/1 9/1 Significance of production	Special case of OD Blake & Mouton 1977, 28
Coercion and confrontation		These social interventions are commonly used. Disagreements between employees and management have sometimes even led to violence or nonviolent protests.	More information: Hornstein, Bunker, Burke, Gindes, & Lewicki. 1971. Social interventions: A behavioral science approach. NY: Free Press.

Frederic Taylor (1856-1915) and Kurt Lewin (1890-1947) were among the first significant organizational development and organizational change research theorists. The foundation of Taylor's scientific management is in economics and technology, emphasizing efficiency, rationality, and mechanicalness of operation. The theory's four main principles – (1) data collecting, (2) employee selection and development, (3) combining science and competent employees, and (4) work's redistribution into workers and management – were presented in the book *Scientific Management*, published in 1911 (in Finnish Tieteellinen liikkeenjohto, published in 1914). According to "Taylorism," which in the early 20th century was strongly influential in the United States, leading an organization is based on management's complete exercise of power and supervision, where the sole role of employees is to work following the rules defined by managers. Usage of employees' own experiences and views is altogether rejected (see Haslam 2001, 3–5; Burke 2002, 19–23.) The influence of Taylor's *Scientific Management* is reflected in many of the 20th century's management and organization theories.

Lewin applied social psychological theory to practice as one of the first scientific action research practitioners. Scientificness can be seen as a shared feature of operation of Taylor and Lewin. Many organizational change theories are based on psychology or sociology, being related to attitudes, behavior, and group dynamics. These types of organizational change theories from the 20th century include the Hawthorne studies, work psychology (e.g., Fleishman), and sensitivity training or T-groups. Fritz Roethlisberger, T. N. Whitehead, Elton Mayo, and George Homans from Harvard Business School and W. J. Dickson from Western Electric conducted studies related to employee productivity and morale at the Hawthorn factory in Chicago in 1924-1933, financed by Western Electric.

The Hawthorn studies were an important pioneer in organizational change studies because they demonstrated the influence of psychological and humane factors on employees' productivity and morale. They also brought out the importance of certain factors, such as independence, receiving feedback, and feedback's connection to performance and rewards, choice alternatives, and possibilities to influence work contentment. The Hawthorn studies served as a precursor for humane treatment of employees and brought proof for later theory forming (i.e., Herzberg's two-factor theory) and incentive and information for the field of group dynamics (Burke 2002 19−32; Haslam 2001.) There are many names for work psychology: work psychology, organizational psychology, work and organizational psychology, occupational psychology, personnel psychology, and talent assessment. A typical example of work psychology is found in Edwin A. Fleishman's studies in the International Harvester Company in the 1940s and 1950s. Fleishman observed whether the attitudes and behavior of managers changed during a two-week training in leadership principles and techniques. The significant outcome was that the training's effects were directly related to the trainee's organizational culture and atmosphere, meaning that the training was effective in term of its own goals only if the atmosphere in the trainee's department originally supported the goals of the training. Fleishman's study argued that a crucial point in the study of change is the emphasis on (1) the individual or (2) a context-related variable, such as organizational culture, and system factors such as structure. Organizational change doesn't occur as a result of an individual change unless it is parallel to organizational change in its entirety (Burke 2002, 26−32.)

Survey feedback developed at Likert's Institut in the mid-twentieth century is still a widely used method. A survey feedback method (1) is based on collected data, (2) is directly connected to the members of the organization, (3) provides information on what should be changed and in which order, and (4) focuses change on a bigger system, not on an individual. In 1967, Likert further developed the Profile of Organizational Characteristics questionnaire that organized organization type into four categories: autocratic, benevolent autocracy, consultative, and participative and consensus management. Likert, as well as the employees, preferred participative and consensus management. Furthermore, surveys on the definition of an organization's situation and group dynamics were combined at Likert's Institut, creating the organizational survey feedback method. The survey was systematically used to evaluate an employee's moral and attitude toward the organization (Burke 2002, 28−30.)

T-group refers to a small group discussion where the primary source of learning is the behavior of members of the group concerned. Participants receive feedback from each other regarding their behavior in the group. Feedback thus becomes a source of learning for personal insight and development. Participants learn about group behavior and intergroup relationships. Lewin's T-group is one of the earliest OD baselines. Indeed, Lewin directed a training workshop for colleagues and students with the goal of developing communal leadership and interracial relationships in 1946 (Burke 2002, 31−32).

Sociotechnical systems were developed in the 1950s in England, originally at the Tavistock Institute where Eric Trist worked as project manager. Organizational change sociotechnically examined means collecting information from both social and technical systems, after which action is taken from the perspective that the two are reliant on each other. Change in one system or structure affects the other. For example, when software in an organization's information system is changed, it directly affects how workers using the particular software interact. Three interrelated levels must always be considered in sociotechnical studies: (1) primary work systems (like departments), (2) organization, and (3) macrosocial systems (like organizations within the same industrial sector) (Burke 2002, 32−34.)

According to Burnes and Cooke (2012, 1397), "any review of OD must not only begin with Lewin´s contribution but it must also recognize that his work is the yardstick against which later forms of OD are measured." OD is based on applied behavior science and relies on the action research approach. Action research as the methodological model for OD means that data on a specific problem are systematically collected, after which action is taken based on the direction that the analysis of the information indicates. Data collecting techniques are include individual and group interviews, questionnaires, and observation followed by analyses, collecting feedback and reporting it collectively, discussions of data and planning the next steps, and taking those steps into implemetation. The first long-term OD projects were conducted at TRW Systems (aerospace division) and at Harwood-Weldon Manufacturing Corporation. OD is collected to applied social psychology, especially the work of Kurt Lewin. Sensitivity training and sociotechnical systems are the basis of OD (Burke 2002).

The managerial grid developed by Blake and Mounton, built on Fleishman's studies (see work psychology), is characterized as a special case of OD. The management grid is a relatively detailed structured viewpoint on both individual and organizational change. Development is based on analysis of cross-section research which is generalizable to most organizations. The grid suggests hypotheses on an individual's behavior as a leader in work community by emphasizing either people or production in management. Six styles of management are apparent from the grid: anthropocentric management (1/9), ideal management (9/9), traditional management (5/5), avoidance of managerial responsibility (1/1), authoritarian management (9/1), and participatory management (9/9). Participatory management leads to high individual and organizational performance more often than the other approaches (Burke 2002, 35−38.)

The last theory listed in Table 1 is coercion and confrontation. Coercion and confrontation as social interventions are commonly used. Disagreements between employees and management have sometimes led to violence or nonviolent protests. Groups such as unions, minorities, and the disabled who feel that the employer is exploiting them or forcing into changes are often connected to these interventions (Burke 2002, 38−39.)

The views on the nature of organizational change of the best-known mentors of organization learning-based intervention theories, Chris Argyris, Edgar Schein, and Peter Senge, belong to the later organizational change theories. Their goal has not been to create more competitive organizations but rather to prove that learning organizations are more competitive than others (Dunphy 1996, 547.) Each of these theorists has its own view of how to recognize learning preventions in the process of intervention and thus express the underlying theory of organization efficiency. Senge considers inefficiency in organizations a sign of operating a poorly designed system (Edmonson 1996, 575−576). Senge's system dynamics are based partially on system theory and partially on learning organization theory. The five disciplines of Senge's theory are continuous personal growth, mental models, divided vision, team learning, and system thinking (Senge 1990, 5-12.) Schein's approach – a process consultation for modification of corporate culture – is a solution for central operations aiming at organizational development. Behind the model are assumptions according to which all organizational problems are in essence related to human interaction and processes and the client knows and owns the development problem and acts actively to solve it. The role of the process consultant is to support and help with, for example, instructional questions (Schein 1988b, 3, 9).

Argyris and Schön's (1978) theory suggests that organizational learning occurs on two levels. Single-loop learning is organizational learning where errors are detected and fixed. After this, the organization can continue its normal operation, possibly more efficiently than earlier. Double-loop learning requires detecting and fixing errors so that to remove problems, unsatisfactory factors are examined and modified by questioning and changing norms, goals, and strategies of organization. Double-loop learning represents the view of a learning organization (Argyris & Schön 1978, 18, 24). According to Edmonson (1996), Argyris' perspective is the more logical and systematic than previous perspectives; every suggestion is tested with participants in change and every step is logically rationalized. Even though the theories of Senge, Schein, and Argyris have their own deviant characteristics, similarities are also found: Intervention strategies are used in the cognitive level of intervention, which is based on how hidden sources of inefficiency are made visible so that they can be changed. According to all three theorists, success in this requires the use of an outsider professional.

In the field of organizational change, theory building has partially occurred in tandem with reciprocal discourse of change agents and representatives of organizations that are the target of change. Change agents and operators are the developers of various change theories. They have, usually based on their own hands-on experience, worked to create a framework for understanding and steering change. As Table 2 demonstrates, Lewin´s model has been developed further by other researchers who have added intermediate steps.

TABLE 2 Incremental development of conventional change management frameworks since 1950 modified from Cummings (2002, 265)

Kotter (1995) (1) Establish a sense of urgency (2) Form a guiding coalition	(3) Create a vision (4) Communicate the vision (5) Empower others to act on the vision (6) Plan/create short-term wins	(7) Consolidate improvements (8) Institutionalize new approaches
Tichy & Devanna (1990) (1) Recognize the need for revitalization	(2) Create a new vision (3) Mobilize commitment (4) Transition	(5) Institutionalize change - social architecture - new beginnings
Blake & Mouton (1964) (1) Structured learning laboratory (2) Team building / inter-team building	(3) Goal-setting for the organization (4) Goal implementation	(5) Stabilization of changes / monitoring of progress
Planned Change Model (1965-1972) (1) Assess need for change / contact change agent	(2) Identify goals (3) Begin diagnosis, present findings, develop plan for change (4) Institute planned change	(5) Evaluate intervention against goals
Lippitt, Watson, & Westley (1958) (1) Develop the need for change (unfreeze) (2) Establish change relationships	(3) Work toward change – (move)	(4) Stabilize change (freezing) (5) Achieve terminal relationships
Lewin (1951) UNFREEZE	MOVE	FREEZE

Lippitt, Watson, and Westley (1958) added two steps to Lewin´s model: "establish change relationships" and "achieve terminal relationships." The Planned Change Model (1965-1972) was developed by a number of authors from Lippitt et al.'s model. Studies of Blake and Mouton in the 1960s resulted in a change management model that consisted of five phases. In the 1990s, Tichy and Devanna as well as Kotter developed Lewin´s model using increments (Cummings 2002, 264-265; Cummings & Worley 2009).

Next, the main change management theories of Lewin (1947) and Kotter (2007, 1995) are opened up in more detail. Lewin´s "unfreeze" is the first phase of change management where an organization has recognized the need for change. It breaks down the present status to build motivation for a new equilibrium to enable the planned change. Kotter has two steps for this phase: (1) Create urgency and (2) form a powerful coalition. Creating urgency means examining market and competitive realities and identifying and discussing crises, potential crises, and major opportunities. Forming a powerful coalition refers to putting together those people who have enough power to lead the change.

The second phase of Lewin´s change management theory is "move / change." This refers to the actual implementation to resolve the uncertainty. Moving to this new level means action that requires individually or collectively made decisions. Also, how the change benefits the organization and employees msut be explained. This phase requires hands-on management. Four steps from Kotter can be linked to this phase: (3) create a vision for change, (4) communicate the vision, (5) empower others to act on the vision, and (6) plan for and create short-term wins.

The third phase, "re-freeze," means to maintain the change and prevent a return to the time before unfreezing. This phase supports the change and the desired state of organization and keeps the vision alive. Employees must understand how things are to be done in the new organization to give them a sense of stability. Two steps from Kotter have been connected to this phase: (7) consolidate improvements and produce still more change and (8) institutionalize new approaches. Step 7 means, for example, hiring, promoting, and developing employees who can implement the vision. At step 8, the connections between the new behaviors and corporate success should be articulated.

Interventions in organizational development are typically focused on error detection and fixing problems by asking "What is wrong?" (Cooperrider & Sekerka 2006). Lewis, Passmore, and Cantone (2011) used phrases such as "organization-as-machine" and "hopeless optimism" to describe the belief that, on a regular basis, in organizations "people do what they are told to do." Representing a mechanistic approach to change, such coercive environments (which are also negative about emotions since machines do not have them) are unfortunately still quite common working environments, having their basis in Taylorism (*Scientific Management*) (Lewis et al. 2011).

In the 1990s and 2000s, a new generation of scholars showed interest in the work of Kurt Lewin, whose theory is recognized as the tool of the major approach to organizational change, organizational development. One of the Lewin´s major contributions to OD is planned change (comprising, for example, action research and the three-step model of change). Appreciative Inquiry is presented as one of the most prominent new approaches to OD. OD and AI approaches have different backgrounds but they both are OD methods. Furthermore, as AI is a form of action research (Cooperrider & Srivastva 1987), strong similarities can be found in AI and Lewin´s approach to change (Egan & Lancaster 2005). Action research and OD are based on assumption that each system is unique and thus each change process must be designed with that uniqueness in mind (Coughkan 2012, 48). The main issue that separates those who see AI and other approaches of OD as new approaches from those who see them as extensions of existing approaches is their supposedly differing views (Lewin / classical OD / unitary view of reality vs. AI / dialogic OD / multiple–reality perspective of postmodernists) on the nature of reality (Burnes & Cook 2012).

Today, more and more applications begin with examination of what contributes to the best of organizational life (Cooperrider et al. 2006). According to Bushe and Marshak (2009), OD has an empowering and collaborative nature in its practices. It is based on interest in increasing awareness of organizational life and in a system to change it, with the underlying goal of developing and enhancing organizations and broader social systems. Bushe and Marshak (2009) reviewed OD by contrasting basic assumptions of diagnostic and dialogic OD (Table 3).

TABLE 3 Contrasting diagnostic and dialogic organization development OD (Bushe et al. 2009, 357)

	Diagnostic OD	Dialogic OD
Influenced by	Classical science, positivism, and modernist philosophy	Interpretive approaches, social constructionism, critical and postmodern philosophy
Dominant organizational construct	Organizations are like living systems	Organizations are meaning-making systems
Ontology and epistemology	• Reality is an objective fact • There is a single reality • Truth is transcendent and discoverable • Reality can be discovered using rational and analytic processes	• Reality is socially constructed • There are multiple realities • Truth is immanent and emerges from the situation • Reality is negotiated and may involve power and political processes
Constructs of change	• Usually teleological • Collecting and applying valid data using objective problem-solving methods leads to change • Change can be created, planned, and managed • Change is episodic, linear, and goal oriented	• Often dialogical or dialectical • Creating containers and processes to produce generative ideas leads to change • Change can be encouraged but is mainly self-organizing • Change may be continuous and/or cyclical
Focus of change	Emphasis on changing behavior and what people do	Emphasis on changing mindsets and what people think

According to Bushe et al. (2009), diagnostic OD is influenced by classical science, positivism, and modernist philosophy. Dialogic OD is influenced by interpretive approaches, social constructionism, and critical and postmodern philosophy. These newer forms of OD seek to promote more effectice dialogue and conversation with the basic assumption that by changing the mode of conversations organizations will be transformed (Bushe et al. 2009). For change management, diagnostic OD suggests that organizations should be viewed "as living human systems" concentrating on their emotional, relational, and creative aspects (Lewis et al. 2011). Reality is an objective fact that can be discovered using rational and analytic processes. Diagnostic OD sees change as episodic, linear, and goal oriented. Dialogic OD sees organizations as meaning-making systems where reality is socially constructed and negotiated. The focus is on changing mindsets and what people think. The role of the consultant differs from other approaches; as opposed to expert, it is facilitative and enabling (Bushe et al. 2009).

To conclude, several competing and/or complementary change theories exist. It is unlikely that one unified theory for organizational change will be created because, for example, change theories are directed to different phenomena and the values behind them guide change agents into different roles, strategies, and problem solutions (Dunphy 1996, 541−542; 545). In addition, organizations are too different to operate under one unified theory.

2.1.2 Main concepts

The main concepts of this study are organizational change, change management, Appreciative Inquiry, and psychological ownership in organizations. The terms connected to change are described in this chapter.

Organizational change

> Change means a quantitative or qualitative transition of any phenomenon's structure, essence or feature from one, at some moment defined, state into another regardless of whether this change of state is progression, regression, positive or negative. Essentially, talking of change requires a fairly precise picture of "initial state" for it to have well-grounded content (Vartola 2004, 53, 140).

It is almost impossible to find one specific definition (Vartola 2004, 52) or one theory (see, e.g., Burke 2002, xiv; Dawson 2002, 11; Dunphy, 1996, 545) for change even though it is one of the most frequently used concepts in the social sciences. Change as a concept should be perceived as a subconcept when that for which change is in question is addressed as the main concept (Vartola 2004, 52). It is also essential to recognize that changes occur and are experienced as part of a wider social context; changes at home and elsewhere affect how we experience changes at work (Dawson 2002, 178). Pasmore and Fagans (1992) mention the synonymous and complementary nature of organizational and individual change. *Changes should be seen as the conscious processes of human needs satisfaction that allow the individual and organization to develop simultaneously and continuously*. Adoption of democratic values and supportive behavior afford an opportunity to find the full potential of the organization - in both its individual and collective forms (Pasmore & Fagans 1992).

Change is a phenomenon that includes two related elements: identity and process of change. The first element, identity, identifies what something is. In the process of change, motion is traced in time and place from the original state or circumstance (S) to another state or circumstance (R). Examination of the initial situation and the final situation as well as their relationship and the process between them are combined in change research. This basic view can be expanded by considering the diversity of change (Ford & Ford 1994, 759−760). From the viewpoint of the researcher, the meaningfulness of change as a target of research can be justified, for example, through non-staticness and as a social phenomenon. Transferred to organizational life, a well routinized, stabile organization does not really offer realizations to the researcher. In stabile times, people take things for granted and do not question them or reveal faults. Change enables the questioning and rebuilding of the social order for the members of the organization and thus offers an interesting research basis for researchers (Czarniawska & Sevón 1996, 1−2).

According to Schein (1988a, 15-16), the organization is an "operation of [a] group of people planned for reaching a shared aim which has a specific intent or goal, executed through department or procedure and prestige hierarchy and responsibility." According to Schein, notable in this formal definition is that it is centered on operation, not people. Thus, how well the organization really works and which roles should be filled to reach the goal, not the people who are in these roles, is important (Schein 1988a, 15−16.) Daft and Steers (1986, 5−6) define the organization as a social entity that is a thoughtfully structured functional system (e.g., departments, procedures, responsibilities) orientated toward a shared goal, with recognizable boundaries. Schein's (1988a) definition balances when the role of people is brought more strongly to the side of operation. In this research, the organization is understood in a manner similar to Daft and Steers (1986) through the people working there as a cooperative and goal-directed structure that is influenced by both the in-house culture and the outside environment.

There is no one widely approved theory or directive defined for organizational change. In general and in its simplest form, organizational change is defined as a new way of organizing or working. As a comprehensive concept, organizational change covers all views on change in all different organizational forms from redefining the organizational structure to modifying basic assignments (Dawson 2002, 11, 16; Juuti & Virtanen 2009, 16, 30.) The strongest theoretical roots of organizational change are in organization theory (Dawson 2002, 12), which can be examined from individual (i.e., Maslow & Herzberg, Hackman & Oldham, Skinner), group (i.e., Lewin, Argyris), and system (i.e., Likert, Levinson) perspectives (Powell 2002).

The term organizational change has many synonyms and related terms such as development, renewal, transformation, and transition, which are used to illustrate change and its nature from different points of view (Markova 2005, 18). Czarniawska and Joerges (1996, 14) see organizational change occurring through two dominant conceptions: (1) planned innovation, including strategic choice or organization development, and (2) environmental adaptation. Similarly, Burke (2002) divided organizational change into two main types. Gradual, often unplanned organizational changes happen all the time, for example, as various evolutionary changes. Planned, large-scale changes are not part of everyday organization life, and revolutionary changes that can lead to changes in strategy, leadership, and culture are even rarer (Burke 2002, xiii, 11–12.) In the change literature, terms that describe gradual development projects include continuous, constant, functional, selectional option, and choice. Significant changes are described with almost the opposite terms: discontinuous, interphase, changing, strategic, and concerning the whole organization or system (Burke 2002, 11–12.) Weick and Quinn (1999, 365, 375) present a similar partition of organizational change where changes are divided into episodic changes and continuous changes. Episodic changes are unusual, discontinuous, and intentional. These changes occur during abnormal, organizational balance-disturbing periods or incidences (e.g., changes in external technology or change of in-house key personnel). Terms describing continuing change include continuity, development, and cumulativity. The basic idea is that with small continuous arrangements occurring simultaneously in different departments a concrete change can be created (Weick & Quinn 1999, 365, 375.) According to Orlikowski (1996, 63-65), organizational change can be viewed from three different points: planned change, technological imperative, and punctuated equilibrium. The aim of planned change is to cumulatively improve organizational performance or to prepare for a change of environment. Development of technology creates a coercive need for change which is thereby formed regardless of leaders of the organization or other factors. Speed, randomness, and revolutionary are words that describe punctualism. This means that change starts abruptly because of modification of the environment or internal conditions (Orlikowski 1996, 63–65.) Organizational change as the target of this study is a planned change which can be seen as an "episodic transition." A change of sales department includes all views of change from renewal of organizational structure to modification of basic assignments.

Processes are certain interventions through which change is implemented (Burke 2002, 108). Change management is participation in this process at organizational, collective, and individual levels (Hughes 2006, 2). However, in practical terms, phases of organizational change are something of an illusion since action within organizations depends on the environment as well as individual and collective behavior (Burke 2002, 3, 134−135; Juuti et al. 2004; Porras & Silvers 1991.) Thus, it is important to notice the real, non-linear nature of the change process (see Burke 2002, 2−3; 2007, 13). The irrational and nonlinear nature of change poses a challenge for implementing change successfully. Figure 1 depicts the nonlinear nature of organizational change by the rate of progress toward the goal of the change and the estimated time to reach these targets (see Burke 2002, 2−3; 2007, 13.)

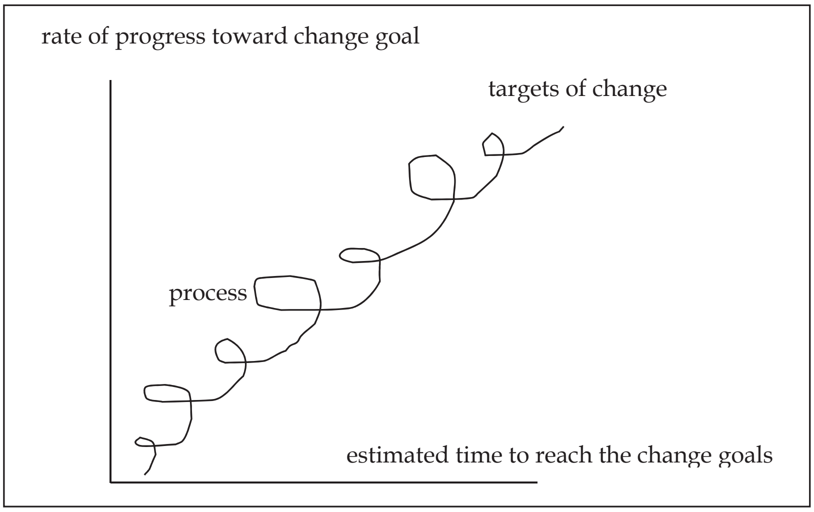

FIGURE 1 Depiction of the nonlinear nature of organizational change (to paraphrase Burke 2002, 2–3; 2007, 13).

The loops in Figure 1 are of different sizes since "no anticipated consequences are the same." Important factors in validating Figure 1 are the goals that must be set, understood, and owned (Burke 2002, 3). Stace (1996) states that determining what is best for a particular business environment in a particular situation requires the courage to move against the trend and espoused theories. Stace (1996) indicates that "in organizational change, the best practice is eclectic, pragmatic, and culturally and situationally attuned."

Conducting organizational change requires understanding not only the type of change but also the effects it has on different organization levels. A common division of levels is individual, group or work unit, and entire organization. Four levels can also be used in this division, in which case the fourth level is usually connected to a wider entity, such as a group of organizations. In addition, interpersonal groups, between-group groups, and significant inter-organizational operations are born through interaction. However, organizational change and behavior can be understood through three levels. Change affects different levels and especially procedures within them in different ways. Successful fulfillment of organizational change requires special tools and methods appropriate to the change premises as well as consideration of the context. Individual-level changes can by nature include recruitment, relocation, training, development, and consultation. They are often expected to be part of a wider plan, such as adjustment to the organization's change in direction. In reality, the effects of individual-level changes stay on a much more modest level or are fulfilled only "because it is also done similarly elsewhere" (e.g., in certain training). Groups are important for the efficiency of organization. Primary working groups act as context for interaction between individuals and the organization and determiner of the organization's reality, bringing social connections and support for individuals. A change concerning the entire organization rarely happens all at once; individual changes and group changes can either lead to a wider change or make it easier. Fulfillment of organizational change always starts from somewhere; understanding the nature of different levels and procedures related to those levels helps in planning, managing, and administering the big picture (Burke 2002).

Change management (of planned change)

> Management of change is participation in [a] process of change on organization, group and individual levels (Hughes 2006, 2).

In business science, the term management commonly refers to the planned handling and management of business. Clegg and Walsh (2004, 232), among others, take a stance on the unsuitability and inconsistency of the concept of change management since traditionally it has only been emphasized in implementation and business administration. Hughes' presented definition broadens change management to concern all organizational levels. Management refers here not only to business administration but also to management on both personal and professional levels. However, it does not specify the amount of predominant dedication on different levels, which can vary greatly (Hughes 2006, 2). The successful management of change also requires shared views and values inside the organization which serve as the mainstay during change (Juuti & Virtanen 2009).

Most theoretical approaches to change management have been developed along Lewin´s three-step model of change: unfreeze, move/change, and refreeze. Lewin´s model represents a general model for understanding change management by showing relatively broad steps to follow and on which to elaborate. Currently, one of the most frequently used change model is Kotter´s (1995; 2007; 2009) Eight-Step-Model: (1) Create urgency and (2) form a powerful coalition that (3) creates the vision for change and (4) communicates it, aiming for commitment. (5) Empower others to act on the vision, (6) plan for and create short-term wins, (7) consolidate improvements and produce still further change, and, finally, (8) institutionalize new approaches (Kotter 1995; 2007; 2009.) In addition to change management, an identified strategy and specific tools needed to accomplish the change are required to enable a new desired organizational state (Carter 2008, 20). Carter (2008) has formed a change model and methodology that addresses the strategy, skills, and structures of a change initiative as presented in Figure 2. It has adapted the three-step model of organizational change from Kurt Lewin.

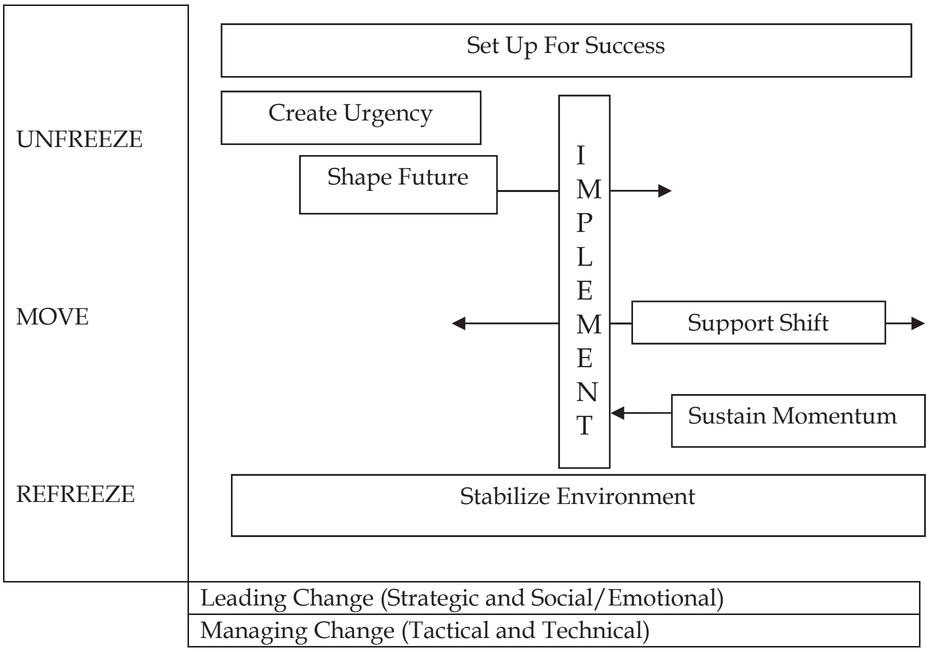

FIGURE 2 A change model and methodology addressing the strategy, skills, and structures of a change initiative (to paraphrase Carter 2008, 21).

Kotter (1996, 30) increases the importance of change management from the managerial point of view, as without management competency the change process may become uncontrollable. However, Kotter emphasizes the challenge of leadership in change management because a good leader can enable the motivation for the type of behavior and action needed within the change process and may also attach the change to organizational culture and inhibit inertia (Kotter 1996, 30.) Critical for organizational change, especially for managers, is the challenge of effective implementation as well as employees´ acceptance and engagement (Avey, Wernsing, & Luthans 2008).

Figure 3 presents a comparison of three models of planned change conducted by Cummings and Worley (2009, 25). These three models are (1) Lewin´s Planned Change Model, (2) the Action Research Model, and (3) the Positive Model.

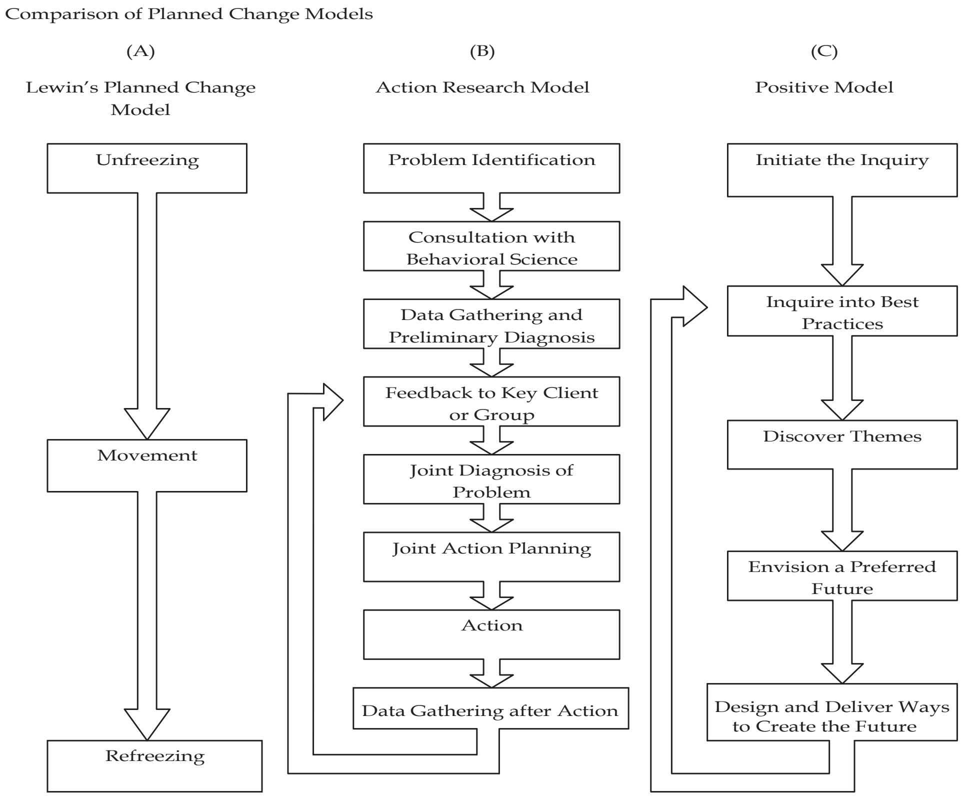

FIGURE 3 Comparison of planned change models as presented in Cummings and Worley (2009, 25)

The Action Research Model involves a cyclical process where the results of action give further information for further action. In addition to action, it emphasizes data gathering and careful evaluation. The Positive Model is heavily based on AI, representing "reformist" social constructionism. It is a positive orientation for change management, promoting involvement in creating a shared vision that comes from the organization´s positive potential (Cummings et al. 2009). Comparison of these planned models shows that all these models describe the process divided into phases that include (1) "diagnosis," planning, (2) actions, and (3) closing as evaluation. Similarities in these models can be found in the application of behavioral science knowledge as well as the involvement of organizational members in the change process. Differences between these three approaches are found, for example, in the amount of involvement of people. Traditionally, Lewin´s model and the Action Research Model have placed more emphasis on consultation and less on involvement (Cummings et al. 2009). However, as they both have become much used and have many contemporary designs (e.g., participatory action research), the amount of involvement is growing, even becoming a priority in some cases. The Positive Model, like AI, uses involvement, conversations, and communication to determine the current strengths in an organization and how they can be used to implement change successfully. These three models (Action Research Model, Lewin´s model, and Positive Model) provide the basis for suggesting the general model of planned change that is presented in Figure 4 (modified from Cummings and Worley 2009, 30).

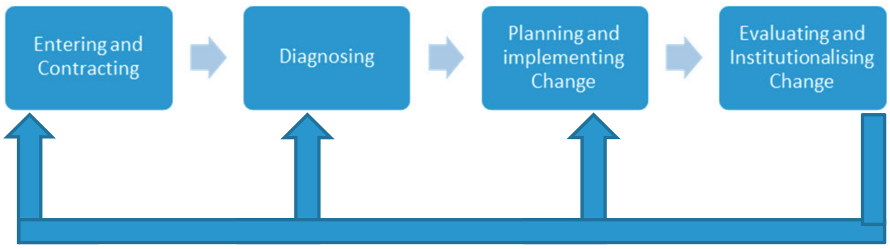

FIGURE 4 General Model of Planned Change, modified from Cummings and Worley 2009, 30

The General Model of Planned Change is divided into four phases: (1) entering and contracting, (2) diagnosing, (3) planning and implementing change, and (4) evaluating and institutionalizing change. The lines connecting the activities emphasize the non-linear nature of organizational change (Cummings & Worley 2009).

Nyholm (2008, 62) has also composed a summary (Table 4) of the phases of different models, which aims at generalizing progression of the process of change through four phases: (1) need, (2) planning, (3) conduction and implementation, and (4) establishment. In the first phase, the need is detected and understood, the second phase includes setting and planning of goals, visions, and strategies, the third phase is the conduction and implementation of change, and the last phase is the establishment of change as part of the organization's operation (Nyholm 2008, 62). Table 4 was used as the basis for analysis of action research-based examination in my earlier study (Luoma 2010).

TABLE 4 Change process models combined (translated from Nyholm 2008, 62)

Stage of process of change	*Functions of stage*
Need	• Detection of changed circumstances of operational environment or organization • Analyzing and setting the need for change • Weighting of options and analysis of necessity of change • Reasoning the need • Ensuring readiness of implementation of change for different levels and facets • Confirming discontentment for the present state, creating understanding of it • Communication of need for change widely on all levels of the organization
Goal	• Setting of clear and reachable goals • Ensuring awareness of goals on all levels of the organization • Composing and setting of plans • Clarification of roles of operators and individuals involved in change • Announcing and informing of decisions and plans • Ensuring the recourses for implementation
Implementation	• Management of change • Supporting the change • Influencing attitudes of personnel through processes • Dispelling possible doubts and uncertainties through communication and discussion • Control of irrational elements • If necessary, education, counseling, training etc.
Stabilization	• Establishment of change as a part of the organization's regular operation

Despite huge efforts in research and practice in change management, implementing organizational change most often results in failure (Burke 2002, 1-2; Kotter 1995, 59). Kotter (1995) argues that sometimes the vision of change is understood by employees but not by managers and thus it is not communicated and organized. It can be vice versa as well. Part of the failures come from unsuccessful change management as managers, for example, simply do not create a vision of change, communicate it, or involve employees in the vision implementation process (Herold et al. 2007; Kohles, Bligh, & Carsten 2012; Kotter 1995). In addition, change might be planned well but be without a clear vision. In such a case, transformation will fail (Kotter 1995). Another part of the failure is explained by focusing mainly on practices and processes in change management while the main factors for shaping and affecting people´s reactions to change are remote and less familiar (Herold et al. 2007, 942). The factors that eventually affect change reactions include perceptions of anticipated outcomes and benefits of the change (Kim, Hornung, and Rousseau 2011), as well as perceptions of the impact of change on both the individual (job) and collective (work unit) levels at work (Fedor, Caldwell, & Herold 2006).

Change resistance

> Change is constant in both our professional and our private lives. … Human beings do not necessarily resist change automatically; however, many people do resist being changed, i.e., having changes imposed on them (Lorenzi & Riley 2000, 117).

> Resistance towards change encompasses behaviours that are acted out by change recipients in order to slow down or terminate an intended organizational change (Lines 2004, 198).

Change resistance is understood as behavior which has the purpose of slowing down or terminating change in the organization (Lines 2004, 198). Individuals build barriers to change for a variety of reasons, including affective reactions caused by change such as stress and cynicism and behavioral reactions such as denial, both of which inhibit success (Armenakis & Bedeian 1999). The main motives for change resistance are a possible discontinuity within the working environment caused by the intended change and changes in the working climate that lead to uncertainty. Typical factors behind resistance (one or a combination of two or more) are essential changes in job requirements, reduction in economic security, perceived or actual psychological threat, incoming work arrangements, and lowering of status at work (Dawson 2002, 19). Note that people don’t resist change itself, but resist it for reasons such as loss of status, wages, or convenience. Likewise, things that are unfamiliar or that management orders even if, from the viewpoint of employees, they seem impossible to execute are sources of objection (Dent & Galloway Goldberg 1999, 25–26.) People who do not see the benefits of the change have no desire to be part of it. Ford, Ford, and D`Amelio (2008) suggest that “resistance to change” is a negative label or diagnosis which change agents use excessively. Actions and reactions during change implementation that are labeled resistance by agents or management may just be normal everyday actions (Ford, Ford, & D`Amelio 2008) or even support the goals of the organization (Brower & Abolafia 1995).

Most often, top management is in a better position to monitor the external environment and thus to see the need for change earlier that other members of the organization. In some cases, the appearance of change can initially be seen from other positions, such as changes in technology (technical specialist) and customer service (sales staff) (Burke 2002, 253). Conducting change efficiently in an organization requires special allocated actions through which strategies for surviving certain upcoming losses (e.g., position or wage related) are researched and developed (Dent et al. 1999, 40).

Change cannot be wholly managed (Edmons 2011), but several factors can be used to lower the barriers to change (e.g., communication, employee involvement, ensuring that needed organizational capabilities and structures exist) (Carter 2008, 21-22; Rosenberg & Mosca 2011, 143; Armenakis & Bedeian 1999). Employees' receptivity to change has been recognized as a significant factor in the successful implementation of organizational change. Avoiding problems related to both change exhaustion and change resistance are important points in ongoing agendas of organizational change. Frustration related to change can stem from too little participation in the change process in question and lack of information concerning the change. Lack of information also creates uncertainty toward change. Change communication can be connected to change receptivity; management should make sure that both management's and employees' expectations of the change process are consistent with the goal of the change and that they have been communicated comprehensibly (Frahm & Brown 2005). According to Wanberg and Banas (2000, 138−139), the level of participation defines how change is perceived; the higher the level of participation is, the more advantageous the change is believed to be. Active participation and information sharing also enhance change readiness, which is another success factor in the implementation of change (Wanberg & Banas 2000).

Kiefer (2005) studied the antecedents (how) and consequences (why) of negative emotions in ongoing change where negative behavior was more of a consequence of specific daily issues than an expression of resistance to change. The results suggest that negative emotions accumulate as the amount of change increases and, additionally, the more changes there are the more likely three issues - working conditions to work professionally and effectively, personal situation and future at work, and treatment by the organization (lack of fairness, support, and appreciation from organization) – are evaluated and experienced negatively. It is the evaluation that results in negative emotions by associating specific events as potentially harmful of threatening - at its worst, resulting in resignation. Employees´ emotions and how people feel treated during the ongoing change should be of interest to management as increasing levels of negative emotions decrease trust. Maintaining trust during ongoing change is particularly crucial for successful change (Kiefer 2005).

Appreciative Inquiry

> Appreciative inquiry is the cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system "life" when it is most effective and capable in economic, ecological, and human terms. AI involves the art and practice of asking questions that strengthen a system´s capacity to heighten a system´s positive potential (Cooperrider & Whitney 1999, 10).

According to Cooperrider et al. (2006), AI is a process designed to value, prize, and honor. It aims to touch the "positive core" of organizational life by asking positive questions. It means working together to seek the best organization and thus make the core explicit, allowing it to be owned by all (Cooperrider et al. 2006). AI is defined as follows: "appreciate" is to value, to recognize the best in people or the world around us or to increase in value. "Inquire" as a verb is to explore and discover, to ask questions, to be open to seeing new potentials and possibilities (Cooperrider, Whitney, & Stavros 1999, 1). Thus, "appreciative" refers to action that indicates and adds appreciation. Cooperrider and Srivastva developed AI about 30 years ago for academics in the constructive work of organizational change theory. The term was officially presented in 1986 in Cooperrider's doctoral thesis, called "Appreciative Inquiry: Toward a Methodology for Understanding and Enhancing Organizational Innovation."

> Appreciative Inquiry is a collaborative and highly participative, system-wide approach to seeking, identifying, and enhancing the "lift-giving forces" that are present when a system is performing optimally in human, economic, and organizational terms. It is a journey during which profound knowledge of a human system at its moments of wonder is uncovered and used to co-construct the best and highest future of that system" (Watkins & Mohr 2001, 14).

AI works through a 4-D cycle process. 4-D means Discovery ("best of what is/has been"), Dream ("what might be"), Design ("what should be"), and Destiny ("what will be"). 4-D is based on the notion that individuals, teams, and organizations grow and change toward the direction they study. However, according to Bushe (2011), the very first step in the AI process is to define affirmative topics to identify the focus of the inquiry. Some practitioners use this step - the definition - as the first "D" (5-D cycle process). Affirmative topics should be identified in terms of strategic importance to the organization as they will become the organization´s agenda for learning and innovation. This step is essential for the overall success of the effort (Bushe 2011).

Discovery, a cooperative search for "what is or has been best," is conducted by interviews, where all parties involved in change bring out their own view to enrich organizational knowledge and collective wisdom. The next phase, Dream, is a collective exploration of the most positive potentials for innovative strategic visions. In the Design phase, an ideal organization is described, presenting how things will be "when the organization´s positive core is boldly alive in all of its strategies, processes, systems, decisions, and collaborations." The final phase of 4-D, Destiny, refers to activities that support ongoing learning and innovation. Most often, the Destiny phase provides the frame for an array of changes throughout the organization (Whitney et al. 2003, 6-9).

Figure 5 presents the 4-D cycle modified from Whitney and Trosten-Bloom (2003, 6-9). At the first stage (Discovery), dialogue is directed at practice and the potential of the organization as "what we are at our best." In the second stage (Dream), the future is envisioned with the question "what we could be / reach." The third stage (Design) – "how do we design it?" – goes from reflection to action to recognize the concrete operations to reach the dream (goal). During the last stage (Delivery), teams get organized and move from planning to development work, "how do we conduct it?" (Boyd & Bright 1997, 1027−1032).

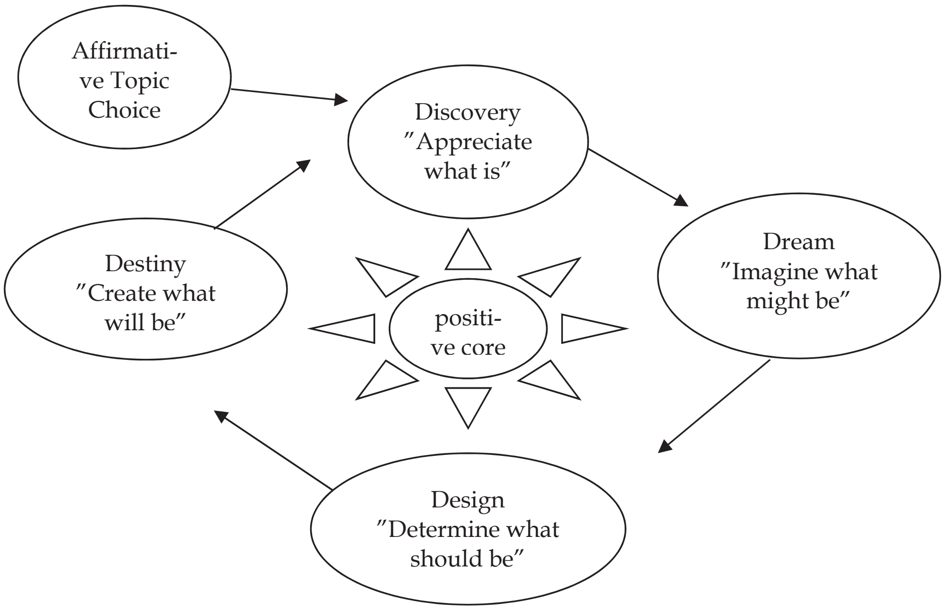

FIGURE 5 4-D Cycle of Appreciative Inquiry

The model can be used to direct singular discussion, large group meetings, or the change of a whole organization or system, as well as a frame for personal or organizational development and building companionship. The 4-D model is based on the observation that individuals, teams, organizations, and communities grow and change toward the direction they study. Topics chosen for processing are definitive from the perspective of the organization as they will become the targets of learning and innovating (see Ludema, Cooperrider, & Barrett 2006, 158; Whitney & Trosten-Bloom 2003, 6−7; Watkins & Mohr 2001, 43).

In Table 5, the stages and main points of AI's 4-D model are presented consistent with Cooperrider and Whitney (1999, 17). The questions applied during different stages of the 4-D model are compound to the figure, according to Boyd and Bright (1997, 1023).

TABLE 5 Phases, focuses, and applied questions of AI

Stage	Focus	Participants	Questions applied during the stage
1 – Discovery	Mobilize a systemic or system-wide inquiry into the positive change core.	Engage in appreciative interviews. Reflect on interview highlights.	What are the images and activities at play when this community / organization is functioning at its best?
2 - Dream	Envision the organization´s greatest potential for positive influence and impact on the world.	Share dreams collected during the interviews. Create and present dramatic enactments.	What might be possible with respect to our topic if we were to imagine a future ideal community/ organization?
3 - Design	Craft an organization in which the positive core is boldly alive in all strategies, processes, systems, decisions, and collaborations.	Identify high-impact design elements and create an organization design. Draft provocative propositions (design statements) that incorporating the positive change core.	What are the most compelling actionable ideas and how might we put them into use?
4 - Destiny	Invite action inspired by the day's discovery, dream, and design.	Publicly declare intended actions and ask for support. Self-selected groups plan next steps.	What will we actually do to bring about the change we envision? How will we track and encourage our progress?

In conducting organizational change, the basic assumption is that the organization has a problem that needs to be resolved (Cooperrider, Whitney, & Stavros 2003; Sekerka, Baumbaugh, Rosa, & Cooperrider 2006). This problem solving within organizational change is often called the diagnostic approach (Sekerka, Baumbaugh, Rosa, & Cooperrider 2006). In addition to the main problem or challenge, there are many possible negative side effects; for example, distrust, conflicts, and bureaucracy may prevent this change management technique from being entirely effective (Mirvis & Berg 1977 in Sekerka et al. 2006). AI was developed to overcome the negative consequences of the diagnostic approach. Whereas the diagnostic approach is based on identifying, assessing, and correcting the dysfunction, AI is based on strengths such as resources for change, being positive, and having an appreciative approach to change (Sekerka et al. 2006). Table 6 presents these two paradigms for organizational change side by side (modified and combined from the tables of Cooperrider, Whitney, and Stavros 2003, 15 and Sekerka et al. 2006, 453).

TABLE 6 Two paradigms for organizational change (modified from Cooperrider et al. 2003 and Sekerka et al. 2006)

	Paradigm 1: Diagnostic Approach	**Paradigm 2: Appreciative Inquiry**
Step 1	Problem Identification Identify the causes of dysfunction ↓	Discovery "Valuing the best of what is" Ground participants in positive frame of mind ↓
Step 2	Generate Solutions Generate possible remedies to the previously identified causes of dys-function ↓	Dream Envisioning "what might be" Generate possible favorable outcomes without regard to current dysfunction ↓
Step 3	Select Program of Change Select one or more activities designed to remedy dysfuction ↓	Design Dialoguing "what should be" Identify shared end state that is more favorable than current state ↓
Step 4	Implement Change Implement activities to effect organi-zational change	Destiny Innovating "what will be" Identify and implement activities to achieve end state

AI views organizations as solutions (not problems) which search for creative-ness (Cooperrider, Whitney, & Stavros 2003). AI recognizes that inquiry and change are simultaneous. As an inquiry, it is an intervention that discovers, learns, thinks, and talks about change. The findings become the knowledge out of which the future is constructed (Ludema, Cooperrider, & Barrett 2006). Whitney and Trosten-Bloom (2003) suggest that appreciation brings benefits for organizations because people are keen for recognition of their work, which they want to do by using their strengths in a job that is valued. The effectiveness of AI is based on questions that are positive and connected to subjects that are meaningful for the respondent or are imperative for organizational success (Whitney & Trosten-Bloom 2003, 1-4).

AI follows five core principles that reflect the beliefs and values of AI: (1) constructionist, (2) simultaneity, (3) anticipatory, (4) poetic, and (5) positivity. All are necessary, although they can be newly or creatively formed. Construc-tionist principle in this context means that what we believe to be true about the organization will affect how we act and how we approach the change. In the simultaneity principle, the inquiry and change are simultaneous – things people think, talk, and discover will affect how they imagine the future organization.

Anticipatory principle refers to collective imagination and discourse on the future since organizations exist because of those people who share a projection about what the organization is, how it functions, and what it will become. The poetic principle compares the organization to a poem; it should be open for endless interpretations since the organization´s past, present, and future are endless sources for interpretation. The positive priciple is needed because in AI a positive effect and social bonding are required for conducting change. People move in the direction about which they inquire. It makes a difference to start a change focused on "being the best organization in a field" versus "process breakdowns" (Watkins & Mohr 2001).

AI opens the opportunity for people at all levels in the organization to feel safe to communicate their dreams through dialogue and to feel that they have the freedom to choose whether to contribute. Freedom of choice and support from other people liberate power and lead to commitment, creativity, and enthusiasm to learn. Finally, AI gives people the right to be positive and proud of what they do (Cooperrider & Whitney 2005; Whitney & Trosten-Bloom 2003). It facilitates the construction of a more desirable future in a self-organizing way. Reflection on valued and appreciated times makes people experience positive emotions. Inquiry into the positive is a source of positive change because it is based on strengths and it further extends the best of what is present in the organization (Cooperrider et al. 2006). In a study in which the diagnostic organizational change management method was compared to AI, the highest positive effect occurred in the groups using AI. Appreciative Inquiry influences an organizational member´s view of self as efficacious and capable, elevating a positive effect (Sekerka et al. 2006). AI as a theory and process develops and grows continuosly and numerous scientific publications and studies have been published on the topic. AI encourages people to view success at work and within change situations, for example, in participative seminars and interviews. In this approach, the researcher is an active catalyzer of the change and, simultaneously, a research worker and an initiator of research activities within the work community that is the target of the research.

2.1.3 Antecedents of successful change

Nearly five decades ago, Greiner (1967) was among the early researchers discussing antecedents of successful change. According to him, at that time research and practice on the topic were highly limited, considering mainly small-scale managerial planning of organizational change, which was mostly regarded as an evolutionary process of a single department. Moreover, the main challenges for change management during that era were in development of computer technology and other technological discoveries as well as opening of new world markets. Reported results of successful change (success in achieving the desired results) has shown that attributes behind the successful change lie in four topics: (1) Change is expanded throughout the organization to include and affect many people, (2) change produces positive changes, (3) change encourages more effective problem solving and relating to others, and (4) change results in improved organizational performance (Greiner 1967, 122). Despite the very different technological state and environment of that time, Greiner's and other scholars' findings are still mostly relevant.

Antecedents of successfully planned change can be identified in various change management studies. Those that most frequently occurs are active *participation* (e.g., Burke 2002; O´Brian 2002; Lines 2004; Walton 1985; Greiner 1967; Coch & French 1948; Lewin 1947), *communication* (e.g., Armenakis, Harris, & Field 1999; Carter 2008; Dicke 2007; Kotter 1996; Miller, Johnson, & Grau 1994; Coch & French 1948; Lewin 1947), *clear vision* (e.g., Lorenzi & Riley 2000; Kotter 1995, 1996; Lewin 1947), *readiness for change* (e.g., Jones, Jimmieson, & Griffiths 2005; Miller et al. 1994; Armenakis et al. 1999; Armenakis, Harris, & Mosholder 1993; Wanberg et al. 2000; Lewin 1947), *demonstration of progress in change* (Kotter 1996; Lanning 2001), and *top management support and commitment* (Burke 2002; Abramson & Lawrence 2001; Nadler & Nadlel 1998; Kotter 1995; Greiner 1967). The single antecedents are often difficult to distinquish as they complement each other. However, this study examines in depth only four of these identified antecedents of change: participation, communication, vision, and demonstration of progress. This selection was made according to following selection criterion: (1) It was a natural antecedent of successful change because of the change method used, Appreciate Inquiry, and (2) it was a possible antecedent of change in terms of all participants of the study. These criteria are explained more intensively later.

Appreciative Inquiry is a collaborative and highly participative approach (Watkins & Mohr 2001). 4-D (Discovery, Dream, Design, Destiny) is based on the notion that individuals, teams, and organizations grow and change toward the direction they study (Whitney et al. 2003). AI opens the opportunity for people at all levels in the organization to feel safe to communicate by appreciative interviews (communication, participation), share their dreams by dialogue, and set the vision (communication, participation, vision); present actionable ideas and draft propositions (communication, participation, vision) and declare and implement intended actions to reach the envisioned state of organization; and ask for and receive support, as well as track and encourage the progress (communication, participation, clear vision, top management support, demonstration of progress).

Vision

An organization´s vision clarifies the organization´s direction - "what we want to be." It helps employees understand why and how to support the organization and sets the organization in motion (Kaplan & Norton 2004, 32-33). To create shared meaning for the vision, the vision "must project people into the future so they can readily see it in action and imagine themselves as part of it" (Levin 2000, 96). Vision is strongly related to attitudes that have a positive effect on (1) consistency of participants´ and leaders' beliefs and values, (2) employee trust, (3) the extent to which an employee is intellectually stimulated and inspired by the leader, and (4) perceived/notable leadership charisma (Kirkpatrick & Locke 1996, 45-46). In the change management literature, the process of change aims to obtain a vision for change to a desired future state “to shape the future,” “to set the goals for change,” “to define organization direction,” or “to show what we want to be.” In perceiving the entirety of the desired future to determine the content and process as well as to involve people in the process of change, leadership is needed (Burke 2002, 14).

According to Shamir, House, and Arthur (1993), transformational, charismatic, and visionary leadership refers to the behavior of leaders who can transform employees´ needs, values, and aspirations from self-interest to collective interest and thus to elevate commitment, performance, and significant sacrifice on behalf of the common mission. Leadership is also about intellectual stimulation, nonverbal communication, and visionary messages. According to Shamir et al. (1993), organizational members are willing to follow those leaders who provide an attainable vision of the better future - the future that in itself acts as a satisfying motive (Shamir, House, & Arthur 1993, 577-578). In their empirical studies, Kirkpatrick et al. (1996, 45) concluded that “leaders´ visions affect on employee performance to the extent that they inspire or lead to setting of specific goals and raise self-efficacy.” Kohles et al. (2012, 479) define vision integration “as the extent to which followers actually use the vision as a guiding framework to make sense of the uncertainties inherent in daily organizational life.” They suggest that the vision integration process may be enhanced by all organizational members who identify with the vision and its core values. In addition, Kohles et al. (2012, 485) argue that research and practice in the vision integration process is not yet what it should be. However, facilitating a vision integration and implementation process is well worth the effort (Kohles et al. 2012).

In AI, at the second stage of 4-D (Dream), the future is envisioned with the question ”what we could be / reach” (Boyd & Bright 1997). The intent is to generate possible favorable outcomes without regard to current dysfunctions (Cooperrider et al. 2003; Sekerka et al. 2006). Speech regarding the vision is creativity in action but also, at the same time, firmly rooted in the reality of the “best of what is” (Discovery) in the organization. Dreaming is the first act of generating a new organizational reality. Dreaming can be a deeply transforming process as one becomes what s/he creates (Banaga Jr. 1998, 267). The Design stage is a dialogue to share the vision and to connect and empower people to achieve the goals.

Participation and communication

Kohles et al. (2012) emphasize the significance of involving employees at all levels of the organization in the vision implementation process, including leader-follower communication, comprehension of the company´s vision, and its integration into work behaviors and decisions. Recent empirical studies of the vision integration process by Kohles et al. (2012) show that “perceived two-way vision communication between immediate supervisors and followers had a significant impact on how much employees reported actually integrating the vision into their work." Additionally, the results show that "the vision integration process can also explain unique variance, both directly and indirectly, in additional outcome variables beyond organizational commitment to include job satisfaction and employee performance" (Kohles et al. 2012, 482).

"Participation is the most positive approach to dealing with employees collectively. --- It is the joint involvement of management and employees in making decisions on matters of mutual concern" (Amstrong 1988, 233). Definitions of participation are multiple, using mostly the terms of communication, joint/collective involvement, and problem solving. Furthermore, the importance of participation often manifests in a high level of commitment and more effective contribution to business (Budd, Gollan, &Wilkinson 2010) as it improves the efficiency and productivity of the organization by giving an opportunity for employees to influence the decisions that have an effect on their work (Amstrong 1988, 233). In their study, Zhou, Hirst, and Shipton (2012) noticed that participation in decision making, together with intellectual stimulation by the leader, enhances employee creativity, whereas participation without stimulation is associated with promotion focus.

In addition to behavioral effects, participation has both motivational and cognitive effects. The most thoroughly examined motivational effect is commitment (e.g., goal commitment). Participation in setting goals leads to a higher level of commitment and directly affects self-efficacy. Also, there is a significant relationship between goal commitment and self-efficacy when the goal is set in a participative way, as presented in Figure 6. Cognitive (informational) benefits of participation depend on joint development, sharing of knowledge, and locus of knowledge (Latham, Winters, & Locke 1994).

FIGURE 6 Mediators of participation in goal setting and strategy formulation on performance-based experimental findings (modified from Latham et al. 1994, 60)

Decades ago, Coch and Frech (1948, 531) suggested that group resistance to change can be modified or even prevented by the use of group meetings realized through effective communication and participation. Later, Wanberg and Banas (2000, 139) suggested "usefulness of participation in [a] change context from the psychological ownership perspective" as a topic of future research. According to Wanberg et al. (2000, 138-139), change is perceived as more beneficial when a higher level of participation occurs. Furthermore, active participation and information provision promote readiness for change, which is a supportive link to change implementation success (Wanberg et al. 2000).

Extensive and purposeful participation is required during change implementation. Furthermore, it is seen as the main approach to overcome resistance to change by creating psychological ownership, promoting communication of critical information, and encouraging employee feedback for fine-tuning the change implementation (Fernandez & Rainey 2006). Effective and credible communication means quality information (Coch et al. 1948; Miller et al. 1994; Carter 2008) provided in a timely manner (Jones et al. 2005).

Active participation (Miller et al. 1994; Wanberg & Banas 2000), provision of timely information, and cognitive processes as self-efficacy beliefs (Miller et al. 1994; Jones et al. 2005; Wanberg & Banas 2000), as well as personal attributes such as openness to change (Armenakis et al. 1993; Miller et al. 1994; Jones et al. 2005; Wanberg & Banas 2000), are also predictors of readiness for change. A positive view of change and change acceptance as part of openness to organizational change can be predicted by three context-specific variables: information, self-efficacy, and participation (Wanberg et al. 2000). Importantly, communication and involvement as the change management strategies that create readiness for change are also characteristics of an organization engaging and developing its employees (Jones et al. 2005). Dicke (2007) sees employee engagement, enhanced by participation, as an important antecedent for successfullyt implementing change. Employee engagement is a concept closely related to commitment and likely to increase "buy-in" behavior and better performance for the change (Dicke 2007). Also, high levels of self-efficacy and felt responsibility, as well as management openness to employee-initiated change and employee suggestions, predict the probability of taking charge in change (Morrison & Phelps 1999).

Demonstration of achieved progress in change

Active and open communication regarding progress is part of monitoring and an important part of early recognition of problems, as is maintaining employees´ motivation during the change (Lanning 2001). According to Rafferty and Restubog (2010), an employee´s perception of the quality of change information is significantly positively related to effective commitment to change.

In AI, the Delivery stage involves processes to achieve the goals: What will we actually do to bring about the change we envision? How will we track and encourage our progress? (Boyd et al. 1997, 1023). The transition from the current stage ("where we are") to the future desired state ("where we want to be") is critical in terms of choosing the right strategy (most appropriate path) and speed (Banaga Jr. 1998). Identifying and implementing activities to achieve the end state (Cooperrider et al. 2003; Sekerka et al. 2006) requires a demostration of progress in change to encourage the process and progress.

2.2 Psychological Ownership

This subchapter presents the theory of psychological ownership as well as earlier research of psychological ownership within the context of change management. Ownership is a multi-dimensional concept with diverse features (Furby 1978, 49; Pierce, Rubenfield, & Morgan 1991, 124), including legal, socio-symbolic, and psychological ownership. Legal ownership is an institution recognized by society (see Pierce et al. 2001, 307; Pierce et al. 2003, 87). Thus, the rights and responsibilities related to it are determined by the society and environment (Koskinen 2009, 23). Socio-symbolic ownership is social and interpretational as a phenomenon focusing on development of the feelings of ownership through social interaction and symbolic processes (Nordqvist 2005, 55, 266). Roots of symbolic ownership go way down in history; for example, John Locke, a philosopher from the Enlightenment (1632−1704), proposed that a person who has effected the acquisition of a property has a right to its ownership (Takala 1999, 743). Also, according to Belk (1988, 144), a human being owns himself and thus he owns the subject where he has put in effort as well as what has been produced. Etzioni (1991) suggested that property exists on two levels as it is "part in the mind, part real."

2.2.1 Introduction to the theory of psychological ownership

The origin and development of ownership motives and behavior have been the subjects of scientific research for centuries in the fields of politics, economics, law, philosophy, and history (Furby 1980). The effect of possession and ownership on people's attitudes, motivation, and behavior is highlighted in gerontological, psychological, and consumer behavior research, among other areas (Van Dyne & Pierce 2004, 440). From a psychological point of view, ownership has been studied by researchers in many fields of science, including psychology, anthropology, philosophy, marketing, and management (Furby 1978, 49). According to Furby (1978, 49) the first researchers studying the psychological point of view on ownership (e.g., Beaglehole, 1932; Isaacs, 1933) presented mainly speculative discussions on the topic, not conclusions based on empiric research. Academic research on ownership has been focused on ownership as legal-economic phenomenon but during the last century psychological aspect has become more apparent in research as well. The roots of academic research on psychological ownership are found in the field of psychology as early as in the late 19th century (e.g., James 1890). Research conducted prior to the 1990s focused primarily on ownership of physical objects (Wang, Batocchi, Graziola, Pianes, Tomasini, Zancanaro, & Nass 2006, 225).

"Psychological ownership is the psychologically experienced phenomenon in which an employee develops possessive feelings for the target" (Van Dyne & Pierce 2004, 441). Ownership creates a psychological connection between the owner and the object of ownership (Beggan 1992, 229). Pierce, Kostova, and Dirks (2003, 86) define psychological ownership as "the state in which individuals feel as though the target of ownership or a piece of it is theirs". Feeling possessive of and being psychologically tied to an object are the basis of psychological ownership (Pierce et al. 2001, 299). Psychological ownership can exist in both an individual-level and a group-level mindset (collective psychological ownership). It does not require legal, economic responsibility for the ownership. Thus, people who are not legal owners can still experience psychological ownership. According to Pierce et al. (2001, 299) psychological ownership is a phenomenon that has its core in a sense of ownership and a psychological commitment to the object – "it is mine!" In that case, the responsibility of the experience of ownership is formed because of the feelings of ownership (Pierce et al. 2001, 5-6). Objects can become part of ”extended self" (Belk, 1988, 139), ”part of me" (Isaacs 1933, 225; Pierce et al. 2003), or collectively experienced as ”ours" (Pierce et al. 2011). According to Pierce and Jussila (2010), collective psychological ownership is a single and shared mindset both individually and collectively experienced and recognized as a sense of possession ("mine" and "ours") that emerges through interactive dynamics. James (1890, 291−292) notes that selfhood in its most extensive form is the total of things one can name to be his or her, such as house, spouse, children, friends, reputation, and bank account. These all also arouse feelings of varying intensity; their success brings triumph and their abatement a feeling of loss (James 1890, 291−292). The power of psychological ownership is that it is at the core of human existence (Pierce et al. 2011).

The relationship between the self and an object alters on various levels of psychological ownership. Figure 7's circles represent the individual´s self and the object and the psychological ownership between them. The more the individual feels psychological ownership toward the object, the more the circles (representing self and object) overlap. Thus, the circles at the bottom represent the situation of the individual feeling no sense of ownership (Dirks, Cummings, & Pierce 1996, 4−5).

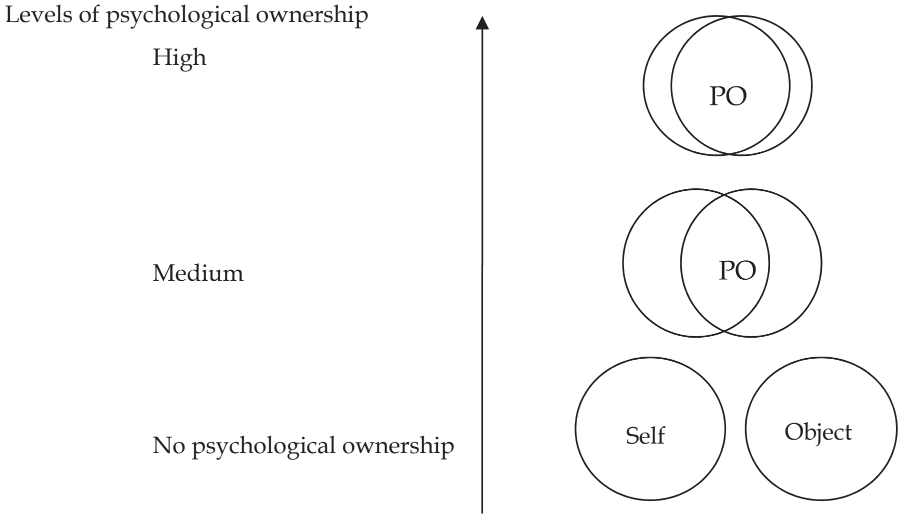

FIGURE 7 Relationship between self and object given various levels of psychological ownership (to paraphrase Dirks et al. 1996)

Feelings of ownership may develop within both private life and an organizational context, including toward work or the organization (Dirks, Cummings, & Pierce 1996, 5; Pierce, Rubenfeld, & Morgan 1991, 139; Pierce et al. 2001, 298; Pierce, O´Driscoll, & Coghlan 2004, 507). From the perspective of organizational ownership, psychological ownership has been scrutinized, researched, and theorized actively only since the 20th century (e.g., Pierce, Rubenfeld, & Morgan 1991; Beggan 1992; VandeWalle, Van Dyne, & Kostova 1995; Dirks, Cummings, & Pierce 1996; Pierce et al. 2001, 2003; Van Dyne & Pierce 2004).

Roots and Routes

Four motives (roots) for the existence of psychological ownership are the need for (1) self-identity, (2) home, (3) efficacy and effectance (Pierce et al. 2001, 2003), and (4) stimulation (Pierce et al. 2010, 48). The motives do not directly cause the development of psychological ownership, but they facilitate it (Pierce et al. 2003). Only having one of these motives activated is sufficient to enable development of feelings of ownership regarding a particular target, but these feelings also need one or more routes to create psychological ownership (Pierce et al. 2010, 48). Targets with attributes such as being visible, attractive, socially esteemed, accessible, and open may capture the interest or attention of the individual and thus serve to fulfill the motives of PO (Pierce et al. 2003).

Motives of psychological ownership are universal but have different effects and thus also different processes in people. Differences arise because the needed strength of motives varies. Also, personality and personal values have an effect; for example, people with high openness may be more willing to consider different kinds of targets. Furthermore, individuals value different attributes and this directs them toward these attributes. This in turn enhances the likelyhood of their having feelings of psychological ownership (Pierce et al. 2001).

Possible targets of psychological ownership are also "those whose attributes can facilitate the acts of individuals controlling, coming to know, and investing the self into them" (Pierce et al. 2003, 94) because the feelings of psychological ownership (e.g., toward a job, products, or organization) occur directly through three routes (or mechanisms): (1) control of the target, (2) coming to intimately know the target, and (3) investment of the self into target (Pierce et al. 2011). Additionally, for the emergence of feelings of ownership, the prerequisite is that the target of possible psychological ownership satisfies the motives of effectance, self-identity, home, and/or stimulation (Pierce et al. 2010, 247.) The individual´s knowledge of the organization, ability to affect and/or control the organization, and investment of self may fulfill the motives needed for emergence of PO. Also, the more knowledge, control, and/or investment in an organization the individual has, the more intense the feelings of PO that develop (Pierce et al. 2001 299−302).

To conclude, the process that leads to feelings of psychological ownership is a complex interaction of motives (roots), development mechanisms (routes), target attributes, and individual factors. However, both roots and routes are distinct, complementary, and additive in nature and, thus, the emergence of PO may result from a single motive and route.

Core job design characteristics

Pierce and Jussila (2011) discussed whether the motives of psychological ownership are more likely to be fulfilled by a complex and simplified job. They explored the relationship between five core job design characteristics and the routes of ownership. Core job design characteristics were presented by Hackman and Oldman in 1975. Those five dimensions of the job – autonomy, feedback, task identity, task significance, and skill variety – contribute to the emergence of job-based PO (Pierce & Jussila 2011).

A psychological ownership-based revision of the Job Characteristics Model presented by Pierce et al. (2011, 134) introduced the results of their examination in four sections: core job characteristics, "routes" to psychological ownership, critical psychological state, and outcomes (Figure 8).

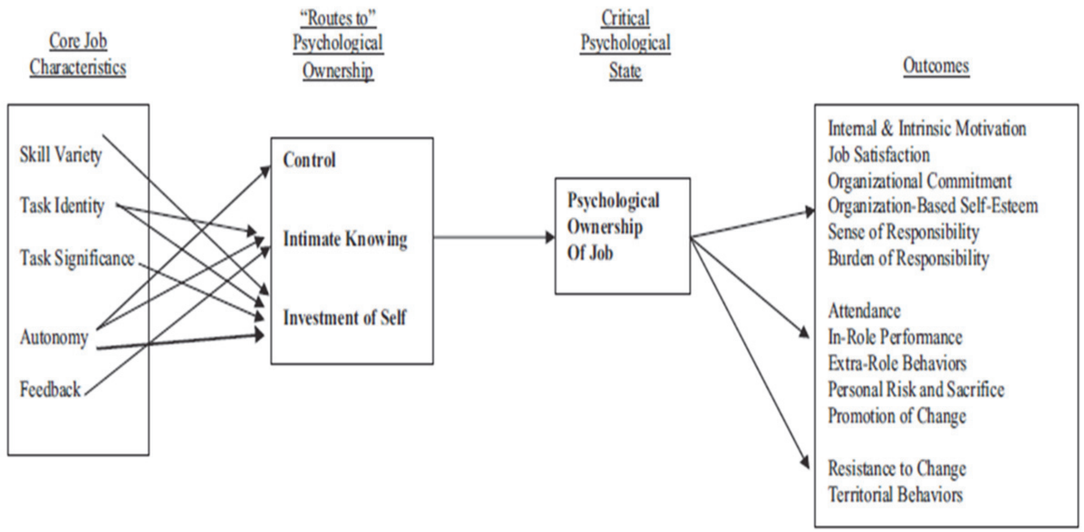

FIGURE 8 A psychological ownership-based revision of the Job Characteristics Model (Pierce & Jussila 2011, 134)

The *autonomy* job dimension provides for the efficacy and effectance motive of PO to be fulfilled by offering employees the opportunity for freedom and independence in making job-related decisions, enhanced problem solving, and determination of work schedules (power and knowledge as routes of PO). Autonomy is "likely to increase both the level and depth of employee understanding of [the] job" by asking employees to gather and process relevant information regarding the job so as to make more job-related decisions. *Feedback* as a core job design characteristic promotes employee information about performing in the job as well as an intimate association with the job. Also, it stimulates employees to perform better on the job. *Task identity* means the opportunity to complete a whole and identifiable piece of work and, thus, to become familiar with all those tasks associated with it and to understand the sequencing of tasks as well as the connections between them. *Skill variety* as a core job dimension supports the investment of self in the job as it calls for the use of a broad array of skills and talents in performance of a number of different activities. *Task significance* refers to the impact the job has on others' well-being, happiness, and/or lives, especially co-workers and team members (Pierce et al. 2011). Figure 8 also shows the outcomes of PO that involve internal and intrinsic motivation, job satisfaction, organizational commitment, organization-based self-esteem, sense of responsibility, burden of responsibility, attendance, in-role performance, extra-role behaviors, personal risk and sacrifice, promotion of change, resistance to change, and territorial behaviors (see Pierce et al. 2011).

In addition to Pierce et al. (2011), Brown et al. (2014) discussed the job complexity in the development of PO. They proposed that complex jobs are more malleable and accessible than simple jobs and, thus, create more opportunities to satisfy the motives that support the development of psychological ownership (Brown et al. 2014).

The conceptual space for PO within other individual-organizational constructs

In addition to psychological ownership, several other work and organizational constructs describe the individual´s psychological relationship with both the job and the organization. However, those constructs, such as commitment, identification, job satisfaction, psychological empowerment, and territoriality, have numerous conceptual distinctions that differentiate them from the others. To understand the potential utility of psychological ownership in contributing to understanding of organizations and organizational behavior, Brown et al. (2014) compared the above-mentioned constructs. The original version from the article by Brown et al. (2014) is presented in Table 7. In comparison, the dimensions of distinctiveness are conceptual core (e.g., commitment: desire to remain affiliated), question answered by the individual (e.g., identification: who am I?), motivational bases of the construct (e.g., experienced meaningfulness: positive self-regard), development (e.g., psychological ownership: affective/cognitive), type of state (e.g., job satisfaction: affective, cognitive), and consequences (territoriality: marking and defending behaviors).

TABLE 7 The conceptual space for psychological ownership with other individual-organizational constructs (Brown, Pierce, & Crossley 2014)

Dimensions of distinctiveness	Psychological ownership	Commitment	Identification	Internalization
Conceptual core	Possessiveness	Desire to remain affiliated	Use of elements of an organization's identity to define oneself	Shared goals or values
Question answered for individual	What do I feel is mine?	Should I maintain membership?	Who am I?	What do I believe?
Motivational bases	Efficacy/effectance Self-identity Need for place	Security Belongingness Beliefs and values	Attraction Affiliation Self-enhancement Holism	Need to be right Beliefs and values
Development	Active imposition of self on the target of ownership	Decision to maintain membership	Categorisation of self with organization Affiliation Emulation	Adoption of the organization's goals or values
Type of state	Affective/cognitive	Affective	Cognitive/ perceptual	Cognitive/objective
Select consequences	Promotion of/resistance to change	OCB Intent to leave	Support for organization and participation in activities	OCB Intent to leave
	Frustration, stress Stewardship and OCB Protecting Caring for and nurturing Growing/enhancing	Attendance	Intent to remain Frustration/stress Alienation Anomie	In-role behaviors Goal and value projection

(*Continues*)

Dimensions of distinctiveness	Job satisfaction	Experienced meaningfulness	Job involvement	Psychological empowerment	Territoriality
Conceptual core	Positive or pleasurable emotional state and/or a positive assessment of one's job	Importance, value of work performed	Centrality of work to the self-concept	Feeling energized	Psychological ownership
Question answered for individual	How does my job make me feel? How does my job measure up to my expectations?	How important is the work I perform?	To what extent does the job and the work that I do define who I am?	To what extent does it make me feel efficacious?	What is mine and not yours?
Motivational bases	Hedonic Goals/values	Positive self-regard	Self-enhancement Holism	Intrinsic motivational state	To communicate and preserve one's claim over an object
Development	An automatic emotional state Conscious appraisal of the job and/or its facets	Cognitive recognition of personal and/or social value evolving from work product or outcomes	Adoption of work as a central life interest value set	Cognitively coming to feel competence, experiencing self- determination, feeling of having impact, and experiencing meaningfulness	Feelings of ownership toward an object Fear of infringement Security Self-expression
Type of state	Affective Cognitive	Cognitive	Cognitive	Cognitive	Affective/ cognitive/ behavioral
Select consequences	Work motivation OCB Attendance	Work satisfaction Quality performance Internal motivation Attendance	Work identification Commitment to work	Job satisfaction Work motivation Attachment Performance	Marking and defending behaviors

We acknowledge the three reviewers for their constructive contributions and identification of some of the variables in this table that are used for comparison purposes. References for footnotes: The descriptive aspects for the constructs depicted were influenced the following works: psychological ownership, Pierce et al. (2001, 2003); organizational commitment, Allen and Meyer (1990); organizational identification and internalization, Pratt (1998), Aronson (1992), and O'Reilly and Chatman (1986); job satisfaction, Locke (1976) and Weiss and Cropanzano (1996); experienced meaningfulness, Hackman and Oldham (1975); job involvement, Lodahl and Kejner (1965), Rabinowiz and Hall (1970), Dubin (1956), and Paullay, Alliger, and Stone-Romero (1994); psychological empowerment, Spreitzer (1995); and territoriality, Brown et al., 2005. The portion of the table addressing psychological ownership, commitment, identification, and internalization was adapted from Pierce et al. (2001).
OCB, organizational citizenship behavior.

Collective psychological ownership

Psychological ownership includes both an individual and a collective dimension. The concept of collective psychological ownership (CPO) has been defined and separated from the psychological ownership experienced by an individual only recently; according to Pierce et al. (2010, 811-812), collective psychological ownership is a single and shared mindset - both individually and collectively experienced and recognized as a sense of possession ("mine" and "ours") that emerges through interactive dynamics (see also Jussila 2007, 100, 276). Pierce et al. (2010) studied CPO particularly in the context of the organization and team work.

Even though collective psychological ownership has only recently been defined as a concept, there are many studies and references to psychological ownership as a group-level phenomenon. Furby (1980) considered the psychological dimensions of collective owning and ownership in his article, "Collective possession and ownership: A study of its judged feasibility and desirability," more than three decades ago. Also, Beggan and Braun (1994) pointed out in their article, "Association as a psychological justification for ownership," that although the feeling of psychological ownership is often individual, it can also be experienced together with a large group of people (e.g., with spouse, family, or team). Gibson (2001) observed work groups' collective cognition from the perspective of groups' function, impact, efficiency, and management. Druskat and Pescosolido (2002, 291) suggested that psychological ownership contains a collective belief that all members of a work group are co-owners who have authority and responsibility to enhance the group's function and outcome. Wagner, Parker, and Christiansen (2003, 850), in their article, "Employees that think and act like owners: Effects of ownership beliefs and behaviors on organizational effectiveness," suggested that as a group-level phenomenon, behind psychological ownership is the idea of shared behavioral rules and beliefs as well as a commitment to the organization. Pierce et al. (2003, 86) also refer to a collective psychological ownership shared within a group. In this research paper, the examination of ownership occurs from the individual (e.g., Dirks et al. 1996; Pierce et al. 2003, 2001, 1991; Vandewalle et al., 1995) and collective (e.g., Belk 1988; Jussila 2007; Pierce et al. 2010, 2011) point of view.

Psychological ownership within organizational settings has been investigated several times in doctoral dissertations in Finland and Sweden during the last decade. In Nordqvist's (2005) family business targeted dissertation, "Understanding the role of ownership in strategizing," the theory of psychological ownership is used to clarify the concept of socio-symbolic ownership. In Nyyssölä's (2008) dissertation on the corporate governance of polytechnics, the psychological level of ownership is listed as one of the standpoints. Levels of ownership explain factors based on which owners set goals in terms of property and ownership (Nyyssölä 2008, 91). Koskinen's (2009) dissertation, "Ownership as different entrepreneurs' perceptions and interpretations – Fenomenographic research," views ownership from an individual's viewpoint, also bringing up the level of psychological ownership. Ponteva's (2009) dissertation, "Employee's identification to organization and alienation from work during organizational change," is a narrative analysis of an urban organization preparing for competition. In her analysis, Ponteva takes, alongside with the main concepts (identifying with organization and alienating from work), psychological ownership as a subconcept. Also, Ikävalko (2010) lists psychological ownership as one of the viewpoints in his dissertation on owning and ownership of small and medium-sized businesses. Jussila's (2007) dissertation concerning ownership of customer-owned cooperatives introduces a collective viewpoint of ownership next to individualistic psychological ownership.

2.2.2 Earlier research on psychological ownership within the context of organizational change

Relatively extensive empirical research has been conducted on the concept of psychological ownership within the context of organizational change and change success since Kurt Lewin in the 1950s. However, even with the existence of psychological ownership having been recognized for so long, it was conceptualized much later. For example, looking at scientific publications, the keyword "psychological ownership" was contained in the titles only 0-2 times yearly from 1991 to 2002 (Bernhard 2011, 9). Also, the theory elaboration on psychological ownership in the organizational context was introduced by Pierce et al. only in 2001. Dirks et al. provided a psychological theory of organizational change a few years earlier in 1996. They suggested that psychological ownership can explain an individual´s disposition toward change. This contribution of Dirks et al. (1996) was directed to conditions under which individuals promote or resist change. According to Dirks et al. (1996), feelings of psychological ownership may generate remarkably powerful positive or negative disposition toward changing the object of PO depending on the type of organizational change. Three well-known dichotomous types of organizational change that moderate the psychological ownership-disposition toward change relationship are (1) self-initiated vs. imposed change, (2) evolutionary vs. revolutionary change, and (3) additive vs. subtractive change (Figure 9). Recognizing and observing psychological ownership within organizational change is meaningful because of its expected outcomes of responsible, caring, and liable behavior toward the target of ownership.

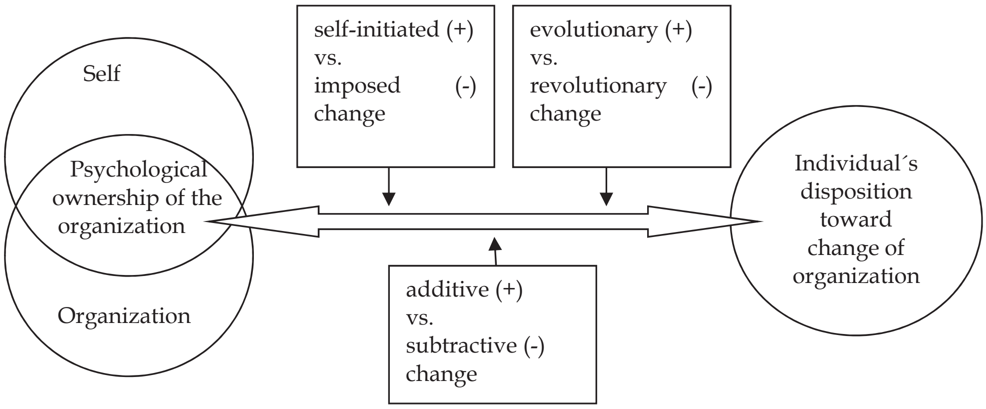

FIGURE 9 Effect of psychological ownership on disposition toward change as moderated by type of change (to paraphrase Dirks et al. 1996, 9)

According to Dirks et al.'s (1996) theory, basic needs of self-enhancement, self-continuity, and/or control and efficacy may be fulfilled within the positive types of change (self-initiated, evolutionary, or additive), which leads an individual to promote the change. Imposed, revolutionary, and subtractive organizational changes are resisted as they moderate the conditions under which individuals cannot fulfill their needs of self-enhancement, self-continuity, and/or control and efficacy (Dirks et al. 1996.) The basic needs of self may explain behavior in situations of change and change of psychological possession as under certain conditions the needs are either fulfilled or frustrated. A change does not have an effect only on the object of change; it also affects those who feel psychological ownership of it: to the individual´s relationship with the object and the individual´s extended self (Dirks et al. 1996, 7-8).

In addition to Dirks et al. (1996), Porras and Robertson (1992) and Fernandez and Rainey (2006) studied successful management of organizational change using the concept of psychological ownership. Fernandez and Rainey (2006) brought up researchers' contradictory visions of change capacity of management, but also found many resemblances in models of change management. These are communication of the need for change, planning of change, getting personnel involved in the process of change, support from top management, and importance of adequate resources. According to Fernandez and Rainey (2006, 170), the change literature indicates that getting members of the organization involved in the process of change decreases change resistance. The participation of employees in the change process builds psychological ownership, enhances distribution of crucial information, and encourages employees to provide feedback for the fine-tuning of change during its implementation (Fernandez & Rainey 2006.) Also, Han, Chiang, and Chang (2010) noted the connection among employee participation, psychological ownership, information distribution, and commitment. When employees are included in decision making, through the feeling of shared and increased power and control (and the fulfillment of this need), they feel psychological ownership toward the organization. Han et al. (2010) stated that people who feel psychological ownership and are committed to the organization are more willing than others to distribute information to their colleagues (Han, Chiang, & Chang 2010).

In her doctoral thesis, Ponteva (2009) views through a narrative analysis the impact of organizational change on employees' identification with their organization and alienation from their work. In her analysis, along with the main concepts (identifying with the organization and alienation from work), Ponteva takes psychological ownership as a subconcept. In her study, psychological ownership stands out in the state of change as a positive thing from the perspective of good communication and "ownership" of work (mastery of work and knowledge of the organization). Receiving information about the organization's business during a state of change helped employees identify with the new organization and consequently led to feelings of ownership of the organization and work (Ponteva 2009.) In Ponteva's (2009) study, observation from the perspective of psychological ownership was very limited and the results only stood out in a few interviews. Therefore, their value is limited although supporting of existing theory.

Lorenz and Riley (2000) and Paré, Sicotte, and Jacques (2006) examined healthcare organizations and changes in information technology. According to Lorenz et al. (2000), the challenges within change processes are often connected to behavior, not to technical issues. Technical know-how on information systems is necessary, but achieving success in change requires good organizational skills and knowledge of its significance for people and the organization. Even if a new system is the best possible system to have, its significance may remain minor if change resistance is strong and psychological ownership of the new system is low (Lorenz et al. 2000, 116−117). Paré et al. (2006) empirically studied the initialization of a new information system at a health care organization, especially from the point of psychological ownership. They propose that psychological ownership can serve as a determinant of beliefs related to a new system. Because psychological ownership often increases commitment and feelings of ownership toward the target, once can argue that the more people express their feelings about the target of change (e.g., a new information system), the more likely it is that they will notice its quality. Also, if individuals realize the system's importance and significance for them, they develop greater feelings of ownership toward it. Similarly, one can argue that these feelings of ownership toward the target are positive. Research results have shown that (1) strong social standards (affecting attitudes) regarding a new information system lead to stronger psychological ownership and (2) the emphasis during initialization communication should be on how the new system enhances and boosts the work process, not so much on the actual usage. Continuous communication – listening, discussion, and influencing – is a requirement for the development of feelings of ownership. (3) Taking part in the development process and sharing responsibility with users or user groups also positively promotes psychological ownership (Paré, Sicotte, & Jacques 2006).

3 METHODOLOGY, CONTEXT, RESEARCH MATERIAL, AND PROCESS

This chapter discusses the methodology, context, material, and process of the research. The examined change process "sales force effectiveness, targeting sales growth by improvement of sales performance, began in the autumn of 2004. The actual change was scheduled for 2005-2006. The research was conducted as an action research and continued until the spring of 2007. This study includes presentation of the process of action research (see also Luoma 2010). In addition, the extensive and diverse action research material collected during the change process (2004-2007) is presented in this chapter.

This study is a case study. It concentrates on one case only. Appreciative Inquiry (see, e.g., Whitney & Trosten-Bloom 2003; Watkins & Mohr 2001; Cooperrider & Whitney 1999) is a communicative dialogue- and action-oriented approach to change; AI was applied as a tool for change management during the process in organizational development to support action research and, in addition, as a tool for change management.

3.1 Design of the study

At first, my licentiate study was planned to broaden to my doctoral thesis. After a while, it became evident that synthesis of two different studies would lead to a diffused focus and, thus, I decided to complete the studies separately. However, the theory of case study research (Yin 2008) shows that theoretically it is possible to combine action research and case study research since the relationship between them can be either parallel or subordinate or even difficult to distinguish. In general, action research differs from case study research through the role of the researcher in data collection and research evaluation (Lehtonen 2007, 245-246). Furthermore, the focus is on development in action research (Kuula 1999, 204−208) and on understanding in case study research (Laine, Bamberg, & Jokinen 2007, 9). However, the action research process is presented within the description of the change process. At the same time I decided to separate the studies, I transferred the research language from Finnish to English; this provided for the possibility of reaching a bigger audience interested in frameworks of change management and/or psychological ownership.

In this case study, the material was collected by using the action research method. According to Rapoport (1970), "Action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework" (Rapoport 1970, 499); the term action research is used to refer to a collaborative, demographic partnership as well as a participatory investigational approach in which a wide array of actions and methods is used (e.g., Coghlan & Brannick 2010). As a research strategy within academic fields, action research might be considered challenging; setups in the social reality are in continuous change and data grow all the time (Kuula 1999). The process of action research can be perceived through the double hermeneutics of Giddens (1987): Research changes the world during the process but at the same time the world changes the research and has an effect on it.

Case study research is intensive, "in depth" research *within* the unit of observation (Swanborn 2010). As a research strategy, it focuses on understanding the dynamics of complex phenomena present within single settings (Eisenhardt 1989). Stake (2005) identifies three types of case-study: (1) intrinsic, which is concentrated on understading one specific case itself, not on accomplishing generalization or theory building, (2) instrumental, which refers to examination of a specific case to facilitate understanding of something else to generalize, and (3) multiple case study, which is an instrumental study where a number of cases is involved. In this *instrumental case study* (see Stake 2005*),* the case plays a supportive role to understand change management, and especially antecedents of successful change, through the psychological ownership framework.

Organizational changes are conducted in countless different ways. In this specific change, the tool applied for action research and change management was Appreciative Inquiry, which has been applied to organizational development for several decades as a positive and appreciative approach. For this study, AI was selected because it is the tool that enables the internal expertise of the organization to be used for planning and implementing change by treating personnel as knowledgeable agents (see Gioia 2013). Also, this method was chosen to naturally activate the several critical antecedents of successful change which were linked to planning and implementation of organizational change (i.e., active participation, efficient communication, clear vision, and feedback on progress).

The method used in conducting the process of change successfully activated a new kind of appreciative and democratic conversational culture during the process of change. The same method and the newly created conversational culture were also later utilized within the change process called "on-time delivery" (OTD), which separated itself from a subproject into a standalone project. The researcher has no data about permanence or impermanence of the OTD practice in the work community after the end of the SFE process. Also, note that the evaluation of the results of the study was conducted separately and from a different perspective than the results of the SFE change process within the target organization. From the organization's viewpoint, the goals of SFE were reached and even surpassed. However, while success is interesting, the goal of this study was not to evaluate the results of organizational change but to understanding why the antecedents of change successfully contribute to change. This was examined through the framework of psychological ownership.

3.2 Context and research material

Next, the context of change within the target organization is explained to provide a common understanding of the situation in the case organization when the need for this particular change was realized. In addition, this study examines the change planned, implemented, and completed in an industrial company.

The target organization is a large multinational company within the metal industry. It provides a wide range of products (e.g., pumps, agitators, compressors) and services within several manufacturing sites and more than a hundred service centers and sales offices worldwide. This study examines one particular change that was carried out in one unit of the company, mainly the sales department at the Finnish headquarters, as well as the global sales offices. In the beginning of 2005, three teams in sales unit were based in Finland: Sales in Finland (15 persons), export sales (9 persons), and spare parts (9 persons) for a total of 33 employees. In addition to the Finnish sales team, 11 managers and directors from global sales offices were involved in the change and the study (e.g., seminars, first interviews, inquiry) representing their own geographic areas. Also, some people vital for the change process, such as the president and vice president of the division and two Finnish plant managers, were involved in the study through reciprocal interaction (e.g., in AI-based seminars) as well as interviews and inquiries. During the change implementation, the sales team format was changed and increased with two new teams. At the beginning of 2006, the sales department in Finland consisted of 37 employees: sales in Finland (17 people), export sales (8 persons), spare parts (4 persons), sales development (4 persons), and sales projects (4 persons).

In this study, the collected data are extensive and diverse. Data were collected from 2004 to 2007 as an action research. Table 8 summarizes the research material. It provides information about the material to the extent that it was meaningful and calculable.

TABLE 8 Material collected during the change

Research material	pcs: year	2004	2005	2006	2007
1. Interviews (at beginning)	41		X		
2. Interviews (at end)	32				X
Inquiries in Finnish	32				X
Inquiries in English	9				X
Personnel magazines	16	X (3)	X (6)	X (6)	X (1)
Seminars and note books	10		X	X	X
Summaries from seminars	132 flipchart papers		X	X	X
Memos	many	X	X	X	X
Sociogram	1		X		
Other (e.g., internal information)	many	X	X	X	X

The main research material includes 73 interviews (41 at the beginning and 32 at the end of change process SFE) that were all transcripted and 41 inquiries (32 in Finnish, 9 in English), as well as material created during the 10 seminars implemented using AI (e.g., 132 flipchart papers). Additional research material included 16 personnel magazines from the years 2004-2007 (all of which were published during the action research process), materials from seminars (e.g., note books, summaries, evaluations), memos written during the action research including minor interviews, and a sociogram which was implemented with all the Finnish employees concerned to form the new teams during the change. Other material includes internal information received from the management (e.g., internal data, organizational reports concerning the change process). Not all memos and documents were included in this study because of their large quantity and low value for the research or the confidential nature of the documents. However, the reviewers of the study had access to that information. Data were partly used in planning and implementing the change in 2004-2007 as well as for an earlier study (Luoma 2010). The first interviews at the beginning of 2005 provided the main data for planning the change further and for determining the themes for the first AI seminars. Second interviews and inquiries were conducted after the change process, at the beginning of 2007. Between the collection of the main research material (interviews and inquiry), other extensive material was gathered during the action research. In terms of importance for the reorganization, the sociogram was highly relevant.

The research material had two main functions: (1) Give immediate information for the researcher and the management to advance the change process and change management in the organization and (2) form the research material for both licentiate and doctoral studies. For the management, the main information sources of the research material for change management were the summaries of the first interviews and information based on memos and the sociogram. All the information was analyzed and delivered with anonymity (see Gioia, Corley, & Hamilton 2013).

Following the objectives of the study, in this *case study*, the data were analyzed within the framework of certain theories of change management and organizational change as well as the theory of psychological ownership. Table 9 presents how the research material was used to answer the research questions in the analysis to achieve the objectives of the study.

TABLE 9 Research objectives, questions, and materials used for analysis and theoretical frameworks supporting them

Purpose of the research and research objective	**Research question**	**Main research material used for analysis**
The purpose of this doctoral dissertation is *to elaborate existing theoretical and practical knowledge* of change management in organizations in terms of antecedents of successful change. Also, it is *to provide a psychological ownership perspective to further understanding of change management in terms of particular antecedents of successful change.*	The main question of this study is: "Why do certain factors - communication, participation, clear vision, and demonstration of achievable progress – successfully contribute to change from the perspective of the theory of psychological ownership?	
Understand the particular antecedents of successful organizational transition toward the desired state through the lens of psychological ownership (framework).	In the situation of organizational change, what should the envisioned organization be like to become the desired object of psychological ownership (target attributes), and what are the boundary conditions for that?	Interviews Other AR material Inquiries
Understand the role (effects) that psychological ownership (of the members of organization toward the organization) may play in change management practices and outcomes within planned change.	How can the organization operate (routes) in a change situation so that the motives facilitating the emergence of psychological ownership are satisfied so as to achieve the envisioned and desired state?	
	What are the effects of psychological ownership on the result of change and how does the organization benefit (positive outcomes) from psychological ownership within the change context?	

As the study concentrates on antecedents of successful change and the desired state of the organization (vision to be reached), both interviews were used for analysis since they were conducted before and after the particular change SFE. Inquiries conducted in 2007 provided particularly relevant information as well since the salespeople from countries other than Finland were not involved in the second round of interviews. In the analysis, the respondents are marked with numbers, which provides the possibility of following the responses of certain respondets.

3.3 The change process SFE as an action research

In this subchapter, both organizational and research-based needs and goals for the particular change are described. Also, the research process is presented as an action research. The stages of organizational change and action research are compiled in figures on a temporal continuum. Thus, the baseline for the analysis is set within this chapter. The process of material collection (action research) was presented in my licentiate thesis (Luoma 2010); however, since the thesis was written in Finnish, it is important to bring forth both the change process and action research process here as well. This chapter presents those processes and brings additional views to the change context and process by offering more intimate knowledge of the background and the starting points of the change. Thus, this chapter opens up the change process: planning, implementing, and supporting the change from the viewpoints of both the organization and the researcher. Additionally, the stages have been linked to each other by reflection and evaluation from the perspective of the facilitator of the process and action researcher.

3.3.1 About the study design

My long path in the dissertation process started in the autumn of 2004 when I responded positively to the question asked by the director of research at my place of work. The question was: “Would you be interested in continuing your further studies and starting your doctoral thesis?” He already had in mind some themes of management and organization that would be ideal for me to study, ideal in terms of my education (master in education as well as in business administration), interests (i.e., organizational and individual development, change management), and responsibilities at work as a development expert. Such research would also benefit the organizations involved and those needing new tools and knowledge on a particular subject. I determined to go on with the theme of change management. Rather quickly, within a few weeks, I had developed an initial research plan and received approval from the faculty to start my further education and the research project. By that time, three possible case organizations had been identified. I decided to start discussion with one of them first to see the possibilities and extent of cooperation for the research.

At the end of 2004, I had a meeting with the management of the company which is a global player in the metal industry, both in manufacturing and in service. We gathered to discuss collaboration for mutual benefit. I had the will to continue with my studies and, thus, my doctoral thesis and I was looking for a case organization. This particular organization had shown interest in participating in the study and, at the same time, gaining reciprocal access to my professional knowledge on change management. We agreed to begin cooperation on a forthcoming large-scale change planned in the organization. The main organizational target of change was to obtain growth through sales effectiveness. The targets of the change included enhancing customer interface time and face-to-face time, improving on efficient working processes and tools, and aiming at a higher volume of orders received. As this change process was on a large scale (considering length and monetary value of the process as well as number of people involved), I decided to use only one case organization in the study. From the sampling perspective, the case can be seen as a prototypical (see Pratt 2009), representative sample in terms of a big, global manufacturing company in the metal industry. The case was not selected totally at random but "picked up" from those three organizations that showed interest in becoming a case organization (see Siggelkow 2007).

At the time, my target was twofold: (1) Bring my knowledge on change management, and therefore added value, to the case organization in the particular change situation and (2) examine this particular change as an action research and conduct analysis in terms of "intrapreneurship" and its utilization during change. The intent was to advance theoretical and practical knowledge of change management with the methodological decision to use a positive approach to change management, Appreciative Inquiry (see Cooperrider & Srivastva 1987; Whitney 1998, 2008; Whitney & Trosten-Bloom 2003; Watkins & Mohr 2001). Intrapreneur is defined as an "employee entrepreneur, who work[s] within a corporation" (Pinchot & Pinchot 1978; Pinchot 1985) and should be viewed as a multidimensional concept with eight distinctive, related components: new ventures and businesses, product/service innovativeness, process innovativeness, self-renewal, risk taking, pro-activeness, and competitive aggressiveness (Antoncic & Hisrich 2003, 21). However, the new orientation of the study arose when I noticed the connections between AI and what is written regarding antecedents of successful change as well as both target attributes and development mechanisms of psychological ownership. As my understanding of the research context and material developed further, the concept of intrapreneurship as basis of analysis was changed into the concept of psychological ownership.

3.3.2 Preliminary planning of the change

Timing for the change in the case organization was challenging for many reasons. Previous major changes were still on people´s minds, mostly in a negative way. By the time the planning for the change started in 2004, it was four years after an acquisition had taken place and only one and half years since the sale of one of the mills. After the acquisition, the profitability and turnover of the organization, as well as the credibility of the top management, decreased sharply. At that time, the CEO was changed. The new CEO confronted the challenge of enhancing the financial standing of the organization by initiating a project of boosting profitability by reducing costs. The sale of the factory was part of this plan; it was well thought out at the company headquarters and the employees were informed early on as a part of the policy of a listed company. Early communication would have been important but it was too early for those concerned. It was considered early because the situation was open even for the management and also, the acquisition was informed as clearance. That led to a long, heavy process filled with frustration and uncertainty. After selling the mill, some months later, the general atmosphere was relieved and organizational (financial) targets were attained. The overall view of this particular change was not positive among employees, but it was partly accepted because it was planned and communicated well and it increased confidence in the future.

The consequences of the acquisition were enduring. However, roles, responsibilities, and divisions remained mostly the same as before the acquisition. Production was more efficient than earlier, but the performance of sales operations was mostly the same as it had been for years. A lot of potential existed to challenge and achieve better results. Furthermore, the global markets had changed but the organization’s resources were still located in the old markets. Presumably there were many growth opportunities both in new segments and new areas, but not many actions were taken to reallocate resources to that effect. Sales were in a static state while the world around was moving fast. Attention was needed to improve sales in terms of growth and effectiveness. In addition, well-established targets and systematic management were needed from the beginning to achieve the goals.

At the case study organization, the need for change was acknowledged. The proposed change, called “Sales Force Effectiveness,” was made in the autumn of 2004. According to Nyholm (2008, 62), a change process starts with noticing the need for a change and analyzing and justifying the options. After this, clear targets are set for the change (Nyholm 2008, 62). A project manager was chosen and the project costs were estimated. A preliminary plan for the change was created by the management at the end of 2004 (see Figure 10).

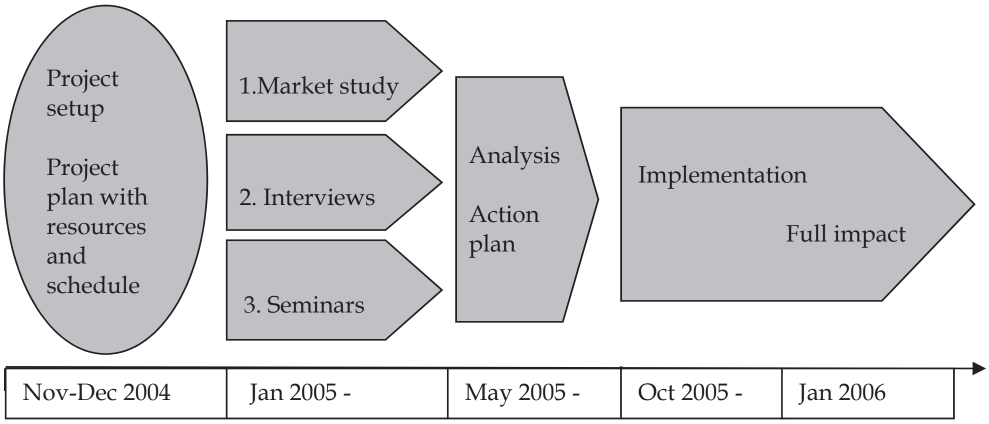

FIGURE 10 Preliminary plan for the change "Sales Force Effectiveness"

The goals were set for the next two years: (1) more customer interface time and face time, (2) more efficient work processes and tools, and (3) + 20% orders received by the end of 2006. The project scope was in the market potential, structure, sales resources, and sales management tools and processes. The challenge was approached in two ways: (1) by a focus on financial figures and (2) by a focus on people and operating principles. The market potential had to be analyzed by area, country, segment, and product, and the structure of the organization needed an update based on potential and competition. The analysis of sales resources considered quality and quantity, reallocation/potential, and training/competence gaps. Sales management tools (e.g., KPIs, targets/follow-up, key customer management) were examined as well. The preliminary analysis was conducted in January 2005 and is presented in Table 10 (modified from "Analysis ver 00").

TABLE 10 Premilinary analysis for SFE action plan

SAP
– Sales & Sales GM for Finland, Sweden, Singapore, USA, and Canada
– Intercompany GM (factory profit) for all ABUs
– Periods 12/2003 through 11/2004
SPORT & MBR
– Sales & Sales GM for Austria, Russia, France, Brazil, Australia, Japan, Germany, Spain, UK, and South Africa
– Cross-reference sales for Finland, Sweden, and USA
– Periods 01/2004 through 11/2004 + linear estimation for a full year
FMF and PPI Segment Analysis

Market studies and sales organization teamwork revealed the sales areas and countries with poor coverage and the products with low sales or high potential. Table 11 presents a draft of the organizational analysis.

TABLE 11 Draft of organizational analysis

1. Incremental Sales, Main Potential
– Finland/agents and Russia have market potential to grow
• Resource re-allocation from FIN
• Training
– Well-established European sales offices to focus on
• Cross-selling
2. New Products to Existing Markets
• Keep our position against [competitor´s name] in [product area]
3. Cost Saving Potential / Sales Offices
– CPT
– Exit own offices and move to rental offices (in X and Y)
– Re-analyze the structure to manage the agent network
– Small offices to operate as agents
4. Training (Advanced Product Training)
5. Processes and Tools

The draft of the analysis (in Table 11, modified with “X,” “Y," or [ ] because of confidential information included) supported certain areas’ potential for incremental sales, cost savings, and training and examined appropriate processes and tools. Also, it showed that the main market potential was mainly in Finland and Russia, the European sales offices were to focus on cross-selling and new products to existing markets, and cost-saving potential was found in some sales offices and the agent network. Advanced product training, processes, and tools were needed as well.

3.3.3 Toward an action plan by conducting interviews

The intent of the interviews was to obtain information from personnel and management for use in conducting and managing the change by appreciating the experts’ unique know-how and knowledge of the organization, work, and changes within it. The themes of the first interviews were discussed with the management so that during the interviews the appropriate issues could be noted in terms of the organization in question and the change conducted there. Similarly, it was meaningful for the researcher to learn “the vocabulary” of the company such as the most common products and special terms so as to understand informants´ lived experiences and represent the voices of informants in reporting (see Gioia et al. 2013). Additionally, it was important that the interviews were perceived as meaningful and beneficial within the organization. The interviews served as the first phase for composing an action plan of change.

To compose the actual action plan of change, the interviews had to be conducted as soon as possible. The interviewees were chosen from various sales roles, as extensively as possible from the entire organization. The selection was made by management and researcher in cooperation, based on shared selection criteria. Criteria for choosing the respondents included using numerous and knowledgeable informants who viewed the focal phenomena from diverse perspectives (see Eisenhardt & Graebner 2007). Thus, they were selected from all levels and roles within the sales organization and had various lengths of service and diverse work experience within the organization. Furthermore, during the interviews, the interviewees were asked to name other potential interviewees whom they perceived to be vital for the change or had an important role in co-operation with sales. This way, the employees who worked in positions other than sales roles (e.g., as a link between sales and production) also became interviewees. Thus, the number of respondents increased by more than ten. However, the researcher was prepared for more interviews to ensure saturation of the research material. Finally, the number of interviewees grew quite a bit from the original plan as a global sales meeting in Finland enabled a broader perspective for the study. At the very beginning (in the premilinary research plan), the researcher anticipated conducting about 10 interviews at both the beginning and the end of the study for a total of 20. Ultimately, 73 interviews were conducted.

The interviews were conducted in early February 2005 because there was a sales meeting held in Finland during week 11, enabling the global sales personnel to be interviewed face to face. Management's commitment to the research and interviews was highlighted when the chief executive officer sent an informative invitation to the interviews approximately two weeks earlier (see Attachment 2). At this point, there were 41 interviewees: 29 Finns and 13 people from the global sales offices (Spain, Australia, South Africa, China, Singapore, Germany, Brazil, USA, Canada, Great Britain, and France). The interviews with Finnish personnel were mainly conducted in week 10 and the others were scheduled during the sales meeting the following week. The average duration of the interviews was about one hour, with a range of approximately 30-90 minutes per interview. All interviews were conducted in an environment familiar to the interviewees. During week 10/2005 the interview room was a peaceful, private conference room within the corporation's own offices. During the next week (11/2005), the interview room was a conference room next to the sales meeting. Some noise from the lobby and corridor reached the space. This somewhat influenced the quality of recordings and the concentration of the interviewees, but was not particularly disruptive.

The interviews were semi-structured. One important element was to know the interviewees' background and obtain adequate background information at the beginning of the interview. Also, all interviews started with an appreciative question regarding respondents´ felt success in the organization: "Describe your most recent success in the organization: When and how did it happen?" An additional question about success in the organization was also asked: "How (in your work) can you influence/contribute to your organization's success?" (see Attachement 3). Then the interviews continued with themes of "recent changes in the working life" and "(up)coming changes," Thus, the first-round interviews provided information about past changes in the organization, the situation at the time of the interview, and the future hopes based on the expertise and experience of management and employees. Receiving sufficient information from the interviewees was ensured by proving specific themes as well as both general and detailed questions to be used according the need; the outline for the interview included both precise questions and broader themes, but during the interview the researcher adjusted the questions to suit the interviewee and the situation (see Attachment 3). For many of the interviewees, mentioning the theme was enough, after which they openly voiced their thoughts on the topic (and sometimes off the topic). Some of the interviewees were rather laconic, in which case the interviewer helped them along with more precise questions. The interviewer's task was to ensure receipt of sufficient information from each interviewee by carefully following informants´ responses and being flexible to adjust interview questions if needed based on informant responses (see Gioia et al. 2013).

According to the schedule, there were three to five interviews daily. The researcher conducted them, except in one Spanish-language interview where she served mostly as an observer and facilitator. The interviews of the international sales personnel also involved a colleague of the researcher, ensuring the fluency of the interviews conducted in English and helping to take notes. In addition, the colleague conducted one interview in Spanish. The researcher and her colleague ("as outside perspective") made sure the notes were as precise as possible during the interviews by writing down a maximum of respondents´ terms and staying close to their experiences (see Gioia et al. 2013). This was made possible by the good knowledge of interview themes and the semi-structured way of proceeding, where the interviewer did not have to concentrate too much on questions and was able to concentrate on responses. Saturation of the material was reached and noticed by the end of the prearranged interviews as responses no longer provided novel information on the main themes.

When all the interviews (41) had been conducted, recordings were handed over to an independent transcriber because it was not possible for the researcher to withdraw from her full-time job – which also included the change process that was started at target organization – as extensively as the transcribing process would have required. In addition, transcribing had to be conducted on a tight schedule as any work on the action plan for the process of change required the information from the interviews. The transcribing was also hastened by having three transcribers: two transcribing the Finnish interviews and one the English interviews. The interviewer's colleague who conducted the Spanish interview transcribed it and translated into Finnish. Transcribing of the Finnish interviews was done in March 2005. The exact transcripts of the interviews in English and Spanish were not received until the autumn of 2005. However, as two interviewers were present in those interviews, it was possible to have the responses noted down very precisely. These notes were used for the action plan, as actual transcribing was conducted later.

The researcher started working on the analysis (based on notes made during the interviews) in February 2005, before receiving the transcribed texts. Processing the material moved forward smoothly because all interviews were already familiar to the researcher and common themes had emerged during the interviews. Summaries of Finnish respondents' (in Finnish) and others' (in English) were separately drawn up from the analyses for management's use and another more concise summary was prepared for distribution to the corporation's personnel. Analysis was conducted in terms of successful change (i.e., how to improve internal performance in the organization within the change context). Common themes found in the interviews were own / collective / management contribution to success in the organization as well as to (earlier and future) organizational changes, expectations, and implementation of SFE change (e.g., communication, management, products, tools, markets, cross-selling, support from organization).

After performing the interview-based analysis, the researcher presented the results to the executive management team, suggesting how the results could be utilized by applying Appreciative Inquiry as a management tool for positive change (see, e.g., Whitney & Trosten-Bloom 2003; Watkins & Mohr 2001; Cooperrider & Whitney 1999). Management approved of and engaged in the use of AI during these three seminars. The primary purpose of the interview-based analysis was to provide information on which to base the change action plan. However, the interviews had already served as preliminary appreciative interviews for upcoming AI-seminars. The action plan was conducted together with management and personnel in AI-based "Success Story" seminars in April 2005. From the action research point of view, the first phase of the change process can be called "setting the need for the change, analyzing" (Figure 11).

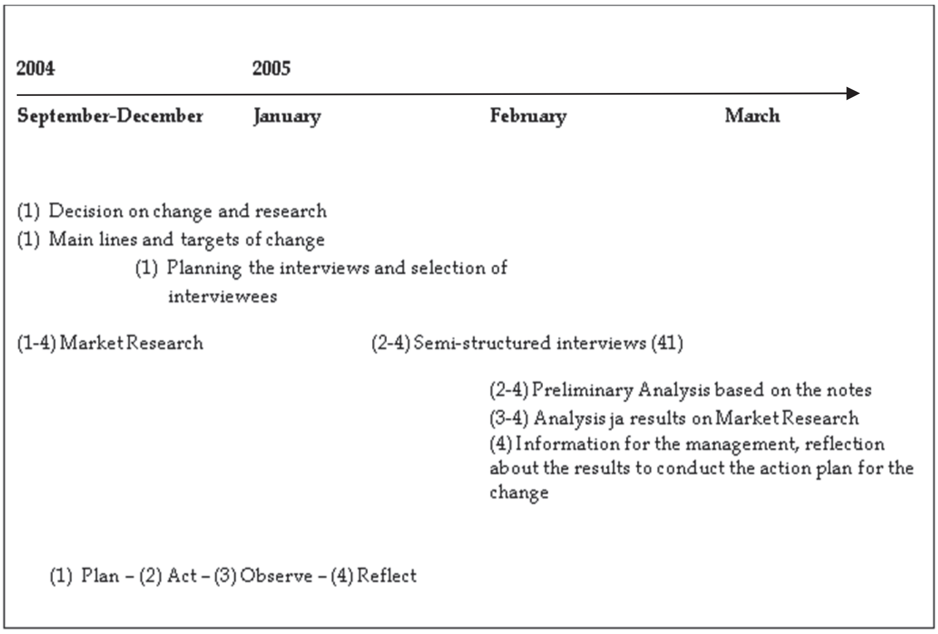

FIGURE 11 Phase of the change process "setting the need for the change and analyzing" presented in action research stages

The same phase can be seen as an entirety where all four stages (plan, act, observe, reflect) of action research occur. Functionally presented, it is as follows: decision and primary plan of change and research (1 - plan), first actions as market study and interviews (2 - act) that led to analysis (3 - observe) which brought information to plan seminars and main action plan (4 - reflect).

Note that all action research stages presented in Figure 11 also include the same four stages of action research. For example, the market research that is the main tool to gain information for analysis to produce the action plan is also about observing the environment. Also, it is a function that operates through the recurring cycle of action research. By conducting market research, information about the situations in markets and their changes as well as those factors affecting them is acquired and understood. Market research needs to be planned carefully by determining the targets (plan). Then the concrete data collection may take place (act). Implementation, analysis, and application require continous observation and reflection (observe, reflect) to ensure that the target group and the channel for information collection are the correct ones and that they provide enough information for making desicions. The plans are evaluated and modified if needed.

From the viewpoint of the facilitator and action researcher, referring to separate action research material (especially the interviews), the first phase roused personnel in the target organization to discuss both earlier and upcoming changes. The management team, already well aware of the main lines and targets of the change, was in action to prepare the kickoff. The rest of the organization had some tentative and doubtful inspections. The personnel did have an earlier change process in their mind that had demanded many reducing and cost-cutting operations. The interviews provided information and development ideas for both management and the facilitator on the upcoming change and detailed the expectations for adequate communication and information during the change. This information was appreciated and taken into account in the planning and implementing AI seminars and the change SFE.

3.3.4 Creating common understanding and communication of needed change

Three Success Story seminars were planned and implemented by the sales department. According to Bushe (2011), an important first step in the AI process is to identify the focus of the inquiry itself, the affirmative topic. The topic was called “sales growth success story,” defined according to what was regarded as essential to the overall success (success defined as growth in sales and high interest of those leading the organization) (see Gioia 2013). The first set of seminars was conducted in April 2005. The sales department was divided into two groups which took part in two identical seminars. An additional full-day seminar was conducted for the global sales force during the sales meeting in Germany in May 2005. The seminars were conducted using AI (see Attachment 4). As presented earlier, AI is a tool for change management (see Cooperrider & Srivastva 1987; Whitney 1998, 2008; Whitney & Trosten-Bloom 2003; Watkins &

Mohr 2001). AI proceeds according to the 4-D model where the 4 Ds represent the following stages: Discovery, Dream, Design, and Destiny or Delivery.

Seminars were given the name “Successful Growth Together – Sales Growth Success Story” to create a positive spirit in the change process. The following targets of the seminar were created by the management and the researcher together:

1. Create a vision and an action plan for the change that is simulated by shared success and experience.
2. Create a dialogue and develop the organization through communication, cooperation, and participation.
3. As a result, the employees of [organization] are better able to commit themselves to shared success /common goals toward success.

During the seminars, the sales personnel had an active role in planning the change and the researcher operated as a facilitator supported by management. While working on the action plan of change, the researcher acted as an external expert bringing into the process know-how of organizational change and change management, as well as a tool (AI) to be utilized in the development seminars. A new understanding of operative changes was actualized through information distribution as personnel from different levels of the organization brought their views to the collective discussion through democratic dialogue (see, e.g., Gustavsen 1985, 1992). The role of management during the seminars was twofold – to present personnel with current information about the present state of the organizational change and to participate as equals in the development work.

In the Sales Growth – the seminar’s first stage Discovery (or Finding), the dialogue was conducted by using the topic of appreciative questions. In AI, meanings and action are intertwined; people create significance and a shared future through dialogue at the same time (Watkins & Mohr 2001, xxxii, 26). Each participant told in the group a story of their own success in the organization either in general or according to the group’s (environment-related) theme. According to Bushe (2011), despite the possibility of having others´ experiences asked about in AI (e.g., customer experiences or best customer service organization to be found), most often participants are interviewed about their own “best of” experience because it is recognized as a key innovation of AI (Bushe 2011). The themes of dialogue and appreciative interviews of the organization’s operation at its best and successes within the organization were:

- Successful events: What is the operation of [organization] like at its best?
- Valuations: What is appreciated in [organization]?
- Fluency of cooperation
- Functionality of sales
- Leadership at its best
- Events that have created enthusiasm
- SPP's strengths
- Dreams connected with [organization´s] operation

The themes produced a great amount of information. For example, the following elements of success in the organization were discovered: excellent products, high-tech products, skilled people, good process and application process, close to customers, delivery time, sales network, good pricing strategy, and good market (see Attachment 5).

Progression of the dialogue and themes (production/CSS/projects) utilized in a process were described in an exercise booklet of the AI seminar and in a presentation of the procedure in AI seminar days. According to Whitney and Trosten-Bloom (2003, 6-7), the topics chosen for processing are crucial from the perspective of the organization as they become objects of learning and innovation. AI's effectiveness is based on positive questions which are meaningful to respondents or essential for organizational success (Whitney & Trosten-Bloom 2003, 1-4). In this seminar, the guiding positive questions were, for example, "what are our stories of success in our organization like?," "what is our organization's operation like at its best?," and "what should we be like in order to reach our dreams?" AI aims to build a future on positive experiences and in this way to create a positive, successful thread between people as the foundation of organizing the organization (Whitney & Trosten-Bloom 2003, 6−10, 57−71). Figure 12 shows the design of a seminar day as it was presented to the participants.

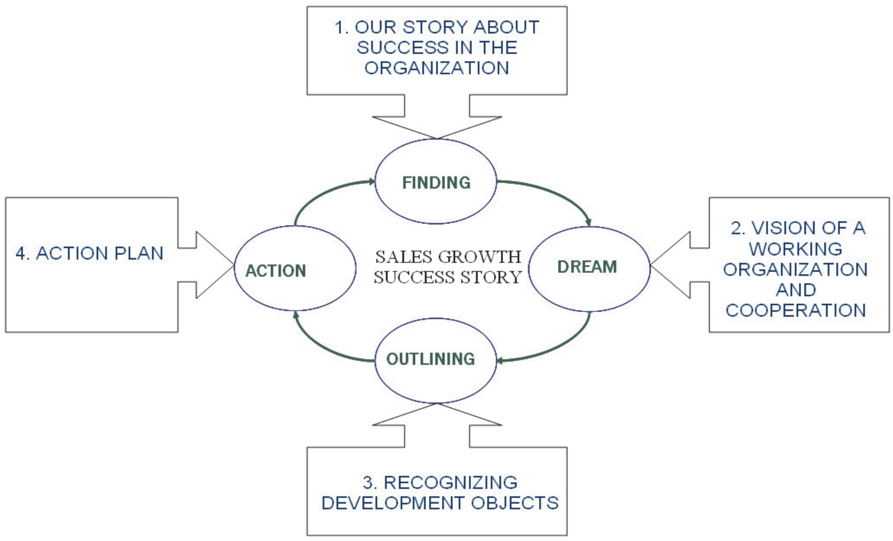

FIGURE 12 Design of seminar day "Sales Growth Success Story"

In the seminar's second stage (Dream), the vision for the change was determined with the question "what should we be like to fulfill our dream?" In this stage, the "dream" was to reach the goals of sales growth. A vision for the organization's sales growth was composed with open dialogue and debriefing the earlier group work (see Attachment 6). The vision was defined as:

- A desirable situation for the different parties
- A situation possible to achieve

- A situation possible to communicate
- A situation clear enough to steer decision making
- A situation flexible enough to allow changes

According to Whitney and Trosten-Bloom (2003) every human being is good, curious, and open toward life-oriented researchers. People and organizations head toward what they research (Watkins & Mohr 2001). In this seminar, participants were encouraged to focus on success and identify the organization's operation is at its best and, based on these aspects, to determine to what the organization's members were able to commit. Next, to illustrate the output of this stage, the premilinary visions for the SFE formed in Seminar 3 are presented in Table 12.

TABLE 12 Premilinary visions for the SFE formed in AI seminar 3

SFE Seminar 3 – VISION	Team:
We want to be a happy team which runs a smoothly operating organization with ontime deliveries (internal and external) and profitable growth in new markets, as well as new products to old markets.	Production
We seek active CSS selling and to become a partner (be more present) by using the best market prices (just below pirate step-in) and 24h service. Replace / upgrade of installed Ahlstar base (~100,000 pcs) / competition base to AhlstarUP => Problem solving.	CSS
What is a project: - CHF 200,000 - 20 pumps - Strategic for customer / [organization] Any of above We want to become the first choice full-line supplier for projects in target markets. We want to provide customer-focused profitable project business.	Projects

Stage three, Design (Outlining), involved working in teams. Stage three was based on the Findings and Dreams to identify the topics to develop concrete proposals for the sales growth project to reach the new organizational state. Some topics had already been identified based on interviews and the sales meeting and the discussion was initiated with the question, "Which proceedings in organizational development do we commit to? Identify the most important topics, complete the existing list, and write down the new development topics on a flip chart." Topics recorded were delivery time, training, clear business structure, documentation, centralized project management team, and sales tools.

In the fourth stage, Delivery (Action), the teams conducted an action plan that was based on their own group theme (Production / CSS / Projects). The seminar closed with presentations of the vision and action plan by each team to communicate their conclusions to the rest of the participants. After the seminar, all the produced material (flipcharts) was collected, compiled, and utilized for the final action plan for change.

The operational content of all three seminars was similar. Implementation was fine-tuned based on observations and reflections made during the seminars. Personnel and management from the Finnish sales organization as well as additional people from the production organization were invited to both seminars held in Finland; 32 people were invited to the first seminar and 47 to the next. There were 29 (1st) and 40 (2nd) participants in the two seminars. Some management representatives took part both days; other than that, the assemblies differed. The third seminar, held in Germany, was customized because of the multi-ethnicity of the target group and the tight schedule of the seminar.

Thirty-nine sales people from around the world took part in the seminar held in Germany on May 23, 2005, in connection with the organization's own sales meeting. The seminar was conducted in English. Some management representatives participated in the operation, similar to the earlier seminars. The setup of the seminar followed the model of the earlier seminars. The content was edited to fit the target group and the goals of the seminar. Altogether, approximately 120 people participated ng in the three seminars held between April and May in 2005. The mission of the second action research phase of the change process was the creation of a shared understanding and the communication of the need for change, the target of change, and the mode of implementation (Figure 13).

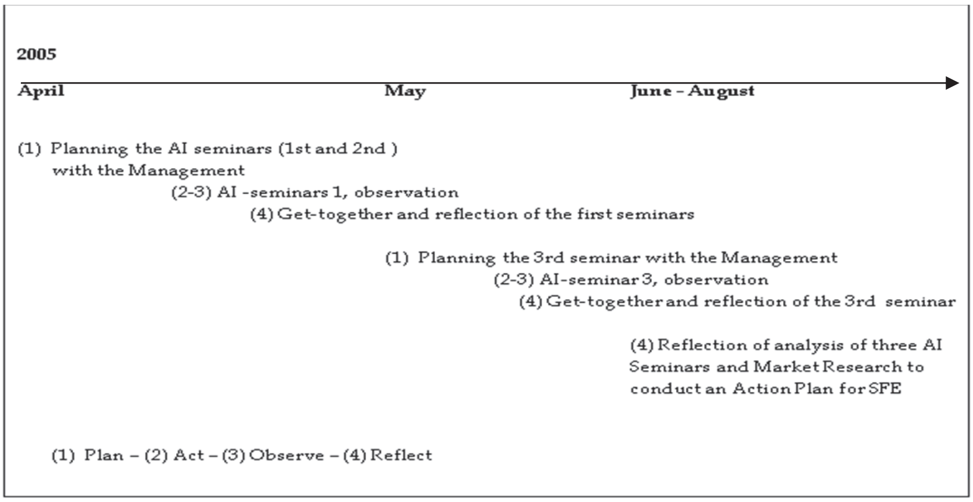

FIGURE 13 Phase of the change process "creating common understanding and communication of needed change" presented in action research stages

The second phase of the change process comprised two cycles of action research: planning, implementing, observing, analyzing, and reflecting on the three AI seminars, both collectively and individually. During the seminars, the role of the researcher was to act as a facilitator, which allowed for active observation. From the viewpoint of the facilitator and action researcher, referring to separate action research material, during this phase, "creating common understanding and communication of needed change," members of organization were encouraged to participate in planning the change by bringing in their own expertise for the organization's benefit.

The seminars' cooperative, appreciative, and positive way of using AI proved to be a successful choice; the participants were engaged in the goals of the day and actively brought their own experience and expertise to the shared discussion and planning. The Finding phase of the seminars brought out an extensive array of positive matters and experiences of the organization (see Attachment 5). Factors for positive issues included experience, dynamism, enthusiasm, and know-how of global staff, the organization's good reputation and approachable management, and an excellent and comprehensive product selection. The seminars supported the information that emerged from the interviews and also contributed additional information for compilation of the action plan.

3.3.5 Setting, compilation, and communication of the change plan

During the summer of 2005, analysis of the three seminars was conducted based on themes of production, CSS, and projects. Based on these seminars and the analyses of market research, the management defined the actual action plan for the process of change. In September-October 2005, the follow-up steps in the process of change were discussed with the management and a decision regarding the necessity of additional seminars was made. Through information obtained from the earlier stages, the organization composed the final action plan, notified personnel of it, and started the scheduled procedures presented in the action plan. The role of the researcher was to observe the situation and to collect action research material (e.g., briefings, appointment announcements) and to maintain open lines of communication between the management and personnel. Implementation of the next phase, which was related to clarifying the roles and resourcing, was also agreed on with the management. Implementation was a part of the action plan of change and the decision was to implement it with the already familiar AI-based seminars.

From the viewpoint of the facilitator and action researcher, the major outcome of this stage was the action plan of change SFE, its completion, briefing, and start of implementation (Figure 14).

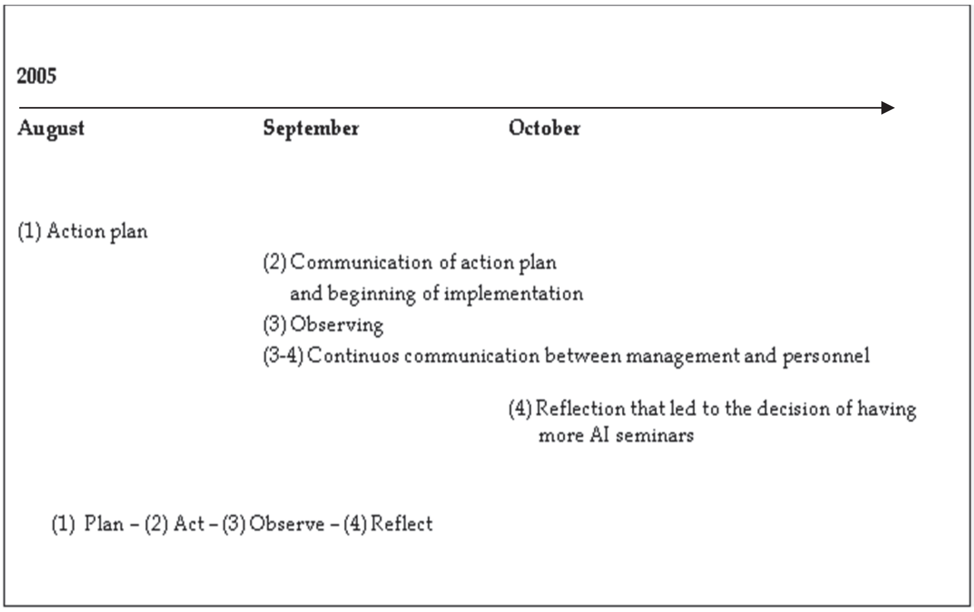

FIGURE 14 Phase of the change process "setting, compilation, and communication of action plan" presented in action research stages

Development of practices occurred actively during the process of change. An action plan of change was based on procedures conducted in the fall of 2004 and spring of 2005 (i.e., market research, interviews, seminars, management team deliberations, discussions). The plan grew relatively large, including 47 subprojects. Also, the subprojects were extensive in their own right, including the entire global business arena of the organization. The subprojects were related to structural changes (12 subprojects), cross-selling (8), sales and segment responsibilities (14), business process development (6), new products (3), and resources and training (4). Because of their extent, the subprojects were often split into several steps. The organization's internal structure changes, such as new units, tasks, and manager responsibilities, were naturally included in the implementation of the action plan of change. The researcher considered the management's decision for additional seminars using the method from the earlier seminars to be excellent, as it once again gave members of the organization decision-making power in matters significant to them, an opportunity to feel appreciated for expertise, and a chance to engage them in the operations and goals.

3.3.6 Managing change: roles, resources, and communication

The fourth phase of the change process took place from November 2005 to January 2006. It involved planning and implementing the second stage of change seminars (= 4th and 5th AI seminars) for a sales organization in Finland. This stage commenced with two alternative days on November 17 – 18, 2005. Altogether, 51 people (24+27) from the sales organizations were invited to the seminars and 49 persons (25+24) participated. The seminar included structural reinforcement and partial renewal of unit division and informed the employees of the change and new manager responsibilities related to it (see Attachments 7-8). Information sharing of the sales growth project's current stage (e.g., results of interviews, action plan-based seminars and sales meetings, organizational changes, appointments), the definition of tasks and the necessary know-how of the new units, and the adaptation of SFE targets for new units were the goals of these seminars. In Nyholm's (2008) definition of stages in the change process, the seminars would be placed at both the second (Goal) and third (Implementation) stages. The goal phase included, for example, clarification of the roles of operators and individuals taking part in the change, ensuring the management and allocation of resources, and communication of decisions. The content of the seminars was a part of the implementation of the action plan, and change management and supporting change as part of the implementation stage (see Nyholm 2008, 62).

The seminars commenced with information sharing related to the current state of change, continued with group work by units, and concluded with everyone participating in individual work which centered on roles and the change needs of the sales organization. The members of the sales organization, who were not present at this stage, conducted and returned the individual work separately to the researcher via e-mail or letter. Based on the individual work, a proposal for a new format sales organization was made as sociogramms. Also, suggestions were introduced related to the physical locations of units. The suggestions were brought to an extended management group during two separate meetings in December 2005. In mid-December, informal discussions were carried out with eight personnel. These personnel had been suggested to be the strength of the new unit but they themselves did not see the creation of a new unit as necessary. During these discussions, notes were taken to create a summary for the management group. On December 20, a small group of 10 representatives of management once again went through the processes of the new sales organization's units, which defined the required know-how and features for the prospective staff members of the unit. At the end, the decision for a renewed organization was made at the executive team meeting and later the heads of the units notified their subordinates – new and existing – of the decisions.

The second part of this phase was a seminar conducted on January 11, 2006. This was also directed to the sales organization. The aim of the seminar was to continue the work started in November: to find solutions to the internal changes within the sales organization and to discuss the forthcoming changes with respect to targets, responsibilities, rules, and processes within new units. Through the many discussions and seminars conducted with personnel, the researcher sought to receive and to give additional information about the change and to remove uncertainty regarding the change (see Nyholm 2008, 62). On January 31, 2006, manager training on change management was conducted based on detected need. The duration of the manager training was one day and 11 upper and middle management representatives took part in it. The themes of the day were the roles and responsibilities in normal situations and in change, development and change of groups, and management of change. The final theme was divided into three subthemes: manager´s and employee´s engagement to change, effective and successful leadership in change situations, and possible "rocks" (places of failures) in change management.

This phase of the change process involved a very active implementation stage as well as action material collection. During this stage, the researcher spent more time in the organization and had many discussions with personnel and management. An exceptionally high amount of research material (other than interviews), such as notes from discussions and executive team meetings, was collected during this phase, as compared to earlier phases. From the viewpoint of the facilitator and action researcher, the significance of this phase (see Figure 15) once again stemmed from participation, cooperation, and giving the members of organization opportunities to influence.

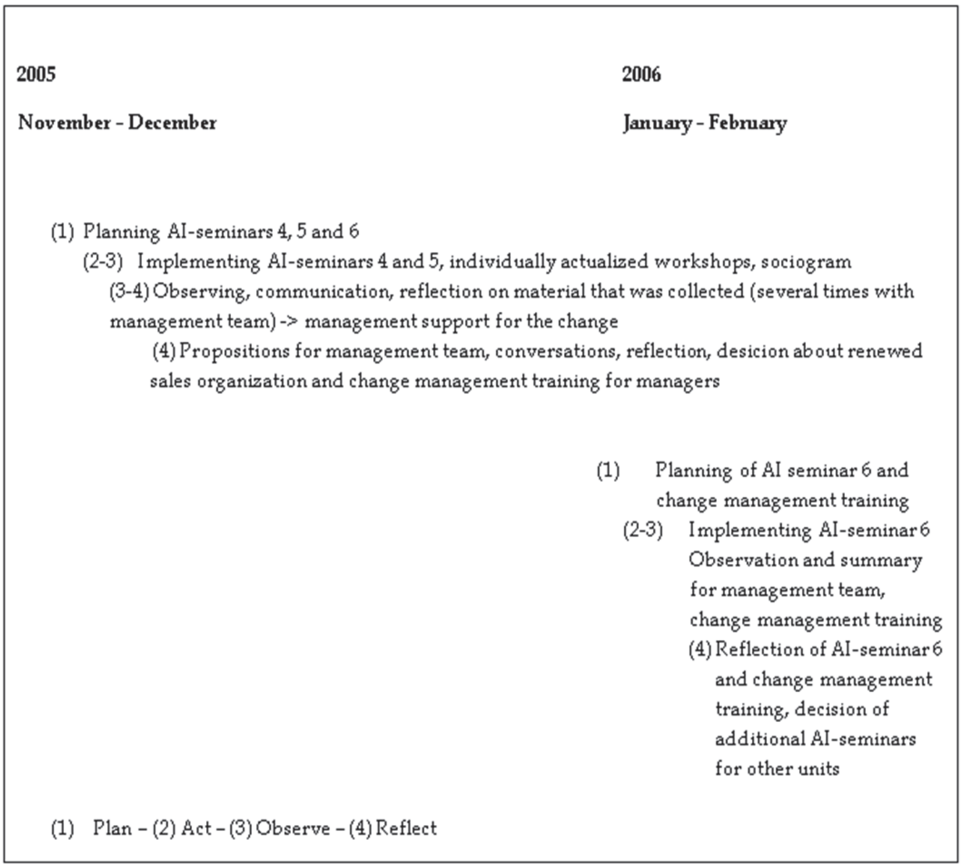

FIGURE 15 Phase of the change process "managing and supporting the change: roles, resources and communication" presented in action research stages

In this phase "managing and supporting the change: roles, resources and communication," a sociogram was used as a new element for the restructuring of units in a justified manner and interviews as a method for producing additional information and completing collected data. These were perceived as good, participatory, and engaging solutions. The change training conducted for managers was perceived as significant in the participants' opinion. The feedback collected at the end of the manager training was quite positive, the training having exceeded the participants' expectations. The addressed topics (i.e., the group's development stages) were perceived as important and fitting to the ongoing situation. Additionally, the examples employed were perceived as relevant and meaningful. The managers felt that the training provided a basis for reaching the targets of change.

3.3.7 Consolidating and supporting the change

In the fifth phase of the change process, customized additional seminars for sales supporting units, such as maintenance and spare parts, business development units, and R&D were planned and carried out. These seminars emphasized the development of units' own operation as a part of the implementation and support of SFE and thus the operation of the entire organization. The timing of this phase was between February and June 2006. The seminars were conducted in the same way as before, using AI. Only a few people from these units, mostly managers, had participated in the earlier seminars. From Nyholm's (2008, 62) change stages, this stage was about not only implementation of change but also partially its stabilization.

The seminar for the business development unit and R&D was conducted on March 29, 2006, and 10 people, including the unit manager, took part in it. The planning of the seminar was done by the researcher and the manager of the unit. As visionary thinking and future forecasting were vital conditions for successful operation of the unit in question, members of the unit were given a preliminary assignment which outlined the seminar day. The preliminary assignment was called "Scenario of the Future," in which the organization and its operational environment were observed within a time span of five years, sketching the organization's upcoming intent and journey forward, alternative states, directions of change, and development paths of the future. The goals of the seminar for the business development unit were to (1) clarify the segment's relationship to other operations and strengthen its role as facilitator and global supporter of business strategy and (2) engage in dialogue and develop the unit and organization through communication, cooperation, and participation.

Two separate full-day seminars were held for customer service support (CSS) and spare part operations, both of which were customized with managers of the unit. The first seminar was conducted on April 11, 2006, and was aimed at the unit's officers. The second was conducted on June 14, 2006, and was aimed at other employees of the unit. The main goal of the seminars was to find solutions to grow the business, but they also acted as orientation for new employees. The premise of the seminars was the targets of the CSS unit, which were to keep up the current good level of operation and to ensure growth and profitability of the business. Another target was to engage in dialogue and to develop the CSS unit and organization through communication, cooperation, and participation, as well as to model the solutions through shared successes, resources, and goals, utilizing the diversity and creativity of individuals. Eighteen people took part in the first seminar and 27 in the second. Managers were present in both seminars.

The change process's fifth phase (see Figure 16), called ”consolidating and supporting change,” involved development of the operation of the sales supporting units and activation of thinking directed to the future as a part of change. The year 2006 can be seen as the time of stabilization of change in the organization as the subprojects had been started according to the action plan and new units became operational at the beginning of the year. The change had thus proceeded according to the original schedule (see Figure 10).

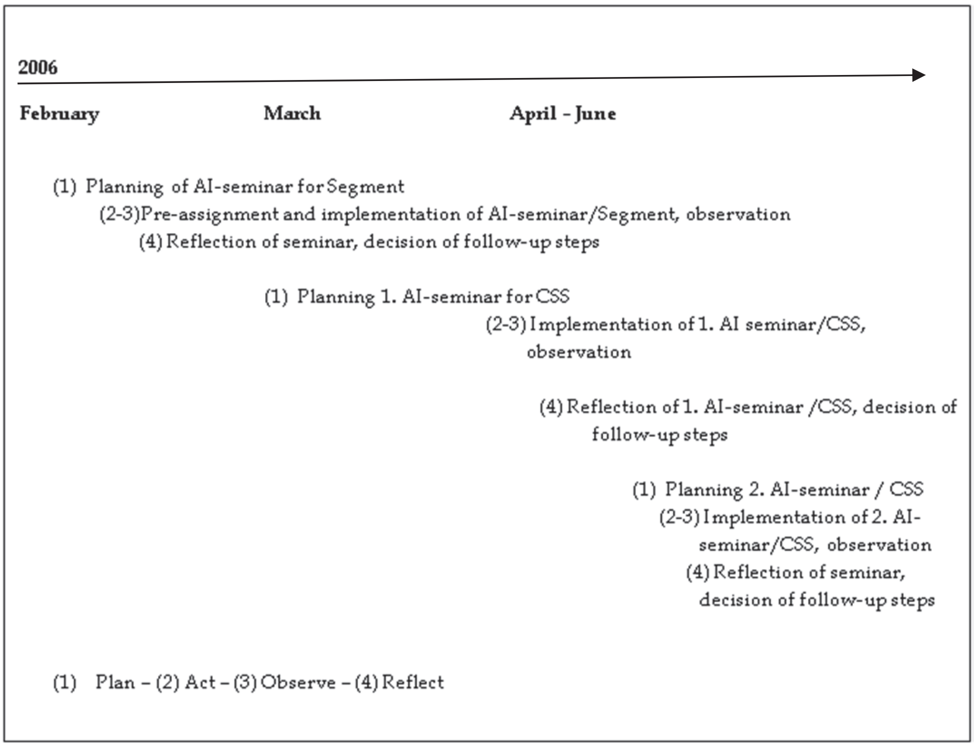

FIGURE 16 Phase of the change process “consolidating and supporting the change: roles, resources, and communication” presented in action research stages

From the viewpoint of the facilitator and action researcher, this phase of the change process was particularly significant from two perspectives: support and stabilization of change. The sales supporting units were familiarized with the change, its implementation, and the support provided and, at the same time, their operation was developed in a direction which would better support new or renewed sales units and procedures. The seminars related to this stage were once again perceived as meaningful by the participants, based on quality feedback collected from the seminars (see Attachments 12-17) as well as the researcher's observations. AI as a method was a suitable solution for this type of work and the participation activity and atmosphere of the seminars were also very good. The seminars exceeded expectations and were beneficial for both the participants themselves and the organization as concrete results were immediately visible and new ideas from the personnel were brought to management's use readily.

3.3.8 Closing

In the beginning of the summer of 2006, the organization's management team, unit managers, and supervisors gathered for a cooperation seminar where the ongoing change was reflected upon and a new change project targeting particularly development of production operation was started. This project had been one of the subprojects in SFE, but a stronger emphasis was needed. This need stood out strongly in both the management's reports and in unofficial discussions with and interviews of personnel in May 2006. The project in question (on-time delivery) was left out of this action research because the researcher did not have a similar role as in SFE and thus it became a separate project. However, the researcher took part in initiating the project and acted as a facilitator in three AI based seminars during the fall of 2006. The new change project (OTD) was initiated in a seminar held on June 2, 2006, where only members of the organization's management participated. During the fall of 2006, the researcher was involved in production development-related seminars which were directed toward the development and introduction of a concept for developing improvement in on-time-delivery. These seminars were customized and based on the familiar model of AI.

In addition to the previous seminars, the fall of 2006 was the time of implementation and stabilization of the other subprojects of change and action research. By visiting the organization during the seminars as well as via e-mails and personnel magazines, the researcher obtained information on the progress in change. The actual operations were started and implemented according to the schedule, focusing strongly on 2005 and early 2006; 2006 was therefore the time for stabilizing change. The change project was declared complete according to the schedule at the beginning of 2007. The new project of OTD, which began in June 2006, continued as a separate change process.

The second round of interviews was conducted in March and April 2007. The goal of these interviews was to collect information of the completed change, mainly for the researcher´s use. In March 2007, semi-structured follow-up interviews were conducted for the same (plus a few additional) Finnish employees as in February 2005. There were 32 interviewees altogether and the interviews took about 30 minutes on average per respondent. The themes and questions were listed and presented to the respondents (see Attachments 9-10), but the operational mode followed the first rounds of interviews in that the researcher gave the interviewees general themes which they could discuss quite freely. The themes were “success on recent changes” and ”implementation of changes usually / SFE / OTD.” The researcher asked further spontaneous questions only when it was necessary to clarify a point (see Gioia 2013). Phases of the change process ”changing the status from subproject to separate change and closing of the main change” are presented in the action research stages shown in Figure 17.

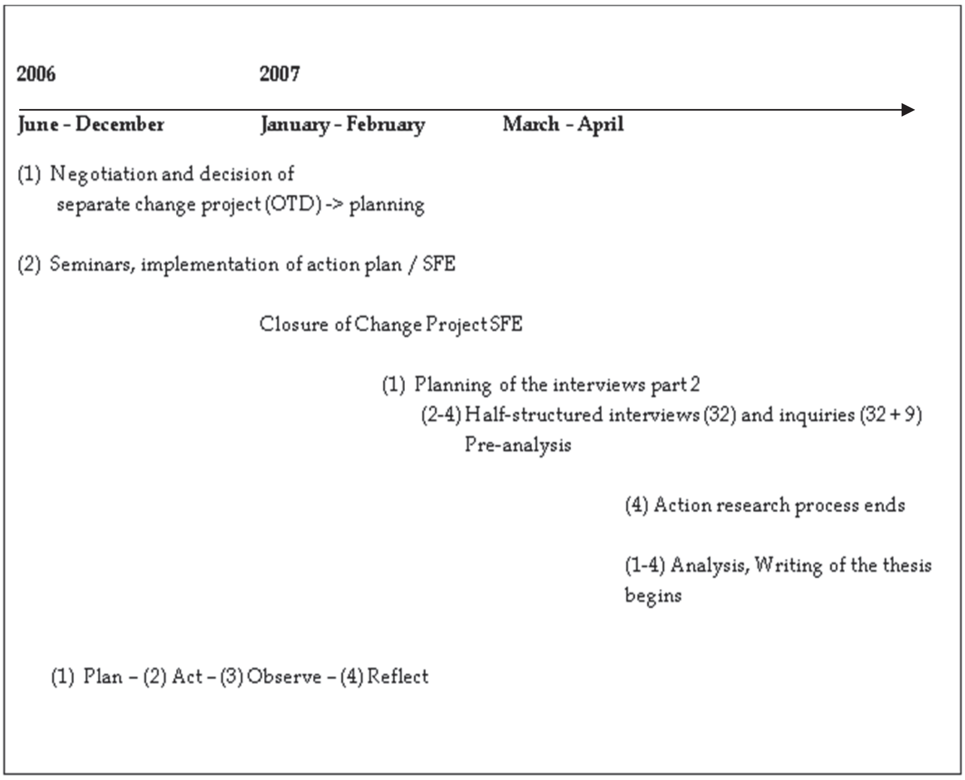

FIGURE 17 Phases of the change process “changing the status from subproject to separate change and closing of the main change” presented in action research stages

In addition to the interviews, questionnaires were prepared and presented to the Finns (32) as well as the global sales personnel (9). The latter were not interviewed in the follow-up phase for practical reasons as they represented five different continents and there was no similar global sales meeting as in 2005, where the interviews could have been conducted with reasonable effort and travel expenses. The global questionnaires which were electronically completed and sent to the researcher via e-mail (see Attachment 11) differed a little from the Finnish forms. As no final interviews were conducted for the global sales personnel, they had six additional open questions in their questionnaires, related to their own work, organization, and change.

Table 13 presents background information on the target group of the questionnaire. It includes all respondents presenting their gender, position, and department in frequency and percentage.

TABLE 13 Background information about the target group of the questionnaire

Gender

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Male	36	87.8	87.8	87.8
	Female	5	12.2	12.2	100.0
	Total	41	100.0	100.0	

Position

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Expert / Officer	19	46.3	46.3	46.3
	Middle Management	17	41.5	41.5	87.8
	Executives	5	12.2	12.2	100.0
	Total	41	100.0	100.0	

Department

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Sales	26	63.4	68.4	68.4
	CSS and Spare Parts	2	4.9	5.3	73.7
	Segment and R&D	4	9.8	10.5	84.2
	Production	5	12.2	13.2	97.4
	Other	1	2.4	2.6	100.0
	Total	38	92.7	100.0	
Missing	System	3	7.3		
	Total	41	100.0		

Men were well represented (87.8%). Experts/officers (46.3%) and middle managers (41.5%) were quite the same quantitatively; executives were a smaller percentage but were nevertheless well represented. Most respondents were from sales (68.4%), as expected. Also, some people came from production (13.2%), segment and R&D (10.5%), and CSS and spare parts (5.3%) and one (2.6%) came from another department.

The final interviews and surveys occurred for the Finnish respondents practically consecutively. The questionnaires for the Finnish target group were presented in connection with the interviews so that after each interview there was enough time – altogether 90 minutes for the interview and the questionnaire – to complete the questionnaire. The researcher wanted to ensure that the questions were understood correctly and in the same way as others; thus, the questions on the form were first gone through by research and respondent together. The researcher could also ensure that the respondents completed the forms with care. Also, respondents could ask questions if necessary since the researcher was present in the room. In addition to numerical Likert–style evaluation, it was also possible to add written comments to every answer. Most of the respondents took advantage of this possibility. What undoubtedly influenced this was the researcher emphasizing the importance of the written comments as additional information.

3.3.9 Summary of the change process

In examining the preliminary plan for change (see Figure 10), one can see that the change was implemented nearly exactly according to the original plan. Table 14 presents a comparison of the original plan and the realized change process (see Nyholm 2008, 26).

TABLE 14 Original change plan compared to realized change

Timing	Plan for the change (Fig. 10)	Realized change process (Fig.11-17)
fall 2004/2005	Project set up, preliminary project plan, market research, interviews	Analyzing and setting the need of change
4-8 / 2005	AI-based seminars for the Sales Unit	Creating common understanding by participation and communication (AI seminars) about the need for change and its goal (vision) and implementation to enable change readiness.
8-10/2005	Completion of first analysis, action plan for SFE change	Composing, setting and communicating the plan, clear vision.
11 / 2005 - 1 / 2006	Implementation	Change management and supporting the change: roles, resources, communication and participation (AI-seminars, sociograms).
2-6 / 2006	Change "in full speed"	Supporting the change and stabilization, communication and participation (AI-seminars for the teams), demonstration of achievable progress (personnel magazines, information sharing, seminars etc.) Closing of the change.
2-12 / 2006 beginning of 2007	Change "in full speed" Closing of the change	

The biggest single modification in the action plan of SFE was to remove one subproject to become a separate change process called OTD. OTD was officially started in June 2006. Other changes in the action plan mostly were refinements.

4 INTERPRETATIONS OF CHANGE MANAGEMENT THROUGH THE PSYCHOLOGICAL OWNERSHIP LENS

Chapter 4 describes how the study was conducted, continuing with the analysis. The analysis is a theoretical and empirical interpretation, aiming to fill the research gap by following the research questions presented earlier in Chapter 1.2. Chapter 4.1 describes the interpretive analysis and, in addition, presents examples of the analysis. The analysis begins as the motives of psychological ownership are examined (in 4.2) to explain what kind of motives the organization needs to fulfill to enable employees to become motivated for change. Then (in 4.3), the target attributes and the boundary conditions for the feelings of psychological ownership within the change context are presented. In 4.4, the three major experiences/routes through which PO emerges are explained and examined. These routes facilitate development of the feelings of psychological ownership to the desired state of the organization after transition. Chapter 4.5 presents the main effects of psychological ownership on the result of change as well as the benefits (positive consequences) from the psychological ownership perspective within the change context. Chapter 4.6 gives an overview for collective psychological ownership to extent it occurred in the research context. Finally, a summary of the analysis is presented in Chapter 4.7.

4.1 Conducting interpretive analysis

The interpretive work of this study aims to add theoretical understanding of change management in organizations in terms of understanding antecedents of successful change, simultaneously leading to increased practical understanding of the phenomenom to develop the practices of change management in organizations. Understanding will be the result of iterative and interpretative processes of analysis. The presentation of the analysis follows the order of research questions. An abductive approach best describes how this research material was confronted. The work is based on research material but does not deny the theory that affects the background. It has its basis in the researcher´s earlier knowledge, continuous reflection, and cumulative learning process. In this analysis, the researcher acts as a case study researcher, not as an action researcher as when collecting the research material (see Luoma 2010).

At first, *the research plan* was to analyze the material collected in action research by using the concept of intrapreurship. In the early stage of the study, I encountered the term psychological ownership during a management lecture at the university. I found that the theory of psychological ownership was relatively novel but I was convinced of its utility considering the motivational base which was also linked to the change context. Dirks, Cummings, and Pierce (1996) were the first to generate theoretical examination of psychological ownership in organizations within the change context. Their contribution directed to conditions under which individuals promote or resist change (Dirks et al. 1996). However, the concept of psychological ownership has been familiar since the early 1950s. As it often happens in research work, my research plan encountered a fundamental change since it was elaborated further from a new perspective. The framework for the analysis of the study on change was changed from intrapreneurship to psychological ownership. After some years of research and theoretical construction, psychological ownership was followed by an additional construct of collective psychological ownership. Unfortunately, this additional view could not be intensively examined in this study as research material was not gathered with the collective perspective in mind.

In this study, a great amount of empirical research material was collected by action research to be used in the analysis. Interviews and questionnaires emerged as the most applicable material for analysis. Other action research material was to support the analysis. Empirical data and data collection of the study are presented earlier in Chapters 3.2 and 3.3. During the data collection, the initial analyses were started immediately after the first interviews. They were conducted using theme analyses to gather and analyze information for management of the case organization for the action plan of the SFE change process (in spring 2005). Initial analysis was conducted and the results were presented using three geographic areas: 1) Asia-Pacific (Singapore, China, Australia, New Zealand), (2) Europe (excluding Finland) and South Africa (Germany, France, Austria, Spain, Great Britain, and South Africa), and (3) Americas (Brazil, USA, and Canada). As having a main focus in this study, analyses and results of the Finnish sales team proceeded separately. Themes of analysis followed the themes of interviews: (1) the organization and success in the organization, (2) recent organizational changes and their implementation, and (3) upcoming changes and suggested keys to successful implementation (e.g., products, markets, working tools, support, trainings, management). At this point, the psychological ownership framework was not used in the analysis. However, the data became more familiar to the researcher and provided a great amount of information for the management to change planning and interviews as well as a good base for AI-seminar preparation.

The most extensive and deepest analyses of the research material were conducted using the psychological ownership framework, as interpretative analysis took place in 2013. At that point, the data were completely familiar to the researcher. This study can be seen as the interplay among theory, collection of empirical material, and interpretation where theory and previous literature form the deliberately open and adaptable framework of interpretation (see Nordqvist 2005).

Analysis of this case study was completed as *both inductive and deductive analysis of the content* where research material was analyzed first data-driven and then through a pre-set, but not coercive, theoretical framework. The researcher´s presumptions on feasibility, recoverability, and usability of the psychological ownership framework for understanding change management were developed during action research based on understanding the research context and material. *Inductive data-driven analysis of the content* was conducted by studying the research material in the context of organizational change, looking for expressions, ideas, and experiences of psychological ownership. By marking and collecting these items, the data were simplified for further analysis (see Tuomi & Sarajärvi 2009, 109). Premilinary analysis of the content contains many different kinds of summaries and tables that were continuously changing as examination and theory elaboration processed. Most of them are in Finnish and contain confidential information (such as names) and thus are not included in this report. However, examples of both premilinary theoretical examination (Attachment 1) and analysis (Attachment 18) that were produced at this stage are in the attachments so that the reader may connect the raw data with the analyzed data and the analyzed data with theory elaboration (see Bansal & Corley 2012).

Further deductive analysis can be divided into three sections: (1) analysis employing the themes of the psychological ownership framework (e.g., Pierce et al. 2001, 2003, 2011, 2) analysis using the change management framework (Lewin 1947; Kotter 1995,2007), and (3) analysis combining the frameworks of change management (antecedents of change management) and psychological ownership (job characteristics model; Pierce et al. 2009, 2011). Material samples collected within data-driven analysis of the content were analyzed according to the selected themes. Analysis (1) was started on selected themes of psychological ownership: motives, development mechanisms, consequences, and target attributes. The themes were selected in accordance with the research questions. Summaries for further analysis were, for example, of motives with 32 pages, "routes" with 16 pages, target attributes with 8 pages, and consequences with 19 pages.

Then Analysis (2) continued by combining the change management framework to the change process and psychological ownership. The research material was analyzed using two main models of change management: Three-Step Model of Lewin (1947) and Eight-Step Model of Kotter 1995, 2007). They were connected to the main antecedents of successful change, development mechanisms, and motives of psychological ownership as well as to the realized change process of SFE. The information was ultimately summarized in three pages. However, this part was not used in final version of the dissertation study following the advice of the premilinary examiner. Thus, this part of the analysis was re-conducted using another framework (general model of planned change). Also, this phase included summaries of combinations of change success and framework of PO (17 pages) as well as of AI as a tool for change management.

Last, Analysis (3) combining the frameworks of change management (antecedents of change management) and psychological ownership was conducted with the job characteristics model (Pierce et al. 2009, 2011), which was ideal for further examination and presentation of results. Thus, the analysis was conducted in terms of antecedents of successful change, core job design characteristics, and the "routes" and "roots" (motives) behind them, as well as outcomes/effects. The first-round analysis of antecedents of change and core job charachteristics produced a summary of 22 pages. The results of this analysis are presented later in Figure 18. The material was divided into the themes of antecedents of change: clear vision, active participation, effective and credible communication, change readiness, and demonstration of progress in change. Then, antecedents of successful change were examined through a "revised job characteristic model" as applicable for the analysis; Pierce et al. (2009) linked five core job design characteristics - feedback, skill variety, task identity, task significance, and autonomy – to psychological ownership and their relationship to many effects.

To provide information on how the analysis was conducted in the first phase of deductive analysis, Tables 15-17 present examples of analysis on the themes "target attributes," motives of PO, and development mechanisms. Examples are presented by material samples that are examined using the theoretical frameworks of change management and psychological ownership and suggest contributions for the study.

Next, in Table 15 material samples for the target attribute, "minimally visible and attractive to the individual" are presented.

TABLE 15 Examples of analysis on the theme ”target attributes”

Target attribute	Material sample	Meaning	Contribution
be minimally visible and attractive to the individual	”It is good that this is moving and we are moving into the areas which have bigger potential and not where opportunities are smaller. It hasn´t been like this previously. We have not fixed resources but instead moved them where they are needed. I think this was a great opportunity for growth.” 17 ”…this positive approach [AI] and involving everyone, one group at a time, was the crucial factor, I do believe so.” 28	“People are not willing to invest themselves unless they see powerful and attractive advantages of the proposed change” (Kotter 1996, 9) “In general, targets with attributes such that they can satisfy the motives of efficacy and effectance, self-identity, or having a place are better candidates for PO.” (Pierce et al. 2003)	Because motivation for change needs to be created to enable the change, Appreciative Inquiry was proposed as a tool and technique of positive change helping to create a visible and attractive state of organization under which employees become motivated for change.
	“I think that it [change process] has started well because of the genuine desire [to succeed]. The whole SFE project succeeded very well. The feeling has been that we would have changed – whether or not the world around us had changed. There was a true will to grow business, to find something new.“ 17	“To arouse interest and attention, the vision needs to attract people and be visible for everyone.” (Pierce & Jussila 2011)	A clear vision that is attractive enough to arouse interest and attention of organizational members is a priority for success of the organization and any planned organizational change.
	“--- I think we have succeeded. I could say that these two years have been the best of times and it [SFE] has been managed well. At least I have been very happy compared to previously.” 21	“The target must be experienced by the individual.” (Pierce & Jussila 2011)	Each member of the organization needs both an individual and a collective understanding of a common future to be able to make a commitment to it.
	“I had low motivation in my earlier work but through SFE I got a new job [that has affected positively my work motivation].” 30	The target must capture the interest or attention of the individual. (Pierce & Jussila 2011)	A clear vision that is attractive enough to arouse interest and attention of organizational members is a priority for success of the organization and any planned organizational change.

Examples of analysis of the motive of "efficacy and effectance" are presented in Table 16.

TABLE 16 Examples of analysis on the theme "motives"

Motive	Material sample	Meaning	Contribution
Efficacy and Effectance	"There is a slogan in my daily job: Work has to be useful. I try to make priorities in order to be efficient and avoid the waste of time." 37 "I am in such a place which should bring added value to this organization and some kind of [positive] results through my own work. … As I have a front-row seat following the situation, I can affect quite a lot by working hard. The amount of results are dependent on it." 3	"The motive for possession is in large part being in control." (Isaacs 1933)	Psychological ownership toward the desired state of the organization is promoted by the motive of efficacy and effectance.
	"When every aspect has been worked on in teams, within a large group of people, everyone's opinions have been heard and the decisions and choises are better than they had been, if made alone or by the sales managers only. It is based on the fact that this is co-operation." 28	"Psychological ownership is grounded, in part, in the motivation to be efficacious in relation to one's environment. Due to the innate need for feelings of efficacy and competence, individuals are propelled to explore and manipulate their environment." (Pierce et al. 2003)	Through their active involvement and participation during the organizational transition, employees feel that they have greater influence on change and the motives of efficacy and effectance may be satisfied and thus feelings of PO may appear.
	"And then about the self-confidence we have: If we want to make things happen we´ll make them to happen. If we want to do "whatever" – for example in marketing – there are huge possibilities and we are able to do almost anything." 4	"Because of the innate need for feelings of efficacy and competence, individuals are propelled to explore and manipulate their environment. These person-environment interactions may result in the exercise of control and subsequent feelings of personal efficacy and competence." (Pierce et al. 2003, 89)	"Through active communication and information provision on change and its progress people in the organization feel they have intimate knowledge and, thus, the motives of effectance, stimulation, self-identity, and/or social identity may be satisfied and thus feelings of PO may appear."

Similarly, Table 17 presents an example of analysis on the theme “development mechanisms.” The table presents material samples and suggests the meanings and contributions for the motive of “efficacy and effectance” as well as the route of “coming to intimately know the target.”

TABLE 17 Examples of analysis of the development mechanism ”intimate knowing”

<table>
<tr><th>Dev. mech.</th><th>Material sample</th><th>Meaning</th><th>Contribution</th></tr>
<tr><td rowspan="3">Coming to intimately know the target</td><td>“I get enough information within my organization (sales).” 30</td><td>“ … when an object is known passionately (intimately), it becomes part of the self. (Beaglehole, 1932)</td><td rowspan="3">Feelings of intimate knowledge about the change and its progress came through active communication and information provision, that was supported by AI .

Through the intimate knowledge, feelings of PO toward the desired state of the organization (B) were developed.

Feelings of intimate knowledge and control over the target of PO (desired state of the organization) promotes readiness for change, which is seen as a supportive link to success in change implementation.

By the feelings of intimate knowledge and control over the target of PO (desired state of the organization), people are able to be part of creating and keeping clear the shared meaning of the vision.</td></tr>
<tr><td>“We have many kinds of, experienced people in the house [new organization]. Simply asking you´ll get information if only they have it and if you are willing to receive it. That is for sure.” 21</td><td>“ … the more information possessed about the target of ownership, the more things are felt throughout and deeply, and in the process the self becomes attached to (one with) the object.” (Pierce et al. 2003)</td></tr>
<tr><td>“It suits well for a large ship [such as our organization] that people´s opinions are heard, everyone is heard, and things are thoroughly discussed. Then a suggestion and possible changes are made. It would be terrifying if the decisions would simply be made according to the [manager´s] mood.” 2

“Nowadays I feel that we are doing quite well, we communicate more than before. All of us have had different problems and it is good to hear how they have been solved – there are different cultures and habits in different countries – how they solve those problems, etc. It certainly is good as this kind of information transfer is valuable as well.” 1</td><td>“People come to find themselves psychologically tied to things as a result of their active participation or association with those things.” (Pierce et al. 2003, 92)

“ … through this process of active association, knowledge develops, and the gardener comes to feel that the garden is his or hers, that he or she is one with the garden.” (Pierce 2003, 92)

“through the process of association, we come to know objects.” (Beggan & Brown 1994)</td></tr>
</table>

The theoretical frameworks of both psychological ownership and change management proved versatile in the analysis of content combining them. Citations from both interviews and questionnaires (open questions) have been used selectively in the interpretative text in Chapter 4 as many of them emerged several times in different connections and, also, because of the great number of such citations. This refers to the nature of psychological ownership as its target attributes, motives, routes, and consequences are connected to each other in many ways. This means that most often there is not one without the other. However, use of the selective method in the main text is considered a part of the researcher´s responsibility to ensure that the study is not too complex to follow.

4.2 The motives to fulfill to enable the organization to become the desired object of PO

This study has its roots in the three stages of Lewin´s (1947) change management model. The basis of this model is that motivation for change must be created before the change can occur (Lewin 1947, 37). Motivation means that motives exist. Next, an examination of the motives of PO is offered in the context of change and in working to change the environment toward the new state of the organization. This examination is intended to describe whether and how the motivation for change can be facilitated by motives of psychological ownership. The motives that facilitate the emergence of PO – need for efficiency and effectance, self-identity, home, stimulation – do not directly cause the feelings of PO as development of these feelings needs one or more routes to occur (Pierce et al. 2011). However, the pre-requisite is that the target of possible psychological ownership satisfies the motives of PO (Pierce et al. 2010).

4.2.1 Self-identity

> Identity is at the interface between the individual and society. People develop a sense of self-identity as a result of viewing themselves from the perspective of how others view them" (Pierce et al. 2003, 89).

Psychological ownership toward the desired state of ownership is promoted by the motive of self-identity. The self can be seen as a source of strength and predictive power that has a strong effect on an individual´s disposition toward change (Dirks et al. 1996). In SFE, the sociogram revealed that most people experienced their "own job" to be within the unit in which they already worked. However, as almost all employees experienced at least some changes in their job descriptions because of the transition, the re-design of self-identity in the workplace was needed.

> Personally, my workload has grown and priorities have changed from a supporting role to independent tasks." 5

Complex jobs imply more skills and abilities and provide better opportunities to use discretion and to make decisions. Thus, an employee has a larger impact on the job, which results in the finished work being a reflection of the individual (Pierce, Jussila, & Cummings 2009, 483). People use ownership to define themselves, to express their self-identity to others (Pierce 2001, 300), and to maintain the continuity of the self and thus become psychologically attached to the target of ownership and integrate it into the self (Pierce et al. 2003, 89-91). In SFE, some people found themselves in the new unit, successfully, as they wanted to find a new place and new self-identity within the new organization.

> I wanted to get away from there [the former department]. I don´t remember if I was asked [to work for the new department] or whether I expressed my desire [to move] at some point. But shortly after I had inquired [after other possibilities], within a week, I was asked what would I think about this kind of a role? Wasnt´t there a questionnaire at some point on what people wanted to do or…? Well, it must have come from somewhere like that. 30

> …I then moved to this newly founded project group. For me it was kind of a personal success. 30

Additionally, some people got a new challenging position from the new organization.

> ...Certainly it is great that management has trusted me and I try to be worth it within my own job and with my own team there. It is great that I have got such a good organization to manage. 24

According to Pierce et al. (2009, 483), ownership helps people define themselves, express their self-identity to others, and maintain the continuity of the self across time. For most people, complex jobs are more malleable; they give them an opportunity to personalize the job and the outcomes of the job. Complex jobs use more of a person´s skills and energy and thus are associated with the likelihood of being self-revealing and thereby serve to satisfy the self-identity motive (Pierce et al. 2009, 483.) Individuals seek out those objects that provide comfort and pleasure. Through ownership of the desired target, people confirm their existence and anchor it in terms of time, relationships, and places in history and thus fulfill the need for self-identity (Pierce et al. 2011, 50). In SFE, people felt importance as representatives of their jobs within a new organization. They also felt power over others resulting from their competency and target-oriented behavior and obtained recognition for that.

> My job is – slightly simplified – communication and supporting sales, production, and other units. It is mostly communication. Through clear communication and being able to supply correct answers [to queries] etc. are the ways for me to help the whole organization. I also have some smaller personal projects where organizational practices are improved. They are part of this [change process]. And as they are implemented as well as possible they are partly helping the functioning of this organization. 6

> "… my role is mostly to acquire information and to assist, thus it always makes me feel important when people need information and ask for it. 5

The individual seeks to interact to improve his or her self-esteem and to explore the environment to learn about her-/himself by experiencing the target. As interaction brings feelings of pleasure and comfort, a person seeks to internalize the meanings and take them as part of the identity (Pierce et al. 2003, 10−12). Possessions play a notable role in social interaction (Dittmar 1992). Possessions afford power over others and communicate the individual´s identity to others, thus obtaining recognition and social prestige (Pierce et al. 2003, 90).

During the SFE change process, employees were supported in their identity adaptation in many ways: First, in AI seminars, they were involved with individual and collective recognition of needed units and determination of the vision for themselves. Additionally, they were participating in determining their own place as well as others´ places in the new organization in terms of necessary and existing skills as well as aspirations for the future job. Furthermore, the first and additional interviews provided needed information as well. All this information was analyzed and presented through a sociogram. By exploring the environment and experiencing the new, desired organization through active involvement and communication during the organizational transition, employees may find roles within the new organization and thus the motive of self-identity may be satisfied and feelings of PO may appear.

4.2.2 Home

> ... It is those possessions in which an individual finds a strong sense of identification that come to be regarded as home (Pierce et al. 2003, 91).

Home refers to a physical or non-physical place or location that “reflects the discovery of personal meaning and comfort in time and space” (Pierce et al. 2011, 44). Both the need for an own place and the need for belonging to a society may be fullfilled through ownership. A person may identify with the target of ownership by having a feeling of own place to dwell, a home (Pierce ym. 2003, 89−91.) As one respondent said about his own job in the new organization:

> So, there is my own little place which I am taking care of the best possible way. 6

In the work context, the need to belong somewhere, to find a place, may be fulfilled through a certain job, team, unit, or organization. Psychologically, being experienced as a place to dwell, a “home”, requires substantial emotional investment (Porteous 1976). SFE was considered an organizational change bringing comfort and security because it offered intimate knowing of the new desired state of the organization (by communication and demonstration of progress in change) and discovery of one´s personal identity within it (by communication and participation, AI, and the sociogram). Employees felt relief in knowing that this change was to improve and enhance operations in the organization, not for operational reductions.

> At least I now feel my role is secure, not being required to move to China. I think that the communication of the positive message has succeeded well. 3

"Home" gives a person a feeling of safety, a place to dwell. Mehta and Belk (1991) suggest that possessions operate as "security blankets" because they adapt people to their new environments. Also, Porteus (1976) refers to experiences of both physical and psychic security that home provides for the invidual. As people in the organization felt secure, the change was not experienced as too painful. New units adapted well to the sales organization and their relationships with management immproved.

> SFE and this whole organizational change, it was quite painless. It moved easily from the old organization to the new one. 3

> Those [new units] are as if they had always been there, we do not think the way that this is the team that was only made then [during the SFE change process]. 30

> I reckon that any threshold is lowered even further and thus we have quite close relationship with the management. I think it improved even further by management being placed in the same office space [building]. 2

After the SFE change process, most employees were well adapted to the new organization as they felt it to be secure; the change process did not feel too painful, communication had added comfort and a positive atmosphere, new units were as if they had always been there, and management was more accessible than before.

> We have a full workload in the organization, everyone is busy and it could thus be called a success. We ensure future employment for ourselves and our employer in Switzerland is happy as well and thus I see success. 32

Demanding and challenging conditions where a person invests him/herself and/or is able to leave his/her mark on the environment create the circumstances where the home motive for psychological ownership is likely to rise and be fulfilled (Pierce et al. 2009, 484). As people experience feelings of being at home, they also raise understanding of self-identity and social identity, by being part of something meaningful. However, sometimes the boundaries of territories are difficult to see as they are not marked well or they are hard to define as they are not established meaningfully (Brown, Lawrence, & Robinson 2005). In SFE, attention was drawn to the overlapped positions of sales and segment and thus those boundaries were made clear by new organizational positions, functions, and renewal of organizational structure.

> ...Earlier, before this SFE, we [segment] were in quite a different position from an organizational point of view and then operational and daily roles of sales and line management were overlapped. Now they are quite clear. I feel it is a huge, positive change that has come from this [SFE]. 23

The core job characteristics of "task identity" and "feedback" help people develop an understanding of and more complete familiarity with the job, which promotes feelings of being at home (Pierce et al. 2009, 484). Communication about territory, such as by persuading, is part of the social contruction of "home." Territoriality is a social behavior concept that emanates from psychological ownership in the social context. People´s need for a place, a home, stimulates territorial behavior which motivates them to communicate it to others and to protect it (Brown et al. 2005). During the SFE, three new teams were formed. For about a year and a half after the teams for formed, people in the new or modified teams talked about "we" and were quite positive about the changes that had occurred.

> ...In Sales Meeting 2006, our team was introduced and again this year [2007]. We have not marketed ourselves much. Maybe we could tell people more about our team and even visit other sales offices. But we have reminded people to send us information about future projects and I think we have received quite a few offers. 30

If a target of ownership is understood as "home," its personification promotes security, identity, and individualism as representing freedom of self-determination (Porteous 1976). For example, if people regard the workplace "as home," they have found meaning for themselves and their life as well as a source of motivation from their job (Pierce et al. 2011, 44). As one salesperson said:

> My work is always with me. 9

This quotation is representative of people in the SFE feeling responsibility toward the job, self-identity connected to the job, and investment of self in own job, which enabled the feelings of psychological ownership to develop toward both the job and the organization (as being intertwined).

4.2.3 Efficacy and effectance

The motive for possession is in large part being in control (Isaacs 1933). People want to interact effectively with their environment (Pierce et al. 2009, 482). During the SFE change process, employees were provided with stimulation, exploration, and the ability to produce differences for their jobs, teams, and the organization within AI-seminars to satisfy the need for control and effectance (see Pierce et al. 2009, 482).

Employees were asked if they had an effect on their job within the new organization (questionnaire in 2007). None of the respondents felt they had no effect and only one person (2%) responded as having only some effect on the job; 10% claimed to have an effect to some extent. The rest (88%) felt they were able to have an effect on their jobs within the new organization to a great extent or very much (maximum) through "daily tasks" and "within the area of responsibility." They described their effectance as follows:

> I feel I have enough influence in my job, my boss supports my self-efficacy. 32

> My responsibilities and level of authority give me enough ways to influence [in my own job]. 11
>
> My job is relatively unstructured, so I am able to affect on my job very much. 14
>
> Well, in this role, the [senior] position already does it. However, I have always liked that I have the possibility to influence things. 17

"Psychological ownership is grounded, in part, in the motivation to be efficacious in relation to one's environment. Due to the innate need for feelings of efficacy and competence, individuals are propelled to explore and manipulate their environment" (Pierce et al. 2003). Thus, for example, own job can be seen as a tool for fulfilling the effectance motive:

> And what I have thought about my own role after working in this project group for one year, it helps these sales companies enormously. 2
>
> There is a slogan in my daily job: Work has to be useful. I try to prioritize in order to be efficient and to avoid wasting time. 37
>
> I am involved in influencing things. Whether I am able to influence as an individual is debatable. But I can certainly affect as a part of the general functions. 29

Psychological ownership toward the desired state of the organization is promoted by the motive of efficacy and effectance. Through their active involvement and participation during the organizational transition, employees feel that they have greater influence on change and thus their motives of efficacy and effectance may be satisfied and feelings of PO may appear. In the second interviews and questionnaire, employees mentioned frequently that they had been able to participate and thus to affect SFE in AI seminars, subprojects, and planning and implementing the change.

> [I had an effect on SFE]
> - through project meetings (many respondents)
> - by involvement in [AI] seminars (many respondents)
> - by participation in subprojects (many respondents)

Employees also acknowledged the importance of cooperation between the fuctions (e.g., segment – sales, sales – CSS) and being involved in developing a new team (e.g., projects, sales support) during the change because it opened new points of view and gave the feelings of efficacy and effectance.

> I had an effect on SFE through the project team and thus we have released sales persons to other tasks. 2
>
> I am in such a place which should bring added value to this organization and some kind of [positive] results through my own work … As I have a front-row seat following the situation, I can affect quite a lot by working hard. The amount of results is dependent on it. 3
>
> I have been involved in the project team from the beginning and thus I have been able to affect it and seen its developmental stages. 2

Psychological ownership toward the desired state of the organization can be promoted by the motive of efficacy and effectance. Interaction within the environment produces feelings of efficacy and effectance as well as control (e.g., Pierce et al. 2003, 89−91). At its best, possession of own work within the new organization enables employees to influence desired outcomes in the organization (see Furby 1978, 60). Through their active involvement and participation in planning and implementing organizational transition toward the desired state of the organization, employees may feel that they have greater influence on change. Thus, the motive of efficacy and effectance may be satisfied and feelings of PO may appear.

4.2.4 Need for stimulation

> Human beings are motivated to seek stimulation, to meet their "arousal requirements" (Pierce et al. 2011, 48).

The need for arousal and stimulation is one of the psychological experiences from which ownership stems. The stimulation motive drives people to seek new things and territories. It is closely related to the motive of effectance because motivational forces drive individuals acting and exploring effectively their environment (Pierce et al. 2011). In a new vision of the sales organization, sales representatives were positioned to enable targeting specific segments and maximizing efficiency. Additionally, the new positioning activated and stimulated sales representatives toward better results, leading to a self-reinforcing, strengthening, positive cycle. Despite being in new territory, sales representatives felt that now they were "in the right place."

> We have positioned every salesman in the right place to target specific segments and to maximize efficiency. 41

> …modifying this structure and communication is stimulating and as we have gotten results, they are self-reinforcing and thus we are in a positive cycle where everything strengthens the others. The market has helped in that it is active and the demand is still high. We could sell more than we can produce at this time. 28

During the SFE change process, Appreciative Inquiry was used to create new thoughts and actions as they were created through the process of collective inquiry of what works well, as well as dialogue that facilitated an exploration into employees´ hopes, dreams, and visions of what the organization might become (see Barke & Oliver 2003). AI seminars were stimulating and activating meetings that fulfilled the arousal requirements of psychological ownership (see Pierce et al. 2011, 48). In the SFE, activation for developing things together was highly supported.

> … we don´t have enough events where we could work together … If you have three days of sales meeting, why could there not be a theme which we could develop together, the people from all different functions? Certainly such themes need to be chosen carefully, what [is done] and who [does it] and they [such events] need to be planned extremely well. These [AI seminar days] were well planned and they need to be planned well to get the most out of it. 23

During the SFE, the sales organization was reorganized. In interviews, seminar days, and the sociogram, employees were able to inform about the competencies that were not in use yet and the readiness to new challenges for themselves and others. New units, positions, and work assignments were established, allowing the fulfillment of the need of stimulation. In the SFE, some people developed new motivation for the job by getting new challenges. As one employee said:

> I had low motivation in my earlier role but through SFE I got a new role [which has affected positively my work motivation]. 30

The need for stimulation explains why people leave their comfort zone of current possessions to seek out and reach for new ones (Pierce et al. 2011).

4.3 Organization as a desired object of PO within the change context: target attributes and boundary conditions

In this chapter, the desired state of the organization as the potential target of psychological ownership is presented. Also, target attributes and boundary conditions that become the desired object after transition are proposed. This chapter aims to find the solution for the following research question:

> In the situation of organizational change, what should the envisioned organization be like to become the desired object of psychological ownership (target attributes), and what are the boundary conditions for that?

The organization´s vision is intended to clarify the organization´s direction - “what we want to be” (Kaplan & Norton 2004, 32-33). It is an envisioned and desired state of the organization that is established as the desired object of psychological ownership after transition. A vision is needed in both daily organizational life and for any planned change. It defines the desired future state and determines the direction for all people in organization. The key issue of the psychological theory of change (Dirks et al. 1996) is to understand what the individual´s level of ownership is for the specific target of change as such knowledge provides information about the individual´s disposition toward change. If the change target is attractive to the self, the individual is willing to promote change efforts (Dirks et al. 1996). Similarly, according to Pierce et al. (2011), to arouse interest and attention, the target of psychological ownership must attract people and be visible to everyone. A clear vision that is attractive enough to arouse interest and attention of organizational members is a prerequisite for success of the organization and any planned organizational change.

In this study, a vision as the desired state of the organization (after the SFE change process) is proposed as a potential target of psychological ownership. In SFE, the main vision set for the change project was “sales growth by effectiveness,” which was defined by increasing business, improving profitability, and developing the sales process to improve on-time delivery. The target of change was divided into subtargets, with numerical targets for persons involved in the sales process. By intimate knowledge of the targets, the vision of the target became clearer and more visible for members of the organization. As an employee from the sales unit said:

> … to give clear numerical targets and to clearly tell how to achieve them and what is the budget. And what is the target that leads to common good. It is clear and it is told for everyone, also for those who are not directly involved in reaching the target, but only indirectly by doing their job. What I think is that we need to get the clear numbers … And when our targets are communicated to [sales] agents and others then everyone in the sales process know them. 5

The SFE aimed for sales growth by effectiveness. Using the information brought out within the first interviews and AI-seminars, the researcher noticed that a clear vision of the organization as well as communication and cooperation about it were needed. People were willing to participate in the SFE, to make the effort, and to seek common success.

> I think that it [change process] has started well because of the genuine desire [to succeed]. The whole SFE project has succeeded very well. The feeling - the underlying current – has been that we would have changed whether or not the world around us had changed. There was a true will to grow the business, to find something new. 17

The envisioned organization was made visible and attractive and this enabled it to become a target of feelings of psychological ownership. The desired state of the organization was considered attractive as it was clear; people knew that something needed to be done to keep organization on the move, so they did have the desire to grow, look for the opportunities, and reach targets to achieve the vision of change. This enabled the motives of efficacy and effectance, stimulation, and/or home to be fulfilled. Also, as the change was additive (opposite to subtractive), the disposition toward change (SFE) was mostly positive and promotive as it was intended to meet individuals´ need for self-enhancement (see Dirks et al. 1996).

> … those people do better business mostly out of their own free will and motivation when participating in these [change processes]. It requires this vast, internal communication and good sales work to see where the potential lies … We are good at it and we have a kind of reputation as well in this [organization] that Finns are the same as they are as EU members, that is, we do everything that is asked of us. We do it and get the results and do it again. 23

In the beginning of the change process, the situation and organization were too still. They were described as stationary, like "stagnant water that had already started to grow algae and to smell." Two years later, the situation had changed and the organization was experienced as attractive and energizing. In the second interview, the description of the transition was articulated by a memeber of management like this:

> Our business and organization stayed still far too long, that the stagnant water started to grow algae and to smell. Now the water is running almost clear and the changes have given a boost to what we do and vitality to our people. 23

As the change process of SFE was supported by management, the project leader, and the head of the unit, people in the organization knew what was expected of them, as the goals were made clear. Furthermore, most of them were moving in the same direction.

> We have 800 people in Finland. To succeed and to be successful in the future, it is powerful if 750 from 800 go in the same direction. It is different than having 30 people going in the same direction. Quite often it is enough to have that spearhead going in the same direction and thus pulling the others with them. In this concept [AI], the question was not whether there was enough people going in the same direction as all units were invited to go through it. 28

As the potential target of ownership – the desired state of the organization after transition – was made attractive and arousal-producing by opening planning and implementing of the new organization to everyone concerned, efficacy and effectance, as well as the stimulation motive, may have played a role in facilitating the emergence of PO (see Pierce et al. 2011, 122).

Vision is strongly related to attitude, having a positive effect on consistency of participants´ and leaders´ beliefs and values, employee trust in the leader, the extent to which employees are intellectually stimulated and inspired by the leader, and leadership charisma (Kirkpatrick & Locke 1996, 45-46). Management and the project manager for SFE were strongly committed to the change process and determined to take it further and to support it to achieve the target, the desired state of the organization. Two members of the organization mentioned the management commitment to support the change to attain the vision of the organization:

> … in my opinion, it is essential that the project leader has been 100% committed for the SFE to succeed and you can see that he has not given it [SFE] any chance to fail. 17

> Commitment of the management has supported the success in change. 11

Commitment and support of the management was noticed and appreciated by employees. It stimulated employees to do their best and to feel satisfied being involved, thereby fulfilling the motive of stimulation.

> … I think we have succeeded. I could say that these two years have been the best of times and it [SFE] has been managed well. At least I have been very happy compared to the previous. 21

> It is positive to have a change completed which has been fully supported. 17

Leadership within the organizational change context must be focused on performing change with people - not to people - to provide a basis for successful change (Higgs & Rowland 2011, 331; Kouzes & Posner 2002, 20). Thus, each member of the organization must understand the common future to be able to commit to it and find there an own "place to dwell, home." In the SFE, during the first AI seminars (April and May 2005), the visions for the units of project sales, sales (in Finland and globally), and customer support sales were determined together to open up the common vision and to make it a more hands-on version for employees (Table 18).

TABLE 18 Visions for the units

PROJECT	SALES	SEGMENT, R&D	CSS
What is a project: - CHF 200,000 - 20 pumps - Strategic for customer Any of above First choice full line supplier for projects in target markets. Customer focused profitable project business.	We want to be a happy team which runs a smoothly operating organization with on-time deliveries (internal & external). Profitable growth in new markets / with new products to old markets.	Environment -> networking in all functions (connections) Supply ➔ Total supply (product+knowledge) ➔ Increase in responsibility (product process) Knowledge ➔ Know-how → maintenance of process-concept → pumping / mixer – technologies –know-how	Active CSS selling and to become a partner (be more present) by using best market prices (just below pirate step-in) and 24-hour service. Replace / simple upgrade of installed Ahlstar base (~100 000 pcs) / competition base to AhlstarUP → Problem solving

The visions of the units were accomplished consistent with and to support achievement of the main goals of SFE. In addition to most of the sales department personnel and management, some internal partners from the plant, segment, and R&D participated in seminars, thereby bringing their perspective to the goal setting.

The emphasis in the vision of the sales unit was on happiness of both sales personnel and customers in terms of a smoothly operating organization with on-time deliveries and profitable growth. It followed the positive attitude (reflected from the AI method used in vision planning) as well as Levin´s (2000, 91) definition of vision as "a descriptive story of the desired future in action." In addition to the sales unit, the visions were set for the units of projects, segment together with R&D, and for customer service support. The project team wanted to be "the first choice full-line supplier for projects in target markets" with "customer-focused profitable project business." In addition to the vision, projects were also determined by numbers since the project unit was new. Segment and R&D wanted to reach all functions by networking as well to transfer from supply to total supply, increase responsibilities, and improve know-how within the process concept. CSS was heading toward active selling, partnership, good prices, and 24/7 service.

As motivation for change needs to be created to enable the change, AI was used as a tool and technique of positive change, helping to create a visible and attractive state (vision) of the organization under which employees may become motivated. Also, AI was a positive approach that gave people energy and belief to make things happen, to reach the goal.

> …this positive approach [AI] and involving everyone, one group at the time, was the crucial factor, I do believe so. 28

> …as we got an opportunity as part of your research to have these development days and that approach [AI] for them – beginning by positivity and having positive atmosphere throughout the day. They were really good days, our people have given only positive feedback on them … These things will be implemented, really, and it is not just having one day and nothing afterward. Many of those things have been successfully completed already. 24

Employees, as they were involved in the change process, were connected to it and its goals (vision) psychologically. The future was seen as more attractive, socially esteemed, and self-revealing than the present and, thus, the new, right direction was supported.

> It [SFE] was really educational as a whole and by itself. My opinion is that it went as it was planned, the desired results were achieved. Maybe someone thought that some bigger things would be found. As I said, it was the same for the entire company, there were small things, only pebbles, which needed to be found and then changed. So, we´ll get onto the right path and the right direction. Then it will move on. 6

> We clearly had … so many ideas and they [employees] did like that they were able to get their opinions heard this way. 24

> It is good that this is moving and we are moving into the areas which have bigger potential and not where opportunities are smaller. It hasn´t been like this previously. We have not fixed resources but instead moved them where they are needed. I think this was a great opportunity for growth and ability to react. 17

In addition to attractiveness and the organization being socially esteemed and self-revealing, the self-identity motive may serve as underpinning for the emergence of PO (Pierce et al. 2011, 121.) In AI, people create the meanings together through dialogue. Meanings and action are intertwined; a common future is generated by creating meanings together. As members of the organization change their perspective together, they begin to adapt to the desired future (Watkins & Mohr 2001, xxxii, 26). Targets of SFE that described the desired future state of the organization, such as business growth, improved viability of the organization, improved processes and communication, and comfort and communication within the organization, were the conditions necessary to be an available, receptive, and hospitable organization to facilitate the emergence of PO.

> … We first thought through what is the target. The target of SFE was that we will increase business and improve the financial viability of the organization and also to improve both processes and communication as well as job satisfaction and commitment of the individuals within the organization. It was all done by a structured approach, informing people of the plans and the targets. And then we asked the employees how should we implement these, what would work and what would not. 28

To become recognized as "home" and facilitate the emergence of psychological ownership, the desired state of the organization needs to be open and attractive (available, receptive, hospitable) (Pierce et al. 2011, 121). AI opens the opportunity for people at all levels in the organization to feel safe to communicate their dreams by dialogue and free to contribute (Cooperrider et al. 2005; Whitney et al. 2003.) "Members, in turn, must gradually develop … the skills needed to be active and knowledgeable participants in change. These learning experiences need to be voluntary" (Pasmore & Fagans 1992, 392). AI enhanced communication and development in changing the organization and thus provided a feeling of the envisioned organization that is open and attractive.

> In this [using AI in change management], the valuable thing is that we have communicated and thought about development issues together by crossing the lines of different functions. 16

Participation in AI, cooperation, and communication made it possible to create the conditions where people experienced the organization in its desired state as attractive and open (receptive and manipulable) to its members and thus capable of potentially serving the need for efficacy and effectance (see Pierce et al. 2011, 120).

> To get people to participate and to commit is the thing. There [in AI] we can discuss and take things forward. It is getting clearer little by little. 19

> When everything has been looked over in teams, in a big group of people, then all opinions have been heard and the decisions and choices are better than if they had been made by a single individual or by the sales managers alone. Based on that, it is cooperation. 28

Positive organizational behavior conceives psychological ownership (see Pierce et al. 2011). It can be produced by different kinds of methods (e.g., by AI) that enhance openness and communication and are available to people to participate and communicate.

To conclude, feelings of ownership may develop if one or more of the motives operates and is satisfied. Minimally, the target needs to be attractive and visible to gain individuals´ interest and attention. Being open and attractive (receptive, manipulable) may fulfill the motive of effenctance. Also, to satisfy the motive of home, finding "a place to dwell," the target needs to be open (available, receptive, hospitable) and attractive. To serve the motive of self-identity, the target must be attractive, socially esteemed, and self-revealing. Furthermore, to fulfill the stimulation motive and thus facilitate the emergence of psychological ownership, the target – the desired state of the organization after transition –

needs to be attractive and arousal producing (e.g., unexpected, novel, open to manipulation) (Pierce et al. 2011).

4.4 The routes to experience to enable the organization to achieve the envisioned and desired state as the target of PO

This chapter aims to identify the solution for the following research question:

> How can the organization operate (routes) in a change situation so that the motives facilitating the emergence of psychological ownership may be satisfied so as to achieve the envisioned and desired state of the organization?

Motives that facilitate the emergence of PO – the need for efficiency and effectance, self-identity, home, and stimulation – do not directly cause feelings of PO as development of feelings of psychological ownership needs one or more routes to occur (Pierce et al. 2011). The development mechanisms for the feelings of psychological ownership - control, knowledge, and investment - are next examined within the context of the change SFE.

4.4.1 Control of the target

> Control exercised over an object eventually gives rise to feelings of ownership for that object (Furby 1978).

Pierce et al. (2011, 79) define ownership as the "ability to use and control the use of objects." They also suggest that "environmental conditions that afford the individual with the opportunity to exercise and experience personal control provides them with a greater opportunity to experience stimulation, exploration, the ability to produce differences, and to experience oneself as a cause; thereby, satisfying the need for control, effectance, competence, and feelings of efficacy" (Pierce et al 2011, 79). Appreciative Inquiry is a positive and participative orientation that emphasizes conversation as a key element for achieving organizational change (Lewis, Passmore, & Cantone 2011.) AI works by generating six essential conditions in an organization that *liberate power to transform*. These conditions are the freedom to be known, to be heard, to dream in community, to choose to contribute, to be positive, and to act with support. These conditions open up the barriers to know people as unique individuals as well as part of the social group to make relationships and communication more accessible (Cooperrider & Whitney 2005; Whitney & Trosten-Bloom 2003). SFE was a change process targeting sales effectiveness. In this case, AI was used as a tool and method for change management. Next, opinions of how AI worked in this situation and how it was received in the organization are offered:

> We moved in it [AI] in a structured way and got people committed [to the desired state of the organization], informing them of the plans and targets. And then we

> asked people how they would implement it, and in their opinion, what would be a good way and what would not work. 28

> And then what I feel precious is that we needed to make those choices, the decisions. They were not separable. There [in AI seminars] were salespeople, there were production people. There were all those people involved that need to be there to make the decision to leave something undone or untaken. Or if we let something get delayed and negotiate with the customer or if we try to reach external help, for example, a subcontractor. The group who is able to make these kinds of decisions needs to be there together on the premises and thus it becomes concrete. That way everyone needs to be involved and cannot be removed from the decision making and later "bark at" [blame] the decision as then at least I am able to say that "weren't you there, why didn´t you tell your opinion then?" 24

AI as a positive and participative method provided the possibility and power to incluence change, experience stimulation and exploration, and produce differences and thus fulfill the motives of PO. AI-based seminars were considered meaningful get-togethers with open communication and collaboration that had a long-term impact on the way things are done in the organization.

> We do have many opportunities to affect [the change process] and those things we can influence we need to do by ourselves. No one will do it for us. 24

Employees were given power over planning and implementation of SFE. In particular, people were enthusiastic about having a wide range of perspectives and ideas on change, to be known and heard in community, and to contribute to change with the support of management and other employees. AI supports open communication and contribution making for the common good and a feeling of appreciation. Truly hearing what others say requires openness, sincere curiosity, and empathy and it makes other people feel recognized and valued (Cooperrider & Whitney 2005; Whitney & Trosten-Bloom 2003).

In the questionnaire, employees were asked if they had been able to control their own job and influence the SFE process in the transition to the envisioned organization. From these answers, motives of ownership are clearly available to become fulfilled.

> My responsibilities and level of authority give me enough ways to affect. 11

> Working independently and power to influence decisions do exist. 27

Through the power exercised over the job and/or organization as a target of (possible) ownership, the efficiency and effectance motive is fulfilled as employees see that they are "able to affect/influence/have power" on things.

> I have worked in the project team from its beginning and thus I have been able to influence it and, also, noticed its needs for development. 2

> My job is relatively unstructured, so I am able to affect very much my work. 14

Similarly, motives of home ("within my area of responsibility"), self-identity ("responsibilities and authority give me ways"), and/or stimulation ("[participation] through daily tasks") were found from the questionnaires. The opportunity to exercise discretion, independence to make decisions, and freedom to operate through control exercised over the job (provided by autonomy in job dimensions) cause the emergence of feelings of psychological ownership (Pierce et al. 2009, 486).

4.4.2 Coming to intimately know the target

> …the more information possessed about the target of ownership, the more things are felt throughout and deeply, and in the process the self becomes attached to (one with) the object (Pierce et al. 2003).

Knowledge of the target develops through the process of active association (Pierce et al. 2001, 2003; Beggan & Brown 1994) as well as through various acts of accociation (Pierce et al. 2011, 124). As a result of active participation or association with it, the target becomes known intimately. Thus, people may find themselves psychologically tied to that target (Pierce et al. 2003, 92) and that it becomes part of the self (Beaglehole 1932; Pierce 2001, 2003). Knowledge sharing and interest to know where the organization was heading were essential and visible ways of showing interest in the target during SFE.

> We have many kinds of experienced people in the house [new organization]. Simply asking you´ll get information if only they have it and if you are willing to receive it. That is for sure. 21

> In the beginning, I had the feeling that "OK, this is it [change] again." But once I understood that this time things are actually getting done, that feeling did go away. Now when communication or something else comes through, I feel more like "What´s up? Where we are now? What has happened?" 30

In this study, the feelings of intimate knowledge about the change process SFE and its progress toward the desired state of the organization (vision) were stimulated through active communication and information provision that was supported by AI (as a tool for change management), managers, and supportive behavior of other employees.

> I have gotten enough information [about SFE]. I have gotten enough information from the managers and from unit meetings as well. It has worked quite well as we know well where we are going. I haven´t been to every informative meeting here but at the factory I get enough [information]. 14

> ...They [AI seminars] were good days, working in a team and thinking about things … Many essential things were discussed and thus they were definitely fruitful days. 32

The degree to which people receive information about the possible target of ownership is related to the strength of the feelings of PO. For example, being well informed about the vision of the organization after SFE (as it heads toward it) had a positive relationship with feelings of PO toward the desired state of the new organization. Through this intimate knowledge, feelings of PO toward the desired state of the organization developed.

> I was involved in the core group, we had management meetings and managers were kept informed. They knew quite well how different subprojects were doing, etc. I didn´t experience any problems with information delivery. 6

> In many organization the targets wouldn´t be discussed as openly. You can take a look at the latest [personnel magazine] to see it tells quite openly what is going to happen in this organization in the coming years. In principle, it is openness and it doesn´t hide anything.I … it is probably part of openness; people need to know what projects we have going on. 2

During the SFE, people were offered much information about the targets, vision, and progress of the change process. Also, they were encouraged to interact with other members of the organization, adding experiences of stimulation and efficacy and effectance, as well as affirming self-identity within the new organization and thus feeling secure, being "at home," in the desired state of the organization (see Pierce et al. 2011, 80-81).

> It suits well for a large ship [such as our organization] that people´s opinions are heard, everyone is heard, and things are thoroughly discussed. Then a suggestion and possible changes are made. It would be terrifying if the decisions would simply be made according to the [manager´s] mood. 2

> Probably it is that people have been heard during this organizational change. It has contributed so that things have gone forward quickly. 4

Communication and involvement during the change process enhanced intimate understanding of the new organization. People were able to form a picture of the new organization and the route to travel to achieve the desired state.

> Nowadays I feel that we are doing quite well, we communicate more than before. All of us have had different problems and it is good to hear how they have been solved – there are different cultures and habits in different countries – how they solve those problems, etc. It certainly is good as this kind of information transfer is valuable as well. 1

Feelings of intimate knowledge and control over the target of PO (desired state of the organization) promote readiness for change, which is a supportive link to change implementation success. Through the feelings of intimate knowledge and control over the target of PO (desired state of the organization), people together are able to be part of creating and keeping clear the shared meaning of the vision.

> Naturally, now when there [in AI seminars] were plenty of people from different departments and functions, it must have brought some ideas to light. Now it feels that people have an idea on how things need to be done. 30

The SFE change process was well communicated to the employees. Information was delivered, for example, in unit meetings, AI seminars, different kinds of notes and messages, and in the personnel magazine through which people were able to find a route to feelings of psychological ownership. Through active communication and information provision on change and its progress, people in the organization feel they have intimate knowledge, and the motives of effectance, stimulation, self-identity, and/or social identity may be satisfied and thus feelings of PO may appear. Routes to the feelings of PO raise simultaneously the positive effects of feelings of psychological ownership. Coming to intimately know leads, for example, to information/knowledge sharing, commitment, and improved job performance. Positive effects are examined and discussed more extensively later in this chapter.

4.4.3 Investment of the self in the target

> ...Investment of the self allows individuals to see their reflection in the target and to feel their own effort in its existence (Pierce et al. 2003).

Investment of personal resources means, for example, using physical resources, psychic and intellectual energy, time, attention, care, and ideas for the target of ownership (see Pierce et al. 2001, 2003). The following employee statements represent personal investment of people during the SFE change process. The first two represent investment of self in terms of ideas and time.

> …It was nice to go through things together. There were many people representing different areas bringing many different perspectives to the table. 29

> I have participated in [AI]seminars and presented my ideas through the given tasks. 32

Pierce et al. (2003) bring the perspective of responsibility to the examination of psychological ownership. Responsibility (perceived or real) for a target leads to feelings of ownership. If a person is held or feels responsible for a target, s/he begins to invest himself or herself into that target (Pierce et al. 2003, 93). Next, examples are presented about responsibility and investment of one´s time and energy for SFE to reach the target (desired state of the organization).

> ...And for the urgency, I think it is, however, always positive. And then for the pressure, at least I personally view it positively. We do have quiet times as well and then it is possible to archive and file away information. Now we just do this [implement SFE] in order to get everything rolling and going forward. 32

> There are many parts involved in this project, so I have done my best. 34

> ...We take care of the product orders from the factories and then we also follow up on any changes in them so the workload has been quite heavy since last fall. We have had loads on all the time. Maybe the success within one's own role has been that success [of mine]. 29

According to O´Driscoll, Pierce, and Coghlan (2006, 388−390), the feelings of psychological ownership are stronger in less structured (than in highly stuctured) working environments because employees have more decision-making power and responsibility for their own job in less structured environments. Also, employees need to invest themselves to fulfill the expectations of the organization and, thus, the feelings of ownership will lead to stronger commitment toward the organization and their role at work (O´Driscoll et al. 2006, 388−390.) As sales representatives were delegated to make decisions in negotiations with customers and, thus, to take responsibility for their own work, they succeeded very well in getting valuable orders and reaching the targets.

> Well, seeking a success story or what has been heartwarming for me, it is connected to the huge, meaningful orders we got last year, with good margins from Asia through direct sales, passing the process suppliers. It was just so that our team did go and get them from there. It connects to SFE as the result was exactly what SFE was aiming for. 18

Creation is one of the most powerful means by which a person invests him/herself into an object as it involves investment of time, energy, and even one´s values and identity (Pierce et al. 2003). In SFE, participants were attached to creation of the SFE action plan both globally and locally. That provided a good base for its implementation, too. As sales managers outside of Finland said:

> I have also put together local business plans and strategies to ensure the success of SFE locally. 36

> … creating the strategy, this [SFE] has given us a clear target to the way forward in order to develop sales in our area of responsibility. 37

Investment of the self allows individuals to see their reflection in the target and, in addition, to feel their own effort in its existence (Pierce et al. 2003). All of the respondents to the questionnaire on SFE (conducted in 2007 after implementation of SFE in the new organization) replied that they invested themselves in their job (in the new organization). No one answered ″not at all″ or ″a little,″ only 7% (3 persons) said ″some extent,″ 32% said to a “great extent,” and the rest (61%) said “very much” (maximum). An additional open question (“Have you invested your personal resources in your job?”) was asked as well. Having been administered after the change process SFE, the survey focused on the job within the new organization after the transition. Next is collection of responses regarding how employees invest their personal resources in the new organization.

> I use my leisure time to take care of work-related tasks. 1

> I am at the office from 9 a.m. to 8 p.m.″ 12

> Evenings, weekends, etc. 14

> Yes, a lot, a lot of time! 36

> Yes, a lot. I use my own time to achieve our budget. I made an effort to penetrate new markets. I use a lot of energy to quote, to negotiate, to solve problems, and for discussions with the production units (SAP, new rules, pricing, complaints…) 37

> Depending on the situation, I feel I have been very flexible. Workload has been dealt with as effectively as possible. 32

> Yes, traveling, customer visits, and presentations. I have also created local business plans and strategies to ensure the success of SFE locally. 36

These responses reflect a high investment rate and high commitment among employees and managers. Also, they bring forth simultaneously some of the positive effects of the feelings of psychological ownership that investment of the self raises up: flexibility and efficiency on the job and the use of energy and time for the work and organization to reach goals. Thus, acts of investing oneself serve the motives of effectance, stimulation, a place to dwell, and self-identity.

According to Pierce et al. (2003), “Investment of the self allows individuals to see their reflection in the target and to feel their own effort in its existence.” Sales representatives put it following way:

> As I said, selling is a rewarding job because every single deal will bring more work and money to this house. 15

> You get out what you put in! 36

> Resources have been targeted according to the goals. 11

During SFE, employees were committed to the vision of change and understood how their actions affected others and the organization; thus, they invested themselves with full capacity, showing strong feelings of ownership for the target organization.

> … those people do better business mostly at their own free will and motivation when taking part in these [change processes]. 23

> Personally, workload has grown and priorities have changed from a supporting role to independent tasks. 5

Commitment and target-directed behavior are some of the consequences of feelings of psychological ownership motivated by investment of self. Pierce et al. (2003, 93) state that “the most obvious and perhaps the most powerful means by which an individual invests himself or herself into an object is to create it. Creation involves investing time, energy, and even one´s values and identity.” “Things are attached to the person who created them because they are his or her product: they derive their being and form from his or her efforts” (Pierce et al. 2003). In SFE, AI created a positive athmosphere in the context of change and thus allowed people to have liberated conversations for organizational success.

> ...It was built with a positive atmosphere and we began from the positive side and thus communication was open and many things came out that wouldn´t have through a more traditional way as people would have been suspicious and wouldn´t have contributed their ideas with open heart and devotion. 28

Investment and becoming familiar with the target also form one of the routes for the target to become "home." Also, in turn, ownership of the target, "home," may compel the owner to invest him/herself (Pierce et al. 2001, 300).

4.5 Effects and benefits of PO for an organization within the change context and for the result of change

This chapter aims to answer the following research question:

> What are the effects of psychological ownership on the result of change and how does the organization benefit (positive outcomes) from psychological ownership within the change context?

In this study, the effects and consequences of feelings of psychological ownership within the change context were divided into three categories: motivational effects, work-related attitudinal effects, and organizational behavior (see Pierce et al. 2011). Negative effects associated with psychological ownership, such as burden of responsibility, related stress effects, and territorial behavior (see Pierce et al. 2003, 2011) have been excluded from the study as it is limited to positive effects only.

4.5.1 Motivational effects

Motivational effects of psychological ownership are divided into ownership motivation and intrinsic motivation (Pierce et al. 2011). Next, the motivational effects are examined within the change context of SFE.

Ownership motivation

Four motives – effectance, self-identity, home, stimulation – explain "why" individuals are motivated psychologically toward ownership of a specific target. When a person realizes that the target of psychological ownership can satisfy one or more of the motives of PO, it may result in the belief that continued interaction with that target will result in satisfaction in the future as well (Pierce et al. 2011). In this study, the target of ownership feelings was the desired state of the organization. Examples of ownership motivation were given in Chapter 4.2.

Intrinsic motivation

Internally motivated behavior related to the forces that energize, direct, and sustain behavior. It is positively related to the feelings of PO toward the target as target-directed behavior. Individuals want to *nurture and protect the target* as this enhances and maintains the view of the self as a worthy person. In the SFE questionnaire, employees were asked if they had been able to influence the success of the organization. The question was: "Can you (through your own work) have an effect on the success of the organization? How?" Answers are presented in excerpts, followed by noticed effects, consequences, and benefits. Next, four respondents tell how they see their own effect on the success of the organization. These statements express *internally motivated, caring, and protective behavior* toward the target of ownership that exemplify the effects and benefits of feelings of psychological ownership.

> Yes. Thinking carefully of our targets and action plans, and carrying them out as well as we can. 34

> Well, very much … My job has been to ensure – or this is how I have perceived it – that we get them [new tools/procedures] activated and then I step aside. It is not my show, that work needs to be done by others and it is great that they have perceived it as valuable. My concrete job has been to support that. 24

> Yes, absolutely … Well, in many ways. Being responsible for acquisition, I have a big effect on expenses … If in my position it wouldn´t be possible to affect organizational success, it wouldn´t happen in any position. 16

> I think I would be in a wrong position if I said that I am not [able to affect the success of organization]. As being the head of a large team, I can influence things … The targets are clear and we do have the necessary tools to implement the change … I believe that our organization is the one that needs to find the solution to implemeting the changes and how we do this. 11

During the SFE change process, *demonstration of progress in change* was managed well, *directing and sustaining behavior*. Targets were cut into pieces and followed as subprojects. Some subprojects still continued even after the main project was closed.

> These [results] have been measured by determining targets for each subproject … as we slice up the whole development project into small pieces and create the numeric targets and then we see, for example, having enough resources, that it does work out. 4

> Both projects [SFE and OTD] were positive. They both have same the feature that the follow-up needs to be continuous until the end. Subprojects have very different timetables. 23

Appreciative Inquiry can be defined as a positive and participative orientation that emphasizes conversation as a key element for achieving organizational change (Lewis et al. 2011) and for engaging people at any or all levels to produce effective, positive change (Cooperrider, Whitney, & Stavros 2008). In this study, AI was used as a technique of positive change. Positive change is referred to as "any change that does more good than harm in and for an organization," considering the effects on employees and organizational outcomes (Avey et al. 2008). In SFE, AI seminars were regarded as good experiences that brought up new thoughts and ideas as well as togetherness via *active participation, communication,* and get-togethers (for summaries of quality assessments of the seminar, see appendixes).

> In my opinion, those [AI seminars] were really good. As we analyzed them afterward within our team, it was a highly positive picture we got. Many things came up which we have already taken further, feedback kind of things. One big point between segment and R&D was that more cooperation is needed and that one we have already improved a lot. 23

> …this positive approach [AI] and involving everyone by taking one group at a time was the crucial factor, at least I believe so. And if we look at the results for Finland, it is clear in every indicator. It is not only because of the boom in the market. And you can´t simply conclude that the market was good and all you need to do is distribute the pumps on a good price. This is not how it works either. 28

In their study, Avey et al. (2008) found that taking a positive approach to change and employees´ positive resources are associated with desired attitudes (emotional engagement) and behavior. Similarly, Fugate, Prussiam and Kinicki (2012) showed that positive change orientation works as an antecedent to employees´ attitudes and reactions to organizational change. In this study, AI is theorized and by practical examples presented as a technique promoting the development of feelings of psychological ownership in the desired state of the organization. The following statements present examples of internally motivated behavior that is energized, directed, and sustained by positive feelings of the envisioned state of the organization, promoted with the use of AI.

> … We started on a positive note and kept that all day. So those [AI seminars] were really good; we have gotten only positive feedback from our people … Those things will be actually accomplished, it is not just a day and then nothing happens after that, but many of those things have been put in place already. However, we still have many things on the list which we have figured would be good to implement and then we have those we need to resolve and accept that some of them cannot be realized. Those have been really good days. 24

> We trained all of the sales units, every processor of orders, everyone was involved somehow. I believe our result is real. 28

AI influenced organizational members´ view of self as *efficacious* and capable, elevating the positive effect (see Sekerka et al. 2006). Seminars were evaluated as being *target-oriented*, positive, and open with good spirit, skilled people, and great ideas (for quality assessments of the seminar, see the appendixes). Target-oriented behavior can be noticed from next statements as well:

> …thinking about my unit [project sales], we have achieved the targets that were set for us for last year quite well. I don´t know if it is successful behavior or just normal action. 19

> …we have succeeded in closing deals and we have taken a better direction in project planning. 31

> I was involved with this Austrian project managed from here. It was a question of life and death in terms of that unit. Now with SFE, it [the unit] was expanded to encompass the rapidly growing business areas and it became a substantial unit; it became really big. It can be referred to as a real success and I was involved in that project. 17

The targets of the change and thus the desired state of the organization, individual and collective success, and *caring* in the organization are reachable based on how employees speak. The terms used in telling about the successful experiences within the change process included helping other units, communication, positive and strengthening spirit, success in selling, and being involved in success. The SFE process of change was experienced as giving and teaching a lot. Individual, collective, and organizational success was noticed and the investment of self in the target of change was seen as an investment in the future. The effects of investing were very positive: success in change and safety in terms of stability in the job and organization.

> … if I think of my own unit, we have reached the targets set for the last year quite well. 19

> We all have a heavy workload; throughout the whole organization, we all are busy and it could be called success. We secure future work for ourselves and our employer in Switzerland is happy as well and thus I see success. 32

> There are many successes but we could say that the management has now understood what on-time-delivery and sales growth are about, that is, the functions at the beginning of the process, sales, and sales support within the factory also need to be taken into consideration. I think this has been realized now and the factory interface has been strengthened. Possibilities for success do exist. It is a big success. 20

The change process called SFE was also implemented at the headquarters of the organization at the same time. There were no shared plans or common implementation between these two SFE projetcs, just a need for change. At the headquarters, SFE was realized differently, through a few days of informative trainings for the top sales persons only. The content of the training was mostly expert lectures from management, segment, and R&D persons. These two implementations of SFE were totally different. SFE at headquarters missed, for example, active participation in workshops, positive concept and atmosphere, cooperation and inclusion of all those affected by change, and far-reaching commitment.

> ... we have implemented this SFE very well as a diverse project; we need to remember that in [the headquarters] they had this same SFE. This is not something we have invented but they just had a similar idea that something needs to be done. And [there] it was solved by having five training sessions for sales. They collected about 60 sales people into each training session – young or experienced – and then we were there as well. People from segment were delivering the training, three- or four-day sessions. And that was it, the entire SFE. And they didn´t think at all what the sales force in different areas was. 23

> We went through all of the processes and trained [everyone for] this new structure and people were able to make suggestions. I think that it made a huge difference how we did it. And at [the headquarters] they only had training for the top sales people, not for others. I think they didn´t get a similar wide, far-reaching commitment. And it is because we had a totally different concept [AI]. I think this is the concept [AI as a tool for change management] that is difficult to top. This is a good concept. I believe that the difference will be evident at the beginning of the next downturn … They will see then what we have done and probably after three years they

> will ask what was different and where it originated from. We will come back to the roots then. 28

Those who had been involved in both SFE processes as a participant in Finland or as an instructor at headquarters thought that the more extensive way of planning and implementing change was better in many ways, including encouraging all people to participate and being comprehensive and additive in nature. Also, the results determined by financial terms were better in process, enhanced with the positive approach of AI.

4.5.2 Work-related attitudinal effects

In this study, we found that the work-related attitudinal effects were organizational commitment (committed management and committed employees), job satisfaction, pleasure of working, organizational identification, and experienced responsibility. The effects are seen as consequences of feelings of PO toward the desired organization as well as own job within it. Some of them seem similar; the distinguishing characteristics are the questions posed by each.

Organizational commitment

Organizational commitment concerns “why I am here” and “should I maintain this relationship with this organization?” Salespersons of the case organization can be described as employees who are committed to their job and organization. The following examples show how they responded to the question about their own effect on organizational success:

> … in my opinion, it is essential that the project leader has been 100% committed to make SFE succeed and you can see that he has not given it any opportunity to fail. 17

> Usually? Yes, of course [I have an effect on organizational success]. By managing and controlling my own department and surely by cooperating with other departments. 10

> Commitment of the management has supported the success in change. 11

Management commitment and its importance to successful change were mentioned several times in the interviews. People in the organization wanted to invest themselves, be effective, and do the best they could to reach the targets of the organization and successful change.

Job satisfaction (within the change context)

The job is an important part of organizational function. Brown et al. (2014) explain that job satisfaction is about “how does my job make me feel?” It is a positive or pleasurable emotional state and/or a positive assessment of one´s job. As an emotional state, it´s development is automatic. However, it may develop by conscious appraisal of the job and/or its facets (Brown et al. 2014, 322). The interviews revealed that through implementation of SFE and reaching the new state of the organization, job satisfaction was enhanced.

> … I think we have done well. I could say that these two years have been the best of times and it [SFE] has been managed well. At least I have been very happy compared to the past. 21

> Selling is a rewarding job because every deal brings more work and money to this house. As I said earlier, we have fulfilled those requirements which came from the management and we strive to work accordingly. 15

The motivational base of job satisfaction is in goals or values and it may be hedonic as well (Brown et al. 2014). For SFE, the motivational base for job satisfaction was in goals but most probably also in values. The statements above can be linked to many other work-related attitudinal effects, including organizational identification.

Organization-based self-esteem (OBSE)

An individual's self-esteem is largely determined by the individual's work and organizational experiences (Pierce & Gardner 2004). In SFE, Appreciative Inquiry created opportunities for positive and successful experiences within the change context in the organization. Those experiences can be connected to commitment to the vision of change (desired state of the organization) as well as to motivation and in-role performance.

> Those [AI seminars] were really good. When we ponder these things with a large team we always get many different perspectives to the table … I see these as really valuable. As I said, our own development days were excellent. We clearly did have – not exactly bottled-up feelings – but as we haven´t had this kind of seminars earlier, they [the teams] came up with a huge amount of ideas and they were happy to be heard this way. I can say the same about the first seminars even though for the administration these kinds of things, for example, being involved in development, are more common. However, I experienced those [AI seminars] as really good. 24

> Well, I can easily suggest things to the management and get things moving. Actually, it is easy for me to move in here. Especially in sales because I do have that background and I know people from there. Things can be easily started there. 8

Organization-based opportunities for positive and successful experiences as well as signals for employees that they "make a difference" have a positive relationship with OBSE (Pierce & Gardner 2004). Organization-based self-esteem is related, for example, to job satisfaction, organizational commitment, motivation, citizenship behavior, and in-role performance (Pierce & Gardner 2004).

Organizational identification

During the SFE change process, members of the organization expressed identification with the new organization and own job within it, feeling belongingness toward and accountable for the effectance of the target, which was an enriched understanding of PO toward the desired state of the organization.

> … During two years now, target setting has been changed or at least it has become more transparent. Everyone knows where to begin, as we have the targets of [name of organization], [name of division], and [name of unit] and they have been adjusted to different units. The targets are set with a clear goal, and I am happy for that. 11

> Well, the sales have been really good so that they [production] have been able to make it through what has been quite a big workload. It has been a success, I think. 29

Organizational identification is about the fusion of the self and the organization that occurs in the emergence of PO. Characteristics of the organization are used by individuals to define and express themselves to others as they experience pride in their organizational affiliation (Pierce et al. 2011, 95).

Experienced responsibility

In SFE, employees frequently indicated that they experienced responsibility for the job, team, and organization within the change context. They were ready to invest themselves, their time, energy, effort, ideas, and attention, for the target, feeling responsible for giving their best to achieve the targets set for the change process. Experienced responsibility was discussed in earlier chapters and it can be found in the statements of employees in the next examples as well:

> At this time, I do have great opportunities for it [to influence success of the organization]. At the project team, we have some big issues at hand - … The project group does have a significant role when it comes to the big things. We don´t do it carelessly, we do it well from the beginning. Thus, it has an impact on on-time delivery and everything. 2

> I do have an effect [on the success of the organization]. Absolutely … Well, for example, doing things better, mainly after closing a deal. I have an effect by assuring that devices are better fixed and thus preventing problems. If something comes with incomplete information or some parts are missing, people assume that I am aware of it. I would preferably demand all necessary information from the customers in a timely manner, so that production worked as it should. It is not always that easy but I could invest [my time] on it more. The better it is fixed, the faster it is produced. 14

> Actually, it is about how you can motivate your own people in these difficult, continuously stressful situations and have an effect on one's own job and, additionally, to do the right things and to concentrate on the correct things. However, the most important thing is that we sell the right products and quote for jobs correctly and fight for the salespeople's time instead of pumps. Services should operate fast and confidentially so that we could concentrate on other work. 25

Experienced responsibility can be treated as an antecedent of psychological ownership as well as an indirect cause of PO, both connected to the effects produced by control and/or investment of the self (Pierce et al. 2011).

4.5.3 Organizational behavior

In this study, positive organizational behavior consisted of job performance and organizational performance (growth), caring and protective behavior toward the target of ownership, promotion of change, organizational citizenship behavior, and information/knowledge sharing.

Job performance and organizational performance

Job performance is behavior that supports organizational performance toward the target. In SFE, the target was the desired state of the organization reached by sales growth supported by employees´ proactive action.

> Yes, [I can have an effect on organizational success] by closing profitable deals and by contributing to product and process development. 35

> Yes, [I can have an effect on organizational success] by good customer relations, effective selling, promoting value added services, and communicating and motivating the sales team. 40

Job performance toward a common goal was supported by investment of time and energy to benefit the organization, assisted with fulfillment of the motives of efficacy and effectance, self- and social identity, home, and stimulation. Job performance was also connected to organizational growth, well-being, success, and development of the organization, as illustrated in the following responses from the second interviews:

> We do need to follow up on what we have done. And it does matter who is the most vocal [company], they do get most of the deals. 21

> But the will to grow! We did have much more opportunities to grow in different areas. Our bottleneck is not that we don't want to grow but somewhere else. We would have more opportunities to grow, we do have many options. Within this process [AI] we have realized the huge amount of options … I believe that even without the market boom, I am definitely sure that the end result would have been growth. I am certain about that. The person leading this would have even gone through rock. That´s how I see it. 17

> …everyone keeps working hard as they know that this organization will develop, grow, and survive, and there is no hurry to retire or leave the company and there is no need to be afraid of cut hours or redundancy. Everything goes well; we get good results and good bonuses. This all encourages us to keep on trying. 28

Job performance refers to the employee´s in-role behavior that seeks to help the organization toward common goals. It can be both prescribed and the employee´s proactive action to protect and enhance the target of PO (Pierce et al. 2011).

Caring and protective behavior toward the target of ownership

Feelings of responsibility include feelings of being protective, caring, and nurturing (Pierce et al. 2011). Employees take care of others by thinking of their welfare (in addition to their own) in a challenging, rapidly changing environment by acting to keep things going, such as by motivating people, concentrating on the right things, and supporting others' job by own actions. Also, they see that they are part of the process and thus able to influence common success. As two sales representatives said:

> Of course [I have an effect on organizational success], I ensure we can offer better deals on pumps and better solutions for the difficult cases. And then I can have some effect on product costing. And we can also do all kinds of reporting and forecasting. I hope that management would read them [the reports and forecasts] and would make the correct conclusions and wise choices based on them. Yes, I do feel that I can have an effect on organizational success. 7

> [I have participated in SFE by] planning carefully our targets and action plans and carrying them out as well as we can. 34

In addition to their promoting their own caring, nurturing behavior, employees hoped that management would support their performance with wise solutions.

Promotion of change

From the behavioral perspective, people often act so that change-related attitudes result in the promotion of change, including a willingness to participate in the implementation of change (Pierce et al. 2011). SFE was widely promoted as it was seen as different, positive, and additive change for the sales organization.

> We have realized the meaning of these subprojects while implementing them; that is OK, this area is not that important and another area has grown more toward a different direction that was planned. This has taken a long time. It is good that now we have noticed things are moving and we are moving onto the areas with bigger possibilities, instead of where opportunities are smaller. It hasn´t been like this earlier. We have not firmly fixed resources but placed them where they are needed. I think this is great opportunity for growth and ability to react. This is one of those few successes where we really have been successful. 17

When the disposition toward changing the object that is the target of psychological ownership is self-initiated, evolutionary, or additive in its nature, employees are likely to promote that change (Dirks et al. 1996).

Organizational citizenship behavior

Organizational citizenship behavior is voluntary behavior that contributes to organizational well-being and benefits others, not the operator (Pierce et al. 2011). In the case organization, employees honestly worked for a positive atmosphere in the company as well as for common success by investing themselves for it.

> By increasing sales and profitability, it obviously affects the entire organization positively. We are the face of the company for the client. 38

> Certainly [I have an effect on organizational success]. Yes, it plays a significant role as it is about creating prerequisites - especially within this kind of a specialist organization … It is possible to do a lot for success within certain markets or business areas. Naturally, it needs a sensitive ear on how the game is played. Yes, there is much to

> do and the executives are those who have the keys to adopt new things, to operate, and to decide what things will be on the table and what will not. It does have a huge impact on the success of this business. 23

Organizational citizenship behavior conceives the feelings of psychological ownership, fulfilling the needs of effectance, home, stimulation, and self-identity (Pierce et al. 2011).

Information/ knowledge sharing

Pierce et al. (2011) suggest that knowledge sharing behavior and organization-based psychological ownership have a positive relationship. During the change process for sales effectiveness, people were encouraged and stimulated for communication and knowledge sharing, most effectively through AI seminars where employees exchanged intimate knowledge to support the change.

> Probably the fact that people have been listened to within this organizational change has helped to start things moving forward quickly. 4

> Within many organizations, the targets wouldn´t be discussed as openly. You may take a look at the latest [personnel magazine], where it is explained quite openly what is going to happen in this organization in the following years. In principle, it is openness and it doesn´t hide anything. I don´t know if it was designed to be like that or it was an accident. Sometimes, if you look at other companies´ personnel magazines, they are not that thorough. But it is probably part of the culture of openness, people need to know what projects we have coming up. 2

Those employees who feel psychological ownership for the organization are motivated to see the organization succeed. However, psychological owners may become reluctant to share information in win-lose competitive situations (negative relationship between PO of the target and information sharing behavior related to the target) (Pierce et al. 2011).

The effects of feelings of PO as well as the benefits are presented in this chapter. The interviewees reflect both the roots and the routes to PO as efficiency and effectance, stimulation, home, and self-identity motives as well as the development mechanisms of power, intimate knowing, and investment of self. The effects are found to be partly separate, partly additive, and partly together. Thus, employees participating in the SFE may have developed feelings of psychological ownership toward the desired, envisioned state of the organization and experienced many benefits and outcomes from it.

4.6 Collective psychological ownership within the change context

In this study, collective psychological ownership (CPO) is presented as a positive phenomenon that has an effect on change. Morgeson and Hofmann (1999) suggest that mutual dependence or interdependence between individuals creates a context for their interaction. This interaction generates a jointly produced behavioral pattern between those involved as a structure of the collective. Thus, the structure of any given collective groups can be seen as a series of events between the individuals where collective action enables collective phenomena to emerge (Morgeson & Hofmann 1999). However, as the research material (questionnaires, interviews) was mostly collected from individuals, the decision was made to concentrate on individual psychological ownership in the analysis and only to propose collective psychological ownership as a possible asset of further change management research. Thus, collective psychological ownership is presented with examples of the phenomenon within change settings.

Need for social-identity

> Social-identity motive plays a major role in the emergence of collective feelings of ownership" (Pierce et al. 2011, 244-245).

Four of five motives behind collective psychological ownership are the same as motives in psychological ownership: need for home, need for self-identity, need for stimulation, and need for efficacy and effectance. Pierce et al. (2010, 816−817) present additional motives of social identity that describe the development of collective psychological ownership. According to Pierce et al. (2010, 247-248), for the collective feelings of ownership to emerge, each group member´s satisfaction of an additional motive of social identity must be fulfilled. Also, collective psychological ownership cannot exist without individual psychological ownership; thus, it needs at least one additional motive of PO to be fulfilled (Pierce et al. 2010, 816−817). Tajfel (1982, 25) defined social identity as the knowledge of being part of a certain social group that brings emotional or value meaning as a member of that group. According to Haslam, Reicher, and Platow (2011, 45-46), social identity refers to "individuals´ sense of internalized group membership," and a "shared sense of us," allowing people "to refer to themselves and other members of such groups as 'us.'"

Collective psychological ownership refers to the collective cognition, the "collective mindset," that a particular target of ownership (desired state of the organization) is ours "together" (see Pierce et al. 2011, 237). In this study, an additional social identity motive was recognized within some of the new units as employees together began working as a team. A vision for the sales unit was determined as follows:

> We want to be a happy team which runs a smoothly operating organization with on-time deliveries (internal and external).

Employees in different contexts talked about "us" and "our team" and at the same time recognized themselves as a part of that group with common targets. Also, in many of the interviews, respondents compared their organization to a boat or ship as they recognized themselves to be part of the group with the common goal of turning the ship in the right direction.

> I initiated a survey on myself [as a manager] and the work climate [within the sales unit]. The response was that we are firmly in the same boat. 9

> If we talk about how fast we can react, I think this ship is not very fast. 2

As a reflection of the change situation, employees suggested how slow it is to get a ship´s route to change and start a new route.

> It is slow to turn a large ship around. Naturally, the key resources are well handled, those who initiate that change or try to get a change under way. In addition to them there are some people in this organization such as the product manager who holds the keys for implementing change and then on another level, our employer is a slower variant. It takes time to get people to buy into it [the change]. However, I do see that change is happening even if it could happen at a faster pace. Anyway, we are going to the right direction. 11

> We all are in the same boat … We are not trying to close people off into separate sections. We all hold the same oar and sit in the same boat. 24

> It will take some time to turn this ship around. 6

However, these metaphors of a ship or boat were symbolic speech of togetherness and social identity because members of the organization had a collective cognition that they were together going toward a common goal, supporting each other in the process. Togetherness and a common goal that may represent the existence of social identity can also be identified from a salesperson´s comment:

> We are here to deliver results, managing the available resources in the best possible way. By making the best out of most situations, we can avoid damages to [the organization´s] image and exploit sales potential for a long-term relationship with customers. 33

Also, the possibility for feelings of psychological ownership can be recognized (by investment of self/us, efficiency, and effectance, as well as social identity motives to be fulfilled).

Routes to CPO

> ...Collective psychological ownership emerges through interactive dynamics whereby individuals come to a single and shared mind-set as it relates to a sense of ownership for a particular object" (Pierce & Jussila 2010, 810).

Pierce et al. (2010, 823−824) discussed the routes (power, intimate knowledge, investment) to collective psychological ownership and the causal relationship that manifests itself through increased autonomy of the team, job performance, job complexity, and within the feelings of collective ownership toward the job performed.

(1) Power: The more teams are allowed to participate in the decisions concerning them, the stronger is the psychological commitment to teamwork.

> … We did the clearance work, what were the needs within the existing portfolio and what kinds of needs we might have in the future and what we need to do to get the market research done and to find out the failures of the current one. Also, how we need to further develop our current product portfolio, there are quite a few big strategic questions. 23

(2) Intimate knowledge: Effective decision making in teams requires knowledge and knowledge sharing. The more aware the team members are of the actions and targets, the more likely is the development of intimate knowledge of team functioning (Pierce et al. 2010, 823−824).

> We have a great team. Our customer is rather demanding and there are challenges in large projects. I feel that it has been excellent for my own job to get this person here who has this skill and the education and language skills as well. It helps my job to have the previous steps successfully completed. He also supports me with documentation and if I need information or have a problem. He is familiar with it, a specialist, and thus I get information from him. Previously, there were many different salespeople involved. As we have a demanding customer, I see this [hiring this person] as an absolutely positive thing. 32

> I just need to be able to lead my team to some direction. They do the job themselves but I need to be able to guide and lead them. I can´t do those tasks myself but I can provide a platform and tools as well, trust them and sometimes give a bit of stick too. And sometimes constructive criticism is needed. 24

Teamwork as a whole – construction, development, and understanding relationships and connections within the team - involves a process that must be followed and understood to add collective ownership feelings. Understanding of know-how, skills, and responsibilities of team members adds recognized and shared knowledge (Pierce et al. 2010, 823−824).

Gibson (2001) deliberates the construct of collective knowledge within the context of the workplace. In the background of collective knowledge are cognitive and motivational processes of the team and maintenance and management of the processes. The goals of functioning through collective knowledge include effectiveness of performance and better cooperation (Gibson 2001).

(3) Investment: Within independent teams, the knowledge of members often develops over time so that in practice all will be able to do others' jobs. All members of the team individually and together as a team use growing knowledge recourses for the common good. Collective investment that is collectively recognized raises the feelings of collective psychological ownership (Pierce et al. 2010, 823−824). In the SFE change process, employees felt that they had been highly busy with large workloads and had invested a lot of themselves to reach the goals, but at the same time they felt that they had done it for themselves, for "me" and/or "us" or "this house"(organization).

> …our target is to grow further and to improve on our weaknesses so that we´ll hold our own with the competition and thus advance business as a part of the Finnish company. We are in the same boat … we do have our own responsibilities and primary targets to take care of but nevertheless, we also need the others [within company X], their expertise, and support to us. And we give our support to them. 24

Interdependence and reciprocity in jobs have a positive effect on collective identification of shared responsibility, knowledge, and investment. Working through three routes of psychological ownership, interdependence can be a reason for the existence of feelings of collective psychological ownership (Pierce et al. 2010, 823−824).

Target attributes

The target must be attractive and visible to arouse individuals´ interest and attention (Pierce et al. 2003). Also, it demands visible and collaborative working relationships, and its meaning must be collectively understood. To potentially satisfy all group members´ motives of efficacy and effectance, the target needs to be jointly accessible and malleable. To serve each group member´s self-identity motive, the target must be jointly accessible, attractive, socially esteemed, and self-revealing. For the own place motive to be satisfied, the target needs to be jointly open (available, receptive, hospitable). Under these conditions, any object whose attributes can facilitate acts of the group´s controlling, coming to intimately know, and/or absorbing the collective investment of the different group members´ selves into the target of ownership is a viable target of ownership (Pierce et al. 2011, 247-248).

Summary

During the vision implementation process, it is important to involve visible and collaborative working relationships within the organization to enable the vision of change as a shared meaning that becomes collectively understood and thus enables the goal to be integrated into the work and the organization. In addition, collaboration encompasses major factors for successful change implementation, such as participation and communication, and thus provides opportunities for the acts of groups´ controlling processes, intimate knowing of the target, and investment in the target. Those "acts" are the routes to feelings of psychological ownership (see Pierce et al. 2011).

To conclude, the emergence of collective psychological ownership requires development of personal feelings of shared ownership as well as collective recognition of shared action (as a group or team) toward the potential target of psychological ownership (Pierce et al. 2010, 246). Thus, the determination of whether a particular object is a possible target to develop the feelings of psychological ownership "includes its capacity to: (a) arouse and satisfy the social-identity motive and one or more of the motives that underpin personal feelings of ownership, (b) facilitate the collective recognition of all potential owners´ relationship with the target, and (c) allow for acts of the group´s controlling, coming to intimately know, and/or investment of their respective and combined selves into the target of ownership" (Pierce et al. 2010, 247). Also, being jointly accessible, socially esteemed, and open, the organization may satisfy the needs of effectance, self-identity, stimulation, and/or home, thereby contributing to attachment, internalization, or even feelings of ownership for the common goal (see Pierce et al. 2011).

4.7 Summary of the findings

To summarize and discuss the contribution of this study, it is time to present the main question again:

> Why do certain factors - communication, participation, clear vision, and demonstration of progress - successfully contribute to change from the viewpoint of the theory of psychological ownership?

In this study, the main question refers to examination of whether the psychological ownership framework may contribute to the understanding of organizational change and change management in terms of antecedents of successful change. This study proposed Appreciative Inquiry as a tool and technique of positive change that helps to create the conditions under which employees become motivated for change. Also, this study explained the boundary conditions, target attributes, motives, and routes of the feelings of psychological ownership within the change context and how employees may experience the "roots and routes" to enable the feelings of ownership toward the desired state of the organization.

During the SFE change process, people were able to influence, communicate, and invest themselves by interviews, seminars (including groupwork, use of knowledge/expertise, information sharing, and AI method), individual assignments, work for forming new units and working methods, change management training, personnel magazines, and communication channels such as intranets, e-mail, seminars, meetings. Table 19 presents the main tools used for activating antecedents of successful change within SFE. Antecedents of change that were activated by tools used in the change process also acticated the roots of psychological ownership: power, knowledge, and investment of self. In addition, activation of these antecedents of successful change also activated the development mechanisms (routes) for PO to operate.

TABLE 19 Main tools used for activating antecedents of successful change

Main tools in action research of SFE change process	Antecedents of successful change that were activated by the tools	Development mechanisms of PO that were activated by antecedents of successful change in this study
AI seminars, group work, interviews, questionnaires, and daily management	Participation	Power Knowledge Investment
AI seminars, group work, interviews, questionnaires, personnel magazines, conversations, other organizational communication, and daily management	Communication	Power Knowledge Investment
AI seminars, group work, personnel magazines, other organizational communication, and daily management	Clear vision	Power Knowledge Investment
AI seminars, personnel magazines, conversations, other organizational communication, and daily management	Demonstration of progress	Knowledge Investment

Next, the general model of planned change (modified from Cummings and Worley 2009, 30) is opened up and combined with the Theory of PO to explore and understand the antecedents of successful organizational transition toward the desired state of the organization through the psychological ownership lens, connecting it to the theory of psychological ownership to explore and understand the antecedents of successful organizational change. Based on the theory of psychological ownership and the research analysis, *development mechanisms and motives of PO can be connected to and stimulated by the following antecedents of planned change in the organization: communication, participation, demonstration of progress, and clear vision.* Through intensive analysis, development mechanisms and motives of PO were analyzed and are presented in Tables 20 - 22 with the general model of planned change and the main antecedents of successful change.

TABLE 20 General model of planned change (phases 1 and 2) combined with the theory of PO

SFE realized change process (see Figure 11)	General model of planned change	Antecedents of successful change	Development mechanisms of PO
1. Analyzing and setting the need for change	1. Entering and contracting 2. Diagnosing	Communication Participation (of management) Clear vision	Knowledge Investment Control

At phases 1 and 2, the antecedent of “participation” can be attached to participation of management only because management of the organization must be ready for the change first. Because of being in the first row, management may be stimulated for action and feel effectiveness for the organization to be changed. They also acquire as much information as possible. They share responsibility to entitle people to start the change process. Before the employees get information about the future change process, foundations must be examined, identified, and discussed by management.

As explained earlier, the development mechanisms of psychological ownership (knowledge, investment, and control) are available. In addition, prerequisites for the feelings of psychological ownership, attributes, and boundary conditions ”to create attractive and visible desired state of organization” that is ”more than present” are needed. Appreciative Inquiry helps to create the conditions (see target attributes and boundary conditions) under which employees are motivated for change (by ownership PO) and thus facilitates the decision to promote the change.

A clear vision, communication, participation, and demonstration of progress are the antecedents connected to the third phase, “planning and implementing change” (Table 21). The findings of the study present intimate knowing, power and investment as development mechanisms for the first three, and intimate knowing and investment for demonstration of progress. The vision clarifies the desired state of the organization. It gives a clear picture of the future that is attractive, powerful, and realistic. It must be clearly different from earlier visions to motivate and guide people to action in the new direction, be ”more” than earlier visions and be effective and easy to communicate. Communication is the main tool to ensure that people will know, understand, and accept the vision and thus are able to commit to it. Reciprocal, active communication is imperative during the whole change process. Communication and participation are the tools to empower people to act on change toward the vision and thus to remove possible barriers. Also, they produce readiness for change. To ensure success, visible and clear shot-term wins are central to maintain the motivation. Also, short-term wins give people confirmation that they are on a right path: They have been informed, the investments they have made to achieve the vision pay off, and they have used the power that they have for the right thing. Thus, short-term wins need to be generated and communicated well.

TABLE 21 General model of planned change (phase 3) combined with the theory of PO

SFE realized change process (see Fig. 13-15)	**General model of planned change**	**Antecedents of successful change**	**Development mechanisms of PO**
3. Creating common understanding by participation and communication (AI seminars for the sales unit) about the need for change and its goal (vision) and implementation to enable change readiness 4. Composing, setting, and communicating the plan, clear vision 5. Change management and supporting the change: roles, recourses, communication, and participation (AI seminars, sociograms)	3. Planning and implementing change	Clear vision	Intimate knowledge Investment Control
		Communication	Intimate knowledge Investment Control
		Participation	Intimate knowledge Investment Control
		Demonstration of progress in change	Intimate knowledge Investment

In SFE, employees were empowered to be involved in creating the vision and action plan for the change to achieve the vision. They were highly motivated to participate in AI seminars where the vision and action plan were determined. Later, they accomplished the vision and action plan for their own units and followed the main vision and plan. Short-term wins were not generated as suitable, but this was not meaningful in this case because the results were good and were produced continuously. This phase emphasizes clear vision, communication, and demonstration of progress in change as antecedents of change. Naturally, participation is still meaningful but not the priority it is in the second phase. Development mechanisms of these antecedents are presented earlier in phases one and two.

TABLE 22 General model of planned change (phase 4) combined with the theory of PO

<table>
<tr><th>SFE realized change process (see Figures 16-17)</th><th>General model of planned change</th><th>Antecedents of successful change</th><th>Development mechanisms of PO</th></tr>
<tr><td rowspan="2">6. Supporting the change and stabilization, communication, and participation (AI seminars for the teams), demonstration of progress (personnel magazines, information sharing, seminars)

7. Closing of change</td><td rowspan="2">4. Evaluating and institutionalizing change</td><td>Demonstration of progress in change</td><td>Intimate knowledge
Investment</td></tr>
<tr><td>Communication</td><td>Intimate knowledge
Investment
Control</td></tr>
</table>

Next, examples from Tables 20-22 are presented to open them up more. Participation and communication may stimulate, for example, efficacy and effectance motives to be fulfilld and allow use of control toward the target of change and thus enable feelings of PO to emerge. Also, demonstration of progress (using, e.g., communication) about the change and the target of change (i.e., vision of the desired state of the organization) during the whole process may stimulate employees to feel comfortable about the new organization ("home") by the knowledge they get to feel and act like an owner. A clear vision in the change context should portray an organization that is open and attractive (PO attributes of target organization), possibly regarded as "home," where the own place (self/social identity) can be found.

In this study, the antecedents of successful change were examined through the psychological ownership-based revision of the Job Characeristics Model (see Pierce et al. 2009, 2011). Table 23 shows how the analysis was conducted in this phase. If the job is designed so that it provides feedback about how the individual is performing, the feedback is likely to promote *intimate knowing* of the job. Skill variety is a job dimension that requires the individual to perform a number of different activities using a wide set of skills and talents. Thus, the broader the skill variety, the more the employee is called upon to *invest* him/herself in the performance of the job. Task significance "refers to the degree to which the job has a substantial impact upon the lives or well-being of others" (author year). This means that a person will work harder, invest more, care more, and give more effort toward good quality performance if he/she sees that the consequences of his/her work-related effort is meaningful for others, affecting their lives, happiness, and well-being. Task identity provides employees with an opportunity to complete a whole and identifiable piece of work, to see the sequencing of tasks, to become familiar with each of the tasks of the entirety, and to develop understanding of those connections.

TABLE 23 Analysis: Core job characteristics combined with antecedents of change and PO

Core job characteristic	"Route" of PO	Motive of PO/CPO
FEEDBACK	**INTIMATE KNOWLEDGE**	HOME
I have gotten enough information *by open target discussions with [boss] to perform* my work. (COMMUNICATION)		
AUTONOMY	**INVESTMENT, CONTROL**	EFFICACY & EFFECTANCE
I have been able ***to participate in SFE by increasing sales forces in Russia*** *as targeted.* (PARTICIPATION)		
TASK IDENTITY	**INVESTMENT**	SELF/SOCIAL IDENTITY
Resources of the project team are directed *to ramp-up of the new team and to sales growth through work.* (VISION)		
TASK SIGNIFICANCE	**INVESTMENT**	STIMULATION
"---… *in a sense that self-confidence to budget more than the sales has grown earlier has improved the athmosphere as well.* We are not judged for if we reach the targets on improving the atmosphere or **not but we just seek to raise it**. (READINESS FOR CHANGE)		
FEEDBACK	**INTIMATE KNOWLEDGE**	HOME
"At least now I feel myself secure and not being in need of moving to China**. I think that *communication*** *of the positive message* **has succeeded quite well**." (DEMONSTRATION OF PROGRESS)		

Autonomy is a job dimension that implies employees´ experienced job-related *control* that "provides employees with opportunity to exercise discretion, freedom, and independence to make job-related decisions" and thus enables effectance motivation to be fulfilled. Also, as the presence of autonomy requires employees to collect and process data to make job-related decisions and to solve job-related problems, it is likely to increase both the level and depth of understanding of the job and investment of the self into the job (Pierce et al. 2011).

Figure 18 shows background on the results presented in Tables 20 through 23. The motives of PO are not visible but they came out in earlier stages of analysis when examining the core job characteristics because they exist behind the core job characteristics. Readers may recognize them from quotations within the analysis as well. The development mechanisms of PO (control, intimate knowing, and investment) need one or more of certain motives (efficacy and effectance, home, self/social identity, stimulation) to be fulfilled to enable PO to emerge. A critical state in this study was the feelings of psychological ownership toward the desired state of the organization.

Figure 18 shows that the core job characteristics - autonomy, feedback, task significance, task identity, and skill variety - are connected to the main antecedents of successful change as well as to psychological ownership: the motives facilitating psychological ownership and the routes through which PO emerges as well as the outcomes (see Pierce et al. 2009, 2011). Because antecedents of successful change are connected to motives and routes to psychological ownership, the outcomes are diverse, positive, and success producing (see Pierce et al. 2009, 2011).

The positive work-related attitudinal effects found were organizational commitment (both management and employees), job satisfaction, organization-based self-esteem, organizational identification, and experienced responsibility. Positive organizational behavior included job performance and organizational performance (results), caring and protective behavior toward the target of ownership (desired state of organization), promotion of change, organizational citizenship behavior, and information/knowledge sharing (Pierce et al. 2009), which are explained extensively in subchapter 4.5. The outcomes are for the most part congruent with outcomes of the theoretical examination of psychological ownership-based revision of the Job Characteristics Model with the exceptions of SFE analysis focusing on positive outcomes only and adding outcomes concerning successful change.

Outcomes in this context mean effects and consequences of the feelings of psychological ownership. Outcomes of PO - when it is construed by activating the antecedents of successful change - are diverse and positive. They are divided into motivational effects, attitudinal effects, and organizational behavior. Motivational effects found in this study were ownership motivation, intrinsically motivated target-directed behavior leading to individual and collective success, change implementation success, successful change, and success in the organization (results). Positive work-related attitudinal effects found were organizational commitment (both management and employees), job satisfaction, organization-based self-esteem, organizational identification, and experienced responsibility. Positive organizational behaviors found were job performance and organizational performance (results), caring and protective behavior toward the target of ownership (desired state of the organization), promotion of change, organizational citizenship behavior, and information/knowledge sharing (Pierce et al. 2009).

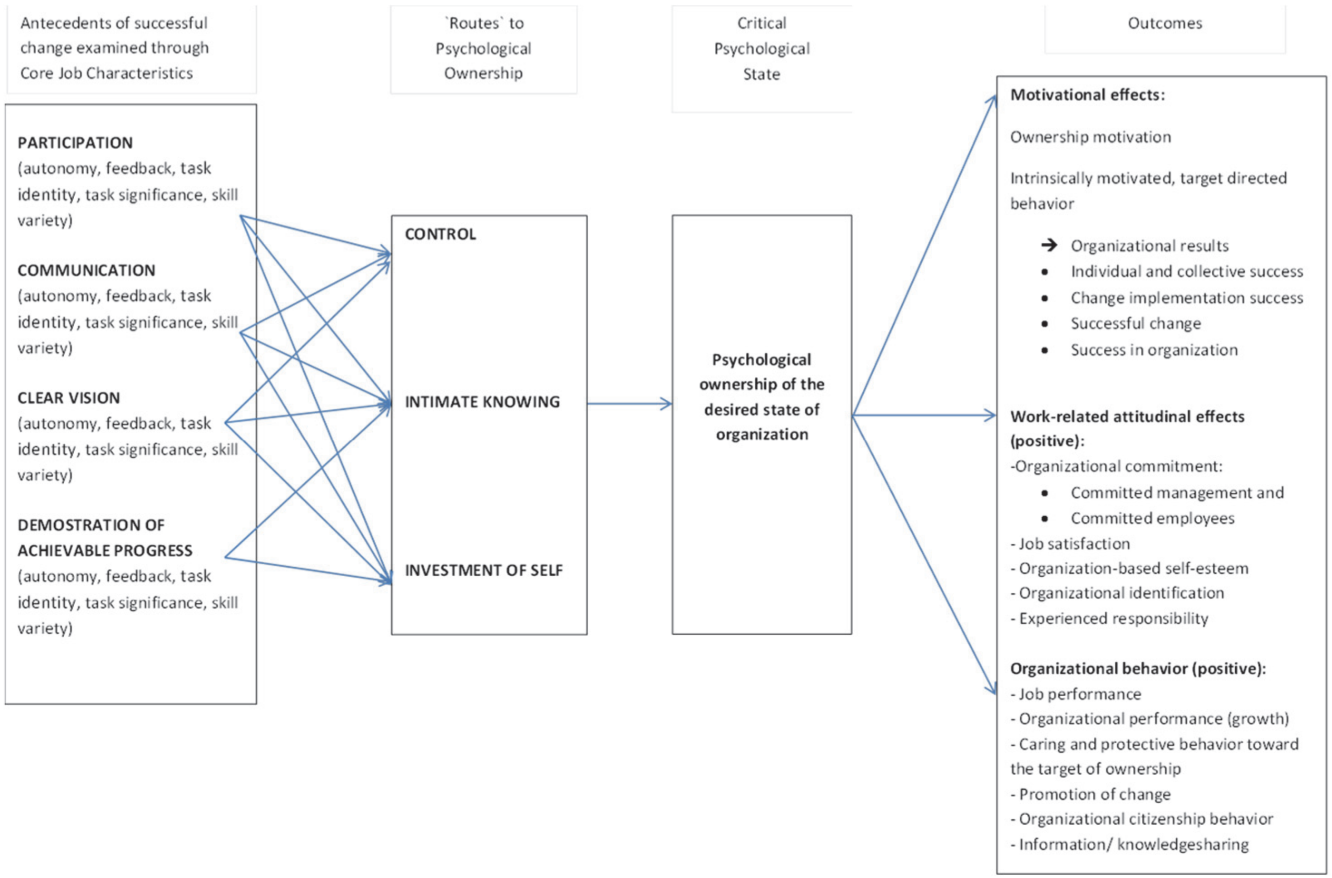

FIGURE 18 Psychological ownership-based revision of the job characteristic model (Pierce & Jussila 2009, 2011) modified with the main antecedents of successful change

The outcomes are for the most part congruent with outcomes of the theoretical examination of psychological ownership-based revision of the Job Characteristics Model, with the exceptions of SFE analysis focusing on positive outcomes only and adding outcomes concerning successful change. Next, a discussion and conclusions of the study are provided.

5 DISCUSSION AND CONCLUSIONS

Change is a constant and dominating feature of current organizational life. Despite various theories of organizational change and change management, the mystery behind successful change has not been solved entirely. In this study, the transition within the organization was not evaluated in terms of successful or unsuccessful change, but antecedents of successful change were examined through the lens of psychological ownership to better understand and thus benefit those managing change. Examination of practices and discourse within the organization provided enhanced information about why certain antecedents predict and/or enable success in organizational change. Above all, this study was intended to develop further the theoretical knowledge and understanding of change management in organizations. Also, it provides a psychological ownership perspective to further understanding of change management and change management practices in terms of particular antecedents of successful change. This chapter offers discussion and conclusions. First, the study contributes to the understanding of change management in terms of antecedents of change through the psychological ownership framework. Second, an extensive discussion regarding the reliability of the study is presented. The chapter ends with suggestions for further research.

The main question of this doctoral dissertation is "Why do certain factors - communication, participation, clear vision, and demonstration of progress - successfully contribute to change from the viewpoint of the theory of psychological ownership?" In this study, this question refers to examining how the psychological ownership framework may contribute to the understanding of change management in terms of antecedents of change. This study participates in the academic conversation of both change management and psychological ownership. It offers the lens of psychological ownership both to view and to analyze planned organizational change in qualitative research. In a practical manner, it provides a new perspective on change management practices in organizations.

The target organization is a large multinational company within the metal industry. The company provides a wide range of products (e.g., pumps, agitators, compressors) and services within several manufacturing sites and more than a hundred service centers and sales offices worldwide. This study examines one particular change carried out in one unit of the company, the sales department at the Finnish headquarters, and the global sales offices. In this study, the collected data are extensive and diverse. The data were collected 2004 through 2007 as an action research. The main research material includes 73 interviews, 41 inquiries (32 in Finnish, 9 in English), and material created during the 10 seminars, which were implemented using Appreciative Inquiry (e.g., 132 flipchart papers).

5.1 Discussion of understanding change management

> Success in organizational change often ultimately rests on success in change at the individual level (Porras & Robertson 1992).

Organizational change always involves people (Mattila 2006) and always is challenged by people. Change has a specific effect on those who have feelings of psychological ownership for the target of change (Dirks et al. 1996, 7-8). Dirks et al. (1996) noticed that as a real and common phenomenon, psychological ownership continually affects the behavior of people in organizations. Also, the theory of psychological ownership can explain individuals´ disposition toward change (Dirks et al. 1996). Pierce et al. (2011, 5) state that "what makes psychological ownership important is that it helps you unravel many of the mysteries of organizational life." Thus, the theory-based assumption of this study was that the theory of psychological ownership can facilitate the understanding of change management by explaining why certain factors successfully contribute to change. Also, simultaneously, use of the theory of psychological ownership was intended to generate positive effects and consequences of change management, responding to the challenge of change management practices that are focused on removal of barriers instead of understanding the underlying reasons and consequences (see Mattila 2006, 3).

As change itself quite often has a negative tone within organizational life, understanding the psychological ownership framework may help to turn it into a positive sound. For example, Liu et al. (2012) conceptualized psychological ownership as a positive psychological resource that has predictive power on outcomes such as commitment. Pierce et al. (2011) stated that positive organizational behavior conceives psychological ownership (see Pierce et al. 2011). In this study, AI was used as a tool and technique of positive change to create the conditions under which employees may be motivated for change. Employees were actively involved in the SFE process, especially in interviews and AI seminars where dialogue was used to generate a common future by creating meanings together.

Dirks et al. (1996) suggested that feelings of psychological ownership may generate a particularly powerful positive disposition toward the changing object of PO (desired state of the organization) within the *positive* types of change. Self-initiated, evolutionary, or additive changes likely lead individuals to promote the change as *they moderate the conditions, which enable them to fulfill the certain needs* of control and efficacy (self-initiated and additive), self-continuity (evolutionary), and enhancement of the self and feelings of personal efficacy (additive). Imposed, revolutionary, and subtractive organizational changes are resisted as they frustrate fulfillment of the needs for self-enhancement, self-continuity, and control and efficacy (Dirks et al. 1996). In this study, the needed SFE change can be described as self-initiated, evolutionary, and additive change. This study started by recognizing that many efforts at organizational change are unsuccessful (see, e.g., Beer et al. 2000, 2; Lambrechts et al. 2009; Kotter et al. 1979; Brown et al. 1998). *This study discloses how recognition of psychological ownership as well as its activation and direction toward the desired future state promote success in planned change in organizations*. The results of the study suggest that motivation and the development mechanisms of psychological ownership can help to explain the antecedents of successful change and, thus, help in managing change.

In this study, the concept of "change planning" refers to the entirety of the change process. In the studied change process – Sales Force Effectiveness - people were involved the process from the early stages as soon as the preliminary analysis was conducted and the main goals were established. Personnel were invited to contribute their know-how and proficiency in change planning and implementation through interviews, AI seminars, discussions, sociograms, inquiries, and daily work. Thus, the change was promoted by those factors called main antecedents of successful change: communication and participation. Use of these factors in change is supported by Wanberg et al. (2000), who suggest that change is perceived as more beneficial with higher levels of participation and, in addition, that active participation and information provision are the supportive links to success in implementing change. Also, Carter (2008), Rosenberg et al. (2011), and Armenakis et al. (1999) show that communication and employee involvement in the change process lower the barriers to change. In addition to participation and communication during the SFE, all those involved with change had a clear vision of the desired state of the organization as they were together in forming it, first for the sales organization and then for those units involved in SFE. Communication, a clear vision, and demonstration of progress in change were supported in many ways: AI seminars invariably began with an informative management review where questions were welcome, the personnel magazine had a column on SFE, and the project manager was responsible for information sharing during the SFE. These supportive functions also had an advancing connection, for example, to readiness for change, supported by self-efficacy beliefs and openness to change.

According to Lewin (1947, 37), *motivation must be created before change can occur*. This is highly important as motivation determines what people really do (Amabile 1998). This study suggests that *motivation for change can be created by psychological ownership.* Motivation (for change) means that motives (for change) exist. This study has followed Pasmore et al. (1992), suggesting that change should be viewed as a conscious process of human need satisfaction. Four motives (roots) serve as reasons for psychological ownership: (1) self-identity, (2) home, (3) efficacy and effectance (Pierce et al. 2001, 2003), and (4) stimulation (Pierce et al. 2010, 48). If one or more of these motives are fulfilled, they will facilitate the emergence of feelings of psychological ownership (Pierce et al. 2011). *Thus, if the motives for change are identical to the motives of psychological ownership, they may facilitate motivation for change through feelings of PO if the target of PO is the same as the target of change.* In other words, satisfaction of at least one psychological ownership motive may enable development of feelings of ownership toward the desired state of the organization and thus enable change to occur. This study found that a clear vision, active participation, communication, and demonstration of progress in change successfully contribute to change because they fulfill the motives of PO and activate the development mechanisms of PO that allow feelings of psychological ownership toward the desired state of the organization.

What links motivation to action is a decision that has a "freezing" effect (Lewin 1947). In this study, AI was used as a positive approach that gave people energy and the belief to make things happen, to reach the goal. The vision of the desired state of the organization was created with employees through the communicative and participatory methods of AI. The vision was visible and attractive to arouse individuals´ interest and attention and was recognized as ″more than present." Thus, *the vision facilitated the decision to promote the change*. The visions for the teams were created similarly. Seen as open and attractive, the vision fulfilled the motives of effectance and home. Also, being novel and arousal producing, the vision was able to fulfill the need for stimulation. The method also supported the fulfillment of the motives of self-identity and social identity as the future was seen as attractive, socially esteemed, and self-revealing (see Pierce et al. 2011). The use of AI made it possible to create the conditions where people experienced the organization in its desired state so that it was capable of potentially fulfilling the motives of psychological ownership to facilitate the emergence of PO (see Pierce et al. 2011, 120).

According to Pierce et al. (2011, 267-269), development of PO may take varying amounts of time. The route to control (real or imaginary) feelings of ownership may manifest itself faster than the routes to intimate knowing and investment of the self. It takes time to develop feelings of ownership through investment of the self and to come to intimately know the target of ownership. However, it is difficult to know in advance how much time is needed for the development of feelings of ownership or whether such feelings will ever develop (Pierce et al. 2011). In this study, the positive approach was intended to promote the organizational identity change from the beginning of the SFE process. Consistent with Clark, Gioia, Ketchen Jr., and Thomas (2010), it is essential for organizational identity change to emerge in the initial stages of the transition so as to advance the change successfully. Additionally, Clark et al. (2010) suggest that critical in moving forward is the interim sense of a shared, new identity held by members regarding the desired future state ("image") of the organization. Furthermore, motivation that occurs primarily through the interest in, satisfaction with, and challenges of the work itself will lead to creativity (Amabile 1998, 79).

Participative decision making as well as technology and autonomy as sources of work environment structure are significantly related to a sense of ownership because low levels of work environment structure are positively associated with ownership feelings (Pierce et al. 2011). These matters were strongly emphasized during the change process as participative decision making was involved with participation and communication, technology was supported, and the need for new tools came was acknowledged in the first interviews. Also, the importance of autonomy of employees was found from analysis through the core job characteristics model in participation, communication, clear vision, and readiness for change.

Most factors fundamental for successful change can be found as early as Lewin`s (1947) three-step model as it is explained that reciprocal [participation] communication [communication] is necessary to adapt employees to change [ability to adapt to change -> readiness for change] and connect them to the organization [clear vision]." "Freezing" in Lewin´s three-step model means supporting the desired change and keeping the vision "alive" together [vision/demonstration of progress]. In this study, "unfreezing" was realized after the preliminary analyses needed to complete the comprehensive analysis of the situation. Also, the target was established first by the management team and then collectively by using Appreciative Inquiry to define more broadly the vision of the desired state of the organization and the units. In addition, AI was used extensively within the organization to move toward motivation for change. The move/change/transition/process meant allowing people to participate and to find the solutions together through participation and communication. The last stage, freezing/refreezing, was intended to support the desired change, keeping the vision "alive" together by following the plan (see Lewin 1947).

Understanding and use of change management tools within this study is based on understanding why the antecedents of successful change contribute to change. The main points, combined with the theory of psychological ownership, are explained next:

1. Transition can be managed by allowing people to participate and find the solutions themselves (see Lewin 1947). *Active involvement and participation enable satisfaction* of the motives of efficacy and effectance, home, stimulation, and/or self-identity. Thus, people in organizations may feel that they have greater power and more intimate knowledge of the change. Also, they are stimulated to invest themselves, all resulting in the appearance of feelings of PO toward the desired state of the organization. According to Elias (2007), the feelings of control over the change add psychological hardiness. The locus of control and employees´ attitudes have a direct effect on affective or-

ganizational commitment and thus on success in change implementation (Elias 2007).

2. Communication lowers the barriers to change. Effective and credible communication is quality information timely provided. Active and open communication about progress in change is part of monitoring and an important part of early recognition of problems as well as maintaining employees´ motivation during the change (see Lanning 2001). An employee´s perception of the quality of change information is significantly positively related to affective commitment to change (Rafferty & Restubog 2010). *Through active communication and information provision on change and its progress,* the motives of stimulation, home, and efficacy and effectance may be fulfilled; people in the organization may develop the feeling of having intimate knowledge of the change process and its progress toward the goal and thus the feelings of PO toward the desired state of the organization may appear. In addition, communication can represent and/or add power to persons involved in change.

3. Each member of the organization needs both an individual and collective understanding of a common future to commit to it. A *clear vision* that is attractive enough to arouse the interest and attention of organizational members is priority for success of the organization and any planned organizational change. A clear vision fulfills the motives of self-identity, efficacy and effectance, home, and stimulation and thus enable development of PO through power, knowledge, and/or investment. Through a social identity that shares a common goal, employees together can be part of forming and keeping alive the clear vision of change (desired state of the organization) that is open and attractive, regarded as home (a place to dwell).

Finally, to conclude and justify the study: Why is it useful to understand, activate, and support the feelings of psychological ownership within the organization, particularly in a situation of planned organizational change? Within the emerging situation of change, the possible feelings of psychological ownership in the organization are directed toward employees´ current job, department, or organization. When the change is announced, change resistance toward it represents more than a potential to emerge because it is a natural reaction when confronting a new situation. *To get people in the organization to change the target of psychological ownership from the current and familiar to the "unknown" and thus to achieve the new goals, knowledge of the development of feelings of ownership toward the desired state of the organization is needed. This is where understanding the theory of psychological ownership is particularly contributory.*

Based on both theoretical and empirical examination, psychological ownership explains why particular antecedents are critical to successful change and thus adds knowledge about the capability for successful transition between organizational states at the beginning and end of the change process. *Antecedents of successful change* (communication, clear vision, participation, demonstration of progress) *create the opportunity for satisfaction of the motives of psychological ownership and also affect the extent to which employees have psychological ownership feelings toward the desired state of the organization.* Consistent with the theory of transitional identity (Clarke et al. 2010) and empirical findings of this study, the theory of psychological ownership (Pierce et al. 2001, 2003; Pierce et al. 2011) suggests that *members of an organization are willing to make the needed crossing (projected future identity) only if they are able to construct a picture of the organization (sense giving via image management) that is attractive and motivating (boundaries of psychological ownership).* In addition, if the projected future identity that is collectively attractive and motivating is created together (collective identification), the effort may lead to collective psychological ownership.

Psychological ownership exists in the mind of an individual. It is nonformal ownership with assumed and experienced rights and responsibilities. The target of ownership, which can be either material or immaterial in nature, becomes a part of the extended self through personal experiences (Pierce et al. 2011). Consequences of the feelings of psychological ownership are many, and mostly positive. In this study, for example, job satisfaction, commitment, experienced responsibility, performance behavior, and knowledge sharing were found. The results are consistent with the literature and research on the effects of psychological ownership in organizations (see Pierce et al. 2011). The results of this examination have significant implications within the change context as feelings of psychological ownership bring about a sense of responsibility and liability toward the target of ownership (the desired state of the organization) and thus encourage individuals to nurture, support, and take care of it. Also, positive organizational behavior, in this study AI as a positive approach to change, conceives psychological ownership. This result is consistent with Pierce et al. (2011).

5.2 Discussion of reliability of the study

The main purpose of this doctoral dissertation is *to elaborate existing theoretical and practical knowledge* of change management in organizations in terms of antecedents of successful change. Also, it is intended *to provide the psychological ownership perspective to further understanding of change management in terms of particular antecedents of successful change.* The objective is to explore and understand the role that psychological ownership plays in change management practices within planned change and to develop further theoretical knowledge of change management in organizations, combining change management with the theory of psychological ownership.

According to Stace (1996, 553-560), there is not one specific organizational change strategy or best practice that works in all organizational and cultural contexts. However, success in change requires knowledge of various operational models and the courage to act against trends. That action research is both research and a change process also must be accepted. It is a research strategy attempting to implement a change, but it naturally cannot guarantee success. Still, it provides qualifications for the success of the study (Kuula 1999, 174 – 175.) As a tool of action research and change management, Appreciative Inquiry is a suitable choice within this change and action research from the perspectives of both the researcher and the organization based on practical experience and received feedback. Appreciative Inquiry engaged participants in a process of reimagining "what could be" and taking ownership for "what will be" (see Bushe 2011, 93). The positive atmosphere of the seminary days, the new way of cooperation, and sharing experiences through dialogue appeared to the researcher to be energetic cooperation and commitment to development work. Particularly, participation of people from different organizational levels as equal members in groups, every participant's responsibility to bring his or her own experiences to the whole group's awareness and use, and dividing the participants into groups at random (not by theme) emerged as success factors of the AI seminar days. According to Bushe (2011) that "fusion of strengths" and "activation of energy" in AI is generally considered essential to the generative momentum of the change process

Positivity and successful experiences were also on the carpet during both interview rounds (2005 and 2007). Interviews in both rounds started with the success stories. The interviewees sometimes found it slightly difficult to praise their own work or its results but after diplomatic inducements everyone found a story of a significant success concerning his or her work. The interviews, like the seminars, highlighted every participant's experience-based know-how, knowledge, and feelings. Using a researcher from outside the organization was essential for obtaining correct and sufficient information. This factor came up in several interviews. Members of the organization did not want to or were not ready to present their own critical views directly to management but in the interviews these things were mentioned in confidence. In the interview summaries and analyses that were delivered to both management and employees, both positive and challenging aspects were brought up so that individual responses could not be identified.

A positive experience for the researcher was that the personnel experienced the openness of the interviews as positive and that during the later held seminars action was open and even critical opinions were presented, even though members of working groups represented all positions of organization. Behind this success can be seen Senge's, Schein's, and Argyris' (separate) intervention theories based on learning about the organization based on the intervention theories used on the cognitive level of intervention. The hidden sources of inefficiency must be made visible so they can be changed. According to all three theorists, success in that requires using a neutral expert (Edmonson 1996, 575–576, 592).

The basis and characteristics for qualitative research involve the human being as examinee and examiner as well as the living-world where research occurs. The term living-world refers to people's experienced reality, which is always present and ready and regarded as the world of meanings. Since all qualitative research occurs in the living-world, the research worker is part of the context of meanings as well (Varto 1992, 23−27). One purpose of scientific research is to produce information that can be generalized and transferred to other contexts. Objects of qualitative research, however, and thereby also the information gathered are always singular. The challenging task for the researcher is to elicit both the qualitative general information while maintaining the singular's individuality and uniqueness. Generalizations of qualitative research, however, cannot be regarded as norms since they are based on living-world entities understood by people at a certain time and place (Varto 1992, 73−80).

As stated earlier, the repeatability or generalization of qualitative case studies or action research as such is not sensible or significant. If the description of change and action research process has been successful, the use of functional methods and the experiences gathered from them is also possible in different contexts. The benefits of this research can be seen through presentation of an explicit, stage-by-stage description of change and action research processes conducted with positive and participatory methods from which the reader can pick up the practices that apply to their own work or context. Critically, one can ask whether the researcher has opened the processes of the research and analyses so that readers can form an understanding of the entity. Can the readers also believe what they have read and form an idea of applicability to their own work? This may be the researcher's biggest challenge – how to select and produce enough and proper information for the reader from the enormous volume of material and experiences gathered during an extensive process so that applicability would be as widespread as possible. According to Puusa (2011), analysis and interpretation of qualitative material are never similar when done by two different researchers because people do not observe and interpret things in the same way. Important is that, as a result of analysis and interpretation, an answer to the given research questions can be found. An hermeneutic circle gradually leads into a reasoned, possible interpretation (Puusa 2011, 124).

Estimating reliability in this case study conducted via action research is difficult because the research is based on intervention (Huttunen et al. 1999, 113). Efforts have been made to transparently present the process of change and the different stages of action research (see also Luoma 2010). Because of the study's extent, depth, and context boundedness, presenting the process in its entirety would be impossible. Researchers of the case study draw their own conclusions on the basis of observations and other data collected (Stake 1995). Also, according to Huttunen et al. (1999), the same process and result are not possible (not even in principle) since after intervention the situation has already changed from the original. Thus, the result is true only in a specific situation defined by certain time and place (Huttunen et al. 1999, 113−114). From the hermeneutic point of view, truth is revealed during the progression of research because the world, tradition, and research already exist and when inquiries are made (Huttunen et al. 1999, 125). According to the pragmatic theory of truth, truth in research depends on what practical consequences are highlighted or observed. A prerequisite of evaluation is an understanding of what can be considered a successful practice or desirable practical consequence in this exact time and situation (Huttunen et al. 1999, 119−120).

Because the material of this case study was collected as action research, considering the position of the researcher is part of the reliability evaluation. When both examiner and examinee are human beings, the researcher is not expected to be able to act as an entirely objective observer (Varto 1992, 26). According to Eskola and Suoranta (1998, 128-129), objectivity in action research is not consistent with the traditional view, where the researcher aims at observing the target without disturbing it. In contrast, action research is an open operation where people's lives are influenced and where examinees are aware of the purpose of the study and their own involvement in it (Eskola & Suoranta 1998, 128−129). The role of an action researcher is extremely challenging. On one hand, she is a member inside or outside the organization, working at the organization as a specialist of change (e.g., as a starter or facilitator of the operation). On the other hand, she is an examiner who actively observes, collects, analyzes, and produces information about a specific change from the starting point of scientific research. Trustworthiness and expertise are emphasized in these roles. For the action researcher, the work with both management and personnel must be open and trust evoking for cooperation to succeed. At the same time, a certain distance must be maintained between examiner and examinee.

As a researcher from outside the organization, I experienced both the size of the target organization and time management as challenging. At the beginning of the study, I did not know anyone from the organization (see Pratt 2009). During those two and half years of action research, I had time to get to know the organization and its personnel reasonably well and to form confidential relationships with management and personnel. However, some possibly quite significant encounters may have been left unexperienced. Cooperation, including time management, went generally well, although challenges resulted from the fact that this research was only part of my job as a development expert and I had to divide my concentration between several other projects.

According to Grönfors (1985, 122-123) and Eskola and Suoranta (1998, 130) certain challenges, such as excessive identification with the researched community and knowing informants too well, are highlighted in action research because of the researcher's active role. Action research as an intervention can also reveal, for example, issues related to relationships or power which would not have come up using other methods (Huttunen, Kakkori, & Heikkinen 1999, 112). If I had conducted this study as a researcher from inside the organization, the results may have been different. As an outside researcher, I maintained a certain distance from members of the target organization. People also dared to mention the organization's negative aspects, which as an inside researcher I might already have been aware of, but which may not have come up through the interviews.

Mäkelä (1992, 47−48) lists (1) significance of material and social or cultural place, (2) sufficiency of material, (3) extent of analysis, and (4) evaluability and repeatability of analysis as criteria for evaluation of qualitative analysis. According to Ehrnrooth (1998, 31−32), the significance of the analysis and the plausibility of the interpretation are based on, for example, the use of a systematic and reliable analysis and analysis method and, thus, on openness and traceability of operations. In this study, the research process is presented in stages and the material collected as action research has been available in its entirety to both the researcher and the reviewers of the study. Also, the analysis from the psychological ownership perspective is presented systematically. According to Mäkelä (1992), sufficiency of qualitative research material is often evaluated in terms of saturation of material. Comprehensiveness of material is aimed at through control of material and thoroughness in interpretation (Mäkelä 1992, 47−54). However, for qualitative findings, there is no "magic number" or volume of material that should be considered "enough" to answer the question a researcher seeks to answer (Pratt 2009). It is important to note when studying psychological ownership that individual factors, the process by which psychological ownership emerges, and the context make the difference between the individuals and thus the results. Differences in individual factors derive from the strength of motives, personality (e.g., extro-/introverts), sense of self, and personal values, so that the relevance of different attributes varies among people. Psychological ownership emerges through a complex interaction of motives, development mechanisms, target attributes, and individual factors. "Roots and routes" are complementary and additive in nature but distinct as well (see Pierce et al. 2003, 95).

According to Kuula (2006, 24-25), research ethics concern questions that are related to (1) gaining material and protecting those who are researched, (2) application, use, and impact of scientific information, and (3) issues within science. When starting the research work, I entered a written research ethics contract with management of the target organization, from which comes the following extract:

> Object of contract is – in research and discussions related to it – the type of confidential information gotten [from the target organization] concerning products, trade secrets, and competitive situation which, if ending up in third parties' knowledge, could cause damage – to the business [of the target organization]. Material and information given for use during research is confidential. It is only used in research according to established, good ethical customs, in a way that protects the target company and possible third parties.

In this study, questions related to gaining material and protection of informants concern both the target organization of research as a company and individual persons working there (i.e., employees and management). Participants' awareness of the research, the voluntary nature of participation, and consent to participate in the research are important research ethics questions involving the responsibility of the one researched and the researcher (Cohen, Manion, & Morrison 2008, 51−58). Participants in this research were informed of the research by both the management and the researcher as well as by the management in the interview invitations, personnel magazine, in interviews, and in seminars. Permission to use a recording device during interviews was secured before every interview.

Because action research and change were in many ways inseparable, one can speculate about whether informants were always aware that all change-related action and collected material were also research materials. I agreed with management of the organization that the name of the organization would not be revealed. This was to protect the organization and especially individual persons because the information about change collected (e.g., in interviews and questionnaires from one particular department) is discussed in the analysis chapter. Additionally, this way the material can be used in its entirety, which gives the researcher extensive possibilities for use of the material when sticking to observation of the organization or department level is not required.

Producing new information and aspirations for independence and self-reliance can be seen as ethical values of science. To her best ability, a researcher must follow the communally agreed research ethics principles in her own work. Action research as a research strategy provided a chance for development of the organization through methodological triangulation, producing also extensive research material for use of the researcher in analysis. A new custom formed as a result of action research cannot be considered independent of circumstances but a new custom formed through intervention can change very quickly as a result of reflectively progressing and target-orientated development work (Heikkinen & Jyrkämä 1999, 45). This can be seen as a positive consequence of scientific action research rather than as an unscientific matter.

5.3 Suggestions and limitations for further research

According to latest literature regarding psychological ownership in organizations (Brown, Pierce, & Crossley 2014), psychological ownership is increasingly recognized within the organizational context. However, empirical work on PO has so far focused on the outcomes of PO, such as organizational commitment and performance. Because empirical work on the forces and conditions that produce psychological ownership is scarce, or even lacking, ways of developing PO in the workplace are not well understood. This limits to the chances to foster and increase the feelings of ownership in the work setting (Brown et al. 2014). In their latest quantitative study, "Toward an Understanding of the Development of Ownership Feelings," Brown et al. (2014) focused on the processes in development of feelings of PO using job complexity "as one source of work environment structure that affects the extent to which an individual can exercise self-direction and self-control and the associated processes that contribute to the development of job-based feelings of ownership" (Brown et al. 2014). Their study examined the development of PO feelings toward work but they suggested applying the findings broadly to all types of territories. This study, "Understanding Change Management through the Psychological Ownership Framework," may be seen as a pathfinder for enhanced understanding of the development of *PO within the organizational change context* as it has systematically taken into account the development mechanisms and motives of PO. Referring to the main point of Brown et al. (2014), this study could be also called "Understanding Change Management by Understanding Psychological Ownership." However, it is meaningful to encourage future researchers to continue on this path using new cases in different kinds of change situations and organizations to provide management, personnel, and change management practitioners in organizations with a better understanding of managing change.

To date, most of the research on PO has focused on positive side (Pierce et al. 2010). Also in this study, the analysis and results are limited to the positive side of change management and psychological ownership. However, it is important to notice and understand that feelings of psychological ownership produce positive and negative as well as mixed and neutral effects. These hypothesized effects that stem from feelings of ownership can be defined by categories of work-related motivation (ownership motivation and intrinsic motivation), work-related attitudinal effects (job satisfaction, organizational commitment, alienation, organizational commitment, and/or identification), and work-related behavior (job performance, citizenship behavior, territorial behavior, knowledge-sharing/hoarding) (Pierce et al. 2010). Furthermore, psychological ownership may lead to such negative consequences as rejection of others´ aspirations, leading to resistance (Brown & Robinson 2007, 253; Pierce et al. 2009, 490; Baer & Brown 2012, 61) or stress and fatigue because of the personal sacrifices. Other examples of possible negative effects or consequences of psychological ownership are financial responsibility for risk taking in the target (Pierce et al. 2001, 303) and territorial behavior in terms of impaired performance and non-social behavior (Avey et al. 2009, 176) within the social context (Brown et al. 2005, 577−579). Negative consequences of psychological ownership within the organization have not yet been demonstrated empirically despite calls to do so (Pierce et al. 2010, 824−827). Thus, future researchers can examine the effects of PO extensively, taking into account all different views – positive, negative, mixed, and neutral.

This study was intended to advance the understanding of four identified antecedents of successful change (i.e., why they are important) and, simultaneously, to bring forth the positive effects of change management practice. It would be beneficial to elicit the reasons and consequences of change management failures simultaneously with the positive side. However, this is left for a future study. Thus, the link between negative effects and psychological ownership toward change is not examined here. Dirks et al. (1996) provide some theoretical proposals with which to continue.

As mentioned earlier, more extensive research on the role of individualism/collectivism is needed (see Pierce et al. 2011, 248). As noted, collective psychological ownership is a group-level phenomenon that emerges through interactive dynamics. Connecting the CPO framework more tightly to the change context is highly recommended in future research as most antecedents of psychological ownership enhance the social view of functioning.

It is also important to note that the human being is a physical, cognitive, and psychosocial entirety of mind, body, and social interaction where intensive interplay is constant. Thus, it is somehow inconvenient to investigate only one or two of these components without taking into account the third one. For example, the influence of positive and negative thinking on psycho-physical wellness or the effects of illness or poor physical condition on social relationships in organizational change are examples to consider in future research. This is also a limitation of this study: The physical component is not explored within this research even though in some cases it must have a powerful effect on development of psychological ownership. For example, if an employee or manager is seriously depressed, he or she may not have and may not develop any motivation to develop feelings of PO toward the desired state of the organization Furthermore, in future research, cultural differences are another point to study. For example, in particular countries, power and participation are approved behavior for directors only, which creates limitations for the use of psychological ownership in organizational change management (see Liu et al. 2012).

As this study is the pathfinder for qualitative research in combining PO and change management that goes into motives and development mechanisms of PO in change situations, there is huge potential for the researcher to continue to follow this path. The given suggestions for future research are merely examples of all those possible subjects and research directions for future research within the wide framework of psychological ownership and organizational change. However, it is hoped that these suggestions provide meaningful ideas for those who contemplate research within this framework.

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ATTACHMENTS

Names and other confidential information have been removed from the attachments. The name of the case organization has been replaced with "Organization."
(17.09.2013 / Jenni Luoma)

ATTACHMENT 1 Preliminary framework for the study

Theories **Change Management** **Organizational Change** **Psychological Ownership (PO)** **Collective psychological ownership (CPO)** **Appreciative Inquiry**	**GAP**	**How does this research fill the gap?** **What is the new insight?**	**Research objectives**	**The major question is: "What is the role of PO and CPO in understanding organizational change"?**	**Material**
A number of significant theories and models describes the process of implementing change and/or demonstrate the factors contributing to success (e.g., Kotter 1995, 1996; Haslam 2001; Burke 2002; Greiner 1967). Those models have most often been based in Lewin´s (1947) 3-step model of change. Diverse literature shows that there are some factors fundamental for success of any planned change. They are active participation (e.g., Burke 2002; O´Brian 2002; Lines 2004; Walton 1985, Greiner 1967; Lewin 1947), communication (e.g., Carter 2008; Coch & French 1948; Dicke 2007; Kotter 1996; Miller, Johnson, & Grau 1994; Lewin 1947), clear vision (e.g., Lorenzi & Riley 2000; Kotter 1996, Lewin 1947), readiness for change (e.g., Jones, Jimmieson, & Griffiths 2005; Miller et al. 1994; Armenakis, Harris, & Mosholder 1993; Wanberg et al. 2000, Lewin 1947), and demonstration of progress in change (Kotter 1996, Lanning 2001) as a part of successful change	The best practices and recommendations for action within the change context are mostly about removal of change resistance or other problems, not for understanding the reasons and consequences for them (Mattila 2006, 3). Past research of change management has focused on identifying the antecedents of a successful (as well as unsuccessful) transition rather than explaining why those attributes are major in accomplishing the change successfully. In addition, Mattila (2006) points out a clear line that exists between	The theory of collective psychological ownership is used to analyze organizational states A (current state) and B (desired state) to describe attributes critical to successful change and to explain why particular attributes are critical to successful change.	To explore and understand organizational transition toward the desired state (that fills the needs) through the psychological ownership lens. To explore the role that psychological ownership plays in change management practices.	As the target of change, what should the organization be like to become the desired object of psychological ownership after the transition and what are the boundary conditions for that? What kind of motives (roots) does the organization need to fulfill to enable it to become (boundary conditions, routes) the desired object of collective psychological ownership after the transition and thus enable employees to become collectively motivated for change?	Interviews (1 & 2) Theory of PO and CPO Material collected on action research

management. Additionally, the ability to adapt to change is seen as the key condition to successful change (Mattila 2006, 3). In organizational change, the challenge lies in people. Changes typically involve a variety of personal losses such as loosing familiar routines or even the job, pride, and significance of their work, and well-being. People are not willing to invest themselves unless they see powerful and attractive advantages of the proposed change (Kotter 1996, 9) and/or have a feeling of freedom to choose when and how to behave (Brehm 1966, 377), e.g., whether to determine or implement the change (Burke 2002, 93). Freedom to choose is beneficial in terms of need satisfaction. If this freedom is threatened, the person becomes motivationally aroused in response to threatened reductions (psychological reactance) (Brehm 1966, 377-379). Appreciative inquiry as a tool for change management (e.g., Cooperrider & Srivastva 1987; Whitney 1998, 2008; Whitney & Trosten-Bloom 2003; Watkins & Mohr 2001). Pierce, Kostova, & Dirks (2001, 2003), Pierce & Jussila (2010, 2011): Theories of psychological ownership in organization. Dirks, Cummings, & Pierce (1996): Proposed theory of change centered on the construct of psychological ownership.	economic and social sciences in change management theory and practices. Furthermore, in the Finnish organizational change context, conversation has been quite technical, referring mainly to realization of the results and targets (Mattila 2006). ➔ lack of clarity on the change and change management to explain why identified antecedents of successful transition are critical for successful change to bring forth the reasons and consequences behind change management failures				
				How is the organization constructed (roots, routes, and method) to achieve the jointly envisioned and desired state of change (transition from state A to B)?	Interviews (1 & 2) Theory of PO and CPO Inquiry
		thus to add knowledge about joint capability of successful transition between organizational states A and B.	To develop further theoretical knowledge of change management in organizations, combining it with the theory of psychological ownership.	(What is the effect of individual and collective psychological ownership on the result of change?) How does the organization benefit from collective psychological ownership within the change context?	Interviews (2) Theory of PO and CPO Inquiry

ATTACHMENT 2 Invitation from CEO to the interviews (part 1)

Sales Force Effectiveness

Invitation to a specialist interview

Gentlemen,

Our organization started a development project last fall to improve the sales and marketing functions. The target is to increase our business, improve our profitability, and develop our sales process to improve on-time delivery.

Our development project consists of the following parts:

- To examine the growth potential and focus the sales network strongly on changing customer needs and new opportunities (changing markets, new products)
- To improve the sales and marketing processes of SPP (new systems and tools)
- Training needed for new methods, systems, and tools

”Sales Force Effectiveness/Sales Growth” has also been selected as one of the main targets for SPP in 2005. The growth target is 20% in two years. The target will be divided into subtargets for the persons involved in the sales process. We need the contribution of everybody to reach our target.

To collect and utilize the entire expertise and all ideas we possess, the Finnish Employers' Management Development Institute (FEMDI) will assist us in mapping out the present situation through interviews. Persons with different sales-related tasks within SPP, covering the whole process, will be invited to an interview. Jenni Hämäläinen from FEMDI will conduct as many interviews as possible with representatives of the sales network from abroad during the PPI & FMF sales and segment meeting in [place] on February 14-17, 2005. Please contact N.N. to agree on a convenient date and time for your interview.

[Name of the organization] will also take part in FEMDI's research project on change management. We will receive information and feedback on the points of view, experiences, and expectations of the persons involved in the sales process, as well as on the progress and results of the development project.

[name of CEO]

ATTACHMENT 3 Themes for interviews

Participants from:

FINLAND

ASIA-PACIFIC: Singapore, China, Australia/New Zealand

EUROPE and SA:
Germany, France, Austria, Spain, Great Britain, and South Africa

AMERICAS: Brazil, USA, and Canada

Questions and themes to use:

Everyday life and succeeding/success in the organization:
How do you view/perceive the organization where you work (structure, sales organization, management methods, roles)?
Describe your most recent success in the organization: When and how did it happen?
Do you receive feedback/reaction on your successful performance? What kind of feedback?
How (in your work) can you influence/contribute to your organization's success?

Recent changes in working life:
What kind of changes have you experienced during the past 2-3 years of your working life?
How have they affected you personally, your perception of work, and your work motivation?
How are changes usually implemented in your organization (communication, openness, change process progress)?
What would you do differently? How can you contribute to the process of change implementation? How is it possible to achieve a successful implementation of change?
What information have you received about the "Sales Force Effectiveness" method that concerns the sales force?
What kind of feelings and expectations do you have regarding this change?
In your opinion, what does it take from/are the requirements for your organization to implement this change successfully?

(Up)Coming changes:

Which products and markets should be invested in more than before? Which products and markets are doing well?

- Products and markets
- Working tools
- Improvement possibilities in
  project sales, individual pump sales, spare parts sales, and service
- Cross-selling

How could the organization support the personnel engaged in sales/sales personnel?
What are, in your opinion, the keys to success? Development ideas?

- Sales force's training needs
- Strengths in work with customers/customer support
- How do you see [new product´s] salability? What kind of resourcing and work load distribution is needed?
- Messages to the management

ATTACHMENT 4 Success Story Seminar Leaflet

"Successful growth together"

SPP Sales Growth

SUCCESS STORY

SEMINAR

May 23, 2005

Frankfurt

THE TARGET OF THE SEMINAR IS TO:

Create a VISION and ACTION PLAN for the change in organization that is simulated through common success and experience.

Create a dialogue and develop the organization through communication, cooperation, and participation.

As a result, the employees of SPP are better able to commit themselves to common success.

"Jokaisen ihmisen ainutkertainen osaaminen ja erilaisten näkemysten työskentelyä rikastuttava voima."

"Successful growth together"

SALES GROWTH SUCCESS STORY

TOPICS, TEAMS, AND GROUPS

We work in **three teams** and every team has its own topic. The topics are associated with three different operational environments:
1) Projects
2) Business with single pumps and mixers
3) Spare part and service business

The teams are divided into nine groups. The work is initiated in the groups, the thoughts are collected in the team, and a common view is formed.

The teams and groups are defined beforehand (Enclosure 2).

Group and team facilitators are responsible for time management in accordance with the schedule (Enclosure 2).

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1. Findings

What kind of success stories do we have in our organization?
What is the operation of [Organization] like at its best?

To start with, the groups discuss the theme in general and their own topic. In the dialogue, for example, the following aspects can be discussed in connection with the topic:

Successful events: What is the operation of [Organization] like at its best?
Valuations: What is appreciated in [Organization]?
Fluency of cooperation
Functionality of sales
Leadership at its best
Events that have created enthusiasm
[Organization´s] strengths
Dreams connected with [Organization]'s operation

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2. Dreams

Creating a vision: What should we be like to fulfill our dream?

Our dream is to reach the targets of the sales growth project.

The targets of the project are presented in Enclosure 3.

Recap the dream and then draw up a preliminary vision for the [Organization] sales growth project in the group on the basis of the dialogue and your team topic (in 25 minutes). The vision answers the question: What should we be like to fulfill our dream?

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The vision is:

a desirable situation for the different parties

a situation possible to achieve

a situation possible to communicate

a situation clear enough to steer decision making

a situation flexible enough to allow changes

Draw up the vision on a flipchart.

Then continue to point 3 (next page) and outline the most important development topics based on the vision and also write them down on a flipchart.

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3.Outlining

Working on basis of the results of the findings and dreams

In the group (25 minutes):

Identify the most important development topics, complete the existing list (Enclosure 3). and write down the new development topics on a flipchart/

Choose a person in your group to be responsible for presenting the material for the team.

In the team (60 minutes):

Go through the dreams, visions, and development topics **in the team** in a short time and concisely (max. 10 minutes / group)

Write **a common vision and theses / development topics, which express the essential points in developing the organization around the own topic and from the sales growth point of view** (30 minutes).

</td>
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</table>

4. Actions

To which actions do we commit ourselves in developing the organization? → CONCRETE ACTION PLAN

Team work on development topics (70 minutes):

On basis of the vision made and the development topics: **The team draws up an action plan for their own topic area**: Which actions support our vision and correspond to our needs for development? **The actions must be concrete, possible to implement and commit oneself to.**

Write down ALL THE IDEAS on a flipchart. These ideas form the action plan.

Choose the person(s) to present the vision, theses, and action plan of the team to the other teams.

Get-togethers, presentations, and comments

Further actions

- To follow up the goals and action plans set for reaching the common dream, continuous development
- Feedback and utilizing the feedback
- Discussions, interviews, collecting experiences
- Seminars on a regular basis, also persons working in the sales offices participate

ENCLOSURE 1

Teams, groups, group work rooms, and persons responsible

May 23, 2005

team	group	room	names	resp. p.
sales	S1			
	S2			
	S3			
proj.	P1			
	P2			
	P3			
CSS	C1			
	C2			
	C3			

ENCLOSURE 3

Sales Force Effectiveness - Main Targets

More customer interface time and face time

More efficient work processes and tools
Significant improvement in delivery reliability
Cost savings
Clear cross-selling game rules

Orders received +20 MCHF at, EBITA +3 MCHF by the end of 2006

ENCLOSURE 2

SCHEDULE May 23, 2005

10:00 Opening the seminar: N.N. and Jenni Hämäläinen
10:20 Start working in **three teams** (projects / single pumps business / spare parts and service business) and in **nine groups**
(1) Findings – 9 groups (dialogue 30 minutes)

10:50 (2) Dreams and (3) Outlining – 9 groups
drawing up a vision (25 minutes)
drawing up development topics (25 minutes)

11:40 Wrapping up items 1-3 in three teams (max. 10 min. / group)
→ Write down the vision and development topics, which express **the common view of the team** of the most essential points in developing the organization from a sales growth point of view (30 minutes).

12.40 Lunch (when items 1-3 are ready)

13:30 (4) Action: Team work continues – A concrete action plan for the sales growth project within the frames of the "operational environment" of own team.

14.40 Presentation of the vision, development topics, and action plans to all participants of the seminar, 15-20 minutes/team

15:45 End of the seminar

ENCLOSURE 4

Development topics

The most important development topics which came up in the interviews and in the sales meeting:

- cooperation between production and sales
- cooperation between product development and sales
- cooperation between product development and production
- roles and responsibilities of segment and sales
- getting the personnel of the [Organization] sales offices committed to the change
- developing agent sales
- tools for implementing and activating and communicating change
- resources
- circulating tasks / long-term career planning

ATTACHMENT 5 ”Findings” from Seminar 3 in Frankfurt

SFE Seminar 3 in Frankfurt / ”Findings”	Team
Excellent products, high tech products	CSS
Skilled people / process know-how	CSS
High spares prices +/- => pirates	CSS
Close to customers (ABUs, agents)	CSS
Delivery times	CSS
Supervisor visiting customers free of charge or invoicing - bring order for spares - building up maintenance connections	CSS
Pump expertise	CSS
Interchangability of pumps	CSS
Motor assembly	CSS
Good pumps and agitators (waste paper application, …)	CSS
MS service	CSS
Service centers near customers	CSS
Spare parts for short delivery times	CSS
Sales reps/supervisor exchange info	CSS
Traning/seminars with customers	CSS
Good products	CSS
Goos process knowledge	CSS
Short delivery times	CSS
Communication to the customer	CSS
Whole line for paper mill	CSS
Strong in materials, especially Duplex	CSS
World leader in PPI	CSS
Own foundry	CSS

Knowledgeable salespeople, spread worldwide	CSS
Strong population of pumps	CSS
Cooperation with OEMs (Ahlstrom Machinery)	Projects
MC and other product development	Projects
Product/process support	Projects
Segment champions - expert knowledge	Projects
Process knowledge	Projects
Sales network	Projects
Full line supplier for PPI	Projects
Good quality	Projects
To fulfill customers' special requirements	Projects
Flexibility (sales- technic- factories)	Projects
Process knowledge	Projects
Material range	Projects
SAP is helping GOUs (factories) to handle order: ABUs are entering orders to SAP	Projects
Product selection guideline as a tool for customer knowledge (concept, tool)	Projects
Visit customer => finding all the needs	Projects
Knowledge of process and application	Projects
Reputation from the past (Scandinavia)	Projects
Excellent product with good coverage	Projects
Good pricing strategy - flexible enough, CSS potential	Projects
Good organization = roles sales & manufacturing	Projects
Good market - we are solving problems	1s & 2s
FMF growth / global operational business model GOU-ABU	1s & 2s
New tools implementation	1s & 2s
Transfer ZAP to Finland	1s & 2s

Turned around Easley (- to +)	1s & 2s
Process support	1s & 2s
CSS	1s & 2s
MC equipment	1s & 2s
HAPPY TEAM TO ENTHUSIASTICLY GROW OUR PUMP BUSINESS	1s & 2s
Good products (market leader)	1s & 2s
Well-trained staff (in former times, today?)	1s & 2s
Test pumps / mixers	1s & 2s
Simplicity	1s & 2s
Adaptability (design mods, quick decisions, => new applications)	1s & 2s
Leader in PPI (long history - cooperation, know-how)	1s & 2s
Specialty pumps, mixers = high quality level (materials, foundry, factories are good, skilled people)	1s & 2s
Experienced people in organization (salespeople)	1s & 2s
Good support (segments, documentation, training, …)	1s & 2s
FMF (start from 0, certain level today) => special materials from foundry	1s & 2s
Short ways for decisions and contracts	1s & 2s
Global sales network	1s & 2s
ZAP pumps	1s & 2s

ATTACHMENT 6 ”Visions” from SFE Seminar 3

SFE Seminar 3 – Vision	Team
We want to be a happy team which runs a smoothly operating organization with on-time deliveries (internal and external). Profitable growth in new markets / with new products to old markets.	1s & 2s
Active CSS selling and to become a partner (be more present) by using best market prices (just below pirate step-in) and 24-hour service. Replace / simple upgrade of installed Ahlstar base (~100 000 pcs) / competitional base to AhlstarUP => Problem solving	CSS
What is a project: - CHF 200.000 - 20 pumps - Strategic for customer / [Organization] Any of above First choice full-line supplier for projects in target markets. Customer-focused profitable project business.	Projects

ATTACHMENT 7 Groupwork for seminars in Nov 2005 (original, in Finnish)

RYHMÄTEHTÄVÄ 17.-18.11.2005

1. Myynti: Agenttialueet
2. Myynti: Suomi
3. Prosessilaitteet
4. Myynnin kehitys
5. Huolto ja varaosapalvelut
6. Projektimyynnin tuki

Pohdittavaksi:

Mitkä ovat kunkin yksikön missio ja perusvahvuudet, mille toiminta perustuu?

Mitä osaamista yksikköön tarvitaan?/ Mille osaamiselle yksikön toiminta perustuu? Löytyykö tarvittavaa osaamista olemassa olevista resursseista? Onko organisaatiossa resursseja riittävästi?

Millainen yhteistyö on yksikön elinehto?

Tarvitaanko lisää erillisiä yksiköitä tai tiimejä? Tai olisiko tarkoituksenmukaista yhdistää joitakin toimintoja? Miten?

Huom! Huomioikaa suunnittelussa Myynnin kasvu-hankkeen toimintasuunnitelma. Ja muistakaa kerätä myös perustelut kaikille ideoille!

Työskentelytapa:

Kaikki pienryhmät ideoivat kaikkia yksiköitä.

Pääideat kirjataan fläpeille niin että eri yksiköitä koskevat ajatukset ovat eri fläpeillä.

Vaihtoehtoisesti tai lisäksi voidaan tehdä myös ns. Mind map

ATTACHMENT 8 Groupwork for Seminar in Nov 2005 (translated, in English)

GROUPWORK for Sales Unit 17-18 November 2005

Departments:

1. Agent Sales
2. Sales / Finland
3. Process Equipment
4. Sales Development
5. CSS and Spare Parts
6. Projects

Discussion:

What are the mission and strengths of your department in which your operation is based?
What kind of know-how is needed within your department? Can it be found from existing resources? Are there enough resources within the organization?
What kind of cooperation is imperative?

Is there a need for more departments or teams within the sales unit? Or would it be meaningful to combine some of the functions? Which ones?

Attention! Please pay attention to the SFE action plan. Also, remember to justify all ideas.

Method of working:

All groups will give ideas for all departments.
Main ideas are written on flipchart papers so that they are divided into different papers according to department.
Alternatively or additionally, it is allowable to produce a "mind map."

ATTACHMENT 9 Base for the interviews part 2 in 2007 (original, in Finnish)

Sanalliset kysymykset / teemat:

ONNISTUMINEN VIIMEAIKAISISSA MUUTOKSISSA / ESIMERKKI.
MITEN MUUTOS MENI?(yleensä, SFE, OTD)
MITEN OLISI PITÄNYT MENNÄ?(yleensä, SFE, OTD)

Organisaatio:
- Millaisena näet ja koet organisaation, jossa työskentelet (rakenne, johtamisjärjestelmä, roolit jne.)?
- Miten voit (työlläsi) vaikuttaa organisaation onnistumiseen?
- Miten organisaatio tukee onnistumistasi? Miten se voisi tukea onnistumisestasi paremmin?

Viimeaikaiset muutokset työelämässä:
- millaisia muutoksia ollut kahden viime vuoden aikana?
- Miten ne ovat vaikuttaneet sinuun henkilökohtaisesti/työnkuvaasi/työmotivaatioosi?
- Miten muutokset yleensä tänä päivänä toteutetaan organisaatiossa (avoimuus, muutosprosessin eteneminen, johtaminen)?
- Millaisia heikkouksia ja vahvuuksia näet esittämäsi kaltaisessa muutosprosessin etenemisessä?

SFE / Myynnin kasvu:
- Millaisia tuntemuksia sinulla on kyseisestä muutoksesta? Miten muutos toteutettiin? (avoimuus, muutosprosessin eteneminen, onnistuminen / epäonnistuminen, johtaminen)
- Mitkä eri tekijät ovat vaikuttaneet muutoksessa onnistumiseen / epäonnistumiseen?
- Millaisia asioita tämä muutos on mahdollistanut?
- Mitä tämän muutoksen läpivienti on vaatinut mielestäsi sinulta? Entä organisaatiolta?

OTD / Toimitusvarmuus
- Millaisia tuntemuksia ja odotuksia sinulla on kyseisestä muutoksesta?
- Miten tämä muutos on edennyt / tulee saamasi informaation perusteella toteutumaan?
- Millaisia asioita tämä muutos mahdollistaa?
- Mitä tämän muutoksen läpivienti vaatii / on vaatinut mielestäsi organisaatiolta?

ATTACHMENT 10 Base for the interviews part 2 in 2007 (translated, in English)

QUESTIONS / THEMES

SUCCESS ON RECENT CHANGES / EXAMPLES
HOW HAVE CHANGES BEEN IMPLEMENTED (usually / SFE / OTD)?
HOW SHOULD THEY HAVE BEEN IMPLEMENTED (usually / SFE / OTD)?

Organization:
How do you see and experience the organization you are working for (structure, management system, roles, etc.)?
Can you (by your own work) have an effect on the success of the organization?
How does the organization help you succeed at your job? How could it support you better?

Recent changes in work life:
What kinds of changes have you experienced during the last two years?
What is their effect on you personally/on your job description / work motivation?
How are changes currently implemented in the organization (transparency/openness, progress of the change process, change management)?
What weaknesses and strengths can you identify in the change process as you described it?

Sales Force Effectiveness:
Feedback regarding the feelings of SFE? How was SFE implemented?
Which are the main factors that had an effect on success or failure?
What kinds of things has this change SFE enabled?
What has this change required from you? And from your organization?

On-time Delivery:
Feedback regarding the feelings of OTD?
How has it been implemented based on the information you have?
What kinds of things will this change OTD provide for the organization?
What has this change required from you? And from your organization?

JTO

Background information:

Name:

Job title:

1. Employee __
2. Expert __
3. Supervisor __
4. Middle management __
5. Upper management__

1. Sales and spare parts __
2. Service and maintenance __
3. Segment and product development __
4. Production __
5. Other, please specify ____________

Please evaluate the following arguments and motivate your answers.
When answering electronically, feel free to use as much space as needed.

Evaluation on a scale from 1 to 5.
Mark your answer by typing "X" next to the appropriate number.

1= not at all
2 = a little
3 = to some extend / somewhat
4 = almost enough / to a great extend / relatively much or well
5 = enough / very much / very well

All answers will be processed anonymously and confidentially.

SFE = Sales Force Effectiveness
OTD = On-Time Delivery

Evaluate the following arguments on a scale from 1 to 5
(1 = not at all, 5 = enough)

1. How much can you influence your own job? 1 2 3 4 5

Explanation:

2. How much have you been able to influence the SFE project? 1 2 3 4 5

Explanation:

3. How much have you been able to influence the OTD project? 1 2 3 4 5

Explanation:

4. How much were you able to influence previous changes (within past 2-5 years)? 1 2 3 4 5

Explanation:

Evaluate the following arguments on a scale from 1 to 5
(1 = not at all, 5 = enough)

5. Have you had the opportunity to participate in the SFE project (goals, action plan, responsibilities etc.)? 1 2 3 4 5

Explanation:

6. Have you had the opportunity to participate in implementing the SFE project? 1 2 3 4 5

Explanation:

7. Have you had the opportunity to participate in the planning of the OTD project (goals, action plan, responsibilities etc.)? 1 2 3 4 5

Explanation:

8. Have you had the opportunity to participate in implementing the OTD project? 1 2 3 4 5

Explanation:

Evaluate the following arguments on a scale from 1 to 5
(1 = not at all, 5 = enough)

9. In your organization, have you received information to enable you to succeed at your job? 1 2 3 4 5

Explanation:

10. Have you received information about the SFE project (during the past 2 years) to enable you to succeed at your job? 1 2 3 4 5

Explanation:

11. Have you received information about the OTD project to enable you to succeed at your job? 1 2 3 4 5

Explanation:

12. Have you received information about previous changes (within past 2-5 years) to enable you to succeed at your job? 1 2 3 4 5

Explanation:

Evaluate the following arguments on a scale from 1 to 5
(1 = no/not at all, 5 = very much)

investment of resources = e.g. use of own time, effort, energy

13. Have you invested personal resources in your job?

Explanation: 1 2 3 4 5

14. Have you invested personal resources in the SFE project (during the past 2 years)? 1 2 3 4 5

Explanation:

15. Has the organization invested resources in the SFE project?

Explanation: 1 2 3 4 5

16. Have you invested personal resources in the OTD project (during the past 2 years)? 1 2 3 4 5

Explanation:

17. Has the organization invested resources in the OTD project?

Explanation: 1 2 3 4 5

18. Have you invested personal resources in previous changes (within the past 2-5 years)?

Explanation: 1 2 3 4 5

19. Has the organization invested resources in previous changes (within past 2-5 years)?

Explanation: 1 2 3 4 5

Evaluate the following arguments on a scale from 1 to 5
(1 = no/not at all, 5 = very much)

20. Do you experience successes / enjoyment at your job?

Explanation: 1 2 3 4 5

21. Has the implementation of the SFE project positively influenced your job motivation?

Explanation: 1 2 3 4 5

22. Has the implementation of the OTD project positively influenced your job motivation?

Explanation: 1 2 3 4 5

Evaluate the following arguments on a scale from 1 to 5
(1 = not at all, 5 = very well)

23. In its entirety, how well has the implementation of the SFE project succeeded?

Explanation: 1 2 3 4 5

24. So far, how well has the implementation of the SFE project succeeded?

Explanation: 1 2 3 4 5

Evaluate the following arguments on a scale from 1 to 5
(1= not at all, 5 = very much/ to a great extend)

25. **At this time**, to what extend do you experience a sense of success in regard to the SFE project? Explanation:	1 2 3 4 5
26. **In the beginning of the SFE project** (Spring 2005), to what extend did you experience a sense of success in regard to the project? Explanation:	1 2 3 4 5
27. **At this time**, to what extend do you experience a sense of success in regard to the OTD project? Explanation:	1 2 3 4 5
28. **In the planning stages of the OTD project** / in the very beginning of the OTD project, to what extend did you experience a sense of success in regard to the project? Explanation:	1 2 3 4 5

Open-ended questions:

Discuss a recent success at your job.

Can you (through your own work) have an effect on the success of the organization? How?

How does the organization help you succeed at your job? How could it support you better?

How are changes currently implemented in the organization (transparency [openness], progress of the change process, change management)?

What weaknesses and strengths can you identify in the change process as you described it?

Feedback regarding the changes / organization

Please return the questionnaire by 01.05.2007 to Jenni Luoma: jenni.luoma@jto.fi

Thank you for your participation!

ATTACHMENT 12 Summary of quality assessment of AI seminar, 14 June 2006 (original, in Finnish)

VALMENNUSTILAISUUDEN LAATUARVIOINTI

Perustiedot:	Tilaisuus:	CSS kehityspäivä 2 / AI seminaari
	Aika ja paikka:	14.6.2006
	Vetäjä(t):	Jenni Luoma
	Osallistujan nimi:	

(vapaaehtoinen ja luottamuksellinen)

ARVIOI TILAISUUDEN ONNISTUMISTA
Ympyröi arviosi asteikolla 1 –6
(1 = heikko –6 = erittäin hyvä)

Tilaisuuden sisältö / aiheet	**4,25**
Tilaisuudessa käytetyt menetelmät	**4,28**
Tilaisuuden vetäjän / vetäjien asiantuntemus ja osaaminen	**4,90**
Missä määrin itse voin hyödyntää saatuja tietoja / oppeja?	**3,95**
Missä määrin organisaationi voi hyödyntää saatuja tietoja / oppeja?	**4,70**
Oma aktiivisuuteni tilaisuudessa	**4,00**
Tilaisuuden järjestelyt (mm. tilojen toimivuus ja ruoka)	**4,75**

Ole hyvä ja perustele muutamalla sanalla antamasi arviot, jotta tiedämme miten kehitämme toimintaamme.

Mitä positiivista koit tilaisuudessa – **minkä haluat säilyttää?**
Ryhmähenki
Asioista puhuttiin
Kaikki saivat puhua ajatuksiaan julki
yhteiset ryhmäkokoontumiset!
Uskon tulevaisuuteen
korjausehdotukset
hyvä henki
taas kerran korostui hieno yhteishenkemme
vetäjän apu
kahvitarjoilu
sai ilmaista mielipiteensä

Mitä tilaisuudessa käsiteltyjä asioita haluaisit **poistaa / muuttaa / kehittää?**
en osaa sanoa
visiot ym turha hienostelu
?
en mitään kaikki ok
-

Miten tilaisuus vastasi niihin **odotuksiin** ja **tavoitteisiin**, joita Sinulla mahdollisesti oli?
Yllätti positiivisesti
ei mitään odotuksia ollut!
hyvin
erittäin hyvin
hyvin
hyvin
paremmin kuin odotin
ok

Millaista **muuta palautetta** haluat antaa tilaisuuteen liittyen (esimerkiksi järjestelyistä, tiloista ja vetäjille)?
-
toivottavasti näemme muutoksia
ok
pitäisi olla velä "maanläheisempää"

Kiitos palautteestasi!

ATTACHMENT 13 Summary of quality assessment of AI seminar 14 June 2006 (translated, in English)

QUALITY ASSESSMENT

Basic data:

Occasion	CSS Development Day part 2 / AI seminar
Time and date	14 June 2006
Instructor(s)	Jenni Luoma
Name of participant	

____

(optional and confidential data)

EVALUATE HOW WE SUCCEEDED
Evaluation with a scale of 1 to 6. Circle your answer.
(1 = weak – 6 = excellent)

Content / subject(s) of the occasion	**4,25**
Methods	**4,28**
Expertice and know-how of the instructor(s)	**4,90**
To what extent are you able to make use of information / knowledge you got today?	**3,95**
To what extent is your organization able to make use of information / knowledge it got today?	**4,70**
Own activity today?	**4,00**
Arrangements of the occasion (e.g., functionality of the space and food served)	**4,75**

Please give some arguments for your assessment. That will help us to develop.

What was positive in this occasion? What would you like to keep the same in future occasions?
Team spirit
Conversation about real issues
Freedom for everyone to bring forth ideas and thoughts
Gathering together
I believe in the future
corrective action
good spirit
once again our great team sprit was amplified

help of instructor
coffee was served
open for opinions

What would you like to remove/change/develop in terms of issues in today´s occasion?
I don´t know
vision and other unnecessary preciosity
?
nothing, everything is ok
-

How did this occasion respond to those expectations and targets you possibly had?
Surprised positively
I didn´t have any expectations
well
very well
well
well
[it was] better that I expected
ok

What other feedback would you like to give about the occasion (e.g., arrangements, place, instructors)?
-
I hope we will see the changes happen
ok
it [implementation] should be more ”down to earth”

Thank you for your feedback!

ATTACHMENT 14 Summary of quality assessment of AI seminar 11 April 2006 (original, in Finnish)

VALMENNUSTILAISUUDEN LAATUARVIOINTI

Perustiedot:	Tilaisuus:	CSS kehityspäivä / AI seminaari
	Aika ja paikka:	11.4.2006
	Vetäjä(t):	Jenni Luoma

YHTEENVETO
Arvioitu asteikolla 1 – 6
(1 = heikko 6 = erittäin hyvä)

	Keskiarvo
Tilaisuuden sisältö / aiheet	4,62
Tilaisuudessa käytetyt menetelmät	4,38
Tilaisuuden vetäjän / vetäjien asiantuntemus ja osaaminen	4,95
Missä määrin itse voin hyödyntää saatuja tietoja / oppeja?	3,86
Missä määrin organisaationi voi hyödyntää saatuja tietoja / oppeja?	4,24
Oma aktiivisuuteni tilaisuudessa	4,38
Tilaisuuden järjestelyt (mm. tilojen toimivuus ja ruoka)	---

Ole hyvä ja perustele muutamalla sanalla antamasi arviot, jotta tiedämme miten kehitämme toimintaamme.

Mitä positiivista koit tilaisuudessa – **minkä haluat säilyttää?**
- oppii tuntemaan muita
- henkilöt tulivat tutuimmiksi
- osallistumisaktiivisuus
- lähestulkoon kaikki olivat koko ajan mukana. Tuli esiin asioita, joita pitää parantaa/kehittää
- keskustelu virisi monissa aiheissa
- kuulee lisää henkilöstön ajatuksia, joita ei välttämättä kuule päivittäisessä työssä
- saadaan ongelmat ratkottua ainakin osin
- hyvä henki tilaisuudessa
- tuli mietittyä uudelleen asioita kunnolla
- aiheet ja osanottajat
- koko tilaisuus oli hyvä + yhdessäolo

- porukan kokoontuminen yhteen. Asioiden pohdinta ja ajatusten vaihto eri tavalla kuin normaalissa arkityö kanssakäymisessä
- koko tilaisuudesta jäi positiivinen tunne
- piti vähän aivonystyröitä venytellä → ideat ulos
- hyvä osanotto/keskustelu
- hyvä yhteistyö/ilmapiiri. Paljon hyviä ideoita
- yhteistä asiaa, yhteishengen luontia
- sisältö/kokonaisuus
- aikataulu ok

Mitä tilaisuudessa käsiteltyjä asioita haluaisit **poistaa / muuttaa / kehittää?**
- osaamisen syventämistä
- asiantuntijuuden esilletuomista asiakkaalle
- ehkä aavistus lisää ohjausta per aihe/ryhmä
- omaa/yhtiön osaamista
- ei juuri kehitettävää
- sekoitinhuoltoa esiin enemmän
- ripaus konkreettisemmaksi
- konkreettisuutta, ei visioita

Miten tilaisuus vastasi niihin **odotuksiin** ja **tavoitteisiin**, joita Sinulla mahdollisesti oli?
- jotenkuten
- hyvin (4)
- paremmin kuin hyvin
- tällaisen tilaisuuden hyöty tuo tulosta ja sehän meidän toivekin on
- tilaisuus oli hyvä kokemus
- ok (2)
- positiivisesti
- tilaisuus yllätti positiivisesti, tosi hyvä
- odotettua parempi, antoi johdolle ajattelemisen aihetta
- hyvin pääpiirteittäin
- suhteellisen ok

Millaista **muuta palautetta** haluat antaa tilaisuuteen liittyen (esimerkiksi järjestelyistä, tiloista ja vetäjille)?
- AHEAD-tavoitteet selkeästi esille
- ok homma. Ohjelma/tavoite olisi hyvä saada etukäteen
- hyvin toimiva koulutus tällaisenaan
- kiitos
- lisää tällaisia
- alles und ordnung

ATTACHMENT 15 Summary of quality assessment of AI seminar 11 April 2006 (translated, in English)

QUALITY ASSESSMENT

Basic data:

Occasion	CSS Development Day part 1 / AI seminar
Time and date	11 April 2006
Instructor(s)	Jenni Luoma
Name of participant	

____

(optional and confidential data)

EVALUATE HOW WE SUCCEEDED
Evaluation with a scale of 1 to 6. Circle your answer.
(1 = weak – 6 = excellent)

Content / subject(s) of the occasion	**4,62**
Methods	**4,38**
Expertise and know-how of the instructor(s)	**4,95**
To what extent are you able to make use of information / knowledge you got today?	**3,86**
To what extent is your organization able to make use of information / knowledge it got today?	**4,24**
Own activity today	**4,38**
Arrangements of the occasion (e.g., functionality of the space and food served)	

Please give some arguments for your assessment. That will help us to develop.

What was positive in this occasion? What would you like to keep the same in future occasions?

- I learned to know people better
- people became more familiar for me
- active participation
- Almost all participated actively. We found out those things that needed to be improved / developed
- conversation was active within many themes
- to hear the thoughts of others that wouldn´t necessarily be heard in daily life

- to find the solutions, at least partly
- good spirit
- we really thought things through
- issues and participants
- everything was great + togetherness
- get-together, to be together. Deliberating and changing the ideas differently than normally at daily life
- Positive feelings as a whole
- We were forced to strech our brain nodules –> ideas out
- good participation / conversation
- good cooperation/atmosphere, a lot of great ideas
- common issues, creating team spirit
- content / entirety
- timetable ok

What would you like to remove/change/develop in terms of issues in today´s occasion?
- to deepen the know-how
- how to bring forth the expertise to the customer
- maybe slightly more guidance
- own/corporate know-how
- nothing to develop
- agitator service more visible
- could be slightly more concrete
- more concrete, no visions

How did this occasion respond to those expectations and targets you possibly had?
- somehow
- well (4)
- better than well
- advantage of this kind of event brings us results and that is our hope, too
- it was good experience
- ok (2)
- positively
- it suprised positively, really good
- better than we expected, it gave management a lot to think about
- mainly well
- relatively ok

What other feedback would you like to give about the occasion (e.g., arrange-ments, place, instructors)?

- AHEAD targets should be clearly visible
- ok. Program/target would be nice to have beforehand
- works well like this
- thank you
- more similar kinds of events
- ”alles und ordnung”

ATTACHMENT 16 Summary of quality assessment of AI seminar 29 March 2006 (original, in Finnish)

VALMENNUSTILAISUUDEN LAATUARVIOINTI

Perustiedot:	Tilaisuus:	Muutosseminaari / segmentti
	Aika ja paikka:	29.3.2006
	Vetäjä(t):	Jenni Luoma

YHTEENVETO
Arvioitu asteikolla 1 – 6
(1 = heikko 6 = erittäin hyvä)

	Keskiarvo
Tilaisuuden sisältö / aiheet	5,18
Tilaisuudessa käytetyt menetelmät	5,06
Tilaisuuden vetäjän / vetäjien asiantuntemus ja osaaminen	5,44
Missä määrin itse voin hyödyntää saatuja tietoja / oppeja?	4,17
Missä määrin organisaationi voi hyödyntää saatuja tietoja / oppeja?	3,83
Oma aktiivisuuteni tilaisuudessa	4,67
Tilaisuuden järjestelyt (mm. tilojen toimivuus ja ruoka)	4,78

Ole hyvä ja perustele muutamalla sanalla antamasi arviot, jotta tiedämme miten kehitämme toimintaamme.

Mitä positiivista koit tilaisuudessa **– minkä haluat säilyttää?**
- 4-vaiheinen prosessi toimii hyvin tämän tapaisen asian käsittelyyn
- tavoitteellisuus, avoimuus
- tehtäväkuvaukset selvemmin
- henki hyvä
- osaava porukka, hyviä ideoita

Mitä tilaisuudessa käsiteltyjä asioita haluaisit **poistaa / muuttaa / kehittää?**
- tehtävänannot ovat varsin abstrakteja, joten niitä selventäviä ”ajankysymyksiä” on syytä täsmentää
- ok

Miten tilaisuus vastasi niihin **odotuksiin** ja **tavoitteisiin**, joita Sinulla mahdollisesti oli?
- odotusten mukainen

- ok
- yllättävän ok
- parempi kuin odotin

Millaista **muuta palautetta** haluat antaa tilaisuuteen liittyen (esimerkiksi järjestelyistä, tiloista ja vetäjille)?

- ok
- tilat ovat ihan ok. Fläppien kiinnitys seinään vaatii kehittämistä

ATTACHMENT 17 Summary of quality assessment of AI seminar 11 April 2006 (translated, in English)

QUALITY ASSESSMENT

Basic data:

Occasion	Seminar of Change / Segment
Time and date	29 March 2006
Instructor(s)	Jenni Luoma
Name of participant	

____

(optional and confidential data)

EVALUATE HOW WE SUCCEEDED
Evaluation with a scale of 1 to 6. Circle your answer.
(1 = weak – 6 = excellent)

Content / subject(s) of the occasion	**5,18**
Methods	**5,06**
Expertise and know-how of the instructor(s)	**5,44**
To what extent are you able to make use of information / knowledge you got today?	**4,17**
To what extent is your organization able to make use of information / knowledge it got today?	**3,83**
Own activity today	**4,67**
Arrangements of the occasion (e.g., functionality of the space and food served)	**4,78**

Please give some arguments for your assessment. That will help us to develop.

What was positive in this occasion? What would you like to keep the same in future occasions?

- 4-step process was good and workable for the processing of this kind of content
- target-oriented, openness

- task descriptions should be clearer
- good spirit
- skilled people, good ideas

What would you like to remove/change/develop in terms of issues in today´s occasion?

- task descriptions were quite abstract thus there should be more informative questions
- ok

How did this occasion respond to those expectations and targets you possibly had?

- as I expected
- ok
- surprisingly ok
- better than I expected

What other feedback would you like to give about the occasion (e.g., arrange-ments, place, instructors)?
- ok
- Place was ok. tilat ovat ihan ok. Mounting on the wall the flipchart papers needs development

ATTACHMENT 18 Examples of working on analysis (10 pages)

PARTICIPATION

autonomy (investment – e&e)

I have been involved in planning SFE

- through customer meetings with the sales persons. 1
- through participating the [AI] seminars. 5

[I can influence my job] through my job field and customers. Supported by my boss. 9

I have been able to participate in SFE

- supporting it. 5
- by increasing sales forces in Russia as targeted

All of us have pushed forward with full effort. 14

[Organization have invested resources for SFE] by accomplishing the tasks and reaching the targets. 12

autonomy (control- e&e)

Responsibilities and authority give me enough ways of influencing [on my own job] 11

My job is relatively free, so I am able to influence really much on my work. 14

I have been involved with the project team from the beginning and thus I have been able to influence on it and seen it´s developmental stages. 2

I had an effect on SFE through the project team and thus we have relieved sales persons to other tasks. 2

[I had an effect on SFE]

- through the [AI] workshops
- through the [AI] seminars and project meetings
- by involvement in [AI] seminars

autonomy (inv.-self/social.id.)

I had an effect on SFE through the project team and thus we have relieved sales persons to other tasks. 2

autonomy (inv./home– e&e + social.id., knowledge)

Project group is in development stage on how to work with the sales. 2

autonomy (inv.- stimulation)

--- meillä on liian vähän niitä tilaisuuksia, milloin siinä jouhevasti pääsee tekemään yhdessä töitä. --- Jos sulla on kolme päivää myyntikokousta, niin miksi yksi päivä ei voisi olla sitten sellainen, jossa on joku teema, istutaan sen teeman ympärillä ja kehitetään sitä teemaa yhdessä eri toiminnot. Siinä vaan pitää sitten viisaasti valita ne, että mitä ja ketkä, se pitää suunnitella tosi hyvin. Nämä olivat hyvin suunniteltuja ja se pitää suunnitella hyvin, niin siinä on aika hyvä se anti. 23

autonomy (inv. + knowledge – stimulation+e&e+social.id)

Mutta ainakin omassa työssäni, niin ne meidän omat asiakkaat näyttävät vielä olevan – ainakin ne, jotka ovat isoja asiakkaita – niin niitä pyritään sitten hyvin palvelemaan. 32

task significance (investment – self/social id.)

I have been able to participate SFE implementation since the project group was founded through this project [SFE]. 2

Mä olen pystynyt omaa aikaani sitten järjestämään niin, että jos työssä on kiirettä, niin silloin tehdään pidempää päivää. Ja sitten taas, kun paine helpottuu eikä isoa työtä ole, niin sitten voidaan lähteä vaikka vähän aikaisemminkin töistä pois. 32

We still should look up if everything has been completed or is there still something unfinished. 2

Can you (through your own work) have an effect on the success of the organization? How?

Yes, by good customer relations, effective selling, promoting value added services and communicating and motivating the sales team. 40

[I have an effect on success of the organization..]

By increasing sales and profitability it obviously affects the entire organization positively. We are the face of the company for the client. 38

feedback (knowledge – home)

information [about SFE] has been available through conversations and group meetings. 2

skill variety (inv. – self/social.id.)

ne ihmiset tekevät suurimmaksi osaksi omasta halusta ja motivaatiosta parempaa bisnestä, kun ne osallistuvat näihin. Ja se vaatii tätä isoa, sisäistä kommunikaatiota ja hyvää myyntityötä, että siellä nähdään että on potentiaalia parantaa. --- Me olemme hyviä siinä ja meillä on sellainen mainekin tässä Sulzer Pumpuissa, että suomalaiset ovat vähän tällaisia – niin kuin EU:n jäseninä – että me tehdään kaikki, mitä annetaan. Me tehdään ja saadaan niitä tuloksia ja tehdään…. 23

COMMUNICATION

autonomy (investment – e&e)

[I had an effect on SFE]

- through the [AI] workshops
- through the [AI] seminars and project meetings
- by involvement in [AI] seminars

autonomy (knowledge – home, self/ social identity)

--- Meillä on tässä omassa tiimissä haastateltu nyt ihmisiä, että saadaan sitä osaamista laaja-alaisemmin tiimin sisälle ja saadaan sitä tietoa. 18

autonomy (knowledge – self.id.)

I have gotten enough information to perform my work through increased co-operation. 11

feedback (knowledge – home)

information [about SFE] has been available through conversations and group meetings. 2

I have gotten enough information by open target discussions with [boss] to perform my work .

CLEAR VISION

autonomy (investment – home)

All of us have pushed forward with full effort. 14

[Organization have invested resources for SFE] by accomplishing the tasks and reaching the targets. 12

autonomy (investment of us into the change – social-identity, control&eff.)

Resources of the project team are directed to ramp-up of the new team and to sales growth through work. 2

--jos onnistumista hakee tai mikä lämmittää, niin liittyy tietysti siihen, että viime vuonna saatiin suorassa kaupassa ohi näitten prosessitoimittajien isoja, merkittäviä, hyväkatteisia tilauksia Aasiasta, joka oli nimenomaan niin että meidän [prosessilaite] tiimi kävi hakemassa ne sieltä. Siinä mielessä se liittyy SFE:hen, että se tulos oli just sitä, mitä SFE:ssä haettiin. 18

Can you (through your own work) have an effect on the success of the organization? How?

Planning carefully our targets and actions plans and carrying them out as well as we can. 34

Yes, by winning profitable orders, and by contributing to product and process development. 35

Yes, in getting orders. Orders appeal orders (by the reference). 37

Improve price level for single deliveries and projects; Best order handling (minimize costs at production, no penalties to pay) 49

Definitely, by following through every step implemented and measure the success and failure of these actions. 41

autonomy (control, knowledge, investment – control&eff., self/social id.,home)

We are here to deliver results, managing the available resources for best utilization. So making the best out of most of situations, we can avoid damages to Sulzer image and exploit sales potential for long term relationship with customers. 33

CONSEQUENCES / EFFECTS (Pierce & Jussila 2010)	MATERIAL SAMPLE (aineistonäyte)	MEANINGS (seurauksiin liittyvät merkitykset)	CONTRIBUTION (miten aineistonäyte auttaa kontribuution tekemisessä)
Consequenses: success in change targets of change achieved	[Success in change / SFE] creates belief to the future. 1 All the goals were accomplished (M.man/S) and now they already are the rutines It is positive to have a change completed that has been fully supported. ”The organization is very successful and continue to be dynamic” 41 ”[Organization] is doing well, sales are growing” 30 ***In it´s entirety, how well has the implementation of the SFE project succeeded?*** ”The good results [of the organization] are	”Task, goal, feedback, and outcome interdependence are expected to influence the emergence of collective psychological ownership, such that collective psychological ownership is more likely to develop under highly interdependent conditions.” (Pierce et al 2010) ”the final outcome cannot be attained without group member’s intensive cooperation and collaborating with other members of the group” (Thompson, 1967; Wageman, 1995).ks pierce et al 2010 Literature shows that there are some factors fundamental for success of any planned change: active participation (e.g. Burke 2002; O´Brian 2002; Lines 2004; Walton 1985, Greiner 1967; Lewin 1947), communication	**This study reflects the actual influence of organizational members on and in interaction (active communication and participation, enhanced by AI) within organization in the direction of it´s future state that they readily psychologically possess.** **Psychological ownership promoted readiness for and ability to adapt to the change. During the transition demonstration of progress of change was continuous but not .**

	linked to the SFE project" 37 "Tremendously well. [Organization] has exceeded budgets/targets continually" 38 ***At this time, to what extend do you experience a sense of success in regard to the SFE project?*** "The SFE project is a part of the good results of Sulzer" 37 "Business is growing and potential for future growth" 38	(e.g. Carter 2008; Coch & French 1948; Dicke 2007; Kotter 1996; Miller, Johnson & Grau 1994, Lewin 1947), clear vision (e.g. Lorenzi & Riley 2000; Kotter 1996, Lewin 1947), readiness for change (e.g. Jones, Jimmieson & Griffiths 2005; Miller et al. 1994; Armenakis, Harris & Mosholder 1993; Wanberg et al. 2000, Lewin 1947) and demonstration of achievable progress of change (Kotter 1996, Lanning 2001). Additionally, the ability to adapt to change is seen as a key condition to successful change (Mattila 2006, 3).	
	Can you (through your own work) have an effect on the success of the organization? How? "Planning carefully our targets and actions plans and carrying them out as well as we can" (sales AE) "Yes, by winning profitable orders, and by contributing to product and process development" (sales AP) "We have positioned every salesman in the right place to target specific segments and to maximize efficiency" 41 "Yes, in getting orders. Orders appeal orders (by the refer-	(possessions have an instrumental function – they make possible certain activities and pleasures… they enable one to effect desired outcomes in one´s environment / Furby 1978, 60)	When PO and/or CPO motives get fullfilled and when employees do have power, intimate knowledge and/or they have invested themselves on organizational transition thereby they **develop feelings of PO / CPO towards the desired state of organization**, "state B". Feelings of intimate knowledge and control over target of PO (desired state of org) promotes readiness for change, which is seen as supportive link to change implementation success. In it´s best, posses-

	ence)” 37 ”By increasing sales and profitability it obviously affects the entire organization positively. We are the face of the company for the client” 38 ” Yes, by good customer relations, effective selling, promoting value added services and communicating and motivating the sales team.” 40 ”Definitely, by following through every step implemented and measure the success and failure of these actions” 41		sion of own work within new organization enables employees to effect desired outcomes in one´s organization.
external factors helping to reach the goal	The goals did not feel realistic in the beginning. Markets helped [reaching the goals] Markets did help to reach the target – growth in sales Markets did help. 9 It [SFE project] didn´t feel realistic. Markets helped. 12 ”Business has grown, but the market is booming. I think it is a 60/40 split; market/SFE which has lead to our current growth as a co. ” 38 ”SFE has got great support from the		**Context** as an outcome factor for the successful change

	markets. Certainly some work has been done as well" 31		
work-related attitudinal effects (positive)	The change (SFE) was successful because the sales director took the ownership to sales growth project and was 100% committed to it by his own will. (mid.m./sales) Commitment of the management have supported the success in change (man./P) Commitment of the management has supported the success" 11	the feelings of psychological ownership produces positive effects defined as work-related attitudinal effects (for ex. organizational commitment, organizational identification, job satisfaction) (Pierce et al 2010) Change promotes an "affective response" for ex. I like change" and change results in a "behavioral intention" to promote/resist effort. (Pierce & Jussila 2011, 101) "Organizational members develop attitudes toward change which consists of the "beliefs" that are held about change per se for ex. change is good, change advances things" (Pierce & Jussila 2011, 101)	**Committed management** as an outcome factor for the successful change
	It has been interesting to get a new challenge [due to the change]. I feel success through working in project team [that was founded within change] "We are here to deliver results, managing the available resources for best utilization. So making the best out of most of situations, we can avoid damages to [Company´s] image and exploit sales potential for long term relationship with customers." (sales)		**Committed employees** as an outcome factor for the successful change

work-related behavior (positive effects)	Sales person is inspired through good sales / bargains (sales) Good results in SFE sales motivate (sales) Success in change brings pleasure of working (mid.m./sales) I feel success at work by having an interesting and challenging job We have sold all possible (exp/sales) Business has grown and there is potential for further growth" 38	the feelings of psychological ownership produces positive effects defined as work-related behavior (for ex. job performance, citizenship behavior) (Pierce et al 2010) People frequently act on their behavioral intentions such that change-related attitudes result in promotion of and resistance to change. (Pierce & Jussila 2011, 101)	**Motivating practices** as an positive outcome factor for the successful change .
	”-- tavallaan se itseluottamus budjetoida enemmän kuin aikaisemmin on myynti kasvanut, on myös sitten ilmapiiriä parantanut. Ei niinkään rokoteta siitä, että saavuttaako vai eikö saavuta ilmapiiriä, vaan pyritään kasvattamaan sitä” 4	“leaders´ visions affect on employee performance to the extent that they inspire or lead to the setting of specific goals and raise self-efficacy”. (Kirkpatrick & Locke 1996, 45) Readiness for change can be predicted by self-efficacy belief (Miller et al. 1994; Jones et al 2005; Wanberg et al. 2000) and openness for change (Armenakis et al. 1993; Miller et al. 1994; Jones et al 2005; Wanberg et al. 2000) that also promote positive view and acceptance to change (Wanberg et al. 2000).	**Readiness for change** as an positive outcome factor for the successful change .