

## **Facilitating Learning and Physical Change in Complex Systems through Employee Involvement**

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In a Danish workplace an experiment with mobile seating was carried out. Instead of implementing a certain concept designed by the management team the process was facilitated as a user involvement process based on Stacey's theory of complex responsive processes. Here the discursive practice of the organization was challenged by providing alternative pictures of the organization and engaging employees in a process where they challenged each others' accepted understandings of the organization and of their work.



Companies increasingly implement new office design as a strategic tool to support learning and work processes in their companies (Christensen, Peter Holdt (2009) and Bjerrum, E. & Aaløkke, S. (2005)). The argument is that “knowledge work” is becoming more nomadic and more flexible in time and space, and that this should be reflected in the way office environments are designed with focus on supporting interaction and learning among employees.

This is a development that has largely been led by architects (Duffy (1990)) who have been ardent advocates of New Office Design as a change agent itself; that the implementation of a new office layout automatically can lead to increased knowledge sharing.

Less attention has been drawn to the different approaches of the specific processes of employee involvement and facilitation of these changes in physical environment. That it is possible to enable organisational learning and knowledge sharing through employee involvement, but it requires an open and curious participation from both managers and employees because you will not be able to control the output of such a process. (Bjerrum (2010)).

Drawing on the insights of (Brown, J.S. & Duguid, P. (1991)) we want to suggest that working, learning and innovating ought to be perceived as closely related activities and that involving the employees in the development of the new workspaces can be a change process as well as an important key to organisational learning and result in rethinking the physical environment - at the same time!

Based on the insights of the complexity theory perspective (Stacey (2003, 2005, 2007)) we want to argue that managerial control of change processes is in fact limited and ought to be carried out by a much more non-linear and facilitating approach in order to reach the best results with the greatest possibilities for the participant to actually adapt to the change and learn from the process along the way. And so, the attention must be directed from a classical strategic choice of method to seeing the environment of the organisation as the complex adaptive system where the organisation is constantly learning and changing from interactions.

Hence the answer to the question of how to create sustainable change in an organisation is to respect that creating a change of the physical environment is a process that has an impact on peoples' ways of working and hence should involve people and investigate attitudes and behaviour. It is not just a piece of work with a set of concept, a set of activities and an already known result. A process like that demands reflection and adjustment of expectations to the outcome as the outcome is not known from the start and may change along the way.

To explain why, Stacey explores and describes what he defines as the dominant discourse of western thought and management practise. Stacey characterises this mainstream approach to management as theories of Strategic Choice. These different theories all assume that organisations are systems or at least that they are to be thought of as systems (Stacey, 2007 p. 18). According to the theory of Strategic Choice the systems are external to the autonomous individuals forming them, and individuals exist on one level and the organisational systems on another, higher level. They all share the view that there is a position outside the system from which the rational individual objectively can observe the system and formulate hypotheses about it, on the basis of which they can design the system to produce what is desirable to them and the community. It is based on the rational assumption that the manager is able to set a direction by lining up a strategy and that the system will produce calculable outcomes (Stacey 2007, p. 180-181). Stacey argues that these theories reflect the dominant ideologies and a craving for control over the processes that are being carried out (Stacey 2007, p. 181).

Stacey, however, sees organisations as complex systems, where people interact with each other by different rules and codes of behaviour – and this interaction influences and changes the systems they are part of. The theory of complexity claims that organisational mess and chaos are sources of innovation and new knowledge. In a change process this may be supported actively in order to form a new and better output and effect for the organisation.

“Complex adaptive systems consist of a number of components or agents, interacting with each other according to sets of rules that require them to examine and respond to each other’s behaviour so as to improve their behaviour and thus the behaviour of the systems which they compromise” (Stacey, 1996).

Based on Stacey’s complexity theory, a process of creating room for reflection and conversation was carried out in a case study in the Danish State.

### An experiment with mobile seating

An experiment with mobile seating was carried out in 2009-2010 in Centre for Human Resources and Quality Management Research (SCKK) in Denmark. Instead of implementing a certain concept designed by the management team, the process was facilitated as a user involvement process. Providing alternative pictures of the organisation challenged the discursive practice of the organisation and engaged the employees in a process where they challenged each other’s accepted understandings of the organisation and of their work.

In the method used the employees were invited to be co-producers of research material for the process concerning the experiment with mobile seating and where the aim of the experiment was to create a common ground to define the challenge or problem to be investigated, to create the relevant data about these challenges, to make new decisions and to interpret what people have learned. There is no doubt that this approach had the effect that the people in the field got even

more involved in doing parts of the research themselves, which created deeper insights and findings and led to the innovation of concrete, physical change.

By accepting the fact that a process of change is in many ways taking place as an unpredictable interaction between the employees involved, the experiment with flexible seating in SCKK has become an on-going process where no answers are given and no ending goal defined.

The Alexandra Institute's Centre for New Ways of Working facilitated the experiment with mixed mobile and permanent seating in new physical surroundings in SCKK. For a period of six months we designed and facilitated an employee involvement process and at the same time made ethnographic observations in SCKK.

The aim of SCKK is to support development initiatives at the individual and organisational level in central government agencies and government organisations. These efforts are funded by the Ministry of Finance (State Employers' Authority) in cooperation with the unions as part of the collective bargaining, which takes place every third year. SCKK provides free counselling on competence and quality development to government and state organisations. Knowledge on these matters is disseminated by workshops, conferences, network activities, publications and financial support for development activities provided by various foundations. SCKK is a relatively small organisation with approximately 30 employees – about 65% with an academic background and 35% with an administrative background. The organisation was formed in 2000 as a merger of three small independent secretariats, and the struggle to become one organisation has been an important theme through the years.

In 2010 SCKK moved to new physical surroundings and thus decided to carry out an experiment with mobile and permanent seating, realising that most of the employees already were working in a lot of different physical and virtual spaces. The idea originally came from one of the employees and to participate in the experiment was introduced as being optional and it was furthermore stated that people could leave the experiment if they for one reason or another did not want to continue.

The purpose of this project was to mix different people and competencies and the experiment was described as a learning process with focus on a new way to collaborate and communicate. SCKK would like to be innovative and experimenting, both outwardly and internally.

17 employees wanted to participate in the experiment with 10 mobile, shared desks (M) and 10 would like to keep a permanent workstation (P). All the employees were placed on the same floor in an open office with the shared desks in the middle of the floor and the permanent desks in either end of the floor. SCKK had also different meeting rooms for clients and internal meeting rooms, a library, a quiet room, a hot desk, a telephone box and cafe areas as well.

The Centre for New Ways of Working (NWOW) chose a methodical approach, which was designed to give different views on SCKK: Workshops, employee involvement reflection processes and ethnographic observations were carried out by NWOW. By using different methods and processes, which each have their strength, various images of the workplace were formed that could both complement and challenge each other. The process was not planned in detail from the beginning. The management liked the approach and did not at any time influence the process or the user involvement, but they participated actively in the experiment.

Stacey says: "The role of the leader is to participate actively in local interactions to widen and deepen communication. Many however prefer the myth of the hero who can change the whole to the ordinary activity of real leaders who work with others to co-create the perpetually constructed future of the organisation" (2007)

So here the management dared to be part of a process in an open and equal dialogue.

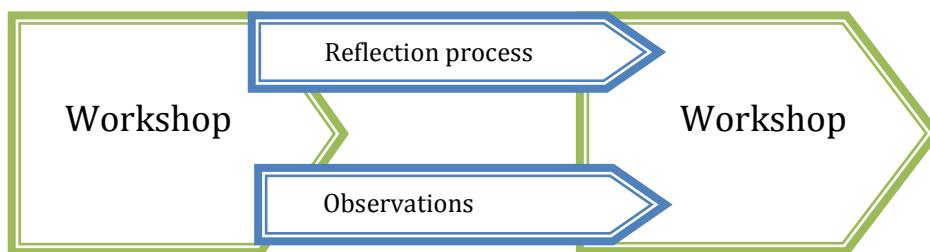
The experiment with mobile and permanent workstations in new physical surroundings was carried out during the period 1 October 2009 to 31 March 2010. It started and ended with a workshop where work on the various views was continued, and it was decided which actions were to be continued and which changes were to be made in the future.

The employee involvement reflection process intended to get the employees' individual reflections, views and influence on the project continuously and also to facilitate the ongoing pattern of communication.

The ethnographic observation was to create visibility and reflection and thus new perspectives and options.

### **The process - in more detail**

Below is a more specific description of each activity. The entire project process was divided into four elements, but there has not been a linear process. The project started and ended with a workshop, but the employee involvement reflection process and the ethnographic analysis were conducted in parallel at different times during the six months.



### Workshop

The Alexandra Institute facilitated a workshop in SCKK as an introduction to the process. The workshop should provide both inspirations for the process and to ensure that concerns, expectations and visions were expressed so they would actively be a part of the planning of the whole process. At the workshop an overall picture emerged provided by different work groups.

### Reflection process

At the end of the workshop it was decided that each employee should send an "attention point" to the Alexandra Institute. It could be a concern, a joy or a curiosity that the employee would reflect on over the next six months. The attention point could be a practical problem or a theme, and it could both be something that referred to several employees or to the individual employee. The "attention points" were anonymous and provided us with the individual viewpoints that will not always be revealed in a group session.

During the six months where the process took place, the employees were given smaller tasks at various times, focusing on the experience in the office environment.

The tasks were small and manageable and intended to give a lot of situation pictures from the new office environment.

The tasks were based on the topics that were broached on the first workshop, the individual attention points and the ethnographic observations. And simultaneously, one task led to the next one. The tasks were not chosen in advance, as the involvement was to act as a "learning process". All material sent to the Alexandra Institute were confidential and only presented in a generalised manner at the final workshop

### Ethnographic observations?

The ethnographic work analysis consisted of observations, episodes and snapshots.

We made observations on the use of facilities, artefacts, situations and behaviour. In observations, the focus was on wondering and discovering new things in something that is well known, to focus on neglected or dominant patterns and to find new ways of doing things.

Episodes are a method of sustaining situations and acting them out in mini stagings of the observations.

Snapshots are pictures capturing a moment. They visualise the forms of work in the organisation and provide a quantitative perspective of observations of work processes and space.

The observations were spread over different days and times during the project process.

### **The introductory workshop**

The experiment with new mobile seating and a new way to collaborate started out with a workshop. The aim of the workshop was both to provide inspiration to the whole process and to ensure that concerns, expectations and visions were expressed, so they would actively be a part of the planning of the whole process.

The Alexandra Institute started the workshop with an inspiration lecture and then SCKK were divided into three groups that worked with the following two questions:

1. What are your concerns and solutions in relation to the process?
2. You meet a former colleague on the street six months from now; what would you tell him/her about SCKK as a workplace?

### **Concerns and solutions?**

In the following, concerns and solutions show which themes were discussed. Both concerns and solutions may reflect concern from one or several individuals so this is not a quantitative collection, but a picture of some of the concerns that existed and an idea catalogue for solutions.

The employees' concerns fell within different themes, and most solutions were very action oriented and practical. Altogether, there were a great many solutions. Often, there were several ideas to each concern and several of the solutions were good ideas, constructive and could be embarked on immediately. In several other organisations where we have used the same questions, the picture has often been the opposite - that the list of concerns has been very long compared to the list of solutions. And sometimes the solutions have had more character of demands for the management or requirements for new acquisitions than actual proposals. Some of the concerns, which were raised at this workshop, however, were specific to the project - namely the first two. The next four we have encountered in other organisations in different degrees. One concern we always tend to meet is a concern for the management's use of space and view on what work is. This concern was not mentioned here.

The themes of the concerns were:

- Would the mobile employees be "homeless" and rootless?
- Would the division between "permanent" and "mobile" be too rigid?
- Would we use the whole building - all the spatial options?
- Would there be space enough?
- Would there be too many interruptions?
- Would we lose perspective?

**You meet a former colleague on the street six months from now; what would you tell him/her about SCKK as a workplace?**

You would not dream of all the changes that have happened since the time we lived at "Strøget". If you just went for a walk around the building, you would immediately see the visible evidence of a completely different workplace. We have become a growth house, and our growth wall has become a unique attraction in itself. The rooms are light and exquisite, and there are great coffee and fruit smoothies. The workspaces are constantly changing, and they can be modelled to fit to various meetings, and to fit us and our projects and clients. And our IT – it is just top-tuned.

But you will not be able to see that the workspaces have been the beginning of a completely new form of work. We collaborate more, there is more knowledge sharing and we use each other for collegial sparring. And we have become a place that attracts our partners and clients, so they also hold meetings here and have become an integral part of our environment. It is clear that they see us as attractive partners. There are some who still find it difficult to sit in open offices, but we are much more focused on the working environment and the employee influence. What has in fact happened is that we have refurnished mentally and have embraced the idea of being a vibrant "folk school-like" organisation.

This initial workshop showed a very great involvement in the project. The employees discussed very openly and talked animatedly in the different work groups and there was a very good atmosphere.

## **Which images did the employee involvement reflection process provide?**

### **Attention points**

After the workshop, the employees sent an individual "attention point" to the Alexandra Institute. Everyone was asked to send one attention point, but several employees sent two or three. The characteristics of the attention points were that a large proportion of them focused on investigating job satisfaction - both that of the individual employee and everyone else. They were a layer deeper than the themes at the workshop and were described in a reflecting, probing, open and curious manner. Three months later, the employees were asked to send a Christmas postcard where they took stock of their attention points. Most described their first experiences, but there were also quite a few who had found out that their attention point was not yet as relevant as when they identified it or that it was now something else, they were preoccupied with.

The five main themes of the attention points were:

#### **1. A new work practise?**

Several (mobile) employees focused on their own forms of work; would they be better at working electronically and get rid of the paper piles. And would this change in the form of work result in greater job satisfaction and less stress?

In most of the Christmas cards the feedback was positive on the above-mentioned attention points - here are some voices:

*"I think it has become possible to minimise the amount of paper and to a greater extent discard records when they no longer apply".*

*"It is also wonderful that it is so tidy in the open office. Before, my piles on the table "weighed down" on me a little because all the things I had going and had to reach were so visible."*

*"Every morning I feel that I actively make up my mind about what I have to concern myself with. And open the task, which I – or the calendar or mails – decide is to be the first one. It is something about making an active decision. Whereas a messy desk invites me to grab a random task – there is always something that has been abandoned in the middle of a sentence or a thought process."*

*"My plan for an electronic workplace free of paper piles works well so far. The papers I keep are placed in folders. The piles are gone."*

*"It is frustrating having to pack down every afternoon. On the other hand, contrary to expectation, there is no problem with the little morning ritual of finding and establishing myself at a new desk every day".*

#### **2. What are the advantages and disadvantages of being mobile?**

There are many attention points under this theme. What are the benefits? How is the mood? Will it give the employees greater dynamism and interaction? Or lose some close relationships? Will mobile seating influence the workload? What is it good for?

In the Christmas cards it was e.g. expressed:

*"I have been incredibly happy to become mobile. Some of the advantages are to sit in new colleague constellations every day, variety, new energy and inspiration, to get better acquainted with my colleagues. And not least, I do not get piles that are sanding up in the corners of the desk."(M)*

*"There is definitely something to achieve in relation to my attention point whether I get to see as much of my colleagues; but I can already feel that much can be done by shifting routines – e.g. by remembering to take a walk around the workplace and to every desk and "actively" make contact with all my colleagues". (P)*

#### The breakdown between permanent and mobile?

Is there a difference between permanent and mobile in relation to knowledge sharing? How does the breakdown in groups work? How do the permanent spaces work?

*"I am fine at my permanent workstation surrounded by good colleagues. It could, however, be interesting to test how a mix of permanent workstations and mobile seating would work."*

*"I think I have a good, broad contact with many of my colleagues and there is not such a difference between permanent workstations and mobile seating as I thought there would be."*

#### 3. The relationship with my colleagues?

Will we get a good physical and psychological working environment? Will the new office spaces contribute to greater job satisfaction? How is a good routine for informal dialogue to be achieved? How will it affect the team that many employees are out?

*"On the whole, I am trying to figure out how to ensure a good and continuous sparring, knowledge sharing and contact with my colleagues in the flexible and less manageable open office and the workplace."*

#### 4. How do the open offices work?

What are the advantages and disadvantages of open offices? Will the various spaces be used? Will there be too much noise? How can an overview be created of where the employees are?

*"It is annoying that you cannot quickly get an overview of who is present in SCKK - or leave an "urgent paper" at the place of the relevant party".*

Both the workshop and the attention points showed high expectations, a great resourcefulness and a great commitment. And it also showed a very high focus on new work routines and the professional and social contact to colleagues. So right from the start most of the employees looked more at organisational than practical issues.

### **Picture exercises**

The Alexandra Institute sent two different picture exercises. In the first exercise you were to take pictures of the pros and cons of mobile workstations and favourite places - and reflections regarding the pictures/topics. In the second you were to take pictures of things that supported or hampered mobile seating and a place you rarely used.

### Advantages of mobile seating



### **Reflections**

*"It is nice to be able to leave a clean desk and finish the day's work with an "apparently clean desk".*

*Moreover, it is very nice to be able to choose different seating from day to day, which gets you in contact with many different people. It makes it much nicer to work in an open office."*

Advantages of mobile seating are primarily mentioned as relations with colleagues and the clean desks.

### Things that support mobile seating



Docking stations for laptops, easily adjustable desks and chairs, occupational therapist advice and many alternative workspaces (telephone box, quiet room, meeting rooms, home office) support the mobile form of work. The bright, spacious open office, provided by the fewer workstations, is also a great motivation to be mobile.

Laptops, wireless network, roll cabinets and to be able to choose a place are things that support the mobile form of work.

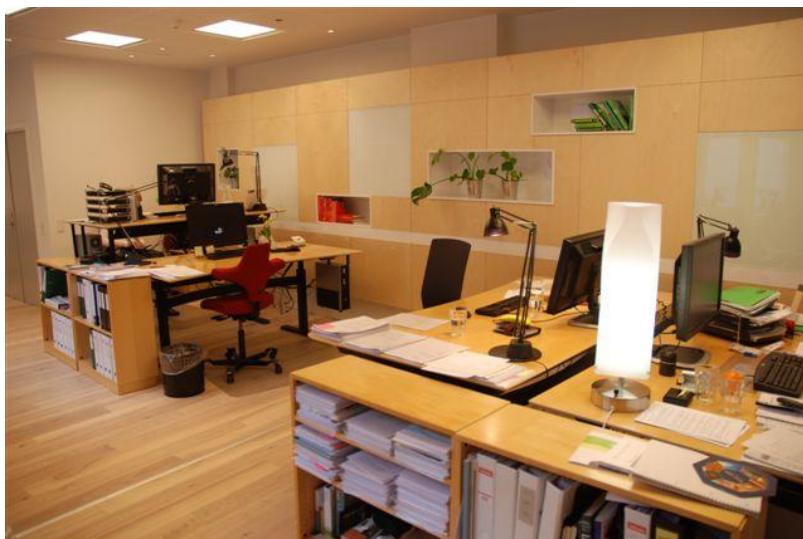
### Disadvantages of mobile seating



*“When you have a permanent workstation, you cannot quite decide which of your colleagues’ happy smile is to brighten your day - but you cannot do that either with mobile seating”.* (P)

Several disadvantages of mobile seating are mentioned. It is noise from people who talk across the room, that you sometimes place yourself with the same people, "clean desk" when you are busy, overview and lack of office supplies.

#### Things that are hampering mobile seating



*"We have some pretty fixed zones, which provide less movement. Why do we not have more flexible places between the permanent ones"?*

*"If a permanent place is not used, others should be able to choose it. But this can be difficult even if there has been made room for this. You may experience it as sitting in another person's "territory" because of the personal touches with flowers, pictures and ornaments".*

Several mentioned that the mobile employees also should be able to use the permanent workstations when they are vacant. It can also be a problem to tidy up if you are busy.

### Favourite places



*"There is a sense of security in the corner, which I like. At the same time, it is very bright and although I do not use the corner chair very often, the corner symbolises cosiness. The corner has a "cushion room" feel, as we know it from the recreation club in the old days".*

### Places I rarely use



*“There is very little atmosphere, as we know it from a library. The books and shelves are in place. However, it lacks a good chair to use if you have material to read. When you stand in the door, you get the impression of a warehouse”.*

Several employees mention the library as a place they rarely use.

The task with the different pictures gave more focus to the actual office design. However, through all the comments it was possible to analyse a majority of positive remarks about the advantages with the experiment and also a focus at the relation to and communication with colleagues.

## Interviews

The first three tasks in the user involvement process were individual and one of the main themes across all the viewpoints were the difference between those who had chosen a mobile solution and those who had chosen a permanent workstation. Thus the next task we gave everybody in the organisation was to interview a colleague, who had another solution. We wanted to facilitate a conversation and the task was formulated very openly. We asked everybody to interview another person with questions that the interviewer came up with. Questions they were keen on getting an answer to. And although everybody could decide for themselves what to ask and what to answer, the themes were the same as in the previous individual tasks. Most of the interviews were focused on different viewpoints of the relationship with colleagues, the difference between the mobile and permanent solutions, advantages and disadvantages, and a new work practise. But what happened was that the subjects were discussed and reflected upon in a new way. Through the conversation individual knowledge is turned into themes and each person can reflect upon other people's viewpoints and this mutual exchange of ideas gives the foundation for new knowledge creation (Krogh et al. 2000).

We facilitated, what Stacey (2011) calls interplay of intentions. That every individual has different intentions and that they continuously negotiate their own agenda – and through this negotiation something new often develops.

“Organisations are temporal processes, the on-going action of communities which is both cooperative and competitive at the same time [...] Organisations, I would argue, are the on-going patterning of conversations so that changes in conversation are changes in organisations [...] Our lives together are narratives which we co-create in our conversations with each other, reflecting, largely unconsciously, the long histories of the families, groups and communities we live in. And as we reflect on these narratives we may find them inspiring, or we may find them absolutely appalling, and sometimes even quite boring. Organisations are such on-going, dynamic narratives emerging and re-emerging in temporal processes of interaction” (Stacey 2005: p. 479-480).

### Recapitulation

The entire user involvement process showed a great commitment, an impressive level of reflection and a great resourcefulness. In SCKK, the employees did not take the easy way out. It was interesting to get back all the tasks because they have been exciting to see and read. No matter how definite the tasks have been, the employees in SCKK surpassed them - because they just wanted to say something more or something else or take a few more photos. As for all tasks, we have received much more from a large group of the employees than we asked for and this really showed an energy in the organisation!

### Description of episodes - 2 examples

In parallel with the user involvement process, NWOW made ethnographic observations and episodes.

#### SCKK Wednesday morning

At the high green desk. The sound of heels on the wooden floor is very loud. An ad hoc meeting takes place and right behind two people talk on the phone, a car is honks on the road, sound of keyboards. Sounds and voices from the hall can be heard clearly. Several people stand up working. X enters and stands up by his PC. An employee lowers the table and sits down. Behind me two employees sit by a PC talking. A telephone rings. Y takes it and sits down in the green chair and talks. The sound is heard clearly at the green table. Z gets up with his mobile and goes out of the room. Two workmen arrive. Does she lower her voice in the green chair or have other sounds taken over now? It is starting to snow. One workman saws. I walk over to the other end of the room. There are many ad hoc meetings in progress and a lot of movement. Two people stand at a desk waiting to speak with an employee. The two start talking with each other while they wait. "Standard says the..." One of their phones starts to ring and she runs through the office to answer it. She comes back. "Do you have a contract wording?" "Have you received a credit note"? An employee says to a colleague across the table: "My sister says that they promise drifting snow along with the climate summit."

## SCKK Friday morning

It is a bit quiet here and half empty today. According to the board there should be 11 here, but I wonder if it is true? There is one person on the second floor, seven on the third floor. Most of the mobile employees seem to sit somewhere else than when I was last here. It is quiet, but I can actually hear the keyboards from the other end of the office. How noisy they are. It has been 10 minutes since anyone has said anything. You hear steps on the stairs and someone enters. "Welcome back". Someone is telling another where the meeting is held. Another asks, "How do you spell...?" Then it is quiet again. Very quiet.

Across all the observations, some images were repeated:

- There was a very good atmosphere at the workplace. The employees took action and talked naturally and freely and there was a good mood in the open office.
- During the day there was a great variation in the number of people, activities and movements in the workplace. In other words: There was no typical picture. When you stepped over the threshold to SCKK, you never knew what you would meet. Was it quiet or hectic on the third floor? Were the employees mostly working individually? Or were they constantly having ad hoc meetings? Were many employees present? Or only a few? Did they have a lot of meetings at the workplace? Or were all the meeting rooms empty? You would never know!
- There were plenty of room and meeting facilities at the workplace that were unused much of the time.
- There were many ad hoc meetings in the office on the third floor and seldom elsewhere at the workplace.
- Most desks on the third floor were occupied, but often only a few were present.
- Most employees were very mobile in their behaviour, out of the workplace a lot and held many meetings when they were present at the SCKK workplace.
- The dominant sound in SCKK was "intense keying" on the keyboard
- The sound of steps on the third floor was very loud.
- Loud noises from the stairway.
- Not many telephone calls.

## The final workshop

At the final workshop SCKK was presented with all the different views, intentions, interviews, observations and images. NWOW had arranged all the material in different themes and all employees in SCKK worked with all the themes. The managers and employees in SCKK decided to continuously reflect at the work and the organization. And some practical issues were for example:

- Start using the whole workplace and continuously rethink the use of space.
- Introduce some project rooms where employees could work for an intensive period and leave things from day to day.

- Introduce docking stations on all desks, making it possible and realistic to use all the desks that were empty.

In this project we have tried to use Stacey's view at organisations as complex responsive processes, and processes that are moving over time. We have facilitated a process where people have interacted with each other by different intentions, rules and codes of behaviour – and this interaction have influenced and changed the systems they are part of and given all the participants new knowledge.

Stacey may be criticised for the fact that he does not present explicit prescriptions on how to manage organisations and processes. But one must remember that this was never the purpose of his theories. His theories raise questions about the rational, planned approach to change and offer insights of great relevance into a new understanding of the strategy and design of development processes of an organisation. Hence this paper is an attempt to illustrate how to design a process that embraces the complexity and at the same time actually creates change in real life organisations?

In the method used the employees in SCKK were invited as co-producers of the process concerning the experiment with mobile seating. The aim of the experiment was to create a common ground to define the challenge or problem to be investigated, to create the relevant data about these challenges, to make new decisions and to interpret what people had learned. There is no doubt that this approach had the effect that the people in the field got even more involved in doing parts of the research themselves, which created deeper insights and findings and led to concrete, physical change. In many ways, the method of facilitation and user involvement fit and embraced the complexity of a reality in constant change and was able to include all the different voices of the organisation – positive and negative – for a common goal.

It is important to state that even Stacey does not recommend to throw all traditional management tools overboard, but to start to take a critical look upon whether there are some of them, we can actually live without. And by creating a process with a clear element of bottom-up processes, facilitation, co-creation of a common vision statement for the project, no fixed method – but creating as we go approach and many staged episodes of creating room for dialogue in smaller groups, one could claim that this approach is the practical and methodological answer to navigating in a complex web of interpersonal relations and hence one approach that could match the complex theory as it is described by Stacey.

After the six months where the experiment was carried out, it was decided to turn it into a permanent arrangement – but still with the option for all employees to turn back to a permanent desk. Only two persons – both with an administrative, secretary position - chose to say goodbye to the mobile seating. And it was decided that a new but this time smaller scaled reflection process will take place. As a wave pulling forth and back the process of change is still at play and is now an integrated and on-going source of experimenting with new ways of working, innovating and learning of the employees in SCKK.

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