

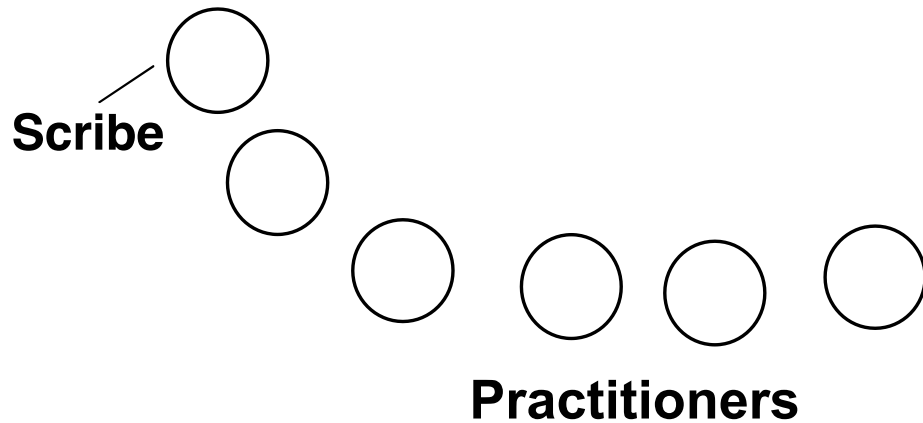
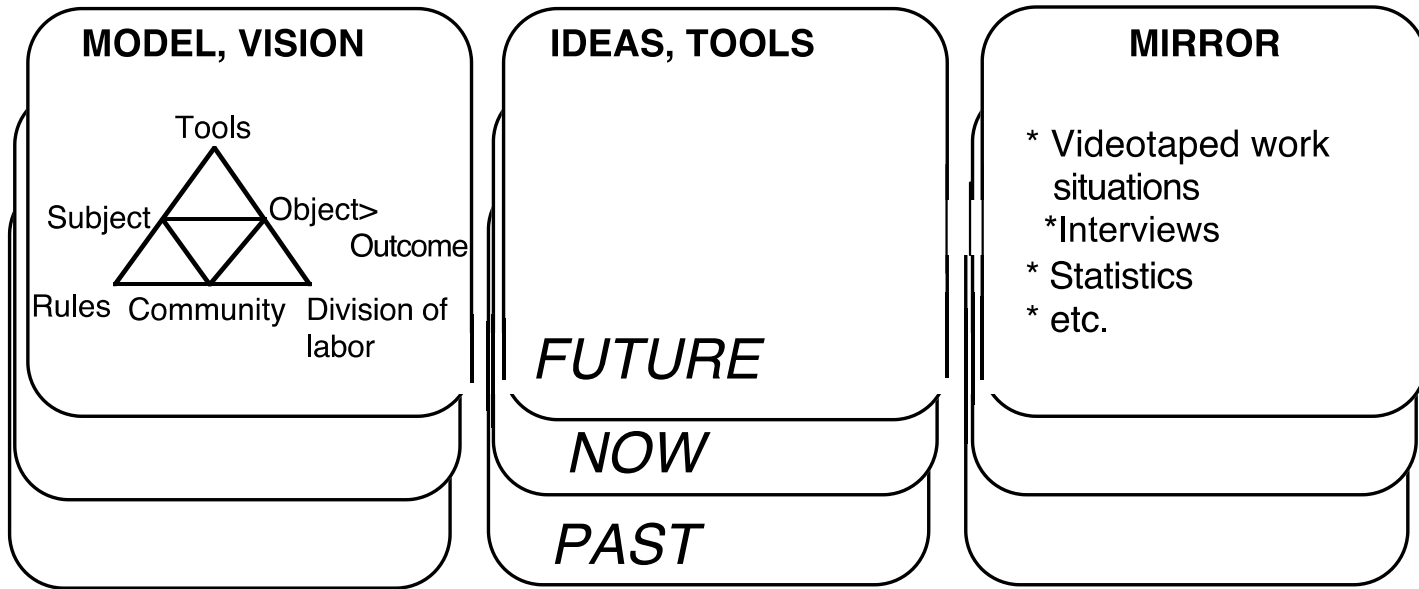


METHODOLOGICAL FOUNDATIONS AND FUTURE CHALLENGES OF THE CHANGE LABORATORY AS A FORMATIVE INTERVENTION

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INTRODUCTION

- **THE CHANGE LABORATORY METHOD WAS FIRST FORMULATED AND TESTED IN PRACTICE IN 1996 (Engeström & al., 1996)**
- **DURING THE PAST 15 YEARS, THE METHOD HAS BEEN USED IN A WIDE VARIETY OF ORGANIZATIONS AND COMMUNITIES, PRIMARILY IN FINLAND BUT INCREASINGLY ALSO IN OTHER COUNTRIES AND CULTURES**
- **ALONG WITH THE FIFTH DIMENSION AND CLINIC OF ACTIVITY, CHANGE LABORATORY IS A PROMINENT EXAMPLE OF THE INTERVENTIONIST METHODOLOGICAL PRINCIPLES INITIALLY PUT FORWARD BY THE FOUNDERS OF CULTURAL-HISTORICAL ACTIVITY THEORY**



TWO METHODOLOGICAL PRINCIPLES OF FORMATIVE INTERVENTIONS BASED ON CHAT

- 1. THE PRINCIPLE OF DOUBLE STIMULATION
(Vygotsky)**
- 2. THE PRINCIPLE OF ASCENDING FROM THE
ABSTRACT TO THE CONCRETE (Il'enkov;
Davydov)**

(See Sannino, 2011, for a discussion of the two principles)



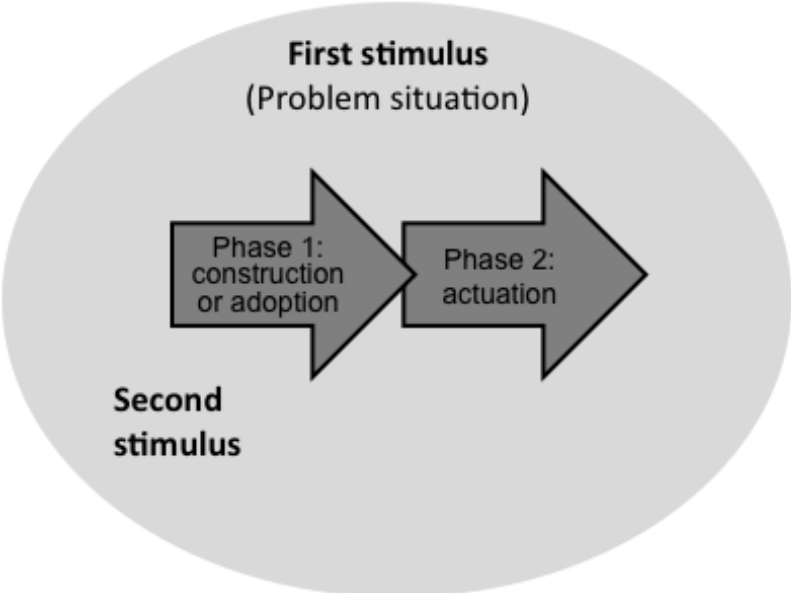
Vygotsky's principle of double stimulation

The mechanism with which human beings can intentionally break out of a contradictory situation and change their circumstances or solve difficult problems

The first stimulus: the problem itself

The second stimulus: an external artifact which the subject turns into a sign by filling it with significant meaning

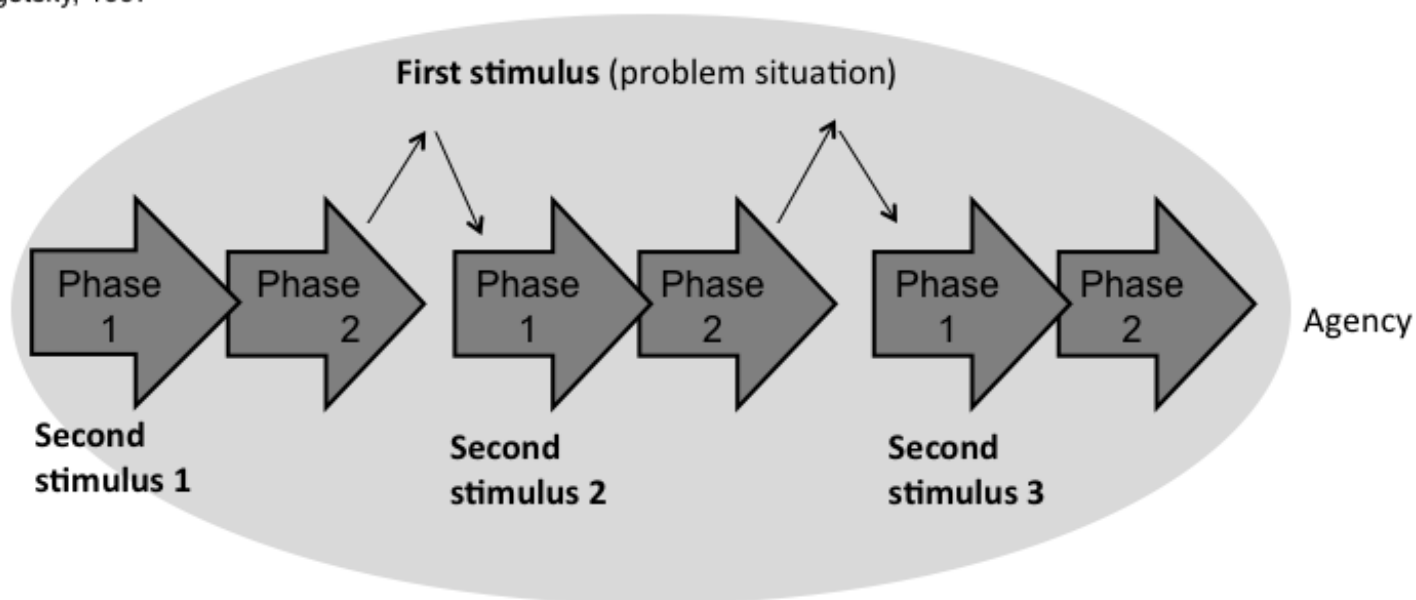
With the help of the second stimulus the subject gains control of his/her action and a new understanding of the initial circumstances or problem



Agency

The emergence of agentive action: simple and chain-like

Based on Vygotsky, 1997



Source: Laitinen, Sannino & Engeström, forthcoming



Ilyenkov/Davydov' s principle of ascending from the abstract to the concrete

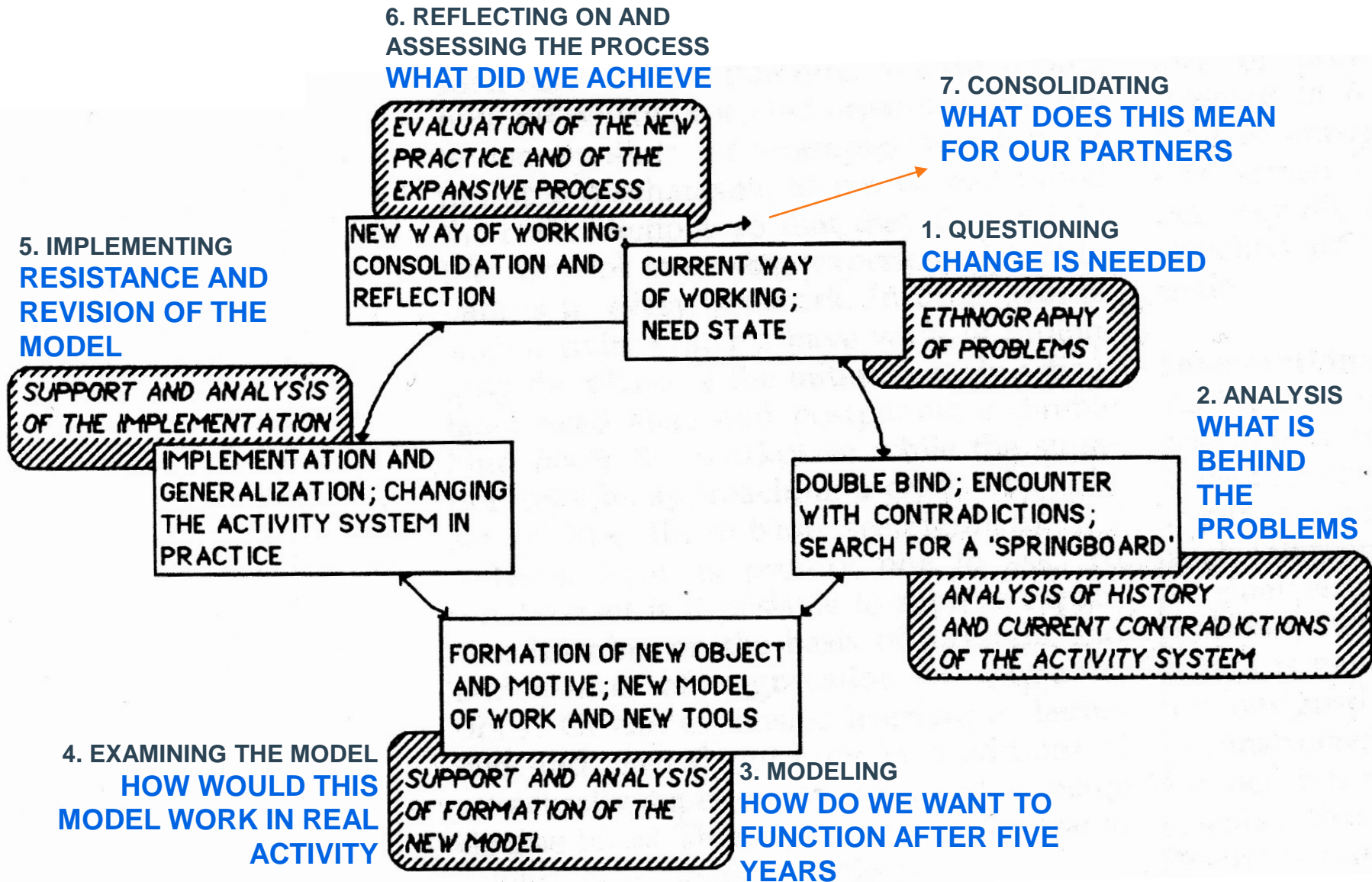
All thinking and learning is abstracting meaning from some initial sensory-concrete diffuse whole

Empirical abstractions, based on classifications of superficial features of phenomena

Theoretical abstractions, based on practical transformations, experimentation and change (neglected in schools)

Theoretical abstractions allow the learner to identify a functional relationship of the reality under scrutiny, also called germ cell

Ascending from the abstract to the concrete and the learning actions



THE TWO PRINCIPLES IN THREE CHANGE LABS



CONTRA- DITION **CONFLICT OF MOTIVES** **FIRST STIMULI** **SECOND STIMULI** **GERM CELL** **NEW CONCEPT**

OULU UNIVERSITY HOSPITAL, SURGICAL UNIT
(ENGESTRÖM, 2011)

AMORPHOUS PATIENT FLOW VS. FRAGMENTED TOOLS AND DIVISION OF LABOR

EXPERIENCES OF LOSS OF CONTROL, PERSONNEL SHORTAGES, CLOSURES OF OPERATING THEATERS

NEW ORGANIZATION MODEL BASED ON SMALLER INDEPENDENT ACTIVITY AREAS

HOME CARE OF THE CITY OF HELSINKI
(ENGESTRÖM & SANNINO, 2011a)

FRAGMENTED SERVICES VS. HOLISTIC PATIENT NEEDS

STAFF EXPERIENCES OF INABILITY TO MEET CLIENTS' NEEDS

SERVICE PALETTE AS INTEGRATOR OF SERVICES

HELSINKI UNIVERSITY CENTRAL CAMPUS LIBRARY
(ENGESTRÖM & SANNINO, 2011b)

RESEARCH GROUPS' NEW NEEDS VS. TRADITIONAL LIBRARY SERVICES

RESEARCHERS' DISTANCING FROM LIBRARY: THEY GET WHAT THEY NEED DIRECTLY IN THE WEB

KNOTWORKING BETWEEN LIBRARIANS AND RESEARCH GROUPS -> NEW ORGANIZATION MODEL AIMED AT KNOTWORKING

A KNOT (WITHIN LIBRARY STAFF AND BETWEEN LIBRARIANS AND RESEARCH GROUPS)



OBSERVATIONS ON THE THREE CHANGE LABS

- **THE FOCUS OF DESIGN AND ANALYSIS HAS BEEN ON THE FIRST AND SECOND STIMULI**
- **CONFLICT OF MOTIVES AMONG THE PARTICIPANTS HAS RARELY BEEN EXPLICATED**
- **THE GERM CELL IS HARD TO IDENTIFY; ONLY IN ONE CHANGE LAB WE SEE THE SECOND STIMULUS AND GERM CELL COINCIDING**
- **THE EMERGING NEW CONCEPT OFTEN REMAINS DISTANT AND VAGUE**



**THESE OBSERVATIONS HELP US TO IDENTIFY
FIVE CHALLENGES TO THE FURTHER
DEVELOPMENT OF CHANGE LABORATORY
INTERVENTIONS AND ANALYSES BASED ON
THEM**



CHALLENGE 1: WILL AND SKILL

The principle of double stimulation is often interpreted as a mechanism with which interventionists can enhance and facilitate problem solving and acquisition of skills in subjects. While this is surely an aspect of the principle, we argue that its most important and primary meaning is the formation of will, volitional action, and agency. This is the first challenge we want to elaborate on: The problematic relationship between 'will and skill', or conflict and task, or agency and understanding, in implementation of the principle of double stimulation. Change Laboratories offer excellent opportunities for the examination of this relationship. The articulation of critical conflicts and double binds in Change Laboratory is of crucial importance for the overcoming of a narrowly cognitive stance (Engeström & Sannino, 2011a) .



CHALLENGE 2: EXPERIENCING AND AGENCY

What do participants of a Change Laboratory do when they face a critical conflict of motives or a double bind? How do they turn the conflict into personal engagement and agentive action? And when a new model has been constructed, how is the necessary agency and personal responsibility generated so that it will actually be put into practice? Vasilyuk's (1988) concept of experiencing is a promising starting point to explore this second challenge. It is also important to detect and cultivate forms of agentive discourse in Change Laboratory (Sannino, 2008; Engeström, 2011).



CHALLENGE 3: SECOND STIMULUS AND MODELS

How is an effective 'second stimulus' actually constructed? What is the relationship between the adoption of a 'second stimulus' and the epistemic action of modeling put forward by Davydov? Are there multiple successive 'second stimuli' and how might the formation of such successive mediating means be guided? What is the actual and potential role of conceptual models (such as the triangular representations of the activity systems) introduced by interventionists? How have these models been used so far and how might they be used more effectively? These are different aspects of the third challenge.



CHALLENGE 4: GERM CELL AND CONCEPT FORMATION

How can the Change Laboratory facilitate the discovery of a germ cell for a future-oriented concept? Can we make the second stimulus and germ cell coincide? How can the formation of a complex concept – the ascending from the abstract to the concrete - be nurtured and followed up by means of the Change Laboratory instrumentality?



CHALLENGE 5: LEARNING ACTIONS AND FORMS OF INTERACTION

What kinds of constellations of learning actions actually take shape in Change Laboratories? Are multiple mini-cycles typically involved? What is the relationship between the planned, induced sequence of actions and the actually realized actions? How are coordination, cooperation, and communication (Engeström, 2008) employed in different learning actions of the expansive cycle?



CHALLENGE 6: MULTI-ACTIVITY FIELDS

Significant transformations tend to be distributed in entire fields of multiple activity systems. A Change Laboratory may be turned into a Boundary Crossing Laboratory or Knotworking Laboratory, with representatives from multiple participating organizations or agencies. However, this easily entails a dispersion and dilution of responsibility and ownership of the expansive process. Can the Change Laboratory be developed to serve expansive learning in multi-organizational fields?



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