

**THE DEVELOPMENT OF TRUST IN PROJECT PREPARATION PHASE OF
MULTICULTURAL PROJECTS – ARE LONG-TERM EXCHANGES A KEY FOR
SUCCESSFUL COOPERATION?**

Master's Thesis

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Abstract <p>The higher education institutions are competing to receive external funding for their research and development projects from different international funding programs. Often the funding programs require the acceptable projects to have several partners and preferably from different countries. To create successful project funding applications, more attention needs to be directed at creating and maintaining fruitful partnerships. One of the ways to achieve this goal is to send staff for long-term exchanges to the project partner institutions abroad to work on the project application and deepen the collaboration.</p> <p>This study concentrated on how long-term exchanges facilitate the development of trust and knowledge sharing between the project members during the project preparation phase. As the projects, which are in the focus, are multicultural, also the influence of culture, both national and organizational, was approached.</p> <p>An applied thematic analysis revealed that trust plays an important role in deepening collaboration between project partners. The long-term exchanges were seen beneficial in the development process of trust. The participants did not experience that acting in an unfamiliar national culture would have influenced negatively on the development of trust. They considered the similarity of work cultures being more constructing for the partnership. The findings suggested that long-term exchanges should be taken into wider use as they are an efficient way to promote the development of trust between the project partners in different countries. Further research is needed to have more profound information on the overall life cycle of a project in higher education and what aspects influence on the success of the projects.</p>	
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Tiivistelmä <p>Korkeakoulut kilpailevat erilaisten kansainvälisten rahoitusohjelmien tarjoamista ulkoisista rahoituksista, joita ne hakevat tutkimus- ja kehittämishankkeilleen. Rahoitusohjelmat vaativat usein projektien sisältävän partnereita useista maista. Menestyminen kilpailussa projektirahoituksista vaatii, että partneriyhteistyöhön kiinnitetään enemmän huomiota. Yksi keinoista on tarjota henkilökunnalle mahdollisuus pitkään vaihtoon projektissa mukana olevaan organisaatioon. Vaihdon aikana voi työskennellä projektihakemuksen parissa ja syventää yhteistyötä.</p> <p>Tämä opinnäytetyö pyrki keskittymään siihen miten pitkät vaihdot auttavat luottamuksen kehittämisessä ja tiedon jakamisessa projektipartnereiden välillä projektin valmisteluvaiheessa. Tutkimuksessa mukana olleet henkilöt työskentelivät monikulttuurisissa projekteissa, joten myös kansallisen, sekä organisatorisen kulttuurin merkitystä luottamuksen kehittämiseen tutkittiin.</p> <p>Soveltavan temaattisen analyysin perusteella voidaan sanoa, että luottamus on tärkeä osa projektipartnereiden välisen yhteistyön syventämisessä. Pitkillä vaihdoilla nähtiin olleen merkitystä luottamuksen kehittämisessä. Tutkimuksessa mukana olleet henkilöt eivät nähneet kansallisen kulttuurin tuntemuksella olleen merkitystä luottamuksen kehittämiseen. Sen sijaan organisatorisen kulttuurin samankaltaisuus koettiin luottamusta rakentavana seikkana. Tutkimustulokset antavat suuntaa, että pitkiä vaihtoja pitäisi suosia enemmän, koska ne ovat tehokas tapa edistää luottamuksen kehittämistä eri maissa olevien projektipartnereiden välillä. Jatkotutkimus voisi syventää tietoutta korkeakoulutuksessa tehtävien projektin koko elämänkaaresta sekä mitkä seikat vaikuttavat projektin menestymiseen.</p>	
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1 INTRODUCTION

Nowadays a large part of the higher education institutions' financing depends on external funding coming from the research and development projects. For this reason, the higher education institutions are investing in research and development actions to enhance their chances in the tight competition of the available funding. One of the ways to increase the possibilities of creating successful research plans is to provide opportunities for the project partners to get familiar with each other. This study focuses on the aspect of trust in empowering the relationships between institutions in different countries working for the same research and development project. Through the research questions, this study aims to discover if long-term exchange programs between the partner institutions promote the trust development process amongst the staff working for the project initiative. This study also concentrates on the knowledge sharing, and the way trust is seen to influence it. As the focus is on multicultural projects, the concept of culture and its impact is discussed throughout the study. Multicultural projects in this study are seen as projects, which bring together team members from different national cultural backgrounds.

Developing trust between the partners can be seen beneficial in the project preparation phase. Trust has an important function in our lives as it guides the way we interact and communicate with others, individuals or institutions (Bachmann, 2001; Mizruchi, 1996), thus playing an important part also in projects. For example, working in a team is placing bets on the other team members, and through communication we can learn to predict other people's actions and learn to trust them (Sztompka, 1999; Yamaguchi, 2009). When implementing a project the staff of the institutions involved might not be familiar with each other in the beginning of the project. Sztompka (1999) says that trust demonstrates first as inter-institutional and then develops into interpersonal trust. The projects in the higher education can be short-term and consist of different persons each time. In this kind of case, the persons might encounter

swift trust for each other. Swift trust is based on people's actions, more than feelings of trustworthiness (Meyerson, Weick, & Kramer, 1996). The institutional trust can eventually turn into interpersonal trust when the persons get to know each other and find familiar trust cues, which between people from the same cultural backgrounds can be similar (Dietz, Gillespie, & Chao, 2010). This study questions, whether the national culture plays a role in the trust formation process, or are the sub cultures, for example, work culture, more influential as Dietz et al. (2010) claim.

The projects studied in this thesis are multicultural. This format of bringing together people from different cultural backgrounds is very common (Leung, Bhagat, Buchan, Erez, & Gibson, 2005). As mentioned before the sub cultures might be more influential than national cultures in developing trust. This can be because people with same profession can have strong core values, which then has increased feeling of trust and enhanced collaboration. The findings of this study indicate the same. The participants did not experience that acting in an unfamiliar national culture would have influenced negatively on the development of trust. They considered the similarity of work cultures being more constructing for the partnership.

This study comprises of six chapters. After the introduction, the theoretical background of the study is presented. The phenomenon of trust is introduced in the second chapter and the other key terms which are connected to it, for example knowledge sharing. In addition, the connection between trust and culture is discussed in this chapter. The third chapter focuses on projects, as the environment where the phenomenon of trust is investigated, takes place in the international projects in the higher education. The projects are studied in different perspectives, finally concentrating to the case of this study, The Triple Jump project. The methodology is presented in the chapter four. This study is qualitative and it focuses on the participants' experiences, thus the applied thematic analysis (ATA) was chosen as the research method. The methodology chapter also consists the outlines of the data collection and analysis

methods. The next chapter (chapter 5) demonstrates the findings of the study. The chapter is formed into sub sections according to the research questions. The sub sections present the main findings of each topic and the conclusion of them is compiled in the final chapter (chapter 6).

2 TRUST

2.1 Defining trust

Trust is one of the key components of our social life and communication. Without it, there hardly would be any contingency in our actions with other individuals, institutions or other key factors of life (Bachmann, 2001; Misztal, 1996). Trust is learned already at a very young age. The way we have learned to trust, defines the way we trust at later points in life. For example, it affects how we work with people in teams or what aspects make us believe on the trustworthiness of other people. We cannot function in the world without at least some connections to other persons and this creates the need to live with uncertainty and the need to be aware of the fact that we cannot control everything. Without trust, we cannot deal with uncertainty or unseen future (Sztompka, 1999).

People reflect on the ongoing events through the things they have experienced in the past or through their beliefs and knowledge. That makes us unpredictable to others, as we cannot know what kind of past they have experienced (Sztompka, 1999). That is when the concept of trust comes to the picture. “Trust is a bet about the future contingent actions of others” (Sztompka, 1999, p. 25). In the case of teamwork, the partners place a bet on each other. Yamaguchi (2009) noted that communication helps to predict the other person’s actions and thus improves trust.

Trust can be expressed as “a more rational, self-interested, calculative, or a more non-rational, cultural or of social nature” (Sydow, 1998, p. 35). However, there is one thing in common in all features of trust, the risk one is taking when trusting someone else. Trusting another person is also putting oneself in the risk of being betrayed (Johnson-George & Swap, 1982). Trust can also be described as the expectation one has for another person on his or her honesty and willingness for cooperation (Wickramasinghe & Widyaratne, 2012).

Trust is a complex and abstract phenomenon. Because of that, there are several variations of trust depending on the researcher. According to Lane (1998), trust is commonly studied either organizationally, sociologically or from the economic point of view. Lane explained that the theories of trust have three common points. Firstly, the trustor and trustee depend on each other. Secondly, trust gives a way to handle risk and uncertainty. Thirdly, that “common assumption in the writing on trust is a belief or an expectation that the vulnerability resulting from the acceptance of risk will not be taken advantage of by the other party in the relationship” (Lane, 1998, p. 3).

Sztompka (1999) gives one example of the models how trust can be described. In his model, there are three variations of trust. Anticipatory trust means when a person expects the others to act in a way, which will be somehow beneficiary for him/her. Such an occasion would be starting a cooperation and expecting the partner to be willing to share his/her expertise. In responsive trust one entrusts the other to, for example, keep the business idea to himself/herself. The third type of trust is evocative trust. This is when a person will show trust to someone else to evoke trust in this person. For example, a supervisor will give a difficult task to his/her employee to show that s/he trusts the employee.

One can think of very different kinds of relationships when considering the phenomenon of trust, for example love relationships or employer – employee relationship. This study will concentrate on the trust between co-workers and organizations. Trust in this study will bring together the concepts of interpersonal and inter-organizational trust as these both are seen as crucial in designing and writing a project application.

2.2 Interpersonal trust

Interpersonal trust can take place when two parties are engaged in communication exchange over time (Lane, 1998). Interpersonal trust “increases confidence and security in the relationship, reduces transaction costs between parties, and promotes open, substantive, and influential information exchange” (Järvenpää, Knoll, & Leidner, 1998, as cited in Krebs, Hobman, & Bordia, 2006, p. 723). According to Lane (1998), the sensation of familiarity emphasizes the interpersonal trust. Kramer (2010) adds, that the concept of interpersonal trust encompasses the terms truster and trustee where the truster makes the judgment whether the trustee (the object) is worth trusting or not. Furthermore, there exists an interdependency between the trustee and the truster (Lane, 1998).

Zolin and Gibbons (2014) illustrate their view on trust through the division of characteristic-based trust and process-based trust. In the characteristic-based trust, the persons find social similarity in each other. This can happen when the persons share the same organization or other social category. The process-based trust builds up from the experiences people share. For example, several meetings with the project group build trust amongst the members.

According to Krebs et al. (2006), interpersonal trust plays a significant role in different kinds of work groups such as temporary project teams or cross-functional teams. Colleagues who have developed a similar kind of organizational identity and common contact in their work life are prompt to have a tighter professional bond and feel each other to be more trustworthy (Zolin & Gibbons, 2014).

2.3 Institutional trust and swift trust

In cooperation between organizations, trust does not always appear as interpersonal, or at least not at first. It manifests more as an institutional trust, also called as impersonal trust. This means that the trustee does not represent himself or herself, but an organization. Knowing the organization then creates an atmosphere of trust. Sztopka (1999) claims that there is a fine line between institutional and interpersonal trust. According to Lane (1998), the organizational trust appears as quite the contrary to the interpersonal trust, as it does not depend on the familiarity or shared history. Instead, trust can be shown in the formal contacts, for example, in customer service situations, and in modes of operations, such as, in line of actions in case of emergency. Institutional trust can also be demonstrated in the institution structures or in collaborations between organizations. In the Figure 1, McKnight, Cummings, and Chervany (1998) explain that trust is initiated when the impersonal structures are in order. The researchers claim that institution-based trust can be divided into situational normality and structural assurance. In the case of situational normality, the person thinks that one can trust because everything seems normal and there are no reason why trust would not exist. The structural assurances, like contracts and rules, guarantee the person that the conditions are normal and thus can be trusted.

In the world of academia, trust can be seen as procedural trust, a variable of institutional trust. To achieve the truth, or the best possible result, through research, the academics need to follow strict procedures. This creates the atmosphere of trust in science. Another way to express trust is via peer reviewed articles as the quality of the research journals is monitored (Sztopka, 1999).

Alternative variation, which resembles to institutional trust, is swift trust. It is a form of trust, which usually appears in short-term virtual teams, where the team members are not familiar with each other. Swift trust is not an interpersonal form of trust. It has more to do

with the cognition and actions of the people rather than with feelings (Meyerson, Weick, & Kramer, 1996). Crisp and Jarvenpaa (2013) explained the swift trust as “rather than attempts to influence others’ feelings and affective attachments to build resilient interpersonal relationships, trust is based on an early presumption that the team is trustworthy but verified through actions around the joint task, scheduling, and monitoring” (p. 54).

2.4 Interorganizational trust

Without trust, also collaboration between organizations would not work. The inter-organizational trust is said to be “the confidence of an organization in the reliability of other organizations, regarding a given set of outcomes or events” (Sydow, 1998, p. 35). Lane (1998) emphasized that interpersonal as well as interorganizational trust are key factors in dealing with the uncertainty of the business world.

In this study, a consortium is referred to an interorganizational network, which according to Sydow (1998, p.33), is a “long-term institutional arrangement among distinct but related organizations”. The targets in creating such alliances are, for example, doing projects together and taking the risk in succeeding or failing in them, sharing knowledge and strengthening the position in the market (Child, 1998). The whole network might not share a trusting atmosphere; it can involve only two or more organizations within the network (Sydow, 1998).

Having institutionally based trust towards the other organizations of the network will help create feelings of trust also towards the staff of the organizations in question. In addition, if the consortium has common rules, which are followed by the member organizations, will help the employees of one organization to trust employees of another organization (McKnight et al., 1998).

Interorganizational and intercultural projects are more than common nowadays in the business and higher education world. They can bring together members from different organizations or from different cultural backgrounds. One aspect on guiding through a successful cooperation is creating an atmosphere where the members of the project share the feeling of trust (Peters & Karren, 2009). The trust has an effect on cooperation and teamwork and it plays an important role when talking about interorganizational networks, and how they can be made more effective (Zolin & Gibbons, 2014).

2.5 Developing trust

Lane (1998) notes that there are opposing opinions about the development of trust between theorists. Some claim that trust is always emergent and cannot be created. Others think that it is systematically formed. Both sides admit that forming trust depends on the kind of trust being created.

Krebs et al. (2006) describe the process of developing trust as one's process of "learning about the trustworthiness of others by interacting with them over time" (p. 723). Each person has his or her own concept of what makes a trustworthy person, but behind are the trusting beliefs described by McKnight et al. (1998): benevolence, competence, honesty and predictability (Figure 1). When this kind of a person is met, the feelings of trust start to develop. This feeling is based on an assumption on trustworthiness and if this assumption is proven true, then the parties continue developing trust via communication. The party, which expects the other party to be trustworthy, begins to share information and does not try to control the situation as much as before. If the other party shows to be trustworthy, then the relationship develops in a positive way and the trust between the parties will be reciprocated trust (Dietz, Gillespie, & Chao, 2010; Nishishiba & Ritchie, 2000).

Detailed model of initial formation of trust

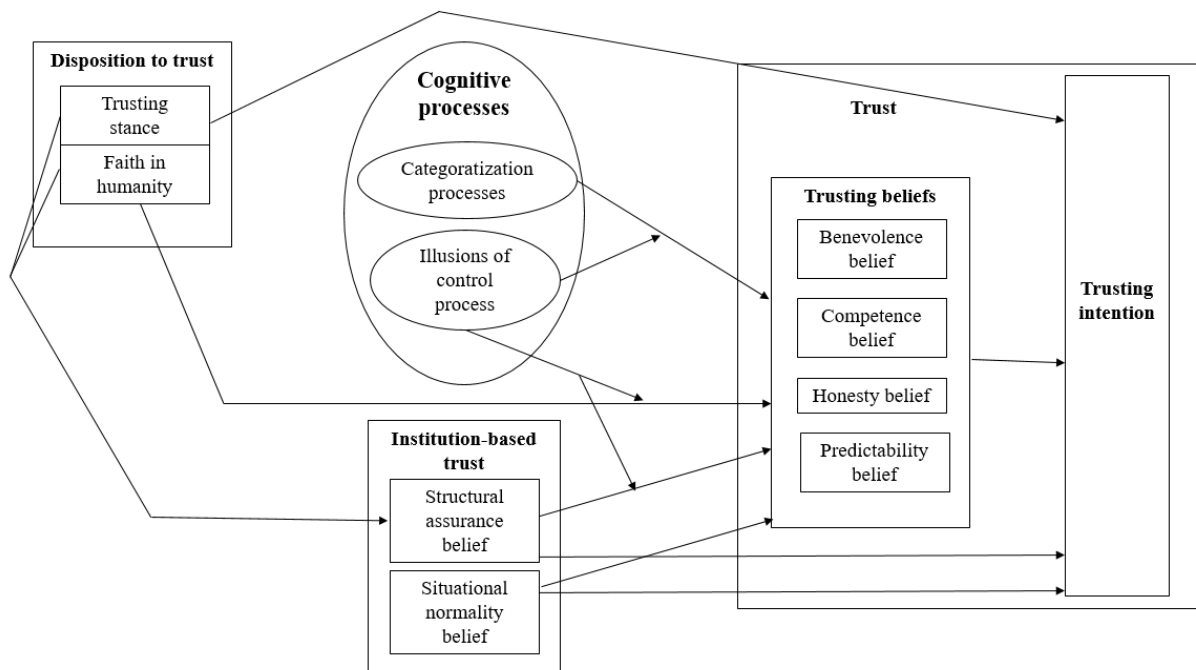


Figure 1: Detailed model of initial formation of trust (McKnight, Cummings, and Chervany, 1998)

Figure 1 illustrates how trust starts to develop when there is no earlier interaction. A person has a disposition to trust someone or something when he or she has general faith in other people's benevolence, as well as understands that interactions need trust to happen. For example, an employee trusts the employee from another organization because she has no prove why not to trust. Categorizing people in one's mind also is one way of creating trusting intentions. There are three categories. In the first one, a person categorizes oneself with people who share the same values and aim for the same targets. The second category contains people who have a good reputation as being trustworthy and in the third category are the stereotypes, the general categories of people. Under the cognitive trust forming processes are also the illusions of the

control processes. This means that a person has illusions of oneself in uncertain situations; the person can believe that the situation is under control, although it might not be.

When developing the relationship of trust the face-to-face communication plays a significant role, but the development also needs repetition and time (Krebs et al., 2006). Project teams may begin the cooperation on a low level of trust. Krebs et al. (2006) claim that it is possible to grow trust with increasing communication, and with new possibilities for communication, like technology-mediated communication, there will be more interactions between the team members. Ford, Piccolo, and Ford (2017) explain that trust can be developed also in virtual teams via technology-mediated communication. There are multiple ways of maintaining the communication, which means that the team members have to use the transparent ways to develop and sustain trust among the team.

2.6 Trust and culture

There are multiple ways to describe culture, for example, through traditions, habits, norms, religion, languages etc. Behind these descriptions are perceptions people have about the world around them, which are learned throughout the life (Dumetz, 2012). These descriptions can concern different concepts of culture, for example, national culture, like in this study the host national cultures where the participants spend their exchanges. Culture is also seen in this study from the organizational point of view. Meng and Berger (2018) explain that members of an organization share beliefs and values, on which they rely in decision-making and in general behavior within the organization.

When talking about trust between members of a same cultural background, there tends to be similarity in the trust cues they are sending to each other explain Dietz, Gillespie, and Chao (2010). Thus, the formation of trust should be also easier because the cues are familiar.

The familiarity of cues will be lost in the case where the parties are from different cultural backgrounds. The cultural schemas can affect how a person sees the other culture and how he or she perceives the behavior of a person from another culture. This makes the judgments of trustworthiness in a relationship difficult to make and thus might endanger the forming of trust in relationships between members from different cultural backgrounds (hereafter, intercultural relationships) (Dietz et al., 2010).

While one might initially think that national culture would be the biggest influence on trust forming, Dietz et al. (2010) claim that in reality subcultures may be more influential. For example, an organizational culture can affect trust formation more than national culture. Similarly, professional identity has been found to be a key factor in trust cues.

Building trust in intercultural relationships requires the parties to discover what their common trust signals are. This process is called “formative mutual realignment” (Johnson & Cullen, 2002, as cited in Dietz et al., 2010, p. 24). The realignment process requires time and cultural sensitivity from both parties. The cultural sensitivity means that one positively appreciates the cultural differences and thus is able to take into account the possible cultural barriers and see the trust signals from the other person’s perspective (Chen & Starosta, 2000; Dietz et al., 2010). The information exchange needs to cover many subjects and it has to flow in both ways. Gradually through the interactions between the parties, trust starts to emerge and a common culture between the individuals develops (Dietz et al., 2010). There are pitfalls in the process of building trust in intercultural relationships. For example, the concept of trust can vary between people. This can be due to different cultural backgrounds, like national cultural background or, for example, because of unlike organizational behaviors and patterns. The parties can see the concept of trustworthiness differently and do not perceive the reason behind it (Nishishiba & Ritchie, 2000).

Lewicki and Bunker (1996, as cited in Dietz et al., 2010) suggested a process of trust building in intercultural connections, which includes four stages. The first stage is about the preconceptions the parties have, which originates from their own cultural backgrounds. As well as their preparation for intercultural interactions and the willingness to adapt to a situation with the other party. In the second stage, “the opening stance”, when the parties meet, their preconceptions have an effect on their behavior. The decision to trust or distrust may be affected by, for example, long negative histories between nations or bad relationships between companies. In the phase three, during the first encounters, the parties begin the communication and try to interpret the cues they are sending to each other, thus collecting information on how trustworthy the other party is. The situation can end two ways in the phase four. It can have a “breakthrough” with the positive ending where the parties can find the way to common trust through collecting sufficient information on the other party to find out common areas of interest or reconcile differences. In addition, the parties can accommodate their own behavior to lead to trust. In another occasion, this all might lead to “a breakdown” where the parties are unable to reconcile their differences and cannot find the other party trustworthy. The phase four describes the consequences. After the “breakthrough”, the relationship should grow and develop as the parties learn more about each other’s insights. At this stage, aspects like cultural background will not have such a big effect on the relationship.

2.7 Knowledge sharing

In today’s competitive society, the organizations are focusing more on the availability of employees’ knowledge, and how to share it within the organization. Wang and Noe (2010) describe knowledge sharing as “the provision of task information and know-how to help others and to collaborate with others to solve problems, develop new ideas, or implement policies or

procedures” (p. 117). The research has shown that knowledge sharing is profitable for the companies, because it decreases production expenses and enhances product development processes. For other institutions, which are not necessarily looking for cost reductions, the favorable impact of knowledge sharing can be noticed in team performance, innovativeness and problem solving (Wang & Noe, 2010). In the academic world, the knowledge sharing is a norm. However, there exists competing research where the commercial potential is available. Thus, it acts naturally against the general sharing of information (Haeussler, Jiang, Thursby, & Thursby, 2014).

Research has identified positive influences on knowledge sharing behaviors when there exists interpersonal trust between the colleagues. The higher the trust towards the colleague is, the easier it is to share knowledge. The existing feeling of trust makes one to believe that the knowledge will be shared to the other direction, too. The interpersonal trust within a team supports the knowledge sharing in the team (Wu, Lin, Hsu, & Yeh, 2009; Wickramasinghe & Widyaratne, 2012).

Research shows that national cultures and different languages can be an obstacle in knowledge sharing, because they have an impact on communication and understanding (Wang & Noe, 2010; Luring & Selmer, 2010). Surprisingly, the study of Luring and Selmer (2010) shows that the number of languages spoken in an organization had an enhancing effect on knowledge sharing. They also found that the consistency of the use of English language at the work place was positively related to knowledge sharing.

2.8 Conclusion on trust

Trust is a widely researched area of study. Depending on which angle one approaches the topic; a suitable classification of the topic can be established. Wickramasinghe and Widyaratne (2012)

described trust as expectations for another person's willingness to cooperate. This description applies well in the scheme of project work. In addition, Zolin and Gibbon's (2014) categories of trust, characteristic-based trust and process-based trust, can explain the phenomenon of trust especially when dealing with subcultures such as organizational cultures and the sharing the information. Sztompka's model of trust variations is divided into three categories: anticipatory trust, responsive trust, and evocative trust, which also can explain the findings in this study.

There is a small step from institutional trust to interpersonal trust, although institutional trust is not linked with familiarity or shared history (Lane, 1998; Sztompka, 1999). Institutional trust is considered as impersonal. The concepts situational normality and structural assurance explain the impersonality. For example, in structural assurance, the contracts between the institutions play an important role for trust to exist (McKnight, Cummings & Chervany, 1998). Regarding the transition from institutional trust to interpersonal trust, the idea of swift trust can also be applied. Swift trust appears when, for example, team members do not know each other, but they are seen trustworthy through working for the common tasks.

When considering the interorganizational ties, trust lies in the reliability of the organizations to each other (Sydow, 1998). This can be achieved through contract and common rules. The atmosphere of trust can extend to include also the staff and thus affect positively on, for example, to common projects (Zolin & Gibbons, 2014).

The main aspects in the development of trust are repetition and time as well as face-to-face contact, which shows important in the process (Krebs et al., 2006). For example, project teams can begin to cooperate with basis on institutional trust, but can develop the trust towards interpersonal type of trust with repetition of face-to-face contacts during time. Behind the process of developing trust are the person's own beliefs of a trustworthy person. The feelings of trust start to emerge when a person, who meets these beliefs, is met. The Figure 1 sums up

the development process and lists the beliefs, which are significant when considering if the other person is trustworthy.

Trust formation can be easier with the members with a similar cultural background. The reason behind this are the familiar cultural ties, which the persons with similar cultural schemas, can recognize. Professional identity and organizational cultures can be more influential on trust formation than the national culture (Dietz et al., 2010). The same key aspects apply when developing trust between individuals with the same cultural background or in intercultural relationships. The process of developing trust needs time and repetition, and information flow. In intercultural relationships, trust also requires cultural sensitivity (Johnson & Cullen, 2002, as cited in Dietz et al., 2010, p. 24).

When the team members experience interpersonal trust to each other, then they are also more prompt to share knowledge. For a team this means better team performance, easier problem solving and more innovativeness (Wang & Noe, 2010).

3 PROJECTS

3.1 Introduction to projects

3.1.1 What is a project?

Projects usually aim to solve a case or a task, which has a starting point and an ending point (Melton, 2007; Richman, 2011). Projects are given a timeframe as well as limits for the use of resources. These can be set, for example, by the funder of the project call. Distinguishing projects from the routine work are the facts that projects are temporary and usually run only once. The factor, that they are typically run only once, also makes projects unique with a goal to create something that has not been done before. For that reason, they can also be limited to a certain topic (Epstein & Maltzman, 2013; Maylor, 1999). Even though projects are temporary, they might aim to find long-term solutions for the set problems.

A project is always working towards an objective or objectives, which are set in the planning phase and can be revised later. There can be several changes throughout the lifecycle of a project, which can influence strongly on the project objectives or overall functionality (Maylor, 1999). When the project has achieved the goal, or when it is noticed that the goals cannot be reached, then the project has come to an endpoint.

When thinking about projects, risks easily come to mind. They are a part of all projects. Risks correlate with the planning of the project. If the project is poorly planned then also the risks increase (Choudhury, 1988). For example, the goals should not be too ambiguous, so that they would not be unable to reach (Richman, 2011).

Typical for a project is that a customer orders it. The customer can be from one's own institution or from outside (Choudhury, 1988). The ideas for the projects conducted in the higher education can arise, for example, from current research, from the society or the possible funder can suggest a topic.

There are not many researches available to discuss specifically about the projects in the world of higher education. According to Baume and Martin (2002), the same description of projects applies to projects in the sector of higher education like educational development projects.

3.1.2 Project types

Projects can be divided into different categories. According to Artto, Martinsuo and Kujala (2006), there exists investment, delivery, research and development projects. This study concentrates more on the research and development projects presented in the Figure 2 by Artto et al. (2006). Research and development projects are meant for creating something new and innovative. In research projects, the main target is to create new knowledge, for example, what aspects influence on people and why. Even though the results might not be expected, it does not necessarily mean that they are useless. The information is as valuable as in a desired project outcome.

The development projects answer to the need to develop products or services or create new ones. There is not that much insecurity in development projects as in research projects, because the basis of the project is better known (Artto et al., 2006). For example, developing a communication method for elderly people to communicate with the health care professionals when living far from the health care centers.

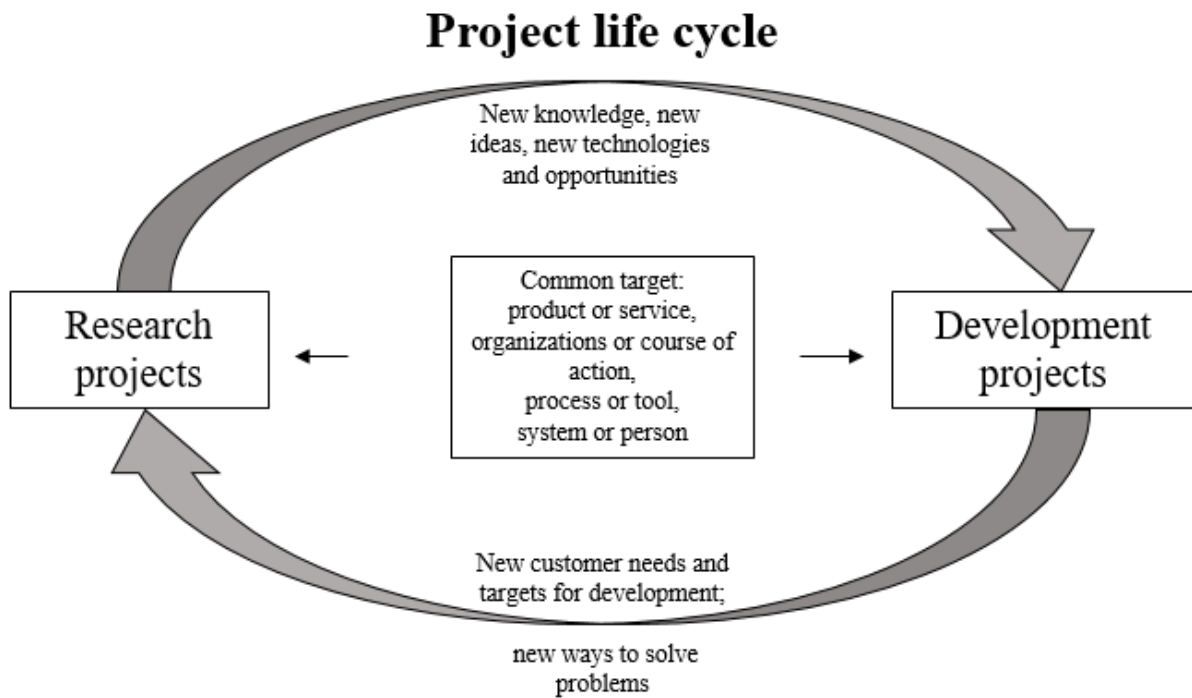


Figure 2: Project life cycle (Artto, Martinsuo, and Kujala, 2006, p.23)

3.1.3 Project phases

The project lifecycle can be described in many ways. In the Figure 3, Artto et al. (2006) presents one of the most common ways to outline the phases of the project life cycle. There are five main stages, which the projects go through. In the first phase, the new project or a part of a bigger project is defined. In the following phase, planning, the goals of the project are set. In addition, the ways how the goals will be reached, have to be decided in this phase. A good planning minimizes the risks. After the careful planning, the project moves in to the launching phase. The project will be carried out according to the methods, which were set in the previous phase. The execution and monitoring are parallel phases. The project requires monitoring to ensure that the execution of the project goes according to the plans. The project is considered closed when, for example, a customer has accepted the product or service. (Project Management Institute, 2017; Artto et al., 2006)

As this study concentrates more on initiating and planning projects, thus the early project phases are introduced deeper in the next subchapter.

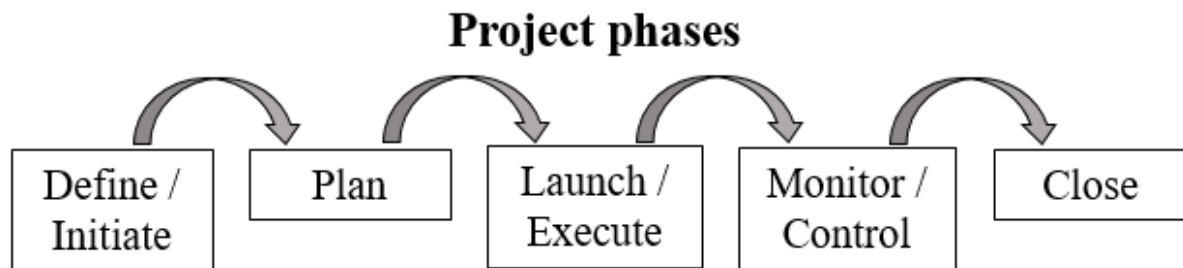


Figure 3: Project phases (Arto, Martinsuo, and Kujala, 2006, p. 49)

3.1.4 Project preparation and planning phases

An existing problem or possible funding can give a push for initiating a project. The problem or idea needs to be defined carefully in the project preparation phase (Westland, 2006). This first phase of the project lifecycle is important for a successful implementation of project. Mäntyneva (2016) emphasizes the project preparation phase because it helps preparing the project plan. Westland (2006) says that neglecting the initiation of project increases the risk of project failure. For the research and development projects, which are applying for funding, a carefully planned project plan is always required (Friedland & Folt, 2009).

Also Richman (2011) claims that the organizations, which pay more attention to planning the projects, are more successful in them. He points out that the plan needs to be flexible and agile. Richman lists the key points of project planning “define the work activities, estimate the cost and time, sequence into activities, calculate the critical path, schedule the

activities, prepare resource plans, prepare budget plans, plan for risk, and get approvals and compile a formal project plan” (p. 46).

Projects might include many interest groups depending on the topic. The different working methods of the interest groups have to be taken into consideration when planning the project (Artto et al., 2006). According to Westman (2006), also these steps are required to be carried out: go over the scope of the project, recognize the actions which need to be taken during the project lifecycle, estimate the effort for each action and assign resources for each action and finally plan the schedule. Furthermore, the possible constraints that might take place during the project need to be taken into account (Westman, 2006).

3.2 Trust in project teams

There can be several forms of collaboration in project teams. Cheng et al. (2016) list that the collaboration can be performed via purely virtual connection, semi-virtual, global virtual or via face-to-face connection. No matter what the form is, online or face-to-face, trust is an essential part of creating collaboration (Cheng et al., 2016).

In today’s work life the teams are many times working in different locations or even different organizations. In these kind of distributed teams, the development of trust is possible, but it will take longer to grow than in face-to-face teams (Wilson, Straus, & McEvily, 2006). Maurer (2010) found results of trust being an essential advantage for inter-organizational projects. Through the achieved trust, the project members can receive more information from their project partners as the partners are willing to share the knowledge. Trust enables the collaboration between project partners to create new ideas. Maurer (2010) also shows in her research that the project partners who know each other from prior cooperation have more possibilities to interact, thus more opportunities to develop trust.

When talking about trust in projects, it is worth mentioning that social settings in projects can be complicated. Due to unpredictability and possible controlling partners, the social settings can cause pressure to many participants, and for this reason, developing trust among the project members can be challenging (Cicmil, Williams, Thomas, & Hodgson, 2006). On the positive side, trust is related to have a significant effect on the team performance (Peters & Karren, 2009) as well as on cooperation (Ghazinejad, Hussein, & Zidane, 2018; Zolin & Gibbons, 2014). According to Lane (1998), the previously mentioned positive effects are prompt to happen in knowledge-intensive projects. As trust has an effect on team performance and outcomes, the lack of trust can raise the project costs, as the team might not function as effectively as it should. Trust has also a significant role in the performance in the project preparation phase (Ghazinejad et al, 2018; Wilson et al., 2006).

Networking is part of our natural human activity, but when it comes to project work, we might become too formal and cannot reach the full potential of the new networks. To achieve the full capacity of projects, especially in the field of education, networking plays an important role. The key concepts in reaching trust are what one can do during networking: “sharing ideas, disseminating knowledge, building to mutual advantage” (Fincher, 2002, p. 37).

3.3 Culture in projects

Nowadays, working with people from different cultural backgrounds in projects is more an ordinary thing than a novelty (Leung, Bhagat, Buchan, Erez, & Gibson, 2005). Projects can bring together specialists from different organizations or even from different countries, compiling multicultural teams or creating cooperation with international partners. Leung et al. (2005) note that subcultures can form, for example, around professions. The people working for the same profession or unit can have the same core values, which boost the cooperation.

In today's work life, project team members can work in distant locations, which makes face-to-face contact harder to make. In addition, national cultures and different work languages can have an effect on multicultural project teams. Working in different time zones is also a challenge for global projects (Binder, 2007). Jarvenpaa and Leidner (1999) illustrated the previously discussed elements of project work such as the temporariness or the communication method (Figure 4). The context of culture and how it affects the way the projects work, needs to be added to the previously mentioned elements.

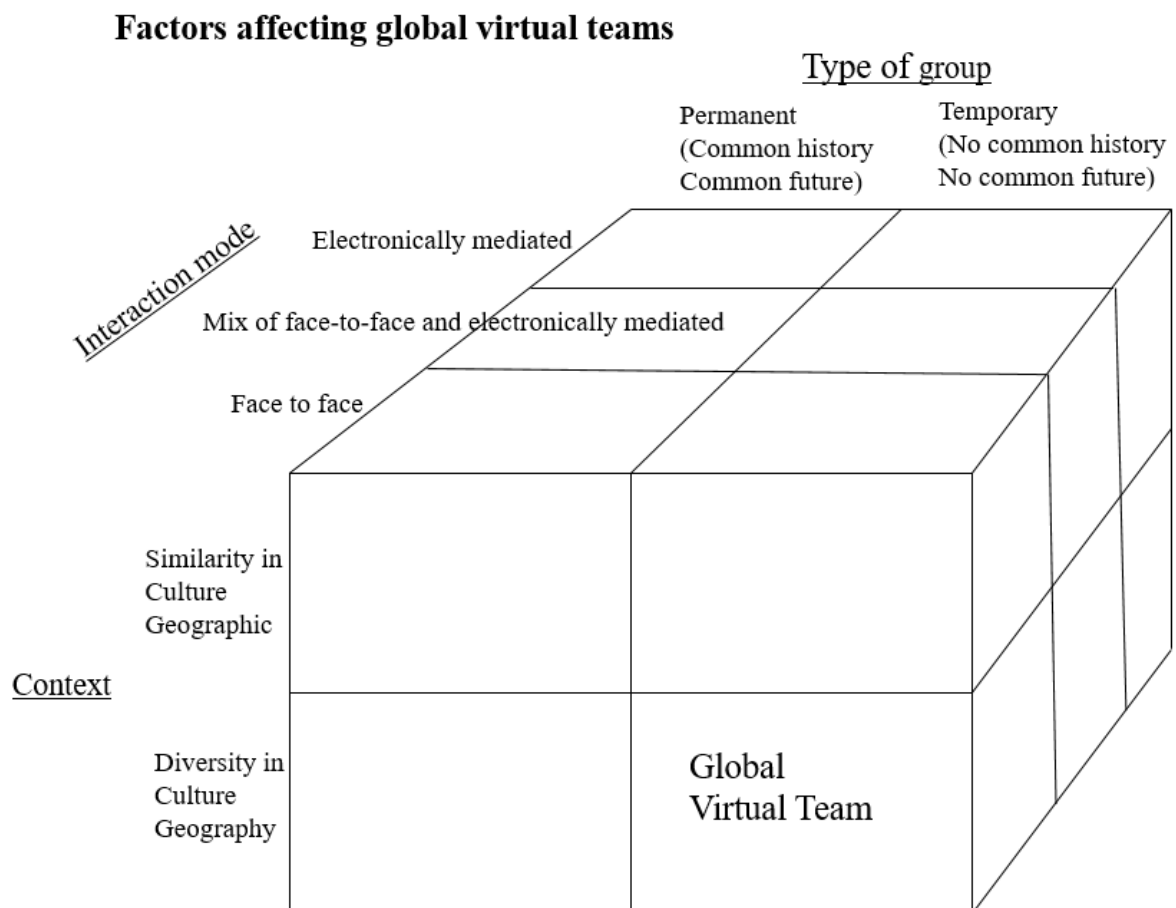


Figure 4: Factors affecting global virtual teams (Jarvenpaa & Leidner, 1999, p. 792)

Stahl, Maznevski, Voigt, and Jonsen (2010) said that people might not be aware that cultural differences would have any effects on project performance, because some cultural cues, for example, values and norms, are not evident. On the other hand, culture can be very visible, and thus create stereotypes and prejudice which can work against smooth cooperation. Cultural values such as participation, cooperation, teamwork enhance knowledge sharing and improve capability for teamwork (Wiewiora et al., 2013).

Cultural diversity within project members influences positively on the satisfaction of the group and thus the members become more creative. It probably also gathers more professionals of different topics and thus helps, for example, problem solving. Then again, the cultural diversity has negative implications, too. The processes are not as efficient as possible due to conflicts with understanding the group tasks. This might happen because of the social categorization theory where people place themselves into a category and might favour the people inside their own category. Furthermore, the people can find working with people with different values and belief challenging, according to the similarity-attraction theory (Stahl et al., 2010).

3.4 CASE: The Triple Jump project

The ministry of education in Finland is directing the higher education institutions in Finland to tighten cooperation to gain synergy benefits and create innovations. For this reason, Turku University of Applied Sciences (TUAS) and Satakunta University of Applied Sciences launched CoastAL Consortium cooperation in 2014. One of the cooperation initiatives was to gather knowhow through staff exchanges.

The institutes applied joint funding from the Ministry of Education and Culture under the name of CoastAL Consortium. The project received a funding of 10 million euros.

The project was titled “Triple Jump”, as it provided three kinds of exchange possibilities for project participants. The main idea of the project was to create common models for the exchange of expertise in research, development and innovation (RDI). The exchange of expertise was planned to take place between the universities of applied sciences and different companies, research centers, third sector actors and strategic international partners. The project was executed in the both universities of applied sciences at the same time during 2013-2016.

The project was divided into three areas, referred here as “the jumps”. In the first “jump”, professionals from both institutes worked together with their students on different ideas and tasks on a local level. In addition, the representatives of the local companies, public bodies and third sector take part in the first jump in different ways. The aim of this jump was to activate the process of creating innovations and find ways for multidisciplinary businesses. The second “jump” was national where the professionals from the universities of applied sciences joined the research projects in various research centers, organizations and companies. The target was to turn the ideas into project applications with professionals from outside the university. Working with professionals from outside the close university circle was intended to generate ideas and new ways to work.

This study concentrates on the third “jump” which took place abroad. The idea behind the international jump was very similar to the national jump, but the professionals went for an exchange to foreign universities or research centers. The professionals were granted a scholarship for travel and living expenses for a maximum stay of 3 months. During this time, the professionals worked for the home institution, but in the premises of a host university or a research center.

According to the project application, the main target of the third jump was to enhance the cooperation of the university professionals at Turku and Satakunta universities of applied sciences with their foreign counterparts in the strategic partner universities’ research

and development centers or with their regional cooperation partners. The objective was to discover common ways of working in the RDI-sector. The second aim was to support the internationalization of companies in the Southwestern Finland, create project applications and innovations as well as support the RDI operations with the work life.

The third international jump made it possible for the university professionals to work abroad for a long period. These kind of long exchanges are rare in the world of universities of applied sciences. The goal of the long exchanges was to develop trust between the operators through getting to know better the partners and their ways of working in RDI-projects and especially in the strategic partner universities (TUAS' strategic partner network is called Carpe which was presented in the introduction). It was acknowledged that the results of these jumps were to be visible only after the cooperation.

(Kärki, Kandelin, Korpi-Kyyny, Lehto, & Lundell, 2015; Lehto, 2014; Lehto, 2016)

4 METHODOLOGY

4.1 Aims and research questions

International projects have been common for decades and the researchers have been competing about funding to make their investigations possible. Nowadays a large part of the higher education institutions financing depends on the external funding coming from the research and development projects. For this reason, the higher education institutions are deepening their relationships with certain partner institutions to be able to hand in better project applications and obtain funding for the projects. The idea behind this is to familiarize oneself with the colleagues from the partner institutions as well as with the institution itself and its collaboration organizations. With this information, it is easier to find suitable project partners. One important aspect behind the successful cooperation is trust and the way it enables the knowledge sharing between partners.

There is not much research done on how the partnerships in the research world actually work and how trust enhances the cooperation in it. In the international projects, also the intercultural aspect might bring its influence on the communication within the project. The concept of trust is a vast area of research and there would be a numerous amount of data available. This study can only grasp the surface of that topic.

Based on existing research on the topic, as well as to fulfill the needs of the organizations involved in the Triple Jump project, this study set out to answer the following research questions:

RQ 1: What is the perceived impact of long-term exchange programs between partner institutions in helping develop interpersonal trust in the project preparation phase?

RQ 2: How do participants perceive the role of culture in the development of trust during projects?

RQ 3: How do participants describe and understand the influence of trust and culture on knowledge sharing?

The first question (RQ 1) focuses on the effect on participants being in long-term exchanges; how the exchanges facilitate the process of interpersonal trust development within the projects the staff is supposed to carry out. The length of stay increases the repetition of interpersonal occurrences, which then influences positively on the development of trust (Zucker, 1986, as cited on Zolin & Gibbons, 2014, p. 2).

The second research question (RQ 2) aims to shed light on the matter if culture is a visible aspect in the development of trust during the project and especially in this study, during the project preparation phase. It would disclose cultural aspects are in need of having more attention in the international project preparation. In addition, it can reveal whether a national culture has any role or is it possibly organizational cultures, which matter more in development of trust in the higher education world like Dietz et al. (2010) claim.

The question three (RQ 3) approaches the importance of trust for the strategic partnerships and as well as for the project success. Knowledge sharing is one of the targets when organizations create consortiums (Child, 1998). The question will also try to detect the cultural cues, which might play a part in knowledge sharing.

4.2 Research method

The purpose of this study is to find out how trust develops in a multicultural setting in the preparation phase of a research and development project. The topic is approached from the perspective of project participants. It is investigated by focusing on the experiences and

perceptions of the participants, who have worked in a multicultural project. The experiences and perceptions are participants' personal opinions, thus subjective for their quality (Eskola & Suoranta, 1998). It is the researcher's purpose is to bring to light the opinions and insights of the research participants, and how they see the world (Daymon & Holloway, 2011). For these reasons, a qualitative research approach is the most suitable one for this study.

The aim in the qualitative research approach is to describe real life and its diversity. This means that the events in the real life are interrelated, and they influence and form each other. The events can also create relationships, which can be noticed throughout the research. Therefore, a qualitative research topic should be studied comprehensively (Hirsjärvi, Remes, & Sajavaara, 2003).

The researcher's values and background give a direction for the study and the researcher cannot escape from them. This is because our values shape how we see and understand the phenomena under investigation (Hirsjärvi et al., 2003). The qualitative research is not necessarily meant for creating new applicable theories. It is more issued to shed light on the investigated matter concerning the participants (does not require a large population) or the investigated subject (Daymon & Holloway, 2011). Because the main concern in this study was to bring forward the participants' points of view, there was no strict theoretical framework used. The data and available theoretical material were combined along the research process.

As this study focuses on the participants' experiences on the project work in a multicultural setting, the applied thematic analysis (ATA) method was chosen. The main objective of the ATA is to bring ahead the stories and experiences of the research participants, as broadly as possible. The ATA consists parts of other analyze methods such as grounded theory or phenomenological approach. The targets of the ATA is to go through the data in a transparent and credible manner, but to be rigorous and inductive as well as ethic (Guest, MacQueen, & Namey, 2012).

The main aspects of applied thematic analysis are that it recognizes key topics in the material and transform them into codes. It also uses other techniques in addition to the previously mentioned key topics, such as word searches. This methodology approach is suitable for novice researchers, because by following the basic framework of the approach it helps to create a clear plan of the topic and maintain structured design of the research (Mackieson et al., 2018).

4.3 Data collection

When using the ATA method the data can be collected with common qualitative ways like “in-depth interviews, focus groups, or field observations (i.e., textual field notes. (...) open-ended questions on a survey (...) free-flowing text from secondary data sources” (Guest et al., 2012, p.4). In this study, the data was collected through interviews. The greatest advantage of interviews is that it allows the researcher to regulate the situation (Hirsjärvi et al., 2003) and gives a possibility for the interviewee to express his or her thoughts on the topic of the interview (Eskola & Suoranta, 1998). The interviews in this study were conducted in a semi-structured style. In the semi-structured interview the questions are the same for all the participants and the participant can freely speak his or her mind. This styled of interview gives the researcher a possibility to maintain the interview as conversation-like. That also makes it possible for the researcher to react to novel information given in the interview by asking an additional question, change the order of the questions or skip questions which the researcher thinks are unnecessary for the research (Daymon & Holloway, 2011).

The interviews took place during the years 2015 and 2016. The interviewees were contacted via email about the interview and a time and a place were suggested in the email. The participants were well aware why they were asked to be interviewed as the interview as part of the case project final report was also an interview. Before interviewing, the participants were

sent the interview questions by email (Appendix 1). With each participant there was one-hour time reserved for the interview, usually the interviews lasted approximately 45 minutes.

The interviews were conducted at the work unit of each participant in the premises of their home institution. The interviews were conducted either in the office of the interviewee or in a negotiation room. The researcher asked for a consent from each participant to be contacted later on if any additional information was needed.

4.4 Participants

The participants of this study were teachers and staff of Turku University of Applied Sciences (TUAS). They took part in the Triple Jump project presented in the section 3.4. Altogether six staff members joined the project and all of them were interviewed for the study. Their exchanges all lasted two and a half to three months. They form the study population and as the maximum amount of interviews was made, the saturation point of the data was met.

The participants were from different departments at TUAS, all involved in research, development and innovation (RDI) projects as managers or specialists. All of the participants had worked for TUAS for over five years and had permanent positions within the organization. The host institutions were all higher education institutions.

Table 1: Description of the participants

Participant	Position at TUAS	Country of host institution
P1	RDI-staff	Norway
P2	Lecturer	The Netherlands
P3	RDI-staff	Spain
P4	RDI-staff	Spain
P5	RDI-staff	United Kingdom
P6	Lecturer	Germany

4.5 Data analysis

The data was collected through interviews, which were transcribed into 50 pages of textual data. The interviews were conducted in Finnish, as it was the native language of all the research participants. Only the references to the transcribed material in the following sections were translated into English. Typical for the qualitative research method is that the study seeks for its final form throughout the research (Hirsjärvi et al., 2003). The data analysis began already when conducting the interviews and the researcher searched for supplementary parts for the literature review to form the basis for compiling the findings section of the study. The transcribing process continued the forming of the study, and revealed what themes will stand out from the data.

The applied thematic analysis thrives to “locate meaning in the data” through identifying themes and creating text segmentation of the data. The themes are divided into two categories; structural topics and emergent themes. The structural topics dictated by the research design and they can influence the data directly or indirectly. The emergent themes then again stand out from the data.

The structural topics of this study were composed from the research questions and created the main categories of the data. The data was coded manually by using different colors according to the set categories. While the researcher was going through the data in several occasions, also the emergent themes started to appear. These were sub coded into the existing structural categories. The process of the data analysis continued throughout the process of writing the findings of the data.

5 FINDINGS

In this chapter, the findings from the data are presented. As the data is based on the interviews, the findings are demonstrated through extracts from the interviews. The extracts bring forward the thoughts and experiences from the participants' exchanges abroad and are broadly used to give a comprehensive overlook on the topics.

This chapter is divided into four sections according to the topics, which stood out from the interviews. The first section comprises the interviewees' ideas of trust, from interpersonal trust to institutional and inter-institutional trust as well as swift trust and the development of trust. The second section deals with the concept of long-term exchanges and their meaningfulness to the participants. The third section presents the findings about knowledge sharing and networks. Finally, the last topic explains how the participants see different aspects of culture influencing all the previously mentioned topics.

As all the interviews were conducted in Finnish, the quotations are translated from Finnish to English by the researcher. Although the translation pursued to maintain the content and style, some nuances might have been lost in the translation process. The original quotations in Finnish can be found in the Appendix 2 for the speakers of Finnish language.

5.1 Initiating a project

In the field of higher education within European Union, to receive funding for a project idea usually requires cooperation of several institutions. Ideas for research, development, and innovation (RDI) projects can arise, for example, from the lecturers or other professionals in the field, from existing projects, or from the available funding sources. The backgrounds of the projects, which form the basic data for this study, vary between the previously mentioned

reasons. One of the project ideas arose from an existing project and the plan was to make an extension application for it.

P1: ...because in the point when I went there (to the host institution) the thought was that we start making the extension application together, but then it started so that I quite a lot went through those funding sources there in the beginning and there were very poorly any open and when one suitable program opened then, well, the call directed to the topic which we want to maintain... (1)

The professionals in the language education field at the home institution of the participant, created together one idea for an international project. They were looking for suitable partners for the project and an idea to join the Carpe network institutions arose. The project idea was then presented to the host institution, which belong to the network.

P6: ...Yes, well it has always been so that I have been, well, language teacher for a long time and I think, for example, here in Finland when we talk about international matter and internationalization and it does not show here enough and in the whole Finland...That project idea existed already and it is our language teachers' common idea... (2)

In the case of participant P3 the project idea was born in another project's project meeting, but it was developed further only in the beginning of the long-term exchange of the participant P3 to the host institution.

P3: ...there was not any proper project idea, well no precise one, there were kind of models, through which we do something together... (3)

The participant P4 was working in the host institution both for a cooperation project, but as well for a research article, which they were writing together with colleagues from the host institution. The same situation implied to the participant P5 as she was also conducting research outside directed project funding.

P5: ...*Well, it is, the thought was that I would have a project idea which to take forward and then we would do research together. And I have data ready and and and so that we could look for new ideas which connect to it.* (4)

5.2 Trust

5.2.1 Inter-institutional trust

As can be seen from the quotations in the previous section, the starting points of the long-term exchanges had been very different. Even so, all the informants had felt that there existed some type of trust to carry through the exchange and take the project further during it. Only the participant P6 stated that she did not know anybody at the host institution when she started to plan for her exchange period. She felt relieved as both the home and the host institution belong to the strategic partnership network Carpe.

P6: ...*I had a sort of safe feeling anyway, when I thought that we are Carpe-partners anyway...* (5)

From the six participants three had been in an exchange in a Carpe partner institution. Two of them had not experienced any positive nor negative effects for belonging to the partnership network. The other participant had met shortly the project partners in a Carpe network conference prior to the exchange. One participant pointed out the home institution's wish to cooperate with the Carpe partners.

P2: ...*Utrecht is that our partner in this Carpe, well I have understood that it is advisable to do this work with them...* (6)

Two of the participants pointed out that the hosting institution's staff was not aware of the network nor its importance to the sending institution.

P2: ...*no no, that Carpe is very unfamiliar to them there, extremely unfamiliar, well, to these colleagues who are like basic teachers, like I am also in a way, that I am not in any leading position. So and that Carpe might be in other areas, but here in*

health and well-being, well most of them do not know absolutely anything about it... (7)

P6: ...and that Carpe-contract, it's a bit, not everybody knew about it, but hmmm... (8)

The network did not have common rules when it came, for example, to RDI-projects or procedure for staff exchanges. This created confusions between the members of the partner institutions. One participant who was in an exchange in a Carpe partner institution said that there were obstacles on the way to get the important signatures etc.

P6: ...well who signs, who so called, officially receives me and signs this Triple Jump document, so that was searched for a long time and it was confusing...it was very unclear and it was only about, I am telling you this, when the organization is as confusing as ours is and when someone suddenly arrives, there wasn't, there wasn't that sort of path to follow, everything needed to, like to do from the beginning, so that took time. (9)

The participant P3, who works in RDI in the sending institution, would have expected more information and preconditions from the host institution before the exchange. Especially because the host institution was responsible for running the project.

P3: ...like that sort of preconditions if one would know already when starting to plan, because it effects then the schedule the project manager has done and so that it wouldn't come later as a surprise. Well it could be, well I don't know, I don't know if it would influence on the development of trust, but then to the working itself, when you can expect something like this. And mainly the host organization set us the pace, because it was the one which was kind of responsible of the project preparation... (10)

One of the participants had worked with the host institution staff before in another project and told that the host institution and the sending institution were already familiar with each other's working methods.

P1: ...it might be that there was a different situation, because they have been in collaboration with us, so they knew our way of working. (11)

5.2.2 Interpersonal trust

Four out of six informants already knew the partner institution and its employees from the past projects and other cooperation. They experienced that they already had a trustful partnership with their counterparts in the host institutions.

P1: ...They are that kind of an old acquaintance as they are in our X-project as one of the partners, so well, we were then there, as we were once, we have been from the beginning of 14 started the project, 13 did that X-application, so we kind of had there ongoing cooperation for several years. So it was in that phase, as I think about it, quite clear to me that I want to go to one of those X-partner countries, because I wanted like to continue in that project for the time being, so they were then known to me... (12)

One of the participants had met her colleague in conferences, but had not worked with her. Only one participant did not know her partners beforehand, this was represented in the previous section.

Two participants told about a long cooperation that they have had with their counterparts in the host institutions. The participant P2 had worked in a professional association's council and later visited in each other's institutions. In addition, the participant P4 had done project with the host institution since 2004 and nowadays the host institution is involved in many of the projects where the home institution also cooperates.

It is very common in the academic circles to meet in conferences as two of the informants had also met their colleagues of the host institutions. The participant P3 took part in the Carpe –network conference where they met for the first time with the future cooperation partners. The project, which was carried out during the exchange, started later on when a colleague from the home institution talked highly of the host institutions' employees:

P3: *...but then came this call for the Triple Jump so that's when I asked my colleague how were they as workers and s/he praised them so much, and then I just decided to contact them. (13)*

The conferences usually join people from different institutions interested in the same topics. This also happened to the participant P5. An additional connecting factor for her was also another colleague, a professor, who told her to contact the counterpart in the host institution for future collaboration.

P5: *...We had met in conferences, as we are interested in same topics or these new ways of working and virtual environments and that sort of things, so, I was in 2012 or 2011, oh well at some point, in The Netherlands giving a speech in a conference and XX was there too. We were like four there, it was kind of a joint session where there was more time, so we all noticed there that we all are interested in cooperation. Kind of there the seeds were cultivated. (14)*

The common interests are a joining factor as can be seen from the previous quotation. In addition, the participant P3 commented that he and the counterpart had same interest targets.

5.2.3 Development of trust

The previous section presented where the cooperation, and thus the position of trust was when the counterparts in the institutions started the collaboration for the current project under the Triple Jump scheme.

The interpersonal trust developed throughout the exchanges in different ways, both during the work hours as well as in the leisure time. Four out of six participants spent free time with their local colleagues and mentioned it being a supporting factor in the development of cooperation and trust, also for the future projects.

P1: *...I don't think that it was that that I sat there in my office, well of course then we saw each other in the daily routines, I mean in the routines of the daily work life, but I was involved with these people also during free-time. I went to visit them both at their homes and they visited our place and then we went together to the mountains and did that sort of. So I don't think there is any sort of thing if I will ask*

them in the future whether they would like to tag along or I could join or something that they would say “no”. So I think that we have a strong relationship that if it doesn't last forever it surely lasts for a long time... (15)

The participant P5 had had same kind of experience during her exchange. She had invited her colleagues for a dinner and ended up visiting all the others as well as having trips in the local area.

The habits at the work place can be very connecting and bring the staff together.

The participant P4 explained how coffee breaks or dinners joined all the staff and their spouses together.

The participant P2 did not explicitly describe what he had done together with the colleagues at the host institution, but he had been invited to spend time together during the free time. Though, not as much as he had hoped.

P2: ...well yes, well yes, ... yes yes, maybe not as much, so I could have wished for more, if I could say that there could have been more. Although I know people there from previous times and all that. ... I kind of had imagined that in both places (refers to his earlier exchange to another country) a little bit of that short of that these workmates would have invited me for a weekend or something like that, but it was not like that. In Ireland I had a good friend and this Dutch friend also, but there is also that you don't want to go so much. (16)

Only one participant mentioned the possible impact of being of the opposite sex. She was the only female in a male working group, so she thought that it might have influenced why she did not have so much to do with her colleagues during the free time.

The participant who did not know anybody from the host institution worked hard before the exchange to create basis for the collaboration and trust by contacting people and even visiting the host university shortly.

P6: ... how to develop trust, well to take care of the contacts, wish welcome, I asked them to join my session and blaa blaa and then, if I recall, I'm not totally sure, but

probably I wished them safe trip back home, but the main point is that I did this kind of work. (17)

The importance of face-to-face communication was mentioned in each of six interviews. All the participants pointed out that the project would have not proceeded so much if there had not been frequent face-to-face communication. The possibility of working together in the same premises on daily basis was considered important.

P2: ... I see that it (physical presence) definitely has, well how much, that is difficult to say, but I see that all of these ties what I have developed abroad and there are many and they are good. I have there a few like trust, I must say that trust is like. Must say that they would not have happened through any internet. (18)

One of the interviewees thought that emerging of trust does not depend on the communication methods, but acknowledges the importance of face-to-face communication. Both the participant and the host institution colleague admitted that the physical presence influenced positively the progress of the project.

P3: ...on the other hand in the project preparations where I have been involved, the trust emerges whatever the ways of communication are, but it did take forward the planning of the project that I was there, like considerable. ... He said right from the beginning that it can be seen that it is very useful that I am there so the things proceed a lot faster. Well maybe partly that that I had a lot of time for the preparation and then like, like, maybe that is the big reason. And then on the other hand the fact that I was able to try to take it further there. So that it does not rely only on emailing. (19)

She also backed up her statement with her long experience in the field of project work by telling about project preparations where there had not been face-to-face meetings and the communication stayed distant. The project meetings, which also emphasized the social aspect of getting to know other, had more meaning for the participant now after the long-term exchange.

P3: *...it definitely has, that kind of physical meeting that it has great importance in my opinion. That sort of project preparations where you don't meet at all remain kind of, well of course very faceless. That they are only that kind of video conferences where you see each other and "hello hello", but you don't talk about anything else. So every time that some kind of meeting can be arranged where you meet and have dinner together, well in those often you learn to know each other more. So now, kind of about that physical communication, you see each other daily, has some meaning. (20)*

In addition to the current project, the face-to-face communication and getting to know each other brought safety for the future collaboration, too, as the participant P5 expresses in the next quotation.

P5: *...Well, with these modern virtual methods you can do a lot of that communication, but well, it is kind of nicer to be able to discuss in some virtual space where you can see each other's faces than when you talk over the phone or that you send emails. Nevertheless, it is so good to be able to specifically work there close. After that, it is easy to be and work together in many other ways. (21)*

The same said participant P4 about the future collaboration being easier after having face-to-face contact and longer presence in the host institution.

P4: *...It is so that if this sort of trustworthy relationships are trying to be built then it is not only phone call or email in the same line like this exchange. I think these are great and very important and by the way, it is this trust that is like one side, that is, if I call to XX to the head of the research center, that I'm calling about that we have this project, that XX, unless he has some fatal reason that he cannot, then he will surely join. (22)*

The face-to-face communication and a possibility for a longer exchange also brings added value for the project and supports the project preparation phase. Matters that probably would not otherwise rise, came up in face-to-face discussions.

P1: *... they also thought it was important and they had like many that sort of opinions about the subject what I also think what don't come up, if we just plan the project by sending emails and keep a skype meeting. There is not enough time that the ideas would arise. Well we were able to discuss and sat down and then a lot*

came out and that was important and on the other hand, they saw the possibility of gaining some of that external funding. (23)

5.3 Long-term exchanges and physical presence

The long stay in the host institution was beneficial for all the participants to improve the interpersonal trust and knowledge sharing with the colleagues. All of them described the experience useful. Getting to know the working style and personal life of a colleague, required presence in the everyday life. Participant P3 explained that the time at the host institution helped to understand how much effort the colleagues were able to place into the project. This might not come across in virtual contact.

P1: ... the relationship is now quite different and we have a feeling of togetherness and there is a will to help and be involved in common things, that is kind of stronger now... and I don't believe that it would come as easy, well I don't know, but I feel it would not... (24)

P3: ... well it kind of helped me to understand their culture and the way of working and kind of see how much they actually can like invest. Although the messages might have given the impression that this is high in the priority and then you noticed that they are really busy and that we are in a meeting like the day before the Christmas Eve until six pm and this sort of stuff, so you understand it better. (25)

The participant P1 brought light to the aspect of mutual learning. The long exchange offers also the receiving institution a possibility to learn from the sending institution, which they might have not have expected.

P1: ...well I think that they kind of realized that even though I don't come from an academic university and don't have that sort of, maybe, kind scientific to give. They didn't in any way criticize me, no no no, not once did I feel like I would have been devalued or anything like that. But maybe they also realized that we have here quite a lot of, for example, like in writing project applications and carrying the projects through, like that sort of knowledge. (26)

Being part of the work community and working in the same premises made it possible for the participants to have ad hoc meetings with the colleagues and staff involved in the project. It helped the project to progress, because the problematic situations were solved faster.

P5: ...Well, you share a lot more that sort of things, when you think that it is kind of asking about daily things. So that you don't always have to think that there has to be an official meeting where you officially discuss. That you can pass by and ask what do you think about. So it kind of makes you understand things deeper and they are easier to picture. (27)

The physical presence of the member from the sending institution at the work community in the host institution made the host institution staff to get more involved in the project preparation.

P1: ...And I think that if we would have handled this planning through email and skype, they would have taken that kind of a more passive role. (28)

Overall, the longer presence helped the informants to gain a better understanding what were the obstacles for the project not moving forward or how to best possible way make most of the expertise at the host institution.

Those participants who had already known their counterparts beforehand did not complain about the length of the stay being too short. Some said, though, that they would have liked to stay longer, but mainly because they were enjoying the free time in the host country. One of the participants did not know the staff of the host institution prior to going there. She said that three months was too short time to really focus on the project and get to know then staff well.

P6: ...three months was too little. I must say that in the end of the stay I started with the project and with the people and everything, so that three months is a really short time. Should be longer, if you think, that you really get to know people, because it is not.. because it is not, I don't know, if it is a cultural thing, but when you come as a stranger, when you enter the adults' worlds, the adults have a life and own systems. It will take longer than if you would be some student. (29)

5.4 Knowledge sharing

The possibilities to share knowledge between institutions or individuals increases when the both parties have the feeling of trust to one another. The previous section touched the topic already, because the getting to know each other and developing trust during a longer period enhances the possibilities for knowledge sharing. In the interviews, the participants pointed out different sides of knowledge sharing. Two participants told that they had access to all the necessary material.

P3: *...Yes, everything went really well, all the material and everything was like openly in my use and so, that definitely the trust was in place. (30)*

Contacts are one type of knowledge, which can be shared. When one is prepared to share their contacts, it usually means that the other party is trustworthy and does not harm the reputation of the donor.

P3: *...and quite good contacts I have received. A few from there, especially from the project office side, because they there work on similar things as I. (31)*

P1: *...we received, received, for that new application which left in the autumn, yes we received from there three new partners, from Iceland, Lithuania, and then from Romania. So they were able to bring forward stronger their networks, which then, where we did not have contacts before. (32)*

P5: *...X has a network in Europe, that network, those people, whom I thought I would never be able to get contact or that s/he would answer me. So X just sent a message "hi, we have this kind of a questions" and the answer came right away. So kind of there in UK was X and that Z were and also Y, who are, plus then I met their PhD students and talked to them too, separately with each, so, so the network is also elsewhere and of course they had visitors from Europe and I talked to them. So the network got wider. (33)*

The participants were also specifically asked to share their expertise, which proved that they were trusted by the host institutions.

P6: *...I taught there, well X asked me to, because she was an international relations coordinator and they had exchange students and they didn't have their own, their fakultet meaning their faculty didn't have their own German course. And if I could as I am a German teacher and they had been in the language school already and they weren't satisfied with it. (34)*

P4: *...yes, I had teaching and so on. A little bit, and then in also some projects, this kind of, funding stuff, they had a project idea and where to get the funding and we held meetings about what kind of funding is available and this sort of things and actually quite a lot. (35)*

As mentioned before five out of six informants already knew their colleagues from the host institutions from before. Three of them had carried through cooperation projects already for some time. All the participants told that the cooperation continued after the exchange.

P2: *...these Dutch are actually now involved in all of these continuation projects where we are too, and that this has come out of those. And that trust too, creating trust is kind of an important thing, too. (36)*

5.5 How is culture seen in the cooperation?

Trust in general is seen as a key concept of a team, whether it is multicultural or formed with people from same cultural background. The participants talked about culture, but mainly with a difference between the work culture and the culture of the host institution or then about the national culture.

Similarities and differences

One of the participants expressed that she had chosen the destination according to the similar kind of culture in comparison to the one where she comes from. She told explicitly that she refers to the working culture.

P1: *...well I thought that the working culture is kind of similar and kind of close and those people, there are two persons, those that are also in X-project, both of which I kind of new before already and I thought that they will do what they promise*

and they won't just talk, and well, I perhaps thought that the working culture is the most important factor and my expectations were correct. (37)

Three of the participants had had fairly much experience of the host country before going there, but the participant P6 had chosen the country of the destination differently than the others. Since she did not have any project experience or know so many colleagues from her area of expertise, she chose to go to the country of which she had the most experience professionally and personally. In addition, when she was talking about trust she added that culturally Finland and Germany are quite close.

P6: ...Well, I have lived in Germany, I'm a German teacher, well... and I have life experience, work experience, so I probably wouldn't have needed anything else, well, it was really easy for me to go to the country, to that culture... (38)

The exchange had opened up two of the participants' view of the host culture. They had the image that the national cultures are similar, but eventually noticed differences.

P1: ...what surprised me was that one thinks that it is like another Nordic country where everything is pretty much the same as here, but the differences are quite big in many cases, even like in people's attitudes to things, and in certain, like organizing services and that sort of things. I started to understand their national context and where they function. And the way things are handled here and even though you know that they are handled differently somewhere else, so the exchange reminded me that, even though we are geographically fairly close and the histories are quite similar, then still the those things are not always same. (39)

P5: ...one might think that we are like of the same Europe and Western Europeans. So that we are alike and well many things are like very differently. That's kind of funny too to see what I have thought that what is right then it's actually only one way of all the possible ways. (40)

According to the participant P2 the Dutch and the Finnish culture are much alike. He emphasizes the person's own activity in developing trust abroad.

P2: *...In Holland they are very similar to us, like us they are not in beginning approaching you with kisses or anything like that, well, it (trust) surely develops there little by little, especially when you show yourself that you are interested in things and take contact with other people and discuss and do that in your own way. It is a cliché that be yourself, but that just the way it is. (41)*

The participant P4 pointed strongly the importance of adjusting to the host culture. He felt that to maintain the contact with the co-workers one must adjust to the Spanish concept of time, which varies greatly from the Finnish.

P6: *...But Spanish culture is such that.. it's not only... well... it is so different, the whole working there and such... well it of course took its time and one must... it is like those three months, so you cannot go there with the north European concept of time. It is, you have to live there like Spaniards and eat when the Spaniards eat and you have to change it... Otherwise it is not going to work. (42)*

On the other hand, the other participant who was in an exchange in Spain had very different opinions, but the distinctive fact was that their host departments' working methods and the culture at the workplace were from two different extremes. Where for the participant P4 the workplace was including all the members of the workplace, in participant P3's situation it was fairly lonely and independent.

P4: *...But well the work community was, the Finns could learn a lot from it, kind of from the sense of community what was between the employees. Well for example this "almuerzo" (snack time) was such that, every day, always, and it was taken care of that everybody from each room will join the "almuerzo". And then during the "almuerzo" all the matters were discussed, what usually people talk about. (43)*

P3: *...The work community was kind of, or actually you cannot even talk about a community as there was that kind of a culture at the department that people were in their own offices along the long corridor with their doors shut, so it was a very different way of working what we have here. For this reason I cannot really say that I have been a part of the work community like in any way. (44)*

The way of organizing the workday surprised the participant P3 as there wasn't that much of adjusting to the Spanish daily rhythm as she had thought.

P3: ...Well it was surprisingly similar to what we have here. Well I assumed that in Spain there would be like long siestas and that sort. But they had quite the similar way of working that they didn't necessarily eat anything during the day, just went for a coffee. (45)

The participant P6 who had had a very similar experience in the host institution as she confronted the same kind of feeling of not having surrounded by a work community. She was told it was only that corridor which was like and it was called "the dead corridor". Furthermore, the participant P1 who had been in a Norwegian institution noticed the same in the working culture. People tended to work more independently and stay in their own offices. She acknowledged that this might be only happening in the department where she was working.

Language

All the participants brought the language into the discussion. Some said that the lack of language skills being a limitation and some did not give much importance for the matter. No one mentioned the language being a barrier for not being able to develop trust with the colleagues, but some admitted it being a problem otherwise.

P2: ...Language is the problem what there is. Because there I don't understand what they speak. They speak excellent English. But what is remarkable is that they don't teach in English. (46)

The problem was also inter-institutional, as the institution did not have any documents in English such as curricula.

Lack of understanding of what is being discussed can lead to wrong impressions as the informant who had been in Norway told. She acknowledged that as she did not understand all of the conversations she probably did not perceive the correct picture of the whole work

community. She did not think the language would have been a problem to adapt to the work community.

P1: ...well the language wasn't a problem in my opinion, I didn't think of it as a problem. Everybody spoke perfect English. And I didn't think, like I didn't experience that anybody would have tried to avoid me because of that, like that I don't want to speak with her because then I would have speak in English. And I probably tried to say that you can speak Norwegian to me, but I cannot answer in Norwegian, but I understand it ok. (47)

Also the other participant P3 who had been in Spain said that she managed well with English. The other one, P4, spoke some Spanish before the exchange and said that his Spanish skills developed during the time in Spain. As mentioned before, the work community was very talkative and gathered together daily. He emphasized that one should know more about the host culture as well as the language to understand the context of the speech.

P4: ...The language is difficult, Spanish is a difficult language. Although at first it seems easy and simple, but then when you go to this talking with the Spaniards, then really, then when there is the Spanish environment and everyone speaks Spanish, that is difficult. Actually when I said that one should know about Spanish culture, so this is kind of the same thing. (48)

None of the informants directly pointed language being an obstacle for developing trust. The participant P6 who was in Germany spoke fluent German and said that speaking the language for a true benefit for her. She had been told before the exchange that not everyone speaks English in the host institution. She emphasized that all the correspondence already before the exchange was done in German language.

P6: ...I am very certain that I would not have been there and it would not have been that easy for me (if not having spoken German). (49)

5.6 Summary of findings

The findings demonstrate that trust is visible in all the phases of the project preparation. It necessarily does not show in the responses from the participants, but the importance of trust comes through in them. For example, they did not mention hardly any problems related to their colleagues or other people at the workplaces. The participants seemed to have felt safe and accepted at the workplace.

The project ideas had different backgrounds. Some emerged from the existing projects and others were just new ideas that were able receive funding through a funding program. To be able to take the ideas further there was already interpersonal trust between the staff in the both institutions. In one case, the trust appeared still as inter-institutional when the participant went to the host institution.

In the case of inter-institutional trust in the network, where both of the institutions belonged to, trust played an important part for the participant of the sending institution. In the responses, it showed that the importance of the network was stronger for the sending institution staff than for the receiving institutions.

The institutional trust then also grew to be interpersonal when the participants started to work in the host institution. The other participants, which already encountered interpersonal trust, deepened their relationships and started forming friendships. The connecting factors between these project partners were the interest towards the same issues and previous projects. This was also a good basis for the development of trust. Other meaningful aspect was that the partners spent free time together.

All the participants emphasized the importance of face-to-face communication in the project preparation phase and creating a trustworthy relationship with the partner. Some

participants also referred the future collaboration probably being easier when the partners already know themselves.

The long-term exchanges made it possible for the participants to build deeper relationships and trust. One important factor there was the possibility to be a part of the colleagues' daily life. This made it easier to take the project further more efficiently as time was not wasted on waiting answers to emails. The more time spent together the more chances there are to develop the trust. That enhances the possibilities to share knowledge easier. The participants felt they were able to receive material from the host institution. They were also introduced to the networks where the host institution staff belonged, so the participants received many contact for their future projects, too.

The knowledge sharing between participants was giving and receiving. As the participants were given material and contacts, their expertise on things was also very appreciated in the host organizations.

Culture was discussed in the interviews from three points of view, from national culture, from work culture or the host institution culture. The working culture was compared the most; it had also been the reason why two participants had chosen the destination country. The images of the host culture had changed during the exchange and although there are similarities between the national cultures, some differences were also noted.

The experiences abroad differed quite much which strengthened the influence of the working culture instead of national culture. Each workplace and community had its own habits and premises, which directed the interpersonal contacts.

The matter of language was pointed out in the interviews of each participant. Language was never mentioned as a barrier for developing trust and the relationship. The significance of knowing the local language, though, was emphasized by two participants.

6 DISCUSSION

The aim of this study was to investigate how trust develops between project group members from different institutions and from different cultural backgrounds during a long-term exchange program. The impact of culture in the trust formation process is taken under a closer look. In addition, the study focuses on the part of trust and culture are playing in the process of knowledge sharing, and if the participants experience their influence on it. The participants were staff of a university of applied sciences in Finland. This study is based on the views and experiences the participants have shared in the interviews. Their long-term exchanges had been different, although the basic idea was to proceed with a project application with the host institution staff. The findings are examined in the following sub sections according to the research questions set for this study. They are reflected with the previous studies and with the theoretical backgrounds presented in the earlier chapters.

6.1 Developing interpersonal trust in long-term exchange

The researchers emphasize the project preparation phase as a meaningful part of the project life cycle (Friedland & Folt, 2009; Mäntyneva, 2016; Westland, 2006). In the academic world, it is considered even more important, because the funding of the project depends on a carefully compiled project application. Special attention also needs to be targeted at the project's partner institutions, because in many projects funded, for example, by the European Union, the project needs to include several institutions from all over Europe or even from different continents. To create collaboration between the partners, trust plays an important role (Cheng et al., 2016). Research participants also confirmed this statement. One participant, though, was not sure about the importance of trust, but then underlined how it was important for her to know before starting the project with them their way of working. This could be seen as a case of swift trust where

the person trusts more the actions of the other person (Meyerson, Weick, & Kramer, 1996). In one case the participant did not have any acquaintances in the host institution before starting to plan the exchange. Her home institution and the host institution both belonged to same international strategic partnership network. This notion stands in line with the research by McKnight et al. (1998), where they discovered that institutional trust towards other institution within the same network also reflects to the trust the staff has for that institution.

The starting points for the long-term exchanges varied between the participants. Two previously mentioned participants were not familiar with their colleagues at the host institutions, but other participants were familiar or even friends with their colleagues. Zolin and Gibbons (2014) divide the development of interpersonal trust in two, characteristic-based trust and process-based trust. Both kind of trusts can be found within the participants. The participant P5 expressed that she had the same kind of scientific targets as her colleague at the host institution. This reflects with the characteristic-based trust where the persons find social similarity in each other. In the case of participant P1, on the other hand, takes place the assumption of process-based trust as she told that they had worked together with her colleagues in previous projects and she had found their way of working suitable for her. The process-based trust develops through the experiences people share. It should be kept in mind that here the discussion is concerning mainly the professional profile of the persons involved. However, the participants probably would have mentioned if they would not have got along with their colleagues.

The long-term exchange makes it possible for the participants to get to know their colleagues abroad better than in regular project work. According to the participants, the regular project work usually entails short face-to-face project meetings, skype-meetings, phone calls and / or emails. All of the participants strongly emphasized the importance of physical presence at the work community in the host institution. The physical presence made it possible for the

repetition of face-to-face communication during the exchange. The research conducted by Krebs et al. (2006) confirmed the statement and stressed that the process takes time. For this reason, the long-term exchanges are a good way to push forward the trust formation.

Zolin and Gibbons (2014) explained through their research that colleagues who have developed a similar kind of organizational identity are can have tighter professional ties. This can make them feel each other more trustworthy. The long-term exchange assists also in this objective. The professional ties can be formed through working together and learning from each other as the participants told in the interviews. This study does not directly have evidence of this, but broadly thinking the research participants shared the same field of study or at least interest in it, with their colleagues at the host institutions. Lane's (1998) statement also supports this view. She explains that in knowledge-intensive projects such as research and development projects, team performance and cooperation are prompt to happen if the atmosphere is trustful.

Overall, the impact of the long-term exchanges to the development of interpersonal trust was beneficial especially on the cases where the colleagues did not know each other so well before the exchange period began. The benefits were also visible on the project preparation phase, because the physical presence and face-to-face contact increased the possibilities to ask the colleagues' opinions and have ad hoc meetings, which then advanced the project application writing process.

6.2 The role of culture in the development of trust

Most of the projects where the participants took part in were multicultural, as they included institutions from several countries. All the institutions are supposed to take actively part in the project preparation phase, but many times the actual writing of the project application hangs on the shoulders of a couple of active staff members from the partnering institutions. This means

that the cases investigated here include two national cultures, the one from the sending institution, which is Finnish, and the culture of the host institution's country.

The national cultures were at least some level familiar to the participants. None of them mentioned there been any problems with colleagues or in the host institution because of lack of knowledge about cultural issues. One participant did mention that knowing more about the culture of the host country would have been important. Another participant, who is a teacher of the language of the host culture, also stressed the importance of knowing about the culture. The other participants did not mention this fact in their responses. According to these observations, it seems that the more one knows about the culture, the more one feels like one should know. Every participant brought out language skills in the interviews. One considered her language skills been helpful in enhancing the trust formation process. The others did not notice trust having any special significance in the process.

The national cultures were discussed in each interview, but the participants did not connect national cultures with the development of trust. It remained clear that the national culture did not have any meaningfulness for them in the process of trust formation. Dietz et al. (2010) explained that the trust cues tend to be same when the persons possess the same kind of cultural background. That enables the easier formation of trust. According to this study, the missing trust cues of national culture were not an obstacle for trust formation. Alternatively, the trust cues can have been similar in the work culture and that has worked in favor for the participants to develop interpersonal trust with their colleagues. This study can affirm Dietz et al.'s (2010) conclusions that subcultures, for example, the work culture in an institution, can have more influence on the trust forming than national culture. The work cultures emerged in the conversations more frequently. One participant, who had previously worked with her colleagues in projects, confirmed that she had chosen the host institution, because their work culture was similar to what she had been used to at the home institution. Generally, the work

cultures in the host institutions seemed to differ from the ones at the home country as well as differ amongst themselves. There were even notable differences within the organizational culture under the same national culture.

The role of national culture in the development of trust during projects was relatively insignificant. This study confirms that the sub cultures, in this study specifically the work culture, play greater role in trust formation. The image that the work cultures were similar in the host and home institution gave a good start for the cooperation in the host university. Even though in some cases, there was as much similarity as imagined in the beginning.

6.3 Trust and culture influencing knowledge sharing

As projects are usually formed to create new ideas or solve existing problems, it makes the knowledge sharing an essential part of projects. Knowledge sharing is cooperating with others, for example, to solve problems or generate new ideas. What can be shared are information or knowledge, skills and expertise (Wang & Noe, 2010). The concept of knowledge sharing was discussed throughout the interviews. Haeussler et al. (2014) state that in the academic world, the knowledge sharing is a norm. This reflects on the participants answers too. All the participants were able to receive the information from the host institution, which was needed to take the project further. One participant mentioned that she had to sign a secrecy obligation, but otherwise no restrictions for using the available data was mentioned.

The long-term exchange was one enabler for the development of interpersonal trust, which according to researches (Wickramasinghe & Widyaratne, 2012; Wu et al., 2009) influences positively on knowledge sharing. The long-term physical presence in the work community also multiplies the possibilities for sharing knowledge through face-to-face communication. The participants, who had emphasized the importance of face-to-face meetings,

also confirmed this. The participants had been given the material they needed, but more importantly also many local and international contacts. During the exchange, the colleagues learned from each other. Half of the participants mentioned that they were asked to share their knowledge and that they were willing to do that. This shows that the knowledge was shared both ways with the basis of interpersonal trust.

This study did not detect any cultural cues, which would have prevented, or on the other hand, promoted, knowledge sharing. Wang and Noe (2010), as well as, Luring and Selmer (2010) claim that national cultures and language differences can influence negatively the knowledge sharing, because of the lack of understanding and communication. This study cannot support these findings. None of the participants mentioned having problems regarding the use of English or other foreign language during work. In four out of six exchanges, English was used as *lingua franca*.

The participants saw that the interpersonal trust influenced the knowledge sharing positively. Although they were all used to share knowledge with colleagues, for it being a standard in the academic world. They stressed the possibility to stay longer in the host institution and the benefits it brought by boosting the interpersonal trust and knowledge sharing.

6.4 Evaluation of the study

The area of trust has been broadly researched, also from the point of view of culture. The main target of this study was to find out if culture influences the development of trust and it has shed light to the importance of work culture instead of national culture in the trust formation process. However, the findings of this study should be dealt with consideration, because the sample of this study was relatively small. There were no possibilities to conduct more interviews under the same case study and there were no other cases available under the same scope. The

researched long-term staff exchanges in the universities of applied sciences are still seldom, because there is no common program for them. It was clear for the participants why they had been asked to participate in this study and they all voluntarily accepted in the invitation. The participants were informed that their names would not be mentioned in the study, neither the institutions where they were in an exchange.

This study is qualitative for its nature and the aim of qualitative research is to bring forward the experiences and thoughts of the participants. As the findings of the study are based in the responses from the participants and how they perceived the asked topic, the results can vary. The data was collected through semi-structured interviews, which were conversation like. At points, the conversation flew and some questions were not as thoroughly answered as others were, or the order of the questions changed. The interviews were conducted in Finnish, the native language of all the participants. The quotations used in the study were later on translated into English. Even though the translation was done carefully, some nuances might have been lost in the translation.

This study attempted to cover a relatively vast area of interest. The area could have been narrowed down to concern only, for example, knowledge sharing during projects. Thus the research could have provided more novel information.

Two matters concerning the reliability of the study, which need to be considered. Firstly, the researcher is familiar, through her profession, with the area of internationalization at the universities of applied sciences and especially with the home institution in question in this study. The researcher has tried to maintain an objective perspective on the topic throughout the study. Secondly, due to the very abstract nature of the topic, as trust and culture are, the findings of the study are interpretations of the researcher.

6.5 Conclusion

In Finland, a large part of the funding of a higher education institution is recommended to be collected from external sources. For this reason, the higher education institutions are investing in research and development. Partly the funding the institutions receive is from external sources. The participants of this study were staff of a university of applied sciences in Finland. They were all involved in the research and development actions in the host institution. For that reason, it would be important to know how to support the project preparation phase so that the staff would be able to prepare successful project applications. Furthermore, also to be able to provide the staff with possibilities for long-term exchanges in the partner institutions abroad.

The results of this study show that the long-term exchanges were beneficial for developing trust between the colleagues from the home institution and the host institution abroad. During the exchange the members were able to work together and meet frequently, which promoted the trust formation as well as knowledge sharing. Knowledge sharing is a norm in the academic world. However, even colleagues from different countries who have previously worked together might not know what kind of knowledge or expertise the other would be able to offer. The research shows that working together on daily basis helped the colleagues to learn about the expertise the other one possessed.

Even though the participants worked in a foreign country with people mainly from that country, they did not conceive that national culture would have played any significant role in the trust formation process. The participants found more important the work cultures, because they found similarity with their colleagues, which then again supported the development of trust.

Further research on the topics of trust and knowledge sharing in the research and design projects conducted by the higher education institutions would be needed. As the field is

lacking research, it was difficult to find support for the findings presented in this study. In addition, longitudinal studies, which follow the whole life cycle of the research and development projects in the scope of higher education would give viewpoints on how to carry through successful projects.

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APPENDICES

Appendix 1

Interview questions

Ennen vaihtoa

- Mitä kautta tutustuit yhteistyökumppaniisi?
- Miten projekti-idea syntyi? Yhdessä kohdeorganisaation kanssa vai esittelitkö idean heille?
- Missä vaiheessa projekti-idea oli kun vaihto alkoi?
- Miten informaationkulku sujui ennen tuloasi kohdeorganisaatioon?
- Mitä olisi ollut hyvä tietää ennen kuin menit kohdeorganisaatioon? Mitä tietoja olisit tarvinnut enemmän?
- Tuntuiko, että jo ennen vaihtoa teillä oli yhteistyökumppanin/-kumppaneiden kanssa keskinäinen luottamus?
 - Jos vastaus kyllä, mistä luulet sen johtuneen?
 - Jos vastaus ei, miksi luottamusta ei vielä ollut kehittynyt?
- Jos olet järjestänyt vaihdon itse kohdeorganisaation kanssa, niin miten se sujui? Oliko se sopiva tapa, vai olisiko tarvittu erikseen lähettävän organisaation edustaja tekemään sopimukset?
- Miten kohdekorkeakoulu suhtautui 3loikka-konseptiin?

Vaihdon aikana

- Millainen oli työyhteisösi?
- Miten sopeutuminen kohdeorganisaation työtapoihin sujui?
- Tuntuiko vaihdon aikana, että pidemmästä vaihtoajasta oli luottamuksen kehittymisessä hyötyä?
- Tuntuiko, että sinuun luotettiin? Miksi?
- Koitko fyysisen paikallaolon olleen tärkeää luottamuksen kehittymiseen, miksi?
- Minkälaisia ongelmia kohtasit kohdekorkeakoulussa? Miten niistä selvitettiin?
- Oliko kohdeorganisaation edustajille annettu riittävästi työresurssia hankkeen suunnittelua varten?
- Miten vietit vapaa-aikasi?

Vaihdon jälkeen

- Saitko kontakteja kohdeorganisaation kautta?
- Miten yhteistyö on jatkunut vaihdon jälkeen?
- Millaiseksi koet pitkän vaihdon vaikutukset keskinäisen luottamuksen kehittymiseen yhteistyökumppanisi ja itsesi välillä?

Yleiset kysymykset:

- Mitä suunnittelit tekeväsi kohdeorganisaatiossa ja menikö asiat suunnitelmien mukaan?
- Missä vaiheessa pystyttiin luovuttamaan kaikki hanketieto toiselle osapuolelle?

- Mitä kohdeorganisaation tulisi tietää hankevalmisteluista, jotta kummatkin osapuolet hyötyisivät?
- Hyödyttäisivätkö yhteiset ennalta jo tiedossa olevat hankevalmistelun toimitatavat luottamuksen kehittymistä jo heti vaihdon alussa?
- Oliko kohdeorganisaatio hankevalmistelun vetovastuussa Turun AMK:n sijasta? Jos, niin miten se sujui?

CARPE-kumppaneissa oleville

- Onko CARPE-ajatuksesta ja organisaatioiden välisestä yhteydestä ollut hyötyä luottamuksen luomiselle?
- Oliko valmiiksi jo tunne luottamuksesta, koska kohdeorganisaation kanssa oli solmittu yhteistyösopimus ja edeltäviä projekteja on tehty?

Appendix 2

The original quotations in Finnish

1. P1: koska siin vaihees ku mä menin sinne ni ajatus oli se et lähetään tekee sitä jatkohakemusta yhdessä, mut sit se alko siin et mä aika paljon sit kaivelin niit rahoitusohjelmii siin aluks ja oli aika nihkeesti auki ja sit ku aukes sellanen sopiva ohjelma ni sit aika se niinku se hakujulistus sit tosi paljon niinku suuntas mut tietysti me tiedettiin se aihepiiri minkä ympäril me halutaan pysyy
2. P6: joo. elikkä se on ollu aina siis se et ku mä oon ollu tota kieltenopettaja pitkään ja mun mielestä esimerkiksi täällä kun me puhutaan kv-asioista ja kansainvälisyydestä ja se ei näy täällä tarpeeksi ja koko suomessa, ... et se projekti-idea on ollu jo ja se on meidän kieltenopettajien yhteinen ajatus, se oli olemassa jo.
3. P3: ei ollu varsinaist projekti-ideaa niinku sen tarkemmin, et oli tavallaan niinku sellaset aihiot näitten pohjalt et tehdään sitte jotain yhdessä
4. P5: Siis, se on, ajatus oli et sais projektiaihion mitä viedä eteenpäin ja sitte tehtäis yhteistutkimusta ja mul on aineistoa valmiina ja ja ja et sitä katsottaisiin sitte uusia ideoita siihen liittyen.
5. P6: mulla oli kuitenkin semmonen turvallinen olo, kun mä aattelin et on Carpe-kumppanit ollaan
6. P2: ja sit utrecht on se meidän kumppani täs carpessa, et mä oon käsittäny, et se on ilmeisesti aika toivottavaa et heidän kanssaan tätä työtä tehdään.
7. P2: ei ei, se carpe on hyvin tuntematon niille siel, erittäin tuntematon, siis mä näille kollegoille siis niinku ketkä on niinkun ns riviopettajia, niinku täs nyt itekki tietyllä tavalla on että ei ole missään niinku johtavas asemas, niin ja ei sil ole oikeestas, se on varmaan se carpe ehkä siel muilla alueilla mut siis tän hoito- ja sosiaalipuolen, ni suurin osa niist ei kyl tiedä siitä ihan oikeasti yhtään mitään.
8. P6: ja sit se carpe-sopimus, kyl se vähän, kaikki nyt ei sitä tienny, mutta hmmm..
9. P6: se että kuka allekirjoittaa, kuka on niin sanotusti ottaa mut virallisesti vastaan ja allekirjoittaa tän kolmiloikka-paperin ni sitä etittiin pitkään ja se oli sekavaa. Sitte siellä tota ni se oli sitä syksyä, se oli hyvin sekavaa ja johtuu ihan siitä, mä sanon sitä et, ku on epäselvä organisaatio ni heillä ku meilläki ja ku yhtäkkiä joku tulee ni ei ollu, ku ei ollu semmosta polkua, ni kaikki piti niinku uudestaan, alusta asti tehdä, ni se vei aikaa.
10. P3: niinku sellaset hyvät reunaehdot et tietäis jo siihen suunnitteluun ryhtyes, koska se vaikuttaa sit taas sen projektipäällikön tekemään aikataulutukseen ettei se tuu sit myöhemmin yllätyksenä. et vois olla et en mä tiiä et en mä tiedä et vaikuttaako se sen luottamuksen kehittymiseen mut sit siihen työskentelyyn itseensä, et tietää et tämmönen on tulossa. Ja mehän mentiin pitkälti niin UPV:n tahdis, koska UPV oli se joka niinku siit projektist oli valmistelussa vastuussa.
11. P1: voi olla et siinäki on erilainen tilanne ku he on meiän kans tehny yhteistyötä ni he tunsit sit meiän toimintatavat
12. P1: He on siis sillai vanha tuttu et he on meil tos X-projektissa yhtenä partnerina, ni tota, me oltiin sit jo siin ku me ollaan kerran me ollaan 14 alusta alust alkanu projekti, 13 tehty se X:n hakemus, et meil oli tavallaan niinku useamman vuoden yhteistyö siel alla, että siin vaihees ku mä sitä mietin ni se oli mulle aika selvä et mä haluan mennä johonki niist meiän X-projektipartnerimaista, kun halusin kuitenkin niinku jatkaa siin projektis sen aikaa, ni he oli sitte tuttuja ja

13. P3: mut sitten ku tää tuli tää kolmiloikan haku ni sit mä vaan kysyin mun kollegalta et minkälaisii ne oli töitten tekijöinä ja sit se kehu niit kauheen paljon ja sit mä vaan niinku päätin sitä kaut sit ottaa niihin yhteyttä
14. P5: No me oli tavattu konferensseis, me ollaan samoista aihepiireistä kiinnostuneita eli näistä uusista työntekemisen tavoista ja virtuaalisympäristöistä ja semmosista, ni, mä olin 2012, ni, tai 2011, mut jossain vaihees kuitenkin olin Hollannis yhes konferenssis puhumassa ja X oli siin samassa, meit oli varmaan 4 siinä, et se oli semmonen yhteisessio, jos oli sit niinku aikaa enemmän, et me oikeestaan huomattiin kaikki siin, et me oltais kiinnostuneita yhteistyöstä. Tavallaan siin vaiheessa oli ehkä niitä siemeniä kylvetty.
15. P1: En mä aattele ehkä niinkään et se on siitä et mä istuin siel työhuoneessani, no tottakai sekin et siin näki niinku siin arjessa, mutta tai siis siinä työpäivän arjessa, mut et mä olin näitten ihmisten kans sit aika paljon tekemisissä muutenkin siis vapaa-ajalla, kävin kyläs näittenki molempien luona, ja he kävi sit meillä ja käytiin yhdes vuorilla ja tehtiin semmost et mä aattelen et mä en usko et on semmost asiaa et jos mä jatkos pyydän et lähteeks he mukaan johonki tai saanksmä tulla tai jotain et he vastais ei. Et mä aattelen et se on niin vahva se suhde et se on kyl ellei nyt ikuisuuksiin kaantva ni pitkäl kantava.
16. P2: joo no kyllä joo kyllä joo... kyllä kyllä, ehkä ei ihan niin paljon et enemmänki ois voinu, jos voisin sanoo sillai et enemmänki ois voinu. vaikka mul on siellä näitä tuttuja aikasemmin ja vaikka muuta. ... vähän mä olisin kuvitellu ehkä sekä kummassaki paikassa hiukan semmost enemmän että et tota et nää olis nää työtoverit ehkä kutsuneet viikonlopuks kylään tai näinpäinpois, mut se ei tuntunu olevan mitenkään niinku, irlannis toki mul on siel ihan yks hyvä ystävä ja sitte tän X:n kanssa myöskin, mut siinäki on vähä se et ei siin viitti hirveesti mennä että.
17. P6: miten synnyttää luottamusta ni on se et hoidetaan tää yhteydet, toivotetaan tervetulleeksi, mä kutsuin heidät siihen mun sessioon ja plaaplaa ja sitte muistaakseni, en oo ihan satavarma, mutta luultavasti sitten en muista sanoinko hyvää kotimatkaa, mut pointti on se, että tein tällasta työtä.
18. P2: mä nään sen kyl et ehdottomasti, et paljonko sitä on ni sitä on täysin mahdoton sanoa et paljonko sitä on, mutta kyl mä näen sen et nää kaikki et mitä mul on täs kehityny näit suhteita tonne maailmalle ja niit on aika paljon ja ne on aika hyviä. mul on siel muutamia simmosii ihan niinku luottamus, täytyy sanoo et luottamus on niinku. täytyy sanoo ni ei se kyl olis minkään netin kanssa kyl syntyny.
19. P3: toisaalt sit sellases projektivalmisteluis mis mä oon ollu mukan ni kylse luottamus niinku siin syntyy, on ne kanssakäymisen tavat niinku mitkä tahansa, mutta se edisti kyl sitä niinku sen projektin suunnittelua se et mä olin paikalla ni huomattavasti, et koska niinku se X-projekti oli valmisteltu silloin edellisenä vuonna tai siin alkuvuodesta, miten se nyt oli, niin tota, niin ne jotka oli siin projektivalmisteluis mukana ja sen veti myös Valencia ja tää yks henkilö nyt ainakin oli nyt tässä valmistelussa mukana, hän sanoi heti alust lähtien sitä, et huomaa et siit on tosi paljon hyötyä et mä olen siel et sit ne asiat etenee paljon nopeemmin, kun ehkä siin on niinku osaltaan se et mul oli paljon aikaa sitä valmisteluu varten ja sitten niinku ja sitten niinku ehkä se on se iso syy. ja sit toisaalt se et sit mä saatoin niinku yrittää edistää sitä siel paikan päällä. et se ei oo vaan sen varassa et tuleeko sähköpostii vai ei.
20. P3: Mut on sil niinku sil ehdottomasti sil niinku sellasel fyysisel tapaamisel et sillon niinku sil on iso merkitys mun mielest. et sellaset projektivalmistelut mis ei tavata niinku ollenkaan ni ne jää aika sellasiks, no tietysti tosi kasvottomiks, et ne on vaan niinku sellasii videopalaverei missä niinku sä näet sen ja hei hei ja ei puhuta mistään muust. et aina kun voidaan järjestää joku niinkun sellanen tapaaminen mis tavataan ja

käydään yhdes illallisel ni niis usein tulee niinku tavallaan enemmän se et et opitaan tuntemaan et nyt tavallaan sit fyysisest kanssakäymisestä et näkee toisen päivittäin on joku merkitys.

21. P5: Nii, et kyllähän nykysin näit virtuaalivälineilläki pystyy paljon niinku sitä viestintä, et onhan se niinku kivempi saada keskustella jossain virtuaalitullassa mis näkee toisen kasvot ku se että juttelee puhelimesta tai että laittaa sähköposteja, mut siit huolimatta mut kyllähän se hirveen hyvä on että nimenomaan et voi tehdä töitä siellä lähellä. et sen jälkeen sitten on helppoo olla ja tehdä yhteistyötä monella muullakin tavalla.
22. P4: Mut kyl niin että jos tämmössiä oikeen kunnan luottamusjuttuja yritetään saada ni ei se kyllä ihan pelkästään puhelinsoitolla sähköpostilla ihan samalla mitä nää näitten vaihtojen aikana. mun mielestä nää silleen tosi hienoja ja tosi tärkeitä asioita ja paitsi sit on silleen, et tää luottamus on niinku yks puoli, että on, et jos mä soitan nyt tonne X:lle siis tolle tutkimuskeskuksen pomolle, et mä soitan sille että, meil on tämmönen hanke, ni kyllä se X, ellei sillä jotain ihan fataalia syytä oo, että ei pysty, ni varmaan lähtee.
23. P1: kyl he näki sen tärkeenä niinku ja heil oli kyl paljon niinku semmosiimielipiteit siihen substanssiin mitä mä aattelen kans et ei tuu sit jos me suunnitellaan hanket niin et lähetellään sähköpostii ja pidetään joku tommonen skype, ni ei ne niinku ehi nousee niissä, et kyllähän ku tos saatiin keskusteltuu ja istuttuu alas ni sielt pursu niinku monenmoista ja sit et kyl et se oli tärkeet ja sit toisaalt he varmaan näki tärkeenä sen et jos he pystyis saamaan vähän sitä ulkoista rahaa
24. P1: suhde on niinku aika erilainen nyt ja tunnetaan semmost niinku yhteenkuuluvuutta ja varmaan niinku halu auttaa ja olla mukan yhteisis jutuis on niinku vahvempi ku.. ja mä en usko et se syntyy yhtä helposti ainakaan, en mä tiedä, mut tuntuis et ei.
25. P3: no se ehkä autto niinku ittee ymmärtämään niinku niitten kulttuurin ja tekemisen tapa ja niinku näkemään sen et kuin paljon ne oikeesti pystyy siihen niinku panostamaan et vaikka viesteist ehkä saatto ymmärtää et tää on heil prioriteeteis kovinki korkeel ja sit huomaa et he on tosi kiireisii et siis me ollaan niinku jouluaaton aatton niinku palaveerattu ilta kuuteen asti ja tän tyyppisii juttui et se ei niinku et ymmärtää sen niinku paremmin.
26. P1: kyl mä luulen et ehkä heki sit niinku tajus sen et vaiks mä en tuu niinku akateemisest yliopistost eikä oo sit niinku sellast niinku tieteellist ehkä niinku annettavaa, ei he millään tapaa niinku kritisoinu ei ei ei niinku yhtään kertaa mul tullu semmonen olo et mua olis jotenki pidetty niinku vähempiarvosena tai yhtään mitään. mut et ehkä sitte niinku he myös havahtu siihen että et et meil on tääl aika paljon esimerkiks sellast niinku hankehakemusten tekemiseen ja niitten projektien niinku läpiviemiseen liittyvää semmost sen tyyppist osaamist
27. P5: Kyllähän siinä tulee jaettu paljon enemmän just sellasta, ku aattelee et se on sellasta niinku arkipäivän sellasta kysymistä. ettei tarvi aina ajatella et on niinku virallinen kokous jossa virallisesti keskustellaan, et voi ohimennen kysyä et mitäs täst ajatellaan ni jotenki ymmärtää sit että asioitaki syvemmin tai sillä tavalla et niit on jotenki helpompi hahmottaa.
28. P1: Ja mä uskon et jos me oltais tätä tälle sähköpostitse ja skypeitse tehty sitä suunnitteluu ni he ois ehkä ottanu sillai passiivisemmän roolin
29. P6: 3 kk oli vähän, kyl mun täytyy sanoa, että siinä loppuvaiheessa mul alko sen projektin suunnalta ja niitten ihmisten kanssa ja kaikki, et se 3 kk on tosi lyhyt aika. Kyl pitäis olla pitempään, jos mieltii, et ihan tutustuu ihmisii, koska ei se.. koska ei tota ei

- se en mä tiää et onk se kulttuurinen juttu, mut kuitenkin ku tulee vieraana, ku tulee aikuisten maailmaan, aikuisil on elämä ja omat systeemit, se kestää varmaan vielä kauemmin ku et ois joku opiskelija
30. P3: Joo, et kaikki asiat hoitu kauheen hyvin, kaikki materiaalit ja kaikki oli niinku avoimesti käytettävissä ja sillai et, varmasti niinku luottamus oli kyl ihan kohdillaan
31. P3: ja ihan hyvii kontaktei sielt on muuten tullu. muutamia sielt. sielt erityisesti sielt projektitoimiston puolelt, koska ne on sit enemmän tekee vastaavaa työtä kuin minäkin.
32. tuli tuli mehän saatiin siihen uuteen hakemukseen mikä syksyl lähti niin me saatiin sieltä kolme uutta parneria, Islannista, Liettuasta ja sitte Romaniasta. eli he niinku pysty sit taas niinku vahvemmin tuomaan niit omii verkostojaan, mitkä taas, mihin ei oo meillä kontakteja ollu aikasemmin.
33. P5: X:llä on just Euroopassa se verkosto semmonen et semmoset ihmiset, jotka mä aattelin et mitehän ikimaailmassa tohon sais yhteyden tai et se suostuis vastaamaan mulle, ni hän niinku laitto et "hei, meil on tämmönen kysymys", ni se vastaus tulee niinku samantien. et tavallaan niinku siel UK:ssa oli niinku X ja se Z oli semmosia ja Y, jotka on niinku plus sit mä tapasin kaikkii heidän väitöskirjaopiskelijat ja heidän kans juttelin, jokaisen erikseen. niin tota, mut et se verkosto on sit niinku muuallaki ja sit toki niitä vierailijoita Euroopasta ketä oli heillä ni, niitten kans puhuin. et kyl se silleen niinku laajeni
34. P6: Ni mä opetin siellä, ni tota X pyysi, et tota ku hän on kv-koordinaattori ja heillä on tota niitä vaihtareita. ja heil ei oo omaa, heidän fakulteetis eli omassa tiedekunnassa tai omalla osastolla tai mikä se nyt onkaan fakultet se on saksaksi, tiedekunta suomeksi. et heil ei oo omaa saksan kurssia, et jos mä nyt sitte ku mä oon saksan opettaja ja siellä ne oli siellä ollu jo siin kielikoulussa ja ne ei ollu tyytyväisiä siihen
35. P4: joo, kyllä mulla siel oli opetusta ja tällasta. jonkun verran. ja sit oli jossain hankkeissa, tällasis niinku, rahoitusjuttuja, et niil oli joku hankeidea ja mist saa rahoitusta ja pidettiin palavereja et minkälaisii rahoituksii on ja tällassii juttui ja aika paljonki itseasiassa.
36. P2: nää hollantilaiset on itseasiassa nyt kaikis näis jatkohankkeis mukana, joita joissa me nyt ollaan, ja ne on osaltaan poikinu kyl tämä sitten sitä. ja sitä luottamusta nimenomaan, sen synnyttämistä se on niinku semmonen niinku tärkee
37. P1: no mä aattelin et se työskentelykulttuuri varmaan niinku aika samanlainen et on kuitenkin sit niinku lähellä olevaa ja ne ihmiset, siel on niinku kaks ihmistä, jotka meil on tos hasicis mukana, jotka molemmat mä sit kuitenkin niinku kohtuullisesti tunsin etukäteen ni ja aattelin et heiän niinku he tekee sen mitä he lupaa ja se ei jää niinku puheen tasolle ja tota, ja just, no ehkä aattelin et se työskentelykulttuuri on niinku tärkee, tärkein semmonen tekijä ja kyl ne mun odotukset sit ihan pitiki paikkaansa.
38. P6: No täs on nyt se et mä oon asunu Saksassa, mä oon saksan opettaja, elikkä tota.. ja on jo elämäkokemusta, työkokemusta, niin en mä ois välttämättä mitään enempää tarvinnu, et tota, siin oli, mul oli helppo mennä siihen maahan, siihen kulttuuriin
39. P1: mikä yllätti et se et jotenki aattelee et se on niinku toinen pohjoismaa et siel on kaikki aika samanlaist ku täällä ni kuitenkin ne erot on aika isoja mones asias ihan niinku ihmisten suhtautumistavois asioihin ja tietyis niinku palvelujen järjestämisis ja sen tyyppisis et ihan varmaan semmost niinku ihan ymmärrystä siihen heiän kansalliseen kontekstiin ja missä he toimii ni sitä tuli enemmänä ja tottakai taas hyvänä muis-tutuksena se että et sitä niin herkästi pitää itsestäänselvyytenä et ku meil asiat on jotenki, vaiks sen tietää et ne on muual eri taval, ni se muistutti siitä et ei aina vaikka oltais maantieteellisesti aika lähellä ja tarinat ois kuitenkin suht samantyyppiset ni ei ne asiat aina oo niinku samoin tavoin.

40. P5: jotenki aattelee et me ollaan niinku samaa eurooppaa ja länsieurooppalaisia. et me ollaan niinku samanlaisia niin kyllä me niinku monet asiat on niinku todella eri tavalla. se oli niinku tosi hauska nähdä se et mitä mä oon ajatellu et mitä on oikein niin se on vaan yks tapa kaikkien monien muitten joukossa
41. P2: hollannissahan on se että nehän hyvin samantapasii vähä ku meki, että hehän ei niin välttämättä ole ensi alkuun tulossa niin hirvittävän niinku innokkaasti niinku pus- sailemaan ja muuta tämmöstä tai että et tota. et kyllähän se siin selvästi et se kehitty siin pikkuhiljaa että tota et varsinki ku näyttää nyt itse siltä että on kiinnostunu asioista ja ottaa ihmisiin kontaktia ja keskustelee ja ja tekee sitä sillä omalla tavallaan, se on niinku clichée et ole niinku oma ittes mut et näin se nyt vaan on että.
42. P4: Mut espanjalainen kulttuuri on sellanen et sitähän.. ei se oo vaa.. puuh.. se on niin erilaista, se on koko se työnteko ja sellanen... et se tietysti otti aikansa ja täytyy taval- laan mennä, et se on niinku kolme kuukauttakin, ni ei voi lähtee tällaselle niinku poh- joismaalaseläällä aikakäsityksellä sinne, et se on, täytyy elää niinko espanjalaiset siellä ja syödä sillon ku espanjalaiset syö ja se täytyy muuttaa se.. ei siit tuu muuten mitään..
43. P4: Mut silleen et se työyhteisöhän oli, jotain et suomalaisilla olis paljon oppimista siitä että, tavallaan siitä tommosta yhteisöllisyydestä mikä se työyhteisös oli, et esim tää almuerzo oli sellanen että, se oli joka päivä, aina, ja pidettiin huoli, et joka huo- neesta kaikki lähtee almuerzolle. Ja sit almuerzolla sit puhuttiin kaikki asiat, mitä nyt yleensä ihmisen välillä on.
44. P3: se työyhteisö oli aika sellanen, tai ei oikeen ees voi puhuu hirveen paljon työyhteis- östä et siel oli sellanen kulttuuri siel laitoksella et siel oltiin pitkien käytävien varsil omissa työhuoneissa ovet kiinni et se on niin ku hyvin eri tyyppinen tekemisen tapa mitä meil tääl on. ja tota, sen takia ei voi sanoa et mä olen ollu tavallaan osa sitä työ- yhteisöä niinku millään tavalla.
45. P3: No se yllättävän paljon samanlainen ku mitä täällä. Et mä oletin, et espanjas olis selkeesti niinku pitkät siestat ja muuta. Mut heil oli aika tällanen niinku aika saman- tyyppinen töitten tekemisen tapa, et välttämättä ei syöty päivän ajan niinku ollen- kaan, et käytiin vaan niinku kahvilla.
46. P2: kieli on se ongelma mikä siel on, koska siellähä he mä en ymmärrä mitään mitä he puhuu. ja he puhuu ihan loistavaa englantii, mut se mikä on erikoist on se et heil ei oo mitää englanninkielist opetust.
47. P1: et toi kieli ei kyl must ollu niinku ongelma, mä en pitänyt sitä, et kaikki puhu iha loistavaa englantii, eikä mun mielest niinku mä en kokenu et ois sellast et kukaan ois niinku välttely mua sen takia et mä en haluu puhuu ton kans ku sit mun on pakko pu- huu englantii. et, ja mä varmaan yritin sanookin et mul voi puhuu norjaa et mä en vastaa norjaks mut et mä niinku yleensä ihan ookoosti ymmärrän.
48. P4: Kieli on vaikee, espanja on vaikee kieli. vaikka sit tuntuu ensiks niinku helpolta ja yksinkertaselä, mut sit ku mennään niinku tällaseen niinkun, tämmöseen niinkun es- panjalaisten kanssa puhumiseen, siis oikeesti, siis et on espanjalainen tää ympäristö et kaikki puhuu espanjaa, se on vaikee, siis sillai että. oikeestaan se kun mä sanoin, et pi- täis niinku tietää espanjalaisest kulttuurista ni tää on just se sama juttu.
49. P6: Mä oon ihan satavarma että en mä ois siellä, ei mul olis ollu yhtään niin helppoa