



Technical Report

Negotiation and strategic planning of a Change Laboratory intervention

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Abstract: This article discusses the planning and negotiation of interventions with the Change Laboratory (CL) methodology, highlighting its application in diverse organizational contexts. CL, grounded in the Cultural Historic Activity Theory and expansive learning, requires a careful process of strategic, methodological, and operational alignment. Negotiation with strategic decision-makers, such as managers and politicians is presented as a continuous process of shared learning, essential to ensure adherence, institutional support and sustainability of the proposed changes. The text emphasizes the importance of the social construction of demand, in which researchers, managers and workers collectively identify problems and possibilities for development. Negotiation strategies in different organizational contexts are explored, from rigid hierarchical structures to more horizontal environments, highlighting the challenges of engagement and the need for methodological adaptation. It is concluded that the success of a CL depends on mutual trust, constant communication and the protagonism of the participants, ensuring lasting and significant transformations.

Keywords: Negotiation; Planning; Change Laboratory; Formative interventions; Theory of Historical-Cultural Activity; Expansive Learning.

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1. Introduction

This article aims to discuss the question: how to negotiate a Change Laboratory (CL) intervention with strategic decision makers. In this paper, strategic decision makers are understood as individuals who make decisions regarding the allocation of financial and human resources within organizations. In such cases, strategic decision-makers are often individuals in leadership positions, such as directors, managers, or CEOs. Depending on the context, decision-makers may also include politicians. Henceforth, for clarity, the strategic decision makers will be referred to as ‘managers’.

The topic of negotiation with management has already been addressed in other publications (Cassandre et al., 2018; Virkkunen & Newnham, 2013), but here we intend to treat it in a more practical and detailed way, based on our experience and that of our research groups Research on Occupational Accidents (PesquisAT) and Innovation and Transformation of Occupational Risk Prevention Activities – ITAPAR (Vilela et al., 2019). In the article, we will present conditions that can influence learning and strategies that can facilitate this process.

A CL can be initiated through different pathways. One possibility is that management is already familiar with the CL method and requests an intervention from researchers. This represents the ideal scenario, as it suggests both recognition of the problem and prior knowledge of the method within the organization. In such cases, the negotiation process tends to be simpler, with greater acceptance and institutional support.

Another and most common possibility are that the initiatives originated from students who are insiders in an organization, who have learned about the method and wish to implement it within their organization. This scenario is also noteworthy, as the interventionist is an insider in the activity and has established internal contacts with a certain level of trust. Such conditions facilitate the acceptance, implementation, and continuity of the learning process during the intervention.

In some cases the demand arises externally, either at the initiative of researchers or public agents or regulatory or auditing bodies that encourage development and innovation practices. In these cases, the initial challenge is to sensitize the organization's managers and strategic managers to participate in the intervention, involving a negotiation about its importance, presentation of the method and gradually building a shared demand. This process tends to require more time, dialogue and convincing effort, so that CL is perceived not as an external imposition, but as an opportunity for transformation. This paper examines the negotiation of a Change Laboratory in this type of scenario where the initiative originates outside the organization, the management is unfamiliar with the method, and the interventionist is not an insider.

In this article negotiation is understood as a continuous learning process between the interventionist and the management, with the aim of supporting the intervention of the Change Laboratory. Negotiation should occur not only at the beginning with a view to the acceptance of the CL, but throughout the process, from planning, execution and implementation, evaluation, consolidation and dissemination of the solutions generated throughout the intervention. If managers do not participate directly in the sessions, they should be actively communicating about what happens during the sessions, to avoid learning gaps between the participants and them.

The negotiation process is not unique to the Change Laboratory; it is also common in most interventionist research approaches, such as the Ergonomics of Activity, where it is referred to as the *social construction of demand* (Guérin et al., 2001). The construction of the demand can



be understood as a dynamic and socially constructed process, where the team of researchers/interventionists provide a learning space initially with the top management, a process that is deepened in the initial sessions of the CL, so that the actors identify real and potential problems at work, often based on latent or explicit social demands, such as complaints from workers, the need for technological changes, or requests from inspection agencies.

This construction involves the engagement of management and workers through interactional and observational methods anchored by the tool of double stimulation, allowing the demand to be reconstructed by the actors from the actual activity and not just the prescribed work. The initial phase of the negotiation that must involve the organization's managers will result in the formulation of a *term of commitment for intervention* at the institutional strategic level. This type of planning is part of what we will call negotiation (Querol, 2025).

The planning of a CL intervention can occur at three levels: strategic, methodological and operational planning (Querol, 2025). In this article, we focus on strategic planning. This type of planning consists of aligning the intervention with other development actions and with the objectives of the organization in which the activity is inserted. At the strategic level, it is essential that the intervention team has a good prior representation regarding the nature of the problems that potentially disturb or bother the organization. How are these problems perceived and experienced at different levels of the organization? Are they clear? What intervention initiatives and methodologies have already been tried with success or failure?

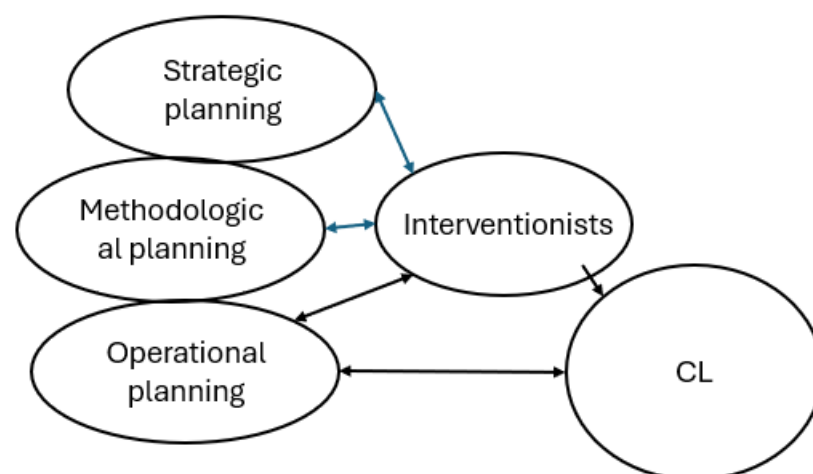


Figure 1. Representation of the three levels of planning and their relationship with the intervention team and the CL

Methodological planning consists of organizing questions related to the method, such as which mirror data to collect, which models and concepts to use as a second stimulus, formulation of hypotheses about contradictions and identification of development possibilities, in addition to which learning actions to promote during the initial negotiation and expansive learning sessions. This planning takes place among researchers and is sometimes called a *group of experts* (Querol, 2025).

The operational planning group has the function of organizing the step-by-step of the sessions, dealing with more practical issues, such as who to invite, how to engage the participants and how to adapt the method and stimuli to the culture of the activity. It is a space that usually involves three to five participants in the sessions, but in the group's most recent experiences, we



chose to leave it open to those who wished to get involved. In general, the most proactive and engaged participate. This space can also be used by participants to clarify concepts and ideas, as well as to develop proposals that arise throughout the sessions (Querol, 2025).

The way in which the demand for an intervention arises is an aspect that affects the negotiation. Next, we discuss how an organization's hierarchy and the composition of a CL affect negotiation. Then we go into greater detail on how to conduct the first contacts, what information to collect and present the method. Finally, we will discuss the content of strategic planning and the intervention plan.

2. Organizational conditions affecting negotiation

The hierarchical structure of the organization and the configuration of the activities that will constitute the CL influence the negotiation process. For an intervention to succeed, it is essential to establish a continuous process of shared learning, active communication, and joint decision-making involving key actors throughout all stages, that is, an ongoing negotiation. This dimension of negotiation is closely linked to the strategic planning of the intervention.

2.1 Hierarchy

Negotiation usually involves, at least initially, the research team and managers. However, where possible, it can also include intermediary actors who offer support, for example, an internal agent of the organization who supports the idea of intervention and maintains contact and trust with managers, and if possible, worker representatives.

Which managers to involve depends on whether it is a single activity or a network, the degree of centralization in decision-making, the division of labor, the hierarchy among the participants and the distribution of the power of action. Rarely is an organization completely centralized and hierarchical or totally decentralized and horizontal — the most common thing is to find gradients in the distribution of decision-making power.

For example, organizations such as the military police, schools, government institutions, and hospitals tend to have more centralized and hierarchical structures. On the other hand, in contexts of less hierarchical organizations — such as family farming, NGOs, technology companies, or the companies in the financial market — decisions often need to be made quickly and decentralized, involving autonomous teams or more distributed leadership.

2.2 Composition of activities

The way in which negotiation in a CL is conducted is closely linked to the composition of the activities that make up the intervention and the degree of decision-making power of the participants involved. Recognizing these different organizational configurations is essential for the interventionist to be able to adapt his negotiation strategies, seeking to involve managers in a way that is compatible with the culture and structure of the activity in question.

2.2.1 Independent activity systems

Negotiation, understood as learning between the researcher and management, can occur in different CL formats. One of the simplest types of layouts occurs in CLs composed of independent activity systems, in which participants have high autonomy in decision-making. A classic example is CL with farmers who meet to discuss a common problem that requires collective action to solve — such as controlling a pest that cannot be fought individually (Vänninen et al.,



2015, 2021; Vänninen & Querol, 2025). This type of intervention involves managers with decision-making autonomy. In this case, communication tends to be simpler and more direct, as the participant and the manager are the same person.

In CL of this type, there is usually an initial individualized interaction to accept participation in the CL, followed by occasional interactions, in case any participant withdraws or ceases to participate in the process. Most of the learning takes place during the open sessions and in interactions with the other participants, rather than individually with the intervening researcher.

2.2.2 Activities with low hierarchy

Another form of CL format is when managers participate together with workers in the sessions. This type of CL usually happens in local organizations or units with low hierarchy, where workers can express themselves without fear of repression or retaliation. This is the typical case of CLs carried out in activities in the communication technology sector or in Nordic countries, where there are less hierarchical rigidity and greater openness to dialogue between different levels of the organization. In these contexts, negotiation, i.e., individualized learning between researchers and managers, occurs mainly at the beginning of the intervention, with the aim of obtaining management acceptance. Once started, there is no need to maintain an exclusive space for negotiation, since managers actively participate in the sessions and directly monitor the development of the process (Figure 2).

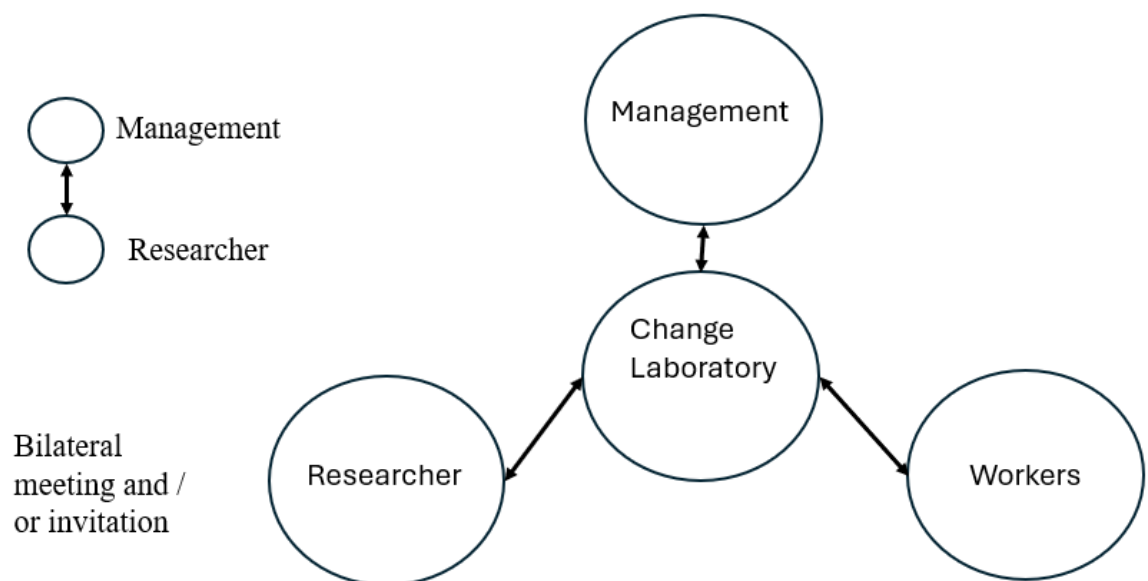


Figure 2. Representation of the two moments in a CL where the participants, executors, and managers participate together in the same session

2.2.3 Activities with high hierarchy or conflict between levels

During the application of the Change Laboratories in Brazil, we observed a different context, characterized by a more rigid hierarchy and, frequently, by situations of conflict between management and workers (Vilela et al., 2020). In these environments, the freedom of expression of participants tends to be limited, which can compromise the collective learning process.



Given this scenario, it is recommended to create separate learning spaces between managers and frontline workers. The goal is to offer an environment in which the latter can express themselves more openly and safely. In this case, the negotiation tends to be more prolonged, extending throughout the intervention, being mediated by the interventionists researchers until they assess that the level of understanding achieved is sufficient to enable direct mutual learning — which can occur during or at the end of the intervention (Figure 3).

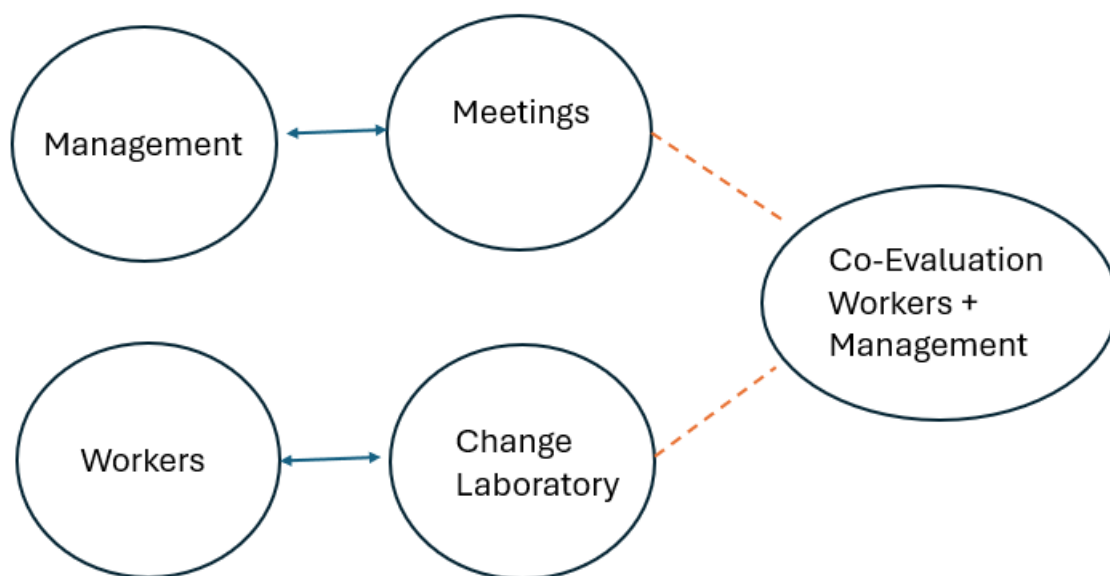


Figure 3. CL format with sessions parallel to the negotiation (Querol, 2025)

The model in Figure 3, where there is negotiation in parallel meetings and CL sessions, are characteristics of CLs in organizations with a strong hierarchy and a strong culture of division of labor, development and innovation between workers and management. This is the most common model in which we have experience.

3. Recognize the need for formative intervention

As mentioned above, negotiation can vary depending on several aspects, such as the composition, hierarchical culture, the level of knowledge of the managers about the method and the problem, and the existence and intensity of the previous relationship between the interventionist researcher and the managers.

Below I present a possible sequence of negotiation actions for the type of case that is perhaps the most typical and challenging, which is the case when the researcher has no previous contact with an organization, has no prior knowledge about strategic actions, the managers do not know the method in advance, and the problems are aggravated with the risk of resistance to change. If this is not your case, several recommendations are probably not relevant; repeating that each case is different.

3.1 First contact with managers

The first step, of course, is to establish contact with managers. The selection of the manager to contact depends on each case, and maybe local managers, central managers (boarding directors of an institution) or in some cases responsible for formulating public policies. The



contacting manager depends on the problem that aims to be solved, the level of support needed to solve it, the contacts and access that the researcher has.

In general, the higher the level of management that the researcher can achieve, the greater the support for learning, the greater the continuity and expansion of it. However, this does not mean that if the researchers do not have, or do not manage, contact with senior management, they cannot or should not conduct an intervention. If the researcher does not initially manage to contact senior management, they can start with local management and try to involve actors from higher levels during the process. Support can also be obtained during the sessions. The situation must be evaluated by the researcher and adapted to each situation. Here we propose just a few possible scenarios, and some possible strategies rather than a rule to be followed.

3.2 Recognition of the need for change

The first phase is to achieve recognition of the need for change on the part of managers. When you get in touch with managers, the process of mutual learning with interventional researchers begins. For the interventionists it is a contradictory situation, because to carry out a good negotiation they need strategic information, but to obtain such information they first need the management to trust, learn and open the doors to the interventionist.

Negotiation usually begins with an introductory meeting. Negotiation can go in two directions: a focus on problems or on development potential. In case the researcher decides to focus on the problem, the first step is to explore the conception that managers have in relation to disturbances (unwanted events), and in which activity these problems are situated. Depending on the context, managers may recognize that there are problems and that they need to be solved.

It may also be that for one reason or another there is a denial and masking of the problems. For example, managers may deny that there are work accidents because they see risks of lawsuits for the company. Another example is a case in which there is a risk of legal, social or psychological punishment for acknowledging unwanted practices. It may also be that the management did not become aware of the problem, or simply because the problem visualized by the researcher is not considered a problem by the manager. So, again it depends on the context.

To move from denial to recognition of the need for change, a confrontation with mirror data is necessary, but it can be risky in cases of overly aggravated problems. If the researcher is aware of the problem and has some data about it (e.g., a report, images, speeches, etc...), an alternative would be to confront the managers by presenting mirror data that show the problem. This is a possibility that can be considered and should be done if possible. However, it depends on the level of worsening of the crisis. If the crisis is too aggravated, it may be that such data may generate resistance. If this is the case, the researcher can use some strategies.

The first strategy is to use neutral mirror data, which may be from another organization, industry, or another region facing similar problems that managers can identify with. One example of neutral mirror data was used in an intervention for supporting collective Integrated Pest Management among horticultural farmers in Finland (Vänninen et al., 2021). Instead of accusing them of poor pest management, we presented mirror data on pest infestation levels from various anonymous farms. This allowed us to show that while some farmers succeeded in controlling the pest, others did not, and to demonstrate how much money they could save annually by managing it effectively.

Another possibility is to explore the potential for development. To do so, the researchers can explore the organization's mission and the expected results in the activity, and whether they are being achieved to their maximum potential, or if they could be improved further.



Management should probably recognize that some kind of improvement is possible, and change efforts are needed. In this case, the initial focus is not on the problems, but on the *possibility of improvement and development*.

Another possible strategy is to explore the *problem-solving methods* adopted by the organization, questioning whether they achieve the expected results. It is very common in organizations to hire external advisors who implement ready-made solutions from the outside that do not necessarily meet the needs and context of the internal culture. The typical model is the one that, once the existence of the problems is verified, one or more ready-made solutions are applied, without, however, analyzing in depth the systemic causes of these problems, and worse without internally building the systemic learning and the necessary protagonism for the causal diagnosis, the collective construction of innovations, eventually compromising the sustainability of the solutions. A shortcut is created, as represented by the direct passage from quadrant 1 to quadrant 4, as shown in Table 1.

Table 1. Options for change in a problematic situation. (Vilela et al., 2021). Source: Adapted from Virkkunen and Newnham (2013. p. 54)

Focus	Problem	Solutions
Invisible systemic structure of collective activity.	2. Revealing the systemic causes of visible problems in the activity.	3. Finding a way to overcome problems through the expansive reconceptualization of the idea of activity.
Events and problems immediately visible in the actions of individuals within the scope of the activity.	1. Identifying obvious (visible) problems.	4. Implementing changes (new instruments, rules, ways of dividing work, new relationships with customers, etc.).

Table 1 represents the path of the technical solution typical of engineering and consulting interventions, which do not consider the systemic interaction of the deep and historical origins of the problems. This approach disregards the human, political, economic and social aspects that go far beyond the technical dimension. The solutions resulting from this approach may not be long-lasting, leaving untouched the organizational factors, the contradictions that will continue to affect the system. On the other hand, the systemic socio-technical approach typical of the expansive learning proposed by the CL can be represented by the 1-2-3-4 path (Seppänen, 2004; Virkkunen & Newnham, 2013). It expands the understanding and intervention on these determinants (the causes of the causes), usually the invisible and unobvious dimensions of the problems (Vilela et al., 2021).

At this stage, you can use, for example, the Zone of Proximal Development model (Engeström & Sannino, 2017; Querol, 2011; Vygotsky, 1978), which represents the possibilities of developing the activity under possible intervention, and ask where it is and where you would like it to be soon. As the researchers do not yet have specific knowledge because they have not yet collected mirror data, they can use a general ZPD model, with temporal, spatial, social and ethical dimensions. The company's mission, if it exists explicitly, can help to identify the most important dimensions and in the formulation of a ZPD that is more adapted to the organization's strategic alternatives.

The desired result of this first phase of negotiation is *recognition by managers of the need for change*. This need can be both in terms of solving unwanted results, as well as promoting improvements and improving results. To consolidate the results of the phase, it is worth



explicitly questioning the management if: is it necessary to change? Do you want to change? If yes. Move forward.

3.3 Present and fit the CL into the organization's strategic development plans

Once it is recognized that there is a need for change, and interest in change, the next phase is to explore making room and presenting the CL. To make room, some questions to ask are: What has the organization been doing to get there? Are these ways enough? The researcher may question what the organization has been doing and whether this is sufficient to achieve the expected results. If there is a recognition that new actions and initiatives are necessary, the researcher can bring one or more examples of CL interventions in similar activities or with similar problems, highlighting the process and the results achieved. You can bring some printed images, or slides with a summary presenting what a CL is, how it works, actions conducted, potential possible results

Managers can be asked if they would be interested in participating and what results they would expect from such an intervention; and, if and how the CL could fit into the organization's strategic development actions.

4. Starting strategic planning with management

Once an interest in conducting a Change Laboratory has been expressed, it can begin with planning the intervention. To this end, the elaboration of a plan can be used as a means and end, which will serve to systematize and facilitate learning between researchers and managers. Here I replicate and use as a basis the ideas proposed by Virkkunen and Newnham (2013).

4.1 Outlining the activity system to be developed

As mentioned earlier, CL has as its unit of analysis one or more activity system. To this end, during the dialogue with the management, it is necessary to define what is the activity that is intended to be developed. Conducting a dialogue about problems can indicate the activity in which they occur with greater intensity. I remind you here that what determines an activity is its object. Therefore, if there is difficulty in determining the activity, a tip is to identify the object.

The need to transform the activity and to carry out an intervention through the Change Laboratory can be identified from discussions about the main changes that have already occurred, which are in progress or are still necessary in the activity in question. This mapping also involves the analysis of management's view of the situation and its strategic objectives, as well as the difficulties faced, customer dissatisfaction and the absence of satisfactory results. In addition, it considers the examination of ongoing initiatives and ideas, existing debates on the development of the activity, and units in which transformations and new challenges are presented more intensely (Virkkunen and Newnham, 2015).

The management's preference for which pilot unit to develop largely depends on how the Change Laboratory is perceived—either as an opportunity to solve problems or as a way to create a new model to be expanded. If managers acknowledge the existence of problems and view the CL as a means to address them, the tendency is to select the most problematic unities. However, if problems are not recognized, or if the CL is seen mainly as an opportunity to design a mirror model for expansion, or even if there are concerns that the research might expose weaknesses or mistakes with potential negative consequences for the company (such as cases involving workplace accidents or environmental damage), management is more likely to “play it safe” by choosing more advanced unities with fewer visible issues.



From the workers' perspective, the main interest usually lies in developing activities in units with more severe problems, aiming to improve working conditions and increase well-being and satisfaction. For researchers, in turn, the choice involves not only practical aspects—such as logistics and participants' interests—but also how representative the unit is. It is important to avoid selecting unities that fail to capture the broader challenge faced by the organization. Thus, the selection of the activity and the unit is quite a political moment of setting the boundaries of the project. This stage should already be understood as a moment in which expansive learning is taking place. It can, and should, be facilitated through the instruments of the Change Laboratory, such as double stimulation, as well as by promoting expansive learning actions like questioning and analysis.

4.2 Clarification of the preconditions of an CL

It is essential to clarify the necessary conditions for its application. The CL is characterized as a formative intervention: its results are not previously known, as both the problems and the solutions are built collaboratively with the participants.

It is essential to ensure constant communication between researchers and management, to share the progress of the process and the lessons learned. Depending on the nature of the problem, it may be necessary to initially hold some meetings without the presence of management, until the participants reach a minimum level of learning and confidence for a broader dialogue.

Another crucial aspect is the availability of time for employee participation. To do so, they need to be released to participate in the sessions during working hours. In addition, management must demonstrate support not only at the end of the process, but also actively throughout its realization, eventually participating in some sessions.

The learning process also requires a safe space, in which participants feel comfortable and confident expressing themselves. To do this, it is important to establish an agreement of mutual respect and ensure that the content of the discussions will not be used against those involved. Usually, sessions are recorded for analysis purposes, but researchers are committed to preserving everyone's confidentiality and privacy. This right to free expression must be guaranteed in the *formal document/term of commitment* signed between managers and researchers.

4.3 The preparation of a plan

Once the activity is defined and the principles are clarified, it is time to start drawing in more detail where, who, and how often they will meet.

A CL is usually conducted in a pilot unit where the problem is aggravated or where activity is more advanced. It is also important that the pilot unit shows interest in participating. It is also necessary to evaluate which of them occupies a central position for the future expansion and consolidation of a new model of activity. Finally, it is necessary to examine in which unit the situation is sufficiently stable so that the process of the Change Laboratory can be conducted successfully.

Details regarding who the participants will be, and the frequency of the sessions can be defined in advance in the plan, but it is also interesting to leave open the possibility of inviting new people and adding new sessions during the process.

It is important to highlight that the criterion for selecting participants should not be political representativeness, but rather the ability to contribute in a practical way to the analysis, design, and implementation of solutions to the problems faced. Participation should be



voluntary and, preferably, include members from different functions within the activity, if they share the same object of work. The invitation, ideally, should be open. As for the number of participants, a group of between 15 and 20 people is considered adequate to favor intense and open discussions. If the number is higher, it is recommended to subdivide it into smaller groups.

The definition of the frequency of the sessions needs to be agreed before the start of the process. In general, a CL is made up of 5 to 12 encounters. However, reconciling schedules is often a challenge, as more workers find it difficult to set aside time to reflect and develop their own activity. There is often a tendency to reduce the number of sessions or to extend the intervals between them. Experience shows, however, that a very small number of encounters is not enough to carry out an in-depth analysis and go through the entire cycle of expansive learning. Likewise, intervals of more than a week between sessions tend to "cool down" the debate, compromising the continuity of the learning process.

4.4 The communication and evaluation process

The success and sustainability of the learning generated in a Change Laboratory depends largely on the support of managers, responsible for controlling financial and human resources. For this to occur, it is essential to establish continuous communication, so that these managers can also learn throughout the process. In other words, the negotiation process, understood as the expansive learning that occurs individually, or in isolation, between researchers and managers, must be continuous throughout the process.

This learning can take place in different spaces: directly in the CL sessions, if managers participate together with the other participants, in which case it is no longer called negotiation; in parallel meetings, that is, separate sessions only with managers; in individual meetings between researcher and managers; or even through communications (e.g., minutes and reports). Another alternative is the creation of a steering or planning committee with the participation of managers, which allows them to monitor and influence the process in a structured way. The key, as already mentioned, is that expansive learning also involves managers, because, without it, the innovations proposed by the participants tend to face barriers to be implemented, consolidated and disseminated.

For this reason, it is recommended that, in the initial negotiation phase, communication strategies with management be defined and that these are incorporated into the CL plan. In addition, it can be foreseen that, at the end of the process, the organization itself promotes a joint evaluation, with the objective of analyzing the innovations developed and planning the means to support and disseminate them. Below we present the content of a plan of a CL according to Virkkunen and Newnham (Virkkunen & Newnham, 2013) (Table 2).


Table 2. Outline of the Project of a Change Laboratory (Virkkunen & Newnham, 2013)

Section	Elements
1. Justification for the intervention	<ul style="list-style-type: none"> • Need to prepare for intervention • Impulse or motivation to carry it out
2. Object of the activity	<ul style="list-style-type: none"> • Activity to be developed • Central problems and challenges • Manifestations of the need for transformation
3. Actors involved	<ul style="list-style-type: none"> • CL participants • Researcher-interveners • Experts and contacts of the client organization
4. Coordination and integration	<ul style="list-style-type: none"> • Project direction • Articulation with other development activities
5. Process structure	<ul style="list-style-type: none"> • Sequence of CL sessions • Participants in each session • Data collection strategies • Process preparation
6. Resources and costs	<ul style="list-style-type: none"> • Estimated working hours • Needed resources from researchers, participants, and partners

5. Final considerations

This article aims to present the main elements of negotiation and strategic planning with managers of a Change Laboratory intervention. We discuss factors that directly influence this process, such as the composition of activities, the participation or not of managers in meetings, previous contact between researchers and managers, as well as aspects of the organizational culture and the existing hierarchical level. It is up to the interventionist researcher to be aware of these elements, as the conditions for the initiation and sustainability of the intervention.

We also highlight that contexts in which there is no previous contact with the organization, or in which managers are unaware of the CL method, present the greatest challenges. In these cases, dialogue and learning strategies become essential for managers to understand both the need to transform the activity and the potential of the CL to support this process.

Finally, we emphasize that the learning of managers must be continuous, an indispensable condition for the success of the intervention and for the consolidation of a sustainable expansive learning process. This learning can occur during the sessions, in specific spaces of interaction or in individualized dialogues with the researcher, a process that we call negotiation. Therefore, it is recommended that, from the beginning, the principles of the CL, the conditions necessary for its success and the forms of follow-up along the entire path be clarified. Only in this way will it be possible to create the foundations of trust, co-responsibility and engagement that allow not only the implementation of durable and transformative changes.

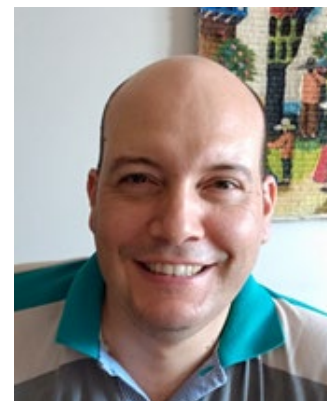


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