



Developing Leadership Communication

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Master of Business Administration

Communication Management

Thesis

2022

Abstract

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Degree Communication Management (Master´s)
Report/thesis title Developing Leadership Communication
Number of pages and appendix pages 52 + 17
<p>This Thesis focuses on development of leadership communication in case organisation. Development work is a constructive research and development process follow lean change cycle.</p> <p>Theoretical framework findings are that leadership communication theories, lean and coaching leadership have several common features. They all emphasize the shared big picture that helps the dialogue of objectives and achieving. They recommended visual and targeted communication and raise up the importance of dialogue. Dialogue is as source of community, improved achieving and feedback. They all emphasize focusing on a goal, achieving and continuous improving. They all think that flow is necessary, in leadership communication flow of information and feedback. All three aspects are in favour of standards and processes. All three recommend investing in learning. These were the guidelines in designing the development process and improvement suggestions.</p> <p>Development process of this Thesis aims to develop new practices in organizational level and to support individuals' abilities in leadership communication. On the bases of insights the learning path was planned and executed. Practices that were validated together with leaders were suggested and justified by insights. Validation was one part of the learning path. Learning path consisted of preliminary tasks, three virtual workshops and reflection groups.</p> <p>The main objective for the Thesis was suggest, co-create and agree the first shared practices of the leadership communication in the case organisation. It was achieved and leaders of the case organisation did validate and agree on new and improved practices. Learning path consisted of preliminary tasks, three virtual workshops and reflection groups. New practices were agreed both on organisational level and to support individual leaders performance.</p>
Keywords Leadership communication, leadership communication skills, development process, co-creation, feedback

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1 Introduction

This Thesis focuses on development of leadership communication in case organisation. Thesis presents leadership communication from the aspects of organisational capabilities, practices and from leaders' point-of-view. Leaders in this Thesis are the management team and managers with sub-ordinates in case organisation.

1.1 Topic and objectives of the Thesis

Thesis summarizes key features in effective and successful leadership communication that could be implemented in the case organisation. On the bases of the literature study this thesis will present how a development process of leadership communication was designed and executed in the case organisation. Thesis also analyses the outcomes of the development process and includes suggestions for further improvement.

The main objective for the Thesis is

- to suggest, co-create and agree the first shared practices of the leadership communication in the case organisation.

Sub-objectives are

- to increase case organisations leaders knowledge and understanding of leadership communication, its context and demands in modern organisations
- to define skills that leaders need in executing the decided leadership communication practices and
- to find out how case organisation could best support their improvement.

1.2 Brief introduction of the case organisation

Case organisation is indirectly public organisation. It aims to provide security for changes in working life. It is founded by law and it executes services that are defined by law. The organisation was founded on 1st of January 2019 when two organisations merged. New organisation got a new name, new strategy and new visual identity. Organisation cultures were quite different and for example leadership communication practices were not re-newed or discussed at the time of merging.

Organisation has approximately 160 employees of which 16 are working in supervisor role. The development process this Thesis is about, is directly targeted to all supervisors in the case organisation.

Case organisation has the following values:

*Our customers come first,
We renew, evolve and act,
We are a united team.*

Case organisation has communication strategy that defines the purpose and objectives for communication. Communication strategy editorializes all aspects of communication. Here are the most relevant objectives for leadership communication:

Case organisations communication supports organisations strategy and focus areas. Communication influences into positive attitude about the organisation. Communication is goal-oriented and well planned. Every activity is aligned with organisations strategy. Customers experience organisation communication is useful and helpful. Communication capabilities and skills are at good level. Communication is integrated element in processes, ie. leading, change management, service business and development work. Communication culture supports effective working, encourages dialogue and is fit for sharing information. Employee's experience of workplace communication is equal, timely, appreciative and energizing. They would recommend working in case organisation. (Case organisations Communication strategy 2022.)

Case organisation has defined responsibilities of different tasks in RACI chart during the year 2021. Leadership communication responsibilities are in that chart too, but when the data was examined during this Thesis process observation was that chart needs updating. However material can be used as a ground to get the conversation started.

Other elements that influence on the leadership communication and its development are case organisations values, defined tone-of-voice and brand elements. They need to be taken into account when organisation or individual leader implements new practices in leadership communication. In addition case organisation has chosen to apply lean and coaching leadership in its daily management. These topics will be researched along the leadership communication theories in this Thesis. Leadership communication practices and methods need to be aligned and support organisation to achieve its goals also in cultural aspects.

Case organisation has improved its work community communication during the last two years and the current situation is gathered into one visualization.

Work community communication in case organisation

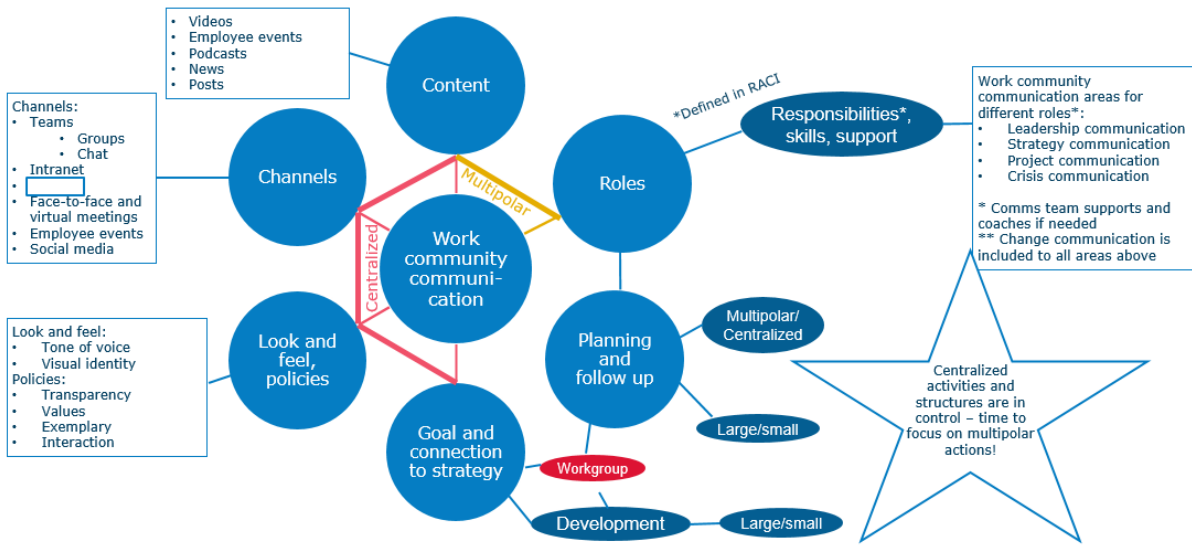


Figure 1. Work community communication in case organisation.

The current situation is that development work has been done significantly to the areas of work community communication that is centralized and responsibilities are very clear. Now there is a need to take bigger step in improving also the areas that are multipolar and need more co-operation and coordination between different roles.

1.3 Thesis work plan

Thesis report is written to follow development process as it proceeded. Thesis work plan is presented in a figure below. Different steps in a process are explained later on in this Thesis report.

Thesis workplan

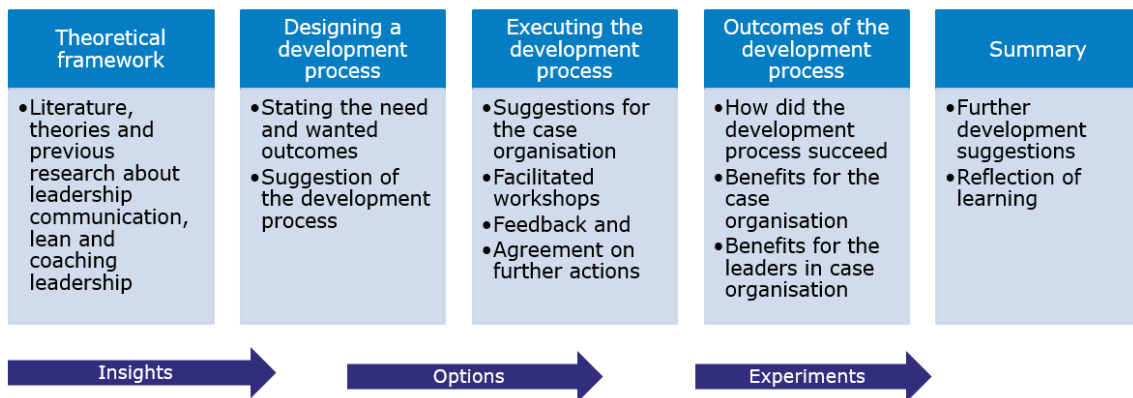


Figure 2: Thesis work plan

2 Theoretical framework

Theoretical framework will be the corner stone of designing the development process. It needs to be solid and well thought from various viewpoints. Theoretical framework is gathered from literature about leadership communication theories and what interpersonal skills academic research states that leaders need to be able to execute good and effective leadership communication. Case organisation has used certain literature about lean principles, expert communication and coaching leadership. I will use same sources as research material and this way ensure the alignment of the development suggestions for leadership communication.

2.1 Leadership communication

According to Cornelissen leadership communication is a new, strongly developing sector of corporate communication. Changes in business environment and demands towards leading require corporates to define practical principles and frameworks for leadership communication. The purpose of leadership communication is to create continuity into organisation, guide organisation effectively through changes and to lead transparently. Leadership communication should be developed for the following objectives: to lead, to get people on board and to get feedback. (Cornelissen 2017, 229-231.)

Barrett questions can a leader be a leader without effective communication. She ties communication and leadership into significant pair of skills, which give leader tools to connect to others. This connection is fundamental for leader who wants to create and foster understanding and trust that people need to be encouraged to follow. (Barrett 2014, 5.)

Barrett defines leadership communication to be controlled and purposeful transferring of meanings. In her definition individual leader influences to an employee, a team, whole organisation or to a community. Influence is made using all communication skills and resources a leader has and the aim is to create positive connections between the audience and a leader. Other aims can be overcoming challenges and formulating messages that inspire, guide or direct people to take actions. (Barrett 2014, 7.)

Attributes for leadership communication are such as authenticity, truthful, committed and passionate. These make leadership communication also a very personal skill. Cornelissen states that leadership communications nature is to be personal and due that it is fundamental that leader self is committed to his/her message.

Cornelissen means that leaders should know facts and objectives behind the change idea. They need to be committed to the idea and able to support the change even they would not themselves originally agree. (Cornelissen 2017, 244.)

Organisations are formed by people. Things don't just happen, actions require thinking, dialogue and their results build reality in verbal, visual and auditive forms. After these, actions can take place. People understand when they can listen, read and talk about shared issues. The more complex the matter is, the more important it is to create common understanding and use time on sense-making. (Juholin 2009, 24.)

In leadership communication leader demonstrates caring towards stakeholders. He/she can create social cohesion with talking of own experiences and delivering wanted message with personal style and convictions. Numbers and specific goals are important to communicate. Equally important is that leader emphasizes values and talks about higher ambitions that are the drivers and motivational factors for employees. Employees want to be able to trust leaders and seek for integrity. Leaders should be mindful of the used terms and expressions. (Cornelissen 2017, 245.)

Managers' communication capability is a powerful tool. How employees get information and possibilities to involve in decision-making impacts directly into employees working morale and the commitment level towards the organisation. In fact many reputational organisations use three times more time on employee communications than others. Effective and regular communication correlates to productivity, job performance and satisfaction. (Cornelissen 2017, 175.)

Influence of the communication depends also on how the message is presented. (Poutanen & Laaksonen 2019, 123). If presenter can modify the message to meet the interest of the audience, he/she can produce motion reactions in the audience. Motions can lead to better understanding. Motions help in interpretation of new knowledge and surrounding environment. And, motions encourage people to take actions. (Poutanen & Laaksonen 2019, 140-141.)

2.1.1 Leadership communication frameworks

Theories offer various frameworks for leadership communication.

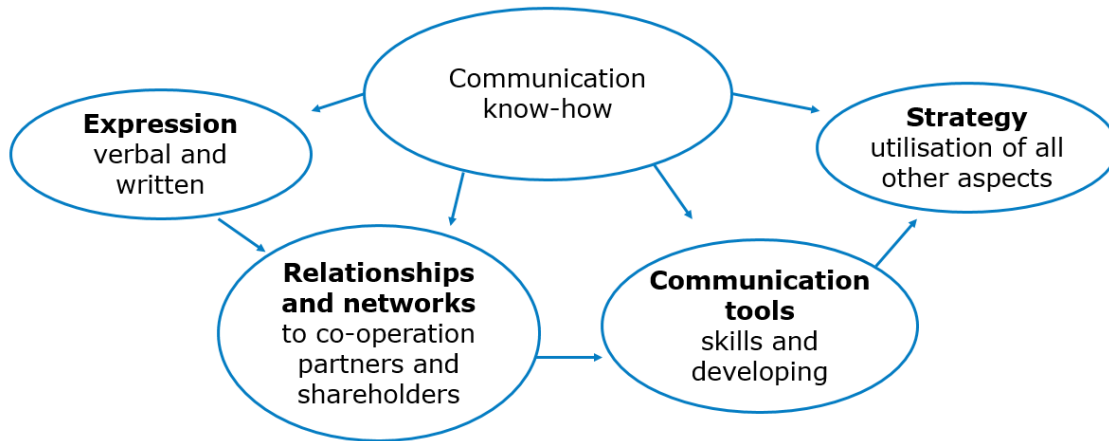


Figure 3: Elements of communication know-how (adapted from Juholin 2009, 31)

In expert work it is impossible to succeed without the capability to communicate. Juholin divides communication skills into four sections that are being emphasized differently in different times in different tasks. First a leader needs to be able to express him/herself in verbal and written ways. A leader needs the ability to have conversations in various forms. Second a leader needs to connect to others in own organization and surrounding networks. A leader needs skills to use digital and physical communications tools. Fourth skill is the strategy, how a leader uses all skills in different situations and achieves the objectives in each situation. (Juholin 2009, 30-31.)

Barrett connects leadership and communication by saying that one of the major responsibilities leaders have is communication with work community. Effective communication shows direction, enhances productive working environment, creates positive working atmosphere and influences to organisations performance. Effective communications also motivates and encourages employees in change situations. (Barrett 2014, 339.)

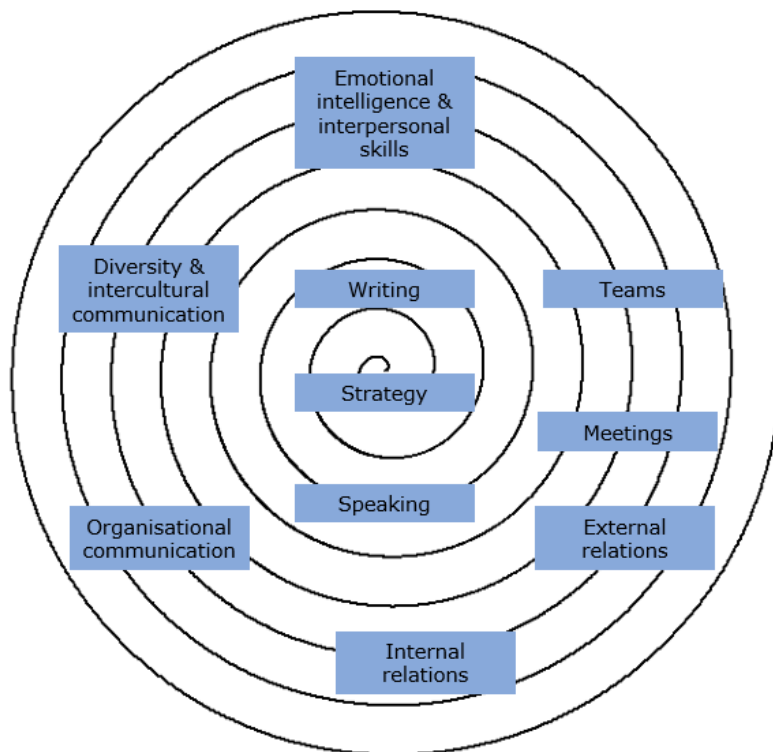


Figure 4. The Leadership Communication Framework (adapted from Barrett 2014, 8)

Circle describes the levels of leadership communication: core communication, managerial communication and corporate communication. Framework doesn't suggest hierarchy into different communication levels. Spiral form illustrates that all effective communications depends on leaders' ability to execute core skills. Core skills are the ones closest to center and they are individual skills. The higher level or more comprehensive leadership leader must perform, the more leader needs to expand his/hers knowledge of the managerial and corporate communication skills. The more outskirts of the spiral the skills are illustrated, the more organisation can support succeeding in leadership communications with agreed operational models, tools and co-operation. (Barrett 2006, 386-387.)

Trenholm & Jensen think communication is action that builds social worlds between people. According to them leadership communication is needed to create balance and coordination. Leaders need personal abilities to communicate effectively and adjust their communication to be socially appropriate. Trenholm & Jensen have gathered environmental context and competencies needed into one image. Image includes also five processes that are important in succeeding in leadership communication. To be able to benefit processes leader needs competencies. (Trenholm & Jensen 2013, 2-10.)

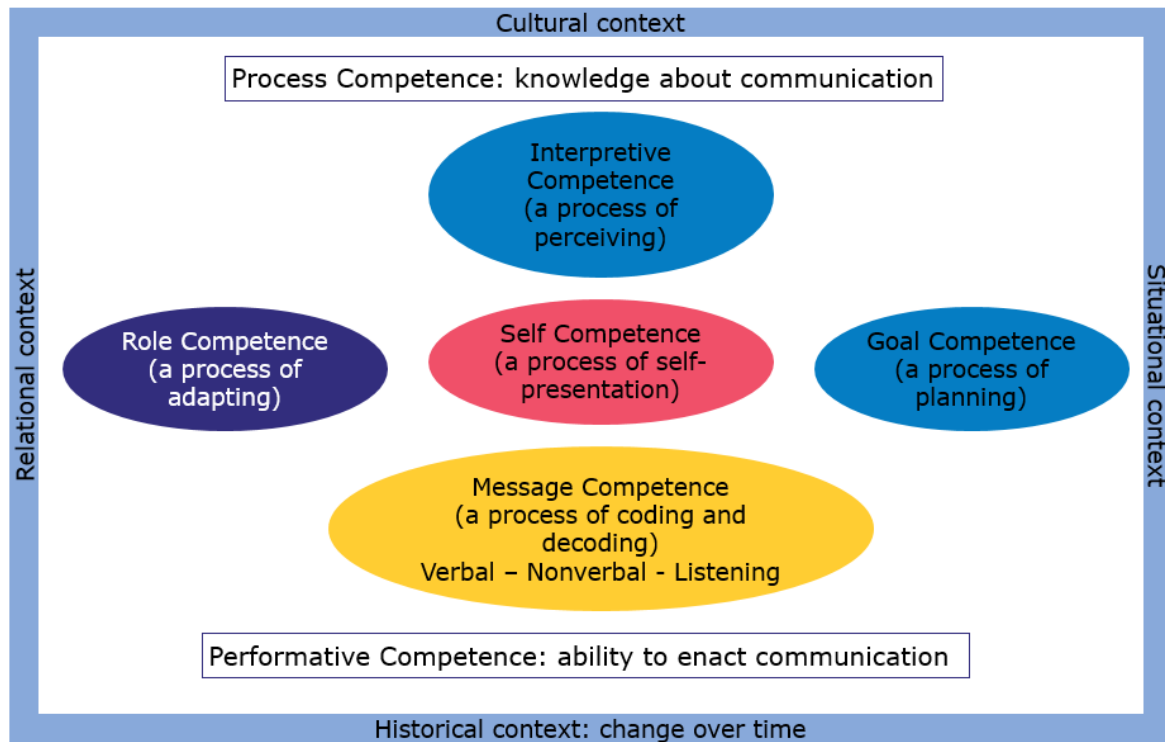


Figure 5. Human interaction is a complex blend of many unrelated processes (adapted from Trenholm & Jensen 2013, 10)

First of five important competence areas is *interpretive competence* which is needed to assign and deliver meanings to the surrounding environment. Interpretation helps people to scale situations and affects an attitude towards them. Second is *role competence* that helps leader to take different social roles and act appropriately in each of them. Third is *self-competence* which means a leader can present him/herself with valued image to others. Fourth is *goal competence* where a leader can set strategic goals for his/hers communication. Goal setting includes ability to identify probable consequences. Fifth is *message competence*, which leader needs to form easily understandable and easy to attend to messages for different audiences. Messages can be verbal, non-verbal or auditive. All five competencies are in connection to each other, therefore all of them are very important competencies in leaders' tool box. (Trenholm & Jensen 2013, 10-13.)

Presented competencies are individual and personal. However leader needs a comprehensive understanding of context in which his/hers communication activities happen. Trenholm & Jensen have identified *cultural, historical, technological and relational context*. They emphasize culture the most important context. It means a leader needs to understand values, beliefs and customs that bind people together. Culture is a powerful factor that needs to be taken carefully into account when communication practices are determined. Culture changes in time, it is a dynamic whole-

ness. Historical context is valuable knowledge, it helps a leader to understand reasons behind attitudes, ways of working and used words. Understanding history gives possibility to adapt leadership communication to be more culture fit and avoid unnecessary conflicts. Each time new technologies arise and gives new possibilities to communicate, people must adapt and find way to use technology for their own best benefit. Technological change challenges leaders, as none is rarely a guru in all communication tools. Tools can either challenge the interpersonal communication or enhance it. It is up to a leader how fast and professional he/she wants or needs to be with new technology when aim is to produce effective and competent communication. Nature of communication is relational. People who have relations with each other form cultures together. Different groups have their own norms, beliefs and shared values. It is crucial to a leader to be able to observe and understand relational context in various groups of people. (Trenholm & Jensen 2013, 14-18.)

Leader who understands all four contexts and has capabilities to communicate effectively and with impact can further improve by learning how to see communication as a process. By this Trenholm & Jensen mean, that a person can better be aware what is going on when he/she communicates and what kind of impacts or results one's own actions cause in the audience or the surrounding environment. Not only the content is relevant, but also the form of communication need more adjusting and concentration. It is important that a leader finds a balance between analyzing and performing. Even the knowledge is important, a leader must be capable of turning it into action. Practicing leads into improvement. (Trenholm & Jensen 2013, 18-19.)

2.1.2 Leadership communication culture

Interpersonal communication is always personal. How does an organisation benefit from good leadership communication skills that are in the possession of individuals? Organisation cultures are also defined and ways of working are decided to be such that support for wanted culture exists. In leadership communication it is also possible to agree processes, practices, tone of voice and common activities that take the work community towards decided direction. It is possible to influence into vocabulary the organisation uses. It is possible to share stories and narratives as an organisation. Human brains are built to seek and to create connections between existing knowledge and new information. In this leadership communication could have a role as a storyteller. This of course takes time and need a lot of open conversations and willingness to participate and learn. (Trenholm & Jensen 2013, 302-305.)

Also Juholin marks the importance of culture fit practices.

Table 1. Comparison of work community and employee communication paradigms (adapted from Juholin 2009, 59)

Work community	Communication	Abducent	Convergent
Distancing		Hierarchical organisation Monologic communication	Hierarchical organisation Dialogic communication
Energising		Participatory work community Monologic communication	Participatory work community Dialogic communication

Comparison helps to view communication beliefs and different types of work communities side by side. Distancing organisation is typically hierarchical and leader centric. Communication is monologist, the one with power and status speaks and work community is listening. Communication is keeping issues and people distant from each other, shared understanding doesn't form. Leader centric model was functioning when one person knew what others needed to do and he/she could tell that. Energizing work community produces both community and individual energy. People find their work has purpose and they are able to develop. Dialogue creates possibilities to participate and information flows. Problems arise if work community philosophy and communication style are in conflict i.e. management expects more dialogue and independency but work community is expecting someone to tell things. (Juholin 2009, 59-61.)

Keywords for modern employee communication are interaction and mutuality, appreciation. In addition communication is part of every person's daily work in work community. (Juholin 2009, 61.) This definition sets various expectations to leadership communication and to leaders who execute it.

Juholin states that relevant information and ownership of communication belongs to anyone in work community. Information flows don't follow hierarchies or status in expert organisations. Employees are equal to offer information and to start and participate to dialogue within the organisation. From this fundamental thought Juholin suggests 6+1 elements to be the backbone of internal dialogue and sense of community. (Juholin 2009, 62-63.)

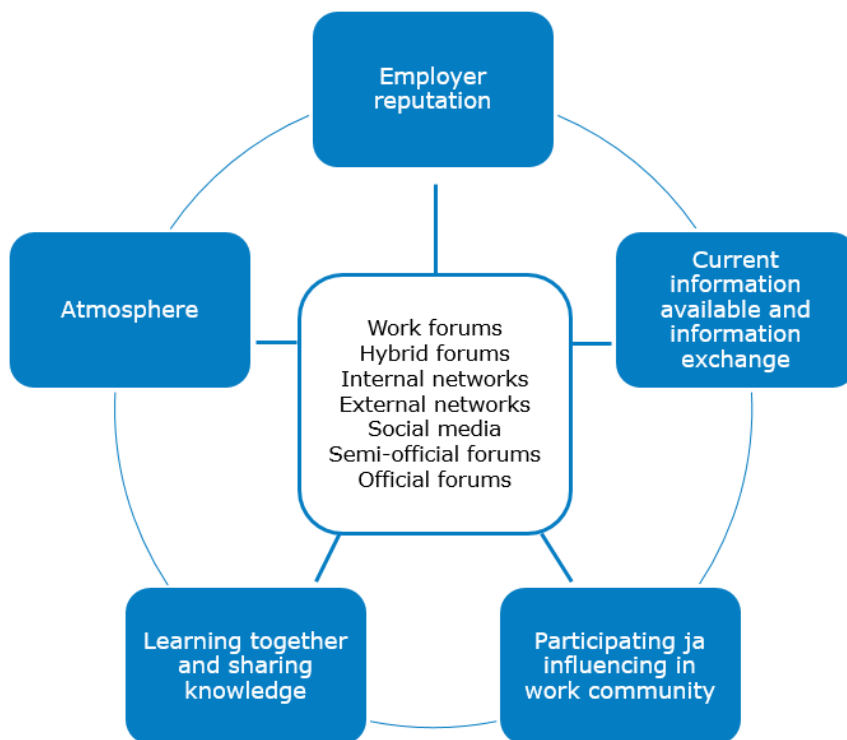


Figure 6. New agenda of employee communication (adapted from Juholin 2009, 64)

New agenda in employee communication includes the following elements. **Strategic and main topics are visible in work community.** There is continued dialogue that aims to better understanding. Even if people don't agree, different views and opinions are approved and valued. **Current information is easily available to all** who need it and benefit it in their work. Everyone feels ownership of the role and takes responsible to produce, refine and exchange information. **Atmosphere** is relaxed and informal. People dare to speak, present opinions and share experiences, ask questions and question the status quo. Everyone has possibility to **participate and influence in work community.** **Learning together and sharing knowledge** supports individuals and organisation to succeed and improve. This is enabled with easy-going communication and constant feedback. **Employer reputation** is born and maintained with all communication. Members of work community build reputation and reflect it to operational environment where ever they are, with every communication activity. Organisations reputation also affects into individuals professional image. Activities and communication happens in **various forums.** Forums are arenas for information flow and dialogue. Forums connect organisation to networks and operational environment. (Juholin 2009, 62-63.)

New agenda of employee communication points out that communication in work communities is more practices and part of everyday life in every task and process organisations have. Practices

form and change in human interaction and process development. That is why communication can't be considered to be separate function anymore. (Juholin 2009, 64.)

I think it is relevant to understand that most of the leading is nowadays leading change. The amount of changes versus business as usual needs to be evaluated when framework for leadership communication is defined in organisations. It might be a valid question, is leadership communications mostly change communication? And how does this approach affect to frameworks in leadership communication or to skills that are needed to execute leadership communication?

Table 2. Putting change in perspective: additive versus substitutive changes (Cornelissen 2017, 234)

	Additive change	Substitutive change
Definition	An incremental change at the level of work processes that enhances the productivity and performance of the organisation	A redefinition of the organisation's identity and purpose or a substantial restructuring of the organization
Nature of change	Small-scale	Large-scale
Reason for change	Productivity: specific operational problems or opportunities to change work processes to achieve superior economic performance	Continuity: the need for the organization to adapt or re-orient its overall structure and positioning in a particular industry or set of industries to secure its continuity
Term	Short-term and strict time frame with clear starting and end points	Long-term, start point clear but longer time horizon around realizing the change
Focus	Specific parts of the organization including structures, technologies or work processes	Strategic renewal of the entire organization, including its overall identity, structures, technologies and work processes

Leadership challenge	Getting support for changes to work processes that break with routines and conventions	Getting support for a drastic change that challenge the status quo and requires that employees embrace a new or revised identity
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In leadership communication the main purpose is to lead. This requires good understanding of the big picture. Many strategic topics become reality in small decisions and actions. Leaders must understand many perspectives and their relations at the same time to able to communicate timely, with right content and tone. (Juholin 2009, 88.)

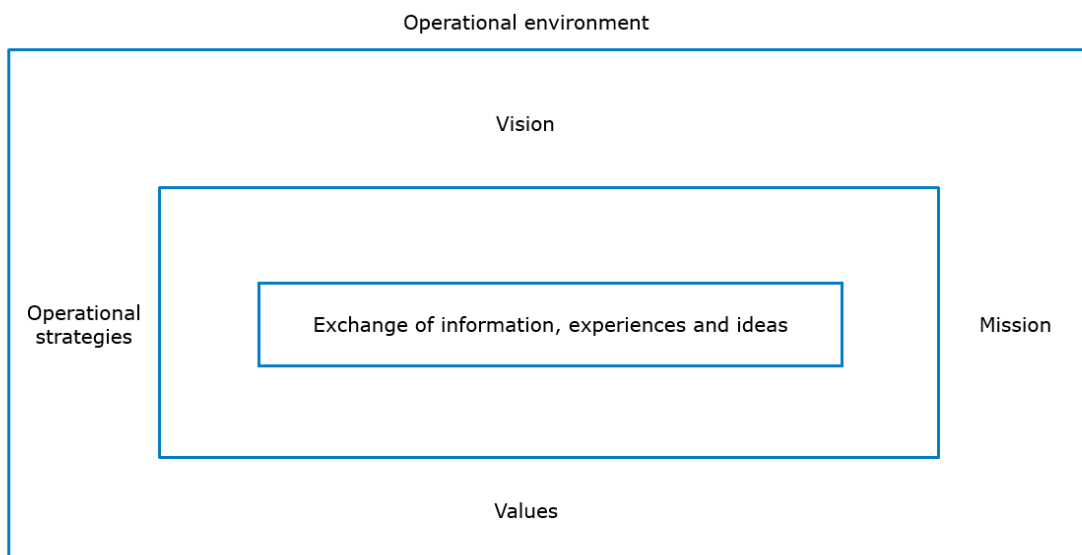


Figure 7. Overlapping of current information and strategic objectives and topics (Adapted from Juholin 2009, 89)

Leaders have more responsibility in sharing and processing information when he/she has information that no one else or only few have. Leader needs ability to understand what visible and silent information means to work community. Leader needs to be able to choose what to communicate and to whom. Leader has the head start and he/she needs to be the first to communicate issues to his/her team. No tool or digital presence can replace leader's direct communication. (Juholin 2009, 92-94.)

Leaders have key role in communicating strategy and strategic objectives. They should both deeply understand strategy and be committed to it. These are very important factors in leader's credibility. Leaders may struggle and feel insecure. This could be avoided with open dialogue

among leaders. Dialogue over topics, activities and personal plans help leaders to write the story that is aligned on organisational level yet fit to each team. (Juholin 2009, 121.) Work community has loads of expectations towards communication about decisions and future plans. It needs to be clear when and at which forums matters are handled and discussed. Employees need to know how to influence in practice. (Juholin 2009, 150.)

Leaders have various frameworks to guide thinking and learning leadership communication. One is Barrett's Communication Strategy Framework.

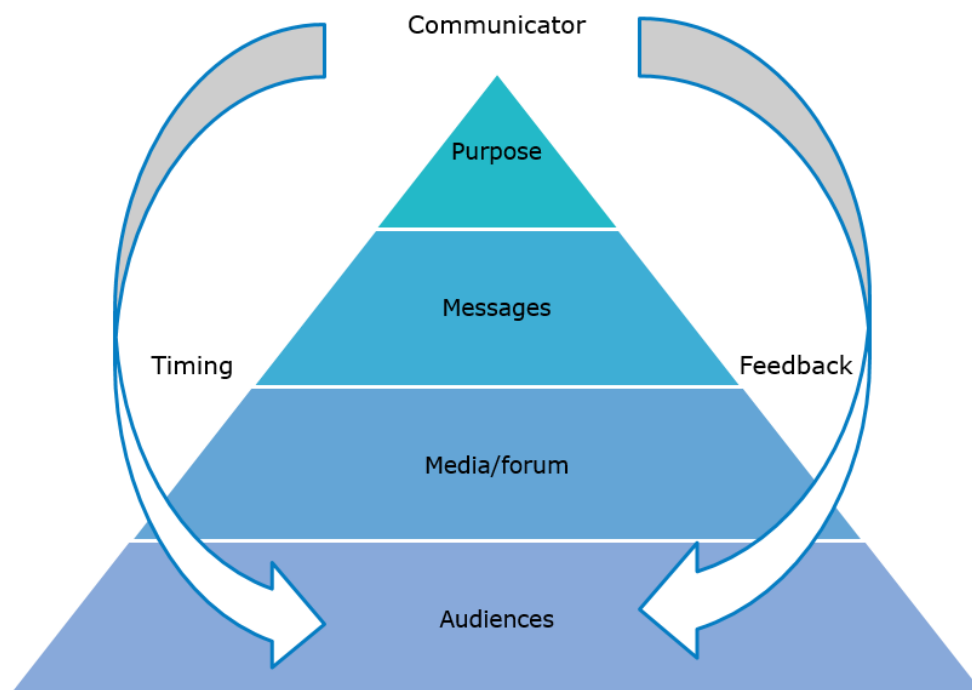


Figure 8. Communication Strategy Framework (adapted from Barrett 2014, 34)

The framework can and should be mastered on organisational level and on individual level. It is important to think and discuss elements carefully, if the objective is to clarify and to lead. Communicator needs to ask themselves various questions and then come up with a plan of actions. Foundation for any communication strategy is to know the **audience**: *Who are the main audience, is there secondary audiences? How does the matter influence them and what interests they have on the matter?* Then think the **purpose** for communication: *What is my goal, what do I want to accomplish with communication? How does my goal support or relate the organisation's strategy?* After clarifying the audience and purpose, leader can better design **messages** that are *clear, acceptable and can lead into action*. When you know to whom, what and main content, it is time to think **how to reach audience**. *What channels, forums or means audience uses?* Leader also needs to think it

he/she is the **best person to communicate** the matter, or *would someone else be better or more natural spokesperson for the topic*. Since there are so many messages competing the attention in work community **timing** and need of **feedback** should also be taken into consideration. *What is the best time to deliver the message, is there something else related that needs to be scheduled at the same time and how to make sure message is understood the intended way?* (Barrett 2014, 35-36.)

Leaders are often very busy people. One of the most important resources to succeed in leadership communication and to develop in it is time. That is no different than in expert work.

It is reality that communication is time consuming and usually people haven't reserved time for communication activities. Despite this, experts are expected to communicate about their knowledge and work via various channels for the stakeholders. It is worthy to create tools and methods to make communication activities easier, natural part of the work and useful aspect of every day. (Poutanen & Laaksonen 2019, 158.)

2.2 Lean

Case organisation has chosen to use lean methods in daily management and continuous improving. Organisation has used two books: This is Lean and Lean in leading experts as orientation and learning material for implementing lean. I am using mainly the same sources to study what requirements or benefits lean has from the perspective of leadership communication.

Lean is a strategy that aims to best possible flow efficiency and its main principles are delivering something just on time and visual management. The most important thing in lean is the time spend between recognizing the need and fulfilling the need. In flow efficiency focus is on the unit that is processed in an organisation. In services the unit is usually the customer, whose needs are being satisfied in various ways. Lean relies that flow efficiency is guaranteed by processes. Activities that are done to benefit the unit are divided in two categories, those that are value-added to unit and those that are non-value-added to unit. Non-value-added activities are being called wasteful activities in lean terms. Processes should be designed from the unit point-of-view. Unit can be people, information or material. It is common that organisations prefer to design process from their functions point-of-view. (Modig & Åhlström 2019, 5-19.)

In leadership communication the unit could be either information or people. If the main purpose is to keep clear focus and support people to better self-guidance, the primary unit should be information. If the main purpose is to create outstanding employee experience the unit should be the employee.

Backbone of flow efficiency comes from two dimensions, value and need. Activities that refine or help the unit forward are value-added activities. If the unit is waiting or nothing at all is happening to it, activity is wasteful. The need defines the value and value should always be looked from the customer's point-of-view. Customer has direct and indirect needs. Direct need is often about some concrete result and indirect needs often have impact on the customer experience (Modig & Åhlström 2019, 23-25.)

In leadership communication the customer is employee. This could mean for example information that is invisible to many or waiting to be told. Leading is rarely getting better by waiting so the waiting time is often waste. If the unit would be employee, waiting time would also be waste, since the employee doesn't benefit the information.

Also the density is important in flow efficiency. This means that value should be created often and the most activities during the total throughput time of the process should be value-added. Process should help to visualize which parts of it are non-value-added so that they can be eliminated from the process. (Modig & Åhlström 2019, 27-28.)

There are three essential laws in lean and processes that are useful to understand. *Little law* shows, that total throughput time grows if the amount of units grows. The *law of bottlenecks* shows the possible stops in process that may occur and cause waiting lines. Bottlenecks slow the process in two spots, first by causing waiting lines before the process spot and second the functions that come after the bottleneck have to wait for unit to proceed. The law of the effect of variation on process reminds that variation of flow units, resources available or external factors has effect on how flow efficiency can actualize. (Modig & Åhlström 2019, 36-40.)

If organisation focuses only on resource effectiveness instead of flow efficiency, there are some common reasons why effectiveness doesn't improve. *Long total throughput times* cause problems to customers and employees. When primary need isn't satisfied secondary needs appear. Organisation resources are needed to both the primary and secondary needs. Waiting time generates unnecessary work and questions to answer. When working time goes to non-value-added activities they can't focus on more important things and organisation misses opportunities. Flow efficiency decreases also if there are *too many flow units*. For example in communication, if there are too many emails in inbox, you need do extra work to get all those read, answered and understand all received information. Hustle can also lead to a need of restart. When there is too much to be done, some things postpone or get forgotten. Human brain can remember 5-9 issues at the same time, after that we start to make mistakes and to forget. Restart requires again new resources and new needs. It also has significant effect to experience. Restart often cause quality problems, frustration

and mental fatiguing. Figure below describes the unwanted chain reaction. (Modig & Åhlström 2019, 48-55.)

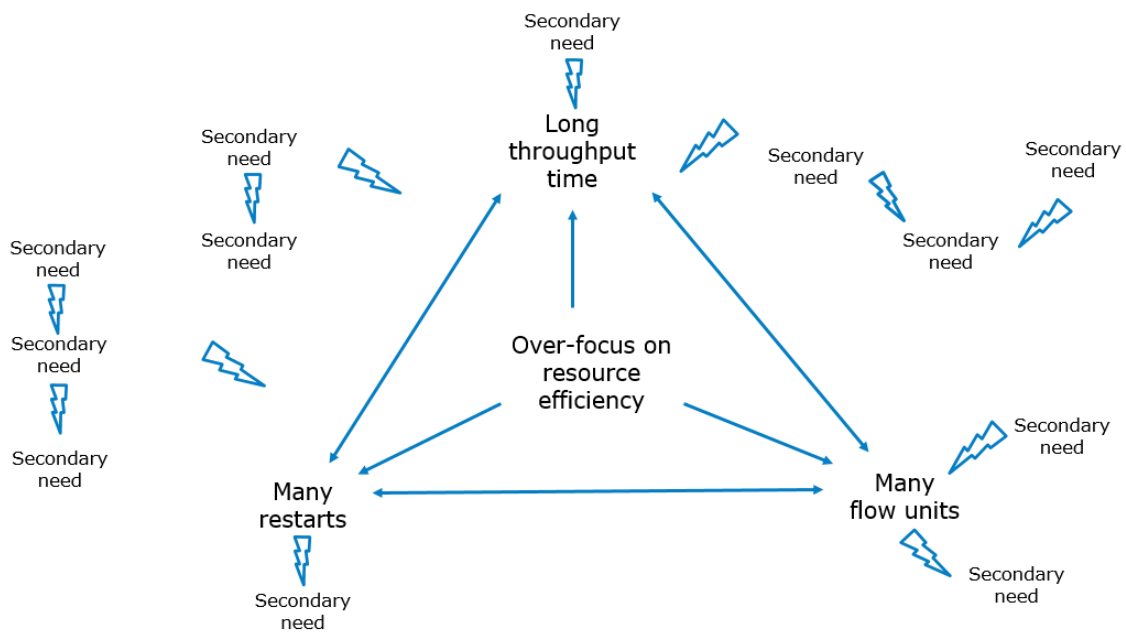


Figure 9. Secondary need generate superfluous work (Adapted from Modig & Åhlström 2019, 59)

In leadership communication this means that practices should focus on maintaining the focus and to avoid too much and interconnected information. It is important to look at larger entities and tight them into one strategy story.

Toyota is worldwide known for company's lean success. Research has found 4 principles of lean they have been applying: *team work, communication, good use on resources and reducing waste and continuous improving*. (Modig & Åhlström 2019, 79.)

These all are principles that guide the work and daily management in the case organisation too. They must be applied also in the development of leadership communication. Principles are well-matched with the theories studied in this Thesis.

Cornelissen defines communication climate in very similar than lean principles do. Communication climate is how easy information flows between people and organizational structures in organisation and it's informal and formal networks and arenas. (Cornelissen 2019, 275.)

Leans central idea and goal, the flow, means that work proceeds as well as it can. In lean the most important task for a manager is to organize learning. Everyone needs to learn every day. Leaders' role is to teach analytical thinking and to coach. (Torkkola 2018, 23-32.)

Lean emphasizes visual communication. It is seen effective. The aim is to create a situation picture for the team. Situation picture accelerates and eases co-operation. For the flow it is essential to get relevant information with a glance. (Torkkola 2018, 47-49.)

In lean the key entity is often a team. In organisational level it is important to lead the system and avoid teams to become competing, too independent and selfish units. Teams' success is depending on others. The more teams have dependency on other teams the more they need co-operation, communication and leading the wholeness. Leaders' mission is to assure that interaction between teams is aiming on shared target. Torkkola urges leaders to ask themselves how much time they use to make sure organisation is interacting enough. (Torkkola 2018, 96.)

Storyboard is one concrete tool to visualize and create shared storyline. Storyboard is useful especially when a team is preparing a story from key messages or a presentation. Everyone involved can see how logical the story is, what elements are included, what are missing, how things are illustrated. Storyboard helps to imagine how the outcome looks and to evaluate how it will suit for the audience. Visualization is valuable in complex topics and it brings people together already at the planning stage. (Barrett 2014, 45.) It also fits for lean that the same outcome can be used in planning, executing and getting feedback.

Case organisations leadership communication needs to be align with lean principles. Lean enhances continuous improvement. This also supports the idea, that leadership communication adapts more into change communication. Value of the leadership communication is information flow, transparency in organization, equality of the employees. One risk if we are thinking that information flow can be automated. Or we think time should be saved from the face-to-face meetings or possibilities to bring people together.

2.3 Coaching leadership

Case organisation has chosen coaching leadership into its leadership style. Organisation has used Ria Parppei's book as orientation and learning material for implementing coaching leadership. I am using mainly the same source to study what requirements or benefits the coaching leadership has from the perspective of leadership communication. In her research Parppei has focused on how coaching enhances the execution process and performance. She has invented a tool that measures individual or group readiness and skills in performing.

Parppei states that volition is the most significant factor that makes a person to achieve goals. Motivation is enthusiasm and strong aims, but it isn't very stable state of mind. Plans don't become

reality only by motivation. Volition is needed to get results and achieving goals. Organisational execution capability leans on the capabilities of individuals, coaching interactions, processes and organisations structures. (Parppei 2018, 16-17.)

These are the same features the research of leadership communication emphasized. Also the argumentation behind the purpose of leadership communication and importance of volition seems to be quite similar.

People with volition can observe and analyze their own working and make instant adjustments and improvements to their own execution process. They have clear focus, feeling of control and they know how to work effective and achieve wanted objectives. Therefore they have less stress and their well-being at work is better. In changes this is even more important. Even people can't control the change, they have the skills to control their own behavior is the change. (Parppei 2018, 20-21.) Coaching leadership encourages to continuous improvement, just like lean philosophy. These two are very well aligned methods.

Parppei encourages to focus on individuals, since all development starts from that level. How well organisation level succeeds is dependent on how well individuals perform. It is important that individual have the courage and belief in achieving goals and how persistent they are aiming towards goals. Most common goal-orientation ways are overcoming-oriented and learning-oriented and they drive people in very different point-of-views to achieve things. Newer perspective is performance-oriented which has connection to volition. There person is driven by need of achieving and the meaningful objective. Leaders should know his/her own team and what is people's main driver and know how to use that information in coaching for team members. (Parppei 2018, 49-55.)

Like many modern leadership styles also coaching leadership highlight interaction as a fuel of performing and guiding it. Interaction and relationship between leader and team member may have several forms. Coaching interaction has goals and it is a systematic leading tool which aims to achieving the goal and supporting personal development. Everything starts from the need and situation of the team member. Coaching dialogue helps a person self to analyze, create solutions and to do decisions. This increases personal responsibility and the level of self-organizing. (Parppei 2018, 78-79.)

The purpose of the coaching dialogue is the information flow and feedback from the team member to leader. It supports the team members own thinking and actions. It aims to learn independent thinking instead of just receiving the information. Self-thinking is important for team member, who can as result of coaching leadership better clarify own goals, seek answers, create solutions and act independent and spontaneous towards goals. Team members' commitment becomes stronger

and the responsibility is carried near the work. (Parppei 2018, 80.) This is also one of lean philosophy's features.

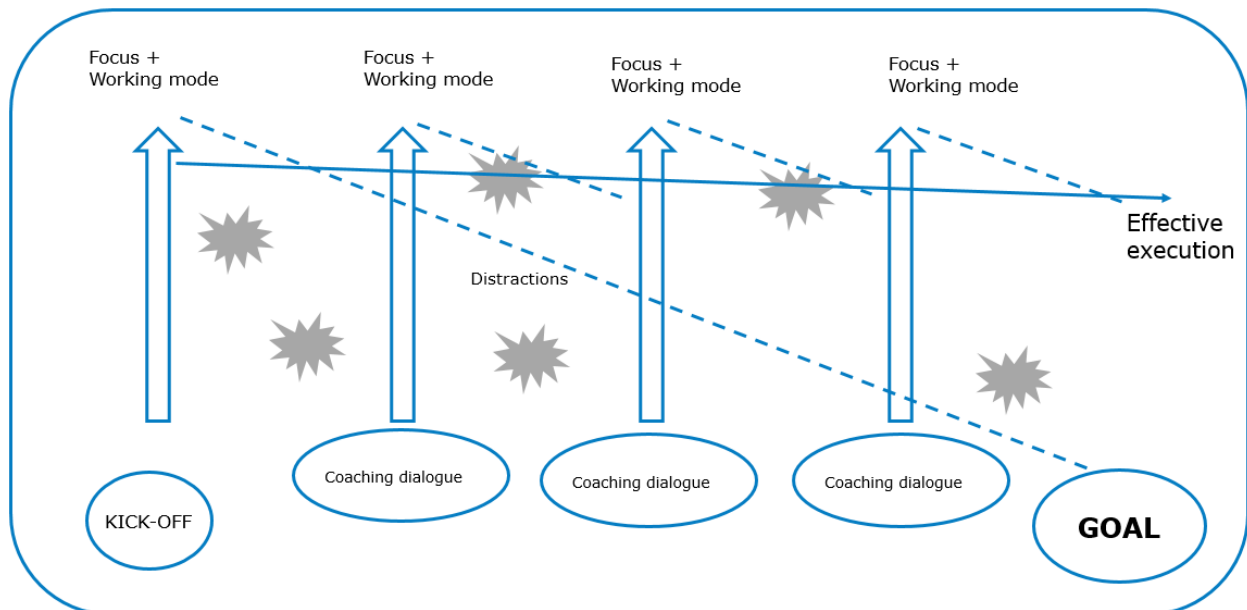


Figure 10. Coaching dialogue maintains focus and working mode (adapted from Parppei 2018, 82)

Regular coaching dialogue helps to maintain focus and working mode. In every day a lot of distractions happen and it is sometimes difficult to keep focus on the goal and stay in a good working mode. The longer the time period between coaching discussions is, the more there has been distraction. Therefore it is recommended to have discussions regularly and with quite short interval. Coaching dialogue can be thought as an engine of effective execution at work. It is important to have balance in coaching discussions. For organisation it is important that achieving objectives is timely and for employee the support for personal development gives valuable feedback and impacts in well-being. Dialogue skills for leader are asking open questions, listening, giving and receiving feedback and giving and receiving foresight. (Parppei 2018, 82-85.)

One example of coaching leadership tools is GROW dialogue. It means that the structure of dialogue is formed from setting a goal (G), assessing the current reality (R), analyses and decision of different options to proceed (O) and a wrap up and how to go forward (W). (Parppei 2018, 92-97.)

In case organisation daily management is created on the bases of lean philosophy. There are daily status meetings and regular one-to-one discussion between a leader and each team member. It would be natural to use these also for coaching dialogue. When case organisations leaders were

oriented and trained to lean and coaching leadership, they also were trained to use different interaction methods, also the mentioned GROW conversation model. This means that at least in theory they should have needed skills for coaching dialogue.

Parpei has created a Volition Booster® model to describe how the skill of execution can be learned for everyone.

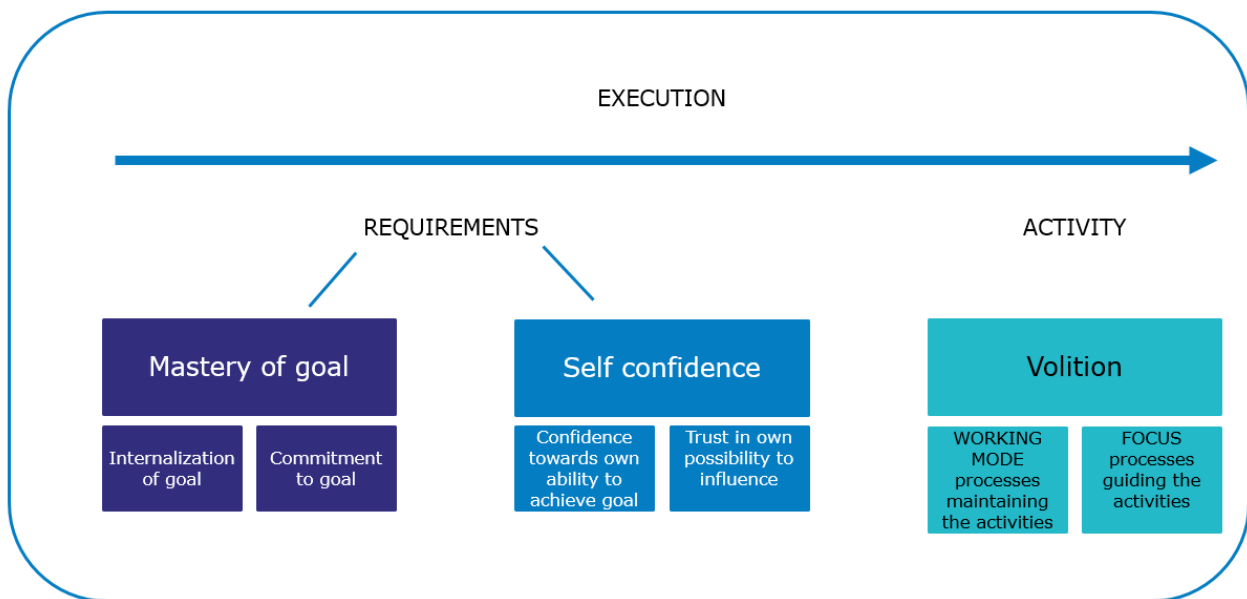


Figure 11. Volition Booster® model of execution (Adapted from Parpei 2018, 106)

If an organisation applies model in its work, it can provide required support for leaders and team members. In time both organisational structures, controls and capabilities develop into working system that supports more effective execution. Model consists of three sectors. Mastery of goal and self-confidence are required for individuals' ability to improve his/her execution skills, volition. (Parpei 2018, 105-107.)

For leadership communication model sets expectations for very solid, thorough and continuous communication about organisations strategy and goals. People really need to understand the goal and how their own work is related to goal. If the goal isn't clear and meaningful enough, there can be a lack of commitment. Communication about the goals are usually done both in organisational and in team levels. Responsibility of succeeding in communication about goals is very much on leaders' shoulders. Do they know their audience, can they tell aligned story and persuade their teams to commit to goals and act to achieve them.

Internalization of goal requires that employees know the big picture of the organisations strategy and goals. It is often presented from top to down, but it would be important to show goals also from

horizontal perspective: what are different functions in organisation doing and why. This understanding also encourages co-operation and prevents silos in organisations. (Parppei 2018, 126-128.)

No model or plan as is will help organisations to improve their execution. Maintaining the focus needs a plan, but it is as important to move forward as planned. Discipline to follow the plan for a longer time is needed to create processes and practices that fit naturally into every day leading, into ways of working and organisation culture is evolved. (Parppei 2018, 165.) Idea of processes and shared standards is aligned to lean method.

2.4 Summary

In this chapter I will summarize the definitions and principles the options for the development of leadership communication in case organisation are based on.

When I researched leadership communication theories, lean and coaching leadership I found issues that are common in all three. They all emphasize the **shared big picture**. It help the dialogue of wholeness, objectives and achieving. They all recommended **visual and targeted communication** so that all people in organisation can feel they belong to the story. They all raised up the **importance of dialogue**. Dialogue was seen a source of community, improved achieving and feedback. They all pointed that **goal should be in objectives, achieving and continuous improving**. They all think that **flow is necessary**, in leadership communication flow of information and feedback. All three aspects are in favour of **standards and processes**. All three recommend **investing in learning**. These were the guidelines I took as principles when I started to plan options. Designing a development process

3 Designing a development process

Approach of this Thesis is constructive research. The aim is to change existing procedures. Theoretical framework is used to create suggestions which will be discussed in co-operation with the people whose daily life planned changes will affect. Thesis aims to solve practical issues and to increase shared understanding of the topic in case organisation. Thesis is conducted with various methods and process includes active dialogue with shareholder group. Development need arise from the case organisation. Different parts of the development process all support and help the progress of development work. (Ojasalo, Moilanen & Ritalahti 2015, 18-19.)

Topic for the Thesis arises from the development need in case organisation. In annual employee survey feedback was that strategy, objectives and strategic themes could be better shared and discussed in the organisation. People experienced that information flow in their own team was on a good level, but information flow between different teams was inadequate. There was need for frequent sharing of information and sense making for strategic topics, objectives and achievements.

Successful constructive research is formed from the combination of substance knowledge, development skills and project method skills. Planning and the progress of process are emphasized. Development work is often described like a project, starting from objectives, explaining working forms, progress of the process and ending into summary of results. Importance of research in development work is presented in organize and critical analysis. New solutions are built on existing theories and practices. (Ojasalo et al. 2015, 20-21.)

In constructive research process creating a new solution requires theoretical justification. Constructive research also bases on new ideas and innovations and therefore it might take relatively long time. Case organisation and the developer need to be committed and persistent in development process. Comprehensive documentation in different phases is very important in constructive research and used methods are well argued. Different solutions are clearly presented, evaluated and choices are explained. (Ojasalo et al. 2015, 67.)

Case organisation follows lean and coaching leadership principles. Lean development has same features than constructive research. Development process was also decided to plan according to same principles. Object is to change current situation and therefore development process follows lean change cycle.

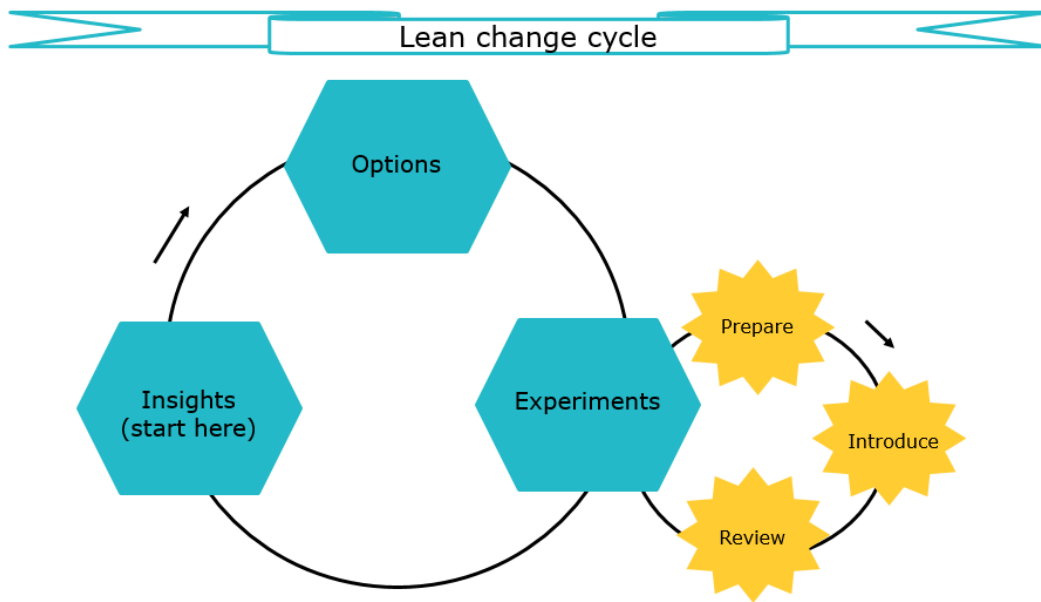


Figure 12. A non-linear, feedback-driven model for managing change (adapted from Little 2014, 28)

Before any change in the organisation can be planned, you need to understand the current situation. There are multiple tools and methods to get **insight**. (Little 2014, 28.) In this Thesis insight is gathered from literature and organisations materials and observations about its current situation. Insight is presented in chapter 4.1 of this Thesis.

After getting enough insights you can start planning the change. You come up with different **options**. Options are being evaluated, they include hypotheses and you assume them to have certain benefits. Criteria can also be impact, cost and value. When you want to introduce the change, you need to present options. (Little 2014, 28.) In this Thesis Options are inspired by theoretical framework and best practices found from literature. Options can be also found from authors previous work experience.

When there is enough insights and you have different options, it is time to make **experiments**. Experiments are the only way to know if the change you planned will work the way you thought it would. Experiments have own sub-cycle. (Little 2014, 29.) The main experiment in this Thesis is the implemented development process.

Experiments sub-cycle has three parts: prepare, introduce and review. In **prepare**-phase you only have your own assumptions about the change. Before you get to implement change, it needs to be validated with the people who are affected by the change. Preparing means that you do light-

weight planning and sense-making to be able to introduce your options. Then you really start to work with the people change has affects and **introduce** the change and options them. After getting feedback you can **review** what the outcomes of the experiment are. Time for the review is after the amount of time you think change needs to be rooted to organisation. (Little 2014, 29.)

Development process of leadership communication this Thesis presents will be prepared and introduced to leaders whose support and tool it would be in the case organisation. Feedback is gathered and some co-design is made in facilitated virtual workshop. Facilitation plan Manuscript of the workshop is Appendix 1 in this Thesis. Also outcomes are presented later on this Thesis. Short term results will be reviewed in this Thesis, but long term results are excluded from this Thesis.

Table 3. Data collection

Method	Objective	Participants
The research literature	To understand what elements are in leadership communication, what lean and coaching leadership demand from leadership communication	Author of the Thesis
Observations about the current state	To analyze current state of case organisations leadership communication	Author of the Thesis
Research material from above and own observations	To suggest new leadership communication practices for case organisation	Author of the Thesis
Workshop	To evaluate suggested leadership communication practices and get feedback for further development To present the needed leadership communication skills	Facilitator: author of the Thesis Participants: leaders of the case organisation
Feedback from the workshop	To analyze how well leaders think suggested practices fit for the organization. To get information how to develop practices before implementing them	Author of the Thesis Feedback collected in a workshop

Evaluations of the skills, made after workshop	As part of the workshop participants self-evaluate their own leadership communication skills	Participants, summary made by author of the Thesis
--	--	--

Development process of this Thesis aims to develop new practices in organizational level and to support individuals' abilities. It was very important to design a process that would give case organisations leaders new knowledge and get their commitment to the wanted change. Insights and options were decided to be presented and discussed in a virtual workshop, because COVID situation didn't allow live meetings at the time.

Theoretical frameworks stated how wide and complex topic leadership communication is. It has features that can be supported by the organisation and its communication professionals. It has features that challenge leaders' personal skills and character. Instead of one workshop I designed a learning path that increases readiness to agree, commit and implement better leadership communication.

Planning also included ensuring resources to implement a plan. Learning path was approved by case organisations CEO and HR Director and it became official training for all supervisor roles. It was considered to be such time consuming work that some of the facilitation work was outsourced. Insights gathered in this Thesis guided the whole process and was benefitted in purchasing consultant work and I also guided the consultant during the learning path execution. All options were suggested on the bases of the theoretical framework of this Thesis and authors own working experience.

One important element in development process was to get leaders to try new things and to set goals for their own leadership communication instantly. In lean and in coaching leadership moving towards goals with next steps, no matter how small, is crucial. That is why personal goal setting was added to development process.

4 Executing the development process

In this chapter I will explain how development process was taken through in case organisation. Development process followed lean change cycle, so each phase is gathered under the three phases of it: insights, options and experiments. Explaining the main experiment is done following the lean change cycle by phases: prepare, introduce and review.

4.1 Insights

Insights was gathered by author of this Thesis.

Context for leadership communication in case organisation

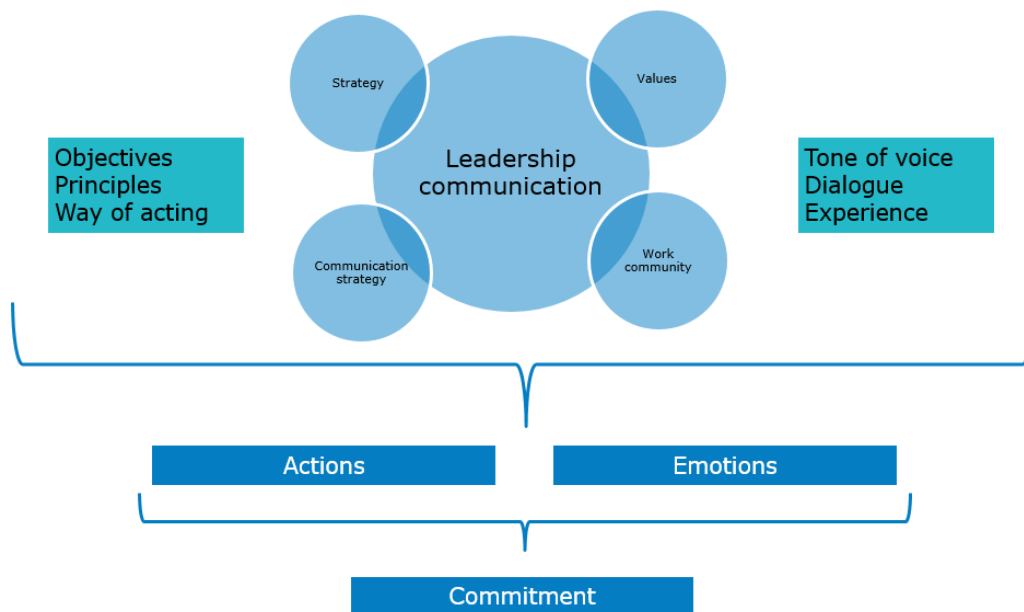


Figure 13. Leadership communication framework in case organisation.

To make relations between different elements that have influence on leadership communication I visualized them into one picture. Visual view helps to understand that case organisation actually has a lot of components of efficient and modern leadership communication. They just haven't been discussed as one system. The left side of image can better be supported and most of the content in leading comes from objectives. The right side could be supported via setting common principles and standards, but execution is very much dependent of leaders' personal skills and commitment. In new practices it is necessary to assure, that management team and middle managers alignment is created before approaching the whole organisation.

Many theories and research of leadership communication, lean philosophy and case organisations chosen leadership style (coaching leadership) all emphasize the importance of interactions, open dialogue in organisation. Dialogue is the key for sense-making, commitment and feedback. However, in organisations it is difficult to find enough time for dialogue. Structures and decision-making system might not support information flow and conversations between people. This prevents cultures evolving if organisations can't renew their current ways of communicating and working. Especially middle management might feel pressure and frustration, how to lead into wanted direction if the used system doesn't allow to use new tools.

What part of leadership communication can be modelled or supported by centralized activities?

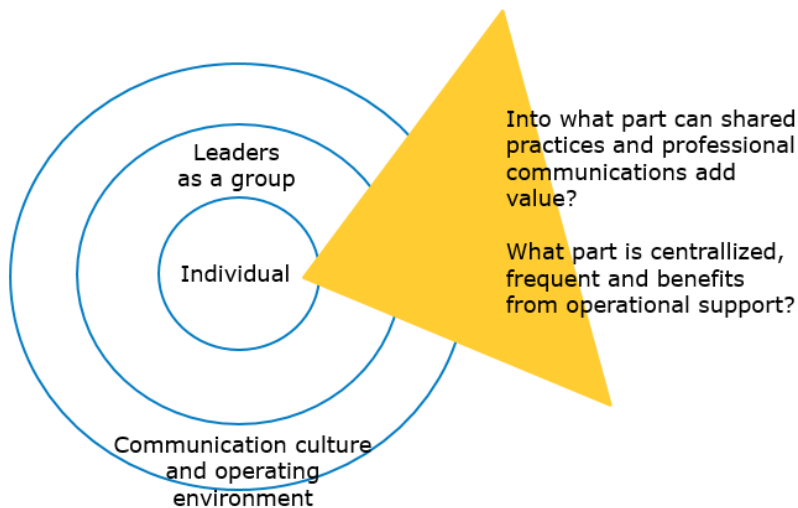


Figure 14. Thinking circle of the leadership communications support, version 1

What part of leadership communication can be modelled or supported by centralized activities?

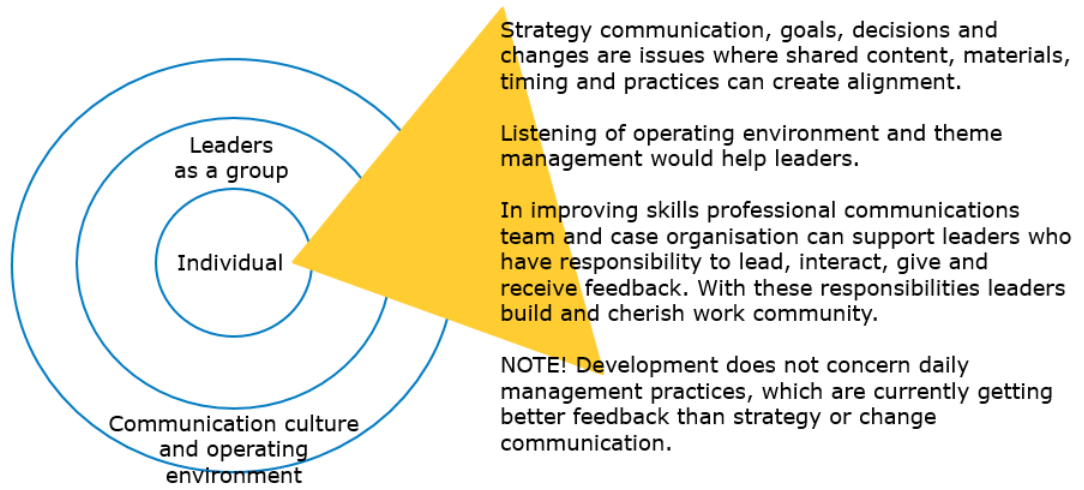


Figure 15. Thinking circle of the leadership communications support, version 2

On the bases of insights the learning path was planned and executed. Practices that were validated together with leaders were suggested and justified by insights. Validation was one part of the learning path. Learning path consisted of preliminary tasks, three virtual workshops and reflection groups. Virtual learning and facilitation platform was Howspace tool and workshops were organized in Teams which had more advanced group functions than Howspace. Facilitated learning path was designed to take place from November 2021 to February 2022. Working language was Finnish. Images that are demonstrating working in Howspace are also in Finnish and names of the case organisation and participants are hidden under white color boxes.

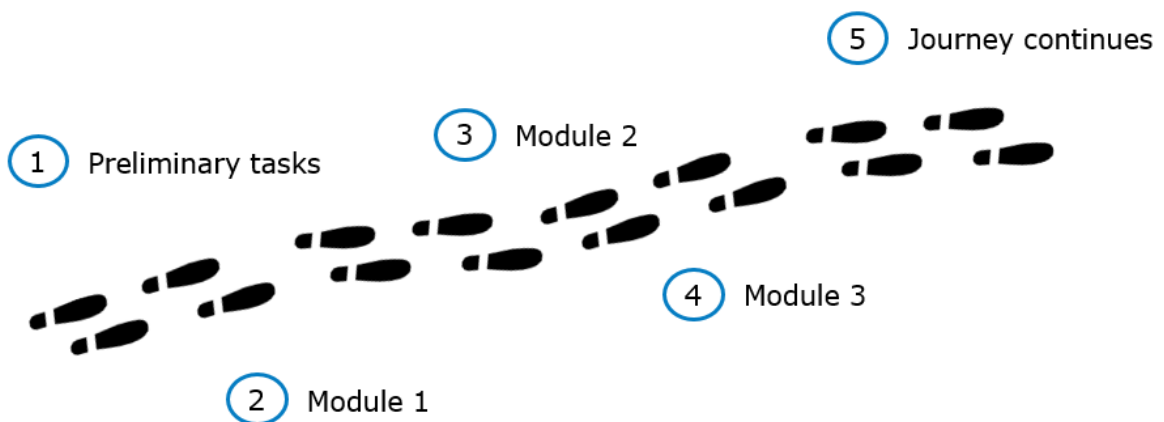


Figure 16. Learning path for case organisation

Preliminary task and Module 1 gave participants the possibility to orientate into leadership communication as a topic, to think their own relation into a topic and what kind of personal motives they could have in improving their own competence. Presenting the theoretical framework and development suggestions in Module 2 summarized insights and gave an overview of options. Feedback of options was also gathered in Module 2 and in reflection time period after it. Module 3 was for giving leaders tools for first personal experiments. Between workshops leaders had some exercises to keep topic on top of their mind and to encourage them into action.

Preliminary task was sent to all participants. It was to set personal goal for their own leadership communication that they wanted to achieve in next 6 months.

First workshop was on 28th of October in 2021. Its headline was "I as a communicator - why leader communicates? In workshop participants explored specially two topics. First they studied how communication is related to their work as leaders. Second they studied what are their strengths and development areas in interaction. One question in workshop was: "How do you think employees of the case organisation experience our leadership communication at the moment?"

Adjectives the leaders used are gathered into a table below.

Table 4. Adjectives about current situation

Adjective	How many mentions in addition	How many likes = agreed	Actions in total
Not yet defined	1	3	5
In the beginning	3	2	6
Varying	5	2	8
Incoherent	3	3	7
Traditional	3	2	6
Participative			1
Careful		1	2
Quiet	3	3	7

Multiple layers	1	1	3
Dialogical	1		2
Shattered			1
Fact-oriented		2	3
Correct		2	3
Formal		2	3

Adjective list shows that leaders didn't have very positive opinion how leadership communication was succeeding. Most mentioned adjectives were: in the beginning, varying, incoherent, traditional and quiet. Participants commented that result isn't aligned how they see case organisations current culture in overall. In the dialogue leaders recognized the need for improvement and they all were willing to improve both ways of acting and their personal communication skills.

4.2 Options

Second workshop was on 11th of November 2021. It was the workshop where the theoretical framework and development options based on it were presented and evaluated. For this Thesis the second workshop was the most important one. It concentrated to present insights and options. Facilitation plan for the workshop is appendix 1 of this Thesis.

On the first workshop leaders reflected what they thought employees think about case organisations leadership communication. After some thinking time it was good to define what kind of leadership communication leaders would want to do, what would they want employees to experience.

Gathering of adjectives was done via Teams-meetings chat.

Table 5. Adjectives about wanted culture

Adjective	How many mentions in addition	How many likes = agreed	Actions in total

Open	7	9	17
Clear	9	8	18
Up-to-date	1	3	5
Influencing	1	2	4
Invigorating	2	3	6
Aligned	1	3	5
Understandable		2	3
Inspiring	1	1	3
Proactive	2	2	5
Honest	1	2	4
Encountering		1	2
Dialogical			1
Comprehensive			1
Transparent		1	2
Brave		1	2
Logic	1	1	3
Adding value		1	2

Adjective list shows that leaders set a bar for themselves into a high level. On the first workshop they discussed that current situation doesn't in their opinion fit into case organisations culture. Leaders committed together to act on behalf of leadership communication that is open, clear, up-to-date, invigorating, aligned and proactive. Their vision of the future leadership communication in case organisation is aligned with the summary of theoretical framework in this Thesis.

Next I will demonstrate how the workshop on 11th of November 2021 flowed. Figures are in Finnish, but I'll explain under each figure what figure includes.

Tervetuloa johtamisviestinnän valmennukseen toiseen osuuteen! ...

Tänään puhutaan millaista johtamisviestintä [redacted] on ja mietitään millaisella mallilla sitä jatkossa tehdään. Työtilan sisältöä avataan pala kerrallaan. Pidä Teams ja eTerho auki, niitä molempia käytetään.

Mitä johtamisviestintä [redacted] voisi olla? ...

Käydään esitys läpi Teamsissa. Esityksen materiaali tuodaan tähän työtilaan esityksen jälkeen, jotta siihen voi palata ryhmätyössä ja tehdä omalta osaltaan väli tehtävän.

Johtamisviestintä [redacted] -esitysmateriaali ...

11.11.2021
TERHI SAVIKKO | SUSIMINA

Vaikuttava johtamisviestintä

Valmennus, osa 2/3

1 / 31

Pohdi hetki itsekseesi ...

Pohdi ja kirjaa itsellesi ylös mikä mallissa tukisi omaa työtäsi. Kirjaa myös mikä mietityttää tai minkä koet hankalaksi omassa arjessasi mallin käyttämisessä. Ollisitko valmis toimimaan esitetyn mallin mukaisesti? Käytä 10 minuuttia yksilöpohdintaan ja palaa sitten takaisin [redacted]

Yksilöpohdinta 10 minuuttia ...

[redacted]

Tauon paikka ...

Nouse koneelta, kävele, venyttele, haukkaa happea. Palaa sitten eTerhoon.

Tule ensin yhteiseen Teamsiin

Figure 17. Virtual workshop, image 1 (case organisations Howspace platform, 2022)

After setting together the goal how leaders would like employees to experience their leadership communication it was time to move on the main topic. On the bases of theoretical framework author presented options for case organisations leadership communication. Presentation material used in Module 2 workshop is as appendix of this Thesis. Content of the theoretical framework and insights are explained earlier in this Thesis.

Some options would improve organizational leadership communication capability, some would create sustainability and new ways of acting, and some would support leaders learning and practices

in leadership communication. Since this Thesis is a constructive research effects of different options to the current situation are explained after description of each option.

Options for organizational level are gathered into one figure. Options were also presented in workshop via same figure.

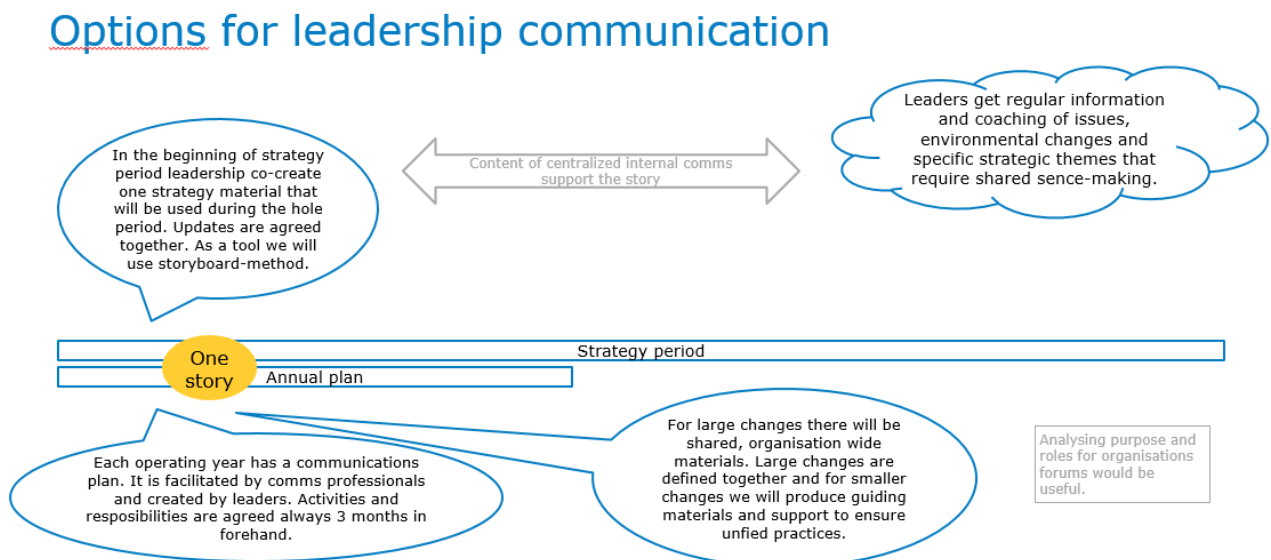


Figure 18. Options for leadership communication

Options for new practices aim all to create one shared big picture and focus on achieving goals that case organisation, teams and individuals have. Leadership communication theories, lean and coaching leadership all emphasize the importance of visual and shared big picture and clear objectives.

First option is to co-create strategy story for strategy period. This would be visualized and verbalized together to ensure that it is clear and meaningful story for all in case organisation. This would also follow lean methods as it is visual and transparent way to concrete strategy and planning guidelines for each functions plans during strategy period. Currently case organisation doesn't have this kind of practice and strategy connections are made separately for each plan.

Second option is to ensure all leaders in case organisation have relevant and current information about issues from societal matters, changes in operational environment and potential challenges or expectations towards case organisation. Case organisation has recognized and chosen some strategic topics it wants to follow and it wants to be known in the future. Currently case organisations management team shares some information, but actions aren't systematic and sharing doesn't always include sense making conversation.

Third option is to have a communications plan for each annual plan. It would be planned by leaders and facilitation support would come from communications team. It would cover the whole operational year, but because adjustments always are needed, there would be 2-4 checking points per year. This would ensure that with good leadership communication the focus in the organisation maintains on the right things at the right time. Currently case organisations metrics are followed once a month in employee meeting. It includes 2-4 shared goals and information given is quite limited and it has very little context information. Option would create more transparency and give more visibility to concrete aims and achievements. This would improve commitment and help to understand what is going on in different functions in case organisation. Planning together would also ensure leaders commitment to be a storyteller in his/her role.

Fourth option is that for large changes there will be shared, organisation-wide materials and implementation plan. Large changes would be defined together when annual plan and its communication plan are made. For smaller changes guiding materials and support would be produced with unified instructions. Currently the owner of the change plans change management and change communication as he/she sees the best. This means that there is no standard level on change implementation and the experience can vary very much. This also means that there is no process that would help leaders in change implementation.

In the figure there are also mentioned practices that case organisation already has and that would be in a supporting role for leadership communication also in the future. There are several forums for information flow. If one or more options would be implemented, it would be useful to analyze purpose and roles of each forum and ensure that forums are coherent and value-adding for leaders and employees. Case organisations communication team produces centralized internal communications and content. This work already now supports case organisations strategy and leadership communication. Tighter co-operation would most likely lean content creation processes and transparency would help content planning.

Options for support individual leaders in leadership communication are listed below. Table presents the support option and the change each option would mean in organisation or in leaders work.

Table 6. Support options

Option	How option changes current situation
--------	--------------------------------------

Data bank of materials for leaders	All leaders would have same materials to use which would create alignment in communication, visualization and saves time when material is made once.
Regular dialogue of received feedback, experiences and next actions in monthly meeting	Dialogue over leadership communication would increase and transparency would improve
Regular consulting clinique for leaders, consultants from professional communications team	There would be a better support for leaders
Training for communication channels and choosing between them in different situations	Ensuring all leaders have technical and operational skills to use case organisations communication channels
Set of different ways to gather feedback, encourage dialogue. From this set leaders could choose which to test and find the best for their work. Set could include for example <ul style="list-style-type: none"> • Kemba walks • Theme lunches • Team visits • Communication challenges aiming to better information flow between teams 	Leaders would have various tools to test. Tools would be chosen to support lean methods and coaching leadership. Leadership communication culture would develop into a direction leaders self visioned.
Check point for updating annual communications plan 2-4 times a year together in leaders' monthly meeting. Same meeting could also be used to improve practices or model.	Shared plan would be developed and updated together, like it would be created too.

After presenting summary of insights and options I gathered feedback about the options. I used me-we-us-method. First each participant had some time to do individual thinking and reflection. They were advised to write down thoughts, questions, benefits and doubts about different options. After that they were divided into four groups to discuss their thoughts. Groups were asked to form shared feedback and write it into Howspace. Written feedback was analyzed in a discussion with all participants.

4.2.1 Summary of feedback about options

In this chapter I'll summarize the feedback different options got from the leaders of case organisation. Feedback was given from the benefits, possibilities, support for leaders work, threats, weaknesses and questions participants saw in options.

Mitä hyötyjä, mahdollisuuksia tai tukea omalle työlle...
näette esitetyssä mallissa?

Kirjoittakaa ketkä kuuluivat ryhmäänne ja ryhmänne yhteispohdinnan tulokset.

IV

- Yhteisen mallin olemassa olo lähtökohtaisesti positiivinen asia
- Selkeä vastuulistaus hyvä asia
- Tietopankki tekemisen tueksi tervetullut
- Malli auttaa pääsemään yhteisiin tavoitteisiin

Tykkää Vastaa

LR

- hyvä, että meillä olisi olemassa yhteinen malli -> tukee esihenkilötyötä
- muutoksista viestimiselle yhteinen malli + materiaalit (osa muutoksista voi olla äkillisiäkin)
- viestintä yhdenmukaista ja samanaikaista
- tietopankki on hyvä idea -> materiaalit helposti löydettävissä
- suunnitelmallisuus tukee ajanhallintaa
- mallin avulla päästään viestinnälle asetettuihin toiveisiin ja tavoitteisiin
- nykyisten yhteisten palavereiden tehokkaampi hyödyntäminen yhteisen viestinnän suunnitteluun

Tykkää Vastaa

KK

Mitä uhkia, heikkouksia tai ratkaisua vaativia kysymyksiä...
näette esitetyssä mallissa?

Kirjoittakaa ketkä kuuluivat ryhmäänne ja ryhmänne yhteispohdinnan tulokset.

KK

- aluksi työstä valmistaa
- mallin suorittaminen vs. ajatuksella onnistuminen
- vastuulla paljon, jos johtaja ja esimies -tehtävät samalla
- tunnistaa myös muiden kuin esimiesten rooli viestinnässä - uhka ajan riittävydestä
- liian tiheät tarkistuspisteet vs. mallin joustavuus
- linjan säilyminen strategia, johtamisviestintä, työyhteisöviestintä
- mahdollisuus kytkeä talotasoiseksi toiminnaksi vs. "siiloissa" tapahtuva toiminta - miten saadaan silojen ja koko talon toiminta selkeäksi

Tykkää Vastaa

IV

- Aika: mistä sitä löytyy konkretiaan ja suunnitelmalliseen toteuttamiseen
- Mallin laatiminen on hyvä asia, mutta liian raskas malli turha, jota ei saada jalkautettua tai toteutettua
- Vaikka on olemassa malli, on sen toteuttamisessa silti aina vaihtelua --> yhdeksi ratkaisuksi yhteisesti viestittävästä asioista aina valmis pohja jossa viestittävät asiat, jota esim. esimiehet voivat muokata ja lisätä asiaa omalle tiimille viestittäväksi

Tykkää Vastaa

Figure 19. Virtual workshop, image 2 (case organisations Howspace platform, 2022)

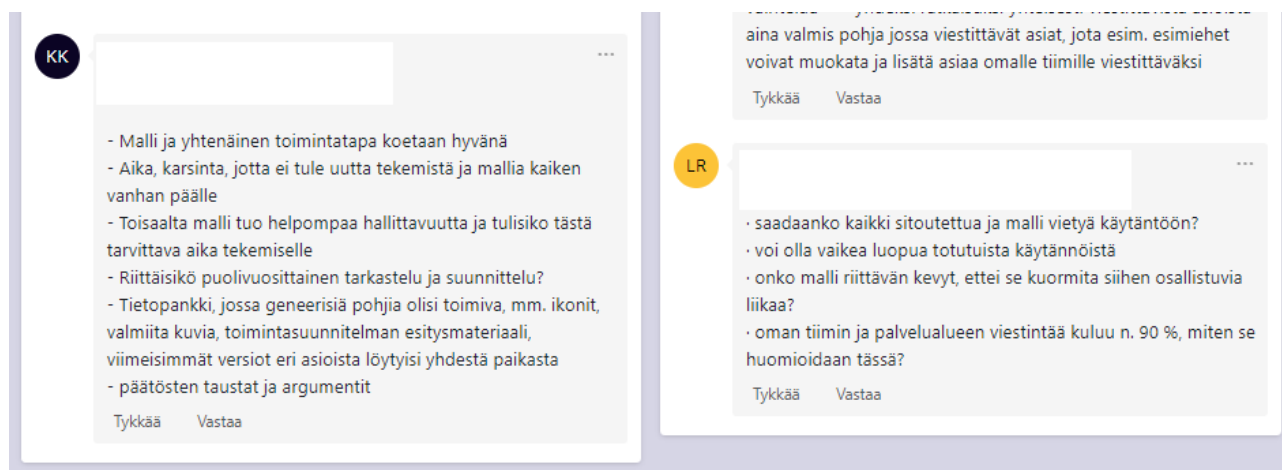


Figure 20. Virtual workshop, image 3 (case organisations Howspace platform, 2022)

There was a lot of feedback groups had written down. Discussion about the feedback was very active. In overall the topic seem to be touching all leaders.

Feedback on the benefits, possibilities and how options were seen to support leaders work was encouraging. Leaders said that having a shared model of leadership communication in per se would be a positive development and they felt it would support their work. They saw it would help them to achieve organisations objectives and also the goals they have in teams. They also thought that shared practices would help them to better meet the expectations towards leadership communication. Leadership communication would become more timely synchronized and aligned. Time used to better planning raised the thought, that time management would become easier. Also the more efficient use of current forums were seen as a time saving element. Clear responsibilities were seen as a good thing. Leaders' feedback was that change communications would become more standard and they warmly welcomed the possibility to have materials as a service. It would help to find always up-to-date information it so called master data would be in a specific place. In feedback were also two added suggestions to concrete tools leaders would value. In addition of presentation materials they would need visual elements such as icons and images into a data bank too. About decisions they would need background information and argumentation behind the decision for their use.

Feedback about threats and weaknesses about the options was as generous. It became very clear that word model that was used when presenting the options was experienced in a negative way. It was considered too heavy and too difficult to implement. Content was seen relevant but leaders thought the wholeness of options could be too large to implement at once. Starting would be work-intensive, checking points could be maybe in every 6 months. They emphasized that nothing new can be implemented on top of everything in a current situation. Yet they did raise up, that options

might also deallocate time. About the roles they noticed, that if leader is both a member of management team and supervisor, he/she has a lot of communication responsibilities according to case organisation responsibility chart.

I will summarize questions about the options in separate. They were what the discussion was mostly about. Leaders thought is the wholeness light enough, so that case organisation could genuinely implement it too. They were thinking how to apply suggestions when most of the content in their current leadership communication is about their own business units and teams. There were question how can we ensure that all leaders are committed to new practices and how hard it is to give up on old practices. There were also questions how the rest of the organisation would adjust to new leadership practices. Leaders are not the only group with communication responsibilities, how to get other roles involved and co-operate. How to ensure that organisations strategy, leadership communication and work community communication in overall are better aligned. New options were seen as possibilities to attach different functions and teams together and stop working in silos. The question was, how to clarify the wholeness and where do the leaders take the time for better planning together.

After the workshop and feedback session in it, there was two more weeks of time to reflect options and give more feedback and ask questions about concerning matters. This time was given to make sure that all participants had the possibility thoroughly think how options would support their leading and leadership communication. No new aspect, question or feedback wasn't delivered to Author during that time.

In workshop leaders also got to suggest what kind of metrics case organisation could use in the future to measure how well leadership communication is performing. The same groups gave their ideas into Howspace platform.

Mistä tiedämme, olemmeko onnistuneet johtamisviestinnässä?

Kirjoittakaa 1-3 ryhmänne ehdotusta johtamisviestinnän mittareiksi. Kirjatkaa jokainen ehdotus omaksi tekstikseen. Käydään ehdotukset läpi yhdessä. Huom! Tulemme käyttämään tykkäystä äänestykseen, joten ethän tee vielä muuta kuin lue :)

Järjestys:

- Eniten tykkäyksiä
- Palaa alkuperäiseen järjestykseen

KK
- henkilöstötyytyväisyys kokonaisuutena ja erityisesti kysymykset: tiedän mitä minulta odotetaan ja minulle on selkeää yhteinen suunta/tavoite, miten strategia toteutuu
Tykkää

IV
Henkilöstökyselyn mittari: viestintä ja osallistuminen
Tykkää

LR
· suunnitelmassa asetettujen tavoitteiden toteutuminen vuoden lopussa
Tykkää

LR
· henkilöstön mielipide viestinnän onnistumisesta esim. kyselytutkimuksilla (kevyt toteutus)
Tykkää

Figure 21. Virtual workshop, image 4 (case organisations Howspace platform, 2022)

Suggestions for the metrics were very close to what case organisation uses currently. Annual employee survey and some specific questions in it. Leaders also thought that achieving organisations objectives would be a good metrics. As new measurement tool there was a suggestion of smaller and lighter surveys about leadership communications more often. This would be reasonable to do with same questions than the annual one. This way case organisation would better see it development work is targeting into right things.

4.3 Experiments

Like stated earlier in this Thesis, the main experiment was to implement leadership development process. Process has been explained in this Thesis document. Outcomes and learnings will be reflected later on this document. In order to follow lean and coaching leadership methods, development process included also elements that support leaders' skills improvement and help them to upgrade their performance in small and concrete steps. I will next explain how learning path continued with this aim.

Planning and executing strategic communication		1	1	1	1			1	1	2	2			1		
Listening			3				1	2	2			1	1		1	
Facilitating dialogue													3			2 1

Results were used in planning the Module 3 in learning path. Third virtual workshop was held on 25th of November 2021. Content was built to deepen three skills:

- planning and executing strategic communication
- formulating clear, interesting and targeted messages (written and oral) and
- Argumentation and sense making to issues and decisions.

These themes were handled in very practical ways and workshop included many practices leaders did individual and together. Assignments were designed to help leaders forward with their personal goal they set in preliminary task.

In Module 2 participants also got to express what kind of learning they would prefer. All had three votes. Options were independent studies, regular bulletins or info's, experiments, public training, tailor-made training, peer-to-peer support in groups, flipped learning and personal communication coach. Participants could also name other learning options, but none suggested other options.

Table 8. Preferred study methods

Learning option	Votes
Independent studies	4
Regular bulletins or infos	7
Experiments	20
Public training	3
Tailor-made training	24
Peer-to-peer support in groups	15
Flipped learning	2

Personal communication coach	23
-------------------------------------	----

Most popular learning methods were tailor-made training, personal communication coach, experiments and peer-to-peer support in groups. I can not judge if the result is reliable. All most popular learning methods were used in leadership communication development process. It can be a lucky coincidence or methods might have an influence on leaders' answers. Result will be used in further development in the case organisation after there has been a validating conversation.

Kartoitus johtamisviestinnän osaamisen kehittämistä

Kiitos paljon osallistumisesta mallin kehittämiseen!
 Nyt siirretään ajatukset jälleen teidän jokaisen henkilökohtaisiin taitoihin. Esihenkilöroolille on määritelty tietyt strategiset osaamiset, joista olen poiminut johtamisviestinnän kannalta olennaiset ja lisännyt mm. teoriakuivissa nähtyjä osaamisia. Kuuntelethan tarkkaan ohjeet ja seuraat mitä nyt tehdään ja missä :)

Are you in?

Täppää itsesi jänalle kohtaan, joka kuvaa parhaiten oletko valmis toimimaan sovitun johtamisviestinnän mallin mukaisesti ja auttamaan kollegoita onnistumaan yhdessä. 10 = olen kympeillä mukana.

Vastaukset ovat ja pysyvät anonyymeina.

Kierros 1 - (14 vastaukset)

Vastaukseni Keskiarvo

Kerro miten valmis olet toimimaan sovitun mallin mukaisesti? 8 8.5

Figure 22. Virtual workshop, image 5 (case organisations Howspace platform, 2022)

At the end of Module 2 there was a survey how committed leaders would be to implement new leadership communication practices. Average result was 8,5 in a scale of 1 to 10. Result is positive and gives a lot of possibilities to continue developing.

5 Outcomes of the development process

This chapter describes the outcomes of the leadership communication development process in case organisation. The main experiment of this Thesis was to implement the development process, therefore outcomes are reported as experiments are processed in lean change management. Experiments viewpoints are prepare, introduce and review.

Prepare-phase included mostly Authors research and working with theoretical framework. It was needed to gather insights and applying theory into current situation and practices in case organisation. The most important outcomes of this work was the definition of context of leadership communication in case organisation and realization what in leadership communication can be supported by the organisation and what are in individuals' responsibility.

In development process the learning path needed a lot of preparing work from the facilitators' side with all content and with practicalities in organizing workshops and assignments that added value into learning and to participants. Outcome was well designed and produced learning path, that was executed like planned and got good feedback from the leaders.

Leaders of case organisation prepared by orientating to the leadership communication topic in pre-assignment and with active participation in Module 1. They all did pre-assignment and participated the workshop and came to the following workshops too. Outcome is that case organisation has leaders who are willing to improve their leadership communication skills and want to have influence on further development of leadership communication practices in case organisation. Commitment level was tested to be good.

Introduce-phase was conducted in Module 2 workshop. With insights material it was easy to have conversation with leaders and argument presented options. Visual materials were appreciated for being clear and showing relations between different elements in very understandable form. Outcome is that case organisation now has tools to visualize current situation and helps the dialogue about leadership communication. The most important outcome of introducing the options was the gathered feedback and agreement to start experimenting options. Decision of which options are the first was done after the development process this Thesis is about. The main objective of this Thesis was to suggest, co-create and agree the first shared practices of the leadership communication in the case organisation. This objective was mainly accomplished, the only part where decisions were made afterwards was the organization level options. Situation after the development process this Thesis is about, the options are chosen and work is continuing towards agreed direction.

Review of the outcomes of the experiments is done from main experience, implementing a development process and shortly of individual experiments. Development process was clearly very functioning way to make a change in case organisation. It's phases prepare, introduce and review were good experience for participants and the facilitator. It was well culture fit and demonstrated the ways of working which case organisation wants to enhance. Outcome is that at least in communication areas this kind of approach is lean, reasonable and effective way to root skills and new practices into case organisation. I believe this approach could be implemented also in other expert organisations. The topic was stated important and got positive reactions in case organisation and among its leaders. All 16 leaders participated and were very active in all workshops.

Development process got good feedback and leaders stated it fitted well in case organisations culture and their everyday work. It was concrete enough and offered ideas and tools they could instantly implement and apply in their own work.

Feedback of the learning path and Module 2 workshop

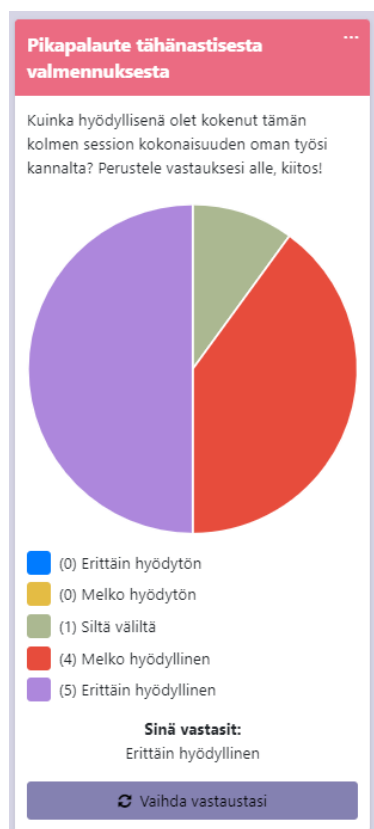


Figure 23. Feedback of the learning path (case organisations Howspace platform, 2022)

According to the given feedback, leaders experienced that the learning path added value for them. Out of 10 answerers, 9 thought it was quite or very useful. They also gave spontaneous feedback after the Module 2 in Teams chat.

Spontaneous feedback given in Teams chat:

- Thank you! Very good conversation.
- Well done Terhi! Very good coaching!
- Thank you! Super good training.
- Great content!
- One of the best trainings ever.

Leaders also chose experiments for themselves. As a preliminary task for the learning path, they set personal goals in improving their leadership communication. In the last workshop, they sharpened their goal and crystallized what they would concretely do next to achieve the goal. In peer-to-peer support groups in February-March 2022, all reflected how they had proceeded in achieving their goals. Most leaders had succeeded in their aims. Best ones set a next goal. Some had found new practices to support their own leadership communication, such as asking feedback in a systematic way and reserving time for planning communication. Leaders felt that small group discussions and reflections would be useful also in the future. Some leaders also told that they have used the Howspace platform and learning path materials to support their own thinking. They wished that virtual working space will remain in their use. Outcome is that leaders showed proactivity and willingness to improve their leadership communication skills. Words and aims became into action.

Pauliina Perttuli from Kaiku Helsinki Oy was working with the Author during the learning path. Her work was based on the theoretical framework that this Thesis defined as insights. Learning path's content and working ways were designed to support the whole development process towards more aligned and culture fit leadership communication in the case organisation. Pauliina gave peer-to-peer feedback of the process and Module 2 workshop which presented options for leadership communication in the case organisation.

"As an external communication coach and consultant, I worked closely with Terhi upon implementing a leadership training and development program directed for the leaders and supervisors of the case organisation. As part of this program, Terhi led and facilitated a workshop that aimed to further develop the leadership communication model for the case organisation. Terhi designed and facilitated the workshop in an effective manner. The workshop consisted of self-reflections, small group discussions, and skillful use of a digital collaboration platform. Participants reflected and analyzed their communication practices and patterns utilizing the framework presented by Terhi. This framework included e.g. theoretical perspectives of leadership communications, role descriptions

and strategic choices of the case organisation. By using this approach, Terhi obtained important input for further development of the leadership communication practices. I found it particularly beneficial that Terhi, as an in-house communication professional, had a broad and systemic understanding of the current state of communication competence of the organization and the key factors affecting leadership communication. ” (Perttuli 2022.)

6 Discussion

In this chapter I will analyze how did this Thesis succeeded to achieve objectives.

The main objective for the Thesis was suggest, co-create and agree the first shared practices of the leadership communication in the case organisation. Main objective was achieved and leaders of the case organisation did agree on new and improved practices. They are implemented one experiment at a time during the year 2022. New practices were agreed both on organisational level and to support individual leaders performance.

First sub-objective was to increase case organisations leaders knowledge and understanding of leadership communication, its context and demands in modern organisations. This outcome was achieved via learning path and peer-to-peer support groups after the workshops. Based on authors observations and organisations feedback there has been positive changes and some very concrete steps the organisation and leaders have taken. The amount of talking about leadership communication and the meaning of communication has increased significantly. There are many signs that show commitment and taking responsibility over leadership communication.

Second sub-objective was to define skills that leaders need in executing the decided leadership communication practices. **Third sub-objective** was to find out how case organisation could best support leaders improvement in leadership communication. These objectives were achieved in learning path's Module 2, where leaders voted over skills and preferred learning methods. Intention was to get information for future purposes and that need was fulfilled.

This Thesis didn't set a goal to improve employee experience of leadership communication. But as one observation from the results of the development process I can say that some metrics in annual employee satisfaction survey indicates that development of leadership communication is going into a right direction. Result is most likely at least in some parts outcome of development process since it is the largest investment to this area between the surveys in years 2021 and 2022.

The time period this Thesis was processed was the right time to re-think what kind of leadership communication case organisation needs, and how it practically will be organized. My professional experience is that the level of leadership communications is very much depending on the individual skills of the managers and the maturity of the organisation.

Shared and up-to-date leadership communications practices will help to achieve case organisations strategic objectives and to strengthen the company culture. This was a unique opportunity to re-design organisations leadership communication, to benchmark and form a learning path for the

future. This also demonstrates how communication professional can facilitate improvement in organisational level and coach colleagues.

Virtual facilitation and learning platform could be used also in the future to enhance development. There are already material leaders want to benefit and they know how to use it. When there will be new experiments or case organisation wants to co-create new options to improve leadership communication, the platform would be natural place to gather information, ideas and to co-operate.

Currently case organisation measures employee satisfaction once a year. It is the only survey where in wide perspective it gets grade and feedback of different aspects of leadership communication. It would be interesting to get more often feedback also in the level of whole organisation. Managing leadership communication better with data could be one area of research in the future.

The hypothesis of the improved leadership practices is, that is has positive effect on current employees experience. In future it would be interesting to study if it has correlation with how willing case organisations employees are to recommend case organisation as employer or does it have other correlations with employer image.

6.1 Trustworthiness of the study

This Thesis was a constructive research that aimed for development. Development process was designed and executed with lean development methods. Insights was gathered from the theories and academic research and suggested practices were justified with theoretical framework. The aim was to solve practical issues, which was done in active dialogue with the main stakeholders in the change. Chosen methods were appropriate for the study and working methods suited well for case organisations culture. Different parts of the study had their own important role when development process was moving forward.

Development process was carefully planned and it was very transparent. It could be executed very well according the plan. Only minor adjustments were made to the original plan. Timing was agreed to fit for leaders timetables and therefore the follow-up conversations took place a bit later than the original suggestion was. All used references and information from the case organisation was used as it was received and all feedback on the way had influence on development work. I evaluate that the trustworthiness of the study is solid and similar process could be implemented to improve leadership communication in other expert organisations too.

6.2 Reflection of own learning

Next I will reflect my own learning during the Thesis process.

Process was planned and implemented in a bizarre time. I started working with the topic already in the spring 2020. There has been many unexpected environmental changes along the way. Largest of them is of course COVID, but also many other larger changes in case organisation and my working role happened along the way. I have learned to tolerate insecurity very well and adjust my plans and actions time after time. My time management skills and patience have improved. This has been necessary for the Thesis process, since it has been also persuasion to something new for the case organisation and its leaders.

It was really valuable to be able to study such a strategic theme thoroughly. I learned that as a communication professional I can have a huge impact in my organisation and I am able to facilitate development in the organizational level and coach my colleagues in different roles with my expertise. There are so many interesting studies and research on communication theories as the line of business evolves all the time. Research gave me confidence and developed my own thinking of my profession and how it could and should change in the future. It was a bit of surprise how interested leaders in case organisation were about theories. It is an expert organisation, maybe which explains the need for more deepen understanding of concepts and theories and relations between different elements.

I really enjoyed combining theories, best practices and my own working experience. This was great opportunity to create something new. It was challenging to design development process from so many perspectives and to be able to cover them all. I am satisfied for the outcomes and also the process. I planned and demonstrated development and at the same time it was important for me that implementation was done with the attitude: walk like you talk.

One really valuable learning was taking advantage of the virtual facilitation and learning platform Howspace. I have facilitated a lot in my working career, but always in live events. It was very different to plan virtual workshop. All transfers and assignments needed to be planned much more detailed and timely. Building everything ready into Howspace and then using all I had created in the portions I wanted was a tough work. I got really good introduction and support on the way from case organisations HR person, also in virtual meetings. I am happy how well my first Howspace facilitation went and I see my new skills as an asset in the future.

Some learnings have been more painful than the others. During the whole Thesis process I had difficulties in keeping Thesis focus where I defined it. I analyzed that it is due to a fact that I work with case organisations communication every day and have very holistic perspective on it. It was

hard to separate in thinking and in explaining the process what is part of the Thesis and what is excluded. After all it all is my work and I need to think them all. I have openly talked about Thesis process at work, with my team and also with my friends. All discussions have taken my learning process forward and helped to focus and make choices.

One choice I made in implementation was, that I don't offer ready thought implementation plan for options I presented. I still don't know was it a right decision. If I would have had ready plan, maybe it would have eased worries of leaders and the speed of improvement would have been faster. I am not sure if the change would have then been genuine and sustainable. I noticed that many thought about the options that case organisation should choose all or nothing. Even the purpose was to pick one or two options which will be experimented first. With the decision I made the conversation was very thorough and it maybe also created more understanding of what actions and resources leadership communication needs. I hope it leads into better decisions and greater commitment to the experiments in the future.

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Appendices

Appendix 1. Facilitation plan for workshop on 11th of November 2021

Facilitation plan for workshop on 11 th of November 2021, duration 3 hours		
Action	Time	Support material
Welcome, agenda, rules and today's goal	8.30	Teams meeting, presentation in PowerPoint
Orientation: describe in one word how you succeeded or what you felt about the exercise between this and previous workshop	8.40	Teams meetings chat
Presenting insights and options (Thesis) - participants making notes during the presentation	8.55	Teams meeting, presentation in PowerPoint, pen and paper
Me-we-us-method - me-part 10 minutes - break 15 minutes - back to hear the group work instructions	9.30	Teams meeting, pen and paper, clock/timer, Teams groups, Howspace platform
	9.40	
	9.55	
Discussion of groups feedback	10.40	Howspace platform, Teams meeting, pen and paper
Voting of metrics	11.25	Howspace platform
Describe with three words how leadership communication is after development	11.35	Teams meetings chat
Voting of individual skills and learning methods	11.50	Teams workspace of leaders, Excel sheet, Howspace platform
Reflection of today's presentation, are you in	12.15	Howspace platform, Teams meeting

Feedback and exercise before next workshop, thank you for participating	12.25	Howspace platform, Teams meeting
End of workshop	12.30	Teams meeting

Appendix 2. Presentation material of the workshop on 11th of November 2021

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Vaikuttava johtamisviestintä

Valmennus, osa 2/3

11.11.2021

Muutama käytännön asia

Avaa [] jo valmiiksi, sillä käytämme sitä työvälineenä Teamsin lisäksi.

Käytetään samoja pelisääntöjä, kuin ensimmäisellä valmennuskerralla:

Muutama pelisääntö

1. Mikrofoni mutella, jos et puhu

2. Sano nimesi, ennen kuin puhut

3. Puheenvuorot ja kysymykset: nosta käsi -toiminnolla tai chattiin

4. 100 % läsnäolo: kerro chatissa, jos joudut poistumaan

5. Virtuaalista kärsivällisyyttä ja vastuuta omasta osallistumisesta

11.11.2021

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Tänään ohjelmassa

Miten välitehtävät menivät?

Johtamisviestintä [] alustuspuheenvuoro

Yksilöpohdinta

Tauko

Ryhmätehtävät

Yhteiskeskustelu

Kartoitus johtamisviestinnän osaamisen kehittämistä

Reflektio, välitehtävät ja lopetus

Tavoitteena tänään sopia yhteisestä johtamisviestinnän mallista, jonka otamme käyttöön

11.11.2021

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[] :
Miten välitehtävät
menivät?

Johtamisviestintä, tiivis teoriaosuus

Muutama määritelmä, mitä johtamisviestintä on?

"The purpose of leadership communication is to **create continuity into organisation**, guide organisation effectively through changes and to lead transparently. Leadership communication should be developed for the following objectives: **to lead, to get people on board and to get feedback.**"

- Cornelissen 2017

"Vasta viestintä **tekee johtamisen näkyväksi**. Johtamisviestinnän puuttuminen huomataan aina. Johtajilta odotetaan mallia siihen, miten kaikkien muidenkin olisi suotavaa viestiä. Johtamisviestintä on yksi näkyvimmistä tavoista **rakentaa organisaation toimintakulttuuria**. Mikään määrä keskitettyä työyhteisöviestintää ei korvaa sitä, että johtajat kertovat asioista avoimesti, luovat vuorovaikutusta eri tasoilla ja vaativat samaa muilta."

- Marjamäki & Vuorio 2021

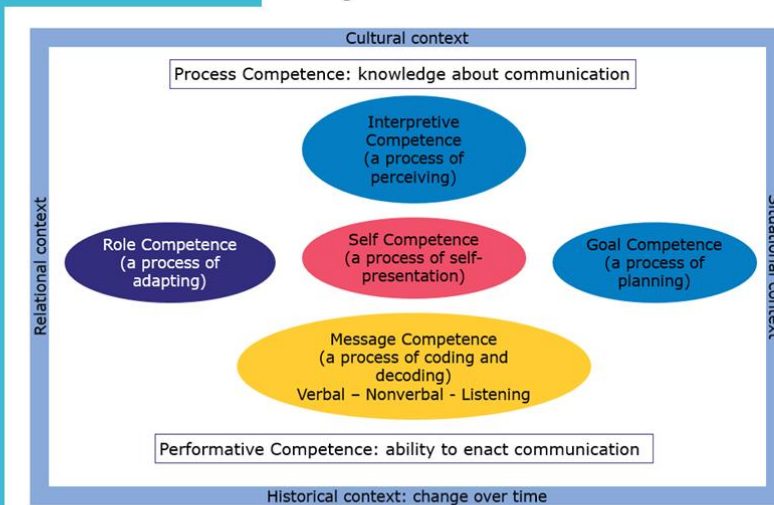
"Leadership communication is the **controlled, purposeful transfer of meaning** by which individuals influence a single person, a group, an organisation, or a community by using the full range of their communication abilities and resources to connect positively with their audiences, overcome interferences, and create and deliver messages that **guide, direct, motivate or inspire others to action.**"

- Barrett 2014

Millä kolmella sanalla haluaisimme, että meidän johtamisviestintää kuvataan?

- kirjoita keskusteluikkunaan Teamsissa

Katsaus muutamiiin johtamisviestinnän teorioihin 1/3



Lähde: Trenholm & Jensen 2013
Communication Competence Model

Katsaus muutamiin johtamisviestinnän teorioihin 2/3

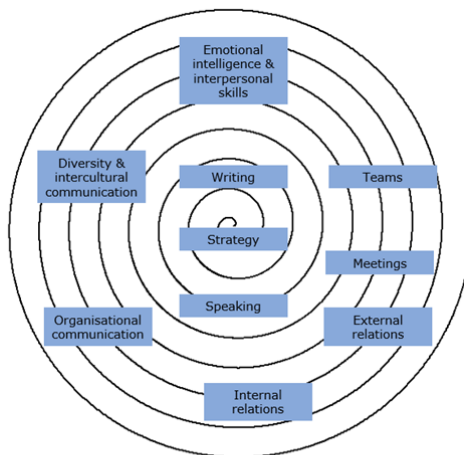


Lähde: Juholin 2009
Viestintäosaamisen osatekijät

11.11.2021

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Katsaus muutamiin johtamisviestinnän teorioihin 3/3



Lähimpänä spiraalin keskustaa ovat yksilötaidot, mitä ulommas mennään, sen enemmän voidaan yhteisillä toimintatavoilla tukea johtamisviestintää.

Lähde: Barrett 2014
The Leadership Communication Framework

11.11.2021

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Johtamisviestintä

Mikä on johtamisviestinnän viitekehys meillä?

Context for leadership communication in case organisation



Viestintästrategia määrittää tavoitteen

[] viestintä tukee rahaston strategiaa ja painopistealueita. [] on selkeä identiteetti ja asema suomalaisessa työelämässä. Viestinnällä vaikutetaan positiivisesti asenteeseen [] ja sen palveluita kohtaan. Viestintää tehdään [] tavoitteellisesti ja suunnitelmallisesti. Jokaisella toimenpiteellä on tavoite, joka on yhdenmukainen [] strategian kanssa.

Tavoiteltua asiakaskokemusta rakennetaan ja ylläpidetään viestinnän keinoin. [] omat kanavat ovat ajanmukaiset ja tarpeeseen sopivat. Asiakkaat kokevat rahaston viestinnän hyödyllisenä ja palvelevana.

[] viestintäkyvykyys ja [] viestintäosaaminen ovat hyvällä tasolla. Viestintä on olennainen osa perusprosesseja niin johtamisessa, muutostilanteissa, palveluissa kuin kehitystyössäkin.

[] on medially kiinnostava tietolähde ja media kääntyy meidän puoleemme tarvitessaan asiantuntijaa [] liittyvissä aiheissa. Vaikutamme toimintaympäristössämme jakamalla tietoa ja asiantuntijoidemme työllä.

Työyhteisön viestintätavat ovat työtä tukevia, keskusteluun kannustavia ja tiedon jakamiseen soveltuvia. [] kokevat viestinnän tasa-arvoisena, oikea-aikaisena, arvostavana ja energisoivana. He suosittelisivat [] työpaikkana.

Viestinnässämme kohtaamme ihmisen arvostavasti ja meistä jää hyvä tunne jälki.

11.11.2021

TERHI SAVIKKO | SISÄINEN

Lisäksi on huomioitava miten [] arvot, äänensävy ja brändielementit toteutuvat



[] äänensävy eli tone-of-voice

Kun viestimme asiakkaalle [] nimissä, viestin sävy vaikuttaa siihen, millainen kuva meistä muodostuu: etäinen vai helposti lähestyttävä, lämmin vai särmikäs, ärsyttävä vai miellyttävä. Kirjallisen viestinnän sävyn merkitys on korostunut, kun vuorovaikutus on siirtynyt verkkoon. Tone of voicea noudatetaan myös sisäisessä viestinnässä.

Tekstin äänensävyn yleisenä tavoitteena on varmistaa, että organisaation kaikki viestintä puhuisi samaa kieltä eikä se miltään osin olisi ristiriidassa muiden tavoitteiden kanssa.

Olellaista on puhua kuin **ihminen ihmiselle** – aidosti ja ymmärrettävästi, mahdollisuuksien mukaan empatiakin osoittaen:

- Puhutaan meistä []
- Sinutellaan (ei ylikorosteta)
- Yleiskieltä, asiallista, selkeää ja ymmärrettävää, selitä ja avaa asiat kuin auttaisit jotakuta oppimaan uutta
- Asiakas tuntee ymmärtävänsä ja kokee asiat helpoiksi
- Tavoitteena ohjata asiakas oikean tiedon äärelle, niin että hän pystyy hoitamaan asiansa itsepalveluilla

Asiantunteva
Osallistuva
Suunnannäyttävä
Luotettava
Riippumaton
Tiedon tuottaja

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Entäpä jo valitut filosofiat: Lean ja valmentava johtaminen

Olen tarkastellut leania, valmentavaa johtamista ja johtamisviestinnän teorioita rinnakkain. Niissä on löydettävissä yhtäläisyyksiä:

- Yhteinen tilannekuva, jonka avulla on helpompi puhua kokonaisuudesta, tavoitteista ja etenemisestä
- Mahdollisimman visuaalinen ja puhutteleva viestintä, jotta jokainen voi tuntea kuuluvansa tarinaan
- Dialogi, jotta yhteisöllisyys syntyy, aikaansaaminen paranee ja saadaan palautetta
- Tähtäin on tavoitteessa, aikaansaamisessa ja jatkuvassa parantamisessa
- Virtaustehokkuus on tärkeää, tässä tapauksessa tiedon ja palautteen
- Asioiden standardointi ja prosessien parantaminen
- Oppimiseen panostetaan

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Roolikohtaiset
työyhteisöviestinnän
vastuut

Työyhteisöviestinnän roolien ja vastuiden määrittely

Taustaa

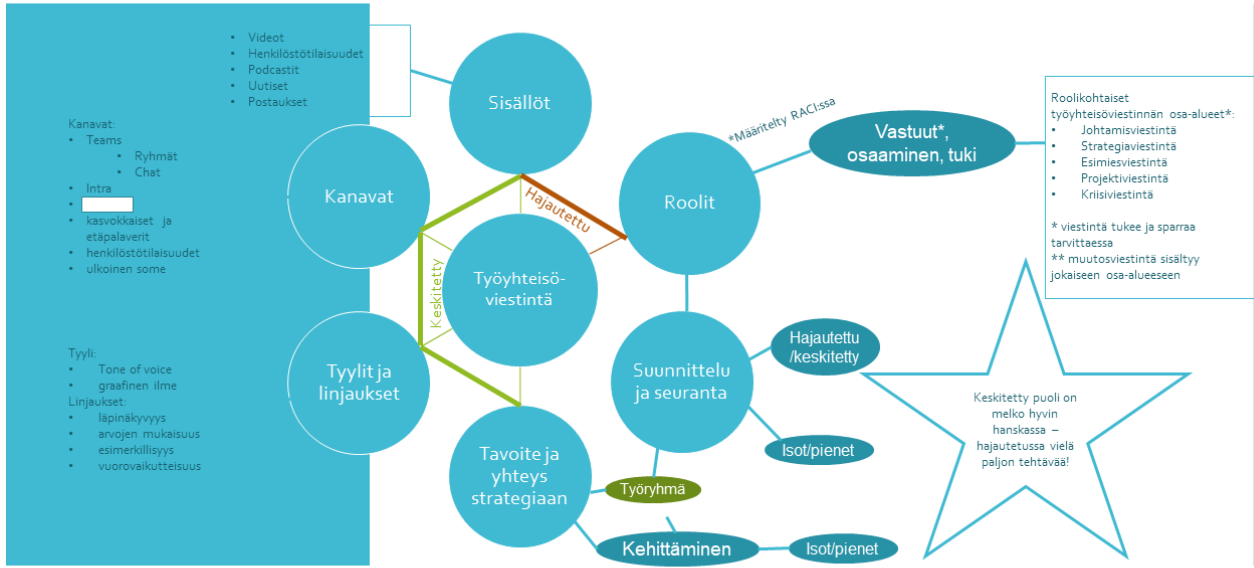
- Määrittelyssä on käytetty apuna keväällä 2021 RACI:in määriteltyjä rooleja ja vastuita
- Työyhteisöviestinnän roolien ja vastuiden määrittely RACI:ssa oli monelta osin puutteellinen, joten määrittelyä on jatkettu tarpeellisilta osin eheän kokonaisuuden muodostamiseksi
- Vastuiden määrittelyssä on käytetty samaa accountable (A) / responsible (R) / Consulted (C) –jaottelua kuin RACI:ssa
- Määrittelyä voidaan tarkentaa esihenkilöiltä ja johdolta nousevien havaintojen perusteella

Havaintoja

- Työyhteisöviestintään liittyviä vastuita on johtajilla, esihenkilöillä ja palvelupäälliköillä runsaasti; työyhteisöviestinnän tulisi olla merkittävässä roolissa jokaisen johtajan, esihenkilön ja palvelupäällikön työssä.
- Esihenkilörooli itsessään tuo huomattavan määrän viestintävastuista, johtajilla tämän päälle tulevat johtajarooliin liittyvät viestintävastuut.

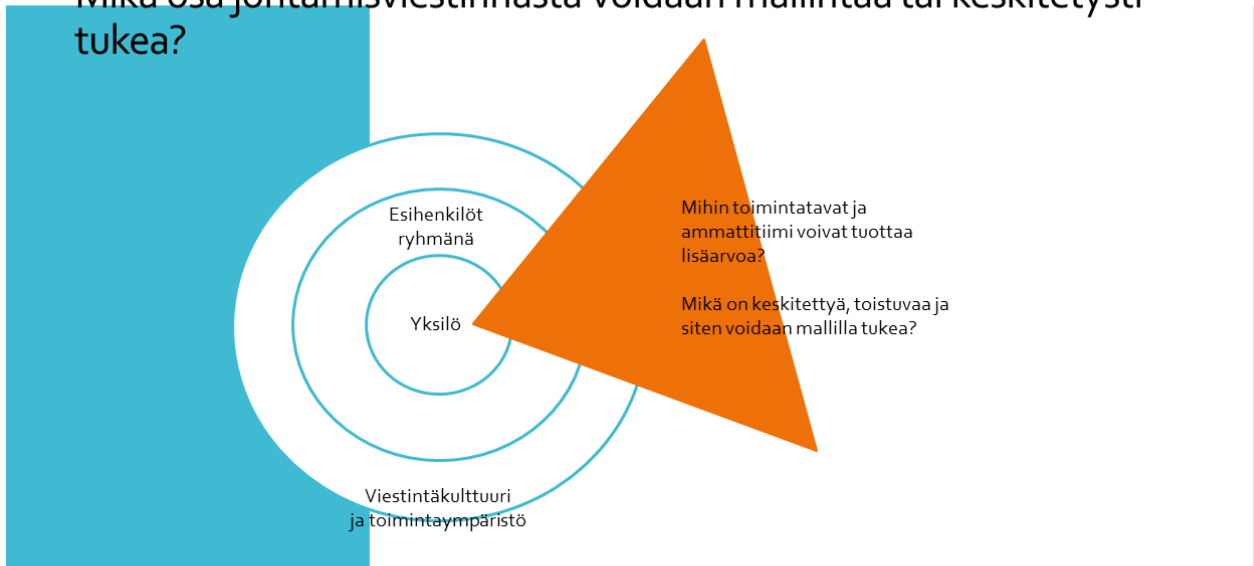
Millainen yhteinen
mallimme voisi olla?

Työyhteisöviestinnän kokonaiskuva



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Mikä osa johtamisviesticintästä voidaan mallintaa tai keskitetysti tukea?



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Mikä osa johtamisviestinnästä voidaan mallintaa tai keskitetysti tukea?



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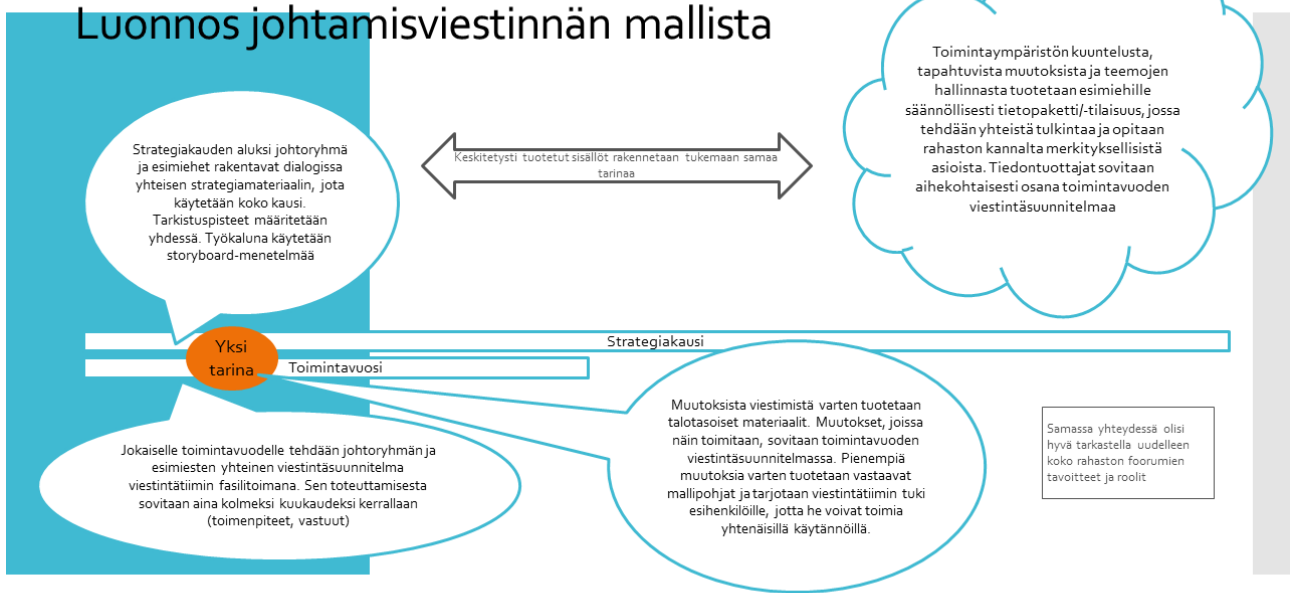
Mallin pohdinnassa käyttämäni apulaulukko

For the case organisation	For a leader	Why	For employees
Better capability to execute strategy	Better understanding and skills in leadership comms	Strategic objectives are achieved	Better employee experience
Supports coaching leadership	Helps to lead towards goals	Alignment in sensemaking and dialogue about goals	Understanding the goals and own role in achieving them
Supports lean	Helps to keep information flowing and create value to sub-ordinates/own team	Alignment in daily work, shortening the time for change implementation	Better information flow creates peace to work day, chance to be heard and to have impact
Actions demonstrate values	Leader can act as an example	Living according the values	They can trust leaders and feel unity
Find and keep the focus			

Key question: What should the model support?

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Luonnos johtamisviestinnän mallista



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Mitä tukea tai apuvälineitä voitaisiin rakentaa?

- Esihenkilöiden oma tietopankki, jossa materiaalit ovat kaikkien saatavilla
- Säännöllinen keskustelu saadusta palautteesta, kokemuksista ja seuraavista askelista esihenkilöpalaverissa
- Säännöllinen klinikkatoiminta tms. viestintätiimiltä esihenkilöille
- Suunnitelman tarkistamiseen ja päivittämiseen 2-4 kertaa vuodessa pidempi yhteinen työaika johtoryhmälle ja esihenkilöille. Myös mallin kehittämiseen voidaan käyttää näitä samoja ajankohtia.
- Valikoima erilaisia tapoja kerätä palautetta, lisätä dialogia jne, joita voidaan kokeilla arjessa ja valita parhaat
 - Kemba-walkit
 - Teemalounaat
 - Tiimivierailut
 - Viestintähaasteet, jotta saadaan tieto liikkumaan tiimien välillä
- Sisäisen viestinnän kanavakartta ja kevyt käyttöopastus kanavan valintaan

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Miltä kuulostaa?
Siirrytään