

Focusing on the good: developing feedback culture with positive psychology teachings

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<p>The aim of this research was to develop feedback culture. The work was commissioned by a company within aviation industry. An earlier study that was conducted for the commissioner showed that there was a need for improvement in giving and receiving feedback. This project was a part of commissioner's larger development work to unify leadership practices in its operational departments, and to build a foundation of positivity to the organization. It was scoped to cover the company's middle management.</p> <p>This study is a development work. Training was used as a tool for development. Training was designed and coached to commissioning company's superiors. Various methods were used in evaluating the trainings.</p> <p>The theoretical framework of the research presents an overview of positive psychology, and its theory of virtues and character strengths. The literature review considers the theory in leadership context. The theoretical framework also introduces the concepts that relate to feedback culture. The focus is in leadership and applying positive approach in it.</p> <p>Training was designed to interactive sessions that combined theory and practice. Various methods were used in the trainings. Short theoretical introductions were followed by group work assignments that utilized participatory methods. Introductions were based on the theory presented in the literature review.</p> <p>Training was successful and benefitted the commissioner. Positive development was seen in the superior's work right after the training. As a result of the development work, training was coached also for company's top management and four staff weekly meetings were facilitated with similar agenda. Positive psychology is a current phenomenon and its teachings are well applicable in leadership training. An outsider coach benefits organizational development.</p>	
Keywords Development, positive psychology, feedback, training, wellbeing	

Table of contents

1	Introduction	1
2	Research design	4
2.1	Development task	4
2.2	Research approach.....	5
2.3	Data collection and analysis.....	7
2.4	Reliability consideration	9
3	Positive psychology.....	10
3.1	The science of positive psychology	10
3.2	Positive psychology in Finland	11
3.3	Psychological capital.....	13
3.4	Virtues and character strengths	14
3.5	Using and developing character strengths	15
3.6	Criticism.....	17
4	Feedback culture.....	20
4.1	Developing feedback culture	20
4.2	Perception of feedback	22
4.3	Influential feedback	25
4.4	Peer support	25
4.5	Power of praise	26
5	Training.....	31
5.1	Training methods	31
5.2	Training design	34
5.3	Facilitation.....	36
5.4	De-icing.....	38
5.5	Roleplay.....	39
5.6	Building feedback.....	44
5.7	Thanking teller	48
5.8	Closure	50
6	Training results.....	51
6.1	Survey results	51
6.2	Assignment outcomes.....	54
6.3	Other feedback	55
6.4	Evaluations	56
7	Results and conclusions.....	58
8	Discussion.....	60
	References	64
	Appendices.....	69

1 Introduction

Wellbeing trend has an effect on many areas of life in today's western world. Meaning of wellbeing has been emphasized more and more in work life context as well. Focusing on what is good in us and in our communities is a relatively new thing in leadership, even though the idea in itself goes back for decades. By getting to know own strengths we are able to acknowledge the strengths of others. Focusing on the good takes attention from weaknesses. This way we can harness different abilities to serve common interest. Everyone can get to know own strengths better and learn to use them as constructive tools both at work as well as in personal lives. Organizations have awaked to this too.

Empathy, humanity and acceptance are a part of wider societal discussion that has to do with continuous change and instability of work life today. Wellbeing trend has emerged as a counterforce to serve both work life as well as free time. The new psychology branch of positive psychology has spread rapidly in 21st century. Originating from the University of Pennsylvania United States, positive psychology studies are growing popularity in developed countries globally. At the same time University of Michigan focuses on positive leadership that seems to be spreading through positive psychology trails. Instead of focusing on economic challenges and pessimism deriving from those, it is much needed to hear about positive approach and to learn about the outcome that applying the approach leads to.

As development discussions hold their own place in feedback toolbox, focusing on everyday communication is far more important. Encouraging active giving and receiving of feedback in common daily interactions between all levels of organization, develops the culture to more open direction. Actively communicating organization builds trust, which leads to more engaged and efficient employees. Eventually this shows as profit as well.

This research is a work commissioned by a company within aviation industry. An earlier study that was conducted for the commissioning company during spring 2015, surveyed the company employees concerning responsible leadership communication. One of the main findings was related to feedback, and the need to develop giving and receiving it in the company. Based on the results and given suggestions, an organizational development project was presented to the company management and they were keen to proceed collaborating. It is the commissioners wish to stay anonymous, so they will be referred in the report only as the company, commissioner or commissioning company.

The commissioner operates within the aviation industry providing ground handling services for different airlines at Helsinki-Vantaa airport. The company offers full ground handling, including all passenger and ramp services. The organisation is quite flat. Top management employs five people, and administration including top management employs eleven people in its entirety. Middle management employs 24 people. It covers 24 superiors who are Duty managers, Team Managers and Supervisors. Superior's duties are leading everyday operations in all shifts seven days a week. They are the visible link between employees and management. Altogether the company has 290 employees. (Representative 1 8.10.2015.)

Commissioner has a long history working at Helsinki-Vantaa airport. The company has operated for decades with different names and owners. This is nowadays accustomed within the industry. The company have just by fall 2015 finished co-operation negotiations. The outcomes affected approximately 22% of their staff. As many as 45 people were laid off. Layoffs in these measures were new for the company and they were considered as a huge set back. Earlier they have succeeded to avoid losing big accounts to low cost service providers. This lost resulted from most recent acquisition the company faced. With previous owner, the commissioning company was accountable to negotiate account agreements themselves. Nowadays the current owner handles negotiations for the whole corporation. (Representative 1 8.10.2015.)

Subcultures defined by departments are quite strong in commissioning company. Daily operations are very different between the departments. Passenger service department provides mainly customer service tasks. In ramp services department, the services are targeted mainly to equipment. Top managers of the departments have different leadership approaches. The gender division also has some impact on creation of departmental subcultures. Ramp department is highly male dominant as passenger service department again is much dominated by females.

The corporate management is pleased to see the positive results the commissioning Finnish company has reached by applying distinctive approach in management. Commissioning company has been open to development and achieved for example very low percent (3,6 %) in sick leaves. Their unique organization has been detected by other companies as well. With hundreds of employees they haven't had a specific person to handle human resources for few years now. HR responsibilities are divided to top management and administration. (Representative 2 1.12.2015.)

Key concepts

Concepts are clearly specified ideas deriving from a particular model, and they offer ways of looking at the world. Concepts are essential in defining a research problem (Silverman 2010, 109). Key concepts concerning this study are presented here below.

Development – Change is discussed in this research as an expected outcome where development preferably aims. When talking about change it is not referring to the concept of change as such, but it means the change that follows when a certain culture develops. It holds the idea of life-long learning, one of today's popular concepts.

Positive psychology – Positive psychology is a leading theme of this thesis. It is a relatively new branch of psychology that highlights the good in people. Positive psychology teachings gave the idea, starting point and the framework for the development work. Positive psychology approach carries throughout the work. Chapter 3 focuses on explaining the phenomenon.

Positive organizational culture – As positive psychology, the positive organizational culture focuses on building upon employee's strengths, rewarding more than punishing and emphasizing individual vitality and growth (Robbins & Judge 2013, 561).

Feedback culture – is a concept that considers giving and receiving feedback from perspective of employer-employee relationship as well as from peer support point of view. Its focus is in everyday communication rather than for example in personal development discussions or performance reviews, and the emphasis is in face to face communication.

Training – The concept of training in this research means the training days, which were held for the commissioning company's middle management. It also identifies with development work as trainings are the most essential and the most visible part of this development work. In addition training concept reaches for coaching and consulting, those are quite similar concepts by definition.

Following chapter 2 presents the research design. It introduces the commission and methodology.

2 Research design

This chapter presents the aims for development work and its limitations. It introduces the methods used in development work. Methodology introduction starts with a discussion about research approach. It explains why development work is much needed form of research today and discusses of scientific research terminology. Data collection and analysis are presented next. Finally this chapter introduces reliability consideration.

2.1 Development task

Research always has a research problem that is solved with different research methods. The problem can also be developing something or aim to accomplish change. Over all we study for the desire to gain better understanding of phenomena, and often for the desire to accomplish change for the better. Research based development produces knowledge that supports both understanding and decision making. (Kananen 2014, 20.)

According to previous study, responsible leadership communication needs development especially in the feedback area in the commissioning company. Earlier study showed that feedback culture is rather passive and points out almost only flaws or errors. The amount of feedback is low and tone of it is often negative. Feedback is also unequal and does not flow freely to all directions. Feedback culture is missing discussion and interaction.

There are various possible reasons behind the problem. Upmost reason is probably a heavy change situation the commissioning company has been through recently. It shows in everyday communication and it is affecting the atmosphere. Secondly, there are differences in leadership styles between the company's two departments. This is partly due to different training background middle management has. Departments have different cultures as well. Because middle management is leading every day operation, the operational differences between the two departments challenge standardized leadership approach as well.

The commissioner's greater goal today is to unify leadership practices in its operational departments. They wish to have more standardized leadership and communication styles, feedback being a part of it. They also wish to build a new cultural foundation of positivity throughout the organisation. Commissioner sees this project as a start of new era in the company.

This research aims to develop feedback culture in the commissioning company. The culture needs development both in unifying leadership styles between the departments as well as in building a new positive approach in it. The task is to develop the feedback culture towards more active, constructive, positive and open direction. On the other hand, this study is interested in, how an outsider coach and communal training methods seems to benefit cultural development in the organization. This research is also studying positive psychology in work life context and tries to explain the phenomenon.

The commissioner took part in scoping this research to cover middle management in development work. This decision was based on previous research results. Feedback was an important part of the study. Starting the development work with superior level, should show employees that company is committed to research results, those came based on their survey participation earlier. This should send positive signals throughout the organization.

2.2 Research approach

Development is a part of almost all job descriptions and tasks today. Often development work in organisations aims for example creating new ways of work. Fast changes in operational environment, brings new challenges and possibilities for companies and communities. Succeeding in continuously accelerating change, requires organizations and their members' agility and ability to renew repeatedly. Being innovative is a significant competitive advantage. (Ojasalo, Moilanen & Ritalahti 2009, 11-12.)

Meaning of development work has rapidly increased. World changes all the time faster and success requires more than just keeping up with the development. Operating as an engine for development is essential. The ability to evaluate future scenarios is also a key issue in succeeding. Rapidly changing information society creates need for new way of thinking and assisting in companies. The flood of information puts emphasis in researched knowledge. People experience emotions of ignorance even though information is more available than ever before. Companies need precise information for problem solving, and development work replies to this need. (Ojasalo & al. 2009, 12-13.)

Innovations are often held as something technical or technical related. Many times however, this is not the case. In broad definition social innovations are included to the concept as well. This means counting different ways of working, new procedures and procedures turning in to routines, being innovations too. Softer things, such as renewing organiza-

tions, rise as priority in innovations. (Ojasalo & al. 2009, 13-14.) In the frames of the above definition, developing a culture can be seen as innovation.

Research and development are often united. Research grasp is emphasized in development work too. Development work applying research is a mix of scientific research and development based on common sense. It brings practicality to theoretical research and scientific proof to common sense. They borrow from each other and complement each other. Apart from scientific research, development work applying research aims to accomplish practical improvements and new solutions. In addition it aims to produce new theory of a phenomenon. Research development work questions scientific research tradition view that generally approved methods would guarantee acceptable results. Therefore the difference in aims, effects on processes of development work. Never the less producing text and new knowledge is central in research of development work too. (Ojasalo & al. 2009, 17-19.)

In the field of scientific research, terminology for combining development work and research is varied. There is inconsistency in translations as well. It seems that there is no right or wrong answer, but rather just matter of interpretations. An English equivalent expression for the Finnish term "kehittämistutkimus" is close to action research. One view proposes that a proper scientific term would be design research. (Kananen 2015, 34.) Development on its own is not research, but it needs to have theory or theories in the background. When development is based on these theories, it can be classified as research. As a form of research, design research that combines development and research can be more demanding than traditional research. (Kananen 2013, 20-21.) To have no methodology of its own gives but more possibilities for applying approaches and methods, but also forces researcher to justify all the choices, because there is no generally approved practices yet.

Research subject and research problem should actually make the decision of which approach is more reasonable in seeking knowledge and truth (Metsämuuronen 2006, 133-134). Considering research approach this study has two tied up viewpoints. It targets to action with cultural development, and to discussion of phenomena and taking that as part of the development process. Development work allows various approaches and methods for researcher to use. This study leans on qualitative research approach and it holds many of action research features. However, it is not an action research by definition. This research does not have a continuous cycle in development that is a distinctive feature for action research (Ojasalo & al. 2009, 60-61). Therefore it is a research of development work, which is a one-time implementation only. Even if design research would be the cor-

rect scientific translation, the approach of this thesis is called a development work. It describes this research nature the best and it is a reader friendly, unambiguous term.

2.3 Data collection and analysis

One methodology does not need to be superior to another as such, but it might be wiser to think of quantitative and qualitative approaches as complementary parts of the systematic, empirical search for knowledge (Silverman 2010, 6, 8). Quantitative and qualitative research should not be divided or put as opposite methods. This division does not correlate reality that well. It is possible to distinct qualitative and quantitative analysis, but they can, and often they are, applied in the same research and in analysing of the same research data. (Alasuutari 2011, 31-32.)

Research methods should be chosen based on the specific task at hand. Methods should be our servants, not our rulers. (Silverman 2010, 9-10.) Various methods are being used in development work. In literature about research, methods are generally divided into quantitative and qualitative kind. Qualitative research uses words and sentences to describe phenomenon and quantitative research focuses on numerical information (Kananen 2014, 18). In development work essential is the diversity of the methods. By using different methods diverse knowledge and many kinds of views and ideas are gained for supporting development work. When using various methods the question of the differences with quantitative and qualitative research is no longer that important. (Ojasalo & al. 2009, 40-45.)

Training is designed and held for commissioning company's middle management in order to develop feedback culture. Training has a somewhat double role in this study. It is used as a tool for development and it is a result itself too. Relevant literature review is compiled to build theoretical framework for the research, and to design the trainings agenda and content. Literature review is presented in the following chapters 3 and 4.

Most of the research data is collected concerning the trainings. This is because the training is the most essential and the most tangible part of the development work. This study considers training as a research method that solves the research problem. Various methods are then again used in training and evaluating them. The trainings are evaluated using both qualitative and quantitative methods. Training methods and detailed contents of the training are presented in chapter 5.

A part of the data concerning training is collected and analysed using quantitative approach. Participant's opinions about the training day are surveyed immediately after taking part in it. This gives a good idea on meaning of the trainings in developing feedback culture. The superiors are asked to give feedback, which is collected via Webropol survey (Appendix 1). Feedback considers the training day, evaluation of its content, methods and material used, coach's grasp and confidence, and overall gain for the participant. The survey has 12 statements with fixed answering options and one open ended question for giving other feedback. The survey is conducted in Finnish language. This data is analysed in Microsoft Excel using quantitative method to gain numerical information, and with quantitative method for description. Survey results are presented in subchapter 6.1.

Various kinds of data are collected from the training days. Notes, pictures and videos give a chance to go back to the events. Superiors are going to be actively involved in the development work through training. They are expected to contribute and share their experience and ideas. This puts them in the centre of development. It aims them to gain new tools for everyday leading, challenge them to think and to come up with solutions. They will have a shared experience together with their colleagues, which reflects in to their community later. Data that superiors produce in group work assignments during the training is also collected. This is a part of research data collection, but also a chance to put all participant groups ideas together and get back to them with a review and conclusions. Assignment outcomes are presented in the subchapter 6.2.

Commissioner also collects feedback from the superiors concerning the trainings. This is done utilizing two methods. Commissioner's representative discusses face to face with the participants right after training. Feedback is also collected via e-mail by a representative of commissioning company. This feedback is presented in subchapter 6.3.

An outsider observant is evaluating one part of a training day. The observant is a fellow student from the master degree programme in tourism. She makes notes, takes pictures and shoots videos. This specific person is asked to observe the training, because she knows the degree programme and its content, my background, competence and ways of working. She is in a leading role herself, so feedback culture, giving and receiving feedback, is a part of her everyday work as well. The perception of the observant is presented in subchapter 6.4.

Trainings will be observed by the coach as well. This evaluation of the general success, atmosphere and superiors competence is presented in the subchapter 6.4

The commissioner also produces assessment of the development work, which evaluates the whole project. The assessment is presented in chapter 7.

2.4 Reliability consideration

Research of development work emphasizes action, seeking for improvement and guaranteeing execution of ideas and solutions with research methods. The usefulness of results is tied up with taking aims to practice and implementation of development ideas. (Ojasalo & al. 2009, 20.) In development process skills to collect many kinds of data, ability to distinct relevant from irrelevant, skills to construct practical solutions and innovation know-how are needed. A part of methods know-how is distributing development work results through different presentations and documents. (Ojasalo & al. 2009, 11-12.)

Qualitative research focuses on few units of observation, those can be studied very thoroughly with qualitative research methods, but it does not give possibility for generalisation. Results apply only in the target case. (Kananen 2014, 17.) Development work of a student can also be just one part of organizational development process, like it is in this research. Changing practices and ways of working takes usually rather long time and development work of a student has many times shorter time frame. (Ojasalo & al. 2009, 23.) To hold training days for middle management is a part of larger cultural development process in commissioning company. Accomplishing cultural change requires long term continues work that cannot be reached in this thesis time frame. Therefore the reliability consideration of this research focuses mainly on the trainings.

Mixed research strategy is used in evaluating the trainings. Methodological triangulation views phenomenon, in this case the trainings, from many angles. It is used for ensuring reliability and thus it has to do with evaluating research validity as well. In layman terms triangulation means combining several research methods in same research. Combining can also happen inside of a method, like it is done in this research within the method of training. The possible incoherence in results is a risk in using mixed methods. The strengths and weaknesses of different methods should be taken into account in triangulation. Researcher should aim to eliminate weaknesses when using different methods. Often mixed methods however rather decrease the possibility of error. (Kananen 2014, 120-122.)

The above presented research design has created premises for development work. The following chapters 3 and 4 are presenting relevant literature review for the research. Areas of positive psychology and feedback culture are covered in theoretical framework.

3 Positive psychology

This chapter provides an overview of positive psychology, and its theory of virtues and character strengths. It explains what positive psychology is, where it has emerged and presents its features. After discussing positive psychology in general, this chapter looks at virtues and character strengths through Values in Action project by VIA Institute on character. The chapter also gives ideas on how to utilize positive psychology teachings in leadership context.

3.1 The science of positive psychology

Positive psychology is a movement, which aims to scientifically study wellbeing. It is a psychology field that focuses on person's wellbeing, strengths and resources, and on enhancing these features. The concept of positive psychology was mentioned already in the 1950's in the field of humanistic psychology. (Uusitalo-Malmivaara 2014, 18-20.) Many people know Abraham Maslow best from his theory about hierarchy of needs. Besides coming up with the needs pyramid, he was curious about what causes happiness and health. This inspired him to start humanistic psychology movement, which has again come to interest and influence among leaders of positive psychology in the past few decades. (Personality & Spirituality 2016.) Maslow took a break from other experts of his time to focus on studying happiness and health. He thought that placing too much emphasis on human weaknesses hides a deeper understanding of psychological health. (Pursuit of Happiness 2016.) Positive Psychology is mentioned already in the first edition of Maslow's book *Motivation and Personality* (1954) (Motivation and Personality 2016).

Empirical proof in the 1950's and 1960's was scanty and this was partly a reason why positive psychology did not earn much success at that time (Hakanen 2009, 11). Before the 21st century, studies that would now be understood as part of positive psychology were rather isolated and quite dispersed. Never the less psychology research of the last millennium has shown that an approach that focuses only on damage or disorder cannot enable people, especially children and youth, to be well and flourish. This led an American professor and psychologist Martin Seligman and his colleague Mihály Csíkszentmihályi to state in the *American Psychologist* magazines special edition for positive psychology (2000), that traditional psychology does not produce enough information about what makes life worth living. This claim can be considered as a scientific starting point for positive psychology. (Uusitalo-Malmivaara 2014, 18-20.)

During the 21st century positive psychology has expanded to a multi-branched science that studies thinking and behavioural phenomena in different contexts from day care environment to defence forces. The idea is to diagnose the good and find strengths from every person. By utilizing and nourishing these strengths both individual and commune condition improves. (Uusitalo-Malmivaara 2014, 18-20.) Positive psychology has been studied a lot from educational perspective among children and youth, but its teachings are applied in business context and in leadership as well. So far, work places in Finland have gained less attention in positive psychology. It is profitable to develop work and organisations towards positive institutions those take care of employees and enable them to flourish. (Positiivinen työpsykologia 2015). More and more research is produced to back this up all the time.

Positive psychology, as well as healthcare, aims to pre-empt becoming ill. The better healthcare succeeds, the less nursing is needed. Positive psychology aims to increase wellbeing and thus diminishing mental illness. However, erasing illness does not guarantee wellbeing and therefore one main research subject of positive psychology is happiness. The fact that we are not depressed does not alone make us happy and again the fact that we are not happy does not make us depressed. (Uusitalo-Malmivaara 2014 18-20.) Austrian psychologist Marie Jahoda stated already in 1958 that "...absence of mental illness is not a sufficient indicator of mental health." (Marie Jahoda 2015). This holds the grounds for positive psychology.

Positive psychology also has a biological foundation. It is not the same as positive attitude, yet it is scientifically proved that positive moods have undisputable connection to a wider wellbeing. Moods seize and the easiest expanding facial expression is smile. In this sense naive slogans such as "smile, be happy" are in fact true. It is worthwhile smiling even though not feeling happy, because based on reciprocity of muscle nerve relationships this may improve one's condition. Above all, smile is contagious. (Uusitalo-Malmivaara 2014 21-23.)

3.2 Positive psychology in Finland

An early pioneer of positive psychology in Finland has been a philosopher and Professor Esa Saarinen from Aalto University. Already in the 1980's his life philosophy and pedagogic of flourishing represented thinking, that can today be seen confirmed in core questions of positive psychology. (Uusitalo-Malmivaara 2014 24.) Another Finnish advocate of positive psychology is professor emeritus Markku Ojanen from University of Tampere. Ojanen, who is also referred to as the happiness professor, has often been interviewed by

different media when it comes to psychology issues. Recently he suggested in a local paper that in the times of recession and refugee crisis in Europe it is good to remember that world changes also to the better and that we have moved to a right direction in many ways. Things should be seen in a wider perspective and been put to right measures. Media also builds a rather dismal image when it could be raising more positive topics. (Pohjanpalo 2015). This explains why positive psychology has evolved into the phenomenon it is today. With constantly updating media surrounding us all the time, we easily feel exhausted and distracted. People have started to search for spirituality and inner peace, and yoga, meditation and mindfulness have already become mainstream (Heikkinen 2015, 6). This was also seen in I love me fair organized in October 2015 in Helsinki. "The economic situation does not decrease interest in wellbeing and indulgence, but increases it." states publicist of the fair Riikka Luomanpää (Repo 2015, A18).

Besides Universities in Finland, the Finnish Institute of Occupational Health studies wellbeing at work. They present a concept of work related enthusiasm and joy that is called work engagement, which holds its roots in positive psychology (Työn imu 2015). Studying wellbeing at work has for decades had a pathological tradition, which holds the idea of four D's; disease, disorder, damage and disability. Negative aspects have been in control of discussion and development. Systematic analysis of work life from strengths point of view and from positive perspective has started only at the 21st century. On side of negative four D's has now been raised positive four D's; discovering periods of excellence, dreaming an ideal organization, designing new structures and delivering the dream. (Hakanen 2014, 340-342.)

The same initial setting that positive psychology holds, applies also to work engagement theory. Eliminating mental illness does not guarantee wellbeing, analysing just sick leaves, burn out or stress is not enough to tell about wellbeing, and there can be wellbeing at work even though sick leaves do not vanish. (Hakanen 2014, 340-342.) Work engagement is about experiencing energy, dedication and absorption as well as positive expectation towards work. People those are engaged consider work as meaningful, important, inspirational, and invigorating and they are proud of it. Work engagement is not equal to flow even though the concepts overlap partly. (Hakanen 2014, 342-344.) Flow refers to a rather short time experience while work engagement means a more long term state.

Positive psychology seems to be growing foothold in Finland. Since May 2015 it has had its own association Suomen Positiivisen Psykologian Yhdistys SPPY (Positiivinen psykologia 2015). Today it is possible to study applied positive psychology to a degree or take positive psychology courses in several universities around the world. Universities in Fin-

land produce research that applies positive psychology rules too. In addition, positive psychology teachings are applied already in Finnish day care and elementary school as well. Espoo livisniemi elementary school utilizes American positive psychology to teach virtues to students. In fall 2015 smaller children nourished virtues of courage and kindness in day care center Loiste at Helsinki. (Nykänen 2015, C8-C9.) According to VIA classification, kindness however, is a character strength that expresses the virtue of humanity (Uusitalo-Malmivaara 2014, 70). Regardless of classification, virtues are a topic of the day. It could be that virtues are making a comeback to curriculum in Finland for the first time since the 1960's. (Nykänen 2015, C8-C9.)

3.3 Psychological capital

Area of positive organizational behaviour grows foothold in the research of organizational behaviour. It focuses on what is good in organizations and their employees. Utilizing employees' strengths takes attention from their limitations. (Robbins & Judge 2013, 56.) This pushes organizations to build positive organizational culture that focuses on building on employees' strengths, rewarding more than punishing and emphasizing individual vitality and growth. Building on employee strengths does not mean ignoring problems. Rather it focuses on supporting employees to recognize and utilize strengths. (Robbins & Judge 2013, 561-562.)

Psychological capital is the most important kind of capital. It correlates with increasing other capitals, such as economical, human and social capital. Psychological capital is an ability to apply the rules of positive psychology. Succeeding in this on organizational level adds to the feeling of joy of work and develops productivity. Psychological capital forms from self-confidence, believing in future, optimism and perseverance. Investments made to develop these features pay off in the long run. Psychological capital is tied up to employee's efficiency at work and it adds to their inner entrepreneurship thus making the entire organization entrepreneurial. A person with higher capital is more flexible in change situations. The higher believe in future is, the better solutions are found to problems those occur. This shows as better financial result as well. Employee satisfaction is higher and turnover rate smaller. Optimism of superiors is directly related to how projects are led and how projects succeed. Psychological capital is in contact with positive emotions and thus with work motivation and commitment to work. Increasing psychological capital decreases cynicism, improves commitment towards employer and develops atmosphere in work place. It comes mostly from self-development of a manager or a superior, and it is infectious to those being led. Organizations look like its leaders. (Leppänen & Rauhala 2012, 49-60.)

Adversities are inevitable both in personal and in work life. People with perseverance are adaptable to change and they will not get stuck worrying about past events. Continuous worrying eats up lot of energy and brings negative atmosphere to organization. People with perseverance are productive and persistent. Perseverance can be developed for example with positive emotions. Organization that feels positive emotions is more perseverant. (Leppänen & Rauhala 2012, 68-70.)

With psychological capital organization reaches its goals and operates effectively. Coaching approach in leading and creating a positive atmosphere helps employees to develop their psychological capital. Management should take care of positive emotions and positive atmosphere in order to develop psychological capital. It is about caring people. Leaders should encourage employees to development. A structure for positive and open discussion in work community should be created. Management should help employees to find their strengths and hidden potential to enable their success. Creating a culture that approves error and failure is important. Failure should be handled with will to learn from them. Leaders should help others to see possibilities and to act as a good example of perseverance. (Leppänen & Rauhala 2012, 72-73.)

Positive organizational culture leads to happiness of both employees and community. Happiness produces customer satisfaction, which adds to company profit. Positive psychology research shows that happy and wellbeing individuals are healthier physically and psychically. They are more successful, more responsible and solicitous, more socially active. They earn more and live longer. Happy and wellbeing employees benefit organizations in many ways. They are creative and they have the ability to learn and to think fast. Happy and wellbeing workers are less absent from work and they are efficient and productive. Happy employees are loyal to employer and change work place more sparsely. They have better work satisfaction which is tied up to better customer satisfaction. (Leppänen & Rauhala 2012, 289-291).

3.4 Virtues and character strengths

Articulate discussion of virtues and character strengths has been scanty and conscious teaching of them unimportant. This may have been because of the lack of common understanding of these concepts. Virtues and character strengths might have earlier been seen as innate and sticking in to them would have been violating personality. With positive psychology trend they have now come as target of investigation it selves after centuries. (Uusitalo-Malmivaara 2014, 63.)

Virtue thinking has long traditions and it appears in all known cultures and religions in some forms. Current virtue thinking has developed based on Ancient times. Greek word virtue, *areté*, means shine and excellence in all its forms. It has been highlighted in Aristoteles teachings in ancient moral philosophy. Good character is in close contact with well-being and using character strengths is applying virtues. Why studying good is much needed today? In western world the grounds for wellbeing are better than ever. Equality has grown, we are wealthier, technology increasingly helps us in medicine and in our everyday life and so on, yet people still suffer from mental illnesses all the time. Focusing on what is wrong with us and fixing shortages has yet failed to add humane flourishing but quite opposite. (Uusitalo-Malmivaara 2014, 64-65.)

Martin Seligmans and Christopher Petersons Values in Action (VIA) project they started year 2004 is ground breaking research of virtues and character strengths. Its starting point has been to put virtues to action, to define the nature of good as counter weight for focusing on illness. As a result of their massive studies the VIA classification has six main virtues, those hold 24 character strengths. These virtues are wisdom, courage, humanity, justice, temperance and transcendence. Character strengths are tools those utilize virtues in practice. (Uusitalo-Malmivaara 2014, 65-66.)

The goal of Values in Action project was to find adequate comprehensive and as universal as possible but yet clearly defined qualities, those could be called as character strengths. Virtues and character strengths that the project classified are not just some made up elements, but they are based on a huge amount of research that studied literature from ancient times to today's latest scientific research results over industry borders. This background work resulted criteria for character strengths. Most essential criterions are that using of character strengths is positive per se and something that can be taught, character strengths do not wear and using them does not harm others. (Uusitalo-Malmivaara 2014, 66.)

3.5 Using and developing character strengths

VIA Institutes survey puts 24 character strengths in order and acknowledges five core strengths. The survey is available for everyone on their web site viacharacter.org. The idea of recognizing core strengths aims on conscious using of them to reach new objectives. Studies show that using character strengths correlates with happiness and satisfaction in life as well as with physical wellbeing. (Uusitalo-Malmivaara 2014, 72-75.)

Self-report surveys are a common way to measure personality. In the context of organizational behaviour self-report personality tests are criticized about their weakness of the respondent's possibility to lie or practice impression management to create a good impression. People tend to embellish their ratings when they know their scores are under surveillance or otherwise observed. Another issue criticized concerning self-report personality tests is their accuracy and that for example moods can have an effect on that. (Robbins & Judge 2013, 39.) Compared to many other personality tests the VIA Survey only puts order character strengths they state all of us possess. Each of these strengths can be utilized to improve organizational effectiveness and no one is better than the other.

To use strengths and to build on top of them can go through five principles; spotting, managing, advocating, relating and training. In order to use strengths, we first need to recognize them. By spotting our own strengths and the strengths of others, attention is drawn away from weaknesses. Managing holds the idea of combining and modifying strengths concerning situations. It means adjusting them to needs in question. To point out the strengths of another person is advocating, which is rewarding. Considering perseverance being core character strength, when pointed out to a person with concrete examples of use cases, it helps the individual to utilize it in the future as well. It might make the person to keep on going when almost given up. Relating holds the idea that using character strengths makes us committed to collaboration and that different strengths can be utilized to serve mutual interest. The power of training actualizes most clearly in situations those would otherwise be challenging. This holds sort of "what doesn't kill you, makes you stronger" –thinking. It means that for example a person with social intelligence as core strength will manage without language skills thrown anywhere. (Uusitalo-Malmivaara 2014, 76-78.)

Over the past few decades the importance of human behaviour and people skills has really been recognized in management. As the technical and quantitative skills are obviously needed, they are only enough to a degree. Leadership and communication skills are essential to manager's success. Manager's interpersonal skills have a direct impact on job satisfaction and eventually on financial performance. (Robbins & Judge 2013, 38-39.)

Years of positive psychology research is coming increasingly to all of our lives today. Many leaders are also leaning on this research when pondering with building sustainable wellbeing in their organizations. Self-improvement has been a successful trend already for a long time. Positive psychology however takes humane flourishing and performance much further by bringing scientific research to wellbeing and organizational performance. After positive performance has stepped into the area of personal development, the combi-

nation of scientific rigor and organizational coaching seems to make the perfect match. Research based methods are all the time more appealing for organizational development projects and as a result research and development complete each other. (Association for Talent Development 2013). This brings management and employees closer to each other, when research based knowledge is applied to develop the whole organization.

Recognizing character strengths and utilizing core strengths in work community may lead to more positive thinking. This is an important part of creating joy and enthusiasm, the concept of work engagement, for work. People experiencing joy and enthusiasm feel their work as more meaningful. (Vähähyppä 2015.) Work engagement does not mean there would always be fun and joy at work. It has more to do with energizing employee, to have initiative and seizing new challenges. In this case the immediate experience is not feeling fun at work. Instead a strong experience of meaning characterizes work engagement. It makes investing in a certain task feel worthwhile and satisfaction lives for successful investing of efforts. (Hakanen 2014, 344.)

Already the earliest stages of leadership research searched for personality, social, physical, or intellectual attributes, those would have differentiated leaders from non-leaders. Efforts to isolate leadership traits failed number of times. By 1990's after numerous studies leaders had been recognized as being not like other people, but still the particular traits those characterize them varied. A sort of a breakthrough for trait theories came when researchers started to organize traits around the Big Five personality framework. (Robbins & Judge 2013, 403.) The Big Five Model taps five basic dimensions; extraversion, agreeableness, conscientiousness, emotional stability and openness to experience (Robbins & Judge 2013,170). The Big Five Model offers suggestion that good leaders would have common key characteristics and that trait can predict leadership (Robbins & Judge 2013, 404). Positive psychology is in a way a new trait theory that emphasizes utilizing traits in leadership instead of categorizing them. In positive psychology approach leadership is not seen as a result of certain characteristics but utilizing individual character strengths benefits the leader regardless of in what order the strengths are. By first acknowledging own core strengths and thus increasing self-awareness, they can all be set to serve us and the communities in best possible ways.

3.6 Criticism

All anthropological generalizations are somewhat questionable because the results are always probable not absolute (Ojanen 2014, 130). Like every research, also positive psychology has its critique. The advocates of the branch seem to take it somewhat openly.

The research behind critique should also be looked at through critical lenses and analyzed objectively. It should be considered in its context and by acknowledging the person or persons behind it. Discussion and critical analysis is healthy and important.

Positive psychology critique repeats *inter alia* research results where optimism can lead to risky behavior, for example to so called temerity (Ojanen 2014, 113-128). This might be more realistic threat in United States and in American culture, which often shows itself as a cradle of fanatical positivity. In Finnish culture we tend to lean more towards realistic optimism, if optimism, so temerity caused by fanatical positivity does not seem to be a real threat in Finland.

The critique presents that positive psychology emphasizes positivity excessively. It is a threat that positive psychology is mixed up with all kinds of positive thinking and promising of overly positive benefits. This opens up a market for cheating operations and empty collections. (Ojanen 2014, 129-130.) Many are familiar with the fairy tales of *The Emperor's New Clothes* by Danish H. C. Andersen. It tells a story of how a tailor got the emperor to believe in invisible clothing, collected tidy profit and eventually made the emperor totally ridiculed. The emperor sure was satisfied as long as he decided to believe the con, but the defeat of humiliation was great when deceit whitened. In business life this may lead serving companies' interests with employees expense (Ojanen 2014, 130).

Positive psychology critique also questions what is positive to whom. It is true that positive for one can be negative to other. Happiness however is perceived generally as a good worth to pursue, when the question becomes really just about finding the right ways to achieving it. (Ojanen 2014, 129.) Positive psychology teachings can help one to define, find and recognize proper means.

Critique also states that positive psychology is nothing new. This is partially true, and positive psychology researchers have adduced its historical roots. (Ojanen 2014, 129.) As already stated before, previous studies are noted to be quite singular and dispersed. More systematic research under shared heading produces more reliable knowledge all the time. Positive psychology research is a part of wider global wellbeing trend, which tells about its necessity.

It is all about how virtues are fulfilled and for what purposes strengths are utilized. For example Hitler had a major effect on enormous human masses, he changed humanity and wrote history. To what he used his strengths is essential. It made his life meaningful and worth living, but only temporarily. Did it make him happy? It did not make him wellbeing

and enabled human flourish. Hitler's use of strengths only brought him momentary immortality set by feel of power.

4 Feedback culture

This part of literature review discusses about organizational culture focusing on feedback. It concentrates on considering feedback from leadership perspective and brings up the area of peer support, which has gained less attention. The chapter closes with discussion about praise and appreciation as a leadership communication tool. It aims to give ideas for how to apply thanking in every day leading and how to take it as part of organisational culture.

4.1 Developing feedback culture

Feedback culture is a customary, learned and modified way of working. What has been a good approach in one work community may not work at all in another. This is based on people assuming that a good practice here is a good practice in there as well. When different cultures encounter collisions are inevitable. They can be silent, where parties are just left wondering themselves for what went wrong and why this is not working. Collisions can also be clearly pointed out and lead into real debate or argument. In conflict situations when two cultures encounter, we tend to adapt the prevalent culture because it is easier than questioning operation. (Kupias, Peltola & Saloranta 2011, 97-98.)

The culture is usually absorbed as part of self and own actions, when it is easy to get blind sighted to behavioural backgrounds. Then it is hard to distinct what belief, attitude or other reason is behind behaviour. In interaction everyone makes own interpretation based on their own experiences. Presenting new ways of work can awake misinterpretation and authenticity of behaviour can be questioned. (Kupias & al. 2011, 97-98.)

Employees expect superiors to work in a way that is customary and fulfils current needs of the work community. The superiors are expected to act and behave as they have previously done. An abnormal situation might set its own expectations for behaviour as well, so the current needs are changing according to the situation. All superiors modify the culture with their own actions and this is developing the actions of work community. This means that customary ways of work can be changed. The ways employees experience as positive are gradually approved as part of the culture. All new and different actions those differ from customary ones, is often been shied of. (Kupias & al. 2011, 99-101.)

It is a natural reaction to be qualified and afraid of new things and new people. Thanks to that we have survived in evolution. (Pohjanpalo 2015.)

When certain behaviour is not understood, people start to make interpretations. If the relationship has a base of trust, the interpretations tend to be positive. If trust is not built, the interpretations go easily towards more negative direction. There might be different cultures inside a company. Superiors are in remarkable place in bringing different cultures closer together and standardizing them. (Kupias & al. 2011, 99-101.) This is done by letting the cat out of the bag. Assuming leaves room for interpretation. As people are no telepaths we should be outspoken. (Ahonen & Lohtaja-Ahonen 2014, 57-58.) This does not mean harsh French or insulting, but pointing out things and feelings when necessary. To speak out applies both for positive feelings and occasion to show appreciation as well as for dealing with problems. It is a skill that builds shared understanding. (Ahonen & Lohtaja-Ahonen 2014, 54.)

Important characteristics building trust towards leader seems to be integrity, benevolence and ability. Integrity refers to honesty, truthfulness and having consistency between words and actions. "Practice what you preach" as the artist Barry White has put it. Benevolence means having emotional bond between leaders and followers. Ability understands technical and interpersonal knowledge and skills. It refers also to the ability to get things done. (Robbins & Judge 2013, 423.)

Trust encourages risk taking, which allows creative decisions. In service environment this is sometimes inevitable to perform agreed service. Aviation industry works 24 hours a day and superiors and managers do not cover all shifts. More importantly still, trust facilitates information sharing so that employees are willing to express concerns and that management listens and actively work to make changes. When considering a group, trusting tone set by a leader increases group members will to help each other. This may cause a circle of increasing trust. Finally trust enhances productivity as employees those trust in their superiors tend to perform better. Mistrust then again causes concealing of information and secretly pursuing own interests. (Robbins & Judge 2013, 424.)

Cliché as it is, the best thing to do for superior is to be oneself. Building trust is otherwise very hard to accomplish. However there are a lot of ways of behaving and acting and here lies the possibility for development. The existing culture should be taken into consideration, yet own style and qualities should not be abandoned. (Kupias & al. 2011, 100.) Developing character without losing personality can be practiced for example through teachings of positive psychology. Character has a meaning in growing to a responsible leader. To focus on character brings out the best in people and prepares them for the journey of becoming a better leader. The process of learning to lead enables people to bring the best of themselves to supporting and enabling others. This will ensure that the organization

performs at the highest level and by doing so contributes to the society. (Crossan, Jeffrey & Seijits 2012.)

Efficient decision making is based on character. It takes character to build a culture of constructive opposition, where people are not afraid to question decisions. Character needs to be brought to organizational values and to competence requirements of leaders. In order for character to get to the well-deserved spotlight, leaders need to emphasize it. To anchor leadership development in profiles that defines what makes a leader good in addition to defining what good leaders do and how they can lead better, organizations need to move beyond value statements. (Crossan & al. 2012.)

4.2 Perception of feedback

Everyone has a perception of feedback, but it is mostly unconscious. It should be thought of and tried to gain conscious perception, so that it could be changed and developed if needed. The perception of feedback involves definition for the concept. It also involves the idea of what is good and what is bad feedback, idea of its mission and the possibilities it has to influence. A company might have a strong shared understanding of feedback. In addition to being aware of own feedback perception, it pays off to become aware of the kind of perception company holds of it. Feedback culture as a part of organizational culture understands how feedback is given, received, asked for, and what kind of feedback is considered as being good in a company. Superior works in the middle of both feedback culture as well as organizational culture, those create a certain frame. However superior has a chance to have an influence on developing and maintaining the culture. In other words there is a choice of how to work in the given frame. (Kupias & al. 2011, 101-103.)

Superior's skill of observing and time management has a crucial significance in changing the culture. Working environment should be actively observed by superiors to gain information of its condition. When asked, people often do not know how to answer, they do not even have an answer or they are not willing to give it. Ability to probe and read between the lines is essential for superior. (Kupias & al. 2011, 106-107.)

Feedback is a tool for leading present and future performance. Appraisals then again deal only with past work. Common informal discussions about work enables going over important issues and solving everyday work related challenges at that moment. Collaboration is the best way to solve conventional problems and it requires discussion. Feedback is a two way communication where also managers get information about their perfor-

mance. Superiors those actively ask for feedback about their work are controlling their performance better. (Lee 2006, 111-114.)

One way feedback, with for example hamburger model where area for improvement is served between positive feedback, has moved more towards two way direction. That means dialogical feedback, where both parties are active and feedback is constructed together by interactive discussion. (Kupias & al. 2011, 33-36.) This discussion requires trust. Dialogical feedback aims to genuinely understand others perceptions and to build new meanings together. Most important dialogical skills are true listening, direct expressing of self, respect and valuation of others and deliberation. (Kupias & al. 2011, 128-129.)

In well-functioning feedback culture the receiver is taken in to the discussion and the culture shows interest in persons learning. Feedback should not just be received and swallowed without chewing, but it should welcome discussion. (Kupias & al. 2011, 105.) Development discussions are only one arena to put this into practice. More importantly conversational feedback should be a common way of everyday communication in a company. Leading towards optimal performance requires this ongoing discussion all the time. Even though most of the feedback should be informal and on time, planned and scheduled feedback is also needed. Scheduled feedback discussions create a possibility to discuss about real reasons behind problems instead of focusing just on symptoms. There is a debate that effective leadership and continuous feedback can take the need of having official feedback as a management tool. (Lee 2006, 111-114.) This depends on how the concept of feedback is perceived. If perception supports the view of feedback being communication, there is no debate. In this case official scheduled and structured feedback is a strategic management tool.

Organizational culture can provide a base for utilizing performance feedback. In companies where honest dialogue builds the culture and people feel valued and trusted, feedback is used as a tool for development and growth. Giving and receiving feedback enables organizations to strengthen workplace culture. Continuous feedback is essential. Leader should ask, listen and have a discussion in solution oriented way. Two way dialogue takes a little more time, but it pays off. Leader should support employees to problem solution and to be open for new ideas. This builds trust and responsibility. Manager should rather coach, support and guide than try to fix employees behavior. Feedback should be tied to company's business and to a wider context. This way feedback is easier to receive and understand. Leading by example and asking for feedback is essential. To build open feedback culture requires commitment and persistence. (Busser 2012.)

Supportive feedback tells that its giver is satisfied in the work receiver has done. Remedial feedback tells that its giver is not satisfied of it. Supportive feedback supports to carry on the same way and strengthens perception of achieving goals by acting this way. Supportive feedback builds consciousness of actions and helps acknowledging skills and strengths. (Ahonen & Lohtaja-Ahonen 2014, 73-74.) Remedial feedback also has its place and it can be utilized to support employees' development and growth. Given with fitted doses along with everyday discussions, remedial feedback enables employee to digest the information and adjust behavior little by little. Several discussions are likely needed in order to change a person's behavior to more desirable direction. (Lee 2006, 111-114.) Remedial feedback helps to see behavior and gives a possibility to fix it. Due to feedback, goals can be achieved and it is possible to play by the shared rules. People make their own decisions, also on how they choose to utilize feedback they have received. Feedback does not obligate the receiver, but well given feedback gives responsibility. (Ahonen & Lohtaja-Ahonen 2014, 74.)

With feedback, it is possible to support actions in line with company strategy and thus help achieving goals. Goals should always be related to bigger picture. One task of superior is to divide a whole into smaller parts and discuss about them with employees. A common understanding of strategy and goals enables succeeding in everyday feedback. When all parties understand the goal, it is easier for superior to use feedback daily to strengthen operations those support the strategy. It is also easier to guide employees towards actions in line with strategy with remedial feedback, when the goal has a shared meaning. (Kupias & al. 2011, 59.)

Solving problems with the ways of feedback, gives employee a chance to define the problem with own words and to support the employee to find as many options for solutions to the problem as possible. These viewpoints should be considered together with superior and employee. Employee can then choose the best feasible solution out of those options. Superior and employee can together discuss how it is implemented in practice and how it is then followed up. (Kupias & al. 2011, 66.)

One purpose of feedback can be to motivate employee, to increase wellbeing at work and to strengthen employee self-esteem. In this case, employees' survival in work tasks and work community is helped and supported with feedback. Feeling of know-how will strengthen wellbeing at work. Superior's feedback can bring forth employee's strengths and point out things that are going well. This enhances employee's wellbeing at work place. (Kupias & al. 2011, 21.)

4.3 Influential feedback

Only well given feedback enables development. Therefore it is worth to learn to give it well. It is also as important to learn to receive and to deal with feedback. Then feedback has an efficient impact on all participants and the whole work community. (Ahonen & Lohtaja-Ahonen 2014, 81.)

Influential feedback is given well when it is based on mutual agreement. When given and receiving feedback is agreed with everyone in work community, it is set to enable development. Influential feedback needs to be continuous. This makes it flow to all directions. Continuous feedback also becomes a tool for everyday leadership and communication. In order to be continuous, it needs to be agreed as well. Influential feedback is given of behavior that is related to achieving goals and playing by the rules. It is given more often considering success than failure. Most people in anyway succeed more than fail during their work day. To focus on the supportive feedback enables awareness of success and enables to do well. For every one remedial feedback should have five supportive ones. Influential feedback is well given when it is given concerning relative things. (Ahonen & Lohtaja-Ahonen 2014, 81-83.) This relates to positive psychology teachings of focusing on good and right takes attention from bad and wrong. Focusing on success takes attention from failure.

There are two reasons to give influential feedback. It is given to enable receiver's development and to express giver's feelings. Supporting other persons development is more important. Influential feedback is constructed from observation and its impact. Observation should be told first to make sure of receivers understanding. There is no reason to hide feelings when giving feedback. However, influential feedback is given calmly and without outburst of feelings. Influential feedback is given well when it leaves decision to the receiver. Everyone is able to change only own behavior. (Ahonen & Lohtaja-Ahonen 2014, 84.)

4.4 Peer support

A feedback area which has caught less attention, or even has been neglected, is peer support. However, it plays as significant role as the feedback between superior and employee. People being in same position understand each other the best. Everyday discussion and sharing of information concerning daily work, supports superiors personal development. This applies also to employees. They should be given possibility to discuss and open dialogue should be encouraged. (Kupias & al. 2011, 107-109.)

Even though the quantity of feedback matters, its quality should also be considered. Meaning of quantity decreases if feedback means only pointing out flaws or failure. Having good feedback skills or not, superiors will never have time to give enough feedback. This is why peer support is needed. It is more likely to believe succeeding when it is pointed out by ten colleagues in addition to superior. (Ahonen & Lohtaja-Ahonen 2014, 75-76.)

It might be that feedback received from superior is held more valuable than the one got from colleague. In this case, it is often thought in the organization that feedback is leading and that it belongs only to superior's toolbox. This means that feedback flows only from top to down. It would be absurd if feedback would be used only as superior's tool. In that case, no one wouldn't have the time to receive enough feedback and superior self would only get feedback from his or hers superior. To know how to lead your employees, superior needs to know how they perceive his or hers leading. A good superior asks feedback from employees frequently and often, if it is not received otherwise. Everyone in work community needs feedback. Feedback is communication not leading and this is why it needs to flow freely to all directions. (Ahonen & Lohtaja-Ahonen 2014, 75-76.)

Western people have learned to be self-centred. They tend to think that when someone else is succeeding it takes away from them. Western people also expect others to act according to their expectations. To get pass this egoism takes practice. It is important to acknowledge that other people's success can enhance own wellbeing. Even more important is to acknowledge success of those who are doing same things with us. Without doing so, we might see them as competitors and feel ourselves worse than them. They should be complemented and learn from their example. (Ojanen 2013, 211.) Peer support builds positive culture and enables organization's success.

4.5 Power of praise

Especially for children the praise and acknowledgements of parents are very important. Same child who is thirsty for praise stays in us throughout our lives. People tend to like the person they receive positive reviews from. Thanking encourages us to do good work. If a person is in doubt with own skills, praise can also return the faith in own actions. (Ojanen 2013, 212.) Without positive attention and support, motivation decreases rapidly. How much positive feedback we need, is individual. Positive feedback supports valuation towards both self and work, which provides a strong base for learning and developing know-how. Person who is learning and developing needs a lot of positive feedback. (Ku-

pias & al. 2011, 219-220.) An employee can never have too much of positive feedback, valuation and respect from superior (Hakanen 2015, 14).

Often common practices are against common sense. In order to have constructive feedback in practical and human level, it should point out more than just flaws. Constructive feedback should encourage the heart and strengthen what we do right. Some deep need is unmet as long as efforts are not acknowledged in rewarding and meaningful ways. Needs for attention varies individually. Most people do not get enough feedback about work and only very few receive enough encouraging and positive feedback. (Watkins 2004, 46-48.)

Recognition, praise, acknowledgement and support targeted when having done right or having worked in a right way, are critical to character development. Normal everyday happenings offer possibility to practice this. (Crossan & al. 2012.) Power of praise seems often to be forgotten in organizations as focus is many times in more extrinsic rewards. Offering smaller and inexpensive rewards, such as praise, as a part of everyday work life, creates positive organizational culture. Many managers might think praise is not valued and withhold showing appreciation. It is true that it might be hard for some people to receive praise, especially if thanking has not been accustomed within the organization. Still people value praise. It is generally not being asked by employees and many times managers do not realize the cost of failing to give it. (Robbins & Judge 2013, 561-562.) Positive organizational culture enables employees' personal and professional growth. This increases their effectiveness, which eventually has financial value as well. By supporting employee to success will add on the supporter's success too. (Robbins & Judge 2013, 562-563.)

What for many is common sense should become common practice. Acknowledging efforts and outputs, even only with sincere thanks, exceed the limits of official feedback structures by nourishing a sense of self-worth, encouraging further striving and building intrinsic rewards into work itself. However, in organizations and individual behaviour, it is more common to look for what is done wrong than what is done right. Focusing on negative does not nourish the spirit or encourage the heart, especially when negative feedback is given as broad generalisations and judgements. Useful unspecific feedback is rare. Spontaneous feedback is often negative, and even with positive comments, it is also often given as unhelpful generalisations and judgements. When asked to give feedback, most people interpret it as a request to give only negative comments. Big part of so called constructive feedback is unhelpful or even damaging. Even positive generalisations do not tell to its receiver, what is considered to have done right and why. (Watkins 2004, 46-48.) In

addition to confusion, unspecific supportive feedback might lead to feeling annoyed. People need specific feedback when they aim for development. This applies both in supportive and remedial feedback areas. Unspecific feedback does not help a person to acknowledge skills and strengths. (Ahonen & Lohtaja-Ahonen 2014, 86.)

Judgement and searching for flaws and imperfections is something that is learned. Specific and descriptive positive feedback awakes confusion, suspicions and mistrust in its receiver. Tendency to these interpretations tells about deeply unmet need. Feedback is needed, it is not received enough and never too much. Regardless of age and position, there is hidden self-doubt and self-attacking judgement behind our professional self. The objectives of organization should be balanced by increasing the people capacity that is needed to reach those objectives. A common imbalance focuses only on reaching organisational goals and takes attention away from those who produce the results. The way how peers, leaders and managers hearts are encouraged and spirits nurtured, is vital to organisation. (Watkins 2004, 46-48.)

Thanking should be done considering receivers own interests. Otherwise it can cause confusion, which can lead to frustration or to do those things that offer reward. Positive feedback awakes positive feelings. Politeness can lift up the spirit, praise should belong to work community's everyday life and feedback related to learning shows what has gone well. Feedback that gives attention to growth goes deepest, recognizing development by summing up many positive actions. Acknowledgment, support and thank you are worth the most, given with authenticity and taken into account for whom it is given to. They produce pleasure that brain needs. Positive feedback should be tailored, because if it is repeatedly similar, it makes the receiver numb and stops reaction. However, it brings added impact when positive feedback is surprising or unexpected. (Kupias & al. 2011, 219-220.) Spontaneous feedback is also very real in its nature and thus tailoring should not mean over thinking it. Never the less it should still be thought out in order to be specific, useful and helpful.

Praise is often given in well-functioning work places. When employees feel that they are appreciated, they feel able to do their job. Even today many leaders still think that only clutch produces good results. This leadership style gives negative feedback and creates climate of fear. Research show that this leads employees to exhaustion and to lack of motivation to do anything unless strictly controlled. Supporting atmosphere where thanking and giving praise leads to strengthen intrinsic motivation, leads to better results. In supportive climate employees are more committed to the company or organization and the need for control decreases. (Ojanen 2013, 213.)

To feel that work is meaningful is very important. When treated as a valuable individual at work, and not just an operator, adds that feeling. Power of thanking can have a significant effect on the level of operation. Best work places do not skimp with expressing thanking and recognition. It is systematic and done with surprising ways. Thanking is used as a tool to show appreciation and to build desired operation. The culture of thanking is part of value-based leadership in great places to work. (Great Place to Work 2013.)

The ways of thanking should be tied up to organizational culture. Thanking should be inseparable part of the company culture, when it feeds continuous success. The structures for thanking in organization should be visible and clear for everyone. Communal culture of thanking should be built-in in a company, because individual and group success, are strongly tied up to each other. Thanking should be justifiable, fair and transparent. (Great Place to Work 2013.) Responsibility in thanking might be self-evident or common sense for many, but often it might not translate in to common practice. Even though thank you belongs to everyone, it is important to acknowledge individual success (Great Place to Work 2013).

A thank you gets greater meaning when it is personalized for its receiver. Various channels and ways of thanking, makes the culture stronger in organization. Thanking is an important leadership tool, which has a significant impact on performance. Timing improves power of the tool, and often superiors hold great responsibility for spontaneous thanking. Genuine thank you is acknowledged and places for genuine thanking should be utilized. Collegial thanking characterizes great places to work. Thanking peers makes cooperation stronger inside the organization. Top management should also utilize possibilities for acknowledgement. Thank you from surprising facet maximizes the feel of being valued in its receiver. (Great Place to Work 2013.)

Conclusions of the literature review

Positive psychology teachings aim to increase wellbeing by utilizing character strengths. In western world interest in wellbeing is growing and grounds for it are better than ever. Pioneers in the field try to awake us by suggesting a wider perspective. Wellbeing is a hot topic in work life as well. Research based knowledge, which positive psychology produces, helps to build sustainable wellbeing in organizations. Wellbeing employees build positive culture that benefits the organization. Feedback can be used to enhance wellbeing at work. However, only well given feedback enables development. Influential feedback needs to be continuous. Interactive continuous discussion requires trust. Trust also enables cultural development. Trust can be built best by being authentic. This applies also in

thanking, which should be a part of organizational culture. Praise and supportive atmosphere leads to better results. Praise enables character development and leads to positive organizational culture. Other people's success can enhance own wellbeing too. Need for positive feedback is enormous, but it is hard to have enough positive feedback. Peer support as a part of feedback culture can be a partial help.

The above presented literature review on positive psychology and feedback culture builds a solid frame for focusing on the good. Development work brings theory to practice. Following chapter 5 presents the training designed for commissioning company's middle management.

5 Training

Training is used as a method to accomplish change. Training is a tool for development and the best solution to the problem. Teachings from the disciplines of positive psychology and organizational behaviour are used to construct the training content. This chapter presents the methods used in training and introduces training in general. The content and structure of the training days are described in detail.

5.1 Training methods

It is typical that communal methods such as brainstorming techniques are often used developing professional work. Development work is solely done alone but usually the person doing development work is in some way a part of group for whom the development work belongs. Well-functioning practical solutions do not come up with just passing or applying knowledge, but new solutions require dense co-operation and mutual understanding from participants. (Ojasalo & al. 2009, 40.) Trainings for managers and superiors should be designed in more versatile ways, so that instead of just pouring information on the participants, training should actively develop their ability to think and solve problems (Leppänen & Rauhala 2012, 238).

In this research participatory methods are used to gain more ownership and commitment from the superiors who participate in the training days. Various methods are used in the trainings to involve participants in development work. These methods are communal idea-ation methods such as brainstorming techniques, observation as a part of a team work assignment and crafting. Training methods are presented next.

Ice Breaker

An effective way to start training can be an interactive ice breaker session. It is often run before the main agenda. Well-designed and well-facilitated ice breaker can help the event to get a great start. It can engage people more in proceedings and so contribute more effectively to the event to reach a successful outcome. A good advice for a facilitator is to keep it simple, making sure the session is appropriate and comfortable for everyone involved. Ice breakers can be used for example when the topics are new or unfamiliar to many people involved or when facilitator needs to get to know participants and have them know you better. (Ice Breakers 2015.) The above reasons are why ice breaker is used in the trainings.

Phototherapy technique

People's reactions to postcards, magazine pictures, online images, or photos which are taken by others can provide illuminating clues to their inner life. Any photographs actual meaning is in its visual facts, and more in what it evokes inside the mind of the viewer. People spontaneously create meaning to a photo when looking at it, and consider it as the reality. This meaning is dependent on the viewers, because it is coming from their perception. People's reaction to a photograph they feel special, can reveal a lot about themselves. One of five phototherapy techniques is to use client's photo-projective interactions, which explains how the meaning of any photo is primarily created by its viewer during their process of looking at, taking, or even just planning it. This reflects the projective process that arises from inside viewers own unconscious inner map of reality, which determines how they make sense of what they see. This technique relates to all photos, because it is about how people interact with them. (Photo Therapy Techniques 2015.)

Even though the photo therapy technique might usually be used in therapeutic purposes, in the trainings ice breaker is constructed around spontaneous choosing of photographs. This technique is used to steer thoughts into character strengths and to see participants' perceptions and thoughts about them. This technique should expose a little bit of participants reality as well.

Drama education

Roles, those are not used in everyday life, are studied in drama training, where situations are thought through very different persons. Meaning of a role is important, because it allows people to deal with challenging situations and private emotions. Touching drama enables learning, but learning depends on how the experience is processed afterwards. (Heikkinen 2004, 146.) Drama education is not directly used in the trainings, but roleplay that is executed by the participants, holds similar ideas.

Brainstorming

Brainstorming is typically used in producing new ideas. It is a group of people, such as group of personnel of a company, who are working together around a theme so that in the beginning ideas concerning the theme are invented quite freely. Everyone is being encouraged to express thoughts without any critique. The aim is to produce as many ideas as possible and to write them down. (Ojasalo & al. 2009, 44.) First rule of brainstorming is that criticism of ideas is not allowed. Secondly all ideas, no matter how wild, are encouraged. Third brainstorming rule is the more ideas, the better. And last, as a fourth rule, every participant should try to build on or combine the ideas of others. (Effective Meetings 2015.)

Rolestorming and figure storming

Rolestorming method combines roleplay and brainstorming (Rolestorming: Origins (Rick Griggs) 2014). "Rolestorming is a technique that encourages group members to take on other people's identities while brainstorming." It reduces the inhibitions that many people feel when sharing their ideas with a group. It helps people to come up with ideas that they may not have otherwise thought of. (Around the Web 2015). Figure storming technique holds the same idea that is only described with slightly different words. It emphasizes that to make figure storming work, people really have to be the person they are roleplaying to benefit from their ideas. (Innovate 2014.)

Brainwriting

Brainwriting aims avoiding key players in a group taking lead and setting directions to a brainstorming session. It aims enabling everyone's ideas to be presented. This allows the possibility for new ideas to be exposed, when also for example the introverts', conservatives or otherwise reserved people's ideas are brought to everyone's reach. This approach might often generate more potential solutions compared to traditional brainstorming, during which only one person can speak at a time. When discussion in traditional brainstorming has come to an end, a lot of good ideas might have been changed form or been forgotten. This might reduce the creativity and productivity of the sessions. (Brainwriting 2015.) Brainwriting is a quieter process that holds a general principle that idea generation should exist separate from discussion. First people write down their ideas, and they are shared out loud in a systematic way. This might be done for example by putting anonymous ideas to a wall and everyone gets to vote the best ones. A discussion then follows. (Greenfield 2014.) Brainstorming, rolestorming and brainwriting techniques are utilized in the roleplay assignment in the trainings.

Notes making

All own active operation helps to attach things in to memory. The idea of making notes is based on this. Even though a person would not even look at the notes afterword, one remembers things better, when he or she has actively done something. Memory is not a scanner, it is a factory. (Rautio 2015, 4.) In the trainings, observations done from team work, utilizes notes making, in order to store things more efficiently to memory. Observing is a good method to use, when development work is targeted to action of individuals or their interaction with each other. It is also a good method to study situations those are hardly predictable or rapidly changing. (Ojasalo & al. 2009, 103.) In this research observations are used as part of a group work assignment that is performed in the trainings by

participants. Here it is not a research method as such, but merely a small part of the actual development work method; the training.

Demonstration

Demonstration is one interactive training technique. It involves utilizing tools or equipment in teaching the steps or processes. (Training Today 2015.) In this study demonstrations mean producing handicrafts by applying published material participants will read just before the assignment. Similar to making notes, crafting aims to produce something tangible that would help the participants to remember the topic and its message.

Following subchapters introduce the training design. They present a detailed description of the content and structure of the training days.

5.2 Training design

Active and close communication with the commissioner was needed to start the development work. This included meetings, discussions over the phone and via e-mail. The commissioner was very excited with the suggestion to held training days for their superiors. As a method, training was up-to-date, innovative and it gave a possibility to create and try something new. Unique ways and a fresh approach with the latest studied knowledge, advocated for choosing training as a method.

The commissioner gave free hands to plan and execute the trainings. The training was designed around positive psychology teachings in feedback and communications context. Various sources were studied in order to build theoretical framework and designing training's agenda and its content. It was a priority to try and bring theory in to practice in a way that would give superiors new perceptions. Various training methods were used to ensure this. Many different and active group work assignments were designed to the training agenda. The final form of the assignments resulted from a lot of research and familiarizing with different training methods, coaching styles and meeting practices.

All of the methods were tied up to theory that was presented before each group work assignment during the training. Lectures showed relevant theory about positive psychology and organizational behaviour concerning feedback. Theory was also brought to training through discussions. Training consisted of theoretical introductions, and both group work assignments and individual work. The introductions were written based on the literature review that is presented in the chapters 3 and 4. Trainings were conducted in Finnish, since it is the native language for majority of the participants.

Altogether, four training days were held for commissioner company's superiors excluding only top management. This included 24 participants from two different departments. Training days were held on September 22nd and 23rd and on October 1st and 2nd. Each session lasted for five hours, from 9am to 14pm. First session had 8 superiors from passenger service department, second session had 4 participants from ramp department, third session had 7 participants again from passenger service and last session had the remaining 4 superiors from ramp department. This added up to 23 participants. One superior was absent due to sickness. Trainings for the superiors of two departments were kept separately because of their different training backgrounds. The four training days had the same content so that all superiors had a chance to get the same training. This was the first step to having same training for all the superiors in the future.

Trainings were designed as interactive sessions to engage participants throughout the day. A few messages were sent for the participants before the trainings. The first one introduced the upcoming trainings and opened slightly their content (Appendix 2). It also presented the background and purpose of the study. The second one guided participants to do VIA character strengths survey, which they were assigned to conduct before the trainings (Appendix 3). The survey defined their character strengths, which were utilized in the trainings. This letter had specific instructions for managing to complete the test.

The trainings were branded as "PAPU2015 Palauteapuklinikka", which loosely translates to Feedback help clinic and its acronym. A poster was sent to the participants before the trainings to remind them about of the upcoming event (Figure 1). It had the same visual PAPU2015 design that was used throughout the presentation in the trainings.



Figure 1 PAPU2015 poster

There were breaks planned in well suited places throughout the day to keep people lively and active. Breaks were designed by their ambiance in a way that well fitted music was played during the break. Time for comments, questions, answers and discussion was planned before every break. The timetable was flexible and it was adapting to situations and needs.

5.3 Facilitation

The trainings were facilitated at commissioning company's administrative premises, which took the participants away from their everyday operative environment. The meeting room had a possibility to sit 10 people comfortably around one table. There was a video projector and a flip chart available in the room, as well as notebooks and pencils for the participants to use. Healthy snacks, refreshments, coffee, tea and light salad lunch were provided during all of the training days. One wall was all windows in the room and there was a possibility to open one for ventilation and some fresh air. The windows also brought light in to the space.

All of the training days were kicked off by a group of top management and administration staff. They welcomed the participants and thus allowed a smooth start for the day. The training part always started with short introduction about the coach, this research and its background (Figure 2).



Figure 2 Welcome

The agenda and schedule for the day was presented next (Figure 3).



Figure 3 Training day agenda

5.4 De-icing

The training activities started with an ice breaker, a small task to warm up the participants (Figure 4). The ice breaker utilized ideas from photo therapy technique. A collection of photographs about different people were presented to the superiors. They were being asked to choose one picture keeping in mind character strengths and company's feedback culture (Figure 5). The pictures were handpicked from a street photography series shot by my friend who works as a professional photographer. These photos represented people all age in different situations going through different emotions.



Figure 4 De-icing instructions

The title of de-icing holds similar meaning than an ice breaker, but it also associates to the industry with de-icing of the airplanes. This is an essential part of commissioners business as well.



Figure 5 Participants choosing photos (Outsider observant 2015)

After choosing a photo, the participants were asked to present the photo to others and argue their choice. They are asked to evaluate the character strengths of the person in the picture and think how those strengths could be utilized in giving or receiving feedback at their work place. Finally they were asked to share a specific example of their personal experience related to feedback. The participant's thoughts and answers to the questions were discussed one person at the time. It was like having several mini interviews with listeners. This evoked participants' thoughts to organizational behaviour, in this case feedback culture, and to positive psychology. It also gave everyone a chance to get to know each other a little bit; the coach to get to know the participants and the participants to get to know the coach. The ice breaker set up a relaxed atmosphere for the start of the day.

5.5 Roleplay

After the day had been kicked to a start and the participants were a little warmed up, a short introduction to positive psychology; virtues and character strengths followed. The introduction presented the branch of positive psychology science, its background and aim (Figure 6). It also talked about positive psychology in Finland.

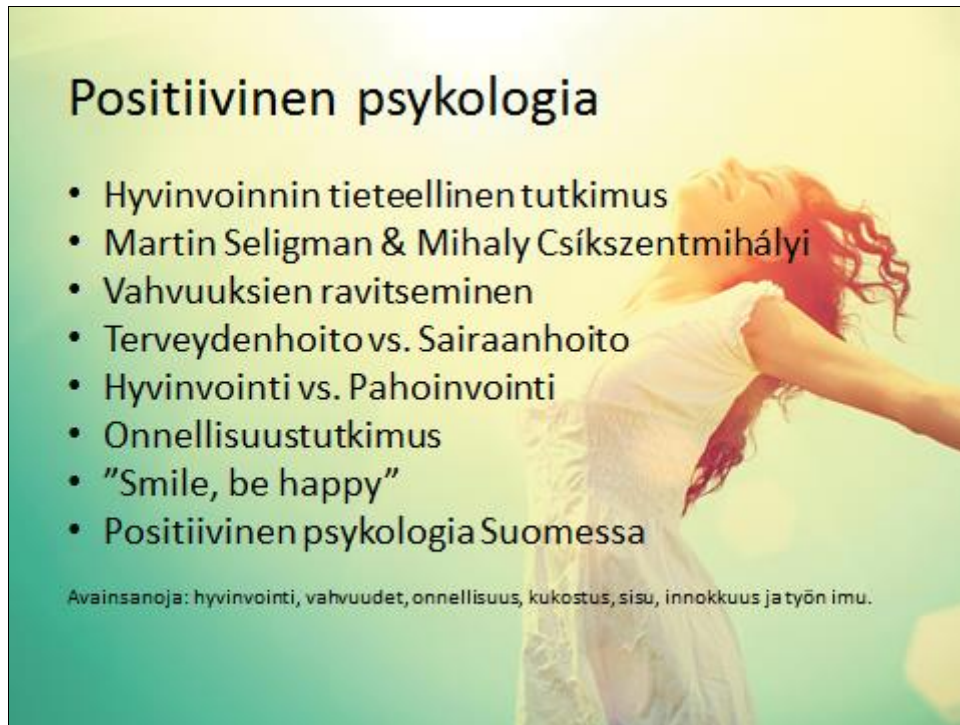


Figure 6 Positive psychology introduction; background and aims

The introduction primed the topic of virtues and character strengths by discussing the thinking of virtues and presenting the Values in Action project. It touched on the criteria for character strengths and then introduced the VIA classification for 6 virtues and 24 character strengths. The introduction presented the SMART model for using character strengths.

Finally the introduction was summarized (Figure 7) with few relevant quotes and a two minute video clip produced by VIA Institute (The Science of Character 2015). This rather theoretical part took about 20 minutes.



Figure 7 Positive psychology introduction; summary

First group work assignment followed the introduction. A Roleplay based on character strengths utilized brainstorming techniques (Figure 8). This assignment borrowed from both brainwriting and rolestorming. The purpose of this task was to show to the participants that there are a lot of means those can be utilized in giving and receiving feedback, and that when channelled in a right way or to the right direction, different strengths can benefit a common goal. The assignment also aimed to collect concrete directions for giving and receiving feedback in more active, constructive and positive ways for superiors benefit.

Roolipeli

Tehtävä 1, yksin
Tutustu henkilöön/hahmoon ja mieti

- Mitkä olisivat hänen ydinluonteenvahvuuksiaan?
- Miten hän käyttäisi niitä palautetilanteessa?

Tehtävä 2, ryhmässä
Keskustelkaa ja kirjatkaa ylös, mitä konkreettisia toimia henkilö/hahmo tekisi palautekulttuurin kehittämiseksi aktiivisempaan, rakentavampaan ja positiivisempaan suuntaan?

Huom tilanne!

Aivoriihisäännöt

- Ei kritiikkiä
- Kaikkiin ideoihin rohkaistaan
- Mitä enemmän sen parempi
- Kaikkien tulee yrittää rakentaa ja yhdistää muiden ideoita




Figure 8 Roleplay instructions

The assignment started with an individual task. The participants drew by a chance a character card from the pack. The cards were prepared already earlier. There were both real life personas as well as fictional characters in the pack. They were politician Timo Soini, musician Kimmo Laiho better known as Elastinen, Batman, Hitler, fictional movie character Uno Turhapuro, dancer Aira Samulin and Miss Suomi as a generic character. These characters were all known by the participants so it was possible for them to guess or evaluate their traits. After pulling a character for each, the assignment was to familiarize oneself with the character and think, what could be this person's core character strengths, and how this person would utilize these strengths in feedback situation. This part used the brainwriting technique (Figure 9).



Figure 9 Brainwriting (Outsider observant 2015)

Secondly the participants were to have a group discussion and write down concrete examples of what each character would actually do to develop feedback culture in more active, constructive and positive direction. Verbs such as dancing, talking and so on were looked for in this part of the assignment. This part combined a little rolestorming as well as traditional brainstorming.

After the discussion the participants were asked to write each of the concrete tasks to their own post-it note and place all of the notes on the wall. The headings of “YES”, “MAYBE” and “NO” were placed above of the notes. Participants were assigned to agree appropriate place for each note under correct heading so that the ones under “YES” represents those that could actually be used in their work. “MAYBE” group was for the ones they were not quite sure of and “NO” group were actions they could not utilize in any case.

A discussion followed the preliminary placing. With coaching, everyone thought whether this would be the determined setting or should some notes still be moved under another heading. Many of the tasks were handled as metaphors, which led to active discussion. The outcome of the discussion was that many notes were still replaced. In the end a very small part of the notes stayed under titles “MAYBE” and “NO” (Figure 10). Participants gained directions for utilizing out of the box ideas in feedback context.



Figure 10 “YES”, “MAYBE” and “NO” (Outsider observant 2015)

A good practical example of dealing with unexpected challenges, those research development work among other things is about, came in the first training day (Ojasalo & al. 2009, 21). A name list of seven participants for the day had been delivered in advance. With another group of seven people, these were supposed to be the two biggest groups out of all four, and the Roleplay assignment was prepared based on this information. As it turned out, the name list lacked one person, and suddenly there were eight participants in the first training session. As we proceeded to the Roleplay, two participants were paired to share a character and everything went smoothly as it had been planned all along.

5.6 Building feedback

A short introduction to feedback set up the following part of the training. This introduction discussed about feedback culture. It defined the concept and presented some behavioural background. The introduction talked about roles in the feedback culture from leadership point of view (Figure 11). The role discussion highlighted superior's importance in feedback culture.

Roolit palautekulttuurissa

- Mistä työntekijöiden odotukset tulevat?
- Esimies toiminnan kehittäjänä
- Uudet toimintatavat osaksi kulttuuria
- Luottamussuhde ja tulkinnat
- Esimies voi lähentää ja yhdenmukaistaa eri kulttuureja
- Mitä hyvän palautekulttuurin rakentaminen vaatii?



Figure 11 Feedback introduction; roles in feedback culture

The introduction gave leadership guidelines in feedback context. It discussed about feedback perception and peer support. Finally the introduction was summarized to a recap (Figure 12). This theoretical part ended with a discussion about the commissioning company's current feedback culture from superior's point of view. The introduction to the topic of feedback took about 20 minutes.

Kertaus

- Palautekulttuuri on tapa toimia
- Luottamus vie kulttuuria eteenpäin
- Hyödynnä persoonaasi
- Esimerkin voima ohjaa kehitystä
- Vertaispalaute on tärkeää

- Millainen tämänhetkinen palautekulttuuri on?



Figure 12 Feedback introduction; summary

The introduction was followed by the second group work assignment, which was Building feedback (Figure 13). The purpose of this exercise was to point out the current state of communication and collaboration under pressure. It aimed to show the good elements and the ones in need for improvement.

Rakenna palaute

- Jakaannutaan kahteen ryhmään
- Rakennetaan legokulkuneuvo käyttäen vain toista ("huonompaa") kättä
- Toinen ryhmä tarkkailee tilannetta ja palautekulttuuria ja tekevät muistiinpanoja

1. Mitä hyvää ja säilyttämisen arvoista
2. Mitä on syytä kehittää

- Vaihdetaan rooleja
- Käydään läpi havainnot ja keskustellaan
- Kerätään positiiviset havainnot yhdelle paperille ja kehittämiskohteet toiselle



Figure 13 Building feedback instructions

The assignment was done by dividing the participants in to two groups. First group was assigned to build a Lego figure with using just their weaker hand. They were given a Lego package, which gave them a possibility to choose one out of three building options (Figure 14). There were two different Lego packages, one for each group. Other package had options for building vehicles moving in water and air, the other package for building cars.



Figure 14 Three options for building

The group was having a time line of about five minutes to finish the task. To succeed they needed to communicate and collaborate. While the first group was executing the building, the other group were asked to evaluate the first group's communication, emphasizing feedback in their observations. They were divided again in to two and others were writing down what is good and worth saving in builder groups giving and receiving feedback, while others were putting their attention in observing what needs to be developed in it. After the first group had built and the second group had observed, the roles of the groups were switched, so that the first group got to observe while the second group was building (Figure 15). This assignment used before presented methods of observation and notes making.



Figure 15 Building feedback; first group

During the exercise participants saw how communicating more actively and in a more specific way helped in executing the task. They also witnessed that by consciously taking all the group members in to carry out the task, benefitted the whole groups performance. The assignment was also a fun and shared experience to the group (Figure 16), which helps in digesting and absorbing the theory.



Figure 16 Building feedback; second group

5.7 Thanking teller

The third part of the training day was planned around the concept of thanking. This part was based on a blog post about culture of thanking in organization, which fits well to practical development of today's leadership and business. The participants were presented with a blog post written few years back in Great Places to Work web sites. The post presents eight thesis of thanking, which helps to both build frames for culture of thanking and to strengthen systematics in showing appreciation and in spreading desired behaviour in organisation. (Great Place to Work 2013.) This assignment required active participating and it aimed to really down-to-earth practical ideation. The idea was to make something tangible and to show that thanking does not have to be formal, but that it can be simple, fun and said with many words.

After reading the post, participants were asked to handicraft a Fortune teller, which is a sort of bill that is folded from paper (Figure 17 and 18). It was familiar for many from childhood.

Kiittäminen <https://www.youtube.com/watch?v=FOIivHjKORw&spfreload=1>

Kiitoskirppu

Tehtävä 1
Lue blogikirjoitus kiittämisestä työyhteisössä.

Tehtävä 2
Taittele paperikirppu. Tunnetaan myös muun muassa nimillä Nokka ja Fortune Teller. Kirjoita kirppuun kahdeksan kiitosta.

A photograph of white wooden blocks arranged to spell out the words 'THANK YOU' in a row. The blocks are slightly tilted and have a natural wood grain texture.

Figure 17 Thanking teller instructions

Kiittäminen

Kiitoskirppu

A hand-drawn cartoon titled "THE REAL LIVES OF ORIGAMI FIGURES". On the left, a colorful origami figure with blue, red, and white sections is shown. A speech bubble above it says "Choose a color." On the right, a brown origami figure with a grumpy, angry expression is shown. A speech bubble above it says "Grow up." The cartoon is signed "© 2014 Agren T. Caycedo Kimura" on the right side and "Ag 14" in the bottom left corner.

THE REAL LIVES OF ORIGAMI FIGURES

Choose a color.

Grow up.

© 2014 Agren T. Caycedo Kimura

Ag 14

Figure 18 Thanking teller; cartoon

They received instructions for crafting (Figure 19). Participants were then assigned to write eight thankyou's inside the fortune teller. Light music was played during the assignment for tranquil atmosphere. When finished crafting, everyone were supposed to play with and be played at by the fortune teller at least ones. This way everyone had a chance

to thank and be thanked. The fortune teller and its ideas were the participants to use and keep. This assignment utilized the method of demonstration.

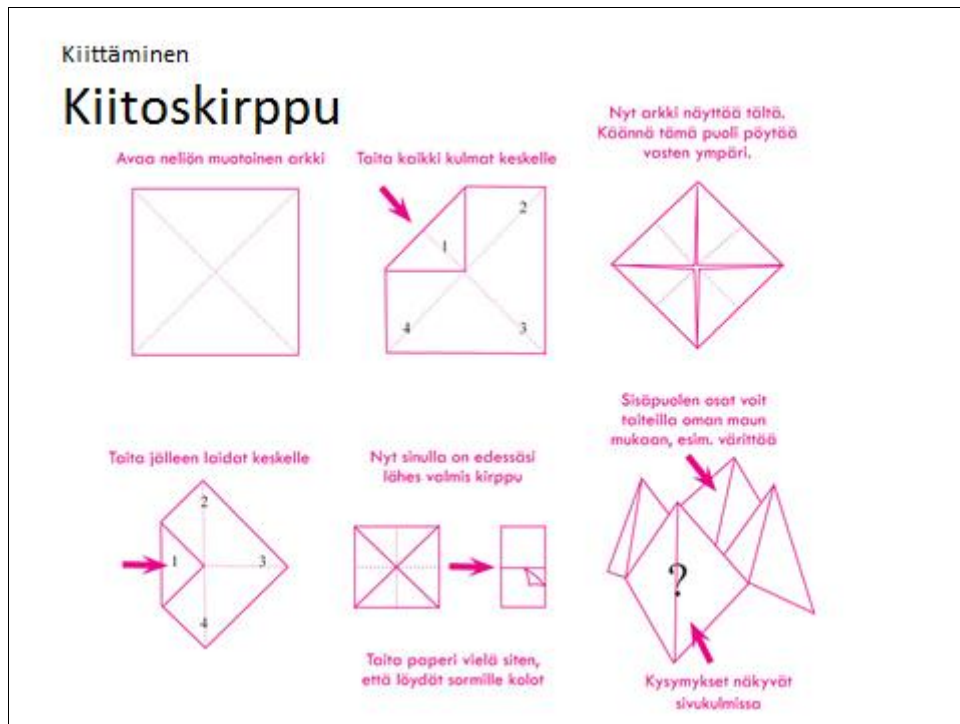


Figure 19 Thanking teller; instructions for handcrafting

The handcrafting was relaxing and fun. There was at least one expert Fortune teller folder in each of the training groups. Everyone practiced to give and receive praise with the help of the fortune teller. The assignment showed the participant's that a rather simple thank you can enhance the feeling of being appreciated.

5.8 Closure

The training day ended with of course thanking and by collecting feedback. There were a discussion and oral feedback, but also the participants were asked to fill out a Webropol survey to evaluate the days gain. Some people from management and administration those started the day came again in the meeting room when training was wrapped up. A short open discussion about the day followed. After the trainings, management and administration held the participants still for another two hours or so, for their own agenda.

The above presented description of the training, told a story of the four days with the superiors of the commissioning company. The gain of the training is evaluated next. The following chapter 6 will present all the results concerning the trainings.

6 Training results

This chapter introduces the results of the trainings. Survey results are presented first. The chapter continues by presenting the outcomes that the superiors produced in the trainings. Then the chapter continues to show other feedback concerning the trainings. Last part of the chapter consists of evaluations of the trainings.

6.1 Survey results

Survey results were brought from Webropol to Excel spreadsheet for analysis. Conclusions were written based on the analysis. Conclusions based on the survey results were written and sent to the participants (Appendix 4).

Survey concerning trainings had excellent response rate (96%). Participants felt that training day was useful (95%). Superiors replied that training day gain develops company's feedback culture in to more active, constructive and positive direction (100%).

Combining theory and practice is a known challenge. Never the less 73% said that training got them new tools for everyday job and 62% thought it will improve their work as a superior. The importance of giving and receiving feedback is recognized better after the training (77%).

The content of the training was unanimously held as up-to-date (100%) and versatile (82%). Training methods were seen as useful (82%). I got good reviews from expertise (95%) and being inspiring (95%) as a coach (Figure 20).



Figure 20 Inspiring coach (Outsider observant 2015)

Open comments were encouraging and supported the fixed answers. There was a mention that the day should have been named for example a workshop besides training. This was brought up also in the feedback collected by commissioner. The comments below are translated from Finnish to English by the author. The original quotations are below the translation in brackets.

“It was a well implemented day. Maybe Laura’s title for the day as “superior training” was a little misleading, but points from the day. It made to think of how the little things are big things.”

(“Päivä oli toteutettu hyvin, ehkä Lauran koulutus "esimieskoulutuksena" oli nimenä hiukan harhaanjohtava, mutta pointsit päivästä, pisti ajatusvirtaa liikkeelle miten pienet asiat on isoja asioita. ”)

Training days had workshop features and they could have been marketed with that name as well. The initial idea was that training as a Finnish word would awake less prejudice than workshop that would have been used as an English term. Training translates better in Finnish language and it is more common, which was preferred. The choice of word set the coach in line with the training participants, not above them, which the word “workshop” might have done. This hypothesis, however, is solely based on prejudice.

Some participants missed more in depth elaborate with character strengths. With this implementation, personal character strengths might have left feeling somewhat shallow. We could have discussed more of them and share our own strengths with the group. It was partly challenging to design tangible and concrete content that would really build profound understanding. It is also somewhat impossible in one training days’ time frame, since the subject requires a lot of self-examination and it leans towards self-development. This does not happen in a blink of an eye, but requires more continuous work.

Superiors saw that top management also needs to develop giving and receiving feedback.

“Positive feedback from top management is also welcome.”

(“Myös positiivinen palaute johdolta on tervetullutta.”)

”Management could consider feedback a little bit, so that it does not come with the words that first comes in to mind.”

(“ Esimiehet voisivat miettiä palautteen antoa hetken, ettei se tule niillä sanoilla, jotka ensimmäisenä mieleen tulevat.”)

Majority of the open ended answers (53%) wished that similar training would be held for top management as well.

“Thank you for the training, the day was nice and rewarding. Similar training for top management would be good.”

(“Kiitos koulutuksesta, päivä oli kiva ja antoisa. Myös johtoryhmälle olisi varmasti hyvä samantyyppinen koulutus.”)

“The same training could be done for management. A good day in a good company and rewarding”

(“Johtajille voisi tehdä samanlaisen koulutuksen. Hyvä päivä hyvässä seurassa ja antoisa.”)

“Administration peoples also to the same training, so our superiors!”

(“Hallinnon porukka myös samaan koulutukseen eli siis meidän esimiehet!”)

“Top management in the administration should take the same training. This would enable uniform feedback culture to entire company”

(“Johtoryhmä hallinnossa pitäisi käydä saman koulutuksen. Näin saisi yhdenmukaisen palautekuulttuurin koko yritykseen”)

“This training would be good also for the top management, so that changes would happen all the way from top management. They would be a good example to others.”

(“Tämä koulutus olisi hyvä myös ylimmälle johdolle, jotta muutokset tapahtuisi ylintä johtoa myöten. Olisivat hyvä esimerkki muille.”)

The fact that training combined theory and practice was mentioned as a good thing. This was also appreciated by the participants who had had started their day very early in the morning having done a shift already before the training.

“The coach was competent and engaged participants well even though many had started their work shift already before 5AM. There was a proper amount of theory and practice.”

(“Kouluttaja hallitsi asiansa ja piti hyvin porukan aktiivisena ja mukana, vaikka moni oli aloittanut päivän töissä, jo ennen aamu 5:tä. Sopivasti teoriaa ja käytäntöä.”)

“The day went well. It was great that there weren’t just theoretical studies.”

(“Hyvin sujunut päivä. Hienoa ettei ollu pelkästään teoriaopintoja.”)

”A really nice day even though I had come to work already at 4AM. --”

(“Tosi kiva päivä, vaikka olin tullut jo aamuneljään töihin. --”)

Overall the training day was considered as nice, pleasant, good, positive and beneficial.

“Training day was coached with a nice positive touch and it left a good mood. A good reminder that giving feedback is important for organizations functionality.”

(“Koulutuspäivä oli mukavan positiivisella otteella vedetty ja siitä jäi hyvä mieli. Hyvä muistutus siitä, että palautteen antaminen on tärkeää organisaation toimivuuden kannalta.”)

”The training had a very positive atmosphere which I like, thank you.”

(”koulutuksessa oli erittäin positiivinen ilmapiiri mistä pidän, kiitos.”)

6.2 Assignment outcomes

After all the four trainings, data that resulted from the training assignments during the days was analysed. All the words, comments and observations participants had produced were transferred in to word documents and they were carefully gone through. Thematising was appropriate method to analyse the material. It helped to point out the most essential ideas. Thematising the data was easy, since similarities in wording were obvious.

A lunch meeting with top management was held after the trainings. This was an appreciative gesture, but also a chance to summarize the superior trainings and their outcome. An infographic was created for the event to present the trainings (Appendix 5).

The post-it notes that had been agreed under heading “YES” in the Roleplay assignment were further analysed by thematising. Most of thoughts came concerning joy, collaboration and responsibility in all of the training groups. Additional ideas were grouped under perseverance (Finnish “sisu”), surprise and democracy. Because the post-it notes suggested concrete actions for giving and receiving feedback, the final themes were modified to be active too. The final themes were *through joy, by collaborating, with responsibility, with perseverance, by surprising* and *with democracy*. A poster and a word cloud out of the Roleplay outcome were designed (Appendix 6 and 7). These were sent to the participants via e-mail.

The observations collected from LEGO assignment on building feedback were thematised. Interestingly, same themes repeated themselves in all of the training group's observations. In addition, same themes recurred whether having observed, what was good and worth saving, or what needed to develop in communication and giving and receiving feedback. *Collaboration, two-way communication, focusing and distribution of tasks* came up repeatedly when analysing the data. In addition to the above mentioned themes, groups those were observing positive aspects had wrote similar comments those referred to *utilizing strengths*. A summary was written out of the Building feedback assignment outcomes (Appendix 8). It was tied up to the theory that was presented already in the training. The summary was sent to the participants via e-mail.

6.3 Other feedback

Superiors were asked also to give feedback internally with their own words. These evaluations were collected via e-mail by a member of top management. This feedback was over all very positive and reflected also the survey results. (Representative 3 20.11.2015.)

Commissioner summoned extracts that recurred from feedback. Training was evaluated as useful, well executed, necessary, current and thought awakening. Different approach was seen as a good thing. Training was considered as not boring but rather cheery. Coach was reviewed as happy and positive. (Representative 3 20.11.2015.)

The content and the topic of positive approach were seen as important and even exceeded some expectations (Representative 3 20.11.2015).

"Considerably better than I expected. Previously held "soft" trainings where I have been, have been somewhat useless. Something stuck in to my mind and left me to think with this one."

("Huomattavasti parempi kuin odotin. Aikaisemmat samantyylliset "pehmeät" koulutukset joissa olen ollut ovat olleet aika tyhjänpäiväisiä. Tästä jäi kuitenkin jotain mieleen ja mieltäväksi.")

"I like the idea that there is an aim to develop practice through positivity."

("Tykkään siitä ajatuksesta, että pyritään kehittämään tekemistä positiivisuuden kautta.")

"The topic was really up-to-date and a good one. It is good to discuss about new leadership styles and with what way we can create positive atmosphere in to hectic working environment and at the same time create good image of employer to employees."

("Aihe on todellakin ajankohtainen ja hyvä sellainen. On hyvä pohtia uudenlaisia johtamisen menetelmiä ja millä tavalla me voimme luoda positiivista ilmapiiriä hektiseen työympäristöön ja samalla luoda hyvää mielikuvaa työnantajasta työntekijöille.")

The coach had very positive reviews (Representative 3 20.11.2015).

"Laura was clearly exerted with the topic and she was a very inspiring coach in my opinion. The implementation of the training was also well planned."

("Laura oli selvästi paneutunut aiheeseen ja hän on mielestäni oikein innostava kouluttaja. Koulutuksen läpivienti oli myös hyvin suunniteltu.")

"The topic was clearly under control and she took over the audience well. She encouraged in a way that the quietest ones dared to give their opinion."

("Aihe oli selvästi hallussa ja osasi hyvin ottaa yleisön haltuun. Rohkaisi niin että hiljaisimmatkin uskalsivat antaa oman mielipiteensä.")

"Calm, could turn things to be viewed from the other side aswell."

("Rauhallinen, osasi kääntää asian myös tarkasteltavaksi toiselta puolelta.")

6.4 Evaluations

An outsider observant was present in the first training day's first half. A good collection of notes, photos and videos was gained from her. All this data was valuable in evaluating the trainings. The overall review was that the group was quite cheerful and active. Questions showed that participants were interested on the topic of positive psychology. De-icing was considered as a great start and an interesting task by the observant. Examples based on own experience was appreciated. The flow between the introductions and the assignments was perceived to be excellent. Also the fact, that an immediate feedback was received from a participant, that assignments were interesting, was mentioned as a positive observation. (Outsider observant 2015.)

The observant also gave some development suggestions for coaching. She reminded to breathe and keep tempo of the speech calm, so that it is easier to follow. The observant suggested that the Roleplay assignment instructions could be explained more carefully to avoid confusion. Participants hold different mind-set for assignments than students. (Out-

sider observant 2015.) Work life context differs a lot from study context. At this point it is worth to point out again, that the observant only saw half a day's training out of four whole days, and the observations are made concerning that first day's first half.

Trainings were executed successfully. This evaluation is based on the above presented results gained from the trainings, and on the atmosphere before, during and after the trainings. The atmosphere in the trainings was relaxed. Being an outsider coach, helped to build that laid back feeling to the event. Participant's involvement was at good level. They were very pleased to get to take active role, to think, to come up with solutions and speak out loud. Connection with the participants was good. Previous work experience and knowledge from the industry built trust and it was appreciated by the participants.

Based on the trainings, superior's know-how in the feedback area was quite good. For many of the participants, the discussion about feedback was like learning to ride a bike again. The topic was familiar to many, but having to think of both own and others behaviour, was a well needed reminder. Many participants gained new ideas from the fresh and practical approach to feedback. Superiors had a good attitude throughout the trainings. The training enhanced their consciousness of having responsibility in their position. It also gave them a fresh perspective and a chance to evaluate their employee, their work place and their own position from distance.

The above presented results consider the training days held for commissioning company's superiors. The following chapter 7 introduces the results of the whole research. Conclusions are made based on the results.

7 Results and conclusions

As a part of the thesis commission, commissioning company produced an assessment of the work development (Appendix 9). The work was seen as independent and proactive. Commissioner felt no need to monitor or oversee progress of the work at any point. The assessment considered that the main area of developed was in coaching and gaining self-confidence as a presenter. Commissioning company held the work development project as very beneficial for them. Knowledge of the industry and of the company was considered as an advantage. (Work Development Assessment Form 2015.) From their own initiative, commissioner also presented a separate certificate concerning the work (Appendix 10).

Some development towards positive direction was seen quite immediately after the superior trainings. Commissioning company's superiors run weekly meetings, everyone in their turn. One of the duty managers exceeded oneself and facilitated weekly meeting with totally new approach and grasp. Immediate feedback from this was "best meeting ever". Commissioner saw this resulting directly from the training and said that it was somewhat unexpected from this particular person. This duty manager had clearly reflected the training content and took advantage of the inspiration. This was considered as a very positive development. (Representative 3 2015).

This development work launched a new era in the commissioning company. As a result of the whole project, a training day was coached for the top management of the commissioning company. This was held in December 2015. Agenda and content was similar than in the superior training, only more leadership approach was added to it. The commissioner wanted to implement the teachings also further in the organization, so cooperation still continued. Four staff weekly meetings were facilitated, two in each department, talking about positive psychology, feedback and communication. This happened also in December 2015. A series of other actions and events are planned after the trainings and weekly meetings, to continue the development in commissioning company.

An outsider coach benefits cultural development in the organization. Yet it is essential to have knowledge from the industry. People are more open to talk and to throw oneself to different tasks with an outsider person. An outsider coach makes topics more believable. Messages are more easily absorbed. A new person is interesting coming in front of a fixed group. This helps remembering things. An outsider coach brings new perspective and shakes common perceptions. An outsider coach benefits cultural development by providing latest studied knowledge to the organization.

Training was an effective way to share researched knowledge and ideas. The communal training methods bring theory in to practice. Utilizing interactive group works, keeps people active, engaged and involved. The participatory training methods make people think outside of the box, and provide supportive outcomes. The methods awake discussion. Since ideas come as intrinsic, not given, the communal training methods enhances learning of the participants.

Following chapter 8 finished the thesis with discussion. It reflects the results to the theory and evaluates the reliability of the research. The chapter gives development ideas for the commissioner and suggests further research. Finally it evaluates the whole thesis process.

8 Discussion

This development work was successful. It gave a solution to the commissioner's problem and answered to their needs. Commissioning company benefitted from the development work results. Training put positive psychology teachings to a test. Positive psychology teachings are well applicable in leadership training. They can well be combined with participatory training methods. Wellbeing is important for the commissioner. Wellbeing in the organization benefits the business. There is a need to focus on the good. Discussion of wellbeing and enhancing wellbeing in organizations is welcome.

Training enables discussion of feedback culture in organization and thus brings feedback perceptions to participant's consciousness. This research confirms that organizational culture develops with people. Everyone in the organization has an effect in forming its culture. Small things that might seem obvious to many, such as thanking, really matter when the goal is to build a culture of positivity.

Quality of the research

When considering about research quality, it is relevant to evaluate reliability, benefit, currency, necessity and credibility with commissioned development work. Training was used as a tool for development. Trainings were evaluated with several research methods. Survey results, feedback collected by the commissioner and evaluations support each other ensuring reliability of the research. Since the commissioner has clearly stated that the project really brought value to them, the research is proofed to be beneficial.

Currency and necessity of this research goes partly hand in hand. This development work is current for various reasons. First, the development task is based on research results. This is an argument for necessity as well. Second, commissioner assessed that timing with the development work was right for them (Work Development Assessment Form 2015). Third, development work itself is current. Development work is needed in order for organizations to survive and succeed in continuous, fast changing world. Hence, this research is necessary. Last, positive psychology in work life context, means aiming to wellbeing in organizations, and sustainable wellbeing increases profitability. Again, this also speaks for a need for this research.

Credibility of this research can be evaluated from two viewpoints. It can be done looking at the whole research or just the trainings, since the trainings are the most essential part of this development work. The commission itself advocates for research credibility. Wide using of sources both in theoretical and in empirical part also speaks for credibility. Train-

ing results from different data all show very similar evaluations. This confirms credibility of the trainings.

Development ideas for commissioning company

Departmental differences in top management's leadership styles, puts superiors in unequal position towards each other. It makes it rather challenging to have a unified leadership approach within the middle management, when leadership is not standardized between the departments from the top on. This might make it somewhat difficult for some people from middle management to responsibly take in the superior role. It also effects on work engagement.

Giving and receiving feedback in commissioning company is not passive, but many times it focuses on flaws or errors. There is a departmental difference in here as well. Also the concept of feedback is often understood as negative by definition. For many in the commissioning company, giving feedback means pointing what needs to be improved rather than giving praise.

The commission gave a unique possibility to observe the organization from close distance. This resulted development ideas for commissioning company, which are presented here below.

Plan the feedback culture

It is hard to have enough positive feedback. Strategical planning of organization's feedback culture might, however help. Shared rules concerning feedback, gives everyone in the community same chances to understand it and give and receive it in the same way.

Lead over departmental borders

Leading over departmental borders by top management level, changes the general tone of feedback. It would add support and open dialogue. Leading over departmental borders unifies feedback culture of the whole organizations by diminishing departmental division.

Report and measure success

Supportive approach in communication throughout the organization is needed. This applies also to dialogue between peers, not just to leadership. Systematically reporting on the success enhances positive take on communication. This requires innovative approach from the management, since new structures has to be designed. Reporting and measuring strategically and systematically, develops the organization determinately to the desired direction.

Have development discussions

In addition to open every day dialogue, planned and scheduled development discussions should be held regularly. As a part of human resources management and communication, personal development discussions lead organizational and feedback culture strategically further.

Develop the organization

Consistent and continuous development is needed for future success. Active and conscious human resources development is important. A new division of tasks brings new perception to the organization. A new HR position in top management could ensure the right direction for the development.

Suggestions for further research

Commissioning company could benefit from development work produced by an outsider person, in future as well. These future projects should be assigned according company's current needs. Improved version of the survey research, concerning responsible leadership communication could also be repeated in the near future. All in all producing research frequently is recommendable.

Evaluation of thesis process and own learning

I wanted to challenge myself from the beginning of the project, which I felt I did successfully. The whole project has given me direction in my future career and crystallized my character strengths in professional context. Besides the organizational development, the thesis project led to personal development as well.

The trainings were a very good practice for presenting, and I was conscious in putting myself in to this real life school. I felt well prepared and that I was on top of my topic. I was confident with the trainings agenda and content. This showed in the implementation. I was somewhat excited to coach groups of people, but at the same time I was really enthusiastic to try and exceed myself in this area. At the end of the day, coaching felt quite natural for me. Besides of my personal feeling of success, the trainings were a success in general. To get to this point, everything needs to match. Training requires a solid framework, a well thought out schedule and agenda, and current content. This requires a lot of research. Not just researching the theory of the chosen topic, but also researching a lot of training and coaching material too. A certain personality, grasp and leadership skills are needed from the coach to get people involved. Overall a hungry and driven approach to the project is needed in order to execute it properly.

Development work is well suited approach for practical, proactive, hands on people with strong vision and genuine desire to produce value. In addition it requires analytical skills to distinct what is relevant and to produce consistent report of the work. As an approach, development work is somewhat demanding from scientific point of view, since there is no specific standards or fixed models for development work. On the other hand this gives freedom for researcher to create own approach. For me it was a perfect match and an obvious choice.

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Appendices

Appendix 1. Questionnaire for the training survey

Palaute koulutuspäivästä

1. Osasto, jolla työskentelet
Matkustajapalvelu
Ramp
2. Koulutuspäivä oli hyödyllinen.
Hyvin eri mieltä
Eri mieltä
Ei eri eikä samaa mieltä
Samaa mieltä
Hyvin samaa mieltä
3. Koulutuspäivän anti kehittää yrityksen palautekulttuuria aktiivisempaan, rakentavampaan ja positiivisempaan suuntaan.
Hyvin eri mieltä
Eri mieltä
Ei eri eikä samaa mieltä
Samaa mieltä
Hyvin samaa mieltä
4. Koulutuspäivä antoi minulle uusia työkaluja päivittäiseen työhöni.
Hyvin eri mieltä
Eri mieltä
Ei eri eikä samaa mieltä
Samaa mieltä
Hyvin samaa mieltä
5. Koulutuspäivän anti parantaa esimiestyöskentelyäni.
Hyvin eri mieltä
Eri mieltä
Ei eri eikä samaa mieltä
Samaa mieltä
Hyvin samaa mieltä
6. Tiedostan nyt paremmin palautteenannon ja –vastaanoton merkityksen esimiestyössä.
Hyvin eri mieltä
Eri mieltä
Ei eri eikä samaa mieltä
Samaa mieltä
Hyvin samaa mieltä
7. Koulutuksen sisältö oli ajantasaista.
Hyvin eri mieltä
Eri mieltä
Ei eri eikä samaa mieltä
Samaa mieltä
Hyvin samaa mieltä

8. Koulutuksen sisältö oli monipuolista.
Hyvin eri mieltä
Eri mieltä
Ei eri eikä samaa mieltä
Samaa mieltä
Hyvin samaa mieltä
9. Käytetyt koulutusmenetelmät olivat hyödyllisiä.
Hyvin eri mieltä
Eri mieltä
Ei eri eikä samaa mieltä
Samaa mieltä
Hyvin samaa mieltä
10. Kouluttaja oli asiantunteva.
Hyvin eri mieltä
Eri mieltä
Ei eri eikä samaa mieltä
Samaa mieltä
Hyvin samaa mieltä
11. Kouluttaja oli innostava.
Hyvin eri mieltä
Eri mieltä
Ei eri eikä samaa mieltä
Samaa mieltä
Hyvin samaa mieltä
12. Ruusut, ohdakkeet ja muut kukkaset: tähän voit omin sanoin kirjoittaa ajatuksiasi koulutuspäivästä.

Appendix 2. Release; developing feedback culture

Laura Vaniala
HAAGA-HELIA University of Applied Sciences

Tiedote
20.8.2015

1 (1)

Palautekulttuurin kehittäminen

- Tutkimus** Olen saanut työnantajaltanne toimeksiannon tutkimukselle palautekulttuurin kehittämiseksi yrityksessänne. Tutkimus on osa opinnäytetyötäni, jota teen HAAGA-HELIA ammattikorkeakoululle ylemmän ammattikorkeakoulun matkailun koulutusohjelmassa. Toimintatutkimus on opinnäytetyö, joka käsittelee teoriaosuuden lisäksi toiminnallisen osuuden; koulutuspäivät esimiestehtävissä toimiville.
- Tausta** Nyt käynnissä oleva tutkimus pohjaa aikaisemmin kevättalvella ryhmässä tekemäämme kyselytutkimukseen, joka suuntautui työntekijätasolle. Aikaisempi tutkimus käsitteli vastuullista johtamisviestintää yrityksessä ja tutkimustulosten pohjalta kasvoi ajatus jatkotutkimuksesta toiminnan kehittämiseksi. Työntekijöiden vastauksissa voimakkaimmin esille nousi tarve palautekulttuurin kehittämiseen yrityksessä, joten tämä oli luonteva valinta jatkotutkimukseksi ja maisterityön aiheeksi.
- Tavoite** Tutkimuksen tavoitteena on kehittää johtamisviestintää ja esimies-alaiskontakteja, palautteenantoa ja –vastaanottoa, aktiivisempaan, rakentavampaan ja positiivisempaan suuntaan. Olennaisena osana kehittämistyötä ovat positiivinen psykologia, yksilönvahvuudet ja kiitoksen merkityksen korostaminen.
- Toteutus** Lopputyön toiminnallinen osuus toteutetaan koulutuspäivinä yrityksen esimiehille kaikilla osastoilla. Koulutuspäivä pitää sisällään esimiehet kehitysohjon osallistavia tehtäviä sekä olennaista teoriaa. Koulutuspäivät tulevat näkymään syys-lokakuun työvuorolistoissa ja tarkemmat ohjeet valmistautumiseen kerrotaan lähemmin.
- Arviointi** Koulutuspäivien antia ja onnistumista arvioidaan monin keinoin. Kerään päivien aikana aineistoa, kuten muistiinpanoja ja kuvia, analysointia varten ja olen pyytänyt ulkopuolisen tarkkailijan tekemään havaintoja yhdestä koulutuskerrasta. Lisäksi kerään palautetta osallistujilta ja keskustelemme tavoitteista ja niiden toteutumisesta yhdessä työnantajan kanssa.
- Lisätietoa** Mahdolliset kysymyksenne, ajatuksenne tai toiveenne voitte osoittaa joko [REDACTED] tai suoraan minulle. Minut tavoittaa parhaiten sähköpostilla tai puhelimitse päiväsaikaan.

Koulutuspäiviä odottaen!

Laura Vaniala
[REDACTED]

Appendix 3. Instructions for character strengths test

Laura Vaniala
HAAGA-HELIA University of Applied Sciences

Ohjeet luontevahvuudet testiin1 (1)
9.9.2015

Luontevahvuuksien tunnistaminen

Koulutuspäivä lähestyy	Olennaisena osana yrityksen palautekulttuurin kehittämistyötä ovat positiivinen psykologia ja yksilönvahvuudet. Toivon teidän valmistautuvan koulutukseen selvittämällä etukäteen luontevahvuutenne VIA-luontevahvuudet mittarin avulla.
Testin taustaa	<p><i>Values in Action</i> (VIA) eli hyveet toiminnassa –hankkeen lähtökohtana on hyveiden liikkeelle pano, hyvien asioiden ja hyvän luonteen määrittäminen vastapainona sairaskeskeisyydelle. Tarkoitus on diagnosoida hyvää. (Uusitalo-Malmivaara 2014, 65.)</p> <p>VIA-luontevahvuusmittarin avulla tunnistetaan viisi yksilön keskeisiä vahvuuksia kuvastavaa ydinvahvuutta kaikkiaan 24:stä luontevahvuudesta. Tarkoituksena on löytää ihmisen parhaat puolet, eli ydinvahvuuksien ulkopuolelle jäävät vahvuudet eivät ole heikkouksia. (Uusitalo-Malmivaara 2014, 72.)</p>
Olennaista	VIA-mittari käsittää 240 väittämää, joihin vastataan viisiportaisella asteikolla (sopii minuun erittäin hyvin – ei sovi minuun ollenkaan). Testin täyttäminen vie noin 30-60 minuuttia. Luota itseesi ja älä jää miettimään vastauksiasi liikaa.
Mistä löydän testin?	Pääset täyttämään VIA-mittarin oheisesta linkistä https://www.viacharacter.org/survey/account/register .
Kirjautuminen	Tehdäksesi testin ja selvittääksesti luontevahvuutesi, sinun tulee rekisteröityä. Valitse ensin pudotusvalikosta suomenkielinen versio ”suomi” ja täytä tämän jälkeen muut vaadittavat tiedot. Viimeistele painamalla ”Register”.
Aloittaminen	Seuraavaksi sinua pyydetään valitsemaan kysely, jonka haluat tehdä. Oikea testi on valittu oletuksena, joten pääset aloittamaan testin painamalla ”Simulan and survey”.
Huomioitavaa	Jos testin tekeminen keskeytyy, pääset kirjautumaan uudelleen sisään rekisteröimilläsi tunnuksilla (sähköpostiosoite ja salasana) milloin tahansa. Suosittelen kuitenkin varaamaan noin tunnin keskeytyksetöntä aikaa ja tekemään testin yhdellä kertaa.
Tulokset	Testin suoritettuasi saat pdf-tiedostona luontevahvuutesi ilmoittamaasi sähköpostiin. Tarkastelemme näitä lähemmin koulutuspäivänä, joten tulostathan vahvuutesi mukaan koulutukseen.
Tapaamisiin! Laura Vaniala	

Lähteet

Uusitalo-Malmivaara, L. (toim.) 2014. Positiivisen psykologian voima. Jyväskylä: PS-kustannus.

Appendix 4. Conclusions from the survey results

Laura Vaniala
HAAGA-HELIA University of Applied Sciences

Yhteenveto
28.10.2015

1 (1)

PAPU2015 koulutuspäivät

Palaute Kiitos vielä kaikille osallistumisesta koulutukseen! Sain viettää erittäin antoisat neljä päivää kanssanne ja minulle jäi positiivinen fiilis!

Kyselyllä keräämäni palautteen mukaan olitte kokeneet päivät hyödyllisinä (95%). Olitte sitä mieltä, että koulutuspäivien anti kehittää yrityksen palautekulttuuria aktiivisempaan, rakentavampaan ja positiivisempaan suuntaan (100%). Hienoa!

Teorian ja käytännön yhdistäminen ja tutkitun tiedon konkretisointi on monesti haasteellista. Kuitenkin 73% teistä koki saaneensa koulutuksesta uusia työkaluja päivittäiseen työhön ja 62% ajatteli sen parantavan esimiestyöskentelyään. Palautteenannon ja –vastaanoton merkitys esimiestyössä tiedostetaan arvionne mukaan koulutusten jälkeen paremmin (77%).

Koulutuksen sisältöä pidettiin yksimielisesti ajantasaisena (100%) ja monipuolisena (82%). Koulutusmenetelmiä pidettiin hyödyllisinä (82%). Kouluttajalle annoitte hyvät arviot asiantuntijuudesta (95%) ja innostavuudesta (95%). Kiitos!

Koulutuspäivät olivat rakenteeltaan työpajamuotoisia, ja totta on, että niitä olisi voinut myös sillä nimellä markkinoida. Osa oli jäänyt kaipaamaan luontevahvuuksien syvällisempää käsittelyä. Olisimme voineet keskustella niistä enemmän ja jakaa omia vahvuksiamme ryhmän kesken. Tämä kuulostaa hieman lattealta, mutta kehotan itsetutkiskeluun. Kehotan pohtimaan, millainen tyyppi olet ja miten käyttäydyt. Miettikää myös, kuinka eri tilanteet vaikuttavat käyttäytymiseen ja mistä tämä johtuu. Jottei tuntuma jäisi täysin pintapuoliseksi, kehotan teitä keskustelemaan toistenne kanssa ja jakamaan ydinluontevahvuksianne. Voitte yhdessä arvioida, miten ne ilmenevät työssä ja kuinka niitä voisi aktiivisemmin hyödyntää jatkossa.

Tehtävien lopputulema Koulutuksessa teimme ryhmätehtäviä, jotka hyödynsivät aivoriihen menetelmän eri tekniikoita. Havainnoimme toistemme käyttäytymistä järjestetyssä tilanteessa ja askartelimme soveltaen ajatuksiamme kiittämisestä ja arvostuksesta.

Lähetän koosteen ideointinne tuotoksista sekä tekemistänne havainnoista teille vielä loppuvuoden aikana. Toivon että käytätte luovuuttanne ja sovellatte rohkeasti ajatuksianne, ne ovat hyviä!



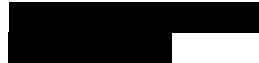
Tulevaisuus Minut on kutsuttu saattamaan positiivisen psykologian sanaa osastopalaveriinne. Tulen rampille 3. ja 10.12. ja paxiin 4. ja 11.12. Pidämme noin 1,5h kokoukset, joka tarjoaa myös työntekijätasolle mahdollisuuden tutustua hieman suppeammassa muodossa koulutuksissa teidän kanssanne läpi käytyyn asiasisältöön. Puolestani olette kaikki tervetulleita mukaan. Toivottavasti tapaamme mahdollisimman monen kanssa tässä yhteydessä!

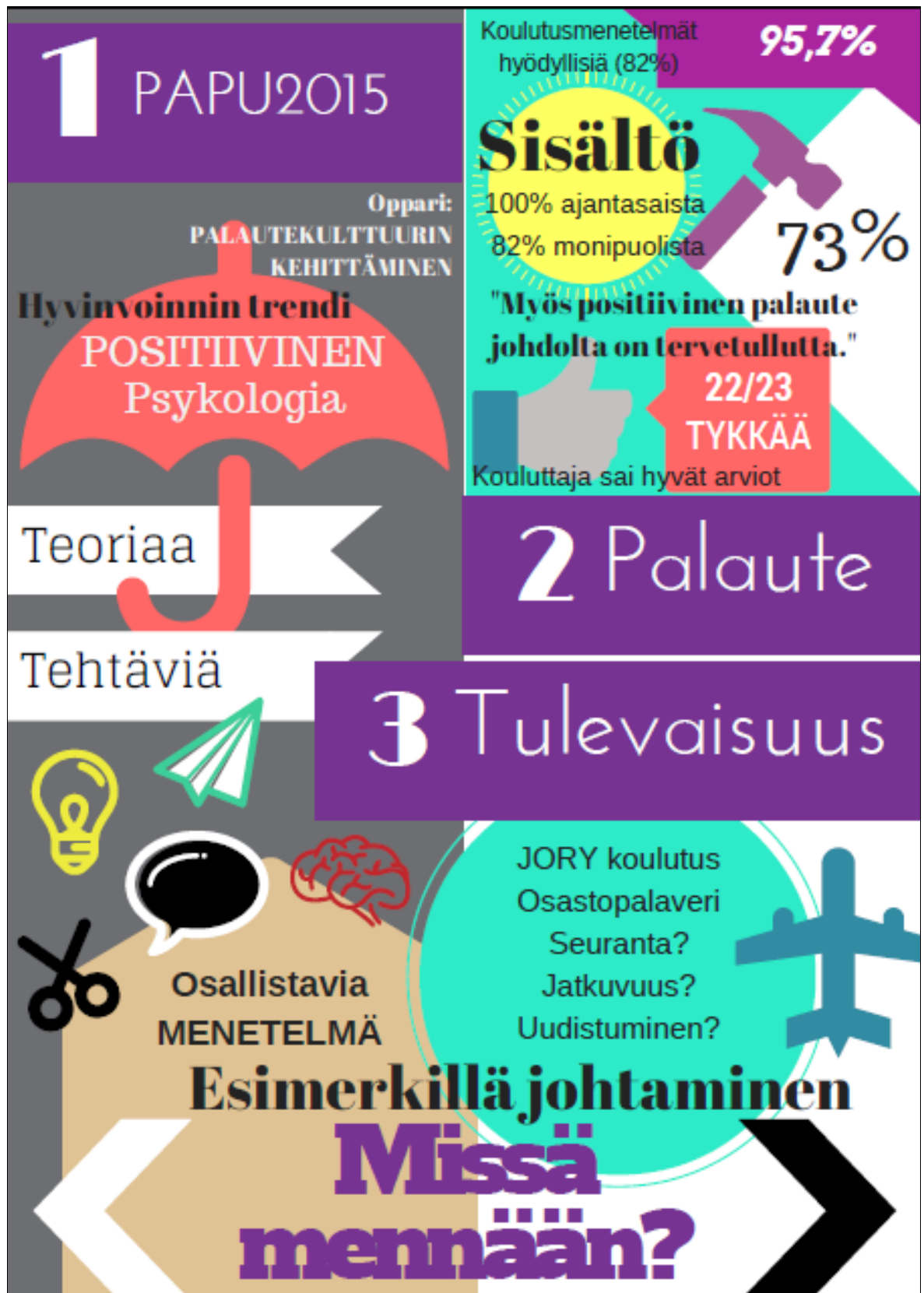
Koulutusten jälkeen antamanne palaute on huomioitu ja asioihin ollaan tartuttu. Osastopalaverien lisäksi tulen pitämään myös johtoryhmälle koulutuksen 1.12.. Näin ollen positiivisen psykologian oppeja viestitään läpi koko organisaation. Toiveeni on, että jokainen ottaisi hyödyn irti niistä omalla tavallaan ja soveltaisi niitä omista lähtökohdistaan käsin.



Kuulen mielelläni, miten olette päättäneet tuotoksianne hyödyntää tai mitä muuta koulutuksista on seurannut. Kertomus voi olla myös kuva! Jos jokin jäi vielä mietityttämään, kaivelemaan tai haluat muuten vain kommentoida koulutuspäiviä tai tulevaisuutta, niin älä epäröi ottaa yhteyttä.

Myönteistä loppuvuotta teille kaikille!
Laura Vaniala





The infographic presenting the trainings

PAPU2015, Roolipelin lopputulema
KÄYTTÖKELPOISET KEINOT PALAUTETILANTEISIIN

Nauru,
Hymyily
Huumori,
"Hyvä seuramies"
Halit,
Kehuminen

Ilon kautta

Koulutuksen roolipeliharjoituksessa keksitte paljon sekä konkreettisia tapoja toimia että hyviä kielikuvia. Kokosin ajatuksianne yhteen kuuden eri teeman alle. Monet ideat toistuivat, vain hieman eri sanoin ja niitä olen pyrkinyt yhdistämään. Kaikissa ryhmissä iloon, yhteistyöhön ja vastuullisuuteen liittyviä ajatuksia tuli määrällisesti eniten. Oikealla tiellä siis olette! Esimiestyön, viestinnän, palautteenannon ja -vastaanoton onnistumisen edellytykset eivät ole kovin ihmeellisiä. Perusasiat ja hyvät aiheet kuitenkin välillä arjessa unohtuvat ja niitä voitte aina välillä muistella vaikka palaamalla näihin koulutuspäivinä pohtimiimme asioihin.

Vastuullisuudella

Johtajuus, "Kansan asialla",
"Olla päätöksentekijä", Herättää kunnioitusta,
Objektiivisuus,
Puhua suoraan ja rehellisesti olematta ilkeä,
"Olla esimerkillinen"
Oppii erehdyksistä
Puhuttelu, Rangaistus
(myös nämä kuuluvat esimiestyön arkeen ja ne tulee hoitaa rakentavasti)

Taukojumppa,
Kokous aktiviteetin yhteydessä,
Ryhmätyö
Olla suvaitsevainen,
Esittää ratkaisuja, Kuuntelu,
Eri näkökulmien huomiointi,
Kriisiapu
Oikeiden toimintatapojen määrittely,
"Siistiytyä" & "Kammata tukka"
(yhteisten sääntöjen noudattaminen, siisti kieli ja käytös, ottaa muut huomioon)

Yhteistyöllä

Yllättämällä

Rap,
"Bikinikierrös"
(kokeilemalla jotain uutta ja odottamatonta!)
"Palkkioksi pyytäisi makkaraa"
(konkreettinen kannuste)

Sisulla "Seisoa päällään", Urheus

Demokratialla
Palautelaatikko, Anonyymi palaute

Terkuin Laura

PS. Poimin vielä "EHKÄ" -osastolta muutaman ajatuksen, mitä kannattaa pohtia: Riisuu maskin, Olla tunteellinen, Maustaa ammattitaitoa huumorilla > voisiko nämä tulkita niin, että on oma itsensä? Tällöin ne ovat hyvin käyttökelpoisia ideoita.

Appendix 8. Summary of the Lego assignment

Laura Vaniala
HAAGA-HELIA University of Applied Sciences

Rakenna palaute
24.11.2015

1 (4)

LEGO-harjoituksen lopputulema

Alustus LEGO-tehtävän avulla harjoittelimme palautteenantoa ja –vastaanottoa annetussa tilanteessa. Toisaalta myös tarkkailimme ryhmän kommunikointia ulkopuolisen silmin ja pohdimme, mitä hyvää ja säilyttämisen arvoista sekä mitä kehitettävää siinä mahdollisesti oli.

Mielenkiintoista on, että samat teemat toistuivat kaikkien koulutusryhmien havainnoissa. Tämän lisäksi samat teemat toistuivat eri puolia tarkkailleiden kesken. Sekä ”hyvää ja säilyttämisen arvoista” tarkkailleiden että ”kehitettävää” tarkkailleiden havainnoissa toistuivat *yhteistyö, keskinäinen kommunikointi, keskittyminen ja tehtävänjako*. Edellä mainittujen teemojen lisäksi, positiivisia havaintoja tehneillä löytyi vielä samankaltaisia kommentteja, joissa viitattiin *vahvuuksien käyttöön*. Seuraavissa kappaleissa avaan näitä viittä teemaa teorian kautta palautteen näkökulmasta.

Yhteistyö Hyvä yhteistyö perustuu luottamukselle. Kun toisen käyttäytymistä ei ymmärretä, aletaan helposti tehdä tulkintoja. Tulkinta on usein positiivinen, jos ihmisten välillä vallitsee luottamus. Jos luottamussuhdetta ei ole, tulkinnat ohjautuvat helposti negatiiviseen suuntaan. (Kupias & Peltola & Saloranta 2011, 99-101.) Luottamuksella voidaan siis rakentaa yhteistyötä. Hyvän yhteistyön ja luottamuksen kulttuurissa, palaute otetaan avoimesti vastaan ja sitä annetaan rohkeasti.

Yrityskulttuuri heijastaa yrityksen arvoja. Hallitsevan kulttuurin lisäksi alakulttuurit ovat tavallisia suurissa organisaatioissa. Kun valtakulttuuri määrittelee organisaation persoonan, alakulttuurit usein heijastelevat tavallisia ongelmia tai kokemuksia, joita tietty ryhmä kohtaa. Alakulttuureja voi muodostua esimerkiksi osastorajojen mukaan. (Robbins & Judge 2013, 548.) Yrityksen sisällä voi siis olla eri kulttuureja. Esimiesten rooli kulttuurien yhteensovittamisessa ja niiden yhtenäistämässä on merkittävä. (Kupias & Peltola & Saloranta 2011, 99-101.)

Luottakaa omaan ja toisten osaamiseen. Osoittakaa se arvostamalla jokaisen työtä. Antakaa avoimesti palautetta johdolle, kollegoillenne ja työntekijöille. Ottakaa sitä vastaan yhtä avoimesti kaikilta tahoilta.

Keskinäinen kommunikointi

Yksisuuntaisesta palautteesta hampurilaismalleineen (hyvää – kehitettävää – hyvää) on siirrytty yhä enemmän kaksisuuntaiseen, eli dialogiseen palautteeseen. Dialogisessa palautteessa molemmat osapuolet ovat aktiivisia ja palaute rakennetaan yhdessä vuorovaikutteisesti keskustellen. (Kupias & Peltola & Saloranta 2011, 33-36.) Tällaisessa keskustelussa tarvitaan luottamusta. Dialoginen palaute tähtää aidosti ymmärtämään toisen näkemyksiä ja luomaan uusia merkityksiä yhdessä. Tärkeimmät dialogitaidot ovat aito kuuntelu, suora itsemuus, toisen kunnioitus ja arvostus sekä pohdinta. (Kupias & Peltola & Saloranta 2011, 128-129.)

Palaute on työkalu nykyhetken ja tulevaisuuden suoritusten johtamiseen. Arviot taas koskevat ainoastaan jo tehtyä työtä. Tavalliset jokapäiväiset keskustelut työstä mahdollistavat tärkeiden asioiden läpikäymisen ja työn arjen haasteiden ratkomisen hetkessä. Paras tapa ratkaista tavallisia ongelmia on yhteistyö, joka vaatii keskustelua. Palaute on kaksisuuntaista keskustelua, jossa myös esimiehet saavat palautetta työstään. Aktiivisesti palautetta pyytävät esimiehet hallitsevat paremmin suoritustaan. (Lee, 2006.)

Keskittyminen

Palautteen avulla voidaan tukea yrityksen strategian mukaista toimintaa ja näin auttaa tavoitteiden saavuttamista. Tavoitteiden tulisi liittyä aina kokonaisuuteen. Yksi esimiehen tehtävistä on jakaa kokonaisuus pienempiin osiin ja keskustella työntekijöiden kanssa niistä. Yhteinen ymmärrys strategiasta ja tavoitteista mahdollistaa myös onnistuneen arkipalautteen. Kun kaikki ymmärtävät tavoitteen, on esimiehen helpompi vahvistaa palautteella tavoitteiden mukaista toimintaa päivittäin. Myös työntekijöiden ohjaaminen strategian mukaiseen suuntaan korjaavan palautteen avulla on helpompaa, kun tavoite on yhteisesti ymmärretty. (Kupias & Peltola & Saloranta 2011, 59.)

Ongelmanratkaisu palautteen keinoin antaa työntekijälle mahdollisuuden muotoilla ongelma omin sanoin ja kannustaa häntä etsimään mahdollisimman monia erilaisia ratkaisuvaihtoehtoja kyseiseen ongelmaan. Näitä näkökulmia tulisi esimiehen ja alaisen tarkastella yhdessä. Työntekijän voi antaa valita ratkaisuehdotuksista se, joka on hänen mielestään paras, mutta myös toteutettavissa. Pohtikaa yhdessä, kuinka se toteutetaan käytännössä ja miten sitä seurataan. (Kupias & Peltola & Saloranta 2011, 66.)

Tehtävänjako Jatkuva palaute on olennaista. Kysy ja kuuntele, keskustele ratkaisukeskeisesti. Kaksisuuntainen keskustelu vie hieman enemmän aikaa, mutta se maksaa itsensä takaisin. Kannusta työntekijöitä ongelmanratkaisuun ja ole avoin uusille ideoille. Tämä rakentaa luottamusta ja vastuunkantoa. Valmenna, tue ja ohjaa työntekijää (enemmän kuin korjaa). Sido palaute yrityksen liiketoimintaan ja laajempaan kontekstiin. Näin se on myös helpompi vastaanottaa ja ymmärtää. Johda esimerkillä ja ole avoin ja pyydä palautetta. Avoimen palautekulttuurin luominen vaatii sitoutumista ja sinnikkyyttä. (Busser 2012.)

Vahvuuksien käyttö

Palautteen avulla voidaan lisätä työhyvinvointia. Kävimme koulutuksissa läpi SMART-mallia, joka pitää sisällään vahvuuksien tunnistamisen, hallitsemisen, puolesta puhumisen, liittymisen ja harjoittamisen. Ajatuksena on ensin oppia tunnistamaan omat ja toisten luonteenvahvuudet. Tämän jälkeen hallita niitä ja puhua niiden puolesta kannustaen muita. Liittyminen viittaa sitoutuneeseen yhteistyöhön, jossa erilaiset kyvyt palvelevat yhteistä toimintaa ja tavoitetta. Lopuksi harjoittamisella tarkoitetaan vahvuuksien tietoista käyttämistä. Tämä voi tarkoittaa esimerkiksi sitä, että kokeilee toisenlaista lähestymistapaa tietyssä tilanteessa. (Uusitalo-Malmivaara 2014, 76-78.)

Yksi palautteen tarkoituksista voi olla työntekijän motivointi, työhyvinvoinnin lisääminen ja työntekijän itsetunnon vahvistaminen. Tällöin palautteen avulla autetaan ja tuetaan työntekijän selviytymistä työtehtävissään ja työyhteisössään. Tunne osaamisesta vahvistaa työhyvinvointia. Palautteessa esimies voi tuoda esille työntekijän vahvuuksia ja asioita, jotka sujuvat hyvin. Tämä vahvistaa työntekijän hyvinvointia työpaikalla. (Kupias & Peltola & Saloranta 2011, 21.)

Lopuksi Kaiken kaikkiaan palautteidenne sävy oli hyvin positiivista, rakentavaa ja ratkaisukeskeistä – juuri niinkuin pitääkin! Liitteenä ovat havaintonne ryhmiteltyinä teemoittain. Toistot on poistettu koonnista.

Jos teillä on kysyttävää liittyen LEGO-tehtävään, sen lopputulemaan tai havaintojenne käsittelyyn, niin otattehan yhteyttä!

Laura Vaniala



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Mitä hyvää ja säilyttämisen arvoista –havainnot

Yhteistyö

- Yhteistyö (8)
- Tiivis ryhmätyö (4)
- ”Pidä kiinni niin minä painan”
- Virheen jälkeen puhallettiin yhteen hiileen
- Kohteliaisuus (2)

Keskinäinen kommunikointi

- Kommunikaatio (2)
- Keskustelu, Letkeä keskustelu > ilmapiiri positiivinen
- Kannustaminen, kun vastoinkäymisiä (2), Jatkuva tsemppi
- ”Hyvin naputettu”, ”Teet hienosti”
- Positiivisuus
- Iloisuus

Keskittyminen

- Keskittyminen tekemiseen, Tarkkaa työtä
- Ratkaisun etsiminen, Ongelmanratkaisu
- Lopputulos, Päämäärätietoisuus
- Toimeen tarttuminen
- Tilanne

Tehtävänjako

- Tehtävänjako (2)
- Hyvä ohjeiden käyttö (2)
- Suunnittelu

Vahvuuksien käyttö

- ”Laitetaan vielä” (ei anneta periksi > **sinnikkyys**, sisu)
- Uskaltaa (haasteet > **urheus**)
- Toisella enemmän kokemusta (**näkökulmanottokyky**, **kriittinen ajattelu**)
- ”Liian pieni, laita sinä” (toisen vahvuuksien käyttö hyväksi, **sosiaalinen älykkyys**)
- **Avuliaisuus** (2)
- **Huumori** (3)
- **Ystävällisyys**
- **Innokkuus**

Esimerkki, jossa yhteistyö, kommunikaatio sekä työnjako ja ohjeistus yhdistyvät: ”Pidän tästä että Sanna saa tuon kiinni”.

Mitä on syytä kehittää -havainnot

Yhteistyö

- Yhteistyö (3)
- Kokoamisen kokonaisuutta
- Yksi ei osallistunut lopussa ollenkaan, yritti osallistua, ei huomioitu > lopulta huomattiin

Keskinäinen kommunikointi

- Keskinäinen kommunikointi
- ”Nyt sä purkasit” > vähemmän negatiivisuutta
- ”Toinen on pianon kantaja ja toinen soittaja” > vähemmän negatiivisuutta
- Katsekontaktia enemmän, asiakeskeisiä
- ”Mitä, nythän ne menee väärin”
- ”Laita se ropeli jo...”
- ”Miten se saadaan kun sitä ei saa käyttää?”
- ”tohon” mieluummin ”valkoisen päälle punainen”
- ”toi” mieluummin ”valkoinen”
- ”Väärinpäin” > parempi ”laita toisinpäin”
- ”Miinuspisteitä”, ”älä”, ”hankalat ohjeet” > positiivisempaa kommunikaatiota
- ”Mä tipuin jo” – ”Ei se haittaa” > kaikki mukaan
- ”Tää on nyt lentokoneen ohje NIKO” > ei saa syyllistää

Keskittyminen

- Keskittyminen (2)
- ”Tulosta!”

Tehtävänjako

- Tehtäväjako (8)
- Ohjeiden luku (3)

Appendix 9. Assessment of the work development

For HAAGA-HELIA University of Applied Sciences it is essential that the commissioning company assesses the application value and the contributions of the master's thesis to the company.

This assessment form is provided to the company contact person who is in close contact with the project(s) the student has been working on as his or her master's thesis. Please fill in the form and return it to the student's thesis tutor at HAAGA-HELIA.

1. How have you been following the progress of the work development project of the student? What was your involvement in the project?

Together with Laura Vaniala, we have had meetings whenever needed. Communication has taken place also via e-mails or phone. In general, Laura has been very independent with the work. Our involvement and guidance has been rather little. Laura has been proactive herself and has turned to us only when needing some facts or comments. Laura has been able to follow the time frame very well and there hasn't been any need from our side to monitor or oversee how the work is progressing.

Guidelines & instructions were decided together with two [REDACTED] representatives who were also the main contact persons for Laura.

[REDACTED] / Passenger service manager

[REDACTED] / Key account manager

2. How would you describe the development and learning of the Master student during the project? How would you assess the knowledge of the student compared with his or her knowledge at the beginning of the project?

We could identify already in the beginning that the student is very motivated and excited about the assignment. We could see the positivity throughout the whole process.

At times, we could sense that it was a bit challenging for Laura to keep the focus only to limited number of material, books & sources. The writing got a bit problematic because Laura was too interested in many things at the same time. My message was to simplify and find a balance in using different sources. I felt that Laura was demanding quite a lot from herself and was putting some pressure on herself.

As we were only observing the process from a distance, it is a bit hard to say how development & learning took place for Laura. However, we could see that Laura was rather relaxed and self-confident on having the training sessions to our staff even though there was some excitement in the beginning. Maybe this is where Laura had developed her skills.

3. Describe the specific benefits for your organization from the student's work. For example were there any new methods, practices introduced, applied, developed, how the project(s) contributed to the competitiveness of the company. What longer term benefits do you expect from the project(s)?

Lauras training sessions were successful for the Duty Manager & Supervisor level. The feedback from the staff was encouraging. I would like to list some of them here:

- Laura was present and very on top of the subject. The group felt that they were taken good care of.
- Laura had a different aspect on approaching the subject and that was refreshing.
- As a trainer, Laura was calm and easy to get along with. The atmosphere was comfortable.
- Laura was well prepared and knew the subject well.
- Laura had the ability to take everyone into consideration and also the shy ones were able to take part.
- Training included different roleplays and activities which were considered to be fun but also useful.

As an outcome of Laura's work, the company management staff will also receive training from Laura during DEC15. Also, it was decided that there will be four weekly meetings for all of the staff conducted by Laura. These were not decided before hand and were purely an outcome of Laura's assignment.

The follow up work / trainings will also continue during Q1 2016. The company has prepared plan how to continue from here on.

4. Please recommend ways the work development assignment as a thesis could be developed to serve better your organization's knowledge and development needs. How would you change this assignment that it would better develop the student's knowledge?

For us it was absolutely a benefit that Laura had previously done a group assignment for the company. Laura was familiar with the company, its back ground and the whole industry. We did not need to start from the very beginning which made both parties work easier.

As a whole, the process has been smooth; the time frame was reasonable, the timing was appropriate for the company and we have seen some real benefits from Laura's work. The co-operation with Laura has been easy, fluent and flexible.

5. Feel free to comment on any aspects of this assignment.

██████████ has gave a separate certificate for Laura.
It is attached to this form.

Name of company:	██████████
Name of contact person in the company:	██████████
Title of the contact person:	Passenger service manager
Date:	15.12.2015
Signature (in electronic form also acceptable)	██████████

Thank you for your time and contribution!

Appendix 10. Certificate

The meaning of this certificate is to explain the content of co-operation between Laura Vaniala (12.8.1983) and [REDACTED].

As a master's degree student of HAAGA-HELIA University of Applied Sciences, Laura was given an assignment to develop the feedback culture within [REDACTED] organization. The first approach & introduction came from Laura herself. The project took place between September and December 2015.

As an outcome Laura held training for [REDACTED] staff. All material, training day content and preparation was created by Laura herself and she was given free hands to carry out the days.

Laura took the assignment seriously and had the ambition to challenge herself and us. She was very devoted with the project. She approved to show her creativity, imagination and ability to think outside of the box. In the end she succeeded in gathering a very interesting and motivating education day that the company had not experienced before.

Laura's approach on the topic was considered to be fresh and very up-to-date.

We would like to praise Laura for her positivity & joyfulness throughout the whole process.

Laura had the ability to work very independently, make decisions on her own and proceeded all the time within the timeframe which was given. As a person, Laura is very reliable, warmhearted and easy to get along with. On the whole, [REDACTED] was very satisfied with the project and Laura's input on the matter.

We thank Laura for all the hard work she has done and we hope for a great success for her in future.

Vantaa 15.12.2015

[REDACTED]

[REDACTED]

Passenger Service Manager

[REDACTED]