Dialogic leadership and development

– Promoters of
Innovations
Performance
Quality of working life

Dinno™

Research program 2012-2014

www.dinno.fi

14.5.2013
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UNIVERSITY OF TAMPERE

Seinäjoen ammattikorkeakoulu
SEINÄJOKI UNIVERSITY OF APPLIED SCIENCES

TAMPERE UNIVERSITY OF TECHNOLOGY

Finnish Institute of Occupational Health

Dinno research program 2012-2014

- Funded by Tekes (The Finnish Funding Agency for Technology and Innovation) by *Working life Innovations* -research funding for public research organizations / units
- Tekes funding 650 000 € - total budget 1 mil. Euros

- Multidisciplinary network – research units
  - University of Tampere – coordinating university,
  - Sirpa Syvänen as the scientific leader
    - School of Management
    - School of Information Sciences (SIS)/CIRCMI
  - Finnish Institute of Occupational Health
  - Seinäjoki University of Applied Sciences
  - Tampere University of Technology

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Subject organisations, methods

- Total 22 research/subject organizations from public, state, private and churchy sectors
- Three parallel TEKES funded participatory action researches 2012-2013
  - Methodological nature
    - Research assisted projects: process evaluation materials, inquiries, interviews, thematic Dinno workshops (6), Dinnovativeness questionnaire (N = 2757)
    - Participatory and dialogic development - 3 responsible workplace developers & Dinno researchers
  - Action research/participatory development organizations
    - Social and health care service units (City of Helsinki - six nursing homes)
    - Parishes and Parish unions (Kuopio & Iisalmi region)
    - Vocational education (North Karelia municipal education and training consortium)

Finland in Europe

NORTH KARELIA
170 000 inhabitants

City of Kajaani & municipal of Sotkamo, UTA
- support services
- meal and cleaning service
- central administration

North Karelia, UTA
- Vocational education

Kuopio & Iisalmi, UTA
- 10 parishes
- 2 union of parishes
- = professional organisations

Seinäjoki, SUAS
- central hospital, 2 departments

City of Tampere, UTA
- 7 primary schools
- 3 day care

State, TUT
- expert organisation

Helsinki
- City of Helsinki: Social and health care, 6 nursing home UTA
- HR services   IOH

Private organisations
- Media organisation, IOH

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Theoretical aim of the Dinno is...

To produce/create
- multidisciplinary
- theoretically justified
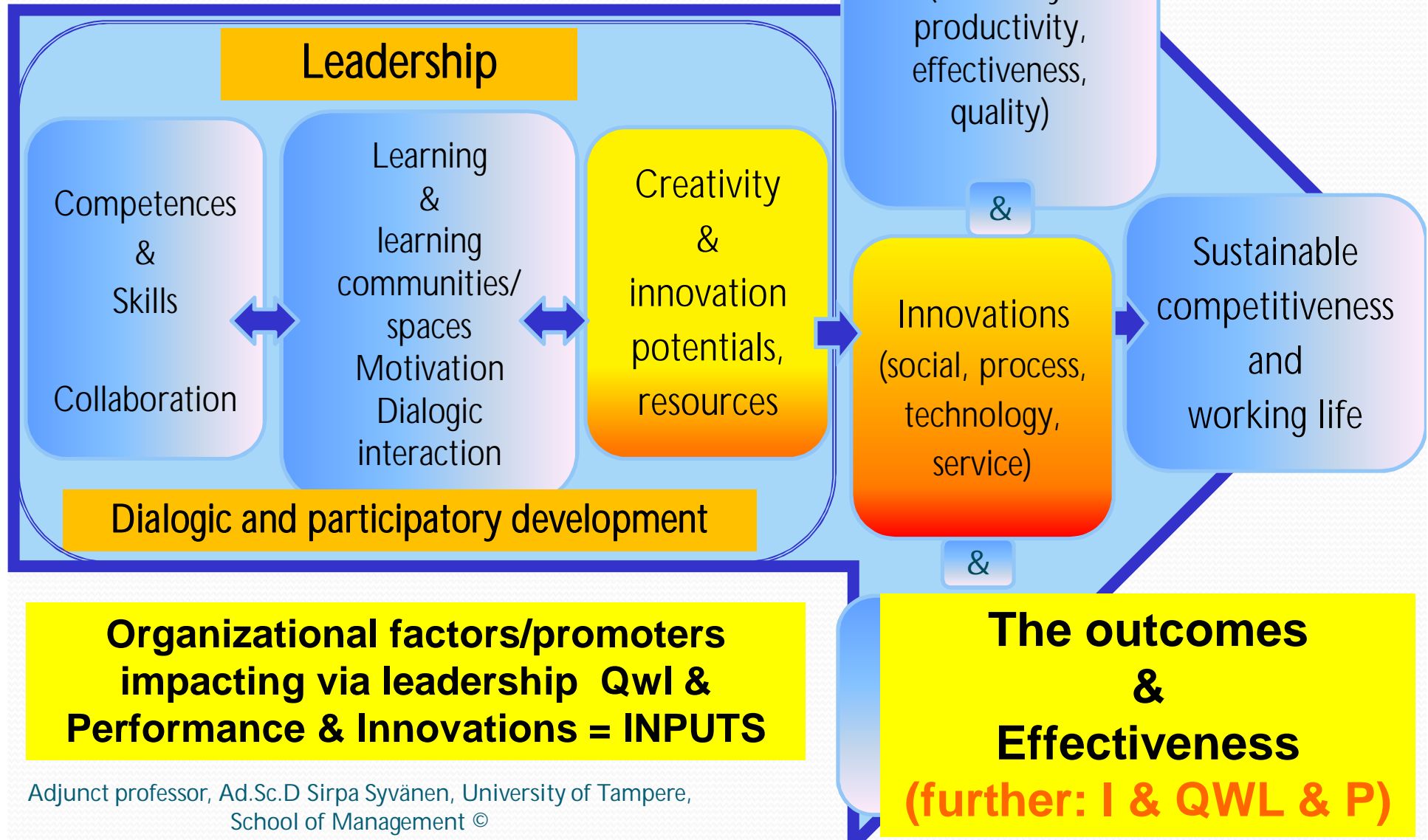- empirically tested (case studies, action research, development, survey)

framework of

dialogic leadership & development

which

combines the theories of
- management & leadership
- learning & development & renewal
- motivation
- creativity & innovation
- performance
- quality of working life.

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Dinno program's theoretical framework

Performance (Economy, productivity, effectiveness, quality)

Leadership

Competences & Skills

Collaboration

Learning & learning communities/ spaces Motivation Dialogic interaction

Creativity & innovation potentials, resources

Innovations (social, process, technology, service)

Sustainable competitiveness and working life

&

&

Dialogic and participatory development

Organizational factors/promoters impacting via leadership Qwl & Performance & Innovations = INPUTS

The outcomes & Effectiveness (further: I & QWL & P)

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The specific focuses/themes of the sub researches / research units

1. Dialogic leadership, power and responsibilities in the situations of restructuring and developing organizations - University of Tampere, Sirpa Syvänen

2. Dialogic leadership promoting learning communities & ICT –dominated work contexts - University of Tampere, Kati Tikkamäki

3. Managers' skills and competences of dialogic interaction , especially in the difficult/conflict situations - Tampere University of Technology & University of Tampere, Sari Tappura & Sirpa Syvänen

4. Individual career planning and downshifting - Finnish Institute of Occupational Health, Antti Kasvio & Susanna Lundell

5. Dialogic development methods, tools and structures - University of Applied Sciences & University of Tampere, Kaija Loppela, Timo Toikko & Sirpa Syvänen

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What is the role of dialogic leadership while restructuring and develop organizations?

How I & QWL & P can be promoted by dialogic development methods and tools?

What is the role of dialogic leadership promoting via dialogic learning communities I & QWL & P?

Research question

How the innovativeness of the organizations can be promoted by dialogic leadership?

How dialogic career planning enable I & QWL & P?

What kind of skills, competence and support managers need in organisational conflict solving and difficult situations in order to promote I & QWL & P?

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Dinno publications, in English
www.dinno.fi

2012

- Syvänen & et al.: Dialogic Leadership Promoting Sustainable Working Life and Innovativeness, NES 2012 – Dinno program, theoretical framework
- Syvänen & Tikkamäki: Dialogic Leadership and ICT-intensive Workplaces: How to enhance Learning Potential? OST 2012 – Theme 2

2013

- Syvänen & Loppela: Dialogic development and leadership promoting productivity, quality of working life and learning, ABSRC 2013 – Theme 5
- Tikkamäki: Communities of learning at work: Making the invisible visible, RWL 2013 – Theme 2
- Syvänen & Loppela: Democratic dialogue and equality - the main promoters and obstacles while co-operatively developing organisations, NES 2013 – Theme 5
- Tappura & Syvänen: Managing occupational health and safety in expert organisations, NES 2013 – Theme 3
- Kasvio & Lundell: Shifting down a bit, WORK 2013 – Theme 4
- Loppela: The development of the work community based on the employees` self evaluation and the democratic dialogue, WORK 2013 – Theme 5

2014

- Tikkamäki & Syvänen: Dialogic learning communities promoting productivity and quality of working life, OLKC 2014 – Theme 2
- Tappura & Syvänen: Psycho-social risks and managing occupational health and safety: Focus on the challenging management situations and need for support in the professional and expert organisations, NWLJ 2014, in press: 2014 - Theme 3

Features/factors of dialogic leadership promoting motivation, creativity, learning, innovativeness, quality of working life and performance

1. *Vertical relations/employee politics / management / leadership*: a) goals, objectives and resources; b) leadership styles and leadership behavior; c) the relationships and dialogic interaction between managers and employees; d) support and help from managers; e) feedback, reward, and performance evaluation;

2. *Working environment:* a) physical, b) social, and c) mental working environments (e.g. atmospheres, conditions, conflict solving systems and attitudes);

3. *Horizontal relations*: relationships and interactions with co-workers;

4. *Individual level*: a) planning the contents and complexity of tasks; b) the individual learning, creativity and productivity factors, e.g. individual work characteristics and features (e.g. competence and knowing, creative skills and abilities, control of work).

=> Contents of the Dinnovativeness questionnaire, 13 background questions & 200 variables, 1-5 Likert scaling, N = 2778

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Research question 1
Theme 3
(Syvänen & Tappura 2013, 2014)

What are the most
- difficult and challenging management situations
- needs for support
among managers.

Difficulties are obstacles to (and reduce)
- innovativeness, quality of working life and performance

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Municipal social and health care organisations

Results 1 (Syvänen & Tappura 2013)

The most difficult and challenging management situations are related to following issues

1. Difficult personalities & inappropriate work behavior and conflicts
2. Recruitment, human resources, skills / qualifications
3. Economy
4. Human resource management
5. Interaction with the external parties of work and work place - cooperation
6. Multi culture working place, diversity, language problems and difficulties
7. Time pressures at work
8. Bureaucracy of the city
9. Weak commitment to the rules of the game of the work place
10. Positive and constructive feedback
11. Physical environment

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Results 2

Need for support among managers

1. Interaction <u>with</u> difficult personalities
2. Interaction <u>in the difficult situations with</u> the difficult personalities
3. Difficult and problematic situations, conflicts, conflict management
4. Organizations, co-operative networks, bureaucracy, administration, regulations, paperwork

5. Personal support for your self - management, coping, appreciation
6. The rules of the game, principles, goals etc. of the organization
7. Human resource management
8. Difficulties in the interaction with the clients
9. Supervision
10. Compensation and rewards

State expert / professional organisation

Results 1

The most challenging management situations
1. Prioritisation of the workload
2. Psychosocial risks like mental overload, malpractices and conflicts
3. Taking the individual characteristic and needs into account
4. Assessing the work ability and performance of the employees
5. Personal problems of the employees
6. Missing support of the immediate superior

Support from.......

1. Immediate superior
2. Colleagues
3. Human resource, occupational safety and health care professionals/experts
4. Family, friends
5. Employees
6. The uniform organizational procedures - like early on support model

.... were experienced very important among all interviewed managers (expert, vocational education, social and health care organizations)

Research question 2:
Theme 5
(Syvänen & Loppela 2013)
How
- **innovativeness**
- **quality of working life**
  - **performance**

can be promoted by participatory / dialogic development?

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Principles of democratic dialogue (Gustavsen 1992)

1. Discussion consists of interaction; claims and counter-claims are allowed
2. All those concerned must be allowed to participate
3. The possibility of participating is not enough; everyone must participate
4. The team members are equal discussion partners regardless of their official or other position
5. The contribution to the discussion is based on personal work experience
6. The starting-point is that the experiences presented by the participants are regarded as true
7. All must be capable of understanding what is being discussed

7. All grounds presented for the matters discussed will be regarded as justified
8. The discussions will only deal with the views and grounds presented by the participants
9. Each participant must accept that the grounds presented by someone else can be discussed
10. The tasks or official or other position of anyone can be discussed
11. Tolerance for different views must increase
12. The dialogue must generate joint understanding, which will serve as a basis for practical activity.

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The organizational factors promoting and preventing dialogic development - interpretation frame: principles of democratic dialogue (Gustavsen 1992) – Syvänen & Loppela 2013

1. Interaction and debat

Promoters of democratic dialogue	Obstacles of democratic dialogue
- Good interaction and communication between different participants: employers, employees, professional groups, politicians, outside experts. - Voicing, listening, conversations and discussions - Trust, openness and safety among all who are involved	- Stress and burnout of employees linked to physical and psychological insecurity - Serious social and interaction problems - Inflamed workplace atmosphere - Atmosphere of mistrust and insecurity, envy and suspicion

2. Right and responsibility to participate

Promoters of democratic dialogue	Obstacles of democratic dialogue
- Co-operative development structure and development methods and sessions – reflective thinking and learning - Good interaction and communication between different participants; employers, employees, professional groups outside experts etc. - Commitment of all participants: employers, managers, professionals, employees, politicians, outside experts	- Turnover of key actors during development project and change process (especially managers and professionals) - Difficulties for all key actors in a large/big organisation to be listened and to be participated by the employer - Unclear role of middle managers in the development work - Lack of commitment and motivation among managers and employees, passive key actors (especially leaders) and poor participation of employees - Active and passive change resistance on the part of both managers and employees - Staff does not take responsibility for the development of wellbeing

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3. Equality regardless the position, tasks and positions can be discussed

Promoters of democratic dialogue	Obstacles of democratic dialogue
- Co-operative development structure and development methods and sessions – reflective thinking and learning; outside expert helping to create structures and using dialogical development methods - Genuine commitment of the employers, managers, professionals and employees - Equality, justice, appreciation - Clarifying the responsibility and power structures and relationships - Dialogues concerning various rules and principles of workplace and work	- Confused power and responsibility relationships and division of labour - Use of power and subjugation, power struggles - Task-centred work and routines, unprofessional work behaviour - Impossible for all the actors in a large/big organisation to be listened and participated by employer

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4. Participants' experiences are regarded as true, dialogue based on work experience

Promoters of democratic dialogue	Obstacles of democratic dialogue
- Use of various competences, skills and knowledge of the local participants - Use of outside expert (action researcher, workplace developer) - Voicing, listening, asking, respecting, suspending, conversations, discussions - Multiple professional groups - Problem solving, conflict management: safe dialogues concerning problems, conflicts and difficult issues, constructive feedback	- Problems in solving conflicts: old and perennial problems, deficits in conflict management, challenged individuals, culture of non-interference

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5. Views and arguments by participants, all arguments are justified, others' arguments are accepted, tolerance of different views

Promoters of democratic dialogue	Obstacles of democratic dialogue
- Safe dialogues concerning problems, conflicts and difficult issues - Constructive feedback - Reflective thinking - Use of various competences, skills and knowledge; help and competences/skills of outside expert - Good interaction and communication between different participants; employers, employees, professional groups, outside expert etc. - Utilisation of diversity, taking and getting new perspectives, generating ideas and innovations - Dialogues concerning values, rules and principles of workplace and work	- The diversity and range of human knowledge is not used as a resource of renewal and development - Lack of an overall view - Problems of basic tasks, goals (lack of goals, unclear goals) - Poor client orientation, inappropriate work behaviour => conflicting working ideologies and principles => need to make the mutual rules and joint principles - Excessive permissiveness, over loyalty, culture of non-interference - "Improper development objectives" = motives and interests of the "outsiders" (for example the trade union representatives)

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6. Ability to understand what is being discussed, generate joint understanding and practical activity

Promoters of democratic dialogue	Obstacles of democratic dialogue
- Theoretical framework and outside experts - bring deeper understanding about individual, group and organisational factors affecting performance, quality of working life and client-oriented thinking (quality of services, basic tasks) - Reflective thinking and learning - The central principles of dialogic development	- Different language, difficult and professional concepts - The lack of an overall view.

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Dinnovativeness questionnaire

2012/11-2013/02

(N = 2778)

Some results
of foreign university department

- if results are better than
the Finnish results in the entire data
=> results are marked by 🙂

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A. BACKGROUD QUESTIONS

1. Which one of these is your workplace?

○   University

○

2. What is your occupation? Please write it here

[   ]

3. Are you in a supervisory position?

○ No

○ Yes

       ○ Top leader / manager

       ○ Middle leader / manager

       ○ Team leader

       ○ Other

5. What is the nature of your labour / employment contract?

○ Permanent

○ Temporary

6. When were you born? Please select your birth year below.

[Select ▼]

7. What are your actual working hours per week?

[Select ▼]

8. State your gender

○ Female

○ Male

[Break]

"Third sector" organisations N = 86

Private sector organisations

University X, N = 21

319

Others N = 177

86

278

Support services N = 192

Church sector organisations N = 278

Municipal organisations (social and health care, education) N = 2038

N = 2778

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Management and leadership 1-3

■ Fully agree / Somewhat agree %

Statement	%
Actively follows new developments in our profession	42%
Has strong leadership and management competencies (e.g. finance, administration, organisation, human…	47%
Applies new ideas in our work community	53%
Deals quickly with conflicts and solves them	53%
Supports personnel in various change and development situations	53%
Gives me constructive feedback	55%
Accepts diversity	58%
Is aware of my competencies	60%
Is a fair and just leader	63%
Is an n example to his/her employees	63%
Is committed to his/her management / leadership	63%
Is genuinely interested in employees' ideas about development	63%

Development needs

0%　20%　40%　60%　80%　100%

Reward system

■ Fully agree / Somewhat agree %

Statement	%
Reward system	30%
I am satisfied with the rewards and encouragement system at my workplace	35%
Rewards are focused at the group level	40%
Rewards and work goals are balanced	40%
The reward system is clear and logical	45%
Rewards are focused at the individual level	45%
The reward system is equal	50%
Proper work performance is encouraged and rewarded	55%
Brainstorming of new ideas and proposals is important and also rewarded	60%
I am aware of the factors and the methods by which people are rewarded	70%
Knowledge sharing is encouraged and rewarded	95%

Development needs

0% 20% 40% 60% 80% 100%

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Influence

Legend: ■ Many / Fair amount %

Category	Value
Acquisition of new work tools	58%
Physical working conditions	40%
Where you do your work (for example, working from home)	60%
Personnel selection and recruitment	40%
The pressures at your work	50%
Your pace of work	70%
Your workload	65%
Your working hours	75%
The quality level of your work	100%
The content of your work	80%
Opportunities to influence the issues and matters in the workplace as a whole	60%
Decisions relating to your work	80%

Development needs and good results

The nature of organisation and work - expert and professional work, autonomy

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Influence at the planning stage

Generally only just before the change takes place — 53%

Development needs

Yes, at the planning stage — 32%

Only when the change takes place — 16%

There have been no changes in my work — 0%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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Working environment 2

Learning, renewal, development 1-3

■ Fully agree / Somewhat agree %

Statement	%
Our work community reacts quickly to changes taking place in the operational environment or goal-setting	6%
Our work community is a pioneer in adopting new procedures and equipment	24%
We deal with mistakes and failures openly and try to learn from them	29%
Matters related to work and work community are discussed openly at our official/formal meetings	32%
If there is supervision on work or groups, it is also utilised in organisational development and learning	33%
We use methods promoting creativity (brainstorming, workshops) in our work community	35%
We have the courage to question and critically re-evaluate our behaviour and points of view in our...	35%
We often generate ideas together in our work community	37%
Matters related to work and work community are discussed openly at informal meetings and situations,...	37%
The job orientation system works well	39%
Creative and even 'crazy' ideas are allowed, and even encouraged in our work community	41%

Weak results both in Finnish organisations and University

Development needs

0%   20%   40%   60%   80%   100%

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Learning, renewal, development 1-3

■ Fully agree / Somewhat agree %
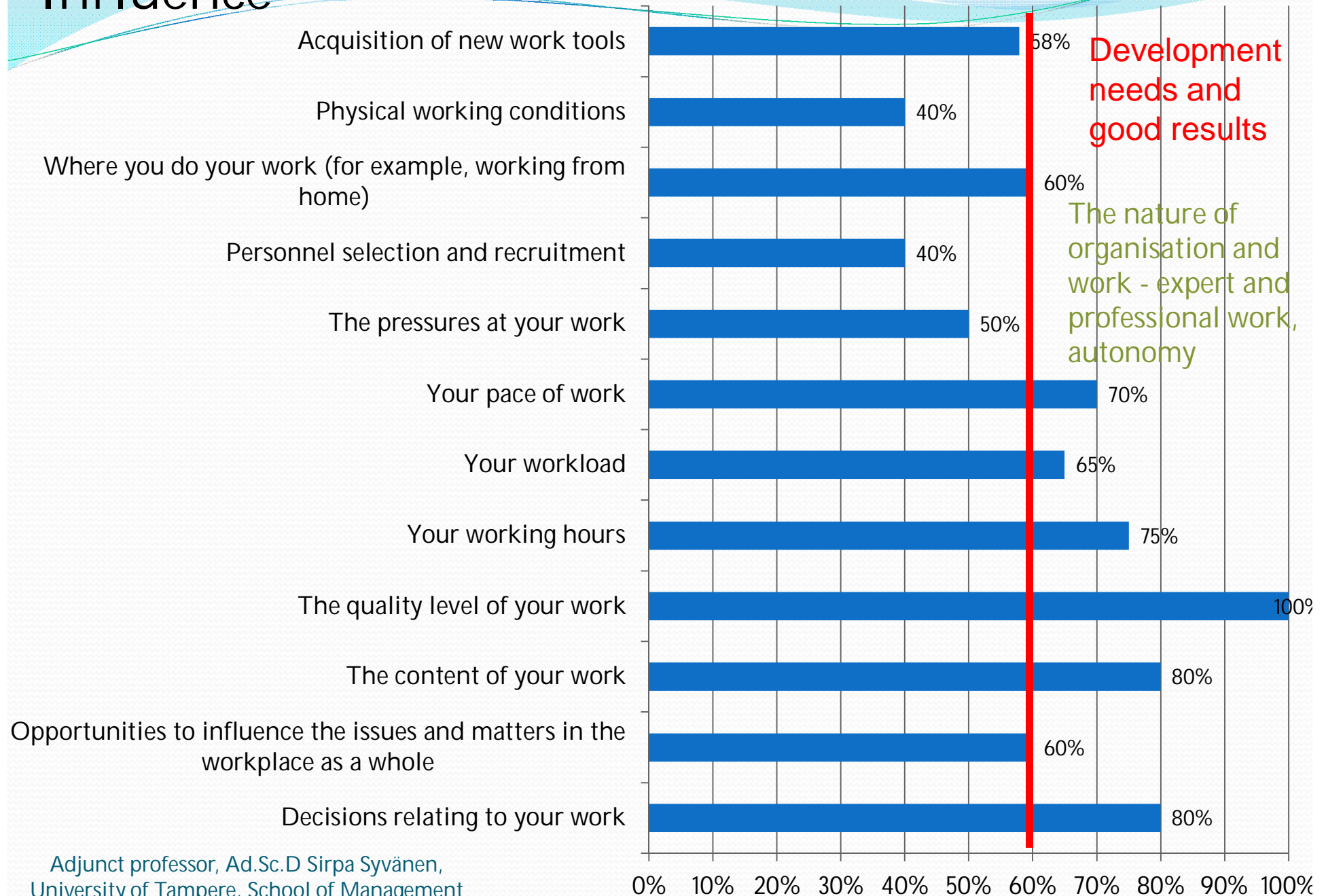
Statement	%
We use creativity in solving our work community's problems and conflicts	41%
We act in a creative way in our work community	41%
We have open discussions related to behaviour patterns and points of view in our daily work	41%
Employees are encouraged to acquire new ideas outside our own organisation	41%
We share expertise and know-how openly in our work community	42%
We regularly organise occasions for development in our work community	42%
There is an inspiring and participative atmosphere at our workplace meetings	42%
There are development discussions regularly between employer/superior and employees at our workplace	44%
Development discussions are also used as a development tool	44%
We use time and resources to generate new ideas	47%
We share and utilise the knowledge and know-how acquired outside our own organisation	47%
We discuss and utilise feedback from customers in developing operations	47%
Upper management encourages employees with regard to learning and workplace development	50%
Customers' perspective is taken into account in developing work and the work community	53%

Development needs

Weak results both in Finnish organizations and University X!!!

0%   20%   40%   60%   80%   100%

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Control of work

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Information flow

■ Fully agree / Somewhat agree %

Statement	%
The information flow and communication function well	42%
The information flow and communication are efficient and appropriate	42%
The information flow and communication are open	47%
My superior communicates with us and keeps us informed mainly through e-mail or another IC technology	53%
Top management communicates with us and keeps us informed mainly through e-mail or another IC technology	68%
The IC technological tools, channels and applications related to the sharing and communication of information function well	74%
ICT support operates well	74%
The information flow and communication function mainly through IC technology (among others, by e-mail)	79%

Develop-
ment needs

and good
results

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