

Communicating Change from Leadership

A case study on Kulosaari Secondary School

Peter Kalevi Kurronen

Master's Thesis in Education

Spring Term 2017

Department of Education

University of Jyväskylä

ABSTRACT

Over the course of three academic years starting in 2014, at Kulosaari Secondary School (KSYK), major change was conducted on the curriculum in line with the 2016 Finnish national curriculum. This report studies the communication by the educational leaders of KSYK throughout the change process. The purpose of this study is to examine and report the impact of that communication among the teachers and staff of KSYK.

The study encompassed and examined structured open-question surveys, along with ethnographic research methods, from a majority of the teachers and staff throughout the KSYK organization. The surveys were axial coded and an analysis was completed which resulted in detailed descriptions of how the teachers perceived the leadership's communication throughout the change process. A holistic view of the communication environment was obtained as surveys were collected from teachers with over twenty years of experience, along with teachers recently hired.

The overall communication by leadership throughout the change process was effective and well organized, especially in the initial phases. The change process was successfully implemented into new school procedures. However, a majority of the surveyed teachers felt that communication and resources ceased once the new curriculum was approved by the educational board; leaving many teachers confused in regards to the future direction of the school.

Keywords: Communicating Change, Educational Leadership

TABLE OF CONTENTS

ABSTRACT.....	2
LIST OF FIGUIRES	5
1. INTRODUCTION	6
1.1 Communication throughout KSYK.....	8
1.2 Creating synergy through communication	9
1.3 Theoretical frameworks and discussions.....	9
1.4 The study	10
2. THEORETICAL INVESTIGATION AND DISCUSSION.....	11
2.1 KSYK as an independent educational provider	11
2.2 Organizational communication	14
2.2.1 Communicating strategy from leaders	17
2.3 Classical systems thinking gaps and limitations	18
2.4 Educational leadership and change	20
3. METHOD OF INVESTIGATION OF STUDY	23
3.1 Conducting a qualitative study.....	23
3.2 Grounded theory.....	25
3.3 Microethnographic investigation.....	25
3.4 The design and layout of the investigational tools.....	26
3.4.1. The survey distributed to KSYK stakeholders and justification for questions	27
3.5 Credibility and reliability of the tools used and overall study	30
3.6 Analysis methods of data collected	32
4. ANALYSIS OF DATA.....	33
4.1 Coding of data	33
4.2 Visuals of coding the data	33
4.3 Categorizing critical concepts	37
4.3.1 Connected categories with critical comments expressed by teachers	38
4.4 Analysis of data from new teachers	60
5. FINDINGS	64
5.1 Addressing the aim and objectives of the project	65
5.2 The golfer's approach to communicating change and addressing the research question....	67

5.3 Placement of research findings into modern empirical research.....	69
6 CONCLUSIONS.....	73
REFERENCES	76

LIST OF FIGURES**Figures**

2.1	Overlapping systems of stakeholders surrounds the most critical players within KSYK.....	13
2.2	Overview of the internal organization of KSYK.....	14
4.1	An overview photo of all of the hand written quotes from all surveys returned.....	34
4.2	Organizing the hand written quotes in order of the questions asked on the survey.....	34
4.3	A close up view of the hand written quotes in response to question 14..	35
4.4	Inductive concepts found within the data after an analysis of the hand written quotes was conducted.....	36
4.5	An overview photo of the final analysis of the hand written quotes from the surveys.....	37

1. INTRODUCTION

All Finnish schools experienced great change August 1st, 2016 (Finnish National Board of Education, 2016). The national curriculum received a comprehensive modification and update. Though the change was mandated from the Ministry of Education, the process was not universally implemented in the same method. This report investigates a case study of how one private bilingual school's leadership communicated that nationally mandated change. Data were gathered ethnographically from stakeholders attached to the case study. Empirical evidence was collected through the lens of theoretical theories related to educational leadership, to include Fullan (2016) and classic researchers such as Senge (2012). Surveys built from the theoretical background evidence were distributed to all school employees in according to Bell (1997) and Gall, Borg and Gall (1996). The results were qualitatively axial coded to connect responses and critical concepts resulting in findings which after discussion could offer suggestions for future communication practices. Results of the investigation were shared with all employees of the case study prior to submission.

On August 1st, 2016 both public and private educational institutions were required to adapt their existing curricula into the new model provided by the Finnish National Board of Education (NBE) (Finnish National Board of Education, 2016). Public educational providers, mainly municipalities, were given instructions on how to design their local curricula and frameworks along with guides and already written individual course plans from the NBE starting in 2014. Public employees were not required to write their own courses to fit the new curriculum; they were instructed by supervisors at the city level on how to change their courses to fit the new curriculum (2016). On the other hand, private educational providers such as Kulosaari Secondary School, Kulosaaren yhteiskoulu in Finnish (KSYK), in Helsinki depended solely on in-house curriculum development in order to adapt. The difference between public and private approaches in redesigning the curriculum created great pressure on private educational leaders to communicate effectively throughout the complex process.

The phenomenon of communication from an educational leader within KSYK during a complex change process was studied; with intentions to find lessons learned for all KSYK stakeholders in hopes that change will be easier, more effective and more efficient in the future. Ethnographic research through observations and informal interviews from September 2014 to

2016 at KSYK indicated that communication from the top down could have been much engaging. Thereafter, theoretical research was investigated in order to develop “lens” in which follow-up surveys were designed from and then distributed in 2016. Analysis and distribution of the research was finalized in 2017.

The aim of the research is to investigate the communication environment and its impact through an educational institution, a private Finnish secondary school, after a nationwide change. Focusing on this aim will better prepare educational leaders at KSYK in the future on how to effectively communicate the organization’s visions during complex change.

The objectives of the research are to:

- 1) Investigate and highlight the educational leader’s communication throughout the entire educational institution during the change process.
- 2) Create understanding through every day and microethnographic methods regarding how all KSYK stakeholders interpreted the communication from leadership throughout the change process.
- 3) Create a document which could be used by KSYK for future developmental needs.

Thus, the research question of this paper is, “how did communication from leadership at KSYK impact the complex change process from 2014 to 2016?”

The audience of the study includes both internal and external stakeholders around the KSYK environment. Internally, the teachers, support staff who will effectuate the change are keen to have their opinions heard. Externally, the nation of Finland debates rigorously regarding the impact of private educational providers. Politicians and educational researchers could use this ethnographic study as a lens into one of the country’s top performing upper secondary school.

The study participants will include all levels of employees and staff within KSYK, in regards to this study, the educational leaders are considered the principal and the two vice-principals. Various stakeholders around the school will be examined so an overall picture of the school’s organization can be seen. The educational board will be mentioned; however, for this study the purpose is to identify opportunities for improvement between the teachers and the principals. (At times of minimum participation there is only the principals, and two elected

teachers as the sole source of official information being passed between the educational board and the entire school staff.)

The current communication culture within KSYK is grounded in the community that has been built over the past twenty years as the school has transformed into a bilingual institution. Since the radical change into teaching in English along with Finnish many teachers have stayed and are currently leading subject group departments. Their tacit knowledge resonates throughout all formal and informal practices. The principals have been with the school for at least five years, and one of them has been with KSYK since it transformed into a bilingual school. The organization is close knit and has developed a strong culture over the decades. Surrounding the school's culture is the Finnish communication culture. Although 55 out of 64 of the teachers are from Finland, the ones from other countries have adapted their communication styles to KSYK and Finland's preferences.

Change at KSYK is always happening. The building is physically growing and the staff is changing a little every year, and every once in a while the mission and vision of the school updates their vocabulary. However, complex change, for example the national curriculum change of 2016 does not happen very often. Teachers had become very comfortable with the courses they designed many years ago. The rise in KSYK popularity among students wishing to enter the school could be an indicator of the teachers' success. The rise in required grade point average from the 9th grade report card to enter the upper secondary school may also be an indicator that previous courses and teaching methods were successful.

1.1 Communication throughout KSYK

During the 2016-2017 academic year Kulosaari Secondary School employed 64 teachers; of which 24 are men and 40 are women. Six of the men have a mother tongue other than Finnish. Three of the women speak another language other than Finnish as their native language. There are 858 students, of which 733 speak Finnish. In the school there are two vice principals, one for the lower secondary (English nationality, trained as a maths and physical education teacher) and one for the upper secondary schools (Finnish nationality, trained as a Swedish and German language teacher). There is one principal (Finnish nationality, trained as a geography teacher).

Outside of the school, but within the KSYK community is the educational provider for the school which consists of ten members on the educational board. There are monthly meetings

between the school's leadership, staff and the board members to discuss plans. Attending the open meetings, at a minimum, are four elected teacher representatives who are selected by the rest of the teaching staff. Additionally, two staff members attend the meetings to represent auxiliary staff, for example the computer technicians and school nurses. Following such gatherings it is then the responsibility of the principal to communicate the meeting's agenda and critical aspects. If there are any desires of the teachers to pass upwards information to the board they are welcome to attend the meetings, discuss the issues with the elected teacher representatives or with the principal directly.

Teachers are extremely attentive at reading emails and following the educational board's agenda on their own. The principal will reiterate critical points during all-staff meetings held once a month on Wednesday afternoons. Every Monday morning there is an all teachers meeting for roughly 10 to 15 minutes. A weekly newsletter is sent out from the principals every Friday, featuring a page long memo from them or other teachers regarding a current issue in education.

1.2 Creating synergy through communication

The flow of information at KSYK from late 2014 to 2016 seemed to be from the top down with minimal information flowing up past the principals and to the educational board. This research will investigate the phenomenon of that flow of communication. Did that hamper the change process? On the other hand, the rumors and casual conversations of frustration in communication could have been only superficial and have no bearing on the productivity during the curriculum change. Ideally, any and all frustrations in regards to communication could have been dealt with given the school leaders' open door policy and many meetings, both small and large.

1.3 Theoretical frameworks and discussions

The conceptual framework will holistically cover aspects ranging from organizational communication to strategic leadership during change management within the Finnish private secondary school system. An educational leader could then utilize this framework in order to implement a practical policy which enriches the entire school. These frameworks guide the investigational tools in order for teachers and school staff members to vocalize their perspective of how communication is handled at KSYK.

Critical theories relating to this study include: organizational communication, strategic leadership and change leadership. These frameworks will define the theoretical lens used to examine the change phenomenon experienced at KSYK.

1.4 The study

Throughout 2014 to 2016 at KSYK the phenomenon of communication during change was noticed. The opportunity to enhance communication and strategic leadership was presented and the research question, aim and objectives were outlined. A detailed review of current literature was conducted. The holistic literature review was used as a foundation for building an internal KSYK survey. The results of the survey were axial coded according to Bell (1997) and through grounded theory methods were then connected to four major categories. A review of outcomes was then detailed again in accordance with Bell (1997). Conclusions and suggestions were then formed in which educational leaders at KSYK could use during future change procedures.

2. THEORETICAL INVESTIGATION AND DISCUSSION

Kulosaari Secondary School is a business, more dependent on internal employees' tacit knowledge and skills than public educational providers in Finland. Thus, the company needs to utilize internal organizational practices which promote and enhance the knowledge of the skills of the employees. This report investigates the phenomenon of communicating change at a private Finnish secondary school. This particular chapter focuses on the theoretical lens which will be used to create a survey, the measurement tool to position any empirical findings for suggestions to be made later.

The paradigm of change management is as ever changing as the topic it focuses on (Haines, 2016). While classics such as Senge (2012) and his learning organizations theory still apply to some extent, more adaptive and responsive frameworks have been developed (Haines, 2016). Strategic leadership theory could offer an organization going through change a more holistic approach to chaos than classical approaches (Organizewith, 2012). KSYK is a dynamic international environment in which the leadership will have to consider communication techniques to match. Koschmann (2012) from the University of Colorado argues that from an organizational perspective, a more constitutive view will change the future of communication throughout the change process. The foundation for academic review of this study is based off of Fullan (2016) and his holistic and most up to date view of educational change.

2.1 KSYK as an independent educational provider

Before an investigation into the educational organizational practices can be conducted, a snapshot of what is a private educational organization in Finland needs to be identified. More importantly, the systems and interactions between stakeholders within that environment needs to be investigated. Educational leadership within the private education sector saw its most drastic change during the reform years in the early 1970s; in those early years around 51% of students in upper secondary schools attended private educational institutions (Tuononen, 2007). The situation was drastically changed by the comprehensive school reform (2007). The majority of state and private upper secondary general schools were taken over by the municipalities. During the 2005 academic year only 8% of all upper secondary school students attended private upper secondary schools (2007).

Two pillars guide and support education from the government perspective; first, the Ministry of Education and Culture, and secondly, the Finnish National Board of Education. The Ministry of Education provides education policy, preparation of legislation and funding. The NBE acts as the development agency providing the national core curricula, qualification requirements and evidence-based policy-making (Finnish National Board of Education, 2012). Under the government's umbrella are educational providers. These units are normally attached to the municipality level for publicly funded schools. Or the educational providers can be independent and cover a private school.

The Finnish private school association, Yksityiskoulujen Liitto ry., was established in 1935 (Yksityiskoulujen Liitto ry., 2016). There are over 85 private schools in Finland, of which 53 are members of the association. There are over 20,000 students and 1,600 teachers represented by the association. KSYK by student population is in the top ten list (2016). KSYK as an independent education provider depends on Yksityiskoulujen Liitto ry. to lobby and speak on their behalf to the Ministry of Education and Culture and the Finnish National Board of Education.

KSYK as an independent educational provider is a community of stakeholders similar to Peter Senge's framework seen in figure 2.1 on page 13 and used in his book published in 2000, *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents and Everyone Who Cares About Education* illustrates the interactions and levels of communities surrounding a school environment (Senge, 2012).

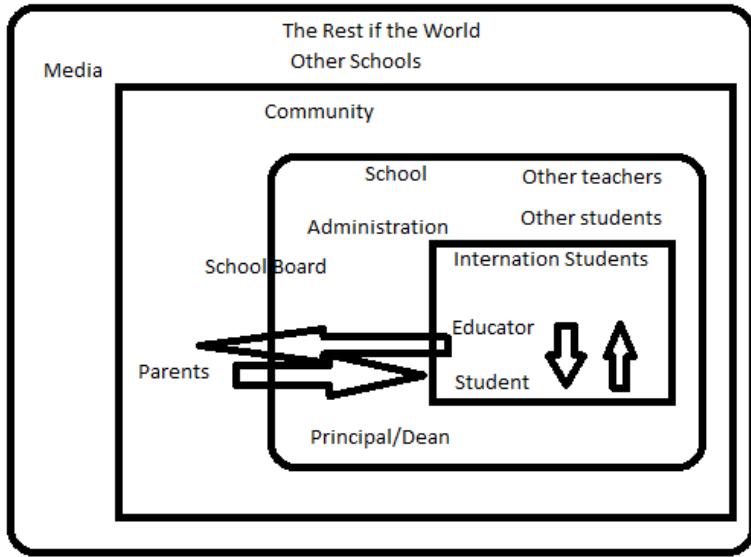


FIGURE 2.1 – Overlapping systems of stakeholders surrounds the most critical players within KSYK (Segne, 2012 p. 15).

Within the school the organization is layered as seen in figure 2.2 on page 14. The current leadership at KSYK recognized the importance of organization within teams and the different departments of the school. An outside researcher consulted with the school and built the organizational units as seen in the figure.

Kehittämisyhdistymä / Development Group		Kanslia / The Office		Ainerryhmät / Subject Groups						
		Projects	Hallinto- ja muu henkilöstö Administration and staff	Aidinkiel i Finnish	Vieraat kiel et Foreign languages	Luma-PK Math-Science LS	Luma-Lukio Math-Science US	Humanismi ja yhteiskunta Humanities and society	Taito- ja taideaineet Arts and skills	Eriityisopetus ja tuki Special ed. and support
TT-linja										
Digioppiminen										
The World	Community Service									
	English stream and CLIL									
Henkilöstö	Työterveys & työsuojelu									
	VIP Club									
Pedagogikan kehittäminen	Ilmiöoppiminen									
	Liikkuva koulu ja Pedacafe									
Koordinaattorit										
Tukipalvelut/Supportive services										
Kehittämisyhdistymän pysyvät jäsenet: rehtori, koordinaattori			Kehittämisyhdistymän vaihtuvat jäsenet: 2-vuotiskausi			Projektipäällikköt: 1-vuotiskausi		Ainerryhmien vetäjät: 1-vuotiskausi		

FIGURE 2.2 - Overview of the internal organization of KSYK.

2.2 Organizational communication

Koschmann (2012) argues that organizational communication should be approached theoretically from two perspectives. First as the communication that happens **within** an organization, such as talking on the phone, presentations, meetings, coffee maker communication- Secondly, organization **as** communication. The later will be discussed later in detail to highlight more recent developing ideas within leadership theory.

The first perspective sees communication as the liquid inside a container (2012). The container around the liquid shapes the communication that flows within an organization. Communication can take a physical form, similar to the paper and emails received between a sender and a receiver. Communication also has a symbolic aspect, such as the hierarchy within in

a communication and how messages are sent from one level to the next. The key here in the first perspective is that communication is seen as something separate from the organization, however, contained within the organization.

One could think that by increasing, or decreasing the amount of physical communication would enhance the flow of communication. Due to the fact that communication is transmitting information, any miscommunication is a technical error, someone did not get the memo, someone did not check their emails, and directions are not followed. In high risk jobs, like police and ambulance that transmitting process is extremely important (2012).

However, the second perspective, organizations **as** communication approaches the interaction of humans within an organization as the most important function of an organization. It is true that an organization may have buildings, cars, machines; however, it is the interactions of humans that create the value. Communication is not just methods of transmitting information from one source to the other. People can be deceptive in their communication. Meaning changes depending on context. Most of the time what is most important is what someone does not say compared to what they actually do say (2012). That process of communication results in a practice, an action, associated with traits from that person which theorists from Lewin to Senge have noticed (Caldwell, 2012). How knowledge is dispersed between individuals with agency is a modern struggle for theorists (2012). Communication is the highway between individuals with agency within the change process (Koschmann, 2012).

Koschmann (2012) also recognizes the struggles with the communication theorists' realm. He says that communication is one of the highest ranking problems within organizations. Technology and better communication practices over the previous decades were to have lowered the amount of miscommunication. However, he argues that a single perspective of communication never answered the paradox of why organizational communication problems are still prevalent given how easy it is to communicate **within** an organization. The traditional perspective of communication cannot be thrown out; however, it can be updated to include the vast complexity of human nature such as: ambitions, motivation and personal needs (2012).

Organization **as** communication is the second perceptive Koschmann argues. This approach understands communication as more than a sender and a receiver and a message. Communication is the fundamental process, more than merely the transmission of information (2012). Communication creates the meaning of the organization. Through a more complex view

communication is how we negotiate meaning from practices and activities within the organization. Scholars call this complex approach a *constitutive view of communication*.

Communication is situated in the meaning and substance of entire life. Koschmann (2012) argues that the most important aspects of an organization, the bylaws, the contracts, the business plan, the organizational goals and mission are collectives of communications. Additionally, this second approach of organizational communication argues that organizations are not neutral buildings apart from humanity, they are humanity. Organizations are the interactions of decisions, meetings and relationships. There includes a psychological aspect of organizational communication which the second perspectives recognizes (2012). The Freudian unconsciousness in everyone allows ambition to alter our communication with certain people in certain situations, for example two colleagues in which only one can be promoted to a recently opened management position.

The decisions that are made through communication for sure have consequences in the real world. That consequence is the outcome of communication. For example, if someone is going to be fired, there was an accumulation of communication processes before that action took place. The constitutive view of communication is rooted in the complex processes behind all of the communication within an organization (2012).

Koschmann (2012) argues that the second approach to communication, a *constitutive view of communication* should guide investigations into organizational communication. He acknowledges that the traditional perspective of communication, the simple transmission of information between party A and party B amounts to a lot of the actual communication within an organization. For example, planning schedules, giving directions and requesting information are all major aspects of organizational communication. Koschmann gives the example, of the flat Earth times when people had the traditional thought that the Earth was flat. Humanity functioned and life went on with this traditional approach. However, when humanity needs airplanes and satellites then the round Earth perspective is needed. Much like today, the traditional flat Earth approach would allow the average human to function daily. The traditional approach to communication also allows the function of the organization to operate on a daily basis, for those schedules to be made and information to be processed. However, there are times in organizations in which the round Earth, the new approach is needed to better understand how communication is molding the company (2012).

Koschmann (2012) highlights times of change and uncertainty in which the second perspective of communication is needed within an organization. A constitutive view of communication could help everyone involved in the change process. Transformative change requires a lot of meaning to be understood of communication during change. Traditions could change, symbols could change. Thus, a deeper perspective, a constitutive view of communication is needed during change (2012).

The two approaches to communication, a traditional and a constitutive view of communication can both be used within an organization. However, a deeper perspective of communication places extreme value on the negotiated meaning within an organization. Organizations are not simply a container for communication. They are the outcome of dynamic communication (2012).

2.2.1 Communicating strategy from leaders

Strategic leadership is goal driven and projected from the leader out into the working groups (Finkelstein et al., 2009). Strategic leadership is the ability to have others voluntarily create solutions in order for the team to succeed at a goal over the long term (2009).

Kadian-Baumeyer (2016) states that Fiedler's *Contingency Theory* contends that there is no one single leadership style that works for all employees. However, the frameworks and paradigm of leadership have developed greatly since the time of Fiedler (Heines, 2016), and Weber and even Senge (Caldwell, 2012). A more dynamic and strategic style of leadership is needed to better manage chaos (Heines, 2016). Strategic leadership can seem intimidating to some, but the great leaders cut right through that and develop a solid plan (Barr, 2010). Dinwoodie (2014) argues that strategy has become the new buzzword in leadership studies. An extremely successful company today is good at making strategy, creating a leadership culture of developing and implementing performance strategies.

Dinwoodie (2014) claims that effective leadership consists of two aspects, the first is to have a solid framework of how to get from one point to another. Secondly, a culture of strategic thinking and performance to get that point is needed. Strategic leadership is built upon a company going through a process; a company looks internally for strengths and weakness, while looking externally for threats and opportunities and what other companies are doing. The company should have a clear focus on the mission and values in which it fosters and projects.

There are then a few critical pillars the company is driven by, the company's strategy should be built on those. For example, a company may need to relies on marketing heavily. As a core pillar for success a decisive strategy plan needs to be created and communicated by the leader (2014).

Stuart Cross (Barr, 2010) claims that there are 8 characteristics of great strategic leaders. These are; make clear choices and tradeoffs, continuously raise the bar, combine analytical with serendipity, they build a strong team, they hold themselves and others accountable, they do not always depend on numbers for their insight, they focus on a few big things than a lot of little things, and finally, they are great storytellers.

In summary, Cross (Barr, 2010) claims leaders understand there are things which they can and cannot do within the market. Strategic leaders can decisively make decisions. Leaders continue to improve performance by raising expectations. Facts are extremely important, however, leaders must be open to serendipity and new ideas. Leaders are able to foster the capabilities of those around them. Sometimes that means building a team of even more capable individuals around the leader. For example, Captain Kirk from Star Trek was a good leader in part to his ability to juggle the different personalities around him while bringing out the best in them while facing uncertain situations continually (Pausch and Zaslow, 2008). Strategic leaders follow through on what they say will happen. At the same time they hold others accountable for their performance while always focusing on excellence (Lawrence, 2015). Leaders who only depend on numbers and facts cannot build a holistic strategy, thus, a leader needs to be communicating face to face with those related to the business (Barr, 2010). Leaders know that it is easier to move a few things long distances than many things over a short distance (Dinwoodie, 2014). Finally, a strategic leader is a great communicator, and someone that enjoys communicating and engaging with stakeholders (Barr, 2010).

2.3 Classical systems thinking gaps and limitations

More recent leadership theories are partly based off of Peter Senge's classical organizational paradigms (Caldwell, 2012). Caldwell (2012) argues Senge's *5th Discipline* model worked well when it was introduced and helped bring the organizational leadership paradigms into a new century. However, there are still gaps in which Caldwell critically highlights in Senge's

approach. For example, Senge's ideas lack *practice* from which a leader could use the *5th Discipline* in today's complex changing environments (2012).

The environment in which a school functions can be seen as a system. Classic organizational theory, especially Max Weber (1864-1920), states systems operate like machines, and systems are implemented to control and review accountability at different levels within an organization (SchlumbergerSBC, 2013). Senge (2012) says that those thoughts have populated our current thinking. We see communities and people as segments in a process, a system. Senge (2013) suggests that we should see systems as a family. There are human needs and desires within that family. Even if Caldwell's 2012 critical reexamination of Senge's ideas are harsh it does highlight gaps. Senge advances on theorists such as Weber, and especially Kurt Lewin's ridged change management theories (Caldwell, 2012). Lewin traditionally saw the change management process like an ice cube, frozen, thaw and refreezing. As the change is implemented the process is thawing out and becoming real. Leadership can take actions to initiate or to finish the change process (2012).

Senge is a master at explaining organizations as a whole, as mentally and physically seeing them as systems, as whole parts (Caldwell, 2012). One of the core aspects of Senge's idea is understanding complex changes (2012). Senge's original *systems thinking* discussed 5 "disciplines" or wholes rather than individuals (Senge, 1990);

- Managing mental models (Cognitive, tacit knowledge that direct our actions)
- Building a shared vision (Building a common sense of purpose)
- Team learning (Open communication in order to create shared learning)
- Personal mastery (Leadership self development)
- All encompassing *systems think* which engages all of the other segments (1990).

Senge himself highlighted critical gaps within his own work, especially in regards to culture (SchlumbergerSBC, 2013). In engineering where systems thinking can mainly be implemented, the biggest mistake an employee can make is a safety or technical error. In schools, teachers are encouraged to transform cognition, emotions and societal structures (Illeris, 2007). However, that too affects how technical systems are operated. Instead of saying systems

thinking, we should say ‘family’, and in those social systems, habit is the foundation. The patterns that we create over a long period of time (Senge, 2012).

Within an organization the flow of knowledge has developed (TED, 2015). Shared knowledge, leadership and how systems have transformed from a tree of knowledge have gone from Aristotle's ontology *scala naturae*, or a top-down process of sharing knowledge to today's networks. Ecosystems also are a great visual portrayal of how different things interact in the modern world. Just as porphyrian trees represent a starting point, or a leader from which the information and beings progress from, leadership as a study began from the Great Man theory (2015). Change management theorists' porphyrian tree would include the Great Man ideas, Lewin, Senge; yet Caldwell (2012) argues that a sense of *practice* is still missing in the paradigms of Senge and the predecessors.

2.4 Educational leadership and change

Change during educational reform occurs at different levels and is perceived differently by all (Fullan, 2016). Fullan, in his book published in 2016, *The NEW meaning of educational change* examines how a change agent today can create deeper shared meaning within professional learning groups during change. Fullan continues to argue that three dimensions should be enacted while change in order for the variety of stakeholders to feel a sense of practice through actions which will hopefully prevail into professional achievement and a changed mindset in the community. Fullan highlights keywords in his book such as “relationships”, “shared meaning”, “change agents” and “practice through action”; all of these concepts he describes are within a sociopolitical process during change in an educational environment. The change agents must create meaning (2016).

A middle way of change agency must be fostered if the top-down approach does not create a sense of ownership while the bottom-up approach limits success on any scale (2016). Fullan uses an Oasks and Associates' (1999) research to offer perspectives on educational change when the schools have more decentralized systems. The decentralized schools had change agents with more control over resources and more autonomous control in decisions. Although the examples used (1999) highlight failures in change, they do show how critical action aimed at shared meaning among all members of the community is decisive. Fullan's (2016) models are good at helping to formulate the research lens in which to examine a

decentralized school systems such as KSYK. On page 12 of his book, Fullan introduces his idea of a *lean startup*, change of the 21st century is extremely dynamic and well suited for the digital age. The lean startup model, or the dynamic change model, consists of three continuous components happenings during change: A directional vision, focused-innovation and consolidation or refining in. Consolidation as a practice can happen in the form of a leader “taking stock” or measuring the impact of the change process. Change is about action which then creates practice. Thereafter, the action and the practice must find a balance between all members of the community to help foster shared meaning (2016). *Leadership from the middle* (LftM) is a concept in which Fullan (2016) presents his own version of a new and exciting development in the field of change leadership. Leaders between the government level and the levels within the school are working at a unique level. For KSYK, they are the educational board members. Those leaders are not at the school every day yet they are a good distance from all stakeholders to create, foster and engage shared meaning. The dynamic change model and LftM are two examples which help model the lens used to research KSYK during change.

Fullan (2016) discusses more than models which could be used during change, he highlights discussions which normally do not occur in academics while discussing change as he claims, that is the idea of anxiety and the state of mind of those going through change. Shared meaning can only be achieved when anxiety is reduced (2016). Simply using models in order to create a restructuring is not enough in organizational management of the 21st century. A reculturing of the organization must take place. A change of mindset with the professional learning community must continually be fostered (2016). Deeper meaning can be fostered when anxiety is reduced and meaning is also seen to have multiple dimensions to include moral and intellectual sides. All real change involves some loss and some struggle. Simply stating the reason for change at the beginning of the process will not create a clear path through the process. Communication must be open and shared to help promote meaning. Fullan references Schön (1974, p.12) when saying “All real change involves “passing through the zones of uncertainty... the situation of being at sea, of being lost, of confronting more information than you can handle”.

The state of mind, Fullan (2016), discusses is not only there within a person as a negative hurdle. He argues that when change facilitated correctly can bolster the community’s culture, mindset and feelings of accomplishment. Fullan (2016) argues that tacit knowledge when shared in a deep, meaningful way creates the greatest outcome of collaboration. Professional mastery

and feelings of accomplishment is something that can be felt throughout successful educational change.

Fullan discusses the multidimensional action which change has on education on page 28 in his book (2016). - The possible use of new or revised materials - The possible use of new teaching approaches - The possible alteration of beliefs. For change to occur in practice all three possibilities must be available to the participants of change. By effectuating the three dimensions a change process will more likely succeed in the evolutionary means which need to happen for a reculturing, and not just a restructuring to occur. The mindset of the participants can be better engaged and deeper meaning can be experienced if the change agent communicates a sense of action occurring in practice (2016).

The three suggested phases of change Fullan (2016) argues all start with the letter I. Step 1: Initiation. Step 2: Implementation. Step 3: Institutionalize. Initiation of educational change starts with the leader gathering the school's stakeholders and preparing them for change while emphasizing an environment of shared meaning. Fullan continues the change process with implementation of the change process. Providing constructive and supportive feedback during the implementation phase is critical. The third phase of change Fullan states is labeled institutionalize, when everyday new practices become routine (2016).

3. METHOD OF INVESTIGATION OF STUDY

The project's method of investigation is framed around a single case qualitative grounded theory approach (Yin, 2009). The method used results in the greatest rigor and creates the highest relevance to ensure the information gathered produces credible facts relating to the aim and objectives of study (2009). Microethnographic observations, informal interviews, coupled with internal KSYK organizational communication tools were studied while a survey consisting of open ended questions was distributed and completed by a majority of the KSYK teachers immediately after the change process was completed and changes were implemented. The theories found are interpretively induced through a grounded theory approach (Denzin and Lincoln, 2008).

The survey was broad enough to question different traits of communication from leadership but was focused enough to thoroughly investigate the communication culture throughout the entire change process. Observations were noted from 2014-2016 and then coded and organized throughout the field research phase. Observations were conducted with the prior knowledge gained in the academic field of educational leadership and with the knowledge of being a teacher at KSYK during the research phase. Thus a constructivist approach was used to build a potential theory to answer the research questions after data was collected (Denzin and Lincoln, 2008). Findings were induced from the data collected from the above mentioned method, interviews and observations and were then axial coded to find critical concepts linking KSYK results with the most current literature review.

3.1 Conducting a qualitative study

Qualitative research studies can be found in many variable formats (Yin, 2009). Presented in this chapter are the qualities that helped create the methods, research tool, of this project. The methodology is in line with special characteristics of qualitative research study as per Locke et al. (2004) and Yin (2009) and Denzin and Lincoln (2008).

Describing the data which were received and detailing the findings in the most picturesque method in qualitative procedures are vital in conducting research such as this study. In qualitative studies it is vital to use language which is lively in description, interesting in style and clear (Yin, 2009). However, careful attention has been given about relying too much on the

readers' prior knowledge of Finnish private secondary schools and the change process experienced by all Finnish schools in 2016. Moreover, Locke et al. (2004) continue their account on what the qualitative research study should entail by listing "machinery" the reader should consider while reading a qualitative research study. These are times, subjectivity, what does not fit in, relationships, and context. Finnish private secondary schools are unique. The importance of placing this study's results into perspective is critical, increasing relevance, as it is applied to a very small category of schools within Finnish educational leadership.

The studied phenomenon revolves around aspects of human nature. In conducting the qualitative research for this study there was very little to no calculations involved. Concepts explored and discovered were induced from the findings based off observations in a constructivist method (Denzin and Lincoln, 2008). The challenges and opportunities presented with human nature observations will be discussed further in this chapter. When conducting qualitative studies it is critical to acknowledge that the theories produced are always based on the relationship between the researcher, the subjects being studied and the readers (Yin, 2009). Yin (2009) continues to argue that it is the strength of that relationship that helps foster a strong foundation for scientific knowledge to be produced. Combining the dynamic relationships with the unique context has been critical in this project's qualitative method.

While the teachers and stakeholders of KSYK faced an extremely difficult change process within a soft system thinking approach (Yan and Yan, 2010), it became clear that the research itself would also have to take on a soft system thinking approaching. Working from within the context of this study, there were different opportunities to learn and observe the teachers and school leaders on a daily basis. Instead of observing from outside of the school and trying to decipher the data received it was critical to examine their instant reactions while the leadership was expressing how change could take place. Patterns emerged as the interviews, observations and the survey were taking place these were later organized into four major categories revolving around the change process. It would have been impossible to accurately interpret the data if a soft system thinking approach was not taken.

Combining the first hand data received through soft system thinking approach with the acknowledgement that it was gathered through observations and interviews subjected to human nature and interpretation has created this holistic qualitative study which started from a grounded theory approach.

3.2 Grounded theory

The unique context and timing of the project introduced a great need to conduct research from within the community of teachers. In line with Glaser and Holton (2004), Denzin and Lincoln (2003) the research was conducted within a grounded theory approach free from any pre-known specific theories. As Corbin and Strauss (1990) outlines, distributed questions through a survey and research started with tedious reviews of notes and interviews to help guide further research. After the data was collected a systematic method of coding were completed.

Upon the data reaching a saturation point, a majority of teachers responding, it was then possible to organize responses into categories and similar groupings (Anttila, 1998). Axial coding defined the four categories that emerged from the survey results, and notes into more developed themes. After coding it was possible to interconnect the categories (Strauss and Corbin, 1990). The critical concepts at this point were pivoted around a core axis of thoughts and suggestions associated with how the teachers responded. After following the procedure for coding set by Strauss and Corbin (1990) memoing took place. From those codes four categories were identified and will be presented in Chapter 4. The major categories revolve around thoughts and suggestion teachers communicated in regards to how best to answer the research question of the project.

3.3 Microethnographic investigation

Ethnography was first coined by Hymes in an article related to linguistics (Asare, 2015). Asare (2015) highlights Hymes argument that language and interaction when approached with an ethnographic method will create a frame of reference. That frame of reference is “*the work of describing a culture*” as Asare (2015, p. 212) states. The frame of reference will help guide the researcher describe and interpret the data collected of a culture (KSYK) and social practices (Communicating) over a period of time (2014 to 2016) (Streeck and Mehus, 2005). The culture in which KSYK has created in order to communicate during change is a critical aspect of this research paper. Therefore, ethnography, especially microethnographic has been utilized in order to gain the most credible and valid data as possible. Ethnography allows for detailed descriptions of the stakeholders surrounding KSYK to be examined in a way in which the communication from the leadership was transmitted. Asare (2015) continues argue that given a cross-cultural

context, such as KSYK, ethnography best allows for the “native’s point-of-view” to be vocalized. The “natives” within this study are the teachers and those taking direction from KSYK’s leadership during change. However, as described below, the researcher has been embedded in KSYK on an everyday basis, creating an opportunity to study the phenomenon in a microethnographic method.

Microethnographic attributed its origins to Goffman’s “micro-studies” of social order (Taylor, Kampe and Bell, 2015). Taylor, Kampe and Bell (2015) state that short segments of data, being embedded in the research environment on a daily basis better allows more credible findings. Streeck and Mehus (2005, p. 386) in their handbook on language and social interaction state that the “old-school” method of ethnography approaches a phenomenon with the question: “What is going on here?” In order for participants to find out themselves what is going on, there needs to be a shared interaction process of information within all different levels of the organization. The researcher can then utilize microethnographic techniques to investigate the interaction of those participants as they too are trying to find out, “What is going on here?” (2005).

From 2014 to 2016 microethnographic observations were made mentally every day, weekly written communication updates from leadership, and post-change process surveys were gathered from KSYK. As the entire school and teams were in the initial phases of change in 2014 observations began. The first major action of change to take place in preparation for the curriculum adjustment was a complete overhaul of the mission and vision statements of the school in 2014. Observations and notes by the researcher were conducted throughout the process in accordance to Bell (1997).

3.4 The design and layout of the investigational tools

Informal interviews with all internal KSYK stakeholders took place from 2014-2016. Thereafter, a survey was sent out in November, 2016. Daily, weekly and monthly communications that are sent via emails and posted on public notice boards in the teacher’s workroom were also used for the study. Informal interviews and observations were conducted during both small and large scale meetings. Subject group teams were studied as they individually worked on their department’s changes, while whole school events (Saturday work day gatherings where everyone

solely worked on the curriculum change) were observed and noted as often as they were organized by leadership. All notes and data were collected in accordance to Bell (1997).

The layout of the measure can be seen below. Embedded in the tool demonstrated here are justifications for why each question was asked and how it was asked. Following the discussion for the layout and justification of the measure will be a chapter on the credibility and reliability of the survey and overall study.

3.4.1. The survey distributed to KSYK stakeholders and justification for questions

Distributed November 15th, 2016:

Please note that you need to approve or deny that your provided information below may be used in Peter Kalevi Kurronen's MPEL master's thesis out of the University of Jyväskylä. Mark your response by writing your full name in the corresponding box. **(Names, or any information which could give away your identity will not be used)**

Yes, this information may be freely used for Peter Kalevi Kurronen's MPEL master's thesis.	
No, I do not wish to participate in the study to enhance KSYK communication during change.	

Please note and mark a box if you would like to review the thesis in detail before being submitted for final approval to the University of Jyväskylä.

Yes, I would like to review the final draft of the thesis before approval. A copy of the draft may be sent to the following e-mail:	
No, I do not require a draft of the thesis before it is submitted for approval.	

1) Which position requires a majority of your work for Kulosaaren yhteiskoulun osakeyhtiö (KSYK)?

- a) Teacher within which subject group (i.e. language, science) AND are you a group leader:
- b) Auxiliary Staff (i.e medical, cafeteria, ICT, maintenance):

- c) Guidance Counselor:
- d) Leadership working onsite (principal or vice-principal):
- e) Leadership working offsite (please indicate your title):

Justification for question: The study requires knowing which level the employees worked at the most to know which direction they communicated to other employees.

2) Which year did you start working for KSYK?

Justification for question: The study requires knowing how much tacit knowledge the employee has. The question will also indicate if the employee has experienced many changes at KSYK before.

3) Which cultures have you been submersed in throughout your professional career?

Justification for question: The study requires knowing if working at a bilingual school and within other cultures effects communication during change.

--- If you started working for KSYK in 2016 please skip to question 15 ---

4) How would you define and give examples of organizational communication at KSYK?

Justification for question: The study requires knowing how KSYK employees define organizational communication.

5) How did you perceive the communication from leadership during the initial phases of curriculum change in 2014-2015?

Justification for question: The study requires knowing how employees initially were aware of communication and the effect it had during change.

6) How did you perceive the communication from leadership during the bulk of the curriculum development 2015-2016?

Justification for question: The study requires knowing how employees were aware of communication during the central phases of change and the effect it had during the process.

7) How did you perceive the communication from leadership after the curriculum was approved and implemented?

Justification for question: The study requires knowing how employees finally were aware of communication at the end of the process and the effect it had later on during the change.

8) Which method(s) and tool(s) provided by leadership affected the change, and how?

Justification for question: The study requires knowing how employees utilized, perceived and were aware of communication methods and tools and the effects they had during change.

9a) In regards to communication from leadership during the change, what worked well?

Justification for question: The study requires knowing what employees thought worked well for them in regards to communication when experiencing change.

9b) In regards to communication from leadership during the change, what could have been improved?

Justification for question: The study requires knowing what employees thought could have been improved in regards to communication when experiencing change.

10) Describe your subject group which the leadership placed you in during the change, and describe the group's performance throughout the process.

Justification for question: The study requires knowing what employees thought of their smaller working communities when experiencing change. The word group is used in the question instead of communities as the terminology at KSYK for small working teams is defined as a working subject group.

11) Were there any actions in which leadership could have taken to support or promote better performance from your small working subject group?

Justification for question: The study requires knowing what employees thought in regards to how leadership took action during the change process.

12) How did your working group communicate amongst themselves during the change process?

Justification for question: The study requires knowing how employees communicated within their smaller working communities.

13) How did leadership communicate directly to your small working group?

Justification for question: The study requires knowing how employees thought their working communities were communicated to.

14) In regards to communication from leadership during future change processes, how should it be transmitted?

Justification for question: The study requires knowing how employees would like to be communicated to during times of future change.

If you joined the KSYK team after the curriculum changes were approved please answer the questions below.

15) When you were hired how did leadership communicate the change process which took place at KSYK from 2014-2016?

Justification for question: The study requires knowing how new employees were communicated to from leadership regarding the change process which took place at KSYK before their arrival.

16) When you were hired how did other teachers communicate the change process which took place at KSYK from 2014-2016?

Justification for question: The study requires knowing how new employees were communicated to from those within their working community regarding the change process which took place at KSYK before their arrival.

3.5 Credibility and reliability of the tools used and overall study

The method for this research has been designed to give the greatest credibility and reliability results to answer the research question, aim and objectives indicated in Chapter One (Page 7) (Gall, Ball and Gall, 1996). Given the unique environment of KSYK, the proximity of myself and the research environment, it is absolutely necessary to give a detailed background of myself in relation to the school. Afterwards, the reasoning for and execution of data collection can be made clear.

The data collected for this research was within the private education provider sector of the Finnish education system. KSYK is led by a CEO principal with more authority and responsibility for the human resource and accounting tasks than public and city operated education providers in Finland. The CEO reports to an education board which handles the certification process with the government to maintain the school. The board also handles the human resources and budget above the vice principals. The board members are only around the school once a month, while the principal shares an office with the two vice principals on campus. The principal does not teach, unlike the vice principals. The vice principals organize and operate the working of the school internally; the principal organizes the outward connections more so. However, the principal is often found in the teacher's room having coffee with teachers and holding meetings in a glassed balcony sitting area adjacent to the teacher's room. His office is rarely closed.

The current principal has been leading KSYK for over six years. Prior to leading KSYK he was a teacher in southern Finland. Besides the Master's level education he obtained to teach in Finland, he also has another Master's degree (MEd) from the University of Jyväskylä department of educational leadership. One of his many aspects of leadership is to encourage and foster an environment of research at all levels within the school. Many leaders and teachers are currently advancing their own education in some form while working at the school. In addition, the school hosts many interns, both university student teachers and international administration students. All substitute teachers for the school are prior students now in university themselves full time.

KSYK's unique community and culture stemmed from difficult times when the school was almost closed. Private schools have been shunned in Finland, leaving KSYK to drastically change its mission to survive. As Finland was opening and expanding internationally in the 1990s, KSYK too changed its mission to meet that trend. The curriculum was adapted to become a bilingual school, offering not only the Finnish curriculum but also the British A-Levels. Though now only three or four students a year decide to take the A-Levels. Today students prefer to have the Finnish certificate, even when looking for universities abroad. However, the bilingual teaching and language of operation remain from the change towards internationalism. A few of the teachers are native English speakers, from South Africa to Canada and everywhere in between. Native German, Swedish, French, Russian and Japanese teachers also provide a culture of globalization in the school. The school hosts the nation's Model United Nations event.

The survey was distributed on November 15th, 2016. Two weeks after the autumn break for the teachers so that their schedules allowed time to answer such a lengthy survey. The 15th was also a Tuesday after a weekend in which the teachers were required by contract to come into work for a day of training on Saturday the 12th. The Saturday workshop is an excellent time for the school's leadership to have privacy with the teachers in a relaxed yet lengthy work day. Distributing the survey on the Tuesday after such an event would allow for the teachers to have a more complete and recent perception of how leadership communicated to them.

3.6 Analysis methods of data collected

Qualitative grounded theory axial coding - connecting critical concepts identified in the theoretical findings of Chapter 2 to the results of the survey administered to KSYK stakeholders. According to Bell (1997) axial coding results from returned surveys will highlight connections, or the lack of connections were identified in order to find gaps and limitation of previously known theoretical knowledge; or opportunities for KSYK members to organically create new behaviors from new leadership paradigms.

4. ANALYSIS OF DATA

61% of the KSYK staff responded to the survey. 50% of the responding teachers were hired prior to 2012. The surveys were collected from as many teachers as possible given the very stressful schedule they all had during the autumn. Collecting data from teachers before the winter holiday created additional stress in their lives. Having gathered over 60% of the possible surveys a saturation point was reached and surveys could be reviewed. The first 3 questions of the survey were asked to create a demographic data pool of the teachers. The teacher's name, duration of employment and working history was collected. A spreadsheet of demographics was completed and shared with the university supervisors of this project. The demographics cannot be released publically as it would reveal how the number coding was created to create labels for each teacher. Each teacher was assigned a number as a label.

4.1 Coding of data

After every teacher was identified with a number, each question in the survey was looked at individually. Thus, all of the responses for question number 4 were looked at simultaneously without looking at any other responses from the other questions. All 39 responses to question number 4 were ordered and hand written onto blank pieces of paper. After each question from 4 to 14 was individually hand written a total of 25 pages of only comments from teachers were produced.

4.2 Visuals of coding the data

As seen in figure 4.1 on page 34 the 25 pages of comments were then laid out in order of which question was asked. The comments from question 4 on the left, to the responses for question 14 on the right. After the papers were laid out it was then possible to code the responses and create four categories in which the teachers identified in regards to how the leadership communicated change over the past three years at KSYK. As seen in figure 4.2 on page 34 a close up view of the hand written notes helps indentifies the framework which was inductively found from the teachers' responses. Figure 4.3 on page 35 is a close up view of the teachers' responses to question 14. After the completion of organizing the responses in such a way it was then possible to better indentify any potential frameworks which could be applied to the study.

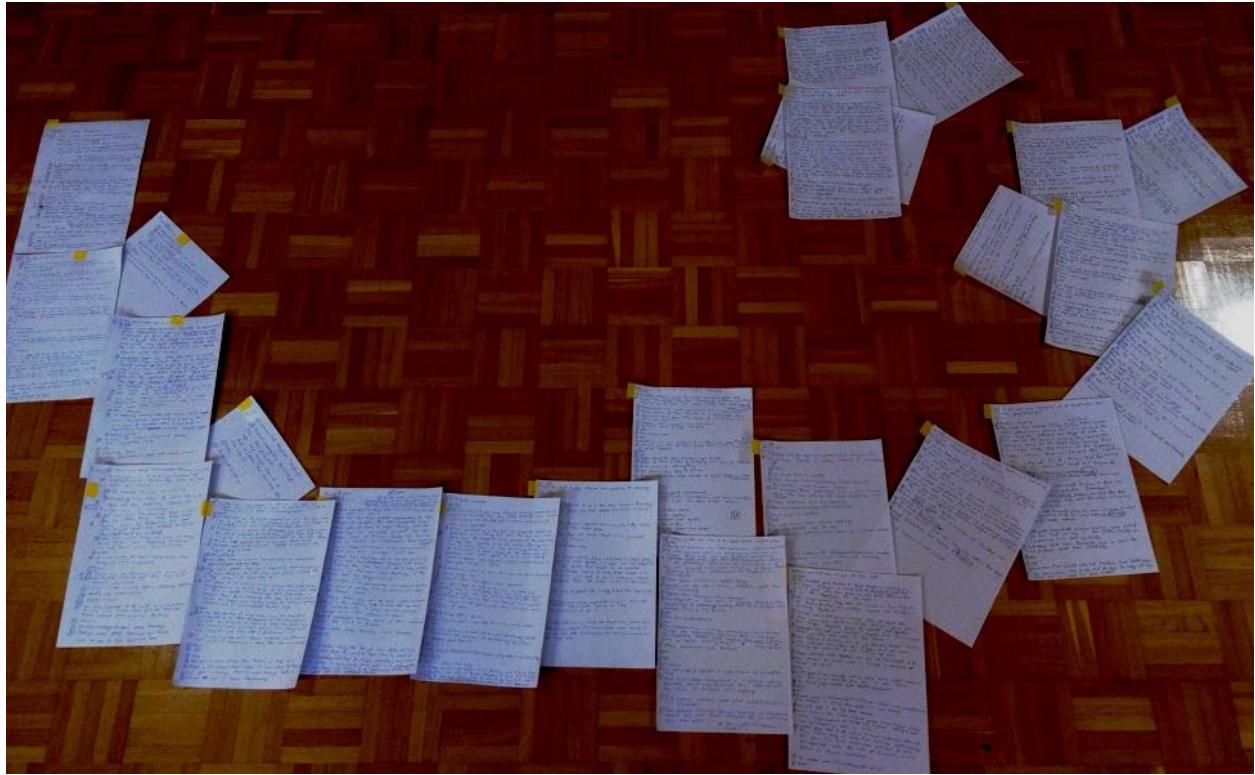


FIGURE 4.1 – An overview photo of all of the hand written quotes from all surveys returned.

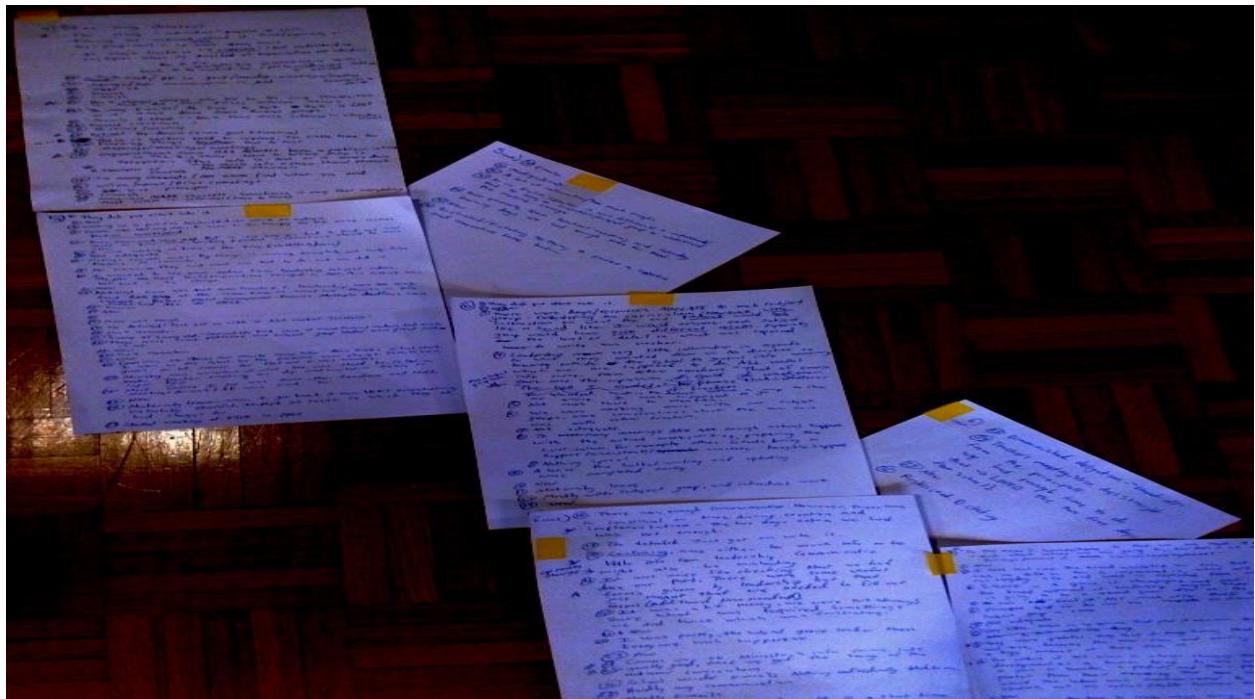


FIGURE 4.2 – Organizing the hand written quotes in order of the questions asked on the survey.

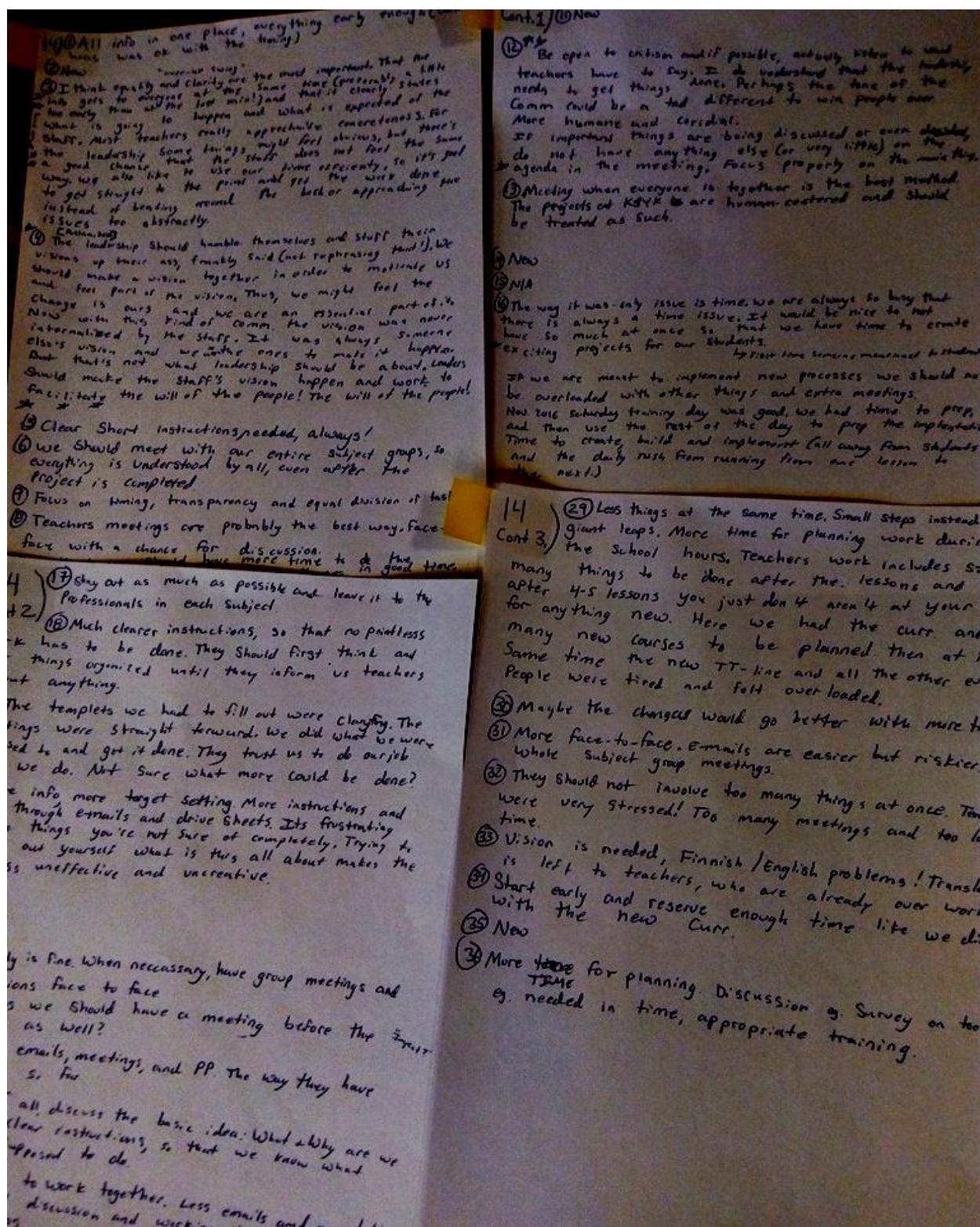


FIGURE 4.3 – A close up view of the hand written quotes in response to question 14.



FIGURE 4.4 – Inductive concepts found within the data after an analysis of the hand written quotes was conducted.



FIGURE 4.5 – An overview photo of the final analysis of the hand written quotes from the surveys.

As seen in figure 4.4 on page 36 it was possible to identify four major phases or categories during the curriculum change at KSYK. The categories have been highlighted in yellow, for preparation and blue is highlighted for when the teachers responded to how the leadership squared up to the change process. Once the change process was implemented the teachers' responses were highlighted in red. Following the implementation of the new curriculum the teachers responded to how they interpreted the communication from leadership and those responses are highlighted in green. Figure 4.5 on page 37 is an overview of what every response from the teachers looked like after they were color-coded and highlighted.

4.3 Categorizing critical concepts

Open coding led to four major categories being discovered within the data. The educational leaders at KSYK communicated the curriculum change starting in 2014, preparation. Even after the implementation of the new curriculum there is still a need to communicate the changes, follow through. The four major categories in which the teachers identified were: Preparation, Squaring up to the change, Impact, Follow through. The teachers expressed feelings, recalled memories and expressed passion while critiquing the overall communication of leadership during

the change process. The four categories were color coded so that a flow of thoughts were easily identifiable. Teachers which commented on memories from when the leadership was preparing for the change are highlighted in yellow in figure 4.5 seen on page 37. Concepts the teachers expressed in regards to the leaders squaring up to the change process are highlighted in blue in the same figure. The comments highlighted in red are connected to concepts the teachers recalled in regards to when the change process was implemented. After the change process was initiated and the teachers expressed great passion in regards to follow up communication and how the leaders should follow through on the change process; those concepts are highlighted in green in the mentioned figure.

Upon color coding the comments from the teachers the following tables below have been created to organize the quotes into the identified categories.

4.3.1 Connected categories with critical comments expressed by teachers

The following charts have been created to better organize the responses from the teachers. The four charts then expose a potential framework to be discussed in chapter 5: findings and chapter 6: conclusion. The comments are made by teachers in regards to the questions asked in the survey. The chart indicates which color code and category each comment falls under. The chart also indicates which teacher made the comment and which question the comments were made in response to.

The following list summarizes the responses related to “Preparation” before the change process was initiated. The comments from the teachers indicate how they perceived and felt in regards to how the educational leaders communicated and prepared for the curriculum change. In line with Fullan (2016), shared meaning, creating a common vision for the educational change process is critical at KSYK. The 2014-2015 preparation for the curriculum change included a school wide rewriting of the school’s value statements. Every teacher participated within workshop type environment meetings over multiple afternoons in mixed groups. Teachers co-created new values for the school which were then edited by other teachers and then published on the school’s new webpage. Fullan (2016) argues that solutions must come through the development of shared meaning. The difference between the individual and the collective meaning and action in daily routine solutions is where change stands of falls apart.

Question Number	Teacher Number	Response
4	4	Top-down (orders being given)
4	3	Many elements/channels of communication Leaders are easy to reach, but I feel not everything is communicated to everyone, that creates knowledge gaps. People start relaying on word of mouth.
4	10	Communication is fucked up! Especially between teachers (too informal) and the teachers are not on the same values or mission path than others. Some are more concerned for student performance while others are concerned about student well being. Leadership is stuck in the middle. They communicate daily with me in regards to many of the students well being.
4	8	Multiple channels, lack of stated preferred channel requires teachers to check everything all the time.
4	18	Organizational communication at KSYK has always been a problem. The Big Three seem to think everyone is telepathic. Thus, 1: info is lost coming from the top. 2: Too much info being lost 3: shared between too many channels.
4	34	Quite good. Principal Page /Monday morning meetings and Google drive seem to be good platforms.
4	36	Too many channels. Too many “individual” projects at once. Planning is not conducted well ahead of time. At times, traits of

“Trumpism”. Not understanding critiques when it's directed at organizational and individual. How to fix: At times crisis communication skills are needed. Personal and directed feedback is needed.

- | | | |
|---|----|--|
| 5 | 1 | They did put effort into it. |
| 5 | 4 | Communication was not clear. I was in training for the online courses during that time and many duties overlapped. |
| 5 | 10 | I wanted to see more action from leadership, not just orders. |
| 5 | 12 | The national curriculum was not even finished, so leadership was too early. Good and bad at the same time as what we thought in 2014 changed. Better project management because multiple deadlines were finalized all at once. |
| 5 | 17 | Too detailed! Just get on with it. Not rocket science! |
| 5 | 19 | Same ol' same old. “Specialists” took care of most items, subject group leaders had more. |
| 5 | 20 | There were some problems. Our subject group leader was great sorting everything out. |
| 5 | 25 | For math teachers preparing for digital matriculation exam is super hard!! |

- 5 28 I was on maternity leave. When I got back it was very overwhelming, unbelievably stressful. Multiple job tasks in which they all had changes to.
- 5 33 As an English speaker it was difficult to understand. I had to rely on coworkers and my subject group leader to understand the massive change.
- 5 36 Restricted/dictating = Trying to pursue a supportive and innovative tone but...
- 6 1 They did put effort into it.
- 6 3 There were days and resources allocated to each subject group. Developing the curriculum was difficult as there were little instruction on what the final product should sound and look like. I would assume each subject group would have quite different results, especially in the level detail in which was required.
- 6 4 Leadership communicated very little information in regards to what they wanted from us. No direction or training outside of school. No general info concerning what we are supposed to do. All useful info came from fellow teachers. That of course gave me the impression that I could do whatever I wanted. A sense of freedom. I also felt like I was left in the desert without a map.”
- 6 8 Too many meetings and not enough actual support with the work, writing and preparing of the curriculum. For example, other schools bring in support/consultants/concrete tangible support.

- 6 16 There was enough communication. However, there was a constraint on time during the creation and implementation. The two days extra we had was not enough.
- 6 17 Too detailed. Just get on with it.
- 6 18 Confusing since either too much info or too little info from leadership.
- 6 19 It was more like checking that we had done our part. There were some useful templates given by the leadership but that just meant that we needed to fill out forms (additional time needed).
- 6 22 I was partly the subject group leader then. Everyone was supportive.
- 6 24 Communication was ok. It was the Ministry of Education which was late.
- 6 29 We were expected to do a lot in a short time. I was newly hired did not know the people. I missed more precise guidance.
- 6 32 Meetings were poorly organized and there was no one to ask questions from.
- 6 34 Teachers meetings and Saturday working days were good info places to talk with the principals. We had enough time to do that. LOVED the two free days from school to work on the project!
- 7 26 I would have liked more info. I also feel that many teachers have had problems with issues considering the new curriculum. I don't know if that's because of the communication from leadership or the whole new big change (especially with the science department).

- 8 3 It was nice to get some efficient working time for the new curriculum, but it could have been better prepared. Now it felt like jumping into the deep end without knowing exactly what was expected.
- 8 10 E-mail/Wilma don't work well. Only face to face communication works.
- 8 28 Making the school values. Group work/emails. Subject groups had 2 free days to work together, but that was not enough for my many many courses that needed to be rewritten.
- 8 33 ICT tools/meetings/guest speaker maybe, but I can't retain what a guest speaker says after working all week.
- 9b 12 Curriculum development was in a way premature = led to too many changes and unnecessary tasks and time spent in the meetings. The leadership should have more on the map of what was going on before rushing things.
- 9b 20 The general vision of the curriculum, especially e-matriculation exams have been totally neglected. No info what so ever have been given.

The following list summarizes the responses related to how the educational leaders “Squared up to the change process” and communicated the change throughout KSYK. The comments from the teachers indicate how they perceived and felt in regards to how the educational leaders put into action, in which Fullan (2016) argues, is the work necessary for change. This was carried out by assigning each subject group (Science, Humanities, Languages ect...) the task of having each teacher rewrite the curriculum for each course they teach. Every subject group leader was given a budget, and every member of the subject group was given 2 consecutive days paid off from school to work as a group in a different location for the rewriting. As Fullan said, “Positive experience is what is motivating.” (2016, p. 59).

Question Number	Teacher Number	Response
6	6	We were working more with our subject groups. Work conversations regarding the new curriculum was with fellow teachers.
6	8	Too many meeting and not enough actual support with the work itself, writing, preparing the curriculum. For example, other schools bring in support/consultants and concrete tangible support.
6	26	School wide emails. Nothing individually to me.
6	33	Diminished delegation - "hands off".
7	10	The culture of the school is always changing. From students and personnel and development. The school has been changing on all those fronts from student well being towards student performance. The school's leaders communicate they want both, but more teachers support performance more.
7	16	Fine
7	22	Just fine
7	24	Leaders were positive. They were satisfied and appreciated the work we did.

- 7 26 I would have liked more info. I also feel that many teachers have had problems with issues considering the new curriculum. I don't know if that's because of communication from leadership or the whole new change within the science curriculum.
- 8 8 The 2 days to work on the curriculum was VERY good. Spending time as a subject group team was definitely worth it and possibly the only positive thing from the whole experience. The writing took more time and was completed at home. I did get a good start at least during those 2 days.
- 8 12 2014-2015 NO tools provided besides what the Ministry of Education supplied. There was the allocating of training days and 2 paid days extra.
- 8 17 The less admin. The better.
- 8 18 The 2 days out of school helped a lot! Providing info through subject group leaders was like a "broken telephone". First we were told to sprint towards A, then once there told to run to Q, then to F... Especially during 2015-2016. I got the feeling that no one was steering the KSYK boat.
- 8 19 The paid 2 days retreat was great for the planning.
- 8 22 It was very nice to go to the other teacher's house, away from the school and have proper discussions of how to prepare.

- 8 24 I think the most important factor was the 2 day workshop to work with the subject group.
- 8 25 Having a few days off really helped us to concentrate entirely on the writing.
- 8 31 2 days off was A GREAT idea and really helped the subject group.
- 8 34 We had enough time and resources to do it.
- 8 36 Only the 2 days off was an asset. The Google sites course was NOT USEFUL (Spring 2015). As the materials were mainly in accordance to the old curriculum, the upper secondary curriculum was published very late.
- 9a 1 The writing work and how we worked in mixed groups worked very well.
- 9a 3 Allocating resources, giving free hands to subject groups and communicating the needs. They also remembered to thank us (although most of us were at camp schools when that happened).
- 9a 6 2015 --> We were given free hands to write/time was given as well.
- 9a 7 Support from colleagues was the most important.
- 9a 13 Everything was well natured and for the common good. It was good that the subject groups were given time and money to spend together.

- 9a 20 Giving resources to work outside of the school. That was VERY important!
- 9a 22 Respect.
- 9a 24 Clear time frame and guidelines (formats and templates)
- 9a 25 Working in groups with a nice dynamic and good work ethics.
- 9a 26 Most of the info I got was talking to other teachers.
- 9a 30 Everyone worked well together.
- 9a 32 2 days off and out of school was great!
- 9a 33 We were given space.
- 9a 34 This was my first time writing curriculum. I think it went well. The subject group work was a big part!
- 9b 4 The whole motivation aspect was totally missing. Why were we actually doing what we were doing? Why the hurry to implement every idiotic idea that the educationalist idealists in the government pour on us? No discussions as to how we proceed. Just ready discussions to follow without questioning. It was a bootcamp and the teachers were the recruits.
- 9b 5 Clear, short instructions needed. Always.
- 9b 6 Working with the city or Ministry together would have been interesting.
- 9b 7 Support from colleagues more important.

- 9b 8 The templates we were given to complete seemed a little forced and hard to understand. Something that had to be done without actually bringing any benefit.
- 9b 10 More face to face communication needed. Maybe more meetings then.
- 9b 17 Less admin. Let us get on with it and not reinvent the wheel.
- 9b 28 More face to face and meetings. More enthusiasm.
- 9b 31 Too many emails/ more concrete roadmap.
- 9b 32 Too many meetings - took TOO long.
- 10 1 It went well once we got into the task.
- 10 3 The language group divided into smaller groups, so that the teachers working on the same languages or levels (A1,B2, B3) collaborated. That was a great idea. The group was also quite efficient due to all the experience on the team.
- 10 4 The group worked very well. We were focused on how to handle the tasks, provided one another support and therapy (moaning together).
- 10 5 Worked well. The science group is always there for each other.
- 10 6 There were only two of us in our smaller group within the language group. We worked well together.
- 10 7 Languages group: efficient and valuable support from some colleagues. Others provided very little to the process.

- 10 8 Our subject is diverse, but I am the only teacher writing my subject's curriculum. Thus, the 2 days off were critical and the actual work I had to do on my own.
- 10 9 Group worked well together. We did all we needed to do.
- 10 10 The person I work with is actually a university friend, we work very well together!
- 10 16 Diverse group of teachers with different subjects in my group but everyone is great, educated, fun and flexible.
- 10 17 We just did it. No big drama.
- 10 19 Science group had to do adjustments to meet leadership's demands. Plans were easy to make but actually implementing this year has been much more difficult. I was disappointed with the lack of innovation, or even the desire to discuss innovation.
- 10 22 Our science group works well together, is respecting and embraces the differences.
- 10 24 In the math group we had a good working relationship, so it seems that the work did not fall on any one person.
- 11 8 More support from outside, teachers who have done this before, more concrete help with the actual writing and planning.
- 11 19 The 2 days off was good. However, the actual production of those specifics in the courses didn't happen until 2016-2017.

- 11 34 We had to find some information for ourselves, but I think that's how it should be.
- 14 17 Stay out as much as possible and leave it to the professionals in each subject.
- 14 19 The templates we had to fill out were clarifying. The meetings were straight forward. We did what we were supposed to and got it done. They trust us to do our job and we do. Not sure what more could be done?
- 14 20 More info, more target setting. More instructions and LESS through emails and drive sheets. It's frustrating to do things you're not sure of completely. Trying to figure out yourself what is this all about makes the process ineffective and uncreative.

The following list summarizes the responses related to “Impact” and the moments the educational leaders implemented the change process. The responses are related to how the teachers perceived the educational leaders’ communication during implementation of the change process. As Fullan said, “Behaviors and emotions change before beliefs.” (2016, p.41).

Question Number	Teacher Number	Response
6	3	There were days/resources allocated to each subject group: Developing the curriculum. However, there was little instruction on what the end product would look and sound like. I would assume each subject group would have quite different results. Especially in the level of detail in which was required was to write was unclear.

- 6 16 There was enough communication. However, there was a constraint on the time during creation and implementation - The two days extra we had was not enough!!
- 7 3 I feel that once the board accepted the curriculum that was it. There was no talk on how to implement it. What will change in our everyday life and what is expected from us?
- 7 4 Silence.... A glass of champagne and good wishes once the board approved it. Leadership might have said, "This is going to be a relaxed year after all the current changes."
- 7 5 We were told "good job", not much after that I think.
- 7 6 Principal told us the curriculum was complete and then we discussed it in the subject groups a little.
- 7 8 Very little communication in my opinion. Just glad it was over.
- 7 9 They were grateful, they said it many times, that was important and nice because the new curriculum and writing it really took a huge amount of time for us.
- 7 25 There have been some problems implementing the bigger changes. For example, the new integrated science courses. Also, I have a vague feeling that the leadership has not really grasped how huge changes some of the curriculum changes are, how much work is needed to implement those PRACTICES.

- 7 27 No analysis at all, no comments, just cake and sparkling wine.
(Nice of course, but no discussion about the actual curriculum).
- 7 28 I think there was not too much communication. I remember looking in the summer 2016 to find the new curriculum but could not see it until the vice principal emailed it to us in the autumn of 2016).
- 7 29 I can't remember hearing much of their comments about the work or results.
- 7 30 There came some message, can't remember.
- 7 33 I remember being told the job was done, and being told well done. I wasn't told how to access it.
- 9a 12 Everything was well natured and for the common good.
- 9a 17 Dates to have it done by, everything else was just more admin.
- 11 4 They could have actually talked to us. Communication meant orders from upstairs, there was no communication the other way. The leadership has failed to make us feel a part of the decision making/thus apart of the running of things. We the staff members have become those who simply make the visions of the leadership happen, visions that are not ours. Thus, motivation has collapsed. I do things that I basically do not care about. It could fail, I do not care about it. It could fail miserably.

- 11 9 Sometimes we had moments when we were not sure of what to do. Instructions could have been more precise, always.
- 11 10 Put words into actions.
- 11 12 The 7th grade integrated science courses were pushed on us. We had our say on the matter finally so a compromise was met eventually.
- 13 3 I don't remember there being much direct communication
- 13 4 I don't remember them doing that, other than our subject group leader. I don't think she had a chance to have her say on what we had to be doing.
- 13 5 They tried to answer whenever needed.
- 13 6 They answered questions. After the new curriculum was completed we met shortly as a group.
- 13 8 I wouldn't say they did... Some messages to all groups. I did get the message about the need for one additional edit later.
- 13 9 Actually they didn't communicate during implementation. We asked directly, if there were problems or we didn't understand something.
- 13 10 Good, but need more leadership action!

- 13 12 Being present at subject group meetings, and by emails. The communication was amicable and good natured due to the flexibility of our subject group.
- 13 15 Answering possible questions on top of common core info.
- 13 16 We were always able to ask questions. Most of the info went to subject group heads and then was explained to us.
- 13 25 They came to see our subject group meetings, and we had a longer session after the curriculum was written.
- 13 28 It did not. Though, we asked for more time and we got it.
- 13 36 We got the impression they had not even seen our work properly before they made final comments. That enforced the feeling of leadership not understanding the true dilemmas of what it was like “in the trenches”.
- 14 1 All info in one place, everything early enough (curriculum was ok with the timing).
- 14 9 I think we have more time to do the preparations, and we should start changes in good time. I think we are late with the e-matriculation exams and the abitti program.
- 14 13 Meeting with everyone together is the best method. The projects at KSYK are human centered, and should be treated as such.
- 14 25 Perhaps we should have a meeting before the change as well?

The following list summarizes the responses from teachers related to the leadership's "Follow through" of communication related to implementation of the change process results. The comments from the teachers indicate how they perceived and felt in regards to how the educational leaders communicated after the curriculum was implemented. Fullan (2016) terms the idea too-tight too-loose on page 11 highlighting when individuals fail to buy-into the change process is when communication is too much top-down, while not being balanced with a bottom-up approach. Fullan also highlights that bottom-up approaches will fail when they are not supported by the leadership's institutional support to make it permanent. The educational leader must continue direct communication and motivate the teachers after the change process has been implemented (2016).

Question Number	Teacher Number	Response
7	1	Is the new curriculum somewhere to be found? Info about where we are going to, how does it all affect our position/amount of courses/employment?
7	3	I feel that once the board accepted the curriculum that was it. There was no talk on how to implement it, what will change in our everyday life and what is expected from us.
7	12	I have been too busy to really notice, sorry. But more things are expected to be done, development of the school just goes on. With the principal on maturity leave for 2016-2017 it seems the vice principals are just making sure routine tasks are complete and less talk of development.
7	17	I did not see much change from before all that work.

- 7 19 We got a message that it went through, that's it
- 7 25 There have been some problems implementing the bigger changes. For example, the new integrated science courses. Also, I have a vague feeling that the leadership has not really grasped how huge changes some of the curriculum changes are, how much work is needed to implement those PRACTICES.
- 8 4 Actual implementation of the new curriculum, the toolbox from leadership was utterly lost. Once the curriculum was wrote, there was no communication or time devoted to the preparation of the new courses, as if the actual teaching was just a side show to the functioning of the school. All focus went to the theme weeks. At the same time the leadership had lost touch to what was actually central and urgent: digital matriculation exams. We are a light year behind in that.
- 8 5 Are there instructions where to save and find the curriculum to Google drive?
- 9b 1 Where is the new curriculum to be found? Where is KSYK going?
- 9b 19 Did anyone actually read what we did? Or was it just accepted?
- 9b 20 The general vision of the curriculum, especially e-matriculation exams have been totally neglected. No info what so ever have been given.

- 9b 22 We need time this year to implement. Now everyone feels very stressed. Planning is nothing compared to implementation.
- 9b 26 For example, there could have been a final summary about the curriculum and how the whole staff/school will be affected.
- 11 1 Is the new curriculum somewhere to be found? Where is the school going?
- 11 7 Perhaps sometimes credit should be given to those who do the job, not to a collective.
- 11 22 This year (2016-2017) MORE time for planning!
- 11 25 MORE planning time.
- 11 28 More time during the working time, and nobody should do the curriculum work alone.
- 11 33 More time! Resources are ok.
- 11 36 Time (now everything seems to be rushed). Did leadership even read.
- 13 25 They came to see our subject group meetings and we had a longer session after the curriculum was written.
- 14 3 I think equality and clarity are the important. That the info gets to everyone at the same time (preferably a little too early than at the last minute!) and that it clearly states what is going to

happen and what is expected of the staff. Most teachers really appreciate concreteness. For the leadership, some things might feel obvious, but there's a good chance that the staff does not feel the same way. We also like to use our time efficiently, so it's good to get straight to the point and get the work done instead of beating around the bush, or approaching the issues too abstractly.

- | | | |
|----|----|---|
| 14 | 4 | The leadership should humble themselves and stuff their visions up their asses, frankly said (not rephrasing that!). We should make a vision together in order to motivate us and feel a part of the vision. Thus, we might feel the change is ours and we are an essential part of it. Now with this kind of communication the vision was never internalized by the staff. It was always someone else's vision and we are the ones to make it happen. But that's not what leadership should be about. Leaders should make the staff's vision happen and work to facilitate the will of the people! The will of the people! |
| 14 | 6 | We should meet with our entire subject groups, so everything is understood by all, even after the project is completed. |
| 14 | 10 | More action, less talk. |
| 14 | 12 | Be open to criticism and if possible, actually listen to what teachers have to say. I do understand that the leadership needs to get things done. Perhaps the one of the communication could be a tad different to win people over. More humane and cordial. If important things are being discussed or even decided, do not |

- have anything else (or very little) on the agenda in the meeting.
 Focus properly on the main thing.
- 14 16 The way it was- only issue is time. We are always so busy that there is always a time issue. It would be nice to not have so much at once so that we have time to create exciting projects for our students. If we are meant to implement new processes we should not be overloaded with other things and extra meetings. November 2016's Saturday training day was good. We had time to prepare and then use the rest of the day to prepare the implementation, time to create, build and implement (all away from the students and the daily rush from running from one lesson to the next).
- 14 28 More time to work together. Less emails and more talking meeting and discussion and working together in mixed groups.
- 14 29 Less things at the same time. Small steps instead of giant leaps. More time for planning work during the school hours. Teachers work includes so many things to be done after the lessons and after 4-5 lessons a day you just are not at your best for anything new. Here we had the curriculum and many new courses to be planned then at the same time the new TT-line and all the other events. People were tired and felt overloaded.
- 14 30 Maybe the changes would go better with more time.
- 14 31 More face to face. Emails are easier but riskier as everything gets lost in the pile of emails from parents, union rep, leadership, co-workers ect...

14	32	They should not involve too many things at once. Teachers were very stressed! Too many meetings and too long of time.
14	33	Vision is needed, Finnish/English problems! Translations are left to teachers, who are already overworked.
14	36	More time for planning!

4.4 Analysis of data from new teachers

16% of the surveys returned were from new teachers which have been hired in 2016. They had two questions in which to answer from the survey: **15) When you were hired how did leadership communicate the change process which took place at KSYK from 2014-2016?** **16) When you were hired how did other teachers communicate the change process which took place at KSYK from 2014-2016?**

The new teachers have very little preconceived notion of how leadership at KSYK communicates. Understanding how they perceived communication of the curriculum change will add credibility to the study and better answer the research question with a more holistic view of communication at KSYK.

Question Number	Teacher Number	Response
15	2	The curriculum changes in every school. It's very difficult to say at this point what information I know just because I worked with the curriculum change in my previous school and what I've learned over here.

- I didn't feel the details of the curriculum were discussed too much. It was just more of an overall look that I as an applicant had an idea about the changes. What had happened and what would happen in the future considering the curriculum were not pointed out.
- 15 11 The curriculum process was discussed briefly, and as my previous working place was an upper secondary school as well I was familiar with the curriculum change process in general if not familiar with KSYK's own process.
- 15 14 Not that much. I was hired quite fast - I started as a substitute teacher for who was on sick leave so I didn't have a proper introduction to the house. During my interview we did talk about phenomenon based learning.
- 15 21 I was informed about the curriculum changes during the hiring process since they affect my courses.
- 15 23 There were Theme-week and Abitti meetings. I think that the message has been, that we are all still learning how to use the new curriculum in action and it will take some time, and that's ok. It's of course a little bit hard to say, because I haven't seen the whole process.
- 15 35 We didn't have any specific discussion about the process; neither had we any discussion about the current issues that link up with the curriculum process. (A one hour meeting with the teachers whom previously taught the courses was scheduled on an introduction to the school day.) Curriculum implementation

hasn't really opened to me yet. I've mostly used my own knowledge from the curriculum processes from other schools and municipalities. As I've been in charge of municipal level strategic leadership (and curriculum implementation) at schools, I haven't been missing much guidance for this certain topic.

- | | | |
|----|----|---|
| 16 | 2 | Not really. Only if I asked something. |
| 16 | 11 | We talked about it to some extent with my to-be colleagues during the hiring process and after I was hired. |
| 16 | 14 | The teachers I have talked about the change process with thought that it was a heavy process and they were happy that it was over. I understood quite much was done with the help of the city curriculum. |
| 16 | 21 | The new courses related to the change were discussed in the subject groups and planned together with them. Some work had already been done. |
| 16 | 23 | I think that in KSYK there is quite positive attitude for the change processes (Compared to other places where I have worked). Many teachers were concerned about Abitti and the new digital matriculation exams in my subject group (and other groups too). |
| 16 | 35 | I haven't had any discussion about our school level curriculum process (besides, at least, for the introduction to the school day in the Spring of 2016). Discussions have considered only the general curriculum process in Finland. School level curriculum |

is very wide “package”, so in teachers view point it could be processed to more concrete form (meaning a strategy), so that we could state as a school what are the few key points we want to highlight in our teaching during the next few years. By doing this we could set up a few concrete goals (i.e we will have digital tools/devices for every student by the year XX). With goal set up it would be easier to measure the changes happening in our school considering the curriculum implementation. Now the curriculum is rather vast and every teacher is making their own interpretations about the document.

5. FINDINGS

The teachers at KSYK were well prepared, if not over prepared, to create their own curriculum to meet the 2016 Finnish national curriculum requirements. The school's educational board provided ample resources and time to individual teachers and groups, especially in the initial phases of development. Many teachers praised the additional time off and space given to write the curriculum. However, nearly all of the teachers still need time and support to now implement the plan. While new values were co-created by all teachers in 2014-2015 some teachers have expressed an emotional barrier between themselves and the vision and mission of the new curriculum. Although these teachers were present during the multiple days of training to rewrite the vision of the school they still felt disenchanted with the entire process. Others thought the administration was too involved in the process. Overall though the vast majority of teachers felt confident in the leadership and their own production of the new curriculum in regards to communication throughout the process. As of early 2017, the time of this writing, the curriculum change process is just wrapping up. Yet, now is the time most teachers have expressed a sudden drop off in the communication in regards to the curriculum they wrote.

The holistic communication environment between all levels, vertically from the educational board to the teachers, as well as the horizontal communication between the principals and between the subject group members was engaging and judged positively. The change process has been long and required major efforts from all members of the KSYK organization. The communication process was long enough to require some teachers to be updated quickly after returning from maternity leave, while some newly hired teachers are still being "brought up to speed" with the knowledge and requirements of how the implementation of the change process is occurring.

The professionalism, academic experience and tacit knowledge of the teachers were heavily relied upon as the principal fostered organization leadership. Communication styles used by the KSYK leadership were similar to classics such Dr. Peter Senge's (2012) and the 5-disciplines of learning organizations; Dr. Koschmann (2012) and a constitutive view of communication and as an organization, especially during change; and Dr. Fullan (2016) and his model of the three phases of a change process. Fullan (2016) also offers a lens into how the KSYK leadership has put action into the change process, filling the theoretical gap Senge has not

been able to fill, linking leaders outside of the school on the educational board to teachers at all levels within the school. New teachers have been informed of the changes either during the interview process or by their subject groups during their first year of teaching. While the curriculum development was long and extremely stressful to all, there was good communication overall. The communication was quoted overall as good especially given since it was the Finnish government that was late in communicating the actual final demands of the new curriculum.

5.1 Addressing the aim and objectives of the project

The aim of the research is to investigate the communication environment and its impact through an educational institution, a private Finnish secondary school, after a nationwide change. Focusing on this aim will better prepare educational leaders at KSYK in the future on how to effectively communicate their organization's goals during complex change.

The objectives of the research are to:

1) Investigate and highlight the educational leader's communication throughout the entire educational institution during the change process.

The first objective was completed. The collected data revealed a clear time span in which the teachers noticed differences in communication styles from the leaders. Early communication was judged as very good and well planned. Early communication was also noted to be too detailed and requirements were delivered too early. However, that was out of the school leader's control as they could only react to what the Ministry of Education was delivering.

Communication during the bulk of the work was regarded as "hands off" with a clear channel of communication starting at the educational board, down to the principals and then down to the subject group leaders where the information was given to all. Furthermore, during the bulk of the work there were many meetings and workshops in which all teachers were required to attend. As the change process was implemented there was an increase in negative feelings from a vast majority of the teachers. Although their writing tasks were completed successfully on time, they communicated a great need for more time and space to affect the implementation process.

Therefore, although the change process may be done in the eyes of the educational board, for the teachers they are still very stressed and confused about major implementation procedures.

New teachers have been given time with their subject groups to go over details of the new curriculum. At the same time the principals have maintained their open door policy and flexibility when teachers need additional support. New teachers have been made aware of the recent changes and have been told of the autonomy they can expect to have when creating and implementing their lesson plans. All teachers have been granted respect and have been encouraged to utilize their specialty and expertise in their subject groups.

2) Create understanding through everyday and microethnographic methods regarding how all KSYK stakeholders interpreted the communication from leadership throughout the change process.

Every teacher at KSYK has been treated as an expert of their subject and the primary authority of how to execute a lesson plan within their own class. Around their tacit knowledge is a vast support system in which they can ask for help if needed. Regardless of seniority many teachers did, however, feel as if they were left too much on their own during the curriculum change. Many would have preferred more face to face communication for a little more guidance. A vast majority of the teachers feel as if there are too many channels of communication at KSYK. Many teachers have expressed a great level of stress, nearing a continuous state of burnout. Microethnographic research has enabled this study to gather and investigate a better overall sense of the teachers' lives around KSYK; although regarded as experts, their skills and time have been stretched too far. Additionally, many teachers had to write their new curriculum at home, leaving no time for future preparations of new lesson plans. Therefore, the curriculum may have been approved by the educational board, but the teachers cannot change their lessons, behaviors and practices until allotted time and resources are granted to adequately focus on the long term change.

The overall communication was interpreted as very good; however, the communication was noted as slowing down considerably once the 2016-2017 school year started. Many teachers have expressed concerns with this aspect as it the core time for them to make behavioral and practical changes to their teaching methods.

3) Create a document which could be used by KSYK for future developmental needs.

KSYK, like every other school, will be facing many changes in the future. Future changes should be planned and organized just as the 2016 curriculum change was prepared for. Teachers noted the excellent organization and communication from the leadership during the initial phases. Although the workshops were attended by many, and were conducted so that teachers worked in mixed groups, some teachers felt disconnected between the school's overall vision and their personal investment into the change process. Teachers need to feel more engaged in the school's vision. A lack of engagement in vision has resulted in some teachers openly commenting that the new change process could fail and they would not mind. At the same time there are teachers who feel frustrated with other teachers, where some teachers feel that other teachers place student performance before student well being.

A more engaged KSYK community where everyone is working around a common shared vision will help the day to day practices and behaviors of teachers, especially during times of change and when teachers are feeling overworked and emotionally burned out. Teachers and staff should be communicated to more face to face with greater limits being placed on the communication via the computer. Monday morning teacher meetings, along with workshops have been praised by all - whereas many teachers felt bewildered by the information being sent through emails and electronic communications. However, the weekly Principal's Page was commented on by many as being very useful. Overall, internal KSYK communication should be primarily face to face while external communication, for example between parents and teachers should be more electronic. At the minimum, there should be a reduction in the quantity of communication channels in which official news is being passed along. The quality of information being passed on was noted as being adequate.

5.2 The golfer's approach to communicating change and addressing the research question

In order to better engrave the organizational vision co-created in 2014 by the teachers into the practices and behaviors at KSYK action and communication needs to be supported throughout the entire change process. The support from the leadership would mimic the momentum and progression a golfer has after making impact with the golf ball. No actions by the golfer can change the landing of the ball, no actions of the leaders can change the legally implemented

curriculum. However, the golfer and the educational organization both need to have proper follow through after making impact. The stages below were developed for this research project in order to best answer the research question: *How did communication from leadership at KSYK impact the complex change process from 2014 to 2016?*

Preparation

A golfer walks up to the shot. The golfer scouts the hazards, distances and prevailing conditions. The golfer communicates with the caddie. The golfer selects the desired club.

The educational leaders at KSYK forecast what the Ministry of Education demands. The leader initially prepares the teachers with expectations (Fullan, 2016) and prepares to engage their expertise (Senge, 2012). Mission and values statements are redefined. Thus, a “vision” is co-created. Project management is organized.

Squaring Up

A golfer adjusts stance above the ball. The golfer adjusts grip strength. The golfer determines how much power to exert.

The educational leader pivots communication around power-grip-distance (Koschmann, 2012) - How much power, in regards to authority should be communicated and what kinds of systems is the power being communicated within the organization are all taken into consideration by the KSYK leadership (Barr, 2010). How much grip or micromanaging should take place (Senge, 2012)? How much distance, be it cultural or verbal/nonverbal, should the leader take with teachers (Koschmann, 2012)

Impact

The golfer swings and makes impact with the ball. The golfer focuses on balance. No further adjustments to the ball can be made physically by the player.

The educational leader communications implementation (Fullan, 2016). The leader has to see that all aspects of the project have been completed, and communicated throughout the organization (Fullan, 2016 and Barr, 2010). No further adjustments to the change process may occur.

Follow Through

The golfer allows space and area for proper back swing after impact (no fences or trees in which the club may hit). The golfer watches the ball's trajectory. The golfer focuses on the landing area of the ball.

The educational leader at KSYK communicates momentum of consistency through the change process, each phase from the initiation to institutionalize is given due diligence (Fullan, 2016). The educational leader continues to allow space and resources after implementation, only then can behaviors and practices be institutionalized (2016). The leader could adjust the ratio of communication (to or from) the individual or group level (Barr, 2012); school leaders can spend less time with subject groups and more with individual teachers than before.

5.3 Placement of research findings into modern empirical research

The school's leaders were prepared in 2014 for change by redefining the school's values. In workshops, mixed groups walked around the school to different checkpoints writing thoughts on notes about the school. On other days groups gathered in classrooms and mind mapped and co-created new school values and a vision to guide future pedagogical frameworks and actions around. In line with Fullan (2016) a common meaning was defined among the members of the KSYK community. External tools which would update communication techniques such as

training for Google docs was provided over multiple days. The education leaders were well prepared in understanding the Ministry of Education's demands for the new curriculum that led to a consequence though; the leaders communicated requirements from the Ministry which would change over time. The school's leaders were prepared to communicate and update any teachers which they knew would come back from maternity leave and or be hired while the change process was occurring. The school leaders were organized by creating charts, diagrams, work day schedules and project management deadlines before the teachers started their efforts in the writing process. In Fullan's three phases of change, KSYK successfully initiated the change process (2016). The KSYK used the initial phase to reaffirm their approach to change by focusing on communicating to subject group leaders and breaking the division of work among the groups. These actions followed and benefited from the leadership style suggested by Senge's 5 disciplines of a learning organization (2012).

The educational leaders of KSYK communicated power, grip and distance to the teachers throughout the process utilizing a constitutive view of communication (Koschmann, 2012). The power, or authority in which the teachers respected all decisions to come from, while the authority the leaders recognized the teachers have as specialists and leaders of their courses within the Finnish classrooms. The grip in which the leaders exerted, was never mentioned as being similar to micromanagement, however, many teachers thought the communication was not direct enough. The distance between the educational board and the principal may have been too far from the individual teacher, especially the new teachers during the writing and implementation of the curricula. Fullan (2016) would have argued that a more proactive leadership style directly from the educational board would have been in line with the concept of Leadership from the Middle paradigm. Although Fullan (2016) used school districts as examples of Leading from the middle, the KSYK educational board would have similar authority and financial responsibility over KSYK similar to a school district.

KSYK leaders squared up to the change process by executing the schedule and programs they originally planned, meeting Fullan's (2016) requirements of when a change process enters the second phase, implementation. Every scheduled meeting, working event and deadline was kept, with a vast majority of teachers always signing the attendance and being engaged. The teachers worked both on and off campus to prepare and write their new course curricula. Mixed groups worked well together and benefited everyone. The teachers wrote and submitted their

final curriculum with plenty of time, and energy to spare. A new aspect of KSYK culture and direction is felt among all levels within the organization. Most feel positive in regards to the culture in which student performance will guide the benchmarks for success over time. There are many though that feel a cultural aspect of KSYK is dying with the change. Some feel that the drive to rank high on student performance benchmarks comes at the sacrifice of student welfare. Some wonder if the curriculum marginalizes struggling students, even unintentionally, in order to sacrifice a student's welfare just to push them towards higher exam results. Although many teachers felt frustrated at the additional energy required to make unforeseen changes in thanks to the Ministry of Education, they finished their edits and had the entire course curricula polished and implemented before the national deadline.

Communication from the leaders fizzled out after the curriculum was implemented. Fullan's third and final phase would thus be a gap in the leadership's approach to implementation (2016). Nearly all of the teachers were felt like the educational leaders stopped allocating resources, time, space and energy to the change process once the educational board approved the curriculum. Although there was an event in which the teachers could eat cake and drink sparkling wine, nearly every teacher responded that they still need allocated time, space and resources to see the implementation process though. Fullan (2016) would describe that as the Institutionalization phase, when the new practices and behaviors become routine.

The educational leaders succeed in implementing a successful plan; however, the teachers still have a long process of executing the new curriculum. Some aspects of future needs have been neglected which has been commented by multiple teachers, from different subject groups. For example, the future process of electronic matriculation exams has been somewhat neglected from the principals in their opinion. KSYK, similar to many schools, will always be under a state of change and renewal. Koschmann (2012) argues for more of a constitutive view of communication where the members build relationships through their communication and actions. The KSYK leaders from the educational board and within the school provided a variety of workshops and out of school days in which every subject group could have space and time to write the new curriculum. Fullan's review of the paradigm Leadership from the Middle would argue that the educational board and leaders still provide additional time and space for the teachers to innovate new lesson plans to better implement the new curricula (2016).

School wide changes overseen not by subject group leaders, but by the educational leaders need to have proper communication in regards to implementation. The process did not stop once the educational board approved the new document. Momentum and progression of the change process must continue (Fullan, 2016). The follow through of communication during change needs to be just as consistent as a golfer's swing after making impact with the golf ball. The entire communication process from the educational leader is similar to the golfer's preparation and swing process. Some organizational researchers and leaders have written about the golfer's swing and change within the organization (Jewell and Reznik, 2013) (Dichter, Gagnon, Ashok, 1993). However, these similarities between a golfer's swing into the organizational management conversation falls short of discussing an entire framework.

6 CONCLUSIONS

The research question for this project has been answered by the creation of the golfer's approach framework. Educational leaders can better communicate change by engaging stakeholders before, during and, especially after the implementation of the change. The golfer's approach to change framework is built from organizational, communication and educational leader experts such as Senge (2012), Koschmann (2012) and Fullan (2016). Utilizing their ideas and frameworks, along with the data collected from KSYK, a holistic view of the change process at KSYK can better be examined.

Overall, communicating strategy in line with Stuart Cross (Barr, 2010), see page 18 to refresh main concepts, will better allow educational leaders to focus on the big picture, while utilizing Senge's 5 disciplines will allow individual subject groups to engage their strengths and specialties (Senge, 2012). Multiple leadership and communication styles are demanded in modern and global schools such as KSYK. As changes at the school are occurring, a holistic and dynamic approach to the change process needs to be followed through. Tacit knowledge within KSYK and most educational facilities are deep, spanning generations. Engaging with that tacit knowledge during change can be difficult as experienced educators with that knowledge are at every level of the organization. Yet, at the same time, schools are divided into subject groups with some being more analytical and organized, while others are more innovative, and others encompass teachers from many disciplines. Each group needs to be communicated with in unique and tailored strategies. All groups need to be communicated to throughout the process. Communication channels should be defined and limited.

The best method to change the practices and behaviors of the teachers will require the KSYK educational board to improve the daily working conditions of the teachers. A majority of the teachers at KSYK reach a psychological state of burnout throughout the year. Every teacher works at an exhausting rate. A rate that leaves them very little time to prepare for future lessons. That was ok with the old curriculum and the teachers were not required to create new lesson plans, they were not required to plan theme-weeks, they were not required to plan and create lessons with other teachers nor were they required to implement a new curriculum overall. Currently, there is no available time for teachers to work with other teachers to prepare meaningful additional lessons, educational trips or any future classes they may share. Their

schedules have been full before the curriculum change and without any further assistance there will be no creativity nor innovation related to the new curriculum or teaching practices until the teachers can find time to rearrange their working lifestyle. Although they were able to write the curriculum to meet the legal demands set upon them, they will not be able to alter their teaching practices until additional time and support is given and maintained.

The school does not need more buildings or space, the school needs more human resources. Hiring more teachers will only meet the minimal demands of staffing when dozens of additional students will be added to the overall student population in the years to come. The teachers at KSYK are experts and some of Finland's best teachers; advanced technology and some of Finland's brightest students surround them, yet they have no time to engage with the students and technology in the most meaningful way. Teachers have been forced to spend their time in front of computer screens, desperate for whatever little time they can manage to read emails, print documents and scramble to the next lesson. Although this study did not ask teachers how much time they are spending with students now compared to a few years ago, a future study would be interesting to see just how engaging the teachers are with students. Teachers have become administrators with all the tasks they are required to do. When they do teach they have to rely on their lesson plans from years ago when they had time to create lesson plans.

A true grassroots solution is needed at KSYK. A human resource solution needs to be implemented to help communication at all levels. A solution needs to be implemented in which it will grant the expert teachers time and resources while not requiring the school to construct more buildings or hire expensive teachers- The idea proposed is if every subject group was able to hire a part time assistant, an aspiring teacher, or anyone who could cover a teacher's schedule for four to six hours a week that would enable each teacher the needed time to prepare and implement future courses. For example, the science and math group would have one part time employee with the job requirements of: only substitute science and math courses; collect and organize all forms from students and parents; handle administration tasks for homeroom teachers; attend all subject group meetings; attend all staff meetings; and cover at least two lessons per week per teacher. The teachers could actually meet with other teachers from within and outside of their subject group.

Thus, practices, behaviors and stress levels could then start to transform. The part time employee would report to and organize their weekly schedule with the subject group leader.

Currently at KSYK there is an ideal employee, Jaakko Jääskeläinen, if his skill set, passion and work ethic could be cloned and each subject group could have someone like him dedicated to their subject group then KSYK teachers would then have the minimal time and energy to be more creative and innovative. Teachers would then have time outside of lecturing to engage with students and other teachers. Once the teachers have time to focus on future development they could possibly feel more engaged with the school's overall vision and direction. A complete cycle of communication from top-down and from bottom-up would connected.

REFERENCES

- Argyris, C., & Schon, D. A. 1974. *Theory in practice: Increasing professional effectiveness.* Jossey-Bass.
- Amin, A., & Roberts, J. 2008. *Knowing in action: Beyond communities of practice.* Research policy, 37(2), 353-369.
- Anttila, P. 1998. The entity of research process. www.metodix.com.
- Asare, E. 2015. 18 Ethnography of communication. *Researching Translation and Interpreting*, 73, 212.
- Bar, C. [Chad Barr]. 2010, January 13. 8 Characteristics of Great Strategic Leaders. [Video File]. Retrieved from <https://www.youtube.com/watch?v=37tp3dxNRE8>.
- Bell, J. 1997. *Doing your research project: A guide for first-time researchers in education and social science.* Buckingham: Open University Press.
- Caldwell, R. 2012. Leadership and learning: A critical reexamination of Senge's learning organization. *Systemic Practice and Action Research*, 25(1), 39-55.
- Denzin, N. & Lincoln, Y. 2008. Strategies of qualitative inquiry. Thousand Oaks, CA : Sage Publications Inc. (Chapter 1 – The discipline and practice of qualitative research, pp. 1-44).
- Denzin, N. K. and Lincoln, Y. S. 2003. Grounded Theory: Objectivist and Constructivist Methods. In: Norman K. Denzin and Lincoln, Yvonna S. *Strategies of Qualitative Inquiry*. 2nd ed. United States of America: SAGE. 249-292.
- Dinwoodie, David. 2014, January 14. *What is Strategic Leadership?* [Video File]. Retrieved from <https://www.youtube.com/watch?v=pNv48OHQeI>.
- Dichter, Steven F., Gagnon, Chris, and Ashok, Alexander. 1993. "Leading organizational transformations." *McKinsey Quarterly*.
- Finkelstein, S., Hambrick, D. C., & Cannella, A. A. 2009. *Strategic leadership: Theory and research on executives, top management teams, and boards.* New York: Oxford University Press.
- Finnish National Board of Education. 2012. *Finnish education in a nutshell.* Kopijyvä, Espoo.
- Finnish National Board of Education (n.d.). Retrieved September 26, 2016, from <http://www.oph.fi/english>.

- Fullan, M. 2016. The NEW meaning of educational change. New York, NY: Teachers College Press.
- Gall, M. D., Borg, W. R., & Gall, J. P. 1996. *Educational research: An introduction*. Longman Publishing.
- Glaser, B. and Holton, J. 2004. Remodeling Grounded Theory. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, Volume 5, Number 2.
- Haines, S. 2016. *The systems thinking approach to strategic planning and management*. CRC Press.
- Illeris, K. 2007. *How we learn: learning and non-learning in school and beyond*. London: Routledge.
- Jewell, F., Reineke, K., & Reznik, T. 2013. Change Management that Sticks. The Jabian Journal.
- Kadian-Baumeyer, Kat. [Teo Hiro]. 2016, May 11. *Lesson 1 Fiedler's Contingency Theory & a Leader's Situational Control*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=7QBK-Gdo8S4>.
- Kalle, U. 2005. "Emergence" vs. "forcing" of empirical data? A crucial problem of "grounded theory" reconsidered. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*. 6 (2), Article 27.
- Knox, Bruce. 2009, December 4. *Cultivating Communities of Practice: Making Them Grow*. [Video File]. Retrieved from <http://blog.apastyle.org/apastyle/2011/10/how-to-create-a-reference-for-a-youtube-video.html>.
- Koschmann, Matthew. [MatthewKoschmann]. 2012, May 8. *What is Organizational Communication? (full version)*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=e5oXygLGMuY>.
- Lawrence, P. 2015. *Leading Change – Insights Into How Leaders Actually Approach the Challenge of Complexity*. Journal of Change Management.
- Locke, L. F., Silverman, S. J., & Wanen, W. S. 2004. *Reading and understanding research* (2nd ed). Thousand Oaks, CA.
- Organizewith Choas. 2014, September 4. *How to Manage Change using Chaos Strategy at CGG Veritas by Joseph Roevens PhD*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=b5UEtHmgFUA>.
- Pausch, R., & Zaslow, J. 2008. *The Last Lecture*. Hyperion. New York.

- Salo-Lee, L. 2007. 7 Towards Cultural Literacy. *Education for Global Responsibility–Finnish Perspectives*, 73.
- SchlumbergerSBC. 2013, February 7. *Dr. Peter Senge speaks on Organizational Dynamics, Culture, and Generational Leadership* [Video File]. Retrieved from <https://www.youtube.com/watch?v=AAkJqzJYHJc>.
- Senge Peter, M. 2012. *Schools That Learn (Updated and Revised): A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. Rev Upd Edition. Crown Business.
- Strauss, A., Corbin, J. M. 1990. *Basics of qualitative research: Grounded theory procedures and techniques*. Thousand Oaks, CA, US: Sage Publications, Inc. 270.
- Streeck, J. & Mehus, S. 2005. Microethnography: The study of practices. In K.L. Fitch and R.E. Sanders (eds.), *Handbook of Language and Social Interaction*. Mahwah, NJ: Lawrence Erlbaum, pp. 381-404.
- Stoll, L., & Louis, K. S. 2007. *Professional learning communities: Divergence, depth and dilemmas*. McGraw-Hill Education. United Kingdom.
- Taylor, N., Kampe, C., & Bell, K. 2015. Me and Lee: Identification and the Play of Attraction in The Walking Dead. *Game Studies*, 15(1).
- TED. 2015. September 10. *A Visual History of Human Knowledge / Manuel Lima / TED Talks* [Video Reference]. Retrieved from <https://www.youtube.com/watch?v=BQZKs75RMqM>.
- Tuononen, M. 2007, November 12. Statistics Finland. Retrieved October 13, 2016, from http://www.stat.fi/tup/suomi90/marraskuu_en.html.
- Wanjohi, K. 2004. Community tourism: A lesson from Kenya's coastal region. *Journal of Vacation Marketing* [online]. 10, [Accessed February 8, 2011], p.33-42. Available from: <http://jvm.sagepub.com/content/10/1/33>.
- Wenger, E. 1998. *Communities of practice: Learning, meaning, and identity*. Cambridge university press.
- Yan, Z. and Yan, X. 2010. A revolution in the field of systems thinking—a review of Checkland's system thinking. *Systems Research & Behavioral Science*, 27, 2, pp. 140-155.
- Yin, R. K. 2009. *Case Study Research Design and Methods*. 4th. ed. United States of America:

SAGE Publications.

Yksityiskoulujen Liitto ry. (n.d.). Retrieved September 26, 2016, from

<http://www.yksityiskoulut.fi/>.