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UTILIZING ONLINE VIDEO TO LEAD AN ORGANIZATIONAL CULTURE IN THE DIGITALIZED WORLD OF THE INFORMATION AGE

Master’s Thesis
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Utilizing online video to lead an organizational culture in the digitalized world of the information age

This thesis looks at online video leadership and leading an organizational culture through online video. In this study organizational culture is taken a look at from the leadership perspective and the concept of online video is seen as an internal video ecosystem that connects to for example social business networks. The study aims at finding out how the true values of the organization could be embraced through online video. Furthermore, the study makes an attempt at finding out how significant the role of a new technology like online video is in the organizations that act in the digitalized world of business in the information age.

The study begins with a literature review where the concepts of organizational culture, leadership and online video are limited to specific perspectives so that they can be further studied in the empirical part of the thesis. The method used in this study is qualitative and the data for the multi-case study has been gathered by interviewing organizations that represent particularly revealing and interesting cases around the phenomenon. The qualitative data has been collected through theme-centered interviews that have been held for individuals in the expert and management levels of these organizations.

As digital transformation is becoming critical to most organizations, it is evident that new ways to interact are affecting how cultures can be lead. The findings and results of the study provide insights into the rapid changes in leadership in the information age. This research describes how online video gives an opportunity to transform documents with meaningless words, decisions without a face, and impersonal and general messages to stories that make the organization believe in a common vision together.

The results of the study show that online video ecosystems and using online video is not something that can be detached from the true values of the organization but rather builds on the culture of the organization and presents emerging opportunities to further embrace and reinforce shared artefacts, values and assumptions. Moreover, the thesis discusses the barriers that keep organizations from realizing the opportunities around leading an organizational culture through online video.

The purpose of this Master’s thesis is not to make a general how-to guide for leading an organizational culture through online video. However, the results of the study give good implications and empirical evidence on how a leader could be able to utilize online video when leading an organizational culture. The thesis will introduce the reader to current leadership in the digital era and show leadership on online video as something that promotes a collective system that then further encompasses individuals who influence each other towards a specific goal or a mission.

This thesis ignites the discussion for the practice of leading an organizational culture through online video.

Keywords
Digitalization, E-leadership, Corporate culture, Enterprise video
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1 INTRODUCTION

The first chapter of this research paper gives the reader an overall view on the subject that has been researched in this study. Secondly, continued by a brief introduction to the topic, the purpose of this study and its objectives are discussed. In addition to the objectives, the research problem and questions are introduced. After this the reader can explore the significance of the study and the definitions of the key concepts in order to understand how the study contributes to science and business as well as to get a comprehensive idea on what is meant by organizational culture, leadership and online video in the thesis. Finally, the chapter introduces the structure of the thesis before the study moves on to a more detailed discussion around the chosen concepts.

1.1 Introduction to the research topic

Organizational culture as a paradigm is considered to be one of the most significant and popular themes in the field of leadership and organizational studies in the western world (Huhtala & Laakso 2007: 14). Martens (2006: 85) has even referred to the subject being one of the most appalling concepts that has ever been formulated and introduced due to its complex nature. However, in a globalized world where competition is extensive, an organizational culture has to be built around inspiring ideals, employee permission to be creative, and something other or of greater meaning than just making profit (Stengel: 7-9). To reach the benefits that an organizational culture brings, there needs to be a leader in the organization who is willing to commit to the changing business world and committed in understanding the true culture of the company.

Today, leaders believe in the ability of technology to bring advantages and in the fact that solutions that involve technology could bring transformative change. Still, there is frustration over the difficulty of getting great results from these new technologies (Fitzgerald, Kruschwitz, Bonnet & Welch 2013). Leadership in the digital era is something that promotes a collective system that then further encompasses individuals to influence each other towards a specific goal or a mission (Avolio, Sosik, Kahai & Baker 2014).
In a study conducted by (Fitzgerald, Kruschwitz, Bonnet & Welch 2013) that included 1599 executives and managers it was found that four out of five of them in 2013 thought that digital transformation will become critical to their organization within the next two years. In the same study it was seen that digital initiative could help in improving the internal communication in the organization. The employee concerns over digital transformation could be eased by not making people feel like they are serving software whereas it should be so that the software serves the people (Fitzgerald et al. 2013). Considering this, online video that is a new way to communicate culture, steps in to the field of leadership (Frankola 2009 & Kaltura 2014). Leaders are now in constant contact with followers and constituents due to the ubiquity of mobile devices (Avolio et al. 2014) and therefore new ecosystems where video enables the nonverbal and verbal interaction in a network in organizations is the current leadership in a digitalized business world that this thesis will be looking at.

My personal motivation to this topic dates back to my stay in Hong Kong during the summer of 2013. While in training at Egmont Sourcing Hong Kong Ltd. I became interested in organizational culture and leading it. The handbook given to me describing “rummelig”, a Danish concept that encompasses willingness to think new thoughts and break new ground sparked the idea to research this topic and the leadership aspect of it. Seeing a manager taking up leadership and embracing a culture of openness, flexibility and multitude of national cultures and personalities led me to explore methods and ways to embrace and lead a specific organizational culture.

In addition to the experience of a distinct organizational culture, I have had the opportunity to work in companies that excel in digital technologies. As the social media specialist of a mobile wallet called Pivo my interest towards a combination of leadership, organizational culture and online video grew greater. Finally, when taking courses in the Technical University of Munich the intensive discussion around technology sparked my interest to combine my knowledge around all these concepts in a thesis.
1.2 The purpose and objective of the study

The purpose of the thesis is to explain how leaders are able to utilize online video when practicing leadership, more specifically when reinforcing and leading an organizational culture. While literature about organizational culture, leadership and leading a strategy and changes in a corporation is vast, these concepts need to have limitations in order to be meaningful and understandable. Online video includes a growing number of meanings and ways to be looked at and therefore, a specific view on online video is also taken. Having explained the concepts with their limitations, the object is to create a framework by compiling the relevant information from the theoretical part of the thesis and utilize it in the empirical part of the study. Moreover, some additional implications and ways to understand how organizational culture could be lead through online video are to be explored in the empirical part, as the interviews from case companies will provide evidence from the current leaders and individuals in organizations.

Organizational culture has been studied a great amount (Hofstede 1984, Schein 1985, Trompenaars 1995, Martin 2002 & Rossi 2012) and business schools provide an endless amount of courses for students to learn how to lead and manage a strategy. In a time where many businesses seem to have problems to thrive and gain profits there are companies that prosper and their organizational culture is of great value. According to Rossi (2012: 17) this more recent relationship that has gained attention between organizational culture and the way to do business is more about leading a culture than leading a strategy. The recession has shifted the mindset of businesses to short term profits, while management processes and leadership have not been paid enough attention to in organizations (Rossi, 2012: 22; Jain & Jain 2013). As digital transformation is becoming according to Fitzgerald et al. (2013) critical to most organizations, it is evident that new ways to interact are affecting how cultures can be lead. Taking these points into consideration, the objective and the purpose of the research arises from the change in the ways to practice leadership and the need to lead organizational culture.

The purpose of this Master’s thesis is not to make a general how-to guide for leading organizational culture through online video. However, the interviews that have been
conducted for the study give good implications and empirical evidence on how a leader might be able to lead organizational culture through online video. These implications and evidence give a possibility to see the state of online video leadership and the connections of this to organizational culture today. Moreover, the thesis guides the way for academics to see into the future of the phenomena.

1.3 Research problem and research question

In recent literature (Bjerke 1999, Frisk & Tulkki 2005, Jackson 2011, Rossi 2012, Jain & Jain 2013) organizational culture has gained more attention while it is seen as a vital part for a business to thrive. In addition to the prominent and growing importance of a great culture in an organization, companies are operating in a change where digital technology is guiding a new way to do business. It is discussed that the organizations that fail to transform through technology will face destruction (Fitzgerald et al. 2013). Considering these two things, it is becoming increasingly important to understand how taking up leadership in this digital transformation is possible so that a successful organizational culture can flourish.

While research around a combination of leadership, organizational culture and online video is at early stages, the study is a timely and important discussion. The purpose of it is to find explanations to the new role of online video leadership in creating, sustaining and leading a culture in the digitalized business environment of today. The aim is also to find out why this can be among the most important things to understand while leading an organizational culture.

The main research question of the study is:

- How organizational culture can be lead through online video?

To answer and approach the main research question more specifically, the secondary research questions are:
• **How significant is the role of online video in leading an organizational culture?**

• **What kind of challenges and opportunities do leaders see in embracing organizational culture through online video?**

The paper will initially cover different approaches to organizational culture and leadership. However, in the later chapters the focus is kept on and limited to the chosen perspective on organizational culture, leadership and online video. The research questions will be answered first by creating a theoretical framework through an extensive literature review and later on more answers from the empirical study will clarify the phenomenon of leading organizational culture through online video. The study will position itself within the framework created in the literature review and contribute further by utilizing the theories in an empirical part of the research.

**1.4 The significance of the study**

Keeping up with the change that is happening in the business world is a challenging task for the science around leadership and for the managers that lead businesses. However, many of the leaders feel no urgency to achieve digital transformation because they fail to provide a clear vision for these changes and lack the leadership skills for motivating in the new business world (Fitzgerald et al. 2013).

The rapid advances and changes in information technology and how IT is used in organizations and societies has according to Avolio et al. (2014) far outpaced the practice and science of leadership. Furthermore, the approach to understanding the effects of this technological change has been such that it looks at the effect of information technology to leadership dynamics in organizations, communities and societies rather than predicting what kind of leadership could occur in the new technologies and what impact a future technology could have to leadership. Therefore, it could be argued that the traces that digitalization left behind have been a focus of the studies (Avolio et al 2014).
Furthermore, a major part of the discussed leadership research has focused on the verbal interaction and message of a leader and less attention has been given to nonverbal communication. Inspired by these notions, the high influence of nonverbal channels is to be discussed when looking at leading organizational cultures through online video in this thesis (Talley & Temple 2015). The particular details of how the interaction between information technologies and leadership works are still under development and due to this the study attempts to continue the discussion around such topics (Avolio et al. 2014).

In addition to the relevance of the phenomena for the scientific community, Kaltura (2014) estimates that the usage of online video in organizations is increasing by 50-200 percent annually and this is something that managers need to take into account when leading an organizational culture.

1.5 Key concepts of the study

The study includes main concepts that require a short description and a definition in order to further discuss the phenomenon of online video leadership and leading organizational culture through online video. These concepts have been discussed in a thorough and extensive way in the coming chapters but in order to understand the approach of this paper, the usage of the terms and limitations to the concepts are discussed below.

1.5.1 Organizational culture

Organizational culture is a phenomenon that has a great amount of definitions but an unambiguous description to define it has not emerged from scientific discussion (Hofstede 1984, Schein 1985, Trompenaars 1995, Juuti 1999, Martin 2002, Rossi 2012, Jain & Jain 2013). This study views organizational culture as something that is more than only the artifacts of a company, a concept where sub-cultures exist and the perspectives of Martin (2002) and a model by Schein (1992) further limit the view on it. At the core of the thinking is that organizational culture forms from the true values and assumptions of the people in the organization and that it can’t be demanded but needs to be celebrated and embraced by leadership practices that fit the modern
businesses. It is also good to note that in this study organizational culture excludes the phenomenon of national culture. According to Mole (2004: 59) the separation between these two phenomena in a specific organization can be seen when one company is studied in various national contexts and settings but Frisk and Tulkki (2005: 92) add on this perspective and describe that organizational culture partly reflects the national culture. However, this study does not include a separate discussion about national culture.

1.5.2 Leadership

The two terms in scientific literature around managerial activities in an organization are managing and leading (Bjerke 1999: 57) and in this study they are not used as synonyms. Bryars (1987: 159) notes that a leader is a person who has the capability to change a mind-set of person and affect his or her attitudes while a manager can control actions and decisions of an employee. To add on this, Drucker (1974) points out that management does not create a leader and only provides a setting where potential leadership skills appear. Therefore, this paper discusses leadership as something that is a continuous social process involving interaction (Smircichin and Morgan 1982: 258-259).

1.5.3 Online video

Corporate video has traditionally been material that is highly produced and a professional product. However, the success of YouTube and other online video sites and consumers using video to communicate in social media applications such as Snapchat shows that people are more interested in compelling content than something that is highly polished or has an expensive look (Frankola 2009).

Today, people in organizations can tell whether someone is reading a script or whether they are talking from the heart. Communication in organizations is not only about leaders speaking to employees but also about the employees getting the chance to speak up and having their own voice (Frankola 2009). Moreover, the emergence of mobile technologies that give the user a possibility to create content through a camera and microphone, and integrate this content in common software such as Microsoft
Office, make it possible for work to be conducted through mobile devices and gives an opportunity for a new way to see online video as a part of every day business and leadership (Isohookana, 2007: 253-254).

Kaltura (2014) adds to these thoughts by discussing that online video has a major role in connecting employees, celebrating organizational culture and boosting employee creativity. It is also noted by Kaltura (2014) that most of the leveraging of online video technology is on-demand video consumption. This includes for example live broadcasts that can later on be viewed on-demand.

In this study online video will be looked at in the context of an internal video ecosystem and therefore social networking sites like Facebook or Instagram where videos are also present in high numbers are not a part of the thesis. The integration of online video to social business networks is discussed and included in the study. However, it is good to note that the platform and the extent to which online video is discussed in later chapters is more of an internal YouTube approach to the phenomenon than a holistic view on all systems and networks where online video exists.

1.6 Structure of the thesis

This study includes three main parts, which are: the literature review where the three main concepts of leadership, organizational culture and online video form a theoretical framework in chapters 2, 3 and 4, the research methods and data as well as using these methods in an empirical part of the study in chapters 5 and 6 as well as the final chapter 7 that focuses on the conclusions, managerial and theoretical implications and future areas of research.

In the first chapter the reader will get an introduction to the research topic and an overall view on the background of this research. It includes a description of the purpose, objectives and problem of the research as well as provides the research questions that are a basis for explaining the problem. The chapter closes with a description of the significance of the study and explains the key concepts that are used in the thesis.
The second chapter defines and explains one of the main concepts in this study, that is, organizational culture. It will summarize a well-known model that illustrates organizational culture and provide the reader perspectives to organizational culture. Furthermore, examples of recognizable organizational culture are introduced. In addition to the definitions of the main concepts and examples the chapter describes the significance and meaning of organizational culture for corporations and gives an example of how it can be seen as a part of another extensively studied subject, strategy.

After defining the key concept of organizational culture the third chapter moves on to the leadership perspective in organizational culture. The reader is introduced to leadership in organizations and a more in-depth analysis to the role of a leader in embracing and celebrating an organizational culture. Moreover, the chapter presents ways for a leader to effectively communicate and embrace the culture in an organization that operates in a globalized and digitalized business world of today. The chapter closes with a description of the effects of leading a specific organizational culture. It is to be noted that the paper has connections to my bachelor’s thesis, which was accepted in late fall 2014 with the title “role of leadership in implementing a corporate culture”. I have utilized some of the material of my bachelor’s thesis in this master’s thesis and applied the theory in it to chapters 2 and 3. Naturally, the utilized discussions have been extended with proper research as well as more advanced theories over the subject matter.

Further, in chapter four, the final main concept of online video and online video platforms are discussed and mirrored to the two previous chapters of the study. The reader is introduced to some of the most used online video platforms that exist in the market. Moreover, the significant impact of digital technologies to the daily business of companies is emphasized through examples and aspects from multiple studies. This paper will then show how online video can be seen as something that leaders are able to utilize when leading organizational culture.
After the theoretical framework is built in the literature review, the paper will describe the research methodology, data gathering and the methods for analysis of the data in chapter 5. The validity and reliability of the study are also discussed and some potential research limitations presented.

Chapter 6 will concentrate on the findings of the empirical research. The study describes the case companies that have been interviewed in the empirical part and attempts to answer the research questions as well as to contribute to existing academic literature and discussion by suggesting ways leaders are able to use online video in embracing an organizational culture. This discussion is based on the empirical research findings. Comparisons of the findings’ relevance to previous research are made in order to understand whether they support the former studies or contradict some of the views in earlier scientific discussion. Taking all of these points into consideration, the aim of the chapter is to contribute to and enrich the discussion about online video leadership and leading an organizational culture through online video.

Lastly, conclusions are presented in the final chapter 7. The chapter first divides theoretical and managerial conclusions. Furthermore, it explains theoretical and managerial contribution. To conclude the thesis, there will be a discussion of possible research limitations and the chapter finally closes with some emerging opportunities for future research.
<table>
<thead>
<tr>
<th>Chapter 1 - Introduction</th>
<th>• Chapter one introduces the topic of the thesis and the purpose and objective of the study as well as presents the research problem and research questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 2 - Defining organizational culture</td>
<td>• Chapter two focuses on the importance of the phenomenon of organizational culture, describes perspectives around the concept and provides a model and suggestions to identify organizational culture.</td>
</tr>
<tr>
<td>Chapter 3 - Leading an organizational culture</td>
<td>• Chapter three introduces leadership and the role of a leader in organizations. A discussion on leading and communicating a culture is included in the chapter.</td>
</tr>
<tr>
<td>Chapter 4 - Harnessing the power of online video to lead an organizational culture</td>
<td>• Chapter four defines video in organizations and introduces online video platforms. Leading a culture through online video is discussed and a theoretical framework introduced.</td>
</tr>
<tr>
<td>Chapter 5 - Methodology and research design</td>
<td>• Chapter five discusses the methodology that is used in the study and describes the research design.</td>
</tr>
<tr>
<td>Chapter 6 - Empirical analysis</td>
<td>• Chapter six introduces the case companies that have been interviewed for the study and has a discussion about empirical findings.</td>
</tr>
<tr>
<td>Chapter 7 - Conclusions</td>
<td>• Chapter seven is the final chapter of the thesis and it describes the theoretical conclusions and discusses managerial implications. Suggestions for future research are also introduced.</td>
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Figure 1. The structure of the thesis
2 DEFINING ORGANIZATIONAL CULTURE

This chapter focuses on the definitions, perspectives and models that have been discussed in scientific literature around organizational culture. The key concepts and their definitions serve as a base for understanding the phenomenon and its importance in organizations. The chapter also limits the broad subject by providing perspectives and a model to look at the phenomenon as well as enriches the knowledge of the reader about leading an organizational culture successfully so that it is possible to utilize the theory in the subsequent chapters.

2.1 The concept of organizational culture

Researchers have discussed the topic of organizational culture in vast amount of literature and despite the richness of the studies there are still many disagreements among them about what the definition of the phenomenon is and what is included in organizational culture. The term has been occasionally referred to already in the 1940s. However, the concept gained wider exposure in 1970s when both academic researchers and consultants started a broader discussion over organizational culture. (Huhtala & Laakso 2007: 19, Silén 1995: 14-15.) The paradigm has gained attention around it to this day while the concept evolves and adapts to the current society and business world (Pascale 1985, Hofstede 1984, Peters and Waterman 1984, Schein 1985, Harris and Moran 1987, Deal and Kennedy 1988, Rohwer 1995 & Trompenaars, 1995).

As discussed, an unambiguous definition to organizational culture that would represent all the perspectives or agree on a single point of view to the phenomena has not been agreed upon by the researchers and therefore this study includes some of the most relevant discussions and most known theories around the subject. A great amount of academics provide their own thoughts and perceptions towards organizational culture and one of the most famous researchers, Hofstede (1993: 89) explains it being “a collective programming of the mind which distinguishes one group or category of people from another”. Kotter (2008: 141) gives a definition that highlights the behavior of a group of people over a long period of time.
According to Juuti (1999: 256) the term can be defined in a more simplistic and practical way arguing it to be the same thing for an organization as a personality is for a person. In addition to these clarifications Schein (1999: 30) suggests that it is important to see culture occurring at various levels in an organization and researchers should not oversimplify the concept. Schein makes an important note that oversimplifying this term is dangerous and something that would be oversimplified in what comes to the phenomena of organizational culture would be calling it only “our values”, “the atmosphere at workplace” or “our rituals”.

These definitions and the discussion above give us an overall understanding that organizational culture is a very subjective term. To limit the broad subject and to give an understanding to the topic, three perspectives to culture will be included in this study that then further accumulate information and provide a foundation for a model that Schein (1992:17) has made about organizational culture. In this study a separation between a culture that comes from a certain country and a certain organizational setting are separated. Organizational culture and national culture are a different phenomenon. Mole (2004: 59) notes that the separation between these two in a specific organization can be seen when one company is studied in various national contexts and settings.

Hofstede (1994) explains further that an organizational culture is not chained to a single nation or its culture and because of this, a coherent organizational culture can bind together a multinational corporation and the employees working in multiple markets and countries. Frisk and Tulkki (2005: 92) note that organizational cultures partly reflect the national culture and therefore organizational and national culture cannot be viewed as completely separate concepts. Academics have used the terms organizational culture and corporate culture as synonyms but in this study the term organizational culture is consistently in place in all of the discussions. It is worth noticing that this study talks about organizational culture and does not include a separate section for national culture.
2.1.1 Three perspectives on organizational culture

To further understand how culture can be seen from different points of view, this study explains the three widely used and referenced different perspectives that Martin (2002: 95, 152) introduces regarding the phenomena. The three different perspectives include the integration perspective, the differentiation perspective and the fragmentation perspective. The three perspectives describe to what extent the culture is similar in certain parts of the organization, how people in an organization interpret culture and what kind of opportunities or threats does each perspective hold.

Table 1. Three perspectives on organizational culture (Adapted from Kappos & Rivard 2008: 606 and Martin 2002: 95, 152).

<table>
<thead>
<tr>
<th></th>
<th>Integration</th>
<th>Differentiation</th>
<th>Fragmentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>View of consensus</strong></td>
<td>Consensus collectively shared among organizational members</td>
<td>Consensus is reached within the confines of subgroups</td>
<td>No consensus</td>
</tr>
<tr>
<td><strong>Interpretation</strong></td>
<td>Organizational-wide consensus: culture is united and agreed</td>
<td>Multiple subgroups co-exist and boundaries are clear</td>
<td>Subgroup boundaries are unclear</td>
</tr>
<tr>
<td><strong>Benefit</strong></td>
<td>Developing a shared culture can be useful for laying down the conditions of where the organization is and where it wishes to be in the future</td>
<td>Can bring to light power struggles between subgroups</td>
<td>Practical for understanding the unanticipated and paradoxical nature of culture</td>
</tr>
<tr>
<td><strong>Drawback</strong></td>
<td>View that culture is unified (organizational-wide-consensus)</td>
<td>Assumption that subgroups are clear-cut</td>
<td>Difficulty to conceptualize and study</td>
</tr>
</tbody>
</table>
Table 1 describes these three different perspectives while explaining that the weakness held by one of the perspective is the strength of another and vice versa. A comparison between the fragmentation view and the integration view illustrates this thinking. The understanding of the unanticipated nature of culture is beneficial in the fragmentation view, while in the integration view the same thing is the drawback since in it culture is viewed as unified the paradoxical nature of culture is not taken into account or acknowledged.

The first of the three, integration model focuses on the view that a culture can be similar throughout the organization. Viewing culture from the integration model perspective we would have a consensus of a collectively shared united and agreed culture. This perspective is widely responsible for the identification of strong cultures and the idea around a distinctive and unique organizational culture among for example a single company. (Prasad & Prasad 2009: 131.)

Contrary to the integration model, the differentiation perspective acknowledges subcultures and their existence in organizations. This model sees culture as more of a set of values and beliefs that are then demonstrated and expressed in the organization in different ways. In the differentiation perspective, there can be a separation between the culture of the top management or board of directors and the workforce in the organization. The existence of a multi-cultural environment does not, however, exclude the possibility of some shared values and norms that are spread out throughout the whole organization (Silén 2006: 31).

The third perspective, fragmentation, challenges the existence of an understood culture and shared beliefs and at the same time highlights the constant change. It is the most complex way to understand organizational culture and the drawback is that this kind of a perspective is hard to conceptualize and study. Therefore, it provides a challenge for researchers to clarify an ever-changing complex nature of the human experience (Jackson 2011).
2.1.2 Schein’s model of organizational culture

The three levels of organizational culture that are introduced by Schein are illustrated in a figure below (Figure 1). This model, which has also been referred to as the iceberg model, consists of artifacts, espoused values and basic underlying assumptions.

![Figure 1. Levels of culture (Adapted from Schein 1992: 17)](image)

If the three perspectives from the previous sub-section by Martin (2002: 95, 152) are taken into consideration it can be argued that this model by Schein (1992: 17) has most connections and relevance to the integration and differentiation perspective.

This is due to the nature of the model where people and groups of people become an integral part of an organization, create a mutual understanding about the memory of the organization and also shape the social structures within this environment. (Aaltio 2008: 118.)
In the level of artifacts, the culture is visible while parts of it like language, technology, products, manners, rituals and other visible behavior are easy to identify but hard to interpret (Schein 1992: 17). Schein refers to the Egyptians and Mayans when he unfolds the level of artifacts. He highlights that it was easy to see that these groups of people had built recognizable monuments that were shaped like pyramids to express their culture. However, the meaning of a pyramid for each culture was very different.

Another danger in looking only at the surface or artifacts lies in one’s own interpretations. According to Schein (1992: 18), seeing a very informal and low-hierarchical organization might for example give some of us the signal that this specific group of people are not working efficiently or getting their work done. Harisalo (2008: 269-270) and Silén (1995: 37) divide artifacts further into three different categories that represent the behavior of the organization, the physical appearance of the organization and issues that regard the language in an organization.

An organization that behaves the same way long enough will achieve a stage where it has certain traditional ways of doing things. Prasad and Prasad (2009: 133) consider these rituals and ceremonies being an important part of the feeling of togetherness and collective identification process. The physical appearance of a company consists for example of people dressing in a certain way to work or doing work in a certain location at the office. Hatch and Cunliffe (2006: 246) emphasize that the physical appearance of an organization can sometimes send out unintended messages to people.

An example of physical appearance in a company could be the office space of the organization. The model or design of the office reflects the ideals of a company on attitudes towards proximity, privacy, openness and reachability. (Harisalo 2008: 270, Hatch & Cunliffe 2006: 227-232, 239-246.) The language used in an organization can include myths, stories, metaphors and humor. Furthermore, the terms that are collectively used by the people in an organization clarify meanings and make adaptation to the culture possible. (Silén 1995: 37, Daymon 2000:179.)
Espoused Values are the second level of the model. They are essentially shared values or beliefs or shared assumptions (Schein 1992: 19-20). Once the leader comes up with a solution or a way to do business, which produces success to the organization, this model to work becomes first a shared value and then a shared assumption. Some values are also more of a reflection of what people will say than actual values put into practice (Argyris & Schön 1978).

An organization can refer to their high standards on the safety of their products and this being a part of their values but in reality when searching the records this might be exposed and be a false statement. The values at this level serve as a basis for what can then be observed at the artefactual level. Every organization has espoused values despite the fact that in some of them they are not defined or brought up in a special way. They are seen widely as beliefs and ideals and measuring their effect on business with quantitative indicators can be challenging. (Lehtola 2012.)

Basic assumptions are the things that people in an organization take for granted because they think that a certain way to do things is correct, even to the level of certain assumptions being such truths that an organization believes doing things in a different way or thinking another way is wrong. These assumptions are created and learned in organizations over time and they often reflect the history of a group of people. A leader who believes a certain way of doing things is right recruits people who think the same way and as long the organization succeeds by embracing the leaders’ thoughts these assumptions are taken for granted. This results into the situation where the members of the organization might not be aware of their basic assumptions before they encounter a different culture. (Schein 1999: 34-36.)

A portrait provided by Kauppi (2001: 135-136) explains the model that has been discussed in this sub-section. This model where artifacts are the only visible level of culture and the two remaining levels lie under the surface is often referred to be the iceberg model and Kauppi (2001:135-136) suggests that a culture can be illustrated also as a tree. In this portrait the roots of the tree contain the common values and they live in the soil or the history of the organization. The core of the tree includes the heart of the culture and branches growing out of the trunk are representative of subcultures in an organization. An employee, a manager and other individuals in the
organization are leaves growing in a branch of the tree and the environment around this whole concept or in this case the tree influences all the mentioned parts.

2.2 The significance of organizational culture for corporations

Traditionally strategy and the vision, mission and values of a company that come with it have been lead through processes and with concrete tools. These processes have made leadership more standardized and everyday situations in a company are not visible around the daily activities. A unique organizational culture is a valuable asset that gives a company an opportunity to be prepared for rapid changes, lead success and failure and gain continuous growth. A successful recognizable culture of an organization will be seen as better results and more motivated workers, skilled potential applicants and satisfied customers with an awareness of the brand of the company. (Rossi, 2012: 25.)

Jain and Jain (2013) argue that a specific culture shapes the future actions of an organization, contributes to team building and is the enabler of a transformation process. They also note that organizational culture helps in understanding strategy and goals as well as influences the work done in an organization on a daily basis.

Organizational culture is particularly important when a company is changing its structures, the brand or when other organization-wide change is occurring. To change something in an organization includes changing the organizational culture as well. The recognition of the importance or significance of organizational culture can be seen for example as increased interest for identifying the values in strategy alongside the mission and vision of the company. Organizations that are interested in their core values and the behavior among their workers also perform higher results. On top of this they also compare themselves to other well-performing organizations and look for top performance outside and inside the organization. This culture makes organizations successful in leadership ranks, as they get ready for the change ahead. (Jain & Jain 2013.)

Researchers have expressed the view that the factor to employees’ effectiveness is not only completing the daily tasks at work but also workers’ sense that they have a
purpose for the job they are doing. (Borman & Motowidlo, 1993; Organ 1988; Van Scotter & Motowidlo 1996.) Many people agree that their work doesn’t affect the organization mainly because they don’t understand the goals or strategies of the business (Jain & Jain 2013).

As Rossi (2012: 27) notes, successful organizations ask how they could communicate their culture better to the employees. However, the most common understanding is that the employees don’t understand the message of the company. Quite often companies are not secure about acknowledging their organizational culture and don’t take the responsibility and accountability in the discussed issue (Jain & Jain 2013). Taking these aspects into account, organizational culture is also a thing you invest in to enjoy a greater loyalty from employees and encourage them to find a meaning for their work as well as a place for their share of work in the efforts of the whole organization.

2.3 Identifying organizational culture

The previous sub-section in this research paper discussed the significance of organizational culture. In this section specific organizations and their cultures are introduced and practical examples of their culture discussed. To give a further understanding on how organizational culture can be identified, a process by Schein (1999) is introduced. This gives more implications on how to interpret an organizational culture.

2.3.1 Identifiable organizational culture in specific organizations

When companies list their competitive advantages it is a prominent attribute made by them that organizational culture is a unique asset and something their organization values highly. A company from the United States called Zappos sells clothing, shoes, cosmetics and accessories on the web and wants to be open and transparent about their way of doing business (Hsieh 2014). A customer could buy shoes from any other website but they choose Zappos because in this company they believe the culture of customer service does not only belong to one department but is considered to be the whole strategy of the organization. The culture at Zappos has been built to
produce services and positive customer experiences (Rossi 2012). Furthermore, Zappos thinks their organizational culture is their brand. The company has a four-week training program that engages the new employees with the Zappos culture, strategy and processes. There is also an offer that is introduced to new workers after working a week in the company. Zappos offers 2000 US dollars in cash and salary for the period of time, which a person worked for the company if they quit their job immediately after this time. The CEO of the company, Tony Hsieh, claims that only 2-3 percent of their workers choose the cash over the job. (Mcfarland 2013.) In addition, the belief of the company is that people function the best when they can be themselves and this is coded to the organizational culture of Zappos (Cairns & Preziosi 2014).

There are companies that are known for their innovative leadership and competencies around an innovative culture. 3M and Apple reinforce this kind of an organizational culture by creating an environment that values innovative employee behavior (Tesluk, Farr & Klein 1997). Two other companies that have utilized this same appreciation of innovative working methods are GE and Hewlett-Packard (Van de Ven 1986).

A study by Paalumäki (2004) describes the framework for successful leadership in a certain cultural setting. SOL cleaning services has an office solution that is not only a building block for external image but also more of a symbol of openness and togetherness. The space and the tools there provide a setting for favorable leadership practices and is the enabler of it (Tienari & Meriläinen 2009: 52). The described practice at SOL indicates that there are companies and leaders that use the cultural levels of artifacts from the model of Schein (1992) to enable the mirroring of the level of espoused values and basic assumptions in daily work in an office setting and with specific working tools.

IKEA has created a culture where their organization does not function around hierarchy. The managers in IKEA work with their co-workers and are expected not to take themselves too seriously. The career paths at IKEA are unique while the cultural approach of the company gives a chance for any motivated employee to advance in their career. A leader in IKEA does not have a title in a business card and
the style of the business card for everyone in the organization is the same. The father of IKEA, Ingvar Kamprad, describes the company having a culture of doing things differently and his manual to workers has been translated to over ten languages. The culture binds the employees at the organization together and creates a feeling of belonging. Culture at IKEA is lead through managers who are referred to missionaries. (Edvardsson & Enquist 2002, Kling & Goteman 2003 and Grol & Schoch.)

In the digital era, some companies celebrate their organizational culture very visibly online and one of the organizations to do this is Hootsuite, a social media management software company. Their #BSU or blow shit up spirit is a recognizable pillar of the Hootsuite culture (Hootsuite 2015). The company communicates this culture through the hashtag BSU and has a dedicated website for potential job applicants, employees and managers to explore movies, films, books and people who stand for their ideology of BSU (Hootsuite 2015). Furthermore, it is expected that people who apply for a job at Hootsuite understand the concept of blowing shit up as well as can demonstrate their thoughts on the matter (Hootsuite, 2014). Hootsuite manifests their culture and #BSU by saying the core of it is a passionate, egoless team having fun building something bigger than themselves (Hootsuite 2014). The organization makes everyone aware that they believe passionately in all they do, lead with humility, respect the individual and build always a better way (Hootsuite 2014). Something that tells about the culture in depth is the fact the Hootsuite manifesto was created as a bottoms-up document and the leaders asked for employees input on it and facilitated this discussion. Organizational culture in the company is seen therefore at a much deeper level than only as the artifact or visible processes of the company.

2.3.2 Interpreting a specific organizational culture

Schein (1999: 82-86) introduces a concrete tool, which can be helpful for organizations when interpreting organizational culture. While this tool, also called the action research approach, is often just a shallow view of the organization culture, it can be helpful in further more formal studies and make them richer in content (Schein 1992: 147). Thus, it is a way to access what in many cases has been
considered unreachable, the true culture of the company. The need to use a tool like this appears according to Schein when there is a conflict or a problem in the organization or when change is happening so that a need for new future business solutions emerges too.

This model contains the steps that are listed below and they help in identifying or deciphering organizational culture:

1. **Define the problem.** The first step includes a gathering with a group of people from the organization. In this group there should be an individual that is an outsider who understands the concept of culture in the way Schein describes it. The group can consist of as many people as fifty but may as well include three people. If the leader of the organization or the initiator of this process believes there are important subcultures operating in the organization, it is possible to carry out the same exercise in another group or include some members from the subculture in this group to test the presumed difference between the two cultures. The beginning of the process is finding a concrete problem in something that the organization does.

2. **Define the concept of culture.** Once the group has reached an agreement of the goals, they are pursuing the model instructs to study the concept of culture in three levels as it is portrayed in this research paper. The goal of this step is to reach a common understanding of the model.

3. **Identify artifacts.** At this point the group seeks for various artifacts that they believe exist and are part of the nature of the organization. The new members of the organization can be asked how they feel about working in an organizational culture like this. Finally, when the group has concluded thoughts on the artifacts, the thoughts are mounted on the walls around the group as a symbolic cultural circle.

4. **Identify values.** In this step the group will find values that they think are expressed in the organization. A way to seek answers to what the values might be is to utilize the vision of the organization and define how the organization should act in order to stay competent and timely in the future.
(5) **Make a comparison between values and artifacts.** In addition to the previous steps the group then compares the values that are expressed in the organization with the artifacts. It can be that the organization states having values of open conversation but when meetings take place debate and discussion over the issues that are addressed are not appreciated. The realization of inconsistency between the two gives an incentive for the group to seek a deeper meaning or the true values behind this model of behavior.

(6) **Repeat the process with other members of the organization.** Schein next advises to either invite a completely new group or group members from subcultures to form another group and repeat the process. He emphasizes that by doing this the leader of this exercise will reach more valid, reliable and meaningful data using less time and energy than by conducting a survey or individual interviews.

(7) **Evaluate the basic assumptions.** The last step includes an evaluation of basic assumptions that could help in reaching the goals that the group had set in the beginning of this exercise. It is helpful to identify the enabling assumptions. If there are truly restrictive assumptions in the organization, those should be then transformed or changed in the future.

An essential part of ensuring the integrity of this model is the external leader of the group who is not a member of the organization. The instructor of this exercise has to be able to create the conditions for research, question the thoughts of the group and ask questions that will lead to recognition or emergence of the shared hidden assumptions. (Schein 1999:85.)
3 LEADING AN ORGANIZATIONAL CULTURE

The third chapter of this research paper focuses on the leadership aspect in organizational culture. There will be a discussion about leadership in organizations and the subject is then limited to a perspective on leadership in a modern digitalized business world. The chapter also highlights differences between leadership and management in organizations and continues to provide insights to how organizational culture can be lead.

Furthermore, the reader is introduced to different methods to lead an organizational culture. While a major part of the daily activities of a leader include interaction and communication inside the organization (Harris and Moran 1987: 61), the chapter will also explain the importance of communicating an organizational culture. While the methods to communicate a culture have changed significantly due to the growing amount of use of technology and online solutions in organizations, there will be an own subchapter for communicating a culture in a digitalized business world. The significance of organizational culture that is discussed earlier in this study gives also an implication that changing, creating or strengthening a culture as a leader in a company has various effects and these are reviewed at the end of this chapter.

3.1 Leadership in organizations

When talking about people with power in organizations the two terms manager and leader are used in business literature (Bjerke 1999: 57). Thus, these terms are not used as synonyms. As Bryars (1987: 159) notes a leader is the person who has the capability to change a mind-set of person and affect his or her attitudes while a manager can control actions and decisions of an employee. Drucker (1974) further points out that being a manager does not create a leader and only provides a setting where potential leadership skills appear.

Smircichin and Morgan (1982: 258-259) define leadership as a continuous social process involving interaction. In this process an individual succeeds in creating a reality that is acknowledged by other members around the individual. They further emphasize that although an individual can assume a leader is creating their reality it
is also possible for members of an organization to reject, change and rebel against that same reality that has been created. While a large part of leadership and organizational theories have been according to Ogbor (2001) discussing how to control subordinates and how to unify the interests of them so that they would match the interests of management it is seen by Aaltio (2008: 30-31) and Smircichin and Morgan (1982: 271) that future organizations will be dependent on the transformative and interactive forms of leadership.

3.2 Leadership and organizational culture

Leadership has an essential role in any cultural transformation (Scott, Mannion, Davies & Marshall 2003). Leadership in embracing an organizational culture is an act of influencing followers so that they will seek for a common goal and do this in a coherent way. Leading an organizational culture on a daily basis includes for instance setting an example by living the elements of culture: values, behaviors, measures and actions (Jain & Jain 2013). A leader has to be conscious of the cultures in which they are embedded in order not to be managed by it. It is necessary for a leader to understand this phenomenon if they are to lead an organization (Schein 2010).

Jain and Jain (2013) also suggest that a leader has to create culture, change it and sustain good models around an organizational culture that has been proved to work. In addition to this they note that to get everyone involved towards a specific culture requires great commitment from leaders. There should also be debate and discussion on what kind of special resources go towards these efforts. According to Atkinson (1990) a manager can lead an organizational culture by defining the desired culture in very precise terms and seek for the individuals who influence the culture, while they are the critical parts of the process. Therefore, Atkinson (1990) sees that a manager has to influence the behavior of these individuals in order to lead a culture. At the same time Schein (1999: 203) portrays the role of a manager who is leading an organizational culture stressful and somewhat agonizing. He also discusses the risk of understanding the culture in superficial terms being as dangerous for a leader as not understanding a culture at all.
3.3 Methods to lead organizational culture

This subsection discusses methods that influence, strengthen or change an organizational culture. The chapter is divided between more traditional managerial methods and contemporary leadership influenced methods. The more contemporary methods are then further taken a look at in a modern business setting. A model for both of the mentioned is presented to illustrate the change of these methods and the view on leading an organizational culture over time.

3.3.1 Traditional methods to lead organizational culture

Baratt (1990) sees that it is possible to utilize a culture. In addition, O’Reilly (1989) believes it is possible to lead cultures and argues that it is possible to change or lead a culture by choosing the attitudes and behaviors that are required. He describes that the beginning of leading a culture is recognizing the norms and expectations that are either making the attitudes or behaviors possible or preventing their appearance in the culture of the organization. After the recognition of these factors a leader should take action to create a desired effect in an organization.

Schein (1992: 230-231) introduces mechanisms that give suggestions on leading or planting an organizational culture. The mechanisms are further introduced in table 2 and divided into primary and secondary leading mechanisms. In this table the most important mechanism is leading by example or being a role model. Schein notes that newcomers usually focus on the behavior of the leader rather than to what he or she is actually saying.

The secondary articulation and reinforcement mechanisms become more important when an organization is more mature. One of the most important notions of Schein is that to realize the full potential of these mechanisms a leader has to act as an outsider from the culture of the organization. In this way the parts that need change and organizations strengths become more identifiable.
Table 2. How leaders embed and transmit culture (Adapted from Schein 1992).

<table>
<thead>
<tr>
<th>Primary Embedding Mechanisms</th>
<th>Secondary Articulation and Reinforcement Mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What leaders pay attention to, measure, and control on a regular basis</td>
<td>• Organization design and structure</td>
</tr>
<tr>
<td>• How leaders react to critical situations and crisis inside organization</td>
<td>• Organizational systems and procedures</td>
</tr>
<tr>
<td>• Observed criteria by which leaders allocate scarce resources</td>
<td>• Organizational rites and rituals</td>
</tr>
<tr>
<td>• Deliberate role modeling, teaching, and coaching</td>
<td>• Design of physical space, facades, and buildings</td>
</tr>
<tr>
<td>• Observed criteria by which leaders allocate rewards and status</td>
<td>• Stories, legends, and myths about people and events</td>
</tr>
<tr>
<td>• Observed criteria by which leaders recruit, select, promote, retire and ex-communicate organizational members</td>
<td>• Formal statements of organizational philosophy, values, and creed</td>
</tr>
</tbody>
</table>

Schein (1999: 130) argues that the mechanisms used, transformation of the culture and how the role of leader is seen in it are also dependent on the stage of development of the organization. Therefore, the process of embracing a new culture or recognizing ways to celebrate new subcultures for leaders that have established a company can be more challenging than to others.

The leaders who belong to this kind of a category truly have to withdraw from the culture that brought them success to use these mechanisms and model. The assumptions learned at the early development stage are under pressure and review once the company is mature enough and in order for the organization to continue a successful path a leader has to have the ability to learn new ways of thinking (Schein 1999: 130).
3.3.2 Contemporary methods to lead organizational culture

As our society is moving faster and faster and for example technology changes the way a leader can interact with the employees, a model and methods suitable in the business context where companies and organizations live in today is introduced. A more current study by Stengel (2012: 17) concluded that companies who have a culture that encourages leaders to improve people’s lives had three times faster growth rates than competitors in the same category or field of business. Rossi (2012: 42-43) provides mechanisms to lead a successful organizational culture that mirrors a more current image of the world where businesses operate. These mechanisms are divided into nine sections, which arise from the parts of culture where organizations that succeed differ mostly from their competitors in the same area of business. The sections are illustrated in a figure (Figure 2) and will be explained through examples from more contemporary business contexts.

Figure 2. The 9 areas of leading a culture (Adapted from Rossi 2012)
Selecting reflects the many actions of an organization recruiting talent and holding on to talent. An organization has to identify employees that fit in to their culture. Before trying to attract employees to their culture an organization has to be sure of what they are inviting employees into. This is also referred to person-organization fit by Cable and Judge (1996). To fully understand the potential of selecting the right people for the organization IKEA has utilized their website for the job applicants to ask questions in chat rooms. In this way the organization meets in the right cultural space with the people (Rossi 2012: 60). Isohookana (2007: 229) adds further that the direct leadership and leading an organizational culture begins in a recruiting process and ends when the relationship with the employee is over.

Inspiring people is a way for leaders to strengthen their organizational culture. A simple exercise in the executive team’s meeting where the amount of time spent around discussing how the organization could do things compared to the amount of time spent around arguments why the same thing is impossible to execute might give implications on how inspiring the leaders of the company are (Rossi: 106). A Finnish TV-station, SubTV allows the workers to engage into activities that do not include their assigned tasks and in this way gets new inspired perspectives on the daily routines (Rossi 2012: 104). Wong, Davey and Church (2007) suggest that by utilizing servant leadership, a leader is able to focus on strengthening the intrinsic motivation of an employee through inspiring. In this way workers will believe in their own growth potential and embrace the vision and purpose of the organization and organizational culture.

Many leaders carry out different rewarding systems in organizations. Sharing bonuses in a company have to be an integral part of the organizational culture, clearly communicated and accessible to all employees as the mechanism to succeed. A complicated bonus system will disconnect the employees from the desired culture. In the organizations that succeed in using this mechanism, sharing rewards has the function of a message of appreciation (Rossi: 297).

The network of the organization enables the communication of a culture. Bjerke (1999: 44) notes that a network of an organization is a major factor in determining its culture. He further explains that a network ties all parts of an organization together
and makes a company wide culture possible. This research will further explain the communication of a culture in the next subsection of this chapter. A major change in the communication tools and the emergence of a great deal of new technologies is changing how the communication of the culture is done.

**Listening** is one of the most influential mechanisms since it has a straight correlation between the productivity and profitability of the organization (Rossi: 150). When a leader enables a culture of listening, the employees are more likely to approach the leader when in doubt. In this way employees might find solutions that improve productivity (Rossi: 155). Wong et al. (2007) also suggest that giving orders without listening might do more harm than good to the organization and highlight the need for relating to others. This is essential for common understanding, which then often is a prerequisite for success.

**Thanking** is a way of reinforcing a culture. A leader engages workers into a positive loop of sustaining great results by rewarding an employee when positive results have been achieved. Herein, thanking and rewarding is considered as appreciation and verbal praise (Rossi: 184-185). Wong et al. (2007) highlight that many leaders forget to even say thank you for employees’ good work.

Gould (1998) describes an organization developing skills and separates knowledge acquisition, knowledge sharing and knowledge utilization as the learning process of an organization. In knowledge acquisition leaders should enable the development of skills, insights and relationships. Consequently, the employees will be disseminating what they have learned and finally the whole process generates a leader an “organizational memory” that here includes tacit knowledge. The most important part of the role of a leader using this mechanism is to equip the employees with tools to success and help them to create growth (Rossi 2012: 205). In this thesis online video is seen as a way to develop employees and Kaltura (2014) suggests that organizations are highly interested in a video based learning portal as it could reduce costs significantly, improve engagement and deliver a consistent message and experience to those who need development in many different areas of business. Learning management systems are available in the market and used by organizations
but it is also noted by Kaltura (2014) that a high amount of companies are interested in a video-based learning portal.

The changing working environment and working hours have made the ways to work more unique and specific and therefore individuality is more significant than before. Caring about individuals is a mechanism that has a target to proactively enable balance in each employee’s career. Although individuality is discussed, the mechanism is associated with creating a common culture of taking care and recognizing a need to take care. The aim is to implement practices and programs that promote well-being naturally in the organization rather than enabling as many individual happenings as possible that are associated with taking care of well-being (Rossi: 231-237).

The organizations that successfully implement organizational culture lead also success and have a systematic ways of celebrating. These rituals bring people together and give them a sense of their individual and collective relevance. Furthermore, celebrating motivates future efforts ahead in the next month, quarter or a year (Behn 2003). While success is celebrated, the setting provides an employee more reasons to succeed and 94 percent of the employees of the top 30 Finnish companies describe their organizations celebrating special occasions and success. Management Events celebrates success immediately by hitting a gong when a deal is closed and playing a theme song at the office for the department that has succeeded in their work. Therefore, the mechanism of celebrating strengthens success in the setting of an organizational culture (Rossi: 263-269).

3.4 A leader communicating culture in an organization

The word communication comes from the Latin term communis, common and communicare, to share. Communication is something where interaction and doing things together is highlighted. It is sending messages and interpreting them as well as giving feedback in different forms and listening (Isohookana, 2007: 11).

A day of a leader consists mainly of communication. According to Harris and Moran (1987: 61) the average time of a day of a leader spent around communicating within
an organization can be 75 percent. Quirke (2000: 31) separates two different perspectives to communication - information and interaction.

In this chapter the two perspectives have been divided. These two perspectives are communicating with the whole organization and communicating with individuals. The first one refers to sending common messages or delivering a speech at a seminar to all the employees and the second one refers to interaction between certain characters inside an organization. Knowledge about culture is shared to all the members of organization or community through different channels inside companies. Rossi (2012: 113-119) describes an organization called Futurice using open events, training sessions, intranets, chat rooms, e-mail, whiteboards, social media, posters and stickers to communicate their specific organizational culture, which is based on the assumption that everything inside the company is transparent. Frankola (2009) supports the actions of Futurice and highlights that for example creating conference videos is a powerful way to increase transparency.

To further emphasize the informal communication Deal and Kennedy (1998: 86) claim that around 90 percent of different type of interaction at work during a day is informal and does not take place in the formal events. Therefore, communicating a culture can’t consist only of a presentation in a seminar. A leader has to understand how and who in the organization communicates a culture. To get a better picture over this Bjerke (1999: 43-44) discusses the seven different characters that contribute to daily communication inside an organization.

(1) **Storytellers.** The first character that is brought up by him is the storyteller who changes the reality of another person. This person is able to influence the view of another individual without them even knowing it. Listening to a storyteller might give an idea about how to get things done and projects move forward in an organization.

(2) **Priests.** This character is the older wise person in an organization who has time to listen and answers many questions that are difficult for others. “A priest” is the guardian of the chest of cultural values of an organization. The individuals holding this position are usually also older than their colleagues and hold high moral values.
(3) *Whisperers.* These individuals are able to influence people with power in an organization by implicitly feeding them ideas. The two skills that “whisperers” have are good knowledge of human nature and an extensive network in the organization that they are working at.

(4) *Gossips.* An individual who knows almost everything is “a gossip”. These people are not always the most reliable sources of information but their word is still liked and listened. The word they give out goes around quickly because it is shared over a lunch or perhaps in the coffee table.

(5) *Secretarial sources.* A secretary, or a person in a lower position than a manager, can sometimes be more important in supporting a culture. These individuals see the truth about an organization and how things really work. The ability to do this comes mainly from the unbiased view of secretarial sources that forms a stable network.

(6) *Spies.* A leader is able to communicate with these people and through them gather information that is semi-confidential. The information received from these people can then be balanced with the other news that a leader has been given from elsewhere. An intelligent and influential leader is able to recognize the “spies” who know most of the current things going on. They can also identify who is behind a certain attitude inside the organization by utilizing this information.

(7) *Cabals.* “Cabals” are two people or more who form a group because they believe in something together or have a shared vision who are identifiable everywhere in the organization. The individuals who have joined are able to strengthen or weaken the efforts of a leader in communicating an organizational culture.

By identifying these individuals, a leader can obtain overall knowledge on how culture is communicated among individuals in his or her organization. This thought is supported by the view of Jain and Jain (2013) where people working in an organization notice and validate the elements of culture at all levels. They further acknowledge the fact that if a leader is able to cultivate a culture and an environment intentionally through these individuals it will improve the results of an organization and make the working environment more inviting.
3.5 Communicating culture in a digitalized business world

According to Korzynski (2014) the value of leaders communicating effectively with their subordinates is demonstrated every day in all organizations and many scholars (Eccles, Nohria & Berkley 2003; Kotter 2001; Marrone 2010; Mintzberg 1973) argue that successful leaders spend most of their day engaging with people in the organization. However, today organizations are challenged with the task of creating new effective means of communication that enable fast and credible information flow between leaders and employees in an increasingly digitalized and virtual business environment where working happens in a global context (Korzynski 2014).

The vision of the top leaders is what ignites digital transformation and when leaders have shared their vision of digitalization, a fully 93 percent of the 1599 executives and managers in the study of (Fitzgerald et al. 2013) agreed to this vision and thought that it was the direction the company should be heading towards in the future. In the same study it was concluded that executives must decide what to transform or digitalize first and in this list of things we can find for example international operations and communication. At the moment companies would be given a Facebook status of “it’s complicated” when it comes to digital transformation but moving towards this new mindset is possible if a leader develops a vision, a road map and commits to the change while getting everyone in the organization to participate and share the thoughts of the digital future (Fitzgerald et al. 2013).

Isohookana (2007: 251) discusses that in a digitalized business world messages are transferred through various global channels fast and easy. Digital technology and possibilities online open up new possibilities to create different kinds of web and mobile networks and solutions for interaction. The digitalization of communication brings the message and who is giving out the message closer to the receiver of the message (Isohookana, 2007: 253).

In addition, the sharing of thoughts and information and the fact that generation Y of employees have a greater proficiency for digital media, multi-tasking and collaboration makes it more likely that the number of times when we observe distributive, collective or shared forms of leadership in organizations on a daily basis
increases (Avolio et al. 2014). The new online networks can function as a workspace, storage for knowledge, a channel for communication and a tool for interaction as well as a portal to enhance a sense of a community. Thus, the networks can be utilized in communicating a culture in a digitalized business world (Isohooookana, 2007: 251).

Furthermore, the emergence of mobile technologies that give the user a possibility to create content through a camera and microphone and integrate this content in common software such as Microsoft Office make it possible for work to be conducted through mobile devices (Isohooookana, 2007: 253-254). The workflow and frequency of communicating in digital channels as a leader changes as sending messages through video on web is fast, it saves costs and time and the receivers of the message can be chosen via password protected solutions (Isohooookana, 2007: 284).

In a digitalized business world, the event cycle and flow of information in networks changes greatly from more traditional face-to-face interactions. An inspiring leader with a very positive mindset and message may transmit this message via different online communities and this is then interpreted by the individuals in the organization who further transmit their interpreted reality through verbal, nonverbal and behavioral actions to groups and other individuals in physical situations or via technology based solutions (Avolio et al. 2014). It is also noted by Avolio et al. (2014) that the original message of positivity may spread among the people in the organization this way or be mitigated. Whether or not the leader is successful in transferring the real meaning depends on individuals in the organization believing in the authenticity and message. Leadership is therefore transmitted in a completely new way and network (Avolio et al. 2014).

3.6 The effects of leading an organizational culture

Jain & Jain (2013) have highlighted that a successful implementation of organizational culture has lead to employees finding more meaning to their work, creating successful environment for a new strategy and higher performance and productivity inside and organization. Stengel (2012: 9) describes the record profitability that comes with the right organizational culture and Schein (1999: 204)
describes the right culture being the one, which enables and leads to the effects described by Jain and Jain (2013). Leading an organizational culture can also have effects that in contrast exhaust employees and lead to business failures. Jain and Jain (2013) explain that this is what happened at Enron when a competitive organizational culture became unethical. According to them Enron reinforced a “survival-of-the-fittest” culture, which ultimately lead to failure of the company.

Rossi (2012: 28-29) describes the situation of Philips and its’ CEO Frans van Houten releasing a “bonus culture” an endeavor where the purpose of creating the right culture lead into opposite results rather than to desired ones. A bonus culture had the objective to raise employee entrepreneurship and effectiveness. It included a decline in fixed salary and 7-12 percent of the new salary was dependent on individual execution. To the employees the bonus culture ended up being the culture, where salaries were cut and no employee was given an actual bonus despite their efforts. This is because the true salary level of the best performing employee would correspond with the old salary level before the bonus culture. The described organizational cultures resonate with the view of Ogbor (2001), who criticizes leaders using culture to suppress employees in an organization.

Schein (1999: 207-208) summarizes that if leaders are willing to take action to embrace, change or sustain an organizational culture they have to fully understand the culture of their own organization, engage into interaction across cultural borders and accept the existence of the paradigm and other views on culture. Embracing the thoughts of Schein and searching a specific and right culture would therefore have significantly different effects on an organization than a demanded culture that is completely against true values and assumptions.
4 HARNESSING THE POWER OF ONLINE VIDEO TO LEAD AN ORGANIZATIONAL CULTURE

The final chapter of the literature review explains the increasing role of online video in the digital business era and how it connects to the previous chapter’s aspect of organizational culture and leadership. Firstly, online video and the use of online video in organizations are discussed and the discussion is followed by a short introduction to the online video platforms in businesses today. The chapter will then move on to explaining how online video can be used to embrace organizational culture by leaders and what challenges lie in this new way of leading. Finally, the chapter connects the three main parts of the literature review and summarizes the framework of organizational culture lead through online video. A figure that explains organizational culture being lead through online video illustrates the whole discussion of the theoretical part of the thesis.

Traditionally, videos in organizations have been seen as professional productions that need hired experts and a lot of effort for them to succeed as a part of the internal operations or marketing efforts of a company. Today, videos are seen as one of the best ways to connect employees with a strategy, senior leaders and each other and the usage of videos is no longer a movielike production that needs such a great amount of resources and money. Videos have become an integrated part of the daily business in organizations. (Handley & Chapman, 2012; Kaltura, 2014; Frankola 2009.)

The need for organizations to understand video is very evident as online video is growing at an unprecedented speed in the Internet. The consumer Internet sphere gives implications on this as Cisco (2015) estimates that every second nearly half a million minutes of video will cross the global IP networks by 2019. Moreover, of the consumer Internet traffic 80 percent (Cisco 2015) will be video by 2019 and this is up from the 64 percent in 2014. Moreover, the VOD or video on demand traffic will double and most of it will be in HD or high definition.

Kaltura (2014) adds that online video has a significant role in connecting employees, strengthening organizational culture and boosting employee creativity. Furthermore, employees in organizations are watching an average of seven hours of video that is
related to work or business every month. Moreover, in the organizations that use video in a professional way this number of employees watching videos can be over 30 hours (Kaltura, 2014). Leaders are now telling stories to their employees through video and according to Talley and Temple (2015) the verbal meaning of a story can be better understood if a video is showed to the person who interpreters it. The meaning of video in telling these stories and communicating a culture as a leader can be therefore high. Talley and Temple (2015) also noticed that there is a significant effect with nonverbal communication when an audience watches a leader’s presentation.

Taking these points into consideration it can be seen that video has become a very important tool for communication, learning and knowledge-sharing and it is changing rapidly how we work and collaborate as well as entertain, celebrate and share in organizations (Kaltura, 2014).

4.1 The definition of online video

To limit the broad subject of online video this thesis will focus on video on demand that is the most widespread form of online video in organizations (Kaltura 2014). Rizzuto & Wirth (2002) define video on demand or VOD to be video material that can be watched without limitations of place and time.

Moreover, while online video is already integrated into various organizational tools and social platforms, it is seen as an important step for an organization to establish a dedicated outlet for this content, which would be like an organizational YouTube-like video portal (Kaltura 2014). The term social business networks can be used in the context of online video ecosystems since they are special social software for enterprise use and these social business networks are closely related to online video (Kiron, Palmer, Phillips & Berkman 2013).

However, even though online video creation and consumption capabilities do exist in existing enterprise systems, it is suggested by Kaltura (2014) that a standalone video portal or ecosystem is valued by organizations that then further connects to social business platforms and other enterprise platforms.
4.2 Online video in organizations

Corporate video or online video in organizations has traditionally been a highly produced, professional product. In recent years the success of YouTube and other online video sites has shown that people are more interested in content that reflects the reality and looks authentic than a polished, expensive look (Frankola 2009). Individuals that work in different organizations can tell when a person is reading a script. Corporate communication in this way or through online video is not only about leaders speaking to employees but also about giving the employees their own voice (Frankola 2009). Online video in organizations is not only a possibility because of the authentic content but can be a way to be more effective since in a study by Frankola (2009) it is discussed that Deloitte established a network in 2005 that connected their 165 000 professionals and in 2008 the in-house video they produced created a return on investment of roughly 300 percent, excluding the savings on travel (Frankola 2009).

Using online video can greatly reduce the perceived remoteness that physically distant parties experience and due to this higher quality leader-member exchange or LMX relationships can emerge if online video leadership is utilized in organizations. These relationships are characterized by mutual trust, liking, respect and reciprocal influence. Physical distance can create relational distance between leaders and followers that could then produce or turn into lower quality LMX relationships but the leaders and followers who are able to interact and communicate more frequently online may produce higher LMX relationships. It has been also noted that individuals self-disclose more when communicating online. (Avolio et al. 2014)

The total running time of an online video in an organization should not exceed 3 minutes since in an era where the sound bites on television news are less than 10 seconds and individuals are used to “snapping” videos that are less than 10 seconds, members of the organization just don’t have a high tolerance for watching someone speaking at lengths that exceed this limit (Frankola 2009). In addition to the length of the content, it is described by Kaltura (2014) that the ways online video is used in organizations include internal trainings, executive communication, meetings,
recruiting, event coverage, and sharing best practices. This usage happens more in organizations that are geographically distributed.

Online video and using online video in an organization is a part of the internal communication of a company and therefore forms the core of the communication of a company. Leaders and executives greatly shape the identity of a company by communicating the values, vision and strategy of an organization internally. This is done in interaction with people inside an organization (Isohookana, 2007: 221). Internal communication can lead to a more positive atmosphere and sense of a community and a leader is able to affect the organizational culture through great internal communication (Isohookana, 2007: 226-228). While a leader is able to create content and send messages in an organization, Kaltura (2014) has observed that online video is now being created by employees as they have meetings with shared screens, do webcasting, generate how-to tutorials and participate in other online video activities that lead to 2,9 hours of employee generated video per month.

4.3 Online video platforms

This chapter describes the online video platforms that fit the definition of online video in the thesis and could be used to lead culture in organizations. This is done first in a general level and then specific online video platforms are taken a look at in order to educate the reader about the most up-to-date understanding of online video in organizations.

As Thomas Edison suggested at the turn of the 20th century, we as human beings have an enormous capacity to build amazing technology, but figuring out how to best implement it, remains a formidable challenge. According to Avolio et al. (2014) this appears to be true when advanced information technology like online video platforms are used. It can be seen that the various platforms (YouTube 2015, Kaltura 2015, Dream Broker 2015, Arkena 2015 & Microsoft 2015) provide a great amount of features but using the solutions in a way that they support organizational culture can be challenging.
When significant organizational barriers are taken a look at it is evident in the study by Fitzgerald et al. (2013) that limitations of IT systems ranked third. Leaders seem to understand that the systems that are used in companies need to be replaced but it can be seen that co-existing systems do exist and therefore duplicates or even triplicated systems overlap. The phenomenon can be seen even in companies that are in digital business but have not kept up with the pace in internal systems and forgot to digitalize internally. Therefore, the greatest challenges can be found in the fragmentation of digital workspaces and complications in the workflow due to disjointed systems. These would need to be migrated and integrated to a complete solution or ecosystem that connects the whole digital operations and infrastructure. (Fitzgerald et al. 2013.)

At the moment it seems that organizations are still using a varied amount of different services and solutions to fulfill their needs with video but at the same time there is a strong interest towards consolidating these systems in order to have a main online video network in the company (Kaltura 2014).

Followed by this discussion there will be an introduction to the most up-to-date online video platforms so that the definition of online video and how it is used in organizations will be enriched by concrete examples from the digitalized business world of today.

4.3.1 YouTube

YouTube is probably one of the most known if not the most known online video website in the world and was established by three people in 2005 (Miller 2011). Even on the first days of the service the website attracted more than three million visitors and by the end of the first year there were 38 million visitors on the website (Miller 2011). YouTube got acquired by Google in 2006 and is now attracting over a billion users and every day hundreds of millions of hours of video is watched on YouTube. The service attracts a global audience as 80 percent of the views come from outside the U.S and YouTube has local versions in over 70 countries. The rise of mobile can also be seen in the business of YouTube since half of the views on the service come from mobile devices (YouTube 2015).
The service differs from the other platforms introduced in this study in the sense that it has very high relevance in a business-to-consumer context and is used by individuals for entertainment and by companies to advertise (Miller 2011). It is possible to edit, upload and share videos in YouTube so that they are only accessible via password or a specific link. YouTube is also an option for individuals who create a business out of their own content or become YouTube thought or opinion leaders who create content to their own channels and get money from advertisement placed in their videos (YouTube 2015).

YouTube is a way to manage and edit videos and share them to different social business networks, social networks and gives precise analytics on the usage of the content on the site. It also gives a possibility for companies or individuals to become a partner and an account is free to set up (YouTube 2015). This means that for example small businesses don’t have the barrier of price to start using online video in YouTube in internal communication that is mentioned by Kaltura (2014).

4.3.2 Kaltura

Kaltura is a video platform that is used globally in thousands of enterprises. Kaltura (2015) states that the values of the company values are openness, flexibility and collaboration and that it is the initiator and backer of an open-source video management project, which includes over 100 000 community members. The online video company is operating in the Over The Top TV (OTT TV), online video platform (OVP), education video platform (EdVP) and enterprise video platform (EVP) markets. Pozin (2015) describes Kaltura as a leader in the online video space and its solution to stream, store, distribute, monetize and analyze video. In addition, Wang, Lin, Lu, and Lin (2012) discuss the fact that Kaltura is an online video editor that is available as open source. The technology is according to Pozin (2015) built to accommodate major enterprises. Kaltura sells their video solution to enterprise use and describe it to be a PaaS or a platform as a solution, more specifically a video cloud platform (Kaltura 2015).
4.3.3 Dream Broker Studio

Dream Broker is a company founded in 2007 and has over 600 customers using their Dream Broker Studio online video software. The cloud-based software that the company offers is a complete solution to create, edit and share online videos in an internal video ecosystem (Dream Broker 2015). The solution also gives a possibility to share a video that is password protected, behind a link or has IP address restrictions. It is mentioned by Dream Broker (2015) that the users of the solution are able to edit in the Dream Broker Studio in desktop, add the branded content of an organization to the video, embed the videos to other places like websites and intranets and use the studio also through a designated application that is available for most existing mobile phones. By using for example music in online videos from the Dream Broker solution it is possible to protect an organization from major legal issues related to copyrights and this is one of the advantages of producing in-house videos in such a way according to Frankola (2009). The videos Dream Broker studio hosts are shared through a secure connection and if wanted by the enterprise, they integrate to services like Microsoft Sharepoint. The ways to utilize online video with a solution like Dream Broker are different than with YouTube and it is also worth noticing that an enterprise solution like this costs since it is a SaaS or software as a service, which is sold to enterprise use and includes additional services like planning, workshops, support and review-meetings from the provider.

4.3.4 Arkena

The solution provided by Arkena is an all-in-one tool to publish, manage and distribute video on demand and live video to devices. Arkena (2015) describes it as an end-to-end online SaaS solution. It is possible to integrate the video from Arkena to third-party applications via APIs or application programming interfaces. Powerpoint presentations can be added to Arkena (2015) video and the video can be published to YouTube with a click. Arkena also offers the possibility to monetize the content. The company serves more than 1500 customers managing their linear and on-demand workflows. It is possible to visualize the content in organization specific presentation auditoriums on WebTV presenter, which is an add-on feature to the service (Arkena 2015).
4.3.5 Office 365 video

Microsoft (2015) released their Office 365 video, which they call an intranet website portal where individuals in an organization are able to view and post different kinds of videos. This solution is a part of the Office 365 family and available in Sharepoint Online if an organization has invested in Office 365. In Office 365 video it is possible to create channels for particular subjects and share videos by embedding them to a website, posting them to social business networks such as Yammer and send links to the videos via e-mail (Microsoft 2015). Specific individuals who are given permission can administer the video channels. Moreover, trending videos are visible in the channels and Microsoft (2015) describes the solution to be of use in executive communications, recording classes, meetings, and presentations or training sessions.

4.4 Leadership through online video

A very problematic issue for charismatic and transformational leaders who often use emotions to influence or motivate followers appears when electronic media that reduces the nonverbal cues and extracts the emotion via these technologies contributes to receivers seeing positive messages as less positive and negative messages as more negative. Therefore, the medium affects greatly the richness of the information and effectiveness of leadership. Until very recently we have used text-based messages and emoticons to manifest emotions in these technology-based platforms. Some advances are being made that are transforming this experience and the expression and recognition of emotions. Thus, making for example online video usage a more realistic and relevant leadership practice. (Avolio et al. 2014)

Online video is seen to tackle some of the issues in the combination of leadership and technology and the most significant benefit and perceived value of it is seen according to Kaltura (2014) to be the possibility to share knowledge, embrace organizational culture, empower employees, connect employees and improve communication. According to Talley & Temple (2015) most leaders are focused on the verbal message and they suggest that the nonverbal message, is actually equally, if not more important than the verbal message. Therefore, leaders who can add
nonverbal communication skills into their competencies and exhibit these skills in online videos are potentially more able to lead a culture in an organization in the digitalized business era (Talley & Temple 2015).

Behaviors represent according to Avolio et al. (2014) a primary mechanism for transmitting leadership. In online contexts a goal setting style of leadership associated with directive leadership is potentially more important in the early stages of online dyadic and group interactions. This ensures that shared values, practices and norms can be established for enriched and improved communication and effectiveness of leadership in subsequent interactions between the leader and the followers. As this relationship develops over some time and higher levels of trust emerge, the online leadership style can be shifted to a more participatory and transformational style.

Leadership is mostly interaction with people and therefore leaders can affect how motivated employees are by communicating internally. Thus, also using online video to do this. Direct and immediate communication with employees affects the organizational culture greatly and therefore the key issues to be kept in mind when doing this are according to Isohookana (2007: 229) what we talk about and why, how we talk about these things and to whom and finally what the goal of our message is.

While the relationships between the people taking up leadership can change when culture is embraced through online video, it is possible that the leadership level is greater for example for a chief marketing officer than it used to be. Consequently, new responsibilities that include significant responsibility of leadership such as the chief digital officer are arising (Kiron et al. 2013).

Kiron et al. (2013) add to the leadership aspect by describing social business initiatives and provide three key behaviors for leaders when new technology like online video is used. The first key behavior is that the leaders need to be there to execute and follow through in these projects and not only plan. Commitment is needed in a long-term and not just at the start. The second one is leading by example, using the solution and participating in the discussion as a leader and in this way stating the importance of the social business initiative or in this case an online video
ecosystem. The final key behavior is the ability to measure the initiative and as a leader this can be hard to achieve as for example the ROI can be measured only once the organization has changed in terms of using the online video solution. It is also noted that leaders should be pragmatic about how and what to measure and when to require these measurements (Kiron et al. 2013). To manifest the possibility to measure the effects of using online video Frankola (2009) discusses that a global CEO of a company like Deloitte can speak about the success of the company from New York to India through online video and have a real impact to the organization while averaging an ROI of more than 1200 percent if the travel savings of the CEO are included in the calculations.

Leadership through online video can open up new possibilities while an example from Tremblay and de Oliveira Jayme (2015) discusses the ability to strengthen a community through the members who don’t usually participate in decision-making activities. Participatory video, a special form to empower community leaders, build organizational capacity and mobilize community knowledge has been found to empower those whose information is often excluded in decision-making. This has lead to an improved feeling of connectedness between the members of a community by presenting a reality and realities (Tremblay & de Oliveira Jayme 2015).

4.4.1 Characteristics of online video leadership

To further explain what online video leadership is today in businesses, this chapter explains some of the key elements or characteristics of online video leadership and how a leader could improve online video presence or prepare to lead through online video.

Online video is according to Kaltura (2014) something that puts a face, a voice and a character to individuals of the organization. This helps employees and executives to communicate in a new digital intra-enterprise setting. In addition to the improvements in communication, employees can better identify with and relate to the leaders in the organizations that span across the globe.
It is mentioned by Frankola (2009) that people in organizations would rather watch an individual in a natural setting who is speaking from the heart than a polished and “perfect” multi angle shoot of a leader wearing make-up and reading from a teleprompter. The attraction in these situations comes from the nonverbal cues and meanings that are displayed by the leader and then interpreted by the follower (Talley & Temple 2015). Moreover, Goleman (1998) and Lewis (2000) add that leader’s emotions, which are displayed via nonverbal communication, particularly hand gestures, can affect followers.

Avolio et al. (2014) state that online leaders who are effective are rated by their followers as “being present” within the virtual community. Therefore, executives need to adopt a new leadership style that is appropriate in the online video ecosystem and working environment. It has been argued by Korzynski (2014) that supportive and participative activities, contrary to directive ones, have a positive impact on communication effectiveness.

A leader about to utilize video when telling stories about an organizational culture can according to Bughin (2007) mirror the success of opinion leaders in online video-sharing sites. It is of essential importance to identify the contributors of video channels who are very enthusiastic and interested in the matter so that the system works and more individuals adopt the ideas and strengthen their image of leadership through online video.

4.4.2 Challenges in practicing leadership through online video

Online video presents opportunities for leadership but there are challenges that emerge from this phenomenon. It may be so that the technology is not always appropriated in accord with the structures that the leader has built or enabled. When for example a more traditional authoritarian way of understanding leadership conflicts with an emergent and complex leadership dynamic, there is a possibility to create confusion and even chaos among large groups. In the online video space, the perspective on who was and who is in control changes radically. (Avolio et al. 2013.)
In addition to the changing structures, mobile technology opens up opportunities for followers to influence the leader and others via back-channel communication, which is occurring at the same time as the main communication from the leader happens but is secondary to it. It is possible that an online video posted by a leader is commented by followers on a social business platform while they are watching it or that they question the things they have seen in the video in social media conversations that are hidden from the leader. This can be either a threat or an opportunity since the back-channel communication should be utilized in order to improve the level of engagement of a group. If not, both the leader and the followers could use such communication to manipulate opinions with false information or own ideals. (Avolio et al. 2014.)

There are also some barriers in shifting a mindset towards an online video leadership solution and a system that is not easy to use, priced heavily, lacks security and reliability and the ability to customization in a firm specific way makes it challenging for leaders to implement online video solutions (Kaltura 2014).

In a study by Fitzgerald et al. (2013) 52 percent of the 1559 executives and managers said that the lack of familiarity and not knowing how to do things was something that beats down digital transformation. Moreover, a complicated relationship between leadership and using technologies like online video exists since an open culture seems to be a pre-requisite to high adoption rates of new technology and in implementation of internal online ecosystems (Korzynski 2014). For some leaders the focus might not be on the right things when they tell stories to their followers through online video. If a leader is to be more effective in creating the emotional connection with followers it is suggested by Talley and Temple (2015) that the person has to understand the meaning the nonverbal communication like his or her hand gestures create on the part of the follower.

The challenges in practicing leadership through online video can also emerge because the new technologies often mean that the way people work in an organization has to change. Therefore, leaders should be willing to invest time and explain the purpose and value of the new tools as well as provide sufficient financial
support and organizational support in order for the new workflow to sustain over time. (Kiron et al. 2013.)

4.5 Leading an organizational culture through online video

The chapter about leading an organizational culture through online video will summarize the conceptual knowledge and theoretical part that has been discussed in this thesis. The three broad concepts have been limited so that a conceptual framework can be built and further utilized in the coming chapters. Leadership in the thesis has been described to be transformative (Smircichin and Morgan 1982: 258-259) and interaction where continuous social processes are a platform for a leader to change a mind-set of person and affect his or her attitudes (Bryars 1987: 159). Furthermore, the importance of communication has been discussed when practicing leadership since three-fourths the day of a leader on average is communication (Harris and Moran 1987: 61).

Leadership is a way to embrace an organizational culture (Jain & Jain 2013). The more contemporary thoughts on the methods to lead a culture are on the focus of this paper (Cable & Judge 1996; Bjerke 1999; Behn 2003; Wong et al. 2007; Rossi 2012; Stengel 2012) and in these discussions culture lead alone by a manager is being replaced by joint and communal recognition of common goals and values in the daily lives of organizations. Furthermore, as digitalization is changing businesses, online video is becoming a completely new way to communicate culture in organizations (Handley & Chapman, 2012; Kaltura, 2014; Frankola 2009). Online video presents an opportunity to tell stories that represent one mechanism through which organizational culture can be described and explained. Briody, Pester and Trotter (2012) note that stories can be used to reinforce core cultural ideals much like the reinforcement that comes out of urban myths for adults and fairy tales for children.

To summarize the conceptual knowledge and theory from the literature review, a figure illustrating the framework of leading an organizational culture through online video will be presented. The figure is constructed from and based on the current perspectives of the chosen concepts with their limitations that are presented in the thesis.
Figure 4. Leading an organizational culture through online video

It can be seen in the figure that organizational culture, the network between the individuals or followers in an organization and online video are connected and influence each other while leadership through online video is occurring.

The many levels of culture and how visible it is can be seen in the illustration as organizational culture is built upon the true believes, assumptions and values of an organization that then further affect the visible things or artifacts (Schein 1985; Schein 1999; Schein 2010). A leader in the figure is not demanding a culture through online video but rather embracing the ideals that come from the individuals in the organization and utilizing them to create an accepted organizational culture (Baratt 1990).

The figure also shows the culture forming on networks as the followers indicated with the letter F could form sub-cultures (Martin 2002). They might even challenge the initial culture the leader is embracing through online video if a follower is a powerful thought or opinion leader in the organization as suggested by Bughin
(2007). The size of the follower bubble in the figure highlights the capabilities of followers to practice opinion leadership and thought leadership while the new online video ecosystem is the hub of communication. Furthermore, online video is now seen in this illustration as technology that serves humans and not vice versa (Frankola 2009; Kaltura 2014; Fitzgerald et al. 2013; Avolio et al. 2014).

The nature of networks is an important part of the framework since leaders are able to influence followers through online video and followers are able to either contribute to the thoughts or challenge them. This can be done through the same ecosystem, in another network or via back-channel communication. The arrows then further illustrate whether the closest follower of the main leader, for example a team leader, then uses the online video ecosystem to spread a message or discusses the thoughts in some other context with the followers or with another team leader (Isohookana 2007 & Avolio et al. 2014). The culture spreads therefore in the figure organically rather than hierarchically and a leader is able to utilize the network and thought leadership of followers to spread the nonverbal and verbal message. The large size of the leader block illustrates the fact that commitment to a high influence activity like online leadership is seen as a key to lead an organizational culture (Fitzgerald et al. 2013; Jain & Jain 2013; Kiron et al. 2013).

The framework that has been described in this chapter will be utilized and used as something that ignites the empirical part of this thesis and the chapters to come. In the coming chapters of the thesis there will be an empirical analysis about the subject and the results of it will be presented and discussed thoroughly. The empirical findings will also be mirrored to the existing literature. Moreover, it is described in the later parts how the findings of the empirical part relate to the previous discussions around the concepts of the thesis and how different or similar they are when compared to each other. The empirical analysis and the discussion that follows it will make an attempt at contributing to a more current approach to leadership studies as technology, globalization and the organizations are changing quickly. To conclude, new aspects and suggestions on how leadership can be practiced through online video are to be found based on the analysis.
5 METHODOLOGY AND RESEARCH DESIGN

This chapter focuses on the methodology of the empirical part of the research paper. The purpose is to give the reader a description on how the data has been collected and analyzed as well as explain why certain case companies have been chosen to be a part of the study. Furthermore, the last part of this chapter describes the validity and reliability of the study.

5.1 Research methods

The methodology used in this research is qualitative and the study includes a theoretical as well as an empirical part.

5.1.1 Methods in the theoretical part

The purpose of the theoretical part is to interpret organizational culture from the online video leadership aspect by summarizing and analyzing existing literature. Most of the literature used to interpret the mentioned aspect in this study is also qualitative. Epistemology of the research in the theoretical part is positivistic because it highlights the importance of scientific research. In addition, the literature review aims to find generalized information and assumptions about the topic.

According to Koskinen, Alasuutari and Peltonen (2005: 30-33) the aim of a qualitative study is not to explain and control the acts of organizations but to increase the understanding of how organizations behave by presenting findings from the qualitative data. Thus, this study makes an attempt at understanding organizational behavior in a specific context of leading an organizational culture through online video.

The method of the theoretical part of this research is a literature review and it aims to summarize the extensive amount of literature found around organizational culture and leadership to provide a basis for future research around a more limited topic. Online video and the perspective taken to online video will then support the discussions in the part of organizational culture and leadership as well as give new
implications to them by adding a digital perspective to the topic. The method has been chosen primarily because of the purpose to limit the topic of organizational culture to the online video leadership point of view and discuss it in the leadership context. Koskinen et al. (2005) further point out that when research about organizational culture is done, it is of high importance to study the theoretical background of the topic in a very detailed and thorough way.

5.1.2 Methods of the empirical part

Theme-centered interviews have been chosen as the method in the empirical part since according to Hirsjävi, Remes and Sajavaara (2013) this method is chosen often when the subject that is being researched is relatively unknown or has been researched only a little. The decision to use theme-centered interviews is also supported by the notion that the phenomenon of leading culture through online video has not been studied a great amount in previous literature. Silverman (2013: 153-156) further discusses that the chosen method, theme-centered interviews, provide a possibility to concentrate on the interesting emerging subjects that have importance for the research. Interviews need to be used since the phenomenon includes a lot of interpretations and meanings people give to things (Koskinen et al. 2005: 189).

When studying organizational culture that is being lead through online video it is also important to gather repetitive topics, causes and concerns, beliefs and practices while questioning own thoughts about the subject matter so that stereotypical notions and first impressions don’t take a hold on the researchers’ final interpretations (Koskinen et al. 2005: 190). The interviews act as the method of the research while the interpretation is done as a multi-case study. Yin (2003: 89-98) points out that while theme-centered interviews act as the data gathering method, multi-case study is the way conclusions are drawn from the gathered information. Furthermore, Yin points out that it is necessary to use multiple sources in the case study and avoid relying only on one source of material. In addition, it is highlighted that the most appropriate way to collect data needs to be chosen for the case study. While statistical data and qualitative data are both possible ways of doing this, the qualitative data or theme-centered interviews are the most appropriate way to gather
the data and also one of the most common methods to gather data for a case study (Yin 2003: 89-98).

Koskinen et al. (2005: 164) further add to the multi-case study approach by discussing that it is a good strategy to utilize theme-centered interviews if the chosen cases have been carefully selected. They also see that to analyze for example changes that new technologies bring into organizations it is important to understand the structures and the levels of authority in the chosen cases (Koskinen et al. 2005: 165).

The five chosen case organizations where the theme-centered interviews were made have been selected carefully as the use of online video is an existing and growing part of them. They also represent revealing cases since each of the organizations has a unique organizational culture and many have been chosen as one of the best places to work in Finland between the years 2010-2015 (GreatPlaceToWork, 2015). The organizations that have been interviewed in the study are based in Finland but each of them has a network of offices or operations with several locations in Finland and other countries.

5.2 Gathering the research data

The data gathered for the thesis includes theoretical literature from various sources and empirical data from interviews.

5.2.1 Theoretical data

The most relevant scholarly databases and other web databases were used to gather the data for the theoretical part of the thesis that tries to answer the research questions based on existing literature. These databases included ProQuest, JSTOR, Emerald Journals, Science Direct and EBSCOhost. Organizational culture, online video, social business networks, online video leadership and leadership were amongst the used key words when searching for the relevant journals, articles and books to build the theoretical part of the study.
To improve the validity of scientific publications it has been ensured that they resonate with the research questions as much as possible. Another important notion in the theoretical data gathering is that the literature used around the topic of online video highlights the most recent studies and knowledge around this phenomenon. Therefore, the video clouds and internal video ecosystems that connect to social business networks are prominent in the literature chosen for the study. Finally, the literature includes recent articles that illustrate organizational culture, leadership and online video in highly current and contemporary business cases.

5.2.2 Empirical data

The research data in the empirical part of the study was gathered from the theme-centered interviews that were held with five different organizations and seven different individuals from them. The interviews can be divided into two separate categories. Expert level interviews were held for individuals who are not working in a management position and leader level interviews were held for leaders from these five different organizations. In this study it can be seen that the cases revealed a lot of new information while leading an organizational culture through online video has not been studied in the same context before (Koskinen et al. 2005: 161).

The gathered data from the interviews consisted of narrative and structured parts. To choose the most relevant persons from the organizations it was ensured that they have experience in using online video and have knowledge and responsibility over the usage of online video in a wider context in the organization. The interviewees could therefore discuss online video in a more thorough and in-depth way than for example only marketing or social media.

The interviews were made so that two basic frames formed the basis of the interview but made it possible to improvise once the conversation progressed. Therefore, the interviewed people were able to reflect their own point of view to the topic. The list of questions with a couple of main frames could be also altered so that the phenomenon of organizational culture wouldn’t be understood too superficially in the interviews. By doing this it was also possible to ensure that all relevant topics were covered with the interviewed people (Koskinen et al. 2005: 108-109).
The five case companies were contacted initially during late November and early December in 2015. The conversations that were held with the persons from the companies led to agreed interviews that were held in December in 2015 and in January in 2016. The interviewees were sent a basic frame of the theory in the study and also the initial main questions of the interviews.

These materials were provided as documents in the e-mail in the form of a cover letter and a question framework that can be seen in Finnish and English in the appendices (appendix 1-4). Furthermore, an online video that invited a second person or another person than the initial contact to participate in the study was sent through a link in an e-mail to the organizations. This was to make sure that it would be possible to have an in-depth conversation about organizational culture and online video leadership while the themes are somewhat complex to go through without any basic framework for the participants. Moreover, it was more easy to concentrate on meaningful narrative stories they had about their own organizations when they had a basic idea of the concepts in the beginning of the interview.

To add to the framework of questions, the spontaneous conversations and additional questions made sure that the answers and stories that the interviewed people shared were as unbiased as possible. In addition to this, the interviews were recorded and done anonymously and the permission to record the conversation was always ensured from the participants. The language of the interviews was Finnish and some of them were held over a video conference call and some done in the premises of the organizations. However, it was always possible to see the nonverbal behavior of the person while interviewing.

5.3 Data analysis

Data analysis is according to Koskinen et al. (2005: 229-232) a multi-phase event where the transcriptions of the interviews are first taken a look at in a broader sense and then more specific structures that are based on emerging themes form. The purpose of the analysis is to guide the way to a reasonable and clear interpretation of the gathered data so that the study can discuss with former research and is understood by the reader (Koskinen et al. 2005: 229). Silverman (2005: 173) raises a
method of analyzing data that focuses on the highest quality parts from the gathered data. In this study an overall view of the data is taken a look at first so that leading an organizational culture through online video in the whole gathered material is understood in a broader sense. Secondly, the most important part of the data that gives answers to the research questions is of interest.

The interview transcriptions that included the complete interviews provided a chance to categorize the data and also structure it under specific themes. In this way it was easier to mirror the data to the set theoretical framework and find emerging themes that shape the knowledge on the topic. The analysis of the data began immediately after the interviews had been done and this is according to Koskinen et al. (2005: 231) a good way to start the analysis if the time reserved for it is limited. To structure the data into initial themes, mind maps and notes were created. This so called “familiarization” is noted to be an important part of the data analysis by Koskinen et al. (2005: 232).

Figure 5. Gathering and analyzing the data

The framework of the interviews was based on the research questions and therefore the emerging topics from the interviews have been discussed under themed sections or headlines in this study. However, it was also possible for the themed headlines or categories to change once the data provided some case examples that did not fit any
category or theme and once the most important and revealing topics could be identified amongst reduced data (Koskinen et al. 2005: 241-244).

To illustrate the process of data gathering and data analysis for the reader, a figure has been created. In this figure it is possible to see how the theoretical framework is the foundation of the interviews and how the gathered data forms a basis for emerging topics and their discussion under themes that then answers the research questions.

5.4 Validity and reliability

It is seldom said that something in the scientific literature is the absolute truth or is completely wrong. Therefore, in empirical studies it is made sure that the results can be trusted through reliability and validity (Koskinen et al. 2005: 253). Hiršjärvi and Hurme (2008: 185) describe that reliability and validity both attempt to measure the degree of objectivity of a study.

Validity is understood as a measurement of how much of the arguments, results and suggestions represent the chosen subject or in this study leading an organizational culture through online video. In addition to validity, the concept of reliability can be understood as the level of consistency in qualitative study (Koskinen et al. 2005: 224-255). Furthermore, validity can be divided into external and internal validity.

The first one of these, external validity of a study, means that the results or interpretation of the study can be generalized in other cases than the ones that have been studied for the specific research purpose. The second one, internal validity of a study, means that the interpretation in the study is logical and that there is no discrepancy or conflict in it (Koskinen et al. 2005: 224).

To improve the reliability and validity of this research publications have been carefully selected so that they give answers to the research questions, the paper has been given a logical structure so that it presents the findings in a clear way and uses multiple cases to give consistent results under the chosen themes of the empirical
part. The study is interpreting the data objectively in the chosen cases and comparing the results to the theoretical framework.

However, the objective of generalizing the interpretations so that they would work in each and every organization is not a part of the study. The concepts of reliability and validity are often unsuitable for qualitative studies and while external validity tries to measure generalizability it can be argued that there are limitations in the external part of the validity of the study but it is valid internally (Koskinen et al. 2005: 254-257).
6 EMPIRICAL ANALYSIS

This chapter presents and discusses the analyzed data and how the interviewed individuals in the case organizations view organizational culture, leadership through online video and leading an organizational culture through online video. The chapter shortly presents the five case companies. This is done to give a background to the further discussions around the themes that have emerged.

Further, the interview transcriptions which included discussions under many topics have been re-arranged under the themes that appear as the headlines of the subchapters of this empirical analysis. In addition, a summary of the results of the empirical analysis is presented at the end of this chapter. Lastly, the figure (Figure 4.) that illustrates the theoretical framework and is built by utilizing theoretical knowledge will be adapted as the empirical findings contribute to the former findings around organizational culture being lead through online video.

6.1 Description of the chosen case companies

There are five case organizations that participated in this study. Altogether seven interviews were made and seven individual participants acted as the interviewees of the study. The organizations are listed in the table below.

Table 3. Organizations that have been interviewed for the study

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<th>Interviewed organization</th>
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<td>1</td>
<td>Alko</td>
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<td>2</td>
<td>OP Financial Group</td>
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<tr>
<td>3</td>
<td>Management Events</td>
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<td>4</td>
<td>The Finnish Business School Graduates</td>
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<tr>
<td>5</td>
<td>Trafi – Finnish Transport Safety Agency</td>
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A short description of the case organizations and their organizational culture will be discussed in the next subchapters. After this, the empirical findings are presented in a more thorough way under relevant themes that answer the research questions.

6.1.1 Case company one – Alko

Alko Inc. is a limited company that is wholly-owned by the Finnish government. The company presents a special case in the study as its business operations are based on the different acts in the law and The Ministry of Social Affairs and Health is responsible for the ownership steering and supervision of Alko Inc.

The company has a monopoly in selling alcoholic beverages that have more than 4,7% alcohol by volume. At the moment Alko has about 2500 employees and one of the key responsibilities of the company is to sell alcoholic beverages responsibly and to be a responsible player in the society overall. The supervisory board of Alko has twelve members and the Government appoints the people in it. Furthermore, the company has a management team consisting of seven individuals and the head or the CEO then hears the supervisory board. In addition, the director of services is responsible for the operations in ten different regions where a regional manager is further responsible for 25-30 store managers.

As it is can be seen in the previous paragraph Alko has some levels of management but has tried to lower the hierarchy intentionally and make the leadership as informal as possible. The values of Alko are tied into the job descriptions and positions of bigger groups of people such as the sales personnel and they are not treated for example as a separate list of words. These values then adapt to the fourfold-strategy of Alko. Digitalization has taken place in the company quite recently as there was a decision to renew all the technical equipment and this was also done in the stores. In addition to this, the company started using for example video conferencing, introduced a new e-mail system and opened a broader discussion for everyone in social business networks like Yammer.
6.1.2 Case company two – OP Financial group

OP Financial group is the largest financial services group in Finland. The business segments of the company include Banking, Non-Life Insurance and wealth management. OP Financial group consists of some 180 independent member cooperative banks. The OP cooperative with its subsidiaries is the central institution of the OP Financial group. The group has more than four million customers and is founded in 1891.

The interviewed unit of OP Financial group presents a special case to this study as it is a business accelerator that has lately been working on projects like a mobile wallet for the OP Financial group. This unit is a part of a subsidiary of OP Financial group called OP-services. OP-services provides, develops and maintains services needed by OP Financial group companies. At the moment there are 10-15 similar projects like the mobile wallet that are under development in the OP-services business accelerator.

Start-ups have been welcomed as partners in the business accelerator program and the aim is to release similar services like the mobile wallet in the near future. The culture at the business accelerator differs from the culture of the big group, is less formal and hierarchical, and the location is also in northern Finland whereas the headquarters of the group is located in Helsinki.

6.1.3 Case company three – Management Events

Management Events is a company specialized in top-level executive events and has a headquarter in Helsinki. There are 11 other countries where the company operates and currently Management Events employees around 230 people globally. People at Management Events are told about ME-spirit and ME-DNA already when they apply to the company. There is a culture of “winning together” and “embracing the new” while still remembering that you have to be strong enough to be humble. This all comes down to doing things together at Management Events.

The business of the company includes top-executive events that can be attended only with an invitation, and solution provider events where potential clients can meet
face-to-face in pre-booked meetings. These events attract around 20 000 leaders in eleven countries over 170 times a year. Management Events was founded in 1994 and is a privately held company. International expansion and growth has brought changes to the company in recent years and next year there will a major change to the processes, concepts and way of working at the company.

6.1.4 Case company four – The Finnish Business School Graduates

The Finnish Business School Graduates that has been founded in 1935 is a central organization for all the graduates and students in university level economics and business administration in Finland. The organization has over 50 000 members and it consists of 25 regional associations and 13 student societies. There are around 50 paid employees at the Finnish Business School Graduates and the organization has hundreds of people who contribute to the well-being of the members in various positions of trust.

To be a member of one of the local associations you need to be a member of the whole organizations so the membership to these two is interconnected. The Finnish Business School Graduates is an expert organization with quite a homogeneous employee and member network. The culture of the organization ties together the people who are studying the business degree or have completed it. In the previous years there has been major changes in the organizational structure of The Finnish Business School Graduates and the brand has gone through a thorough renewal.

6.1.5 Case company five – Trafi

Trafi or the Finnish transport safety agency was founded in 2010 and is a merger of a large number of older agencies from for example the aviation, rail transport and maritime sector. The purpose of the agency is to promote the safety of transport systems and Trafi is responsible for the transport system regulatory duties.

There are 10 Trafi offices that are located from Helsinki to Rovaniemi in Finland. The organizational culture that is referred to being “Trafi-like” has formed recently
and is still forming and taking shape since the sub-cultures from the older agencies are visible and appear even today in the operations of Trafi.

The organization of Trafi is highly connected to the three branches of transport systems and development, means of transport and transport operations. On top of the branches there are three functions that work under the director general and these are legal affairs, communications and administration. The management team consists of the leaders of the functions and five individuals who lead specific units that are connected to the modes of transport. These five consist of aviation, maritime sector, road transport, rail transport sector and data and knowledge.

6.2 Emerging ways to utilize online video in organizations

The interviewees highlighted and discussed their organizations and the use of online video as well as the role of the different online video solutions in their work. The descriptions included a great deal of ways to collaborate and communicate with video but themes like video dialogue, executive communications, replacing older tools with video, fast and mobile video sharing, online video and recruitment, event videos, video onboarding, concept videos and video instructions were most prominent. The conversations about the role of online video and using it in new ways made it possible to recognize these emerging ways to utilize online video.

The first way of seeing online video as a more interactive network of creators and individuals who have a possibility to increasingly engage themselves into video dialogue in for example an ecosystem as Avolio et al. (2014) discusses was a perspective that the interviewed people thought to be beneficial when using online video in new ways.

It just came to my mind that at the moment the online videos in our organization have been made so that someone does them and then they are sort of sent out there…to the world. Then people have viewed them. In the future it could be also so that there would be some dialogue. We would for example get videos back as an answer to our videos.
Ok…then if you could also get the online video to resemble dialogue. We would also get videos back from people about good practices or so. That would be something even better.

I actually do believe that those small greetings and regards from the road would be something that could be done with online video. Those kind of immediate things people have in their mind…it would be very convenient. Whether it would be management or just a normal employee…the core thing in this is the possibility to share skills and knowledge.

Executive communications in different forms and taking up leadership as a manager in video was already a practice and a growing part of the organizations that were interviewed. A leader that Kiron (2013) says to execute and follow through these initiatives as well as is committed to the project was seen as a crucial part of successful leadership of the digital future in organizations. However, it became apparent from the interviewees that quite often someone else in the organization had to push the managers to be a part of such a new initiative like online videos or video reports to the employees. Executive online video communication was also an anticipated act of leadership.

On top of that there is…I have like gathered these videos here where our management team or some other influential people tell some current or relevant information.

First I thought about the fact that people read less and less because there is a flood of information. Videos are always lighter to watch. This is not dependent on time and place. People move around much more. People work home and stuff. I see this being a very important fact from the leader perspective.

It would be so important to know what is going on in the different units also in our organization. Online videos could be a great way to share this information.

Let’s say…I thought of this so that the message actually gets delivered. Like when our management team has a meeting it is possible that no one knows what happened there. Imagine having like Periscope or something there. Now that would be interesting. Haha…to put that there, right? But yeah…to just start using these new solutions bravely since they do exist.
In every interview the interviewees discussed their relationship with tools like e-mail and PowerPoint as well as described how they would like to see progress in these systems and very often the frustration with multiple systems. This reality of multiple systems that co-exist in organizations is also discussed in the thesis by Kiron et al. (2013) and their findings point out that some older systems are kept in the organizations even though leaders know those are out of date. However, the interviewed participants did not see that all the systems need to be replaced with online video or a single system. They also explained how online video could be a complementary way of collaborating and communicating together with some older tools.

People have wished that instead of creating PowerPoint presentations in that situation there could be online video. Oh yeah…and also the fact that people don’t have the energy to watch PowerPoint anymore at that point. They are already dead since they have to do that before. You would much rather watch a summary of some things in two minutes instead. That is way easier to memorize and also a better way to receive new knowledge.

We tried a webinar…we did not do a press conference but a webinar. This is when we published that study. So we did a webinar.

There is so much information that is sent to you via e-mail. Something has to be replaced. I am so glad we have these Lync tools and others nowadays. There are things that get sent via e-mail that shouldn’t be sent…I mean after six replies to a single e-mail there should be a function that makes the conversation just explode.

Work conducted through mobile devices is something that Isohookana (2007: 253-254) discusses but the scope and speed of this has not been realized in the text before. When analyzing the empirical data, a new urgent way to spread your moments through apps emerged.

But on the other hand people just need to be brave enough and realize that everything can’t be scripted. It can be so that you just instantly share something in the web with the camera of your mobile device. At least that worked pretty good in our Pre-Christmas party.

…Like three minute…videos are pretty long. Online videos need to be fast and need to be accessible instantly. They need to be…like…like…they need to be.
On the other hand, they can’t be all polished but still there needs to be a thing that makes it worth watching.

Because we have these applications. If you create a video for example out of this situation all the other members of our organization receive a notification of that to their mobile devices. We can’t do this kind of stuff with any other solution. For example, with computers we could go to our intranet but that is for other materials. Imagine like a couple of days ago when the first snow fell…our HR-manager could have just send us a video clip telling to stay home if we have a chance to work from home.

So I believe that this spread of mobile technology will make the online video thing a much lighter solution. I want to believe so. Whether it is the system that we have at the moment or something else…we will utilize video. In Yammer we use video a lot and ready made clips already.

Deal and Kennedy (1998: 86) brought up the fact that most of the interaction between the members of an organization is informal and gets shared for example in events. To bring a new perspective on how to collect the information from these informal interactions, an emerging way of utilizing online video in seminars and events was described by the interviewees.

Soo…we have been in the events and filming them. If we have had a seminar day, then we have collected pieces of information from there and shared those through video with the people who were not able to participate in the event.

Online video was also seen as a new way to look for candidates and as a way to get maximize the person-organization fit (Cable & Judge 1996). Also, the onboarding processes and the efficiency and effectiveness of video was brought up repeatedly. Recruitment via online-video and videos in HR were therefore one of the emerging ways to utilize online video.

So we made videos where the leader or team members in our organization was telling why to apply. They told what we actually do here. Those were so good. We got more applications than ever before.

You’re also able to test if the person actually knows what they needed to learn. They can produce quick videos for us and hold an elevator speech through mobile videos. That takes like a minute…or 30 seconds. They do this kind of a video and the instructors comment on it.
All of the onboarding is done via videos. We use a system called Akano. There are these rooms where you have big screens that make it feel like you’re sitting in the same table as the people who are actually in the screen. It is an everyday activity during the first two weeks as a new employee.

It is not only the videos made for the video bank. We also record Skype training sessions so that people who couldn’t join can view them later. There are technical risks to these live video things.

We have an online training package for the new employees and video is a big part of that.

One of the themes that came up as a new discussion and had to do with the hectic daily life of businesses in a digitalized world had to do with crystallizing concepts and summarizing information in an effective way through video. The interviewees explained that online video is a way to finally get the message through to the audience while Korzynski (2014) notes that leaders need to find a way to communicate in the global sphere in a credible and fast way.

So what comes to the online videos…we do a lot of concept videos that tell about our new ideas. We present our ideas and concepts on video. A lot of times I have been filming those.

However, online video will be a big part of all media communications. People don’t seem to have the time to read anymore. I do those media newsletters. Today it is impossible to do an A4-page full of text. It needs to be like 140 characters, a tweet or something. So this it how it goes…more and more videos are coming. Let’s see when we can do that. We have tried and I am sure the role of online videos is increasing all the time.

Online videos that had been done as screen capture were part of the discussions and emerged as the “instruction theme” of the empirical part and new way of utilizing online video for example internally and in customer service emerged.

It helps us in saving time a lot when you’re able to save those things so fast. To do like a presentation on video even and so on. You are able to give instructions so fast like in the case of IT-problems…like telling where to click. So our IT-support can create a video and show where to click. These are everyday things…making our lives more simple.

Then we even have info-videos for customers and instructions produced by us. Mainly instructions from us at the moment.
6.3 Spreading culture through online video

As the thesis sees organizational culture as something that arises or is formed from the joint and communal recognition of the goals of the organization and the common values of the individuals in the it, online video presents a possibility to tell the story of many inside the organization. Even though Fitzgerald et al. (2013), Jain and Jain (2013) and Kiron et al. (2013) see that the commitment of the leader is very important in spreading culture through video it was brought up in the interviewees that there should be a chance for everyone to be active in video creation. The inclusion of all individuals to the online video ecosystem was seen as an important success factor in using video to spread organizational culture.

You can do more efficiently and effectively. As a community, together. This sense of a community is a completely new dimension. I am not talking about it as a pure value but rather as a technical possibility which is becoming easier and better throughout Finland. Work together.

We are looking for a way to do these templates...like ready templates. So if somebody is willing to share a video through our system these templates would lower the barrier of putting it there instantly. All people would be able to use the template and share your moment right away.

You can do this video thing hierarchically and sort of say “daddy talks here” and “listen to me”. That can backfire and the narcissism shines through. That is eventually how people judge that kind of stuff physically too. The best that comes out of this is that you reinforce a healthy organizational culture but the worst that could happen can be for example that the use of online video creates bullying at the workplace.

It is discussed in the study of Briody, Pester and Trotter (2012) that stories can be used to reinforce core cultural ideals. This happens much like the reinforcement that comes out of urban myths for adults and fairy tales for children. The stories that are based in real life situations came up as theme from the interviewees. They told about daily happenings that get caught on video, celebrating through video and opening a window to the multiple offices and events of the organization. The role of online video was seen important in creating a feeling of togetherness as it transmits stories in a unique way.
We have these team commitment channels and it keeps us motivated and makes sure we share the success stories in our organization. Some days we pick a person that acts as a reporter in our organization and interviews the best performers from that day. We also have competition days and then the atmosphere is filmed. Also a little bit of goofy stuff. This is then shared in the channels for everyone. Not only these hardcore business presentations but also the feeling and emotion. You are able to send regards from a new event in Singapore. This has an important role.

It can highlight visible things too. We have a big office in Rovaniemi, northern Finland. We have a video connection to the cafeteria of that office every day when people in Helsinki have their lunch. It is a way to transmit the culture…to even see that there is life beyond the capital area. They are there and they see we are here.

In our online video blog, we have tried to communicate the feeling we have at the office. This sort of…informal way of doing things. Bringing the people together. We have for example these FatBoy pillows and people lay there with their wool socks. That is then visible for example in the online video blog for all the employees.

The leadership aspect and the role of the leader in spreading the culture through video was also present in the discussions. A leader that is committed in using online video was seen as an indication of the him or her being interested in the employees and the community that the organization has. The leaders described online video also as a possibility to be present when there is pressure to actively influence people at a tight schedule when change in the organization and the culture is happening.

We had to take this issue as our task on the group level this year. Then there needed to be a decision on whether to go and hold events on location, coffee and meetings or whether we could use a more scalable way. We chose to do funny videos on what we do and how…about methods we use when we work. This has been a more convenient way for us to take part and be active around the change.

It was a little bit scary to just put the video out there. It is sometimes like…well…people discuss very openly. There is critique in the video. But then we thought, “goodness”, we are living in 2016 and it is good to be open. We put that out there. After all it is our value, transparency.
I don’t think it is enough for a leader to show up when she or he has to hold a speech in a gala or dinner. They need to be there where everyone else is. That indicates something you know…

6.4 Bringing personalities and humanity back to leadership in organizations

Technology and technological systems in general were portrayed as a half-hearted way to lead by the interviewed individuals in the case companies. Text-based solutions were seen to lack personality and it was seen that on video people could be more personal and the organization would have more voices since new individuals would be able to tell their story to the other members. Talley and Temple (2015) mention the nonverbal aspect and the possibility to show hand-gestures and facial expressions that comes with online video. They see that the verbal meaning of a written story can be understood better by observing the person. In the empirical analysis it could be seen that online video was not only seen as a boost for a more effective story but also changes it. What is being said can’t be modified and perfected in videos that come from different personalities. The interviewees also continuously talked about bringing humanity and human values back to leadership.

We have actually realized that online video is a better way to do it than by doing it in written form. When you write something it is always possible to edit and edit again. You can’t truly be yourself. You will see from the video how the other people react and how they feel…how it also feels to say things for you. That is something significant.

We have a lot of people who have worked here for tens of years. To get some of this tacit knowledge and the people on video would be extremely valuable.

We have used this for the top management and CEO communications. Our top managers send video regards through this online video system.

To create a certain informal setting or to highlight the importance and seriousness of a situation…this feels like a more meaningful and personal message.

It does create a much more approachable person in my opinion. Instantly…when someone begins with these kinds of things. I think that the new generation will emphasize softer values through this.

If you simply produce a newsletter in a video format it makes it more human.
The approach on how the videos should look like and how people behave on the videos was different amongst the interviewed people. A difference was also seen in the amount of individuals who use online video. It was seen completely understandable to publish a lower quality video by anyone in some organizations and in some the publishing of the videos was in the hands of fewer people. Furthermore, a leader was seen as someone who embraces the accepted organizational culture (Baratt 1990) by letting many individuals in the organization to collaborate. Letting many people to do videos was considered to send a signal of caring (Rossi: 231-237) in a natural way.

We watch online videos quite a lot. Usually for example the Christmas and spring greetings were just texts in the intranet. Now we have those as videos. We don’t script those. The filming is done with one shot. Zooming is sometimes a little off as well. Of course there is always a possibility to take another shot if really needed. But anyways…that kind of a rough cut. We think that the meaning and message of the video is much more important than the polished look.

I think some videos in our organization are pretty popular. You always see that the management group has been interviewed but the people who publish the video are working in the communications department. Like…it would be nice if we could see that the actual persons have also published and done the video themselves. It would become a significantly bigger thing then. I wait for that to happen one day.

We did not really say that: "Hey…this is going to be something crazy and new”. We just got going. It wasn’t a process with steps. We are doing this based on the feelings of people.

It does create an environment where more voices exist. Dialogue increases inside the organization.

I also thought that it doesn’t need to be a manager who does these videos. It could be anyone and anywhere in the organization.

The rapidly changing business environment brings along the need for example for a digital strategy and leaders need to show the way and example. Fitzgerald et al. (2013) describe that most of the leaders who do communicate their vision of future get understanding from the organization. The interviewed people see that bringing
personalities back to for example change management would increase the chances of the thoughts being accepted by the crowd.

There is a possibility in online video...then the leader is able to lead by example and show that they truly care. It is one of those possibilities especially in the case of big changes. Even facial expressions in the video tell about this. Online video really is…you get closer to the person. The charisma also plays a role here.

My first thoughts are that the leader needs to get hands on with this. Leadership is leading by example and doing your work how it is supposed to be done. However, there needs to be some smile in all of this. If you look grumpy all the time it won’t be good. You can’t do all of this through online video but it gives a good vibe to leadership.

6.5 Sharing the most meaningful moments in organizations on video

It became evident that today the amount of information that individuals have to absorb is so great that sometimes the task of highlighting something is seen to be very challenging. However, the interviewed individuals discussed that many important things had been communicated and shared as moments and stories on video.

We created videos that initially started this digital change in our organization. The first video was like an inspirational clip about the usage of Lync or Skype and how to utilize the solution. That is already one and a half years old and nothing new to you but to us that was something completely new. Over 2000 people got to see this. The normal job for our employees does not include sitting in an office. There are employees who don’t even have a smart phone or a computer at home.

For the social business tools, we had introduction videos where the managers talked why we have started to use this tools and why they are so important. Then we created the social business network pass one and two. Each and every employee had to learn those tools through video.

Our annual report had videos between the text and that tells something.

If you’re aiming to change something this is a way to explain more thoroughly why some things are done. There are concepts that need more hardcore change leadership and to be sure that everyone understands we have increased the
communication in these phases. We try to use many channels and repetition is done.

My role was to bring humanity to the leadership of the organization and a member of our management team wanted to inform a big change at the end of the last year...we had a meeting with the management team. So the person made a video straight after the meeting and published it in our intranet to show that change begins from my decision. It wasn’t just some line of text written by an unknown person. You did not have to think about the origin of the text and decision. I personally felt like this was great. If you think about it from the leadership perspective. It is good for that.

We had our 80th anniversary and first time in our history the meeting before the celebration was livestream. Everyone could see it in YouTube.

Technological change and digitalization was supported highly by online video in the organizations and in some cases the change began from a launch of a rough cut video that had a story about the new system or concept. Crystallization of concepts but also stepping up with the most important video amongst all the other online videos was an emerging theme in the discussions with the interviewees. Frankola (2009) describes the employees’ connection to rough cut videos and that polished videos are something that people don’t seem to connect with. However, perfecting concepts or a single story that has a huge meaning for the organization was seen to be something that could be told in a perfected way through videos. This did not mean that the video has a corporate feel to it or it looks like a movie or a TV production but is rather a concept of perfect elements of storytelling and visuals in the clip.

One way of using those videos for us is to present new concepts. It is good in crystallizing the concepts we have. For example, when you show a concept for a mobile application the concept video also shows how people interact with the app. It is not bound to the technology but also connects reality to the concepts.

These influential and better quality videos will be an increasingly important part of communicating change. Whether it is new products, strategy or something else. It is hard to do change that needs to be communicated without videos...today. I believe there will be very rough cut online video and these better quality videos that work as the spearhead of the change.
### 6.6 Barriers in bringing online video leadership to life

The participants were asked to describe the challenges they see with organizational culture being lead through online video. Kiron et al. (2013) point out that the barriers of practicing leadership through online video can also emerge because the new technologies often mean that the way people work in an organization has to change. It was also seen in the interviews that sometimes communication, video creation and activities around online video leadership were not seen as work or did not receive enough support from the managers.

We come in many shapes and sizes. Some people like it a lot. Some people think it is just "this kind of nonsense" and they ask like "don’t we have more important things to do?". Some people see that collaboration and communication is not real work. Actually it is the job of every single employee today. That is how the world works. Maybe people think videos are only entertainment.

It takes resources even though we have trained everyone to use video. Some of them just don’t use it. So we go and film, produce and share the video. That is a problem I think.

Sometimes it is a problem that the managers are a little old school and the way to transform the way we work is also a little slower. Something like Periscope feels quite frightening. That is considered to be a hobby of young adults and 20-year-old people.

It is a challenge that people see that this takes their precious time away. So some things have not happened because there is “no time”. It takes so much time.

As with many technological solutions the topic of security is raised as an issue. Kaltura (2014) mentions this to be a barrier in adopting an online video system. Sometimes the security issues keep leaders from implementing online video solutions to organizations. Another aspect of the security issue that the interviewees brought up were restrictions that would prevent sharing of the videos. This would make online video a more complicated solution.

You need to think very carefully about the environment where you publish the videos. We would probably have even more YouTube videos if the industry would be different.
It is challenging to get the video to the right people and make it possible for them to download the content too. Share the video again and so on. If the video tells about our new innovation, it is not possible to just publish it on YouTube. There is a big risk of information leaking outside the organization. On the other hand, the tight restrictions might make sharing very inconvenient.

Many stories and experiences related to human nature and the openness of organizations and people emerged from the conversations that were held during the interviews. Korzynski (2014) sees that an open organizational culture supports the use of such systems as online video ecosystems and social business networks. The people also saw that qualities in individuals such as bravery and perfectionism affect the amount of barriers that an organization and a leader faces when using online video.

I see that perfectionism that especially the more experienced people have is a barrier. They think the videos need to be polished and filmed with professional equipment. It is easy to say that they don’t have time for online video if the image of using online video is this.

One of the challenges has been the quality of the videos. What level of quality should the video be? Also…it is too polished does the authenticity disappear. A balance is hard to find. We have also thought about the length of the videos…the shorter the better.

As a person who works in communications I would appreciate videos with a certain look. However, I have to accept that this new online video and the way we use it is not so polished and multiple voices from the organization contribute to how the end result looks like.

It can be a challenge to get people inspired and encourage them to use online video. To make them think they can create content. That they do create content.

Yeah and many people forget that they are being filmed…sometimes they think too much as well. Then someone might stay quiet.

Technical challenges and challenges around the system were raised as a theme in the interviews. Multiple aspects that have to do with the structure of the system, measurement and other technical details were discussed by the interviewees and seen to be a barrier for leading an organizational culture through online video.
Again we face to the same question: "Where do you find the videos?". We have done about 70 videos at the moment. People have watched them over 2000 times but it seems the information is not found. That is a challenge.

Distribution is always a challenge. Maybe also measurement.

It is not so easy to search a video and in a 15-minute video the relevant point might be at 14 minutes. In this way video does not work at all.

Some people might not open the video because they can’t do that. You can’t for example listen to the video somewhere. There should be subtitles or something.

The technology must be as simple as possible. No installation of new cameras or something. We have these systems where you can use your phone to film and then publish a video. If some editing or something is needed, then the final version stays undone. As simple as possible. Easy to use. A couple of clicks or pressing a button here or there. It is hard nowadays when people have a hard time to log in to places.

6.7 Summary of the results

The empirical part presented emerging themes and the discussions under them highlighted the results and leadership through online video as well as leading an organizational culture through online video. The emerging ways to utilize online video in organizations, spreading culture through online video, bringing personalities and humanity back to leadership in organizations, sharing the most meaningful moments through video and barriers in bringing online video leadership to life are summarized to give an overall view on the empirical results. Furthermore, the results will be compared to former theoretical knowledge and a new adapted framework of leading an organizational culture through online video is presented.

The emerging ways to use online video in organizations presented the need and opportunity for executive communications, fast and mobile knowledge sharing through video, an existing and growing reality of interactive online videos with possibilities like comments on the videos and a space for online videos to replace or complement other systems in the organization. Online video was seen as an effective and powerful way to spread information. The burden of watching and sharing videos was seen to be lower than ever because the new technologies present possibilities to
share the content from almost any device for example from seminars or a business trip. Perhaps the most significant result of the discussion of the emerging ways to use online videos was that this way of creating and sharing content was seen as a natural part of all the organizations already today. Moreover, online video supported the changes, the business and the culture of each organization in distinct ways. It gave a possibility for the organizations to for example manifest their daily team commitment or show people from other local offices.

*Spreading the culture of the organization through online video* happened through stories and showing the daily life of individuals interacting in the offices. One of the core notions that came out of the discussions was that many voices need to be a part of this initiative and managers or the online video ambassadors of the company can act as the enablers for others by presenting simple online video solutions for everyone to join the reinforcement of the true values of the organizations. Online video appeared to be a “silver bullet” solution to finding a common culture since it could make people visible even though they are apart from each other in various physical locations. In addition, changing the culture of a larger organization was present in the theme. The visual storytelling through online videos enabled a single location of the organization to transfer a new way of doing things to the other offices by interacting with them effectively through online video.

Tightly connected with the topic of online video leadership a theme of *bringing personalities and humanity back to leadership in organizations* highlighted how technology had not been seen as something that makes leadership more human before. However, online video could be used for setting the right kind of tone of voice whether serious or happy as well as show the actual people in the organization again. Decisions and the meanings behind actions in organizations seemed to be more straightforward as the members of the organizations would see the person who made them and recognize or identify the need from an actual human and not a single line of text in some message. The appearance of personalities on video also brought the discussion over a need for everyone to create the content and not only be a part of it.
When an organization has something to tell for everyone it seems to be a challenging task to get everyone informed of the important thing. It was apparent in the results of the empirical part that it is harder than ever to get a clear message or crystallized information through to all members of the organizations because of the flood of content in the digital era. *Sharing the most meaningful moments in the organization* happened in many of these cases via online video as it was seen to highlight the information not only to the receivers of the message but also the creators of the video. Online video made the creators more aware of what they were doing in their work. Thus, online video gave more meaning to projects and a sense of contributing in a job.

Although online video was seen as a powerful way to share information and spread culture, there were several *barriers in bringing online video leadership to life*. Human nature, being brave and open, security issues, problems related to technology as well as changing a mindset towards accepting online video as a part of daily work defined the discussion around this emerging theme.

An online video solution needs simplicity, security and content needs to be available and shareable. However, the actual organizational culture of the company sometimes leads to challenges with using online video. Therefore, promoting an open and accepting culture around online video was lifted as one of the most important issues concerning the possible problems with online video.

The results showed that online video ecosystems and using online video is not a system that is detached from the true values of the organization but rather builds on the culture of the organization and presents emerging opportunities to further embrace and reinforce the shared artefacts, values and assumptions. To compare the learning and results of the empirical part to the formerly introduced theoretical framework, another figure that illustrates the reality of leading an organizational culture through online video is built from the empirical results of the study and presented below. The figure summarizes the empirical results and the purpose of it is not to create a unified model to lead organizational culture through online video but rather to illustrate how empirical knowledge is adapted to the theoretical framework and compares to the theoretical part.
In the figure it can be seen that the online video ecosystem is not a detached part of the culture but functions in the environment where the true values of the organization exist. Individuals or the members in the organization grow to be online video leaders inside this same ecosystem. The members of the organization who have distinct personalities then spread culture in the form of stories, moments and behavior on video.
7 CONCLUSIONS

The final chapter of this thesis presents the conclusions of the study. Firstly, the theoretical contribution of the study is discussed. Secondly, managerial implications that enable managers to improve their activities and performance in online video leadership and leading an organizational culture through online video are presented. After having discussed these two, the study concludes with research limitations and emerging opportunities for further research.

7.1 Conclusions

This thesis looks at organizational culture that is being lead through online video. To achieve an understanding, the phenomenon was studied in a theoretical and an empirical part of the thesis. The set research questions are reviewed quickly in order to understand how the results of the study give answers to each of them. The main research question of the study was: “How organizational culture can be lead through online video?”. The two secondary research questions that contribute to understanding the chosen phenomenon further were “How significant is the role of online video in leading an organizational culture?” and “What kind of challenges and opportunities do leaders see in embracing organizational culture through online video?”.

The empirical part and the previous chapter of this study shows how online video leadership and the usage of online video is already a present practice in organizations and a growing phenomenon that gets wide support from leaders. Therefore, the notion of Avolio et al. (2014) about technology outpacing the science of leadership gets resonance from the study.

Online video is not only seen as a tool of marketing and today it is seen that leaders emerge in internal online video ecosystems of the organization. However, the barriers related to the changing work environment and hierarchies, human nature and perfectionism as well as security need to be taken into account to realize the opportunities discussed in the study. Online video can be one of the most powerful ways to spread culture, highlight important moments and ignite change coupled with
the possibility of showing who the actual people, personalities and leaders in the organization are. It needs to be ensured that the individuals or members in the organization have a possibility to contribute and create content on video and by doing this embrace the true values of the organization. Leaders need to be an active part of the solution and show the way. Finally, the growing amount of online video usage in organization indicates that this technology has also a growing role in the leaders embracing organizational culture through online video.

7.2 Theoretical contribution

The thesis has three defining concepts of organizational culture, leadership and online video that are first discussed in the theoretical part and then as a part of the empirical study. As organizational culture has been studied a great deal and is one of the most the most popular topics in the field of leadership and organizational studies it is evident that the scientific discussion around the topic has changed. The perspective of integration from Martin (2002: 95, 152) is the viewpoint that concludes organizational culture having common features and this further points into the direction of the levels of culture introduced by Schein (1992: 17).

The thesis gives evidence on transformation from the traditional embedding mechanisms of Schein (1992: 231) to leading a culture through the more contemporary behavioral models and everyday actions that are introduced by Rossi (2012: 50). The leaders that have been interviewed in the study talk about celebrating successes as well as showing that there is life in various locations and offices in the organization. They see recruiting as an essential part of finding a culture match to the organization. Inspirational behavior as well as an active dialogue with employees is an important part of reinforcing the true values of a community that the organization has created. These values are then manifested in online video ecosystems that include on-demand content and, contrary to the common understanding about online video, it is mainly not meant for external usage (Rizzuto & Wirth 2002).

Online video is affecting the daily life of individuals greatly and used increasingly in organizations and this is noted especially by the scholars in recent publications (Handley & Chapman, 2012; Frankola 2009). Furthermore, online video is used for
executive communications, spreading culture with inspiring stories, fast and mobile knowledge sharing from on-the-go, creating and sharing instructions and complementing or replacing older onboarding methods.

Leadership in these ecosystems is transformative (Smircichin and Morgan 1982: 258-259) and due to the nature of online video as a technology nonverbal behavior presents personalities and people in the organizations (Talley and Temple 2015). This study finds a way for technology to be something that allows the people in the organization feel like they are not serving a software. In the study software serves the members of the organization that get an effective and powerful way to share a culture, knowledge and recognize leadership and personalities in a new way (Fitzgerald et al. 2013).

The previous studies have also debated on whether organizational culture can be lead or cannot be lead. Jain and Jain (2013) and Atkinson (1990) see that the behavioral models and everyday actions that are then seen on online video make this possible. In the empirical part of the study it was seen important for the leaders to take culture into consideration and embed it into all aspects of the work done at the organizations. Communication plays an essential role in leadership (Deal and Kennedy 1998: 86) and now when nonverbal cues and observation of personalities is possible more effectively through online video, leaders must think of the signals they give and the behaviors they show and respond to on video.

In the theoretical part it was seen that online video ecosystems worked as a separate system where members of the organization could see videos that leaders had made. They could also create their own videos and interact by contributing in the system. A leader was seen to do one-way online videos that somehow uniquely portrayed the culture of the organization.

However, the empirical part shows that online video leadership and leading an organizational culture is not really a process of creating a one-way video as a leader that would then somehow on its own reflect the culture of the organization. The members together embrace the true values on the videos by showing the daily life of the organization from multiple perspectives and with many voices. This means there
are also things that are not considered to be “as business” or “so formal” as collaboration and communication through another system would be. Leaders need to allow the reinforcement of the values by others and commit to the system themselves.

7.3 Managerial implications

This thesis gives managers and organizations information on how to improve their activities and performance, more specifically lead organizational culture through online video. As our society is in a need to understand digitalization and new technologies, the results of the study can also be used in the case of communities and other groups where leadership and culture is needed or present.

According to the study it seems that online video should be raised as a tool and a way for everyone to create and share content. A leader shouldn't let online video be for example only the task of a communications department. In addition, to be able to lead through online video it is not possible for managers to just appear on corporate videos or event videos that have been recorded of some important speech or for marketing purposes. To influence in the ecosystem, a leader has to show the way and create content by him or herself.

While organizations are looking for ways to be cost effective, dynamic and agile in their operations online video presents a powerful and personal way to show culture in each story and meaningful message. Managers are able to make themselves truly visible globally and at the same time spend resources on the most important physical meetings. The thesis gives managers implications on the growing importance of connected networks in a digital era.

To realize the potential of online video, the material in online video ecosystems can’t be as scripted and polished as corporate videos used to be. Especially the leaders need to understand this because if they are not willing to show a rough cut video to the organization it will be hard to get the members of the organization inspired and open while utilizing this new tool. People should feel that online video is a natural part of the daily work and not a heroic act. To summarize this point, the videos need
to honestly reflect the true organization behind them. By allowing an open culture on online video collaboration the video ecosystems become an effective way to bring people together and create a sense of togetherness. This all happens free from the limitations of time and place.

Adjusting the mindset over work is something that is needed in order for online video to be accepted as a way to share and collaborate. Leaders in the company have to indicate that communication with video is for example related to the targets of the company and therefore valued at a same level as other work in the organization. To highlight the importance and meaningfulness of online video, resources need to be allocated towards the initiative. Online video should not be treated as a nice to have addition but a necessary to have solution.

To highlight the knowledge managers can learn about the humanity and personality theme of the empirical part, it is necessary to explore solutions that bring people and personalities back to the daily work in organizations. Whether this is online video or another technology, individuals feel more committed to the decisions that the organization makes if they see people behind them. Online video gives an opportunity to transform documents with meaningless words, decisions without a face, and impersonal and general messages to stories that make the organization believe in a common vision together.

As shown in the results of the study it is essential to understand some of the barriers that are related to safety and security as well as the technical challenges that keep leaders from bringing the mentioned stories to life on online video. The system that is chosen in the organization is usually done with the supervision and decision of the leaders and an organization may decide to purchase a solution or use a free version that is available on the market.

However, the thesis also gives implications on social business networks, social networks and other forms of interactive solutions that are used by the individuals in an organization even though those systems are not the official network assigned by the leaders. Therefore, a clear vision of what systems are to be used and communication of this vision to the employees is important. The individuals in the
organization should understand the difference of using a free unsecured ecosystem and an official purchased system that keeps the internal information safe.

To get the culture visible, members of the organizations should feel like it is as simple as possible to use the chosen system or solution. Managers in the organizations need to choose the online video ecosystem that could be used by each of the individuals of the organization. Otherwise the content does not reach all people and therefore it is harder to embrace a culture through online video. If online video stays as a project of a few teams or people, there can be a risk of creating just another subculture or clique inside the system.

To summarize, the progressive growth of online video usage in organizations and in the society in general makes these implications and results highly relevant for current and future managers. The findings and results that have been presented here are supported by the empirical study of the thesis and the previous knowledge and literature that comes from the theoretical part of the thesis.

7.4 Research limitations

The thesis discusses the validity and reliability of the study in chapter five. To give information on the quality of the study the subchapter 5.4 gives the reader a view on how the reliability and validity of the thesis has been improved. Moreover, the same chapter already describes how this qualitative study has some research limitations including the generalizability of the results (Koskinen et al. 2005: 254-257). In addition to the generalizability there are some limitations concerning this study that are discussed in this subchapter.

The chosen group of individuals and cases for the study come from a reality where online video is already used in the daily operations and communication of the organization. Therefore, the results reflect a group of organizations that already use online video. Moreover, the group of organizations comes from Finland. The decision to include Finnish organizations in the study is intentional since the perspective on organizational culture here is narrowed down so that national culture
is not of particular interest. Thus, comparisons between organizations from multiple countries don’t appear in the study.

Another limitation concerns the leadership aspect and perspective of this study. The thesis mostly concentrates on the leadership perspective and therefore implications on managing particular projects or functions of the organizations through online video do not appear in the results. As it has been mentioned before the generalizability of results of the study to management processes, to planning of the organization or to controlling the tasks of people in organizations would need more research around the phenomena.

There are five case organizations this study where interviews have been done on multiple levels of the hierarchy of the organization. Including a study with more participants would have an effect on the generalizability of the study but in this case the decision to choose this amount of organizations and individuals is intentional. The purpose has been to design the study so that it is internally valid and so that it reveals deeper insights from a smaller number of studied organizations.

Finally, the study has been done so that online video and the concept of online video is seen more internally than externally. Therefore, the inclusion of all online video, such as content from websites or social networks that represents the organizational culture of the company could have an effect on the results of the study. To conclude, the limitations do exist but the study has given a platform and a base for further opportunities in researching the phenomenon in different contexts and on a different scale.

7.5 Emerging opportunities for future research

As the previous chapter points out there are various topics that are still to be studied around this relatively new phenomenon. It seems that the research in marketing around online video has been growing steadily but video as a tool of a leader has not gained as much attention. The five significant emerging opportunities are listed below.
The first one of the opportunities includes the global aspect and using online video when national cultures are a part of the study as well as the emphasis put on the distance. In the same category of opportunities lies the internationalization aspect and how to manage a multinational organization through video. The interest here would be to study how the perspective to online video changes when planning and executing tasks globally are the main point of discussion.

Secondly, including a broader definition of online video and for example studying how all the online video content including video blogs and social media posts from the organization contribute to employee engagement or successful brand management could be interesting. In addition, the third interesting emerging opportunity would be to study the effects of internal online video usage on the external image of an organization and how this influences the employer brand of an organization and its’ attractiveness on people who are natural fit to the true culture of the organization.

This study was done so that the case organizations represented particularly interesting and special cases that would then give an overall view on leading an organizational culture through online video. In the future a study on a specific industry or size of an organization could give results that would be relevant to certain types of organizations. Furthermore, this would then give another opportunity to compare the industries or differently sized organizations and leading an organizational culture through video in them.

The final emerging opportunity is connected to the organizational structure of companies, communities and institutions and studying online video as a way to lead a specific function of the organization. This would mean a topic around leading HR-issues through video, IT-management through online video or sales management through video. This thesis has ignited the discussion around utilizing online video to lead an organizational culture and therefore all of the above mentioned cases present relevant and interesting opportunities for further research around the topic.
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Oulun yliopisto
Oulun yliopiston kauppatorkeakoulu
Johtamien ja kansainvälisen liiketoiminnan laitos

Pro Gradu: “Organisaatiokulttuurin johtaminen online-videon avulla”

Haastatteja: Niklas Harki / Teemahaastattelu

Tässä Pro gradu -tutkielmassa tarkastellaan organisaatiokulttuurin johtamista uudesta perspektiivistä ja yrittäen selittää online-vedeiden avulla johtamisen ilmiötä. Tutkielma tehdään maisteriointojen lopputyöön Oulun yliopiston kauppatorkeakoulun johtamisen ja kansainvälisen liiketoiminnan laitokselle. Teoriaosuuden kirjallisuuskatsauksen luomua viittekehyn lisäksi empirisessä osuudessa hyödynnetään teemahaastatteluja, jotka osaltaan tuovat näkökulmia organisaatiokulttuurin johtamiseen online-videon avulla.

Haastatteut tehdään luotamukSELListi ja niiden rakenteen koostuu kahdesta päätteestä. Organisaatiokulttuuri ja johtaminen sekä organisaatiokulttuurin johtaminen online-videon avulla toimivat haastattelujen ohjaaminen päätteemoina. Tässä kyselypohjassa sitellään teemojen alla olevia ohjaavia työskentelyä ja haastattelujen varten sekä avataan tutkimuksen jälkeen tärkeimmät termi.

Tutkimuksen kannalta tärkeitä termejä

1. Organisaatiokulttuuri


2. Johtajuus

Johtamisen, organisaatioiden ja hallinnon tieteiden tutkimuksissa puhutaan johtamisesta ja johtajuudesta (Management & Leadership). Tässä tutkimuksessa katsotaan, että johtajuus on jotain millä muokataan organisaation yksilöiden ajatusmaailmaa ja asenteita luun taas johtaminen on yhteisöjen tehtoja ja päätöksien luontelointia.
3. Online-video

Etelaisten online-videoissa sisältävien sisustusten kuten YouTube:n sekä lyhyttä videoita sisältävien applikaatioiden kuten Snapchat suosion myötä on huomattu, että ihmiset ovat kiinnostuneempia aidosta ja tunteisiin vetosesta sisältöä kuin voimalla ratapihasta loppupuolitusta videoista. Tänä päivänä työntekijät tunnistavat luetaanko videollakin kirjoituksen muistiinpanojen tai tuodaankoe asia esineen ajastaja ja spontaanisty. Online-videoilla on erittäin suuri rooli työntekijöiden verkostoinnin, organisaatiokulttuurin viestimisen ja organisaation yksilöiden luovuuden lisäämisen kannalta. Suurin osa organisaatioiden kulttuureista videoissa on on-demand sisältöä, joka voi myös olla aiemmin live-streammin kautta nähettävänä lähetetystä. VOD tai video-on-demand on sisältöä, jota voi katsoa ajasta ja paikasta riippumatta. Tässä tutkimuksessa online-videoa tarkastellaan organisaation sisäisen online-video ekosysteemin muodossa eli ikään kuin ’sisäisenä YouTubenä”, josta voi olla yhteyksiä sosiaaliisiin yritysverkostoihin.

Haastattelun teemat ja suuntaa antavat kysymykset

- Organisaatiokulttuuri ja johtajuus
  A. Mnkälainen merkitys organisaatiokulttuurilla on yritykselleneen?
  B. Mten näette organisaatiokulttuurin yrityksessänne artefaktien (näkyvät asiat kuten
     tämiston kalviautomaatin sisänti), arvojen (strategiat, tavoitteet) ja perusoletuksien
     (tedostamattomia, oletusarvoja) tasolla?
  C. Millä tavalla organisaatiokulttuuri ilmentyy tai sitä johdetaan yrityksessänne?

- Organisaatiokulttuurin johtaminen online-videon avulla
  D. Mnkälainen rooli online-videolla on organisaatiossanne?
  E. Mnkälaisena näet online-videon roolin organisaatiokulttuurin johtamisessa yrityksessänne?
  F. Mnkälaisia haasteita online-videon käytössä ilmenee, kun johdetaan
     organisaatiokulttuurissa?
  G. Mnkälaisia mahdollisuuksia online-videon käytössä ilmenee, kun johdetaan
     organisaatiokulttuurissa?
  H. Millaisena näet online-videolla johtamisen tulevaisuuden?
Oulu University
Oulu Business School
Department of Management and International Business

Master’s Thesis: “Leading organizational culture through online video”

Interviewer: Niklas Harki / Theme-centered interview

In this Master’s thesis a new perspective on leadership and leading organizational culture is taken as the research makes an attempt at understanding online video leadership and leading organizational culture through online video. The Master’s thesis will be done under the supervision of the department of Management and International business of the Oulu Business School at the University of Oulu. To construct implications and viewpoints on the chosen subject of “leading organizational culture through online video”, the empirical part of the thesis utilizes theme-centered interviews.

The interview is done confidentially and the themes that have been chosen for the interview are “organizational culture and leadership” and “leading organizational culture through online video”. This paper will briefly introduce the terms related to the research and provide guiding questions for the chosen themes.

Terms related to the research

1. Organizational culture

This study views organizational culture as something that is more than only the artifacts of a company and it presumes that an organization can have sub-cultures. At the core of the thinking is that organizational culture forms from the true values and assumptions of the people in the organization and can’t be demanded but needs to be celebrated and embraced by leadership practices that fit the modern businesses. It is also good to note that in the study organizational culture excludes the phenomenon of national culture.

2. Leadership

The two terms in scientific literature around managerial activities in an organization are managing and leading. In this study they are not used as synonyms. In the study it is seen that a leader is a person who has the capability to change a mind-set of person and affect his or her attitudes while a manager can control actions and decisions of an employee. The paper discusses leadership as something that is a continuous social process involving interaction.
3. **Online video**

The success of YouTube and other online video sites as well as individuals using video to communicate in social media applications such as Snapchat shows that people are more interested in compelling content than something that is highly polished or has an expressive look. Today, people in organizations can tell whether someone is reading a script or whether they are talking from the heart. Online video has a major role in connecting employees, celebrating organizational culture and boosting employee creativity. Most of the leveraging of online video technology is on-demand video consumption and this includes for example live broadcasts that can be then later on viewed on-demand. In this study online video will be looked at in the context of an internal video ecosystem and the connections of it to social business networks.

**Themes of the interview and guiding questions**

- **Organizational culture and leadership**
  
  A. What is the meaning of culture in your organization?
  
  B. How do you see organizational culture on the levels of artifacts (visible things like the office space), values (strategies, goals) and assumptions (unconscious, taken-for-granted beliefs) in your organization?
  
  C. In what ways is organizational culture embraced and lead in your organization?

- **Leading organizational culture through online video**
  
  D. What is the role of online video in your organization?
  
  E. How do you see the role of online video in leading organizational culture in your organization?
  
  F. What kinds of challenges does online video present in leading an organizational culture?
  
  G. What kinds of opportunities does online video present in leading an organizational culture?
  
  H. How do you see the future of online video leadership in organizations?
Hei!

Kirjoitan Pro gradu-tutkielmani Oulun yliopiston kauppakorkeakoulussa otsikolla ”Organisaatiokulttuurin johtaminen online-videoen avulla” ja kysyn sinua mukaan tutkimukseeni.

Tutkielmassa yritän löytää mahdollisuuksia ja haasteita, jotka ilmenevät tänän hetken digitaalisessa johtajuudessa, keskittyen online-videoon.

Online-video kasvaa vauhdilla yritysten viestinnässä ja sen käyttäminen organisaatiokulttuurin johtamiseksi tarvitsee tutkimusta tämän päivän globaalissa digitalisointuneessa ympäristössä.

Ajatuksesi, näkemyksesi ja kokemuksette aiheesta olisivat enemmän kuin tervetulleita, sillä olen ottanut yhteyttä ihmisin, jotka toimivat online-videoa käyttävissä yrityksissä.

Haastattelut, jotka kestävät enintään tunnin tehdään luottamuksellisesti ja tulokset raportoidaan anonymisti. Tämä tutkielma on osa maisteriopintojani Oulun yliopiston Kauppakorkeakoulussa.

Digitalisoidaan johtajuus yhdessä?

Lähetä viesti takaisin osoitteeseen niklas.harkki@student.oulu.fi...
Hello!

I am writing my thesis in Oulu University with the title "leading organizational culture through online video" and asking you to participate in my research. In the thesis I am looking at the opportunities and challenges digitalization brings into leadership practices, more specifically leading organizational culture.

Online video as a way to communicate in organizations is gaining huge popularity and there is a need to find out whether it can be a way to lead organizational culture in a globalized and digitalized world of business.

Your thoughts, viewpoints and experience over the subject would be greatly appreciated as I have chosen to contact people from organizations that use online video.

The interviews that last a maximum amount of 60 minutes will be done confidentially and the findings will be reported anonymously. This thesis is a part of my individual studies and Master’s degree at Oulu Business School.

Let's digitalize leadership together?

Write a message back to niklas.harki@student.oulu.fi...