

Web 2.0 corporate communications for youngsters as stakeholders - Case: Forest Life website by UPM

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Saija Luontama
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HELSINGIN KAUPPAKORKEAKOULU
HELSINKI SCHOOL OF ECONOMICS



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WEB 2.0 CORPORATE COMMUNICATIONS
FOR YOUNGSTERS AS STAKEHOLDERS

Case: Forest Life website by UPM

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Objectives of the study: The thesis is about attracting visitors to the website www.upmforestlife.com, also called Forest Life, by investigating the viewpoint of corporate communication and the special features of the Web 2.0 era. The stakeholder group of 13-16-year olds in France, Germany, the United Kingdom and Finland is studied from the point of view of their Internet behaviour. The research questions were derived from the initial question from UPM: how do we attract youngsters to our website without search engine optimisation?: *What is the role of the Forest Life website within the corporate communication function of UPM? How do the 13-16 year olds in France, Germany, the United Kingdom, and Finland behave on the Internet in the Web 2.0 era: which sites they visit, how do they choose sites to visit? How can UPM attract visitors from the target group of 13-16 year olds in France, Germany, the United Kingdom, and Finland onto the Forest Life website in the Web 2.0 era?*

Methodology and theoretical framework: Background information for the thesis was gathered through discussions and an interview with UPM's key communication personnel, who work with Forest Life website. Based on this information, a web survey was carried out targeting France, Germany and the UK. The web survey resulted in 202 completed responses from the target countries. Focus group discussions were held in France, Germany and Finland, one discussion in each country. Finland was added for the focus group discussions, as the researcher needed background information for briefing UPM's local communicators, who carried out interviews in the target countries. The researcher instructed the local communicators about the length and other practicalities of the focus group discussion setting. The theoretical framework for the thesis is a figure illustrating impact of Web 2.0 to the ways of attracting visitors to an Internet site. The figure is based on Weber's (2007) ideas about how the Internet has developed and is developing on stakeholder web engagement.

Findings and conclusions: The Internet in the Web 2.0 era is a two-way communication arena: just having an excellent website is no longer enough. User Generated Content and the fact that the audience want to engage with the content as well as with other site visitors should be cherished by companies in their Internet communication plans. Providing platform for social interaction and participating in social networking on the Internet enable the company to attract the desired web audience to their website.

Keywords: International Business Communication, Corporate Social Responsibility, Environment, Internet, Website, Stakeholders, Corporate Communication, Web 2.0, Social Web, Social Networks, Sustainability, Forestry, UPM, Issues Management

Web 2.0 yritysviestinnän sidosryhmänä nuoriso – Case: UPMn Forest Life-Internetsivusto

Tutkimuksen tavoitteet: Tämä pro gradu-tutkielma tarkastelee kävijöiden houkuttelua Internetsivustolle www.upmforestlife.com, nimeltään Forest Life, tarkastelemalla sivustoa laajemmin yritysviestinnän näkökulmasta ja osana Web 2.0 aikakautta sekä 13-16-vuotiaiden kohderyhmää lähinnä heidän Internetkäyttäytymisensä osalta. Tutkimuskysymykset, jotka on muodostettu UPMn alkuperäisestä kysymyksestä kuinka saada lisää kävijöitä sivustollemme käyttämättä hakukoneoptimointia?, ovat: *Mikä on Forest Life-Internetsivuston rooli UPMn yritysviestinnässä? Kuinka saada 13-16-vuotiaiden kohderyhmä kävijöiksi Forest Life-Internetsivustolla Web 2.0:n aikakautena Ranskassa, Yhdistyneessä kuningaskunnassa, Saksassa ja Suomessa? Kuinka 13-16-vuotiaiden kohderyhmä Ranskassa, Yhdistyneessä kuningaskunnassa, Saksassa ja Suomessa käyttäytyy Internetissä Web 2.0:n aikakautena: millä sivuilla he vierailevat, kuinka he valitsevat sivut, joilla he vierailevat?*

Tutkimusmenetelmät ja teoreettinen viitekehys: Taustatiedot tutkielmaa varten kerättiin keskusteluista ja haastattelusta UPMn viestintähenkilöiden kanssa, jotka ovat olleet vastuullisessa avainasemassa luomassa ja kehittämässä www.upmforestlife.com-Internetsivustoa. Näiden tietojen pohjalta tehtiin nettikysely kohdemaina Ranska, Saksa ja Yhdistynyt kuningaskunta. Kyselyyn saatiin 202 kappaletta kokonaan täytettyjä vastauslomakkeita kohdemaista. Fokusryhmähaastattelut pidettiin Ranskassa, Saksassa ja Suomessa, yksi kussakin maassa. Suomi lisättiin kohdemaihin fokusryhmähaastattelujen osalta, koska tutkija tarvitsi taustatietoa voidakseen paremmin evästä paikallisviestijät kohdemaissa tekemään fokusryhmähaastattelut omissa maissaan haastattelujen pituudesta ja muista käytännönasioista haastattelujärjestelyjen suhteen. Tutkielman teoreettinen viitekehys on kaavio, joka kuvaa Web 2.0 aikakauden vaikutusta kävijöiden houkuttelemiseen Internetsivustolle. Kaavio pohjautuu Weberin (2007) ajatuksiin siitä, kuinka Internet on kehittynyt ja kehittyy sidosryhmien nettisitouttamisen saralla.

Tutkimuksen tulokset ja johtopäätökset: Tutkimuksen tuloksena voidaan todeta, että Internet on Web 2.0 aikakautena kaksisuuntaisen viestinnän areena: pelkkä täydellinen Internetsivusto ei enää riitä vaan yrityksen on oltava mukana sosiaalisissa verkostoissa sitouttaakseen yleisönsä. Kävijöiden tuottaman sisällön tulisi olla keskeinen osa yritysten Internetviestintäsuunnitelmia ja tieto siitä, että kävijät haluavat osallistua sisällön tuotantoon ja olla yhteydessä toisten sivuston käyttäjien kanssa. Keskustelufoorumien tai vastaavan yhteydenpitomahdollisuuden tarjoaminen sivustolla ja muu osallistuminen sosiaaliseen verkottumiseen Internetissä auttaa yritystä saamaan haluamansa yleisön sivustolleen.

Avainsanat: kansainvälinen yritysviestintä, yhteiskuntavastuu, ympäristö, Internet, nettisivu, sidosryhmät, yritysviestintä, Web 2.0, sosiaalinen Internet, sähköiset sosiaaliset verkostot, kestävä kehitys, metsänhoito, UPM, toimintaympäristön tapahtumien ja teemojen hallinta

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A special thanks to the focus group discussion participants, especially the group of pupils, English teacher and rector of the Finnish school whom I had the chance to hold the focus group discussion with.

And for my grandmother, Hilma, who reminded me in her own wonderful way of what a remarkable thing a Master's graduation actually is.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	4
LIST OF TABLES.....	6
LIST OF FIGURES.....	6
LIST OF PICTURES.....	6
1 INTRODUCTION.....	7
1.1 <i>Research questions</i>	8
1.2 <i>Case company: UPM</i>	9
1.3 <i>Forest Life website</i>	10
1.4 <i>Structure of the thesis</i>	24
1.5 <i>Definitions</i>	25
2 LITERATURE REVIEW AND THE THEORETICAL FRAMEWORK.....	28
2.1 <i>Corporate communication</i>	28
2.2 <i>Stakeholder management</i>	39
2.3 <i>Web 2.0</i>	42
2.4 <i>Theoretical framework</i>	50
3 RESEARCH METHODS AND DATA.....	54
3.1 <i>Introduction to qualitative and quantitative research</i>	54
3.2 <i>Qualitative research – company presentation and interview</i>	56
3.3 <i>Qualitative research – focus group discussions</i>	58
3.4 <i>Quantitative research – web survey</i>	61
3.5 <i>Trustworthiness of data</i>	64
4 FINDINGS.....	66
4.1 <i>Forest Life website’s corporate communication role</i>	67
4.2 <i>Attracting youngsters to a website in the Web 2.0 era</i>	71
4.3 <i>Summary of main findings</i>	80
5 DISCUSSION.....	80
5.1 <i>Suggestions for UPM</i>	86
6 CONCLUSIONS.....	90
6.1 <i>Research summary</i>	90
6.2 <i>Implications</i>	91
6.3 <i>Suggestions for further research</i>	93
REFERENCES.....	95
LIST OF APPENDICES.....	100

LIST OF TABLES

Table 1: The verbal data dimension.....	54
Table 2: Summary of data and methods for the current thesis.....	55
Table 3: Regularly visited sites from the Focus Group in Finland.....	72
Table 4: Familiarity with the social networking sites of the focus group in Finland.....	73

LIST OF FIGURES

Figure 1. C Input-output model of strategic management.....	31
Figure 2. Stakeholder model of strategic management.....	31
Figure 3. ICP management mode.....	38
Figure 4. A firm's stakeholders.....	40
Figure 5. Development phases of the World Wide Web based on Weber (2007)	43
Figure 6. Website relations before Web 2.0.....	51
Figure 7. Web engagement in Web 2.0 era.....	52

LIST OF PICTURES

Picture 1. Entry page / homepage of UPM Forest Life website.....	13
Picture 2. Introduction page showing the first forest scene.	14
Picture 3a. A panoramic view of the forest with 21 sections/forest scenes. Scenes: TREE SPECIES, RECREATION, VALUABLE HABITAT, and DEADWOOD.....	16
Picture 3b. Scenes: MATURE FOREST, BIOENERGY, and MULTIPLE-USE.....	16
Picture 3c. Scenes: THINNING, STRUCTURE, PLANNING, and HARVESTIN.....	17
Picture 3d. Scenes: TRANSPORT, SKILLED OPERATORS, and REGENERATION.....	17
Picture 3e. Scenes: SILVICULTURE, MIXED FORESTS, and BUFFER ZONES.....	17
Picture 3f. Scenes: WATER, WETLANDS, EVENING, and PEOPLE.....	17
Picture 4. SUSTAINABLE FORESTRY menu.....	18
Picture 5. Instructions	19
Picture 6. Information bulletin on native tree species.....	20
Picture 7. Information bulletin on cranes.....	21
Picture 8. Example of subtitles on a video clip (French version)	22
Picture 9. People scene: "We all have relationship to the forest.".....	22
Picture 10. The last page.....	23
Picture 11. Google search results page for "kännykät" at google.fi.....	76

INTRODUCTION

The study of Web 2.0 has become an interesting aspect of corporate communication. There is a lot of evidence to support the belief that various stakeholder groups, including 13-16-year-olds in Finland, France, Germany and the United Kingdom have become increasingly active in the World Wide Web. Argenti & Forman (2002) talk about how the media environment is changing and how the increasing speed of communications due to Internet has changed the way organisations communicate. They also refer to the way that the stakeholders are becoming more active and with multiple sources of information on their disposal, are no longer relying on single source of information. Organisations should take into account that just having a website is no longer enough in the Web 2.0 era. In the Web 2.0 era stakeholders have an increasingly important role in the corporate communications of an organisation. The role now stretches beyond that of being mere spectators. This is evident from various authors such as Weber (2007) noting that in the new era brand has become a dialogue between the organisation and its stakeholders.

In spite of the expanding use and topicality of Web 2.0 there is hardly any research focusing on the ways the organisations could benefit from it. Livingstone & Bober (2005) looked at the Internet usage of the younger generation in their UK Children Go Online research report, but that concentrated on the mechanics of using the Internet within a rather wide age group of 9-19-year-olds and assessing the possible risks related to the use of Internet and how they could be controlled. However, the research concentrated more on the use of technology and the mechanics of it, not so much of the children's behaviour on the Internet itself, which the current thesis aims to open up. It is of interest to find out how 13-16-year-olds, perhaps the most Internet-literate age group around, should be addressed as an organisation's stakeholders and target group of corporate communications in the Web 2.0 era. The purpose of this thesis is to investigate the way this target group could be attracted to a website. This is done from the point of view of UPM and their sustainability focused Forest Life website and it includes looking at such things as to where to the youngsters look for information, i.e. which websites they visit, why they choose to visit certain sites and what do they look for on a particular website.

Forest Life is UPM's website, which acts as a sustainability focused extension to their corporate website. Forest Life at www.upmforestlife.com is a virtual forest where the visitor can explore what happens in a forest: sounds of birds and plants and the actual forest management operations, like harvesting. The website has won several awards for its content and structure. However, UPM has found out that the site is not attracting the intended target audience. Web enthusiasts visit the site and they spread the word about the site among kin web browsers. UPM would like to attract the general public and especially young, international audiences to the website. The current thesis aims to find out how UPM can attract the audience of 13-16-year olds to visit their Forest Life website.

The current thesis aims are summarised and articulated by the research questions, which are used as the basis for conducting the interview, focus group discussions and the web survey as forms of gathering information. In the following section is description of the research questions and how they were created.

1.1 Research questions

The research questions were formed based on the initial discussions regarding the needs related to the Forest Life website with Aili Piironen, Director of Issues Management and Markku Herrala, Head of Online Communications of UPM. Based on the discussions, the following research questions were formed:

- 1) What is the role of the Forest Life website within the corporate communication function of UPM?
- 2) How do the 13-16 year olds in France, Germany, the United Kingdom, and Finland behave on the Internet in the Web 2.0 era: which sites they visit, how do they choose sites to visit?
- 3) How can UPM attract visitors from the target group of 13-16 year olds in France, Germany, the United Kingdom, and Finland onto the Forest Life website in the Web 2.0 era?

The initial question simply was: “How do we get the target group to visit the website?” The target group was then narrowed down to a more specific age group of 13 to 16 year olds. In addition, the most important markets for UPM, namely France, Germany and the UK, were chosen as target countries. The reasons for choosing people in this particular age group were that they were thought to be Internet users who actively look for new information, get easily affected by the emotional messaging style utilised by the NGOs and are at the age when decisions on the future careers are made, as they would be at least at the stage of planning their future studies after secondary school.

1.2 Case company: UPM

UPM is one of the world’s leading forest industry groups established in Finland in the late 19th century. The main businesses are magazine papers, fine and specialty papers, newsprint, wood products and self-adhesive label materials. The newest business areas where UPM operates include RFID tags and inlays, wood plastic composites and bio fuels. The annual sales (2007) are 10 billion euros, of which paper accounts for 71%. EU countries account for 73% of the total sales, Germany, Great Britain, Finland and France being the most important markets. In 2007 UPM had production in 15 countries with a worldwide sales network and 26,000 employees globally. The company is listed in the NASDAQ OMX Helsinki Ltd and 66% of the company shares were held by non-Finnish shareholders in 2008.

After the restructuring at the end of 2008, UPM’s business units were:

- Energy and pulp: Finnish pulp mills, hydro power assets, shares of associated companies in pulp and energy, biofuels, forests & timber.
- Paper: magazine, fine, newsprint, specialty.
- Engineered materials: label, RFID, plywood, wood plastic composites.

UPM’s vision as per corporate presentation given by Aili Piironen in January 2009 was to be the front-runner of the new forest industry. The vision statement continues as follows:

“In the new forest industry, we reshape markets through cost leadership, change readiness and leading innovation. We develop smart, sustainable products and solutions for customers worldwide.”

In the same presentation UPM purpose was given as well. The purpose statement says:

“We create value from renewable and recyclable materials by combining expertise and technologies within fibre based, energy related and engineered materials businesses.”

The corporate presentation and the Annual Report 2008 highlight the main points of the responsibility commitment of UPM. They mention continuous improvement in economic, social and environmental performance, compliance with high standards in all operations and the UPM Code of Conduct as the base underlining all company operations. UPM does not publish a separate report on their corporate social responsibility, but the contents have been merged in their annual report.

As a demonstration of the commitment to the continuous improvement, UPM outline in their corporate presentation (2008) the versatile energy portfolio, in which carbon dioxide neutral energy sources play an important role. The corporate presentation reports UPM having reduced the fossil carbon dioxide emissions by over 30% per tonne of paper produced since 1990. By sharing best practices between business units, UPM is continuously improving their energy efficiency (approx. 23% from 1997 to 2007). The company aims to use all the wood raw material efficiently. For example the left-over forest residues will be further utilised for electricity, heat and biodiesel production.

1.3 Forest Life website

According to UPM’s main website www.upm-kymmene.com, their forests are managed in a sustainable way. According to some non-governmental organisations, like Greenpeace, UPM among other Finnish forestry companies is not acting in a sustainable way in their forest operations. This is an issue, which UPM has to manage and this is

why UPM created Forest Life: to tell the world their story, the real forestry story, without the marketing hype.

UPM's Forest Life website is an opposite of "no comments" to the accusations of Finnish forestry destroying ancient forests and nature with their operations. With the Forest Life website, UPM's idea is to take a proactive role in communicating the responsible ways of managing forests and the sustainable forestry operations and to demonstrate that forests managed by UPM are full of life. Forest Life website is part of the issues management function at UPM. According to Stoffels (1994) issues management is done via environmental scanning. Environmental scanning helps an organisation to identify the external issues affecting their operations, which require actions from the organisation. The data in the corporate presentation of UPM (2008) suggests that they have recognised the call for sustainability in forestry from various stakeholder groups as an issue which they want to acknowledge and manage via communication. UPM's main target audiences or stakeholder groups are employees, customers, the general public, and others [including Non-Governmental Organisations (NGOs)].

The Forest Life website has won several awards, which speaks for its good content and design. According to the news section of the corporate website, www.upm-kymmene.com, these include the Forest Act of the Year in 2007 awarded by The Association of Finnish Foresters and Nordea Bank and the Webby Award, also known as the "Web Oscar", in the Corporate Communications category in 2008. The site has also been selected as the "world's favourite web site" of the day in April 2007. From the initial thesis discussions with Aili Piironen, Director of Issues Management at UPM, it was apparent that the problem was that the audience the site was attracting consisted of people who were interested in websites, not forests.

The aim of the thesis is to help UPM to find ways to get the target group of 13-16-year-olds to visit the website. In other words, the aim is to reach the important stakeholders who UPM wants to educate with the Forest Life website.

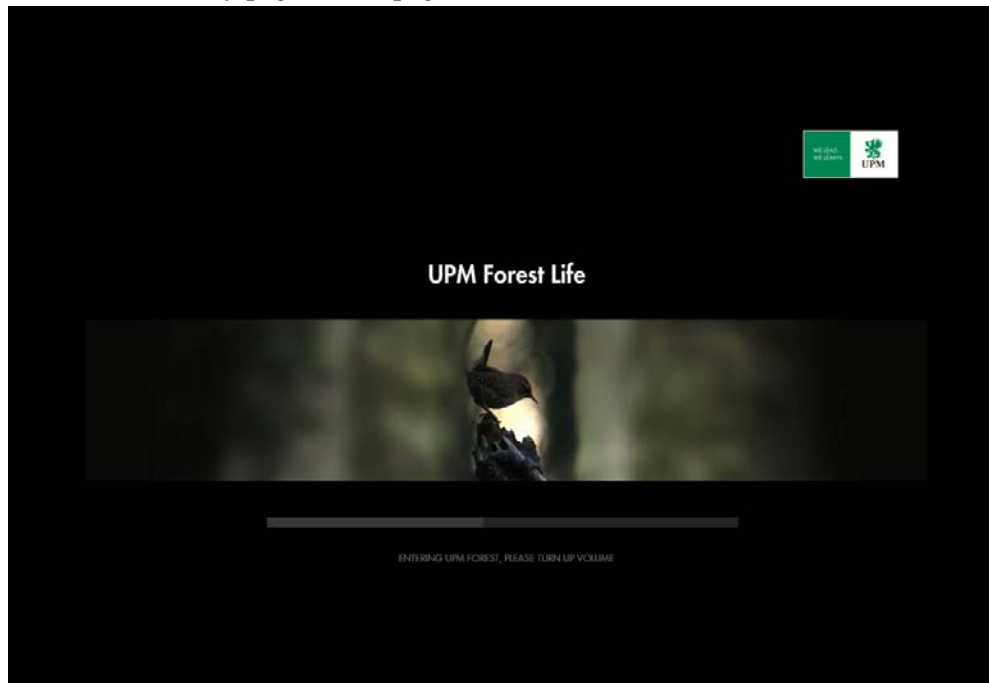
Forest Life website www.upmforestlife.com is an extension to the main corporate website www.upm-kymmene.com. The website was developed in co-operation with development and steering groups, which are still active today. They set yearly targets on the new content and number of visitors to the site. The initial idea for the website was to share UPM's side of the story on how well the company takes into account sustainability and environmental issues in their forest management. Lack of care in forestry operations seems to be mostly the concern of some NGOs, as demonstrated by their campaigns. Appendix 1 shows the first page of a Greenpeace report on forestry issues titled "Finnish forestry: destroying forests, destroying livelihoods". This is an example where UPM is mentioned together with other Finnish forestry companies and claimed to be destroying forests rather than acting in a sustainable way. According to Robert Taylor, the Communications Coordinator of UPM, the purpose of the Forest Life website was to be a response to this kind of communications. UPM saw that their efforts for sustainability needed to be communicated more efficiently and openly to various stakeholder groups, including staff, customers, the general public and environmental NGOs, such as Greenpeace. Gaining trust was an important goal of this communication effort. According to Robert Taylor, one of the initiators of the idea of Forest Life, the best way to gain trust was considered to be to take people into the forest to see for themselves that UPM managed forests are full of life. As that is physically impossible, UPM took the initiative to utilise modern technology and take all their stakeholder groups into a Finnish forest - virtually - on their desktops.

Forest Life website emphasises the Corporate Social Responsibility issues of UPM. CSR-focus of the site is apparent from the grouping of the site's subsections under the main heading Sustainable Forestry and three subheadings: Economic, Environmental and Social, which are also the three main aspects, the pillars, of CSR. A link to Forest Life can be found at UPM's Sustainable forestry minisite (<http://w3.upm-kymmene.com/upm/infocus/sustainableforestry/index.html>) where the introduction with the link says: "Explore the forest and see modern sustainable forestry in practice". The statement summarises the main function and purpose of the Forest Life website. This section describes the design and the functionality of the site structure and gives an overview of the site content.

1.3.1 Design and functionality

Forest Life is designed using Flash-technology. In addition to pictures, the site includes many audio and video clips with voice, e.g. birds singing or short stories about what goes on in UPM managed forests. Picture 1 shows a screen capture of the entry page or the homepage of Forest Life website.

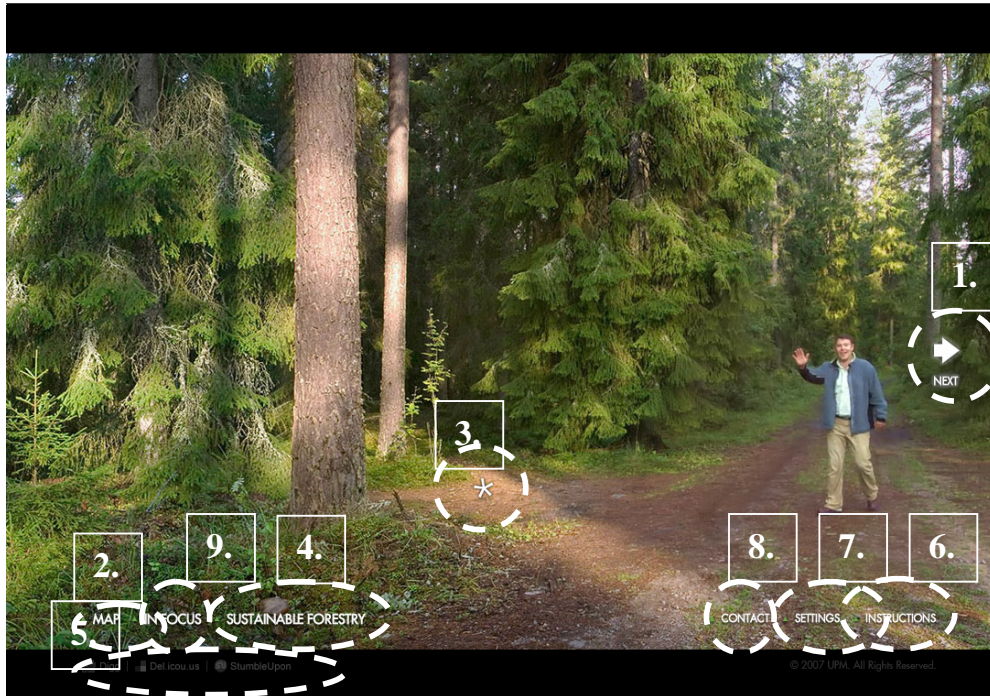
Picture 1. Entry page / homepage of UPM Forest Life website



In the middle of the screen a bird can be heard and seen singing on a looped video clip. The corporate logo is shown on the top right hand side corner of this page. Below the picture of the bird the links to the different language versions are given: Finnish, French, German and English. Picture 1 shows the entry page as it looks while the site is loading, i.e. after the language selection has been made by clicking the name of the desired language. Then a small note appears below the picture and prompts the visitor about having the speakers on: “Entering UPM forest, please turn up volume”. The loading of the page can take several seconds and a grey bar below the picture indicates the progress of the download.

Picture 2 shows a screen capture of the introduction page with a forester walking to the scene from the right hand side of the screen and greeting the visitors.

Picture 2. Introduction page showing the first forest scene



The visitors are first welcomed to the “virtual forest” with a video introduction, which is prompted on entry to the site after selecting the desired language version. The forester, who welcomes visitors to the UPM forest, walks to the forest scene and gives a short speech as an introduction to the forest. The original video language is English and other language version viewers are provided with subtitles, which appear below the picture of the forester while he speaks. The introduction video lasts about thirty seconds. Then the forester walks back where he came from and the forest scene with birds singing on the background is left for the visitor to explore.

Browsing tools are the links as highlighted in the first forest scene out of the twenty-one in total as can be seen in Picture 2. The links are similar on each page and they are used for navigation on the site. In the following, the links and their functions are further explained.

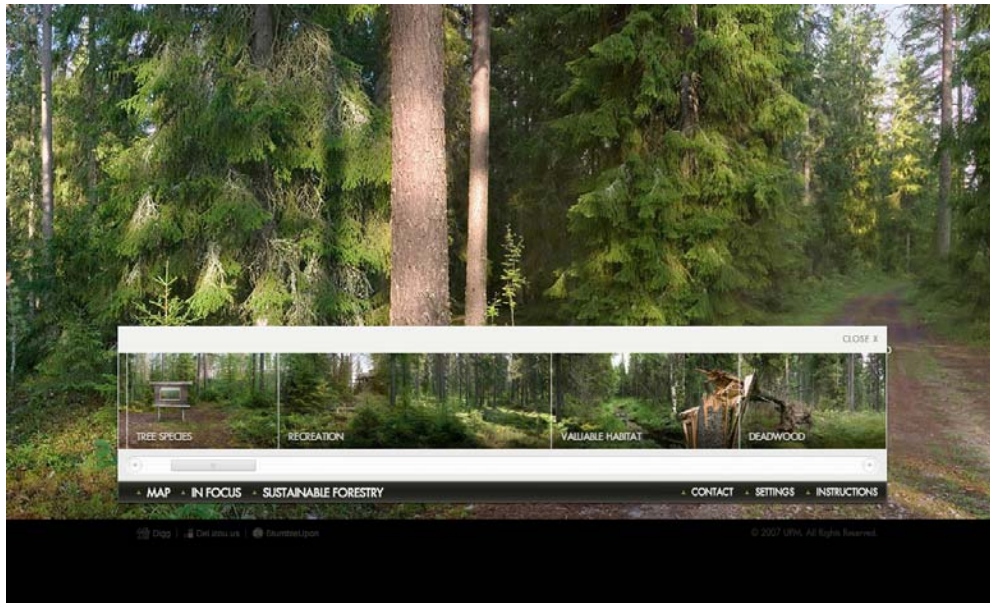
Link (1) highlights the arrow, which leads to the following page. On all other pages or scenes, a similar arrow appears also on the left-hand side of the screen, when the mouse cursor is taken over it. This arrow enables the visitor to go back to the previous page or forest scene. Link (2) is the MAP-link. Clicking the MAP-link opens up a panorama map with all the twenty-one forest scenes accessible using a scroll bar at the bottom. The panoramic map helps the browsing from one forest scene to another, so that the viewer does not have to go through the different scenes one by one.

Link (3) in Picture 2 highlights another important browsing tool: the stars, which spin and reveal a heading next to a star when the mouse cursor is moved onto the star. By clicking the stars, the visitor opens up information bulletins related to forest management, or descriptions of animals or plants in the forest accompanied with a picture or sometimes a video clip including sounds of the forest or a reader's voice giving further details on the subject. A forest scene can include several stars for the visitor to explore. The information bulletins do not open without the visitor actively searching for and clicking on the stars. Clicking link (4), the SUSTAINABLE FORESTRY link, opens up a menu with the different sections of the site listed and grouped by the three main aspects of Corporate Social Responsibility, namely, Economic, Social and Environmental issues.

Link (5) highlights the links to the sharing tools. These are tools or services for sharing interesting content and links between members registered to use such a service on the Internet. The tools used at the Forest Life website are Digg (<http://digg.com>), Delicio.us (<http://delicious.com>), and StumbleUpon (<http://www.stumbleupon.com>). They all require registration as a member. Once registered, members can recommend, review and share their favourite websites, links to blogs etc. with other members. The purpose for having these links on Forest Life seems to be that the visitors would help to get more visitors to the website utilising the Social Web. All these links are available on each page of the website. The website does not include any other aspects of the Social Web, like a discussion board, blog where people could leave comments nor other ways of visitors leaving their mark to the site. INSTRUCTIONS link (6) enables the visitor to highlight the different tools used with short descriptions of their functions for navigation at any point while browsing the website.

Pictures from 3a to 3f show the panoramic map of the website, which can be opened from the MAP-link while on any of the twenty-one forest scenes for navigating from one forest scene to another. There is a scroll bar below the map, which can be used to navigate left and right to view the panorama picture of the entire virtual forest piece by piece.

Picture 3a. A panoramic view of the forest with 21 sections/forest scenes. Scenes: TREE SPECIES, RECREATION, VALUABLE HABITAT, and DEADWOOD.



Picture 3b. Scenes: MATURE FOREST, BIOENERGY, and MULTIPLE-USE.



Picture 3c. Scenes: THINNING, STRUCTURE, PLANNING, and HARVESTING.



Picture 3d. Scenes: TRANSPORT, SKILLED OPERATORS, and REGENERATION.



Picture 3e. Scenes: SILVICULTURE, MIXED FORESTS, and BUFFER ZONES.



Picture 3f. Scenes: WATER, WETLANDS, EVENING, and PEOPLE.

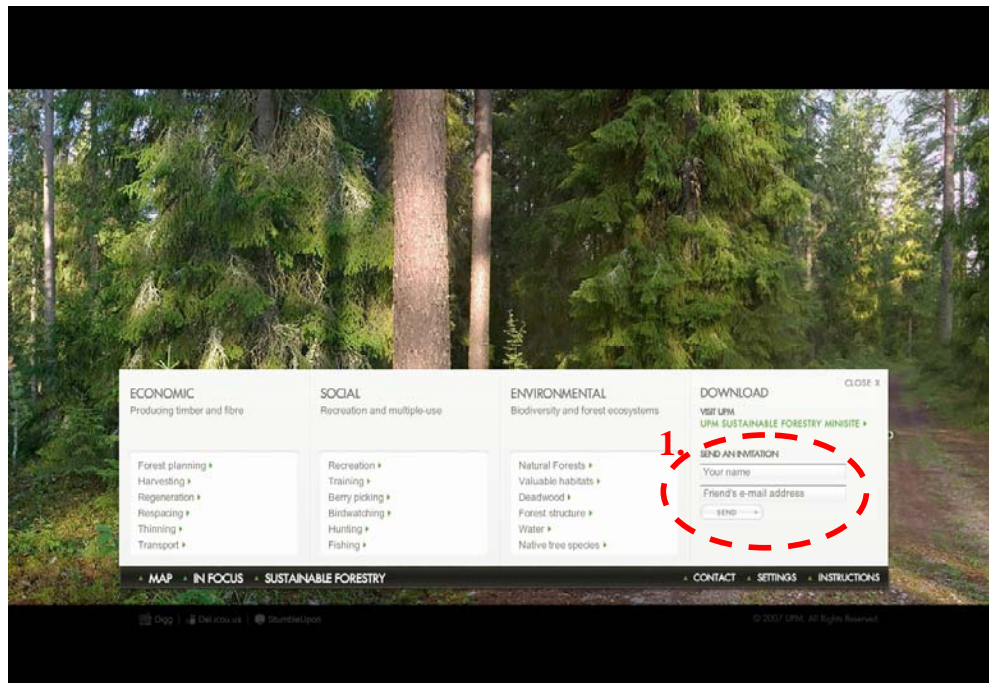


Picture 3a shows scenes for familiarising with the most common TREE SPECIES of the Finnish forest and RECREATIONAL possibilities of the forest, showing a brook as an example of a VALUABLE HABITAT, and the way DEADWOOD is a very important part of a forest. Picture 3b includes scenes which introduce what MATURE FOREST means, how forests provide BIOENERGY, and the MULTIPLE-USE of forests, like picking berries. The scenes in Picture 3c demonstrate an example of THINNING operations in a forest, explain what a varied STRUCTURE means in a forest, and what forest PLANNING means, and HARVESTING scene shows an example of a typical final felling in a Finnish forest with a forest machine working at a site. Picture 3d scenes include TRANSPORT, which explains how wood gets from the forest to the mill, SKILLED OPERATORS, where the training and why it is needed are outlined and REGENERATION, which shows what happens after a final felling. Picture 3e scenes show respacing of a young forest in the SILVICULTURE scene, explain what are MIXED FORESTS and why they are a good forest type, and describe how BUFFER ZONES are used to help protect watercourses from pollution. Finally, Picture 3f scenes tell why fresh WATER is so valuable, which animals live in WETLANDS, how the

song of mistle thrush tells that EVENING is approaching, and how PEOPLE can enjoy forests.

The CSR menu, which groups the site into Economic, Social and Environmental issues, is shown in Picture 4. The menu can be opened by clicking the SUSTAINABLE FORESTRY link as described earlier in this chapter.

Picture 4. SUSTAINABLE FORESTRY menu



The issues under each heading are:

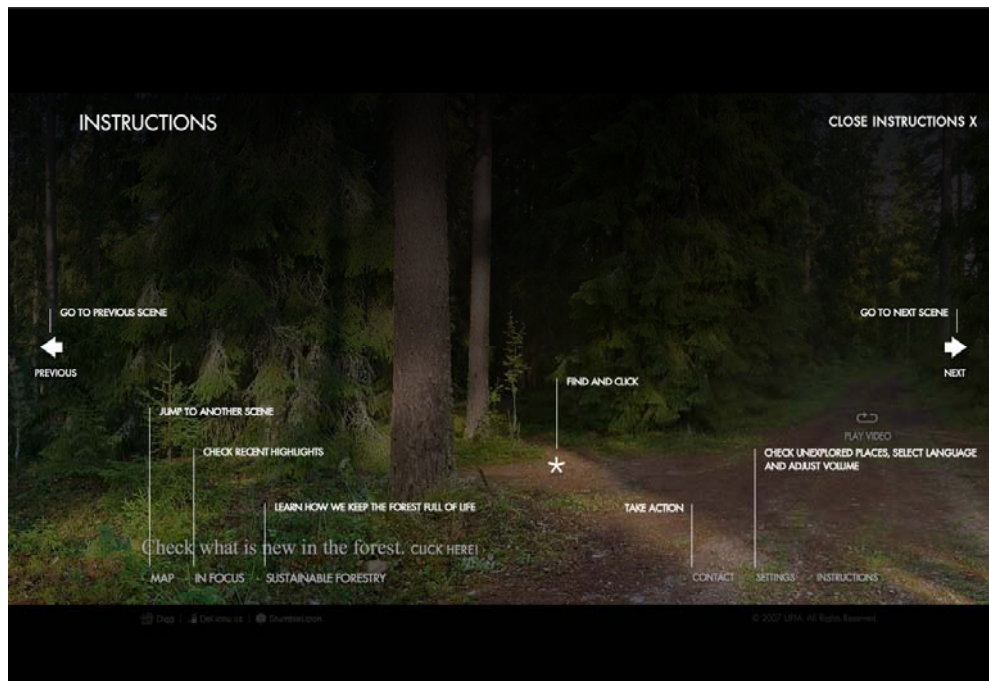
- Economic – Producing timber and fibre: forest planning, harvesting, regeneration, respacing, thinning, transport.
- Social – Recreation and multiple-use: recreation, training, berry picking, birdwatching, hunting, fishing.
- Environmental – Biodiversity and forest ecosystems: natural forests, valuable habitats, deadwood, forest structure, water, native tree species.

The fourth section of the menu, furthest right as can be seen in Picture 4, is called Download. The links in this section are for the UPM sustainable forestry minisite and for sending an invitation to a friend to visit the site. The invitation to Forest Life can be

sent by the visitor by simply filling in their name and giving an e-mail address of the friends to be invited to the fields highlighted in Picture 4 (1).

Picture 5 shows the Instructions page, which can be clicked open from any of the forestry scenes using the INSTRUCTIONS link (see also Link (6) in Picture 2).

Picture 5. Instructions



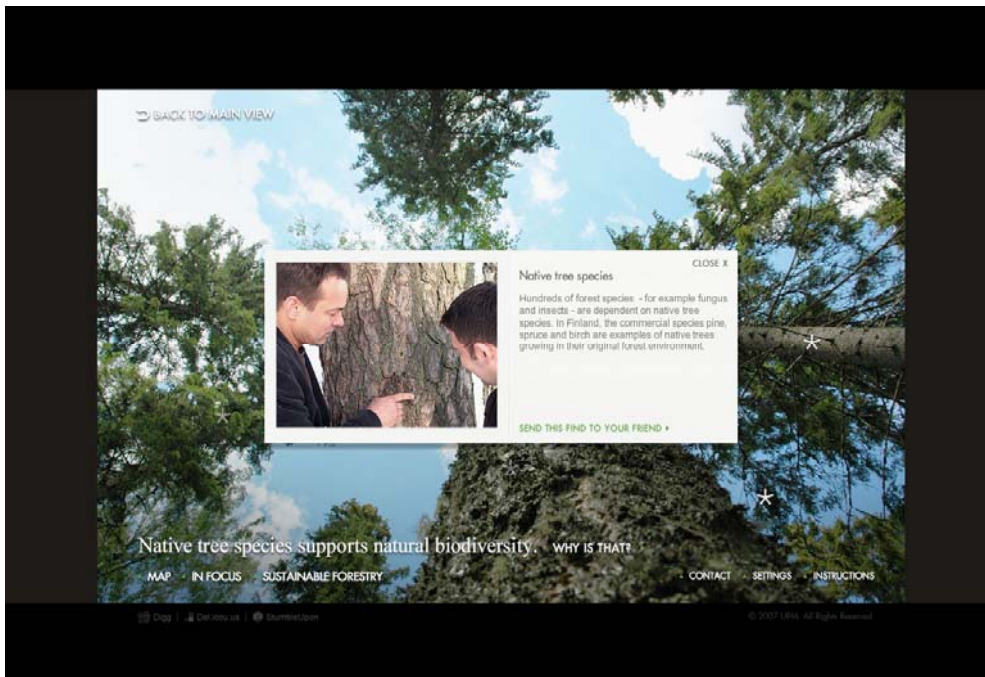
Instructions open as call outs explaining each link briefly. For example, for the arrow on the right-hand side of the page, the instruction says: “go to next scene” and for the SUSTAINABLE FORESTRY link the call out explains: “learn how we keep the forest full of life”. There are altogether eight short descriptions similar to these on the page and “CLOSE INSTRUCTIONS X” link on the top right-hand corner, which takes back to the previous scene.

1.3.2 Content

Forest Life has a large amount of award-winning content in the form of recordings of animal and other forest sounds, video and text clips, pictures and stories of people utilising the forest for recreational as well as business purposes. Audio is designed so, that when browsing the forest scenes, if the visitor has separate left and right loudspeakers, the effect of sounds like, for example, the sound of a forest machine working come nearer when browsing closer to the scene where the machine is working and then they distance again when the visitor moves on and away from the scene. In the following, the different types of content are described via examples of information bulletins on trees, people and animals.

As an example of the content, Picture 6 shows the information bulletin on native tree species for which a link can be found from the SUSTAINABLE FORESTRY menu under Environmental issues (see Picture 4 in Section 1.3.1 for the menu).

Picture 6. Information bulletin on native tree species

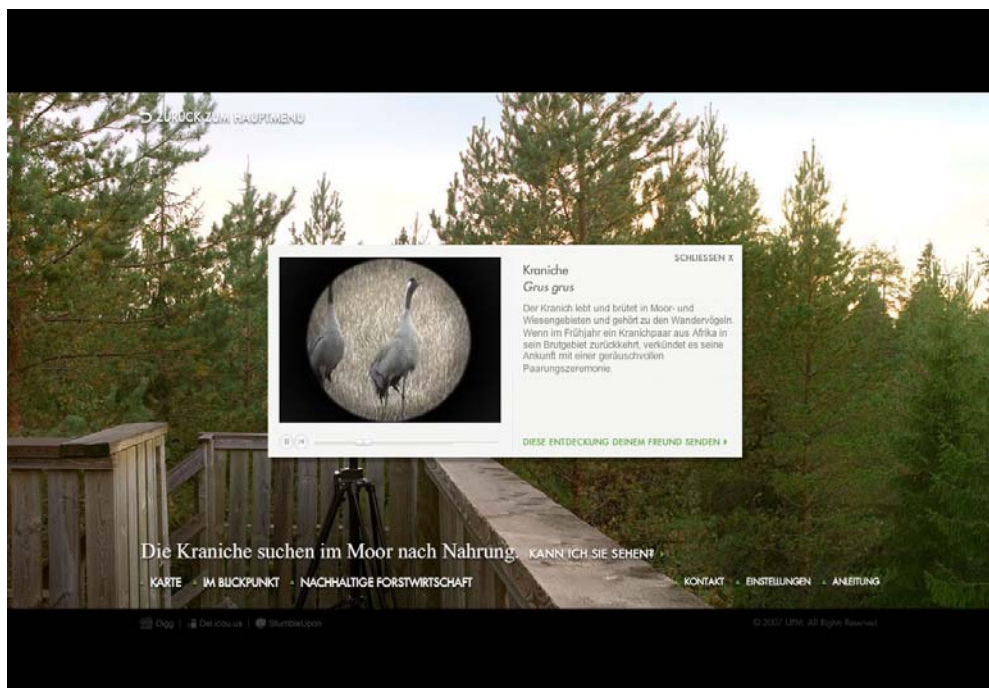


Native tree species bulletin is an example demonstrating the complexity of the navigation on the website. One of the forest scenes in the navigation map is called tree

species but clicking on that scene on the site map does not take the visitor to this page, even if the name so suggests. In fact, this page does not have its own scene name on the site map, which makes it hard to find.

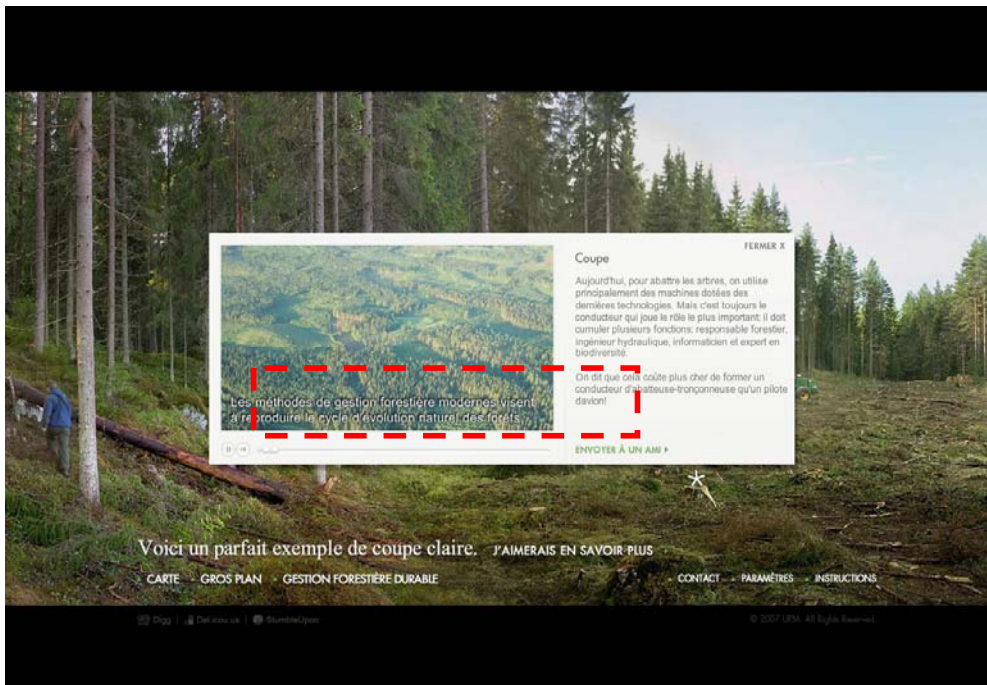
The website shows different issues related to forests and their management, such as tree species (see Picture 6), people working in the forest and insects and animals with audio or video demonstrating their sounds and even showing them in their natural habitat (see Picture 7).

Picture 7. Information bulletin on cranes



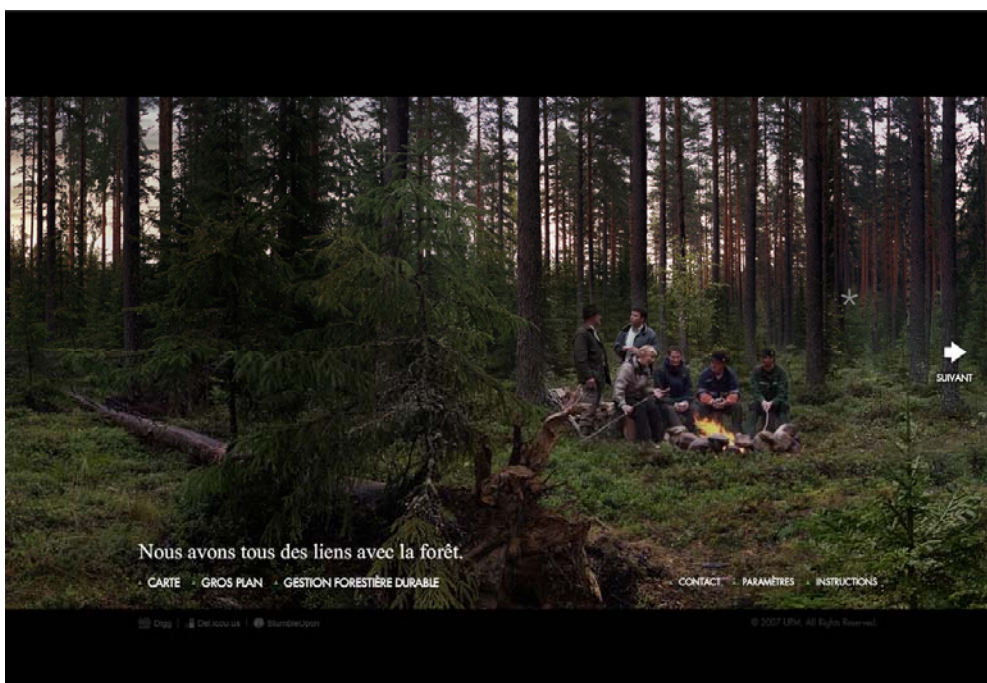
Picture 7 shows an example of the information bulletin on cranes in the German version. The information bulletins always include the names on animals and plants in the language version in use as well as the Latin name of the species. All videos are in English and subtitles are added in the other language versions. Picture 8 shows an example of a video playing with subtitles in French. The subtitles are highlighted in the picture.

Picture 8. Example of subtitles on a video clip (French version).



Picture 9 shows a screen capture of an example of the social aspect of the forests. The clip is also from the French version and it is the last forest scene on the panoramic map. Next-arrow will only take the visitor to the very last page of the entire site.

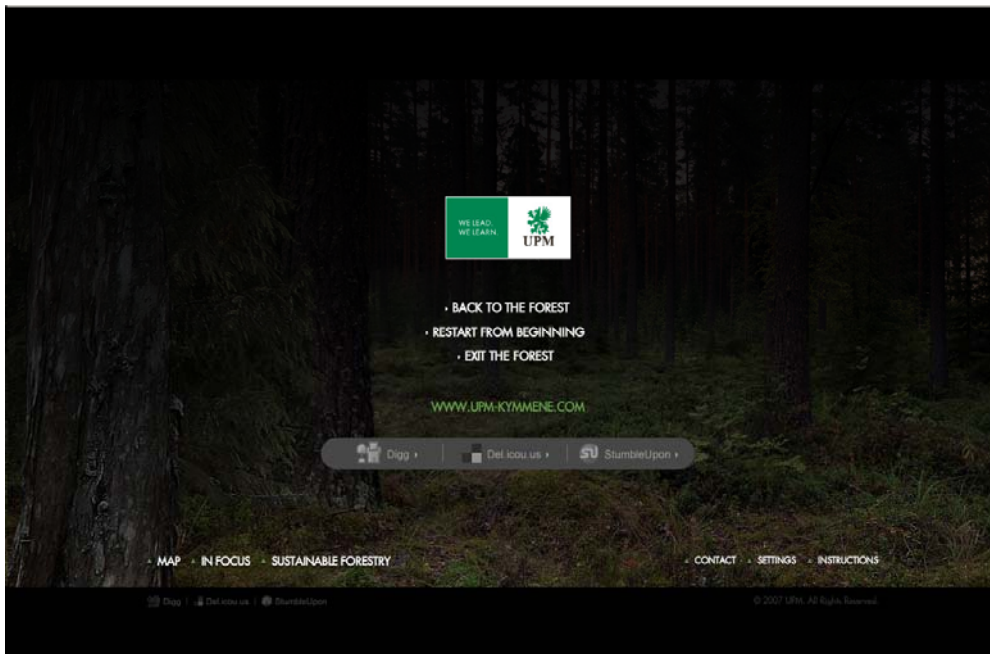
Picture 9. People scene: "We all have relationship to the forest."



The people sitting around the fireplace in the woods is a short, looped video clip rather than a still, silent picture, and the visitor can hear the people chatting, see them cooking sausages on the fire while the fire crackles and birds are singing in the background and see the people adding more wood to the fire. The site provides auditory as well as visual experience to the visitor.

Picture 10 shows a screen print of the last page on the website, which can only be accessed from the People forest scene by clicking “Next” arrow.

Picture 10. The last page



On the last page, the forester walks into the screen from the left-hand side, stops in the middle and says:

”Thank you for joining us in the forest today. Remember: the forest is full of life and the life-cycle goes on. We are continuously trying to improve how we promote biodiversity as part of everyday forest management, so welcome back anytime to see and hear about the many new things that we are doing. See you!”

When the forester has walked away from the screen to the left, i.e. back to the forest, the background darkens and UPM's logo appears. The links below the logo appear as well. The links are: "back to the forest", "restart from the beginning", "exit the forest" and link to the UPM corporate website: www.upm-kymmene.com. Below those links are the icons which lead to the social networking and link sharing sites: Digg, Del.icio.us and StumbleUpon. The sounds of the forest can still be heard.

1.3.3 Summary of design, functionality and content of the Forest Life website

Forest Life website has twenty-one forest scenes, which each contain several information bulletins with pictures, text, video and audio clips. The large amount of content requires the visitor to take their time to learn how to navigate in and around the site.

Despite the moving images and sounds, the main frame is static and any movement from one scene to another or exploring the information bulletins must be initiated by the visitor. The site includes a map to help the navigation through the several forest scenes. The content is of high quality and the structure is overall logical and well-designed, proven by the various web awards the site has received.

1.4 Structure of the thesis

The current thesis consists of five main chapters. The first chapter introduces the thesis topic, the case company, UPM, and their Forest Life website (www.upmforestlife.com), the research questions and the definitions of key concepts used in the thesis. The second chapter reviews the literature on Corporate Communications, Corporate Social Responsibility, Stakeholder Management, Knowledge Management and Web 2.0. The theoretical framework is also described in the second chapter. The third chapter describes the qualitative and quantitative research methods and data of the current thesis, also commenting on the trustworthiness of the data. The fourth chapter focuses on the

research findings. The fifth chapter is the discussion part with recommendations for the case company and suggestions for further research.

1.5 Definitions

In the following, definitions for the six central concepts for the current thesis are given. These are Corporate Communication, Communications Strategy, Corporate Social Responsibility, Stakeholder Management, Issues Management and Web 2.0.

Corporate communication

Corporate communication or corporate communications: the difference between the two is not only a matter of pronunciation. Argenti & Forman (2002, p. 4) provide definitions for both. They say corporate communication is a function, the processes and a set of mental habits and overall attitude toward communication within an organisation. They define corporate communication as:

"...the corporation's voice and the images it projects of itself on a world stage populated by its various audiences, or what we refer to as its constituencies. Included in this field are areas such as corporate reputation, corporate advertising and advocacy, employee communications, investor relations, government relations, media management, and crisis communication."

Argenti & Forman (2002, p. 4) define corporate communications as:

"...the products of communication, be they memos, letters, reports, Web sites, e-mails, speeches, or news releases."

Cornelissen (2004) uses simply the term "communications" for the individual "communications", which Argenti & Forman (2002) call "corporate communications".

Cornelissen (2004, p.23) has a noticeable difference in his definition of corporate communications, in comparison to Argenti & Forman's (2002). He sees it as a function, which reaches further than the individual communications. Cornelissen (2004, p. 23) says that corporate communications:

“..is a management function that offers a framework and vocabulary for the effective coordination of all means of communications with the overall purpose of establishing and maintaining favourable reputations with stakeholder groups upon which the organization is dependent.”

For the purpose of the current thesis, corporate communication-term is used in a meaning that covers both Argenti & Forman’s (2002) definition, as it mentions the corporation’s voice, and Cornelissen’s (2004) definition, as it talks about maintaining favourable reputations with stakeholder groups. The similarity in the definitions is that they both speak about stakeholders, which is the term used in the current thesis, though Argenti & Forman (2002) additionally use the terms constituencies and audiences in their definition.

Communications strategy

Cornelissen (2004, p. 184) defines communications strategy as:

“The general set of communications objectives and related communications programmes or tactics chosen by an organization in order to support the corporate and/or market strategies of the organization.”

Corporate Social Responsibility

Tudor et al. (2007, p.2) give the following definition of corporate social responsibility:

“A concept where companies integrate social and environmental concerns in their business operations and in their interaction with stakeholders on a voluntary basis.”

The three pillars of CSR are economic, environmental and social. Corporate social responsibility and sustainability are the same thing: according to Manners & Shaw (2004) the main difference between the two is that CSR is the original term from the UK and sustainability is US terminology and more closely linked with the environment.

Stakeholders

The stakeholders are in a key position in all corporate communication. Here is a standard definition of a stakeholder by Freeman (as quoted by Cornelissen, 2004, p. 61):

“a stakeholder is any group or individual who can affect or is affected by the achievement of the organization’s purpose and objectives”

When talking about the stakeholder, Cornelissen (2004, p. 61) also defines “stake” as:
”an interest or a share in an undertaking, [that] can range from simply an interest in an undertaking at one extreme to a legal claim of ownership at the other extreme”

Issues Management

Stoffels (1994) talks about issues management as being part of the PR function within an organisation. Issues management means managing elements of external political, social and regulatory dimensions of the organisation’s environment. Stoffels (1994, p. 82) also lists the elements of issues management:

- Formulating issue posture.
- Performing current issue reporting.
- Managing dialogue with public.
- Advocating policy positions.
- Scanning the environment for emerging issues.

For the purpose of the current thesis, the most relevant elements of issues management are managing a dialogue with the public and scanning the environment for emerging issues.

Web 2.0

According to O’Reilly Media Inc. (2006, p. 4), Web 2.0 can be defined as:

“...a set of economic, social, and technology trends that collectively form the basis for the next generation of the Internet — a more mature distinctive medium characterized by user participation, openness, and network effects.”

To summarise the many issues, which O’Reilly Media discusses on their website in articles as well as reports on the Web 2.0: users add value. The Internet could already be said to have been mostly shifted into a more user driven environment, where blogs and other User Generated Content is becoming the standard, rather than an exception.

2 LITERATURE REVIEW AND THE THEORETICAL FRAMEWORK

The literature reviewed for the current thesis covers various subjects. First, the corporate communication field is looked into in more detail to establish the big picture for placing the Forest Life website within the entire corporate communication of UPM. Also, corporate social responsibility issues are reviewed through various definitions and sustainability communication is introduced as the link between corporate communication and corporate social responsibility. Internet Crisis Potential (ICP) is also introduced in the first section. Secondly, the stakeholders are researched as the audience, recipient and interpreter of the corporate communication activities. Thirdly, Web 2.0 is reviewed. Finally, the theoretical framework, drawn based on the review of corporate communication, stakeholder management, and Web 2.0, is introduced.

2.1 Corporate communication

As per Argenti & Forman's (2002) definition, corporate communication is what the corporation looks and sounds like to its stakeholders via the set of mental habits in place at the corporation. Novelli (2008) lists reasons for communication being so important to modern organisations: it's about strategy, image and reputation, and bringing the vision and mission to life. Corporate communicators build trust and demonstrate the corporate values. Nevertheless, Capriotti & Moreno (2007) highlight communication as being the neglected issue when it comes to corporate social responsibility: even if organisations might be "walking the walk", they are not necessarily "talking the talk" as well as they could. In other words, an organisation might be putting a lot of effort into communicating about CSR issues but might not be as active in the actual CSR activities or not acting in a responsible way in their daily business operations.

The Forest Life website also acts as a preventive method in the Internet where crisis can be developed as well as prevented. Conway, Ward, Lewis & Bernhardt (2007) researched Internet Crisis Potential (ICP), their results emphasising the importance of using the Internet as a preventive tool in ICP management, i.e. not only when a crisis

occurs. ICP risks include, for example, negative publicity in newsgroups, anti-websites, online rumours, and negative online media coverage. An example of this was shown already in Appendix 1, which depicts the first page of a Greenpeace report published on the Internet, mentions UPM among other Finnish forestry companies in a very negative context. Thus, it is important that the Internet and ICP management should be an integrated part of the corporate communications strategy at all times. As per Cornellisen's (2004) definition, this would mean taking such risks into account in the communications objectives and related programmes and tactics.

Reputation is part of the company's crisis management. Dean (2004, quoting Bond & Kirschenbaum, 1998) notes that publicity is often more influential than company-controlled communications, thus especially negative publicity is prone to damage corporate image and reputation. In comparison, Dean's (2004) own research results indicate that a good social responsibility reputation does not protect a company from a negative reaction from customers in the face of a crisis if the company is responsible for the event leading to the crisis. A good social responsibility reputation merely means that the customers will expect an appropriate response from the company to any crisis, and even more so than from companies with a poor reputation.

As corporate communication is what the company looks and sounds like to the stakeholders, it must be in line with the overall corporate objectives. To expand further on the definitions given in the introduction, corporate communication entails all the communication happening within, to and from an organisation as well as the outcomes of advertising, internal communication, IR (investor relations), government relations, media (TV, radio, newspapers, magazines, and the Internet) and crisis communications. Thus, it is important that corporate communication links the strategies within the organisation. This way it can be ensured that the individual communications are in line with the corporate communication strategy, which is linked with the overall corporate strategy and objectives.

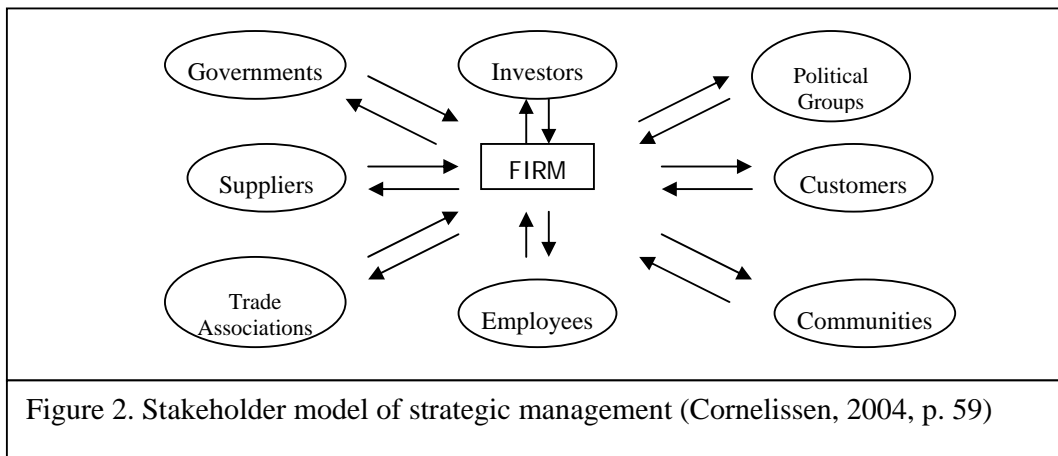
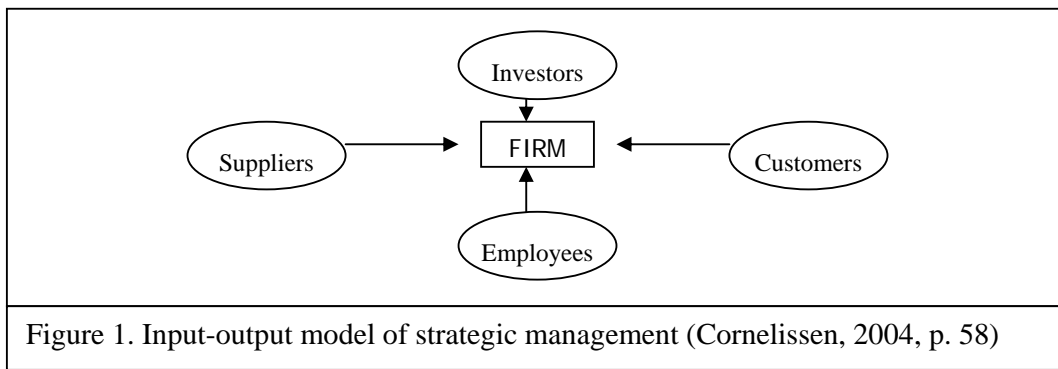
Corporate identity is an important part of corporate communication as it forms the basis for the communications strategy. According to Cornelissen (2004) corporate identity is the desired image that an organisation wants to project to its stakeholders through

communication. Aaker & Joachimsthaler (2002) note that corporate identity is not the same as core identity of a brand even if it is part of the brand identity system. For UPM the core of the brand is summarised with the slogan, which is often used in connection with their corporate logo: “We lead. We learn.” (See Picture 1 in Section 1.3.1 for the UPM logo in the top right-hand corner of the Forest Life homepage).

In UPM’s case, the Forest Life website represents communicating sustainability issues, which are a large part of their CSR activity, and the site forms an integral part of their corporate communication efforts within the issues management function. Internet crisis potential (ICP) is closely linked with corporate communications and CSR online.

2.1.1 Corporate social responsibility

The change of the century and the start of the new millennium have seen an increasing concern for organisations' responsibilities to all their stakeholders. This change is illustrated, as Cornelissen explains it, in Figures 1.1 and 1.2, where the first figure represents "before" and the second one "after" the increased awareness of a wider range of stakeholders that an organisation is accountable for and also the wider responsibility, which stretches outside the financial performance.



In the input-output model illustrated in Figure 1, the stakeholders only include the groups which have direct monetary relationships with the company. On the other hand, in the stakeholder model of strategic management in Figure 2, the stake is seen more as defined by Cornelissen (2004), expanding it to mean more than money, including various kind of interests in the operations of the company. A noticeable difference is that

the arrows run both ways in Figure 2, unlike in the input-output model in Figure 1, which shows that organisations are there to gain and provide equally to and from all of their stakeholder groups.

Stakeholder management model takes into account all stake-holding parties of an organisation rather than just the obvious investors, suppliers, customers and employees as in the input-output model. The stakeholder management model also emphasises the fact that organisations are not immune to public or governmental opinions.

Cornelissen (2004) lists some papers and initiatives by the European Union and the United Nations, which emphasise the corporate social responsibility issues, such as the UN Global Summit for Sustainable Development held 2002 in Johannesburg and various Green Papers by the European Union (e.g. Promoting the European Framework for Corporate Social Responsibility, 2001).

- Defining CSR

Corporate social responsibility has been defined in several ways. In the following five of them are given to demonstrate the different viewpoints of different authors to the subject, while also pointing out the similarities found in these definitions.

First, as given already in Section 1.6 as the definition of CSR, Tudor et al. (2007, p.2) give the following definition, when they relate CSR with the concept of environmental citizenship: *“A concept where companies integrate social and environmental concerns in their business operations and in their interaction with stakeholders on a voluntary basis.”* Second, Kotler & Lee (2005, p. 3) define Corporate Social Responsibility as: *“[CSR]...is a commitment to improve community well-being through discretionary business practices and contributions of corporate resources.”* Both of the definitions emphasise what could be called the “good” that the company aims to do, based on the idea of “good” as introduced by Kotler & Lee (2005, p. 23-24); companies have six options for “doing good”:

- 1) Cause promotions
- 2) Cause-related marketing

- 3) Corporate social marketing
- 4) Corporate philanthropy
- 5) Community volunteering
- 6) Socially responsible business practices

Kotler & Lee (2005) ignore the meaning of CSR as the means of boosting the corporate brand. In the third definition, Cornelissen (2004, p. 66) refers to the think-tank Demos' research, which confirms his observations that when companies go through the trouble of actually creating a separate CSR report, the reports are often more about being nice looking, well laid-out content with not so much real and relevant substance. This further proves Cornelissen's view that companies often escape from the refocusing and reshuffling of their business operations and rather treat social responsibility solely as a PR exercise.

In the fourth definition of CSR, Werther & Chandler (2006, p. 7) also define various concepts related to CSR: *"The broad concept that businesses are more than just profit-seeking entities and, therefore, also have an obligation to benefit society."* They define strategic corporate social responsibility as: *"The idea that CSR should be integrated into the firm's strategic perspective and operations because of the long-term benefit this brings to the organisation."*

The fifth definition by Novelli (2008) recognises corporate social responsibility as a means towards better corporate reputation to the extent that nowadays customers are actually expecting it. Corporate social responsibility might have effects on the company's financial figures, thus it has also become known as the "triple bottom line" (e.g. Laff, 2009; Isenmann, Bey & Welther, 2007).

To sum up, corporate social responsibility is about an organisation voluntarily "doing good" in social, environmental and economic aspects within the community. It means an organisation going beyond solely profit-seeking business operations while enhancing the reputation and possibly also the financial performance of the company.

- Implementing CSR

The first subsection reviewed the different ways of defining CSR and then summarised the various definitions. This subsection looks at implementing CSR through the CSR position statement, CSR for branding, criticism towards CSR and CSR related reporting.

Werther & Chandler (2006) discuss the concept of CSR position statement, which they say engages the key stakeholders and determines their perspectives, helps map out a conflict resolution process seeking mutually beneficial solutions, involves the CEO's support, reinforces the importance of CSR through incentives, and provides policies on how CSR is to be implemented on a day-to-day basis.

The CSR position statement is one of the first steps of CSR implementation in the short term. When moving towards the medium to long term plans, Werther & Chandler (2006) remind of communicating the position but also of gathering feedback from stakeholders to give them the feeling of being informed as well as involved. In practice, this means expanding the organisation's investor relations department, in order to include more than just the shareholders as the key stakeholders.

Coyler (2003) discussed CSR and branding issues in his article at brandchannel.com. Coyler (2003) looks at CSR as a business strategy, which can bring immediate return on investment and financial benefits in the form of cost savings. For example, the Body Shop is based on the founders' personal values of protecting human rights and the environment. In addition to the values, the cost savings from simple or less packaging supported the CSR conscious approach of the Body Shop's branding. Coyler (2003) also states a voice of warning to companies wanting to use CSR as part of their brand: if the company does not practice as they preach, they can be causing damage to their own reputation. Even if CSR can help build brand equity, it shouldn't be used as part of the company's marketing strategy.

A critical view towards CSR is shown by Henderson (2001). He criticises the false notions of CSR in his book "Misguided Virtue" by suggesting that companies should in fact calculate the costs of implementing CSR and doubting whether organisations can in

fact decide what is the best for the economy, society or the environment. He also notes that everyone should be aware that companies being active in CSR related issues is not a saviour of the society in its own right and goes as far as suggesting that it could even be damaging to the economic prospects in poor countries and to people in general.

Kotler & Lee (2005) discuss recent trends in CSR, one of them being increased reporting. They also describe the way "doing good" has evolved through out decades from fulfilling an obligation to supporting corporate objectives, meaning that companies nowadays are more likely to pick a few strategically important areas fitting their corporate values or business goals where to focus their CSR efforts. The companies active in CSR experienced benefits to their business in the form of increased sales and market share, strengthened brand positioning, enhanced corporate image, ability to attract, motivate and retain employees, decreased operating costs and increased appeal to investors and financial analysts.

To conclude, implementing CSR starts from the position statement but feedback from the stakeholders is of vital importance in the following stages of the implementation. CSR should not be taken lightly as it can harm the brand as well as help build it. CSR can provide a company active in CSR and reporting it well with financial benefits but each company should calculate carefully whether CSR is worth their while.

2.1.2 Sustainability communication

In order to combine the two issues discussed in Section 2.1.1, i.e. corporate communication and corporate social responsibility, it is worth looking at what has been written about sustainability communication. The basis of sustainability communication lay with sustainability reporting guidelines by Global Reporting Initiative (GRI). According to GRI Version 3.0 (2007, p. 3) sustainability reporting is: "*...a broad term considered synonymous with others used to describe reporting on economic, environmental, and social impacts (e.g., triple bottom line, corporate responsibility reporting, etc.).*" In the current thesis both terms sustainability and corporate social

responsibility are used. For the purpose of the thesis they are considered to be the same as the GRI's definition of sustainable reporting seems to suggest.

Forest Life website as a communication tool is an interesting topic for the field of international business communication. Charles & Tammelin (2000) emphasise the importance of environmental communication and how it should be recognised within the business communication discipline. Their research also calls for creating learning environments for richer interaction, which Forest Life website has the full potential to provide. As their final recommendation, Charles & Tammelin (2000) state the importance of environmental communication as an established area of business communication.

A company can gain the position of being considered socially responsible by their stakeholders by utilising advocacy advertising. Advocacy advertising is defined by Werther & Chandler (2006 p.6) as follows: "*Efforts by firms to communicate their political, social, or business arguments with the intent of positioning the company favourably in the eyes of the public or to sway the public toward their point of view.*" It is used as a communication method and a method to manage issues, once they are identified. Issues can be, for example, misleading publicity, which puts the company into an unfavourable situation.

Ingrid Dyott (2001) combined corporate citizenship and economic viability in her definition of what sustainability means at Wall Street. Reliability of future earnings, achievable projected growth rate and lasting franchise or brand are the elements of economic viability according to Dyott (2001).

Pinkham (2009) lists guidelines for companies to deal with distrust through corporate communication function in an ethical manner. He mentions transparency in communication and looking for opportunities to discuss various issues openly. He suggests that the company's supporters should be given the information they need to defend their ideals. Companies should be consistent in their public relations and social responsibility initiatives. He encourages companies to state their commitment to ethics and to revisit their ethics guidelines. Then companies should decide how they will

respond to various ethical dilemmas and show senior management how the communication function can minimise a reputation risk.

Companies must be aware when communicating about their CSR issues that there is a fine line to cross to become perceived as “greenwashing”. The report by IMC² (2008) on “The State of Sustainable Communication” defines four areas, which are found in successful sustainability communication programs: holistic definition, integration, engagement and transparency. These are further explained in the following. Holistic definition is for example about addressing the company’s environmental practices and it provides authenticity to more stakeholder groups. Integration means that the marketing communications are aligned with company practices and that sustainability communication is consistent and persistent. Engagement is about facilitating sustainability-specific dialogue with stakeholders, especially engaging with them online. Transparency means publishing a sustainability report and actively sharing the process throughout the year. The report also grouped industries into three performance groups and forestry was included in the top group, “Leading Players”, who are said to set the standard for sustainability communication.

According to IMC²’s report existing company websites are the place to start improving their sustainability communication. Creating tools and places for interactivity on the website thus encouraging stakeholder dialogue is a starting point for benefiting from the Web 2.0 or the social web, which is discussed separately in more detail in Section 2.3.

Sustainability communication via the Internet is a widely researched issue (Isenmann, Bey & Welther, 2007; Capriotti & Moreno, 2007; Conway et al., 2007). Capriotti & Moreno (2007) found that many companies already place great emphasis on corporate responsibility being communicated on their websites though focusing mainly on social and environmental topics. They state that it is important not only to act responsibly but also to communicate CSR efforts effectively to various stakeholders. In other words, communication is a vital element of corporate responsibility management. According to Capriotti & Moreno (2007), the Internet is a powerful tool for CSR communication even if companies are not utilising it to its full potential yet, not even in the event of a crisis.

In such an event, the speed of the Internet can benefit as well as hinder the company's image and reputation, depending on the success of the communication efforts.

A company can utilise the Internet to prepare itself for the possibility of crisis. The Internet Crisis Potential (ICP) management model illustrates how the management of a potential crisis initiated on the Internet can be implemented via the corporate communication strategy (see Figure 3).

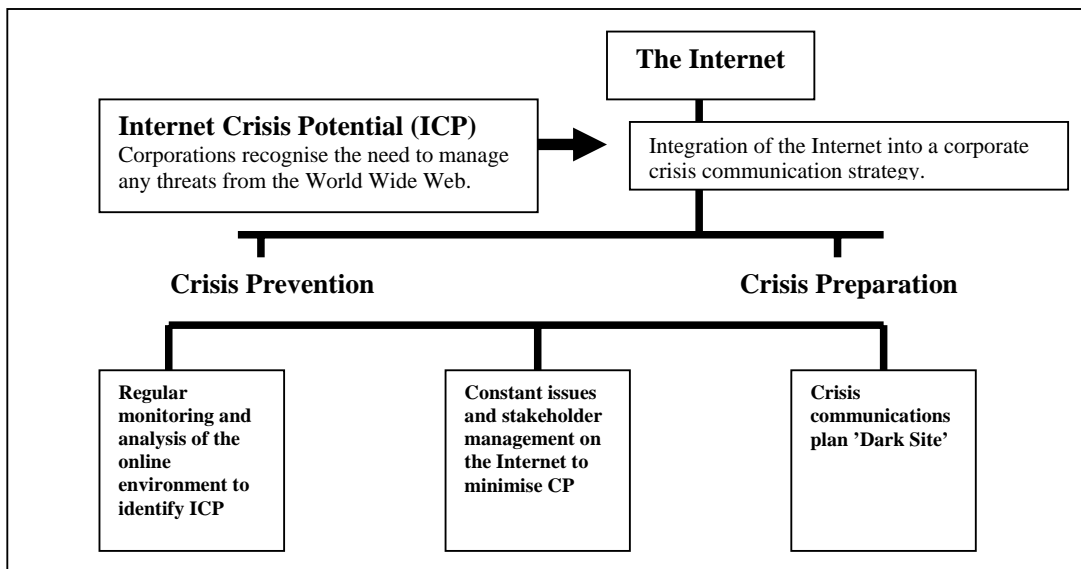


Figure 3. ICP management model (Conway et al., 2007)

The ICP model summarises Conway et al.'s (2007) thinking on the strategic approach to marketing communications, which organisations should adopt in order to manage the Internet crisis potential. As the organisation recognises the need, they will integrate the Internet into their corporate crisis communication strategy. The strategy in its main parts is two-fold: crisis prevention and preparation for an event of crisis. Prevention means online monitoring combined with issues and stakeholder management in order to minimise the Crisis Potential (CP). Physical preparation for the crisis is creating the communication plan of “who, what, where and when” once the crisis occurs together with preparing the Internet medium for the crisis by including a blank page on the company's webpage structure, which allows quick posting of information on the webpage when a crisis occurs.

Conway et al. (2007) recognise stakeholder and issues management being closely related and an important part of ICP management. The issues can be the cause or result of a crisis. Conway et al. (2007, p. 6) use Regester and Larkin's (2002) definition of issues being defined as "a gap between corporate practice and stakeholder expectations".

To sum up, corporate communication is what the organisation looks like to its stakeholders. It entails the reputation, identity and image as well as preventing crisis. Corporate communication covers all communications within, to and from and organisation as well as the outcomes. Communication strategy must be linked to overall business strategies and objectives of an organisation and individual communications must be inline with the communication strategy.

In the current thesis corporate social responsibility is one of the central issues as www.upmforestlife.com has been created in order to communicate the sustainability of UPM's forestry operations. The site has been arranged under three main headings, which are also the three main aspects of corporate social responsibility and sustainable forestry: economic, social and environmental issues.

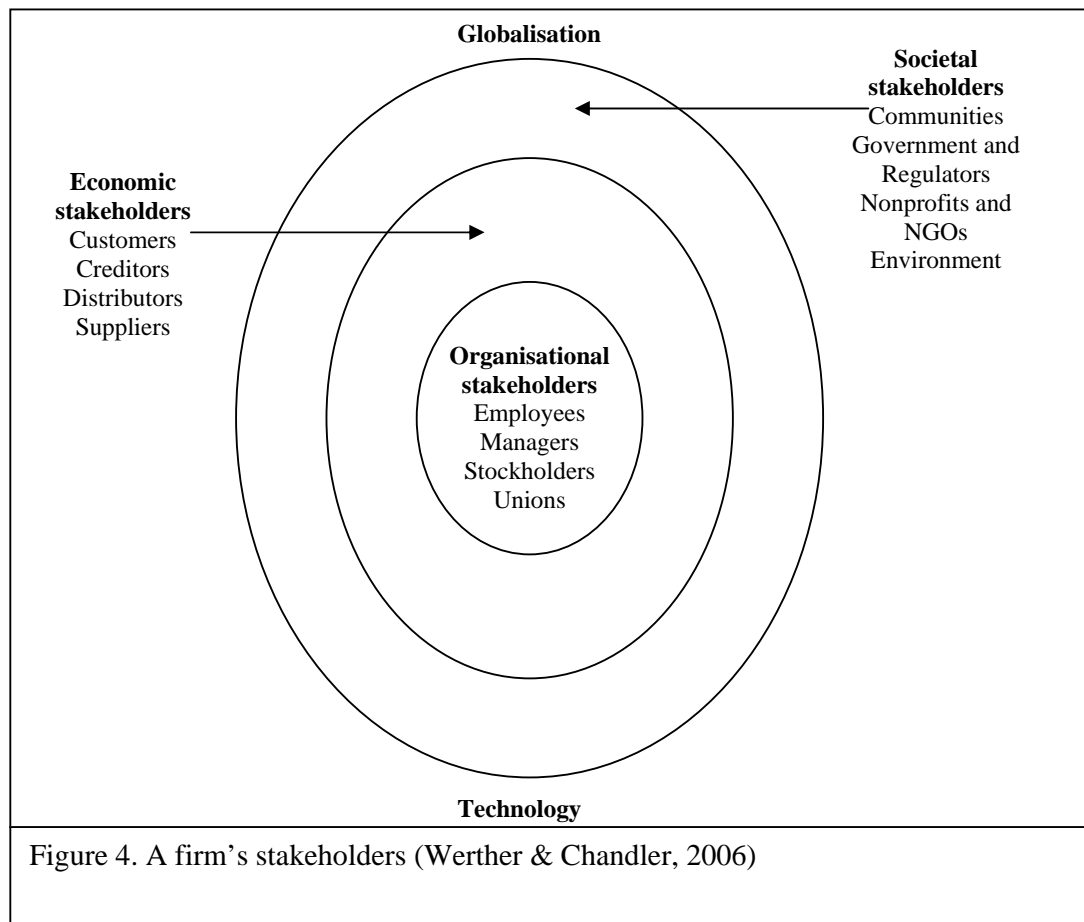
2.2 Stakeholder management

This section looks at stakeholder management, which is an issue closely related to CSR. According to Cornelissen (2004), organisation's stakeholders are the ones who have an interest, are affected by or affect the actions of the organisation, be it environmental, economic or social effects. As discussed in Section 2.1.1 and illustrated in Figures 1 and 2, Cornelissen's (2004) view on the way stakeholder management has developed from neo-classical input-output model towards the stakeholder model of strategic management to include a broader range of stakeholders who also have greater influence on the operations of an organisation than in the old model.

Capriotti & Moreno (2007) relate corporate social responsibility of organisations to their stakeholders stating that CSR is based on the organisations' commitments to their

stakeholders. According to Cornelissen (2004), a vital part of corporate communication is the audience, the receiver of various communications, i.e. the stakeholders. The definition of a stakeholder broadened during the change in business thinking already in the 1980s and 1990s, when it was recognised that there are other stake-holding groups for organisations than merely their customers and financial investors.

Werther and Chandler's (2006) three different groups of stakeholders are illustrated in Figure 4 and further explained below.



In the middle in Figure 4 are the organisational stakeholders: employees, managers, stockholders and unions. The second layer represents the economic stakeholders: customers, creditors, distributors and suppliers. The third and outer layers represent the societal stakeholders: communities, government and regulators, nonprofits and NGOs

and the environment. All these have an interest in the organisation. Noticeable is that all these stakeholder groups exist within a context of globalisation and revolutionary technology, which are increasing the importance of CSR in the modern business environment. The levels also emphasise the way that external forces affect an organisation: technological innovations or global requirements affect e.g. government's and communities' expectations. These then shape the economic stakeholders interests, which have a direct effect on the organisational stakeholders within an organisation, for example, the employees.

While detailing the possible stakeholder groups, Werther & Chandler (2006) mention environment as a possible stakeholder belonging to the societal stakeholder group. This is an interesting aspect for the current thesis, where environment plays an important role. Another important societal stakeholder group in Figure 4 for the current thesis are communities. One definition of a community in the Internet thesaurus Wordsmyth is "the general public; society" to which both the 13-16 year olds and NGOs belong.

Werther & Chandler (2006) recognise employees as an organisational stakeholder group (see Figure 4). The way the employees view the organisation will be reflected outside the organisation in their actions and attitude. A company acting responsibly in all its operations will not only benefit from the loyalty of its employees but also from the quality of their work.

Novelli (2008) acknowledges the role of communications professionals as reaching out to the increasing number of constituencies, the organisations' key stakeholders, in a strategic manner, enabling the engagement and empowerment of stakeholders. According to Conway et al. (2007), stakeholders' perception of an organisation is important knowledge to the organisation. As per Genasi (2002), the main difference in the Internet age stakeholder communication is the expectation of higher degree of transparency of corporate information.

To conclude, stakeholder management takes into consideration all constituencies, which have an economic, social or environmental interest in an organisation. Main stakeholder groups are societal, economic and environmental and all these operate and are also

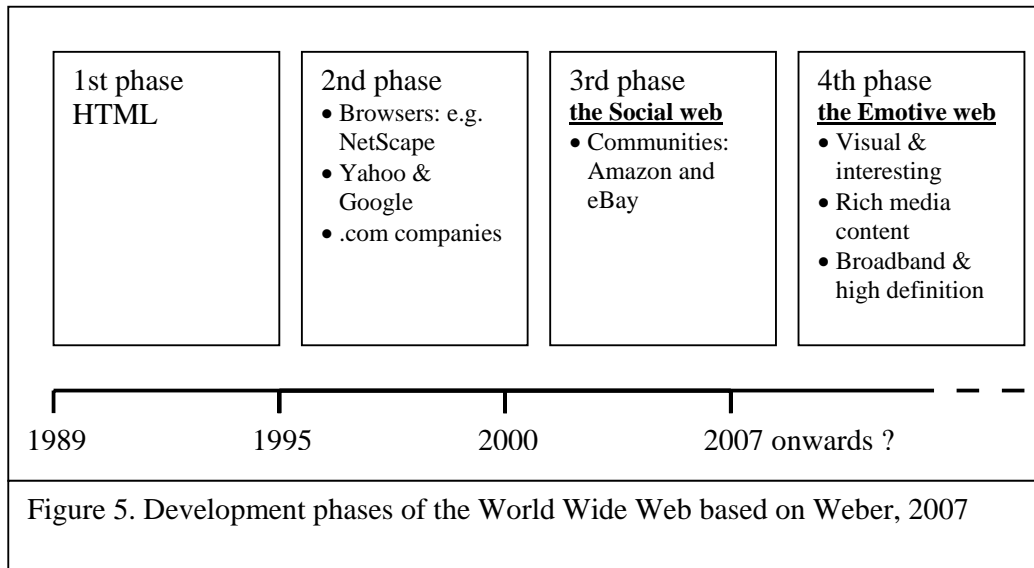
affected by the global climate of technology and globalisation. Organisations actions are always viewed within that context.

Stakeholder management is one of the topical issues in the current thesis, as stakeholders are the ones who www.upmforestlife.com has been created for. In the current thesis the focus is on 13-16-year-olds in Finland, France, Germany and the United Kingdom as the main stakeholder group who UPM want to reach and attract to visit the site.

2.3 *Web 2.0*

Web 2.0 refers to the current stage where the Internet's development is at and how the features of this phenomenon, also called the Social Web, affect companies and their website management. According to Weber (2007), in the Web 2.0 era the brand has become a dialogue in which the stakeholders engage in with organisations. Web 2.0 has also been called the social Internet i.e. the corporate brand image is formed from the dialogue or virtual social interactions between the company and its stakeholders online and even from the dialogues among the stakeholders, which the company has only a very limited control of.

Figure 5 shows a timeline based on Weber's (2007) ideas about the Internet's lifeline and the development phases.



Web 2.0 can be seen in the third phase in Figure 5. Web 2.0 simply means that the Internet is turning into a two-way, or even a multi-way communication medium, rather than just the company communicating information one way from their website for the people who visit the site to read. For example, in Amazon.com, which is an Internet-based global bookstore, people write reviews about books, which might help other site visitors in their buying decisions. The reviews are an example of what is called User-Generated Content (UGC), which is a major feature of Web 2.0.

According to Werther & Chandler (2006), the Internet can be used as a powerful tool for widening the global reach of a corporation's messaging but also the NGOs are using the power of the Internet to spread their messages. Internet messages can reach vast audiences as soon as the events unfold. Conway et al. (2007) recognise the Internet's uniqueness as a communication medium where users are able to select and compare information and to communicate almost instantaneously. Web 2.0, also called the participative web by Smith (2008), further enhances the fast spread of messages on the Internet.

Smith (2008) introduces a brief history of Web 2.0, which started in 1995 with Wiki and Classmates.com and the introduction of Web Log (also known as Blog) in 1997 by Jorn Barger. Wikipedia.org website is still today an important Internet-based thesaurus, where users can generate their own content and review the content created by others. In effect, anyone can post information about anything but other users can modify and include references to confirm and show, which piece of data has the most validity. Wikipedia is not necessarily considered as a reliable source of information in academic circles, though it can be used in order to find more information and possibly links to more trustworthy, original sources of information.

The UGC started from the pioneers such as Wiki, Classmates.com and Web Logs and has developed, as Smith (2008) points out, to 112 million blogs, 10 million articles in Wikipedia and over 83 million videos in YouTube. Web Log, which is nowadays mostly replaced by the term Blog, is an Internet-based diary. Anyone can establish a blog on any subject. Blogging is a relatively easy means of communication and the popularity of blogs nowadays, both in number of readers and writers, suggests that UGC is more and more the way towards which the Internet is developing at the moment. The web is starting to take the place of television as the source of entertainment and information, not by totally replacing it but changing the structure of people's time spent using different media. Smith (2008) also foresees that social networks, wikis, blogs and similar tools will become more important to corporate communication and business operations in a similar way that e-mail has become central during the last decade. He also notes that here is a chance to gain competitive advantage for companies who began experimenting with the new technologies early, rather than taking the follower role.

According to Lähdevuori & Tuominen (2008), Web 2.0 is all about social interaction via UGC on the web. They have looked at the participation of consumers in creating brands during Web 2.0 era in their thesis for the Department of Marketing and Management in the Helsinki School of Economics. Lähdevuori & Tuominen (2008) found out that in virtual online worlds, such as SecondLife and Habbo, people socialise and perhaps do something virtually, which would not be even possible or which they would not dare to do or say in real life.

For the youngsters who were born when the Internet already existed Web 2.0 is a way of life rather than something new. For example, Carlsson & von Feilitzen (1999) have found out that the Internet is significantly starting to take up the leisure time of young people. "UK Children Go Online" research in 2005 found that already 50% of 9-19 year olds were spending ½ - 1 hour every day online and 25% over an hour. These research findings are especially interesting taking into account that some researchers, for example, Suokko (2003) are convinced of the powerful effect of the media on consumers and that media can even make people behave in certain ways. Thus, it is not a surprise that the UN is concerned about the relation of the media and children. According to Carlsson & von Feilitzen (1999), the Internet was one medium, which was looked at as a tool for children to voice their thoughts and opinions in the Children's Voices project in 1996 targeted at 5-18 year olds. The project was carried out in the form of media workshops by the UN and organised in connection with the Asian Summit on Child Rights and the Media (1996) in Manila. 40 Filipino children aged 5 to 17 gathered their thoughts together with those of other Asian children and presented them in the form of a Wish List (see Appendix 2). In short, the children want their voices heard and they want to learn what other children are going through in other parts of the world. The Internet provides an instant medium to deliver such information across distances and the current trend of UGC gives children the opportunity to do just that: share their experiences globally online.

Web 2.0 requires more activity from a company in order to attract visitors to the website compared to the Internet prior to Web 2.0 time, when it might have been enough just to have an excellent website. The two main reasons, according to Weber (2007) for people not visiting a website, no matter how good it is, are 1) not enough outreach to the social web, or 2) the content is not compelling enough. When planning and creating a website, a company must think beyond plain content.

The Social Web is all about networking and online communities. Weber (2007) lists four reasons outlined by Compete Inc. for why people join online communities: 1) to meet people, 2) to entertain themselves, 3) to learn something new, and 4) to influence others. The process, according to Weber (2007), to recruit visitors to the site is simple:

- Invite members to join.
- Create a community feeling around a shared interest or other relevant central theme.
- Build in existing sites and communities by linking and allowing content sharing.
- Get momentum from good quality content, online and offline advertising, PR, paid search etc.

Weber (2007) introduces four conduit strategies for keeping online community members loyal and contributing to the community. These strategies all fit under the term Web 2.0 or the Social Web. The conduits are reputation aggregators, blogs, e-communities, and social networks. Each of the four conduits is further explained below.

1) Reputation aggregator (e.g. search engines)

The way search engines rank websites should be considered when formulating the conduit strategies. Rankings can be based on the age of the site, content, keywords, structure, and links from/to other websites. It should be considered what terms the target audience are likely to use in search engines to look for the information a site can provide. The ranking of the site on the search results can be increased by getting people to add the link to their websites.

2) Blog (or vlog)

A blog is an online diary. Additionally, a vlog has video content, rather than just text.

According to Weber (2007), blogging requires an editorial strategy and someone in the company becoming a publisher with an editorial calendar, an editorial agenda and a writer. One idea is to establish a group company blog, rather than getting only one person to commit to blogging as it takes up a lot of time and it is not something to be taken too lightly: a blogger should also actively follow other blogs within the subject area and be actively commenting on those. It is true that such company blogs exist which are not controlled in any way but blogging in a controlled and consistent way, the company will ensure that any outgoing message is closely tied together with their communications strategy objectives and in support of them.

3) E-community

E-communities are all about a dialogue, combined with good quality content. They can require member registration, which gives the company hosting the community more control over who gets to post ideas or questions. More cost effective method, though with less control, would be for the company to find a relevant e-community, where it could participate, rather than creating its own community.

4) Social networks

Perhaps the best-known social networks are MySpace, FaceBook and Friendster, though there are hundreds more. Companies have started to use them by participating as well as marketing through them. For example, Weber (2007) points out that Reuters has a virtual reporter in Second Life. Social networks are not a new thing in our society: churches and student unions for instance have existed for a long time as non-virtual social networks.

According to Weber (2007), companies cannot afford to stay outside the online conversation, which may affect their brand image and reputation. They can invite two-way communication via advertising, posting CEO letters, creating voting for charities etc. on their website and to show what the company stands for (rather than just stating it) and to keep the conversation going. By having registered members who have given their permission for the company to send (promotional) e-mails helps to create a community and to ensure that people are coming back to the site when notifications can be sent e.g. when something new has been added to the site.

According to Weber (2007) Web 2.0 era has changed the marketer's role from a broadcaster to an aggregator who brings content and people together by participating in communities and providing collaboration platforms. O'Flaherty (2007) writes about online reputation and how social media is turning into something that companies should start taking seriously. According to him, online reputation management should be incorporated into companies' communications plan. The social media sites also appear on search engines, thus bringing content not posted by the company, or UGC, into the search results e.g. on Google. Companies have limited means of controlling what others post about them but they should be the first ones to know about it and to respond to it.

As well as having a voice and sound on the web they should have ears and eyes and in the virtual networks, at least ones directly related to their business.

One way for companies to attract customers to the site in the Web 2.0 era is to create a (brand) community, which is a mix between an e-community and a social network. Sicilia and Palazón (2008) wrote a case study of such a community by Coca-Cola in Spain. According to them a website can be used as a marketing tool for developing a loyal group of people around a brand. Such community should provide functional, social, and experiential value to the members. Participation in virtual communities is very popular: over 40 million people were estimated to be members of such communities at the time of their study. Sicilia and Palazón's (2008) findings provide valuable information about how people and especially youngsters behave in the Internet.

The following values are central reasons for why young web browsers belong to online communities according to Sicilia and Palazón's (2008) study on an online community created by Coca-Cola in Spain:

- Social value
 - Interactivity.
 - Interpersonal connectivity with people with similar problems and experiences via discussion boards or real time chat.
- Functional value
 - Giving and receiving information on topics of interest.
- Entertainment value
 - Fun and relaxation through playing games or otherwise interacting with others.

Virtual communities are especially appealing to younger audiences as they are more open in sharing and searching information electronically and they are more used to forming social relationships via technology. It is not even necessary that they speak about the product of the company providing the forum as long as they are interacting within a virtual environment where the brand is present.

The ways to attract youngsters to participate in a virtual community and to keep them coming back are also recognised in Sicilia and Palazón's (2008) case study. One way could be, for example, to create a loyalty program. Downloading options, such as wallpapers, screensavers, emoticons, display pictures, background items, desk icons, videos for computers, and ring tones, wallpapers and games for mobile phones were successfully used by Coca-Cola in Spain. The downloadable items were available as rewards for loyalty of registered members, i.e. rewarded according to the number of their revisits to the site. Social value for registered members was ensured by having personal profiles shown as cards, with hobbies and likes listed. These cards could then be "collected" into friend lists by members. The messenger system provided the interactivity and it was integrated to the games, so that also players could chat in real time and several members could participate in any discussion. Nevertheless, the most successful part of the case website was the game section, including a variety of different games, such as Tunnel of love, Football 11 and Portaventura, where the players were able to build their own virtual houses.

Sicilia and Palazón (2008) also point out that the average connection time in their study is 55 minutes and most members are between the ages of 14 and 25. They summarise the study results by stating that virtual communities are valuable for more than their informational value: they offer social support and entertainment options, which may be even more valuable.

Klein (2008) explores the usefulness of social networking to business. She quotes Peter Delgrosso, strategic vice president of corporate communications at Web.com, stating that social networking should not replace companies' traditional online presence. Delgrosso also recommends Facebook for reaching larger audiences on the Internet. With so many social networking options online today, Klein (2008) also quotes Rick Julian, CEO and chief creative officer of a brand communications agency, who advises companies in cutting and pasting contents in order to serve various social networking sites without making social networking a full-time job. An example would be posting a video to YouTube together with the possibility to discuss the video, include a link to the video in the company blog, thus making it a vlog, and Facebook, include the same video in the company profile on Facebook and promote a link to the video on Twitter. If

companies have difficulty in grasping the benefits of social networking as such, the value to search engine optimisation of participating in those sites is perhaps a more comprehensible benefit. The number of appearances of the site and company name on social network sites will increase the rating of profile on search engines, thus helping stakeholders to find the site.

To sum up, Web 2.0 is also called the Social Web, which further explains the nature of Web 2.0. This era is all about users providing added value through content creation and interaction unprecedented in the Internet's history. Search engines, blogs, different communities and social networks on the Internet are characteristics of Web 2.0 and users have become to expect the transparency and interaction that these features enable. Communities are attracting online audiences as they bring the members social, functional and entertainment value.

Web 2.0 is one of the main issues in the current thesis as www.upmforestlife.com exists and has been created to web audiences in the Web 2.0 era. The theoretical framework, which is described in the following section, draws the most topical issues together and summarises them for the purpose of the current thesis.

2.4 Theoretical framework

Corporate communication, corporate social responsibility and the Internet crisis potential together with stakeholder management in the Web 2.0 era form the theoretical framework for the current thesis. This section explains how the various issues intertwine to create the framework for the thesis.

The theoretical framework for the thesis is illustrated by the changes from Figure 6 to Figure 7 and is further explained in the following. The figures represent the change and the portfolio of ways of engaging with stakeholders in the World Wide Web. Figure 6 shows how the Internet used to be and Figure 7 represents the current situation and illustrates the theoretical framework.

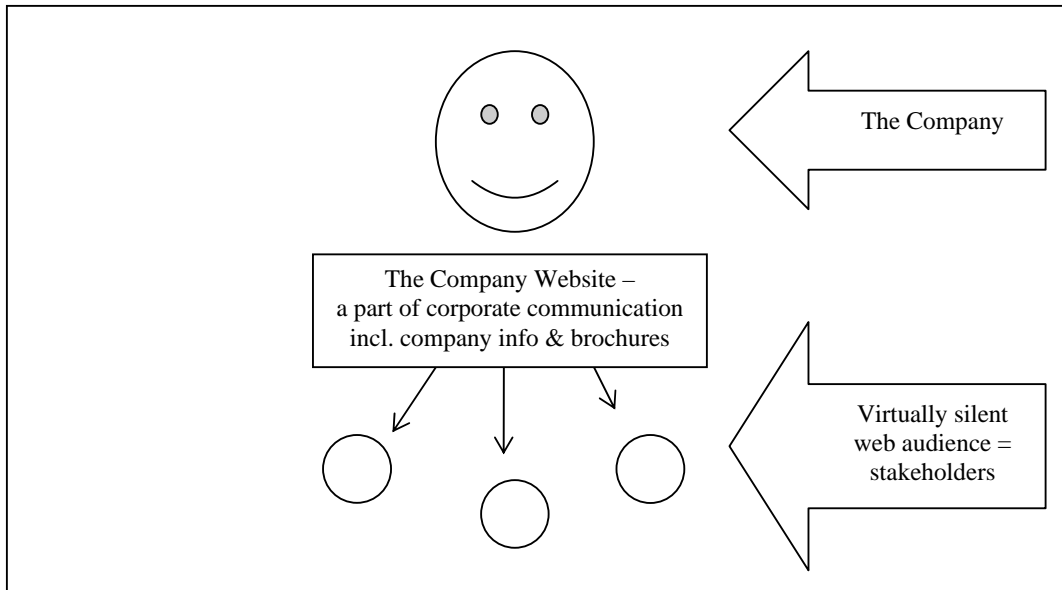


Figure 6. Website relations before Web 2.0

The Internet used to be just another medium to place your company information and brochures on, merely a distribution channel to a rather mute audience. Prior to Web 2.0, a company would create a website, which would basically and often resemble the printed company or product brochure in an electronic format, to be published on the Internet. The medium was new and that was enough to reach the audiences and be interesting enough to attract visitors. Visitors would normally be expected to be the existing customers; no new audiences were actively sought through online presence at the early stages of the Internet.

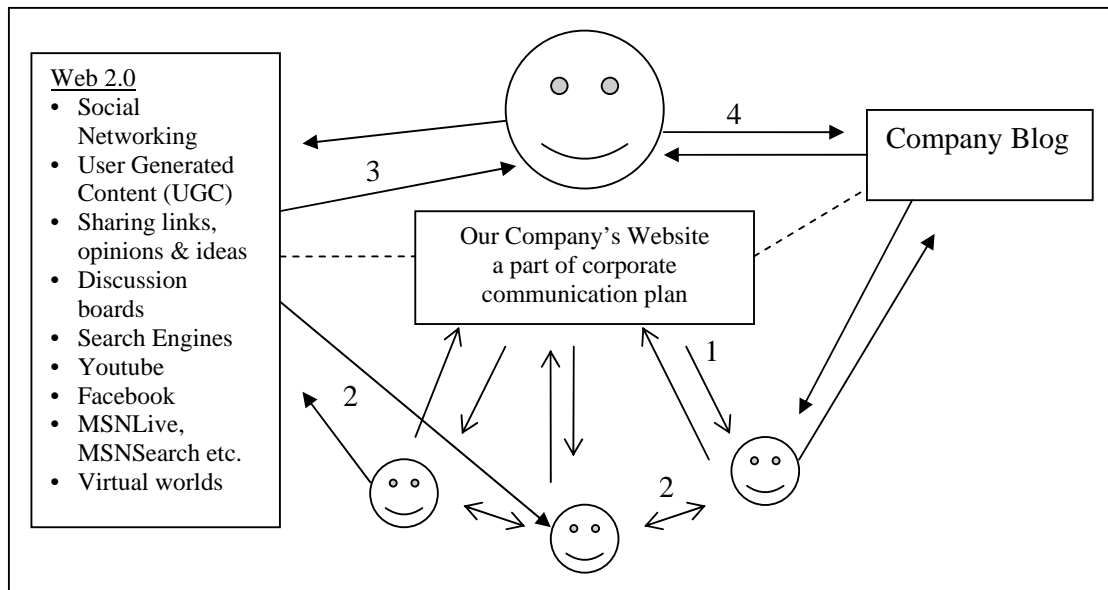


Figure 7. Theoretical framework: web engagement in Web 2.0 era

Figure 7 shows the Internet as it is from a company's point of view today, in the Web 2.0 era. In general, the audience are not mute anymore but active participants in the discussions with other web users as well as organisations. Additionally, companies have started to seek the added value that can be gained with the technology available nowadays in form of the content as well as the instant global reach of the Internet. The changes numbered in Figure 7 are further explained in the following.

- (1) The web visitors/stakeholders are no longer passive receivers but they engage in two-way communication with companies via their websites. That can be, for example, sending feedback to the company using online forms, commenting on a blog, writing product reviews, requesting for more information or sending questions to be published together with the company's or other customers' answers to the problem.
- (2) The Internet is not only for searching for information that the companies provide about themselves but web users actively search for other users' experiences and opinions on companies: User Generated Content and social networks are filling up the cyber-space.

- (3) Companies can and do take part in conversations on the web even outside their own company websites. If they are not there to hear and be the first to respond when, for example, a crisis is happening, others will speak for them. It is even more vital, when inaccurate information gets spread on the net: UGC, which can also be called word-of-mouth, or word-of-mouse, is a powerful tool in both positive as well as negative issues.
- (4) Companies can come closer to the web audiences by establishing their own blog, which stakeholders can also post comments on. It is a business to be taken seriously, though, as it involves actively browsing related blogs to keep the content up-to-date and relevant to the stakeholders. A role of a blogger should be considered as a publisher with plans and schedules set in advance.

Corporate communication creates the image that a company's stakeholders possess of an organisation and this can be powerfully affected by the different aspects of Web 2.0 as illustrated in Figure 7. The control over corporate communication diminishes as the brand dialogue on the Internet includes other stakeholders than only the company telling their story and the receiving audience. Corporate social responsibility and Internet crisis potential are managed through stakeholder management also in the Web 2.0 era as part of issues management. Stakeholders are an increasingly important part of the communication and online strategies of organisations.

In the current thesis, www.upmforestlife.com represents a tool of corporate communications of UPM and an extension to the main corporate website www.upm-kymmene.com. The site is CSR orientated and created in order to educate important stakeholder groups about the sustainable ways that UPM utilises in their forest management.

3 RESEARCH METHODS AND DATA

In this chapter the research methods used for the current thesis are introduced and the reasons for choosing the methods are explained. The chapter is divided into five sections. In the first section quantitative and qualitative research methods are introduced. The second section outlines the qualitative research in the current thesis including the company presentation and the interview. The third section describes the focus group discussions, another qualitative method used for the current thesis. The fourth section concentrates on the quantitative research approach and describes the web survey used for the current thesis. The fifth and last section consists of an analysis of the trustworthiness of the data for the current thesis.

3.1 Introduction to qualitative and quantitative research

For any research, there is first the choice of research methods, which can be roughly divided into qualitative and quantitative methods. The verbal data dimension (Gillham, 2007, p. 3) in Table 1 shows the different options for research methods: “unstructured” refers to the most qualitative and “structured” to the most quantitative data collection methods.

Table 1. The verbal data dimension (Gillham, 2007, p. 3)

Unstructured			Structured			
Listening to other people’s conversation; a kind of verbal observation	Using “natural” conversation to ask research questions	“Open ended” interviews; just a few key open questions, e.g. “elite interviewing”	Semi-structured interviews, i.e. open and closed questions	Recording schedules: in effect, verbally administered questionnaires	Semi-structured questionnaires: multiple choice and open questions	Structured questionnaires : simple, specific, closed questions

The various research methods can be organised according to whether they are considered qualitative or quantitative and to what extent as can be seen in Table 1. As the verbal data dimension by Gillham (2007) illustrates, semi-structured interviews are a mix of open and closed questions, thus closest to being neither qualitative nor

quantitative, while being used to gather both types of data. For the current thesis, a balance between qualitative and quantitative research methods was used.

According to Eriksson and Kovalainen (2008), qualitative research seeks to understand reality as socially constructed and is concerned with interpretation and understanding. In the qualitative approaches, the collection of data is less structured and standardised than in quantitative research. As the geographical spread of the current thesis would require an easily analysable and quick method of collecting data, the web survey was chosen to collect quantitative data. The benefit of quantitative data over qualitative data relevant in this research is that it allows a better penetration to a well-defined target group in a wide geographical area. As in Gillham’s (2007) verbal data dimension, the survey included simple, specific closed questions. For finding out about opinions and issues, which the researcher might not know in advance, i.e. cannot construct meaningful closed questions about them, a more qualitative approach was needed. Focus group discussions were chosen as the main qualitative method for the current thesis. A focus group discussion is a mix between listening to other people’s conversation (verbal observation) and using “natural” conversation to ask questions, as in Gillham’s (2007) dimension. Verbal observation and natural conversation can be seen at the unstructured end on the left in the table in Gillham’s dimension in Table 1.

Table 2 shows the research questions and their relation to the research methods utilised for the current thesis. Research question 1 is answered through qualitative data only and research questions 2 and 3 through a combination of qualitative and quantitative data.

Table 2. Summary of data and methods for the current thesis

Research Question	Method	Data
<i>1. What is the role of Forest Life website within corporate communication function of UPM?</i>	Discussions with Aili Piironen and Markku Herrala of UPM. Other materials from UPM.	<u>Qualitative</u> : Data about the communication organisation and Forest Life website and its role within the corporate communication function of UPM. UPM presentations and other materials from UPM: Corporate presentation, 2008.

	Interview with Robert Taylor of UPM.	Environmental forestry strategy, 2006. Virtual forest concept development. Virtual forest workshop deliverable, 2006. (by Valve) www.upmforestlife.com-communications plan. Websites: www.upmforestlife.com www.upm-kymmene.com
2. <i>How can UPM attract visitors from the target group of 13-16 year olds in France, Germany, the United Kingdom, and Finland onto the Forest Life website in the Web 2.0 era?</i> 3. <i>How do the 13-16 year olds in France, Germany, the United Kingdom, and Finland behave on the Internet in the Web 2.0 era: which sites they visit, how do they choose sites to visit?</i>	Focus group discussions	<u>Qualitative</u> : data from 18 youngsters in France, Germany and Finland between the ages of 12 to 17.
	Web survey	<u>Quantitative</u> : data from altogether 202 youngsters in France, Germany and the UK between the ages of 13 to 16.

3.2 *Qualitative research – company presentation and interview*

This section describes the company presentation given by Aili Piironen and the discussions in connection with the presentation and interview with Robert Taylor as qualitative research methods used for the current thesis. Each method is described as to why it was chosen and what data it provided.

The starting point for the entire thesis project were discussions with Aili Piironen, Director of Issues Management of UPM and Markku Herrala, IT Director of UPM about the Forest Life website and the kind of approach to be taken to create an academic study, which could also help UPM to achieve their business goals related to the website. As background information, Aili Piironen gave a company presentation and answered the researcher's questions. The data gathered from the presentation provided background for the entire research as well as vital information about the communication organisation and the communications strategy of UPM. This data was used to answer the research

question 1: *“What is the role of Forest Life website within corporate communication function of UPM?”*

The interview was done with Robert Taylor at UPM headquarters in Helsinki on 3. February 2009. The interview was recorded with a USB voice recorder in a meeting room with only the researcher and the interviewee present. The interview took one hour and 15 minutes. See Appendix 3 for the interview questions.

The interviewee, Mr Taylor, is the Customer Communications Manager in Environmental Forestry Affairs at UPM. He has worked for UPM almost 15 years in various roles and nowadays lives and works at the Valkeakoski plant in Finland. He was one of the “founding members” of the Forest Life website and is responsible for the content development of the site. The development group reports to the steering group, who set annual targets for the website. The steering group has members from the communication, issues management, IT and environmental management departments. One of the main targets set for 2008 was to get a certain number of visitors to the site.

The reason for choosing to interview Mr Taylor was that he had had a major role in the creation of the Forest Life website and is still part of the group responsible for development of the site. The interview also provided background information about UPM and their communications in general and the Forest Life website in particular as part of the communication function. The interview data was used to assist in creating the web survey questions, which are outlined in Appendix 4 and the focus group discussions schedule, which is attached in Appendix 5. The interview data contributed to answering research question 1 and provided background information for the method used to gather data to answer research question 2 and 3.

The interview with Mr Taylor was a mix between using natural conversation to ask questions and ”open ended interviews” (see Table 1) and it was conducted face-to-face. According to Winberg (2002) in *Qualitative Research Methods*, it is important that the atmosphere in an interview is such that it enables open and undistorted communication between the interviewer and the interviewee. The rapport between the interviewer and the interviewee was created naturally in the interview situation via small talk as both

parties had lived in Scotland and worked in the forestry business there. The interview was held in a meeting room with no distractions. The interview was carried out by encouraging conversational style responses as well as more factual answers.

The industry and the website were familiar to the interviewer to some extent prior to carrying out the interview, which helped to form the questions as well as to make the interview more conversational. This further enhanced creating rapport. According to Fontana and Frey (2008), the goal of the unstructured interview is to gain understanding, thus making establishing rapport an important part of the interview process but also a source of problems, since the researcher may lose the objectivity when having too close rapport. This was acknowledged during the analysis of the interview results.

3.3 Qualitative research – focus group discussions

Focus group discussions were held in three countries: Finland, France, and Germany. The researcher carried out the first focus group discussion in Finland to an English-speaking group of pupils. UPM's local communicators carried out the discussions in France and Germany. A discussion was meant to be held in the UK as well, but due to the lack of resources it never realised. Appendix 5 shows the Focus Group Discussion Schedule, which was used as the basis and the template for carrying out the group discussions in different countries to ensure consistency.

Focus group discussions were chosen as a method for the current thesis as, according to Krueger and Casey (2000), focus groups are ideal for finding out a range of ideas or for exploring people's feelings about an issue. Focus group discussions are ideal for uncovering factors influencing opinions, behaviour or motivation. In the current thesis such factors were the behaviour of youngsters on the Internet, their motivation for visiting certain websites and their opinions on the Forest Life website. With focus groups discussions, it is possible to get ideas from the group, which an individual might not be able to give. For example for the question: "Where do you search for websites to visit?" people might be tempted to answer briefly by just one search engine name but as a group they might encourage each other to think more and come up with several options. Discussing the issue in a group can help to make the unconscious idea

conscious. Noting down words from the discussion in the focus group might help in getting an insight of the vocabulary which the youngsters use to discuss the issues related to www.upmforestlife.com.

Finland was added as a target country for the focus group discussions, as the method was new to everyone involved in the research. Therefore the researcher tested the focus group discussion schedule while gaining Finnish pupils' views and opinions from the test group. The UK office did not have time to run the focus group discussions, so the results only concern France, Germany and Finland. Each local communicator had a chance to decide how they would select the discussants, only criteria given were the preferred size of the group (approximately from five to eight discussants), the age group, and that the group should preferably be a mix of boys and girls. The local communicators were doing the discussions as additional work on top of their normal daily routines, so the researcher did not want to put too much of a burden on them, in order to make it easy for them to help the research. If the criteria were too demanding, researcher would have risked that the discussions might not have been carried out at all.

Selecting the schools or youngsters from the target age group for the discussion was up to each local communicator of UPM in each target country. For Finland, the school was chosen from the schools providing teaching in English as the researcher wanted to hold the discussion in English. As the town where the focus group discussion was held has only one school providing teaching in English for this particular age group, the name of the town is not mentioned in order to maintain the confidentiality of the answers for the pupils who participated. The researcher provided short text examples as e-mail templates for local communicators to use for contacting local schools in order to ensure consistency from country-to-country but also to ease the local communicators' work load and speed up the entire process. In the end, the templates were not in fact used as the French communicator gathered the group from her neighbours' children and the German office's discussion participants were students doing work placement at the UPM office.

In Finland, the group consisted of seven boys and girls aged 15-16 years. They were all pupils who had either lived abroad and/or one or both of their parents were non-native

Finns or not Finnish speakers, and thus the pupils attended English-speaking classes. In addition to the group, their English teacher was present throughout the discussion as it was held during her class in their usual class room. The group was found by contacting schools in Finland, which provide teaching in English. The interview lasted about one hour. An hour and a half (two lessons, one being 45 minutes) was in fact reserved for the interview but after the first 45 minutes, there was an announcement that as the holidays were starting, there was a stand-up comedy show at the gym in 15 minutes' time. Thus, the interview was sped up and lasted 60 minutes only. There was a computer with a projector in the classroom and the pupils were arranged to sit in a horse-shoe arrangement without desks in front of them, rather than normal class room setting, to encourage informal, talkative and interactive atmosphere. Every now and then, one of the participants tried to take the lead but then the teacher would step in and ensured that everyone was able to give an equal share of input.

In France, there were actually two groups consisting of six young people altogether. One of the groups had three 15-16 year olds and the other three 12-13 year olds. The discussion was held by the person responsible for communications at UPM's French office in Levallois-Perret Cedex, who gathered the participants among her friends' children. The discussion was held in French and the data was translated by the discussion leader into English herself.

In Germany, the group consisted of five boys and girls aged 16-17. They were working as apprentices of UPM in their Augsburg office. The discussion was held in one of the meeting rooms as a round-table discussion. Only the discussion leader, who was the Communications Coordinator of UPM, and the participants were present throughout the discussion. All participants were engaged to the same degree and gave equal amount of input to the discussion. The discussion lasted for about an hour and a half, undisturbed throughout. The discussion was held in German and the results were provided in German to the researcher who then translated them into English.

3.4 Quantitative research – web survey

A web survey was chosen as the quantitative method for the current thesis in order to fulfil and complement the information gained via the qualitative methods. The questions were based on the initial discussions with Aili Piironen and Markku Herrala, and the interview with Robert Taylor as well as the Internet research and various materials from UPM. The data gained from the survey was used to address research questions 2 and 3:

2) How do the 13-16 year olds in France, Germany, the United Kingdom, and Finland behave on the Internet in the Web 2.0 era: which sites they visit, how do they choose sites to visit?

3) How can UPM attract visitors from their target group of 13-16 year olds in France, Germany, the United Kingdom, and Finland onto the Forest Life website in the Web 2.0 era?

In order to take into account the geographical spread of the target group for this research (UK, Germany, France and Finland), the web survey was the most viable means of collecting the data compared to interviews and a hard-copy survey. The web survey data is only available from the UK, Germany and France as Finland was not one of the original target countries for the current thesis and thus was not included in the web survey.

The survey was created using free software for creating online surveys: www.surveymonkey.com. A copy of the survey can be found in Appendix 4. The survey included 10 multiple-choice questions. Multiple-choice style was chosen as by limiting the choice, analysis of a large number of responses was enabled.

The number of questions was limited to ten. In order to encourage respondents to answer all questions and actually think of their answers, the survey should not take a long time to answer. Taking into account the fast pace of Internet browsing and the fact that there was no initiative, such as a prize or reward for filling in the survey, any more than ten questions or complex writing tasks could have ended up respondents not answering all the questions. By not having too many questions and having questions which can be answered quickly guarantees a higher and better quality response rate. Graham (2000)

suggests in his article about best practices in creating web surveys that brevity is “a golden virtue”, thus surveys that are too long or hard to fill in might affect the quality of data gained negatively and the questions should be thought from the respondents’ point of view. The focus group discussion held in Finland provided the researcher with better understanding of the respondents’ points of view thus enabling construction of meaningful multiple-choice questions for the survey. Multiple-choice questions made filling in the survey quicker while it was also meant to give the respondents more time to think about each answer. In comparison, if the survey would have been very long, at some point the respondent might just quickly click through the questions without reading the questions thoroughly or concentrating in answering them, or even abandoning the survey altogether half-way through the survey due to fatigue or loss of interest.

Several arguments both for and against using surveys as a research method exist. According to Gillham (2007) even if the survey seeks for answers just by asking questions, it provides predetermined answers which are tidy and easy to analyse. The decisive factor for choosing this method for the current thesis was the saving of cost in time as well as in money compared to using only qualitative methods while needing to achieve the wide geographical reach required for the current thesis.

From the respondents’ point of view, the web survey is quick and easy to fill in at one’s own convenience if it is well-designed. On the other hand, a structured survey can also be boring to fill in and the element of discovery for the researcher can be limited. However, when used in combination with qualitative methods, like in the current thesis, the data gains more validity. While creating the survey, the researcher took into account that most of the respondents would be from non-English speaking countries and all of them young. Thus, the researcher aimed to keep the language simple, i.e. not using difficult terms and avoiding long sentences, which might cause misinterpretation.

The survey design started, as instructed by Gillham (2007), from determining what to find out. The purpose of the survey was to gain understanding about the Internet behaviour of the target group. The survey questions aimed to find out what the target group look for on the Internet, how and from where they found the sites to visit, if they

were at all interested in learning about environmental issues on the Internet and what they would have liked to see on a website. The questions in any survey fall under three main categories of topics, named by Gillham (2007) as questions for finding out (1) facts, (2) opinions, beliefs, judgements, and (3) behaviour (what people do). The present survey is a combination of the three.

The survey consisted of mostly closed questions, thus making it a structured questionnaire as described in Gillham's verbal data dimension in Table 1, concentrating on finding out about the target group's Internet behaviour and interest in the environment. The decision to use structured questions was two-fold. First of all, the focus group discussions provided the unstructured research method and the basis for the survey, which was used to determine what Gillham (2007) calls the probable answers to be used in the survey's multiple choice questions. Secondly, open questions are more demanding to analyse but also more time-consuming to answer in a survey. As the purpose of the survey was only to gather perceptions of a wide audience, structured questions were considered sufficient. Open questions are considered more suitable for focus group discussions or interviews, as Gillham (2007) confirms: people talk more easily than they write.

The free version of SurveyMonkey limits the number of respondents to 100. The distribution of the survey was initially done via e-mail and Facebook to the researcher's personal contacts as well as work and university contacts (in total around 60 persons) asking them to forward it to the correct age group among their acquaintances. As it turned out, it was challenging to gather even 100 responses without buying Internet advertising space to distribute the survey. Habbo's regional sites (.de, .fr, .co.uk and .fi) turned out to be a very expensive media to distribute the survey: offers were in thousands of euros.

To get more respondents, Facebook.com was utilised since it provided a cost efficient and a well-targeted method for the survey distribution. With the possibility of getting well over 100 responses, SurveyMonkey subscription was upgraded with a monthly subscription to allow an unlimited number of respondents. The final numbers of respondents in the 13-16-year-old age group from each country were:

- Germany: 99 persons
- France: 54 persons
- the United Kingdom: 49 persons

Appendix 6 shows a screen print of the Facebook Advert Manager statistics for France, Germany and the UK at the end of the campaigns and the campaign advertisements for each country. The adverts were translated into local languages by the researcher. The survey was only available in English. Each campaign was specifically targeted at 13-16-year olds in each target country, with maximum daily budgets and maximum bids per click defined, thus ensuring full control of the costs. Each campaign was initially run for four consecutive days. As Germany seemed to have the most eager respondents, the UK and France campaigns were continued for further two days to even out the number of respondents per country.

3.5 *Trustworthiness of data*

The data for the current thesis can be considered trustworthy. The presentation and interview data are from professionals within UPM, who know the history of Forest Life well as they have been involved with the site's development since the early planning stages. The focus group discussions span three countries providing an international aspect to the research. As mentioned before, the web survey respondents totalled over 200 and they were equally from all the three main target countries and they represented the correct age group, thanks to the accurately defined target groups enabled by the Advertising Manager functions in Facebook. It was noticeable that there were comments in the "other" fields of the survey, which shows that the respondents had considered the answers they provided, thus giving the survey data more validity. This suggests that designing a short survey which was quick and easy to answer was the correct approach for the target group of the current thesis.

The data can be generalised to some extent. However, it was challenging to find out what percentage of the entire age group do the respondents represent, as the official

statistics use very different breakdown for age groups, i.e. other than 13-16 years. Data can be considered valid as Web 2.0 changes affect all companies wanting to upgrade their web communication and interaction to the level, which users have come to expect. The purpose of the website and the amount in the investments, i.e. the number of different Web 2.0 era features to be added to any website should be considered case by case.

The data can be considered fairly reliable. Three focus group discussions conducted together with 202 valid, full responses to the web survey provide enough information so that the results can be generalised and considered reliable. However, the reliability of the study results could be improved by having a more representative selection of each nation's youngsters for the focus group discussions, as they were chosen from one town in each country for the current thesis and each group had other similarities between them as well, which made each group's participants rather homogeneous in certain aspects. In Finland, all pupils in the group had at some point of their lives lived abroad and were exceptionally good in English. This surely affects their Internet browsing habits compared to other youngsters in their age group also because they have friends in various countries. In Germany, all group participants were apprentices at UPM, so they can be considered to have similar relationships with forestry. In the French group all participants were children from the discussion leader's neighbourhood, so they can be considered to have rather similar backgrounds.

The limitations of the trustworthiness of the quantitative research are mainly due to the basic limitations of surveys as stated in Section 1.1. The main disadvantage of the survey in the case of the current thesis was at first the problem of a low response rate caused possibly by most respondents having to answer questions posed in a language other than their mother tongue. The problem of writing in a foreign language was eliminated during the survey design as most of the questions were closed and multiple choice, rather than open which would have required writing skills in foreign language. At first, without advertising, there was a struggle to reach 100 respondents with the total number of respondents reaching 321 with the help of advertising on Facebook.

The limitations of the trustworthiness of the qualitative research are the number of focus group discussions carried out, and that all the discussion leaders were leading a focus

group discussion for the first time, the French and German leaders did not provide recordings of the discussions but merely a summary of them and the focus group discussion schedules were not translated by professional translators, which could have affected the consistency. More focus group discussions would have given a better national representativeness of the research results. However, the time and resources were limited and this was not possible within the current thesis. It would be ideal that all focus group discussions were carried out by one person thus ensuring as much consistency as possible, which was not possible for the current thesis. Each discussion leader reported the data somewhat differently though the initial request from the researcher was that each local interviewer would have recorded the focus group discussion in its entirety to be translated to enable further analysis by the researcher from the entire material, rather than what was considered by each local interviewer to be important. Even if all the above problems were solved, focus group discussions can only ever provide a small sample of ideas by a small number of people.

To sum up, the problems with the validity of the research are rather universal and the trustworthiness of the data can be considered acceptable. However, larger samples and more focus group discussions would have provided a more trustworthy study. If there were more time and resources, for example for individual interviews of a larger sample group the research would have provided more trustworthy results. However, by getting a small group to bounce and develop ideas together and to discuss freely provides valuable information, which cannot be gained via individual interviews. Focus groups are a unique method and in certain type of research, like for the current thesis, a very valuable research tool.

4 FINDINGS

In this chapter, the qualitative research findings, namely interview and focus group discussions, and quantitative research findings from the web survey results are explained. The findings are grouped according to the research question which they answer. Finally, the main findings are summarised.

It is notable that the second research question has two parts. The first: “How can UPM attract visitors from their target group of 13-16 year olds in France, Germany, the United Kingdom, and Finland onto the Forest Life website in the Web 2.0 era?” represents UPM’s point of view and the second part: “How do the 13-16 year olds in France, Germany, the United Kingdom, and Finland behave on the Internet in the Web 2.0 era: which sites they visit, how do they choose sites to visit?” aims to gain background information for answering the first part. Data to answer these questions was gathered with focus group discussions and web survey.

4.1 Forest Life website’s corporate communication role

This section includes the research findings on the role of Forest Life within the corporate communication function of UPM. First, the corporate communication is explained and then the role of the Forest Life website is described. The findings are based on the information from the interview and discussions with UPM staff.

A finding about the issues related to the corporate communication function at UPM is that the communication issues closely related to the Forest Life website are management, image creation, stakeholders, online social networking, communicating strategy, values and brand. It can be concluded that the issues management department of UPM manages and leads Forest Life website and its development. Issues management is about managing the dialogue with public through environmental scanning and responding to any potential existing or rising issues. In the case of Forest Life issues management means screening the environment, for example, for the messaging of NGOs as well as other media including Internet discussion boards for topical issues, which might be the concern of UPM’s stakeholders. Another finding is that UPM has a wide range of stakeholders and UPM have taken different stakeholder groups into account in their communications strategy as well. Starting from forest owners who get their income by selling to UPM and who can buy forest management services from UPM to NGOs and the general public, who are affected by the NGOs’ messaging as well as that of UPM. Social networking online had already been recognised by UPM as the way towards the future and they want to gain more insight and knowledge into which

activities they could really benefit from, rather than randomly trying out several methods.

A finding is that the Forest Life website has also been created within the issues management function of UPM's communication department. All corporate communications are closely linked with UPM's environmental forestry affairs strategy (EFA). The strategic objectives of EFA strategy (2006) are: knowing the origin of wood fibre, promoting forest certification, creating a global biodiversity programme, company forests as "centres of excellence", climate change learning, and balanced NGO relationships. Forest Life is a project helping to achieve the objective of creating and implementing a biodiversity strategy, but it has links with all EFA objectives.

One of the objectives of the environmental forestry strategy of UPM is to have an open dialogue with all stakeholders, especially non-governmental organisations. A finding is that the Forest Life website forms an important part of this dialogue, even if it is not in its current form providing a clearly two-way communication platform. The site includes methods for leaving feedback and contacting UPM if the visitor makes the effort to find them but there is not an open discussion forum on the website. The environmental forestry strategy of UPM also emphasises protecting forest diversity and promoting good forest practices. The Forest Life website is an important medium in communicating diversity and sustainability issues. Forest Life website is an integral part of the environmental forestry strategy of UPM, helping to achieve the communication objectives of the strategy.

A finding about the stakeholder groups, to whom the Forest Life website is aimed at, came up in the interview and was confirmed from the written materials. The stakeholders in the site's development phase were first of all outlined as eight distinct groups (as listed in Valve's presentation to UPM: the Virtual Forest Workshop Deliverable from 7.4.2006).

- 1) UPM Customers
- 2) UPM Employees
- 3) General Public

- 4) Members of the Press
- 5) Financial Analysts
- 6) Researchers & Experts
- 7) Environmentalists & NGOs
- 8) Other Parties (Forest owners, Legislators, etc.)

The prime target audience for the Forest Life-website were the three top ones. These were chosen by the development team in the early planning stages, but “others” was included as the fourth target group. Thus, it could be said that the website was initially targeted to everyone. According to Mr Taylor, the most important audiences still are UPM’s customers and employees and by educating them first, it is then easier to reach others when the company’s own staff know the facts first and are confident about the messaging. Geographically, the most important audiences are located in Central Europe and North America.

It was found out that the main message of the website and the origins of the whole idea of creating the site were to gain trust in UPM as an environmentally conscious, responsibly operating company. In short, Mr Taylor summarised it as: “Managing the forest doesn’t destroy the forest.” and “UPM Forest is full of life.” In their EFA strategy (2006) UPM outline the strategic challenge as “To create value for the company and stakeholders by being among the best in environmental forestry affairs”. This means that UPM knows and communicates the origin of wood fibre, has a global biodiversity safeguarding program and UPM forests are “centres of excellence”.

A finding about the role of the UPM Forest Life website is that its purpose is to communicate the creation and implementation of the biodiversity strategy, the aim of which is to protect forest biodiversity and to promote good forest practices. UPM recognised that this needs to be communicated well and taking people into an UPM forest would have been the ideal option. As taking everyone, i.e. all UPM’s stakeholders, into a real forest is virtually impossible for a globally operating company, the idea developed to take the forest where the people are everyday: online, on their desktops. When looking at messaging by NGOs, UPM realised that their communication should concentrate on one of the values of the company, which is transparency: “the

more honest we are, the more trust we will gain”. Mr Taylor gave an example of the dedication to transparency and open communication during the creation of the Forest Life website. The website shows a Finnish forest and there is a scene, where a large clear-fell¹ site is shown. In UPM’s German organisation, there was opposition for showing such a large clear-fell¹, as in Germany the environmental organisations have a very strong foothold and the German organisation was afraid that showing such a large clear-fell¹ site would cause concerns. But this is the reality and UPM decided that there was no hiding the facts as Mr Taylor recalled the response to German employees’ hesitation: “But we said no, this is the facts, we have to show it, we have to be open and clear about this, this is our business! We do it in a responsible way, respecting and protecting diversity of the forests”.

However, the messaging of the corporate social responsibility issues related to the UPM brand is done in a subtle way on the Forest Life website. According to Mr Taylor, the development group made a conscious decision not to highlight the company logo on the website too much, to avoid it being seen too much of “green wash” by a multinational corporation. User experience and exploration were more important than showing the brand on the site too strongly. The website is in line with and supports the brand messaging, which Mr Taylor listed as responsibility, using experts, innovative, modern technology, and forward thinking. All these ideas are the carrying main theme, which is followed through in the video clips, texts and pictures on the website, together with the underlining theme of the forest being full of life: plants, insects, animals and people.

UPM’s EFA strategy forms the basis for operations as well as corporate communications at UPM. Forest Life website is an integrated part of this strategy, helping to achieve the goals and objectives as laid out in the EFA strategy.

¹ Researcher’s addition to clarify: clear-fell means that all trees are cut from the defined area in comparison to harvesting, which means cutting only some of the trees from a defined area called the felling site.

4.2 Attracting youngsters to a website in the Web 2.0 era

This section will start by answering the second question about the target group's web behaviour based on findings from the web survey as well as the focus group discussions. Based on those findings an answer will be given to the third question about how UPM can attract the target group for this study to the Forest Life website. The details about the web survey results can be found in Appendix 7 and are outlined below.

4.2.1 Web behaviour of youngsters

The results of the web survey show that 54% of the target age group of 13-16 year olds uses the Internet mostly 1-3 hours daily but there was a significant 25% who use the Internet 3 hours or more daily. The most used search engine was Google with 196 users from the total of 202 survey respondents. MSN Search was the second most used with 39 but Yahoo! was better known: 154 responding "I know this one but don't use it" compared to 135 saying that for MSN Search. The respondents reported of mostly looking for "entertainment" or different types of "social networking" while on the Internet. Also looking for "information for homework / studies" scored high. Charities/NGOs and information on environmental and sustainability scored the lowest with only 4-6% each. Pictures, videos and news were rated as the most important things the target group would like to see on a website. Environment and global warming were a concern to just over half of the respondents being concerned with a further 10.9% responding with "Yes and I do everything I can to help". When asked about the interest in learning more about the environment and forests, only about a third were wanting to learn more with an additional 13.4% "already doing something to learn more". The most favourite sources to learn about the environment were seen to be at school, university or workplace or other media (TV, newspapers etc.). Only 37.6% rated the Internet as the best source for such learning.

The findings from the focus group discussions related to the web behaviour follow. First, the sites which the target group visit on the Internet and the time they spend on the Internet are discussed. Secondly, their use of search engines and the other ways of

finding websites are explained. Third, the focus group participants' reactions to Forest Life website and their opinions and suggestions for encouraging them to visit the site are outlined.

Unfortunately the results for the warm up exercises, which aim was to find out a) which sites youngsters browse at regularly and b) their familiarity with the named social networking sites, are only available from Finland. The other discussion leaders did not provide the results of the warm up exercises, which were to be written down by the discussion participants. However, these lists from the Finnish focus group provide plenty of international sites as well.

The regularly visited websites and how they were found are listed as per the responses from the Finnish focus group discussion in Table 3.

Table 3. Regularly visited sites from the focus group in Finland

Website	Times mentioned	How it was found
www.irc.fi	1	Friend's recommendation
www.facebook.com	5	Friend's recommendation
www.google.com	6	Search engine, friend's recommendation, don't recall
www.koris.net	1	Don't recall
www.youtube.com	6	Friend's recommendation, search engine
www.hotmail.com	2	Don't recall, e-mail.
www.tripletuck.com	1	Looking for poker
www.msnmail.com	1	Internet banner or web ad
www.wikipedia.com www.wikipedia.org	2	School studies, search engine
www.yahoomail.com	1	Something else, e-mail.
www.ircgalleria.net	3	Friend's recommendation
www.abc.com	1	TV ad

www.telkku.com	1	Magazine ad
www.jaguarcheer.com	1	Hobbies (to see practise times and places)
www.4chan.org	1	Internet forum
www.gametrailers.com	1	Internet forum
www.piratebay.org	1	Search engine
www.naturalmotion.com	1	Friend's recommendation
www.msn.com	1	Friend's recommendation
www.travian.fi	1	Friend's recommendation
www.xgenstudios.com	1	Internet banner or web ad
www.newgnr.com	1	Search engine
www.ironmaiden.com	1	Search engine

As Table 3 shows, Google, YouTube and Facebook are the most visited sites among the Finnish focus group. The most popular ways of finding or choosing websites to visit are friend's recommendation (8 mentions) and search engine (6 mentions).

To look at the quantitative aspect of finding the website, the methods used to find and/or decide the website to visit and their popularity within the Finnish focus group were, from the most used to the least used:

- Friend's recommendation
- Search Engines
- Web ads or banners, e-mails and Internet forums

Five other methods were mentioned just once each, including TV and magazine advertisements.

The familiarity of the Finnish focus group discussion participants with the social networking sites mentioned is illustrated in Table 4.

Table 4. Familiarity with the social networking sites of the focus group in Finland

Social networking site	Know	Use	Never heard
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a) Digg	2	-	5
b) MySpace	7	4	-
c) Facebook	7	6	-
d) Yahoo Buzz	1	-	6
e) StumbleUpon	1	1	6
f) Del.icio.us	-	-	7
g) MSN Live	7	7	-
h) Twitter	-	-	-

As can be seen from Table 4, the Finnish focus group participants were not very familiar with all the social networking sites, which included the ones to which there are direct links to on Forest Life website. MySpace, Facebook and MSN Live were known by all participants but only MSN Live was also used by all participants.

Facebook, YouTube and Google are the most used sites among the target group in all target countries. The German and French respondents included also icq.com, lokalisten.de and Skyblog as sites and social networks which they visit. Icq.com is international website and in English, lokalisten.de is local to Germany, and Skyblog is according to Cashmore (2006) a massive and growing French social networking and blogging site. The German and French discussion participants were not so familiar with Habbo: only two 15-16 year old French participants reported using Habbo occasionally. The Finnish respondents knew Habbo, some even mentioned using it previously but said that they have now moved on to Facebook and the common opinion was that Habbo is for a younger, 13 years and under, audience. Facebook seems to be the most used social networking site at the time of the focus group discussions, i.e. most participants reported using it every time they are on the Internet in all the target countries. An exception was the youngest audience in France, 12-13 year olds, who did not use social networking much at all, except for a game site.

In all countries, the youngsters tended to visit the Internet daily. In France the exception was again the younger, 12-13 year olds group, who reported their times in minutes per week, spread throughout one or two visits per week. The time spent on the Internet on

average per day for those who said that they visit the Internet daily were 135 minutes per visit in France, 80 minutes per visit in Germany and 125 minutes per visit in Finland. In Finland, there was a debate about whether the time playing games on the Internet in fact accounts as "browsing the Internet", which was an interesting aspect not taken into account when formulating the FGD schedule. Especially the boys reported spending about double the amount of time on the Internet compared to the girls due to the games they play online.

In all countries under review the search engines were used for searching entertainment, for example, music-related: lyrics, videos, and bands; films; games as well as information in general, for school work etc. as the Internet was said to be quicker than dictionaries to find anything and thus the preferred method. Country specific differences were design sites in France and weather information and shopping for motorcycle parts in Germany.

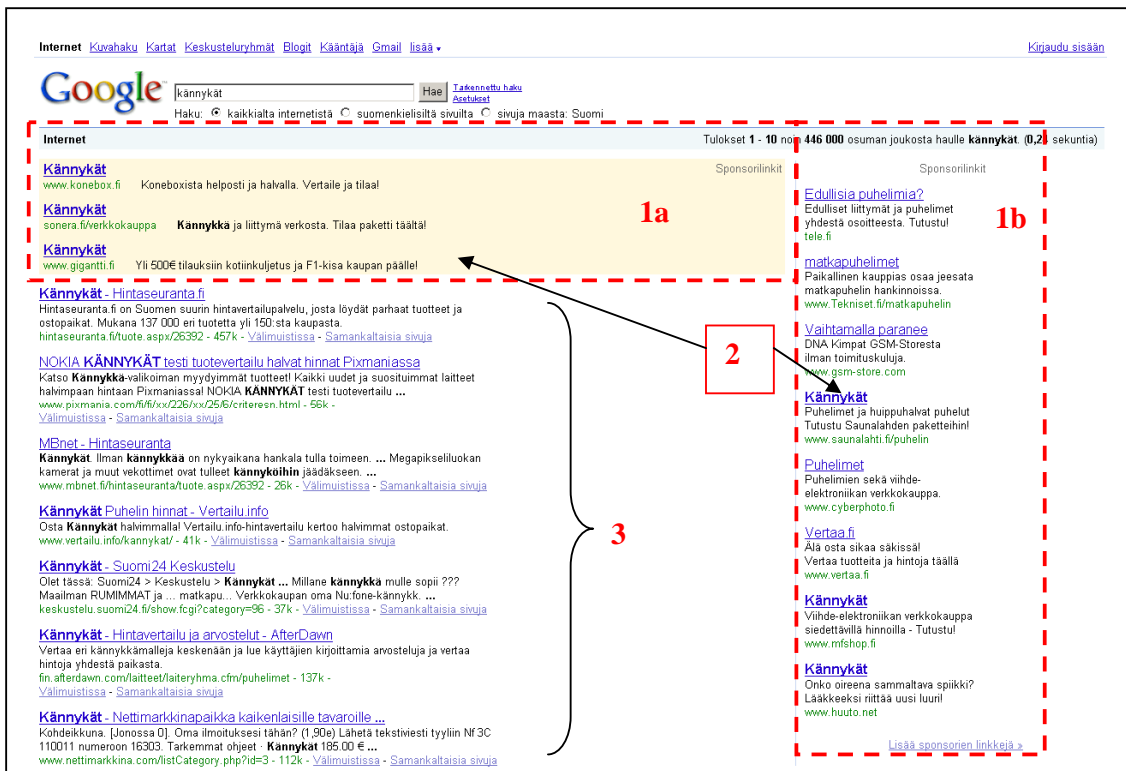
For finding websites to visit, all countries used friends' recommendations, magazines and other websites (e.g. Internet forums or discussion boards and Facebook). TV and radio were also mentioned in France and Finland. The French group also found sites to visit from blogs, parents, game sites and teachers, which Finns and Germans did not mention at all.

The answer to which search engine to use to make the test search during the discussion was rather unanimous in all countries: Google. The reason for choosing Google seemed clear for everyone: it was said to be the best and the best-known. Only in France a second option was offered: Blackle.com. Blackle.com uses Google for its searches, but it is an environmentally friendly option, which Blackle.com state on their website being due to the very noticeable black background, thus saving energy compared to the standard white background.

A general reason for choosing a site to look at from search results seemed to be it being the first one on the list supported by the recognition that Google shows the most relevant searches first on the list. In some cases, however, the search results, which are shown first on the list, can be paid advertisements as well as the ads on the right hand side of

the page, an example of which can be seen in Picture 11 indicated by 1a and 1b and highlighted with the dotted lines.

Picture 11. Google search results page for ”kännykät” at google.fi



Picture 11 shows an example of a search with word “kännykät” (slang word for mobile phones in Finnish). The word was chosen by the researcher after randomly trying out different key words for Google searches, which would be likely to give many advertisements and pay-per-click results in order to get a screen print to demonstrate and show what they are. The keyword does not have relevance to the research in any way: it is only used to get a picture where all different kinds of Google advertisement examples are visible. The search was done at google.fi and in Finnish, as the advertisers by the advertising spots based on the IP address location, i.e. if searching from Finland, only so-called PPC/PPE advertisements for Finland will show, thus English words did not give advertisements, which are shown in Picture 11 and indicated by 1a and 1b.

The young focus group participants generally seemed to be well aware of which results are generic and which paid advertising. The paid advertisements can be recognised from their position on the site (top or right hand side) and a tinted background, for example light-blue or beige, as 1a and 1b in Picture 11 indicate. Germans mentioned the importance of the Google Text Ad's text especially for deciding which search result to click on. Text ad is the short description of the site, which is displayed in the search results. In Picture 11 the Text Ads are indicated by 2. Search Engine Optimisation can be used to generally improve the rating of a website in the generic search results (see 3 in Picture 11). The Finnish group showed some suspicion towards the sponsored links (or paid advertisements) on Google search results and said they would choose the first generic search result, not the very top one, if they see it being a paid search result indicated by the coloured background.

The focus group discussions showed that the purpose of the Forest Life website is not clear for the visitor on the entrance and that combined with fairly long time for loading the language version might stop them from browsing the site further. Positive comments were given as well: "What a pity we can't be in a real forest!" The discussion participants also pondered on the financial purpose of the website: if the company made such investment, surely they must look for making money with it but how do you make money by telling about forests? As a source of information, the site was seen slow but trustworthy. It was recognised, that site would be somewhat useful for finding information. The site was said to be too large, even if creative. Videos got positive response, but the interestingness of the content was received with mixed feelings, which could be summarised with a comment from one of the participants: "interestingly presented, but what's in it for me?"

The focus group discussions included a section where features which would encourage the participants to visit the site were discussed. The discussion included three examples of concepts, which UPM had already considered adding to the site and the aim was to find out the participants' opinions on their attractiveness. The concepts were Plant-a-Tree, Fireplace and Live Web Camera.

In general, the Plant-a-Tree concept was seen as a good and fun idea as long as it is for free. In Germany in particular, the group were against the idea due to lack of control of whether the tree actually gets planted or not. One participant noted that “trees get planted anyway.”

The Fireplace for posting ideas and discussion forums received different reactions from different countries. The Finns did not see it relevant for themselves or their age group to discuss forests. In Germany it was seen as a good addition especially from the school viewpoint and for sharing ideas with people interested in similar issues.

The Live Web Camera idea received mostly positive feedback. Some discussants were pondering over the usefulness of it as most of the time there would not be anything happening in the forest. Meanwhile others found it interesting: “It would be nice to see how animals behave and how a Finnish forest looks like!” The Finns didn’t see any value in seeing Finnish forests; they would prefer seeing forests in other parts of the world.

The site was seen to be targeted to very different audiences by different participants. It was said to be designed for younger children or adults who are interested in forests, employees of the company, people who want to know nature better, everyone, youngsters, Greenpeace, for people who like beautiful websites, for intelligent and curious people and for people to whom paper & wood are familiar issues. The Finnish group also commented that a virtual journey in another country than their own would be more interesting. The participants seemed to like the site overall but did not see why they should visit it: “The site is nice, but I don’t have a reason to go there.” Some participants did not know UPM at all. The participants would have liked to see more information about the company and clearer instructions for using the site.

From the focus group discussions the possible key words for search engines to use for Forest Life are: forest, pine trees, environment, nature, forestry / forest industry, wood, animal habitat (German: Tierumgebung), forest life, tree(s), and animals.

An important finding is that the target group tend to utilise social networking on the Internet and the Internet is used to search information quickly even for homework. The target group also need a reason to visit a website: recommendation from a friend, which social internet sites, like Facebook often enable are beneficial tools for gaining more visitors via such recommendations. The current tools embedded onto Forest Life website were found not to be known by the target audience.

4.2.2 UPM attracting youngsters to the Forest Life

Based on the findings listed in the previous sub-section, there are four ways for UPM to attract the target audience in France, Germany, the United Kingdom and Finland to the Forest Life website. First way of attracting the target audience would be by providing methods for the audience to engage with the content on the website as well as with the other visitors. This could be done by providing discussion forum in the form of a fire place, or by letting the visitors to leave their mark by planting a tree in the virtual forest, which could be made even further meaningful by actually getting the tree planted in a real forest.

Second way of attracting the target audience is to make the site well available on search engines. The target audience uses Google the most to look for information and they do look for information for their homework as well as entertainment. If the website included some sort of a game, that could be made available in Google searches via Search Engine Optimisation (SEO). In order to link the audiences need for information for their homework, key words, which might come up in the target audiences homework, such as animal names (including their Latin names) could be added to the key word lists, which UPM bids for on Google.

Thirdly, advertising the site on social networking sites such as Facebook or even creating own fan page in Facebook for Forest Life would be a way to attract the target audience to the website. Facebook advertisements can be targeted exactly to 13-16 year olds in each of the target countries in their own language, as was done to distribute the web survey for the current thesis.

Fourth way is to include “a reason to come”, which would also attract the visitors to invite their friends to visit the forest could be a game of some sort. This could be for example by including the plant-a-tree concept with a link: “Invite your friends to plant a tree as well and see how big forest you can plant together” with updates sent later via e-mail to registered “tree-planters” with “Your Friend *Lisa/Larry* planted a tree as well! Visit Forest Life to see how many of your friends have already planted a tree and invite more to join!” This concept could be included in Facebook as well to gain further publicity, when the updates would appear on visitors online profiles as well as on their friends’ pages. This would also encourage repeat visits.

4.3 Summary of main findings

Within the corporate communication function of UPM the Forest Life website is part of the issues management function. Issues management means that the company is screening the web environment for messages and issues, which are topical and which their stakeholders are interested in. Forest Life website communicates sustainability of the UPM forestry operations.

The target audience of Forest Life website in the Web 2.0 era are mostly looking for entertainment and social networking on the Internet. They use Google as their main source to look for information as well as friends’ recommendations to choose websites to visit. UPM can attract the target audience to visit the site firstly by providing methods for the audience to engage with the content on the website as well as with the other visitors; secondly by making the site well available on search engines; thirdly by advertising the site on social networking sites such as Facebook or even creating own fan page in Facebook for Forest Life; and fourthly by giving the target audience “a reason to come”.

5 DISCUSSION

UPM's Forest Life website is in many ways reaching towards the fourth phase of the Internet's development (see Figure 5 in Section 2.3 for Weber, 2007) with its visual, rich media content. However, it is lacking the possibility of any UGC, which is becoming a standard in the Web 2.0 era. Web 2.0 is an interesting phenomenon for the current thesis, as Forest Life website is not utilising the interactivity, which could have been built-in to the site already to enable users participating in content creation and engagement. The links for visitors to share the link to the website are very subtly displayed and thus it is interesting to compare the literature review findings with the findings from the empirical research to see, whether these two support each other. Forest Life website could benefit from utilising the opportunities offered by Web 2.0.

Forest Life website is an award-winning website. UPM utilises the website in order to gain and maintain a corporate socially responsible image of a company cherishing sustainability in all its activities, in other words, UPM is "talking the sustainability talk" through the Forest Life website as one of the methods, thus looking and sounding like "a company in the business of sustainable forestry" to its stakeholders. However, the site does not attract the audience of 13-16 year olds but web enthusiasts who admire the technical aspects of the site. The content is well thought through and there is plenty of it but it is not attracting the right audience to benefit from it.

The Forest Life website was originally aimed at "everyone" with Central Europe and North America as the main target areas. Communities and non-governmental organisations, which belong to the societal stakeholders group in Werther & Chandler's (2006) model, are the main stakeholder group for the current thesis and thus the most remarkable and influential audience for UPM Forest Life website as well.

According to Robert Taylor of UPM, Forest Life was created first and foremost to gain trust among stakeholders by emphasising the issues that managing forests the UPM way does not destroy the forests, UPM forests are centres of excellence and UPM forests are full of life. The main goal was to create value for the company and its stakeholders by being among the best in environmental forestry affairs. The investment was prompted by aggressive messaging by NGOs (like Greenpeace) and it was not a marketing investment but an issues management investment.

The Forest Life website is a means of communicating the reality of things happening in UPM managed forests compared to some aggressive communication from environmental organisations, which could be misinterpreted by various important stakeholder groups. The prevention of potential internet crisis includes employing a person to monitor online forums and such so that the organisation keeps up-to-date on what is being talked about it over the Internet. If any potential issues arise, they should be managed, for example, by responding to them or researching further to establish the extent of the crisis potential. Preparation for crisis could include creating what Conway et al. (2007) call the “Dark Site”. It is basically an empty page added to the corporate website’s infrastructure, to ensure that no time is wasted in having to recode the corporate website to accommodate additional messaging, if rapid crisis communication via the Internet is required.

For UPM corporate social responsibility is not a new issue. CSR has been of integral part of their operations for a long time and Forest Life is merely a new way of communicating to important constituencies about the operations. Halme (1997) writes about environment policy on forest management which UPM published already in 1993. The two goals then, were 1) taking into account commercial, aesthetic and social impact of forestry in their production and 2) to preserve the forest ecosystem and the diversity of nature complying with the UN principles. From the slogan of UPM: “We lead. We learn.” it seems that in the case of the Forest Life website, UPM aims to “lead” the way of sustainability communication within the forestry industry as they have “learned” that the sustainability issues must be more efficiently communicated to all their stakeholders. The entire corporate identity evolves and expands around this core, as UPM’s Environmental Forestry Strategy outlines.

Through Forest Life, developed by UPM’s issues management function, the company is taking into account ICP and using Forest Life as a preventive method. At UPM marketing and issues management are separate functions even if both exist within the communication department and Forest Life is not a creation of the marketing department but belongs to the issues management function. According to what has been found out about companies with good or poor reputation built through corporate communication,

UPM should keep in mind that Forest Life is a reputation building tool and can aid in preventing crisis but if a crisis occurs, it will not be a sufficient method for covering crisis communication on its own.

Google, YouTube and Facebook are the top three of the most visited sites among the target audience of 13-16 year olds. Google is also the best-known and the most used search engine based on the findings both from the focus group discussion and the web survey results. MySpace, Facebook and MSN Live were the most know social networking and/or link sharing sites. Over 13-year-olds seem to be moving away from Habbo and more towards Facebook, which can be said to be moving away from virtual worlds to social networking.

According the research for the current thesis, the target group's main way of finding new sites to visit was through friend's recommendation, thus social networking can be said to be an important factor in choosing sites to visit. The target group tend to visit the Internet daily and spend over an hour to nearly two hours online during each visit. Search engines are mostly used for searching entertainment and issues related to school homework. It matters to be the first one in the generic search results e.g. on Google. Search Engine Optimisation (SEO) techniques can be recommended, as audience seems to trust what Google tells them. Even if the Google Text Ads are received with some scepticism by others, the youngsters tend to read what the text ad tells them, in order to make a decision, whether to click on the sponsored link or not. This demonstrates that it is not entirely meaningless what the text in the search results says. For the Google Text Ads the advertiser has a limited number of characters per line and a heading line plus two text lines to create the advertisement. Companies have control over this text, and they can modify the text to appear differently according to what the search was about by using different campaigns. E.g. if there were names of animals (e.g. "Common Otter" for school project) searched for, this could be called "Animals" campaign, under which the Google Text Ads could read something like: "Come and meet the animals of the forest and see their real habitat!" The campaign can then include unlimited number of animals: cost will only incur when someone actually clicks on the link for Forest Life. Another campaign could be for any search word to do with environment, campaign called "Environment" and words under this campaign including, for example,

“sustainability”, “environmental” and “climate change”. The Google Text Ads for such campaign and those related words would then read something like: “Concerned about the environment? Click here to see what UPM is doing to ensure sustainable management of Finnish forests!” “

The youngsters’ reactions to Forest Life included valuable comments for the content development team of the site to consider: “What is the site for?”, “It takes too long to load”, “How are they making money with this?”, “Seems a slow way of finding information, why not use Wikipedia? (Wiki-information can be put up by anyone, though, so this site perhaps more trustworthy source..)”, “Creative but too large”, “Interesting, but what’s in it for me?”, “Videos are great!”, “Company information missing: who is UPM?”, “Perhaps not interesting for our age group”, “Nice site, I just don’t have a reason to go there”, “Dull”, and “I don’t know what it’s for”. The audience thought the site could have been designed for younger kids or adults with interest in the subject, or for whom wood & paper are familiar issues, employees of the company, nature enthusiasts, or people who like beautiful websites. To summarise: the youngsters want to know “what’s the catch” (=why has the company made the investment, how will they make their money back from the site), why they should visit and to find any information they might need from the site quickly. Also, UPM must remember that the audience might not know UPM previously. In general youngsters don’t seem to know who UPM is or what they do. It would be important to have this information available as one of the first issues on the site, to point out the relevance and purpose of the site to the company and what they want to gain with it. If they knew that it’s a possible future employer and that it is about more than “just forests”, perhaps it would be more interesting and they would have more reasons to visit the site.

Icq.com, which was mentioned by focus groups as well as web survey respondents, is an interesting finding, as it actually is more like an online community rather than a search engine. They refer to themselves as the “Community, people search and messaging service!” and the front page includes services such as ICQ groups, links to recent blog posts, chat rooms, online games and a “What are you searching for?”-section, which has pre-sorted searches into groups such as cell phone deals, student loans and designer fashion.

The low rating among web survey respondents on looking for information on charities, NGOs or environmental and sustainability issues is a clear indication that using key words such as "sustainability" might not bring the target group onto the website via search engines. It is remarkable that several web survey respondents mentioned something related to social networking in the question about what they search for on the Internet, even if it was not given as an answer choice. This demonstrates the increasing importance of the social web.

According to the web survey results, the schools were seen as the appropriate place for learning about environmental issues including forests. This finding supports the idea of using teachers as the mediators to get the youngsters to know about the Forest Life website. They could utilise the site in their teaching and could even provide valuable input in the preferred content for UPM, which could enhance their teaching methods. History teacher and the rector of the Finnish school, where the focus group discussion was held, said that he has learned to utilise Internet in his teaching to combine the teaching methods with the medium, which the youngsters appreciate and are familiar with.

Forest Life seems to be an important part of corporate communication of UPM, especially on their sustainability communication. It supports their image of being seen the front-runner in forestry and demonstrates the sustainable way of forest management, which is the core of UPM brand and operations.

Finding from the youngsters' initial reactions towards the site is that while Forest Life is a well designed virtual forest it lacks the most important ingredient of Web 2.0: a place and possibility for user generated content, thus enabling interaction with other visitors, which youngsters nowadays are accustomed to on the Internet. There are different options for providing possibility for UGC and thus providing a platform for engagement with other visitors as well as with the content on Forest Life.

Three possibilities have already been considered by UPM for the interaction possibility and for users to leave their mark on the site. The first one is the Plant-a-Tree concept,

where with a click of a mouse the visitor could plant a tree on the website, which would then in reality be planted in a Finnish forest. The actual planting concept might be difficult to organise but it would be an excellent addition to attract more visitors and to give the visitor more motivation to share the link to the site with their friends, if they could after planting forward a pre-formatted message: “Hi, I just planted a tree in a forest in Finland with a click of a mouse! Why don’t you do the same? Visit www.upmforestlife.com to plant your own tree!”

The second concept having been considered is a discussion board in a form of a Fireplace, where visitors could leave messages to other visitors. But what would they discuss? Perhaps if it was combined with a blog of the forester or a group blog of the various people, who are seen living, working or just enjoying the forest for recreational purposes on the site’s information bulletins, then visitors could respond to those posts and ask questions even. The blogging approach should however, be managed by someone, who would act as the editor: create an editorial schedule, ensure that all posts are in line with the core messaging of UPM and supporting the mission of Forest Life to demonstrate the sustainable way of forest management and that UPM forests are full of life.

The third concept under consideration was to include a web camera. Robert Taylor of UPM mentioned a British website of following a real bird’s nesting as an example of successful web camera usage. People had ended up naming the hatched birds and people signed up regularly to follow the events in the nest. The youngsters participating in the focus group discussions were partly sceptical about the forest web camera, as they thought nothing would be happening there. Possible answer to this concern would be to find a nest to follow with the camera.

5.1 Suggestions for UPM

For UPM to get more visitors to Forest Life website, actions should be taken to gear their Internet strategy towards the Social Web / Web 2.0. In practice this will mean considering the actions outlined in the theoretical framework which were also confirmed

by the results found from the focus group discussions and web survey for this study. The following describes the seven identified possibilities for actions in more detail.

First and the main starting point is Google with its different opportunities for helping the target audience to find their ways onto the site. Taking Search Engine Optimisation steps in careful accordance with Google's guidelines to avoid getting blacklisted by them and creating campaigns with Google AdWords to appear in the sponsored links will enhance the appearance of the Forest Life in the search results. In order to start to attract more visitors to the site, which will also further improve the generic search engine rating of the Forest Life website it is worth placing some paid ads within the search results. Even if the number of clicks will cost some money, each click means a visitor to the site and the more visitors the site gets, the better the generic search rating of the website will become. For Forest Life, paid Google AdWords are essential, as one way Google rates the content is whether it is in html format or not. As the site is created with Flash, it will be more challenging to get it included in the generic search results on Google. Also the key word trials on Google should be carried out with the vocabulary present on the website and the pricing of Google advertising should be looked into.

Second important way is other web advertising. Web banners could be an interesting addition to the communication plan for Forest Life, though the current study suggested, that at least the target age group is not actively looking for new sites to visit through web banner ads. However, Facebook is used a lot by the target age group. Web advertising on Facebook with its careful targeting by age group as well as geographical location, which allows tailored ads for audiences in different countries in their own language, would be a very cost effective and controlled way of advertising on the Internet.

Third way is social networking. Creating a Facebook page or group for UPM Forest Life would help to attract more visitors to the site, as sharing of interesting links and inviting friends to groups are main functions of Facebook. Anyone can create a fan page but to create an official page for an organisation, it must be done by an authorised person. Creating a Facebook page or group for Forest Life would help create a community around the site and provide a forum for discussions, which would save changing the Forest Life website to include its own discussion group on the site.

Fourth and especially a Web 2.0 way to attract audience by keeping the content updated would be to start a group company blog. Blogging would have to be done with a carefully thought out editorial agenda, which will also require an employee dedicated to managing the blogging effort and an editorial schedule, as well as for monitoring other blogs and participating in the conversations also outside UPM Kymmene websites. The monitoring is part of the issues management function, the blog would only allow faster and more up-to-date responses to rising issues. Transparency as the guiding rule of Forest Life's messaging should be applied and the blogger, while discussing forestry issues outside UPM sites as well, would make it known that they are the company's representative and speaking as a representative of the company. The development group for the Forest Life website could be used to form the initial "blogging group", as it includes people and knowledge from different levels and functions (communications, issues management, sustainability) within the organisation. The people, who are chosen or volunteered for blogging, need to get committed to the task and understand the dos and don'ts in order to be able to speak as the "organisation's voice". Vlog, a blog with video, would be a relevant continuation, taken into account that the site already offers a lot of video content, which could be included into the blog. Compared to the existing videos, Vlog would ensure that there is always also fresh, new content, to give the visitor a reason for re-visits.

Fifth point in attracting the correct audience could be summarised by Weber's (2007) words: "A brand is a dialogue." The website should provide a platform for interaction, for visitors to comment and participate by providing user generated content (UGC), commenting on content as well interacting and engaging with other visitors. This can be a bulletin board, chat room or perhaps an opportunity for the visitor to post his or her own videos from forests local to them. The content is relevant as it is but people should be given a better opportunity to talk about it and comment on it, and to make sure there is a continuation and regular updates to the content, this way ensuring, that they would keep coming back. User-generated content would of course include some screening but negative comments should be allowed to some extent as well, in order to gain the visitors' trust. If only positive comments get published, the word would soon get out and the social web is sure to punish any company filtering too much to their own favour.

Forest Life website has a lot of visual content. At the moment, the only thing offered for visitors to do with this content is to watch it. Downloading and interacting opportunities would add to the site being more interesting and to keep visitors returning to the site. UPM could treat Forest Life website as an online community, which would include downloads, chat rooms, and other opportunities for user-generated content. The main reason for people to join an online community is to meet people (78% according to Weber, 2007) and the web survey as well as focus group discussion results demonstrate that social networking and Web 2.0 are really becoming the way the users are accustomed to using the Internet. It is no longer merely an information source and the young audience have an encouragingly sceptical eye to things they come across on the Internet: they are suspicious about companies, as they know their main motive is money and they want to know why a company is doing or saying certain things on the Internet. Belonging to a community, which they can trust, will encourage their interests in participating and also receiving information. The web users also “Socialise, Externalise, Combine and Internalise”, as the SECI-model of knowledge management (Figure 1.5) suggests and thus new knowledge is created from, among and to the users participating in a web community as well.

The sixth way of increasing visits from the target audience would be to add a search feature to the site which would make the user experience more rewarding. Web 2.0 audience are accustomed to getting to the information they need fast. For example Google provides search tools for “within the site” as well. Youngsters commented on the speed (or lack of it) while opening the site as well as related to finding information from the site. Forest Life includes enormous amounts of information but the “Web 2.0 generation”, including the target audience for the current thesis, are used to getting information from the Internet in an instance, which popularity of Wikipedia and search engines suggests. Browsing through twenty-one forest scenes to find information about a certain animal or plant for essay on their biology class does not serve the information finding purpose. Unless, of course, they are given the task by their teacher, who specifically directs them to Forest Life website to find the information. Forest issues and forestry related websites might not be, like one focus group discussant put it “not interesting to our age group”, but if a biology lesson turns into a website browsing session, then Forest Life might be the most interesting thing available at the moment.

Seventh suggestion is to review segmentation for the site visitors by concentrating more on the behaviour, attitudes and interests of the visitors, rather than the demographics (like age and geographical location). Forest Life visitors could be segmented, for example, to “staff wanting to know more about environmental and sustainability issues”, “environmental activists”, “visitors looking for potential future career opportunities” and “pupils or students searching for information for their school work”. The youngsters did not really seem to find the reason for their visit to the site and this could be concluded to be the result of the initial targeting of the site to “everyone”. Content should be relevant to the target audience.

6 CONCLUSIONS

In this section the research is summarised, the main findings and conclusions are presented. Finally, the current thesis is linked with the past and future research.

6.1 Research summary

In this study an effort has been made to create a framework which will help to understand the web audience in the era of Web 2.0 and how their behaviour differs from that of the previous web era’s audience. The purpose was to find ways for UPM to attract visitors of the target group of 13-16 year olds in France, Germany, the United Kingdom and Finland to their Forest Life website. The literature review, which was used to create the theoretical framework, was complemented with findings from various UPM materials, a web survey and focus group discussions among the target group. The role of the website within the corporate communication of UPM was first established from UPM’s corporate presentations and an interview with Robert Taylor. Then qualitative research in the form of focus group discussions and quantitative research in the form of a web survey were carried out in order to find out how to attract the desired target audience to the website.

It was found out that within the corporate communication function of UPM the Forest Life website is part of the issues management function. Forest Life website communicates sustainability of the UPM forestry operations.

The study shows that the most important factor of the Web 2.0 web presence is two-way communication. It is not enough to just have a website, even if it is extremely well designed with the latest technologies, if it only provides one-way communication: from the company to the web audience. The audience wants to:

- Contribute themselves to the web content (UCG).
- Read other visitors' contributions.
- Have a reason to visit, be it content relevant to them for entertainment, homework or social networking purposes.

6.2 *Implications*

This section draws the current thesis together with previous research and outlines the generalisations drawn from the results.

Forest Life website is a part of UPM's voice, the term used by Argenti & Forman (2002), which it uses in maintaining favourable reputation with stakeholder groups, which Cornelissen (2004) sees as the main task of corporate communication. Forest Life website, as an individual communication in the corporate communication function, is linked with the overall corporate purpose and strategy of UPM, which includes mention about renewability of materials.

Cornelissen (2004) showed in his stakeholder management model the basics of how corporate communications have evolved from being one-way to a very limited group of stakeholders of the basic four (employees, suppliers, investors and customers) to a wider audience of stakeholders, which in UPM's case means people concerned about the environment or young people deciding for their future career plans, like the 13-16 year olds in the current thesis.

UPM does constant issues and stakeholder management and uses Forest Life website as one of the tools to manage ICP, which Conway et al. have created a model for. Thus Forest Life is also a crisis prevention tool in the issues management function of corporate communications at UPM.

The current web audience of UPM's Forest Life website are the audience of the era of the Social Web like Weber (2007) called it or Web 2.0 as for example Smith (2008) refers to it. The new era of web means briefly that the audience have come to expect interactivity, where users generate content by blogging themselves or commenting on discussion boards and interacting and engaging with the content as well as other web users. Various social networking sites, like Facebook, which allow quick interaction and references and recommendations to friends to visit sites are a definite feature of Web 2.0 and the current thesis qualitative and quantitative results both point out that web audiences, especially in the younger age groups, are utilising the Web 2.0 tools and ways of communicating on the Internet.

Weber (2007) mentioned the two main reasons for target audience not visiting the site to be that the site might not have enough outreach to the social web or the content is not compelling enough. According to the current thesis research, the reason for UPM not currently attracting the correct audience to Forest Life website is a combination of the two: both the reach to the social web and the irresistibility of the content to the target age group could be improved.

Companies with websites have to take the requirements of the Web 2.0 audience into account when designing and updating their websites. It is definitely very demanding for any company with controls on their public image. This is why they have been very careful in implementing features such as open discussion boards and blogs, where anyone can freely comment on even issues sensitive to the company's reputation. But it can be concluded that either the company is in the Web 2.0 or they are out. Without those features, the audience might feel that they have no reason to visit the site, as was shown by the research results: young audiences with an overload of information quickly ask the question: "what's in it for me?"

UPM has an option of re-thinking the site by creating a community for the 13-16-year olds in Forest Life, by looking at Weber's (2007) four conduit strategies for keeping the community members loyal and contributing to the community: search engines, blogs, e-community, social networks. Through these strategies and researching more what the 13-16-year olds would like to see on a website, UPM can answer the "what's in it for me?"-question posed above. The final section of this chapter talks more about possible future research.

6.3 Suggestions for further research

Further research on the current users of Forest Life and their profiles would be advisable. If it is understood why the current visitors came to visit the site, perhaps it would be possible to find new ways of attracting new audiences to the website as well. Search Engine Optimisation should be thoroughly researched as it could provide the key to reaching the correct audiences.

Another interesting issue to study further is the Web 2.0 or on a larger scale the phases of Internet development: are we still in the Web 2.0 era or perhaps moving to Web 3.0 and what could Web 3.0 mean in addition to Web 2.0 era and can we predict the change of an era in advance. Further studies in this subject could help companies to start developing websites which would better answer the expectations of the web audiences.

Finally, blogging should be looked into and finding out how have other large corporations done it. Group blogs are an interesting phenomena but how much control should there be is another issue. Definite advice is to have an editorial schedule for any blog presenting a company and speaking on behalf of them but do company blogs have that in reality or not, could be an interesting topic for research.



The researcher would like to emphasise that with the increasing speed of the Internet changing, this report might be part of ancient history by the time it gets printed. Being a fore runner in forestry is one thing but being a fore-runner on the Internet is rather impossible: publishing a state-of-the-art website today does not keep the company the fore-runner necessarily for more than months, or perhaps only weeks. On the basis of the current thesis, UPM are quite right for having an active development group for the Forest Life website, thus acknowledging the challenges as well as opportunities provided by the Internet. The researcher rests assured that research on finding ways to improve the site and the ways for the target audience to find it will continue as long as the site is alive.

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Initial discussions with Aili Piironen and Markku Herrala 6th October 2008.

LIST OF APPENDICES

Appendix 1. Cover of Greenpeace report on Finnish Forestry

Appendix 2. Children's "Wish List" presented at the Asian Summit on Child Rights and the Media, Manila 1996.

Appendix 3. Interview with Robert Taylor 3. February 2009 - interview questions

Appendix 4. Web Survey

Appendix 5. Focus Group Discussion Schedule

Appendix 6. The Facebook Advert Manager – ad statistics

Appendix 7. Web Survey Findings Summary

Appendix 1. Cover of Greenpeace report on Finnish Forestry

Forest crime file: Country Profile	GREENPEACE
Finnish paper trade threatens forest survival	May 2003
Finnish forestry: Destroying forests, destroying livelihoods	
	<p>Greenpeace demonstration in Finnish state-owned old-growth forest in northeastern Finland, January 2002. © Greenpeace/Liimatainen</p> <p><i>“With the pace of old-growth logging in Finland today it seems clear that many endangered species as well as species typical of old-growth forests will continue to decline. ... It is likely that there are tens of thousands, if not hundreds of thousands, of occurrences of threatened species in these areas.”</i></p> <p><i>Marko Lindgren, The Finnish Biodiversity Research Programme FIBRE, Academy of Finland/ University of Helsinki, January 21 2002</i></p>

Wolverine, photographed in old growth forest in Kuhmo, Eastern Finland. Hunting and large scale habitat loss have already eliminated Wolverines from much of Southern Scandinavia. © Antti Leinonen

<http://www.greenpeace.org/raw/content/international/press/reports/finnish-forestry-destroying-f.pdf> (Retrieved 19. April 2009.)

Appendix 2. Children's "Wish List" presented at the Asian Summit on Child Rights and the Media, Manila 1996.

- 1) We want high quality programmes made just for us – programmes that will not use us as subjects to sell products or ideas. We want to learn as well as have fun!
- 2) We want to express our ideas on these programmes. We want to talk about our families, friends and communities. We want to share what we know about ourselves and others.
- 3) We want to hear what other children are going through – what games they play, what songs they sing, what problems they have to solve in their own parts of the world.
- 4) We want programmes that will make us confident so that we can handle the process of growing-up – no sex scenes or violence, please!
- 5) We want programmes considerate of our needs as growing children that we can watch at regular time slots.
- 6) We want support from everyone to allow these programmes to be the very best they can be.
- 7) Listen to us. Take us seriously. Support these programmes and protect our rights!

(Cecilia von Feilitzen and Ulla Carlsson. (1999). *Children and Media. Image. Education. Participation.* p. 270. The UNESCO International Clearing House on Children and Violence on the Screen at Nordicom.)

Appendix 3. Interview with Robert Taylor 3. February 2009 - interview questions

I Background information

1. Please state your name and describe your role & history at UPM Kymmene.
2. How would you shortly describe UPM's strategy (or vision)?
3. How about UPM's communications strategy.

II www.upmforestlife.com

4. Imagine that I have never heard of www.upmforestlife.com and know nothing about it. Now, please describe what www.upmforestlife.com is and what it can offer to me.
5. What is the main goal of the website?
6. Who are the main target audience for the website? Why?
7. Geographical focus area?
8. How has it been promoted? Means, methods & places?

III Relationship between UPM Kymmene & www.upmforestlife.com

9. How and/or where in UPM Kymmene's overall and communications strategy does www.upmforestlife.com fit?
10. UPM Kymmene brand does not show very strongly on the website. Is that a conscientious choice? Why?
11. What is the key message of the website?
12. How does the website support the UPM Kymmene a) brand and b) values: openness, trust and initiative?
13. You have received several awards for the website: what are the goals set for the website for the future?

Appendix 4. Web Survey (created using surveymonkey.com)

UPM Forest Life Exit this survey

1. Welcome!

Hi there!

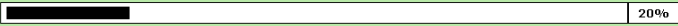
Welcome to a chance to help me with my Master's thesis! Only few minutes of your time, few clicks and you receive tons of warm thoughts from me!

There are ten questions, which you answer mostly by ticking boxes. All your answers will be handled anonymously: I will not see "who said what" at any stage.

Thanking you in advance for your time.

Best regards,
Saija from Finland

p.s. My thesis is an assignment from UPM Kymmene. Please visit www.upmforestlife.com to see how UPM Kymmene manages forests.

 20%

[Next](#)

UPM Forest Life Exit this survey

2. Demographics

1. Which age group do you belong to?

0-12 years old 21-29 years old

13-16 years old 30 or over

17-20 years old

2. Gender?

Female

Male

3. Which country are you from?

Sweden


Finland

Germany

France

United Kingdom

Other (please specify)

 40%

[Prev](#) [Next](#)

2.1. Multiple choice (only one answer allowed). Answer required.

2.2. Multiple choice (only one answer allowed). Answer required.

2.3. Multiple choice (only one answer allowed). "Other" with free text field up to 50 characters. If "Other" selected, text in the field is required. Answer required.

UPM Forest Life Exit this survey

3. Internet

1. How often and how much do you use the Internet?

Not at all / occasionally (like now!)
 Monthly
 Weekly
 Daily 0-1 hr
 Daily 1-3 hrs
 Daily 3 hrs or more

2. Which Search Engines do you use? You can click more than one. Please also indicate, if you have not heard of a certain Search Engine before.

	I use	I know this one, but don't use it	Never heard
MSN Search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yahoo!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Altavista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lycos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>		

3. What type of searches do you normally do? Tick upto 3 most important, please. Looking for...

Gossip (on celebrities etc.)
 Information on companies / business
 Environmental, sustainability information
 Information for homework / work / studies
 Entertainment (music, films, games)
 Charities, NGOs (Non-Governmental Organisations)
 News
 Interesting links / pages to visit
 Political issues
 Something else? (please specify)

4. What would you most like to see on any given website? Please indicate by numbers the importance, 1 being the most important and 8 being the least important.

Other visitor comments, e.g. a Guest Book

News

Discussion boards

Webcam - real life events

Pictures

Encyclopedic information, facts

Blog - real life person telling their experiences

Videos

60%

3.1. Multiple choice (only one answer allowed). Answer required.

3.2. Matrix of choices (only one answer per row allowed). "Other" with free text field up to 50 characters. If "Other" selected, text in the field is required. Answer required.

3.3. Multiple choice (multiple answers). Randomise, so that each respondent gets the list items in a different order. "Something else" with free text field up to 60 characters wide per row / 3 rows. If "Something else" selected, text in the field is required. Answer required.

3.4. Numerical textboxes (answer possibilities from 1 to 8). Only numbers from 1 to 8 accepted as answers. Answer required.

UPM Forest Life Exit this survey

4. Environment

1. Are you concerned about the state of the environment, global warming etc.?

Not at all
 Somewhat
 Yes, I'm concerned
 Yes and I do everything I can to help

2. Are you interested to learn more about environment and forests?

Not at all
 Somewhat
 Yes, I want to learn more
 Yes and I am already doing something to learn more

3. Where or from which source would you most like to learn about environment and forests?

From the internet
 From parents
 From other media (TV, newspapers etc.)
 At school / university / workplace
 From friends

Other (please specify)

80%

- 4.1. Multiple choice (only one answer allowed). Answer required.
- 4.2. Multiple choice (only one answer allowed). Answer required.
- 4.3. Multiple choice (multiple answers). Randomise, so that each respondent gets the list items in a different order. "Other" with free text field up to 50 characters per row / 2 rows. If "Other" selected, text in the field is required. Answer required.

UPM Forest Life Exit this survey

5. Thank you!

Thank you for your participation!

Your answers will be handled anonymously.

Please visit www.upmforestlife.com to learn more about the forests, the environment and what modern forest management is all about (tip: enter the page with your speakers on!).

Best regards,
Saija

saija.luontama@student.hse.fi

Helsinki School of Economics
www.hse.fi

100%

Appendix 5. Focus Group Discussion Schedule

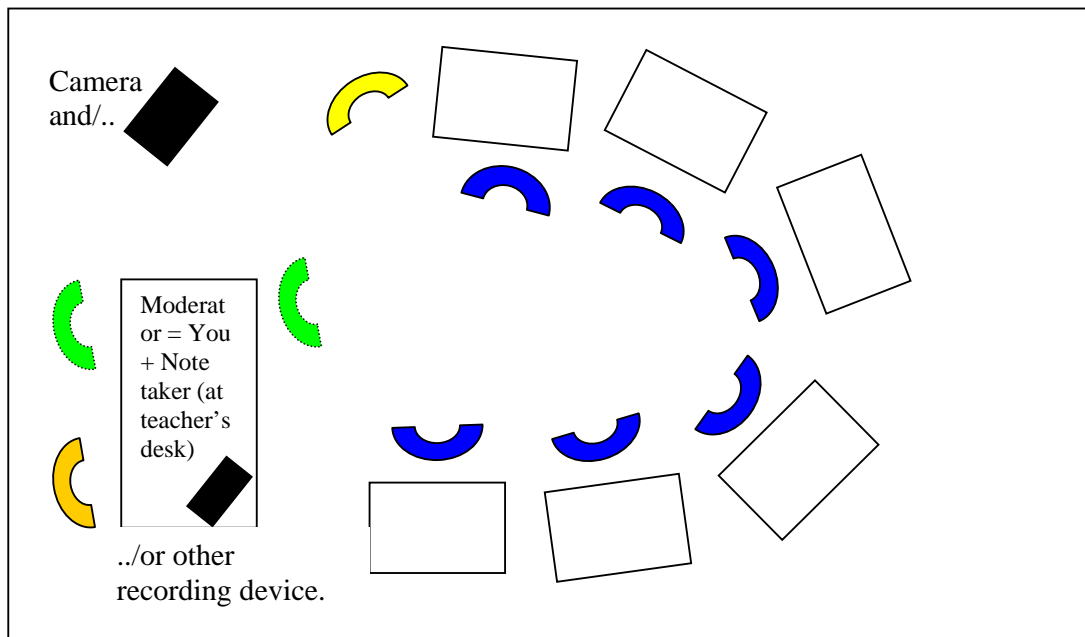
1. Preparations

Distribute pens and pieces of paper to the chairs / desks ready for the warm up tasks before the session. Write on a chart board the options for second part of warm up task (best if you can then hide them away until they are actually needed) as follows:

- A) search engine (Google, Yahoo, MSN etc.)**
- B) internet banner or other web advertisement**
- C) friend's recommendation (or link from friend's website)**
- D) magazine or other print advertisement**
- E) something else (please specify)**

Ensure that you know how to work the computer and the projector and test that they work (remember also speakers!) and the internet connection is active well before the session: we want no technical surprises in the middle of the session! Computer should be switched on and the internet up and running when you start the session, but the screen switched off.

Here is the chart for the preferred seating, to ensure consistency from country to country, which enables the comparability of the results:



At the teacher's desk will be seated the note taker (orange) and the moderator / interviewer (green). The moderator should place their chair in front of the desk when not operating the computer (assuming the computer is controlled from the teacher's desk). The teacher is yellow chair and pupils blue. It is best, if you can arrange so that the chairs are in front of the desks facing the middle to encourage informal setting instead of

regular class room feeling. Teacher's presence is not obligatory, but it is assumed, that they will want to participate and hear the discussion.

Stand at the door to greet the pupils as they come in, give them their name tags and show them one-by-one to their seats. Be friendly and informal.

2. Introduction

Introduce yourself and the moderator and thank the teacher for helping with arrangements and being there as well.

"Purpose of this discussion is for us to gain an understanding on how you search on the internet, how you select the sites to visit from search engine results and which sites you do visit on a regular basis and why. The research is in the benefit and part of a Finnish Helsinki School of Economics' International Business Communications Student's thesis research. Her name is Saija [sigh-ya] and she sends her warmest greetings and asked to let you know that you are a very important part of her precious thesis work and would like to thank you all for active participation.

You have been selected to participate because you are within the age group of 13 to 16 years old, French/British/German (use the appropriate nationality) and according to your teachers, you are active web users. Your parents or guardians have given their consent for you to participate in this discussion: we had to ask their (written? As per country legislation) permission for your participation as you are all minors.

The discussion setting is informal but still directed by the interviewer, so please be patient and wait for your turn: we do want to hear everyone's opinions!

The discussion is recorded and then it will be written out and translated before given to the student doing the research. She will then handle the results on a country-by-country basis without individual names: your name will not be published anywhere in connection with this research. We also ask you to respect the privacy of each other and we would like to ask you to promise each other, in order to encourage freedom of expressing opinions, that all statements from within this session will stay confidential.

First of all, let's do a quick introduction round, and hopefully I can call you by your first names during the discussion. Just state your first name, age and why or what you like about the internet?"

(If someone is struggling to think of what they like about the internet, just say: "Well, perhaps you can think of something later in the discussion, next one please.")

3. Warm up exercise

"In order to warm up your brains and to get focused on today's topic, let's write something down individually. Please write down at least six (6) websites you visit regularly."

Give them a few moments to do this.

"Now write how you found this page, you can just use letters [point to the flip chart, where the options are already written]: A for search engine (Google, Yahoo, MSN etc.), B for internet banner or other web advertisement, C for friend's recommendation (or link from friend's website), D for magazine or other print advertisement and E for something else (please specify)."

Give them a few moments to do this.

"Now, please pick three of your favourites from the sites you have written down and write why you like those sites: what do you do at those sites (for example chat and

connect with people, find information, read others opinions, learn about my hobbies, create content myself...). This is the last part of this exercise.”

Collect the papers once everyone has answered.

4. Discussion questions

”Now we are ready to start the discussion.”

- How often do you use the internet? Daily, weekly, monthly? Perhaps you can give an approximate of how much time you spend on the internet at a time (or per day)? More or less than an hour?
- Do you use search engines at all? Which ones? (Yahoo, Google, MSN search, any others...?)
- What do you search for and why? Information for your school work, something relating to your hobbies, celebrities and gossip, weather facts, political issues, information from and about other countries...?
- Do you find websites to visit or information on the internet by other means, like link lists on other websites, web ads, magazines, blog entries, from TV ads, or are perhaps your teachers or parents suggesting websites for you to visit?

5. Web search

”Let’s try some search engine in practice.”

Use the computer so, that everyone can see the screen, preferably with a projector.

- Which search engine should I use? Please give suggestions! Why that one? Ok. Let’s go.

Open the search engine ”most” or ”first” suggested. If no suggestions, use local Google.

- What should we search for? What do you want to look for today?

Once you have a search word and have the search results up on the screen, first take screen capture [PrintScreen-command] of the results and paste it to an empty Word-document. Then continue with questions:

- Which result would you click on? Which one would you pick?
- Why that one?
- Are there other reasons, why you would pick that result? Do you know the site in advance? Is it something that is written here in the short search result text? Format of the website address perhaps?
- Why do you think so?

Repeat the search with different words and pose these follow-up questions again.

- Are you interested in nature at all? How about forests, have you ever visited forests? Do you know any animals living in the forest?
- If you were to learn about the nature, which search words would you use for the search? Please give suggestions. Nature, obviously, but what other words would you use? Something related to forests, animals, something else?

At this point it is extremely important that the note taker notes down all the words mentioned. These words are to be recorded and passed on to the researcher in original language (French or German) as well as translated into English.

Once you have a nature-related search word and have the search results up on the screen.

- Which result would you click on? Which one would you pick?
- Why that one?
- Are there other reasons, why you would pick that result? Do you know the site in advance? Is it something that is written here in the short search result text? Format of the website address perhaps?
- Why do you think so?

6. Social networks on the web

- Are you signed up for some social network on the internet, like Facebook or Habbo-hotel (www.habbo.fr / www.habbo.de / www.habbo.co.uk) or something else?
- How often do you visit the social network you belong to?
- How did you join the network: was it via friends' recommendation, did you happen to find the network yourself while browsing the internet or some other way?
- When did you last visit and if you want, please tell something about your visit: how long did you spend there, did you interact with many other people, did you do something else like play games or create events etc.?
- Are you familiar with forestry? What do you know about modern forestry? What are your views about forestry? Have you ever searched for information about forestry online? How about the environment? Have you search for information about environmental issues on the internet?
- What kind of search words in specific have you or would you use to find out more about forestry and environmental issues online?

7. www.upmforestlife.com

"Last but not least, I would like to show you one website, which is related to forests and where you can find out many exciting things about forests. This website takes you to visit a Finnish forest. Has anyone ever been to Finland? Raise your hands! I would be very pleased to hear what you think of this website, whether you've been to Finland before or not."

Go to www.upmforestlife.com and choose the language version for your country (French/German/English). Listen to Bob's introduction. (Note taker should sharpen their pen at this point: very important to get the following comments from the group noted down carefully.)

- What should we do next? How would you proceed, if you were visiting this site on your own?
- Would you continue clicking? Why do you choose to click here? What next? What do you want to do?

Give some time for this browsing guided by the interviewees. Keep an eye on the enthusiasm and keenness to continue of the group, start the next round of questions while leaving the last browsed page open.

- What purpose do you think this website is for? What purpose could you use this site for?

- Would you trust the information on this site? Why or why not?
- Who has set up this site? Do you think young people have been involved in setting up this site?
- What kind of person do you think this website is for? If someone visited the site, how would their friends regard them?
- In what ways does this site surprise or disappoint you? Is there something you would change? Something you are missing here? Something more you would like to see, hear or just know about the forest?
- Do you like this website? Why or why not? Would you recommend it to a friend, or perhaps add it to your link list? Why or why not?
- What would you think of a Fire Place page, where you could leave notes and "meet" other visitors to the forest?
- How about if you could Plant-A-Tree here, just by clicking and then that tree would be planted in some Finnish forest by UPM Kymmene?
- Have seen webcams online before? What do you think, if UPM added a webcam to this website? Would it encourage you to revisit the site?
- If negative about the site, add this question: Is it that you're not interested in this particular website or that you are not interested in such issues in general (online or offline)?

"Thank you very much for your participation! If you would like, please leave your e-mail address on your way out, if you are interested to hear about the progress of the thesis work of the Finnish Helsinki School of Economics' International Business Communications Student, who you have helped by participating in this discussion."

References

Web:

UK Children Go Online focus group discussion schedules

<http://www.lse.ac.uk/collections/children-go-online/FocusGroupSchedule2004.pdf>

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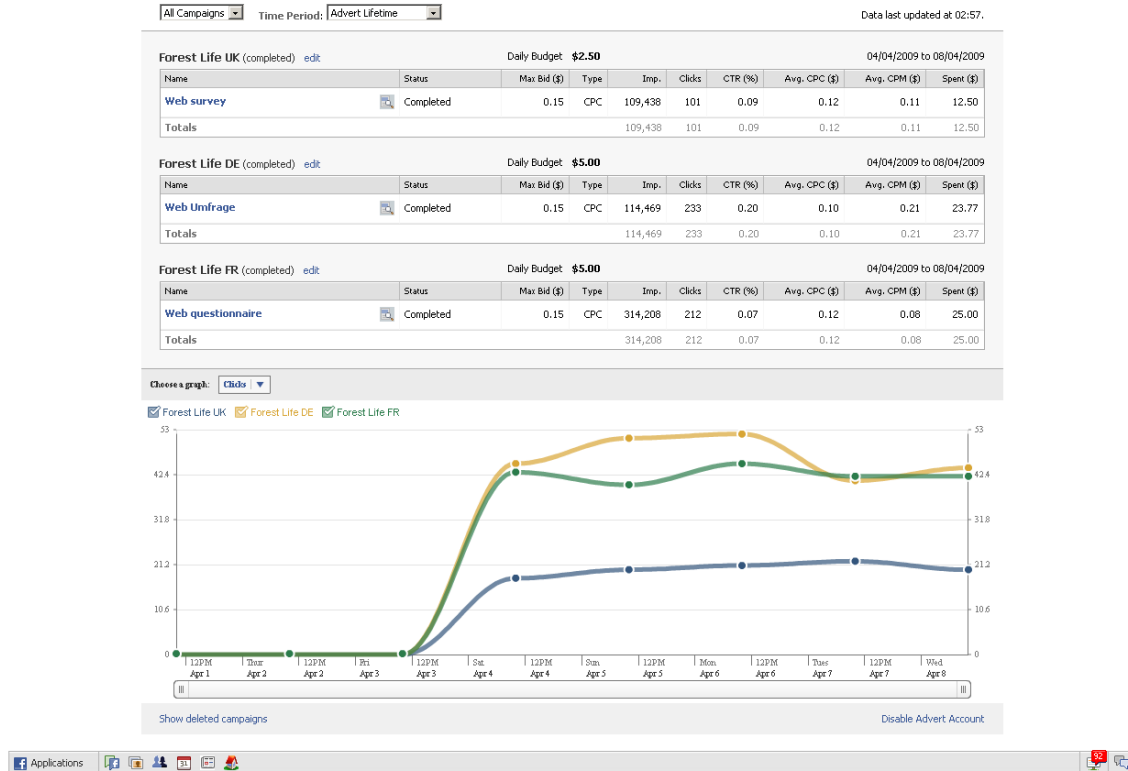
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Appendix 6. The Facebook Advert Manager – ad statistics

Screen capture of the Facebook Advert Manager

Includes full information of all three campaigns: Forest Life UK, Forest Life DE and Forest Life FR.



The adverts:

Forest Life UK-campaign

Forest Life DE-campaign

Forest Life FR-campaign



Appendix 7. Web Survey Findings Summary

UPM Forest Life					
Which age group do you belong to?					
	Which country are you from?				
Answer Options	United Kingdom	Germany	France	Response Frequency	Response Count
0-12 years old	0	0	0	0.0%	0
13-16 years old	49	99	54	100.0%	202
17-20 years old	0	0	0	0.0%	0
21-29 years old	0	0	0	0.0%	0
30 or over	0	0	0	0.0%	0
<i>answered question</i>					202

Gender?					
	Which country are you from?				
Answer Options	United Kingdom	Germany	France	Response Frequency	Response Count
Female	31	69	39	68.8%	139
Male	18	30	15	31.2%	63
<i>answered question</i>					202

Which country are you from?					
	Which country are you from?				
Answer Options	United Kingdom	Germany	France	Response Frequency	Response Count
Finland	0	0	0	0.0%	0
Sweden	0	0	0	0.0%	0
United Kingdom	49	0	0	24.3%	49
Germany	0	99	0	49.0%	99
France	0	0	54	26.7%	54
Other (please specify)	0	0	0	0.0%	0
<i>answered question</i>					202

How often and how much do you use the Internet?					
	Which country are you from?				
Answer Options	United Kingdom	Germany	France	Response Frequency	Response Count
Not at all / occasionally (like now!)	0	0	0	0.0%	0
Monthly	0	0	0	0.0%	0
Weekly	2	7	5	6.9%	14
Daily 0-1 hr	4	21	3	13.9%	28
Daily 1-3 hrs	25	56	28	54.0%	109
Daily 3 hrs or more	18	15	18	25.2%	51
<i>answered question</i>					202

Which Search Engines do you use? You can click more than one. Please also indicate, if you have not heard of a certain Search Engine before.				
	Which country are you from?			
Answer Options	United Kingdom	Germany	France	Response Count
MSN Search				
I use	8	16	15	39
I know this one, but don't use it	37	65	33	135
Never heard	1	13	3	17
	46	94	51	191
Yahoo!				
I use	5	8	9	22
I know this one, but don't use it	39	82	33	154
Never heard	0	4	6	10
	44	94	48	186
Google				
I use	48	96	52	196
I know this one, but don't use it	0	3	2	5

Never heard	0	0	0	0
	48	99	54	201
Ask				
I use	7	3	0	10
I know this one, but don't use it	38	34	14	86
Never heard	0	53	31	84
	45	90	45	180
Altavista				
I use	1	0	1	2
I know this one, but don't use it	10	14	6	30
Never heard	34	77	39	150
	45	91	46	182
Lycos				
I use	0	1	1	2
I know this one, but don't use it	10	27	18	55
Never heard	35	63	28	126
	45	91	47	183
Other (please specify)				18
<i>answered question</i>				202

Other (please specify):	<i>18 responses</i>	icq search: PICSEARCH; Facebook; icq; icq search I know this one, but don't use it; Lost; wikipedia; opera; facebook, hi5; Aol; ICQ; icq; MSN Messenger: facebook; lokalisten; wikipedia, youtube; picsearch; AOL
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"Other" searches	Social networking	Sports	Music	Other entertainment	Pictures	Work/school etc.
and hacking searches.				x		
blogs eg.bebo	x					
Chat	x					
chat	x					
Chatroom	x					
chatrooms	x					

chatting to friends on msn messenger or facebook	x					
e-mail...	x					
Everything.				x		
Facebook	x					
facebook iloveim bebo	x					
Fictions				x		
football		x				
girls online magazines				x		
Help on life						x
holiday, fashion				x		
i go on sites where i can read items, such as fanfiction.net				x		
information about new stars				x		
information on bereavment						x
Information on hobbies - meets, starts, fixtures and results		x				
Lovely pictures					x	
Music			x			
Music, videos			x			
Online Games				x		
Photography.					x	
PICTURES					x	
school work						x
Shopping,				x		
Sitcoms like "gossip girls, friends, malcolm in the middle."				x		

Social Networking	x					
social networks	x					
sport any where		x				
Sport news		x				
Sports		x				
watch you tube videos				x		
Zac efron				x		
TOTAL (count)	11	5	2	12	3	3

What type of searches do you normally do? Tick upto 3 most important, please. Looking for...					
Answer Options	Which country are you from?			Response Frequency	Response Count
	United Kingdom	Germany	France		
Interesting links / pages to visit	21	44	15	39.6%	80
Information for homework / work / studies	37	85	31	75.7%	153
Entertainment (music, films, games)	38	80	45	80.7%	163
Gossip (on celebrities etc.)	14	16	20	24.8%	50
Charities, NGOs (Non-Governmental Organisations)	2	3	3	4.0%	8
Political issues	0	11	7	8.9%	18
Information on companies / business	3	18	3	11.9%	24
News	12	45	23	39.6%	80
Environmental, sustainability information	3	3	6	5.9%	12
Something else? (please specify)	19	7	10	17.8%	36
<i>answered question</i>					202

Something else?
(please specify)

football; watch you tube videos; PICTURES; girls online magazines; Photography; Fictions; holiday, fashion; Sitcoms like "gossip girls, friends, malcolm in the middle."; Sport news; Facebook; Music, videos; sport any where; Shopping; Music; Everything; Online games; and hacking searches; Chatroom; Chat; information about new stars; Lovely pictures; e-mail...; Zac efron; chatting to friends on msn messenger or facebook; information on bereavment; social networks; i go on sites where i can read items, such as fanfiction.net; blogs eg.bebo; Information on hobbies - meets, starts, fixtures and results; Sports: chat; chatrooms; facebook, iloveim, bebo; school work; help on life; Social Networking

What would you most like to see on any given website? Please indicate by numbers the importance, 1 being the most important and 8 being the least important.						
Answer Options	Which country are you from?			Response Average	Response Total	Response Count
	United Kingdom	Germany	France			
Encyclopedic information, facts	49	95	54	4.46	883	198
Webcam – real life events	49	97	54	5.43	1086	200
Discussion boards	49	95	54	4.80	951	198
Blog - real life person telling their experiences	49	95	54	4.44	879	198
Other visitor comments, e.g. a Guest Book	49	95	54	5.32	1053	198
News	49	97	54	3.85	770	200
Pictures	49	96	54	2.90	578	199
Videos	49	97	54	3.62	724	200
<i>answered question</i>						202
<i>skipped question</i>						0

Are you concerned about the state of the environment, global warming etc.?					
Answer Options	Which country are you from?			Response Frequency	Response Count
	United Kingdom	Germany	France		
Not at all	2	11	6	9.4%	19
Somewhat	19	22	14	27.2%	55
Yes, I'm concerned	21	54	32	53.0%	107
Yes and I do everything I can to	7	13	2	10.9%	22

help						
					<i>answered question</i>	202
					<i>skipped question</i>	0

Are you interested to learn more about environment and forests?						
	Which country are you from?					
Answer Options	United Kingdom	Germany	France	Response Frequency	Response Count	
Not at all	10	19	7	17.8%	36	
Somewhat	20	35	21	37.6%	76	
Yes, I want to learn more	11	31	22	31.7%	64	
Yes and I am already doing something to learn more	8	15	4	13.4%	27	
					<i>answered question</i>	202
					<i>skipped question</i>	0

Where or from which source would you most like to learn about environment and forests?						
	Which country are you from?					
Answer Options	United Kingdom	Germany	France	Response Frequency	Response Count	
At school / university / workplace	30	72	40	70.3%	142	
From friends	9	18	14	20.3%	41	
From parents	6	19	13	18.8%	38	
From the internet	19	31	26	37.6%	76	
From other media (TV, newspapers etc.)	26	54	35	56.9%	115	
Other (please specify)					2	
					<i>answered question</i>	202
					<i>skipped question</i>	0

Other (please specify)	2 <i>responses</i>	From nothing; in the college and in my school lift
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