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COMPETENCE DEVELOPMENT AND MANAGEMENT

Developing the Operation Models and Practices in Kpedu

ABSTRACT

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The thesis commissioner, Federation of Education in Central Ostrobothnia (Kpedu), is reforming its strategy and personnel's competence has been defined as one of the most important success factors according to the interest group strategy survey results.

The commission was to design a systematic operations model of competence development and management together with a concrete description of competence chain from strategy to individual level so, that all employees understand their own role as Kpedu's task as regional vocational education provider.

At first, an online current state self-evaluation survey was put into practise. The target was to identify the strengths, development issues and best practices of competence development and management in Kpedu. In addition, information about what kind of competencies are needed in the future to ensure competitiveness and in which areas should Kpedu concentrate its competence development in the next innings, was needed. The results are used in preparing organization's new HR-strategy and Personnel Plan, implementation of competence development targets and improving human resource management practises. The evaluation demonstrated that Kpedu is in a developing level.

As results of thesis work, illustrated descriptions of HRD quality circle (based on Deming's model) and overriding theme of competence development with main red thread of competence areas, were created. 70-20-10 learning model, implementation of new HRIS functions, online feedback methods and renovation of HR-strategy indicators were concrete suggestions that would contribute competence development and strategy in Kpedu.

The most important thing is to make the strategies so simple that they can be identified and followed by employees in their daily actions.

TIIVISTELMÄ OPINNÄYTETYÖSTÄ

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Opinnäytetyön toimeksiantaja Keski-Pohjanmaan koulutusyhtymä (Kpedu) päivittää strategiaansa. Osana strategiatyötä tehtiin tärkeimmille sidosryhmille kysely, jonka tulosten mukaan henkilöstön osaamisen katsotaan olevan yksi asiantuntijaorganisaation tärkeimmistä tulevaisuuden menestysteki-jöistä.

Toimeksianto oli suunnitella organisaatiolle systemaattinen osaamisen johtamisen ja sen kehittämisen toimintamalli sekä selkeä kuvaus, jossa konkreettisesti yhdistyvät kaikki osaamiseen liittyvät elemen-tit strategiasta yksilötasolle. Tavoitteena oli kehittää Kpedun osaamisen kehittämiseen ja sen johtami-seen liittyviä toimintamalleja ja käytäntöjä niin, että työntekijät ymmärtävät oman roolinsa ja osaami-sensa merkityksen osana koko organisaation perustehtävää alueellisena ammatillisen koulutuksen järjestäjänä.

Toimeksiannon aluksi toteutettiin sähköinen itsearviointikysely, jolla pyrittiin tunnistamaan Kpedun osaamisen kehittämisen ja sen johtamisen nykytilan vahvuudet, kehittämiskohteet sekä hyvät käytän-teet. Lisäksi haluttiin selvittää millaista osaamista Kpedussa tarvitaan tulevaisuudessa ja mihin osa-alueisiin sen tulisi keskittyä tulevalla toimintakaudella. Itsearvioinnin tuloksia hyödynnetään lisäksi uuden henkilöstöstrategian- ja suunnitelman valmistelussa, osaamisen kehittämiseen liittyvien tavoit-teiden toimeenpanossa sekä HR-käytäntöjen kehittämisessä. Itsearvioinnin perusteella Kpedu on ke-hittyvällä tasolla osaamisen kehittämisessä ja sen johtamisessa.

Opinnäytetyön tuloksena syntyivät kuvaukset henkilöstön kehittämisen kokonaisuudesta Demingin laatuympyrän mukaan ja osaamisen kehittämisen osa-alueet yhdistävästä punaisesta langasta (osaa-misalueet). Oppimistapojen 70-20-10 malli, uusien ominaisuuksien käyttöönottaminen HR-järjestelmissä, sähköisten palautteiden kerääminen sekä henkilöstöstrategian mittariston uusimiseen liittyvät toimenpiteet olivat konkreettisia ehdotuksia, joilla osaamisen kehittämistä voidaan edistää Kpedun strategiaa tukevasti.

Menestymisen kannalta tärkeintä on tehdä Kpedun strategiasta ja tavoitteista niin yksinkertaisia, että yksittäinen työntekijä tehtävästä riippumatta pystyy päivittäin samaistumaan niihin omassa työssään.

Asiasanat
Osaamisen kehittäminen, johtaminen, työpaikkakoulutus, strateginen suunnittelu, riskianalyysi, hen-kinen pääoma

CONCEPT DEFINITIONS

Human Capital Management (HCM): Human capital is both visible and invisible knowledge that is made up of personnel's know-how and experience (Viitala 2014, 139). HCM is an approach to people management that treats it as a high level, strategic issue and seeks systematically to analyse, measure and evaluate how people policies and practices create value (Kearns 2010, 20). HCM focuses on HR measurement and the determination of human, social and organizational capital in organization (Boselie 2014, 99). HCM is another term used for talent management.

Intangible assets: invisible, difficult to quantify, not tracked through accounting, cannot be bought or imitated e.g. competencies, skills and motivation of employees (Becker, Huselid & Ulrich 2001, 7) and according to Bourne, Gregory & Mills (2002, 19) also organizations advisers, suppliers and distributors.

Federation of Education in Central Ostrobothnia (Kpedu): case organization and the commissioner of the thesis

KSA: knowledge + skills + abilities

Mentoring: more experienced employee guides, encourages and supports a less experienced employee (Beardwell & Holden 2011, 747).

Performance management: management process for controlling, directing and increasing the employees' performance and regularly reviewed strategic business planning on an individual level to improve overall performance and create business awareness to align expectations between employee and organization (Martin 2010, 217; Kearns 2010, 74; Boselie 2014, 136).

Tacit knowledge: not fully articulated, never explicitly taught and not verbalized knowledge that is acquired through doing. It is individual knowledge and social intercourse turns it to a communal databank (Klein 1998, 29; Beardwell & Holden 2011, 749; Kesti 2014, 163).

ABSTRACT
OPINNÄYTETYÖN TIIVISTELMÄ
CONCEPT DEFINITIONS
CONTENTS

1 INTRODUCTION

The subject of this thesis was received from The Federation of Education in Central Ostrobothnia (Kpedu). Kpedu has put into practice wide structural and financial adjustments. It is currently reforming its strategy and personnel's competence has been defined as one of the TOP-3 success factors according to the interest group survey results.

The commission was to design a systematic operations model of competence development and management. The target was to streamline the competence chain from strategy to individual level so, that employees in all organization levels understand their own role as part of Kpedu's purpose and task as education service provider. In effect that means creating illustration, new concepts and other material that support employees in their daily work. Kpedu's personnel manager was thesis supervisor and acted also as a representative of working life.

Putting development ideas into practice like updating Procedure eManual, defining application parameters, modelling, implementing and testing new features and activities of HR information system (ElbitSkills-HR) and personnel training were excluded from this thesis. Development ideas were introduced to Kpedu's personnel development team (HEKE) to be tapped later as separate development projects.

What is the state of competence development and management in the organization at the moment and what parts need improving? What competences are needed in Kpedu to ensure competitiveness in the future? How to form an understandable whole of competence development from various pieces of methods, instructions and systems?

In addition to these research questions the aim of this thesis was to create a coherent and logical description of competence development with "main red thread" running through from strategies, Personnel Plan and Employee Training Program till individual development discussions. One aim is also to increase the awareness of different methods of competence development in addition to conventional training.

The final result is a model of competence and knowledge management and the big picture will be drawn together and integrated into organizations Procedures eManual. As an output this thesis produc-

es elements for the updating process of Personnel Programme (i.e. HR strategy) and plan of actions. HEKE team can use the self-evaluation survey results to define its own operational targets for next innings. The findings and conclusions of this thesis also benefit developing organizations common existing HR practices.

Due to significant cuts of public funding that effect at least until 2018, Kpedu has put into practice a wide saving programme. After a big change of organizational structure operations were rationalized. First round of employee cooperation negotiations started in 2013 to save personnel expenses. In addition to lay-offs also properties and offices has been eliminated. Despite all trimming and cuttings Kpedu has set main targets for next planning period: stabilising finances and developing the supply of education, quality and personnel to meet customers' needs.

This assignment and writing thesis first required reading carefully through Kpedu's strategies, guidelines, processes and operation descriptions and other material related to personnel development and HR operations in general. Mind map turned out to be very useful tool for outlining. Among other things material of previous internal surveys was studied. Benchmarking and comparing present operations with other vocational organizations was instructive and brought out development ideas. To understand the current situation an online survey was planned and carried out. Participating in organizations strategy workshops and HEKE teams meetings together with sparring meetings with personnel manager helped processing scattered pieces of competence development into a thesis report.

The structure of this empirical thesis is as follows: after introduction in chapter 2 there are descriptions both of the case organization and its strategy process and an overview about its human resource management functions. In chapter 3 the theory and central elements of competence development are looked at closer and in chapter 4 the current state analysis of competence development is introduced and the research result and findings are reported. In chapter 5 can the summary, reflections and conclusions together with suggestions for further actions be found. In the last chapter 6 suggestions for further development and how to continue towards value adding competence development are presented.

2 CASE ORGANIZATION

To ensure success after the reformation of vocational education, Kpedu needed to update its strategy. Part of the strategy reformation process was a success factor survey to interest groups. From this survey and earlier studies can points of resemblance be found to competence development and management.

2.1 Commissioner in a nutshell

Kpedu is a Finnish education provider owned by 14 municipalities in Ostrobothnia region which offers approximately 50 different study programs. The organization consists of two vocational institutes and administration services. Amount of employees is 486 with teaching staff of about 54.5 %. The annual number of students is around 3500 of which nearly 65 % study in vocational upper secondary education and the rest are adult learners. Turnover is approximately 42.7 M€ Majority (70-80 %) of income financing comes from the state (Finnish Ministry of Culture and Education) and the remainder from other incomes and projects. In 2005 personnel expenses were 67.4 % of all business costs. (Kpedu website 2016.)

Kpedu has outlined its core values as customer orientation, know-how, responsibility and openness, which stand as an ethical code in the organization. As clarification knowhow means appreciating occupational competencies, co-operation, entrepreneurial and creative actions and lifelong learning. (Kpedu website 2016.)

2.1.1 Development

Management group is responsible for fulfilment of Kpedu's common targets together with development teams. At the moment there are nine different internal development teams in Kpedu. Development teams prepare and put into practice common development actions and they work in close interaction with management group. All development teams make annually their own plans according to the organizations budget. Actions are approved by and reported to management group. Teams have chairman, presenter and members from all business areas. The representatives are responsible for preparations and promoting decisions in their own business areas and offices. Minutes of the team meetings are published in the organizations intranet. (Kpedu Procedure eManual 2016.)

One of the teams is called HEKE. It has eight members who represent different business units and personnel groups. Personnel manager is the chairman and as a whole the team has overall view of the workplace and its operations. Primary purpose of the team is to develop Kpedu's human resource management, create common operating models and practises and regenerate HR reporting.

2.1.2 Human Resource Management
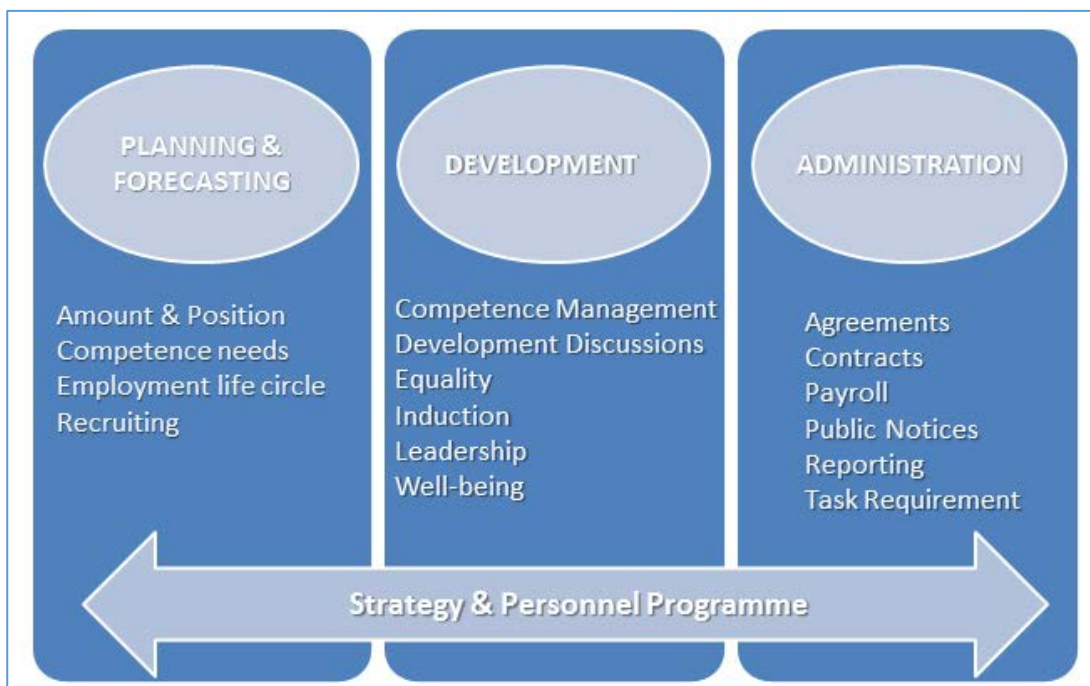
FIGURE 1. Components of Kpedu HRM. (adopted from Personnel Programme 2011, 3)

Human resource management (HRM) is divided to three various fields in Kpedu: personnel planning and forecasting, personnel development and personnel administration (FIGURE 1).

Personnel planning mean evaluating present and forecasting future needs of human resources. The basic task is to ensure that both amount and quality of staff responds to organizations strategic and operational needs. With thorough and systematic personnel planning organization is able to secure sufficient competence to reach its goals and to forecast development needs and staff costs.

Personnel development focuses especially on competence development and personal growth, but in the Procedures eManual the contents are in quite general level apart from the HR systems user manuals. Also leadership, job satisfaction and equality are parts of this field of HRM.

Collective agreements, HR policies, internal instructions and payroll are typical personnel administration functions. The HR principles must be readily understandable so employees can follow them in daily work.

2.1.3 Strategy process

In the strategy Kpedu's operational, economical and investment goals are linked together to support core business i.e. providing vocational education. The needs and opinions of students, customers, partners and other interest groups are taken into account while organization's principles and plans for strategy are being prepared. Also regional, provincial and national development plans and trends influence the strategy. With the strategy Kpedu aims to parallel goals in organizational, unit and individual levels, so employees in all business units understand why and how to work for the common goal.

The strategy process (preparation, planning and implementation) is phased in Kpedu:
- seasonal actions every fourth year and
- continuous process with yearly check-points.

Every fourth year, when new council's term of office begins, a wider seasonal strategy process will be carried through. At first the previous term is evaluated and future is envisioned. Also framework and instrumentation to follow organization's profitability and operations are selected. Central element of the process is to analyse changes, strengths and weaknesses in both external and internal operational environment. Part of these seasonal actions are to review and update core values, business idea and vision and most important parts of common strategies, main operation plans of action and leading regulations.

Continuous process means yearly planning, implementation and follow-up of the strategy. First an external analysis of operational environment is made and then common targets are set according to Balanced Scorecard –method for all three business areas (vocational institute, adult education and group services). After that business units and teams or departments set their own operational and profitable sub-targets with plans of actions for next 1-3 years. Every year in development discussions all employees set personal goals for one's part to achieve organizations common targets.

In Kpedu the reformation of Finnish vocational education means significant changes in the operational environment: substantial cutbacks of public funding and decreasing amount of students. In the planning period of 2016-2018 it is essential for Kpedu to pull off the contingency plan for the changes of reform. Because Kpedu has to ensure success in its basic task, the board of management confirmed the plan for strategy reform process. In September 2015 the process started in large management groups evening session as a study of change factors in the operational environment. Next in workshops the focus areas were mapped, described and agreed.

In November 2015 the most important interest groups were invited to participate in a strategy survey of organizations success factors. These seven factors were estimated and put in order of importance (serial number = importance) and the TOP-3 result was:

1. Learning, guidance and teaching
2. Personnel and competence
3. Customer: student and working life

Personnel and competence was estimated as number two of most important factors of Kpedu's success. Noteworthy is that among all factors there was the smallest divergence of opinion on this issue i.e. almost all interest groups were of the same opinion (GRAPH 1).
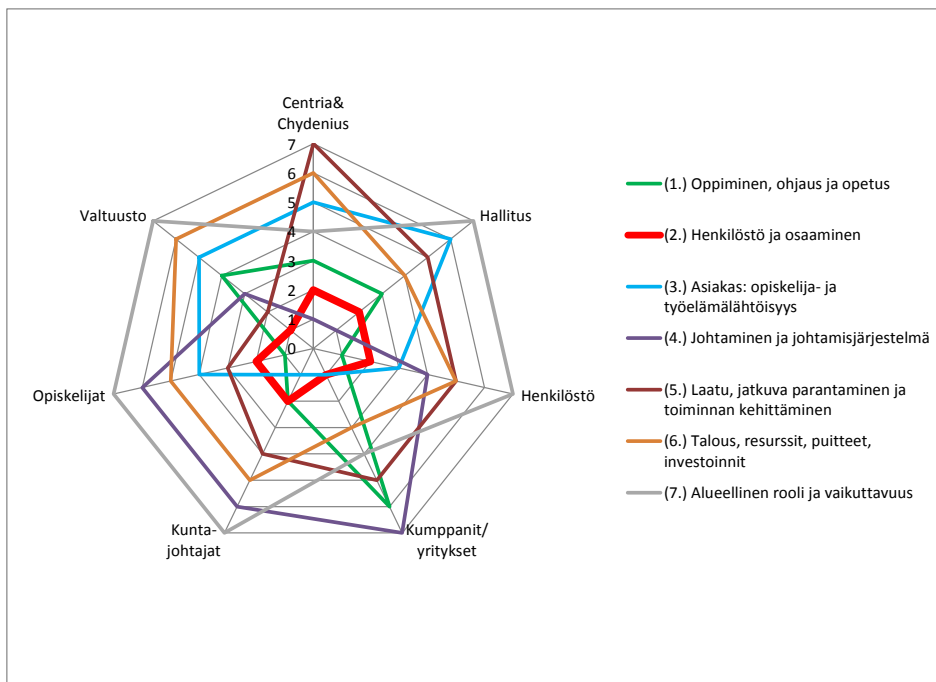
GRAPH 1. Success factors in order of importance. (Kpedu 2015)

In March the draft of Kpedu's new strategy was introduced to interest groups in strategy forum. After that the draft will be completed by management group, then it will be sent to the board of management and finally to council for acceptance procedure. The new strategy 2020 will come into effect in April 2016 and after that will updating of sub-strategies start.

Kpedu's main strategy has several sub-strategies. One of them is Personnel Programme, which manages organization's human capital.

2.1.4 Earlier studies

Yearly in January Kpedu carries out employee surveys. The scale is 1-5 (1=poor, 2=satisfactory, 3=good, 4=quite good, 5=excellent). Results over 3.5 are satisfactory and results under 3.25 require changes or developing. According to the 2015 results, employees think they have sufficient knowledge and skills to work (4.29 and 4.17 in 2014), Also induction training (3.10 and 2.98 in 2014) and development discussion processes needed developing. 49.8 % of respondent experienced development discussions useful (54.4 % in 2014).

It is also possible to include a special subject in the survey and in 2014 it quality issues were involved. According to the results (2.94) Kpedu as an employer does not ensure well enough that employee's competences are up-to date. In 2015 there were some questions about strategic strengths in the survey. Activity in developing organizational operations was evaluated as 3.38 and quality of personnel competencies was estimated to be quite good (3.74).

The EFQM-model is a framework to help achieve sustainable excellence based on nine different criteria and one of them, People Results examines what the organization is achieving in relation to its employees (Tuominen, Tuominen & Malmberg 2012, 111). In January 2015 Kpedu executed a self-evaluation of quality system according to the EFQM-models criteria and scale (1=missing, 2=beginning, 3=developing/improving, 4=advanced). One of the evaluation fields was personnel with five questions and four different statement descriptions. The field as a whole was estimated to be in the developing stage. The most important areas of development were to ensure employees commitment in achieving the common goals and to predict the future competence needs. In addition there were some proposals how to improve the contents of Procedures eManual.
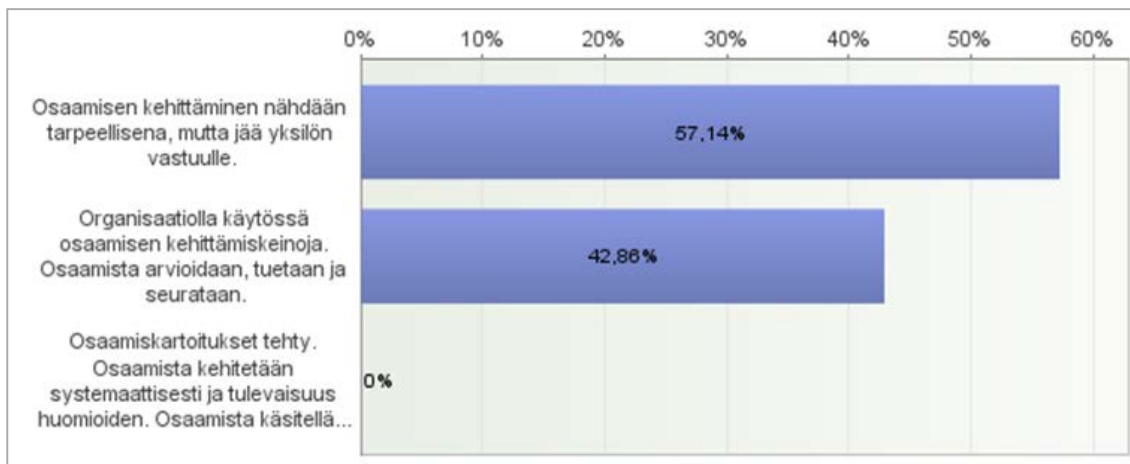
GRAPH 2. State of competence development. (Kpedu 2015)

In March 2015 HEKE team made a short Well-being at Work test by The Centre for Occupational Safety. The average of competence development question was 1.43 with scale of 1-3 (1=lowest and 3=highest). Choice 1 "Osaamisen kehittäminen nähdään tarpeellisena, mutta jää yksilön vastuulle" was chosen by 57 % of the respondents (GRAPH 2) as they saw competence development important in the organization, but it is left on employees' own responsibility. Competence surveys and more future orientated and systematic planning were the development areas according to the results.

In 2011 Kpedu acted as a MBA thesis case organization too and that action research concentrated on vocational teacher's competence structure and piloting competence inventory. One proposal for future development actions was to open up competence requirements behind the crucial success factors in Kpedu's next strategy process (Purontaus 2011, 72) and as further studies it was suggested to research factors that would secure successful and high-quality development discussions. Research left a question "How to get from evaluating competencies to next level i.e. to high-quality competence development that has substantive effect on organizations success?" open in the air. (Purontaus 2011, 75-76). The answer to this question was tried to find as part of this thesis.

As part of Luotsi-project were evaluations of Kpedu's managerial work done in 2008 and 2011. Instead of strategic goals and building future and promoting innovations, was competence development seen concentrating mainly on employee training and development discussions (with the scale between 1=never and 5=always 2.58 in 2008 and 3.29 in 2011). Both years recruitment process was evaluated as the most important development object.

2.2 Changes in operational environment

During the last years the working life in Finland has been under constant change. Because organizations must be able to adapt to changes in their operational environment, it is essential that business strategy is connected with planning human resources. Due to this also competencies needed in individual duties are changing.

Since people are learning all the time, they are able to develop their competencies to be successful at work and in life. Lifelong learning has become a linchpin of working life's development. (Hätönen 2005, 7-9; Kauhanen 2006, 11-13.) According to Viitala (2014, 66) due to business volume's fluctuation according to markets, is finding balance between personnel's long-term engagement and flexibility one of the central challenges of Human Resource Management (HRM). Labour has become easily movable raw material that could be increased or decreased upon at need in today's instable operational environment. Martin (2010, 171) compares knowledge to commodities since they both can be bought and sold, stored and even stolen.

Both long-term talent management strategy and short-term tactical strategy are needed. Organizations need to invest in employees competencies to sustain a competitive advantage in the long run. But every now and then, to get past recession, a short-term plan must be put in place to keep employees motivated until the market improves and organization is able to return to the long-term strategy (Johns & Kavanagh 2012, 347-348.)

According to the National Board of Education (2016) the reformation of Finnish vocational education takes effect in the beginning of 2018 and The National Board of Education has general goal of 248 M€ savings. Present laws are integrated as new legislation concerning both young and adult students. Also public funding, guidance, degree system, educational methods and structure of education organizers are reformed. The changes in the education industry have impact on all levels of the organization and also HRM. Due to tighten market situation organizations have cut down both personnel costs and recruitments. Today cost structure is well and better known than before and profitability has replaced growth as a connective mantra of industries. (Salminen, Saranen & Saranen 2003, 37.)

Succeeding through the talent of people is an asset to any organization. Especially in expert organizations like Kpedu, recruiting, management and development of employees have big impact on business and organization's competitiveness. Due to the changes in the market conditions qualitative compe-

tence development is becoming more critical. Systematic personnel development assures that organization has suitable employees in right positions in right time and they have the appropriate skills, knowledge and abilities needed to assure successful business. Kesti (2014, 62) crystallizes that personnel development improves productivity by increasing the effective part of total working time.

According to Beardwell & Holden (2001, 284) skills, competence, know-how and tacit knowledge together with employability are the outcomes of learning. In future the productivity of staff will grow exclusively by competence development. Since adequate people are needed in key tasks it is important to recognize and support these skilful people within the organization. Importance of personnel development becomes emphasized after cooperation negotiations and lay-offs (Salminen et al. 2003, 56).

2.3 Challenges of competence development

According to the results of HR barometer 2013 (Henry ry 2013) organizations of all sizes in private and public sector were aligned when bringing knowhow and competences forward as one of the most important future challenges in HRM. Efficiency demands, organizational changes and new operation models require constant competence development. Also need of different competencies varies and multiple skills are needed. The large cohorts born during the baby boom are approaching retirement, which causes challenges to transferring tacit knowledge. Recruiting competent new employees, maintaining and developing existing staff's competencies, anticipating future competence needs and managing competencies are parts of this challenge.

From job applicants employers look for specific competencies and skills that are required in vacant jobs, but there are some abilities that are sought by most employers: efficient use of time, stress tolerance, productive co-operation and ability to learn rapidly (Velasco 2014, 520).

The existing linkage between organizations profitability and personnel's well-being and ability to work needs simplifying and concretizing. Competence development is not automatically considered as an investment in organizations future and ability to compete, since its profitability is not easy to measure.

Becker, Huselid & Ulrich (2001, 11) gave a typical example of manager treating expenditure on intangibles as expenses rather than investments in assets:

> Investments in buildings and machinery are capitalized and depreciated over their useful lives. When a firm invests $10 million in a building or other physical asset, this investment is depreciated over time and earnings are reduced gradually over 20-30 year period. In contrast, a $10 million investment in people is expensed in its entirety during the current year and therefore earnings are reduced by $10 million. For managers whose pay is tied to this year's earnings, the choice of investment is obvious.

Also Martin (2010, 101) mentioned that employee development activities have traditionally been considered as costs instead of investments. Often resources are assigned for example to technology instead of personnel. In addition to conventional training there are lots of other possibilities to develop competences, but implementing the most suitable methods for organizations operational environment might be challenging. In general employees think highly of development possibilities, but lack of time and long term planning prevent some individuals participating.

In Kpedu the challenges of competence development are similar: employees do not necessarily recognize the practices of competence development, because they are not introduced well enough or connection between organizations and individual's targets and development plans is unclear. One challenge is to get the employees appreciate different workplace learning methods as much as externally organized courses. There are lots of process descriptions, guidelines and operating instructions available, but the comprehensible and consistent link between organizations key competences and employee's individual competences is still unclear.

Growing interest in evidence-based management and need to capture and improve organizational effectiveness have made HR metrics and analysing personnel a topical issue in organizations of all sizes.

3 COMPETENCE DEVELOPMENT AND MANAGEMENT

HR strategy is a guideline to manage organization's human capital to gain competitive advantage. Competence is a competitive strength and core competencies produce added value to the customer. With competence management organizations cherish, develop, regenerate and obtain their strategically important competencies. Well goal-orientated competence management helps organization to put its strategies into practice.
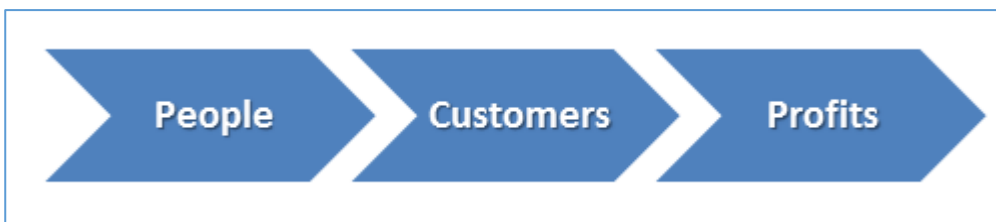
FIGURE 2. Superficial Strategy Map (adopted from Becker et al. 2001)

Competence development and management aim at improving organizations competitiveness and, by implication, better outcome (FIGURE 2). According to Becker et al. (2001, 107) HR performance measurement influences the organization's ability to capitalize on HR as a strategic asset by helping to focus on the aspects that create value.

3.1 Meaning and definitions

According to Beardwell & Holden (2011, 745) competence is the ability to perform the activities within an occupational area to the levels of performance expected in employment. The four levels of managing and developing employees knowledge and competencies are described in order of increasing importance: know-what, know-how, know-why and care-why. Organizations that encourage employees towards the highest care-why level of self-motivated creativeness are most competitive. (Klein 1998, 88.) Despite its human nature competence should be processed as raw material, since it has to regenerate constantly (Viitala 2014, 138). As for Martin (2010, 47) competence is defined as the characteristics and capabilities that directly lead to superior job performance.

Bourne et al. (2002, 13) have divided competencies into separate categories (core competence, distinctive competence, organizational competences, supportive competences and dynamic capability), but the key issue is to know how to care for, manage, develop and obtain value from organizations ordinary and important resources and competencies.

Organizations strategy and operational goals are the bedrock of competencies and their development should be based on future requirements. In question of competencies strategic significance Klein (1998, 178) advises organizations to focus on what sort of knowledge and competence assets are worth developing and how is value derived from them.

There is individual, team and organizational competence. Individual competencies consist of knowledge, skills, abilities and motivation that employees apply to work that benefits the organization. Collective knowledge instead consists of competencies inside of a group, team, unit or the whole organization and internal interaction of the group that creates added value. Competence areas (for example substance, business, organizational and social competencies) are usually the same for all employee groups and are divided to separate competencies. (Kujansivu, Lönnqvist, Jääskeläinen & Sillanpää 2007, 111-112.)
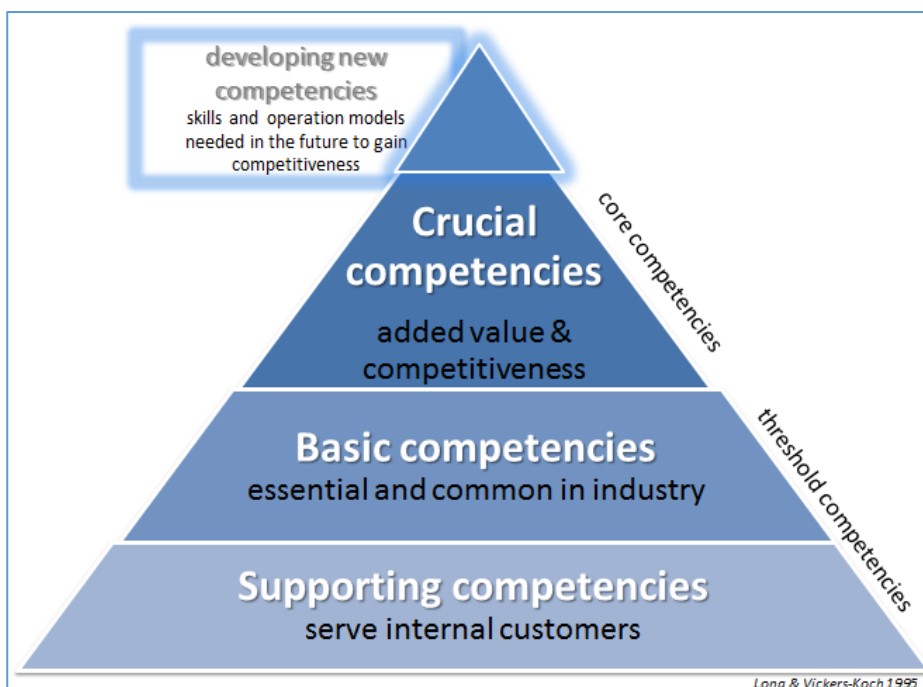

FIGURE 3. Different types of competencies in an organization (adopted from Viitala 2014, 142)

Competence management presumes defining organizations core competencies i.e. competencies that it never compromises and wants both to retain and invest in. Core competencies are knowledge and skills that are hard to be imitated and as strategic advantage they make organization competitive in the business. Core competencies are crucial factor in providing added value to customers (FIGURE 3).

Usually management and specialists that essentially affect organizations performance are the key employees. They are those employees whose competence development requires special attention, because their actions have significant consequences inside the organization. (Salojärvi 2007, 157.)

3.2 Process and responsibilities

There are three phases in the competence development process: identification and planning, evaluation and comparison with future needs and continuous development. Klein (1998, 123) has introduced a three-stage model of organizational learning process:

1. acquisition: developing knowledge, skills, insights and relationships
2. dissemination: sharing what has been learned
3. assimilation: integration of learning so it is available and generalized

Hätönen (2011, 7) says that when it comes to competence development, the weight should be put on competence strengthening, developing learning climate and eliminating learning obstacles. Above all organizations competitiveness depends on employees' competencies, how it is used and how fast it can learn new things. According to Kujansivu et al. (2007, 114) mission of competence development is to develop and maintain competencies, organize work assignments and manage competence risks.

TABLE 1. Operators of compete development (adopted from Kauhanen 2006, 150)

Position/role	Responsibilities associated to role
Managers	– motivating, creating understandable vision and ensuring commitment – informing the vision of future competencies – challenging former practices
Superiors/Foremen	– processing organizations competence objectives to team and individual level targets – enabling development possibilities – motivating and giving feedback – encouraging to challenge former practices
Co-workers	– learning from others, sharing information and experiences – giving feedback – collaborating – allow different viewpoints
Employees	– learn – self-guidance and initiative – perseverance – courage to challenge and change former practices

Kauhanen (2006, 150) has defined the main responsibilities of competence development that are included to different positions and roles in organizations (TABLE 1).

Top management is always responsible for organization level planning: updating strategy and defining core competencies. Together with managers they define targets for business areas and evaluate goals achievements. Managers are in charge of evaluating adequacy and quality of existing competencies and execution of competence development and personnel selection plans. Employees with superior's support are responsible for evaluating own previous achievements and existing competencies, defining individual future targets and agreeing on short-term development plan. Guidance given to managers and employees and other support services are on HR professional's responsibility. (Viitala 2014, 150.)

The employer is responsible for developing and increasing personnel competence. Managers and foremen help employees maintain and refresh their professional skills and support them in being successful at their work. Employees are responsible of maintaining their professional skills and naturally they are willing to do their best, excel themselves and succeed in work.

3.3 Methods

Despite different practises in organizations, is development discussion the central and widely used tool of competence management (DeCenzo & Robbins 2001, 270; Salminen et al. 2003, 62; Kesti 2010, 225; Purontaus 2011, 45; Viitala 2014, 151). In municipality industry development discussion and feedback are the most used competence development methods and next after come induction training and occupational guidance (Forma, Halonen, Pakarinen, Yli-Suomu, Mäki & Aminoff 2012, 25). The objectives the individual is expected to achieve during the review period are in the focus and they should be SMART: specific, measurable, achievable, realistic and time bounded (Martin 2010, 216-218).

The levels of competencies in an organization can be measured with competence inventory (Kauhanen 2006, 144) and it has many uses from organization's point of view:

- Personnel development
- Basis for recruiting
- Planning of job rotation
- Basis for career planning
- Planning of holidays and substituting
- Allocation of duties and work load
- Basis for rewarding

Competence inventories are useful when trying to form an opinion about individual and team tasks and skills and knowledge needed in them. Estimations help to plan and follow challenges related to learning and development. Simplifying methods used for evaluating the levels of individual competencies are however subjective. Actually numerical scale typically used for language and computer skills, is a matter of opinion. (Kauhanen 2006, 145.)

The purpose of the competence surveys is to gain deeper insight into the types of competencies the organization has. Requirements of outside sponsors or for example quality standards are often the motives to carry out a wide-ranging competence survey, but often organizations feel that competence surveys are either not necessary or the process is an arduous and time-consuming task compared to the benefits and usefulness (Salminen et al. 2003, 63). In the municipality industry about 80 % of the organizations have forecasted, evaluated and inventoried competencies (Forma et al. 2012, 26).

Tough it is important to recognize core competence areas, should too pedantic management and registering of information be avoided, since it wastes time and causes bureaucracy (Kesti 2010, 148-149). Kesti (2014, 140) says that too detailed specification of competence components may result in undervaluing tacit knowledge.

There are lots of different methods for competence development: induction training, peer learning and reviewing, excursions, coaching, mentoring, tutoring, job control, training, study groups, job rotation, workshops, project work, substituting, work modelling, action learning, self-access and eLearning, assignments abroad, benchmarking, conferences, seminars, fairs, field trips, simulations etc. Arrangements and approach differ: some on them take place on-the-job and some off-the-job and independent studying is a general phenomenon. Also focus of development varies from individual to entire work community. (Kauhanen 2006, 149; Martin 2010, 188-189; DeCenzo et al. 2011, 217-222; Hätönen 2011, 71-102; Burbach 2012, 417; Salojärvi 2013, 154; Viitala 2014, 157-166).

3.4 Measuring and follow-up

Evaluation is important tool of all development and decision making. Measuring instruments are important management aids that help controlling wide complexes. It is possible to break down the strategy into smaller measurable intermediate targets and detailed plans of actions. Today owners and top management require organizations to measure success of personnel management and there is a wide range of different methods for appraising employees' performance. It is not easy, but it is possible.

Becker et al. (2001, 2) claim that there is a disconnection between what is measured and what is important. Kujansivu et al. (2007, 160-161) say that measuring instruments are used for long-term planning, short-term conducting and alerting problem situations. They have listed what organization try to achieve by measuring:

- communicate with staff about targets and instruct how to put them into practice
- give information to support decision-making
- encourage and motivate staff
- challenge existing operation models
- create the basis for reward system

- – anticipate changes, challenges and possibilities in business
- – get to know better organizations operations
- – inform about organizations resources

According to Boselie (2014, 74) organizations strategic objectives need to be translated into concrete key performance indicators (KPI) that reflect the organization's success in goal achievement for relevant interest groups.

Human capital represents the knowledge, skills and abilities (KSA) of employees (Boselie 2014, 285). It is stated that human capital is the foundation of value creation, since 85 % of corporations value is based on intangible assets (Becker et al. 2001, ix). Human Capital Return on Investment (HCROI) is a business indicator that describes how money invested in employees' effects on sales margin, but alone it is not adequate for measuring organizations success (Kesti 2010, 16). According to Viitala (2013, 412) measuring human capital should give information about amount and structure of personnel, education, experience and competence level of employees and staff's motivation and commitment along with well-being. Processing intellectual capital requires perseverance and patience (Kesti 2014, 11).

Viitala (2013, 412-413) has pointed out different indicators that can be used to control KSA of employees:
- – variety and levels of existing competencies
- – competence areas, educational and experience background of new employees
- – loss of competencies by retirement, resignation and outsourcing
- – transfer of competencies in pursuance of changing tasks
- – amount of different development actions

In case of employee competence development, especially how learning is implemented in everyday work should be in focus. While planning the evaluation, it is worthwhile to start with questions like why, what, who, when and how to maximize usefulness of results. Kearns (2010, 150-152) challenges organizations to carefully observe the existing measurement practices that are used for measuring value created by employees. The HR policies should always say clearly what is measured with different gauges in use and why. For example activity of employees cannot be measured by amount of hours or days spent in training. Instead by finding out did the participants learn anything or did they put the learning into practise, is truly meaningful. According to Hätönen (2011, 17) development should be

measured by reactions and satisfaction, learning results, operational changes and their influence. Kauhanen is on common ground with Hätönen (2006, 153) and says that basically there are five assessment levels to measure development results: reactions, learning, application, operative results and organizations success.

Evaluation of results and effects tries to find out what kind of effect development has had on organizations operations and what the benefits are. Hätönen (2011, 67-68) has pointed out three angles in impact assessment:

– impressiveness (success and achieving targets)

– economic efficiency (gearing of resources invested and benefits gained)

– effectiveness (functionality, appropriateness and high-quality)

Supplementary competencies that employees have acquired in training do not emerge in the financial statements. Kesti (2010, 151) suggests a model how to evaluate the impressiveness of employee training by obligating the participant to report the contents, benefits and observed development possibilities of the training and further actions are agreed on together in the work community.

Human Resource Information Systems (HRIS) have developed from collecting demographic and basic information of individual level to a sophisticated system that includes tools for observation and gauge of success and quality. Employee's readiness and motivation for learning, actual level of knowledge and its transferability are examples of future measurement terms (Bourdeau & Ramstadt 2008, 271.) The primary purpose of HRIS is to provide accurate and timely information that is used for strategic, tactical and operational decision making (Thite, Kavanagh & Johnson 2012, 17).

Costs of development operations are countable, but economic benefit is more challenging. Costs of employee training consist of trainer's fee, facilities, materials, catering service, travel expenses and participants salary during the training time. The benefit of the training instead may reflect for example as improved employee and/or customer satisfaction, lower employee turnover or an additional sale, but the effect of single training is difficult to prove and measure. (Kauhanen 2006, 217.)

Kujansivu et al. (2007, 167) remind of the need to estimate the quality of the measuring instruments regularly. When targets change, some of the instruments may need altering or taking out of use as being pointless.

4 CURRENT STATE EVALUATION

Today's multi-formed expert organizations base their success on competence development. Theoretical approach advances one's knowledge of the subject, but to be able to improve operations and develop them further you need to understand the current state first. Development always requires first looking where you are starting from and then analysing the results helps to plan the next steps.

4.1 Aims of the study

The main task of the evaluation was to sum up the different fields of employees competence development and management and to find out their current situation. After that it is possible to recognize the most important areas of development, put them in order of importance and choose a few subjects for top improvement areas.

TABLE 2. Research questions

Research questions	Research material	Analysis
What is the current state of competence development and management?	Self-evaluation directed to selected respondents of employees (questions 1-8).	Average of statement is numeral. HEKE team integrates consensus of current state level for all (missing, beginning, developing and advanced).
What are the most important development areas of competence development and management?	Self-evaluation directed to selected respondents of employees (questions 1-8).	HEKE team integrates consensus of development areas based on defined current state levels.
What kinds of competencies are needed to ensure competitiveness in the future and in which areas should competence development concentrate in 2016?	Self-evaluation directed to selected respondents of employees (question 9)	Order of importance is numeral. HEKE team integrates consensus of most important areas of competence development.

The results will be used in preparation and updating work of Kpedu's new Personnel Programme and Employee Policy plan as well as target definition and implementation of competence development for

2016-2018 periods. Kpedu's Employee Development –team (later HEKE) will avail the outcome of the evaluation to outline its own operational targets too.

4.2 Evaluation method

The evaluation is based on an original method prepared in Na Mi –project funded by The Finnish Work Environment Fund (Työterveyslaitos 2013). According to Hasu, Kupiainen, Känsälä, Kovalainen, Leppänen & Toivanen (2010, 4) the original evaluation method helps to estimate practices of development in the workplace with down-to-earth approach with the basic ideas "there is always something to improve, but target level fluctuates". There were four different viewpoints and eight evaluated practices in the model and the scale for development phase estimation was 1-3 (1=needs improving, 2=good practice, 3=progressive practice).

The original method was customized to suit better Kpedu's needs. Management group decided to eliminate questions related to sexual and ethnic equality as being beside the point. The terms and concepts used in the statement descriptions were edited easier to understand and assimilate and font size of 10-12 points were used. Since there was no need to drawing respondents' attention to key points, bold and italic formats were not used.

The batteries of statements per question were placed side by side as a fixed set of options to make comparison between statements more clear. The questions and related voluntary arguments and comment on success and/or development needs were divided to eight separate pages. Lastly the survey statements were carefully read through by several proof-readers to make sure everything is clear and easy to understand and it was also piloted before it went live to check possible technical errors. With these mentioned tricks the respondent fatigue effect was tried to be avoided and both reliability and validity of the surveys were ensured (Brace 2008, 119).

The statement descriptions and scale were also modified from three to four-step model (1=missing, 2=beginning, 3=developing/improving, 4=advanced) to imitate the EFQM-models criteria that Kpedu has earlier used for other self-evaluations.

The evaluation fields (A-D) and questions (1-8) with four statements each were:

- – A. Strategic competence management
    - – 1. HR-strategy
    - – 2. Ensuring continuity of expertise
- – B. Organizations practices in different business areas and offices
    - – 3. Transfer of tacit knowledge
    - – 4. Competence procedures
- – C. Management
    - – 5. Development discussions
    - – 6. Competence and career planning
- – D. Development as an employee
    - – 7. Sharing competence and information
    - – 8. Personal and career development

Personnel manager sent the recipients an invitation (APPENDIX 1) to participate the survey with a link to the online questionnaire (APPENDIX 2) via e-Mail. In the covering note was further information on evaluation's background and the evaluation model, aims of the survey and who to contact if any questions.

There were two questions in every field. In all questions the respondents were asked to choose one of the four statement descriptions (radio buttons) that in their opinion best described the current situation. It was obligatory to make a choice between four statements in every question or else it would not have been possible to proceed with the survey. Fields marked with an asterisk (*) were required.

After all questions there was possibility to voluntarily validate given arguments and comment on success and/or development needs of each topic. These were executed as open fields' questions.

There was also one multiple choice question in the survey, where the respondents were asked to choose the three most important fields on which Kpedu in their opinion should concentrate its competence development during 2016. It was obligatory to choose at least one of the 10 ready-made options. In addition to these pat answers it was possible to give own suggestions too as important competence areas.

In the end of the questionnaire there were two open field questions for comments on development areas and core competencies and thoughts about competence development and management in Kpedu in general.

4.3 Participants and data collection

The participants among personnel were selected by management group. The group of recipients was comprised of employees from various organization levels, personnel groups and members of organizations internal development teams. There were 124 recipients in total:

- 72 % employees (n=89)
- 13 % members of business area management teams (n=16)
- 11 % foremen (n=14)
- 4 % top management and personnel manager (n=5)

Top management and personnel manager were directed to answer all evaluation fields (questions 1-8), members of business area management teams to evaluation fields B-D (questions 3-8), foremen to evaluation fields C-D (questions 5-8) and employees to evaluation field D i.e. last two questions 7-8. Technically it was encoded that after respondent has chosen suitable respondent groups she/he was directed to the specified selection of questions.

Answering to the evaluation was done anonymously, but for a start the respondents had to choose best fitting alternatives of the background variables:

- Business area
- Personnel group
- Respondent groups (responsibilities and authority)

The background variables could be used for sample surveys too if needed.

The evaluation was carried out as an online Webropol –survey in November 2015. Response time was originally two weeks during 3-16 November and a reminder was sent in a week. Since it turned out that many members of the business area management teams were away on business, response time was decided to be continued till 24 November.

4.4 Data analysis and results

During the extended response time 29.1 % of the responses came in and the final, total response rate of the evaluation was 38.7 % (n=48).
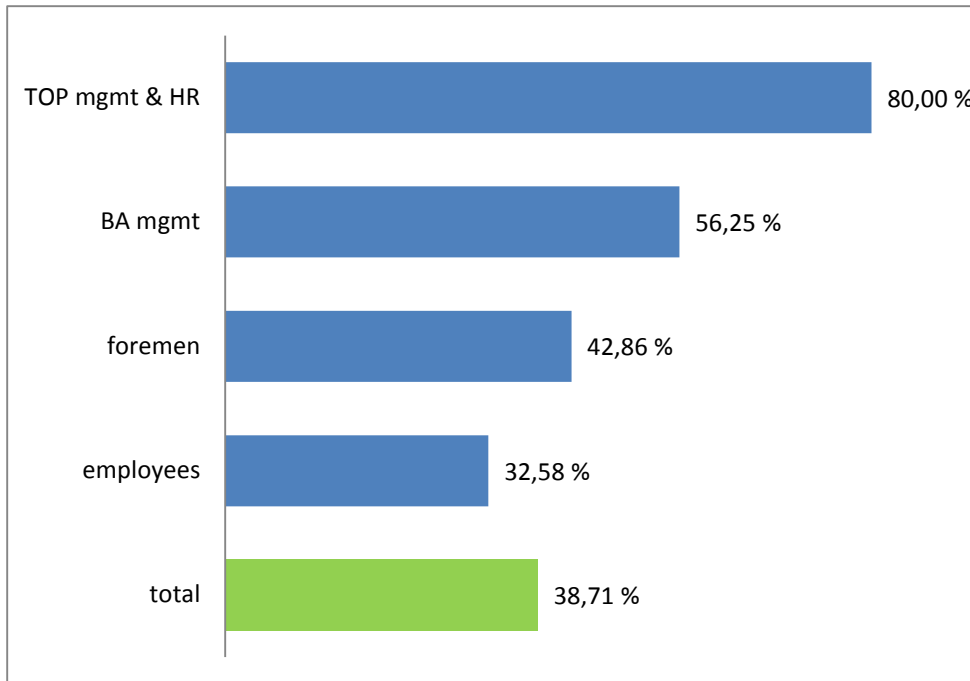
GRAPH 3. Response rates by respondent groups.

As shown in GRPAH 3, the most active respondent group participating this evaluation was top management and HR with response rate of 80 % (n=4), but at the same time employees were the most passive group with response rate of 32.6 % (n=29). The response rate of managers and foremen together was 50 % (n=15) when it was only 43 % of immediate superiors and foremen (n=6).

About 29 % of the respondents were teaching staff. Breakdown of the respondents by business areas was:

- Vocational Institute 41.7 %
- Adult Education 31.3 %
- Administration Services 27 %
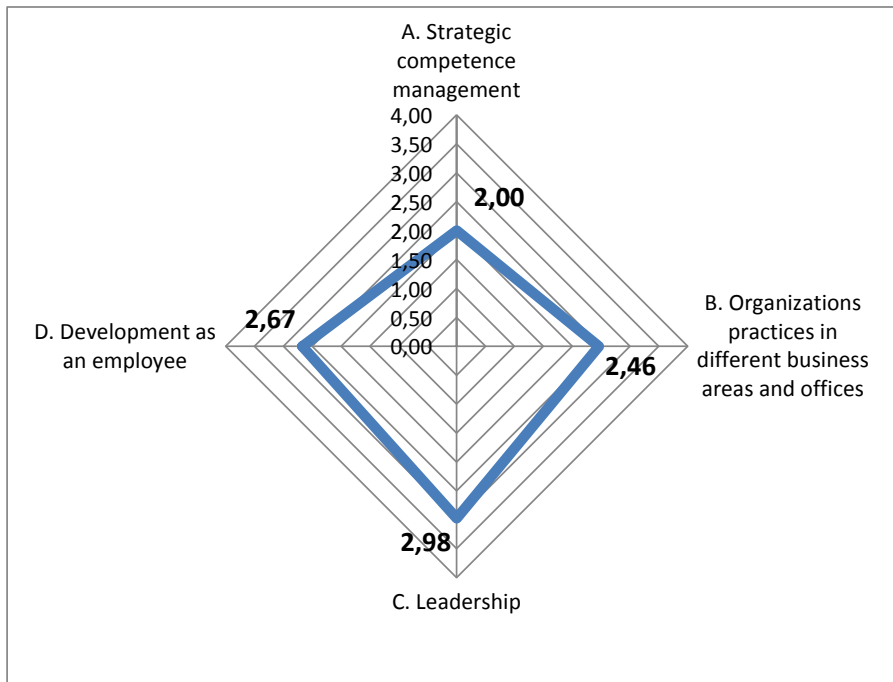
GRAPH 4. Average comparison of the evaluation fields.

When the response time ended, the main report was created. The results were illustrated to give a better overview: summary of fields in radial diagram and questions were better in the form of bar graphs.

The data was first analysed by the average comparison of the evaluation fields A-D (GRAPH 4). Noteworthy is that as a whole none of the fields is under 2, so they are all at least at the beginning state instead of missing (1). And correspondingly none of the fields is over 3, which hints that there are some development needs in all fields before hitting record heights i.e. advanced level (4).

On the grounds of the average the best situation is in the field of leadership (C). It consisted of two questions: development discussions and competence & career planning. The weakest average was in the field of strategic competence management (A), which consisted of questions concerning HR-strategy and ensuring continuity of expertise.

Both organizations practices (B) and development as an employee (C) fields were evaluated as being at the middle phase, which in other words means rather good, but still with some weaknesses in the processes.

The data was analysed also by the average comparison of all questions 1-8 (GRAPH 5). Ensuring continuity of expertise got the lowest grades (1.75) and development discussions the highest (3.16).
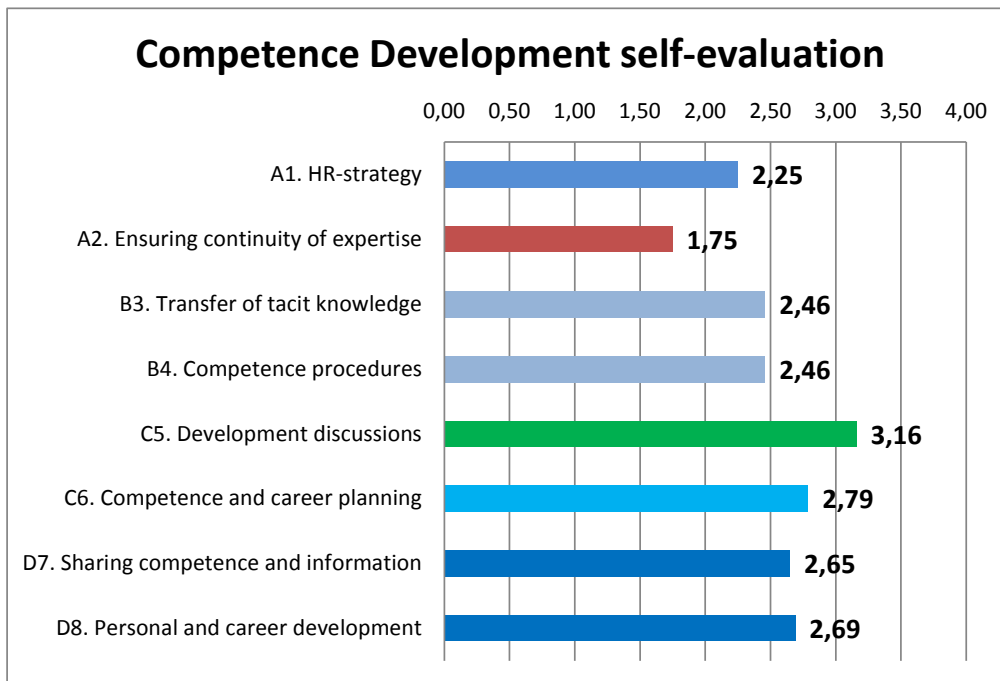
GRAPH 5. Average comparison between separate questions

In February the results of the evaluation were first processed with Kpedu's director and personnel manager and after that at HEKE team's meeting. For the meetings the essential information was gathered to a PowerPoint presentation. Summary of the results together with material of open feedback was distributed on paper to the members present.

Results together with arguments and comments on success and/or development needs were lively discussed in HEKE team and a consensus of present situation was agreed upon all questions.

In the next sections the results are handled by evaluation fields.

4.4.1 Strategic competence management

Strategic competence management field consisted of two questions involving HR-strategy and ensuring continuity of expertise. This field (A) got the lowest average of 2.00.
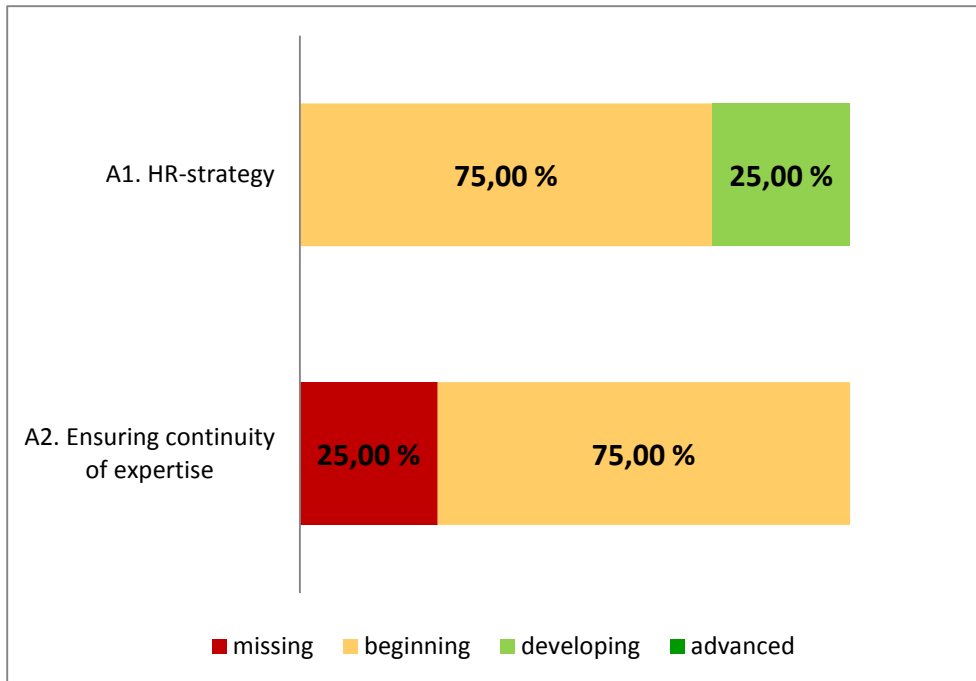
GRAPH 6. Evaluation of Strategic Competence Management

HEKE team was of the opinion that HR strategy (A1) is at *developing level* even though 75 % of respondents evaluated it as "beginning" (GRAPH 6). The questions were allocated to the respondent group of top management and HR who seemed to do the evaluation quite plainly and with honesty.

Kpedu's HR strategy is called Personnel Programme and perhaps that is why it is not well known in all organization levels. Since most things proceed in annual rhythm, are Personnel Plan and Employees Training Plan considered as helpful instructions in practice and a long-term strategy Personnel Programme as much more distant.

Proposed development ideas were to first define all concepts used in Kpedu more accurately and then outline them with documents in use. Personnel Programme should be implemented instead of management team to all managers and foremen as a high-level guide that shows which way the organization goes to in the long run.

25 % of the respondents evaluated that ensuring continuity of expertise (A2) was in missing level, but HEKE team went along with the three-quarters of the respondents, who thought that it was at *beginning level.*

HEKE team saw the lack of established practices to recognize experts and skilled employees in the organization as the ultimate reason for this low evaluation. Today ensuring expertise is based on occasional dialogue inside business areas and units without any coordination in organization level. Getting ensuring continuity of expertise to developing level would require both active networking over organization levels and areas and systematic management of all discovered and hiding expertise.

Development suggestions were to widen Human Resource Information Systems (HRIS) utilization, focusing more on employees skills in the development discussions and developing a new process to employee entrance and exit interviews and putting them both into regular operation.

4.4.2 Organizations practices

There were two questions (GRAPH 7) in the organizations practices in different business areas and offices field (B): transfer of tacit knowledge (B3) and competence procedures (B4). The results showed an average of 2.46 to this field.
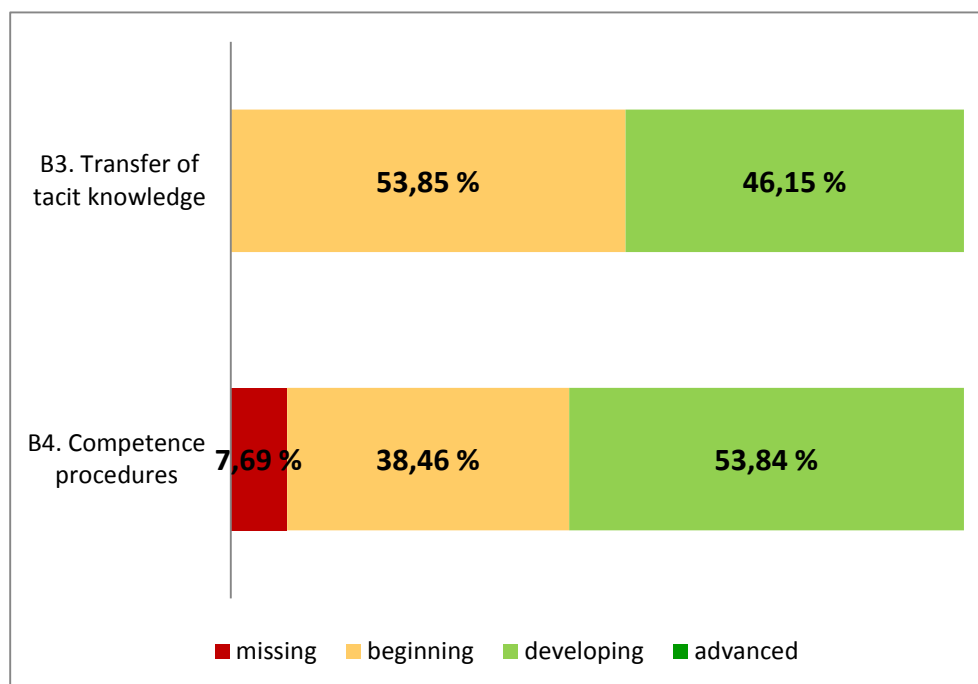
GRAPH 7. Evaluation of Organizations Practices

Views about transfer of tacit knowledge were split about half-and-half between beginning and developing levels. In HEKE teams opinion this depends on individual's willingness and attitudes how information and knowledge in transferred, but in general it is in *developing level*. The team stated that during the last years there has been a considerable improvement with the induction process of new employees. Despite the reasons for termination employees leaving the organization are less payed attention. Competence risks have not been reckoned enough with in case of resignations or redundancy.

Organization has many tools for sharing information (for example learning contents in Moodle and other documents in Procedure eManual), but personnel should be encouraged more to networking and providing information more freely and transparently with colleagues. Also substitute and successor management needs developing and systemizing.

Respondents opinions related to common procedures of competence (B4) were scattered: 7.7 % evaluated the level as missing and nearly 40 % as beginning. According to proof and good examples HEKE teams agreed that competence procedures are in *developing level*, since there are common modes of operations in use. Development teams of organizations internal operations, different competence development methods are available, employee surveys and events are exploited and coordinated by personnel services etc., but still a systematic way to twirl around the quality circle of development from evaluation and check up's towards planning is fluctuating.

HEKE team conveyed that it's missing a process that obligates employees after participation to training or other development actions to share and pass on to others their learning results. HEKE team also believed that employees do not associate other development methods than courses and training with improving competencies, so selection of development methods should be given more appreciation and brought forward within the organization.

4.4.3 Leadership

Leadership field consisted of two questions involving development discussions and competence and career planning (GRAPH 8). This field (C) got the highest average of 2.98.
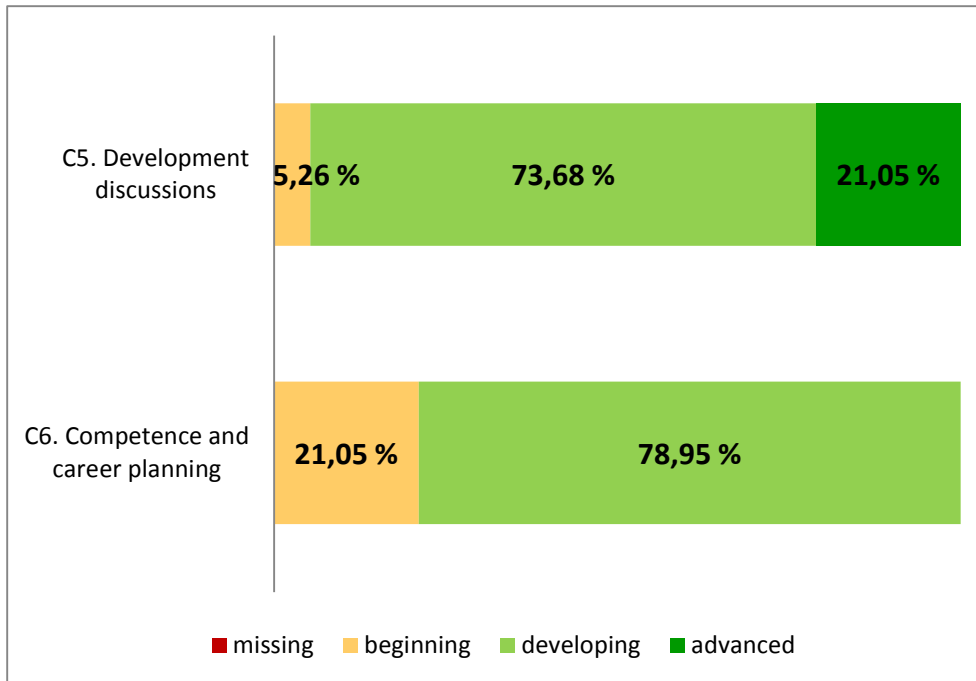
GRAPH 8. Evaluation of Leadership

Evaluations about development discussions (C5) were very positive by all respondent groups and over 20 % evaluated that situation is already at advanced level. HEKE team brought out that development discussion practises have improved tremendously during last years since implementation of ElbitSkills-HR system in 2012.

Despite very good grades the team agreed that Kpedu is in strong *developing level* with development discussions, since there are still challenges with linking individual's competence development and organizations targets and success more naturally together.

Other question in the field of leaderships was competence and career planning (C6). It was almost unanimously evaluated as being at *developing level* and HEKE team was on the same track. There already existed many procedures and tools to support competence and career planning, but the continuity of development process was still casual and lacking fluency – in other words the guiding principle

from planning to goals and further to evaluation stops surprisingly often at checking up targets stage while it should proceed onward with development idea back to planning and so forth.

4.4.4 Employee's Development

All respondent groups took a stand on to the two questions (GRAPH 9) in the development as an employee field (D). First one was sharing competence and information and the second was personal and career development. The results showed the second highest average of 2.67 to this field.
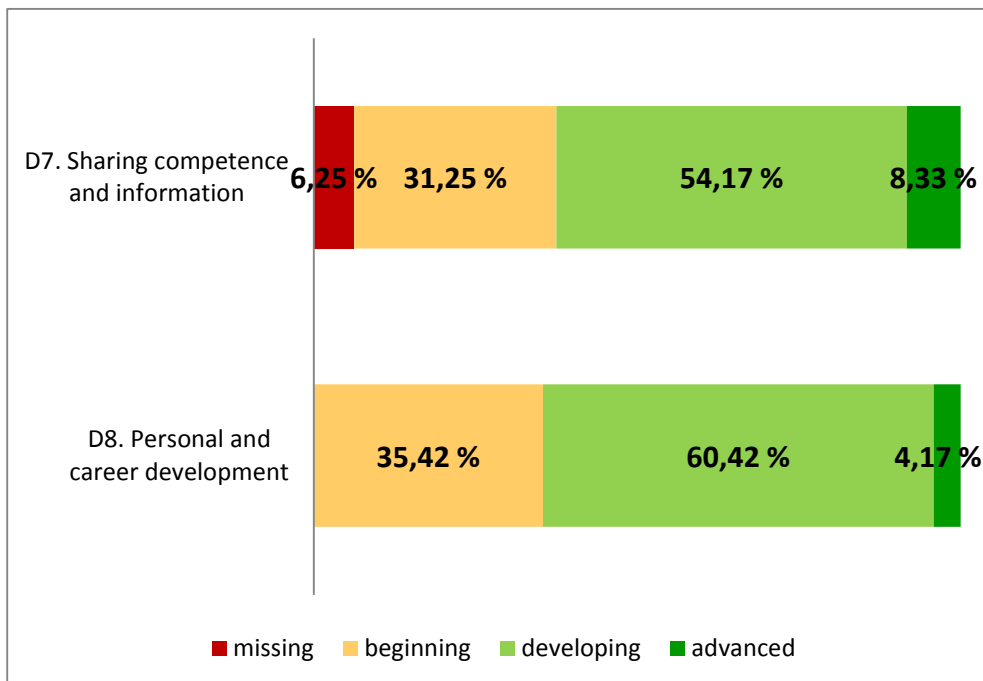
GRAPH 9. Evaluation of Employee's Development

There were all sorts of opinions when evaluating sharing competence and information (D7) in the organization. Nearly 40 % of the respondents evaluated that current situation is at missing or beginning level. Lacking culture of common communication, lacking time for collective development work and that orientation of new employees overstress mentors were the given arguments among other things. HEKE team stated that practices are varying between individuals and business units and negative attitudes are consequences of staff cutbacks. It was agreed that this part of a whole was at *developing level*.

As improvements it was suggested dissemination openly of good methods and practices that already exist in different offices and rewarding those who carry the torch.

About 65 % evaluated personal and career development (D8) being at least at *developing level* and HEKE team supported this view. It is a fact that competencies need constant updating and that multiple skills are necessary for professional success. It goes without saying that everyone is obliged maintaining and keeping own competencies posted, but still it seemed that responsibility issues should be clarified meaning that in addition to superiors support and guidance is employees' initiative also needed.

4.4.5 Important areas of competence development

One part of the self-evaluation survey was choosing the most important fields of competence development for the near future.
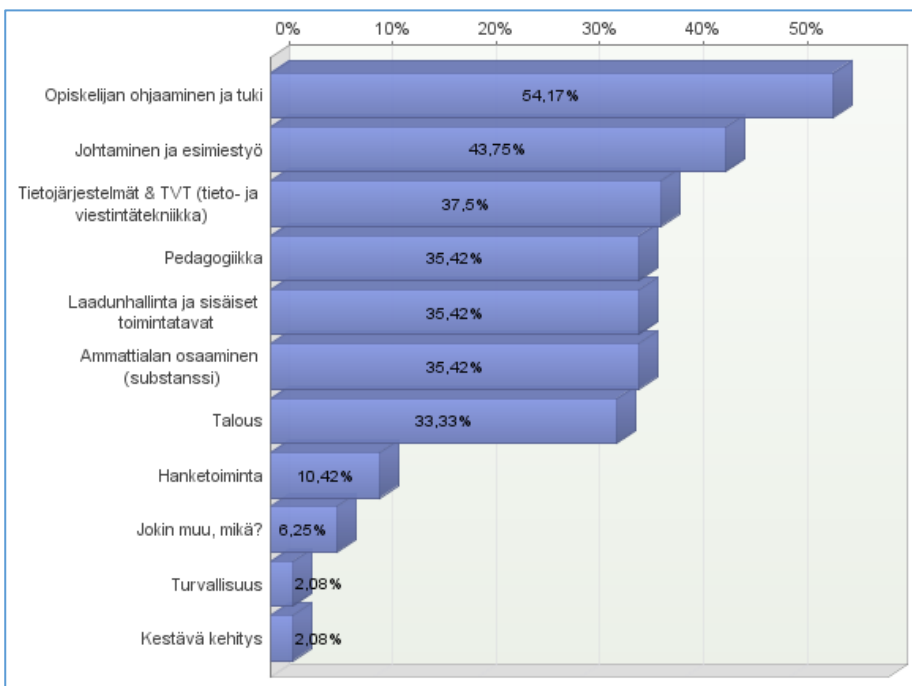
GRAPH 10. Competence fields in order of importance (Kpedu 2015)

There were 10 ready-made suggestions for competence fields from which respondents were advised to choose those three that in their opinion should be in focus of employee development. Moreover there was possibility to nominate own competence fields.

According to the results the TOP-3 was clear:

1. Tutorial and support services of students 54.17 %
2. Management and leadership 43.75 %
3. Information and communication technology (ICT) 37.5 %

Security and sustainable development were considered as less important (2.08 %) competence fields. Outside of ready-made options were customer service and sales, people skills, well-being, safety issues and governance of public administration suggested (total 6.25 % of all responses).

HEKE team stated that customer service would work well as general competence field and an earmark for planning, implementation and reporting competence development. For example student services are a more precise subtype of customer service for teaching staff and help-desk services for administrative staff. In proportion would change management training be subtype of management and leadership and participating to social media seminar a subtype of ICT.

4.5 Reliability and validity of the research

This self-evaluation was made as a quantitative research, which is based on the statement descriptions of each question. Interpretation was done by numbers (1-4), which stand for different phases of development. Since the self-evaluation was carried out as an online survey with a Webropol questionnaire it is easily reproducible. Due compulsory answering to questions with radio button choices, the results were guaranteed. Piloting the questionnaire made sure that respondents really understood the questions.

The respondents were representatives from different levels and roles in the organization (business area, personnel group, responsible position). Self-evaluation was found functional and it helped to figure out the present state of competence development and management in Kpedu. Results are improvable by suggested development actions that arose in HEKE teams discussions on result analysis.

According to Hirsjärvi, Remes & Sajavaara (2012, 196) typical response rate of public research is between 30-40 %. In that light results are valid although total response rate of 38.71 % was lower than was expected. Reason for this is unknown, but ongoing cooperation negotiations might have affected on the employees willingness to participate.

The validity of the research can be evaluated by the phrasing of questions in the questionnaire. Although they were thoroughly piloted there was still a possibility of misunderstanding.

According to Hirsjärvi et al. (2012, 231-232) it is important to take validity into account during analysis, because reliability suffers if respondents and maker of the questions understand them differently.

5 SUMMARY OF RESULTS

In this thesis the concept of competence development was shared. The self-evaluation was a thorough-going current state review of Kpedu's competence development and management.

5.1 Research questions

The evaluation demonstrated that as a whole Kpedu was in a developing level. Some parts like ensuring continuity of expertise need wide-ranging improvements, but in most cases fine-tuning the existing processes will already lead to notable improvements. For example development discussion practices are not so far from advanced level and if the organization is genuinely committed to investing resources in to competence development, is getting to the next advanced level, possible in the long run.

In sophisticated development management evaluation Kpedu is in the "taking up the challenge" phase according to Salojärvi (2007, 150). Next step after individual and team competencies would be implementing organizational competence as a part of strategy process.

According to the evaluation results the most important development area of competence development and management was ensuring continuity of expertise. The systematic model of identifying key employees and successor planning are missing.

In the self-evaluation respondents were asked to vote for the three most important fields of competence development in their opinion. Types of competencies that are believed to ensure competitiveness in the future were put in TOP-3 order and on those areas Kpedu should concentrate its competence development in the near future. The normative competence areas could be used as a factor to link planning, developing and reporting with each other.

5.2 Quality circle of development

It is no easy task trying to create an understandable linkage between organizations and employees goals that would ensure them succeed in the future.

One concrete result was produced already during thesis work: illustration (FIGURE 4) of quality circle of development related to Kpedu's Human Resource Development (HRD). It came out as a by-product of mind mapping and was introduced to HEKE team.

Due to its clarity it was after few definitions decided to be enclosed to the next version of Personnel Report and Employee Training Plan. The phases of continuous development process and all central documents and tools of HRD are linked together. Also all the terms used are familiar in the organization. To increase readability the contents in Procedure eManual should be updated to follow the same structure as in HRD quality circle.

FIGURE 4. HRD quality circle (Luomala 2016)

5.3 Flow of tacit knowledge and information

Knowledge has different forms, for example explicit, implicit and tacit, which is made up of mental models, values, beliefs, observations, insights and assumptions. People use comparisons, analogies, demonstrations and stories to pass their tacit knowledge to others. (McAdam, Mason & McCrory 2007, 45.)

Harra & Pyykönen (2004, 6) have found several situations in working life where tacit knowledge is playing important role:

- reaching an understanding
- foreseeing consequences
- having presentations
- defining and illustrating problems or possibilities
- giving feedback
- planning negotiations
- settling conflicts
- setting goals
- knowledge of human nature

Kpedu already has some methods to support knowledge and competence transferring. Common documentation system enables storing and distributing information throughout the organization. There are process descriptions of regular tasks and business functions and intranet when it is updated works as an effective information channel.

To be able to exploit tacit knowledge in competence development, it should be visible and distributable. At first individuals share their tacit knowledge and after people start talking about it, it becomes conceptual. Interaction generates learning and individual knowledge becomes other's know-how while observing and working together. Kpedu should use mentoring more, since it effectively shares tacit knowledge and it also promotes social learning processes in the organization. Experiences and knowledge of elderly employees should be seen as enriching opportunities in the mentoring point of view.

5.4 Risk analysis

Profitable business usually means taking risks too. Risk managements priority objective is to support strategic and operative decision-making and to ensure that organizations achieve their targets. Despite almost all risks today have more or less something to do with intangible assets, organizations concentrate mainly on property with their risk management. According to Halonen (2014, 188) managing personnel risks are apart from organizations general risk management and handled on a case-by-case basis.

Personnel risks are always financial risks too. Organizations must provide for loosing work contribution due to employees resignation, disability to work or death. Termination of employment causes malfunctions and additional expenses from substitute replacements, recruitment and introductory briefing.

To be able to be prepared to a risk of losing key employees or core competencies, Kpedu should agree what the fundamental core competencies are and which are the key positions. Because losing key employees will have paralysing effect on organizations operations, should key positions and also successors be identified in advance.

Adding some new indicators in the annual statement of human resources would make the risk analysis more open and above board, for example:
- amount of key employees
- amount of both raw and unplanned or unwanted staff turnover
- average time taken to fill a vacancy both all and key employees

6 CONCLUSIONS AND WHAT WAS LEARNT

Always when tasked with development should motivation and building it within teams and individuals be considered. This study showed up some interesting themes and lessons to learn.

6.1 Reflections and learning

Familiarizing with Kpedu's courses of competence development actions was laborious and time-consuming. Interrelationship between issues was somewhat loose and unconnected, which might have resulted from updating closely related materials as discrete units and at different times. Also used terminology and phrases were sometimes a bit vague or high-flown. Even though there were lots of documents to plough through and morsel of information to study, gradually various pieces of material formed a quite coherent whole.

During the past ten years Kpedu has been active in researching and analysing the quality of its internal working methods. There are several surveys that unknowingly have more or less something to do with competence development and management. These studies gave valuable further information about development in former years.

The current state evaluation of competence development and management brought forward important information what areas need improvement. It also helped to define and outline the essential subjects that are connected to the context.

Kpedu has both an information management plan and many systems with a lot of information available, but disseminating, sharing and using information seemed a little bit passive among employees. There are many information systems in use, but they are not utilized in full: there are many overlapping activities (especially recording data) and HRIS's are lacking integrated data processing and databases.

It was discovered that the puzzle of competence development in Kpedu already has lot of functional pieces that next need to be sharpened before fitting together to form a whole and well-defined picture. Organization should also ensure that majority of the resources used for strategy work is used on implementation instead of planning.

6.2 Suggestions for further development

During thesis work some ideas for improving competence development and management in Kpedu came up. They all require concentrating and careful dealing with the matters, but some of them are easily adopted.

6.2.1 Main "red" thread of competence development

Today the unifying factor (main red thread) that systematically would link planning, developing and reporting elements of competence development is missing or it is created manually when the need arises e.g. annual reporting.
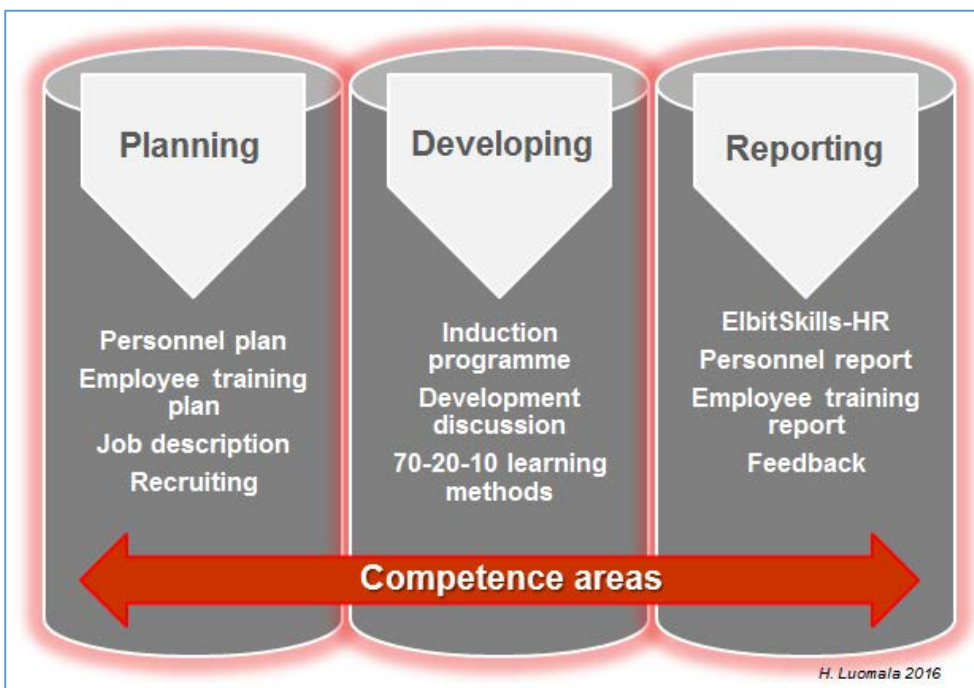
FIGURE 5. Overriding theme of competence development (Luomala 2016).

After Kpedu's new strategy 2020 and sub-strategy Personnel Programme has taken effect starts the planning of short-term HR-plans.

To make the plans, development actions and reporting with performance measurement comparable, a unifying factor is needed as an overriding theme and link between them. In the self-evaluation survey the most important areas of competence development were already put in order of importance. These competence areas could be used as the main "red" thread of competence development (FIGURE 5).

First the used common competence areas must be defined and avoid too detailed definitions to ensure their usability. These competence areas should be used in all documentation related to competencies.

Short term goals are stated in Personnel Plan, Employee Training Plan, employee's job descriptions, induction programmes and in future period plan of development discussions. Issues related to competencies should also be earmarked with suitable competence area. When competencies are developed, the development actions of all learning methods should be earmarked with competence area in the HRIS.

And finally when it is time to evaluate and report results, the competence areas are used for comparison and checking up the target values. This way all documentation related to competencies are commensurable without gaps.

6.2.2 Implementation of 70-20-10 learning model

Traditionally personnel competence development has added weight especially to structured training and seminars. Since 2014 organizations have been able to apply training compensation and a statutory personnel training plan is a prerequisite for getting it. Despite training has proven to be less relevant than learning through experience and others, it has become too emphasized competence development method in organizations.

According to Jennings (2016) conventional employee training alone is too slow and ineffective for today's working life. Most of learning is based on interaction and without putting what has been learned into practise, a great deal is forgotten. Technology and technical knowledge becomes outdated in few years and it has been estimated that 15-20 % of all information regenerates yearly (Kauhanen 2006, 140). Today project work is somewhat underrated among employees in Kpedu even though it is an important outrigger of organization's operations with 8 % of annual income and about 9.3 % of man-years (Kpedu 2015).

To make other competence development methods better known in Kpedu, the 70-20-10 learning model and methods should be introduced to employees both in induction trainings and more detailed description in the Procedure eManual. Awareness of different learning methods would save development costs and linking project work to meaningful economic output would also increase appreciation of project work.

6.2.3 New HRIS functions and adjustments to e-Forms

In addition to training, should all methods of 70-20-10 model used for competence development be visualised. These development actions should be earmarked to accomplish a measurable link between competence planning, control and reporting. A new information field for competence areas should be parametrized and implemented in the ElbitSkills-HR system to make issues between planning and fulfilment commensurable. Results of question number 9 in the self-evaluation (most important areas of competence development in 2016) could be used when information field parameters are defined in HRIS.

Apart from personal details CV typically contains information of individual's education and qualifications, work experience and relevant skills. The possibility for employees to maintain CV themselves might spark their interest in keeping also other personal information systematically posted in the system. This allows employees to take more responsibility for their jobs and development. Use of employee self-service (ESS) also decreases workload of personnel services.

These days documentation of job description, induction programme and development discussion is done digitally to ElbitSkills-HR system with a specified form, but matters related to competencies are missing or hidden when built in other items in the form.

Job description should include reference competencies i.e. ground level what is required to perform the duties. Possible development actions and methods could be referred to already in the induction programme. In the goal and development dialogue the competence development viewpoint could be taken out as simple questions: "has competences developed according to the goals set in last discussion?" is dealing the past period and coming period questions such as "how competencies are maintained?" or "what new competencies needs to be gained or developed in comparison with job's requirements ?".

Since 2012 Kpedu has used Kuntarekry (KR) system for both external and internal recruiting. KR system includes already a feature called Sijaisrekisteri, but it has not been implemented yet. After some definitions in the KR system, the optional functions are ready for use without any extra costs. First phase would be building up an eRegister of potential substitutes and second phase would be to find the suitable substitute from eRegister. Firstly substitutes can be searched inside the organization and if necessary then widen search to external candidates. Exploitation of system would make employing substitutes rapid and effective.

6.2.4 Online feedback

There is no systematic method to collect feedback from employees after they have participated to formal training and seminars or used other learning methods. Practice makes perfect and while reporting or giving feedback, the participant is reviewing lecture notes and repeats own learnings of the day. In a form of report, video, blog etc. tacit knowledge becomes tangible and is available for other employees for self-study. Participating should not be just a walkover and since it takes pain to report, it might simultaneously increase appreciation of employer's investment in competence development. To guarantee that participants would put into practice what they have learned they should have time to reflect on the day and things handled.

Superiors/foremen are responsible for having exit interviews, but there is no summary available or systematic way of handling possible development issues. With an exit survey true reasons for employee turnover would be revealed and outgoing employees would be able to give plain and constructive feedback. The idea of exit survey is to get new opinions about developing operating models and workplace atmosphere.

Both inquiries are recommended to carry through as online e.g. Webropol surveys, since confidentiality will be secured and reporting would be efficient and real-time. Information would be processed by personnel manager and summary of exit surveys would be handled annually in management group and HEKE team meetings.

6.2.5 Review of measurement models

In reference to Kearns thoughts about using metrics that give a false impression or produce meaningless data, a critical review on existing measurement models related to performance is suggested. That can be done with the Meaningful Measures Test about activity, performance and added value (Kearns 2010, 150) that challenges the measurement practices that are used for measuring value created by employees.

According to the results of self-evaluation survey, ensuring continuity of expertise was at beginning level. Since Kpedu has no established practices for successor planning, it should concentrate on per-

sonnel risk management to secure the continuity of competencies and binding the specialists to the organization.

6.3 Evaluation of Master's Thesis

When assessing this thesis, it can be stated as being carried through in accordance with the assignment and within the agreed timetable. Commissioner is now aware both of organization's current state of competence development and management including the targets for future development.

As being wise afterwards, it might have been possible to join some parts of the earlier studies to the current state evaluation to be able to demonstrate progression and trends. Of course it is possible (and advisable) to repeat the evaluation in 5-7 years after the development actions are agreed.

The concrete improvement suggestions were also presented with justifications. The results of the thesis are topical and offer the commissioner fresh viewpoints. After some definitions the results are ready to put into practice according to the Deming development cycle model.

6.4 Towards value adding competence development

In Purontaus thesis (2011, 76) the question "How to get from evaluating competencies to next level i.e. to high-quality competence development that has substantive effect on organizations success?" remained open. To begin with, in my opinion Kpedu should define 100 % as target value instead of 85 % of yearly completed development discussions, since they are the most important tools of competence development in the organization.

During thesis work and becoming familiar with the concept of competence development has one thing become more and more obvious. To act correctly strategy must have points in common with employees. Actually strategy is a linguistic concept, since managers speak strategy when they want to influence on something. To avoid cryptic impressions should terms, concepts and operating models be harmonized and in part illustrated to increase strategy's usability.

To get the organization's strategy and goals to become individual's strategy and targets too, must the strategy and its principles be so simple that they can be explained to any level of employee and that

they can be identified and followed in daily actions. It is important that interest groups and especially employees participate in the process of making strategies. To gain competitiveness from organization competencies requires a coherent plan i.e. strategy to recruit, motivate and develop human resources.

Appropriately implemented performance evaluation and competence development methods are the tools to improve organizations operational preconditions in the long-run. Top management should also pay attention to attitudes that are closely related to competencies and employee competence development. It is important that employees feel themselves necessary at work since motivated employees engage themselves to the employer and try harder to achieve organization's goals.

A new key question is how Kpedu in the constantly changing working life ensures sufficient level, transfer and development of competencies since in the future natural attrition of employees is bigger than employees starting to work and for that reason forecasting competence needs is getting more challenging. When recruiting Kpedu should pay attention to employer branding and reputation, because getting new and skilled employees and reducing unwanted turnover of staff during future shortage of manpower will be challenging.

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Lähettäjä:	Elina Seppä-Jokela
Lähetetty:	3. marraskuuta 2015 16:18
Aihe:	KPEDU/Osaamisen kehittäminen ja johtaminen -arviointikysely

Hei!

Organisaation osaamisen kehittämisen ja sen johtamisen strategisuus merkitsee sellaisen keskeisen osaamisen tunnistamista, jolla on merkitystä organisaation menestymisessä tulevaisuudessa. Tämän kyselyn tavoitteena on auttaa Kpedua tunnistamaan osaamisen kehittämisen ja sen johtamisen toimintamallin nykytilan vahvuudet ja kehittämiskohteet sekä hyvät käytännöt.

Arvioinnin pohjana on käytetty Työterveyslaitoksen ja Turun yliopiston kauppakorkeakoulun yhteistyössä kehittämää Onnistu osaamisen uudistajana -toimintamallia ja kehitysvaiheet on määritelty neljään eri tasoon laadun kehittämisen perusmenetelmän EFQM-mallin mukaisesti (alkava, puuttuva, kehittyvä ja edistynyt). Itsearvioinnissa on kahdeksan arviointialuetta, joita arvioidaan eri näkökulmista vastaajan roolista riippuen.

Tulokset käsitellään HEKE-tiimissä ja johtoryhmässä. Tuloksia hyödynnetään Kpedun uuden henkilöstöstrategian ja -suunnitelman valmistelussa sekä suunnitelmakaudelle 2016-2018 osaamisen kehittämiseen liittyvien tavoitteiden toimeenpanossa. Lisäksi tuloksia käytetään HEKE-tiimin toiminnallisten tavoitteiden määrittelyssä ja Kpedun HR-käytäntöjen kehittämisessä.

Vastaa kyselyyn osoitteessa https://www.webropolsurveys.com/S/232445FF70C0F523.par **16.11.2015 mennessä.**
Nimettömänä annetut arvioinnit käsitellään luottamuksellisesti.

Tämä kysely toteutetaan osana erityissuunnittelija Heidi Luomalan MBA-opintojen opinnäytetyötä.

Terveisin,
Elina Seppä-Jokela

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Osaamisen kehittäminen ja sen johtaminen

Tausta: Organisaation osaamisen kehittämisen ja sen johtamisen strategisuus merkitsee sellaisen keskeisen osaamisen tunnistamista, jolla on merkitystä organisaation menestymisessä tulevaisuudessa. Strategisesti tärkeää (ydin)osaamista tulisi luoda, ylläpitää ja kehittää kaikilla organisaatiotasoilla. Kpedun käyttämässä EFQM-mallissa Henkilöstö -arviointialueen viisi arvioitavaa kohtaa liittyvät henkilöstön strategiseen johtamiseen.

Osaaminen on organisaation ja yksilön näkökulmasta keskeinen kilpailutekijä ja tärkein resurssi. Menestyvä organisaatio linkittää eri osaajien työpanokset ja tuottavuus rakentuu työntekijöiden osaamiseen, tehokkaisiin toimintamalleihin ja verkostosuhteisiin. Osaamisella vastataan toimintaympäristön muutoshaasteisiin ja osaamisen johtaminen on osa esimiehen arkea. Itsearvioinnin tavoitteena on auttaa Kpedua tunnistamaan oman osaamisen kehittämisen ja sen johtamisen toimintamallin nykytilan vahvuudet ja kehittämiskohteet sekä hyvät käytännöt. Tämä kysely toteutetaan osana Heidi Luomalan MBA-opintojen opinnäytetyötä.

Arviointimalli: Tämän itsearvioinnin pohjana on käytetty Työterveyslaitoksen ja Turun yliopiston kauppakorkeakoulun yhteistyössä kehittämää Onnistu osaamisen uudistajana -toimintamallia ja kehitysvaiheet on määritelty neljään eri tasoon laadun kehittämisen perusmenetelmän EFQM-mallin mukaisesti (alkava, puuttuva, kehittyvä ja edistynyt). Itsearvioinnissa on kahdeksan arviointialuetta, joita arvioidaan eri näkökulmista vastaajan roolista riippuen:

- A. Osaamisen strateginen johtaminen:
  - 1. Henkilöstöstrategia
  - 2. Erityisosaajien ja asiantuntijuuden jatkuvuuden turvaaminen
- B. Tulosalueiden ja toimipaikkojen käytännöt:
  - 3. Hiljaisen tiedon siirto
  - 4. Osaamisen käsittelyn toimintatavat
- C. Lähiesimiestyö:
  - 5. Kehityskeskustelukäytännöt
  - 6. Työntekijöiden osaamisen ja uran suunnittelu
- D. Työntekijänä kehittyminen:
  - 7. Osaamisen ja tiedon jakaminen
  - 8. Oman osaamisen ja uran kehittäminen

Arviointimallissa käytännöt on jaettu neljään kehitysvaiheeseen ja niistä Edistynyt toiminta on tavoiteltavinta toimintaa. Se on tulevaisuuden ideaali, jota kohti kannattaa pyrkiä, mutta joka ei välttämättä arkielämässä kaikilta osin toteudu. Osaamisen kehittämisen ja sen johtamisen edistyneet käytänteet ovat yhteensopivia, toisiaan täydentäviä ja tasalaatuisia ja ne ovat levinneet kattavasti eri organisaatiotasoille. Ominaista niille on vahva suuntautuminen tulevaisuuteen, tilanteenmukainen joustavuus ja nopea muutoksiin reagointi. Kokonaisuus on johtoryhmän hallinnassa ja kehittymismahdollisuuksia tavoitellaan aktiivisesti.

Tavoitteet: Tuloksia hyödynnetään Kpedun uuden henkilöstöstrategian ja -suunnitelman valmistelussa sekä suunnitelmakaudelle 2016–2018 osaamisen kehittämiseen liittyvien tavoitteiden toimeenpanossa. Lisäksi tuloksia käytetään HEKE-tiimin toiminnallisten tavoitteiden määrittelyssä ja Kpedun HR-käytäntöjen kehittämisessä.

Tähän itsearviointiin voi osallistua 3.–16.11.2015 ja nimettömänä annetut arvioinnit käsitellään luottamuksellisesti. Marraskuussa arvioinnin tuloksia käsitellään HEKE-tiimissä ja johtoryhmässä.

Lisätietoja itsearvioinnista antaa erityissuunnittelija Heidi Luomala.

TAUSTATIEDOT

Tulosalueesi *
- ○ Aikuiskoulutus
- ○ Ammattiopisto
- ○ Konsernipalvelut

Henkilöstöryhmäsi *
- ○ Opetushenkilöstö
- ○ Muu henkilöstö

Vastaajanäkökulmasi *
(merkitse kaikki roolit, joita edustat)
- ☐ Kpedun johtoryhmä ja henkilöstöpäällikkö
- ☐ tulosalueen johtotiimin jäsen
- ☐ esimies, mutta ei tulosalueen johtotiimin jäsen
- ☐ työntekijä/asiantuntija

Questionnaire

A. OSAAMISEN STRATEGINEN JOHTAMINEN

A1. Henkilöstöstrategia: *
Valitse kuvaus, joka mielestäsi parhaiten vastaa nykytilaa.

○ Henkilöstöstrategian sijaan tehdään ainoastaan vuosittaisia laskelmia henkilömääristä yksiköittäin budjetointia varten. Henkilöstöstrategian laatiminen tehdään strategiasuunnittelusta erillään eikä johtoryhmä ole sitoutunut sen tekemiseen. Henkilöstöresurssien käyttöä ei seurata eikä resursseja/osaamisia kohdenneta tavoitteiden suuntaisesti. Henkilöstö ei tunne organisaation strategisia tavoitteita.	○ Henkilöstöstrategiassa ei ole viittauksia henkilöstösuunnitelmaan ja osaamisen kehittämiseen. Henkilöstösuunnittelu tapahtuu vuositasolla eivätkä tulosalueiden johtotiimit käsittele pitkän aikavälin osaamisen uudistamista ja sen keinoja. Henkilöstöstrategiasta ei viestistä eikä sitä jalkauteta henkilöstölle.	○ HR:n valmistelema henkilöstöstrategia ja -suunnitelma käsitellään johtoryhmässä ja tulosalueiden johtotiimeissä vuosisuunnittelun ja budjetoinnin yhteydessä. Suunnitelmassa kuvataan tavoitellut osaamiset ja osaamisen kehittämisen keinot strategisesta näkökulmasta. Esimiehille viestitään henkilöstöstrategiasta ja HR tukee suunnitelman toteuttamisessa.	○ Henkilöstöstrategia on osaamisstrategia ja se on johtoryhmän käsiteltävien asioiden TOP3-listalla läpi vuoden. Strategian luonnin yhteydessä linjataan miten tarvittava osaaminen hankitaan ja suunnittelu tapahtuu keskipitkällä ja pitkällä aikavälillä myös nopeisiin muutoksiin varautuen. Johtoryhmä omistaa henkilöstöstrategian valmistelun ja johtoryhmään kuuluva HR vastaa prosessista. Johtoryhmä on yhdessä avainasiantuntijoiden kanssa määritellyt strategiset osaamiset ja esimiehillä on tieto niistä sekä tulevaisuuden erityisosaajista.

A1.a Näytöt mihin arviointisi perustuu:

A1.b Kommentit onnistumisista ja/tai kehittämistarpeista:

Questionnaire

A.2 Erityisosaajien ja asiantuntijuuden turvaaminen: *

Valitse kuvaus, joka mielestäsi parhaiten vastaa nykytilaa.

○ Henkilöstön osaamisen ajantasaisuuden varmistamiseksi ei ole vakiintuneita menettelytapoja. Johtoryhmä ei katso tarpeelliseksi tunnistaa erityisosaajia tai laatia seuraajasuunnitelmaa asiantuntijuudelle.

○ Johtoryhmän mielestä erityisosaajat ovat hankittavissa lyhyellä varoajalla. HR:llä ja esimiehillä ei ole valtuuksia/keinoja tunnistaa ja tukea kasvavia erityisosaajia. Asiantuntijuuden seuraajasuunnitelmaa ei ole. Tulo-/lähtöhaastatteluita ei käydä systemaattisesti eikä lähtijäpalautetta kerätä nimettömänä.

○ Erityisosaajat pyritään tunnistamaan ja pitämään organisaatiossa. Johtoryhmän ja tulosalueiden johtotiimien mielestä työntekijöiden pitkäjänteinen osaamisen kehittäminen tukee organisaation menestymistä tulevaisuudessa. Erityisosaajia pyritään sitouttamaan esim. antamalla positiivista huomiota eri rooleissa, kannustamalla ja palkitsemalla. Esimiehet tekevät kaikille tulo-/lähtöhaastattelut ja palautteita hyödynnetään organisaation kehittämisessä ja osaamisen jatkuvuuden turvaamisessa.

○ Johtoryhmä vastaa avainhenkilöiden seuraajasuunnittelusta ja linjana on pyrkiä tunnistamaan erityisosaajat sekä kasvattamaan jatkajat organisaation sisältä. Avainhenkilöiden menetyksiin varaudutaan ja osaajia kasvatetaan tuleviin tehtäviin. Jatkajien taustoissa tavoitellaan vaihtelua ja tarvittaessa osaaminen ohittaa virkaiän tai pitkän kokemuksen. Nimetön palaute kerätään tietojärjestelmään ja lähtöön vaikuttaneet syyt kartoitetaan. Lähtijöihin suhtaudutaan rakentavalla tervetuloa takaisin -asenteella.

A2.a Näytöt mihin arviointisi perustuu:

A2.b Kommentit onnistumisista ja/tai kehittämistarpeista:

B.TULOSALUEIDEN JA TOIMIPAIKKOJEN KÄYTÄNNÖT

B3. Hiljaisen tiedon siirto: *

Valitse kuvaus, joka mielestäsi parhaiten vastaa nykytilaa.

○ Eläköitymiseen, erityisosaajien lähtöön/irtisanomisiin ei ole valmistauduttu. Hiljaista tietoa ei ole tunnistettu. Tietty tieto tai taito on yhdellä/muutamalla ihmisellä. Tulijoiden perehdyttämiseen eikä tiedonsiirtoon ole vakiintuneita toimintatapoja.

○ Hiljaisen tiedon jakaminen ei ole järjestelmällistä, vaan se pidetään tietoisesti itsellä tai tiimillä ja omia esim. asiakkuuksia suojellaan. Tulosalueiden välillä on kilpailua ja "ei kuulu meille" -ajattelua. Uudet työntekijät perehdytetään pintapuolisesti ja he voivat kysyä tarvittaessa neuvoa esimieheltä. Tiedon saamiseksi on nähtävä ylimääräistä vaivaa eikä toimintatapoja ole aikaa kehittää. Työtehtäviä jaetaan asian jo osaaville. Tietoa välitetään pääasiassa omassa toimipaikassa.

○ Osaamisriskit tunnistetaan ja toimipaikoissa on käytäntöjä tiedon siirtämiseksi. Toimipaikoissa käytetään perehdyttämisohjelmaa ja hyödynnetään esim. mentorointia. HR vastaa perehdyttämisestä organisaatioon ja esimies työhön. Työtehtäviä jaetaan vaihtelevasti ja tasapuolisesti ja osaamista jaetaan kollegoiden kesken. Yhteiset tiedonsiirron käytännöt ovat eri toimipaikoissa pääosin käytössä. Tietoa siirretään henkilöstöryhmittäin esim. esimiehille omat foorumit. Tulosalueilla kannustetaan hiljaisen tiedon siirtoon eikä tiedon siirto riipu sen antajan tai vastaanottajan toimipaikasta. Tiedottamista ja tietoa esim. asiakkuuksista siirretään tulosalueiden ja toimipaikkojen välillä.

○ Osaamisriskit ennakoidaan ja hiljaista tietoa osataan arvioida. Huonoja käytäntöjä ei siirretä eteenpäin. Kokeneet työntekijät ohjaavat kokemattomia säännöllisesti. Kokemattomammat/uudet työntekijät havainnoivat kokeneempien työskentelyä sekä antavat tuoreita ideoita. Uusille työntekijöille annetaan uusia vastuita, haasteita ja rooleja pilottiprojekteissa, vaikka heidän osaamisensa olisi vielä kasvamassa. Hiljaista tietoa sanallistetaan ja havainnollistetaan ja sen siirtäminen on organisaatiossa tapana. Tiedonsiirron yhteiset käytännöt ovat järjestelmällisesti käytössä kaikilla tulosalueilla ja se on jatkuvaa yhteistyötä eri toimipaikassa olevan kollegan kanssa. Epäkohdista keskustellaan toimipaikkatasolla. Hiljaisen tiedon siirrosta huolehditaan yhteisesti. Caseja käydään palavereissa läpi kokemuksista oppimiseksi. Hyvien käytäntöjen jakamista edellytetään ja niiden toteutumista seurataan. Tulosalueiden ja toimipaikkojen välillä on vakiintuneita toimintatapoja tiedonjakamiselle ja järjestetään yhteisiä esim. asiakastilaisuuksia.

B3.a Näytöt mihin arviointisi perustuu:

B3.b Kommentit onnistumisista ja/tai kehittämistarpeista:

B4. Osaamisen käsittelyn yhteiset toimintatavat: *

Valitse kuvaus, joka mielestäsi parhaiten vastaa nykytilaa.

Henkilöstön osaamistuloksia tai koulutuksia ei seurata. Tulosalueilla/toimipaikoissa ei järjestetä yhteisiä tilaisuuksia tai niissä ei käsitellä osaamisen kehittämistä. Osaamisen kehittämiseksi tai jakamiseksi ei ole sovittuja toimintatapoja. Vastuuroolit jaetaan ennakkokäsitysten mukaan (esim. palavereissa sihteerinä toimii aina toimistotyöntekijä tai puheenjohtajana esimies). Esimiehet eivät jaa vastuuta tehtävistä.

Henkilöstötutkimuksen osaamistuloksia ei käydä yhdessä läpi. Osaamisen kehittämistä käsittelevissä tilaisuuksissa kuullaan vain johdon näkemyksiä. Tulosalueilla/toimipaikoissa pidetään lakisääteinen määrä tapaamisia, joissa keskitytään hallinnollisiin rutiineihin eikä osaamisen kehittämistä käsitellä. Osaamisen jakamisen käytännöt ovat epätasaisia ja toimipaikkakohtaisia. Ei osata delegoida eikä tuuraajia ole olemassa. Koulutuksiin osallistumisia ei koordinoida eikä koulutusten oppeja jaeta. Uuden oppiminen tapahtuu itseopiskeluna omalla ajalla ja verkossa. Ennakkokäsitykset vaikuttavat roolien jakamiseen. On olemassa verkostoja, jotka rajaavat henkilöitä ulos muun kuin tehtäväroolin tai asiantuntemuksen mukaan.

Osaamistulokset puretaan palavereissa esimiehen johdolla. Osaamisen kehittämisen suunnittelussa kuullaan henkilöstön näkemyksiä. Tulosalueiden ja toimipaikkojen sisäisiä ja välisiä tilaisuuksia käytetään osaamisen jakamiseen. Työntekijät nimetään mukaan kehittämistiimeihin. Työtapoja jaetaan työkierron, perehdyttämisen ja työpariytyöskentelyn avulla. Osaamisen jakamiseen on olemassa yhteiset toimintatavat tulosalueiden kesken. HR ylläpitää koulutustarjontaa ja koordinoi koulutuksia esimiehiltä saamansa tiedon pohjalta. Tulosalueille on laadittu koulutussuunnitelmat ja kollegat jakavat osaamista päivittäisessä vuorovaikutuksessa. Toimipaikoissa hyödynnetään intranettia ja toimintakäsikirjaa. Roolit ja vastuut vaihtelevat henkilöiden tehtäväroolista ja asiantuntemuksesta riippumatta esim. kokouksissa, projekteissa.

Henkilöstötutkimuksen jälkeen perustetaan osaamisen kehittämisryhmät, joissa työtekijät osallistuvat tavoitteiden määrittelyyn. Kehittämistilaisuuksissa ideoidaan yhdessä ja tarkastellaan omaa toimintaa. Mukaan pyydetään ulkopuolisia asiantuntijoita ja asiakkaita. Uuden osaamisen luominen yhdessä on osa työtä. Toimipaikat tekevät yhteistyötä ja hyödyntävät opittuja käytäntöjä organisaatiossa laaja-alaisesti. Projekteissa tuetaan eri ammattiryhmien välistä yhteistyötä ja palautteenantoa. Tulosalueilla on kehittymissuunnitelmat ja toimintatavat koulutustarpeiden ja saatujen oppien käsittelyyn. Osaaminen pyritään kuvaamaan täsmällisesti. Projektien onnistumista arvioidaan ja epäonnistumiset nähdään oppimismahdollisuutena. Organisaatiossa huolehditaan erityisesti, etteivät samat henkilöt aina valikoidu samoihin rooleihin tai tehtäviin esim. kokouksissa tai projekteissa ja että työstä karsiutuu vuorovaikutusta rajoittavat asenteet.

B4.a Näytöt mihin arviointisi perustuu:

B4.b Kommentit onnistumisista ja/tai kehittämistarpeista:

Questionnaire

C. LÄHIESIMIESTYÖ

C5. Kehityskeskustelukäytännöt: *
Valitse kuvaus, joka mielestäsi parhaiten vastaa nykytilaa.

○ Kehityskeskusteluja ei käydä tai kehityskeskustelu = palkkakeskustelu. Kehityskeskusteluihin ei ole olemassa menettelytapoja.

○ Kehityskeskusteluja käydään satunnaisesti eikä niitä käydä kaikkien henkilöstöryhmien kanssa. Kehityskeskustelu sovitaan viime tipassa tai sille varatusta ajasta ei pidetä kiinni. Mallipohjaa ei ole, sitä ei käytetä tai sähköisen järjestelmän käyttö hallitsee keskustelua. Tavoitteita ei dokumentoida ja esimies jättää niiden toteutumisen alaisien vastuulle. Kehityskeskustelu painottuu lähitulevaisuuteen ja akuutteihin tarpeisiin reagoimiseen. Kaikille ehdotetaan samat toimenpiteet työ- ja elämäntilanteesta huolimatta tai esimies esittää tulkintoja työntekijän tilanteesta. Keskustelu palkasta on kehityskeskustelussa pääosassa. Kehityskeskustelu käydään yksipuolisesti esimiehen tai työntekijän yksilölliset tarpeet huomioivasta näkökulmasta. Organisaation näkökulmaa ei huomioida.

○ Kehityskeskustelut pyritään käymään kaikkien työntekijöiden kanssa kerran vuodessa. Kehityskeskustelu on sovittu hyvissä ajoin ja sille on varattu riittävästi aikaa. Henkilöstö on ohjeistettu mallipohjan käyttöön. Sähköinen järjestelmä tukee muttei ohjaa keskustelua. Kehityskeskustelussa sovitut tavoitteet dokumentoidaan ja esimiehet seuraavat kehittymistavoitteiden toteutumista. Oman elämäntilanteen esille ottamiseen rohkaistaan, mutta se on vapaaehtoista. Kehityskeskustelussa keskitytään työntekijän tehtävän hoitamiseen ja siinä tarvittavan osaamisen kehittämiseen. Keskustelussa huomioidaan työntekijän toiveet ja esimies tuo esille myös tiimin tarpeet.

○ Käydään kehityskeskustelu vuosittain kaikkien työntekijöiden kanssa. Kehityskeskustelut pidetään määräajoin yhteisellä mallilla ja keskustelu saa elää tilanteen mukaan. Keskusteluyhteys pelaa myös muina aikoina. Esimiehet luovat edellytyksiä kirjattujen lyhyen ja pitkän aikavälin kehittymistavoitteiden toteutumiseksi ja antavat toiveista palautetta HR:lle. Suorituksen arvioinnille ja palkkakeskustelulle on varattu oma aika ja niihin liittyviä kysymyksiä on mahdollista esittää aina. Kehityskeskustelussa huomioidaan sekä yksilön että tiimin osaamistarve. Esimies viestii työntekijälle organisaation osaamishaasteista ja välittää henkilöstön näkemyksiä johdolle ja HR:lle.

C5.a Näytöt mihin arviointisi perustuu:

C5.b Kommentit onnistumisista ja/tai kehittämistarpeista:

Questionnaire

C6. Työntekijän osaamisen ja uran suunnittelu: *
Valitse kuvaus, joka mielestäsi parhaiten vastaa nykytilaa.

Esimies ei perehdytä eikä varmista, että joku muu tekee sen. Esimies ei tarkastele eikä ohjaa työntekijöiden osaamisia ja uran kehittymistä. Esimies ei tee henkilöstöön liittyvää ennakointia tai suunnitelmia.

Esimies hyödyntää HR:n tuottamia toimintamalleja kuten kehityskeskustelupohjaa satunnaisesti. Esimies tarkastelee työntekijöiden kehittämistarpeita vain lyhyellä aikavälillä ja vaatii kaikilta samanlaista sitoutumista kehittämiseen elämäntilanteesta riippumatta. Esimies odottaa työntekijän tuovan esille kehittämistarpeensa ja katsoo toteutumismahdollisuuksia akuutin tilanteen mukaan. Esimies ei huolehdi osaamisen siirtämisen ja säilyttämisen käytännöistä henkilöstön siirtymissä. Koulutuksista ja kursseista ei tiedoteta, vaan tiedon hakeminen on jätetty työntekijöiden omalle vastuulle. Esimies ohjaa työntekijöiden kehittämistä ennakkokäsitysten mukaan.

Esimies käyttää HR:n tekemiä yhteisiä toimintamalleja ja edesauttaa niiden jalkauttamista ja kehittämistä. Esimies tarkastelee työntekijän osaamisen ja uran kehittämistä lyhyellä ja pitkällä aikavälillä sekä huomioi työntekijän elämäntilanteen. Esimies kuuntelee työntekijän toiveita ja pyrkii luomaan mahdollisuuksia niiden toteuttamiseksi pitkällä aikajänteellä. Esimies ennakoi siirtymiä, kuten eläköitymistä, miettii seuraajia ja tekee alustavia henkilöstön tehtäviin sijoittumista koskevia suunnitelmia. Esimies toimii perehdyttäjänä tai varmistaa, että joku muu tekee sen. Hän tiedottaa osaamisen kehittämismahdollisuuksista kuten koulutuksista. Esimies tarjoaa kaikille tasapuoliset mahdollisuudet osaamisen ja uran kehittämiseen.

Esimies hyödyntää yhteisiä välineitä ja toimintamalleja, seuraa niiden toimivuutta ja antaa palautetta HR:lle sekä muille esimiehille käytäntöjen parantamiseksi. Esimies tarkastelee työntekijän osaamisten ja uran kehittämistä tämän elämänvaiheiden että strategian mukaisesti ja kannustaa uusiin haasteisiin. Esimies pyrkii tunnistamaan piilossa olevia kykyjä, tarjoaa uusia rooleja ja vastuita sekä rohkaisee niiden vastaanottamiseen. Esimies luo edellytykset osaamisen siirtämiselle pitkällä aikavälillä esim. työparitoiminnalla. Esimies laatii perehdyttämisohjelman, jossa tulokas ajetaan sisään laaja-alaisesti ja saa tukea nimetyiltä tukihenkilöiltä. Esimies ohjaa alaisia koulutuksiin ja pohtii mitä kukin tarvitsee. Esimies nostaa epätasa-arvoa luovat käytännöt keskusteluun ja purkaa ennakkokäsityksiä ja stereotypioita.

C6.a Näytöt mihin arviointisi perustuu:

C6.b Kommentit onnistumisista ja/tai kehittämistarpeista:

Questionnaire

D. TYÖNTEKIJÄNÄ KEHITTYMINEN

D7. Osaamisen ja tiedon jakaminen työntekijänä: *
Valitse kuvaus, joka mielestäsi parhaiten vastaa nykytilaa.

○ Erityisosaajat "saarretaan" organisaatiossa paikoilleen eikä heitä päästetä siirtymään toisiin tehtäviin. Organisaatiossa ennakkokäsitykset ohjaavat osaamisen jakamista.

○ Työntekijä jakaa tietoa vain kysyttäessä. Työntekijä ei osallistu kehittämistilanteisiin, pysyy hiljaa tai kritisoi, mutta ei tuo esiin vaihtoehtoja. Työntekijä kokee perehdyttämisen, mentoroinnin ja työparityöskentelyn taakkana ja hidasteena. Työntekijä ei jaa osaamistaan tai antaa vain pakollisen tiedon.

○ Työntekijä jakaa osaamista oma-aloitteisesti ja pyrkii sanallistamaan hiljaista tietoaan. Työntekijä ottaa osaa kehittämistilanteisiin, kertoo ajatuksistaan ja kokemuksistaan ja esittää vaihtoehtoisia ehdotuksia kritiikin yhteydessä. Työntekijä toimii työparina ja mentorina sekä perehdyttää tulokkaita työhön. Työntekijä on valmis jakamaan tuottamiaan aineistoja muille. Työntekijä tekee yhteistyötä erilaisten ihmisten kanssa taustoista ja tehtävistä riippumatta ja arvostaa heidän osaamistaan.

○ Työntekijä jakaa osaamista ja tietoa erilaisilla foorumeilla yli organisaatiorajojen. Hän mieltää osaamisen myös yhteisöllisenä, yhteistyösuhteissa luotuna ja jaettuna osaamisena. Työntekijä osallistuu kehittämispalavereihin ja vie ideoita eteenpäin yhdessä muiden kanssa. Työntekijä jakaa osaamistaan spontaanisti tilanteen mukaan, hyödyntää ja arvostaa kaikkien, myös kokemattomampien osaamista. Työntekijä kehittää uusia kanavia ja tapoja jakaa asia- ja kokemustietoa ja vaalii vuorovaikutusta kollegojen kanssa. Työntekijä toimii yhteistyössä ja verkostoissa erilaisten ihmisten kanssa yli tiimi-, toimipaikka- ja organisaatiorajojen.

D7.a Näytöt mihin arviointisi perustuu:

D7.b Kommentit onnistumisista ja/tai kehittämistarpeista:

D8. Työntekijän oman osaamisen ja uran kehittäminen: *
Valitse kuvaus, joka mielestäsi parhaiten vastaa nykytilaa.

○ Työntekijä ei huolehdi ammatillisen osaamisensa ajantasaisuudesta. Työntekijä ei tunnista osaamistaan. Työntekijän kouluttautuminen nousee itsetarkoitukseksi. Työntekijä on passiivinen tarpeidensa esille tuomisesta. Työntekijä mieltää osaamisen pelkästään yksilöllisenä asiana.

○ Työntekijä pysyttelee perusosaamisalueellaan ja alkaa kehittää osaamista vasta, kun vanhalla osaamisella ei enää pärjää. Työntekijä ei osaa rajata kehittämistarpeitaan. Ennen omien toiveiden ja tarpeiden esille tuomista työntekijä odottaa muiden avauksia ja ehdotuksia. Työntekijä keskittyy oman kiinnostuksensa mukaisen osaamisensa päivittämiseen eikä huomioi tiimin tai organisaation tarpeita. Työntekijä mieltää osaamisen asemaan tai tehtävään liittyvänä ja sulkee sen perusteella osaamisen kehittämisen vaihtoehtoja pois. Työntekijä kokee kurssit ja koulutuksen ainoana osaamisen kehittämisen keinona.

○ Työntekijä huolehtii ammatillisen osaamisensa ajantasaisuudesta ja on valmis laajentamaan osaamistaan kouluttautumalla, uusissa rooleissa ja tehtävissä. Työntekijä tunnistaa vahvuutensa ja kehittymistarpeensa ja kehittää osaamistaan työtarpeen mukaan. Työntekijä kertoo tarpeistaan ja toiveistaan oma-aloitteisesti sekä virallisissa että epävirallisissa keskusteluissa. Työntekijä on tietoinen myös toimialan ja organisaation osaamistarpeista ja suuntaa osaamistaan niin, että se tukee niiden ja tiimin toimintaa. Työntekijä valitsee kiinnostavia vaihtoehtoja ja pyrkii eteenpäin asemaan tai tehtävään liittyvistä ennakkokäsityksistä huolimatta.

○ Työntekijä tarkastelee osaamistaan ja uraansa lyhyellä ja pitkällä aikavälillä, päivittää osaamistarpeita ja ennakoi tulevaa. Työntekijä pyrkii laajentamaan osaamistaan vaihtelevissa tehtävissä, eri toimipaikoissa ja verkostoissa. Työntekijä pohtii osaamistarpeitaan myös esimiehen kanssa ja valitsee kehittämismahdollisuuksia urapolkunsa mukaan. Työntekijä kartoittaa osaamisen ja uran kehittämisen mahdollisuuksia organisaatiossa, verkostoituu ja tarttuu avautuviin tilaisuuksiin. Työntekijä ottaa vastuuta tiimin yhteisen osaamisen kehittämisestä, kiittää ja kannustaa kollegoitaan eteenpäin sekä ymmärtää organisaation osaamisstrategian suuntaviivat. Työntekijä kannustaa myös muita ennakkoluulottomaan itsensä kehittämiseen, tarjoaa tukea ja luo verkostoja.

D8.a Näytöt mihin arviointisi perustuu:

D8.b Kommentit onnistumisista ja/tai kehittämistarpeista:

Questionnaire

OSAAMISALUEET

Mitä osaamisalueita Kpedu on mielestäsi tietoisesti ja julkisesti määritellyt strategisiksi osaamisalueiksi (ydinosaamiset)? Mitä Kpedun henkilöstön tulee mielestäsi osata hyvin, jotta menestymme myös tulevaisuudessa? Mikä osaaminen tulee mielestäsi olemaan tulevaisuudessa tärkeää?

Valitse seuraavista osaamisalueista 3 mielestäsi tärkeintä osaamisaluetta, joiden kehittämiseen Kpedun tulee vuonna 2016 keskittyä: *

- ☐ Ammattialan osaaminen (substanssi)
- ☐ Hanketoiminta
- ☐ Johtaminen ja esimiestyö
- ☐ Kestävä kehitys
- ☐ Laadunhallinta ja sisäiset toimintatavat
- ☐ Opiskelijan ohjaaminen ja tuki
- ☐ Pedagogiikka
- ☐ Talous
- ☐ Tietojärjestelmät & TVT (tieto- ja viestintätekniikka)
- ☐ Turvallisuus
- ☐ Jokin muu, mikä? [   ]

Kommentit osaamisalueisiin/ydinosaamiseen liittyen:

[   ]

Vapaa sana eli voit lopuksi kertoa ajatuksistasi Kpedun osaamisen kehittämiseen ja sen johtamiseen liittyen:

[   ]

Kiitos ajastasi sekä arvioistasi ja kommenteista.
Paina lopuksi **Lähetä** -painiketta:

[Lähetä]