

**TOWARDS MORE EFFECTIVE STAFF MOBILITY**  
**CASE TAMK**



Master's thesis

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TIIVISTELMÄ

Ammattikorkeakoulujen rahoitusta on leikattu viimeisen seitsemän vuoden aikana noin viidenneksellä. Leikkauksilla on huomattavia vaikutuksia henkilöstömäärään ja koulutuksen laatuun. On siis aiheellista tutkia, kuinka henkilöstöliikkuvuutta voidaan käytettävissä olevilla resursseilla tehostaa. Tämän tutkimuksen tavoitteena on selvittää henkilöstöliikkuvuuden vaikuttavuutta sekä löytää keinoja tulosten tehokkaampaan levittämiseen vaikuttavuuden lisäämiseksi. Lisäksi tavoitteena on tunnistaa kuinka henkilöstöliikkuvuus tukee toimeksiantajan, Tampereen ammattikorkeakoulun, strategiaa.

Empiirinen tutkimus toteutettiin sekä kvantitatiivisin että kvalitatiivisin menetelmin. Kvantitatiivisen kyselytutkimuksen kohdejoukkona olivat opettaja- tai henkilöstövaihdossa olleet Tampereen ammattikorkeakoulun henkilökunnan jäsenet. Tutkimus osoitti, että henkilöstövaihtojen suunnitelmallisuudessa on organisaatiotasolla puutteita ja vaikuttavuus on paikoin heikkoa. Käsitys erillisen kansainvälisyysstrategian tarpeellisuudesta sekä strategisen suunnitteluvaiheen lisäämisestä vaihtoprosessiin vahvistui. Kvalitatiivisessa osuudessa haastateltiin henkilökohtaisesti strategisen kumppanikorkeakoulun edustajaa henkilöstöliikkuvuuden prosessien vertailemiseksi. Haastattelu nosti esiin eroavaisuuksia ja idean partnerianalyysin toteuttamiseksi.

Tutkimuksen teoreettinen viitekehys koostuu strategisesta johtamisesta, strategiaperusteisesta osaamisen johtamisesta sekä henkilöstöjohtamisesta. Teoreettinen viitekehys luo myös pohjan menestyksekkään kansainvälistymisstrategian luomiselle ja avaa eri näkökulmia siihen liittyvistä osa-alueista.

**Avainsanat** osaamisen johtaminen, strateginen johtaminen, henkilöstöliikkuvuus, kansainvälistyminen, HRM

**Sivut** 69 sivua, joista liitteitä 6 sivua

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#### ABSTRACT

During the past seven years, about one fifth of the funding of Finnish universities of applied sciences has been cut. These budget cuts have notable effects on amount of personnel and quality of education. Therefore, there is need to research how to make staff mobility more effective with existing resources. The purpose of this research is to study the effectiveness of staff mobility, and to find tools for more effective dissemination of exchange results. In addition, the purpose is to identify how staff mobility supports the strategy of the commissioning party, Tampere University of Applied Sciences.

Both quantitative and qualitative methods were used in the empirical research. Population of the quantitative research questionnaire consisted of Tampere University of Applied Sciences' staff members that went for teacher or staff exchange. The research results point out that on organisational level, staff exchange lacks planning, and effectiveness is partly weak. Perception of having a separate strategy for internationalisation and adding a strategic planning phase to the exchange process strengthened. In the qualitative part, a representative of strategic partner university was interviewed to compare staff mobility processes. Interview pointed out differences and an idea to conduct a partner analysis.

The theoretical framework of this thesis consists of strategic management, strategy-based competence management and human resource management. Theoretical framework creates a foundation for creating a successful strategy for internationalisation and presents different perspectives that are related to it.

**Keywords** Competence management, strategic management, staff mobility, internationalisation, HRM

**Pages** 69 pages including appendices 6 pages

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Appendix 1 Questionnaire for staff mobility participants

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# 1 INTRODUCTION

## 1.1 Background for the thesis

During the year 2017, Erasmus-programme celebrated its 30th anniversary; since 1987 over 9 million people has participated to the programme. Erasmus started as a student mobility programme but during the past 30 years, it has grown into something more diverse. The programme is bringing Europe together and, in a way, one of its most important effects is the development of a sense of a European identity. (European Commission 2017).

One part of the Erasmus-programme is staff mobility. Staff mobility is an important element of internationalisation of higher education, but it is not often monitored enough. The decreasing funding, lack of resources and budget cuts in Finnish higher education field will inevitably lead to more explicit consideration on staff mobilities and their effectiveness. As Tampere University of Applied Sciences has one of the biggest staff mobility numbers in Finland, it is interesting to research the impact of staff mobility both at individual and organisational level. There was a clear need to study this subject and to discover what could be done better in the future.

The Erasmus impact study (2014) studied the effects of mobility on the skills and employability of students and the internationalisation of higher education institutions. According to the results, staff mobility was considered to be a major driver of internationalisation in improving relationships abroad, in stimulating more co-operation and joint projects, and in building the foundation for projects and networks. The study clearly points out that staff mobilities reinforce both individual and organisational competences.

Managing individual and organisational competences and enhancing the effectiveness of staff mobilities through strategy is related to theoretical knowledge of strategic management, competence management and strategic human resource management and development. This all intertwines together under the multidimensional concept of strategy-based competence management. Strategy-based competence management requires sustainability and long-term vision, which is hard to find in today's world where management style typically focuses on quartiles and short-term profit. (Troberg, E., Manka, M., Laakso-Manninen, R. & Kirjavainen, P. 2003)

## 1.2 Research motivation and objectives

At Tampere University of Applied Sciences (TAMK), the need to research the impact of staff mobility has been recognised. It is important to maximize the effect of mobilities and there needs to be clear objectives for the participant as well as the organisation. At the moment, there is not much cross-disciplinary co-operation and processes differ between different degree programmes and departments.

Research questions:

1. What is the impact of teacher and staff mobility both at the individual (=participant) level and organisational level?
2. How mobilities support TAMK's strategy?
3. How the results of the mobilities are disseminated and what could be done better?

Main objective of this thesis is to recognise the impact of staff mobility both at the individual and organisational level, and to find out how the results of the mobilities could be better disseminated and communicated within the organisation focusing on theoretical aspect of strategy-based competence management, strategic management and HRM.

Sub-objectives:

1. To find out if there are similar practices within Tampere University Community and TAMK's strategic partner university
2. To find tools and ways to express the required impact and objectives to participants
3. To find a solution for cross-disciplinary co-operation within TAMK

## 2 THEORETICAL BACKGROUND

### 2.1 Formation of the theoretical background

The theory basis for this thesis started to form first on internationalisation and staff mobilities. The first chapter, internationalisation of higher education, presents the framework for internationalisation, mobility programmes and staff mobility. Staff mobilities include individual and organisational competences, that are acquired during the mobility period. The dissemination of these competences is in the core of impact of staff mobilities. But what kind of competences are needed and aimed for, and who sets the goals? An online research questionnaire was planned to find answers to these questions and show the present state.

Already during the process of planning the research questionnaire, the lack of strategy for internationalisation was identified and theory for building a strategy was included. Therefore, in the second part of theory, strategy-based competence management, individual and organisational competences, competence management, and strategic management are deeply covered.

Third part of the theory covers human resource management as running any organisation relies on people. Strategy sets the framework and goals, but motivated workforce makes the strategy work: human resource management supports executing business strategies. Strategy should define the desired outcome of the exchange, but people going abroad make the outcome reality.



Figure 1. Key theories behind a successful strategy of internationalisation to maximise the effect of staff mobilities

Figure 1 demonstrates the important roles of strategy-based competence management, strategic management and human resource management in relation to creating a strategy of internationalisation.

## 2.2 Internationalisation of higher education

The numbers of teacher, staff and student exchanges have increased significantly during the past ten years. According to CIMO (2017), during the academic year 2015-16 over 2000 staff members of Finnish higher education institutions and almost 6000 students went for an Erasmus exchange abroad. For both, students and staff members, an exchange



abroad offers many benefits. Staff members get a change to brush up their language skills, benchmark the actions in the partner university, get new ideas for their own work and find new contacts that might ease the hunt for students' internships for example. Students on the other hand usually spend a longer period abroad, and the list of benefits is long as well; language skills get better, they make new contacts and friends, they develop professionally, and they develop their employability skills.

In 2017, the Finnish Ministry of Education and Culture published an international strategy for higher education and research, called "Better Together for a Better World". The vision for 2025 is that there will be greater global knowledge of Finland being a major pioneer in higher education. It is mentioned in the vision, that each higher education institution should have clear goals and actions for internationalisation. In addition, institutions should expand their international mobility arrangements and make sure that exchanges to and from Finland are well planned, realistic and due to these facts, the mobilities can easily be included in students' studies and staff's work.

The key action of internationalisation in higher education institutions is partnerships; co-operation and exchange of staff and students is based on agreements. As it is stated in the international strategy for higher education and research, deepening our international connections further is vital for us.

Professor Hans de Wit (Deardorff, D. K., de, W. H., & Heyl, J. D. (Eds.). (2012), p. 119) states that the higher education systems, structures and cultures in Europe differ from one another and higher education's international dimension is heavily embedded in national systems, legislation and cultures. De Wit emphasizes that a new trend in leadership of international education can be seen, and international offices with separate practices seem ineffective. Internationalisation is seen more and more as a comprehensive part of education and research.

However, internationalisation is not just about going abroad, but internationalisation can also take place at the home university. Internationalisation at home should also be promoted and offered to students and staff members as a good option for going abroad. Jos Beelen, Senior Policy Adviser for Internationalisation at Amsterdam UAS, emphasizes in his blogpost in EAIE portal (European Association for International Education), that the relatively new concept of internationalisation at home, aims to bring internationalisation to every student through the home university's curriculum. Therefore, the core of it is in teaching and learning, which means that lecturers are increasingly becoming more and more important factors in internationalisation. The problem is that not every teacher wants to go abroad but internationalisation should any way be in the compulsory curriculum, not only offered for a small number of students.

### 2.2.1 Mobility programmes

There are different mobility programmes available in the field of higher education. In this thesis the focus is on Erasmus+ -programme as majority of TAMK's staff mobilities take place under this programme.

#### **Erasmus+**

Majority of TAMK's mobilities are supported through EU funded Erasmus+ programme. The main goal of Erasmus+ programme is to support the Europe 2020 strategy for growth, jobs, social equity and inclusion, and the goals of EU's strategic framework for education and training. The European Commission, the Education, Audio-visual, and Culture Executive Agency, and National agencies in Programme countries manage the programme. The Erasmus+ -programme involves all higher education fields and degree levels. Bilateral agreements work as a basis for the mobility periods between Finnish higher education institutions and universities abroad. Businesses and private or public organisations can participate to some of Erasmus+ activities. (European Commission, 2018)

In Finland, the Finnish National Agency for Education (Opetushallitus) is responsible for administering the Erasmus+ -programme. Universities and universities of applied sciences apply for funding from the Finnish National Agency for Education in order to organise mobility periods. Students, teachers, and other staff members apply for grants from their own universities.

#### **Bilateral agreements**

Mobilities take place also under bilateral agreements on university's own funding. These mobilities usually take place outside the EU. Basic mobility process is the same, even though there is less reporting to do for the higher education institution as the person going abroad, than in Erasmus+-programme.

#### **FIRST+**

FIRST+ is the Finnish-Russian student and teacher mobility programme, which is based on networks. One or more Finnish higher education institutions make a co-operation agreement with one or more Russian higher education institution to execute mobilities. The amount of staff mobilities through FIRST+ is minor in TAMK.

#### **Nordplus**

Nordplus is mobility programme for education in the Nordic and Baltic countries. The objective is to strengthen and develop Nordic co-operation on education and to stimulate interest in and knowledge and

understanding of the languages of the Nordic countries. There are few staff mobility periods under the Nordplus-programme each academic year.

### 2.2.2 Staff and teacher mobility

All staff members of TAMK can go abroad under Erasmus+ -programme or other mobility programme. There are two different exchanges available: teacher and staff exchange.

**Staff mobility** includes job shadowing, observation periods, professional development courses or specific competence-building events.



Figure 2. Principles for staff exchange (Finnish National Agency for Education)

As it can be seen in the figure 2 above, Erasmus+ -programme has set principles for the staff exchange period. The exchange does not require a co-operation agreement, but it must contain developing participant's own organisation.

Erasmus Impact Study (2014) researched the effects of staff mobility. According to the research, staff exchange helped to make new contacts (80 % of the respondents) and improve the co-operation with the partner institution (63 % of the respondents) like figure 3 demonstrates.

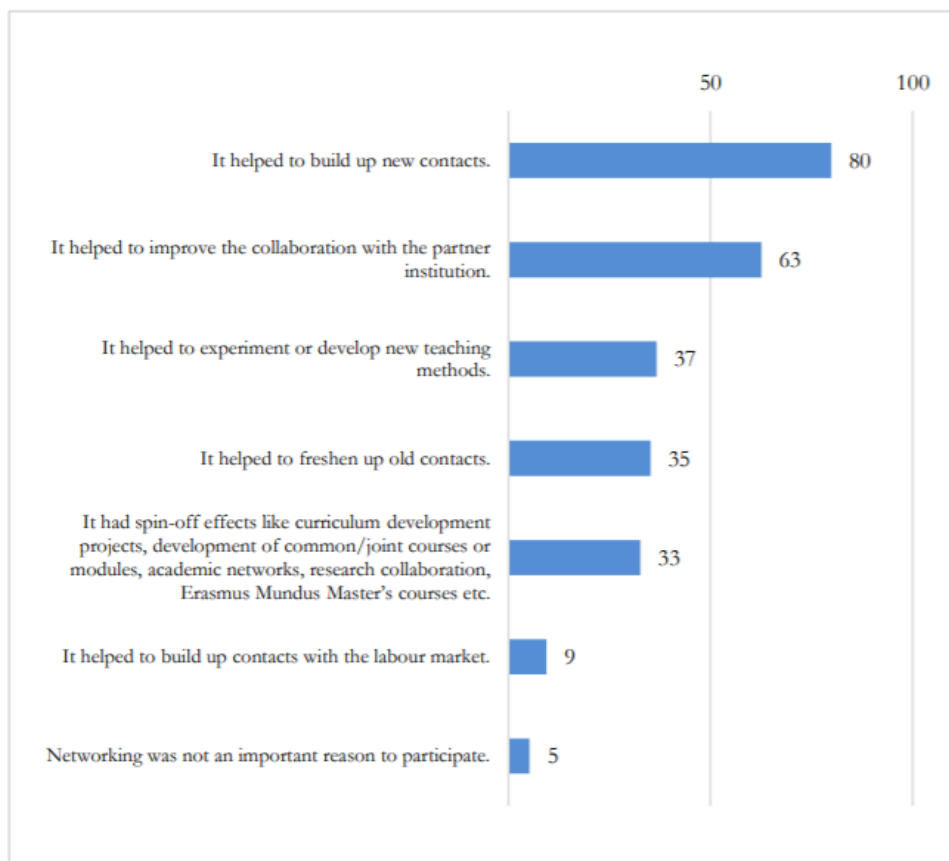


Figure 3. Effects of staff mobility % (Erasmus Impact Study 2014, p. 161)

**Teacher mobility** offers an opportunity to teach at an educational institute abroad. Unlike staff exchange, teacher exchange always requires a signed co-operation agreement.

#### Principles for teacher exchange:

- The duration for teacher exchange within the European mobility framework is minimum 2 work days and 2 maximum months.
- During the exchange, the teacher teaches at least 8 hours. A teacher exchange can also be combined with a staff exchange, and in this case, the minimum requirement for teaching is at least 4 hours.
- If the exchange lasts more than one week, the minimum teaching hours are 8 hours / 4 hours per every week spent on exchange.
- The teaching belongs to the receiving higher education institute's normal curriculum.
- A working plan written in advance with the contents and the goals of the visit.

Figure 4. Principles for teacher exchange (Finnish National Agency for Education)

Figure 4 shows that principles of teacher exchange include at least eight hours of teaching per week and the teaching belongs to the receiving higher education institute's normal curriculum.

The Erasmus Impact Study also found out that the stay abroad helped to gain field-specific knowledge to 86 % of teacher exchange participants (STA) and 92 % of staff exchange (STT) participants. Over 80 % of staff felt that their non-field-specific knowledge was improved and correspondingly 78 % of teachers. Over 90 % of participants of both, teacher and staff mobilities, felt that their social and intercultural competencies improved during the stay abroad. Best overall results were gained regarding the intensive programme (IP) exchanges. Figure 5 presents these results.

To which extent did you gain competences during your own stay(s) abroad?	STA	STT	IP
<b>significant gain/gain</b>	<b>%</b>	<b>%</b>	<b>%</b>
Field-specific knowledge	86	92	93
Non-field-specific knowledge, like languages	78	84	89
Personal manner, personality	85	87	92
Social competences, intercultural competencies	93	94	96

Figure 5. Competences gained during stays abroad by Erasmus staff mobility action type (Erasmus Impact Study 2014, p. 149)

### 2.3 Strategy-based competence management

Strategy is a plan, consciously created course of action. Rao, P. S. (2009, pp. 23 – 26) explains the criteria for successful strategy to be as following:

1. *Clear, decisive objectives.* Goals need to be understood and be decisive.
2. *Maintaining the initiative.* The strategy defines the course of events, not as much the reaction. It also enhances commitment and protects freedom of action.
3. *Concentration.* The key in successful strategy is defining exactly what will make the organisation overpowering compared to competitors.
4. *Flexibility.* Planning the strategy intentionally in resources, buffers and dimensions for flexibility is important.
5. *Coordinated and committed leadership.* Each strategic goal defined in the strategy should be provided with responsible and committed leadership.
6. *Surprise.* The strategy should take advantage of speed, secrecy and intelligence to invade exposed and unprepared competitors unexpectedly.

7. *Security*. Being able to prevent any effects of surprises from competitors is a must, meaning developing a well-functioning system of intelligence.

As strategy and organisation's strategic architecture are in the heart of successful business, it is essential to present the structure of strategic management. Kamensky, M. (2014) writes that organisations seem to have four different kinds of flaws regarding architecture: the organisation has no strategic architecture, the organisation has multiple architectures side by side, the structure of the architecture is too simple, and the structure of the architecture is too complex.

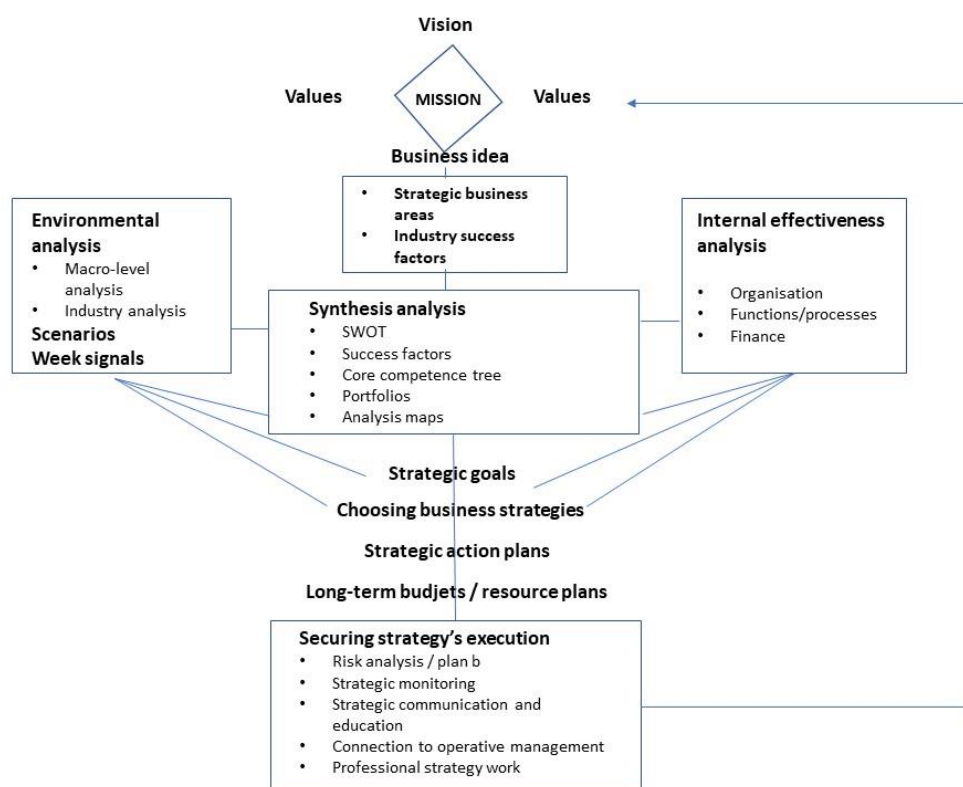


Figure 6. Organisation's strategic architecture (adapted from Kamensky, M. 2014)

As the figure 6 above indicates, the most important task of strategic architecture is to ease common understanding and vision rising from strategy. Architecture helps to see many external and internal factors' mutual correlation and interaction relationships, and strategy's core points without forgetting necessary support structures regarding creating, executing and renewing strategy.

In the following chapters, we will dive into theory behind individual and organisational competence, competence management, strategic

management and human resource management & development to create an overall comprehension on strategy-based competence management.

### 2.3.1 Individual and organisational competence

To understand the deeper meaning of competence it is essential first to get acquainted with terminology. Hyppänen, R. (2013) introduces different views for the concept "*competence*":

Organisation's competence is based on individual's competence, but it is also much more. One view describes the entity of competence with a hand. Fingers point out individual's willingness, knowledge, skills, experiences and contacts. Willingness includes a person's interests, attitudes and goals. Knowledge consists of education, degrees and professionalism. Skills combine practical skills, life skills and social skills. Experiences are formed in many ways: through work, life and hobbies. Contacts are involved with networks and communication. Bones and veins are important for the hand to function, and in the hand of competence, they represent motivation, willingness and ability to learn, enough energy and personal skills. All these things together form individual and unique competence.

Another way to describe competence is through a combination of knowledge, skills and willingness. In each position certain knowledge is required. Skills are formed with the ability to apply knowledge into practice, the ability to utilize tools needed in the work and numerous communication skills. Willingness means the desire to work in a certain position, organisation and team, and strong motivation to grow and develop further.

Knowledge can be visible, explicit knowledge or silent, tacit knowledge. Explicit knowledge can be expressed orally or in writing. Tacit knowledge is based on experience, bound to a certain situation and sometimes hard to express. The importance of tacit knowledge is emphasized in organisations that have a lot of change in personnel.

Competence can be described through capital as well. Person capital consists of people, their competence and professionalism, motivation and commitment as well as intellectual shape and work well-being. Structure capital forms of organisational structure, mental structures (values, organisational culture, atmosphere), technology in use, systems and processes. Relationship capital consists of client relations, partners, subcontractors and suppliers, and functional networks.

Sumkin, T. (2012) explains that the entity of organisational competence is formed by individuals' and groups' combination of competence. Figure 7 presents the entity. Organisational competence develops as individual's competence develops.

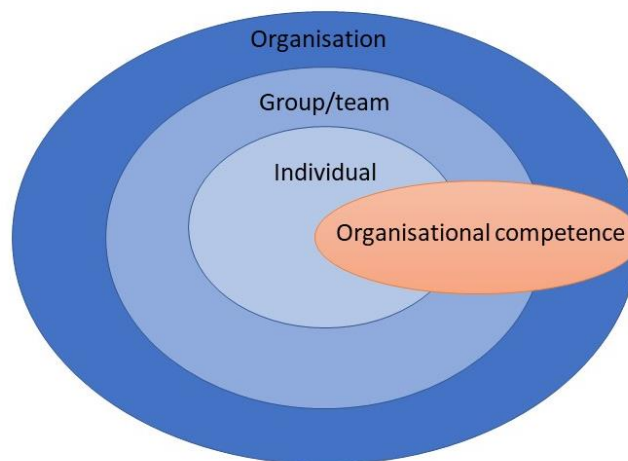


Figure 7. Organisational competence (adapted from Sumkin, T. 2012)

According to Sumkin, T. (2012), an organisation needs to define how the competence needed by individual and group positions in relation to organisational competence. Competence management and development should be based on strategy, which describes organisation's actions in the future.

For the purposes of the research executed in this thesis, organisational and individual competences were identified in the area of staff mobility as following:

#### Individual competencies

- I. Competence in my own field
- II. Pedagogical skills
- III. Language and cultural skills
- IV. Networking skills
- V. Something else, what?

#### Organisational competencies

- I. Partnership development
- II. Development of joint activities
- III. Course or curricula development
- IV. Research activities
- V. Something else, what?

### 2.3.2 Competence management

Hyppänen, R. (2013) says that competence management requires a lot from organisation, management and leadership. Competence management is a broad and highly responsible area and includes many



people. Goals set in business strategy guide competence management. The process of competence management is based on the critical competence areas defined in strategy. Goals are set for the competence areas and organisation reflects on what kind of competence is needed in the future. What those goals mean regarding staff, and what areas are key points? This is how an organisation finds out the need for future competence and state of present competence. In the end, development actions are chosen, learning is supported and followed and learning results are evaluated.

Hyppänen, R. (2013) points out that the first step in the process of competence management, is recognising the needed competencies. This is started by defining competence. What competence means in the organisation and each unit and team. Different areas of competence can be described with a tree, where branches are competences, and smaller branches are more specific competences. In the figure 8, I have used the organisational competencies defined for this research, as an example.

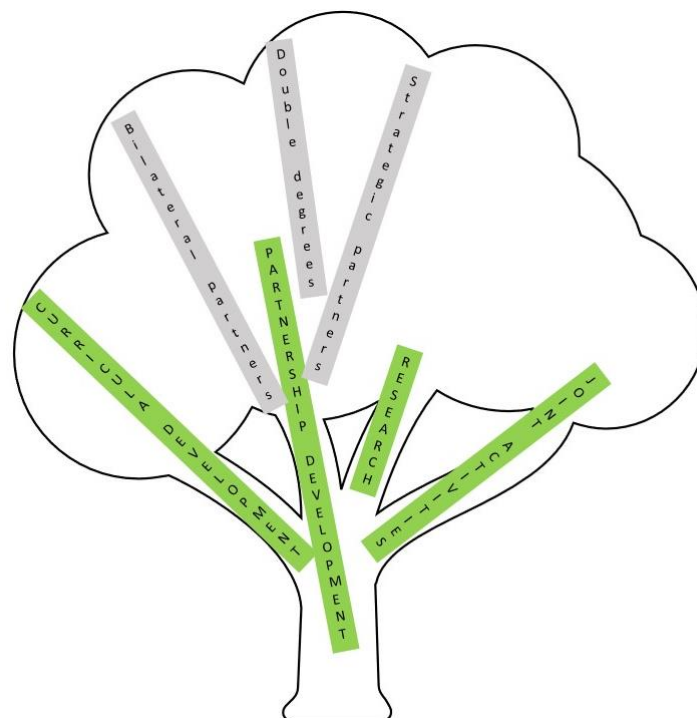


Figure 8. Tree of competence areas (idea from Hyppänen, R. (2013))

According to Troberg, E., Manka, M., Laakso-Manninen, R. & Kirjavainen, P. (2003, p. 30), first mission in managing the core competencies in an organisation is to recognize them. Core competence analysis combines two aspects: past and present. This means investigating the strategy logic of the organisation, meaning connections between competence, inner processes, customer problem solving and reaching financial goals. Identifying in which phase of the business process most value is created

and what resources are utilized, helps in recognizing the true core competencies.

Troberg, E., Manka, M., Laakso-Manninen, R. & Kirjavainen, P. (2003, pp. 33-35) state that personnel development ultimately means developing individual competence. However, an organisation can guide individual development and show which way the competence development should go and strengthen motivation to learn. Traditionally personnel development has strongly focused on developing individual person's skills and knowledge by different educational occasions. Connection to whole organisation's core competencies or competence development has been weak and not spoke about in public. When there is interest to build a system for developing whole organisation's core competencies, the starting point must be business vision. Vision needs to be chopped to pieces, core competences, that are needed to execute the vision. Management of the organisation is responsible for the vision and strategy work when it is talked about the whole organisation's core competencies.

To build an integrated system for personnel development, that combines core competencies of the organisation with knowledge development as well as individual competence development, it involves the following features presented in the figure 9 below:

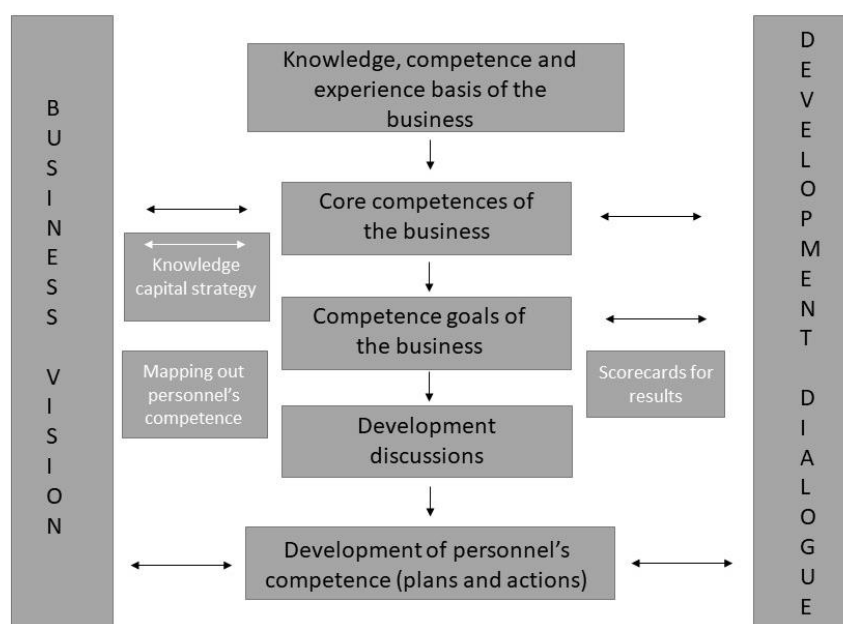


Figure 9. Integrated system of personnel development (adapted from Troberg, E., Manka, M., Laakso-Manninen, R. & Kirjavainen, P. 2003, p. 34)

As it can be seen from the figure, this integrated system's most important elements are:

- Creating organizational vision and communication
- Mapping past and present core competencies
- Mapping existing competencies
- Personal development discussions
- Result and development cards to document goals and outcome
- Development dialogue on organisational level
- Knowledge capital move strategy and system

Troberg, E., Manka, M., Laakso-Manninen, R. & Kirjavainen, P. (2003, pp. 52-54) emphasizes that leadership and managerial work are issues that are more and more talked about regarding organisational development. An empathetic atmosphere, meaning ability to understand the emotions of other people, creates great circumstance to knowledge sharing even when knowledge is still non-verbal. Empathy helps to understand people's motives and get closer to them. Good organisational culture for one has been noted to have a positive effect on employee motivation and knowledge sharing.

### 2.3.3 Strategic management

Kamensky, M. (2014, p. 13) talks about the origin of the word "strategy", which is a Greek word "strategos", meaning the ability to lead a war. Kauhanen, J. (2012) presents the word strategy and strategic thinking in a similar way as Kamensky. The first stages of strategic management in business took place in early 1960's, when international competition between enterprises increased and theorists started to use war terminology in business. In today's business management, strategy means creating a long-term action plan for the business.

Kauhanen, J. (2012) explains that in an action strategy organisation's basic goals, principles and main functions join to become a big picture. A strategy defines the nature of organisation's business and extent, by leaning to operational environment's threats and opportunities. Guided by strategy, organisation's financial and mental assets are gathered together, and focused in a right way to create unique and lasting competitive position.

Rao, P. S. (2009, p. 26) says that "strategic management is concerned with deciding on strategy and planning how that strategy is to be put into effect". He also presents a simple model of strategic management process, please see figure 10.

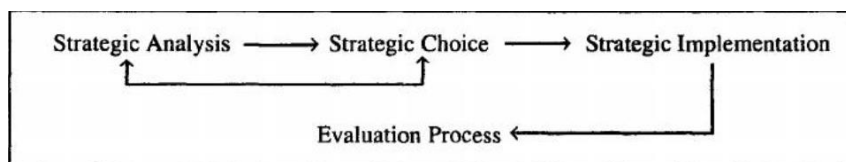


Figure 10. Simple model of strategic management process  
(Rao, P. S. 2009, p. 26)

In the model (figure 10), strategic analysis is made to understand the strategic position of the organisation. To find the possible course of action, strategic choices are made. Strategic implementation represents planning how the chosen strategy is implemented.

Rao, P. S. (2009, p. 30) presents different benefits of using strategic management. These benefits include for example helping a company to be proactive rather than reactive in preparing for the future, helping companies initiate and have an effect on their environment, assists companies to make effective strategies by using more systematic, logical, and rational approach to their strategic choices, and encourages companies to decentralise the management process by involving lower level supervisors and staff. However, these benefits do not come just by having strategic management as the strategic management process might have flaws.

According to Rao, P. S. (2009, p. 32) strategic management is a process. He presents the basic steps of the process in figure 11.

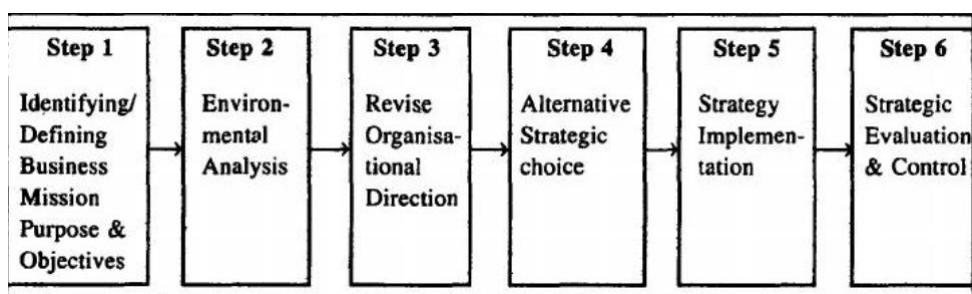


Figure 11. Major steps in strategic management process  
(Rao, P. S. 2009, p. 32)

### 1. Identifying/defining business mission, purpose and objectives

Identifying organisation's mission, purpose and objectives lay the basis for strategic management. Therefore, it is logical to start from this step.

### 2. Environmental analysis

These factors can help in creating sustainable competitive advantage. Environmental factors are analysed to recognize changes in the environment (inside and outside of the organisation), identify present and future threats and opportunities, and assess strengths and weaknesses in a critical way.

### **3. Revise organisational direction**

A deep SWOT-analysis of the company's strengths, weaknesses, opportunities and threats helps management to revise organisational direction.

### **4. Strategic alternatives and choice**

Analysing the organisation and environment help in formulating alternative strategies. Those options can be ranked based on the SWOT-analysis and the best one is chosen.

### **5. Strategy implementation**

In this step, the developed strategy is put into use and it has to be effectively implemented.

### **6. Strategic evaluation and control**

In the final step of strategic management process, strategic evaluation and control takes place. Focus is on improving the process and making sure that it functions well.

Kamensky, M (2014) presents ten critical success factors in strategic management:

1. *Common strategy and business language.* Building common language is the foundation of common understanding. It is not easy to find a common language because of the complexity of multiple strategy theories and people's different practices. Companies should be more careful in finding out, what strategy means in their organisation and know what it does not mean.
2. *Ability, willingness and courage to renew.* An organisation that can renew, focuses especially on the following themes: ability to question, acknowledging facts, healthy self-esteem, creativity and innovation, and sensitivity towards environment.
3. *From flood of information to understanding and vision.* Competence needed in strategy work can be defined with five factors, that are knowledge, skills, vision, desire and courage. An organisation always lacks vision, because the amount of information is enormous. For successful strategy work, it is extremely important that the management recognizes and confesses the lack of vision. Management needs to be able to convincingly present the right entity of vision and

staff needs to be able to understand management's vision and wisdom and rely on them.

4. *Internalise teamwork.* Best leaders know how to put the interest of the business ahead of personal interest. Strategy and teamwork are an interactive process: strategy demands teamwork and good teamwork requires good strategy. Strategy is the glue that enables unanimous teamwork, when organisations are spattered to many teams demographically as well as functionally.
5. *Ability to focus on what is relevant.* Good strategy work is prioritising, prioritising and prioritising. In practice, the most common problems are often finding the relevant issues and understanding them, as well as obtaining common understanding. Focusing on what is relevant in strategy work, requires ability and courage to make conscious choice between different options. It is not only a question of saying no but being able to turn town many good options.
6. *Perseverance also in quartal economy.* Only those businesses that work with a long-term vision with perseverance, can make profit each day. Strategy work is a never-ending development process. Even continuous change requires stability and strategy work needs to be disciplined but creative.
7. *Adequate business competence.* Kamensky presents four definitions for business and economics: economy is usage of resources, a business is an investment-profit-system, a business is the stakeholder's consortium and a business is a technological, economic, social combination. If a company has fallen behind in technological competence, there is a fatal lack of technology. If a company is too week in social and behavioural science competence, the organisation is not able to change enough. If economic competence is week, there is no good enough strategy.
8. *Industry knowledge and vision of its connection to environment.* The biggest challenge in profoundly understanding the industry is usually related to the ability to see the industry's continuous change dynamics. Industry's borders move or break, and new combinations can be formed. Industry can be shaped by macro-economical factors, PESTE-factors (political, economic, social, technological and ecological factors) or industry's main actors (customers, suppliers, competitors), or other stakeholders. Therefore, it is important to know not only own industry but also understand those industries that influence ours now or sometime in the future.
9. *Overall vision of management and leadership.* Even the best strategies do not come reality without good management. Kaminsky defines management as ability to produce results with an organisation.

10. *Network competence and interaction skills.* Many political, economic, social, technological and ecological factors have speed up society's strong networking. On business-level, outsourcing different functions has been the strongest feature related to networking. Interactive management is a term that includes management in and out of the organisation. It also includes managing people (leadership), managing things (management) and managing themselves. The network of interactive relations is complex and different relations require different interaction and communication skills.

Kamensky, M. (2014) describes how in the isms of management, factors that come before the word "management", are usually emphasized. In strategic interaction management those words are "interaction" and "strategy". Competence is behind all important things and this is true when it comes to strategy, management and interaction. Kamensky presents these most important factors in business management and development with a framework he calls the "diamond of success" (figure 12).

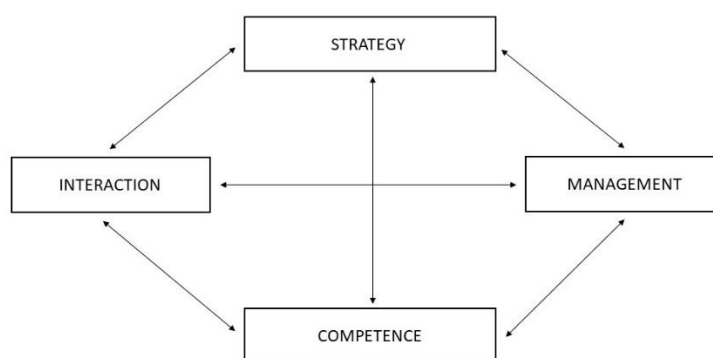


Figure 12. Diamond of success (adapted from Kamensky, M. 2014)

Kamensky states that none of the factors in the diamond of success work alone, because they strongly depend on one another. Therefore, it is highly recommended to take the whole diamond of success as the foundation of business management and development. Strategic management is an art, where success requires the fulfilment of many different requirements.

According to Bush, T., & Coleman, M. (pp. 15 - 20) educational management consists of setting direction, aims and objectives. Some aspects of educational management emphasize organisational objectives, as others focus on individual aims. Problems can occur if individual and organisational objectives are incompatible. Educational institutions as social organisations operating usually in the public sector, face legislative change and unpredictable change arising from society.

## 2.4 Human resource management

Armstrong, M. (2011, pp. 7 - 15) states that human resource management (HRM) includes activities such as human capital management, knowledge management, organisation design and development, resourcing, performance management, learning and development, reward management, employee relations and employee wellbeing. The ultimate goal of HRM is to make sure that the organisation achieves success through people. Strategy is all about deciding where one wants to go and how they plan to get there.

Rao, P. S. (2008) says that human resource management manages the functions of employing, developing and compensating human resources leading to the creation and development of human relations with an aspect to contribute relatively to the organisational, individual and social aims. According to him, the objectives of human resource management can be described as following:

- I. To create and exploit motivated staff, and to reach the basic organisational goals.
- II. To form and maintain solid organisational structure and well-working relationships inside the organisation.
- III. To make sure that the integration of individual and groups is secure by coordinating both individual and group goals with goals of the organisation.
- IV. To create possibilities and means for individual and group development to gain growth of organisation.
- V. To obtain strong utilisation of HR regarding organisational goals.

According to Viitala, R. (2014) running a business relies on people. It is up to them how fast and how well an organisation's basic task or competitive strategy is executed. People working in an organisation are the basis for operating, but also fragile as an asset. Today, organisations emphasize the importance of effectivity. Staff influences effectivity in many ways. For example, staff's competence influences effectivity: inadequate competence produces mistakes and delays. Uncommitted and incompetent staff reflects on the quality of products and services. Best way to reach effectivity is to make sure that there is enough staff and they are competent, healthy and motivated.

Viitala, R. (2014) reminds that human resource management has a lot more meaning to an organisation than people usually think. Human resource management supports executing business strategies in a crucial way. Human resource management includes also making sure that organisation follows laws, regulations and contracts. In Anglo-American books human resources management is seen as a larger concept, which includes also industrial relations and leadership. Leadership is key area in human resources management. Directors and supervisors execute many



of the human resources management related issues in practice. They choose, reward, help in developing, guide, lay off, motivate and inspire the employees.

Hard and soft approaches for human resource management (HRM) can be differentiated in literature. Viitala, R. (2014) explains that hard HRM is an approach that emphasizes the resource nature of staff and rational approach. Staff is seen as one resource among others. Key thing in the hard approach is the connection between business strategy and human resource strategy, emphasis being in effectivity and cost monitoring. Soft approach, for one, is an approach that emphasizes the human nature. Staff is seen as an asset, not as cost, and it is believed that healthy, motivated, committed and competent staff is what makes business successful. Viitala points out, that in practice it is rare to use simply hard or soft approach, but these approaches usually appear side to side.

#### 2.4.1 Strategic human resource management

According to Armstrong, M. (2011, p. 62) strategic human resource management is the basis for developing and taking into use approaches for people management that help the organisation in achieving its goals and also consider the changing context in which the organisation operates and its long-term requirements. Strategic HRM consists of both, HR strategies and strategic management activities of HR professionals, like presented in the figure 13.

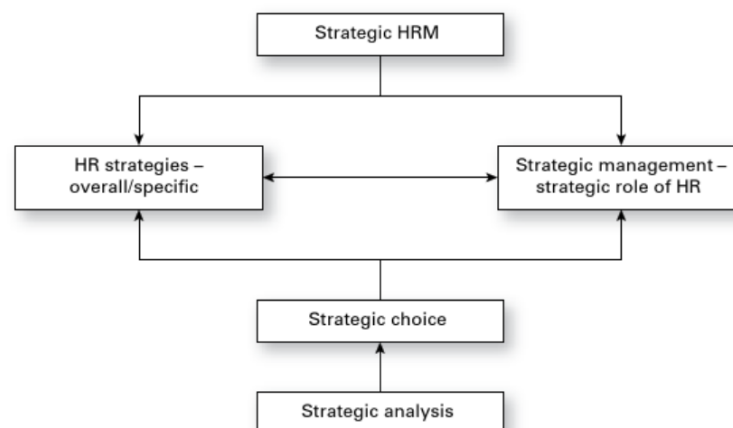


Figure 13. Strategic HRM (Armstrong, M. p. 62)

According to Viitala, R. (2014) strategic human resource management is possible only after the organisation has a vision on their business strategy. Common problems include vague or missing strategy, poorly communicated strategy, missing concrete strategic goals or contradicting

strategic principles. In figure 14 the connection of HR strategy to business strategy is demonstrated.

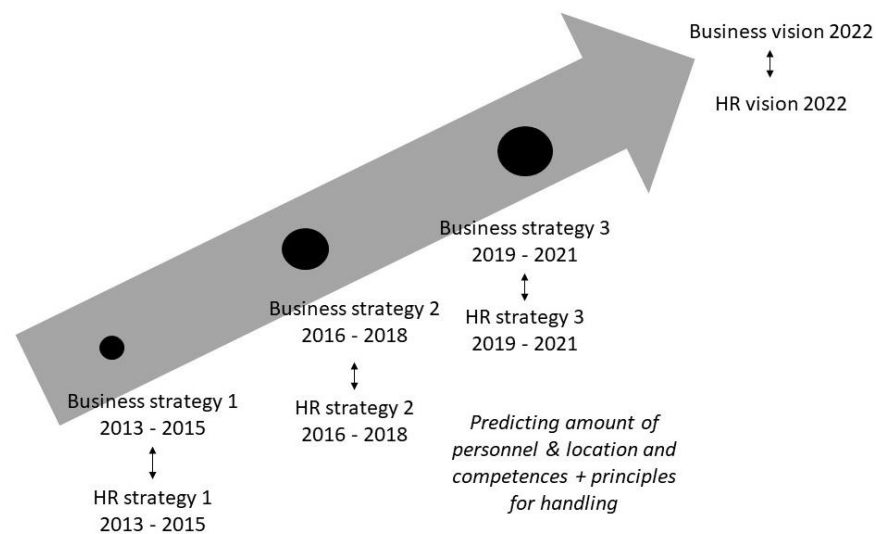


Figure 14. Connection of human resource strategy to business strategy (adapted from Viitala, R. 2014)

The important areas of human resource strategy that Viitala, R. (2014) introduces, include competence development, staff acquiring, goal setting and evaluation, rewarding, motivating and committing, welfare and management development.

Viitala, R. (2014) describes how two main streams can be identified in the area of strategic human resource management: matching strategic HRM model and resource-based model.

Competence anticipation (see figure 15) helps in determining what kind of professionals and competence organisation needs in the future. It is a broad scale matter, where it is forecasted what kind of competence business strategies demand and what of the present competencies need to be either removed, added, developed or renewed.

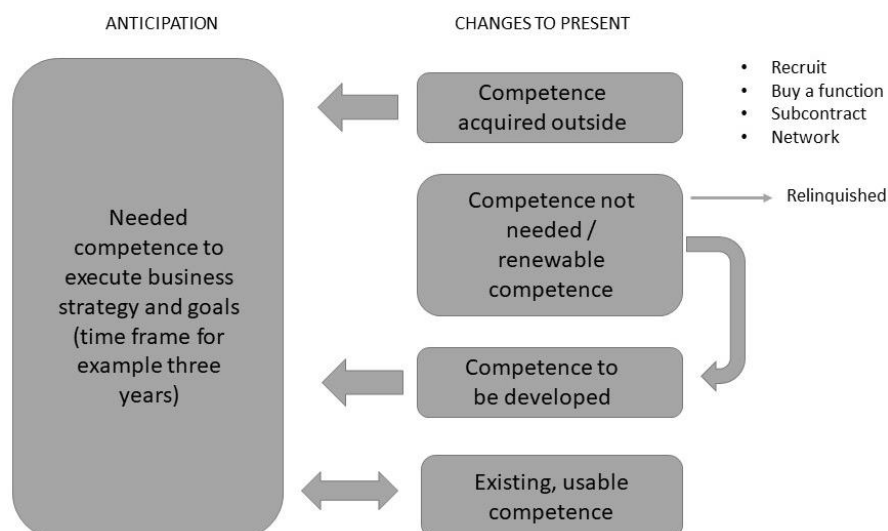


Figure 15. Competence anticipation (adapted from Viitala, R. 2014)

#### 2.4.2 Strategic human resource development

Swart, J., Mann, C., & Brown, S. (2005, pp. 2-4) say that the importance of people in organisations seems obvious but unfortunately this is not often true, as the development of people is not always seen as a key mission. Especially in the highly competitive surroundings, human capital has become a valuable commodity in gaining competitive advantage. Human Resource Development is an extremely important area to companies because ideas for innovation, quality and continuous improvement as well as other important issues needed to compete in the highly competitive world of business, come from people instead of machines or equipment. The human resource strategies within the companies define the extent to which employees will suggest improvements.

According to Swart, J., Mann, C., & Brown, S. (2005, pp. 16-18) human resource development is essential in importance to the strategy process. First of all, strategy formulation and planning come from human imagination and planning. Somebody also needs to own and manage the change process when the strategy is implemented.

According to Grieves, J. (2003, p. 8) organisations have been forced to reorder and downsize their functions and for the employees this has led to the requirement of working in teams. New skills such as decision making, problem solving, personal skills such as listening, resolving conflict, negotiating and leadership, are needed. Effectiveness of the team has become a key point regarding the development of the organisation. Human Resource Development (HRD) specialists are forced to develop critical facilitation skills due to the reasons mentioned above.

Grievies, J. (2003, p. 92) states that Strategic Human Resource Development (SHRD) brings together three things: 1) an awareness of the complexities of change management; 2) a desire to change the concept of Human Resource Development seen only in the depths of training programmes, and 3) an affined organisational development perspective to provide direction for the 21<sup>st</sup> century.

Garavan, T. N. (2007) defines Strategic Human Resource Development (SHRD) in his article as a relatively new concept to training and development. SHRD eases the development of critical core capabilities in developing and sustaining competitive advantage. On the other hand, SHRD assists the firm in making the best use of certain capabilities already existing in the company and by developing new capabilities and skills it makes it possible to get on with change. To understand the contribution of SHRD, four levels of context are needed. These levels include global environment, the internal business context with strategy and structure, the influence of job, and the individual

Swart, J., Mann, C., & Brown, S. (2005) presents the key elements of Strategic Human Resource Development in the figure 16 below. Especially the first area: commitment to people as strategic resources is essential. There is no magic trick or shortcut to happiness, as strategy in general means long-term planning and implementation, but some basic principles needs to be developed. One basic human need is the need for security. Showing employment security is a powerful method of pointing out the value placed on human resources.

Area	Key elements
Commitment to people as strategic resources	Employment security Choosing the right people Valuing and rewarding them Wage compression Symbolic egalitarianism
Shared purpose	Strategic leadership Shared planning processes Policy deployment Information sharing Employee ownership
Enabling structures	Appropriate organization design Job and work organization design Devolved decision-making Supportive communications
Shared learning and development	Commitment to training and development Embedding a learning cycle Measurement Continuous improvement culture
Shared involvement	Teamworking Cross-boundary working Participation and involvement mechanisms Stakeholder focus and involvement

Figure 16. Elements of strategic human resource development (Swart, J., Mann, C., & Brown, S. 2005, p.29)

Grievs, J. (2003, pp. 95-97) explains that SHRD examines the human processes of the organisation to be prior to the task itself, meaning that to redefine the task, human processes need to be first redefined. In short, the basic role of SHRD is the development of people and organisations. Nowadays, learning has substituted training and become the main characteristic of change. Therefore, individual and organisational learning characterize SHRD. The values that SHRD promotes are humanistic.

Grievs, J. (2003, pp. 110 – 112) presents four debates that inform SHRD perspective. He says that these debates make us recognize the importance of proactive change in organisations in the 21<sup>st</sup> century and will shape the future:

1. **Contingency perspective.** Internal changes to an organisation need to be seen in relation to key contingencies and especially from technology.
2. **Labour process.** Change rises from internal dynamics of organisations where different groups want to have change that maximizes their own interests and they will resist change that minimize those interests.

3. **Flexible specialisation.** Change today is driven from aware consumers which has led companies to replace mass production into niche products.
4. **Strategic choice.** Managers make decisions that seem rational, but in fact the rationality is limited with political boundaries.

Figure 17 presents the four debates, drivers of change:

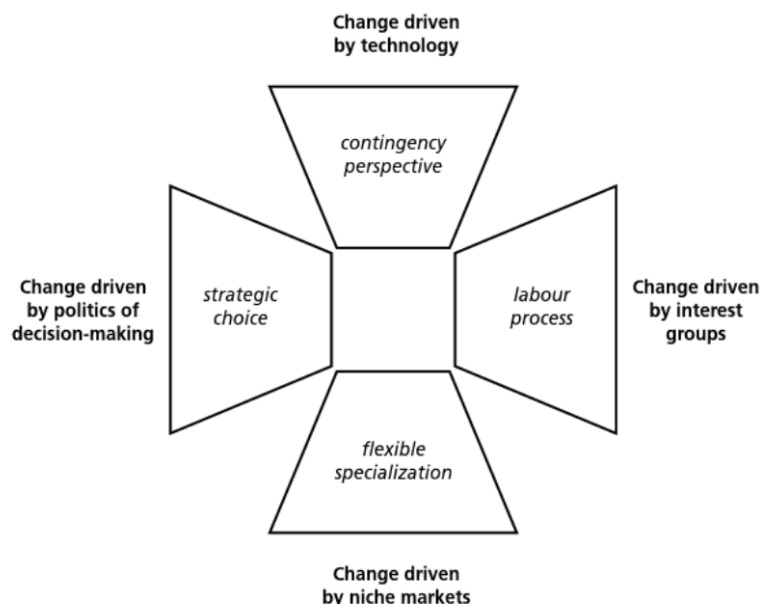


Figure 17. The drivers of change (Grieves, J. 2003, p. 110)

According to Swart, J., Mann, C., & Brown, S. (2005, pp. 36 – 54) SHRD can also have a role in facilitating organisational learning, not just training and learning at the individual level. Some strategies for becoming a learning organisation indicates to one important fact: knowledge, both its creation and transfer of sharing, is at the core of transforming and organisation into a learning organisation. Knowledge is the key form of capital in a learning organisation. In figure 18, knowledge is viewed as part of the input and central to an organisational learning process, and in addition as the most important output of the learning process.

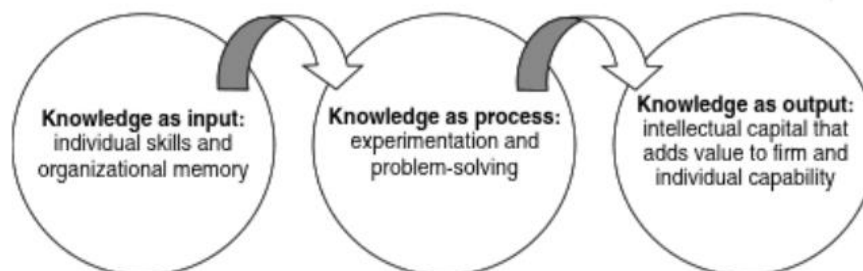


Figure 18. Knowledge as input, process and output to organisational learning and the learning organisation (Swart, J., Mann, C., & Brown, S., 2005, p. 51)

Viitala, R. (2014) says that the concept of organisational learning refers to a process through which the organisation learns. Learning can be divided into three levels: individual, group and organisational level. Individual person's learning is usually not enough to renew the organisations actions. Larger learning is needed so that many people start to think and act differently. This can be called group learning. All renewal and development do not stay as internal information or understanding but it produces new action models, collected data, processes, product innovations and many other visible signs. They are marks of people's learning and stay in the organisation even when people leave. This can be addressed with the term organisational memory.

All in all, SHRD is a multi-level concept which helps the organisation to improve its performance in the long run.

### **3 METHODOLOGY**

#### **3.1 Research methods**

In this chapter all used research methods are described; mixed methods research, qualitative research and quantitative research.

##### **3.1.1 Mixed methods research**

According to Tight, M., & Huisman, J. (2013, p. 134). higher education research profits from a mixed methods research approach, meaning a combination of quantitative and qualitative methods. Saldana, J. (2011) states that mixed methods research is not a new phenomenon but has only recently emerged as an approach that brings together quantitative and qualitative paradigms. The integration of these two methods was seen important when planning the research for this thesis. This research was implemented by gathering data with an e-form questionnaire, observing, as well as making personal interviews.

Figure 19 presents the conceptual model of mixed methods research procedures and timeline conducted for this thesis.

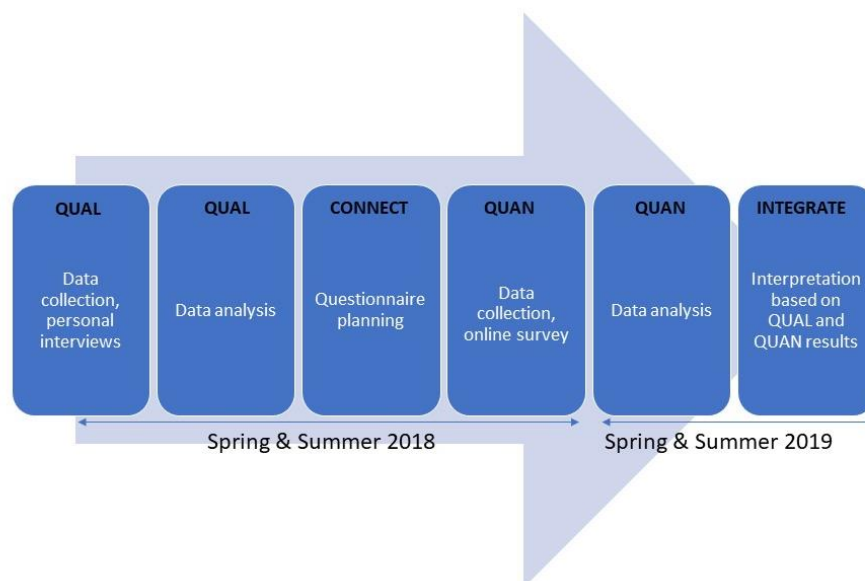


Figure 19. Conceptual model of mixed methods research procedures and timeline (adapted from Tight, M., & Huisman, J. (Eds.). (2013).)

First phase of the conceptual model is the data collection with qualitative method, personal interview. Second phase was qualitative data analysis and connection between the qualitative and quantitative methods took place in the third step, questionnaire planning, where qualitative data was used together with theoretical background to create a quantitative questionnaire. In the fourth step, quantitative data was collected with an online questionnaire. Fifth step represents analysing the quantitative data. Final phase of the conceptual model is integrating; interpretation is based in qualitative and quantitative results. Like the conceptual model shows, all data collection methods used for this thesis are surveys, meaning interviews and questionnaires. Even though observation took place throughout the research process, this research method could also be referred to as mixed methods survey research.

### 3.1.2 Quantitative research

Punch, K. F. (2003) states that quantitative research means producing numerical data. According to D, O. K., & MacIntosh, R. (2014) quantitative studies are qualified as quantifying the problem and settling mechanisms where one or more variable might affect another. Following concepts can be put together with quantitative methodology: a deductive approach, an etic view, objective epistemology, a structured approach, systematic approach, numerically based data collection, statistical analysis and replicable research design. Quantitative studies, described in other way, have the following main features: systematic logic and linear path, hard



data in nature, rely on positivist principles, highlight measuring variables and testing hypotheses, and usually verify or falsify a hypothesis we think we have.

D, O. K., & MacIntosh, R. (2014) says that using quantitative data has advantage in the speed of collecting data and in power of numbers. According to Baker, M., & Hart, S. (2007), the structured approach of closed questions and multiple numbers of questions enables quantitative researchers to send questionnaires to thousands of people at once. Statistical evidence is easy to produce with numbers, quantitative research has an advantage of reliability. However, quantitative research is limited to tight design and often criticized for losing the complex human soul.

### 3.1.3 Qualitative research

According to Baker, M., & Hart, S. (2007), qualitative research is a concept for describing the work researchers do in forming their interpretations of the subjects of their studies. The procedural nature for decent qualitative research can be established under the guidance of epistemology, which is the study or theory of the nature, grounds, approaches and limits of experience, belief and knowledge.

Saldana, J. (2011, pp. 2-6) says that qualitative research is a large-scale term for a variety of different approaches and methods for the study of natural social life. The collected data is usually nonquantitative in character, consisting of materials such as interview transcripts, fieldnotes, documents, visual materials, photographs etc. The aims of qualitative research are also variable, depending on the purpose of each case.

## 3.2 Data collection and analysis

Data collection methods included interviews, online research questionnaire, observation, and existing materials. These methods are presented below.

### 3.2.1 Interviews

A representative of TAMK's strategic partner university, Hochschule München, was interviewed with a semi-structured questionnaire and the interview was recorded and later transcribed. The collected data was analysed in comparative manner with TAMK's processes and the biggest differences and similarities are described in the results.

TAMK's head of international affairs and person responsible for staff exchange were interviewed by using unstructured interviews in conversational way. Based on analysing the notes of these personal interviews and theory represented in this thesis, a structured (partly semi-

structured) online research questionnaire was planned for a group of staff exchange participants.

Strengths	Weaknesses	Applicability
<b>Unstructured</b>		
Provides rich information. Explores previously unknown themes that arise from the interview. Creates relationships which may lead to more information. Uses natural language.	Very time consuming. Resource intensive Lacking in generalizability Can generate lots of often irrelevant data. Susceptible to interviewer bias.	Exploratory research investigating past events when subjective views and experiences are sought in conjunction with other research methods.
<b>Semi-Structured</b>		
Questions prepared in advance to cover critical points, useful when the researcher is inexperienced. Interviewees still retain freedom and flexibility to express their own views. Increased reliability and scope for comparability. Interviewee is able to respond in language natural to them	Time consuming. Resource intensive. Needs good interview skills to keep on topic. Interview questions are open to researcher bias May lack in generalizability.	Multiple interviewers. Only one chance to conduct the interview. Researcher has some knowledge of the topic, In conjunction with other research methods.
<b>Structured</b>		
Can produce consistent generalizable data. Minimal risk of bias. Large sample size. Can be conducted quickly. Sophisticated interviewing skills not required.	Little opportunity for feedback. Question responses are limited and restrictive. Little scope to cater for the unforeseen. Real-time changes to the interviews cannot be made.	Clear focus and a question to be answered. High level of knowledge on a topic to allow for appropriate question formulation. A well-developed literature.

Figure 20. Strengths, weaknesses and applicability of interview approaches (D, O. K., & MacIntosh, R. 2014, p. 119)

As it can be seen from the figure 20, semi-structured interview was a good choice for interviewing the representative from the strategic partner university, as this approach left freedom and flexibility to express her own views and conversation was still easily kept on topic. Unstructured interview, that was used in interviewing head of international affairs, and person responsible for staff exchange, on the other hand provided rich information and gave new ideas and perspective to design the online research questionnaire.

### 3.2.2 Online research questionnaire

An online research questionnaire was chosen for this research because there was a need to find out the impact of staff mobility both on individual and organisational level, find out how mobilities support TAMK's strategy and to map out how the results of the mobilities were being disseminated at the moment. In addition to structured questions, it was seen important to let the respondents describe their own experiences with open answers. These open answers can help to improve the process in the future.

The e-form questionnaire was sent out to 167 TAMK staff members, who went for a teacher or staff exchange period during Spring 2018. The total number of respondents was 58, and response rate is correspondingly 34,7 %. The questionnaire was structured under four titles and included nine questions with a possibility to give feedback about the exchange process.

Responses were analysed differently, depending on the type of question. In quantitative parts statistical information from E-lomake (TAMK's E-form programme) was transferred to Excel. Statistical analysis was conducted in Excel, information was analysed and presented with different charts, which help to demonstrate the weight and division of answers. In qualitative parts, thematic analysis was conducted in Excel by categorising the answers under different, frequent titles with colour coding method and then categorized information was combined under themes. Information was presented with a table or figure or written text.

The results of this questionnaire supported the observation of a lacking internationalisation strategy. Answers indicated that in most cases no goals were set by a manager and customs of disseminating the results of the exchanges vary between different schools. As the theoretical part of this thesis explains, creating a strategy is a key to boosting the effect of staff mobility. Strategic management is all about setting direction, aims and objectives.

### 3.2.3 Observation & existing material

According to Lancaster, G. (2004, pp. 98-101) observational research means collecting information by looking and noting, but the nature and types of this research method vary significantly. Observational research is particularly used in the field of management and organisational research. Observation techniques can be direct or indirect. Indirect observation can for example take place when one goes through internal organisational documents. Direct observation on the other hand means listening, watching or observing in some other way situations and behaviour. Observation can also be structured or unstructured. If it is specified in detail in advance what the researcher is observing, structured observational research takes place. In case of unstructured observation

takes place when the researcher observes many different aspects that might be related to the research.

Working in the international office of TAMK and observing the staff exchange process gave ideas on how to execute the research. Both indirect and direct observation took place. Observation and purpose of the research was described whenever observation happened, and it was mainly structured. Information that was collected through observation, being mainly personal notes and discussions, was used in planning the online research questionnaire and writing TAMK's introduction.

Existing materials, such as process charts and information on webpages and internal intra pages, and know-how based on work experience and participation to different working groups were utilized in making this thesis. The researcher got familiar with TAMK's strategy as well as strategy of the new Tampere University Community. Information was collected mainly via e-mail and personal discussions as well as investigating public materials.

### 3.3 Research validity and reliability

According to Vilkka, H. (2015). research validity means the ability of the selected research method or meter to measure what the research is meant to measure. A valid research should not include a systematic error. This means in what way the participants of the research have understood the meter, the research questionnaire and the questions. Results become distorted if the respondent does not think like the researcher has assumed. Validity of the research should be considered already in planning phase. This means careful definition of concepts, universe and variables, careful planning of material collection and meter and making sure that the questions in the meter include the research problem.

Vilkka, H. (2015) states that reliability for one means the accuracy of the results, the measurement's ability to give non-random results and repeatability of results. This means that if the research is repeated, the results would be the same for same respondent regarding who executes the research. Validity and reliability together form the overall reliability of the research. Once the research sample represents the universe and there is as little randomness as possible, the overall reliability is good.

When assessing the research validity and reliability of the quantitative research implemented in this thesis, the overall reliability is at good level. The aim of the research was introduced in the cover letter, that was sent to the universe with a link to the questionnaire. Research questions were carefully planned, and terminology and concepts thoroughly considered. The questions were designed so, that they are as unambiguous as possible. Questions were both in Finnish and in English on the questionnaire form,

to avoid misunderstanding. As research questions were planned based on research objectives and theory used in this thesis, end result is useful and gives needed information for the commissioning party.

Qualitative part of the research was implemented with personal interviews. The online research questionnaire included also open questions that can be considered part of the qualitative research. Vilkkä, H. (2015) says that in qualitative research, the criteria of the reliability are the researcher and their honesty, since the target of evaluation includes choices and actions of the researcher. In open questions on the e-form questionnaire, some respondents had written outside the questionnaire. These answers were easy to identify and did not harm or disrupt the research. In the personal interviews, it was taken into consideration that the researcher could easily be leading. However, the number of interviews was small, and as a semi-structured, conversational interview was used when interviewing the representative of TAMK's strategic partner university, leading was not a problem.

## **4 STRATEGIC DEVELOPMENT OF TAMK STAFF MOBILITY**

### **4.1 Introducing TAMK**

Tampere University of Applied Sciences (TAMK) is one of the largest universities of applied sciences in Finland with almost 50 degree programmes, 10 000 students and 730 staff members. From the beginning of the year 2019, TAMK together with Tampere University (former University of Tampere and Tampere University of Technology), form the Tampere University Community. This community is building a new model for higher education and research in Finland.

TAMK has around 350 partner universities around the world. In addition, TAMK has a five-year strategic partnership agreement with two universities of applied sciences: Hanze University of Applied Sciences in the Netherlands, and Munich University of Applied Sciences in Germany. TAMK has strategic collaboration also with Hague University of Applied Sciences (Netherlands) within the Hague network, in which five other universities participate: Masaryk University in Czech Republic, Rhine-Waal University of Applied Sciences in Germany, University Francisco de Vitoria in Spain, University of Derby in United Kingdom and University of Cagliari in Italy.

TAMK is one of the biggest higher education institutions in Finland when it comes to the number of staff mobilities. In year 2018, there were 485 outgoing staff mobilities and 455 incoming staff mobilities. Majority of these mobilities took place under the Erasmus+ -programme.

#### 4.1.1 Staff exchange process

The staff exchange process in TAMK starts when a staff member makes an internal exchange application in the SoleMOVE -system for international mobility during the application period. Head of the degree programme approves/disapproves the exchange application and director of education accepts/denies the application. International services organise the application round and handles all applications in the system. International services inform the applicants about the decision. After application has been accepted, the applicant contacts the university abroad and makes a working plan, which is approved by the head of degree programme/supervisors. Working plan is also sent to the university abroad for approval. After the exchange period abroad is over, the applicant returns a signed working plan and other exchange documents to international services and disseminates results of the exchange in the community.

The exchange process and all responsible parties can be seen also in the figure 21 below.

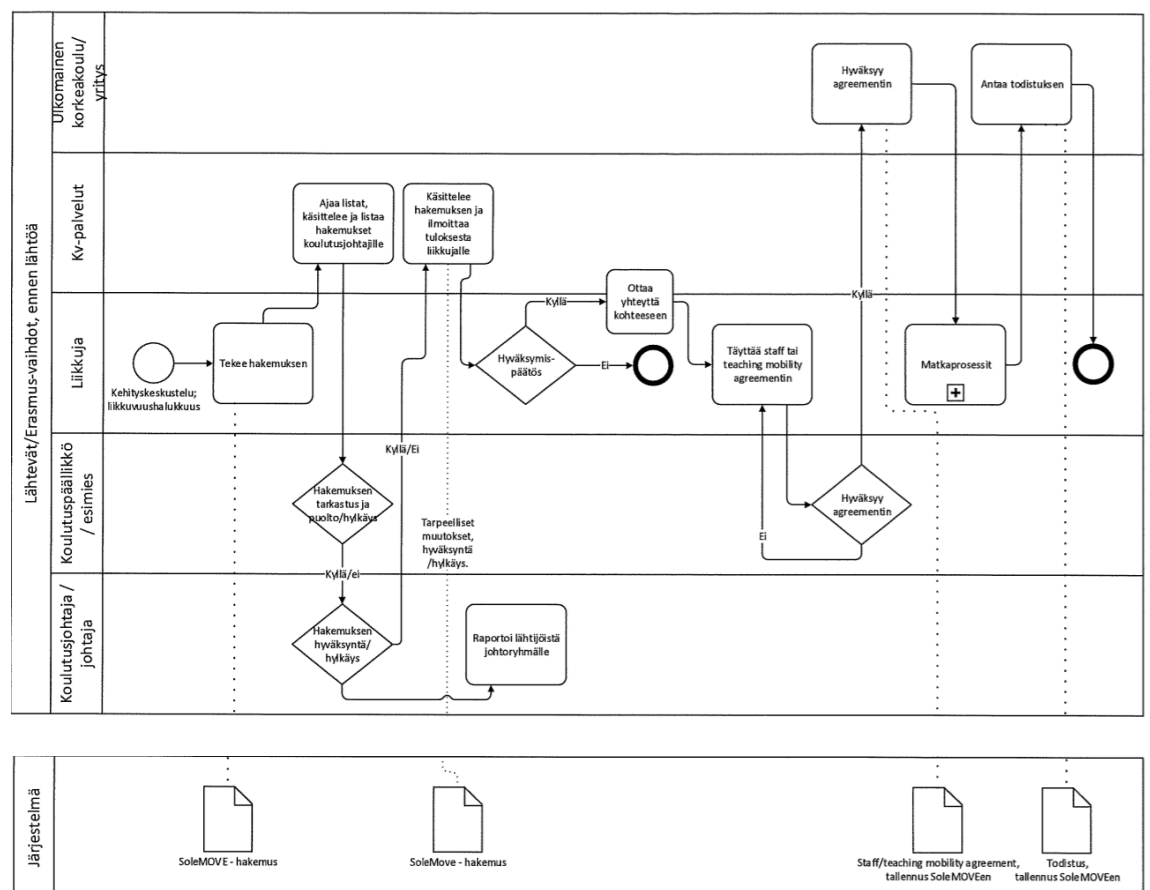


Figure 21. TAMK exchange process (before going abroad)

#### 4.1.2 Strategy

TAMK's vision for 2020 is "TAMK – the best professional higher education that Finland offers to the world".

Mission states that TAMK has strong orientation towards the world of work which ensures the best learning possibilities for its students. TAMK is also involved in research, development and innovation which specifically target the development needs of the world of work.

TAMK's values include a sense of community, respect for the individual and individual differences, sustainable development and appreciation of expertise and entrepreneurship.

TAMK's strategic imperatives include

- ✓ lifelong learning skills and competences for future needs
- ✓ securing private sector funding
- ✓ innovative, multidisciplinary focus areas grown from our expertise
- ✓ international dimension in all our operations

Five specific focus areas have been chosen and TAMK collaborated closely with the world of work in all these fields:

- ✓ energy-efficient and healthy built environments
- ✓ developmental expertise in pedagogy
- ✓ new operational models for health care and social services
- ✓ entrepreneurship and innovative business
- ✓ intelligent machines and smart devices

TAMK has no separate strategy for internationalisation but international dimension is included in all operations. There is continuous desire to expand education export and become more deeply involved in international networks. TAMK will continue to increase the provision of education in English, develop the internationalisation of education programmes, and raise the international profile of the research, development and innovation operations. TAMK also has a strong strategic focus on personal development (HR) and promotes the ongoing development of international competences on all their staff.

#### 4.1.3 Tampere University Community

Tampere University and Tampere University of Applied Sciences (TAMK) together form the foundation-based Tampere University Community, which was created at the beginning of the year 2019, when the University of Tampere (UTA) and Tampere University of Technology (TTY) merged. The total number of students is 30 000. The University Community has three guiding principles: combining world-class research and innovation

activities, multidisciplinary learning and lifelong partnerships, unique expertise in developing applications that benefit industry, business and the public sector.

For students, the University Community offers new kinds of possibilities, as they are able to select courses from across the universities. Study modules that cut across disciplinary boundaries are created and offered and paths to degrees are individual, flexible and effective.



Figure 22. Key pillars of the Tampere Universities' education strategy ([www.tuni.fi/en](http://www.tuni.fi/en))

As the figure 22 shows, the key pillars of the education strategy emphasize broad and varied curriculum, active student participation in development processes and support for well-being and learning, among other things.

In respect of international mobility, the community cannot operate entirely together, because all international mobilities are based on agreements. As TAMK is a university of applied sciences and Tampere University a traditional science university, they have different funding and legislation. For now, TAMK has its own mobility agreements and system for international mobility. The nature of mobilities in traditional universities and a university of applied sciences differ likewise. In addition to student mobility (studying), TAMK's students do a lot of training periods abroad as training is an essential part of the degree. Students from traditional universities only rarely do training periods abroad. Another difference is with staff exchanges. In TAMK, most staff exchanges are short periods abroad (1-7 days) as in Tampere University it is common to go abroad for a longer period as a researcher (1-12 months). These differences apply to both incoming and outgoing mobilities and create different kinds of challenges and goals.



However, co-operation between the international services of all three institutions takes place regularly. For example, mutual orientation days for incoming students were organised and staff members have done job shadowing in all universities. In the future, co-operation will become deeper.

## 4.2 Research results

In May 2018 an online research questionnaire was sent out to find answers for the three research questions. In the first section of the online questionnaire (basic information), respondents were asked to fill in basic information such as work experience in years, unit and type of exchange.

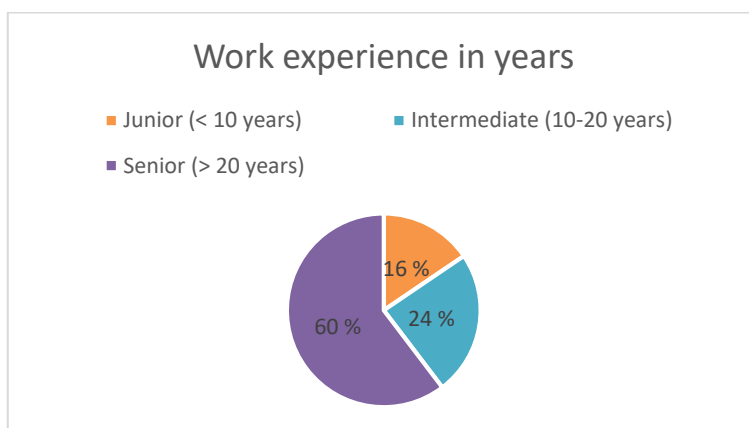


Figure 23. Work experience (% of all answers)

Like figure 23 shows, most of the respondents are senior staff members with over 20 years of experience. Only 16 % have less than ten years of experience.

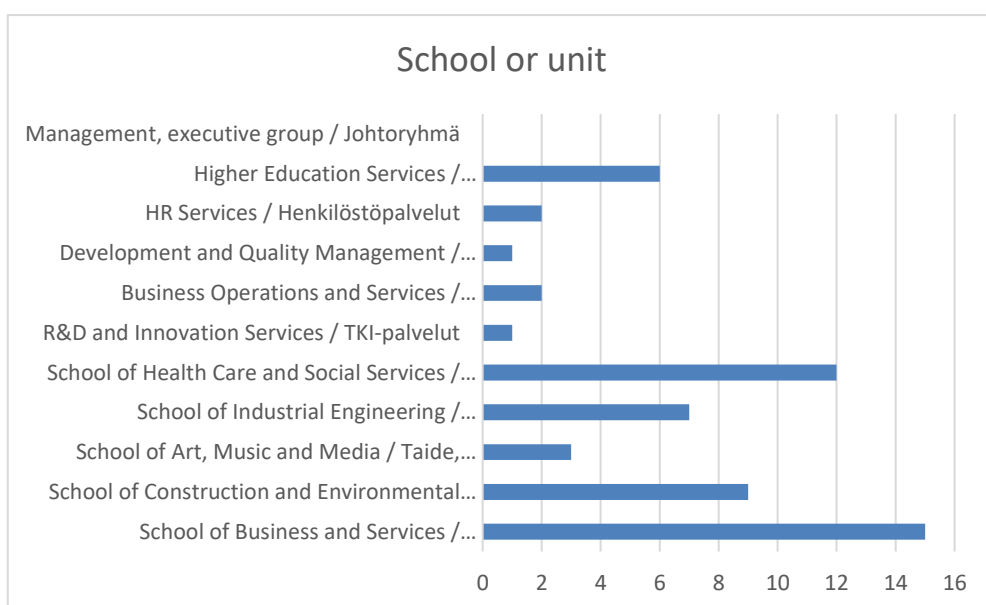


Figure 24. Units (number of responses)

According to data presented in figure 24, respondents are quite evenly from all schools/units, but school of business and services and school of health care and social services have the biggest number of respondents.

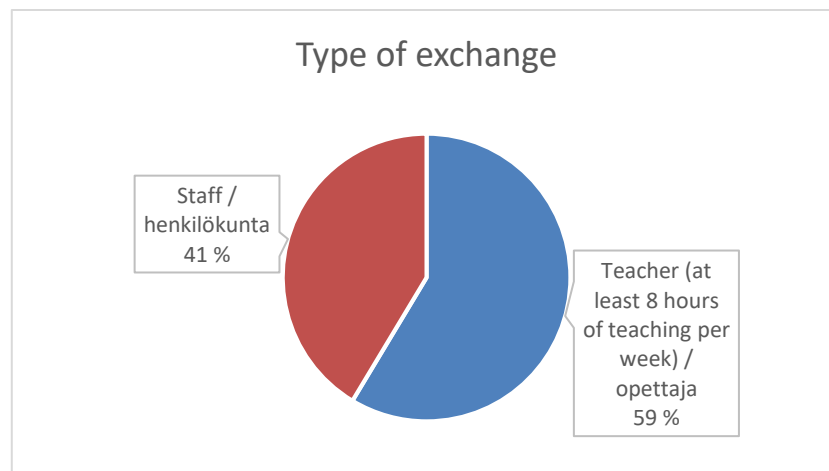


Figure 25. Type of exchange (% of all answers)

As it can be seen from figure 25, majority of the respondents in this survey went for a teacher exchange period, where they had at least eight hours of teaching per week.

To get an idea why TAMK staff and teachers decide to go abroad, they were asked to describe the reasons behind their decision with an open question; “what were the reasons behind your mobility, why did you decide to go for an exchange?”. These answers were first selectively colour coded under two main categories: individual reasons and organisational reasons. After the answers were grouped under these two categories, sub-categories were identified as similar answers emerged. Individual reasons have three sub-categories: international experience, work welfare and professional expertise. Organisational reasons’ sub-categories include co-operation & networks, students and project work. Under each sub-category, most common answers were grouped under integrative titles. The end result can be seen in figure 26.

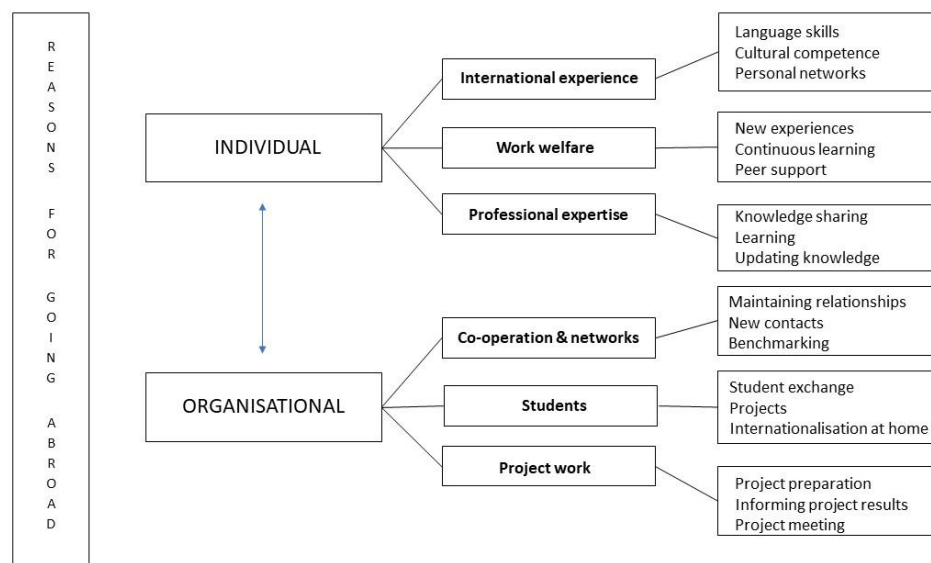


Figure 26. Reasons for going abroad

Examples of open answers:

“Maintenance of the good collaboration with the partner university. Improvement of international communication and experience.”

“To develop my professional skills, mainly in English and cultural competence.”

“Professional reasons, to share knowledge and to cooperate with our partner university of applied sciences, and to receive new ideas.”

“Deepen the relationship and understanding of co-operation to improve educational and teaching skills.”



Figure 27. Source of information for the possibility to go abroad (number of responses)

Figure 27 shows that most respondents found information in intra. Those respondents who selected the option “somewhere else” informed that they either got an invitation from a partner, already knew about the possibility through experience or had involved students to the process. Some respondents had received information from a colleague, supervisor or international services.

Next, respondents were asked to tell how they chose their exchange destination. According to the results presented in figure 28, majority chose the destination themselves. Fifteen people got invited to the destination. Only few respondents got a suggestion from a colleague or supervisor. Those respondents who chose the option 4b, described that it was decided in degree programme’s meeting who goes where and why, they belonged to a national working group or the destination was part of a project’s study module.

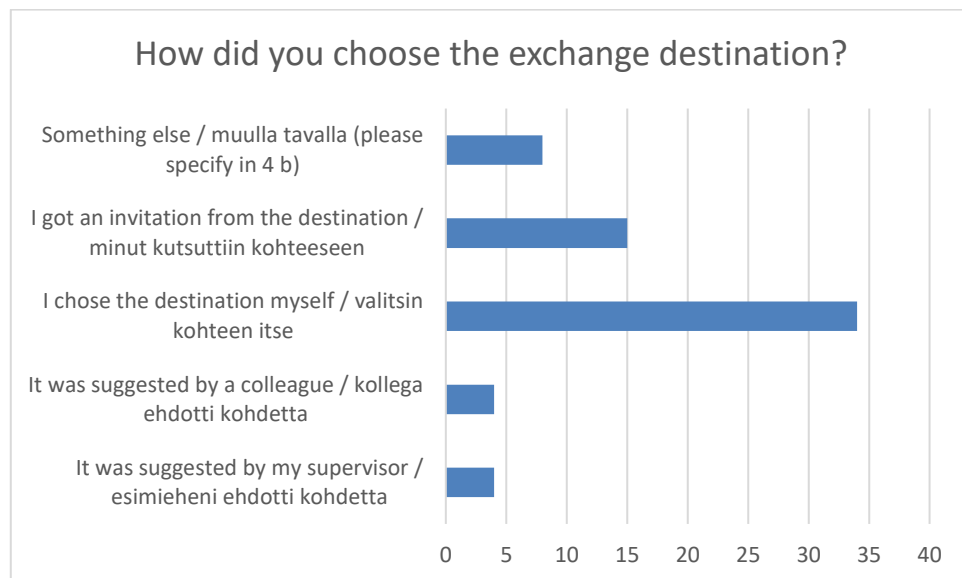


Figure 28. Choosing the exchange destination (number of responses)

#### 4.2.1 Strategy and strategic management of staff mobilities

During Spring 2018 both TAMK's head of international affairs and person responsible for staff exchange were interviewed informally. The purpose of these interviews was to find out the current process for staff mobilities as well as goals and objectives for the future. Process of staff mobility is described in the chapter 4.1.1 and goals for the future were taken into account when planning the online research questionnaire. During these interviews the discussion on not having a separate strategy for internationalisation rose.

In the online research questionnaire respondents were asked whether they are familiar with TAMK's strategy and what it says about internationality. According to the responses, 98 % of the respondents are familiar with the strategy. This is positive, but unfortunately TAMK's strategy does not define goals of internationalisation or staff mobility to deeper level.

According to Rao, P. S. (2009) strategic management means deciding on strategy and designing how that strategy is put into use. His simple model of strategic management process was described in detail on page 40. As there is no strategy of internationalisation to rely on, interpreting the broader strategic lines of TAMK's strategy has resulted in many smaller processes that vary from department to another. International services handles the applications and the application round is the same for all staff members, but what happens in units before and after the exchange, does not rely on any mutual guidelines. Therefore, the answer to the research question, **how mobilities support TAMK's strategy**, is not unambiguous to answer to. Mobilities do support strategy in many parts, but as the

research results also indicate that participants choose the destination themselves, not together with supervisor or manager, the reasons for choosing a destination might be selfish and not organisational. Individual competence gained during the exchange only adds up to organisational competence in case it is shared.

#### 4.2.2 Comparison of staff mobility processes

In April 2018 a personal interview with a representative from Hochschule München took place. The main idea behind this interview was to find out whether TAMK has similar practices with its partner universities, as it is stated in the sub-objectives of this thesis. As Hochschule München (MUAS) is TAMK's strategic partner university, operational comparison was seen important.

First big difference with TAMK was spotted at the early stages of the interview. MUAS only has around 30-40 staff exchanges per year as TAMK has in total almost 1000 mobilities. According to the representative, there has been problems in motivating staff and teacher to go abroad, but the situation is slowly getting better. In TAMK, the situation is quite the opposite; heads of degree programmes need to say no to some mobilities, as they are sometimes too many. During the interview it turns out, that the basic practices regarding administrative issues such as Erasmus+ are similar, but in bigger picture, staff exchange process is quite different in MUAS than in TAMK.

In MUAS a standard application for all exchanges is in use, but there are no specific application rounds or deadlines, and teachers and staff members can apply all around the year. Staff willing to go abroad first talk to the heads of degree programme / supervisor to get permission to go abroad. The strategy of MUAS has been to support long-term mobilities, from few months up to a full year. They have been doing parallel exchanges with a strategic partner university, teachers have for example switched houses and positions for a year. It has been noticed in MUAS that co-operation is more sustainable when it is long-term, like in the fellowship programme, where they invite teachers from abroad to come to MUAS for four to five months. The long-term co-operation also benefits students, as a visiting professor each semester broadens their view on the subject. This is also a big difference between TAMK and MUAS, as in TAMK almost all staff & teacher mobilities are short-term.

As we started to talk about the number of partnerships and deepening co-operation with the existing partners rather than making new ones, the representative of MUAS said that in MUAS, the partnerships were categorized a couple of years ago and after that they made a choice to concentrate on the most important ones and strategic partnerships. Also, the importance of delivering results after the exchange was discussed and

reporting manners were compared and we both agreed that due to Erasmus, the reporting systems are similar in both universities.

According to the representative, the department culture has a lot to do with disseminating the exchange results. Most common way is to share the results in team meetings. MUAS used to have an annual reception once a year for whole staff and a group of people who went for an exchange presented their experiences to the whole crowd. This was a nice and entertaining way to share the results. The main reason behind this was to motivate people to go abroad.

#### 4.2.3 Competence management and impact of staff mobility

In this chapter, the research question: **what the impact of teacher and staff mobility is both at the individual and organisational level**, is answered and explained in detail.

Respondents were asked to evaluate the importance of the following factors on a scale from 1 to 5 (1= not important, 5= very important): opportunity to develop collaboration, opportunity to develop my own competences, opportunity to benchmark, growing my personal network and meeting new people, location of the destination, programme offered by the destination and exchange supports TAMK's goals of internationalisation. Based on the average that was calculated for each answer, the most important factors were opportunity to develop collaboration (4,58) and growing my personal network and meeting new people (4,56). Location of the destination had the smallest value of importance (3,03). Figure 29 presents this information.

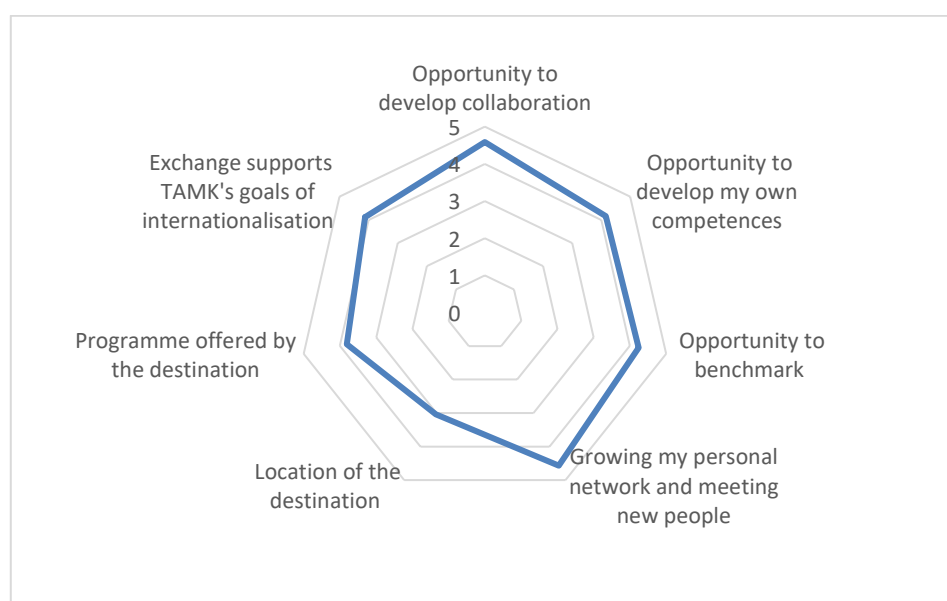


Figure 29. Importance of factors in choosing the exchange destination (calculated average on a scale from 1 to 5)

In the third section of the questionnaire (benefit and objectives of the mobility) respondents were first asked if the exchange benefited them personally, TAMK as an organisation or students. A little bit over 58 % of the respondents felt that their exchange benefited all three parties. Only three respondents felt that their exchange benefited only themselves, not TAMK as an organisation or students.

According to Sumkin, T. (2012), an organisation needs to define how the competence needed by individual and group positions in relation to organisational competence. Competence of the organisation also grows when individual competence is added and shared. It is not necessarily easy to specify if only one's own competence has grown or both organisational and individual. Competence management and development should be based on strategy, and as TAMK lacks a strategy for internationalisation, needed organisational competence should be defined soon. The tree of competence areas which was presented in figure 8 on page 16, can be used for this purpose.

In the next questions, respondents were asked to evaluate which skills the benefit influenced. Participants were asked to answer to those questions they ticked "yes" to in the previous part (you personally, TAMK as an organisation, student).

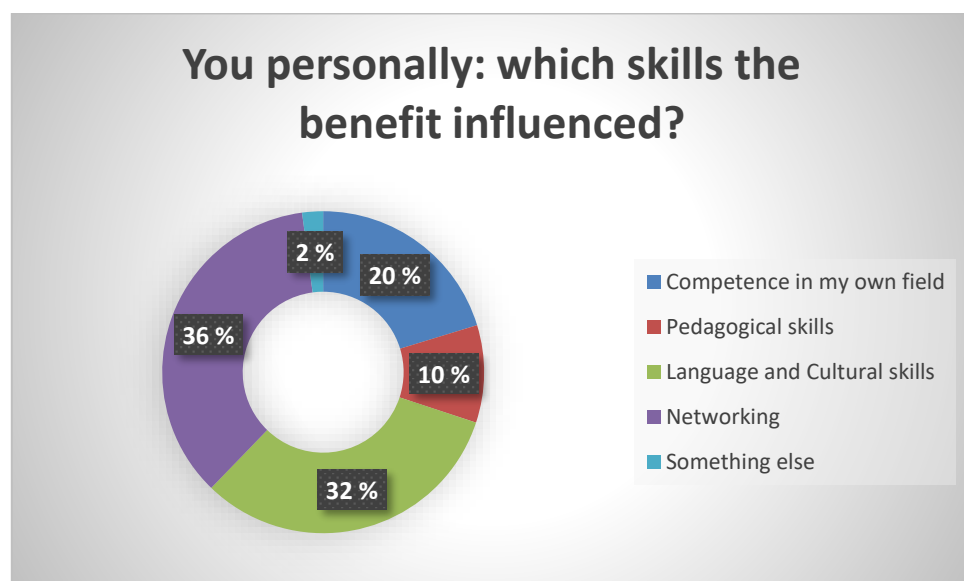


Figure 30. Personal skills (% of all answers)

As it can be seen in figure 30, on personal level, the impact of staff exchange seems to mostly reach networking skills, competence in own field, and language and cultural skills. Even though majority of the participants in this survey are teachers, only 10 % of the respondents felt that the exchange influenced their pedagogical skills.



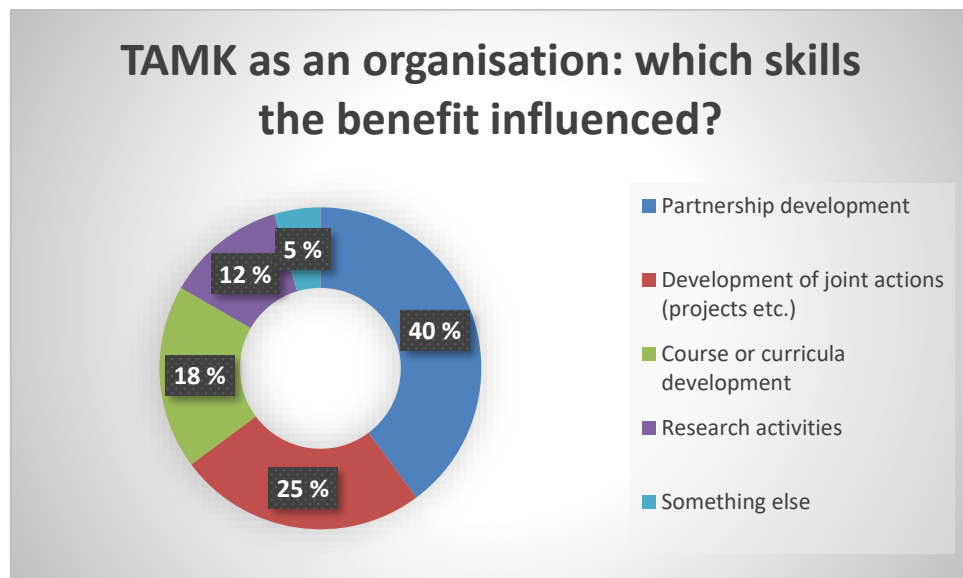


Figure 31. Organisational skills (% of all answers)

Figure 31 shows that on organisational level, the impact of staff exchange can be seen mostly in partnership development, development of joint actions, and course or curricula development. Majority of staff exchanges in MUAS (TAMK's strategic partner university) deal with research activities, but according to this survey only 12 % of the respondents felt that in TAMK the impact touches research. According to the research, staff exchange seems to support TAMK's strategy in becoming more deeply involved in international networks, as 40 % of the respondents say that the exchange influenced partnership development.

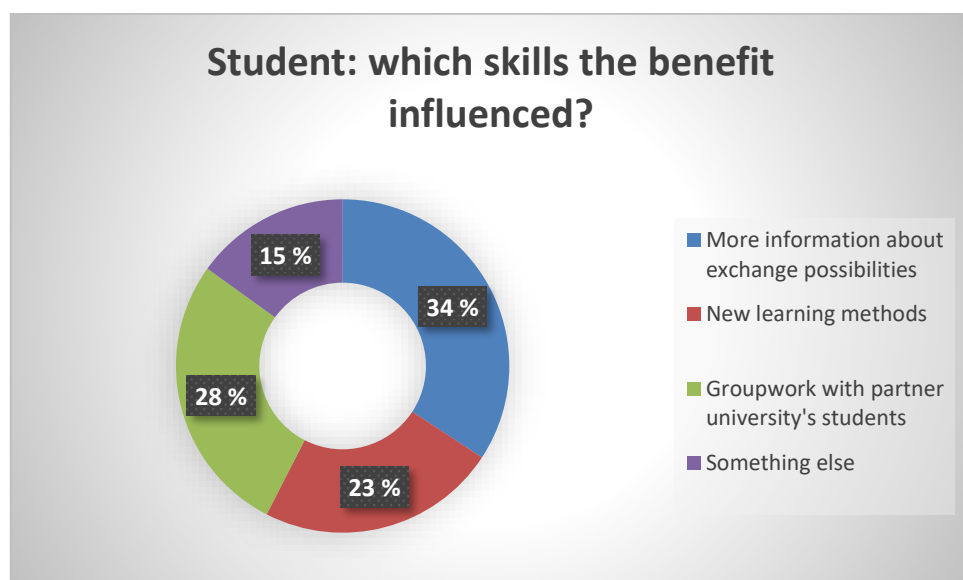


Figure 32. Student's skills (% of all answers)

Figure 32 shows that on student level, respondents felt that the impact was mostly on information about exchange possibilities, groupwork with partner university's students and new learning methods.

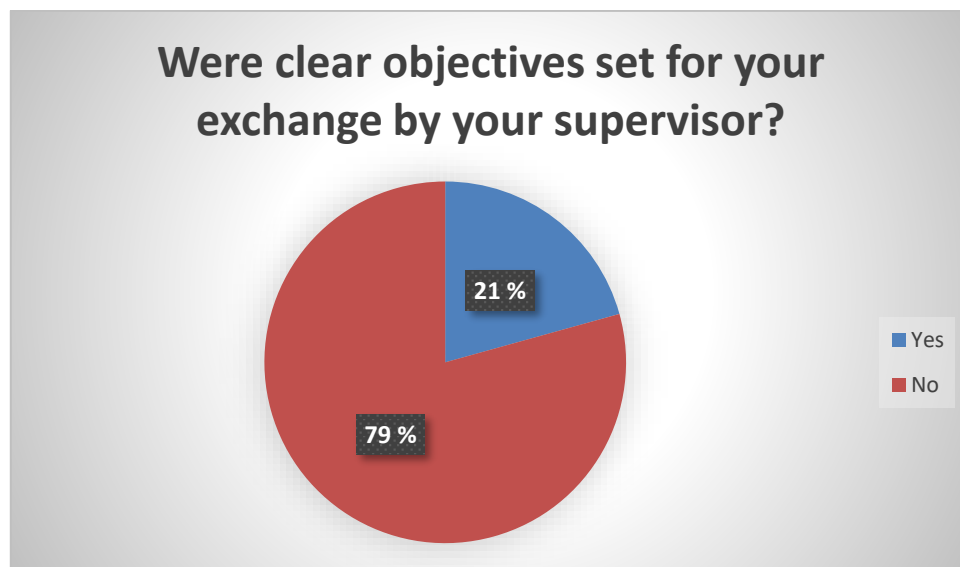


Figure 33. Objectives set by supervisor (% of all answers)

Like the figure 33 shows, only 21 % of the respondents said that clear objectives were set for the exchange by supervisor. This result supports the earlier remark on missing strategic goals and mobilities cannot fully support TAMK's strategy if clear objectives do not come from the supervisor. Here is a huge pitfall and if clear objectives are not set, it is obvious that personal interests overtake organisational interests. Those respondents who answered "yes" to this question, were asked to specify the set objectives. Most respondents in general had written that they aim to work towards co-operation.

"To further develop co-operation"

"To find the project(s) for next semester"

"To enhance student exchange, benchmarking and finding co-operation possibilities"

"To create possibilities for students to network in international markets"

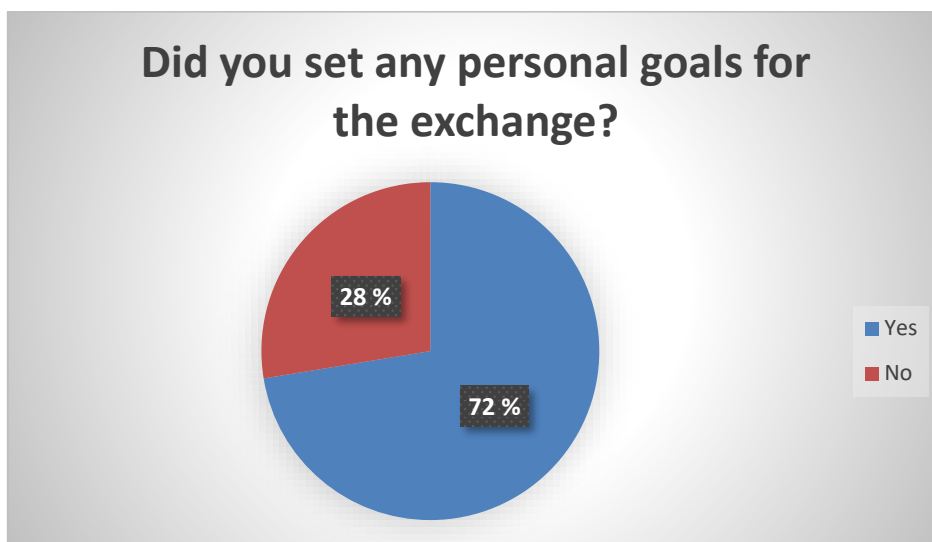


Figure 34. Personal goals set for the exchange (% of all answers)

According to results presented in figure 34, over 70 % of the respondents set personal goals for the exchange, whereas almost 30 % did not.

#### 4.2.4 HRM and dissemination of mobility results

In this chapter, the third research question: **“how the results of the mobilities are disseminated and what could be done better?”** is answered and analysed deeper.

In the next research question, participants were asked to tell where the results and experiences of the exchange were disseminated after they came back from the exchange.

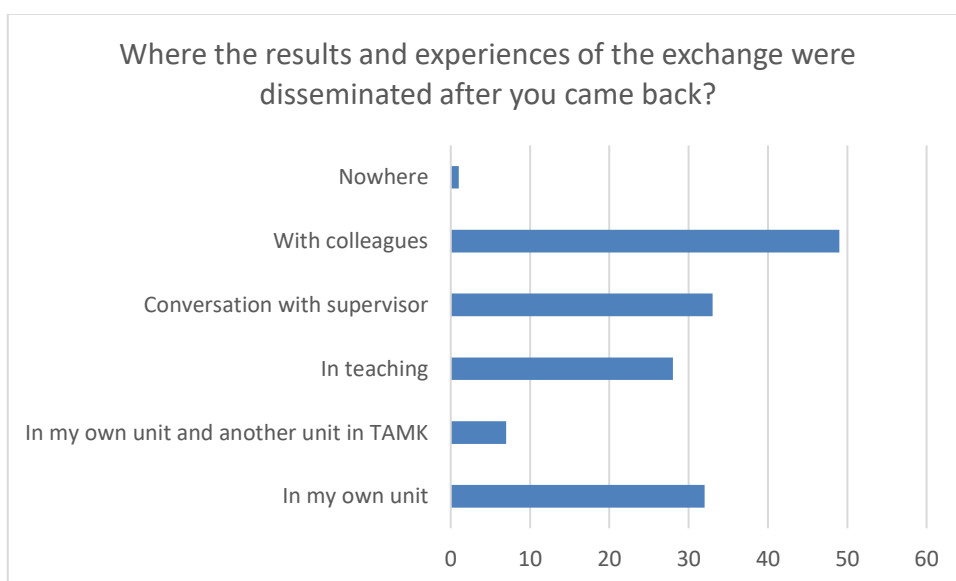


Figure 35. Dissemination of exchange results (number of responses)

Like figure 35 shows, the results of the exchange were mostly shared with colleagues. Over 30 respondents said that they shared the results in a conversation with supervisor. Less than ten respondents said that results were shared in another unit at TAMK in addition to their own unit.

According to Armstrong, M. (2011) the most important goal of human resource management is to make sure that an organisation achieves success through people. To be able to rely on staff members to follow TAMK's strategic guidelines and share the results and experiences of the exchange, they need to be motivated and feel appreciated. As Viitala, R. (2014) says, the goal of human resource management is to ensure staff's ability to work, motivation and willingness to commit to carrying out objectives.

Next the respondents were asked with an open question to describe how the results were disseminated. There was a lot of variety in the answers, and therefore most frequent answers were collected to the figure 36 below.

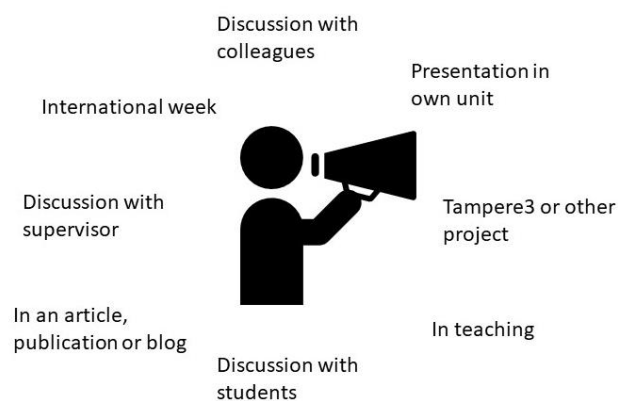


Figure 36. Most common ways of sharing the exchange results

In the final part of the questionnaire, respondents were asked to tell the best practices for sharing the results and experiences of the exchange. Here is a collection of answers:

- ✓ Degree programme meeting after the exchange
- ✓ Personal discussions with colleagues
- ✓ SoleMOVE and writing reports
- ✓ Writing blogs or articles
- ✓ Workshops to share knowledge to other team members

#### 4.2.5 Essential observations

All in all, the results of the research indicate that the impact of staff mobility is at the moment bigger on individual level, than organisational level due to missing strategic objectives. The impact of staff mobility on individual level means mainly networking skills, competence in own field, and language and cultural skills that are shared with colleagues in own unit. The impact of staff mobility on organisational level on the other hand seems to deal with partnership development, development of joint actions, and course or curricula development. The results of the exchanges seem to be shared mostly in personal discussions. This is distinctly related to setting clear objectives before the exchange. More efficient dissemination of results requires firm objectives from the beginning of the process.

Majority of the participants chose the exchange destination themselves, and according to the results, over 70 % of the respondents said that supervisors did not set any objectives for the exchange, which is quite alarming. Individual development is a good thing and staff exchange can have a positive effect on work welfare, but the results clearly show that there is not very much management involved in planning the exchange period and cross-disciplinary co-operation is minor.

Based on the open feedback that was collected, staff is satisfied and content with international services and the process of staff mobility.

#### 4.3 Development suggestions

##### **1. A strategy for internationalisation**

Hyppänen, R. (2013). states that a strategy means choices defined by the organisation that help an in achieving its goals and good managerial work enables putting the strategy into practice. During the research process, I have observed, that in TAMK's strategy, internationalisation is mentioned, but it is not described in deeper level. To strengthen the effect of mobilities and reaching the goals of internationalisation, I suggest that TAMK creates a separate strategy for internationalisation.

An internal action programme (toimenpideohjelma) that is in use at the moment, is good for the managers for follow-up, but it does not involve staff as effectively as introducing a strategy for internationalisation would. In the changing environment, a long-term strategy for internationalisation is needed. A joint strategy with all three universities might be an option, but as long as TAMK as a university of applied sciences is still legislatively different from Tampere University, own international strategy would seem a better option in my opinion.

A strategy helps in expressing organisational choices and in a way, justifies those choices and leaves nothing unclear. Strategy also works as a tool to express the desired impact and objectives to the participants. Cross-disciplinary co-operation can be added by strategic goals, creating similar models to all degree programmes and units. Also, as exchanges should primarily impact TAMK at organisational level and only secondarily participants at individual level, turning the current situation requires strategic management.

Strategic partnerships should be promoted more to staff and more exchanges should be focused to these universities to strengthen strategic co-operation and joint development, as strategic partnerships support TAMK's organisational goals of internationalisation. Each degree programme should identify common competence areas for future projects, competence sharing & development and curricula development. As TAMK already has 350 partnership agreements, new partnerships should be critically evaluated as taking care of such a large network can be challenging.

## **2. Strategic planning phase to exchange process**

According to the research results, it seems that individual staff plans the mobility periods, but in fact it should be the management of the university that plans the mobilities and makes sure that they support strategy. To maximize the effect of staff mobilities in TAMK, management should be involved in the process from very beginning, and the mindset of exchanges being only a tool for personal development, needs to be changed.

The planning of a staff mobility period starts as early as planning for the resources for the next academic year. At this point, heads of degree programmes should make sure that working hours include a slot for a mobility period. Each person selected to go abroad, should be assigned with a mobility that supports the strategic goals of the organisation and promote the benefit of each degree programme. A mobility is not supposed to be only a tool for personal development, but always include an element that develops organisational competence. Personal development is a good bonus and supports the wellbeing of the staff, but organisational goals and strategy work should come first. Pointing out the difference between personal and organisational goals is extremely important, this discussion should take place before planning mobilities. Head of unit and degree programme should first take a look at existing exchange partners and make a preliminary plan for next academic year's mobilities. This way, each mobility would serve organisational goals and block mobilities that occur only for personal purposes. The chart of the exchange process should be updated with a planning phase (responsibility for executive group, director of education and head of degree programme) before the applicant makes the application to the SoleMOVE-system. Figure 37 shows the suggested strategic planning phase in red.

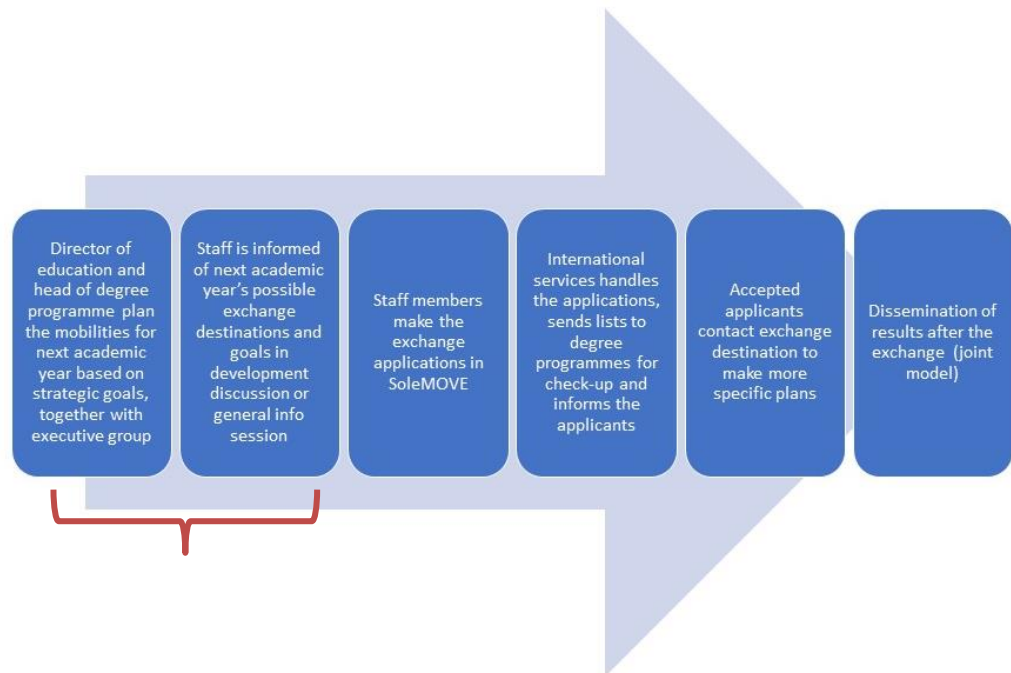


Figure 37. Suggestion for exchange process with a strategic planning phase

However, prioritising exchanges that support TAMK's strategic goals does not mean that personal development and learning is forgotten. As Swart, J., Mann, C., & Brown, S. (2005) says, strategic human resource development has an important role in facilitating organisational learning. The strategy for internationalisation should include the aspect of SHRD, knowledge management and organisational learning. Knowledge that is formed during staff exchange is in fact the key form of capital. To be able to express the desired outcomes and goals of the mobilities, it is important to have a strategic planning phase in the exchange process. This would be a win-win situation for all parties.

One thought to consider is adding the number of long-term staff and teacher exchanges. TAMK's strategic partner MUAS and Tampere University have many long-term staff exchanges that have long-term effects. Benchmarking for example the fellowship-programme that MUAS has in place would be one option.

### 3. Process of competence management to staff mobilities

As Hyppänen, R. (2013). explains, process of competence management starts from critical competence areas, that can be identified in the strategy. Competence goals are defined, and future needs of competence

is reflected on. Current competence is evaluated on organisational, team and individual level. What kind of competence is needed and what it means regarding staff? In TAMK, after creating an international strategy, it is recommendable to identify and define the process of competence management in the aspect of international mobilities. Figure 38 shows an example of the process of competence management in staff mobilities.

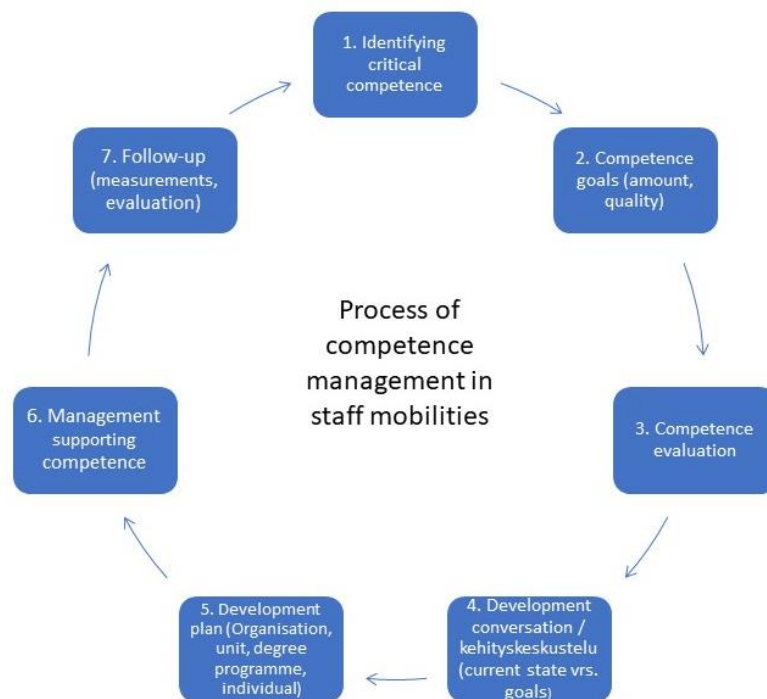


Figure 38. Process of competence management in staff mobilities (adapted from Hyppänen, R. (2013)).

#### 4. Joint model for disseminating the exchange results

Based on the research results, TAMK should take into use a joint model for sharing the results of the staff mobilities. Cross-disciplinary co-operation would also be easier to increase with a similar process in all units. Team meeting was seen as a good place to share the results after the mobility, but often there is no time to share the results as other issues are seen more important. Heads of units and degree programmes need to make sure that there is time to share the results of mobilities as international dimension in all operations is one of TAMK's strategic imperatives. An international strategy would also, in my opinion, give more value to internationalisation and make it seen more as a part of operations than small, disconnected part.



A good way to introduce a joint model for sharing the results of the mobilities, would be to organise a workshop for heads of units and degree programmes. Workshop could include as a reminder, strategic goals of internationalisation, and current situation of staff mobilities (numbers) and result sharing. Influencing the attitudes of employees for a more organisational point of view, starts from top management. Putting a strategy into practice and part of everyday work, requires a lot of work, but to reach goals, it is crucial.

## 5. Analysis of partnerships

As TAMK has over 350 partner universities, to be able to control the whole network an analysis of the partnerships is recommended. This could be done by categorizing the partners, for example by using an ABC-analysis, where A stands for especially important, B for average importance and C for minimally important (see figure 39). A strategic choice to focus mobilities to A-category can be done and other exchanges should be well justified during the application process.

A	B	C
Strategic partners	Partners with whom there is some mobility and co-operation	Partners with whom there is no mobility and minimal co-operation
Other important partners with whom there is regular staff and student mobility both ways (to and from) and long-term co-operation		

Figure 39. Example of an ABC-analysis on partnerships

This analysis could be done in co-operation with Tampere University Community to identify common partnerships.

## 6. Suggestions for further research

Further research is needed in case a mutual international strategy is created in collaboration with Tampere University Community. Detailed process descriptions and organisational comparison is essential in building a successful strategy. Also comparing existing partner universities is one part of this process. Focusing the research on processes and goals of internationalisation in Tampere University Community would be an interesting thesis topic.

To be able to produce a process of competence management for staff mobilities, further detailed research on desired competences on both individual and organisational levels is required. In this research Tampere University Community's inner processes could be compared.

## 5 CONCLUSION

The starting point for this thesis was the commissioning party's need to research the effectiveness of staff mobility. Budget cuts that have been targeted at universities of applied sciences during the past few years will inevitably lead to more explicit consideration on staff mobilities. Luckily most of staff exchanges can be carried out with the help of Erasmus+ - funding, but of course own funding and resources is always needed.

Answering the first research question: what the impact of teacher and staff mobility is both at the individual and organisational level, is not unambiguous. However, according to the research questionnaire, impact is remarkably bigger on individual level than organisational level. Majority of participants set personal goals and exchange impacts especially networking skills, competence in own field and language and cultural skills. It can be concluded that on organisational level, impact is not as big due to lack of planning and most supervisors not setting any goals for the exchange. After the exchange results are not necessarily disseminated and therefore, impact stays mainly personal. Also, as there are no written strategic organisational objectives, customs vary between different schools and value is rather on individual than organisational competences. To get a specific answer and to be able to track down specific impact, further research is needed.

The second research question, how mobilities support TAMK's strategy, turned out to be interesting. It is positive that TAMK's strategy is familiar to majority of the staff mobility participants. However, at the very beginning of the thesis process it became apparent that having no international strategy significantly influences on the ability to reach for common goals or have joint models for disseminating the exchange results. It can be said that mobilities support TAMK's current strategy well when assessing these areas of the strategy: "international dimension is included in all operations" and "a strong strategic focus on personal development (HR) and promotes the ongoing development of international competences on all their staff." However, internationalisation requires an own strategy that mobilities should support.

This research gave a good understanding for the third and final research question: finding out how the results of the mobilities could be better disseminated and communicated within the organisation. The research

questionnaire produced good ideas and practicalities for sharing the results; for example, organising workshops to involve more people. Again, everything starts with common goals and planning, and with an international strategy all departments would be heading for same goals and there would be common practicalities for sharing the results. After introducing a strategy, a workshop should be organised for managers to better disseminate and communicate the results of the mobilities.

Comparing the staff mobility processes of TAMK and strategic partner university MUAS pointed out similar differences that have emerged also in the Tampere University Community. Traditional science universities such as Tampere University focus on long-term research-based staff exchanges whereas majority of TAMK's exchanges are short-term and not research-focused. To be able to have more common areas of co-operation with strategic partner universities and Tampere University Community partners and to gain deeper and more long-term relationships, it is valuable to consider introducing long-term research-focused staff mobilities also in TAMK.

Clear goals and strategic objectives will likewise help in adding cross-disciplinary co-operation, which was one of the sub-objectives in this thesis. Strategic planning at early stages of the exchange process like presented in figure 37, enables managing a bigger picture and competences from different fields, schools and degree programmes can be combined which leads to cross-disciplinary co-operation and TAMK's competence capital growth.

The theoretical framework of this thesis consists of strategy-based competence management, strategic management and HRM as these are the ingredients of a solid foundation for more effective, strategically planned staff mobilities. Kamensky's diamond of success expresses the dependency of strategy, management, competence and interaction in strategic management. These factors are equally important in managing the process of staff mobility. Like figure 40 demonstrates, going towards more effective staff mobility means setting clear goals and strategic objectives, managing the process more efficiently by defining desired competences that are based on strategy, and communicating all objectives to staff members.



Figure 40. Diamond of success for effective staff mobility  
(modified from Kamensky, M. 2014)

All things considered, TAMK has readiness to go towards more effective staff mobility with the suggested development ideas.

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## Interviews

Jokipakka, Kirsi. Head of International Services. Tampere University of Applied Sciences. Multiple interviews during Spring 2018.

Kewitz, Nicole. International Staff Exchange Coordinator. Hochschule München. Interview on 27 April 2018

Nilsson, Tiina. International Coordinator. Tampere University of Applied Sciences. Interview on 29 March 2018.



# Questionnaire: Impact of Staff & Teacher Mobility

Tämä kyselytutkimus on suunnattu kaikille keväällä 2018 henkilökunta- tai opettajavaihtoon osallistuneille TAMKilaisille. Tutkimuksen tavoitteena on selvittää henkilöstöliikkuvuuden vaikuttavuutta yksilön ja organisaation tasolla sekä kartoittaa kuinka liikkuvuuksien tuloksia TAMKissa tällä hetkellä jaetaan.

Opiskelen Hämeen ammattikorkeakoulussa YAMK-tutkintoa (Business Management and Entrepreneurship) ja tutkimus on osa opinnäytetyötäni.

**Vastaaminen vie noin 10-15 minuuttia ja vastausaikaa on 15.6.2018 saakka.** Vastaukset käsitellään luottamuksellisesti. Voit vastata suomeksi tai englanniksi.

Susanna Saarinen

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This research questionnaire is sent out to all TAMK staff members, who went for a teacher/staff exchange during Spring 2018. The aim of the research is to find out the impact of staff mobility on both individual and organizational level, and to map out how the results of the mobilities are being disseminated in TAMK at the moment.

I study a master's degree (Business Management and Entrepreneurship) in Häme University of Applied Sciences and this research is part of my master's thesis.

**It takes about 10 – 15 minutes to answer. The deadline for answers is on 15 June 2018.** All answers will be handled confidentially. You can answer in Finnish or in English.

Susanna Saarinen

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+358 40 480 5397

## Basic information / Perustiedot

Work experience in years / Työkokemus vuosissa

- Junior (< 10 years)
- Intermediate (10-20 years)
- Senior (> 20 years)

School or unit / Yksikkö

- School of Business and Services / Liiketoiminta ja palvelut
  - School of Construction and Environmental Engineering / Rakentaminen ja ympäristötekniologia
  - School of Art, Music and Media / Taide, musiikki ja media
  - School of Industrial Engineering / Teollisuustekniologia
  - School of Health Care and Social Services / Terveys- ja sosiaalipalvelut
  - R&D and Innovation Services / TKI-palvelut
  - Business Operations and Services / Liiketoiminta (hankintapalvelut, talous- ja projektipalvelut, tila- ja kiinteistöpalvelut, täydennyskoulutus ja palvelut TAMK EDU, tietohallinto)
  - Development and Quality Management / Kehittäminen, laatu ja toiminnanohjaus (ammattillinen opettajankoulutus, ammattipedagoginen TKI, digitalisaatio ja tietojohdaminen)
  - HR Services / Henkilöstöpalvelut
  - Higher Education Services / Korkeakoulupalvelut
  - Management, executive group / Johtoryhmä
- Type of Exchange / Vaihdon tyyppi
- Teacher (at least 8 hours of teaching per week) / opettaja
  - Staff / henkilökunta

## Background information / taustatiedot

1. Are you familiar with TAMK's strategy and what it says about internationality? / Tunnetko TAMK:n strategian ja kansainvälisyystavoitteet?

- Yes
- No

2. What were the reasons behind your mobility, why did you decide to go for an exchange? / Mistä syystä päätit lähteä vaihtoon?

3 a. Where did you first hear about the possibility of going abroad? Mistä kuultit vaihtomahdollisuudesta?

- International Coordinator in my unit / Oman yksikön kv-koordinaattori
- International Services / Kv-palvelut
- Supervisor / Esimies
- Colleague / Kollega
- Intra

- Somewhere else (please specify where in 3 b) / jostain muualta (tarkenna kohtaan 3 b)

3 b.

4 a. How did you choose the exchange destination? / Kuinka valitsit vaihtokohteen?

- It was suggested by my supervisor / esimieheni ehdotti kohdetta  
 It was suggested by a colleague / kollega ehdotti kohdetta  
 I chose the destination myself / valitsin kohteen itse  
 I got an invitation from the destination / minut kutsuttiin kohteeseen  
 Something else / muulla tavalla (please specify in 4 b)

4 b.

4 c. How important were the following factors when choosing the exchange destination (1= not important, 5 = very important) / kuinka tärkeänä pidit seuraavia asioita valitessasi vaihtokohdetta (1= ei tärkeä, 5 = erittäin tärkeä)

	1	2	3	4	5
<b>Opportunity to develop collaboration / mahdollisuus kehittää yhteistyötä</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Opportunity to develop my own competences / mahdollisuus oman substanssiosaamisen kehittäminen</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Opportunity to benchmark / mahdollisuus vertailla toimintatapoja</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Growing my personal network and meeting new people / oman yhteistyöverkoston kasvattaminen ja uusien ihmisten tapaaminen</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Location of the destination / vaihtokohteen sijainti</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Programme offered by the destination / vaihtokohteen tarjoama ohjelma</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Exchange supports TAMK's goals of internationalisation / vaihto tukee TAMKIn kansainvälisyystavoitteita</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Benefit and objectives of the mobility

5 a. Did your exchange benefit.. (you can choose multiple options) / Hyödyttikö vaihtosi.. (voit valita useamman vaihtoehdon)

- You personally / sinua itseäsi  
 TAMK as an organisation / TAMKia organisaationa  
 Students / opiskelijoita

5 b. If you ticked "you personally" in 5 a, which skills the benefit influenced? / jos valitsit "sinua itseäsi" kohtaan 5 a, mitä taitoja vaihto hyödytti?

- Competence in my own field / substanssiosaaminen  
 Pedagogical skills / pedagoginen osaaminen  
 Language and Cultural skills / kieli- ja kulttuuriosaaminen  
 Networking / verkostoituminen

Something else (specify in 5 e) / jotain muuta (tarkenna kohtaan 5 e)

5 c. If you ticked "TAMK as an organisation" to 5 a, which areas the benefit influenced? / jos valitsit "TAMKia organisaationa" kohtaan 5 a, mitä alueita vaihto hyödytti?

Partnership development / kumppanuuden kehittäminen

Development of joint actions (projects etc.) / yhteisen toiminnan kehittämistä (esim. hankkeet)

Course or curricula development / opintojakson tai OPSin kehittäminen

Research activities / tutkimustoiminta

Something else (specify in 5 e) / jotain muuta (tarkenna kohtaan 5 e)

5 d. If you ticked "students" to 5 a, which were the benefits for them? / jos valitsit "opiskelijoita" kohtaan 5 a, miten vaihto hyödytti heitä?

More information about exchange possibilities / lisää tietoa vaihtomahdollisuuksista

New learning methods / uusia oppimismetodeja

Groupwork with partner university's students / Ryhmätyöskentelyä partneriyliopiston opiskelijoiden kanssa

Something else (specify in 5 e) / jotain muuta (tarkenna kohtaan 5 e)

5 e. Please describe the benefit in your own words / Kuvaile hyötyä omin sanoin

6 a. Were clear objectives set for your exchange by your supervisor? / Asettiko esimiehesi vaihdolle selkeät tavoitteet?

Yes (please specify in 6 b)

No

6 b. If you answered "yes" to previous question, please specify the set objectives here / jos vastasit edelliseen kysymykseen "kyllä", tarkenna asetetut tavoitteet tähän

7 a. Did you set any personal goals for the exchange? / asetitko vaihdolle henkilökohtaisia tavoitteita?

Yes (please specify in 7 b)

No

7 b. If you answered "yes" to previous question, please specify the set objectives here / jos vastasit edelliseen kysymykseen "kyllä", tarkenna asetetut tavoitteet tähän

## Dissemination of results / tulosten levittäminen

8 a. Where the results and experiences of the exchange were disseminated after you came back? / Missä tulokset ja kokemukset jaettiin palattuasi vaihdosta?

In my own unit / omassa yksikössäni

- In my own unit and another unit in TAMK / omassa yksikössäni sekä toisessa TAMK:n yksikössä
- In teaching / opetuksessa
- Conversation with supervisor / keskustelussa esimiehen kanssa
- With colleagues / kollegoiden kanssa
- Nowhere / ei missään


8 b. Please describe how the results were disseminated? / Kuvaile kuinka tuloksia jaettiin

ja levitettiin?



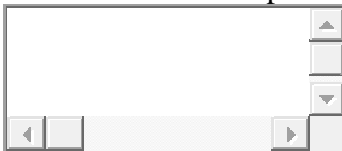
9. Best practices for sharing the results and experiences / parhaat käytänteet tulosten ja

kokemusten jakamiseen?



## Feedback and general comments

If you have overall comments on the exchange process or you want to give feedback for TAMK's International Services, please write your thoughts here / jos haluat kommentoida vaihtoprosessia tai antaa palautetta TAMK:n kv-palveluille, kirjaa tähän



## Research questions

Personal interview on 27 April 2018 at 8.30 – 9.30

International Staff Exchange Coordinator, International Office  
Hochschule München / Munich University of Applied Sciences  
Lothstrasse 34, 80335 München  
[www.hm.edu/international](http://www.hm.edu/international)

1. What are your responsibilities at the International Office?
  
2. Could you describe the staff/teacher exchange process at MUAS?
  - applications continuously or once a year etc.
  - who accepts/denies the applications
  - teachers' resource planning
  
3. How is the selection of the exchange destination done?
  
4. How do the mobilities support MUAS's strategy of internationalization and what are the objectives set for the mobilities?
  
5. Could you give an estimation if the mobilities support mainly  
a) the person going abroad b) MUAS as an organization c) students  
or all of these?
  
6. How and where the results of the mobilities are disseminated?
  
7. Do you have cross-disciplinary dissemination of results?
  
8. In your opinion, how the results of the mobilities could be better disseminated?

General ideas / comments / discussion on the exchange process and dissemination of results?