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**Competence mapping as a tool for competence
development for the tourism and hospitality
sales service personnel**

Case Osuuskauppa Maakunta

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Abstract

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The subject of this thesis was the competence development of the tourism and hospitality sales service personnel of Osuuskauppa Maakunta's with the help of competence mapping. The aim of this thesis was to find out whether the competence of the tourism and hospitality sales service personnel corresponds to the company's strategic competence needs. The purpose of the thesis was also to find out the strategic competence needs of Osuuskauppa Maakunta for the tourism and hospitality sales service personnel and to find out what kind of competence the personnel already have and what kind of competence is still lacking. The concrete results of the thesis were a competence map, competence profiles, a competence matrix, and a development plan.

The competence mapping started with defining the strategic competence needs through functional grouping method and interviews. The competence needs were defined together with the personnel and senior supervisors. A competence map was compiled for the sales service based on the competence needs, which was used to prepare a competence mapping survey. Target levels were defined for each competence with the senior executives. The results obtained from the competence questionnaire were transferred to the competence matrix together with the target levels of competence. The competence matrix reflected the differences between the current competence levels and the target levels. The competences to be developed were concluded from the competence matrix based on which a development plan was designed.

The theoretical part of the thesis consisted of the reference frameworks for competence development, competence management and competence mapping. This thesis was a constructive research in which both quantitative and qualitative research approaches were used. The quantitative results were analyzed by quantitative analysis and the qualitative results were analyzed by content analysis. The research methods used were functional grouping method, interviews, and a questionnaire. The subject of the thesis was the personnel of Osuuskauppa Maakunta's tourism and hospitality sales service, who responded to the mainly structured questionnaire as a self-assessment. In addition to self-assessment, personnel's competence were assessed by their supervisor. The results of the evaluations were counted as the average level of competence of the whole team.

The results of the competence mapping revealed that the competence of the sales service personnel was already at a good level, although development gaps were also found. The biggest development gaps were found in the sales competence area. The result of the research was a development plan that took into account both measures that maintain competence and measures that increase competence. Future competencies and core competencies were also taken into account in the plan.

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1 Introduction

The requirements of work and the efficiency paradox have changed the competence needs of work in recent decades. Job descriptions have diversified, and employers are increasingly expecting more diverse competence from their employees. In order for employees to succeed in the working life, they must possess diverse skills for the job in question. Adequate competence also creates well-being for the employee at work, as the lack of competence can lead to a loss of control over work, overload, or burnout (Savolainen 2013). Organizations are also under a lot of pressure to get more results with even fewer resources. Therefore, it is crucial for organizations to have multitalented employees.

The business processes, systems, consumer behavior and digitalization are constantly evolving, which means that it is necessary for organizations to continuously develop the competence of the personnel to match these developments in business life. Staying competitive in the demanding environment requires also staying one step ahead of the development. Therefore, it is important not only to develop current competences, but to anticipate also the future competence needs of the organization (Ojala 2008, 115). An organization's competence needs should always be prioritized from the perspective of business success because it is beneficial to the organization itself, its staff, and its customers (Tainio-Keinonen 2019).

In order to develop the competence of the staff, the level of current competence possessed must first be mapped to investigate the starting point and reveal the possible competence gaps. Competence mapping, for example, is a good tool for determining competence levels. Competence mapping is a strategic tool for supporting, coaching, and developing the personnel. Competence mapping investigates the level of current competence, reveals possible competence gaps, and helps determining the future competence needs of the organization. (Rediteq 2019.)

1.1 Background of the thesis

This thesis is a competence mapping for the tourism and hospitality sales service personnel of Osuuskauppa Maakunta. In this thesis, the strategic competence needs of Osuuskauppa Maakunta for tourism and hospitality sales service are determined and it is investigated whether the current competence level of the tourism and hospitality sales service personnel corresponds to the company's strategic competence needs.

It is important to identify different competences among the staff, so that we can utilize special competences and develop revealed competence gaps. The entire tourism and hospitality sales service team must have the same understanding of the team's internal expertise. When everyone is aware of the team's competences and its shortcomings, together we can build a concerted effort to improve the team's overall competences. We need to ensure that everyone has the needed skills required for the job, to correct any competence gaps and to nurture everyone's specific skills in order to stay competitive in this highly competitive industry.

The topic of this thesis is based on the needs of my employer, Osuuskauppa Maakunta. I discussed the topic of the thesis with my own supervisor and we considered together what could be a suitable development work. In recent years, there has been rather large staff turnover in the tourism and hospitality sales service team. These personnel changes in the team lead to the need to take a closer look into the competence of our sales service to know what kind of competence we need, what kind of competence we already have and what kind of competence we still lack of.

No competence mapping has ever been carried out for the sales service personnel before. Osuuskauppa Maakunta has taken development measures for its personnel earlier, but the development measures have been more general. With this development task, we get more detailed information about the levels of strategically important competences of the tourism and hospitality sales service personnel, which also allows us to create more targeted development measures for this department.

Competence development is also one of the core subjects in Osuuskauppa Maakunta's current strategy. This strategy period is based on four fields, where the core subjects are personnel, customer, management, and process. The personnel section of the strategy includes two core points:

1) developing staff skills and competences and 2) improving communication. The topic of this thesis is therefore based on the current strategy of our organization.

This thesis is highly relevant in this current time, since the tourism and hospitality industry has been significantly affected by the global coronavirus (Covid-19) pandemic crisis. There has been fierce competition in the industry even before the global pandemic, but because of the pandemic, the tourism and hospitality industry is becoming even more competitive as each organization struggles with the small number of customers who currently still use tourism and hospitality services. In the current market situation, the organization's ability to successfully close every deal and actively seek profitability is increasingly emphasized. Therefore, it is important to develop and emphasize our sales competences in our tourism and hospitality sales service team in order to survive the crisis with as few losses as possible.

The purpose of this thesis is to map the state of competence of the tourism and hospitality sales service personnel; what skills do we have, what skills do we lack, and do we have any kind of skills that we can exploit more. Based on the results of the competence questionnaire, a development plan is created for the tourism and hospitality sales service team to fill in the revealed competence gaps. By developing competences, we strive for better customer satisfaction, competitiveness, increasing well-being at work and better profitability.

1.2 Objectives and delineation of the thesis

The aim of this thesis is to find out whether the competence of Osuuskauppa Maakunta's tourism and hospitality sales personnel corresponds to the company's strategic competence needs. This includes finding out the current state of competence, meaning whether our tourism and hospitality sales service possess the most strategically critical competence for the company's success.

The competence mapping was done individually, but in this thesis the answers are analyzed as the average of the whole sales service team. Individual competence development targets are included in the internal development in connection with development discussions, but in this thesis, we investigate only the competence levels at the group level.

This thesis is limited to the competence mapping of the Osuuskauppa Maakunta's tourism and hospitality sales service personnel. The competence mapping and development plan considers only the most critically important strategy-based competences. The questionnaire also takes into account developmental factors through open-ended questions. The competence mapping is not a complete description of the sales service's competence, but it is a tool for staff development.

As a result of the thesis, the purpose is to develop a competence development plan for the whole tourism and hospitality sales service team. The development plan considers the need for both training and development that maintains and increases professional competences. This plan also considers the need for future expertise. Anticipating needed future competences is a vital condition for a company's future competence needs and staff competences to meet.

1.3 Research problem and research questions

As stated earlier, one of the main themes in the current strategy of Osuuskauppa Maakunta is staff development. The problem is that there is not yet knowledge of what the current level of competence is in the tourism and hospitality sales service personnel of Osuuskauppa Maakunta, so it is not known where there are competence gaps that should be developed. Also, the strategic competence needs of Osuuskauppa Maakunta for tourism and hospitality sales service have not been defined.

Research question in this thesis is “what are the strategic competence needs of Osuuskauppa Maakunta for the tourism and hospitality sales service and does the competence of the tourism and hospitality sales service personnel meet these competence needs?”. The purpose of this question is to find out what kind of competence is needed in Osuuskauppa Maakunta's tourism and hospitality sales service which is strategically relevant to the success of the organization and whether the competence of the tourism and hospitality sales service employees meet these competence needs.

The sub-questions are:

- a) What kind of competence do the tourism and hospitality sales negotiators already have?
- b) What kind of competence do the tourism and hospitality sales negotiators still lack of?

1.4 Research strategy

This thesis is a constructive research and the research approaches used are both qualitative which is characteristic of this research strategy and quantitative, which is used to investigate the current situation. Constructive research is well suited as a research strategy when a researcher wants to find a solution to a practical problem (Ojasalo, Moilanen & Ritalahti 2015, 38). The solution refers to the construction of the research, i.e. some concrete output, such as the competence map, the competence matrix, the competence profile, and development plan in this thesis.

The implementation of the construction requires close cooperation between the researcher and the practical representatives, in which case experiential learning is also expected to emerge (Lukka 2000). In this thesis, the strategic competence needs are mapped together with the sales service personnel and senior executives, with which experiential learning takes place at different levels of the organization. The data size in this thesis is small and data collection methods are formed to serve this precise research, as is characteristic to this research strategy.

Both research approaches were used in this research. Quantitative approach was used to map the current situation of the competence level of the sales service personnel. As quantitative approach cannot explain the reasons behind the numbers, qualitative research was needed as well.

Quantitative approach was used to gather information of the current level of competence of the tourism and hospitality sales service personnel and the research method used for this was a competence mapping questionnaire, to which the personnel responded as a self-assessment. In addition to self-assessment, personnel's competence were assessed by their supervisor.

Qualitative approach was used to find out what kind of competence is needed in the tourism and hospitality sales service department in Osuuskauppa Maakunta and what are the target levels for the areas of competence. The research methods used to gather this information were a functional grouping method and interviews. Interviews were also used to review the results of the competence questionnaire and to gain more information of the research subject, based on which a development plan for the tourism and hospitality sales service team was prepared.

The data analysis methods used in the research depend on the nature of the topic being studied. Several analytical methods were used in this thesis, as both quantitative and qualitative research

methods were used. The functional grouping method and interviews were analyzed theoretically in accordance with the content analysis process. The material obtained from the functional grouping method and the interviews were analyzed based on the theoretical framework of the thesis in which case the analysis was theory-based and based on the previous frame of reference. The aim of the content analysis is to produce information about the research topic with the help of the collected material. (Kylmä & Juvakka 2014, 112.)

The data received from the questionnaire was analyzed according to the quantitative analysis except the open-ended questions were analyzed according to content analysis. The data obtained from the questionnaire and the supervisory assessment were compiled into an excel spreadsheet, where the data was easier to observe. An average was calculated from the data, which described the average competence level for the whole tourism and hospitality sales service personnel. The data was then compiled into a competence matrix, which also described the target levels of competence to which the data was compared. The competence matrix illustrated the differences between the current level of competence and the target levels of competences. Reasoning and conclusions were then made from the results described in the matrix according to the research questions. The answers to the open-ended questions were reviewed together with the sales service personnel in the last interview.

The development methods were selected together with the sales service personnel based on the results of the competence mapping. Jointly agreed development measures and methods promote staff commitment to the development plan once they have been allowed to participate in the development planning themselves. The development methods selected maintain as well as increase professional competences and take into account future competence needs. Selected development methods were reservation system training, meetings, self-study, sales process coaching, sales competitions, open discussion, and development discussions.

1.5 Osuuskauppa Maakunta

Osuuskauppa Maakunta is a conglomerate founded in 1917 and it is operating in the Kainuu region. Osuuskauppa Maakunta is a cooperative owned by its 35 000 members. The purpose of the cooperative is to provide services and benefits to its members. The operating income is used

mainly for the benefit of its members, to develop its services and offerings. Osuuskauppa Maakunta is operating in the grocery and consumer goods trade (retail), tourism and hospitality trade, and fuel trade. Osuuskauppa Maakunta is the largest company registered in Kainuu in terms of turnover and it employs almost 450 people in Kainuu. Osuuskauppa Maakunta is a significant factor in Kainuu region, as its turnover in 2019 was more than EUR 174 million and it invested more than EUR 6 million regionally. Osuuskauppa Maakunta is also one of the 19 regional cooperatives of the S Group. (Osuuskauppa Maakunta n.d.)

Tourism and hospitality sales service

This thesis focuses on Osuuskauppa Maakunta's tourism and hospitality sales service personnel. The tourism and hospitality sales service team consists of three sales negotiators and me as their supervisor. The main tasks of our tourism and hospitality sales service include selling accommodation, meeting services, and restaurant services to our customers. Most customer contacts take place by phone or email, face-to-face meetings are less frequent. Figure 1 shows the organization chart of Osuuskauppa Maakunta.

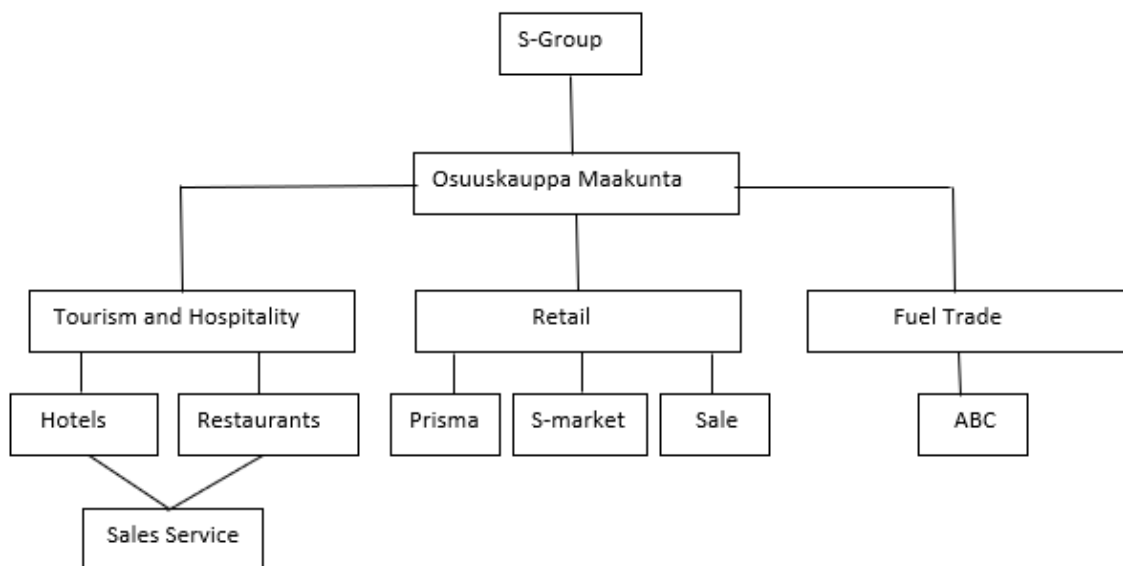


Figure 1. Organization chart of Osuuskauppa Maakunta

2 Competence development

Competence development has become one of the most important competitive advantages for organizations. Organizations that remain in place in an ever-changing market are unable to compete with ever-renewing organizations. Individual competence consists of a person's ability to perform their job duties, life management, expertise, professionalism, problem-solving skills, developmental ability, knowledge, skills, experience, attitude, and other personal qualities. Organizational competence includes the company's culture, systems, practices, and processes that can be used to transform individuals' competence into organizational competence. (Tainio-Keinonen 2019.)

Competence development should always start by mapping the current state of competence and the organization's competence needs based on the organization's strategy. In this way, the organization focuses its competence development resources on those areas that contribute to the implementation of the organization's strategy.

2.1 Definition of competence

What is competence? The most simplified definition is that competence is something an individual needs to be able to succeed in a specific job role (Lasse 2015). Competence can be difficult to define unambiguously, but it can be understood to include a variety of knowledge, skills, networks, attitudes, and experiences. Each of us accumulates more knowledge and experiences every single day. Competence-related knowledge and experiences are not necessarily only work-related, but also the knowledge, skills and experiences accumulated in our free time shape our competences in the workplace. Individual networks refer to the people around us as well as staying up to date what is happening in the society. Each individual has a unique competence profile to which a person's expertise, ability, competence, knowledge, skills and attitudes are linked. (Opintokeskus Sivis, n.d.)

Visible competence is the competence that we can see and that can be documented. Tacit competence, on the other hand, is a more abstract concept that can sometimes be difficult to identify. Visible competence is often practical and is quite strongly related to substance competence. Tacit

competence means, for example, an individual's motives, attitudes, self-image, and other individual characteristics. (Opintokeskus Sivis, n.d.)

2.2 Individual and organizational competence

Individual competence is important not only for the organization but also for the employee. Individual competence determines the market value of the employee. When an employee has competence that organizations are willing to pay for, the employee is more likely to have a continuous and permanent employment relationship. (Sydänmaanlakka 2007, 169.)

There are basically two different qualities of individual competence:

- 1) the practical competence that the organization needs, for example, in its day-to-day operations
- 2) the competence that the organization needs to produce competitiveness

Individual competence is often divided into four different levels: cognitive competence (what), advanced competence (how), holistic competence (why) and transmission of competence (attitude). Often cognitive competence, as well as advanced competence measures are used in competence mapping, because they are tangible competences that can be measured. Holistic competence and transmission of competence are tacit competences that greatly influence how an individual's competence can be useful to the whole team. (Kirjavainen & Laakso-Manninen 2000, 103-105.)

Organizational competence refers to a common understanding of the competence required for the daily operations and the operating methods adopted in the organization. Individual competence becomes organizational competence when individuals together develop, share, and combine their individual competences. In order for the individual competence to become the competence of the organization, the individual competence must be transformed into a common vision and actions. The terms of organizational competence may vary from company to company, but the most important thing is to identify the competence that is needed in the organization's operations now and in the future in order to implement the strategy and achieve the goals of the organization. (Ojala 2008, 53.)

2.3 Strategy as a basis for competence needs

The development of organizational competence should always be based on vision, strategy, and goals of the organization. In this case, competence development is proactive, continuous, and goal-oriented and the purpose is to improve the organization's employer image, competitiveness, and market value. The purpose of strategic competence development is to develop the personnel's competence into a direction that contributes to the implementation of the organization's strategy and meets the anticipated competence needs. (Tainio-Keinonen 2019.)

Figure 2 describes how the strategic competence development is a continuous loop that includes:

- Defining organization's vision, strategy, values, and goals
- Defining the current state of organizational competence
- Defining the competence development processes
- Implementation of the competence development measures
- Evaluating the implementation and effectiveness in relation to vision, goals, and strategy



Figure 2. Strategy as a starting point for competence development (Tainio-Keinonen 2019)

Core competence

Core competence refers to a combination of competence, technologies and information systems that enable an organization to compete successfully. With core competences, an organization can generate added value for its customers. Core competences are difficult to copy, and the organization can develop new products and services based on them. Usually organizations need to have also competences other than core competences in order to remain competitive, but only core

competences bring a particular competitive advantage to the organization. Therefore, it is important to focus on the development of core competences. (Sydänmaanlakka 2007, 144.)

Defining an organization's core competences is not always easy and it requires in-depth knowledge of the organization. Hamel and Prahalad (1994) have developed three questions to test whether a competence is a core competence:

- 1) Does the competence generate added value for customers?
- 2) Can the competence increase competitive advantage?
- 3) Can the competence be applied in other transactions?

If the answers to these questions are yes, then the competence is the core competence of the organization.

2.4 Competence development as part of well-being at work

Adequate competence has a positive effect on job performance and well-being at work. Work can start to feel boring and professional development can be forgotten if work tasks become too routine and employee feel over-competent for the job. (Öhman & Kukkurainen 2017.) Hence, job-appropriate competence is one of the motivating factors that enables an employee to meet the challenges of work, experience successes and develop in their own work. Competence can therefore be thought of as directly related to individual's well-being at work. (Hyppänen 2013, 114.)

Well-being at work consists of many different factors and should be promoted in organizations on a long-term basis. Well-being at work requires that the work is well managed and corresponds to the individual's skills, it is meaningful, rewarding, safe, healthy, and productive. Well-being at work is not only the responsibility of the employer, it is always the cooperation of the employer and the employees. Occupational well-being also includes a substantially good work ability, which consists of health, functional capacity, competence, motivation, commitment, values, leadership, and attitudes. An employee who feels well at work is more committed and motivated to their work and perceives their work to be valued and relevant in the organization. (Työterveyslaitos n.d.)

At its best, the experience of the relevance of work produces a strong internal motivation towards work, which also creates a more committed and higher-quality imprint. Therefore, it would be important for the employee and the employer that as many people as possible feel that their work is relevant.

Motivation and commitment in competence development

Motivation is a diverse concept that is strongly related to our daily work tasks. Motivation involves several different theories and one way to look at motivation is to divide its sources into external and internal motivational factors. An external motivational factor generates motivation from the outside. In working life, this can mean, for example, rewards, incentives, or praises from the supervisor. External motivational factors do not usually generate long-term motivation, but internal motivational factors are often required for this. Internal motivational factors include dreams, mission, values, and internal strengths. As internal motivational factors generate long-term motivation, it always requires a balance of energy and well-being. We must take care of our own holistic well-being so that our motivation leads to concrete results without the negative consequences for our well-being. (Carlsson & Forssell 2017, 171-172.)

Internal motivation stems from a person's own interests, actions, and activities. Internal motivational factors often influence a person's development more than external motivational factors. Therefore, it is important to involve employees in the process of competence development. Four factors contribute to intrinsic motivation: a sense of freedom of choice, a sense of progress, a sense of competence, and a sense of purpose. (Kirjavainen & Laakso-Manninen 2010, 43). The work itself is intrinsically motivating when a person feels that their work is relevant (Ruohotie & Honka 2002, 14).

Internal motivation produces committed employees. A committed employee thinks positively about their own organization, its values and goals and does their best for it. There are three different types of commitment: emotional commitment, continuity commitment, and normative commitment. An emotionally committed employee has a strong desire to belong to an organization. An employee committed to continuity wants to avoid the costs of leaving and does not want to lose the benefits achieved. A normatively committed employee experiences a sense of responsibility toward the organization. (Leiviskä 2011, 120-121.)

Committed employees experience affection towards their organization and are more likely to be motivated to give more of themselves for the benefit of the organization. This type of commitment significantly reduces staff turnover and absenteeism. Experiencing the relevance of their work and the sense of belonging to the work community further reinforce the commitment. It is also important for a committed employee to see the connection between their own work and the goals of the organization and to be able to use their competence in their job roles. (Leiviskä 2011, 122.)

Committed employees feel supervisor feedback and praise more important than financial compensation. Valuing employees is important because we humans have a fundamental need to feel important. (Furman, Pinjola & Rubanovitsch 2014, 109.) A committed employee is also often more positive towards changes in the organization because they have higher job satisfaction, they are mentally healthy, and they are committed to the organization's strategy (Leiviskä 2011, 124).

2.5 Development methods

There are several different methods for competence development. The starting point for choosing the method of competence development is first identifying the need for development, which is transformed into the organization's competence needs. (Ojala 2018, 214.) In figure 3 is seen some development methods at different stages of the learning process:

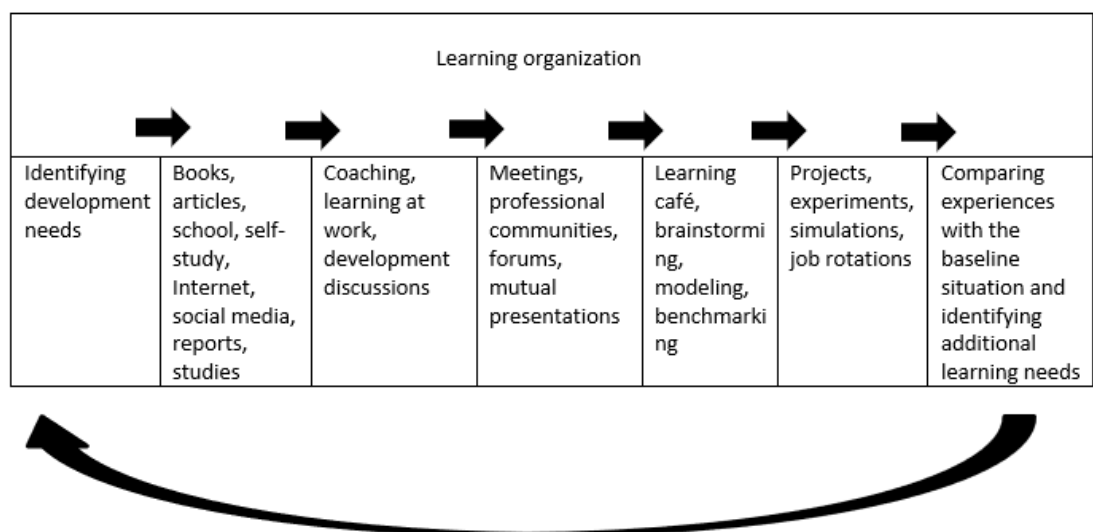


Figure 3. Development methods at different stages of the learning process (Ojala 2008, 214)

The early stage of the process involves the acquisition of background information and later on the process involves more operational methods. The process should always end with an evaluation comparing developments with the initial situation and identifying possible additional learning needs, after which the process starts all over again.

According to Kirjavainen and Laakso-Manninen (2000) one of the most important methods of competence development, regardless of the organization, is high-quality supervisory work. Supervisory work is important in developing competence for three different reasons:

- 1) individuals can develop their skills in accordance with the organization's strategy only when supervisors have succeeded in communicating the organization's strategic objectives clearly enough.
- 2) an individual's desire to develop his or her skills consists largely of motivation. The supervisor's task is to help the employee find motivational factors as well as suitable incentives for competence development.
- 3) an individual can develop only when given the opportunity. The supervisor's task is to provide enough opportunities for the employees to develop.

3 Competence management

Competence development alone is not enough for success, but competence must also be managed. Competence management is identifying, evaluating and developing the professional skills of the personnel as well as anticipating future skills needs (Paane-Tiainen 2016). Competence management is also part of the organizations' strategic human resource management. In practice, this means building such management models by which the strategic goals are to be achieved.

The purpose of competence management is to continuously develop competence so that the organization is as capable as possible to perform its tasks and is as competitive as possible in the challenging market. As described in figure 4, the process of competence management always starts with defining the vision, values and strategy of the organization in order to anticipate future competence needs, followed by managing and developing competence, creating and managing a culture of competence and implementing coaching leadership. (Näsi & Neilimo 2008, 94-95.)

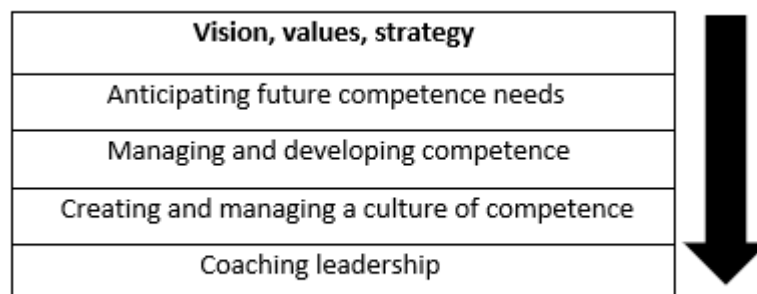


Figure 4. Concept of competence management. (Näsi & Neilimo 2008, 94-95)

Often the most challenging thing in competence management is clearly defining strategic competence needs. In order to define the strategic competence needs of an organization, it is necessary to ask what the purpose of the organization is and what kind of competence it needs in order for the organization to implement its own purpose. These questions provide the answer to what an organization's core competency is. (Sydänmaanlakka 2007, 131-132.) The core competence of

an organization is a competitive advantage arising from the company's competence, which is difficult for the competitors to copy. Organizations should focus specifically on developing their core competences, as it largely determines the organization's competitive abilities in the market. (Sydänmaanlakka 2007, 144-145.)

3.1 Coaching leadership in competence management

The concept of coaching leadership is fairly new. Coaching leadership was originated in the United States in the 1980s, and coaching has received more attention in Finland only in the 21st century. (Carlsson & Forsell 2017, 31-32.) Coaching leadership seeks to make an appreciative, inclusive, and purposeful impact to unleash the full potential of individuals to be used by the work team and the organization. Working life has changed a lot in recent decades. In addition to extensive competence and skills requirements, employees are expected to be able to continuously develop themselves so that their competence keep pace with all the changes in the business life. When competence development is stated as one of the goals of the organization, supervisors must have the ability to guide their subordinates to self-develop. Coaching leadership is a great tool for this since it brings out everyone's potential. (Kankainen 2018.)

The new generation of employees no longer accepts an authoritarian and commanding management model. To motivate new generations, leadership needs to be changed in a more coaching direction. A coaching leader is required to have more ability to talk and listen, encourage, and give feedback continuously. (Kankainen 2018.)

There are many perceptions of the role of a coaching leader that vary slightly depending on the perspective. According to Downey (2003), a supervisor has three different roles as a manager, a leader, and a coach. In the role of a manager, the supervisor focuses on everyday working routines and transforming them into future goals, functions, and effective working processes. This includes, for example, dividing responsibilities and roles in the work community and monitoring the practice of the common ground rules. In the role of a leader, a supervisor leads by his or her own example and helps employees understand the big picture of the organization's vision, goals, and future plans. In the role of a coach, the supervisor's task is to support the employees individually

so that they can succeed and learn. This contributes to individual learning and development, and well-being at work.

3.2 Creating and managing a culture of competence

Creating and managing a culture of competence is one of the company's important everyday tasks. The culture of competence in the organization can be managed, in which case the supervisors' task is to clarify the desired direction of competence development with employees, create a positive atmosphere towards competence development and support the development of competence at both organizational and individual level. This is done by creating reflective discussion as well as systems and models that support continuous learning. Supervisors should also inspire subordinates towards continuous self-development. To create and manage a culture of competence, organization's activities must be evaluated, questioned, and developed continuously. Creating such a continuous cycle elaborates a model of a learning organization. (Oulunkaaren kuntayhtymä 2018.)

Creating a culture of competence is not always easy, as it often involves contradictions. Often, there is tacit information in organizations that can be difficult to share, as sharing this kind of information needs a particularly good reason to share it. In this case, the key word is an open atmosphere that is worthy of trust. In order to exploit tacit knowledge, intra-organizational competition should be kept to a minimum. Often, however, organizations' individual-centered reward systems conflict with this. Organizational reward systems are often based on personal performance, so sharing tacit knowledge does not make sense as it can be a guarantee of one's own success. (Ojala 2008, 280.)

Creating a culture of competence also includes allowing failures and exceeding the comfort limit. There is always the possibility of failure when learning something new, in which case it is the organization's task to create a safe environment where mistakes are allowed. Learning something new also often requires crossing the comfort limit, which can be uncomfortable, difficult, or awkward. In this case, the organization's task is to support its staff in a learning-friendly environment. This is strongly linked to creating a positive atmosphere. Each of us is responsible for our organi-

zation's work atmosphere. In a positive atmosphere, challenging and even difficult things are often perceived more positively, which contributes to staff motivation and efficiency. The culture of competence also includes appreciating diversity and accepting difference. An organization cannot be innovative or learn something new if we all think the same way. In order for new knowledge to emerge, we need different views and ideas that challenge each other. In this way, new insights and innovations are created in the organization. (Ojala 2008, 282-284.)

4 Competence mapping

Competence mapping is a good tool for competence development. The purpose of competence mapping is to identify the current level of competence, core competences and the competence development needs. Competence mapping can be used to find out the strengths and weaknesses of competence and the competence needs of an organization both now and in the future. The benefits of competence mapping are greatest when employees themselves are allowed to participate in the formation of the competence framework, as they usually have the motivation to develop only those competences that they themselves consider important. (Kirjavainen & Laakso-Manninen 2000, 115.) Competence mapping cannot be considered as a complete measure of competence, but rather as a guiding tool for supporting and guiding the staff (Rediteq 2019).

Competence assessment

A competence mapping done by self-assessment provides information on how employees see their own competence and how they evaluate it. Self-assessment requires the person to observe and analyze their own activities and to receive feedback, which is not always easy (Hätönen 2011, 32–33). The assessment of one's own competence can also be influenced by a person's self-esteem, as the respondent may assess one's own competence either too optimistically or too pessimistically (Hätönen 2011, 41). There are also many other means of assessing competence, such as 360-degree assessment. There are several different levels in this assessment model, as illustrated in figure 5.

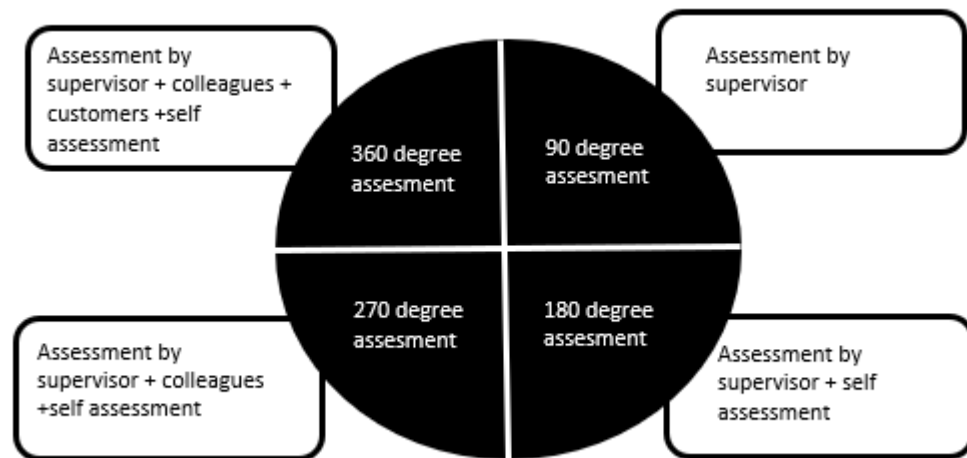


Figure 5. Different levels of 360-degree assessment (Hätönen 2011, 37)

This research used the 180-degree assessment. It is generally thought that the more sources an assessment is collected from, the more reliable it is (Hätönen 2011, 37–38). However, this evaluation model also has its own challenges. Self-assessment requires a commitment from the respondent to assess his or her own competence as objectively as possible and to face his or her own weaknesses. Self-assessment also requires honesty and humility, as self-assessment is easily suppressed by the most neutral answers possible.

Self-assessment also has its own benefits. Self-assessment develops the growth of professional competence and critical self-reflection that helps employee gain insight that helps them to improve (Uzialko 2021). Self-assessment also engages employees in the development of operations in the organization (Virtanen 2007, 178).

The challenge of supervisor assessment is the possible lack of necessary knowledge or substance competence of the job. The supervisor is not necessarily an expert in the job in question, making it difficult to assess the employee's competences. An employee may also find the assessment unfair, especially if the supervisor's assessment deviates from the self-assessment. A 180-degree assessment requires an open conversational connection between the supervisor and the employee. The strengths and weaknesses need to be able to discuss constructively and both parties must be open minded and able to receive feedback.

4.1 Determining competence needs

An organization's competence needs reflect to those competences that are needed to improve competitiveness and achieve goals in both the short and long term. By comparing the organization's current competence with the organization's competence needs, it is possible to identify the missing competences or those competences that need to be developed. (Ojala 2008, 105-106.)

The competence mapping process begins with defining the strategic competence needs of an organization. An organization's competence needs determine what competences are needed for the organization to succeed. Employees also have competence needs that reflect the competence needed for successful job performance. The competence needs of the organization and work tasks are combined in a competence mapping, which examines what kind of competence the organization currently has. The difference between the current level of competence and competence needs indicates what competence is missing or should be developed. (Ojala 2008, 106.)

Competence needs should always be based on the organization's strategy. In this case, the organization must consider what kind of expertise is needed for the organization to reach its strategic goals. The organization should also anticipate future competence needs so that the organization can determine in advance what changes are coming to the industry and what competence the change will require from the organization. (Ojala 2008, 115.)

4.2 Competence map

Competence map describes the organization's competence needs and their interdependence to each other. From the competence map, a person can see at a glance what kind of competences are needed in an organization for the organization to succeed (Ojala 2008, 119). The competence map can be created in several different ways, but in this thesis, I used the way in which different competences are listed under the main headings as seen in figure 6.

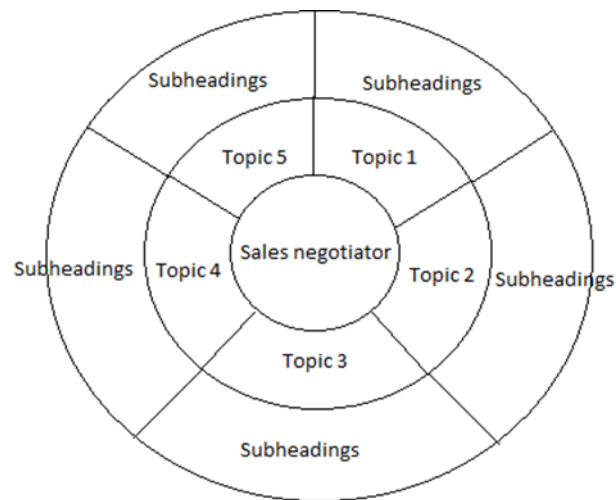


Figure 6. Example of a competence map (Hätönen 2011, 58).

A competence map is a tool for assessing competence needed in an organization and it is often related to the first stage of competence development. One of the pitfalls of competence mapping is that if it only describes the competences that employees already have when the purpose is to first define the strategic competences that employees should have in order for the organization to achieve its strategic goals. The competence map should therefore define the strategic competences of the organization that are needed now and in the future. (Ojala 2008, 38.) The organization should involve employees in constructing the competence map, so that employees are also active participants in the development of the organizational culture, and this in itself contributes to the employee's commitment to the organization.

4.3 Competence profile

Competence profile describes what kind of competences and at what level those competences are relevant for successful performance in a particular work task (Beckett 2017). A competence profile includes the competence needs obtained from the competence map and the target levels for competences. The target levels for the competence profile are often determined by company's executives. (Ojala 2008, 346.) The most important thing in forming these target competence levels is that the competence of different people creates an appropriate competence combination for the organization (Hätönen, 2011, 35). Figure 7 reflects an example of competence profile and as it can be seen, it is a very concrete and clear way to present the target levels of

competence in a specific work. Competence profile can also be used in recruitment process when determining whether an applicant has the necessary competences for the job.

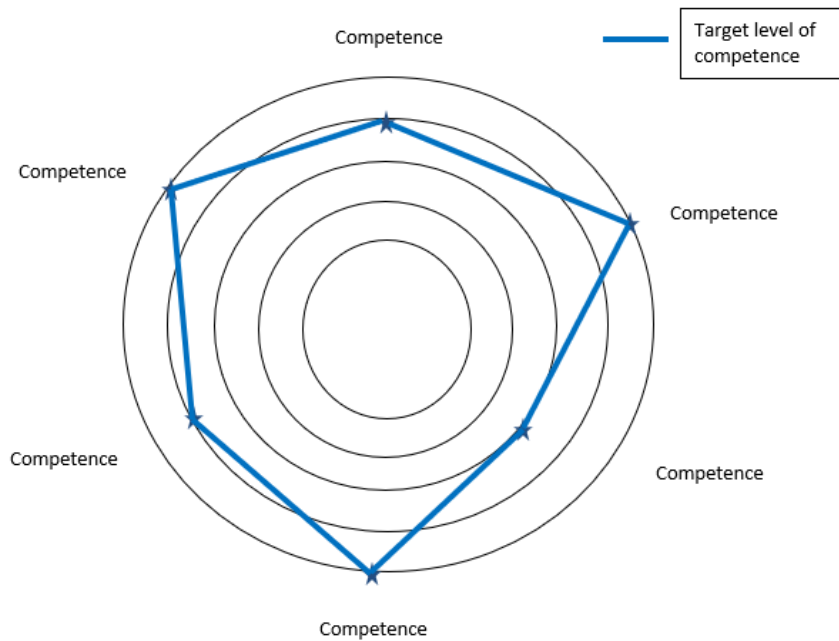


Figure 7. Example of competence profile (Agronomiilitto n.d.)

4.4 Competence matrix

The competence matrix describes how well the competence of the staff meets the competence needs of the organization. Through the competence matrix, it is possible to observe the need of competence development and to identify untapped competence potential in the organization. (Rediteq 2019.) Figure 8 shows an example of competence matrix, where yellow parts identifies as development needs and green area identifies as untapped competence potential. The competence matrix can be used to compare the competence of employees. It can be used to find out who masters what kind of skills, who has shortcomings in a particular area of expertise and who has excellence in which area. In this way, excellence can be utilized more effectively, areas of competence development for individuals can be identified and it is ensured that the competence is evenly distributed throughout the team. (Liikanen 2011, 27.)

Competences	Person A	Target level of competence	Difference between competence level and target level
Customer service	2	4	-2
Sales expertise	4	4	+0
System management	5	3	+2
Working life competence	3	4	-1

Figure 8. Example of a competence matrix

5 Research design

The next section presents the research design of this thesis, which describes and justifies the research approach and strategy, data collection methods and development methods used in this research.

5.1 Research approach

Research approach can be either qualitative or quantitative. The research subject defines the choice of the research approach, but the research approaches are not mutually exclusive, as both can be used in a research. Quantitative research involves measuring the research subject, which requires knowledge of the subject in order to know what is being measured. If there is not enough information about the subject to be studied, the methods of qualitative research can also be used to specify the subject of quantitative research. (Kananen 2014, 12-15.)

Quantitative research is used to clarify issues related to numbers, which can be used to map the current situation of the research subject. Quantitative research can thus map the existing situation, but not the reasons behind it. In a quantitative research, information is processed and presented in numbers. Research data is presented in a numerical form, but it always requires an explanation of the relevant numerical data also verbally. The information to be studied must be structured and operationalized. Structuring refers to the standardization of survey questions and answer options so that each respondent understands each point in the same way. Operationalization means transforming the things under research into a form that can be understood with common sense. (Heikkilä 2014, 16; Vilkkä 2007, 19-20.)

Qualitative research is difficult to define clearly, but the starting point of qualitative research is that numerical dependencies cannot explain the functioning of all individuals. Qualitative research is subjective, which means that the researcher's own values and perceptions influence the conclusions and interpretations of the research. The goal of qualitative research is to explain people's actions by understanding their goals. Qualitative research seeks to find the meanings of individuals for their own activities, which causes problems of interpretation in the research, which is why the goal of objectivity in qualitative research is often not met. (Vilkkä 2007, 50–51.)

The process of qualitative research involves the personal learning of the researcher, during which the researcher begins to understand the research activities better. The stages in a qualitative process may not always be clear, but solutions related to data collection or research progress may take shape during the process. (Valli & Aaltola 2015, 74.)

The qualitative research approach supports the research material obtained from quantitative research. The combination of a quantitative and a qualitative research method is called method triangulation. This combination allows for the objectivity of quantitative research and the subjectivity of qualitative research. (Vilkka 2007, 55-56.) In this thesis, the quantitative research includes a questionnaire as a data collection method and the qualitative research includes interviews and functional grouping method as a data collection methods.

5.2 Research strategy

This thesis is a constructive research that aims to produce an innovative construction that can be used to solve real-life problems and thereby generate new contributions to the field. Construction in this context refers to the core concept of this methodology, which can be difficult to define, as construction itself is an abstract concept and can have various meanings. By developing constructions, something completely new is created that has not yet existed to improve performance. (Lukka 2000.) Hence, constructive research is ideal for development work.

The constructions in this thesis were the competence map, the competence matrix, the competence profile and the development plan for the tourism and hospitality sales service personnel. The sales service personnel and senior executives were essentially involved in the process of this development research. For example, the identification of competence needs, core competences and future competence needs was conducted together with the sales service personnel through functional grouping method. Senior executives were also interviewed to determine the strategic competence needs, core competences and future competence needs of Osuuskauppa Maakunta and they were involved in setting the target levels for competences. By involving both upper and lower personnel levels, I gained perspectives from different levels of the organization.

Constructive research focuses on reflecting empirical results back to theory. The general features of constructive research are small data sizes, the researcher's activity straight in the field and the

application of data collection methods in the empirical part of the research. In constructive research, qualitative research methods are often used, although quantitative methods can also be used. (Lukka 2000.) The empirical results of this thesis were reflected in the theoretical framework of the work in order to maintain the validity of the work. There are only three people working in our tourism and hospitality sales service, which means that the research data is small, and I, as a supervisor of the tourism and hospitality sales service, am an active member of our team. Also, the data collection methods were formed to serve this precise research.

5.3 Research methods

Research methods are used to solve a research problem. When choosing the research methods, the researcher should determine what kind of information is needed in order to find a solution to the research problem, what are the data sources of the research, what data collection methods are used to obtain the information and how the collected information is analyzed. (Kananen 2014, 36, 47.)

The source material for the theoretical framework of this thesis was literature such as articles, books, websites, theses, and e-resources. The data collection methods used in the empirical part were functional grouping method, interviews, and a questionnaire.

Functional grouping method

The functional grouping method was used in collaboration with the tourism and hospitality sales service personnel to determine the most strategically critical competence needs in the tourism and hospitality sales service work from their perspective. The purpose of the functional group method was to involve the sales service personnel in the definition of the competence needs. Involving personnel in the process is particularly important, as in the end individuals only develop competences that they consider relevant (Kirjavainen & Laakso-Manninen 2000,115). Involving employees in the development process also helps them to motivate and commit to jointly set development plan.

Interviews

Interviews in this thesis' empirical part were casual discussions with the employees and the senior executives to ask for their opinions and reflections on the topic. The interview with the personnel was an open interview in which the interviewer and the interviewees interact as naturally and openly as possible. An open interview resembles an ordinary discussion in which there is no pre-determined progression or questions, but the discussion proceeds freely within a particular topic. Because there are no ready-made questions in an open interview, the discussion provides space for the interviewees' feelings, opinions, arguments, and experiences. The course of an open interview is not planned in advance, but the interviewer should direct the discussion back to the topic if the discussion is directed outside the research interest. (Hirsjärvi & Hurme 2001; Eskola & Suoranta 2000, 86-88.)

The open interview with the personnel was conducted as a group interview and the purpose was to provide an opportunity to gather more in-depth data of the research subject and it was a way to go through the results of the research with the team to create the development plan together. An open interview was chosen to provide more in-depth information about the interviewees' feelings, experiences and opinions concerning the competence mapping, its' results and the measures for the development plan. The interview was conducted as a group interview, since the goal was to be as interactive as possible and because the development plan was designed for the whole team.

The interviews with the senior executives were thematic interviews and they were done individually. A thematic interview is an intermediate model of an open and structured interview where there are no ready-made questions, but the discussion focuses on pre-planned themes (Hirsjärvi & Hurme 2001, 47-48, 66; Eskola & Suoranta 2000, 86-87). In my thesis, the themes of the thematic interview came from the results of a previously implemented functional grouping method with the tourism and hospitality sales service personnel. The themes were system competences, sales process competences, sales work competences, customer service competences, financial competences and working life competences.

The purpose of the thematic interview is to take into account the interviewees' interpretations and their significance for different themes (Saaranen-Kauppinen & Puusniekka 2006). Thematic

interviews were chosen to get the senior executives' interpretations and significance of the competence needs that resulted from the functional grouping method with the tourism and hospitality sales service personnel. The aim for the interviews with the senior executives was to find out the employer's perspective on strategic competence needs now and in the future, to define the core competences and setting the target competence levels for the sales service personnel.

Questionnaire

One of the data collection methods used in this thesis was a questionnaire. A questionnaire was used to gather information about the competence levels of the tourism and hospitality sales service personnel. Using the questionnaire as a data collection method requires careful planning, as it determines the success of the research. The questionnaire should ask the right questions in terms of content, so each question should be designed to provide answers to the research questions. Closed-ended questions, open-ended questions, or both can be used in a questionnaire. Open-ended questions provide more in-depth information, but the answers are not comparable. The answers to the closed questions may be more superficial but are comparable to each other. The Osgood scale was used as the answer scale for closed-ended questions in this thesis. The Osgood scale has 5 or 7 pre-structured answer options and is suitable for asking for opinions. (Heikkilä 2014, 51-52.)

The questionnaire should not be too long, a response time of 15-20 minutes is appropriate. Too long questionnaire can lead to inaccurate answers when the respondent is unable to focus on a long questionnaire. The questions should be in a logical order and clearly recorded. The respondent should understand what is being asked in the question to avoid misunderstandings. The author of the questions should also be careful not to intentionally or unintentionally lead the respondent to answer in a certain way. Leading questions can lead to the failure of the entire questionnaire, as in this way the answers might not reflect the correct opinions of the respondent. (KvantiMOTV, 2010.)

5.4 Development methods

The development methods were selected for their final form as the research progressed, when the competence mapping results revealed what kind of competence was still lacking or what kind

of competence was still needed for development. Chosen development methods for the development plan were reservation system training, meetings, self-study, sales process coaching, sales competitions, open discussion, and development discussions. These methods were chosen together with the tourism and hospitality sales service personnel in the last interview where the results of the competence questionnaire were reviewed. From the results, the objects to be developed were selected, which we felt were the most important to develop first. There were several areas for development, but as it is not ideal to try to develop everything at once, so we prefer to focus on a few things and other competence areas can be developed later.

Some of these development methods were already in use and some were totally new for the sales service team. Meetings, sales process coaching, sales competitions, open discussions, and development discussion were methods that had been used by the sales service before. These methods were refined together with the sales service personnel in order to maximize their development benefits.

There have been meetings in the past, but they have been quite irregular and focused mainly on the internal affairs of the sales service. The meetings in the development plan were designed to be more regular and their content also concerns the external issues of the sales service, such as a deeper knowledge of the customer segments and cooperation between the various departments. It was also agreed that it is everyone's responsibility to maintain a positive atmosphere and open discussion at the meetings.

There have also been sales process coaching in the past, but they too have been rather irregular and the agreed areas for development have not been monitored regularly, leaving the benefits of coaching quite small. Sales competitions were planned to be held at least 4 times a year, as the sales service personnel felt that through them, they get more motivation for additional sales and it increases their profit orientation. In the past, sales competitions have been held about once or twice a year. It was also agreed that the development targets would be reviewed twice a year in connection with development discussions. There have been development discussions twice a year earlier too, but there has not been any systematic review of the development targets.

This particular reservation system training and self-study were new methods which have not been used before. The reservation system training was aimed specifically at the use of the Hesse system, where there was identified room for improvement. We also agreed that it is everyone's responsibility to self-study Hesse. More detailed description is presented in paragraph 7.6.

As stated in paragraph 3.5, one of the most important development methods, regardless of the organization, is high-quality supervisory work. In fact, this was also revealed in the analysis of the results of the competence mapping, as many areas of development required supervisory actions in order for the development to be carried out.

6 Osuuskauppa Maakunta

Osuuskauppa Maakunta is part of the S Group, which is Finland's only cooperative group. S Group consists of 19 regional cooperatives throughout Finland, which together employ more than 40,000 people. The regional cooperatives own Suomen Osuuskauppojen Keskuskunta (SOK) and its subsidiary Sokotel Oy, which includes hotels and restaurants in Finland, Estonia, and Russia. S Group was founded in the early 20th century to meet the needs of consumers, who suffered from the high prices of profit-seeking traders. Thanks to the cooperative activities, the prices of products and services decreased due to the synergy advantages. (S Group n.d.)

Osuuskauppa Maakunta's mission in 1917 was concisely defined: "The purpose of the cooperation is to supply the population with the products it needs and to collect and pass on agricultural products". The main commodities in the first years were tar, dry food, fabrics, animal skins and agricultural supplies in the retail trade. Osuuskauppa Maakunta entered the tourism and hospitality trade during the Winter War in the 1940's. The golden years of the cooperative were in the 1950s and 1960s, when the company had at its best 65 locations. In 2020 Osuuskauppa Maakunta has 39 locations around Kainuu region. It has 17 retail units, 11 fuel sites, 2 hotels and 9 restaurants. (Osuuskauppa Maakunta n.d.)

The purpose, vision, and values of Osuuskauppa Maakunta

Organizational values guide the day-to-day operations of an organization and tell how the organization's operations, decisions, and developments are formed (Saarni 2019). Osuuskauppa Maakunta's values and vision are based on S Group's common values and vision. Osuuskauppa Maakunta's operations are based on serving its own customer owners and the organization's purpose, vision and values are represented in figure 9.

Purpose	To provide competitive services and benefits to our customer owners profitably
Visio	Provide superior benefits and ease to our customer owners
Values	<p>We exist for our customers</p> <p>We take responsibility for the people, the environment, and the region of Kainuu</p> <p>We are constantly renewing our operations</p> <p>We operate profitably</p>

Figure 9. Purpose, vision and values of Osuuskauppa Maakunta (Osuuskauppa Maakunta n.d.)

The purpose of the organization's operations is to provide competitive services and benefits to its customer owners profitably. The idea is to be competitive in a demanding market, but the operations must also be profitable. Profitability generates investment cash flow for the organization, which allows the organization to further develop its operations to serve its' customers even better.

The vision of the organization is to deliver superior benefits and ease to the customer owners. Osuuskauppa Maakunta operates in several different industries and the idea is that the organization can serve its customer owners extensively so that several services are easily available under the same organization.

Osuuskauppa Maakunta's values are a) we exist for our customers, b) we take responsibility for the people, the environment, and the region of Kainuu, c) we are constantly renewing our operations and d) we operate profitably. Osuuskauppa Maakunta is wholly owned by its customer owners, so the basis of all operations is that we exist for our customer owners. Without customer owners, there would not be Osuuskauppa Maakunta and this is strongly taken into account in the planning of all operations.

Responsibility is also one of the values of the organization. Osuuskauppa Maakunta is one of the largest players in the region and the largest private employer in the Kainuu region. The organization recognizes its own responsibility as a big organization, which also contributes to the planning of operations. Responsibility in the organization means, for example, that we actively cooperate with other organizations in the region, take localness into account in investment tenders, employ

about 300 young people every summer, investing in the region, employ continuously outside the organization and support the region's well-being by providing financial grants to local societies.

The third value is constant renews of operations. To be able to offer competitive services and benefits, our organization must constantly renew its' operations. Often, the reformations will also benefit the entire Kainuu region, as the benefits of the investment will remain in the region and, where possible, local companies will be involved in the investments as service providers.

The fourth value is to be productive. The basic pillar of the daily operations is to generate turnover so that all the other values mentioned above can be executed. Without cash flow, an organization could not provide competitive services and benefits to its customer owners, it could not take responsibilities in the same way, and it could not reform and invest in its operations.

Strategy of Osuuskauppa Maakunta

Figure 10 shows the current strategy for Osuuskauppa Maakunta's tourism and hospitality industry. The strategy has four sections: 1) competent and satisfied staff, 2) attractive employer image, 3) strengthening tourism trade and 4) quality and timely restaurant trade. In order not to make the research too extensive, only the first and third part of the strategy, competent and satisfied staff and strengthening tourism trade, has been included in the thesis. The competence needs of the competence mapping are based on these two strategic themes. The strategy of the organization is not opened further in this work unnecessarily so that the work does not violate trade secrets.

Competent and satisfied staff	Attractive employer image	Strengthening tourism trade	Quality and timely restaurant trade
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Figure 10. Osuuskauppa Maakunta 2020-2022 strategy for tourism and hospitality industry

Tourism and hospitality sales service

Osuuskauppa Maakunta's tourism and hospitality trade has its own sales service team, that includes three part-time sales negotiators. The sales service has 2 hotels and 9 restaurants in their

sales portfolio. One hotel is located in Kajaani and is profiled more as a hotel for business travelers. Another hotel is located in Vuokatti, about 35 kilometers from Kajaani. This hotel is more profiled for leisure travelers, although the number of business travelers in this hotel has also increased in recent years.

All sales negotiators are of different ages, the youngest is 34 years old and the oldest is 60 years old. All sales negotiators are women. The sales negotiators have varying degrees of experience in the tourism and hospitality sales service job. They all have either a vocational degree or a bachelor's degree. The person who has worked the longest in the tourism and hospitality sales service has 6 years of experience in sales and the person who has worked the shortest has one year of experience in sales. One sales negotiator has been on maternity leave for a year and returned to work a few weeks before the competence mapping. In her case, the results of the competence survey should be analyzed with remembering the long absence. The sales service personnel also works as receptionists at our hotels. This thesis only takes into account the competences required in the sales service. There are no separate responsibilities in the sales service, but each sales negotiator performs all the work tasks in the sales service.

7 Competence mapping in the tourism and hospitality sales service department

This competence mapping was conducted for the tourism and hospitality sales service personnel of Osuuskauppa Maakunta in the spring of 2021. The competence mapping was used as part of personnel development, which is one of the important parts of the current strategy of Osuuskauppa Maakunta.

The research process itself began in the summer of 2020 with a review of the source literature and the preparation of a thesis topic analysis and a thesis research plan. The autumn was largely spent exploring and writing the theory section of the research. In November 2020, the functional grouping work was carried out together with the sales service personnel and the interviews with the executive team took place in January 2021. The competence map and the competence profile were compiled in February 2021 by me. The competence mapping questionnaire and supervisory assessment were conducted in March 2021 after which I compiled the competence matrix. The results of the questionnaire and competence matrix were reviewed together with the sales service personnel at the end of March 2021 when we designed the preliminary development plan together with the sales service personnel. I refined the development plan to its final form and introduced it to the sales service personnel and the senior executives in the beginning of April 2021.

As mentioned in paragraph 2.3, competence development is a continuous loop, so this development work process was designed so that it is carried out repeatedly at certain times as shown in figure 11.

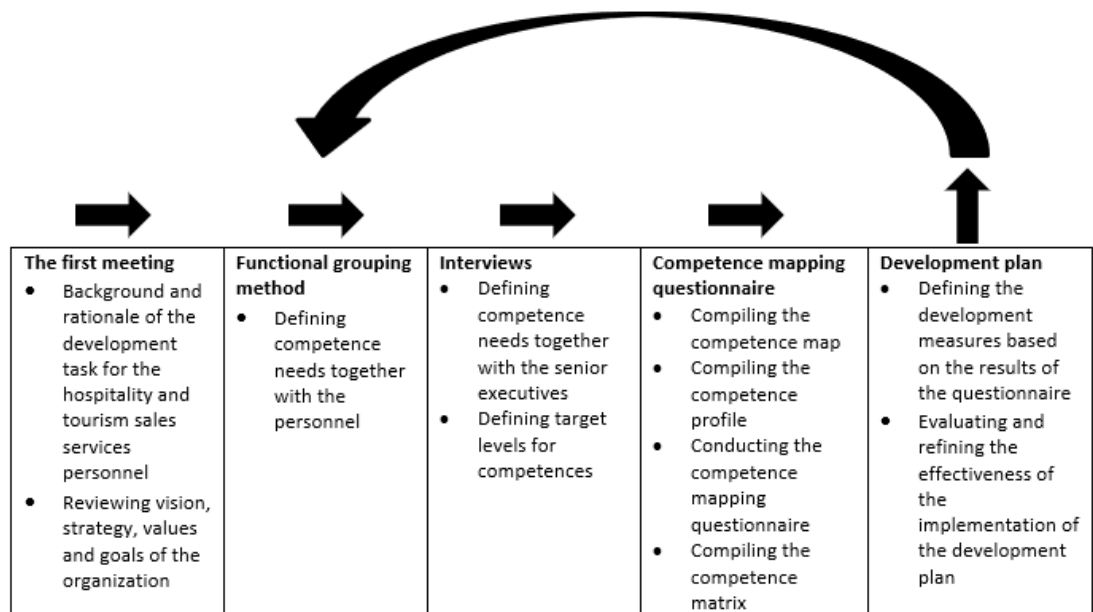


Figure 11. The process of competence mapping in tourism and hospitality sales service

7.1 Data collection

The data for this thesis was collected through a functional grouping method, a questionnaire, and interviews.

The first meeting

In the first meeting I told the tourism and hospitality sales service personnel about the topic of my thesis and the background and reasons why this topic had been chosen as a development task. The staff was reminded of the company's current strategy, vision, values, and goals, which had been reviewed before in a joint meeting so that competence development would be strongly based on the organization's strategy. The development task was justified by its relevance, as strengthening competence, and strengthening the tourism and hospitality trade were one of the themes of our strategy. The need to maximize competence due to the intensifying competition caused by the coronavirus was also explained to the personnel.

Functional grouping method

The functional grouping method was used to determine the competence needs for the tourism and hospitality sales service personnel from the personnel's point of view. Employees were informed a few days earlier about the workshop so that they would have some time to think a little about the competences that were strategically important to their own work.

We gathered into a common space with the sales service personnel, where we started listing all the competences that we thought were strategically important in their work. At this point, we recorded all the competences that came to mind without further delineation to a big piece of paper. The sales service personnel in tourism and hospitality department needs extensive expertise in their work, so we had to limit the competences we gathered and consider only the most strategically significant competences. After this, we also discussed what are the core competences or competences needed in the future in the sales service works tasks and divided all competences into six different categories: 1) system competences, 2) sales process competences, 3) sales work competences, 4) customer service competences, 5) financial competences and 6) working life competences. All together we identified 42 competences which are illustrated in appendix 1.

Interviews

There were two types of interviews used in this thesis. First interviews were conducted with the senior executives responsible for Osuuskauppa Maakunta's current strategy for tourism and hospitality department. In practice, this meant interviewing the hotels' general manager and the restaurants' group manager. The purpose of these interviews were to find out the employer's perspectives for defining strategy-based competence needs and core competences, to identify future competence needs and to set the target levels for the defined competences. The employee's perspectives of the competence needs were already collected from the functional grouping method, so in this way, the perspectives of both the employees and the employer were considered.

The second interview was with the tourism and hospitality sales service personnel which was carried out after the competence questionnaire. The purpose was to go through the results of the competence mapping questionnaire and the competence matrix together and identify the strengths of competence and the areas for competence development and to determine the

measures for the development plan. Involving personnel in the process is a strong part of a constructive research, and by involving staff in the process, they are more likely to be more motivated and committed to the development plan because they have been involved in creating it themselves. By interviewing the sales service personnel, I also had the opportunity to gain more knowledge and understanding about their opinions and feelings towards their level of competence and the competence mapping process.

7.2 Competence map

Once the strategic competence needs were defined with the sales service personnel and senior executives, a competence map was formed that reflected the current and future competence needs as well as core competences of the tourism and hospitality sales service personnel as seen in figure 12. Competences crossed out with yellow are the identified future competence needs and competences crossed out with green are identified as the core competences. The competence map provided an overview of the required competences, which helped creating the competence mapping questionnaire based on these competence needs.

=future competence needs

= core competences

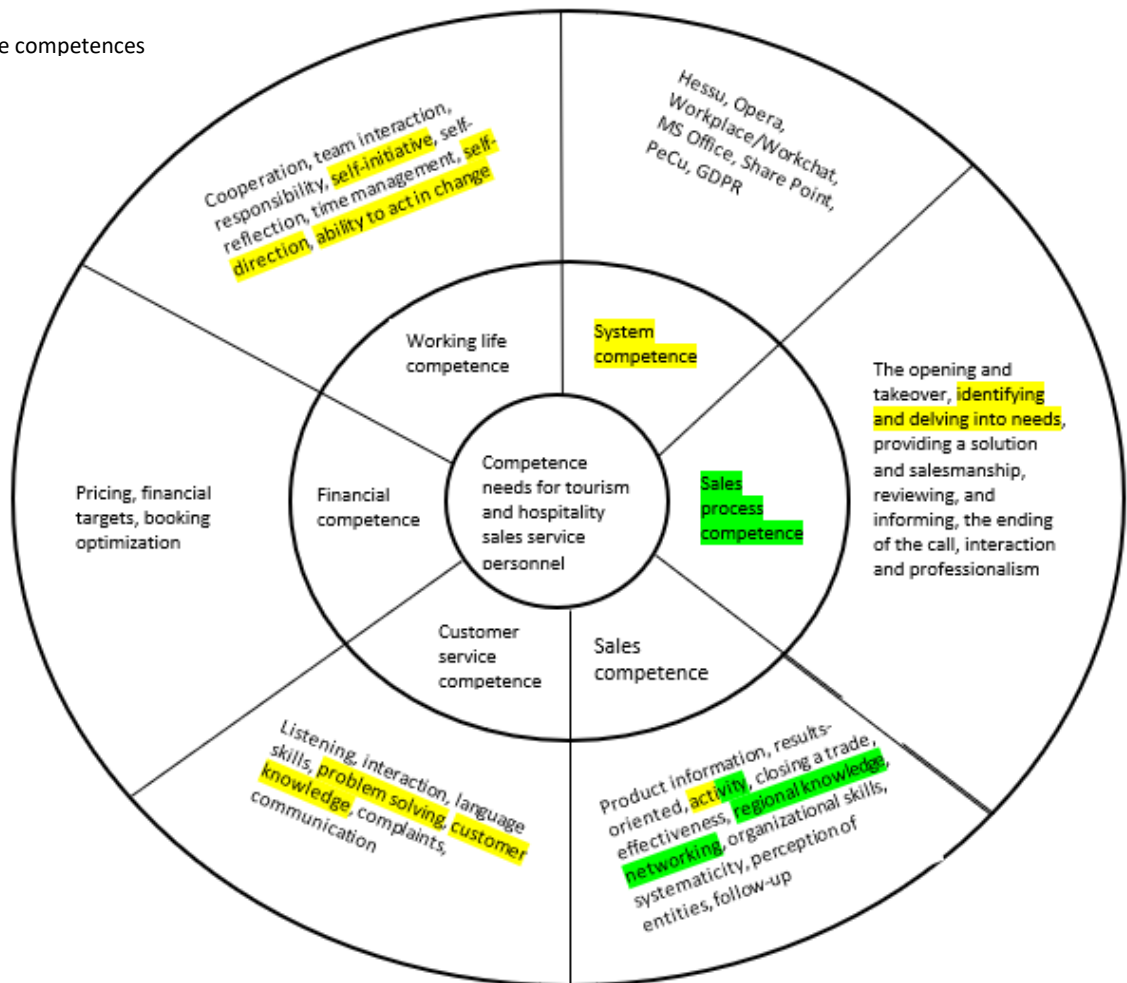


Figure 12. Competence map of the tourism and hospitality sales service personnel of Osuuskauppa Maakunta

Future competence needs

One of the future competences identified was system competence, as many operational processes in the sales work will increasingly be transferred to online, to different kinds of self-service systems or even robotics. Of course, there are already many kinds of technology-based systems and self-service systems in sales work, but in the big picture, these systems are still in their infancy. In the future, for example, artificial intelligence (AI) and the Internet of Things (IoT) will supersede many stages of sales work processes, which will also emphasize system competence in the sales work.

Therefore, future competence needs also emphasize identifying and delving into the customers' needs. Customers could take care of their needs even without human contact, but they prefer to meet someone who can identify with them and offer the most suitable solution for them, which is why problem-solving skills will also be even more important in the future.

In the future, the activity in customer contacts will also be emphasized, as customers will have more and more options all the time. Therefore, we also need to have good customer knowledge so that we know what our target customers want from their products and services and when, why, and how different customer segments behave in different markets. We need to actively contact customers and not just wait for customers to contact us to gain an advantage over competitors.

In the future, certain working life skills will also be emphasized, such as self-initiative, self-direction, and the ability to adapt to change. The sales service personnel will likely work alone even more, as part of the sales work shifts to telecommuting and some parts of the sales work shifts to different kinds of online systems. There may not be a supervisor or a colleague in the same space who tells the employee what and how to do different work tasks, but the employee should work on their own initiative and work independently in different work tasks. Self-direction is also important in the future so that the employee can act independently and is able to self-manage to cope with the challenges posed by the job.

Core competences

Core competences identified were the sales process, activity, regional knowledge, and networking. S-Group has developed a unique sales process for the sales service personnel, which guarantees high-quality customer service, increases additional sales, and maximize sales. The starting point for the sales process is customer-oriented customer contacts, where the sales personnel acts in the role of an expert and helps the customers to understand their own needs and offer the most suitable alternative to these needs. The sales process is not opened further in this thesis in order to avoid the violation of trade secrets.

Regional knowledge and networking were also identified as our core competences. Our sales service operates only in the Kainuu region, so we have an excellent knowledge of the attractions of the Kainuu region and extensive knowledge of other players in the region. Because our operations

are so strongly focused only on Kainuu, we also have an extensive cooperation network. An extensive network helps in cooperation in the region and we can also serve our customers more comprehensively due to a good network.

7.3 Competence mapping questionnaire

The competence mapping questionnaire was used to gather information of the current level of competence of the tourism and hospitality sales service personnel. The sales service personnel answered the questionnaire that contained six topic areas with job-specific questions based on the defined competence needs with ready-made answer options. After each topic area, there was one open-ended question asking for development ideas for competence development in the topic area in question. In addition, at the end of the questionnaire there was a question of motivation towards one's own competence development.

The Osgood pre-structured answer option scale was from 0 to 5, which allowed the personnel to assess their own competence in the subject area in question. Each answer option included description of different levels of competence. In the scale, 0 described that there is no competence at all and 5 described that competence is at the expert level and other options of something in between. However, the descriptions of the competence levels in each competence area were slightly different so that the descriptions of the competence levels corresponded to the content of the competence area in question. The questionnaire was conducted through Google Forms and is represented in appendix 2.

The questionnaire was reviewed with each respondent prior to responding, allowing them to ask if any point was unclear. The competences in the questionnaire were quite general in nature. It must be understood that this created an opportunity for interpretation and different respondents may emphasize different things in their answer. Hence, an additional form describing each competence in more detail was made by me for the respondents to avoid any room for interpretation. This form is presented at appendix 3. Each respondent should understand every competence in the same way so that the answers would be comparable.

The personnel responded to the questionnaire with a self-assessment and in addition I assessed their competence levels with the support of my supervisor as a 180-degree assessment. I was

assisted in the evaluation by the former sales service supervisor and my current supervisor. She has extensive knowledge of the competences needed in a sales service and all the employees were also already familiar to her. We discussed the level of competence of the personnel together and assessments were quite close to each other.

7.4 Competence matrix

After the personnel had answered the competence mapping questionnaire, each individual's responses and the supervisory assessment were compiled as an average to demonstrate the average competence levels of the sales service. The target levels for each competence were defined together with the senior executives earlier for the competence matrix. The competence matrix described the average competence of the sales service personnel, the target levels for the competences and the difference between them. From the competence matrix, it was easy to find competences in each area that already have sufficient amount of competence or even competence above the target level, and those competences that still needed to be developed. Competence matrix is presented in appendix 4.

7.5 Competence profile

The competence profiles for each competence area were formed from the target levels for competence obtained from the interviews with the senior executives. The competence profiles were presented to the tourism and hospitality sales service personnel at the same time as the result of the questionnaire was reviewed. The competence profiles were introduced to the sales service personnel after they had answered the questionnaire, because if they had known the competence target levels in advance, it could have had an impact to their answers. The competence profiles reflect concretely and clearly the competences and their target levels that are sought in the sales service. The competence profile can also be used in recruitment process in the future when trying to find out in a job interview whether the jobseeker's competences meet the competence needs of the sales service. The competence profiles are represented in appendix 5.

7.6 Analysis of the results

All in all, the results of the competence mapping showed that the level of competence of our tourism and hospitality sales service personnel is already at a good level. Of course, there were individual differences in the levels of competence between the personnel, but the team as a whole was very close to the target levels of competence to a large extent. The competence gaps revealed from the competence mapping were mostly in those competences where we already knew that there was room for development, but there were also some surprising results.

System competence

In the case of system competence, the level of competence was really close to or even above the target levels. The biggest lack of competence was in the reservation system called Hessu, which is a relatively new system in the S Group and is still under construction and development. New functionalities are added to the system on a monthly basis, which are presented in Workplace, which is the S Group's official common communication tool. Often, new functionalities require users to update the system, for which instructions are also provided in the Workplace.

Workplace is also a relatively new tool of communication in our organization and largely replacing email. This means that every Hessu user should actively follow the Workplace so that new updates and their instructions become known to users. Our organization is used to receiving instructions and updates via email. As a result, many updates and their instructions may be missed because staff do not always remember to follow the Workplace. This requires personnel to adopt new ways of working to make following the Workplace a part of their daily routine. The answers from the open questions also revealed that the sales service personnel found the instructions for Hessu's updates difficult and in-depth training of Hessu was hoped for.

Sales process competence

In the sales process competence, the level of competence was for the most part above the target levels. There were competence gaps in identifying and focusing on customer needs, as well as in offering a solution and salesmanship. These two steps are considered the most important from the sales processes' point of view. Sales process coaching has not been provided regularly in 2020 and early 2021 due to limited working hours in the sales service. Regular coaching is important

for the sales process, otherwise the various work steps in the process are easily forgotten. The answers from the open questions revealed that the personnel feel that they benefit from the regular coaching.

Coaching was desired every 2-3 months, both as individual coaching and group coaching. During the review of the results, it was also discussed that the development targets agreed in the coaching should be written on post-it notes and displayed on the desktop so that the development targets become more concrete and better remembered during the daily activities.

Sales competence

The results of sales competence were the most surprising of all. According to the results of the competence mapping, this area of competence had the most competence gaps. In the sales competence, there was competence gaps in all other competences, except in systematicity. It is important to recognize that this area has the most room for improvement at the moment, so that we can continue to focus development measures on the right competences.

However, we cannot assume that we can develop in every competence at once, but we had to choose the most important areas for development at this stage of development. The answers from the open interview with the personnel revealed that the personnel thought that the most important areas for development that should be prioritized were product awareness as well as profit orientation. These competences were considered the most important because they are the base pillars of sales work in our sales service. Other competences should not be developed until these two competences are at a good level.

Customer service competence

In customer service competence, the level of competence was more or less at the required level. The biggest competence gap was in customer knowledge. We recognized in the open interview with the personnel that this is also partly due to the competence gaps in the sales process competence. In the sales process competence, there was a lack of competence in mapping and focusing on customer needs, which contributes to customer knowledge. When the customer knowledge is at a good level, we can offer our customers solutions that suit their needs and make referral sales, which is an essential part of profit orientation. The answers from the open questions revealed that the personnel thought that these two areas of competence were very close

to each other and have a cause-and-effect relationship. We therefore recognized the importance of developing the sales process competence to a good level so that we can also develop customer service competence.

Financial competence

There was some fragmentation in the financial competence. Pricing was felt to be above the target level, while booking optimization was felt to be well below the target level. In the last interview, the personnel recognized that this issue was also linked to profit orientation. The optimization of bookings was perceived to support profit orientation, as the optimization of bookings directly generated an increase in average purchases. The development of sales process competence was also felt to be related to the optimization of bookings. By identifying and focusing on customer needs we can better optimize bookings when we know what is being sold, to whom and when to get the best results.

Working life competence

Overall, working life competences were very close to the target levels. The biggest lack of competence was in cooperation skills. The last interview revealed that the sales service personnel felt they had good cooperation skills within their own team, but cooperation with other departments was difficult at times. This challenge has been recognized in the past, but no solution has yet been found. During the open interview, we noted with the personnel that this competence gap was partly due to a lack of information. Units may not know which issues are important to another unit and information flow challenges cause misunderstandings. We came to the conclusion that this competence gap is largely due to the communication challenges and a lack of understanding of the other unit's operations.

7.7 Development plan and evaluation discussions

The results of the competence mapping and the competence matrix were reviewed together with the tourism and hospitality sales service personnel and a development plan was designed together based on the results. The measures in the development plan took into account both measures to maintain competence and measures to correct competence gaps. The development

plan answers to the questions what, how, who, when, what resources are available and other considerations.

In this thesis, the subject of the competence questionnaire was the entire sales service as a team and the results were analyzed as the team average. In this way, the thesis does not unnecessarily reveal confidential information about individual employees. When designing the thesis, a conscious choice was made that the results will not be dealt with individually in this research work, but for personal development, individual results have been saved for later use. Individual results can be used, for example, in connection with development discussions. In this way, the results of the research can also be used for individual development, even if the research work itself takes into account the development needs of the whole team. All in all, 9 development areas from 6 different competence areas were recorded in the development plan. We are aware that there are quite a few areas for development, but many development measures and areas for development have already been part of our daily work routines. However, it is easier to commit to the development measures once they have been recorded, and not just being talked about.

After the development plan was compiled into its final form, it was presented to the sales service personnel and senior executives in a joint meeting. At the meeting, both the personnel and senior executives, as representatives of the employer, committed to the development plan. Employees committed to developing themselves according to the plan, and senior executives committed to providing personnel with sufficient resources for development.

We will have another evaluation discussion after the development plan has been in place for six months. The purpose of the second evaluation discussion is to assess the success of the implementation of the development plan and, if necessary, make changes to the plan to improve development. The development plan is presented in appendix 6.

8 Conclusions

The topic of the thesis was developed in a joint discussion between me and my supervisor. We considered possible development tasks that would support the organization's current strategy, which would be an interesting and relevant topic for me. We ended up with a competence mapping because it essentially supported our organization's current strategy and the topic was also very relevant to me, as I am the supervisor of the tourism and hospitality sales service personnel of Osuuskauppa Maakunta.

The strategic competence needs were identified through the functional grouping method with the sales service personnel and by interviewing the senior executives. Strategic competence needs are such competence that is vital for the company's operations. Involving personnel in the process is particularly important, as in the end individuals only develop competences that they consider relevant.

The organization should also consider what kind of competence is needed in the future, so the organization can keep up with the changes in the industry and adjust the competence development measures accordingly. Also, core competences bring a particular competitive advantage to the organization and therefore it is important to focus on the development of core competences. Hence, the future competences and core competences were determined together with the personnel and the senior executives to get perspectives from different levels of the organization. As it was found out, both had the same insights about the future competences needed in the organization, but core competences were more difficult for the personnel to identify.

The strategic competence needs of the sales service personnel had never been described before. Earlier, the information of the competence required in the sales service flowed mainly from one sales negotiator to another. This also posed challenges in orientation, for example, because the competence needs of the sales service had not been recorded anywhere, but the orientation proceeded mainly at work, learning from others.

After the strategic competence needs were defined, a competence map was formed to reflect the current and future competence needs as well as core competences of the sales service. Competence map describes all the strategically most important competence needs which are needed

for the organization to succeed. In the future, this competence map can be refined so, that it can also be used as a tool in orientation in the sales service.

The competence mapping questionnaire was formed based on the competence map. The questionnaire included both closed-ended questions and open-ended questions. Open-ended questions provide more in-depth information, but the answers are not comparable. The answers to the closed questions may be more superficial but are comparable to each other. The Osgood scale was used as the answer scale for closed-ended questions in this thesis.

It is generally thought that the more sources an assessment is collected from, the more reliable it is. Self-assessment requires the person to observe and analyze their own activities and to receive feedback, which is not always easy. However, the personnel felt that it was rather easy for them to assess their competence for the most part. The research could have gone through the employee's self-assessments and the supervisor's assessments together, for example in connection with development discussions and discuss about the differences in the assessment and the reasons behind them. However, the assessments were largely in line, but this can be taken into account for next autumn's evaluation.

In the future, cross-assessment could be added to the competence assessment, where sales service personnel would assess each other's competence. The challenge in supervisory assessment is that the supervisor may not have enough information to make the assessment, but colleagues tend to have a better level of knowledge when working in a team.

The tourism and hospitality sales service staff had a positive attitude towards this development task from the beginning. The competence mapping also revealed each individual's high motivation for self-development. As development always requires learning something new and crossing the comfort limit, it is important to create a positive atmosphere towards learning and allow failures.

The results of the competence survey were partly predicted, but the results also revealed some surprises. The competence of our sales service personnel is already at a really good level and even above the target levels, but there were also areas for improvement. Most of the points to be developed were found in the area of sales competence, which was a bit surprising for both the staff and myself. By developing the sales competence, the personnel will be better at fulfilling their core mission and provide quality customer service that generates more profitability for our

organization. These two things are the core values of our organization and an important part of implementing our strategy.

The research question of this thesis was “what are the strategic competence needs of Osuuskauppa Maakunta for the tourism and hospitality sales service and does the competence of the tourism and hospitality sales service personnel meet these competence needs?”. The sub-questions were “what kind of competence do the tourism and hospitality sales negotiators already have?” and “what kind of competence do the tourism and hospitality sales negotiators still lack of?”.

The research questions were answered successfully, because with the competence mapping, we were able to define the strategic competence needs of Osuuskauppa Maakunta for the tourism and hospitality sales service personnel. The results of the competence mapping questionnaire provided a fairly clear answer to the fact that the competence of our sales service personnel met the competence needs of Osuuskauppa Maakunta quite well, although there were also competences to be developed to meet the target levels. With the help of the competence mapping, we gained important information about what kind of competence our sales service personnel already have and what kind of competence is still needed in our sales service.

The results of the study provided a good basis for the development process for the sales service personnel. As stated earlier, the competence mapping is not an absolute truth about the level of competence but is used as a tool for competence development. The results of this development work gave us a good idea of the current level of competence and a development plan was made accordingly.

The development plan was made together with the personnel to get them involved in the development process and thus make it easier for them to commit and be motivated towards the development as employees tend to develop only those competences that they consider relevant to them. We will return to the development plan in six months, when we will evaluate the success of the development plan. The aim of the development plan was to increase customer satisfaction, competitiveness, profitability, and well-being at work. Only later can we look at whether these goals have been met once the development measures have taken place.

One of the most important methods of competence development is high-quality supervisory work. This was also reflected in the development plan, as several development measures require

some kind of input from the supervisor in order to implement them. My job as the supervisor of the sales service is to create an open and positive culture of competence development in our department. I need to support and guide the personnel during development and help them to success, as well as allow failures. My job is to help the personnel to find motivational factors for development as well as provide enough opportunities for development. The next research topic could therefore be, for example, the development of competence management.

In my opinion, this research cannot be transferred as such to another department as the whole research is strongly targeted at a specific department. However, this research could serve as a basis for the competence mapping of other department, as this study describes the theory and process of competence mapping, which can also be replicated in another department.

One of the biggest challenges of this thesis was the schedule. Although the research process began as early as summer 2020, the time available for the research work became a challenge. Research work of this scale requires extensive groundwork and familiarity with the theory, which takes a surprising amount of time. My job as a sales manager is also quite time consuming and the working hours were long, so usually I did not have time to do the thesis on weekdays. For this reason, the research work was done mainly on weekends.

Another challenge in the research was that due to the coronavirus pandemic, we worked mostly alone, which made it challenging to organize joint meetings. In the future, employees could be given even more time to think about their competence needs. In this work, they had a few days to think about the competence needs, but it was experienced for a slightly short time. Also, the functional grouping method workshop was held on Friday afternoon, which was not the best time, as employees were already a little tired from the long work week. For the future, joint meetings would be better organized in the beginning of the week and in the mornings.

The research material in this thesis was obtained through interviews, a questionnaire and functional grouping method. The collected material is stored on two different memory sticks, which are stored behind passwords. The names of the interviewees or other information revealing the identity of the person are not needed in this study, as the results of the research work as processed as a team average. This is also why the answers from the open questions are not provided in this thesis as it is seen that they might reveal personal identity and it is not necessary to present

them in this work. In this case, the risk of disseminating sensitive information is not high concerning the confidentiality of personal information.

The study does not use documents requiring confidentiality. The company's strategy is only dealt with superficially, which has already been made public, so the research does not violate trade secrets. The study is saved in a word file where it can be edited as the study progresses. The thesis is stored in the Theseus database, where it is publicly available. The research will also remain at the disposal of our sales service, which will allow us to return to the results of the research in future development discussions and development tasks.

I also found myself developing during this research work. I am a relatively inexperienced supervisor as I only have a few years of managerial experience. I felt that the theory section of this research work made me reflect on my own supervisory work, and its strengths, its weaknesses, and its shortcomings.

I found it a bit challenging to motivate the employees towards the research. They were positive towards the research, but it was sometimes a bit challenging for me to get their input and insights. I wondered why this was and stated that, however, they may not have felt that they themselves benefited enough from this study to be more motivated, even though they were allowed to participate and influence the content of the study. This may be thought due to the fact that, from the researcher's point of view, I did not express to them enough of the benefits of the research for them. The introduction to the research emphasized perhaps too much the benefits to the organization and the sales service team, but not so much to them as individuals. As a lesson for the future is therefore, that I should take more into consideration the internal motivational factors of individuals.

All in all, I feel that this research was very useful for the organization, although there is also room for improvement in the research work. However, the fact that the competence mapping has now been carried out for the first time is already a good start for the development of competence and in the future we can develop the process even more to serve its purpose even better.

Validity and reliability of the research

Validity and reliability analysis includes reflection on the correctness of the research design, research problem, research methods and data analysis and their ability to respond to the research problem. The reliability assessment should also consider whether the study was successful and whether the analysis of the results is reliable. (Kananen 2014, 257-259.) Reliability refers to the permanence of the results, i.e. whether the results of the research would be the same if the research were repeated. Validity indicates whether a research has been conducted correctly and whether its methods and metrics have been chosen correctly to provide correct and reliable research results for the research problem. (Hirsjärvi, Remes & Sajavaara, 2007, 231; Kananen 2014, 258.)

Examining the reliability of this study, it can be stated that the research problem was solved by the research results and since the research questions were answered, it can be stated that the research problem was set correctly and the research methods and data analysis were carried out properly. The implementation of the research was successful as planned and the material was carefully analyzed. The content of the research questionnaire was verified by several experts before being given to the personnel to respond, which increased the reliability of the survey. The research problem and questions were answered, so it can be concluded that the research is valid.

Regarding the reliability of the research, it can be thought that the results of the research are reproducible only to the personnel who were the subject of the research. The reliability of the research is also tied to the present moment, so any changes in the operating environment are found to be important for the reproducibility of the research.

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Appendices

APPENDIX 1

<p>Järjestelmäosaaminen</p> <ul style="list-style-type: none"> - Hessu (varaukset, tuotteiden, tuotevalikoimien ja toimipaikkojen päivittäminen, raporttien ajaminen) - Opera (varaukset, huonekiintiöt, hintakoodit, segmentit, raportit, laskutus) - Workplace ja Workchat (päivityksien teko, kommentointi, reaktiot, tiedon haku) - MS Office (word, power point, excel) - Share Point (tiedon haku, tiedostojen lisääminen sekä poistaminen, kansioiden ylläpito) - Pecu (omien tietojen ylläpito, tiedon haku, koulutukset) - Tietoturvallisuusosaaminen (GDPR) (henkilötietojen vastuullinen ja lainsäädännön mukainen käsittely, toiminta tietoturvaloukkaustilanteissa)
<p>Myyntiprosessiosaaminen</p> <ul style="list-style-type: none"> - Avaus ja haltuunotto (nimi, palvelukysymys, haltuunotto, innostuneisuus) - Tarpeiden kartoittaminen ja paneutuminen (tarpeiden kartoitus, paneutuminen, avoimet kysymykset, aktiivinen kuuntelu ja asianmukainen reagointi) - Ratkaisun tarjoaminen ja myynnillisuus (ratkaisukeskeisyys päätöksentekoa helpottaen, suosittleva myynti, varauksen tarjoaminen) - Kertaus ja informointi (varauksen pääkohtien kertaus, sopimus- ja peruutusehtojen läpikäynti, muiden tarpeiden tiedusteleminen) - Lopetus (tilanteeseen sopiva puhelun lopetus) - Vuorovaikutus ja ammattimaisuus (selkeä ja rauhallinen puhe, ystävällinen ääni, brändiasiat)
<p>Myyntityöosaaminen</p> <ul style="list-style-type: none"> - Tuotetietous (tuotevalikoimien ja niiden sisältöjen laaja osaaminen) - Tuloshakuisuus (lisämyynti, myynnin maksimointi, tuloksellisuus) - Aktiivisuus (uuden kaupan aktiivinen hakeminen, ulossoitot, suosittleva lisämyynti) - Kaupan päättäminen (kaupan loppuunsaattaminen ja pyytäminen) - Vaikuttavuus (aktiviteettien vaikutus tuloksiin) - Aluetuntemus (alueen paikkojen ja muiden toimijoiden tuntemus, alueen vetoimatekijöiden tuntemus) - Verkostoituminen (alueen muiden toimijoiden kanssa syventyvä yhteistyö, oman verkoston hyödyntäminen myyntityössä ja aktiivinen uusien verkostojen hakeminen) - Organisointitaidot (varauksien järjestelyt sujuvuuden ja tehokkaan toiminnan varmistamiseksi) - Järjestelmällisyys (priorisointitaidot, suunnitelmällisyys ja systemaattisuus myyntityössä) - Kokonaisuuksien hahmottaminen (myyntitapahtuman eri osa-alueiden vaikutukset lopputulokseen) - Jälkiseuranta (jälkihoito ja jatkomyynti)

Asiakaspalveluosaaminen

- **Kuuntelutaidot** (aktiivinen kuuntelu ja asianmukainen tiedon soveltaminen myyntitilanteissa)
- **Vuorovaikutustaidot** (kuunteleminen, viestintä, eleet, ilmeet, puhetaidot asiakastilanteissa)
- **Kielitaito** (englanti)
- **Ongelmien ratkaisukyky** (parhaan ratkaisun löytäminen ongelmaan)
- **Asiakastuntemus** (asiakkaiden ja asiakassegmenttien syvälinen tunteminen)
- **Reklamaation hoitotaidot** (kuuntelu, puhetaidot, ratkaisukeskeisyys)
- **Viestintätaidot** (asianmukainen viestintä puhelimesta, kasvotusten sekä sähköposteissa asiakastilanteissa)

Taloulosaaminen

- **Hinnoittelu** (hinnoittelun kokonaisvaltainen ymmärtäminen, mistä hinta muodostuu)
- **Taloudelliset tavoitteet** (mistä tavoitteet muodostuvat ja kuinka niihin päästään)
- **Varausten optimointi** (varausten optimointi parhaaseen tulokseen pääsemiseksi, mitä myydään, kenelle ja milloin)

Työelämäosaaminen

- **Yhteistyötaidot** (kyky työskennellä tiimissä, yhteistyö yli osastorajojen)
- **Vuorovaikutustaidot tiimissä** (kuunteleminen, viestintä, eleet, ilmeet, puhetaidot tiimissä)
- **Vastuunkanto omista tekemisistä**
- **Oma-aloitteellisuus** (oma-aloitteellisuus työtehtävissä)
- **Itseohjautuvuus** (oman toiminnan kriittinen tarkastelu)
- **Ajankäytön hallinta työssä** (työajan tehokas käyttö työpäivän aikana)
- **Itseohjautuvuus** (kyky toimia itsenäisesti, itsensä johtaminen)
- **Kyky toimia muutoksessa** (paineensietokyky, sopeutumiskyky, joustavuus)

APPENDIX 2

Nimi:

Päivämäärä:

Ohjeet kyselylomakkeen täyttöön

Lue jokainen kysymys ja osaamistason kuvaus huolellisesti ja vastaa jokaiselle riville numeroin 0-5 oma arviosi osaamisestasi kyseisen osa-alueen tiimoilta. Vastaukset on annettava täysin numeroin, joten puolikkaita numeroita ei hyväksytä. Osaamistasojen kuvaukset löydät jokaisen osaamisalueen yläpuolelta. Vastaa myös omin sanoin jokaisen osaamisalueen kehittämisajatuksista.

Osaamistasot järjestelmäosaamiseen

0 = ei osaamista.

1 = vähäinen osaaminen, kykenee tekemään perustehtävät ohjatusti. Kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

2 = perustason osaaminen, kykenee tekemään perustehtävät itsenäisesti, mutta kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

3 = perustason osaaminen, kykenee tekemään laajemmat tehtäväkokonaisuudet itsenäisesti.

4 = hyvä osaaminen, kykenee tekemään laajemmat tehtäväkokonaisuudet itsenäisesti ja ymmärtää toimintaperiaatteet pääpiirteittäin. Osaa itsenäisesti hankkia tietoa.

5 = erinomainen osaaminen, kykenee tekemään laajat tehtäväkokonaisuudet itsenäisesti, osaa jakaa tietouttaan ja ymmärtää toimintaperiaatteet hyvin. Osaa itsenäisesti hankkia tietoa ja soveltaa sitä sekä kehittää omaa työtään.

Arvioi omaa osaamistasi numeroin 0-5 seuraavien myyntineuvottelijan työssä tärkeimpien käytössä olevien järjestelmien käyttämisessä:

Järjestelmäosaaminen	Oma arvio	Esimiehen arvio	Tavoite
Hessu (varaukset, tuotteiden, tuotevalikoimien ja toimipaikkojen päivittäminen, raporttien ajaminen)			
Opera (varaukset, huonekiintiöt, hintakoodit, segmentit, raportit, laskutus)			
Workplace ja Workchat (päivityksien teko, kommentointi, reaktiot, tiedon haku)			

MS Office (word, power point, excel)			
Share Point (tiedon haku, tiedostojen lisääminen sekä poistaminen, kansioden ylläpito)			
Pecu (omien tietojen ylläpito, tiedon haku, koulutukset)			
Tietoturvallisuusosaaminen (GDPR) (henkilötietojen vastuullinen ja lainsäädännön mukainen käsittely, toiminta tietoturvaloukkaustilanteissa)			

Kuinka työyhteisösi järjestelmäosaamista pitäisi mielestäsi kehittää?

Osaamistasot myyntiprosessiosaamiseen

0 = ei osaamista.

1 = vähäinen osaaminen, kykenee toimimaan palvelumallin mukaisesti osittain. Kokee tarvitse-
vansa apua tai lisää koulutusta aiheeseen.

2 = perustason osaaminen, kykenee toimimaan palvelumallin mukaisesti pääpiirteittäin, mutta
kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

3 = perustason osaaminen, kykenee toimimaan palvelumallin mukaisesti pääpiirteittäin.

4 = hyvä osaaminen, kykenee toimimaan palvelumallin mukaisesti suurimmalta osin ja ymmär-
tää palvelumallin toimintaperiaatteet pääpiirteittäin. Osaa itsenäisesti kehittää itseään.

5 = erinomainen osaaminen, kykenee toimimaan palvelumallin mukaisesti kokonaisuudessaan ja
ymmärtää palvelumallin toimintaperiaatteet hyvin. Osaa itsenäisesti hankkia tietoa eri osa-
alueilta ja soveltaa sitä sekä kehittää omaa osaamistaan.

Arvioi omaa osaamistasi numeroin 0-5 seuraavissa myyntineuvottelijan puhelintyössä tarvitta-
vien osa-alueiden hallinnassa, jotka perustuvat SOK:n kehittämään palvelumalliin:

Myyntiprosessiosaaminen	Oma arvio	Esimiehen arvio	Tavoite
Avaus ja haltuunotto (nimi, palvelukysymys, haltuunotto, innostuneisuus)			

Tarpeiden kartoittaminen ja paneutuminen (tarpeiden kartoitus, paneutuminen, avoimet kysymykset, aktiivinen kuuntelu ja asianmukainen reagointi)			
Ratkaisun tarjoaminen ja myynnillisyy (ratkaisukeskeisyys päätöksentekoa helpottaen, suosittleva myynti, varauksen tarjoaminen)			
Kertaus ja informointi (varauksen pääkohtien kertaus, sopimus- ja peruutusehtojen läpikäynti, muiden tarpeiden tiedusteleminen)			
Lopetus (tilanteeseen sopiva puhelun lopetus)			
Vuorovaikutus ja ammattimaisuus (selkeä ja rauhallinen puhe, ystävällinen ääni, brändiasiat)			

Kuinka työyhteisösi myyntiprosessiosaamista pitäisi mielestäsi kehittää?

Osaamistasot myyntityöosaamiseen

0 = ei osaamista.

1 = vähäinen osaaminen, kykenee myyntityöhön ohjatusti. Kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

2 = perustason osaaminen, kykenee osittain myyntityöhön itsenäisesti, mutta kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

3 = perustason osaaminen, kykenee myyntityöhön itsenäisesti.

4 = hyvä osaaminen, kykenee kokonaisvaltaiseen myyntityöhön itsenäisesti ja ymmärtää toimintaperiaatteet pääpiirteittäin. Osaa itsenäisesti hankkia tietoa.

5 = erinomainen osaaminen, kykenee kokonaisvaltaiseen myyntityöhön itsenäisesti, osaa jakaa tietouttaan ja ymmärtää toimintaperiaatteet hyvin. Osaa itsenäisesti hankkia tietoa ja soveltaa sitä sekä kehittää omaa osaamistaan.

Arvioi omaa osaamistasi numeroin 0-5 seuraavien myyntineuvottelijan myyntityössä tarvittavien osa-alueiden hallinnassa:

Myyntityöosaaminen	Oma arvio	Esimiehen arvio	Tavoite
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Tuotetietous (tuotevalikoimien ja niiden sisältöjen laaja osaaminen)			
Tuloshakuisuus (lisämyynti, myynnin maksimointi, tuloksellisuus)			
Aktiivisuus (uuden kaupan aktiivinen hakeminen, ulossoitot, suositteluva lisämyynti)			
Kaupan päättäminen (kaupan loppuunsaattaminen ja pyytäminen)			
Vaikuttavuus (aktiviteettien vaikutus tuloksiin)			
Aluetuntemus (alueen paikkojen ja muiden toimijoiden tuntemus, alueen vetoimatekijöiden tuntemus)			
Verkostoituminen (alueen muiden toimijoiden kanssa syventyvä yhteistyö, oman verkoston hyödyntäminen myyntityössä ja aktiivinen uusien verkostojen hakeminen)			
Organisointitaidot (varauksien järjestelyt sujuvuuden ja tehokkaan toiminnan varmistamiseksi)			
Järjestelmällisyys (priorisointitaidot, suunnitelmällisyys ja systemaattisuus myyntityössä)			
Kokonaisuuksien hahmottaminen (myyntitapahtuman eri osa-alueiden vaikutukset lopputulokseen)			
Jälkiseuranta (jälkihoito ja jatkomyynti)			

Kuinka työyhteisösi myyntityöosaamista pitäisi mielestäsi kehittää?

Osaamistasot asiakaspalveluosaamiseen

0 = ei osaamista.

1 = vähäinen osaaminen, kykenee asiakaspalvelutyöhön ohjatusti. Kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

2 = perustason osaaminen, kykenee osittain asiakaspalvelutyöhön itsenäisesti, mutta kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

3 = perustason osaaminen, kykenee asiakaspalvelutyöhön itsenäisesti.

4 = hyvä osaaminen, kykenee kokonaisvaltaiseen asiakaspalvelutyöhön itsenäisesti ja ymmärtää osaamisten vaikutukset asiakaspalvelutyöhön pääpiirteittäin. Osaa itsenäisesti hankkia lisää tietoa.

5 = erinomainen osaaminen, kykenee kokonaisvaltaiseen asiakaspalvelutyöhön itsenäisesti, osaa jakaa osaamistaan ja ymmärtää osaamisten vaikutukset asiakaspalvelutyöhön hyvin. Osaa itsenäisesti hankkia lisää tietoa ja soveltaa sitä sekä kehittää omaa osaamistaan.

Arvioi omaa osaamistasi numeroin 0-5 seuraavissa myyntineuvottelijan päivittäisissä asiakaspalveluun kuuluvissa osa-alueissa:

Asiakaspalveluosaaminen	Oma arvio	Esimiehen arvio	Tavoite
Kuuntelutaidot (aktiivinen kuuntelu ja asianmukainen tiedon soveltaminen myyntitilanteessa)			
Vuorovaikutustaidot (kuunteleminen, viestintä, eleet, ilmeet, puhetaidot asiakastilanteissa)			
Kielitaito (englanti)			
Ongelmien ratkaisukyky (parhaan ratkaisun löytäminen ongelmaan)			
Asiakastuntemus (asiakkaiden ja asiakassegmenttien syvälinen tunteminen)			
Reklamaation hoitotaidot (kuuntelu, puhetaidot, ratkaisukeskeisyys)			
Viestintätaidot (asianmukainen viestintä puhelimesta, kasvotusten sekä sähköposteissa asiakastilanteissa)			

Kuinka työyhteisösi asiakaspalveluosaamista pitäisi mielestäsi kehittää?

Osaamistasot talousosaamiseen

0 = ei osaamista.

1 = vähäinen osaaminen, ymmärtää talousperiaatteet osittain. Kokee tarvitsevänsä apua tai lisää koulutusta aiheeseen.

2 = perustason osaaminen, ymmärtää talousperiaatteet pääpiirteittäin, mutta kokee tarvitsevänsä apua tai lisää koulutusta aiheeseen.

3 = perustason osaaminen, ymmärtää talousperiaatteet pääpiirteittäin.

4 = hyvä osaaminen, ymmärtää talousperiaatteet hyvin ja ymmärtää osaamisten vaikutukset tuloksellisuuteen pääpiirteittäin. Osaa itsenäisesti hankkia lisää tietoa.

5 = erinomainen osaaminen, ymmärtää talousperiaatteet erinomaisesti, osaa jakaa osaamistaan ja ymmärtää osaamisten vaikutukset tuloksellisuuteen hyvin. Osaa itsenäisesti hankkia lisää tietoa ja soveltaa sitä sekä kehittää omaa osaamistaan.

Arvioi omaa osaamistasi numeroin 0-5 seuraavissa myyntineuvottelijan talousosaamiseen liittyvien osa-alueiden hallinnassa:

Talousosaaminen	Oma arvio	Esimiehen arvio	Tavoite
Hinnoittelu (hinnoittelun kokonaisvaltainen ymmärtäminen, mistä hinta muodostuu)			
Taloudelliset tavoitteet (mistä tavoitteet muodostuvat ja kuinka niihin päästään)			
Varausten optimointi (varausten optimointi parhaaseen tulokseen pääsemiseksi, mitä myydään, kenelle ja milloin)			

Kuinka työyhteisösi talousosaamista pitäisi mielestäsi kehittää?

Osaamistasot työelämäosaamiseen

0 = ei osaamista.

1 = vähäinen osaaminen, omaa osittain tarvittavaa työelämäosaamista. Kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

2 = perustason osaaminen, omaa pääpiirteittäin tarvittavaa työelämäosaamista, mutta kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

3 = perustason osaaminen, omaa pääpiirteittäin tarvittavaa työelämäosaamista.

4 = hyvä osaaminen, omaa tarvittavaa työelämäosaamista, ja ymmärtää osaamisten vaikutukset työn hallintaan sekä työilmapiiriin. Osaa kehittää omaa osaamistaan.

5 = erinomainen osaaminen, omaa tarvittavaa työelämäosaamista, osaa jakaa osaamistaan ja ymmärtää osaamisten vaikutukset työn hallintaan ja työilmapiiriin hyvin. Osaa itsenäisesti hankkia lisää tietoa ja soveltaa sitä sekä kehittää omaa osaamistaan.

Arvioi omaa osaamistasi numeroin 0-5 seuraavien myyntineuvottelijan päivittäisissä työtehtävissä tarvittavien työelämäosaamisen osa-alueiden hallinnassa:

Työelämäosaaminen	Oma arvio	Esimiehen arvio	Tavoite
Yhteistyötaidot (kyky työskennellä tiimissä, yhteistyö yli osastorajojen)			
Vuorovaikutustaidot tiimissä (kuunteleminen, viestintä, eleet, ilmeet, puhetaidot tiimissä)			
Vastuunkanto omista tekemisistä			
Oma-aloitteellisuus (oma-aloitteellisuus työtehtävissä)			
Itsereflektointi (oman toiminnan kriittinen tarkastelu)			
Ajankäytön hallinta työssä (työajan tehokas käyttö työpäivän aikana)			
Itseohjautuvuus (kyky toimia itsenäisesti, itsensä johtaminen)			
Kyky toimia muutoksessa (paineensietokyky, sopeutumiskyky, joustavuus)			

Kuinka työyhteisösi työelämäosaamista pitäisi mielestäsi kehittää?

Koetko olevasi motivoitunut kehittämään omaa osaamistasi?

- Erittäin motivoitunut
 Melko motivoitunut
 En kovin motivoitunut
 En motivoitunut ollenkaan

Kiitos osallistumisestasi!

APPENDIX 3



Ohjeet kyselylomakkeen täyttöön

Alla on tarkemmin kuvailtu jokaisen osaamisalueen sisältö. Myös jokaisen osaamisalueen osaamistasojen kuvaukset on kirjoitettu tähän ylös, joten voit käyttää tätä ohjetta myös tukenasi, kun vastaat kyselylomakkeeseen.

Osaamistasot järjestelmäosaamiseen

0 = ei osaamista.

1 = vähäinen osaaminen, kykenee tekemään perustehtävät ohjatusti. Kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

2 = perustason osaaminen, kykenee tekemään perustehtävät itsenäisesti, mutta kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

3 = perustason osaaminen, kykenee tekemään laajemmat tehtäväkokonaisuudet itsenäisesti.

4 = hyvä osaaminen, kykenee tekemään laajemmat tehtäväkokonaisuudet itsenäisesti ja ymmärtää toimintaperiaatteet pääpiirteittäin. Osaa itsenäisesti hankkia tietoa.

5 = erinomainen osaaminen, kykenee tekemään laajat tehtäväkokonaisuudet itsenäisesti, osaa jakaa tietouttaan ja ymmärtää toimintaperiaatteet hyvin. Osaa itsenäisesti hankkia tietoa ja soveltaa sitä sekä kehittää omaa työtään.

Järjestelmäosaaminen	Osaamisen kuvaus
Hessu (varaukset, tuotteiden, tuotevalikoimien ja toimipaikkojen päivittäminen, raporttien ajaminen)	Hessun perustoiminnallisuuksien käyttäminen oikeaoppisesti, Hessun päivitys itsenäisesti ja ohjeiden mukaisesti, raporttien ajaminen ja käyttö.
Opera (varaukset, huonekiintiöt, hintakoodit, segmentit, raportit, laskutus)	Operan perustoiminnallisuuksien käyttäminen oikeaoppisesti, segmenttien ja hintakoodien oikeaoppinen käyttö, raporttien ajaminen ja käyttö, laskutukset.
Workplace ja Workchat (päivityksien teko, kommentointi, reaktiot, tiedon haku)	Päivitysten teko Workplacen ryhmiin, päivitysten ja kommenttien teko, Workplacessa ja Workchatissa reaktioiden käyttäminen, tiedon hakeminen itsenäisesti Workplacesta ja Workchatin kautta. Omien tietojen ja asetusten päivittäminen.

MS Office (word, power point, excel)	MS Officen eri ohjelmien tehokas käyttö, ohjelmien toiminnallisuuksien monipuolinen käyttö.
Share Point (tiedon haku, tiedostojen lisääminen sekä poistaminen, kansioden ylläpito)	Share Pointin monipuolinen käyttö, tietojen ja tiedostojen haku, tiedostojen lisääminen, poistaminen ja siirtäminen, kansioden ylläpito ja ajan tasalla pitäminen.
Pecu (omien tietojen ylläpito, tiedon haku, koulutukset)	Omien tietojen ylläpito ja tiedon haku, poissaolopyynnöt, koulutuksien tekeminen
Tietoturvallisuusosaaminen (GDPR) (henkilötietojen vastuullinen ja lainsäädännön mukainen käsittely, toiminta tietoturvaloukkaustilanteissa)	Henkilötietojen vastuullinen ja lainsäädännön mukainen käsittely, toiminta tietoturvaloukkaustilanteissa, tietoturallinen toiminta kaikessa toiminnassa.

Osaamistasot myyntiprosessiosaamiseen

0 = ei osaamista.

1 = vähäinen osaaminen, kykenee toimimaan palvelumallin mukaisesti osittain. Kokee tarvitsevana apua tai lisää koulutusta aiheeseen.

2 = perustason osaaminen, kykenee toimimaan palvelumallin mukaisesti pääpiirteittäin, mutta kokee tarvitsevana apua tai lisää koulutusta aiheeseen.

3 = perustason osaaminen, kykenee toimimaan palvelumallin mukaisesti pääpiirteittäin.

4 = hyvä osaaminen, kykenee toimimaan palvelumallin mukaisesti suurimmalta osin ja ymmärtää palvelumallin toimintaperiaatteet pääpiirteittäin. Osaa itsenäisesti kehittää itseään.

5 = erinomainen osaaminen, kykenee toimimaan palvelumallin mukaisesti kokonaisuudessaan ja ymmärtää palvelumallin toimintaperiaatteet hyvin. Osaa itsenäisesti hankkia tietoa eri osa-alueilta ja soveltaa sitä sekä kehittää omaa osaamistaan.

Myyntiprosessiosaaminen	Osaamisen kuvaus
Avaus ja haltuunotto (nimi, palvelukysymys, haltuunotto, innostuneisuus)	Puhelimeen vastataan nimellä ja osastolla sekä esitetään palvelukysymys, palvelutilanne otetaan haltuun puhelun alkuvaiheessa kokonaisella lauseella, avaus kuulostaa aidosti kiinnostuneelta ja innostuneelta

Tarpeiden kartoittaminen ja paneutuminen (tarpeiden kartoitus, paneutuminen, etukortit, avoimet kysymykset, aktiivinen kuuntelu ja asianmukainen reagointi)	Paneutuminen avoimilla kysymyksillä, saadaan selville varauksen luonne ja tarpeet, selvitetään, onko asiakkaalla etukortteja, ei oleteta, vaan luodaan keskustelua avoimin kysymyksin, asiasta kuunnellaan aktiivisesti ja asioihin reagoidaan asianmukaisesti.
Ratkaisun tarjoaminen ja myynnillisyy (ratkaisukeskeisyys päätöksentekoa helpottaen, suositteleva myynti, varauksen tarjoaminen)	Ratkaisu esitetään selkeästi asiakkaan päätöksentekoa helpottaen, suositteleva myynti, tarjotaan varauksen tekemistä eli ratkaisu hyväksytään asiakkaalla,
Kertaus ja informointi (varauksen pääkoh- tien kertaus, sopimus- ja peruutusehtojen läpikäynti, muiden tarpeiden tiedusteleminen)	Varmistetaan varauksen sisällön pääkohdat, käydään läpi ehdot, mihin asiakas tilanteessa sitoutuu, tarkastetaan asiakkaan muut majoitus-/kokous-/tapahtuma- yms tarpeet.
Lopetus (tilanteeseen sopiva puhelun lopetus)	Kiitetään jotain tai jostakin, hyvästellään tilanteeseen sopivalla tavalla.
Vuorovaikutus ja ammattimaisuus (selkeä ja rauhallinen puhe, ystävällinen ääni, brändiasiat)	Ystävällisyys ja hymy äänessä, puheen tempo, selkeys ja rytmitys, brändi- / ketjukohtaiset asiat

Osaamistasot myyntityöosaamiseen

0 = ei osaamista.

1 = vähäinen osaaminen, kykenee myyntityöhön ohjatusti. Kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

2 = perustason osaaminen, kykenee osittain myyntityöhön itsenäisesti, mutta kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

3 = perustason osaaminen, kykenee myyntityöhön itsenäisesti.

4 = hyvä osaaminen, kykenee kokonaisvaltaiseen myyntityöhön itsenäisesti ja ymmärtää toimintaperiaatteet pääpiirteittäin. Osaa itsenäisesti hankkia tietoa.

5 = erinomainen osaaminen, kykenee kokonaisvaltaiseen myyntityöhön itsenäisesti, osaa jakaa tietouttaan ja ymmärtää toimintaperiaatteet hyvin. Osaa itsenäisesti hankkia tietoa ja soveltaa sitä sekä kehittää omaa osaamistaan.

Myyntityöosaaminen	Osaamisen kuvaus
Tuotetietous (tuotevalikoimien ja niiden sisältöjen laaja osaaminen)	Eri yksiköiden laaja-alainen tuotetuntemus, tuotteiden myyntiargumentit, sisällöt ja hinnat.

Tuloshakuisuus (lisämyynti, myynnin maksimointi, tuloksellisuus)	Aktiivinen lisämyynnin hakeminen, myynnin maksimointi kokonaisuus ja asiakkuus huomioiden, tuloksellinen toiminta kaikessa myyntityössä.
Aktiivisuus (uuden kaupan aktiivinen hakeminen, ulossoitot, suosittelu lisämyynti)	Aktiivinen uuden kaupan hakeminen, ulossoitosten määrän kasvattaminen, aktiivinen suosittelu lisämyynti, uusasiakashankinta.
Kaupan päättäminen (kaupan loppuunsaattaminen ja pyytäminen)	Kaupan loppuunsaattaminen (kloussaaminen) ja kaupan pyytäminen. Varmistaa, että asiakas päätyy meille.
Vaikuttavuus (oman toiminnan vaikutus tuloksiin)	Vaikuttavuus omassa myyntityössä eli kuinka hyvin omalla toiminnalla onnistutaan saavuttamaan halutut tulokset.
Aluetuntemus (alueen paikkojen ja muiden toimijoiden tuntemus, alueen vetovoimatekijöiden tuntemus)	Toiminta-alueen laaja-alainen tuntemus asiakassegmentit ja mielenkiinnot huomioiden (esim. kotimainen vs. kansainvälinen asiakas), alueen vetovoimatekijöiden tuntemus ja alueen muiden toimijoiden laaja tuntemus.
Verkostoituminen (alueen muiden toimijoiden kanssa syventyvä yhteistyö, oman verkoston hyödyntäminen myyntityössä ja aktiivinen uusien verkostojen hakeminen)	Yhteistyö alueen muiden toimijoiden kanssa, oman verkoston aktiivinen hyödyntäminen omassa myyntityössä, aktiivinen uusien verkostojen hakeminen.
Organisointitaidot (varauksien järjestelyt sujuvuuden ja tehokkaan toiminnan varmistamiseksi)	Varauksien järjestelyt yhteistyössä toisten yksiköiden kanssa, varmistetaan sujuva ja tehokas toiminta sekä asiakastyytyväisyys.
Järjestelmällisyys (priorisointitaidot, suunnitelmällisyys ja systemaattisuus myyntityössä)	Työtehtävien priorisointi kiireellisyys ja tärkeysjärjestys huomioiden, suunnitelmallinen ja systemaattinen myyntityö tehokkaan ja tuloksellisen toiminnan varmistamiseksi.
Kokonaisuuksien hahmottaminen (myyntitapahtuman eri osa-alueiden vaikutukset lopputulokseen)	Koko myyntitapahtuman eri osa-alueiden vaikutukset lopputulokseen (ensivaikutelma, sujuva asiointi asiakkaan näkökulmasta, helppous, asiantuntijana toimiminen asiakkaan näkökulmasta, palautteen kysyminen, asiakaskontaktin jälkihoito.
Jälkiseuranta (jälkihoito ja jatkomyynti)	Myyntitapahtuman jälkeinen asiakkaan kontaktointi, palautteen kysyminen ja uusien mahdollisuuksien kartoitus.

Osaamistasot asiakaspalveluosaamiseen

0 = ei osaamista.

1 = vähäinen osaaminen, kykenee asiakaspalvelutyöhön ohjatusti. Kokee tarvitsevänsä apua tai lisää koulutusta aiheeseen.

2 = perustason osaaminen, kykenee osittain asiakaspalvelutyöhön itsenäisesti, mutta kokee tarvitsevänsä apua tai lisää koulutusta aiheeseen.

3 = perustason osaaminen, kykenee asiakaspalvelutyöhön itsenäisesti.

4 = hyvä osaaminen, kykenee kokonaisvaltaiseen asiakaspalvelutyöhön itsenäisesti ja ymmärtää osaamisten vaikutukset asiakaspalvelutyöhön pääpiirteittäin. Osaa itsenäisesti hankkia lisää tietoa.

5 = erinomainen osaaminen, kykenee kokonaisvaltaiseen asiakaspalvelutyöhön itsenäisesti, osaa jakaa osaamistaan ja ymmärtää osaamisten vaikutukset asiakaspalvelutyöhön hyvin. Osaa itsenäisesti hankkia lisää tietoa ja soveltaa sitä sekä kehittää omaa osaamistaan.

Asiakaspalveluosaaminen	Osaamisen kuvaus
Kuuntelutaidot (aktiivinen kuuntelu ja asianmukainen tiedon soveltaminen myyntitilanteessa)	Asiakaspalvelutilanteessa aktiivinen kuuntelu ja keskustelussa ilmi tulleiden tietojen asianmukainen soveltaminen myyntitilanteessa myynnin maksimoinnin ja asiakastyytyväisyyden takaamiseksi.
Vuorovaikutustaidot (kuunteleminen, viestintä, eleet, ilmeet, puhetaidot asiakastilanteissa)	Asiakkaan kanssa keskustellessa asiakkaan kuunteleminen, oma viestintä, tapaamisissa myös ilmeet ja eleet, sekä puhetaidot asiakastilanteissa.
Kielitaito (englanti)	Englannin kielen taito asiakaspalvelutilanteissa.
Ongelmien ratkaisukyky (parhaan ratkaisun löytäminen ongelmaan)	Parhaimman ratkaisun löytäminen asiakkaan ongelmaan.
Asiakastuntemus (asiakkaiden ja asiakassegmenttien syvälinen tunteminen)	Asiakkuuksien ja eri asiakassegmenttien syvälinen tuntemus.
Reklamaation hoitotaidot (kuuntelu, puhetaidot, ratkaisukeskeisyys)	Reklamaation hoitotaidot, kuunteleminen, puhetaidot, ratkaisukeskeisyys. Kuinka asiakas saadaan tyytyväiseksi reklamaatiotilanteen päätteeksi.
Viestintätaidot (asianmukainen viestintä puhelimesta, kasvotusten sekä sähköpostissa asiakastilanteissa)	Asiallinen viestintä asiakaspalvelutilanteissa puhelimesta, sähköposteissa ja kasvotusten tapaamisissa.

Osaamistasot talousosaamiseen

0 = ei osaamista.

1 = vähäinen osaaminen, ymmärtää talousperiaatteet osittain. Kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

2 = perustason osaaminen, ymmärtää talousperiaatteet pääpiirteittäin, mutta kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

3 = perustason osaaminen, ymmärtää talousperiaatteet pääpiirteittäin.

4 = hyvä osaaminen, ymmärtää talousperiaatteet hyvin ja ymmärtää osaamisten vaikutukset tuloksellisuuteen pääpiirteittäin. Osaa itsenäisesti hankkia lisää tietoa.

5 = erinomainen osaaminen, ymmärtää talousperiaatteet erinomaisesti, osaa jakaa osaamistaan ja ymmärtää osaamisten vaikutukset tuloksellisuuteen hyvin. Osaa itsenäisesti hankkia lisää tietoa ja soveltaa sitä sekä kehittää omaa osaamistaan.

Talousosaaminen	Osaamisen kuvaus
Hinnoittelu (hinnoittelun kokonaisvaltainen ymmärtäminen, mistä hinta muodostuu)	Eri tuotteiden ja palveluiden kokonaisvaltainen hinnoittelun ymmärtäminen, mistä hinta koostuu ja mikä on kunkin tuotteen myyntikate sekä merkitys organisaation tuloksekkuuteen.
Myyntilliset tavoitteet (mistä tavoitteet muodostuvat ja kuinka niihin päästään)	Mistä myyntipalvelun myyntitavoitteet muodostuvat ja kuinka niihin päästään (tulospalkkojen minimi / maksimi myyntitavoitteet).
Varausten optimointi (varausten optimointi parhaaseen tulokseen pääsemiseksi, mitä myydään, kenelle ja milloin)	Varausten optimoiminen myynnin maksimimiseksi eli mitä myydään, kenelle ja milloin. Tiloja, palveluita ja tuotteita on rajallinen määrä, jonka takia varauksia tulee optimoida niin, että käyttö- ja myyntiasteet olisivat mahdollisimman korkealla.

Osaamistasot työelämäosaamiseen

0 = ei osaamista.

1 = vähäinen osaaminen, omaa osittain tarvittavaa työelämäosaamista. Kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

2 = perustason osaaminen, omaa pääpiirteittäin tarvittavaa työelämäosaamista, mutta kokee tarvitsevansa apua tai lisää koulutusta aiheeseen.

3 = perustason osaaminen, omaa pääpiirteittäin tarvittavaa työelämäosaamista.

4 = hyvä osaaminen, omaa tarvittavaa työelämäosaamista, ja ymmärtää osaamisten vaikutukset työn hallintaan sekä työilmapiiriin. Osaa kehittää omaa osaamistaan.

5 = erinomainen osaaminen, omaa tarvittavaa työelämäosaamista, osaa jakaa osaamistaan ja ymmärtää osaamisten vaikutukset työn hallintaan ja työilmapiiriin hyvin. Osaa itsenäisesti hankkia lisää tietoa ja soveltaa sitä sekä kehittää omaa osaamistaan.

Työelämäosaaminen	Osaamisen kuvaus
Yhteistyötaidot (kyky työskennellä tiimissä, yhteistyö yli osastorajojen)	Kyky työskennellä tiimissä, joka koostuu erilaisista persoonista, hyvä yhteistyökyky myös muiden yksiköiden ja osastojen kanssa.
Vuorovaikutustaidot tiimissä (kuunteleminen, viestintä, eleet, ilmeet, puhetaidot tiimissä)	Omat vuorovaikutukset tiimissä, muiden kuunteleminen, viestintä, ilmeet ja eleet ryhmätilanteissa sekä puhetaidot tiimissä.
Vastuunkanto omista tekemisistä	Kyky ottaa vastuu omista tekemisistä, niin omista onnistumisista, kuin virheistäkin.
Oma-aloitteellisuus (oma-aloitteellisuus työtehtävissä)	Oma-aloitteellisuus ja itsenäinen työskentely erilaisissa työtehtävissä.
Itse-reflektointi (oman toiminnan kriittinen tarkastelu)	Oman toiminnan kriittinen tarkastelu, missä olen jo hyvä, missä minun tulee vielä kehittyä, tunnistaa oman toiminnan vahvuudet ja heikkoudet.

Ajankäytön hallinta työssä (työajan tehokas käyttö työpäivän aikana)	Oman työajan tehokas käyttäminen työpäivän aikana, oman työajan suunnittelu niin, että työtehtävät tulevat tehdyiksi työpäivän aikana.
Itseohjautuvuus (kyky toimia itsenäisesti, itsensä johtaminen)	Kyky toimia itsenäisesti, itsensä johtamisen keinoin omasta hyvinvoinnista huolehtiminen (huolehtia omasta osaamisesta ja jaksamisesta, priorisointi, omien resurssien kohdentaminen oikeisiin asioihin)
Kyky toimia muutoksessa (paineensietokyky, sopeutumiskyky, joustavuus)	Kyky toimia muutoksessa, paineensietokyky muuttuvassa työympäristössä, sopeutumiskyky muutoksissa, joustavuus muuttuvassa työympäristössä.

APPENDIX 4

Osaamismatriisi 31.3.2021

Järjestelmäosaaminen	Myynti- palvelun keskiarvo	Tavoite	Ero osaamistason ja tavoitetason välillä
Hessu (varaukset, tuotteiden, tuotevalikoimien ja toimipaikkojen päivittäminen, raporttien ajaminen)	3,66	5,00	-1,34
Opera (varaukset, huonekiintiöt, hintakoodit, segmentit, raportit, laskutus)	4,33	4,00	+0,33
Workplace ja Workchat (päivityksien teko, kommentointi, reaktiot, tiedon haku)	3,33	3,00	+0,33
MS Office (word, power point, excel)	3,00	3,00	+0
Share Point (tiedon haku, tiedostojen lisääminen sekä poistaminen, kansioiden ylläpito)	3,00	3,00	+0
Pecu (omien tietojen ylläpito, tiedon haku, koulutukset)	4,00	3,00	+1,00
Tietoturvallisuusosaaminen (GDPR) (henkilötietojen vastuullinen ja lainsäädännön mukainen käsittely, toiminta tietoturvaloukkaustilanteissa)	4,00	4,00	+0

Myyntiprosessiosaaminen	Myynti- palvelun keskiarvo	Tavoite	Ero osaamistason ja tavoitetason välillä
Avaus ja haltuunotto (nimi, palvelukysymys, haltuunotto, innostuneisuus)	4,33	4,00	+0,33
Tarpeiden kartoittaminen ja paneutuminen (tarpeiden kartoitus, paneutuminen, avoimet kysymykset, aktiivinen kuuntelu ja asianmukainen reagointi)	3,66	5,00	-1,34
Ratkaisun tarjoaminen ja myynnillisyyys (ratkaisukeskeisyys päätöksentekoa helpottaen, suosittleva myynti, varauksen tarjoaminen)	3,66	5,00	-1,34
Kertaus ja informointi (varauksen pääkohtien kertaus, sopimus- ja peruutusehtojen läpikäynti, muiden tarpeiden tiedusteleminen)	3,66	3,00	+0,66

Lopetus (tilanteeseen sopiva puhelun lopetus)	4,00	3,00	+1,00
Vuorovaikutus ja ammattimaisuus (selkeä ja rauhallinen puhe, ystävällinen ääni, brändiasiat)	4,33	4,00	+0,33

Myyntityöosaaminen	Myyntipalvelun keskiarvo	Tavoite	Ero osaamistason ja tavoitetason välillä
Tuotetietous (tuotevalikoimien ja niiden sisältöjen laaja osaaminen)	3,66	5,00	-1,34
Tuloshakuisuus (lisämyynti, myynnin maksimointi, tuloksellisuus)	3,66	5,00	-1,34
Aktiivisuus (uuden kaupan aktiivinen hakeminen, ulossoitot, suositteleva lisämyynti)	3,33	5,00	-1,67
Kaupan päättäminen (kaupan loppuunsaattaminen ja pyytäminen)	3,66	5,00	-1,34
Vaikuttavuus (aktiviteettien vaikutus tuloksiin)	3,33	4,00	-0,67
Aluetuntemus (alueen paikkojen ja muiden toimijoiden tuntemus, alueen vetoimatekijöiden tuntemus)	4,33	5,00	-0,67
Verkostoituminen (alueen muiden toimijoiden kanssa syventyvä yhteistyö, oman verkoston hyödyntäminen myyntityössä ja aktiivinen uusien verkostojen hakeminen)	3,33	4,00	-0,67
Organisointitaidot (varauksien järjestelyt sujuvuuden ja tehokkaan toiminnan varmistamiseksi)	3,66	4,00	-0,34
Järjestelmällisyys (priorisointitaidot, suunnitelmällisyys ja systemaattisuus myyntityössä)	4,33	4,00	+0,33
Kokonaisuuksien hahmottaminen (myyntitapahtuman eri osa-alueiden vaikutukset lopputulokseen)	3,66	4,00	-0,34
Jälkiseuranta (jälkihoito ja jatkomyynti)	3,66	5,00	-1,34

Asiakaspalveluosaaminen	Myyntipalvelun keskiarvo	Tavoite	Ero osaamistason ja tavoitetason välillä

Kuuntelutaidot (aktiivinen kuuntelu ja asianmukainen tiedon soveltaminen myyntitilanteissa)	4,33	4,00	+0,33
Vuorovaikutustaidot (kuunteleminen, viestintä, eleet, ilmeet, puhetaidot asiakastilanteissa)	4,66	5,00	-0,34
Kielitaito (englanti)	3,66	3,00	+0,66
Ongelmien ratkaisukyky (parhaan ratkaisun löytäminen ongelmaan)	4,00	4,00	+0
Asiakastuntemus (asiakkaiden ja asiakassegmenttien syvälinen tunteminen)	4,00	5,00	-1,00
Reklamaation hoitotaidot (kuuntelu, puhetaidot, ratkaisukeskeisyys)	3,66	4,00	-0,34
Viestintätaidot (asianmukainen viestintä puhelimesta, kasvotusten sekä sähköposteissa asiakastilanteissa)	4,33	5,00	-0,67

Taloulosaaminen	Myyntipalvelun keskiarvo	Tavoite	Ero osaamistason ja tavoitetason välillä
Hinnoittelu (hinnoittelun kokonaisvaltainen ymmärtäminen, mistä hinta muodostuu)	3,66	3,00	+0,66
Taloudelliset tavoitteet (mistä tavoitteet muodostuvat ja kuinka niihin päästään)	3,66	4,00	-0,34
Varausten optimointi (varausten optimointi parhaaseen tulokseen pääsemiseksi, mitä myydään, kenelle ja milloin)	3,66	5,00	-1,34

Työelämäosaaminen	Myyntipalvelun keskiarvo	Tavoite	Ero osaamistason ja tavoitetason välillä
Yhteistyötaidot (kyky työskennellä tiimissä, yhteistyö yli osastorajojen)	4,33	5,00	-0,67
Vuorovaikutustaidot tiimissä (kuunteleminen, viestintä, eleet, ilmeet, puhetaidot tiimissä)	4,33	4,00	+0,33
Vastuunkanto omista tekemisistä	4,33	5,00	-0,67
Oma-aloitteellisuus (oma-aloitteellisuus työtehtävissä)	4,00	4,00	+0
Itsereflektointi (oman toiminnan kriittinen tarkastelu)	4,00	4,00	+0
Ajankäytön hallinta työssä (työajan tehokas käyttö työpäivän aikana)	3,66	4,00	-0,34

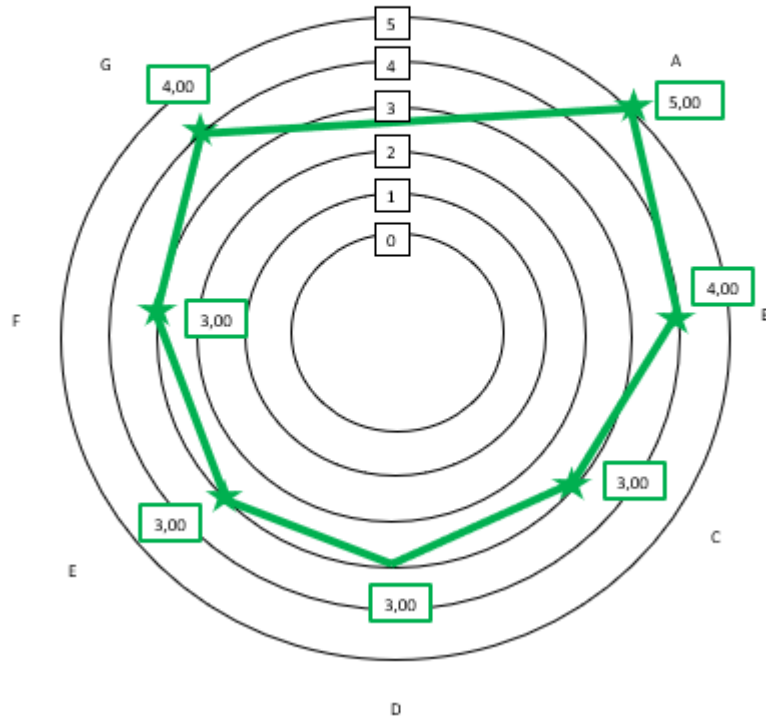
Itseohjautuvuus (kyky toimia itsenäisesti, itsensä johtaminen)	4,33	4,00	+0,33
Kyky toimia muutoksessa (paineensietokyky, sopeutumiskyky, joustavuus)	4,00	4,00	+0

APPENDIX 5

Järjestelmäosaamisen
profili

Tavoitetaso

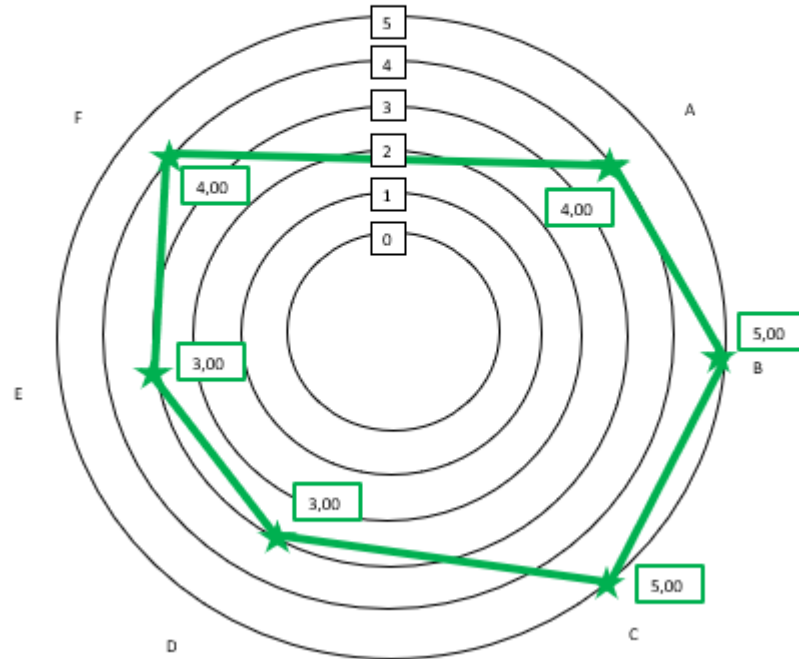
A : Hessa
B : Opera
C : Workchat ja Workplace
D : MS Office
E : Share Point
F : PeCu
G : Tietoturvaisuus (GDPR)



Myyntiprosessiosaamisen
profili

Tavoitetaso

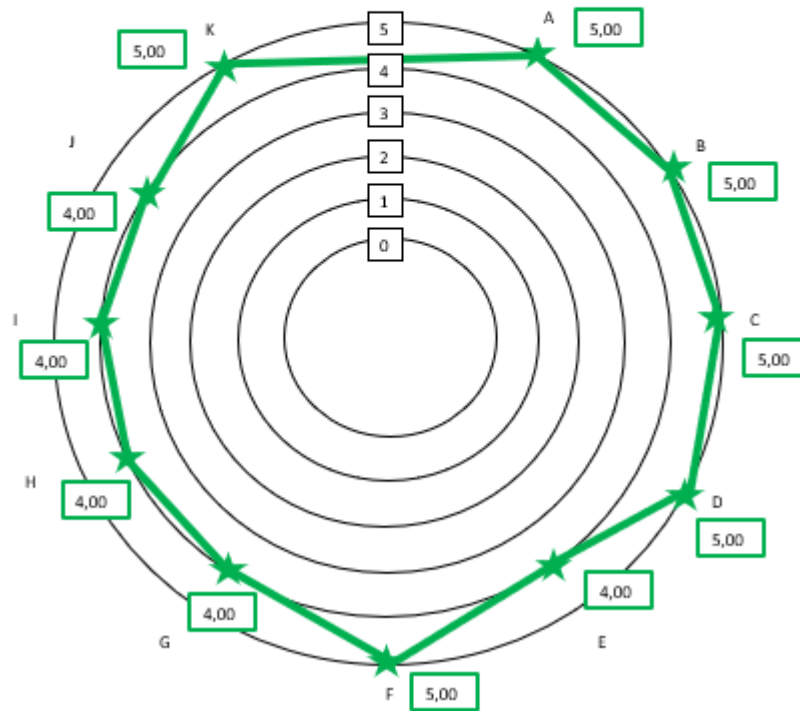
- A : Avaus ja haltuunotto
- B : Tarpeiden kartoittaminen ja paneutuminen
- C : Ratkaisun tarjoaminen ja myynillisyyys
- D : Kertaus ja informointi
- E : Lopetus
- F : Vuorovaikutus ja ammattimaisuus



Myyntiöosaamisen
profiili

Tavoitetaso

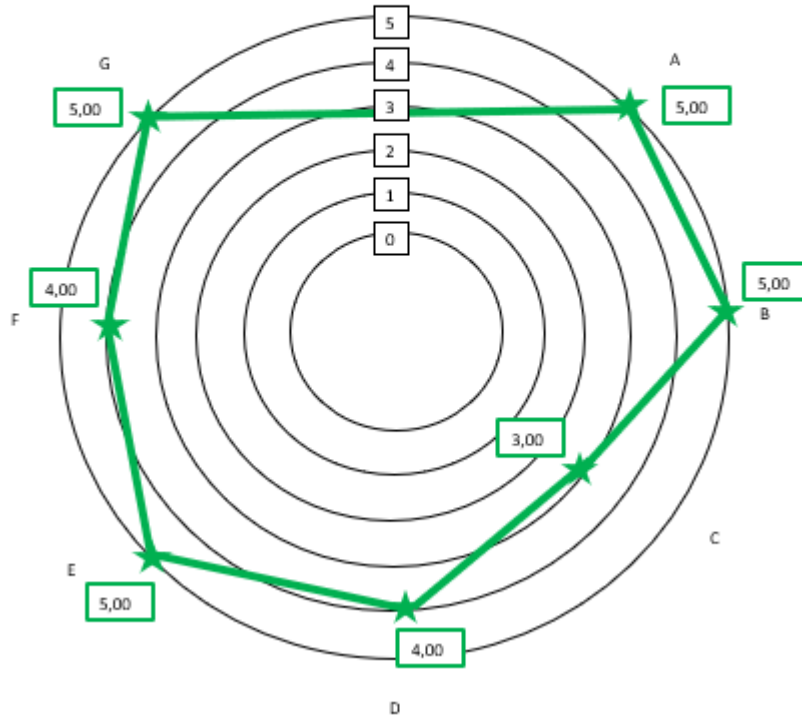
A : Tuotetietous
B : Tuloshakuisuus
C : Aktiivisuus
D : Kaupan päättäminen
E : Vaikuttavuus
F : Aluetuntemus
G : Verkostoituminen
H : Organisoitaidot
I : Järjestelmällisyys
J : Kokonaisuuksien hahmottaminen
K : Jälkiseuranta



Asiakaspalveluosaamisen
profiili

Tavoitetaso

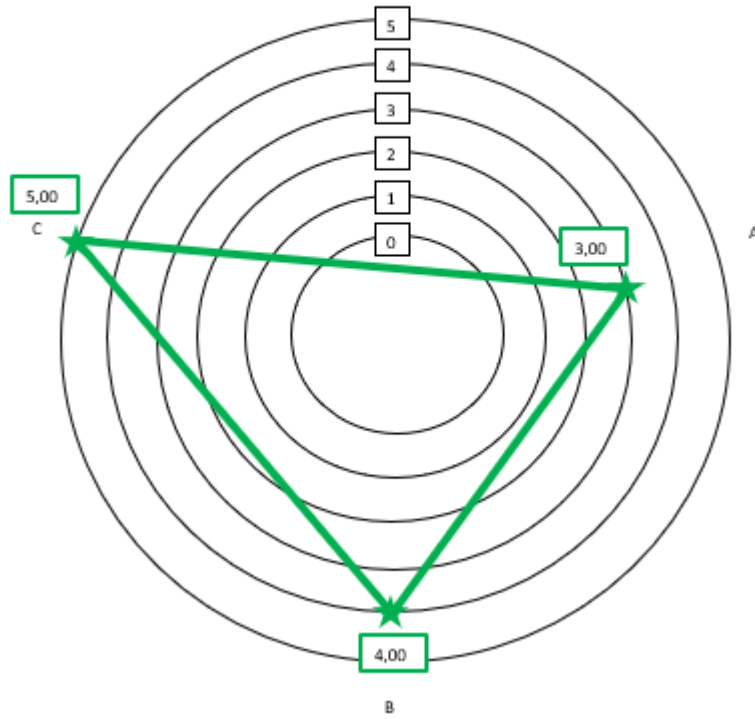
- A : Kuuntelutaidot
- B : Vuorovaikutustaidot
- C : Kielitaito
- D : Ongelmien ratkaisukyky
- E : Asiakastuntemus
- F : Reklamaation hoitotaidot
- G : Viestintätaidot



Talousosaamisen
profiili

Tavoitetaso

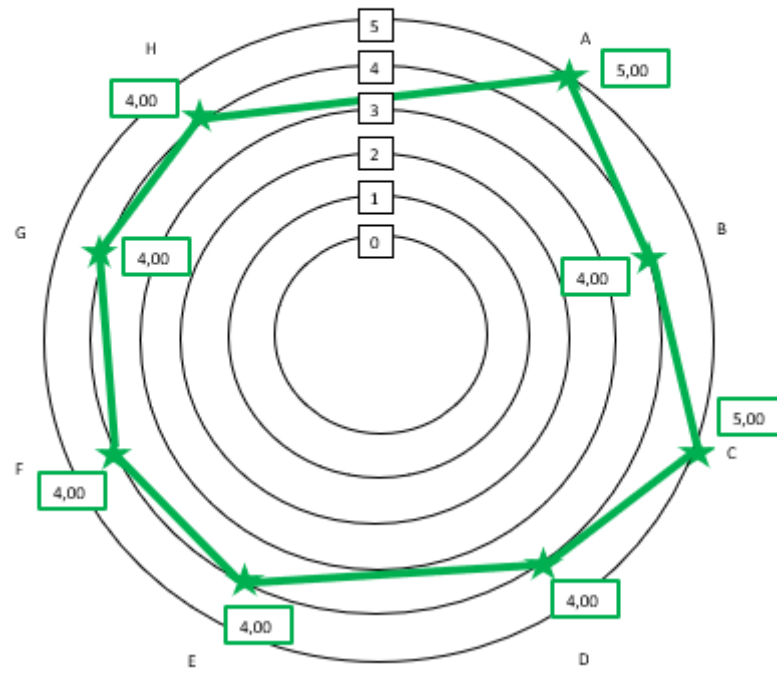
A : Hinnoittelu
B : Taloudelliset tavoitteet
C : Varausten optimointi



Työelämiosaamisen
tavoiteprofiili

Tavoitetaso

A : Yhteistyötaidot
B : Vuorovaikutustaidot tiimissä
C : Vastuunkanto omista tekemisistä
D : Oma-aloitteellisuus
E : Itsereflektointi
F : Ajankäytön hallinta työssä
G : Itseohjautuvuus
H : Kyky toimia muutoksessa



APPENDIX 6

Kehittämissuunnitelma myyntipalvelulle (Osuuskauppa Maakunta)

14.4.2021

Järjestelmäosaaminen

Kehittämisen kohde	Kehittämistoimenpiteet	Kehittämisen vastuuhenkilö	Aikataulu	Resurssit	Huomiot
Hessu-järjestelmä	Pyytää Hessuun ketjuohjauksen tukea, esim. teams. Workplacen Hessu-ryhmän aktiivinen seuraaminen. Myyntipalvelun kuukausipalaverissa tiedon jakaminen.	Esimies kysyy ketjuohjaukselta tukea. Jokaisen omalla vastuulla Workplacen Hessu-ryhmän seuraaminen. Myyntipalvelun kuukausipalaverissa yhteinen vastuu jakaa tietoutta.	Alkaen heti, arvioidaan osaamisen kehittymistä uudelleen syksyllä 2021 kehityskeskusteluiden yhteydessä. Kuukausipalaverit alkaen elokuussa 2021.	Työtunteja yhteiseen myyntipalvelun palaveriin.	Myyntipalvelun kuukausipalaveria ei ole järjestetty säännöllisesti vuoden 2020 aikana – alkuvuonna 2021 johtuen koronavirus-pandemiasta.

Myyntiprosessiosaaminen

Kehittämisen kohde	Kehittämistoimenpiteet	Kehittämisen vastuuhenkilö	Aikataulu	Resurssit	Huomioita
Tarpeiden kartoittaminen, paneutuminen sekä ratkaisun tarjoaminen ja myynnillisuus.	Säännölliset puhelINVALMENNUKSET 2-3 kuukauden välein (6 kertaa vuodessa). Sekä yksilö-, että ryhmävalmennuksia. Valmennuksissa 1-2 konkreettista kehittämiskohdetta, jotka kirjataan post-it lapulle ja asetetaan työpöydän ääreen, josta muistiot on helppo tarkastaa.	Esimies vastaa valmennuksien säännöllisyydestä ja sisällöstä, jokaisen omalla vastuulla kehittää itseään valmennuksissa sovittujen kehittämiskohteiden suhteen.	Alkaen heti, arvioidaan osaamisen kehittymistä uudelleen syksyllä 2021 kehityskeskusteluiden yhteydessä.	Työtunteja puhelINVALMENNUKSIIN.	Kerrataan edelliset kehittämisskohteet sekä niiden edistyminen jokaisen puhelINVALMENNUKSEN alussa.

Myyntityöosaaminen

Kehittämisen kohde	Kehittämistoimenpiteet	Kehittämisen vastuuhenkilö	Aikataulu	Resurssit	Huomioita
Tuotetietous ja tuloshakuisuus.	Orderipalaverien yhteydessä (uusien) tuotteiden sisältöjen läpikäynti yhdessä ravintolan ja/tai hotellin henkilökunnan kanssa. Myyntikisoja vähintään 4 kertaa vuodessa edistämään lisämyyntiä ja tuloshakuisuutta.	Ravintolan / hotellin henkilökunnan vastuulla uusien tuotteiden sisältöjen läpikäynti. Myyntipalvelun henkilöstön vastuulla kysyä, mikäli jokin tuotteen sisältö epäselvä sekä kysyä / miettiä itse tuotteiden myyntiargumentit. Myyntikisat suunnitellaan yhdessä, esimies vastaa tulosten seuramisesta ja ilmoittamisesta.	Tuotetiedouden kehittämisen alkaen heti, myyntikisat aloitetaan, kun markkinat avautuvat (tavoitteena syksy 2021). Arvioidaan osaamisen kehittymistä uudelleen syksyllä 2021 kehityskeskusteluiden yhteydessä.	Työtunteja orderipalaverihin. Palkkioita myyntikisoihin.	Assi-linkki kokouspalautteisiin lisää jälkiseurantaa.

Asiakaspalveluosaaminen

Kehittämisen kohde	Kehittämis-toimenpiteet	Kehittämisen vastuuhenkilö	Aikataulu	Resurssit	Huomioita
Asiakastuntemus.	2-3 kertaa vuodessa palaveri revenue managerin kanssa, jossa käydään läpi asiakassegmenttien sisältöä ja analytiikkaa; esim. kuka ostaa, milloin, kanavat, viipymät. Puhelinvalmennusten paneutumisen kehittymisen kautta asiakkaiden ja asiakkaiden tarpeiden syvällisempi tuntemus.	Esimiehen vastuulla sopia revenue managerin kanssa palaverit. Asiakastuntemuksen kehittäminen jokaisen omalla vastuulla, oltava kiinnostunut asiakkaitamme.	Puhelinvalmennukset alkaen heti. Ensimmäinen palaveri revenue managerin kanssa elokuussa 2021. Arvioidaan osaamisen kehittymistä uudelleen syksyllä 2021 kehityskeskusteluiden yhteydessä.	Työtunteja revenue-palavereihin.	Ensimmäinen revenue-palaveri vasta kesän jälkeen, kun myyntipalvelu palaa normaalimpaan työjärjestykseen.

Taloulosaaminen

Kehittämisen kohde	Kehittämis-toimenpiteet	Kehittämisen vastuuhenkilö	Aikataulu	Resurssit	Huomioita
Varausten optimointi, taloudellisiin tavoitteisiin pääseminen.	Tulospalkkakauden loppua kohden tiheämpää myynnin seuranta sekä yhteistä pohdintaa, miten myynnillisiin tavoitteisiin päästään (konkreettiset toimenpiteet).	Esimiehen vastuulla toteuttaa myynninseuranta. Jokaisen vastuulla toteuttaa lisämyyntiä myynnilliseen tavoitteeseen pääsemiseksi.	Alkaen heti, arvioidaan osaamisen kehittymistä uudelleen syksyllä 2021 kehityskeskusteluiden yhteydessä.	Erillisiä resursseja ei tarvita.	Myynninseuranta tehdään tällä hetkellä 2 kertaa kuussa.

Työelämäosaaminen

Kehittämisen kohde	Kehittämis-toimenpiteet	Kehittämisen vastuuhenkilö	Aikataulu	Resurssit	Huomioita
Yhteistyötai-dot.	Yhteistyön paran-taminen yhteisillä (orderi)palave-reilla. Avointa keskustelua siitä, mikä toimii, mikä ei, jotta vältytään väärinymmärryk-siltä. Palautteet edellisen viikon varauksista puo-lin ja toisin. Yh-teistyötä osasto-palaverieissa, jossa lisätään ym-märrystä eri osas-tojen toimin-nasta.	Jokaisen vas-tuulla ylläpitää avointa, posi-tiivista keskus-teluilmapiiriä eri osastojen kesken. Jokai-sen vastuulla myös ottaa rohkeasti on-gelmakohdat esille, jotta ongelmakoh-tiin löydetään yhdessä osas-tojen kesken sopiva rat-kaisu.	Alkaen heti, arvi-oidaan osaami-sen kehittymistä uudelleen syk-syllä 2021 kehi-tyskeskustelui-den yhteydessä.	Työtunteja orderipala-vereihin sekä osastopala-vereihin.	Kehittämisen kohde koskee yhteistyötai-toja yli osasto-rajojen.