Tampere University of Applied Sciences

Identifying the key competences and forming a competency defining model
Case: Vocational Adult Training Organisation

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ABSTRACT

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Competence management is crucial for modern organisations aiming to optimise their workforce and strategic planning. This thesis explores competency management strategies within the ICT & Media department of Taitotalo, a Finnish vocational adult training organisation. The research aims to identify key competencies and develop a suitable competency defining model tailored to Taitotalo's needs. Utilising action research methodology, the study investigates existing competence models, conducts interviews with HR representatives, training manager and department, and pilots a competence defining survey with department employees. The research process consists of five iterative cycles, each contributing to the refinement and improvement of the competency model. Through collaborative efforts and feedback from stakeholders, the study aims to enhance competence management practices, improve productivity, and foster a motivating work environment at Taitotalo.

Through a survey-based approach, the research sought insights from department members on competency self-assessment, career development and most importantly, feedback. Data was collected via an e-survey distributed to 26 department members. While many found the survey questions clear, some challenges with understanding, response rates and schedules emerged. Key findings from the research underscored the importance of enhanced communication, clearer survey questions, better participant support, and motivational initiatives. Recommendations include structured guidance for future research, broader management participation, and exploring alternative research methods.

The research objectives were successfully achieved, although areas for improvement were identified. Valuable assistance from the HR representative and department members contributed to the project's success, highlighting the importance of collaboration.

Further research topics could include expanding the competency model to different fields of expertise. Despite emerged challenges, the competency-defining model represents a promising tool for enhancing organisational efficiency and employee productivity.

Key words: competence, knowledge, skills, competency management, efficiency, competency defining model, training organisation

The AI tools used in my thesis and the purpose of their use has been described below:

- ChatGPT 3.5

ChatGPT 3.5 was used to review grammar and enhance text for fluency reasons. All AI-generated content was based on authors original text and after reviewing, the content underwent multiple rounds of editing to ensure clarity and coherence, resulting in no remaining fully AI-generated sentences in the final thesis.

I am aware that I am totally responsible for the entire content of the thesis, including the parts generated by AI, and accept the responsibility for any violations of the ethical standards of publications.

CONTENTS

1 INTRODUCTION

1.1 Background of the thesis

The discussion with competency management in the workplaces is an important part of a company's strategy in a modern work life (Nieminen 2009, 10; Viitala 2013, 170). The need for a more efficient inner processes, i.e., properly defining, and utilising personnel's competence, comes from company's business strategy (Pellinen 2017, 55, 73; Viitala 2013, 173). Because of this, it is important to understand the strategic planning behind competency related tactics.

According to Hamel and Prahalad (1994, 223–228; 2006, 251) competence is a bundle of skills and technologies rather than a single discrete one. It can be divided into 3 main categories:

- Knowledge
- Skill or a combination of ability, knowledge and experience that allows a person to succeed
- Attitude or motivation and drivers to achieve the set goal (Hamel & Prahalad 1994, 223).

What must be acknowledged is that these three factors of competence or capabilities makes it possible to define 1) what a person can do, 2) how a person can do it and 3) why a person feels the need to do it (Boyatzis 2007, 150).

Many knowledge-intensive organisations struggle with competence management. In organisations where knowledge is a core value, the HR perspective observes employees, considering competency development procedures as the greatest benefit for the continuity of the organisation's business (Lönnqvist et al 2017). In educational field the main importance of employee well-being is mainly in efficient use of competence, progressive learning possibilities and managing personnel's workload (Viitala 2013, 229).

According to Lönnqvist and Laihonen (2017) the importance of knowledge is a valid competitive advantage but raises new kind of challenges. They point out that intellectual capital is intangible in nature so measuring the competence

quality and development is problematic (Nieminen 2009, 10; Viitala 2013, 226–227). Explicit and especially tacit knowledge is also hard to transfer and hard to keep in-house during job rotations. Maintaining a low turnover rate requires a motivational workplace, reasonable working hours, and meaningful roles (Viitala 2013, 86–88). Possessing valuable distinct assets is important but the main goal is to transform them into competencies and capabilities to ensure the success of a knowledge-intensive organisation (Lönnqvist et al 2017).

According to various sources (Haleem et al 2022; Butcher 2011, 8) ICT field is a rapidly changing field in the education sector. The possibilities of diverse learning options have evolved through eLearning methods and progressing multimedia technologies. Modern communication systems and platforms, aiding tools for business development and strategy becomes compulsory to manage. As a knowledge-intensive educational organisation, it is important to stay on-top of the modern trends and transfer competence to the students but also for organisations business development needs. (Butcher 2011, 14–18).

With constantly changing needs in economic life, the need for recognising and implementing different in-house competencies increases and the work for joining personnel's competencies with company's needs become vital (Viitala 2013, 181; Hartikainen 2016, 10). Additional to competence, also understanding employees' motivations, interests, career drivers, and considering them in improvement actions enhances job satisfaction but also contributes to higher levels of employee retention and loyalty (Viitala 2013, 226–228).

1.2 Case company

Taitotalo is a Finnish training organisation that was formed in 2020, when AEL (vocational training institute foundation, freely translated) and an adult education centre Amiedu merged. With a student number of 24 000, Taitotalo is the largest vocational adult education centre in Finland. The company employs over 400 trainers. The company's training programs are structured into various departments, with the largest being the ICT & Media department in terms of personnel. The **Mission** of the company is to ensure the reforming of

competencies in Finnish economic life. As the core of the company is to provide exceptional learning experiences and contemporary skills and information across various subject areas, this mission needs targeted strategy. (Taitotalo 2023a; 2023b).

The Vision of Taitotalo is to be Finland's leading vocational training centre with comprehensive strategic actions. Taitotalo's **Strategy** has been divided into seven different priority focuses:

1. Balanced finance and scaling
2. Separable brand and effective products
3. Additional value from networks towards clients
4. Supreme distributor network
5. Goal-directed knowledge management
6. Competitive advantage from digitalisation
7. Winning culture and competence (Taitotalo 2022; 2023a).

Taitotalo has implemented information management and knowledge management into their strategy since the merger of AEL and Amiedu in 2020. The Taitotalo 2023–2025 Strategy Plan (2022) has been divided into priority focuses which are presented above. Competence management has been added to three different perspectives but mostly to *Winning culture and competence*.

At the end of 2023, Taitotalo implemented the Objectives and Key Results (OKR) process to track and evaluate projects and development aligned with its Strategy Plan. Objectives and Key Results offer a structured approach for businesses to implement and attain their strategic goals by facilitating straightforward and collaborative goal setting (Hennigan & Main 2023). The OKR framework were discussed and implemented in teams, emphasising collaboration across all departments to achieve shared objectives.

In Taitotalo, the ICT & Media department's employees possess a comprehensive and versatile competence pool, so most of the trainings can be arranged with internal workforce. Because of versatile competences of the employees, it is also cost-efficient for Taitotalo to utilise primarily the competences of the in-house trainers. Visiting trainers are consulted only for trainings that lack expertise in

specific areas or when specialised, in-depth knowledge is required. There are many positive sides with using mostly in-house personnel, such as better communication and monitoring possibilities, consistent quality, and possibilities to improve competence level as a trainer (Indeed Editorial team 2023).

The classes and degree programs consist of numerous courses at varying levels of expertise. Consequently, each instructor's workload includes teaching, development, management, and administrative tasks, which can become overwhelming. The result leads to negative issues like cognitive overload and inefficiencies in competency and time management. To mitigate this kind of risks, the workload should be recognised and delegated efficiently. By clearly defining the workload, employers can ensure that employees understand their roles and responsibilities, which fosters clarity, productivity, and accountability. (Viitala 2013, 212–214, 229; Viitala 2021).

In the beginning of this research process in April 2023, Taitotalo had tangible procedures for measuring only field knowledge capabilities in training but a model for measuring and defining competencies was still missing. As the department's competence pool was broad and in ICT and Media trainings competence need is also versatile, the individual competences needed to be identified and assessed. Taitotalo requires a concrete **competency defining model** to assess personnel skills and leverage them for enhanced productivity, competitive advantage, and a motivating work environment.

The author of this thesis worked as a trainer and has been involved in Taitotalo's ICT & Media department for multiple years. In her daily work, she wanted to find new ways to optimise current procedures and find a solution for substantial workload. For a further research or development needs, her goal was that the research results could be utilised by the management, developed further, and applied to define competencies in another department at Taitotalo.

1.3 The purpose and objectives

The scope and strategic question that guides this project is, how a training organisation can identify the key competences and what is the best form of a competency defining model for the use of Taitotalo. Research questions have been divided into three questions:

1. What kind of competence measuring models are utilised in the modern working life?
2. What kind of ways should be used for defining key competences in Taitotalo's ICT & Media department?
3. According to the research findings, what kind of competency defining model suits for Taitotalo's ICT & Media department's competence development process?

This research will be done with action research method including expert and colleague interviews and feedback, an information gathering solution from the ICT & Media department and get feedback on piloted competency model. The competency model is intended to serve as a tool for the management to define individual competences within the department and leverage them for improved overall alignment, considering both the company's needs and strategic objectives, as well as the individual's preferences.

The research will focus on examining the aspects of skills and attitude within competence, with less emphasis on the aspect of knowledge. Taitotalo has a procedure for retaining knowledge across different fields, and the purpose of this research is not to disrupt that progress. Instead, the focus is on understanding the skills within the department and individuals' attitudes or motivation towards current work. This information is used to improve understanding of group dynamics and consider individual preferences for working more efficiently. This data will lead to defining suitable competency model for Taitotalo.

The research has two points of views: Human resource point of view and a strategic business point of view. These points of views don't exclude each other but are valuable to identify. Although it is important to define personnel's

competence while exploring individual's motivational factors, the suggestions for improvements need to be considered thoroughly. Company's business operations should be done only if they generate more profit and increase organisational value while bringing value to the customers (Smith, 2023). The merger between AEL and Amiedu formed a new combined business model, where pedagogical knowledge and educational aspects merged with strategic thinking and planning. According to Schmelzer and Walch (2024) a company's strategic goals can only be achieved by optimising processes, so personnel's competence defining and targeting is an efficient way to bring value in educational field.

As Lönnqvist and Laihonen (2017) present, the competitiveness in knowledge-intensive organisations lies in transferring valuable assets as knowledge into competencies and capabilities for productive business actions. Taitotalo has a theoretical model for talent management process but a developing a tangible competency defining model for finding and measuring current competences and capabilities for the company is beneficial because of development purposes. The recent talent management process and previous working life competency management research in Taitotalo has been considered when building a competency defining model. The model will be handed to the management of Taitotalo for further use after the research.

Before providing the competency defining model, it will be piloted with Taitotalo's ICT & Media department. The pilot consists of testing the operational part of the model: a qualitative or quantitative survey for competence defining. The used form type will be chosen after applicable research and investigation. The results of the survey are excluded from this thesis for privacy reasons and only handed to the Taitotalo's management. Feedback of the survey will be acknowledged and included to Chapter 3.3 'Cycle 5: Final model and feedback' and analysed in Chapter 4. 'Conclusions'. The research highlights the phased process of defining the model, presenting it as a structured walk-through. This contains researched literature, process of communication and actions with the department and iterative research results. The research methods are presented in the next chapter 2. 'Research Methods'.

1.4 Ethical considerations

This thesis refrains from disclosing private information concerning Taitotalo, its personnel, or proprietary business processes, which could potentially pose risks to the organisation. Consequently, not all information collected during the research cycles is published in this thesis, but still thoroughly utilised for testing and developing the model. Only data relevant to the research questions, identified as non-confidential or non-personal, is published.

In this research, the regulations for handling private information are strictly obeyed. To address individual users' concerns about excessive visibility, the results are handled and presented in this thesis in a way that the individual's interviewed or surveyed information is not possible to identify. The employee's personal opinions and feedback from the model piloting are handled only internally and not attached in this thesis. The control over which competence data is publicly displayed lies with the participating employee, and the stance is to disclose minimal information about individuals integrated within research cycles. This way, individual users can keep the information of their competencies and the amount of personal data private. Erasing individuals' researched information afterwards has been discussed with the participating individuals.

2 RESEARCH METHODS

2.1 Research strategy

When forming a suitable model for a company, the researched information raises more questions along the way which can influence the outcome. These need to be investigated further for a better solution. For this reason, the action research method was the best solution. These findings can be implemented when perfecting the model to the company's needs while taking personnel and organisational value into consideration. Action research model also gives maximum flexibility in situations where the various research methods within action research give more perspective and effects highly the possible outcome. The possible interviews, surveys and/or literature research gives insights and forces to listen, analyse and implement continuously to achieve the best possible outcome. (Cameron 2016, 43, 51).

The research strategy in this thesis is based on three different action research theories and experiential learning theory's (ELT) problem management model (Kolb 2011, 43–44, 51). The reasoning for using multiple action research models is defining a suitable action plan for this research that aligns with the company's requirements. The main model is Riel's Action Research Model (2007). Riel's Action Research Model (Figure 1) is based on progressive problem-solving process which includes the development process of solving a particular research problem through different information gathering solutions (Cameron 2016, 52). The goal is to gather information with iterative cycles, as every forthcoming cycle gives valuable information and leads to a waypoint or a solution.
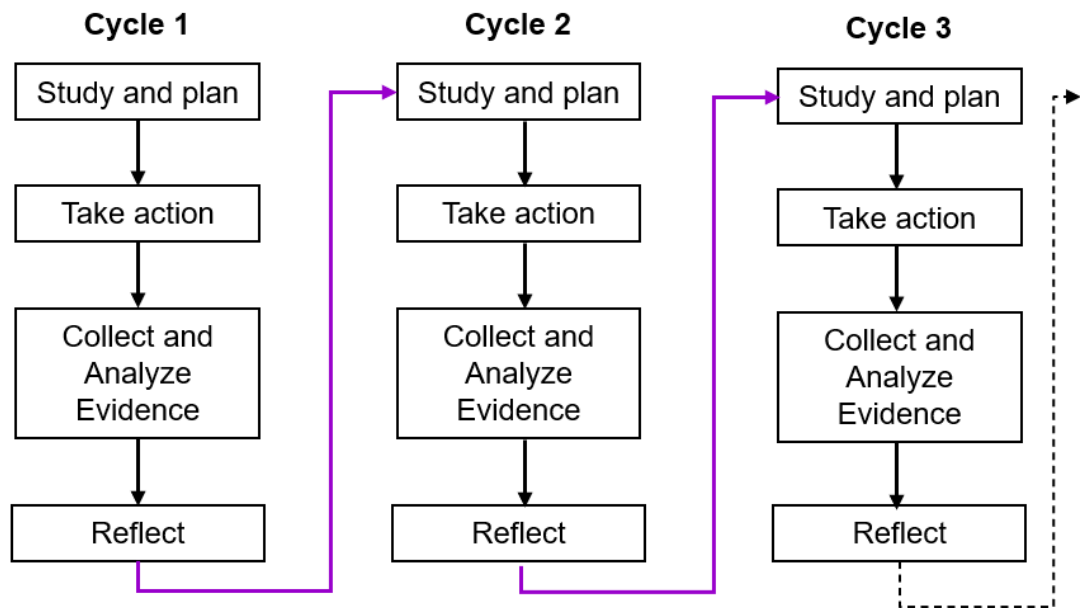
FIGURE 1: Riel's Action Research Model (Cameron 2016, 36)

Susman (1978, 588) has presented a slightly different model. In Susman's action research model, there is a stage called **Specifying learning**. In the field of education, analysis typically involves factual findings and acknowledges the learning process. These elements will be integrated into the action research model utilised, with further discussion provided in the results.

FIGURE 2: Susman's Action Research Model (Susman 1978, 588)

When performing action research, the process should be conducted with high precision, ensuring systematic and thorough approach. Not only because the action research method emphasises practicality, but because it consists of

multiple cycles and research methodologies. The roadmap needs to be properly planned and action points settled. For these reasons Elliott's (1991) revised action research model is considered in t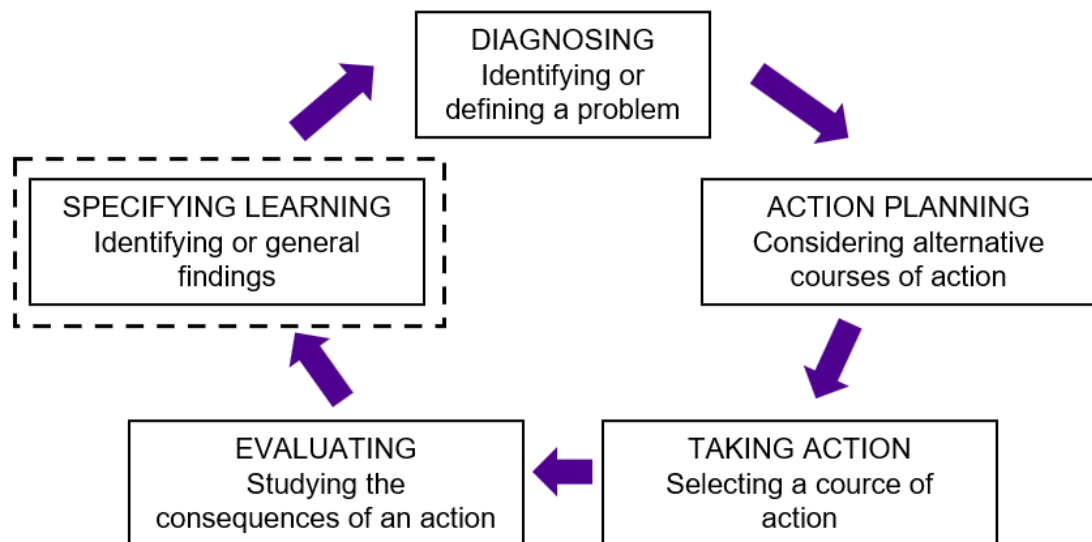he research while collecting data in different cycles. The refigured Elliott's action research model is pointed in the next figure. Identifying Elliott's stages and performing action plan list while doing the research is vital for more precise findings and result evaluation. (Tomal 2010, 13, 61).
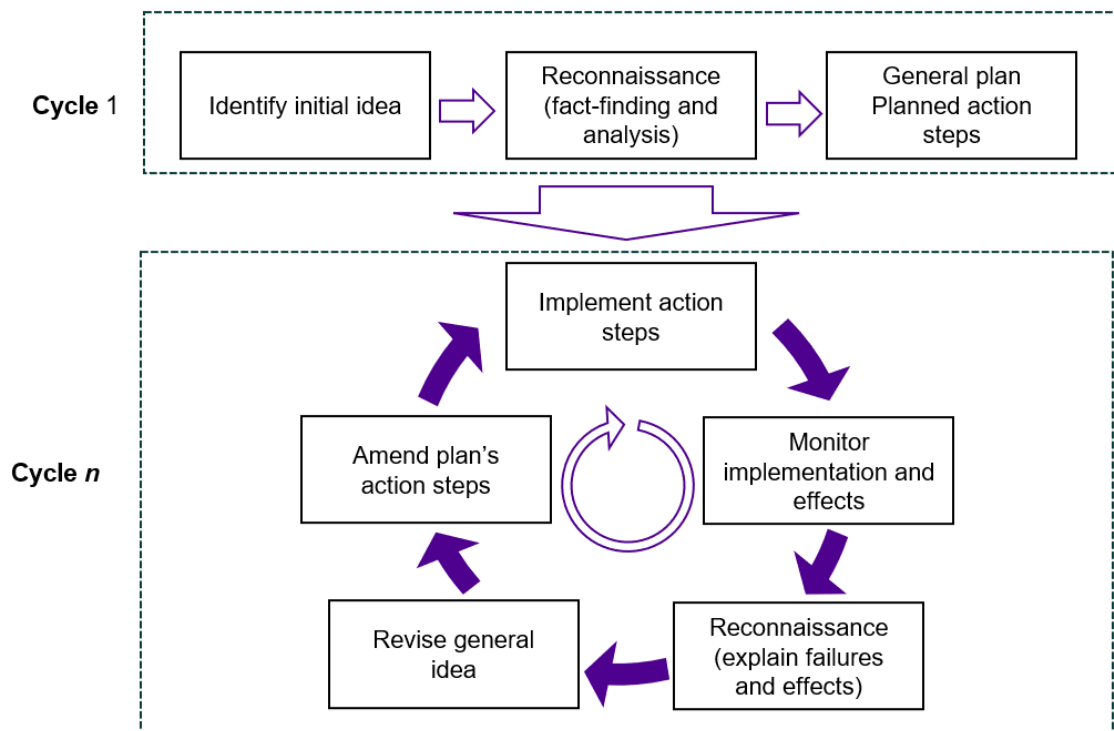
FIGURE 3: Elliott's action research model (Elliott 1991; 71, modified)

John Elliott (1991; Goh 2012, 9) has defined action research with six different process steps. In a good action research process

1. teachers or participants collaborate in evaluating procedures.
2. researcher raises awareness of personal theories along the process.
3. present a shared conception of values by participants.
4. form new strategies continuously after researching new learned values.
5. record findings in an already understandable and available form.
6. continuously develop shared theory by researching practise. (Goh 2012, 2–3, 9).

One of the characteristics of action research is that the researcher must be involved in every cycle of the research. Otherwise, the research may change as an experiment and may not be as dynamic and systematic as it is supposed to perform like (Goh 2012, 3–4). However, in action research method it is also encouraged to reflect on empirical experiences throughout the process, which might produce new insights and variation to the results (Heen 2005, 264–265). Elliott's definition of action research model fits to the process needs of this research.

The action research is based on a problem which has been presented in the research questions. ELT problem management process has been implemented on action research cycles. Throughout the action research the problem is defined and specified, and the chosen solutions reflect findings in the cycles. The process of ELT problem management model is presented below (Figure 4). The research process has been opened in the next chapter.
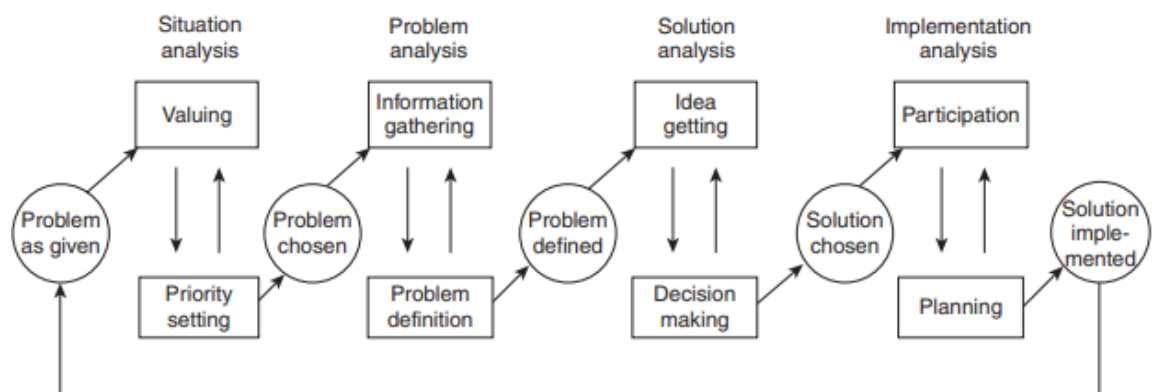
FIGURE 4: ELT problem management model (Kolb 2011, 51)

2.2 Research process

The author chose to use a combination of previously presented models to research a suitable competency defining model regarding to existing personnel in the ICT and Media department. The starting point of the process was to study and plan suitable roadmap with five iterative cycles. The plan was that progressive research would lead the way through problem defining and solving process to gather more information for better solution. The emphasis lied in

constructing an optimal information-gathering survey that aligns with Taitotalo's objectives of defining competencies and enhancing efficiency.

A detailed roadmap of the prior planned research process is shown in the next figure (Figure 5). Due to the nature of the research method, the predetermined outcomes and actions during iteration periods had a possibility to change according to additional information based on the findings.

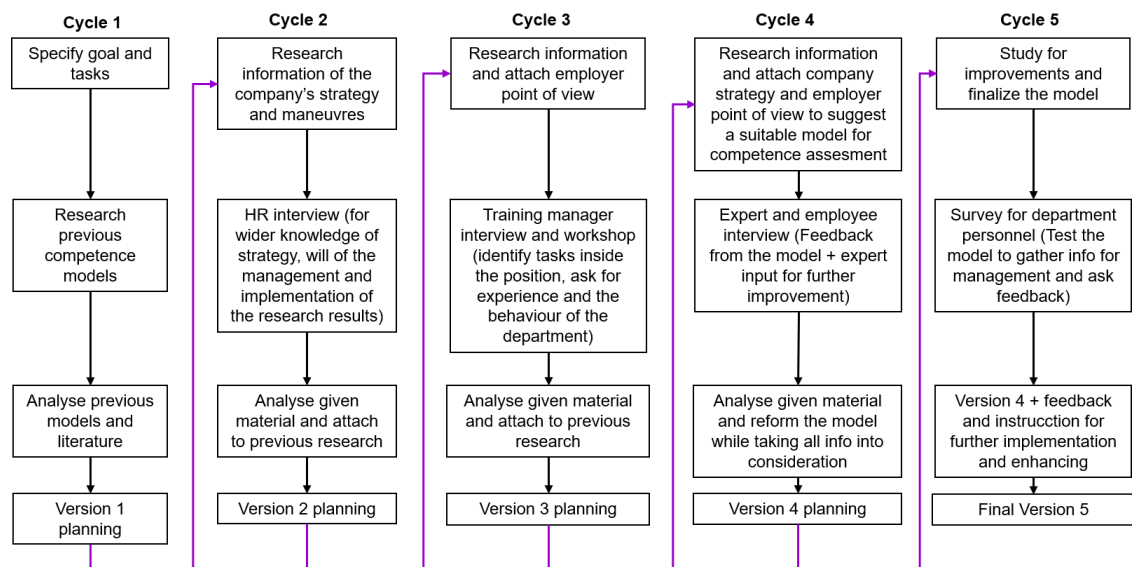| Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
Specify goal and tasks	Research information of the company's strategy and maneuvres	Research information and attach employer point of view	Research information and attach company strategy and employer point of view to suggest a suitable model for competence assesment	Study for improvements and finalize the model
Research previous competence models	HR interview (for wider knowledge of strategy, will of the management and implementation of the research results)	Training manager interview and workshop (identify tasks inside the position, ask for experience and the behaviour of the department)	Expert and employee interview (Feedback from the model + expert input for further improvement)	Survey for department personnel (Test the model to gather info for management and ask feedback)
Analyse previous models and literature	Analyse given material and attach to previous research	Analyse given material and attach to previous research	Analyse given material and reform the model while taking all info into consideration	Version 4 + feedback and instruccion for further implementation and enhancing
Version 1 planning	Version 2 planning	Version 3 planning	Version 4 planning	Final Version 5

FIGURE 5: Visual research plan honouring Riel's, Susman's and Elliot's action research models and Kolb's ELT problem management theory.

The original presumed plan of the research roadmap cycles is elaborated upon next in slightly more detail. Due to the changing nature of action research, the forthcoming beforehand planned cycle descriptions are kept concise. The plan shows the intended process and how different cycles in the research would influence on the overall research findings and conclusions. The actualised roadmap, factual findings, and conclusions are explained more thoroughly in the chapter 3: 'Research results' as a walk-through. The chapter 3 consists of actual preceding actions caused by additional information about atmosphere, relations, possible problems, issues behind solutions, and learning points, all resulting from the research cycle. Also, the authors empirical observations thorough the process are explained in the respective phase of the cycle.

Cycle 1

The first cycle took place in the beginning of the year 2023 with a meeting of the ICT & Media department. The research started with brightening the written goals and the frame of refence with the research questions and forming a model of research process. The participants who were included in the cycle consisted of the 24 employees in ICT & Media department. The first cycle was focused on researching existing competence models in business and educational fields through literature. With this analysed information, the Version 1 of the model is derived.

Cycle 2

In Cycle 2, the objective was to investigate the company's strategic approach and recent developments in competency management processes. This involved conducting a semi-structured interview with a Human Resources (HR) representative who was actively engaged in the strategy and competency management initiatives. The interview employed conversational techniques and active listening strategies to gather comprehensive insights on the topic, ensuring that all relevant aspects are considered. With this presented new material and insights, the plan is developed to a Version 2.

Cycle 3

The third cycle consisted of collecting training manager's point of view and insights regarding the department's personnel. This was achieved with an information gathering workshop where the research design can still be altered and refined through outcome (cf. Ørngreen 2017, 72). The workshop topics were:
1. Defining the work tasks in the department
2. Insights of the training manager to the process
3. Defining the possible difficulties with task defining and personnel's behaviour and experiences.

The workshop was held in Taitotalo's facilities using active listening strategies and cooperative discussion. With this information the competency defining model was improved with a more applicable information gathering solution within the department. It was also effective for acquiring insights about potential difficulties

within the department during the piloting phase of the model. This way the Version 3 is reflected and defined.

Cycle 4

At this point the literature about the subject, the strategy behind the competence process and the department's training managers' input was included to the model configuration. According to Daniel Tomal (2010, 33) a pilot testing should be performed for assessment reasons, so in cycle 4 the expertise of the employees in the department was added to the research. The model was evaluated and enhanced by their opinions and feedback. The new information was considered when piloting the model and presenting the questionnaire structure was done in cycle 4. The colleagues' expertise gave more insights and helped tailor the model to departments state of will (cf. Tomal 2010, 34, 36–37).

The interviews with two colleagues in ICT & Media department were held through MS Teams separately by using active listening strategies and qualitative research method. Changes to the survey were made within the interview and by writing notes. The point of views of the interviewees were following:

1. **Field expert and procedures**

   With colleague number 1 the point was to check ICT task defining, present the model and process of the time and ask feedback from the process and methods decided.

2. **Educational expert and soft values**

   The role of colleague number 2 was to evaluate the competence defining solutions and theories utilised and provide feedback on the process and selected methods for action research activities. Additionally, she was requested to offer feedback as a participant in the research. Any potential criticisms and social challenges could've been addressed by upholding the confidentiality and autonomy of the participants.

Cycle 5

At the onset of cycle 5, preparations were made to pilot actions involving a survey and the competency defining model developed to this stage. Given the evolving nature of the research and the insights gained from previous cycles, plans were made to conduct a questionnaire to the department's personnel, allowing them to

provide feedback. The specific details of the survey, including its format and questions, were yet to be finalised at this stage. The value of finalising the competency defining model lay in the feedback obtained from the questionnaire. For this reason, the answers regarding individual competences were not considered part of the research results.

In cycle 5 the model was tested with a questionnaire including qualitative and quantitative questions. The form was done first with Google tools for researcher's convenience reasons, and after that with Microsoft Forms. The survey was sent to the whole department of 24 participants. The survey was scheduled to be published no later than Autumn 2023, with the schedule dependent on preceding cycles.

3 RESEARCH RESULTS

3.1 The actualised timetable for the Action research process

Under this paragraph is a figure (Figure 6) of the actualised timetable along with research and observation results. The figure consists of the process from the start of the idea to the finish when the survey results were handed to the Supervisor and proposition of the model was completed. In figure 6, the descriptions in the timeline are named similarly as the subject of a more precise description under every cycle in the chapters 3.3 to 3.7. After findings in the current cycle there will be a proposition of model or other solution with recent added information. In cycle 5 (Chapter 3.7), the final model will be revealed.
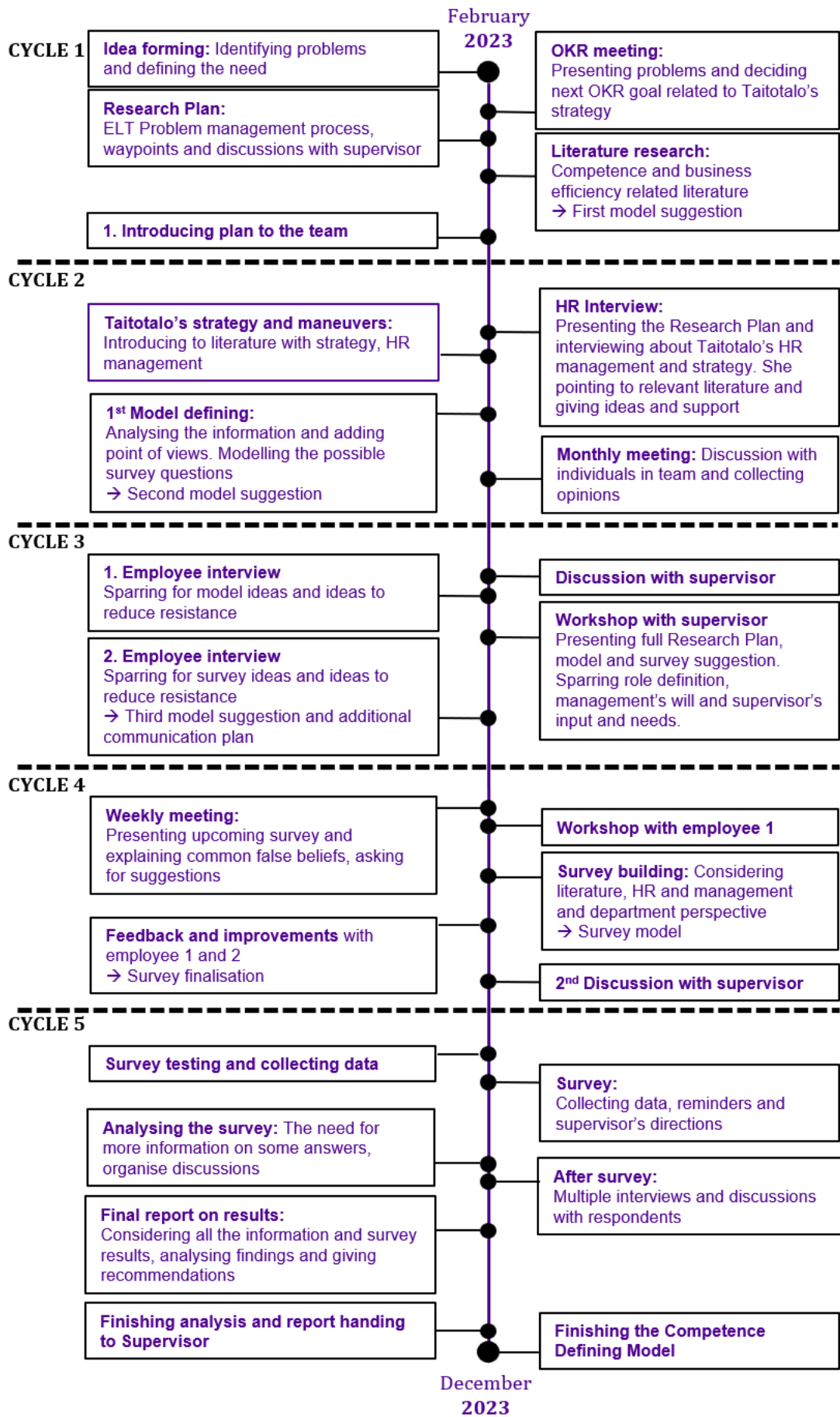
February 2023

CYCLE 1

Idea forming: Identifying problems and defining the need

Research Plan: ELT Problem management process, waypoints and discussions with supervisor

1. Introducing plan to the team

OKR meeting: Presenting problems and deciding next OKR goal related to Taitotalo's strategy

Literature research: Competence and business efficiency related literature → First model suggestion

CYCLE 2

Taitotalo's strategy and maneuvers: Introducing to literature with strategy, HR management

1st Model defining: Analysing the information and adding point of views. Modelling the possible survey questions → Second model suggestion

HR Interview: Presenting the Research Plan and interviewing about Taitotalo's HR management and strategy. She pointing to relevant literature and giving ideas and support

Monthly meeting: Discussion with individuals in team and collecting opinions

CYCLE 3

1. Employee interview Sparring for model ideas and ideas to reduce resistance

2. Employee interview Sparring for survey ideas and ideas to reduce resistance → Third model suggestion and additional communication plan

Discussion with supervisor

Workshop with supervisor Presenting full Research Plan, model and survey suggestion. Sparring role definition, management's will and supervisor's input and needs.

CYCLE 4

Weekly meeting: Presenting upcoming survey and explaining common false beliefs, asking for suggestions

Feedback and improvements with employee 1 and 2 → Survey finalisation

Workshop with employee 1

Survey building: Considering literature, HR and management and department perspective → Survey model

2nd Discussion with supervisor

CYCLE 5

Survey testing and collecting data

Analysing the survey: The need for more information on some answers, organise discussions

Final report on results: Considering all the information and survey results, analysing findings and giving recommendations

Finishing analysis and report handing to Supervisor

Survey: Collecting data, reminders and supervisor's directions

After survey: Multiple interviews and discussions with respondents

Finishing the Competence Defining Model

December 2023

FIGURE 6: Actualised timetable of the action research process with phases

3.2 The starting point of the research

The ICT & Media department had 24 employees with different roles as of February 2023. Throughout the year, the department offered various vocational degrees and labour market training for consumers and businesses. The department's work effort significantly contributed to the company's turnover. The department has highly skilled employees who share their expertise with students and colleagues.

Despite the department's competent workforce, many struggled to maintain a healthy workflow due to cognitive overload and busy schedules. However, the team found motivation in the meaningful nature of their work. Relationships with supervisors were positive and trusting but some employees were dissatisfied with their roles and sought changes. Nevertheless, many focused on their tasks without much concern for broader issues. While the department acknowledged these concerns and aimed to address them, concrete actions were still in progress. Taitotalo had previously started the Objectives and Key Results (OKR) process to organise tasks according to company's strategy.

In terms of interpersonal relationships within the department, the author's role provided insight into team dynamics, guiding the research process. Building close yet professional relationships with some colleagues allowed for honest conversations and understanding hidden cues. However, interactions with certain team members were limited, hindering a full understanding of their perspectives. A risk was identified that the relationships and possible misunderstandings may affect differentiation and will not provide answer to all actions. The author maintained a positive relationship with her supervisor, who was helpful in various situations.

3.3 Cycle 1: Goal defining meeting and literature research

Idea forming

The idea for the research originated from a personal observation and needs. The author often found it challenging to balance completing tasks, including providing adequate support to students, while maintaining her standards. She wanted to investigate whether these difficulties were indicative of broader issues with efficiency and workload management. An idea for development was formed.

As the author delved deeper into her studies, she encountered concepts such as efficiency, competencies, and motivational factors. Given her interest in the psychological aspects of communication and behaviour, these concepts intrigued her. With a background in Business and Marketing field, she has always prioritised achieving results, but has also come to appreciate the importance of motivation and well-being in fostering a sustainable and satisfying workplace environment. Her exploration led her to examine efficiency measurement models and relevant professional literature. While she found several theories, she realised that customisation was necessary to address their department's unique challenges. Next, she needed to find a proper channel for the discussion and convince the department onboard.

OKR meeting

A meeting was convened to discuss the potential implementation of Objectives and Key Results (OKR) within ICT & Media department during the first trimester. Prior to this gathering, workshops had been held to explain the operational mechanics of the OKR framework and to outline Taitotalo's intentions to adopt this model. In the meeting, one of the discussion topics among department members centred on workflow challenges. The author actively participated in the conversation by sharing her insights and proposed possible action steps. She emphasised the importance of considering individual interests in role description, highlighting its impact on motivation and efficiency. Several team members expressed mutual understanding with her perspective, leading to constructive dialogue and planning. Subsequently, the author volunteered to lead the project with the support of selected colleagues. The atmosphere within the group was

marked by anticipation and motivation, and the given responsibility for the project brought the author personal satisfaction.

Research Plan

After discussing with the supervisor about waypoints and procedures of the research, the author started to design the Research Plan. Some literature research needed to be done beforehand so that the problem identification and defining could be done as precisely as possible. The prior research included various research solutions and additional theories from pioneers in the field. She sought to align her observations with the theoretical aspects of a research plan and its objectives while being conscious of her own perspectives. In her dual role as a researcher of the department and an employee of Taitotalo, she aimed to provide valuable insights for the research, all while keeping the research objectives pointed by Taitotalo and questions in mind. The author was aware that her fixed-term contract at Taitotalo might affect her continuation as an employee. Therefore, she understood that the outcomes of the research might not directly impact her, which made it easier for her to approach her work objectively.

Literature research

When searching information on competencies and the background of this research these relevant subjects rose:

- Definitions core and dynamic competences with competence and capabilities
- competence identification and development.

According to various sources (Hamel et al 1994, 233–234; Hamel et al 2006, 265–269; Doz et al 2008, 96; Boyatzis et al 1991, 150–151; Teece et al 2007, 510; Kolb & Kolb 2011, 48–49) there are multiple important factors when talking about the internal competency development factors of competing in market field. In competency thinking the main concepts are:

1. Resources,
2. Competencies
3. Core competences and
4. Dynamic competencies or capabilities (Prahalad et al, 1994; 2006).

Into this conversation can also be included competency management and meta capabilities which have an influence on strategic operations in competence perspective. According to Doz (et al 2008, 96) leadership practises need to be developed through agile actions. These are presented under.

Resources can be identified as a business's assets which are tangible (land, buildings, vehicles, furniture, and equipment) and intangible (goodwill, brand recognition, copyrights, patents, trademarks, internal information) resources and capabilities (individual competences, which also can be a part of intangible assets). (Söderman 2014, 11).

Competencies, or capabilities are personnel related specific assets that perform as a way to improve organisational competitiveness. According to Andreev (2023b) **Competency management** involves identifying the essential skills required for an employee to achieve target performance in their particular role, followed by the development and optimisation of these skills to closely align with the organisation's business strategy. (Andreev 2023b).

Competence can be divided in a wider range. The previously presented definition of competence as knowledge, skills, attitudes, and motivation, are widely recognised and used among literature (Hamel et al 1994, 223–224, Viitala 2021). To the range of competence can be added multiple additional factors. In 2005 Organisation for Economic Co-operation and Development (OECD) published a summary of a DeSeCo project, where multiple key competences were added to the range. According to the summary (2005, 5) the needs for coping in today's world are i.e. the competency to integrate with the environment and social network for communication reasons. Key competencies entail the utilisation of cognitive and practical skills (hard skills), creative aptitudes, and psychosocial resources (soft skills), including attitudes, motivation, and values. This incorporates the solutions for desired outcomes as appropriate behaviour and understanding values, which also includes self-awareness and health. (DeSeCo 2005, 8. 12–15; Viitala 2021).

Competence factors like values, attitude, and motivation are highly influenced by personality traits. Personality traits describe "what people are like" and are

relatively stable dispositions (Czerniawska et al 2021, 512; Powers, 2019). According to Parks-Leduc and Guay (2009, 678) personality traits effect on person's behaviour and processes in life and workplace so they should be considered in competence defining.

In education field the work description might need the abilities of a leader because of the nature of the job. According to Boyatzis (et al 1991, 289–290; 2007, 150, 159–161) there are a set of competencies that may have an effect of being a more competent leader or manager. These are:

1. Cognitive or intellectual ability, such as systems thinking.
2. Self-management or intrapersonal abilities, such as adaptability.
3. Relationship management or interpersonal abilities, such as networking.

As it seems the competence in knowledge and emotional skills are vital and these are what can be called emotional intelligence competencies (Boyatzis 2007, 150).

A core competence is a group of skills and technologies that makes it possible to add value to customers (Hamel et al 1994, 223; 2006, 255). Hamel and Prahalad (2006, 155–161, 265–266) describes core competences not only as possession of certain capabilities but also a technical abilities and competitiveness factors. According to them, possible core competence needs to pass three check points to identify as a good core competence:

1. The core competence must produce notable customer value.
2. It must differentiate the organisation or its capabilities from the competitor and perform in a leading group in that competence area.
3. The competence usage needs to be extendable to new areas or product and service lines.

Dynamic capabilities or competences can be defined as organisations' capability to integrate, build, and form internal and external resources and competencies so that it can blend into a rapidly changing business environment (Teece et al, 1997, 510, 513). Vesalainen (2010, 138) and Wang and Ahmed (2007, 5) mention that the component factors of dynamic capabilities are the capability to adapt, absorb and innovate to the needs of business environment.

According to Doz and Kosonen (2008, 96) there are also three **Meta capabilities** where the strategic agility is resulted from. These are:

1. Strategic Sensitivity

This combines the awareness of incipient trends and converging forces and helps in the process of intense real-time sensing of different upcoming strategic situations. The key factor of a good strategic sensitivity is well-planned strategy process, high attentiveness, and open internal dialogue among personnel.

2. Leadership Unity

The leadership needs to be on top of upcoming incidents, and decision for a fast-decision-making process without unnecessary political or personal leadership issues. This also needs trusting environment in the management without personal biases or other negative influencing for the time of decision making.

3. Resource Fluidity

The possibility to a fast reconfiguration of business systems and resources is vital. These actions can be based on business processes for operations, resources and people management approaches, mechanisms, and incentives for collaboration.

Competency management is the process of finding new capabilities through employment, using existing competencies more efficiently and taking care of additional training and learning possibilities (Viitala 2013, 245–246). In Figure 7 there is competence management process presented.
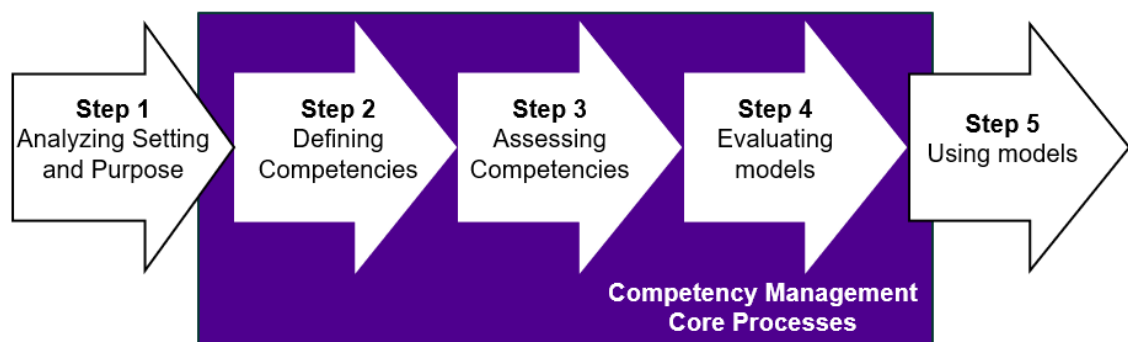
FIGURE 7: Competence management core processes (Ley et al 2006, 4)

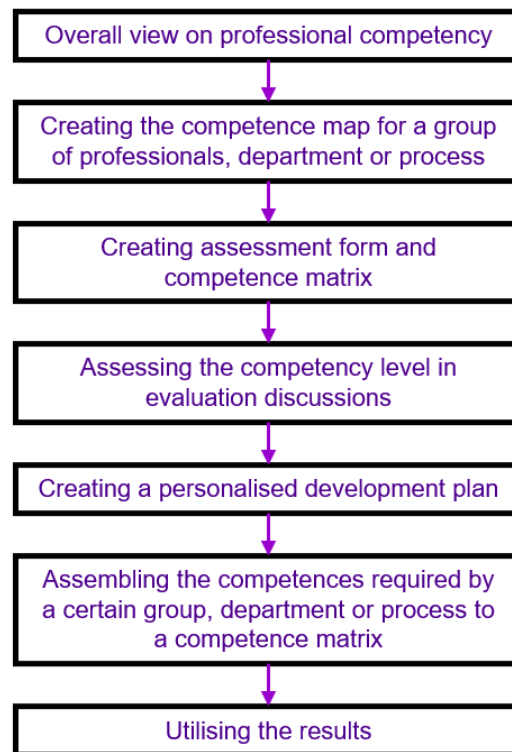Kotonen et al (2012, 46) has presented a process for competency identification and it is presented under (Figure 8).


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┌─────────────────────────────────────────┐
│   Overall view on professional competency │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│  Creating the competence map for a group │
│  of professionals, department or process │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│     Creating assessment form and         │
│         competence matrix                │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│    Assessing the competency level in     │
│        evaluation discussions            │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│   Creating a personalised development plan │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│  Assembling the competences required by  │
│  a certain group, department or process to │
│        a competence matrix               │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│          Utilising the results           │
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FIGURE 8: The process of competency identification (Kotonen et al 2012, 26)

According to Andreev (2023b), skills gap analysis helps the management to assess employees and identify the gap between current and desired competence. It is a tool to identify, develop and plan following actions so organisation could stay on the top of its competence level to ensure fulfilling the changing need of the business market. The guide that Valamis had written also had research which shows that the biggest need for addressing possible skill gaps were data analytics (43%) and IT, mobile and/or web design and management with 26 percent. This is the biggest competence area in the ICT and Media department in Taitotalo, so it seems only fitting to take skill gap analysis into consideration when examining the research in this thesis mentioned. Under is the five steps of analysing skill gaps in an organisation (Figure 9).

FIGURE 9: The Skills gap analysis 5 steps (Andreev 2023b)

The findings provided the foundation for the development of the competency defining model. Both figures complement the other and together answered a question on how to identify competences and fill possible skill gaps. The author decided to use the combination of the presented models and processes to develop more applicable model to Taitotalo. The base of the model is presented below in figure 10.
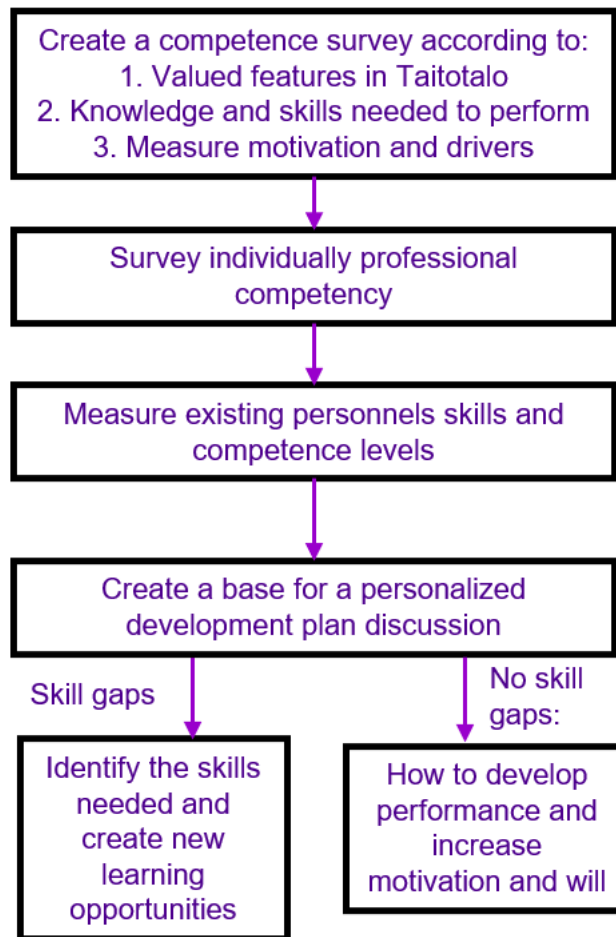
FIGURE 10: Base of Taitotalo's Competency defining model

The initial phase of the model prioritises the identification of personnel competencies. Drawing from literature insights, it became evident that aligning the valued factors which the company sought with the company's strategy were important. Understanding the company's skillset and possibilities required competence identification. Assessing attitudes and motivation was crucial for a meaningful and satisfying workplace. One way to measure these factors were through an individual interview or a survey. Asking employees their opinion and involving them into business processes shows that the workforce is valued (Waal, 2014). Because the company's specific goals and strategies varied, the content of the survey needed to be customised accordingly. Following this customisation, a survey was conducted.

After reviewing the literature, the author has synthesised the findings into a conclusive process. Firstly, data analysis provides insights into individual employee knowledge, skills, and motivation. This data serves as a foundation for

improving individual performance or initiating discussions for change. Secondly, effective skills identification requires assessing employees' capabilities through supervisor observations or survey data. This allows employees to provide their perspectives on their own performance. Finally, utilising this information about employees' competencies, it becomes possible to determine any existing skill gaps. By comparing the company's competency requirements with employees' current skill sets, decisions can be made regarding skill enhancement procedures or alternatively, improving process efficiency and motivation.

Introducing the plan to the team

The introduction occurred during a weekly Teams meeting for an OKR goals check. As the planning was still in progress and there were many other OKR goals to address, this introduction consisted of 10 minutes of problem definition and a discussion about a potential survey that the author intended to conduct. The primary reason for this introduction was to demonstrate that the project had progressed beyond mere discussion and into action. The intention was to provide more detailed plans after the next cycles of the research. There was no resistance from the personnel, and after the meeting, some colleagues expressed their anticipation for the upcoming plans.

3.4 Cycle 2: Previous research and HR perspective

HR Interview

After establishing the foundation for the competency defining model, the next step was to integrate the perspective of the HR department into the research framework. An interview was conducted with a representative from Taitotalo's HR department to clarify existing processes, strategic orientations, and foundational principles guiding their operations. Additionally, an extensive review of relevant literature was undertaken to augment understanding of competence definition and acquisition from the human resources point of view. This comprehensive approach provided insights about more efficient decision-making within profit-oriented operations.

The interview was held digitally with Microsoft Teams. As the author hadn't previously met the HR representative, they began with a light conversation. Interview happened as a spontaneous conversation with the author starting with presenting the Research Plan. During their discussion, the HR representative provided insights into the company's strategic initiatives and outlined vital competencies for Taitotalo's employees. She additionally sent the author an email with supplementary information related to the topic. These were i.e.:

- The anticipation plan of the National Forum for Skills anticipation
- Anticipation and valuation of future's competence needs in professional field
- Taitotalo's private forum about Taitotalo's core competencies
- Digiosaava.fi venture with the aim to develop digitalisation skills of vocational education
- Her thesis work about utilising personnel research in organisational development

The HR representative was very supportive about the authors work and offered her assistance further if needed. This gave the author motivation to continue with the research as she felt the work meaningful to the company. The supplementary information the HR representative provided was valuable since it helped to develop a comprehensive understanding of competence, motivation and ongoing projects in Finland regarding to the subject. It also gave insights about Taitotalo's decisions behind core competencies selected. Taitotalo's commitment for such effort was valued and the competence of both the HR personnel and management in defining and implementing such processes was admired.

Taitotalo's strategy and maneuvers

According to the given material from the HR personnel, Taitotalo's strategy seemed to be based on traditional strategy process. The researched literature stated multiple theories regarding to strategy processes and talent management. Strategy can be divided into lucrative long-term business-oriented planning and tactical short-term actions (Pellinen 2017, 50). One theory for a strategy-making process is the kernel of good strategy from Rumelt (2012), who divided the strategic problem-solving process into three steps of a process:

1.   Researching the diagnosis of the current situation (why)

2.   Forming a Guiding policy on how to solve the challenges (what)

3.   Perform a Coherent action plan (how).

The kernel of good strategy has similar steps than competence management process. In competence management also the concept of talent management is relevant in the HR point of view. For personnel's outstanding performance it appears that one's talent and the ability to use it is essential for continuous business in educational field. It is driven by a person's values, philosophy, sense of calling or mission, and unconscious motives and traits (Boyatzis 2007, 150).

According to Viitala (2013) organisation's mission in general is to find and utilise talent and personnel's competences successfully. Talent management practises generate multiple positive impacts. Three of them are rapid talent allocation, positive employee experience, and strategic HR team. These combine into effective talent management which also improves organisation's financial performance (Andreev, 2023). For this process there are multiple models. Traditional talent management process starts with specifying what skills the organisation needs and proceeds i.e. the following way:

1. Attract the Right People
2. Onboard and Organise Work
3. Organise Learning and Development
4. Hold Performance Appraisals
5. Strategize to Retain Your Best Talent
6. Plan for Successions (Andreev, 2023)

In an organisation with in-house personnel the talent management process is different:

1. Defining the requirements for tasks and roles
2. Assessing different employees in different positions
3. Making a development or career plan (Viitala, 2013).

According to Andreev (2023) there are three possible strategies how to manage organisations talent needs and goals according to will and financial capabilities.

The first strategy is to hire only top employees. With this decision the organisation attains top talent and enables rapid growth but with rather higher costs. With the second strategy option the organisation can hire promising specialist and develop them with good onboarding process and training. This is more cost effective but takes longer and may end up needing to hire the more expensive top talent after all. The third strategy is to combine these strategies but is only possible if hiring multiple employees.

Taitotalo's core competences had been listed by the HR personnel in Taitotalo, and a more thorough list of sub-skills acted as a comparison between research results. The sub-skills are not presented in the thesis for privacy reasons and as irrelevant according to research questions. The four main core competencies in Taitotalo were:

1. Vocational education basic skills
2. Training and leadership skills with a coaching point of view
3. Innovative product and service design skills
4. Skills for producing value

To attain Taitotalo's customer's learning objectives, trainers' proficiency in knowledge, skills, and attitude were vital to recognise. For ensuring the customer's ability to assimilate needed business skills the knowledge base of the trainers was individually listed and implemented to ensure competent learning experience for the customers. Taitotalo's process (Figure 8) for improving competence in a situation with insufficient knowledge base is stated below (Taitotalo, 2023).
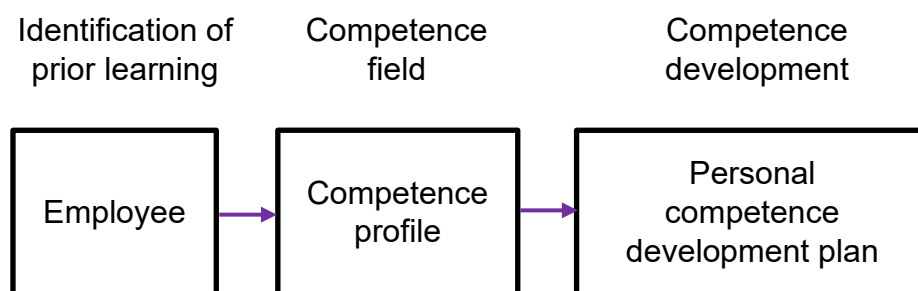
FIGURE 8: Taitotalo's Competence identification (Taitotalo, 2023)

Model defining

The HR employee and supplementary literature provided essential information during the enhanced development of the model. Maintaining objectivity proved to be challenging for the author, particularly given her active involvement within the department. While exploring various business theories, perspectives diverged, prompting internal deliberation. The author contemplated the delicate balance between objective analysis and subjective insights, considering their implications for profit-driven decision-making processes. It became evident that certain management decisions might not align with the preferences of all personnel, potentially eliciting resistance, and apprehension among staff. The consideration of potential changes and their ramifications raised concerns for the author. However, it was important to acknowledge that deviating from a profit-oriented approach could affect employees' job security, worsening their individual situations. This eased the author's dilemma with the battle of dual roles and helped concentrate on the findings.

After careful consideration, the author developed a balancing proposition. Cycle 2 enriched the competency defining model by incorporating Taitotalo's strategy, previous research, and potential onboarding training. The refined model resulting from this cycle is illustrated in Figure 9, detailing the attached factors.
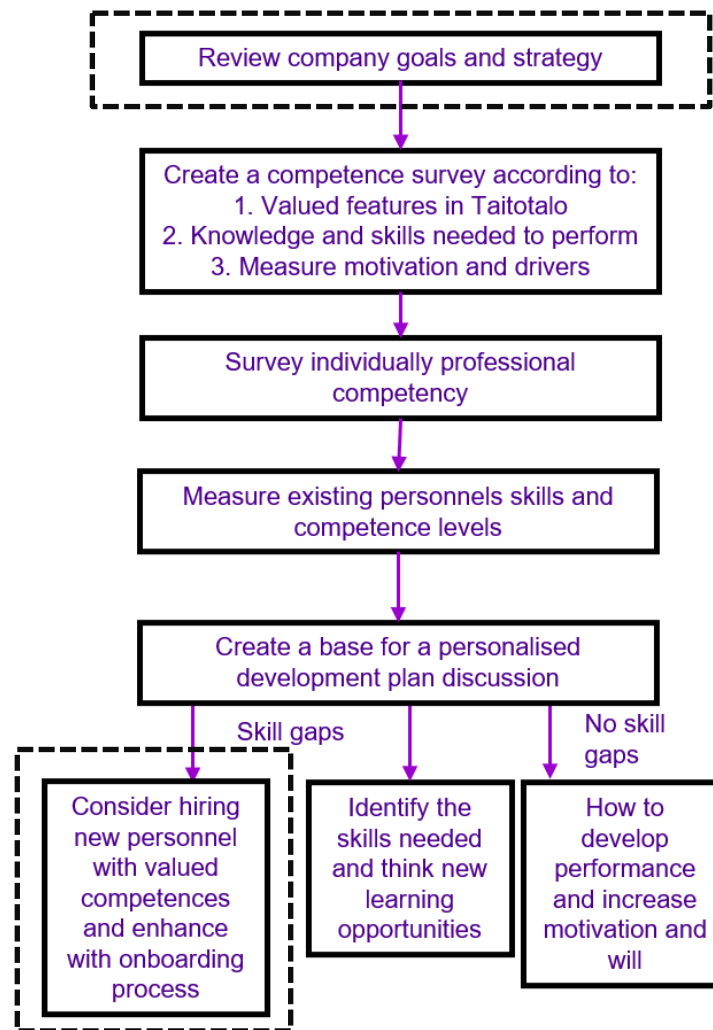
FIGURE 9: The competency defining model after cycle 2, additions marked

The addition to the model involved reviewing company goals and strategy, as well as potential hiring procedures in the event of identifying skill gaps. Discussions with HR personnel and further research on the matter highlighted the importance of the company's fundamental strategy, procedures, and goals. Without a clear understanding of these elements, the tailored process of defining competence would not be unique and would fail to meet the company's specific needs.

Strategy-based goals of expertise can be met through recruitment or training development actions. According to the literature (Andreev, 2023; Viitala, 2013) one competitive strategy is to hire capable personnel for the role. As Taitotalo was a big company with versatile strategy processes, the best option for an organisation with continuous operations, is combining multiple procedures. These would be:

- Top talent recruitment for high demanding job descriptions,
- New employee training programs and onboarding processes
- In-house personnel training development programs and job description tuning procedures.

Given the apparent complexity of the hiring process, there was a need to carefully examine the allocation of resources between internal competence development and external recruitment.

Monthly meeting

Regular monthly meetings were scheduled to address topics related to the whole department and facilitate decision-making processes. These meetings served as opportunities for department members to convene and engage in open discussions. Following the initiation of the OKR (Objectives and Key Results) process, workshops were organised to foster further development and strategic planning. The department was subdivided into smaller groups. The author was assigned the responsibility for the OKR goal regarding the development of a definition model, and a workshop was dedicated to discussing this objective.

During the session, the author presented the Research Plan to the group and explained how the research would associate others causing additional task. As the author hadn't had any feedback according to concrete actions towards competence defining, she was curious about the possible feedback from the participants. While some participants were optimistic about the process, others were more critical. Within the group, there existed diverse roles entailing varying tasks and responsibilities. Consequently, some colleagues did not see any personal value in the process and expressed reluctance to participate in the potential questionnaire regarding their individual competencies. The author made efforts to underscore the value of the process and had high hopes on management's actions regarding to the whole process.

Unfortunately, following the reformation of the department, the monthly meeting extended beyond its scheduled time, preventing the author from participating in the full group discussion about the process. Recognising an issue with leaving

early, the author observed a shared sentiment within the entire department. Addressing this situation required clear communication and a more positive approach to managing change. The author sought for guidance and developed a communication plan regarding the issue. The essence of the communication plan consisted of additional communication channels and opportunities with the participants. Later the communication plan was introduced and reflected with the Supervisor for further guidance.

3.5 Cycle 3: Task defining and managerial insights

Discussion with supervisor

After the monthly meeting, the author had a meeting with her supervisor, who expressed concerns about the process. It appeared that individuals were hesitant to participate in any questionnaire since it did not originate from the management or HR of the company, leading to doubts about its impact on working conditions or people's roles. Participants were unwilling to share their personal information with the author. The process, intended for the benefit of the entire department, had been perceived as the author's personal project. The author also raised similar concerns mentioned previously, without divulging the specifics of colleagues' criticisms. It became evident that the original problem behind the project remained unclear to others, and scepticism about its effectiveness was growing.

The author recognised the need for assistance from the supervisor to alleviate mistrust and emphasise the project's relevance. With the supervisor's support, steps were taken to enhance communication within the department. The author remained determined to continue the project despite facing challenges and uncertainties.

First Employee interview

Realising that getting information from her colleagues would give a wider reasoning behind possible mistrust toward the competence defining process, the author sought input from a trusted colleague. This discussion was not initially included in the research plan but was found necessary. Gaining insights from an

employee's perspective allowed the author to better understand the department's atmosphere. This colleague echoed supervisor's sentiments but offered more detailed insights. She also provided solutions for enhancing the process and survey's content. The author acknowledged the valuable insights provided by her colleagues. She was committed to ensuring the credibility of the research and the successful execution of the survey.

The interviewed colleague and the author decided that, as a researcher, she would aim to explain the process and backgrounds of the research to the employees individually and through various situations. She also attempted to observe the department's changing level of willingness to participate in the process. This discussion with the colleague was crucial, as she was planning a workshop on the questionnaire model with the same employee in later cycle of the research. With this information, the author gained a broader perspective on potential questionnaire outcomes.

Workshop with Supervisor

At the start of Cycle 3, a workshop was held with the presence of the researcher and the training manager. The research plan was presented, and objectives were assimilated. After Cycle 2, it was important for the author to define tasks in the ICT & Media department. The role-specific task list provided information on how different work roles were currently divided inside the department. It also differentiated on which survey respondents answered which questions. The work roles included Trainer, Training Coordinator, and Education Specialist.

The number of tasks within the roles proved to be immense. Many of the tasks overlapped within the roles, and employees also had individual arrangements with associated colleagues. The original tasks within roles were defined in Taitotalo's document management system, which made the work a bit easier. Because of the massive and time-consuming work, the benefits of the task list were irrelevant according to the research questions and were excluded from the questionnaire. The work served a purpose as the task list would serve well as a comparison of the possible role-defining changes among the personnel in the future. The author acknowledged that the task listing they created was not in vain but hopefully would assist in a future development project. She envisioned that

the intention would be to adjust the job content based on competence. This work could help compare the initial general task listing with what is modified considering each individual's competence.

As a plan for the workshop, the training manager's point of view was also asked:

1. What kind of competences the department lacks,
2. Is there a certain emphasis on certain competence,
3. What kind of leadership difficulties are there that might be linked to the competences?

The answers provided valuable information that was utilised in defining the questions for the survey. They also offered insights into management's expertise in role defining and, consequently, competence defining. Due to the time-consuming task of listing, there was insufficient time to address all the areas highlighted. It was decided that the supervisor would elaborate on the answers to the last three questions. However, the subsequent answers provided were brief and did not cover all the necessary information. This led the author to realise that the most effective way to obtain the required information was through qualitative interviews. Another meeting to clarify these points would have been essential. However, due to the heavy workload in every role, time constraints, and changing circumstances, these questions were not revisited or supplemented afterward.

After analysing the given answers in the interview and additional information gathered from previously researched literature and employee discussions, the author identified issues related to the extensive workload. Situational improvements were proposed based on these findings, along with suggestions for addressing the workload, which included prioritised work descriptions and other related factors. These additional factors contributing to the workload comprised:

- the use of applications, document management system and software,
- legal obligations by Finnish National Agency for Education and the government,
- knowledge development goals set by the institute or personal,

- Additional social tasks i.e., customer service, tutoring, student guidance and counselling,
- development projects and research,
- weekly and monthly meetings.

Proposed improvements for the existing challenges included:
- Further development efforts for more precise job descriptions
- Accurate curricula for communication effectiveness
- Trainings on systems and procedures refinement
- Mitigation strategies for technology-related issues

It seems that many of these issues have been already recognised and are in progress as Taitotalo's development projects. It became clear that this research was important and there was not yet a solution. With the findings in this cycle the research questions and overall background got clearer. Also, the structure of the upcoming questionnaire was moulded, and the tailoring of the model could continue.

Second Employee interview

The conversation with the second colleague took place after the supervisor workshop but before receiving responses to previously presented additional questions. Despite feeling apprehensive about the criticism and that the workshop's goal was not achieved, the author found it important to engage in dialogue with this colleague, who shared similar traits. This exchange allowed her to discuss her thoughts and receive feedback on the actions presented.

She received much-needed support and gained insight into the department's perspective on the process. It appeared that many individuals were optimistic about the outcome, and some were eager to offer their support, while others expressed strong critiques. Drawing from her studies and literature on change resistance (cf. Hunt 2015; Vaníčková 2020, 5), she recognised patterns in the department's behaviour. As she became more confident in the positive opinions, she acknowledged that it was impossible to please everyone. Instead, she chose to trust that a sufficient number of individuals would respond to the questionnaire,

providing valuable data and feedback for improving the competency defining model.

Third model suggestion and communication plan

After cycle 3, the additional findings that increased value were attached to the model. The refined model can be seen under in Figure 10. The additional parts of the model are becoming aware of the department-specific factors in the beginning of the process and refinement of the descriptions.
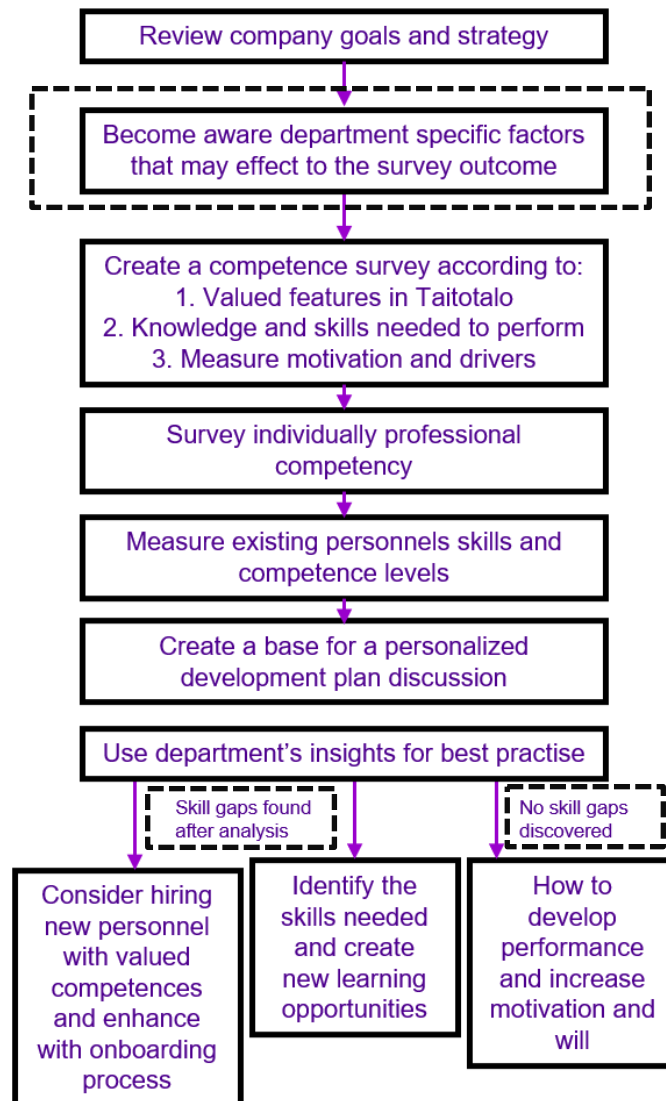
FIGURE 10: The competency defining model after cycle 3, additions and changes marked

During Cycle 3, the author experienced significant learning, gaining insights into the complexities of working with large groups. She understood that communication is not always straightforward, and individuals' biases and fears can influence their actions and the progression of the process. It was crucial for her to realise that these challenges were not to be taken personally. According to Vaníčková (2020, 5, 8–9), projects experience both positive and negative influences due to human factors, emphasising the importance of recognising cohesive actions and soft skill recognition in advance.

Effective communication and clear directives are among the key factors for success. The author discovered that each group possessed unique characteristics that may have impacted the selected procedures. Additionally, it seemed that the characteristics, relationships, and communication of the individual in charge of the project significantly influenced the process's trajectory and outcome. Based on the insights gained from the information and observations, she believed that increased communication, involvement, and guidance would lead to better outcomes with this group. It was essential to address the directions and concerns of highly intelligent individuals, as cooperation yielded fruitful results. The author's plan was to encourage the department to be more involved in the planning process and observe if this helped to gain the desirable outcome.

According to Vaníčková (2020, 7–10) The procedures that could reduce the risk of negative impact on project outcomes vary depending on the specific group characteristics involved. The author came to understand that these group dynamics could be identified through observation and analysis of collected empirical data. By integrating theoretical perspectives into the collected data, potential customised communication methods and activities could be identified. Achieving understanding among the group members might minimise resistance. Due to prior observations and the necessary analysis, she sought to clarify descriptions related to skill gaps.

3.6 Cycle 4: Colleague expert point of view and feedback

Weekly meeting

Weekly meetings were arranged through Teams meetings, and usually, cameras were not turned on. As a part of the OKR process development discussion, the author explained further the background of the project and reminded everyone about the possible goals. The overall structure of the survey, which had been prepared at that point without feedback from colleagues, was presented. The author ensured that there was a possibility for anonymous answers, and even she couldn't know the identity of these respondents. It was also ensured that the individual answers gathered would be private and only at their own discretion to be exploited in upcoming performance discussions. The group was encouraged to ask more questions so that possible problems could be addressed. To this point, the author had to solve issues through an intermediary. The department had received a couple of new employees by this point, and the reaction from them was welcoming. Positive feedback was received from the group, but most of the group stayed silent. Additionally, when the cameras were off, it was difficult to discern their feelings.

Workshop with employee 1

After the meeting, the author focused on finalising the pilot survey and proceeded to test the formulated model. She arranged meetings with the previously interviewed colleagues for feedback and structural changes. The workshop's previously planned agenda was to identify and develop individual knowledge fields. The author encountered most difficulties with knowledge fields involving coding and programming skills. The most assistance was required when dividing the overall subjects correctly. It was decided to divide the knowledge area into two parts: theoretical knowledge and programming and system knowledge. The aim was to differentiate theories, concepts, and principles within a particular field or discipline, from understanding the components, functionalities, and interactions as the proficiency in writing and implementing code within a particular system. This work proved to be challenging, and the different subjects were reorganised and regrouped multiple times with four different experts in the fields. Due to this work, the original time schedule was delayed by two weeks, leaving less time for analysing the data

Survey building

After the findings in cycles 1 to 3 and regarding the feedback and adjustments of the knowledge and skill reorganising, the best practices could be identified and decided upon. Cycle 4 concentrated on five main parts of the survey and a pilot of the model testing. The structure of the questionnaire is displayed in Appendix 1: Competency defining model, pilot survey. All the field knowledge subjects, skills, or competences are not presented for business privacy reasons. The decision to withhold individual knowledge fields was influenced by various factors, including considerations within the business context.

In Part 1, the responder could present their basic information or leave it anonymous. Parts 2 to 4 included the competency defining factors introduced in this thesis. Before feedback, the planned structure was:
1. Part 1: Basic information
2. Part 2: Knowledge
3. Part 3: Skills
4. Part 4: Motivation or drivers
5. Part 5: Feedback.

In this section, influencing theory was presented to the decision-making process in each competence factor part (2 to 4), followed by the presentation of the survey structure according to best practices. The questionnaire underwent multiple reviews and was sent to two colleagues to obtain feedback on questions, knowledge factors, and other parts of the survey. Both colleagues had the opportunity to test the questionnaire for further feedback and refinement. Below is Figure 11, which illustrates the final breakdown of the questionnaire according to the company's fundamental needs and competence defining practices.
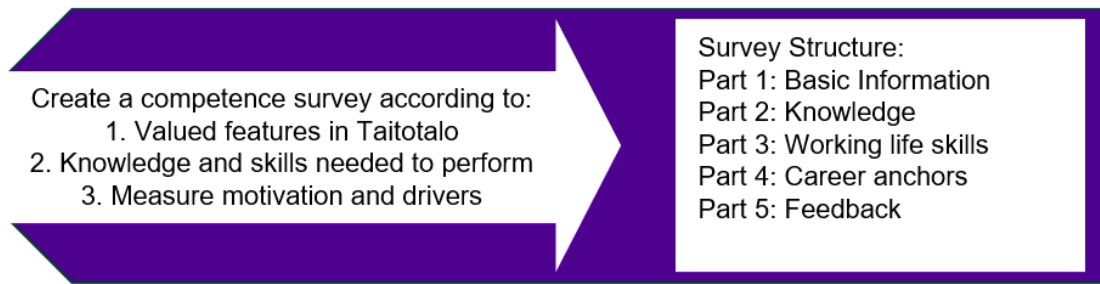
FIGURE 11: The survey structure breakdown

Part 1: Basic Information

The survey started with collecting basic information from the respondent, followed by recognising the respondent's role for facilitating fluent responses. Roles had been identified in Cycle 3 with the training manager. A respondent could remain anonymous if they wished to ensure as factual responses as possible.

Part 2: Knowledge

The second part comprised individual knowledge fields and provided information on skill levels. Recognising and utilising knowledge isn't straightforward due to individual differences in understanding definitions and evaluating the level of attained knowledge. Competence can be defined as competence-in-stock (past), competence-in-use (present), and competence-in-the-making (future) (Lindgren et al. 2004, 439–440). In Figure 12, a related aspect of a more comprehensive Model of Competence in Organisations, the Competent Action, is depicted. According to the figure, individuals may possess a competence and utilise it as needed. If the competence needs development, this results in a new competence-in-stock. Individual competence interests are taken into consideration when developing existing or new competences (Lindgren et al. 2004, 439–441).

Competent Action
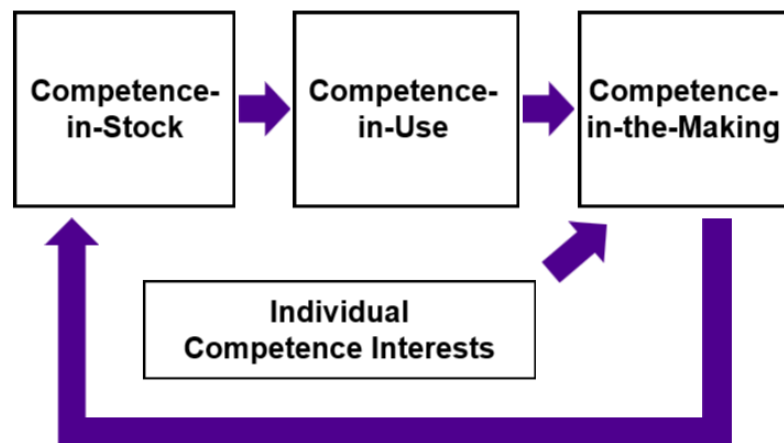
FIGURE 12: Model of competence in organisations: Competent Action (Lindgren et al 2004, 440)

Having examined the literature on competency, it becomes evident that competency alone does not ensure proficiency, as detailed by Wais (2024). While the specifics of possessed competence may fade over time, particularly when the tangible intention for competence usage is unclear, the significance of competence level remains paramount, especially in instances of Competence-In-Use. Therefore, exploring this literature is crucial to understand the immediate implications of competency for practical application.

The questionnaire's Part 2 consisted of evaluation of respondent's knowledge field levels and the identification of other possible knowledge fields. The listed knowledge fields, which were divided to theoretical knowledge, and system and programming knowledge, comprised a total of 62 distinct subjects. There was also a possibility to expand possible knowledge field with an open field.

After recognising 62 different knowledge fields, it was important to measure the possible competence levels. The author decided to use Viitala's (2013, 182–183) example of an evaluation tool metrics to measure competence levels in the survey. The competence levels were scaled from 0 to 5 with different characteristics. The names of these levels are freely translated as

0. No competence
1. Novice

2. Basic level
3. Expert
4. Developer
5. Specialist

The author chose to explain these metrics more precisely to minimise the possibility of misunderstanding. In the part 3 of the questionnaire there is a similar scale, excluding Basic level and Developer. These levels were adequate within the research objectives.

Part 3: Working life skills

The author considered influences from three different skill lists when deciding on the working life skills to include. This approach was taken recognising the existence of multiple options available for constructing a competence profile of individuals. Richard Boyatzis (et al 1991, 279, 282–283) developed a Learning Skills Profile (LSP), which had 12 scales of competencies. These are presented in the figure 13. The profile can serve as a tool for offering personal and organisational feedback on skills, as well as outlining the skills necessary for various occupations and educational programs (Boyatzis, 1991, 282). These competences were part of the groundwork when developing the questionnaire.

Relationship-management competences	Cognitive competencies	Self-management competencies
Leadership Relationship Helping	Sense-Making Information-Gathering Information analysis Theory Building Quantitative Technology	Goal setting Action Initiative

FIGURE 13: Learning Skills Profile, competencies (Boyatzis, 2007, 150)

As Boyatzis (2007, 150–162) used the Learning Skills Profile instrument in his own three-parted research, the variation of skillsets turned out to be much larger and precise. The author concluded that although the research would have been more informative and useful to Taitotalo's management, the questionnaire would have been too long and time-consuming to fill. Long questionnaires tend to

reduce the number of respondents which was problematic because of the nature of the research and the limitation of actual respondents.

The author decided to use the working life skills that Taitotalo had previously researched and attached to their strategy. The sub-skills derived from the previously presented core competencies in Cycle 2 aligned well with the nature of the research and addressed Taitotalo's requirements.

Richard Boyatzis (2007, 152) introduced suitable competence level measuring options in his Learning Skills Profile (LSP) research. The 7 stacks of possible answers in the LSP are the following:

1. No skill or experience in this area
2. Now learning this skill or activity
3. Can do this with some help or supervision
4. A competent performer in this area
5. An above-average performer in this area
6. An outstanding performer in this area
7. A leader or creator in this area

In the initial version of the questionnaire, the author utilised this scale, as Boyatzis had previously tested the model with positive results. However, she decided to change the scale to Viitala's (2013; 182–183) evaluation tool levels used in Part 2, but with slight modifications. While a 7-point scale might offer more precise results, it could potentially lead to difficulties for individuals in evaluating their own levels accurately, particularly when the measurements are closely aligned. Additionally, as the author aimed to minimise cognitive overload, there was no significant reason for introducing another scale of measurement.

The questionnaire also included the opportunity for respondents to share their strengths and offer suggestions on how to utilise them more effectively in their working environments. It also allowed respondents to outline their development goals. These questions could be particularly valuable in development discussions with the supervisor.

Part 4: Career anchors

When researching theory regarding attitude or motivation, multiple theories seemed to influence to it. According to Deci, Koestner and Ryan the individual's autonomy and competence influences the inner motivation (Viitala 2013, 181). The satisfaction can be achieved with the right ratio of skills and challenge which increases motivation to proceed (Csikszentmihalyi 1990, 74). These all influence the experienced attitude and needs of an individual.

While discussing potential factors for inclusion in the questionnaire with one of her colleagues, the author was reminded of a positive pedagogy theory and a training session attended at Taitotalo. Sanna Wenströn (2020) reconstructed the concept of the Power Zone, a tool for identifying strengths based on the broad definition of strengths in positive psychology. Martin Seligman introduced a form of psychology focused on self-reflection, attitudes, and values to guide meaningful life choices and career decisions (Wenström, 2020). Although intrigued by this approach, the author struggled to find a practical solution that could measure these aspects without significantly extending response time. Nevertheless, she believed that such a tool could empower individuals to pursue their aspirations for a more meaningful professional life and career choices.

In her pursuit of establishing a measurable scale for motivation drivers and reasons for employees' decision-making, the author found the theory of career anchors. According to Barclay (et al 2013), in the starting phase of individuals' careers, within a few years, they begin to develop a more stable career self-concept. This self-concept was introduced by Schein (1990) as Career anchors and Career anchor theory. Schein identifies eight career anchors:

- technical/functional competence,
- general managerial competence,
- autonomy/independence,
- security/stability,
- entrepreneurial/creativity,
- service/dedication to a cause,
- pure challenge, and
- lifestyle.

After Schein's work for career anchor theory Bristow proposed a career anchor relationship. Bristow also changed the terminology to improve clarity to the audience (Barclay et al, 2013). The changes were:

- technical/functional became "becoming the expert,"
- general managerial competence became "leading others,"
- autonomy/independence became "gaining autonomy,"
- security/stability became "ensuring security,"
- entrepreneurial creativity became "fostering innovation,"
- service/dedication to a cause became "serving others,"
- pure challenge became "achieving stretch," and
- lifestyle became "maintaining balance."

Through her research, the author discovered these self-concepts to be suitable in defining the attitudes and motivation examined through self-observation, aligning with the research objectives. Career anchors enabled the identification of individual needs in shaping potential job descriptions and revealed why individuals feel compelled to pursue specific roles.

This section in the survey also offered an open field where respondents could express their preferences for the work environment at Taitotalo based on their career anchor choices. Answering in all open field questions within the questionnaire was optional, yet they offered an opportunity to share additional information regarding concerns and positive aspects.

Section 5: Feedback

In the questionnaire, section 5 focused on feedback, and answering the questions in this section was mandatory. It played a crucial role in gathering insights for suggested improvements and critique related to the initial research of constructing a competence-defining model. The author reviewed the structure and questions of the questionnaire and identified specific areas where feedback was most necessary. The section was performed as a Likert scale from "completely agree" to "completely disagree". She also gave an opportunity to list additional feedback to an open field. The sentences were:

1. The questions were straightforward to answer.
2. The questions were easily understood.
3. I was able to clarify my competences.
4. I gained insights from exploring my career anchors.
5. The questionnaire encouraged me to reflect on my job description.
6. The questionnaire encouraged me to evaluate my own competences.

Due to the department's difficulties regarding understanding the purpose of the survey, the author aimed to clarify it in case it remained unclear. Additionally, she inquired whether they believed the survey affected their ability to influence their job descriptions, providing an opportunity for them to elaborate on their response if necessary.

In Cycle 5, only the feedback section of the survey was included in the results, excluding other sections of the survey. In this section, only responses relevant to the research questions were addressed.

Feedback and improvements with employee 1 and 2

In early October 2023, the author sought final feedback from colleagues regarding the questionnaire via email. Both colleagues had the possibility to test the questionnaire after workshops. The time schedule had been delayed because of the additional discussions with the department and iterations with tuning work. Colleagues, occupied with their own tasks, had limited time to engage with the questionnaire, resulting in minimal interaction. Nonetheless, the author received valuable feedback highlighting concerns and suggesting improvements, particularly concerning the definitions of knowledge fields and the grouping of skills. Although these factors had undergone multiple refinements, the author revisited them based on the received hints, implementing only minor adjustments. Another concern was the possibility that the department might not fully comprehend the value of the survey, despite clear explanations provided initially. While the author attempted to address this issue, there were limitations to what could be done at that stage.

While testing the survey, the author found out that doing the questionnaire with Google's tools didn't serve her needs for the survey. Taitotalo has an interface

with usage of Microsoft tools, so she decided to relocate the questionnaire to Microsoft Forms. This required additional time, but because of this change, the author was able to implement some modifications to enhance clarity. These changes also allowed employees to save their completed forms for future use as intended.

2nd Discussion with the Supervisor

Once the questionnaire had been finalised, the author sought assistance in addressing potential risks that lay ahead. One primary concern was the possibility of incomplete participation from individuals within the department. The goal was to have 18 out of the original 24 employees complete the survey, as this target was crucial for ensuring that the survey's findings would offer valuable insights to Taitotalo. Achieving this target would validate the effectiveness of the model as a foundational framework for future development, despite being aware of potential areas for improvement.

The author's supervisor agreed to allocate time during the upcoming monthly meeting for individuals to complete the survey. During this session, the supervisor could also provide additional explanations regarding the survey's significance. This strategy aimed to address any doubts or suspicions arising from the survey no longer being identified as the author's individual OKR project. Additionally, she committed to sending a reminder through the department's MS Teams Channel.

3.7 Cycle 5: Final model and feedback

Survey testing and Collecting data

After the survey had been finalised, the author sent it to the whole department through her work email. The survey was sent to the department of 26, excluding herself and the supervisor as respondents. The answering time range was from week 41 to week 50. This was the first time her supervisor saw the whole questionnaire. She had gathered the information and objectives of the management in cycles 2 and 3 and taken them into consideration while forming the questionnaire. She chose not to involve management in the detailed

structuring process because she believed that prioritising the needs and feedback from the target group was essential for building trust in the project.

While gathering answers for the survey, the author encountered the predicted risks, particularly concerning the response rate. However, due to unavoidable circumstances, she couldn't actively participate in addressing these concerns, which may have impacted the department's response rate. The supervisor sent a reminder of the survey, and the author extended the answering time. She was unable to participate in the monthly meeting and later learned that there was no time allocated to discuss the survey or fill out the form together. The author continued to encourage department members to respond to the survey via Teams and telephone conversations. She decided to extend the response time to gather additional responses.

Analysing the survey

After the survey's response deadline had passed, there were 17 responses received. The author's decision not to participate in the survey resulted in falling short of the goal of 18 responses, despite the potential to achieve it with her own input. This choice was made to prevent the introduction of potentially biased responses, given the author's role as the creator of the survey. Additionally, as the author's contract with Taitotalo was ending in December, her responses could have compromised the survey's integrity and subsequent analysis. The analysis of the answers regarding to the objectives of the Taitotalo's management, was sent to the Supervisor and are not included in this thesis as explained in the chapter 1.3 'The purpose and objectives'.

At this point the author concentrated on developing the competency defining model and analyse the gotten feedback to make improvements to the final model. In figures 14 to 19 there are Likert scale responses for the presented statements from question 18. The Likert scale responses were collected from participants who were asked to rate their level of agreement in six different statements. Responses ranged from 1 (Strongly Disagree) to 5 (Strongly Agree).
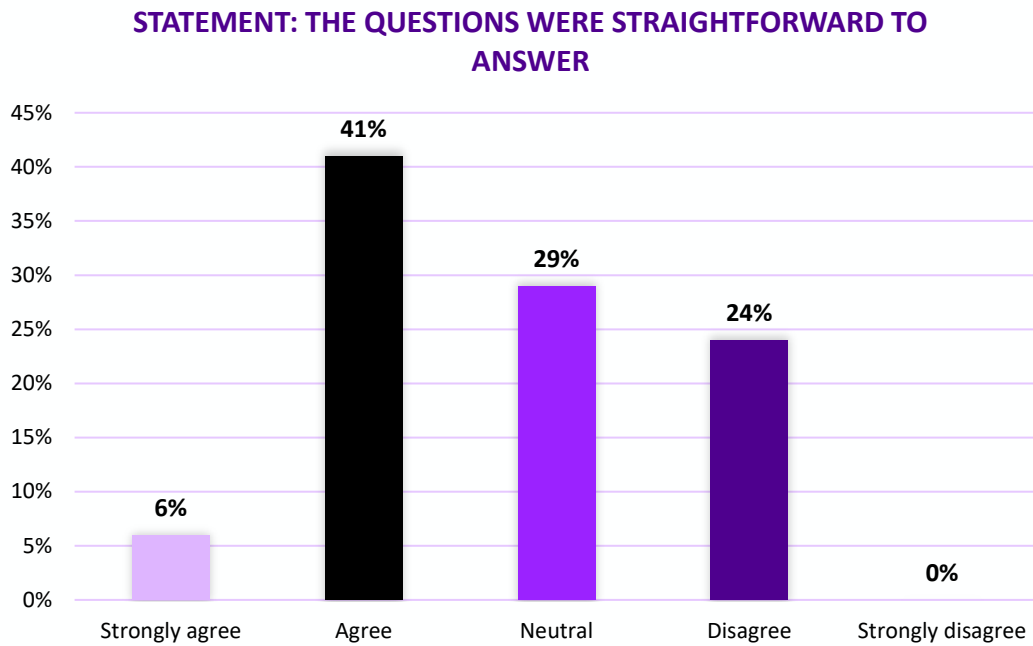
STATEMENT: THE QUESTIONS WERE STRAIGHTFORWARD TO ANSWER

FIGURE 14: Likert scale responses for the statement "The questions were straightforward to answer"

Most of the respondents felt that the questions were quite straightforward to answer. According to the answers, 29% of the respondents did not express whether the questions were easy to answer or not. This may indicate that there were still some issues or that they lacked strong opinion about the questions. Some of them didn't agree with the statement and this was shown in the additional feedback specified later in this chapter.

STATEMENT: THE QUESTIONS WERE EASILY UNDERSTOOD
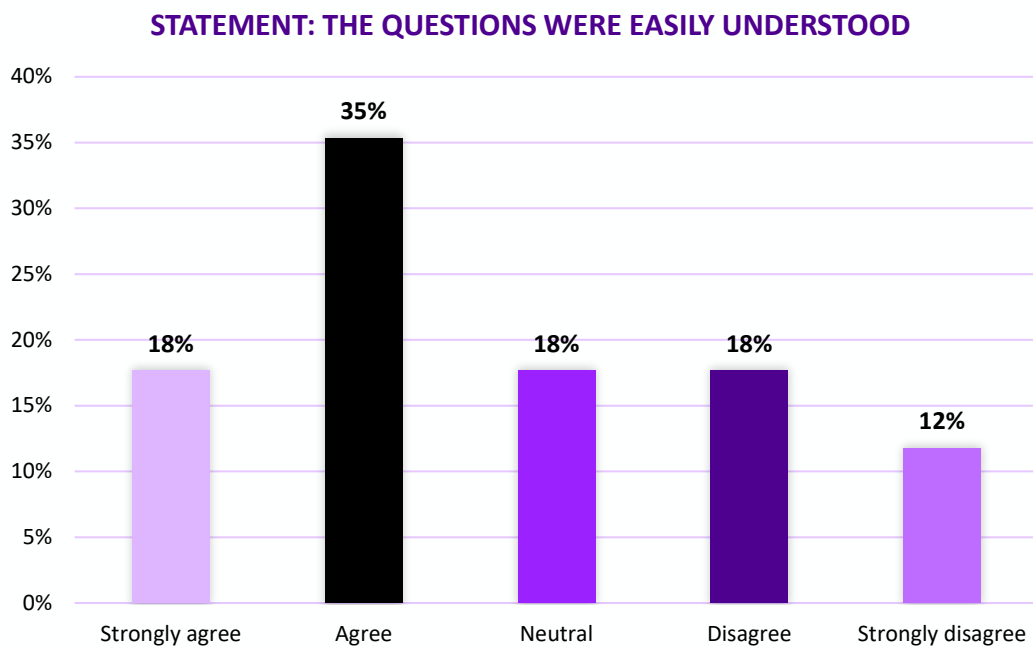
FIGURE 15: Likert scale responses for the statement "The questions were easily understood"

Most of the respondents agreed or strongly agreed that the questions were easy to understand. Some still had problems with understanding the questions even with the additional explanations. Notable was that there was a very variative response to this statement. The responses collected from the survey did not provide sufficient data for analysing the underlying reasons behind this behaviour, as many of the additional open-field questions remained unfilled.

STATEMENT: I WAS ABLE TO CLARIFY MY COMPETENCES
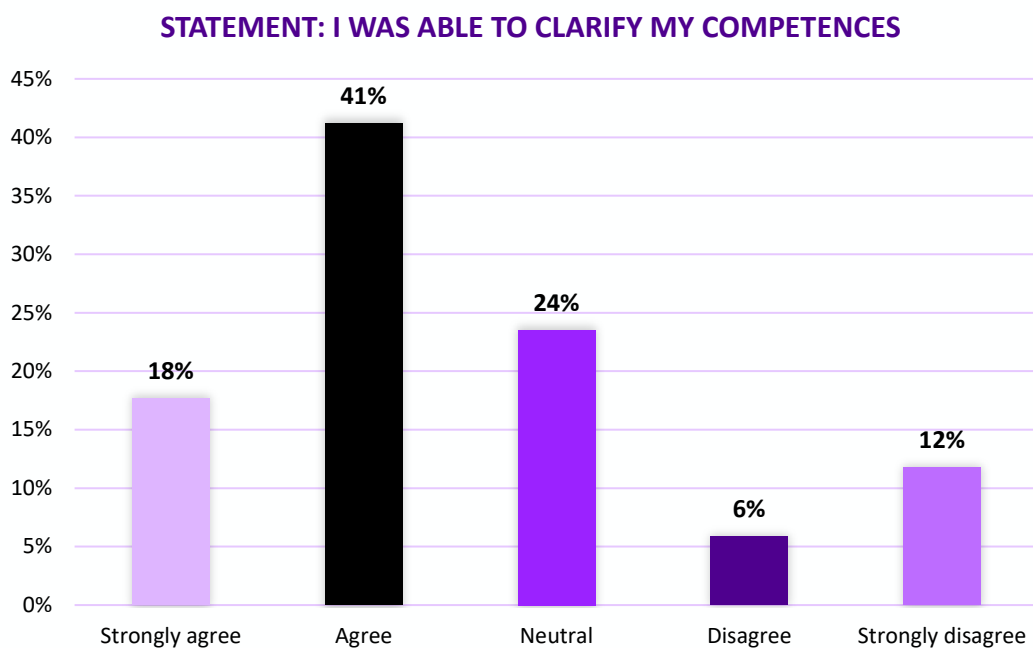
FIGURE 16: Likert scale responses for the statement: "I was able to clarify my competences"

Many of the participants indicated that they could effectively manage their competences. While some participants neither agreed nor disagreed with the statement, there were individuals who strongly disagreed. This could be attributed to challenges in comprehending the questions or defining various competences. Some respondents had already discussed their competences with the supervisor, leading them to perceive no need for further clarification.

STATEMENT: I GAINED INSIGHTS FROM EXPLORING MY CAREER ANCHORS
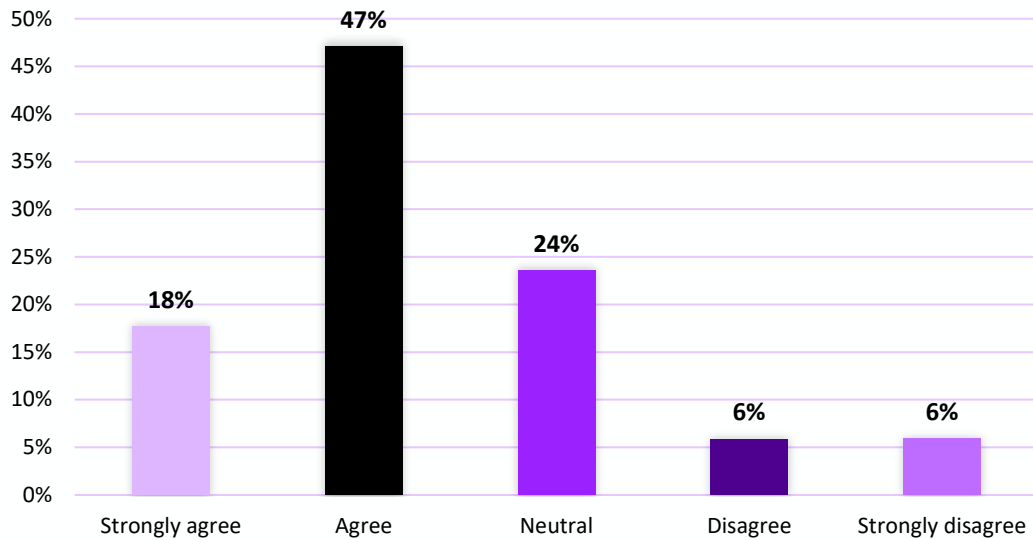
FIGURE 17: Likert scale responses for the statement: "I gained insights from exploring my career anchors"

Nearly 70 percent of the participants felt that they gained insights from exploring career anchors. Only two individuals didn't receive insights from exploring them. This shows that the career anchor theory seems to be interesting to the participants. Personality or behaviour tests typically attract individuals who aim for better self-awareness and self-improvement. However, there are those who do not value them or are sceptical about the benefits of such information or testing.

STATEMENT: THE QUESTIONNAIRE ENCOURAGED ME TO REFLECT ON MY JOB DESCRIPTION
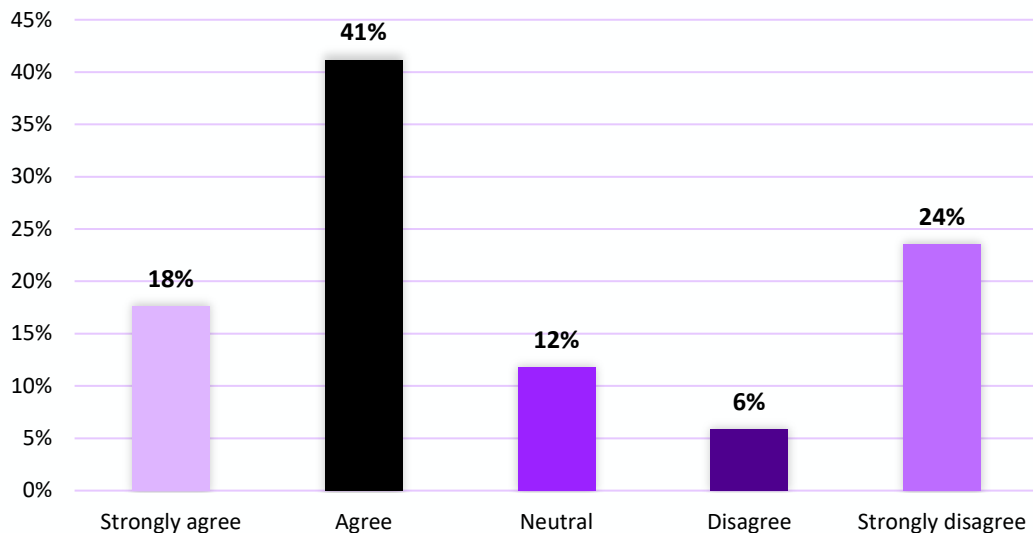
FIGURE 18: Likert scale responses for the statement "The questionnaire encouraged me to reflect on my job description"

The findings within the answers to this statement differ from other responds. While most of the respondents expressed some degree of agreement that the questionnaire prompted reflection on their job description, a notable portion strongly disagreed. This variation in responses required further investigation, as the underlying factors were not fully understood solely from the survey. Potential explanations may include a lack of optimism regarding the possibility of changing job descriptions or possible inadequacies in the questionnaire itself.
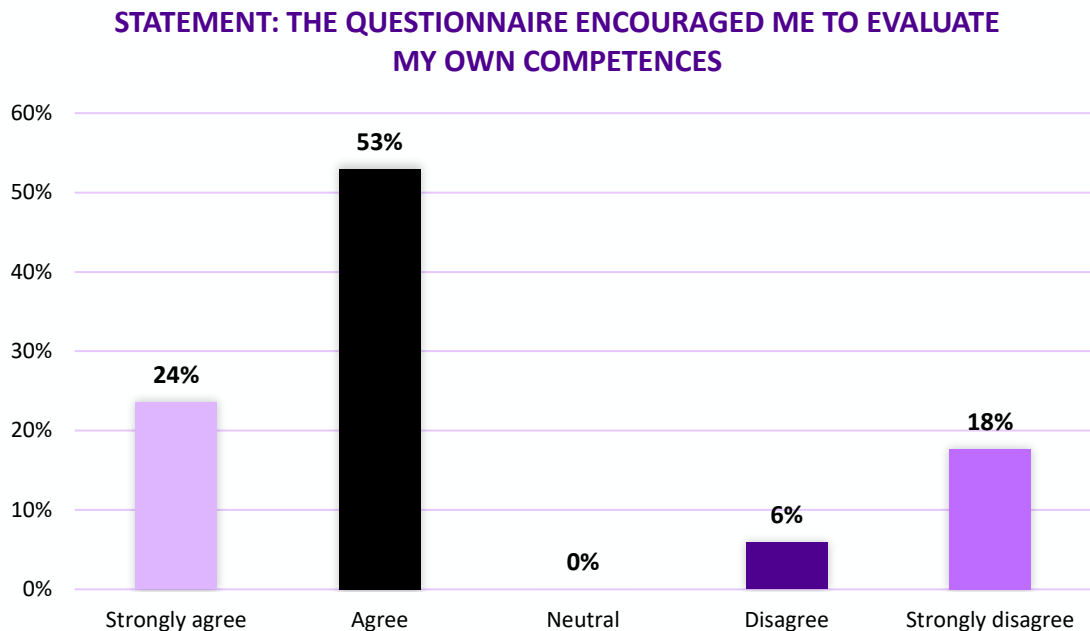
FIGURE 19: Likert scale responses for the statement: "The questionnaire encouraged me to evaluate my own competences"

Most of the participants, 77 percent agreed that the questionnaire encouraged them to evaluate competences. Competence assessment generates possible ideas for self-improvement and hopefully courage to present them in a way that the competency defining model proposes. There were still some participants who weren't encouraged to evaluate their competences. This might be because of they are well aware of their competence base and are content without changes or possible inadequacies in the questionnaire.

To the question 19: "Do you know why this survey was held?" it was possible to respond

1. Yes,
2. Fairly well,
3. Not really.

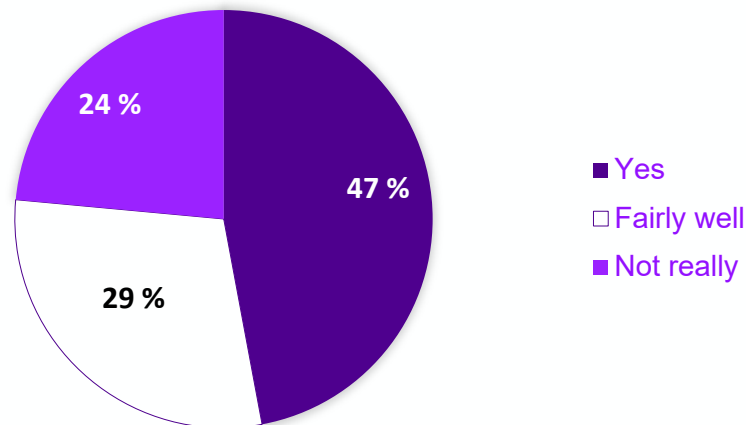**QUESTION 19: "DO YOU KNOW WHY THIS SURVEY WAS HELD?"**

FIGURE 20: Pie chart for the question 19: "Do you know why this survey was held?"

The results are presented in the Figure 21. After the re-explanation of the base of the survey only one said that the respondent may not still understand. This shows that adding the explanation still to this point made a difference and possibly brighten the planned objectives.

The question 20 was: "Do you feel that with the help of this survey you could influence your own job description leaning to your interests?" The results are presented in the Figure 22. it was possible to respond

1. Yes, fully.
2. Yes, if I discuss it with my supervisor.
3. No, even if I discuss it with my supervisor.
4. Not in any way.

**QUESTION 20: "DO YOU FEEL THAT WITH THE HELP
OF THIS SURVEY YOU COULD INFLUENCE YOUR
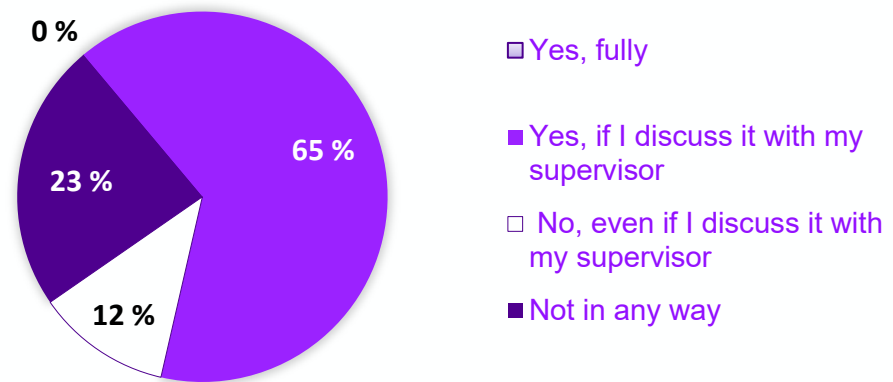OWN JOB DESCRIPTION LEANING TO YOUR
INTERESTS?"**

FIGURE 21: Pie chart for the question 20: "Do you feel that with the help of this survey you could influence your own job description leaning to your interests?"

According to the results, none of the respondents felt that they would fully influence their job description. However, 11 individuals (65 percent) felt that if they brought it up with the supervisor, they could influence. Two (12 percent) of the respondents felt that even if they discussed it with their supervisor, it wouldn't make a difference. The rest of the participants didn't believe in any possibilities. According to the answers in voluntary open field possibility, the respondents' reasoning behind their issues were not survey related.

In the survey, there was an additional possibility to give open feedback. The feedback consisted of:

1. The grouping and defining different individual knowledge fields
2. The phrasing of the questions for better understanding and answering
3. The lack of given answering time
4. The slight media and marketing emphasis of the survey
5. Praising the survey, project, and my contribution to the work

The mean scores from questions 14 to 19 were all between 3,29 (question 19 and 18) to 3,65 (question 17). Based on the findings from the survey and calculated mean scores, it appeared that the overall feedback is predominantly positive. The majority of respondents expressed agreement with the statements

and demonstrated an understanding of the survey's purpose and objectives. Additionally, many participants indicated a belief that discussing the surveyed topics with their supervisor could lead to influence over their job descriptions.

In the survey, there were some responses that needed more investigation behind them. The open field for additional feedback provided multiple suggestions for improvement and highlighted existing issues. The author decided to have additional discussions with her colleagues to better understand some of the answers. Due to the close relationship with some colleagues, she was confident that she would receive honest responses and engage in qualitative discussions to uncover essential insights behind the critiques.

Based on these findings, it can be concluded that piloting the model's customised survey in a researched way was the optimal course of action. Throughout the action research cycles, the author gained valuable insights, leading to intervening adjustments in the course of action. According to the findings, there were still multiple improvements to suggest, and possible issues listed. These will be discussed in the Chapter 5: 'Conclusions'.

After Survey

The author initiated open discussions with five different department members to gather additional feedback and clarify their responses. Some of these members had completed the questionnaire, while others had not. For those who had not responded anonymously, the author asked specific questions, and for those who did not respond at all, the author inquired about their reasons for not answering.

The specified feedback consisted of these issues:

1. Some respondents found the definitions of competencies and specific skills challenging to understand. This increased frustration and influenced the feedback of the survey.
2. There was a need for clarification regarding the purpose of the project and how the gathered information will be utilised. Respondents questioned who would benefit from the project and sought more guidance on its intended outcomes.

3. Some respondents suggested that an external perspective might benefit the project. They believed that despite my efforts, my influence might be limited at this level of responsibility.

4. Respondents mentioned a lack of support and guidance throughout the project. They expressed a desire for more assistance in understanding the questions and context of the survey, as well as more structured support i.e. in a monthly meeting.

5. Some respondents mentioned a lack of motivation and engagement with the project. They felt that they did not see the value in participating and were hesitant to share their thoughts due to perceived lack of benefits or support from management.

6. Feedback highlighted concerns regarding the limited time allocated for the survey. Participants, managing busy schedules, expressed challenges in dedicating adequate attention to it. Additionally, there were instances where respondents chose not to initiate the survey to avoid potential overtime.

Based on the discussions, despite the author's efforts to mitigate the risks identified earlier in the research, they persisted until the end. However, the additional feedback provided valuable information into ongoing issues and helped the author identify potential areas for improvement. These insights helped her identify actionable steps to mitigate the risks effectively.

Final report on results

The additional discussions deepened the analysis, clarifying the reasoning behind the survey responses. They also offered valuable insights that led to suggestions for improvement and development initiatives. The author maintained objectivity in evaluating the research results, despite any personal resonance, allowing for impartial suggestions to be made without influence from personal biases or resistance to change. This experience highlighted the advantages of conducting research from an external perspective, enabling a more impartial viewpoint. Conversely, being part of the team allowed the author to shape the questionnaire structure and gather valuable constructive feedback that might not have obtained otherwise.

Finishing analyses and report handling to Supervisor

The final analysis of the survey was sent to the supervisor in week 51. The response time had been extended previously which, inter alia, affected to the schedule of the final report. Ultimately, the final feedback of the survey's analysis wasn't received before the ending of the author's employment contract. In the beginning of 2024, the supervisor changed departments, leading to a redistribution of responsibilities and tasks. Hopefully, the outcome of the project can be utilised in the future.

Finishing the competency defining model

In the end of the cycle 5, the needed information had been gathered, pilot tested, and final improvements added. Based in action research results, the final version of the Competency defining model is presented in Figure 22.
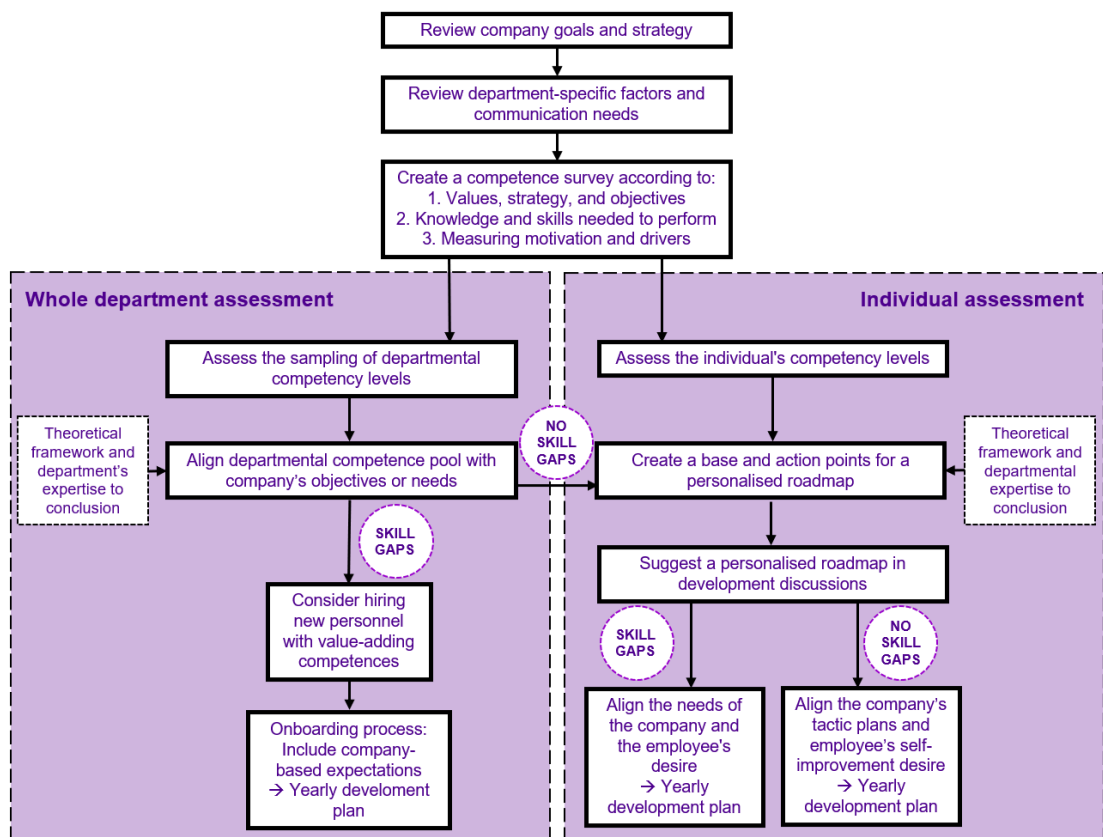

FIGURE 22: The final version of the Competency defining model

The final version of the competency defining model was decided to divide into a whole department including process and an individual including process. This

way the management has a possibility for quicker conclusions regarding, such as a possible hiring process.

The process starts with appointing a person in charge. The person in charge should be a person from the management or appointed by the management of the company. Preferably the person in charge is from the HR department so the process would feel more trusted and meaningful. The work starts with **reviewing the company's strategy and objectives.** This includes company's competitive strategies and short-term and long-term goals. Possible procedures regarding the existing HR management process are included.

The second phase is to **review department-specific factors**. Every department has its own culture, and during the process certain procedures should be tailored. These characteristics are discovered with a discussion with the training chief of the department. Influencing matters might be:

- The amount of interpersonal transaction,
- Iterations regarding to instructions, or
- The amount of involvement to the process by the person in charge.

The third phase is to **create a competency survey**. Taitotalo has a department specific knowledge field charts which can be used when doing the structure of the survey. If such chart does not exist, the knowledge fields must be researched by hand. Hopefully, this procedure needs to be done one time and after that simply developing the knowledge chart would be efficient. The working life skills are based on Taitotalo's previous investigation about core competencies, so these are the same for all departments. In the pilot the career anchors were used to research possible attitudes and motives behind the individual. Additional question can be related to wellbeing and possible feedback from procedures, actions, or environment. Feedback should always be asked for improvement purposes.

After the creation of the survey, the survey is sent to the department. When the response deadline has passed the analysing of the survey answers start. In the pilot, it was possible to answer anonymously, and this should be discussed whether continue with the procedure or not. According to the research, some

respondents preferred the option of anonymity, possibly due to their reluctance to disclose their thoughts This might be an issue with the designated person in charge in the future. If it is determined that the survey will not be filled out anonymously, clear explanations need to be provided.

As the person in charge **assesses the sampling of departmental competency levels**, they begin to **align** them **with the company's objectives or needs** gathered at the start of the process. These results indicate potential skill gaps within the company's competence pool. Such gaps can be identified and, with the assistance of the company's HR management process and insights from personnel, decisions can be made regarding any skill gaps that cannot be addressed internally.

Proficient skill gaps typically require acquiring additional competence externally. Viitala (2013, p. 186) outlines several approaches to address this issue. Typically, the decision involves either **hiring new personnel** or procuring expertise from consultants. Skills needed urgently are more readily obtained from consultants. During the hiring process, the assessment made provides insights into the required competence, which can then be included in the job description for recruitment purposes.

In a situation where there isn't found any skill gaps, or the department can reform or develop current competences, the process moves to the individual assessment perspective. Regarding, if respondents need to answer transparently, the possible **assessment of the individual's competency levels** can be done. If not, the assessment can be done in a development discussion with the supervisor. Taitotalo has an existing process for development discussions but if there isn't, it needs to **create base and action points for personalised roadmap** to be held in development discussion. The base should be structured with the experience of the department to enhance appreciation need, and theoretical framework to perform in a well-proved way.

After the whole department assessment and aligning competences with the company's objectives, strategy, and needs, the individual roadmap towards the objectives can be structured. In this part of the process, the departments

individuals are invited to the development discussion for **undergoing the individual competency level** among performance and other matters. Taitotalo has a structured development plan discussion process where everyone plans departmental and individual goals for the year. The addition would be more structured **personalised roadmaps** according to the survey information and company objectives. According to employee's tasks and role, there would be a suggestion on personalised development actions for the year's goal which should be structured through conversational negotiation. These goals are tied within the transparent objectives of the company, and the wishes of the employee are considered. If after analysing the competency level and no gaps are found, the suggestions are regarding to strengthening the competency-in-Use and increasing the performance possibilities. The employees should consider themselves as a part of the company and their role as a part of a bigger strategy. These actions are vital information to the company's strategy planning in the future.

If skill gaps are identified during the assessment process mentioned earlier, a prompt and preliminary suggestion should be structured. It would consist of suggested development plan with technical directions and options on pursuing the goal. If the skill gaps are found excessive, a schedule for development should be done or revisit the thought of a possible role change. The experience and competence should be kept in-house since the excessive hiring process and onboarding will slow down the progress towards efficiency goals. In every circumstance, the employee should be valued, and all the improvements presented as a win for both of the parties.

After the development discussion every personalised **Yearly development plan** is structured and initiated. This way all the employees in the department are serving the same strategy, objectives, and tactical development plan.

4 CONCLUSION

4.1 Research focus and outcomes

The main objectives of the research were to develop a competency defining model and conduct a pilot to assess its performance and accompanying survey. Another key objective was to identify the best methods for evaluating department's existing competence, including knowledge, skills, and attitudes, and integrate these findings into the questionnaire. In the authors opinion, the research was successful even though there are areas for improvement and further research. The objectives were achieved, and the feedback provided valuable insights for future work.

The success of the research largely depended on the research environment and related factors, such as the department, the supervisor, and everyone who assisted the author throughout the project. The HR representative provided valuable assistance with developing the tailored questionnaire and the overall process. She demonstrated enthusiasm and genuine belief in the project, offering additional insights from her expertise. One potential improvement would have been closer collaboration with a HR specialist. Such collaboration could have facilitated the development of methods more efficiently. Hopefully, this research offers a development opportunity which can be implemented preferably a competence management specialist within the surveyed group.

As the author reviewed her research plan and initial proposal for proceeding with the cycles, she found that she had much to learn about change management, human behaviour, and communication. Despite facing challenges, the process also taught her resilience and adaptability in demanding circumstances. The author received much needed assistance from her coworkers and supervisor. However, as mentioned in the background of the thesis, time constraints led to restricted communication, limited insights from related stakeholders, and delayed timelines. Despite the coworker's and supervisor's busy schedules, the author appreciates the time and effort they dedicated to the project. This leads to the fundamentals of the issues stated in the beginning of this research. The main problems were excessive workload and poor time-management. According to

Viitala (2013, 220) stress is one of the influencers of fatigue, and troubles to concentrate. Employees with valuable expertise are company's vital asset but stressed employees may not give the best impression of their capabilities or efficiency. Within knowledge-intensive organisations, personnel serve as the competitive strength of a company, requiring favourable working conditions that support preferable independent decision-making. As competency defining model is a good roadmap leading to the first steps of efficiently shared tasks and increase of motivation, it will not help directly discovering the affecting root reason for stressful thinking or coping at work. That is why the activities promoting employee well-being are important and may influence the same way as reconfigurable actions researched in this thesis.

Competence management is a widely discussed area of expertise. In this thesis the focus has been on evaluating employees' skills and strengths and integrating them into a roadmap aligned with the company's efficiency strategy. Soft values, such as social and psychological skills, often rely on supervisors' managerial abilities to guide the roadmap effectively (cf. Vaníčková 2020, 9). It has been noticed that many discussions on competence management overlook the holistic perspective of the process, which includes recognising the importance of soft skills and considering the human aspect of employees. Nevertheless, for business continuance reasons, changes should only be made if they bring tangible value to the company. In today's modern work environment there's an increasing emphasis on considering employee needs, significantly influencing procedural approaches, which is preferable. While the finalised competency defining model in Cycle 5 seems to consider this to some extent, a deeper investigation into employee well-being is necessary for proper implementation. The author is particularly concerned that individuals lacking a holistic understanding of the model may overlook its comprehensive approach while constructing a roadmap.

The action research method turned out to be a difficult yet satisfying way to develop a process with multiple facets and perspectives. It is quite normal that during the planning process, it is impossible to take all the factors into account if you are not already an accomplished researcher in the field. In this manner, the unfolding aspects and additional waypoints can be taken into consideration while

planning the roadmap further. In this project, this kind of approach was vital and, in my opinion, the best way to proceed.

The primary focus, based on the department's requirements, was to identify the key competencies for potential task assignments and to create a meaningful workplace environment. Therefore, the emphasis on finding the best solution for the survey was crucial, particularly as it involved the members of the department the most in the process. The tasks outlined with the training manager in Cycle 3 served as a positive initial step toward defining more suitable roles within the department. By considering individual preferences and constraints, these new roles can be implemented within certain parameters. It's important to acknowledge that not everyone's preferences can be accommodated while ensuring that all tasks are fulfilled. Therefore, conducting a comprehensive assessment of the department's competence pool is crucial to determine what is realistically possible. One proposed option for role changes involved creating distinct roles for a trainer in charge and specialised trainers. This differentiation represents a promising starting point and could serve as an initial step toward procedural changes.

4.2 Critical analysis of the process

The survey turned out to be needed and well welcomed despite the additional communication-related iterations and existing time-consuming daily routines. Preliminary, the author planned the survey to include personality traits to the competence defining. After understanding the time issues and lack of communication, she decided to keep the survey as simple but still informative as possible. During the survey execution, certain issues emerged that require acknowledgment. These are:

1. All in the department didn't answer to the survey. This has an effect on the departmental results and analysis given to the management of Taitotalo. The sampling resulted a reasonable blend of competencies within the ICT & Media department but does not offer a comprehensive representation. If everyone had participated to the survey, the decision to hire new

employee according to found skill gaps would be more precise. This would be beneficial for decreasing the workload and better partner work.

2. All the respondents didn't want to identify themselves. In this case it was not problematic as the decision to incorporate the content of the form into the development discussion was optional. As stated in Cycle 5, if the competence of the department wouldn't be surveyed anonymously, there would be a possibility to build a basis for the individual development plan beforehand. This would be beneficial to the individual and accelerate tactical strategy planning.

3. The knowledge field and skills grouping, and identification was incomplete. This causes understanding issues and widens the error margin. Despite the time-consuming nature of the work and multiple iterations with various experts, the solution remained inadequate according to feedback. Further refinement of definitions would have consumed additional time without necessarily enhancing individual understanding. This approach would not align with the company's efficiency goals. It is also difficult to identify the level of competence. With knowledge fields and working life skills, assessing the exact level is always necessary, but it becomes particularly challenging with attitudes and motivations, which are ever-changing. More important is to assess level to the best of individual's understanding, followed by alignment with the company's strategic objectives.

4. A critical attitude possibly influenced on a response negatively and therefore to the benefits of the research. Few respondents were passive in nature and expressed their discontent or numbness with their responses. Despite having difficulties with it, the author understood the importance of maintaining objective. It was essential not to take responses personally, but rather view them as symptoms of a broader issue. Fortunately, these responses had a minor influence, and additionally, provided valuable insights for implementing necessary improvements and defining competencies.

Related to all issues listed above is competence identification and the difficulty of self-assessment in many ways. Firstly, the concept of competence defining in the form of self-assessment is problematic. Especially in intellectual fields, the skills necessary to assess competence are closely aligned with those needed to

produce competent responses. Yet, determining the adequacy of one's competence level remains a challenging task, as indicated by Dunning, Heath, and Suls (2004). This suggests that recognising one's competence level remains a difficult task even with ongoing refinement. As the highest level of competence needed in a teaching environment is hard to measure, the margin of error in defining one's comparable competence level is wide. According to Dunning (et al 2004), the correlation between self-assessment and peers' assessment of skills is low to moderate, indicating that self-assessment of knowledge and skill against objective performance is not accurate and depends on environmental needs and individual traits.

Competence identification and self-assessment pose challenges, particularly due to social and emotional factors. These include i.e. self-enhancement biases, fear of failure, and the desire to maintain a positive self-image, all of which contribute to the complexity of self-assessment (cf. Dunning et al 2004). Additionally, potential mistrust may influence the process and its outcomes. The varying circumstances and reasons further complicate the process and highlights the difficulty individuals face with decision to conduct self-assessment and evaluate oneself. Given this information, the likelihood of achieving a near 100 percent response rate appears significantly low. Therefore, it becomes even more crucial to incorporate the results into an interview or development discussion. This approach could enhance the likelihood of gathering data and advancing the competency defining model process with a broader range of analysed data.

With the current understanding derived from the research, there are opportunities to improve the course of the research. One solution to reduce the need for additional iterations in presenting information and reassurance would involve providing structured guidance for the upcoming plan, along with a comprehensive review meeting. It is highly probable that with the implementation of this procedure, originally intended, some of the mistrust and resistance could have been avoided. Currently, it resembles an emerging speculation, lacking clarity among stakeholders.

The author initially aimed to investigate the process from the human resources and business perspectives but soon realised the significance of the employee

viewpoint. In her preliminary plan, she hadn't dedicated sufficient time to understanding the employees' perspective, needs, or foundation towards the work. The challenges encountered in various communication scenarios underscored the necessity for the department to receive clearer explanations, directions, and assurances regarding the project's objectives. This caused postponing deadlines, additional discussions, meetings, and loads of work. Reasons behind this occurrence may be twofold:

1. The author collaborated with employees who were familiar with the procedures necessary to resolve the current issues. Some procedures were not new; they may had been previously identified and the expected outcomes were known. Some may have doubts about the process due to past experiences, while others might have been acquainted with alternative methods for implementing such processes in theory. In the educational sector, employees often possess a broad knowledge base, and many are skilled in strategic thinking and organisational behaviour.

2. The author wasn't considered important enough to undertake a project that would undoubtedly lead to organisational change. As the author isn't a part of the human resources or perform in management level the existing role of the researcher may have influenced to findings and outcome. Also, the relationship between parties influences on communication, findings, and behaviour. She acknowledges and understands that perspective. She knew that a company's size usually constrains its agility and if actions aren't approved and driven by upper management, its success may be compromised. If additional effort will only increase the workload without ensuring any definite changes in outcomes, it serves no purpose for undertaking the extra work. With these kinds of issues, the participation of the management is vital for proceeding in the expected way.

The author suggests that broader management participation in the research could have possibly generated greater interest and trust in the project. The likelihood of integrating the finalised model into Taitotalo's competence management process could increase if an HR representative deems it insightful and applicable to another department within the company. Despite encountering challenges such as communication issues and resistance, the author believes

that necessary improvements and adjustments were implemented adequately based on the available circumstances.

According to Coghlan (2007, 5–6) the dual role of a researcher and normal functional role presents several difficulties. The researcher must balance this dual role, which can lead to ambiguities, involving role confusion, possible conflicts, and role overload. Additionally, the role of an insider/outsider can shape how individuals perceive their surroundings and how others view them, prompting them to navigate between their multiple roles as needed. Because of the dual role the author experienced similar emotions and difficulties. After reading Coughlan's paper on insider action research, she felt relieved to find similar thoughts on the action research process. While the complexity of the active research affected the research process, time management and model implementation, the author considers the research successful. The work provides a suitable model for the competence defining process.

The resulting model is a comprehensive way to define departmental competences and serves a beneficial starting point for helping to build a roadmap to a more efficient and motivated workplace. With suggested improvements and additional research, the author believes that the competency defining model is a useful tool for enhancing organisational efficiency and creating productive workplace.

4.3 Further research topics

The action research method proved to be a complex yet invaluable approach to producing these results. The author suggests exploring the topic through different research methods, such as qualitative research. Qualitative research could be made to investigate the implementation process of the competency defining model from the perspective of the implementing party. Another pilot for the entire model could be beneficial, enhancing its future approach and utilisation mechanisms to better suit evolving circumstances. Quantitative research could be made to evaluate the process from the employee perspective.

There are multiple possibilities for development research inside the active research conducted. These topics can be knowledge, skill or attitude-related or can be related to findings along the research cycles. Like stated in the previous chapter, the accuracy of self-assessment of skills seems to be lower than peers' assessment of the individual. This raises the question that could an additional peer assessment give more accurate results on one's skills. As according to Dunning (et al 2004), people are more likely to over-assess their competence, the possible peer assessment might indicate a more suitable level. This raises issues with human behaviour and relationships, so is in need of a wider research on the benefits on such procedures.

The author believes that there are significant opportunities to expand the research to a broader perspective. During the cycles and while figuring the different versions of the competency defining model, the author realised that the possibilities to widen the perspective to another fields of expertise is possible. As she referred to Lönnqvist's (2017) findings on factors of knowledge-intensive organisations, Lönnqvist did not differentiate these organisations based on field of expertise or business. In all companies the refined competence management process is beneficial in efficiency and productivity point of view. Continuing the efforts to innovate and expand research while developing a universally applicable competency defining model is not only achievable but also positions this study as a valuable reference for future research work.

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APPENDICES

Appendix 1: Competency defining model: pilot survey

Kompetenssikysely, ICT ja Media &

Tämän kompetenssikyselyn tarkoitus on ottaa ICT ja Media -ryhmä mukaan kompetenssimallin suunnitteluun. Lomakkeella testataan kehiteltyä kompetenssimallia ja siten **kartoitetaan sinun substanssiosaamistasi, taitojasi sekä tahtotilaasi omassa työkokonaisuudessa**si sekä **koko ryhmän kompetenssia yleisesti.** Mallin tavoitteena on ottaa huomioon jokaisen ICT ja Media –tiimiläisen (vastaajan) oma **osaamisidentiteetti: osaaminen, kyvykkyys ja tahtotila mielekkään työpaikan ja työuran luomisessa.** Tästä kyselystä saatavia vastauksia analysoidaan siten, että tavoitteena on ottaa huomioon paremmin yksilön omia osaamisia, ajureita työssä sekä tahtotilaa töiden jaossa. Analyysistä tehdään raportti ICT ja Media -tiimin koulutuspäällikölle ja ainoastaan palaute kyselystä huomioidaan kompetenssimallin sisäistä kehitystä varten ja palaute prosessista opinnäytettä varten.

Mitään ryhmän tai yksilön tunnistettavuustietoja ei tule julki, eikä yksittäisiä vastauksia käsitellä julkisesti. Voit vastata kyselyyn nimettömästi tai nimelläsi. Mikäli kirjaat nimesi, tämä helpottaa vastauksen tunnistamista esimerkiksi kehityskeskustelua varten esimiehesi kanssa. Kyselyn jälkeen suosittelen tallentamaan oman vastauksesi itsellesi Tallenna vastauksesi -painiketta käyttäen. Kyselyn vastaukset tallentuu omaan MS Formsiisi.

Kyselyyn vastaamiseen menee noin 15-30 minuuttia. Pyydän tarkkuutta ja miettimistä vastatessasi kysymyksiin ja pohtiessasi omaa osaamistasi ja ajureita työurallasi. Näin siitä on myös sinulle enemmän hyötyä.

Kiitos jo etukäteen vastauksistasi!

Section 1   ...

Roolisi organisaatiossa

1. Nimesi?

Enter your answer

2. Oletko kouluttaja, koulutusasiantuntija vai koulutussuunnittelija? *

○ kouluttaja

○ koulutusasiantuntija

○ koulutussuunnittelija

○ Other

Section 2 · · ·

Substanssiosaaminen

Tässä osiossa käydään lävitse omaa substanssiosaamistasi. Tähän on kerätty ICT ja Media -ryhmän opettamia substanssitaitoja. Tämän osion tarkoitus on tunnistaa omia pääosaamisia substanssin suhteen, eikä poissulje ryhmän oman osaamisrekisterin täyttämisen tärkeyttä.

Osaamisten määrittelyt

Seuraavassa kyselyssä asteikossa käytetään eri termejä kertoen sinun osaamistasostasi. Lue nämä ensin, jotta tiedät asemoida oman osaamisesi seuraavissa taidoissa.

Ei osaamista = Ei osaamista / Ei tarvitse
Perehtyjä = Henkilö on perehtymässä osa-alueeseen. Hänellä on perustietoa asiasta.
Perusosaaja = Osaaminen on perusosaamista. Henkilö tuntee aiheen ja osaa hyödyntää sitä riittävällä tasolla omassa työssään, myös pedagogisesti.
Osaaja = Henkilö hallitsee osaamisalueen hyvin. Hän osaa soveltaa tietämystään työssään joustavasti jatkuvan parantamisen periaatteella
Kehittäjä = Henkilöllä on monipuolista ja ajanmukaista tietämystä osaamisalueesta. Hän kehittää siihen liittyviä toimintatapoja monipuolisesti myös uusissa tilanteissa omassa organisaatiossaan.
Asiantuntija = Henkilö on osaamisalueen erinomainen osaaja. Hän näkee osaamisalueen asioita laajana strategisena kokonaisuutena ja osaa yhdistää alueen asioita myös luovilla tavoilla.

3. Minkä tasoista on osaamisesi alla olevissa aiheissa? *

Merkitse osaamistasosi per substanssiosaaminen. Termien selitykset on kirjoitettu yllä. Valitse sinua kuvaavin taso parhaan tietämyksesi mukaan. Tarkoitus on selvittää pääpuolista osaamista, eikä sitä suoraan käytetä osaamisrekisterin täyttämiseen.

	Ei osaamista	Perehtyjä	Perusosaaja	Osaaja	Kehittäjä	Asiantuntija

Omitted for confidentiality purposes

4. Onko sinulla muuta teoriaosaamista? Jos on, mitä ja minkä tasoista?

Enter your answer

5. Millaista ohjelmointi- tai ohjelmisto-osaamista sinulla on? *

	Ei osaamista	Perehtyjä	Perusosaaja	Osaaja	Kehittäjä	Asiantuntija

Omitted for confidentiality purposes

8. Onko sinulla muuta ohjelmisto- tai ohjelmointiosaamista? Jos on, mitä ja minkä tasoista?

Enter your answer

Section 3   ...

Työelämätaidot ja osaaminen

Tässä osiossa on tarkoitus, että pohdit omia osaamisia ja vahvuuksiasi. Tähän on kerätty eri tutkimuksissa koostettuja perus-sosaamisia työpaikalla sekä Taitotalon ydinosaamisia. Tämän osion tarkoitus on tunnistaa ryhmän taitoja sekä hyödyntää henkilön oikeita vahvuuksia työssä.

Taitotalon ydinosaamiset sekä osaamisvaihtoehtojen määrittelyt

Taitotalo on määritellyt **ydinosaamisia,** jotka koostuvat Taitotalon henkilöstön kokonaisvaltaisesta osaamisesta yhteen liitettynä. Nämä ydinosaamiset on listattu seuraavaan kysymykseen. Ne kuuluvat seuraavien otsikoiden alle, jotka juontavat seuraaviin tavoitteisiin:

Taitotalon ammatillisen koulutuksen perusosaaminen
--> Tavoite: Jokainen Taitotalolainen omaa hyvät perusosaamiset, jotka varmistavat laadukkaan toiminnan

Valmentava kouluttamis- ja johtamisosaaminen
--> Tavoite: Modernit työtavat, sujuva toimintakulttuuri

Innovoiva palvelumuotoiluosaaminen
--> Tavoite: Joustava ja uudistuva tarjooma

Arvon tuottamisen osaaminen
--> Tavoite: Ylivertainen ja merkityksellinen asiakaskokemus

Seuraavassa kyselyssä asteikossa käytetään eri termejä kertoen sinun osaamistasostasi. Lue nämä ensin, jotta tiedät asemoida oman osaamisesi seuraavissa taidoissa.

Ei tarvetta = Ei taitoa tai sille ei ole tarvetta omissa työtehtävissä
Perehtyjä = Henkilö on perehtymässä osaamiseen. Hänellä on perustietoa asiasta.
Osaaja = Henkilö hallitsee osaamisen hyvin. Hän osaa soveltaa osaamisaluetta työssään joustavasti jatkuvan parantamisen periaatteella.
Asiantuntija = Henkilö on osaamisalueen erinomainen osaaja. Hän näkee osaamisalueen asioita laajana strategisena kokonaisuutena ja osaa yhdistää alueen asioita myös luovilla tavoilla.

9. Minkä tasoista on osaamisesi alla olevissa taidoissa? *

Merkitse osaamistasosi per osaamisalue. Termien selitykset on kirjoitettu yllä. Valitse sinua kuvaavin taso parhaan tietämyksesi mukaan. Tarkoitus on selvittää henkilön omaa osaamista ja tunnistaa vahvuuksia.

	Ei tarvetta	Perehtyjä	Osaaja	Asiantuntija

Omitted for confidentiality purposes

11. Mitkä osaamisistasi koet olevan vahvuutesi? Miksi?

Vastaa myös avoimeen kenttään, miten haluaisit vahvuuttasi käyttää työtehtävissä enemmän/paremmin?

Enter your answer

12. Kuinka voisit käyttää näitä vahvuuksia paremmin työtehtävissäsi? *

Enter your answer

13. Haluaisitko kuvailla itseäsi ja osaamisia paremmin? Jaa se tähän.

Voit kertoa omista vahvuuksistasi ja toimintatavoistasi enemmän tähän.

Enter your answer

14. Missä taidossa tai substanssiosaamisessa haluaisit kehittää itseäsi?

Enter your answer

Section 4 ...

Ura-ankkurit

Tämän osion tarkoitus on pohtia omia ajureita työuralla. Tutkimusten mukaan nämä ankkurit ohjaavat omia valintoja esimerkiksi työelämän tehtävien suhteen. **Ihmisten ura-ankkurit ovat arvoja tai piirteitä, jotka saavat henkilön kokeman työnsä mielekkääksi ja jotka ohjaavat häntä uraa koskevissa valintatilanteissa.** Ura-ankkurit heijastavat siis yksilön kykyjä, motiiveja, asenteita ja arvoja. Tutkimusten mukaan (Schein, 1990) jokaisella ihmisellä on ainakin 1 dominoiva ankkuri, joka määrittää mielekkään työpolun suuntaa. Ankkureita ovat:

Johtajuus
Tämän ankkurin vetämä ihminen haluaa organisoida toisten työtä. Jotkut pitävät johtamisesta vallan ja vaikuttamismahdollisuuksien vuoksi. Jotkut taas haluavat esimiestyöhön ihmissuhdetaitojensa vuoksi.

Ammatillisuus
Ammatillinen ankkuri tuo tyydytystä tekemisen ja osaamisen kautta, eikä niinkään aseman kautta. Tätä ankkuria kutsutaankin käsityöläis- tai insinööriankkuriksi.

Itsenäisyys
Tämä ankkuri on tyypillinen asiantuntijatehtävissä työskenteleville. He haluavat tehdä työnsä mahdollisimman itsenäisesti.

Luovuus
Luovuusankkuri houkuttelee ihmisiä itsenäisiksi yrittäjiksi ja keksijöiksi. Kokonaisten projektien suunnittelu ja vetäminen voi olla palkitsevaa. Joillekin on tärkeää jättää jälkeensä myös jotain näkyvää.

Turvallisuus
Ankkurin mukaan työ on lähinnä toimeentulon hankkimista, eikä siinä haluta ottaa haasteita tai suuria riskejä. Turvallisuusorientoitunut haluaa työn, josta pääsee irti työpaikan oven sulkemisen jälkeen.

Palveluhaluisuus
Tämä ankkuri tulee esille muiden auttamisena ja haluna tehdä hyvää ja yhteiskunnallisesti merkityksellistä työtä. Tätä ankkuria löytyy keskimääräistä enemmän yleishyödyllisistä järjestöistä. Työstä voi tehdä mielekkään myös se, että pääsee tukemaan ja auttamaan työtovereitaan.

Haasteiden hakeminen
Tämä ankkuri on tyypillinen hyville ongelmanratkaisijoille ja jatkuvasti uusia haasteita etsiville yksilöille. Monet haasteiden etsijät ovat urallaan erittäin liikkuvia. Jos työ ei enää tarjoa tarpeeksi haastetta tai opittavaa, yksilö voi kohdata motivaatiohaasteita.

Elämän kokonaistasapainon etsiminen
Tämän ankkurin valitsevan elämässä työ on vain yksi elämän osa-alue perheen ja yksityiselämän kanssa. Työn antoisuus on tärkeää, mutta pääpaino on muun elämän mahdollistamisella esimerkiksi taloudellisesti.

15. Lue yltä määritteet ura-ankkureille ja pohdi omia ura-ankkureitasi. **Mitkä enintään 4 ura-ankkuria koet kuvaavan sinun ajureitasi eniten?** Aseta nämä järjestykseen, jossa 1. kuvaavin ankkuri kuvaa sinua eniten ja 4. kuvaavin kuvaa sinua vähiten.

	1. Kuvaavin ankkuri	2. kuvaavin ankkuri	3. kuvaavin ankkuri	4. kuvaavin ankkuri

Omitted for confidentiality purposes

16. Haluatko kertoa ura-ankkureistasi tai pohdinnastasi enemmän? Jaa se tähän.

Enter your answer

17. Millainen olisi mieluisin työympäristösi Taitotalossa? *

Enter your answer

Section 5 ...

Palaute

Tässä osiossa kysytään palautetta tästä kyselystä ja prosessista. Tässä kohdassa olevia vastauksia käytetään kyselyn ja kompetenssimallin kehittämiseen.

18. Vastaa seuraaviin väitteisiin antaaksesi palautetta tästä kyselystä ja prosessista *

On tärkeää, että vastaat palautteeseen. Valitse vaihtoehdosta se, joka on lähempänä ajatuksiasi. Nämä vastaukset kertovat kyselyn oikeanlaisuudesta ja siitä, miten prosessia voidaan mahdollisesti kehittää.

	Täysin samaa mieltä	Jokseenkin samaa mieltä	Ei samaa eikä eri mieltä	Jokseenkin eri mieltä	Täysin eri mieltä
Kysymyksiin oli helppo vastata	○	○	○	○	○
Kysymykset olivat selkeitä	○	○	○	○	○
Sain jäsenneltyä omaa osaamistani	○	○	○	○	○
Opin omista ura-ankkureistani	○	○	○	○	○
Kysely sai minut miettimään omia työnkuviani	○	○	○	○	○
Kysely sai minut miettimään omia osaamisiani	○	○	○	○	○

19. Tiedätkö miksi tämä kysely tehtiin? *

    ◯ Kyllä

    ◯ Melko hyvin

    ◯ En oikeastaan

20. Kyselyn tavoitteena on ottaa huomioon paremmin tiimin omia osaamisia, ajureita työssä sekä mielenkiintoja esimerkiksi töiden uudelleenpohtimiseksi ja motivaation kasvattamiseksi. Tällä siis **kartoitettiin sinun substanssiosaamistasi, taitojasi sekä tahtotilaasi omissa töissäsi** sekä **koko ryhmän kompetenssia yleisesti, tavoitteena mielekäs työpaikka ja työura.**

Ottamalla esille tämän täytetyn kyselyn **kehityskeskusteluissa,** voit esimiehen kanssa pohtia omia kehitysmahdollisuuksiasi ja urapolkuasi. Tämä on esimiehen kanssa keskusteltu ja prosessina hyväksytty, eikä tällä ole muuta kuin positiivista vaikutusta uraan Taitotalossa.

Selkenikö syyt tällä selvennyksellä? *

> Enter your answer

21. Koetko, että tämän kyselyn avulla voisit paremmin vaikuttaa omiin työtehtäviisi kiinnostuksesi mukaan? *

    ◯ Koen, täysin.

    ◯ Jos otan tämän esille keskustelussa esimieheni kanssa, kyllä koen

    ◯ Vaikka ottaisin tämän esille esimieheni kanssa, en koe

    ◯ En koe millään tavalla

22. Kerrothan, mikset koe? Johtuuko se kyselyn kysymyksistä vai jostakin muusta? *

> Enter your answer

23. Kerro vielä mahdollisia kehitysehdotuksia kyselylle. Jos sinulla on vielä ratkaisu ongelman ratkaisemiseksi, tätä arvostetaan kovasti!

> Enter your answer