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THESIS

Planning of a management training program
CASE: Tokmanni Oy

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Abstract

The importance of skillful human resources is becoming increasingly important in today's constantly changing business world. Also managers are expected to be more adaptable, flexible and acquire a diverse knowledge of management skills. Therefore, training managers has become even more important.

Tokmanni Group has set a strategic goal of making skillful personnel their competitive advantage. Having skillful personnel requires talented managers who are able to manage and lead their employees to develop and reach the goals. Now, Tokmanni wants to start a management training program, in order to unify the level of management skills. My part of the research is to find out what is the current level of managerial skills and plan what the training should include, keeping in mind that skillful personnel as a competitive advantage, is the desired ending result. The purpose of this research for Tokmanni is that they want to have a training program that would consist of the right and current topics. The core research problem is to find out what topics should a management training program at Tokmanni group include. I am examining this problem by using both of the research methods; qualitative and quantative.

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1 INTRODUCTION

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Tokmanni Group has set a strategic goal of making skillful personnel their competitive advantage. Having skillful personnel requires talented managers who are able to manage and lead their employees to develop and reach the goals. Now, Tokmanni wants to start a management training program, in order to unify the level of management skills. My part of the research is to find out what is the current level of managerial skills and plan what the training should include, keeping in mind that skillful personnel as a competitive advantage, is the desired ending result. The purpose of this research for Tokmanni is that they want to have a training program that would consist of the right and current topics. The core research problem is to find out what topics should a management training program at Tokmanni group include. I am examining this problem by using both of the research methods; qualitative and quantative.

The structure of my thesis is following; in the first chapter I will first compare management and leadership, and then discuss about the activities of a manager and management skills. I will also discuss about the changing role of a manager and what is a manager's role as a strategy implementer. In the second chapter of the theory I will discuss about management development, and how it differs from management training or education. Then I will discuss about the basics of a management training program and how it is planned, and evaluated.

In the third chapter I will discuss about my research; which methods are used and how the data is collected. In the second chapter the findings of the survey are presented and finally in the sixth chapter the results are analyzed and recommendations made. In the end, I will also discuss about the reliability and validity of the research and make suggestions for future studies. Finally, I will discuss about the whole process of writing a thesis in the learning experience part.

2 MANAGEMENT TRAINING AS A PART OF LEADERSHIP

In this chapter I will first discuss about the differences between management and leadership. Second, the basic managerial activities are presented and also the skills required from a manager, in order to be successful and efficient. Then the changing role of a manager is discussed and finally, manager as a strategy implementer.

2.1 Management versus leadership

Usually in organizations people can be divided into three different groups according to their performance; the producers, managers and leaders. Each of these roles is very important for aiming to success. Producers are the ones who develop ideas and make sure the job will be done. Managers manage the producers and their resources. But if there was not leaders they would not have a clear vision and direction, and the mission would be lost. This makes leaders the most crucial group of people in the organization. (Covey 1992, 245-247)

Being an effective manager does not mean the same as being a true leader. Many executives, supervisors and administrators accomplish their responsibilities without being a leader. Managers complete their responsibilities with everyday activities of an organization. Managing requires skills for routine work such as planning and budgeting routines; leading includes also showing the direction and vision. In order to manage, the organization needs to be structured, have skillful human resources as well as monitoring activities, while leading goes deeper functions by inspiring people to obtain the vision. Efficient leaders make employees to focus on reaching the ideal future for the organization and motivate the employees to survive any obstacles coming in the way. (Bateman & Snell 1999, 408)

Leaders make sure the direction of the organization is correct, and managers control the speed of achieving the goals by establishing and controlling new systems and structures. Management focuses on efficiency, procedures and methods that can be used in order to achieve the goals from leaders. (Covey 1992, 245-247)

Simply put, leadership focuses on the top line, and management focuses on the bottom line. On the other hand, leadership can be just the highest piece of management, and it can be divided into two directions; the leaders who have vision, values and direction and the leaders who inspire and motivate people to cooperate in order to achieve the common goal or vision. These two types of leaders can be missing some characteristics that the other one obtains; some leaders can be very effective in building teams but do not have the vision. (Covey 1992, 245-247)

Leadership and management are both very important; leaders create unique processes that can be separated from common management processes. Although, management and leadership deal with different processes, they do not require different people. One person can be competent in completing management processes as well as leadership processes. (Bateman & Snell 1999, 409)

Leaders and managers can be clearly divided according to their tasks, although a good manager would have to handle both of the sides. Leaders are the innovators of new ideas which managers administrate. While leader develops new ways of behaving or new operations, managers maintain the current ways of operating. A leader is expected to be original and a manager is a copy. Manager will rely on the control and leader will inspire, leaders focus on people but managers focus on systems and structures. Leaders aim to see the long-term perspective and manager concentrate on short term. A leader will ask why something is the way it is, manager will ask how and when. A leader is expected to do the right thing, while manager is expected to do things right. In the Table 1, there is a small demonstration of what would separate managers and leaders from each other. (Cameron & Green 2009, 144)

Table 1. Main differences between a leader and manager (Cameron & Green 2009,144)

A Leader	A manager
Innovates	Administers
Develops	Maintains
Is an original	Is a copy
Inspires trust	Relies on control
Focuses on people	Focuses on system and structure
Long-term perspective	Short-term perspective
Asks why	Asks how and when
Does the right thing	Does things right

The basic role of a leader is to improve respect and trust between employees in the organization and build teams of people where skills are considered on both sides; the strengths are used as effectively as possible and the weaknesses of the employees are made unimportant. A manager's role is to use their power to divide and control the work of the producers. Then the producers start working in order to solve the situation and reach the goals. (Covey 1992, 245-247)

2.2 Managerial activities

On a general level, most of the managerial activities can be divided into four primary processes in managing. Those processes are; decision making, influencing, developing and maintaining relationships and exchanging information. These processes are over-lapping with each other and some activities may include many processes. See the figure 1. (Yukl 2006,41)
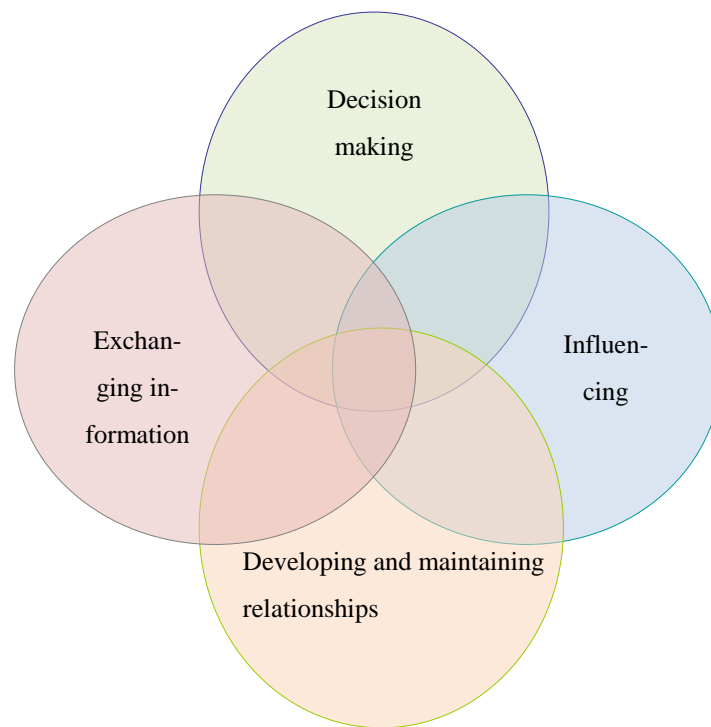
Figure 1. Primary processes of management

Decision making

Decision making is one the primary processes of managerial work. Managers often face problems that require decision making, some of them can be rather simple and some of them overpowering. In reality, managers tend to avoid problems. There are many causes that prevent them for taking action; managers can not know for sure how much resources or energy is required ahead when they start solving the problem. Second reason is that making a wrong decision is risky; it can seriously hurt the manager's reputation. Third, since problems may be confusing, it is easier to procrastinate or solve less demanding issues. It is important to acknowledge why decision making could be challenging. There are several issues that make decision making difficult, in addition to the pressure and complexity, they could lack of structure, and they could bring possibilities of risks, conflicts or uncertainty. (Bateman & Snell 1999, 80)

In addition to avoiding decision making, it can also go very wrong. If a serious problem is found or the manager is forced to choose from unattractive alternatives, it can cause an emotional shock and anxiety that lead to procrastination, wishful thinking, or even denial of the negative evidence. These reactions will then lead to panic reactions or decisions, made by the manager or a group of managers. (Yukl 2006, 26)

The problems that managers will face can be divided into three different types; crisis, non-crisis and opportunity problems. A crisis problem is the serious problem discussed in the previous chapter, and it requires immediate actions. A crisis problem could for example be a discovery of serious cash-flow deficiency that could lead to huge losses. The non-crisis problem is a problem that requires fast solving but it is not as high in importance or immediacy as the crisis problem. Many of the problems managers face in decision making are these non-crisis problems. An example of this type of problems could be an employee being constantly late for work or changing quality standards that has to be deployed within the next few years. The third type of issue is an opportunity problem, which means a situation that offers potential for significant gain for the company if it is properly exploited or if proper is actions are taken. (Bartol & Martin 1998, 139-140)

After considering the possible options and their consequences, it is time to make the decision. In making the choice, there are three important concepts; maximizing, satisficing and optimizing. Maximizing means making the best possible decision; it has the most of positive consequences and less negative ones or in other words, it brings most benefit and lowest costs. In order to maximize, the company has to search through and carefully study all the alternatives and then choose the right one. (Bateman &Snell 1999, 85)

Satisficing means the choice meets the minimum requirements; it is at least acceptable or adequate. When a manager is satisficing, the choice is compared to the goal and not to the other options. Sometimes satisficing can be seen more as being lazy, yet sometimes it is the only option, since there is not enough time or information available or other reasons make it impossible to maximize. The third option optimizing means achieving a balance with different goals. For example, one business strategy may in-

crease the sales and another increase the profit, optimizing is the one that covers many of the goals. (Bateman & Snell 1999, 86)

One other way for decision making or problem solving is called the SOLVE problem-solving method. It has five steps and it can be used to solving all different kind of issues. Each five letters represents the five steps;

Select the problem or situation

Observe, organize, and define the problem or situation

Learn by questioning all the parts of the problem

Visualize possible solutions, select one and refine it

Employ the solutions and monitor results (Allen & Allen 1997,16)

Influencing is the second of the primary managerial processes. Influencing can include several activities, for example change and innovation management, organizing, leading or motivating. Change management is a good example of an activity, since it includes innovation, organizing, leading and even motivating. In management of change, the managers are usually involved with two types of changes; reactive change and planned change. Reactive change happens when someone responses to a perceived problem, threat or opportunity. Since this type of change is basically reacting to a sudden event, there is usually not enough time for careful analysis of the situation and options. Planned change is the opposite; it is carefully considered process that can anticipate the future difficulties or opportunities. (Bartol & Martin 1998, 360)

2.3 Management skills

In order to successfully manage all the activities mentioned, a manager needs to obtain certain skills for being efficient. At first, a manager needs to have technical skills; those skills include knowledge about processes, methods and equipment that are required in the manager's unit. The skills also include factual knowledge about the organization's structure, management systems and employee characteristics, as well as knowledge of the company's products and services. Really effective managers are able to store information and ideas coming from many different sources in their memory, and use it when they need it. (Yukl 2006, 198)

Motivating employees is also a very important skill for a manager; by effective motivating, the manager is able to bring out the best in employees. The most common ways for organizations to encourage employees to fulfill their wishes are threats of punishment or offers of rewards. Usually these offers or threats are silent and not spoken; the employees know that if you behave in a certain way, there will be a reward but if you are not cooperating, there will be sanctions. The two most known groups of theories about motivation are;

- Needs theories; why do we work and put an effort in to it, Maslow's hierarchy of needs, Alderfer's three needs model and Hertzberg's two factor theory
- Individual perception models; it is about how we view ourselves and our relations with organizations and it affects our performance at work. It can be divided into three groups; self-concept, life positions and informal contracts.(Glass 1998,167-169)

Conceptual or cognitive skills are also very important for a manager. Those skills include foresight, creativity, good judgment and intuition. One of the conceptual skills is cognitive complexity which is important for effective planning, problem solving and organizing. It also affects on coordination skills; a manager has to be able to understand how the different parts of organization interact with each other and how all the changes affect on other parts of the organization. Managers also need to understand how the external environment can affect the organization and cause changes to occur. Especially strategic planning requires the skills of being able to analyze future events and trends, as well as expect changes, spot the opportunities and possible threats. If a manager has high cognitive complexity, he is able to develop better mental model of the organization in order to help understand the most critical factors and their relations. (Yukl 2006, 199)

Other important skills are interpersonal or social skills. They include knowledge of human behavior, ability to understand motives, feelings, attitudes and being able to communicate and listen effectively. In order to develop and maintain cooperative relationships with others, such as superiors, peers or subordinates, it is important to have specific types of social skills; empathy, charm, social insight, diplomacy, persuasiveness and communication skills. (Yukl 2006, 201)

 A person who can be charming and understand other people is likely to have more cooperative relationships than a person who is offensive or tactless. These skills also enhance the efficiency of relationship-oriented behaviors; if a manager has strong interpersonal skills, he is better in listening somebody with a complaint or criticism. Social insight and empathy are important when solving problems constructively. Another interpersonal skill is self-monitoring, which means that the manager is able to understand his own behavior and the behavior's affect on others. If a manager is a self-monitor, he is able to learn from feedback and adjust their behavior for every situation. (Yukl 2006, 201)

Self-management skills

Self-awareness is a sign of an effective manager. They know what they want and why and also how they can achieve it. Self-aware managers know their own strengths and weaknesses and how those characteristics can affect on their success. They can also understand how they are seen by others and they have ability to combine self-confidence, humility and adaptability. (Caprioni 2005, 31)

The same virtues of managing others apply to us. There are 15 of those virtues that every manager should aim for; having the courage to confront situations, understanding priorities, knowing objectives, listening and learning, knowing himself, believing in teams, believing in delegation, knowing the value of time, believing in people development, being a motivator, being in control of the situation, looking for win+win outcomes, taking decisions and sticking to them, being results oriented and finally, being imaginative. (Hoyle & Newman 2008, 144)

For example time management, prioritizing and delegating require having a clear vision of the future; it is important in order to manage hectic days and schedules. If you have the clear vision, you will become a successful, busy and happy, since then you are controlling the time that is required to achieve the goals in life. (Bird 2002,4)

Emotional intelligence

Emotional intelligence is separated from cognitive intelligence, but still they are inter-related. Emotional intelligence is mainly seen as a skill, yet it is also connected to some personality traits, such as self-monitoring, emotional maturity, self-confidence and achievement orientation. (Yukl 2006, 201) We have been taught that emotions and feelings should be controlled and the time and place for expressing them should be carefully chosen. The environment for emotional expressions is certainly not at work, since it is considered very unprofessional to show emotions while working. People tend to believe they make the biggest mistakes when they have been taken over by emotions and not thinking clearly, yet the importance for emotions in order to survive comes from thousands of years ago (Caruso, Salovey, 2004, ix).

Emotional intelligence includes many component skills, such as self-awareness. One aspect of it that requires both self-awareness and communication skills is being able to express own feelings with language as well as non-verbal communication. (Yukl 2006, 201) At first showing emotions does not seem a very clever act from a leader or a manager, but when the idea is carefully considered, we can see that when we are trying to list the reasons why some leader is so efficient, in addition to strategy, vision and great ideas, we can find out that effective leadership actually works through the emotions. A leader can be set to plan a strategy or simply build teams, no matter how demanding the task is, the success depends on *how* the leader does it. Even if the leader gets everything else right, nothing will work as expected if the leader fails in driving emotions to right directions (Goleman, Boyatzis, McKee, 2002, 3).

Researches have shown insights of how to measure the impact of a leader's emotions and more importantly how the best leaders handle improving and understanding their own and other people's emotions. One characteristic that separates best leaders from the rest, is understanding the powerful role of emotions in the workplace. The best leaders will achieve more intangible assets, such as commitment, high morale and motivation, in addition to the tangible assets, such as better results. (Goleman, Boyatzis, McKee, 2002, 5).

Emotional intelligence is considered equal or even more important than our level of IQ. There are three levels of emotional intelligence; first there is mastery of the inner self which means our ability to understand and manage our own emotions. It also means being self-aware and able to self-motivate. Second, there is perception of others, which means how able we are to empathize and understand other people's emotions. The third level is interaction with others, and it includes social skills; handling relationships and popularity; how effectively we are able to motivate, lead and interest others. (Glass, 1998, 16)

In addition to the levels of emotional intelligence, the intangible asset can also be divided into four skills;

1. Identifying emotions
The first of the skills means becoming aware and expressing emotions, as well as reading people. Since emotions contain information they are considered to be signals about important matters that are happening. In order to communicate efficiently we have to be able to identify other people's emotions and express our own emotions as accurately.

2. Using emotions
The second skill is about letting the emotions influence on thinking and matching it to the task. Obviously, how we feel influences on how we think. Our emotions moves our attention to the most important events and therefore help our though processes while solving a problem.

3. Understand emotions
Emotions are not something that randomly happens, they are more like underlying causes that change according to a set of factors. Acknowledging our emotions makes it possible to use create what-if analysis. (Caruso, Salovey, 2004, x)

4. Managing emotions

We need to include our emotions carefully into problem solving, judging and behavior, since the emotions contain information and affect our thinking.

Yet these skills can be isolated from each other, they are interacting by building on each other. We can develop each of these skills on their own, but when the relationship among them is perfectly understood, it is possible to use them by integrating them into the problem solving process.
(Caruso, Salovey, 2004, x)

2.4   The changing role of a manager

The nature of managerial work is constantly changing; it is affected by economics, politics and the society. Globalization is also creating new trends for management work. A manager's responsibilities are increasingly involving more international issues, and the managers are expected to be able to communicate, understand and influence people from different cultures. (Yukl 2006, 38)

Organizations are becoming flatter and more responsive to customers needs, and at the same time organizations are becoming more dependent on the skills of the human resources which mean managers have a greater responsibility to be able to adapt to the situation. Reasons for this change can be found from internal factors, such as more educated employees or moving towards cross-functional teamwork. External factors can also influence; for example more competitive environment, demanding consumers or changes in the markets. Manager's role is slowly turning to horizontal from vertical; it is no more reporting to senior managers and controlling employees, it is more coordinating and cooperating activities across the entire organization. (Glass 1998, 208)
In the Table 2. the changes are summarized; stability is moving to constant change and hierarchies are diminishing. Control is moving to empowerment and reporting is changing to using networks. Getting paid is no longer the only motivation to work; quality of working life is also required. Subordinates or employees are seen as knowledge worker and functions are changing to teams. (Glass 1998, 209)

Table 2. Changes in manager role (Glass 1998, 209)

FROM	→	TO
Stability	→	Change
Hierarchies	→	Flat Structures
Control	→	Empowerment
Reporting lines	→	Networks
Pay check	→	Quality of working life
Subordinate	→	Knowledge worker
Functions	→	Teams

Being able to adapt to these changes may not be an easy task; the concept of "knowledge worker" and "organizational learning" are becoming more popular all the time, but in fact managers could be struggling to solve how these can be implemented in their organizations, if it is possible at all. (Appelbaum & Gallagher 2000, 40)

2.5 Strategy implementer

Strategy implementation is one part of the strategic management process. The whole process consists of several steps; first the company's mission, vision and goals are set, then a SWOT analysis will be done, and the strategy will be formulated. The fourth step of the strategic management process is the strategy implementation. Last step is strategic control. (Bateman, Snell, 1999, 131)

Strategy implementation is the step that is most closely working with the human resource management. Strategic managers have to make sure that the strategy is efficiently implemented. Nowadays, companies and consultants are paying more attention to implementation, because they have acknowledged that a clever technique and good planning are not enough to guarantee the success. (Bateman, Snell, 1999, 142)

Currently, there are two major trends in strategic implementation. At first, companies are using a more comprehensive approach to implementing the strategy; it has to be supported by appropriate organization structure, technology as well as human resources. In order to implement strategy successfully it is also important to consider leadership style, organization culture, IT and even the rewarding systems. Just like when planning the strategy it has to match to external environment, it is necessary to match with the resources required in the implementation. The second trend is about participation and cooperation; the participative strategic management process is reaching the implementation step also. Managers of a company are all taking part in formulating the strategy and planning of the means of how it can be implemented. The top management still has the main power over strategy but they are giving more responsibility of the strategy implementation to the lower level managers. (Bateman, Snell, 1999, 142)

3 MANAGEMENT TRAINING AS A COMPETITIVE ADVANTAGE

The human resources within a company are an important competitive factor; in a global competition, where shorter product life cycles, benchmarking and faster information transfer are ways to succeed, the human resources can bring long term advantage. The human capital plays a role in the strategy; investing in the human resources today, will bring innovation and competitiveness for tomorrow. (Mühlemeier & Clark. Journal of workplace learning 1/1997, 4-11) Today's world is more competitive and challenging than ever before. It is absolutely compulsory to learn the skills of management in order to have a successful career. People will compete of jobs, resources and promotions, and at the same time the organizations will compete of clients, customers and resources. In order to survive the competition and even win it, people and companies will have to perform in a way that outshines everyone else and therefore creates a competitive advantage. The aim is to have an edge of your competitors; make them want to buy from you, hire you or do business with you, instead of the competitors. Managers of today, have to think and act strategically, since the customers are aware of their options and constantly demand for excellence. In order to serve these educated customers, managers have to make sure their workforce is skillful and manage in a way that the best possible value to the customer is provided. (Bateman & Snell,1999, ix)

When management of performance and operations are done well, it will bring value to the customer and competitive advantage for the company. A good manager will find out how to make their organization successful, by building a competitive advantage. (Bateman & Snell,1999, ix)

3.1 Management development

Management development is thought of when it is necessary to become an effective manager or maintain management skills; those skills include developing experience, management skills and attitudes. When committing to management development, there has to be a support from the top management in order to be successful, and it should also be planned, implemented and evaluated according to the company's objectives, the development needs of the managers and expected changes in the organizations management team. (Byars & Rue 1997, 228)

Developing self-awareness is very important in order to succeed in work efficiency, career development and our own well-being. Growing or developing is not necessarily something that happens according to logical order and steady steps towards a certain direction nor does it indicate constant change. We can support personal growth by self-reflection, challenging ourselves and developing relationships with diverse people who can provide alternative solutions or ways of being or asking feedback. (Caprioni 2005, 67-68)

If efficient management of the human resources is becoming increasingly important, it is important to be able to develop management teams and individual managers that would become flexible, innovative, adaptable and skillful in human resource management. If a company is not investing to the human resources they could fail to use future opportunities or potential, fail in change management or fail to develop new markets. (Beardwell & Holden 2001, 372)

There are four approaches for developing; formal education, assessment, job experience and interpersonal relationships. The formal education programs include for example; new manager development courses, senior functional programs, executive programs and officer workshops. (Noe 2002, 286) Although, Beradwell & Holden 2001, states that management training and education are not development; they are components of the larger process of development.

There are some differences between training and development. For example, in training the focus is on current topics, whereas in development it is in the future. In training the use of work experiences is low and in development it is high. For training, the goal is preparation for current job and in development it is preparation for changes. Participation is required in training but in development it is voluntary. (Noe 2002, 283)

3.2 Basics of a management training

Management training can still be seen as plain extra work, or even something that is relatively unimportant for an organization. Yet, it is a well-known fact that an incompetent manager can cause more harm than good. These days, when things are rapidly changing in companies, managers are asked to become coaches, process managers, team players, visionary leaders, human resource developers and entrepreneurs and many other things. (Longenecker & Fink, Management training: benefits and lost opportunities Part I, 1/2005,25-30)

A management training program can fail if the background studies for planning are not done effectively. Here are some reasons why it could fail;

1. Management training is not a top management priority

2. Over-reliance on trial and error-learning

3. Unwilling to take the time to train/educate

4. Organizations assume its managers are already competent

(Longenecker & Flink, Management training: benefits and lost opportunities Part II 2/2005, 73-68)

Training at whole, whether it is management training or training of basic workforce, is extremely complicated task. Especially if the training is aiming to fulfill strategically needs, such as developing the company competitiveness through the development of the human resources. The success of a training program depends on many factors, such as whether all the implicit tasks during the training process are recognized and well managed.(Mühlemeier & Clark. Journal of workplace learning 1/1997, 4-11)

3.3 Planning and content of a training

Planning a management training program is usually either problem directed or strategically oriented. Problem directed means that there is an acute problem, issue or situation that requires the workforce to be trained, strategically oriented means that developing the human resources is actually a part of the company's strategy. In the Figure 2, there is an example of how the two approaches differ from each other; in the problem directed approach, new technology is introduced which leads to the situation where employees do not have enough knowledge, and they have to be trained. Obviously, the problem does not have to arise from a new technology; it can be any new way of operating or simply changes in the company's goals, which cannot be achieved unless there is a proper training. The strategically oriented is much different; the order of phases is different, and it requires more planning, and it would probably be more long-term oriented. (Mühlemeier & Clark. Journal of workplace learning 1/1997, 4-11)

Some organizations do not believe that management education could actually improve management performance or the organization's performance but it could improve competitive advantage. The company's top management's philosophy and way of thinking has a huge affect on what type of training it will be and how the training is planned and implemented. Here are some means that an effective training program should include in order to make sure trainees learn;
- Challenging job assignments
- Significant relationships with others
- difficulties and hardship
- Performance appraisal and review
- formal educational experiences

(Longenecker & Ariss, Creating competitive advantage 2002, 642)
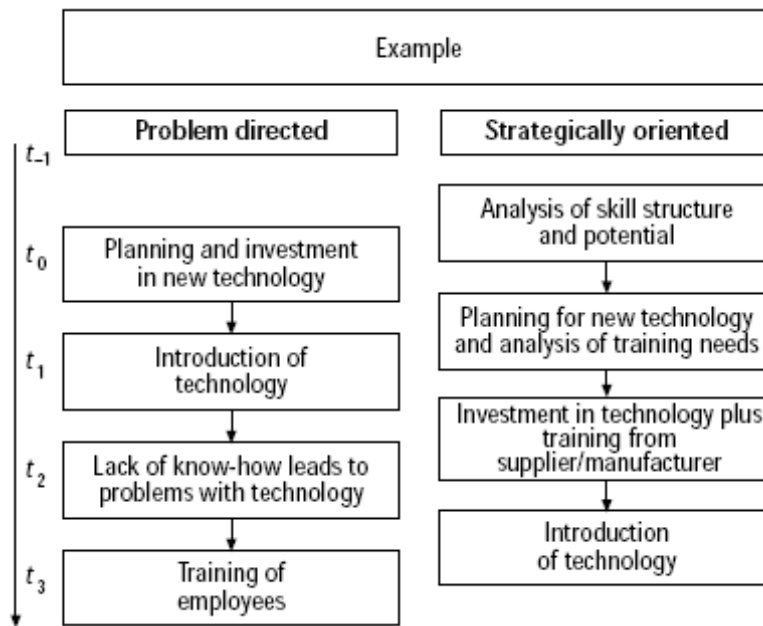
Figure 2. Differences between problem directed and strategically oriented planning (Mühlemeier & Clark. Journal of workplace learning 1/1997, 4-11)

There has been some criticism over management training programs, which should be noted when planning the training. For example; management training is used as a tool for management development too often in a crisis-driven way, it is very expensive, the return-on-investment and evaluating is difficult, the application of learnt skills can be mediocre and the actual outcomes of a management training program are difficult to show.(Longenecker & Ariss, Creating competitive advantage 2002, 642)

Planning the training process can be a complex process, but there is a theory of four stages of the training process, which can help tremendously in planning and managing the process. The four stages are;

1. Analysing the company training requirements
2. Preparation and implementation of the training
3. Securing success: Know-how transfer within the workplace
4. Controlling training and development

(Mühlemeier & Clark. Journal of workplace learning 1/1997, 4-11)

Another method of planning management training consists of quite the same components but goes a little deeper to the basics;

1. Assessing the need for training. Is the need specific such as communication skills or general management skills?

2. Being aware of the budget. Whether you have a very limited budget or open hands; it helps to know the budget in the planning phase.

3. Making a research of training resources. According to the needs and the budget, there are courses for specific needs offered by other companies or schools, or the training could be tailored only for your company's needs.

4. There has to be clear goals for the training in order to be successful.

5. Communication with the target group. It is important to make the employee understand the importance of the training.

6. Evaluation of the results. Has the behavior improved compared to the starting situation? Do the employees need more training?

(Deloatch Pamela, How to write a management training plan, www-format)

If the necessary planning for training and personnel development has not been done, it can lead to lack of certain skills. Market changes, too slow reaction to technical development, under-utilized factories and problems with recruitment can be causes of inefficient planning for training and development. This can create new costs for the company and disrupt gaining or maintaining a new competitive advantage. Therefore, the first step for planning training is to carefully study the organization's needs for training. For instance, changes in some structural factors in a company can lead to closer examination of the training needs; changes at market level which means for example, changes in customer behavior because of increased environmental awareness, increased competitive pressure, changes in legislations or values. Changes in technology could create a new need for training personnel. (Mühlemeier & Clark. Journal of workplace learning 1/1997, 4-11)

The new managers are told to be facilitators, team players, coaches and process managers, human resource developers, entrepreneurs, visual leaders and many other things at the same time. There should be a huge personal change while experience pressure for short term results and profit at the same time. (Longenecker & Ariss 2002. Journal of management development, 640-654)

Changes will also happen in human resources; there will be recruiting and development of new tasks, which could require training, for example language skills or management tasks. New tasks within a company can also create a need for training; team work, team leadership and group objectives can be trained, when developing the human resources is considered a training requirement in the company. (Mühlemeier & Clark. Journal of workplace learning 1/1997, 4-11)

When the structural factors have been considered, there should be a systematical analysis of the training requirements. At this point the management has to be aware of the need for training analysis and the fact that the results of this analysis should be considered throughout the whole planning process, because there has to be a correlation between the training needs of the organization and the development of the organization. (Mühlemeier & Clark. Journal of workplace learning 1/1997, 4-11)

The organizational and employee needs should be distinguished. Since training should always meet with the objectives; it is important to ask how big part of the training conducted in the organization is actually based on identified needs for training. As said, those needs can be divided in to two categories; organizational needs and employee needs; they are usually considered quite similar. Organizational needs are more about achieving the company's objectives and employee needs are more precise; usually certain skills want to be improved. (McConnell 2002,63-66)

The second stage of the planning the training process is preparation and implementation of the training. At this point, the training needs have been analyzed and now the strategy for the structure, time, duration and place of the training should be considered. These factors should be in line with the objectives of the training. The following points should be considered at this stage;

Individual training; which means each employee has to take initiative on the learning process and consider what resources is needed and available from the organization, for example, time off work or compensation of travel expenses. There are quite a few questions arising at this point of the planning;

- Should the training be executed during normal working hours, on-the-job, for example using e-learning possibilities? Or on free time, near-the-job, studying with pre-prepared material?
- Should the training be executed by an external organization, off-the-job, for example using evening studies or language schools?
- (Mühlemeier & Clark. Journal of workplace learning 1/1997, 4-11)

If the organization chooses internal training as their strategy, they should consider should the training be integrated in the normal working day and routines, on-the-job, for example training by managers or colleagues? Should the training be done by an internal department or in a project group? Or could the individual training needs be fulfilled by internal seminars? Organizations can also use co-operation training, which means the training would be carried out with subsidiaries, suppliers or customers. This strategy for training would be especially good for smaller companies because of the divided costs. Possibilities can also be seen in this strategy when considering exchange of employees from different another subsidiary, joint premises or facilities for training or joint seminars. External training can also be considered if there is a lack of skills or resources within the organization, for instance, if there is a new technology, the supplier can perform the training at the workplace, on the supplier's workplace or the employees could be sent to seminars paid by the company. (Mühlemeier & Clark. Journal of workplace learning 1/1997, 4-11)

The preparation of the training is also a very difficult task to manage; there are many factors that have to be considered when building strategy for training. See the Figure 3, for how the competitive advantage can be created.(Mühlemeier & Clark. Journal of workplace learning 1/1997, 4-11)

MANAGEMENT LEARNING AND DEVELOPMENT

An effective educational expe-
rience:

- Excellent instructions
- Effective learning pro-
  cess

Effective program follow-up:

- An action oriented learn-
  er
- Accountability for appli-
  cation
- Constant review and fol-
  low-up

IMPROVED MANAGER SKILLS AND
PERFORMANCE

COMPETITIVE ADVANTAGE
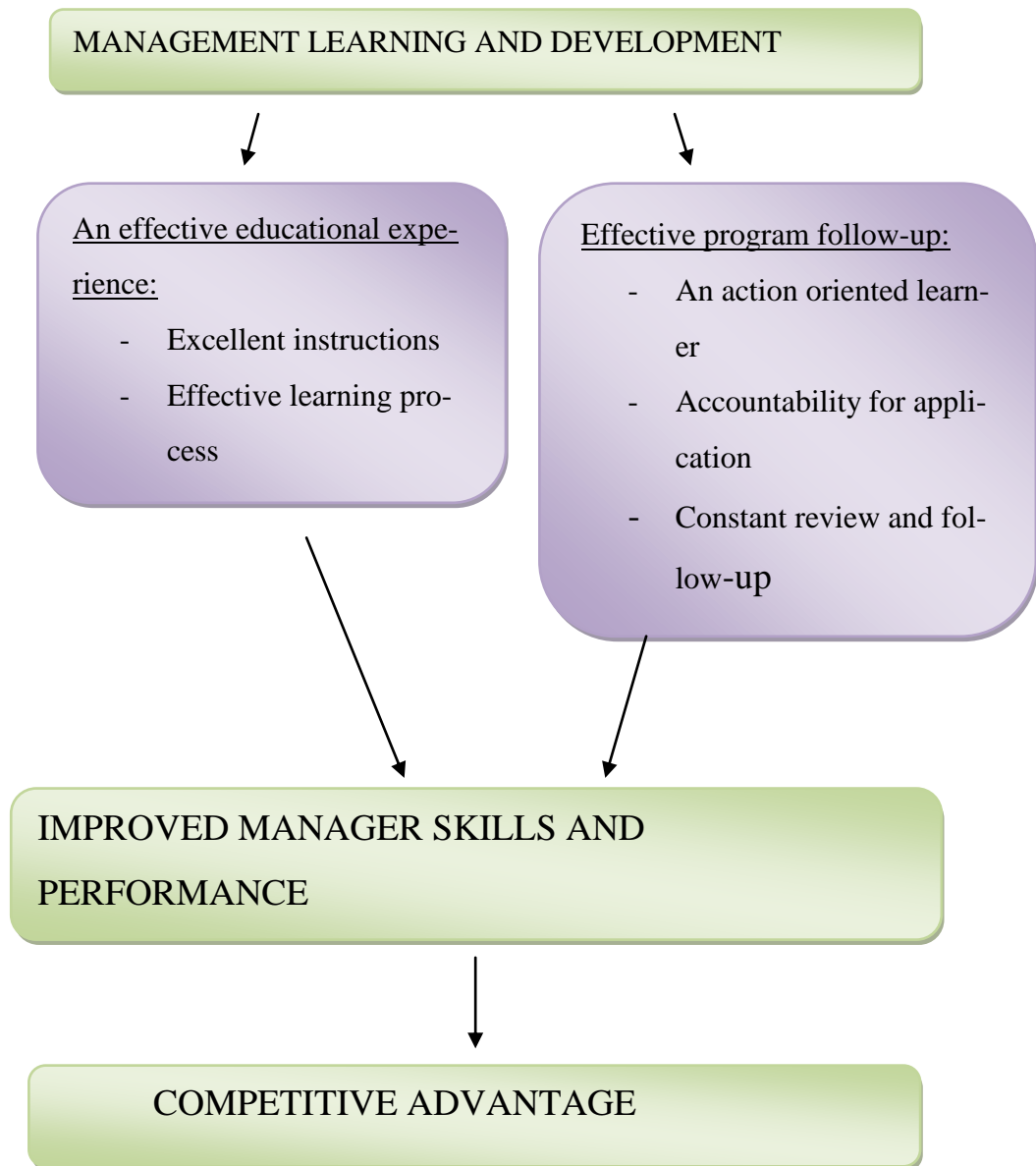
Figure 3. Management training as a competitive advantage

3.4 Evaluation and future actions

Evaluating a management training program is allowed for top management; it is an
expensive investment and includes many costs, starting from trainers' fees to hotel
bookings and indirect costs. When evaluating their investment, two questions arise:
Why should this produce better employees? And how will this benefit the company's
long term financial plan? Although top managers would like to see "value for money",

it is very difficult to assess what actions of the management training lead to which behavior. (Rowe 1996, 17)

In addition to evaluation, proper follow-up activities are necessary. All the information may be difficult to learn in a short period of time, so a useful thing to do is held regular follow-up sessions after the training. In these sessions people could review how they have applied their new skills and solve possible problems or the trainer could provide extra coaching. Another way to maintain and develop the skills is to give the trainees specific projects that require using the skills they have learnt. There could also be short updating courses to refresh memory or individual coaching. (Yukl 2006, 390)

A training can be evaluated in a qualitative way; in the beginning objectives have been set, which have been used as a basis for the plan of the training and then implemented, and in the end monitoring shows will the objectives be fulfilled. If the objectives have not been met, it is likely that the program faces some changes, otherwise the program would continue as usual.(Rowe 1996, 17)

In order to evaluate the programme, it is important to go back to the programme objectives and assess whether they are still relevant, as presented in the Figure 4. If they are not relevant anymore, it will lead to a change of objectives. After possible changes, the circle starts again; planning, implementation and reviewing the objectives.(Rowe 1996,18)
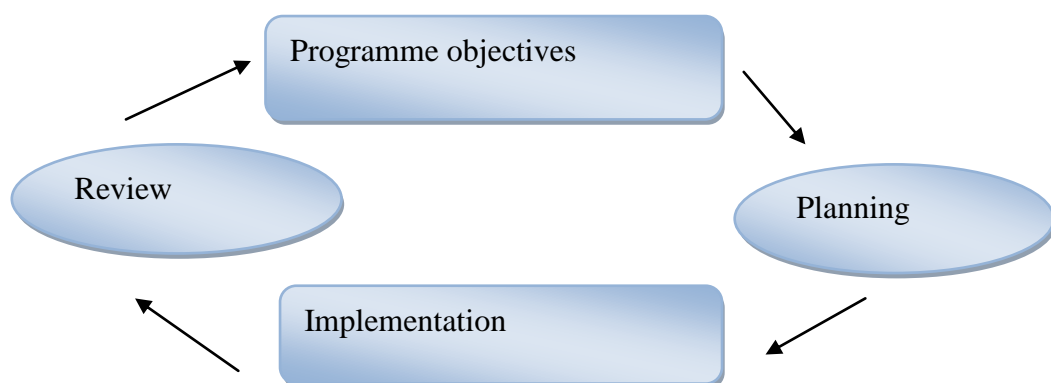

Figure 4. Monitoring the management training (Rowe 1996, 18)

4   RESEARCH PROCESS

This chapter will discuss about the target organization and how the research was conducted, explaining the objectives and research methods that were used in order to collect the relevant data.

4.1   Target organization: Tokmanni Oy

The target organization for the planning of a management training program is Tokmanni Group. The company is a nationwide chain of discount stores. The chain consists of 139 stores under seven different brands; Tokmanni, Tarjoustalo, Vapaa Valinta, Robinhood, Säästöpörssi, Maxi-Makasiini and Maxi-Kodintukku. In all large cities in Finland have a store in some of these brands. The idea of Tokmanni, is to sell quality products with wide range of products, affordably. (Tokmanni Konserni info, www-format)

The personnel working for Tokmanni Group consists of 2729 people. There are 2388 people working in the stores, 190 people working in the warehouse and 151 working at the office. The personnel consist of 83% of women and 17% of men, and their average age is 35 years (Tokmanni, Annual Report 2009). The target group for my research is the middle management, including also the store managers.

4.2   Research methods

Typical characteristics for qualitative research are a comprehensive approach for gathering the information, usually in natural and real situations. In this research method, people are preferred as an instrument for collecting the data and for analyzing this data, an inductive analysis is used. An inductive analysis means that the researcher is aiming to reveal unexpected matters, and therefore the research is not about testing a theory or hypothesis. When collecting data for qualitative research, people's perspectives are taken into consideration, and therefore good methods are, for example theme interviews and group interviews. The target group for these interviews are carefully

considered and chosen, and the cases are examined as unique situations, and also analyzed according to that idea. (Hirsijärvi, Remes & Sajavaara, 1997, 155)

In quantative research the most important factors are prior results, for example, conclusions for previous studies and previous theories. Presenting hypothesis and defining concepts is also typical for quantative research method. The data collection is based on numeric values and measuring. Unlike in qualitative method, the target group is defined by a universe and from that universe, a sample is taken. Analyzing the results begins with transforming all the variables into statistically manageable form. (Hirsijärvi, Remes & Sajavaara, 1997, 131)

Qualitative and quantative method complete each other; in practice these approaches are quite difficult to clearly separate from each other. The two methods can be used together for example, when qualitative method is used as a pre-experiment for quantative method, or other way around. As quantative method is handling numbers and qualitative meanings, it is clear that the two methods are not competing with each other, more like fulfilling or completing. (Hirsijärvi, Remes & Sajavaara, 1997, 127-128)

The type of research I used was a survey. In a survey, all the data collection is done by standardized questions, whether it is interviews, questionnaires or observation. Standardized questions mean that all the questions are presented exactly the same way for all the respondents. (Hirsijärvi, Remes & Sajavaara 2004, 183)

As mentioned earlier, the research methods I used were qualitative and quantative methods combined. At first I wanted to find out the starting point and expectations of a management training program, from the target group's superiors, and I interviewed four top managers. I had prepared theme questions for the interviews. Qualitative method was more practical in this point, since I did not want to rule out any possible answers by presenting strict questions. The interviews consisted of seven open questions; for example describing their organizations and their own managerial skills, what kind of challenges they see in their organization's management skills, and what kind of skills they wish to see within their organizations. The questions were in Finnish (APPENDIX 1b) and translated into English (APPENDIX 1a).

Introduction of the questionnaire

The quantative method was used in the questionnaire. The amount of questions and responses could be high, so it would be easier to handle and analyze the results when they are presented numerically. The survey was sent in Finnish (APPENDIX 2b) and the questions were also translated into English (APPENDIX 2 a). The final version of the questionnaire, on the company's internal website was in Finnish. The questionnaire consisted of four parts; background information, human resource management, management at Tokmanni and self-management. All of the parts had altogether 39 questions. The questions were planned based on the interview results and the theoretical framework. The scale for answering was 1-5, when 1 mean totally disagree, 2 is somewhat disagree, 3 is I don't know, 4 is somewhat agree and finally 5 means totally agree. When counting the means of responses to each question, I don't know- responses were not included, since they would have distorted the final value. In addition there were four open questions. I decided to ask the questions as statements rather than regular questions.

 The first part of the questionnaire consists of background questions, which were; working experience as a manager in years, education, as well as age and gender. I also asked had the person come straight to a manager position or was he promoted in to the current position. This question particularly rose from the interviews; being promoted within the working unit was obviously causing some challenges.

In the second part of questions, which was about human resource management skills, were 20 questions. The respondents were asked how important part of strategy they believed was the development of personnel, did they see change resistance and how did they managed it. Respondents were asked about development discussions, and how useful they found it. Motivational skills and aims were also asked, and how important they saw their own unit's or organization's personnel development, and whether they knew how it could be developed. Communication and listening skills were asked and the abilities of recognizing their employees strengths and weaknesses. Team and group work was also discussed; did the managers know how to form and lead teams and did they find it difficult. Understanding the differences between projects and processes were also asked. There was a question about did the managers

know what their part of implementing the strategy was and did the managers aim for developing the atmosphere at work and did they recognize the challenges raising from the company's age structure. Referring to the background questions, there was a question about how easy they felt it was to be promoted within their organizations. The last question of this chapter was about multicultural management skills, and how necessary they believed it was to have them.

The third part was about general management skills at Tokmanni. First two questions were about how important they believed the management training program was for new and current managers. The respondents were also asked if there had been any new challenges rising within the current year, and have the company's fusions and brand purchases had an effect on management work. They were also asked about having a common goal among all the managers and finally, did they believe that efficient management training could create competitive advantage.

The fourth and last part of questions was about self management skills and it consisted of seven questions. These skills are very important in order to be a successful manager. The first question was about how good organizing skills they had; did they find it challenging or easy. Then there was a question about having enough skills to handle challenging situations with employees and whether they had enough skills to make profit in their organizations. The respondents were also asked about their own comfort zones and how pleasantly they could work outside it. Last two questions were about time management; do they know how to use time effectively at work and how to combine work and free time.

4.3 Data collection and analysis

 I discussed about the purposes and objectives of this project with the company's educational manager and HR manager. I suggested interviewing the top management, who basically were the superiors of the target group, middle management. We agreed on the interview dates by e-mail and I went to Tokmanni's head office in Mäntsälä, to implement the interviews. Each of the interview lasted about half an hour, and during that time I made notes. I interviewed four managers; the HR manager, training and education manager, purchasing director and the deputy CEO and CFO.

The interviews gave me information about the starting point of planning a management training program, and information about challenges in practical management work from their point of view. These interviews and the theoretical framework together, showed me the outline of the questions for the questionnaire.

The questionnaire was formed and sent to Tokmanni. I was asked to make few changes to formulation of questions and some words I had used. The final version of the survey was published on the company's internal website. Instead of direct e-mails, this channel was chosen to reach the target group; the managers. This method of implementing a questionnaire was rather new in Tokmanni, and they also gained valuable information about how effective the Intra-website is and how interested people were in using it. When the questionnaire was closed, I received an excel table of the responses which then edited and entered in SPSS-program and started analyzing the data. First I started with handling the results of the background information, then self-management skills, management within this company and finally the human resource management part. The questionnaire was open for a week and I received 41 responses. At total, there are 180 managers at Tokmanni

5 FINDINGS

At first, findings of the interviews are be presented and then the results of the questionnaire. The results of the interviews are presented as summaries of each theme questions, and the results of the questionnaire are divided into four chapters, according to the question themes.

5.1 Results of the interviews

1. What kind of management exists in your organization? What about in the whole company? How would you describe your role as a manager?

The managers described their roles according to their job description and skills; on average they believed to be good superiors, yet self-aware of their skills. They described the level management work at Tokmanni versatile; the level of skills is from poor to excellent, and needs to be unified. Most typical management is managing human resources on an operational level, in the stores.

2. How do you think management differs from leadership at Tokmanni?

At Tokmanni, managers manage on the operational level, in the stores, and leaders make the strategy. Managers also said to be more like team managers and leaders are leading to the direction they show. One interviewee said management at Tokmanni is managing people, human resources, and leading is managing the strategy.

3. Are there challenges in managing in your organization? What about Tokmanni in general? What about strengths?

In general, development discussions, taking responsibility of the employee's development on long term, listening skills, inspiring, respecting, informing, ability to create and develop functioning processes and understanding the differences between project and processes are topics that could be developed. Working with change resistance and managing in change are mentioned in 75% of the interviews. Managing in change is the next step of change management.

One of the interviews also said there should be some kind of ground rules for managers, and they should be more clear on their goals of management, and also more adopting and cooperative.

Different personalities also bring challenges; different background or working experience shows. All of the interviewees mentioned that managers, who have come to

their current position by promoting, are more challenging and would probably benefit the most of the management training program.

There were also strengths arising; because of the diversity of the managers there are also very top class managers who are competent and efficient in their job. Most of the employees have a very good human resource manager as their manager or manager who has a very long-term experience on human resource management and profit management.

4. What do you believe are the reasons for these challenges?

Reasons for management challenges arise from many different factors, for example company purchases, fusions, different practice models that are learn before fusion, being promoted within own organization or unit, rarely but possibly bad recruiting, promoting too young employees as a (store) manager,

Especially change resistance is caused by the fear for unknown, operating strictly within own comfort zone, age structure and old cultures. Organization's structural and environmental change has brought more steps into processes which can also increase the notion of faceless leadership. The managers will have adapt to changes all the time and be able to manage both students and older employees who can very different working personas, abilities, needs, wants and goals. The level of education of the managers and commitment is also found challenging.

All of the interviewees mentioned old company cultures as probable cause of many challenges; for example change resistance. Still the organization is said to be rather young and that developing business environment is the cause for many of the challenges.

5. What kind of management skills are needed in your organization or in Tokmanni?

Being able to define quantative and qualitative goals, being even more competent and equalizing the level of management skills, since it is very diverse, are important skills

that should be developed. Implementing the strategy in practice and team work as a development task was mentioned in two of the interviews. In addition to managing teams, project management is also mentioned; it is important to be able to finish what has been started. Cooperation and communication skills are also mentioned and having a general common goals among the managers. In addition to strategy implementation skills it is important to know the strategy well.

There is a fast tempo on matters at Tokmanni, things are done quickly, which can also be strength and a weakness at the same time. Basic management techniques and tools should also be taken advantage of more, and being more open and cooperative by loosing your own ego.

Basic management functions such as delegating, motivating, listening, supporting, rightful actions, monitoring, measuring and giving feedback and praises are also something that all of the interviewees mentioned as future development needs. In the future there will also be a need for more coaching management work. Managing diverse workforce is also a challenge, as previously mentioned, people with different backgrounds and goals are different to manage. One interviewee emphasized the skills of being able to manage both profit and human resources, although concentrating more on the other one can work against the other. In order to be able to develop all of these, it requires time, changes and inspiration.

6. Do you feel that management skills are valued enough at Tokmanni?

Only one of the interviewees said that management work is not enough appreciated, all the rest said that it is respected from the employees as well as the managers themselves. One said that the starting point is that everyone has a right for good superior, and the management work will be respected if there are skills also.

7. Can you remember examples or cases of excellent or poor management skills?

Examples of bad management work are the situations when everyday functioning and organizing are not working. This would in the end lead to even declining sales. Manager is not leading his team or encouraging innovation or renewal.   It shows also bad

management skills if the manager is forgetting the rules of fair game and uses his power wrong. A poor manager is not consistent, clear, measuring, has not clear goals, is not flexible, does not finish what has started, does not make decisions by facts, are incompetent

Summary of findings

The most important findings of the interviews consisted of the starting situation, challenges and what kind of management there should be. All of the interviewees mentioned the challenge with promoted managers; one reason for this is probably having different organizational cultures on the background. Most important finding of the interviews, which were the challenges and development needs that had been mentioned, were used in forming the survey for the managers. Those findings included for example basic managerial skills like motivating and communicating skills as well as questions of attitude such as how much developing the human resources is valued.

5.2 Results of the survey

The results of the survey are divided into four categories according the themes; background information, management at Tokmanni, self management and human resource management skills. The results are presented according to their distribution and in the end of each chapter there is a table of means of each question. There were a total of 41 responses, and the total number of managers working at Tokmanni was 180.

5.2.1 Background information

The first part of the questionnaire is background information, and it includes six questions.

Age

The responses for age were divided into four different age groups. The smallest age group with 1(2,4 %) person was 20-29 years old. The second smallest group was 50-59 years old with 4 (9,8%)people. The 30-39 years old were the second largest age

group since they were altogether 13 (31,7 %)people. The largest age group with 23 (56,1 %) people was the 40-49 years old.

Gender

The respondents were 25 (60,98 %) of women and 16 (39,02 %) men.

I was promoted to a manager

Over half of the respondents; 24 (58,54%) people were promoted to a manager. On the opposite; 17 (41,46%) people had reached their manager position some other way.

I came to work at Tokmanni as a manager

On the contrary to the previous question; 18 (43,90%) of the respondents had come to Tokmanni to work directly as a manager, and 23 (56,10%) had not.

Working experience as manager in years

Most of the respondents;14 (34,15%)people had been working as a manager for 0-5 years. Twelve of the respondents had been working as a manager for 6-10 years. With 11-15 years of experience as a manager there was 7 (17,07%) and with 16-20 years there was 6 (14,63%)people. There was an equal amount of experience for 21-25 years and 25-30 years, with 1 (2,439 %).

Figure 5. Working experience

Education and/or previous working experience as a manager

The responses were separated into three categories according to highest education. There were seven responses with only working experience.

Vocational school/high school/management or selling courses	**29**
Bachelor's degree	**2**
Master's degree	**3**

I find management training necessary for the following fields

This was an open question in the end of the questionnaire, and here are summaries of the responses;

- Human resource management
- Human resource management, manager as a coach, manager's and employees' responsibilities
- Training is needed on all functions
- Problematic situations
- Tokmanni organizes enough training for managers
- Training for everyday actions, organizing, time management and human resource management

See APPENDIX 3 for the original responses.

Summary of the findings on background information

On average, the respondent of this survey is 40-49 years old woman who has 0-5 years of experience of working as a manager. Two statements; I was promoted to a manager and I came to work at Tokmanni as a manager, had slightly different response percentages, although those two questions should overrule each other. If manager was promoted to a manager, he can not also be promoted within the company to a manager.

5.2.2 Human resource management

The second part of questions is human resource management, which consists of 20 questions.

I believe developing the human resources is an important part of the organization's strategy

Most of the respondents; 32 (78,05%) totally agreed. Somewhat agreeing was 8 (19,51%) and only 1 (2,439%) totally disagreed.
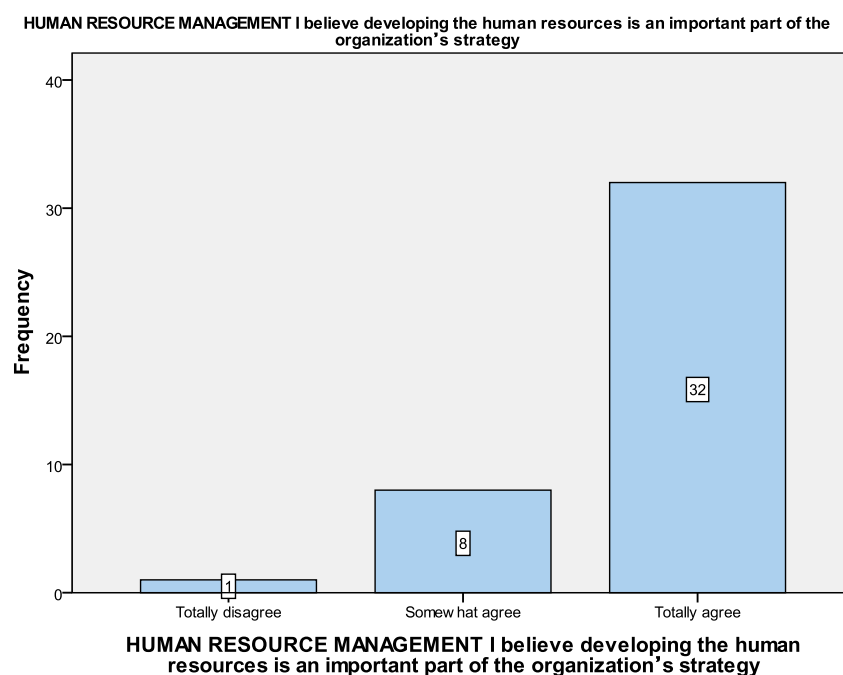
Figure 6. Developing human resources is an important part of strategy

I face change resistance in my job

Less than half of the respondents;18 (43,90%) somewhat agreed. Totally agreeing and somewhat agreeing were 8 (19,51%) each. Only 2 (4,878%) was totally disagreeing. Five did not know.

HUMAN RESOURCE MANAGEMENT I face change resistance in my job
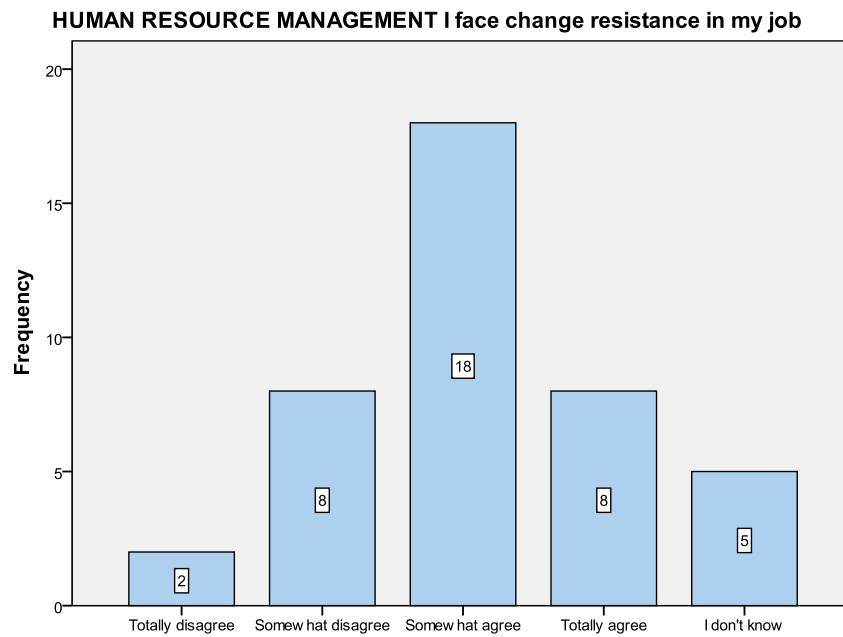
Figure 7. Facing change resistance

I know how to work with change resistance

Most of the respondents; 27 (65,85%) somewhat agreed. Totally agreeing was 9 (21,95%) and only 2 (4,878%) was totally disagreeing. Three of the respondents did not know.

HUMAN RESOURCE MANAGEMENT I know how to work with change resistance
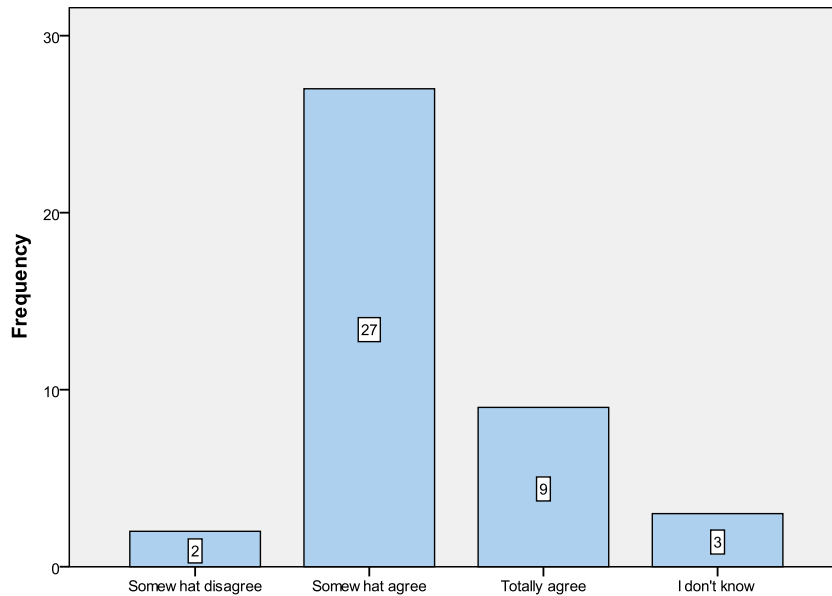
Figure 8. Working with change resistance

I hold regular development discussions

Most of the respondents; 25 (60,98%) totally agreed. One quarter with 11 (26,83%) somewhat agreed and only 4 (9,756%) somewhat disagreed. One did not know.

HUMAN RESOURCE MANAGEMENT I hold regular development discussions

HUMAN RESOURCE MANAGEMENT I hold regular development discussions
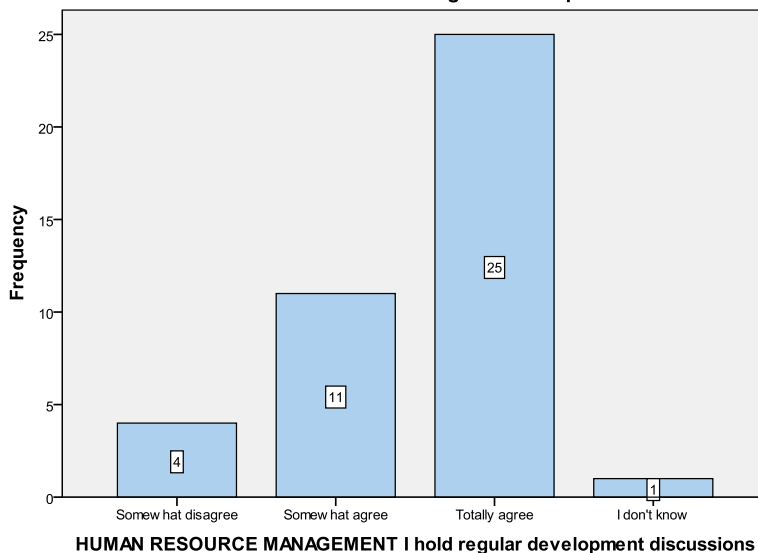
Figure 9. Holding regular development discussions

I find development discussions useful in my work

Most of the respondents; 19 (46,34%) totally agreed with and somewhat agreed 16 (39,02%). Only 2 (4,878%) somewhat disagreed and even less totally disagreed with 1 (2,439%). Three did not know.

HUMAN RESOURCE MANAGEMENT I find development discussions useful in my work
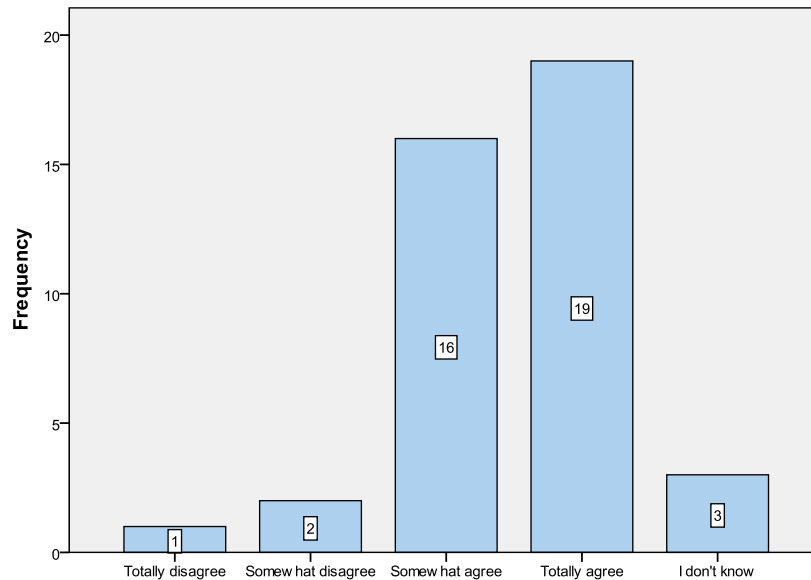
Figure 10. Usefulness of development discussions

I know how to motivate my employees

About half of the respondents; 20 (51,28%). somewhat agreed with One third totally agreed with 12 (30,77%) and only 2 (5,128%) somewhat disagreed. Even less totally disagreed with 1 (2,564%). Four of the respondents did not know.

HUMAN RESOURCE MANAGEMENT I know how to motivate my employees
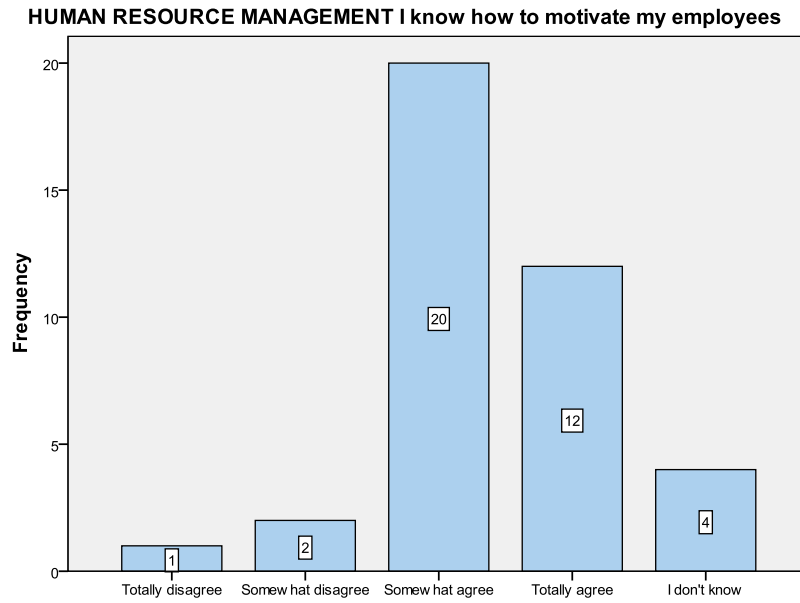
Figure 11.Motivational skills

I aim to motivate my employees

Most of the respondents; 29 (70,73%) totally agreed. One quarter; 10 (24,93%) some-what agreed. Only 1 (2,439%) totally disagreed. One did not know.

HUMAN RESOURCE MANAGEMENT I aim to motivate my employees
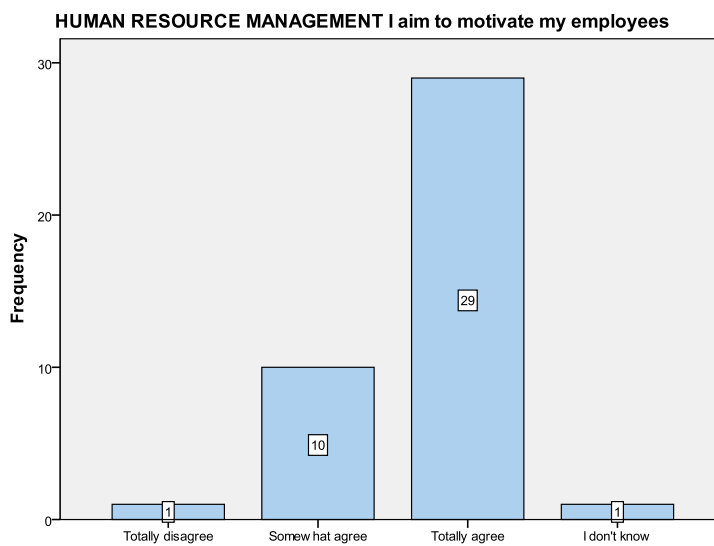
Figure 12. Aiming to motivate employees

I find developing my employees important

Three quarters; 31 75,61%, totally agreed with somewhat agreed 9 (21,95%) and only 1 (2,439%) totally disagreed.

HUMAN RESOURCE MANAGEMENT I find developing my employees important
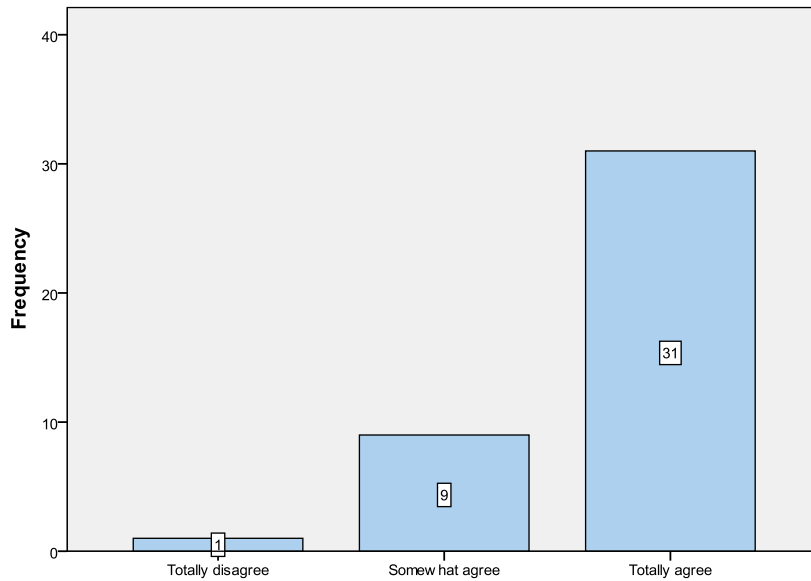
Figure 13. Developing employees

I know how to develop my employees

Most of the respondents; 24 (58,54%) somewhat agreed to this. Totally agreeing was one fifth;9 (21,95%). Only 3 (7,317%) somewhat disagreed. Five did not know.

HUMAN RESOURCE MANAGEMENT I know how to develop my employees
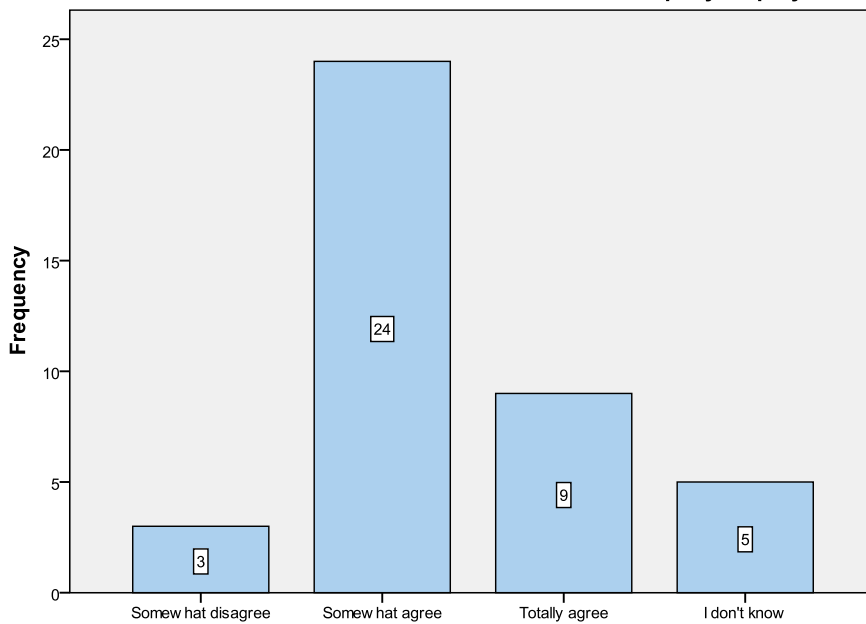
Figure 14. Employee development skills

I have efficient communication skills

Most of the respondents; 24 (58,54%) somewhat agreed. About one third totally
agreed, with 12 (29,27%). Only 1 (2,439%) somewhat disagreed. Four did not know.

HUMAN RESOURCE MANAGMENT I have efficient communication skills
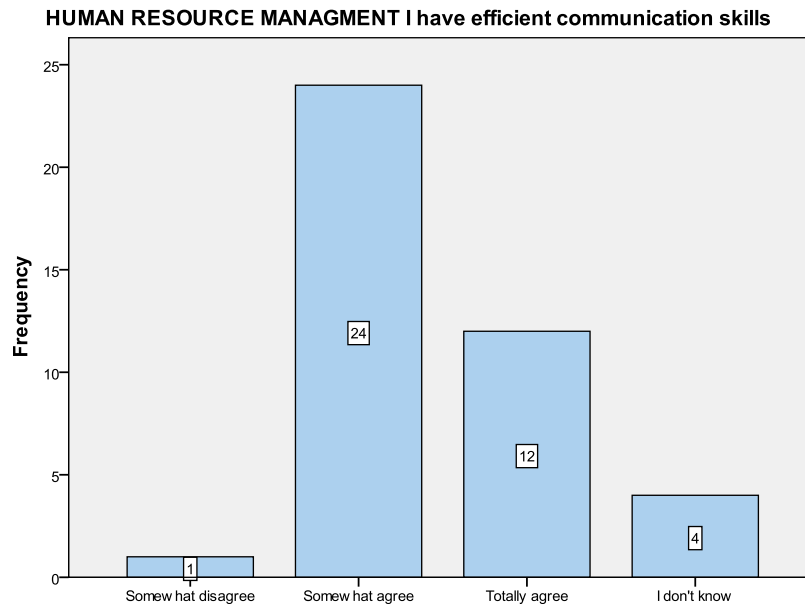
Figure 15.Communication skills

I know how to listen my employees

Most of the respondents; 25 (64,10%) somewhat agreed. Totally agreeing was 9
(23,08%) and only 3 (7,692%) somewhat disagreed. Two of the respondents did not
know.

HUMAN RESOURCE MANAGEMENT I know how to listen my employees
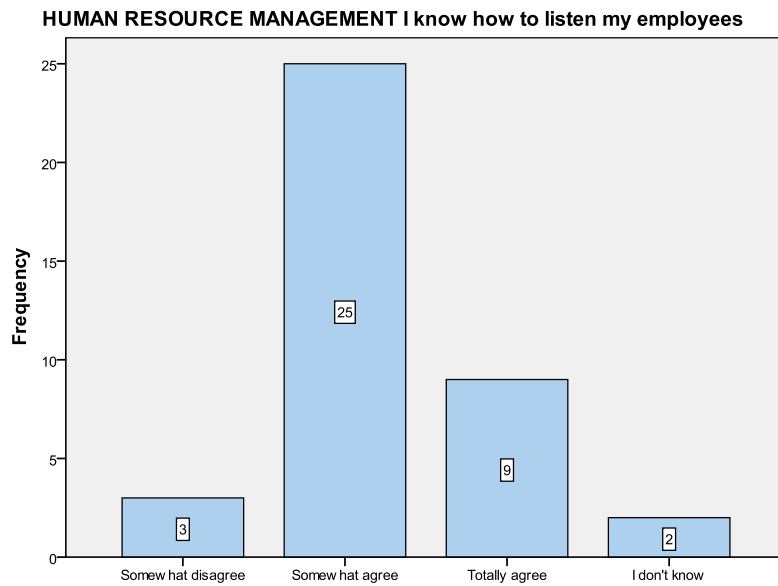
Figure 16.Listening skills

I am able to recognize the strengths and weaknesses of my employees

Around half of the respondents 22 (56,41 %) somewhat agreed. A little over one third totally agreed with 14 (35,90%). Only 1(2,564%) somewhat disagreed. Two did not know.

HUMAN RESOURCE MANAGEMENT I am able to recognize the strengths and weaknesses of my employees
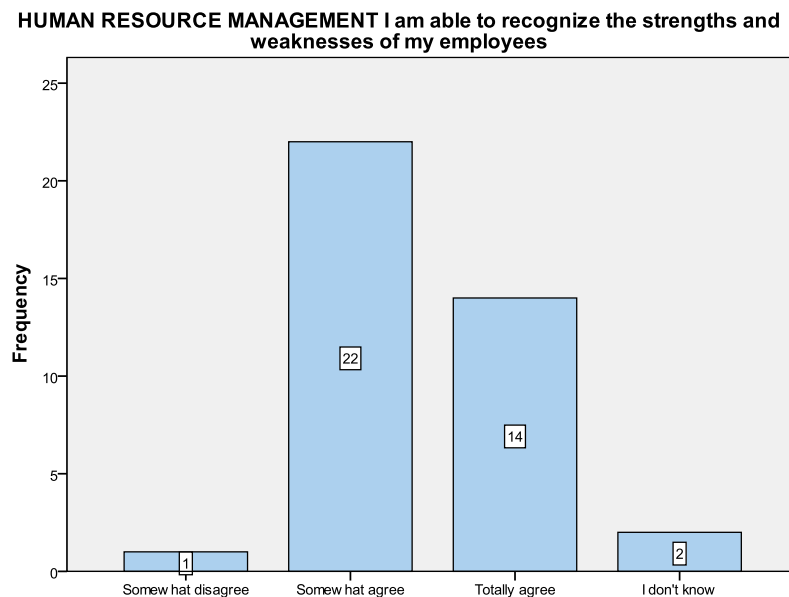
Figure 17.Recognizing strengths and weaknesses

I am able to form efficient teams

Around half of the respondents; 24 (58,54%) somewhat agreed. Totally agreeing was 13 (31,71%) and only 3 (7,317%) somewhat disagreed. One of the respondents did not know.
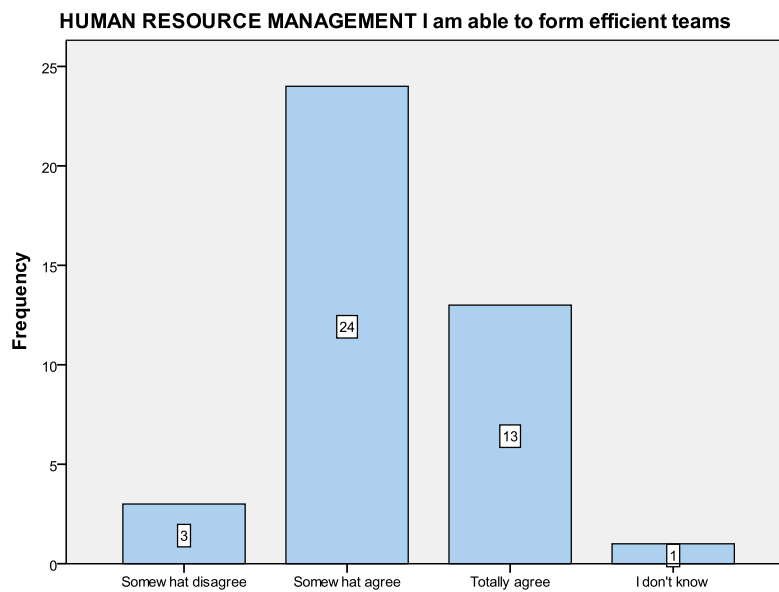
Figure 18.Forming teams

I am able to manage projects and processes

Totally agreeing was 17 (41,64%) of the respondents and 15 (36,59%) were somewhat agreeing. Totally disagreeing and somewhat disagreeing were only 1 (2,439%) each. Seven did not know.

HUMAN RESOURCE MANAGEMENT I am able to manage projects and processes
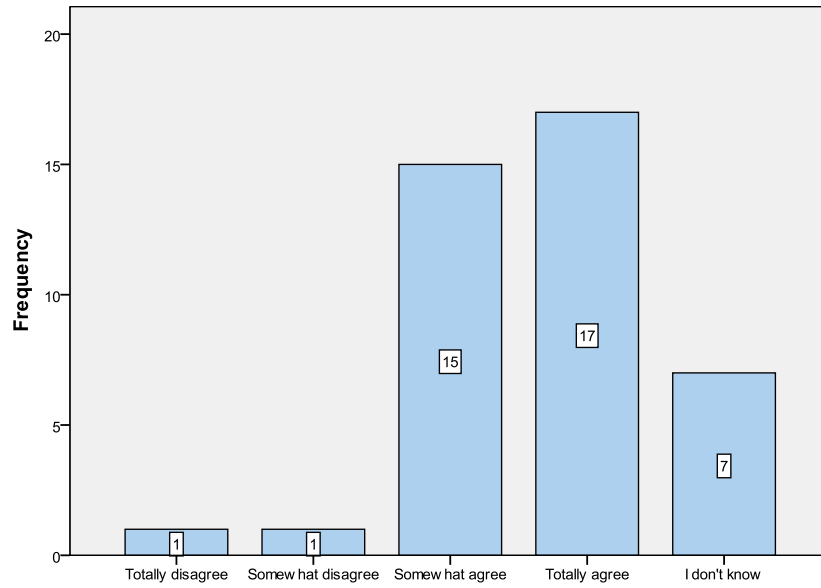
Figure 19.Managing projects and processes

I find team management challenging

Most of the respondents; 19 (46,34%) somewhat agreed. Totally agreeing was 11 (26,83%) and somewhat disagreed 6 (14,63%). Only 1 (2,439%) totally disagreed. Four of the respondents did not know.

HUMAN RESOURCE MANAGEMENT I find team management challenging
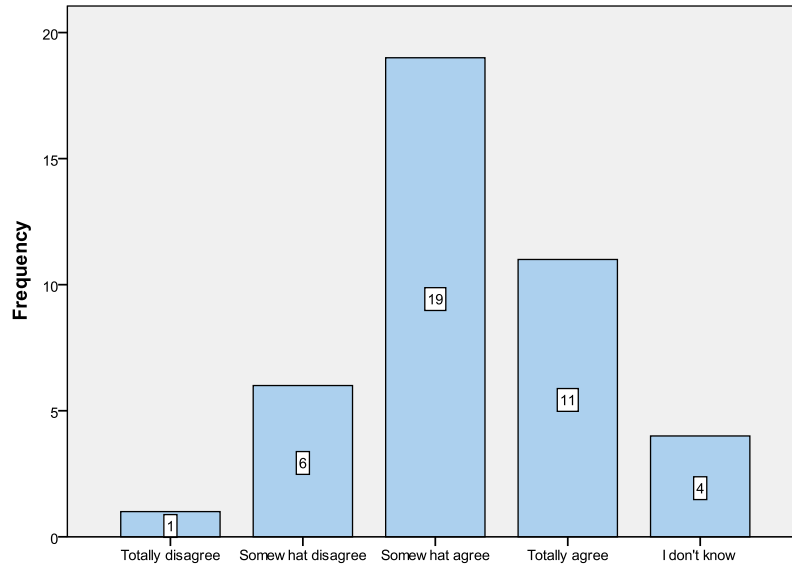
Figure 20.Team management

I know what is my part as a manager of implementing the strategy

Around half of the respondents; 20 (51,28%) somewhat agreed with and 16 (41,03%) totally agreed. Only 1 (2,564%) somewhat disagreed. Two did not know.

HUMAN RESOURCE MANAGEMENT I know what is my part as a manager of implementing the strategy
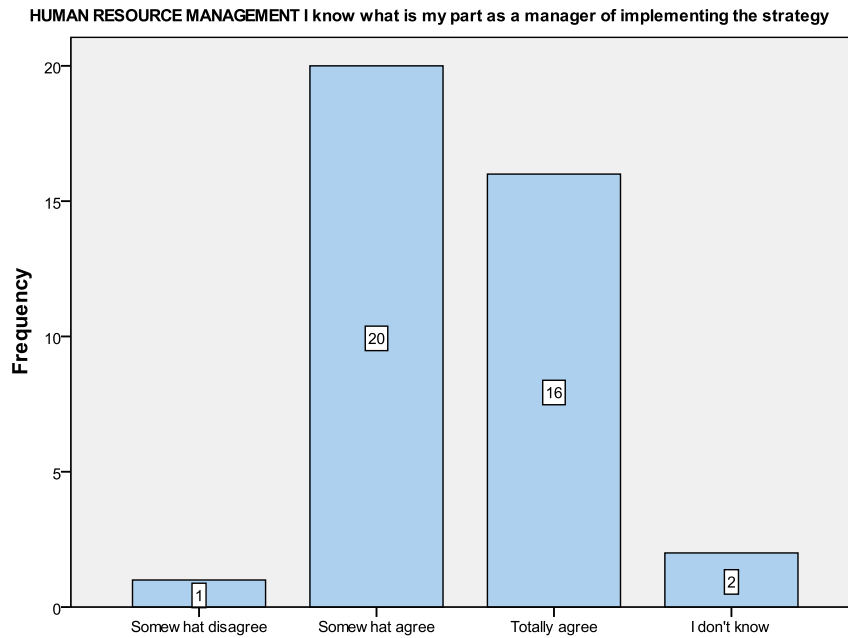
Figure 21.Strategy implementation

I aim to develop the atmosphere of my organization

Most of the respondents; 33 (80,49%) totally agreed. Somewhat agreed 7 (17,07%) and only 1 (2,439%) totally disagreed.

HUMAN RESOURCE MANAGEMENT I aim to develop the atmosphere of my organization
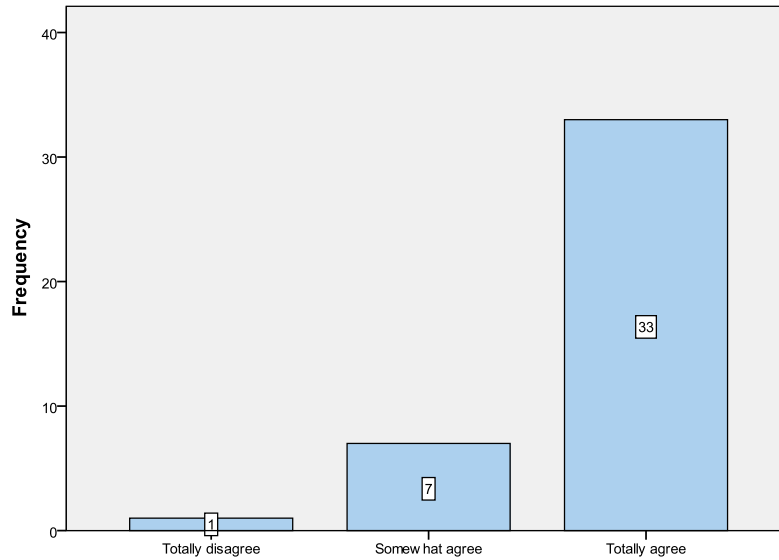
Figure 22.Development of the atmosphere

I can recognize the challenges arising from the company's age structure

Most of the respondents; 18 (43,90%) somewhat agreed with and 17 (41,46%) totally agreed. Only 2 (4,878%) somewhat disagreed. Four of the respondents did not know.

HUMAN RESOURCE MANAGMENT I can recognize the challenges arising from the company's age structure
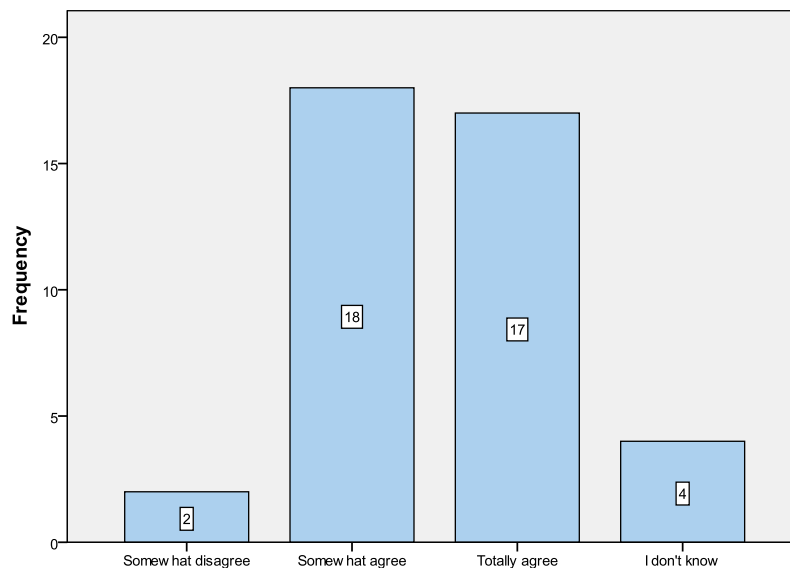
Figure 23. Challenges of age structure

I find it easy to be promoted from my own organization

Most of the respondents; 15 (38,46%) somewhat disagreed with and somewhat agreed with 13 (33,33%). Only 4 (10,26%) totally agreed and even less totally disagreed with 1 (2,564%). Six did not know.

HUMAN RESOURCE MANAGEMENT I find it easy to be promoted from my own organization
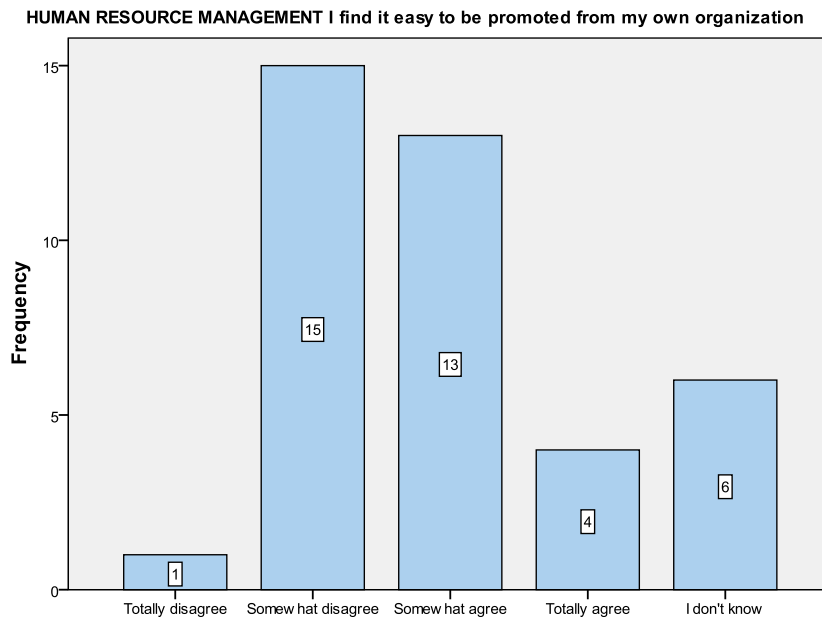
Figure 24.Promotion within organization

I need multicultural management skills in my work

A little over one third; 14 (34,15%) somewhat agreed. Somewhat disagreed 8 (19,51%) and 6 (14,63%) totally disagreed. Only 4 (9,756%) of the respondents totally agreed. Nine of the respondents did not know.

HUMAN RESOURCE MANAGEMENT I need multicultural management skills in my work
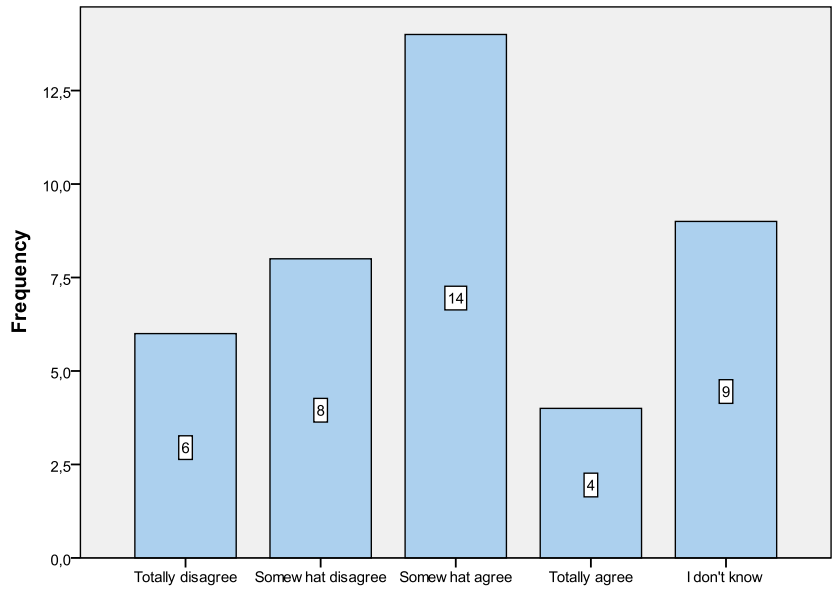
Figure 25.Multicultural management skills

The mean of the responses on human resource management
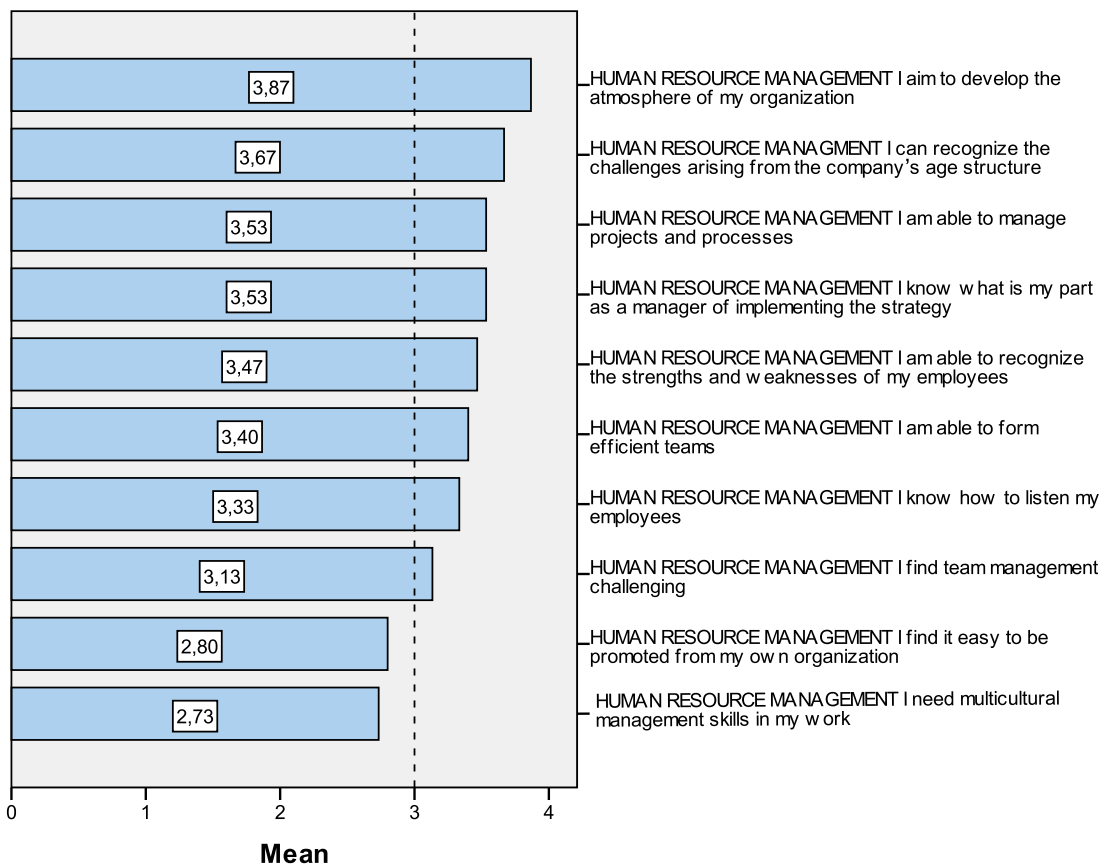
Figure 26. Mean of responses to HR questions 1

The tables of the mean responses are divided in to two tables. The highest mean score was in the statement of developing the atmosphere of the organization. Also challenges arising from the company's age structure were well recognized. The managers are able to manage projects and processes and they believe they know their position in implementing the company's strategy. The managers can recognize their employees' strengths and weaknesses and listen the employees, but forming teams and managing them is a little bit challenging. Being promoted within the own organization is not seen very easy. Multicultural managing skills are not seen as very important.
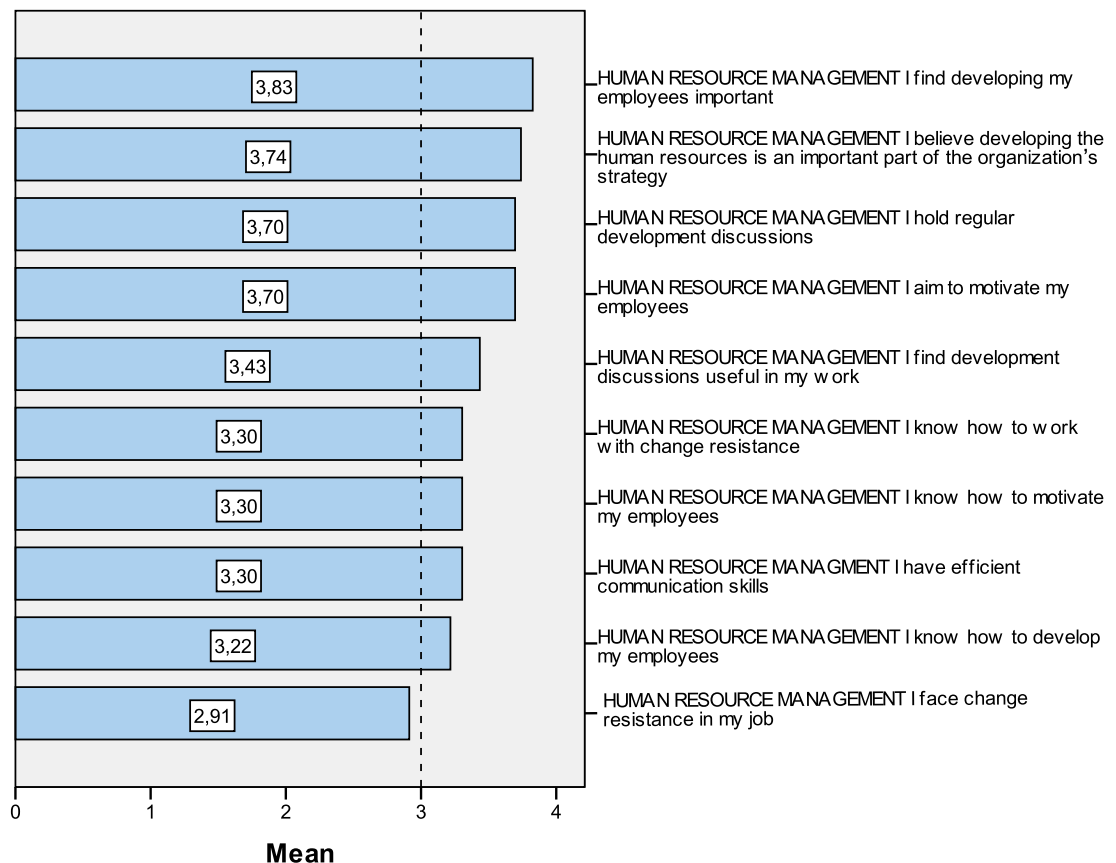
Figure 27.Mean of responses to HR questions 2

Developing employees and whole human resources is seen very important, although the managers are not very sure how they could do it. Also holding regular development discussions is seen important, although the development discussions are not seen as very useful. The managers aim to motivate their employees but are not very sure how to do it efficiently. The managers face rather little change resistance, but if they did face it they would know how to response. Team management skills, communication skills, motivating skills, human resource development skills and taking full advantage of development discussions are topics that could be improved. Communica-

tion skills also include listening skills and being able to see the employees' strengths and weaknesses.

5.2.3 Management at Tokmanni

The management at Tokmanni is third part of the questions, and it consists of six questions.

I find management training important to all Tokmanni's managers

Most of the respondents; 25 (60,98%) totally agreed. Almost a third is somewhat agreeing with 12 (29,27%) and only 1 (2,439%) is totally disagreeing. Three respondents did not know.
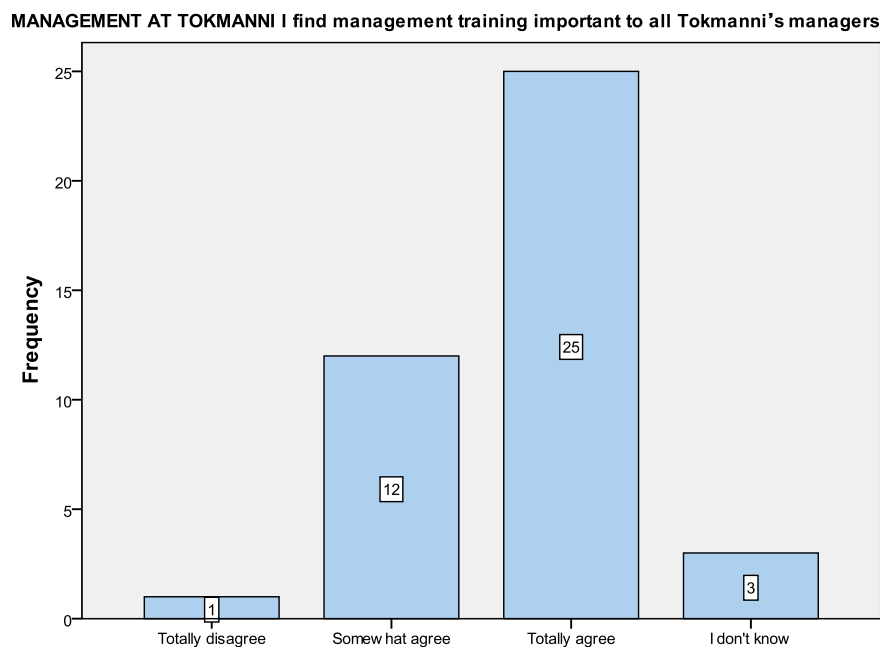
Figure 28.The importance of management training to all managers

I find management training important to new managers at Tokmanni

Most of the respondents; 35 (85,37%) were totally agreeing. Also 5 (12,2 %) were somewhat agreeing, and only 1 (2,439%) was totally disagreeing.

MANAGEMENT AT TOKMANNI I find management training important to new managers at Tokmanni
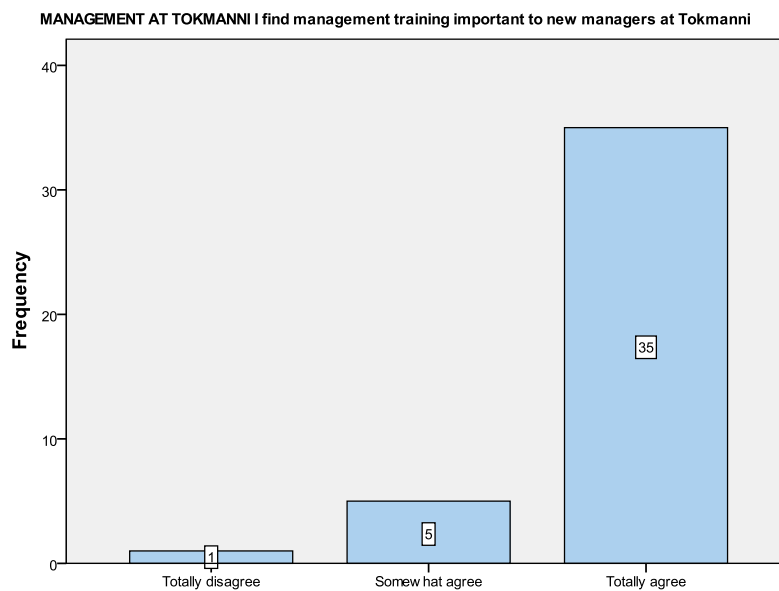
Figure 29.The importance of management training to new managers

New management challenges have arisen during this year

A little over half of the respondents; 22 (53,66%) totally agree and over third somewhat agrees with 15 (36,59%). Only 2 (4,878%) somewhat disagrees. Two of the respondents did not know.

MANAGEMENT AT TOKMANNI New management challenges have arisen during this year
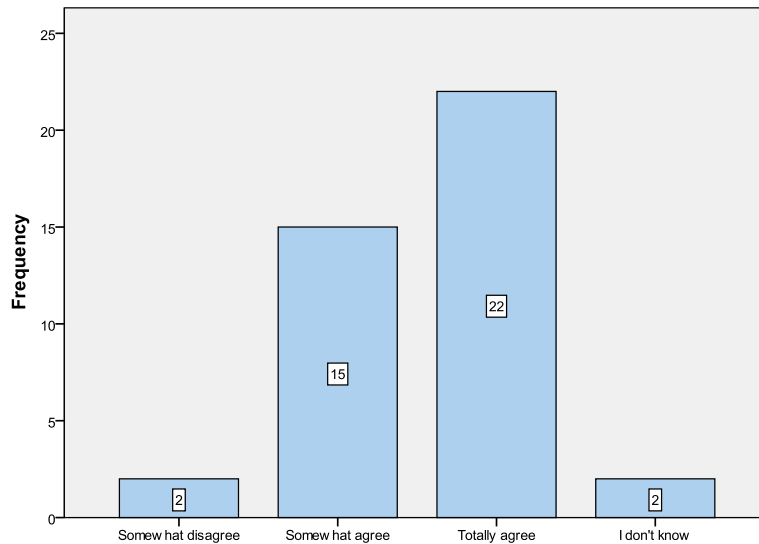
Figure 30.This year's new challenges

Organizational changes have brought new challenges to management work at Tok-manni

Most of the people; 24 (61,54%) totally agrees with this statement. Fourteen (35,90 %) somewhat agrees and only 1 (2,564%) totally disagrees.

MANAGEMENT AT TOKMANNI Organizational changes have brought new challenges to management work at Tokmanni
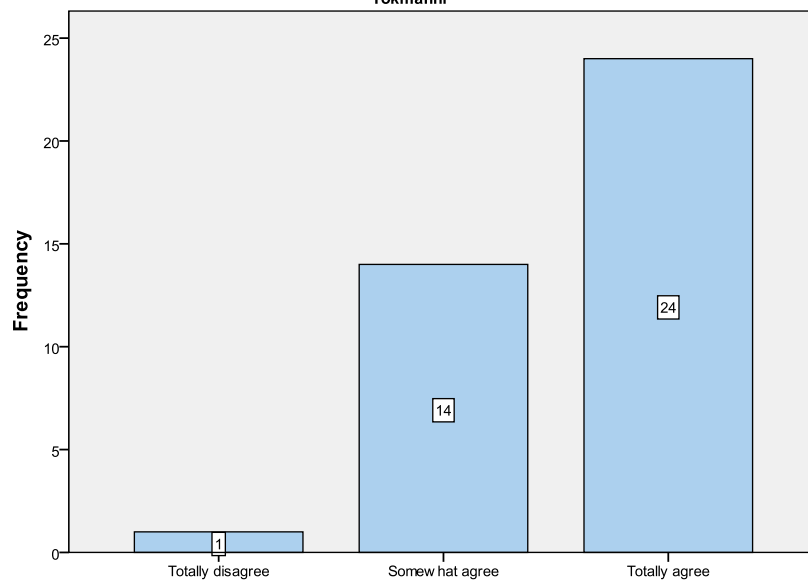
Figure 31.The effect of organizational changes

It is possible to gain competitive advantage with efficient management training

Most of the respondents; 29 (70,73%) totally agrees that it is possible. One quarter somewhat agrees with 10(24,93%) and only 1 (2,439%) totally disagrees. One respondent did not know.
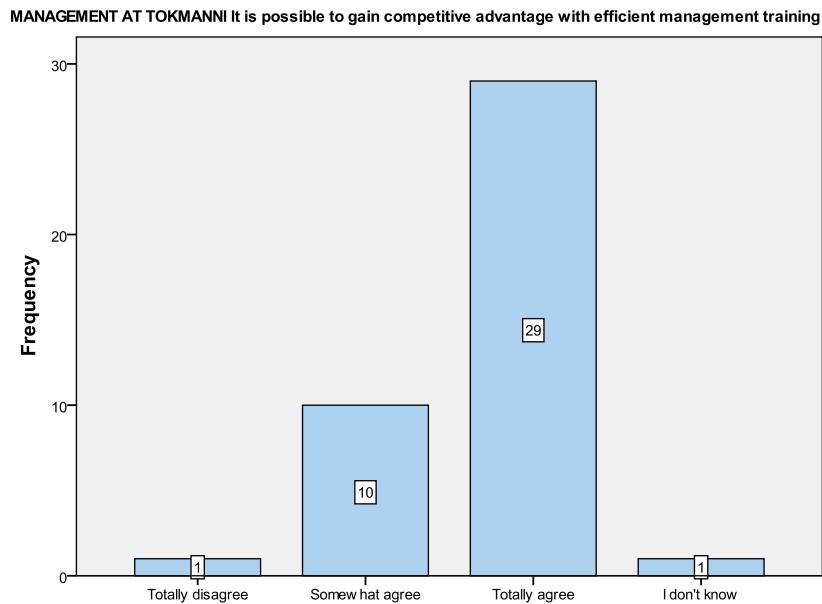
Figure 32.Competitive advantage through management training

Tokmanni's managers have a common goal to aim for

Most of the respondents; 9(21,95%) somewhat agreed. Second most was somewhat disagree with 8 (19,51%). Close to that was totally agree, with 7 (17,07%). Only 1 (2,439%) totally disagreed. Sixteen of the respondents did not know.

MANAGEMENT AT TOKMANNI All Tokmanni's managers have a common goal to aim for
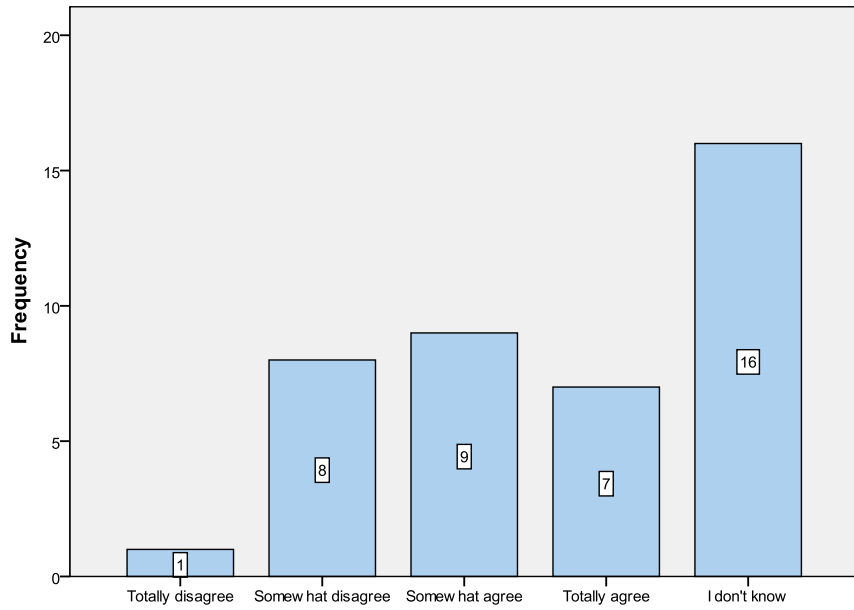
Figure 33.Common goal

Means of responses on management at Tokmanni
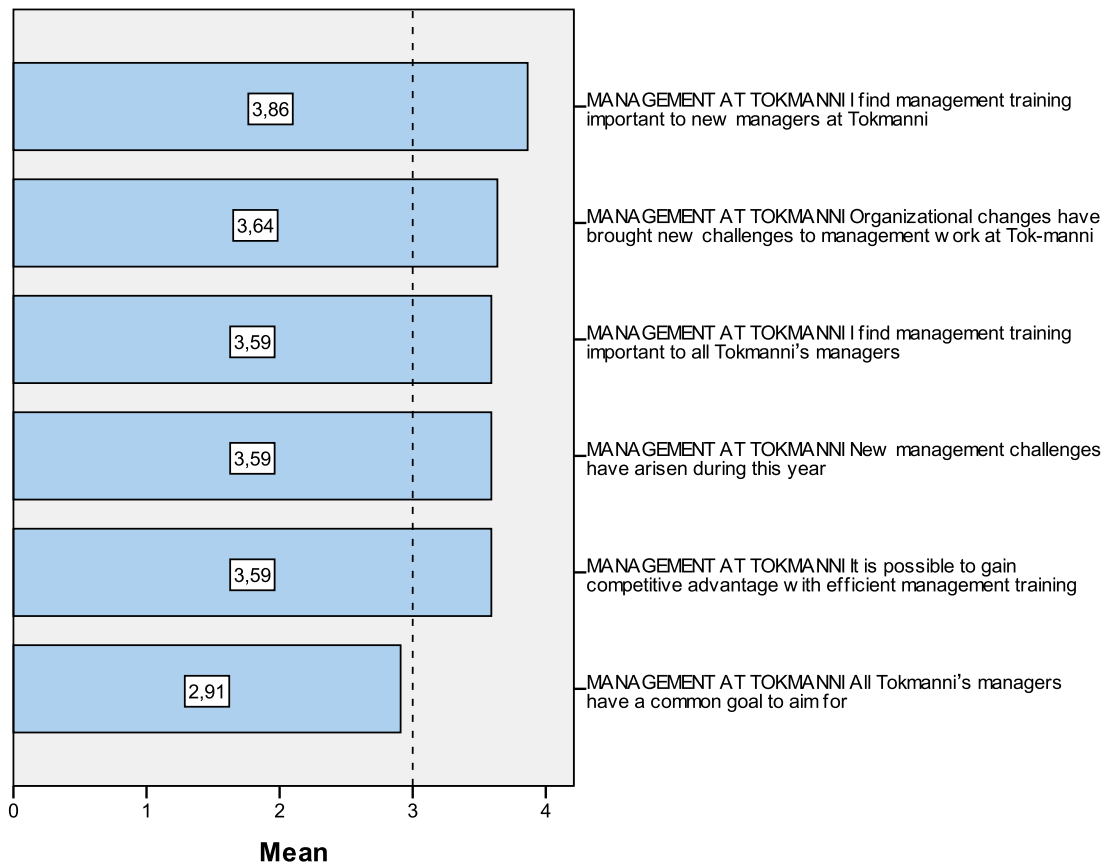
Figure 34.The mean of responses to questions of management at Tokmanni

The mean for finding management training important for new managers at Tokmanni, was almost 4. When asked about the importance of management training to all managers, the mean response was a little bit lower. Organizational changes have also brought new challenges to management work, since mean response was almost "totally agree". The managers also believed that new challenges have arisen during this year, and with the same mean response they believe it is possible to gain competitive advantage with efficient management training. The mean score for all Tokmanni's managers have a common goal to aim for was 2,91 which is a lot less then the other responses on the other questions.

5.2.4 Self-management

Self-management is the fourth and last part of the questions. This part consists of seven questions.

I can organize my work well

Most of the respondents; 33 (80,49%) were somewhat agreeing. Totally agreeing were only 6 (14,63%) and 1 (2,439%) was somewhat disagreeing. One respondent did not know.
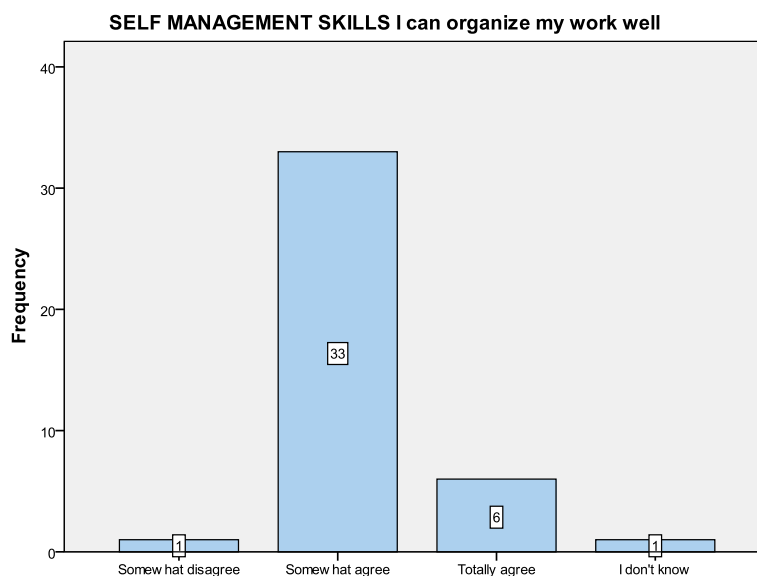
Figure 35.Organizing work

I find organizing my work challenging

Most of the respondents; 15 (36,59%) somewhat agreed. Somewhat disagreed 13 (31,71%) and 10 (24,39%) totally agreed. Only 2 (4,878%) totally disagreed. One respondent did not know.
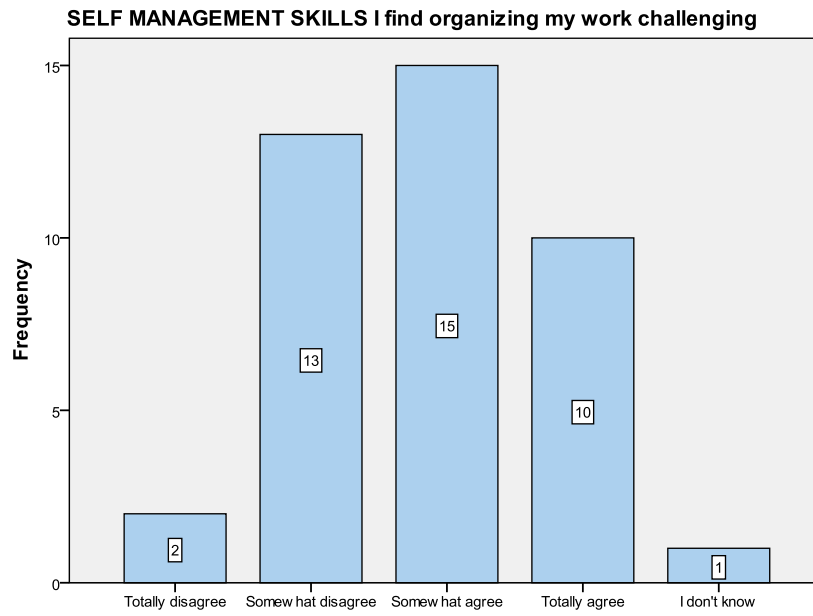
Figure 36.Challenges in organizing work

I have enough knowledge to handle difficult situations with the employees

Most of the respondents; 25 (60,98%) somewhat agreed to this. Only 3 (7,317%) totally agreed and 4 (9,756%) somewhat disagreed. Nine of the respondents did not know.

SELF MANAGEMENT SKILLS I have enough knowledge to handle difficult situations with the employees
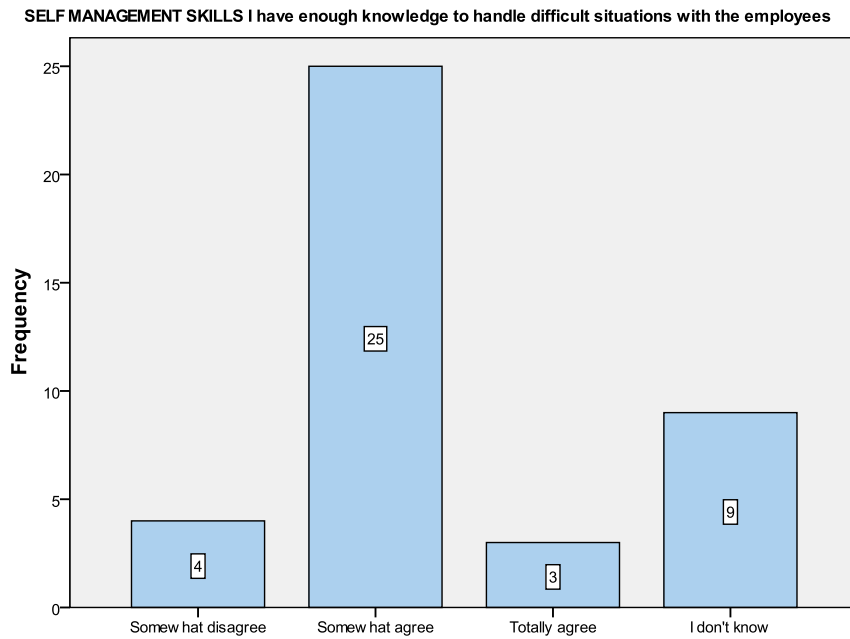
Figure 37.Handling difficult situations with employees

I am able to manage towards profit

Over half of the respondents; 23 (56,10%) somewhat agreed. Totally agreeing was 11(26,83%) and only 3 (7,317%) somewhat disagreed. Four of the respondents did not know.

SELF MANAGEMENT SKILLS I am able to manage towards profit
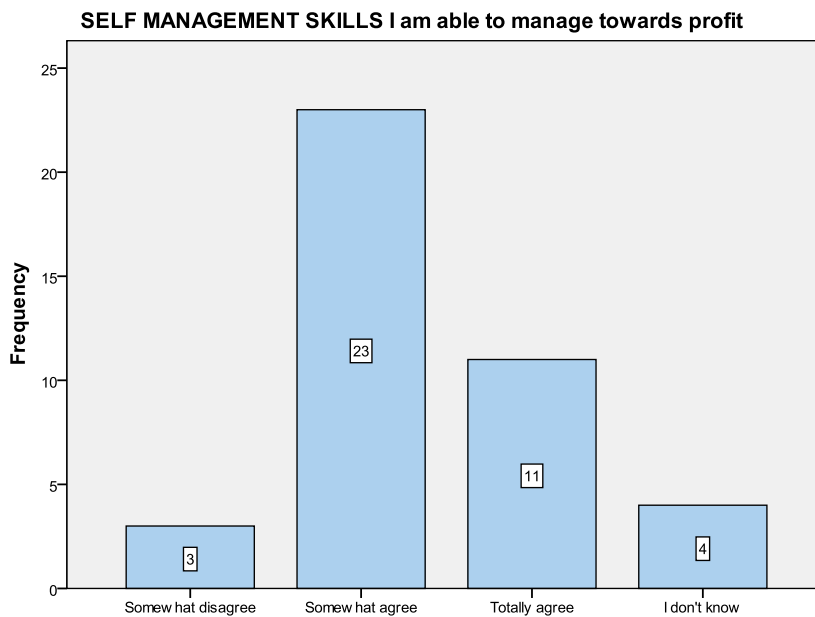
Figure 38.Profit management

I can recognize my own comfort zone and I am able to expand it

Over half of the respondents; 20 (51,28%) somewhat agreed and 11 (28,21%) totally agreed. Totally disagreeing and somewhat disagreeing were only 1(2,564%) each. Six of the respondents did not know.
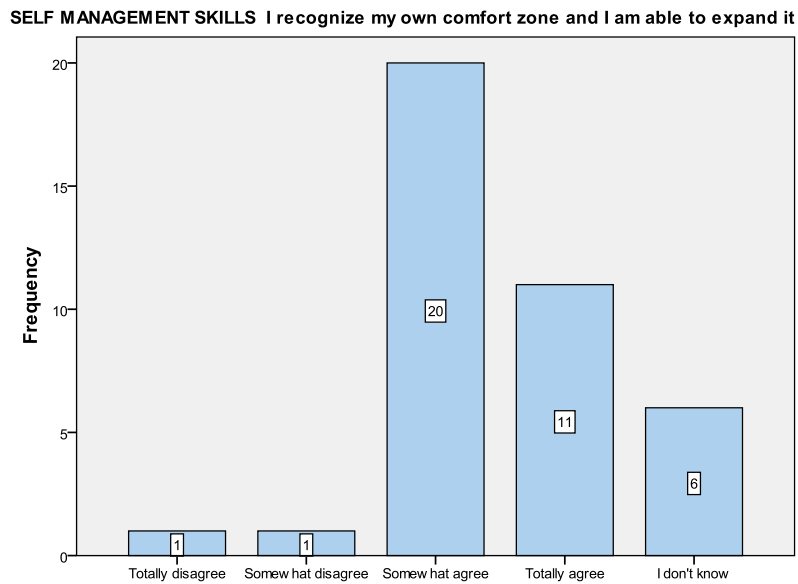
Figure 39.Recognizing comfort zone

I know efficient time-management

Nearly half of the respondents; 20 (48,78%) somewhat agreed. Over one fifth; 9 (21,95%) somewhat disagreed. Totally agreeing were only 5 (12,20%) of the respondents. Seven of the respondents did not know.

SELF MANAGEMENT SKILLS I know efficient time-management
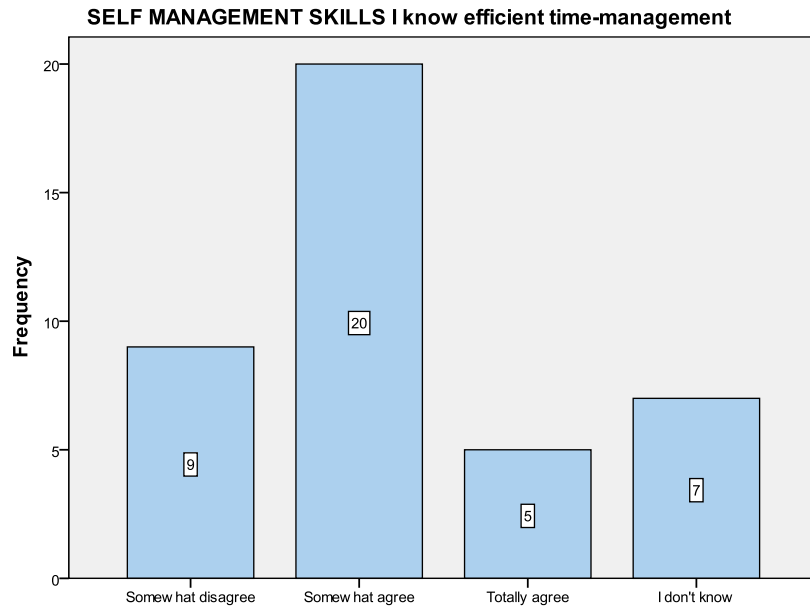
Figure 40.Time-management

Having enough time for free time and work is easy

Most of the respondents; 15 (36,59%) somewhat agreed. One quarter of respondents;10 (24,93%) somewhat disagreed. Totally agreeing were 6 (14,63%) and only 4 (9,756%) were totally disagreeing. Six of the respondents did not know.

SELF MANAGEMENT SKILLS Having enough time for free time and work is easy
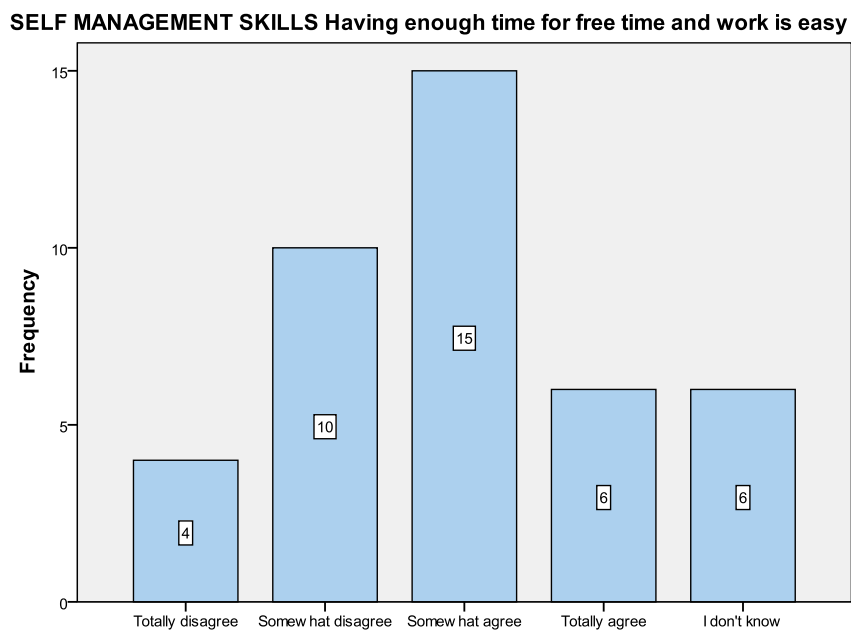
Figure 41.Having enough time

Means of the responses on self-management skills
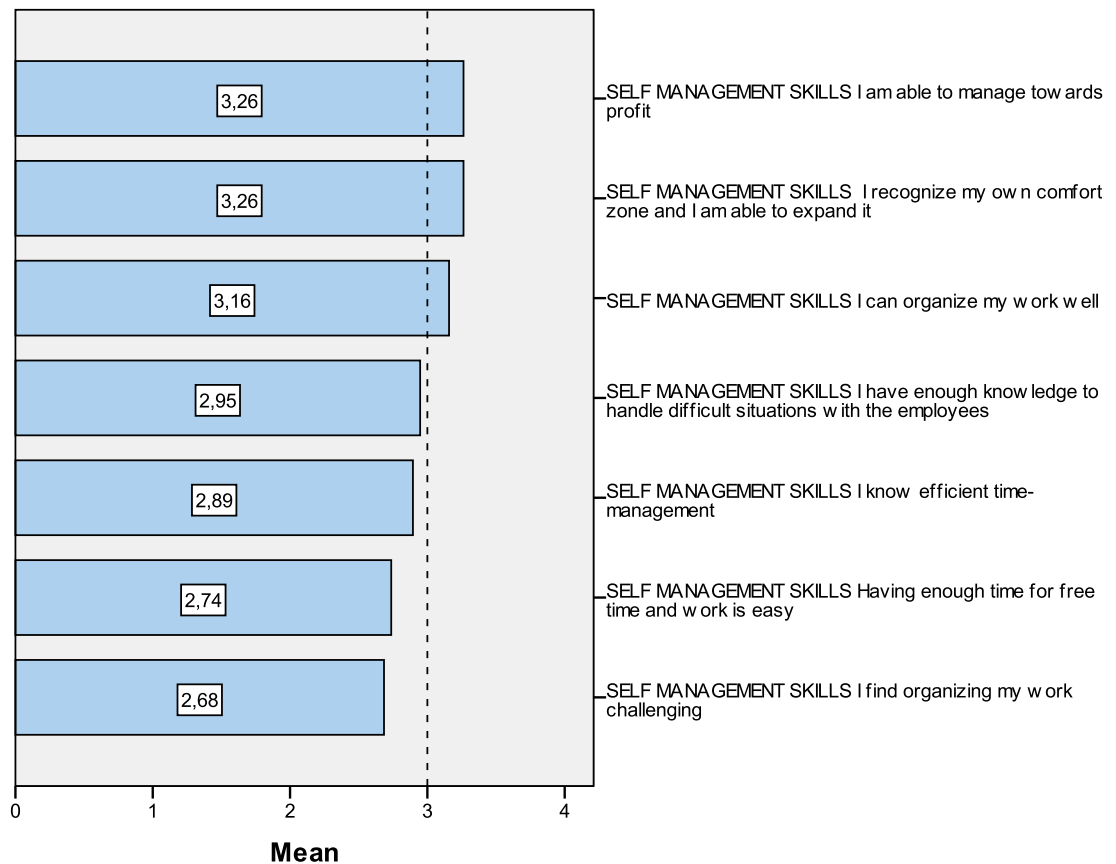
Figure 42.The means of responses to questions of self management skills

According to the results, the managers are able to manage towards profit and they are able to recognize what is their own comfort zone and expand their actions beyond it. In work organizing skills the mean response was a little bit lower, yet still above average. Having enough knowledge on handling difficult situations with employees was significantly lower than the ability to manage towards profit. Also time management skills scored a lower mean response. Having enough time for free time and work was the second lowest mean score. The lowest mean of responses was in the last question; I find organizing my work challenging, but because the question was "negative" the mean response was quite expected.

6 DISCUSSIONS AND CONCLUSIONS

In this chapter the key findings of the research are presented followed by recommendations on the content of a management training program. Reliability and validity of the research are also discussed as well as possibilities for future studies.

6.1 Key findings of the study

The most important findings of the interviews consisted of the starting situation, challenges and what kind of management there should be. One interesting topic arising from the interviews was the fact that all of the top managers mentioned the group of managers who had been promoted as the most challenging group of managers. Other findings of the interviews were used in formulating the survey questions.

Key findings of the questionnaire in the part of management at Tokmanni, consisted of following statements; I find management training important for new managers at Tokmanni, Organizational changes have brought new challenges at management work, It is possible to gain competitive advantage through efficient management training and All Tokmanni's managers have a common goal to aim for.

The mean for finding management training important for new managers at Tokmanni, was almost 4, which in practice shows that current managers believe it would be useful. When asked about the importance of management training to all managers, the mean response was a little bit lower, yet still very positive. Organizational changes have also clearly brought new challenges to management work, since mean response was almost "totally agree". The managers also believed that new challenges have arisen during this year, and with the same mean response they believe it is possible to gain competitive advantage with efficient management training. The mean score for all Tokmanni's managers have a common goal to aim for was 2,91 which is a lot less then the other responses on these theme questions.

In the part of human resource management, developing employees and whole human resources is seen very important, although the managers are not very sure how they could do it. Also holding regular development discussions is seen important, although the development discussions are not seen as very useful. The managers aim to motivate their employees but are not very sure how to do it efficiently. The managers face rather little change resistance, but if they did face it they would know how to response. Communication skills are something that could be also improved, yet those skills could always be improved. Team management skills, communication skills, motivating skills, human resource development skills and taking full advantage of development discussions are topics that could be improved. Communication skills also include listening skills and being able to see the employees' strengths and weaknesses.

In the self management part it shows that the managers are able to manage towards profit and they are able to recognize what is their own comfort zone and expands their actions beyond it. In work organizing skills the mean response was a little bit lower, yet still quite good. Having enough knowledge on handling difficult situations with employees was significantly lower than the ability to manage towards profit. Also time management skills scored a lower mean response. Having enough time for free time and work was the second lowest mean score. Most interesting findings of this part of the survey are that organization and time management skills or human resource management skills are not perfect, and could possibly be improved.

The tables of the mean responses of the human resource management part are divided in to two tables. The highest mean score was in the statement of developing the atmosphere of the organization. Also challenges arising from the company's age structure were well recognized. The managers are able to manage projects and processes rather well and they believe they know their position in implementing the company's strategy. Forming teams and managing them are a little bit challenging. Being promoted within the own organization is not seen very easy. Multicultural managing skills are not seen as very important.

6.2 Recommendations

In this chapter I will make recommendations for the content of a management training program and recommendations of the implementation based on the theory and the key findings of the survey.

Recommendations for the content of the training

The roles of managers and leaders at Tokmanni quite clear; according to the responses on the interview question 2. managers mostly work in the operational levels such as in the stores and leaders make the strategy. Although, the roles are quite clear, I would suggest that the training would include a part of defining the roles even more precise; this would clarify the starting point for managers, what are their responsibilities and possibilities in general, and how the line is drawn between managers who manage the procedures and resources and leaders who have the vision and show the direction. (Covey 1992, 245-247)

The role is changing for managers since organization structure is becoming more flatter and dependent on the skills of human resources. (Glass 1998, 208) In some point this will become reality at Tokmanni as well. Considering the long-term benefits, it would be useful to include the future prospects to the training also; think about what new needs changing organization brings along. Since management work is changing to more horizontal, meaning cooperation among organizations, from the old type of vertical model, where a manager is a superior to employees and reports to his superiors; better communication and cooperation skills as well as team management skills are required, based on the results of the questionnaire. Tokmanni is also known for fusions, which brings new challenges to the management work according to the Figure 31.The effect of organizational changes.

More importance is also put to the manager's role as a strategy implementer. Companies can pursue with for example two major trends; with a comprehensive approach and participative approach. In the comprehensive approach companies make sure they have the right resources and organizational structures and in the participative approach; the top management has the main power but managers are also participating

and bringing their knowledge to the strategy formulation process. (Bateman, Snell, 1999, 142) Either way Tokmanni implements their strategy, the basic skills of managing have to be strong; communication skills, team management skills as well as development and change management skills.

Based on the key findings of the questionnaire; there are certain managerial activities and skills that should be included in the training. The four primary processes of managerial activity, (Yukl 2006,41), shown in the Figure 1.; decision making, influencing, developing and maintaining relationships and exchanging information can be seen as an umbrella of concepts for management skills. According to the key findings, the following activities and skills should be included in the training; team management skills, communication skills, motivating skills, human resource development skills, taking full advantage of development discussions, listening skills and being able to see the employees' strengths and weaknesses. Self-management skills should also be included in the training, since self-awareness is one sign of a very efficient manager. (Caprioni 2005, 31) For example, the following fields should be covered in the training; work organizing skills, skills for dealing with difficult HR situations, time management skills, and also managing the time between work and free time. In addition to self management skills and self awareness, emotional intelligence should also be a character of a good manager at Tokmanni.

According to the survey results and the theoretical framework, the training should at least include these topics:

1. Defining differences of managers and leaders
2. The changing role of a manager
3. What it requires to efficiently implement the strategy
4. Defining managerial activities and the skills required
5. General management skills
6. Self-management skills and emotional intelligence

Recommendations for the implementation

New competitive advantage is possible to gain by effective management training, according to the results on Figure 32. In order the management training to become a competitive advantage, the training has to be properly planned. Mühlemeier & Clark. Journal of workplace learning 1/1997, 4-11 and Pamela Deloatch on How to write a management training plan, show two structures for the planning process. Combining the structures; this would be a good outline for Tokmanni;

1. Assessing and analyzing the needs for training. (This part is basically done now)
2. Setting goals and objectives for the training
3. Considering the proper budget for the training and the affect of a certain budget
4. Making a research on the training resources; who trains, where and how
5. Communicating with the target group, so they understand the importance and advantage of the training as well as commit to it
6. Evaluation of the results
7. Organize follow up sessions and monitor learnt skills; making sure managers will not forget or misinterpret what they learnt

Evaluation and follow-up activities are an important part of a successful training plan. A training program can easily be evaluated by reviewing the objectives set in the beginning and considering how they were fulfilled. If they were not achieved, perhaps there should be some alterations done to the content or implementation of the training. (Yukl 2006, 390)

When all the topics mentioned in the previous chapter are included, it is possible to say that the training needs are almost 100% based on the identified needs for training. (McConnell 2002,63-66) At Tokmanni, the training will likely be based on both organizational needs and employee needs, since the company has a strategic objective in making skillful human resources their competitive advantage, and employee needs are considered in the results of the survey.

6.3 Reliability and validity of the research

When making a research mistakes are tried to avoid, but still the reliability and validity are varying. Reliability means that the research results are possible to repeat in a new research. In other words, reliability means the research's ability to produce incoincidental results. Validity means the ability of measuring exactly what was supposed to be measured. (Hirsjärvi 1997, 216)

The study is valid, because the survey questions were formulated by using the interview results and theoretical framework combined. There were 41 responses, yet the questionnaire was open for 180 managers. This could decrease the validity of the research, but since there were also interviews, the results are considered reliable. But since the survey was not directly sent to the managers personally and the time was rather short, I consider this rate of responses fairly good. Even though this type of surveys were rather new at Tokmanni, the employees and managers are often asked to participate in questionnaires and surveys via other channels, such as e-mail or paper, which could also have an affect on the rate of responses.

There are also some disadvantages in using a survey; it is not possible to make sure how honestly and precisely the respondents have replied, there could also be misunderstandings in interpreting the response choices, it is not possible to know how much the respondents actually know about the topic, making the questionnaires or questions takes time and requires good knowledge from the researcher, and there could be lack of responses.(Hirsijärvi, Remes & Sajavaara 2004, 184)

In many of the responses for the questionnaire, there was relatively high rate of I don't know- answers. What was the reason for not being able to respond? Was it too difficult question or was the question itself poorly formed? Perhaps the respondents did not have enough time to consider a proper response?

6.4 Possibilities for future studies

There are multiple possibilities for expanding this study. Next step could be a deeper analysis by cross tabulations; comparing the responses between the promoted managers and managers who had come straight to a manager position at Tokmanni. Perhaps there could be even broader survey of what the managers can actually do and are able to do. After the management training program is designed and completed, there could be a research on how it has affected the level of skills or how it has improved for example cooperation, commitment or the atmosphere or were the objectives achieved. Or there could be a study about how the promoted and direct managers have developed; are there any differences? Different educational backgrounds could also be considered as a basis for cross tabulations or deeper analysis. After for example, a year there could be study on did the management training program actually increase the competitive advantage?

7 CONCLUDING REMARKS

The whole process of writing this thesis began in May 2010. I had been in contact with the company I completed my professional practical training period, I was interested in writing the thesis for Tokmanni, because I knew the company quite well and I believed my work would be useful for them. This was actually third topic what they offered me for a thesis. I was especially interested in this since I am interested in management and leadership. Human resource management is also very close to my interests.

The process began with a meeting and shortly after that I started writing the theory part and made the interviews. In May I also went to job interview and soon started working in the importing and accounts payable departments, I was lucky to get an excellent job, but at the same time I did not have enough time to fully concentrate on the thesis. The autumn came quickly and I changed a job into a sales secretary. Writing a thesis and working full-time is definitely demanding and consuming; I would suggest anyone to take one or two months off from work and focus on the thesis. In the beginning, I was confidently aiming for grade 5, but along the process I had to face the reality of trade offs; which one is more important, work or school? The other one provided

me salary and precious working experience but at the same time I did not have enough resources to meet my thesis tutor as many times I wanted, or did I have time to spend full days on relaxed and thoroughly analyzing.

I learnt a lot from this process; I learnt about my professional and personal skills and abilities. I have a relatively good knowledge on some topics but I still have to improve understanding of certain concepts. I learnt about my ability to work under pressure and manage the emotions, I noticed again that I always aim for perfection and receiving critical feedback is sometimes difficult to see as constructive. The most difficult thing in this process was having to accept and admit that it is not always possible to achieve what I have planned.

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APPENDICES

APPENDIX 1 a) The interview theme questions in English

WHAT IS MANAGEMENT AT TOKMANNI?

1. What kind of management exists in your organization? What about in the whole company? How would you describe your role as a manager? What kind of manager you are?

2. How do you think management differs from leadership at Tokmanni?

3. Is there challenges in managing in your organization? Or in whole Tokmanni? What about strengths?

4. What do you believe are the reasons for these challenges?

5. What kind of management skills are needed in your organization or in Tokmanni?

6. Do you feel that management skills are valued enough at Tokmanni?

7. Can you remember examples or cases of excellent or poor management skills?

APPENDIX 1. b) The interview theme questions in Finnish

MITÄ ON ESIMIESTYÖ TOKMANNILLA

1. Minkälaista esimiestyötä esiintyy omassa organisaatiossasi? Entä mielestäsi koko Tokmannilla? Miten kuvailisit omaa rooliasi esimiehenä? Minkälainen esimies itse olet?

2. Miten esimiestyö eroaa johtamisesta Tokmannilla?

3. Onko oman organisaatiosi esimiestyössä haasteita? Entä koko Tokmannilla? Entä vahvuuksisa?

4. Mistä nämä haasteet mielestäsi johtuvat?

5. Minkälaisia esimiestaitoja organisaatiossasi tai koko Tokmannilla tarvitaan?

6. Arvostetaanko esimiestyötä/taitoja mielestäsi tarpeeksi Tokmannilla?

7. Tuleeko sinulle mieleen esimerkkejä hyvästä tai huonosta esimiestyöstä?

APPENDIX 2 a) The questionnaire in English

SURVEY OF NEEDS FOR MANAGEMENT TRAINING

1= Totally disagree, 2= somewhat disagree, 3= I don't know, 4= somewhat agree, 5= totally agree

1. Background information

a) Working experience as a manager in months or years

b) Education or/and previous working experience as a manager

c) Age

d) Gender

e) I came to work at Tokmanni as a manager   yes/no

f) I was promoted to a manager   yes/no

2. Human resource management

a) I believe developing the human resources is an important part of the organization's strategy

Totally disagree 1   2   3   4   5 Fully agree

b) I face change resistance in my job

Totally disagree 1   2   3   4   5 Fully agree

c) I know how to work with change resistance

Totally disagree 1   2   3   4   5 Fully agree

d) I hold regular development discussions

Totally disagree 1   2   3   4   5 Fully agree

e) I find development discussions useful in my work

Totally disagree 1   2   3   4   5 Fully agree

f) I know how to motivate my employees

Totally disagree 1   2   3   4   5 Fully agree

g) I aim to motivate my employees

Totally disagree 1   2   3   4   5 Fully agree

h) I find developing my employees important

Totally disagree 1   2   3   4   5 Fully agree

i) I know how to develop my employees

Totally disagree 1   2   3   4   5 Fully agree

j) I have efficient communication skills

Totally disagree 1   2   3   4   5 Fully agree

k) I know how to listen my employees

Totally disagree 1   2   3   4   5 Fully agree

l) I am able to recognize the strengths and weaknesses of my employees

Totally disagree 1   2   3   4   5 Fully agree

m) I am able to form efficient teams

Totally disagree 1   2   3   4   5 Fully agree

n) I am able to manage projects and processes

Totally disagree 1   2   3   4   5 Fully agree

o) I find team management challenging

Totally disagree 1   2   3   4   5 Fully agree

p) I know what is my part as a manager of implementing the strategy

Totally disagree 1   2   3   4   5 Fully agree

q) I aim to develop the atmosphere of my organization

Totally disagree 1   2   3   4   5 Fully agree

r) I can recognize the challenges arising from the company's age structure

Totally disagree 1   2   3   4   5 Fully agree

s) I find it easy to be promoted from my own organization

Totally disagree 1   2   3   4   5 Fully agree

t) I need multicultural management skills in my work

Totally disagree 1   2   3   4   5 Fully agree

3. Management at Tokmanni

a) I find management training important to all Tokmanni's managers

Totally disagree 1   2   3   4   5 Fully agree

b) I find management training important to new managers at Tokmanni

Totally disagree 1   2   3   4   5 Fully agree

c) New management challenges have arisen during this year

Totally disagree 1   2   3   4   5 Fully agree

d) Organizational changes have brought new challenges to management work at Tokmanni

Totally disagree 1   2   3   4   5 Fully agree

e) It is possible to gain competitive advantage with efficient management training

Totally disagree 1   2   3   4   5 Fully agree

f) All Tokmanni's managers have a common goal to aim for

Totally disagree 1   2   3   4   5 Fully agree

4. Self-management skills

a) I can organize my work well

Totally disagree 1   2   3   4   5 Fully agree

b) I find organizing my work challenging

Totally disagree 1   2   3   4   5 Fully agree

c) I have enough knowledge to handle difficult situations with the employees

Totally disagree 1   2   3   4   5 Fully agree

d) I am able to manage towards profit

Totally disagree 1   2   3   4   5 Fully agree

e) I recognize my own comfort zone and I am able to expand it

Totally disagree 1   2   3   4   5 Fully agree

f) I know efficient time-management

Totally disagree 1   2   3   4   5 Fully agree

g) Having enough time for free time and work is easy

Totally disagree 1   2   3   4   5 Fully agree

h) I find management training necessary for the following fields:

APPENDIX 2 b) The questionnaire in Finnish

ESIMIESVALMENNUKSEN TAUSTAKARTOITUS

1= Täysin eri mieltä, 2= jokseenkin eri mieltä, 3= en tiedä, 4= jokseenkin samaa mieltä, 5= Täysin samaa mieltä

1.Taustatiedot

a) Työkokemus esimiehenä
b) Koulutus tai aiempi työkokemus
c) Ikä
d) Sukupuoli   mies/nainen
e) Olen tullut Tokmannille suoraan esimiestehtävään   kyllä/ei

f) Olen siirtynyt esimiestehtävään yksikön tai yrityksen sisäisesti   kyllä/ei

2. Henkilöstönjohtaminen

a) Pidän henkilöstön kehittämistyötä tärkeänä osana yrityksen ja yksikön toiminta-suunnitelmaa

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

b) Kohtaan työssäni muutosvastarintaa

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

c) Tiedän miten toimia muutosvastarinta tilanteessa

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

d) Pidän säännöllisesti kehityskeskusteluja

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

e) Koen, että kehityskeskusteluista on hyötyä omaan työhöni

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

f) Osaan motivoida työntekijöitä

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

g) Pyrin motivoimaan työntekijöitä

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

h) Pidän henkilöstöni kehittämistä tärkeänä

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

i) Tiedän miten henkilöstöäni voi kehittää

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

j) Minulla on hyvät kommunikointitaidot

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

k) Osaan kuunnella henkilöstöäni

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

l) Tunnistan henkilöstöni heikkoudet ja vahvuudet

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

m) Osaan muodostaa tehokkaita tiimejä

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

n) Hallitsen projekti- ja prosessityön

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

o) Koen ryhmän tai tiimin esimiestyön haasteellisena

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

p) Tiedän mikä on tehtäväni esimiehenä strategian toteuttamisessa

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

q) Pyrin kehittämään yksikköni ilmapiiriä

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

r) Tunnistan henkilöstöni ikärakenteen tuomat haasteet

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

s) Mielestäni työyhteisön sisältä esimiestyöhön on helppo siirtyä

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

t) Tarvitsen työssäni monikultturillisia esimiestaitoja

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

3. Esimiestyö Tokmannilla

a) Pidän esimieskoulutusta tarpeellisena kaikille Tokmannin esimiehille

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

b) Pidän esimieskoulutusta tarpeellisena Tokmannin uusille esimiehille

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

c) Kuluvan vuoden aikana on työssäni tullut esiin uusia haasteita esimiestyöhön

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

d) Tokmannin toimintaympäristön muutokset tuovat uusia haasteita esimiestyöhön

Täysin erimieltä 1   2   3   4   5 Täysin samaa mieltä

e) Tehokkaalla esimiestyöllä voidaan saavuttaa kilpailuetua

Täysin erimieltä 1   2   3   4   5 Täysin samaa
mieltä

f) Kaikilla Tokmannin esimiehillä on yhteinen päämäärä

Täysin erimieltä 1   2   3   4   5 Täysin samaa
mieltä

4. Itsensä johtaminen esimiestyössä

a) Oman työn organisointi sujuu minulta hyvin

Täysin erimieltä 1   2   3   4   5 Täysin samaa
mieltä

b) Koen esimiestyössä haasteellisena päivittäisten töiden organisoinnin

Täysin erimieltä 1   2   3   4   5 Täysin samaa
mieltä

c) Minulla on käytössä riittävästi tietoja ja taitoa haastavien henkilöstötilanteiden hoi-
tamiseen

Täysin erimieltä 1   2   3   4   5 Täysin samaa
mieltä

d) Hallitsen tuloksen johtamisen esimiehenä

Täysin erimieltä 1   2   3   4   5 Täysin samaa
mieltä

e) Tunnistan oman mukavuusalueeni ja tulen toimeen myös sen ulkopuolella

Täysin erimieltä 1   2   3   4   5 Täysin samaa
mieltä

f) Hallitsen työssäni ajankäytön

Täysin erimieltä 1   2   3   4   5 Täysin samaa
mieltä

g) Vapaa-ajan ja työni yhteensovittaminen on helppoa

Täysin erimieltä 1   2   3   4   5 Täysin samaa
mieltä

APPENDIX 3 The questionnaite results in tables:

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	1	2,4	2,4	2,4
	30-39	13	31,7	31,7	34,1
	40-49	23	56,1	56,1	90,2
	50-59	4	9,8	9,8	100,0
	Total	41	100,0	100,0	

Working experience as a manager in years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	14	34,1	34,1	34,1
	6-10 years	12	29,3	29,3	63,4
	11-15 years	7	17,1	17,1	80,5
	16-20 years	6	14,6	14,6	95,1
	21-25 years	1	2,4	2,4	97,6
	25-30 years	1	2,4	2,4	100,0
	Total	41	100,0	100,0	

Education or/and previous working experience as a manager

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2,4	2,4	2,4
	18 v erillaisissa esimiestyössä Esimieskoulutus Esimiehen jatkokoulutus Johtajan erikoistutkinto	1	2,4	2,4	4,9
	1vuosi esimies sijainen	1	2,4	2,4	7,3
	Ammatillisen aineiden opettajakoulutus, työkokemus ennen Tokmannia omasta yrityksestä, jolla oli asiakaspalveluhenkilöstöä sekä projektityöstä.	1	2,4	2,4	9,8

Future CAD Oy 2 v Datainfo Vantaa 5 v Bauhaus & Co Ky 2 v Tokmanni Oy 3,5 v	1	2,4	2,4	12,2
Insinööri ja DI. Vuorovastaava ja varastopäällikkö.	1	2,4	2,4	14,6
JET	1	2,4	2,4	17,1
Kaupan esimiehen erikoisammatti tutukinto	1	2,4	2,4	19,5
kaupan esimiehen erikoisammattitutkinto	1	2,4	2,4	22,0
Kauppakoulu. Myyjänä ja Tuoteryhmävastaavana 23vuotta	1	2,4	2,4	24,4
Kauppaopisto, Myymäläpäällikkö Ale tavaratalo	1	2,4	2,4	26,8
Kauppaoppilaitos	1	2,4	2,4	29,3
Kauppateknikko	1	2,4	2,4	31,7
kauppatieteiden maisteri, projektipäällikkönä 1,5 vuotta ja aluepäällikkönä 3 vuotta	1	2,4	2,4	34,1
Keittiöalan koulutus, ei koulutusta esimiestyöstä.	1	2,4	2,4	36,6
KET	1	2,4	2,4	39,0
ket-tutkinto myymäläpäällikkönä Eurokankaalla yli 8 vuotta	1	2,4	2,4	41,5
Koulutus YO-Merkonomi Ei aiempaa kokemusta	1	2,4	2,4	43,9
KTM	1	2,4	2,4	46,3
Logistiikkateknikko, aiempi kokemus 8v	1	2,4	2,4	48,8
markkinointi merkonomi, myymälävastaava	1	2,4	2,4	51,2
merkonomi	1	2,4	2,4	53,7
Merkonomi -89 Kaupanalan esimiesten erikoisammattitutkinto -2010	1	2,4	2,4	56,1

Merkonomi Varavastaava Vapaa valinta myymälöissä Myymäläpäällikkönä Vapaa valinta mlöissä Aluepäällik-könä Tokmanni Oy:ssa JET tutkinto Tokmanni OY:ssa	1	2,4	2,4	58,5
Merkonomi, KEAT, JET	1	2,4	2,4	61,0
Myyjän ammattitutkinto S-ryhmässä Vuoden verran esimiehenä ennen Tokman-nia	1	2,4	2,4	63,4
Myyntiryhmävastaa-va/Myymäläpäällikkö	1	2,4	2,4	65,9
Myyntiteknikon tutkinto Kin-nusella nuoriso-osaston sisäänostajana ja osaston vastaavana	1	2,4	2,4	68,3
Omassa yrityksessä yli 10vuotta	1	2,4	2,4	70,7
spar-kauppi-as.lihamyyjä,hevimestari. sekä muita kaupan alan ammittikursseja,kokemus n.26vuotta	1	2,4	2,4	73,2
Tarjoustalon luomutuote	1	2,4	2,4	75,6
tietohallinnon merkonomi ja kotitalousteknikko, ei aikai-sempaa kokemusta esi-miestyöstä	1	2,4	2,4	78,0
Tokmanni konsernissa 18 vuotta erilaisissa esimies-töissä	1	2,4	2,4	80,5
Työkokemusta ja n 18v. esimiehenä. Kaupanesimie-henerikoisammattitutkinto Lihatiskissä myyjänä 5v.	1	2,4	2,4	82,9
vestonomi	1	2,4	2,4	85,4
yliopistotutkinto	1	2,4	2,4	87,8
Ylioppilas Jokusia vuosia ollut varavastaavana	1	2,4	2,4	90,2
Yo markkinointi merkonomi	1	2,4	2,4	92,7

	Frequency	Percent	Valid Percent	Cumulative Percent
yo-merkantti, esimiehen erikoisammattitutkinto	1	2,4	2,4	95,1
yo-merkonomi	1	2,4	2,4	97,6
yo-merkonomi, kaupan esimiehen erikoisammattitutkinto työnjohtokoulu	1	2,4	2,4	100,0
Total	41	100,0	100,0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mies	16	39,0	39,0	39,0
	Nainen	25	61,0	61,0	100,0
	Total	41	100,0	100,0	

I find management training necessary for the following fields

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	29	70,7	70,7	70,7

-Kokonaisuuden hallinta, (hyvä teoreettinen työ (esim.raporttien seuranta) on vasta puolet tehdystä työtä, käytännön tekeminen on se toinen puoli, ja näiden asioiden yhteen sovittaminen antaa mahdollisuuden hyvään kokonaisuuteen. Ohjeet ja säännöt pitää olla niin selkeät ja ymmärrettävät, jotta jokainen sisäistää ne. Valvonta tehtävien hoidosta on aina välttämätöntä, olettamus on kaikkien möhläysten äiti. Tilanteen ja tarpeen mukaan on itse toimittava esimerkkinä ihan käytännön töissä. -Ihmisten johtaminen,(erilaisuuden hyödyntäminen, vahvuuksien ja heikkouksien tunnistaminen ja niiden yhteensovittaminen henkilöstön sisällä, vastuut ja tehtävien jakaminen, oikeat työt oikeille ihmisille) Toki pitää aina muistaa, että jotkut säännöt ja ohjeet ovat jokaisen osattava ja hallittava, niihin on järjestettävä aikaa ja nähtävä vaivaa, että jokainen saa riittävän opastuksen ja koulutuksen selvityäkseen niistä.	1	2,4	2,4	73,2
henkilöstöjohtaminen	1	2,4	2,4	75,6
Henkilöstötilanteiden hoitamiseen.	1	2,4	2,4	78,0
Ihmisten johtaminen Esimiehen valmentava rooli Esimiehen vastuut ja myös alaisen vastuut	1	2,4	2,4	80,5

jatkuvasti muuttuvat ja kehittyvät toimintatavat, henkilöstöjohtaminen (henkilökunnan hyvinvointi, työyhteisön ilmapiiri ym)	1	2,4	2,4	82,9
Kaikilla toiminta-alueilla.	1	2,4	2,4	85,4
Konttoritöiden hallinta ja erityisesti paperien hallinta eli miten saada konttorimme paperit pysymään järjestyksessä ja mikä on säilyttämisen arvoista, miten arkistoida lukuisia papereita, jotta ne löytyvät aina tarvittaessa yms. Mistä löytyy aika n.s. omiin konttoritöihin ja miten delegoida muille paperitöitä, joita ei juuri itse ole pakko tehdä. Ajankäytön hallinta siinä mielessä, että milloin aikaa jalkauttaa esim. koulutuksissa opittuja asioita (mm. merxin käyttöä) muille järjestelmällisesti. Motivointitaitojen kehittämistä.	1	2,4	2,4	87,8
Ongelmatilanteissa.	1	2,4	2,4	90,2
Tes-koulutus Raporttien lukeminen ja ymmärtäminen	1	2,4	2,4	92,7
Tokmanni järjestää mielestäni kiitettävästi esimiehille koulutusta.	1	2,4	2,4	95,1
työvuorolistojen suunnittelu, inventointien suunnittelu ja toteutus tehokkaasti ilman lisätunteja...... TES, motivointi	1	2,4	2,4	97,6

	Vaikea sanoa yksittäisiä asioita. Niihin törmää päivittäin, mutta kun kaikesta vain on selvittävä. Ehkä helpompia toiminta -tapoja olisi jos osaisi organisoida, ajankäyttö harmittaa kun pitäisi ehtiä. Henkilöstön johtaminen, on joskus vaikeaa kun on pieni ja tuttu porukka. Tasapuolisuus nousee esiin, Raportit ja niiden täyttö on hidasta.	1	2,4	2,4	100,0
	Total	41	100,0	100,0	

I came to work at Tokmanni as a manager

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	23	56,1	56,1	56,1
	Yes	18	43,9	43,9	100,0
	Total	41	100,0	100,0	

I was promoted to a manager

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	41,5	41,5	41,5
	Yes	24	58,5	58,5	100,0
	Total	41	100,0	100,0	

SELF MANAGEMENT SKILLS Having enough time for free time and work is easy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	4	9,8	9,8	9,8
	Somewhat disagree	10	24,4	24,4	34,1
	Somewhat agree	15	36,6	36,6	70,7
	Totally agree	6	14,6	14,6	85,4
	I don't know	6	14,6	14,6	100,0
	Total	41	100,0	100,0	

SELF MANAGEMENT SKILLS I know efficient time-management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	9	22,0	22,0	22,0
	Somewhat agree	20	48,8	48,8	70,7
	Totally agree	5	12,2	12,2	82,9
	I don't know	7	17,1	17,1	100,0
	Total	41	100,0	100,0	

SELF MANAGEMENT SKILLS I recognize my own comfort zone and I am able to expand it

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,6	2,6
	Somewhat disagree	1	2,4	2,6	5,1
	Somewhat agree	20	48,8	51,3	56,4
	Totally agree	11	26,8	28,2	84,6
	I don't know	6	14,6	15,4	100,0
	Total	39	95,1	100,0	
Missing	System	2	4,9		
Total		41	100,0		

SELF MANAGEMENT SKILLS I am able to manage towards profit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	3	7,3	7,3	7,3
	Somewhat agree	23	56,1	56,1	63,4
	Totally agree	11	26,8	26,8	90,2
	I don't know	4	9,8	9,8	100,0
	Total	41	100,0	100,0	

SELF MANAGEMENT SKILLS I have enough knowledge to handle difficult situations with the employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	4	9,8	9,8	9,8

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat agree	25	61,0	61,0	70,7
	Totally agree	3	7,3	7,3	78,0
	I don't know	9	22,0	22,0	100,0
	Total	41	100,0	100,0	

SELF MANAGEMENT SKILLS I find organizing my work challenging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	2	4,9	4,9	4,9
	Somewhat disagree	13	31,7	31,7	36,6
	Somewhat agree	15	36,6	36,6	73,2
	Totally agree	10	24,4	24,4	97,6
	I don't know	1	2,4	2,4	100,0
	Total	41	100,0	100,0	

SELF MANAGEMENT SKILLS I can organize my work well

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	1	2,4	2,4	2,4
	Somewhat agree	33	80,5	80,5	82,9
	Totally agree	6	14,6	14,6	97,6
	I don't know	1	2,4	2,4	100,0
	Total	41	100,0	100,0	

MANAGEMENT AT TOKMANNI All Tokmanni's managers have a common goal to aim for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,4	2,4
	Somewhat disagree	8	19,5	19,5	22,0
	Somewhat agree	9	22,0	22,0	43,9
	Totally agree	7	17,1	17,1	61,0
	I don't know	16	39,0	39,0	100,0
	Total	41	100,0	100,0	

MANAGEMENT AT TOKMANNI It is possible to gain competitive advantage with efficient management training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,4	2,4
	Somewhat agree	10	24,4	24,4	26,8
	Totally agree	29	70,7	70,7	97,6
	I don't know	1	2,4	2,4	100,0
	Total	41	100,0	100,0	

MANAGEMENT AT TOKMANNI Organizational changes have brought new challenges to management work at Tok-manni

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,6	2,6
	Somewhat agree	14	34,1	35,9	38,5
	Totally agree	24	58,5	61,5	100,0
	Total	39	95,1	100,0	
Missing	System	2	4,9		
Total		41	100,0		

MANAGEMENT AT TOKMANNI New management challenges have arisen during this year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	2	4,9	4,9	4,9
	Somewhat agree	15	36,6	36,6	41,5
	Totally agree	22	53,7	53,7	95,1
	I don't know	2	4,9	4,9	100,0
	Total	41	100,0	100,0	

MANAGEMENT AT TOKMANNI I find management training important to new managers at Tokmanni

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,4	2,4
	Somewhat agree	5	12,2	12,2	14,6
	Totally agree	35	85,4	85,4	100,0
	Total	41	100,0	100,0	

MANAGEMENT AT TOKMANNI I find management training important to all Tokmanni's managers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,4	2,4
	Somewhat agree	12	29,3	29,3	31,7
	Totally agree	25	61,0	61,0	92,7
	I don't know	3	7,3	7,3	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I need multicultural management skills in my work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	6	14,6	14,6	14,6
	Somewhat disagree	8	19,5	19,5	34,1
	Somewhat agree	14	34,1	34,1	68,3
	Totally agree	4	9,8	9,8	78,0
	I don't know	9	22,0	22,0	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I find it easy to be promoted from my own organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,6	2,6
	Somewhat disagree	15	36,6	38,5	41,0
	Somewhat agree	13	31,7	33,3	74,4
	Totally agree	4	9,8	10,3	84,6
	I don't know	6	14,6	15,4	100,0
	Total	39	95,1	100,0	
Missing	System	2	4,9		
Total		41	100,0		

HUMAN RESOURCE MANAGMENT I can recognize the challenges arising from the company's age structure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	2	4,9	4,9	4,9
	Somewhat agree	18	43,9	43,9	48,8
	Totally agree	17	41,5	41,5	90,2
	I don't know	4	9,8	9,8	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I aim to develop the atmosphere of my organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,4	2,4
	Somewhat agree	7	17,1	17,1	19,5
	Totally agree	33	80,5	80,5	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I know what is my part as a manager of implementing the strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	1	2,4	2,6	2,6
	Somewhat agree	20	48,8	51,3	53,8
	Totally agree	16	39,0	41,0	94,9
	I don't know	2	4,9	5,1	100,0
	Total	39	95,1	100,0	
Missing	System	2	4,9		
Total		41	100,0		

HUMAN RESOURCE MANAGEMENT I find team management challenging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,4	2,4
	Somewhat disagree	6	14,6	14,6	17,1
	Somewhat agree	19	46,3	46,3	63,4
	Totally agree	11	26,8	26,8	90,2
	I don't know	4	9,8	9,8	100,0

HUMAN RESOURCE MANAGEMENT I find team management challenging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,4	2,4
	Somewhat disagree	6	14,6	14,6	17,1
	Somewhat agree	19	46,3	46,3	63,4
	Totally agree	11	26,8	26,8	90,2
	I don't know	4	9,8	9,8	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I am able to manage projects and processes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,4	2,4
	Somewhat disagree	1	2,4	2,4	4,9
	Somewhat agree	15	36,6	36,6	41,5
	Totally agree	17	41,5	41,5	82,9
	I don't know	7	17,1	17,1	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I am able to form efficient teams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	3	7,3	7,3	7,3
	Somewhat agree	24	58,5	58,5	65,9
	Totally agree	13	31,7	31,7	97,6
	I don't know	1	2,4	2,4	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I am able to recognize the strengths and weaknesses of my employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	1	2,4	2,6	2,6
	Somewhat agree	22	53,7	56,4	59,0
	Totally agree	14	34,1	35,9	94,9
	I don't know	2	4,9	5,1	100,0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	39	95,1	100,0	
Missing	System	2	4,9		
Total		41	100,0		

HUMAN RESOURCE MANAGEMENT I know how to listen my employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	3	7,3	7,7	7,7
	Somewhat agree	25	61,0	64,1	71,8
	Totally agree	9	22,0	23,1	94,9
	I don't know	2	4,9	5,1	100,0
	Total	39	95,1	100,0	
Missing	System	2	4,9		
Total		41	100,0		

HUMAN RESOURCE MANAGMENT I have efficient communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	1	2,4	2,4	2,4
	Somewhat agree	24	58,5	58,5	61,0
	Totally agree	12	29,3	29,3	90,2
	I don't know	4	9,8	9,8	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I know how to develop my employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	3	7,3	7,3	7,3
	Somewhat agree	24	58,5	58,5	65,9
	Totally agree	9	22,0	22,0	87,8
	I don't know	5	12,2	12,2	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I find developing my employees important

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid					
	Totally disagree	1	2,4	2,4	2,4
	Somewhat agree	9	22,0	22,0	24,4
	Totally agree	31	75,6	75,6	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I aim to motivate my employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,4	2,4
	Somewhat agree	10	24,4	24,4	26,8
	Totally agree	29	70,7	70,7	97,6
	I don't know	1	2,4	2,4	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I know how to motivate my employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,6	2,6
	Somewhat disagree	2	4,9	5,1	7,7
	Somewhat agree	20	48,8	51,3	59,0
	Totally agree	12	29,3	30,8	89,7
	I don't know	4	9,8	10,3	100,0
	Total	39	95,1	100,0	
Missing	System	2	4,9		
Total		41	100,0		

HUMAN RESOURCE MANAGEMENT I find development discussions useful in my work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,4	2,4
	Somewhat disagree	2	4,9	4,9	7,3
	Somewhat agree	16	39,0	39,0	46,3
	Totally agree	19	46,3	46,3	92,7
	I don't know	3	7,3	7,3	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I hold regular development discussions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	4	9,8	9,8	9,8
	Somewhat agree	11	26,8	26,8	36,6
	Totally agree	25	61,0	61,0	97,6
	I don't know	1	2,4	2,4	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I know how to work with change resistance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	2	4,9	4,9	4,9
	Somewhat agree	27	65,9	65,9	70,7
	Totally agree	9	22,0	22,0	92,7
	I don't know	3	7,3	7,3	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I face change resistance in my job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	2	4,9	4,9	4,9
	Somewhat disagree	8	19,5	19,5	24,4
	Somewhat agree	18	43,9	43,9	68,3
	Totally agree	8	19,5	19,5	87,8
	I don't know	5	12,2	12,2	100,0
	Total	41	100,0	100,0	

HUMAN RESOURCE MANAGEMENT I believe developing the human resources is an important part of the organization's strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	2,4	2,4	2,4
	Somewhat agree	8	19,5	19,5	22,0
	Totally agree	32	78,0	78,0	100,0
	Total	41	100,0	100,0	