

**STRATEGY-BASED COMPETENCE MANAGEMENT**  
**CASE - SASKY KOULUTUSKUNTAYHTYMÄ**



Master's thesis

Degree Programme in Business Management and Entrepreneurship

Visamäki, Spring 2018

Jonna Tuovinen

VISAMÄKI

Degree Programme in Business Management and Entrepreneurship

---

<b>Author</b>	Jonna Tuovinen	<b>Year</b> 2018
<b>Title</b>	Strategy based competence management Case - SASKY Koulutuskuntayhtymä	
<b>Supervisor</b>	Helena Turunen	

---

## TIIVISTELMÄ

Tämän tutkimuksen tavoitteena on tuottaa osaamisen johtamisen prosessi ja toimiva osaamisen johtamisen malli ammatillisen koulutuksen järjestäjälle. Vuoden 2018 alusta voimaan tullut ammatillinen koulutuksen reformi yhdessä muiden koulutuksen ja opetuksen muutosten kanssa vaikuttaa merkittävästi oppilaitosten toimintaan ja henkilöstön osaamiseen ja tuo osaltaan haasteita osaamisen johtamiseen.

Osaaminen on yksi organisaatioiden merkittävimmistä voimavaroista. Osaamisen tulee olla strategian mukaisesti määriteltä tuottaakseen lisäarvoa organisaatiolle. Usein strategia ja sen tavoitteet eivät ole henkilöstölle kirkkaita eikä henkilöstö näe yhteyttä oman toimintansa ja strategian välillä. Osaamisen johtamisen ja kehittämisen tulee olla suunnitelmallista ja sen tulee vastata organisaation tavoitteisiin. Osaamisen kehittämisen menetelmien kirjo on monipuolinen ja organisaatioiden tulisi hyödyntää enemmän työssä tapahtuvaa osaamisen kehittämistä ja mahdollistaa tiedon jakaminen organisaation sisällä.

Osaamisen yhteyttä strategiaan ja strategiasta määriteltä osaamista voidaan pitää työn päätuloksena. Osaamisen johtamisen prosessi määrittelee tehtävät eri tahoille, jolloin osaamisen johtaminen ja siihen liittyvät toimenpiteet ovat helpompi hahmottaa. Osaamisen kehittämisen menetelmien esittely mahdollistaa organisaatiolle tehokkaamman uuden tiedon hankinnan niin organisaation sisällä kuin perinteisen koulutuksen menetelmin.

**Avainsanat** osaamisen johtaminen, strategia, prosessi, HR

**Sivut** 67 sivua, joista liitteitä 3 sivua

VISAMÄKI

Degree Programme in Business Management and Entrepreneurship

---

<b>Author</b>	Jonna Tuovinen	<b>Year</b> 2018
<b>Subject</b>	Strategy based competence management Case - SASKY Koulutuskuntayhtymä	
<b>Supervisor(s)</b>	Helena Turunen	

---

ABSTRACT

The objective of this thesis is to create a competence management process and a functioning model for competence management for a vocational education and training consortium. The reform of the vocational education and training took place in the beginning of 2018 and in addition to other changes it is going to have an enormous impact on the field of vocational education. It will affect the operations and required competence of the employees and the competence management.

Competence is one of the most remarkable resources of the organizations. Competence need to be based on the organization strategy for it to increase profitability and competitiveness of the organization. Many times the strategy and the objectives are not clear to the employees and the link between competence and profitability is not seen. Competence development and management need to be systematical to meet the strategic objectives of the organization. There are a lot of methods to develop competency and especially learning inside work need to be benefitted better. And knowledge needs to be shared more openly.

The connection between organization strategy and competence and the core competencies defined from the strategy are the main outcomes of the thesis. Described competence management process defines the roles of competence management and therefore the actions are easier to understand. Introduction of HRD methods helps the organization to benefit the methods more effectively either inside the organization or with traditional education.

**Keywords** competence management, strategy, process, HR

**Pages** 67 pages including appendices 3 pages

## CONTENTS

1	INTRODUCTION .....	5
1.1	Objective and structure of the thesis.....	5
1.2	Topic selection and research questions .....	7
1.3	Key definitions.....	8
2	RESEARCH METHODS .....	9
2.1	Qualitative research .....	9
2.2	Case study .....	10
2.3	Data collection methods .....	10
2.3.1	Interviews .....	10
2.3.2	Existing material .....	12
2.3.3	Observation .....	12
3	STRATEGY-BASED COMPETENCE MANAGEMENT .....	13
3.1	Strategic management .....	13
3.2	Strategic HRM.....	16
3.3	Managing change .....	20
3.4	Managing an expertise organization.....	22
3.5	The meaning of culture .....	23
3.6	Concept of competence management .....	23
3.6.1	Learning organization .....	24
3.6.2	Meaning of core competencies .....	26
3.7	Competence management process .....	27
3.8	Roles of competence management .....	28
3.9	Tools for competence management.....	29
3.10	Benefits of strategy-based competence management.....	31
3.11	Human resource development .....	31
3.11.1	HRD methods.....	33
3.11.2	Evaluation of HRD.....	35
3.12	Summary .....	36
4	CASE: SASKY .....	37
4.1	Company presentation.....	38
4.1.1	Organization strategy .....	41
4.1.2	HR strategy .....	42
4.2	Reform and other changes in the field .....	44
4.3	HR process.....	46
4.4	Competence management process .....	47
4.4.1	Strategy-based competencies .....	50
4.4.2	Competence management tools .....	53
4.4.3	Human resource development.....	53
4.5	Suggestions.....	54
5	CONCLUSION .....	56

REFERENCES AND APPENDICES ..... 59

Appendices

- Appendix 1 Interview questions for general director and quality manager of Sasky
- Appendix 2 Interview questions for quality manager of Sasky
- Appendix 3 Interview questions for quality manager of Sasky

# 1 INTRODUCTION

Economics' union Sefe's competence management research shows that almost 70 percent of employees working as experts do not feel competence management has succeeded. The difficulty in competence management is mostly concerning evaluation, verifying and developing competence. Competence management is based on every employee knowing what the goals of the organization are concerning their work. Key to success is that the employees are at the right place at the right time when it comes to their competencies. (Vesterinen 2014.)

At the moment strategy-based competence management is very current topic not only in the field of education but also wider in different types of organizations. Competency is the most important resource of modern organizations. (Mustakangas 2014.) This final thesis focuses on the field of education, especially on one vocational education and training provider. The current reform of vocational education and training (VET) is bringing organizations a new way of working and forcing organizations to concentrate more on the big picture of the staff and their competencies. Core competencies are in a key role when wanting to increase competitiveness of the organization (Mustakangas 2014).

## 1.1 Objective and structure of the thesis

The objective of the thesis is to study strategy-based competence management as a competitiveness resource. Competence management should be seen as a key factor of achieving competitive advantage. The target organization needs a functioning competence management model to be used throughout the whole organization. The objective was to describe the HR process and a competence management process linked to it. All different units need common a model to operate similarly and in co-operation. Overall, competence should be managed from the organization's strategy, which is common to all the employees. Therefore, the objective of the thesis was also to describe the needed competence from vocational education and training consortiums strategy.

The structure of the thesis is described below in the figure 1.

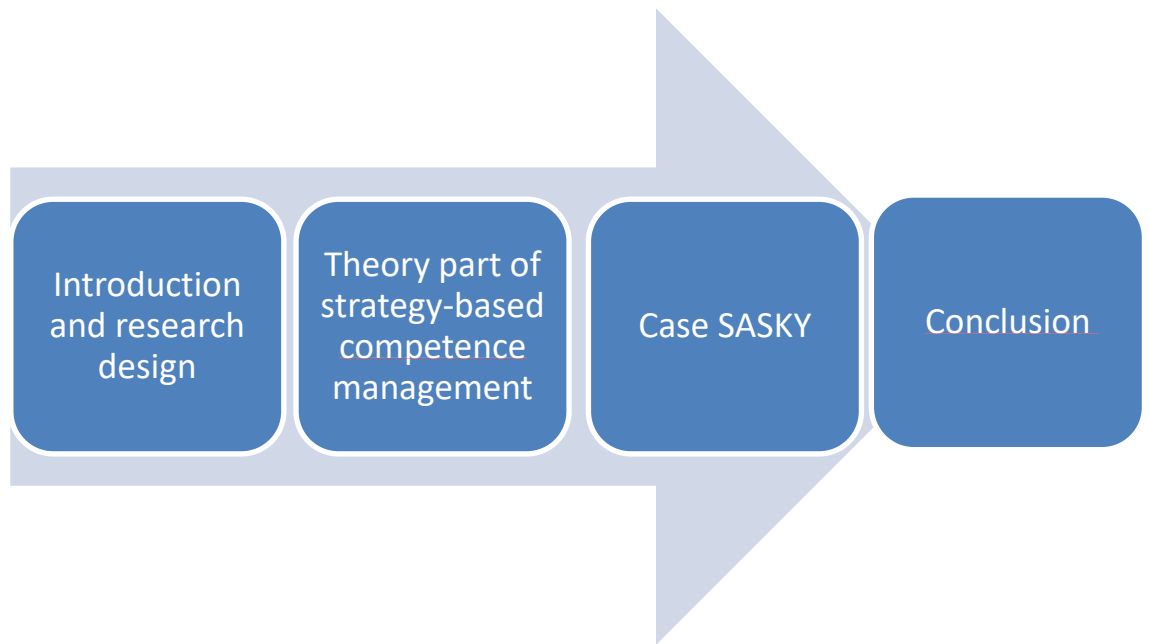


Figure 1 Structure of the thesis

The thesis begins with an introduction part. It introduces the reasons for selecting the topic, objectives of the thesis and the research questions. Also, common keywords used in the thesis are defined.

The second chapter of the research introduces the research methods. The chapter concentrates on the research design of quality research, case study and action research and describes the data collection methods used in the research.

The third part of the thesis is to give an overall picture of the theory concerning strategic competence management. The theory base of strategy-based competence management of this thesis can be divide into two parts. First part concentrates on the strategic management issues linked to competence management. Because competence is led from the company's strategy, it is necessary to look at the big picture on strategy and strategic management. Also, the role of HR is described in the first part as well as the managerial points of HR.

Because of the change vocational education and training is facing at the moment, change management is taken into a closer look in the theory part. Reform changes the way of working in the organizations and managing change is crucial. Also, as the thesis concentrates on managing an expert organization, it is necessary to define an expert organization and describe how it is managed and how it differs from product-oriented organizations.

The second section of the strategy-based competence management theory is about introducing competence management. This section defines the concept of competence management, describes the competence management process and in the end, focuses on the ways to develop

competence and how to see employees as an asset that bring value to the organization.

After the theory base the fourth chapter describes the case study. The chapter focuses on SASKY vocational education and training consortium. The chapter describes the current situation and remarkable changes in the field of vocational education and SASKY. SASKY prepared a new strategy at the same with the research work. Chapter introduces the organization strategy and the needed competence from it. It also includes introducing the HR and competence management processes. The chapter describes the outcomes of the interviews and learnings from the theoretical framework. In the end, the suggestions will be launched.

The final chapter concludes the research as whole.

## 1.2 Topic selection and research questions

The need of the organization is the reason for selecting the topic. The business processes were described earlier and the HR process and the under processes were yet to be described. To be able to understand the competence management process, the HR process needed to be described. There have also been several mergers in SASKY previously and a common way of working needed to be created. Because of the different separated units around Pirkanmaa and Satakunta, there is not a common knowledge on what competence the employees have. Also, the strategy formulation took place during 2016 and the competence from the new strategy needed to be described.

The role of the research questions is to guide the material reviewing, conduct the analysis, refine the results and form the conclusion and help to write the research report. Therefore, defining the research questions is important. It is normal for the research questions to change or reform during the process, yet it is important to have some questions to direct the research to the right direction. (Eriksson & Koistinen 2005.)

The following research questions are answered in the thesis:

*What is competence management and how is it connected to the organization's strategy?* The question helps to understand the concept of competence management and its connection to organizations strategy. Answers to these questions were discovered with the literature sampling to be able to create a deep understanding of the concept of competence management and to be able describe a strong theory base for the research.

*How is competence managed in SASKY?* With this question the state of SASKY's HR and competence management actions were defined. Also, the HR and competence management processes were described. The data



concerning this research question was collected by interviewing the management of SASKY.

*What kind of competence is needed?* The purpose of this research question was to find the needed competencies from the company strategy. Answering this question also defines ways to evaluate competence in different units. Getting familiar with SASKY's HR strategy gave an insight of the needed competencies according to the objectives of SASKY.

*How to get the process in action?* The last research question puts the final thesis into action. It gives the suggestion on how to continue with the competence management process throughout the organization so that it is used in all units similarly and continuously. Answering this question combines the theory base and results from the interviews.

### 1.3 Key definitions

Oxford dictionaries defines *competence* as simply as "*the ability to do something successfully or efficiently*".

Managing competence is in a key role when gaining value to the customer. *Competence management* means the organization recognizes the needed strategy-based competence, recruits the right people to work for them, develop their competence continuously and holds on to the employees that bring value to the company.

*Reform of the vocational education and training* was established in the end of 2017 and then main reason for it is for education to meet the new work-life requirements better in the future. It brings changes for the ways of working and competence needed in the future in the field of education. Reform of the vocational education is closer introduced in the case part of the thesis chapter 4.2.

Competence management includes developing the staff competence, according to the changes the organization is facing, for them to be able to work more effectively. *Human resource development (HRD)* guarantees the staff operates in the right places, at the right time and they have needed skills according to the company strategy to be able to operate effectively. (Hätönen 1999, 7.)

## 2 RESEARCH METHODS

### 2.1 Qualitative research

The method chosen for this thesis is a qualitative research. Qualitative researches, compared to quantitative researches, are often considered as “soft” research methods. Robert K. Yin (2016, 3) explains the usage of qualitative research by researching on people acting in the real-life situations. This research concentrates on competence management of one vocational education and training consortium.

Grönfors and Vilkkä (2008) define steps of quality research to consider before the fieldwork. First steps are to determine the suitable target group and where the research takes place. In this research the target group selection was easy to decide because the researcher worked in the target organization. After the target group and organization has been decided, research problem and the field research methods and suitability need to be evaluated. In the end, the researcher needs to consider the option on how to connect with the target group and how activate the people in the target group. In this research the researcher already had a connection with the target group and interviewing seemed a suitable way to collect data in the field. Like in this research, the success of the research often depends on the other people involved in the research. In the hectic, changing world it is sometimes hard to make tight timetables and exact plans for the research. (Grönfors & Vilkkä 2008, 21-22.)

In this research the researchers personal interest had a big impact on selecting the topic. The researcher worked in the field of HRD and was organizing development actions concerning competence management. It was seen that the organization was lacking a functioning model for competence management. Grönfors and Vilkkä (2008, 22-23) state that a qualitative research takes a lot from the researcher and it is important the researcher has a personal interest on the topic. Personal motivation is usually the factor that gets the researcher pass the crisis during the research work. Defining the research problem can be difficult in qualitative research. In a lot of researches, the problem often changes during the field research. This is what happened in this research, the more of the phenomenon was researched, the research changed its outcome.

Competence management concerns so many different functions of the organization therefore it was hard to find limitations to it. This research concentrates on the strategic views of the competence management and the needed competence according to the organizations’ strategy. The research limits the IT-solutions and occupational well-being even though the IT solutions are important factors on competence management and occupational well-being a remarkable evaluation measure of competence management.

## 2.2 Case study

According to Farquhar (2012) by using case study research the researcher will gain a precise understanding on the phenomenon they are researching. Most of the time the researcher is operating close to the researched phenomenon for example the company the case takes place. Case study can be defined more an approach rather than a method. It can also be defined as being a research strategy. Case study approach is useful when it meets one or more of the following points:

- 1) Answers to questions what, how and why
- 2) The researcher has little control over the matters
- 3) There is not a great variety of empirical researches conducted
- 4) The case is a phenomenon of today's world (Eriksson & Koistinen 2005, 5.)

Cases studies base on different type scientist basis, theoretical points and method choices. Qualitative material is typical for case studies but case studies can also benefit the quantitative material as well. (Eriksson & Koistinen 2005, 5.)

The case study research starts with describing the research questions and designing the research. After that the cases are defined and chosen. The theoretic view need to be defined and the logic between the case and theory examined. In the end of the process, the research is analysed and the report is finalized. (Eriksson & Koistinen 2005, 19.)

While working in the target organization, the researcher participated closely in the target groups work and therefore the research has features of an action research. An action research is an approach where the researcher is finding solutions on the researched matter in co-operation with the target group. The objectives of the research are set together with the target group. And the researcher together with the target group finds solutions in the organization's benefits. The methodology of an action research forms from the communication between the target group and the researcher. (Grönfors & Vilkkä 2008, 69-70.)

## 2.3 Data collection methods

### 2.3.1 Interviews

Interviewing the target organization's management were used to collect data for this thesis. According to Eskola & Suoranta (1998) the most common way to collect data for the researches in Finland is by interviewing the target group. Interview can be described as conversations led by the

researcher. The basic idea of an interview is for the researcher to ask questions relevant to the research from the counterpart. Lately interviews have formed as more conversational approach. Typical features for an interview is that it is planned and prepared beforehand. The researcher often motivates and guides the counterpart to get the answers. The researcher knows the roles of the interview and ensures the respondent the interview is confidential (Eskola & Suoranta 1998)

According to Stake (2010, 95), interviews as data collection method are mostly used for three reasons. The most common reasons are:

- Gaining new information from the interviewee
- Collecting information from many people to put together
- Finding new knowledge that researchers have not been able to find themselves (Stake 2010, 95.)

The types of interviews can be divided into four types of interviews. The structured interview means the questions to all the respondents are the same and also the answer options are given in the interview. In semi structured interview the questions are the same, but the respondents have the opportunity to use their own words in answering the questions. Themes are decided beforehand in theme interviews. The questions are not formed or structured in theme interviews leaving the researcher the opportunity to lead the interview to the direction the answers lead it. The researcher has a list of topics to be discussed. An open interview resembles a conversation the most. The researcher and the respondent are discussing about the topic and not all the respondents follow the same question patterns. (Eskola & Suoranta 1998.)

Various types of interviews were used to collect data for this thesis. The interviews were conducted by theme and open interviews. To answer the question “how competence is managed in SASKY” the researcher interviewed the general director and quality manager of SASKY to get familiar with the current situation of the competence management and the processes of the target organization.

The needed competence of SASKY and the strategic point of view base on the interviews with the quality manager of SASKY. The quality manager was in charge of the strategy process in the organization. The quality manager was also interviewed concerning the competence evaluation and teamwork in SASKY. Theme interviews were used to get the answers to these questions.

Open interviews were conducted with the quality manager to gain information on the evaluation tools and surveys of the organization as well as the implementation of the process. As seen both individual and group interviews were conducted.

### 2.3.2 Existing material

One way to collect data is getting familiar with the existing material. Eskola and Suoranta (1998) introduces the division of Uusitalo (1991) which divides the materials into five different types. The materials to collect data can be the existing researches, statistics, personal and organizational document as well as products of media and culture. (Eskola & Suoranta 1998.)

To collect data for this research the existing material was used. The researcher got familiar with the strategy of the organization, the HR strategy and results of the human resource survey. Also, the researches concerning the competence management in educational establishments was used to collect data.

### 2.3.3 Observation

Like said earlier the research has features of action research. That has to do with the observation which was used as a data collection method. Observation can be divided into participating and non-participating observation. Especially in the beginning of the field research the non-participating observation is more common. When the information and the trust between the target group and the researcher increases the researcher can take more of a participating role. In the non-participating observation, the researcher is an outsider and learning by watching.

The role of the researcher is more than a researcher in participating observation. The researcher is a member of the community observed. Being part of the community gives the researcher the opportunity to observe the target group in real-life situations.

Observation is often used by combining observation with interviews. (Grönfors & Vilkkä 2008, 49-54.)

Usage of observation of the target organization was very helpful in this thesis to understand the situation in the target organization according to competence management and the current situation of HR. Also, the ability to get familiar of the status and operations of HRD and the management style in the organization was extremely useful when starting the research.

Data was also collected by getting familiar with and observing other similar organizations. Thesis was prepared while the author operated in many networks of educational establishments developing competence management actions. This gave a great opportunity to have a closer look on other organizations' competence management and operations on the field of HR. Observation clarified the importance and features of competence management.

### 3 STRATEGY-BASED COMPETENCE MANAGEMENT

According to Rao (2014, 148) competent and committed employees bring loyal customers to the organization by producing high quality services and products. Therefore, appreciation of competence and competence development has become more important factor in the field of HR in the last few years. In this following chapter we will take a closer look on strategic and competence management and HRD. Competence has to be based on company strategy. Many times, change is involved when talking about developing competence, therefore we need to take a closer look on how to manage change.

#### 3.1 Strategic management

Competence of the employees should be aligned with the organization strategy. Therefore, we need to say few words about strategic management. Strategies can simply be referred as plans to achieve the goals. According to Sadler (2003, 24), strategy defines the purpose of the company and its existence. It defines the actions that need to be concluded in order for the company to achieve its goals and success.

According to Jeyarathamm (2007, 5-8) strategy is a result of a thorough planning. Strategic management process includes three factors; planning, implementation and control. Strategic management process can be introduced with five steps.

- 1) The first step of strategic management is to determine the mission and goals of the organization. Mission clarifies the meaning of the organization and goals determines what the organization wishes to achieve in the medium or long run.
- 2) To be able to understand the competitive environment, an external analysis of the threats and opportunities of competitors need to be included in the strategic management process. In this phase, three environments are to be examined; industry of operational environment, national environment and macro environment factors which affect the organization such as legal, social, economic, international and technological factors. In this stage the organization gains knowledge of the competition in the industry, competitors and their own competitive positioning.
- 3) After analyzing the external competitors, the analysis of internal environment, needs to be conducted to be able to manage strategically. Analyzing the internal operations determine the strengths and weaknesses of the organization. To gain competitive advantage the evaluation of the resources, both

quality and quantity, and recognition of the needed and existing competencies need to be examined carefully.

- 4) The internal strengths and weaknesses combined with the external threats and opportunities formulate the selected strategy of the organization. To formulate a strategy, internal strengths need to meet the external opportunities as well as the internal weaknesses need to be combined with the external threats. All together they create the strategic choice of the organization and the strategies are viewed on a functional, business, corporate and global levels. Meaning the functional strategies help the organization to achieve effectiveness in for example manufacturing, marketing and HR. The business strategy is about the competitive positioning and how to gain competitive advantage compared to the competitors. Three most common business strategies are *cost leadership*, *differentiation* and *focus strategy*. Examples of corporate strategies are acquisitions, joint ventures and vertical integrations. Corporate strategies help the organization to achieve profitability in a long run. Global strategies are to gain profitability when entering the international markets.
- 5) After the strategy planning phases, the strategy is put into action and implemented as well as controlled.

As important as the strategy is, very important part of the strategic management is the implementation and control phases. Designing an organizational structure is the first step of implementation. What are the tasks and responsibilities of the employees and who are authorized in decision-making? (Jayerathmm 2007, 8.) As crucial as the implementation phase is, the managers put often more effort on the strategy formulation without including the employees on the strategy work.

Edinger (2012) defines three C's of strategy in his article to be able to implement strategies efficiently.

#### Clarify the strategy

Too often strategies are made by and for the top management level. Strategy needs to be written as clearly as possible that everyone in the organization understand what are the goals and objectives of the organization. Corporate language needs to be translated into more practical language.

#### Communicate the strategy

The key for implementing the strategy is communication. Strategy implementation is more than fancy presentations to show the employees. Successful strategy implementation requires communicating about the strategy at each level of the organization the way that the employees understand how their work is connected to the organizational goals and

objectives and what it requires from them. Communication needs to be continuous and be delivered from as many channels as possible so that all the employees are familiar with the strategy.

#### Cascade the strategy

Managers are in a key role when cascading the strategy. They are the ones to explaining their employees and teams what actions to proceed to achieve the strategic goal. Cascading the strategy explains the elements of the strategy in different functional areas for different employees. After the strategy is clear and communication open, cascading is working strategically towards the organizational goals.

The strategy implementation requires continuous control. The strategic control determines whether the direction is right and the organization is achieving its strategical goals and objectives. Jeyarathmm (2007, 8-9) divides strategic control into market, output and bureaucratic control. Control system also examines organizational culture matters and puts rewarding and motivators in action. In the end the strategy, structure and control are fitted together and observed to enable the goals.

Organizations might face conflicts during the strategy process. People are often defended by the change and this might cause problems. Conflicts need to be evaluated and managed efficiently and this requires management involvement. Their mission is to get the change smoothly into action. Among with the conflict solving and change management, getting and giving feedback is essential. Feedback will show whether the objectives are achieved and the implementation is successful. Feedback will help on the strategy formulation next time (Jeyarathmm 2007, 8-9).

Altogether strategy needs to be well prepared to be able to set the goals and objectives of the organization. Managers are in a key role on formulating the strategy among with the employees. The external and internal analysis need to be carefully conducted to be able to gain information on the competitive environment and the competencies in the organization.

Strategy needs to be clear, presented and communicated thoroughly for the employees to understand the deeper meaning of strategy and their input on the organizational success. Strategy planning can be a co-operative learning process, when it is prepared together with the management and employees. Good strategy is seen in organizations everyday life. Functioning strategy that is formulated in a co-operation has the benefit of commitment and is a useful tool for management. Competence management begins at the time the strategy formulation begins. (Tuomi & Sumkin 2012.)



### 3.2 Strategic HRM

Strategic human resource management needs to be seen as a tool to combine the organization strategy to human resources. It is not a separate function within the organization (Luoma & Viitala 2017, 24). The aim is to achieve a strategic partnership to be able to full-fill the strategic goals. The role of the HR department and / or professionals is remarkable in strategic competence management. Usually the needed competencies are defined and evaluated as well as development processes and actions are described in a co-operation with HR.

Although the HR department is in a key role of competence management, the management is still responsible of the development to ensure it meets the strategic goals. Competence management is co-operation between HR and organization management. (Viitala 2009, 171.)

According to Viitala (2009), HRM's role in an organization is more significant as thought. HRM supports the organizational strategies to full-fill their goals. Their role is make sure there are competent employees to meet the quantity and quality requirements. Their responsibility is to make sure the organization has the needed competence and the right people at the right places.

Motivation, ability to work and willingness to commitment are the factors HRM is aiming with the employees for them to gain competitiveness. Besides all of the mentioned the HRM's responsibility is to make sure all the laws and regulations concerning the employees are followed. It is easy to see the HRM has a link to all the operations and decision making in the organization. (Viitala 2009, 10.)



Figure 2 Field of HRM (Viitala 2009)

While strategic thinking has gained a resource-based view in the recent years, HRM has gained a strategic point of view. Among with quality, relations and finance, human resources have now been considered as a competitive advantage. (Viitala 2009, 23.)

The role of HR strategy, that aligns with the organization strategy and fits the organizational culture, is very remarkable. The HR strategy defines the policies and actions of human resources for the organization to meet the strategic goals. Organization strategy guides employees toward the goals and the HR strategy defines how the employees are achieving the goals now and in the long term. Armstrong (2012, 24-25) states that the HR strategies are different in different kinds of organizations. They are both general strategies to put the goals in action and specific strategies such as competence and development strategies. (Armstrong 2012, 24-25.)

The strategic planning of the human resources is a process to define the goals of HR, to develop the HR strategy to meet the strategic goals and to create the HR policies for HRM. By the planning the organization can gain information of the quantity and quality of the work force. The planning requires evaluation of external environment to understand the threats and opportunities of for example legal matters, competitiveness of the work force and culture of the field to be able to understand their effect of human resources. In addition to external evaluation, the internal evaluation needs to include in the planning process. Internal environment evaluation describes for example the structure, competence, commitment and job satisfaction that apply to the organization and its employees. These evaluations combined with the organization strategy form the objectives for the human resources and therefore the HR strategy. (Kauhanen 2012.)

Leopold et al. (2005, 28) categorizes HR strategies into *high commitment* and *low commitment strategies*. High commitment strategies observe the best practices in the field of HR. By high commitment HR strategies, the organization is aiming for a close relationship with the employees who are committed to the organization. There a variety of opportunities for the employees to develop their competence and the employees are expected to commit themselves to the organization for a long period of time, potentially for a different task. The low commitment HR strategy concentrates only on the current practices such as hiring and firing when needed. The employees are in the organization only to do the tasks they are recruited to do. Therefore, the development of the competence does not play an important role in the organization. The relationship with the employee and the organization is considered instrumental, yet when the task of the employee ends, the employment is terminated. (Leopold et al. 2005, 28.)

To be able to increase value to an organization, the HR professionals' roles need to be described. Their mission is to work in a strategic and operational role, meaning they are controlling and consulting as well as respond for the quality and quantity demands. Ulrich (1997, 46) has

created a model of components of the HRM. The purpose of the model is to understand the different roles the human resource professional has to take to be able to operate in alliance with the business operations.

Ulrich's model is useful in describing the goals of HRM. The HR professionals need to operate both operationally and strategically and focus on accomplishing short-term and long-term objectives. To be able to understand the roles clearly the model is illustrated in the figure above.



Figure 3 Ulrich's model of roles of an HR professional (1997)

The four main roles according to human resource management are: strategic partner, administrative expert, employee champion and change agent.

The role of *strategic partner* is to combine the HR strategies and practices with the organizations strategy. By being part with the execution of organization's strategy they help the organization to meet the strategic objectives better. Transforming the business strategy into HR practices helps the organization to adjust to changes faster, meet the customer expectations better and execute strategy more effectively. The aim of the strategic partner is to implement the strategy.

To be able to operate as a strategic partner the HR professional needs to be part of the strategy planning, asking questions which reforms the strategy into action and therefore aligns the strategy with the HR practices. As HR professionals they are capable of conducting an organizational analysis, which defines the HR practices that help executing the strategy. Analysis is considered as a process or a tool to analyze the strengths and

weaknesses of the organization. According to Ulrich, in the last decade the role of a strategic partner has become more important. Organizations see it beneficial to have a HR professional part of the strategy planning.

*An administrative expert* is the traditional role of the HR as seen. It includes managing processes for example payroll, rewarding, evaluation, learning and flow of employees. Their task is continuously to improve and maintain the HR processes by aiming to general efficiency. There are two ways for improving general efficiency. First is to ensure the efficiency of the HR processes and secondly by recruiting new employees and developing and rewarding the existing employees. To be able to be an effective administrative expert, the HR professional is constantly improving and renewing the processes they own.

By being the *employee champion* the HR professional consults the employees on the daily base operations, their problems and needs. On resource-based organizations the employee champion carries out the responsibility of competence and human resource development to bring value to the organization. The employee champions task is to connect the employees' contribution to success of the organization.

For employees to participate to achieve the organizational goals, the HR policies need to be supportive. With the help of HR policies, the employees gain competency and commitment and therefore gain work efficiency. The main tasks of the employee champion is to listen, react, find ways to reply to the changes the employees face. They need to show the employees are respected and their work is valued and they are members of the work community and team. Among with the listening, they need to hear the new ideas and improvement the employee has.

The fourth role of a HR professional, which increase value to the organization, is *change agent*. The change agent's task is to reform the organizational culture and help to identify ja concur the change processes. Change agent helps the organization to manage change and the employees to adopt the new culture and way of working. Change agent's tasks include identifying the problem, building confidential relations, solving problems and composing and executing the action plans. According to Ulrich (1997) it is studied that the role of change agent is the most significant role of HR professionals. By that Ulrich means, the competency change agent has is very important. They understand the critical processes of change, increase commitment to the processes and ensure the change is executed as planned. (Ulrich 1997, 46-54.)

In recent years, the strategic HRM (SHRM) has become an important aspect of HRM. The belief that organizing human resources will have an effect on the organization's productivity has increased the need for SHRM. Inner resources like competence, commitment and well-being can be created, developed and strengthen to achieve the operational profitability such as quality and productivity. Thinking resource-based has strengthen

the meaning and value of HR professionals, managers and HR practices. They are now seen as result producers and it has reflected to sharing responsibilities in the organizations. Top managers define the importance of HR functions and decide what kind of a role the HR takes place in the organization. (Järnlström & Luoma 2014, 43.)

### 3.3 Managing change

Vocational education is facing changes in the near future because of the reform of the vocational education and training (VET) in Finland. Therefore, it is inevitable to mention change management in the terms of competence management. Like in this change, pressure for the change usually comes outside the organization, forcing the organization to change its way of working. Reform of VET will be introduced closer later on in the thesis in the chapter 4.2.

Change often shakes organizations stability. Managers need to cope with reorganizing and focus on the productivity and performance of the organization and its employees. Changes in the organizations are very common nowadays and it does not always have a positive impact on the employees. Although some employees see change as an opportunity, some see it as a threat and are afraid of it. Change usually requires employees to change their way of working and sometimes it can also affect the attitudes towards working. (Thomson 2002, 204.)

Lister (2005, 3) defines change management as “the ability to recognize opportunities for improvement within a problem and take proactive measures to control its outcome”. To be able to get desired results you need to identify, manage and control change.

Ulrich (1997, 11-12) states that it really does not matter what the change is, the challenge is always the same: managers, employees and organizations need to adjust and learn to change faster and easier. They need to create a change model, implement it and support it continuously in the organization. Ulrich gives examples of questions that need to be considered in the time of change:

- How to forget the old habits and knowledge?
- How to respect the past and adjust to the future at the same time?
- How to enhance the risk taking the change requires without threatening operation?
- How to decide on what HR matters to change for renewing and what to maintain the same considering continuity?
- How to commit the whole staff to support the change?
- How is it possible to learn new skills and change faster? (Ulrich 1997, 11-12.)

One of the most known change management models is Kotter's 8-step model of change. Dr. Kotter (1995, 59) has created an 8-step model seen above to accomplish change process successfully. It is widely used and referred in the world for leading people to change. According to Kotter the change process takes time to achieve the desired change.

Kotter's (1995) eight steps of transforming the organization:

1. *Establishing a sense of urgency.* Employees need to be motivated to change. The change needs to be introduced and adopted by the employees with effective co-operation and communication. The employees need to understand why the change is inevitable.
2. *Forming a powerful guiding coalition.* A group of change-oriented people need to be created. Employees need encouragement to work co-operatively towards the desired successful change.
3. *Creating a vision and strategy.* To have a clear change vision helps the organization to aim for the wanted direction. Change strategy helps to describe the steps to a new situation for the employees to understand what it requires from them.
4. *Communicating the vision.* Communication is one of the most important factors of the change. Communication needs to be open and the change vision needs to be communicated for it to be understood. The help of stage two guiding coalition is in an important role of giving an example of new behaviors.
5. *Empowering others to act on the vision.* The obstacles to change need to be gotten rid of as well as the structures that weaken the change. Employees need to be given responsibilities and power to act towards the change.
6. *Planning for and creating short-term wins.* Short-term visible improvements need to be set to be able to celebrate goals achieved and motivate employees to continue the change process.
7. *Consolidating improvements and producing still more change.* The structures and policies that do not work anymore need to be changed and new projects and themes to aim for the vision need to be adjusted. Recruiting new competence employees or complimenting or developing the existing employees to work as change agents.
8. *Institutionalizing new approaches.* In the end of the change process the new ways of working need to be discussed and reminded of. The employees need to be ensured affection of their behaviors has an impact on the organization's success.  
(Kotter 1995, 60-65.)

The management might face some difficulties when aiming for a successful change. More often there is a contradiction in managers own behaviour. Like in strategy implementation and every other implementation process the management need to set an example of changing their ways. Change management cannot be glorious slogans for managers to use. They need to lead the way by changing their way as required. Employees follow more on how the managers act than what they say, therefore there is a big risk if the managers do not change their ways. (Ulrich 1997, 12.)

### 3.4 Managing an expertise organization

As the thesis researches the competence management of one VET, the theory includes features of managing an expertise organization. On expertise organizations human resources are crucial for achieving strategic goals and objectives, therefore the organization strategy set requirements for human resources (Viitala 2009, 59). An expertise organization differs from other organizations by producing information and problem solving for its clients. High-skilled, well-educated, hard to replace experts are said to be impossible to manage and lead. At least it sets special requirements for management. Like seen in previous chapter there are same features when managing human resources, it always requires motivating and committing. Those features are very important when managing an expertise organization.

According to Syrjänen (2012) an expert's work involves increased responsibility and freedom of work. Because an expert is in most cases more skilled than the manager, it necessary to take a different point to management. The employee takes a bigger responsibility in performing a job when the innovating and freedom of work increases. There needs to be an understanding of strategical and operational independency. Aiming for strategical goals needs to be seen in every day work and the goals needs to be set for the results rather than the operations.

The focus in managing an expertise organization needs to be in developing the individual competence to meet the future strategical requirements. The management needs to recognize the individual competence of the employee. Good communication skills and caring are required form the management when managing an expertise organization. Good manager appreciates the employees which develops occupational well-being. Management also helps to develop the employees' self-respect by letting them see and hear how good they are on what they are doing. The employees are motivated and inspired by the management. The features of managing an expertise organization are co-operation, communication and inspiring.

The hardest part of managing an expertise organization is that when employees work individually, their impact on the teamwork and the profitability for the organization is not clear for them. Managing an expertise organization requires experience from the management as well as coaching skills. Their main task is to influence the human capital to gain profitability. (Syrjänen 2012.)

According to Huuhka (2010, 37) managing an expertise organization requires certain skills from the management. In the expertise organizations the management or leadership focuses in on creating visions, inspiring and motivating, creating value to the organization and developing organizational culture. The success of an expertise organization relies on its employees; their competence, motivation and commitment to the fact that they want to succeed and give the best performance for the organization. Motivation and seeing the brilliance of work requires a lot from the management. (Huuhka 2010, 37-38.)

### 3.5 The meaning of culture

As seen previously the role of the manager is important when managing an expertise organization, in the time of change and when planning a strategy. The management needs to be inspiring, motivating and coaching and not stand in a way of development work. The employees of expertise organization are mostly self-managed and they have a desire to develop themselves. Managements role is to guide the employees to the direction of organizational goals. Therefore, it is important to build the organizational culture towards an open, development friendly culture.

Culture needs to support dialogue and feedback giving. Feedback needs to be seen as a tool for development. Development needs to be supported and there needs to be an open environment to share knowledge. Also taking care of occupational well-being is important so the employees have energy to develop competence. As seen previously the employees' willingness to develop and change needs to be motivated and be part of the change. (Mustakangas 2014.)

### 3.6 Concept of competence management

As seen in the previous chapter there are same key elements in strategic, HR and change managements. Key factor in all of them is seeing human competence as a resource. Competence management is an essential part of the strategic human resource management and future planning. Changes in the working environment requires organizations to change constantly. Organizations must make sure to manage their employees' learning and development to be able to gain competitive advantage. Organizations are required to analyze and predict the changes in



competence, old unnecessary competence and new needed competence. The prediction information is useful when planning competence development actions, recruitment and other HR actions. (Kuntatyöntäjät 2017.)

According to Viitala, (2009, 170) the competitiveness of the organization depends on three factors; what kind of competence organization has, how the competence is taken advantage of and how fast the new knowledge is learned. Manka and Mäenpää (2010, 21) state that competence and HRD have been acknowledged being one of the key factors of competitiveness of the organization. Employees with diverse competence and excellent co-operative skills increase the profitability of the organization.

### 3.6.1 Learning organization

According to Sydänmaanlakka (2007, 55) the learning organization has the ability to continuously to adjust, change and renew according to the requirements of the environments. It learns from experiences and can change its way of operating rapidly. All the organizations are learning organizations, some faster, some slower learners. All want to be faster learners. Mistakes are allowed in the learning organizations, yet the organization and employees need to learn from the process. (Sydänmaanlakka 2007, 55.)

Senge (2006) has created five features or skills the organization has to adopt to become learning organizations. According to Senge (2006) learning new skills enable the organizations to operate more effectively and you are never done with learning. Following the five disciplines is a life-long learning path.

- The first skill Senge sees important is *systemic thinking*. According to Senge everything has an impact to one another. Each action of the process is connected to each other, even though it might not be seen in the beginning. The clear picture needs to be seen and not parts of it.
- The second discipline according to Senge is *personal mastery*. Personal mastery is about clarifying the personal vision and gaining patience and continuously. It is about benefitting the personal mastery and enthusiasm for the organization and its goals. People with personal mastery are continuously encouraged to keep developing their competence to maintain the spirit they have for work.
- The third discipline, *mental models* are the deeply penetrated manners, assumptions and generalizations employees have according to their worldview and actions. Most of the times people do not even notice the existence of them and it is hard for others to learn from them. Learning from mental models is reflecting and acknowledging

the existing mental models. New approaches and development sometimes fail because of the powerful mental models of the employees.

- To have a genuine *shared vision* will help the employees learn more. The vision is not created because it has to be created but because it really guides the employees to work. Communication around the vision and shared goals are essential. Shared vision is about the competence underneath the vision that creates commitment to the future.
- According to Senge teams are the *fundamental learning units* of today's organizations. The learning organization does not just rely on individual learning. The knowledge needs to be shared among the teams and inside organization for the organization to be able to learn. Team sharing starts with a vivid dialogue, having the employees the capability of ceasing the personal assumptions, to teams to be able to truly think and work as a team. Recognizing the power of team work is essential. (Senge 2006.)

In addition to Senge's five disciplines, Sydänmaanlakka (2007, 60-65) combines five features more to get a ten-practice definition of learning organization.

- The sixth discipline, *dialogue* is added to the list by Marquart (1996). In the learning organization dialogue is essential. The required active communication is open, allows different opinions and questions them. The idea is to find solutions by communicating them through in good, constructive terms.
- According to Sydänmaanlakka (2007, 60-65) the employees of the organization needs to have a capability to combine the ability to explore the changing world and strategic goals. The skill of *strategic learning* requires questioning own old skills and thoughts and aiming for the new ones. Strategic learning requires fast reaction to changes in customer needs and competition.
- As mentioned in various topics, the evaluation is an important factor of the operations. Learning organizations has to have working *evaluation systems*. The ability to develop functioning evaluation systems for individuals, teams and the organization as whole is a feature of a learning organization. Key to prevent or solve problems fast, is evaluation conducted in the right time with the right systems. The communication culture of the organization needs to be open and direct for it to adapt the evaluation systems effectively.
- Effective and developed *IT-systems* and the ability to take advantage of them is a feature of a learning organization. IT-systems enable the organizations to operate completely differently and develop innovative solutions.

- *Sharing knowledge* is a critical feature of learning organization. Knowledge needs to be shared even though it sometimes seems to be difficult. Employees need to see that the knowledge they have resembles power. Sharing competence and knowledge enables the organization to learn. (Sydänmaanlakka 2007, 60-65.)

### 3.6.2 Meaning of core competencies

The core competencies are a remarkable feature of competence management. Therefore, it is inevitable to introduce the meaning of core competencies. The core competencies of an organization are the foundation or roots the organization base its operations. According to Hamel and Prahalad (1994) "*a core competence is a bundle of skills that enables the company to provide a particular benefit to customers*". Competence mastery is more of a desired position than the market power. (Hamel & Prahalad 1994, 119.)

The core competencies of the organization form from the attempts and mistakes of the organization along with the combination of experimental and visible information. Core competence of the organization is linked to the employees and the organizational culture and therefore it is not possible to copy the core competencies by the competitors. There are only few core competencies one organization can have. (Manka & Mäenpää 2010, 21.)

Hamel and Prahalad (1994, 224) describe the factors to test whether the competencies are considered as core competencies. According to Hamel and Prahalad the first test is to determine whether the usage of certain competence brings value to the customer. Customer needs to benefit from the competence for it to be a core competence. Customers are in a position of judging whether the competence is core competence or not.

According to Hamel and Prahalad the organization needs to clarify whether the product has *value elements* and what are the biggest value elements the customers demand, how much the customer is willing to pay for the product or service and the contribution between the value and the price. With the help of core competencies, the organization is able to produce products or services that benefit and are valued by the customers. (Hamel & Prahalad 1994, 224-226.)

The other factor to examine the core competencies is *competitor differentiation*. The competence and capability of the organization needs to be unique compared to the competitors. There are lot similar capabilities in organizations in the same field of business. Therefore, it needs to be examined which competence is unique enough to be considered as a core competence. What kind of capability the organization

has, that none of the competitors have? (Hamel & Prahalad 1994, 226-227.)

The last core competence factor to examine is *extendability*. Hamel and Prahalad (1994, 227) state that the core competencies are the key factors to enter future markets. Organizations might consider some competencies as core competencies even though they are not until they have passed the tests concerning the customer value and competitor differentiation. After that the competencies are examined whether the organization has the ability to extend to new markets or operations according to the core competencies. (Hamel & Prahalad 1994, 227-228.)

Organizations need to be seen according to their competencies instead of their products and services. There is a lot more competencies in the organizations other than core competencies but development of the core competencies is relevant to managing competence strategically. (Sydänmaanlakka 2007, 145.)

### 3.7 Competence management process

The competence management process starts from the vision, strategy and goals of the organization (Sydänmaanlakka 2007, 131). Therefore, in the beginning the starting point needs to be evaluated and goals need to be set for the future. What the future holds for the organization, what are the goals to achieve and what kind of competence the strategy requires from the employees? (Puhakka 2016.) This stage clarifies the strategy, vision, goals and the strategic requirements. In this stage the core competencies are defined (Sydänmaanlakka 2007, 132).

The next step is to describe the future competencies. What kind of competence the employees must have and what kind of competence the organization needs to be gained to be able to meet the future requirements and strategic goals?

Thirdly the existing competence needs to be evaluated. This stage determines whether the organization have the needed competence and how they can they achieve it.

After the future and strategic requirements are known and existing competence has been evaluated, the HRD plan needs to be described and the actions defined. If the competence is found in the organization management needs to plan how to share, transfer and implement the competence among the employees. If the needed competence is not found in the organization there needs to be a plan on how to receive the competence. The knowledge can be gained either with training the existing employees or recruiting new employees.

Important factor of HRD and competence management is the evaluation of the HRD actions. The HRD actions must have clear goals and purpose and the results need to be seen within the organization and its actions. According to Viitala (2009, 201) one of the main challenges of HRD is that the plans are often made for short term development actions. Most of the time the HRD process takes time for the new knowledge to reform for a new way of working and part of an organizational culture. That is a major down fall when considering the changing environment of the organizations. The changes usually require rapid actions. Development should be divided into two levels, long-term meta learning that gains knowledge for short-term fast actions.

In the end the competence management needs to meet the requirements of financial and operational management.

To be able to understand the competence management process Puhakka (2016) has created a basic process for it. The process is shown below in the figure 4.

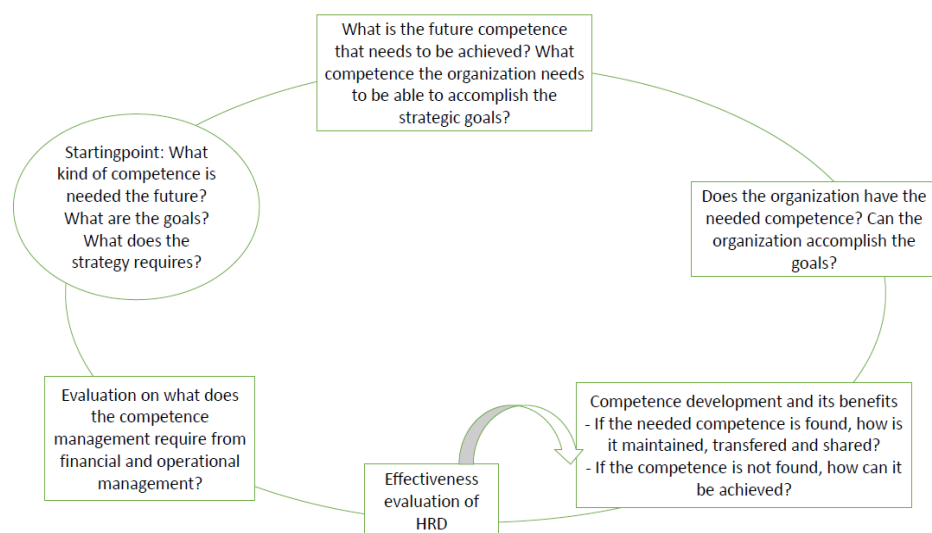


Figure 4 Competence management process (Puhakka 2016)

### 3.8 Roles of competence management

The most important role in maintaining competence relies on the shoulders of the employee. Employees role is to accomplish the tasks they are recruited for and to keep developing their competence according to the goals of the organization.

The superiors or line managers ensure the actions of maintaining and developing of competence are possible in their units and working

communities. Their role is to take care of all the resources of their team, including competence of the employees.

As discussed earlier the HR professionals have an important role in competence management. Their role is to support the manager in competence management, the employee in competence development and the organization to be able to find the right tools and infrastructure for competence management. Most of the time they are the ones to encourage and motivate others to develop competence.

The top management has the most remarkable role. Their task is to make development possible and guide the direction to a learning organization. The employees will follow their example and their role is crucial whether the development is appreciated and motivated or turned down. (Viitala 2005, 23-24.)

### 3.9 Tools for competence management

The structure of competence management is the foundation that the competence management is built on and that keeps it functioning. The system includes all the functions that enable the competence to develop and maintain to succeed. In addition to operational point of view, the structure shows the values that are important to the organization. The structure of competence management includes planning and control systems for both quality and quantity of competence.

The structure includes competence development systems for example familiarizing, development discussions, competence evaluation, human resource development and work community development. In addition, the system is linked to other HR actions supporting competence such as recruitment, payroll, career planning, and occupational well-being and employment relationships. In addition, the IT systems are an important factor of the competence management, yet the thesis limits the IT-systems. Organization structure and learning supportive practices and operational models support the competence development and managing. In the end, the evaluation of the competence risks and managing competence risks needs to be included in the structure.

In the beginning, the organizations usually adopt one or few factors of the system but increase different elements to support each other. Usually the first element to adopt are the development discussions. (Viitala 2009, 175.)

As stated earlier the organizational culture needs to be development friendly to meet the competence management goals. The management is in the key role in creating the learning culture and managing competence.

To help managers Viitala (2005) gives examples of effective tools for competence management.

The first is conversation. Like said earlier the culture needs to be open for dialogue and encourage for conversations. Management's role is to be the director of conversation process. Competence management is conversational management. Viitala (2005) states that conversations are the most important and the only tool for competence management. With open conversation the management clarifies the direction of learning, creates the learning environment and further the learning processes. Examples of conversations are development discussions, planning meetings and evaluation discussions. With the help of these examples of development-oriented discussions the management creates structures and action plans for development of the competencies and organization. Managers are usually in the middle of employees and the top management and their role in hearing both parties and having conversation with both of them is crucial. They are the key factor of information flow.

Managers direct the path towards learning by discussing and clarifying goals of the organization and learning. Their role is to find ways and atmosphere for open conversations. According to Viitala (2005) their first challenge is to enable the conversations in the organization and teach the employees to talk about competence development and learning. Conversations can be face to face but there are other options for discussions. Information can reach the employees by email, intranet, internal briefings and magazines. The management need to find suitable ways for conversations. Not only the management's role is to reveal information it is important that the management hears the employees and what they have to say and be present. (Viitala 2005, 341-343.)

Development discussions are the first safe place to talk about competencies. Development discussions give a peaceful place for the manager and the employee to discuss face to face confidentially. (Viitala 2005, 343.) According to Vesterinen (2014) development discussion are commonly used in the organizations but are not fully taken advantage of in terms of competence management.

The next step after individual development discussions is to move to group development discussions. In group development discussions group members evaluate the state of competencies and the goals. Both forms of development discussions should include composing competence development plans. Development discussions are important for competency development as well as for development of managers' own work and occupational well-being.

Organizing development discussions are seen to influence how employees feel about the management as the managers care for competence development, give positive feedback and plan competence development in co-operation with the employees. Later on, after the development

discussions function as a tool of strategy-based competence management the competence mapping and evaluation tools can be considered. Viitala 2005, 343-345.)

Regularly organized meetings are a competence management tool for the managers to benefit. Meetings (for example team / unit meetings) give the managers and the employees a time, place and space to discuss about important matters and make plans according to them. Secondly, they form an important ritual to build a sense of community and define the social structure of the community. With running the meetings, the managers express the responsibility of the team's operations and shows respect for all the team members. Also giving and getting feedback is an important aspect. (Viitala 2005, 345-345.)

### 3.10 Benefits of strategy-based competence management

According to Kirjavainen (2003) the top management can benefit from strategy-based competence management by gaining a common understanding of the success requirements and the strengths. Competence management enables them to prioritize decision-making and strengthen the goals for HRD. With strategy-based competence management they can achieve the strategical goals.

The lower levels of the organization will gain understanding of the strategy and the strategical goals. After the employees understand their role in the organization and their competencies' role in achieving goals it will increase their motivation and ability to co-ordinate with each other and share knowledge.

Expertise organizations employees will benefit from strategy-based competence management by having a present, caring, motivating and interactive manager to guide them towards the goals. It will also increase community in the organization. (Kirjavainen 2003, 73.)

### 3.11 Human resource development

Human resource development needs to be strategically planned and operated. Sometimes it is difficult for organizations to see HRD as an investment. Especially when the work-life changes and the budget is tight the development of the staff is easily forgotten when the results are not visible at the moment. Even though it is something that should not be cut from. The benefit of strategic HRD is that HRD is connected to all the operations of the organization and part of the every-day actions. That gives value to HRD. (Wilson 2005, 12.)



In the changing world the biggest difference the organization can achieve from its competitors are the skills and competence of its employees. That is why the organizations actions need to be developed and they need to develop their employees constantly. Organization needs to learn more and faster than its competitors. HRD always need to be aligned with the organizations strategy. Strategic HRD help the organizations to respond to challenges and opportunities by identifying and delivering the HRD actions. Strategically managed HRD informs and clarifies employees and management about their roles of the HRD process. Strategy gives the management a guideline on the possibilities and ways to develop employees and a reason why it is essential to invest on the employees and HRD.

The objective of the organization and its link to HRD is clarified by strategical HRD. HRD function should also be aligned with other operations. When the objectives and goals of the organization are clear, the HRD is easier evaluated according to strategic focus. HRD enables the organization to understand the needed skills and to be able to implement the knowledge for the employees and the future employees as well. When the development is continuous and part of the everyday work-life, it is systematic and it enables the employees' careers and the organizational growth. (Wilson 2005, 12.)

According to Hätönen (1999, 26) the development needs to focus on profitability and employees. Development is not only managed by company's needs and goals but also employees desire to develop themselves needs to be found. Management should always be included when making the plans and decisions of development. The key issue of development is the implementation. The new knowledge should benefit the whole organization, therefore the employees attending trainings or other development actions, need to implement the new knowledge. The knowledge needs to be spread throughout the whole organization to be able to make a change.

Also, the link between new knowledge and work-life need to be obvious. Development needs to support the employees to achieve skills and knowledge they need to be able to work efficiently also in the changes the organization faces in the future. Employees should also be included when creating a development plan. Main principles are activity, self-guiding, goal orientation and joint liability.

To create a functioning HRD model there are several steps that should be conducted before planning the HRD actions. According to Hätönen (1999, 24-25.) the main principles of HRD need to be clarified. The key factors are human resource politics, the goals and objectives of HRD, evaluation of results and financial matters of HRD.

Human resource politics are finding answers to questions like how does the HR politics align with the business idea and strategy, how to support

occupational well-being, is HRD appreciated in the organization and how to support it and how to motivate the employees to learn more.

The goals and objectives of HRD are specified by finding answers to questions like is the development continuous and systematic, how is familiarization managed, who defines the need for HRD, how does the organization support the HRD, how to define the needs and how is learning and development organized.

The evaluation of HRD is very important stage. It needs to be considered before the actions. It is important to know how the data is collected and to whom the information is for. This stage also finds answers to questions like how to implement and support the initialization of the new knowledge and how is the evaluation information used in the future. In the end it is inevitable to think about how to finance the HRD actions. (Hätönen 1999, 24-25.)

### 3.11.1 HRD methods

Recruiting new employees or developing the competence of the existing employees are the ways to gain the needed competence in the organization.

According to Kauhanen (2012), the HRD methods can be divided into two parts; work side learning, which takes place in the workplace and outside work learning. Effective methods to develop inside the workplace are for example substitutions and job rotation where the employees can develop their competencies by doing different work in the organization. Participating in projects, responsibilities of special tasks and teaching are also an effective way to gain new knowledge as working as an expertise. Usually the first HRD action an employee participates when entering the organization is familiarizing or on-boarding.

Learning by doing has increased its value as a competence development tool, it is introduced in the next chapter more thoroughly. Mentoring programs are very effective tools to develop competence by learning from a more experienced co-worker in the organization.

Outside of workplace good tools to increase knowledge are visitations and benchmarking to observe the work of another organization. Self-learning from professional literatures and programs and educating in degree programs or up-dating education are also ways to develop competence outside your workplace. Also, E-learning is an effective tool to gain knowledge.

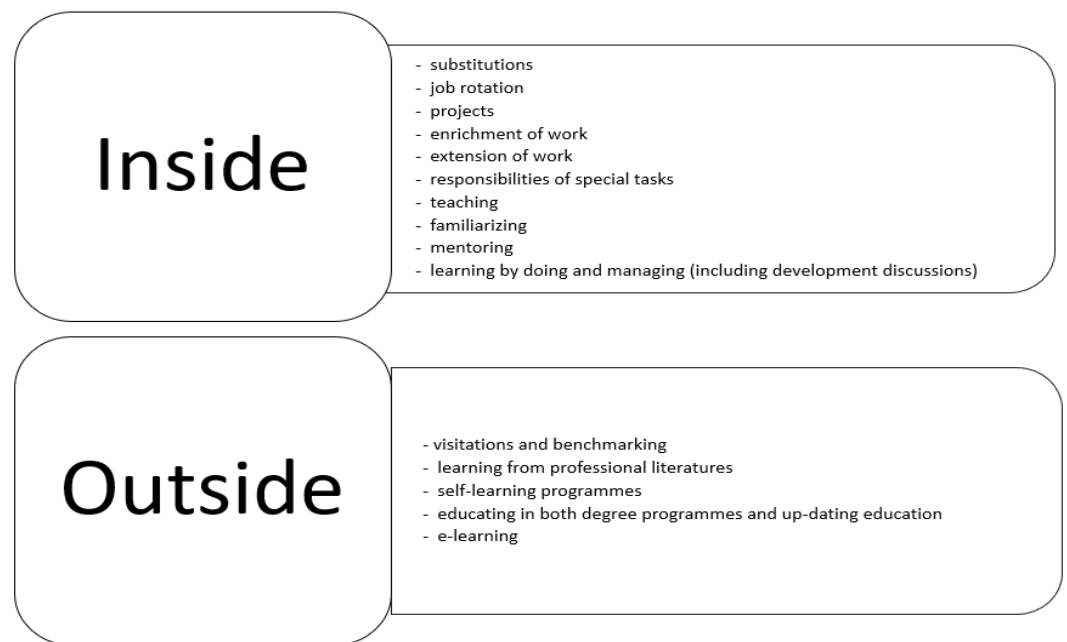


Figure 5 HRD methods (Kauhanen 2012)

As seen, there are plenty of opportunities to develop competency, it is important to use the possibilities (Kauhanen 2012).

HR managers have been introducing 70:20:10 model of HRD for years now. In the recent years, more and more organizations are adapting the concept of 70:20:10 in HRD. The idea of 70:20:10 is that 70 percent of the new skills and learning comes from experience, 20 percent is social learning and 10 percent of the new competence is achieved by educating the formal way. Although, the model has been argued of its theoretical base, it has become more of a practical tool for management to benefit and use. Critics against the model argue whether the model suits for all businesses and all levels. (Luoto, 2011.)

In 70:20:10: model most of the new knowledge is achieved by trans actioning with others and learning by doing. According to Jennings (2011), the founder of 70:20:10 Institute, the formal learning (10%) is most of the time very time consuming and slow, whereas informal learning (90%) saves time and money and is reached easily. It is important to understand that even though the learning happens informally, outside classes and courses, the learning and development of competence is not random. It carefully strategically planned. According to Jennings, the methods used to develop competence by 70:20:10 model are:

- 70 – Experimental learning includes on-the job experience. It is about applying new learning by solving problems in real life situations. The learning can be achieved by attending different development projects and special assignments.

- 20 – Social learning is about learning from others for example from colleagues, networks and management. This can be achieved for example with mentoring, coaching, feedback and working in networks and teams.
- 10 - Formal learning happens in the classrooms, workshops and attending structured courses.

Adjusting the 70:20:10 model requires changes from the management and HR. Instead of organizing formal courses, they support learning experiences in the workplace, help employees to improve their learning skills and create an organizational culture that supports the learning. According to Jennings, to support the learning experience time and place for self-directed learning needs to be provided. It is also important to provide a place for employees to gather and share knowledge with each other. Learning and development requires creating a knowledge base and evaluation of competence. Networking and providing networking is also important as well as the providing new technology for networking and collaboration.

To help the employees to improve their learning they need to be taught how to learn effectively and the meta-learning needs to be supported. The new knowledge is required to be implemented among the employees. There has to be a possibility to benefit mentors and coaches. In addition, the processes should be able to be reflected.

The employees need to see and understand the value of a lifetime learning. To create a supportive organizational culture a budget for social learning needs to be established. Supporting innovation is essential for social learning, although there needs to be an acceptance for failure. To create a learning culture, it helps when the informal learning is included in the organization strategy and job descriptions. Altogether the learning should be positioned as a growing experience and the learning culture audit should be conducted. (Jennings 2011.)

### 3.11.2 Evaluation of HRD

Organizations often fail with evaluation of the HRD actions. The evaluations are rarely conducted. If the actions are evaluated, it is mostly done by conducting a questionnaire concerning the satisfactory of formal learning. Thorough evaluation consume time when comparing the starting point with the results. To achieve the best results of the development action, the evaluation should include all the steps of the process – planning, action and results. According to Viitala (2009, 201), the results are to evaluated in different levels: *the change of knowledge and attitude*

*of the individuals and the impact on their work performance and the entire organization.*

For comprehensive evaluation of HRD Brinkerhoff (1991) introduces a six-stage model. In the first stage the needs and goals are evaluated. This stage evaluates the process of how the development actions were clarified and how the needs were analysed. The second stage is to evaluate the design of HRD which includes the planning process and the development plan. The development operations are evaluated in the third stage. It is about finding answers to questions like was the plan followed, was the operation successful and how did people attend to operation. Learning is evaluated in the fourth stage. This stage examines the growth of attitudes and knowledge of the attendees as well as the quality. In the fifth stage the usage and endurance of learning is evaluated, how is the new knowledge used and implemented in the organization. In the last, the sixth stage, the payoff is evaluated. It is about examining how the benefit of learning compares to the resources sacrificed. Also, the follow-ups are examined in the end. (Viitala 2009, 202.)

### 3.12 Summary

Strategy-based competence management is not taken advantage of yet. It is also seen there is a need for that and a lot of organizations are developing their operations according to the competencies of their employees. As stated in the beginning, competent and committed employees bring loyal customers by producing high quality services.

Competence need to be strategical for it to be able to increase competitiveness of the organization. Competence must meet the strategic objectives. The strategy defines the purpose of the organization and its existence. The strategy defines the actions to achieve the goals and success of the organization.

To be able to implement the strategy and the objectives to the employees, it requires a lot of communicating from the management. To include the employees on the strategy process is the best way to introduce the strategy for the employees in advantage. Strategy needs to be communicated for the employees to understand what it means in their everyday life.

Strategic human resource management can be defined as a tool to combine the human resource with strategy. HRM makes sure there is competent employees in the organization to meet the quality demands. In the last years the HRM has gained a strategic point of view and are now seen as a competitive advantage.

The role of HR professionals is important in the organization. They need to operate in a strategic and operational role and focus on accomplishing the objectives both long- and short-term. The value and appreciation of HR professionals and HR practices has increased in the last years and they are now seen as key factors in increasing competitiveness.

As introduced earlier the changes the vocational education and training faces at the moment it is very important to include the employees in the change and manage the change successfully. Changes do not always have a positive effect on the employees and it can sometimes affect the attitudes towards working. Management need to set the example by doing and discuss about the change matters and reasons for the change with the employees. Including the employees in the change process and having an open conversation will help to succeed in the change process better. An open, development oriented organizational culture will help in the process of change.

Organizations base their operations to core competencies. Core competencies are something the competitors cannot copy. They are more important than the products or services of the organization. Development of the core competencies are a remarkable feature of competence management.

Competence management process includes evaluation of the starting point and defining the goals for the future. The needed competencies and the existing competencies need to be described. The HRD actions base on the gap between the needed and existing competencies.

There are a lot of HRD methods to use, many times the organization does not even know about all the tools. HRD actions can be either included in the everyday work inside work or attending outside the working environment education.

The key element of competence management is to have an open learning friendly culture to support the knowledge increase and share. Again, the management is in a key role in developing the culture of learning and development.

#### **4 CASE: SASKY**

As mentioned previously the case organization is Sasky Municipal Education and Training Consortium. It was chosen because the author previously worked in the organization in the field of HRD. Sasky was also lacking a functioning competence management model and there was a need for that. There are enormous amount of skills and competence in the

organization as it is widely spread in the regions of Pirkanmaa and Satakunta in many locations including wide variety of fields of education. The problem was that the competence has not been evaluated systematically for the knowledge of what kind of competence is existing. For that reason, it is difficult to know how to gain knowledge if there are gaps in the organization. The organization is lacking a model to manage competence similarly inside the organization in all the units. (Interview Kukko & Lahtinen 25.4.2016.)

#### 4.1 Company presentation

Sasky Municipal Education and Training Consortium provides vocational education for youth in Pirkanmaa and Satakunta areas and adults in national level. There are currently 3100 students at the vocational youth level and 900 students at the adult education level. Now, because of the reform, there is no division between young and adult students. The Consortium's yearly turnover is about 40 million euros and has 600 faculty and staff. About 70 percent of staff are working as teachers.

The main task for Sasky is to provide its student the professional skills they need in the work-life. Also, the vocational education prepares the students for postgraduate studies and for a lifelong learning to develop their competence later. The focus is also to develop companies by providing skilled students and innovative learning environments for companies.

Sasky Municipal Education and Training Consortium provides education in the following fields of education:

- Culture
- Social Sciences, Business and Administration
- Natural Sciences
- Technology, Communications and Transport
- Natural Resources and the Environment
- Social Services, Health and Sports
- Tourism, Catering and Domestic Services

Sasky municipal education and training consortium consists of thirteen different educational establishments. The organization is very fragmented, the distance between the furthest units can be up to 200 kilometers. The education and trainings are offered in the units seen in the figure above:

SASKY	<ul style="list-style-type: none"> <li>- Huittinen Business and Vocational College <ul style="list-style-type: none"> <li>- Iisakki vocational college</li> <li>- Ikaalinen Business College</li> </ul> </li> <li>- Ikaalinen College of Arts and Design</li> <li>- Karkku College of Home Economics and Social Services</li> <li>- Mänttä Regional Vocational Education Centre <ul style="list-style-type: none"> <li>- Tampere College of Services</li> </ul> </li> <li>- The Vocational College of Vammala</li> <li>- Tyrvää College of Crafts and Design</li> <li>- Petäjä Regional Adult Educational Centre</li> <li>- Pirkanmaa General Upper Secondary College <ul style="list-style-type: none"> <li>- Ruovesi Upper Secondary School</li> <li>- Ylä-Satakunta Music Institute</li> </ul> </li> </ul>
-------	---

Figure 6 Different units of Saska (Saska webpage, 2018)

To be able to understand the fragmentariness and organizational culture, we need to take a brief look at Saska's history. During the last decade Saska has had several mergers. Saska municipality education and training consortium was established in 1.1.2009 when Huittinen business and vocational college merged with vocational schools of Sastamala. Next merger was a year later when Mänttä regional vocational education centre merged.

Länsi-Pirkanmaa municipal education consortium merged to Saska in 1.1.2014. In the beginning of 2017 Tampere college of services became part of Saska and Saska started to operate in Tampere. The goal of the mergers is to ensure the availability of high-quality vocational education for different businesses in the Saska region. Main principles are regional needs for decision-making, strong entrepreneurial co-operation and rapid reaction for changing recruitment needs of region's working life. (Saska strategy 2016.)

As seen the organization has grown enormously and spread widely in the area in the last decade. There have been many changes concerning the mergers. The big issue is to work together as one organization. A lot of work has been done concerning the common practices, IT and marketing, but is still to be done, for example in HR and competence management. According to competence management the big issue is to increase knowledge on what competence the employees have in the same fields of education. In that perspective Saska has not been seen as united establishment and united actions are still taking place. There is a need for examining the competence management actions as whole. (Kukko & Lahtinen, interview 25.4.2016)



The distance between different units can be clearly seen on the figure below. Sasky operates in locations with dots and the owner municipalities are marked darker color in the map.

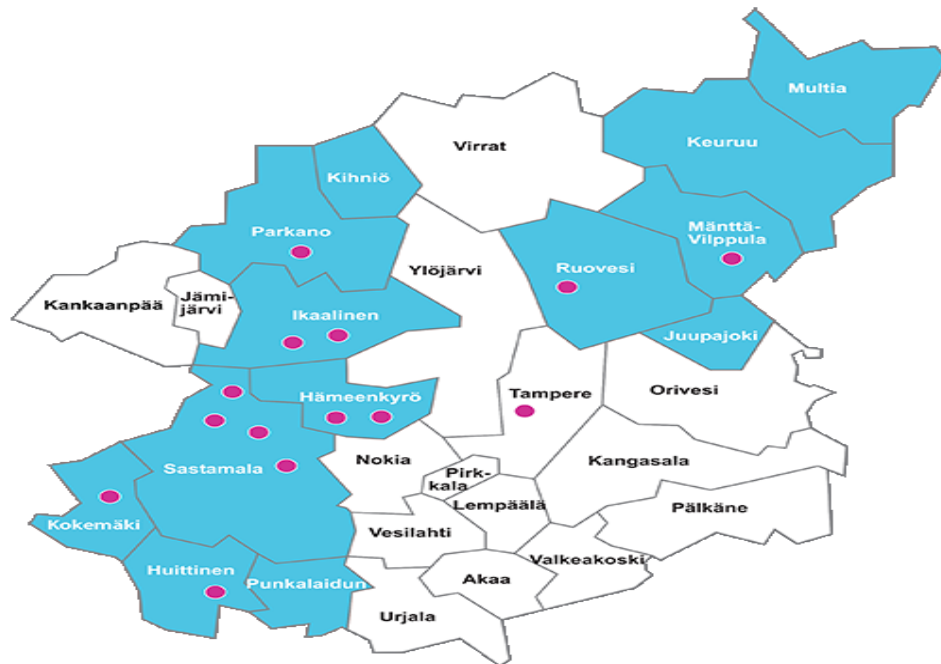


Figure 7 The locations of SASKY units and owner municipalities in Pirkanmaa and Satakunta (SASKY webpage 2018)

The organizational structure of SASKY is shown in the figure 9 below. The consortium is managed by the federation of municipalities director (kuntayhtymäjohtaja). The director of vocational college (ammattillisen koulutuksen johtaja) is in charge of the operations according the vocational school and the director of general education (yleissivistävä koulutus, rehtori) is managing the general field of education and the employees. Common, general services for both educations are managed by the general and financial director (hallinto- ja talousjohtaja). The general and financial director is responsible of the HR matters.

Every unit has a director (tulosyksikötaso, rehtori) to manage the operations in that location. Together with the federation of the municipalities director, general and financial director and directors of the vocational and general education they form the decision-making board of director of SASKY.

## Organisaatio 1.1.2018

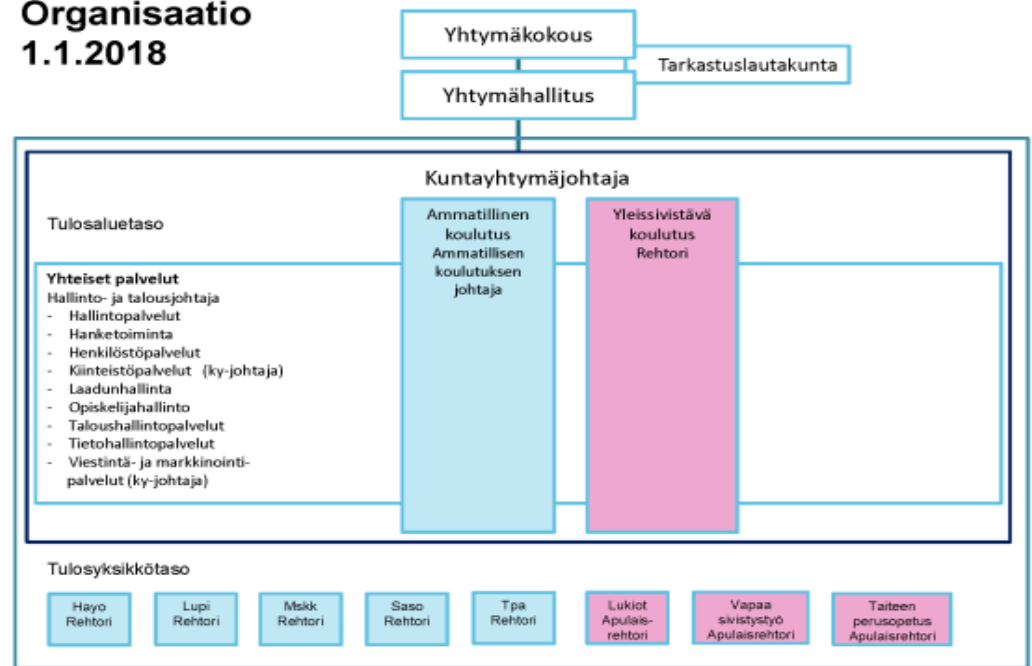


Figure 8 Organizational structure of Sasky (Sasky webpage 2018)

### 4.1.1 Organization strategy

Sasky prepared a new strategy in the end of 2016. According to the interview (Kukko & Lahtinen, interview 25.4.2016.) conducted the competencies have never been described from the strategy in the purpose of evaluating needed competence. The strategy's competence points of view, according to the tools for competence management, is introduced here in the thesis. Strategy was formulated in the co-operation with the customers, employees and other stakeholders. Sasky defines customers as owner municipalities, students and co-operative business partners. The strategy was established approved in the end of year 2016 but the development plans and actions for units and budgets were yet to be formulated.

Sasky prepared the strategy by using a SWOT analysis for evaluation of the operations. The values of the organization describe the principles of the operations which are *customer-oriented, professionalism, responsibility and openness*. Sasky vision is to be modernized, nationally valued, forerunner of education.

The objectives of the organization for the strategic period Sasky has set committed customer, controlled growth and modernization and common course of action.

The foundation of the strategy is customer-orientation and the attitude of customer appreciation. The internal and external customers and their

needs need to be recognized. Good quality forms from delivering customer satisfaction with the operations. The education needs to be attractive and meet the demands of working life. This is accomplished by predicting and planning the education and supporting the students.

The commitment of the employees starts with objective and good leadership. Learning and well-being employees are modernizing. It is stated in the strategy that strategy-based competence management process is taken into action during this strategic period. By that the organization ensures there is needed competency in the organization. Success requires sharing of knowledge.

Controlled growth and modernization is accomplished with stronger, united organization which is ready to meet the future challenges and changes in the vocational education and training. Common way of working will clarify and strengthen the operations of the organization. Common way of working is achieved with united leadership, defining the operations and commitment of the employees.

Sasky is investing in development projects and pilots. Employees are encouraged to participate in the development projects to share their knowledge, innovate and develop competence.

As seen Sasky has plans to unite their operations and strengthen the common way of working. They are aiming for an open, conversational culture and sharing of knowledge. These are good features of a learning organization and competence management.

#### 4.1.2 HR strategy

The person responsible of the HR and competence development in Sasky is the general and financial director of the organization. To gain more resources on HR, Sasky is recruiting a HR manager at the moment. As seen in previously there are many different fields of education in several different locations and the general and financial director and the recruited HR manager will work for the entire organization.

Sasky prepared the HR strategy in 2017 for the years 2017 to 2019. The HR strategy is guided by the organization's strategy and vision. The visions transferred into HR matters meaning that in HR politics the employee is the customer. The operations need to be so transparent and open that the employees feel they have the ability to impact and be part of the decision-making process concerning themselves. Good HR politics include the employees' participation which is ensured by the trustworthy atmosphere. Professionalism and responsibility are seen in objectivity, fairness, co-operation and appreciation of colleagues' work in Sasky's operations. Responsibility is about taking responsibility of yourselves and others.

HR strategy is updated in the same time with the organization's strategy. The objectives and actions of the HR strategy are concretized yearly in economic planning, budget and balance score card. For the execution a timetable for actions is established with the responsibilities listed. The HR strategy and development actions are evaluated on a yearly basis with the HR report and regular employee surveys and evaluations and development discussions.

Competent employees are SASKY's most important resource. Investigating the competence needs and responding to them are part of consortiums challenges and requires co-operation with the working life. In addition of professional knowledge, it is important to have communication, interaction and human relations skills and ability to build and maintain trust. Also, the employees' well-being and maintaining it, the balance between work and free-time and the understanding the operational structure of the consortium are needed to be developed.

The HRD actions need to be planned and predicted to be able to maintain the employees' professional competence and enabling it. A yearly development and learning plan, which notes the strategic features, is to be developed. SASKY encourages the employees' willingness to develop their competencies. The existing competence can be evaluated by conducting a learning mapping. By this, the existing competence can be compared to the needed competence. SASKY is developing an evaluation tool to evaluate competencies according to the strategic focuses. With the help of the tool the employee in co-operation with the management can evaluate the existing competence, compare it to the needed and make plans for the development actions. This thesis focuses in using the existing methods to evaluate competence. Therefore, the development discussions are used for that.

HRD needs to be planned and objective and the results needs to be controlled and evaluated. SASKY is creating a model to support employees' strategic voluntary and spontaneous learning. The employees are encouraged to develop their competencies and find new ways of working. The HR strategy states the actions to meet the HRD objectives years 2017-2019. The HRD plans according to unit, personal and economical structure are to be developed during this strategic period. The principles for spontaneous HRD are to be described and as mentioned the competence evaluation system is to be built.

To motivate and commit the employees SASKY has fair and supportive salary politics. Also, the rewards according to job performance and competence development are to be granted in the future. The planning of the reward system is done in co-operation with the employees so that the criterias are transparent to all. The reward system needs to align with the strategy for the competence development to have strategic aspect to it. (SASKY HR strategy 2018.)

#### 4.2 Reform and other changes in the field

To be able to understand the changes vocational education is facing at the moment, reform needs to take into closer introduction. Reform of the vocational education and training (VET) is put into action in the beginning of 2018 and it is going to have an enormous impact on the VET employees and their needed competencies. At the same time there are fewer financial resources for education.

Reform is set for education to meet the work-life requirements better in the future. Reform unites the youth and adult education, in the future they have the same steering and regulations as well as financial model. Education is provided by demand instead of supplying an overall education for all. The students have an individual path towards qualifications, rather than all studying the same things at the same time. Therefore, the education is based on competence and has a deeper customer-oriented approach.

Learning by doing in the workplace and learning with simulator will require a different approach to teaching from the teachers. Reform is going to bring changes to pedagogy through for example digital learning environments. Teachers guide, support and evaluate instead of teaching traditionally in the classroom. (Opetus- ja kulttuuriministeriö, 2017.)

## NEW VOCATIONAL EDUCATION AND TRAINING as of 1 January 2018

Working life is undergoing changes. New occupations keep on emerging and old ones disappear. Technology advances. Revenue models are renewed. Students' needs are becoming more and more individualistic. Skills need to be updated throughout careers.

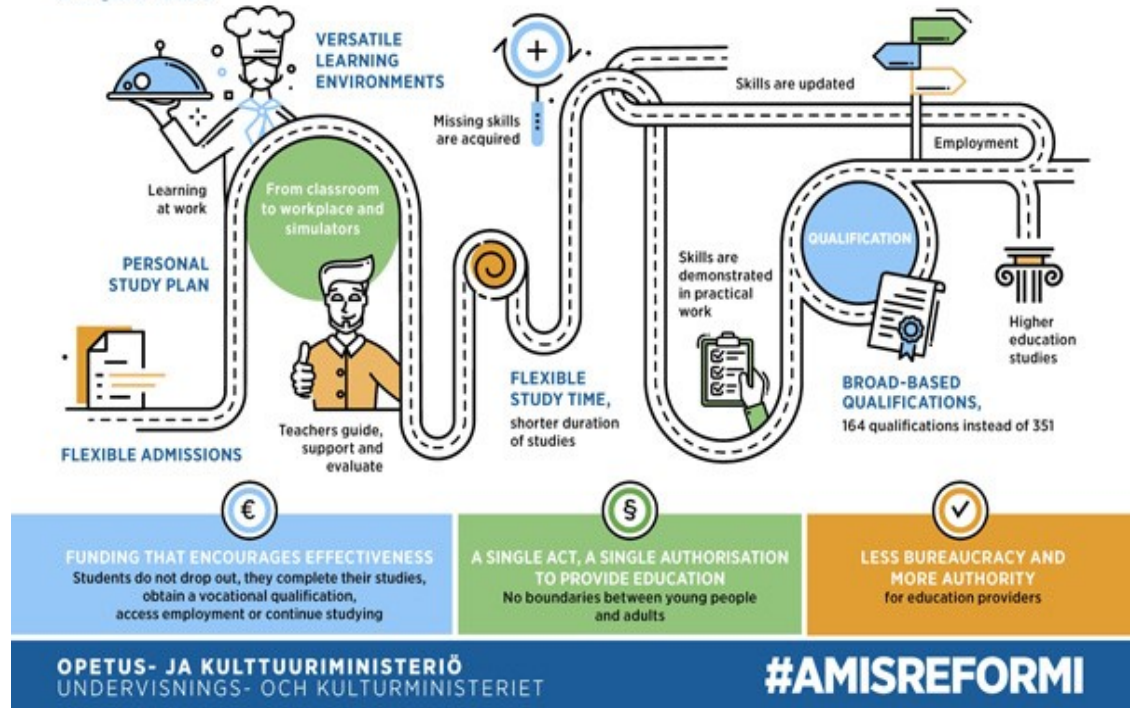


Figure 9 Amisreformi - Reform of education and training (Opetus- ja kulttuuriministeriö)

Reform and changes in the financial resources demands the vocational schools to change their way of working. According to YLE's questionnaire (2017) two thirds of the teachers answering the questionnaire do not believe the changes reform brings, is going to achieve its goals. The biggest concern the teachers have is how the changes are going to work in practice. (Honka 2017.)

Reform being the most remarkable change in the field of vocational education at the moment, yet there are some other changes as well. In the same time with the reform, the finance of vocational and training education is cut 14-22 %. The amount to cut from the VET is approximately 220 million euros. The financial cut makes it more difficult for the reform to execute. Operations in the VET are modernized and it requires actions from the employees. There is a pressure of reducing work force according to the financial cut. (AMKE 2017)

Along with reform and financial situations new technology and educational structures bring challenges for the field of education. This requires inspiring and motivation to be spread around the organization. The employees need to see they are needed, appreciated and part of the

working community. A good working community is a key factor of expertise organization's employees' occupational well-being and motivation. Managers role is to keep the employees updated on the changes. Communication is very important. (Tuominen 2016.)

Because of the decreasing financial resources and the challenges in the field, SASKY will focus on the quality of the operations and allocation of education according to the time and finance. The changes challenge the whole staff of SASKY and requires flexibility from the employees. The plans for common ways of working and development of work community will increase occupational well-being, which, will be affected by the changes. (SASKY talousarvio- ja suunnitelma 2017.)

### 4.3 HR process

The HR process of SASKY was described in a co-operation with the researcher, the quality manager and general director of SASKY. The figure is seen above.

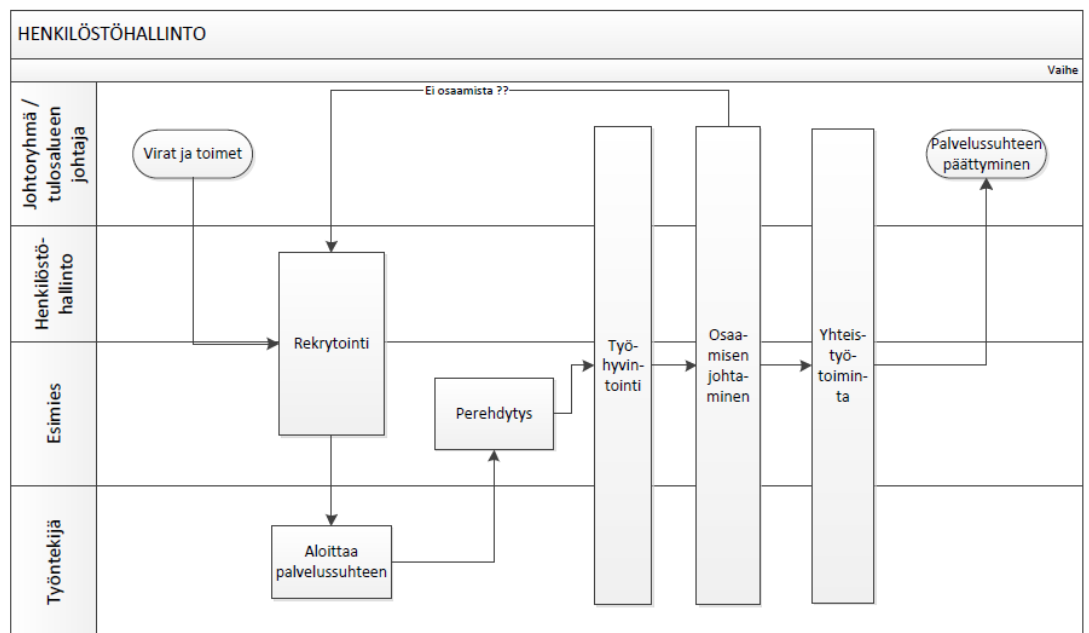


Figure 10 The HR process of SASKY

The main components of the process are positions, recruitment, starting an employment relationship, familiarization, occupational well-being, competence management, collaboration and ending an employment relationship. The process shows the position of competence management in the process picture and how it needs to be included in the HR process.

The board of directors (johtoryhmä / tulosalueen johtaja) defines the need for positions. They evaluate whether the competence is found in the

organization and the position can be filled with the existing employees. If it is not found and job rotation is not possible even with training staff, the board of directors open the position and the recruitment process starts.

The HR (henkilöstöhallinto) and head of division (esimies) are responsible of starting the recruitment process. In this phase the core competencies of the job position are described and the recruitment and required skills are listed according the needed competence. After the recruitment is accomplished by the HR and head of division, the person selected for the position is hired. Afterwards the familiarization is responsibility of the head of the division. SASKY has created a familiarization material, which is used in entire organization to help this step.

The following phase takes place when the employee (työntekijä) is working in the organization. All the people in the organization are responsible of occupational well-being. The employees are responsible of taking care of their own well-being and the organization supports the employees' occupational well-being. The HR strategy includes actions to develop and maintain occupational well-being during the next strategic period. They are the updating of equality plan, the models for early interference, preparing an occupational well-being plan and design a pass for employees working ability. (SASKY HR-strategy 2017.)

The next step, competence management, which includes to all the levels of the organization, will be introduced in the next chapter.

The following step of the HR process is collaboration with the organization and the employees. This stage is for all the employees of the organization during their employment. The part includes the HR politics, salary matter and work safety.

The end of the employment is board of directors' responsibility. A lot of time knowledge exits the organization as the person leaves. It is also important to take care of the leaving employees and interview them for the reasons they are leaving and the feedback to develop the actions. Also retiring employees need to be interviewed for the purpose of feedback and sharing of knowledge, especially of the hidden talent or silent knowledge.

#### 4.4 Competence management process

After describing the HR process, the competence management process was described. Preparing the HR strategy helped to see where the competence management is placed in the HR system. The process formulation was done with the co-operation of general manager and quality manager. According to the interview (Kukko & Lahtinen, interview 25.4.2016) the organization was lacking a model for competence management and development.



The HRD was not strategically planned nor discussed the strategic points of HRD. The HRD usually was used to answer to current changes in the field of education. The new knowledge was not effectively shared among the employees. One effective method has been used in HRD, which was co-operating and operating in projects. Projects are very useful tool for developing competence of the employees.

The process prepared is seen below in the figure 12.

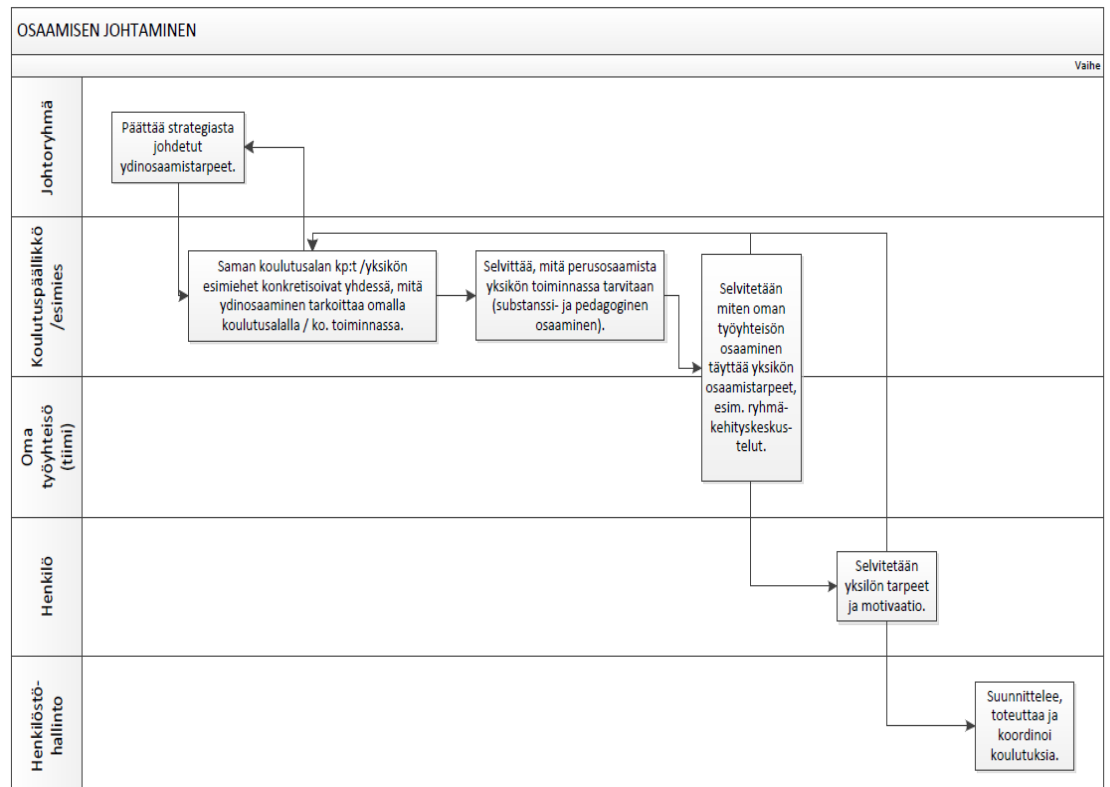


Figure 11 The competence management process of SASKY

The competence management process includes the following actions: defining the strategy-based core competencies, defining the meaning of core competencies in different sectors of vocational education and training, describing other needed competencies required in different divisions of VET for example substance and pedagogical, aligning sectors' needs to teams' competence needs, examining the individual needs and motivation and planning, organizing and co-ordinating HRD actions.

The board of directors (johtoryhmä) define the strategy-based core competences while preparing the strategy. This requires thorough evaluation of the strategy and the objectives of the strategy. The aim is to clarify what the objectives mean in employees every-day work and what kinds of skills is required for them to be able to accomplish their everyday routines. These are core competencies which are common to all the

employees of SASKY. The described core competencies are introduced in the following chapter.

After the strategy-based competencies have been described the directors of divisions (koulutuspäällikkö / esimies) clarify what the strategy-based competence means in their line of operations. After that they describe the competencies from their field which means their teams (oma työtehtävä / tiimi). They need to examine the needed competence of their employees, the ones that are common to all the employees and the ones concerning different job positions. They need to think of the subjective and pedagogical matters of the employees.

After defining the strategy-based competence and the competence needed for different positions it is time to evaluate what competence exists in the teams. For this phase the researcher interviewed quality manager of SASKY to find out if the teams existed in the organization. The teams have not formulated in SASKY yet but there are signs SASKY is going towards team organization and the teamwork with same fields have started to form. The social services team is starting to operate co-operatively, having had few team meetings prior to the research work. The challenge for teams is the distance. The social services education takes place in three different locations; Mänttä-Vilppula, Karkku and Parkano.

According to the interviews the teams had met few times and the competence evaluation was yet to be conducted. There was a plan to conduct team development discussions which would suit for evaluation of competence and defining the needed competence of the team. Not all the team members have to have the knowledge of everything in the field but the team itself need to have the knowledge. This will also be very beneficiary when there is need for substitutions and when organizing cooperative online courses. (Lahtinen interview 4.5.2017.)

Team development discussions will not replace the individual development discussions. Therefore, the directors of the divisions will define the needs and motivations of the team members.

According to the competence evaluations of teams and individuals, the HRD plan is prepared and the HRD actions are conducted.

After describing the process, it was clear that one step was missing in the picture; the evaluation. Like stated earlier evaluation is very crucial point and often forgotten in the process and competence management actions. The evaluation information is often gathered in the end of formal HRD but the whole process needs to be evaluated as well.

SASKY has tools for evaluation and this phase needs to be added in the process. The tools to use for evaluation in SASKY are regularly organized management reviews run by quality manager, meetings of board of directors, HR surveys, team meetings and development discussions. These

tools need to be seen as tools for evaluation of competence management and the functioning of the process and therefore competence management is implemented in the normal operations of the organization. (Lahtinen, interview 2.2.2018)

#### 4.4.1 Strategy-based competencies

The researcher got familiar with the organization strategy and found the needed competence from it. The researcher observed the strategy formulation and the implementation as a part of the staff while working in the organization. After the grounds of the strategy were formulated the employees got involved with the strategy work. All units or teams were given the strategy idea for comments.

The comments and change suggestions were introduced to the board of directors. The employees had a chance to get involved and make changes and also to get familiar with the strategy before-hand. After the strategy was accepted, it was introduced and implemented for the employees. At this point the objectives, vision and the goals were discussed but the competencies were never discussed. Nor had the competencies been evaluated from the strategy.

The competencies from the strategy were described with help of the quality manager. As seen in the strategy Saska states the key factors for the success are: appreciation of customers, commitment of employees, knowledge sharing, competent and well-being employees, sense of community and attractiveness and prediction of the field. The evaluation scale or competency profile, is divided into four measurements; familiarized, basic skilled employee, expert and developer.

This mapping of competency is based on organization's strategy and advised to use before-hand of development discussions with each employee. The strategic point to the evaluation needs to be stated.

The first of the key factors is *appreciation of customers*. The employees need to recognize their internal and external customers and be familiar with their needs. They also need to know how to full-fill the customer needs with their operations. They also know how to take advantage of the working life and other external networks in their work.

The second key-factor is *committed employees*. The employees need to evaluate how familiar they are with the values of the organization and whether they can operate according to them. Employees also need to be familiar with the commonly agreed operation modes and work accordingly to them. This is the second thing to evaluate when evaluating the competence of committed employees.

The third key success factor is *knowledge sharing*. The employees evaluate how they develop their competence by networking internally. It is also important to share special skills within the organization and that needs to be evaluated as well.

The fourth key factor to success is *competent and well-being employees*. The employees evaluate how well they know how to benefit different competence development methods to ensure their professional competency. The next question evaluates how well the employees can reform their operations concerning change in the organization and how willing they are to adjust new ways of working.

The fifth success factor according to the strategy is the *sense of community*. The employees evaluate how well they support open and conversational environment with their actions and also whether they understand their role in the work community.

The last success factor is *attractiveness and prediction of the field of operations*. The employees evaluate how well they recognize the future view of their professional field and whether they are able to adapt them in their work. The last question evaluates the marketing skills and how capable the employees are marketing the organization for it to gain attractiveness.

The evaluation form is seen in the figure 12 in the next page. The questionnaire is for the managers to evaluate and discuss about the competence of their employees according to the strategy.

Strategic success factor	Needed competency	Scale			
		Familiarized	Basic skilled	Expert	Developer
Appreciation of customers	I recognize the internal and external customers and their needs				
	With my action I can full-fill the customer needs				
	I can benefit the working life and other external networks in my work				
Commitment of employees	I am familiar with the organizational values and I can operate according to them.				
	I work according to commonly agreed operation modes				
Knowledge sharing	I develop my competence by networking internally				
	I can share my special competency within the organization				
Competent and well-being employees	I know how to benefit different competence development methods to ensure my professional competency				
	I can reform my operations concerning change in the organization and I am willing to adjust new ways of working				
Sense of community	I support open and conversational environment of my work community with my actions				
	I recognize my role in the work community				
Attractiveness and prediction of the field	I recognize the future view of my professional field and am able to adapt them in my work				
	I am able to market the organization for it to gain attractiveness				

Figure 12 Evaluation of the strategy-based competencies

The next phase of competence mapping is for the managers and directors of the division to think what kind of competence is needed in their division and map the competence of the employees according to them. This thesis did not go into different competencies of different divisions.

The idea is that based on these strategy-based competencies the managers will define the competencies for their field. All these competencies together will define the competence profile of the employee. This requires a lot from the management but once it is done it is an important tool for them to use when recruiting new people and developing competence of the existing employees.

#### 4.4.2 Competence management tools

The most important thing is to make sure the employees are familiar with the strategy and the competence that is required from the according to the strategy. The most important tool for this are the discussions for example team meetings. Meetings are a good channel for the directors of the divisions to discuss about the practical matters of the strategy.

As SASKY is still developing the HR system the research was conducted without a knowledge of the system and its functions. Therefore, the model is built with the existing tools. The practical tool which is in use in SASKY are development discussions. Development discussions are very informative tools when used strategically. Development discussions need to be introduced to the employees in the way there is strategic aspect included. In addition to personal development discussions, the team development discussions are suggested to take in use. As the teams are forming in the future it is important to evaluate the competence of the team and its members.

#### 4.4.3 Human resource development

HRD actions are planned in yearly development discussions. Most of the time HRD is conducted with traditional education to usually gain knowledge on current matters such as legal changes in the field of VET. (Kukko & Lahtinen, interview 25.4.2016.) There has not been a strong strategic point to HRD as introduced to the employees.

As a remarkable HRD method in use in SASKY is developing competence by participating in projects. It is very important the employees to work in development projects SASKY is managing or participating. The projects give an up to date information on the matter developed.

Participating in projects should also have a strategic point to it and the employees' participation should be planned carefully. The matters to consider is that whose competence suits the best for the project and which unit's employees benefit the most of the project. These matters should be considered before the project starts to make the employees possible to be part of the project planning. Like in all HRD actions the implementation is

important. There needs to be a plan on how to get the results of the projects and new knowledge implemented to other employees.

In an expertise organization there is a lot of knowledge to be shared. Methods like job rotation, mentoring, job shadowing and coaching a colleague should be taken into consideration. The strategical and systematic aspect need to keep in mind and the methods needs to carefully planned to take into action. And the evaluation of the actions and methods need to be conducted.

#### 4.5 Suggestions

To create the model of strategy-based competence management model the researcher observed the existing models of the organizations in the field of education. It was clear it is not common to have a model for competence management. A lot of times the development discussions were in use, many times there was not a strategic point to it.

The model starts from the point the competencies from the strategy have been described. It shows the next steps of competence evaluation and development. To implement the competence management process and the idea of team formulating the starting point is to introduce the idea for the board of directors. With their acceptance the strategy-based competencies can be launched to the division managers. Forming of the teams will need support from the board of directors. The resources for team meetings and actions need to be approved by the top management.

The piloting teams' directors will gather the team together and introduce the strategic competencies and the competence management and evaluation model. The directors are in charge of defining the needed competencies of the teams and the needed professional competencies of the employees.

The competence of the employee is evaluated in the development discussion. The idea of team development discussions is introduced to the team members. The team competence is evaluated in the team development discussion.

There is a lot of hidden talent in the teams. The teams need to be introduced different methods of HRD to benefit the talent of the team. Like stated earlier in the 70:20:10 model 70 % of the learning happens when doing the work and 20 % by learning from others. The knowledge in the team need to be shared. After the development actions the results of the actions need to be evaluated. As well as the whole process and new ways of working as a team.

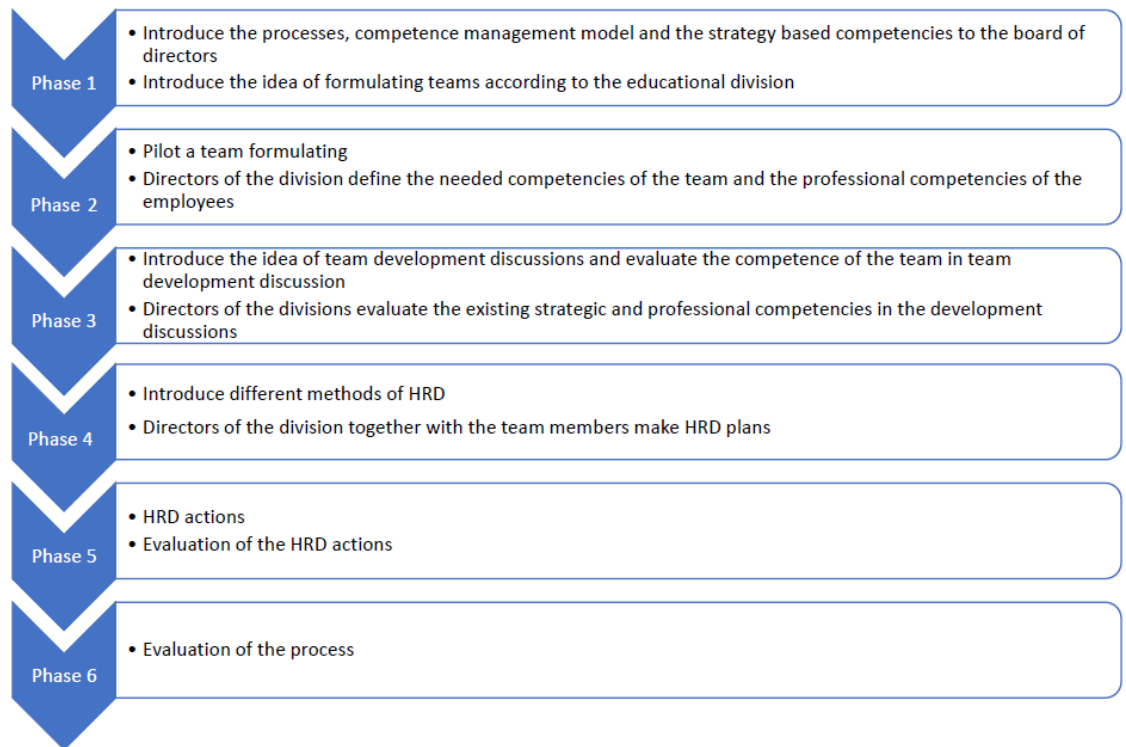


Figure 13 Competence management model

As seen the model requires a lot from the directors of the divisions. The top management need to resource on this work and participate in the processes.

After the model has been piloted and evaluated with one team, it can be shared with other divisions. This is a big change in the working environment as the teams have not been formulated yet. But with networking and sharing of knowledge the organization can benefit many ways. The knowledge of the hidden, existing and needed competence is one of the major benefits as well as the sharing of knowledge and networking within the same fields of education.

The timing is something that needs to be considered when putting the model into action. Usually the development discussions take place before summer, which might not be the best timing before the summer vacation. It is not easy to make development plans after the working plans have already been established for the fall. It is now even more important to think about the timing when there are team development discussions in addition to individual discussions.



## 5 CONCLUSION

The thesis started with the definition of a strategy and strategic management. To be able to define strategy-based competence management it was important to know what is included in the strategy and how the strategy is formulated. Strategy defines the needed competencies of the organization. Strategy needs to be formulated in the co-operation with the employees so that it will help the implementation process. The employees need to understand what the strategy requires from them and what kind of competence is needed for them to help to achieve the strategic goals.

It is very important for the organization to have HR-strategy that is linked to the organization strategy and is suitable for the organizational culture. Where organization strategy defines the goals of the organization, the HR-strategy guides the way to achieve the goals. With high commitment HR-strategy the organization aims for a close relationship with the employees to commit them to the organization for a long period of time.

The role of an HR professional is remarkable in linking the HR operations to organization strategy. That is not the only role the HR professional has. The thesis introduced four roles of an HR professional. They need to adopt the roles of a strategic partner, an administrative expert, employee champion and change agent. Therefore, the HR professional has a role in all the operations linked to competence management.

In the time when the working environment changes constantly, the organizations need to keep up with the change. They need to ensure the employees have a chance to develop their competence to be able to maintain the competitive advantage. The organizational culture need to be open for development of competency and sharing of knowledge. As in every process, the employees need to be included of the process right from the beginning. Therefore, it is easier for them to adopt the change as they know what is required from them.

The case of the thesis concentrated on an expertise organization. Managing an expertise organization differs from a production-oriented organization. Experts' work includes a lot of responsibility and also freedom of work. Most of the time the expert has a better knowledge on the subject than the manager. The management need to support the innovative culture of the organization and set visions for the work. Motivation is a key factor in managing an expertise organization.

In the thesis, it has been stated many times that an open, conversational and communal organization culture is a foundation of competence development and management. The thesis introduced the concept of learning organization which has the ability change and renew their actions according to the changes in the environment.

As the thesis introduced the factors strategy-based competence management leans on, it was easier to understand the idea of it. The strategy-based competence management has same features as HRM and change management. They all see human competence and employees as a resource.

Competence management needs to be included in all the operations of the organization. Management needs to see the gaps in competence and know what methods to use to gain knowledge in the organization to meet the needs of the customers better and accomplish competitive advantage.

To evaluate the competence of the employees, development discussions are an effective tool. Instead of questionnaires and surveys organizations are using development or learning discussions for the evaluation more often. Development discussions give the manager and the employee a time and place for an open conversation. Development discussions need to have a strategic point and it is a very effective way to implement the strategy and think of what the strategy means in their everyday life. The evaluation and follow-up of the development discussions and competence management process cannot be forgotten.

The 70:20:10 method is something the management should get familiar with. It gives the possibility of developing competence by doing the work. Learning from other members of the working community is beneficial for the employees and the organization. The knowledge is shared openly and it saves money. The traditional education still has time and place but the organizations need to acknowledge the talent they have inside the organization.

The case organization, SASKY municipal education and training consortium is in a lot of changes at the moment. The reform of the vocational education and training as well as the financial cut are requiring a new way of working. This also requires a lot from the employees and their competencies. New kind of learning is needed.

The idea of the thesis came from the need of the organization. The HRM has not played a big role in the organization and the HR process was yet to be defined. Along with the HR process the competence management process was described in the thesis. The processes define the roles of different individuals in the organization concerning HR operations, competence management and HRD.

The established strategy-based competence management model requires a lot of effort from the directors of the divisions and board of directors. After the strategy-based competencies have been described it is their responsibility to implement the idea of new way of working to the employees. The model has been planned with the idea the organization will start co-operating more among the divisions. The idea of team

development discussions would suit perfectly in the model. That is another change the directors is required to introduce.

The organizations need to see the human resources as their most important resource of success. The employees and their competency need to be appreciated and benefitted from.

## REFERENCES AND APPENDICES

AMKE. 2017. Ammatillisen koulutuksen rahoituksessa 14-22 prosentti leikkauksia. Published 12.1.2017. Accessed 23.1.2018.

<http://www.amke.fi/ajankohtaista/uutiset/uutinen/ammattillisen-koulutuksen-rahoituksessa-14-22-prosentin-leikkauksia.html>

Armstrong, M. 2012. Armstrong's handbook of human resource management practice. London; Kogan Page Accessed 2.2.2018.

<https://books.google.fi/books?isbn=0749465514>

Beech, J. 2015. Doing your business research project. London; Sage Publications. Accessed 28.11.2017.

[http://web.a.ebscohost.com.ezproxy.hamk.fi/ehost/ebookviewer/ebook/bmxlYmtfXzEzNjY4NjRfX0FO0?sid=63171acd-cce4-44e1-af83-78c3aca3caeb@sessionmgr4007&vid=0&format=EK&lpid=nav\\_14&rid=0](http://web.a.ebscohost.com.ezproxy.hamk.fi/ehost/ebookviewer/ebook/bmxlYmtfXzEzNjY4NjRfX0FO0?sid=63171acd-cce4-44e1-af83-78c3aca3caeb@sessionmgr4007&vid=0&format=EK&lpid=nav_14&rid=0)

Edinger, S. 2012. Three Cs of implementing strategy. Forbes. Published 7.8.2012. Accessed 23.1.2018.

<https://www.forbes.com/sites/scottedinger/2012/08/07/three-cs-of-implementing-strategy/#12a65efd5fb1>

Eriksson, P. & Koistinen, K. 2005. Monenlainen tapaustutkimus. Helsinki; Kuluttajatutkimuskeskus. Published March 2005. Accessed 1.2.2018.

[https://helda.helsinki.fi/bitstream/handle/10138/152279/Monenlainen\\_tapaustutkimus.pdf](https://helda.helsinki.fi/bitstream/handle/10138/152279/Monenlainen_tapaustutkimus.pdf)

Eskola, J. & Suoranta, J. 1998. Johdatus laadulliseen tutkimukseen. Tampere: Vastapaino. Accessed 30.1.2018.

<https://www-ellibslibrary-com.ezproxy.hamk.fi/book/978-951-768-035-6>

Farquhar, J.D. 2012. Case study research for business. London: Sage Publications. Accessed 5.1.2018.

<https://books.google.fi/books?isbn=1446258769>

Grönfors, M., & Vilkkä, H. 2008. Laadullisen tutkimuksen kenttätömenetelmät. Accessed 2.2.2018.

[http://vilkkä.fi/books/Laadullisen\\_tutkimuksen.pdf](http://vilkkä.fi/books/Laadullisen_tutkimuksen.pdf)

Hamel, G. & Prahalad, C.K. Competing for the future. 1994. Boston, MA; Harvard Business School Press.

Honka, N. 2017. Opettajilla synkkä näkemys ammatillisen koulutuksen tulevaisuudesta – ”Vahvat voivatkin selvitä, heikot jäävät vaille tarvitsemaansa tukea. Yle. Published 30.10.2017. Accessed 18.11.2017.

<https://yle.fi/uutiset/3-9902348>

Huuhka, M. 2010. Luovan asiantuntijaorganisaation johtaminen. Helsinki.: Talentum Media Oy.

Hätönen, H. 1999. Osaava henkilöstö – Nyt ja tulevaisuudessa. Vantaa: Tummavuoren kirjapaino Oy.

Jennings, C. The 70:20:10 framework for building workforce capacity. Published 4.8.2011. Accessed 27.1.2018.  
<https://www.slideshare.net/charlesjennings/the-702010-framework>

Jeyarathmm, M. 2007. Strategic Management. Mumbai: Himalaya Publishing House PVT. Ltd. Accessed 22.1.2018.  
<https://ebookcentral.proquest.com/lib/hamk-ebooks/reader.action?docID=3011305&query=>

Järleström, M. & Luoma, M. Henkilöstöjohtamisen strategisuus – retoriikkaa vai reaalitodellisuutta?. Vaasa: Vaasan yliopiston julkaisuja. Published April 2014. Accessed 28.1.2018.  
[https://www.univaasa.fi/materiaali/pdf/isbn\\_978-952-476-537-4.pdf](https://www.univaasa.fi/materiaali/pdf/isbn_978-952-476-537-4.pdf)

Kauhanen, J. 2012. Henkilöstövoimavarojen johtaminen. Helsinki: Talentum Media. Accessed 18.1.2018.  
<https://verkkokirjahylly.almatalent.fi/teos/EABBIXGTFF>

Kirjavainen, P. 2003. Strateginen osaamisen johtaminen Suomessa – käsitekehittelyistä käytännön kokemuksiin ja tulevaisuuden näkymiin. Helsinki; Helian julkaisusarja.

Kotter, J.P. 1995. Leading change: Why transformation efforts fail. Harvard Business Review. Published March-April 1995. Accessed 2.2.2017.  
[www.gsbcolorado.org/uploads/general/PreSessionReadingLeadingChange-John\\_Kotter.pdf](http://www.gsbcolorado.org/uploads/general/PreSessionReadingLeadingChange-John_Kotter.pdf)

Kuntatyönantajat. 2017. Osaamisen johtaminen on osa strategista henkilöstöjohtamista. Published 10.3.2017. Accessed 24.1.2018.  
<https://www.kt.fi/henkilostojohtaminen/osaamisen-johtaminen>

Leopold, J., Harris, L., Watson, T. The strategic managing of human resources. Harlow; Financial Times Prentice Hall.

Listen, E. J. 2005. Successful change management. Chelmsford: Lister Management Inc. Accessed 23.1.2018.  
<https://books.google.fi/books?isbn=0968841716>

Luoma, M. & Viitala, R. 2017. Katveesta kilpailukyvyn ytimeen: Kehittyvä henkilöstöjohtaminen pk-yrityksissä. Helsinki; Books on Demand. Accessed 28.1.2018. <https://books.google.fi/books?isbn=9515681529>

Luoto L. 2011. Työ ja oppiminen: 70:20:10 – Teoriaa vai käytäntöä? Published 12.12.2011. Accessed 22.1.2018.

<https://www.psycon.fi/blogi/tyo-ja-oppiminen-702010-teoriaa-vai-kaytantoa>

Manka, M-L. & Mäenpää, M. Tulevaisuuden osaajaksi – Tulosta osaamistarpeiden tunnistamisella. Published 2010. Accessed 3.2.2018.

<http://www.uta.fi/jkk/tyovirta/materiaalipankki/Tulevaisuuden%20osaajaksi.pdf>

Ministry of education and culture. Reform of vocational education and training. Accessed 4.1.2018. <http://minedu.fi/en/reform-of-vocational-upper-secondary-education>

Mustakangas, T. 2014. Strategialähtöistä osaamisen johtamista tarvitaan. ePooki. Oulun seudun ammattikorkeakoulun tutkimus- ja kehitystyön julkaisut 3. Published 14.3.2014 Accessed 8.2.2018.

<http://www.oamk.fi/epooki/2014/osaamisen-johtaminen-kytoksissa-strategiaan/>

Puhakka, A. Osaamisen johtamista datasumussa. Accessed 23.1.2018.

<https://weaducate.wordpress.com/2016/08/04/osaamisen-johtaminen/>

Rao, T.V. 2014. HRD Audit: Evaluating the Human Resource Function for Business Improvement. New Delhi: Sage Publication. Accessed 15.1.2018.

<https://books.google.fi/books?isbn=9351501108>

Sadler, P. 2003. Strategic Management. London and Sterling, VA: Kogan Page Publishers.

SASKY strategy. 2016. Accessed 20.1.2018.

[https://www.sasky.fi/sasky/liitetiedostot/editori\\_materiaali//27570.pdf?name=Strategia\\_2017-2019](https://www.sasky.fi/sasky/liitetiedostot/editori_materiaali//27570.pdf?name=Strategia_2017-2019)

SASKY HR strategy. 2017. Accessed 1.2.2018.

<http://sastamalakky.tjhosting.com/kokous/20174142-8-1.PDF>

Sasky talousarvio ja -suunnitelma 2017-2019. Accessed 5.2.2018.

[https://www.sasky.fi/sasky/liitetiedostot/editori\\_materiaali//26456.pdf?name=Talousarvio\\_ja\\_-suunnitelma\\_2017-2019](https://www.sasky.fi/sasky/liitetiedostot/editori_materiaali//26456.pdf?name=Talousarvio_ja_-suunnitelma_2017-2019)

Sasky webpage. Accessed 16.10.2017. [www.sasky.fi](http://www.sasky.fi)

Senge, P.M. 2006. The Fifth Discipline: The art and practise of learning organization. London; Random House Business Books. Published 2006. Accessed 2.2.2018. <https://books.google.fi/books?isbn=1407060007>

Stake, R.E. 2010. Qualitative Research – Studying how things work. New York, NY: Guilford Press.

Sydänmaanlakka, P. 2007. Älykäs organisaatio. Helsinki: Talentum Media Oy.

Syrjänen, P. 2012. Asiantuntijan johtaminen ja asiantuntijatyön palveluinnovaatiot. Published 10.2.2012. Accessed 29.1.2018.  
<http://www.luotain.net/asiantuntijan-johtaminen-ja-asiantuntijatyon-palveluinnovaatiot/>

Thomson, R. 2002. Managing People. Oxford: Elsevier Butterworth-Heinemann.

Tuomi, L.M. & Sumkin T. 2012. Osaamisen ja työn johtaminen – Organisaation oppimisen oivalluksia. Accessed 22.1.2108. Sanoma Pro Oy.  
[https://verkkokirjahylly-almatalent-fi.ezproxy.hamk.fi/teos/CACBFXGTFF#kohta:OSAAMISEN\(\(20\)JA\(\(20\)TY\(\(d6\)N\(\(20\)JOHTAMINEN\(\(20](https://verkkokirjahylly-almatalent-fi.ezproxy.hamk.fi/teos/CACBFXGTFF#kohta:OSAAMISEN((20)JA((20)TY((d6)N((20)JOHTAMINEN((20)

Tuominen, A. 2016. Nyt tarvitaan innostusta ja uskoa tulevaisuuteen. Published 6.9.2016. Accessed 4.2.2018.  
<http://www.amke.fi/ajankohtaista/blogi/kirjoitus/nyt-tarvitaan-innostusta-ja-uskoa-tulevaisuuteen.html?p86=2>

Ulrich, D. 1997. Henkilöstöjohtamisella huipulle. Helsinki: Talentum.

Ulrich, D. 1997. Human resource champions – the next agenda for adding value and delivering results. Boston, MA: Harvard Business School Press. Accessed 15.1.2018. <https://books.google.fi/books?isbn=1422160696>

Vesterinen, P-L. 2014. Osaamisen johtaminen voi onnistua. Published 28.2.2014. Accessed 2.2.2018.  
<https://mif.fi/osaamisen-johtaminen-voi-onnistua/>

Viitala, R. 2009. Henkilöstöjohtaminen – Strateginen kilpailutekijä. Helsinki: Edita Publishing Oy.

Viitala, R. 2005. Johda osaamista! Osaamisen johtaminen teoriasta käytäntöön. Keuruu: Otavan Kirjapaino Oy.

Wilson, J.P. 2005. Human Resource Development: Learning & Training for Individuals & Organizations. London and Sterling, VA: Kogan Page Publishers. Accessed 22.11.2017.  
<https://books.google.fi/books?isbn=0749443529>

Yin, R.K. 2016. Qualitative Research from Start to Finish, Second Edition. New York, NY: The Guilford Press.

## Interviews

Kukko, M. 2016. General director. & Lahtinen, R. 2016. Quality manager. Sasky koulutuskuntayhtymä. Interview 25.4.2016

Lahtinen, R. 2017. Quality manager. Sasky koulutuskuntayhtymä. Interview 4.5.2017

Lahtinen, R. 2018. Quality manager. Sasky koulutuskuntayhtymä. Interview 2.2.2018



INTERVIEW QUESTIONS FOR GENERAL DIRECTOR AND QUALITY MANAGER OF SASKY  
(HAASTATTELUKYSYMYKSET SASKY KOULUTUSKUNTAYHTYMÄN HALLINTOJOHTAJALLE  
JA LAATUPÄÄLLIKÖLLE)

1. Kuinka henkilöstöhallinto on toteutettu Saskyssä?  
Avoin kommentti:
2. Mitä kuuluu Saskyn henkilöstöhallinnon alle?  
Avoin kommentti:
3. Ovatko Saskyn henkilöstöhallintoprosessit kuvattuina?
4. Mitä henkilöstöhallintoprosesseihin tulee liittää?  
Avoin kommentti:
5. Miten osaamisen johtaminen on toteutettu Saskyssä?  
Avoin kommentti:
6. Miten perehdytys hoidetaan?  
Avoin kommentti:
7. Kuinka henkilöstön kehittämisprosessi etenee?  
Avoin kommentti:
8. Miten henkilöstöä kehitetään? Millä menetelmillä?  
Avoin kommentti:
9. Miten henkilöstön kehittämistä arvioidaan?  
Avoin kommentti:

INTERVIEW QUESTIONS FOR QUALITY MANAGER OF SASKY  
(HAASTATTELUKYSYMYKSET SASKY KOULUTUSKUNTAYHTYMÄN LAATUPÄÄLLIKÖLLE)

1. Kuinka koulutusalat ovat organisoituneet?  
Avoin kommentti:
2. Kuinka tiimit ovat organisoituneet?  
Avoin kommentti:
3. Miten tiimit ovat muodostuneet?  
Avoin kommentti:
4. Mitä toimenpiteitä tiimit ovat toteuttaneet?  
Avoin kommentti:
5. Onko tiimien osaamista kartoitettu?  
Avoin kommentti:
6. Miten tiimien kehityskeskustelut toteutetaan?  
Avoin kommentti:

### Appendix 3

#### INTERVIEW QUESTIONS FOR QUALITY MANAGER OF SASKY (HAASTATTELUKYSYMYKSEN SASKY KOULUTUSKUNTAYHTYMÄN LAATUPÄÄLLIKÖLLE)

1. Kuinka prosessit hyväksytään?  
Avoin kommentti:
2. Mitä arviointimenetelmiä organisaatiolla on käytössään?  
Avoin kommentti: