Creating an Inclusive Internal Talent Pool

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Degree programme International Business	
Report/thesis title Creating an Inclusive Internal Talent Pool	**Number of pages and appendix pages** 60 + 13

This Bachelor's thesis examines talent pools as a tool in creating talent paths for blue-collar employees. The objective of this project thesis is to create a talent pool for the commissioning company that includes the established and categorized competences of the current employees of the commissioning company. The goal was thus to focus on competences needed when working with people with an autism spectrum disorder.

The thesis includes a theory section and empirical section that deals with the commissioning company. The theory section discusses the features of human resource planning, talent management, talent pools, career paths and General Data Protection Regulation (GDPR) on the basis of relevant literature and Internet sources. The empirical part focuses on defining and discovering the level of competences in the commissioning company and building the talent pool.

The study involved both quantitative and qualitative methods. First, a preliminary competence model was created, based on my previous work experience. This preliminary model was confirmed by a focus group discussion. After the confirmation, a survey based on these identified competences was sent to the employees of the commissioning company in order to discover possible competence gaps. Second, the data controller of the company was interviewed about issues regarding GDPR, and a survey for signing up for the talent pool was sent. To this survey, 19 employees responded. Managerial confirmation was asked via email from the managers of these employees in order to attain a more objective view of the competences. Based on the collected information, a talent pool was created. Potential sellable competences for foreign markets were identified as well as the potential talent management systems for purchasing. This thesis also includes instructions for maintaining and utilising the pool.

The final product, talent pool, includes the employees who signed up with the second survey. The pool itself, the information about identified competence gaps, as well as the suggestions for the future of the talent pool have been presented and sent to the commissioning company.

This thesis aimed to provide career path opportunities with the talent pool for the professionals of social services, who often have limited chances for professional growth. For the commissioning company, this thesis also provided vital information about the competences necessary in the client work and suggested what to improve to narrow down the discovered competence gaps.

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1   Introduction

This chapter explains to the reader the reasoning behind this bachelor's thesis project. It presents the background for the project as well as the project objectives, the project tasks, and the project scope with their management methods and potential outcomes. The international aspect and the benefits of this thesis for different stakeholders will be shortly discussed. At the end of this chapter, the key concepts for this project will be shortly presented among the thesis structure with the used project management methods.

1.1   Background

Career paths are one of the ways to retain existing workers, as well as attract new ones. Identifying the competences and the goals of each employee are vital steps when creating a possible career path for them. The career paths are often considered in the ladderway. (Kick 2018.) This project thesis aims to help the company to create horizontal career paths.

During the discussion with the commissioning company, it decided to explore further the opportunity of creating a talent pool. The commissioning company considers talent management and career paths important. The commissioning company does not have a separate division to handle talent management.

The organisation operates in a very specific field of work which has resulted in difficulties in finding employees with the necessary skills. The commissioning company provides specific training for the employees, especially for the new ones, and later it retrains the employees to ensure that the employees' competences related to autism work are up to date. The commissioning company appreciates the work experience of the employees.

Explicit knowledge, gained via training and education, is easy to pass for others. Explicit knowledge is an important element in the talent pool. However, when working with the target group of the services, the key element is tacit knowledge, which is a context-dependent and personal knowledge gained via experience and practice. Tacit knowledge is hard to identify and transmit onwards. Identifying and including competences considered as tacit knowledge is part of the talent pool since the work experience of the employees is a key factor for success. (Bailey, Mankin, Kelliher & Garavan 2018, 266.) Both explicit and tacit knowledge are part of this thesis project.

When utilising the existing competences inside the companies, there are web-based systems that can make the internal movement of the employees dynamic and easy. These systems have information about the current employees that can be used when searching for suitable candidates and talents for open positions and tasks. Lack of support from the management is the biggest reason, why this kind of internal movement fails since managers are usually the ones that face inconvenience when employees move around. This can lead to a situation, where the managers either hide their talents or discourage them to not move inside the company. (Lawler III 2008, 92.)

1.2 Project Objective and Project Tasks

The project objective is to create a talent pool for the commissioning company that includes the established and categorised competences of the current employees of the commissioning company. The talent pool itself will be in the talent management software system currently available in the commissioning company. The talent pool contains information about the currently available employees who have an advanced level of competences in the competence areas vital for the commissioning company. The target is to create a talent pool that is in a platform that is easy to use and suitable for utilisation immediately. In the future, this talent pool has the potentiality to be a tool to create horizontal and vertical career paths for the employees in the roles of specialists and advisors.

Other outcomes for the commissioning company are identified competence gaps, and competences attractive for the foreign markets. With the information about the competence gaps, the commissioning company can organize more focused recruitment operations and training programs in the future which will minimize the competence gap within the commissioning company. Additionally, other businesses can use this thesis as a guide, how they can build an internal talent pool in the future.

To achieve the project objective, this thesis has eight project tasks. These project tasks are the following:

PT 1. Preparing the theoretical framework through a literature review.

PT 2. Identifying and categorising the existing competences in the commissioning company in order to create a preliminary talent model used for project task 3. This task is based on my previous degree and work experience from the social services field.

PT 3. Collecting unit-level data about the competences for analytical purposes in order to identify potential competence gaps.

PT 4. Collecting employee competence data, on an individual employee level from those interest in career pathing, for the talent pool with a survey.

PT 5. Evaluating potential talent management software systems and making recommendations for the commissioning company and creating an Excel sheet from the data collected in PT 4.

PT 6. Identifying the competences that the case company can sell to foreign markets.

PT 7. Preparing instructions for how to utilise and maintain the talent pool.

PT 8. Evaluating the project.

The project tasks with their theoretical framework, project management methods, and expected outcomes are in table 1 below.

Table 1. Overlay matrix

Project Task	Theoretical Framework	Project Management Methods	Outcomes
PT 1. Preparing the theoretical framework through literature review	Human Resource Planning Talent Management Career Paths Talent Pool GDPR	Desktop research and literature review	Theoretical framework to support the following project tasks
PT 2. Identifying and categorising the existing competences in the commissioning company in order to create a preliminary talent model that will be utilised in the project task 3, based on my previous degree and work experience from the social services.	Knowledgebase Talent Management Human Resource Planning	Establishing competences and competence categories based on previous professional experience and previous bachelor's degree, validated via focus group discussion with the professionals of the company	Competence model which will work as a base for unit level competence survey made in PT 3.
PT 3. Collecting unit level data	Human Resource Planning Career Paths	Unit level competence survey	Provides data to identify competence

about the competences for analytical purposes in order to identify potential competence gaps.	Knowledgebase	Analysing the data to establish the competence gaps at the unit level	gaps in the commissioning company
PT 4. Collecting employee competence data, on individual employee level from those interest in career pathing, for the talent pool using a survey.	Talent Management Human Resource Planning Career Path	Semi structured interview with data controller Employee level competence survey Managerial verification	Provides data for the final product for the commissioning company, and follows the data protection regulations
PT 5. Evaluating potential talent management software systems and making recommendations for the commissioning company and creating an Excel sheet from the data collected in PT 4.	Human Resource Planning Talent Management Talent Management Software Systems	Desktop research Discussion with service providers	Recommendation of the suitable softwares for the company
PT 6. Identifying the competences that the case company can sell to foreign markets.	Human Resource Planning Talent Management Career Path	Desktop research	Creates a category for competences sellable abroad.
PT 7. Preparing instructions for how to utilise and maintain the talent pool.	Human Resource Planning Talent Management Career Paths Talent Pool GDPR	Desktop research	Create instructions how the commissioning company can utilise and maintain the talent pool.
PT 8. Evaluating the project.	Presentation Findings Self-evaluation	Project outcomes Feedback from the commissioning company Self-evaluation	Presents the outcome and findings for the leaders of commissioning company, self-evaluation

1.3 Project Scope

This thesis aims to create a talent management tool that can create career paths and opportunities for the employees at the non-management level. To exceed this, the scope of this thesis excludes managerial and administration level competences that are not needed when working with autistic clients.

The international aspect focuses on studying competences trending among large western organisations who work with autistic clients. The competences that are trending and exist in the commissioning company, are the ones recommended for selling in the future.

Employees willing to participate the talent pool must verify their listed competences by specifying how they gained the competences. Managerial confirmation regarding the responses will be asked to achieve a more objective point of view.

1.4 International Aspect

The commissioning company is operating in a distinctive field of work, and it has also operated abroad. The commissioning company has previous experience about selling training abroad, but it has only sold a few of their competences.

In this project, one aspect of the talent pool will be identifying potential competences that could be interesting and attractive for potential international customers.

1.5 Benefits

The commissioning company has two stakeholder groups who benefitted from this thesis project. The managerial level gained vital information about the competences existing among the employees, and with that information, they can have more targeted recruitment operations and training programs that can help reduce the potential competence gaps. The competences are strongly represented in the commissioning company can be taken into more effective use within the company.

Another stakeholder group of the commissioning company, the employees, have better opportunities for career paths in the future. The talent pool aims to create primarily horizontal career paths, which can create specialist roles for the employees. With this role, the employees have better opportunities for vertical career paths. The employees who are not part of the talent pool can also gain from this project. These employees can learn from the employees in the talent pool via cooperation. More targeted recruitment operations may reduce the competence gaps in the units, easing up the work of the existing employees.

The existing competences and knowledge were utilised and shared so that the intellectual capital was maximized and taken into effective use within the company (Pilbeam & Cor-

bridge 2010, 372). The success of this project was determined by whether the commissioning company utilised the created talent pool to spread the knowledge and know-how between units.

I gained experience about competence and project management. Thesis is also needed for graduation which I wanted to achieve. With this, I had a chance to help the commissioning company take steps towards being a knowledge productive organisation (Pilbeam & Corbridge 2010, 373).

1.6   The Commissioning Company

The commissioning company is a Nordic non-profit organisation, which provides services for people with an autism spectrum disorder. In 2018, the commissioning company's number of employees was in the low hundreds. The commissioning company has smaller units around Finland, but it has the largest presence in the capital area. Its main operations consist of two types of services. Even though the services have separate locations and missions to a certain extent, they both provide services for autistic people. For that reason, both services are taken into consideration in this thesis.

The commissioning company is actively participating in events abroad and networking with other organisations and associations working among the same target group. During past years, the commissioning company has also sold the special competences of the employees abroad in the form of training events and seminars.

The commissioning company has two different types of customers; the buyers and the clients. The clients are the autistic people whom the services are provided for, whereas the buyers are commonly municipalities and cities that have an obligation to provide the necessary services for the members of the target group.

1.7   Key concepts

In this chapter, the key concepts required for investigating the phenomenon at hand and conducting the project successfully are presented.

Competence includes knowledge, skills, attitudes, experiences, and contacts. Competence is considered as an outcome of the learning process, rather than part of the person-

ality, and people can practice and develop their competences. Competences enable effective behaviour in certain situations, which is considered as a vital part. Without the capability to perform there is no competence. (Sydänmaalakka 2005. 150-151.)

Human Resource Planning process involves assessing the already existing workforce by analysing individual employee's competences to see, if they are a valuable part of the company's future. This may include the development of training and retraining strategies. In order to keep up with a competitive market, organisations use human resource planning to create new and innovative strategies designed to recruit new talent and improve employee retention. (Brown 2019.)

Talent Management refers to the processes that a company engages in order to recruit, identify, develop, engage and promote retention of those people, who have a high potential to bring value for the company and perform in line with the current and future business goals of the organisation (Taylor 2014, 5-6). This thesis focuses on talent management from the inclusive perspective, meaning that the project focuses on creating equal opportunities of development for all employees of the commissioning company (Davis, Cutt, Flynn, Mowl and Orme 2007, 189).

Talent Pool often refers to a recruitment tool, but in this thesis, the term talent pool refers to the internal talent pools, which the employees interested in career pathing can participate in order to attain greater responsibilities within the organisation. In the context of this thesis, the term talent pool refers to the data submitted into the talent management software system. Talent pool allows the organisations to develop the employees' competences in areas aligned with the competencies and values instead of the company, instead of focusing on developing specific position competences. This allows talent pools to address the biggest challenge with succession planning, which is telling individuals they're part of the plan. (Lauby 2018.)

Talent Management Systems (TMS), also known **as Human Capital Management System (HCM)**, are software solutions made to manage competences within the companies. They are used for recruitment processes, performance management, and career planning, learning and training programmes, and assessing an appraising of the employees. The target of these systems is to decrease the amount of time used on admin tasks by HR professionals with automatization unified processes. (Daniel & Snider 2017.)

In this thesis, the talent management systems discovered and discussed focus on the career planning and performance management aspect of these systems.

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Career Paths refers to the jobs that help individuals progress towards their goals and objectives. Organisational career paths are career paths inside the current organisation, and they may take place as part of the performance appraisal process and considers the interests, knowledge, and competences of the employee. Additional education, training, or work assignments may be planned as mechanisms to qualify employees for subsequent roles within their career path. (Doyle 2019.)

In this thesis, term **Client Work** refers to care for the disabled. The work itself is versatile and aims to provide good quality life in all aspects of life for the person with disabilities. Work itself is highly regulated by legislation, values, and regulations. (JHL 2020.)

General Data Protection Regulation (GDPR) is legislation that updated and unified data privacy laws across the European Union. GDPR was approved by the EU Parliament on April 14, 2016 and went into effect on May 25, 2018. The new directive focuses on keeping businesses more transparent and expanding the privacy rights of data subjects. Mandates in the General Data Protection Regulation apply to all data produced by EU citizens, whether or not the company collecting the data in question is located within the EU, as well as all people whose data is stored within the EU, whether or not they are actually EU citizens. (Lavery 2017.)

In the context of this thesis, GDPR plays a vital role, since in the project task four employees submitted information about themselves. This created a register of the employees participating in the pool, which, according to the legislation, must be reported and formed so that it respects the law.

1.8   Structure of the Thesis and Project Management Methods

This thesis contains four main parts. The first part is chapter 1, which is about the introduction. This chapter presents the subject, the project objective and the tasks, the scope, the commissioning company, and the international aspect. The key concepts for this thesis are also presented in chapter 1. Chapter 2 is project task 1, the second main part, which aims to provide the supporting theoretical framework for this project. It provides a more in-depth view of the key terminology behind this thesis and the connection between the chosen main theories and this thesis.

Chapters from 3 to 8 include project tasks 2 to 7 respectively, the methodology behind this thesis, which is the third main part of this thesis. These chapters introduce the reader on what was done and how it was done, and how the project tasks link to each other. These chapters include also the key findings of the project tasks. Chapter 9, which is the fourth main part of this thesis, presents the outcomes, recommendations, and future ideas for research and projects. Both the evaluation and self-evaluation are in chapter 9.

In project task 1, which is about the theoretical framework, desktop research and literature review were conducted. In project tasks 2, 3, and 4 chosen methods were various research methods. The chosen research methods were the qualitative method in project task 2 and a quantitative survey in the project task 3. In project task 3, a comparative analysis of the collected data was done. During project task 4, the quantitative method and semi-structured interview were used. Desktop research was the chosen method for project tasks 5, 6, and 7. These tasks represent possible sellable competences for abroad, potential talent management systems, and recommendations for utilising and maintaining the platform.

2 Theoretical Framework Behind Talent Pools

This chapter includes the project task 1, which is the supporting theoretical framework for the following project tasks. For this thesis, the main supportive theories are human resource planning and talent management. Backgrounds and different variations of talent pools and career paths were discussed, and the ideology of the talent management systems was presented. Discussion about the General Data Protection Regulation and its relationship with this thesis is at the end of this project task.

2.1 Human Resource Planning

Human resource planning is part of the human resource work that has been denigrated previously, leading into a situation where there is little to non-existing literature and it is rarely applied in the companies. Human resource planning aims to utilise the existing workforce as efficiently as possible time, resource and competence wise. (Taylor 2014, 87-88.)

Another definition of human resource planning states that it is "a systematic and continuing process of analysing an organisation's human resource needs under changing conditions and integrating this analysis with the development of human resource policies appropriate to meet those needs" (Pilbeam & Corbridge 2010, 91). Terms such as workforce planning and manpower are often used instead of the term human resource planning (Taylor 2014, 87-88). Using these terms to replace the word human resource planning has received some criticism. Human resource planning goes beyond the development of policies on an individual basis by embracing as many aspects of managing people as possible with a key emphasis on planning to meet the competences and development needs of the future. This definition separates human resource planning from workforce planning. Whereas workforce planning is considered as a hard approach that focuses on numerical indicators, human resource planning is a more holistic and strategic approach, even though it also operates with the numerical indicators. (Pilbeam & Corbridge 2010, 91.)

Human resource planning includes four strategic steps. These steps are assessing current HR capacity, forecasting HR requirements, develop talent strategies and reviewing and evaluating (Lucidchart 2017). In his book "Resourcing and Talent Management", Stephen Taylor (2014, 89) claims that the four stages in the human resource planning are forecasting future demands, forecasting future internal supply, forecasting future external supply and formulating responses to the forecasts although. These definitions vary, they

both include similarities when it comes to assessing internal capacity and forecasting future demands.

Internal labour markets refer to the labour market within the company, in contrast to external labour markets where the recruitments are done outside of the organisation. In these internal labour markets, companies should take into consideration not only the quantitative measurements, such as labour turnover and workforce profiles, but they should also consider qualitative measurements, such as competence audits and succession planning. (Pilbeam & Corbridge 2010, 93.)

2.2   Talent Management

Previously, the talent management was considered as a method to recruit leaders and high-potential leaders, whereas currently, it means more systematic and integrated approach (Bailey & al. 2018, 207). The definition for talent management is "Talent management is the systematic attraction, identification, development, engagement/retention and deployment of those individuals with high potential who are of particular value to an organisation" (Pilbeam & Corbridge 2010, 102).

Talent management can be considered as an important factor for the companies since it can help the organisations to retain their best talents. When applying this strategy, the organisations can also attract the top talents in a competition between other employers. Talent management helps also the individual employees to develop themselves professionally, since part of the talent management are trainings and career paths. (Heathfield 2019.)

Talent management requires active work for and planning. The executive level of employees should pay regular attention to it to ensure that the talent management strategies are aligned with the strategies and needs of the company. Putting an effort for this management field has been proven to be efficient, especially when it comes to internal talent management, where the best talents inside the organisations are being motivated to develop their performance. (Davis & al. 2007, 2.)

There are four key activities recognised to be related to talent management. These activities are talent attraction, talent development, managing talent and evaluating talent. Talent attraction consists of two elements; the employee value proposition and the employer

brand, which are key elements for attracting the new potential employees. Talent development aims to increase the potentiality of the current employees through coaching, mentoring, different training programmes and assignments. Managing the talent aims to manage three parts of the talent, which are managing performance, talent retention and talent mobility. This activity is mostly for the managerial level. Fourth activity, evaluating the talent, aims to evaluate the effectiveness of the talent management process by analysing and measuring the outcomes and effectiveness of the process. (Bailey & al. 2018, 207-208.)

2.3 Talent Pools

A talent pool is a term that is most used when describing the software system for storing information about potential recruits (Martic 2018). In this thesis, the focus is on internal talent pools that include information about the current talents in the commissioning company.

A talent pool is a collection of data, where the competences of individuals are collected so that they can be utilized inside the company. In smaller companies, this data can be submitted to a spreadsheet, whereas in larger organisations a separate section of one's talent management system is often utilized (Thibodeau 2018).

Information of the employees trained and professionally developed to assume greater responsibilities in the organisation, and who has the motivation to participate in the talent pool, are in the talent pool. The purpose of the talent pool can be developing the talents of the individuals so that they align with the values and strategies of the company. Limited succession planning can be also part of it, but since talent pools include a larger number of employees, it generally has a larger scope than succession planning. Today's business world is changing fast, which makes succession planning for the individuals somewhat challenging. Creating a talent pool can provide flexibility for organisations when it comes to identifying and utilizing their talents. (Lauby 2017.)

Creating talent pools inside organisations include five steps. First, companies should review their strategies so that they can identify needed talents to support it. Even though the strategies may change in the future, there is a possibility that the required competencies remain the same. Secondly, when the strategy has been determined, organisations should assess their current competences to identify potential competence gaps. This step should be done consistently, and it should include various techniques, such as performance reviews, interviews, and feedback. (Lauby 2017.)

In the third step, after identifying the competence gap, organisations should decide how to bridge that gap; hiring new employees with lacking competences, apply competence development, or use contingent employees temporarily. The fourth step is when the required competences have been identified. Organisations should provide training, both external and internal, to help the employees develop the necessary competences. Peer-to-peer feedback and mentoring are mentioned as useful methods during this step. The final step of building a talent pool is monitoring the process and making the needed adjustments with regularity so that the talent pool stays relevant. Taking into consideration the internal and external factors and changes are important. (Lauby 2017.)

There are two types of talent pools; **exclusive** and **inclusive**. **The exclusive approach** focuses on high performers and on succession planning for key positions of the organisations. This approach usually uses only one talent pool. **The inclusive approach** recognises that there are employees at all levels who have competences that can be beneficial for the organisation. The inclusive approach sees that using all competences can have a positive impact on the business. The inclusive approach can use several types of talent pools. (Pilbeam & Corbridge 2010, 102.)

Both approaches do include pros and cons that the organisation should take into consideration when planning their talent management (figure 1). **The exclusive approach** can produce talented senior managers in the future since the organisation has invested into a few chosen individuals and trained them to fulfil the future needs. The exclusive approach is also easier to monitor and manage than the inclusive approach. However, this approach can lead to higher turnover, because employees not part of the pool may feel discriminated. This approach seldom increases diversity and does not provide equal opportunities for the employees. (Pilbeam & Corbridge 2010, 103.)

An exclusive approach to talent management	
Pros	**Cons**
- Provides an identifiable, strategic resource for succession planning if aimed at the future leaders of organisation - Target resources: financial and non-financial - More opportunity to offer individualised development programmes to the talent pool - Easier to track and evaluate benefits	- High potential for reduced engagement and increased turnover among staff not included in the designated talent pool - Less scope to increase diversity - Reduced development opportunities and resources for those not on a talent programme - If focused on one occupational group or grade, other types of talent may be overlooked

An inclusive approach to talent management	
Pros	**Cons**
- Wider employee engagement if entire organisation has access to a talent pool - Supports succession planning for all key roles, not just senior management - Encourages the development of a more diverse workforce - More opportunity to benefit from all the talents in the workforce	- Learning and development and other resources are spread too thinly - Increased competition for progression which requires managing - Individuals with skills core to the business may receive less investment, to the detriment of the organisation's strategic goals

Figure 1. The pros and cons of exclusive and inclusive approaches to talent management. (Pilbeam & Corbridge 2010, 103.)

The inclusive approach supports diversity and provides career opportunities for all levels of employment. It can also increase employee engagement since it provides career opportunities for larger groups. The cons of the inclusive approach are that the divided resources for learning and development enables some training and career development chances for everyone, but the risk is that no one receives enough resources to develop indepth professionalism. The inclusive approach has potential risks for leaving out some of the high potential individuals when focusing on a larger group of employees. (Pilbeam & Corbridge 2010, 103.)

Talent pools may include some challenges. When assigning the employee to the talent pool, it may create certain expectations for that individual, such as career progression. Not fulfilling this expectation can lead to employee frustration, which in a worst-case scenario can cause resigning. Therefore, when building a talent pool, organisation should take into consideration what types of talent pools are sustainable to maintain. (Pilbeam & Corbridge 2010, 103.)

2.4 Talent Management Systems

Talent management systems, or human capital management systems, are software systems considered as the new generation of e-HRM. These can be either integrated into the existing software systems of the companies by some operators or bought as a separate system. Previously the TMS systems were more concentrated to a certain group of employees or certain actions during the talent management process, such as an applicant for recruiting or a performance management of high potential employees. Currently, these systems can cover all employees and offer broader functions. (Wiblen 2019, 156.)

e-HRM and TMS service providers offer cloud-based services, and the largest providers are for example Oracle, WorkDay, and SAP SuccessFactors. The systems aim to sell well functioning and flexible services at cost-effective prices. These companies claim to be able to provide, for example, a service from recruit-to-retire solutions to all talent processes. This may lead into an excellent level of competences in the workforce and they can link the talent management into all aspects of the business strategy and thereby create future leaders. (Wiblen 2019, 157-158.)

These different software products related to the TMS will in the future transform rapidly the way that human resource management and talent management work are performed. However, these technological developments have received criticism, claiming that if the talent management systems can be applied to all employees, there are no differences between a talent management and a traditional human resource management work. According to the criticism, putting more resources to certain individuals is a key element of talent management. (Wiblen 2019, 158.)

2.5 Career Paths

Career paths include the jobs that help individual progress towards their goals and objectives. Organisational career paths are career paths inside the current organisation, and they may take place as part of the performance appraisal process and considers the interests, knowledge, and competences of the employee. Additional education, training, or work assignments may be planned as mechanisms to qualify employees for the subsequent roles within their career path. (Doyle 2019.)

Career pathing is a structured employee development program that aims to visualize the potential career path inside the organisation. It aims to set concrete milestones for the employee so that they can see their potential career progression (Kick 2018). As an example,

career pathing or **organisational career paths** are implemented when the Human Resource Assistant proceeds to Human Resource Director via several other positions (Doyle 2018). Career pathing can be beneficial for the organisations that implement it since it improves their chances to attract the top talents, improves the employee engagement and the work performance while reducing turnover and increasing diversity in the leadership since the recruits for the leadership positions are more likely chosen from inside the company. (Kick 2018.)

There are two main types of career paths, **vertical** and **horizontal**. **Vertical career paths** are better-known, and it means that the employee is moving upwards in the career ladders. It includes often new titles, a higher position in the organisations' hierarchy, and rises in salary. **Horizontal career paths** aim to create value, and they create wider possibilities for a professional development than a vertical career path. It aims also to increase the knowledge of employees and develop them not only in their professional careers but in personal life too. These two paths do not exclude each other, instead, when combined, they can be an extremely effective way to develop careers. (Craig 2016.)

2.6   General Data Protection Regulation

GDPR is an abbreviation for the General Data Protection Regulation, which is an EU law that assures that all the companies operating in the EU will follow one set of data protection rules (European Commission 2019).

The aim of the GDPR is to protect all EU citizens' privacy from data breaches. The GDPR aims to protect more individual's privacy than the previous regulation by having a larger impact on the companies and their data handling procedures. GDPR has extraterritorial applicability, meaning companies that do not have a physical presence in the EU but have employees in the region, must obey the regulation. Non-EU organisations should not only follow the regulation but have an appointed representative in the EU. (EUGDPR.ORG 2019.)

GDPR includes also fines, which companies can face if they do not follow the regulation. These fines can be a risk for companies of all sizes. Fines can be given if the company neglects their responsibilities in their basic principles of data processing, which includes collecting and processing for a specific purpose, kept accurate and up to date, and processed so that it ensures security. Conditions of consent, individuals' rights to know what data has been collected, and making sure that when transferring personal data to a third country, the protection of data is on an adequate level. (Wolford 2019.)

At least one of the six lawful bases must be met, before companies have a right to collect data. These six lawful bases are 1. the data subject has given consent to the processing of his or her personal data for one or more specific purposes; 2. processing is necessary for the performance of a contract to which the data subject is party or in order to take steps at the request of the data subject prior to entering into a contract; 3. processing is necessary for compliance with a legal obligation to which the controller is subject; 4.processing is necessary in order to protect the vital interests of the data subject or of another natural person; 5. processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller; 6. processing is necessary for the purposes of the legitimate interests pursued by the controller or by a third party, except where such interests are overridden by the interests or fundamental rights and freedoms of the data subject which require protection of personal data, in particular where the data subject is a child. (GDPR.EU 2019.)

According to the GDPR, the data subject has rights. These rights include mandatory notification within 72 hours if there has been a data breach. The customers and controllers should be notified without delay when the data controller becomes aware of the data breach. Data subjects have the right to receive information if their personal data is being processed, and for what purpose and where it is done. The third right is the right to be forgotten, which entitles the data subject to have his or her data erased, or they can withdraw their consent. Data subjects have also a right to receive data about themselves and they have a right to transfer that data for another controller. (EUGDPR.ORG 2019)

3 Identifying and Categorising the Existing Competences in the Commissioning Company

During project task 2, the preliminary model about the existing competences in the commissioning company was created. In this chapter, the chosen research methods for project task 2 are presented in chapter 3.1. and findings discussed in chapter 3.2.

3.1 Research Methods

The goal for the project task 2 was to identify the existing competences within the commissioning company, create a preliminary model whose accuracy was later discussed in a focus group discussion to ensure the reliability and relevance of the preliminary model. The model that was edited during focus group discussion, worked as a base for the questionnaire in the project task 3.

The original table, table 2 in chapter 3.2, was created by me. I am a Bachelor of Social Services and I have gained knowledge about autism work by working with the target group for seven years. With autistic people, I have worked in several different companies and units, presenting both services of the commissioning company. My previous titles have been for example study coach and assistant manager. The competences are a combination of my knowledge about competences needed while working with the autistic people and training provided by the commissioning company as well as other associations from this sector. As a reference, the training calendar of the Autism Finland association was used. This association provides training for most of the competences mentioned in the tables presented in the next chapters, such as challenge process, communication, sensorimotor training, and medication know-how (Autismiliitto 2020). After the preliminary model, there was a focus group discussion.

For the focus group discussion, the ideal number of participants was from three to five. These participants should represent the same employee group and, preferably, they should know each other enough well, so that the discussion situation feels natural and comfortable for them. The criteria that needed to be considered when choosing participants for the focus group discussion were educational background, work experience so that they represent both services the commissioning company, age, and gender. (Anderson 2013, 222.)

The focus group discussion was a semi-structured interview to ensure the flow of the discussion while making the participants stay in the topic (Anderson 2013, 223). The discussion was on 16 November 2019 and lasted approximately two hours. I recorded the discussion with posters attached to the walls of the meeting place. This way, all the participants were able to see in real-time what were the changes made to the existing data. This made the commenting and agreeing more effortless. All the members represented the commissioning company and had a University of Applied Science degree and several years of working experience. They represent the average employee of the commissioning company when it comes to age and gender. I chose the members for the discussion. During the discussion, all the identified main categories and competences underneath them were showed from the computer to the participants and discussed, whether they agree on its relevance or not. After the main discussion, the group and I edited the categories and competences so that they were suitable for a questionnaire. The competences considered as mandatory for all the employees to have were marked with a different colour.

3.2 Findings

I started by identifying the main categories that could be relevant in the everyday client work. There were seven main categories formed; culture, life management, challenging behaviour, physical exercise, exemplary employment, communication, and supporting the health. I considered these categories most suitable, since all the competences considered as vital fit underneath them. Underneath these main categories, I was able to identify between 2 to 8 competences for each. These original categories are presented in table 2 below.

Table 2. Preliminary model before focus group discussion.

Culture	Life Management	Challenging behaviour	Physical Exercise	Exemplary Employment	Communication	Supporting the Health
Fine Arts Textile Work Crafting Music Media	Social Know-How Sexual Health Financial Guidance Structuring Time Household competence Social Norms	AVEKKI Training Speech Judo	Exercise Groups Swimming Relaxation Techniques Body Awareness Sensorimotor Training	Networking Skills Developing the Services	Simplified Language Sign Language Picture Communication	Medication Psychiatric diseases Necessary Medicine Active Ingredients First Aid Healthy Diet Somatic Diseases Hygiene Skills

During the focus group discussion, participants were able to identify one more category, supporting acts. Most of the competences that I had identified during the previous phase of this project, were approved, and the focus group added several newly identified competences to the table. These new competences were added since all the participants saw that they are important to have when working with people with an autism spectrum disorder. After the first section of the discussion, the focus group formed one new category and 25 new competences on top of the preliminary categories. This stage of the preliminary model is present in table 3 below.

Table 3. The competence model after the focus group discussion.

Communication	Life Management	Culture	Physical Exercise and Senses	Supporting the Health	Challenging Behaviour	Exemplary Employment	Supporting Acts
Simplified Language Sign Language HYP Oiva AAC communication, understanding and application of the method (Arasaac, KUVAKO, Sclera) Welfare Technological Tools (MOI, GoTalk, Taike)	Social know-how Household competences Financial guidance Structuring time Sexuality (identity, gender & sexual identity, emotional skills, social relationships, sexuality rights etc.) Adaptive Skills Personal Hygiene Finding Hobbies Commuting Guiding how one can affect their own lives	Music Fine arts Crafting Media (photography, moving picture) Planning experiences and executing them (trips, parties, movies, concerts, museums, exhibits) Theatre Dance Handicrafts Productization Using Social Media	Relaxation Techniques Body awareness Sensorimotor training Planning and executing exercise groups Occupational- and physiotherapeutic know-how	Somatic diseases know-how Psychiatric diseases know-how Medical knowledge about disabilities Medication (effective ingredient, combined influences) Diet know-how (special features of autism spectrum, allergies, guidance to healthy diet) Networking skills (know-how who to contact) Supporting sexual health	AVEKKI Speech judo Legal know-how IMO know-how Debriefing with client Challenge process know-how	Recognising and evaluating potentiality for employment Updating and maintaining professional skills of clients Networking Guiding client at work Developing exemplary employment Using other professional know-how of employees	Planning the activities for clients Sharing responsibilities and executing the plan Know-how of processes within the company

Rephrasing the identified competences so that majority of the employees of the commissioning company would understand their meaning, took a large part of the discussion after the brainstorming phase. In the category Life Management, we added for the adaptive competences more in-depth explanation and divided it into two categories, and for structuring time we added the word conceptualization. In the Communication category, we combined Oiva, simplified language, HYP, and sign language into "other alternative communication methods", since they were options that were combinable. In the Exemplary Employment category, there was a short description added behind competence networking.

Some competences mentioned during discussion switched categories and were combined to avoid overlapping. From category Culture, we transferred dance and theatre underneath competence "experiences" and combined crafting and handicrafts. We deleted competence "supporting sexual health" from Supporting Health category since there was a large competence related to sexuality in category Life Management. In Challenging Behaviour category, we combined IMO know-how and legal know-how since they both refer to the law.

Few competences got deleted since they were too basic level competence, or they were not suitable for measuring. This included personal hygiene, guiding how one can affect their own lives, finding hobbies, and household competences, which were underneath category Life Management. Category Supporting Acts was deleted since those competences were considered difficult to measure.

During the discussion, there was a separation done between competences required from all the employees and competences that need to be present in the units but are not required from all members of the staff. The focus group thought that even though everyone should have these mandatory competences, not everyone has to be a specialist in them. A level of basic understanding, the capability to adapt these competences, and know-how who to contact when the employee does not know what to do, were considered vital. Later in the text, these different types of competences are referred as mandatory and non-mandatory competences.

The mandatory competences are boldened and in colour blue in the table below. In the final table, there are seven categories, and underneath these categories are in total 31 competences, which is the same number as in the preliminary model, but the content has changed remarkably. New categories and competences are visible in table 4.

Table 4. Finalized competence model.

Communication	Life Management	Challenging Behaviour	Supporting Health	Physical exercise and senses	Culture	Exemplary Employment
AAC communication, understanding and application of the method (Arasaac, KUVAKO, Sclera) Communication apps, know-how and using (MOI, Taike, GoTalk etc.) Know-how about other alternative communication methods (simplified language, sign language, HYP, Oiva etc.)	**Sexuality** (identity, gender & sexual identity, emotional skills, social relationships, sexuality rights etc.) **Conceptualization and structuring of time** **Network know-how, social guidance skills, service guidance** **Recognising deficient adaptive skills** **Planning and executing rehabilitation plan for deficient adaptive skills**	**AVEKKI know-how** **Legal and IMO know-how** **Debriefing with the clients** Challenge process know-how Speech judo know-how	**Psychiatric diseases** **Somatic diseases** **Medication** (effective ingredients, combined influences) **Networking skills** (know-how who to contact and where to seek for help) Medical knowledge about disabilities (diagnoses, evaluation- and rehabilitation methods) Diet know-how (special features of autism spectrum, allergies)	**Recognising and rehabilitating sensorimotor special features** Planning and executing exercise groups Occupational- and physiotherapeutic know-how	**Planning experiences and executing them** (trips, parties, theatre, dance, events) Planning and executing music activities Planning and executing fine arts activities Handicrafts (crafting, textile works, wood works), planning and executing Planning and executing media activities (SoMe, photography, moving picture)	Recognising and evaluating potentiality for employment Networking and know-how about the services Developing exemplary employment Involving clients with the exemplary employment activities

4 Conducting the Unit Level Competence Survey and Identifying Competence Gaps

In the project task 3, the preliminary model created during project task 2 was utilised as a base for a quantitative employee survey. The aim of the survey was to identify potential competence gaps in the commissioning company. The methods chosen are presented in chapter 4.1., and discussion about the findings is in chapter 4.2.

4.1 Research Methods

The quantitative method was chosen since there was a need to collect numeric data to explore and measure levels of competences (Walliman 2011, 113). This was implemented via a survey that focused on collecting levels of competences in the units instead of competences of respondents themselves.

The cover letter presented for the potential respondents who I am and that this survey was created to collect data for my thesis project, which will be an internal talent pool for the commissioning company. The letter stated the idea to collect information about levels of competence at the unit level. Information that the survey is anonymous and answering takes only 5 minutes, was provided. To achieve the time estimation for filling the survey, it was first sent for few of the employees of the commissioning company who timed how long filling the survey took. The cover letter is in Appendix 1.

The base for the survey was the final competence model made during the focus group discussion. The survey included all the competences mentioned in it. The survey aimed to establish the potential competence gaps in the commissioning company. I used Webropol to create the survey. Question 1 established the unit and was a dropdown menu. The rest of the questions had a matrix layout. Since the number of employees in the units of the commissioning company vary between 10 to 50 employees, I decided not to use numeric answer options, such as "5 to 10 employees have this competence", in the questionnaire. The answer options used in the matrix layout questions were following:

- All the employees have this competence
- Majority of the employees have this competence
- Few of the employees have this competence
- None of the employees have this competence
- Competence is not needed in this unit

The number of blue-collar employees in the commissioning company was in the low hundreds in November 2019. The commissioning company has a policy that employees with short term contracts, do not have personal work emails. Since these employees did not have personal work emails, it was impossible to reach all the workers at the blue-collar level. The commissioning company has an email list that conducts all the employees of the company. Since it was not possible to target only the blue-collar employees, I used this email list including all the employees of the commissioning company. The cover letter, and the design of the questionnaire, ensured that the respondents represented the blue-collar employees. Excluded employees, who received also the email, were employees of the administration, managers, and other specialist employees. The questionnaire is in Appendix 2. For the sake of confidentiality, I removed answer options for question 1, regarding the unit of employment.

The cover letter and the survey were sent out on 25.11.2019. Two reminders were also sent, which included the information from the cover letter, on 2.12.2019, and in the morning 9.12.2019. The data collection ended in the evening of 9.12.2019.

4.2   Findings

During the data collection period of two weeks, 33% of the estimated potential respondents replied to the survey. Employees from almost every unit replied.

The responses given for this survey are in the figure below (figure 2), and the findings are discussed more in-depth after the table. Answers regarding the unit of employment are not included because of confidentiality issues. The responses given to answer option "competence is not needed in the unit" are not presented in the figure due to small number of responses for that answer option. All the percentages have been rounded up for clarity. The mandatory competences are on bold and marked with colour blue, as they were in table 4, chapter 3.2.

Category	Question	1. %	2. %	3. %	4. %
Communication	AAC communication, understanding and application of the method (Arasaac, KUVAKO, Sclera)	4%	25%	62%	5%
	Communication apps, know-how and using (MOI, Taike, GoTalk etc.)	3%	16%	66%	12%
	Know-how about other alternative communication methods (simplified language, sign language, HYP, Oiva etc.)	6%	38%	51%	4%
Life Management	Sexuality (identity, gender & sexual identity, emotional skills, social relationships, sexuality rights etc.)	5%	22%	62%	9%
	Conceptualization and structuring of time	26%	64%	10%	0%
	Network know-how, social guidance skills, service guidance	6%	40%	51%	3%
	Recognising deficient adaptive skills	13%	34%	51%	3%
	Planning and executing rehabilitation plan for deficient adaptive skills	10%	36%	49%	4%
Challenging Behaviour	AVEKKI know-how	38%	47%	14%	0%
	Legal and IMO know-how	3%	29%	62%	6%
	Debriefing with the clients	4%	34%	51%	8%
	Speech judo know-how	1%	8%	52%	38%
	Challenge process know-how	3%	21%	68%	9%
Supporting Health	Somatic diseases	4%	39%	47%	9%
	Psychiatric diseases	4%	29%	57%	10%
	Medication (effective ingredients, combined influences)	5%	52%	42%	1%
	Networking skills (know-how who to contact and where to seek for help)	8%	40%	49%	3%
	Diet know-how (special features of autism spectrum, allergies)	9%	36%	48%	6%
	Medical knowledge about disabilities (diagnoses, evaluation- and rehabilitation methods)	0%	19%	65%	12%
Physical exercising and senses	Recognising and rehabilitating sensorimotor special features	5%	26%	66%	3%
	Planning and executing exercise groups	4%	30%	60%	6%
	Occupational- and physiotherapeutic know-how	0%	12%	70%	17%
Culture	Planning experiences and executing them (trips, parties, theatre, dance, events)	13%	52%	34%	1%
	Planning and executing music activities	3%	14%	60%	19%
	Planning and executing fine arts activities	3%	17%	74%	6%
	Handicrafts (crafting, textile works, wood works), planning and executing	3%	27%	65%	5%
	Planning and executing media activities (SoMe, photography, moving picture)	1%	18%	62%	17%
Exemplary Employment	Recognising and evaluating potentiality for employment	8%	42%	44%	3%
	Networking and know-how about the services	6 %	27%	57%	5%
	Developing exemplary employment	6%	23%	53%	9%
	Involving clients with the exemplary employment activities	10%	31%	48%	6%

Figure 2. Number of respondents in percentages per question. Answer options: 1. All the employees have this competence, 2. Majority of the employees have this competence, 3. Few of the employees have this competence, 4. None of the employees have this competence.

From the perspective of **the categories**, all the competences in the category Life Management were mandatory. In the categories Challenging Behaviour and Supporting Health majority of the competences were mandatory. The rest of the categories had one mandatory competence, except Exemplary Employment, which did not have any mandatory competences. Since in the categories Life Management, Challenging Behaviour, and Supporting Health either all or majority of the competences were mandatory, they have also the largest competence gaps at the category level. The other categories do not have as large competence gaps. In all categories, a relatively small percentage of respondents stated that the competences do not exist in their units.

The mandatory competences mean that all the respondents or clear majority of them should have stated that all employees of the unit have this competence. In the majority of the questions, less than 10% of the respondents considered that everyone has that competence. This level of competence gap in these key competences can create risks when it comes to the safety and quality of the services. In medication, the percentage should be much higher, since the employees deal with medicines on a daily basis. The medication competence is also stated as mandatory by authorities who monitor it. Another competence that should have higher percentages is legal know-how. Since the commissioning company is operating among the vulnerable members of the society and in a highly regulated field of work, it is vital that the employees know the laws and the regulations that are affecting their work.

The best results were for AVEKKI know-how (38,96%), planning and executing rehabilitation plan for deficient adaptive skills (38,96%), and conceptualization and structuring of time (25,97%). Especially the AVEKKI has been greatly valued in the training program of the commissioning company, which explains the higher rate compared to others. However, since this is one of the mandatory competences, the rate is still low. The conceptualization and structuring of time and planning and executing a rehabilitation plan for deficient adaptive skills are competences used daily in the client work, and they are usually the first competences taught for new employees.

When looking at the responses from **the unit** perspective, the differences between the two services of the commissioning company are smaller than expected. Between the clients in the units, there is variation when it comes to the level of needed support. The differences between the client group in the units were not as big as it was expected, instead, almost all the units replied alike. The biggest differences in the answers came from the geographical location of the unit and the age of the unit. If the unit is outside of the capital area of Finland, the answers were more likely to state that there is a lack of competence.

This can be related to challenges in recruitment, such as less available qualified work-force, and fever training events provided than in the capital area. Regarding the age of the unit, there is a clear difference between units that are less than 5 years old compared to the older ones. Even though the turnover rate is high in all the units, the employees from the older units considered the level of competences higher than employees from newer units. Almost all the responses to answer option "none of the employees have this compe-tence" came from newer units.

5 Conducting the Employee Level Competence Survey for the Talent Pool

The competences that were discovered and discussed in previous project tasks 2 and 3 were used in this project task 4. This project task focused on collecting the competence-based data from those volunteering for the talent pool. The project management methods used are presented in chapter 5.1. and the findings are discussed in chapter 5.2.

5.1 Project Management Methods

At the beginning of this project task 4, I **interviewed the data controller** of the commissioning company. This was done to confirm the preliminary talent pool software and to ensure that the cover letter of the survey follows the GDPR. This step was vital since the employee competence survey focused on collecting data that resulted in a personal data register in the sense of GDPR. As a data processor, the commissioning company is responsible to ensure that all regulations related to handling data are fulfilled, and not doing so is considered as a punishable violation (Hanninen, Laine, Rantala, Rusi & Varhela 2017, 27).

The interview with the data controller was semi-structured. Before the interview, I informed the interviewee about the main themes and questions for the interview via an email. During the interview, there was no specific order of the questions, and the conversation followed the general flow of the discussion (Anderson 2013, 212). The interview took place in the headquarters of the commissioning company on 17th December 2019 and lasted 45 minutes. The interview was recorded with notes and transcript later. The topic of the thesis and the goal of the interview was explained for the interviewee in depth. Following questions were asked during the interview:

- From the existing systems within the commissioning company, what would be most suitable for this kind of talent pool and why?
- Should there be any other users from the administration level besides the managers?
- How can we ensure the data safety when storing and handling given data?
- In the cover letter for survey, how can I express clearly that the data will be stored according to GDPR, only managerial level has access to it and the data will be stored in chosen platform?
- How should I ask the respondents their permission for handling submitted data?

For the **employee competence survey**, the cover letter included detailed information of the target group, blue-collar workers. The cover letter explained also what the purpose of

the survey was, for what the given data will be used for, and how it will be maintained. The potential respondents were also informed that when they do respond to this survey, they give a permission to add their information to the talent pool which is accessible by all the managers and chosen leaders of the commissioning company. The cover letter is in Appendix 3.

The employee competence survey's target group was the blue-collar employees like in the previous unit competence survey. In this survey, the aim was to collect respondents' personal competences and voluntariness to participate in the internal talent pool, whereas the unit competence survey focused on exploring levels of competence at the unit level. The survey was sent to all employees of the commissioning company. The discussion of the challenges regarding the email list is in chapter 4.1. The survey tool was Webropol, and the first question was a dropdown menu question, asking about the unit of employment, and the second question asked the respondents' contact information. The third question was a multiple-choice question, which included all the competences from the final competence model presented in table 4 chapter 3.2. The last two questions were open, and there the respondents were able to tell where and how they have gained their competences and what competences they would like to improve. The survey is in Appendix 4. In the appendix the survey answer options for the question related to the unit of employment have been deleted due to confidentiality matters.

The data collection period lasted two weeks, and it started on the 22nd of January 2020 and ended the 5th of February 2020. One email reminder was sent on the 29th of January 2020.

After the data collection phase, I informed the respondents via email that I will contact their **managers** about the responses given, in order to receive a more objective perspective. This email is in Appendix 5. I sent an email to the managers explaining why I was reaching out to them with a list of competences given by the employees with the survey. This email was sent to all managers during week 8. The letter for this is in Appendix 6.

5.2   Findings

Based on the information obtained via the **interview**, the preliminary talent management system will be Microsoft Teams, since the commissioning company is already using it and it is, according to the interviewee, a secure place to store confidential data. Access to the pool will be given for the unit managers, the data controller, and the leader responsible for

the services. The question regarding the security of data when handling and storing it, the data controller stated that he would be responsible for it to ensure security. The data controller gave suggestions and proofread later the cover letter, as agreed during the interview. According to the data controller, the best way to ask permission to handle their data was to write it into the cover letter that by filling this survey the respondent gives permission to handle their data. This was included into the cover letter.

During the data collection period, 19 employees enrolled in the talent pool via a **survey** sent for them. These 19 respondents with their answers are presented in table 5 below. In table 5, three of the questions asked are presented; who the respondent is, what competences they think they have, and what competences they want to develop in the future. The questions regarding the unit of employment, contact information, and how and where the competence was gained were excluded from the table below for confidentiality reasons. For clarity reasons, the information provided in brackets in previous tables was deleted. The original table with bracket information is in chapter 4.2 figure 2. In table 5, the responses are in three categories, based on how the managers verified the competences. These categories are; confirmed by the manager, the manager did not respond/ was unsure, and the manager replied – no confirmation. The traffic light colours symbolise these categories. Both responses from the employees and from the managers are discussed more in-depth after table 5.

Table 5. Responses for the Employee Competence Survey

EMPLOYEE	COMPETENCE STATUS			
Employee case	Confirmed by manager	Manager did not reply/ was unsure	Manager replied – no confirmation	Employee wants to develop
A	Recognising deficient adaptive skills; planning and executing rehabilitation plan for deficient adaptive skills; somatic diseases; psychiatric diseases: recognising and rehabilitating sensorimotor special features; planning and executing exercise groups; occupational- and physiotherapeutic know-how			Psychiatric diseases, therapeutic methods, digital tools
B	Psychiatric diseases; medical knowledge about disabilities recognising and rehabilitating sensorimotor special features;		Know-how about other alternative communication methods; conceptualization and structuring of time; network know-how, social guidance skills, service guidance; recognising deficient adaptive skills; planning and executing rehabilitation plan for deficient adaptive skills; AVEKKI know-how, networking skills;; recognising and evaluating potentiality for employment; networking and know-how about the services; developing exemplary employment; involving clients with the exemplary employment activities	Updating medical knowledge
C		AAC communication, understanding and application of the method: communication apps, know-how and using; know-how about other alternative communication methods; sexuality; challenge process know-how; somatic diseases; psychiatric diseases; medication; networking skills		Future trainings regarding sexuality
D		Know-how about other alternative communication methods; sexuality; conceptualization and structuring of time; network know-how, social guidance skills, service guidance; AVEKKI know-how; debriefing with the clients; challenge process know-how; somatic diseases; psychiatric diseases; medical knowledge about disabilities; medication; diet know-how; networking skills; planning and executing exercise groups; planning experiences and executing them		Communication methods, speech judo, legal knowledge, adaptive skills.
E	Planning and executing exercise groups			

Employee case	Confirmed by manager	Manager did not reply/ was unsure	Manager replied – no confirmation	Employee wants to develop
F	Planning experiences and executing them			Neuropsychiatric coaching
G			AVEKKI know-how; debriefing with the clients; challenge process know-how; diet know-how; planning and executing exercise groups; planning and executing music activities; planning and executing fine arts activities: handicrafts; planning and executing; involving clients with the exemplary employment activities	Communication apps and media in general
H	Sexuality; conceptualization and structuring of time; psychiatric diseases; networking skills; recognising and rehabilitating sensorimotor special features; occupational- and physiotherapeutic know-how			Consulting and training in sexuality matters
I	Conceptualization and structuring of time; planning experiences and executing them; recognising and evaluating potentiality for employment; developing exemplary employment; involving clients with the exemplary employment activities			ICT skills
J	Recognising deficient adaptive skills; planning and executing rehabilitation plan for deficient adaptive skills			Substance misuse problems
K	Planning and executing fine arts activities; handicrafts, planning and executing; planning and executing media activities; planning experiences and executing them			Implementing competences
L	Occupational- and physiotherapeutic know-how	AAC communication, understanding and application of the method; conceptualization and structuring of time; network know-how, social guidance skills, service guidance; recognising deficient adaptive skills; planning and executing rehabilitation plan for deficient adaptive skills; debriefing with the clients;; networking skills; recognising and rehabilitating sensorimotor special features;; planning and executing media activities; planning experiences and executing them; recognising and evaluating potentiality for employment; networking and know-how about the services	AVEKKI know-how: legal and IMO know-how; somatic diseases; psychiatric diseases	Neuropsychiatric issues and how to solve them

Employee case	Confirmed by manager	Manager did not reply/ was unsure	Manager replied – no confirmation	Employee wants to develop
M		Sexuality; conceptualization and structuring of time; psychiatric diseases; somatic diseases; occupational- and physiotherapeutic know-how; planning and executing music activities; recognising and evaluating potentiality for employment		Mental health, autism in general
N	Communication apps, know-how and using; sexuality; legal and IMO know-how; debriefing with the clients; psychiatric diseases; medication; networking skills			
O		Conceptualization and structuring of time; recognising deficient adaptive skills; planning and executing rehabilitation plan for deficient adaptive skills; AVEKKI know-how; speech judo know-how; legal and IMO know-how; debriefing with the clients; challenge process know-how; somatic diseases; psychiatric diseases: diet know-how; networking skills; recognising and rehabilitating sensorimotor special features; planning and executing exercise groups; planning and executing media activities; planning experiences and executing them; recognising and evaluating potentiality for employment		Neuropsychiatric coaching and AVEKKI trainer qualification
P		Planning and executing music activities		Music therapy
Q		Know-how about other alternative communication methods; conceptualization and structuring of time		Communication competences
R		AAC communication, understanding and application of the method; communication apps, know-how and using; know-how about other alternative communication methods; conceptualization and structuring of time; recognising deficient adaptive skills; planning and executing rehabilitation plan for deficient adaptive skills; AVEKKI know-how; debriefing with the clients; somatic diseases; psychiatric diseases; medical knowledge about disabilities; medication; diet know-how; networking skills; recognising and rehabilitating sensorimotor special features; planning and executing media activities; planning experiences and executing them; recognising and evaluating potentiality for employment		Neuropsychiatric coaching and networking among different companies
S	Occupational- and physiotherapeutic know-how			Social skills

The responses to this **survey** show that several respondents feel that they have multiple competences related to the client work. **Most popular competences** that rise from the answers where "conceptualization and structuring of time" (9 respondents), "psychiatric diseases" (10 respondents", and organising experiences, exercise and media groups for the clients (10 respondents). 8 respondents stated that they have networking skills at least with one associate. Competences regarding different communication methods, all competences related to exemplary employment and somatic disease competence all had 7 responses. Only one respondent felt that they have competence for speech judo and only three answered that they have knowledge about legal and IMO matters.

Some of the respondents mentioned **unlisted competences** in the answer box for the question "how did you gain this competence" For example, case F had mentioned very special competence that is part of client work but was not listed. Case A had listed over 20 other competences in their responses, which from majority were not related to the client work. These ones were excluded, and confirmation from the manager was asked only for competences chosen from multiple choice question based on final competence model.

For the cases, A, E, F, H, I, J, K, N and S **the managerial level** responded and confirmed that these employees do have these competences. In cases B, G and L the managers did respond, but they did not confirm all competences. In the case of B, the manager had discussed with the employee and together they concluded that the employee only has those competences marked with green. In the case of G, the manager stated that this employee is new and does not have those listed competences. For the case of L, the manager confirmed few competences and stated that they do not have a few other ones. For the most parts, the manager was unsure, hence most of the competences have an orange colour. In the cases, C, D, M, O, P, Q and R the managerial level did not respond to the email sent for them. These cases have an orange colour in the table because of the lack of response. These competences will be still included in the talent pool but marked with a different colour to indicate lack of confirmation.

The answers for **survey's question 3,** what competences the respondents want to develop, had some similarities. Most common responses were about neuropsychiatric training, matters related to psychiatric disorders and substance misuse, and learning various communication methods. Improving ICT skills was also popular, both regarding the client work and in general. Two respondents wanted to improve their competences related to sexuality, and two stated they want to develop competences regarding law and safety (AVEKKI, laws, and speech judo).

6   Building the Talent Management System

In the project task 5, potential talent management software systems were examined in order to discover few potential alternatives suitable for future purchase in the commissioning company. The data collected in project task 4 was put into an Excel sheet and delivered for the commissioning company. The project management methods are presented in chapter 6.1 and the findings are discussed in chapter 6.2.

6.1   Project Management Methods

This project task had two steps. In step one, a desktop research was conducted to discover suitable talent management software systems for the talent pool. The commissioning company's current HRM system provider was contacted to see whether they can include this type of platform within their system. Recommendations for the potential future talent management system were made. Step two concentrates on building the final pool.

For the potential talent management systems, I started the research by **contacting** the commissioning company's current HRM system provider to see whether they can build an internal talent pool in their talent management system. The company was contacted during week 14, and the respond was received during week 15. In the email, I introduced who I am and why am I contacting them. The basic idea of this thesis was explained, and question regarding their systems' capability to have this kind of pool was asked. The email sent for them is in Appendix 7. **Desktop research** was conducted with several other companies that provide HRM and talent management systems. The goal was to discover potential systems that could be recommended for the commissioning company. Main goal of this research was to find a company that provides HRM system and has an internal talent pool.

Building the talent pool included collecting the data gathered during project task 4 and forming it into an Excel sheet. Target was to make it visually pleasing and user-friendly. All the necessary data regarding name, unit of employment, contact information, what are the

competences and how they have achieved them is in the talent pool. Competences suitable for foreign markets are mentioned separately in the Excel sheet.

6.2 Findings

When **contacting** the commissioning company's current talent management systems provider, they stated that their system can currently include employees' competences as well as their personal data. Storage place for both of these is underneath each one's unit of employment. Access to this data is only for the unit manager and the employees themselves. In their response, they said that they cannot build separate pools into the system nor can the employees be "ordered" to work via their systems now. The representative of the company hoped that the commissioning company will contact them later and discuss about options.

When **researching** alternative talent management systems for the commissioning company, I came across two companies, SAP and Livehire (SAP 2020; Livehire 2020) that provide talent management systems with talent pools. In both of these cases, the word talent pool meant the recruitment talent pool (SAP 2020; Livehire 2020) which is not what the commissioning company currently needs. Any companies stating that they have an option for the internal talent pool were not found. If the commissioning company wants to improve in general their talent management system, Sympa has a good selection of tools for human resource planning and talent management, meaning they can help the companies target their resources more efficiently, and the system can help the companies to keep up with their recruitment and training plans and needs (Sympa 2020). Even though these are not directly in link with talent pools, utilising these aspects of the system can be beneficial for the overall talent management in the commissioning company. Since the data will be at the beginning inserted into a Microsoft Teams group, this platform could also be useful in the future. To ease up the communication between managers, a closed Yammer group can be a tool to "order" employees from one unit to another (Sininen Meteoriitti 2020).

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When **building** the final talent pool, which is an Excel sheet in the Microsoft Teams platform, the data for it comes from the survey made during project task 4. During project task 4, some of the managers did not confirm the competences of the respondents. These unconfirmed competences will be in the pool, but they will have different colour to symbolise the lack of confirmation. The competences that the managers stated that the employee does not have are excluded from the final pool. Information regarding what these employees would like to learn in the future will not be in the pool, but it will be collected to a separate table and given for the representative of the commissioning company, among the final talent pool. The representative will insert the talent pool in the Microsoft Teams and ensure user rights. They will also hand out given instructions for using and updating the system. An example of the final talent pool form is in Appendix 8.

7   Identifying the Competences Attractive for Foreign Markets

In project task 6, the target was to study what existing competences of the commissioning company are potentially attractive and sellable for the foreign markets. Project management methods for this project task are presented in chapter 7.1 and the findings are in chapter 7.2.

7.1   Project Management Methods

To discover what competences could be potentially sellable abroad, a desktop research was done. Several websites regarding autism work were analysed to see the most popular trends in the field. The focus was on the North American and European countries, who are advanced in autism work and who have good quality web pages. Other websites and news articles regarding the topic were also studied. These were chosen as sources because of language, content and creditability. I read several texts and studied how they correlate with the competences mentioned earlier in this thesis. Competences existing in the commissioning company that came up during the research are the ones suggested for selling.

7.2   Findings

The sellable competences that the commissioning company could consider for the foreign markets could be for example **the exemplary employment.** The employment rate of people with autism spectrum disorder is under 10% in several countries, and they get mainly low-wage positions (Agovino 2019; Autism Europe 2019). Since the employees reported in both conducted surveys that they have this competence, this could be one of the sellable competences.

Using various **art-based methods** as a rehabilitation method with people with autism spectrum disorder has proven to be an effective way to manage behaviour and reduce stress and develop self-esteem (Rudy 2019). Art can also help people with ASD (autism spectrum

disorder) to express themselves since they often have difficulties with verbal communication (Lacour 2018). The employees have reported in both surveys that they have competences regarding various art-based methods. Since it is an effective way to improve the quality of life of people with ASD, it could be a sellable competence for countries not as experienced with this rehabilitation method.

In the past decades, **the sexuality** of disabled and autistic people has been a taboo. However, these attitudes have been changing during the past years. ASD people often have challenges in this area because of difficulties with communication, social relationships, and sensory issues. Rehabilitating these skills often require individualized and highly structured methods. The goal of sexuality coaching is to help people with ASD to understand the social rules of appropriate behaviour. (Urbano, Hartmann, Deutsch, Bondi Polychronopoulos & Dorbin 2012.)

Since the commissioning company does have experts in this field, this could be one potential competence for foreign markets.

Identifying and planning and executing a rehabilitation plan for deficit adaptive skills came up in surveys as a competence that several employees have. Since so many mentioned having this competence, it would be wise for the commissioning company to sell this abroad. Adaptive skills are defined as skills that are needed to be independent, and it is common for people with ASD to have deficiencies in these areas (Candio 2019). For adaptive skills, a structured and consistent training program with chosen suitable communication methods and visual tools is vital for achieving progress (Candio 2019).

8   Recommendations for Utilising and Maintaining the Talent Pool

In project task 7, the goal was to create instructions for utilising and maintaining the created talent pool. The project management methods for this project task are presented in chapter 8.1. and the recommendations are in chapter 8.2.

8.1   Project Management Methods

Including the maintenance instructions into this project was important, since the commissioning company does not have a separate HR department or experience in HR. Since the final product of this thesis, the talent pool, is an HR tool that includes human resource planning and talent management, handing out the instructions for maintenance and utilisation seemed important.

Maintaining the talent pool is important for the privacy of the individuals. It is vital that the information given by the employees will not be utilised for other purposes than what it was given for. The employees should also have a chance to delete and alternate their information in the pool. The person responsible for the maintenance should communicate on a regular basis with the employees in the pool to ensure their willingness to still be part of it. With frequent communication, the employees can inform the commissioning company if there has been changes in their competences. Making so the quality and accuracy of data will stay high. (Subramaniyan, Thite & Sampathkumar 2019, 260-261.)

For the utilisation, the talent pool should be easy to use, a flexible, and excellent repository for the data inputted (Berger & Berger 2011, 499). Implementing the system for everyday use should be simple, and over-complexification should be avoided when utilising the talent pool (Berger & Berger 2011, 501).

The commissioning company should name a person responsible for updating the talent pool. The employees could either contact this person directly or via links provided in the internal Intranet of the commissioning company. There should be two types of links; one

where the employee can either join or resign from the pool and one where they can update their competences. To ensure that the data is reliable, the person responsible should consult the managers of the employees who want to participate the pool, to receive a more objective perspective. Limiting the access of employees to the pool helps protect their privacy. Feedback regarding the pool should be asked regularly. For this, a communication plan should be developed to discover what works and what does not and how these issues can be resolved (Berger & Berger 2011, 502). Online surveys could be a tool to collect feedback. Surveys for employee and managerial level should be separate.

Final recommendations based on these justifications are in chapter 8.2, recommendations.

8.2   Recommendations

The outcome of project task 7, are the recommendations for maintaining and utilising the talent pool. Recommendations for utilising are presented in figure 3 and recommendations for maintaining in figure 4.
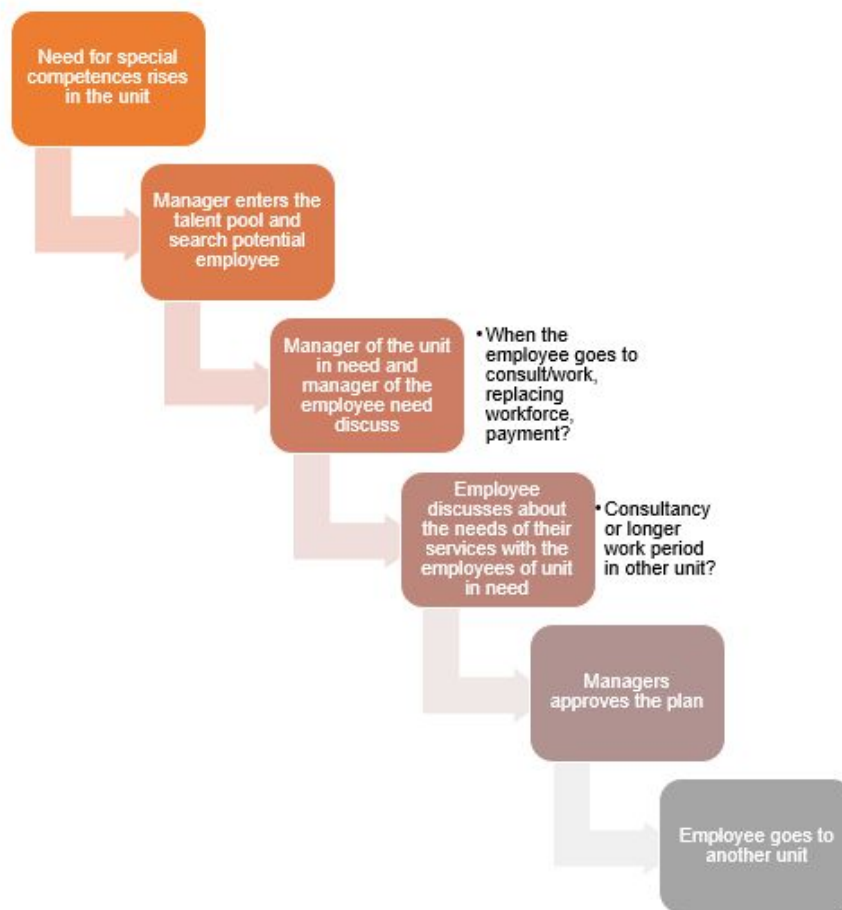
Figure 3. Recommendations for utilising the talent pool.

In figure 3, the process for utilising the talent pool from start to finish is presented. The process starts with the needs of the unit. After the need for certain expertise regarding the client work has been discovered, the manager searches from the talent pool a potential candidate who could help them. A large part of the process is related to communication between different parties; the managers communicate when the needed employee could come, is there a need to send replacing workforce in their unit for the given time, and who pays the salary from those hours. The employee from the pool discusses with the employees of the unit in need, to discover more in-depth what is the actual need and what is recommended for the case. When this plan, the timing, and payment has been approved and

agreed between managers, the employee starts working in the unit in need. Discussing the time is vital; some cases need short consultancy, whereas other cases benefit from having an employee with expertise present for a longer period.

Recommendations for maintenance

1. Naming a person who is responsible for the pool.

2. User rights for the talent pool
   a. Making sure, that the list of users is up to date and only the current managers and the head of services has a right to access the pool.

3. Adding new volunteers
   a. Process for enrolling for the pool should be created and made clear for the employees.
   b. Possible link for entering the information in the intranet. If not, then the contact information of the responsible person should be accessible to everyone.
   c. Managerial confirmation and/or checking otherwise that the employee has the competences they have listed. Study certificates, work certificates, and other justifications.
   d. Adding information for existing employees of the pool could be done via the same tool.

4. Removing unnecessary data
   a. The data should be regularly monitored to ensure, that there are no competences and contact information of those employees who are not anymore working for the company.
   b. Creating a way to communicate with the voluntary employees in the pool. Another link could be useful for this, or shared contact information. Employees should be able to get their data removed easily. A person responsible for the pool could also contact the employees regularly to ensure, that they still want to be in the pool and their competences have stayed the same.

5. Feedback
   a. Regular surveys for both employee and managerial level should be conducted for ensuring that the pool is found a useful and relevant tool, and that the users of the pools have a say on what should be improved.

6. Updating system
   a. Person responsible for maintaining the talent pool should occasionally research possible better platforms for the talent pool besides Microsoft Teams.

Figure 4. Recommendations for maintaining the pool.

For maintaining, the most important thing to do is naming a person responsible for maintaining the pool. Without a named person there is a higher chance that no one controls the pool which might make it unusable. The key steps are to maintain accesses, participants and their competences, and how can the employees either leave, join, or update their

data. Suggestions for tools and ways to collect this data is provided. Collecting feedback regularly from both the participants and the managers is important to find out whether the pool is found useful and relevant, and to receive suggestions for improvement. Also, I suggested that research for better platforms should continue to find a better alternative for Microsoft Teams.

9   Conclusions

Chapter 9 is the project task 8, evaluating the project. In chapter 9.1, the key outcomes of this project are discussed. Each project task is discussed individually to show the outcomes of each one and how each task affects others. In chapter 9.2, I evaluate the project from my perspective and present the feedback received from the commissioning company. In chapter 9.3, the recommendations and suggestions for further research and projects are presented for everyone interested in creating their own internal, inclusive talent pool. Chapter 9.4 covers what I have learned during this thesis process, and how to improve it in the future.

9.1   Key Outcomes

In this chapter, all project tasks are explained and discussed individually. Presenting the outcomes this way shows the importance of each step for this project and how much the tasks depend on each other.

The project task 1 was about the theoretical framework. The goal was to create a strong, supportive framework to cover the whole project. The main theories behind this thesis are human resource planning and talent management. The theories behind talent pools and career pathing are also covered, and they both have a strong connection to human resource planning and talent management. Since this thesis collects data about the employees, it was important to include GDPR into the framework.

The project task 2 relies a lot on my previous professional expertise from the social services work with autistic people. In this step, I started forming the original competence table based on my work experience and training. Results of this are in table 2, chapter 3.2. After the preliminary model, I collected a focus group to discuss about my findings. These professionals were chosen since they have long careers, higher education and they represent the average employees and both services of the commissioning company. During the focus group discussion, we edited the preliminary model to its final form by combining, including and excluding the competences. Mid-step of this process is visible in table 3,

chapter 3.2. In the final competence model, presented in table 4 chapter 3.2, two different types of competences were recognised; mandatory and non-mandatory ones. The mandatory competences are with colour blue in table 4 (chapter 3.2) and figure 2 (chapter 4.2).

After identifying the competences vital for the client work during project task 2, **project task 3** started. In this task, a survey regarding unit level competences was sent for all employees of the commissioning company, in order to detect potential competence gaps. The target group of the survey were the blue-collar workers, but due to issues with emails (explained more in-depth in chapter 4.1), the email was sent for the whole company. The cover letter is available in Appendix 1 and the survey in Appendix 2. The goal of this project task was to see, what level of competences is existing in the units, according to the employees. 33% of the estimated potential employees responded to this survey, and they represented almost every unit of the commissioning company. The results indicated that the level of non-mandatory competences was good, but there was an enormous competence gap with all mandatory competences. When comparing the results between units, the results showed that the lack of competences was higher in less than 5-year-old units located outside of the capital area. The results of this survey are available in figure 2 in chapter 4.2.

After defining the competences and identifying competence gaps, I started working with **the project task 4**. There the goal was to collect, with a survey, volunteering employees with competences and motivation to create their career paths via a specialist role. This survey's name is in this thesis the employee competence survey. Before sending the survey, I interviewed the data controller of the commissioning company to ensure that the data will be handled and stored according to the GDPR. The data controller instructed how to form the cover letter for the survey so that it included the necessary information and explained for the reader that by filling this survey they give us permission to handle their data. For this survey, 19 employees responded, and they represent both services and all the operational areas of the commissioning company. In the survey, I asked respondents' contact information, competences that they have and how they have attained them. The last question in the survey was about the competences that the employees

wants to retain in the future. Based on the responses, some competences are more common than others; for example, ten respondents stated having competences regarding psychiatric diseases and organising and implementing group activities for the clients, whereas speech judo only had one response. The future competences had most replies on the competences regarding communication methods, ICT skills and neuropsychiatric coaching. After the survey, I informed the respondents by email that I will ask a managerial confirmation about the competences listed. Managers were approached by email, and I explained what the goal of this step is and included a list of competences from their employees. For 12 respondents I was able to get managerial confirmation, but the rest of the managers did not reply. Majority of managers confirmed that the employee has these competences, for two employees the manager stated that the employee partially has the competences and for one employee the manager stated that the employee does not have any of the listed competences. The answers for this survey are provided in chapter 5.2, table 5. The cover letter and the survey are in appendices 3 and 4, and the emails sent for the employees and managers are in appendices 5 and 6.

Project task 5 is about the talent management software systems and forming the talent pool for now. For the talent management software systems, the goal was to recommend possible ones for purchasing in the future. At first, I contacted the company that provides the commissioning company's current talent management system. Email sent for them is available in Appendix 7. I made also a desktop research to see, are there any companies that provide systems for internal talent pools. All talent pools discovered were only suitable for recruitment purposes, not for internal use. I suggested a talent management software system that has more actions for human resource planning and talent management than the current system. During the interview with the data controller in project task 4, they suggested inserting the information for now into Microsoft Teams. The data collected during the previous project task was put into an Excel sheet and then sent for the commissioning company, so it can create the Teams group. An example of the Excel sheet is in Appendix 8.

The international view for this thesis is in chapter 7, where **project task 6** is completed. This project task was about identifying competences sellable for foreign markets. To see,

what competences are currently required and trending in the countries more developed with autism rehabilitation methods, I did desktop research. Based on this research, I suggested the following competences: sexuality, exemplary employment, art-based methods, and identifying and planning and executing rehabilitation plans for deficit adaptive skills.

In **project task 7**, I gave recommendations on how to utilise and maintain the talent pool. To gain a more scientific approach to these recommendations, the suitable literature was reviewed. Part of the recommendations given is more specific for this particular company, based on how it operates and how it works. This was important for making the recommendations more customised. Knowledge about the organisation has been gained by working in the commissioning company.

Project task 8, the conclusions, gathers everything that has been done during this process. In this step, key outcomes, evaluation of the project, and recommendations for the future was given. Finally, the reflection of learning was done, where I went through what I have learned during this process, and what could have been done differently.

9.2 Project Evaluation

This project started in fall 2019, the first step being the discussion with the commissioning company's representative. The topic of creating an internal talent pool came up during that discussion, and I decided to grasp it. The final version of the plan was finished in October 2019. From the first meeting until finishing this thesis, the project has lasted seven months.

The most time-consuming part of this thesis was the research for suitable literature. Whereas it was quite easy to find a theoretical framework for GDPR, talent management, and human resource planning, it was the opposite for talent pools and career pathing. Especially finding the supporting theoretical framework for talent pools, which often refers to a recruitment tool, took time.

Narrowing down the scope of this thesis was the hardest part. The topic of this thesis is very broad. Narrowing the topic and project tasks so that all the important parts got covered without missing anything while keeping the parts reasonable, took plenty of planning and editing. During this process, it was important to show clearly in the text the connection and value of each step. With a subject this large, I did find myself struggling with the structure and clarity. The structure of this thesis had to be redone a few times, and the headlines changed until the last weeks of the process. To avoid overusing of headlines, I used bolding in the text to symbolise when the topic changes. This seemed to make the text more reader friendly. Without the guidance of the thesis advisor, this achieved clarity would have not been achieved.

The final product, the talent pool, came as I vision in the beginning. There were no major surprises, expect the number of project tasks which increased during the process. I knew from the beginning that this would be a labour-intensive project, but I wanted to stick to this topic since I knew this was well needed in the commissioning company. One of my goals was to cooperate as much as possible with the blue-collar employees, and I was able to do majority of the steps with them. This was important for me because the final product aims to build career paths for them. When I presented the results for the representative of the commissioning company, they stated that they are happy with my work. The amount of data provided for them was pleasing, and the final tool seemed usable for them. My independent working style, knowledge about human resources, and strong background from the client work received praises. Overall, the project was somewhat well completed, and the final product is what I expected.

9.3 Recommendations and Suggestions for Further Research and Projects

For the future, there are some recommendations mentioned in chapter 8, which is the project task 7 that is about the maintenance and utilisation of the talent pool. As it was mentioned in that chapter, it could be beneficial for the commissioning company to keep on researching possible talent management software systems that could include the talent pool in themselves or other systems, which allow the pool to be used for example with mobile

devices. Having the pool in same system with the other HRM actions would ensure that the pool will not be neglected when it comes to updating and using the pool.

The competence gaps discovered during this project could be taken care for in a form of a project. Arranging training events and specialist visits to increase the knowledge regarding the mandatory competences seems like an important step for them to take. Following, how the level of these competences increases with these methods could be interesting to see and how it reflects turnover and overall job satisfaction rates within the commissioning company.

From the perspective of competences, it could be interesting if the commissioning company keeps on researching what are the needed competences in the company on a regular basis. Workshops could be organised to define these competences and to evaluate, how important they really are in the client work. While presenting the results of this work, the representative of the company stated that it would be also interesting for them to study, what so called supportive competences (writing skills, ICT skills etc.) do the employees need in their work and on what is the level of those ones. This could be also included in the workshops.

9.4   Reflection on Learning

During these seven months that this project has lasted, I have learned a lot. My knowledge about human resource planning, career pathing, talent management, and talent pools have increased thanks to the literature review. Without this project, I would have read fewer interesting books regarding human resource management than what I have done now. Since the suitable material was not always easy to access, I had to do a lot of research which has affected positively my research skills. At the end of this project, I have noticed that I am a much better user of Webropol than I was before. Even though this was not the first thesis that I have completed, I was not good at writing long reports or executing long-term projects. After this thesis, I can say that both of these skills have improved a great deal and working with these kinds of projects does not feel as intimidating as they felt beforehand.

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Appendices

Appendix 1. Cover Letter for Unit Competence Survey

Hei kaikki!

Olen Haaga-Helian tradenomiopiskelija, ja teen opinnäytetyön XXXXXXXX. Opinnäyte-työni aiheena on rakentaa sisäinen osaamispooli XXXXXXX, ja tämän poolin tavoitteena on mahdollistaa työntekijöille urapolkuja ja saada teidän työntekijöiden ammatillista osaa-mista laajemmin käyttöön.

Alla oleva kysely liittyy opinnäytetyöni ensimmäiseen vaiheeseen, ja siinä kartoitetaan, millaista osaamista teillä on yksiköissä. Kategoriat ja osaamiset on määritelty yhdessä XXXXXXX työntekijöistä kootun ryhmän kanssa. Kysely on anonyymi, ja sen täyttämiseen menee n. 5 minuuttia. Jos herää kysymyksiä, niin voit ottaa yhteyttä minuun sähköpos-titse, XXXXXXX.

Appendix 2. Unit Competence Survey

Osaamisen kartoitus

1. Yksikkö, jossa työskentelet *

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2. Kommunikaatio *

	Osaamista on kaikilla työntekijöillä	Osaamista on useammalla työntekijällä	Osaamista on muutamalla työntekijällä	Osaamista ei ole kenelläkään	Osaamista ei tarvita
AAC-menetelmien osaaminen ja soveltaminen asiakaskohtaisesti (ymmärrys erilaisista menetelmistä kuten Arasaac. KUVAKO. Sclera	○	○	○	○	○

	Osaamista on kaikilla työntekijöillä	Osaamista on useammalla työntekijällä	Osaamista on muutamalla työntekijällä	Osaamista ei ole kenelläkään	Osaamista ei tarvita
jne.) *					
Kommunikaatiosovellukset, osaaminen ja käyttäminen (GoTalk, MOI, Taike jne.) *	○	○	○	○	○
Muiden vaihtoehtoisten kommunikaatiomenetelmien osaaminen ja käyttäminen(selkokieli, tukiviittomat, HYP, Oiva) *	○	○	○	○	○

3. Elämänhallinta *

	Osaamista on kaikilla työntekijöillä	Osaamista on useammalla työntekijällä	Osaamista on muutamalla työntekijällä	Osaamista ei ole kenelläkään	Osaamista ei tarvita
Seksuaalisuus (identiteetti, sukupuoli & seksuaali-identiteetti, moninaisuus, tunnetaidot, sosiaaliset suhteet, seksuaalioikeudet, seksuaalisuutta loukkaava väkivalta, seksuaaliterveys) *	○	○	○	○	○
Ajan hahmottaminen ja strukturointi *	○	○	○	○	○
Verkosto-osaaminen (sosiaaliohjauksellinen osaaminen, palveluohjaus) *	○	○	○	○	○
Adaptiivisen taitojen puutteellisuuden tunnistaminen *	○	○	○	○	○
Adaptiivisten taitojen kuntoutuksen suunnittelu asiakaskohtaisesti ja toteuttaminen. *	○	○	○	○	○

4. Haastava käytös *

	Osaamista	Osaamista	Osaamista	Osaamista	Osaamista

	on kaikilla työntekijöillä	on useammalla työntekijällä	on muutamalla työntekijällä	ei ole kenelläkään	ei tarvita
AVEKKI-osaaminen *	○	○	○	○	○
Puhejudo-osaaminen *	○	○	○	○	○
Juridinen ja IMO-osaaminen *	○	○	○	○	○
Purkumenetelmät asiakkaiden kanssa (kuinka toteuttaa purku asiakkaan kanssa hänen tasonsa huomioiden) *	○	○	○	○	○
Haasteprosessiosaaminen *	○	○	○	○	○

5. Terveyden tukeminen *

	Osaamista on kaikilla työntekijöillä	Osaamista on useammalla työntekijällä	Osaamista on muutamalla työntekijällä	Osaamista ei ole kenelläkään	Osaamista ei tarvita
Somaattiset sairaudet *	○	○	○	○	○
Psykiatriset sairaudet *	○	○	○	○	○
Kehitysvammalääketiede (diagnostiikan tuntemus ja huomioiminen toiminnassa, arviointi- ja kuntoutusmenetelmien tuntemus) *	○	○	○	○	○
Lääkehoito (vaikuttavat aineet/ yhteisvaikutukset) *	○	○	○	○	○
Ruokavalio-osaaminen (kirjon tyypilliset piirteet, allergiat jne.) *	○	○	○	○	○
Verkosto-osaaminen (verkostotuntemus, tietää mistä saada apua ja kuinka kontaktoida) *	○	○	○	○	○

6. Liikunta ja aistit *

	Osaamista on kaikilla työntekijöillä	Osaamista on useammalla	Osaamista on muutamalla	Osaamista ei ole kenelläkään	Osaamista ei tarvita

	työntekijällä	työntekijällä			
Sensomotoristen erityispiirteiden tunnistaminen ja kuntouttaminen *	○	○	○	○	○
Liikunnallisten ryhmien suunnittelu ja asiakkaiden osallistaminen *	○	○	○	○	○
Toiminta- ja fysioterapeuttinen osaaminen *	○	○	○	○	○

7. Kulttuuri *

	Osaamista on kaikilla työntekijöillä	Osaamista on useammalla työntekijällä	Osaamista on muutamalla työntekijällä	Osaamista ei ole kenelläkään	Osaamista ei tarvita
Musiikkitoiminnan suunnittelu kohderyhmälle ja asiakkaiden osallistaminen *	○	○	○	○	○
Kuvataidetoiminnan suunnittelu kohderyhmälle ja asiakkaiden osallistaminen *	○	○	○	○	○
Kädentaidot (askartelu, tekstiilityöt, puu/metallityöt, kudonta), toiminnan suunnittelu kohderyhmälle ja asiakkaiden osallistaminen *	○	○	○	○	○
Mediatoiminnan (liikkuva kuva, kuva, SoMe) suunnittelu kohderyhmälle ja asiakkaiden osallistaminen *	○	○	○	○	○
Elämysten suunnittelu kohderyhmälle ja asiakkaiden osallistaminen (juhlat, retket, teatteri, tanssi, tapahtumiin osallistuminen) *	○	○	○	○	○

8. Työkyvyn edistäminen & työllistyminen *

	Osaamista on kaikilla työntekijöillä	Osaamista on useammalla työntekijällä	Osaamista on muutamalla työntekijällä	Osaamista ei ole kenelläkään	Osaamista ei tarvita
Asiakkaan työtaitojen tunnistaminen ja edistäminen *	○	○	○	○	○
Verkostoyhteistyö ja palveluiden tunteminen *	○	○	○	○	○
Työtoiminnan kehittäminen kohderyhmälle *	○	○	○	○	○
Asiakkaiden osallistaminen työtoimintaan *	○	○	○	○	○

Appendix 3. Cover Letter for Employee Competence Survey

Hei!

Onko sinulle kertynyt työuran aikana erityisosaamista asiakastyöhön liittyen, ja haluaisit päästä hyödyntämään tätä osaamista XXXXXX? Jos näin on, ilmoittaudu XXXXXXX sisäiseen osaamispooliin, jonka tarkoituksena on luoda urapolkuja työntekijöille sekä mahdollisuuksia päästä näyttämään kykynsä muissa yksiköissä. Pääset ilmoittautumaan viestin lopussa olevasta linkistä.

Osaamispooli tullaan sijoittamaan käyttöoikeuspohjaiseen Microsoft Teams-järjestelmään. Tähän pooliin tulee olemaan pääsy ainoastaan esimiestasolla ja palvelutoiminnanpäälliköllä. Kyseessä on tietoturvallinen järjestelmä, ja antamiasi tietoja tullaan käsittelemään tietoturvallisesti. Täyttämällä alla olevan kyselyn annat hyväksynnän sille, että tietosi lisätään osaamispooliin.

Appendix 4. Employee Competence Survey

Osaamispooli

1. Yksikkö, jossa työskentelen *

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2. Yhteystietosi

Etunimi *	
Sukunimi *	
Sähköposti *	
Työpuhelin	

3. Millä seuraavista osa-alueista sinulla on osaamista (valitse yksi tai useampi): *

☐ AAC-menetelmien osaaminen ja soveltaminen asiakaskohtaisesti (ymmärrys erilaisista menetelmistä kuten Arasaac, KUVAKO, Sclera jne.)

☐ Kommunikaatiosovellukset, osaaminen ja käyttäminen (GoTalk, MOI, Taike jne.)

☐ Muiden vaihtoehtoisten kommunikaatiomenetelmien osaaminen ja käyttäminen(selkokieli, tukiviittomat, HYP, Oiva)

☐ Seksuaalisuus (identiteetti, sukupuoli & seksuaali-identiteetti, moninaisuus, tunnetaidot, sosiaaliset suhteet, seksuaalioikeudet, seksuaalisuutta loukkaava väkivalta, seksuaaliterveys)

☐ Ajan hahmottaminen ja strukturointi

☐ Verkosto-osaaminen (sosiaaliohjauksellinen osaaminen, palveluohjaus)

☐ Adaptiivisen taitojen puutteellisuuden tunnistaminen

☐ Adaptiivisten taitojen kuntoutuksen suunnittelu asiakaskohtaisesti ja toteuttaminen.

☐ AVEKKI-osaaminen

☐ Puhejudo-osaaminen

☐ Juridinen ja IMO-osaaminen

☐ Purkumenetelmät asiakkaiden kanssa (kuinka toteuttaa purku asiakkaan kanssa hänen tasonsa huomioiden)

☐ Haasteprosessiosaaminen

☐ Somaattiset sairaudet

☐ Psykiatriset sairaudet

☐ Kehitysvammalääketiede (diagnostiikan tuntemus ja huomioiminen toiminnassa, arviointi- ja kuntoutusmenetelmien tuntemus)

☐ Lääkehoito (vaikuttavat aineet/ yhteisvaikutukset)

☐ Ruokavalio-osaaminen (kirjon tyypilliset piirteet, allergiat jne.)

☐ Verkosto-osaaminen (verkostotuntemus, tietää mistä saada apua ja kuinka kontaktoida)

☐ Sensomotoristen erityispiirteiden tunnistaminen ja kuntouttaminen

☐ Liikunnallisten ryhmien suunnittelu ja asiakkaiden osallistaminen

☐ Toiminta- ja fysioterapeuttinen osaaminen

☐ Musiikkitoiminnan suunnittelu kohderyhmälle ja asiakkaiden osallistaminen

☐ Kuvataidetoiminnan suunnittelu kohderyhmälle ja asiakkaiden osallistaminen

☐ Kädentaidot (askartelu, tekstiilityöt, puu/metallityöt, kudonta), toiminnan suunnittelu kohderyhmälle ja asiakkaiden osallistaminen

☐ Mediatoiminnan (liikkuva kuva, kuva, SoMe) suunnittelu kohderyhmälle ja asiakkaiden osallistaminen

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☐ Elämysten suunnittelu kohderyhmälle ja asiakkaiden osallistaminen (juhlat, retket, teatteri, tanssi, tapahtumiin osallistuminen)

☐ Asiakkaan työtaitojen tunnistaminen ja edistäminen

☐ Verkostoyhteistyö ja urapalveluiden tunteminen

☐ Työtoiminnan kehittäminen kohderyhmälle

☐ Asiakkaiden osallistaminen työtoimintaan

4. Miten olet saavuttanut tämän osaamisen (koulutukset, työkokemus, kurssit jne.): *

5. Millä osa-alueilla haluaisit kehittää osaamistasi tulevaisuudessa?

Appendix 5. Letter for Employees Participating the Talent Pool

Hei!

Kiitos osallistumisestasi XXXXXXX sisäiseen osaamispooliin. Seuraavassa vaiheessa tulen lähestymään esimiestäsi, tarkoituksenani saada häneltä vahvistus, että sinulla on osaamista mainitsemiltasi osa-alueilta. Tämä vaihe tehdään, jotta saan varmistuksen ja objektiivisemman näkökulman osaamiseesi, sillä tavoitteena on kuitenkin löytää työntekijöitä, joilla on erityistä osaamista.

Appendix 6. Letter for Managers to Confirm the Competences

Hei!

Olen tekemässä tällä hetkellä opinnäytetyötäni XXXXXXXXX, tavoitteenani luoda sisäinen osaamispooli. Osaamispooli luodaan, jotta työntekijöillä on mahdollisuus horisontaalisiin urapolkuihin asiantuntijuuden kautta. Keräsin hetki sitten halukkaiden työntekijöiden tietoja tähän pooliin, ja nyt varmistan kaikilta näiden työntekijöiden esimiehiltä, onko tällä yksilöllä varmasti tätä osaamista. Tämä vaihe tehdään, jotta pooliin tulee varmasti sellaisia työnte-kijöitä, joiden tietotaito ja kokemus ovat sillä tasolla, että he pystyvät mahdollisesti työs-kentelemään asiantuntijaroolissa.

Tässä yksiköstäsi ilmoittautuneet työntekijät osaamisineen:

Kiitos jo etukäteen vastauksestasi!

Appendix 7. Letter for Commissioning Company's Current Talent Management System Provider.

Hei! Olen Haaga-Helian opiskelija, ja teen opinnäytetyönäni sisäistä osaamispoolia toimeksiantoyritykselle. Eli ajatuksena että halukkaat työntekijät osaamisineen ovat yhteen paikkaan kerättynä, josta sitten heitä voidaan "tilata" toisiin toimipisteisiin auttamaan niissä tehtävissä, joihin heillä on erityisosaamista. Toimeksiantoyritykseni käyttää HR-järjestelmänä XXXXX, ja luonnollisesti he toivoisivat, että tämän poolin saisi sisällytettyä samaan järjestelmään, jotta vältyttäisiin useamman järjestelmän systeemiltä. Eli alustavasti nyt tiedustelen, onnistuuko tällaisen luonti XXXXX edes teorian tasolla?

Appendix 8. Example Excel Sheet for the Current Talent Management System.

Competences	Employee	Contact information	Unit	Manager	International competences