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Supporting employee skill development from organisational culture perspective - a communication framework for analysing and aligning views

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<p>The digital transformation is changing how business is being done and these developments go with high speed. This has caused gaps in skill sets of employees, and an increased need for reskilling or upskilling. Organisations have recognised these needs in working life, but many struggle with this. Reasons for failing to respond are connected to either the strategy, management, organisational culture, employees, not being mature enough or lacking the resources, competences, or insights.</p> <p>This thesis explores the topic of supporting employee skill development from organisational culture to find ways to help organisations to bring about a paradigm shift related to workplace learning and skill development, as this perspective is often not taken into account. Also, literature and practical tools are lacking a practical solution. The main objective of the thesis is to identify elements in an organisational culture that influence employees' skill development in order to align the employer's needs/goals and the employee's motivation/willingness by improving communication between both parties.</p> <p>Literature found several elements of organisational culture that influence skill development that were categorised into five themes: Leadership, Strategy, Capacity, The Company as a workplace, and Me and my work. A communication framework for skill development from organisational perspective was proposed as no framework could both analyse the current situation of the organisational view and employee view and find blockers and enablers for skill development from both views.</p> <p>It was used during the empirical research, a use case study in Valamis, to test if the proposed framework helps to find the enablers and blockers of skill development. On one hand, the quantitative research explored Valamis' learning culture maturity, and on the other hand the employee view was studied with the help of the yearly Valamis employee wellbeing and satisfaction survey. Next to this it had a qualitative follow-up survey for some in-depth feedback about skill development in Valamis.</p> <p>On overall level, the empirical research found that the situation in Valamis is quite good, the five themes were aligned. Several elements clearly help to enable skill development, such as leadership encouraging self-development, opportunities for learning at the workplace and applying those skills in everyday work, a good work atmosphere where employees are treated kindly and respectfully and can be themselves, and enjoying own work and being motivated to work at Valamis. Some misalignments were found too but these were identified to be individual blockers, and in some cases indicated difference in teams and offices but those findings were mostly not statistically significant.</p> <p>This thesis can be a basis for discussing and reviewing the found enablers and blockers that influence skill development within Valamis. The communication framework for skill development from organisational perspective can help other organisations assess their own situation and improve support for employee skill development.</p>	
Key terms Communication framework, Skill development, Organisational Culture, Learning Culture, Psychological Contract, Workplace learning.	

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1. Introduction

After the first, second and third Industrial Revolution, we are now in the Fourth Revolution (World Economic Forum 2016). This Digital transformation is changing how business is being done and these developments go with high speed. This has caused gaps in skill sets of employees, and an increased need for reskilling or upskilling. (Deloitte 2019; KMPG 2020; World Economic Forum 2020a.) The need to learn is much higher than before and is, in fact, the highest-rated challenge for companies and one of the most important ways to form the labour force (KMPG 2020). For employees, the opportunity to learn is seen as the most important reason for taking a job (Deloitte 2019, World Economic Forum 2020b). Organisations have recognised these needs in working life, but many struggle with adjusting to a new way of working and bring about a paradigm shift about workplace learning (Sousa & Rocha 2019, 328). Vey, Fandel-Meyer, Zipp & Schneider (2017, 22) researched learning and development in times of digital transformation and found that reasons for failing to respond are connected to either the strategy, management, organisational culture, or employees, not being mature enough or lacking the resources, competences, or insights.

I noticed similar trends during my work at Valamis, an organisation offering learning experience platforms to their customers, which focusses on skill development and also has features for skill management. During spring 2020, I did user research amongst our customers about our platforms Skills feature and it was clear it was an important feature as a tool to manage and help develop skills, but also find skill gaps, reskilling and upskilling. Valamis has started to work on developments for the Skills feature to meet and improve these customer requirements. However, one of the challenges of skill management and development is that it requires employees that will, in fact, be active and have enough support for learning new skills. What this support is and how it should be approached, is something that customers pointed out they would like or need to have guidance with. Organisations can set goals, but what to do if employees do not start to learn? How to motivate employees to become active learners? How to optimise communication around skill development, and what models or frameworks can be used?

This thesis therefore, explores the topic of supporting employee skill development. After working on the user research amongst Valamis' customers about developing the Skills feature, and the designs of the concept for the new Skills feature, this thesis seems like an important extension that would help the launch of our improved skills feature, as it can be give knowledge and tools for our customers on how to support skill development of employees.

Supporting skill development can be looked at from different perspectives, such as HR (reward systems), learning solutions (tools), or organisational culture. Each can help to support skill development in their own way. For the scope of this thesis, I decided to focus

on the organisational culture perspective as it is something that is not so much explored yet. Literature on support of employee skill development from organisational culture perspective is minimal and practical approaches are missing.

Organisational culture influences on if and how an organisation supports employees and influences whether learning and skill development is accepted by its employees. For example, if a company wants its employees to learn new skills, it could invest in a digital learning platform, or ask HR to work out a learning reward system, but if the elements of the organisational culture that influence to skill development are not understood well enough, skill development cannot be optimised and in worst case scenario it can even be resisted. If the organisational culture is not open for innovation, or managers do not support employees taking time for learning, or in general are not encouraging learning if it is not a core cultural value, chances are slim that employee skill development will be successful.

The thesis is important because if companies want to successfully meet the demands of the digital revolution that challenge organisational performance and productivity, by employee skill development through reskilling and upskilling, they need more than just learning and HR tools. They need to know how to support employees from organisational culture perspective to bring about a positive attitude and acceptance towards workplace learning and a paradigm shift towards a new way of working. This thesis focuses on the gap of this knowledge for a practical approach and in the hope of making a useful contribution for companies that are struggling with employee skill development.

1.1. Thesis objective

How employee skill development can or should be supported in an organisational culture is a topic that has not been researched very well. It is a vital part of the success of skill development, next to other approaches, such as learning tools or HR tools.

The thesis's main objective is **to identify elements in an organisational culture that influence employees' skill development in order to align the employer's needs/ goals and the employee's motivation/willingness by improving communication between both parties.**

Organisations can only ensure successful employee skill development when they understand their current situation. If an organisation knows what elements of an organisational culture enable learning, and what helps or motivates employees, they can continue to support that, or develop those even more. Next to that, they need to know what blocks skill development or demotivates employees, so they can find solutions for issues, align views, and improve communication, hereby optimising employee skill development.

1.2. Research problems

How can an organisation support employee skill development from organisational culture perspective? To be able to answer this, two topics need to be explored in our research. What influences to skill development from organisational culture perspective needs to be explored first. Both the organisational view and employee views related to elements that support skill development should be studied, to see which are aligned, which are misaligned, and which have gaps that need to be addressed. Based on that, it is possible to make suggestions on how an organisation optimise and develop support to its employees.

This leads to two **research problems**:

- What elements of organisational culture are connected to skill development?
- What elements enable and block employee skill development?

Organisational culture and skill development are two of the main concepts. An organisational culture is the agreed ways of thinking and common attitudes by the members of an organisation that need to be accepted by its employees to some extent to fit in (Jaques 1951, 251; Cambridge dictionary 2020; Hofstede 1991, 262). A more detailed description is written in chapter 2.4. Skill development, mentioned in the second research problem, means the process of identifying your skill gaps, developing and refining these skills (Dermol & Cater 2013, 325; Chandra 2019; Rahman 2009; Bala & Singhal 2019). More about skill development can be read in chapter 2.2.

To find out more about the elements that enable or block skill development, it will be important to look at underlying issues that influence how an employee behaves and what attitude they have towards the organisation and workplace learning. What are the elements that make employees active learners or not? Why are they more successful than those learners that are not highly active? This will be explored in the literature and during the empirical research.

1.4. Research questions

The research questions come forth from the research problems. These questions will help explore the topics of the two main problems.

Research Problem 1: What elements of organisational culture are connected to skill development? Exploring this, will help to understand what elements can potentially enable or block skill development by first studying what elements of the organisational culture are connected to skill development. The following research questions should help to learn more about this:

- What is the strategic approach to skill development?
- What is the capacity for skill development?
- What other elements are considered for employee skill development?

When speaking about a strategical approach, specific strategical decisions are meant that Valamis has implemented towards skill development in its day-to-day business. Capacity

means the company's ability to develop its employees' skills, which is strongly connected to the resources of time and money (Cambridge Dictionary 2020). If an employee has to use all their time on customer projects because of certain deadlines, it can result in an employee not having (enough) time to learn on the Valamis learning platform. Elements that could be considered for employee skill development can be related to areas such as purpose, effective communication, community, and good leadership.

Research Problem 2: What elements enable and block employee skill development?

After researching the elements that are connected to skill development from the organisational culture perspective, a closer look should be taken at what elements enable or block skill development. Research questions to help answer the second research problem are:

- What expectations do employees and the organisation have when it comes to skill development?
- What contextual elements, background elements, policy, and practice enable or block skill development?
- What kind of gaps can be found between the views of the organisation and the employees?

The first two questions explore elements that influence how the employee and the organisation view and experience skill development and how it is connected to attitudes towards workplace learning. The third question focuses on gaps, which would be important to make transparent so they can be discussed and aligned.

1.5. Scope

The scope of the thesis includes an exploration of the topic supporting employee skill development from organisational culture perspective, where the goal is to identify elements in an organisational culture that influence employee skill development in order to align the employer's needs/goals and the employee's motivation/willingness by improving communication between both parties. The organisational culture perspective is underrepresented in the literature, and especially a practical approach is lacking,

The thesis does not focus on tools, such as learning solutions, technical solutions, or HR rewards systems, as these are already studied to a wider extent in connection to employee skill development.

The research also focusses on getting data from one organisation only, hereby excluding the exploration of multiple or a diverse set of organisations. This might influence the interpretation of the research results in a way that they can not be generalised for all organisations.

2. Literature review

This chapter will discuss the concepts of workplace learning, skill development and personal development first, after which the role of the organisational culture will be described, which connects the three concepts together, and the final paragraph of this chapter proposes a framework for skill development from organisational culture point of view.

2.1. Workplace learning

Already before the change of the 21st century, there was a discussion that workplace learning is critically important for organisations (Matthews 1999). And during the past two decades, the need for improving job performance, reskilling, upskilling, and working on skill gaps has only increased, being one of the most critical issues to develop and manage in organisations (Deloitte, 2019). But what is workplace learning exactly and how do organisations facilitate it?

Some researchers use workplace learning as a term to describe the sum of employees' individual learning, not really distinguishing a difference between the two (Rylatt 1994, 10; Jacobs & Parks 2009, 134). Marsick (1987, 4) describes it as “the way in which individuals or groups acquire, interpret, reorganise, change or assimilate a related cluster of information, skills and feelings”. But some researchers have noticed there is a difference, organisations are not social being but rather, a collection of processes and cognitive systems, employees and attributes (Matthews 1999, 19-20; Hedberg 1981, 6). Popper and Lipshitz (2000, 185) see similarities between the two that they both have the same phases of information processing - collecting, analysing, abstracting, and retaining - but also differ when it comes to information processing. Organisational learning still needs transmission of information and knowledge among people and units. Action that is required, either from the organisation or from the employee, include applying one or more of the following elements: “adult learning theory, learning paradigms, organisational needs, individual interests” (Matthews 1999, 18). Each is defining workplace learning a bit differently, but they all describe the learning as an action by the employee and the connection to the workplace, whether this is for personal gain in an organisation (career development) or for the organisational gain (company goals), it includes gaining new information to develop skills or knowledge for improved performance.

An important perspective worth mentioning here for this thesis, is the purpose of workplace learning. While for the organisation, the target is around skill development in order to have enough competences as an organisation to do the work well, individual employees have their own motivations for learning, which are connected to personal development in order to develop own skills, interests, to do one's job well, for career development or change of work.

Workplace learning frameworks

Workplace learning can be seen from different perspectives. Alastair Rylatt created a framework that shows workplace learning as a systematic process, where the input alone defines whether the output is going to be successful or not. If workplace learning succeeds, it will have desired outputs, such as results of an organisation, improved competences and happy employees and in case it is not successful, it results in confusion and poor solutions, leading to chaos. (Rylatt 1984.) However, this is a rather simple model and not very practical, as organisations and employees are influenced by a variety of organisational and external elements, which are lacking from Rylatt's model.

Another model, Matthew's holistic view of workplace learning, takes a more complete approach to workplace learning and what elements influence it. As in Rylatt's model there is input and output but also outcomes of workplace learning, which connects it more from a human perspective and makes it more approachable in practice. Next to this, elements that influence the success of workplace learning which are mentioned are: "individual emotional/ subjective issues, motivational input, attitude/ commitment/ values, organisational characteristics, and environmental influence" (Matthews 1999, 25). This framework takes the approach that organisational characteristics, such as culture, structure, systems, people, and technology are elements that are part of each organisation and which can be adjusted in order to influence to the other elements, while environmental influence cannot be adjusted. (Matthews 1999, 25.) Matthews' framework helps to understand workplace learning as a whole and what elements influence it, either positively or negatively, and can be used to see if there are any misalignments. It would have been good to have a distinction between the elements that are connected to the organisation, and those that are connected to the employee. The role of communication has not been specifically mentioned in the framework but is part of the organisational characteristics / culture. Communication is the main tool to improve areas that are not aligned (Welch 2007, 191)

The importance of workplace learning

One could argue that workplace learning (and supporting employee skill development) is expensive and takes precious time off from other work tasks. Why should organisations invest in workplace learning?

Boswell (1995, in Matthews 1999) studied the importance of workplace learning as a tool to counter growing skill gaps already before the turn of the century. The digital revolution has only increased its importance since then. Before that, it was still common to go to school, study, and then find a job, and stay in that job with the same organisation for a long time. Those days are gone for many industries. Nowadays it is more common to change jobs, and jobs themselves are quickly evolving with technology, hereby creating a high need for continuous learning. (Deloitte, 2019.) According to the World Economic Forum (2020), in the US alone 73 million jobs will be unnecessary by 2030, worldwide an estimated 133 million jobs will be created because of the Digital Revolution, and that will require reskilling for a substantial number of employees. Deloitte (2019) mentioned in their

Global Human Capital Trends 2019 report that 86% of the research participants had said that learning was vital for their organisation, making it the most important trend this year, although readiness got only 46%. This shows there is still plenty of work to do.

Apart from influences by technological changes, other reasons why workplace learning is important are: the diversity of the workplace, meaning that different kinds of people have to work together - especially so for international organisations, more fierce competition on a global scale, and social change - meaning employees are more aware of the employee rights, the workplace market and make decisions based on company benefits, of which learning is the number one demand when looking for a job. (Patrickson, Bamber & Bamber 1995, 13-14; Cropley 1977, 22-28; Deloitte 2019.)

By investing in workplace learning and facilitating learning at the workplace, it is possible to manage employee skill development, increase awareness of skill gaps, growth, and available talent but you can also manage the quality of the learning content. Supporting workplace learning is as important as investing in workplace learning. Investing in workplace learning is not cheap and ambitious goals and expectations are usually set. Considering that learning as such is influenced by a variety of elements, it is the support by leadership on organisational cultural level that helps to increase the possibilities that employees will be actively learning, hereby making or breaking the success of the workplace learning goals and expectations. (Leslie, Aring & Brand 1998, 15; Dermol & Cater 2013, 329.)

Facilitating workplace learning

If a workplace is to facilitate workplace learning, it has to first comply with certain requirements: learning possibilities have to be available, with conditions that make learning possible and have certain features available (Matthews 1999, 18-29). What these possibilities, conditions and features are depend on are: a) the organisation: its processes, strategy, and capacity b) the people in the organisation: its employees, organisational culture, and especially workplace communication (Lee, Tan & Chiu 2008).

An example of workplace learning facilitation is a multinational cooperation that offers primarily digital learning on an internal learning platform where its employees study either in the office, during commuting, or at home, where learning content is mostly in English, takes no longer than 30-minute videos or texts at a time and where the team manager is in responsibility of the content quality and skill development tests. Another example could be a small local company that needs to teach how a machine works which they have recently acquired. Learning happens on the job with an expert showing in practice how the machine works, and after that they do an exam on paper. Both facilitate workplace learning and in a way that fits their organisation best, and this depends on identity and culture.

Facilitating workplace learning can be seen from two sides. One focuses on the organisation and how workplace learning can be planned: its learning strategy, leadership/ management decisions and styles, and capacity, the other focuses on the employees, the organisational culture and the contextual elements that influence to learning. (Matthews 1999; Lee, Tan & Chiu 2008.) Understanding of both views is needed if you want to successfully facilitate workplace learning. Developing the role of workplace learning needs organisations and employees to adjust or change some of their behaviours or attitudes. (Matthews 1999, 25.) Mary Welch (2012) researched employee perspectives of internal communication and found that effective internal communication has a significant impact on the outcome of the effectiveness of workplace learning and plays a big role during any alignments or changes within an organisation. If internal communication is done well between management and employees, and employees understand why certain things are being prioritised, then they are more likely to commit to goals and expectations of the organisation, which will in turn bring about a more positive outcome. (Welch 2012, 246.) On the other hand, it can also affect negatively, if internal communication is done poorly, and can, in fact, have the opposite effect of what an organisation targets. Misalignments or blockers are caused by how (or if) something is communicated, how fast or slow the changes are implemented, what expectations are set by the organisation and the employees and how negative feelings such as resistance or stress are being dealt with, as well as external factors. Therefore any changes related to workplace learning should be addressed on organisational culture level with communication as a tool to solve issues or align thoughts and actions. (Holliday & Retallick 1995.) Internal communication will be discussed in more detail in chapter 2.4.

2.2. Skill development and the organisation

Workplace learning results in employee skill development (Dermol & Cater 2013, 325). Although this seems like a logical statement, it has not been mentioned in the workplace learning frameworks in the previous paragraph as an outcome or output, which have rather shown the effects of employee skill development, e.g. improved performance, improved productivity and changed attitudes (Rylatt 1984; Matthews 1999, 25).

Skill development in the workplace has been defined in different ways. One definition states that it is “an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills)” (Chandra 2019). Rahman (2009) describes it as something that “improves the ability of human being to perform a job-related activity, which contributes to the effective performance of a task”. A very simplified version explains it as “the method of detecting skill gaps and improving these skills” (Bala & Singhal 2019). However, they all agree on the fact that it is a process where a skill is either absent or its level is lower at its starting point and evolves or develops at a later point in time. For this thesis, skill development is seen as something being driven by the organisation. An employee can also develop skills that

the organisation does not initiate. This is something that would be described as personal development and more about this in 2.3.

Skill development frameworks

There are not that many frameworks that help understand the concept of skill development and its processes. However, two of them are interesting to discuss in the context of the thesis.

The first is the Knowledge Management Framework, which is a straightforward framework that starts by analysing the current situation and its gaps, followed by creating strategy, setting up planning and finally executing it (Schmitt 2016). The framework is interesting from the point of view that this is very clearly organisation initiated, and connects the knowledge management elements, which should make sure that information and knowledge is distributed to all employees. It first assesses the current situation, then sets up a strategy, where it takes employees into account but its description 'Identify and tackle culture resistance' sounds slightly aggressive, as if the employee is doing something wrong, in comparison to for example 'Aligning views with employees', which would give a more open discussion, and where listening to each other would help understand what kind of support would be needed. How this should be 'tackled' is also not described. The framework then continues to plan, and finally execute its plan, where it is returning to the employees by stating "Keep the user community involved" which can be interpreted freely but implies also here, does not describe how and has a top-down approach. (Schmitt 2016.)

The Digital Competence Framework for Educators, introduced by Christine Redecker and Yves Punie (2017), looks at learning as a process and focuses on the digital learning flow. It shows how professional competences are transferred from the educators or trainers to the learners, via pedagogical methods of teaching and learning, digital resources, empowering learners, and assessment. Also here, a clear learner or employee perspective is missing as well as elements that influence this process. It mentions 'empowering learners' but fails to give any details on how to do this. (Redecker & Punie 2017.)

Both frameworks will work well in the planning phase and correspond with expectations of how skill development is currently approached and processed. However, neither framework shows how to address organisational culture elements that influence this skill development process, and the individual employee is not considered enough here. How skill development happens is influenced by many elements: strategical and pedagogical methods are some, but elements outside of these main two areas should be considered as well, to be successful.

The organisation and skill development

Learning is done by employees, however the role of the organisation for skill development is indispensable. This topic has been discussed during research related to different areas

of skill development. Several studies mention that if a company does not have a learning strategy or enough resources, it will be unlikely that skill development on organisational level will succeed (Shaw & Craig 1994, 10; Cohen & Gadon 1978, 17). One study looked at the influence of training and training transfer elements on organisational learning and performance. They found that both processes and people play a strong role in the success of workplace learning, and supporting skill development is mentioned as a vital role for the success of training and applying newly acquired skills from the training into the workplace. They divided the support of skill development into supervisor support (informal discussions, coaching or mentoring) and peer support (informal discussions, social learning, peer pressure, norms, values). (Dermol & Cater 2013, 329.) Another paper described the role of work pressure on proactive skill development. It found that there is a positive connection, which means that pressure from the organisation to develop skills can have a positive effect on activating an employee. Too much work pressure though eventually leads to negative results, while social learning has a positive effect on employees. (Ren & Chadee 2016.) According to Deloitte, reward systems should be refreshed and create a connection to skill development in order to close skill gaps and activate employees. This would require HR to be aware of current employee skills, team skills, organisational skill goals and skill gaps on individual, team, department, and organisational level and integrate that into the organisational culture. (Deloitte, 2019.)

Organisational skill development is planned top down, with a learning strategy, leadership, HR and managers' involvement for implementation, rewards and support but it is the employee who will need to become active and develop his or her skills (Dermol & Cater 2013, 340; Ren & Chadee 2016; Deloitte, 2019). If the view of the employee concerning organisational skill development is vastly different than the view of the organisation, it can cause challenges and resistance, if there is no transparency or (not enough) communication between the organisation and the employees about these. Organisations should therefore not only be aware of their own learning strategy, their capacity and leadership, but also consider the perspective of the employee as an individual, and their views to personal development. (Holliday & Retallick 1995)

2.3. Personal development and the employee

While skill development described the point of view from the organisation, this paragraph about personal development will describe the point of view of the employee as an individual. This is important to do because we are dealing with individuals that each have their own view on learning. If only it were as simple to implement a strategy and provide learning tools, there would be no need for this thesis. However, each individual has personal learning experiences, goals, hopes, expectations, and challenges, which makes the organisational skill development process more complex, but also more interesting.

Personal development has been defined as “the process of improving your skills and increasing the amount of experience that you have in your job” (Cambridge Business Eng-

lish 2011). An organisation specialising in skill development defines it as "activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance the quality of life and the realisation of dreams and aspirations." (Skills You Need 2020). How and whether personal development in the workplace happens can depend on the organisation but also on the employee. Personal development includes formal and informal learning with the help of others, such as managers, mentors, or peers. (Aubrey 2010, 9.)

Personal development frameworks

Although there are plenty of personal development frameworks available, they are mostly connected to personality psychology, sport psychology and development psychology. It was challenging to find useful frameworks concerning personal development within the scope of the thesis. I will discuss one framework, as an example of what is available on organisational level, and then a conceptual model of a study about the influence of training and training transfer elements on organisational learning and performance, which was the closest I found to explain personal development.

Bandaranaike created a work skill development framework that shows different types of personal development, which she divided based on "a) work skill assets: initiative, resourcefulness, lifelong learning, self-management, problem solving and communication or teamwork, and b) level of autonomy: prescribed direction, bounded direction, scaffolded direction, open-ended or unbounded" (Bandaranaike 2019, 2).

Although a useful and extensive framework for determining the type of personal development, this framework only lists the different types, and does not show when to choose one over another, nor any elements that could enable or block personal development. It shows that there are many ways of developing skills within the boundaries of workplace learning. It also helps organisations to decide what learning methods could work for some individuals in comparison to others. However for this thesis that focuses on organisational culture perspective, it's not very useful.

Another study presented a conceptual model that helps to understand the process of personal development from organisational culture perspective. It looks at the elements that influence personal development, as well as the influence of and relationship between them, the outcomes on employee level and the transfer to company performance. This research found that training affects how information is acquired and interpreted, and can also influence cognitive and behavioural changes but more importantly, **it is the support from peers and supervisors that encourages individuals to change their thoughts and behaviour**. Only then when an individual not only learns a new skill but puts it into practice, does it influence company performance. (Dermol & Cater 2013, 340-341.) This conceptual model shows the importance of support by supervisors and peers, and proves that an organisational culture where personal and skill development is

supported, is more likely to bring about change and a paradigm shift about workplace learning.

The employee and personal development

What drives employees to develop themselves and what support do they need or expect from the organisation? Several studies looked at the relationship between personal development and engagement in the workplace and found that learning and personal development give meaningfulness to one's job (Fletcher 2016, 2; Chen, Zhang & Vogel 2011; Shuck, Rocco & Albornoz 2014). Deloitte described the importance of bringing meaning back into the workplace and instead of top-down management, organisations should focus on the human aspects of work, not only see them as assets to reach their own skill gap goals (Deloitte 2019, 45).

Next to meaningfulness, personal development makes employees more engaged in their job and the relationship with the team manager improves (Fletcher, 2016). Being able to learn at the workplace makes employees feel that the organisation cares (Lee & Bruvold 2003). Opportunities for personal development are not automatically translated into active learnings, meaningfulness, or engagement at the workplace. It is not the employee alone, who needs to be active, often it also requires an active or supportive organisation, and especially team managers have a crucial role to support employees and help them see the advantages of learning and self-development, find a direction and motivation for learning. (Fletcher, 2016; Chlebkova, Mišanková & Kramárová 2015.) A study looking at the effectiveness of a personal development plan also showed that both the organisation and the employee have to be actively be involved for personal development to happen (Grohnert, Beausaert & Segers 2013).

When employees can be themselves at work, and be authentic, they are more likely to do and feel better on individual level, team level and organisational level (Roberts, Cha, Hewline & Settles 2009; Ménard & Brunet 2011). Personal development depends on both the organisation and the employee. While the organisation should provide possibilities for personal development, employees are responsible planning of their personal development (and career choices) and being active in learning. Personal development has a positive outcome on both the employee and the organisation. (Chlebkova, Mišanková & Kramárová 2015.)

2.4. The role of the organisational culture

Workplace learning, skill development and personal development have been discussed in the previous chapter. This chapter will discuss the role of the organisational culture, which connects the previous three topics together. How it influences workplace learning, skill development and personal development will be discussed.

Organisational culture is a term that was used first in 1951, when the book 'The Changing Culture of a Factory' was published. The organisational culture of a factory was described as "its customary and traditional way of thinking and doing of things, which is shared to a greater or lesser degree by all its members, and which new members must learn, and at least partially accept, in order to be accepted into service in the firm" (Jaques 1951, 251). The most important aspect mentioned is that although each employee can have its own specific view, he or she must still accept common ways and attitudes, at least to some extent in order to fit in with the culture of the organisation (Jaques 1951). Throughout the past seventy years organisational culture has become an important aspect of the workplace in connection with employee engagement and satisfaction and more definitions have been developed. Cambridge dictionary states it is "the types of attitudes and agreed ways of working shared by the employees of a company or organisation" (Cambridge dictionary 2020). Business dictionary (2018) describes that "an organisational culture is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid and are viewed as the shared norms and values of individuals and groups within an organisation". Finally, Geert Hofstede, who has been studying organisational cultures extensively defines it as "the collective programming of the mind which distinguishes the members of one organisation from another" (Hofstede 1991, 262). The definitions all see that there are agreed ways of thinking and attitudes by the members of a specific organisation.

Organisational subcultures

Organisational subcultures can be looked at from different perspectives: a) the organisation as a whole, divided into three layers: professional, administrative, and customer-interface or b) different groups or subcultures in the organisation, such as departments, teams, offices, or job role, or specific topics in an organisation, for example the management culture, learning culture or coffee break culture (Hofstede 1998). For this thesis, the organisational learning (sub)culture is important and how it fits and functions within the organisational culture.

It is important to realise that within an organisational culture there can be subcultures, and that each employee is a person with its own view, because it will help to understand that when management makes a good decision for the organisation but does not take subcultures into account that would require perhaps a different approach to communication or alignment, the result might not meet with organisational expectations. It requires understanding of organisational cultures as a whole, as well as employee diversity, subcultures and being able to connect with all its members and subcultures (inclusivity), as Hofstede (1998) found in his paper 'Identifying subcultures: an empirical approach'.

Organisational culture frameworks

A few useful frameworks about organisational cultures came up that can be used for analysing and describing elements of an organisational culture. Some of the frameworks

focussed on one area only such as artefacts or elements of an organisational culture, for example the seven-element framework and the competing values framework. (Cheung, Wong, & Wu 2010; Denison & Spreitzer 1991; McDermott & Stock 1999.) For the goal of the thesis those that take a more holistic approach are more interesting.

The most often mentioned framework in scholarly articles that were studied was the conceptual organisational culture framework. This model is used for analysing, explaining, and managing phenomena within the organisational culture, especially in connection with innovation and change. An organisational culture has multiple layers: underlying assumptions, norms, values and artefacts. (Schein 1992.) Although can be a useful framework that shows a wider concept of the organisational culture, it does not take any stand on how this works in different situations or changes in the organisation and in that way, does not help this thesis.

Hogan and Coote (2014) used Schein's conceptual framework as a basis to create an empirical model and tested the interrelationships between the various elements. They used 8 dimensions to describe an organisational culture that supports innovation: success, openness and flexibility, internal communication, competence and professionalism, inter-functional cooperation, responsibility, appreciation, and risk-taking (Hogan & Coote 2014, 1612). The study showed that employees were influenced and driven by the underlying organisational values. But supporting values alone did not increase performance, they needed to be connected to norms, artefacts, and behaviours of leadership. The two most notable findings were that: 1) leadership behaviour such as how they supported employees by appreciating and respecting them, had a significant impact on how employees behaved, which, as a result, could bring about more innovative behaviour; 2) physically implementing norms and values, for example by providing standards and guidelines, was an important way for employees to adapt or copy those into their job. (Hogan & Coote 2014.) This corresponds also with findings about the need of support in chapter 2.3 about personal development and the employee.

There are also other ways to study organisational culture, that do not only look at an organisational culture's values, norms, and behaviours. The following two frameworks manage to add more dimensions to organisational culture which can help to see specifically how some areas or topics differ between an organisation and its employees.

One of my favourite frameworks, that I already studied during my Bachelor Communication studies, is the Organisational culture dimensions framework by Geert Hofstede (1991) - I still have his book 'Cultures and Organisations: Software of the Mind' at home. This framework is particularly useful when working in international organisations. It studied and analysed organisations all over the world and noticed that the cultures of organisations can be divided into six dimensions: "1. process oriented vs. results oriented 2. employee oriented vs. job oriented 3. parochial vs. professional 4. open system vs. closed system 5.

loose vs. tight control 6. normative vs. pragmatic” (Hofstede 1991). There can be differences between organisations, but also within an organisation, e.g., when a company has an office in Turkey and in the USA, likely there are cultural differences that influence its employees. (Hofstede 1991.) This is important to consider, especially in multinational organisations, in relation to supporting employees, communication approaches and how to align misunderstandings, as they influence on employee attitudes and behaviours.

The final one is called Psychological Contract framework, and also analyses organisational culture from different dimensions, other than the basic elements of organisational culture. It is a very practical approach to look at employee behaviour and attitude inside a company. The psychological contract can be seen as a mutual relationship between the organisation and the employee, each with its own expectations, perceptions and understanding of their agreements, and that shows how each feels about those agreements (Rousseau, Tomprou & Montes 2013). It seems that the outcome of employee behaviours and attitudes results from the state of the psychological contract. Psychological contract influences on attitudes and behaviours, which makes it a particularly useful tool to analyse any gaps between their relationship. It is not only the elements of the psychological contract that influence its current state, also, policy and practice, as well as contextual and background elements influence it. (Guest 2004.)

Psychological contract framework

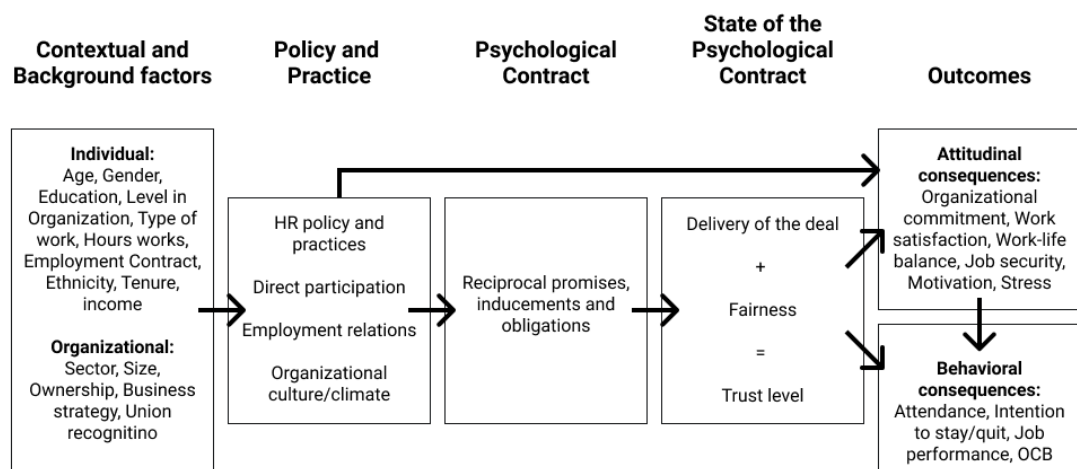


Figure 1: A framework for applying the psychological contract (adapted from Guest 2004)

Workplace communication in the organisational culture

As described earlier, each workplace has its own organisational culture. For any organisational culture, workplace communication is essential. In fact communication is constitutive in the workplace, as without any communication, there is no knowledge about the organisational values, norms and attitudes, or anything else related to the organisation. (Valo & Mikkola 2020, 3.) This paragraph will describe workplace communication and its role in the organisational culture.

Leena Mikkola describes workplace communication as a wide range of interpersonal relationships and behaviours at the workplace that include group communication, team communication and other forms of social communication, where information is shared, decisions are made, or informal communication and other communication between members, teams, and different hierarchical roles of the organisation takes place, which all results into the formation of the organisational culture. (Mikkola 2020, xi.) Workplace communication can be formal, connected to the work itself, or informal, not work related but strengthens the team spirit. It can have positive outcomes if the message is something that aligns with an employee's values, norms, and attitudes or if it is communicated well so a change in attitude is created; and it can have negative outcomes if it conflicts with an employee's own values, norms, or attitudes, or if the quality of communication is poor. In that case there is miscommunication. (Valo & Mikkola 2020, 10.)

Importance of workplace communication in the organisational culture

One can say that communication is one of the most important tools that an organisation has to bring about change. Communication is the tool for shaping, aligning, and transforming elements, values, and goals of the organisational culture, and is also the basis for relationships between employees. (Linjuan 2014, 23; Keyton 2014; Mikkola & Nykänen 2020, 15.)

The importance of communication for this thesis is described in the thesis goal - identifying elements in an organisational culture that influence employees' skill development, in order to align employee's goals of skill development and the employee's motivation concerning learning by improving communication between the two parties. We learned that the organisational culture influences how the members of the organisational culture communicate and how that affects its employees, for example are employees are motivated to learn, can they easily ask their superiors for help or mention suggestions, do they feel supported by their superiors and what happens in case an employee is not active at all. (Dermol & Cater 2013, 340-341.) If there are misalignments, then communication is also the tool with which these can be improved. Therefore, the organisational culture influences to workplace communication but deliberate transformative workplace communication is the tool to influences, adjust or change the organisation culture in return (Valo & Mikkola 2020).

Supportive Communication

Supportive Communication is crucial as a tool for management and leaders to successfully reach team goals. Effective communication brings awareness of opportunities, threats, or changes in the organisation, and should have as effect that employee understands why something is being communicated. It requires that communication is supportive and fosters positive relationships in the workplace between management and leaders on one hand, and employees on the other hand. Poor, or inappropriate communication will have the opposite effect. (Welch 2007.)

Supportive communication makes employees feel committed and motivated to play their part in the organisational culture (Mikkola 2020, 12-13; Mikkola 2020, 149). Communication also effects interpersonal relationships at the workplace, employee wellbeing and work satisfaction (Mikkola & Nykänen 2020, 15; Mikkola, 2020, 149). Finally, supportive communication positively influences the quality of the work (Mikkola 2020, p 149).

Workplace communication is not only a constitutive part of the organisational culture but also a tool for bringing about transforming within the organisational culture, or values, norms, and attitudes of individual employees, where supportive communication is a tool for aligning and brings about change based on mutual understanding (Mikkola 2020, 156-157).

The organisational culture and workplace learning

As seen in the previous paragraphs, skill development and personal development are interconnected, the result of workplace learning and influence to the performance of the company, but they can also be seen as separate concepts. The organisational culture influences skill development through how workplace learning is implemented and managed, how skill development is communicated and supported and how individual employees see and experience personal development. In turn, it effects on the outcome of the organisation's skill development and performance. While the fourth digital revolution progresses, workplace learning is increasing its role as an integral part of the organisation, and intentional learning has also grown with organisations creating a learning strategy to achieve their learning goals. As a result, an organisational culture that enables and supports learning will be vital to the success of workplace learning. (Christensen, Gittleson, & Smith 2020.) It is possible to speak of an organisational learning culture, when workplace learning has been integrated into the core of the organisation.

The organisational learning culture

The organisational learning culture is a subculture of the organisational culture and has been defined as "a collection of organisational conventions, values, practices and processes that encourage employees and organisations to develop knowledge and competence" (Nabong 2020). Without these elements learning can still happen, but it is the set of norms and values connected to learning in the organisation, the fact that learning is planned and its intention to improve company performance that makes it an organisational learning culture (Schein 1992; Wang et al. 2008; Lee, Tan & Chiu 2008).

Exploring the current state of an organisational learning culture could perhaps be done by using one of the organisational culture frameworks from the previous paragraph by describing the learning culture according to the elements of a framework. However, there is no specific focus on the learning process. Also, it does not give a structured approach to what elements influence the organisational learning culture. Therefore, it would be more

useful to have a look at a framework specifically focussing on learning in organisational cultures.

Organisational learning maturity frameworks

Organisational learning culture frameworks describing the process with required elements were not found, however a handful of frameworks measuring the learning maturity of a company came up, and appeared quite useful as two of these looked at the learning culture and employee perspectives.

The first one explored maturity in large scale corporate e-Learning and found seven dimensions in learning maturity: “Strategy, Structure, Experience, Learning design, Learning products, Learning process, People” (Cação 2014). It has indicators for each dimension to assess the maturity of it but fails to tell how these should be approached and used in practice. For the scope of thesis, that focuses on the organisational culture perspective, not all of these dimensions are directly organisational culture elements, such as the structure, learning design and learning products. It is also a rather theoretical model that is not as practical as the next framework.

Learning business maturity model

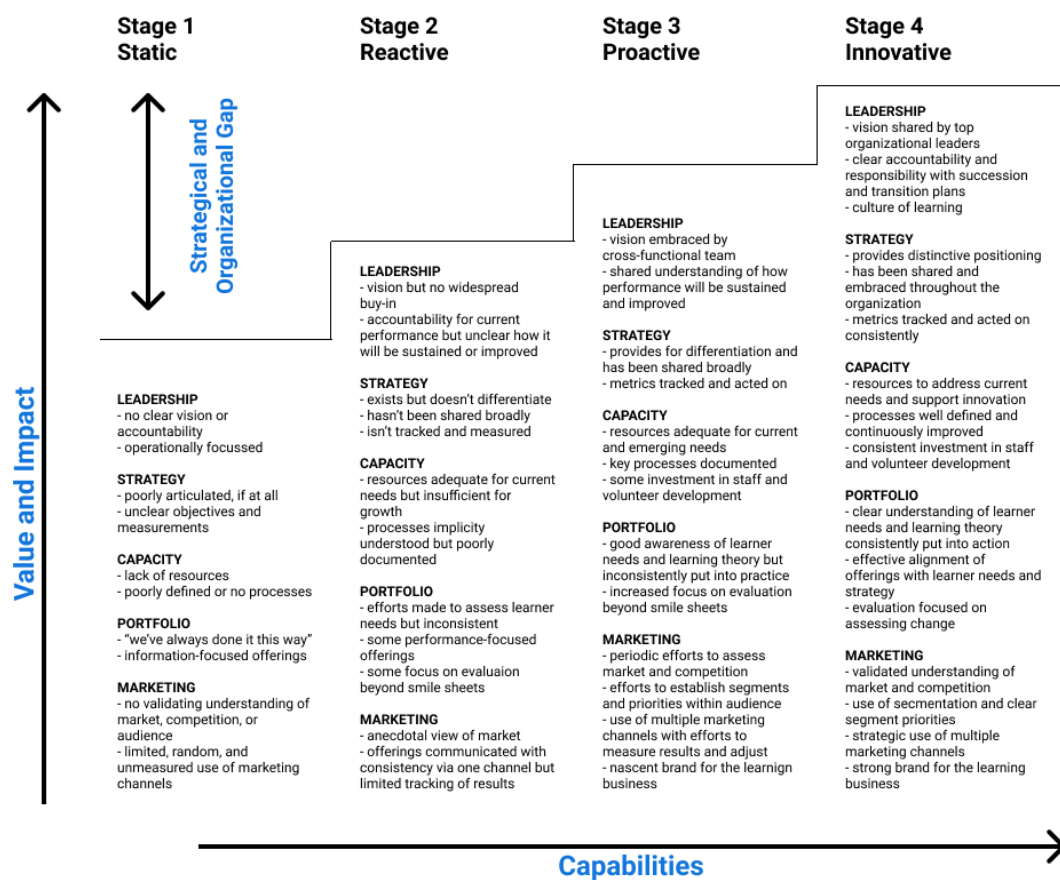


Figure 2: Learning business maturity model (adapted from Cobb and Steele, 2017)

This second learning maturity framework added not only dimensions of organisational culture into its model but also divided them in levels so the maturity can be developed further

if the wanted situation is different than the current situation. This framework is called the Learning Business Maturity Model™ which uses five dimensions (leadership, strategy, capacity, portfolio, and marketing) and four maturity levels (static, reactive, proactive, and innovative). The framework helps organisations first of all to analyse their current maturity level, which can be used to see what areas should be worked on to get to the next level. According to the material available, leadership/ management is responsible for assessing to what level their organisation belongs. (Cobb & Steele 2017.)

If we look at the thesis goal, Portfolio and Marketing as dimensions are not connected to the organisational culture, and should be left off during any research that focuses on the organisational culture perspective. The other three, leadership, strategy and capacity give a good basis to analyse the current situation of the organisational view within an organisational culture. Also, it only gives the organisational view, and does not consider, if the organisational view is aligned with the employee view concerning some of these topics.

2.5. Skill development from organisational culture point of view

Now that the four key concepts of the thesis and their frameworks have been discussed, it is time to review the frameworks from the previous paragraphs and connect them to the thesis topic, the research problems and research questions.

Framework discussion

The key concepts, workplace learning, skill development, personal development, organisational culture, and organisational learning culture, all had its own approaches and perspectives within the frameworks that were studied, and each was bringing a specific view to all or some of the elements of a concept. Some were very simplified, or concentrated on top-down processes and did not take the employee perspective into account, while others took a more holistic approach to a concept. After considering what theory is useful to help explore the research problems and questions, two frameworks came up.

When looking at the first research problem, what elements of organisational culture are connected to skill development, it would make sense to analyse the organisational learning culture. This could be done with help of the learning business maturity model™, although not all dimensions are needed if the organisational culture perspective is needed only. It would be sufficient to assess strategy, leadership, and capacity. The portfolio and marketing dimensions would not be in scope for this thesis. For the second research problem, what enables and blocks skill development, the Psychological Contract Framework would be a useful framework. It looks at expectations and obligations of both the employee and the organisation, and could be used to find alignments and misalignments between them related to skill development. If these two frameworks are used, it would be possible to answer the research questions and problems, and connect them to the goal of the thesis to identify elements in an organisational culture that influence to employee skill

development in order to align the employer's needs/goals and the employee's motivation/ willingness by improving communication between both parties.

However, after considering the theory and the two frameworks as a basis for the empirical research, I concluded that it is not the most clear, or even practical approach to use two frameworks. Also, neither is intended specifically for learning or skill development from an organisational culture point of view. Therefore, I would like to propose a new framework.

Framework proposal

The framework concept proposal combines parts of the Business Learning Maturity model and the Psychological Contract framework, but takes an organisational culture perspective where the focus is skill development.

The communication framework for skill development from organisational culture perspective can bring awareness to organisations concerning the skill development processes from an organisational culture perspective, and the elements that enable or block learning, as well as indicate areas that need alignment, development, or improvement. The main idea is that organisational skill development happens within an organisational culture (with subcultures), as a result of workplace learning and personal development, which were studied in the first paragraphs of this chapter. How this happens is influenced by elements of the organisational culture, which can be measured by analysing its current situation. The current situation can be analysed by assessing the learning culture maturity and the state of psychological contract between employees and the organisation and any external elements outside the company (e.g. coronavirus, other significant happenings outside the workplace).

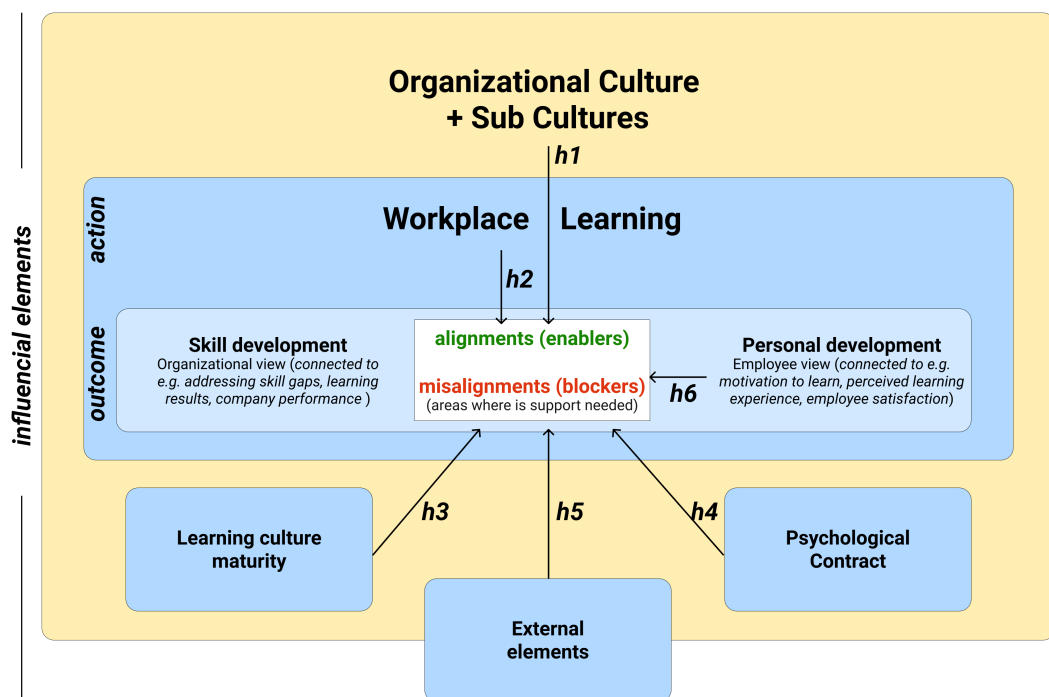


Figure 3: Communication framework for skill Development from organisational culture perspective

- H1: relation between the organisational culture (or its subcultures) with skill development
 Set of norms, values, behaviours towards workplace learning and skill development
e.g. It is seen as acceptable to spend time every week on skill development
- H2 relation between workplace learning and skill development
 How workplace learning happens
e.g. Learning is expected during office hours or not
- H3 relation between learning culture maturity and skill development
 Maturity level of learning culture
e.g. organisation is on the reactive maturity level but expects employees to be proactive
- H4 relation between psychological contract and skill development
 Expectations and obligations as seen by employees and the organisation
e.g. an employee lacks motivation to learn as they feel that expectations were not met
- H5 relation between external elements and skill development
 Contextual and background elements
e.g. employees would like to learn but are too busy with projects.
- H6 relation between personal development and skill development:
 Transferring information from the individual employee to the organisation
e.g. updates skill portfolio so organisation is aware that of the new skill

If an element that influences skill development is aligned between the organisation and the employee, it is seen that it enables skill development. And when an element is not aligned between the organisation and the employee, it is seen as a risk of blocking skill development. As was discovered in the theory about supporting personal development and organisational culture, the more the organisational view and employee view are aligned, the more employees feel supported. (Hogan & Coote 2014, 1618; Fletcher, 2016; Chen, Zhang & Vogel 2011; Shuck, Rocco & Albornoz 2014.) Only then, when an organisation is aware of the elements that enable or block learning, will it be possible to optimally support employee skill development by aligning the employer's needs/goals and the employee's motivation/willingness and improving communication between both parties.

2.6. Terminology

Learning Business Maturity Model™: A model that helps organisations to analyse their learning business maturity and see what areas need development to get to the next level(s) by assessing 5 dimensions: leadership, strategy, capacity, portfolio, and marketing. The maturity levels are: 1) static 2) reactive 3) proactive and 4) innovative. (Cobb & Steele 2017.)

Learning Experience Platform (LXP) "A consumer-grade learning software designed to create more personalised learning experiences and help users discover new learning opportunities. By combining learning contents from different sources, recommending and delivering them with the support of Artificial Intelligence, across the digital touch points, e.g. desktop application, mobile learning app and others." (Valamis 2020.)

Organisational Culture: The agreed attitudes and ways of thinking and working by the members of a specific organisation (Jaques, 1951; Cambridge dictionary 2020; Business dictionary 2018; Hofstede 1991).

Organisational Learning Culture: “A collection of organisational conventions, values, practices and processes that encourage employees and organisations to develop knowledge and competence” (Nabong 2020).

Personal development: “The process of improving your skills and increasing the amount of experience that you have in your job” (Cambridge Business English 2011).

Psychological Contract: A model that analyses organisational culture, by comparing behaviour and attitudes from organisational and employee perspective, which results from the state of the psychological contract, policy, practice, contextual and background elements, and helps to find gaps between the organisation and the employees (Guest 2004).

Skill development: A organisation driven process where a skill is either absent or its level is lower at its starting point, has evolved or developed at a later point in time, and is driven by the organisation (Chandra 2019; Rahman 2009; Bala & Singhal 2019).

Workplace Communication: A wide range of interpersonal relationships and behaviours, group communication, team communication and other forms of social communication at the workplace that include sharing of information, decisions, informal communication and communication between members, teams, and different hierarchical roles of the organisation, which results into the formation of the organisational culture (Mikkola 2020, xi).

Workplace learning: An action by the employee and the connection to the workplace, whether this is for personal gain in an organisation (career development) or for the organisational gain (company goals), and where new information is gained to improve skills or knowledge for improved performance (Rylatt 1994, 10; Jacobs & Parks 2009, 134; Marsick 1987, 4; Matthews 1999, 22; Hedberg 1981, 6; Popper & Lipshitz 2000, 185).

3. Research methodology

Studying the literature concerning the main concepts in the previous chapter has given insights into the elements that influence skill development and there have been some indications on a broader level on what elements enable or block it. The proposed communication framework will be used as the basis for the empirical research, where the elements that enable or block skill development will be explored more thoroughly. This chapter describes the research methodology. First, the research approach will be described, after that the research methods, the data collection process and the data analysis will be discussed.

3.1. Research approach

The thesis topic of supporting employee skill development from an organisational culture perspective is not yet well researched as was noticed during the literature review. The research target focuses on identifying elements of the organisational culture that are connected to employee skill development and explores which enable or block it, in order to align employee's motivation/willingness and the employer's needs/goals for skill development. In order to proceed with a research that will provide the right data, it is important to explore the research approach first. Choosing one approach over another can be challenging, as there are different ways to explore a topic.

Case study Valamis

After considering different research strategies, it became clear that a case study would be a good approach, as it is commonly used as for explorative research in theses for i.e. business administration or management science (Yin 2017, 1). The case study will be done in the company I work for, Valamis, which sells B2B learning experience platforms that offer i.e. skill management as a tool for skill development. We use this platform to develop employee skills at work. Leadership can use it e.g. as a tool to discover skill gaps or find the right people for projects. We want to be a good example for our customers when it comes to workplace learning and skill development, and also want to understand how support for skill development can be optimised from organisational culture perspective so we can advise our customers on this area. Therefore, a case study will be useful to do, so on one hand we can use the data to improve the organisation's own skill development support, and on the other hand use it as a basis to advise our customers and leads when discussing skill development. The proposed communication framework should be used as a tool for this.

3.2. Research methods

The research problems and the research questions are closely related to the choice of research methods. The proposed communication framework that influences as well. The research problems and research questions are listed below:

RP1 What elements of the organisational culture are connected to skill development?

- RQ1 What is the strategic approach for skill development?
- RQ2 What is the capacity for skill development?
- RQ3 What elements are considered for employee skill development? (e.g., purpose, ownership, community, effective communication, and good leadership concerning skill development)

RP2 What elements enable and block employee skill development?

- RQ1 What expectations do employees and the organisation have considering skill development?
- RQ2 What contextual elements, background elements, policy and practice enable or block skill development?
- RQ3 What gaps can be found between the views of the organisation and the employees?

Based on the proposed communication framework, the research questions can be connected to several areas: learning culture maturity (H3) and psychological contract (H4). These will be the areas of the framework that will be researched for the scope of this research. The other elements (workplace learning (H2), external elements (H5) personal development (H6) and the whole of the organisational culture or its subcultures (H1) will not be explored any further during the research. What this means in practice is that on the one hand the organisational view and on the other hand the employee view will be studied further. When basing the research questions on these, it is possible to find elements that are aligned and enable skill development, and elements that are not aligned and can possibly block skill development. The findings should help to answer the research problems.

Mixed method research

The overall research method is a **mixed method approach** as it combines qualitative and quantitative methods.

The research questions all start with 'what'. These types of questions are generally done with **quantitative** research and this will be the main part of the research (Ahmed, Opoku, & Akotia 2016, 35). The data gotten from this part of the research will give insights into the different elements connected to skill development as well as alignments and misalignments, with the help of the proposed communication framework by exploring the learning culture maturity (organisational view), and psychological contract (employee view).

By first measuring the learning culture maturity, we can already see what elements directly influence skill development and determine the maturity level of three themes in the organisational learning culture. Next to that, studying psychological contract will help understand what elements within the organisational culture directly or indirectly influence skill development.

Deciding what elements of psychological contract are directly connected to skill development is made easier as it can be compared to the learning culture maturity themes. Also, understanding the organisation's context in the form of learning culture maturity level helps to set development expectations and make better decisions. Especially for those organisations that have lower maturity levels, it will be necessary and helpful to understand what areas should be improved first and what expectations to set, so the company can gradually grow its learning culture. For example, a company that has a reactive maturity level, is unlikely to develop into an innovative level in a very short time as it takes time to bring about change. Facilitation and employee resistance go hand in hand where communication plays again a big role. So by first targeting proactive level, then innovative level helps to to make a smooth transition. (Holliday & Retallick 1995; Latta 2015, 1021.) This makes the proposed communication framework a practical tool and more than just a theoretical framework.

The research will be extended to get some more in-depth data related to employee expectations, elements influencing skill development, and gaps between the organisational view and employee view with open questions. A **qualitative** method is used for this to this data cannot be quantified. The qualitative research is done to give a possibility for employees to bring up any elements that are not mentioned in the quantitative research which will have predefined statements and themes, and to check if similar themes and elements will be mentioned in the open questions, which will make the data more valid (Dang 2015).

In conclusion, although a mixed-method approach requires extra work during data analysing, it also gives rich data where the outcomes a) help to cross-check the results from the predefined statements and questions in both quantitative surveys and the open questions from the qualitative data to see if similar elements are brought up (triangulation), b) the qualitative research is added to give employees a possibility to answer to open questions, where new elements can be discovered, and c) data from multiple sources help understand which elements are most important to prioritise for solving, developing or discussing when connecting the results to the learning culture maturity level of an organisation. This mixed-method approach hereby is a practical solution that explores the thesis topic from different angles in order for the company to make better decisions.

3.3. Data collection process

The mixed method research approach will mean that there are two parts for the data collection process: the first (and main) part is quantitative research, and the second part is qualitative research.

Part I: Quantitative research

The data gathering for the quantitative part of the research is two-fold. On one hand it explores the employee view by measuring the current state of psychological contract, and on

the other hand it explores the organisational view by measuring the current state of the learning culture maturity. During the planning of the quantitative data gathering I came across a challenge. I created an employee survey (attachment 1) that would be sent to employees and management, that would measure both psychological contract and the learning culture maturity to get the employee and the organisational views. After discussing the survey within Valamis. It appeared that the yearly 'employee wellbeing & satisfaction survey' (attachment 2A) was going to be send out soon as well, and the questions covered a lot of the questions concerning psychological contract. It was more logical to use the Valamis survey for the part that covered psychological contract. The learning culture maturity would still be assessed separately by management (attachment 2B).

Employee view : Psychological contract

Data related to the employee perspective will be gathered by sending out an online survey with structured statements and questions (attachment 2A). Surveys are a good option as it is possible for people to fill in whenever they have time, and their answers will not be influenced e.g., by an interviewer so answer bias is reduced (Ahmed, Opoku, & Akotia 2016, 41; Saunders, Lewis & Thorn-Hill 2009, 144). The survey will be sent out to all employees in Valamis but the response is voluntary, which makes it a volunteer sample. Valamis has around 200 people in the company, and a good response is to be expected.

Organisational view : Learning culture maturity

Data collection for the learning culture maturity of Valamis will be done by an assessment survey filled in by a chosen representative of the management of Valamis (attachment 2B), making it a judgement sample. There are seven members in the management board and it is sufficient to have one representative (Sparkes & Smith 2014). This survey assesses the level of maturity by a set of questions about leadership, strategy, and capacity, and is based on the learning business maturity assessment questionnaire, which was discussed in chapter 2.4. It will help to set expectations for the employee responses, and those answers can be then compared later to find misalignments.

Part II : Qualitative research

Although the main part of data collection is covered by quantitative research, a small scaled qualitative research (attachment 3) will be done to get some in-depth answers, where triangulation helps to validate data to see if similar elements and themes come up, employees have a possibility to bring up new elements or themes and hopefully the outcomes will give insights on how some elements block or enable skill development. Originally, I had wanted to do a quota sample interview with semi-structured (open) questions to get data, by choosing 6-8 people, based on the answers of the quantitative research that represented different offices, age groups and genders. However, after changing the approach of the quantitative survey to make use of Valamis' wellbeing survey, the approach for the qualitative research was therefore adjusted to an online survey with structured (open) questions and the sample was change to a volunteer sample. The main rea-

son for this was that more people would participate and hopefully more insights could be gathered. The questions are about what elements of an organisational culture influence skill development and how certain elements enable or block skill development. This will hopefully help to give more insights about the employee view in addition to the quantitative research.

In short, the quantitative and qualitative research parts each have a role for data gathering. The learning culture maturity assessment mainly focuses on the first research problem to understand what elements of the organisational culture are connected to skill development from organisational perspective. From the second research problem, expectations can be found by the scores that are given. The employee survey will look at both research problems and all research questions. Finally, the qualitative research, with its open questions, gives a possibility for employees to bring up matters that can fit to any of the research problems and questions.

Table 1. Research plan

Organisational View	Employee View
<p>Quantitative research/ Learning Culture Maturity <i>Structured statements / Judgement sample</i></p>	<p>Quantitative research/ Employee Survey <i>Structured questions + statements / Volunteer sample</i></p> <p>Qualitative research/ Follow-up survey <i>Structured open questions / Volunteer sample</i></p>
<p>RP1 What elements of organisational culture are connected to skill development?</p> <ul style="list-style-type: none"> • RQ1 What is the strategical approach for skill development? • RQ2 What is the capacity for skill development? • RQ3 What elements are considered for employee skill development? 	<p>RP1 What elements of organisational culture are connected to skill development?</p> <ul style="list-style-type: none"> • RQ1 What is the strategical approach for skill development? • RQ2 What is the capacity for skill development? • RQ3 What elements are considered for employee skill development?
<p>RP2 What elements enable and block employee skill development?</p> <ul style="list-style-type: none"> • RQ1 What expectations does the organisation have considering skill development? 	<p>RP2 What elements enable and block employee skill development?</p> <ul style="list-style-type: none"> • RQ1 What expectations do employees have considering skill development? • RQ2 What contextual elements, background elements, policy and practice enable or block skill development?
<ul style="list-style-type: none"> • RQ3 What kind of gaps can be found between the views of the organisation and the employees? 	

3.4. Data analysis

This research will gather data from multiple sources (the learning culture maturity assessment, the wellbeing and satisfaction survey, and the qualitative follow-up survey) and therefore, the data analysis has to be done carefully, first analysing each part on its own,

and then combining the finding and finally comparing the organisational and employee views with the proposed communication framework.

Learning Culture Maturity (quantitative data)

First, the data of the learning culture maturity assessed by management will be analysed with the help of a score sheet, based on the original learning business maturity framework's assessment scoring sheet (Cobb & Steele 2016). This will be an adjusted version, which only counts the points for the Leadership, Strategy and Capacity themes, and excludes the Portfolio and Marketing parts so the current level of the learning culture can be assessed from organisational perspective. The survey uses a 5 -point Likert scale (strongly disagree, disagree, agree, strongly agree, n/a), and the answers are given points. The total amount of points for each section is then summed up, and each of the four maturity levels (static, reactive, proactive, innovative) require a certain amount of points. Like this, the level for each theme separately can be counted, as well as a total score.

Psychological Contract (quantitative data)

Next, the outcomes of the employee wellbeing and satisfaction survey will be analysed, and this will be done with the help of SPSS. The following tests will be done to analyse the data:

- **Reliability test:** how reliable is the data gathered from the survey? This will be done with Cronbach's alpha test
- **Descriptive statistics:** what do the results tell?
 - Averages (means + standard deviation) of the scores for the statements or themes
 - Averages (means + standard deviation) of the scores of how important a statement or theme is
 - Analysing will be done for the whole organisation, per office and per team to see if that data can tell any differences.
- **Correlations:** is there is an interdependency between how employees rate a statement's current situation and how important they rate the statement? This will be done with Pearson's correlation test.

The wellbeing survey uses a ratio scale of 0-100% and each statement has two dimensions, a value for the statement, and a value for how important the statement is, e.g. I like my work (0-100%) and how important it is that I like my work (0-100%). This type of scale gives good data for statistical tests such as correlations or comparing means of two groups within the results of the wellbeing survey.

Follow-up employee survey (qualitative data)

Finally, the qualitative data will be analysed by reviewing the answers, and by adding themes related to the research questions, similarly as the quantitative research, to be able to sort the answers more easily in the proposed communication framework and compare them to the other outcomes. Although this data can not be quantified, adding themes helps to analyse data (Lindström & Brings 2018, 3-4). It will hopefully help to get more un-

derstanding about skill development in Valamis, and its aligned and misaligned elements. These results can be discussed later in the analysis.

Combining data from the different research parts

After analysing the data from the three separate sources, planning how this can be analysed is a vital part. First, the quantitative data should be comparable. To be able to do compare, the ratings of the statements by the employees and the ratings of the statements by the organisation in chapter 5, a similar scale for both is needed. As mentioned before, the learning culture maturity assessment uses a Likert scale and the wellbeing and satisfaction survey uses a ratio scale.

Rescaling can sometimes be challenging. Some scholars claim that Likert data should always be analysed as ordinal data. However, Boone and Boone show a difference between Likert-type data and Likert-scale data. While Likert-scale data cannot be quantified, as there is not an equal or known amount between the items and therefore is indeed ordinal data, Likert-scale data can be quantified and therefore, it is possible to count the mean and standard deviation – it is then seen as interval data. (Boone & Boone 2012, 3.) In this thesis, the Likert scale has been connected to points, and can be counted. Table 2 shows how the data is analysed, first by statement, then per theme and then overall, after which the scores are added to a level (1-4). The ratio scale goes from 0-100%. In this case, it is possible to do the same and based on the outcomes add them to a level (1-4). This will help to analyse the different perspectives, and compare the themes in paragraph 5.3. The following rescaling table will be used throughout the chapter, and beyond.

Table 2. Analysing and Comparing Likert and ratio scales

Likert scale Statement rating	Likert scale Theme Total	Likert scale Overall score	Levels (for comparing)	Ratio scale
0 = N/A 1 = Strongly disagree	0 to 8 pts	0 to 24 pts	Level 1 Static	0 - 25%
2 = Disagree	9 to 16 pts	25 to 48 pts	Level 2 Reactive	26 - 50%
3 = Agree	17 to 24 pts	49 to 72 pts	Level 3 Proactive	51 - 75%
4 = Strongly Agree	25 to 32 pts	73 to 96 pts	Level 4 Innovative	76 - 100%

The other challenge is to combine the different findings from the three research parts. This will be done with the help of thematic analysis. By adding elements to themes that are connected to the research questions, it will be easier to understand the data and get an overview. Both the learning culture maturity assessment, as well as the employee wellbeing survey have predefined themes, making it a logical approach. Although thematic analysis usually follows 6 steps, which are familiarisation with the data, creating initial codes, searching themes, reviewing themes, defining/naming themes and present-

ing the data, in this case only the last three steps had to be taken (review, name, present), as the predefined themes accorded well for the assessment and surveys. (Lindström & Brings 2018, 3-4)

Analysing and Comparing data

The most interesting part of data analysing comes, when the results of the different research parts have been described and analysed, and that data has been combined. This means data can now be compared to find the alignments and misalignments of the organisational view and the employee view in the communication framework. This will result in finding the enabling and blocking elements for skill development from organisational culture perspective.

When looking at the data, elements can be divided in three groups. The first group has alignments and misalignments from organisational perspective (learning culture assessment). The second group contains alignments and misalignments from employee perspective (wellbeing survey and follow-up survey). The last group finds alignments and misalignments between the employee view and the organisational view. The quantitative data can be compared as the employee survey scale has been adjusted from ratio to Likert, and the quantitative and qualitative data can be compared based on thematic analysis, as the statements and questions asked have been different for employees and the organisation. An example could be the theme of 'Leadership'. If both the employee and organisational ratings are on the same level or ratings are close, it would mean that this theme is aligned.

3.5. Reliability and validity

When looking at the reliability of each of the 3 surveys, they need to be discussed separately. Reliability and validity are assessed differently for quantitative and qualitative data. While quantitative research assesses reliability and validity based on statistical data, qualitative research focusses on credibility, relevance and consistency based on the judgement of the researcher. Bias is something that has to be avoided as much as possible and this is something that can occur in the answers of the people answering, or during analysis of the researcher. (Golafshani 2003, 602-604.)

The learning culture maturity assessment was filled in by a member of the management as representative of the organisational perspective (judgement sample). Assuming that management has an internally aligned perspective, it can therefore be seen as reliable. The answers measured the learning culture maturity and can be seen as valid. Sample bias can of course occur, and perhaps having all 7 management members fill in the learning culture maturity survey, or by having a group interview with all the 7 members participating, could have made the outcomes more reliable but for the thesis, one representative was acceptable.

Reliability of the the employee survey was ensured with a volunteer sample, where 98 out of around 200 employees answered the survey. The data reliability of the statements was then checked with a Cronbach's alpha test, that showed the data to be statistically reliable. Validity was checked by testing significant correlations between the statements and the importance of the statements. The organisation overall had valid results, while the office and team level results had variable results, which were less valid. Therefore, the results were discussed mainly on organisational level but also briefly on team and office level. The data showed that in general, the outcomes on team and office level need to be treated as an indication of individual exceptions, not as a valid team or office level outcome, which should be either researched more thoroughly with a larger sample.

For comparing the employee and organisational views, there was a validity issue. Although the data measured the employee wellbeing and satisfaction thoroughly, it measured psychological contract with limitations because the statements for the organisational view and the employee view were different. A comparison between the organisational and employee view was therefore challenging, and only a general comparison, looking at themes instead of statements was done. Not all themes had an even amount or comparable elements, which was another challenge with the approach used. Some of the themes had a strong perspective for either the organisational perspective or the employee perspective. Only Leadership / management was well represented with statements for both. Me and My Work, and Valamis as a Workplace were themes that were only connected to employees, so a comparison with the organisational view was not possible. Strategy and Capacity that had 8 statements for the organisational perspective, while the employee perspective only had 2 statements for those themes, making comparison rather an indication than a fair comparison.

Finally, the qualitative survey, which was a follow-up from the well-being and satisfaction survey and where 15 out of 200 employees voluntarily participated, gave useful answers and some good additions that otherwise would not have been found. However the sample may have caused a nonresponse bias. Although the answers made sense and partly had same findings in the quantitative survey, hereby making the results reliable, it is not known if those views were under- or overrepresented among employees and it is not as valid as the quantitative surveys.

The next chapter will discuss the results of the research, followed by the data analysis and discussion where the organisational view and the employee view will be taken under the loop and compared. This will be done by adding the findings within the proposed communication framework for Supporting skill development from organisational culture perspective, so the specific enabling or (potential) blocking elements of skill development in Valamis can be found. Finally, the last chapter will present the conclusions.

4. Research results

This chapter shares and describes the research results of each part of the research. The quantitative research part (4.1) consists of the learning culture maturity assessment results and the wellbeing and satisfaction survey results. The qualitative part (4.2) consists of the qualitative follow-up survey. The results are discussed on organisational level primarily, although the employee wellbeing and satisfaction survey will also explore data on office, team and individual level, where it is needed. Chapter 5 will continue with analysing and discussing the results by combining and comparing the data.

4.1. Quantitative research

Part 1: Learning culture maturity assessment

The assessment to measure Valamis' learning culture maturity gave the organisational view on leadership, strategy and concept. The organisational view is represented by the management of Valamis that consists of 7 people in total. A judgement sample was used for selection of a representative of management to fill in the assessment survey.

The survey had three themes, leadership, strategy and capacity, and each theme had 8 statements that were connected to skill development and the learning culture in Valamis. The survey was an adjustment from the learning business maturity model™ by Cobb & Steele, and each of the statements was assessed on a Likert scale: where 1 or strongly disagreeing, 2 for disagreeing, 3 for agreeing, 4 for strongly agreeing and 0 for N/A. The data from the Likert-scale is used as interval, points are counted for each statement, per theme and overall for the learning culture maturity level.

Table 3. Learning culture maturity assessment results

LEADERSHIP TOTAL	25
1. A clear vision has been created for skill development at Valamis	3
2. The vision for skill development has been communicated, understood, and embraced throughout the organisation.	3
3. One or more individuals in our organisation are clearly responsible for the operations and success of skill development	4
4. Those responsible for the operations and success of skill development are held accountable.	3
5. We have a culture in which people are willing to take risks, fail, improve, and grow rapidly.	3
6. A succession plan is in place for key roles in managing and leading skill development.	3
7. We consistently strive for diversity and inclusion—e.g., in our staff, our contract relationships, and the input we receive from our members and broader audience—in pursuing the vision for skill development.	3
8. The leadership role for skill development is in proportion with other areas of the overall business	3

STRATEGY TOTAL	24
1. There is a clearly articulated and documented strategy for skill development.	4
2. The strategy clearly aligns with and supports the vision for skill development as well as the overall organisational strategy.	2
3. The strategy for skill development provides distinctive, differentiated guidance on how to achieve its goals.	4
4. The strategy has been communicated, understood, and embraced throughout the organisation.	3
5. A clear plan for executing the strategy has been established, and relevant roles and responsibilities have been clearly assigned.	4
6. Clear metrics to gauge the success of the strategy have been articulated and are tracked consistently.	3
7. Results of the tracking of metrics are shared with relevant stakeholders and responded to on a consistent, ongoing basis.	2
8. The skill development strategy is revisited and adjusted on a regular basis.	2
CAPACITY TOTAL	19
1. Employees have access to all necessary skill development resources to address current needs.	3
2. Valamis has ample resources to support innovation and growth concerning skill development.	2
3. Skill development content creators have a strong, baseline knowledge of adult learning principles and methodologies.	2
4. All key skill development areas are well defined and continuously evaluated and improved.	2
5. Valamis consistently invests in skill development opportunities for staff.	4
6. Valamis has a working level of domain expertise for key topics of skill development.	2
7. Valamis provides a well-defined and documented approach to helping subject matter experts deliver high-quality educational experiences.	3
8. Valamis management has appropriate access to and makes strategic use of technology to support the development, and tracking of its skill development.	2
TOTAL LEARNING CULTURE MATURITY 69pt	69

Leadership got most stable ratings, where one statement was rated 4 (strongly agree): One or more individuals in our organisation are clearly responsible for the operations and success of skill development. The other statements were assessed with a score of 3 (agree): A clear vision has been created for skill development at Valamis, The vision for skill development has been communicated, understood, and embraced throughout the organisation, Those responsible for the operations and success of skill development are held accountable, We have a culture in which people are willing to take risks, fail, improve, and grow rapidly, A succession plan is in place for key roles in managing and leading skill development, We consistently strive for diversity and inclusion—e.g., in our staff, our contract relationships, and the input we receive from our members and broader audience—in pursuing the vision for skill development and The leadership role for skill development is in proportion with other areas of the overall business. No statements were rated 2 (disagree) or 1 (strongly disagree), which shows that the current situation for leadership is already quite good.

Strategy, the second theme, was also assessed as doing quite well, with three statements standing out positively with a score of 4 (strongly agree): There is a clearly articulated and documented strategy for skill development, The strategy for skill development provides distinctive, differentiated guidance on how to achieve its goals and A clear plan for executing the strategy has been established, and relevant roles and responsibilities have been clearly assigned. Next to these, The strategy has been communicated, understood, and embraced throughout the organisation and Clear metrics to gauge the success of the strategy have been articulated and are tracked consistently got a rating of 3 (agree). Three statements got a score of 2 (disagree): The strategy clearly aligns with and supports the vision for skill development as well as the overall organisational strategy, Results of the tracking of metrics are shared with relevant stakeholders and responded to on a consistent, ongoing basis and The skill development strategy is revisited and adjusted on a regular basis.

Capacity, as third theme got most scores of 2 (disagree) and therefore has most room to improve. Those statements are: Valamis has ample resources to support innovation and growth concerning skill development, Skill development content creators have a strong, baseline knowledge of adult learning principles and methodologies, All key skill development areas are well defined and continuously evaluated and improved, Valamis has a working level of domain expertise for key topics of skill development and Valamis management has appropriate access to and makes strategic use of technology to support the development, and tracking of its skill development. It had some statements with a score of 3 (agree): Employees have access to all necessary skill development resources to address current needs, Valamis provides a well-defined and documented approach to helping subject matter experts deliver high-quality educational experiences. Only one statement had a rating of 4 (strongly agree): Valamis consistently invests in skill development opportunities for staff.

The results of the learning culture maturity that have been presented here, will be further analysed and discussed in chapter 5.1.

Part 2: Wellbeing and Satisfaction Survey

The second part of the quantitative research was the wellbeing and satisfaction survey. The survey link was sent out to all employees (207) by the HR department, and the online survey was opened by 123 employees. Eventually it got 98 valid replies, that were taken into the survey. In 25 cases, the survey link was only opened but nothing was filled in and therefore they were not counted. The survey was divided into 5 parts, Me and My Work, Learning and Development, The Company Management, The Company as a Workplace and Final questions. In total there were 29 statements within the first four parts, each statement was first asked a rating from 0-100% and then how important that statement was, also a rating from 0-100%. Next to this, there were 2 final questions about the work at Valamis, both with a ratio scale of 0-10. Totalling the statements with data to 60.

A lot of quantitative data was gathered from the survey with 60 statements and 98 participants to be analysed. Therefore, in order to better understand the results, the data was analysed with the help of SPSS. The following tests and statistics were applied:

- **Reliability test:** how reliable is the data gathered from the survey? This will be done with Cronbach's alpha test
- **Descriptive statistics:** summary statistics that explain what the results tell
 - Averages (means + standard deviation) of the scores for the statements
 - Averages (means + standard deviation) of the scores of how important that theme is
 - Analysing will be done for the whole organisation, per office and per team to see if that data can tell any differences.
- **Correlations:** is there is an interdependency between how employees rate a statement's current situation and how important they rate the statement? This will be done with Pearson's correlation test.

This paragraph will present and describe the outcomes of those tests for each of the parts of the survey, which will be analysed further in chapter 5.2.1.

Reliability test

Before focussing on descriptive statistics and correlations, the data was first tested for reliability. This was done by analysing Cronbach's Alpha that shows how consistent the survey data is with an α -value. For the statements to be reliable, the α -value should be higher than 0.7 (Pallant 2010, 85). One test was done for the statements of the four themes (29 items) and the importance of each statement (29 items) (total 58 items) and another test was done for the remaining two questions about the overall work (2 items).

Cronbach's Alpha (α -value)

The result of the first test showed that the overall α -value for the 58 statements combined has a very good internal consistency with an α -value over 0.97. Each statement separately had a similar result, which means the data of these statements is reliable. Next to this, the last two questions, which are about work motivation and recommending Valamis as a workplace, were measured separately because of the different scale in comparison to the theme statements. This test had an α -value of 0.86 which is over 0.7 and therefore the internal consistency of the data is also reliable.

Table 4. Cronbach's Alpha themes' statements

Reliability Statistics Cronbach's Alpha (α -value)	Cronbach's Alpha Based on Standardised Items	Items
0.97	0.97	58

Table 5. Cronbach's Alpha final questions

Reliability Statistics Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Items
0.86	0.86	2

Descriptive statistics and Pearson's correlations

The descriptive statistics tells about basic features of the survey results, which in this case means the total percentage averages (means) and standard deviations of the overall ratings about working at Valamis, the 29 statements individually and the totals for each of the the four themes, Me and my work, Learning and Developing, the Company Management and the Company as a Workplace. For the research, the mean will be important to understand the overall rating of the statement, while the standard deviation tells how varied the answers are, or how spread out the data is, from the mean. The higher standard deviation, the more spread out the data is, meaning experiences around a statement vary, and can indicate misalignments on individual or subgroup level. (Knapp 2018, 7-8.)

The statements were also explored to see if there are **correlations** between the statement rating value and importance value with a Pearson's correlation test (r-value). Values from .1 to .3 mean a weak positive correlation, from .3 and .5 a medium positive correlation and higher than .5 means there is strong positive correlation. Values under .1, mean there is no correlation and if the numbers below 0, it would mean a negative correlation, where -.1 to -.3 would mean a weak negative correlation, -.3--.5 a medium negative correlation and -.5 to -1.0 a strong correlation. (Pallant 2010, 120.) Values with an r-value higher than 0.5 that have a strong correlation, can be assumed to be aligned on the level that it is looked at. Negative outcomes are not aligned or not important and outcomes with an outcome between 0 and 0.5 should probably be seen as potentially misaligned and more details on individual, team or office level would help to understand the data better. Next to the r-value which is the correlation value, the significance value is shown, which tells if there is enough evidence from the data to state, whether a significant linear relationship between the two statements exists or not. (Pallant 2010, 121.)

Tables 6-11 show the results of the descriptive statistics and/or Pearson's correlation concerning the themes and statements of the Valamis survey. When looking at the themes' overall ratings, the Company as a Workplace scored highest (mean 79%, importance 86%, difference 7%). After that come the Company Management (mean 73,5%, importance 83%, difference 9,5%), Me and My Work (mean 73,2%, importance 82,1%, difference 8,9%) and finally Learning and Development (mean 72,4%, importance 83,4%, difference 11%), where are all three not far off from reaching the 75%.

Table 6. Means per theme for Valamis

Theme	Rating / Adjusted Value	How Important / Adj.Val.
Me and My Work	73.2% / 3	82.1% / 4
Learning and Development	72.4% / 3	83.4% / 4
The Company Management	73.5% / 3	83.0% / 4
The Company as a Workplace	79.0% / 4	86.0% / 4

The difference between the rating of the themes and how important these themes were seen, varied from 7% to 11% higher than the statement rating, which is an indication that the current situation is not far from what the expectation is. However, when diving deeper into the data, bigger differences can be noticed.

Table 7. Me and My Work

Statement A	Mean/ Adj.val.	Stand . dev.	Statement B	Mean	Stand. dev.	Corre- lation	R-val- ue	Signif.
I enjoy my work	75.6% / 4	18.5 %	How impor- tant?	85.6% 4	14.9%	Medi- um	.347	0.000
I am happy with the office premises	77.3% / 4	19.5 %	How impor- tant?	76.0% / 4	20.8%	Low	.190	0.063
I have enough oppor- tunities to influence my work	69.8% / 3	20.2 %	How impor- tant?	79.9% / 4	17.9%	Medi- um	.329	0.001
I have enough oppor- tunities to do my work regardless of time and place	85.6% / 4	13.0 %	How impor- tant?	83.1% / 4	14.5%	Medi- um	.403	0.000
I am getting fair com- pensation for my work.	60.85 / 3	28.6 %	How impor- tant?	82.6% / 4	15.3%	Low	.114	0.273
I find my work tasks meaningful in a bigger picture.	75.2% / 4	20.9 %	How impor- tant?	84.6% / 4	13.6%	Medi- um	.464	0.000
I feel that my work is appreciated in this company.	67.8% / 3	25.4 %	How impor- tant?	83.2% / 4	16.7%	Low	.162	0.120

In Me and My Work, the rating means are quite good. Four statements were over 75%, while the other three statements got a rating between 60 and 70%. The lower rated statements also had a higher standard deviation, which also means that answers varied more. The statement about fair compensation got the lowest rating of the statements in the survey (60,8%) while it was valued as important (82,6%), the difference being 21,8% which is quite high within this sample size. The other statements, when comparing to their importance rating, have a difference ranging from a few percent to around 11%. Two statements had ratings that were higher than the importance rating: I am happy with the office premises and I have enough opportunities to do my work regardless of time and place, meaning these are outperforming expectations. The latter also got highest mean within the theme (85,6%). No strong correlations were found between any of the statement ratings in connection to how important the statements were rated. Statements in that theme with a medium significant (positive) correlation are: I enjoy my work (r-value .347, sign 0.000), I have enough opportunities to influence my work (r-value .329, sign. 0.001), I

have enough opportunities to do my work regardless of time and place (r-value .403, sign. 0.000) and I find my work tasks meaningful in a bigger picture (r-value .464, sign. 0.000). Some statements did not have any significant findings, even though a correlation was found. This concerned I am happy with the office premises (sign. 0.063), I am getting fair compensation for my work (sign. 0.273) and I feel that my work is appreciated in this company (sign. 0.120) in comparison to how important each statement was. The relation in that case is not linear.

Table 8. Learning and Development

Statement A	Mean/ Adj.val.	Stand. dev.	Statement B	Mean	Stand. dev.	Correla- tion	R-value	Signif.
I have the possibility to use my skills and knowledge in my everyday work	77.1% / 4	19.0%	How important?	83.9% / 4	15.3%	Medium	.361	0.000
I have enough opportunities for learning and development that match my own interests	67.9% / 3	24.6%	How important?	82.4% / 4	15.9%	Low	.251	0.016
I feel that I have developed professionally within the past year	80.2% / 4	19.1%	How important?	86.5% / 4	13.3%	Medium	.474	0.000
I feel that I have enough career development opportunities at Valamis that match my interests	64.4% / 3	26.9%	How important?	82.9% / 4	16.0%	Low	.141	0.184
I feel that our company encourages me to learn and develop my professional skills	72.2% / 3	25.3%	How important?	81.2% / 4	16.3%	Medium	.310	0.002

The rating means for Learning and Development are on a decent level, although this was the lowest scoring theme. Highest rated was I feel that I have developed professionally within the last year (80,2%) and I have the possibility to use my skills and knowledge in my everyday work (77,1%) which both had a difference to its importance mean of around 19%. There are 3 statements with a standard deviation of over 20%: I have enough opportunities for learning and development that match my own interests (24,6%), I feel that I have enough career development opportunities at Valamis that match my interests (26,9%) and I feel that our company encourages me to learn and develop my professional skills (25,3%), so these have a bigger difference of the ratings and can indicate misalignments within the organisation. Statements with a big difference between the rating mean and the mean of importance are: I have enough opportunities for learning and development that match my own interests (14,5%) and I feel that I have enough career develop-

ment opportunities at Valamis that match my interests (18,5%) and would mean that employees have higher expectations that the current situation. These two statements were also lowest rated.

This theme has one statement with a low but non-significant correlation: I feel that I have enough career development opportunities at Valamis that match my interests (r-value .141, sign. 0.184). Since there is no linear relationship within the organisation about this theme, this is an interesting find that could indicate a misalignment and it would be useful to check on team, office and individual level, if the data can explain more. The other statements had either a low or medium significant correlation, I feel that I have developed professionally within the last year had the highest correlation with .474. Although a positive correlation is good, medium level also tells that these statements don't fully meet expectations.

Table 9. The company management

Statement A	Mean/ Adj.val.	Stand. dev.	Statement B	Mean	Stand. dev.	Correla- tion	R-value	Signif.
Management is easily approachable and it's comfortable to communicate with them	78.6% / 4	17.4%	How important?	80.7% / 4	17.0%	High	.611	0.000
Management communicates about important things and changes in a clear and sufficient way	73.3% / 3	18.9%	How important?	84.2% / 4	14.6%	Low	.278	0.007
Management is trustworthy and keeps their promises	75.9% / 4	18.1%	How important?	86.5% / 4	12.1%	Medium	.358	0.000
Management makes fair decisions	72.5% / 3	18.9%	How important?	85.0% / 4	14.4%	High	.536	0.000
Management recognises honest mistakes as a part of doing business	74.2% / 4	20.1%	How important?	80.0% / 4	18.3%	Medium	.382	0.000
We have an engaging vision at Valamis	74.3% / 4	19.6%	How important?	79.6% / 4	18.4%	Low	.215	0.041
I can trust the reliability and continuity of my work	65.7% / 4	26.5%	How important?	85.4% / 4	16.4%	none	.029	0.785

The results for the Company Management proved to be positive. Standard deviations are mostly under 20%, except for I can trust the reliability and continuity of my work (26,5%). This also had a big difference (19,7%) between its rating mean (65,7%) and importance

(85,4%). Highest rated are Management is easily approachable and it's comfortable to communicate with them (78,6%), and Management is trustworthy and keeps their promises (75,9%), which shows that leadership is doing a good job there.

Two statements had highly significant correlations: Management is easily approachable and it's comfortable to communicate with them (r-value .611, sign. 0.000) and Management makes fair decisions (r-value .536, sign. 0.000). I can trust the reliability and continuity of my work was the only statement from the wellbeing survey, which did not have any correlation nor significance (r-value 0.29, sign. 0.785). This means that there were higher and low scores for both the rating statement and the importance statement in a non-linear way. This outcome could be influenced by a greater level of work insecurity on a global scale caused by the coronavirus (as an external factor) but from the data it cannot be seen. It would be possible to check this on office, team and individual level but on organisational level, no conclusion about a common view can be made. The other statements had low or medium significant correlations.

Table 10. The company as a Workplace

Statement A	Mean/ Adj.val.	Stand. dev.	Statement B	Mean	Stand. dev.	Correla- tion	R-value	Signif.
I can be myself at the work- place	84.3% / 4	16.1%	How im- portant?	86.3% / 4	16.7%	Medium	.464	0.000
Employees treat and com- municate with each other kindly and respectfully	79.6% / 4	19.0%	How im- portant?	86.8% / 4	14.6%	High	.693	0.000
Employees are treated equally regardless of age. gender. ethnicity or sexual orientation	85.2% / 4	15.4%	How im- portant?	88.8% / 4	13.5%	Medium	.490	0.000
Possible confrontations be- tween employees are han- dled in a proper and com- plete way	77.9% / 4	19.7%	How im- portant?	84.4% / 4	15.6%	High	.551	0.000
Employee wellbeing is taken care well	80.6% / 4	16.9%	How im- portant?	86.3% / 4	14.8%	High	.667	0.000
I have good opportunities to achieve a good work-life balance	77.0% / 4	22.6%	How im- portant?	88.5% / 4	12.8%	High	.509	0.000
We have a good and produc- tive atmosphere at work	79.1% / 4	19.5%	How im- portant?	87.3% / 4	13.8%	Medium	.466	0.000
Our actions are in line with our values (customer focus. sense of community. respon- sibility. development)	73.9% / 3	22.3%	How im- portant?	83.1% / 4	18.4%	High	.507	0.000

We have a strong team spirit at Valamis	72.5% / 3	22.3%	How important?	84.3% / 4	15.9%	Medium	.474	0.000
I am proud of the results we have achieved at Valamis	79.8% / 4	18.9%	How important?	84.5% / 4	16.8%	High	.537	0.000

The Company as a Workplace had the highest rated results. Scores are between 72,5% and 85,2%, standard deviations are mostly under 20% and only three are just a bit over that: I have good opportunities to achieve a good work-life balance (22,5%), Our actions are in line with our values (customer focus, sense of community, responsibility, development) (22,3%) and We have a strong team spirit at Valamis (22,3%). The importance ratings are not very far from the statement ratings and got high percentages, meaning that the current situation is close to employee expectations. When looking at the theme's statements with a high or medium correlation that is significant, then this theme has very stable results, with only high or medium correlations and all with very high significance (0.000). The Company as a workplace scored best with six significant high correlations: Employees treat and communicate with each other kindly and respectfully and its importance, Possible confrontations between employees are handled in a proper and complete way and its importance, Employee wellbeing is taken care well and its importance, I have good opportunities to achieve a good work-life balance and its importance, Our actions are in line with our values (customer focus. sense of community. responsibility. development) and its importance, and I am proud of the results we have achieved at Valamis and its importance.

Table 11. Final statements

Statement A	Mean/ Adj.val.	Stand. dev.	Statement B	Mean	Stand. dev.	Correlation	R-value	Signif.
How motivated do you feel to work at Valamis?	7.7 / 4	1.9	How likely are you to recommend Valamis?	7.9 / 4	1.9	High	.746	0.000

Also the last two questions about motivation to work at Valamis and how likely to recommend Valamis as a workplace are rated highly, are close to expectations and have a significant positive correlation, in fact the correlation had the highest score of the survey statements checked (.746) and its correlation also was very high (0.000).

Statements ratings and correlations per office and per team

After checking the data for the whole organisation, it was still analysed for correlations per office and per team. The size of the teams and the offices vary, and the data of the smaller units proved to not be as reliable. However, some of the data can be used, for example as an indication of misalignments, and to explore the data further on individual level. The full data analysis of the statements and themes per office and team can be found from

attachment 5. The results showed on a general level that respondents had different experiences within the themes measured. The results of the statements under 'Me and My Work', and 'Learning and Development', varied quite much when analysing on team or office level, and not many of the outcomes were reliable or significant enough. The statements of the themes 'Company Management' and 'The Company as a Workplace' had more stable results on team and office level that were significant and trended with the overall results. The last questions, 'how motivated are you to work at Valamis' and 'how likely are you to recommend Valamis as a workplace' had the most steady outcome, with strong positive correlations almost everywhere and corresponding with the overall result on organisational level. Looking at the results per team gave somewhat more significant results than analysing by office.

Offices

The themes' ratings and importance per office overall seemed to be in balance with the overall results, more so for The Company Management and the Company as a Workplace. When looking more thoroughly at the offices, then Lappeenranta/ Helsinki made a positive impression with highest ratings for every theme mean. The significant correlations of the bigger teams (Joensuu, Petrozavodsk) were generally quite similar to the overall results. The data of "Boston/Wiesbaden/Amsterdam/London" as an office is not very reliable, as there were only 3 participants and it covers 4 countries with more people. Also the data from Oulu (10 participants) and Jaipur (6 participants) is not very reliable. Those 3 offices had the more inconsistent data. Oulu trended towards some negative correlations for the 'Me and my work', and 'Learning and Development' themes, although most of those were not significant. Only one statement had a significant negative correlation: 'I feel that my work is appreciated in this company' (r-value -0.718, sign. 0.045). This means the higher the statement is rated, the lower the rating of the importance, which is very interesting it only happened for one office.

Teams

When looking at the results per team, the difference in the results is more clear. Unfortunately there were 2 participants who either didn't answer to what team they belong or they fell outside the five available. They also scored the lowest on motivated to work at Valamis and Likely to recommend Valamis. Also the support or infra teams, which only had 3 participants, had lower scores than the other teams for Me and My work (65,5%) and importance (64,0%). The other teams had scores of 70,6-82,0% for that statement and always a higher rating for importance (81,0-85,7%). The support or infra teams were least motivated to work (6,0), however it did not influence to the final statements, to recommend Valamis as a workplace (7,5). The 'no team' and support or infra team together combine for 5 participants out of 98, so although they gave low scores, it is not reliable data but rather indications of misalignments on individual level.

The overall highest scoring teams were Administration or SDMs (15 participants) and Sales or Marketing (11 participants) although Sales and Marketing rated Learning and Development with 67,4%, which was the lowest rating for that theme, while its importance was rated with 87,3%, meaning their expectations are not met. The service team (the team working with customers for custom projects) slightly gave higher ratings than Product team (the team working on the Valamis learning experience platform). These two teams are the biggest teams and also closest to the whole company averages. Higher standard deviations were found in the Me and My Work and Learning and Development themes in comparison to Company Management and the Company as a Workplace also on team level. The Admin or SDM, Product and Service teams gave stable correlations that corresponded with the overall results. Support / Infra had lowest ratings with insignificant correlations.

On office and team level there were more negative correlations than on an overall level, but apart from the one mentioned earlier, they were not significant, again indicating individual misalignments, rather than on team or office level. The results have similarities with the descriptive statistics, in a way that Me and My Work, and Learning and Development have less consistent results and no significant high correlations, while The Company Management and The company as a workplace have more significant findings.

4.2. Qualitative research

The last part of the research was the quantitative survey, where employees were asked to fill in a survey on voluntary basis. It had seven open questions related to skill development, with the purpose of getting some more in-depth views as an extension to the employee wellbeing and satisfaction survey. It got 15 replies and several offices and several teams were represented. These answers can help to understand more about skill development in Valamis during the analysing. This survey looks more at how skill development influences, (de)motivates or (de)activates employees concerning skill development. The results are presented below.

The first question of the survey asked if the respondent thinks that skill development at the workplace is important or not and why. All fifteen participants found this important, although one person mentioned that not everyone necessarily needs or wants to develop their skills. People understood that it helps them not only personally but also in the company and a fast-developing world.

Question two asked about motivation to develop skills. Eleven people answered they were motivated, while two people said not as much as they would like to and two didn't answer. Reasons for being motivated were being able to apply new skills on short term, knowing that it's important to develop for the future, improving at the job or reaching better results. Some people mentioned the importance of continuous learning. One person mentioned

that quality content is very important, otherwise one might get demotivated. Also workload was mentioned as a reason that can influence motivation.

Question three asked participants how some elements enable or block skill development at the workplace. Fourteen participants answered, one left the question unanswered. Elements that were mentioned as enablers were that the organisation encourages self-development (support 9x), prioritisation (3x) the employee 'me' (2x), mentoring (1x), content - either quality or availability (1x). Elements that were described as blockers were: lack of time (5x), not many classroom type of learning options (especially during covid) (1x) and not sure how to find content based on own skills (1x).

The fourth question was related to the skill that should be developed for one's job and why they are important. This question got 12 answers, 1 person didn't know what to answer and two persons refrained from answering. Skills that were mentioned: cross functional skills (7x), technical skills (6x), soft skills (4x), management skills (4x), and design skills (1x).

The fifth question concentrated on what skills they would like to develop based on their personal interest. There were 13 answers and 2 people did not answer. The following skills were brought up: New technologies, technical skills or understanding of our platform (3x), Languages (3x), Drawing, gardening, fly a plane, instruments, other hobbies (3x), Communication and interpersonal skills (1x), Testing skills, design principles, javascript, functional programming (1x), Everything (2x) and First aid (1x). This question was not so useful as such but gave a possibility for employees to freely think about this topic.

Questions 6 explored how Valamis supports skill development, which got 14 answers and 1 empty response. Elements that were mentioned were: Valamis offers learning platform with learning content (6x), Valamis **supports** external learning financially (5x), Supervisor **supports** career and personal development (5x), L&D manager, mentoring and peer learning groups give **support** (2x), Valamis has internal book and ebook library available to all employees (1x), Skill development is integrated in our OKR goals (objectives and key results), and a great culture helps a lot. A few people also mentioned the lack of support, which were related to having no time to learn (1x) and the fact that the service team is sometimes discouraged to learn if it interferes with billable work, which can sometimes be for longer periods of time if someone is allocated to a customer project for 100% of his or her working time (1x).

The final question was an open question, like the previous questions too, and asked suggestions or ideas for supporting skill development at the workplace. This question had 13 replies, 1 person did not have any suggestion or ideas and 1 person did not answer. The suggestions and ideas that were mentioned were: Time to learn during work time (5x), either on a planned weekly or monthly basis, or connected to solving the issue around the

service team when someone is 100% allocated to a customer projects; More direction or help with motivation (5x), which could mean better career and talent management, better benefits for activity, cross departmental/office skill groups that can share knowledge and motivate each other or meetings in person to motivate each other; Setting a concrete learning goal each year connected to own function and set concrete actions and how it will be measured (2x), Developing our learning platform with more content and Possibilities for hobby projects.

5. Analysis and discussion

After having described the results of the quantitative and qualitative research parts, those results can be applied to the proposed Communication framework for skill development from organisational culture perspective for analysis. First, the findings of the organisational perspective will be discussed in paragraph 5.1, the employee perspective in paragraph 5.2, the findings of the in the alignments and misalignments in paragraph 5.3, and finally a summary of the findings, and looking back to the research problems and questions will be discussed in in paragraph 5.4. The learning culture maturity assessment and employee wellbeing survey will be compared on the Likert scale. Next to that data can be analysed with the help of themes, so also the qualitative data can be compared and discussed.

5.1. Analysing the view of the organisation

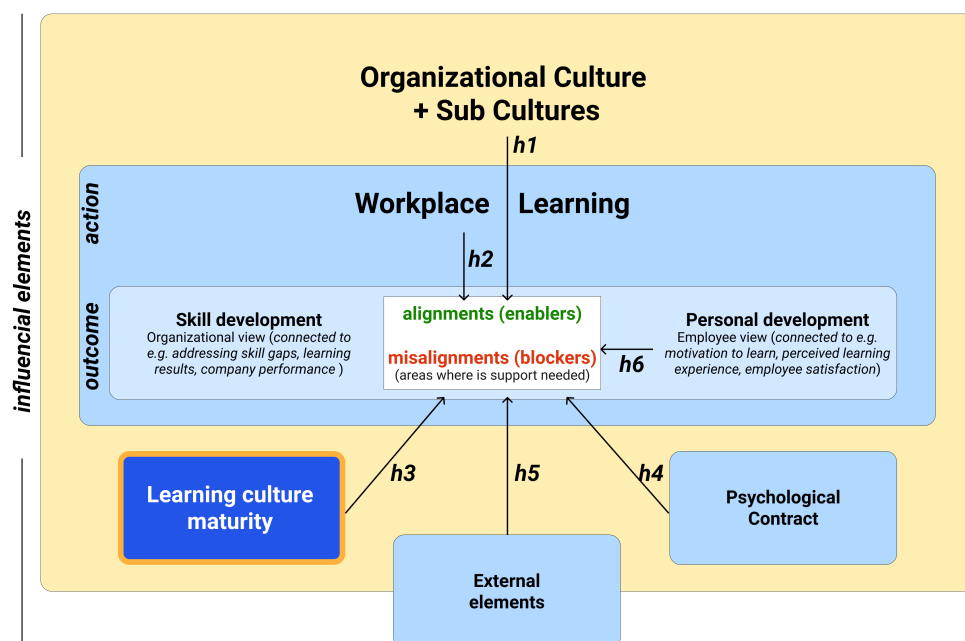


Figure 4: Communication framework for skill Development from organisational culture perspective / Learning culture maturity

The Learning culture maturity assessment helped to understand the organisational view. This paragraph will analyse how Valamis estimates its own learning culture maturity. The learning culture maturity has 4 levels : static, reactive, proactive and innovative. Each statement was given a rating from 0-4 (1=strongly disagree 2=disagree 3=agree 4=strongly agree, or 0=N/A) and these scores were counted together and analysed based on table 2 to learn about the current level of the learning culture maturity.

Valamis learning culture maturity scores:

Leadership	25 pts	Innovative - level 4
Strategy	24 pts	Proactive - level 3
Capacity	20 pts	Proactive - level 3
Overall score	69 pts	Proactive - level 3

The total scores can be considered as quite good. Leadership has made it just on innovative level, while Strategy is only one point away. Capacity, although it can be considered good too at proactive level, is currently the weakest. When looking more closely at the statements that are listed in chapter 4.1.1 then overall statements are quite aligned and met expectations (ratings 3 or 4), while some of them did not meet the organisation's own expectations and show, there is still room for improvement.

The assessment of the Leadership theme, had no misalignments (a rating of 0,1 or 2), all statements got a rating of 3 or 4: A clear vision has been created for skill development at Valamis (3), The vision for skill development has been communicated, understood, and embraced throughout the organisation (3), One or more individuals in our organisation are clearly responsible for the operations and success of skill development (4), Those responsible for the operations and success of skill development are held accountable (3), We have a culture in which people are willing to take risks, fail, improve, and grow rapidly (3), A succession plan is in place for key roles in managing and leading skill development (3), We consistently strive for diversity and inclusion—e.g., in our staff, our contract relationships, and the input we receive from our members and broader audience—in pursuing the vision for skill development (3) and The leadership role for skill development is in proportion with other areas of the overall business (3).

The Strategy theme did quite well too. Aligned statements were: There is a clearly articulated and documented strategy for skill development (4), The strategy for skill development provides distinctive, differentiated guidance on how to achieve its goals (4), The strategy has been communicated, understood, and embraced throughout the organisation (3), A clear plan for executing the strategy has been established, and relevant roles and responsibilities have been clearly assigned (4), and Clear metrics to gauge the success of the strategy have been articulated and are tracked consistently (3). A few statements were assessed to be misaligned: The strategy clearly aligns with and supports the vision for skill development as well as the overall organisational strategy (2), Results of the tracking of metrics are shared with relevant stakeholders and responded to on a consistent, ongoing basis (2) and The skill development strategy is revisited and adjusted on a regular basis (2).

The third and final theme of the learning maturity assessment was Capacity, which had most room for improvement. Employees have access to all necessary skill development resources to address current needs (3), Valamis consistently invests in skill development opportunities for staff (4) and Valamis provides a well-defined and documented approach to helping subject matter experts deliver high-quality educational experiences (3) were assessed to be aligned, while Valamis has ample resources to support innovation and growth concerning skill development (2), Skill development content creators have a strong, baseline knowledge of adult learning principles and methodologies (2), All key skill development areas are well defined and continuously evaluated and improved (2), Valamis has a working level of domain expertise for key topics of skill development (2) and Valamis management has appropriate access to and makes strategic use of technology to support the development, and tracking of its skill development (2) were seen as not aligned with the organisation's expectations.

Based on these scores, the organisational view shows that Valamis is on the right road, with theme scores proactive and innovative. Valamis is also aware of areas that can be improved with Strategy being only one point off from being innovative and Capacity also having possibilities to improve to that level. They could easily find four points, which would enable them to reach the next level of learning culture maturity score, making it an innovative learning culture. Some expectations can be set for the view of the employees too, which should match these rating levels, proving that views are aligned.

5.2. Analysing the view of the employees

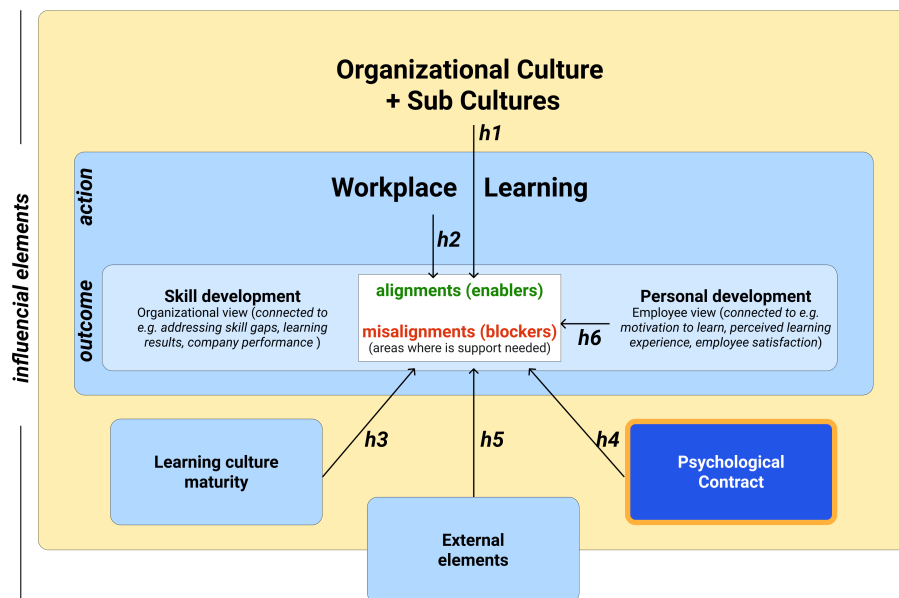


Figure 5: Communication framework for skill Development from organisational culture perspective / Psychological contract

The employee view is found by analysing the wellbeing and satisfaction survey and the smaller follow-up qualitative survey. First the wellbeing and satisfaction survey analysis is

described under quantitative data, followed by the analysis of the follow-up survey under qualitative research. Finally, the findings of the employee perspective about which themes and statements are aligned or misaligned, will be summarised.

Quantitative data

When analysing the data and deciding whether a statement is aligned or misaligned depends on several factors. The statements' rating means is analysed first, if the the rating is between 51% and 100% (level 3 or 4), it is considered good, if the rating is 0% and 50% (level 1 or 2) it indicates a misalignment. Secondly, the standard deviation of each statement is checked: a low standard deviation is under 10%. A medium value of the standard deviation would be between 10% and 20%, and if the standard deviation goes over 20%, it indicates that the variety of answers is quite high, which could also mean an internal misalignment. After that, the importance rating is compared to the statement rating. If the difference between the statement rating and the importance rating is higher than 10%, it could indicate that employees have higher expectations of the current situation. And finally, the correlation between the statement rating and the importance rating is checked. A high significant positive correlation ($> .5$) indicates an alignment between the two in the form of a linear relation. If a significant correlation does not exist, there is no linear relationship which could indicate a misalignment. Based on this logic, the statements can be analysed for alignments and misalignments for each theme.

Me and my work has five aligned statements, which are How motivated I feel to work at Valamis (4), I enjoy my work value (4), I am happy with the office premises (4), I have enough opportunities to influence my work (3) and I have enough opportunities to do my work regardless of time and place (4). The statements that show statistical misalignments are: I am getting fair compensation for my work (3), I find my work tasks meaningful in a bigger picture (4), and I feel that my work is appreciated in this company (3).

The second theme, about Learning and development (3) has three statements that could need alignment: I feel that our company encourages me to learn and develop my professional skills (3), I have enough opportunities for learning and development that match my own interest (3) and I feel that I have enough career development opportunities at Valamis that match my interests (3). Two statements are aligned: I have the possibility to use my skills and knowledge in my everyday work (4) and I feel that I have developed professionally within the past year (4).

The Company Management performs best, where only I can trust the reliability and continuity of my work (3) is misaligned, while the others are aligned: Management is easily approachable and it's comfortable to communicate with them (4), Management communicates about important things and changes in a clear and sufficient way (3), Management is trustworthy and keeps their promises (4), Management makes fair decisions (3), Man-

agement recognises honest mistakes as a part of doing business (4), We have an engaging vision at Valamis (4).

Finally, the Company as a Workplace had eight statements that are aligned according to the criteria described on page 49: Likely to recommend Valamis (4), I can be myself at the workplace (4), Employees treat and communicate with each other kindly and respectfully (4), Employees are treated equally regardless of age, gender, ethnicity or sexual orientation (4), Possible confrontations between employees are handled in a proper and complete way (4), Employee wellbeing is taken care well (4), We have a good and productive atmosphere at work (4), I am proud of the results we have achieved at Valamis (4). Next to this it had three misaligned statements: I have good opportunities to achieve a good work-life balance (4), Our actions are in line with our values (customer focus, sense of community, responsibility, development) (3), We have a strong team spirit at Valamis (3).

The aligned statements can be seen as elements that enable skill development, while the misaligned statements would be potentially blocking skill development. For more in-depth answers, a qualitative survey was sent out to get more details into how some elements blocked skill development.

Qualitative survey

The qualitative survey, that had 15 respondents, gave findings based on open questions, that should help to understand some of the ratings of the statements in the wellbeing and satisfaction survey, see if similar elements and themes were brought up for validity, and provide a possibility for employees to bring up feedback about what is good, what could be improved and where are gaps related to skill development, that could not be found from the quantitative data.

The follow-up survey provided data that Valamis has a good basis for learning and development, although there were areas to improve and this corresponds with the outcome of the qualitative survey that was sent out after this. On overall level, it showed that employees value Valamis for getting support: being encouraged and getting time to learn, for having supervisors that support career and personal development, for its L&D manager, mentoring and peer learning groups that give support, as well as for integrating learning in its OKR goals. One person said that the 'great culture helps a lot'. One important finding was the fact that even though Valamis encourages and supports self-development, there was a concern by people in the Service team who were allocated to customer projects 100% of their working time for certain periods of time, which then made learning at the workplace impossible. Another finding was, that although on an overall level the support by supervisors and peers was perceived as very positive, some individuals seemed not to be aware of some of the options for learning support, or they would like to have a more direction and have more direct guidance for skill development. To be able to further analyse the results of the qualitative survey, the answers were added to one the five themes from the

quantitative surveys and then analysed on the answer as alignment (positive answer) or misalignment (negative answer).

Several answers were added to the Leadership theme. Seen as aligned answers were: Organisation encourages self-development, Supervisor supports career and personal development, L&D manager supports learning. More direction / help with motivation was added to misaligned answers, and that element contained wishes or ideas: better career and talent management, better benefits for activity, maybe cross departmental/office skill groups that can share knowledge and motivate each other, meetings in person to motivate each other, setting a concrete learning goal each year connected to own function and set concrete actions and how it will be measured. Since this seems to be a misalignment on individual level, the organisation could make employees more aware of the options that Valamis has available.

Answers that were added to the Strategy theme were also mostly positive: Valamis Supports external learning financially, Valamis Offers learning platform with learning content, Valamis Has internal library available to all employees, and OKR objectives and key results, while only one answer was added as a misalignment. More quality content (fitting my skills). This answer is also not an issue on overall level but for certain individuals in the organisation it can occur that there is not specific content available for them. Valamis could think about making it easy for employees to give feedback on this, and also on strategic level, the needed content should be considered.

Only two answers got added to Capacity. The first, Content is available and topics are mentioned that correspond with availability in Valamis, shows that Valamis has the capacity to provide learning content to the majority of the organisation. The other answer, which was added to Capacity, was added to potentially misaligned. This issue discussed the lack of time to learn during work time, especially in the service team, where some people were allocated in projects for 100% of their working time, which doesn't not allow any learning. Although this is in misalignments, it has to be said too, that for most employees they do not have this situation and are indeed encouraged to learn and develop.

Also Me and My Work got only two answers. Employees are motivated and understand skill development is important was seen as a very clear alignment, and explanations why also showed a trend of understanding the changing world and the need to be able to adapt to it. One answer was added to misalignment, Not sure how to find content based on own skills, which is an individual misalignment that was not found elsewhere.

The answers, Peer learning groups about certain topics, Great culture helps a lot were aligned elements in the Valamis as a Workplace theme. These are good to see from the qualitative data because peer support and organisational culture were already recognised as enabling skill development in the theory. The final answer not many classroom type of

learning options (especially during covid) is added to the workplace theme but could also be considered as an external element. Usually Valamis does not have that many classroom learning events, but focusses mainly on digital learning content, therefore it was added here.

The qualitative research was a rather small research but already gave some promising indications that were equivalent to the findings of the quantitative data. Next to this, it gave more details into the data and added some insights that otherwise would not have been found, such as the issue of the service team not being able to spend time on self-development and the fact that some individuals are not so aware of the possibilities for peer or supervisor support relating learning and development.

5.3. Alignments and misalignments

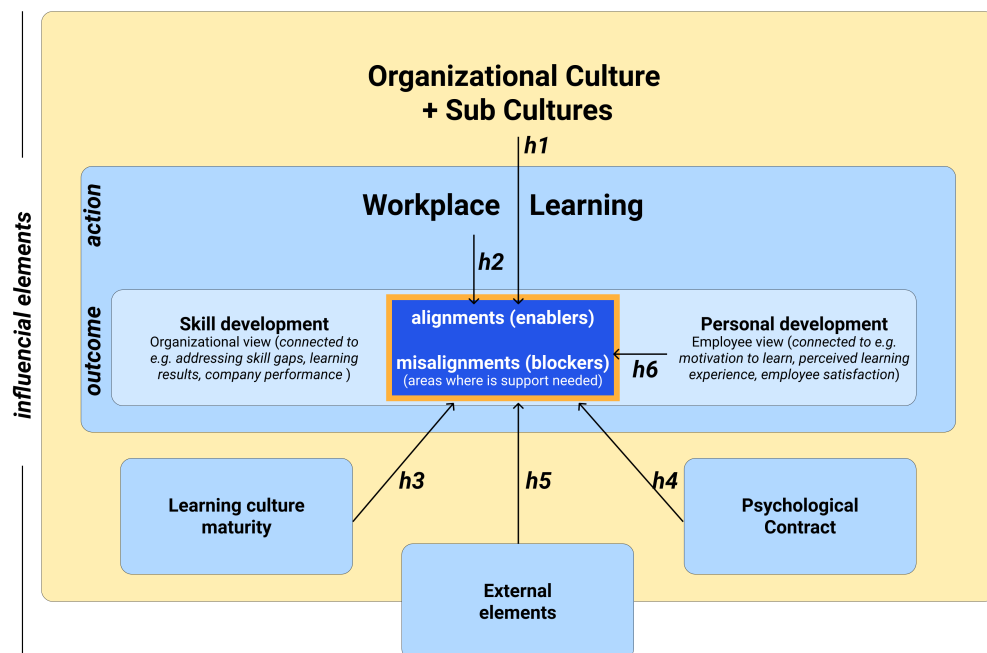


Figure 6: Communication framework for skill Development from organisational culture perspective / Alignments and misalignments

After presenting and analysing the results of the learning culture maturity assessment, the psychological contract and the follow-up survey separately, this paragraph combines and compares both the organisational view and the employee view, according to the ratings or feedback of each theme. When this is done, it is possible to understand what elements enable and block skill development from organisational perspective. Five themes were used for the analysing of the statements to determine elements that can influence skill development from organisational culture perspective. Those themes are: 1. Leadership/ Management, 2. Strategy, 3. Capacity, 4. Valamis as a Workplace and 5. Me and My Work.

Alignments and misalignments of statements can also be called potential enablers or blockers for skill development. For the employee view, to some, a statement can be an enabling element, while for others it can be a blocker. It can depend on your office, your team, your personality or even external elements. These alignments and misalignments will be discussed on an overall level based on the analysed results in the previous paragraphs, and mention where data has shown misalignments on individual level. The misalignments from organisational perspective are self-assessed and should be understood as such, the misalignments from employee perspective have been found by mostly high standard deviations of the statement rating, a big difference by the statement rating and the importance rating, by a low/medium correlation, or lack of significance. Office or team level did not give much extra value since not all offices and teams gave reliable data, and therefore the employee misalignments will be seen and discussed as exceptions on individual level.

1. Leadership

When looking at leadership, Valamis has many alignments and succeeded very well on an overall level. The organisational perspective (4) is slightly higher than the employee perspective (3) but the latter was only a few percentages off from reaching level 4 so this difference is very small. There are no significant misalignments on an overall level. The only feedback that came from the qualitative survey, was related to how some people might still need more help to find a direction or motivation and some ideas were mentioned.

Table 12. Alignments and misalignments of Leadership

Organisational perspective (4)	Employee perspective (3)
Aligned	Aligned
<ul style="list-style-type: none"> • A clear vision has been created for skill development at Valamis (3) • The vision for skill development has been communicated, understood, and embraced throughout the organisation (3) • One or more individuals in our organisation are clearly responsible for the operations and success of skill development (4) • Those responsible for the operations and success of skill development are held accountable (3) • We have a culture in which people are willing to take risks, fail, improve, and grow rapidly (3) 	<ul style="list-style-type: none"> • Management is easily approachable and it's comfortable to communicate with them (4) • Management communicates about important things and changes in a clear and sufficient way (3) • Management is trustworthy and keeps their promises (4) • Management makes fair decisions (3) • Management recognises honest mistakes as a part of doing business (4) • We have an engaging vision at Valamis (4) • I feel that our company encourages me to learn and develop my professional skills (3)

<ul style="list-style-type: none"> • A succession plan is in place for key roles in managing and leading skill development (3) • We consistently strive for diversity and inclusion—e.g., in our staff, our contract relationships, and the input we receive from our members and broader audience—in pursuing the vision for skill development (3) • The leadership role for skill development is in proportion with other areas of the overall business (3) 	<ul style="list-style-type: none"> • Organisation encourages self-development (Q) • Supervisor supports career and personal development Organisation encourages self-development (Q), • L&D manager is doing good job (Q)
Misaligned	Misaligned
	<ul style="list-style-type: none"> • More direction / help with motivation (Q) <ul style="list-style-type: none"> - better career and talent management, better benefits for activity (Q) - maybe cross departmental/office skill groups that can share knowledge and motivate each other (Q) - meetings in person to motivate each other (Q) - Setting a concrete learning goal each year connected to own function and set concrete actions and how it will be measured (Q)

(#) number 1-4 indicates the Likert scale rating level of the statement based on table 2

(Q) indicates the result comes from the qualitative research.

2. Strategy

The strategy of Valamis also got similar ratings on organisation (3) and employee perspective (3). Again, most statements were aligned. For the employee perspective two statements from the wellbeing and satisfaction survey had strategy as theme: The employees seem content on an overall level, with exceptions on individual level. There was also employee feedback from the qualitative part, where someone mentioned the need for more qualitative content that fitted his/her skills better. Most misalignments came from the organisational perspective though, where 3 statements got rated with 2, meaning these should still be improved: The strategy clearly aligns with and supports the vision for skill development as well as the overall organisational strategy (2), Results of the tracking of metrics are shared with relevant stakeholders and responded to on a consistent, ongoing basis (2), The skill development strategy is revisited and adjusted on a regular basis (2).

Table 13. Alignments and misalignments of Strategy

Organisational perspective (3)	Employee perspective (3)
<p>Aligned</p> <ul style="list-style-type: none"> • There is a clearly articulated and documented strategy for skill development (4) • The strategy for skill development provides distinctive, differentiated guidance on how to achieve its goals (4) • The strategy has been communicated, understood, and embraced throughout the organisation (3) • A clear plan for executing the strategy has been established, and relevant roles and responsibilities have been clearly assigned (4) • Clear metrics to gauge the success of the strategy have been articulated and are tracked consistently (3) 	<p>Aligned</p> <ul style="list-style-type: none"> • I have enough opportunities for learning and development that match my own interest (3) • I feel that I have enough career development opportunities at Valamis that match my interests (3) • Valamis Supports external learning financially (Q) • Valamis Offers learning platform with learning content (Q) • Valamis Has internal library available to all employees (Q) • OKR (objectives and key results) / goals (Q)
<p>Misaligned</p> <ul style="list-style-type: none"> • The strategy clearly aligns with and supports the vision for skill development as well as the overall organisational strategy (2) • Results of the tracking of metrics are shared with relevant stakeholders and responded to on a consistent, ongoing basis (2) • The skill development strategy is revisited and adjusted on a regular basis (2) 	<p>Misaligned</p> <ul style="list-style-type: none"> • More quality content (fitting my skills) would be needed (Q)

3. Capacity

From the organisational perspective, capacity had most misalignments, although its mean (3) is still good. They assessed that five from eight statements would have room for improvement: Valamis has ample resources to support innovation and growth concerning skill development (2), Skill development content creators have a strong, baseline knowledge of adult learning principles and methodologies (2), All key skill development areas are well defined and continuously evaluated and improved (2), Valamis has a working level of domain expertise for key topics of skill development (2), Valamis management has appropriate access to and makes strategic use of technology to support the development, and tracking of its skill development (2). From employee perspective, Capacity got rated

with level 4, which proves there is a good effort from the company to integrate learning into the organisation. Two statements from the wellbeing and satisfaction survey counted towards the employee perspective rating. Employee respondents mentioned in the qualitative survey that content is available and that the topics correspond with availability in Valamis. As misalignment, it was brought up that some employees in the service time do not have the option to learn, even though the organisation supports it otherwise. This is caused when an employee is allocated to a project 100%, leaving no time for learning.

Table 14. Alignments and misalignments of Capacity

Organisational perspective (3)	Employee perspective (4)
Aligned	Aligned
<ul style="list-style-type: none"> • Employees have access to all necessary skill development resources to address current needs (3) • Valamis consistently invests in skill development opportunities for staff (4) • Valamis provides a well-defined and documented approach to helping subject matter experts deliver high-quality educational experiences (3) 	<ul style="list-style-type: none"> • I have the possibility to use my skills and knowledge in my everyday work (4) • I feel that I have developed professionally within the past year (4) • Learning content is available for me (Q)
Misaligned	Misaligned
<ul style="list-style-type: none"> • Valamis has ample resources to support innovation and growth concerning skill development (2) • Skill development content creators have a strong, baseline knowledge of adult learning principles and methodologies (2) • All key skill development areas are well defined and continuously evaluated and improved (2) • Valamis has a working level of domain expertise for key topics of skill development (2) • Valamis management has appropriate access to and makes strategic use of technology to support the development, and tracking of its skill development (2) 	<ul style="list-style-type: none"> • For some - lack of time - time to learn during work time, should there be a weekly or monthly basis? Issue in service where sometimes 100% allocation does not allow any learning (Q)

4. Valamis as a workplace

Valamis as a workplace is one of the two themes that only has an employee perspective. It explores aspects from the organisational culture and is an outcome of strategy, leader-

ship and capacity. It tells what kind of workplace Valamis is and would related to psychological contract, which could indicate possible enablers and blockers. The results about the workplace were very good (level 4) and highest ratings from all themes. There were misalignments too: I have good opportunities to achieve a good work-life balance (4), Our actions are in line with our values (customer focus, sense of community, responsibility, development) (3), We have a strong team spirit at Valamis (3), I can trust the reliability and continuity of my work (3), Not many classroom type of learning options (especially during covid) (Q). Which were partly found from inconsistencies in the data and show exceptions on individual level. This proves that overall, Valamis is valued as a workplace.

Table 15. Alignments and misalignments of Valamis as a Workplace

Employee perspective (4)
Aligned
<ul style="list-style-type: none"> • Likely to recommend Valamis (4) • I can be myself at the workplace (4) • Employees treat and communicate with each other kindly and respectfully (4) • Employees are treated equally regardless of age, gender, ethnicity or sexual orientation (4) • Possible confrontations between employees are handled in a proper and complete way (4) • Employee wellbeing is taken care well (4) • We have a good and productive atmosphere at work (4) • I am proud of the results we have achieved at Valamis (4) • Peer learning groups about certain topics (Q) • Great culture helps a lot) (Q)
Misaligned
<ul style="list-style-type: none"> • I have good opportunities to achieve a good work-life balance (4) • Our actions are in line with our values (customer focus, sense of community, responsibility, development) (3) • We have a strong team spirit at Valamis (3) • I can trust the reliability and continuity of my work (3) • Not many classroom type of learning options (especially during covid) (Q)

5. Me and My Work

Me and My Work also only has an employee view and is connected to the organisational culture, its leadership/management, strategy and capacity, which play a big role on the employee experience of one's own work. On an overall level, ratings are good (3), only slightly below Level 4. It is visible from here, that Valamis is appreciated as a workplace, even though there are some misalignments on individual level: I am getting fair compensation for my work (3), I find my work tasks meaningful in a bigger picture (4), I feel that my work is appreciated in this company (3), Not sure how to find learning content based on my own skills (Q). Also these indicate exceptions on individual level where especially

the statement about fair compensation had inconsistent data. And where Oulu had the survey's only negative correlation between the statement rating and its importance of feeling work is appreciated in the company.

Table 16. Alignments and misalignments of Me and My Work

Employee perspective (3)
Aligned
<ul style="list-style-type: none"> • How motivated I feel to work at Valamis (4) • I enjoy my work value (4) • I am happy with the office premises (4) • I have enough opportunities to influence my work (3) • I have enough opportunities to do my work regardless of time and place (4) • Employees are motivated and understand skill development is important (Q)
Misaligned
<ul style="list-style-type: none"> • I am getting fair compensation for my work (3) • I find my work tasks meaningful in a bigger picture (4) • I feel that my work is appreciated in this company (3) • Not sure how to find learning content based on my own skills (Q)

5.4. Discussion

The proposed communication framework for skill development from organisational culture perspective has helped to find alignments and misalignments between the organisation and employees. It has also proven a useful framework to understand the current situation of Valamis' learning culture maturity and the psychological contract between the organisation and the employees. Five themes that influence skill development were explored for Valamis: Leadership, Strategy, Capacity, Me and My Work and (Valamis as a) Workplace, each theme containing a set of elements.

Valamis has a good situation related to skill development and many statements were aligned, and could be identified as enabling elements for skill development. The statements related to the Leadership theme had an average level 4 by management, while strategy and capacity got level 3. Statements of Me and My work and Valamis as a Workplace were not measured in the learning culture maturity. The wellbeing and satisfaction survey gave close results that overall corresponded with the outcomes of the learning culture maturity, although employees rated Leadership and Strategy to be 3, while capacity got rated 4 on average. The difference for Leadership was only a few percentages, whereas the learning culture maturity assessment had 25/32 points (about 78%) and the employee survey mean was 73%. The difference for capacity was a bit bigger, the learning culture maturity had 19/32 points (about 59%), while the employee survey mean was 78% - but this can be explained with the fact that the employee view did not measure the same statements, and it only had two statements to measure capacity. From the qualita-

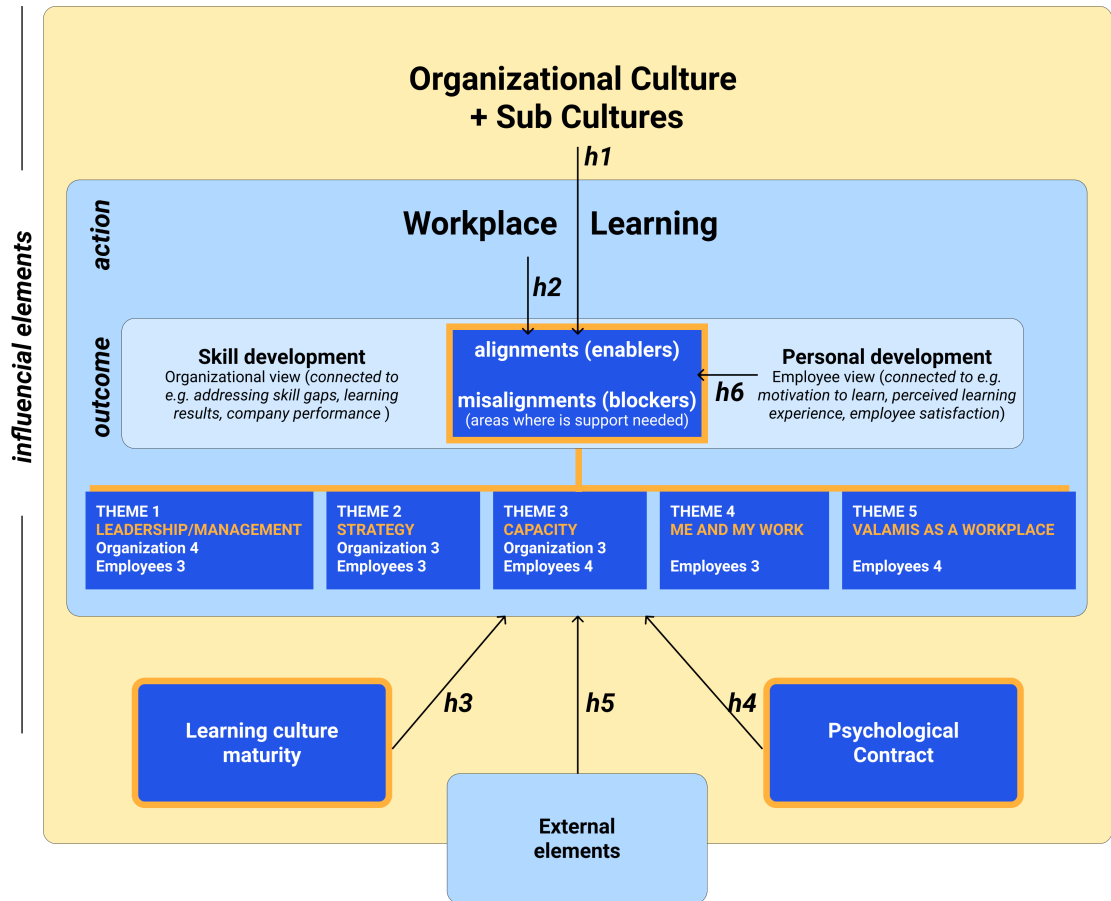


Figure 7: Communication framework for skill Development from organisational culture perspective / Results

tive survey it appeared there were some challenges for some people with e.g. the service team not having capacity for learning. The Strategy theme was aligned for the organisation and employees. There were four types of elements found within the five themes:

1. Statements from the learning culture maturity, that were assessed as aligned or misaligned by the organisation.
2. Statements from the wellbeing and satisfaction survey, assessed by the employee, that mostly scored well overall but where misalignments were found with the help of statistical analysis. This could mean that either:
 - Ratings had a level of 1 or 2 (there were none on organisational level, however on individual level they did appear)
 - The standard deviation of the statement rating was over 20% meaning that the responds varied greatly
 - The rating mean of the statement was more than 10% lower than the importance rating mean related to that statement, meaning that the statement was found important but the current situation was not as good.
 - There was no significant correlation or a negative significant correlation.
3. Feedback from the qualitative survey, answered by the employee
4. Comparison between of the employee and organisational perspective.

The learning culture maturity assessment gave direct indications of areas that could be improved, and of those that already work well. The misalignments of the employee wellbeing survey were all still rated overall as 3 or 4, which fitted the expectations of the learning culture maturity assessment. The results were analysed on team and office level, to see if there were significant findings, however a few offices and teams were too small for that, making the findings less reliable. There were indications that some the offices and teams are giving better / worse ratings than some others, especially in the Me and My Work and the Valamis as a Workplace themes, but it would have to be explored more. For this research, the findings of statistical misalignments need to be seen as individual exceptions. Valamis can take steps to continue and improve supporting skill development from organisational culture perspective based on the findings in paragraph 5.3.

The qualitative research brought some good insights and additional feedback that was not found from the wellbeing and satisfaction survey. The results of the follow-up survey were shared with Valamis. After that improvements have been made, such as adding a 3+2 policy, where everyone, including people from the service team, can use 3 hours per month for formal learning and 2 hours per month for sharing knowledge. Next to this HR has reminded people of focus groups where people can find support, especially for the people who are new and might not have been aware.

The proposed communication framework can be used quite flexibly and work with different types of data collection methods. Theoretically, it could measure learning culture maturity or psychological contract with different types of surveys or research methods. This is very useful for organisations that e.g. have a yearly employee survey and want to make use of that. Or the original survey (attachment 1) which was based on the Tilburg Psychological Contract Questionnaire could be used and would have given different statements and themes to measure. Being able to make use of the yearly employee wellbeing and satisfaction survey sent out by Valamis instead, was very helpful on one hand, as the response rate was very good and the ratio scale helped to get statistical insights.

Reflection to the thesis goal, problems and questions

The main goal of this thesis, was to identify elements in an organisational culture that influence to employee skill development in order to align the employer's needs/ goals and the employee's motivation/ willingness by improving communication between both parties. For this the research questions and problems were a guideline to find answers to this and both the literature review as well as the empirical research have helped to explore these topics.

To learn more about the the first three research questions of the first research problem, what the strategical approach and the capacity for skill development are, and what elements are considered for employee skill development, literature was explored around workplace learning, skill development and personal development, as well as organisation-

al culture. Some of the organisational culture elements mentioned to influence skill development were strategy and resources, processes, people and support by superiors and peers, work pressure and reward systems (Shaw & Craig 1994, 10; Cohen & Gadon 1978, 17; Dermol & Cater 2013, 340; Ren & Chadee 2016; Deloitte, 2019). When exploring frameworks for organisational culture and the learning culture, the following elements came up: job content, career development, social atmosphere, organisational policies, rewards and in-role behaviour, and leadership, strategy, capacity (Freese & Schalk 2008, 276; Cobb & Steele 2017). The proposed communication framework for skill development from organisational perspective (figure 7) that was used for the empirical research, used several themes based on the literature review: leadership/management, strategy, capacity, and from the Valamis wellbeing survey Me and my work, and Valamis as a workplace. Each theme had a set of elements in the form of statements or feedback from the qualitative research. These themes were then further explored in the empirical research by asking the organisation and employees to assess the statements of each theme. This answered the first research problem, that asked what elements of the organisational culture are connected to skill development.

The second research problem, what elements enable and block employee skill development, was also explored both in the literature review and the empirical research. The literature showed that elements of organisational culture are important and found several elements that can enable or block skill development, such as leadership behaviour and support from leadership and peers, strategy and capacity, clearly implemented norms and values for employees to adapt or copy, the six organisational culture dimensions, elements of psychological contract, policy and practice, external factors, workplace communication, and supportive communication (Cobb & Steele 2017; Hogan & Coote 2014, 1618; Dermol & Cater 2013, 340; Hofstede 1991; Guest 2004; Welch 2007). The list of the elements that enable and block skill development in Valamis, found from the empirical research is described in chapter 5.3. On a general level what exactly enables or blocks employee skill development depends on the organisation and on the employee and differs for each organisation. It's also possible to use different surveys to explore these.

The first research question of the second research problem looked at expectations of the employees and the organisation considering skill development. This was studied by the learning culture maturity assessment and the wellbeing survey. The employee survey asked statements as well as importance of each statement. From that, an indication of expectations of the employees can be seen. As was described in the discussion, if the importance rating is more than 10% higher than the statement rating, it can indicate a misalignment. Employee expectations were high, every theme and statement importance was rated above 75% on overall level, which would be level 4.

The five statements with the biggest difference were: I am getting fair compensation for my work (Me and my work), I feel that my work is appreciated in this company (Me and

my work), I have enough opportunities for learning and development that match my own interests (L&D), I feel that I have enough career development opportunities at Valamis that match my interests (L&D) and I can trust the reliability and continuity of my work (Management). All these can indicate they can block activity or motivation for skill development on individual level.

The expectations of the organisation were measured by assessing the statements of the learning culture maturity survey. Level 3 or 4 was the situation that was expected and only the eight statements that were rated under level 3 clearly did not meet expectations and were mentioned as points for development: The strategy clearly aligns with and supports the vision for skill development as well as the overall organisational strategy (2), Results of the tracking of metrics are shared with relevant stakeholders and responded to on a consistent, ongoing basis (2), The skill development strategy is revisited and adjusted on a regular basis (2), Valamis has ample resources to support innovation and growth concerning skill development (2), Skill development content creators have a strong, baseline knowledge of adult learning principles and methodologies (2), All key skill development areas are well defined and continuously evaluated and improved (2), Valamis has a working level of domain expertise for key topics of skill development (2), and Valamis management has appropriate access to and makes strategic use of technology to support the development, and tracking of its skill development (2).

How contextual elements, background elements, policy and practice that enable or block skill development, is question two of the second research problem. The theory showed how a lack of support from superiors and peers influences to the employees not being active or motivated related to skill development, and other elements mentioned are related to strategy and capacity, norms and values, the six organisational culture dimensions, elements of psychological contract, policy and practice, external factors, workplace communication, and supportive communication. These elements can block skill development if they are misaligned, which would demotivate employees or make them inactive concerning skill development as they are not satisfied, don't feel well, or simply cannot participate in workplace learning because of this.(Cobb & Steele 2017; Hogan & Coote 2014, 1618; Dermal & Cater 2013, 340; Hofstede 1991; Guest 2004; Welch 2007.)

How some elements block skill development in Valamis has been explored with the qualitative survey, and findings are described in chapter 5.2. The main issues were the lack of time for some members of the service team blocking skill development completely, and individuals not being aware of the possibilities for superior and peer support for skill development, making them inactive. What blocks skill development differs for each organisation and cannot be generalised for all organisations. Valamis has taken steps related to these matters and made improvements that enable all employees to get time for learning (3+2 policy since January 2018) and reminders about our focus groups, mentoring and other support to those that are not aware, for example people who are relatively new.

When looking at gaps between the views of the organisation and the employees, overall speaking there are not many gaps between the two. Some minor ones, such as the organisation estimating its leadership to be level 4, while employees rated it level 3, has actually only a small difference of 5%. I can trust the reliability and continuity of my work brings down the theme mean (likely cause by an insecure world due to covid-19) and would otherwise bring the theme up to 4 for employees. Capacity is rated 3 by the organisation and 4 by the employees, this time, the difference is a bit bigger and likely to be caused by the fact that the employee perspective is measured with only 2 statements so it cannot be seen as a very reliable comparison. The biggest gaps therefore are found in the individual exceptions by employees. The employee, office and team misalignments are described in chapter 5.3.

6. Conclusions

Overall the results were positive, the research questions could be answered as well as the research problems, meaning that the research goal was reached with the help of the proposed communication framework for skill development from organisational culture perspective. Listening to the heartbeat of an organisation and making sure that the organisational culture develops into one where learning does not only happen from time to time when employees are told, but where learning is seen as important by employees, and where they can and want to make time for it, is an important development for any organisation that plans to make use of learning platforms and online skill development and tracking. And it seems Valamis is doing a good job with that. The communication framework was useful to become aware of the current situation of the employee and organisational views in Valamis. By analysing the themes, statements and feedback it became clear which elements were aligned or misaligned.

Finally, the findings can be a basis for discussing and reviewing potential enablers and blockers that influence skill development with leadership / management and employees. The goal of aligning views should be to support employee skill development, which is done by finding solutions or a common ground, where the outcome should be that the employee is activated, more motivated, or simply enabled to learn, and where the organisation's needs and goals for organisational skill development can be reached. Now that it is known where support is needed, it is up to management to decide what to do with this information.

Significance of the thesis results

The results were significant for Valamis as they got more insights on the organisational culture perspective of skill development and how they could possibly develop this further, even though the organisation had gotten good ratings on overall level. The found misalignments are an indication that improvements can still be made. And whilst Valamis currently has a proactive learning culture maturity (level 3), it is very close to getting to the innovative learning culture maturity (level 4), which could be the next step for Valamis. Employees seem to also value this, based on the importance rating means of the statements. How Valamis can do this is described in paragraph 6.4 about development suggestions.

Next to this, the proposed communication framework that was used and tested during the research, is also something that makes the thesis significant, also outside of Valamis. Based on the literature review, there have not been any frameworks or models available that enable analysing and aligning views for skill development from organisational culture perspective. And that is a big gap, considering skill development is currently the highest rated challenge for companies and one of the most important ways to form the labour force. Organisations struggle to adjust to integrate skill development into the workplace,

which has been connected to the strategy, management, organisational culture, employees, not being mature enough or lacking the resources, competences, or insights. (KMPG 2020; Vey, Fandel-Meyer, Zipp & Schneider 2017, 22.) The proposed communication framework would fill this gap and give organisations a tool to help develop their learning culture by analysing their current learning culture maturity level, analysing blockers and enablers of skill development from organisational culture perspective, and learning what areas need development, improvement and alignment so they can support employee skill development better.

6.1. Development suggestions

I would like to propose a few development suggestions for Valamis that can be divided in two areas. The first would be related to developing some elements in the learning culture maturity that were rated as level 2 and are seen as misaligned / potential blockers. The second development suggestion area relates to the misalignments of the employee surveys.

The elements in the organisational culture maturity assessment that could be developed further are for Strategy and Capacity. The elements under Strategy mention: The strategy clearly aligns with and supports the vision for skill development as well as the overall organisational strategy (2), Results of the tracking of metrics are shared with relevant stakeholders and responded to on a consistent, ongoing basis (2) and The skill development strategy is revisited and adjusted on a regular basis (2). And the Capacity theme elements are Valamis has ample resources to support innovation and growth concerning skill development (2), Skill development content creators have a strong, baseline knowledge of adult learning principles and methodologies (2), All key skill development areas are well defined and continuously evaluated and improved (2), Valamis has a working level of domain expertise for key topics of skill development (2), Valamis management has appropriate access to and makes strategic use of technology to support the development, and tracking of its skill development (2). There are quite many elements that are brought up as development suggestions. However, not all are equally important and most are in fact elements that have only issues on individual level. The improvements that were mentioned in the learning culture maturity assessment are probably all good to review and consider by management, Valamis' L&D manager and HR.

Next to this, the misalignments mentioned by the employees as potential blockers or needs for support could be reviewed, discussed and considered. Developing the organisational culture, listening to its employees, and showing that the organisation cares (even if not everything can be done), makes employees feel that they are supported, which motivates and activates employees, which in turn helps to improve the company performance.

From the elements that were brought up by employees, some were more important than others based on statistics or because they were serious blockers. Five can be seen as important blockers of skill development, directly, such as the individuals in the service team not being able to use any time for skill development blocks learning altogether and therefore can be seen as important to develop, or indirectly by some individuals not being motivated or active concerning skills development because of they have areas they are not satisfied with and those were found from the overall lower rated statements, which are: Fair compensation for the work (60.9%, importance 82.6%) Feeling that work is appreciated (67.8%, importance 83.2%), I feel that I have enough career development opportunities at Valamis that match my interests (64.4%, importance 82.9) and I have enough opportunities for learning and development that match my own interests (67.9%, importance 82.4). These four all had high standard deviations, meaning that some employees have scored very high and some very low, which indicates that this concerns issues on individual level. Last, I would like to mention some statements that were likely influenced by last year's situation of Covid-19 that caused people having to work from home, stress about the future and less possibilities to see see colleagues. Those statements were related to the strong team spirit, a better work-life balance and trusting the reliability and continuity of work.

Changes that Valamis has done after the employee wellbeing survey and follow-up survey are implementing a 3+2 policy where each employee can use three hours for studying and two hours for sharing knowledge each month. They have also improved communication about ways to get support for self-development.

6.2. Theoretical contributions

A theoretical contribution was made in the form of a Communication Framework for skill development from organisational culture perspective. During the literature review, it became apparent that skill development is needed to fill gaps in skill sets of employees, as well as meet an increased need for reskilling or upskilling due to the digital transformation (Deloitte 2019; KMPG 2020; World Economic Forum 2020). However, organisations are struggling to integrate skill development in their organisation (Vey, Fandel-Meyer, Zipp & Schneider 2017, 22). Currently there are frameworks available that either measure psychological contract, employee wellbeing, the business learning culture maturity, or describe processes of workplace learning, skill development or personal development. There has been no practical tool available that could help companies solve the problem of Identifying elements in an organisational culture that influence employees' skill development in order to align the employer's needs/goals and the employee's motivation/willingness by improving communication between both parties, hereby helping to integrate and develop skill development in an organisation. The proposed communication framework of this thesis was developed and can hopefully help organisations with this challenge.

If organisations want to integrate skill development, they start with analysing their current learning culture maturity so they know the strong and weak points of the organisation. After that they analyse the employee view of the organisation, by measuring psychological contract or employee wellbeing so they know what areas could be potential blockers on individual, team, office or organisational level. The framework also enables to explore external elements, personal development, the organisational culture and its subcultures, and workplace learning although that was out of scope for this thesis. After analysing the organisational and employee view, an organisation can find areas that are aligned (enabling elements) and misaligned (blocking elements). When the potential enablers and blockers are known, it is possible to develop them by aligning views, finding solutions, developing strategy, leadership and capacity related to skill development - hereby supporting skill development from organisational culture perspective. The framework should work flexibly with different research methods and approaches which makes it more practical.

6.3. Practical contributions

The thesis brings practical contributions for both Valamis as outside of Valamis. For Valamis, these are related to directly improving some areas that influence skill development. Outside of Valamis there are also opportunities to benefit from this thesis.

For Valamis, the five themes (leadership/management, strategy, capacity, me and my work and Valamis as a workplace) got good ratings and were aligned on an overall level. However, some misalignments/ potential blockers were found and hopefully this thesis can help Valamis to get insights into the areas that can still be developed, which would help the organisation to get to level 4 of Innovative Learning Culture Maturity. Next to this, the needs and misalignments mentioned by the employees as potential blockers or needs for support could be reviewed, discussed and considered. Developing the organisational culture, listening to all employees, and showing that the organisation cares (even if not everything can be done), makes people feel they are supported. This in turn motivates and activates employees for skill development, which will improve company performance. (Hogan & Coote 2014, 1618; Dermol & Cater 2013, 340; Matthews 1999, 26; Rahman 2009; Dermol & Cater, 2013, 340.)

Now that the case study for Valamis is done, it is possible to use it as an example, and apply the communication framework of skill development from organisational culture perspective. Valamis can give extra value to customers or leads that are looking into skill development via our Valamis learning platform. if they could give advise or guidance related to enablers and blockers of skill development, how these influence to skill development and performance, and how to approach a change in behaviour and attitudes of the organisational culture to support skill development better. The communication framework could also be used to analyse their learning culture maturity, their psychological contract with employees, and elements that alignments and misalignments that influence skill development.

Finally, I hope that this thesis will be useful for a variety of organisations. Knowledge around the topic of skill development from organisational culture perspective and how organisations can support employees by motivate, activate and enable them to develop their skills, could be shared and promoted for example by contributing knowledge in the form of journal article, sharing it in blogs, or other forms online such as blogs or social media, speaking at seminars, or by promoting and sharing it to stakeholders via my work and network.

6.4. Research limitations and future research

Although the research results and the proposed communication framework have helped to reach the thesis goals, and answer the research questions and problems, there also have been some challenges and limitations. Also suggestions for future research will be discussed in this paragraph.

The thesis used a mixed method approach, with three surveys, which meant that the analysing process required more attention in order to be able to do understand the data correctly. One example of this was the need for rescaling the employee survey in order to be able to compare the results with the management survey. There was also a need for adding the elements (statements and feedback) to themes so it would be easier to understand the data and make sense of it. For future research, I would suggest to use ratio scale for both quantitative surveys, so it could give better statistical data during the analysing process and more precise data for comparison. Next to this it would be better to use same statements so comparison will be more valid.

When looking at the limitations of the research, there are several that should be brought up in order to understand the research and its outcomes better.

The first that should be mentioned is the employee survey. The wellbeing and satisfaction survey (attachment 2A) was very good to get the employee view but did not measure some of the elements that were asked in the initial survey (attachment 1), nor were the exact same statements asked on organisational view. Instead, the employee survey assessed the employee view, while the learning culture maturity (attachment 4) assessed the organisational view. This was gave also good insights but was limited the way how organisational and employee views were possible to compare. Nevertheless, alignments and misalignments were compared to some extent by comparing the means of the themes.

The qualitative research also had some limitations. It was done as a volunteer sample survey which was sent out to the whole organisation (attachment 3) in order to get more answers. Although the results have given valuable data, surveys are to some extent limited in comparison to interviews that would have made it possible to ask more how and why questions with a semi-structured interview method. It also was limited in a way that it was

not possible to choose certain employees based on their answers in the employee survey and explore some of the misalignments that were found from the quantitative research.

The last limitation that I would like to bring up is that any survey has to consider bias, either by the participants or by the researcher. Sample bias and nonresponse bias can occur for the surveys since not all offices and teams were represented. Next to this, a response bias has to be taken into account, where people are too positive and want to give the 'right' answer, be polite or friendly, or the opposite where an employee has a negative bias.

Future research

After doing the research, there are three suggestions, that could be considered for future development.

The first development suggestion is related to the proposed communication framework. This case study looked at the learning culture maturity and the psychological contract of an organisation to find enablers and blockers. The proposed communication framework would have enabled to explore other areas that influence to skill development on organisational culture perspective as well, such as: H5) external elements, (e.g. how do external events such as a personal family situations, hobbies, economic situations, or Covid19 influence to skill development), H6) personal development (e.g. how does an individual apply its learned skills in his/her job), H1) the organisational culture and its subcultures (norms and values of the organisation and its subcultures), and H2) workplace learning (methods, content, etc).

Next to that future research could be very useful to do a similar study in organisations with a lower learning culture maturity. It would be interesting to see how organisations with a less mature learning cultures can be analysed and developed with the help of this communication framework, and see how it works for companies who struggle with employee skill development or implementing / developing their learning culture. Can it help solve the challenges of less mature organisations?

Finally, a larger study that would include multiple organisations would be very useful, to get a better understanding of a) the flexibility of the communication framework for skill development from organisational culture perspective and b) its usefulness on a large scale. That would also help to make general conclusions related to elements from organisational culture perspective that influence employee skill development. Are these similar for different types of organisations or different industries? How does the learning culture maturity influence? And how about country, or company size?

6.5. Self-evaluation of the process and own learning

This thesis was a time of professional and personal growth, which started some 2,5 years ago. After doing the courses of the Communication Management program in a good tempo, and coming up with a thesis topic and writing the first chapter. I was ready to start with the literature review. But then, a situation in my direct family required me to put the priority family life and put the thesis on hold. It was a difficult time that luckily had a happy end. It took almost 2 years before the family situation had stabilised, and I was confident to pick up the thesis again.

At the end of summer 2020, I read through the material what I had written until then, and noticed that the thesis topic had become more of a static idea of something that I was excited about then, but I had grown out of. Having changed the workplace as well, meant the thesis topic was now more remote. I considered to change the topic but was hesitant because I usually don't quit after I make a decision. However, during an online meeting about the thesis process, something was said that cleared up my insecurities: "Your thesis topic should be around something you want to graduate or specialise in". After that, it was an easy decision. I knew the previous topic was not something I would like to specialise in.

Also I knew the area I was interested in almost immediately: organisational culture and communication related to skill development. This seemed not only a timely topic but also something that I am passionate about. The organisational culture has a big influence on employees, and in times a paradigm shift is required, its role has often been underestimated. The change of topic was the right choice and it was easy to be motivated and dedicated. It took some iterations to narrow down the scope of the thesis plan but I was determined to get it right from the start. The advice from my guidance teachers, was very useful in this stage and helped especially to reflect on the thesis goals, research problems and research questions.

I think that my focus to read, study and write every weekend, has been my biggest asset. Except for November, when I had to wait for the wellbeing and satisfaction survey to be sent out and returned, I had a month time before continuing to write the remainder chapters. I used a few weeks during that time to review and rewrite the literature chapter. Putting the thesis forward according to my goals worked out very well, even though in the beginning I was not happy with the text, the goal was to write text first, and after that to reread, rewrite and correct where necessary. The interest in the thesis topic helped me stay focussed, but also motivation to graduate, as well as support from my thesis advisors, from the thesis train participants I had joined in autumn, and from my workplace were important.

Overall, I am content with the results of the thesis, they are useful and the topic is timely. Also, the contribution of the proposed communication framework is a practical tool that gives companies a way of learning how to develop their learning culture. I hope this tool can be introduced and used widely by companies who are struggling to bring about change related to skill development.

The process of thesis writing helped to get know myself better, and I learned valuable lessons that I can apply in my work, some of which are:

...Learning to scope down a thesis topic in the beginning might take time but when it's done well, it helps you during the rest of the thesis

...SPSS is the best friend of quantitative data

...Analysing and comparing data can be challenging but somehow also exciting

...Just start writing, no need to write perfect texts immediately.

...Taking a break or changing a topic does not mean that you are a quitter, it means that you are strong enough to grow and make better decisions.

...Putting people first is always a priority - at the workplace and at home - making sure employees feel good at work, and taking care of a family member or yourself, and being able to balance work, study and life in a healthy way comes first.

The thesis and Haaga-Helia's Communication Management Master degree studies gave me a refreshed look on Communication and has been very valuable. It also gave me confidence to pursue my career dreams and I have recently gotten a promotion where I can apply my communication skills and transition to a management function. Looking forward to keep on learning and growing.

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Attachments

Attachment 1. Psychological Contract Survey

Hello! I am writing my thesis about supporting employee skill development and how it fits inside the organisational culture. Hopefully, you can help me by filling in this survey. Your answers will be anonymous, and the responses will be used to identify elements of the organisational culture that can influence skill development.

After the survey, I would still like to have a short follow-up interview (15-20 minutes).

Please indicate here if you are interested and add your full name, so I can contact you.

Yes, you may contact me for a follow-up interview, full name

PART I: GENERAL QUESTIONS

Contextual and background elements

First, let us start with some general questions.

1. Which best describes your role in our organisation? (making sure it is correct)

Leader, Manager

Employee

2. Age

_____ years old

3. Gender

Male

Female

4. Nationality

5. What is your job role?

6. What is your Job role level?

Junior

Mid-level

Senior

7. In what office are you working?

Amsterdam

Boston

Helsinki

- Jaipur
- Joensuu
- Lappeenranta
- London
- Oulu
- Petrozavodsk
- Wiesbaden

PART II: PSYCHOLOGICAL CONTRACT

** based on the Tilburg Psychological Contract Questionnaire (TPCQ) and adjusted to fit the research*

For the third part, please respond to the following statements, based on how you see Valamis offers this to its employees, overall speaking.

INSTEAD USE VALAMIS YEARLY EMPLOYEE WELLBEING SURVEY

50 statements + 1 free comment field // has quite a lot of overlapping statements

It also measures psychological contract, but not according to TPCQ

	0	1	2	3	4	N/I
Job content						
- Variation in skill development						
- challenging work						
- Balanced workload						
- Interesting activities						
- Autonomy						
- The possibilities to deliver quality						
Career development						
- Career opportunities						
- Training and education						
- Coaching on the job						
- Professional development						
- Opportunity to fully utilise your skills						
Social atmosphere						
- Good training and performing atmosphere						
- Opportunity to pleasantly cooperate with team-mates						
- Support from teammates						
- Appreciation and recognition						
- Support from managers						
Organisational policies						

- Participation in important decisions						
- A fair manager						
- Feedback on performance						
- Clear and fair rules						
- Keeping you informed on developments						
- Open communication						
- Being able to have confidence in Valamis						
Work-life balance						
- Acknowledgment of personal circumstances						
- Opportunity to schedule your own holiday						
- Working at home (training on your own, gym, fitness, etc)						
- Ability to adjust working hours to private life						
Rewards						
- Job security						
- Appropriate salary						
- Reward for exceptional performance						
- Reimbursement of training costs						
- Good benefits package						
- Pay for performance						
In-role behaviour						
- Good cooperation						
- Helping teammates						
- Speaking to fans and media in a respectful manner						
- Still performing well on tasks you do not like to do						
- Performing with integrity						
- Performing with dedication						

PART II Skill development open questions (see attachment 3)

PART III: Maturity of the learning culture (see attachment 2B)

Attachment 2a. Employee wellbeing and satisfaction survey

Office

- Amsterdam
- Boston
- Helsinki
- Jaipur
- Joensuu
- Lappeenranta
- London
- Oulu
- Petrozavodsk
- Wiesbaden

Team

- Administration or SDM
- Product
- Service
- Support or infra
- Sales or marketing

Rate the following statements on a scale from 0-100%

I enjoy my work value
how important is that I enjoy my work

I am happy with the office premises
how important is that I am happy with the office premises

I have enough opportunities to influence my work.
how important is that I have enough opportunities to influence my work.

I have enough opportunities to do my work regardless of time and place.
how important is that I have enough opportunities to do my work regardless of time and place.

I am getting fair compensation for my work.
how important is that I am getting fair compensation for my work.

I find my work tasks meaningful in a bigger picture.
how important is that I find my work tasks meaningful in a bigger picture.

I feel that my work is appreciated in this company.
how important is that I feel that my work is appreciated in this company.

I have the possibility to use my skills and knowledge in my everyday work.

how important is that I have the possibility to use my skills and knowledge in my everyday work.

I have enough opportunities for learning and development that match my own interests.
how important is that I have enough opportunities for learning and development that match my own interests.

I feel that I have developed professionally within the past year.
how important is that I feel that I have developed professionally within the past year.

I feel that I have enough career development opportunities at Valamis that match my interests.
how important is that I feel that I have enough career development opportunities at Valamis that match my interests.

I feel that our company encourages me to learn and develop my professional skills.
how important is that I feel that our company encourages me to learn and develop my professional skills.

Management is easily approachable and it's comfortable to communicate with them.
how important is that Management is easily approachable and it's comfortable to communicate with them.

Management communicates about important things and changes in a clear and sufficient way.
how important is that Management communicates about important things and changes in a clear and sufficient way.

Management is trustworthy and keeps their promises.
how important is that Management is trustworthy and keeps their promises.

Management makes fair decisions.
how important is that Management makes fair decisions.

Management table 11 honest mistakes as a part of doing business.
how important is that Management recognizes honest mistakes as a part of doing business.

We have an engaging vision at Valamis.
how important is that We have an engaging vision at Valamis.

I can trust the reliability and continuity of my work.

how important is that I can trust the reliability and continuity of my work.

I can be myself at the workplace.

how important is that I can be myself at the workplace.

Employees treat and communicate with each other kindly and respectfully.

how important is that Employees treat and communicate with each other kindly and respectfully.

Employees are treated equally regardless of age, gender, ethnicity or sexual orientation.

how important is that Employees are treated equally regardless of age, gender, ethnicity or sexual orientation.

Possible confrontations between employees are handled in a proper and complete way.

how important is that Possible confrontations between employees are handled in a proper and complete way.

Employee wellbeing is taken care well.

how important is that Employee wellbeing is taken care well.

I have good opportunities to achieve a good work-life balance.

how important is that I have good opportunities to achieve a good work-life balance.

We have a good and productive atmosphere at work.

how important is that We have a good and productive atmosphere at work.

Our actions are in line with our values (customer focus, sense of community, responsibility, development).

how important is that Our actions are in line with our values

We have a strong team spirit at Valamis.

how important is that We have a strong team spirit at Valamis.

I am proud of the results we have achieved at Valamis.

how important is that I am proud of the results we have achieved at Valamis.

How motivated do you feel to work at Valamis?

How likely are you to recommend the company as a workplace to a friend or a colleague?

Attachment 2b. Learning Culture Maturity test

MATURITY OF THE LEARNING CULTURE

** based on the Learning Business Maturity assessment and adjusted to fit the research*

Part II will look at the maturity of the learning culture. There are three sections with 8 statements in each. Please respond to the statements on the following scale.

Think about these, are they possible to answer by employees or should they be stated a bit differently?

0 =Strongly disagree / 1=Disagree / 2=Neutral / 3=Agree / 4=Strongly agree / No information N/I

LEADERSHIP	0	1	2	3	4	N/I
1. A clear vision has been created for skill development at Valamis						
2. The vision for skill development has been communicated, understood, and embraced throughout the organisation.						
3. One or more individuals in our organisation are clearly responsible for the operations and success of skill development						
4. Those responsible for the operations and success of skill development are held accountable.						
5. We have a culture in which people are willing to take risks, fail, improve, and grow rapidly.						
6. A succession plan is in place for key roles in managing and leading skill development.						
7. We consistently strive for diversity and inclusion—e.g., in our staff, our contract relationships, and the input we receive from our members and broader audience—in pursuing the vision for skill development.						
8. The leadership role for skill development is in proportion with other areas of the overall business						

STRATEGY	0	1	2	3	4	N/I
1. There is a clearly articulated and documented strategy for skill development.						
2. The strategy clearly aligns with and supports the vision for skill development as well as the overall organisational strategy.						
3. The strategy for skill development provides distinctive, differentiated guidance how to achieve its goals.						
4. The strategy has been communicated, understood, and embraced throughout the organisation.						

5. A clear plan for executing the strategy has been established, and relevant roles and responsibilities have been clearly assigned.						
6. Clear metrics to gauge the success of the strategy have been articulated and are tracked consistently.						
7. Results from the tracking of metrics are shared with relevant stakeholders and responded to on a consistent, ongoing basis.						
8. The skill development strategy is revisited and adjusted on a regular basis.						

CAPACITY	0	1	2	3	4	N/I
1. Employees have access to all necessary skill development resources to address current needs.						
2. Valamis has ample resources to support innovation and growth concerning skill development.						
3. Skill development content creators have a strong, baseline knowledge of adult learning principles and methodologies.						
4. All key skill development areas are well defined and continuously evaluated and improved.						
5. Valamis consistently invests in skill development opportunities for staff.						
6. Valamis has a working level of domain expertise for key topics of skill development.						
7. The learning and education business provides a well-defined and documented approach to helping subject matter experts deliver high-quality educational experiences.						
8. Valamis management has appropriate access to and makes strategic use of technology to support the development, delivery, and tracking of its offerings.						

Attachment 3. Follow-up qualitative survey

Skill development survey

Hi! I'm currently writing my thesis and the topic is about supporting skill development. I have taken Valamis as a use case and would very much appreciate if you could take some of your time to fill in this 7 question survey! Your answers will be treated anonymously!

1. Do you think skill development at the workplace is important? Why/why not?
2. Are you motivated to develop your skills? Why/why not?
3. What has enabled your skill development? And what has blocked your skill development?
4. Which skills should you develop (for your job) and why are those important?
5. What skills would like to develop (personal interest)?
6. How does Valamis support your skill development?
7. Do you have any suggestions/ideas for supporting skill development at the workplace?

Thanks you for you participation!

Please add your name here so I can send you a small thanks afterwards. This info is used only for that purpose and not used anywhere in the data analysis or reporting.

Attachment 4. Assessing Learning Culture Maturity

Statements and Results:

LEADERSHIP TOTAL	25
1. A clear vision has been created for skill development at Valamis	3
2. The vision for skill development has been communicated, understood, and embraced throughout the organisation.	3
3. One or more individuals in our organisation are clearly responsible for the operations and success of skill development	4
4. Those responsible for the operations and success of skill development are held accountable.	3
5. We have a culture in which people are willing to take risks, fail, improve, and grow rapidly.	3
6. A succession plan is in place for key roles in managing and leading skill development.	3
7. We consistently strive for diversity and inclusion—e.g., in our staff, our contract relationships, and the input we receive from our members and broader audience—in pursuing the vision for skill development.	3
8. The leadership role for skill development is in proportion with other areas of the overall business	3

STRATEGY TOTAL	24
1. There is a clearly articulated and documented strategy for skill development.	4
2. The strategy clearly aligns with and supports the vision for skill development as well as the overall organisational strategy.	2
3. The strategy for skill development provides distinctive, differentiated guidance on how to achieve its goals.	4
4. The strategy has been communicated, understood, and embraced throughout the organisation.	3
5. A clear plan for executing the strategy has been established, and relevant roles and responsibilities have been clearly assigned.	4
6. Clear metrics to gauge the success of the strategy have been articulated and are tracked consistently.	3
7. Results of the tracking of metrics are shared with relevant stakeholders and responded to on a consistent, ongoing basis.	2
8. The skill development strategy is revisited and adjusted on a regular basis.	2

CAPACITY TOTAL	19
1. Employees have access to all necessary skill development resources to address current needs.	3
2. Valamis has ample resources to support innovation and growth concerning skill development.	2
3. Skill development content creators have a strong, baseline knowledge of adult learning principles and methodologies.	2
4. All key skill development areas are well defined and continuously evaluated and improved.	2
5. Valamis consistently invests in skill development opportunities for staff.	4
6. Valamis has a working level of domain expertise for key topics of skill development.	2
7. Valamis provides a well-defined and documented approach to helping subject matter experts deliver high-quality educational experiences.	3

8. Valamis management has appropriate access to and makes strategic use of technology to support the development, and tracking of its skill development.	2
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TOTAL LEARNING CULTURE MATURITY 69pt	69
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The assessment for the learning culture maturity is based on the Learning Business Maturity Assessment by Cobb and Steele (2017):

Learning culture maturity score assessment

Per theme level	0-32	Total LCM score	0-96
0 to 8	= Level 1: Static	0 to 24	= Level 1: Static
9 to 16	= Level 2: Reactive	25 to 48	= Level 2: Reactive
17 to 24	= Level 3: Proactive	49 to 72	= Level 3: Proactive
25 to 32	= Level 4: Innovative	73 to 96	= Level 4: Innovative

Attachment 5. Analysis Quantitative Research

Me and my work

Mean 75.6% / 4

How important 85.6% / 4

I enjoy my work (A) x how important (B)

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (98)	75.6% / 4	18.5%	85.6% / 4	14.9%	.347	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	72.3% / 3	3.2%	83% / 4	28.6%	.615	0.578
Jaipur (6)	84.5% / 4	11.6%	88.2% / 4	14.9%	.899	0.015
Joensuu (41)	72.1% / 3	18.1%	84.0% / 4	17.9%	.270	0.087
Lappeenranta/Helsinki (12)	82.1% / 4	13.3%	92.4% / 4	8.4%	.432	0.160
Oulu (10)	74.8% / 3	23.1%	87.1% / 4	6.9%	-0.313	0.378
Petrozavodsk (26)	76.7% / 4	20.9%	84.1% / 4	13.0%	.581	0.002

Per team

Administration or SDM team (15)	83.2% / 4	16.2%	91.7% / 4	10.8%	.571	0.026
Product team (47)	74.6% / 3	18.6%	83.9% / 4	14.2%	.191	0.198
Service team (20)	76.1% / 4	16.9%	83.0% / 4	17.9%	.408	0.074
Support or Infra team (3)	67.3% / 4	17.2%	72.0% / 3	25.2%	.930	0.240
Sales or Marketing team (11)	70.3% / 3	23.3%	93.9%	7.0%	.699	0.017
No team (2)	78% / 4	25.5%	80% / 4	28.3%	-	-

I am happy with the office premises x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (96)	77.3% / 4	19.5%	76.0% / 4	20.8%	.190	0.063

Per office

Boston/Wiesbaden/Amsterdam/ London (2)	66.5% / 3	21.9%	50.5% / 2	0.7%	-	-
Jaipur (6)	77.7% / 4	8.9%	87.8% / 4	10.0%	-0.262	0.615
Joensuu (41)	71.7% / 3	23.7%	73.3% / 3	20.4%	.109	0.499
Lappeenranta/Helsinki (12)	87.4% / 4	10.4%	83.1% / 4	14.6%	.487	0.108
Oulu (10)	85.0% / 4	14.8%	71.5% / 3	25.9%	.163	0.652
Petrozavodsk (26)	79.5% / 4	15.7%	78.2% / 4	22.5%	.246	0.235

Per team

Administration or SDM team (15)	82.8% / 4	16.9%	78.6% / 4	22.2%	.277	0.338
Product team (47)	75.2% / 4	20.9%	75.3% / 4	20.1%	.202	0.174
Service team (20)	78.7% / 4	18.4%	76.2% / 4	21.1%	.037	0.879

Support or Infra team (3)	74.7% / 3	21.0%	51.7% / 3	35.2%	-0.501	0.666
Sales or Marketing team (11)	75.8% / 4	20.6%	79.9% / 4	16.5%	.547	0.102
No team (2)	88.0% / 4	11.3%	90.0%	14.1%	-	-

I have enough opportunities to influence my work x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (95)	69.8% / 3	20.2%	79.9% / 4	17.9%	.329	0.001

Per office

Boston/Wiesbaden/Amsterdam/ London (2)	80.0% / 4	15.6%	79.5% / 4	10.6%	-	-
Jaipur (6)	76.5% / 4	13.4%	83.7% / 4	20.6%	.686	0.132
Joensuu (40)	68.8% / 3	18.2%	80.2% / 4	15.5%	.592	0.000
Lappeenranta/Helsinki (12)	77.1% / 4	18.9%	91.2% / 4	11.9%	.090	0.780
Oulu (10)	77.0% / 4	21.3%	72.5% / 3	28.7%	-0.276	0.439
Petrozavodsk (26)	62.7% / 3	23.6%	75.9% / 4	17.3%	.368	0.070

Per team

Administration or SDM team (14)	79.2% / 4	16.6%	81.5% / 4	26.2%	.120	0.683
Product team (46)	65.8% / 3	22.2%	78.3% / 4	15.9%	.256	0.086
Service team (20)	70.3% / 3	17.5%	81.8% / 4	15.7%	.482	0.031
Support or Infra team (3)	54.7% / 3	22.6%	62.0% / 3	33.1%	.963	0.174
Sales or Marketing team (11)	77.6% / 4	14.6%	86.3% / 4	9.2%	.056	0.878
No team (2)	75.5% / 4	21.9%	80.0% / 4	28.4%	-	-

I have enough opportunities to do my work regardless of time and place x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (95)	85.6% / 4	13.0%	83.1% / 4	14.5%	.403	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	74.0% / 3	13.5%	84.3% / 4	18.5%	.708	0.499
Jaipur (6)	79.0% / 4	14.3%	84.7% / 4	16.2%	.896	0.016
Joensuu (40)	86.9% / 4	11.2%	81.6% / 4	14.0%	.457	0.003
Lappeenranta/Helsinki (12)	89.8% / 4	9.6%	90.1% / 4	11.5%	.683	0.014
Oulu (9)	89.6% / 4	12.6%	82.0% / 4	9.6%	-0.227	0.557
Petrozavodsk (25)	83.2% / 4	16.0%	82.0% / 4	17.3%	.326	0.112

Per team

Administration or SDM team (13)	87.3% / 4	13.6%	86.0% / 4	12.0%	.370	0.214
Product team (46)	84.3% / 4	13.6%	82.7% / 4	15.6%	.260	0.081
Service team (20)	87.0% / 4	12.5%	83.3% / 4	13.0%	.566	0.009
Support or Infra team (3)	77.3% / 4	14.6%	66.7% / 3	21.1%	.613	0.580

Sales or Marketing team (11)	88.9% / 4	11.7%	84.5% / 4	13.1%	.717	0.013
No team (2)	87.0% / 4	9.9%	90.0% / 4	14.1%	-	-

I am getting fair compensation for my work x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (95)	60.9% / 3	28.6%	82.6% / 4	15.3%	.114	0.273

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	78.0% / 4	14.0%	72,7% / 3	20.8%	-0.884	0.309
Jaipur (6)	71.5% / 3	15.9%	79.0% / 4	15.8%	.268	0.608
Joensuu (40)	54.7% / 3	27.6%	80.7% / 4	13.1%	.209	0.196
Lappeenranta/Helsinki (12)	72.8% / 3	27.8%	88.5% / 4	11.6%	-.237	0.458
Oulu (9)	66.0% / 3	32.7%	79.2% / 4	9.7%	-0.205	0.597
Petrozavodsk (25)	58.2% / 3	31.1%	86.0% / 4	20.1%	.207	0.321

Per team

Administration or SDM team (13)	76.7% / 4	23.7%	82.7% / 4	14.9%	.716	0.006
Product team (46)	55.4% / 3	30.7%	83.8% / 4	18.1%	-0.015	0.920
Service team (20)	58.6% / 3	27.9%	78.8% / 4	11.2%	.152	0.523
Support or Infra team (3)	41.0% / 2	23.8%	81.0% / 4	17.1%	0.523	0.618
Sales or Marketing team (11)	73.1% / 3	17.9%	83.7% / 4	9.2%	-0.565	0.074
No team (2)	63.5% / 3	33.2%	90.0% / 4	14.1%	-	-

I find my work tasks meaningful in a bigger picture x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (94)	75.2% / 4	20.9%	84.6% / 4	13.6%	.464	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	78.0% / 4	17.3%	68.7% / 3	25.1%	.987	0.104
Jaipur (6)	84.2% / 4	12.6%	88.2% / 4	15.6%	.932	0.007
Joensuu (41)	73.3% / 3	21.1%	82.5% / 4	12.5%	.395	0.012
Lappeenranta/Helsinki (12)	81.8% / 4	13.8%	92.8% / 4	9.1%	.333	0.290
Oulu (8)	73.0% / 3	25.5%	82.9% / 4	12.8%	-0.103	0.808
Petrozavodsk (26)	73.3% / 3	24.1%	85.7% / 4	13.8%	.665	0.000

Per team

Administration or SDM team (13)	84.5% / 4	13.4%	88.6% / 4	13.3%	.769	0.002
Product team (46)	72.6% / 3	21.7%	84.6% / 4	13.3%	.415	0.004
Service team (19)	73.5% / 3	22.7%	83.2% / 4	12.5%	.489	0.033
Support or Infra team (3)	72.3% / 3	25.8%	67.3% / 3	17.5%	0.992	0.083
Sales or Marketing team (11)	78.3% / 4	20.7%	87.0% / 4	14.1%	0.384	0.244
No team (2)	65.0% / 3	7.1%	85.0% / 4	21.2%	-	-

I feel that my work is appreciated in this company x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (94)	67.8% / 3	25.4%	83.2% / 4	16.7%	.162	0.120

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	66.7% / 3	19.7%	66.3% / 3	22.2%	.679	0.525
Jaipur (6)	84.3% / 4	17.8%	87.7% / 4	18.7%	.902	0.014
Joensuu (40)	66.4% / 3	23.6%	78.5% / 4	19.2%	.129	0.429
Lappeenranta/Helsinki (12)	75.8% / 4	17.1%	92.1% / 4	10.2%	.270	0.395
Oulu (8)	59.3% / 3	36.3%	84.9% / 4	6.7%	- 0.718	0.045
Petrozavodsk (25)	65.0% / 3	29.1%	87.0% / 4	13.3%	.161	0.442

Per team

Administration or SDM team (13)	78.4% / 4	22.3%	90.7% / 4	12.4%	.614	0.026
Product team (46)	66.3% / 3	26.6%	84.0% / 4	14.7%	.008	0.958
Service team (19)	64.3% / 3	29.3%	81.3% / 4	15.7%	.282	0.243
Support or Infra team (3)	71.3% / 3	13.0%	47.7% / 2	35.6%	-0.669	0.533
Sales or Marketing team (11)	68.3% / 3	20.5%	84.6% / 4	16.2%	.581	0.061
No team (2)	57.5% / 3	17.7%	79.5% / 4	13.4%	-	-

Learning and Development

Mean 72.4% / 3

Importance 83.4%

I have the possibility to use my skills and knowledge in my everyday work x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (92)	77.1% / 4	19.0%	83.9% / 4	15.3%	.361	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	79.7% / 4	13.1%	71.3% / 3	22.6%	.316	0.795
Jaipur (6)	81.1% / 4	18.1%	88.5% / 4	18.0%	.571	0.237
Joensuu (39)	74.0% / 3	21.3%	80.1% / 4	16.8%	.168	0.307
Lappeenranta/Helsinki (12)	84.7% / 4	10.1%	92.3% / 4	9.9%	.265	0.405
Oulu (8)	77.3% / 4	13.6%	86.5% / 4	6.1%	.223	0.595
Petrozavodsk (25)	65.0% / 3	29.1%	87.0% / 4	13.3%	.671	0.000

Per team

Administration or SDM team (13)	81.1% / 4	15.9%	89.8% / 4	10.2%	.604	0.029
Product team (45)	75.9% / 4	20.5%	84.1% / 4	13.4%	.400	0.007
Service team (18)	78.9% / 4	17.6%	82.2% / 4	15.9%	.579	0.012
Support or Infra team (3)	81.0% / 4	16.5%	54.0% / 3	39.0%	-0.185	0.881
Sales or Marketing team (11)	75.3% / 4	20.8%	87.0% / 4	10.3%	.323	0.333

No team (2)	67.5% / 3	24.7%	84.5% / 4	20.5%	-	-
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I have enough opportunities for learning and development that match my own interests x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (92)	67.9% / 3	24.6%	82.4% / 4	15.9%	.251	0.016

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	80.3% / 4	14.0%	81.0% / 4	11.4%	-0.213	0.863
Jaipur (6)	71.8% / 3	31.8%	87.0% / 4	16.9%	.419	0.408
Joensuu (39)	61.3% / 3	26.5%	80.9% / 4	15.8%	.361	0.024
Lappeenranta/Helsinki (12)	80.6% / 4	16.3%	88.8% / 4	11.4%	.042	0.896
Oulu (8)	58.1% / 3	24.9%	77.3% / 4	28.1%	-0.655	0.078
Petrozavodsk (24)	72.8% / 3	21.1%	82.2% / 4	13.3%	.536	0.007

Per team

Administration or SDM team (13)	74.9% / 3	20.4%	81.9% / 4	25.1%	.479	0.098
Product team (45)	67.7% / 3	24.8%	82.1% / 4	14.4%	.592	0.000
Service team (18)	67.7% / 3	27.2%	84.1% / 4	13.6%	.473	0.048
Support or Infra team (3)	54.0% / 3	32.7%	68.3% / 3	12.9%	-	-
Sales or Marketing team (11)	61.8% / 3	24.6%	88.1% / 4	11.9%	.209	0.537
No team (2)	81.0% / 4	22.6%	66.0% / 3	1.4%	-	-

I feel that I have developed professionally within the past year x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (90)	80.2% / 4	19.1%	86.5% / 4	13.3%	.474	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	71.7% / 3	25.7%	74.3% / 3	24.0%	.969	0.160
Jaipur (5)	72.2% / 3	17.2%	89.0% / 4	11.4%	.413	0.490
Joensuu (38)	79.5% / 4	19.3%	84.5% / 4	12.6%	.265	0.107
Lappeenranta/Helsinki (12)	84.0% / 4	17.3%	93.7% / 4	8.6%	.380	0.224
Oulu (8)	78.8% / 4	18.5%	89.4% / 4	6.0%	-0.617	0.103
Petrozavodsk (24)	82.8% / 4	20.3%	86.3% / 4	16.0%	.822	0.000

Per team

Administration or SDM team (13)	82.7% / 4	15.0%	89.9% / 4	8.7%	.479	0.098
Product team (44)	81.2% / 4	18.3%	85.6% / 4	15.3%	.592	0.000
Service team (18)	79.2% / 4	16.7%	85.2% / 4	11.9%	.473	0.048
Support or Infra team (2)	86.5% / 4	19.1%	81.0% / 4	26.9%	-	-
Sales or Marketing team (11)	73.6% / 3	29.6%	90.8% / 4	8.4%	.209	0.537
No team (2)	82.5% / 4	24.8%	80.0% / 4	21.2%	-	-

I feel that I have enough career development opportunities at Valamis that match my interests x how important

Scale 1-100%	Mean	Stand. dev.	Importance Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (91)	64.4% / 3	26.9%	82.9% / 4	16.0%	.141	0.184

Per office

Boston/Wiesbaden/Amsterdam/London (2)	85.0% / 4	12.7%	80.5% / 4	26.2%	-	-
Jaipur (6)	74.5% / 3	17.6%	84.2% / 4	15.3%	.566	0.242
Joensuu (38)	59.5% / 3	26.3%	81.7% / 4	15.5%	.102	0.542
Lappeenranta/Helsinki (12)	68.9% / 3	28.8%	88.7% / 4	13.1%	.200	0.533
Oulu (8)	64.8% / 3	30.4%	77.6% / 4	19.1%	-0.218	0.604
Petrozavodsk (25)	65.6% / 3	28.7%	83.6% / 4	17.2%	.254	0.220

Per team

Administration or SDM team (13)	69.6% / 3	30.3%	88.9% / 4	9.2%	.423	0.150
Product team (46)	65.8% / 3	28.0%	83.1% / 4	15.7%	.043	0.776
Service team (20)	66.2% / 3	21.5%	79.1% / 4	18.6%	.068	0.795
Support or Infra team (3)	57.7% / 3	34.4%	77.0% / 3	19.1%	.649	0.551
Sales or Marketing team (11)	54.2% / 3	27.9%	85.5% / 4	18.9%	.235	0.513
No team (2)	46.5% / 2	5.0%	66.5% / 3	5.0%	-	-

I feel that our company encourages me to learn and develop my professional skills x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (93)	72.2% / 3	25.3%	81.2% / 4	16.3%	.310	0.002

Per office

Boston/Wiesbaden/Amsterdam/London (3)	69.0% / 3	31.5%	78.0% / 4	19.3%	.978	0.132
Jaipur (6)	81.7% / 4	16.6%	84.8% / 4	17.5%	.971	0.001
Joensuu (39)	70.2% / 3	23.7%	76.7% / 4	16.9%	.120	0.468
Lappeenranta/Helsinki (12)	83.4% / 4	18.1%	90.6% / 4	9.2%	.595	0.041
Oulu (8)	64.4% / 3	29.8%	82.9% / 4	9.6%	-0.449	0.264
Petrozavodsk (25)	70.6% / 3	30.1%	82.5%	17.8%	.424	0.035

Per team

Administration or SDM team (13)	73.8% / 3	25.8%	88.9% / 4	10.1%	.605	0.028
Product team (46)	69.0% / 3	28.9%	80.8% / 4	17.7%	.319	0.030
Service team (18)	80.3% / 4	15.1%	79.6% / 4	15.5%	.610	0.007
Support or Infra team (3)	74.7% / 3	16.2%	55.7% / 3	5.1%	-0.285	0.816
Sales or Marketing team (11)	71.8% / 3	26.2%	85.6% / 4	12.0%	.010	0.976
No team (2)	61.0% / 3	5.7%	67.5% / 3	3.5%	-	-

The Company Management

Mean 73.5% / 3

Importance mean 83.0% / 4

Management is easily approachable and it's comfortable to communicate with them x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (93)	78.6% / 4	17.4%	80.7% / 4	17.0%	.611	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	84.0% / 4	14.5%	89.3% / 4	9.1%	.983	0.119
Jaipur (6)	89.0% / 4	11.5%	88.2% / 4	12.0%	.992	0.000
Joensuu (39)	76.6% / 4	16.7%	77.0% / 4	19.3%	.726	0.000
Lappeenranta/Helsinki (12)	85.7% / 4	13.0%	91.1% / 4	7.0%	.874	0.000
Oulu (8)	80.5% / 4	24.1%	78.4% / 4	20.8%	-0.080	0.851
Petrozavodsk (25)	74.7% / 3	18.5%	79.3% / 4	15.3%	.634	0.001

Per team

Administration or SDM team (13)	87.4% / 4	12.6%	91.9% / 4	6.3%	.768	0.002
Product team (46)	74.5% / 3	19.0%	77.6% / 4	17.9%	.520	0.000
Service team (18)	83.0% / 4	15.0%	79.6% / 4	20.1%	.813	0.000
Support or Infra team (3)	81.7% / 4	6.5%	78.0% / 4	10.0%	.999	0.028
Sales or Marketing team (11)	80.6% / 4	16.5%	83.9% / 4	15.7%	.637	0.035
No team (2)	61.0% / 3	12.7%	73.0% / 3	4.2%	-	-

Management communicates about important things and changes in a clear and sufficient way x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (93)	73.3% / 3	18.9%	84.2% / 4	14.6%	.278	0.007

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	82.7% / 4	16.2%	83.3% / 4	3.5%	.294	0.810
Jaipur (6)	82.7% / 4	12.2%	79.0% / 4	18.4%	.520	0.290
Joensuu (39)	69.4% / 3	20.1%	81.9% / 4	17.1%	.271	0.095
Lappeenranta/Helsinki (12)	80.5% / 4	17.6%	91.3% / 4	8.2%	-0.053	0.869
Oulu (8)	73.0% / 3	19.5%	83.9% / 4	15.4%	.630	0.094
Petrozavodsk (25)	72.5% / 3	18.6%	85.8% / 4	11.9%	.202	0.333

Per team

Administration or SDM team (13)	73.9% / 3	22.5%	93.5% / 4	7.4%	.381	0.199
Product team (46)	70.7% / 3	20.4%	82.4% / 4	15.0%	.241	0.107
Service team (18)	79.3% / 4	13.5%	79.5% / 4	17.6%	.674	0.002

Support or Infra team (3)	70.3% / 3	17.0%	90.0% / 4	15.6%	.004	0.998
Sales or Marketing team (11)	76.0% / 4	17.4%	87.4% / 4	9.8%	.321	0.336
No team (2)	63.0% / 3	9.9%	81.5% / 4	16.3%	-	-

Management is trustworthy and keeps their promises x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (93)	75.9% / 4	18.1%	86.5% / 4	12.1%	.358	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	86.7% / 4	15.3%	84.3% / 4	6.1%	.500	0.667
Jaipur (6)	82.2% / 4	16.0%	77.0% / 4	16.4%	.403	0.429
Joensuu (39)	72.3% / 3	19.0%	85.7% / 4	12.8%	.563	0.000
Lappeenranta/Helsinki (12)	79.3% / 4	19.8%	89.9% / 4	10.5%	.444	0.148
Oulu (8)	80.4% / 4	14.1%	86.9% / 4	8.2%	-0.070	0.870
Petrozavodsk (25)	75.8% / 4	17.9%	88.3% / 4	12.2%	.128	0.542

Per team

Administration or SDM team (13)	78.7% / 4	16.2%	93.5% / 4	6.5%	.451	0.121
Product team (46)	72.1% / 3	18.9%	85.8% / 4	12.2%	.262	0.079
Service team (18)	80.5% / 4	18.7%	81.7% / 4	14.4%	.421	0.082
Support or Infra team (3)	77.3% / 4	8.7%	88.0% / 4	15.1%	.548	0.631
Sales or Marketing team (11)	79.6% / 4	18.0%	89.1% / 4	9.9%	.884	0.000
No team (2)	82.5% / 4	17.7%	82.0% / 4	17.0%	-	-

Management makes fair decisions x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (93)	72.5% / 3	18.9%	85.0% / 4	14.4%	.536	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	66.3% / 3	19.6%	81.3% / 4	10.6%	.585	0.602
Jaipur (6)	77.7% / 4	19.4%	79.3% / 4	19.7%	.978	0.001
Joensuu (39)	70.0% / 3	18.3%	83.0% / 4	13.9%	.639	0.000
Lappeenranta/Helsinki (12)	89.8% / 4	10.0%	92.2% / 4	7.0%	.822	0.001
Oulu (8)	73.0% / 3	19.0%	82.1% / 4	23.7%	.540	0.167
Petrozavodsk (25)	67.4% / 3	19.5%	87.5% / 4	12.7%	.262	0.206

Per team

Administration or SDM team (13)	77.6% / 4	14.5%	90.8% / 4	9.8%	.634	0.020
Product team (46)	69.2% / 3	19.9%	83.7% / 4	15.8%	.395	0.007
Service team (18)	73.7% / 3	18.7%	82.3% / 4	15.5%	.695	0.001
Support or Infra team (3)	88.0% / 4	2.6%	93.0% / 4	6.2%	-0.454	0.700
Sales or Marketing team (11)	73.9% / 3	19.7%	86.6% / 4	11.7%	.807	0.003

No team (2)	72.5% (3)	31.8%	82.5% / 4	17.7%	-	-
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Management recognizes honest mistakes as a part of doing business x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (92)	74.2% / 4	20.1%	80.0% / 4	18.3%	.382	0.000

Per office

Boston/Wiesbaden/Amsterdam/London (3)	69.7% / 3	17.9%	81.7% / 4	7.5%	.270	0.826
Jaipur (6)	78.3% / 4	19.7%	74.3% / 3	19.8%	.752	0.084
Joensuu (39)	71.1% / 3	21.4%	77.3% / 4	17.0%	.455	0.004
Lappeenranta/Helsinki (12)	79.2% / 4	20.8%	90.5% / 4	13.6%	.484	0.111
Oulu (8)	79.1% / 4	19.0%	76.3% / 4	24.8%	-0.150	0.724
Petrozavodsk (24)	74.7% / 3	19.1%	81.4% / 4	20.0%	.379	0.068

Per team

Administration or SDM team (13)	79.8% / 4	24.0%	86.0% / 4	13.6%	.556	0.049
Product team (45)	71.2% / 3	20.7%	78.3% / 4	20.8%	.238	0.115
Service team (18)	76.9% / 4	17.7%	77.3% / 4	17.5%	.640	0.004
Support or Infra team (3)	83.0% / 4	6.9%	86.7% / 4	3.5%	-0.822	0.386
Sales or Marketing team (11)	78.0% / 4	16.6%	82.5% / 4	17.0%	.683	0.021
No team (2)	48.0% / 2	2.8%	79.0% / 4	12.7%	-	-

We have an engaging vision at Valamis x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (91)	74.3% / 3	19.6%	79.6%	18.4%	.215	0.041

Per office

Boston/Wiesbaden/Amsterdam/London (3)	69.0% / 3	7.8%	82.0% / 4	5.6%	.736	0.474
Jaipur (6)	86.0% / 4	15.0%	86.0% / 4	15.9%	.395	0.006
Joensuu (39)	69.8% / 3	21.5%	77.5% / 4	18.1%	.181	0.271
Lappeenranta/Helsinki (12)	85.1% / 4	16.6%	89.3% / 4	10.8%	-0.099	0.759
Oulu (8)	73.3% / 3	20.7%	70.3% / 3	27.5%	-0.413	0.309
Petrozavodsk (23)	74.4% / 3	17.6%	79.3% / 4	18.8%	0.393	0.064

Per team

Administration or SDM team (13)	69.9% / 3	22.5%	84.1% / 4	15.4%	.466	0.109
Product team (44)	75.2% / 4	17.0%	77.1% / 4	20.7%	.242	0.113
Service team (18)	80.5% / 4	16.1%	80.5% / 4	18.1%	.458	0.056
Support or Infra team (3)	83.3% / 4	2.1%	69.7% / 3	17.9%	-0.438	0.711
Sales or Marketing team (11)	63.2% / 3	29.6%	87.4% / 4	10.4%	.297	0.375
No team (2)	82.5% / 4	17.7%	68.0% / 3	2.8%	-	-

I can trust the reliability and continuity of my work x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (92)	65.7% / 3	26.5%	85.4% / 4	16.4%	.215	0.041

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	65.7% / 3	3.2%	81.7% / 4	14.5%	.136	0.913
Jaipur (5)	81.4% / 4	12.4%	83.0% / 4	15.8%	.827	0.084
Joensuu (41)	57.7% / 3	26.4%	83.6% / 4	17.4%	-0.250	0.125
Lappeenranta/Helsinki (12)	72.6% / 3	30.5%	89.4% / 4	12.5%	-0.135	0.675
Oulu (8)	44.9% / 2	28.3%	85.4% / 4	21.7%	.424	0.295
Petrozavodsk (25)	78.2% / 4	19.6%	87.1% / 4	15.9%	.316	0.124

Per team

Administration or SDM team (13)	68.8% / 3	30.7%	92.6% / 4	8.0%	.108	0.726
Product team (46)	67.9% / 3	26.1%	84.1% / 4	17.9%	.064	0.673
Service team (17)	59.8% / 3	27.8%	84.9% / 4	16.0%	.044	0.867
Support or Infra team (3)	76.3% / 4	25.3%	69.7% / 3	34.6%	-0.941	0.220
Sales or Marketing team (11)	63.1% / 3	23.7%	87.6% / 4	10.8%	.430	0.187
No team (2)	41.5% / 2	2.1%	83.5% / 4	9.2%	-	-

The company as a workplace

Means 79.0% / 4

Importance 86.0% / 4

I can be myself at the workplace x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (93)	84.3% / 4	16.1%	86.3%	16.7%	.464	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	79.7% / 4	2.3%	76.0% / 4	13.5%	-0.064	0.959
Jaipur (6)	81.2% / 4	15.8%	84.2% / 4	16.1%	.816	0.048
Joensuu (39)	83.1% / 4	16.3%	83.4% / 4	18.9%	.320	0.047
Lappeenranta/Helsinki (12)	89.5% / 4	12.1%	94.6% / 4	5.2%	.665	0.018
Oulu (8)	84.1% / 4	15.1%	82.6% / 4	24.6%	.961	0.000
Petrozavodsk (25)	84.9% / 4	18.9%	89.6% / 4	13.2%	.476	0.016

Per team

Administration or SDM team (13)	90.1% / 4	16.4%	94.5% / 4	5.8%	.803	0.001
Product team (46)	83.9% / 4	17.1%	86.2% / 4	16.0%	.551	0.000
Service team (18)	83.2% / 4	15.7%	81.6% / 4	18.5%	.694	0.001
Support or Infra team (3)	79.3% / 4	15.1%	65.3% / 3	47.6%	-0.727	0.482
Sales or Marketing team (11)	85.1% / 4	11.3%	90.7% / 4	8.1%	.397	0.227

No team (2)	67.5% / 3	17.7%	84% / 4	5.7%	-	-
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Employees treat and communicate with each other kindly and respectfully x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (92)	79.6% / 4	19.0%	86.8% / 4	14.6%	.693	0.000

Per office

Boston/Wiesbaden/Amsterdam/London (3)	75.7% / 4	9.2%	81.0% / 4	7.6%	.803	0.407
Jaipur (6)	88.3% / 4	19.4%	90.2% / 4	19.6%	.979	0.001
Joensuu (39)	78.5% / 4	18.3%	85.8% / 4	12.1%	.521	0.001
Lappeenranta/Helsinki (12)	85.4% / 4	14.6%	92.4% / 4	6.5%	.643	0.024
Oulu (8)	73.9% / 3	24.6%	82.4% / 4	19.5%	.825	0.012
Petrozavodsk (24)	78.5%	21.0%	86.9% / 4	18.5%	.758	0.000

Per team

Administration or SDM team (13)	85.1% / 4	12.0%	94.1% / 4	6.1%	.506	0.078
Product team (45)	76.6% / 4	21.3%	85.0% / 4	16.5%	.741	0.000
Service team (18)	84.4% / 4	18.0%	87.9% / 4	13.5%	.640	0.004
Support or Infra team (3)	81.3% / 4	27.3%	70.0% / 3	19.5%	.779	0.432
Sales or Marketing team (11)	79.6% / 4	12.9%	88.9% / 4	11.2%	.779	0.005
No team	63.5% / 3	23.3%	81.0% / 4	1.4%	-	-

Employees are treated equally regardless of age, gender, ethnicity or sexual orientation x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (93)	85.2% / 4	15.4%	88.8% / 4	13.5%	.490	0.000

Per office

Boston/Wiesbaden/Amsterdam/London (3)	79.7% / 4	18.0%	87.7% / 4	12.5%	.939	0.223
Jaipur (6)	85.7% / 4	18.8%	91.8% / 4	15.6%	.677	0.139
Joensuu (39)	85.0% / 4	12.3%	88.3% / 4	11.0%	.524	0.001
Lappeenranta/Helsinki (12)	93.3% / 4	7.0%	95.7% / 4	4.4%	.335	0.287
Oulu (8)	76.9% / 4	22.7%	84.1% / 4	17.4%	.835	0.010
Petrozavodsk (25)	85.0% / 4	18.4%	87.0% / 4	17.6%	.236	0.256

Per team

Administration or SDM team (13)	89.5% / 4	9.4%	94.0% / 4	8.1%	.470	0.105
Product team (46)	85.6% / 4	17.9%	86.7% / 4	15.7%	.442	0.002
Service team (18)	85.3% / 4	13.2%	89.1% / 4	12.1%	.707	0.001
Support or Infra team (3)	83.3% / 4	21.5%	81.7% / 4	19.6%	.978	0.134
Sales or Marketing team (11)	80.6% / 4	13.1%	92.2% / 4	7.7%	.506	0.112

No team (2)	78.0% / 4	2.8%	90.0% / 4	14.1%	-	-
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Possible confrontations between employees are handled in a proper and complete way x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (92)	77.9% / 4	19.7%	84.4% / 4	15.6%	.551	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	66.0% / 3	17.7%	70.3% / 3	19.6%	.976	0.141
Jaipur (6)	89.0% / 4	14.6%	92.2% / 4	14.3%	.838	0.037
Joensuu (39)	74.0% / 3	20.4%	83.3% / 4	14.0%	.428	0.007
Lappeenranta/Helsinki (11)	88.6% / 4	14.2%	94.3% / 4	5.2%	.054	0.087
Oulu (8)	76.1% / 4	24.0%	78.3% / 4	26.5%	.430	0.287
Petrozavodsk (25)	78.4% / 4	19.0%	83.6% / 4	15.1%	.706	0.000

Per team

Administration or SDM team (13)	86.4% / 4	13.6%	90.4% / 4	9.2%	.578	0.039
Product team (46)	74.5% / 3	21.0%	82.3% / 4	17.7%	.539	0.000
Service team (18)	85.4% / 4	15.2%	86.2% / 4	15.1%	.747	0.000
Support or Infra team (3)	74.7% / 3	9.3%	71.7% / 3	8.0%	.763	0.448
Sales or Marketing team (11)	70.3% / 3	24.5%	87.1%	12.7%	.434	0.182
No team (1)	80.0% / 4	-	80.0% / 4	-	-	-

Employee wellbeing is taken care of well x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (93)	80.6% / 4	16.9%	86.3% / 4	14.8%	.667	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	85.0% / 4	12.3%	87.7% / 4	11.7%	.983	0.119
Jaipur (6)	88.7% / 4	13.1%	92.0% / 4	12.6%	.650	0.163
Joensuu (39)	78.3% / 4	16.5%	85.2% / 4	14.4%	.541	0.000
Lappeenranta/Helsinki (12)	90.6% / 4	12.4%	94.4% / 4	6.5%	.269	0.398
Oulu (8)	82.6% / 4	15.0%	83.1% / 4	21.3%	.898	0.002
Petrozavodsk (25)	76.2% / 4	19.4%	83.6% / 4	16.1%	.767	0.000

Per team

Administration or SDM team (13)	89.2% / 4	13.2%	92.2% / 4	10.0%	.503	0.079
Product team (46)	76.6% / 4	17.9%	82.4% / 4	17.0%	.649	0.000
Service team (18)	86.4% / 4	13.3%	88.6% / 4	13.0%	.853	0.000
Support or Infra team (3)	67.0% / 3	11.4%	79.7% / 4	8.6%	-0.883	0.311
Sales or Marketing team (11)	81.7% / 4	17.0%	93.3% / 4	8.5%	.667	0.025
No team (2)	78.0% / 4	25.5%	90.0% / 4	14.1%	-	-

I have good opportunities to achieve a good work-life balance x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (93)	77.0% / 4	22.6%	88.5% / 4	12.8%	.509	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	68.0% / 3	27.2%	75.0% / 4	28.6%	.929	0.241
Jaipur (6)	81.0% / 4	14.8%	86.7% / 4	12.6%	.231	0.659
Joensuu (39)	77.3% / 4	18.8%	88.7% / 4	8.8%	.371	0.020
Lappeenranta/Helsinki (12)	84.8% / 4	20.7%	94.6% / 4	6.2%	-0.033	0.920
Oulu (8)	83.1% / 4	18.2%	89.6% / 4	10.3%	.926	0.001
Petrozavodsk (26)	71.0% / 3	29.9%	86.8% / 4	17.6%	.566	0.003

Per team

Administration or SDM team (13)	85.7% / 4	19.8%	93.6% / 4	7.4%	.772	0.002
Product team (46)	73.2% / 3	25.9%	86.5% / 4	14.5%	.424	0.003
Service team (18)	79.5% / 4	17.8%	90.3% / 4	7.0%	.451	0.060
Support or Infra team (3)	76.3% / 4	8.1%	83.7% / 4	16.0%	.906	0.278
Sales or Marketing team (11)	77.4% / 4	21.1%	88.6% / 4	16.7%	.765	0.006
No team (2)	84.0% / 4	5.7%	90.0% / 4	14.1%	-	-

We have a good and productive atmosphere at work x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (93)	79.1% / 4	19.5%	87.3% / 4	13.8%	.466	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	78.3% / 4	31.6%	80.0% / 4	25.4%	.998	0.038
Jaipur (6)	88.5% / 4	10.7%	91.2% / 4	12.3%	.689	0.130
Joensuu (39)	73.9% / 3	17.4%	84.2% / 4	15.2%	.555	0.000
Lappeenranta/Helsinki (12)	91.6% / 4	6.4%	95.2% / 4	5.0%	.616	0.033
Oulu (8)	77.8% / 4	19.7%	85.4% / 4	14.0%	.162	0.702
Petrozavodsk (25)	79.6% / 4	24.4%	88.8% / 4	12.2%	.181	0.387

Per team

Administration or SDM team (13)	83.5% / 4	17.4%	92.9% / 4	8.6%	.678	0.011
Product team (46)	78.9% / 4	20.6%	85.7% / 4	14.8%	.275	0.065
Service team (18)	80.3% / 4	18.9%	86.8% / 4	14.1%	.843	0.000
Support or Infra team (3)	77.0% / 4	4.4%	87.0% / 4	13.5%	.178	0.886
Sales or Marketing team (11)	72.3% / 3	22.5%	88.3% / 4	15.2%	.690	0.019
No team (2)	86.5% / 4	9.2%	86.5% / 4	9.2%	-	-

Our actions are in line with our values (customer focus, sense of community, responsibility, development) x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (93)	73.9% / 3	22.3%	83.1% / 4	18.4%	.507	0.000

Per office

Boston/Wiesbaden/Amsterdam/London (3)	72.3% / 3	32.6%	78.0% / 4	26.9%	.990	0.090
Jaipur (6)	89.5% / 4	9.5%	92.8% / 4	11.1%	.604	0.204
Joensuu (39)	66.5% / 3	23.5%	80.5% / 4	18.0%	.378	0.018
Lappeenranta/Helsinki (12)	85.7% / 4	13.2%	94.8% / 4	5.5%	.274	0.389
Oulu (8)	74.1% / 3	22.5%	74.4% / 3	21.2%	.726	0.041
Petrozavodsk (25)	76.2% / 4	21.6%	82.6% / 4	20.4%	.476	0.016

Per team

Administration or SDM team (13)	78.5% / 4	21.8%	90.2% / 4	10.4%	.429	0.143
Product team (46)	72.5% / 3	23.3%	81.2% / 4	19.2%	.439	0.002
Service team (18)	81.2% / 4	22.2%	81.6% / 4	23.4%	.751	0.000
Support or Infra team (3)	75.0% / 4	8.7%	81.7% / 4	3.1%	.300	0.806
Sales or Marketing team (11)	66.0% / 3	20.1%	84.7% / 4	16.6%	.749	0.008
No team (2)	52.5% / 3	3.5%	89.5% / 4	13.4%	-	-

We have a strong team spirit at Valamis x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (93)	72.5% / 3	22.3%	84.3% / 4	15.9%	.474	0.000

Per office

Boston/Wiesbaden/Amsterdam/London (3)	65.3% / 3	24.6%	82.7% / 4	17.9%	-0.460	0.696
Jaipur (6)	87.8% / 4	14.5%	91.2% / 4	14.0%	.699	0.122
Joensuu (39)	69.8% / 3	22.4%	80.7% / 4	17.4%	.390	0.014
Lappeenranta/Helsinki (12)	80.8% / 4	21.2%	92.1% / 4	8.8%	.481	0.114
Oulu (8)	67.8% / 3	19.1%	79.5% / 4	14.3%	.591	0.123
Petrozavodsk (25)	71.5% / 3	24.1%	86.4% / 4	15.8%	.578	0.002

Per team

Administration or SDM team (13)	79.9% / 4	18.2%	88.2% / 4	12.5%	.404	0.171
Product team (46)	68.5% / 3	23.7%	84.4% / 4	17.3%	.342	0.020
Service team (18)	79.7% / 4	19.9%	84.2% / 4	15.8%	.883	0.000
Support or Infra team (3)	62.7% / 3	12.1%	65.3% / 3	13.9%	.996	0.054
Sales or Marketing team (11)	75.3% / 4	23.7%	86.8% / 4	13.2%	.490	0.126
No team (2)	53.0% / 3	9.9%	75.0% / 4	7.1%	-	-

I am proud of the results we have achieved at Valamis x how important

Scale 1-100%	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (92)	79.8% / 4	18.9%	84.5% / 4	16.8%	.537	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (2)	62.0% / 3	49.5%	98.0% / 4	2.8%	-	-
Jaipur (6)	87.3% / 4	15.4%	90.5% / 4	15.3%	.738	0.094
Joensuu (39)	77.7% / 4	18.6%	81.0% / 4	17.0%	.647	0.000
Lappeenranta/Helsinki (12)	90.2% / 4	8.5%	93.5% / 4	5.9%	.798	0.002
Oulu (8)	70.6% / 3	26.6%	75.4% / 4	28.1%	.328	0.428
Petrozavodsk (25)	80.6% / 4	17.0%	86.1% / 4	14.2%	.515	0.008

Per team

Administration or SDM team (13)	86.5% / 4	13.3%	90.2% / 4	9.3%	.620	0.024
Product team (46)	77.2% / 3	19.6%	83.0% / 4	18.0%	.346	0.018
Service team (18)	84.1% / 4	17.9%	84.5% / 4	19.9%	.881	0.000
Support or Infra team (3)	52.7% / 3	32.5%	65.7% / 3	7.0%	.925	0.248
Sales or Marketing team (10)	85.0% / 4	12.8%	89.3% / 4	12.3%	.553	0.097
No team (2)	71.5% / 3	16.3%	85.5% / 4	7.8%	-	-

How motivated do you feel to work at Valamis? (A) x How likely are you to recommend the company as a workplace to a friend or a colleague? (B)

Scale 1-10	A Mean	Stand. dev.	B Mean	Stand. Dev.	Pearson's correlation	Sign. (2-tailed)
VALAMIS (92)	7.7 / 4	1.9	7.9 / 4	1.9	.746	0.000

Per office

Boston/Wiesbaden/Amsterdam/ London (3)	7.8 / 4	1.6	7.7 / 4	1.5	.882	0.312
Jaipur (6)	7.7 / 4	2.2	8.3 / 4	1.6	.874	0.023
Joensuu (38)	7.6 / 4	1.8	7.7 / 4	2.0	.749	0.000
Lappeenranta/Helsinki (12)	8.5 / 4	1.3	8.4 / 4	2.1	.709	0.010
Oulu (8)	7.8 / 4	2.0	7.6 / 4	1.8	.772	0.025
Petrozavodsk (25)	7.3 / 4	2.2	8.0 / 4	2.0	.790	0.000

Per team

Administration or SDM team (13)	8.7 / 4	1.3	8.8 / 4	1.6	.736	0.004
Product team (46)	7.4 / 3	1.9	7.6 / 4	2.1	.701	0.000
Service team (18)	7.8 / 4	1.9	7.8 / 4	1.9	.850	0.000
Support or Infra team (2)	6.0 / 3	2.5	7.5 / 4	0.7	-	-
Sales or Marketing team (11)	8.1 / 4	2.1	8.5 / 4	1.6	.736	0.010
No team (2)	6.4 / 3	3.8	6.5 / 3	2.1	-	-

Attachment 6. Full results of the Qualitative Research

Do you think skill development at the workplace is important? Why/why not?

yes. it helps people and team be strong and actual
Yes, I think this is the easiest way to get competence on the areas company needs the most. It develops the personnel even further. I believe hiring for specific skills would be more expensive, time consuming and you would need to make sure person is a good culture fit etc, existing employees are already that.
Yes and no, it depends on the role and capabilities. Everyone should keep up with skills. But you can't upgrade everybody in an organisation. You need less ppl in top levels than workers. Stimulating ppl that have less drive and capabilities can also get frustrated. Some ppl are also just happy with the thing how they are now.
Yes. In software business tech is constantly moving forward and you need to keep up.
I think its important because once your skills are developed then you can contribute more towards your own career and company.
Yes it is. These days work is changing at such a rapid pace that if you don't have the chance to learn and develop your skills at the workplace, you will inevitably fall behind.
Skill development is important because the world is rapidly changing and you have to keep up with it. Skill development should be everybody's own personal responsibility. The possibility to develop your skills at work is great benefit that essentially gives you more free time. It also shows that your employer cares about its employees and would like to keep them on the long run. I think skill development at workplace is a mark of a good workplace, therefor it is important.
I think it is extremely important. While I can easily recognize skills that I need in my current job and in the near future, it is important that the company thinks further ahead and helps me develop skills that will be needed down the line. A big part of the work motivation comes from the fact that I am improving somehow, and that is why learning at the workplace is crucial.
it's important ofc. It helps people to be wiser and skilled, it leads to productivity and quality in the work. And it's useful for both: for employees and for employer
Yes! Think it's quite obvious - organisational learning is must-to-have in ever-changing postmodern world. And eventually, it is about skills (competencies) of staff.
I think it is important as it brings overall attention that we must look ahead and be prepared to adapt changes. Skill development might not always even "hit 100% the right skills", more important is we are evolving. Also from motivational point of view it improve work satisfaction - but not always e.g if the skills you are guided to learn don't match your own interests
Yes People make companies, drives self confidence, important to show that people and their learning means something
Depends on the organisation, but yes to get the overall understanding level of skills in the company.
Yes very important. We have to make our self each day better
Yes its important we need to update with time to solve real time problems

Are you motivated to develop your skills? Why/why not?

-
Yes, since that's the only way to get better. And in this line of business you need to develop your skills or at some point you become redundant

Yes, Its part of my role, only lacking time constantly to get necessary level
Yes and no. I tend to learn and develop skills that I need and currently I only need "legacy" skills i.e. older java and liferay. So as I currently don't need any newer tech, I don't have the motivation to learn them.
Yes , I am.
Yes I am. I need to develop my skills to be able to perform better in my job and reach better results.
Yes. I'm motivated to develop all my skills. Sometimes even the ones I use at work. If I do something that I know fully well, that tends to be boring. Challenging and interesting days are much better than boring days, even if they are more stressful. I like to learn new things and do new things in order to avoid a mundane life.
Yes I am, but content quality is the key here. Spending time on useless content is demotivating. I think that continuous learning is extremely important and we should never stop learning. It is a career risk to let one's skills become obsolete, but also from the wider perspective, learning has value to the person and the society.
Not as much as I wished to be, honestly. It feels I'm okay with what I have now. So it's difficult to make myself doing something for development. Also sometimes you just want to watch series or sleep and nothing else. Kinda apathy
Yes. It is just quite natural, learning something new every day.
It's not always easy to get motivated. I think it requires that you have time to make analysis yourself and/or together with your manager on strategic level and then you can get direction more easily. This does not happen if there is constant peak on the workload
Yes Career advancement, satisfaction towards my work and profile, don't want to lag behind
Yes, but actually I haven't really done it for purpose but while working. It's a little bit harder for me because I don't have any specific core skills. I am more generalists and I'm working in sales, but of course the product skills etc..
I always want to grow and learn more. That makes our work so nice.
Yes ofcourse i have to develop my skill in this race

What has enabled your skill development?

Or what has blocked your skill development?

-
Company encourages self development in multiple ways. Only thing blocking it is the lack of free time
Assignment of role enabled me Lack of time blocked me
Funnily enough, work and work.
Growth in career
The fact that our company openly approves and encourages skill development and provides us tools such as our internal Valamis learning environment has partially enabled my skill development. I also do a lot of "learning in the flow of work" -type of learning, where I search an article or a video clip to help me complete a task at hand or to do it better or more efficiently.
I was given a fairly big freedom at work. That allows me to do things in ways I have never done before.
Finding learning modules or content that is directly relevant to my job role is enabling skills development. I might be old fashioned, but I like classroom type learning too, and covid time and high expenses of the courses have blocked at least that type learning entirely.

Myself. Only me. If a person wants to develop, he/she will do it. If doesn't - nobody can do something unfortunately
It is matter of time and prioritization.
Enabled: Getting new responsibilities and goals to meet Blocked: Lack of time and making clear where to put development focus
Mentoring, good work tasks Blockers are bad work tasks not related to skills I want to develop
Interesting content and availability Blocked: how the skills have measured, I am not sure which level In a specific level. I know I have developed my sales skills and others but don't know how much. Maybe because i'm more experienced.
I had some courses where the company paid for it. Sometimes too busy to do a course.
See time is blocking me and my eager is enabling me to do it

Which skills should you develop (for your job) and why are those important?

-
Technical skills, since technology changes rapidly all the time. Soft skills, since as an engineer those skills usually lack behind. Cross functional skills, everyone will do a better job of they understand the bigger picture even better
Keeping up to date and ahead of others on newer versions and new technologies
AWS and liferay backend, because I need to use them all the time and I need to know them well enough.
Management skills as its important for my job and betterment of organisation
Graphic design and video editing skills would be super useful for me to be able to create better content more efficiently.
My job requires a great range of skills. There are the core skills that I learned at school and slowly develop through practice. There are the soft skills that can only be improved by doing but they are also essential for the work. Plus there are the technical skills. I think it is the most important to develop the technical skills. Why? Because none of the important technologies we use at work existed 5 years ago, and I think that will be also true 5 years from now.
Seeing the big picture and long term goals, understanding customer organisations business strategy and applying that knowledge to sales would be really important. These skills would help me to serve the customer the best possible way and proactively suggesting solutions that bring value. Also negotiation skills would be important.
Yes, this is a good question. Sometimes you just don't know how you can improve your skills to make your job better or faster : (
-
Social skills - good co-operation with different people in varying circumstances is important in my job Project management - getting the basic frameworks and models to adopt, instead inventing owns Analytics - Important skill in multiple areas and also for internal performance measurements
Technical + leadership/management skills
Soft skills generally, in sales you don't need much specific core skill, but of course understanding overall it is important. Of course, I can say sales skills, but the scale of sales is super large.
Leadership, communications, technical understanding of systems
Power to think more deeper and accurate . it helps to be a champion

What skills would like to develop (personal interest)?

-
I like to know more about everything, but since I sure don't have the time to do so I'm concentrating on becoming leading expert on front end technologies and try to know enough about other areas that I can understand what other departments would benefit/need.
Communication and inter human skills
Better testing skills, some design principles, newer javascript frameworks, newer javascript functions, functional programming.
Language Skills
Personally, I want to develop my hand at drawing. And gardening, there's so much to learn about gardening!
I'm interested in learning new technologies.
Re-learning languages I used to speak fluently. And from the artistic side, for example watercolour painting, dancing and so many others.
First Aid help
Technical understanding of our platform.
Language skills, for practical communication.
-
Some technical skills maybe, better understanding the work of developers
Learn to fly a plane on instruments. Be a better musician
I like to develop my involvement in everything

How does Valamis support your skill development?

-
Paid courses, learning platform with good content, support on switching role
In all ways, but without giving time to actually do it.
Basically we can use downtime (no projects or tickets) to learn. But the thing is, in service side we are discouraged to use work time for learning, because we need more billable hours.
By sponsoring a bit in terms of money
As I previously mentioned, Valamis has a really supportive atmosphere for development. We have our internal Valamis environment, we have books and the possibility to buy external courses and training, we get support for audiobook and meditation app subscriptions...Also there are focus groups concentrated on different topics and kind of peer learning, where you are allowed to spend working time for preparing and having short presentations.
Valamis pays for any online course or book under 100 euros.
The most important is the support and encouragement to my day-to-day work. Not just telling what to do top-down but helping me to grow as a professional.
Valamis gives an opportunity to get courses to develop yourself and it collects lessons on our learning to get information from there.
There's a skills matrix and a lot of content available in our LXP :-)
Offering lot of flexibility for me to choose my interest and providing new responsibilities which require skill development
LXP, Dedicated L&D manager, Focus groups, Mentoring programme, Supervisor & OKR/goals
Valamis gives me the opportunity to develop my skills if I have the interest and time to do that. So very well.

I have the feeling that I can do any course any time whenever I want.

Great culture helps a lot

Do you have any suggestions/ideas for supporting skill development at the work-place?

Learning platform with excellent content and let people improve their skills at least partially on work time

Should be directed more, maybe create cross departmental skill groups.

To share knowledge and motivate each other

-

Regular sessions (Physical) should be conducted

I think the most important thing is time. Employees need to know that they are allowed to spend some of their working time for learning and developing themselves.

Many things have been tried already and not much works. The reasons behind that should be assessed before anything new is tried.

It seems that our work culture is not really a "developer friendly" one and even if people are interested in learning things connected to that, they are rather doing it outside of work and outside of Valamis.

Honestly, I don't know what could work. Aside from allowing to spend working hours and study or hobby projects.

Setting a concrete learning goal for the next year. Agreeing together on needed actions to reach that goal, and thinking of ways to measure it.

Some people really need motivation. Perhaps some motivational meetups could help with that or kinda roadmap for every position how can you develop

It would be a good idea to have some time allocated to everyone's own skill development - on a weekly or monthly basis.

Resource management should be taken into account the development is constant and ongoing effort and not only effort that you learn new things when there is less work. 100% allocation to customer work does not promote skill development

Better career and talent management

Better benefits for activity

No

Maybe make it "mandatory" for everybody once a year to do a certain course that has to do with their own function.

I personally want to have globally meet-up/ catchup frequently so that we can grow as a individual in perspective of work and personal cultures we can have friends in different country