



Online learning path in support of a project managers' development programme - Company X

**Sonja Leppänen**

2021 Laurea



**Laurea University of Applied Sciences**

Online learning path in support of project managers' development programme - Company X

Sonja Leppänen  
Degree Programme in Business  
Administration  
Thesis  
November, 2021

Sonja Leppänen

**Online learning path in support of project managers' development programme - Company X**

Year	2021	Number of pages	36
------	------	-----------------	----

---

The purpose of this bachelor's thesis was to create an online learning path to support Company X's project managers' development programme. The objective was (with the help of a theoretical frame of reference, the author's own experience, and interviews) to create a comprehensive path that allows participants to have an independent and smooth development journey. The theoretical frame of reference for the thesis consisted of electronic literature regarding competencies and learning. The theory part included amongst other things theory on the assessment and development of competencies and effective learning.

The body of the online learning path was determined in advance, but interviews were conducted for further development. The interviewees included several project managers as well as a few learning experts. The feedback received was mainly congruent and it could be divided into content related and technical feedback. Using received feedback, the path was improved and developed.

The objective of the thesis was achieved, and the online learning path was completed so that it can be deployed. A further development proposal in the future is to decide upon and designate the person responsible for updating the contents of the path as well as the technology. With this development proposal, the path can be utilized for a long time, and participants have one clear person to ask when questions arise.

Keywords: Skills and competencies, skills, skills identification and development, online study, project management

## Contents

1	Introduction .....	5
1.1	Goals and purpose of the thesis.....	5
1.2	Background.....	6
2	Competence development .....	6
2.1	Assessing the current state of competence .....	7
2.1.1	Competence inventories.....	8
2.1.2	Performance review.....	9
2.2	Competence development solutions.....	10
2.2.1	Training .....	10
2.2.2	Mentoring .....	12
2.2.3	Coaching .....	13
2.3	Continuous development .....	14
3	Efficient learning .....	15
3.1	Online and blended learning.....	16
3.2	Different learning styles .....	17
4	Implementation and methods .....	19
4.1	Implementation process.....	20
4.2	Design and creation of the online learning path.....	21
4.2.1	Module 1: Assessing the current state .....	22
4.2.2	Module 2: Development plans and actions .....	22
4.2.3	Module 3: The importance of feedback and peer learning .....	23
4.2.4	Module 4: Competence verification.....	23
4.2.5	Module 5: Continuous development.....	24
4.3	Design and creation of supporting materials .....	24
4.4	Collecting feedback.....	25
4.4.1	Feedback from project managers .....	25
4.4.2	Feedback from learning experts.....	27
4.5	Development of the online learning path with the help of feedback.....	28
4.5.1	Technical issues.....	28
4.5.2	Content issues.....	29
5	Assessment and development proposals .....	30
5.1	Peer and working life representative feedback.....	31
5.2	Summary and development proposals.....	32
	Electronic references .....	34
	Figures .....	36

## 1 Introduction

Project Management Institute (PMI 2021) describes project management as leveraging certain knowledge, skills, tools and techniques to produce something of value. Project management and projects occur in almost every organization, but it also covers almost every aspect of our lives, not just our working lives. A lot of the things people do, from having a night out to planning a birthday party to bringing a completely new service to market, are projects. (Heldman 2018, xiii.) Olson (2020, 1) mentions, that one major reason for projects' importance today is the fast pace of change in modern business and the specialty of businesses.

The topic of this thesis is "Online learning path in support of project managers' development programme - Company X". The thesis deals with the development of Company X's project managers' development program; in support of a development program, an online learning path will be created to work as a guide to support participants in the program. The case company is a large international company operating in many different industries. In this thesis, the company is referred to as Company X. The topic of the thesis came from the need of the working life representative, and the subject was agreed together with the representative. The concrete result of the thesis and the theoretical frame of reference are fully produced for the purpose of the working life representative.

### 1.1 Goals and purpose of the thesis

The purpose of this development work is to prepare the development program for project managers to be ready for practical implementation. The purpose is to ensure uncomplicated practical implementation of the program by preparing and reviewing the necessary materials, developing existing materials, and finally by creating an online learning path to support the practical implementation.

The goals of this thesis are to familiarize with the theory of competence development, effective development and training methods, and how to make a smooth and functional learning experience. Based on the learned theory, the goal is to ensure a smooth start for participants in the development program in such a way that they are able to operate independently. Therefore, the objective is to make a comprehensive, easy to use online learning path for the participants so that they are able to attend the learning program and lead their development themselves.

## 1.2 Background

Company X is a large global company divided into three business areas. Its customers consist of many different industries, including paper and forestry, and automotive and metal industries. Company X has operations in more than 50 countries and employees over 15,000.

Company X began a project managers' development program in 2020. Until now, the program has been planned and background work has been done. The program is intended to develop project management and project managers in the company, thereby bringing competitive advantage and notoriety to the company. The program consists of a number of different teams each looking after a particular aspect of development. This thesis is part of one specific team's work in the program, which includes a task to create an online learning path in support of the development program.

This team in question brings its contribution to the development program by developing project managers in their roles. The team produces development solutions, tools, and guidelines in support of project managers' development. The team provides these solutions for project managers based on evaluations and reports, among other things. The team's duties also include determining the required competencies of project managers at various levels of demand, as well as ensuring continuous development. The practical implementation of the team's part is scheduled to begin in Q4 2021. However, before the start of practice, it is necessary to finalize all the material associated with the initiation, make the last, developing changes and to produce an online learning path that supports the development program.

## 2 Competence development

"The term development refers to processes designed to build the capabilities of employees and leaders within the organization. It is a result of giving people experiences that enable them to acquire new skills, knowledge, and insights." (Hunt 2017, 249.) One of the most important roles in human resources is to help and support employees to improve their performance, competencies and skills and, by so doing, improve the performance of the whole organization. Employees need both, the will and motivation to improve, and the encouragement to acquire work-related knowledge, skills and approach. (Stredwick 2013, 305.)

Competence development practices include all the processes and measures by which the necessary knowledge and skills are developed within the organization. Competence development is commonly referred to as human resources development (HRD), although it does not generally refer to the development of staff numbers or structure but the competence of the staff. Garavan, Hogan, Cahir-O'Donnell & Gubbins (2020, 21) sum up HRD

so, that it emphasizes both individual and organizational learning, it includes education, organizational development, and career development, among other things. Competence development happens with variety of methods, it can be the development of competencies of individuals, the acquisition of new skills by recruits or, for example, the use of external competence even with subcontracts. (Viitala 2021, 102.)

The competence of the entire organization and its staff should always support the company's vision for business growth and development and the company's strategy of implementing the vision. Developing the competence of personnel is essential to the competitiveness of the company, since the world and markets are constantly changing around, which again is rapidly changing the competitive situation of the company as well. The amount of information is increasing enormously, and the rapid development of technology is changing the modes and tasks of work. Competence must be continuously developed since today's competence may not guarantee future success. (Joki 2021, 115-116.) However, Kaijala and Tolvanen (2021, 177) point out that the development of competence is also an employer's duty in addition to just maintaining the competitiveness of the company.

Competence development always starts from the definition of need. The organization needs to think about what kind of competence is needed now, what kind in the future and how much to invest in developing knowledge. It is only when the clear need for development is known that different means of developing and acquiring skills can begin to be pinpointed. (Hyppänen 2021, chapter 5.1.) In relation to the development of competencies, the business needs to consider, among other things, what competence is required for a successful business, what skills the organization already has, and how can existing skills be further developed. (Viitala 2021, 102; Hyppänen 2021, chapter 5.1.)

## 2.1 Assessing the current state of competence

Once the competence needs of the present and the future are defined, one must look at the current state of competence. Before planning any development solutions, the organization needs to find out what competencies and skills personnel has at the moment, what they need to learn, and where they have room for development. Often, when determining the current state of competence, the focus is only on what weaknesses or development targets the staff have. When examining the current state of competence, one must remember to focus on both development areas and existing strengths. (Joki 2021, 127-129.)

Current skills of personnel can be measured in a variety of ways, both at team and individual level. Large organizations can use software to help in the assessment process, but at its simplest, competence assessment can occur in a team- or individual performance review.

(Kaijala & Tolvanen 2021, 61.) Viitala (2021, 103) mentions that the current state of competence and development areas are usually defined in detail in the work unit, since the competence of personnel and the requirements of work are typically best known there. Whichever way competence is measured, any kind of file or program should be used to document results when evaluating competence. (Kaijala & Tolvanen 2021, 61.)

### 2.1.1 Competence inventories

Hyppänen (2021, 5.2.) describes that the goal of competence inventories is to determine the current state of defined competencies. Competence inventories are used to identify competence development needs within organizations. Competence inventories specify and designate current and future skills requirements for the area of responsibility or job role. (Viitala 2021, 103.)

In work departments, under the direction of a supervisor, evaluation discussions are conducted in conjunction with staff, using a defined assessment field, to determine the current level of competence and the target level for a certain period of time. Exact numerical values, such as three- and five-tier scales, or verbal descriptions, may be used to determine competence according to the objective and determine the current state. (Hyppänen 2021, chapter 5.2.) Joki (2021, 130) reminds, that at this stage it is paramount that the supervisor knows the requirements of the company's future target level of competence.

Proper documentation of employee information is important for two basic reasons: some information must be retained, for example, to comply with local labor laws, and other provide the information needed to effectively manage the organization (Reed & Bogardus 2012, 30). Documentation of competence inventories is particularly important, in this case for the effective management, and the results of the competence inventories of the departments are taken to the information system or, for example, a table program. The department inventories are brought together and thus constructs the current state analysis of the competence of the entire organization. A performance review or other annual regular discussion fits well into a stage where the organization already has an established way of evaluating competence and managers and employees are accustomed to evaluation work. When competence inventory is a new thing, it has to be set aside its own time so that it can be done carefully and does not take too much time from other issues in the development debate. (Hyppänen 2021, chapter 5.2.)

### 2.1.2 Performance review

Performance review refers to pre-planned discussions between a supervisor and a subordinate to support and develop skills development and good performance at work. Performance reviews are used in most companies to support the systematicity of assessing needs, target setting and development measuring. Performance reviews are also known as developmental discussions, and some companies may give them its own name entirely. (Viitala 2021, 106.) Performance reviews are held at least annually, but in some companies more often, and for example in connection with changes if needed. (Viitala 2021, 106; Chemuturi & Chemuturi 2021, 8.)

During performance reviews, the most common topics to talk about are performance, goals, trainings, welfare, work situation and plans for the future. Performance reviews also work as a tool for strategic management, and for that there must also be a connection to the strategy. (Hyppänen 2015, chapter 1.3.) Aim of performance reviews is to familiarize with the work of a employee in depth by examining longer period, evaluating the past and planning for the future. One aim is also to clarify the expectations, aspirations and motivation factors of a employee, and these are mirrored in the opportunities and objectives that the organization offers. (Joki 2021, 106.)

In a well-executed performance review, the employee will find out what and what kind of outcomes are expected of him/her, and accordingly the supervisor will find out what kind of information and support the employee needs in the implementation of their objectives. The discussion allows employees to share their views, wishes and suggestions for improvement in relation to their work and work community. In a well-executed performance review, the employee finds that his/her views are important and there is an interest in them. They get the opportunity to influence their own work, which has a direct impact on job satisfaction. Often, discussion resolves and eliminates uncertainties related to work and the work environment. (Joki 2021, 106.) Chemuturi & Chemuturi (2021, 8) however remind, that if the performance review is not carried out tactfully, worst-case scenario it can result in bitterness and deterioration in performance and morale. As personal and reliable as performance reviews are, employees talk to each other. Therefore, the assessment and the rating based on it should be genuine and justified, because the workers compare them in relation to each other. Therefore, when assessing employees, it is necessary to base the assessment on objective criteria. The criteria should be accurate in order to prove the criteria and fairness of the ratings if necessary.

In relation to the competence assessment, the benefits of performance reviews include up-to-date and accurate information on the competence of personnel, development needs and - aspirations. Performance reviews maintain the topic of competence development in the

surface, increase goal orientation in skills development and help to target development efforts where there is a real need for them. So, they are an investment to improve the efficiency, performance and know-how of a company. (Viitala 2021, 108.)

## 2.2 Competence development solutions

The need for competence development occurs when a gap has been identified between the needed knowledge, skills and experience of a person or team performing a specific job and the competencies the employee or a team actually holds (Stredwick 2013, 317). Roughly categorized, organizations have five ways to add, renew and develop competence. These ways can be seen in figure 1. The first option is to commit already existing and future beneficial skills. As another option, an organization can develop their existing competence, i.e., invest in developing the competence of the personnel. The third option is to acquire new skills, for example by recruiting new talent or buying a company or part of it with the necessary skills. As a fourth option, an organization can borrow competencies, in other words, buy services from other companies. Examples of borrowing are temporary workers, subcontractors, and entrepreneurs. The last option is mowing out, that is, transfer the competence that becomes unnecessary away from the organization, for example through redundancies or outsourcing. (Viitala 2021, 105.)



Figure 1: Ways to add, renew and develop competence (Viitala 2021, 105.)

Personnel development methods on the job include, deputies, job rotation, project work, enrichment and enlargement of work, mentoring and acting as a job guide. Off the job development methods can be study visits, reading professional journals and literature, studying in educational institutions, self-study programs, for example as an online study, and in-house training and training provided by external training organizations. (Joki 2021, 120.)

### 2.2.1 Training

Training can be anything from for example teaching the basics of languages to conducting advanced courses in certain subject areas. Before, trainings were thought as “formal

training”, always planned and in accordance with a structured form. However, such formal trainings and development programs are still in use, but today majority of the learning and development in the workplace takes place using informal training – unstructured, not planned in advance, and easily adaptable for different situations and individuals. In reality, majority of informal training is employees sharing information, solving work-related problems together and helping each other. (Robbins & Judge 2016, 612.)

The most common features of training are described in figure 2. Training is usually a short-term and practical implementation focusing on the skills and knowledge needed to perform a particular job. Trainings are often applicable to all employees ranging from senior management to newest entrants. Training usually takes place on-the-job, off-the-job, in a classroom or online and is related to a current job or specific role in the organization. Training is relevant to providing technical and mechanical knowledge and they are typically designed to achieve the requirements of an experienced employee in the shortest possible time period. Finally, training is often a collective process in which multiple learners participate in a training program, although sometimes it can also be one-on-one. (Garavan et al. 2020, 19.)



Short-term  
Focus on the job



Applicability to all employees  
On-the-job, off-the-job, classroom or online



Related to a specific role  
Importance for imparting technical and mechanical knowledge



Designed to achieve experienced worker standard in short time period  
Often a collective process where learners attend a training program

Figure 2: Common features of training (Garavan, Hogan, Cahir-O'Donnell & Gubbins 2020, 19.)

Viitala (2021, 105) mentioned five different ways to add, renew and develop competence. However, these ways are broad entities and may in themselves include many different methods and ways of training. In figure 3, there are listed 15 different ways to gain competence. All these ways are examples, and there can be much more. These ways mentioned in the figure are included in the first two entities Viitala mentioned; the commitment and development of competence, they therefore do not include the acquisition, borrowing or moving out competence. As one can tell from the figure, training methods range

from public training programs all the way to mentoring programs. (Chemuturi & Chemuturi 2019, 242-251.)



Figure 3: Ways to gain competence (Chemuturi & Chemuturi 2019, 242-251.)

### 2.2.2 Mentoring

Mentoring is a goal-oriented development program aimed at the transition of experience and knowledge. It is an interactive learning process designed between the experienced (mentor) and the more inexperienced (mentee) employee, for which a mutual agreement is developed. (Viitala 2021, 111; Hyppänen 2021, chapter 4.2.1.) Chemuturi & Chemuturi (2021, 8) describe mentoring the following way “Mentoring involves making the employee part of decision-making process, providing leadership opportunities beginning in a small team environment, continuously coaching the person and then increasing independence gradually over a period of time.”

However, mentoring does not mean that a mentor would need to be older than the mentee. The use of mentoring to support competence development has recently increased, and it is quite a functional and cost-effective method. (Kaijala & Tolvanen 2020, 178.)

Hyppänen (2021 chapter 4.2.1) points out, that mentoring does not actually require any specific professional qualifications. Generally, though, the mentoring program begins with a joint occasion to present the mentoring program and its content to those involved in it. In the same event, mentors and mentees are also often coached in their respective roles. Mentor coaching usually goes through topics shown in figure 4. (Joki 2021, 121.)



Figure 4: Mentor coaching (Joki 2021, 121.)

Setting clear goals and coaching mentors contribute to mentoring effectiveness (Viitala 2021, 111). Before starting a mentoring program, it is important for participants to know the responsibilities of their role, which, for example, is the mentor's responsibility and what is not. Those taking part in the program need to understand that people, as well as their goals, are diverse, and this is why it is particularly important to find out how a good, interactive, mentoring relationship is built. Success of interaction is truly important in a mentoring relationship, which makes its prerequisites good to learn and know. Both sides of the mentoring relationship must possess the skill of presence, and the mentor in particular must know how to ask the right questions that arouse insights. The coaching of mentors also often goes through techniques and tasks utilized in a mentoring relationship to help both sides get the most out of the experience. (Joki 2021, 121.)

### 2.2.3 Coaching

Another good method for developing competence is coaching. Coaching as a term is coming from the sports world. It is an interactive process in which a skilled coach helps individuals, teams and organizations in improving performance and delivering results. Coaching is an interactive process that focuses on raising coached awareness of their own role, resources and the impact of their actions. The goal is to find solutions that work together. (Hyppänen

2021, chapter 4.2.2) Swingler (2017, 47) suggests that the coaching sessions would take place outside of the workplace, and at the end of a coaching session, at least an hour of self-reflection and planning would be done to get the most out of the session.

Coaching differs from mentoring the way that in coaching, the coach's job is to help a person find a solution to their problem by asking insights questions. This method is considered to be very suitable, particularly for management development. Both mentoring and coaching can, with success, be applied to individuals and small groups alike. In addition, coaching methods may be used in mentoring. (Kaijala & Tolvanen 2020, 178.)

There are many providers for coaching services today. Just like as a mentor, anyone can serve as a coach without any specific required professional qualifications, but at least in Finland there are some trained and international graduate professional coaches. (Hyppänen 2021, chapter 4.2.2) There is also coaching management, which is a one way of management that uses coaching. This style works well as a method of developing staff skills: the manager does not give ready-made answers but trains the person to find the solutions themselves. (Kaijala & Tolvanen 2020, 178.)

### 2.3 Continuous development

To ensure continuous development of personnel, the organizational atmosphere needs to encourage competence development and learning. Influencing attitudes is not easy, but long-term and planned action can create an atmosphere within the company that encourages everyone to assume their responsibility for developing the skills of their own and that of their working community. Different remuneration and incentive schemes, as well as opportunities for career development, support the creation of an atmosphere that encourages the development of competence. Creating such an atmosphere also requires management commitment in addition to human resources. (Joki 2021, 119.)

In support of competence inventory or performance review, personal development plans may be drawn up for employees. A personal development plan is a tool for identifying each of the strengths and goal-oriented development of one's own competencies. However, making a personal development plan and maintaining it is worth keeping as employee's own responsibility. (Joki 2021, 132.)

Continuous learning and competence development are helped by competence development planning. A competence development plan can be drawn up, for example, as part of normal annual planning. Development plans most often target a year-long period, and they include things seen in figure 5. (Viitala 2021, 105.)

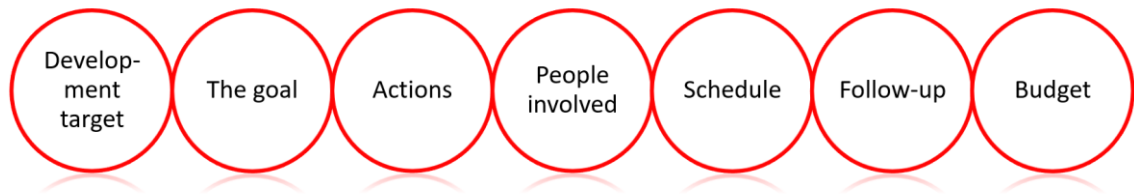


Figure 5: Development plan content (Viitala 2021, 105.)

First, one needs to find out what skills are being developed, and what is aimed at, in other words, what level of competence is to be pursued. Then one needs to consider ways to achieve the objective, that is what practical actions will be taken. The development plan shall also take into account who will participate in the development activities and what its planned schedule is. The achievement of goals must somehow be followed, so it is necessary to define how the results will be monitored, which metrics will be used. Finally, the development plan must also take into consideration who is managing the development and how much money is allocated. (Viitala 2021, 105.)

### 3 Efficient learning

Learning is a process in which a person, through conscious and unconscious learning processes, builds knowledge, skills, or abilities. Learning processes include reflection, awareness, and experience. Learning is a broader concept than training, for example. Training is often seen as a tactical approach to the acquisition of knowledge, skills, and abilities, while learning is a strategic HRD concept. Learning can be defined in many different ways, and different definitions emphasize different dimensions. However, different definitions always have something in common; learning requires a long-term change in knowledge, skills or abilities that increases a person's ability to perform effectively in tasks. Learning is also a process that requires the participation or inclusion of the learner as well as continuous evaluation of progress. (Garavan et al. 2020, 17-19.)

Continuous learning should take place throughout the whole working relationship, right up to retirement, not just at the beginning of employment or at the time of a change in job duties. Learning is also greatly influenced by the work environment. When learning formally or informally, it is important for a learner to receive positive reinforcement, such as praise from managers or team members. This encourages the learner to pursue skills and knowledge, or use new, complex knowledge in their daily work. Positive reinforcement also encourages greater willingness for future learning and development. Negative reinforcement can consist of undermining the meaning of learning to be implemented or attainable or creating barriers to prevent practical application of learning. At the worst, negative reinforcement can cause

learned helplessness, which means that an individual is unable to carry out a task through continuous negative reinforcement. (Stredwick 2013, 306-310.)

### 3.1 Online and blended learning

Blended learning first emerged around year 2000. It became known in organizations as a blend of technology and face-to-face classroom learning. Larger organizations utilize blended learning by using interactive scenarios in classroom, online tutorials and webinars, as learners also participate in interactive learning courses and online communities. Blended learning has changed the traditional classroom learning into a bit more technology-focused learning context, with the emergence of e-learning. (Garavan et al. 2020, 24-25.)

Online learning refers to education via internet, transferring skills and knowledge with the use of network. Online learning can be hosted and authored within learning management system, or it can be designed by programmers hosted on a server. The term “e-learning” is also used for online learning. (Waddill 2018, 44.)

There are endless ways to learn, but often the first thing coming to mind is formal trainings. When one has to study something new, organizing trainings is of course an option, however, it is not that cost-effective and generally not fast enough. A more effective option might be to take advantage of the internet's offerings in acquiring general information and doctrine. Almost all colleges for example offer trainings and lessons online. In addition to these formal training providers, there is a huge number of different lectures, coaching and courses produced by experts and companies online. In today's world, one can study in courses at international colleges or listen to lectures from anywhere in the world. (Ojala & Meklin 2018, 34.)

There are diverse online learning platforms for individuals, teams, and entire organizations. Online learning platforms add value to learning, especially when participants are spread around the world. Online learning generally seeks to create an interactive learning environment. A learning environment refers to the context of learning, and the general perception is that learning environments should be learner-centric and not instructor-centric. Online learnings are tailored to the participants through learning objectives to include the learner as much as possible. (Waddill 2018, 44.)

### 3.2 Different learning styles

Understanding learning styles is a great benefit to the individual, as by using the right styles and associated methods, the individual gains the greatest advantage from their learning experience (Stredwick 2013, 308). People learn different, and they have different styles of learning things. Everyone uses their senses in different ways, some learn best by listening to a lecture, others by reading, and others by doing something concrete. Everyone has their own style of learning best suited to themselves, and the essential thing is that the self knows what it is. When planning training, participants can be given prompts to how they should try to learn things. (Valvio & Parviainen 2013, 157.)

Learning styles can be roughly divided into four different styles: auditory, visual, kinesthetic, and tactical. (Valvio & Parviainen 2013, 158; Reed & Bogardus 2012, 33.) In addition to these four learning styles, there is also analytical and holistic learning styles that describe whether a person learns things through entities or details. All learning styles are described in figure 6 and opened in the following paragraph. (Valvio & Parviainen 2013, 158-159.)

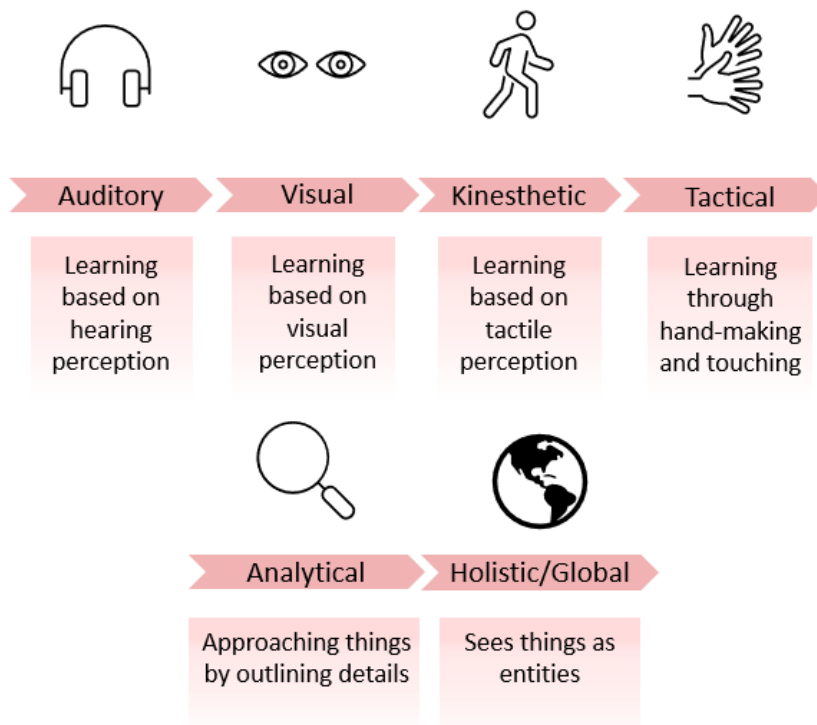


Figure 6: Different learning styles (Valvio & Parviainen 2013, 158-159.)

Auditory learning is learning based on auditory perception. People who use the sense of hearing significantly learn things well by hearing, such as attending lectures and talking with people. Visual learning is learning based on visual perception. People who use their visual

senses significantly learn things well by seeing and watching, such as getting acquainted with diaphragm and well-prepared handouts in a teaching situation. Also using mind maps can be useful for visual learners. Kinesthetic learning is learning based on tactile perception. Through movement and doing something, the kinesthetic learner learns things through facial expressions, gestures, and experience. Easily learners of this style are physically oriented and should be able to move their entire body in order to effectively process information. Tactical learning is learning and acquiring knowledge through hand-making and touching. Tactical learners embrace things best if they do things with their own hands touching and feeling, such as writing, drawing and constructing models. For example, taking notes, various chores and crafting help with tactical learners. The difference between tactical and kinesthetic learning lies in the fact that for the first, the acquisition of knowledge is done with the help of hands, while the latter requires the entire body as an aid. (Valvio & Parviainen 2013, 158-159; Reed & Bogardus 2012, 33.)

People also learn things either through details or entities. The analytical learner approaches things by outlining details, while the holistic or global learner sees things as entities. The holistic learner is more dependent on the social relationships of his/her environment than the analytical learner, on whom sufficient classroom certain dominant routines and dominant strategies are. (Valvio & Parviainen 2013, 159.)

Analytical learners preferably advance from detail to entity as they embrace new knowledge, they want to know exactly what's next in the program, prefer to do one thing at a time in until the end, and want to hear reasoned information and facts before doing the course assignments given. Holistic or global learners preferably advance from entity to detail when acquiring new knowledge, they want to know and understand the whole of the thing to be taught first, they want to know the body and program content of the course to be able to outline the so-called major guidelines for the course, focus on main things in training courses and reading material, as well as attaches things to their own experiences. (Valvio & Parviainen 2013, 159.)

Competence development requires all the processes and measures by which the necessary knowledge and skills are developed, preferably inclusive methods, (Viitala 2021, 102) and a good learning experience is influenced by learning styles and work environment support (Valvio & Parviainen 2013, 158-159). This thesis includes the theory of competence development, learning and related topics. Specifically, using a variety of sources, the theoretical frame of reference is focusing on the different methods of development of competence, continuous development and learning methods. Using a theoretical frame of reference, the main themes have been discovered and they work as a base for the practical implementation. (Figure 7)

The main themes of the theoretical frame of reference as the basis of implementation

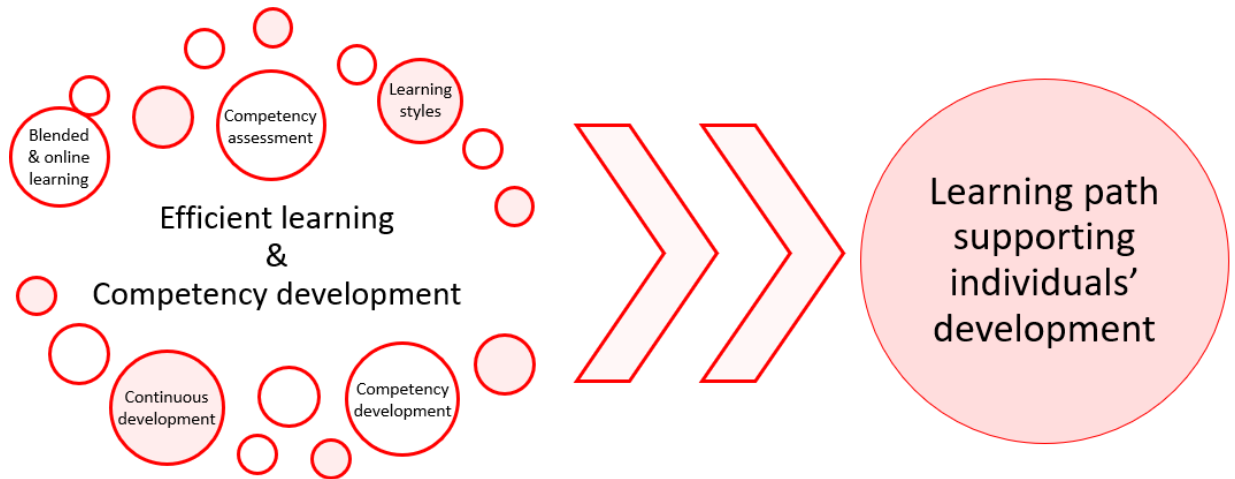


Figure 7: Theoretical frame of reference as a base of implementation

#### 4 Implementation and methods

This thesis is a development work that utilizes theoretical framework in practical implementation. Development work is the most common type of thesis in when studying in university of applied sciences. Typically, development work involves creating, forming, developing or building something new that has value. The outcome can be for example a service, product, operating model or even an onboarding process. Development work is always based on a research, qualitative or quantitative and it shows one or more development methods. (Laurea 2021.)

Although the feature of a development work is that it is done functionally, it still always involves a written section of reflecting the process (Metropolia 2020). Thesis done as a development work can therefore be divided into two parts: functional part, and process documentation and evaluation, i.e., thesis report. The functional part consists of the process of generating the outcome and the report consists of analyzing text linked to the frame of reference. The report of a development work is typically written in stages, and feedback is usually sought at different stages of the text. (Airaksinen 2009, 10-17.) The report of a development work is a written presentation of the process resulting in the outcome. The report therefore describes not only the outcome that has been generated, but an understanding of development activities, industry-wide professionalism, and the author's own learning. (Salonen 2013, 26.)

As part of the means of the thesis, there is also qualitative research. Qualitative research seeks to understand the issue under investigation from the point of view of the subjects concerned. (Puusa & Juuti 2020, 9.) The qualitative research method has many different means of collecting research data. Often material is collected through people's speech, in which case it is an interview. Interviews are the most used method of qualitative research. (Vilkkä 2021, 99; Puusa & Juuti 2020, 9.) Interview is also used as a method of qualitative research in this thesis. Feedback on the learning path is collected through interviews with project managers as well as learning experts.

In this thesis, a theoretical framework is used to produce an online learning path working as a map and a guide, and thus create a smooth start for the participants in the development program. The main task of this thesis is to create an online learning path. The learning path is going to contain a huge amount of material and guidance for the participants. Related tasks include reviewing and modifying existing materials with the help of feedback, creating new materials and instructions to support the participants, and finally gathering all materials together into the learning path.

#### 4.1 Implementation process

There are a wide range of trainings offered, there are short and long-lasting, independent and instructor led. More long-term trainings support the development of competencies more broadly and profoundly, with the aim of supporting professional growth. The learner-centric approach refers to a gaping and activating approach from the learner's own starting points. The learner-centric approach represents constructionism, and its appreciation has increased, since effective learning is based on self-related processing of knowledge. (Joki 2021, 112.)

This thesis aimed to create a long-lasting and learner-centric online learning path. The online learning path was meant to support the project managers' development program and the path was designed in accordance with the structure of the development program. The steps on practical implementation of this thesis are described in figure 8 and explained in the following paragraphs.

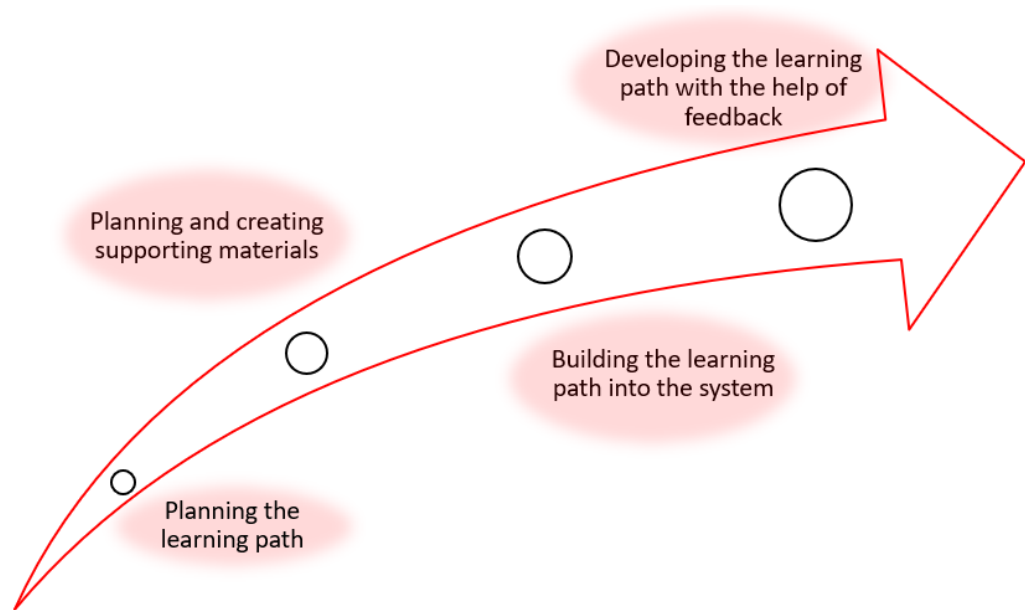


Figure 8: Steps of implementation

This thesis began with an acquaintance with the theoretical framework of reference, which was also utilized in practical implementation. Like seen from the figure 8, the implementation of the thesis began with the design of the content and structure of the learning path. The next step was to design and produce materials that support the learning path. Once the learning path was designed and the materials complete, the learning path was built into the system. When all that is needed was in the system, feedback from users was requested and the learning path further developed.

#### 4.2 Design and creation of the online learning path

Underlying the online learning path was the development program for project managers at Company X. The purpose of the learning path was to support the program, and its basic structure consisted of the five main themes of the development program. The base of the learning path was therefore very much determined by the description of the development program. From the themes, it was decided to build the five main modules of the learning path. Since the main themes, namely learning path modules, were pre-decided, the design phase focused on building their content.

In online learning environments, it is possible to fragment learning content into smaller, more easily absorbed parts and form study paths (Ojala & Meklin 2018, 77). This was in mind when the learning path was decided to be divided into several sections, which in themselves contain different parts. When designing the structure, it was concluded that each part of a

module would be named according to whether it was a task, toolkit, or a tip. This was intended to create clarity for participants on how they are supposed to act on that part. In the case of a task, the participant should perform the assigned task related to the part in question. Toolkits presented extra, value-generating and instructive content for the participant and they could be used as a help when completing tasks, for example. Tips were going to be small hints that participants can use to get all the benefits out of the learning program.

#### 4.2.1 Module 1: Assessing the current state

The first module consisted of assessing the current state of competencies. As Joki (2021, 129) says, before taking any development actions, it is necessary to clarify the current state of competence. An online test was selected for the evaluation of competencies, and it was provided by a company used by Company X. This module consisted of a description of the test and its contents, as well as instructions for taking the test. In this module, the participant was determined what the test is, what it measures, why it is carried out, and what its results tell them.

After taking the test, participants were sent a report based on the answers given. At this stage of the learning path, participants were briefed on the contents of the report, as well as how it is read and how it can be exploited. Participants were also given a task at this stage that was to properly familiarize themselves with the report they received. The purpose of the mission was to make participants think through the report about their own strengths as well as their development targets. Participants were also instructed to book a meeting with their supervisor and discuss the contents of the report.

#### 4.2.2 Module 2: Development plans and actions

After evaluating the competencies, the next module was the creation of development plans and actions. As Viitala (2021, 102) says, once the needs for competence development are defined, one can start to think about the various options and means of development. At this stage, the purpose of the learning path was to provide the participant with as many different development opportunities as possible. The purpose of the whole learning path was not to provide direct answers, for example to name specific trainings, but to encourage the participant to find solutions that are suitable for themselves.

According to Hunt (2017, 111), the lack of definition of objectives reduces worker productivity and increases uncertainty in terms of role clarity and expectations. In this

module, the participant was intended to establish effective learning objectives in terms of their role, discuss the objectives with their manager, and choose practical measures to achieve goals. This module included, among other things, the task of creating effective learning goals, supported by toolkit, and the task of selecting practical measures and another supporting toolkit for them. As Viitala (2021, 105) says, the development of competencies must be monitored somehow. That is why this module also included instructions on how to register and document development plans and measures.

#### 4.2.3 Module 3: The importance of feedback and peer learning

The third module of the learning path focused on feedback as well as one specific development method: mentoring. Positive feedback is used to confirm the right kind and desired actions, and corrective or developmental feedback changes the action in the direction that is intended and desired. (Joki 2021, 125.) The purpose of this module was to encourage participants to both provide and receive feedback as part of the development. Among other things, this module offered participants tips on how to request feedback from their colleagues using internal systems.

Another topic of this module was mentoring. The use of mentoring to support skills development has recently increased. It is a quite functional and cost-effective method (Kaijala & Tolvanen 2020, 178.) This is why participants were advised to participate in Company X's internal mentoring program as part of their development journey.

#### 4.2.4 Module 4: Competence verification

The fourth module of the learning path concerned certification of acquired competence. In this module, participants were encouraged to obtain a certificate corresponding to their competence from a trusted provider.

This module contained information about certifications and differences of different levels, instructions for selecting the correct certificate, and practical instructions on how to apply for the certificate and how to enter it into the company's own system.

#### 4.2.5 Module 5: Continuous development

The fifth and final module of the learning path dealt with continuous development. This module included a variety of solutions and advice for the participant on how they can ensure continued development for their part. This module also included tips on how to assess one's development after the learning path. In addition to the five modules, the learning path included tips for participants on where to find more information related to the program, as well as contact details for questions.

#### 4.3 Design and creation of supporting materials

The online learning path consisted of tasks, toolkits, and tips. Tasks guided participants to act according to the program and complete the necessary actions, and tips again add extra value and insights for the participants. Toolkits, on the other hand, were various instructions and additional materials for participants.

The purpose of the learning path was to support the independent learning and development of participants and provide all necessary materials supporting this. When thinking about what materials and toolkits to make, the most important thing to keep in mind was that the learning path would include all the necessary information and instruction participants might need during the program.

Figure 9 lists mainly all the material that was included in the different modules of the learning path. Materials were instructions for actions like reporting and data collection, instructions for reading files or selecting a development method, or instructions for creating a things like learning goals.

Assessing the current state	Development plans and actions	The importance of feedback and peer learning	Competency verification	Continuous development
<ul style="list-style-type: none"> <li>• Information and instructions regarding the assessment</li> <li>• Instructions on how to read the report</li> <li>• Help on reflecting development targets</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions on creating learning objectives</li> <li>• Guidance on preparing for discussion</li> <li>• Development solutions guidance</li> <li>• Documenting guidance</li> <li>• Training registration instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions on different ways to get feedback</li> <li>• Guidance on how to have discussions with manager and ask for feedback</li> <li>• Guidance and information about mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions for updating certification data</li> <li>• Instructions for selecting the right certificate</li> <li>• Guidance on how to apply for a certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance on how to keep on continuous development</li> </ul>

Figure 9: Material included in the learning path

All materials on the e-learning platform where the learning path was based were online. Some of the materials were links that took to another page with named instruction,

information, or guidance. However, most of the materials were pdf-shaped instruction sets. The materials, which were links, were reviewed and updated to date. Some of the pdf-format instructions were made in advance, so they were reviewed, and the rest of the pdf-format instructions were created from the beginning. The new instructions were mainly created using the PowerPoint tool from which they were then converted to a user-friendly pdf format.

#### 4.4 Collecting feedback

Otala and Melkin (2018, 103) remind, that learning from their own activities and at the same time developing their work is possible for everyone. Providing feedback is unique and easy, because at its simplest it does not require any special information systems, applications or special skills. Positive feedback encourages and reinforces the right kind of doing, and developing feedback changes the action in the desired, right direction. (Joki 2021, 125).

Once the learning path had been built into the system, the next step was to test it and collect feedback from users. Feedback was mainly requested from two different sides. The first group consisted of seven people who, on behalf of their project management role, were going to participate in the development program once published, and the second opinion was asked from experts on the learning side.

Feedback was sought from both sides in a very similar manner. Where possible, the intention was to have a feedback conversation at a Teams meeting where the learning path could be gone through together while gathering feedback. Due to the limited nature of schedules, project managers were allowed to provide their feedback via email as well. An email was sent related to all the people feedback was wanted from. All participants were already aware of the development program as well as building a learning path, so the presentation of the topic was kept relatively short. In the message, focus was on explaining the purpose of the learning path, as well as on which things to particularly get feedback from. To the message, a link was pasted to the learning path and after the message calendar invitations for feedback appointments were sent.

##### 4.4.1 Feedback from project managers

Of the project managers, one in seven sent their feedback via email. Other project managers participated in the feedback call. Received feedback could be roughly divided into two parts: technical and content related feedback. The main points of the feedback can be seen in figure 10, and they are opened in the next paragraph.

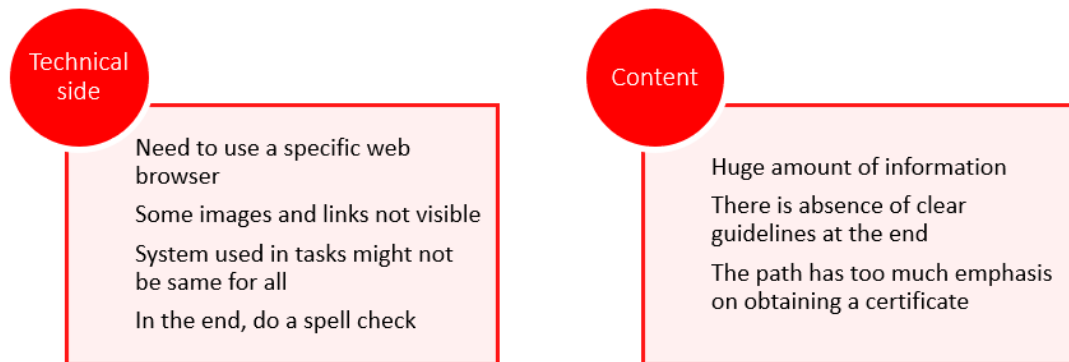


Figure 10: Main themes of project managers' feedback

The feedback included in the technical side concerned, inter alia, that when opening a particular web browser, some content of the learning path did not work as desired due to cookies. To that problem, the feedback provider himself proposed a solution such that at the beginning of the learning path it would be a recommendation to use a specific web browser that supports content. Another comment regarding the technical side was about a couple of images that did not open to the user. The learning path contained several links, and the feedback provided by the feedback provider on the links was that they were somewhat poorly visible. He proposed a solution to this by putting the links separately as a bullet rather than among the text. The last comment regarding technical matters was about the system in which the learning path is located. The learning path is available to all participants, but some of the tasks, such as registration of training, take place using a system not all of the participants use. Company X is a large company, and there are many systems, and not everyone necessarily uses the same systems. Finally, feedback included few typos, and based on that, a grammar check before publishing was recommended.

Another part of the feedback was about the content of the learning path. The first topic related to content was about the amount of information. Some modules contained large amounts of information and that could be overwhelming to the participant. Some of the project managers proposed this a solution that the information would be divided into smaller parts, making it easier for the participant to internalize all the information. The next comment regarding the content was about the second module. According to one of the feedback providers, the content becomes somewhat vague, since after learning objectives, the participant should choose the trainings they complete themselves, and the learning path offers no longer direct guidelines for progression. Some participants felt this as a risk, as it may be that the participant does not know how to choose the right training for their learning objectives. The third topic was about the second last module, the verification of competence. The feedback was, that the module focuses too much on certification

acquisition, as the decision on whether the participant wants the certificate is their own. Also, if the intention was to obtain a certificate, it should be notified earlier so that the participant knows how to choose the trainings aimed at it.

#### 4.4.2 Feedback from learning experts

Feedback was requested from two learning professionals in addition to project managers. One of the feedback providers was oriented towards learning and development, and the other towards HR administration. A feedback meeting with both professionals was agreed and held using Teams meetings. The main themes of the interviews can be seen in figure 11 and are opened in the following paragraphs.

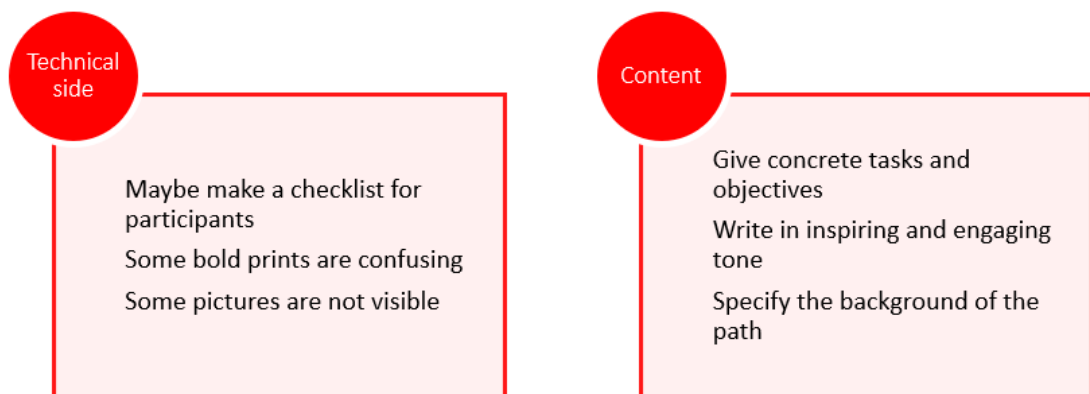


Figure 11: Main themes of learning experts' feedback

Both learning experts had familiarized with the learning path before meeting, and during the meeting their feedback was gone through. The first feedback regarding technical side was that there could be a “checklist” for participants that would include all the tasks on the learning path. From this list, it would be easy for a participant to get a full picture of the tasks done and undone. Feedback was also received on how the bold texts did not all follow the same formula, and this could confuse participants. Final comment regarding technical side was about visibility of images. Similar to project managers, also with learning experts, a few pictures didn't open. Regarding the content of the path, the other expert instructed the tasks of the modules could be described as concretely as possible so that it is as clear as possible to the participant what the objective of the module is and what is expected from them. She also suggested that toolkits should come after the task, making it clear to the participant that they are supposed to support the task. Feedback was also received about the tone of the text. The experts urged to modify the text sections of the learning path to be

even more inspiring and engaging. The final feedback from learning experts regarding the content was about clarifying the background. They recommend that the background of the path be summed up at the beginning and participants be told even more clearly how the background has affected the path and tasks.

#### 4.5 Development of the online learning path with the help of feedback

Development of the learning path through feedback was started first with the analysis of the received feedback. The feedback received was gone through and discussed verbally with a colleague. A summary was made from the feedback received, containing the main themes. Based on the memo, a to-do list was created, converting the feedback into concrete changes to be done to the learning path. When making the to-do list, all those things that were not practicable to do were filtered out. Some changes were unable to be made, for example, due to time or limited resources.

With the remaining portions of feedback that could be implemented, changes to the learning path began to be made. Changes began to be made little by little, first checking the technical issues.

##### 4.5.1 Technical issues

Several people had given feedback regarding the visibility of the images. Some images were not visible to participants because their link was in the wrong format. This was easily fixed so that the problematic images were added to the learning path again, this time with a link visible to everyone in the organization.

Feedback was also received that the learning path may not work smoothly with all browsers, and not all employees necessarily use the same systems. The first problem was fixed so that at the beginning of the learning path a mention of using the correct, company-recommended browser was added. In relation to the use of different systems, participants were instructed to seek help from their managers. This solution was decided because there are a small number of employees using other systems, which would make it quite laborious to create instructions on how to use different systems.

Feedback was also received that not all links were clearly visible, and some bolded words or texts were confusing. This was corrected so that the links were not embedded among the text but were written apart as clearly as possible. Bolded words and texts were corrected so that everything that was in bold were revised and edited to follow the same formula.

The last feedback regarding the technical side was the creation of a “checklist”. This tip was considered, and a checklist was created for participants for all tasks on the learning path. The list was created using Word, which was then changed to pdf format, figure 12 shows a checklist at the creation stage. The finished pdf-shaped list was added as toolkit as part of the learning path. Participants can open the list with a pdf application and mark the tasks they have done and therefore monitor the overall picture of their tasks easily. Finally, a grammar check was made for the whole learning path to fix all possible typing errors.

**Checklist for program X**

**Module 1: XX**

Task 1	<input type="checkbox"/>
Task 2	<input type="checkbox"/>
Task 3	<input type="checkbox"/>

**Module 2: YY**

Task 4	<input type="checkbox"/>
Task 5	<input type="checkbox"/>
Task 6	<input type="checkbox"/>
Task 7	<input type="checkbox"/>

**Module 3: ZZ**

Task 8	<input type="checkbox"/>
Task 9	<input type="checkbox"/>

Figure 12: Checklist for learning program in the making

#### 4.5.2 Content issues

Content-related feedback was received a lot from different perspectives. Fixing content-related issues was started by adding clear tasks and goals for each module. This was accomplished in such a way that a sentence was added at the beginning of each module stating the objective of the module, and what tasks are included in it. This was intended to help participants understand at the beginning of each module what is assumed from them, and what the module is aiming for.

Next topic of content-related feedback was about the amount of information in the learning path. The amount of information and documents could not be directly reduced, but their layout was edited. Some of the information was moved behind links, and some was split into

smaller sections to ease reading. Additional information, as well as files, were also named so that participants understand that they are extra and value-added, not mandatory readable.

Feedback was also received that “clear instructions” were missing from the end of the learning path, and that even more background to the path could be opened. Regarding the first issue, any more instructions could not be added to the end, but changes were made so that the modules in the end specified that the participant must make the selections themselves regarding their progression. Participants were also given tips on where to get help with moving forward on the path. In relation to the background of the path, changes were made to the starting module so that it is clear to participants why and on what basis the path was made, what it is, how it is used, and what kind of value it brings to the participant.

The final feedback was about how the learning path gives a flawed picture of it aiming for certification of competency, and how the tone of texts on the learning path could be improved to be more inspiring and engaging. With regard to the initial feedback, changes were made to the demonstration text of the path to prevent an incorrect image of certification as a goal from being generated. A video was also added to the beginning of the path, in which the whole process is gone through, which, for its part, helps to understand what the path really aims to. The idea was also that participants will understand that the path is not meant to get certified, when they participate in other aspects of the development program. The inspiration and engagement of the texts were improved by taking a model from another learning path that was inspiring and engaging. Also, inspiring words were added to the texts, and the text was allocated directly to the participant.

## 5 Assessment and development proposals

The development work was successful in the entirety of the temporal, qualitative and economic resources provided. The development work, i.e., online learning path, was carefully constructed with participants and a larger entity in mind, with the help of experts of the industry. The learning path was tested on different individuals and developed using feedback from different experts.

During this development work, the learning path was prepared to the point where it is ready for use, but it is still possible to make changes if necessary. The learning path can therefore be immediately deployed and exploited by a large number of participants. Work can also be utilized in the future when building similar learning programs. The feedback requested from the development work was mainly positive from the perspective of both learning experts and participants. Similarly, as the path itself, the feedback received can be used in future projects.

There were a few issues with the implementation of the development work, which were development proposals that could not be implemented within the time frame. However, these development proposals were only a small part of the entire development work, so they did not affect the success of the outcome. As a proposal for action, these development proposals may be implemented later when the learning path is already in place, if there is still a need for them. Figure 13 summarizes the results of this thesis, proposals for development, as well as the reflection of authors own development. Development proposals and proprietary learning will be described in more detail in future paragraphs

Results	Development proposals	Own learning and development
A functional, holistic learning path that supports the independent journey of project managers during the development program	Appointed person to follow and update the learning path, it's instructions and information	More knowledge of interviews and how to create an effective learning entity

Figure 13: Summary of results, development proposal and own development

### 5.1 Peer and working life representative feedback

There has been a huge amount of learning during this development work. Learning has been accrued in areas such as interviews, effective learning methods and building a learning entity. Feedback on own learning and the success of the thesis was requested from both a peer and the working life representative. A peer review was held towards the end of the thesis for learning and the success of development work, and feedback from the working life partner was requested in the end of the development work.

Feedback was requested from a peer via email. The peer was asked to evaluate the author's work during the thesis. Peer described the author's work as, directly translated, among other things, as "Sonja has demonstrated excellent activity and initiative in collecting information both in terms of theory and in terms of practical implementation." According to the peer, the author actively requested feedback and utilized it, as well as developed her own work as well as her professional expertise by applying learned knowledge to practical implementation. The peer also mentioned that the author's professional grip, as well as project management skills, have gained certainty during the thesis.

Feedback from the working life representative was requested via email. When requesting feedback, four questions were asked and the representative was given a bit over a week to provide the feedback. The feedback questions are listed below, and a summary of feedback can be seen in figure 14.

- How has the cooperation with the student worked out?
- How is the thesis outcome going to be utilized in the future?
- Did something new/unexpected come up during the thesis?
- Free feedback on how professionally the student has acted during the thesis and how satisfied you are with the outcome?

Cooperation with the student worked out	Utilization of the outcome	Something new/unexpected coming up	Professionalism of the student
The student was able to quickly get onboard into the topics, was open to sharing ideas and willing to contribute, work together with relevant stakeholders, take own role and responsibility and complete assigned tasks as expected.	The outcome of this thesis will be utilized as a toolkit that provides instructions and assigns tasks to the development program participants. The outcome works as a step-by-step guide for the activities in the development journey of participants.	From the feedback received, new ideas and concepts came up, which were unexpected from the original plan. However, quick actions could be done in such a way that modifications based on the feedback could be done.	The student will be developed from a supporting role to a role that will take the ownership to lead the execution of the process. This is going to develop the student's professional level on people competency development process.

Figure 14: Summary of thesis feedback

The feedback was predominantly positive. The author recognizes the feedback received and agrees with the feedback. Feedback from the working life representative also supports the fact that the goal of the thesis has been achieved and learning and development has taken place in the author.

## 5.2 Summary and development proposals

The goal of this thesis was to explore the theory of competence development and learning, and to create a comprehensive and easy-to-use online learning path to support project managers on their journey of development. Both goals of the thesis were reached. The objectives were first reached by getting to know domestic as well as international sources

regarding the theory. After the theoretical part, the practical implementation of the thesis was started by constructing a frame for online learning path. Feedback from the learning path was asked from several different individuals, and the path was modified using received feedback. The end result was a working, smooth learning path that takes into account participants and their roles and serves as comprehensive support for project managers.

Development proposal for this thesis is to monitor the progress of the development program and develop the learning path further. It is possible to modify the learning path even after the release, which makes it important to name a person who is responsible that all the information and instructions of the path are up to date. The named person could also schedule feedback meetings at a certain interval or send feedback queries to participants to determine development targets from their side. This way, the path would be continuously developed both from the participants' perspective and from the admin side.

## Electronic references

- Airaksinen, T. 2009. Toiminnallinen opinnäytetyö tekstinä. Slide-Share. Referred 4.12.2021.  
<https://www.slideshare.net/TiinaMarjatta/toiminnallinen-opinnytety-tekstin>
- Chemuturi, M & Chemuturi, V. 2019. Managing People at Work: A New Paradigm for the 21st Century. E-book. Referred 29.10.2021.
- Garavan, T., Hogan, C., Cahir-O'Donnell, A. & Gubbins, C. 2020. Learning & development in organisations: strategy, evidence and practice. Cork: Oak Tree Press. E-book. Referred 3.11.2021.
- Heldman, K. 2018. Project Management JumpStart. 4<sup>th</sup> edition. Indianapolis: John Wiley & Sons. E-book. Referred 2.11.2021.
- Hunt, S. 2017. Common Sense Talent Management: Using Strategic Human Resources to Improve Company Performance. E-book. Referred 29.10.2021.
- Hyppänen, R. 2021. Osaaminen ja oppiminen. E-book. Referred 19.10.2021.
- Joki, M. 2021. Henkilöstöasiantuntijan käsikirja. E-book. Referred 15.10.2021.
- Juuti, P. & Puusa, A. 2020. Laadullisen tutkimuksen näkökulmat ja menetelmät. Helsinki: Gaudeamus. E-book. Referred 2.11.2021.
- Kajjala, M. & Tolvanen, R. 2020. Henkilöstö - Strateginen investointi? Helsinki: Kauppakamari. E-book. Referred 15.10.2021.
- Laurea. 2021. Erilaiset opinnäytetyön tyypit. Course material. Referred 2.11.2021.  
[https://canvas.laurea.fi/courses/2289/pages/erilaiset-opinnytetyon-tyypit?module\\_item\\_id=71144](https://canvas.laurea.fi/courses/2289/pages/erilaiset-opinnytetyon-tyypit?module_item_id=71144)
- Metropolia. 2020. Toiminnallisen opinnäytetyön erityispiirteitä. Referred 4.12.2021.  
<https://wiki.metropolia.fi/pages/viewpage.action?pageId=57182852>
- Olson, D. 2020. Core Concepts of Project Management. New York: Business Expert Press. E-book. Referred 2.11.2021.
- Otala, L & Meklin, S. 2018. Ketterä oppiminen 2 - strategiasta käytäntöön. Helsinki: Kauppakamari. E-book. Referred 17.10.2021.
- PMI. 2021. What is Project Management? Referred 2.11.2021.  
<https://www.pmi.org/about/learn-about-pmi/what-is-project-management>
- Reed, S. & Bogardus, A. 2012. PHR / SPHR Professional in Human Resources Certification Study Guide: Professional in Human Resources Certification. 4th edition. E-book. Referred 29.10.2021.
- Robbins, S. & Judge, T. 2016. Organizational Behavior. 17<sup>th</sup> edition. E-book. Referred 1.11.2021.
- Salonen, K. 2013. Näkökulmia tutkimukselliseen ja toiminnalliseen opinnäytetyöhön: opas opiskelijoille, opettajille ja TKI-henkilöstölle. Turku: Turun ammattikorkeakoulu. E-book. Referred 4.12.2021.
- Stredwick, J. 2013. An Introduction to Human Resource Management. E-book. Referred 17.10.2021.

Swingler, K. 2017. Agile Human Resources: Creating a Sustainable Future for the HR Profession. New York: Business Expert Press. E-book. Referred 22.10.2021.

Valvio, T. & Parviainen, T. 2013. Onnistu kouluttajana. Helsinki: Kauppakamari. E-book. Referred 2.11.2021.

Viitala, R. 2021. Henkilöstöjohtaminen: Keskeiset käsitteet, teoriat ja trendit. Helsinki: Edita. E-book. Referred 10.10.2021.

Vilkkä, H. 2021. Tutki ja kehitä. 5th edition. Jyväskylä: PS Kustannus. E-book. Referred 2.11.2021.

Waddill, D. 2018. Digital HR : A Guide to Technology-Enabled Human Resources. E-book. Referred 1.11.2021.

## Figures

Figure 1: Ways to add, renew and develop competence (Viitala 2021, 105.) .....	10
Figure 2: Common features of training (Garavan, Hogan, Cahir-O'Donnell & Gubbins 2020, 19.) .....	11
Figure 3: Ways to gain competence (Chemuturi & Chemuturi 2019, 242-251.).....	12
Figure 4: Mentor coaching (Joki 2021, 121.).....	13
Figure 5: Development plan content (Viitala 2021, 105.) .....	15
Figure 6: Different learning styles (Valvio & Parviainen 2013, 158-159.) .....	17
Figure 7: Theoretical frame of reference as a base of implementation .....	19
Figure 8: Steps of implementation .....	21
Figure 9: Material included in the learning path .....	24
Figure 10: Main themes of project managers' feedback .....	26
Figure 11: Main themes of learning experts' feedback .....	27
Figure 12: Checklist for learning program in the making .....	29
Figure 13: Summary of results, development proposal and own development .....	31
Figure 14: Summary of thesis feedback .....	32