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EMPLOYEES' PERSPECTIVES ON EMPLOYEE AND MANAGEMENT SKILLS

– Case DB Schenker, Turku

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EMPLOYEES' PERSPECTIVES ON EMPLOYEE AND MANAGEMENT SKILLS – CASE DB SCHENKER TURKU

Nowadays employees are often referred to as the most important asset of an organization. Therefore, their skills are an important part on a company's performance. Employee skills have been talked about for less than 20 years in Finland and the concept has not yet been researched much. On the contrary, management skills as a concept have been talked about for many decades, but the contents of these skills have changed and will continue to do so for many reasons. These reasons include the constant development of technology and globalization and the changed view on employees' role within and organization.

It is important for both employees and managers to have a clear idea of how both of these skills are defined and realized within a company. Especially in times of organizational change a clear knowledge of what is expected of whom and why, decrease uncertainties.

This thesis was commissioned by Eeva Pajunen, Head of Cross Product Management, Land Transport Turku, DB Schenker. DB Schenker in Finland is currently adjusting to organizational changes due to the fusion of Schenker Cargo Oy and Suomen Kiitoautot Oy on 1.5.2014. Additionally, 1.1.2014 a new governance model called *governance@land* was launched in all Schenker's offices within European countries. This also caused organizational changes. All of these changes were one of the reasons for conducting this research, but gathering general information for development ideas and reminding employees about the importance of these topics were also important reasons.

The research was done by distributing hand out questionnaires to the office workers of DB Schenker Turku who are not in managerial positions, all together 50 employees. The findings indicate that employees are mostly familiar with the two research concepts and find them important. Additionally, they said the realization of these skills affects their work and they wish they would be improved in DB Schenker Turku. They also said that they wish managers would show their appreciation and understanding towards employees more especially when many employees are assigned with new tasks due to the organizational change.

Nea Suhonen

TYÖNTEKIJÖIDEN NÄKÖKULMAT ALAIS- JA ESIMIESTAIDOISTA - DB SCHENKER TURKU

Nykyään työntekijöiden sanotaan usein olevan yrityksen tärkein vahvuus. Siksi heidän taitonsa ovat tärkeä osa yrityksen tuloksellisuutta. Suomessa alaistaidoista on puhuttu alle 20 vuotta eikä käsitettä ole vielä tutkittu paljon. Toisaalta, esimiestaidoista käsitteenä on puhuttu monia vuosikymmeniä, mutta taitojen sisältö on muuttunut ja muuttuu edelleen monista syistä. Näitä syitä ovat muun muassa teknologian ja globalisaation jatkuva kehitys sekä muuttunut näkemys työntekijöiden roolista yrityksessä.

On tärkeää, että sekä työntekijöillä että työnantajilla on selkeä käsitys siitä, miten nämä taidot määritellään ja toteutetaan yrityksessä. Erityisesti organisaatiomuutosten aikana selkeä tieto siitä, mitä odotetaan keneltä ja miksi, vähentää epävarmuutta.

Tämän opinnäytetyön tilaaja on Eeva Pajunen, Head of Cross Product Management, Land Transport Turku, DB Schenker. Suomen DB Schenker mukautuu tällä hetkellä organisaatiomuutokseen, joka johtuu Schenker Cargo Oy:n ja Suomen Kiitoautot Oy:n fuusiosta 1.5.2014. Lisäksi, 1.1.2014 uusi hallintomalli, *governance@land,* otettiin käyttöön kaikissa Schenkerin toimistoissa Euroopassa. Tämä aiheutti myös organisaatiomuutoksia. Nämä muutokset olivat osasyy tämän tutkimuksen tekemiseen, mutta yleisen informaation kerääminen kehitysideoita varten ja työntekijöiden muistuttaminen näistä aiheista olivat myös tärkeitä syitä.

Tutkimus toteutettiin jakamalla kyselylomakkeita DB Schenker Turun toimistotyöntekijöille jotka eivät ole esimiesasemassa, yhteensä 50 työntekijälle. Tulokset osoittivat, että työntekijät tietävät suurin piirtein kahden tutkimuskäsitteen sisällön ja pitävät niitä tärkeinä. Lisäksi he sanoivat, että näiden taitojen toteutuminen vaikuttaa heidän työskentelyynsä ja he toivovat, että niitä kehitettäisiin. He myös sanoivat, että he toivoisivat esimiesten osoittavan arvostusta ja ymmärrystä työntekijöitä kohtaan erityisesti siksi, että monet työntekijät ovat saaneet uusia työtehtäviä organisaatiomuutoksen seurauksena.

CONTENT

APPENDICES

FIGURES

1 INTRODUCTION

In Finland the word '*''employee skills''* has only been used during the 21st century and it has not been researched much yet (Keskinen, 2005, 19). However, nowadays employees are often referred to as the most important asset of an organization (Puusa et al. 2012). For these reasons, it is important to research the concept of employee skills in organizations to be able to maximize the organizational benefits created by the valuable asset, in other words employees. To allow this, managers need to know the strengths and weaknesses of their employees, but also employees' opinions and development ideas regarding employee skills.

On the other hand, management skills as a concept has been talked about for many decades, but are today seen very differently, than when the concept was first developed. This change is due to many factors, for example the development of technology and the recognition of employees as co-workers of managers instead of laborers. (Kotler et al. 2009.) In this research, the focus is on middle managers.

As managers and employees together form the driving force that keeps an organization moving forward, both of these skills are important. Managers are the ones regulating and controlling the work of an organization's most important asset. Therefore, they have a great responsibility in choosing the correct management styles and protocols that best suit their organization and employees. This is why it is necessary to have management skills. (Mullins 2007.)

It is important that these concepts and how they are defined within an organization are well known by employees as well as managers, because their contents can vary depending on what skills best fit the organization. Communicating about these concepts allows managers to express what they expect of employees and gives employees a clearer picture of what skills they should possess and why. Explaining the contents of employee and management skills also allows employees to see what skills they should develop and why. This, consequently, mitigates all parties' stress levels and allows the development of good atmosphere and welfare at work. Additionally, if done well, it will have a positive effect on a company's performance. Especially in case of organizational changes, that create much insecurity, it is important for everyone to

know how they are expected to do their work and why. (Carnevale et al. 1990; Drucker 2011; Keskinen 2005.)

The commissioner of this thesis is Eeva Pajunen, Head of Cross Product Management, Land Transport Turku, DB Schenker. The company is currently adjusting to the various organizational changes due to the fusion of Schenker Cargo Oy and Suomen Kiitoautot Oy on 1.5.2014 and the launch of a new governance model in all Schenker's offices in Europe on 1.1.2014, called *governance@land* (DB Schenker Finland 2014). This has led to re-positioning of employees and re-defining of job descriptions. This change is one of the reasons why this research was conducted. Additionally, the commissioner wanted to find out employees' perspectives on employee and management skills to be able to develop them if needed. An additional objective was to raise discussion about these concepts and remind employees of their importance and the fact that their opinions are taken into account. The research questions were the following:

- Do employees know what are employee and management skills?
- Do employees think employee and management skills are important?
- How does the existence or non-existence of these skills affect employees' work?
- Do employees think employees and managers at DB Schenker Turku have the required skills?

This research topic was very interesting to write about from the beginning, because it is strongly related to the General Management specialization in International Business. Therefore, there was a strong motivation to learn more about the concepts of employee and management skills within an international organization. As I work at DB Schenker Turku myself, it was also interesting to see how the results of the research were going to be used in practice. Being an employee of the company also allowed me to understand the backgrounds of the research better, and therefore why it was important to research these topics.

The target population of the research was all the office workers of DB Schenker Turku that are not in any management positions, all together 50 employees. The research was conducted by using a handout questionnaire (Appendix 1 and 2) including mainly quantitative questions.

2 LITERATURE REVIEW

This part focuses on the two main themes of this research, employee skills and management skills. It introduces the main facts and ideas that are relevant to this research and are the source of inspiration and information. From each theme, general information and two different frameworks are presented in order to add understanding about the themes of the research. Frameworks presented in the literature review are the basis of the employee and management skills focused on in the research conducted for DB Schenker, Turku.

2.1 Employee skills

There is a conception, which suggests that within a company, managers should have all the needed skills for the company to perform well and their responsibility is to use their skills to make the company successful and to guide employees in performing well in their duties. This idea, which highly emphasizes the role of managers and disparages the role of employees, was dominant until late 1990's. From 1970's onwards, the role of employees has been seen more and more important and valuable to organizations. This has led to the idea, which suggests that management happens not by one man's actions as a leader but by interaction between people within a company. Therefore, employees need to be open-minded towards communication from their managers and respect the direction they are striving towards while clearly communicating their opinions as well. This way the best possible management is created. (Puusa et al. 2012.)

As employees play a huge role in a company's overall performance, they need to possess certain skills in order to produce the best possible results in their own duties. Consequently, as mentioned by Puusa et al. (2012), nowadays employees are thought to be the most valuable asset of a company, also referred to as immaterial capital. The idea of employees being the most valuable immaterial capital has led to ever increasing and diverse discussion about employee skills. As managers have realized the importance of having valuable employees, new frameworks on the topic have been created and the topic has been researched more. Nowadays there is so much information available about the subject, that no manager can either ignore the topic or avoid focusing on it.

It is also suggested by Carnevale et al. that there is a clear link between employee skills and the competitive cycle of a new strategy, technology, product or service within a company. If the cycle of a process runs smoothly and quickly, it can bring competitive advantage to a company. On the contrary, if the competitive cycle is gone through slowly, it shows employers that employees do not have all the needed skills in order for the cycle to run quickly. This can cause delays and loss of market opportunities. Therefore, it is crucial for a company's level of performance that employee skills are up to date. Employee skills affect all stages of the cycle and therefore good level of skills can lead to shorter production times, better products and higher quality. (Carnevale et al. 1990.)

There are certain skills that employees should have regardless of workplace or duties. These skills are thought to be essential for employees to perform in the best possible way at work. Still, Matsumoto et al. (2005) suggest that all employees do not have to and sometimes are not able to possess all the employee skills as long as the team is balanced in terms of needed skills. Colleagues' performance and skills also have an effect on an employees' personal performance since the team is only as strong as its weakest link.

2.1.1 The changing nature of employee skills

Because of new technology and other changing features of the 21st century world, employee skills also need to keep up alongside the changes to stay updated and sufficient.   This leads to the inevitable fact that employees need to be able to understand and obtain new different kinds of skills. Since basic skills like reading and writing are not nearly sufficient enough anymore, skills like problem solving, motivation and creative thinking are nowadays not only valued and aimed towards but also seen as essential employee skills. Because of the decentralization of organizations caused by technological changes, hierarchy within companies has flattened a lot in the last few years. This change in hierarchy leads to more responsibilities and autonomy for individual employees and working teams, requiring them to possess a new scale of skills such as self-management skills, leadership skills and higher organizational and team-work skills.   (Carnevale et al. 1990.)

The importance of on-the-job-training as well as other forms of training has increased due to higher emphasis on employee skills. As employee training is a more profitable and reasonable choice than replacement of deficient employees, employers usually

aim at creating good employees from the existing ones rather than replacing them. This in turn has led to the fact that employees are nowadays more responsible for their own career development and learning at work. Because employees constantly learn new skills at their workplace, they have more opportunities when it comes to different kinds of jobs. Therefore, employees move on to jobs that are more complex after they have learned more skills while working in one company. This has led to a culture where the relationship between a company and an employee is no longer valued as much as before but instead employees aim to develop their own careers by learning in each job and then moving on to the next one. For that reason, it can be said that the decentralized organizational model has led to increased individual opportunity. (Carnevale et al. 1990.)

Even though employers value good employee skills and seek for employees who have more than just the basic skills, Bishop (1987) claims (see Carnevale et al. 1990, 13) that they are still not rewarding employees based on their skills as much as on experience, education and other factors alike. Employees with a high level of employee skills and a wide set of them do not usually get any monetary appraisal whereas experienced and highly educated individuals are rewarded in this way. (Carnevale et al. 1990.)

The changing nature of the 21st century organizations inevitably leads to the questions: Should employee skills be valued and rewarded as much as experience or education? Or even more?

2.1.2 Employee skills theories

There are many different frameworks describing employee skills. In this research, two types of employee skills-frameworks are focused on. These two frameworks by Carnevale et al. (1990) and by Linjassa Oy (2013) where chosen because the other one is written in the 90's and the other one is from 2013, therefore an interesting comparison can be made between an older and a more recent framework. Additionally, these two frameworks have many similar characteristics even though they are not identical and they both fit to this research commissioner's idea about employee skills. In addition, the other one by Carnevale et al. is written in English and is therefore more international than Linjassa Oy's framework which is in Finnish. This contrast is also interesting because DB Schenker is an international organization but the aim of the commissioner of this research is to develop a Finnish office within the international

entity. Therefore, it is interesting to view both kinds of frameworks. Even if they have some similarities, there is a clear difference between these two approaches. The framework by Carnevale et al (1990) focuses on so-called employability skills, the varying skills an employee should possess even before chosen for a job. The other by Linjassa Oy (2013), instead, focuses on the attitude, motivation and development potential of employees, therefore valuing the characteristics of a person over pre-obtained skills.

2.1.3 The Seven Skill Groups by Carnevale et al.

A framework by Carnevale et al. (1990) suggests that employee skills can be divided into seven skill groups. The following skills are the ones employers pay attention to when hiring new employees. These skills are the ones employers wish to see in all hired employees even before they start working and therefore can be called *''employability skills''*.
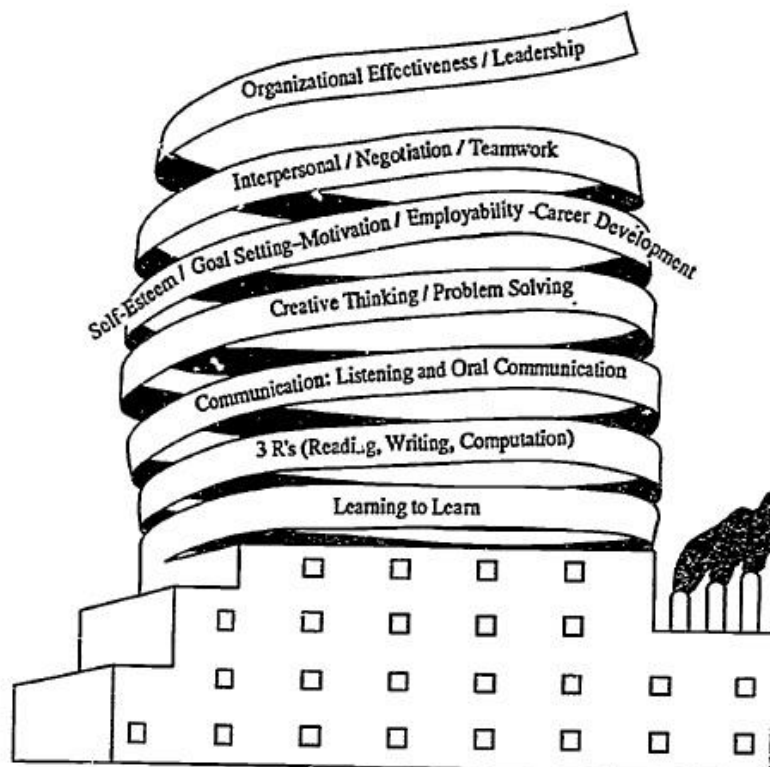

Figure 1: The Seven Skill Groups (Carnevale et al. 1990)

According to Carnevale et al. (1990), the most important skill employers want from employees is the ability to learn. *''Learning to learn''* is the skill that makes it possible for employees to learn other important skills. If employees have the ability to learn, it

saves time and training costs and also makes them more adaptable to changes occurring within the company caused by changes in economy or other reasons.

Additionally, if the employee can handle the basic skills; reading, writing, and computation well, it again saves the company time and money. For example, even if an employee knows how to write a report but does not manage the skill well enough, their work needs constant correction and re-doing, which of course is not either cost-effective or time-effective for the company. Since employees are said to be the most valuable asset for a company, these basic skills need to be handled well to obtain the maximum benefit an employee can give to an organization. Since this framework was created in 1990's, the role of these skills, especially computation, has changed. Even if the skill is seen differently in 2014, it is in fact nowadays even more important for employees than in 1990.

The third group of skills mentioned by Carnevale et al (1990) is communication skills including listening and oral communication. If employees' oral communication is weak, it makes understanding more difficult since they are not able to ask the right questions they need the answers to in order to understand better. It also increases the risk of misunderstandings among colleagues, which can easily lead to mistakes. The same goes with listening skills; if employees are not able to effectively listen and memorize information told to them, the likelihood of mistakes and time-consuming repetition grows. These skills are also vital when an organization is going through a change and new tasks or guidance is given to employees. Additionally, these communication skills are the key for an employee's personal development at work. When it comes to customer-service jobs, communication skills are the key to good results and customer satisfaction. Since in the business world nowadays the key element in customer service is actually selling a long relationship with the company instead of one item or service, communication skills of employees in these situations play a huge role.

Another important set of employee skills included in this framework is creative thinking and problem solving. They are the key to enhanced productivity. As Carnevale et al. state: *''Problem-solving skills include the ability to recognize and define problems, invent and implement solutions, and track and evaluate results. Creative thinking requires the ability to understand problem-solving techniques but also to transcend logical and sequential thinking and make the leap to innovation.''* Therefore, it can be said that creative problem solving is the skill that strives a company towards its strategic goals even when circumstances and the surrounding economy change.

Problem recognition, creative solutions and effective evaluation all stem from individual's creative thinking and problem solving skills, which employers highly value.

Personal management skills are also important for employees because they include factors like self-esteem, motivation, goal setting, employability and career development skills. These skills affect almost all actions taken in a workplace. Even if an employee would hold many other important employee skills, without personal management they could not be utilized as effectively as possible. Employees are not able to work up to their full potential if they do not have the skill of personal management and therefore it is crucial to develop it constantly.

Finally, as stated by Carnevale et al. (1990), negotiation and teamwork skills are crucial to employees. In the past few decades, the use of working teams has increased considerably. Productivity levels of companies have risen through team work and it has also been noticed that when a company is facing changes, team work is what keeps productivity up and also helps individual employees to adjust to changes via the support of their colleagues. Teamwork skills also enhance productivity in the sense that it allows employees to work together smoothly by decreasing the risk of disturbance caused by social friction. Negotiation skills, in turn, are the key to effective teamwork and thereby are linked with that skill. Negotiation skills are also linked to the problem solving process as they allow quicker decisions and keep the wheels turning.

2.1.4 Linjassa Oy: Alaistaidot - eli mitä on kohtuullista odottaa alaiseltasi vuorovaikutussuhteessa?

In addition to the frameworks that focus on employability skills, such as the ''Seven Skill Groups'' – framework, there are other kinds of approaches, which focus more on the development potential of employees rather than finding employees with complete set of wanted skills. Linjassa Oy (2013) presents one of these frameworks on their website *esimies.info*. Even though the framework emphasizes the importance of the right mindset and attitude of employees, there are some similarities to the employability skills-based frameworks as well. Because employees in almost all work places need to learn new skills at some point, no matter how educated they are in the beginning, the willingness to learn and an eager mindset is important.

In other words, as stated by Linjassa Oy (2013), one way of looking at employee skills is defining what things employers can reasonably expect from employees when

interacting with them. These things relate to skills that all employees in all workplaces and duties should develop; basic skills, attitude and self-understanding.
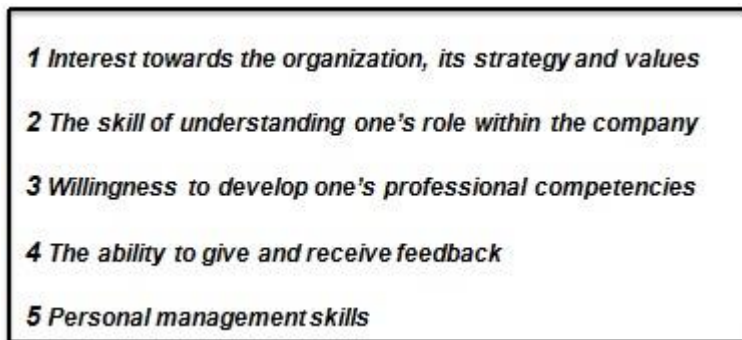

Figure 2: Alaistaidot (Linjassa Oy 2013)

The first of these skills mentioned in the framework is interest towards the organization, its strategy and values. An employee should be familiar with and interested in the value-adding factors of the company. Additionally, employees should know what the future goals of the company are and what the strategies for reaching them are. (Linjassa Oy 2013.)

Another thing employers want from employees is the skill of understanding their own role within the company they are working in. They should have an understanding of how their duties and personal goals support company strategy and how they can develop their skills so that they will best support the company's strategic long-term objectives. The skill of lining personal career development aims and company aims is also crucial for a well-functioning work force.

The framework states that nowadays it is rarely enough for employees to manage at their workplace only based on the information gained by their education. They also need on-the-job training and constant professional development due to the changing nature of organizations. Additionally, previous work experience is highly valued. That is why the willingness to develop one's professional competencies is extremely important and wanted by employers. Another wanted ability linked with this is the ability to give and receive feedback. Development is nearly impossible without the skill of communicating realistically about one's strengths and weaknesses. Employers also value it if employees can give their opinions and feedback to them when asked.

Finally, the framework mentions personal management skills. Having personal management skills means that employees are able to take responsibility of their own

career and to know whether their skills and abilities are in line and best utilized in the current company or whether they should consider other options. It is also important that employees know their own resources and limits and by monitoring them take care of their well-being at work. Motivation, which is crucial to good results and well-being, is also a part of personal management skills and should be monitored by employees themselves. These personal management skills are the ones giving employees the tools to give their best possible output at work while taking care of their own professional career and well-being and therefore are important and highly valued. (Linjassa Oy 2013.)

2.1.5   Employee skills focused on in this research

The employee skills focused on in this research were ones the commissioner of the research wanted to get information about, regarding her employees. She finds these skills most relevant for her employees to possess and know about. The skills researched are a combination of both framework types described earlier, including employability skills and general qualities. The skills studied in this research for DB Schenker Turku are professional qualifications, motivation, commitment, initiative taking, teamwork skills, interaction skills and mutual trust.

Professional qualifications are one of the most important parts of employee skills. Professional qualifications are the skills obtained by completing a degree or learned at work or are a combination of both factors. These skills are one of the prerequisites for high quality work output but are often not enough. (Keskinen 2005, 32.)

Commitment in workplace has been repeatedly researched and it has been noticed that commitment is a precondition for good quality of work. In addition, employees often illustrate commitment as motivation at work and the willingness to develop one's workplace and own work output. In other words, commitment is in connection not only to employee's motivation but also to initiative taking at work. These three skills are all linked together and therefore are all focused on in this research. (Keskinen 2005, 25.)

In this research, interaction skills refer to a broad set of social skills needed on the workplace. These skills are needed especially when working in teams. Mohrman and Cohen (1995) state (see Morgeson et al. 2005, 585) that social skills include for example the following factors: the ability to communicate with others, listen to others and influence others. Affective teamwork requires good interaction skills from

employees and is strongly linked to them. Therefore, teamwork skills are another area of focus in this research.

Finally, yet another employee skill examined in this research is mutual trust. Trust between management and an employee is a valuable asset to a company as it plays a huge role in a company's culture and atmosphere (Fain 2013).

2.2   Management skills

When it comes to management, in this research the focus is on middle managers. As Kotler et al. (2009) mention, when talking about management in organizations, the traditional view on managers' duties is usually focused on planning, organizing, leading and controlling. This kind of view is linked with the hierarchical mindset, which usually results in separation of departments and strict protocols.

As Robbins and Coulter state, this kind of theory is also called the functions approach. Even if managers do not always perform these activities in this order, these four functions are a part of managers' work in one way or another. Still, it is argued by some researchers that this kind of approach is not relevant. (Robbins and Coulter 2012.)

Figure 3: Four Functions of Management (Robbins and Coulter 2012)

Modern management differs from the traditional assumption. Due to the massive changes in the business world, which include amongst others globalization of business, increase in information and communication technologies, management has begun to focus more on the importance of networks, teams, collaboration and integration processes rather than defined roles, protocols and hierarchies. Unlike in the old approach, where employees were seen as servants of the company, employees are seen as valuable assets for the organization. (Kotler et al. 2009.)

Even if management is the cornerstone of a company's effectiveness, organizational objectives can only be reached through the efforts of coordinated employees. Therefore, effective human resource management is crucial. Consequently, there is a great responsibility of managers to choose the right management styles, which are best suitable for the organization. Even if the management and employees would agree on ways of conducting, the actual implementation can cause dissatisfaction among employees if the manner in which it is done is not carefully considered. The aim is to be able to create a working environment that motivates and allows employees to work effectively and willingly. In regards to this, management styles, processes and implementation of ways of conducting and changes play a significant role. (Mullins 2007.) As Kotler et al. (2009) state, management today is highly demanding. Another demanding task is to coordinate all entities under different managers within an organization. Therefore, managers are required to have specific skills in order to create effective management.

2.2.1 Importance of management skills

In Figure 4 below, Drucker illustrates how management is a system that includes multiple different elements, which are all connected to each other. Management also affects many areas of business operations, like organizational results and social impacts, as seen in the figure. In this research, the focus is on the element of managerial skills. As the figure above illustrates, managerial skills are an essential part of the big picture and success of a company. According to Drucker (2011) there are three kinds of components within the element of management as seen in figure 4:

- Specific skills managers must acquire to be effective as leaders

- Particular tasks that managers must perform to lead their organizations to effectiveness

- Personal skills and practices that make individuals effective both in life and in managerial practice
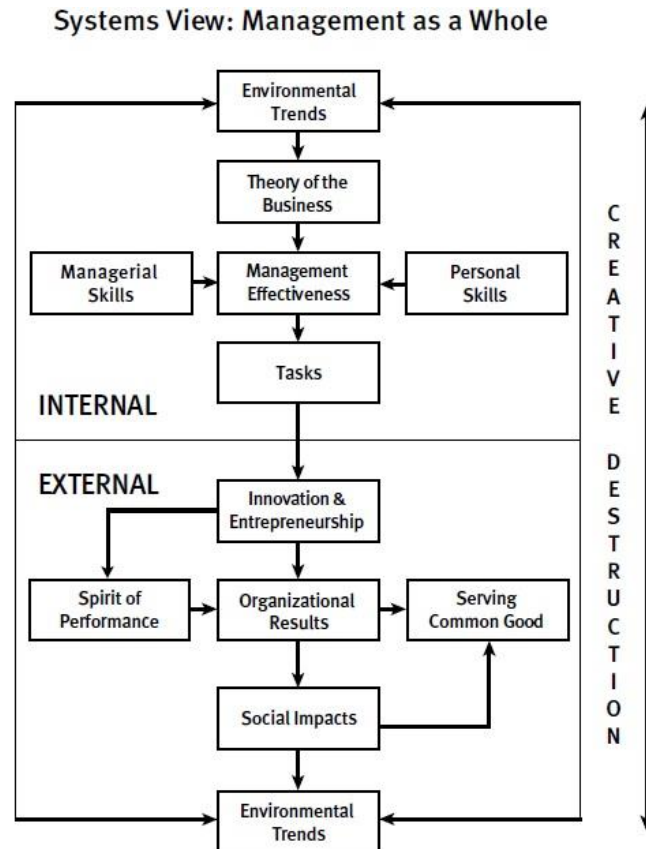
Figure 4: Systems View: Management as a Whole
(Drucker 2011)

In Figure 4, Drucker illustrates how management is a system that includes multiple different elements, which are all connected to each other. Management also affects many areas of business operations, like organizational results and social impacts, as seen in the figure. In this research, the focus is on the element of managerial skills. As the figure above illustrates, managerial skills are an essential part of the big picture and success of a company. According to Drucker (2011) there are three kinds of components within the element of management as seen in the figure above:

- Specific skills managers must acquire to be effective as leaders

- Particular tasks that managers must perform to lead their organizations to effectiveness

- Personal skills and practices that make individuals effective both in life and in managerial practice

All of these components play an equally important role when creating effective management but in this research, the focus is on the component of managerial skills.

As Huselid (2014) states, management practices also have an influence on employee skills and motivation. First, recruiting decisions define what kind of skills the selected employees have. Second, management is largely responsible for employee development, so providing coaching, mentoring, skills training and so on can enhance the quality of employee skills within a company. Motivation is the factor that brings out the best in employees and therefore managers need to motivate their subordinates by encouraging them, appraising performance and by other activities to best utilize employee skills for the success of an organization. Further, even if employees are highly skilled and motivated, they need to be allowed to develop how their jobs are done. Managers need to encourage employee participation in improving their jobs so that they can fully utilize all their skills and abilities and not create structured, programmed inflexible jobs. (Huselid, 2014.)

2.2.2 Management skills theories

There are many frameworks defining managerial skills. As an illustration, the ones that affected this research and were a source of inspiration are described below. They represent different kinds of approaches to management skills. There are similarities between these two frameworks and the list of managerial skills included in them. However, the first one by Drucker (2011) focuses more on specific and technical skills, whereas McNamara's (2010) deals with more general topics and ways of managerial thinking. The commissioner of this research found both specific and general skills important and therefore this thesis includes elements from both frameworks.

2.2.3 Managerial Skills by Peter Drucker

According to Drucker, management is specific work and therefore managers need to possess certain specific skills. The most important skills Drucker mentions are effective decision making, making successful people-decisions, communication within and without the organization, the proper use of controls and measurements, skill in budgeting and in planning work and skill in using modern tools and concepts of information technology. He also suggests that all managers are usually not able to master all the mentioned skills, or do they need to. Nevertheless, all managers should

be aware of all these skills and understand what they are and what they require from the manager. (Drucker 2011, 293.)

Firstly, making effective decisions is one of the most important tasks of a manager, because they are the only ones responsible for making important decisions within an organization, although it is not their only responsibility. Good managers only make decisions that need to be made, the ones that make a difference. There is no need for decision-making if there are no existing problems. The most important and difficult part of effective decision-making is defining the problem correctly. Good decision makers know how to do that and acknowledge the hazards of not taking enough time to make sure their decision concerns the right problem. In addition, good decision makers know that decision-making is a risky process, which is not finished until the decision is implemented effectively. Decisions are often commitments to actions concerning many people. Therefore, managers need to make sure their decisions fit their employees and the company they are working in. As the final responsibility of decisions within a company is usually on managers, effective decision-making is one of the most important basic skills a successful manager needs to have, whether the decisions are major ones or related to different viewpoints on everyday ways of working. (Drucker 2011, 295.)

Secondly, the skill of making successful people decisions is crucial. It includes decisions like hiring, assigning duties and tasks, promoting, firing, and so on. The reason this is so important is that without good people decisions, the other decisions made by managers will not be successful. This fact needs to be understood and taken seriously. Drucker (2011, 311) mentions five ground rules for making effective people decisions, inspired by the successful actions of General Marshall during World War II. The five ground rules are accepting responsibility for placement failures, removing people who do not perform, re-assigning people after removal, trying to make the right people decision for every single position and putting newcomers to clear established positions where help is available. An important part of this skill is also to estimate and control the people decisions. Drucker (2011, 315) suggests that this is done most effectively by writing down the expectations and wanted results regarding every people decision, communicating them to the employee and after a while comparing the actual performance to the expected one.

Thirdly, managerial communications is one of the essential skills mentioned by Drucker. Even if nowadays we have more ways of communication and research results

about effective communication than ever before, it still seems to be a major problem in most companies. Even if the problem would not be the lack of communication, it is often the way it is done. As Drucker states: *''If communication fits in with the aspirations, values, and purposes of the recipient, it is powerful. If it goes against them, it is likely not to be received at all.''* Therefore, managers need to estimate what is the best way of communicating in each case because individuals have different perceptions to information based on their experiences, expectations, values and so on. Additionally, when it comes to managerial communications, it needs to be kept in mind that communication is not from *''me''* to *''you''* but instead has to be seen as interaction within the concept of *''us''* in an organization. (Drucker, 2011, 317-320.)

The next managerial skill included in this framework is the proper use of controls and measurements. This includes not only control, that focus on future expectations and what ought to be but also controls, meaning measurements of the past and present. Control means the needed end of a measurement process, as controls are the means. Controls of any social institution generally have three defining characteristics. Firstly, controls cannot be neutral or objective. Instead, they are subjective and often biased because the event of measuring inevitably changes both the event measured and the observer. In a totally neutral and objective measurement-situation, like measuring a physical phenomenon, the controller is completely outside the event and does not change it nor does the situation change the observer. This is not possible when it comes to controlling in social institutions because of the nature of controlled targets. In addition, the fact that the controlled events are already chosen out for measurement indicates that they are important. When controlling events within and organization, managers need to be aware of this fact so that they are able to understand measurement processes and their results fully. Secondly, controls need to focus on results, which are obviously the cornerstone of an effective business. The third characteristic is that controls are needed for measurable as well as non-measurable events, which all institutions have. This being said, a successful manager knows the importance of both kinds of events and results and knows, if not perfectly how to, at least, the importance of balancing these results when drawing conclusions. (Drucker 2011, 321-323.)

The fifth skill in this framework is the skill of budgeting and planning. Skill in budgeting is essential for managers because almost every organization of any kind has some kind of budget that the manager needs to handle. A budget is not only a

comprehensive financial document and guideline for the entire company, but it also serves to enable managers to keep their commitments and pull together plans and projects. (Drucker 2011, 330.) This feature connects the skill of budgeting to the skill of planning.

A very important part of budgeting is human resources. Financial budgets only include facts and figures but complete and successful budgeting also includes making decisions about which employee should be accountable for each expected result. (Drucker 2011, 335.) Therefore, the skill of budgeting is strongly related to the skill of making effective people-decisions as well as the skill of planning.

Lastly, Drucker (2011, 341) mentions the skill in using modern tools and concepts of information technology. This is, obviously, crucial to managers because they need tools and concepts to generate information. Managers generally need three types of information; what goes on inside the enterprise, across organizations and external information, which often is the source of organizational changes. Modern tools and concepts cause managers, and employees, to see the organization differently as they provide ways and information that the original ones did not. To be up-to-date and keep their company there as well, managers must have the needed skills to manage these tools and concepts especially when information technology is developing in a rapid speed.

2.2.4   Basic Skills in Management and Leadership by McNamara

McNamara (2010) lists six basic skills in management and leadership: problem solving and decision-making, planning, delegation, basics of internal communications, meeting management and managing yourself.

First, problem solving is an important basic skill because a large part of a manager's job is based on solving problems and making decision. Especially new managers tend to solve problems by quickly reacting to them under the pressure and without deeper analysis of the problem. Instead, they should develop an organized approach towards problem solving and decision making in order to make good long-run decisions. McNamara suggests that there are seven general steps to organized problem solving, which help managers in solving most problems:

1. Defining the problem
2. Looking at potential causes for the problem

3. Identifying alternatives for approaches to resolve the problem
4. Selecting an approach to resolve the problem
5. Planning the implementation of the best alternatives (=action plan)
6. Monitoring implementation of the plan
7. Verifying if the problem has been resolved or not

Second, planning includes five basic terms, which mangers need to be familiar with in order to plan successfully: goals, strategies and activities, objectives, tasks and resources. Goals are specific important achievements that are part of a bigger plan, such as the mission of a company. Strategies and activities, in turn, are the methods and processes needed to accomplish organizational goals. Objectives refer to the milestones of the plan which enable accomplishing the goals, whereas tasks are the actions employees are given to implement the plan. Tasks could also be the same as activities, depending on the nature and extent of the plan. Finally, the people, materials, technologies, budgets and other factors needed for the execution of the plan are called resources. Like decisions, plans should also be organized carefully to be successful. In addition, the importance of organized planning is linked with the scope of the plan, just in in decision-making. (McNamara 2010.)

Third, effective delegation means giving responsibility of completing a task to an employee. At its best, delegation is one of the main characteristics of effective management and it enhances both employees' and manager's development. Most common reasons for managers to not delegate are; believing they can do a better job themselves or they do not want to risk losing any of their power via delegation. However, all managers should learn the importance of successful delegation. McNamara (2010) lists guidelines for successful delegation, which include steps such as delegating the whole task, not the method but the responsibility, to a carefully selected person, clearly communicating wanted results, asking for ongoing feedback about progress and results, evaluating and rewarding the employee's performance.

Fourth, another essential managerial skill is knowing the basics of internal communications. It is one of the backbones of a well-functioning enterprise and therefore lack of or bad internal communication is one of the first signs of an organization under struggle.

Fifth, an often-overlooked skill mentioned by McNamara (2010) is the set of skills needed for meeting management. Meetings with management need to be taken

seriously because they are expensive activities in terms of cost of labor. For example, if a meeting generates no results, it has taken time away from profitable activities.

Finally, this framework suggests that another essential managerial skill is managing yourself. This is especially important to managers because they can often feel overwhelmed by having to represent upper managers to subordinates and the other way around. As McNamara (2010) states: *''They are stuck in the middle.''* In addition, managers rarely have adequate managerial skills before they start in their new position and they need to learn the skills while working, which can also sometimes feel stressful. Therefore, there are certain guidelines listed by McNamara (2010) that help in self-management in overwhelming situations and generally in managerial duties: monitor your work hours, recognize your own signs of stress, get a mentor or a coach, learn to delegate, communicate as much as you can, recognize what's important from what's urgent and recognize accomplishments.

2.2.5 Management skills focused on in this research

The commissioner of this research appointed eight management skills that are focused on in this study. These skills are: technical skills, organizational skills, problem solving skills, interaction skills, emotional intelligence, keeping up welfare at work, development of jobs, and controlling of own work. These skills are the ones that are seen important for managers to possess and develop. In addition, employees should see these skills utilized in managerial work.

Technical skills refer to the knowhow of modern technologies and tools needed in managerial duties. As Drucker (2011) also mentions in his framework of managerial skills, the skills of mastering modern tools and concepts enables managers to stay efficient and provides information and new ways of conducting which keeps the company up-to-date. Additionally, if managers do not possess sufficient technical skills, how are they able to guide their subordinates to work efficiently? One of manager's roles is to set an example for employees and the authority of a manager is easily decreased if technical skills are not mastered well. Because a massive part of work done in DB Schenker Turku, is done via computers and using technologies that are constantly developing and used worldwide within the organization, it is crucial for managers to update their technical skills in a regular basis in order to guide employees successfully. This again enables employees to do their jobs efficiently.

In this research, organizational skills as a part of management skills refer to the skill of managing yourself, as described earlier in the management skills framework by McNamara (2010), see chapter 2.2.4. It also includes managing subordinates, in other words making successful people decisions, explained in chapter 2.2.3 in Drucker's framework (2011). As mentioned before, without good people decisions, other managerial decisions will not be successful.

As mentioned McNamara's framework (2010), problem solving skill is an essential one because a large part of manager's job is related to solving problems, whether they are small or big ones. Managers are also the ones who hold the responsibility of solving problems within an organization and therefore they need to master the skill of problem solving.

Interaction skills in this research refer to the social skills of interacting with subordinates, other managers and customers. These include all three social skills mentioned by Riggio and Reichard (2008) in the article *"The emotional and social intelligences of effective leadership: An emotional and social skill approach"*: social expressiveness, social sensitivity and social control. In other words, the abilities to communicate verbally, engage others in social interaction, listen to others, *''read''* social situations and tact in social situations. (Riggio and Reichard 2008.) Interaction skills are highly important for managers who are, as stated by McNamara (2010), *''stuck in the middle''* as they have to communicate both to subordinates and upper management.

Riggio and Reichard (2008) also mention three emotional skills: emotional expressiveness, emotional sensitivity and emotional control, meaning the ability to communicate non-verbally, receive and interpret nonverbal or emotional expressions of others and regulate nonverbal and emotional actions. All of these skills are included in the *''emotional intelligence''* –skill studied in this research and are considered important management skills by the commissioner of this research.

Keeping up welfare at a workplace is weighty and large concept that affects the quality of employees' work more than many other factors. According to Suomen Taloustutkimus (Turun Sanomat 2013) the three factors that most affect employees' welfare at work in Finland when it comes to office work, are a motivating job, relationships within the workplace and a good manager. Consequently, it can be said that a manager's role in creating welfare within an office is major. Therefore, a

manager should master the skill of positively affecting the atmosphere of the workplace and hence keep up the welfare of employees.

The development of jobs points to the skill of managers being able to develop the set of duties of each employee and groups of employees in the midst of organizational changes that DB Schenker in Finland is currently going through because of the fusion of Schenker Cargo Oy and Suomen Kiitoautot Oy on 1.5.2014 (DB Schenker Finland 2014). This fusion, as well as the launch of the new governance model within European offices on 1.1.2014, has resulted in delegating new tasks and re-placing existing ones to different departments and employees. Therefore, it is important for managers to develop their subordinates' jobs successfully to assure a smooth transition towards the outcomes of the organizational changes.

The skill of controlling manager's own work in this research means that the manager knows exactly what are the managerial duties, completes them on time and systematically and works efficiently even under stress. This is considered important because often employees are not able to work as well as possible if their manager does not do the same. A manager who can control their own work is also able to control the work of others. As mentioned in McNamara's Basic Skills in Management and Leadership (2010), management can sometimes feel overwhelming, especially for new managers and therefore features like recognizing your own signs of stress, learning to delegate and recognizing what's important from what's urgent are very important for managers to possess.

2.3   Why is it important that employees know about employee and management skills?

Aarnikoivu (2008) mentions (see Hurri 2011, 56) that learning and implementation of employee skills requires commitment, willingness and self-evaluation from employees. Even though feedback from management and colleagues help in developing one's own employee skills, the main responsibility is on the employees themselves.

Therefore, it is important for employees to know the skills they need to possess in order to be successful at their jobs and contribute to the success of the organization. If employees are not aware of the concept of employee skills, they are not able to develop themselves. That is why this research aims to remind employees of DB

Schenker Turku about these issues and to obtain information about the level of employee skills in the office.

As mentioned before, Drucker (2005) suggests that communication seems to be a major problem in many organizations. Huuhka (2010, 190) mentions (see Hurri 2011, 44) that a bad manager can feel paralyzed when facing difficult times and therefore can cause the entire organization to paralyze as well. These are two very important reasons for employees to actively give feedback to their managers in order for managers to develop and thereby keep up the development of a company even when facing difficulties. As seen in figure 4, solutions and ultimately the implementation of management techniques are a result of feedback.
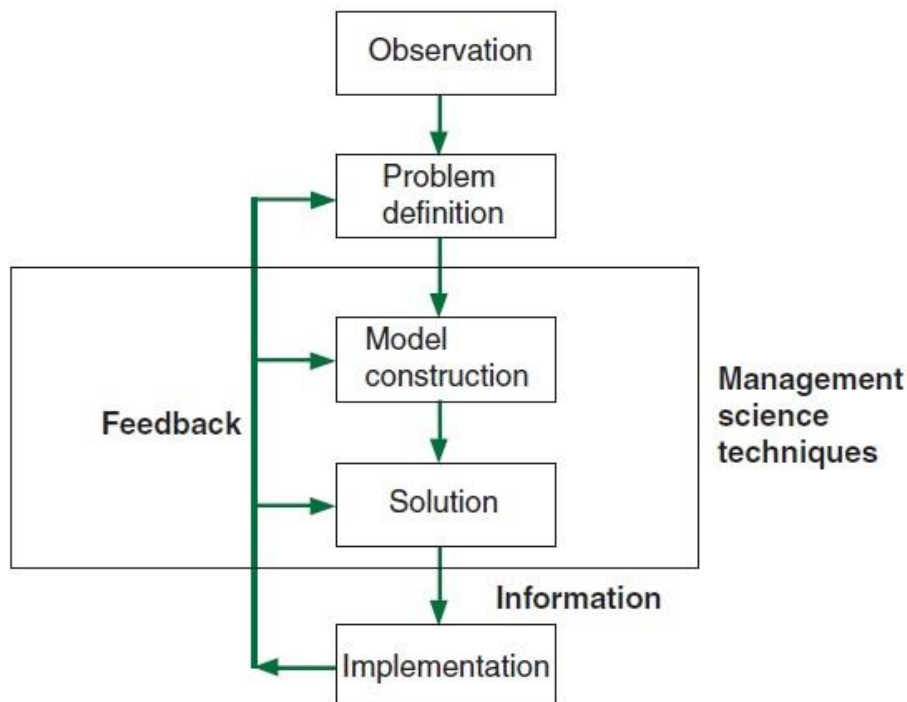
Figure 5: The Management Science Process (Taylor 2013)

To be able to give feedback, employees need to know what are the main management skills needed to create good management. In addition, they need to know what they can and should expect of their managers. Only then, employees can give useful and constructive feedback that has a positive effect on the organization they are working for and therefore a positive effect on them as well. Without ongoing and successful

communication within an organization, the development of management is difficult to implement.

As DB Schenker Turku is facing organizational changes, the importance of communication and feedback is even more highlighted. As mentioned by Mullins (2007), helping people to see the right connections, in other words reasons and consequences of change, requires communication. That is the reason this research was conducted, to gather feedback, to enhance communication and to remind employees of the importance of employee and management skills.

3 METHODOLOGY

This chapter includes the explanation of research purpose more specifically, information about questionnaire method and why it was chosen, data collection, research reliability and the effects of non-response. In other words, the practicalities and research methods are explained and analyzed in this chapter. The aim is to give a more clear understanding of the research process.

3.1 Research purpose

The purpose of this research was to find out employees' perspectives about employee- and management skills at DB Schenker Turku. It was also important to know how they apply these skills at work and what are their perspectives on their colleagues' and managers' skills. The commissioner of this research wanted to get knowledge about these issues to be able to understand her employees better and to know whether they need more information about these subjects. Therefore, it was crucial to find out and understand the point of view of employees. Other reasons for conducting this research were the desire to develop the workplace and to raise discussion about employee- and management skills and remind employees about the existence and importance of these concepts. As mentioned before, the four research questions were:

- Do employees know what are employee and management skills?
- Do employees think employee and management skills are important?
- How does the existence or non-existence of these skills affect employees' work?
- Do employees think employees and managers at DB Schenker Turku have the required skills?

3.2 Questionnaire method

Questionnaire is one of the survey methods and a part of communication-based data collection methods (Ghauri and Kjell 2010). Because the target population of the research was all the office workers of DB Schenker Turku, altogether 50 employees, including employees from different ages and of different duties, a handout questionnaire was decided to be the most suitable method. Another reason for choosing a handout questionnaire was to be able to explain the importance of participating in the research while distributing the questionnaires. In addition, when

working in an office, employees receive numerous e-mails a day and therefore an e-mail questionnaire could have been easily ignored by many employees.

The questionnaire had mainly quantitative questions because the aim was to get clear and comparable data but some qualitative questions were also included to allow respondents to explain their thoughts and ideas. This would allow the subscriber to get a deeper understanding on certain issues and support the objective of developing the office based on employees' opinions.

3.3 Data collection

The questionnaires were distributed to each employee individually at the office in which employees participated in the research, 50 copies in total. The reason for handing out paper questionnaires personally was that in this way it was possible to emphasize the fact that the questionnaire includes mainly quick quantitative questions and does not include filling in any background information. This was thought to support the objective of receiving as many and as reliable answers as possible.

3.4 Reliability

To guarantee as reliable results as possible, as mentioned before, no background information of the respondents was asked in the questionnaire. If any background information would have been asked, it would have been easy to connect the questionnaire responses to certain respondents because the office has only 50 employees of very different tasks and ages. Because there was no information regarding the respondents themselves asked, it allowed them to give their honest opinions about employee- and management skills at the office.

To increase the response rate (Crossman 2014), the questions in the questionnaire were intentionally short and simple. Target population's educational level, cultural background, knowledge and acquaintance with the subject need to be taken into consideration when planning the questionnaire. (Ghauri and Gronhaug 2010.) Because the employees at DB Schenker Turku, K terminal, have varying backgrounds, the objective was to create a questionnaire suitable and clear for the entire target population in order to receive as reliable and clear results as possible. Another aim related to reliability was to keep up the answering motivation throughout all the questions by creating a short questionnaire.

One feature that could affect the reliability of the results is how the respondents understood the different features related to employee and management skills mentioned in this research. Because the exact meanings of the features as the commissioner and author define them were not explained, the respondents might have a very different view on them. Therefore, it is not certain whether all the respondents understood all the features similarly, which could affect the comparability and reliability of the results.

3.5   Non-response

Non-response refers to the individuals that refuse to cooperate, cannot be contacted or are not able to provide the needed data. Non-response is one of the validity threats. (Ghauri and Gronhaug 2010.)

The target population of this research, as mentioned before, was 50 employees, from which 25 answered the questionnaire. Therefore, the response rate of this research was 50 per cent. Baruch and Holtom (2008) found in their research of 490 different studies, which utilized surveys, that the average response rate for organizational studies that utilized data collected from individuals was 52.7 per cent. In regards to this, this research for DB Schenker Turku had almost the average amount of responses, 50 per cent. Although Ghauri and Gronhaug (2010) mention that, the individuals who do not respond to questionnaires are usually different from those who do respond, the target population of this research is so diverse, that non-response is not considered as huge of a validity threat in this sense as it could be in some other situations. Thereby, the results of this research are seen as fairly reliable and as a reflection of the general opinions of DB Schenker Turku. In addition, one objective of this research was to find out how important employee and management skills are to employees and a 50 per cent response rate implies that not all employees find these concepts important. The employees that responded to the questionnaire are more likely to find employee and management skills important, and therefore it is their opinions that truly count when thinking about consequential organizational actions after this research.

4 RESEARCH RESULTS

This research is based on the results gathered from employees of DB Schenker Turku, all together 50 employees from which 25 answered the questionnaires handed out. The questionnaires were only handed out to employees who are not in any managerial position to get as coherent, clear and valid results as possible.

4.1 Employee skills

The skills focused on this research; professional qualifications, motivation, commitment, initiative taking, teamwork skills, interaction skills and mutual trust, were all considered as a part of employee skills by most of the respondents, 76% of them said all of these skills are employee skills. Professional qualifications, initiative taking and teamwork skills were considered to be a part of employee skills by 24 respondents, whereas all of them (25) thought interaction skills are included in these skills. However, only 19 respondents said motivation is a part of employee skills whereas 21 said commitment and 20 said mutual trust is.

The next question *"How important the following factors are when measuring employee skills in general?"* got very varying responses. The factor that got most *''Has crucial importance"-* answers was professional qualifications by 56% whereas motivation got the least, only 8%.
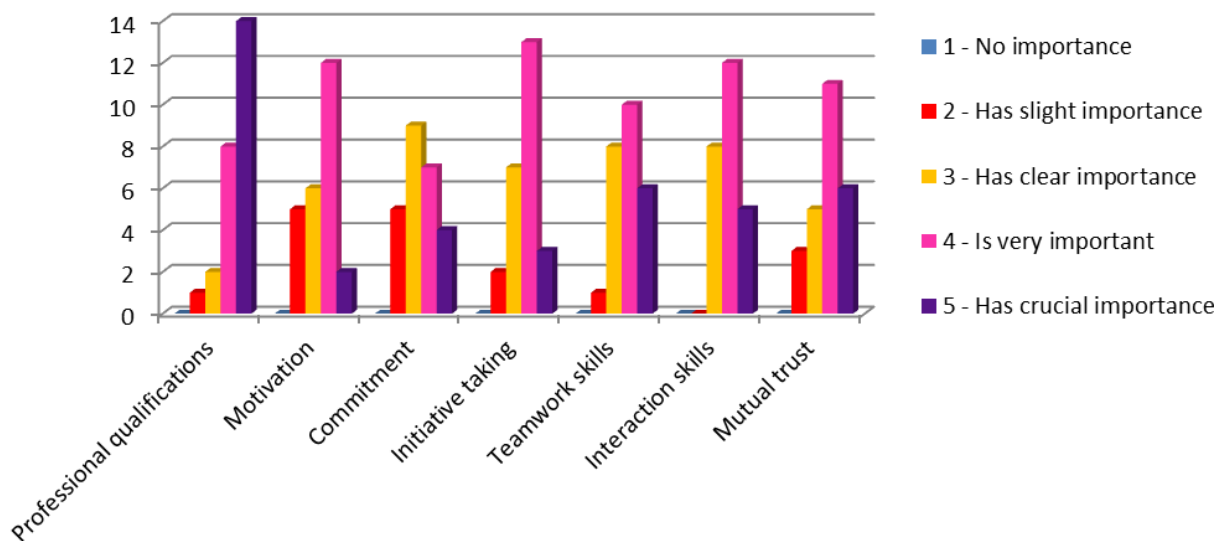
Figure 6: How important the following factors are when measuring employee skills in general?

However, almost all respondents said all of these skills are beneficial in their jobs. All of the skills got at least 21, 84%, *''Yes''* – answers when asking if they are beneficial. Professional qualifications and interaction skills got most *''Yes''* – answers, 24 out of 25.

Most of the 25 respondents said all of the skills mentioned before are often realized when they and their colleagues are working when the options where never, rarely, sometimes, often and always. However, all of the skills got more *''often''* and *''always''* responses when asking about employees' own skills in comparison to their colleagues skills.

When asking about whether these same skills, related to employees' own set of skills, have an effect on their work's output/quality, 100% of the respondents said professional qualifications has an effect. Initiative taking was thought to be the second most important affecting factor with 96% *''Yes''* – answers. On the other hand, motivation and commitment got the most *''No''* – answers; motivation got 4 and commitment got 5 whereas all the other skills got only 1 or none *''No''* – answers.

The next question was *"Should the following skills be developed at your workplace in general?"* All of the skills got mostly ''Yes'' – answers as seen in the figure below.
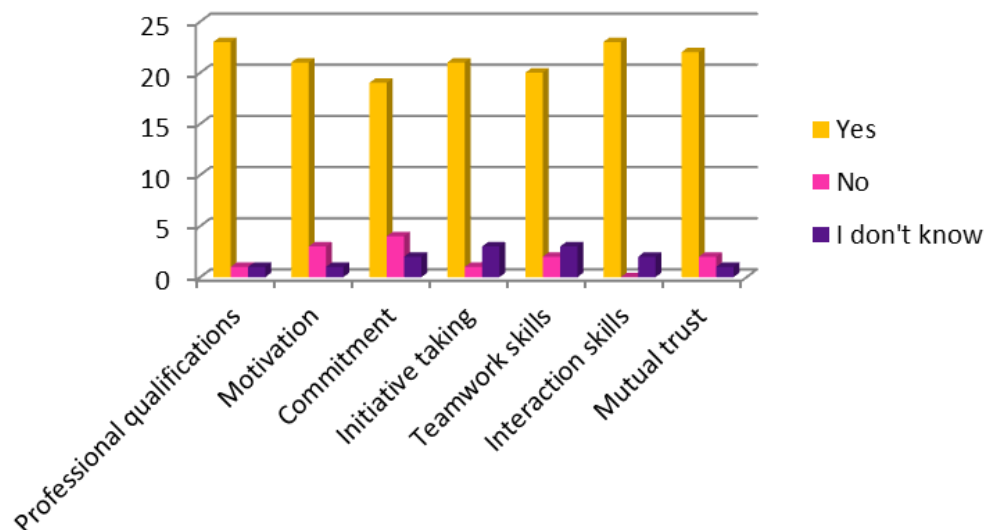
Figure 7: Should the following skills be developed at your workplace in general?

When the reasons for the development need of these skills were asked in an open question, most of the answers included improvement of results, of welfare at work and

of atmosphere at workplace. Additionally, the organizational change DB Schenker in Finland is currently going through was mentioned many times as the reason for developing these skills because it would result in more motivation and mutual trust in the midst of the organizational changes.

When the question: *"Should employee skills and their contents and importance be informed/talked about more?"* - was asked, 52% answered *''Yes''.*
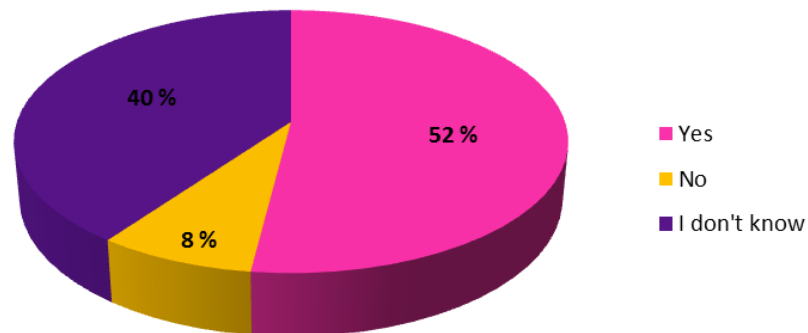
Figure 8: Should employee skills and their contents and importance be informed/talked about more?

In an open question, the 52% who answered *''Yes''*, said reasons why more information about employee skills is needed are the need of more communication, the need to feel appreciated by managers and because of the organizational changes. Additionally, motivation and mutual trust were mentioned in most of the answers again.

The next two questions were about finding out whether the level and realization of employees' own employee skills and the level and realization of their colleagues' employee skills have an effect on employees' welfare at work. Firstly, 23 respondents, 92%, said the level and realization of their own employee skills has an effect. Secondly, 24 respondents, 96%, said their colleagues' level and realization of employee skills has an effect.

4.2 Management skills

When employees were asked if they think technical skills, organizational skills, problem solving skills, interaction skills, emotional intelligence, keeping up welfare at work, development of jobs, and controlling of own work are a part of management skills, all skills except technical skills and emotional intelligence got 100% *"Yes"* – answers.

Emotional intelligence was considered as a part of management skills by 23 respondents out of 25, whereas technical skills got 18 *"Yes"* – answers.

However, when asked about the importance of these same skills when measuring management skills, interaction skills got most *''Has crucial importance''* – answers, 19. Organization skills and problem solving skills were considered the second most important factors, both received 17 *''Has crucial importance''* – answers.

Still, all skills except technical skills received at least 21, 84%, *"Is very important"* and *"Has crucial importance"* – answers, when these two options are combined for each skill.
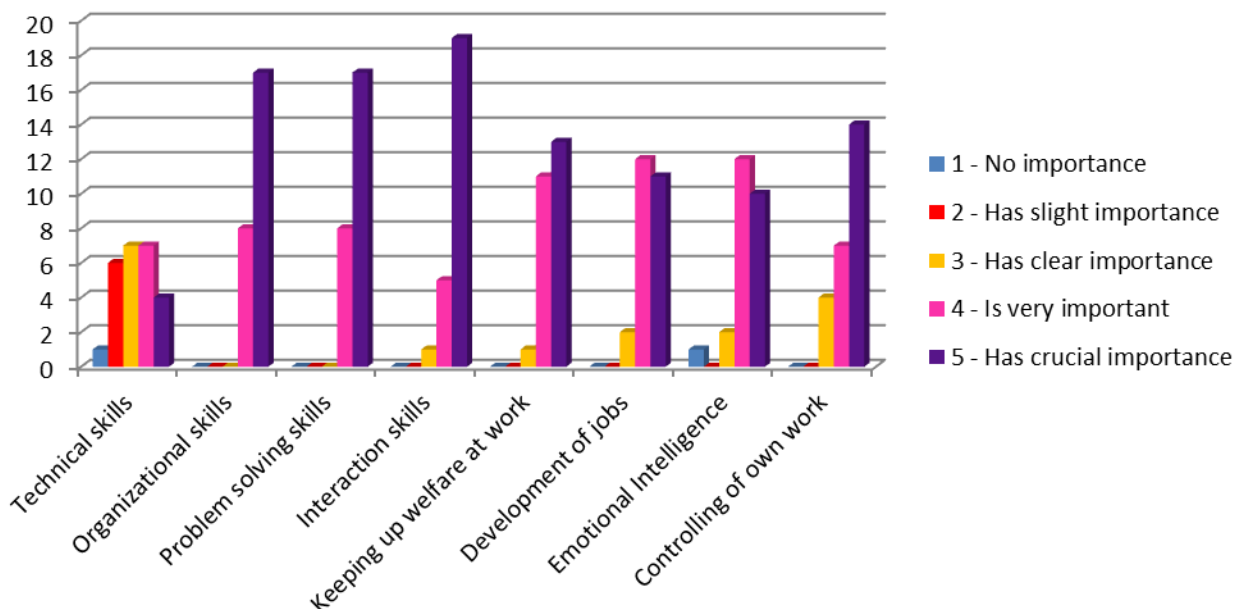
Figure 9: How important the following factors are when measuring management skills?

The results of the question *"Are the following factors realized when your own manager is working?"* show that 48% of employees think organizational skills are not recognized when their manager is working. It is the skill that got most *''No''* – answers. On the other hand, the following skills got most *''Yes''* – answers: technical skills 72%, problem solving skills 68% and interaction skills 68%.

When asked how important the existence of manager's management skills is when it comes to the level and realization of subordinates' employees skills, most of the skills were rated as 3 (Has clear importance), 4 (Is very important) or 5 (Has crucial importance) by most employees. By the answers to this question, it can be said that

managers' technical skills have the least importance in the eyes of employees, as seen from the following figure.
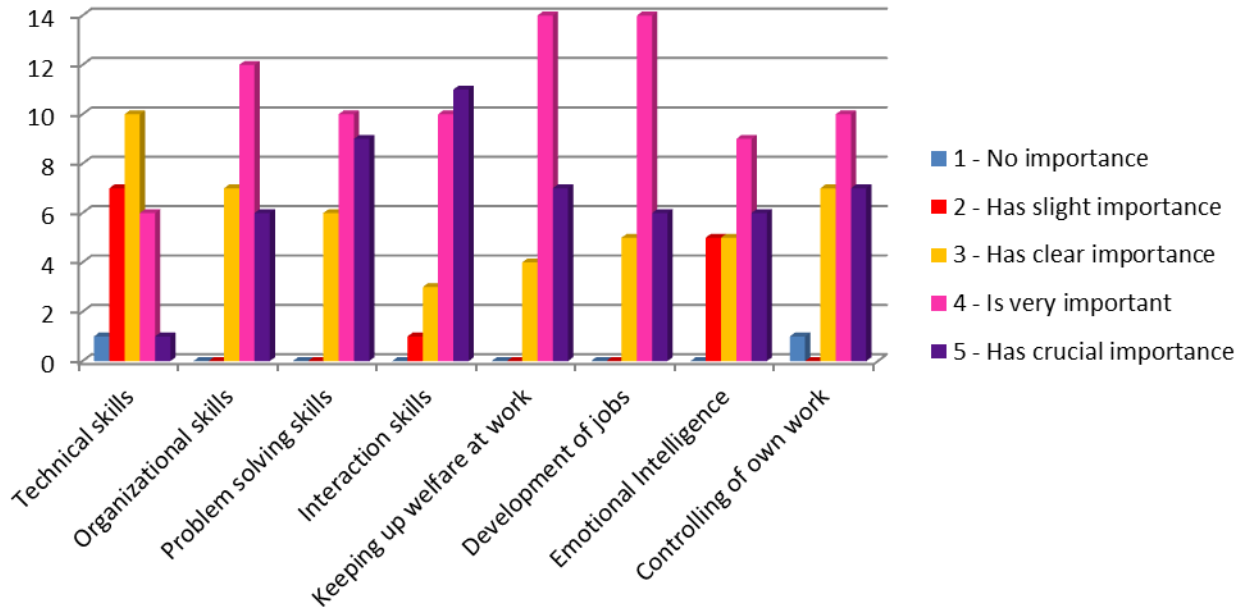
Figure 10: How much importance does the existence of the following skills, related to your manager's work, have on your own employee skill-level and their realization?

Related to this, the next question was about whether the recognition of these management skills in manager's work has an effect on the output and quality of employees' work or not. Again, technical skills was rated as least important by least *''Yes''* – answers, only 64 %, whereas all the other skills got more. Organizational skills, problem solving skills, keeping up welfare at work and development of jobs all received 92% *''Yes''* – answers. In addition, 92% of respondents said the level and recognition of their manager's management skills does have an effect on their personal welfare at work. The remaining 8% answered *''I don't know''.*

When asked if and how much managers should develop the management skill-factors focused on in this research; technical skills, organizational skills, problem solving skills, interaction skills, emotional intelligence, keeping up welfare at work, development of jobs and controlling of own work, employees' answers were very varying. The answers are demonstrated in the next figure.
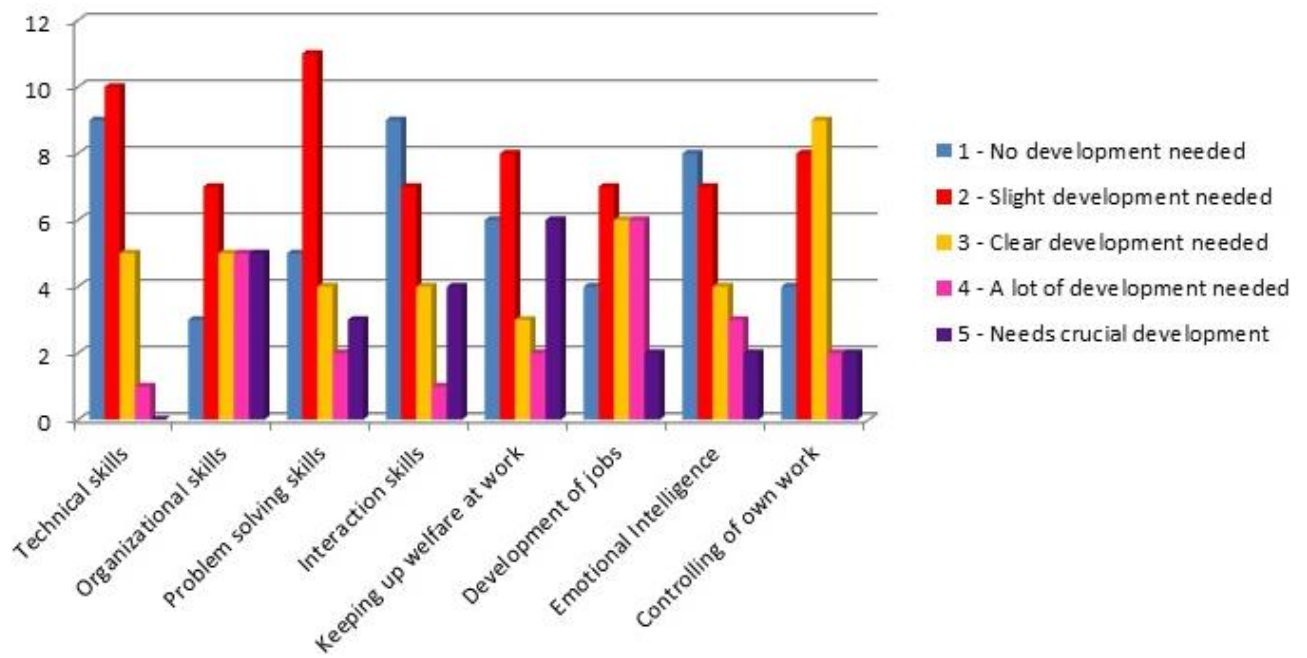
Figure 11: Which of the following factors your manager should develop and how much?

When employees were asked to tell the reasons they think certain skills should be developed, organizational change, understanding and appreciation of employees as well as increasing employees' motivation were mentioned.

Lastly, the commissioner of this research wanted to know which kind of manager employees think would suit them best. To get comparable results, there were four points where respondents were asked to choose the best management style option out of two different ones. The options that got most selections were *''Team leader''*, 23 selections when compared to *''Authority''*, and *''Involved''*, also 23 selections when compared to *''Delegating''*. There were also some non-responses, which could affect the reliability of the results. Figures 12 to 15 demonstrate the results of the four management style questions.
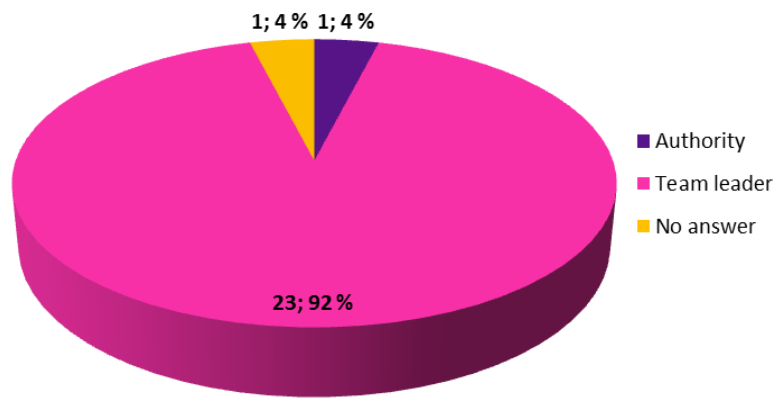
Figure 12: Authority or Team leader
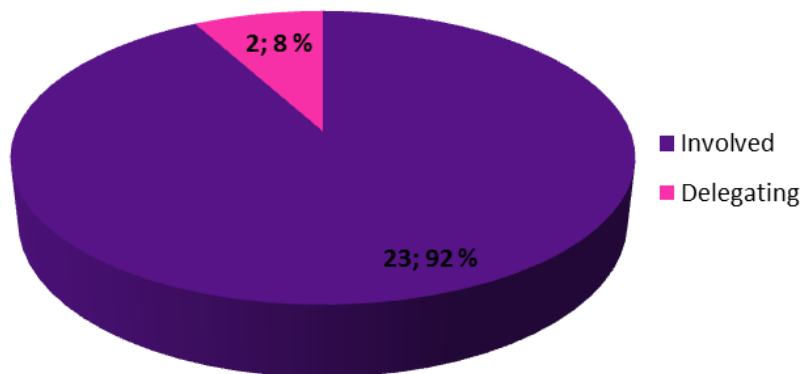
Figure 13: Involved or Delegating
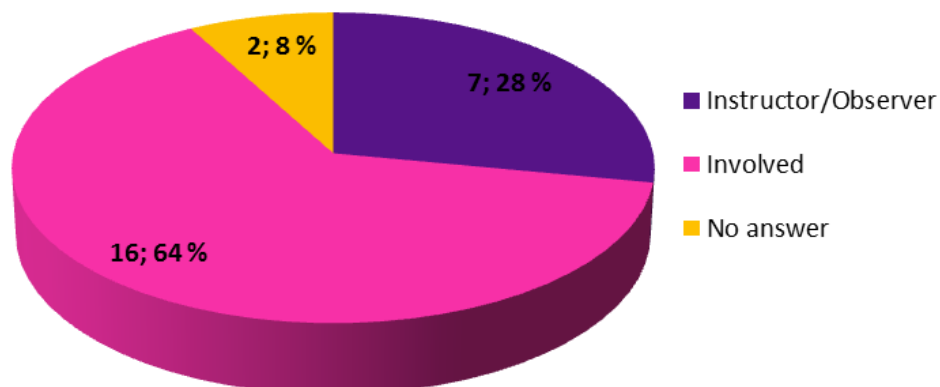
Figure 14: Instructor/Observer or Involved
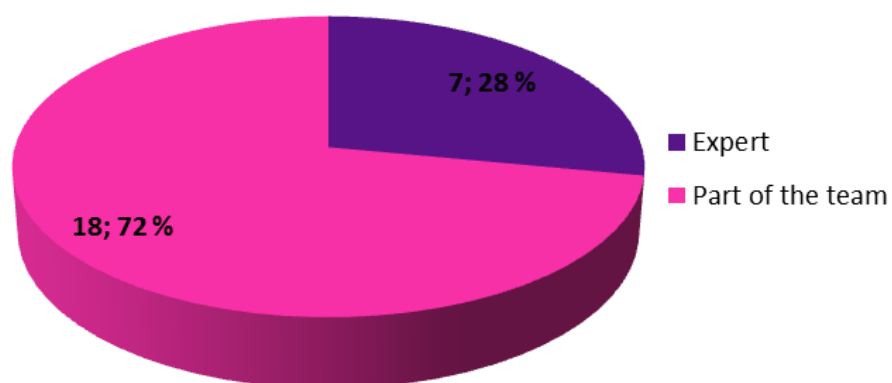
Figure 15: Expert or Part of the team

5 DISCUSSION AND CONCLUSIONS

The conclusions are in line with the four research questions, which define the objectives of this research and are mentioned in the introduction chapter. These four questions are the main issues the commissioner of this thesis wanted to get information about and all of the questions in the questionnaire aimed at getting answers to the research questions. The conclusions, including main findings and further research suggestions, are made based on the questionnaire answers of employees of DB Schenker Turku.

5.1 Main findings

These findings answer the four research questions. By this research, it was possible to find out comprehensive answers to all of the research questions, even though some further research suggestions arose when analyzing the findings.

5.1.1 Do employees know what are employee and management skills?

Firstly, it can be said based on the questionnaire results that a majority of DB Schenker Turku's employees know, at least broadly speaking, what employee and management skills are and of what factors these two concepts consist of. However, it can also be seen from the results that employees are more familiar with the concept of management skills than employee skills or at least agree more with the commissioner on the contents of the skills. This is in line with the findings of Keskinen (2005), which show that employee skills are not researched and talked about as much as management skills.

Six questions out of eight got 100% *''Yes''* – answers when asking if the factors of management skills focused on in this research are a part of this skill-set. On the other hand, only one question out of seven got 100% *''Yes''* – answers when asking the same regarding employee skills. The commissioner of this thesis sees all of the factors in both questions as important parts of these skill-sets and therefore, the aim is that the employees agree on and understand the importance of all of these factors when it comes to employee and management skills. Nonetheless, the results imply that at least employee skills need to be communicated about more with employees. Additionally, management needs to inform and discuss with employees how they define employee skills and why. As Drucker (2011) mentions in his Managerial skills – framework,

communication seems to be a major problem in many companies and these results prove this statement to be true at least partly in DB Schenker Turku.

5.1.2 Do employees think employee and management skills are important? How does the existence or non-existence of these skills affect employees work?

Based on the results, a majority of the employees think that most elements included in employee skills are useful to them in work. Additionally, a majority of them also think that the existence of these elements has an effect on their work's output and quality but also on their welfare at work. The level and realization of their colleagues' employee skills was also said to affect employees welfare at work as 24 respondents out of 25 answered *''Yes''* when asking about it. Therefore, it can be said that based on this research, employees think that employee skills, their level and realization are important within their workplace. When it comes to management skills, a majority of employees said all of the elements of management skills have at least a clear importance when measuring management skills, if not being a very important or having crucial importance. In addition, most of them, 76%, said that the elements of management skills focused on in this research have an effect on their own work's output and quality. The level and realization of their manager's management skills was said to have an effect on employees' welfare at work by 23 respondents out of 25. However, one factor regarding management skills stood out from the other ones when analyzing the results, technical skills. In all questions regarding the importance of management skills, technical skills was seen as least important when comparing to the other ones and having least impact on realization of employee skills and the output and quality of employees' work. It also got least *''Yes''* – answers when asking if technical skills are a part of management skills, 18 out of 25. All the other factors except one received 100% *"Yes"* – answers, as mentioned before. Based on these results, employees of DB Schenker Turku generally find employee skills important. Management skills are also thought to be important, but technical skills are not valued as much as the other elements included in them.

Because employee and management skills in general are seen important and having an effect on not only employees' welfare at work, but also on the output and quality of their work, managers need to consider these skills important. Based on this research, if managers increase the level and realization of both employee and management skills, employees' welfare and work results are increased as well. As employees are said to be the most important assets of an organization (Puusa et al. 2012), this is crucial

when talking about an organization's success in general and ultimately the adding of company's value. However, even though employees think these skills are important, only 52% of the respondents answered *''Yes''* – when they were asked if employee skills should be talked about more. When this is taken into account, managers need to carefully determine how to communicate about these subjects to employees so that they actually see how important it is to talk about them and so that they are willing to take in the information given to them. The importance of the way of communicating is mentioned in Drucker's (2011) framework. He points out that often the problem with communication may not be the lack of it but the way it is done. This is important for managers to keep in mind when talking about these subjects to their employees. Additionally, as mentioned in the framework by Linjassa Oy (2013), the employees' willingness to develop their professional competencies and the skill of understanding their own role within the company they work for are important. Without these factors, it is difficult to successfully communicate about employee skills. Therefore, managers should find a way to bring out these characteristics in their employees.

5.1.3 Do employees think employees and managers at DB Schenker Turku have the required skills?

On a scale from 1 (=Never) to 5 (=Always), most employees said all the elements of employee skills are often or always realized when they are working. However, as mentioned in the research results chapter, when the same question was asked about their colleagues, employees gave lower points. A vast majority also said all the factors of employee skills should be developed at their workplace. All the factors got at least 76% *''Yes''* – answers, most got 84% or more. The reasons for improvements, as mentioned in the research results chapter, were said to be improvement of results, of welfare at work and of atmosphere at workplace, also the organizational change that DB Schenker in Finland is currently adjusting to, was mentioned as one important reason for developing these skills.

Based on these results, managers should focus on development of employee skills especially in the midst of the organizational changes. For example, motivation, commitment, and mutual trust can easily decrease when an organization is facing great changes and this concern was clearly seen in the open question related to the development of employee skills. Many respondents also mentioned how their new tasks or new elements to their old tasks seem confusing. Because of this, professional qualifications need to be developed so that employees know exactly what their duties

are and how to do them. This would have a positive effect on the other factors related to employee skills as well.

When it comes to management skills and their realization when managers are working, all elements except technical skills got not more than 42% of *''Yes''* – answers. Therefore, in the opinion of employees, management skills need development even more than employee skills. When asked which elements should be developed and how much, the answers were very varying, as seen in figure 11. This illustrates that employees do not have a coherent opinion about their managers. This makes it more difficult to react the development need of management skills. The main theme of the answers on the open question *''Why?''* related to the development of management skills was the increase in appreciation and understanding of employees and their work. Based on these results, managers should take more time in communicating with the employees about what they feel need to be developed concerning management. Additionally, they need to focus on creating the feeling that they appreciate and care about the employees and take time to understand them and their concern better.

5.1.4 Conclusions regarding management styles

The commissioner of this thesis also wanted to know what kind of management styles employees of DB Schenker Turku prefer. Therefore, the four questions about different management styles were asked. As mentioned in subchapter 2.2, Mullins (2007) writes that managers have a great responsibility in choosing the right management styles that best suit the organization to avoid dissatisfaction.

The results, as seen from figures 12-15, clearly imply that employees think a manager who is involved in employees' work and part of the team instead of an expert and delegating authority suits them better. When these results are combined with the answers of the open question *''Why?''* related to the question: *''Which of the following factors your manager should develop and how much?''* my conclusion is that employees want managers to co-operate with them more, appreciate them more and understand them more. These two parts of the questionnaire clearly state the opinion of employees and that is why managers need to take this issue seriously and communicate with their subordinates more. Of course, the amount of time they spend with employees is not always totally under their control. To some extent, higher management regulates the work and duties of these managers and it affects how much

time they have to focus on their employees. Therefore, these issues need to be communicated to DB Schenker Turku's managers' managers as well.

5.2 Reliability and usefulness of results

By this research, all four research questions were answered quite comprehensively. The general opinions of employees about most issues were clearly seen from the research answers. Even though some questions within the questionnaire got more clear answers than others did, the main research questions were all answered. Therefore, it can be said that these results are useful to DB Schenker Turku and they provide answers to the issues that the commissioner, Eeva Pajunen, wanted to get information about. As most of the answers were coherent and formed a clear general opinion, they can be seen as the general opinion of most employees at DB Schenker Turku.

However, as only 50% of the office workers returned the questionnaire, the results cannot be said to describe everyone's opinion at DB Schenker Turku. Consequently, the results are not as reliable as they would have been if more employees would have answered the questionnaire. Reliability is analyzed more in Methodology chapter.

5.3 Further research suggestions

In this research mostly quantitative questions were asked, which was good when it comes to gathering general information about employees' opinions and to get comparable and clear numerical answers. However, there were only two vague open questions, which allowed employees to write down their opinions more specifically. Therefore, detailed information about the reasons that form employees' opinions and their views about practical improvement ideas were missing.

That is why a further research suggestion is conducting a research, which aims to find out the opinions and improvement ideas of employees more specifically. This could be done for example in form of interviews and personal discussions with employees and these issues could be included in the regular discussions managers at DB Schenker Turku have with their subordinates. The managers have a form that includes questions for the personal discussions with employees (appendix 3) and is also used as a guideline in these conversations. The form could be developed to better answer the questions that need to be researched more. This way it would be able to get consistent

and comparable answers. Additionally, this kind of research would not take much extra time or effort and all the employees would give at least some opinions on the issues.

On the other hand, some employees might not be willing to give their opinions during an interview and would prefer an anonymous questionnaire with open questions about these issues. Using a questionnaire would guarantee answers to same themes and could therefore give information that is more useful even though it is unlikely to get answers from all the employees unlike in personal interviews.

Especially the question about development needs of management skills got highly varying answers, which allowed almost no formation of any general opinions of employees. Still, the development of management skills is a very important theme since managers are usually the most influential characters within an organization. Therefore, this issue could be researched more.

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Appendix 1

Hi!

My name is Nea Suhonen and I'm a third year student studying International Business at Turku University of Applied Sciences. I am doing my thesis for DB Schenker related to employee- and management skills. I would truly appreciate it if you would spend a few minutes answering the following questionnaire. Thank you in advance!

Employee skills

1. In your opinion, are the following factors a part of employee skills?

	Yes	No	I don't know
a. Professional qualifications	○	○	○
b. Motivation	○	○	○
c. Commitment	○	○	○
d. Initiative-taking	○	○	○
e. Team work skills	○	○	○
f. Interaction skills	○	○	○
g. Mutual trust	○	○	○

2. How important the following factors are when measuring employee skills *in general*?

(1=No importance, 2= Has slight importance, 3=Has clear importance, 4=Is very important, 5=Has crucial importance)

	1	2	3	4	5
a. Professional qualifications	○	○	○	○	○
b. Motivation	○	○	○	○	○
c. Commitment	○	○	○	○	○
d. Initiative-taking	○	○	○	○	○
e. Team work skills	○	○	○	○	○
f. Interaction skills	○	○	○	○	○
g. Mutual trust	○	○	○	○	○

3. In your opinion, are the following factors beneficial in your job?

		Yes	No	I don't know
a.	Professional qualifications	○	○	○
b.	Motivation	○	○	○
c.	Commitment	○	○	○
d.	Initiative-taking	○	○	○
e.	Team work skills	○	○	○
f.	Interaction skills	○	○	○
g.	Mutual trust	○	○	○

4. Are the following factors realized when *you* are working?

(*1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always*)

		1	2	3	4	5
a.	Professional qualifications	○	○	○	○	○
b.	Motivation	○	○	○	○	○
c.	Commitment	○	○	○	○	○
d.	Initiative-taking	○	○	○	○	○
e.	Team work skills	○	○	○	○	○
f.	Interaction skills	○	○	○	○	○
g.	Mutual trust	○	○	○	○	○

5. Are the following factors realized when your *colleagues* are working?

(*1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always*)

		1	2	3	4	5
a.	Professional qualifications	○	○	○	○	○
b.	Motivation	○	○	○	○	○
c.	Commitment	○	○	○	○	○
d.	Initiative-taking	○	○	○	○	○
e.	Team work skills	○	○	○	○	○
f.	Interaction skills	○	○	○	○	○
g.	Mutual trust	○	○	○	○	○

6. In your opinion, do the following factors, ***related to your own working***, have an effect on your work's output/quality?

		Yes	No	I don't know
a.	Professional qualifications	○	○	○
b.	Motivation	○	○	○
c.	Commitment	○	○	○
d.	Initiative-taking	○	○	○
e.	Team work skills	○	○	○
f.	Interaction skills	○	○	○
g.	Mutual trust	○	○	○

7. Should the following skills be developed at your workplace in general?

		Yes	No	I don't know
a.	Professional qualifications	○	○	○
b.	Motivation	○	○	○
c.	Commitment	○	○	○
d.	Initiative-taking	○	○	○
e.	Team work skills	○	○	○
f.	Interaction skills	○	○	○
g.	Mutual trust	○	○	○

Why?

_____

_____

_____

8. Should employee skills and their contents and importance be informed/talked about more?

Yes   No   I don't know

○   ○   ○

If you answered ''Yes'', why?

_____

_____

_____

9. Does the level and realization of *your own* employee skills have an effect on *your* welfare at work?

Yes   No   I don't know

○   ○   ○

10. Does the level and realization of *your colleagues'* employee skills have an effect on *your* welfare at work?

Yes   No   I don't know

○   ○   ○

Management skills

1. In your opinion, are the following factors a part of management skills?

	Yes	No	I don't know
a. Technical skills	○	○	○
b. Organizational skills	○	○	○
c. Problem solving skills	○	○	○
d. Interaction skills	○	○	○
e. Keeping up welfare at work	○	○	○
f. Development of jobs	○	○	○
g. Emotional intelligence	○	○	○
h. Controlling of own work	○	○	○

2. How important the following factors are when measuring management skills?

   (1=No importance, 2= Has slight importance, 3=Has clear importance, 4=Is very important, 5=Has crucial importance)

	1	2	3	4	5
a. Technical skills	○	○	○	○	○
b. Organizational skills	○	○	○	○	○
c. Problem solving skills	○	○	○	○	○
d. Interaction skills	○	○	○	○	○
e. Keeping up welfare at work	○	○	○	○	○
f. Development of jobs	○	○	○	○	○
g. Emotional intelligence	○	○	○	○	○
h. Controlling of own work	○	○	○	○	○

3. Are the following factors realized when *your own manager* is working?

	Yes	No	I don't know
a. Technical skills	○	○	○
b. Organizational skills	○	○	○
c. Problem solving skills	○	○	○

d. Interaction skills	○	○	○
e. Keeping up welfare at work	○	○	○
f. Development of jobs	○	○	○
g. Emotional intelligence	○	○	○
h. Controlling of own work	○	○	○

4. How much importance does the existence of the following skills, ***related to your manager's work***, have on ***your own*** employee skill-level and their realization?

   (1=No importance, 2= Has slight importance, 3=Has clear importance, 4=Is very important, 5=Has crucial importance)

	1	2	3	4	5
a. Technical skills	○	○	○	○	○
b. Organizational skills	○	○	○	○	○
c. Problem solving skills	○	○	○	○	○
d. Interaction skills	○	○	○	○	○
e. Keeping up welfare at work	○	○	○	○	○
f. Development of jobs	○	○	○	○	○
g. Emotional intelligence	○	○	○	○	○
h. Controlling of own work	○	○	○	○	○

5. Does the realization of the following factors, ***related to your manager's work***, have an effect on ***your work's output/quality?***

	Yes	No	I don't know
a. Technical skills	○	○	○
b. Organizational skills	○	○	○
c. Problem solving skills	○	○	○
d. Interaction skills	○	○	○
e. Keeping up welfare at work	○	○	○
f. Development of jobs	○	○	○
g. Emotional intelligence	○	○	○
h. Controlling of own work	○	○	○

6. Which of the following factors your manager should develop and how much?

   (1=No development needed, 2= Slight development needed, 3=Clear development needed, 4=A lot of development needed, 5=Needs crucial development)

	1	2	3	4	5
a. Technical skills	○	○	○	○	○
b. Organizational skills	○	○	○	○	○
c. Problem solving skills	○	○	○	○	○
	1	2	3	4	5
d. Interaction skills	○	○	○	○	○
e. Keeping up welfare at work	○	○	○	○	○
f. Development of jobs	○	○	○	○	○
g. Emotional intelligence	○	○	○	○	○
h. Controlling of own work	○	○	○	○	○

Why?

_____

_____

_____

7. Does the level and actualization of your manager's management skills affect *your* welfare at work?

   Yes   No   I don't know
   ○   ○   ○

8. What kind of a manager would suit you better? Circle the best option.

Authority	or	Team leader
Involved	or	Delegating
Instructor/Observer	or	Involved
Expert	or	Part of the team

Thank you!

Appendix 2

Hei!

Nimeni on Nea Suhonen ja Opiskelen Turun Ammattikorkeakoulussa kolmatta vuotta linjalla International Business. Teen opinnäytetyön DB Schenkerille alais- ja esimiestaitoihin liittyen. Olisin erittäin kiitollinen jos käyttäisit muutaman minuutin vastataksesi oheiseen kyselyyn. Kiitos jo etukäteen!

Alaistaidot

1. Koetko, että seuraavat tekijät ovat osa alaistaitoja?

	Kyllä	Ei	En osaa sanoa
a. Ammatillinen osaaminen	○	○	○
b. Motivaatio	○	○	○
c. Sitoutuneisuus	○	○	○
d. Oma-aloitteisuus	○	○	○
e. Tiimityöskentelytaidot	○	○	○
f. Vuorovaikutustaidot	○	○	○
g. Keskinäinen luottamus	○	○	○

2. Kuinka suuri merkitys seuraavilla tekijöillä on *yleisesti* alaistaitoja mitattaessa?

(1=Ei merkitystä, 2=Jonkin verran, 3=Selkeä merkitys, 4=Todella suuri merkitys, 5=Välttämätön tekijä)

	1	2	3	4	5
a. Ammatillinen osaaminen	○	○	○	○	○
b. Motivaatio	○	○	○	○	○
c. Sitoutuneisuus	○	○	○	○	○
d. Oma-aloitteisuus	○	○	○	○	○
e. Tiimityöskentelytaidot	○	○	○	○	○
f. Vuorovaikutustaidot	○	○	○	○	○
g. Keskinäinen luottamus	○	○	○	○	○

3. Koetko, että seuraavista tekijöistä on hyötyä työtehtävässäsi?

	Kyllä	Ei	En osaa sanoa
a. Ammatillinen osaaminen	○	○	○
b. Motivaatio	○	○	○
c. Sitoutuneisuus	○	○	○
d. Oma-aloitteisuus	○	○	○
e. Tiimityöskentelytaidot	○	○	○
f. Vuorovaikutustaidot	○	○	○
g. Keskinäinen luottamus	○	○	○

4. Toteutuvatko mielestäsi seuraavat tekijät *omassa* työnteossasi? (0-ei koskaan -5-aina*)*

   (*1=Ei koskaan, 2=Harvoin, 3=Joskus, 4=Usein, 5=Aina)*

	1	2	3	4	5
a. Ammatillinen osaaminen	○	○	○	○	○
b. Motivaatio	○	○	○	○	○
c. Sitoutuneisuus	○	○	○	○	○
d. Oma-aloitteisuus	○	○	○	○	○
e. Tiimityöskentelytaidot	○	○	○	○	○
f. Vuorovaikutustaidot	○	○	○	○	○
g. Keskinäinen luottamus	○	○	○	○	○

5. Toteutuvatko mielestäsi seuraavat tekijät *kollegoidesi* työteossa?

   (*1=Ei koskaan, 2=Harvoin, 3=Joskus, 4=Usein, 5=Aina)*

	1	2	3	4	5
a. Ammatillinen osaaminen	○	○	○	○	○
b. Motivaatio	○	○	○	○	○
c. Sitoutuneisuus	○	○	○	○	○
d. Oma-aloitteisuus	○	○	○	○	○
e. Tiimityöskentelytaidot	○	○	○	○	○
f. Vuorovaikutustaidot	○	○	○	○	○
g. Keskinäinen luottamus	○	○	○	○	○

6. Koetko, että seuraavilla tekijöillä *omassa työnteossasi* on vaikutus työsi jälkeen/tulokseen?

	Kyllä	Ei	En osaa sanoa
a. Ammatillinen osaaminen	◯	◯	◯
b. Motivaatio	◯	◯	◯
c. Sitoutuneisuus	◯	◯	◯
d. Oma-aloitteisuus	◯	◯	◯
e. Tiimityöskentelytaidot	◯	◯	◯
f. Vuorovaikutustaidot	◯	◯	◯
g. Keskinäinen luottamus	◯	◯	◯

7. Tulisiko työpaikallasi yleisesti kehittää seuraavia taitoja?

	Kyllä	Ei	En osaa sanoa
a. Ammatillinen osaaminen	◯	◯	◯
b. Motivaatio	◯	◯	◯
c. Sitoutuneisuus	◯	◯	◯
d. Oma-aloitteisuus	◯	◯	◯
e. Tiimityöskentelytaidot	◯	◯	◯
f. Vuorovaikutustaidot	◯	◯	◯
g. Keskinäinen luottamus	◯	◯	◯

Miksi?

_____

_____

_____

8. Pitäisikö mielestäsi alaistaidoista sekä niiden sisällöstä ja tärkeydestä puhua/informoida enemmän?

Kyllä   Ei   En osaa sanoa
◯   ◯   ◯

 Jos vastasit ''Kyllä'', miksi?

_____

_____

_____

9. Vaikuttaako *omien* alaistaitojesi taso ja toteutuminen mielestäsi *omaan* työhyvinvointiisi?

Kyllä   Ei   En osaa sanoa
◯   ◯   ◯

10. Vaikuttaako *kollegoidesi* alaistaitojen taso ja toteutuminen mielestäsi *omaan* työhyvinvointiisi?

Kyllä   Ei   En osaa sanoa

◯   ◯   ◯

Esimiestaidot

1. Koetko, että seuraavat tekijät ovat osa esimiestaitoja?

	Kyllä	Ei	En osaa sanoa
a. Tekniset taidot	○	○	○
b. Organisointitaidot	○	○	○
c. Ongelmanratkaisutaidot	○	○	○
d. Vuorovaikutustaidot	○	○	○
e. Työhyvinvoinnin ylläpitäminen	○	○	○
f. Työn kehittäminen	○	○	○
g. Emotionaalinen älykkyys	○	○	○
h. Oman työn hallinta	○	○	○

2. Kuinka suuri merkitys seuraavilla tekijöillä on mielestäsi esimiestaitoja mitattaessa?

(1=Ei merkitystä, 2=Jonkin verran, 3=Selkeä merkitys, 4=Todella suuri merkitys, 5=Välttämätön tekijä)

	1	2	3	4	5
a. Tekniset taidot	○	○	○	○	○
b. Organisointitaidot	○	○	○	○	○
c. Ongelmanratkaisutaidot	○	○	○	○	○
d. Vuorovaikutustaidot	○	○	○	○	○
e. Työhyvinvoinnin ylläpitäminen	○	○	○	○	○
f. Työn kehittäminen	○	○	○	○	○
g. Emotionaalinen älykkyys	○	○	○	○	○
h. Oman työn hallinta	○	○	○	○	○

3. Toteutuvatko mielestäsi seuraavat tekijät *oman esimiehesi* työnteossa?

	Kyllä	Ei	En osaa sanoa
a. Tekniset taidot	○	○	○
b. Organisointitaidot	○	○	○
c. Ongelmanratkaisutaidot	○	○	○

d. Vuorovaikutustaidot	◯	◯	◯
e. Työhyvinvoinnin ylläpitäminen	◯	◯	◯
f. Työn kehittäminen	◯	◯	◯
g. Emotionaalinen älykkyys	◯	◯	◯
h. Oman työn hallinta	◯	◯	◯

4. Kuinka suuri vaikutus seuraavilla *esimiehesi työskentelyyn* liittyvillä tekijöillä on *omien alaistaitojesi* tasoon ja toteutukseen?

(1=Ei merkitystä, 2=Jonkin verran, 3=Selkeä merkitys, 4=Todella suuri merkitys, 5=Välttämätön tekijä)

	1	2	3	4	5
a. Tekniset taidot	◯	◯	◯	◯	◯
b. Organisointitaidot	◯	◯	◯	◯	◯
c. Ongelmanratkaisutaidot	◯	◯	◯	◯	◯
d. Vuorovaikutustaidot	◯	◯	◯	◯	◯
e. Työhyvinvoinnin ylläpitäminen	◯	◯	◯	◯	◯
f. Työn kehittäminen	◯	◯	◯	◯	◯
g. Emotionaalinen älykkyys	◯	◯	◯	◯	◯
h. Oman työn hallinta	◯	◯	◯	◯	◯

5. Onko seuraavien tekijöiden toteutumisella *esimiehesi* työnteossa vaikutus *oman työsi jälkeen/tulokseen?*

	Kyllä	Ei	En osaa sanoa
a. Tekniset taidot	◯	◯	◯
b. Organisointitaidot	◯	◯	◯
c. Ongelmanratkaisutaidot	◯	◯	◯
d. Vuorovaikutustaidot	◯	◯	◯
e. Työhyvinvoinnin ylläpitäminen	◯	◯	◯
f. Työn kehittäminen	◯	◯	◯
g. Emotionaalinen älykkyys	◯	◯	◯
h. Oman työn hallinta	◯	◯	◯

6. Mitä näistä taidoista *oman esimiehesi* tulisi mielestäsi kehittää ja kuinka paljon?

   (1=Ei tarvitse kehittää, 2=Tarvitsee kehittää vähän, 3=Tarvitsee kehittää selkeästi, 4=Tarvitsee kehittää paljon, 5=Tarvitsee kehittää erittäin paljon)

	1	2	3	4	5
a. Tekniset taidot	○	○	○	○	○
b. Organisointitaidot	○	○	○	○	○
c. Ongelmanratkaisutaidot	○	○	○	○	○
d. Vuorovaikutustaidot	○	○	○	○	○
e. Työhyvinvoinnin ylläpitäminen	○	○	○	○	○
f. Työn kehittäminen	○	○	○	○	○
g. Emotionaalinen älykkyys	○	○	○	○	○
h. Oman työn hallinta	○	○	○	○	○

   Miksi?

   _____

   _____

   _____

7. Vaikuttaako esimiehesi esimiestaitojen taso ja toteutuminen mielestäsi *omaan* työhyvinvointiisi?

   Kyllä   Ei   En osaa sanoa
   ○   ○   ○

8. Minkälainen esimies sopisi sinulle parhaiten? Ympyröi parempi vaihtoehto.

Auktoriteetti   vai   Tiimijohtaja

Osallistuva   vai   Delegoiva

Ohjaava/tarkkailija   vai   Osallistuva

Asiantuntija   vai   Osa tiimiä

Kiitos !

Appendix 3

DB SCHENKER

Esimies-alaiskeskustelu toimihenkilö

Nimi	
Esimies	
Päivämäärä	

Ohjeistus työntekijälle

Tämä lomake toimii pohjana esimiehesi kanssa käytävälle keskustelulle. Keskustelun tarkoituksena on käydä läpi menneen vuoden saavutuksia ja selkeyttää tulevan vuoden tavoitteita/vastuualueita sekä määritellä miten onnistuneesti tavoitteisiin päästään.

Toinen osa keskustelua on käydä läpi yhteistyötä sekä identifioida vahvuuksia sekä alueita osaamisen kehittämiseen.

Lomakkeessa on myös 61+ osio, joka on tarkoitettu tuon ikäryhmän läpikäytäväksi.

I Menneen vuoden arviointi		
1. Tavoitteet menneellä kaudella		
Menneen vuoden tavoitteet	Oma tulkinta onko tavoitteet saavutettu (1-5)	Oma tulkinta miten saavutettu

2. Tavoitteiden/vastuualueiden toteutuminen

Keskustelua tavoitteisiin pääsemisestä ja esimiehen palaute tehdystä työstä, tavoitteiden onnistumisessa ja miten työskentelytyyli on vaikuttanut tavoitteiden saavuttamiseen.

Kommentit

II   Tulevan vuoden tavoitteet/vastuualueet ja painopistealueet

1. Tulevan vuoden tavoitteet/vastuualueet

2. Keskustellaan yhdessä menestystekijöistä – miten tavoitteiden/vastuualueiden saavuttamisessa

Kommentit

III   Yhteistyö ja tiedonkulku

1. Mitä esimies voisi lisätä/vähentää tai tehdä toisin tavoitteiden/vastuualueiden saavuttamisen helpottamiseksi?

Kommentit

2. Yhteistyösuhteet työkavereihin, työyhteisöön/rajapintoihin eri organisaatiossa ja työpaikan ilmapiiri

Kommentit

Sivu 1 / 2   SCH4385 0214

DB **SCHENKER**

Esimies-alaiskeskustelu
toimihenkilö

IV   Osaamisen kehittäminen
1. Omien kykyjen ja vahvuuksien tunnistaminen ja hyödyntäminen. Keskustelua työurasta.
Kommentit
2. Tunnista alueet, joilla tarvitaan osaamisen kehittämistä
Kommentit
3. Suunnitelma kehitystavoista.
Huomioi 70-20-10 malli, jossa työssä oppiminen (70 %) on merkittävin osaamisen kehittämisen muoto, osa oppimisesta tapahtuu perehdytyksen kautta (20 %) ja vain osa (10 %) koulutukseen osallistumalla. Yksi esimerkki on käyttää jo olemassa olevaa osaamista verkostoitumalla ja pyytää sparrausapua tai tiedon jakamista eri osastoilta tai tuotantoalueilta.
Kommentit
4. Sopikaa seurannan ajankohdasta
Kommentit

V   Osio 61+ vuotiaille
1. Osaamisen siirto (esim. toimintatapa, asiakassuhteet, ammattiosaaminen)
Käytä keskustelun apuna alla olevaa kolmikenttäjaottelua osaamisalueista.
Minulla on seuraavanlaista osaamista, jota jakaa yrityksen muille eri-ikäisille työntekijöille.
Toimenpiteet miten ja kenelle tietoa siirretään
2. Työura (keskustelemme esimieheni kanssa työurani pituudesta ja painopisteistä)
Tarvittavat toimenpiteet

Esimerkkinä:
• 5S POP
• TAPA sertifiointi
• ISO
• EFQM

Kehittäminen

Asiakkaat

Esimerkkinä:
• Asiakasverkosto
• Työprosessit
• Työtavat

Henkilöstö

Esimerkkinä:
• Esimerkillä johtaminen
• Motivoiva ja kannustava
• Osaamisen kehittäminen
• Innostava viestijä