
Improving Valkeakoski Unit Teachers Professional Development Opportunities Within HAMK

Case: Häme University of Applied Sciences, Valkeakoski Unit



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ABSTRACT

This study was commissioned by Häme University of Applied Sciences, Valkeakoski Unit. The aim of the study is to give recommendations on how to improve the professional development opportunities for the teachers in Valkeakoski Unit.

The main objectives of the study are: to collect and analyse learning and development theory, focusing on the professional development for teachers and human resource management theories, related to performance management and knowledge management. Based on them, to conduct a survey amongst the Valkeakoski Unit teachers and make an interview with the Head of HAMK's HR department. The third objective is to describe and analyse the results from the survey and from the interview and based on the first three objectives – to give meaningful recommendations.


The theoretical topics, which this research covers, are: learning and development; professional development for teachers; performance management; knowledge workers. The research methods used are: target groups, literature research, online surveys, interview via e-mail and using the data of previous research the author was part of.

The main results show that both HAMK management and the teachers put a high value on the professional development and state that more such activities should be organized. However, when asked to evaluate the effectiveness of the already attended learning events, more than half of the respondents describe them as moderately to not very useful.

This shows a rather important incompatibility, which has to be studied thoroughly and corrected in order to improve the professional development opportunities for the teachers in Valkeakoski Unit.

Keywords professional development for teachers, HAMK Valkeakoski, learning and development, performance management, knowledge workers

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1 INTRODUCTION

In this chapter the author aims to give a justification for the importance of this topic in the current educational environment, as well as to introduce the research question, the research objectives and the methods of this research. The last part of this chapter is dedicated to the commissioning organization.

1.1 Background Information

For years the Finnish education system has been considered the best in the world and was given as an example for its modern approach, high results and highly motivated and qualified teachers. The recent news for the drastic changes in Finnish education came as highly unexpected for many. The radical reform consists of “teaching by topic”, instead of the traditional “teaching by subject” and provoked many discussions on the internet and different social media. (The Independent, n.d.)

It was not stated anywhere that those changes will be implemented in the higher education institutions in near future, but one thing was clear –The Finnish education system is developing all the time, making it able to be relevant to the needs of today’s world. (The Independent, n.d.)

Even though most people are more focused on how those topics will be taught and is this good or bad for the students, one aspect is somehow neglected, even though it is of utmost importance – how will the teachers be prepared to teach in this new system. (The Independent, n.d.)

Even without such radical changes, the development in the technology and all other areas of the science and life, and the increasing demands of the world at present, make the topic of the professional development of teachers extremely relevant. Of the question “Why?” the answer is simple – because they are the ones who are responsible of teaching and educating the future workers and specialists; who will continue with the development and the innovations. This is why it is crucial for all educational institutions to continuously develop the skills and competencies of their teachers.

In the higher education, the topic of teachers’ professional development is even more relevant, because of the increased competition between the educational institutions and because of the direct link between what is taught in the universities and what are the actual needs of work life.

In order for a university or university of applied sciences to be able to provide its students with high quality education, and for them to be able to achieve high results, as well as be certain of the relevance of what they are studying, the quality of teaching is of crucial importance. In the current market situation this quality needs to not only be maintained, but constantly improved and that can be achieved only by constant professional development initiatives.

This thesis topic was assigned to the author by Häme University of Applied Sciences and the purpose and the objectives of it were thoroughly discussed and defined between the author and the commissioning organization.

A major advantage of this thesis is that the author is currently a student in the degree programme in the International Business, Valkeakoski Unit and is very familiar with the current situation and the problems that both teachers and students are facing, as well as the general atmosphere and culture of the organization. Because of that, the success of this research is of personal value and interest to the author.

Another advantage of this research paper is that the assigned topic meets the author's interest in the field of Human Resource Management, learning and development, which is also beneficial for the commissioning organization.

This paper has five chapters. In the first one the author introduces the topic, why it is relevant, what are the objectives and methods and provides background information for the commissioning organization. In the second chapter different theories are presented, concerning learning and development, professional development for teachers, performance management and knowledge management. In the third chapter the current situation in HAMK will be described. The information from the third chapter will be analysed and combined with the theoretical background in order to provide meaningful recommendations and solutions in the fourth chapter. The last chapter is reserved for the conclusion.

1.2 Purpose

The main purpose of this thesis is to research the possibilities for improving the professional development opportunities of the teachers from the Valkeakoski Unit within HAMK, to investigate the current actions in that area and based on the theory and the research results to give recommendations and propose possible solutions.

It should be stated that recently in HAMK drastic changes, concerning the curriculum and the scheduling of the lessons have taken place, and other administrative and strategic changes, which proved to be challenging for the staff, especially for the teachers. These circumstances make the research topic very relevant and the findings of it extremely valuable for the organization.

In the HAMK Strategy 2020 was stated that the competence of the staff is insured and that they are provided with growth and career opportunities. The task of this research is to investigate how this is achieved in practice, what methods are used and are they effective enough. (HAMK Strategy 2020. n.d.)

The results from the interview and the surveys will be used for comparing the different points of view and providing a realistic and objective overview of the situation in the commissioning organization and recommending more effective way of providing professional development activities.

1.3 Research Question

How can HAMK improve the Valkeakoski unit teachers' professional development opportunities within the university?

1.4 Research Objectives

Based on the research question and the purpose of this study, the following objectives have been determined:

- The first objective is to collect and analyse suitable theoretical background, including learning and development theory, focusing on the professional development for teachers and human resource management theories related to performance management and knowledge management; also it will be taken into account the change management report made by BNI12 students. This objective will provide the necessary information for understanding the importance of implementing professional development activities in the case organisation and offer tools and ideas on how those activities can be organized in the most beneficial way.
- The second objective is to conduct a survey amongst the Valkeakoski Unit teachers and make an interview with the Head of HAMK's HR department in order to make valid and meaningful research on the current situation. The survey and the interview will allow a comparison between what the management perceive as done on the matter and what actually the teachers see as done for their professional development and what are their needs in the area.
- The third objective is to describe and analyse the results from the survey and from the interview and by that to be able to present a realistic picture of the current situation about the teachers' opportunities for professional development within HAMK.

- The fourth and most important objective is, based on the theory and the current situation analysis, to give recommendations of what measures should be taken in future so the Valkeakoski Unit teachers would have professional development opportunities relevant to HAMK's strategic goals and to the current competitive situation in the Finnish higher educational system.

1.5 Methods

In order to complete this thesis with relevant practical data and sufficient theoretical background, the following research methods were used: target groups, literature research, online surveys, interview via e-mail and using the data of previous research the author was part of. The explanations about those methods can be found later in this part of the chapter.

The target research group of this study consists of two subgroups. The first one includes the teachers in the degree programmes of International Business, and of Electrical and Automation Engineering. The second subgroup is the Human Resources management of HAMK. This division is done for the current situation analysis, which shows the gaps between the teachers' perception of what is done for their professional development and the management's opinion on the matter. It is of great importance to identify those gaps in order to be able to provide meaningful recommendations and possible solutions. It would also help the management in understanding the importance of providing the needed professional development opportunities for the teachers.

The literature research aimed at finding the most suitable theories and background materials, in order to fully understand the topic of this research and to be able to draft meaningful and relevant survey and interview questions. The theoretical part of this thesis was written based on Human Resource Management books, articles and reports on Professional Development for Teachers topic.

Change Management Report for IB, HAMK, in which the author was participant, will be used, in order to compare the already collected and analysed information with the findings of this research and to add the students' point of view on the issue.

For the online surveys was used Google Forms and was sent to the teachers from the degree programmes of International Business and of Electrical and Automation Engineering via HAMK e-mail system. The questionnaire was designed to collect background information about the teachers' previous experience and professional development activities, as well as to understand their development needs, goals and preferences in that aspect.

The interview with the head of the Human Resources Department in HAMK was also conducted via e-mail. The aim of the questions in it was to research the organization's current activities, regarding the teachers' professional development, and to find out what HAMK's future plans in that area are, and how they are linked to the University's overall strategy.

1.6 Commissioning Organization

1.6.1 HAMK in general

Häme University of Applied Sciences (HAMK) is a multidisciplinary institution of higher education with approximately 7.200 students from about 70 different countries, who study in 23 bachelor-level degree programs and 7 master-level degree programs. It has 700 staff members and over 100 partner universities all around the world. HAMK's units are situated in 7 locations within a 100 km area of range in southern Finland – the most populated area of the country. (HAMK 2015)

Most of the degree programs are delivered in Finnish except: Electrical and Automation Engineering, and International Business in Valkeakoski; Construction Engineering in Hämeenlinna; Mechanical Engineering and Production Technology in Riihimäki; of the master-level programs two are delivered in English. Also, courses in English are offered to the international exchange students and double degree students. In addition, HAMK has 4 research units, which are in service of the needs of industry and business and is a participant in many regional development projects. (HAMK 2014)

The fields of study HAMK's bachelor degree programs delivered in Finnish cover are: Culture; Natural Resources and the Environment; Social Sciences, Business and Administration; Social Services, Health and Sport; Technology, Communication and Transport; and Professional Teacher Education, which is Finland's largest teacher education unit and has a program delivered in English. (HAMK 2014)

Moreover, HAMK is in the strategic FUAS alliance with Lahti University of Applied Sciences and Laurea University of Applied Sciences, which allows the students of these universities of applied sciences to choose from a wider range of online and summer courses, as well as to participate in various projects. (HAMK 2015)

1.6.2 HAMK Valkeakoski Campus

Valkeakoski Campus is situated in the municipality of Valkeakoski. In Valkeakoski are conducted the degree programmes of Electrical and Automation Engineering, and International Business – delivered in English and the degree programme in Electrical and Automation Engineering – in Finnish. (HAMK n.d.)

Since Valkeakoski campus is probably the most international campus and its students participate in various projects, the author considers the topic of the professional development opportunities within this unit of a great importance.

1.6.3 HAMK Strategy 2020 – “Through Actions”

In that document HAMK states that “the student is the centre of all activities”; “the workplace is the immediate beneficiary” and “we are an active member of the surrounding community: we are successful and the region is successful” (HAMK n.d.)

The strategy points out the challenges of the strategy period – the increasing needs of the industry and business; the reduction of the public funding; and the lower rate of growth of enterprises, internationalization and standard of education in the region. However, those challenges will be overcome by maintaining high standards, constant renovation, development and finding new operation areas. (HAMK n.d.)

The main points in this strategy are the education, the regional impact and workplace-based research, the service for enterprises, the internationalization, the digitalization, the personnel and management, and the finance and facilities. (HAMK n.d.)

In the Education part are introduced the three concepts, in which common features are the use of virtual campus the support of multidisciplinary student groups and the promotion of entrepreneurship. (HAMK n.d.)

- 8-16 – which aims to represent the work week and create an equivalent of a work life atmosphere. In this concept the credits are gained weekly and the students are presented and work together. (HAMK n.d.)
- 24/7 – In this concept the studies progress in a quicker pace and the student has bigger independency and control over their studies. The needs of the workplace and the different opportunities are taken into consideration in the best possible way. (HAMK n.d.)
- 18-100 – This is a studying concept, in which most of the learning occurs in the workplace. (HAMK n.d.)

In the Regional Impact and Workplace-based Research section of the strategy HAMK aims to be present in the entire region. Also, HAMK has created four research units, which aim is to support education and workplace, focused in the areas of professional expertise, digitalization of everyday services and industry, bio economy and bioprocess technology, and sheet metal. (HAMK n.d.)

The Internationalization part focuses on the strategic international partners and the participation on important research projects. As the export of expertise has become a central part of HAMK's operations, it was expanded, digitalized and its cost-efficiency has improved. The internationalization of the region is facilitated by the degree programmes taught in English. (HAMK n.d.)

The Digitalization is a key factor of the strategy, because it enhances the competitiveness of HAMK and boosts and renews its activities, by serving the needs of the business and facilitating the internationalization. (HAMK n.d.)

In the Personnel and Management section, the emphasis is on the team work and the well-defined leadership structures. The importance of the responsibility and the competence of the staff is of utmost importance and because of that it is ensured that the employees have a variety of growth and carrier path opportunities. (HAMK n.d.)

In the Finance and Facilities part of HAMK's strategy is emphasized the value, which is put on the healthy and sustainable environment. Since HAMK owns the facilities, they are maintained in a sustainable way. (HAMK n.d.)

2 THEORY

In this chapter will be presented different theoretical topics related to the topic of this thesis. In the first half of the chapter are introduced different aspects of learning and development, while in the second part of the chapter the topics are more deeply related to the specifics of the teachers' work and the management of their professional development.

2.1 Learning and Development

Most organizations have number of aims – to meet their strategic objectives, to increase their profitability or market share, or to provide better services for their customers. In order to achieve this organizations need talented employees, and one of the ways to ensure they have them is by learning and development, which is a key factor in performance management and talent management. (Foot & Hook 2008, 277.)

Learning and development can be a tool for achieving individual's goals too, because some employees also want to improve their performance or acquire new skills. Also it can also help attracting individuals to the organization and keeping their commitment, so the organization can keep its talented employees within and achieve its strategic goals. (Foot & Hook 2008, 277.)

The term learning and development is used rather than training, because development is an ongoing process and nowadays the emphasis is on the lifelong learning, which allows the employees to improve their skills, knowledge and competences. Even though people learn in all sorts of situations and ways, not only in the more traditional and formal training, the organization still has the important responsibility of creating suitable atmosphere, in which the learning can occur. Some less formal and more learner-centred approaches are: coaching, mentoring, work shadowing and job swapping. The changes in the technology provided with other learning opportunities with no regard of whether the employee is at home, at work or somewhere abroad, as long as they have access to a computer, tablet or a telephone. (Foot & Hook 2008, 278-279.)

The shift from training to learning and development requires changes in the roles of line managers, human resource managers and learning and development specialists. Since learning and development demands increased flexibility, the facilitator role is often adopted rather than the traditional one of the trainer. (Foot & Hook 2008, 279.)

2.1.1 Learning Culture

The organization should develop a culture, which recognizes that the individuals learn in different ways. The most important people in this process are the human resource managers and the learning and development specialists – they must ensure that the suitable learning environment is created and that the improvements and innovations are actively encouraged. Also, the line managers, and the organization as a whole, should minimize the barriers and seek opportunities for learning to occur, as well as encourage the employees to seek such opportunities for themselves. The objectives of the organization should be clearly linked to the trainings or the learning and development opportunities and their effectiveness should be regularly evaluated. (Foot & Hook 2008, 279.)

Some organizations, which see learning and development as being of importance, call themselves learning organizations. According to Jones and Hendry (1992) this is an organization, which consists of “a lot of people learning” and Pedler et al. (1988) define it as “an organization which facilitates the learning of all its members and continuously transforms itself”. (Foot & Hook 2008, 279.)

2.1.2 Designing Learning and Development

When developing a learning program, it is not enough only to choose the techniques, which will be used, but there should be set also clear objectives. One approach for this is the systematic training cycle, shown on the figure below. (Foot & Hook 2008, 281.)

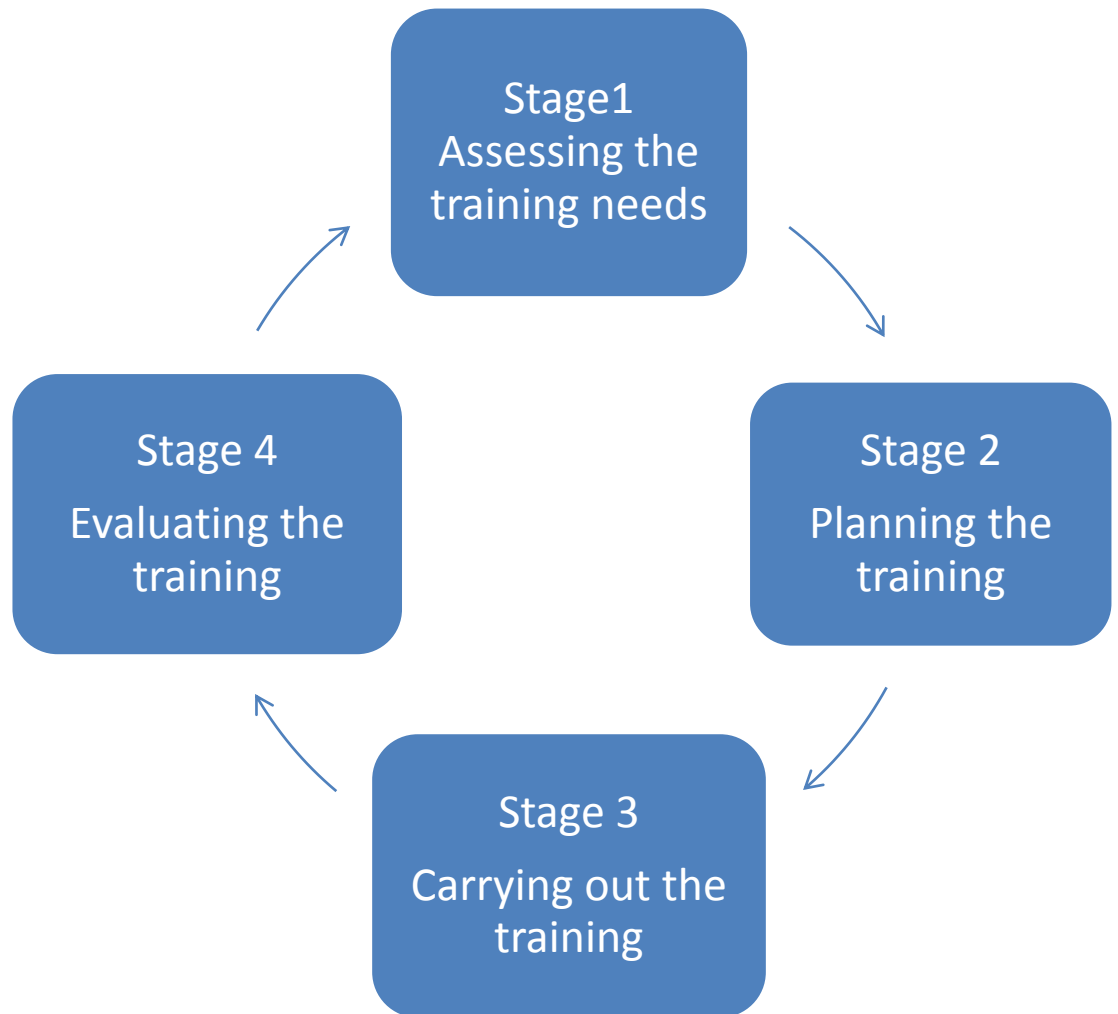


Figure 1 Systematic Training Cycle. Foot & Hook 2008. P. 281. *Introducing Human Resource Management 5th Edition*.

Margaret Foot and Caroline Hook derive their approach for designing of learning opportunities from the systematic approaches, such as the systematic training cycle. Since its focus is more on the training than on the individualized learning, and that it is more suitable for more stable working environment, rather than the current rapidly changing environment, with the focus shifted from formal training to more informal learning approaches. Another downside of systematic training cycle is that is not clearly linked to the organization's strategic objectives and the organization, and the learner work through all the stages of the cycle sequentially. Foot and Hook have tried to address some of those downsides of the training cycle in the model they developed, which is shown on the figure below. (Foot & Hook 2008, 282.)

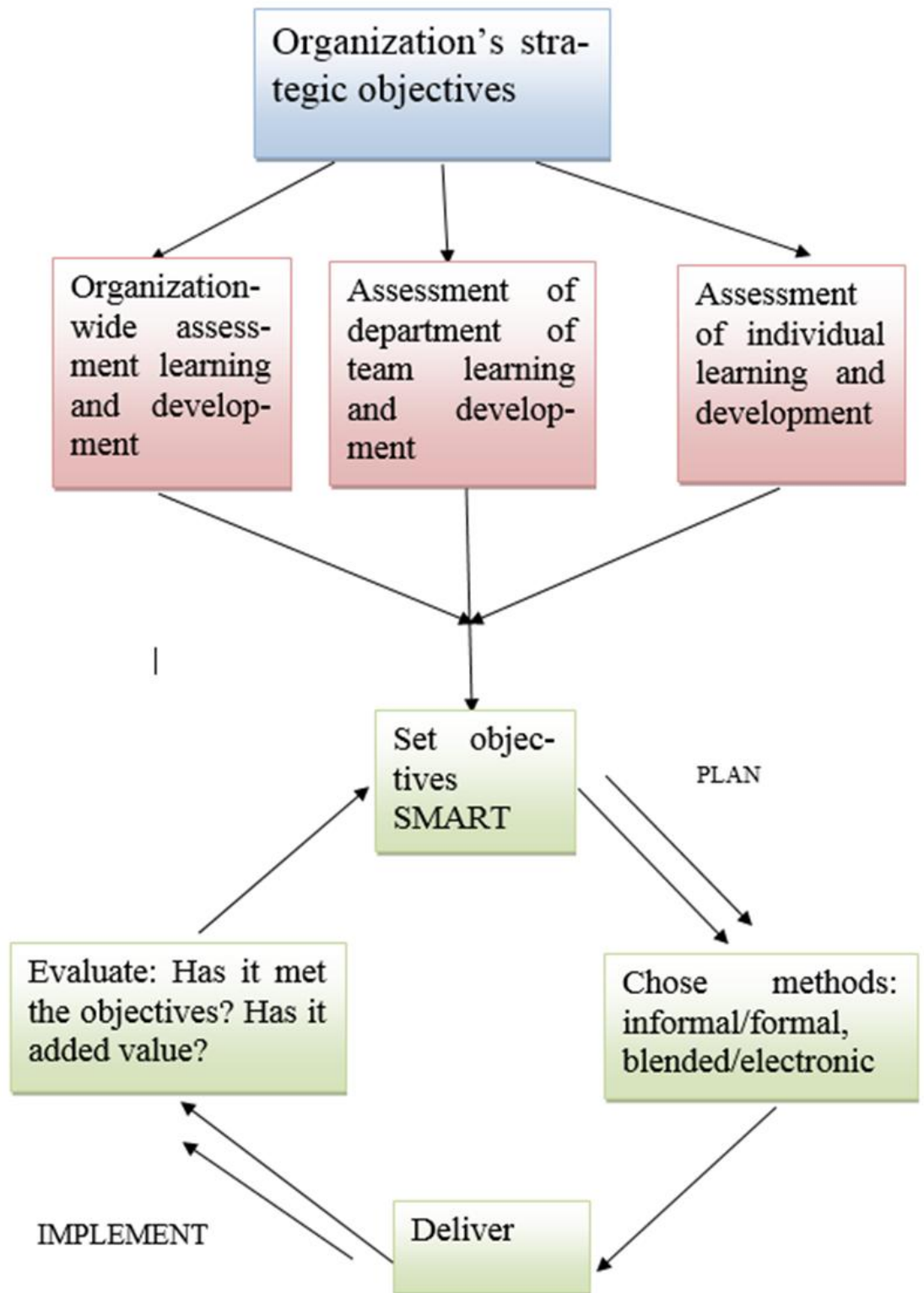


Figure 2 Model for Learning and Development. Foot & Hook 2008. P. 282. Introducing Human Resource Management 5th Edition.

It is important that the learning and development activities are closely linked to the organization's strategic objectives, because even though there is a certain benefit from acquiring any formal or informal learning, arranging such activities would cost the organization certain amount of resources, and this is why it should be made sure that the right type of learning and development is provided to the right type of employees. In Foot and Hook's model, this stage is referred to as assessing learning and development needs and can be done in many ways, but the easiest one is to examine if there is a gap between the skills and competencies, that a certain task requires, and the skills and competencies that those, who perform it possess, or by making a survey about the employees' learning and development needs and by making an analysis of the mistakes made. (Foot & Hook 2008, 282-283.)

After assessing the needs, the person who is organizing the learning and development activities should have a thorough understanding what the outcome of them should be and establish clear objectives, otherwise it is possible that the event would become unfocused and the required outcome would not be achieved. Foot and Hook recommend using the "SMART" objectives, which stands for the objectives being "specific, measurable, achievable, realistic and timely or time-bound". (Foot & Hook 2008, 283-284.)

In order for the learning and development to be effective, a careful planning and organization should be done beforehand, so all participants are notified well in advance and the decision is made what learning techniques would be used. The chosen learning methods need to be suitable for the particular need and for the organization's culture and resources. (Foot & Hook 2008, 284-285.)

One extremely important stage in the learning and development cycle is the evaluating, because it shows the organization if the activity has been successful and the set objectives have been achieved, and if it has helped the organization to achieve its strategic goals, or it has been a waste of resources. In his article "How to start an objective evaluation of training" Donald Kirkpatrick establishes four levels of evaluation:

- First level – the participants' opinion on the effectiveness of the learning event;
- Second level – establishing if the participants have learned the needed skills;
- Third level – this evaluation aims to find out if the acquired skills are successfully used in the workplace;
- Fourth level – it aims to establish if the learning event has made any difference to the organization's bottom line. (Foot & Hook 2008, 288-289.)

2.1.3 Disadvantages of Learning and Development

Undoubtedly learning and development of the workforce can be crucial for the organization's success, but if it affects so positively why so few companies do it and why are most of the courses they provide mostly short ones? The explanation of this is that learning and development exists to support the organization's activities and is only one aspect of them. Keep and Mayhew (1999) define it as a third-order issue, which results from decisions about the job design, the specifications of the product and the competition and the highly skillful workers are essential only for organizations, which want to compete with high quality. (Redman 2005, 122.)

The other reason is related to the first one and it is because many jobs do not allow the employee much discretion, and with this the amount of skills that are required is highly restricted. With such job demands, it would not be easy to see how a potential training and development would be beneficial for the organization's strategic goals. (Redman 2005, 122.)

2.2 Professional Development - Definition

Professional development, or also called staff development is a "process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organization, or through watching others perform the job. Professional development helps build and maintain morale of staff members, and is thought to attract higher quality staff to an organization." (BusinessDictionaryn.d.)

2.3 Professional Development for Teachers

In Simon Quattlebaum's article "Why Professional Development for Teachers is Critical" he states that in the past few years the number of professional development activities for teachers has increased, but it mostly consists of short term trainings and workshops, focused on a specific aspect of the teacher's work. Also, much of the available research links the professional development of the teachers with the students' achievements. (Quattlebaum, n.d.)

From the definition it is visible that the teachers are no doubt benefitting from the professional development initiatives, since they help them becoming better professionals and acquiring new skills and knowledge. However, the students benefit from that too.

According to Helen Timperley's article "Teacher Professional Learning and Development", teachers, who have experienced effective professional development, take more responsibility about what their students learn, since that lets them estimate the positive impact of their own learning and makes them feel more effective as teachers. (Timperley, n. d., 9.)

However, in order to achieve the improvement in the students' outcomes, the teachers have to incorporate the newly acquired knowledge and skills into the curriculum and the assessment of the students' knowledge. This integration will allow the teachers to put in practice the theoretical knowledge. (Timperley, n. d., 11.)

In the designing of professional development initiatives, it is essential to take into consideration the teacher's prior knowledge and experience, because this will allow tailoring the learning initiative according to the teacher's specific learning needs. (Timperley, n. d., 11-12.)

In order to achieve the in-debt understanding of the new knowledge, the teacher should have the opportunity to participate in various activities, aimed to teach the particular skill. Even though researchers do not point out a singular type of activity as most effective, they seem to favour modelling and coaching, but what they agree on is that most important for the effectiveness of the activity is that it is designed for meeting specific learning needs and that sufficient amount of time is allocated for that. (Timperley, n. d., 15.)

Another important factor is the learning environment – it has to provide with both trust and challenge, because the lack of trust may turn from learning, but also without challenge not much learning would occur either. In order to guarantee the teacher's commitment to the learning process, the research suggests designing activities with meaningful and important content, based on the student's needs. (Timperley, n. d., 15-16.)

The following figure illustrates the steps of designing an effective professional development initiative.

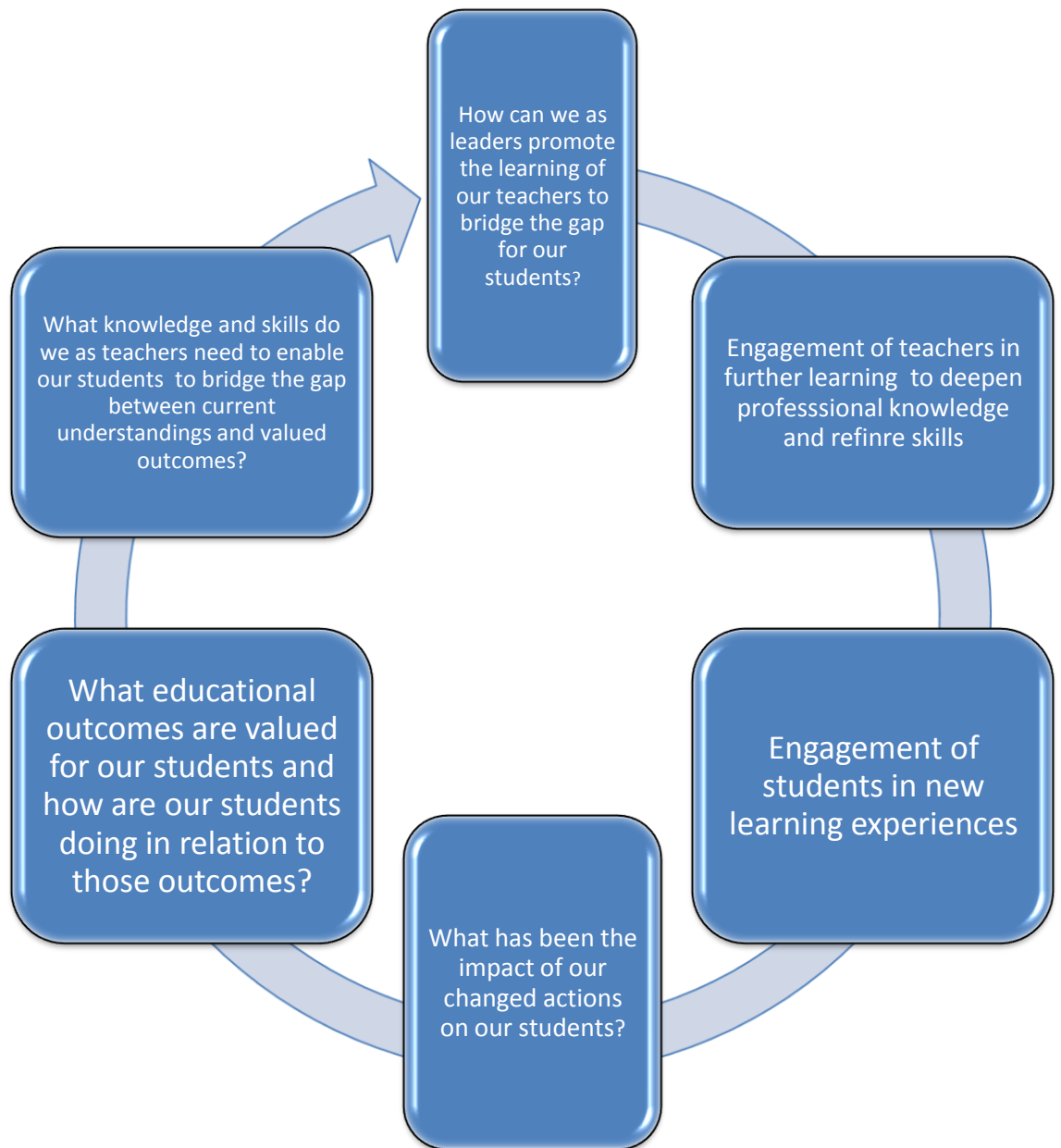


Figure 3 Teacher Inquiry and Knowledge-Building Cycles to Promote Valued Students Outcome. Timperly. P. 26-27. Teacher Professional Learning and Development.

In their report the Center for Public Education defines the Five Principles of Effective Professional Development:

- Principle 1: “The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.” (Center for Public Education 2013, 14)
- Principle 2: “There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.” (Center for Public Education 2013, 15)
- Principle 3: “Teachers’ initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.”(Center for Public Education 2013, 16)
- Principle 4: “Modeling has been found to be highly effective in helping teachers understand a new practice.” Modeling is a method in which an expert demonstrates the new practice. (Center for Public Education 2013, 17)
- Principle 5: “The content presented to teachers shouldn’t be generic, but instead specific to the discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).” (Center for Public Education 2013, 17)

2.4 Performance Management

According to Amstrong and Baron’s definition (2005) performance management is a process that “contributes to the effective management of individuals and teams in order to achieve high level of organizational performance. As such, it establishes shared understanding about what is to be achieved and an approach to leading and developing people which will ensure it is achieved.”(Foot & Hook 2008, 239.)

The performance management process in any organization has to be designed according to the organization’s strategic objectives and culture. It is important that the strategic objectives and the organization’s vision of the future are clearly communicated to all employees, because that would increase the employee engagement and they can see how they contribute to the achievement of the organization’s goals. (Foot & Hook 2008, 240.)

Performance management for individuals can be seen as a cyclical process. It involves evaluating the employee's current performance level and comparing it to the desired performance level. The purpose of this is to facilitate meeting the objectives, improve performance and add value. There are different techniques of assessment, like personal development reviews, performance appraisal interviews, and sometimes even – reports of errors or complaints. In each scenario the goal is to compare the results with the level of required performance, which is based on the organization's objectives. This aims to either achieve a satisfactory level of performance, or a higher performance level, which would add more value to the organization, or to transform the performance levels by encouraging and enabling innovation. (Foot & Hook 2008, 240.)

After the comparison, a decision should be made in order to be achieved the desired performance level. No matter what techniques are chosen, a regular review should be established to determine whether or not the set objectives have been achieved and setting new objectives according to the new performance level, and how it meets the desired one. (Foot & Hook 2008, 242.)

When talking about individuals, it can be said that the performance management process starts already on selection stage, because the individuals are chosen for their skills, knowledge and competences, with which he or she is expected to contribute for achieving the strategic objectives of the organization. When the individual joins the organization, the induction should be used as an opportunity of assessing the employee's skills, knowledge and competencies and to compare them with what are the organization's needs. That has to be done, because even though the person has been chosen to perform certain duties, they may lack some skill, competency or knowledge to do the job. In that case, a plan has to be made for the appropriate ways how to fill the gap between the employee's skills, competencies and knowledge and the ones required by the organization's needs. (Foot & Hook 2008, 242-243.)

2.5 Knowledge Management

The knowledge management topic is considered relatively new, therefore there are still many areas of debate in it. Alvesson and Karreman (2001) define knowledge management as “the attempt by an organization to explicitly manage and control the knowledge of its workforce”. (Redman 2005, 405.)

Another definition of knowledge management is “strategies and processes designed to identify, capture, structure, value, leverage, and share an organization's intellectual assets to enhance its performance and competitiveness”. (BusinessDictionary, n.d.)

With the development of the knowledge management theory the awareness of the key role of the socio-cultural and structural factors in it has increased. Such factors are the nature of the employment relationship, power status, differences of interests between the employees or groups of employees, etc. Because of the close inter-relation between knowledge and power, the knowledge management initiatives can be used for what is referred as "micro-political battles" and due to that employees' participation in them should not be taken for granted. (Redman 2005, 407-409.)

One of the key success factors in knowledge management initiatives is the human motivation. After a big number of case studies and surveys, the following factors affecting employees' attitudes towards participation in knowledge initiatives:

- "The existence of interpersonal trust and good working relations among co-workers";
- "The existence of trust and good interpersonal relations between workers and their managers";
- "Proper recognition and reward for work efforts and use of individual knowledge". (Redman 2005, 409-410.)

The most popular literature on the matter proposes that one of the ways that HRM practices can support knowledge management activities is through creating and supporting organizational culture, which is based on sharing, use and development of knowledge. However, this type of literature has one undeniable downside – its vagueness, which makes its implementing difficult. Fortunately, there is much more clarity concerning the literature on knowledge workers and what can be done to retain them in the organization. (Redman 2005, 411-412.)

2.5.1 Knowledge Workers

Even though there is still a great debate on defining who the knowledge workers are, according to the mainstream definition this is "someone whose work is primarily intellectual in nature and which involves extensive and regular use of established bodies of formal, codified knowledge". (Redman 2005, 413.)

Taking in consideration this definition, the knowledge workers are those, who contribute significantly for the organization's performance and are those, who employers do their best to retain. Because of this, the knowledge workers are often regarded as an "occupational elite". (Redman 2005, 413.)

There are number of factors that distinguish them from the other employees:

- They are highly qualified and their knowledge needs continuous development;
- Their expertise is for greater importance for the organization than the one of the other employees;
- Their skills and knowledge are nearly impossible to codify;
- Their knowledge is relatively rare and highly valued on the labor market, which gives them with a big number of job opportunities;
- The knowledge workers may develop certain expectations for factors like payment, autonomy, development opportunities and so on;
- Their work tasks have highly specialized nature, by focusing on creating, applying and utilizing knowledge. (Redman 2005, 415.)

However, the mainstream definition of knowledge workers has its critics. The main criticism is that all work requires knowledge, so it is knowledge work. The counterargument of this is the different degree of knowledge extensiveness that the different types of work require. (Redman 2005, 414.)

As it was already stated, the employee's motivation to participate in knowledge management activities should not be taken for granted, since a big part of the employees are hostile towards such initiatives. However, studies show that this does not seem to apply for knowledge workers, who are ready to invest time and effort in their work without requiring specific motivation for that and do not need constant supervision. Due to that motivating them to participate knowledge initiatives should not be problematic. The reasons for that according to Alvesson (2000) are that they find that interesting and fulfilling and it is part of the norms of the organizations they are working at, creating a sense of reciprocity, and also such behavior reinforces their identification as knowledge workers. (Redman 2005, 414.)

Taking into account the mainstream definition, the author considers that the teachers can be categorized as knowledge workers, which makes the knowledge management theory applicable for the topic of this research.

2.5.2 Motivating and Retaining Knowledge Workers

According to the mainstream literature, the knowledge workers have to be managed in entirely different way from the other employees, because of the specific qualities they have and their importance for the organization. According to Horowitz et al. There are certain HR practices that are helpful for motivating and retaining knowledge workers. (Redman 2005, 415.)

- Fulfilling work

Surveys show that the highest ranked motivation and retention factor amongst the knowledge workers is the challenging, interesting and stimulating work. (Redman 2005, 416.)

- Autonomy

Another important factor for the knowledge workers is the high level of autonomy at work. (Redman 2005, 416.)

- Opportunities for personal development

As it was pointed out above, the knowledge workers need continuous professional development and according to research, to be provided with such opportunities is of vital importance for them and for their motivation and retention. (Redman 2005, 416.)

- Payment

The final motivation and retention factor is offering attractive and competitive payment and reward package, which according to some surveys was ranked on the second place for most effective HR practices. (Redman 2005, 416.)

3 CURRENT SITUATION

This chapter presents the results of the conducted research for this paper, as well as the results of a research, conducted earlier this year, which is relevant to this report's topic, and which the Author was part of.

3.1 Change Analysis of HAMK

The Change Analysis of HAMK is a research relevant to this topic, which is used in this report on various occasions. One of its many benefits for this research is that it raises and emphasizes the point of the utmost importance of the quality of the teaching in HAMK and points the gaps in this area taking the International Business students' point of view.

Another strong point of this research is that it presents the opinion of HAMK's management on important strategic matters, including the Human Resource Management.

3.1.1 Human Resources Aspect

In its Human Resources chapter the research states "teaching and learning is changing, which puts pressure to combine practice with theory. Combining education with the labour market is increasingly important and researches needs to be managed properly. Furthermore multidisciplinary approach will offer new ways that can be used in teaching." (Change Analysis of HAMK)

This paragraph clearly describes the new challenges, which the teachers in HAMK and the other Universities of Applied Sciences are facing and suggest several professional development areas. Later in the Human Resources chapter of the Change Analysis of HAMK is stated that such development opportunities, followed by feedback sessions can be crucial while managing the intellectual capital. (Change Analysis of HAMK)

In the report HAMK's human resource strategy is summarized as a strategy focused on making the workplace dynamic and encouraging, and on HAMK being a competitive employee with appealing image.. In addition to that the strategy strongly emphasizes on competence. The key competence is defined as "combining multiple disciplines in teaching, project work and the partnership networks". (Change Analysis of HAMK)

3.1.2 Students' Point of View

For the purposes of HAMK Change Analyses Report a research amongst all International Business students was conducted. The research was conducted during the Spring Semester of Academic Year 2014-2015. One of the main parts of the questionnaire was aimed to assess the quality of teaching in the degree programme. (Change Analysis of HAMK)

The majority of the students described their satisfaction with their studies level as “somewhat satisfied” or “neutral” and a big percentage state that they are “somehow dissatisfied”. (Change Analysis of HAMK)

More than 70% of the students evaluate the quality of teaching as good or very good, but only 3% - as excellent. The rest of the students do not think the teaching quality is that good. The analysis of the situation presented with this question can be facilitated by presenting the results of the next one – 90% of the students do not consider all of their teachers equally good. (Change Analysis of HAMK)

The last question of the survey gave the students to freely express their own opinions. The most frequently raised matter is the gap in the teachers' quality and the fact that only very few of the teachers are very good and professional. The students demanded more experienced teachers with more interesting teaching methods, and the lessons to be more practically oriented. (Change Analysis of HAMK)

3.2 Interview with Heidi Ahokallio-Leppälä

Heidi Ahokallio-Leppälä is the head of Human Resource Department in Häme University of Applied Sciences and because of that was interviewed by the author. She is the person, who is responsible for the recruitment of the teachers in the university and is aware of strategic needs of the organization, related to the further development of HAMK's employees.

Since in HAMK Strategy 2020 was clearly stated that “Keeping students central is our principle”, the author aimed to find out how focused is the university on the teachers. According to her answer, in the HR strategy “we try to create an encouraging and dynamic workplace for personnel, which supports the development and expertise. The main idea is “Towards better wellbeing at work through competence management and development.” Another priority to the HR department is that the tasks increase the competencies and the career development, and the job descriptions enforce professional growth. (Interview with Heidi Ahokallio-Leppälä)

Heidi Ahokallio-Leppälä was also asked about the skills, competences and personality traits needed, when hiring a new teacher. In her answer she emphasized on the excellent digital skills, the strong competence and professionalism in the area they are teaching in and the ability to work in international atmosphere. (Interview with Heidi Ahokallio-Leppälä)

An important part of the interview was the current practices in the evaluation of the performance level of the teachers. Heidi Ahokallio-Leppälä stated that various systematic feedback processes are used. One of the most important of them are the student feedback process and the performance appraisal process. She also named the Business Intelligence (BI) data as one of the tools used to analyze numeric results based on credits and overall advancement of students. It clearly shows the professional levels of the individual teachers and the ones of the different groups of teachers. (Interview with Heidi Ahokallio-Leppälä)

Another important question was about the techniques of motivation and retention of the teachers in the degree programmes of International Business and of Electrical and Automation Engineering. To this she answered that the main part in the responsibility for that is delegated to the heads of the two degree programmes. However, “the main idea in whole organization is that learning will increasingly take place in networks, through which the representatives of both labor market and educational institutions develop and are developed.” (Interview with Heidi Ahokallio-Leppälä)

Heidi Ahokallio-Leppälä was also asked about the types of professional development events, which HAMK has organized for the teachers in the degree programmes of International Business and Electrical and Automation Engineering. She gave as an example the Teacher Audit process, which took place several years ago. “During that process we audited international competences of teachers teaching in the degree programmes taught in English. The process was an integral part of our HR Strategy, international development plan and national auditing process. With the help of the Teacher Auditing process, competences will be made visible and as a result it will be easier to set strategic objectives for the development of multicultural competences.” She assured that the process was successful and the feedback gathered for it was very positive. (Interview with Heidi Ahokallio-Leppälä)

Heidi Ahokallio-Leppälä stated that the matter of further professional development of the teachers is part of the vision of the organization in the future. “All staff will be offered opportunities for developing their competence in line with the strategy, and maintaining competence will become a crucial part of operational planning. We have competence management system, which support our managers to do their job and help our staff to go further.” (Interview with Heidi Ahokallio-Leppälä)

The last question of the interview was about the recent changes in HAMK and if they have provoked a need for new learning and development activities for the teachers in the two degree programmes. To this she answered that already in 2020 strategy it is clearly stated that there is a need and learning and development activities will be provided in the fields of digitalization, teamwork, guidance of students, team model and competence in the teacher's own area. (Interview with Heidi Ahokallio-Leppälä)

3.3 Questionnaire for Valkeakoski Unit's Teachers

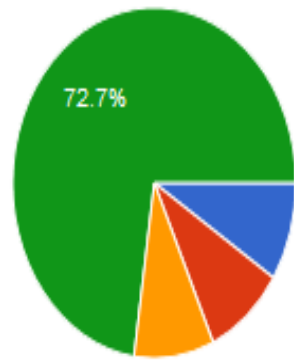
The questionnaire for Valkeakoski Unit teachers was divided into three parts, in order to be able to analyze their needs and base the recommendations on their professional background, the diversity and the essence of their current work and the professional development activities they already participated in.

The questionnaire was sent to all 24 teachers who are teaching in the degree programmes of International Business and Electrical and Automation Engineering. The list with the teachers' names was taken from Students Affairs Office in Valkeakoski campus. The questionnaire received 11 answers, which forms about 45.83% response rate.

Additional recommendation was given by one of the respondents that for future researches the target group should be for all HAMK teachers, instead of one unit only, because many of the teachers are teaching in several degree programmes in two or more of HAMK's units.

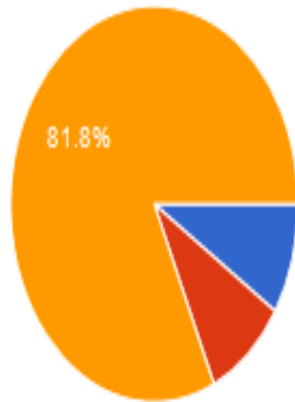
3.3.1 Background Information

The first two questions were aimed to measure the respondents' overall teaching experience as well as the one in HAMK. According to the gathered responses a very big part of the teachers have over five years of teaching experience so far.



Less than 1 year	1	9.1%
1-5 years	1	9.1%
6-10 years	1	9.1%
More than 10 years	8	72.7%

Figure 4 The respondents' overall teaching experience

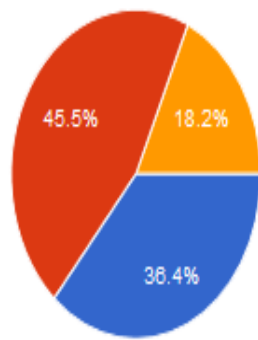


Less than 1 year	1	9.1%
1-5 years	1	9.1%
More than 5 years	9	81.8%

Figure 5 The respondents' teaching experience in HAMK

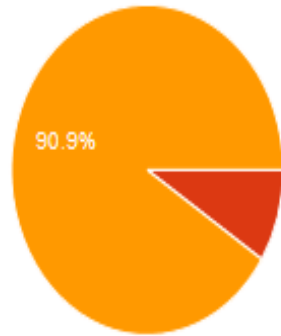
The next questions in that section aimed to estimate the number of subjects the respondents are teaching and what kind of students they have, because these are key factors in determining their learning and development needs.

The results show that only two of the responding teachers teach both International business and Electrical and Automation Engineering students, but most of the teachers work both with Finnish and international students and teach two or more subjects.



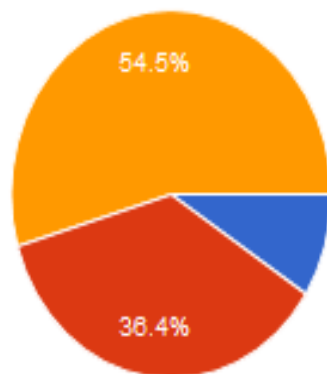
International Business	4	36.4%
Electrical and Automation Engineering	5	45.5%
Both	2	18.2%

Figure 6 The degree programs, which the respondents are teaching in.



Only Finns	0	0%
Only International Students	1	9.1%
Both	10	90.9%

Figure 7 The type of students that the respondents are working with



1	1	9.1%
2-5	4	36.4%
More than 5	6	54.5%

Figure 8 The number of subjects the respondents are teaching

3.3.2 Current Situation

The second section of the questionnaire was focused on the learning and development activities, which the respondents have already participated in and aimed to measure their effectiveness.

According to the gathered responses, a little more than half of the teachers feel that HAMK emphasizes on their professional development. A very big part of them has already attended learning and development activities. The mentioned development activities' topics include "HAMK Development days", Module fair, exhibitions, and different workshops related to multicultural and IT skills, the new Yammer system and Office 365.

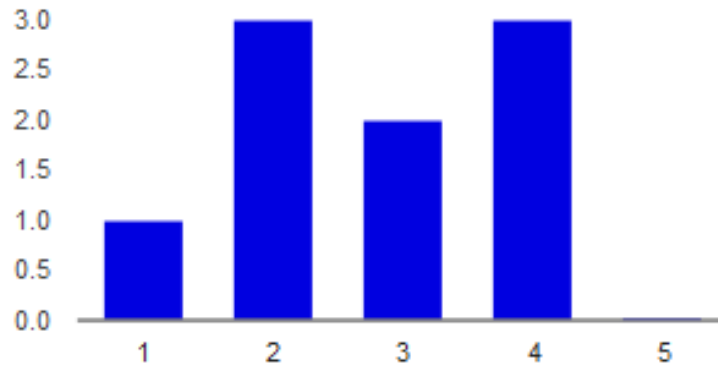


Figure 9 Teachers opinion, if HAMK emphasizes on teachers' professional development



Figure 10 Teachers, who have already attended development activities

When it comes to the results of these activities, however, the opinions are not so similar. When asked to evaluate the usefulness of the attended events, only one of the respondents assesses them as extremely useful, the rest divide their opinions between “very useful” and “not very useful”.



Extremely : 1	1	11.1%
2	3	33.3%
3	2	22.2%
4	3	33.3%
Not at all: 5	0	0%

Figure 11 The teachers’ assessment on how useful were the learning activities for their work

A good sign for HAMK’s learning event organizers is that most of the teachers implement the obtained knowledge in their courses. When asked to specify the positive effects of those events, most of the teachers mentioned the new opportunities that the digital knowledge provides them with for their lessons and for the assignments, as well as the new teaching methods they have learned about.

Those teachers, who stated that they have not implemented the new knowledge, clarified that it is because the learning event they participated was very recently and they will have the opportunity to use the learned in future.

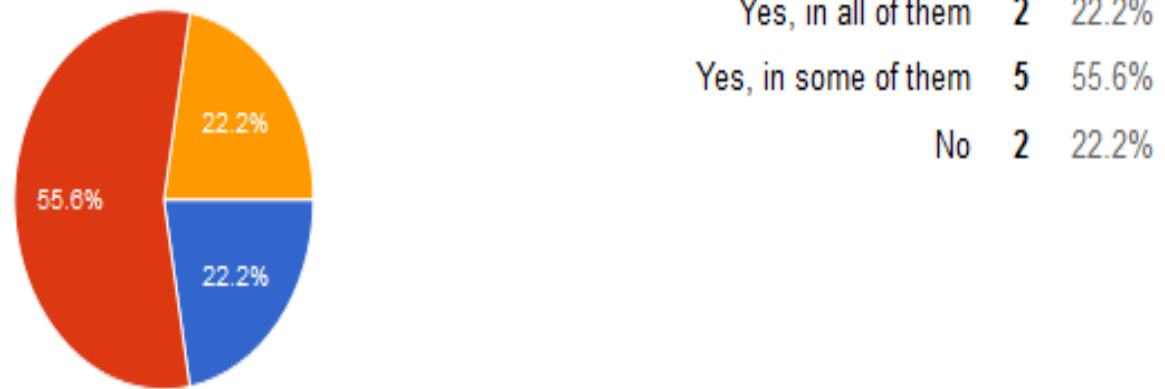


Figure 12 Teachers' responses, when asked, if they have implemented the obtained knowledge from the development activities in their courses

However, the awareness of future learning events amongst the teachers was relatively low, as the chart below shows.



Figure 13 Teachers' awareness of future development activities organized by HAMK that they are going to participate

3.3.3 Future expectations and needs

With this part of the questionnaire the Author's purpose was to assess the respondents' needs for future professional development, according to their own opinion, and to find out more about the topics those activities should cover.

A considerable part of the respondents put high value on their professional development and stated that they do need such activities and HAMK should provide more of them.

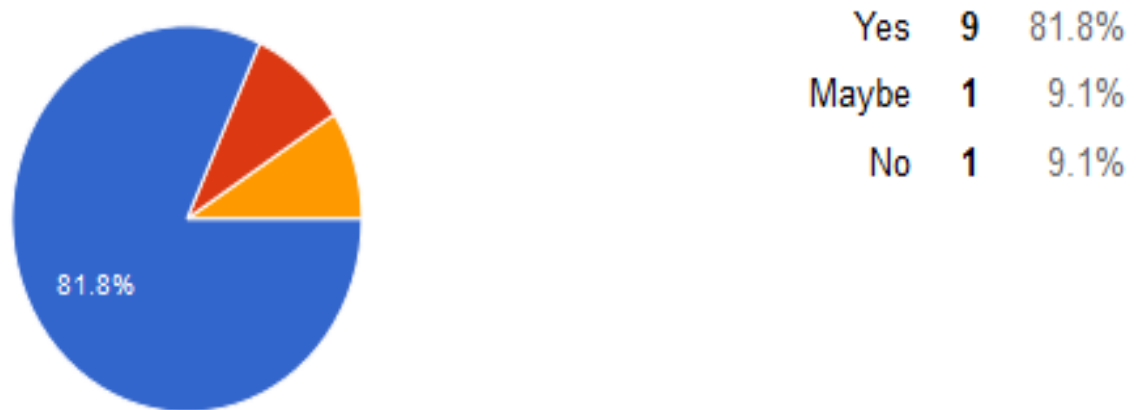


Figure 14 Respondents' opinion on if HAMK should organize more professional development activities.

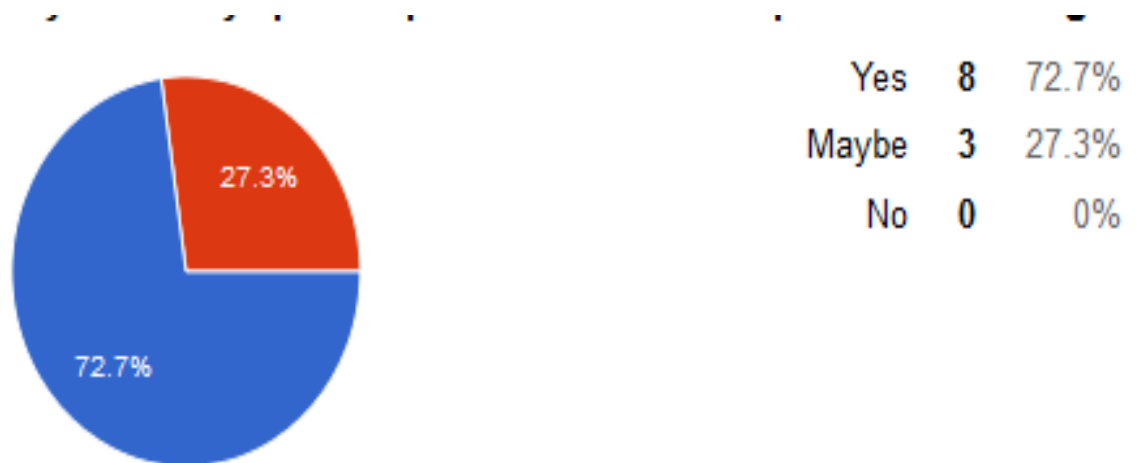
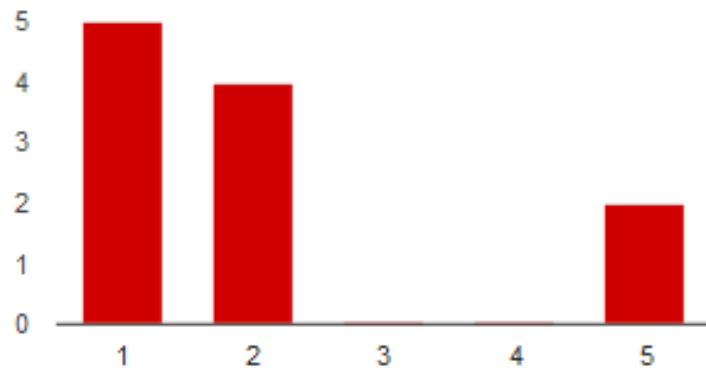


Figure 15 Teachers, who stated that they need specific learning activities



Extremely: 1	5	45.5%
2	4	36.4%
3	0	0%
4	0	0%
Not at all: 5	2	18.2%

Figure 16 Respondents' evaluation on the importance of the professional development

One of the most important questions in this survey was about the areas and the topics the future learning event should cover. Some of the most popular suggestions were about computer skills including new tools, moodle trainings, the utilization and development of electronic materials and teaching and virtual learning modules. But there was also need for learning new teaching methods and field specific trainings; because some teachers felt that they are losing their touch to work life.

When asked about the preferred form of the learning events, most respondents chose the short term trainings, followed by the workshops.

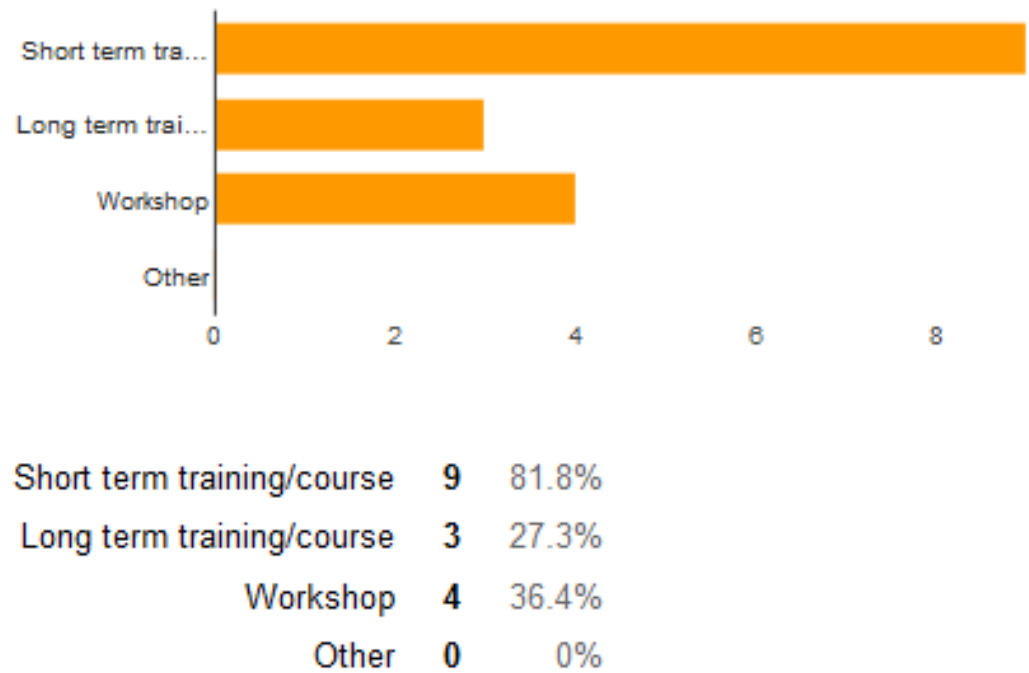


Figure 17 Preferred form of learning events according to the respondents

4 ANALYSIS AND RECOMMENDATIONS

4.1 Current Situation Analysis

In the Current Situation chapter were presented three different points of view - the one of the teachers; the one of the Human Resources management and the one of the students. While the first two were more focused on the prerequisites of the high quality teaching, the students' point of view acted as a feedback and an end result of the current situation in HAMK.

Even though in their bigger part the teachers' and the HR's answers were on quite different topics than the students', the three parties were entirely clear in their agreement that professional development for teachers is of utmost importance and that it should be a key aspect in HAMK's strategies.

Another aspect, on which there was a complete agreement are the topics of the future learning and development events - teaching methods; field specific trainings; digitalization; teamwork; guidance of students; team model.

Other positive aspect, when comparing the teachers' responses and HR's opinion is that most of the teachers state that they already attended events and have already implemented or plan to implement in near future the learned there.

However it is alarming that many of the teachers evaluate their events as moderately to not very useful, which clearly states a gap between what is needed and what is delivered.

Another not very positive feedback is the low awareness of future learning events, compared to the fact that according to Heidi Ahokallio-Leppälä's answer, it is already in HAMK's strategy that such activities will be organized on many important and useful for the teachers topics.

From one point of view the fact that over 80% of the teachers think that HAMK should organize more learning and development activities can be taken as a positive sign, that HAMK teachers are eager to further enhance their competencies, but on the other hand, it can be taken as a sign that what is provided in that area is insufficient.

4.2 Recommendations

According to Helen Timperley's article "Teacher Professional Learning and Development" in order to achieve the improvement in the students' outcomes, the teachers have to incorporate the newly acquired knowledge and skills into the curriculum and the assessment of the students' knowledge. This part of the theory is clearly supported by the students' answers in the Change Analysis survey and by the teachers' answers in the questionnaire. (Timperley, n. d., 11.)

In the same article Timperly also advises that when designing the professional development activities, it is of utmost importance to take into account the teacher's previous knowledge and experience. (Timperley, n. d., 11-12.)

The survey amongst the teachers shows that most of them have more than 10 years of teaching experience and more than 5 years teaching experience in HAMK. These results make it clear than when designing a learning event, it should be targeted to people with considerable teaching background.

When talking about their previous knowledge, it should be taken into account that these are teachers, who have been working with both international and Finnish students and teach several subjects, sometimes in several degree programmes and campuses. Because of that, the author recommends, if possible for every teacher to be made a personal professional development plan, with clear targets and events in it. This is needed due to the great variety of needs and field specific issues.

In the theoretical part the author has described the steps in designing an effective professional development initiative. The author believes, that this part of the theory can be used as an effective guideline in the learning event design and together with the personal professional development plan will drastically increase the effectiveness of the development initiatives and will reduce the currently existing gap between the teachers' needs and the events they have participated.

As part of the performance management, the Teacher Audit process should occur on regular basis, since it was evaluated so highly by the HR management and the feedback from it was positive. It will allow closer connection between the human resources management and the teachers, which will facilitate the communication between them and help with the further planning of the professional development events and if changes occur, the corrective actions could be taken on time.

Teachers can with no doubt be defined as knowledge workers, because according to one of the definitions, a knowledge worker is "someone whose work is primarily intellectual in nature and which involves extensive and regular use of established bodies of formal, codified knowledge". (Redman 2005, 413.)

Because of that the greatest motivation and retention factors for them are the fulfilling work, the autonomy and the opportunities for professional development. (Redman 2005, 416.)

This explains and emphasises on the high value that the teachers put to their professional development, according to their answers.

The theory, described in this research, clearly supports the HR Strategy of HAMK in their effort to provide useful and meaningful leaning and development events to their staff.

It should be taken into account that there is a variety of the learning topics, which are needed and that some of the teachers feel they have lost the connection with the real work life and also the students would like to have more practical lessons.

The author believes this could be an excellent opportunity for HAMK to gain competitive advantage, improve its image as an employer and as an educational institution and that would facilitate the connection between the studying and the real business life.

5 CONCLUSION

Finnish education system has been considered among one of the best in the world. In many countries it is an example of high quality education, modern approach, high results and highly motivated and qualified teachers. A system, which seems perfect.

However, since the beginning of the year there is news for the drastic changes in Finnish education. Those news came as highly unexpected for many, including the author. This radical reform will present the model of “teaching by topic” instead of the traditional “teaching by subject”. It was not a surprise that this news provoked many discussions on the internet and different social media.

This change was a clear sign that an educational system, which wants to stay functioning and successful needs to embrace the constant improvement and development.

Häme University of Applied sciences acted as a proactive educational institution and in its 2020 strategy emphasizes highly on the research and development, the connection to the community and to business life, but also to invest in its employees and their constant development and improvement. The HR strategy of the university emphasizes on providing all HAMK employees with opportunities for professional development and growth.

The theoretical part of this Thesis presents different theoretical topics related to the research question of this thesis. The topics include learning and development, professional development and especially the professional development related to the specifics of the teachers’ work performance management and knowledge management.

The practical research was divided in three parts, which clearly show three crucial points of view – The one of the students; the one of the teachers and the one of the Human Resource Management of the university.

The students’ point of view was expressed during previous research, conducted in the Spring Semester of Academic Year 2014-2015, in which the author was part of.

In order to study the teachers’ opinion on the topic, the Author drafted a questionnaire which was sent to the Valkeakoski unit teachers and was divided in three parts. The purpose of these parts was to be able to present the current result of the attended learning events and the future need of the teachers, based on their current work tasks and experience.

The interview with the Head of the HR department was more focused on the strategic aspect and the current plans for future development opportunities.

When analyzing the results, the Author noticed clear similarities in the needs of the students and the teachers as well as willingness from the HR department to provide the needed opportunities for professional development.

The practical research results and the theory part complemented one another and enhanced providing the needed recommendations.

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INTERVIEW WITH HEIDI AHOKALLIO-LEPPÄLÄ

1. In the new HAMK strategy it is said that “Keeping students central is our principle”, but what about the teachers? How much value does HAMK put on them?

It is said in our HR Strategy that we try to create an encouraging and dynamic workplace for personnel, which supports the development and expertise. The main idea is “Towards better wellbeing at work through competence management and development.”

Tasks should increase competence and career development. Job descriptions should promote professional growth.

2. What are the skills, competences and personality traits that you are looking for when hiring a new teacher?

First of all new teachers should have good digital skills, strong competence and professionalism in their own area and ability to work in international networks.

3. How do you evaluate the current performance level of the teachers in the degree programmes of International Business and Electrical and Automation Engineering?

We have various systematic feedback processes. For example student feedback processes are very important and performance appraisal process is also very important. Nowadays we have also Business Intelligence (BI) data in use, so we can analyze numeric results based on credits and overall advancement of students. So we can see how good individual teachers and group of teachers are in their work.

4. What tools do you use for motivating and retaining the teachers in those two degree programmes?

I’m sorry but I’m not a right person to answer that. The right person is the head of degree programme.

The main idea in whole organization is that learning will increasingly take place in networks, through which the representatives of both labor market and educational institutions develop and are developed.

5. What kind of professional development events has HAMK organized for the teachers in the degree programmes of International Business and Electrical and Automation Engineering?

For example Teacher Audit process few years ago. During that process we audited international competences of teachers teaching in the degree programmes taught in English. The process was an integral part of our HR Strategy, international development plan and national auditing process. With the help of the Teacher Auditing process, competences will be made visible and as a result it will be easier to set strategic objectives for the development of multicultural competences.

6. Was there any feedback from those events for their effectiveness and usefulness?

It was very good process and participants gave good feedback.

7. Is there any plan or strategy for the future professional development opportunities for the teachers?

All staff will be offered opportunities for developing their competence in line with the strategy, and maintaining competence will become a crucial part of operational planning. We have competence management system which support our managers to do their job and help our staff to go further.

8. Is there any information if the recent changes within HAMK have provoked a need for new learning and development activities for the teachers in the two degree programmes?

If we read our strategy 2020 it is very clear that digitalization, teamwork, guidance of students, team model and competence in your own area are those fields which need for new learning and development activities.

QUESTIONNAIRE FOR VALKEAKOSKI UNIT TEACHERS

Background Information

1. How much teaching experience do you have?
 - a. Less than 1 year
 - b. 1-5 years
 - c. 6-10 years
 - d. More than 10 years

2. How long have you been teaching in HAMK?
 - a. Less than 1 year
 - b. 1-5 years
 - c. More than 5 years

3. Which programme are you teaching in?
 - a. International Business
 - b. Electrical and Automation Engineering
 - c. Both

4. Are you teaching Finnish students, international students or both?
 - a. Only Finns
 - b. Only international students
 - c. Both

5. How many subjects are you teaching?
 - a. 1
 - b. 2-5
 - c. More than 5

Current Situation

6. Do you think HAMK emphasizes on teachers' professional development?

a. Yes

b. No

7. Have you attended any courses, workshops, seminars etc. organized by HAMK?

a. Yes

b. No

If yes (questions 8-12):

8. What kind of events did you participate?

9. How useful were they for work?

Extremely Very Moderately Not very Not at all

1

2

3

4

5

10. Do you apply what you have learned on those events in your lessons?

a. Yes, in all of them

b. Yes, in some of them

c. No

11. If yes: How did it affect your lessons?

12. If no: Why do you not use the learned?

13. Are you aware of any future learning events, organized by HAMK, which you are going to participate?

a. Yes

b. No

c. If yes, what? ...

Future expectations and needs

14. Do you think that HAMK should provide more professional development events?

a. Yes

b. Maybe

c. No

15. Do you personally need any specific professional development or training?

a. Yes

b. Maybe

c. No

If yes or maybe (questions 16-17):

16. In what area should the activity be?

17. In what form?

a. Short term training/course

b. Long term training/ course

c. Workshop

d. Other (please specify).....

18. How important is the professional development for you?

Extremely Very Moderately Not very Not at all

1 2 3 4 5

CHANGE ANALYSIS OF HAMK (BNI12, CHANGE MANAGEMENT)

1 INTRODUCTION

In the beginning of the academic year 2014-2015 Häme University of Applied Sciences implemented a change in the curriculum of the degree programme in International business. As any change, this also had an impact on the studying environment inside the degree programme. For this reason a group of third year students were asked to conduct a change analysis about the implementation of the curriculum as a part of their Change Management course. All the participants of researching the change were from a study group BBIBNU12A7.

The research and the report are divided into four different parts in order to have as wide perspective to the issue as possible. These parts are external analysis, human resources, strategy and curriculum. Each of these parts were analysed by their own team and the teams made surveys and interviews to analyse the situation and the change in general.

External factor part analyses the changes in general environment of HAMK. This has been done by utilising PESTLE-analysis, which takes political, economic, social, technological, legal and ecological factors into account. Strategy team analyses the change in HAMK's strategy and what things have been the reasons for this change. Human resources section analyses the results of the staff motivation surveys and the root causes for recent decline in staff motivation, which has been perceived in Valkeakoski. In the last part, curriculum, the research concentrates to the most visible change that has happened to the curriculum. This analysis is based on the online survey made to students from International Business.

The study was mainly considering things inside the Valkeakoski Campus and especially degree programme of International Business. Due to this fact limitation of this study is that conclusions about whole HAMK are hard to derive. International Business has distinct culture inside the HAMK due to the high level of international students and this leads to certain kind of answers. Nevertheless this study gives valid indication about the general success of the whole change process. To give more in-sight about whole HAMK, also other degree programmes have been utilised as benchmarking and getting background information.

1.1 Benchmark from Maaseutuelinkeinot

In order to have some kind of background to form a starting point for this research, two students also had an interview with JukkaKorhonen from the degree programme in Maaseutuelinkeinot. They have experiences about implementing changes in curriculum before other degree programmes. The interviewers were interested in knowing about four different subjects: success of the change, support in implementing the change from the management, problems arise during the change process and the necessity of the change. JukkaKorhonen stated that the principles behind the change were valid, but to apply and assimilate the change for the first time has its difficulties. Also the limitations of the systems can cause difficulties to the process.

About the support from the management, he would have hoped more clarity and practical thinking to the actual implementation. They have been able to operate according to the given alignments, but in some occasions the management's decision-making process was too slow and that created uncertainty inside the degree programme.

Some of the problems faced were introduced above, so the limitations of systems and slow phase of the decision-making created uncertainty and unclarity. At the beginning of the change process there was some confusion among the teachers and they also had some doubts about the functionality of the model.

Even though there has been doubts and confusion, Korhonen thinks that the change itself has been successful and necessary. Also the teachers have positive mind-set towards the change now that the initial problems have been solved. Also working together has created positive experiences among the staff and they don't want to return to the old curriculum.

The whole interview can be found as an appendix to this report.

2 EXTERNAL FACTORS

External analysis was done using PESTLE. It analyses the general environment of HAMK. It takes political, economic, social, technological, legal and environmental factors into account. External analysis also includes the market situation of HAMK.

The Polytechnic reform between 2011 and 2014 has had a strong impact on polytechnic strategies and operations. The purpose of the polytechnic reform is to reduce the number of universities and polytechnics, develop their profiles to be clearer and develop units in to bigger and effective structures. In addition these universities and polytechnics are expected to form alliances mainly based on areas. Economic, political and legal factors have had the greatest impact on HAMK and the change itself.

2.1 Political factors

The polytechnic reform came into place in the beginning of 2014 and had implications from different political factors. The main intention of the polytechnic reform was to increase the role of universities of applied sciences even more than before since the focus had previously been on universities. The main intention of the polytechnic reform has been said to be: to decrease poverty, inequality and exclusion, stabilizing the public finance and strengthening sustainable economic growth, employment and competitiveness.

The equality among the students and among the educational possibilities is expected to increase as a result of the polytechnic reform whilst maintaining the high quality of education and the continuous development of the universities of applied sciences in general. Another important objective is enabling the universities of Applied Sciences to be more independent, more responsible and to eventually ensure that the quality of education will be as high as possible. This polytechnic reform was first established to be done between 2011 and 2016 and the first actions took place in the beginning of 2014. Also in the beginning of 2014 every university of applied sciences needed to apply for

concession to be able to continue operating. This was done to ensure that all universities of applied sciences possessed the required qualities. This polytechnic reform is meant to be continued to the year 2016 with the same objectives.

2.2 Economic factors

Polytechnic reform 2011-2014 caused remarkable changes in the economic field of polytechnics. The government and local authorities used to share the costs of polytechnics. Government allocated resources in the form of core funding, which was based on unit costs per student, project funding and performance-based funding. Unit costs per student was the major part of funding.

From the beginning of 2015 the government will be responsible of the polytechnic funding. The funding is highly performance-based. Funding will be divided as: completed degrees will cover 46% of the funding and at least 55 credits completed per student will cover 24%. The rest is split up in nine smaller groups. This reform encourages polytechnics to operate effectively and result-oriented.

2.3 Social factors

Finland has a high level of social welfare and as a result there is no tuition fee in Häme University of Applied Sciences (HAMK), which attracts international students. Finnish universities have concluded hundreds of bi-lateral agreements to promote student and staff exchanges, as well as mutual research projects. Finnish institutions have focused on developing their readiness to receive students from abroad. HAMK, LAMK and Laurea have formed an alliance called the Federation of Universities of Applied Sciences. They are offering their students courses, which can be approved to the degrees of all three institutions. In addition, HAMK has around 100 partner universities in Europe as well as about 20 partner universities in Asia, North and South America, Russia and Africa.

2.4 Technological factors

The Finnish Higher Education Evaluation Council audits the quality assurance systems in higher education. The quality assurance system of HAMK was audited at the end of 2010. The overall status of HAMK's quality assurance system is "advanced" which is the highest level and the best ever of a Finnish higher education institution. Furthermore, HAMK also provides IT service for students, it is in charge of the IT infrastructure and all of its services, including the functionality of equipment and systems, and it offers training in their use, as well as problem-solving advice.

2.5 Legal factors

The Polytechnic reform 2011-2014 caused changes in the legal field of polytechnics. Polytechnics used to act under municipality, federation of municipalities or registered Finnish community or foundation, which were authorized by the government until the end of 2014.

From the beginning of 2015 only limited companies are authorized to provide polytechnic education. This means that act of limited company is applied in the polytechnics.

These limited companies are not allowed to pursue profit as a main purpose, and dividends can't be shared. Government is still authorizing concessions.

2.6 Environmental factors

HAMK is located between Helsinki and Tampere, which both have an airport, which is convenient for students coming from abroad. However, the university is located in a small town, which doesn't provide many job opportunities for students. HAMK has seven campuses and it is a state-recognized higher education institution with approximately 7.200 students from 70 different countries. In addition, HAMK offers good opportunities for internationalization both at home and abroad. Students are able to become more international through studying in English or completing exchange years and double degrees in partner universities abroad.

2.7 Market situation

HAMK has a valued position as an international higher education institution in the Finnish educational field of applied sciences. HAMK belongs to the group of ten largest universities of applied sciences in Finland and is one of the leaders of entrepreneurship and national development projects.

HAMK has a competitive position in the educational market of Finland by offering their students a diverse selection of different degree programmes and high quality teaching. HAMK has a large network of partner universities around the world and offers their students a wide selection of different exchange possibilities and destinations. HAMK has six international degree programmes and seven Master's degrees, in which it offers 40 starting places for new students. HAMK's learning environment is strongly international and offers students the possibility to participate in several projects with different companies. The strengths of HAMK's attractiveness in the market from a students' point of view among the inter-national learning environment, are its modern operating facilities and the high quality staff, which can be seen as a its competitive advantage.

For HAMK to improve their market position and to be more attractive for students to apply, it has to focus on developing their degree programmes to fit the future needs and concentrate on improving the quality of the teaching. The importance of being specialized and assure the quality of the degree programmes is an advantage that HAMK has to develop by improving their teachers' competencies. HAMK has a good employment rate of graduates, which shows that it is a valued university in the work life, and makes it one of the top choices for students to apply to.

3 STRATEGY

3.1 Former strategy

HAMK's former strategy called "HAMK Strategy 2015" was introduced in 2008 and it was implemented through years 2009 and 2010. The main target of HAMK Strategy 2015 was to make HAMK more efficient, well networked and service oriented as an organization.

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As an entity, HAMK Strategy 2015 consisted of 3 sub strategies, which were educational strategy, personnel strategy and product development strategy. Strategic decisions were focused on development of operations, competence development, regional cooperation and profiling. As the economy started to fall in 2008, HAMK Strategy 2015 was crafted so that it took survival through economically tough times into consideration by emphasizing expansion of the fund base as one of the main aspects. Additionally, importance of alliances and efficiency was emphasized, because of the difficult economic situation.

In a big picture the main aspects of HAMK Strategy 2015 were emphasizing the need for the efficiency and competitiveness and further developing the strengths, which HAMK already had. Making the best of what HAMK was clearly in main focus, again partially because of the bad economy. However, differentiation was not excluded either as in the main aspects of the strategy it is mentioned setting HAMK apart from the competition. It is also mentioned as a main point of HAMK Strategy 2015 that it aimed to improve the efficiency and to optimize the quality of the support functions. With Strategy 2015 HAMK also aimed to improve customer friendliness and to give an impression that they are easy to work with and provide the best possible services to the students.

On HAMK Strategy 2015 it was illustrated that the future competences form from knowledge and skills, values and attitudes as well as networks. In various ways, the aim of HAMK Strategy 2015 was to improve HAMK's integration into the regions it operates in as well as increase the interaction between local businesses to aid the learning process that HAMK offers for the students.

There were also alignments on values made in the Strategy 2015. It was stated 2015, that HAMK's values are succeeding together, participative development, human growth and brave renewal.

3.2 Current strategy

The general expectations of the programmes' outcome and results have become higher, but also, at the same time financing has diminished. These aspects have led to the centralization of the innovative choices and new areas of operations as well as focusing on the essential. Furthermore, the education level of the surrounding area, internationalization rate and companies' willingness to grow are low on the average level, therefore the aim is to ensure the vitality and the development of the area as well to re-form HAMK operations and activities. As the finance model of the ministry of culture and education was radically changed, the idea of 55 credits required from a student to accomplish in a year became very crucial. This has created pressure on how to carry out the teaching models especially regarding adult education. The new organizing of research and development also became more important as well as the competition of external finance.

In the new strategy the connection to the working life became very crucial. The work-week based studying is academic credit accrual in this new strategy, and it includes continuous guidance. The idea is that the studying feels like working in real workplace. In practice this means that the students are present in the courses and the work is done together and diversely. Also, in this new strategy there is more focus on practice than in theory. Furthermore, one of main aspects of the new strategy is that progress is faster

than before. Also, students' own planning and individuality have a major role in this strategy, in addition to the fact that the diverse and individual opportunities and needs of working life are taken into account. Moreover, research has been integrated to the education and this way to the course lessons. Therefore, all the work required for the courses is done between 8am and 4pm during the day, which ideally reflects a working day.

With this new strategy the working culture of HAMK is to be more equal, open and conversational. It is a culture in which the students can influence their own studies. Moreover, it is a culture in which the staff developing themselves is part of daily life. Lastly, it is a culture in which every member of HAMK can say that they are part of an association. Furthermore, one of the main aspects of this new strategy is the fact that HAMK is a committed member of FUAS. Mutual services are being developed as planned. When it comes to digitalization, it ensures activities that are independent from time and place, and it also increases competitive advantage as well as strengthens and reforms the activities. One important aspect of the new strategy is that the working finance of HAMK is the base of all activities.

In this new strategy it is stated that all the enjoyable and configurable premises of HAMK are maintained according to sustainable development. Regarding human resources, they have different growth possibilities and career paths. The human resources work as teams and research groups. Moreover, the managerial structures and models are clear according to the new strategy. The working is guided, know-how assured and everybody takes responsibility over their actions. When it comes to internationality, the exporting of know-how is central part of the activities and it is also financially profitable. Furthermore, in this new strategy it is highlighted that the services of HAMK are easily available. Also, the ordered learning projects from working life are functional regardless of the region.

3.3 Conclusion of former and current strategies

The new HAMK strategy has not been associated with any specific metric or indicator parts to measure the improvements in progress and successfulness. Measuring is being done and the improvement in performance is being estimated using the Ministry of Education and Culture's system of education funding. However the assumption is that the comparative success of HAMK improves in relation to other universities through the new strategy and the agreed renovations it brings. It should also be noted that several structural changes are also involved regarding the organization of studies in form of the three models, virtual campus and local work life services but also research and development activities. With these structural renovations that of course reflect to the operational level the progress can be monitored both quality and quantity wise.

The difference in the creation of the new strategy was that it was not written first and then started to implement it through operations and communications. The message about the renovations and the strategy it-self went out simultaneously in the very early stages of the draft. With using these methods and through hearings and discussions the thoughts and guidelines of the new different strategy started to clear up.

3.4 Interviews

Answers are collected from vice Rector Janne Salminen, HR manager Heidi Ahokallio-Leppälä, development manager Marja Räikkönen and strategic manager Mervi Friman. There are some additions from leading rector Pertti Puusaari, Rector Ari Mikkola, head of technology department Lassi Martikainen, head of wellbeing department Hanna Majala and the head of business department Ulla Bard.

The answers are written based on the interview respondents' answers, and are not opinions of the authors on this report. Interviews can be found separately in the appendix.

- Question 1: What were the main issues that influenced the need for a change in strategy? (Internal and external)

The main issue that the respondents mentioned was the change in the government funding of education, which no longer fully supported the old system. In order to save money and to increase the quality of education in HAMK, variations had to be made.

It was also felt that the old system was just that; old. Because of the increasing expectations of the environment when it comes to students' entering the working life, a new teaching method had to be implemented. As mentioned in the interview's answers, referring to the strategy of HAMK, "Workplace expectations are increasing and becoming ever more complex as public funding of higher education is being significantly reduced."

- Question 2: How would have HAMK succeeded without these changes in the strategy?

As it is the reality of the funding issue, the respondents felt that the old strategy would have made it difficult to survive with the new, lowered funding. The changes would have had to be done eventually anyway in order to stay financially stable, and it was felt that it is more beneficial to implement the changes before the financial issues become a problem.

There is also an increasing demand for modern education systems, more internationality and more development to keep the students up with the competition in the employment markets. As quoted in the interview: "To maintain a high standard, to make innovative choices, to focus on the essential and to find new areas of operation", the change was and still is necessary.

Overall, all the respondents felt strongly that HAMK would have faced financial problems if the old system hadn't been upgraded.

- Question 3: Mention three successful and unsuccessful things that can be found from the change?

Successful things included the students' feedback on the new system, staff is motivated to implement the new system and the research units' establishment. There is a common understanding of this change within the staff and they are learning to work well together to make this change work.

Unsuccessful things were mainly concerning the fast pace of the implementation of the change and the increased amount of work caused by it, making the staff exhausted. Also there were/are some problems with the teamwork of teachers.

- Question 4: Has there been problems in the implementation of the change? How much did the biggest problems affect the implementation strategy?

Relating to the previous question, respondents felt that some of the staff weren't/aren't very happy about the change and aren't responding to it well. Also the time meant for planning the change was insufficient, making the implementation more difficult. Now the planning has become a more important part of the change, and the speed of the implementation has been slowed down. Regarding this, however, according to the respondents there have been some people who do not quite understand the process of change and the discipline needed to complete it.

- Question 5: Are all levels of management in consensus as regards of the implementation of the strategy?

Nearly all respondents felt strongly that the consensus is there. The strategy was made together with all levels of managers, so all necessary people were included in decision-making. It is also mentioned that this too is a continuous project, and is discussed and monitored, and constructive criticism is acknowledged.

- Question 6: How do you perceive the level of commitment of the staff to the new strategy?

The answers to this varied. Some of the respondents felt that the level of commitment in the staff is very high, and some say it varies quite a bit. There are also estimations that 50% of the staff is very committed, 25% quite committed and 25% are continuing in the old way of working

- Question 7: Who are the ones involved in the formulation of the university's corporate strategy?

In the answers to this, the unanimous main focus is in the importance of the community as a whole. Even if the main responsibility is the rector's, the change has to be done together in order for it to be successful, and that's what the respondents are emphasizing. The community involves all staff, students, stakeholders and partners.

- Question 8: Have you carried out an assessment of the new strategy? If yes, what are the results?

All respondents agree that there has been an assessment, but are mainly talking about general monitoring of the project, including discussions with each school/unit twice a year, and solving problems and correcting mistakes daily. There is no information about the results of the monitoring, aside from the realization that the leadership skills of the managers and directors have to be improved.

- Question 9: What perception do you have on how the change has influenced the performance of personnel/students of Hamk? (From strategy point of view)

Since the new system hasn't been in implementation for very long, there isn't very much clear influence visible yet. The biggest results are what the direction is towards, which the respondents are rather optimistic about. The performance has improved, col-

laboration between people involved in the project is good and the movement towards successful completion of the change process is looking optimistic.

- Question 10: What have you learned from this change strategy in order to be successful in future changes?

The importance of change is mentioned strongly. It's a part of an organization and needs to be accepted. Changing too much or too soon makes the change more difficult, so constant monitoring on how people are handling the change is crucial. The changes should be well planned and communicated to the people involved in the change as well as kept simple enough to be easier to implement.

4 HUMAN RESOURCES

Theoretically strategic human resource management requires thinking about the whole organization and about the organization's long-term future. In order to follow the right direction strategic human resourcing must involve understanding of principles about how the people are to be treated and creating right practices to implement these values. Human re-sourcing is a general direction that organizations follow in order to secure, develop and retain human resources. HR must be corporate and long term in order to avoid internal conflicts and to develop skills for the future and the present. (The Strategic Managing of Human Resources, Second Edition, John Leopold, Lynette Harris, 2009, page 21)

HAMK's human resource strategy is based on the foundation of creating a dynamic workplace for the staff. As a workplace HAMK should support individual development of employees. In addition, the strategy should support systematic employee development and well-being in the organization. This strategy is evaluated annually by the Municipal Federation's performance agreement and appraisal system. In addition the success of the strategy is evaluated by the staff in an annual survey and bi-annual barometer.

4.1 HAMK Human resources strategy 2010-2015

4.1.1 Values

The foundations of operations in HAMK are trust and openness. Management is based on shared values and norms of the Municipal Federation. Rules of justice, integrity and development help to fulfil the ultimate goal of fairness in management.

In addition to this, members of the organization are responsible for their colleague's wellbeing. The community needs to find meaningfulness in the work and also create trust. With these aspects the organization can succeed with their students and other stakeholders.

For HAMK the important principles are mutual respect, tolerance, consideration and appreciation of competence.

4.1.2 Managing and developing intellectual capital

By intellectual capital, the strategy means all human, structural and relational capital, which requires lots of management effort to manage and develop it sustainably. HAMK pursues to controlled adoption of best practices relating to this field.

In addition teaching and learning is changing, which puts pressure to combine practice with theory. Combining education with the labour market is increasingly important and re-research needs to be managed properly. Furthermore multidisciplinary approach will offer new ways that can be used in teaching.

While managing and developing intellectual capital, feedback and development opportunities plays crucial role. These both aspects are done in line with the whole strategy of HAMK.

To measure the intellectual capital and its management, every unit has drafted a 5-year development plan. This plan takes into account changes in personnel. In addition units create operating models, with focus on di-verse expertise. Targets for this plan are made bottom-up, where every employee has an opportunity to affect them.

The competences of staff are measured and developed constantly. This means many kinds of initiatives from competence profile updating to internal and external training and ex-change programs. Also mentoring can be used for staff members to increase their competences.

4.1.3 HR planning and recruitment

According to the HR strategy the objectives of HR planning and recruitment are that it facilitates a high quality of the staff by ensuring that there is correct amount of employees with correct competences. In recruitment the strategy is trying to stay in an optimal level of external recruitments and internal transfers. Also so retirement is taken into consideration with-in the strategy.

The goal of the Municipal Federation is to sustain a preferable image as an employer. By that it is seeking to be able to compete with other similar organizations.

The strategic competences and internationalization are the core values of recruitment processes. Simultaneously flexibility is emphasized both in recruitment and HR planning.

The measures for the HR planning and recruitment are emphasizing firstly that each unit and manager will carry out their own strategy-based plan and make sure that the recruitment needs are predicted.

Secondly the recruitment processes are handled in a way that supports the values like internationalization and competence, but also ensures career paths of staff already working in the organization.

One thing also mentioned by the measures is that the personnel structure should be developed so that it would ensure the work of lecturers and teachers by assistant system.

4.1.4 Encouraging and incentivizing staff

By encouraging the staff, HAMK is hoping to support professional growth and increase work motivation. The Municipal Federation is aiming to build a system for incentive remuneration and rewarding in order to encourage the staff to meet the mutual goals. The measures for this are creation of job descriptions, suitable tasks, possibility to career development and rewarding.

4.1.5 Satisfied work community and wellbeing at work

It is important for Häme Municipal Federation of Professional Higher Education that each employee considers his or her workplace motivating. That is why occupational wellbeing is one of the main concerns in the strategy. The wellbeing also facilitates the continuous renewal that is necessary for the organization to keep up with external changes. Good HR management, better work management and organization and actions taken to develop the staff's competences are the tools to support the wellbeing of the staff. By using these tools the organization is aiming to create an open atmosphere with sufficient communication and management that is able to see individual characteristics and needs of the community. One goal is also to be able to intervene to problems as soon as possible

The strategic goals are planned to be met by conducting staff surveys and collecting occupational health care reports. The level of occupational is planned to be raised. Also closer attention will be given to workloads and clear targets will be given to employees. Overall the emphasis is put on the working environment and occupational health.

4.1.6 Implementation and follow up of HR strategy

The strategy's implementation plan is evaluated every three years and if needed, can be adjusted during the performance agreement reviews conducted every year. The implementation of the strategy is monitored in different levels. The Head of Human Resources from Municipal Federation is in charge of the implementation of the whole strategy. Managers' responsibility is to develop the personnel and each staff member is responsible to maintain and develop his or her own skills.

4.1.7 Summary

HAMK's human resource strategy is about creating an encouraging and dynamic workplace for the personnel. Also competence is an important part of the strategy. The key competence will be combining multiple disciplines in teaching, project work and the partnership networks. The measures include operating models, involvement of entire staff to set targets, leadership, mentoring, work supervision and training programs. Managing HAMK's competences requires HR planning and recruitment, encouraging staff and wellbeing at work. The aim for HR planning and recruitment is to find benefits when bringing in new employees or transferring them internally. Being a competitive employee is also important in order to create an appealing image of HAMK.

4.2 Analysis of HAMK employee job satisfaction surveys 2010-2014

In the following, comparison is made between results of HAMK employee job satisfaction surveys. Employee job satisfaction surveys were conducted in year 2010 and 2014. This analysis concentrates on employee job satisfaction issues that have possibly changed, because of strategy changes of HAMK in the recent years. The reports are conducted to the staff of HAMK and it consist employees from all the areas within the organization and not just teachers and education related. Overall number of employees answered this survey in 2014 was 438, although in some areas or questions the number was slightly lower (254). The majority of answerers are working in Visamäki campus, although there are answerers from every campus.

There is not much change how employees feel how their workload divides during the year. Both surveys showed that employees feel that their workload is not dividing equally during the year. In both surveys employees feel that their workload is piling up. The results from both reports were somewhere in the middle (“time to time”) so the employees feel sometimes that their workload is too much.

There is a difference how employees feel about their workload. Employees were asked if they have too much work. When comparing results between 2010 and 2014 surveys it showed that in the survey that was conducted in 2014 more employees felt that they have too much work than in year 2010.

There are differences how employees feel that they can affect their workload. Analysis of both surveys showed that there is a difference how employees feel how they can affect their workload. In the survey that was conducted in 2014 more employees felt that they cannot affect to their workload than in year 2010.

There is a difference how employees feel about job atmosphere. Survey analysis showed that more employees have started to feel that work atmosphere is strict and based rules in the newer survey. The results from 2014 are pretty alarming because in the working organization, there shouldn't stiffness in cooperation at the workplace and by viewing that result, it should be taken into account at the future. The changed organization and strategy in HAMK may be one of the reasons what has created this.

The other alarming part of the report is that the atmosphere in the group has changed. From all the answerers 90 said that the team is either very little supportive or not supportive at all. Compared to results from 2010, it is one of the radically changed parts in the working community. In the long run this will effect to the work.

What was also very surprising to notice that some of the employees have changed their minds about how do they feel or value their position inside of the team. Although in the 2010 report there is only a percentage number of the overall result but still it is far more balanced in the part where employees are satisfied.

There has been an increase at how do the employees feel if there is inequality at the work place. As underlined in the original report it has been increasing and the number is beginning to be alarming. It shows that from 2010 the inequality has increased.

There is a difference how employees feel about the flow of information in the working community. More employees felt that the flow of information is sufficient in the 2010 survey. There is small difference in the 2014 survey. More employees feel that the flow of information is not sufficient.

Survey analysis showed differences in employee stress levels. Employees feel now more stressed than they have before. Surveys showed that employees in the 2014 survey feel more stressed than in the 2010 survey. The recent changes in the organization and organization strategy may affect that people feel more stressed about their work.

According to the report from 2014, there has been an increase of conflicts between members in the organization. Compared to 2010 the overall opinion has changed slowly towards conflicts inside of the organization, which is never good. These kinds of matters require work more and should be considered more carefully, so that the conflicts can be avoided.

These both reports 2010 and 2014 show that there are points in the organization and everyday job what needs focusing. Support for the job, communication within and outside of the group and conflicts among team members are underlined in the reports by the author as well. The rewarding system in HAMK seems to be troubled as well. The majority of employees feel that they are not rewarded enough from the job they have done. Many parts in the reports require work from the organization and focus should be on teamwork, communication, job division and equality.

5 CURRICULUM

The most visible change in the organization during this year has been with the curriculum. The new model based studying, which includes three models 8-16, 24/7 and 18-100, has been introduced and students can choose from these the best model for themselves. 8-16 model means studying in a workday basis, where studies are concentrated between these working hours. 24/7 model is for those students who want to graduate faster and are able to study more during academic year. The last model, 18-100, is for those students who want to study while working.

The main question for our research has been that how students see the new working way and the staff changes in the last academic year. In addition to this, researchers interviewed few staff members from Valkeakoski Campus to see their point-of-view of the change process, what was done and what could have been done better.

5.1 Survey results

The questionnaire/online survey was sent to all IB students and around 70 responses were received. There was relatively balanced number of respondents from 1st, 2nd and 3rd year students, which guarantees the objectivity of the results. This is the statistics of respondents based on year of their study:

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The questions were divided in three sections: “General satisfaction questions”, “Quality of education questions” and “Recent changes questions”.

On the general satisfaction questions the majority of students answered that they are somewhat satisfied or neutral when it comes to their studies and only about 9% expressed that they are very satisfied. However there were no respondents to choose the “not satisfied option”, but 21.2% pointed out that they are somehow dissatisfied.

When it comes to the atmosphere in HAMK, nearly half of the respondents are with rather positive opinion, but a relatively high percent – 28.8% stated that their feelings on the matter are neutral and the rest of the respondents – a bit more than 20% expressed negative opinion on the matter.

When it comes to their studies and how much effort is being put into it, more than half of the students state that they put a lot of effort in studies and spend from less than 1 to 3 hours per day to study after school. There were no students, who chose the “no effort” option and the percentage of those who do not study after school was only 4.5%. However, more than half of the students pointed out that they usually do have free time after their studies and another 36.4% stated that they sometimes have free time. But when asked if they are given too much work per semester, 54.5 % answered that it depends on the semester, which is a sign of unequal distribution of the workload in the curriculum.

The second section’s purpose was to assess the quality of education. The students were asked to evaluate the quality of teaching in the degree and only 3% answered that it is excellent, but more than 40% thought it is very good and another 33.3% that it is good, the rest of the students evaluated it as not so good. Also nearly 90% of the respondents pointed out that the teachers are not all equally good.

When it comes to cancelation of the classes, only 3% think that there are a lot of cancelled classes and the majority of the students state that the teachers inform them about the cancelations on time.

Half of the students think that the semesters are equally difficult. Another 24.2% stated that they are getting more difficult.

More than half of the students think that the courses are overlapping in terms of content and suggest that HAMK should check the content of the courses so such overlapping does not happen. It is an interesting fact there is a good amount of students who think that the balance between professional and cultural courses is good and those who think the opposite is nearly equal. Also nearly half of the students think that there are some unnecessary courses. The most frequently mentioned courses are: Entrepreneurial activities, Learning Skills and Professional Skills, Organizational Development, Working English, Business Functions, Safety at Work, Organizational Behavior, Organizational Communication, ERP and the computer courses. Also the students suggest some of the “industry related” courses to be optional and to be increased the amount of marketing related courses instead of the cultural ones.

To the question of the length of classes, nearly two-third of total students thinks that the current schedule is adequate; it means the length of classes is neither too long nor to

short. This is a positive point needs to be maintained in order to balance timetables between classes as well as ensuring to provide enough knowledge in 1 class.

For the view of whole courses, there are only 2 people think the courses are diverse. Most of students assume that they are partially varied (49 students) whereas 13 people do not feel diversified at all; and the rest has no opinion. Thereby, it pointed out the lacks of diversifying courses and they are even overlapping each other from most of students' viewpoint as it was mentioned above.

Apparently, a bold studying method has been being applied in HAMK is group work and every student has to adapt with it during whole process. Nevertheless, only slightly more than half of student (55%) like it, the others do not and there is too much of group work whereas only 11 people see in opposite way, nearly one-fourth in total feel balanced and the others do not give opinion. These results would be clear when we come to the next question of evaluating the effectiveness of group work. Only 2 students do not see group work effective, nevertheless, also 4 of them consider it is working very well. The majority assumes it is some-what productive or not really effective. Based on those, it would be necessary to have some adjustments from teacher between working individual and in-group.

Then, we come to section 3 where we questioned students' reaction with the recent changes in HAMK from autumn 2014. Generally, everybody somehow had information about those changes but not enough, only 9 people saw them clearly, there is amount of students even had no idea (20). Probably, they did not really notice or information was not actually transparent. There are two significant changes, one is changing teacher and the other is curriculum. In overall, students do not seem to see any symbolic difference from these changes.

The results pointed out only 5 students like new staffs better than the ones old while other 16 students have reversed thinking. However, 39% feel the same with the old ones and around 30% do not see anything different. For the curriculum, the results are also not satisfactory where a great number does not notice (23/67) or see the same (17/67) rather than feeling better, some others even feel it worse now and they accounted for the second largest number in total (21/67). This is actually a very significant issue to be concerned seriously in the years to come.

The last question is extremely important because this is the place for students raising their own opinions. From their point of views, there is a big gap in teachers' quality, only few very good and professional teachers and the rest is not. Students want to have more professional staffs with many experiences and interesting methods. In addition, students would like to receive more practical lessons as well as extra information in each class.

Otherwise, timetable is the second most concerned issue. They are complaining about the illogicalness in scheduling courses. For examples, 1st year student simply don't have time for some extra studies they would like to have, on the other hand, 2nd year students have some free week-days, so they have more opportunities to study something extra or at least they had more time for assignments and preparing for the exam, that is

more important. In addition, some 1st year students feel a lot of dead time at class while they can save it for more useful tasks. They prefer shorter classes rather than 8 hours per day. However, students also feel not effective with lessons 1 or 2 hours per day every day.

5.2 Interviews

During interview process there were three interviewees. We managed to conduct interviews with:

1. MerjaHelin, head of degree program in International Business
2. LeenaKoivisto, study advisor at HAMK Valkeakoski
3. AnttiAimo, head of degree program in Automation Engineering

5.2.1 MerjaHelin

The interview with MerjaHelin, the new head of degree in International Business program, Valkeakoski unit, was quite resourceful. Merja shared with us initial plans prior to set of changes mentioned above which took place this autumn.

According to Merja, the original idea was to give up the idea of curriculum entirely, and this decision was made by the current head of education. However, soon they noticed a rough schedule of what students are studying and when is needed. In the change the responsibility of planning students' time usage was shifted to module teams. Module teams consist of the teachers that teach in the module, and their responsibility is to plan the time usage so that it is rational and motivating to the students. In this module, cooperative planning and more broad and integrated study play the key role. So, it is natural that the persons that that plan things to the module also plan the time usage and curriculums.

Furthermore, she stated that the change in the curriculum hasn't directly affected the workload of the teachers. The thing that affected the teaching and the time usage of the teachers has been the change in the teaching model. The changes in curriculum were a result of the changes in teaching model. The curriculum programme stayed the same in autumn 2014, so there wasn't any change happening when it comes to that. Because of this, no big change plan was needed. Helin stated again that this change is due to the so called "8-16" model. The model assumes that the student studies simulate work life, like the student would do a workday at school. The curriculum is modified so, that the student has lessons from 8 to 16, and this includes also independent work.

On the question of implementation of curriculum changes, Helin added that in IB and also in other degree programs the situation in autumn 2014 was that the cooperative planning of the modules was not ready yet, since in spring there was not enough time for it. This led to the situation where launch and the implementation took place partly at the same time, which caused pressures in the curriculum.

She further mentioned there were some problems that were anticipated. One problem was that some of the new students will dislike the new schedule and rest likes the schedule. This problem was encountered. Helin wanted to point up again that the new model is "workday" model. This meaning that school shows in schedule as full 8 hour

day as in ordinary workplace. In this module model change there was a problem about assimilating the change itself. Getting these modules go as planned does require time and patience from staff but also from students. HAMK's new strategy states that these models should work fluently by 2020.

5.2.2 LeenaKoivisto

In second interview, LeenaKoivisto was also asked about the recent changes and how it affected her and her field of work. The interview started with the issue of workload. She mentioned she had to put the new descriptions of the models to Soleops, which was quite time consuming. It was not planned in the change process that the workload of a study advisor would increase this much. LeenaKoivisto felt that even the chief's were not on the track most of the time. The change has not affected the amount of students who require help with their study plans, but Koivisto stated that there will be a problem with the students that were absent during the year 2014-2015, and come back from exchange studies in the autumn 2015. If the student cannot get all courses needed, it will be hard to find courses for the student when he comes back to HAMK.

Koivisto further added that training for the new change was relatively short. Both she and her colleagues believe it should have done better and longer. She said that few planning meetings she attended prior to training helped her to get more familiar with changes, otherwise it would have been very challenging.

However, she pointed out some positive sides of the new model. She said that she got mostly good feedback from students about the new model. The group of engineers that started in January 2014, has really liked the 8/16 model. By the end of this question, she added that the limitation of this new model might be that it will not fit the need of diverse studies.

By the end of the interview, LeenaKoivisto concluded that implementation of the new model went okay. She helped us addressing some of the problems she faced along the way. The few problems mentioned were: RPL, course descriptions and model evaluation.

5.2.3 AnttiAimo

Third interview was with AnttiAimo, the head of Automation Engineering program. His answers were thorough and informative. The interview started with question of recent changes in general and his angle on this. AnttiAimo added that earlier, the curriculum had gaps, free periods in the middle of the day and the studying days ended earlier. Now, these gaps are filled with time reserved for group work, practicing and assisting lessons. The day is from 8-16 and is full of activities. The students should not have any school related concerns during free time.

On the question of workload for teachers, AimoAimo stated that in the autumn, the change did increase the workload and new teaching methods had to be acquainted. However, previously only contact lessons had to be held but now teachers also have to plan activities for the time reserved for the teamwork and independent work. Situation has balanced out now that the new modules have developed. The teachers 'workload was not really taken into account beforehand, but as soon as the feedback appeared, the situation was assessed in several occasions.

Aimo also told us that practical implementation and lectures work methods were considered already in the late August. There were mostly rough outlines of how things were and where we want to go with new changes. Aimo admits that it was more of a guess than an actual plan.

The staff of HAMK were introduced the change in few events in spring 2014 in Riihimäki and Hämeenlinna. Change was discussed in bigger and smaller groups. What it comes to students, HAMK-policy was that the new students will be informed and the older students will continue as before. The older students weren't really informed more specifically.

Aimo states that the change also faced some anticipated problems. The lecturer teams were expecting the alternating work cities to cause some problems, which caused some hindrance during the meetings. Some lecturers are only around one day a week, which makes having meetings cumbersome. As a solution, regular Wednesday morning meetings were introduced in all technical units. This change was made in December as soon as the problem was noticed and it has been a saving grace for the successful teamwork amongst the lecturers. For one lecturer who teaches in multiple HAMK-units, Forssa, Hämeenlinna, Valkeakoski, expired databases and scheduling difficulties proved troublesome. The databases are local and not interconnected.

AnttiAimo estimates that the change was satisfactory. It was a success, but the teachers' attitudes and methods still need some time to get adjusted. For several decades people have been working on their own, now the work is done in teams. There is still work to be done in adjusting the modules. Communication between the lecturers is going in a satisfactory manner and it is improving all the time.

When we ask what he would have done if AnttiAimo would be capable of doing something differently, he answered he would conduct a trial run in some of the degree programs instead of implementing university wide change simultaneously. His perception of the student feedback is positive. The groups attending the module model have told that they enjoy in fact that studies are done during the school hours. Overall, the change has been positive among the students. Lecturers have been hesitant especially working in teams instead of individual work. Aimo says that their methods and attitudes still need adjusting. The attitudes are strong and change always causes resistance. Changes need time; a few years from now things will probably run smoothly. For new lecturers it comes easily, which is revealing when it comes to the attitudes of lecturers.

6 CONCLUSION

After the research, we can say that in general the change that was implemented was necessary for HAMK in order to cope with the changing environment of Universities in Finland. The changes in financing and external environment have put pressure for all Universities of Applied Sciences to succeed and HAMK cannot overlook these changes. Change towards the three model teaching method has been one big change, which has had a big impact for staff and students. This has been introduced to answer to the problem of students graduating on time.

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In addition the new strategy for whole HAMK has been introduced to answer the pressures from external environment. Furthermore from the answers it is clear that the previous strategy of HAMK had come to its end. The new strategy takes into consideration current issues and the time span for this strategy is until 2020.

While saying this, it is clear that the change process has not been totally successful. Clear indications, from survey made for students and also the interviews conducted for staff members, show that the implementation phase of the change would have needed more attention. Pilot scheme and more power put to employees are key elements that were clearly lacking from the implementation. This has put enormous pressure towards staff, and that is clearly indicated in the employee satisfaction survey. And of course pressure and dissatisfaction among the staff can have indirect impact to the students' well-being as well.

This research has also its limitations. Some analysis was left bit vague, due to the fact that researchers were not answered by the staff when asked to be interviewed. This left for example employee satisfaction analysis vague. In addition this research does not take into account all the campuses, but focuses mainly towards Valkeakoski Campus. Some parts, like strategy, got answers also from other Campuses but for example more research needs to be made in the future about overall change and impact of it in curriculum to draw clearer conclusions about whole Häme University of Applied Sciences. Still analysing one campus gives clear indication that what parts of the change process needs more attention in the future

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Appendix 1

INTERVIEW OF JUKKA KORHONEN

Interview with Jukka Korhonen

14.04.2015

1. Miten muutos opetusjärjestelmässä on mielestänne onnistunut?

Periaatteet, joihin muutos perustuu ovat hyväksytyt ja onnistuneet. Ensikerta soveltamisessa jäsäistämisessä on aina omat haasteensa. Erilaisten järjestelmien rajoitteet haastavat.

2. Mitä tukevia olettamia on muutosten toteuttamisessa johdolta?

Käytännön soveltamiseen on lisävoinut olla selkeyttä ja käytännön läheisyyttä. Toisaalta linjauksien perusteella on pystytty toimimaan, mutta osin päätökset johdon osalta on tehty liian myöhään. Aiheuttaa epävarmuutta.

3. Mitä ongelmia olette kohdanneet prosessissa?

Järjestelmien ongelmat, päätöksentekoa on osittain lisävoinut olla aikaisemmin jäselyä. Aluksi on tietty hämmennys ollut opettajien keskuudessa epäilyksiä voiko olla simallia toimia.

4. Koetteko, että muutos on ollut tarpeellinen ja onnistunut?

Muutos on ollut onnistunut ja erittäin tarpeellinen. Opettajat koivat uudistuksen myönteisenä alkuvaiheiden jälkeen. Yhdessä tekeminen on ollut positiivinen kokemus. Vanhaa ei haluta palata.

Appendix 2

COMPARISON ANALYSIS AND TECHNICAL INFO ON NEW VS. OLD CURRICULUM

HAMK International Business Curriculum

Structure:

- Core competences 60cr
- Professional profiling 90cr
- Major 45cr. minor 15cr
- R&D/ Final Thesis 30cr
- Work Placement 30cr

Previous system characteristics:

- Usually 5 hours of contact lessons or less on average per day
- Lot of independent studying
- Team work done during own hours mostly
- Lot of lectures, but learning also somewhat project and teamwork based
- Choice of Major subject between International Management and International Marketing

New system characteristics:

- Most notable change: 8-16 Study Model The amount of contact lessons is way higher
- Simulating work place environment
- "Flexible combination of theory and practice" According to HAMK-website
- Theory supported by practice, more emphasis on teamwork
- There is no independent studying at home, this is done during the contact lessons

Appendix 3

INTERVIEWS FOR STRATEGY ANALYSIS

For strategy analysis the team interviewed vice rector Janne Salminen, human resource manager Heidi Ahokallio-Leppälä, development manager Marja Räikkönen and strategic manager Mervi Friman as a group with additions from Pertti Puusaari. Other persons interviewed were Lassi Martikainen the Head of technology department, Hanna Majjala the Head of wellbeing department and Ulla Bard the Head of business department.

1. What were the main issues that influenced the need for a change in strategy? (Internal and external)

The external pressure came mainly from the Ministry of Education and Culture. The changes in the basics of finance forced to re-organize the education process and also RDI-activities. Also the demands from industry become higher and higher.

Internal: We wanted strongly to change our working methods to the team work and cooperation instead of individual activity. (vice rector Janne Salminen, human resource manager Heidi Ahokallio-Leppälä, development manager Marja Räikkönen and strategic manager Mervi Friman together)

According to the research of higher education, the traditional lecture-based method of teaching does not give excellent learning outcomes. And it is important to notice that most, not all, of the studies in HAMK were based on this old-fashioned method. The other thing is that students' ways of learning are not so homogenous anymore. So, we need variation in methods but not tailor-made because of the resources and we need more learning connected to real life contexts. (Additions from Pertti Puusaari, rector)

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The expectations of business and industry are increasing. There is less public funding for education. The standard of education in the region, the rate of internationalization, the growth rate of enterprises and R&D input are still lower than average (Lassi Martikainen, Head of technology department)

Referring to the HAMK Strategy: “Workplace expectations are increasing and becoming ever more complex as public funding of higher education is being significantly reduced.” (Hanna Majjala, Head of wellbeing department)

The old strategy needed to be updated, the top management changed, the dramatic change in the funding system of Finnish UAS (Ulla Bard, Head of business department)

2. How would have HAMK succeeded if there had not been this new change in strategy?

The financial situation would be challenging if those changes had not been done. And also the results in what we have to do would be very difficult to reach. (vice rector Janne Salminen, human resource manager Heidi Ahokallio-Leppälä, development manager Marja Räikkönen and strategic manager Mervi Friman together)

According to the very new international report (23.3.) of Finnish higher education, there is great demand to modernize education in Finnish higher education institutes. Also it seems that our strategic choices fit very well also to the other aspects of that report. So, this means that without the HAMK2020 strategy we would not be doing things that we are asked to do and we would not be very successful in future. (Additions from Pertti Puusaari, rector)

Would have been a real challenge, success requires regeneration and development. (Lassi Martikainen, Head of technology department)

This advance has been necessary: “to maintain a high standard, to make innovative choices, to focus on essential and to find new areas of operation”. (Hanna Majjala, Head of wellbeing department)

Not very well in the long run. (Ulla Bard, Head of business department)

3. Mention three successful and unsuccessful things that can be found from the change?

Successful: research units are established, new learning models are under construction (one is already established) and staff members are learning to work together and making plans together.

Unsuccessful: Team work is not suitable for everyone, research funding is a challenge because of external funding (e.g. EU) is decreased, for students the overlapping of new and old working methods are confusing and could cause increasing working load. (vice rector Janne Salminen, human resource manager Heidi Ahokallio-Leppälä, development manager Marja Räikkönen and strategic manager Mervi Friman together)

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Successful: students' feedback regarding to the new model for education, research units, collaboration between staff members

Unsuccessful: timetables / planning, too much work for some members of staff, team work within teachers is problematic sometimes,
(LassiMartikainen, Head of technology department)

+ common understanding (the strategy is brief and clear), joint planning, everybody's personnel objectives are driven from the strategy

- we tried to change too many things at the same time, staff became exhausted, we were not prepared to how much joint planning is needed.

(Ulla Bard, Head of business department)

4. Has there been problems in the implementation of the change? How much did the biggest problems affect the implementation strategy?

See the answers above.

(vice rector JanneSalminen, human resource manager Heidi Ahokallio-Leppälä, development manager MarjaRäikkönen and strategic manager MerviFriman together)

There are people who think that an organization can change in one moment instead of proceeding step by step with high discipline.

(Additions from PerttiPuusaari, rector)

There was not enough time for planning.

Some staff members found it difficult to make changes.

(LassiMartikainen, Head of technology department)

Naturally there has been problems as a part of the process. They are mainly related to above mentioned unsuccessful things.

(Hanna Maijala, Head of wellbeing department)

See my previous answer; we decided to slow down the speed of changes and add more centralized planning/support in some important issues, we organized more time to middle management to daily leadership.

(Ulla Bard, Head of business department)

5. Are all the levels of management in consensus as regards to the implementation of the strategy?

Yes, because the strategy process was made together with all levels of managers. The joint implementation process started already then.

(vice rector JanneSalminen, human resource manager Heidi Ahokallio-Leppälä, development manager MarjaRäikkönen and strategic manager MerviFriman together)

Yes. (LassiMartikainen, Head of technology department)

We are throughout the process creating consensus by continuing discussion and constructive criticism.

(Hanna Maijala, Head of wellbeing department)

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In main issues yes, but there can and should be differences in all units depending on their needs and the starting point.

(Ulla Bard, Head of business department)

6. How do you perceive the level of commitment of the staff to the new strategy?

The level varies a lot. We estimate that 50% is very committed, 25% quite and 25% are continuing in the old way of working.

(vice rector JanneSalminen, human resource manager Heidi Ahokallio-Leppälä, development manager MarjaRäikkönen and strategic manager MerviFriman together)

There are different views and ways to react to changes. Communication between others and the commitment between managers.

(LassiMartikainen, Head of technology department)

As a whole the level of commitment is very high.

(Hanna Maijala, Head of wellbeing department)

It varies a lot.

(Ulla Bard, Head of business department)

7. Who are the ones involved in the formulation of the university's corporate strategy?

Rector has the main responsibility but at HAMK both students and staff members were involved in the process.

(vice rector JanneSalminen, human resource manager Heidi Ahokallio-Leppälä, development manager MarjaRäikkönen and strategic manager MerviFriman together)

The strategy process takes almost one year and it included the formulation of the application for the authorization of HAMK. During the process around 400 people participated the formulation. They were staff members, students and stakeholders and even the rector of our international strategic partner VIA University College (Denmark).

(Additions from PerttiPuusaari, rector)

All have had possibility to participate the work.

(LassiMartikainen, Head of technology department)

All important internal and external interest groups were involved.

(Ulla Bard, Head of business department)

We work together, so everyone is involved from the point of view of his/her basic task.

(Hanna Maijala, Head of wellbeing department)

8. Have you carried out an assessment of the new strategy? If yes, what are the results?

Assessment:

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- evaluation of the results by using the quality measurements
- discussions in every unit/school twice a year
- dialogue with stakeholders

Results:

In generally, systematic follow-up is going on (see answer 1).

(vice rector JanneSalminen, human resource manager Heidi Ahokallio-Leppälä, development manager MarjaRäikkönen and strategic manager MerviFriman together)

It is important to notice that strategy-based goals are set in every school in negotiations through our steering program Stara. In those negotiations also the evaluation takes place. These goals have direct relationship with the goals of the personal development discussions. Anyhow, it is important notice that we have lot of to do with the leadership skills of the managers and directors. Because of we have a leadership program going on. (Additions from PerttiPuusaari, rector)

Yes. The strategy is clear and consistent. It is possible to achieve targets.
(LassiMartikainen, Head of technology department)

We are assessing, solving problems and correcting mistakes every day, by systematic and informal ways.
(Hanna Maijala, Head of wellbeing department)

It is an ongoing process and happens in several different ways.
(Ulla Bard, Head of business department)

9. What perception do you have on how the change has influenced the performance of personnel/students of HAMK? (from strategy point of view)

We do not have yet enough evidence. We have measurements but it is too early to make conclusions from strategy point of view.
(vice rector JanneSalminen, human resource manager Heidi Ahokallio-Leppälä, development manager MarjaRäikkönen and strategic manager MerviFriman together)

The performance has improved.
(LassiMartikainen, Head of technology department)

We are heading towards our aim to work together eagerly, openly, with strength of diversity. From time to time the work is hard and stiff, but we are progressing well.
(Hanna Maijala, Head of wellbeing department)

Working in teams has been the major change for staff, first year students study in three modes, but other students are not so deeply involved. Of course there are also other influences.
(Ulla Bard, Head of business department)

10. What have you learnt from this strategy change in order to be successful in future changes?

Discussions and working together with the students, staff members and stakeholders are the most effective ways to develop and change the organization. The management and leadership of the process are important. “Keep it simple” is a good principle. And it is very important to notice the points which are working and need not any changes. “Be patient and give time to adapt the changes.”

(vice rector Janne Salminen, human resource manager Heidi Ahokallio-Leppälä, development manager Marja Räikkönen and strategic manager Mervi Friman together)

It is possible to achieve the aims named in the strategy. That needs lot of work and collaboration between staff members. Feedback from students and employers has to be heard.

(Lassi Martikainen, Head of technology department)

Change is inevitable. It is crucial to consider boldly and see essential.

Successful things: see above. Unsuccessful things: unexpected changes, high rate of change, uneasiness of the operators.

(Hanna Maijala, Head of wellbeing department)

In addition to strategy there should be development plans how to implement the strategy. In the beginning we waited too long for the guidelines for these plans from the top management but now we plan them on the unit level. We need to prioritize more and not to implement too many things at the same time.

(Ulla Bard, Head of business department)