KANSALLINEN KOULUTUKSEN ARVIOINTIKESKUS
NATIONELLA CENTRET FÖR UTBILDNINGSUTVÄRDERING
FINNISH EDUCATION EVALUATION CENTRE

AUDIT OF HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES

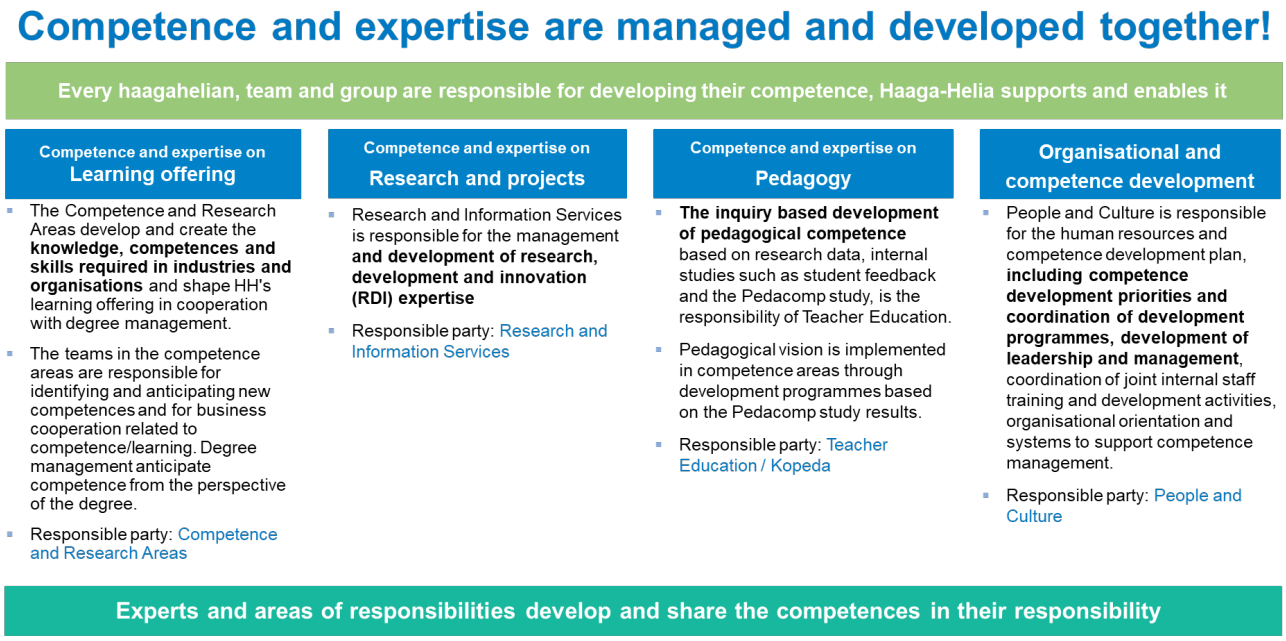
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3.2 Supporting the competence development and well-being of the staff

- Högskolans självvärdering

Competence development requirements identified on different levels

Competence development requirements are conducted from strategy, role and the individual level. The Management Group defines the strategic capabilities needed to achieve the strategic goals. In the annual action plan, groups identify the competence development areas, which enhance achieving the group's strategy-driven goals. The personnel and development plan considers the competence requirements arising from retirements and identifies the recruitment needs. People and Culture (HR) compiles Haaga-Helia-level competence development priorities based on the strategy map and action plans. They are confirmed annually in the community development plan in the Management Group and the Co-operation Committee. Common development actions are planned according to the priorities. We use targeted surveys for understanding the specific competence development needs, such as the PedaComp-study on pedagogical competences to ensure inquiry based pedagogical development.



Picture 21. Competence development areas

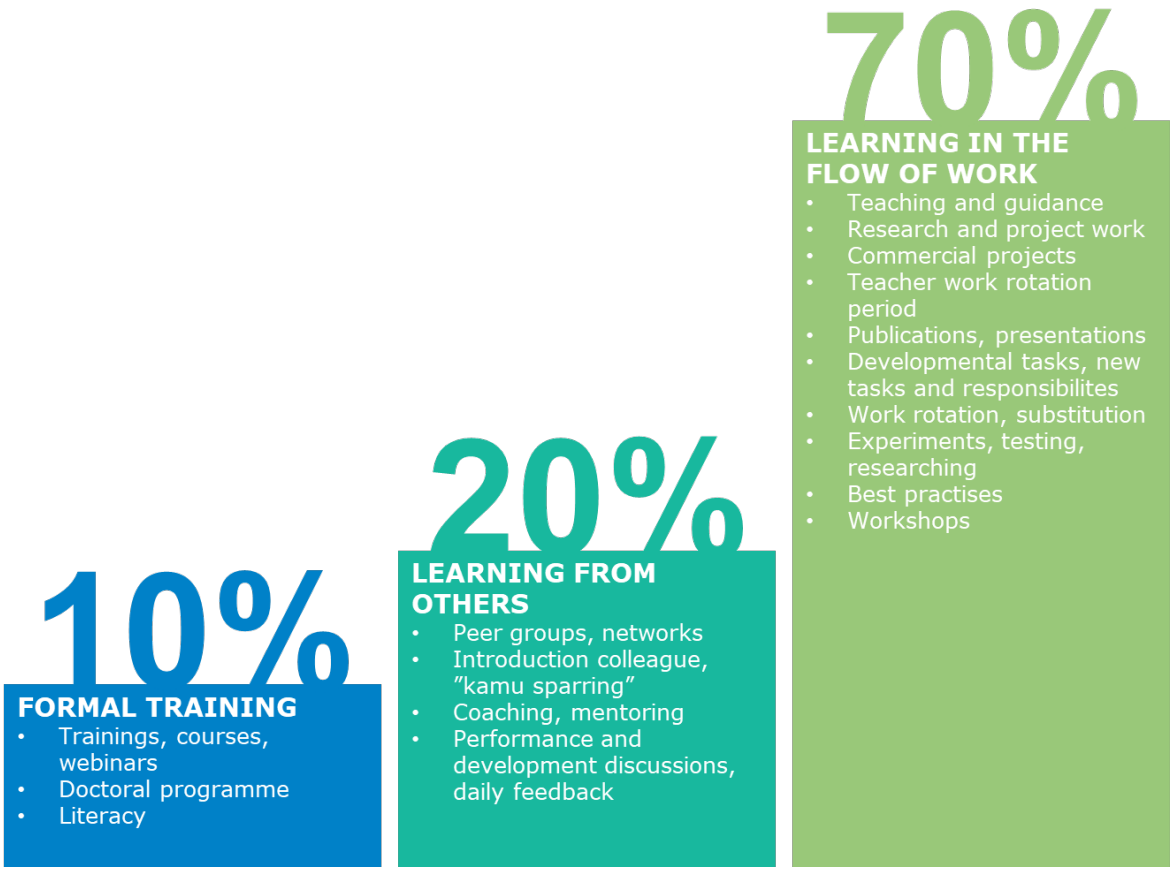
In performance and development discussions, groups discuss targets, competence development, and learning from each other. In one-to-one discussions individual competence requirements are the focus. As a tool for self-reflection, a competence model describes competence required e.g. on the strategy level and on role level. HR analyses the competence development requirements after discussions to complement the internal competence development plans and measures. Competence development progress is followed alongside with the planning.



Picture 22. Competence model

Vast opportunities in competence development

Support for professional development has been identified as a special long-term strength in the personnel survey. The staff has allocated time reserved for competence development, and we encourage the staff to learn through their work, from others internally and externally, from feedback and in formal training.



Picture 23. Competence development methods

In addition to learning at work, we support competence development by internal recruitment and offering short-term assignments internally and in 3AMK collaboration. We emphasise learning from others and organise peer groups for support and sharing. Common, internal training is provided in annually defined competence development priorities, in common competences and for new staff to support orientation. Additionally, the groups may have training to cover specific competence needs. Support for doctoral studies is provided through our international partner networks. Degree studies or other education supporting one’s role, are encouraged with a possibility for extra study leave.

Proactive measures for well-being

The enthusiasm and well-being of the staff is supported proactively with good leadership, fluent work, meeting values and motivation, competence, health and activity and workplace safety.

To promote good leadership and management, we continuously train managers on current issues and reflect the haagahelian managers' target roles: reformer, result maker, collaboration builder, coach and self-leader. Best practices are shared in leadership forums and online. A handbook of operative work ability management is in progress.

Through a continuous dialogue, we invite staff to take part in developing joint activities and influencing their own work. Through flexible multilocation work and a flextime model, staff can coordinate their work and personal life.

Our bi-annual personnel survey studies the prerequisites for wellbeing. According to the results, we are motivated and able to manage our own work. We know our goals and receive sufficient feedback. We have improved in involving staff in decision-making. We evaluate wellbeing at work also with other surveys (e.g., Work ability) in co-operation with occupational health partners.

As proactive support for wellbeing we provide sports and culture benefits, sports opportunities, mental and physical break exercises, ergonomics guidance, soft skills training and wellbeing seminars. We offer extensive occupational healthcare services, and we pay special attention to the work arrangements of aging staff. These benefits are based on dialogue and feedback, personnel surveys, and cooperation with occupational healthcare. We promote preventive wellbeing with practices such as Early support, Preventing inappropriate behavior, and an appointed harassment contact person.

Ensuring fairness, transparency, equality, and non-discrimination

Our processes ensure equal recruitment and career development. Transparency of annual staff planning related HR processes, e.g., recruitment and development, have been clarified within the documented authorisation powers for personnel matters. We have public descriptions for teacher and researcher roles to support the transparency of the requirements and evaluation criteria. The detailed profiles and selection criteria are defined together with HR. The recruitment decision is based on at least three different assessment methods and made by two people.

Permanent positions are always open for internal applicants. The employee's role and job title may be revised if the requirements of the job change. HR supports supervisors in recruitment and revision of roles.

Our equality and non-discrimination plan describes and promotes the realisation of the equality and non-discrimination practices of students and staff. The plan is applied e.g., in decisions on staff recruitment, salary, as well as the rights and obligations of staff. It describes objectives and

measures, and the execution is being regularly followed in the Occupational Safety Committee. Also, staff training is organised on inclusiveness, equality and non-discrimination matters.

Strengths	Enhancement areas
Strategy-driven and systematic development of staff competences Flexible multilocation work and flextime model support wellbeing and motivation Strategic and proactive HR planning Proactive work ability management	Systematic management of the competence development in the revised organisation structure

3.2 Supporting the competence development and well-being of the staff

- Auditeringsgruppens bedömning

Based on the audit material the audit team considers that Haaga-Helia has established functioning procedures for well-being, equality, non-discrimination of students and staff supporting individual competence development. Haaga-Helia's positive culture towards competence development and opportunities to learn from each other got many positive remarks in the interviews.

Equality and non-discrimination are part of Haaga-Helia’s everyday life

Haaga-Helia has an equality and non-discrimination plan, which can easily be found both in Haaga-Helia’s Finnish and English intranet as well as in public webpages. The functionality of the equality and non-discrimination plan is followed by the Occupational Safety Committee that is composed of both staff and student members. The interviewees described equality and non-discrimination as a normal part of everyday work. One issue concerning equality that came out in the student interviews was the insufficient English language skills of some teachers and equal opportunities for students to get information also in English. In addition, the fact that some of the personnel trainings are only in Finnish prevents international personnel from participating in them.

The audit team encourages Haaga-Helia to invest in the accessibility of the trainings, to motivate staff members to participate in systematic training even more and to ensure that the trainings

offered are organized so that teachers' schedules also allow participation in them. One of the staff's demands for additional training that were mentioned during the audit visit was English language courses for teachers of international students.

The audit team was also told that Haaga-Helia has a process for preventing inappropriate behaviour and that there is an appointed harassment contact person, but neither the process nor the contact information could be easily found on Haaga-Helia's intranet. The audit team recommends that this information be added on the intranet so that it is easily found. Recruitment procedures were described as transparent and functioning in the interviews.

Haaga-Helia offers many opportunities for competence development

During the site visit, Haaga-Helia's interviewed staff evaluated opportunities and atmosphere related to competence development to be positive. Other available material supported this view, as according to the personnel survey of 2021 80 % of the personnel who answered the survey were satisfied with Haaga-Helia's support of professional development. According to the interviewed HR representatives, development needs and individual competence requirements have been addressed in performance and development discussions, group discussions and in different one-to-one discussions. The general comment from the interviewed staff members was that there are a lot of opportunities for competence development, but sometimes teachers' schedules are difficult to combine with trainings. Also there were signals that the criteria for getting into paid trainings were not fully clear to all the staff members.

In the teaching staff's working hour plan, there are 50 hours per year allocated to training and there's a possibility for different kinds of trainings depending on the needs of the staff members. Haaga-Helia offers also the administrative and support staff in addition to normal internal or external trainings supporting their work, a possibility to take five extra paid days per year for studies leading to a degree or similar. According to the personnel survey of 2021, an average Haaga-Helian spent five days per year on training. Haaga-Helia offers a lot of possibilities for competence development and according the interviews this is highly appreciated by the staff.

Haaga-Helia has a very strong learning by doing culture. One of the interviewees described it as "teaching students teachers teach teaching", which means that unexperienced teachers learn from professional and experienced teachers. Also, co-planning, team-teaching and co-operation with colleagues was often described in the interviews as a way to learn from peers. Haaga-Helia's library services were described by the interviewed staff as being excellent. The audit team finds it positive that Haaga-Helia's teachers described in the interviews that they were encouraged by management to go on a work life period to learn and to take part in RDI projects as part of their competence development.

Well-being services are appreciated

Haaga-Helia provides a lot of support related to health & wellbeing, sports and culture benefits, sports opportunities, mental and physical break exercises, ergonomics guidance, soft skills training and wellbeing seminars. Haaga-Helia does a personnel survey every second year. The services offered by Haaga-Helia are mainly based on the personnel surveys, continuous dialogue and feedback and partially on cooperation with occupational healthcare. According to the self-assessment report, Haaga-Helia has preventive wellbeing practices such as an early support process. The feedback from the staff concerning health and wellbeing services was positive both in the 2021 personnel survey as well as in the interviews: “A lot of support related to health & wellbeing is provided to the staff.” The flexible multilocation work and the flex time model were mentioned to the audit team as a factor that enables coordination and combining work and personal life. Another positive factor that was named in the interviews was that Haaga-Helia looks to provide its staff opportunities for sabbaticals, study leave and work-life experience.