KANSALLINEN KOULUTUKSEN ARVIOINTIKESKUS
NATIONELLA CENTRET FÖR UTBILDNINGSUTVÄRDERING
FINNISH EDUCATION EVALUATION CENTRE

AUDIT OF HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES

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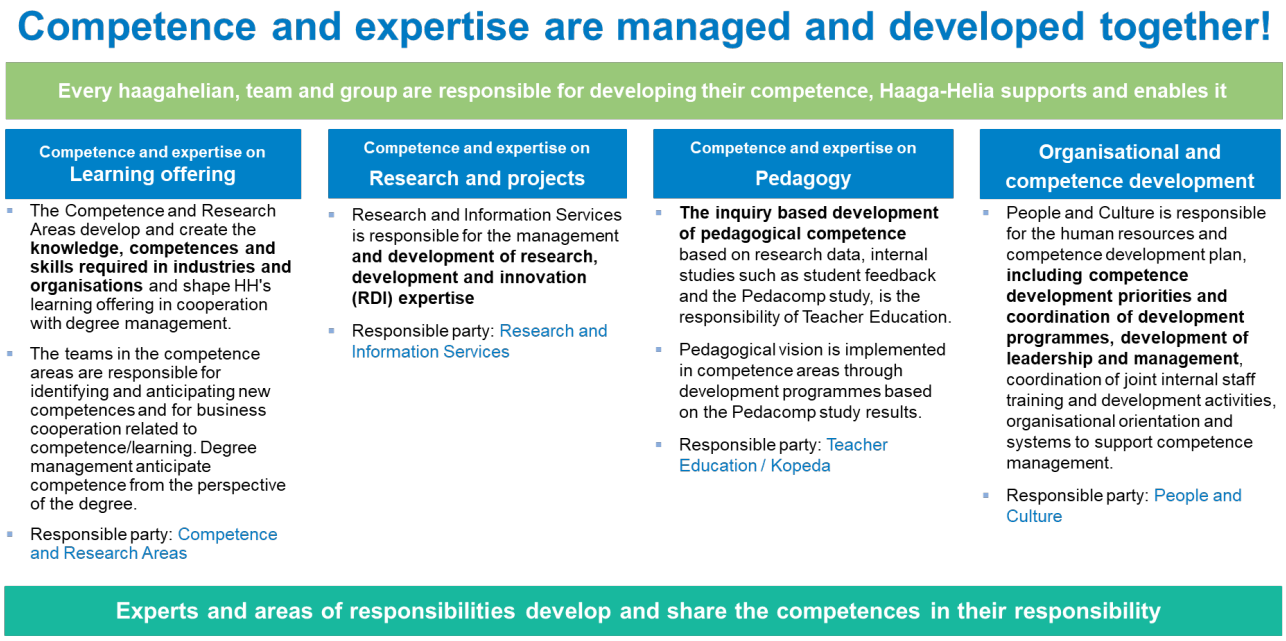
3.2 Supporting the competence development and well-being of the staff

- 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

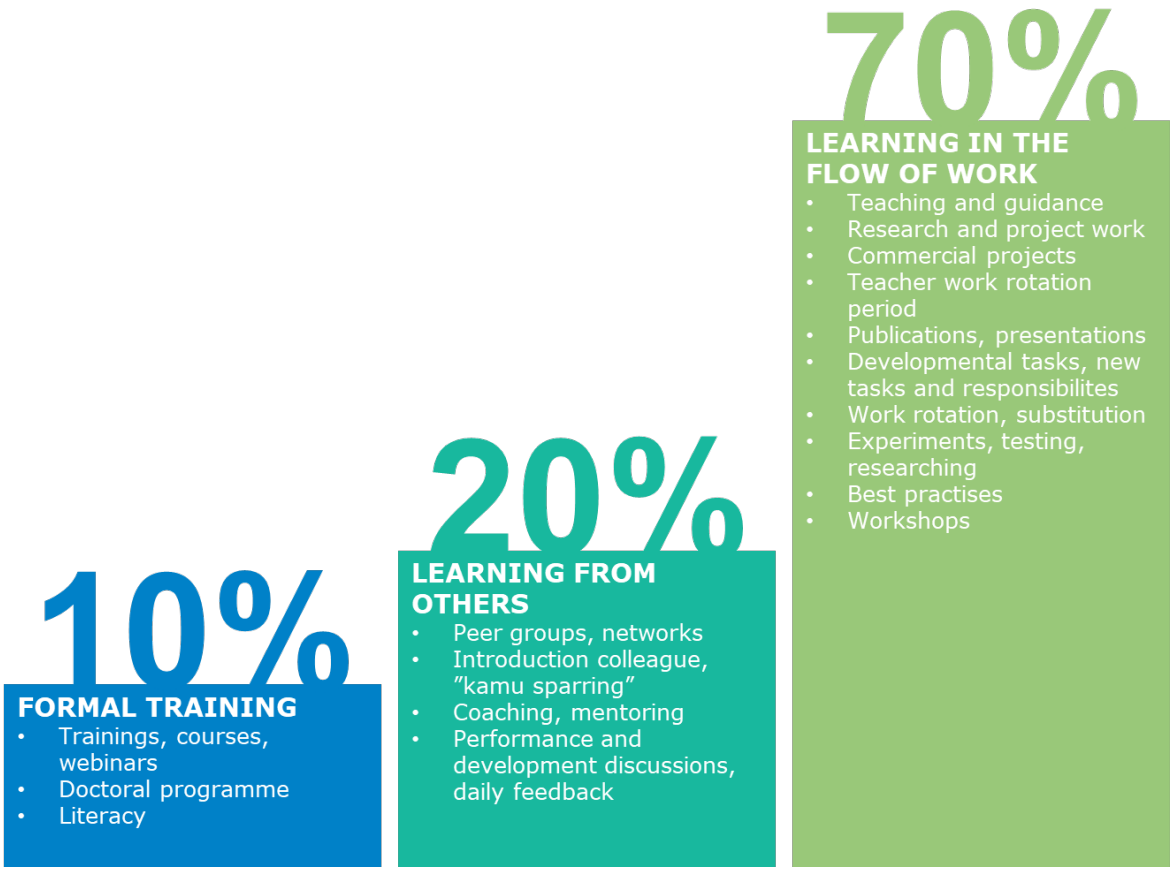
In performance and development discussions, groups discuss targets, competence development, and learning from each other. In one-to-one discussions individual competence requirements are the focus. As a tool for self-reflection, a competence model describes competence required e.g. on the strategy level 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

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

Enhancement areas

Systematic management of the competence development in the revised organisation structure