

Muutokset työpaikoilla ja osaamisen itsearviointi keski-ikäisten ja vanhempien insinöörien ja tradenomien vastauksissa

Niina Jallinoja (Haaga-Helia)

Taidot Työhön –hankkeen tutkimusseminaari 10.8.2017



Työpaketti 5 tavoitteet

- Kehitetään Taidot Työhön –valmennusohjelma oppilaitoksiin ja työpaikoille, jolla voidaan
 - parantaa työntekijöiden valmiuksia ja motivaatiota ammatillisen osaamisen kehittämiseen
 - ohjata työntekijöitä omien kompetenssien kartoituksen, valmennuksen ja ammatillisen kehityssuunnitelman kautta ammatillisen osaamisen, työllistymiskyvyn ja hyvinvoinnin paranemiseen.
- Tutkitaan valmennusohjelman vaikutuksia valmistautuneisuuteen, oppimispystyvyyteen ja työllistymisuskoon sekä kehityssuunnitelmiin, ts. valmennusohjelman vaikuttavuutta -> näyttöön pohjautuva toimintamalli.

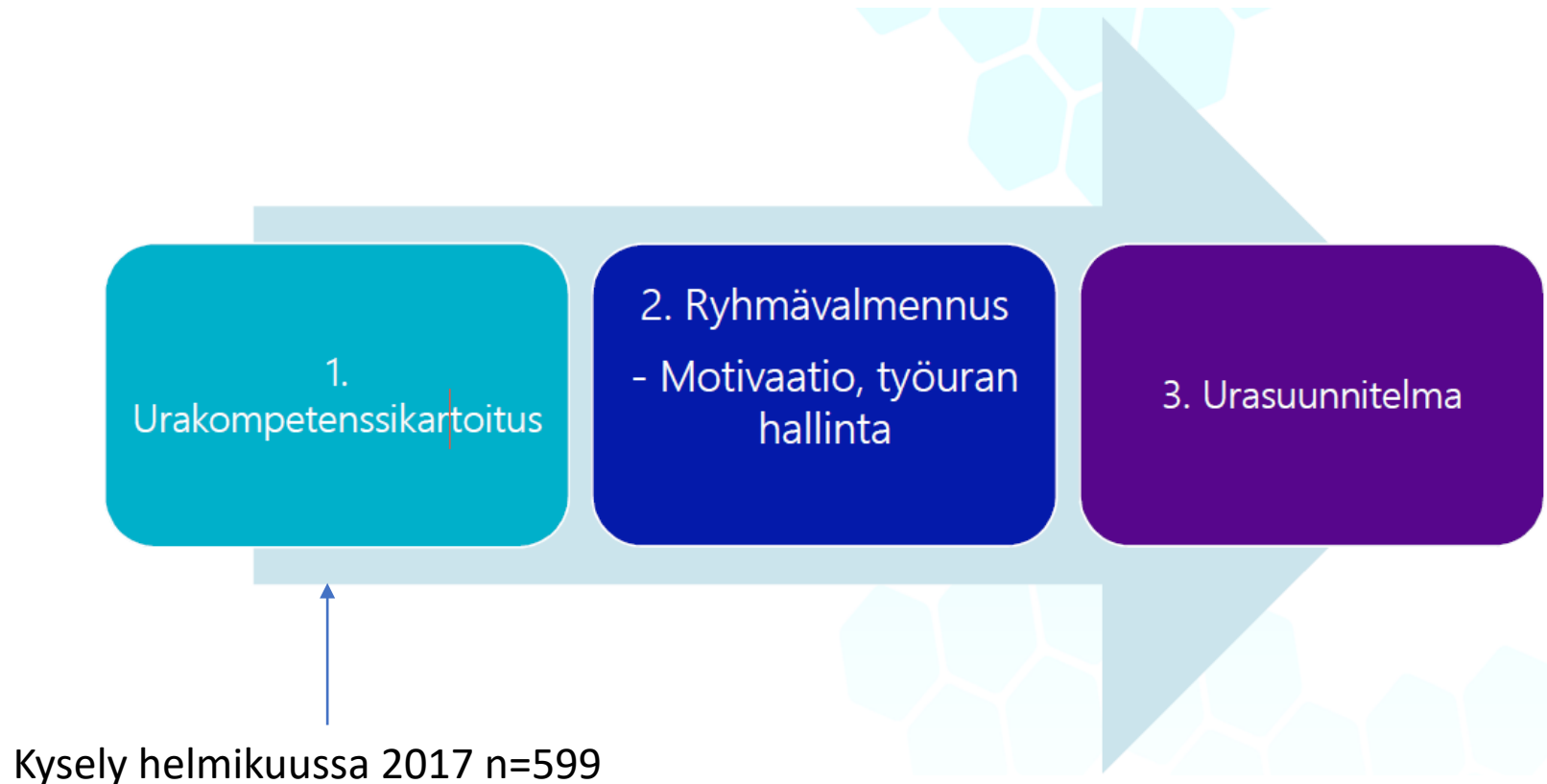


Salla Toppinen-Tanner
Jukka Vuori
Marjo Wallin 6/2017 saakka



Minna Hiillos
Niina Jallinoja
Johanna Vuori

Toimintamalli työuran hallintaan ja osaamisen kehittämiseen



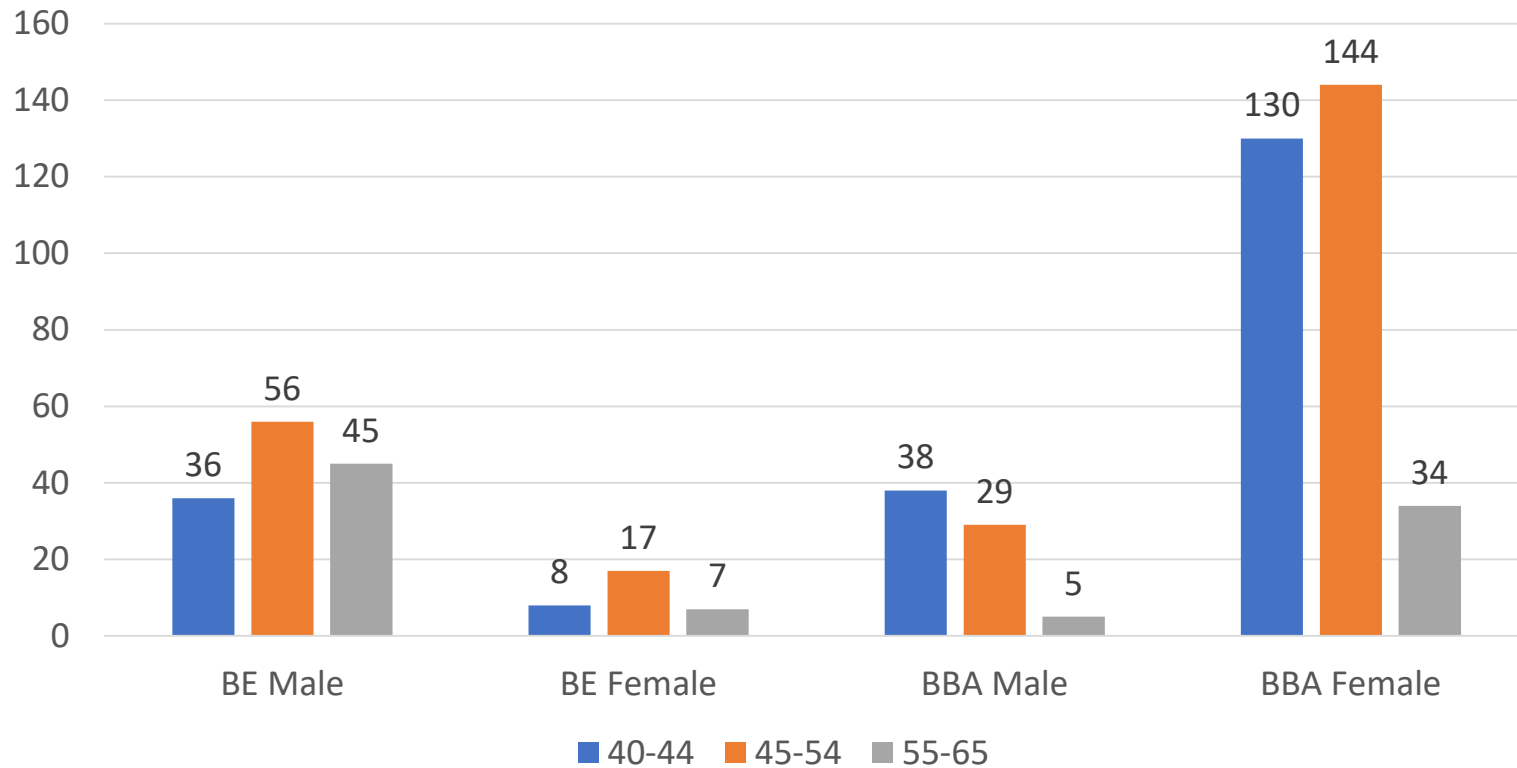
List of content

- Description of respondents
- Recognition of globalization, automatization and changes at the workplace
- Importance of competence areas
- Self-evaluation of professional and generic competences
- Constraints and rationale for competence development
- Analysis forward

Respondents of online survey

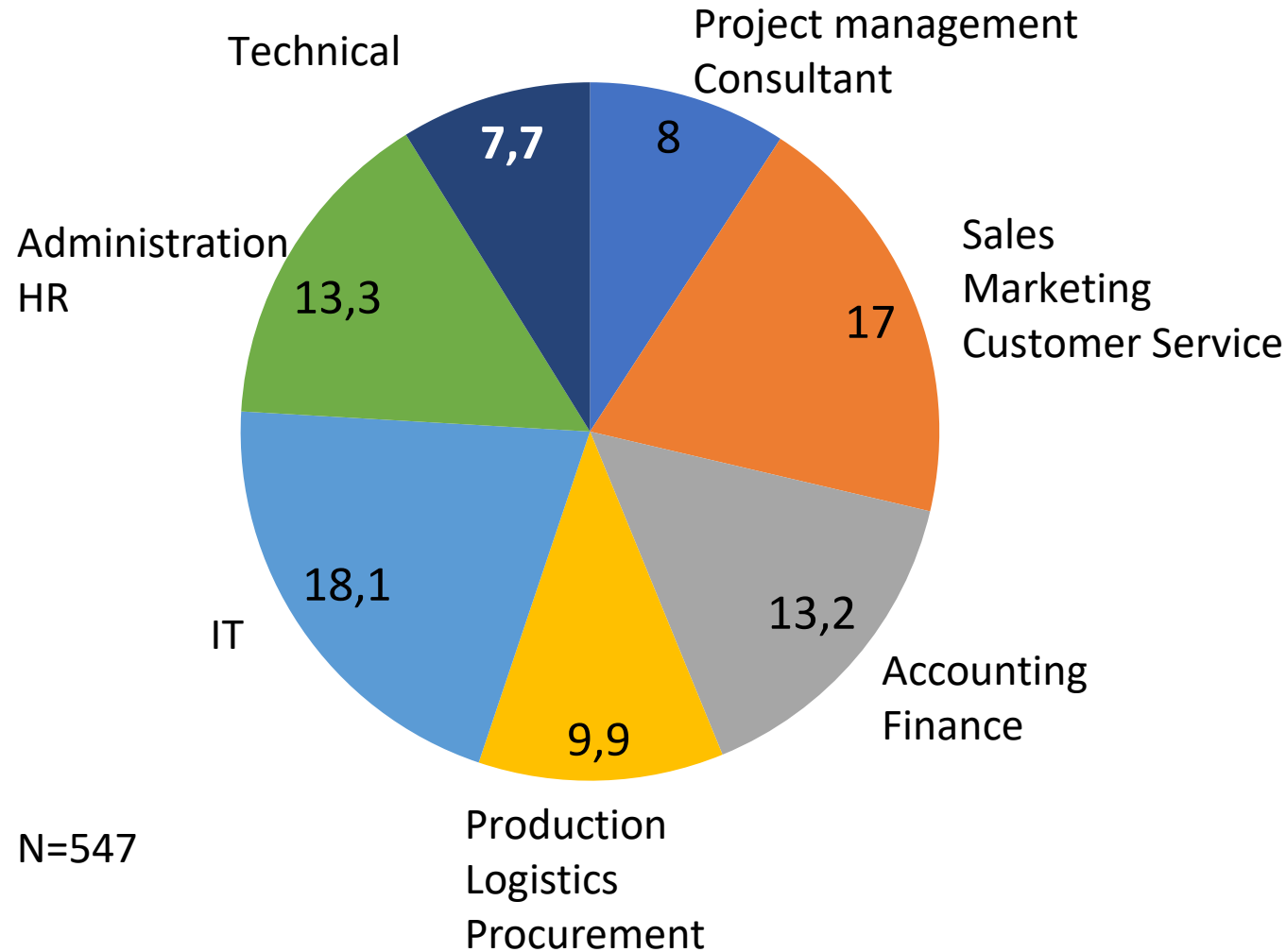
- February 2017
- Sample of Bachelor of Business Administration graduated from Haaga-Helia University of Applied Science, aged between 40-65 years old living in Finland: 2754 (half of the population with Finnish address and access).
- The register of the Union of Professional Engineers between 40-65 years old living in Southern Finland: 2401 invitations. (Random sampling among members)
- 5155 invitations were posted by mail in the end of January 2017.
- Survey by webropol, including 49 questions (first survey), the most of them focusing on intervention study.
- N= 599 , 11.6 %.
 - BBA higher (14.0 %, n=386) than Engineers' (7.2 %, n=173)
- May 2017: Follow up survey, 369 responses

Gender, age and Bachelor degree



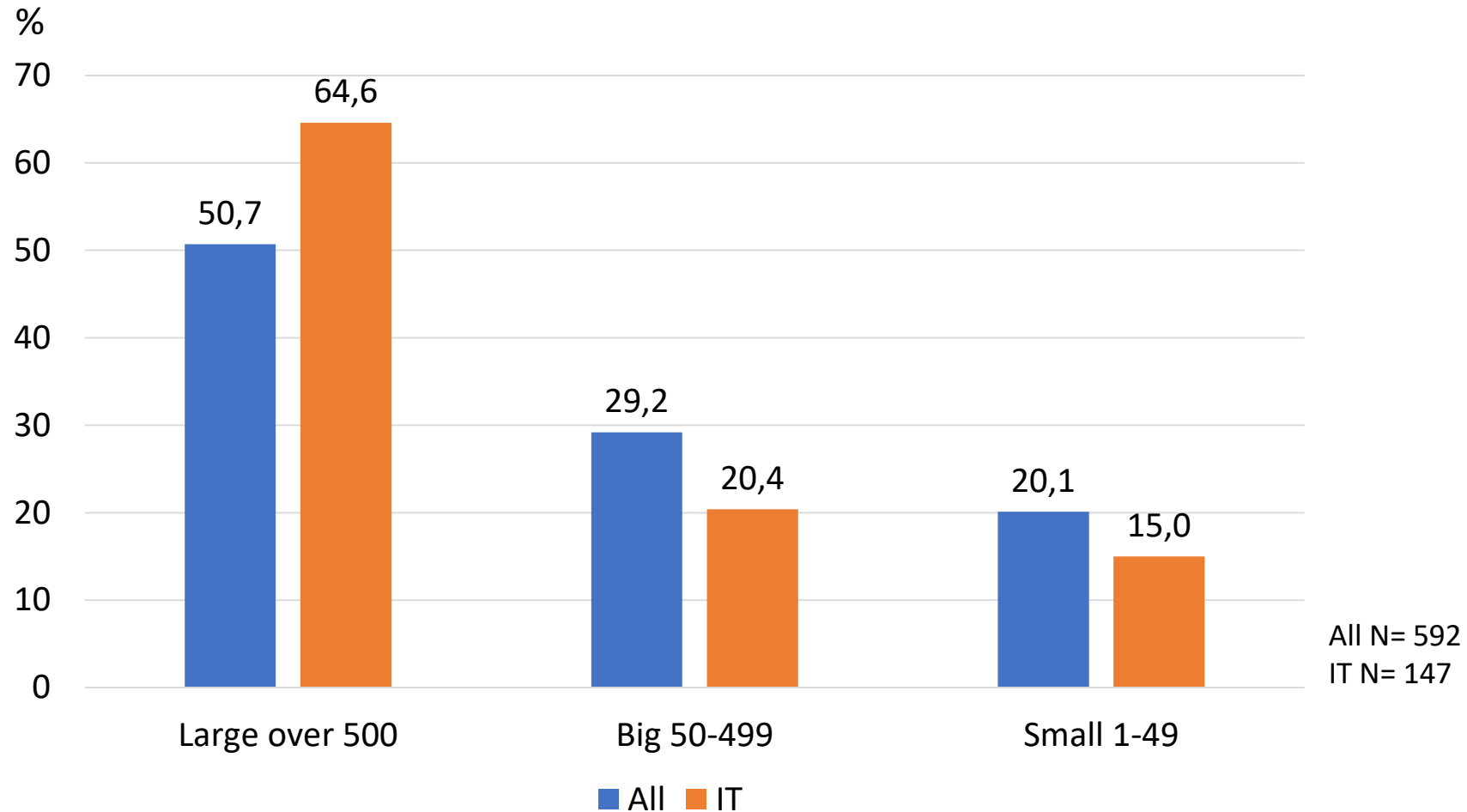
	Women	Men	40-44	45-54	55-65	BBA	Engineer
%	61.6	38.4	37.9	44.9	17.2	69.1	30.9
Frequency	363	226	227	269	103	386	173
	Gender N=589		Age N=599			N=559	

Respondents' title of work

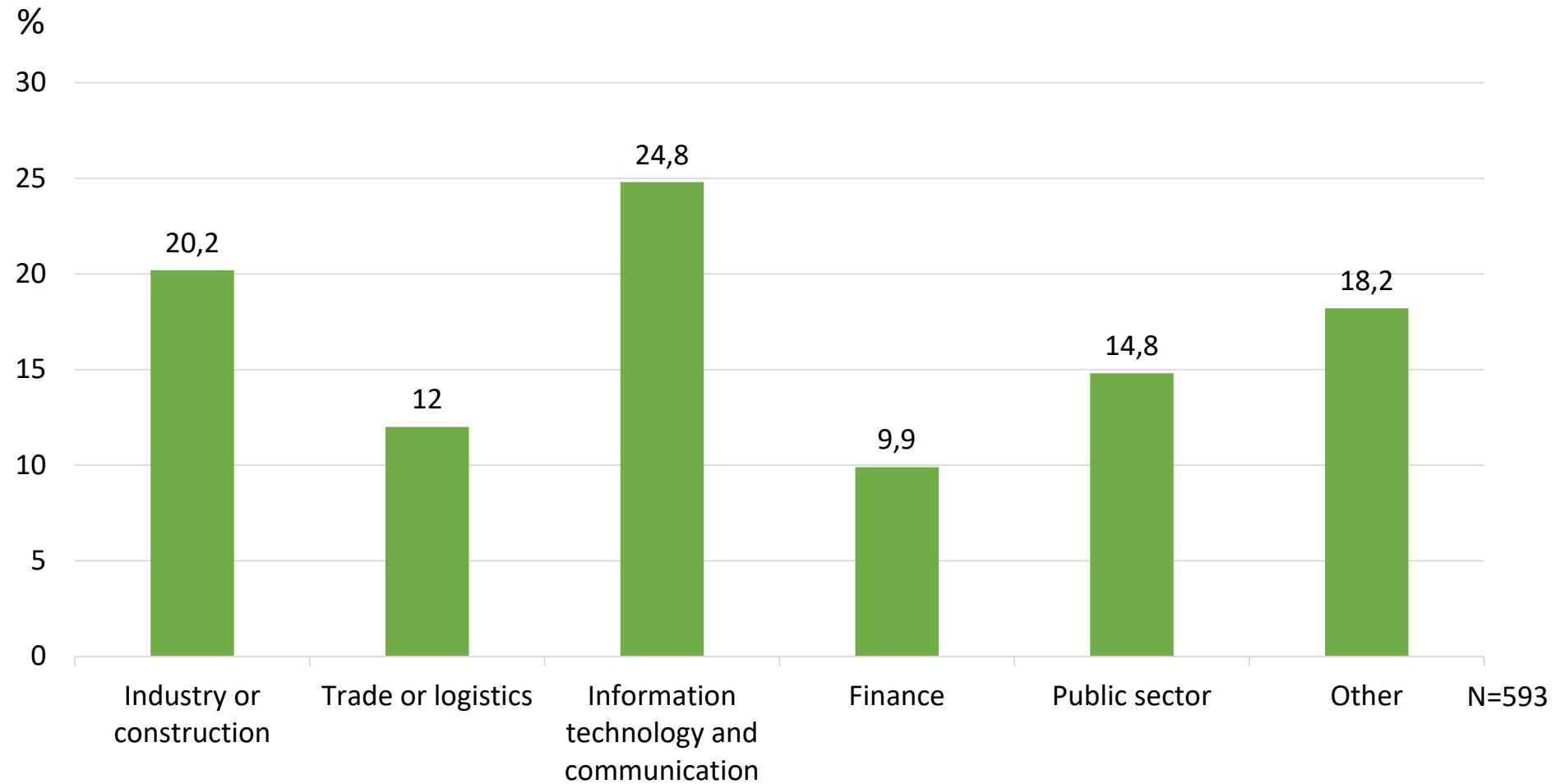


	Manager
Among women	13,7 %
Among men	27,6 %
Mean	19,0 %
N=	486

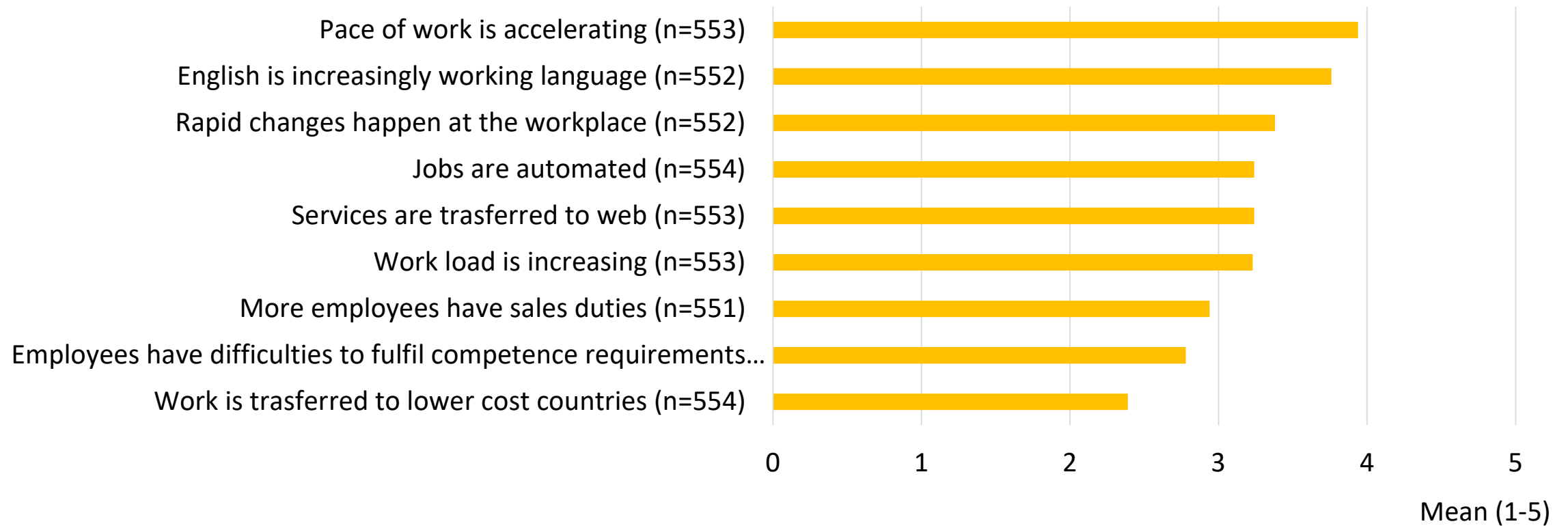
Employer size



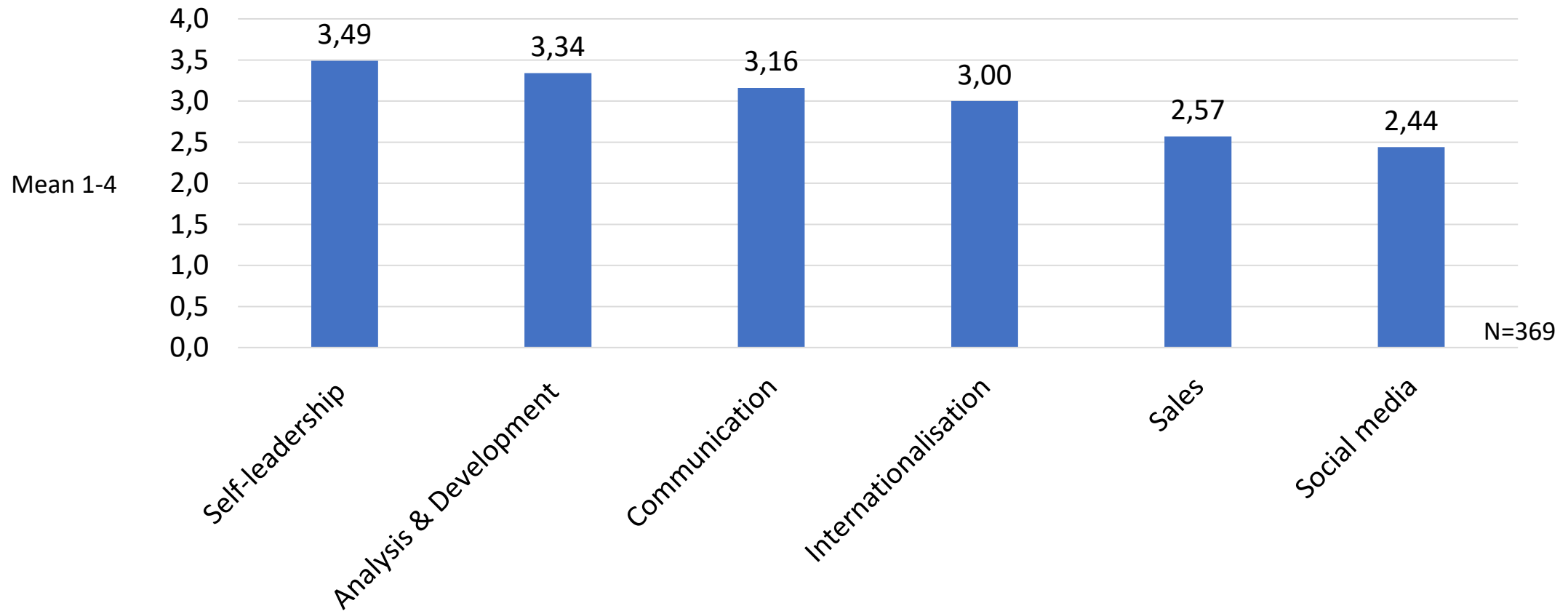
Employer line of business



Globalization & automatization and changes at the workplace



Importance of competence areas



Professional competences

I can ...

Analyse reliability of information in different channels

Take care of data security in my job

Plan and manage project work

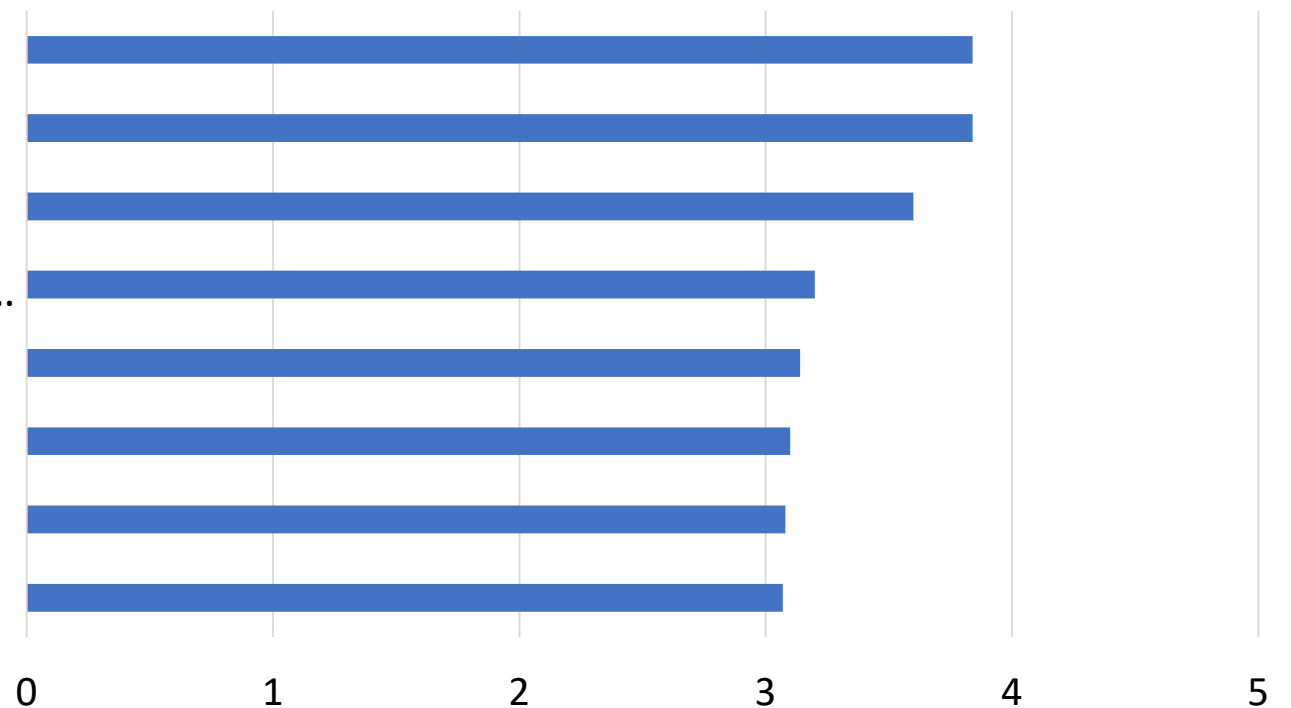
Recognise opportunities and restrictions in global...

Present and argument for different audiences

Analyse profitability of a company

Create content into digital channels

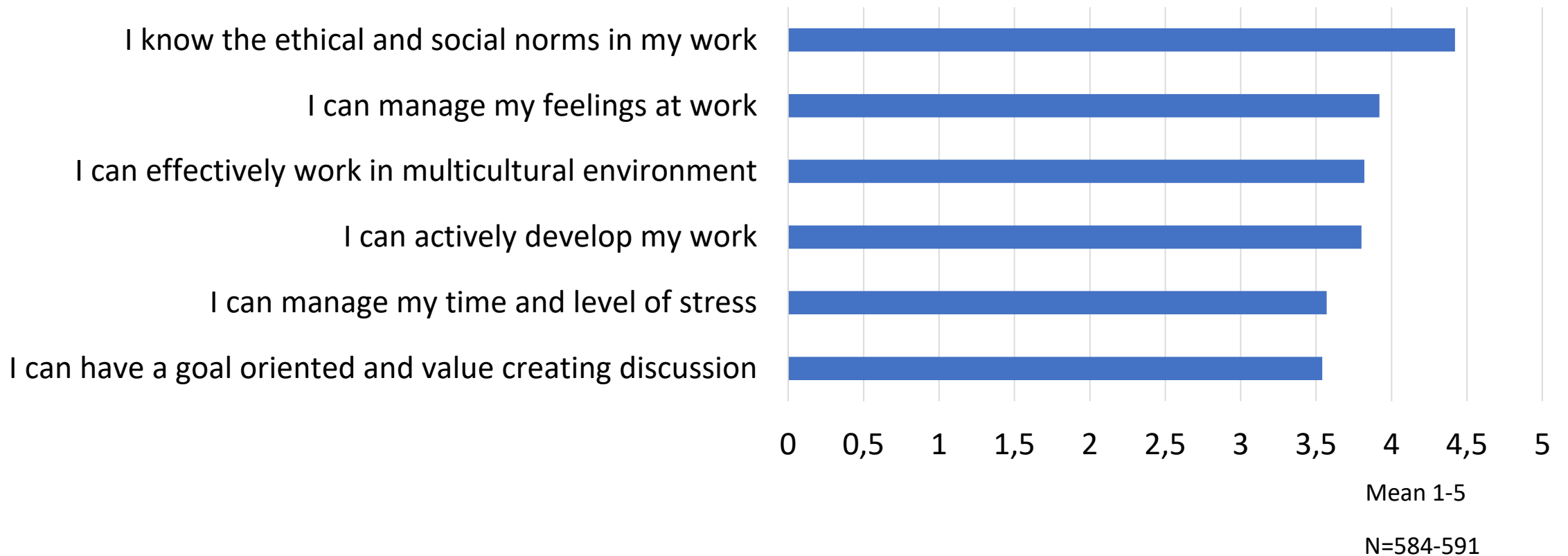
Develop service or product concepts



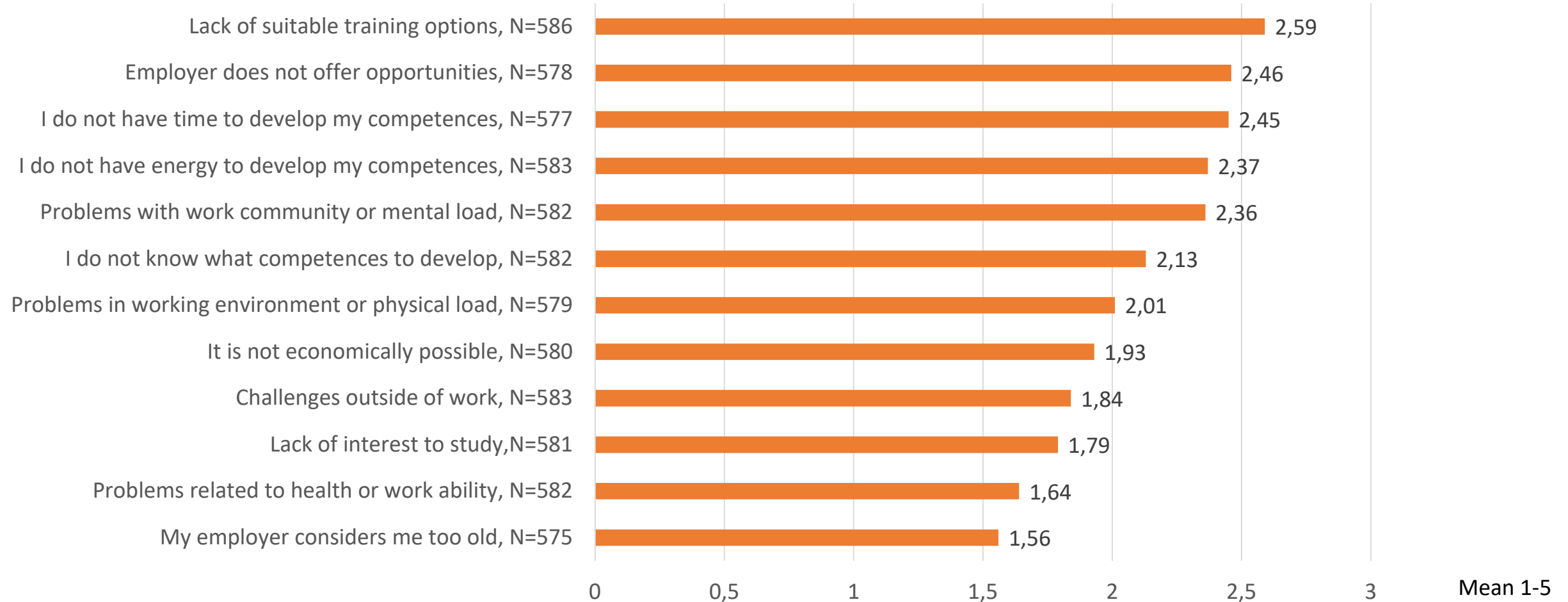
Mean 1-5

N=589-591

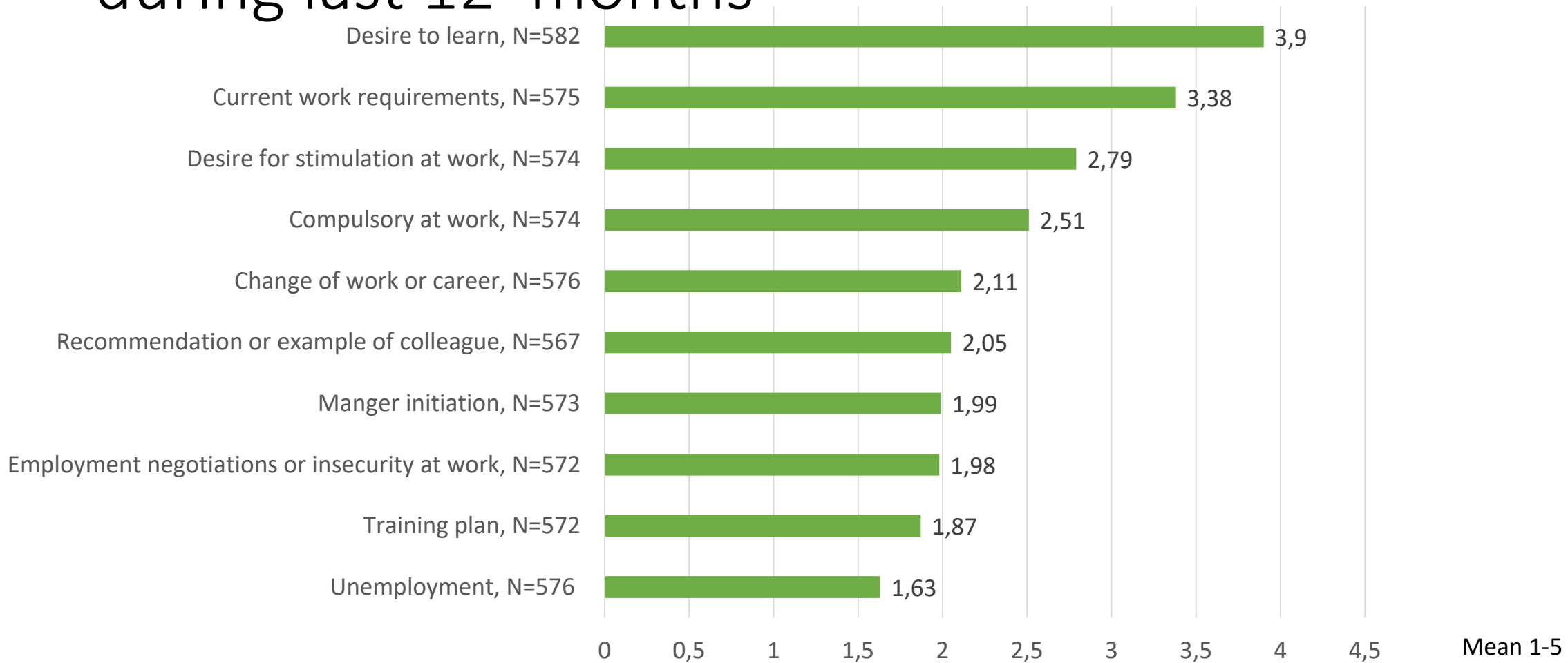
Generic competences



Constraints for competence development during last 12 months



Rationale for competence development during last 12 months



Initial discussion

Competences

- Professionals self-assess their competences relatively high related to their current work. Data reliability and security is rated high and content creation to different channels lower. How accurate those ratings are in terms of performance and competence needs at the market?

Initial discussion

Competence development

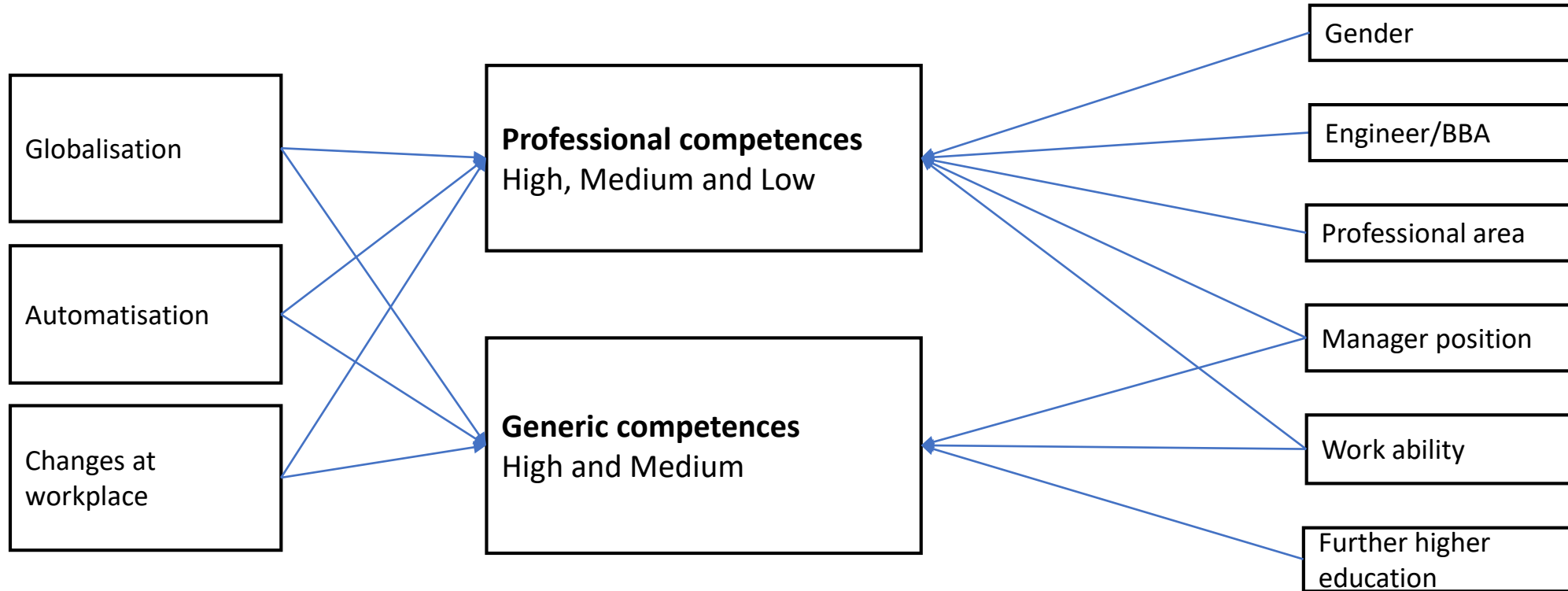
- Triggers for competence development are individual based: own interest of learning, current work requirements and future career.
- Employer training offerings and possibilities to learn are expected. However, planned training and manager initiation do not trigger competence development. Some ageism related to competence development at the workplace is perceived.
- If employee is influenced by negative changes (unemployment) it is too late to initiate competence development.

Initial discussion

Consequently,

1. Current training offerings for middle-aged and older professionals are not known or does not exist: Action point for higher education, commercial training institutions and employers.
2. Clear need for career planning, self-evaluation tools and competence development offerings related to digitalization among middle-aged and older professionals.

Next steps: Who score high – who score low?



Relationship
between context
and self-
evaluation of
competences?

Differences
between groups