

Training, development, engagement?

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Chair of FAWORE.

An aerial photograph of a small island with a white lighthouse and a red roof. The water is a vibrant turquoise color, and the sky is a pale blue. The lighthouse is the central focus of the lower half of the image. A semi-transparent teal box is overlaid on the upper half of the image, containing white text.

**Your key take aways from
yesterday?**

A scenic view of a mountain valley with a city and a river, framed by a blue text box. The background shows a wide valley with a city, a river, and mountains under a cloudy sky. The foreground is filled with lush green trees.

Any questions related to practicalities?

About presentations

- Please check that your presentation time slot is ok for you
- **Deadline for all presentation material/all groups also Tuesdays presenters: Monday morning at 8**
- Should you wish to – you are allowed to upload a longer version showing your analysis - you can upload **a new version by Friday 16th 18.00**
- Please focus on showing your work and keeping the audience entertained
- Please also practice so you know that you can keep the time – its essential

**Training, development, learning –
Engagement – with the aim of
sustainable work?**

The greatest challenge and opportunity of the present building a sustainable future of work.

1. We **must invest in workers and skills**, mobilize all available modern pedagogy and technological applications for education.
2. New institutions must be created to better support the jobs of the future.
3. We must **improve existing jobs**, labor law, future job descriptions and the jobs for which workers are trained.

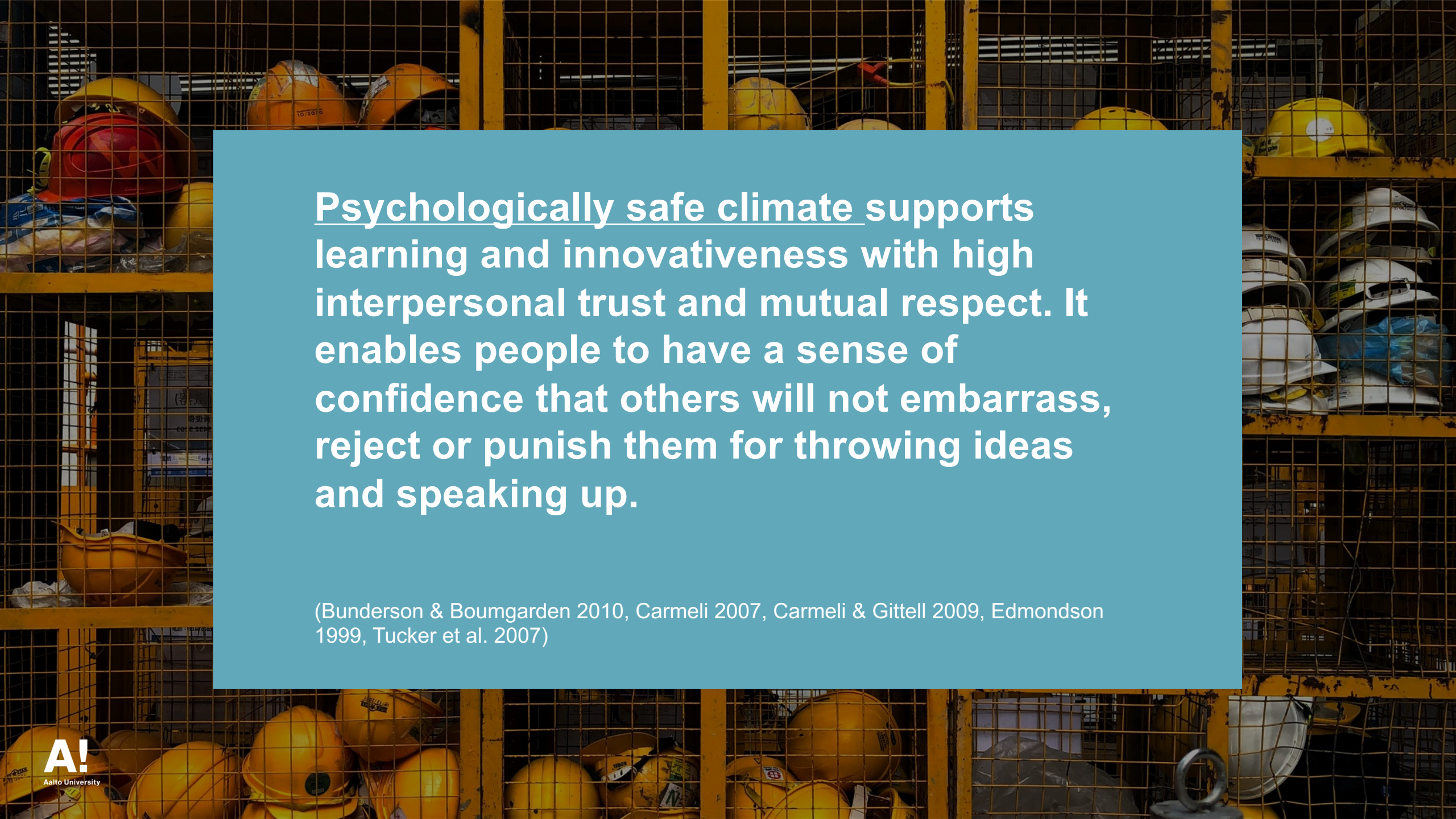
Just as the majority of today's jobs had yet to be invented a century ago, much of the work of the 21st century has yet to be invented today.

MIT Future of work report, Autor et al 2020



Photo by [Haley Truong](#) on Unsplash

**What kind of environment
makes it possible to learn?**



Psychologically safe climate supports learning and innovativeness with high interpersonal trust and mutual respect. It enables people to have a sense of confidence that others will not embarrass, reject or punish them for throwing ideas and speaking up.

(Bunderson & Boumgarden 2010, Carmeli 2007, Carmeli & Gittell 2009, Edmondson 1999, Tucker et al. 2007)

Sustainability focused, resilient organizational qualities

1. Anticipation and continuity management.
2. Human-centric culture and leadership.
3. Conscious building of collaboration within the organization and with stakeholders.

(Lee et al 2013)



Enablers of learning...

**Safety based
communication
climate**

Strategy

Vision

Clear goals

**High quality servant
leadership**

**...all together make
learning in organisations
possible.**

(Edmondson & Lei,2014)

A scenic view of a mountain valley with a city and a river, framed by a blue banner with the text "STRATEGIC PEOPLE MANAGEMENT". The background shows a lush green forest in the foreground, a valley with a city and a river in the middle ground, and mountains in the distance under a cloudy sky.

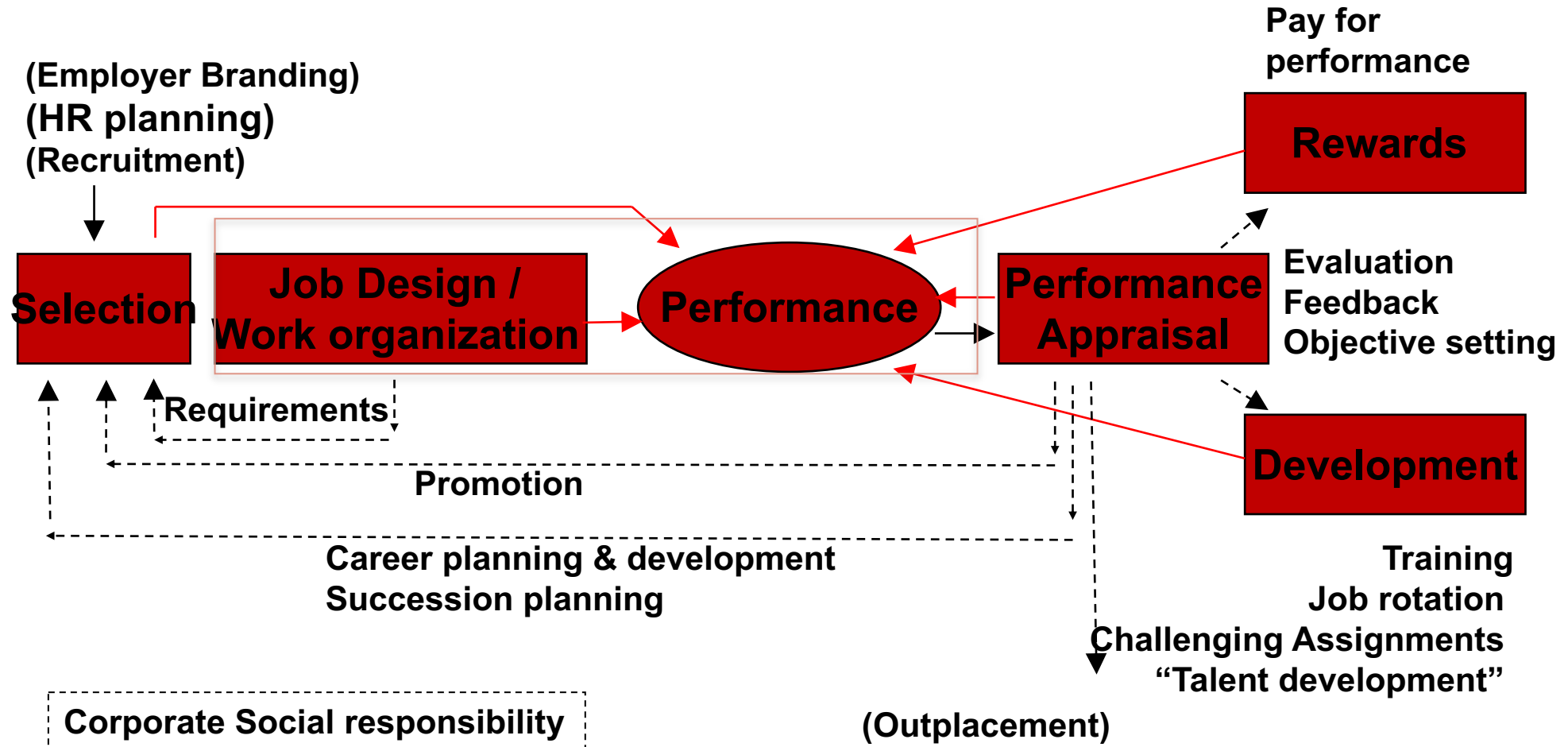
STRATEGIC PEOPLE MANAGEMENT

Strategy and HRM



1. Clarify the **strategy** (business model) necessary to win in the market
2. Specify organizational **capabilities** required to support the business model
3. Design and deploy **(HR) practices & processes** that enable differentiating capabilities

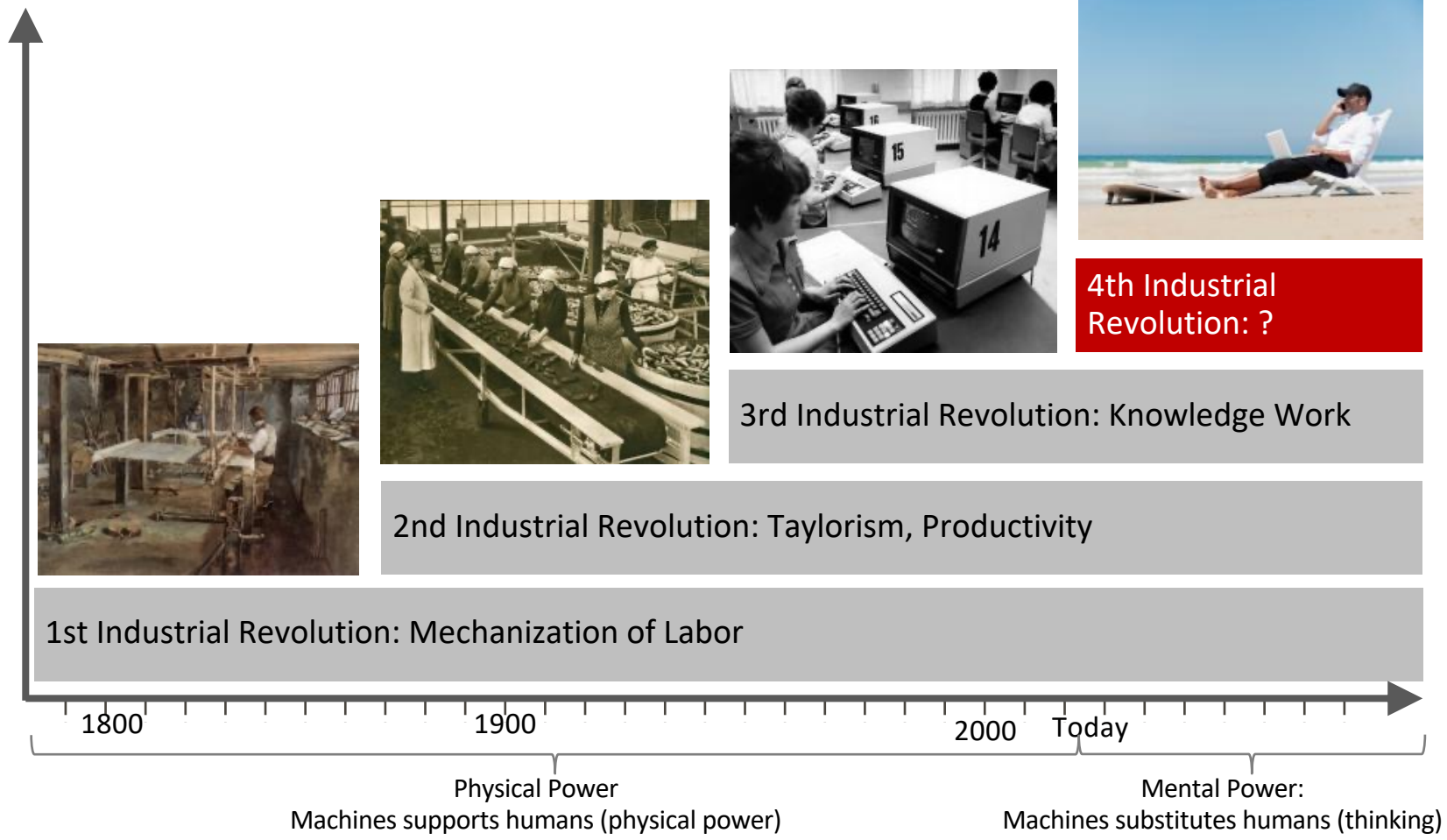
HRM practices



Work hard and you succeed.
If you are not yet successful,
you do not work hard enough,
thus work harder.

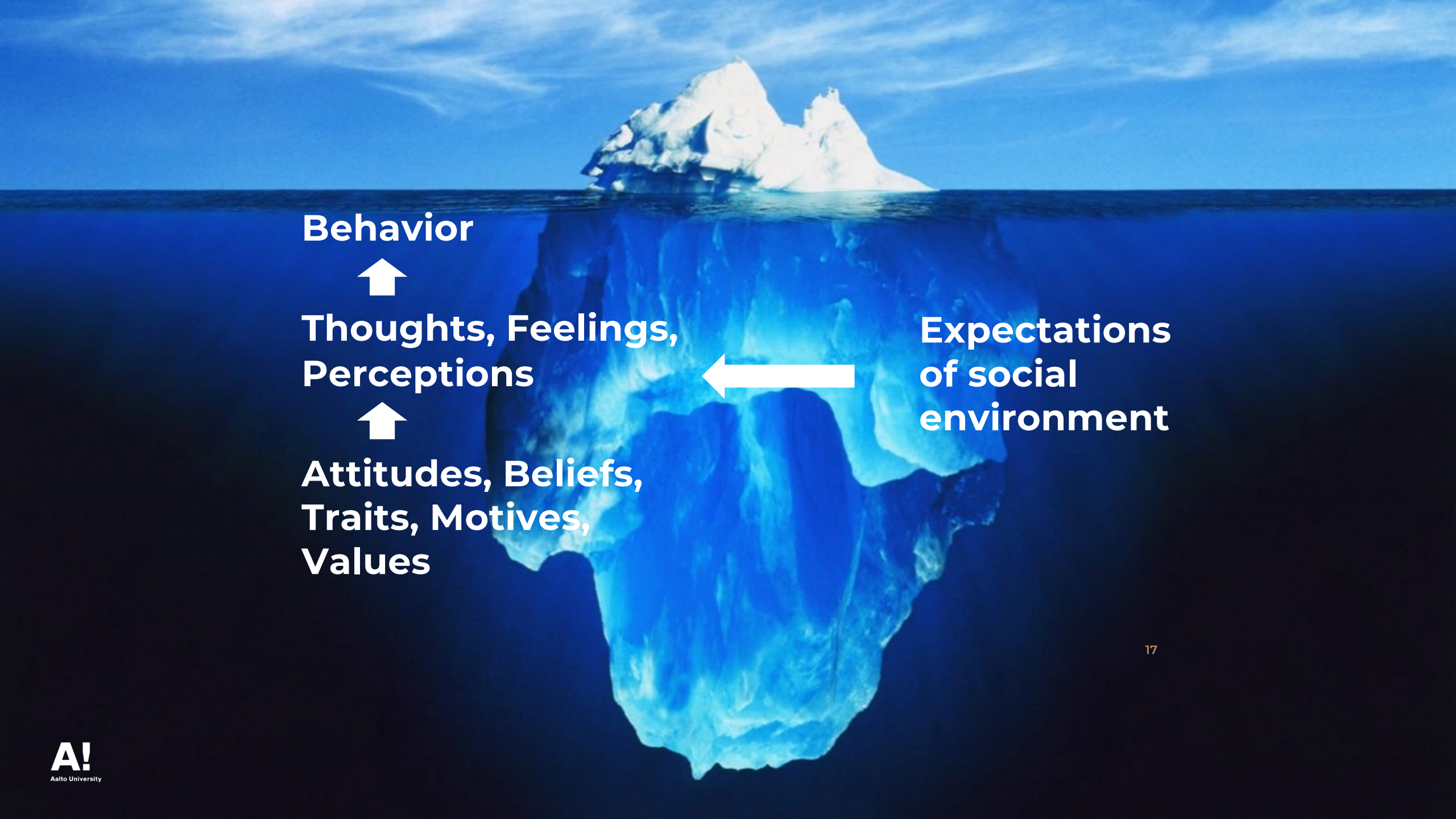
Ideal from industrial era ca
second industrial revolution





We need to challenge our beliefs about work

- Current management beliefs and methods were created by armies.
- Then they were adopted by business - industrial era and Taylorism.
- Productivity has a continuous measurable output.
- **Creativity / innovation is more messy process.**
- Productivity needs continuous effort.
- **Creativity / innovation needs space and time.**
- Productivity and creativity / innovation were separate pursuits in industrial era.
- Productivity and creativity are all the time more integrated in knowledge era.
- **Every knowledge worker needs to be both creative and productive.**



Behavior

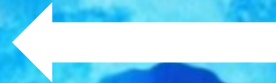


**Thoughts, Feelings,
Perceptions**



**Attitudes, Beliefs,
Traits, Motives,
Values**

**Expectations
of social
environment**



2 The majority of the world's employees are "quiet quitting."



Thriving at work
(Engaged)



Quiet quitting
(Not engaged)



Loud quitting
(Actively disengaged)

Employee stress remained at a record high.



"By the time I'm done with work, I'm so exhausted that some days I don't have the energy to hold a conversation. So, over time, I've had family [and] friends accuse me of not being socially receptive when they try to reach out."

- IREGUME, 27, CONSULTANT, NIGERIA

Worldwide, **44%** of employees said they experienced a lot of stress the previous day. This is the second year in a row worker stress reached record levels.

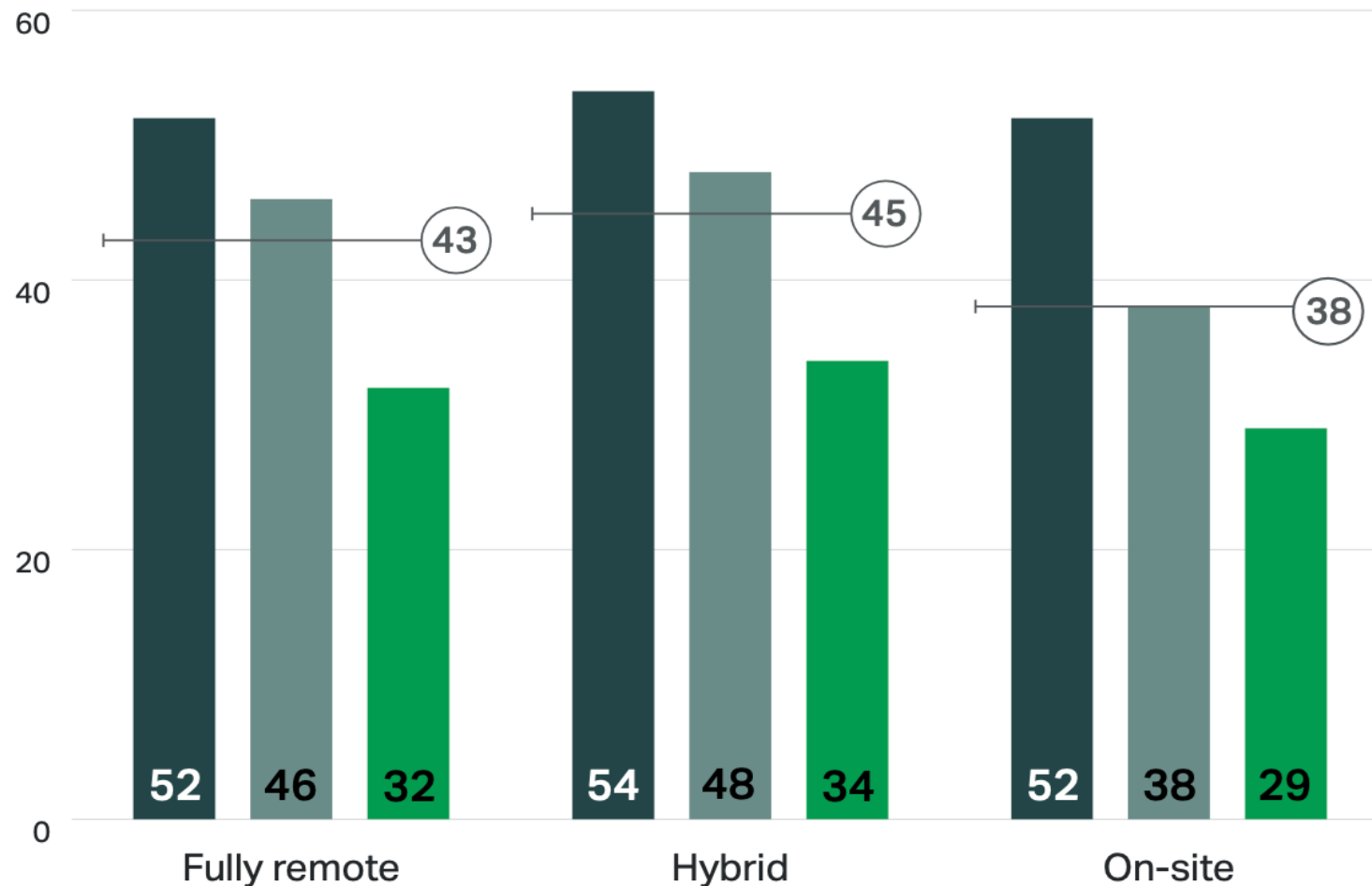
Employee stress rose in 2020, likely due to the pandemic. But employee stress has been rising for over a decade. Many factors influence stress, but Gallup finds that managers play an outsized role in the stress workers feel on the job, which influences their daily stress overall.

Daily Stress by Engagement and Work Location

Did you experience the following feelings during A LOT OF THE DAY yesterday? How about stress?

Ⓢ Experienced stress

% Among those who are: ■ Actively disengaged ■ Not engaged ■ Engaged



Employee wellbeing is the new workplace imperative.

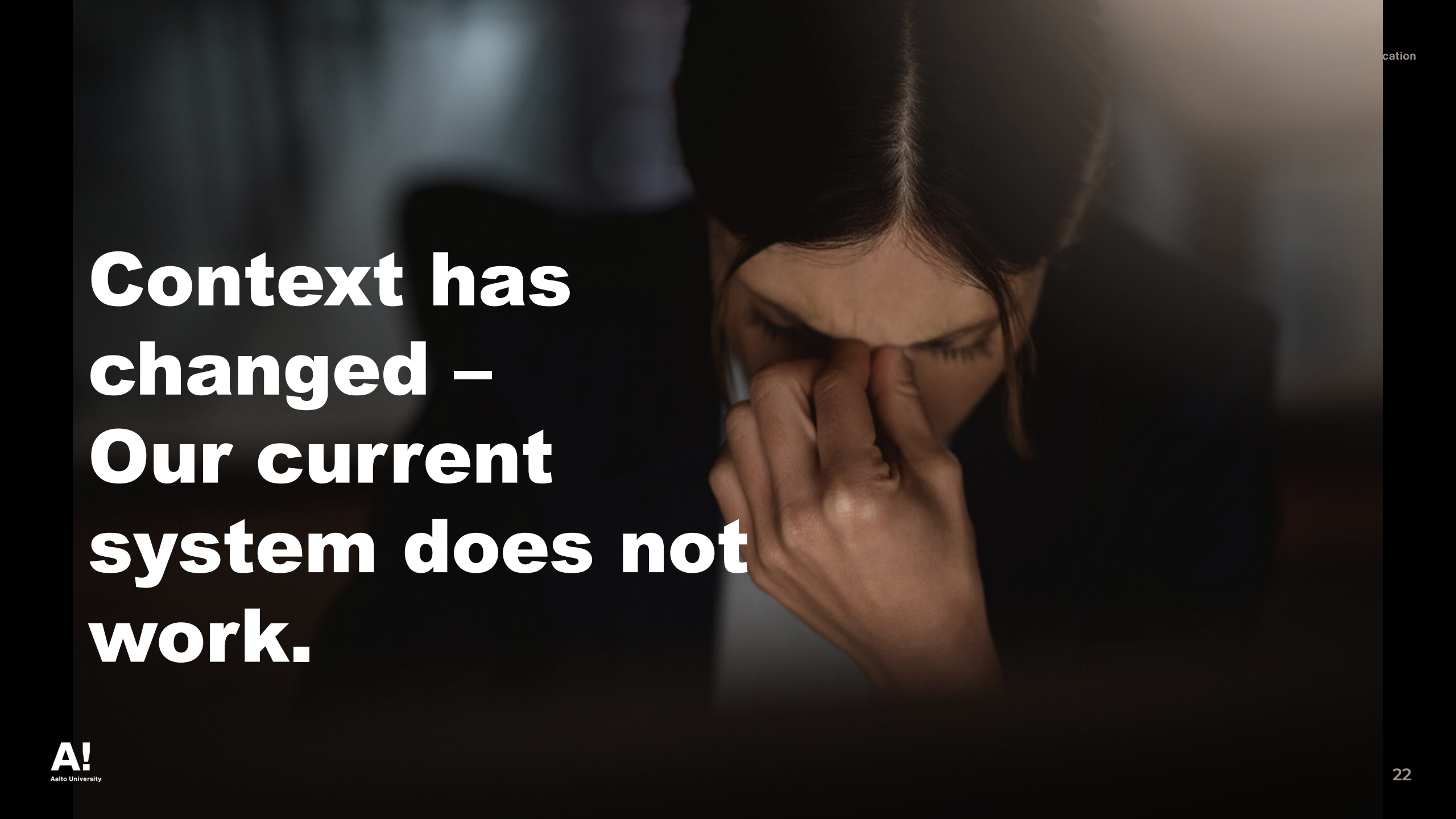
Wellbeing and engagement interact with each other in powerful ways. When employees are engaged and thriving, they experience significantly less stress, anger and health problems. Unfortunately, most employees remain disengaged at work. In fact, low engagement *alone* costs the global economy \$7.8 trillion. The relationship between wellbeing and engagement is vital because how people experience work influences their lives *outside work*, and overall wellbeing influences *life at work*.

Organizations need to think about the whole person, not just the worker. Leaders should:

add wellbeing measurements to their executive dashboards

prioritize employee wellbeing as part of their employer brand promise



A close-up photograph of a woman with dark hair, looking down with a distressed or thoughtful expression. Her hand is raised to her face, with her fingers resting near her eyes. The background is blurred, suggesting an indoor setting with other people present.

**Context has
changed –
Our current
system does not
work.**

**” If you want engagement you have
to think about inclusion.”**

Obstacles for inclusion in our data.

Most of the 50 biggest companies in Finland

Skills

Learning

Emotions

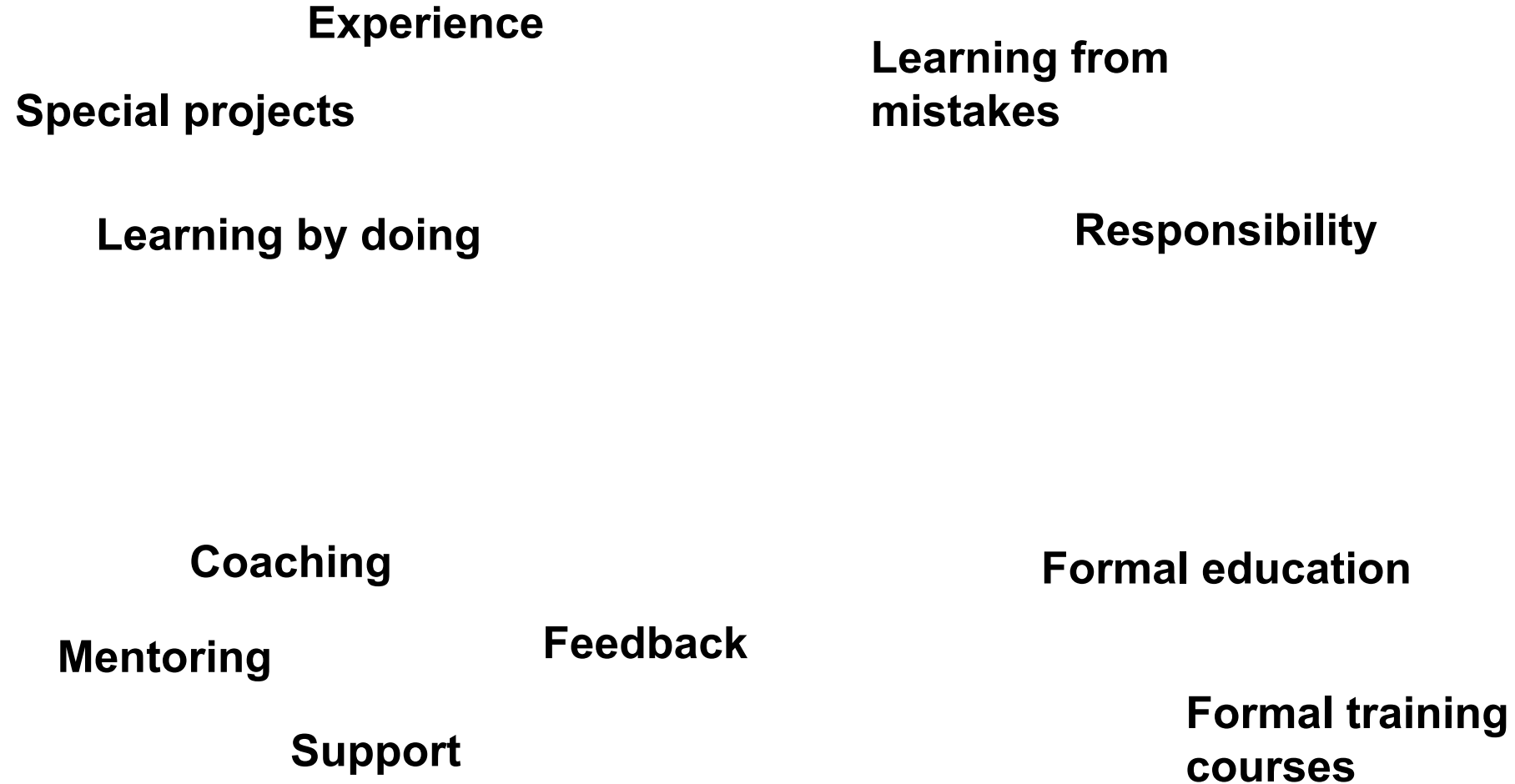
Language

Culture

Mindset

Vuorenmaa, Mäkelä, Sumelius (2023)

How do you develop and engage people?



The basic challenge with development

“How do you balance the needs of trying to run the business in terms of turning out products...whilst investing the effort of trying to help people to grow and develop?” (CEO)

James March (1991): Key dilemma of management is the question of exploitation *versus* adaptation!

- Exploitation (e.g. of existing human resources) produces short terms profits but is dangerous if the sole focus
- Adaptation (learning, development) often produces short term losses but may enhance long term profitability – sustainability?

Methods of Learning & Development

- In-house courses, seminars, workshops, meetings
 - Products, Systems, Strategies, Sharing of important knowledge
 - Run by colleagues; company specific knowledge
- External programs by academic institutions or consultant firms
 - Mostly general knowledge/skills (on-the-shelf-programs)
- Online-learning – more & more potential

The above: Useful when well planned and focused BUT often difficult to implement off-the-job learning at work.

- Alternative: On-the-job learning & job rotation; mentor; coach!

The Bottom-Up Approach:

Technology has allowed firms to improve internal labor markets

- Partly reaction to more efficient external labor markets
- Facilitates internal mobility

HP & Microsoft: All except top 100 jobs posted on intranet

Country differences in applicability particularly pre - Covid:

- Alien to Japan
- Less relevant in countries with stable top-down careers, e.g. Italy, Germany, Sweden; spreading in Central-Eastern Europe, UK
- Managers in Latin America reluctant to give up control

Sophisticated bottom-up approach

IBM's web-based approach to opening the free flow of ideas, learning, development and people across boundaries



How to get people to rotate & take on challenges and develop themselves?

- Open positions, career paths and learning opportunities well advertised internally +
- Expectations clearly communicated to employees
- Yearly targets for cross-unit rotation that are followed up
- Max. recommended tenure in certain position (specifically for people with high career ambitions)

Top management as role models

- Global HR (TM) manager **internal headhunter** for open positions

How Do You Really Develop people?

Experience

Special projects

*Learning from
mistakes*

Learning by doing

Responsibility

CHALLENGE!

Coaching

Formal education

Mentoring

Feedback

Support

*Formal training
courses*

By Serving them Challenges

Jorma Ollila's (former CEO of Nokia) principle:

- **Give people 3 times the challenge they believe being able to handle.**

Jack Welch (former CEO of GE) - The one liner of his approach

- **Bringing challenge into everything that is done.**

Challenge is what attracts, engages, retains and energizes talented people

Formal training

Self-development

Coaching

Mentoring

Formal feedback sessions

CHALLENGES

Experience

Responsibility

What kind of Challenges?

- **Scope:** Increase in numbers of people, € and functions to manage
- **Cross-functional assignments:** Moving to a job where one has little expertise, learning how to set an agenda & get results through people
- **International assignments:** Dealing with diversity, a new context and often conflicting objectives and demands
- **Starting from scratch:** Building something from nothing
- **Change projects:** Fixing or stabilizing a failing operation
- **Project/task force assignments:** Working as 'split eggs' - with other experts, defining objectives, and working collectively to deliver a result

Removing expertise under their feet force people to lead!

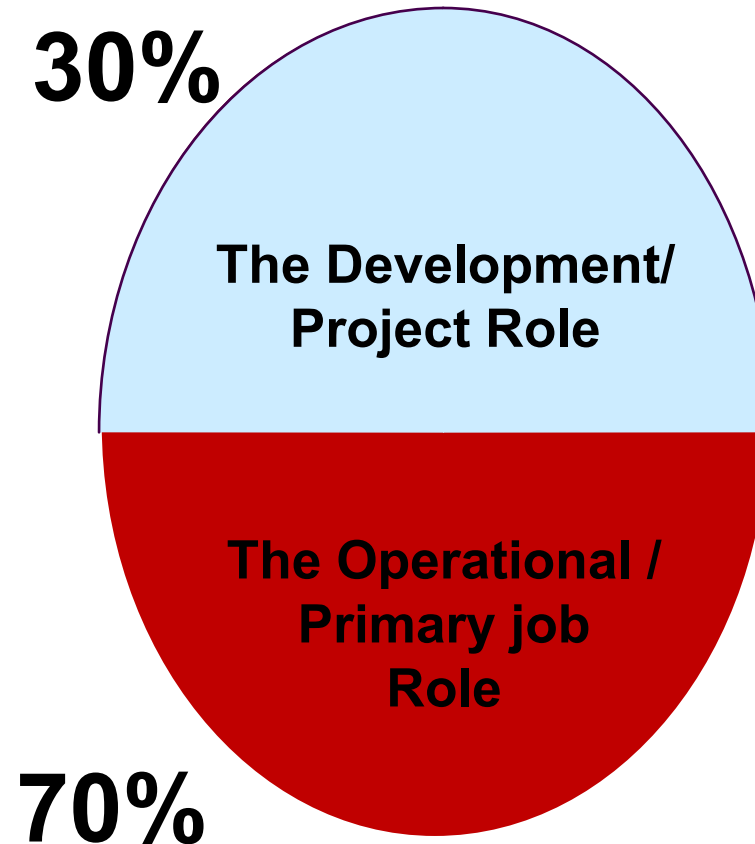
But, how do you get people to take on such challenges?

Not always about actual job rotations or promotions...

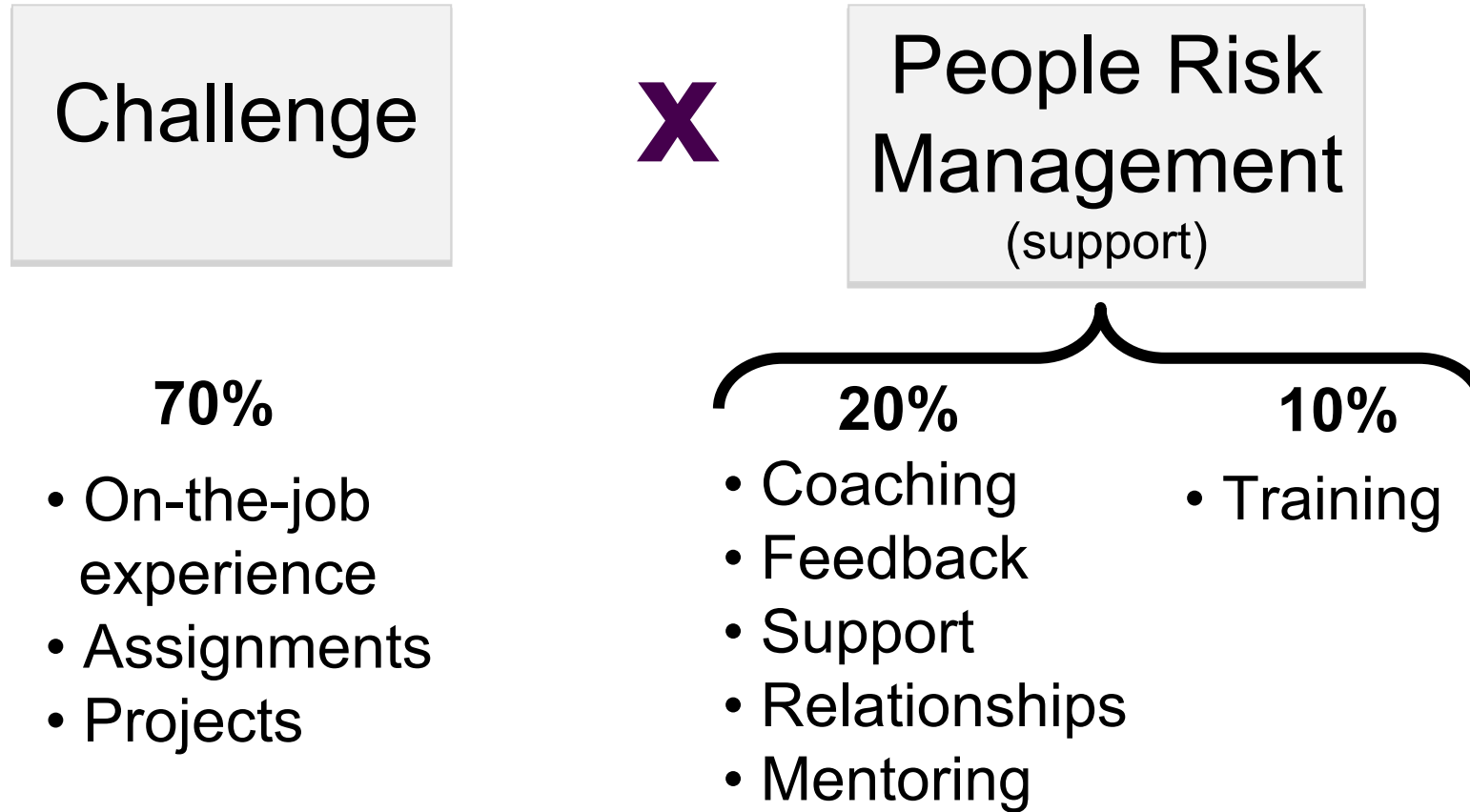
The Importance of (Cross-Boundary) Project Assignments: Working in « Split Egg Ways »

What knowledge & skills can one learn in this way?

- New subject specific knowledge
- Team-work & team management skills
- Delegation and related people-management skills
- Exercising leadership without authority
- Dualistic thinking and, depending on the project, a global mindset
- Virtual and distance management skills

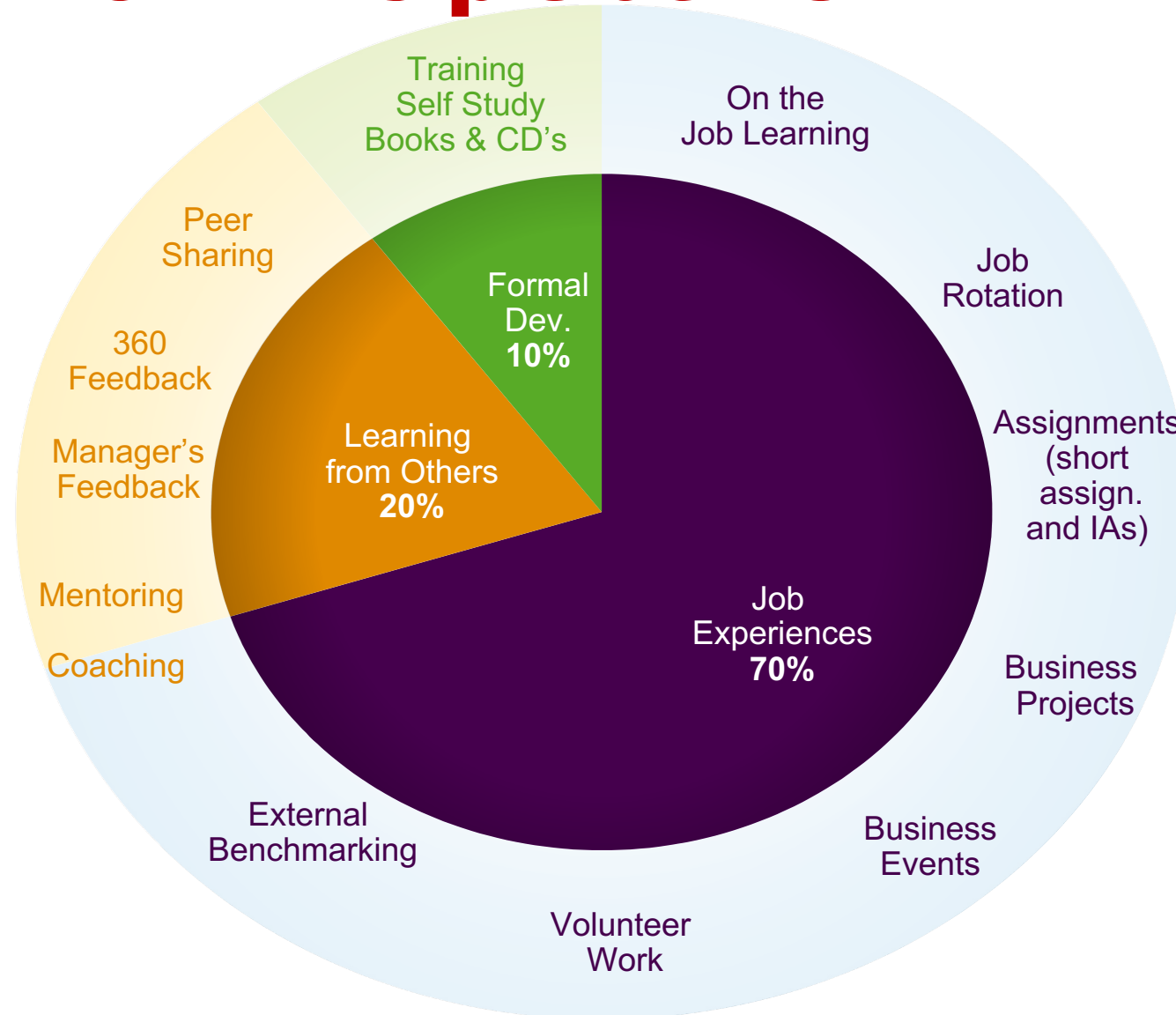


The 70-20-10 Principle



1. Helps people learn from/make sense of past experience
2. Helps build human (and social) capital and confidence to act in the future

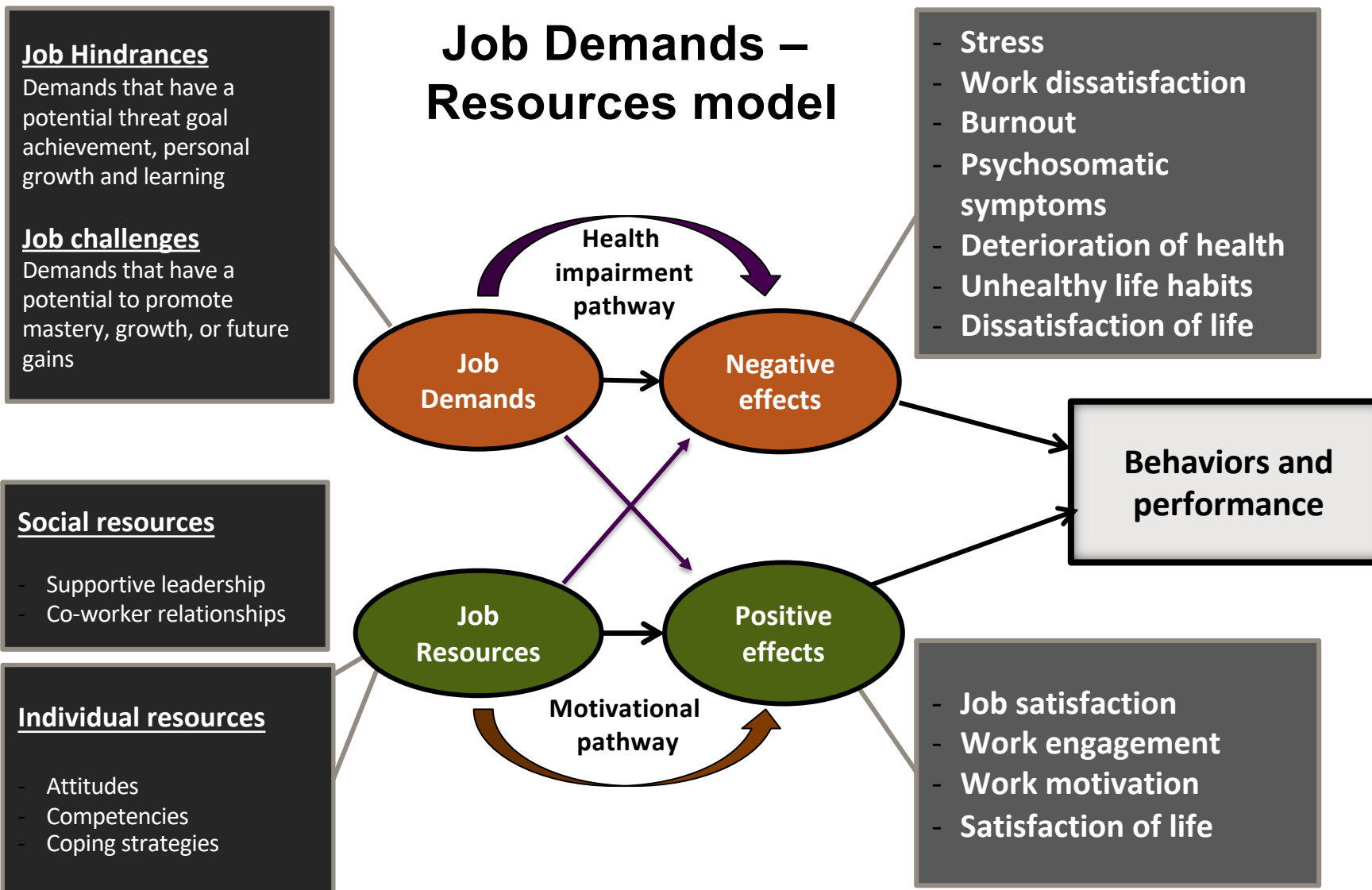
The '70:20:10' Principle at KONE



Central...

- **Right kind and right level of challenge – hard**
- **Mentoring and supervision – resources**

Job Demands – Resources model



(Sources: Crawford, et al. 2012; Van Den Broek, et al., 2010; Demerouti et al., 2001; Schaufeli & Bakker, 2004)

Job demands – definition

- **Job demands** are those physical, psychological, social, or organizational aspects of the job, that **require sustained physical and/or psychological effort.**
- Therefore, they are associated with certain physiological and/or psychological costs (such as stress, burnout, psychosomatic symptoms)

(Schaufeli & Bakker, 2004)

Not all job demands are negative

JOB HINDRANCES

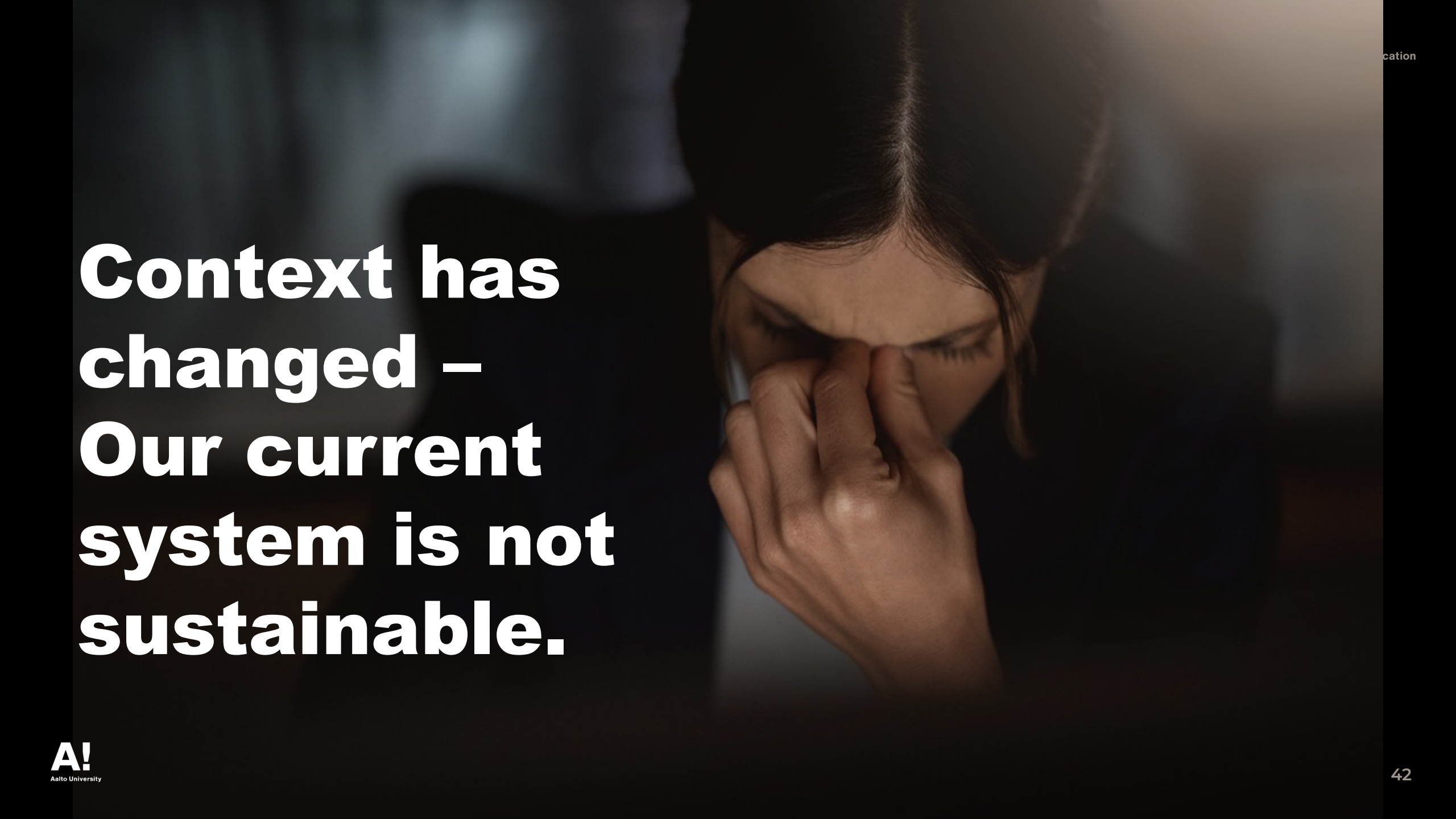
- Threatening obstacles that drain worker's energy
- Not in control of worker
- Hinder progress of work
- Interfere goal achievement
- E.g., role ambiguity, role conflict, job insecurity, interpersonal conflicts, red tape, constraints, environmental stressors, lack of resources.

→ Create negative work outcomes and health problems

JOB CHALLENGES

- Stimulating , inspiring, and challenging features of a job
- Require high energy
- Manageable by the worker
- Appeal to worker's curiosity and competence
- Opportunities for growth and development
- E.g., workload, time pressure, cognitive demands, skill variety, task significance, autonomy

→ May create both positive and negative work and health outcomes



**Context has
changed –
Our current
system is not
sustainable.**

Organisational Well-being

“Capability to achieve the valuable functionings that are constitutive of flourishing lives” (Qizilbash 1996)

Well-Being of...

- Individuals
- Groups
- Collectives
- Communities
- Organisations
- Nations
- Their interlinkages
- Their roles as
- Providers/ pro-hibitors of Well-Being
- Causes of distress/ suffering/ lack of Well-Being



Work & well-being

SOCIAL WB

- Social relations of the workplace

PHYSICAL WB

- Ergonomics, industrial hygiene

PSYCHOLOGICAL WB

- Stress, burnout

ECONOMIC WB

- Income, incentives

ENVIRONMENTAL WB

- Working premises, ergonomics, relations to nature

RELIGIOUS / SPIRITUAL / INTELLECTUAL WB

- Corporate social responsibility, corruption, diversity management



Work & well-being

• Different relations of WB to work

- Socially sustainable working life for all?
- Legislation and unionising
- Career and employment security
 - Having a job \leftrightarrow recession / economic depression
- Societal division of labour, status of occupations
- WB of employees
- WB of / in organisations and workplaces



Work & well-being

In practice: Well-being management

Occupational health

- Occupational health care and health promotion
- Ergonomics
- Rehabilitation

Meaningfulness of work

- Developing skills / training, career development

Occupational health and safety

- Healthy and safe ways of organising work
- Risk / hazard assessment and management
- Control of exposure and strain



Work & well-being

Problem based approach: indicators of ‘un-wellness’

Absenteeism & accidents

Worsened workplace climate

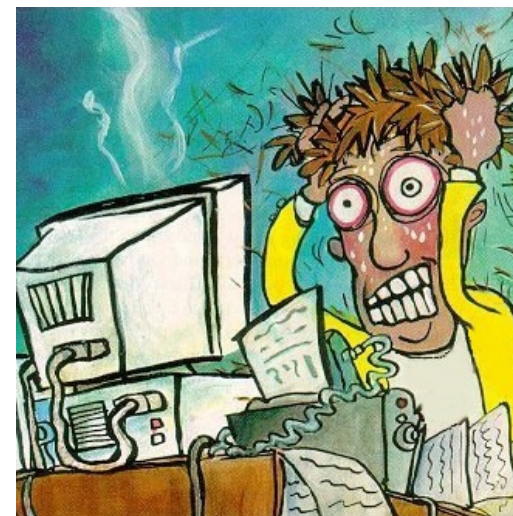
Social and mental tensions and problems

- Gossiping, silencing, frustration, bullying, harassment, violence

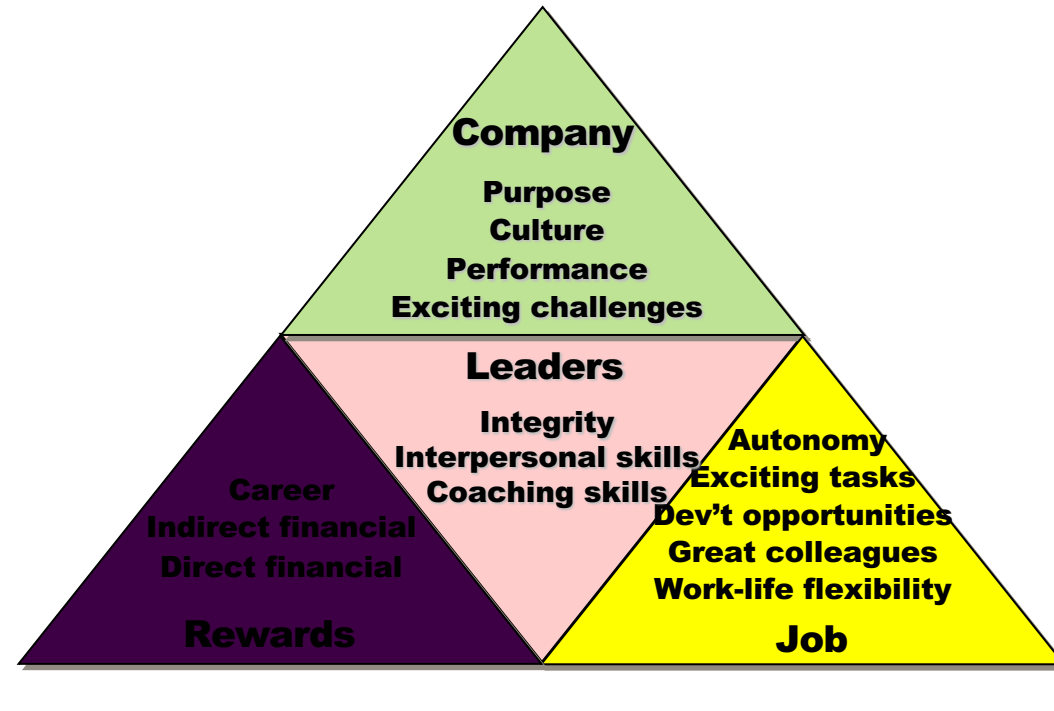
Decreasing productivity & engagement

Vicious circles

Organisational changes as challenges for WB



The Employee Value Proposition



Differentiation in terms of what you GET?

Differentiation in terms of what you're expected to GIVE?

Create a positive cycle of change?

- Job crafting – an employee as an expert of their own work and how its done - as a way of learning on the job (LLL) and empowering people amidst change?
- Leaders (and HR) as facilitators of the learning
- Hightened engagement levels = improved well being at work.
- Improved well being levels = more productive and creative employees.

Hakanen et al. 2012

Create a sustainable well-being strategy for a learning oriented organisation

- **5 points / statements – and anything else you may see central**
- **Choose your group work organization or choose another organisation; define type / give basic information about it as a basis for the kind of well-being strategy you need.**

Create a well-being strategy for yourself

- Three central steps you can and will take to take care of your own well-being?
- <https://futureofwork.fi/register/> (choose part individual)

Thank you!

