



# Excellent Work

Principles for  
Excellent Work  
at Turku UAS  
2021–2025

**The Principles for Excellent Work 2021–2025 describe the goals of the management, operations and the culture of well-being at work within our community.**

**The aim of these principles is to support our strategy and especially its 'inspiring community' aspect as well as the activities reflecting the value of 'sharing competence'.**

## **Community orientation and Turku UAS for everyone**

### **Inspiring community**

We are an inspiring higher education community of courageous experts. The results of and pride in the work are built of motivation and the well-being of the staff. In the preparation of matters and decision-making, our entire community – staff and students – is considered.

Due to our community-orientation and sharing competence, we are a higher education institution which renews society. At Turku UAS, doing together means shared expertise, co-teaching, networked research and the development of competence, which takes place through working life contacts.

Three campuses in Kupittaa, Linnankatu and Salo and virtual operations make us easily accessible and enable the flexible work of our experts. Our work environments support community-oriented ways of action, cooperation with working life and encourage multidisciplinary encounters.

### **Enabling and encouraging leadership**

In our higher education institution, leadership is encouraging, professional and enabling. With leadership, we support the staff's ability to achieve results and development as experts in their own fields. We enable the success of the staff in their work by taking everyone's strengths into account. We encourage each other to succeed and develop professionally. As an innovation-oriented higher education institution, we experiment and also accept failure.

Leadership and supervisor work succeed best in a culture, in which the staff can operate in constructive interaction with supervisors. The work community and self-management skills of each of us are primarily important, as we are all responsible for the development of work, competence and well-being at work. The duties

## **We emphasize encouraging, professional and enabling leadership.**

of supervisors also include monitoring and if needed, intervention with directional measures.

We consider the regular and confidential dialogical connection between supervisors and employees a vital part of the everyday work. We also provide the opportunity for individual and group development discussions. We adapt and develop the development discussion practices for different situations and needs.

### **Interaction and communications**

We appreciate one another. We encourage an honest and constructive discussion and feedback culture. Our communication about different issues is open and up-to-date. We take care of that also those who don't speak Finnish get all necessary information. We take accessibility requirements into account in all our communications. We support the expert visibility of our staff nationally and internationally. Every one of us is a communicator of the work community when working with students, partners or customers. We encourage everyone to be active users of social media. When acting on social media, we are aware of that it also affects the employer image.

### **Activities according to the principles of sustainable development**

In our operations, we are committed to the programme of sustainable development and responsibility of Finnish universities of applied sciences, and the programme's promises to act as an economically, ecologically, culturally and socially responsible

employer. Our entire community shall be aware of the sustainable development policies related to their work. We support the development of the competence of our staff in issues related to sustainable development and responsibility and include this topic also in the staff orientation. Our goal is to be a carbon-neutral higher education institution at the latest by 2025.

## Competence development and sharing

Competence and sharing it are at the core of our operations; we renew society with competence and creativity in education, research, development and innovation activities and business. With our operations, we meet the needs of the region of Southwest Finland in particular.

### Focus areas of competence development

We encourage our staff and enable them to increase their level of education and competence taking the strategic focus areas, changes in the operational environment and the competence required by the tasks into account. In addition to the field-specific competence coming from the strategy and educational responsibilities, the joint competence areas of the future include versatile pedagogic solutions, RDI and business competence, digital competence, international competence, cooperation and networking skills and activities according to the principles of sustainable development.

### Own responsibility and supervisor support for competence development

We aim at developing the competence of everyone to the top of their field. The top management and supervisors create prerequisites, act as examples and encourage, but every one of us is responsible for updating our skills and knowledge. We support the development of our staff's competence with flexible working time systems when possible. The competence development needs must be discussed on a regular basis, for example in connection with development discussions. In the annual education plan for the entire staff, we try to take different personnel groups and their competence needs into account.

### Becoming experts by networking and cooperating with working life

Competence develops as we operate regionally, nationally and internationally. Multidisciplinary RDI activities enable this with other higher education institutions and working life, and hence we require that the staff is active and takes initiative in RDI activities. As a working life oriented higher education institution, the changes in working life require that everyone constantly updates their competence.

**Every one of us is responsible for updating our skills and knowledge. Top management and supervisors create prerequisites for this and offer encouragement.**

### Internationality as a part of competence development

We operate internationally in education, RDI and business. We develop international networks continuously and encourage participation in teacher and staff exchanges, in international project activities and visits of international experts. The personal contacts of the staff deepen our cooperation with international partners. A multicultural and -lingual learning and work environment also provides the staff versatile opportunities for internationalization at home. Maintaining international contacts and utilizing the effects in everyone's own work is more fluent due to new ways of remote work.

### **Job rotation and mentoring**

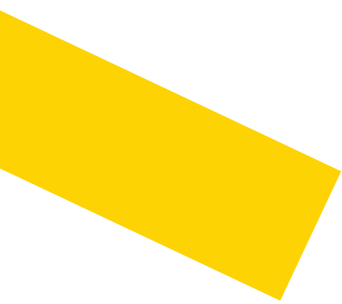
The aim of the internal job rotation is professional renewal, sharing competence and a more profound understanding of the duties of others. In job rotation the duties change, which also increases well-being at work. Job rotation secures the opportunity to return to the earlier position.

We try to develop mentoring and the transfer of tacit knowledge at the different stages of the working career. We recognize the profound competence of our staff, which can be distributed with mentoring.

### **Emeritus and Fellow**

With the Emeritus/Emerita programme, we invite particularly distinguished former members of Turku UAS staff to continue their activities at Turku UAS after retirement.

In addition, Turku UAS has a Fellow expert programme, to which experts from different fields can be invited from outside Turku UAS. The programme aims at reciprocal information exchange, expanding the expert network and deepening the national and international cooperation in different fields.



**In recruitment, we emphasize not only expertise in one's own field but also collaboration skills.**

### **Staff recruitment and career progress**

Through our recruitments, we want to obtain the best experts in the field in our community – those who have excellent work community skills in addition to competence.

#### **Our recruitment practices**

The yearly personnel plans form the basis for recruitments. We utilize a consistent and equal recruitment process.

The minimum requirement for employment relationships that are full-time or valid for the time being is open internal recruitment and the recommendation is open public recruitment. Recruitment for fixed-term employment relationships can be internal or external, in some cases also targeted, depending on the length of the employment relationship and the nature of the position in question. The powers in and exceptions from recruitment practices are defined in more detail in decided instructions and the Regulations of Turku UAS.

The recruitment ads are released in English when the duties do not require comprehensive competence in the Finnish language. International recruitment will be developed.

When the need for the work and its continuity are justified, the work should be done in a full-time employment relationship of indefinite duration. Specifications on the principles of making an employment relationship permanent and full-time is discussed in cooperation with staff representatives.

#### **Career advancement**

Our used recruitment methods shall also encourage the career progress of our own staff members. Both internal and external recruitments are communicated through Messi, so that our current employees can apply.

We utilize a career path model, in which roles are placed at different levels of the career path according to their

difficulty level. You can progress on the career path by applying for a role placed on another career path level either through internal or external application. A change in the career path level may also be possible in case there is a significant and permanent change in the level of difficulty of your role. There are separate career paths for teaching staff and other experts. We promote the opportunity of our staff to move between these two career paths.

We develop and, as an employer, enable short career path visits and opportunities of the staff to participate in projects and teams, which expands their competence, cross-sectionally throughout the entire organization.

We will evaluate the functionality and development needs of our career path model in 2022.

### **Onboarding is important**

We invest in employee-centered onboarding and we have a clear model of operation for this purpose. An onboarding plan is created for each new employee, in the implementation of which the person being oriented shall also be active. At minimum, onboarding lasts throughout the trial period, which acts as the time for consideration for both the employee and employer. We will utilize the trial period to the best of our ability. We take the importance of onboarding into account also in the context of new duties and in situations where the employee changes their position inside the organization or returns from a longer period of absence.

**Everyone contributes to the atmosphere in the work community through their actions.**

## **Achieving excellent results with well-being at work**

A well-being personnel is the prerequisite of a successful higher education institution. Through the result-orientation of the work, the well-being of the staff is reflected also in the students and cooperation with working life. We support the well-being of the staff comprehensively by considering the physical, psychological, social and mental dimensions. We invest in prevention.

### **Well-being at work is a shared issue**

Well-being at work is a shared issue and everyone is responsible for developing it – every day, in the everyday work. With management, we create the prerequisites and framework, but with their own choices and behaviour, each employee has an impact on their own well-being at work as well as that of their work community.

We recognize that the management culture is connected to well-being at work. We support supervisors in their work, so that they can support their employees to the best of their ability.

We monitor the well-being at work of our staff with staff surveys, development discussions and the work of the supervisors. The occupational safety committee, occupational health care services and different operators within well-being at work, such as well-being teams, cooperate closely.

### **Supporting coping with work and autonomy at work**

The changing work requires that the members of staff constantly update their competence, tolerate uncertainty, are flexible and cooperate. We support the coping with work, autonomy at work and feeling of mental safety of our staff to the best of our ability. According to the model of work ability management, we interfere with the harmful psycho-social workload of our employees. We develop co-teaching and working in pairs as a means of reducing the feeling of strain at the individual and community level.

We understand the vital importance of exercise and culture in well-being. We adopt a positive attitude towards actions, which activate the staff to take care of their physical and mental condition. We maintain the toolbox for well-being at work, which contains tips and means to support well-being at work.

### **Work community skills and workplace atmosphere**

A good team spirit and atmosphere at work have a positive effect on coping with work and well-being at work. With their activities, everyone brings their input to the atmosphere in their work community.

Work community skills include, e.g., good interaction skills between colleagues, supervisors and staff, taking others into account, a positive and constructive attitude, openness to interfere and an active approach to doing the work and developing it. We strengthen the work community skills of our staff through management, joint discussion and highlighting work community skills.

Maintaining the atmosphere of impartiality and trust is central in our work communities. For this reason, we work actively towards that people in the same immediate family do not work in a supervisor-subordinate relationship in the same administrative unit.

### **Family-friendly workplace**

We are a family-friendly workplace. We enable combining work with other aspects of life e.g., with different flexibilities in working time.

We support the ability to work and well-being at work of our staff at all phases of the career. Supervisors utilize a guide on the different means of career phase management.

### **Taking care of occupational safety improves well-being at work**

We pay attention to occupational safety and have created principles and instructions for issues related to

## **We are a family-friendly workplace that enables combining work and other aspects of life and supports in different career phases.**

occupational safety and security. We conduct statutory risk evaluations and workplace clarifications. We want everyone to have a functional, healthy and safe workspace both on campus and in remote work. In terms of all kinds of harassment and unfair treatment at work, we have a policy of zero tolerance and for possible harassment cases, we have clear procedures, responsibilities and preventative actions. Each member of our community is responsible for occupational safety for their part.

### **Acknowledging and rewarding our staff**

We acknowledge our staff e.g., on their special days, at Christmas and in the annual honorary mentions. We wish to reward our staff for good work accomplishments and successes. Rewarding increases the feeling of being appreciated, work motivation and well-being at work. We are investigating different rewarding methods we could implement.