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Hallintopalvelut



**A tool for the creation and  
leadership of an effective workplace**

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**Summary:** The University of Helsinki defines five special areas of development in its Strategic Plan 2007–2009. The first of these comes under the heading “A high-quality workplace: staff well-being, leadership and administration”. The present guide has been prepared as a tool to facilitate the implementation of this strategic objective. Staff of different workplaces can select the development targets that are most important for their own situations.

The idea for A tool for the creation and leadership of an effective workplace originated in discussions within the group established to determine priorities in the development of human resources at the University. The draft version was created by the cooperative group set up to develop human resources at the University. The draft version was then distributed for comments to people in leadership and expert positions at the University, to participants in leadership training, and to providers of leadership training.

This tool follows an operational environmental analysis model. It describes what the creation and leadership of a well-functioning effective workplace would be like under conditions in which the leadership had adequate resources at its disposal and could apply itself sufficiently to the task of leadership and workplace development. It shows vision, the long-term objective of leadership.

The objective of the tool is to spur workplace discussions regarding what kinds of measures may be used to create an effective workplace and what kind of leadership is desired and needed in the academic community. It can bolster the competencies, assessment skills and development of the work of leaders and immediate supervisors and yield methods that can be utilised in leadership surveys and assessments and in academic portfolio management. The tool may also be useful in steering-committee work or as a set of material for development days.

“Unit” refers to academic department, independent institute, administrative office or other large workplace as the case warrants, and “leader” refers to the head of the respective unit. Some of the material is also suitable for developing the skills of immediate supervisors of small-groups. Leaders may also find the material to be a helpful resource for delegating tasks and responsibilities.

The last page includes an instrument for assessing the current state of a team, small group or unit’s workplace, and thereby seeing where the greatest development needs lie. We hope the tool will be of help in the creation and leadership of an effective workplace.

**Key terms:** Leadership, supervision, Strategic Plan roll-out, workplace, assessment, self-assessment, development, quality

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Changes

Leadership involves:

- The clarification of the core mission
- Organising
- Decision making
- The development of operational culture
- Motivation
- Problem resolution
- Monitoring

The University's  
core mission

## Foreword

The University of Helsinki has set forth five special areas of development as common objectives in its Strategic Plan 2007–2009. The first of these is

- **A high-quality workplace: staff well-being, leadership and administration**

The challenge for academic leaders, who are appointed for three years at a time, is to encourage faculties and departments to consider what they can do to help the University achieve its strategic objectives. Three years is sufficient time to set many positive changes in motion: “Energy flows to the focus of our attention”, or “You get what you measure.”

The University has several core tasks to complete and developments to undertake with finite resources. Workplaces at the University must thus make critical and creative choices in a quest for truth in order to further develop their operations. Who should make these choices: the leader, the leader together with the steering committee, the leader together with the workplace as a whole, active members or groups within the workplace, or someone else? Who should devote time and resources to the promotion of well-being in the workplace, the further development of leadership and the formation of good administration?

The document that you are currently holding is a tool for the creation and leadership of an effective workplace. You can use this tool in the determination of areas of development, as well as in prioritisation, delegation, qualitative development and the recognition and rewarding of existing good practices.

The idea for this tool originated in discussions within the group established to determine priorities in the development of human resources at the University. The draft version was created by the cooperative group set up to develop human resources at the University.

The draft version was then distributed for comments to people in leadership and expert positions at the University, to participants in leadership training and supervisory groups for leaders at the University, and to providers of leadership training. I would like to thank everyone who contributed.

### **The purpose has been to devise a “roadmap” for the analysis of operations and the identification of development needs.**

We are continuing to collect feedback and will take it into account in the following version of this tool. We especially welcome information about successful ways in which the tool has been used. We will collect this feedback under Johtamisen vahvistaminen in the Yliopiston kehittäminen section on Alma (direct link: <https://alma.helsinki.fi/doclink/84599>) to allow everyone access to the best ideas. Please send your experiences to [aino-maija.evers@helsinki.fi](mailto:aino-maija.evers@helsinki.fi).

The University’s Administrative Services tested the tool during a three-hour session on a development day. The staff were divided into small groups which assessed the current state of affairs concerning each section of the “spider web” on the last page of this tool. The assessments highlighted those areas of development that Administrative Services should focus on in future and also showed that the tool can be used by small units if they apply it appropriately.

To implement the University’s Strategic Plan as effectively as possible, the knowledge and skills of all members of the academic community must be used for the achievement of common objectives.

Ilkka Niiniluoto  
Rector

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AREA OF DEVELOPMENT	Must be improved	Improving quality and results	Good quality and results	Long-term objective
<p><b>1. Academic leadership (where applicable, the management of administration and support services)</b></p> <p><b>1.1 The leader's role</b></p>	<p>The unit leader maintains his/her role as an expert. The leader does not consider his/her role to involve the management and leadership of the unit's core tasks, the workplace and the staff. The role of the leader is defined as the completion of administrative tasks.</p> <p>The unit's core tasks are defined in statutes, rules and regulations and/or rules of procedure.</p> <p>The core tasks of a department are research, teaching and societal interaction. Administrative and support services aid in the completion of these tasks.</p>	<p>The unit leader knows that the duties of a leader differ from those of an expert. He/She has not, however, assumed the role of a leader and still primarily acts as an expert.</p> <p>The leader has not defined his/her role as the manager of the workplace and of research, teaching and societal interaction. He/She has not established successful cooperation with the providers of administrative and support services or defined his/her leadership style for the unit.</p> <p>The leader has established networks with his/her peer groups.</p>	<p>The unit leader completes the tasks of a leader, not those of an expert, further develops his/her leadership style and participates in leadership training throughout his/her term of office. He/She delegates and negotiates.</p> <p>The leader understands his/her role in the framework of leadership and decision making at the University, and interacts with his/her superiors and peer groups. He/She recognises the difference between academic leadership and administrative management and can establish effective partnerships between academic and administrative staff.</p> <p>Even if the leader's role is not a full-time position (e.g. in small departments or units), the leader knows how to strike a balance between the roles of a leader and an expert without major conflicts.</p>	<p>The unit leader is willing and able to lead and manage the entire staff, the workplace, research, teaching and societal interaction. He/She has established successful partnerships with providers of administrative and support services at the University and actively puts forward his/her unit's service needs.</p> <p>He/She is familiar with the leadership styles of an expert organisation and uses, develops and monitors available resources actively according to the unit's target programme.</p> <p>The unit staff accept the leader's role and leadership style and have confidence in him/her in difficult situations.</p>
<p><b>1.2 The activities of the steering committee</b></p>	<p>Issues are not prepared in advance. The chair and the secretary do not complete their tasks systematically, and meeting practices are usually flawed. Issues to be discussed are not within the steering committee's mandate or are only partially within its mandate.</p> <p>Different staff groups are not consulted equally. Information about decisions is not distributed beyond the steering committee, and their implementation is not monitored. The steering committee has been elected in an apparently democratic way (pre-agreed composition).</p>	<p>Opinions differ within the unit as to the tasks and status of the steering committee in leadership and management. Guidelines for the steering committee's activities are inconsistent. Issues are prepared unsystematically.</p> <p>The unit aims to develop the chairing and documentation of meetings. The steering committee discusses only issues that are within its mandate. The unit aims to take the views of all staff groups into account. Information about decisions is available. The members of the steering committee are selected in elections.</p>	<p>Everyone within the unit is familiar with the steering committee's tasks. The committee's activities are guided not only by the unit's rules and regulations, but also by separate guidelines. The whole staff has participated in the election of the steering committee. The views of the whole unit, including various staff groups, and the unit's target programme are taken into account when preparing issues. Meetings are efficiently chaired (timetables are followed, enough time is allocated for discussion, each participant can state his/her opinion, and decisions are based on discussion) and documented.</p>	<p>An official prepares and presents issues to the steering committee when the unit's rules and regulations require. The chair and the secretary complete their duties professionally.</p> <p>Everyone within the workplace knows how to raise a matter with the steering committee and which common issues are discussed by the steering committee. The steering committee's decisions comply with the unit's target programme. The leader monitors the implementation of decisions. All staff groups have confidence in the steering committee.</p>

AREA OF DEVELOPMENT	Must be improved	Improving quality and results	Good quality and results	Long-term objective
			<p>The meeting agenda and background material are distributed in good time (at least two working days before the meeting) to members of the steering committee. Information about decisions is provided to the whole unit as agreed. The steering committee or the leader chooses the methods and persons to implement decisions.</p>	
<p><b>1.3</b> <b>Resources for leadership</b></p>	<p>The unit leader does not use the information or opportunities (meetings with the Rector and heads of departments) expressly aimed at him/her. Deputy leaders do not have an active role in the unit's leadership.</p>	<p>The leader does not actively use the information he/she has obtained at meetings aimed at him/her for the benefit of the unit.</p> <p>The roles and responsibilities of the leader and the deputy leader are unclear. They seek information about University services on Alma and from colleagues and other sources when necessary.</p>	<p>The leader knows how to use the expertise of the administrative and support service staff to support his/her leadership. He/She is familiar with the services supporting leadership that the University offers. He/She uses the opportunities provided by review discussions with his/her superior both on a personal level and to develop unit operations. The deputy leader plays a clear role alongside the leader and aids in the unit's leadership.</p>	<p>The leader uses mentoring, job supervision, networking with colleagues and training to improve his/her competence and coping skills. He/She also effectively uses the services and activities of the administrative and support service staff, other staff and the steering committee as part of his/her leadership. If necessary, he/she invites experts to discuss current issues at the unit.</p>
<p><b>1.4</b> <b>The development of leadership</b></p>	<p>The unit leader views leadership primarily as the completion of certain administrative tasks. He/She deals with matters reactively, not actively through development and anticipation.</p>	<p>The leader recognises the central function of leadership in unit operations, but does not develop leadership consistently. He/She uses available opportunities (e.g. training), but does not seek or request them of his/her own initiative.</p>	<p>The leader views leadership as an important part of unit operations. In addition to completing his/her regular tasks, he/she develops and assesses his/her own leadership system continuously, using, for example, this tool. He/She uses familiar sources to acquire competence, knowledge and training.</p>	<p>The leader views leadership as a key part of unit operations both for the successful completion of the unit's core tasks and for the well-being of the staff. He/She develops the unit's leadership competence, leadership system and practices according to current strategic policies. The leader also discusses leadership issues with his/her international colleagues to gather other viewpoints of leadership in other academic communities.</p>



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<p><b>1.5</b> <b>The coping skills and professional development of leaders</b></p>	<p>The unit leader does not seek support for professional development or ensure his/her own coping skills. He/She reacts to coping problems by taking it out on the workplace or by withdrawing from it (e.g. sickness).</p>	<p>The leader knows that he/she needs to develop in his/her work and accepts any training or other development opportunities offered to him/her. In the case of coping problems, he/she turns to the occupational healthcare provider, for instance.</p>	<p>The leader plans, prioritises and delegates work tasks and professional development needs. He/She seeks development opportunities (e.g. training, job supervision and mentoring). His/Her goal is to thrive both at work and outside it, and he/she aims to ensure this through his/her own actions (the restriction of tasks and working hours, exercise, leisure time as a counterbalance to work) and by proactively using various forms of support (e.g. job supervision, mentoring and networks with colleagues).</p>	<p>The leader improves his/her leadership competence actively by accumulating experience of various leadership tasks. He/She further develops his/her interaction skills and uses various communication methods to complete his/her leadership tasks. He/She expands his/her views beyond his/her own unit by participating in the development of leadership at the University and within the academic community. The leader knows his/her limits and is an example to the rest of the staff in terms of personal development and well-being.</p>
<p><b>1.6</b> <b>The development of communal activities</b></p>	<p>The unit holds random meetings in which a small number of staff participates. Information is not distributed or is distributed randomly. The unit has no team focused on well-being at work.</p> <p>Matters are not resolved with the people involved, but are discussed behind people's backs. Unjustified criticism is levelled, there are cliques, and discrimination and harassment occur. There are constant problems relating to the atmosphere at work, (fatigue, putting in the minimum effort, absences). No one and/or individual employees show related symptoms intervenes actively in case of problems, inappropriate treatment or harassment.</p>	<p>The unit aims to hold regular meetings to promote the distribution of information and community spirit. The unit also encourages its staff to show community spirit.</p> <p>The unit aims to improve its atmosphere and redress problems both through superiors' activities and by developing employees' cooperative skills. The unit has a team focused on well-being at work. Information about matters that pertain to all is available, as is information about occupational healthcare, the work of the unit's equal opportunity contact person, and occupational safety and health. Likewise, instructions for the handling of problem situations are available to all. The unit uses the opportunities that staff training provides.</p>	<p>The unit has established its own guidelines. Most of the staff participate in the handling of common issues, and everyone's views are valued. The staff are not afraid to bring up difficult matters.</p> <p>Coping and thriving in the workplace are based on regular review discussions that meet the highest standards. Individuals thrive in their work and feel that they get support and feedback. The unit has an active team focused on well-being at work and uses the support resources that the occupational healthcare provider offers in the unit's development work. The unit has established clear responsibilities and mandates. The atmosphere at work is positive and continuously monitored, and action is taken if necessary. The unit has drafted an equality plan and monitors equal opportunities.</p>	<p>The workplace is open-minded and accepts and takes advantage of diversity. The unit has clear guidelines for both students and staff. The unit holds regular meetings, distributes information effectively and engages in open interaction.</p> <p>Busy schedules are managed by organising work, and problems are addressed without delay. Review discussions help to clarify each individual's role in the workplace. If an employee's working ability deteriorates, he/she is offered appropriate rehabilitation and, if necessary, his/her work is reorganised. The staff are happy to participate in workplace events.</p>

AREA OF DEVELOPMENT	Must be improved	Improving quality and results	Good quality and results	Long-term objective
<p><b>2. Strategic planning as a tool for leadership and development</b></p> <p><b>2.1 The University of Helsinki Strategic Plan in the steering of operations</b></p>	<p>The Strategic Plan and values of the University of Helsinki are made available to all, but are not jointly discussed.</p>	<p>The University of Helsinki Strategic Plan is made available to all, and the unit has drafted its own target programme. Information about the University's new Strategic Plan and values has been distributed to the staff, for example through discussions within the unit. Strategic policies are not, however, reflected in practice.</p>	<p>The unit has a target programme based on the University's Strategic Plan. During the unit's annual development day, the unit examines how well it has achieved the objectives set in the Strategic Plan and the target programme. The unit also uses various workplace meetings and individual review discussions to define what the Strategic Plan and the target programme mean for daily operations.</p> <p>The University's Strategic Plan and the unit's target programme guide leadership. When drafting the target programme, the whole staff participate in discussion and provide information about development needs. The unit's feedback is forwarded to be used in strategic planning at the University level.</p>	<p>The unit has competence in strategic thinking. The strategic process and the target programme are used in a motivating and realistic way to develop operations continuously. The unit collects information about the needs of external associates (e.g. funders, research institutes functioning under the auspices of government ministries, the labour market, business and commerce) and internal associates, and understands their importance for the development of operations and competence.</p> <p>Everyone in the unit knows how to promote the implementation of the University's Strategic Plan and values in his/her work. Development days are an important tool in rolling out the Strategic Plan and the target programme. The leaders also use everyday situations to promote the concrete expression of the University's Strategic Plan and values and the unit's target programme.</p>
<p><b>2.2 Strategic planning for research</b></p>	<p>Unit research is fragmented and researchers are not familiar with the topics that other researchers study.</p>	<p>The unit has considered the implications of the University's Research Policy for its own operations.</p> <p>The unit uses courses in academic writing and other means to promote the production of high-quality publications.</p>	<p>Unit research is developed in line with the University's Research Policy and the unit's target programme. Research funding is taken into account in overall budgeting. The full costs of externally funded projects are taken into account in budgeting.</p> <p>The unit is familiar with its projects, resources and competences, and chooses cooperation projects based on its strengths. Postgraduate education and students' integration</p>	<p>External funding and applications for funding are in line with the unit objectives for (scientific) research. Emerging areas of research are constantly identified. The societal impact of research is taken into account when identifying such areas.</p> <p>Sufficient time is allocated for research in the plans for total working hours. Research sabbaticals are used. The leader supports activities within the international scientific community.</p>

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			into research projects are successful. The leader promotes the internationalisation of research and teaching and encourages international contacts.	
<b>2.3 Strategic planning for teaching (see the Teaching Evaluation Matrix)</b>	<p>The department is not familiar with teaching strategies at the University or faculty level, nor does it have a viewpoint on the matter. It is unclear who is in charge of teaching guidelines, decision making and the division of labour at the department.</p>	<p>University and faculty strategies are familiar and have been discussed, but the department's own views have not been noted down. No decisions on departmental guidelines or adaptations of strategic programmes have been made.</p>	<p>The department has devised its own teaching strategy which is in line with the University and faculty strategies. The head of the department and the steering committee play an active role in the implementation of the teaching strategies.</p>	<p>The leadership of the department is committed to carrying out University and faculty strategies and monitors their effects. The division of tasks among the teaching staff and the channelling of resources comply with the guidelines of target programmes. Strategic guidelines are prepared and carried out in cooperation with the entire staff and students.</p>
<b>2.4 Strategic planning for societal interaction</b>	<p>Societal interaction is based on the active efforts of individuals. The unit has no knowledge or experience of the commercial exploitation of research results (e.g. patents).</p>	<p>The unit's societal interaction relies on research and teaching, as well as on expertise based on both research and teaching, and is of benefit to the unit and society at large. The unit cooperates with polytechnics, cities and towns, municipalities, provinces, business and commerce.</p> <p>Alumni activities have been launched. The steering committee has one alumnus member, the unit has experiences of mentoring and/or the unit has arranged careers events for students.</p>	<p>The unit's societal interaction has clear objectives. The unit has named its associates and maintains active relations with important associates. Research and development projects, as well as teaching, take into account societal expectations and associates' needs. The unit knows how to exploit research results commercially (e.g. patents). The unit participates in societal interaction in various forums and maintains a high profile. Information about research results is actively distributed and popularised.</p>	<p>The unit interacts in a structured way with society at large and various associates to set objectives and provide information about ongoing research and teaching (e.g. advisory boards, kick-off events and associate events). The unit aims to improve public awareness of ideas based on research and scholarly work through communications and active networking. Feedback is regularly processed within the unit and used to further develop teaching and research.</p>
<b>2.5 Strategic planning for administration</b>	<p>The completion of administrative tasks (e.g. financial and human resources administration and the administration of teaching) is based on reacting to regulations from the central administration. The tasks of financial and human resources administration are completed when enough</p>	<p>The unit is familiar with the content of the Development Programme for Administration and Support Services. The unit has defined requirements for its own administration and has determined which administrative and support services are worth acquiring from the University's service centres or units.</p>	<p>The unit's academic leader actively participates in the creation of a viable structure for administration and support services and in the establishment of partnerships that help to ensure that the unit's administrative services can be produced professionally and effectively according to the unit's needs.</p>	<p>The unit develops both its own administration and the administrative and support services provided by the University's service centres and units to ensure that administration as a whole supports the unit's core tasks and promotes the implementation of priorities in the unit's target programme. These principles are to be updated in the unit's administrative rules of procedure.</p>

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	<p>time is left over from other tasks. The unit's administrative officials include both over- and under-qualified persons.</p> <p>The leader is not interested in administration or its further development.</p>	<p>Administrative officials use the University's training opportunities and the information that the University provides about current administrative issues.</p> <p>The leader acknowledges the existence of administration, but does not know how to use actively the specialist expertise available at various administrative levels. based on the unit's long-term human resources policy, which is also applied in research projects. Fixed-term contracts are concluded for the entire duration of the project (deputy positions, training, project work).</p>	<p>The unit's administrative staff support the leader in his/her work and complete their tasks professionally. The competence of administrative staff is kept up-to-date, and the staff establish networks with other providers of administrative and support services at the University.</p> <p>The operational manuals of the University and the faculty are available. The unit has effective and annually updated administrative rules of procedure which the leader uses to distribute work tasks.</p>	<p>Administration is valued and administrative tasks are completed by professionals. The unit's academic leader establishes cooperation with administrative managers based on the premise that administrative processes often extend from one organisational level to the next. Administration must thus be developed in line with the University's common practices. The leader allocates resources for the improvement of the administrative staff's competence.</p> <p>The unit has its own operational manual which describes the unit's key work processes.</p>
<p><b>3. The employment and retention of competent staff</b></p> <p><b>3.1 Recruitment and employment</b></p>	<p>Each superior recruits the persons needed in each situation. Vacant positions are usually advertised without considering the unit's staff structure and changing tasks. Groups make decisions independently of each other. Many staff members work on short fixed-term employment contracts.</p>	<p>Recruitment takes into account changes in the unit's operations and competence needs. The unit considers carefully whom to recruit, for which position and with what competence. Academic portfolios are used to assess the competence of applicants for teaching positions.</p> <p>Selection criteria are transparent and based on competence requirements. Academic portfolios are assessed competently (assessors have participated in training on the academic portfolio) with a view to the competence requirements stated in the advertisement. New employment contracts are</p>	<p>Recruitment complies with the unit's target programme and human resources policy and takes into account the required improvement of competence. The perspective of equal opportunities is also considered in recruitment.</p> <p>In the filling of teaching positions, for instance, the unit aims to ensure an equitable gender distribution of assessors and appointment committees.</p> <p>Before a recruitment process starts, various other options, such as the reorganisation of work tasks and job rotation, are considered. Short deputy positions are also advertised at least internally.</p> <p>The University's own services are used (see the University's pool of vacant posts at <a href="http://www.helsinki.fi/rekryforum">www.helsinki.fi/rekryforum</a>).</p>	<p>Recruitment requires knowledge and skills, and the unit puts in the required effort even when schedules are tight. As a rule, the unit concludes open-ended employment contracts. The unit uses various recruitment methods to gain access to new competence from outside the University both from Finland and from other countries.</p> <p>Recruitment is viewed from a long-term perspective. The unit offers work opportunities (e.g. assistants, fee-based teachers) to talented students who are at the final stages of their studies and focuses on the supervision of postgraduate students to ensure that they see the department as an attractive workplace with an equitable atmosphere and operations.</p>

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			The unit is a popular workplace which receives applications from outside the unit and from abroad. The staff are committed to their work.	The unit leadership assesses all operations from the perspective of employer image.
<b>3.2 Orientation</b>	The orientation of new employees is random and depends on the active efforts of individuals and each new employee. Computer accounts and keys are not applied for until an employee begins work. Arrangements for a suitable workstation and decisions on who is to provide orientation are also made at this time.	<p>New employees have immediate access to the unit's basic infrastructure as of their first day of work.</p> <ul style="list-style-type: none"> <li>- The appointment document or employment contract is drafted and the information entered into the relevant register before the employee begins work.</li> <li>- The employee is informed of his/her rights and responsibilities at the start of employment.</li> <li>- The employee is given a workstation and tools.</li> <li>- The employee's closest colleagues provide orientation.</li> </ul> <p>All new employees are encouraged to participate in the "Welcome to the University" session organised by the University's staff training unit.</p>	<p>The unit leader names the immediate superior and/or closest colleague of each new employee to provide orientation. The persons who provide orientation use the plan and checklist on Alma and the operational manuals of the University and the faculty. New employees are provided with information about the general terms of their employment contract, their work tasks and the workplace.</p> <p>The unit ensures that the knowledge and skills of an employee leaving the unit are transferred to a new employee or other employees in the workplace.</p>	<p>Successful orientation ensures the motivation of new employees and their ability to complete their work tasks effectively from the start. The unit has a systematic and individual system of orientation which is continuously developed.</p> <p>In addition to providing information about the employment contract and work tasks, the unit ensures that each new employee is integrated into the unit staff and culture.</p> <p>Orientation is also used to improve the competence of persons who provide orientation.</p>
<b>3.3 The development of competence</b>	Each person is responsible for his/her competence and training at his/her own discretion. Competence is based on previously acquired knowledge and skills. Each employee works on his/her own. The workplace has no teams or interaction among employees.	The leader or the immediate superior conducts formal review discussions with the staff and agrees on the courses or training which would benefit each employee. The staff are encouraged to use the University's staff training opportunities, but their training is not monitored. Students and associates are solicited for feedback to assess skills, but this feedback is not necessarily used to develop the unit.	<p>Review discussions are used to plan how each employee's competence is to be developed and to monitor the success of such efforts. Academic portfolios are used in the review discussions of teaching staff and the development of their competence. The following intranet link is used: Alma &gt; Hallinto-, talous- ja henkilöstöasiat &gt;Henkilöstön kehittäminen ja koulutus &gt; Osaamisen kehittämisen muita muotoja.</p> <p>The starting points are professional development and the acquisition and mastery of current knowledge in one's field.</p>	<p>The leader or the immediate superior is willing to provide the staff with challenging work tasks. This ensures employees' professional development and good coping skills and motivation. The leader consciously promotes an atmosphere that encourages learning, including sharing knowledge, showing initiative, giving constructive criticism and viewing mistakes and failures related to experiments as learning opportunities.</p> <p>The leader views academic portfolios as a way to develop competence and gives feedback on such portfolios.</p>

AREA OF DEVELOPMENT	Must be improved	Improving quality and results	Good quality and results	Long-term objective
			Feedback is collected from all associates and used to further develop work. Teamwork and networks are used as work methods. The sharing of competence is valued. The unit leader or the immediate superior provides active feedback on the development of employees' competence and addresses poor performance in a constructive manner.	The unit uses job rotation and a system of deputies. The development of an employee's competence according to unit targets is rewarded. The development of competence is based on customer needs and complies with the unit's target programme, which defines the priorities of development. Employees and colleagues give each other systematic feedback.
<b>3.4 Rewards and incentives</b>	<p>The unit does not systematically provide rewards or incentives. The development of the salary system is seen as additional bureaucracy which must be handled with minimal effort and implications.</p>	<p>Rewards and incentives are viewed as part of leadership and are given the attention that they deserve. The leader considers opportunities for rewards and already uses some rewards (e.g. public acknowledgements and cake and refreshments to celebrate new publications). The leader gives feedback at least occasionally.</p> <p>The leader recognises the opportunities for incentives provided by the new salary system, but does not yet know how to use them fully.</p>	<p>The unit has established practices for rewards and incentives (distinctions, joint celebrations, acknowledgements, corrective feedback). Plenty of feedback is given equitably to all staff groups and employees of both genders. In addition to the feedback that the leader gives, employees in the workplace give each other feedback.</p> <p>The unit sees the development of the new salary system as an opportunity to reward good performance, supervise career development and set performance objectives.</p>	<p>The unit uses many regular rewards and incentives. The leader gives regular feedback and encouragement to individuals and groups. The workplace has a culture of discussion in which colleagues give each other feedback.</p> <p>The new salary system is accepted and used to set work-related objectives, develop competence and reward good performance.</p>
<b>3.5 The leadership of people of different ages and the transfer of knowledge from retiring employees to young employees</b>	<p>The unit offers statutory family leaves, but has no other measures for employees of different ages. Age discrimination occurs in the unit.</p>	<p>The unit offers family leaves and flexible arrangements for working hours in some cases. The transfer of knowledge from retiring employees to other staff is promoted. The unit aims to give young employees opportunities to develop their competence through job rotation and discussion on the development of competence, for example in accordance with the following Alma list: Alma &gt; Hallinto-, talous- ja henkilöstöasiat &gt; Henkilöstön kehittäminen ja koulutus &gt; Osaamisen kehittämisen muita muotoja.</p>	<p>The leader takes the age structure of the workplace into account and uses the experience and skills of employees of different ages. Family leaves and arrangements for flexible working hours are available. Men are also encouraged to take family leave. The unit has a positive attitude towards various care responsibilities, including care for elderly parents. The transfer of knowledge from senior employees to younger employees is promoted through the rotation of work tasks and senior-junior work teams or mentoring. Tacit knowledge is recognised and used. The working</p>	<p>Family leaves, arrangements for flexible working hours and opportunities for telecommuting are available. The unit promotes conscious career planning, the rotation of work tasks designed to expand competence, and mentoring. The unit also has a system of deputies.</p> <p>Leadership competence is transferred actively to successors through orientation, mentoring and challenging tasks. "Future leaders" of all ages are encouraged to obtain leadership experience and training.</p>

AREA OF DEVELOPMENT	Must be improved	Improving quality and results	Good quality and results	Long-term objective
			ability and motivation of senior employees is maintained, and they are allowed to transfer to lighter or new duties.	
<p><b>4.</b> <b>Review and salary discussions</b></p>	<p>As a result of the new salary system, review discussions and related annual assessments of personal work performance are compulsory for everyone. Job demands are assessed in changing circumstances. These discussions and assessments are conducted because they are required by the University.</p>	<p>Everyone in the unit participates in a review discussion with their immediate superior once a year to agree on objectives and to give and receive feedback.</p> <p>Everyone in the unit has participated in training in review discussions.</p> <p>Salary discussions involve an assessment of work performance.</p>	<p>Review discussions are used to agree on the objectives for the development of work tasks and competence and to monitor the achievement of such objectives. Academic portfolios are used in the review discussions of teaching staff. Discussions help to reconcile the objectives of individuals and the workplace. Review discussions have changed the operations and atmosphere of the workplace in a positive and equitable direction.</p> <p>Salary discussions involve an assessment of work performance. Salary discussions are also used actively to achieve equal pay.</p>	<p>The unit values review discussions and views them as an important part of leadership. Review discussions and salary discussions have their own characteristics. Everyone is given realistic resources to complete challenging tasks in a sharply focused way. This ensures that employees cope with and enjoy their work.</p>
<p><b>5.</b> <b>The leader's tasks</b></p> <p><b>5.1</b> <b>The implementation of the unit's core mission</b></p>	<p>The unit has not discussed its core mission. This mission may have been recorded in the unit's rules and regulations or its target programme, but the staff have not been committed to it through joint discussion. Thus, the core mission has no common, appropriate and concrete interpretation that would guide daily activities.</p> <p>The employees themselves define their work and its objectives.</p>	<p>Discussion about tasks and objectives is ongoing both as part of review discussions and in unit meetings if an issue arises. The unit has no consistent view of its core mission and related priorities, but seems to have no major conflicts about the matter.</p> <p>Each individual is responsible for ensuring that his/her work complies with the unit's core mission.</p>	<p>The unit leader has identified the unit's core mission after discussions within the workplace.</p> <p>Everyone in the workplace has a sufficiently consistent and clear idea of the organisation's core mission and his/her own core tasks. This helps everyone to put his/her own tasks into a wider context, guides the selection of priorities and the management of work, and helps to steer work towards common goals. The unit has set concrete objectives for its operations.</p>	<p>The unit's core mission is discussed during development days and as part of daily leadership. The clear and comprehensible core mission is based on the unit's target programme. Objectives are concrete and include criteria for the recognition of success and good performance. The unit's resources are distributed appropriately in terms of the core mission.</p> <p>Each of the unit's groups has its own clear core tasks, and the groups' objectives guide operations and allow for the assessment of success.</p>



AREA OF DEVELOPMENT	Must be improved	Improving quality and results	Good quality and results	Long-term objective
<p><b>5.2 Organisation</b></p>	<p>The unit has not distributed tasks in a way that would clearly indicate who is responsible for which task or area. The unit has established no meeting practices. The department has no consistent guidelines for the establishment of projects, communications or documentation.</p>	<p>Many employees in the workplace are unfamiliar with the distribution of tasks. Tasks are carefully distributed in specific cases when questions arise, but this is not done systematically.</p> <p>Meeting practices, as well as agreements and guidelines for cooperation and work processes, are also unclear or information about them has not been disseminated to everyone. Development needs are recognised but development is haphazard.</p>	<p>The leader uses proactive organising to ensure that unit targets are achieved through cooperation. This cooperation encompasses the distribution of tasks, the various roles of employees, and arrangements, instructions and guidelines relating to cooperation, that is, the creation of a work process and method that apply to everyone.</p> <p>Everyone in the unit is familiar not only with his/her own tasks, but also with the responsibilities of others. Operations are based on the principles of equality and fairness.</p>	<p>The key to the organising of an expert workplace is that the leader or the immediate superior clarifies the unit's core mission and ensures that the unit has adequate resources (competence and tools) and guidelines for cooperation. Guidelines and practices that apply to the distribution of tasks and to work processes are developed in cooperation with the staff. Descriptions of work processes specify the roles and responsibilities of those involved in each process. The practical implementation of guidelines and practices is monitored, and any irregularities are addressed without delay.</p> <p>The actions of the leader and superiors are characterised by a willingness to be fair and equitable in all activities, and the staff consider their actions fair and non-discriminatory.</p>
<p><b>5.3 Decision making</b></p>	<p>The unit is unaware of the fact that the employer-employee cooperation procedure must be followed by everyone according to the relevant agreement.</p> <p>Employees are not familiar with the unit's decision making process or the opportunities of the staff to participate in and influence this process. Decisions are not documented, and information about them is not distributed to those involved. Decision making and the implementation of decisions depend on each case and situation.</p>	<p>Although the unit's decision making process is otherwise appropriate, it is not transparent. Decisions are documented, but information about them is provided only to those who request it or seek it in the right place. Opportunities to participate in decision making are not denied, but neither are they actively offered.</p> <p>The unit is familiar with the provisions on procurement and the approval of invoices in the University's financial regulations.</p>	<p>Everyone in the unit is familiar with its decision making process and opportunities to participate in and influence it. Everyone also knows who makes decisions and when, who participates in decision making and how information about decisions is distributed.</p> <p>Decisions are documented, and information about them is provided to those involved. The reasons for each decision are given. Decision making and the implementation of decisions are consistent and purposeful.</p>	<p>The unit's decision making is considered fair and non-discriminatory. Opportunities to participate are adequate, decision making is transparent and consistent ("the same rules apply to everyone"), and clear reasons are given for each decision. The implementation of decisions is monitored, and any irregularities are addressed without delay.</p> <p>Fairness in distribution: The workload is distributed equitably among all those who perform similar work, and rewards and resources correspond to job responsibilities and demands. A person's gender, ethnic background or other personal qualities do not affect the distribution of tasks or rewards.</p>



AREA OF DEVELOPMENT	Must be improved	Improving quality and results	Good quality and results	Long-term objective
				Fairness in practices: The unit uses fair and non-discriminatory practices. Everyone has appropriate opportunities to participate and to obtain information about matters pertaining to his/her work and the workplace. This is reflected in job satisfaction and well-being, which are assessed at regular intervals.
<p><b>5.4</b> <b>The development of operational culture</b></p>	<p>Operations are not developed systematically. Individual employees and groups can develop activities, but development work is not coordinated within the unit.</p>	<p>The leader or the immediate superior considers development to be part of leadership work and the unit's operations.</p> <p>Development work is haphazard and takes place when problems or mistakes occur. Development work is reactive, and there are no practices for continuous development.</p>	<p>The leader or the immediate superior creates conditions for development.</p> <p>He/She ensures that development work is appropriate and systematic (e.g. regular development days or meetings, various projects). He/She also ensures that development supports the unit's target programme. The unit has a culture of learning from experience. Everyone develops his/her work methods as part of daily activities. Mistakes are allowed as long as they are seen as learning opportunities.</p>	<p>The leader or the immediate superior creates conditions for development and actively launches development initiatives.</p> <p>Development work is future-oriented and clearly based on the University's Strategic Plan and the unit's target programme. The unit uses a wide range of development methods, and the superior sets a good example in the creation of an atmosphere that supports learning (e.g. the attitude towards mistakes and displays of initiative).</p>
<p><b>5.5</b> <b>Motivation</b></p>	<p>The leader or the immediate superior does not believe it is part of his/her duties to support the work motivation of individual employees. Everyone ensures that he/she has the motivation to complete his/her own tasks.</p>	<p>The leader or the immediate superior believes it is part of his/her job to support others' motivation. Motivation is supported at least occasionally through feedback, rewards and incentives and by reminding employees of the unit's core mission and targets, for example in review discussions.</p> <p>The leader or the immediate superior takes measures if he/she notices that someone's motivation has deteriorated.</p>	<p>The leader or the immediate superior knows and accepts that staff motivation is an important part of his/her job. He/She tries to support staff motivation through his/her own actions (challenging work tasks, feedback, rewards and incentives) and through discussion.</p> <p>He/She obtains information about employees' work-related expectations and aims to meet them with appropriate resources etc.</p>	<p>The leader or the immediate superior conducts review discussions and other regular discussions with the staff to promote motivation and remove obstacles to work. In addition to providing incentives, rewards and resources, the superior aims to remove obstacles that hinder motivation or work.</p> <p>It is understood within the unit that the reconciliation of work and personal life sometimes requires special attention.</p>

AREA OF DEVELOPMENT	Must be improved	Improving quality and results	Good quality and results	Long-term objective
<p><b>5.6</b> <b>Problem resolution</b></p>	<p>Individuals or groups must resolve any problems that occur in the unit.</p>	<p>Everyone in the unit knows that information about how to handle problem situations is available on Alma under Hallinto-, talous- ja henkilöstöasiat &gt; Henkilöstöasiat &gt; Terveys ja työolot &gt; Menettelytapoja ongelmatilanteissa.</p> <p>Problems are alleviated or resolved through joint discussion, development meetings or other indirect means. Direct measures are taken only in crisis situations.</p>	<p>The unit leader and superiors have the knowledge and skills, as well as the courage, to deal with problem situations (e.g. substance abuse, bullying, discrimination, harassment and conflicts). They respond quickly and deal directly with the parties involved. Previous experience has shown to employees that problems are dealt with at an early stage and thus do not affect the unit's operations.</p>	<p>The unit leader and superiors have the knowledge and skills, as well as the courage and clear practices, to deal with substance abuse, bullying, discrimination, harassment and conflicts. They also know how to deal with special cases that put a strain on the workplace.</p> <p>The leader and superiors are aware of their responsibilities and raise issues in good time before they affect the unit's operations. The leader and superiors also know where to seek assistance if a situation cannot be resolved within the unit. Employees have confidence in their leader and superiors in problem situations, which is reflected in the unit's atmosphere and in employees' willingness to raise difficult issues.</p>
<p><b>5.7</b> <b>Monitoring</b></p>	<p>The leader or the immediate superior does not set many targets or monitor operations or the achievement of targets. The staff have no clear idea of whether operations are going in the right direction.</p>	<p>General targets are set. General discussion on targets also takes place, but it is not established practice to set concrete targets. Monitoring is haphazard and general, not based on established procedures or criteria.</p>	<p>The leader or the immediate superior sets targets, specifies them if necessary and monitors operations and results. He/She also assesses success and gives constructive feedback. Monitoring is based on specific criteria and procedures. The superior encourages individuals and groups to assess their own activities.</p>	<p>The leader or the immediate superior ensures that targets are so concrete that results can be monitored by individuals and groups, as well as by the superior. Monitoring is based on criteria and/or procedures familiar to all. The unit also assesses its own operations. Monitoring always leads to concrete measures, such as rewards or corrective action.</p>
<p><b>6</b> <b>The foundations of and resources for leadership</b></p> <p><b>6.1</b> <b>General administration</b></p>	<p>The unit has no rules of procedure for administrative work. General administration is haphazard and out-of-date. The leader does not use the opportunities provided by the University's Development Programme for Administration and Support Services.</p> <p>The filing and management of documents are flawed.</p>	<p>The unit has rules of procedure in which general administrative tasks are described. Some parts of the unit's general administration are handled in cooperation with the faculty, one of the University's service centres and/or units and the University's central administration. Networking provides information about opportunities for cooperation. The leader shows an interest</p>	<p>The unit's rules of procedure determine responsibilities for administrative tasks. Duties are organised sensibly in the light of the University's current circumstances. The unit has a good idea of the administrative needs of research and teaching and of the distribution of tasks between the unit, the faculty, the University's service centres or units and the Administration Office. The</p>	<p>The unit's administrative tasks and their distribution are examined at regular intervals, and its rules of procedure are brought up-to-date. The leader develops administrative operations and support services of his/her own initiative in cooperation with others. The unit's target programme and human resources policy identify future development needs and measures.</p>

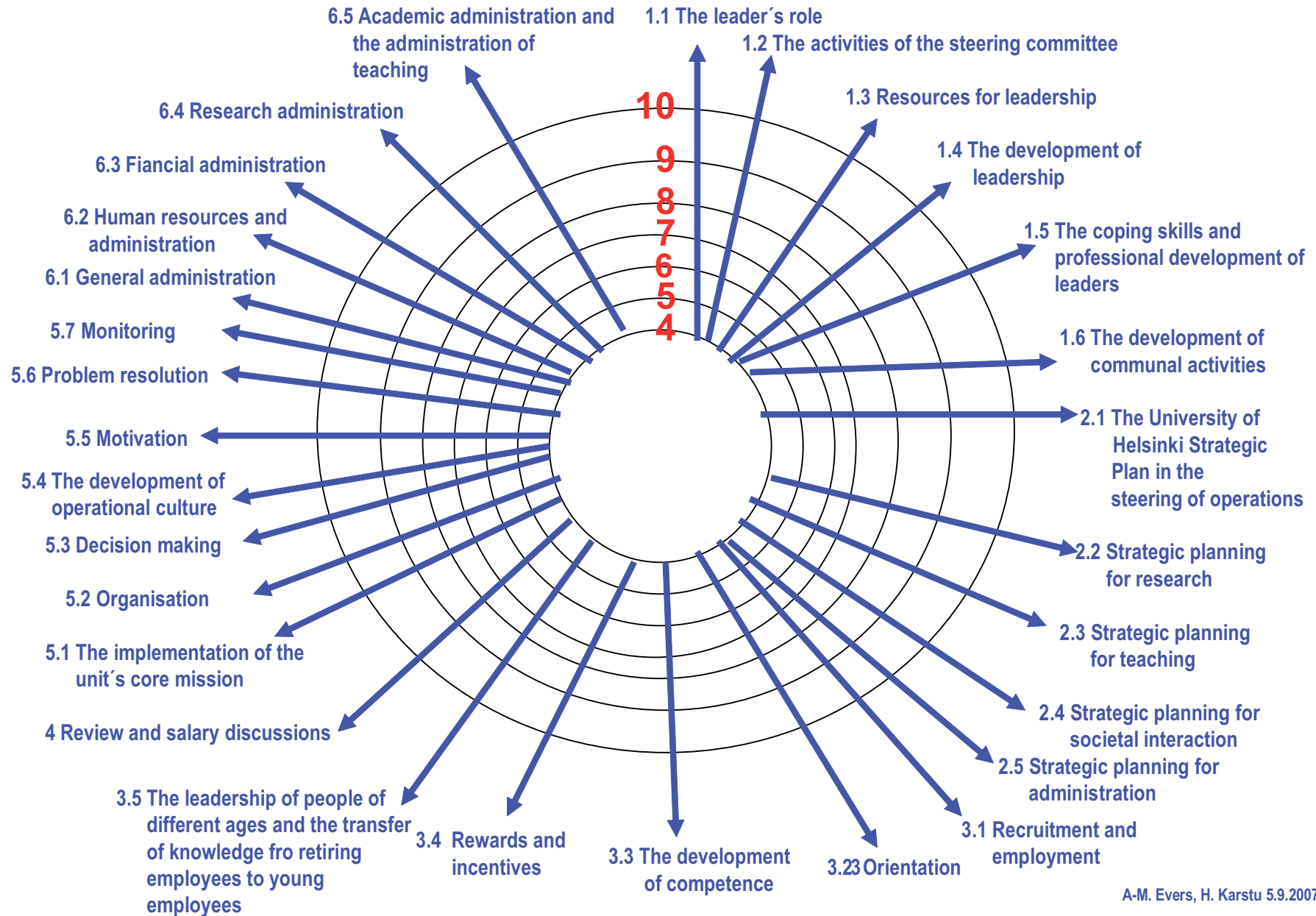
AREA OF DEVELOPMENT	Must be improved	Improving quality and results	Good quality and results	Long-term objective
	<p>Documents that are vitally important for decision making and the distribution of information are not organised. Issues being prepared are not monitored. People in the unit have no knowledge of where unit documents are kept and are not familiar with the instructions that should be on the unit's Alma page. Issues such as public access to documents or the retention period of documents are not taken into account.</p> <p>The unit is not familiar with the publication Yliopistohallinnon säädöksiä ja ohjeita, does not comply with the employer-employee cooperation procedure and does not follow the decisions and regulations of the Senate and the Rector or other instructions from the University's central administration or the faculty.</p>	<p>in developing the organisation of administrative work.</p> <p>Most administrative documents and materials are filed. The decisions of the steering committee are recorded and organised. Unit employees are aware of the existence of documents and can access them if necessary. The decisions of the unit leader are not systematically collected and numbered.</p> <p>Everyone in the unit knows who is responsible for the management of administrative documents and materials, but responsibilities for materials related to teaching and research have not been defined. The leader knows that the handling and retention of documents, as well as public access to them, are regulated. The unit tackles issues to do with the organising, filing and disposal of documents and materials when it has time, relocates to new facilities or experiences a lack of space.</p> <p>Everyone in the unit has access to the document Yliopistohallinnon säädöksiä ja ohjeita, is familiar with its contents and occasionally uses it. The employer-employee cooperation procedure is usually followed.</p>	<p>leader promotes the development of the University's administration and support services according to the University's Development Programme for Administration and Support Services.</p> <p>All administrative documents and materials are filed and managed. Documents and materials are easily accessible. Information about decisions is actively distributed.</p> <p>The official in charge of the unit's general administration manages the unit's administrative documents and issues instructions to the unit staff on the appropriate handling of materials that they possess. Documents are filed and disposed of regularly.</p> <p>The publication Yliopistohallinnon säädöksiä ja ohjeita is actively used by the leader, presenting officials and the steering committee. The decisions and regulations of the Senate and the Rector and other instructions from the University's central administration are regularly monitored and followed. The unit is familiar with the Administrative Procedure Act and the practical application of the principles of good administration.</p> <p>Presenting officials are used in decision making.</p>	<p>Documents and materials are managed professionally in accordance with an archiving plan.</p> <p>Electronic systems are used in the unit's general administration, and document management is developed in cooperation with the faculty office and the University's Administration Office.</p> <p>The unit is familiar with the life-cycle of documents and materials. Regulations on public access and data protection guide operations at a general level, and the unit knows where to seek interpretative assistance if necessary.</p> <p>The document Yliopistohallinnon säädöksiä ja ohjeita is applied to operations. The unit has defined a clear distribution of tasks as to who follows the decisions and regulations of the Senate and the Rector and other instructions from the University's central administration. The unit complies systematically with such decisions, regulations and instructions. The unit is familiar with the Administrative Procedure Act and the practical application of the principles of good administration, and can apply them in difficult situations.</p> <p>A specialist in general administration ensures the quality and continuity of administrative competence in the unit.</p>

AREA OF DEVELOPMENT	Must be improved	Improving quality and results	Good quality and results	Long-term objective
<p><b>6.2</b> <b>Human resources administration</b></p>	<p>The unit knows that basic information about employment matters is available on Alma under Henkilöstöasiat &gt; Palvelussuhdeasiat.</p>	<p>The unit is familiar with the University's Human Resources Policy.</p> <p>The unit has drawn up its own human resources plan, but has not ensured its implementation through monitoring.</p> <p>The unit knows how to draw up appointment documents, employment contracts and employment certificates.</p>	<p>The unit is familiar with the University's Human Resources Policy and uses it to develop operations.</p> <p>The unit's human resources plan guides recruitment and ensures that the unit has the right competence.</p> <p>The unit is familiar with key legal provisions and agreements on employment matters (labour law, the Working Hours Act, the collective agreement for public servants and the collective agreement observed in contractual employment relationships, the Occupational Safety and Health Act, the Act on Equality between Women and Men, all of which are available in Finnish on Alma). The unit uses presenting officials in decision making.</p> <p>In addition to taking legal provisions into account, human resources administration pays attention to the fairness of operations (e.g. the transparency of procedures and the consistency of operations and arguments).</p>	<p>The unit conducts development work in accordance with the University's Human Resources Policy and the unit's human resources plan, and monitors the effectiveness of measures.</p> <p>The unit knows how to apply legal provisions and agreements and uses specialists in complex problem situations. The unit has its own administrative specialist or uses a specialist from one of the University's service centres or units who is permanently employed to ensure the quality and continuity of administrative competence. In addition to taking legal provisions into account, human resources administration pays attention to the principle of fairness and other ethical principles.</p>

AREA OF DEVELOPMENT	Must be improved	Improving quality and results	Good quality and results	Long-term objective
<p><b>6.3</b> <b>Financial administration</b></p>	<p>Although the unit is familiar with the University's financial regulations and instructions, it does not follow the instructions, but uses old practices as the basis of its operations.</p>	<p>The unit is familiar with the University's financial regulations and instructions, and knows how to apply them in financial administration (e.g. the handling of invoices for income and expenditure, the opening of project accounts, financial monitoring and financial reporting).</p>	<p>Financial affairs are handled by professionals either within the unit or in one of the University's service centres or units. Professionals in financial administration have established their own networks and develop their competence with colleagues at different administrative levels.</p> <p>Administrative professionals report on the unit's financial situation to the unit leader as agreed. They also maintain their competence by taking courses offered by the University's staff training unit and apply their new knowledge and skills to their work. The unit uses presenting officials in decision making.</p>	<p>The unit's financial affairs are well organised. The leader monitors financial affairs continuously to ensure that the needs of research and teaching are met as jointly agreed. Financial affairs are handled by professionals, which ensures the quality and continuity of financial administration.</p> <p>Financial affairs are managed systematically in the long term. The unit analyses financial time series, calculates key figures, draws up long-term financial estimates and monitors general financial trends on the basis of which the leader decides on financial issues.</p>
<p><b>6.4</b> <b>Research administration</b></p>	<p>The unit does not follow national or university-level research policy and related opportunities. The unit is familiar with only a few sources of funding. International competitive funding is considered especially complex and bureaucratic. The unit has not studied the targets and conditions that funders have set. Few researchers actively apply for funding.</p> <p>Alma &gt; Opetuksen ja tutkimuksen tuki &gt; Tutkimuspalvelut</p>	<p>The unit is familiar with the services of research administration, but does not use them extensively.</p> <p>The unit applies for research funding from familiar sources.</p> <p>The unit calculates both actual costs and overhead costs as project expenses in applications.</p> <p>Although the leader has some knowledge of externally funded research in the unit, the responsibilities are unclear.</p>	<p>The unit's research administration is handled by professionals, and the unit actively uses the research services offered on the campus and more generally at the University. Services are developed jointly. Appropriate solutions are also sought jointly on a case-by-case basis.</p> <p>The unit is familiar with the electronic services and databases of various funders and partners in project management, and uses them actively.</p>	<p>The unit follows Finnish and international research policy from the perspective of its field of research. The unit aims to influence University-level practices.</p> <p>The unit employs officials who assist in the drafting of applications for funding from various sources, who actively monitor and provide information about potential sources of funding and who assist project directors in reporting and other practical work required to implement projects.</p>

AREA OF DEVELOPMENT	Must be improved	Improving quality and results	Good quality and results	Long-term objective
			<p>The unit is familiar with various sources of funding, and the head of the department is informed of externally funded projects. A systematic operational model (e.g. an annual timetable) and special competence ensure that the unit and its researchers and research groups apply for funding from the right source at the right time.</p> <p>The unit focuses on the quality of funding applications and allocates sufficient time for their drafting. The unit does not apply for short-term funding or funding with problematic conditions.</p> <p>Cost correlation is strong, and external project funding covers all project costs.</p>	<p>The leader has a clear idea of the externally funded research in the unit and of funding and its effects on the annual budget. The unit has a positive attitude towards the commercial exploitation of research results, and researchers are encouraged to innovate.</p> <p>The cost estimates of applications for external funding include all the research costs that the unit must pay.</p> <p>The unit values the mobility of researchers and aims to create opportunities for sufficiently long visits to research-intensive organisations.</p>
<p><b>6.5 Academic administration and the administration of teaching</b></p> <p><b>This section presents some perspectives on academic administration and the administration of teaching. Please consult the University's Teaching Evaluation Matrix for further information.</b></p>	<p>The administration of teaching is separate from practical teaching work. The unit is not familiar with the legal protection of students' rights, the faculty's degree regulations, provisions on degrees and general decisions in the area of academic administration.</p> <p>Alma &gt; Opetuksen ja tutkimuksen tuki &gt; Opetuksen tueksi &gt; Opiskelijan oikeusturva &gt; Johtosääntö</p>	<p>Teachers are informed of regulations that apply to teaching. The unit aims to take into account the views of both teachers and students in the administration and development of teaching.</p>	<p>Teachers are familiar with regulations that apply to teaching. The unit uses presenting officials in decision making. The unit invests time and effort into the planning and development of teaching:</p> <ul style="list-style-type: none"> <li>- Teaching methods and the development of teaching and learning</li> <li>- Cooperation in the planning and provision of teaching</li> <li>- Joint agreement on the distribution of tasks.</li> </ul>	<p>The unit has appointed an official (e.g. its deputy leader or coordinator) responsible for teaching-related matters. Teachers comply with regulations on teaching. The unit takes into account the views of teachers and students and the feedback from employers.</p>

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