



# Police University College personnel plan 2021–2024

Summary

POL-2021-120704

4 November 2021

# Contents

- Introduction ..... 3
- 1 The University college community and management ..... 4
- 2 Well-being at work and work ability ..... 4
- 3 Competence..... 5
- 4 Non-discrimination and equality ..... 6



# Introduction

Our priorities in personnel planning for the period 2021–2024 are:

- the University college community and management
- well-being at work and work ability
- competence
- non-discrimination and equality

The Police University College personnel plan, available on the police intranet on the Police University College's Strategy and quality website, complements this summary.

The personnel plan is based on the personnel plan of the police, available on the police intranet (Nationwide contents > Personnel matters > Strategic HR management).



# 1 The University college community and management

Our chosen operating method is the coaching approach. It aims at making use of everyone's strengths and competence. A coaching actor engages and encourages employees and colleagues. This inspires, commits and has a positive impact on the atmosphere and trust throughout the University college community.

## Objectives

- Our working culture is inclusive, encouraging and appreciative.
- Superiors are motivated to use the coaching approach in their supervisory work.
- We are prepared to learn new operating methods, to develop our competence and deepen our interaction.
- We act in line with the values and Ethical Code for the police and the Polamk code of community.

## Actions

- The coaching leadership approach is an integral part of our strategy and personnel plan.
- In supervisory duties, we emphasise the preparedness and skills of personnel management and chart the preconditions for supervisory work.
- We educate and encourage both superiors and the work community to use the coaching approach.
- Everyone nurtures the common good, complies with the values and Ethical Code of the police and the Polamk code of community.

## Evaluation and monitoring

- Self-assessment of supervisory work
- Employee barometer
- Performance and personal appraisal discussions
- Interim evaluations and annual report

Further information: [Police University College strategy](#), [Ethical Code for the Police](#) and [Polamk Code of Community](#)

## 2 Well-being at work and work ability

Staff welfare is one of the police's values. Well-being at work is based on meaningful and fluent work in a safe and healthy environment. Work ability comprises the following: health and functional capacity, professional competence, values (attitudes and motivation), and work, including the working conditions, the content of work, the work community and leadership.

### Objectives

- Our leadership is fair and inclusive.
- Our operating methods promote well-being at work, work ability and the development of work.
- There is a balance between the resources and the workload.
- We support staff welfare and work ability in diverse ways.
- Everyone ensures personal work ability and acts to support the work community.

### Actions

- We strengthen competence in the coaching leadership approach and inclusive methods and utilise these.
- We agree on the needs to develop well-being at work and work ability and the related measures in group and individual discussions.
- We analyse stress factors and utilise the information gained in organising the work, in preventive occupational health care and early support.
- We provide work community coaching on a regular basis.

### Evaluation and monitoring

- Interim evaluations and annual report
- Performance and personal appraisal discussions
- Employee barometer
- Occupational health care reports and work ability support application

Further information: Police intranet > Personnel matters

## 3 Competence

We structure competences into general competences common for all and specialist competences. The general competences for all include learning and development of personal competence, work community skills and digital and information management skills. Specialist competences include sectoral, pedagogic and RDI competence.

### Objectives

- Competence development is systematic and future-oriented.
- Everyone develops their competences as part of their work to meet the changing needs of working life.
- We use diverse methods in competence development.
- We value diverse competence and various educational backgrounds.

### Actions

- We integrate competence development with operational planning.
- We encourage and support everyone in continuous learning, an investigative approach to work, and experimenting.
- From time to time, we implement a competence inventory and assess the implementation of competence development.
- We utilise various competence development methods.
- We teach and work in multiprofessional teams.

### Evaluation and monitoring

- Interim evaluations and annual report
- Performance and personal appraisal discussions
- Employee barometer
- Annual planning and working time system
- The results of competence inventories

Further information: Competence development (Police intranet > Personnel development)

## 4 Non-discrimination and equality

Everyone is equal, regardless of personal characteristics. Equality is about acknowledging gender equality, creating equal opportunities and preventing discrimination based on gender, gender identity or its expression.

### Objectives

- In our university college community, we treat everyone equally without discrimination.
- All members of our community are responsible for ensuring that our working and learning atmosphere is equal, non-discriminatory, fair, safe, inclusive and inspiring.
- Our teaching is based on student-centered learning and we take various learning styles, competence needs and learning difficulties into consideration.

### Actions

- We implement the objectives and measures in our non-discrimination and equality plan and monitor their realisation.
- We utilise information provided by various assessments and update the non-discrimination and equality plan on a regular basis.
- We increase our understanding of accessibility and prepare an accessibility plan.

### Evaluation and monitoring

- Interim evaluations and annual report
- Personnel barometer
- Performance and personal appraisal discussions
- Non-discrimination and equality status (appendix to the plan)

Further information: [Non-discrimination and equality plan, Towards more accessible higher education and higher education institutions](#) - Available only in Finnish and [Accessibility criteria](#) - Available only in Finnish

