Tampere University of Applied Sciences

Tampere University of Applied Sciences stakeholder identification and feedback pilot

Joni Rantala

BACHELOR'S THESIS
May 2022

Degree Programme in Energy and Environmental Engineering

ABSTRACT

Tampereen ammattikorkeakoulu
Tampere University of Applied Sciences
Energy and Environmental Engineering

RANTALA JONI:
Tampere University of Applied Sciences stakeholder identification and feedback pilot

Bachelor's thesis 48 pages, appendices 8 pages
May 2022

_____

Tampere University of Applied Sciences self-assessments revealed the need to make stakeholder cooperation and societal interaction more public and develop related quality management methods. In November 2021, the quality systems of Tampere University of Applied Sciences (TAMK) were audited, and it was necessary to demonstrate the effectiveness of stakeholder collaboration. The audit applies to the entire university and the quality management of all functions. In the spring of 2021, the University started a stakeholder identification project and feedback pilot. A system with sufficient volume and ongoing feedback collection from stakeholder partners is required to build stakeholder cooperation and identify needs related to forms of cooperation. Feedback pilot was created and tested during this project.

The purpose of this thesis was to map the current state of stakeholder cooperation, examine the findings and find possible ways for Tampere University of Applied Sciences to improve stakeholder management. Stakeholder mapping was conducted from the perspective of the staff, and it focused on external stakeholders. The data was gathered by conducting research, surveys, and interviews. The data was analysed to see if there were stakeholders to prioritise.

The results show that TAMK has extensive and active collaboration with stakeholders. There were 600 different stakeholders identified. Interaction with various actors is multidisciplinary and societally impactful. The majority of respondents felt that more time and resources would be beneficial for stakeholder collaboration. The tested feedback pilot did not work in its current form. Results indicate that the method of feedback collection must be redesigned.

Further research is needed to improve stakeholder management practices and the findings indicate that a customer relationship management system (CRM) is highly desired. Incorporating a CRM system would be a great tool and time saver for the staff of TAMK to help with stakeholder collaboration and management. Gathering feedback from stakeholders is important, but the feedback pilot showed that there must be more research on how to collect it effectively.

_____

Key words: stakeholder identification, stakeholder management, feedback pilot

TIIVISTELMÄ

Tampereen ammattikorkeakoulu
Energy and Environmental Engineering

RANTALA JONI:
Tampereen ammattikorkeakoulun sidosryhmien kartoittaminen ja palautepilotti

Opinnäytetyö 48 sivua, joista 8 sivua
Toukokuu 2022

Tampereen ammattikorkeakoulun itsearvioinnit osoittivat, että sidosryhmäyhteistyötä ja yhteiskunnallista vuorovaikutusta tulee tehdä julkisemmaksi ja kehittää siihen liittyviä laadunhallintamenetelmiä. Marraskuussa 2021 Tampereen ammattikorkeakoulun (TAMK) laatujärjestelmät auditoitiin ja sen yhteydessä haluttiin näyttää sidosryhmäyhteistyön tehokkuutta. Auditointi koski koko korkeakoulua ja kaikkien toimintojen laadunhallintaa. Projekti sidosryhmien kartoittamiseksi käynnistettiin keväällä 2021. Yhteistyön parantamiseen ja sidosryhmien tarpeiden tunnistamiseen tarvitaan luotettava tapa kerätä palautetta sidosryhmäkumppaneilta. Projektin aikana luotiin ja testattiin palautepilottia.

Tämän opinnäytetyön tarkoituksena oli kartoittaa sidosryhmäyhteistyön nykytilaa, tarkastella tuloksia ja löytää mahdollisia tapoja Tampereen ammattikorkeakoululle parantaa sidosryhmien hallinnointia. Kartoitus oli korkeakoulun sisäinen, se tehtiin henkilökunnan näkemysten kautta. Kartoituksessa keskityttiin ulkoisiin sidosryhmiin. Tiedot kerättiin tutkimuksilla, kyselyillä ja haastatteluilla. Tuloksia analysoitiin muun muassa mahdollisten priorisoitavien sidosryhmien tunnistamiseksi.

Tulokset osoittavat, että TAMKilla on laaja ja aktiivinen yhteistyö sidosryhmien kanssa. Erilaisia sidosryhmiä tunnistettiin 600. Yhteistyö eri toimijoiden kanssa on monitieteistä ja yhteiskunnallisesti vaikuttavaa. Suurin osa kyselyiden vastaajista kertoivat, että sidosryhmien väliseen yhteistyöhön tarvittaisiin enemmän aikaa ja resursseja. Testattu palautepilotti ei toiminut nykyisessä muodossaan. Tulokset osoittavat, että tapa kerätä palautetta on suunniteltava uudelleen.

Lisätutkimusta tarvitaan sidosryhmien hallinnointikäytäntöjen parantamiseksi, ja kyselyiden vastaukset viestivät, että asiakkuudenhallintajärjestelmä (CRM) on erittäin toivottu. CRM-järjestelmän käyttöönotto olisi TAMKin henkilökunnalle hyvä työkalu ja säästäisi aikaa sidosryhmäyhteistyössä. Palautteen kerääminen sidosryhmiltä on tärkeää, mutta on kehitettävä edelleen tehokas menetelmä palautteiden keräämiseksi.

Avainsanat: sidosryhmien tunnistaminen, sidosryhmien hallinta, palautepilotti

CONTENTS

ABBREVIATIONS AND TERMS

CRM	Customer Relationship Management
HR	HR Support Services
KV	International Services
KOUKEHI	Education Development Services
KOUTUKI	Education Support Services
MMT	School of Media, Music and Art
MTT	School of Well-being and Health Technology
NPS	Net Promoter Score
LAATU	Quality Management and Business Planning (Services)
LIIKUNTA	Sport Services
LITO	School of Business
OHTUKI	Learning and Well-being Services
OPINTO	Study Services
OPREKRY	Student Recruitment Services
PERA	School of Pedagogic Innovations
PSHP	Pirkanmaa Hospital District
RYB	School of Built Environment and Bioeconomy
TALPROHA	Financial, Project and Purchasing Services
TAMK	Tampere University of Applied Sciences
TERV	School of Health
TIHA	Information Management (Services)
TILA	Facilities Management (Services)
TREETAMK	Continous Education (Services)
TT	School of Industrial Engineering
UAS	University of Applied Sciences
VIESTINTA	Communication Services

1 INTRODUCTION

Tampere University of Applied Sciences is a multidisciplinary university whose strategic intention is to produce the best possible vocational higher education and innovations. TAMK's 2030 strategy highlights active working life connections and growing internationality as critical success factors. Quality management has been stated to be an integral part of TAMK's management system (TAMK intranet 2021).

Quality system self-assessments carried out at TAMK have identified the need to make visible TAMK's stakeholder cooperation and social interaction and to strengthen the quality management procedures. The effectiveness of stakeholder cooperation is also one of the areas under review in quality system audits (Finnish Education Centre 2016).

In the spring of 2021, TAMK's management gave an assignment for the Quality Management and Business Planning -team to map stakeholder cooperation. The aim of the assignment was to identify TAMK's key external stakeholders, operating modes, and quality management procedures concerning stakeholder cooperation. The objectives of the research were specified in an interview with the management.

To develop stakeholder cooperation and identify needs related to forms of cooperation, a sufficient and continuous feedback collection system from stakeholder partners is needed. The purpose of Tampere University of Applied Sciences' feedback pilot project was to map opportunities for the systematic collection and utilisation of feedback. The feedback pilot aims to strengthen the identification of partners' needs through the development of feedback practices and forms related to internships and theses, thus strengthening the smoothness of cooperation.

The project was divided into two main segments: stakeholder identification and feedback pilot. Identifying TAMK's shareholders included research work, conducting surveys and interviews. Representatives from seven Schools and fourteen Support Services of Tampere University of Applied Sciences took part in the surveys and interviews.

During the pilot, a feedback survey was created to map the views of working life representatives (internship supervisors and thesis clients) on TAMK's activities as a cooperation partner. The survey focused on TAMK as a partner, not on the students. The survey was conducted separately from the statements received by the student from the working life representative.

The stakeholder identification and feedback pilot project were conducted in 2021, from the start of February to the end of April. The time constraints and the COVID-19 situation made the project work challenging. Testing the feedback pilot survey was affected by the circumstances, the survey sample size remained small. It must be taken into consideration when analysing the results. However, the experience of the feedback pilot process can be used when the feedback system is being reformed.

This thesis presents the main results of the stakeholder identification project and the feedback pilot. The objective of this thesis is to analyse the results and to explore possible ways to improve TAMK's stakeholder management. This thesis can be used to support TAMK's new 2030 strategy and further stakeholder engagement projects. This thesis is attempting to answer the following questions: What are the things that stand out from the results? Are there stakeholders that should be prioritised?

2 STAKEHOLDER THEORY

The ideas and the philosophy behind stakeholder theory is an as-long time, but the stakeholder as a word was first introduced in 1963 as part of management literature at Stanford Research Institute. Stakeholder was a new term, meant to challenge the idea that management only had to answer to their stockholders. The term meant groups without whom the organisation could not survive. (De Colle, Freeman, Harrison, Pamar & Purnell 2010)

A few decades later, around 1980s, it was when academics were working on management theories. In 1984, the man who many credits as the father of stakeholder theory, Edward R. Freeman, published a book called "Strategic management: a stakeholder approach". Freeman is considered a pioneer in the field (Jones 1995, 405). Stakeholder theory has been referred to as a century's management theory since it aids in understanding and reinventing the **role of business**, **sustainability**, and **value creation** (Freeman 2010). Stakeholder management is a set of methods for identifying, prioritising, planning, and executing actions that are intended to engage and establish beneficial relationships with stakeholders (Mints & Kamyshnykova 2019).

Organizations have stakeholders. Individuals and groups can influence or are influenced by the accomplishment of an organization's mission. Stakeholders can be divided into primary, secondary, key, internal, and external stakeholders. Primary stakeholders are individuals who have formal or contractual ties to the company, whereas secondary stakeholders are those who have stakes or other interests in the company (Syrjälä & Takala 2009). Figure 1 depicts some potential stakeholders of an organisation.
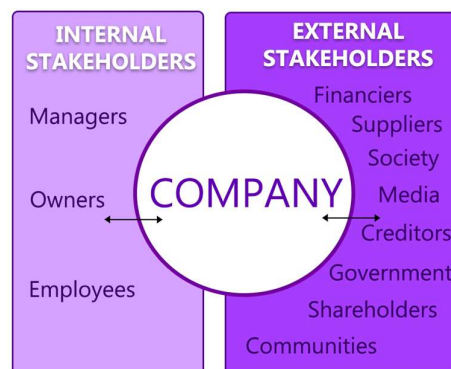

FIGURE 1. Example of a company's stakeholders.

Internal stakeholders are those who operate within a company, either making or carrying out decisions. External stakeholders are not employees of a company, yet they are affected by its operations. External stakeholders make up the company's framework, which can influence the company's opportunities and risks. (Mark-Herbert & Schantz 2007)

Managers and academics have studied techniques to categorise and prioritise stakeholders. The notion is that some stakeholders are more important than others. In the information age, stakeholders are becoming increasingly interconnected, with an organization's actions towards their stakeholders being visible and having an impact on members of the stakeholder ecosystem. The actions of an organisation towards its stakeholders may indicate its trustworthiness and impact the degree to which other stakeholders will assume vulnerability and engage in future relationship interactions. (Crane 2018) Trustworthy, collaborative, and cooperative behaviour, rather than opportunistic behaviour, will provide the organisation a competitive advantage (Jones 1995, 414).

Freeman demonstrated that, for businesses to succeed in the current and future climate, leaders must consider numerous stakeholder groups and create value for the stakeholders. (Freeman 2010).

2.1 Stakeholder identification, analysis, and prioritising

Stakeholder identification is a part of stakeholder management and stakeholder analysis. There are three essential parts when interacting with stakeholders: Identifying, analyzing, and engagement (t2informatik 2018). Figure 2 presents a successful stakeholder analysis and management process.
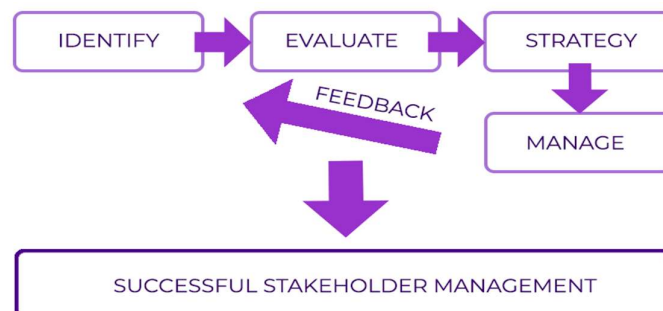

FIGURE 2. Successful Stakeholder Management Process.

Stakeholder analysis begins with the procedure for identifying the stakeholders in the model of successful stakeholder management. This step includes compiling a list of all parties directly or indirectly involved in the organisation's operations (Mints & Kamyshnykova 2019). The success of stakeholder analysis depends heavily on identifying key stakeholders (Schmeer 2000).

Stakeholder prioritisation as a crucial dynamic of an organization's value creation has been extensively conceptualised in stakeholder management research, but less attention has been paid to the organisational practises involved in selecting 'who and what counts.' (Freeman 2010). Freeman (2010) also recommended a two-dimensional grid for classifying stakeholders according to their power and interest. Stakeholder mapping is a process in stakeholder management that helps to balance stakeholder interests and organisational procedures. Figure 3. Shows the two-dimentional stakeholder prioritisation matrix.
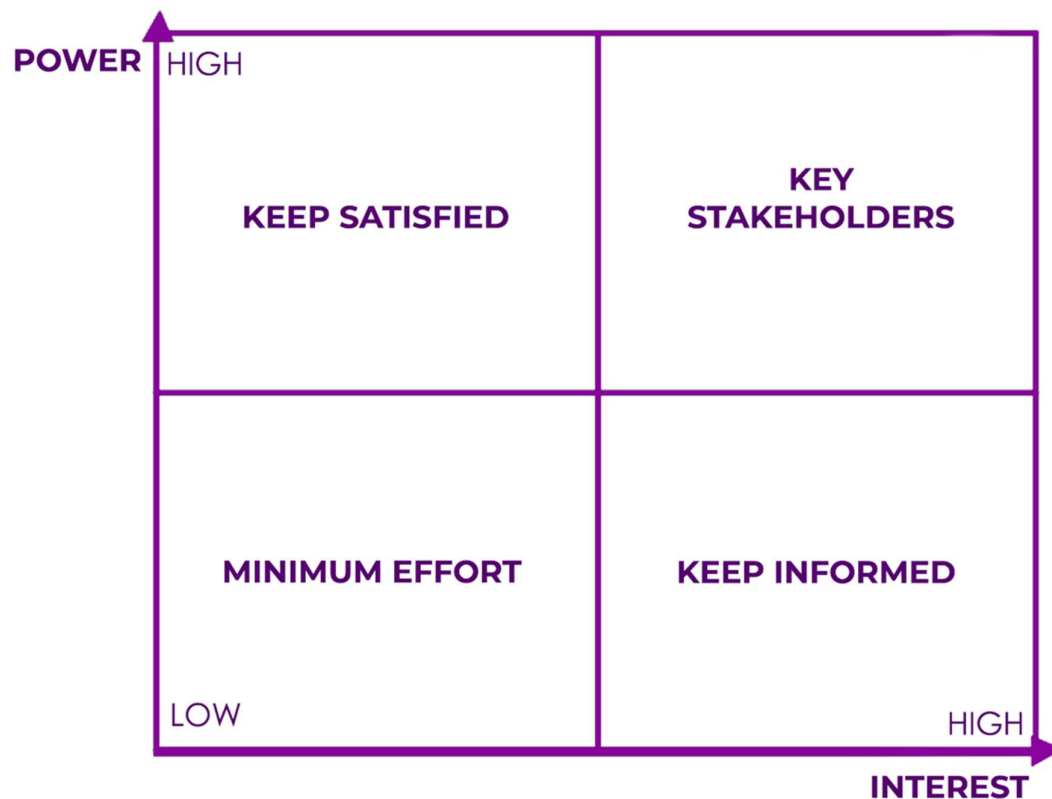

FIGURE 3. Stakeholder prioritisation matrix (Mints & Kamyshnykova 2019).

The stakeholders which rank high in power and interest should be prioritised. Especially when resources such as time and funding are limited (Schmeer 2000).

2.2   Value creation

It is necessary to identify new benefits from the perspective of stakeholders, as well as the organization's awareness of what stakeholders are thinking, seeking, and worrying about, to create value. The process of learning, teaching, thesis, and practical training collaboration, as well as research and community service, all contribute to the development of value in higher education. (Ginting, Lubis, Rini & Sirait 2018)
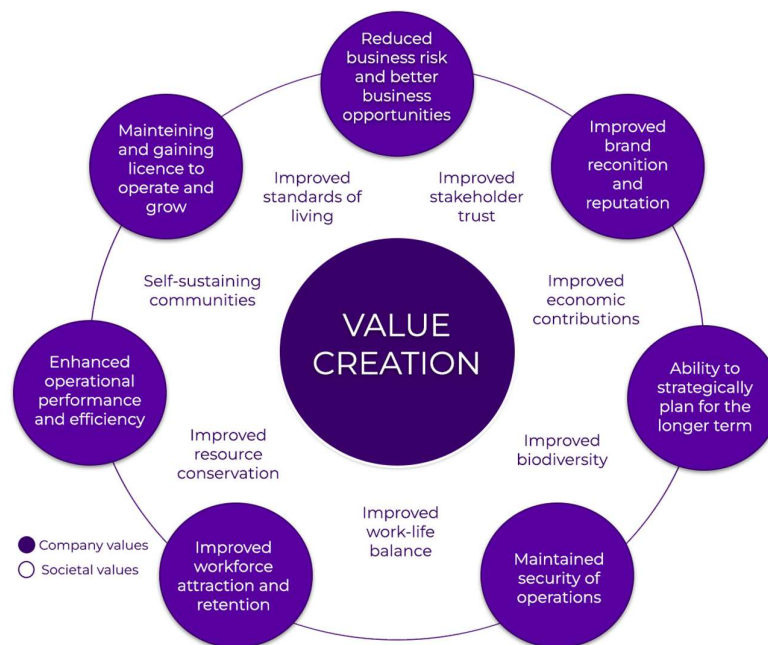

FIGURE 3. Value creation for an organisation (Sumarna 2010).

Prof. De. van Boekel (2017) states in his presentation that the function of the university is evolving, and he lists three key roles that universities have: research, education, and value creation. Figure 3 shows possible value creation of an organization. Value creation is not just about monetary value, but also social, economic, and environmental values (van Boekel 2017). The process of creating value through the management of intellectual capital has the potential to have a societal impact (Ghent University 2015).

3   BACKGROUND

TAMK's 2030 strategy (Picture 1) highlights active working life connections and expanding internationality as essential success factors. TAMK's management system is said to feature quality management as a key component. (TAMK intranet 2021)

PICTURE 1. TAMK Strategy 2030 (Paananen & Rantanen 2020).

TAMK's self-assessments revealed the need to make the whole of TAMK's stakeholder collaboration and social interaction public, as well as to reinforce the related quality management methods.

In November 2021, TAMK's quality system was going to be audited, and it was necessary to demonstrate the effectiveness of stakeholder collaboration. The audit covers the entire university as well as its functions' quality management. TAMK's management put the stakeholder identification project in motion in the spring of 2021, and two trainees were hired to help with the work. One was me, the author of this thesis.

PICTURE 2. TAMK promoting sustainable entrepreneurship (Rantala 2021).

Identifying TAMK's stakeholders is an important part of TAMK's 2030 strategy and value creation. TAMK wants to have a societal impact through its stakeholders by promoting their values. One of the main values they want to promote is sustainability, which can be seen demonstrated in picture 2.

3.1   Stakeholder identification project

The Stakeholder Identification project was based on the stakeholder analysis made by Anu Vainonen (2013), which includes TAMK's key stakeholder groups, TAMK's and stakeholders' expectations for stakeholder cooperation, as well as TAMK's main measures and methods for evaluating operations. The internal and external stakeholder groups have been defined in detail in the stakeholder analysis. The identification project in the spring of 2021 aimed to identify and name external shareholders, taking the work of Anu Vainonen one step further. In addition to the stakeholder analysis made by Vainonen, academic publications on stakeholder collaboration and identification made by other organisations were studied.

The goals for the identification project and for the surveys were established during a meeting with the management of TAMK. The challenge for the project was: TAMK knew who their stakeholder groups were, but they did not have a full understanding of who their individual stakeholders were. That was because there was no unified customer relationship management system in place. Instead, individual staff members and teams from different Schools and Support Services managed their own stakeholder cooperation. This project was meant to be done from the eyes of the TAMK's staff and the goal was to bring all things related to stakeholder management and cooperation from an individual level to the TAMK level.

Seven (7) Schools and fifteen (15) Support Services participated in the project to determine the current state of their stakeholder cooperation. They are presented in figure 3. Through this project, the current cooperation parties were identified, and their stakeholder cooperation assessed. It was done by surveys and interviews. No external stakeholders were interviewed at this stage.
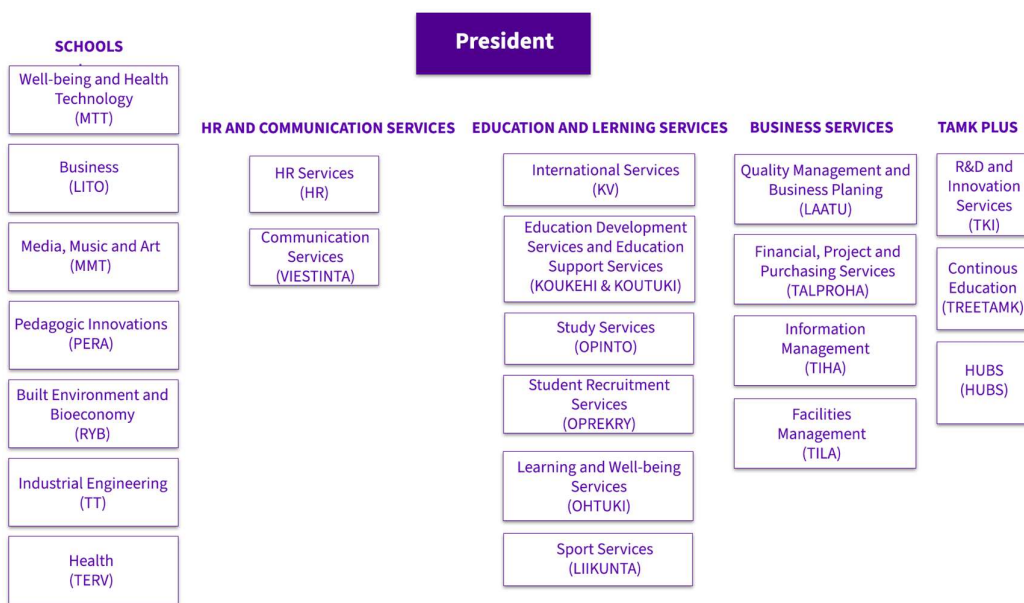
FIGURE 3. TAMK's Schools and Support Services involved in the project.

During the meeting the TAMK's management team expanded their ideas and hopes for the project and surveys, with the help of Google Padlet.

The management of TAMK specified that the stakeholder identification project for 2021 spring would be focused on the external stakeholders of TAMK. The management had plans to contact their stakeholders for a later project.

Alongside stakeholder identification, the TAMK's management requested a way to categorise the identified stakeholders and forms of cooperation, and if it is possible to find stakeholders who should or could be prioritised.

3.2 Feedback pilot

To develop stakeholder cooperation and identify needs related to forms of cooperation, an adequate and continuous feedback collection system from stakeholder partners is needed. The purpose of the Tampere University of Applied Sciences' feedback pilot project was to map out the possibilities for systematically collecting and utilising feedback.

The feedback pilot aimed to strengthen the identification of the partners' needs and thus strengthen the smoothness of the cooperation through the development of a feedback form and policy related to the internship and thesis processes.

4 METHODS

At the start of the project, Vainonen's work (2013) and other literature concerning stakeholder management were studied, and an interview with the TAMK's management, to get an idea of the situation and what were the goals of the project.

The stakeholder identification project focused on TAMK's external stakeholders, representatives of the working life, companies and organisations from industry, education, and research partners, etc. The data was gathered through interviews and surveys to map the current state of TAMK's stakeholder cooperation. The stakeholder identification project was carried out by examining stakeholder cooperation through the views of TAMK staff.

The data for the stakeholder identification project was gathered using Microsoft Excel and Forms surveys, which may be found in appendices 1-6. Interviews were used to complement the data collected from the surveys.

The management requested a way to categorise the stakeholders. Two methods were created for the surveys and tested. The first one was to add a drop-down menu to select the "Stakeholder category" from a ready-made list 4. The second one was a ready-made list for forms of cooperation, where participants could select one or more options. It also had an option "Other, what?", where they were also able to write what they consider to be a more descriptive form of cooperation. Categories for forms of operation are presented in Table 1.

TABLE 1. Forms of cooperation.

Forms of cooperation	
1 = Partnership activities	8 = Benchmarking or Benchlearning
2 = Advisory Board activities	9 = Co-development
3 = RDI activities	10 = Service production
4 = In-service training and services for sale	11 = Networking
5 = Internship and thesis cooperation	12 = Other, what?
6 = Student learning projects	
7 = Alumni cooperation	

The Schools and Support Services that participated in the identification project (shown in Figure 3) were sent an Excel survey first, which was used to identify the current state of stakeholder cooperation as well as the wishes and goals for cooperation.

The participants were asked to list all of their stakeholders with whom they had an active collaboration and mark their three most important stakeholders. They were also asked to select the most appropriate category for each partner and form of cooperation. The category was selected from the Preset drop-down menu. From the list describing the forms of cooperation, the respondents were able to choose one or several forms of cooperation. Respondents were also asked to evaluate the importance, activity, contribution, and benefits of the cooperation value on a scale of 1 to 5.

The Forms survey had one more section for the Schools, which had questions about collaboration with the Advisory Board (Appendix 2). The survey asked TAMK's Schools to assess the Advisory Board's cooperation activity, including contributions to collaboration and the ensuing benefit from the counterpart's perspective. Otherwise, it was the same for all Schools and Support Services.

Participants were asked to describe their stakeholder quality management practises. There were questions regarding the willingness to find new partners and ways to collaborate. Inquiries were also made about how the Schools and Support Services see what impediments they perceived as cooperation and what support they would like to receive from TAMK (Appendices 2-6).

The views of the management of TAMK's Schools were expanded through interviews at a scheduled meeting. Before the meeting, the management team of Schools were provided with a Google Padlet-survey, where they were asked about the current state of stakeholder cooperation and what kind of support they wish for.

Previous experience with feedback systems was taken into account when the implementation of the feedback pilot was being planned. In addition, Satu Kylmälä, Head of Competence Area, and Mikko Naukkari, TAMK's Executive Vice President, were interviewed. The feedback pilot assignment was given by Naukkarinen and Kylmänen had previous experience with feedback systems.

It was requested that the feedback pilot be restricted to five (5) questions about TAMK as a collaboration partner and that it would be tied with the student's thesis and practical training process. Three possible versions of the feedback survey were created, from which one was selected (shown in Appendices 7-9). The selected version had a total of eight (8) questions, and it was designed to be done anonymously. Three (3) of the questions were background questions and five (5) were about TAMK as a collaboration partner.

The idea was that the students would provide a link to the survey during their thesis and practical training process to the work-life representative. However, to get access to the students, the first step was to contact supervising teachers, because only they knew the students who were doing those processes. Supervising teachers from four (4) different Schools of TAMK were contacted. It was required that the link to the survey was first provided to them, and they forwarded it to the students. The process that was tested during the feedback pilot is presented in Figure 4.
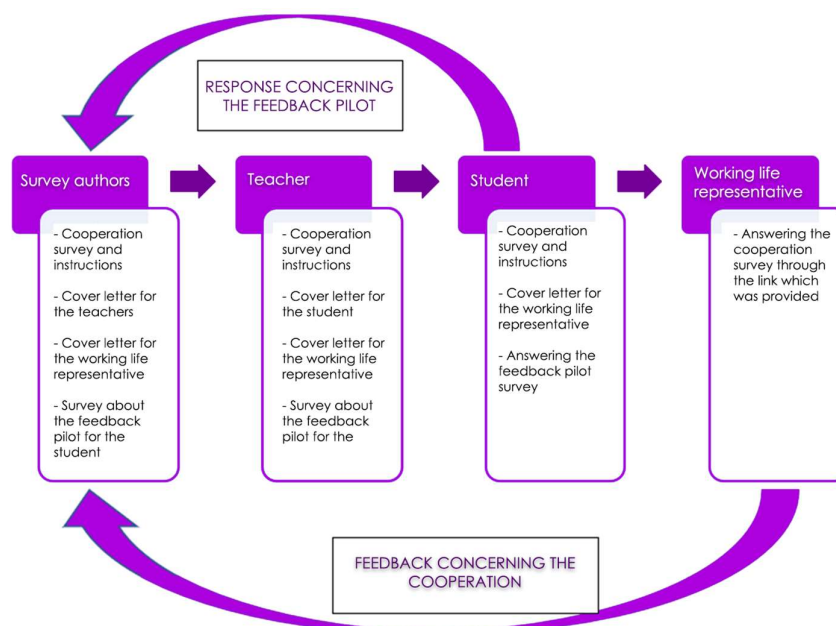

FIGURE 4. Feedback pilot process (Lindholm 2021).

The feedback pilot survey was done using Microsoft Forms. It was sent to the supervising teacher alongside a cover letter for them, one for the students and one for the working life representatives. Instructions were sent to the teachers and the students. According to the instructions, the feedback survey could be completed alone or with the help of a student.

Another survey was made, with only three (3) questions, for the students to fill in, to get feedback about the feedback process that was being tested. At the time when the project was ongoing, 18 students were able to take part in the feedback pilot.

After deadlines for answering all of the surveys passed, two separate reports, which presented the results, were written. The first report was about the identification project and the second was about the feedback pilot. They can be found on TAMK's intranet. The primary function of the reports was to provide raw data and serve the next steps in TAMK's stakeholder management project. This thesis, on the other hand, combined the main results from both reports and tried to answer the research questions presented in the instruction part.

5 RESULTS

The surveys and interviews yielded a great deal of information that could be useful in the future. Results are divided into two sections: Stakeholder identification and Feedback pilot results.

5.1 Stakeholder identification survey results

Schools and Support Services were asked to list their primary external stakeholders in an Excel survey. The survey was the same for both Schools and Support Services. The total number of stakeholders listed by the participants was 637. Support Services listed 314, and Schools 276 unique stakeholders. The units also listed 58 key stakeholders.

The city of Tampere, Tampere University and Pirkanmaa Hospital District were among the most listed stakeholders. The most frequently listed stakeholders also included various social and health organisations. The cities and municipalities of Pirkanmaa also received several mentions.

5.1.1 Excel survey results

Table 2 shows **the category selections** for both Schools and Support Services. Almost all of the "Empty – no selection" – answers came from two Support Services, who had filled out the Excel survey incorrectly. A total of 527 category selections were made.

TABLE 2. Category selections for Schools and Support Services.

SCHOOLS		SUPPORT SERVICES	
Category	Selected(times)	*Category*	Selected(times)
Company	89	*Empty - no selection*	66
Municipality or city council	69	*Company*	46
Third sector actor	49	*Network*	37
Network	35	*International university or UAS*	33
Finnish university or UAS	24	*Finnish university or UAS*	27
Financier	16	*Third sector actor*	22
Other actor	13	*Other actor*	16
Empty - no selection	13	*Government*	10
Government	9	*Municipality or city council*	9
Authorities	9	*Financier*	8
International university or UAS	8		

The most popular choice for stakeholder category selection was "Company", which was selected a total of 135 times. Network, Third-party actor, and Municipality or City council were also frequently chosen. There were differences in the choices made by Schools and Support Services.

Schools and Support Services are marked as their three most important stakeholders. In the case of the most important stakeholders, Network was selected most from the category. Company, Networking, Finnish University or UAS and Municipality or City council were the other selections.

Table 3 presents **the selections for the forms of cooperation**. There were big differences between choices made by Schools and Support Services. For Schools, RDI activities were the top choice for forms of cooperation. By a large margin, the most selected forms of cooperation for Support Services were Internship and thesis cooperation.

TABLE 3. Most used forms of cooperation.

SCHOOLS

Form of cooperation	Times selected
RDI activities	122
Advisory board activities	98
Partnership activities	90
Student leaning projects	98
Internship and thesis cooperation	88
Networking	84
Co-development	68
In-service training and services for sale	66
Other, what?	24
Benchmarking or benchlearning	23
Alumni cooperation	15
Service production	10

SUPPORT SERVICES

Form of cooperation	Times selected
Internship and thesis cooperation	136
Co-development	73
Service production	65
Networking	50
Partnership activities	40
Benchmarking or benchlearning	37
Advisory board activities	30
Other, what?	29
In-service training and services for sale	25
RDI activities	12
Student leaning projects	10
Alumni cooperation	6

RDI activities, internship and thesis collaboration, and Advisory Board activities were the most common for Schools among the three most essential stakeholders. Support Services, on the other hand, has mostly chosen forms such as networking, service production, and partnership.

Other, what? -option was selected 49 times. The respondents were able to write their own form of cooperation. Co-teaching was mentioned ten times (10), and Nordplus project network and strategic partner were the other popular mentions.

The importance, activity, contribution, and benefits of stakeholder cooperation for Schools and Support Services are shown in Figures 5 and 6. The tables show the average ratings for all of their stakeholders. There are quite big differences between different units of Schools and Support Services.
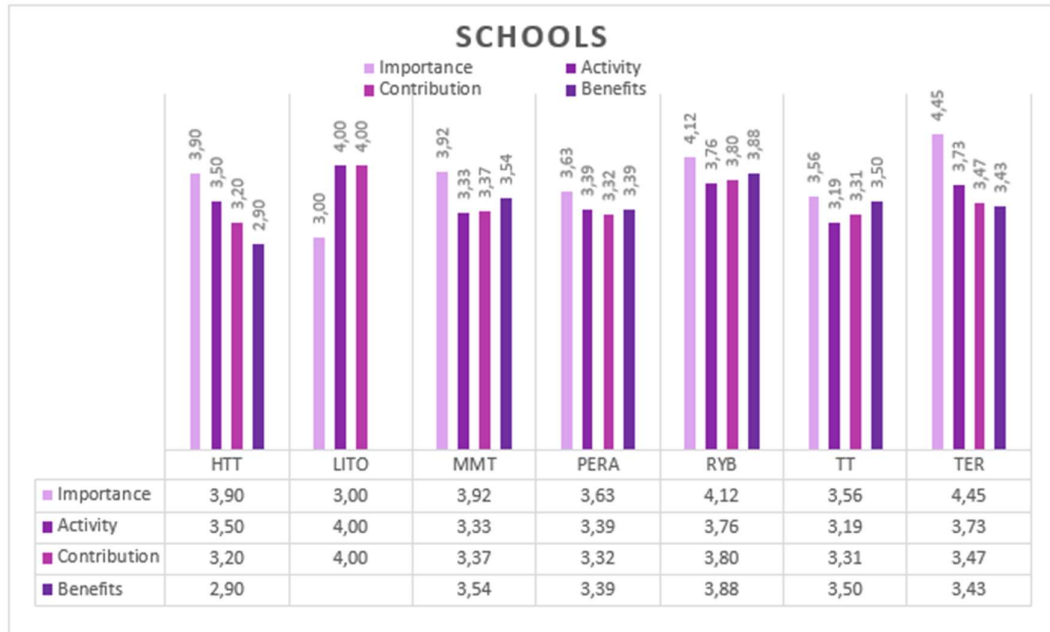

	HTT	LITO	MMT	PERA	RYB	TT	TER
■ Importance	3,90	3,00	3,92	3,63	4,12	3,56	4,45
■ Activity	3,50	4,00	3,33	3,39	3,76	3,19	3,73
■ Contribution	3,20	4,00	3,37	3,32	3,80	3,31	3,47
■ Benefits	2,90		3,54	3,39	3,88	3,50	3,43

FIGURE 5. Importance, activity, contribution, and benefits of stakeholder cooperation for Schools.

	HUBS	TREETAMK	KV	KOUTUKI & KOUKEHI	LAATU	LIIKUNTA	OPINTO	OPREKRY	OHTUKI	TALPROHA	TIHA	TILA	TKI	VIESTINTA
■ Importance	4,50	4,16	5,00	3,85	3,06	3,50	2,50	3,71	3,64	4,55	4,06	2,76	4,14	4,25
■ Activity	4,50	4,12	3,89	3,66	2,94	2,67	2,50	3,29	3,18	4,36	3,88	2,63	4,14	3,00
■ Contribution	4,40	4,08	3,89	2,85	3,06	2,33	2,00	3,21	3,00	4,45	4,12	2,68	3,29	3,25
■ Benefits	3,60	4,17	3,89	3,73	3,19	2,58	2,25	3,29	2,82	4,45	3,12	3,07	2,71	3,00

FIGURE 6. Importance, activity, contribution, and benefits of stakeholder cooperation for Support Services.

The combined averages for units of Schools and Support Services are presented in Table 4. Schools ranked every aspect of stakeholder involvement higher than Support Services.

TABLE 4. Rating averages for Schools and Support Services.

	Importance	Activity	Contribution	Benefits
Schools	3,80	3,56	3,50	3,44
Support Services	3,78	3,48	3,32	3,27

The key stakeholder averages were much higher than the overall stakeholder average (Table 5). Collaboration with the primary stakeholders was seen as far more important and valuable. Support Services had significantly better key stakeholder rating averages than Schools. The rating averages for all stakeholders were the opposite.

TABLE 5. Rating averages for the three most important stakeholders.

	Importance	Activity	Contribution	Benefits
Schools	4,17	3,88	3,82	3,8
Support Services	4,67	4,23	4,08	3,85

One of the thesis's research questions was whether any stakeholders should be prioritised. The Schools and Support Services of Tampere University of Applied Sciences identified a vast number of external stakeholders, but there are a few that stand out, particularly among key stakeholders. The units have identified 58 stakeholders as being among their top three. To find stakeholders that should be prioritised, it's good to start examining those marked as key stakeholders.

Of the key shareholders, few had more than one mention. The University of Tampere had the most, followed by UAS and University networks, Business Finland, and Pirkanmaan Hospital District (PSHP).

TABLE 6. Ratings for most important stakeholders.

	Importance	Activity	Contribution	Benefits
Business Finland	4,50	4,50	4,00	4,00
UAS or University Networks	4,63	4,13	4,00	4,13
PSHP	5,00	4,33	4,33	4,33
University of Tampere	4,86	4,57	4,57	4,00

Table 6 displays the average ratings for importance, activity, contribution, and benefits for those four (4) stakeholders. The averages are high when compared to the averages for all stakeholders, and even when compared to other important stakeholders. All these stakeholders have very high ratings in importance.

Figure 7 shows these stakeholders in a prioritisation matrix based on their contributions to the cooperation and the benefits gained as a result of it. They all end up in the "Key stakeholder" section of the matrix.
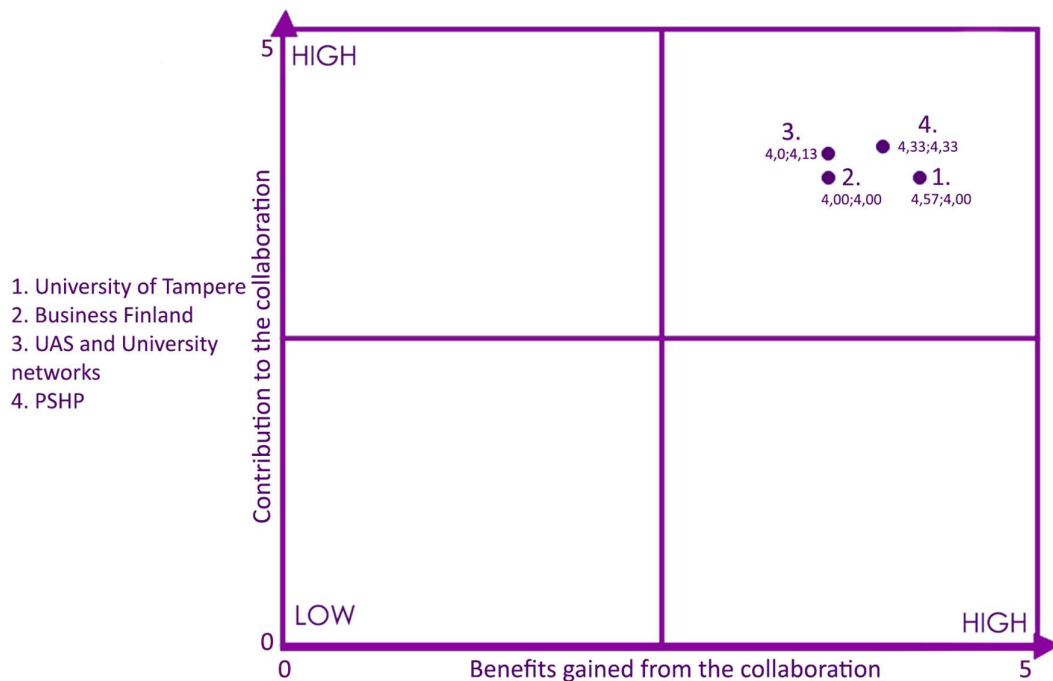
FIGURE 7. Top four stakeholders in priorisation matrix.

When all of the above data is taken into account, Business Finland, the University of Tampere, PSHP, and the UAS and University networks stand out among other stakeholders. As a result, we may confidently conclude that they are the stakeholders who should be given priority.

Other stakeholders, such as the Tampere Region Council, the Ministry of Education and Culture, and the Peppi consortium, are also relevant and should be considered.

5.1.2 Forms survey results

Stakeholder cooperation with the Advisory Boards was questioned in the forms survey that was given to TAMK's Schools. The survey had four (4) sections for the Support Services and five (5) sections for Schools. The surveys were otherwise identical.

The respondents' backgrounds were surveyed in the first section. They were identified by their name and the school or support service unit from which they were from.

The second section was only for the Schools of TAMK. They were asked to rate their collaboration with the Advisory Boards in the survey. How much effort did the schools put into the collaboration, how much did they gain from it, and how active was it? The respondents were asked to rate them on a scale of 1 to 5 (1 = very little…5 = very much). Results can be seen in Figure 8. The average rating for activity was 3,29, effort given to the cooperation was 3,29 and benefits given received a 3,14 rating.
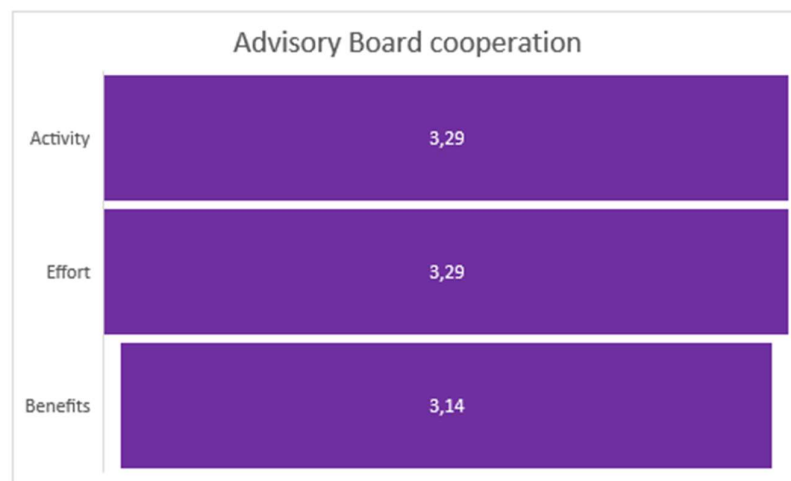
FIGURE 8. Schools' average ratings for Advisory Board activity on a scale of 1 to 5.

On a scale of 1 to 5, the competence units were asked to rate the importance of the advisory board's activities in anticipating changing needs of working life and competence development, continuing education, developing RDI activities, and

monitoring and developing educational quality on a scale of 1 to 5. (1 = Very low, 2 = Low, 3 = Moderate, 4 = High, and 5 = Very large). Shown in Figure 9.
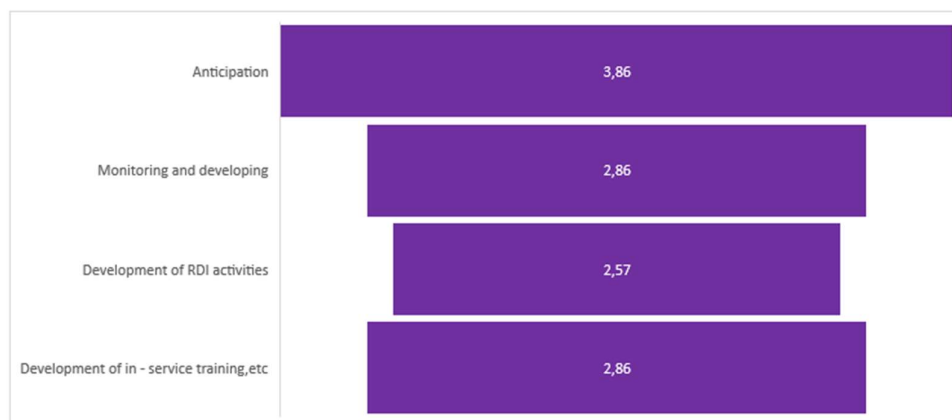

FIGURE 9. Importance of Advisory Board activities on a scale of 1 to 5.

Respondents were asked how the Advisory Board's activities should be improved to better serve TAMK's Schools. One of the participants wished for collaboration and subject matters handled by the Advisory Board were hoped to be more extensive. The survey answers suggested that the respondents hoped for more meetings with the Advisory Board and more activities between the meetings. They would also like to see the collaboration be more proactive.

The third section on the Forms survey had questions related to procedures for stakeholder collaboration in terms of quality management

The first question in this part inquired as to how the Schools and Support Service units kept track of stakeholder information and whether or not they had a registry. According to the findings, most units do not have a registry of their stakeholders. Stakeholder contact information is said to be distributed in a variety of places, including emails, working papers, separate Excel files, the Teams platform, TAMK's intranet, Oiva database, and meeting notes, according to respondents.

Schools and Support Services were asked how they track and assess stakeholder collaboration success. Some of the units stated that their success was not tracked. Others, too, lack a standardised method of monitoring it, but they do so in a variety of ways. Stakeholder activity is monitored and assessed in

development projects through discussions at unit meetings and self-assessments. Frequently, the review takes place after the cooperation has ended when the partnership's viability is assessed. The evaluation of success can also be done by a qualitative or quantitative review of the cooperation's results.

"There is no systematic collection of feedback, except for self-assessment by Advisory Boards" (Anonymous respondent). The third question asked how the units collect stakeholder feedback. Some Schools and Support Service units do not gather feedback at all. Direct contacts, talks, and e-mails are used to get feedback. On a project-by-project basis, as well as through electronic questionnaires, feedback can be gathered. Feedback is gained indirectly by following the media and social media.

The fourth question in this segment asked how the Schools and Support Services are developing their stakeholder collaboration. The respondents listed methods such as: updating cooperation networks, actively communicating with various parties, participating in events, activating personal relationships, and using self-assessment to enhance stakeholder collaboration. In terms of both Schools and Support Services, the importance of establishing university cooperation was highlighted: shared virtual coffees, development projects, and competitive procurement of services.

The respondents were asked how external stakeholders are involved in the design and development of your unit's operation. The survey results suggest that the Schools and Support Service units' operations are planned and developed in cooperation with the University of Tampere, key financiers and various organisations. Through active dialogue, collaborative events, brainstorming, and jointly generated services, stakeholders are involved in the planning and development of numerous units' activities. Stakeholders will be involved in development projects when needed.

The final segment concluded with a question asking participants to rate how reactive or proactive their unit's stakeholder involvement is on a scale of 0 to 10 (0 = reactive, 10 = proactive). Being proactive meant that the units were actively

looking for new ways to collaborate. Schools had an average score of 7,29, while Support Services received a score of 7,00.
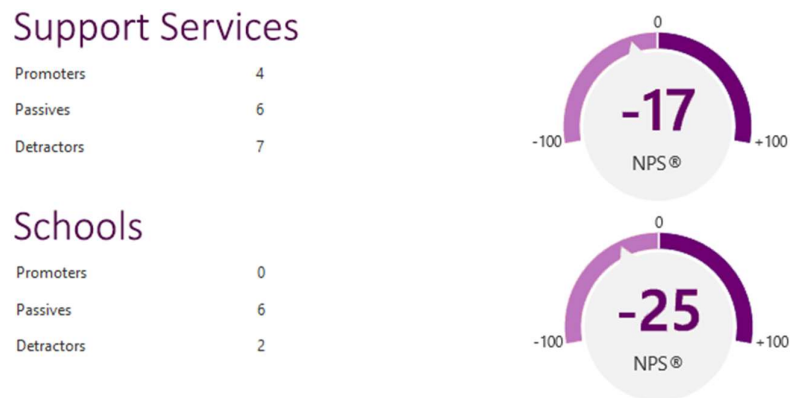

Figure 10. NPS scores.

Figure 10 shows the NPS score for Support Services and Schools of TAMK. Net Promoter Score (NPS) is a measure used in customer experience programmes. NPS is a metric that measures a company's customer loyalty.NPS scores are calculated using a single question survey and are expressed as a number between -100 and +100. It is preferable to have a better score.

The fourth section of the Forms survey focused on new aspects of stakeholder collaboration. This section had four (4) open questions.

The first question asked what methods of stakeholder involvement have you found to be effective in your unit? According to the survey replies, active engagement in working groups and forums, as well as regular meetings, are critical for effective stakeholder cooperation. Respondents also felt that communication and evaluation of activity should be done regularly.

Do you have any external stakeholders in mind with whom you'd like to begin or expand your collaboration in the future? Was the second question. In both Schools and Support Services, the survey revealed a desire to expand interactions with national and international universities, international networks and financiers. In terms of education, research, and common practice, the development and deepening of cooperation within the Tampere university community were deemed critical. Respondents also expressed a wish to collaborate more with

companies, organisations and researchers who specialise in the circular economy.

Respondents were asked to identify challenges that they believe hinder their ability to collaborate with external shareholders. Two themes emerged from the responses: a shortage of time and a lack of resources. 85,71 % of the participants mentioned a lack of time and 71,43 % a lack of resources. Cooperation was also hampered by the fragmentation of networks. The Covid-19 situation received few mentions.

The last question of the fourth section asked how the unit's stakeholder cooperation be supported at the TAMK level? Respondents wrote that TAMK hoped to support stakeholder cooperation by allocating work time resources. Stakeholder engagement should be identified as part of the staff's job description. Operations will be aided by sharing common experiences and a well-functioning and systematically used customer relationship management system. Clear operating models and training or guidance on stakeholder engagement and participation in stakeholder collaboration were also desired.

In the last segment of the Forms survey, respondents were asked to rate seven (7) statements that were presented to them to evaluate their unit's stakeholder cooperation. The units assessed how well the statements describe their unit's activities on a scale of 1 to 5 (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree).

The statements presented in the survey:
1. Responsibilities related to external stakeholder cooperation have been defined in our unit
2. Our unit has effective procedures for managing and renewing stakeholder relations and networks.
3. External stakeholders are involved in the planning and development of our operations in a meaningful way
4. The operating culture of our unit encourages experimentation with partners and strengthens the conditions for a creative atmosphere

5. Our unit seeks innovation and development to enable experiments with stakeholders
6. Our unit has purposeful cooperation with alumni
7. Our unit's cooperation with national and international networks supports the development of our operations

Table 7 shows the averages of the ratings from the results. Innovation and development received the highest rating (4,19), whereas purposeful cooperation with the alumni received the lowest ratings (2,34).

TABLE 7. Evaluation of stakeholder cooperation on a scale of 1 to 5.

Evaluation of stakeholder cooperation	Schools	Support Services	Total average
Responsibilities related to external stakeholder cooperation have been defined in our unit	3,63	3,13	3,38
Our unit has effective procedures for managing and renewing stakeholder relations and networks.	3,25	3,19	3,22
External stakeholders are involved in the planning and development of our operations in a meaningful way	3,88	3,06	3,47
The operating culture of our unit encourages experimentation with partners and strengthens the conditions for a creative atmosphere	4,00	3,81	3,91
Our unit seeks innovation and development to enable experiments with stakeholders	4,50	3,88	4,19
Our unit has purposeful cooperation with alumni	2,75	1,93	2,34
Our unit's cooperation with national and international networks supports the development of our operations	3,88	3,69	3,79

At the end of the Forms survey, there was an open word question where the participants could write anything they had on their mind about stakeholder identification and collaboration. Eleven (11) respondents had written their thoughts.

The respondents felt that the stakeholder identification project was important and wished for stakeholder collaboration to be more visible and brought to the TAMK level. To unify the operational procedures of the Tampere university community, more clarity was required. They also said that they desire a working CRM system. A system where the stakeholders would be categorised.

"We would be happy to work with international networks, but there are unnecessarily few networks", states one of the respondents. The results suggest that there is a desire for international collaboration and networking.

5.2 Feedback pilot results

The feedback pilot survey was sent to eighteen (18) working life representatives, of which twelve (12) answered it. The response rate was 66,67%. Some of the answers came after the deadline, so they did not come in time when the feedback pilot report was made. However, they are included in these results. It should be considered that there were only a small number of answers.

The size of the respondent's organisation or firm, the respondent's position within it, and the organisation's field of industry were all asked for in the background information. One (8 %) small company, five (42 %) medium-sized enterprises, and six (6) (50 %) large companies were the sizes of the organisations or companies (Figure 11).

Size of the organisation

- Small company (< 50 employees)   1
- Medium-sized company (50- 249 employees)   5
- Large company (> 250 employees)   6

Figure 11. The size of the respondent's organisation.

Out of all of the respondents, three (3) (27.27%) reported their **position in the organisation** or company as an expert or specialist, four (4) answered middle management (36.36%) and four (4) (36.36%) as some other position (Figure 12). None of the participants was a member of senior management.

Position in the organisation

- Expert or Specialist   3
- Middle Management 4
- Some other position   5
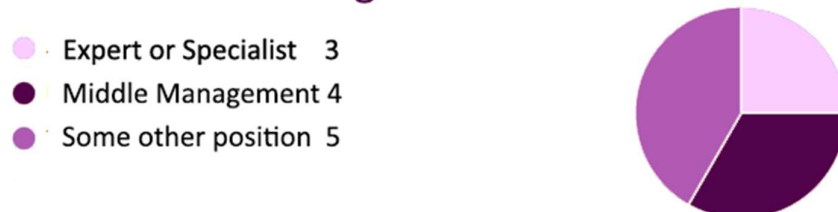
Figure 12. Respondent's position in their organisation.

Three (3) respondents marked Electricity, gas, heating, clean water, or waste treatment industry as their organisation's industry. One (1) answered Professional, scientific, and technical activities. Two (2) listings for Other service activities, etc. The largest group of respondents came from Health and Social Services, a total of five (5). Percentages are shown in Figure 13.
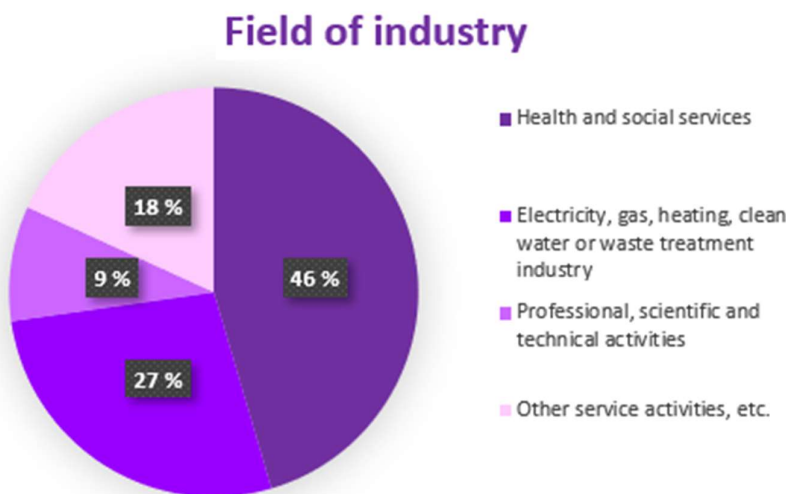

Figure 13. The respondent's organisation's field of industry.

After the background questions, the next question asked **how useful the respondent finds the cooperation with TAMK**, on a scale from 1 to 5 (1 = Not useful at all…5 = Very useful). It was also possible to answer, "Don't know or no experience". Figure 13 presents the average percentages of the answers.
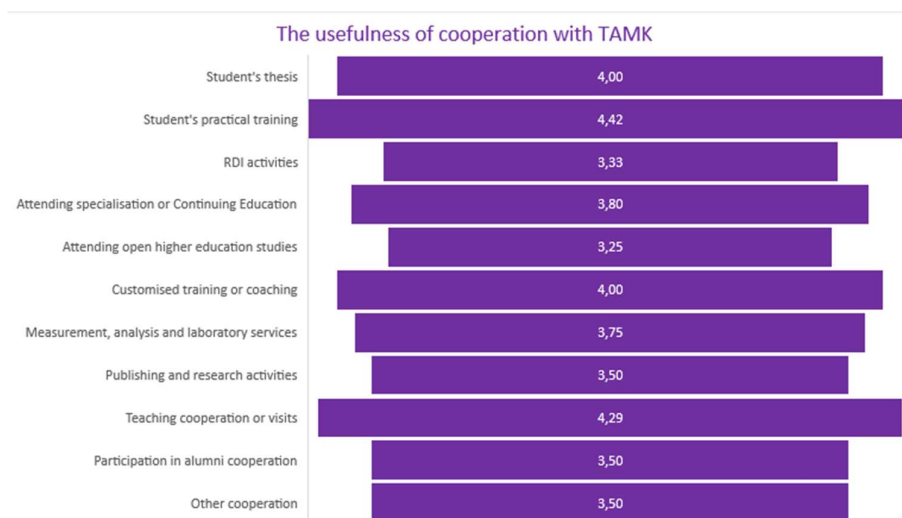
Figure 14. The usefulness of cooperation with TAMK.

The respondents answered "Don't know or no experience" to most forms of cooperation with TAMK, total of 53,79%.

All of the respondents (100 %) had experience in cooperation regarding Student practical training and the average rating for the usefulness of that cooperation was 4,42. 66,67% of the respondents also had experiences with student thesis cooperation. These participants mostly had experiences with TAMK regarding those two (2) forms of cooperation. Other forms of cooperation did not get many answers, but all the forms of cooperation were rated with the averages between 3,25 – 4,42.

How effective do you consider cooperation with TAMK to be? Was the 5th question in the feedback pilot survey. It was in the scale of 1 to 5 (1 = Not effective at all…5 = very effective). The average of the eleven (11) answers was 3,27. From the respondents, 36% rated between 4-5.

Would you recommend TAMK as a cooperation partner to other organisations? -question was rated in the scale of 0 to 10. It received twelve (12) answers and the average rating was 7,17. 50% of the participants gave 8-10 rating. Seventh (7) section in the survey was an open answer where respondents **could write freely anything related to the cooperation with TAMK or the survey**. Seven (7) people out of the participants answered this section.

The answers were largely positive. The internship collaboration with TAMK appeared to be working well, and the practical training periods were seen as beneficial to both the company and the student. The cooperation was deemed to be going effectively, owing to the student's self-direction.

However, TAMK would be required to be more involved. The respondents wished for better communication from TAMK, especially regarding students' thesis process. The working life representatives felt that the students are not getting enough support from TAMK.

One participant writes that they have around 60 students per year doing practical training in their organisation. They report that different supervising teachers from

TAMK have very different criteria concerning the same kind of practical training, which the respondent feels are causing inequality between students' practical training evaluations.

Participants showed interest in further collaboration with TAMK. The respondents thought that there was room to expand cooperation in research and other fields, but they did not know how to approach and utilise such possibilities with TAMK. The working life representatives also hoped that TAMK should take more into account the needs of working life when planning on future study units.

6   DISCUSSION AND CONCLUSIONS

The assignment's goal was to identify TAMK's main stakeholders, as well as to identify and implement stakeholder collaboration practices and quality management methods. The assignment was carried out through interviews and surveys sent to TAMK's Schools and Support Services.

Based on the results, we can answer the first research question. What stands out from the results is that TAMK has extensive and active cooperation with stakeholders. Almost 600 unique stakeholders were identified. Interaction with various actors is multidisciplinary and socially impactful. The Schools and Support Services also have a strong will to maintain, strengthen and increase cooperation. The working life representatives also desire further communication and collaboration with TAMK based on the few findings of the feedback pilot.

TAMK has a long way to go in terms of stakeholder management, as this project demonstrated. However, this project illustrates that TAMK's leadership recognizes the need for development and is devoting time and resources to improving stakeholder management processes, as well as the staff's commitment to doing so.

As mentioned before, TAMK's strategic plan seeks to strengthen international networking culture, promote sustainable societal renewal and work actively with working life. Stakeholders and stakeholder management are key for an educational institution like TAMK to create value and to have a societal impact. To be able to do so effectively, TAMK must bring their stakeholder management from individual and unit levels to TAMK level. It is hard to convey your values effectively to your stakeholders if you do not know who they are. If the contact information for stakeholders is hidden behind individuals, the information must pass through several steps before reaching the intended audience. To work actively with working life, TAMK must be able to communicate with the representatives of working life effectively and research how to cater to their needs better. The things mentioned above mean that this stakeholder identification project, Anu Vainonen's previous work and future stakeholder projects are very important for TAMK Strategy 2030.

Another research question pondered whether there are stakeholders that should be prioritised. Yes, there is. Based on the results, Business Finland, the University of Tampere, PSHP, and the UAS and University networks proved to be very important stakeholders. Many of the Schools and Support Services have worked together with these stakeholders, and the collaboration was deemed valuable and beneficial.

The secondary assignment for this project was to create a system to categorise TAMK's stakeholders. The system that was tested had two ways of categorising them. The first was a category for the stakeholder and the second for the forms of collaboration with the stakeholder in question. When we look at the results, it can be concluded that this system was successful. The idea was to have labels or tags for each stakeholder. One stakeholder could have several of them, which would make them easier to sort out or filter in future stakeholder management system.

Stakeholder identification and this thesis are part of a longer stakeholder management process at Tampere University of Sciences. The data that was gathered can be used for future projects. As said before, there is still a lot to be done, but this project proved that TAMK's leadership and staff are both motivated and committed to the plan and finding solutions to the challenge.

6.1   Feedback pilot process

The feedback pilot process that was tested did not work effectively. The process was too complicated and there were way too many actors involved (shown in figure 4). Also, the time limitations and the Covid-19 situation made the testing of the feedback pilot a challenge. The amount of feedback received during this prototype process was very low. However, testing the process in its current form gave a lot of good information.

The goal of the survey was to map working-life representatives' impressions of TAMK's cooperation. The survey was provided to the working life representatives by the students, who were doing either thesis or practical training in that company. Since TAMK has a lot of students, utilising them to get as much feedback

as possible from the stakeholders made sense. However, the survey and instructions were not possible to send to the students straight away, but those had to go first through their supervising teachers, which added another step in the process making it more complicated.

The survey, as well as the instructions sent with it, made it clear that the survey was primarily about TAMK as a cooperating partner. Some respondents appeared to believe the survey was related to the student's practical training or thesis. The truth is that there will always be people who do not read the instructions, for whatever reason. Therefore, to avoid this confusion, there should be another way to utilise the working life contact information gathered from the thesis and practical training processes.

There are several issues and questions having students be part of the feedback process. TAMK cannot require students to forward the feedback survey to the working life representatives because graduation cannot be conditional on the feedback survey. Since answering the feedback survey is done anonymously, how can it be controlled? Who would oversee that? Would the student be required to send a copy to the supervising teacher? If so, where, and how do they document who has forwarded the survey and who has answered? In light of these issues, students should be dropped out of the stakeholder feedback process completely.

The contact information from student's thesis and practical training periods outside TAMK could be utilised but the delivering of the feedback survey should be somehow automated.

6.2   Recommendations

Standardisation of methods for stakeholder management to record and preserve stakeholder information and feedback responses are needed. There is so much information in so many places and using it at the TAMK level is now unfeasible. To effectively preserve and develop stakeholder cooperation and, for example, target engagement, stakeholder information must be up-to-date and freely

accessible. A standardised way to record stakeholders' contact information, categorise them and other information regarding the collaboration. However, other aspects, like engagement, acquiring new stakeholders, etc. should remain as a flexible process as possible.

Customer Relations Management -system, or lack of it, came up several times during the project. The adoption of CRM is being investigated at TAMK. A centralised customer relationship management system would support the implementation of data protection and security in the coordination, storage, management and sharing of stakeholder contact information within the university community.

Time and resources were the two main issues hindering stakeholder management and collaboration. CRM and having stakeholder information available would save a lot of time, instead of the employees manually finding that information, as they have done in the past.

In addition to the proposals above, I urge the creation of a **stakeholder coordinator** post to deal with issues both inside and outside TAMK and manage CRM. It is currently unknown who oversees stakeholder interactions. If the two other suggestions have come to a realisation, the stakeholder coordinator could be in charge of promoting, teaching and helping TAMK staff with a standardised way to save stakeholder information and feedback. Same person could also be link between staff and working life representatives when needed.

REFERENCES

Crane, B. 2020. Revisiting Who, When, and Why Stakeholders Matter: Trust and Stakeholder Connectedness. Business & Society 59 (2), 263–286.

Finnish Education Evaluation Centre. 2016. Audit of Tampere University of Applied Sciences. Read on 19.09.2021. https://karvi.fi/app/uploads/2016/03/KARVI_0916.pdf

De Colle, S., Freeman, R., Harrison, J., Pamar, B. & Purnell, A. 2010. Stakeholder Theory: A State of the Art. The Academy of Management Annals, 403-445. DOI:10.1080/19416520.2010.495581

Freeman, R. E. 2010. Strategic Management: A Stakeholder Approach. Cambridge University Press. Read on 17.01.2021. Requires access right. https://doi.org/10.1017/CBO9781139192675

Freeman, R. E. 2011. Managing for Stakeholders: Trade-offs or Value Creation. Journal of Business Ethics. Pdf-document. Read on 13.12.2021. Requires access right. https://link.springer.com/article/10.1007/s10551-011-0935-5

Ghent University. 2015. Societal Value Creation of research. Read on 27.03.2022. https://www.ugent.be/nl/onderzoek/maatschappij/maatschappelijke-valorisatie.htm

Jones, T. 1995. Instrumental stakeholder theory: A synthesis of ethics and economics. Pdf-document. Read on 18.01.2022. Requiress access right. https://doi.org/10.2307/258852

Mark-Herbert, C. & Schantz, C. 2007. Communicating CSR-brand management. Electronic Journal of Business Ethics and Organization Studies. 12. 4-11. Read on 18.01.2021. Requires access right. https://www.researchgate.net/publication/284466349_Communicating_CSR-brand_management#pf2

Mints, A. & Kamyshkova, E. 2019. Methods of stakeholder priorisation in the context of stakeholder management. Read on 07.04.2022. Requiress access rights. https://www.researchgate.net/publication/333071313_Methods_of_stakeholder_prioritisation_in_the_context_of_stakeholder_management

Schmeer, K. 2000. Stakeholder Analysis Guidelines. The Ohio State University. Read on 21.03.2022. Requires access rights. https://www.researchgate.net/publication/265021546_Stakeholder_Analysis_Guidelines

Sumarna, Erias. 2010. Creating Value and Business Opportunity. Economic blog. Published on 26.04.2010. Read on 14.02.2022. https://eriassumarna.wordpress.com/2010/04/26/creating-value-and-business-opportunity-part-1/

Strand, R. 2013. Scandinavian Stakeholder Thinking: Seminal Offerings from the Late Juha Näsi. Journal of Business Ethics. Pdf-document. Read on 14.12.2021. Requires access rights. DOI:10.1007/s10551-013-1793-0

Syrjälä, J. & Takala, T. 2009. Before and after: employees' views on corporate social responsibility: energy-sector stakeholders in Nordic post-merger integration. Social Responsibility Journal. Pdf-document. Read on 13.12.2021. https://www-emerald-com.libproxy.tuni.fi/insight/content/doi/10.1108/17471110910964531/full/pdf

t2informatik. 2018. Stakeholder Whitepaper. Read on 14.02.2022. Requires access right. https://t2informatik.de/en/smartpedia/stakeholder-identification/

van Boekel, T. 2017. Value creation and the role of universities: potential for global food security and safety. Key-note presentation. 9th GCHERA World Conference. 29-30.10.2017. Nanjing

Vainonen, A. 2013. Laatua sidosryhmille. Sidosryhmäyhteistyön kehittäminen Tampereen ammattikorkeakoulussa. Programme in Entrepreneurship and Business Competence. Tampere University of Applied Sciences. Master's thesis.

APPENDICES

Appendix 1. Stakeholder identification Excel-survey

Appendix 2. Stakeholder identification Forms-survey, page 1.

Appendix 3. Stakeholder identification Forms-survey, page 2.

2. Neuvottelukuntatoiminta

3. Arvioikaa neuvottelukuntatoimintaa yksikkönne näkökulmasta.

	Erittäin vähäinen	Vähäinen	Kohtalainen	Suuri	Erittäin suuri
Yhteistyön aktiivisuus	○	○	○	○	○
Antamanne panos yhteistyöhön	○	○	○	○	○
Saamanne vastine yhteistyöstä	○	○	○	○	○

4. Arvioikaa neuvottelukuntatoiminnan merkitystä yksikkönne toiminnalle seuraavien kokonaisuuksien osalta

	Erittäin vähäinen	Vähäinen	Kohtalainen	Suuri	Erittäin suuri
Työelämän muuttuvien tarpeiden ja osaamisen ennakointi	○	○	○	○	○
Koulutuksen laadun seuranta ja kehittäminen	○	○	○	○	○
TKI-toiminnan kehittäminen	○	○	○	○	○
Täydennyskoulutuksen tai muun toiminnan kehittäminen	○	○	○	○	○

5. Miten neuvottelukuntatoimintaa voitaisiin kehittää, jotta se tukisi entistä paremmin yksikkönne toimintaa?

Kirjoita vastaus

Edellinen   Seuraava

Appendix 4. Stakeholder identification Forms-survey, page 3.

3. Sidosryhmäyhteistyön laadunhallinnan menettelytavat

6. Miten ylläpidätte tietoa yhteistyökumppaneista? Onko käytössänne esimerkiksi rekisteriä? Jos on, niin millainen?

> Kirjoita vastaus

7. Miten seuraatte ja arvioitte sidosryhmäyhteistyönne onnistumista?

> Kirjoita vastaus

8. Miten keräätte palautetta yhteistyökumppaneiltanne?

> Kirjoita vastaus

9. Miten kehitätte sidosryhmäyhteistyötänne? Mainitkaa esimerkkejä tehdyistä kehittämistoimista.

> Kirjoita vastaus

10. Miten ulkoiset sidosryhmät osallistuvat yksikkönne toiminnan suunnitteluun ja kehittämiseen?

> Kirjoita vastaus

11. Kuinka olosuhteisiin reagoivaa (reaktiivista) tai ennakoivaa (proaktiivista) on yksikkönne toiminta sidosryhmäyhteistyössä?

0	1	2	3	4	5	6	7	8	9	10

Reagoivaa   Ennakoivaa

Edellinen   Seuraava

Appendix 5. Stakeholder identification Forms-survey, page 4.

4. Sidosryhmäyhteistyön uudet ulottuvuudet

12. Millaiset käytänteet tai toimintatavat olette todenneet toimiviksi sidosryhmäyhteistyössä yksikössänne?

> Kirjoita vastaus

13. Onko mielessänne ulkoisia sidosryhmiä, joiden kanssa haluaisitte jatkossa käynnistää tai vahvistaa yhteistyötä?

> Kirjoita vastaus

14. Millaisten asioiden koette rajoittavan yhteistyötä ulkoisten sidosryhmien kanssa?

> Kirjoita vastaus

15. Miten yksikkönne sidosryhmäyhteistyötä voitaisiin TAMKin tasolla tukea?

> Kirjoita vastaus

Edellinen   Seuraava

Appendix 6. Stakeholder identification Forms-survey, page 4.

5. Sidosryhmäyhteistyön arviointi

Kuinka seuraavat väittämät kuvaavat yksikkönne toimintaa? Antoikaa seuraavia väittämiä asteikoilla 1 = "Täysin eri mieltä", 2 = "Eri mieltä", 3 = "Ei eri eikä samaa mieltä", 4 = "Samaa mieltä", 5 = "Täysin samaa mieltä".

16. Yksikössämme on määritelty ulkoiseen sidosryhmäyhteistyöhön liittyvät vastuut

1 = "Täysin eri mieltä", 5 = "Täysin samaa mieltä".

1 2 3 4 5
○ ○ ○ ○ ○

17. Yksiköllämme on toimivia menettelytapoja sidosryhmäsuhteiden ja yhteistyöverkostojen hallintaan sekä uudistamiseen

1 = "Täysin eri mieltä", 5 = "Täysin samaa mieltä".

1 2 3 4 5
○ ○ ○ ○ ○

18. Ulkoiset sidosryhmät osallistuvat toimintamme suunnitteluun ja kehittämiseen tarkoituksenmukaisella tavalla

1 = "Täysin eri mieltä", 5 = "Täysin samaa mieltä".

1 2 3 4 5
○ ○ ○ ○ ○

19. Yksikkömme toimintakulttuuri kannustaa kokeiluihin kumppaneiden kanssa ja vahvistaa edellytyksiä luovaan ilmapiiriin

1 = "Täysin eri mieltä", 5 = "Täysin samaa mieltä".

1 2 3 4 5
○ ○ ○ ○ ○

20. Yksikkömme hakeutuu uudistumista ja kehittämistä mahdollistaviin kokeiluihin sidosryhmien kanssa

1 = "Täysin eri mieltä", 5 = "Täysin samaa mieltä".

1 2 3 4 5
○ ○ ○ ○ ○

21.
Yksiköllämme on tavoitteellista yhteistyötä alumnien kanssa

1 = "Täysin eri mieltä", 5 = "Täysin samaa mieltä".

1 2 3 4 5
○ ○ ○ ○ ○

22. Yksikkömme yhteistyö kansallisten ja kansainvälisten verkostojen kanssa tukee toimintamme kehittämistä

1 = "Täysin eri mieltä", 5 = "Täysin samaa mieltä".

1 2 3 4 5
○ ○ ○ ○ ○

23. VAPAA SANA: muita ajatuksia sidosryhmäyhteistyöstä tai kartoituksesta?

Kirjoita vastaus

Appendix 7. Feedback pilot background questions.

Appendix 8. Feedback Pilot survey collaboration questions.

Appendix 9. Feedback Pilot survey free word and contact information section.

3. VAPAA SANA JA YHTEYSTIEDOT

7. Vapaa sana yhteistyöhön tai tähän kyselyyn liittyen

Esim. mitä kehittäisitte tai mitä hyvää (esim. yhteistyön hyödyt) nostaisitte esille. Mitä mieltä olitte tästä kyselystä? Mikä toimi ja missä olisi kehitettävää?

> Kirjoita vastaus

8. Jätättehän yhteystietonne, mikäli olisitte valmiit kertomaan yhteistyöstä tarkemmin

Kehitämme jatkuvasti toimintaamme ja kuulemme mielellämme kokemuksistanne ja esimerkiksi yhteistyön vaikuttavuudesta tarkemmin.

> Kirjoita vastaus

| Edellinen | Lähetä |