'Towards the municipality of the future'

Enhancing employability within the municipality of Maastricht

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Voorwoord

"Zelfs als je op je gezicht valt, beweeg je vooruit." – V. Kiam

Het moment is daar, ik ga afstuderen! Deze thesis is het eindresultaat van de opleiding Bedrijfskunde met als afstudeerrichting Human Resource Management aan de Universiteit Twente. Bovenstaande quote kwam ik tegen op internet, en geeft voor mij de essentie van mijn thesis weer. Want hoewel ik zeer tevreden ben over het uiteindelijke resultaat, is het vooral ook een proces geweest van veel vallen en opstaan. Echter, deze spreekwoordelijke valpartijen hebben vaak tot nieuwe inzichten geleid en een wezenlijke bijdrage geleverd aan de thesis die u voor zich heeft liggen.

Het realiseren van deze thesis was mij niet gelukt zonder de hulp van mensen in mijn persoonlijke en professionele omgeving. Allereerst, wil ik graag de Gemeente Maastricht bedanken voor de kans die ik gekregen heb om mijn onderzoek binnen deze organisatie uit te voeren. In het bijzonder gaat mijn dank uit naar Ids Bierma en Rob Nelissen van de Gemeente Maastricht. Hun inzichten, adviezen en ondersteuning hebben een belangrijke rol gespeeld tijdens de uitvoering van het onderzoek. Ook wil ik graag mijn begeleidster van de Universiteit, Dr. Ida Wognum, bedanken voor haar constructieve en kritische commentaar, en de nuttige adviezen. Prof. Dr. Jan Kees Looise wil ik graag bedanken voor zijn nuttige feedback om nog even de puntjes op de i te zetten en zijn ondersteuning als tweede begeleider. Daarnaast wil ik Dr. Martijn van Velzen en MSc. Jeroen Meijerink bedanken voor de tips en adviezen die zij mij hebben gegeven tijdens de afronding van mijn bachelor thesis. Hierdoor was ik beter voorbereid en gefocust tijdens het uitvoeren van mijn afstudeer onderzoek. Ook wil ik MSc. Maarten Vloon bedanken voor het nalezen van mijn thesis en de tips die ik van hem gekregen heb.

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Hengelo, april 2010

Roy Koning ter Heege

Acknowledgement

"Even if you fall on your face, you're still moving forward." – V. Kiam

The time has come, I am going to graduate! This thesis is the final result of the study Business Administration, with the specialisation Human Resource Management, at the University of Twente. The above quote I read somewhere on the internet, and it describes the essence of my thesis. I am very satisfied with the eventual result of the research, but it was also a process of trial and error. However, these proverbial errors lead to new insights and contributed significantly to the thesis you are facing.

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Managementsamenvatting

Doel van het onderzoek

De Gemeente Maastricht is een organisatie die in het zuiden van Nederland ligt. De organisatie zit midden in een ontwikkelingsproces, gericht op Maastricht als internationale kennisstad. Hierbij richt de gemeente zich op haar klanten: de inwoners van de stad. Een van de uitgangspunten van het ontwikkelingsproces is om de inzetbaarheid van het personeelsbestand te verhogen. Om aan deze inzetbaarheid bij te dragen, is dit onderzoek gericht op de ontwikkeling van functionele en generieke competenties. Hierbij dient een aantal individuele en organisatie randvoorwaarden aanwezig te zijn, om ervoor te zorgen dat competenties en vervolgens inzetbare medewerkers ontwikkeld worden. De inzichten van dit onderzoek zijn gebruikt om te bepalen hoe de Gemeente Maastricht zich het beste bezig kan houden met competentieontwikkeling.

Methodologie

Ons onderzoek is verkennend, en we maken gebruik van een kwalitatieve onderzoeksmethode in de vorm van semigestructureerde interviews. In totaal zijn er vijftien interviews gehouden, waarbij de groep respondenten bestond uit zes team- en sectormanagers en negen medewerkers.

Bevindingen

Alles bij elkaar laten de bevindingen van het onderzoek zien dat inzetbaarheid in de huidige situatie niet ontwikkeld wordt, en dat de individuele en organisatie randvoorwaarden voor competentie-ontwikkeling slechts gedeeltelijk aanwezig zijn in de organisatie. Voor de bijdrage aan een inzetbaar personeelsbestand dient een combinatie van formele en informele leeractiviteiten gebruikt te worden om functionele en generieke competenties te ontwikkelen. Om ervoor te zorgen dat deze leeractiviteiten, en vervolgens competentieontwikkeling, uitgevoerd worden is het essentieel dat de individuele randvoorwaarden (motivatie om te leren en capaciteit om te leren) en de organisatie randvoorwaarden (supervisorondersteuning, leerklimaat en netwerken) aanwezig zijn binnen de organisatie.

Beperkingen/verder onderzoek

De methodologie die gebruikt wordt om informatie te verzamelen heeft een aantal zwakke punten. Het aantal respondenten is relatief laag, en de selectie bevat voornamelijk medewerkers die willen leren. Voor een representatief beeld van de gemeente is het aan te raden om een kwantitatief onderzoek uit te voeren, met een selectie die de gehele organisatie weergeeft. Daarnaast zijn de interviewvragen gebaseerd op bestaand onderzoek, voornamelijk in de vorm van vragenlijsten. Een consequentie hiervan is dat een aantal vragen verkeerd geïnterpreteerd zijn door de respondenten. Verder onderzoek dient zich te richten op het opstellen van een set vragen die van toepassing zijn in kwalitatief onderzoek naar inzetbaarheid.

Aanbevelingen

Ten eerste is het belangrijk dat zowel managers als medewerkers bewust zijn van de noodzaak om inzetbaar te worden. Het is belangrijk om te weten dat de ontwikkeling van functionele competenties niet langer voldoende is. Duidelijke communicatie over de kern individuele competenties en hun waarde is essentieel om bij te dragen aan de inzetbaarheid. Daarnaast moet het top management de team- en sector managers informeren over het belang van supervisorondersteuning, een leerklimaat en netwerken om competentieontwikkeling te ondersteunen. Tot slot is enkel het gebruiken van een opleidingsgids niet voldoende om de inzetbaarheid te verbeteren. De functionele en de generieke competenties moeten ontwikkeld worden door een combinatie van formele en informele activiteiten om de beste resultaten voor de inzetbaarheid te bereiken.

Kernwoorden

Inzetbaarheid, Competentieontwikkeling, Randvoorwaarden voor Competentieontwikkeling

Management summary

Research purpose

The municipality of Maastricht is an organisation that is situated in the south of the Netherlands. The organisation is in the middle of a development process, directed towards profiling Maastricht as an international city of knowledge. The municipality is focused on its customers: the inhabitants of the city. One cornerstone of the development process is to enhance the employability of the workforce. In order to enhance employability this research focuses on the development of functional and generic competences. Consequently, a number of individual and organisational preconditions should be present to ensure competence development, and subsequently, employability. The insights of this study are used to determine the best way to develop competences within the municipality of Maastricht.

Methodology

Our research is of an exploratory nature and we use a qualitative research method in the form of semi-structured interviews. A total of fifteen interviews has been conducted. The respondents consisted of six team and sector managers and nine employees.

Findings

Overall, we found that in the current situation employability is not enhanced, and the individual and organisational preconditions for competence development are only partially present within the organisation. In order to enhance the employability of the workforce a combination of formal and informal learning activities is needed to develop functional and generic competences. To ensure these learning activities, and subsequently competence development, it is essential that individual preconditions (motivation to learn and ability to learn) and organisational preconditions (supervisor support, learning climate and networks) are present within the organisation.

Limitations/Future research

The methodology to gather the data shows a few weaknesses. There are a relatively small number of respondents, and the sample mainly consists of employees who are willing to learn. In order to get a representative image of the municipality, it is recommended to conduct a quantitative study with a large sample to represent the entire organisation. Furthermore, the interview questions are based on existing research, mainly in the form of questionnaires. Consequently, respondents misinterpreted some questions. Future research should be oriented at the creation of a set of questions that are applicable in qualitative employability research.

Recommendations

First of all, it is important that both managers and employees are aware of the necessity to become employable. It is important to know that focusing on the development of functional competences is no longer sufficient. Clear communication about the core individual competences and their value is essential to contribute to the employability. Furthermore, the top management should inform team and sector managers about the importance of supervisor support, a learning climate and networks to support competence development. Finally, relying solely on a training guide is not sufficient to improve the employability. Eventually, functional and generic competences should be developed by a mix of formal and informal activities to achieve the best results for employability.

Keywords
Employability, Competence Development, Preconditions for Competence Development

1. Introduction

We start with a brief description of the municipality of Maastricht and the developments that took place in recent years. Next, important developments are identified to focus the study and present a problem statement. Additionally, the research purpose, as well as the scientific and practical relevance is defined. The final paragraph provides a brief overview of the thesis' structure.

1.1 The organisation and its recent developments

The municipality of Maastricht is situated in the south of the Netherlands and is the oldest city of the country, with a history that goes back to the first half of the first century AD (a brief historic overview is provided in Appendix 1). Currently the organisation faces numerous challenges due to economic and demographic developments. These developments are discussed in the following section of this paragraph.

In recent years, multiple developments arose at the municipality of Maastricht. The old organisation is classified as having a hierarchical management style, with the manger having responsibility for his employees' acts. Employment practices oriented at standardisation and an overall consensus within the workforce are emphasised, which indicates a focus on the organisation as a collective entity. On the basis of the document "Van Uitdaging naar Uitvoering" (Nelissen, 2005) it is clarified that the municipality should develop into a renewed organisation with a new structure and a new culture. The document by Nelissen is regarded as an instrument to fasten the development process, and it illustrates the causes to adjust the organisation's structure and culture. Relevant for this study are: a new innovative accommodation, which contributes to a more flexible structure; optimising the services process for the inhabitants of Maastricht; shrinking resources, which stress the necessity to work smarter and more efficient; and a project-oriented way of work. These developments should enhance the organisation to become more flexible and the employees to become more employable. Ultimately, the purpose is to support Maastricht to become an international city of knowledge, city of culture, and city to live in (Nelissen, 2005).

In a report by De Directieraad (2009) it is evaluated whether the proposed developments have been completed and if any adjustments should be made with regard to the future. The report illustrates that the reorganisation took place and that the cultural change has emerged. Because of this cultural change, a more rational way of managing has been achieved, as well as a focus on the individual employee instead of the collective workforce. However, there are also some negative developments that should be taken into account: a decrease in the number of inhabitants (in 2005 the number was expected to increase); an extra reduction of the municipality funds due to the economic crisis and the outflow of the generation of "baby boomers" (De Directieraad, 2009). These developments require the organisation to anticipate and adapt to this new situation. De Directieraad (2009) points out that there should be focus on the creation of a smaller and smarter organisation, to keep quality high and to prevent any forced lay-offs. This is achieved by emphasising employees' development and enhances their ability to be broadly employable within the organisation. The developments and the way the municipality of Maastricht anticipates on them implies that they still have the desire to become an international city of knowledge, city of culture and city to live in. However the path leading to this end situation should be adjusted.

1.2 Research focus

As aforementioned, multiple developments and changes arose at the municipality of Maastricht. Some, such as the change of culture and a new accommodation that subsequently facilitates a more flexible way of working, are still ongoing. These developments should stimulate Maastricht to become an international city of knowledge, although the main focus is to optimise the service provision for the inhabitants of the city (Nelissen, 2005). The report by De Directieraad (2009) illustrates that a decrease of the inhabitants, the economic crisis and reductions of the municipality funds stress the necessity to become a slimmer and smarter organisation and to reach the purposes. Whether and how these demographic and economic developments influence the organisation and its employees is best illustrated by an example[1]:

A consequence of the reductions of the municipality funds is that employees can become redundant to their current department. The organisation wants to prevent any forced dismissals, for instance by offering these employees a job in another department. In order to facilitate the transference of an employee to another department within the organisation he or she should acquire the necessary competences to participate and work in this department. These competences comprise the production and technical skills, as well as the social skills to work across organisational boundaries.

This example illustrates that there is an urgency of change. There is an ongoing development process within the organisation oriented at a new culture. One of the cornerstones to facilitate this process is employability. Employees should be mobile: willing to move through the organisation, and they should be flexible: able to acquire new competences to work at another department. The focus on both flexibility and mobility is often referred to as 'employability' (Van der Heijden, 2002; Forrier & Sels, 2003; Sanders & De Grip, 2004; McQuaid & Lindsay, 2005). Employability is needed to facilitate the cultural change process. Van der Heijden's definition of employability: *"the allowance of employees to achieve a more effective internal allocation of labour through improved deployment"* (p. 44)*,* indicates that it is an interaction between the organisation and the individual.

As aforementioned, a more effective internal allocation of labour is achieved by focusing on the development of employable employees (Van der Heijden, 2002). In order to enhance employability, emphasis should be placed on the development of competences (Van der Heijde & Van der Heijden, 2006). Their research defines competence at an individual level as the individual knowledge skills, attitudes and behaviours. At an organisational level the definition of core competence by Prahalad & Hamel (1990) is most applicable. They define it as the collective learning in the organisation and especially how to coordinate the production and technical skills, as well as the social skills to work across organisational barriers.

Loonen (2010) defines three core competences for the municipality of Maastricht in the 'Doel Inspanning Netwerk' (DIN): employees are responsible for their own choices (choosing); employees are encouraged to collaborate across departmental layers (connecting) and employees should be oriented towards learning, by taking responsibility for their own development and own employability (learning). Based on the definitions of individual competences (Van der Heijde & Van der Heijden, 2006) and core competences (Prahalad & Hamel, 1990) we assume that the development of individual competences is of importance to the core competences of the organisation.

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[1] Based on discussions with "concernstaf" managers and interviews with the public service sector manager, facility services team manager, social affairs sector manager, social well-being sector manager and a city management team manager.

Summarizing, there is an ongoing development process within the municipality of Maastricht, directed towards profiling Maastricht as an international knowledge city. This organisation is focused on its customers, the inhabitants of the city. One of the cornerstones to facilitate this development is a broadly employable workforce. Additionally three core competences – choosing, connecting and learning – have been formulated for the organisation's new direction. To ensure that employees are broadly employable and to contribute to the municipality's core competences it is important to develop the relevant competences. The problem statement for this research is therefore formulated as follows:

The municipality of Maastricht transforms from a hierarchical organisation into a slimmer and smarter organisation, with a focus on employability and high quality service. To support this transformation into an employable organisation, it is essential to facilitate the development of choosing, connecting and learning as core competences.

1.3 Research purpose

As illustrated, the municipality of Maastricht is in the middle of a development process, oriented at a new culture. A cornerstone of this process is to enhance the employability of the workforce. This is done by facilitating competence development, because possessing a range of competences supports employees to become more deployable. This research is oriented at the learning activities that are used to develop the relevant competences, and the preconditions that are needed to ensure competence development. These insights are used to define the best way to develop competences within the municipality of Maastricht. Eventually the results of this study are used as a basis for developing both the employees and the organisation.

1.4 Research relevance

In this section, we discuss both the scientific and the practical relevance of the research.

1.4.1 Scientific relevance

A unique feature of this study is that it is conducted at a municipality: a public non-profit organisation. Current literature on employability and competences is mainly focused on commercial organisations. Hence, our research setting has multiple implications for the outcomes, subsequently leading to a better understanding of employability in a public setting.

1.4.2 Practical relevance

Organisations are increasingly facing challenges due to an increasing emphasis on the customer and the current economic situation. For the municipality of Maastricht these challenges result in the urge for organisational change towards optimising the services for the inhabitants, taking into account reduced funds and preventing forced lay-offs. To facilitate this change the focus lays on broad employability and contributing to the core competences. These goals are achieved through development of individual competences. Solid competence development, while retaining attention to the organisational conditions is essential to be able to properly execute organisational development.

1.5   Research structure

The second chapter contains a literature review and uses preliminary interviews to gain insight into the organisation's current situation. Chapter three is oriented at our conceptual framework and includes a conceptual model. The fourth chapter shows which methodology is used in this study and, subsequently, the preparation of the data for analysis is discussed in the fifth chapter. Chapter six discusses the interview outcomes, and presents the current situation in the final model. Finally, chapter seven comprises the conclusion and discussion of the research, including recommendations for the organisation, as well as the limitations of this study and directions for further research.

2. Main concepts: practical and theoretical explanation

The problem statement illustrates that employability of the workforce should be emphasised, as well as the organisation's core competences. Employability is facilitated by focusing on competence development (Van der Heijde & Van der Heijden, 2006). Additionally, individual competences should be aligned with the organisation's core competences. This chapter uses theory and practice to provide a brief overview of the concepts employability, competences and core competences, and competence development.

2.1 Concept exploration

As aforementioned, Van der Heijde & Van der Heijden (2006) mention that competence development is to be seen as a means to ensure employability. Their study includes a competence-based conceptualisation of employability, in which the dimension occupational expertise is complemented with four more general competences:

    (1) Anticipation and optimisation;
    (2) Personal flexibility;
    (3) Corporate sense;
    (4) Balance.

Occupational expertise is defined as the required knowledge and skills to perform the various tasks and responsibilities of the job properly. The concepts anticipation and optimisation, and personal flexibility refer to the employee's flexibility. Anticipation and optimisation refers to the employee's competence to prepare for future work changes. This proactive way of thinking is aimed at the best possible results. Personal flexibility on the other hand is a more reactive dimension and concerns the "capacity to easily adapt to all kinds of changes in the internal and external labour market that do not pertain to one's immediate job domain" (Van der Heijden, Boon, Van der Klink & Meijs, 2009 p. 20). Corporate sense refers to the participation and performance in different work groups (organisations, teams, occupational communities and other networks). This involves sharing responsibilities, knowledge, experiences, and goals and represents the requisite increase in social competence (Van der Heijden et al, 2009). Balance, the final dimension, takes into account the elements of employability that are hard to unite and require adjustment, like current job goals and career goals.

Rothwell & Lindholm (1999) illustrate that, within the competence-based approach to employability, training and development professionals use competence models to unify individual capabilities with the organisation's core competences. To define individual competence Rothwell & Lindholm (1999) refer to Boyatzis (1982), who defines it as: "an underlying characteristic of an employee (e.g. motive, trait, skill, aspects of one's self-image, social role, or a body of knowledge) which results in effective and/or superior performance in a job" (p. 20). The inclusion of underlying characteristics by defining competence is also used Athey & Orth (1999 in Van der Heijde & Van der Heijden, 2006), who include dimensions like individual knowledge, skills, attitudes and behaviours. The core competences on the other hand are defined as the collective learning in an organisation, especially how to coordinate diverse production skills and integrate multiple streams to technology. They are the key to what makes the organisation competitive and what distinguishes it from other organisations (Rothwell & Lindholm, 1999).

Development of competences is to be seen as a means to enhance the employability within the organisation (Van der Heijde & Van der Heijden, 2006). Acquiring these competences is ensured by personnel development (Breukers, 2010), also referred to as human resource development (HRD). In a recent study Van der Heijden et al (2009) distinguished two general forms of learning: formal learning and informal learning. Formal learning is associated with classroom-based training and is seen as an important strategy to ensure the competences of employees (Van der Heijden et al, 2009). Informal learning, on the other hand, is defined as incidental learning, or learning that occurs as a by-product of other activities. An important characteristic is that it is not intentionally searched for. The article shows that informal learning is an important means to develop job-specific competences. Eventually a mix of formal and informal learning encourages employability (Van der Heijden et al, 2009). Hence, it is advisable not to focus on one strategy, but to involve both.

2.2   Comparing theory and practice

In the previous paragraph we provided a brief theoretical insight into the most important concepts in the problem statement: employability, (core) competences, and the development of competences. To compare theory and practice this paragraph is concerned with the practical exploration of the concepts, from the organisational point of view. This insight is gained by using the organisational documents. Subsequently, these documents are used as a basis for the preliminary interviews with the team and sector managers.

2.2.1   Document analysis

Rothwell & Lindholm (1999) illustrate that there should be cohesion between the individual competences and the organisation's core competences. Moreover, individual competences should be aligned with the core competences and vice versa. For the municipality of Maastricht the three core competences (choosing, connecting and learning) are formulated on the basis of the documents by Nelissen (2005) and Loonen (2010). Important to note is that these competences are formulated on the organisational level and therefore rather vague for the individual employee. To prevent any inconvenience the organisation derives four core individual competences from them. These are defined in the organisation's competence profiles include: collaboration, result-orientation, customer-orientation and integrity (Gemeente Maastricht, 2010). However, occupational expertise is not identified as a core individual competence. Rather, it is included as a functional competence. This is a remarkable finding, because it is one of the organisation's core competences and is concerned with a learning-orientation; taking into account both occupational expertise and employability.
Collaboration is defined as contributing to a common result, even when this is oriented at a subject that has no direct personal significance. The second competence, result-orientation, encompasses the formulation and spreading of clear goals and results, and use them as a guide for actions. The third competence, customer-orientation, is defined as investigating the desires and needs from (internal or external) customers/users and base actions on these. The final competence, integrity, comprises the maintenance of the common accepted norms and values in activities related to the function and the functioning of the organisation (Gemeente Maastricht, 2010).

Table 1 provides an overview of the characteristics of the employability dimensions (Van der Heijde & Van der Heijden, 2006) and the core individual competences. This overview is used to determine whether the core individual competences are comparable with the employability dimensions.

Table 1

Comparing theory and practice, employability dimensions and core individual competences

	Theory	Practice
Corporate sense versus Collaboration	- Collaborate in networks within and outside organisation - Employees as members of an integrated team - Collective responsibility for decision-making process - Identify with corporate goals	- Desire to collaborate - Ability to share knowledge and request input from co-workers - Motivation to put collective goals before individual goals
Anticipation and Optimisation versus Result-orientation	- Be proactive - Prepare for future work changes - Strive for best possible job and career outcomes - Align preferences and market developments	- Formulate measurable goals and adjust priorities when needed - Discipline to acquire goals - Clear goals and ensure that these will be acquired
Personal flexibility versus Customer-orientation	- Adapt to changes in work and labour market (reactive) - Expose to change and take advantage of change - Broad knowledge base - Flexibility within and outside the organisation	- Adapt to the situation or organisation - React to customer, e.g. ask relevant questions - Broad knowledge base - Oriented at internal and outside customers
Balance versus Integrity	- Comprise between employers' interests and employees' interests - Honesty and sensibility - Adjustability	- Balance between individual values and organisational values - Honesty and sensibility - Adjustability
Occupational expertise	- Concerned with the required knowledge and skills to perform your job	- Knowledge is regarded as function-specific and not included as core individual competence

Table 1 indicates that there are similarities and differences between the employability dimensions and the core individual competences. With regard to the similarities it is shown that corporate sense and collaboration are oriented at cooperation and the collective; anticipation and optimisation, and result-orientation stress the acquisition of goals; personal flexibility and customer-orientation focus on adaptability; and balance and integrity emphasise synchronisation between the individual and the organisation. Furthermore, some remarkable differences are that corporate sense is oriented at the corporate goals, whereas collaboration stresses departmental goals; anticipation and optimisation is oriented at the ability to change, contrary result-orientation stresses the use of a road map; and personal flexibility emphasises being flexible and becoming flexible, customer-orientation only requires a flexible attitude towards the customer. Overall it is assumed that the core individual competences are to some extent comparable with the generic competences of employability. This

implies that development of these competences contributes to the employability of the workforce. However, important to note is that, to enhance employability, attention should also be paid to the development of occupational expertise.

Based on "Van Uitdaging naar Uitvoering" by Nelissen (2005) it is clarified that the organisational culture plays an important role with regard to the development of competences. Currently emphasis is being placed on the content of a function, and this should change towards the way of functioning. In order to support this change a number of cultural purposes are formulated and aligned with the organisation's development vision (Nelissen, 2005):

- Communication about the development programme and how to execute it;
- Implement a standardised way of project-based work;
- Organisation-wide implementation of competence management (before 01-01-2007);
- Determine whether and how the instruments for personnel development should be adjusted because of the implementation of competence development;
- Determine whether the reward programme should be adjusted;
- Development of a management development programme and connect it to competence management;
- Development of a strategic education programme.

All these purposes are connected to the development of competences. Moreover, they are seen as a number of milestones to fully implement and embed the development and use of competences in the organisation. Ultimately a flexible working environment is created, which supports employees to work within and outside their department, emphasising continuous learning. In this environment employees are concerned with the competences they need, and how to develop these competences (Nelissen, 2005).

This paragraph illustrates that a distinction is made between the competences that are necessary to execute your function (occupational expertise), and the competences that are applicable to every employee within the organisation (generic competences) (referring to Table 1). Moreover, to support employability within the organisation occupational expertise, as well as generic competences should be possessed by the employees. The development of these competences should be facilitated by an organisation-wide competence development programme, which should have been implemented before 1 January 2007.

To get insight into the current situation in the organisation a number of interviews have been conducted. These interviews discuss if emphasis is being placed on occupational expertise and/or generic competences, to determine if there is a focus on employability. Additionally the way in which these competences are developed is described. The outline of these interviews is discussed in the following paragraph.

2.2.2 Outline of the preliminary interviews

In the previous paragraph we illustrated that there are a number of documents that provide insight into the core competences of the organisation, and how the development of these competences should be facilitated. However, the situation at the organisation can not solely be determined on the basis of documents. In order to get insight into the practical situation a number of preliminary interviews have been conducted. These are oriented at employability, competence development and competence management. The purpose of the interviews is to get insight into the current situation:

to what extent and in which way is the organisation concerned with employability; in what way are competences developed; and to what extent and in which way is competence management valued and used. Eventually this insight is used to formulate a specific research question for this study.

Participant selection

The participants for the interviews have been selected in cooperation with the senior HR policy advisor. In order to select the right participants a number of requirements are formulated. First, the sample should provide an overview of the organisation. Therefore the choice is made to involve all three sections of the organisation (see Appendix 2 for the organisation chart). Next, respondents should be aware of the recent developments, like the reductions and the ageing workforce, and their influence on the organisation. Finally, respondents should be familiar with the organisational policies towards employee development.

Referring to this third requirement the choice is made to only involve managers as respondents. In total five managers were interviewed. As shown in Table 2 three respondents are female and two respondents are male. Two job roles are distinguished in this sample: two managers operate at the sector level, the other three managers operate at the team level of the organisation. Referring to the organisational sections (see the organisation chart in Appendix 2) the company section is represented by three respondents, the policy, strategy & development section by one respondent and the internal services section also by one respondent.

Table 2

Distribution of gender, job role, and organisational division across the sample

Gender	
Female	3
Male	2
Job role	
Team manager	3
Sector manager	2
Division	
Companies	3
Policy, Strategy & Development	1
Internal Services	1

n=5

Study design

To get the most information out of the respondents this study uses semi-structured interviews. This implies that the general lines of the interview, like the subjects to be discussed and the interview structure, are determined on beforehand. This design enhances a proper comparison of the answers given by multiple respondents (Babbie, 2004). Furthermore the questions are formulated in an open way, which "invites" respondents to explain their answers. Rather than a yes or no as an answer, the purpose is to get a broad description of the respondents' opinions and/or experiences.

The manual for the interviews (Appendix 3) includes some sub questions (the italic questions), which are not sent to the respondents. These sub questions are used to clarify an answer, to further discuss the subject, or as a "check" mechanism to see if all the important subjects are discussed. Whether these questions are used effectively is dependent on the respondents. Some respondents give a very extensive answer on an open question. Their answer already includes the information that would be

asked for in the sub questions. Additionally some unprepared questions were asked, for example to explain a specific aspect in an answer.

Interview manual for the three concepts

As aforementioned, the interviews are oriented at employability, human resource development (HRD) and competence management. In order to get insight into these three concepts the interview questions are formulated on the basis of documents and needs from the organisation, as well as the current literature base. This manual is created in cooperation with the senior HR policy advisor of the municipality of Maastricht.

The interview manual is distinguished in four different parts. The first part is an introduction and contains questions to determine how the respondents regard employability, which is defined as a combination of internal flexibility and mobility (Van der Heijden, 2002). An example of a question is: "How do you regard employability". The second part discusses in which way the respondents are concerned with employability; for employees within their department, as well as for the organisation. Employability is hereby conceptualised on the basis of Van der Heijde & Van der Heijden (2006) who complement occupational expertise with four generic competences. An example of a question oriented at anticipation and optimisation is: "How do you cope with changing tasks for employees". An example of a question focused on corporate sense is: "Are you concerned with employability inside and/or outside your own department". The third part of the interview discusses competence development. Competences are defined as the individual knowledge, skills, attitudes and behaviour (Rothwell & Lindholm, 1999; and Van der Heijde & Van der Heijden, 2006). For the development of competences a distinction is made between more formal and more informal ways of developing (Van der Heijde et al, 2009). An example of a question to determine the way of competence development is: "In which way are you concerned with the development of your employees (courses, learning-on-the-job etc.)". The final part of the interview concerns competences and competence management. Since employability is ensured by a combination of occupational expertise and generic competences (Van der Heijde & Van der Heijden, 2006) one of the questions is: "Are you aware of the competences of your employees, both inside and outside their function".

Interview location and setting

A final characteristic that should be taken into account is the interview location and setting. Saunders, Lewis & Thornhill (2007) found that it is important to choose a convenient location for the respondents, where they feel comfortable and where the interview is unlikely to be disturbed. The interviews are therefore conducted at the building or floor where the respondent works. To ensure that the interview will not be disturbed a meeting room was arranged for the duration of the interview, with a maximum of one hour.

2.3   Findings of the preliminary interviews

In this paragraph we summarise the interview findings. The average time of the five interviews was 50 minutes, with the longest interview lasting the whole 60 minutes and the shortest interview lasting 45 minutes. To provide a clear overview Table 3 summarises the most important findings per respondent on the themes employability (part 1 and part 2), human resource development (part 3), and competence management (part 4). These findings are subsequently used to discuss important

similarities and differences between the respondents, thereby including other useful information that is derived during the interviews.

Table 3

Managers' opinions on employability, human resource development and competence management

Function	Employability	Human Resource Development	Competence management
Social well-being team manager	Career development to ensure internal flexibility Reintegration across the organisation Mobility creates the future employee Employability is a great chance	Not enough possibilities, and no common way to develop Ways to develop: on-the-job, mentor/tutor, task-specific training and development plans Budget not sufficient	Functional competences are known, generic are not known Competences should be used for training (both function and generic)
Facility services team manager	Internal flexibility based on development plans (resources not always sufficient) Mobility focuses on the right people on the right place (at the right time) Employability is a great chance	No common way to develop employees to, differs per manager Ways to develop: job rotation and development plans Budget is sufficient	Function competences are known, generic are partly known Competences contribute to the right person on the right place Focus on the necessary competences for the job
Social affairs sector manager	Internal flexibility is not stressed, but is important Mobility is a chance, but facilitation is necessary Employability is a great chance	Not enough possibilities to develop, employee is also responsible Ways to develop: coach (internal and external) and development plans Budget is not sufficient	Functional competences are known, generic are not known Competences are not widely used in the organisation, thus not concerned with them
City management team manager	Internal flexibility on the basis of legislation (P90 norm), like job change Facilitate in training to ensure mobility Employability focus is person-dependent	Encourage development regarding P90 norm Ways to develop: legal obligations (emphasised) and development plans Budget is not sufficient	Functional competences are known, generic are partly known Competences support the development of employee's talent
Public service sector manager	Internal flexibility should be supported and can be an eye-opener (use talents) Mobility should focus on diversity and knowledge sharing for 50+ Employability is a great chance	Development is also an employee's responsibility Ways to develop: course, seminars, development plans and job rotation Budget not sufficient (one of the first budget to be frozen with reductions)	Functional competences are known, generic are partly known Developing competences should focus on: which competences do I have, which do I need now and which do I need for the future

The opinions about the different concepts (Table 3) are used to provide a brief overview of the organisation's current situation. The first interview questions are an introduction, to determine how

the respondents regard internal flexibility and mobility. As shown in Table 3 internal flexibility is valued by all team managers, they are concerned with the development of competences that contribute to flexibility. Moreover, they regard internal flexibility as a purpose. Both sector managers view internal flexibility as a means. The public service sector manager regards it as a means to open your eyes and use your talents. All managers, with the exception of the social affair sector manager, regard mobility as a means to create the future employee.

Employability

Two team managers and two sector managers regard employability as a great chance. They mention that the current organisational developments necessitate that employability is stressed. A change of tasks and the ageing workforce emphasise that employees should be prepared for future changes, e.g. by transferring the knowledge and experience of older employees across the organisation. Additionally the reductions stress an employable workforce. Employees should not be connected to a single task or department, but the focus should be on working across the organisation.

Human Resource Development

The next concept, human resource development, focuses on ways and possibilities to develop. The sector managers' answers indicate that development is not only a manager's responsibility; the employees should also take initiative. The city management team manager indicates that employee development is largely due to legal obligations. Table 3 shows that all managers use development plans, though the other development activities differ per respondent. This is also mentioned by the social well-being team manager and the facility services team manager, the latter indicates that the way to develop differs per department. Finally four managers mention that the development budget is not sufficient. One sector manager states that the development budget is one of the first budgets to be frozen when facing reductions.

Competence management

The final concept, competence management, focuses on types of competences and their value. It is found that all managers are aware of the competences regarding occupational expertise. However, the generic competences are just partly known by three of the five managers. It is mentioned that emphasis is being placed on the function; generic competences are just an addition. Furthermore it is found that competence management and competences are not organisation-wide used. Four of the five managers however regard competence management as a means to structure development and ensure that employees have the relevant knowledge and skills to function within the organisation. An exception is the social affairs sector manager, who sees it as hype and does not use competences.

2.4   Implications of the findings

In the previous paragraph we illustrated the organisation's vision towards employability, HRD and competence management. In this paragraph we discuss the outcomes of the preliminary interviews more in depth and highlights notorious findings. Moreover, the interpretations of the findings are used to define the specific research question for this study.

The interviews' outcomes show that the managers emphasise the development of functional competences, which enhances an optimal fit between an employee's competences and his or her job. Development of the generic competences, on the other hand, is not taken into account, because

they are viewed as an addition and consequently these competences are just partly known by three managers. However, to ensure employability it is essential to develop functional competences and generic competences (Van der Heijde & Van der Heijden, 2006). Hence, the interview findings imply that managers do not stress employability.

Remarkable findings

The introduction of this chapter illustrates that competence development ensures employability (Van der Heijde & Van der Heijden, 2006). Acquisition of competences is facilitated by personnel development, also referred to as human resource development (HRD), and can occur either in a more formal, or in a more informal way (Horstink, 2008; Wittpoth, 2010).

The outcomes of the interviews show that all respondent use personal development plans, in the form of planned agreements during day-to-day work (more informal way of learning) and a number of respondents uses training and courses (more formal way of learning). However, these learning activities are mainly oriented at development of functional competences. This is important to note, because Horstink (2008) illustrates that the way of development, more formal or more informal, should be aligned with the competence's nature. This chapter illustrates that two categories of competences are distinguished: functional and generic competences. Hence, it is important to determine which way of development contributes to which kind of competence.

On the basis of the aforementioned information we assume that there is no consensus and no clarity among the managers regarding employability. This is important to note, because two factors that determine if an employee is able to become employable are influenced by the organisational setting and managers in particular. These factors comprise individual and organisational factors (Forrier & Sels, 2003; De Grip, Van Loo & Sanders, 2004; McQuaid & Lindsay, 2006; Thijssen, Van der Heijden & Rocco, 2008). The individual factors encompass an individual's motivation to learn and an individual's ability to learn, and are mainly influenced by the individual (Forrier & Sels, 2003; De Grip et al, 2004). The organisational factors, on the other hand, encompass support by supervisor; a learning climate and possibilities to develop. They are influenced by the organisation and managers, and exert an influence on the individual conditions (Forrier & Sels, 2003; McQuaid & Lindsay, 2005). The individual conditions, as well as the organisational conditions are influenced by the managers. Hence, it is important that they show a positive attitude towards employability. Spreading this positive attitude illustrates the value and significance for the organisation and its employees, which will contribute to the employees' willingness to learn and become employable.

In conclusion, this chapter we illustrated that functional competences and generic competences should be developed to support employability within the organisation. However, the preliminary interviews illustrate that employability is not stressed by the managers. They focus on an optimal fit between competences and an employees' job, which limits their employability. Furthermore, it is clarified that there are no organisational guidelines for development, and competence development is not prioritised by the organisation. In order to create an employable workforce there should be a focus on developing both functional and generic competences. Horstink (2008) illustrates that the way of development is to some extent dependent on the competence's nature. The central research question is therefore formulated as follows:

What is the best way to develop functional and generic competences for the municipality of Maastricht?

Additionally literature shows that there are a number of individual and organisational preconditions (Forrier & Sels, 2003; De Grip et al, 2004; McQuaid & Lindsay, 2006; Thijssen et al, 2008) that ensure competence development. To get insight into the presence of these preconditions within the municipality of Maastricht a sub question is formulated:

Which aspects of the individual and organisational preconditions for competence development are present within the municipality of Maastricht?

3. Towards a conceptual framework

In the central research question we illustrated that this study is concerned with the development of competences, both functional and generic competences. This chapter discusses the concepts: competences, competence development, and preconditions for competence development.

3.1 Competences

In order to gain insight into the multiple definitions and conceptualisations, this research provides a brief overview of the concept competences. Until the beginning of the 1990s emphasis was being placed on preparing individuals for a job, an approach that started in the early 1900s with Frederick Winslow Taylor's scientific management approach (Lawler, 1994). For most organisations this implies that the job descriptions specify an individual's duties and activities. This description is subsequently used for training, selection, career development and pay determination (Lawler, 1994). However, in the early 1990s there is growing evidence that the emphasis should not be placed on a fixed job description, rather individuals and their competences should be the point of attention. Moreover, literature illustrates that the product- or job-based approach is oriented at the organisation's current situation, whereas the competence-based approach focuses on the development of knowledge and skills to compete in the future (Lawler, 1994; Fowler, King, Marsh & Victor, 2000). Fowler et al (2000) define competences as a combination of the underlying knowledge base and set of skills to perform useful actions. However, this definition is over-simplified concept. In general literature distinguishes a British and an American view towards competences (Garavan & McGuire, 2001; Delamare Le Deist & Winterton, 2005). The British view uses Beaumont's (1996 in Delamare Le Deist & Winterton, 2005) definition for competence: "*the ability to apply knowledge, understanding and skills in performing to the standards required in employment. This includes solving problems and meeting changing demand*" (p. 35). The American approach refers not to competences, but to competencies and its definition includes skills and dispositions that go beyond cognitive ability like self-awareness, self-regulation and social skills (McClelland, 1998 in Delamare Le Deist & Winterton, 2005). The main difference between the two views is that the British view emphasises the subjective and motivational aspects of competences, while the American view is oriented at the objective measurement of the concept (Garavan & McGuire, 2001). This research follows the British approach: competences are regarded as the standards for the development phase. The required knowledge, understanding and skills, and the focus on motivational aspects are all to be found in the definition of competences in the British view and the competence profiles for the municipality of Maastricht. Next to these two approaches literature makes a distinction between multiple levels of competences and how these are linked to each other. This is discussed in the following paragraph.

3.1.1 Levels of competences

Van Assen (2000) identifies three levels of competences: strategic distinctive (core) competences; organisational competences and individual competences. These are defined as follows:
- Strategic distinctive (core) competences: the strategic abilities to sustain the coordinated deployment of strategic assets in a way that helps a company to achieve its strategic goals;
- Organisational competences: the specific way in which group and individual capabilities are linked and related to functional technological capabilities;
- Individual competences: attributes of individual capabilities.
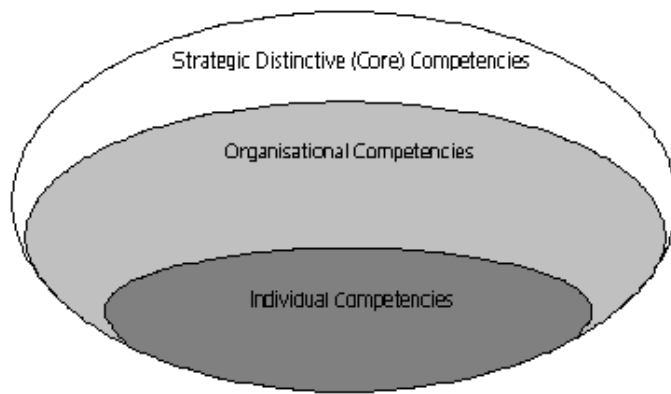
Figure 1. Levels of competences (Van Assen, 2000).

The three competences are presented by using an oval (Figure 1), which shows an overlap in the different (levels of) competences. Figure 1 should be read as follows: the individual competences are found in the organisational competences, and both are to be found in the strategic distinctive (core) competences. Ultimately both individual and organisational competences are needed to reach the organisation's strategic goals (Van Assen, 2000). The following section briefly describes the content of these competences.

Core competences

Core competences are the collective learning in the organisation, especially how to coordinate diverse production skills and integrate multiple streams of technologies (Prahalad & Hamel, 1990). More specifically they are defined as a combination of the specific, integrated and applied skills, knowledge and abilities (SKAs) (Hondeghem & Vandermeulen, 2000). Multiple studies (Prahalad & Hamel, 1990; Rothwell & Lindholm, 1999; Van Assen, 2000; Bryson, Ackermann & Eden, 2007) found that core competences are hard to copy, they provide potential access to a variety of markets and they contribute significantly to the customer's benefits. Moreover, they provide the resources to achieve strategic goals, thereby contributing to the organisation's success. They are derived by looking across the range of a firm's products and services (Teece, Pisano & Shuen, 1997). In this study core competences are defined as the knowledge, skills and abilities that allow an organisation to achieve its strategic goals.

Organisational competences

Organisational competences are the collective characteristic of an organisation. They are a collective interdependent combination of knowledge, skills, attitudes, motives and learning capabilities that allow a group to work in different situations (Teurlings, Vermeulen & Wiersma, 2002 in: Cramer & Van der Zwaal, 2006). These competences concern the ability to meet the demands of multiple stakeholders with whom an organisation interacts. They are developed as a result of linking the internal skills, activities and resources to those of the stakeholders (Sanchez, 2004; Awuah, 2006). This study defines organisational competences as an organisation's collective characteristic, which allows an organisation to meet the demands of multiple stakeholders.

Individual competences

Individual competences are a set or combination of individual characteristics. More specifically they are a combination of knowledge, skills and personality characteristics (Hayton & Kelley, 2006). Bergenhenegouwen, Ten Horn & Mooijman (1997) add one extra characteristic to this definition: the

personal and professional frame of reference. This characteristic includes the values and standards that are internalised on the basis of an individual's insights, experiences and education. Eventually, individual competence is defined as a combination of knowledge, skills, personality characteristics, and the personal and professional frame of reference that is concerned with the execution of a series of different tasks in a certain occupational domain (Mulder, 2001; Onstenk, 1997 in Van der Heijde & Van der Heijden, 2006). On the basis of Van der Heijde & Van der Heijden (2006) it is illustrated that, for the development of competences, emphasis should be placed on the applicability of learned knowledge and skills or possible transfer. The latter involves whether the learned material is applied in different contexts. For this study individual competences are defined as the combination of individual knowledge, skills and abilities that are developed by means of training and workplace learning.

Figure 1 illustrates that the individual competences are found in the organisational competences and both are found in the organisation's core competences. Van Assen (2000) clarifies that cohesion between the three levels of competences is essential for sustained competitive advantage. The organisational competences, that form the basis for core competences, are based on the individual competences and vice versa (Van Assen, 2000 p. 142). To support the organisation's core competences organisation this research focuses on the development of individual competences. With regard to individual competences a distinction is made between the functional competences and the generic competences (Van der Heijde & Van der Heijden, 2006). These categories are highlighted in the next paragraph.

3.1.2 Competence categories

The importance of making a distinction between functional competences and generic competences is a logical consequence of the focus on employability. In the past century emphasis was being placed on generating functional competences, which enhances a maximum fit between the competences and work tasks. However, in the end of the 1990s there is an increasing demand for flexibility and readiness for change. Bergenhenegouwen et al (1997) and Nordhaug (1998) found that only developing task-specific knowledge and skills is not sufficient. Moreover, to facilitate flexibility and readiness for change it is essential that employees also possess social and communicative skills, and analytical skills that are applicable in a range of work situations; the generic competences (Van der Heijde & Van der Heijden, 2006).

In order to structure competence Nordhaug (1998) uses a typology that includes task-specificity, firm-specificity and industry-specificity. Task-specificity concerns the degree to which competences are linked to the execution of a narrow range of work tasks; firm-specificity determines whether or not competences are used in one firm only; and industry-specificity determines whether the competences are tied exclusively to one particular industry, being without any value in others. Since this research is concerned with the internal employability for the municipality of Maastricht the focus is on the task-specificity. It is also interesting to have a look at the external employability, though that is outside the scope of this research. The firm-specificity and industry-specificity are not taken into account. For the task-specificity a distinction is made between high task-specific competences and low task-specific competences. The high task-specific competences are connected to a single or a few tasks and involve knowledge about methods, processes, procedures, and techniques to conduct a specialised activity. Nordhaug (1998) typifies them as task-oriented competences. The low task-specific competences, on the other hand, encompass a broad range of personal skills and aptitudes,

e.g. analytical capabilities, and the ability to communicate and cooperate with others. These enhance employees to become flexible and to cope with change. Nordhaug (1998) refers to them as people-oriented competences. On the basis of its definition task-oriented competences are comparable with the functional competences and people-oriented competences are comparable with the generic competences.

For a more comprehensive overview of individual competences Bergenhenegouwen et al (1997) use an iceberg to illustrate the structure of human competence (Figure 2). As illustrated, four levels are distinguished:

    (1) The know-how and skills;

    (2) The intermediate skills;

    (3) The personal and professional frame of reference;

    (4) The deeper-lying personal characteristics.

Figure 2. Human competences in the form of an iceberg (Bergenhenegouwen et al, 1997).

The top level of the iceberg refers to the know-how and skills that are needed to properly perform the occupation, job or task. This level is comparable with the functional competences. The second level refers to the intermediate skills. These concern e.g. social and communicative skills, and basic approaches to work and situations, and are comparable with the generic competences. The iceberg is completed with the inclusion of the two lowest levels: the personal and professional frame of reference concerns the values, standards, ethics and morals of the person and the organisation, and the deeper-lying personal characteristics include self-image, motives, effort, enthusiasm and persuasiveness. Figure 2 illustrates that the two lowest levels are the most important, but they are the hardest to learn or develop (Bergenhenegouwen et al, 1997). For the personal characteristics it is better to involve these into the selection process, development in this area is practically impossible. Development in the personal and professional frame of reference is possible, this is however an extremely individual and lengthy socialisation process (Bergenhenegouwen et al, 1997). This research concerns the development of functional competences and generic competences (Van der Heijde & Van der Heijden, 2006); the two highest levels of the iceberg.

Summarised this paragraph we illustrated that, to compete in the future, the focus should no longer be a fixed job description, but on employees and their competences. These competences are seen as

the standards for the development phase, the required knowledge, understanding and skills, and motivational aspects (Garavan & McGuire, 2001). Within an organisation three levels of competences are distinguished (Van Assen, 2000):

(1) Core competences are the knowledge, skills and abilities that allow an organisation to achieve its strategic goals;

(2) Organisational competences are collective characteristics that allow an organisation to meet the demands of its stakeholders;

(3) Individual competences are a combination of the individual knowledge, skills and abilities.

To enhance the employability within the organisation this research concerns the development of the individual competences.

With regard to the individual competences two categories are distinguished: functional competences and generic competences (Van der Heijde & Van der Heijden, 2006). Nordhaug (1998) and Bergenhenegouwen et al (1997) clarify that functional competences comprise the knowledge and skills that are connected to a single or a few tasks. They are also referred to as task-oriented competences. Generic competences, on the other hand, include a wide range of analytical, social and communicative skills that enhance employees to become flexible and to cope with change. They are also referred to as people-oriented competences. The development of both kinds of competences is discussed in the following paragraph.

3.2 Competence development

With regard to the competence development a distinction is made between formal ways and informal ways of development. Van Dam, Van der Heijden & Schyns (2006) reveal that organisations and researchers acknowledge that there are more ways to learn than just formal training sessions, moreover informal learning during day-to-day work situations are an important source for learning and development. It is however hard to clearly separate both forms of learning. Horstink (2008) found that there have been many debates and discussions whether it is possible to typify learning as formal or informal. None of these discussions, not even those in the literature, provides a clear solution to the debate. This is partly due to the lack of instruments to measure the quality and extent of informal learning. For example, Skule (2004) refers to a benchmark study, oriented at education and training, that is conducted by the European Commission. To get insight into (formal) education and training a range of detailed questions are used. However, informal learning is only covered with a single question, oriented at self-studying and using libraries. These findings illustrate that there is a need to develop indicators to measure and enhance informal learning at work (Skule, 2004).

In accordance with the aforementioned literature Malcolm, Hodkinson & Colley (2003) found that there are a range of attempts to classify learning as informal, non-formal and formal. The terms informal learning and non-formal learning are interchangeable. To prevent any misconceptions the term informal learning is used. Malcolm et al (2003) analyse 10 attempts to identify differences between formal ways and informal ways of learning, they conclude that it is not possible to clearly separate ideal-types of formal and ideal-types of informal learning. That it is not possible to separate formal and informal learning activities is also found by Wognum & Bartlett (2002). They found that companies are increasingly trying to facilitate and stimulate informal, spontaneous learning. Since knowledge acquisition can have multiple forms, both formal training and informal learning activities have to be taken into account (Wognum & Bartlett, 2002). Rather than distinguishing formal and informal learning activities they define multiple forms in between. These forms serve as a basis to

determine the learning activities in which the respondents of their research participated last year, and consist of the following (Wognum & Bartlett, 2002):

- Formal and structured training off-the-job;
- Formal and structured training on-the-job;
- Formal and structured feedback such as coaching or mentoring by a supervisor;
- Formal and structured arrangements like job rotation and assignment to specific projects and tasks;
- Informal and unstructured feedback from co-workers or supervisors;
- Informal and unstructured self-directed discovery through, for instance, reading and self-study;
- Learning by doing;
- Learning by interaction with other organisations such as trade associations, unions and suppliers.

The reasoning that formal and informal learning cannot be seen as two separate phenomena is also followed by Simons (1995). He clarifies that the distinction between the two forms is regarded as a dichotomy, however it should be regarded as a gliding scale: the degree of formalisation. This scale has a range from totally unorganised learning as a by-product, via learning organised by people, to formal learning self-organised by people and finally learning activities that are organised by formal instances (Simons, 1995). Eventually learning activities have both formal and informal aspects. Hence it is more appropriate to classify them either as more formal, or more informal.

A useful tool to analyse the extent in which a learning activity is typified as more formal or more informal is given by Malcolm et al (2003). In their article they propose four aspects that are judged on their degree of formality/informality. These four aspects – (1) process, (2) location and setting, (3) purposes, and (4) content – are clarified on the basis of Table 4 (Horstink, 2008).

Table 4

Extent of formality of learning activities (Horstink, 2008)

Aspect	Formal	Informal
Process	Institutionalised learning activities	Incidental learning activities
	Structured by the teacher	By-product of work
	Teacher-centred	Learning-centred
	Guidance by teacher/mentor	Guidance by co-workers
	Official assessement	No assessment
Location/setting	School or training location	Workplace
	Structured curriculum	No specific curriculum
	External certification	No certification
Purposes	Learning as the primary goal	Working as the primary goal
	Predetermined goals	Flexible/ad hoc goals
Content	Expert knowledge	Practical knowledge
	Codified knowledge	Individual/implicit knowledge
	Formal knowledge	Everyday knowledge

Each of the four aspects in Table 4 is seen as a continuum, which has a range from highly formal to highly informal. To illustrate how the degree of formality/informality is determined on the basis of the aspects in Table 4, Malcolm et al (2003) refer to a school teacher, who uses a management

scheme for his or her development, as an example. This process is typified as highly formal on the aspects process, purposes and content: the goals (purpose), the time (process) and the type of knowledge (content) are determined by the manager. The score on the location/setting is however high on the informal side, because the decision where to learn is made by the school teacher. The interrelationship between these four aspects is used to determine the nature of the learning, and subsequently its success (Malcolm et al, 2003).

An addition to the categorisation method from Malcolm et al (2003) is found in Thijssen (1996, in Horstink, 2008), who distinguishes learning activities on their degree of formalisation and their level of abstraction. These two dimensions are used to create a model with four ideal-type categories of competence development (Figure 3):

    (1) Workplace activities;
    (2) Course activities;
    (3) Education activities;
    (4) Network activities.

High level of abstraction

4. Network activities (self-study, conferences, symposia)	**3. Education activities** (retraining, extra degree of abilities)
1. Workplace activities (lead a trainee, mentorship, practice together)	**2. Course activities** (function-related training and courses)

Low degree of formalisation (informal) — High degree of formalisation (formal)

Low level of abstraction

Figure 3. Distribution of learning activities on abstraction level and formalisation degree (Thijssen, 1996).

The degree of formalisation is presented on the horizontal axis (Figure 3), and ranges from informal to formal. The informal activities are oriented at the development of work-integrated qualifications. These are also referred to as "development" (Thijssen, 1996 in Horstink, 2008). Essential in this kind of learning is direct supervision to learn concrete, situation-bounded knowledge. Additionally, there is a need for independence to exchange and examine insights in professional networks.

The formal activities are characterised as more structured and mainly take place off-the-job. These are also referred to as "education" (Thijssen, 1996 in Horstink, 2008). Formal activities can take place in the company, but are often outsourced, or integrated in the regular education programmes. The degree of formalisation is largely determined by the learning activity's setting, Malcolm et al (2003) referred to this aspect as location/setting.

The other dimension, the level of abstraction, is presented on the vertical axis (Figure 3), and ranges from low abstraction to high abstraction. Activities that are low on abstraction are characterised as "near transfer", they focus on the development of competences that are directly applicable in specific situations. The activities that are high on abstraction are characterised as "far transfer", they concern the development of competences that are applicable in a broad range of task situations (Thijssen, 1996 in Horstink, 2008). The level of abstraction is somehow determined by the content of the learning. This is comparable with the content aspect by Malcolm et al (2003).

As illustrated, the level of abstraction concerns the transferability of competences that are acquired during different learning activities. Transfer was originally defined as "*the extent to which learning of a response in one task or situation influences the response in another task or situation*" (Blume, Ford, Baldwin & Huang, 2010, p. 1068). Research supports the definition of transferability as a continuous construct, which implies that it is not an either or situation. Rather, it is concerned with the amount of learning (Clark & Voogel, 1985). The ends of the transfer continuum are labelled as "near transfer" or "far transfer" and they are comparable in terms of the relationship between work tasks and the emphasis of training design (Kim & Lee, 2001). For near transfer there is a close match between training content and the task outcomes, specific concepts and skills are emphasised. For far transfer, on the other hand, there is an approximate match between training content and task outcomes, with an emphasis on general concepts and skills.

The characteristics of near transfer and far transfer are best illustrated on the basis of an example (Kim & Lee, 2001, p. 444):

The characteristics of near transfer suggest that trainees should apply known sets of knowledge and skills. For example, after an employee learns the repair procedures for a Hyundai engine, they repair only that one particular Hyundai engine once they are back on the job. Far transfer, on the other hand, is akin to having trainees learn more general concepts and principles, which might be applied to a wider set of contexts than those necessarily presented in the training setting. For example, an employee might learn to repair a Hyundai engine, but for far transfer to occur, the trainee would be able to transfer what was learned about engines in general during training to an array of other engines, such as Chrysler, Ford, or Honda.

This example illustrates that far transfer is supported by learning the fundamental aspects along with specific skills. More specifically, a greater similarity between training and working settings suggests a relatively near transfer of training, whereas a lesser similarity suggests the need for more far transfer (Kim & Lee, 2001). Eventually, similarities between training and working settings and the emphasis of the training, specific skills or general concepts, are used to determine its place along the transfer continuum (referring to Figure 3).

3.2.1 Development of categories of competences

Van der Heijde & Van der Heijden (2006) illustrate that competences are divided into functional competences and generic competences. Both Bergenhenegouwen et al (1997) and Nordhaug (1998) discuss in what way categories of competences can or should be developed. Eventually, they find that there is not one best way to develop these categories of competences. For the functional competences it is found that they are developed during professional and vocational training courses, but also by making use of educational curricula that are followed while practising your occupation (Bergenhenegouwen et al, 1997). With regard to the generic competences there are many forms of development activities that contribute to them, e.g. in-house programs and courses, everyday workplace learning and trainee and mentoring programmes (Nordhaug, 1998). Rather than defining one best way to develop competences it is the combination of learning activities that enhances both functional and generic competences, and subsequently the employability of the workforce.

Summarised in this paragraph we clarified that it is not possible to define learning activities either as formal or informal. Rather, learning should be typified by its degree of formality (Simons, 1995). This degree is determined on the basis of four aspects: process; location/setting; purpose and content, which are identified in the study by Malcolm et al (2003). Another learning activity characteristic that

should be taken into account is the level of abstraction. This is determined by looking at similarities between the training and working situations and the emphasis of training: specific skills or general concepts (Kim & Lee, 2001). Taking into account the degree of formality and the level of abstraction four quadrants are distinguished. Each quadrant represents an ideal-type learning activity.

Subsequently it is discussed whether it is possible to relate the type of learning activity, the four quadrants, to the competence's nature. Bergenhenegouwen et al (1997) and Nordhaug (1998) found that there is not one best way to develop functional competences or generic competences, rather a combination of learning activities enhances both competence categories, and subsequently the employees' employability.

3.3   Preconditions for competence development

Van der Heijde & Van der Heijden (2006) illustrate that, in order to enhance the employability in an organisation, the focus should be on competence development. To ensure competence development it is necessary that a number of preconditions are present (Thijssen, 1997 in Sanders & De Grip, 2004), these comprise the individual and the organisational factors. The content of both factors is discussed in the following paragraphs.

3.3.1 Individual factors

Literature clarifies that there are multiple individual factors that influence competence development. Characteristics like ability, flexibility and motivation (Van der Heijden, 2002); participation, openness to experiences, independence and willingness (Forrier & Sels, 2003); career identity, social capital and human capital, and personal adaptability (Fugate et al, 2004) determine whether an individual is willing and capable to develop the relevant competences. To prevent the creation of an inexhaustible list of individual factors and characteristics that exert an influence on employability two dimensions are distinguished. The first dimension includes factors and characteristics oriented at the employees' willingness and motivation to develop competences. The second dimension encompasses factors and characteristics that influence the employees' ability and capacity to become employable. Multiple studies (e.g. Sanders & De Grip, 2004; De Grip et al, 2004; Thijssen et al, 2008) confirm the relevance of these dimensions for competence development and the employees' employability.

Motivation to learn
The motivation to learn is defined as the desire to engage in training and development activities, to learn training content, and to embrace the training experience (Major, Turner & Fletcher, 2006). Both Breukers (2010) and Seyler, Holton, Bates, Burnett & Carvalho (1998) found that it is a key determinant of the choices individuals make to engage in, attend to, and persist in learning activities. Additionally it also influences whether they put the learning into practice. Furthermore when training is positively related to job performance it is expected that training is seen as a means to improve performance, which enhances motivation to learn even more. To get insight into the factors that influence an individual's motivation to learn, Keller (2008) proposes five principles. These principles propose that motivation to learn is promoted when:
   (1) A learner's curiosity is due to a gap in knowledge;
   (2) The knowledge to be learned is meaningfully related to a learner's goals;
   (3) Learners believe that they can successfully master the learning task;
   (4) Learners anticipate and experience satisfying outcomes to a learning task;

(5) Learners employ self-regulatory strategies to protect their intentions.

A typical characteristic of an individual who is motivated to learn is proactivity. Seyler et al (1998) and Major et al (2006) acknowledge the importance of proactivity: proactive individuals search for opportunities to develop, show initiative and take action. They are concerned with their professional career, look across the boundaries of their current job and do not only rely on possibilities offered by the organisation. Additionally organisational support towards training and development turns out to have a positive effect on motivation to learn. For instance, Seyler et al (1998) found that positive information on training programmes increases an individual's expectation and motivation to master the learning task.

Ability to learn

The other important individual factor is an employee's ability to learn. The ability or capacity to learn is concerned with the power to develop your position on the labour market (De Grip, Van Loo & Sanders, 2004). Competences that determine this movement capital are difficult to measure, that is why other indicators are used to determine the individual's ability to learn. In their research Forrier & Sels (2003) use the following indicators: (1) signals, like career history and training history; (2) behavioural capabilities, like independence and growth need; (3) self-efficacy, believe in your own possibilities; and (4) labour market behaviour, like the search for a new job. Another approach is taken by De Grip et al (2004); they distinguish three types of knowledge:

- Basic knowledge is acquired during initial education and it determines the subsequent ability to learn;
- Meta-cognitive knowledge facilitates the learning process, like where to find specific information;
- Knowledge and opinions about one's learning capacities may determine the decision to participate in training.

Taking into account Forrier & Sels' (2003) indicators and the types of knowledge by De Grip et al (2004) eventually four indicators are formulated to assess an individual's ability to learn:

(1) Level of prior education;
(2) Career history;
(3) Behaviour towards learning opportunities;
(4) Believe in your own learning capacity.

Wittekind, Raeder & Grote (2010) tend to emphasise the level of prior education. This is referred to as the Mathew Principle (McCracken & Winterton 2006, in Van der Heijden et al, 2009) and implies that possessing a college or university degree positively predicts perceived employability. However, important to note is that this is not the sole indicator to determine ability to learn. Moreover, looking at a range of indicators provides a broader and better insight into an individual's ability to learn.

Summarised, in this paragraph we discussed the influence of the individual factors on competence development. The two individual factors that are distinguished are motivation to learn and ability to learn. Major et al (2006) shows that motivation to learn concerns an employee's desire to engage in training and development activities, to learn training content and to embrace training experience. More specifically motivation to learn is a key determinant whether or not employees are concerned with competence development. Ability to learn, on the other hand, concerns an employee's capacity to develop his or her position on the labour market, which is determined by the level of prior

education, career history, behaviour towards learning and believe in your own learning capacity (De Grip et al, 2004). It discusses whether employees are able to develop competences.

3.3.2 Organisational factors

Research has shown that next to individual factors, organisational factors also influence competence development. Literature shows that conditions like task enlargement, task enrichment, job rotation and career guidance (Forrier & Sels, 2003); support and control (O'Connell, McNeely & Hall, 2008); and employability culture (Nauta, Van Vianen, Van der Heijden, Van Dam & Willemsen, 2009) determine whether and how an organisation support its employees to develop their competences and become more employable. In order to structure the construct this research distinguishes three organisational dimensions:

(1) The importance of supervisor support for competence development;
(2) The presence of a learning culture or learning climate within the organisation;
(3) The use of networks to develop competences.

Multiple studies (e.g. Seyler et al, 1998; Van der Heijden et al, 2009; Chiaburu, Van Dam & Hutchins, 2010) confirm the relevance of these three dimensions.

Supervisor support

Research on social support indicates that social interaction with co-workers and supervisors may enhance personal adaptability and facilitate active coping (Seyler et al, 1998). Moreover, Chiaburu et al (2010) found that supervisor support is positively related to learning goal orientation, while organisational support is not. Their study indicates that even when trainees perceive rewards in the organisational setting tied to training transfer, direct or additional reinforcement from a direct supervisor is needed to influence goal orientation. O'Connell et al (2008) found that supervisor support enhances employees' adaptation, and their motivation and sense of competence in dealing with change. Supervisor support encompasses levels of helpful social interaction and can take place in multiple forms. O'Connell et al (2008) describe five forms:

(1) Concern, which implies that a manager cares about his or her employees;
(2) Attention, which implies that a manager listens to employees;
(3) Hostility, which concerns whether a manager acts hostile towards employees;
(4) Helpfulness, which implies that a manager is helpful in getting the job done;
(5) Organisation, which implies that a manager is helpful in getting people to work together.

The multiple forms of supervisor support are expected to enhance competence development.

Learning climate

Another important organisational factor for competence development is the presence of a learning climate. This is also referred to as a learning organisation. Marsick & Watkins (2003) clarify that a learning organisation is built on the idea that "*change must occur at every level of learning – from individual to group to organisational to environmental – and these changes must become new practices and routines that enable and support the ability to use learning to improve performance*" (p. 135). The idea behind a learning organisation is that learning at the individual level is necessary for the organisation to change but not sufficient. Subsequently, when individuals increase their capacity to learn, they can (collectively) enhance the overall capacity to learn at the organisational level as long as the organisation is receptive to their efforts and to use their learning (Marsick & Watkins, 2003). Marsick & Watkins (2003) use seven dimensions to assess whether an organisation is typified as a learning organisation:

(1) Creation of continuous learning opportunities;
(2) Promote inquiry and dialogue;
(3) Encourage collaboration and team learning;
(4) Create systems to capture and share learning;
(5) Empower people towards a collective vision;
(6) Connect the organisation to its environment;
(7) Provide strategic leadership for learning.

Additionally two organisational outcome variables are included (Marsick & Watkins, 2003):
(1) Financial performance;
(2) Knowledge performance.

These dimensions should be present to facilitate a learning climate within the organisation. And this climate provides employees with opportunities to use their competences. These opportunities also include the provision of resources, tools and information that are needed to use the training in practice (Seyler et al, 1998). The presence of a learning climate within the organisation positively influences an employee's motivation to learn and to transfer (apply the knowledge in practice) his or her learning (Egan et al, 2004; Nauta et al, 2009).

Networks

The final organisational factor that is important for competence development, which is especially relevant in today's business environment, is the organisation's network. Håkansson, Havila & Pederson (1999) distinguish two forms of network learning: learning from your experiences within the organisation, and learning from experiences of other organisations. To ensure that competence development by making use of networks is successful Awuah (2006) identifies three interrelated variables that affect the development of competences in relation with others:
(1) The transfer of elements of exchange between the interacting parties;
(2) Mutual learning undertaken by the parties;
(3) Mutual adaptations undertaken by the parties.

The value of networks is confirmed by Van der Heijden et al (2009), who found that learning and development are highly social processes. Interactions with key figures (e.g. customers and partners) in one's professional network strongly affect the development of competences. There is a positive relationship between the number of relationships and the amount of learning (Håkansson et al, 1999; Awuah, 2006).

Summarised there are three organisational factors that are taken into account: supervisor support; learning climate and networks. O'Connell et al (2008) illustrates that supervisor support enhances the employees' adaptation, and sense of competence, and it can take place in multiple forms, e.g. attention, helpfulness and organisation. Next, a learning climate ensures that change occurs at every level, from individual to organisational, and these changes must become new practices and routines that enable the use of learning to improve performance (Marsick & Watkins, 2003). Moreover there should be a climate in which employees are supported to use and develop their competences during everyday work. The final factor, networks, involves learning from your own experiences and from experiences outside the own organisation (Håkansson et al, 1999). Interaction with key figures in one's network strongly affects the employees' competence development .

3.4   Conceptual framework

In this chapter we illustrated that, in order to enhance the employability, emphasis should be placed on the development of individual competences. With regard to these competences a distinction is made between functional competences and generic competences (Van der Heijde & Van der Heijden, 2006) The former comprises the knowledge and skills that are connected to a single or a few tasks and the latter is concerned with social and communicative skills that enhance employees to become employable and to cope with change (Bergenhenegouwen et al, 1997; Nordhaug, 1998). In order to enhance the employability within the organisation it is essential that both functional and generic competences are developed.

Regarding competence development there are two dimensions that should be taken into account (Thijssen, 1996 in Horstink, 2008). The first dimension is the degree of formalisation. The choice to use a formalisation degree is in accordance with Simons (1995); Malcolm et al (2003); and Wognum & Bartlett (2002). This literature illustrates that it is not possible to clearly define formal or informal learning. Moreover, these definitions are seen as the extremes of a continuum. Learning is not formal or informal, but more formal or more informal. To determine the degree of formality it is necessary to take multiple aspects into account. Unlike Thijssen (1996 in Horstink, 2008), who only uses the location/setting aspect, this research uses all aspects mentioned by Malcolm et al (2003). First, the process aspect is used to determine whether a learning activity is on the formal or the informal axis. Hence it is important to determine if an activity is institutionalised, if a teacher is involved in the learning process and if the activity is officially examined. A positive answer for two or more items indicates a more formal way of learning, whereas a negative answer for two or more attributes indicates a more informal way of learning. Subsequently, the other three aspects: location/setting, purpose and content, are used to determine whether the activity is near the centre or near the extremes.

The other dimension Thijssen (1996 in Horstink, 2008) uses for competence development is the level of abstraction. This level concerns with the transferability of a learning activity. In accordance with Clark & Voogel (1985) and Kim & Lee (2001) transferability is considered as a continuous construct. The constructs near transfer and far transfer are therefore seen as the extremes of a continuum. Learning is not oriented at near transfer or far transfer, but at relative near transfer or relative far transfer. Unlike Thijssen (1996 in Horstink, 2008), who only uses the emphasis aspect, we use the emphasis and the similarities aspects (Kim & Lee, 2001) to determine the transferability. First, the emphasis aspect is used to determine whether a learning activity is on the near transfer or far transfer axis. Hence it is important to determine if an activity is oriented at specific concepts and procedures, or at generic concepts and broad principles. The former indicates relatively near transfer, whereas the latter indicates relatively far transfer. Subsequently, the similarities aspect is used to determine whether the activity is near the centre or near the extremes.

Taking into account the degree of formalisation and the level of abstraction four quadrants are distinguished. Rather than defining the quadrants as specific learning activities, they all encompass a range of activities to develop competences. These activities are characterised as:
  (1) More informal and relatively near transfer, e.g. learning-by-doing;
  (2) More formal and relatively near transfer, e.g. real-life cases guided by a teacher;
  (3) More informal and relatively far transfer, e.g. symposia by experts in your area of work;
  (4) More formal and relatively far transfer, e.g. internal or external training.

With regard to the competence categories, functional or generic, literature (Bergenhenegouwen et al, 1997; Nordhaug, 1998) shows that it is not possible to define one best way to develop them. However, it is possible to use a competence as a guideline to determine which learning activity is most appropriate. This should be done by taking into account the emphasis of the competence, e.g. specific concepts or general concepts, and the development process, e.g. whether or not a teacher or mentor should be involved. Eventually, it is the combination of learning activities that contributes to the different functional and generic competences, and subsequently employability.

To ensure these learning activities, and subsequently the development of competences, numerous preconditions should be present. These preconditions are divided into the individual factors, and the organisational factors (Thijssen, 1997 in Sanders & De Grip, 2004). The individual factors include the motivation to learn and the ability to learn. The former includes an employee's willingness to engage in training and development activities. Moreover, it is regarded as an indicator whether or not an employee is concerned with his or her development (Major et al, 2006). The latter comprises an employee's capacity to develop his or her position at the labour market and concerns the ability to develop competences (De Grip et al, 2004).

The organisational factors on the other hand comprise support by a supervisor, an organisational learning culture and networks. First, supervisor support comprises levels of helpful social interaction, which support the development of competences (O'Connell et al, 2008). Secondly, a learning climate, regards change as a means to develop new practices and routines. Thereby providing employees with opportunities to use and develop their competences (Marsick & Watkins, 2003). Finally, networks, refers to interaction with key figures in one's network as a means to support competence development (Håkansson et al, 1999). Ultimately, the presence of individual and organisational factors is essential to ensure the development of competences.

3.4.1   Conceptual model

The aforementioned information is used to develop a conceptual model (Figure 4), which concerns how to enhance employability. Moreover, it should be regarded as an ideal model how to enhance employability.

The model should be read as follows: first of all there are a number of individual and organisational preconditions that need to be present to ensure the development of competences. Subsequently, it is illustrated that both functional competences and generic competences should be developed. With regard to the development of competences Figure 4 shows that there is an underlying model. This model illustrates the different kinds of learning activities that are used to develop competences. These activities are distinguished on the basis of formality on the horizontal axis, and transferability on the vertical axis. In order to contribute to the development of functional, as well as generic competences it is necessary to combine learning activities. Eventually, an equal distribution between the development of functional competences and the development of generic competences enhances the best results towards employability.

This conceptual model is used to categorise the current learning activities within the organisation and determines whether the preconditions are present. Then, it is determined whether this is in line with the ideal model. The research questions that are used to get this insight are discussed in the following paragraph.
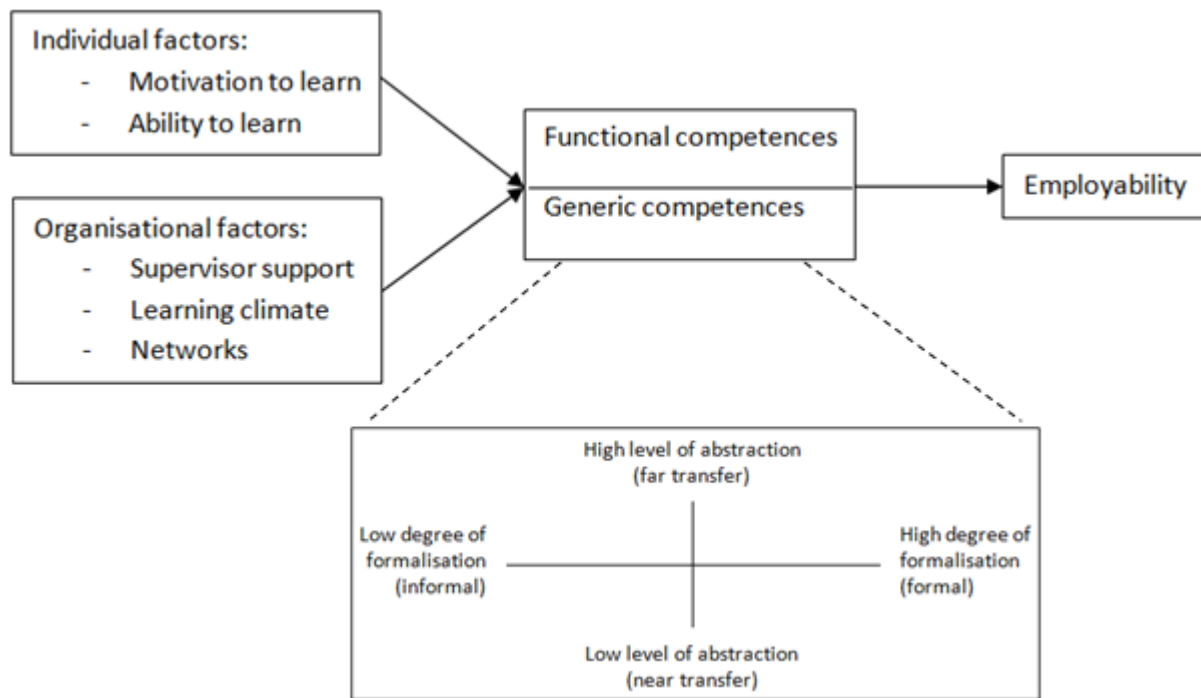
Figure 4. Research model to enhance employability.

3.4.2 Research questions

The first part of this research is oriented at the current learning activities within the organisation, related to the competence's nature. The conceptual model illustrates that in order to enhance employability both functional and generic competences should be developed. Development of these competences should comprise a combination of different kinds of learning activities. To get insight into the current way of development for the functional competences and the generic competences we formulated the following research questions:

1a. *How can the development activities for functional competences be categorised, taking into account the formality and the transferability?*
1b. *How can the development activities for generic competences be categorised, taking into account the formality and the transferability?*

Furthermore the conceptual model illustrates that a number of preconditions need to be present to ensure competence development, taking into account both individual factors and organisational factors. To determine the presence of the individual factors we formulated the following research questions:

2a. *To what extent are employees motivated to learn?*
2b. *To what extent do the employees possess the capacity to develop competences?*

Subsequently, we formulated the following research questions to determine the presence of the organisational factors:

3a. *What forms of supervisor support are present within the organisation?*
3b. *To what extent can the dimensions of a learning culture be found within the organisation?*
3c. *To what extent are networks used as a means to develop competences?*

The final part of the research focuses on the organisation's core individual competences (referring to Paragraph 2.2.1). Moreover, the organisation wants to know whether the managers and employees are familiar with these four core individual competences, and how these competences are valued. Hence, we formulated the following research questions:

4a. *To what extent are managers and employees familiar with the core individual competences?*
4b. *What is the value of the core individual competences with regard to the function and the employability of the employees?*

4. Methodology

In the previous chapter we illustrated that this research is oriented at two subjects. On the one hand it concerns the way of competence development, and on the other hand it concerns the presence of preconditions for competence development. The former takes into account the learning activities, while the latter distinguishes individual factors and organisational factors. This chapter provides an outline of the methods and instruments that are used to gain insight into these subjects.

4.1   Research design

This study is conducted at the municipality of Maastricht. The organisation is situated in the south of the Netherlands and employs approximately 1500 employees, which equals about 1300 Full-Time Equivalents (FTEs). In this study we use a qualitative research method, semi-structured interviews, to gather information. The research is exploratory and the purpose is to get insights into the ways of competence development at the organisation, and to assess the presence of the individual and the organisational factors for competence development. Saunders et al (2007) illustrate that the research design should be related to the goal of the study. The preferred design for an exploratory study is qualitative, thereby distinguishing semi-structured interviews and unstructured interviews. The advantage of semi-structured interviews is that there is a general list of topics or questions that should be answered, which implies that there is a general guideline (Saunders et al, 2007). Contrary, unstructured interviews do not use a list of questions to be answered. It is however likely that you have an idea of the topics and the aspects you want to explore (Saunders et al, 2007). This research uses semi-structured interviews, which enhances a comparison between the answers of multiple respondents and the design "invites" respondents to clarify their answers (Babbie, 2004).

Selection of participants

On the basis of the document analysis and the preliminary interviews (Chapter 2) it is found that not all departments emphasise the competence development, because competence development is not prioritised by the organisation. For this research we selected the following departments: "*Ruimte, Samenleving, Advies en Management Ondersteuning, Facilitair Bedrijf, Publieke Dienst-verlening, en Vergunnen Toezicht en Handhaven*". These departments are selected, because they are concerned with employees' competences and competence development. Furthermore, referring to Appendix 2, it is shown that each organisational section is represented by two departments, thereby providing a broad overview of the organisation. Eventually the population of this study are 171 managers and employees of the selected departments. This research is exploratory and attempts to provide insight into the learning activities the organisation uses to develop competences, and to determine whether this matches the desired forms of competence development.

Referring to Babbie (2004) the best way to get this insight is by selecting informants on the basis of self-selection. In cooperation with the senior HR policy adviser six managers have been selected to participate in the research. The criteria for these managers are that team and sector managers should be included, and that they participated in the project "Het Goede Gesprek" or another project oriented at competence development. In order to select the employees, we asked each manager to mention two employees that are approached to participate in the research. We made this choice, because managers clarify that the questions oriented at the way of development can only be answered by employees who participate in learning activities. Taking these criteria into account a total of twelve employees are selected to participate in the research.

The characteristics of the managers that participated in the research are presented in Table 5; as shown two women and four men are involved. One woman and two men are team managers, and the other woman and two men are sector managers. The average age is 50 years (*SD* = 10.19) and age ranges from 26 to 60. The organisational tenure is on average 12 years (*SD* = 5.54). All managers have a fulltime contract with the organisation, which implies that they work 36 hours a week – or 40 hours a week with a 4 hour "arbeidsduurverkorting" (ADV) build-up. One respondent has completed medium professional education, three respondents have completed higher professional education and two respondents have a university degree.

Table 5
Managers' characteristics

	Manager 1	Manager 2	Manager 3	Manager 4	Manager 5	Manager 6
Gender	Female	Male	Male	Female	Male	Male
Age	26	54	46	57	60	40
Education	University	Medium professional education	Higher professional education	Higher professional education	Higher professional education	University
Department	Vergunnen Toezicht Handhaven	Publieke Dienst-verlening	Advies en Management Ondersteuning	Samenleving	Ruimte	Facilitair Bedrijf
Job role	Team manager	Team manager	Team manager	Sector manager	Sector manager	Sector manager
Contract	Fulltime	Fulltime	Fulltime	Fulltime	Fulltime	Fulltime
Organisational Tenure	3 years	9 years	20 years	10 years	17 years	13 years

n=6

The characteristics of the employees are presented in Table 6. Important to acknowledge is that the "Vergunnen Toezicht Handhaven", "Samenleving" and "Ruimte" departments are represented by only one employee. For the Vergunnen Toezicht Handhaven department this is due to illness and important projects during the interview period. For the other two departments this is due to the creation of one Beleid, Strategie and Ontwikkeling department, which involves all employees of those departments.

The eventual selection comprises nine participants: four women and five men. The average age is 46 years (*SD*= 8.83) and age ranges from 25 to 57. The organisational tenure is on average 17.2 years (*SD* = 9.80). Six employees have a fulltime contract with the organisation, two employees work for 75%, and one employee works for 50%, which implies that the majority of the employees work 36 hours a week – 40 with the ADV build-up. Three respondents have completed medium professional education, five have completed higher professional education and one respondent has a university degree.

Table 5 and Table 6 illustrate that the employees are as follows divided amongst the managers:
- Vergunnen Toezicht en Handhaven (manager 1): employee 1
- Publieke Dienstverlening (manager 2): employee 3 and employee 4
- Advies en Management Ondersteuning (manager 3): employee 2 and employee 5
- Samenleving (manager 4): employee 8
- Ruimte (manager 5): employee 9
- Facilitair Bedrijf (manager 6): employee 6 and employee 7

Furthermore the characteristics of both respondent groups illustrate that there is a rather high level of prior education, i.e. each respondent has medium professional education or higher. This is important to note, because it limits the generalisability of the results. Moreover, the selection of the respondents only involves office employees and office staff. Outdoor units like garbage disposal and park-keeping are not involved. Subsequently, the results of this research are not representative for the entire organisation. However, since the research has an exploratory character a representative sample is less important. In line with Saunders et al (2007) the choice is made to use a sample which provides the best information to answer the research questions.

Table 6

Employees' characteristics

	Employee 1	Employee 2	Employee 3	Employee 4	Employee 5	Employee 6	Employee 7	Employee 8	Employee 9
Gender	Female	Male	Male	Male	Female	Female	Male	Female	Male
Age	25	52	49	51	39	57	48	50	45
Education	Higher professional education	Higher professional education	Medium professional education	Higher professional education	Medium professional education	Medium professional education	Higher professional education	Higher professional education	University
Department	Vergunnen Toezicht Handhaven	Advies en Management Ondersteuning	Publieke Dienst-verlening	Publieke Dienst-verlening	Advies en Management Ondersteuning	Facilitair Bedrijf	Facilitair Bedrijf	Samenleving	Ruimte
Job role	Hospitality /parking employee	Creditor coordinator	Population inspector	Senior account employee	Financial employee	Archive employee	Functional administrator	Secretary	Senior policy employee public space
Contract	Fulltime	Fulltime	Fulltime	Fulltime	Part time (75%)	Part time (50%)	Fulltime	Part time (75%)	Fulltime
Organisational Tenure	3 years	21 years	8 years	28 years	15 years	34 years	14 years	25 years	7 years

n = 9

4.2   Procedure

As aforementioned we use semi-structured interviews to collect the data. Participants are selected in cooperation with the senior HR policy adviser. The participants are approached by e-mail with a brief outline of the study and the purpose of the interviews, and a request to participate in the interviews. When the answer is positive an invitation for the interview is sent via Outlook, as well as additional information on the interview subjects: competence development, individual and organisational conditions, and core individual competences. Each e-mail and invitation is sent in Dutch, because this is the language that is spoken in the organisation. Next to the information on the subjects the participants are informed that the interview will last approximately an hour, with the possibility to be finished earlier.

The interviews themselves were held in meeting rooms at the floor on which the participant worked (based on the information on the intranet). For each interview the interviewer should be in the conference room five minutes before the interview started. In order to make the interviewee feel comfortable there is a glass of water for him or her at the table, and it is always asked whether he or she would like something else to drink, for example coffee. We start the interview with a short introduction on the research, in which the respondents are informed that their answers are processed anonymously; subsequently the interviewees are asked if everything is clear, and when something is not clear during the interview they are encouraged to ask questions. During the interview notes are taken to briefly summarise the respondent's answer, this answer is repeated for confirmation and at the end of the interview it is asked whether the respondent has any questions. Finally, the respondents are thanked for their participation in the research and they are informed when the report is available.

4.3   Instruments

In the conceptual framework we defined the different subjects of this research. This research concerns the formality of learning activities, in relation to the competence's nature, and the individual and organisational conditions for competence development. The items that are used to measure the unit of analysis are incorporated into Table 7.

The operationalisation of these variables contributes to the validity and reliability of the research, because it enhances the possibility to measure selected variables based on the literature (Table 7). As aforementioned the instrument for measurement should be related to the research purpose (Saunders et al, 2007). This research is exploratory, and the preferred instrument is qualitative, in the form of semi-structured or unstructured interviews. The advantage of semi-structured interviews is that there is a general list of certain topics or questions that should be answered. For unstructured interviews there is no list of questions to be answered, however it is likely that there is clarity about the topic or aspect to explore (Saunders et al, 2007). We use semi-structured interviews, because this method contributes to the research's internal validity (Babbie, 2004). Eventually, this is the most suitable method for a valid answer on the research question.

We first made assumptions of conditions that possibly determine the development of competences, like motivation to learn and a learning climate. However, it is possible that some factors that determine the presence of a condition are not included. Using of semi-structured interviews allows respondents to discuss factors that are not included in the first place. Compared to a survey, the use of semi-structured interviews gives the possibility to clarify questions if interpreted incorrectly and it

helps to clarify answers. Additionally, the answers are verified by reading them to the respondents, because you have face-to-face contact during the interviews.

Table 7

Operationalisation of the variables

Variable	Operationalisation	Literature
Degree of formality (formal vs. informal)	Process: - Institutionalised vs. Incidental learning activities - Teacher-centred vs. Learner-centred - Official assessment vs. No assessment Location/setting: - School / training location vs. Workplace - Structured curriculum vs. No specific curriculum Purpose: - Learning as primary goal vs. Working as primary goal - Predetermined goals vs. Ad/hoc goals Content: - Expert knowledge vs. Practical knowledge	Horstink (2008)
Level of abstraction (near transfer vs. far transfer)	Emphasis: - Specific concepts vs. General concepts - Procedures vs. Broad principles Similarity: - Close match vs. Approximate match	Clark & Voogel (1985); Kim & Lee (2001)
Motivation to learn	- Employee is motivated to work - Employee is eager to learn - Employee regards training as useful - Employee acts proactive - Employee shows self-initiative towards development	Major et al (2006); Keller (2008); Breukers (2010)
Ability to learn	- Level of prior education - Training participation in the past - Believe in capacity - Career expectations	Forrier & Sels (2003); De Grip et al (2004); Wittekind et al (2010)
Support by supervisor	- Supervisor has personal development conversations with employees - Supervisor assigns employees to challenging tasks - Supervisor gets people to work together - Supervisor sets and evaluates targets with employees - Supervisor suggests training possibilities	Seyler et al (1998); O'Connell et al (2008); Van der Heijden et al (2009); Breukers (2010)
Organisational learning culture	- Focus on continuous learning and change - Enhance self-development, individually and in teams - Motivate employees to experiment - Empower employees - Provision of needed resources	Marsick & Watkins (2003)
Networks	- Collaborating with people that have different backgrounds - Knowledge sharing between departments - Work in interdepartmental projects - Learn together in courses	Håkansson et al (1999); Awuah (2006)

The interview manual for this research is related to the operationalisation of the variables, which enhances a systematic way of work. The questions and subjects for this study are determined on beforehand, which contributes to an answer on the sub questions and ultimately answering the central research question. The operationalisation (Table 7) of the variables is also used to analyse the interviews. The systematic way of research by using the operationalisation for the interview manual,

the analysis and the results enhances standardisation, which increases the reliability of this research (Babbie, 2004). Important to note is that the operationalisation of the variables (Table 7) is used as a basis for the questions for managers and employees. However, differences exist in the questions for the different respondent groups. The full interview manual for managers is to be found in Appendix 4, and the interview manual for the employees is to be found in Appendix 5. The next paragraphs discuss the general guidelines and briefly illustrate differences between the questions for managers and the questions for employees.

Formality of learning activities

The first part of the interview is oriented at the learning activities. This study makes a distinction between ways of development for the functional competences and ways of development for generic competences. In line with the research by Wognum & Bartlett (2002) managers are interviewed. It is however possible that there are differences in perceptions between employees and managers (Chen & Wognum, 2003 in Horstink, 2008). Hence, this study includes both managers and employees in the interviews, which makes it possible to assess if there are differences between both groups, and if it is possible to explain these differences. This study also discusses the participation of employees in learning activities for the past year. An example of such a question is: "In which way were you concerned with the development of competences for your employees" (in Dutch: *Op welke manier houdt u zich bezig met competentieontwikkeling van uw medewerkers?*). We assume that all employees are to some extent concerned with development of their competences.

The interview also includes questions to determine the formality of learning activities oriented at functional competences, and the formality of learning activities oriented at generic competences. Because the emphasis in the organisation is being placed on the functional competences (referring to Paragraph 2.3) managers and employees are first asked if they are concerned with functional or people-oriented competences, or possibly with both. An example of such a question is: "Are you concerned with the development of functional competences, people-oriented competences or both" (in Dutch: *Houdt u zich bezig met de ontwikkeling van functiegerichte of mensgerichte competenties, of beide?*). The answer at this question is used to determine whether one type or both types of competences are developed. To assess the learning activity's formality, related to the competence's nature, the four aspects mentioned by Colley et al (2003) are used. Furthermore, their study presents a number of items to determine the formality of each of the aspects. For the process five items are used; for the location/setting three items are used; for the purpose two items are used and, finally, for the content three items are used (referring to Table 4). There is however some overlap between the items for each of the aspects. Horstink (2008) illustrates that items like "official assessment" versus "no assessment" and "external certification" versus "no certification" are very much alike. Therefore, only one of them is used as an item in the interview. Additionally the items "teacher-centred" and "structured by the teacher", and "practical knowledge" and "everyday knowledge" are reduced to only one item. Eventually, three items are used to determine the formality of process; two items are used for place/setting and purposes; and one item is used to determine the formality of content. Overall, the activities to develop task-oriented competences and the activities to develop people-oriented competences are judged on the following eight attributes (Horstink, 2008 and Table 7):

1. Institutionalised learning activities versus incidental learning activities (Process);
2. Teacher centred versus learning centred (Process);
3. Official assessment versus no assessment (Process);

4. School or training location versus workplace (Location/setting);
5. Structured curriculum versus no specific curriculum (Location/setting);
6. Learning as the primary goal versus working as the primary goal (Purposes);
7. Predetermined goals versus flexible/ad hoc goals (Purposes);
8. Expert knowledge versus practical knowledge (Content).

Since the interview is semi-structured the questions are generally oriented at the four aspects. The questions regarding these aspects are formulated on the basis of Horstink (2008), who developed a questionnaire in which statements are used to determine the formality of learning activities. We used these statements as a basis to formulate questions for this research. Since formality of an activity is largely dependent on experiences and perceptions there are some differences in the questions for managers and employees. The questions for the managers are more generally oriented, because all learning activities within a specific department are involved. An example of such a question is: "Is development of the task-oriented competences determined in the organisational policies" (in Dutch: *Is het ontwikkelen van taakspecifieke competenties vastgelegd binnen de organisatie/afdeling?*). The questions for the employees are more detailed, preferably by referring to a recent learning activity in which an employee participated. An example of such a question is: "Where took the learning activity place" (in Dutch: *Waar vond de leeractiviteit plaats?*). When it is not possible to clearly define an aspect as formal or informal the respondents are asked what is most prevalent.

Transferability of learning activities

Next to the formality, the interviews are also oriented at the transferability of learning activities, comprising activities that focus on the development of functional competences and activities that focus on the development of generic competences. To assess the transferability of learning activities, related to the competence's nature, the two aspects mentioned by Kim & Lee (2001) are used. To determine the transferability of the aspects their study presents a number of items, the emphasis aspect uses two items and the similarities aspect uses one item. All items are used within this research. The interview questions regarding these aspects are formulated on the basis of Kim & Lee (2001). They provide numerous examples to illustrate how to determine the transferability of a learning activity. The basic question for both respondent groups: "Is the learning activity oriented at specific practical knowledge or at general knowledge" (in Dutch: *Is de leeractiviteit gericht op toepassing in de praktijk, of op theoretische kennis?*). Based on the answers regarding formality and transferability of learning activities it is determined what kind, or what kinds of learning activities (Figure 4) are used to develop either functional or generic competences.

Preconditions for competence development

The second part of this research is oriented at the presence of the individual and organisational preconditions, which are essential for competence development. The current studies that focus on these preconditions are largely based on quantitative research, often in the form of surveys (e.g. Van der Heijden et al, 2009; Nauta et al, 2009; Breukers, 2010). A benefit of these studies is that there is already some clarity about the conditions and how to measure them. However, to apply them within the qualitative approach of this research it is of importance to convert the items into open-ended or closed questions.

Motivation to learn

Motivation to learn discusses an employee's underlying motivation to participate in training and education activities. Major et al (2006), Keller (2008) and Breukers (2010) present a number of variables that are used to determine an employee's motivation to learn. The five variables that are used in this study are:

(1) Motivation to work;
(2) Eager to learn;
(3) Regard training as useful;
(4) Act proactive;
(5) Show self-initiative to follow training.

Because motivation to learn is subjective, a distinction is made between managers and employees. Managers are asked about their employees' perception. Hence, the questions are oriented at observable aspects. An example of a question is "Do employees come up with requests to follow a specific training" (in Dutch: *Komen medewerkers met voorstellen om trainingen te volgen?*). The employees on the other hand are asked about their own opinion. An example of such a question is: "What is the value of the training opportunities that are offered" (in Dutch: *Wat is voor u de waarde van trainingen die aangeboden worden?*).

Ability to learn

The conceptual framework illustrates that the ability to learn influences an employee's opportunity to participate in training and development activities. To determine whether someone is able to learn the following variables are taken into account (referring to Forrier & Sels, 2003; De Grip et al, 2004; Wittekind et al, 2010):

(1) The level of prior education;
(2) Training participation in the past;
(3) Capacity to change jobs;
(4) Career expectations.

The purpose of this study is to determine if employees have the capacity to develop competences. For both respondent groups the same set of questions is used. The only adjustment is the way in which the questions are asked. Examples of questions are: "What role plays the level of prior education with regard to participation in learning activities" (in Dutch: *Welke rol speelt uw opleidingsniveau?*) and "To what extent is frequent job change of influence on participation on training and development activities" (in Dutch: *Hoe belangrijk is je arbeidsverleden, verschillende functies of lange tijd reeds werkzaam in dezelfde functie?*).

Supervisor support

Supervisor support is an important organisational factor, which also influences an employee's motivation to learn. On the basis of literature (Seyler et al, 1998; O'Connell et al, 2008; Van der Heijden et al, 2009; Breukers, 2010) five variables are identified that are used to determine supervisor support:

(1) Personal development conversations with employees;
(2) Assign employees to challenging tasks;
(3) Get people to work together;
(4) Setting and evaluating targets;
(5) Suggestions for training possibilities.

The questions for the interviews are based on the questionnaire by Breukers (2010), important to note is that the questions for the managers focus on the support they provide, and the questions for the employees focus on the support they perceive. An example of a question for a manager is: "How often do you have personal development conversations with your employees" (in Dutch: *Hoe vaak heeft u persoonlijke ontwikkelingsgesprekken met uw mede-werkers?*). An example of a question for an employee is: "Do you set and evaluate targets in cooperation with your supervisor" (in Dutch: *Worden er ook leerdoelen opgesteld? And: Op welke manier worden deze geëvalueerd?*).

Learning climate

Marsick & Watkins (2003) developed the Dimensions Learning Organisation Questionnaire (DLOQ) to determine the presence of a learning climate. Their study suggests that there are seven distinct but interrelated dimensions in a learning organisation. To determine the presence of a learning climate five variables are used (Marsick & Watkins, 2003):

(1) Continuous learning and change;
(2) Self-development individually and in teams;
(3) Encourage experimentation;
(4) Empowerment;
(5) Provision of needed resources.

The questions regarding these variables are formulated on the basis of statements that are used in the questionnaire by Marsick & Watkins (2003). For example: "To what extent are employees encouraged to experiment" (in Dutch: *In welke mate worden medewerkers gestimuleerd te experimenteren?*) and "What are the possibilities to come up with suggestions for process improvement" (in Dutch: *Welke mogelijkheden zijn er voor het aandragen van bijvoorbeeld proces-verbeteringen?*).

Networks

It is only since the 1990s that networks are regarded as a means to develop competences (Håkansson et al, 1999). Learning in networks involves not only making use of your own knowledge, but also of that from your stakeholders. The amount of learning is highly dependent on the relationship between the participating parties (Awuah, 2006). Ultimately, this research defines four variables that determine whether people learn by making use of networks:

(1) Collaboration between people with different backgrounds;
(2) Knowledge sharing between the departments;
(3) Working in interdepartmental teams;
(4) Learning together.

The questions for the managers are mainly oriented at the ways to support the use of networks, for example: "Do you make use of interdepartmental project teams" (in Dutch: *Wordt er gebruik gemaakt van project-teams met mensen uit verschillende afdelingen?*). The questions for employees are oriented at the possibilities and opportunities they perceive, for example: "What possibilities are there to participate at another department" (in Dutch: *Wat zijn de mogelijkheden om bijvoorbeeld op een andere afdeling mee te draaien?*).

Core individual competences

In the final part of the interview we discuss the organisation's core individual competences, which are defined in the competence profiles (Gemeente Maastricht, 2010). In accordance with Van der

Heijde & Van der Heijden (2006) occupational expertise is taken into account, as well as the more general competences. For the municipality of Maastricht these comprise collaboration, result-driven, customer-driven and integrity (Paragraph 2.2). The reason that these competences are included in the interviews is that the organisation wants to know whether the employees are familiar with the organisation's core competences. Additionally managers and employees are asked about the value of occupational expertise and the core individual competences for employability. Examples of questions are: "What is the value of core competences for employability" (in Dutch: *Wat is voor u de waarde van generieke of kerncompetenties met betrekking tot employability?*) and "To what extent is occupational expertise important for employability" (in Dutch: *Wat is voor u de waarde van functiecompetenties met betrekking tot employability?*).

4.4   Pilot study

As aforementioned, we based the questions for the interviews partially on existing questionnaires (Marsick & Watkins, 2003; Horstink, 2008; Breukers, 2010), and we partially formulated them on the basis of the conducted literature study. To ensure that the interview questions are appropriate for the sample at hand a pilot study has been carried out. The purpose of this pilot is to find out whether the interview location is appropriate, if the questions are understandable and what the role of the interviewer should be.

On the basis of the pilot study we found that the location gives a safe and comfortable feeling to all respondents, because the room is located at their own department. These meeting rooms are also used for regular meetings with colleagues. The interview with the employee lasted about 40 minutes, while the interviews with the managers lasted about 50 minutes. This difference exists because the managers are more extensive in their answers. With regard to the interview questions it is found that the concept of employability is known by both managers, but not by the employee. The questions for the employees are therefore adjusted, using Van der Heijden's (2002) definition of employability: a combination of internal flexibility and mobility. An example of such a question is: "What do you think about employability (internal flexibility and mobility)" (in Dutch: *Wat denkt u van employability (flexibele inzetbaarheid en mobiliteit)?*). All questions oriented at the formality scale (Horstink, 2008) are understandable, thus no changes are needed. With regard to the conditions for competence development one question, oriented at the presence of a learning climate, is adjusted, because asking about development within the job was related to formal learning activities. The question therefore is: "What learning opportunities, with the exception of formal training and education, do you have in your job" (in Dutch: *Hoe wordt aandacht besteed aan leren en ontwikkelen tijdens de dagelijkse werkzaamheden?*). The questions towards the organisation's core competences are understandable and therefore not changed.

A final remark to be made concerns the development of competences. All respondents tend to only mention training and education when we asked them about means to develop competences. Learning-by-doing or participation in projects is seen as regular activities that are part of your day-to-day job, and is not regarded as means to develop competences. Hence, respondents are instructed that competences are not only developed during training and education. As a consequence of this acknowledgement the respondents think about alternative ways of learning and these are discussed during the interview.

5. Preparing the data for analysis

In this chapter we concern analysis of the qualitative data that has been conducted during the semi-structured interviews. Miles (1979) illustrates there are a number of reasons that qualitative data are attractive: they are rich, full, earthy, holistic, real; the data collection requires minimal front-end instrumentation; they lend themselves to the production of serendipitous findings (being lucky to find things you were not looking for) and adumbration (an imperfect representation) of unforeseen theoretical leaps; and it can be useful played off against quantitative information from the same organisational setting to produce more powerful analyses than either sort of information could have produced alone (p. 590). However, making use of qualitative data has its weaknesses and problems as well. Important to acknowledge are the risk of overload, the energy required to make the data comparable, and the eventual data analysis (Miles, 1979). Emphasis should therefore be placed on an accurate reduction of the data. One method to reduce this data is within-case analysis. Eisenhardt (1989) clarifies that within-case analysis involves detailed case study write-ups for each case. In order to get an overview of all the data there are multiple methods to use: i.e. teaching cases, narrative descriptions, tabular displays and graphs. In fact the number of approaches is as much as the number of researchers (Eisenhardt, 1989). To enhance the data analysis Saunders et al (2007) suggest having a look at the research approach. This is either inductive, this involves building up a theory that is adequately grounded in your data, or deductive, this involves the use of existing theory to shape the approach to the qualitative research process and the aspects of data analysis.

In this research we use a deductive approach. Existing literature and theory (Paragraph 3.4.2) are used as a basis to formulate research questions. One of the benefits of this kind of research is that we are able to define categories based on interview questions. This implies that there already is an initial set of categories that is derived from the theoretical and conceptual framework, which is linked to the research questions and objectives (Miles & Huberman, 1994 in Saunders et al, 2007). Subsequently, this set is used to organise the data on the basis of the subjects within the interview: competence development, presence of preconditions for competence development, and core individual competences.

5.1 Organising data for the formality and transferability of learning activities

The first part of the interview is oriented at the formality and transferability of the current learning activities within the organisation. Important to acknowledge is that a distinction is made between the activities to develop functional competences, and the activities to develop generic competences. The conceptual framework illustrates that the degree of formality, as well as the transferability of a learning activity have to be taken into account. Eventually these insights are used to determine the kind of learning activity that is used. An overview of the answers regarding the development of task-oriented competences and people-oriented competences is provided in Appendix 6 *Managers' opinion about competence development* and Appendix 7 *Employees' opinion about competence development*. These data serve as a basis for the distinction between the development of functional competences and the development of generic competences (Appendices 8, 9, 10, 11). However, these are raw data and it is therefore difficult to compare the answers of multiple respondents. To enhance a comparison within and between the groups of respondents it is necessary to reduce the data. Miles & Huberman (1984) mention that data reduction is not necessarily quantification, it is also transformation. Moreover, data reduction is an important part of the analysis because it

sharpens, shorts, focuses and organises the data in a way that final conclusions are drawn and verified. This research uses the variables in Table 7 (Paragraph 4.3) as a basis for the categorisation. These variables offer a range of items to determine the formality or transferability of a learning activity. The respondents' answers are converted into these items, which are subsequently used to provide a case-level summary of the interviews; divided by the competence's nature. An overview of the formality and the transferability for the learning activities to develop *functional* competences is provided in Appendix 8 *Managers' experiences with regard to the formality and abstraction of learning activities to develop functional competences* and Appendix 9 *Employees' experiences with regard to the formality and abstraction of learning activities to develop functional competences*. An overview of the formality and the transferability for the learning activities to develop *generic* competences is provided in Appendix 10 *Managers' experiences with regard to the formality and abstraction of learning activities to develop generic competences* and Appendix 11 *Employees' experiences with regard to the formality and abstraction of learning activities to develop generic competences*.

5.2   Organising data for the preconditions of competence development

The second part of the interview is oriented at the presence of preconditions for competence development within the organisation. On the basis of the conceptual framework it is clarified that a distinction is made between the individual factors and the organisational factors. Eventually, the following five preconditions are needed to ensure the success of a learning activity:

(1) Motivation to learn;
(2) Ability to learn;
(3) Supervisor support;
(4) Learning climate;
(5) Networks.

Motivation to learn and ability to learn are individual factors. Supervisor support, learning climate and networks are organisational factors. An overview of the answers regarding the presence of the preconditions is provided in Appendix 12 *Managers' view on preconditions within their department* and Appendix 13 *Employees' experience and view on preconditions for development*. However, these are raw data, which makes it hard to compare the answers within and between respondent groups. It is therefore necessary to reduce the data. This research uses the aspects, dimensions and forms in Table 7 (Paragraph 4.3) as a basis to categorise the answers. Subsequently, these categories are used to provide a case-level summary of the presence of individual and organisational factors in Appendix 14 *Presence of the preconditions for competence development according to the managers* and Appendix 15 *Presence of the preconditions for competence development according to the employees*. Eventually, the interview results are discussed in Chapter 6.

6. Results

In this chapter we describe the outcomes of the interviews with the team and sector managers and the employees. We first discuss the core individual competences, which are comparable with the generic competences of employability (referring to Table 1, Paragraph 2.2). However, the findings of the preliminary interviews (Paragraph 2.3) illustrate that development of these competences is not emphasised. This is important to note, because employees should possess occupational expertise and generic competences to become employable (Van der Heijde & Van der Heijden, 2006). Hence, in this we study determine if the respondents are familiar with the core individual competences and what they mean to them. Subsequently, we use the interview findings to determine in what way functional and generic competences are developed, and whether the preconditions for competence development are present within the organisation. Eventually we answer the research questions (Paragraph 3.4.2) in this chapter.

6.1 Core individual competences

Loonen (2010) illustrates that the municipality of Maastricht defines three core competences: choosing; connecting and learning. To contribute to these core competences the organisation derives the following four individual competences from them: collaboration; result-orientation; customer-orientation and integrity. These should be possessed by every employee within the organisation and are defined as core individual competences. They are comparable with the four generic competences of employability (Van der Heijde & Van der Heijden, 2006), which implies that development of these competences contributes to the employability of the workforce. Hence, it is important to determine whether the managers and employees are familiar with the core individual competences, and what they mean to them; with regard to their function and their employability. This is discussed in the following section of this paragraph.

The interview outcomes illustrate that all managers (100%) are familiar with the core individual competences. However, only four of six managers (67%) regard them as valuable. For the employees on the other hand it is found that six of nine employees (67%) are familiar with the core individual competences. Nevertheless, when these competences are displayed to the employees there are eight respondents (89%) who indicate that the core individual competences are valuable. Referring to the employees' answers it is found that managers play an important whether the core individual competences are known. An employee who is not familiar with them mentions: "*de afdeling is uitvoeringsgericht en daarom legt de manager de nadruk op taakgerichte competenties*" (in English: the department is oriented at the execution of tasks, the manager therefore emphasises task-oriented competences).

Furthermore we found that managers and employees consider the core individual competences as the basic competences to work. There is however a remarkable difference between both respondent groups. The managers view the core individual competences only as a basis for broad employability. They perceive that these competences are not valuable for the function. Contrary, the employees regard them as a basis for their function and their employability. One of them mentions: "*alle competenties worden gebruikt tijdens de dagelijkse werkzaamheden: focus op het samenwerken tussen en binnen afdelingen, je bent gericht op het resultaat, je bent klantgericht omdat je dagelijks contact met klanten hebt, en integriteit tot slot is nodig voor het nemen van besluiten*" (in English: all competences are used during everyday work: there is a focus on collaboration within and between

departments; you are oriented at the result; you are customer-oriented, because you have contact with customers on a daily base; and, finally, integrity is needed for taking your decisions).

Overall, we found that all managers and the majority of the employees are familiar with the core individual competences. However, there are differences between both respondent groups regarding the value of these competences. There is no consensus among the managers, whereas the employees perceive that they are valuable for the function and the employability. The core individual competences contribute to collaboration within and across departmental boundaries.

6.2   Formality and transferability of learning activities

In the literature review we illustrated that there is not one best way to develop either functional competences or generic competences. Rather, a combination of multiple learning activities is needed to enhance both kinds of competences. In this research we take into account the formality and transferability to determine which kind of learning activity is used. Moreover, we describe the current learning activities within the municipality of Maastricht, thereby distinguishing between activities to develop functional competences and activities to develop generic competences.

Before the interview outcomes are discussed there are a number of things that have to be taken into account. All respondents, both managers and employees, are asked how much attention is being paid to both kinds of competences (Appendices 6 and 7). Two out of five managers and five out of nine employees say that it is 50-50; two employees say that it is 90% functional and 10% generic; two managers and one employee say that it is 70% functional and 30% generic; and, finally, one manager and one employee say that it is 40% functional and 60% generic. Important to acknowledge is that this is the respondents' perception. However it does indicate that seven out of fourteen respondents perceive that attention being paid to both kinds of competences is equal, five out of fourteen respondents perceive that more attention is being paid to functional competences, and two out of fourteen respondents perceive that more attention is being paid to generic competences.

Furthermore the interviews with the managers and the employees provided a lot of information. To enhance the analysis and answer the research questions it is necessary to summarise all information (Appendices 8 – 11) into one overall picture. The scores at the formality aspects: process, location, purpose and content (Malcolm et al, 2003), and the scores at the transferability aspects: emphasis and similarities (Kim & Lee) are used to provide this overview in Table 8. In the following part of this paragraph we briefly explain how the scores at these aspects are used to determine respectively the formality and transferability of learning activities.

Important to acknowledge is that the interviews involved only a small number of respondents, which has some implications for the findings. To determine whether a learning activity is e.g. formal, a minimum of 75% of the respondents has to regard it as formal. For the managers this implies that at least four of the five managers have to agree that a learning activity is formal. For the employees it should be noted that nine respondents answered the questions regarding functional competences and eight respondents answered the questions regarding generic competences. This implies that, for the functional competences, at least seven of the nine employees have to agree that a learning activity is formal. And, for the generic competences, at least six of the eight employees have to agree that a learning activity is formal. This is discussed in the following paragraphs.

Formality of learning activities to develop functional and generic competences

Malcolm et al (2003) use a continuum to characterise learning activities, which this implies that the formality items are not formal or informal, but they are be more formal or more informal. In this research we also use a continuum, but in a rather different way. Each formality item in Table 8 is defined as formal/informal. The scores at the items should be read as formal/informal, with the sum of the scores equalling the total number of respondents. Subsequently, the scores at the items are used to define an aspect as more formal or more informal. Eventually, these aspects are used to determine the place of a learning activity along the continuum.

Transferability of learning activities to develop functional and generic competences

To determine the transferability of a learning activity Kim & Lee (2001) use a continuum. This implies that the transferability items are not oriented at near transfer or far transfer, but at relatively near transfer or relatively far transfer. In this research we also use a continuum, but in a rather different way. The items for transferability (Table 8) are defined as near transfer/far transfer. Also, the scores on these items should be read as near transfer/far transfer. The sum of these scores equals the total number of respondents. Subsequently, the scores at the items are used to define an aspect as oriented at near transfer or oriented at far transfer. Eventually, the aspects are used to determine the place of the learning activity along the continuum.

Table 8

Managers' and employees' perception regarding the formality and transferability aspects for the functional competences and the generic competences

	Functional competences		Generic competences	
	Managers (n=5)	Employees (n=9)	Managers (n=5)	Employees (n=8)
Formality				
Process				
- Institutionalised/Incidental	5/0	9/0	1/4	3/5*
- Teacher-centred/Learner-centred	5/0	7/2	1/4	2/6
- Official assessment/No assessment	1/4*	1/8*	0/5	0/8
Location				
- School or training location/Workplace	4/1	8/1	1/4	1/7
- Structured curriculum/No curriculum	4/1	8/1	2/3*	3/5*
Purpose				
- Learning as primary goal/Working as primary goal	2/3*	4/5*	0/5	0/8
- Predetermined goals/Ad/hoc goals	5/0	8/1	3/2*	3/5*
Content				
- Expert knowledge/Practical knowledge	4/1	7/2	0/5	0/8
Transferability				
Emphasis				
- Specific concepts/General concepts	3/2*	8/1	0/5	1/7
- Procedures/Broad principles	3/2*	7/2	0/5	1/7
Similarities				
- Close match/Approximate match	3/2*	6/3*	4/1	6/2

Note. The table illustrates the division of the respondents among the formal/informal items, or near transfer/far transfer items: e.g. eight employees perceive that the development of functional competences takes place at a school or training location, and one employee perceives that it takes place at the workplace.

* The score does not meet the 75% criterion that is needed for consensus

6.2.1 Formality and transferability of learning activities to develop functional competences

In order to provide a clear overview of the interview outcomes we first discuss the findings for the formality aspects: process, location, purpose and content, and subsequently the findings for the transferability aspects: emphasis and similarities. Additionally, notorious findings, as well as differences between managers and employees, are highlighted. Eventually, we use this information to answer research question 1a.

Formality

Table 8 shows that the managers' answers and the employees' answers are quite similar. Both groups indicate that the functional competences are developed in a more formal way. Moreover, almost all aspects have a score that meets the 75% criterion. For example, all respondents indicate that the learning activities to develop functional competences are institutionalised in the organisation. Furthermore, it is found that four of the five managers (80%) and eight of the nine employees (89%) mention that the activities have a structured curriculum.

A remarkable finding is that managers and employees indicate that the primary goal of a learning activity is working, while both respondent groups mention that the content of the activity is oriented at expert knowledge. This is contradictory, because the items are to some extent comparable, but the respondents' score on the former is on the informal side and the respondents' score on the latter is on the formal side. Additionally it is found that two process aspect items score highly on the formal side, while the final item, whether the activity is officially examined, scores highly on the informal side. The activities are not examined with an official assessment. One manager says: "*je krijgt geen papiertje voor je deelname*" (in English: you do not receive a certificate for your participation).

Transferability

In Table 8 it is illustrated that managers' answers and the employees' answers are quite similar. And these indicate a focus on direct applicability of competences in the current function. For example, three managers (60%) and eight employees (89%) indicate that the learning activities are oriented at specific concepts. And three managers (60%) and six employees (67%) mention that there is a close match between the learning activity and practice. This is best illustrated by an employee's answer: "*als ik de opgedane kennis niet over kan dragen naar mijn werk dan kan ik net zo goed geen training of scholing volgen, want dan heb ik er niets aan*" (in English: if I am not able to transfer the gained knowledge to my job, then following training or education is useless).

It is remarkable that only the employees' score meets the 75% criterion on both emphasis aspects, while the managers do not meet this criterion at a single aspect for transferability. This indicates that there is no consensus among the managers regarding the transferability of the learning activities.

Overall, we found that the formality aspects: process, location and content are on the more formal side (taking into account the 75% criterion). For the purpose aspect we found that one item is on the formal side and one item is on the informal side. Hence, it is not possible to define this aspect either as more formal or more informal. The scores indicate that the learning activities to develop functional competences are on the formal side, near the extreme of the continuum.

For the transferability aspects we found that both emphasis and similarities are on the near transfer side. However, only the employees' score on the items specific concepts and procedures meets the

75% criterion. The scores indicate that the learning activities to develop functional competences are oriented at relatively near transfer. It is however not possible to define whether they are near the centre or near the extreme of the continuum.

6.2.2 Formality and transferability of learning activities to develop generic competences

In order to provide a clear overview of the interview outcomes we first discuss the findings for the formality aspects: process, location, purpose and content, and subsequently the findings for the transferability aspects: emphasis and similarities. Additionally, notorious findings, as well as differences between managers and employees, are highlighted. Eventually, we use this information to answer research question 1b.

Formality

Table 8 illustrates that the managers' answers and the employees' answers are quite similar. These indicate that the generic competences are developed in a more informal way. Taking into account the 75% criterion it is shown that two of the four aspects meet this criterion. For example, it is found that four of the five managers (80%) and seven of the eight employees (88%) indicate that the development of generic competences occurs during everyday work. Additionally Table 8 shows that all managers and all employees acknowledge that the content of the learning activity is oriented at practical knowledge.

A remarkable finding is that the managers' scores and the employees' scores do not meet the 75% criterion at the curriculum aspect. This indicates that there are differences between departments. Some departments use a structured curriculum to develop generic competences, whereas other departments do not use a curriculum at all. Additionally there are two items in which there is a clear difference between managers and employees. For the process aspect it is found that one manager (20%) indicates that the activities are institutionalised, in comparison three employees (38%) indicate that the activities are institutionalised. The other difference is found in the purpose aspect: three managers (60%) indicate that the goals for the learning activities are predetermined, while only three employees (38%) indicate that the goals are predetermined.

Transferability

Table 8 illustrate that the managers' answers and the employees' answers are quite similar. These indicate that there is a focus on broad applicability of the competences within the current function. The scores of both respondent groups on the emphasis aspect meet the 75% criterion. For example all managers (100%) and seven employees (88%) mention that the activities are oriented at broad principles. Furthermore, we found that four managers (80%) and six employees (75%) mentioned that there is a close match between the learning activity and practice.

It is remarkable that more than 75% of both respondent groups mentioned that there is a close match between the learning activities and practice. This indicates a relatively near transfer, contrary the scores at the emphasis items indicate that the learning activity is oriented at relatively far transfer.

Summarised, we found that the score for the process aspect and the content aspect are on the more formal side (taking into account the 75% criterion). For the location aspect and the purpose aspect it

is not possible to define them as more formal or more informal, because the scores at the items of these aspects are more divided. Overall, the scores indicate that the learning activities to develop generic competences are on the more informal side, though it is not possible to define whether they are near the centre or near the extreme of the continuum.

With regard to the transferability aspects we found that emphasis is on the relatively far transfer side of the model (taking into account the 75% criterion). Contrary, we found that similarity is on the relatively near transfer side of the model (also using the 75% criterion). These scores indicate that the learning activities to develop generic competences are oriented at relatively far transfer, near the centre of the continuum.

6.3   Preconditions for competence development

In the literature review we illustrated that to ensure competence development there is a number of preconditions that need to be present within the organisation. These are divided into individual factors: motivation to learn and ability to learn, and organisational factors: supervisor support, learning climate and networks. In this paragraph we determine if these factors are present within the municipality of Maastricht.

As aforementioned, we gathered a lot of information during the interviews with the managers and the employees. To enhance the analysis and answer the research questions it is necessary that the information (Appendices 12 – 15) is summarised into one overall picture. Table 7 in Paragraph 4.3 illustrates that the five preconditions: motivation to learn; ability to learn; supervisor support; learning climate and networks, have a number of variables to determine their presence within the organisation. These preconditions, and their variables, are used to summarise the information. Eventually, we present an overview in Table 9.

Taking into account the information about the preconditions Table 9 should be read as follows: all variables in the table are seen as characteristics of the specific precondition. Consequently, the questions are used to determine which variables are found within the organisation. The score in the table represents the number of respondents that indicate the presence of a variable within the organisation.

As illustrated in Table 9 the answers of six managers and nine employees are used to gain insight into the preconditions for competence development. It is important to acknowledge that there are only a small number of respondents, because this has some implications for the results. To determine the presence of a precondition's variable within the organisation it is necessary that a minimum of 75% of the respondents say that it is present. For the managers this implies that at least five of the six managers have to mention that it is found, for the employees this implies that at least seven of the nine employees have to mention that it is found. We discuss these outcomes in the next paragraphs.

Table 9

Presence of individual and organisational factors according to managers and employees

	Managers (n=6)	Employees (n=9)
Motivation to learn[a]		
- Motivation to work	6	9
- Eager to learn	3	9
- Training as useful	3	8
- Proactive	3	6
- Self-initiative towards development	0	4
Ability to learn[a]		
- Level of prior education	4	6
- Training participation in the past	2	7
- Believe in capacity	3	8
- Career history	5	7
Supervisor support		
- Development conversations	5	5
- Challenging tasks	0	1
- Work together	5	8
- Set targets	6	7
- Training suggestions	6	8
Learning climate		
- Continuous learning	5	9
- Self-development	6	9
- Experiment	6	7
- Empowerment	4	6
- Provide resources	1	0
Networks		
- Collaborate with different backgrounds	6	9
- Knowledge sharing	0	0
- Interdepartmental projects	1	3
- Learn together	0	0

Note. The table illustrates the number of respondents that perceive that a factor is present within the organisation: e.g. five managers mention that they have development conversations with their employees.

[a] The managers are asked to give their perception of the whole department regarding the preconditions motivation to learn and ability to learn.

6.3.1 Presence of the individual factors

In order to provide a clear overview of the interview outcomes we first discuss the findings for the motivation to learn. These encompass motivation to work; eager to learn; training as useful; proactive and self-initiative towards development. Subsequently, the findings for ability to learn are discussed. These encompass level of prior education; training participation in the past; believe in capacity and career history. For this overview the managers' and the employees' answers are taken into account. Important to mention is that the employees are asked about their personal opinion, whereas managers are asked to answer the questions based on experiences at their department during everyday work. Additionally notorious findings, as well as differences between the managers and employees are discussed. Eventually, we use this information to answer research questions 2a and 2b.

Motivation to learn

The first precondition that is discussed is the motivation to learn. Table 9 illustrates that there are differences between the managers' answers and the employees' answers. For example, three out of six managers (50%) perceive that employees regard training as useful, whereas eight out of nine employees (89%) mention that they regard training as useful. Furthermore, it is found that three managers (50%) perceive that employees are eager to learn, whereas all employees (100%) mention that they are eager to learn. Taking into account the 75% criterion it is shown that the employees are more positive than the managers. However, important to note is that the managers are asked to answer the question for their entire department. Contrary, the employees are only asked about their own opinion. One manager says: "*een gedeelte van de medewerkers wil zich graag ontwikkelen, terwijl een ander gedeelte zich prima voelt in zijn of haar huidige functie*" (in English: a part of the employees is eager to develop, whereas another part feels comfortable in his or her current function).

It is remarkable that there are so many differences between managers and employees. Moreover, there is only one variable, motivation to work, at which both respondent groups have a similar score. Another interesting difference is that none of the managers perceives that employees show self-initiative towards development, whereas four employees (44%) mention that they do show self-initiative.

Summarised, we found that there are clear differences between managers and employees. This is important to acknowledge, because the research question discusses the employees' motivation to learn. Taking into account the 75% criterion we found that both respondent groups perceive that there is a motivation to work. However, the managers' overall perception is that motivation to learn is low. Contrary, the employees' answers indicate a high motivation to learn. Overall, a number of variables are present within the organisation.

Ability to learn

The second precondition that is discussed is the ability to learn. Table 9 illustrates that there are some similarities between the managers' answers and the employees' answers. However, there are also differences between the respondent groups' answers. Regarding the similarities we found that both groups meet the 75% criterion for career history. Moreover, five managers (83%) and seven employees (78%) mention that career history plays an important role with regard to the ability to learn. On the other hand there are only three managers (50%) who indicate that believe in capacity

plays an important role (thereby not meeting the 75% criterion), whereas eight employees (89%) perceive this variable as important.

Table 9 also illustrates that some remarkable differences exist between the managers' answers and the employees' answers. With regard to these differences it is found that the managers' scores are far below the employees' scores. For example, seven employees (78%) regard training participation in the past as an important variable for ability to learn, while only two managers (33%) perceive that this variable is sufficient to enhance the ability to learn.

Summarised, we found that a number of variables for the ability to learn is present within the organisation. Taking into account the 75% criterion both managers and employees mention that employees' career history is sufficient. Furthermore, the employees' scores indicate that training participation in the past and believe in capacity also plays an important role. Important to acknowledge is that more than halve of the managers and the employees regard the level of prior education as an important variable, though they do not meet the 75% criterion. Overall the results show that not all variables are present within the organisation.

6.3.2 Presence of the organisational factors

In order to provide a clear overview of the interview outcomes we first discuss the findings for supervisor support. These include: development conversations; challenging tasks; work together; set targets and training suggestions. Subsequently, the findings for a learning climate are discussed. These comprise: continuous learning; self-development; experiment; empowerment and provision of resources. Finally, we discuss the findings for networks. These encompass: collaborate with different backgrounds; knowledge sharing; interdepartmental projects and learning together. The managers' answers and the employees' answers are taken into account to provide an overview. Additionally, notorious findings, as well as differences between the managers and employees are discussed. Eventually, we use this information to answer research questions 3a, 3b and 3c.

Supervisor support
The first organisational precondition we discuss is supervisor support. Table 9 illustrates that the managers' answers and the employees' answers are quite similar. Both respondent groups have a positive perception towards the present supervisor support forms (taking into account the 75% criterion). For example, five managers (83%) and eight employees (89%) mention that there is a focus on working together.

A remarkable difference is found at the development conversations. Five managers (83%) indicate that they have development conversations with their employees. However, only five employees (56%) indicate that they have development conversations with their manager, thereby not meeting the 75% criterion. Important to mention is that differences exist between the departments. One employee says: "*er zijn geen ontwikkelingsgesprekken, wat ertoe leidt dat medewerkers in hun ontwikkeling beperkt worden*" (in English: there are no development conversations, which limit the employees' development). Another employee says: "*er zijn persoonlijke ontwikkelinggesprekken om te kijken naar de behoefte van het individu, in plaats van een gehele afdeling*" (in English: personal development conversations are used to regard individual needs, instead of an entire department). Another remarkable finding is that none of the managers and only one employee (11%) mentions that challenging tasks are used within the organisation.

Summarised, we found that a number of supervisor support forms is present within the organisation. Taking into account the 75% criterion we illustrated that both managers and employees mentioned the presence of supervisor support in the following forms: work together, set targets and training suggestions. Furthermore, five managers (83%) mention that development conversations are also held. Overall, we found that three forms of supervisor support are found within the municipality of Maastricht.

Learning climate

The next organisational precondition we discuss is the presence of a learning climate within the organisation. Table 9 illustrates that the answers of both respondent groups are almost similar, only minor differences exist. The 75% criterion is met at most dimensions for both groups, which indicates that these learning climate dimensions are present within the organisation. For example, all managers and all employees mention that self-development is supported. Also, the findings in Table 9 show that all managers (100%) and seven employees (78%) mention that there is room to experiment.

A remarkable finding is that only one manager (17%) and none of the employees (0%) mention that the needed resources are provided, because all other dimensions are found in the organisation. Furthermore, the results show that the score at empowerment for both respondent groups is 67%, thereby not meeting the 75% criterion.

Overall, we found that most learning climate dimensions are present within the organisation. Taking into account the 75% criterion it is illustrated that managers and employees indicate that there is a focus on continuous learning, support of self-development and room to experiment. Additionally 67% of both respondent groups mention that employees are empowered, though the 75% criterion is not met.

Networks

The final organisational precondition we discuss is the use of networks within the organisation. Table 9 illustrates that the managers' perception and the employees' perception is quite similar. Only one item of networks has a score that meets the 75% criterion. All respondents perceive that there is collaboration of employees that have a different background. However, it is important to note that this collaboration only occurs within one's department.

A remarkable difference between both groups is that only one manager (17%) and three employees (33%) mention that interdepartmental projects are used as a means to develop competences. The employees that do participate in this projects mention that for this participation you have to take the initiative yourselves. This indicates that the managers do not support their employees to take part in these projects. Furthermore, we found that there is no focus on knowledge sharing, and the different departments do not learn together. This indicates that each department operates on its own.

Summarised, we found that only one network item is present within the organisation. This indicates that networks are hardly used as a means to develop competences. Moreover, the interview findings show that employees are not encouraged to participate in interdepartmental projects or look outside their department.

6.4   Summary of the results

In this chapter we provided insight into the results of the interviews with the managers and the employees of the municipality of Maastricht. More specifically, we used the interviews to get insight into the way core individual competences are valued by managers and employees. The learning activities to develop either functional competences or generic competences are categorised on the basis of the degree of formality and the level of abstraction. And we discuss if the preconditions for competence development are found within the organisation. In this paragraph we briefly highlight the overall interview findings.

Core individual competences
We first discuss the findings for the core individual competences, which are comparable with the generic competences of employability. Hence, it is important to determine how the managers and employees regard these competences. The interviews illustrate that differences exist between both respondent groups. There is no consensus among managers regarding the value of core individual competences. Four managers perceive them as valuable for employability, but they do not perceive the value for the function. The other two managers do not regard them as valuable at all, not for the function and not for the employability. Contrary, the employees do have a common view towards the value of the core individual competences. They perceive that these competences are valuable for the function, and also notice their value for the employability.

Formality and transferability of learning activities
Next, the interview findings provide insight into the formality and the transferability of the learning activities. A distinction is made between activities to develop functional competences and activities to develop generic competences.
The interview findings (Table 8) indicate that the activities to develop functional competences are highly formal and oriented at relatively near transfer. Also, the outcomes for the formality items illustrate that the scores for the aspects process, location and content are on the more formal side. This indicates that the learning activities are near the extreme of the continuum. Additionally, the outcomes for the transferability items show that the scores at the aspects emphasis and similarities are on the relatively near transfer side, though differences exist among respondents. The managers' score indicates that learning activities are in the middle of the continuum, whereas the employees' score indicates that the learning activities are near the extreme of the continuum.
Subsequently, the interview findings (Table 8) indicate that the learning activities to develop generic competences are more informal and oriented at relatively far transfer. Likewise, the outcomes for the formality items show that the scores for the aspects process and content are on the more informal side, though there are differences among the respondents regarding the other two aspects. The managers' score indicates that learning activities are in the middle of the continuum, whereas the employees' score indicates that learning activities are near the extreme of the continuum. Furthermore, the outcomes for the transferability items illustrate that the score at the emphasis aspect is on the relatively far transfer side, contrary the score at the similarities aspect is on the relatively near transfer side. This implies that the learning activity is near the continuum's centre, involving both near transfer and far transfer.

Preconditions for competence development

Finally, we use the interview findings to get insight into the presence of the preconditions for competence development within the municipality of Maastricht. A distinction is made between the individual factors: motivation to learn and ability to learn, and the organisational factors: supervisor support, learning climate and networks.

For the individual factors we found that there are differences between managers and employees. With regard to the first individual factor, motivation to learn, managers perceive that this is hardly present at their departments: only one sub variable is present. Contrary, employees perceive that, within the organisation, motivation to learn is moderate: three sub variables are present. Next, we found that the managers perceive that the ability to learn is low at their departments: only one sub variable is present. Employees are more positive and perceive that, within the organisation, ability to learn is moderate: three sub variables are present.

Furthermore, we found that the managers' perception and the employees' perception regarding the presence of organisational preconditions are quite similar. For the first factor, supervisor support, we found that managers perceive this is very present within the organisation: four supervisor support forms are present. The employees perceive that supervisor support is moderate: three supervisor support forms are present. A remarkable difference between managers and employees is that managers are more positive regarding development conversations. Next, managers and employees perceive that a learning climate presence is moderate. Both respondent groups mention that three learning climate dimensions are present within the organisation. A remarkable finding is that that provision of needed resources scarcely occurs. Finally, managers and employees perceive that networks are hardly present within the organisation. Both respondent groups indicate that only one network item is present within the organisation. Networks are hardly used as a means to develop competences.

6.5   Conclusion

We use the information in Paragraph 6.4 is to illustrate the current situation at the municipality of Maastricht within the conceptual model (Figure 5).

Figure 5 illustrates that the learning activities to develop functional competences are on the formal side of the axis and the learning activities to develop generic competences are on the informal side of the axis. For the transferability it is found that both kinds of learning activities oriented at relatively near transfer, which indicates a focus on direct applicability. Also, Figure 5 illustrates that there are minor differences between both respondent groups. Employees perceive that learning activities to develop functional competences are more oriented at near transfer. And for the learning activities to develop generic competences they perceive that these activities are more informal. These findings indicate that the current learning activities are not sufficient to enhance employability.

Furthermore, with regard to the preconditions, Figure 5 illustrates that none of the preconditions is fully present. The employees perceive that the presence of individual factors is moderate, which indicates that they do not regard themselves as fully motivated and able to learn. The managers perceive that employees are hardly willing and hardly able to learn. However, it should be noted that there are no real development conversations within the organisation. Hence, this indicates that it is questionable whether managers have a good view at the employees' motivation and ability to learn. Next, Figure 5 shows that the scores at supervisor support indicate that employees are not fully supported by their supervisors. Finally, it is found that networks are hardly used as a means to

develop competences. This indicates that development is mainly oriented at your own department and thus not at enhancing the employability. Overall, these findings indicate that competence development, and subsequently the employability of the workforce is not supported. The following chapter discusses the implications and consequences of these findings.

	Managers	Employees
Individual factors:		
- Motivation to learn	Hardly	Moderate
- Ability to learn	Hardly	Moderate

	Managers	Employees
Organisational factors:		
- Supervisor support	Very	Moderate
- Learning climate	Moderate	Moderate
- Networks	Hardly	Hardly

Functional competences
Generic competences

Employability

High level of abstraction
(far transfer)

Low degree of
formalisation
(informal)

High degree of
formalisation
(formal)

Low level of abstraction
(near transfer)

Legend

Managers' perception: Employees' perception:

Functional competences   Functional competences

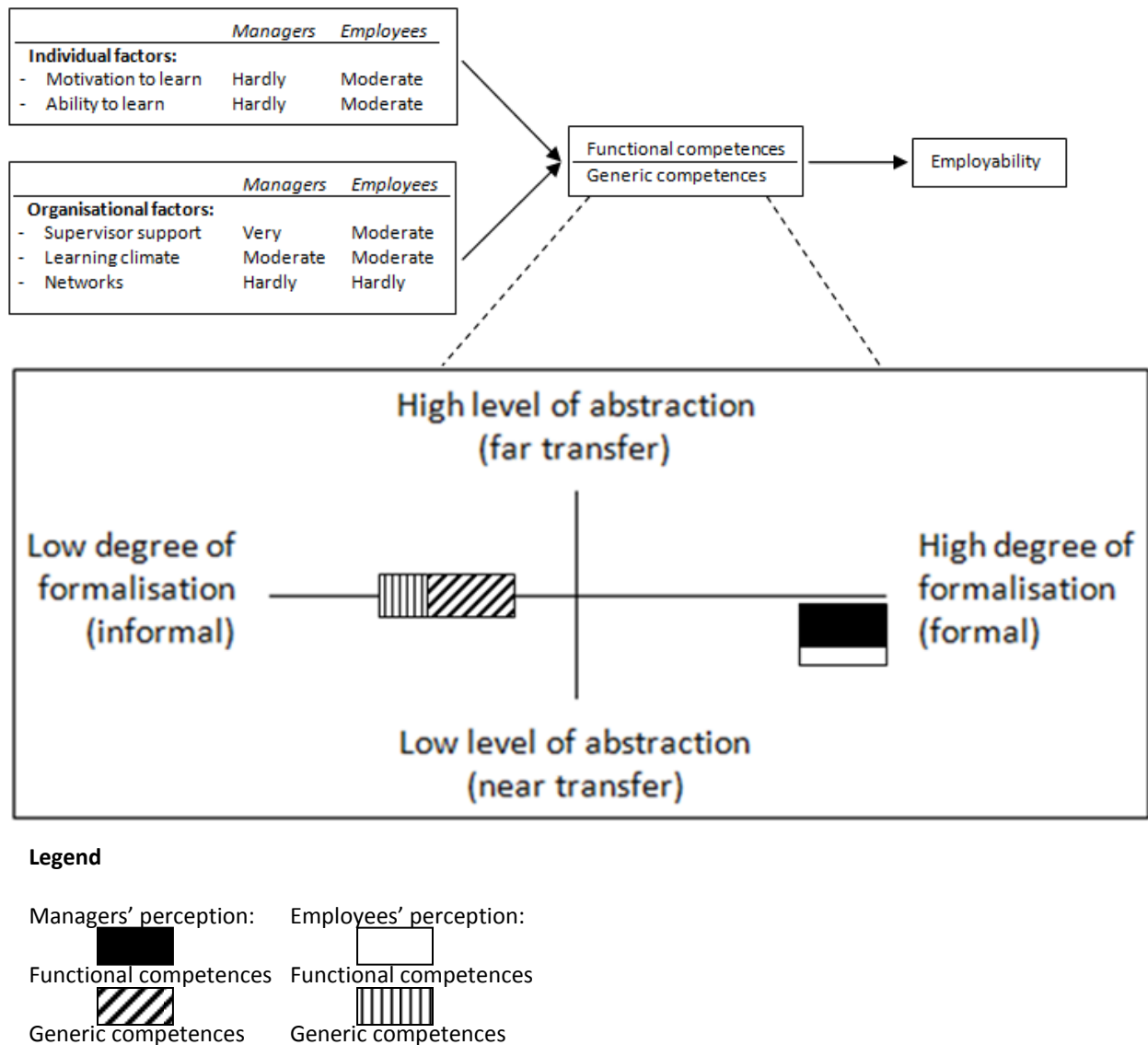Generic competences   Generic competences

Figure 5. Final model with current learning activities and presence of the preconditions within the municipality of Maastricht.

7. Conclusion

The purpose of this study is to enhance the employability of the workforce within the municipality of Maastricht. This is done by focusing on competence development, thereby taking into account the functional as well as the generic competences. An important acknowledgement is that, in order to support competence development, five preconditions have to be present within the organisation. Overall, we found that in the current situation employability is not enhanced. The following section of this paragraph discusses this finding more in-depth.

In order to enhance the employability of the workforce the municipality of Maastricht defined four core individual competences: collaboration; result-orientation; customer-orientation and integrity. Table 1 (Paragraph 2.2) illustrated that these core individual competences are comparable with the generic competences of employability as defined by Van der Heijde & Van der Heijden (2006). Since these competences are generic they should be possessed by every employee within the organisation. However, the interview outcomes show that development of core individual competences is hardly embedded within the organisation. Moreover, we found that organisational guidelines for the development of these competences are lacking. Consequently, the managers focus on their own department and mainly emphasise development of functional competences, which enhances an optimal fit between the employee and the work task (Lawler, 1994; Fowler et al, 2000). However, to enhance the employability it is important that employees do not only develop competences to carry out their current job. They are also required to be flexible and ready for change. This should be facilitated by developing competences that are applicable in a range of different work situations: the generic competences (Nordhaug, 1998).

Subsequently, we found the learning activities to develop functional and generic competence focus on relatively near transfer. This implies that competence development is oriented at the short term and at the employee's current function or department. Additionally, regarding the precondition networks, we found that there is a strong departmental focus. Knowledge sharing between the departments does not occur and only a minority of the employees participates in interdepartmental projects, at the employees' initiative. This implies that the organisation's departments act as islands, with each island having its own goals and development policies that are aligned with these goals. Consequently, employees only develop within their current function or department. This is important to acknowledge, because working in an organisation encompasses more than only carrying out a job (Nordhaug, 1998). Moreover, the focus on direct applicability creates inflexibility, because broad applicability is ignored. For the municipality of Maastricht it is essential that the development of the functional and the generic competences is also oriented outside the current function and the current department (Van der Heijden et al, 2009), otherwise employability is not supported. We found that the managers, as well as the employees are willing to do this. However, the managers perceive that the employees' willingness and capacity to learn is not sufficient. Contrary, employees perceive that they are not fully supported by their managers to develop competences. Moreover, the findings for the core individual competences indicate that managers regard performing in the current function more important than enhancing employability and prepare for the future.

With regard to the learning activities we found that both formal activities and informal activities are used to develop competences. However, rather than a combination of learning activities we found that functional competences are developed in a highly formal way and generic competences are developed in a more informal way. This is important to mention, because both Bergenhenegouwen

et al (1997) and Nordhaug (1998) found that there is not one best to develop either functional or generic competences. Rather, employees should be given the ability to participate in development activities that are required to carry out their jobs (Garavan & McGuire, 2001). This includes formal activities like training or courses, as well as informal activities like workplace learning. Moreover, to acquire the best results towards employability Van der Heijden et al (2009) show it is necessary to use a combination of formal and informal learning activities.

Furthermore, we discussed whether the preconditions for competence development are present within the organisation. These preconditions encompass individual and organisational factors. The presence of these factors is essential to ensure the success of learning activities, and subsequently competence development (Thijssen, 1997 in Sanders & De Grip, 2004). However, we found that, for this sample, the preconditions are only partially present within the organisation. This implies that the success of learning activities and competence development cannot be fully ensured. Consequently, employees are limited to become employable. After all, competence development is the essential means to enhance the employability within an organisation (Van der Heijde & Van der Heijden, 2006).

We found differences exist between the managers´ perception and the employees´ perception regarding the presence of the individual factors. Important to acknowledge is that employees perceive that there are no real development conversations within the organisation. They indicate that managers regard the performance and assessment interviews, which are held each year, as development conversations. However, these interviews are used to determine how an employee performs in his or her current function and do not focus on development. It is therefore questionable whether managers have a good perception of the employees' motivation and ability to learn. This is important to note, because a possible consequence is that managers perceive that the employees are not willing to and able to participate in training and development activities (Major et al, 2006; De Grip et al, 2004). Moreover, development conversations are an important means to align individual development needs with organisational development requirements. Eventually, these conversations should be used to enhance competence development and contribute to the employability of the workforce (Breukers, 2010).

Additionally, we found that differences exist between the managers´ perception and the employees´ perception regarding supervisor support. Managers are very positive regarding the presence of this factor, while employees perceive that supervisor support within the organisation is only moderate. This is important to note, because Chiaburu et al (2010) illustrate that supervisor support is the most important organisational factor. Furthermore, supervisor support significantly influences motivation to learn (O'Connell et al, 2008). Therefore, we assume that the employees' moderate score at motivation to learn is partly due to the moderate presence of supervisor support. Also, we found that employees who participated in interdepartmental projects had to take initiative themselves. Their supervisors did not encourage them to participate. This implies that employees who need a boost (in Dutch: *duwtje in de rug*) will not participate, because this boost is lacking.

Overall, we conclude that, in the current situation, employability is not enhanced. To enhance the employability of the workforce a combination of different kinds of learning activities is needed to develop functional and generic competences. Subsequently, the presence of the individual and the organisational preconditions is essential to facilitate these learning activities. Taking into account the results of this study there are numerous improvements to facilitate competence development. The

recommendations to facilitate competence development, and subsequently employability are presented in Paragraph 7.3.

7.1 Limitations of the study

Before giving the recommendations, we first discuss the methodological weaknesses of the study. Within the research numerous choices are made that influence the outcomes. Therefore, in this paragraph, we clarify the choices we made and discuss why the research outcomes have to be interpreted with certain wariness.

Since the research has been conducted within a single organisation, the results cannot be generalised to other organisations (Baker, 1999). Another threat to the generalisability of the study are the specific characteristics: all respondents have medium professional education or higher and work at the office of the municipality of Maastricht. Furthermore, a relatively small number of respondents is involved, which threatens the internal generalisability, and the respondents are selected on the basis of self-selection. This study mainly involves the employees that are willing to learn, because they are able to answer questions regarding the learning activities. Hence, it is important to note that these employees regard the presence of supervisor support as moderate, which indicates that employees who are less willing to learn do not get the necessary boost from their supervisor to participate in a learning activity.

Next, the interviews are conducted at the time when there was a merger between the departments Ruimte, Samenleving and Ontwikkelingsbedrijf Maastricht into one big Beleid, Strategie and Ontwikkeling department. Consequently, the employees were very busy and both departments are represented by only one employee. For the Vergunnen, Toezicht and Handhaven department there was also one respondent. This was due to important projects and illness at the department.

A final limitation of this study concerns the construct validity of some interview questions. These questions are based on statements that are used in existing research, mainly questionnaires. As a control mechanism we included some questions that concern the same subject, though asked in a different way. For the purpose/content questions we found that respondents misinterpreted the questions, e.g. when there was a focus on expert knowledge respondents indicated that the primary goal was working, because the knowledge is used during everyday work. However, development of knowledge implies that the primary goal is to learn knowledge. Another example of misinterpreted questions is collaboration across departments and knowledge sharing. One employee mentions that the core individual competence collaboration enhances interdepartmental collaboration, though none of the respondents indicates that knowledge sharing is used within the organisation.

7.2 Implications for further research

This research has an exploratory character and is used to get a first insight regarding employability and the way of competence development. However, to get an overview of the employability within the municipality of Maastricht it is recommended to conduct quantitative research and use a large sample to represents the organisation. Additionally, age is not included as a variable that influences employability. Since other studies (Breukers, 2010; Horstink, 2008; Wittpoth, 2010) illustrate that the managers´ age and the employees´ age influences employability, or perceived employability it is recommended to include this variable in future research.

Furthermore, this study is unique, because it is conducted at a municipality. As aforementioned, this is not only a public non-profit organisation. Current research (Van der Heijde & Van der Heijden,

2006; De Grip et al, 2004; Forrier & Sels, 2003) is mainly oriented at private organisations. However, the research is only conducted at one organisation. The findings of this study are therefore not generalisable to other public organisations. In order to get an overview of public sector employability and the learning activities that are used to develop the relevant competences it is essential that future research includes multiple organisations. Moreover, to generalise the research findings to the public sector it is important to acknowledge that future research should not only involve municipalities, but for example also water authorities and governments.

Finally, we based the interview questions of this research on existing questionnaires. Moreover, they are reformulated yes or no statements, often in an open way to invite the respondent to explain his or her answer. However, some questions are misinterpreted by the respondents. This indicates that not all questions are clear. Hence, it is recommended that a future study is oriented at the creation of a set of questions to conduct qualitative employability research.

7.3   Practical implications

First, we found that not all respondents are aware of the necessity to become employable. With regard to Maastricht as an international city of knowledge and optimising the service provision for the city´s inhabitants, it is essential that both managers and employees realise that focusing on the development of functional competences is no longer sufficient. Rather, the organisation should illustrate the value of being employable, for example being able to move through the organisation and no longer limited by departmental boundaries. The broad knowledge base of the workforce is an advantage for the managers, because employees are no longer limited to the execution of one or a few tasks. An important contribution to employability is provided by the development of the core individual competences. However, we found that there is no clarity about the core individual competences and their value. Hence, clear communication about these competences is essential.

The presence of preconditions is essential to facilitate competence development. However, the interview outcomes show that the respondents are not fully aware of the importance of individual preconditions, and organisational preconditions in particular. To ensure competence development, and subsequently employability, managers should realise that the presence of these preconditions is essential. It should therefore be clarified to the team and sector managers that supervisor support, a learning climate and networks provide a substantial contribution to competence development.

Finally, this research was first oriented at the development of a training guide, which would comprise different development modules. With regard to these modules a distinction is made between digital (individual) modules and modules based on courses. However, Garavan & McGuire (2001) indicate that competence development cannot be defined in terms of a set programme of learning. Solely relying on the use of a training guide as a means to develop competences is not sufficient to improve the employability. Rather, competences should also be developed during informal learning activities like workplace learning. Eventually, the municipality of Maastricht should use a mix of formal and informal learning activities to achieve the best results towards employability.

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Appendices

Appendix 1   Brief history of the municipality of Maastricht

As the oldest city of the Netherlands the history of Maastricht goes back until the first half of the first century AD. Maastricht becomes a roman settlement, because of its geographic location at the river the Maas and the possibility to construct a bridge to cross this river. From that moment until the day of today Maastricht was constantly inhabited and the bridge is to be seen as a central part in the history of the city. After the roman period saint Servatius came to these regions to spread the Christian religion. Pilgrims told the saint was being buried in Maastricht and miracles happened around his grave. This is why Maastricht became a religious centre during the middle Ages; pilgrims went to the city to visit the grave of saint Servatius. The economy and society were based on the relic function of the city, and much of this is still to be found in the city in the form of monasteries, churches, and basilicas. Due to the geographic location of the city Maastricht was for centuries one of the most important fortresses and garrison cities of north-western Europe. It was on the fifth of May 1814 that Maastricht became a city in the Netherlands, until that time it had been a French city. With different industries being settled in the beginning of the nineteenth century Maastricht changed its identity from medieval city to industrial city. Maastricht is also the oldest labour and industrial city of the Netherlands. After 1850 the ramparts and defence structures of the city were breached and the city began to expand outside its historical core. After the Second World War new districts arouse and the city expanded both demographically and geographically. With the university coming to Maastricht in 1976 and the unique use of problem-based learning, Maastricht is developing towards a city of knowledge. Another aspect is Maastricht as an international city; the convention of Maastricht in 1991 where the European countries decided to introduce a common currency puts the city on the map as an international city.

Gemeente Maastricht
Ambtelijke organisatie
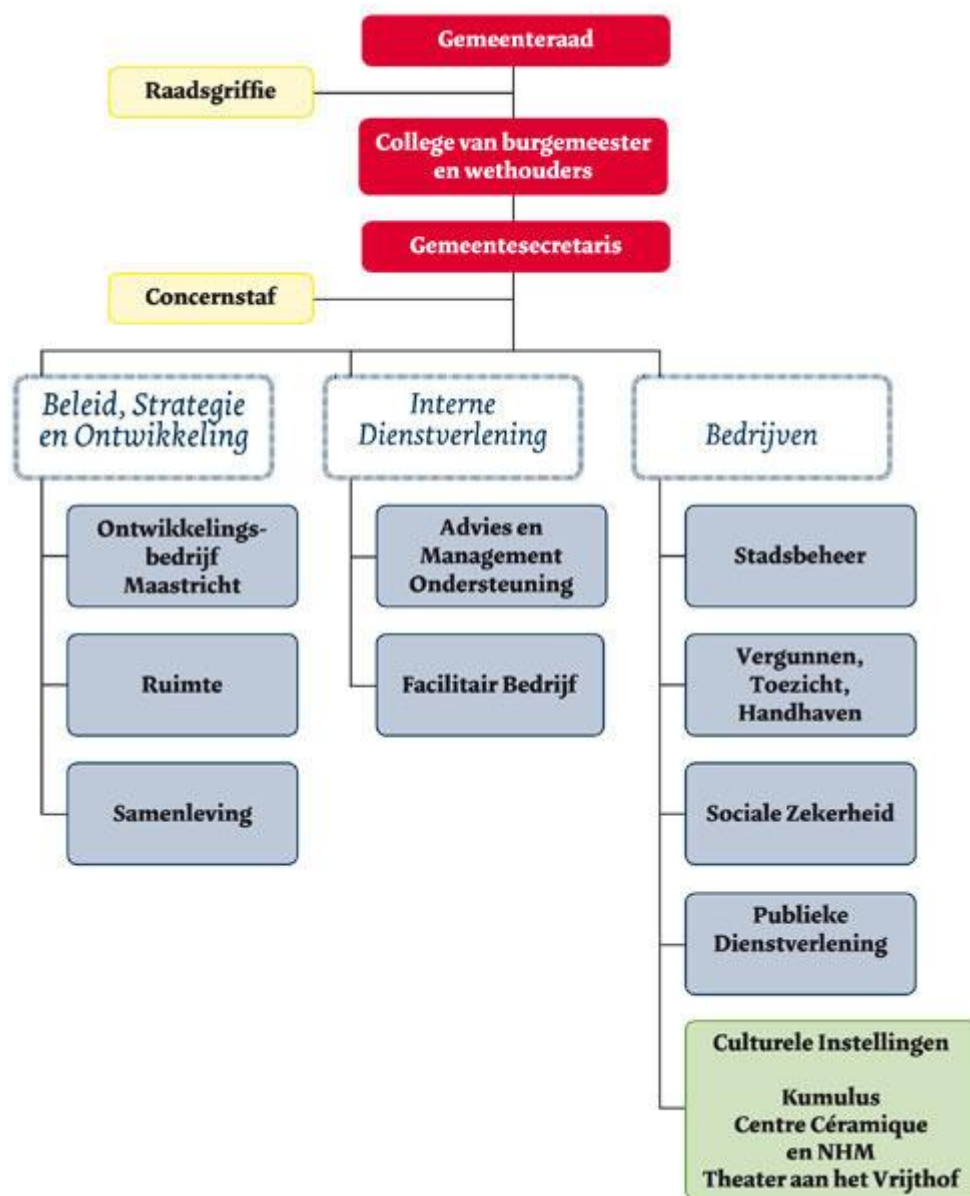
Appendix 3   Manual for the exploratory interviews

Dit zijn de vragen die gesteld zijn aan de vijf managers – sectormanager publieke dienstverlening, sectormanager sociale zekerheid, teammanager stadsbeheer, teammanager sociale zekerheid en teammanager facilitair bedrijf – om een gemeentebreed beeld te krijgen ten aanzien van de drie concepten; employability, personeelsontwikkeling en competentiemanagement.

Voorgesprek
Dit is een kort gesprek dat wordt afgenomen op voorhand van het interview. Hierin komen de volgende zaken aan bod:

- Een korte uitleg over de inhoud van dit interview en het doel van het eerste gedeelte van het onderzoek.
- Het interview is niet anoniem, omdat de informatie herleid moet kunnen worden naar het betreffende organisatieonderdeel.
- Er wordt beklemtoond dat vertrouwelijk met de informatie om zal worden gegaan.

Interviewvragen

Inleidende vragen
1. Wat houdt flexibele inzetbaarheid volgens u in?
    a. *Wat vindt u van flexibele inzetbaarheid?*
2. Wat houdt mobiliteit volgens u in?
    a. *Wat vindt u van mobiliteit?*

Employability
3. Bent u bezig met de flexibele inzetbaarheid van uw medewerkers?
    a. *Op welke manieren?*
    b. *Is dit alleen binnen uw eigen afdeling of ook daarbuiten?*
    c. *Kunt u daar een aantal voorbeelden van noemen?*
4. Welke rol speelt mobiliteit met betrekking tot de organisatieontwikkeling?
    a. *Op welke manier bent u hiermee bezig?*
    b. *Kunt u een aantal voorbeelden noemen?*
5. Hoe gaat u om met het veranderende takenpakket van medewerkers?
    a. *Hoe denkt u over flexibele inzetbaarheid met betrekking tot een veranderend takenpakket?*
6. Op welke manier worden vacatures vervuld?
    a. *Verhouding tussen interne en externe inhuur?*
    b. *Wat is de reden hiervoor?*

HRD
7. Wordt medewerkerontwikkeling aangemoedigd?
    a. *Wat is uw rol als manager hierin?*
    b. *Welke rol speelt de organisatie hierin?*

8. Maakt u gebruik van verschillende manieren van ontwikkelen?
    a. *Welke manieren van ontwikkelen gebruikt u?*
    b. *Kunt u voorbeelden noemen (onderscheid cursussen en leren op het werk)?*
9. Welke rol spelen de bezuinigingen met betrekking tot medewerkerontwikkeling?
    a. *Is het OVT budget voldoende voor de gewenste opleidingen?*
10. Welk gedeelte van het budget wordt gebruikt voor vakspecifieke opleidingen en welk gedeelte wordt gebruikt voor algemene vaardigheden/competenties?
    a. *Wie maakt deze keuze?*
    b. *Wat is de achterliggende reden van deze keuze?*
11. Wordt er bij opleiding en ontwikkeling onderscheid gemaakt op basis van leeftijd en/of levensfase?
    a. *Op welke manier wordt onderscheid gemaakt?*
    b. *Hoe gaan medewerkers hiermee om?*

Competentiemanagement
12. Bent u op de hoogte van de competenties van uw personeel?
    a. *In hoeverre bent u op de hoogte van de functiecompetenties?*
    b. *In hoeverre bent u op de hoogte van de competenties hier buiten?*
13. Hoe kijkt u tegen competenties aan in relatie tot medewerkerontwikkeling?
    a. *Op welke manier gaat u hiermee om?*
14. Wat vindt u van competentiemanagement?
    a. *Maakt u gebruik van competentiemanagement?*
    b. *Op wat voor manier maakt u gebruik van competentiemanagement?*
15. Welke rol kan competentiemanagement spelen als gevolg van een veranderend takenpakket?
    a. *Met het oog op flexibele inzetbaarheid?*
    b. *In relatie tot mobiliteit?*
    c. *In hoeverre zijn medewerkers in staat de benodigde competenties te ontwikkelen?*

Interviewschema team- en sector managers

Introductie:

Achtergrondinformatie:
- Doel van het interview: nagaan of er vanuit de managers aandacht wordt geschonken aan de employability van medewerkers en of zij zien dat medewerkers er zelf mee bezig zijn, ook wordt er gekeken naar de verschillende vormen van ontwikkeling die binnen de organisatie toegepast worden.
- Namens instantie: onderzoek student van de Universiteit Twente en namens de concernstaf van de Gemeente Maastricht ten behoeve van een afstudeeropdracht
- Reden: competentieontwikkeling binnen de organisatie, zowel de kerncompetenties als de specifieke vakcompetenties, in beeld brengen
- Hoe: als onderdeel van de organisatieontwikkeling zoals deze in 2005 geformuleerd is in het document "*De Uitdaging*"

Opbrengsten
- De resultaten zullen gebruikt worden voor onderzoek naar competentieontwikkeling en de randvoorwaarden van deze competentieontwikkeling
- Invloed uitkomsten: advies geven op welke manier de verschillende competenties binnen de gemeente ontwikkeld kunnen worden

Duur interview
- Voor het interview is een uur tijd ingeroosterd, we zien vanzelf of het hele uur nodig is.

Afsluiting introductie
- Dit was wat ik vooraf wilde zeggen
- Is het allemaal duidelijk?
- Is het allemaal akkoord wat u betreft?
- Dan gaan we nu naar een korte introductie van het onderwerp.

Vragen:

Korte introductie van het onderwerp.
Er zijn verschillende vormen en mogelijkheden van ontwikkeling. Mensen kunnen op verschillende manieren hun kennis en vaardigheden ontwikkelen. Enerzijds kan dit door middel van trainingen, cursussen, en scholing zowel binnen als buiten de organisatie; anderzijds kan het ook door middel van leren via een collega, of leren door het te doen. Zowel de werknemer als de werkgever heeft baat bij het ontwikkelen van de kennis en vaardigheden van medewerkers.

Nu gaan we naar de eerste vraag…

Basisvragen en gegevens

Naam interviewer:	
Nummer respondent:	
Datum interview:	Tijdstip aanvang:
Functie respondent:	
Geboortedatum respondent:	
Hoogst genoten opleiding respondent:	
Jaren werkzaam gemeente:	
Geslacht respondent:	

1. Bent u bekend met employability?
   - Ja →
     - o *Wat verstaat u hieronder?*
     - o *Wat denkt u van employability?*
     - o *Met het oog op uw eigen afdeling?*
     - o *Met het oog op de organisatie?*
   - Nee, flexibele inzetbaarheid en mobiliteit benadrukken
     - o *Wat voor beeld heeft u hierbij?*
     - o *Wat denkt u hiervan?*
     - o *Met het oog op uw eigen afdeling?*
     - o *Met het oog op de organisatie?*

Formaliteit van leeractiviteiten

2. Houdt u zich bezig met competentieontwikkeling van medewerkers?
   - Ja →
     - o *Op wat voor manier?*
     - o *Waarop is het gericht? (functiegericht of mensgericht, of beide)*
     - o *Wat is voor u de waarde van competenties?*
   - Nee →
     - o *Wat is de reden hiervoor?*
     - o *Hoe bent u bezig met ontwikkeling van uw medewerkers?*
     - o *Waar richt de ontwikkeling van uw medewerkers zich op?*

3. Op welke manier besteedt u aandacht aan de ontwikkeling van taakspecifieke competenties?
   - *Wordt de leeractiviteit afgesloten met een examen?*
   - *Is het ontwikkelen van deze competenties vastgelegd binnen de organisatie/afdeling?*
   - *Waar vindt de leeractiviteit plaats?*
   - *Hoe wordt de leerinhoud bepaald? (van tevoren of tijdens het leren?)*
   - *Is het gericht op toepassing in de praktijk, of op theoretische kennis?*

4. Op welke manier besteedt u aandacht aan de ontwikkeling van mensgerichte competenties?
   - *Wordt de leeractiviteit afgesloten met een examen?*
   - *Is het ontwikkelen van deze competenties vastgelegd binnen de organisatie/afdeling?*
   - *Waar vindt de leeractiviteit plaats?*

- *Hoe wordt de leerinhoud bepaald? (van tevoren of tijdens het leren?)*
- *Is het gericht op toepassing in de praktijk, of op theoretische kennis?*

5. Hoeveel aandacht besteedt u aan functiespecifieke competenties en hoeveel aandacht besteedt u aan mensgerichte competenties?

6. Wat is uw persoonlijke voorkeur voor het ontwikkelen van competenties?
    - *Waarom?*

Randvoorwaarden voor de ontwikkeling van competenties

7. Op welke manier zijn medewerkers vanuit zichzelf met ontwikkeling bezig?
    - *Zijn medewerkers tevreden met hun functie?*
        - *Krijgt u wel eens vragen van medewerkers die iets anders willen doen?*
    - *Komen medewerkers met voorstellen om trainingen te volgen?*
        - *Hoe kunnen eventuele verschillen verklaard worden?*
        - *Welke rol speelt de soort van training?*
    - *Zijn er medewerkers die buiten de aangeboden cursussen en dergelijke op andere manieren bezig zijn zich te ontwikkelen?*
        - *Kunt u een voorbeeld noemen?*

8. Hoe wordt bepaald of een medewerker deel kan nemen aan ontwikkelingactiviteiten?
    - *Welke rol speelt het opleidingsniveau?*
    - *Wordt er gekeken naar het arbeidsverleden van mensen (verschillende functies of reeds lange tijd werkzaam in dezelfde functie)?*
    - *Wat zijn de mogelijkheden voor mensen die met hun carrière (bv. doorgroeien in je functie) bezig zijn?*
        - *Welke rol speelt deelname aan eerdere trainingen?*

9. Hoe ondersteunt u medewerkers in hun ontwikkeling?
    - *Hoe vaak hebt u persoonlijke ontwikkelingsgesprekken met uw medewerkers?*
        - *Waarop zijn deze gesprekken gericht?*
        - *Worden er ook leerdoelen opgesteld?*
        - *Op welke manier worden deze geëvalueerd?*
    - *Op welke manier worden taken toegewezen?*
    - *Kijkt u samen met medewerkers naar trainingsmogelijkheden?*
    - *Is er een focus op samenwerking binnen de afdeling?*

10. Welke ontwikkelmogelijkheden hebben medewerkers op het werk?
    - *Hoe wordt aandacht besteed aan leren en ontwikkelen tijdens de dagelijkse werkzaamheden?*
    - *Welke mogelijkheden zijn er voor het aandragen van bv. Procesverbeteringen?*
    - *In welke mate worden medewerkers gestimuleerd om te experimenteren?*
    - *Welke mate van vrijheid hebben medewerkers in het uitvoeren van hun werkzaamheden?*
    - *Zijn er voldoende middelen om ontwikkeling te stimuleren en belonen?*

11. Wordt er gebruik gemaakt van ervaringen van andere afdelingen/organisaties?
    - *Worden medewerkers aangemoedigd op een andere afdeling mee te draaien?*
    - *In hoeverre is er sprake van kennisdeling tussen afdelingen?*
    - *Bestaat de mogelijkheid dat meerdere afdelingen een gezamenlijke training volgen?*
    - *Wordt er gebruik gemaakt van projectteams met mensen uit verschillende afdelingen?*
    - *In hoeverre wordt er samengewerkt met andere organisaties?*

Kerncompetenties

12. Wat verstaat u onder kerncompetenties?

13. Bent u bekend met de kerncompetenties van de gemeente Maastricht?
    - *Wat betekenen deze kerncompetenties voor uw functie?*
    - *Op welke manier worden kerncompetenties toegepast in het werk?*

14. Wat is voor u de waarde van functiecompetenties met betrekking tot employability?

15. Wat is voor u de waarde van de generieke of kerncompetenties met betrekking tot employability?

Dit is het einde van het interview, ik wil u graag bedanken voor uw deelname. De verwachting is dat de uitkomsten van het onderzoek medio juli 2011 gepresenteerd zullen worden. Naar aanleiding van deze presentatie zullen nog eventuele aanpassingen gedaan worden, waarbij de verwachting is dat het uiteindelijke rapport in augustus 2011 rondgestuurd kan worden.

Interviewschema medewerkers

Introductie:

Achtergrondinformatie:
- Doel van het interview: nagaan in hoeverre medewerkers gericht zijn op employability en er wordt gekeken naar de verschillende vormen van ontwikkeling die binnen de organisatie toe worden gepast.
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Nu gaan we naar de eerste vraag…

Basisvragen en gegevens

Naam interviewer:	
Nummer respondent:	
Datum interview:	Tijdstip aanvang:
Functie respondent:	
Geboortedatum respondent:	
Hoogst genoten opleiding respondent:	
Jaren werkzaam gemeente:	
Geslacht respondent:	

1. Bent u bekend met employability (flexibele inzetbaarheid en mobiliteit)?
   - Ja →
     - *Wat verstaat u hieronder?*
     - *Wat denkt u van employability (flexibele inzetbaarheid en mobiliteit)?*
     - *Met het oog op uw eigen afdeling?*
     - *Met het oog op de organisatie?*

Formaliteit van leeractiviteiten

2. Bent u bezig met de ontwikkeling van uw competenties?
   - Ja →
     - *Op wat voor manier?*
     - *Waarop is het gericht? (functiegericht of mensgericht, of beide)*
     - *Wat is voor u de waarde van competenties?*
   - Nee →
     - *Wat is de reden hiervoor?*
     - *Bent u op andere manieren bezig met ontwikkeling?*
     - *Waar richt deze ontwikkeling zich op?*

3. Op welke manier worden taakspecifieke competenties ontwikkeld?
   - *Wordt de leeractiviteit afgesloten met een examen?*
   - *Is ontwikkeling van deze competenties verplicht binnen de organisatie/afdeling?*
   - *Waar vindt de leeractiviteit plaats?*
   - *Worden leerdoelen van tevoren vastgesteld?*
   - *Is het gericht op toepassing in de praktijk, of op theoretische kennis?*

4. Op welke manier worden mensgerichte competenties ontwikkeld?
   - *Wordt de leeractiviteit afgesloten met een examen?*
   - *Is ontwikkeling van deze competenties verplicht binnen de organisatie/afdeling?*
   - *Waar vindt de leeractiviteit plaats?*
   - *Worden leerdoelen van tevoren vastgesteld?*
   - *Is het gericht op toepassing in de praktijk, of op theoretische kennis?*

5. Hoeveel aandacht wordt er aan functiespecifieke competenties besteed en hoeveel aandacht wordt er aan mensgerichte competenties besteed?

6. Wat is uw persoonlijke voorkeur voor het ontwikkelen van competenties?
   - *Waarom?*

Randvoorwaarden voor de ontwikkeling van competenties

7. Op welke manier bent u bezig met uw ontwikkeling?
   - *Wat vindt u van uw huidige functie?*
   - *Wat is voor u de waarde van trainingen die aangeboden worden?*
   - *Hoe staat u tegenover deelname aan trainingen?*
   - *Zoekt u naar training- en ontwikkelmogelijkheden in de organisatie?*
     - *Waarop richt u zich als u hiernaar kijkt?*
   - *Bent u bezig met ontwikkeling buiten de cursussen en trainingen die door de gemeente aan worden geboden?*
     - *Kunt u hier een voorbeeld van noemen?*

8. Hoe wordt bepaald of u deel kunt nemen aan een training of cursus?
   - *Welke rol speelt uw opleidingsniveau?*
   - *Hoe belangrijk is je arbeidsverleden (verschillende functies of reeds lange tijd werkzaam in dezelfde functie)?*
   - *Wat zijn de mogelijkheden wanneer u actief bezig met uw loopbaan (doorgroeien in of buiten uw huidige functie)?*
     - *Welke rol speelt deelname aan eerdere trainingen?*

9. Wordt u in uw ontwikkeling ondersteund door uw supervisor?
   - *Hoe vaak hebt u persoonlijke ontwikkelingsgesprekken?*
     - *Waarop zijn deze gesprekken gericht?*
     - *Worden er ook leerdoelen opgesteld?*
     - *Op welke manier worden deze geëvalueerd?*
   - *Op welke manier worden taken toegewezen?*
   - *Worden er vanuit de supervisor trainingsmogelijkheden aangedragen?*
   - *Ligt de nadruk binnen de afdeling op individueel werk, of op werken in teams?*

10. Welke ontwikkelmogelijkheden heeft u tijdens uw werkzaamheden?
    - *Hoe wordt aandacht besteed aan leren en ontwikkelen tijdens de dagelijkse werkzaamheden?*
    - *Welke mogelijkheden zijn er voor het aandragen van bv. Procesverbeteringen?*
    - *In welke mate wordt experimenteren gestimuleerd?*
    - *In hoeverre zijn werkzaamheden vastgelegd of heeft u de vrijheid deze op uw eigen manier uit te voeren?*
    - *Zijn er voldoende middelen voor ontwikkelen tijdens het werk?*
11. Wordt er gebruik gemaakt van ervaringen van andere afdelingen/organisaties?
    - *Wat zijn de mogelijkheden om bijvoorbeeld op een andere afdeling mee te draaien?*
    - *Wordt er kennis en ervaring uitgewisseld tussen de verschillende afdelingen?*
      - *Wordt hierbij eventueel ook gekeken naar andere organisaties, bijvoorbeeld in de regio, die zich hiermee bezig houden?*

- *In hoeverre wordt er gewerkt met projectteams waarin mensen uit verschillende afdelingen met elkaar samenwerken?*
- *Komt het voor dat u samen met een andere afdeling een training volgt?*

Kerncompetenties

12. Wat verstaat u onder kerncompetenties?

13. Bent u bekend met de kerncompetenties van de gemeente Maastricht?
    - *Wat betekenen deze kerncompetenties voor uw functie?*
    - *Op welke manier worden kerncompetenties toegepast in het werk?*

14. Wat is voor u de waarde van functiecompetenties met betrekking tot employability?

15. Wat is voor u de waarde van de generieke of kerncompetenties met betrekking tot employability?

■■■

Dit is het einde van het interview, ik wil u graag bedanken voor uw deelname. De verwachting is dat de uitkomsten van het onderzoek medio juli 2011 gepresenteerd zullen worden. Naar aanleiding van deze presentatie zullen nog eventuele aanpassingen gedaan worden, waarbij de verwachting is dat het uiteindelijke rapport in augustus 2011 rondgestuurd kan worden.

Appendix 6 Managers' opinion about competence development

	Competence development	Task-oriented competences	People-oriented competences	Distribution
#1 Team manager	Yes	Planned activities External experts Courses Predetermined goals Expertise	With colleagues Workplace Ad/hoc goals Practical knowledge	40% task-oriented 60% people-oriented
#2 Team manager	Yes	Planned activities Courses Predetermined goals Expertise	With colleagues Workplace Predetermined goals Practical knowledge	70% task-oriented 30% people-oriented
#3 Team manager	No, development based on conversations to determine tasks and targets			50% task-oriented 50% people-oriented
#4 Sector manager	Yes	Internal and external experts Workplace Predetermined goals Practical knowledge	With colleagues Workplace Ad/hoc goals Practical knowledge	70% task-oriented 30% people-oriented
#5 Sector manager	Yes	Planned activities Certification Courses Predetermined goals Expertise	With colleagues Courses Predetermined goals Practical knowledge	50% task-oriented 50% people-oriented
#6 Sector manager	Yes	Planned activities Internal and external experts Courses Predetermined goals Expertise	With colleagues Workplace Predetermined goals Practical knowledge	50% task-oriented 50% people-oriented

Appendix 7   Employees' opinion about competence development

	Competence development	Task-oriented competences	People-oriented competences	Distribution
#01 Employee	Yes	Planned activities Courses Predetermined goals Expertise	With colleagues Workplace Predetermined goals Practical knowledge	70% task-oriented 30% people-oriented
#02 Employee	Yes	Planned activities Internal and external experts Courses Predetermined goals Expertise	With colleagues Workplace Predetermined goals Practical knowledge	50% task-oriented 50% people-oriented
#03 Employee	Yes	Planned activities Colleagues Courses Predetermined goals Expertise and practical knowledge	With colleagues Workplace Ad/hoc goals Practical knowledge	50% task-oriented 50% people-oriented
#04 Employee	Yes	Planned activities Courses Predetermined goals Expertise	With colleagues Workplace and meetings Ad/hoc goals Practical knowledge	50% task-oriented 50% people-oriented
#05 Employee	Yes	Planned activities Workplace Predetermined goals Practical knowledge	Respondent indicates to be only concerned with the development of task-oriented competences	90% task-oriented 10% people-oriented
#06 Employee	Yes	Planned activities Courses Predetermined goals Expertise	With colleagues Workplace Ad/hoc goals Practical knowledge	50% task-oriented 50% people-oriented
#07 Employee	Yes	Planned activities With colleagues Courses Predetermined goals Expertise	With colleagues Workplace Ad/hoc goals Practical knowledge	50% task-oriented 50% people-oriented
#08 Employee	Yes	With colleagues Courses Workplace Ad/hoc goals Practical knowledge	With colleagues Workplace Ad/hoc goals Practical knowledge	90% task-oriented 10% people-oriented
#09 Employee	Yes	Planned activities With colleagues Courses Predetermined goals Expertise	With colleagues Courses Workplace Predetermined goals Practical knowledge	40% task-oriented 60% people-oriented

Appendix 8   Managers' experiences with regard to the formality and abstraction of learning activities to develop functional competences

	Degree of formality				Level of abstraction	
	Process	**Location**	**Purpose**	**Content**	**Emphasis**	**Similarities**
#1 Team manager	Institutionalised activities Teacher-centred No assessment	School/training location Structured curriculum	Working as primary goal Predetermined goals	Expert knowledge	Specific concepts Procedures	Approximate match
#2 Team manager	Institutionalised activities Teacher-centred No assessment	School/training location Structured curriculum	Working as primary goal Predetermined goals	Expert knowledge	Specific concepts Procedures	Close match
#3 Team manager	-	-	-	-	-	-
#4 Sector manager	Institutionalised activities Teacher-centred No assessment	Workplace No specific curriculum	Working as primary goal Predetermined goals	Practical knowledge	Specific concepts Procedures	Close match
#5 Sector manager	Institutionalised activities Teacher-centred Official assessment	School/training location Structured curriculum	Learning as primary goal Predetermined goals	Expert knowledge	General concepts Broad principles	Approximate match
#6 Sector manager	Institutionalised activities Teacher-centred No assessment	School/training location Structured curriculum	Learning as primary goal Predetermined goals	Expert knowledge	General concepts Broad principles	Close match

Appendix 9   Employees' experiences with regard to the formality and abstraction of learning activities to develop functional competences

	Degree of formality				Level of abstraction	
	Process	**Location**	**Purpose**	**Content**	**Emphasis**	**Similarities**
#01 Employee	Institutionalised activities Teacher-centred No assessment	School /training location Structured curriculum	Working as primary goal Predetermined goals	Expert knowledge	Specific concepts Procedures	Close match
#02 Employee	Institutionalised activities Teacher-centred Official assessment	School/training location Structured curriculum	Learning as primary goal Predetermined goals	Expert knowledge	Specific concepts Broad principles	Approximate match
#03 Employee	Institutionalised activities Teacher-centred No assessment	School/training location Structured curriculum	Learning as primary goal Predetermined goals	Expert knowledge	Specific concepts Procedures	Close match
#04 Employee	Institutionalised activities Teacher-centred No assessment	School/training location Structured curriculum	Learning as primary goal Predetermined goals	Expert knowledge	Specific concepts Procedures	Approximate match
#05 Employee	Institutionalised activities Learner-centred No assessment	Workplace Structured curriculum	Working as primary goal Predetermined goals	Practical knowledge	Specific concepts Procedures	Close match
#06 Employee	Institutionalised activities Teacher-centred No assessment	School & training location Structured curriculum	Learning as primary goal Predetermined goals	Expert knowledge	Specific concepts Procedures	Approximate match
#07 Employee	Institutionalised activities Learner-centred No assessment	School /training location Structured curriculum	Working as primary goal Predetermined goals	Expert knowledge	General concepts Broad principles	Close match
#08 Employee	Institutionalised activities Teacher-centred No assessment	School /training location No specific curriculum	Working as primary goal Ad/hoc goals	Practical knowledge	Specific concepts Procedures	Close match
#09 Employee	Institutionalised activities Teacher-centred No assessment	School /training location Structured curriculum	Working as primary goal Predetermined goals	Expert knowledge	Specific concepts Procedures	Close match

Appendix 10   Managers' experiences with regard to the formality and abstraction of learning activities to develop generic competences

	Degree of formality				Level of abstraction	
	Process	**Location**	**Purpose**	**Content**	**Emphasis**	**Similarities**
#1 Team manager	Incidental activities Learner-centred No assessment	Workplace No specific curriculum	Working as primary goal Ad/hoc goals	Practical knowledge	General concepts Broad principles	Close match
#2 Team manager	Incidental activities Learner-centred No assessment	Workplace No specific curriculum	Working as primary goal Predetermined goals	Practical knowledge	General concepts Broad principles	Close match
#3 Team manager	-	-	-	-	-	-
#4 Sector manager	Incidental activities Learner-centred No assessment	Workplace No specific curriculum	Working as primary goal Ad/hoc goals	Practical knowledge	General concepts Broad principles	Close match
#5 Sector manager	Institutionalised activities Learner-centred No assessment	School /training location Structured curriculum	Working as primary goal Predetermined goals	Practical knowledge	General concepts Broad principles	Approximate match
#6 Sector manager	Incidental activities Teacher-centred No assessment	Workplace Structured curriculum	Working as primary goal Predetermined goals	Practical knowledge	General concepts Broad principles	Close match

Appendix 11 Employees' experiences with regard to the formality and abstraction of learning activities to develop generic competences

	Degree of formality				Level of abstraction	
	Process	**Location**	**Purpose**	**Content**	**Emphasis**	**Similarities**
#01 Employee	Institutionalised activities Learner-centred No assessment	Workplace Structured curriculum	Working as primary goal Predetermined goals	Practical knowledge	General concepts Broad principles	Close match
#02 Employee	Institutionalised activities Teacher-centred No assessment	Workplace Structured curriculum	Working as primary goal Predetermined goals	Practical knowledge	Specific concepts Procedures	Close match
#03 Employee	Incidental activities Learner-centred No assessment	Workplace No specific curriculum	Working as primary goal Ad/hoc goals	Practical knowledge	General concepts Broad principles	Close match
#04 Employee	Incidental activities Learner-centred No assessment	Workplace No specific curriculum	Working as primary goal Ad/hoc goals	Practical knowledge	General concepts Broad principles	Approximate match
#05 Employee	-	-	-	-	-	-
#06 Employee	Incidental activities Learner-centred No assessment	Workplace No specific curriculum	Working as primary goal Ad/hoc goals	Practical knowledge	General concepts Broad principles	Close match
#07 Employee	Incidental activities Learner-centred No assessment	Workplace No specific curriculum	Working as primary goal Ad/hoc goals	Practical knowledge	General concepts Broad principles	Close match
#08 Employee	Incidental activities Learner-centred No assessment	Workplace No specific curriculum	Working as primary goal Ad/hoc goals	Practical knowledge	General concepts Broad principles	Close match
#09 Employee	Institutionalised activities Teacher-centred No assessment	School /training location Structured curriculum	Working as primary goal Predetermined goals	Practical knowledge	General concepts Broad principles	Approximate match

Appendix 12 Managers' view on preconditions within their department

	Motivation to learn	Ability to learn	Supervisor support	Learning climate	Networks
#1 Team manager	Differences between employees regarding development	Important to look at level of knowledge in the job	Coach and collaborate Courses for employees Targets for the team	Learning-by-doing Suggestions for improvement Develop yourself	People with different backgrounds in one team
#2 Team manager	Comfortable in current job Variety in the job Not eager to learn	Prior education sufficient Training participation Believe in own capacity	Collaborate Development targets Support training participation	Learning-by-doing Process improvements Carry out work in your own way	Collaboration between people with different backgrounds
#3 Team manager	Motivated to work Willing to learn Passion for the job and for development	Ambition Believe in capacity Regular change of jobs	Involve everyone Development targets Training and courses	ISO certification Learning-by-doing Allow experiments Process improvements	Collaboration within the team, people have different backgrounds
#4 Sector manager	Differs per employee No self-initiative Some are eager to learn	Prior education important Training participation Ambition	Development targets Training suggestions Conversations about the future	Learning-by-doing Look outside the box Process improvements	Collaboration within the team Integral project teams
#5 Sector manager	Minor will to develop Mainly young employees Comfortable in job	Believe in capacity Training participation Change of jobs	Development targets Training suggestions Collaborate	Process improvements Carry out work in your own way	Collaboration within the team, people have different backgrounds
#6 Sector manager	Proactive employees Willing to develop Motivated to work	Training participation Believe in capacity	Training and courses Development targets Collaborate Right people at the right place	Process improvements Learning-by-doing Carry out work in your own way	Collaboration within the team, people have different backgrounds

Appendix 13   Employees' experience and view on preconditions for development

	Motivation to learn	Ability to learn	Supervisor support	Learning climate	Networks
#01 Employee	Motivated to work Train and develop Look for possibilities in- and outside the job	Prior education needs to be sufficient Participate in training	Collaborate Development targets Training suggestions	Ideas for improvement Learning-by-doing	Collaboration within the own department
#02 Employee	Motivated to work and develop Proactive Training is important	Believe in own capacity Participate in training	Development targets Conversations about the future Training suggestions	Process improvements Learning-by-doing Carry out work in your own way	Collaboration within the own department
#03 Medewerker	Motivated to work Develop and training Look for possibilities in-and outside the job	Prior education needs to be sufficient Believe in own capacity Participate in training Ambition	Training suggestions Challenging work Collaborate	Process improvements Carry out work in your own way Develop during work	Collaboration within the own department Collaborate across departmental borders
#04 Medewerker	Motivated in the job Look for possibilities in- and outside the job	Believe in own capacity Participate in training Ambition	Collaborate Involve everyone Training and courses	Continuous process improvements Carry out work in your own way	Collaboration within the own department Collaborate across departmental borders
#05 Medewerker	Motivated to work and develop Training for the job Willing to learn	Believe in own capacity Participate in training	Development targets Training suggestions Conversations about the future	Optimise processes Learning-by-doing Carry out work in your own way	Collaboration within the own department
#06 Medewerker	Motivated to work Training useful to facilitate development Willing to learn	Ambition Participate in training Believe in own capacity	Training suggestions Conversations about the future Current vacancies	Process improvements Learning-by-doing	Collaboration within the own department
#07 Medewerker	Motivated to work Train and develop Look for possibilities in-and outside the job	Prior education needs to be sufficient Believe in own capacity Ambition	Development targets Training suggestions Conversations about the future	Process improvements Learning-by-doing	Collaboration within the own department Collaborate across departmental borders
#08 Medewerker	Motivated to work Training useful to facilitate development	Ambition Believe in own capacity	Training suggestions Individual targets Collaborate	Carry out work in your own way Process improvements Learning-by-doing	Collaboration within the own department Collaborate across departmental borders
#09 Medewerker	Motivated to work Look for possibilities in-and outside the job Training useful to facilitate development	Ambition Believe in own capacity Participate in training	Development targets Conversations about the future Collaborate	Process improvements Carry out work in your own way Learning-by-doing	Collaboration within the own department

Appendix 14   Presence of the preconditions for competence development according to the managers

	Motivation to learn	Ability to learn	Supervisor support	Learning climate	Networks
#1 Team manager	+ Motivation to work ± Proactivity ± Training as useful ± Eager to learn - Self-initiative to develop	+ Believe in capacity + Level of prior education - Training participation in the past - Career history	+ Work together + Set targets + Training suggestions - Development conversations - Challenging tasks	+ Continuous learning + Self-development + Experiment - Empowerment - Provide resources	+ Collaborate with different backgrounds - Knowledge sharing - Learn together - Interdepartmental projects
#2 Team manager	+ Motivation to work ± Training as useful - Proactivity - Eager to learn - Self-initiative to develop	+ Career history + Training participation in the past - Believe in capacity - Level of prior education	+ Work together + Set targets + Training suggestions + Development conversations - Challenging tasks	+ Continuous learning + Self-development + Experiment + Empowerment - Provide resources	+ Collaborate with different backgrounds - Knowledge sharing - Learn together - Interdepartmental projects
#3 Team manager	+ Motivation to work + Proactivity + Training as useful + Eager to learn - Self-initiative to develop	+ Career history + Training participation in the past + Believe in capacity - Level of prior education	+ Work together + Set targets + Training suggestions + Development conversations - Challenging tasks	+ Continuous learning + Self-development + Experiment + Empowerment + Provide resources	+ Collaborate with different backgrounds - Knowledge sharing - Learn together - Interdepartmental projects
#4 Sector manager	+ Motivation to work ± Proactivity ± Training as useful ± Eager to learn - Self-initiative to develop	+ Career history + Level of prior education - Training participation in the past - Believe in capacity	+ Set targets + Training suggestions + Development conversations - Work together - Challenging tasks	+ Continuous learning + Self-development + Experiment - Empowerment - Provide resources	+ Collaborate with different backgrounds + Interdepartmental projects - Knowledge sharing - Learn together
#5 Sector manager	+ Motivation to work ± Proactivity ± Training as useful - Eager to learn - Self-initiative to develop	+ Career history + Believe in capacity - Training participation in the past - Level of prior education	+ Work together + Set targets + Training suggestions + Development conversations - Challenging tasks	+ Self-development + Experiment + Empowerment - Continuous learning - Provide resources	+ Collaborate with different backgrounds - Knowledge sharing - Learn together - Interdepartmental projects
#6 Sector manager	+ Motivation to work + Proactivity + Eager to learn ± Training as useful - Self-initiative to develop	+ Career history - Training participation in the past - Believe in capacity - Level of prior education	+ Work together + Set targets + Training suggestions + Development conversations - Challenging tasks	+ Continuous learning + Self-development + Experiment + Empowerment - Provide resources	+ Collaborate with different backgrounds - Knowledge sharing - Learn together - Interdepartmental projects

Appendix 15 Presence of the preconditions for competence development according to the employees

	Motivation to learn	Ability to learn	Supervisor support	Learning climate	Networks
#01 Employee	+ Motivation to work + Proactivity + Training as useful + Eager to learn + Self-initiative to develop	+ Training participation in the past + Level of prior education - Career history - Believe in capacity	+ Work together + Set targets + Training suggestions - Development conversations - Challenging tasks	+ Continuous learning + Self-development + Experiment - Empowerment - Provide resources	+ Collaborate with different backgrounds - Knowledge sharing - Learn together - Interdepartmental projects
#02 Employee	+ Motivation to work + Proactivity + Training as useful + Eager to learn - Self-initiative to develop	+ Believe in capacity + Level of prior education - Career history - Training participation in the past	+ Work together + Set targets + Training suggestions + Development conversations - Challenging tasks	+ Continuous learning + Self-development + Experiment + Empowerment - Provide resources	+ Collaborate with different backgrounds - Knowledge sharing - Learn together - Interdepartmental projects
#03 Medewerker	+ Motivation to work + Proactivity + Training as useful + Eager to learn + Self-initiative to develop	+ Career history + Believe in capacity + Level of prior education - Training participation in the past	+ Work together + Training suggestions + Challenging tasks - Set targets - Development conversations	+ Continuous learning + Self-development + Experiment + Empowerment - Provide resources	+ Collaborate with different backgrounds + Interdepartmental projects - Knowledge sharing - Learn together
#04 Medewerker	+ Motivation to work + Proactivity + Eager to learn + Self-initiative to develop - Training as useful	+ Career history + Believe in capacity + Level of prior education - Training participation in the past	+ Work together + Set targets + Training suggestions - Development conversations - Challenging tasks	+ Continuous learning + Self-development + Experiment + Empowerment - Provide resources	+ Collaborate with different backgrounds + Interdepartmental projects - Knowledge sharing - Learn together
#05 Medewerker	+ Motivation to work + Training as useful + Eager to learn - Proactivity - Self-initiative to develop	+ Career history + Believe in capacity - Training participation in the past - Level of prior education	+ Work together + Set targets + Training suggestions + Development conversations - Challenging tasks	+ Continuous learning + Self-development + Experiment + Empowerment - Provide resources	+ Collaborate with different backgrounds - Knowledge sharing - Learn together - Interdepartmental projects
#06 Medewerker	+ Motivation to work + Training as useful + Eager to learn - Proactivity - Self-initiative to develop	+ Career history + Believe in capacity + Level of prior education - Training participation in the past	+ Work together + Training suggestions + Development conversations - Set targets - Challenging tasks	+ Continuous learning + Self-development - Experiment - Empowerment - Provide resources	+ Collaborate with different backgrounds - Knowledge sharing - Learn together - Interdepartmental projects
#07 Medewerker	+ Motivation to work + Proactivity + Training as useful + Eager to learn - Self-initiative to develop	+ Career history + Believe in capacity - Level of prior education - Training participation in the past	+ Set targets + Training suggestions + Development conversations - Work together - Challenging tasks	+ Continuous learning + Self-development + Experiment - Empowerment - Provide resources	+ Collaborate with different backgrounds + Interdepartmental projects - Knowledge sharing - Learn together
#08 Medewerker	+ Motivation to work + Training as useful + Eager to learn - Proactivity - Self-initiative to develop	+ Career history + Believe in capacity - Training participation in the past - Level of prior education	+ Work together + Set targets + Training suggestions - Development conversations - Challenging tasks	+ Continuous learning + Self-development + Experiment - Empowerment - Provide resources	+ Collaborate with different backgrounds + Interdepartmental projects - Knowledge sharing - Learn together
#09 Medewerker	+ Motivation to work + Proactivity + Training as useful + Eager to learn + Self-initiative to develop/	+ Career history + Believe in capacity + Level of prior education - Training participation in the past	+ Work together + Set targets + Development conversations - Training suggestions - Challenging tasks	+ Continuous learning + Self-development + Empowerment - Experiment - Provide resources	+ Collaborate with different backgrounds - Knowledge sharing - Learn together - Interdepartmental projects