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PRODUCTIZING TRANSFERRING PROCESS OF BEST PRACTICES

Master's Thesis

Degree Programme of IBM

December 2015

KYAMK
University of Applied Sciences

Tekijä/Tekijät	Tutkinto	Aika
Tuula Immonen	Tradenomi, YAMK	Joulukuu 2015

Opinnäytetyön nimi	
Siirtovaikutusten hyvien käytänteiden tuotteistaminen	87 sivua

Toimeksiantaja
Etelä-Kymenlaakson ammattiopisto

Ohjaaja
KTT yliopettaja Minna Söderqvist

Tiivistelmä

Työn tarkoitus oli kehittää ammatillisen koulutuksen projektitoimintaa siten, että jo projektien suunnittelun ja toteuttamisen aikana voitaisiin ottaa huomioon kuinka projektien tuotokset ja hyvät käytänteet kyettäisiin ottamaan käyttöön mahdollisimman tehokkain menetelmin sekä organisaation sisällä että sen ulkopuolella. Työn tavoitteena oli selvittää kuinka hyvien käytänteiden siirtoprosessi voidaan tuotteistaa. Tutkimuskysymys oli: kuinka hyvien käytänteiden siirtoprosessi voidaan tuotteistaa?

Tutkimusmenetelmänä työssä käytettiin laadullista toimintatutkimuksen ja tapaustutkimuksen yhdistelmää. Tutkimus oli rajattu koskemaan organisaation projektitoiminnan yksikköä ja toteutettiin käyttäen kolmea interventiota. Ensimmäinen interventio tutki tuotteistamisen nykytilannetta. Toinen interventio tutki hyvien käytänteiden siirron nykytilannetta. Kolmas interventio tutki kokemuksia, joita oli saatu kulttuurien välisestä hyvien käytänteiden siirtoprosessista ISE projektissa. Projektissa siirrettiin työssäoppimisen ohjauksen koordinoimisen pedagoginen malli Saksaan, Liettuaan ja Turkkiin.

Tutkimustyön tuloksena tärkeimpänä havaintona tuli esille kaikissa interventioissa yksityiskohtaisen, huolellisesti suunnitellun ja toimivan siirtosuunnitelman merkitys hyvien käytänteiden siirtoprosessin onnistuneen toteutuksen takaamiseksi. Tutkimuksessa havaittiin myös, että hyvien käytänteiden siirtoprosessin onnistumiseksi on välttämätöntä, että siirtoon osallistuvat henkilöt, jotka tuntevat siirrettävän tuotteen, tai ovat olleet mukana kehittämässä tuotetta. Parhaimpana käytettynä metodina siirron eri vaiheissa pidettiin mentorointia ja pienryhmissä käytyjä keskusteluja. Tutkimustyön tuloksena päädyttiin johtopäätökseen, että paras vaihtoehto tuotteistamiselle oli tuotteistaa hyvien käytänteiden siirtosuunnitelma. Tuotteistettava siirtosuunnitelma koostuu yksityiskohtaisesta siirtoprosessin kuvauksesta ja toimintasuunnitelmasta.

Asiasanat
Tuotteistaminen, hyvät käytänteet, kulttuurien välinen siirtoprosessi

Author (authors) Tuula Immonen	Degree Master of Business Administration	Time December 2015
Thesis Title Productizing Transferring Process of Best Practices		87 pages
Commissioned by Etelä-Kymenlaakso Vocational College		
Supervisor Minna Söderqvist, Dr Sc (IB), Principal Teacher (IB)		

Abstract

The aim of this thesis was to improve the quality of education by developing the project management in such a way that it is possible to take into consideration already in the projects planning and implementation phase how the finalized products of the projects can be shared inside and outside the organization by utilizing effective productization process. The research objective of this thesis was to find out how the transferring process of best practices can be productized. The research question was: how can a transferring process of best practices be productized?

The methodology used in the master's thesis was qualitative, a mixed method of case study and action research. The research was limited to the project management unit of the organization and carried out in three interventions. The first intervention studied the present state of the productization. The second intervention studied the present state of the transferring process of best practices. The third intervention studied the experience of the cross cultural transferring process of good practices in the ISE project where the pedagogical model of work based learning coordination was transferred to Germany, Lithuania and Turkey.

In the research process the most important issue that came up in every intervention was the need of a good and detailed transferring plan in order to arrange a successful transferring process of best practices. It was also pointed out how absolutely important it was that the person who knows the model or innovation participates in the transferring process. The best method mentioned was mentoring and discussions in small groups. Based on that, as a solution to the research question was to productize a transferring plan of best practices. A transferring plan consists of a detailed plan on how the transferring process should be implemented after the project has ended, including an action plan.

CONTENTS

1   INTRODUCTION

Vocational education is facing major challenges in the future. The challenges arise from demands that education must be more efficient from economic as well as functional point of view. Political factors have a significant influence on vocational education. The Finnish government is gaining savings in public funding as a part of stabilising the public economy. The future funding will be based on achievements by students and graduates. The objective of these changes is to make vocational education more effective and shorten the study time. At the same time, appropriations from funding authorities have decreased on a general level. These factors have a high influence in development and project operations. Project operations should be more cost effective in the future. The demand for efficiency is targeting especially at stabilizing projects' results and practices as a part of everyday actions.

The author has worked in Etelä-Kymenlaakso Vocational College's project unit since 2008 taking care of financial administration of projects and participated also in many other project activities in eight projects funded by European Social Fund (ESF), two projects funded by European Regional Development Fund (EFDF) and five projects funded by Ministry of Education and Culture. At the moment the author works with five new ESF funded projects. In addition, the author has been involved in different duties in project and development unit, for example, developing the financial and functional monitoring.

The author's personal motivation is to help the future development of the project operations in order to make them more efficient and to be more easily adapted in the organization's every day operations.

1.1   Presentation of the research problem

The idea of this thesis was born for the very first time in the final transnational meeting in Kotka on September 16-17, 2014. The cooperation between Finland, Germany, Lithuania and Turkey was ground-breaking and made a huge influence. The first idea was to find out what had happened after the project ended. Was the model useful to the others? After reading the project application, the final report and the external evaluation form and discussing with the project manager the idea started to change.

The problem is that information about the project and the transferring process is very scattered. There is a little information in the project application, a little in the final report and in the external evaluation form and a lot of information in the ADP system in different files. There has also been a change in the project management when the first project manager resigned and the new project manager took her place.

According to Koski and Väyrynen (2014), it would be important to document what happened during the transfer process and all the experience on the transfer because of the tacit knowledge. This knowledge has an important role in the process and it should be one of the key parts of the final product. (Koski & Väyrynen 2014, 21).

The transfer of best practices is a change process. Familiarization with the knowledge of the change management is useful in the organization. There should be enough people in the organization interested in the model. There should be identified change agents inside or outside the organization who promote the transfer process. There is also a need for mentoring or supporting activities during the transferring process. In the ISE project the coordinator was supported by the Finnish National Board of Education (FNBE) and the coordinator supported the partners to understand the original model and the transfer process. (Koski & Väyrynen 2014, 21.)

These arguments led to the idea to make a documentation of the transferring process. In the meeting with the supervisor in Ekami on February 17, 2015 this idea was the basis of the conversation. Integration of productizing to this transferring process came out in the meeting. Searching the information about productizing after this meeting gave some more ideas to think about.

According to Toivonen (2012) productizing means standardizing some parts of the services in such a way, that there is no need to think about the services from the beginning with every new customer. It does not mean a standardized service, because it does not take away the need for customization of the service. It is a studying platform where every new customer experience can be connected. (Toivonen, M. 2012). The conclusion after reading different material about productizing was that one of the most important ideas behind productizing is that it will help to transfer the important know-how from one person to the organization.

Etelä-Kymenlaakso Vocational College has quite a large project activity in educational development. It is often problematic to figure out how to get the best practices and models that have been developed during the project implementation to live after the project has ended. How can the models be shared within the organization and how to share them outside the organization? Innovative Student Evaluation in Work Based Learning (ISE) was the first project in Ekami where something that was developed in Ekami's project was shared outside the organization in transnational cooperation.

In order to improve the project management of the organization, make the utilization of the projects' results more efficient and to make the tacit knowledge visible, there is a need to gather the scattered information about the transferring process of good practices. Nonaka and Takeuchi (1995, 8) describe tacit knowledge to be something that is not so easy to make visible and expressible. Tacit knowledge is personal knowledge that is difficult to share with others because of its performance that is based on individuals' experience. It can be classified into the same category as values and emotions. In order to make it visible and shared with others it should be transformed into the shape of words and numbers (Nonaka & Takeuchi 1995, 8 - 9).

Ekami's project team has set a goal to productize the finished professional services developed in the projects. This master's thesis is going to be a step closer to the goal. The idea of the thesis is to find out how the productization process can be arranged and implemented in a transferring process of best practices. The ISE project will be the practical case to study the transferring process in a real life situation. Describing the process of productizing professional services and making the documentation of the transferring process (ISE) as well as connecting this process to the productization process could give important information about how to work in the future.

1.1.1   Case project

Innovative Student Evaluation in Work Based Learning (ISE) was the Leonardo da Vinci – Transfer of Innovation project. The project was funded by the Centre for International Mobility CIMO during 2012 and 2014. The core

idea of the project was to transfer the work based learning coordination pedagogical (WBL) model to the partner organizations in Germany, Lithuania and Turkey. The original WBL model was developed in the ESF-funded Ammattisilta project in cooperation with Etelä-Kymenlaakso Vocational College and Kouvola Regional Vocational College. The aim of the ISE project was to further develop the original model, especially the student evaluation in the work based learning, in cooperation with the partner organizations, during the transferring process. (Education and Culture DG, 2012, 3.)

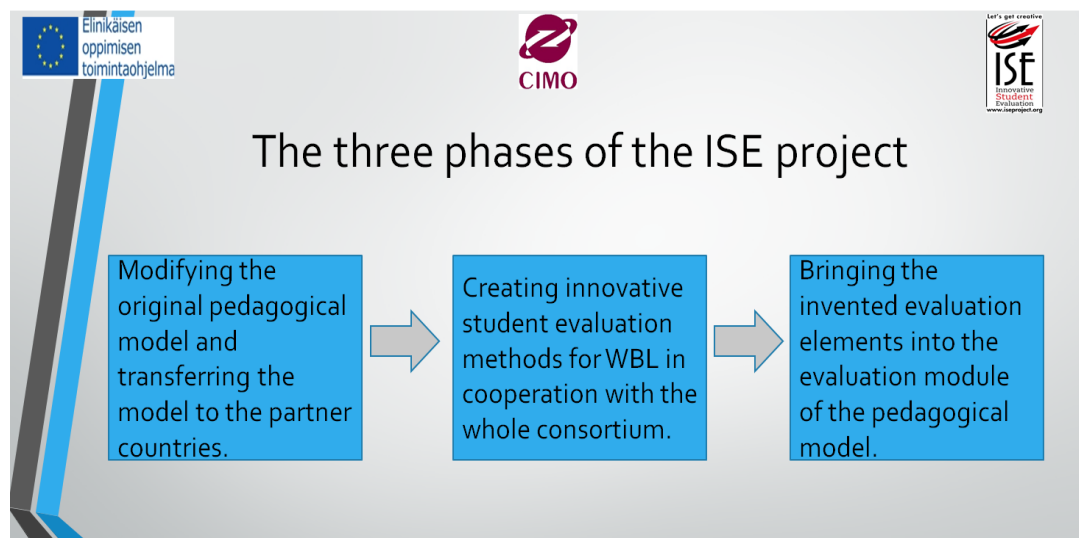Figure 1. The three phases of the ISE project (Seppälä M, 2012. PowerPoint presentation)

The figure above presents the three important phases of the ISE project. These phases are the core of the project's implementation.

The work based learning coordination pedagogical model is instructing work based learning with guidelines for students, work place instructors and VET teachers. It consists of six work based learning phases.
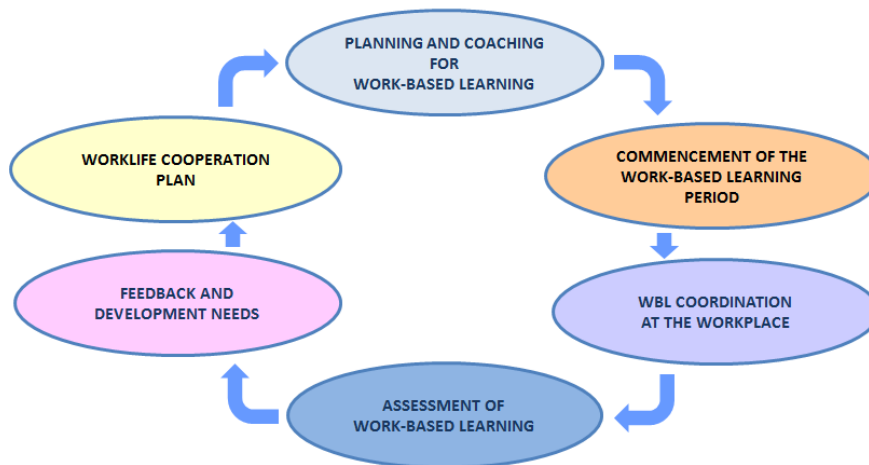
Figure 2. Work based learning (WBL) coordination pedagogical model (developed in Ammattisilta project)

The tasks of the teacher/trainer, the work place instructor and the student are described in each part. The six phases are described in figure 1 above.

Etelä-Kymenlaakso Vocational College (Ekami) was the project coordinator in the ISE project. Ekami had the main responsibility for the administration of the project. Responsibilities for project actions were divided into seven project work packages (wp) between the project partners. Each partner had the main responsibility for one work package. Project partners implemented project activities in pairs taking advantages of each other's expertise. Work packages one and two (wp 1 and wp 2) were concentrating on the pedagogical model and innovative student evaluation and Finland had the main responsibility for them. Work package three was for Germany's responsibility and it (wp 3) was concentrating on training. The work package four (wp 4) was for Lithuania's responsibility and it was concentrating on piloting. The last three work packages were concentrating on dissemination and exploitation (wp 5), evaluation (wp 6) and administration (wp 7). The main responsibility for work package five (wp 5) belonged to Turkey. The evaluation (wp 6) was in Lithuania's full responsibility. (Education and Culture DG 2012, 33.)

1.1.2   Project partners

Klaipeda Dressmaking and Service Business School was established in 1969 and it is located in Klaipeda Lithuania. The number of employees is between 50 to 250 persons. The school has training programs for interior decorators, hairdressers, florists, computer design operators, cashier-accountants, small business organizers and dressmaking business service providers. Students with special needs (hearing disability) have also a training program. The school provides also high school education and receives high school's certificates while learning at school. The amount of students was approximately 700 in year 2012. (Education and Culture DG, 2012, 13; Klaipeda Dressmaking and Service Business School, 2013.)

Chamber of Skilled Crafts in Lübeck in Germany is responsible for the southern part of Schleswig-Holstein and it has more than 20 000 member companies and 10 000 trainee apprentices. In Germany, each trade must be a member of a Chamber of Skilled Crafts. The organization runs three professional training sites and a centre for further education, gives technical, legal and economical advice to its members and also represents its members in any matter connected to politics of public authorities in its region. The chambers are also responsible for examinations and advice on all questions related to professional training. There are over 100 occupations including in the skilled crafts sector, for example, in the building and interior finishes trades, electrical and metalworking trades, woodcrafts and plastic trades, clothing, textiles and leather crafts and trades, food crafts and trades, health and body care trades, chemical and cleaning sector and graphic design. (Education and Culture DG 2012, 18; Chamber of Skilled Crafts, 2013.)

Selçuklu Technical Vocational High School is located in Konya, Turkey. The education started in 1990. It consists of four different types of schools; Anatolian Technical High School, Technical High School, Vocational High School and Vocational open High School. There are seven different departments from Computer Technology to Engine Technology. The school has about 2200 students, seven different working areas and the amount of staff is 750 persons, 70 of them are female. Most of the students are male, 70 of them are female. Approximately 750 of their students participate in a training course in industrial companies, workshops and enterprises for three

days a week. (Education and Culture DG 2012, 22; Selçuklu Technical Vocational High School, 2013.)

1.1.3 Case company

Etelä-Kymenlaakso Vocational College (Ekami) is a multidisciplinary education institution. The college organizes vocational basic education and training in Kotka and Hamina. The college has approximately 7000 students in youth education, adult education and apprenticeship training. Ekami also organizes workshops in Coastal Workshops every year for more than 500 young people in Kotka, Hamina, Pyhtää, Miehikkälä, and Virolahti. (Etelä-Kymenlaakso Vocational College, 2015.)

Project operations in Ekami are a part of the business services and development sector in adult education. The project management of Etelä-Kymenlaakso Vocational College consists of organization's management team and under that there is the project team. The management team decides about settings of new projects. It is based on project ideas that the project team has processed at first. If the project idea is feasible, the management team gives a permission to start and to prepare a project application to the funder. Final decision of applying is made by the Principal with his signature.

The project team has eleven members. The head of the project team is the Vice Principal of adult education. Other members are the Vice Principal of youth education, the International Relations Coordinator, six project managers, office secretary and project assistant.

The project team has meetings every month. It deals, for example, with new project ideas, projects economy, projects reports and other relevant things in project management on an organizational level.

1.2 Research objective and limitations

The aim of this thesis is to improve the quality of education by developing the project management in a way that it is possible to take into consideration already in a projects' planning and implementation phase how the finalized

products of the projects can be shared inside and outside the organization utilizing effective productization process. The research objective of this thesis is to find out how the transferring process of best practices can be productized.

The research work in this thesis is limited to the commissioner's productization process of project's best practices that has been developed in the project management function. The research processes aim to investigate how the productization of projects, the transferring process of the project's best practices and the ISE project's transferring process have been managed in the organization. The research of the transferring process in ISE project will concentrate on the commissioner's project management from the commissioner's point of view.

1.3   Research question

The research question is: how can a transferring process of best practices be productized?

Productization is a very popular method nowadays to improve servicing processes inside and outside the organization. It has different specifications depending on the person who is describing the process. Some of them state that productizing professional services as a concept means all the work where the expert knowledge and know-how in the company is chancing to a product or service that can be sold and delivered from the producer to the customer (Parantainen 2011, 11-12). Some of them state that it means systematizing and conceptualizing certain new or already existing service processes (Jaakkola, Orava & Varjonen, 2009, 1; Valminen & Toivonen 2009, 2). Sometimes it can be defined as a service that is standardized or conceptualized to a completely ready product (Jaakkola, Orava & Varjonen 2009, 1). In common for all these authors is that productization is continuously improving development process of products and services and the aim of this process is to gain more efficiency, maximize customers' benefits and to make a profit.

2 PRODUCTIZING TRANSFERRING PROCESS OF BEST PRACTICES

The literature review in this thesis will concentrate on the theory of productizing, the transferring process of best practices and the process of cross-cultural knowledge transfer in order to find out the answer to the research question.

2.1 Productization

Productization has different specifications depending on the person who is making the description and what is his or her background in the case in question. Parantainen (2011, 11 – 12) states that productizing professional services as a concept means all the work where the expert knowledge and know-how in the company is chancing to a product or service that can be sold and delivered from the producer to the customer. In his description the professional service is productized when it can be copied and transferred without retraining every new specialist who is working with the service (Parantainen 2011, 16), while Toivonen (2012, 2) suggests that productization means standardizing some parts of the services in such a way, that the producer should not think about the services from the beginning with every customer. In her clarification it does not mean a standardized service, because it does not take away the need for the service customization (Toivonen 2012, 2). Valminen (2011, 1) states that productization does not mean standardization, but development of basic processes which can be supplied with basic elements.

Productization is also defined as systematizing and conceptualizing certain new or already existing service processes (Jaakkola, Orava & Varjonen, 2009, 1; Valminen & Toivonen 2009, 2). Sometimes it can be defined as a service that is standardized or conceptualized for a completely ready product (Jaakkola, Orava & Varjonen 2009, 1). The purpose of productization is to create a clear picture of organizations' customer services contents (Aapaoja, Kujala and Pesonen 2012, 96). Briefly, in common for all these specifications is that productization is continuously improving development process of products and services and the aim of this process is to get more efficiency, maximize customers' benefits and to make a profit.

According to Tuominen et al. (2015, 5) productization can be divided into internal productization and external productization. External productization means describing processes and components that show up to the outside of the organization, for example, to the customers. Internal productization means describing and harmonizing organization's servicing processes. Description of the servicing processes, action modes and responsibilities are tasks that have to be done as a part of the productization process. The author reminds also that productization does not mean standardizing services because of the service customization. (Tuominen et al. 2015, 5.)

2.1.1 Theories of productization

Valminen (2011, 4) introduces three different approaches of productization. The first of these theories presents the general industrialization, the second presents the productization model which is based on a service model or a systematic development process and the third presents a model which is based on concept development and process blueprinting. The following chapters concentrate on the latter two of them.

Table 1. Summary of different theoretical approaches to service productization (Valminen 2011, 6)

II	Systematisation of service offering	Systematisation of the service development process
Author(s)	- Edvardsson et al. (e.g. 1996)	- Cooper & Edgett (1996) - Alam & Perry (2002)
Main arguments	- services cannot be produce without the customer	- a systematic development process is a prerequisite for a successful service
Emphasises	- service consists of both a customer-perceived outcome and a customer-unique process	- formal development process with clear pre-planned stages
Linkages to productisation	- developing a service model which consists of the concept, the process and the service system (resources)	- systematises the form of the development process
Limitations	- does not include very much original contribution regarding the process of development	- lack of market information due to strong emphasis on in-house planning

Table 1 above describes a productization theory based on a service model and a systematic development process.

The systematization of the service development process concentrates on different stages, such as idea generation, development, piloting and commercialization. It has usually been used in manufacturing and also in services later on. Modelling the service is combining unique individual service acts with a pre-planned service. The modelling process has a starting point consisting of a customer-perceived outcome and a customer-unique process. It means that a customer insight is essential when a company is modelling the service. Modelling the service consists of the service concept, the service process and the service system. The service concept concentrates on customers' needs and satisfaction, the service process is the prototype of the customer process and the service system concentrates on the resources that are needed in the service. Service development process consists of three different sub-processes, which are the development of the concept, the system and the process. Each of these sub-processes consists of specific tasks, such as analysis of customer's needs, analysis of target markets, analysis of the fit of the service into the portfolio of the firm, analysis of the competitors and analysis of institutional preconditions. (Valminen 2011, 4.)

Productization based on concept development has been described as a service concept that is connecting customers and service providers in common expectations of the service. It means that the opinion of both has been taken into consideration making a picture of the service. It also means that the service concept is following the organization's business strategy. Valminen (2011, 5) states that "conceptualization is quite an abstract approach and distant from the practical implementation". In order to achieve an efficient way to operate, it is important to identify customers' role in the service process development. Customers' participation in the process should be made possible whenever it is needed. (Valminen 2011, 5.)

Table 2. Summary of different theoretical approaches to service productization (Valminen 2011, 6)

III	Concept development	Process blueprinting
Author(s)	- Clark et al. (2000) - Goldstein et al. (2002)	- Schostack (1982) - Kingman-Brundage (1995) - Bitner et al. (2008)
Main arguments	- the service concept is the integrative element between the organisation's strategy and service delivery	- detailed description of the 'customer path' increases customer understanding and the quality of a service
Emphasises	- creating service concepts that focus on customer needs	- visualizing service process - planned customer participation: when, where and how
Linkages to productisation	- concept development is one phase in the productisation process	- blueprinting is a means to generate flexible prototypes of service processes
Limitations	abstract and narrow: insufficient as the only method of productisation	- narrow and tool-like: insufficient as the only method of productisation

Table 2 above describes a productization theory based on concept development and process blueprinting.

Valminen (2011, 5) introduces the process of blueprinting as an old method that gives a clear picture of the roles and responsibilities between the customer and the service provider. In her clarification it is more like a tool than an approach. She describes a blueprint as a two dimensional picture of a service process that includes, for example, customer actions, actions of front-office staff, actions of back-office staff, support processes and management processes. Actions are divided into four different lines, which are a line of interaction, a line of visibility, a line of internal interaction and a line of implementation. The line of visibility separates actions that the customer is able to see. (Valminen 2011, 5.)

2.1.2 Benefits and challenges of productization

Productization is a quite popular method to improve servicing processes inside and outside the organization. It has many advances. Tuominen et al. (2015, 7) point out several benefits that can be achieved by productization.

According to the author, services quality is uniform. It means that the mode of action and sharing know how guarantee a better base for the services. Services are also repeatable. It is not necessary to plan the services from the beginning with every new customer. Dissemination of information and cooperation in the organization improve. Employees are better aware of different aspects of the services. Marketing and selling of the services become easier. Productization processes bring different useful material. Integration and synergies with other services are recognizable. It is easier to recognize how the services inside the organization are connected to each other. Development of the services becomes easier. (Tuominen et al. 2015, 7.) In common for all these benefits is that the atmosphere inside the organization improves. Motivation to cooperation improves. It will make sure that development of the servicing processes will continue in the future. Parantainen (2011, 123 – 131) mentions most of these benefits when he talks about formats. Valminen and Toivonen (2009, 7) state that the benefits service companies are reaching by productization are an increased efficiency, profitability and competitiveness.

Tuominen et al. (2015, 7) clarify, that there are always challenges and risks that should be handled before starting the productization process. For example, losing the customer insight can be a consequence from too efficient productization. It is important to make sure that the customer's and employees' participation in the process takes place. Productization could be experienced as a threat. Tacit knowledge and know how are intangible assets that experts or specialists in the organization might not be ready to share with others. Losing the motivation is also a threat. It is possible that experts or specialist cannot use their imagination as much as they would like to after the productization of servicing processes. Services can become inflexible and lose the customer insight. Ability to create new innovations might also disappear. (Tuominen et al. 2015, 8). Parantainen (2011, 118 – 119) gives an explanation for these challenges when he talks about formats. He believes that losing the motivation and creativity is mostly a problem in the academic world. He comments that in the academic world the idea of creating something new requires reflective thinking and inactivity. He also challenges the idea that a tailor-made product is always more customer criteria oriented.

It is interesting how different the approach to the benefits and challenges of the productization can be among the specialists who write about it. Others emphasize the efficiency and profitability while the others emphasize individualism and inventiveness. Probably the best way to realize the productization process is to find a middle course between them.

2.1.3 Process of productization

Productization is often in a key position nowadays when companies start to make changes in the services in order to add efficiency and to make the service more competitive. Productization fits as well for development of new service ideas as improving already existing services (Jaakkola, Orava & Varjonen 2009, 5). How to recognize services that could be productized? Tuominen et al. (2015, 8) advise to look for some essential details in order to identify services that could be productized and think what kind of effects or needs the process would have. These marks could be related to increased demand of the services or there could be repeatable actions or parts in the service that the company is already servicing. Standardization would also help the customer to understand the servicing process better. The service has a connection or at least it should have a connection to the company's strategy and it is a possibility to be productive, economical and cost-effective. The company has a needed experience, resource and know-how to productize services and employees would be ready to put it in practice. If not, it should be considered to be bought from somewhere outside the organization. (Tuominen et al. 2015, 8.)

Jaakkola, Orava and Varjonen (2009, 8) suggest also paying attention to different details in order to start to plan the productization process. These details are partly related to the same topic that Tuominen et al. have presented earlier, but there are also other important issues which have not come up before and which have to be taken into consideration. Customers are expecting to have some benefits when buying the service or they have expectations of satisfying their needs when buying the service. Their needs could also be changing in the future. The company has to assure that the supply chain contains every needed part of the services and products so that nothing relevant is missing. The company may also need a certain kind of

expert knowledge in the productization process of services. Again, if the needed experience or resources are not available in the organization or there is a lack of it, it may be the best option to buy these resources from somewhere else. The future markets' opportunities should also be analyzed. Length of the products' or services' life cycles and possible increasing demand has to be taken into consideration. Efficiency and cost-effectivity to produce each of the services is also important. Co-operation with other producers in order to expand the services would be sometimes more profitable than working alone. Situations in the markets are changing very fast. It is reasonable to reach the planning process in the future even if it is quite difficult to forecast what will happen after a few years. (Jaakkola, Orava & Varjonen 2009, 8.)

How to recognize services that have been productized well? A well productized service could be recognized, for example, in a situation where most of your employees have changed because of a change of ownership and a company still can operate after a few weeks' preparing period. How can that be done? It is possible as a result of well documented services. Parantainen (2011, 12) states that a good documentation is a requirement for successful productization. It means that service plans, selling methods, contracts, marketing material, pricing and graphic communication is documented and saved in such a way that anyone can start to continue to operate.(Parantainen 2011, 12.) On the other hand, services without proper productization or services that have been poorly productized can be recognized by asking three questions, which are related to a price of a product, a composition of a product or a responsibility of product services development. It means that the pricing bases are not in order. Nobody knows what the content of the service is. Nobody knows who the expert is that makes decisions of pricing and development. (Parantainen 2011, 25.)

How to create a well productized service? According to Parantainen (2011, 13) there are six common phases that can be recognized in order to succeed. First, there are some service procedures that have been pointed out by others and these procedures could be used in different situations. Second, a service is named and it starts to have a certain shape and price. Third, the content of the service starts to stable size and a stable pricing is possible. Fourth, the service process starts to conceptualize. Sharing knowhow with others is

possible, also without the original expert's participation. The fifth phase cannot be accessed without a decision to do so and to make it real. In this phase the service should be documented step by step. Work instructions, check lists, documentation models and training material help to share the service outside the organization. In this phase the service is usually divided into modules. Sixth, the services are ready to be used outside the organization, using, for example, licensing or resales. (Parantainen 2011, 12 – 15; Aapaoja, Kujala & Pesonen 2012, 96.)

Tuominen et al. (2015, 10) presents three different productization processes: a traditional phased productization process, an "agile" productization process and an iterative productization process. The traditional phased process is usually realized using traditional project development methods. It has a starting point and the product is ready to be sold after the process. A productization process with six common phases belongs to this group (Parantainen 2011, 13). The "agile" productization process is often used when the product or service should be productized very fast and it can be sold before the productization process is finalized (Tuominen et al. 2015, 11).

Parantainen (2011, 99) presents a few identifying details or phases that can be recognized in the "agile" productization process. The process is realized using simple methods and tools, it is planned to be adaptable and fast. In the process the working outcome is more important than the documentation and the customer is participating in the process in every stage. The project's objective is to progress in detailed short phases. One phase can last from one to eight weeks. Working experts are totally motivated and a project manager helps the experts to concentrate on effective planning. Members of the working group are aware that personal communication with other members is the most effective way to share the information. (Parantainen 2011, 100.)

The iterative productization process is planned to work in phases. Every phase can be realized by focusing on the content of the product. It is possible to prepare the internal or external productization process first. The basic idea is to create the service to be flexible, continuously improving and developing process. (Tuominen et al. 2015, 11.)

How to start a productization process? According to Jaakkola, Orava and Varjonen (2009, 11) the productization process starts with making a

description of the service's feature, what the heart of the service is and how it could be realized. A finished service package includes a core service, support services and supplementary services. It is necessary to identify all the needed support services when planning a productization process. It will help to find out resources and implementation phases of the service process. It is possible to change only the supporting services in order to increase the efficiency of the service. (Jaakkola, Orava & Varjonen 2009, 11.) The next phase is to find out how the service is produced and implemented. This means that the service process has to be described in every stage. The service process can be described as a simple explanatory diagram which clarifies the implementation phases and the makers. (Jaakkola, Orava & Varjonen 2009, 15.)

The service process includes several details that could be evaluated and recognized. Some of these details concern the service process itself and some of them concern the customer insight. In the service process it is important to evaluate, for example, the following aspects: what are the phases during the service process, who is participating in these phases, what kind of methods and resources are needed in each phase, if the phases are in common with some other services or if there are bottle-neck factors or critical points in the process. When evaluating the customer insight in the service process, there are questions like: what is the meaning of the service delivery time and availability to the customers, if it gives some extra value to the customer, if the servicing process requires a direct contact between the customer and the producer, if it is necessary that a customer comes to the producer or if the producer visits the customer, if it is possible to take care of the servicing contact using an electronic communication system. (Jaakkola, Orava & Varjonen 2009, 15.)

One part of the productization process is the standardization of the services. It means that the service can be split into different parts or modules and then be copied into the production. The service process may include both, standardized modules and tailor-made parts. A customer can then choose the package that satisfies his or her needs. (Jaakkola, Orava & Varjonen 2009, 19.)

Toivonen (2012, 5) describes the productization process of services in nine phases. The process progresses as follows:

- First phase, limiting of the service that is going to be productized. The service can be a complete service process that includes different parts or it can be a part of the service process.
- Second phase, making a specification of the customized service. It means, taking into consideration the needs of the customers.
- Third phase, making a servicing promise or a commitment. What is the service? How is it going to be produced and when?
- Fourth phase, making a specification of the servicing construction, process and resources. It means a servicing package.
- Fifth phase, making a standard operating procedure and agreed servicing parts' standardization. This part means a servicing format.
- Sixth phase, training of the employees and commitment to the service.
- Seventh phase, documentation of the services to the customer.
- Eighth phase, following up of the service progress and evaluation.
- Ninth phase, developing the service, making a service reconstruction. (Toivonen 2012, 5.)

Tuominen et al. (2015, 12) describe the process in an understandable way, how the LEAPS-project (Leadership in the Productization of Services) created the five phase productization process during the project's operation period. The productization process looks simpler but the outcome is the same as in the previous models.
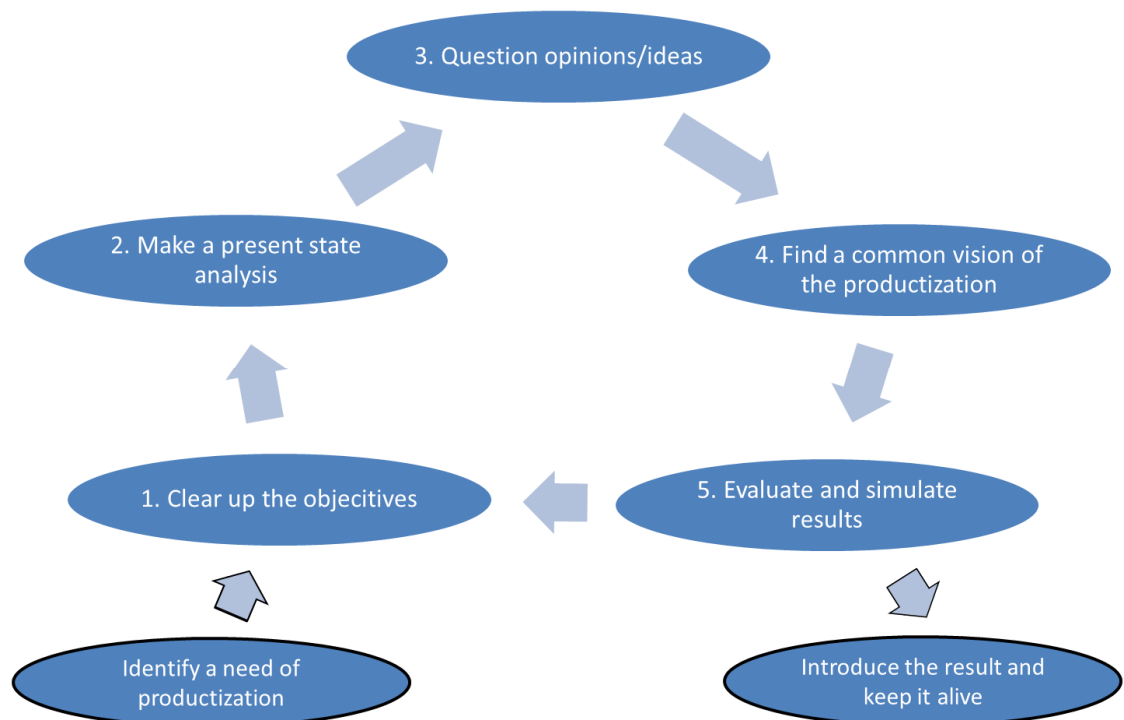

Figure 3. A model of the LEAPS-project's productization process (Tuominen et al. 2015, 12)

As it can be seen in the figure above, before the starting point a need of the productization should be identified. After that, the process continues as follows:

- First phase, clearing up the objectives together.
- Second phase, making a present state analysis. The productization process is based on this phase. The needed information for the next phases is collected in this phase.
- Third phase, questioning opinions and ideas. This phase helps to watch the service from different points of view and to recognize the critical points.
- Fourth phase, finding a common vision of the productization. The productization process should be planned and documented in cooperation with others in such a way that all the members of the productization process group have equal rights to present an opinion.
- Fifth phase, evaluating and simulating results. The object of this phase of the productization process is to recognize possible development needs of the servicing process. It is important to evaluate the process before taking it in action.

After these five phases, the productized servicing process should be kept alive and further developed. (Tuominen et al. 2015, 12 – 13.)

Parantainen	Jaakkola, Orava & Varjonen	Tuominen et al.
• Service procedures or good practices have been pointed out • Service is named and has a shape and price • Content of the service starts to conceptualize • Service process starts to conceptualize • Service content is documented step by step • Service is ready to be used	• Making a description of the service's feature • Describing the service process • Standardization of service • Pricing the service • Monitoring and measuring the service • Developing the service	• Limiting of the service • A specification of the service • Making a servicing promise or a commitment • Making a specification of the service construction, process and resources • Making a standard operating procedure and agreed servicing parts' standardization • Training of the employees and commitment to the service • Documentation of the service to the customer • Following up of the service's progress and evaluation • Developing the service, a reconstruction

Figure 4. A summary of three authors' productization processes

As it can be seen in the figure above, there are mainly the same phases in the productization process of three different authors. In common for these three

processes are the following five phases: making a description of the service's future, making a specification of the service's construction, process and resources, making a standard operating procedure and agreed servicing parts' standardization and documentation of the servicing process. There are two phases that are in common for two of the authors. These phases are following up the service's progress and evaluation which means monitoring and measuring the service and developing the service.

2.2 Transferring process of best practices

A best practice can be defined as a practice that assists to do something better, faster and cheaper. It can give a competitive advantage to the company that is able to identify, revise and share the distinguished practices. It can lead to higher efficiency, faster operations and higher customer satisfaction. (Trees 2012, 1.) Hold Christensen (2007, 37) would rather talk about knowledge sharing than sharing best practices. In his point of view the organization should pass the obsession of best practices and concentrate on improving the sharing of knowledge. According to him the goal of knowledge sharing is as much in creating new knowledge as in utilizing already existing knowledge. Newell et al. (2003, 1) suggest that it is more useful to transfer process knowledge about effective ways to generate the knowledge of an existing practice than to transfer product knowledge about a new best practice. Trees (2012, 1) states that best practices are a form of institutional knowledge where the information of the practice is seen in the context of employees and experience. Best practices give a picture of the best functions of different parts of the organization by coaching employees at the same time. She also states that transferring best practices helps to minimize employees' objection to a change in the organization.

Transferring best practices are based on different reasons in the organizations. The reason can be, for example, standardizing services after a merger or business agreement or the raising cost effectiveness without compromising quality. (Trees 2012, 1). These reasons or efforts are very similar to a situation when an organization considers a productization process. A quick overview on transferring of best practices confirms the impression that a common denominator behind these two improvement processes is the

financial benefit, to get more efficiency, maximize customers' benefits and to make more profit.

The transferring process of best practices consists of five phases. First comes the phase where transferred practices are identified. The second phase consists of a documentation of the knowledge that makes the practice effective. The third phase is the one where the practices are evaluated. The fourth phase includes the communication and sharing part of practices. The fifth phase contains supporting of employees when they are adapting the practices. (Trees 2012, 1.) The transferring process of best practices includes mostly the same phases as the productization process. Of course, there could be a sixth phase in the transferring process of best practices, as it is in the productization process, to recognize possible development needs in the future.

According to Hold Christensen (2007, 37) the knowledge sharing process consists of four forms of knowledge. These forms are professional knowledge, coordinating knowledge, object-based knowledge and know-how. All these four forms are needed in order to organize a successful knowledge transferring process. The intention in the knowledge sharing process can be either creating something new that is based on already existing knowledge or improving the existing knowledge so that the utilization of the knowledge is more useful. (Hold Christensen 2007, 37.) In other words it is possible to make improvements and changes in already existing knowledge or practices by reviewing it with others who can give an entirely new point of view to look at it. And again, the idea is very similar with the productization process where the co-operation with others can lead to several benefits that Tuominen et al. (2015, 7) have presented.

Professional knowledge means the knowledge that is needed in performing a certain task or entirety. It is often limited to the practices that the performer has achieved by his or her experience or education. Coordinating knowledge consists of different embedded rules, standards and methods that are needed in order to perform a certain task or tasks. Coordinating knowledge is in important role to make sure that the task is done in a proper way in time. It gives the instructions about who, when and what. Object-based knowledge is knowledge about a certain object or tasks that are needed when the object is

passing through the company's production or servicing process. The object can be, for example, a product or a customer. Know-how is knowledge about the knowledge existing. It means detailed information about something. The identification of different tasks and practices is based on know-how. (Hold Christensen 2007, 43.)

A successful crosscultural knowledge transfer process is often based on expert knowledge of individuals or a group of people who are able to manage the demanding knowledge transferring process using their professional skills. Managing knowledge transferring process requires from the executor a real time learning and planning at the same time. (Kayes, Kayes & Yamazaki 2005, 87.)

2.3   Cross-cultural knowledge transfer

Kayes, Kayes and Yamazaki (2005, 90) talk about the loss of meaning that happens when the knowledge has been transferred from a person to another in a cross-cultural transferring process. They point out how difficult it is to recreate the same situation in the same way and how the transferred practices may have different meanings in another culture in a different context. They also present how important the language and the translation of the language is in the knowledge transferring process from culture to another. They suggest that the knowledge transferring process planning organizations should consider the translation of the local practices very careful. They should take into consideration, for example, the types of the practices that can be translated into a new culture, the aspects of local knowledge that can or cannot be translated well and what are the implications when the local knowledge has been translated into another culture. (Kayes, Kayes & Yamazaki 2005, 91.)

Kayes, Kayes and Yamazaki (2005, 92) introduce the seven competencies of Cross-Cultural learning in order to describe the specific skills that are needed in successful cross-cultural management.

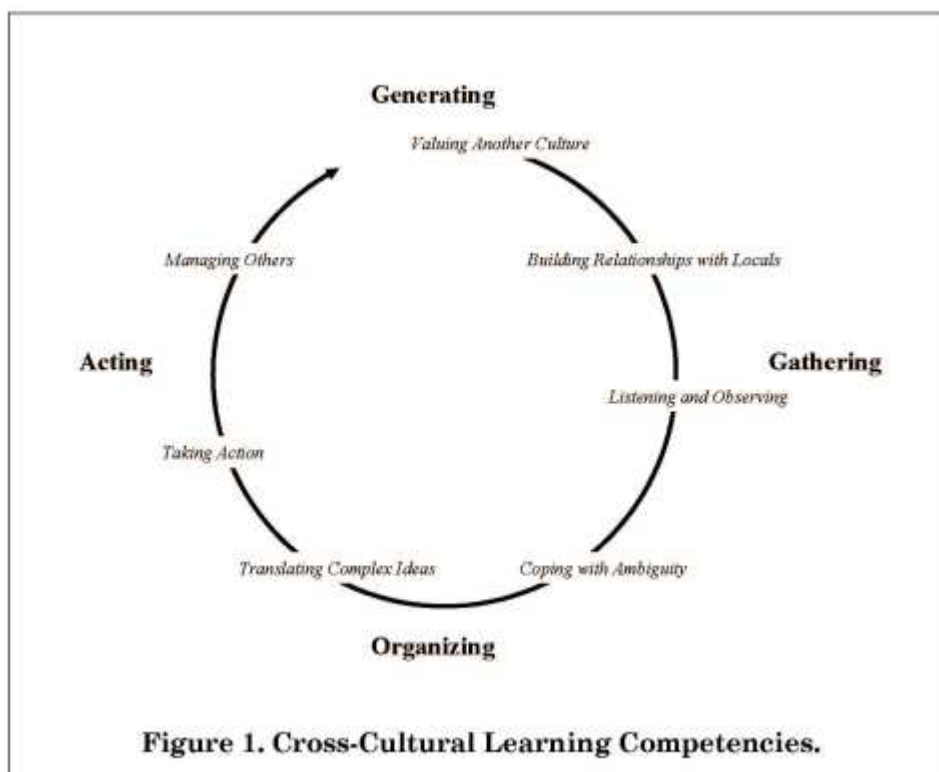**Figure 1. Cross-Cultural Learning Competencies.**

Figure 5. Cross-Cultural Learning Competencies (Kayes, Kayes & Yamazaki 2005, 94)

The figure above describes the seven competencies of cross-cultural learning that are based on a four stage model of experiential learning. The experiential learning model consists of four stages that are generating, gathering, organizing and acting knowledge. Generating knowledge means that a person is able to find different new ideas and recognize new visions by creating strong relationships with others using personal leadership skills. Gathering knowledge means that a person is able to create something new by understanding the information that already exists by using her or his personal skills. Organizing knowledge means that a person is able to gather the information together and make a different implementation based on that information. He or she usually needs specific skills to understand a bigger and more complicated entity in order to make a simpler variation. Acting on knowledge means an ability to handle unexpected situations when the new model or idea is under an experimental use. It requires, for example, problem solving management skills. (Kayes, Kayes & Yamazaki 2005, 89 – 90.)

The seven competencies of cross-cultural learning consist of seven stages that are valuing different cultures, building relationships in the host culture, listening and observing, coping with ambiguity, translating complex ideas, taking action and managing others. Valuing different cultures as a learning

competence assume an adequate attitude against another culture. Respecting and appreciating the other culture's history, customs and habits give the basics for successful learning. Building relationships in the host culture requires learning competencies where the manager is able to create relationships in another culture using the ability to adapt in different circumstances. Listening and observing as a learning competence expand awareness of customs and habits that influences certain processes and transactions. It helps to understand reasons behind the actions. (Kayes, Kayes & Yamazaki 2005, 92-93.)

Coping with ambiguity as a learning competence helps to handle the situations where the manager cannot be sure of the right or proper way to act. Ability to understand the silent expressions in these situations is a real advantage. Translating complex ideas as a learning competence means that the manager is capable to learn useful practices or ways to manage those practices in another culture and then translate them to own or other languages. Taking action is the ability to realize different actions in the situation where the successful progress of the project demands to do so. It is an ability to work out contradictions. Managing others as a learning competence requires ability to an effective team work and co-operation with others. It requires many personal skills, such as the ability to understand and support others when needed. (Kayes, Kayes & Yamazaki 2005, 92-93.)

The seven cross-cultural learning competencies seem to be based on the personal features of the managers and employees that are operating with cross cultural transactions. The most important feature is the ability to understand other people and their habits and customs in different situations. It requires a certain kind of sensitiveness in every situation.

The author (2005, 94) introduces the Seven stages of cross-cultural knowledge transfer that creates the bases of successful knowledge transferring process from one culture to another. These seven stages are: valuing another culture, identifying local knowledge, listening and observing, coping with ambiguity, translating knowledge, managing unintended consequences and institutionalizing. (Kayes, Kayes & Yamazaki 2005, 94.)

Figure 2. Cross-cultural Knowledge Transfer as a Process of Learning.
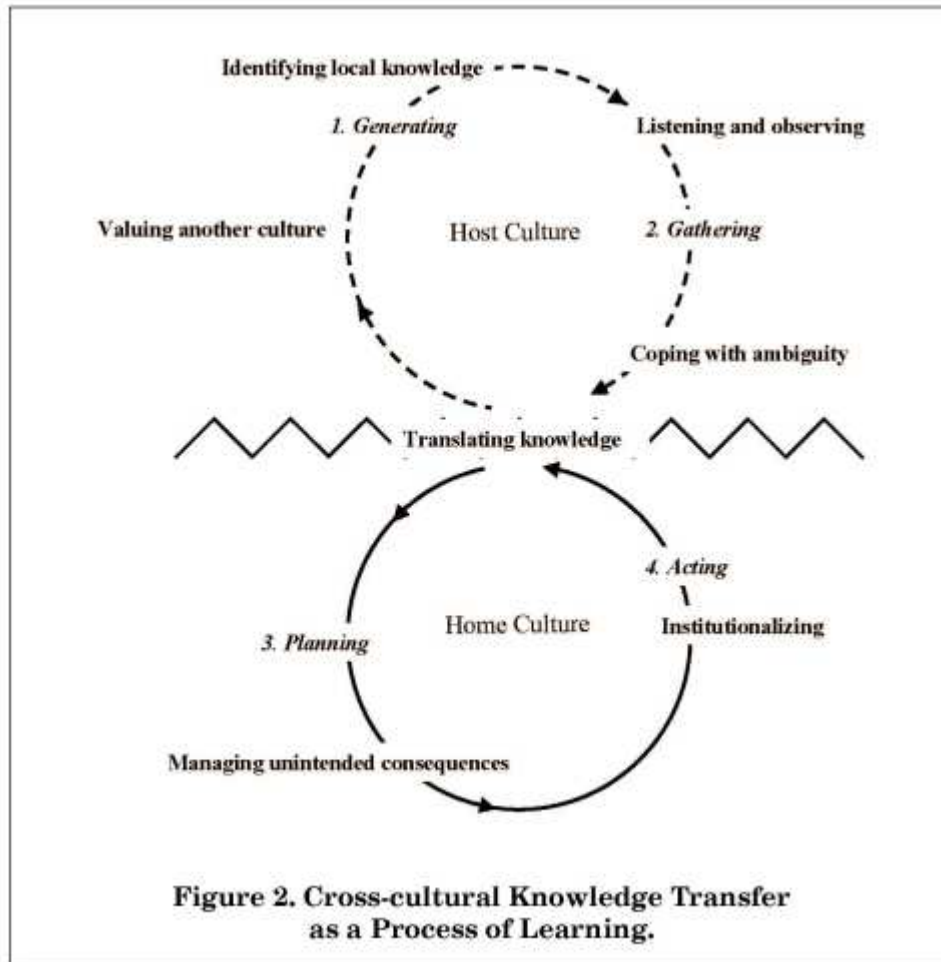
Figure 6. Cross-cultural Knowledge Transfer as a Process of Learning (Kayes, Kayes & Yamazaki 2005, 95)

The picture above demonstrates the seven stages of cross-cultural knowledge transferring processes knowledge creation strategies between host and home culture. The knowledge transferring process starts with valuing the knowledge of another culture. It rises from the appreciation of other cultures and requires an open minded attitude to recognize the best practices that can be transferred between two different cultures. Identifying local knowledge is the second stage of the transferring process where the appropriate knowledge has been identified using the knowledge generating skills. Listening and observing is the third stage of the process and concentrate on gathering transferred knowledge as much as possible. This stage does not separate the knowledge. Coping with ambiguity is the fourth stage where the transferred knowledge will be identified, selected and organized in such a form that it can be translated properly. (Kayes, Kayes & Yamazaki 2005, 95-96.)

Translating knowledge is the fifth stage where the transferred knowledge is described as a process and translated from one language to another. The sixth stage of the process is managing unintended consequences. This is the stage where the transferring process is managed using the effective management skills, such as team work and co-operation skills. The form of the knowledge may technically be understandable but culturally not. This stage needs to be managed in such a way that the idea of the practice can be accepted and adapted in the organization. Institutionalizing is the seventh stage of the process. In this stage the knowledge should be integrated into the organization's everyday life. It is not a separated action anymore. (Kayes, Kayes & Yamazaki 2005, 95-96.)

It can be defined that every step and every stage of the transferring process has a meaning and every stage is equally important. The final result of the transferring process is very much dependent on the personal management skills of the manager but also on his or her ability to understand other people and other cultures and to share the information.
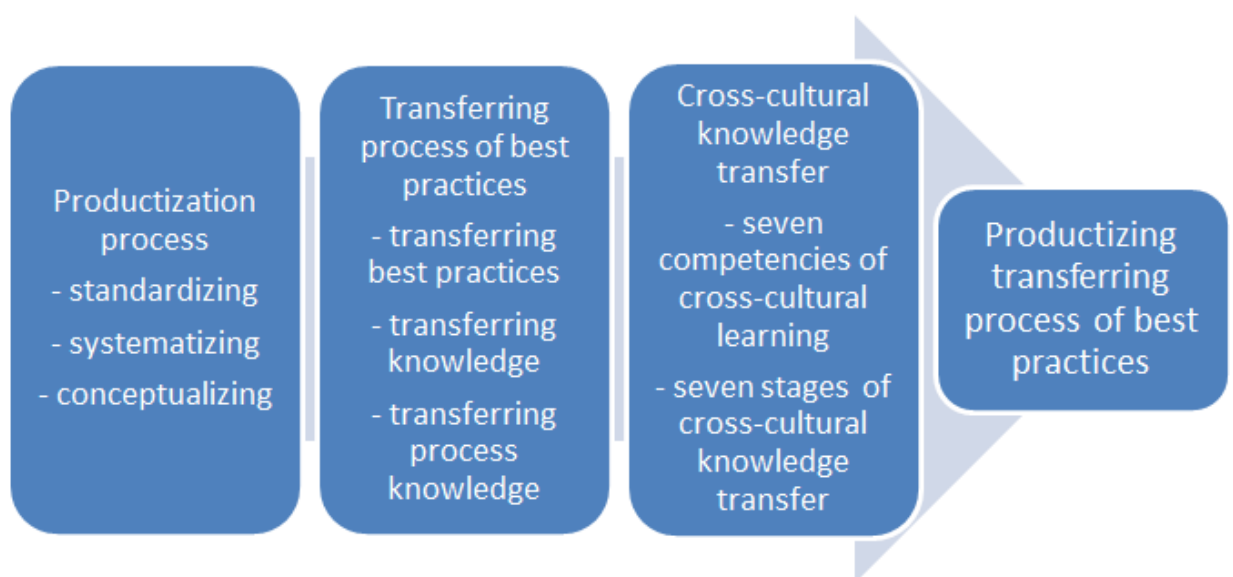
Figure 7. Theoretical framework of the research including the main concepts

The theoretical framework in the master's thesis consists of a description of the productization process, the transferring process of best practices and a cross-cultural knowledge transfer. The idea behind the theoretical framework is to describe the content and the most important parts of these two processes and to describe the significance of the factors that are important in the transferring process of good practices in the international environment.

3   METHODOLOGY

The methodology paragraph introduces a plan of the action research and the case study process, data analysis methods and validity and reliability of the research.

3.1   Plan of the action research and the case study process

The methodology used was qualitative. In this case it was a mixed method of case study and action research. According to Quinlan (2011, 182), a simple definition of the case study methodology is that it is an in-depth study of a bounded entity. It is possible to use the case study methodology, if the research is carried out in a bounded entity, in a specific space or place, in a particular incident. Vilkka (2005, 105) states that the case can be for example an organization, an institution, a process or a part of it, a situation, an individual, a program or a concept. In her presentation it is not a method, but a perspective or an approach to study the reality. On the other hand, the action research could be used when bringing a change in the quality or in the practice of an organization. It often follows a cyclical or spiral process of planning, action, critical reflection and evaluation. (Quinlan 2011, 183.)

The master's thesis has a concrete object to study. It is the project management unit, the project team and a real life case, the ISE project. It is the argumentation of the case study method. The master's thesis has also a purpose to find a change and improve the project management and the use of the finished products or practices of the projects. This argumentation supports the idea to use the action research method.
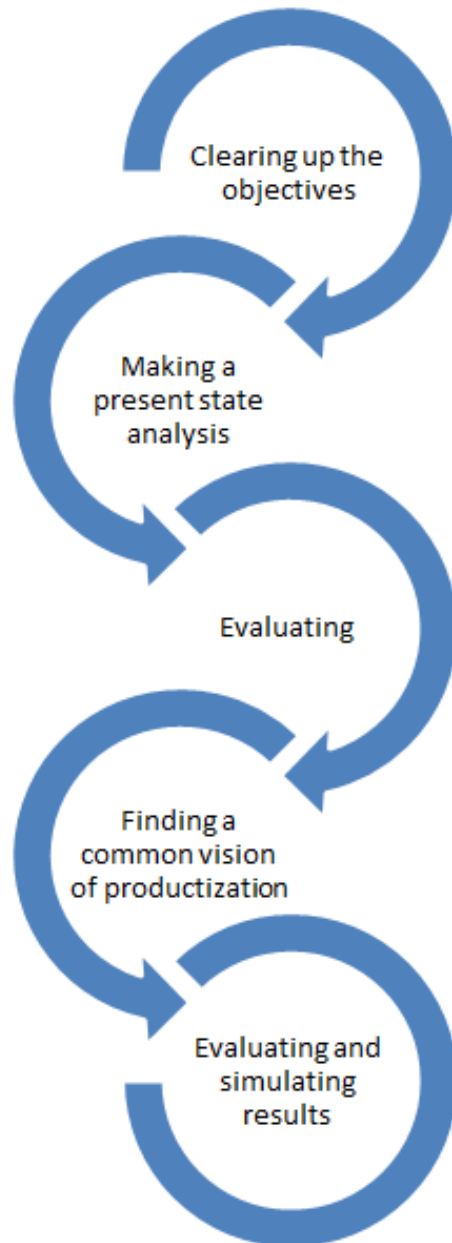
Figure 8. The action research and the case study process

The action research process in the master's thesis was planned to be implemented using the productization process model that was introduced in the literature review. The action research process in the organization follows the literature review framework.
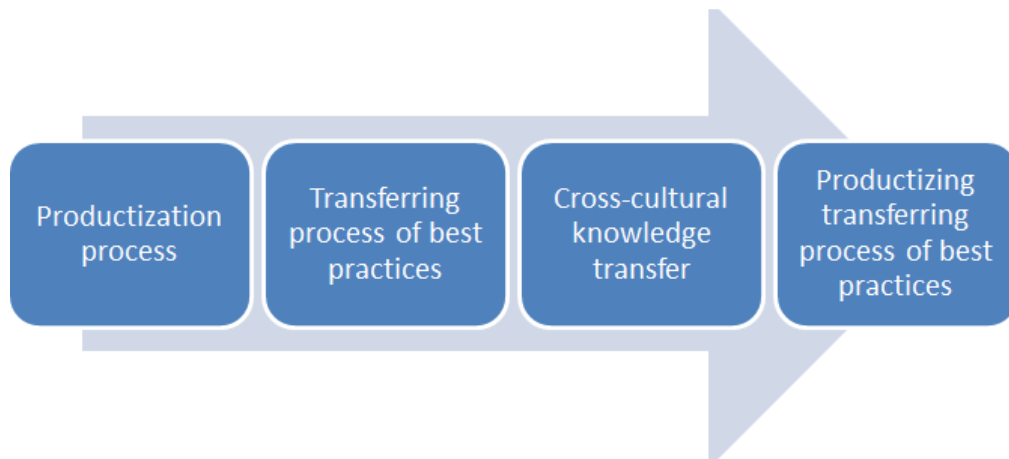
Figure 9. Theoretical framework of the research

The action research was divided into three basic interventions as shown in the figure above. The first intervention was based on the productization process, the second intervention was based on the transferring process of best practices and the third intervention was based on the cross-cultural knowledge transfer. The action research process plan is described as follows:

1. Clearing up the objectives
   Productization of the transferring process of best practices in the organization

2. Making a present state analysis
   - The present state analysis of the organization's present state in productization
   - The present state analysis of the transferring of best practices
   - Studying the experience of the cross cultural transferring process of good practices in ISE project
   - Using interviews, inquiries, observations and secondary data

3. Evaluating
   A situation in the productization and in transferring best practices in the organization needs to be evaluated

4. Finding a common vision for the productization and transferring of best practices.
   - Collecting findings and results from the research process and suggesting changes

5. Evaluating and simulating results
   - The object of this phase is to simulate the process in action and evaluate and make changes in the process if necessary.

The research process of the master's thesis action research was implemented in three interventions.

3.1.1 Intervention 1

The objective of the first intervention was to find out how the productization process of best practices in the organization was realized by making a present state analysis. The present state analysis consisted of an investigation of the organization's present state in the productization. The present state analysis was made using the interviews.

3.1.2 Intervention 2

The objective of the second intervention was to find out how the transferring process of good practices in the organization was realized by making the present state analysis. The present state analysis consisted of an investigation of the organization's present state in the transferring process of best practices. The present state analysis was made using the interviews.

3.1.3 Intervention 3

The objective of the third intervention was to study experiences of a cross-cultural transferring process of best practices, using a practical case of a real transferring process. The ISE project's transferring process was studied by interviewing the project manager, the specialist of the project and the person who took care of the financial administration of the project. The transferring process was also studied using secondary material of the project implementation. The study of the project's experiences was made from the project management point of view. In the beginning of the project there were three people working in the project management. After the Head of International relations resignation there were only two left, the project manager and the specialist.

The master's thesis consists of the transferring process phases from one to four. The fourth phase of the action research process collects and suggests possible changing ideas and introduces then to the commissioner. The fifth phase in the action research, evaluating and simulating suggested results, will be done later. It was not possible to implement during the master's thesis work, as the evaluation and simulation process requires the project team

members' cooperation as well as piloting and evaluation of a real transferring case project.

3.2   Data analysis methods

The data analysis method in the master's thesis was considered from the mixed qualitative case study and action research methodology point of view. The research data was collected using interviews, questionnaires, observations, documentations and archival records. The primary data was collected with interviews. The interviews were semi-structured interviews of several persons that had worked in the organization's projects. The observation was a participatory observation. In this case the author works in the section that was under the studying process of the research organization and the author knows the organization and its members well. This was a benefit in the research, but also a challenge when analyzing the data.

The secondary data was collected using documentation and archival records of the ISE project and the productization work of other projects in the organization. There are workbooks, minutes of meetings, reports and other relating material.

Qualitative data needs to be prepared and organized before it is possible to be analyzed. It means that the raw data must be collected, processed and filed in such a way that they can be analyzed. First, the original data has to be protected by making back-up copies. Second, the data should be catalogued and indexed for example by serial numbering. Recorded data should be transcribed and annotated. Transcriptions help when the data needs to be searched and compared. (Denscombe 2010, 275.)

According to Denscombe (2010, 279) qualitative data can be analyzed in many different ways, using, for example, content analysis, grounded theory, discourse analysis, conversation analysis and narrative analysis. Closer familiarization to these approaches proves that the most suitable way to analyze this specific case was the content analysis method.

Content analysis can be used with any text, whether it is in the form of writing, audio or pictures. The main strength of content analysis is that it helps in

quantifying the contents of a text; it is a clear method in principle and could be repeated by other researchers. The process could be made for example as follows

- Choosing an appropriate sample of texts or images
- Breaking the text down into smaller component units
- Developing relevant categories for analyzing the data
- Coding the units in line with the categories
- Counting the frequency with which these units occur
- Analyzing the text in terms of frequency of the units and their relation-ship with other units that occur in the text. (Denscombe 2010, 282 – 283.)

Vilkka (2005, 114) states that content analysis is not only a quantitative meth-od. According to the author with this approach the content is basically defined verbally. Content analysis can be divided into theory based and data based approach to analyze the content. Content analysis can also be executed as a mixture of these two. The objective of the data based content analysis is to find some kind of a logic action or typical description that can be made by analyzing the data. The theory based content analysis bases on the theory or model made by the author or authors. (Vilkka 2005, 114 – 116.) The mixture of the mentioned content analyses is suitable to use in the master's thesis. The data based content analysis was used to create a picture or a description about the present state of productization and transferring process of best practices in the organization's project unit. The first and the second intervention of the study were analyzed using the data based content analysis approach. The third intervention of the study was analyzed using the mixture of the data based content analysis and the theory based content analysis approach. The theory based content analysis approach was used in order to find a logical connection between the theory and the practice.

The primary data of the present state analysis was collected using semi-structured interviews of the project team members. The interview questions were sent to the project team members in advance. Four of the members answered in writing and two of them were also phone interviewed afterwards. Two of the project team members were face-to-face interviewed and their answers were written down during the interviews. One of the members was not able to answer the questions. The primary data of the ISE project was also

collected using semi-structured interviews of the project manager, the specialist and an office secretary who took care of the financial administration of the project. The interview questions of the project were sent in advance to the project manager and the specialist. The project manager answered in writing. The specialist and the office secretary were face-to-face interviewed and the answers were written down during the interviews.

The qualitative data from the interviews was collected and processed manually. First the qualitative data was saved and organized in folders. After that the data was gathered from several Word documents to one Word document. The answers from different respondents were copied under themes. They were separated using different colors in order to identify different sources. Interviews were also numbered using numbers 1 – 6 in the first and second intervention and 1 – 3 in the third intervention according to the respondent. The most essential answers for the research were translated into English. The questions and the answers were then organized in the same document under themes using different colors in order to identify answers that were responding to certain questions. The questions and answers were organized into a table form, one theme in one table, each question and related answers in the same column.

The secondary data was gathered from the external evaluation report of the Finnish National Board of Education and the final report of the ISE project. The secondary data was collected using the questions about experiences of planning and implementing a transferring process of best practices and the questions about critical, negative and positive points of the process. The qualitative data was read through many times; the main points of the data were underlined and then written into a separate Word document.

3.3   Validity and reliability

According to Vilkka (2005, 128) validity and credibility are stabilized concepts in order to asses academic qualifications. In qualitative research, there is a thin line between validity and credibility. Validity in qualitative research can be described in different ways. It can be a statement, a thesis, a universal ethic or a guideline. The interpretation in the research is based on the results that the

researcher has achieved by comparison of the research data and the theory. Validity bases always on the interpretation. It is also stated that the aim of qualitative research should question old approaches and explain the phenomena and give a possibility to think in another way. The researcher has to prove his or her skills to examine the subject in a more general level than the individual case in question already during the research. (Vilkka 2005, 129.)

A research made using qualitative research method can be said to be reliable when the research interest and the interpreted material are compatible and irrelevant or random factors have not influenced on the theory formation. The reliability of the research can be judged by comparing whether the interpretations of the researcher correspond to the opinions of the examinee. In qualitative research, the method used in carrying out the research and the reliability of the research cannot be discussed separately. It means that in the end the reliability of the research depends on the researcher's reliability: how she or he has been able to estimate and justify the choices that have been made. Vilkka also states that due to the character of qualitative research it is not possible to repeat the research exactly the same way. Each qualitative research is always unique. (Vilkka 2005, 130 – 131.)

The author aims to carry out the research in such a way that there should not be any doubt about the validity and reliability. Theoretical and methodological frameworks have been planned and realized so that they support each other and the interpretations that have been made using the results of the study. Every choice that has been made during the study has been justified.

4 FIRST INTERVENTION

The first intervention studies the organization's present state in productization.

4.1 Data acquisition

The primary data of the present state analysis of productization in the organization was collected using semi-structured interviews of the project team members. The interview questions were sent to the seven project team members in advance. Four of them answered in writing. After reading their

answers, two of them were interviewed by phone. There were some interesting points that needed clarifications after they had returned their answers. Two of the project team members were face-to-face interviewed and their answers were written down during the interview. One of the members could not answer the questions because of being beyond reach at that time. The interviewing process was arranged this way because of the interviewees' and the interviewer's conflicting schedules. All the interviews were held in Finnish and translated into English.

4.2 Primary data collection of productization

The interview questions in the present state analysis of productization in the organization were divided into four themes. The first theme was about the professional background of the interviewees in the organization. The second theme was about productization, what it means, how it can be done, etc. The idea was to try to find out if there was a common understanding about productization. The third and the fourth themes were about the experience of the interviewees in productization. Do they have experience? If they do, what are they thinking about it? Were there any benefits and of what? The interview questions were:

1. What is your position in Etelä-Kymenlaakso Vocational College? How long have you worked in the organization? What are your primary tasks in the organization?
2. What is your opinion about productization, what does it mean? How can it be done? What are the benefits for the organization? What could be the disadvantages? For whom is the productization done? What is the reason to productize?
3. Do you have experience in productization work?
4. When and how have you been participating in productization work? What was the product that was productized and how did you do it? Do you find benefits from that productization to the organization? If there were benefits, what kind of benefits were they?

4.3 Findings

Findings have been gathered from the interviews of six persons and have been referenced with the number of the interview.

4.3.1 Theme 1

All the respondents were very experienced in the educational field. Five of them had more than twenty years of working experience in education. The experience consisted of, among other things, teaching, apprenticeship, marketing and communication, international relations and project management.

4.3.2 Theme 2

The respondents had different specifications for productization depending on their positions and experience in productization. The following specifications are gathered from theirs answers. Shortly, productization from respondents' point of view means:

In education it means educational provision, it means that the needs of the companies and customers in the area have been taken into consideration when planning new education. (1)

It means creating a process, a finished product or a service or a developing practice having value to be used. Sometimes the products or practices are noticed to be useless. Actions must be as effective as possible. Projects' products cannot be for sale. This means that there is a certain regulation that concerns the products that have been developed using the ESF-funding. (2)

It means the packaging of education and development services for customers' use, developing the quality of services from a customer's point of view and creating practices that give a standard for the actions. (3, 4, 5)

It means that projects results are modified in such a way that they are able to be transferred to use in an easy way. Results are described; whether it is a model or something else. The idea is that a new organization or a field can adapt the product or the result. (6)

The question about how the productization can be done was explained as follows:

The processes of services are described in such a way that both the customer and the producer are able to see it. There is a need to plan different actions all

the time during the development process. How the model is planned, what the point of view is; it is already a part of the productization process. All the stakeholders that will be the end users must be participating in the process, for example work place instructors. All the stakeholders that will use the product or service in the future must be taken along during the planning and developing work. (4, 6)

The question about benefits and disadvantages of the productization work were described as follows:

Productization is going to serve the organization. The process forces to make systematic decisions about the content and other circumstances that are related to the product. A product card in the same format makes it easier to compare and further develop. It is an excellent product development method. (3)

Productization makes it easier to share information. Using the service is easier for a customer. Sometimes there can be disadvantages for the organization if the process is too time consuming and needs a lot of resources. Productization should also give benefits to the customer. (4)

A benefit can be, for example, saving time in routines. Cannot see disadvantages at the moment, maybe too tight productization process can wipe out some good ideas. The organization can benefit if the stakeholders participate in the process from the beginning. (5, 6)

All the respondents had the same opinion about for whom the productization is done. The answer was the customer.

The question about the reason to productize gave only two answers. The answers were:

The object of the productization is to get as many benefits as possible when using the project funding. The idea is to transfer the project activities as much as possible and get the biggest benefit for the organization. Productization has been done in order to spread good practices as much as possible. It gives clear instructions and a direction to our own operations. (2, 6)

4.3.3 Theme 3

Do you have experience in productization work?

There are different experiences in different ways. It depends on what one thinks productization really is. Some of the respondents have done it during project work; some of them think that it is a normal part of the everyday work.

4.3.4 Theme 4

When and how have you been participating in productization work? What was the product that was productized and how did you do it?

New pedagogical solutions have been productized during the past three or five years. Productization in the projects means that different models have been created. Projects products and results have been described using the modelling method, even though there were no discussions of productization. The productization process of education has been described in the adult education system. (2, 3)

There was a productization process in an ESF-funded project in 2010, where the counselling service process in adult education was described and piloting of the services was arranged. The productization process was planned in a workshop arranged by Marja Toivonen from Aalto University. The workshop was arranged on January 27, 2010. The service included phone services, face-to-face services and internet services. The counselling service did not stay alive after the project because one of the partners gave up on the servicing cooperation. (4)

The Mestari-project arranged a workshop with teachers from different fields. A new apprenticeship model was the target in the workshop and the idea was to find ideas to productize the model. The workshop used "the reaching of the Peak" productization model and questions based on this model. (6)

Do you find benefits from that productization to the organization? If there were benefits, what kind of benefits were they?

There have been benefits from the pedagogical solutions point of view. Also developments of entrepreneurship and on the job learning methods have been benefits from the productization work point of view. (2)

When it comes to the adults' counselling service piloting, the benefit of the project was to learn basics of the productization method. (4)

The Mestari-project's workshop with the new apprenticeship model productization gave a lot of different ideas on how the model was able to be transferred to different educational fields. The conversation in the workshop strengthened the idea that there was a possibility to transfer the model despite the fact that the model was planned in cooperation with one educational field. There was a basic model that was able to be modified quite easily. (6)

This experience strengthens the idea that general cooperation with a conversation is very important when planning changes and productization.

4.4 Analysis

The first phase of the analysis process was to gather the primary data from several Word documents to one Word document. The answers from different respondents were copied under each theme. They were separated using different colors in order to identify different sources. Interviews were also numbered using numbers 1 – 6 according to the respondent. The second phase of the analysis was to read them carefully through and choose the answers that were most essential for the research. After that they were translated into English. Translating answers from Finnish into English was time consuming but the benefit was that the answers were carefully read in order to understand the insignificance. The questions and the answers were then organized in the same document under themes using different colors in order to identify answers that were responding to certain questions. The third phase of the analysis was to organize the questions and answers into a table form, one theme in one table, each question and related answers in the same column.

Aalto University' arranged a workshop in the Opin Ovi Kymi project in January 27, 2010. The project manager gave the training material during the interview. It has been not in general use in Ekami's project work.

The Oksa-project arranged a productization workshop with Jari Parantainen in May 15, 2014. The project team members were not invited to the workshop. The lecturing material has not been in general use in Ekami. The project manager gave the lecturing material after the interview.

The first common productization workshop for the project team was arranged on December 10, 2014. There are only two pages of different questions on how to arrange a productization process and an opportunity to use the Reaching of the Peak –model and guide. The guide was found in the internet. The model contains useful hints about the productization process and the transferring process of best practices.
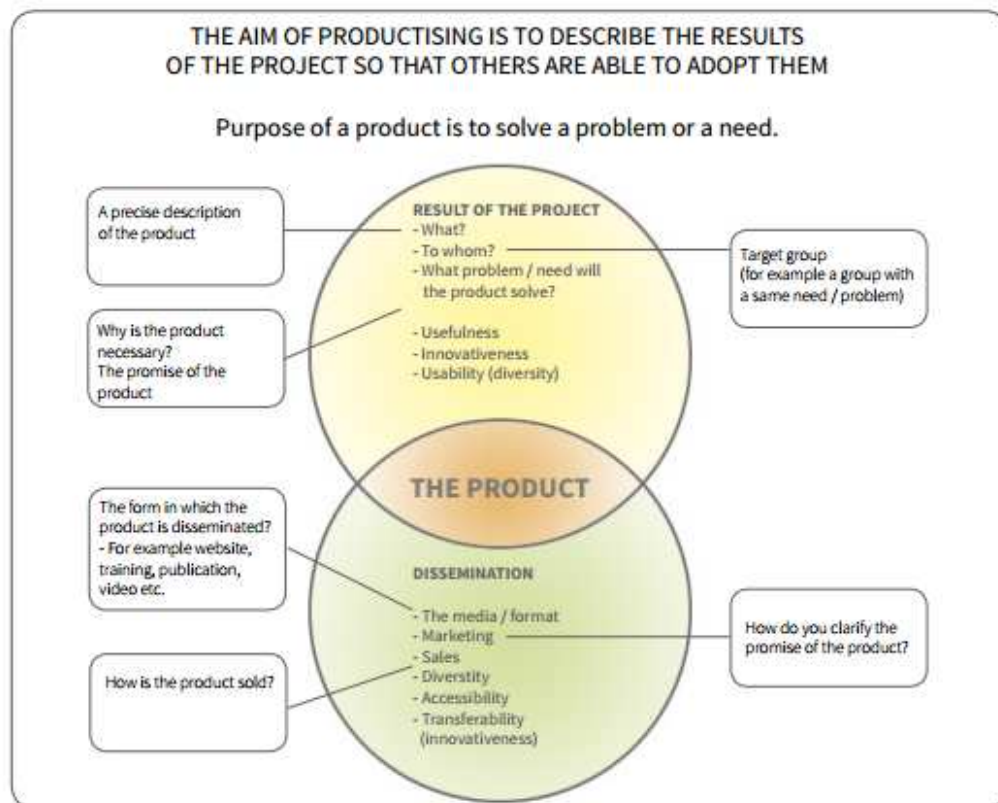

Figure 10. A productizing form. (Mäkelä, M. & Kilpinen, J. 2014, 25)

The figure above presents a model of actors and actions that are needed when the productization process of project innovations is implemented.

There is no common view in the project team about what the productization really is. Productization is understood through the respondents' own

experience. There have not been any of the presented authors' productization processes in use. The ones who plan new education products in the adult education use a certain process in the planning phase. During that process they answer the questions such as: aim/object/purpose of the education product, a content of the education product, contact information, what is the target group, etc. The trainers of the adult education always participate in the planning phase. The productization work in the projects is in the very beginning.

The first time the productization idea was under a common discussion in the project team was in 2014 when the Mestari-project arranged the productization workshop to the project team members.

The biggest challenge is to transfer the project results or products within the organization after the project has ended. There is no common place or system where these products and results could be collected and saved. Product cards were planned and developed, but have not been taken into use.

The financial utilization of the project results and products is not possible because of the ESF-funding and other public funding regulations. This means selling of the products to others. People who work in the projects have a responsibility to share their products without monetary compensation as much as possible. Also, the further development of the products has been implemented using the public project funding. This leads to a thought that other economic viewpoints about how to get more benefits from the project work results must be found.

4.4.1 Summary of the analysis

The productization process of the best practices that have been developed in the projects is only in the beginning in the organization. There has been only one project where the results have been completely productized. There was a productization process in ESF-funded project in 2010, where the counselling service process in adult education was described and piloting of the services was arranged. The productization process was planned in a workshop arranged by Marja Toivonen from Aalto University. The workshop was arranged on January 27, 2010. The service included phone services, face-to-face services and internet services. The counselling service did not stay alive

after the project's end as one of the partners gave up on the servicing cooperation.

After this experience two productization workshops have been arranged in 2014. The first workshop was arranged by Jari Parantainen and the second workshop by the Mestari project. Only the latter was arranged to the whole project unit. There are different kinds of training material about productization, but they are not in general use in the organization. The professional knowledge and experiences about productization lie strongly on single individuals, although it could be utilized as it exists in the organization. The already existing training material can be collected and saved in a place where it is available for further use.

It was also noticed during the interviews and informal discussions that there is no commonly favored author or method among the people of the project unit. Some of them favor Toivonen and some of them Parantainen. Also the Mestari project model "Reaching the Peak" has been considered to be a model that can be used. A solution to find a common view for the productization process could be to choose suitable parts and practices from these authors. This topic needs to be discussed.

5 SECOND INTERVENTION

The second intervention studies the organization's present state in the transferring process of best practices.

5.1 Data acquisition

The primary data of the present state analysis of productization in the organization was collected using semi-structured interviews of the project team members. The interview questions were sent to the seven project team members in advance. Four of them answered in writing. After reading their answers, two of them were interviewed by phone. There were some interesting points that needed clarifications after they had returned their answers. Two of the project team members were face-to-face interviewed and their answers were written down during the interview. One of the members

could not answer the questions because of being beyond reach at that time. The interviewing process was arranged this way because of the interviewees' and the interviewer's conflicting schedules. All the interviews were held in Finnish and translated to English.

5.2   Primary data collection of transferring best practices

The interview questions in the present state analysis of transferring best practices in the organization were divided into five themes. The first theme was about the professional background of the interviewees in the organization. The second theme was about the opinions of the interviewees about transferring of best practices. The idea was to find out the general attitude among the respondents towards transferring process of best practices. What does it mean, how can it be done, what kind of knowledge is needed and are there advantages or disadvantages? The third and the fourth theme were about the experience of the interviewees in the transferring of best practices. The third and fourth theme studied the present state of the transferring process in the organization. Did they have experience and what did they think about transferring process at all? The fifth theme was about their opinions on selling the best practices outside the organization. The idea behind these questions was to find out whether there was capacity or willingness to sell one's own expertise if there was a possibility to do so. The questions were:

1. What is your position in Etelä-Kymenlaakso Vocational College? How long have you worked in the organization? What are your primary tasks in the organization?
2. What is your opinion about transferring best practices, what does it mean? What are the best practices? Is it useful to transfer those practices? How do you think the practices can be transferred? What kind of work and knowledge is needed in the transfer process? What could be the benefits when transferring the best practices? What kind of disadvantages could there be?
3. Do you have experience in transferring of best practices?
4. How, when and where have the best practices been transferred? What kind of results were there? Was the transferring process useful? Was the transferring process successful? What do you think about transferring best practices? Should it be implemented actively? To both directions?
5. What do you think about selling best practices outside the organization? Would it be possible? Would you sell your expertise in order to sell best practices? Would you sell it in such circumstances that the transferring

process would be made in an international environment? What kind of knowledge is needed in such cases?

5.3 Findings

Findings have been gathered from the interviews of six persons and have been referenced with the number of the interview.

5.3.1 Theme 1

All the respondents were very experienced in the educational field. Five of them had more than twenty years of working experience in education. The experience consisted of, among other things, teaching, apprenticeship, marketing and communication, international relations and project management.

5.3.2 Theme 2

What is your opinion about transferring good practices, what does it mean? What are the good practices? The common idea of the good practices was very clear among the respondents. Their answers can be described as follows.

Good practices are functional and continual methods that serve both, the organizers and the customers of education. Why to reinvent the wheel when it already exists. Good practices are tested and confirmed to be good in practice. They are a part of everyday work. Using the products is justified if they give some extra value. (1, 2, 3)

Project results and products are good practices. A good practice is a model, a mode of action or a description of a process. Good practices are models and products that are easy to be adapted. Maybe not in the basic form but with some modification they are good solutions for your own organization. Good practices are also processes, development of tacit knowledge and sharing the tacit knowledge with others. (4, 5, 6)

Transferring good practices means that a practice is developed and evaluated for a specific use. Projects are aware of objectives that have been stated on a national level. Educational networks give a much wider view on the development of good practices and are able to evaluate which of these practices are worth transferring and further developing. (2)

Is it useful to transfer those practices? How do you think the practices can be transferred? What kind of work and knowledge is needed in the transfer process?

Transferring of good practices is the biggest challenge throughout the EU. (4)

Successful transferring of projects' products requires the product packaging. It means product descriptions or a product brochure. Productization starts already in the planning phase of the project. Products must be sold inside the organization or outside the organization after the project has ended. There is a need to make a marketing and transferring plan, where the marketing, lobbying, utilization and implementation are described. The most important thing in the transferring process is to recognize, describe and productize these products and also to take care of the implementation and utilization of the products in a systematical way. (6)

Good practices can be transferred by sharing the knowhow with selected people. It is important that all the stakeholders are cooperating in establishing the utilization of the products. (6)

The development of transferring strategy is important. What are the phases that are needed in the transferring process? There should be a possibility to utilize the critical points that have come up already in the planning phase. The transferring process requires that the management of the organization is committed to it. It is an absolute precondition for the adaptation. It requires changes in the management process because the utilization of the model may need some changes in the corporate culture. A good product is easy to take into use partly or completely as it is. There can be many good small things that make it easier to work. (6)

Transferring of good practices requires for example, network knowhow, personal influence, writing work, arranging different seminars and trainings,

influencing on these situations, knowhow of network management, organizational knowhow, and also the ability to find the key persons. (2)

Transferring process requires communication and influencing knowledge, substance knowledge, language knowledge and visualization knowledge. Skills that are needed in the transferring process are, for example, language skills, good communication skills, arrangement skills of meetings and dining, cultural differences must be known, it also requires commitment, it is not enough to be available from eight am to four pm. (6)

What could be the benefits when transferring the good practices? What kind of disadvantages could there be?

The benefit is that there is no need to reinvent the wheel. It is possible to take into use others' developments. There is an economic efficiency angle and also time saving. It helps the development process there where the practice has been transferred to. Making more efficient and easier processes benefits the organization in the transferring process of good practices. There cannot be any harm in transferring good practices if it makes the work easier and clearer. If a good practice is too complicated and difficult, it is not easy to transfer. (2, 4)

The benefit can be found in those situations where you look at your product from a different angle and see the model in a different way. It means that it is easy to go blind in your own operating culture and the transferring of good practices helps to find out how to develop the product to get better.(6)

Disadvantages can be found in the situations where the transferring process is not planned in a proper way. The model is just thrown to you and said that take it into use. Nobody tells what should be done next. There is a danger that the model changes, it is not suitable anymore. It will get damaged. The good idea is spoiled. The disadvantage might be that the practice is transferred somewhere where it does not fit in. There can be a different corporate culture, especially in international operations. Disadvantages are that also bad practices get transferred. (6)

5.3.3 Theme 3

Do you have experience in transferring of best practices?

Five of the respondents had experience in transferring of good practices in different situations.

5.3.4 Theme 4

How, when and where have the good practices been transferred? What kind of results where there? Was the transferring process useful? Was the transferring process successful?

There have been some introductions of different methods in group councilor's evenings. Some project products or results have been shared in project networks. In these project networks the transferring of good practices happens all the time. It is not so visible work in the organization. (2)

The WBL model has been adapted in every partner country, at least on some level. The partner countries have been sharing the information and the model in their own networks. The model is that kind of product that some parts of it can be adapted in every partner country. This project was also a learning process in Ekami. The model was further developed in cooperation with the partner countries. The partners also made a transferring plan together for this renewed model. In Ekami, the transfer plan concerned only adaptation of the modified part of the model. In the other countries the transfer plan was made concerning the whole model adaptation process. (6)

Network meetings are places where different knowhow is shared. Good practices have been shared in project networks. There are no clear boundaries where these processes stop, maybe in the stage where the other part takes the product into use. (2, 6)

Transferring processes have not been successful every time. Sometimes they are developed for a certain field and they will not be spread to others. Maybe it was not even meant to be so. (6)

One of the interviewees pointed out that he or she had no experience in a successful transferring process.

Usually, benchmarking has been made in order to find good practices. These practices have then been tried to be adapted. Making changes is difficult and time consuming and there is no use in copying the product or service as it is. Getting changes in practice is very difficult and these changes can mess the whole system if worst comes to worst. Especially if the changes are big and made too fast and the process is not learned very well. That is why changes must be done carefully, choosing only as much as is possible to be properly adapted. Sometimes old methods are better than the new ones. (5)

What do you think about transferring of good practices? Should it be implemented actively, in both directions? Only one of the respondents answered this question.

She answered that it is important to transfer good practices in both directions. There are benefits, for example, that the person who has planned the original model gets a new perspective to look at the model; it is also an important learning process to that person.

5.3.5 Theme 5

What do you think about selling the good practices outside the organization? Would it be possible? Would you sell your expertise in order to sell good practices? Would you sell it in such circumstances that the transferring process would be made in an international environment? What kind of knowledge is needed in such cases?

Good practices could be sold in the circumstances where the regulations of public funding don't deny it. It is possible to sell such practices that have been further developed after the project has ended and no other public project funding is used. (2, 6)

It is possible now as the government has cancelled barriers of education export. It will be seen in the future when the corporation of adult education starts to operate. (3)

Most of the interviewees answered that they would really carefully consider the idea of selling their expertise outside the country. Education services that

would be implemented in the international environment require different skills, such as language skills and cultural knowledge.

5.4 Analysis

The first phase of the analysis process was to gather the primary data from several Word documents to one Word document. The answers from different respondents were copied under each theme. They were separated using different colors in order to identify different sources. Interviews were also numbered using numbers 1 – 6 according to the respondent. The second phase of the analysis was to read them carefully through and choose the answers that were most essential for the research. After that they were translated into English. Translating answers from Finnish into English was time consuming but the benefit was that the answers were carefully read in order to understand the insignificance. The questions and the answers were then organized in the same document under themes using different colors in order to identify answers that were responding to certain questions. The third phase of the analysis was to organize the questions and answers into a table form, one theme in one table, each question and related answers in the same column.

The opinion about best practices, what they are and how they are handled in the organization was quite unanimous among the respondents. Transferring of best practices is a process that actually happens all the time in the organization. It happens in the mode of training employees. Project networks share the information and also train and share the training material with each other. This finding makes to consider whether to talk about transferring professional knowledge instead of talking about transferring best practices inside the organization.

The challenge is to transfer good practices inside the organization, also inside the project team. Transferring good practices inside the organization requires planning and resourcing. It would be wise to plan and resource the transferring process inside the organization in the same way as the transferring process was done in the ISE project

The Reaching the Peak manual is presenting in quite an understandable way the bases of the transferring process of good practices.
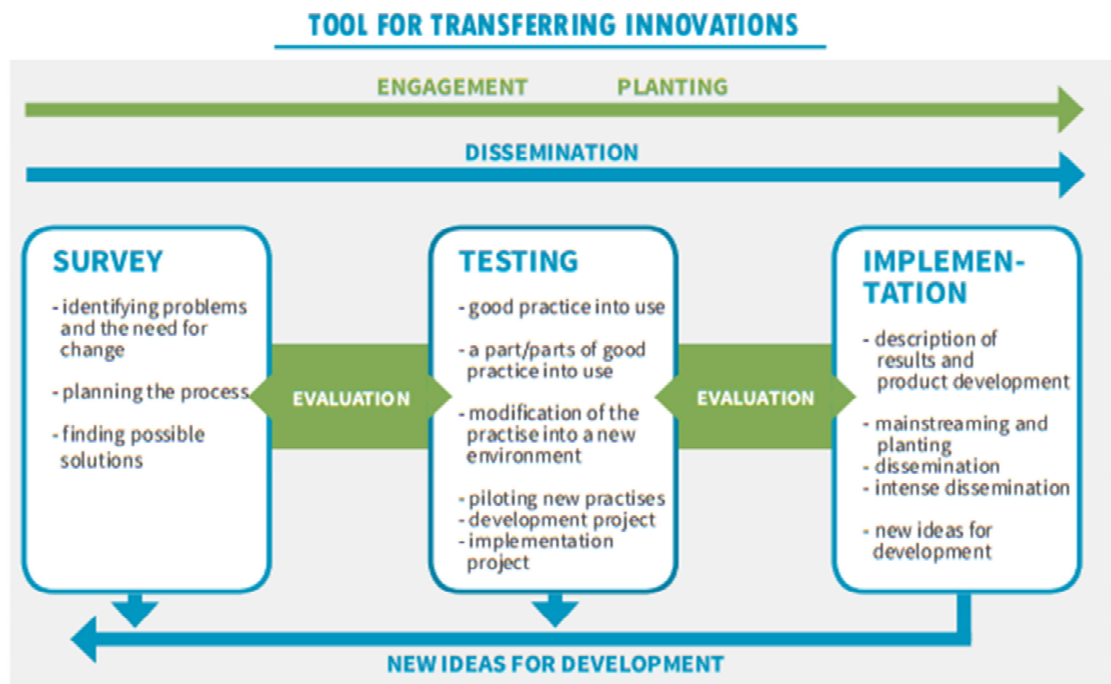

Figure 11. A tool for transferring innovations (Mäkelä, M. & Kilpinen, J. 2014, 6)

The figure above presents the Reaching the Peak tool which is based on the planning and management process of the transferring process of innovations.

Teachers and other employees in the organization need support when adapting new practices in their everyday work. That support should come from them who have developed the models that need to be transferred. This means also that the project people should have time to do that. It is not possible if the project manager has several different projects and networks that he or she has to manage. It is a bigger challenge because it needs changes in the whole corporate culture.

5.4.1 Summary of the analysis

Transferring of best practices is a process that actually happens all the time in the organization. It takes place in a mode of training employees. Project networks share the information and also train or share the training material to each other. The challenge is to transfer good practices inside the organization.

Transferring best practices inside the organization requires planning and resourcing. Teachers and other employees in the organization need support when adapting new practices in the everyday work. That support should come from them who have developed the models that need to be transferred. This means also that the supporting activities should be resourced. Also the management's support is needed in these situations.

Products that have been developed in the projects must be sold inside the organization after the project has ended. There is a need to make a marketing and transferring plan, where the marketing, lobbying, utilization and implementation are described. The most important thing in the transferring process is to recognize, describe and productize these products and also to take care of the implementation and utilization. Projects' results and models should also be filed in the same place.

It was noticed that also bad practices can be transferred. It is possible that the transferred practice does not fit into the organization's environment and operations. Making changes to the original practice can be difficult and time consuming. Copying the practice as it is may not be reasonable. It means that every transferring process of best practices should be very carefully considered before realizing it. Results of the process may turn out to be useless and the process too expensive. The situation is different when the practices or models have already been designed to fit into the own organization. They have been tested and evaluated during the project work.

6   THIRD INTERVENTION

The third intervention studies the experience of the cross-cultural transferring process of good practices in the ISE project.

6.1   Data acquisition

The ISE project's transferring process was studied by interviewing the project manager, the specialist of the project and the person who took care of the financial administration of the project. The primary data of the transferring process experience of the ISE project was collected using semi-structured

interviews of the project manager and the specialist. The interview questions were sent to them in advance. The specialist was interviewed face-to-face. The project manager answered the questions in writing. It was uncertain to get the project manager's answers in the situation where she was all the time beyond reach. That is why the person who took care of the financial administration of the project was interviewed in order to get enough information about the administration although she did not participate in the transferring process.

The transferring process was also studied using the secondary material of the project's implementation. The secondary material was collected using the project's final report and the external evaluation report of the transferring process. In the original plan the secondary data of the transferring process was to be studied at first and the primary data was to be collected after that. The first study of the secondary data in the summer 2015 made sure that it was more useful to start with collecting the primary data by interviews at first and study the secondary data after that. Limiting the research of the secondary material was easier.

6.2   Primary data of the ISE project's transferring process experience

The interview questions in the primary data collection in ISE project's transferring process experience were divided into three sections. The first section was concerning the background of the interviewees in the organization in order to find out their professional background. The second section consisted of seventeen questions where the transferring process was studied in order to create a picture of the important details of the transferring process experience. Questions were divided into six themes. The third section consisted of questions about the ISE project's administration and accounting.

The questions of the first section were:

1. What is your position in Etelä-Kymenlaakso Vocational College? How long have you worked in the organization? What are your primary tasks in the organization?

The questions of the second section were:

Theme 1 was studying the basic information about the transferring process.

1. What was your duty in transferring process?
2. What was the transferred good practice?
3. Where was the good practice transferred to?
4. How many persons participated in the transferring process? Who were participating?

Theme 2 was studying the starting point and the idea behind the transferring

process. It also was asking about the phases of the transferring process.

5. Could you describe the starting point of the transferring process? Where did the idea come from?
6. What were the phases and actions in the transferring process?

Theme 3 was studying the experiences in the transferring process. The idea

was to find out the phases that needed some kind of special attention or

support.

7. What was important, or the priority, in the transferring process?
8. What was the easiest part of the transferring process?
9. What was the most difficult part of the transferring process?
10. What kind of knowledge and skills are needed in the transferring process in your opinion?
11. What kind of support is needed during the transferring process?

Theme 4 was studying the transferring process from the productization point

of view. The idea was to find out if there were some phases that could be

standardized.

12. What do you think, which phases in the transferring process need a detailed plan when they are repeated?
13. Was there that kind of details in the process that could be implemented without a new detailed plan? Was there that kind of a phase at all?

Theme 5 was studying possible learning experiences of the process. The idea

was to find out if there was something that could be done better or easier in

the future if the process will be repeated with other project or innovation.

14. What do you think about what was learned from the transferring process?
15. Was there something in the transferring process that should have been done differently?

Theme 6 was studying the possibility to eliminate or add some details or tasks if the transferring process was going to be repeated in the future.

16. What kind of details or minor points would you possibly add to the transferring process according to your experience?
17. What kind of tasks or details would you eliminate or reduce in the transferring process according to your experience?

The questions of the third section were concentrating on the financial administration. These questions were studying the cooperation process between project partners from the administration point of view.

1. What kind of agreements was made in the project? How was the financial administration of the project handled? What kinds of cooperation experience were there with the partner countries, the funding authority and the project manager? What kind of challenges were there, if there were any?

6.3 Secondary data of the ISE project's transferring process experience

The secondary data was gathered from the external evaluation report of the Finnish National Board of Education and the final report of the ISE project. The external evaluation report was produced by two counsellors of education. The final report was produced in cooperation with the project partners. The project manager took care of writing the report.

6.4 Findings of the primary data collection

Findings have been gathered from the second section's interviews of two persons and have been referenced with the number of the interview.

6.4.1 The first section

All the respondents were very experienced in the educational field, more than twenty years in different positions. The experience consisted of, among other things, teaching, project management and projects' financial administration.

6.4.2 The second section

6.4.2.1 Theme 1

What was your duty in the transferring process? What was the transferred good practice? Where was the good practice transferred to? How many persons participated in the transferring process? Who were participating?

The responsibilities of the project manager and the specialist were described in the transferring plan. The phases where their participation was necessary were planned in the transferring plan. The object of the transfer was a work based learning (WBL) coordination pedagogical model. The model was transferred to Turkey, Lithuania and Germany. There were five persons from Ekami working in the transferring process: the project coordinator (Head of international relations in Ekami), the project manager, the WBL-model specialist and two vocational teachers. (1)

6.4.2.2 Theme 2

Could you describe the starting point of the transferring process? Where did the idea come from? What were the phases and actions in the transferring process?

The idea was born in a project team meeting. The plan was to apply for funding for an innovation transferring project. The innovation of the transferring process was the work based learning coordination pedagogical model that was developed in the ESF-funded Ammattisilta project. After that they started to plan the project. There was an innovation project in progress at the same time and it inspired the planning process. The project manager was experienced in making the innovation project plans and she was also participating in the original WBL-model's development work. Starting the innovation project planning did not caused doubt. Also the head of international relations had very strong and warm relationships with the international partners in different countries. It was easy to find partner countries. The network was born very easily. (1)

6.4.2.3 Theme 3

What was important, or the priority, in the transferring process? What was the easiest part of the transferring process? What was the most difficult part of the transferring process? What kind of knowledge and skills are needed in the transferring process in your opinion? What kind of support is needed during the transferring process?

The priority was to create a common understanding about what has to be done and get the pedagogical model "cleaned" in such a way that it is possible to find a common suitable part of the model for everyone. It was possible to take into use only some parts of the model. It is important that the people who are transferring the model also know the model. (1)

The partners' network was very good and the cooperation between partners was also very good. A common substance is important. In all the partner countries the work based learning was on a strong basis. (2)

Very tight schedules in different actions were the most difficult part of the process. It was also difficult to find a context outside the project. It means, making a description of the pedagogical model on such a level that it was general enough to any organization to understand how to utilize the model in their own environment. (1)

It requires suitable individual qualities from a person that is responsible for the transferring process. It also requires substance knowledge in relation to the innovation that must be transferred and a special knowledge from the specialist or the team. It requires international knowledge and cultural knowledge. You have to be able to sell the idea to the others and answer the questions, accept their suspicions and criticism. (1)

The ability to plan, and communication skills are needed in the transferring process. It requires the ability to participate in project based working, phase the work, time the work, make a common context, and clear the attributes, so that it is sure that we are talking about the same thing. It requires an open mind. It is useful to get the management assured that the transferring is necessary and useful. (2)

The first project manager felt very uncertain in the beginning because she didn't know the model. This is why the support to project manager was so important in the beginning. The cooperation inside the organization between the project coordinator, the project manager and the specialist was very important. (1)

An active team inside the organization supports in the transferring process. It is important that the project manager gets the needed support in difficult situations. It is not allowed to leave the project manager to solve problems alone in these situations. The commitment of the management is also required. It can be realized, for example, in a way that a member of the management visits in the transnational meetings. (1)

6.4.2.4   Theme 4

What do you think, which phases in the transferring process need a detailed plan when they are repeated? Was there that kind of details in the process that could be implemented without a new detailed plan? Was there that kind of a phase at all?

A transferring plan needs detailed planning every time. The transferring process should be planned again: what kind of organizations the objects of the transferring process and what kind of elements are these organizations and objects consisting of and what kind of details would the local environment bring up. (1)

One's own situation must also be carefully considered. In the ISE-project the transferring process was integrated in the new curriculum preparation process. The integration of the transferring process of ISE project was very suitable to the new curriculum development process. (1)

It is not possible to repeat the transferring process of a model exactly in the same way to new organizations in other countries. A new point of view should be found to develop in order to get extra value from the transferring process. (1)

A viewpoint to consider in a new transferring process of innovation or best practices is that some benefits must be got to the own organization if it is not possible to get a straight financial benefit. In one way or another, financial benefit from the transfer must be realized. (1)

Introducing the transferring process in the own organization should be done using the already existing channels and events. There is a risk not to get enough participants if the project arranges an own event. (1)

All participating countries in the process must have a mutual understanding about the content of the transferring so that they are able to market it when it is necessary. (2)

The introduction of the model to other countries could be implemented in the same way. The evaluation methods that were developed concerning the model could be implemented again in the same way. The work plan that was used in the transferring process could be used as a general outline. (1)

The project manager stated that there was not that kind of a phase that could be implemented without a new detailed plan.

6.4.2.5   Theme 5

What do you think about what was learned from the transferring process? Was there something in the transferring process that should have been done differently?

The answer to the question about what was learned from the transferring experience consisted of such things as: What kind of details should be considered in the transferring process so that it is possible to give instructions of working methods. How the transferring could be implemented in the organization. Things like workshops, what kind of workshops to arrange, critical points, change agents. The process is more efficient if it is directed to small groups and the key persons. The transferring plan should be done step by step. (1)

From the project management's point of view, all the partner countries should have experience in transferring of innovations –type of projects beforehand. It

makes sure that it will not take too much time to find a common understanding that every partner in the project must participate in every action in the project and prepare their own products. You can never tell about the product and its benefits in the transferring process too much. (2)

There were not that kind of discussions after the project ended that this or that should have been done differently. Both of the respondents stated that they could not remember that kind of things.

6.4.2.6 Theme 6

What kind of details or minor points you would possibly add to the transferring process according to your experience? What kind of tasks or details would you eliminate or reduce in the transferring process according to your experience?

Details or minor points that possibly could be added to the transferring process according to experience were a bigger group of change agents and a bigger group of operators from different educational fields. That could have been something to consider in each partner country. (1)

The detail that possibly could be eliminated or reduced in the transferring process according to experience was the resistance of changes. It is completely understandable because systems in different countries are so different. From the project implementation point of view there is no such a thing that could be eliminated. There are certain rules and documents that are required by the funding authority. (1)

6.4.3 The third section

The questions of the third section were:

What kind of agreements was made in the project? How the financial administration of the project was handled? What kind of cooperation experience was there with the partner countries, the funding authority and the project manager? What kind of challenges were there, if there were any?

The office secretary handled only financial administration tasks in the project. There were only partner agreements and contracts for delivery in the project. The project had only one budget. The budget was split between the partner countries. The financial support that CIMO paid to Ekami was based on the budget. The financial support was paid in three installments. Ekami paid the financial support to the partners in five parts. The payments were agreed in the partner agreements.

The cooperation with the partner countries was very easy. There were no challenges in the financial administration with them. The office secretary was participating only in the meetings that were arranged in Finland. The cooperation with the project manager and the office secretary was very easy. They both had a lot of experience in international cooperation projects. The financial administration in the project was also very easy because of the previous experience in international projects.

CIMO has a contact person in every project. The administrator is able to contact the contact person in challenging situations of financial administration. Sometimes there can be situations or challenges that are related to language barriers. In these challenges it is possible that a partner communicates with the person who works in CIMO's office in their home country. The organization has offices almost in every country in Europe.

6.5   Findings of the secondary data collection

6.5.1   Findings of the external evaluation report

According to Koski and Väyrynen (2015, 6), Ekami's transferring plan was good consisting of a detailed plan for transferring. The partner countries did not have a special plan. They concentrated on marketing the model to the target groups in the organization. In the educational organizations the most active groups involved in the changing process were teachers, managers and students. They also pointed out that active participation in the transferring process is dependent on the organization's cultural and innovative atmosphere but also demands a real possibility to invest time and money for

the change. Also the support of the management in the organizations plays an important role in order to have a successful transferring operation (Koski & Väyrynen, 2015. 6 – 7.)

The Finnish National Board of Education (FNBE) arranged a questionnaire asking the project groups' opinions about different groups' attitudes towards the transferring process of the WBL model in the partner countries' organizations. The questionnaire consisted of estimations of the benefits and attitudes of different groups. The German partner was not able to answer those questions that concerned colleges. Results of the questionnaire showed that the managers' attitudes were most skeptical and the students' most optimistic towards the model. The workplace instructors turned out to be very challenging group in order to change existing practices. The questionnaire points out that the situation against changes is quite neutral. The attitudes towards changes were quite negative in one country among the group of managers, in one country among teachers and in one country among workplace instructors. Students had the most positive attitude in every country. (Koski & Väyrynen, 2015. 8.)

The external report has listed some critical points that the project teams noticed in the transferring process. Planning the transferring process of new practices requires a lot of time and resources in order to make background studies because of the different vocational education and training (VET) systems in the partner countries. The model is new and transferring might be challenging. Introducing and marketing model's usage and pointing out its benefits is found to be one of the critical points. Activating the target groups to participate in the transferring workshops and other activities is challenging. Participation requires so much work. There are many difficulties and barriers in the VET systems and transferring processes in the partner countries. (Koski & Väyrynen 2015, 9.)

> "The PM model is a very detailed WBL model and that makes it difficult to transfer it to different contexts. It could be necessary to clean the model to a simplified form so that it includes only the most essential parts of the model. Such kind of a representation is easier to assess and modify to own circumstances." (Koski & Väyrynen 2015, 9.)

Changing attitudes in the transferring process of new practices in the organization could be easier by using change agents. Change agents are people who could participate in changes by motivating different stakeholders in the process. Students and work place instructors are important customers in the transferring process. Students should be able to participate in the process already in the planning phase. (Koski & Väyrynen 2015, 9.)

The WBL model was developed to fit the work based learning system in the Finnish education system, and in the implementation phase of the transferring process there were a lack of experience in how to fit the model in other countries systems. It is important that a good practice is described in such a way that in the other organizations people are able to understand what kind of knowledge is required in its effective use. (Koski & Väyrynen 2015, 10.)

In the beginning of the process the original model was sent to all partners in order to compare work based practices between Finland and the partner countries and find similarities and differences. Some changes were made to the model because of differences in students' assessment in the partner countries. After that the model was translated into languages of the partner countries. The model was translated also into English. Making changes in the model was a precondition to arranging a successful transferring process. (Koski & Väyrynen 2015, 10.)

Critical points of the modification process and differences between old and modified models were identified. Employees in the organizations were also involved to participate in the modification process. It was noticed that the transferring process of innovation was quite challenging and time consuming to understand. (Koski and Väyrynen 2015, 10 – 11.)

Workshops and training was organized in order to involve different target groups and key actors, such as teachers, workplace instructor, students and change agents to the transferring process. Workshops included different actions, for example, training, brainstorming, PowerPoint presentations, group works and discussions. (Koski & Väyrynen 2015, 13.)

The piloting process included different actions and methods, such as mentoring, discussions, presentations and explanations. Mentoring was

noticed to be a suitable and effective method to support the knowledge transferring in the process. (Koski & Väyrynen 2015, 14.)

Some of the most critical points in the transferring process were mentioned, such as a change of a person, persons in the project came from outside the organization, haste in the working life of some partner organizations, enough teachers were not involved. (Koski & Väyrynen 2015, 14.)

During the implementation phase it was noticed that the familiarization of the model that was the target of the transferring process is very important and the participation of the key stakeholders in the transferring process from the beginning is essential. The experiences and the knowledge of the implementation should have been documented in order to be able to be included as a part of the final product. Mentoring and communication are very important in the transferring process. (Koski & Väyrynen 2015, 16.)

> *"The motivation to change is not always self-evident. Some persons in the organizations didn't see any need to introduce the modified new practices. Those who strongly have resisted the change after understanding the need to change are in many cases most effective promoters of new models." (Koski & Väyrynen 2015, 16.)*

The author also stated that the knowledge of change management is needed in the transferring process of new innovations and good practices in order to get successful results. (Koski & Väyrynen 2015, 16.)

Koski and Väyrynen (2015, 20) listed some important conclusions on the transferring process. It was noticed that the students' self-evaluation in the partner countries was something new and was found to be very useful. Dissemination of new practices inside the organization needs improvement. Good change agents have already been found. It is useful to try to identify change agents in the organization, or outside, in the beginning of the transfer process. Mentoring and guidance play important role in supporting the transfer process. Transferring new practices and innovations often needs to be approved by the Ministry or another responsible party before they can be transferred from one country to another. (Koski & Väyrynen 2015, 20 – 21.)

6.5.2   Findings of the final report of the ISE project

In the final report it was mentioned that in Finland the transfer plan helped to perceive the focus in transferring the model both inside the organization and outside of the organization. The main aim was to get more teachers and workplace instructors familiar with the model by organizing workshops and by piloting. The pedagogical model and the student assessment methods were introduced in meetings and discussions as much as possible. The methods turned out to be suitable. Discussions and presentations in small groups were the most successful ones. (Education and Culture DG, 2015, 18, 19, 31.)

In the final report, the German partner mentioned that it was not possible to organize workshops for work place instructors; it was handled by one-to-one talks. They also focused on the key persons in the organizations and faced some positive and negative experiences. A positive experience was that the strategy worked well with key persons from other international organizations and with lots of companies/WBL-instructors. Negative experiences were that it did not work with some of the work place instructors and personal meetings were difficult to arrange with them. International organizations gave basically positive feedback, although some of them mentioned that the model was too time-consuming to use and that they were not able to resource the personnel to use it. In Germany two organizations are going to use the pedagogical model in the future. (Education and Culture DG, 2015, 19, 31, 32.)

In the final report it was mentioned that the disadvantage in Turkey was that to be an official institution means that they have a general curriculum. They have to inform and send the project results to the local and national ministries before they are allowed to use them. In Turkey the suitability and success of the strategy depends in the end on the attitude of the local and national ministries. It was also mentioned that teachers and work place instructors commented that the task in the model was clear and easy to use but they needed a little bit extra time to apply it. The cooperation between teachers, students and workplace instructors was mentioned to be good and new ideas were created within the project. It was new for everybody that the model provided a self-evaluation for the students. It was also possible to make and apply an individual plan for students. (Education and Culture DG, 2015, 19, 20, 31, 40.)

In the final report it was also mentioned that the success of the strategy in Lithuania lies strongly on the key persons in the organization and their ability to inform other organizations in Klaipeda and in Lithuania. All vocational teachers and the management team of the school were informed about the project and they also wanted to participate in the piloting. The main aim was to show the benefits of the pedagogical model for Lithuanian VET system and get other schools to make changes in their WBL period system. The school is going to continue working with the pedagogical model in the future (Education and Culture DG, 2015, 19, 31.)

6.6   Analysis of primary data

The first phase of the analysis process was to gather the primary data from several Word documents to one Word document. The answers from different respondents were copied under each section. They were separated using different colors in order to identify different sources. Interviews were also numbered using numbers 1 – 3 according to the respondent. The second phase of the analysis was to read them carefully through and choose the answers that were most essential for the research. After that they were translated into English. Translating answers from Finnish into English was time consuming but the benefit was that the answers were carefully read in order to understand the insignificance. The questions and the answers from the second section were then organized in the same document under the questions using different colors in order to identify the answers that were from different sources. The third phase of the analysis was to organize the questions and answers into a table form, three themes in one table, each theme and related answers in the same column. Each theme and the answers related to these themes were identified using different colors. The answers from the third section were organized in one table.

The respondents were not able to answer every question as so much time had elapsed between the project implementations and the interviews. The results of the research relating to experience would have been more detailed if the interviews had been realized earlier.

The interviews pointed out how important the detailed transferring plan is in the transferring process in order to make it successful. They also pointed out how absolutely important it is that the person who knows the model or innovation participates in the transferring process.

The cross-cultural transferring process of best practices is every time a unique process and requires a detailed transferring plan. From the productization point of view only a process that is included in to the transferring plan can be productized. In this case, the transferring plan consisted of the transferring plan document, the action plan and the work plan (a time schedule). These are the documents that can be productized. The transferring plan can also be used in the transferring processes inside the organization when the project is ending and the outcome must be taken into use. There are important actions inside the transferring plan to be documented in order to productize properly, such as transnational meeting and workshops.
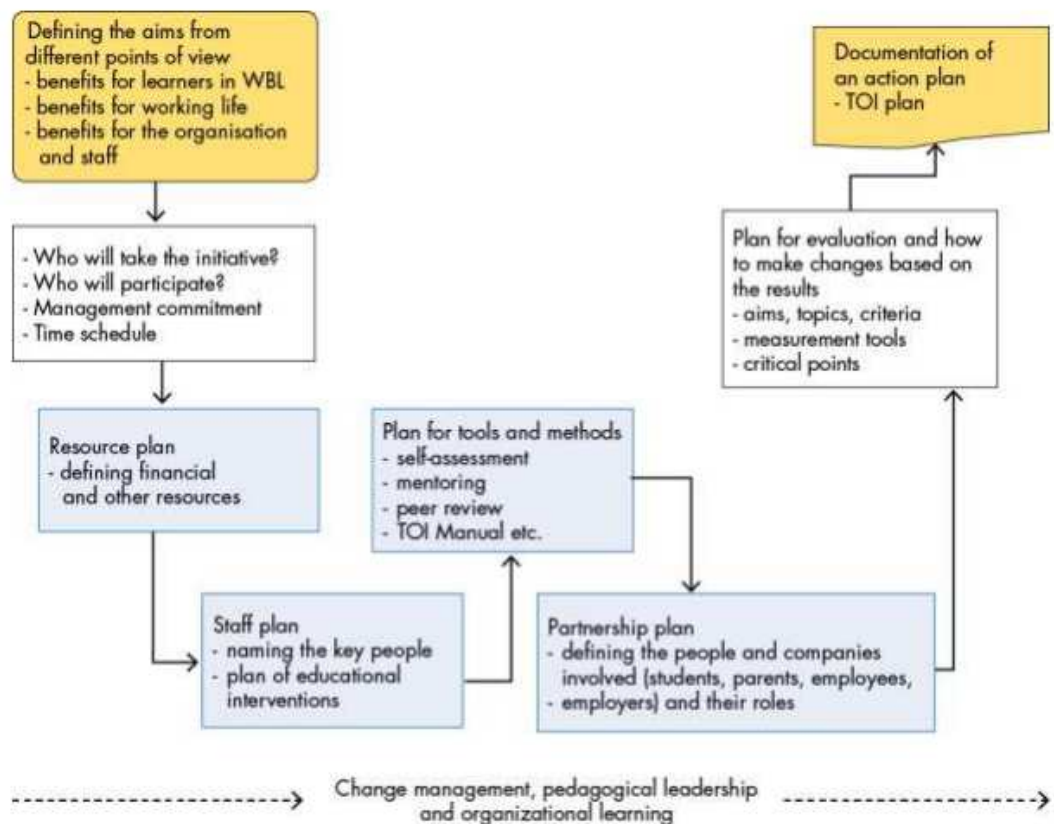

Figure 12. Plan for transferring a good WBL planning practice. (Väyrynen, P. 2010, 20)

The figure above is the original model that was utilized in the ISE project. The transferring plan was to follow the transferring process.

The office secretary who took care of the financial administration in the project is the only one person in the organization who is experienced in financial administration in international projects. The office secretary has that kind of knowledge that should be able to transfer, for example in the mode of productization.

6.6.1 Summary of the analysis

The study pointed out how important the detailed transferring plan is in the transferring process in order to make it successful. It also pointed out how absolutely important it is that the person who knows the model or innovation participates in the transferring process. A cross-cultural transferring process of best practices is every time a unique process and requires a detailed transferring plan. It is also a very hard and time consuming process and requires a lot of work especially in the organization that is arranging the process and transferring the innovation in order to make it fit into another culture.

A successful transferring process requires suitable individual qualities and an open mind from a person that is responsible for the transferring process. Operating in an international environment requires especially international and cultural knowledge. Communication and language skills are needed as well as the ability to answer the questions and accept the suspicion and criticism. It also requires substance knowledge in relation to the innovation that will be transferred. Supporting and well cooperating team inside the organization is one of the important factors.

All the seven stages that Kayes, Kayes & Yamazaki (2005, 92) introduce in the theory of the seven competencies of cross-cultural learning can be found in the analysis of the primary data. The seven competencies of cross-cultural learning consist of seven stages that are: valuing different cultures, building relationships in the host culture, listening and observing, coping with ambiguity, translating complex ideas, taking action and managing others. (Kayes, Kayes & Yamazaki (2005, 92.)

The Seven stages of cross-cultural knowledge transfer create the basis of successful knowledge transferring process from one culture to another. These seven stages are: valuing another culture, identifying local knowledge, listening and observing, coping with ambiguity, translating knowledge, managing unintended consequences and institutionalizing. (Kayes, Kayes & Yamazaki 2005, 94). The study has pointed out how important these stages really are in order to arrange a successful transferring process and they really can be found important in real life situations. Familiarizing with these theories in advance would help to understand and solve difficult situations that certainly will come up during the transferring process.

6.7 Analysis of secondary data

The secondary data was collected from the external evaluation report and the final report by answering the question: What should be taken into account when planning and implementing a transferring process of best practices? What kind of experiences can be found that effects in the transferring process? What kind of critical points can be found from the process? What kind of positive points can be found from the process?

Transferring good practices in the project could actually be described as transferring knowledge because it was not possible to use the model exactly in its original form. The model had to be modified in order to fit in other countries work place training practices. The student's self-evaluation was something new in the partner countries. It can be said that although the model would not be fully in use after the transferring process, the student's self-evaluation method would be utilized in one way or another.

Kayes, Kayes and Yamazaki (2005, 90) talk about the loss of meaning that happens when the knowledge has been transferred from a person to another in a cross-cultural transferring process. They point out how difficult it is to recreate the same situation in the same way and how the transferred practices may have different meanings in another culture in a different context. They also present how important the language and the translation of the language are in the knowledge transferring process from one culture to another. They suggest that the knowledge transferring process planning organizations

should consider the translation of the local practices very careful. (Kayes, Kayes and Yamazaki 2005, 91.)

The transferring process of new innovations in an international environment is a very hard and time consuming process and requires a lot of work especially in the organization that is arranging the process and transferring the innovation in order to get it fitting into the other culture.

Transferring new practices and innovations often need to be approved by the Ministry or another responsible party before they can be transferred from one country to another. It is not self-evident that it can be done although there has been a possibility to arrange a pilot. This is also to be taken into account already in the phase where the decision of transferring a new innovation is done.

To get stakeholders to cooperate and participate in the actions that are needed in order to make changes in the old system is difficult. It seems to be difficult regardless of the country in question. How to deal with others' resistance and manage difficult situations is an issue where one must be prepared in advance. Kayes, Kayes & Yamazaki (2005, 87) state that a successful crosscultural knowledge transfer process is often based on expert knowledge of individuals or a group of people who are able to manage the demanding knowledge transferring process using their professional skills.

7   CONCLUSIONS

The objective of this study was to find out how the transferring process of best practices can be productized. The research work of this thesis was limited to the commissioner's productization process of project's best practices that has been developed in the project management function. The research process was aiming to investigate how the productization process, the transferring process of the projects best practices and the ISE project's transferring process had been managed in the organization.

The research question was: how can a transferring process of best practices be productized?

In the research process the most important issue that came up in every intervention was the need of the good and detailed transferring plan in order to arrange a successful transferring process of best practices. It was also pointed out how absolutely important it is that the person who knows the model or innovation participates in the transferring process. The best method mentioned was mentoring and discussions in small groups.

Best practices are usually final products of the project work in the own organization or they are practices that have been shared within different project networks. The practices that are results of the own development work have already been modified during the project implementation to fit into the organization and only need to be transferred. Sharing practices in the project networks mostly takes place in the form of training. Transferring best practices to an outside organization is a decision that needs to be considered very carefully. It is not self-evident that they are suitable and they may need modifications. Transferring best practices from one country to another is always a unique process and the practice often needs a lot of modification work to make it fit in. Making a transferring decision from another organization to the own organization or from the own organization to another organization is always a question about benefits. What is the benefit of the transferring process and is it worth to realize? A positive decision means that the transferring process needs to be planned as carefully as possible to be successful. A well productized transferring plan is a guarantee for a successful transferring process.

Based on that, as a solution to the research question, the author is going to present the idea to productize a transferring plan of best practices.

A transferring plan consists of a detailed plan on how the transferring process should be implemented after the project has ended, including an action plan. The transferring plan as its simplest form should consist of a resource plan, a staff plan and a plan for tools and methods describing how the transferring process is going to be implemented. The action plan consists of a topic, a concrete activity, a timetable and a person who is in charge of the activity.

Figure 13. Transferring plan in a simple form

As an example, the figure above presents what kind of plans should be included in the transferring plan and what the content of the plan is.
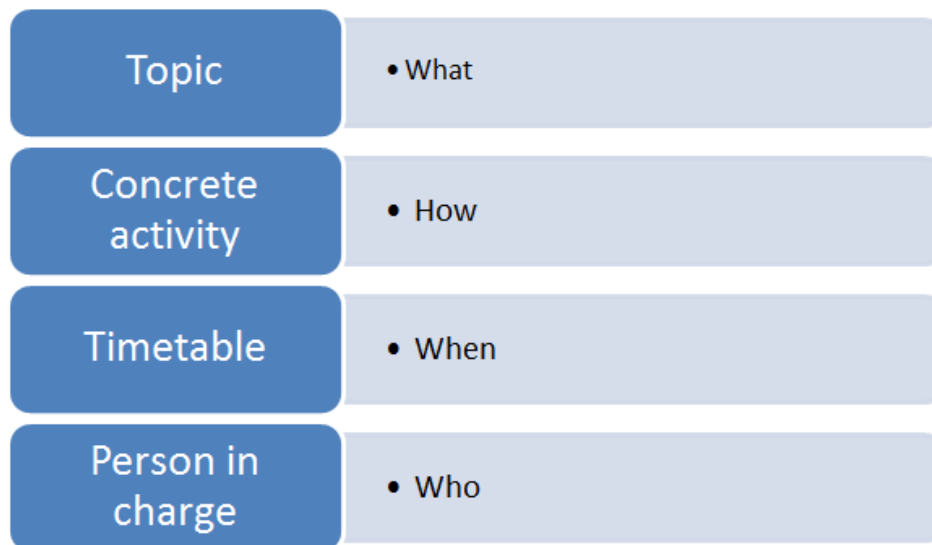
Figure 14. Action plan

The figure above presents the content of the action plan that is a part of the transferring plan. The action plan consists of details that are important in order to implement the process, what, how, when and who.

The productization process should be planned in cooperation with the project team. Internal actions inside the transferring plan should be documented and described in the beginning of the productization process. A productized transferring plan could be tested in a real process with a project that has just ended. After the implementation an evaluation of the process should take

place in order to find out possible development needs of the transferring process.

7.1 Major findings

Based on the study, a productization in the organization is only in the beginning. It was also noticed that there is no commonly favored author or method to implement a productization process. Toivonen, Parantainen and also the Mestari project's model "Reaching the Peak" have been considered to be the models that can be used. There is not only one "right" solution to arrange a productization process. It also has to be taken into consideration that the productization is not the final target but the means to continuously improve the development process of products and services, and the aim of this process is to get efficiency, maximize customer's benefits and to make a profit. A connection to the organization's strategy should also exist. It also has to be taken into consideration that the organization may need a certain kind of expert knowledge of the productization process. If the needed experience is not available in the organization or there is a lack of it, it may have to be bought from somewhere else.
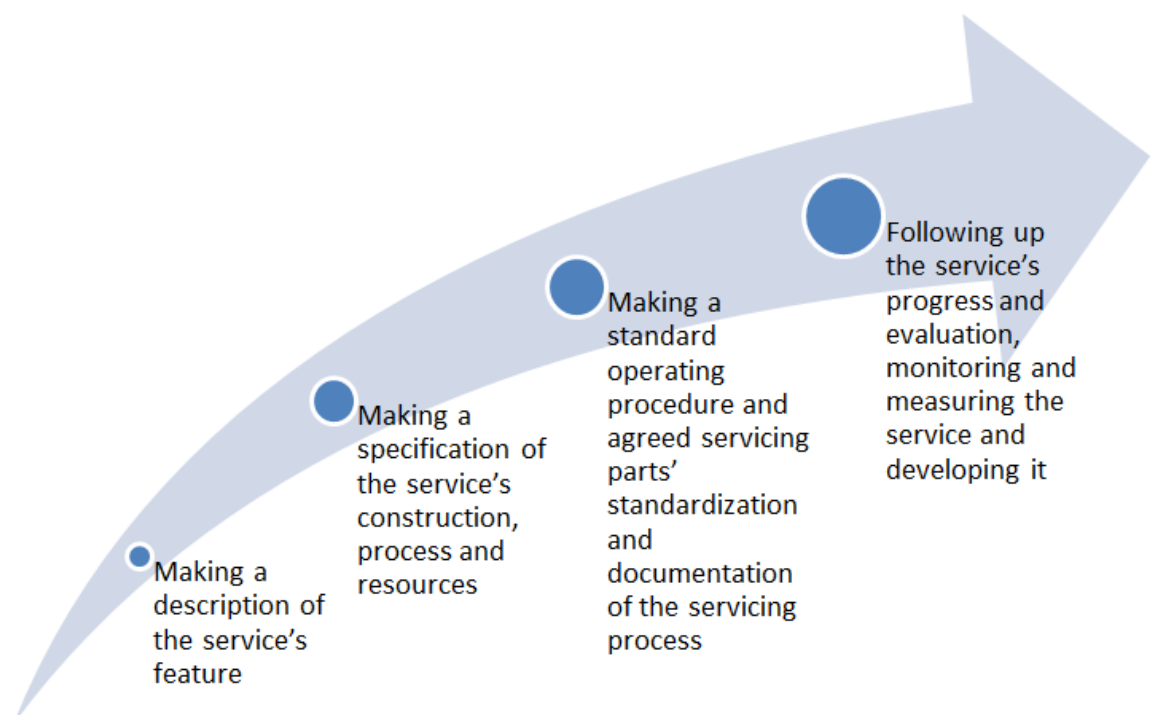

Figure 15. Common stages of three authors' productization processes

The figure above is presenting common stages of three different productization processes which have been presented in the literature review (Parantainen; Jaakkola, Orava & Varjonen and Tuominen et al.). In common in these processes are the following five phases: making a description of the service's future, making a specification of the service's construction, process and resources, making a standard operating procedure and agreed servicing parts' standardization and documentation of the servicing process. There are two phases that are in common for two of the authors. These phases are following up the service's progress and evaluation which means monitoring and measuring the service and developing it. A productization process in the organization on a general level can be implemented using these processes. Taking into use the most suitable parts of the processes depending on the product or service that is under a modification may offer the best results and does not make the productization process too heavy.

7.2   Managerial implications

There is a great amount of tacit knowledge about projects that is not transferring from one person to another in the organization. Loosing that knowledge can be a big loss. It is also a risk if important professional knowledge in certain issues stays only with one or two individuals. The productization work starts often with internal productization. It should also be implemented that way in this case. It means that all the important actions and practices are documented and described so that others can take them into use quickly without heavy training using, for example, the method of blueprinting that was introduced in the theoretical framework of the master's thesis.

The project unit members should start to study and document important practices, each of them from their own experience. Project managers, for example, should describe and document what is needed to make a good project plan and to write a good project application form and how to plan and manage large cooperation projects successfully. Transnational meetings and workshops' arrangements should also be described and documented step by step. The project assistant and the office secretary should make descriptions about how to take care of projects' financial administration. A great amount of

good practices have been developed during the projects' implementation also from the financial administration point of view, which makes working more efficient. Experiences in how to arrange seminars and forums to a big number of people should also be documented for further use.

The project unit members should create a training plan or program for new project managers and other employees. The training plan consists of important project management practices that are needed in the organization. The training plan includes the organization's internal and external rules and guidelines that everyone who works with projects should know and follow. The training plan is a part of the customer service strategy that also should be created in order to improve the organization's internal services of project management.

New communication channels and ways can be helpful in a transferring process of best practices. In this case it means that important achievements during the project implementation should be able to be shared with others within the organization already in the implementation phase. This method makes the project operations more open and minimizes the resistance of changes. There are different communication ways to consider, for example, writing a blog or using Facebook. Projects' results and best practices should be able to be found easily. A special platform where the models and other important material can be saved and taken into use should be created in cooperation with the project unit members and the IT department. Creating a marketing and communication plan in cooperation with marketing experts is relevant in order to improve projects' visibility.

Transferring good practices inside the organization is challenging and requires planning and resourcing. Teachers and other employees in the organization need support when adapting new practices in the everyday work. That support should come from them who have developed the models that need to be transferred. This means that the supporting activities should be resourced and planned properly. A transferring plan should be productized in order to use it in every project after the project has ended. This plan should be made at last a few weeks before the project is ending. Making a plan in a very early phase may not be useful as the working conditions in the organization can change. The management's support is needed in the resourcing and planning.

Starting to prepare the recommended actions as soon as possible is advisable in order to make the project management more efficient and share the important knowledge and practices among the personnel. Employees' participation in the development work influences on working atmosphere in a positive way. Tuominen et al. (2015, 7) point out several benefits of the productization that improve the atmosphere, for example, dissemination of information and cooperation in the organization improve, employees are better aware of different aspects of the services, marketing and selling of the services become easier. Productization processes bring different useful material. Integration and synergies with other services are recognizable. It is easier to recognize how the services inside the organization are connected to each other. (Tuominen et al. 2015, 7.)

It would be good if the above mentioned improvements were implemented through the top managements' initiation and participation, split according to each management member's area of responsibility.

7.3   Further research

The transnational cooperation in ISE project and experiences of the project work were very interesting subjects to study. For further research it would be interesting to find out what happened with the transferred WBL model and how they succeeded to adapt new practices as a part of their education and students work based learning in the partner countries Germany, Lithuania and Turkey, was the transferring process successful and useful, and if new ways of transnational cooperation have been formed.

As it became apparent that not all expert knowledge that could be used in the development work in the organization is used to its full potential, it would be useful to study what kind of expertise and special knowledge can be found and utilized. Ekami has more than 400 employees working in different positions. Every year more than 80 teachers participate in the project and development activities. The investment of the employees' participation in the development work may give an extra benefit to the organization.

Ekami has implemented tens of education development projects in recent years. Models and results of these projects are scattered in different files and

documents in the archives. Some of them can be found in the possession of certain individuals and some of them are in the intranet. It is planned that there will be a modification of the intranet system in the near future. Making a specific plan for the research of the projects' outcomes and a platform for the organization's employees' use should be one of the further research topics.

7.4   Self-evaluation

The study of the master's thesis has been quite an extensive learning process. The idea of the thesis was born for the very first time in the final transnational meeting of the ISE project and has lived through many changes before it achieved the final structure to be realized. Some kind of a turning point was last summer after the theoretical framework was completed and the research method was assured to be the mixed method of case study and action research.

For reasons not attributable to the author, the master's thesis had to be ready in December 2015. The research process with interviews was realized in December and the whole work with the analysis and writing process was finalized during November and December. The schedule was quite tight, but effective at the same time. The last phase of the action research, simulating and evaluating was not possible with such a schedule and will be done later.

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