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Recognizing and sharing global competence

Case SeAMK's process for outgoing students

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Thesis abstract

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Annually, about 300 SeAMK students study or do their practical training abroad. The previous process of the outgoing student did not include tools or methods to recognize or share the skills students achieve during their exchange.

The aim of this thesis was to develop SeAMK's process for outgoing students to better recognize and share the skills and competence, i.e., intellectual capital, developed during the student's exchange abroad, and to integrate it into the intellectual capital of the organization. The first objective was to analyse the current state of student exchanges and the structure of the process for outgoing students at SeAMK. The second objective was to define the development needs. The third objective was to develop new tools and methods for the process and, finally, the fourth objective was to pilot and evaluate those tools and methods through the feedback collected.

The thesis framework is based on the concepts of intellectual capital and global mindset. The methodology used was action-based research, and the study was conducted through meetings, workshops and feedback collected from outgoing students. The process was further developed based on the collected feedback and re-evaluated.

Several improvements were made to the process. The new elements in the process are regular meetings with outgoing students before and after their exchange, a Study Abroad Fair arranged every semester, a Facebook group, and an update of the intranet to meet outgoing students' needs. As a result of the development process, it can be concluded that the new tools and methods in the process for outgoing students of SeAMK help to recognize and share the skills and competence achieved during the exchange.

Keywords: intellectual capital, global mindset, global competence, student mobility

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Opinnäytetyön tiivistelmä

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Vuosittain noin 300 SeAMKin opiskelijaa suorittaa osan opinnoistaan tai harjoittelun ulkomailla. Aiempi vaihtoon lähtevän opiskelijan prosessi ei sisältänyt työkaluja vaihdon aikana saavutetun osaamisen tunnistamiseen tai jakamiseen.

Opinnäytetyön tarkoituksena oli kehittää vaihtoon lähtevän opiskelijan prosessia siten, että vaihdon aikana saavutetut taidot ja osaaminen voitaisiin tunnistaa ja saada jaettua osaksi SeAMKin osaamispääomaa. Työn ensimmäinen tavoite oli arvioida sekä opiskelijaliikkuvuuksien että SeAMKin vaihtoon lähtevän opiskelijan prosessin nykytila. Toisena tavoitteena oli määritellä kehittämistarpeet. Kolmas tavoite oli kehittää prosessiin työkaluja, joilla voidaan tunnistaa ja jakaa vaihdosta kertynyttä osaamista. Neljäs tavoite oli pilotoida uudet työkalut ja arvioida niitä kerätyn palautteen perusteella.

Opinnäytetyön teoreettinen viitekehys keskittyy osaamispääoman ja globaalin kompetenssin käsitteisiin. Tutkimusmetodina oli toimintatutkimus, ja tutkimus toteutettiin järjestämällä tapaamisia ja työpajoja vaihtoon lähteville opiskelijoille prosessin eri vaiheissa ja keräämällä näistä palautetta. Prosessia kehitettiin edelleen saadun palautteen perusteella.

Prosessiin kehitettiin useita uusia toimintoja, kuten säännölliset tapaamiset vaihtoon lähteville opiskelijoille ennen ja jälkeen vaihdon, lukukausittain toistuvat Study Abroad -messut, Facebook-ryhmä vaihtoon lähteville opiskelijoille sekä intranetin päivitys vaihtoon lähtevän opiskelijan osalta. Kehittämisprosessin tuloksena voi todeta, että uudet toimintatavat auttavat ulkomailla saavutetun osaamisen tunnistamisessa ja jakamisessa SeAMKissa.

Asiasanat: osaamispääoma, globaali ajattelutapa, globaali osaaminen, opiskelijaliikkuvuus

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1 INTRODUCTION

1.1 Thesis background

Rhinesmith (1995) argues that in a globalized world, individuals face increased cultural and strategic challenges as constant change, transformed workplaces, the new standards of performance and competitiveness. He continues that organizations and individuals are facing a new set of standards of global performance.

Cultural competence is considered as a key factor of success in international business and intercultural interactions. According to Bücken and Poutsma (2010), people working abroad or interacting within culturally diverse environments have to have international competence in order to succeed in their tasks and accomplish their goals.

According to Tuomi and Sumkin (2012), the knowledge has always been an asset and a success factor for Finland. Added value comes from the superior workforce. Internationalized markets and global networks and constantly changing working life requires more effective ways to develop knowledge. Competitiveness of the company depends on the quality of its knowledge-based assets and the successful application of these assets (Wiig 1997).

The globalized working life needs globally competent people. The aim of Higher Education Institutions is to prepare them, and, in that way, to answer the needs of the regional, national and international labor market. Previous studies as Hidden Competence (CIMO 2014) show that the skills and competence, which are achieved or developed during the exchange period abroad are mainly the same skills that working life needs. It is important to answer the internationalization needs of the region by educating globally competent graduates with international networks for local companies (Regional Council of South Ostrobothnia 2014).

Annually, about 300 SeAMK students study or do their practical training abroad (Seinäjoki University of Applied Sciences 2018c). There is no research made of the skills and competence that students of SeAMK develop during the exchange. A current process of outgoing students does not include tools or methods to recognize or

share the skills students achieve during their exchange, and therefore the new process parts are needed. During the lessons on International Skills in the academic year 2017–2018, the Coordinators of SeAMK International Mobility Services got informal feedback on the exchange process from students. Students thought that they did not always get or find enough information about international activities or exchange possibilities. Information given to students varied between the SeAMK schools. Students wanted to know who have already been on exchange and know about their experiences. This feedback gave an idea for the development process. One reason to update the process was the organizational change in August 2017, when the coordination of international mobility at SeAMK was centralized.

1.2 Research aim and objectives

The research problem of this thesis is to find out what kind of tools and process structure are needed to recognize the skills and competence, i.e. intellectual capital developed during the student's exchange abroad and to integrate it into intellectual capital of the organization

The aim is to develop SeAMK's process for outgoing students to better recognize and share the skills and competence that students achieve during their exchange period.

First objective is to analyse the current state on student exchanges and the structure of the process for outgoing students at SeAMK. The second objective is to define the development needs. The third objective is to develop new tools and methods for the process and, finally, the fourth objective is to pilot and evaluate those tools through the feedback collected.

As one result of this study, SeAMK will get preliminary information if its students are competent for the globalized working life, i.e. if the skills needed can be found. It is also important to help students to utilize the achieved knowledge during their studies and after the graduation.

1.3 Structure of thesis

The structure of the thesis is described in Figure 1. The background information and reasons for this study are presented in Chapter 1. The idea of the organizational knowledge or intellectual capital is clarified in Chapter 2, as well as concepts of the global mindset and cultural competence. This information is mainly based on books and articles.

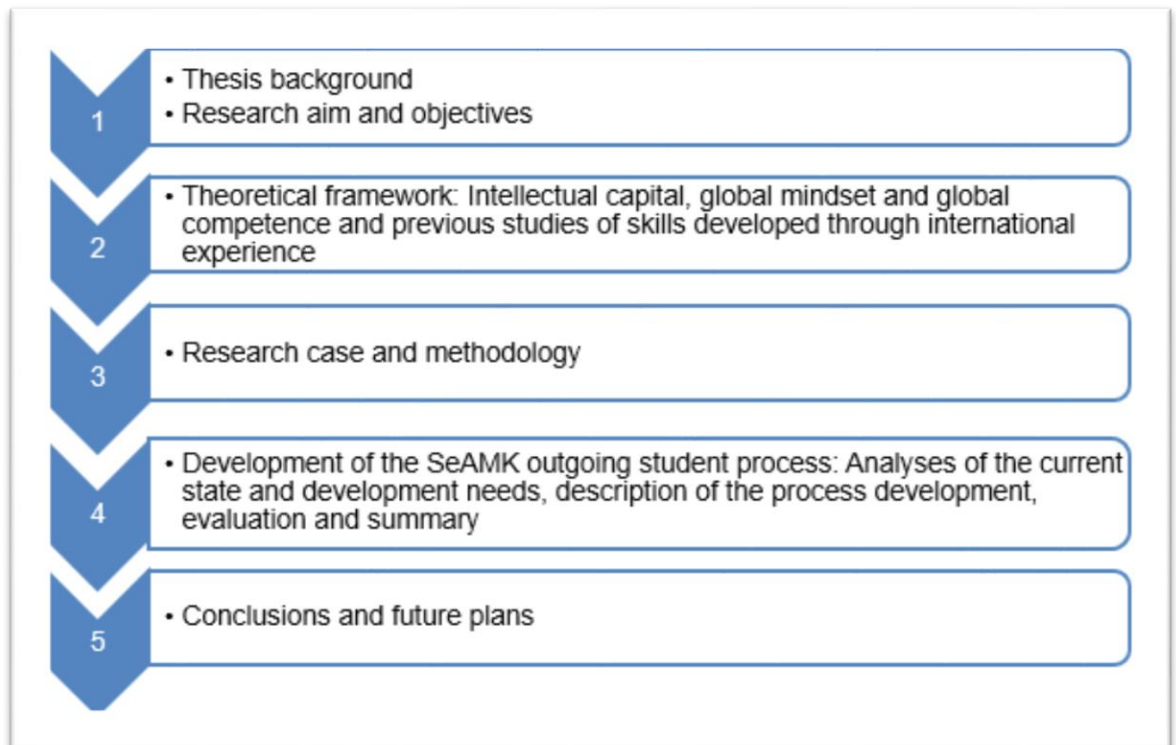


Figure 1. The structure of thesis.

The research methodology used was action-based research, since the research questions were related to understanding the process of change and the development and improvement of the actual problem and the researcher was involved in the activity (Eriksson & Kovalainen 2008). Study was conducted through meetings, workshops and feedback collected from students. The process was further developed based on feedback collected and re-evaluated. Methodology can be found in Chapter 3.

The current state describing student exchanges in Finland and SeAMK and the processes of outgoing students at SeAMK in Chapter 4 is based on statistics of the previous years, the aims and objectives of the European Commission, the Council

of South Ostrobothnia and SeAMK, information on SeAMK website and intranet as well the information the researcher already had about the topic. The development process itself is described in Chapter 4 as well. It consists of several new process parts, which were piloted and evaluated and further developed based on the feedback collected from outgoing students. Conclusions and plans for the future are discussed in Chapter 5.

2 INTELLECTUAL CAPITAL AND GLOBAL MINDSET

2.1 Intellectual capital

According to Matos (2013), the competition between companies is not based only on results of the production process, but the skills, creativity, values, culture and motivation can be seen as a differentiating factor as well.

Terms competence, skills, knowledge and intellectual capital are often used interchangeably, but it is not really the case. Someone having competence means that the person is competent i.e. he or she has suitable or sufficient skills, knowledge and experience for some specific purpose (Sturgess 2012). This is clarified in Figure 2. The person has to have enough knowledge to use the skills he or she has. Individual competence defines the labor market value of employer (Sydänmaanlakka 2002). Competence in an organizational level means that the organization knows how to utilize resources efficiently, i.e. how to turn its basic resources into competence (Widén-Wulff & Suomi 2007).



Figure 2. Competence as a whole (Sturgess 2012).

According to Ståhle and Grönroos (2000), the keystones of intellectual capital are competence, information and creativity. They continue that the data turns to be the information when it is understood. Information must be transformed into knowledge, which means that the information can be utilized and turned into action to make full

use of it. Certain skills but also creativity is required. Skills are results of education and training but the creativity is not so simple. Some part of it can probably be taught, but some people have more creativity than others. Some cultures encourage people to use the creativity, some cultures require it to be hidden. A competent workforce with the right information combined with creativity forms the intellectual capital of organization.

Organizational competence is formed by individual competence that people in companies have. Competence is difficult to define and measure, and several approaches with only small differences are widely in use, for example (Tidd 2000):

- knowledge management — how organizations identify, share and make good use of their internal competence, especially the knowledge of individuals
- organizational learning — relationship between individual and organizational knowledge and how organizations “unlearn” past competence and acquire new competence
- strategic management — how competence can be assessed, and how these contribute to performance
- innovation management — how competence is translated into new processes, products and services.

Intellectual capital is an intangible asset; the knowledge and skills that people working in companies have. It is the resource which makes it possible to achieve the core competence of the company (Viitala 2008). Intangible resources of the company include, for example, the capable workforce, innovations, image and the brand of the company. According to Ojala (2008), these immaterial factors are crucial when evaluating the value of the company today. In most companies, the value of intangible resources exceeds the value of tangible resources. Organizations need to identify, which competence will be relevant in the future and how it might develop or acquire them (Tidd 2000). In expert organizations, intellectual capital might be the only decisive resource for success (Viitala 2008). According to Prahalad and Hamel (1990), the competence can be seen as glue to bind existing businesses as

well the stimulus to new business development. Intellectual capital influence operational capabilities of the company, which in turn impact on organizational performance (Hassan, Mei & Johari 2017).

At the individual level, intellectual capital includes personal knowledge and individual skills and competence, whereas at organizational level it means the infrastructure, networks, technologies and the organizational culture (Marr, Schiuma & Neely 2005). Organizational capital can be created through transforming the human resources into organizational resources (Roos, Bainbridge & Jacobsen 2001).

Sveiby (1997, 8–11) presents intangible assets including three categories:

1. Intangibles represented by the competence of employees (their capacity to act in different situations)
2. Intangibles related to the internal structure of the organization (patents, concepts, models, information systems)
3. Intangibles related to the external structure like brand names, image and relationships with suppliers and customers

Some of these intangible resources remain even some personnel might leave or retire, but knowledge and skills cannot be owned by anyone else than a person who has them. Still there is no organization without people. People and their knowledge and competence form an essential part of the organization.

Amongst others Johanson (2005), Ojala (2008) and Ferenhof et al. (2015) present the following often used method to divide intellectual capital into human capital, structural capital and relational capital:

- *Human capital* – the skills, knowledge and competence of personnel – can be considered the most important intangible resource of the firm, since it is people who do the business, deliver customer relations and are the main source of intellectual property. Human capital is the most difficult to measure or codify. It can be further subdivided into three components, i.e. competence, attitudinal and intellectual agility (Tovstiga & Tulugurova 2009). According to Hassan, Mei and Johari (2017), human capital refers to the intelligence, knowledge, competence, creativity, behaviour, attitude,

aptitude and education, leadership abilities, learning capacity, experience and skills of individuals in the organization.

- Company having strong *structural capital* allows individuals to try things, to fail and try again, to learn and to share the information. Values and the atmosphere of the company need to be open and supportive. Technology, information systems and processes make it possible to share the information within the organization. It is possible to measure structural capital for example as a number of outputs. Processes can also be codified. Without structural capital, intellectual capital would be only human capital. According to Tovstiga and Tulugurova (2009), structural capital relates to infrastructural dimensions of the firm's intellectual capital. These include company's networks, its organizational processes, structure and culture, and mechanisms which enable company to renew and develop those.
- *Relational capital* – relations to customers, suppliers and stakeholders – is external and therefore the most difficult to develop and impossible to codify. It can be measured for example by the number and longevity of customers (Choo, CW & Bontis 2002).

However, intellectual capital is more than just a sum of human, structural and relational capital, the connection between those is essential (Figure 3).

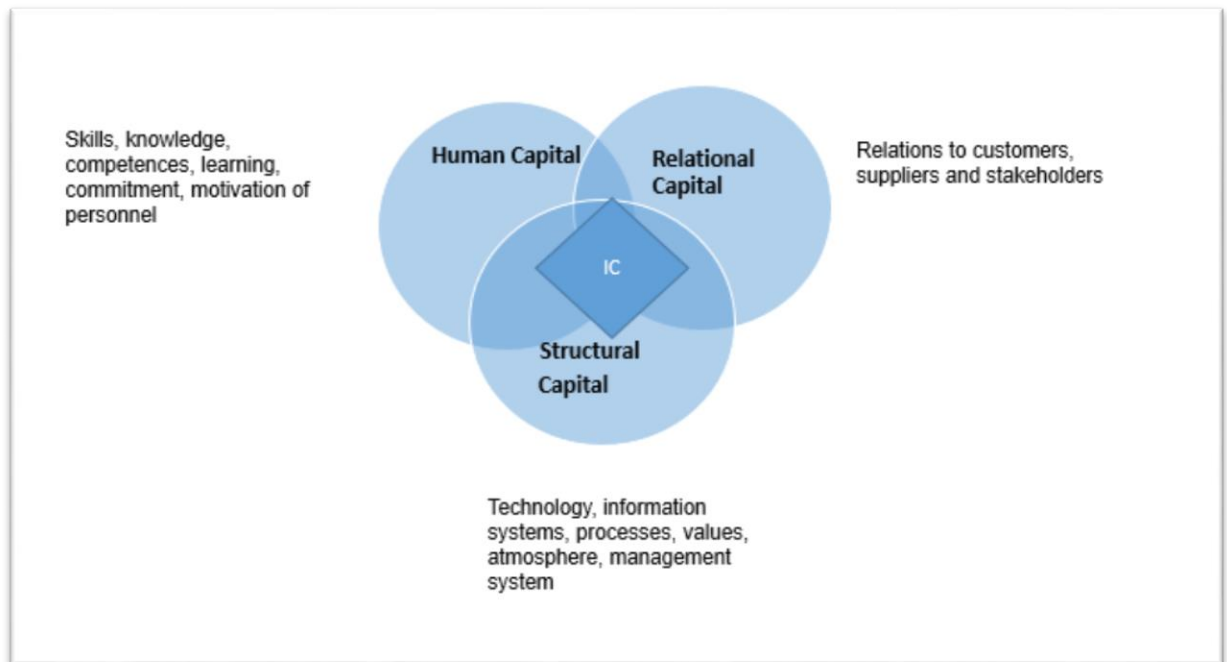


Figure 3. Division of Intellectual Capital to Human capital, Structural capital and Relational capital (Ojala 2008).

It is necessary to support the accumulation of knowledge by making sure there are connections between individuals and groups, between individuals and organisational structures, between different groups inside as well as outside the organization (Viitala 2008). According to Matos, Lopes and Matos (2012), relational capital is the result of interactions inside the organization that allows to transform tacit knowledge into explicit knowledge. Knowledge management is about turning individual knowledge into organizational and tacit knowledge to explicit knowledge (Sydänmaanlakka 2002).

Andrikopoulos (2010) argues that human capital can only add value to the company if there is a needed infrastructure, i.e. structural capital in the company. He continues that intellectual capital is a strategic asset that helps knowledge-based companies to create and sustain competitive advantage: it is value relevant, hard to imitate and transfer, and it has a long economic life. According to Hsu and Sabherwal (2012), the use of different mechanisms (e.g., manuals and system, i.e. organizational capital) to store individual knowledge in the company, hiring and training of high quality employees (human capital), who are willing to interact and cooperate with colleagues (social capital), and encouraging risk taking and trust (a learning culture) would enable innovation and dynamic capabilities of the company.

The importance of intellectual capital has emerged not only in the business life but also in non-profit and public organizations. The role of Higher Education Institutions is essential, since their main purpose is to educate the workforce of tomorrow, generate innovations, enhance entrepreneurship and create and sustain networks between companies and academic professionals. According to Ramírez and Gordillo (2014), intellectual capital approaches have become important in higher education institutions since they produce knowledge through teaching and research. Company cooperation and cooperation with other Higher Education Institutions, graduates and their employability and the image of the institution can be seen as relational capital.

According to Secundo et al. (2016), human capital in universities refers to expertise, knowledge and experiences of researchers, professors, technical and administrative staff and the competence of students. They suggest that structural capital refers to databases, information systems, research and education processes and routines, the culture, image and the reputation of the institution. They continue that relational capital is internal and external relations of the university including relations with public and private partners, position, image and brand, industry cooperation, collaboration with international partners, the international exchange of students and the international recognition. Bratianu and Bejinaru (2017) argue that relational capital is based on the networks of universities, since they search for opportunities to create networks based on shared values and academic interests throughout the world. These networks are based on common rules and strategies about exchanging students, professors and knowledge.

According to Secundo et al. (2010), the areas of human capital, structural capital and relational capital are relevant concerning Higher Education Institutions. As a human capital component, the capacity of the organization to attract and retain talents is the main issue. An area related to organizational or structural capital can be thought through the innovation and knowledge output of the institution, as scientific publications, research projects, and through infrastructure development (IT systems for teaching, learning and research), as well as the development of facilities such as libraries and laboratories. They continue that relational capital and Higher Education could be observed through two components. The first is R&D network development,

i.e. the share of education and research results to the external network, and the monitoring of relations with stakeholders such as industry and research centres. The second area focuses on international aspect, i.e. the evaluation of the level of internationalization.

The creation and management of intellectual capital tools is a necessity in higher education institutions to evaluate their intellectual resource base, its alignment with a strategy and performance and at which extent the institution is internationally networked. Prioritizing scarce resources and systematically monitoring intellectual capital in higher education institutions contributes the economic improvement and better achievement of strategic goals (Bornemann & Wiedenhofer 2014).

2.2 Measuring intellectual capital

Organizations have realized that knowledge and intellectual capital has to be managed purposely, systematically and professionally (Wiig 1997). Therefore, an intellectual capital report recognized and accepted by the stakeholders, may be a safety tool and an important marketing tool as well (Matos 2013). Intellectual capital is not a traditional accounting or economic term, it refers to the level and use of the knowledge resources of the organization (Mouritsen et al 2002).

Since the knowledge and intellectual capital are not concrete subjects, most people has different ideas or image of them. Intellectual capital has been realised to be a crucial factor for companies and therefore it has created a new challenge: managers want to understand how to measure and manage it (Spender & Marr 2005). It is difficult to manage something that has been not measured (Marr et. al 2005).

How to measure the knowledge and skills then? Traditional cost-oriented management tools do not give the right kind of information. Some methods for measuring the knowledge or human capital has been developed years ago, like Human resource accounting (HRA), Human resource costing and accounting (HRCA), Tobin's Q, Economic value added (EVA) and Balanced scorecard (BSC) (Marr et. al 2005). All these methods have been criticized for many different reasons: lack of developing valid, reliable measures, not focusing on values and outcomes and so

on. Tools have been used in several ways: internally within a firm or for external publication, for management interest or accounting interest. However, none of the methods can actually measure the skills and competence of people.

The tacitness of intellectual capital might limit measuring and analyzing it by using economic variables. It is probably impossible to answer how much intellectual capital is worth. According to Sveiby (1997), the first step in designing a measurement system for intangible assets is to understand the purpose and audience of the system. It is needed to define, if the system is made for external or internal use. In the external purpose the information collected is meant for stakeholders, customers and shareholders so they can assess the quality of the company. Internal measurement is made for management of the company so that it can monitor the progress and take actions if needed. Sveiby continues with the second step, which is to classify measured target groups by type (professionals, support staff or customers). Customers should always be classified as well, based on the intangible asset they provide, as well the customer to customer interaction, i.e. how that interaction might enhance the relations and profitability of the company through the image, learning and references (Sussan 2012).

In many cases, the concept of knowledge is not defined in companies and the strategy for managing it does not exist. Management needs to develop the assets of the company, both tangible and intangible. First step is to define the concept, to find out what the skills and competence behind the intellectual capital of the company are and what kind of knowledge is needed to achieve the goals of the company's strategy. Wiig (1997) argues that it is important to decide which intellectual capital elements must be strengthened and which knowledge processes need to be undertaken to support the overall goals. According to Widén-Wulff and Suomi (2007), a requisite for success and innovativeness of the companies in the global world is the ability to manage knowledge efficiently, especially when the information flows come from various sources.

According to Kong and Thomson (2008), the management of intellectual capital should have a key role in the development and implementation of human resource strategies and practices in the organization. The main function of Intellectual Capital Management (ICM) is to take overall care of the intellectual capital of the company.

ICM focuses on renewing and maximizing the value of the intellectual assets of the organization (Wiig 1997). Massingham and Tam (2015) argue that public sector organizations may use intellectual capital by focusing on strategy execution and employee compensation. They continue that intellectual capital is increasingly used as an analytic tool to assist strategic planning involving better management of all intangible assets. According to Matos (2013), the individual capital can be increased if the company is willing to invest in recruitment, selection, training, talent management and personal development.

According to Viitala (2008), in knowledge based thinking the key point of the strategies has to be in knowledge, for example:

- What kind of professionals are needed and how many?
- How to recruit the best professionals?
- How to maintain and develop the knowledge that personnel already have?
- How to reward personnel for achieving and maintaining the knowledge?
- How to support personnel to utilize and further develop their knowledge?
- How to organize work and cooperation in a way that supports knowledge sharing and accumulation?

According to Ståhle and Grönroos (2000), intellectual capital is created in various corporate environments:

- In a *mechanical environment*, intellectual capital may consist of products, structures, service concepts, patents or rights. These can often be replicated, described and measured. Those can be protected and traded as well.
- In an *organic environment*, intellectual capital is evolving the competence of individuals and organizations. Competence is difficult to recognize and measure. Employee expertise forms an important part of the company's intellectual capital only when it forms an integral part of its operations: processes, methods or organizational culture, which remains despite the changes of staff.

- Intellectual capital *in a dynamic business environment* is the same as the organization's ability to renew and innovate. This part of the intellectual capital is the most difficult to recognize but it is crucial to companies.

In summary, a company needs to create the intangible assets of its own, to see how the intellectual capital of the firm is formed, what kind of skills and competence target group(s) might have and how to make them visible. After that it is possible to choose the methods of potential measurement and analysis and monitoring of the development of the assets during a certain time. In many cases, it is more valuable to create the assets and make them visible to get the idea what kind of intellectual capital organization has than to get intangibles measured by using economic variables.

2.3 From individual knowledge to organizational knowledge

Individual capital can be seen as personal skills, social skills, qualifications, experience and formal education or skills that each individual is willing to share within the organization (Matos 2013). According to Sydänmaanlakka (2002), individual learning is the starting point of all learning. He continues that it is a process, in which the individual collects knowledge, skills, attitudes, experiences and contacts that lead into changes in his behavior. Organizational learning is the ability of organization to renew and change its operations. Strategy, knowledge and competence management processes should support this renewal.

When knowledge in companies increases, the importance of storing it grows, as well. Sydänmaanlakka (2002) suggests that knowledge has to be processed into form, which is easily available to everybody. He continues, that only shared knowledge is valuable for the organization.

According to Subramaniam and Youndt (2005), it is widely accepted that an organization's capability to innovate is connected with its ability to use its intellectual capital. The value of human capital in organizations is tied to relational capital. Organizations need to invest in the development of relational capital to provide the necessary channels for their core knowledge workers to network and share their expertise. Organizations that do not create synergism between their human and social capital

are unlikely to realize the potential of their employees to enhance organizational innovative capabilities.

To learn how to manage the skills and competence, it is first needed to understand how to share and transfer them. Individual intellectual capital is a package of knowledge, skills, experiences, networks and contacts, attitude and personal qualities. This capital can be transferred to the intellectual capital of the organization by sharing and connecting the knowledge and developing it further together. In bigger organizations, it is probable that there is no information about the existing knowledge in different departments within the company (Viitala 2008). According to Widén-Wulff and Suomi (2007), an organization's workforce is not just a collection of expert individuals; they must build their intellectual capital, adapt and distribute information through official and unofficial networks.

Matalamäki (2019, 3–5) has identified tools used in intellectual capital management. Tools include storytelling, the best practice transfer, competence management, proximity and architecture as well as master-apprentice relationship, knowledge brokers, collaborative technologies and knowledge repositories. It has to be remembered that not all the know-how or learning is acquired through formal channels. A lot of knowledge is formed through the informal interaction between the employees and through the interaction between employees and the customer (Matos 2013).

Organizational knowledge is not usually developed by the knowledge development of individual, but only when the knowledge is shared to be part of common knowledge and activity of teams and groups within the company (Tuomi & Sumkin 2012). If employees at the company improve their skills significantly, it will not necessarily affect the results of the company in the same way. Even though people participate in training and courses, it is still too easy to continue doing things as were used to. If the new skills are not used and shared, they will stay as individual knowledge, not organizational knowledge (Ståhle & Grönroos 2000). According to Serenko, Bontis and Hardie (2007), the willingness to share knowledge increases if the relationships at the company are based on mutual trust, respect and genuine understanding. The task of knowledge management is not only to recognize the intellectual capital assets of the company, but also to create an environment, which encourages employees to transfer their personal assets to the organization.

Ways to share the information include for example meetings, forums, lectures, projects, communities, social media, networks and benchmarking (Ojala 2008, 239). Giving the information, lecturing, is the least effective way to learn but learning by doing is more effective. Competence can be transferred efficiently when the recipient participates actively in the process. Sometimes individuals cannot clearly express what they know or have learned, but the knowledge comes apparent in actions (Ståhle & Grönroos 2000). Sometimes, even people themselves do not recognize having the certain knowledge, and for that there should be tools in the company to help to recognize the knowledge and make it visible (Viitala 2008). If the flow of information within an organization is managed properly, the competence of organization increases (Sveiby 1997). Without managing, the knowledge and skills do not develop along the needs of the company and does not form the intellectual capital of the company (Ojala 2008). Different mechanisms such as collection and utilization of best practices and for example mentoring programmes have positive effects on the tacit knowledge base of the firm (Hussinki et al 2016).

The company needs a structure for knowledge sharing and for creating the real value of it to the company. It is needed to create the common opinion or idea of the knowledge inside the company and then adapt it for common doing. People having the knowledge needs to have a good reason to share it and they need to understand that the knowledge grows when sharing. Organization atmosphere should support and award knowledge sharing (Widén-Wulff & Suomi 2007).

More shared knowledge and competence in the process create more new knowledge and new activities in the company. Sometimes there might be fear of losing some advantages when sharing the knowledge to other people, and it could give a feel of power to be the only one having the important information. Companies have to create the open atmosphere and make personnel to understand the benefits of knowledge sharing, make a structure that encourages people to create the common knowledge. Internal structure and processes have to be developed to support or make this kind of sharing possible (Ojala 2008). The organization must be able to produce the new information as well as to apply the existing one (Ståhle & Grönroos 2000).

People and knowledge are the core property especially in the public service sector. Personnel in a knowledge organization are highly qualified and educated professionals. This property has to be taken care of like machinery and other equipment, and anticipate the needs of renewal or updates (Ojala 2008, 35–36). Old knowledge might cause fatal consequences to the company. The risk to loss the knowledge has to be taken into account. Some person with important knowledge, skills and experience might change the workplace or retire, and it is important to transfer and spread the information early enough.

According to Hussinki et al. (2016), both possession of sufficient level of intellectual capital and the active utilization of it are required to increase a competitiveness of the firm. Kong and Thomson (2009) argue that collective knowledge of all employees in an organization provides a competitive edge for the organization. They also suggest that when the physical asset and financial capital are no longer the resources that facilitate competitive advantage, intellectual capital becomes the only differentiating factor providing the competitive position in a market.

A common strategy for intellectual capital is to create a system where the relevant information, competence and creativity are combined to improve the organizational performance at all levels (Ståhle & Grönroos 2000).

2.4 Global competence and global mindset

Globalized labour market needs globally competent people. According to Lambert, Myers and Simons (2000), globally competent people have at least willingness to understand the cultural diversity. As well as they should be willing to know or to find out what is going on outside their own company and country. They should recognize their own way to do things, but understand that others might do them differently, which might be fine or even better way. Globally competent people do not necessarily speak several languages or have visited many countries, but it has more to do with an attitude, and willingness to know and learn.

Research of the global mindset concept started in nineties by Rhinesmith (1995), who describes a person with a global mindset as “a person accepting life as a balance between contradictory forces and continuously seeking to be open to themselves and others by rethinking boundaries and changing their behaviour”.

In the literature of global mindset, the varying definitions of the concept as cross-cultural competence, intercultural sensitivity, transnational mentality, cultural intelligence (CQ), cosmopolitanism and world mindedness can be found. Some of these constructs are overlapping, some complementing. There is no consensus about the exact meaning or systematic overview and constantly upcoming new definitions make it difficult to research a topic (Bücker & Poutsma 2010).

According to Hitt et.al (2007), the global mindset can be characterized as a worldview or capacity that takes several perspectives into account when formulating attitudes, opinions and behaviours. They continue that the global mindset includes individual attitudes, skills, competence and behaviours, as well as organizational structures, strategies, policies and practices.

Lane (2009) argues that the global mindset is the ability to see and understand the world differently than one has seen and understood it earlier. It is a capability that allows an individual to act successfully in new and unknown situations and to combine new understanding with existing skills and knowledge. It is not simply a set of facts, but a way of organising a set of attitudes and skills for developing a knowledge and acting in a dynamic world. It includes knowledge and openness about working across cultures. Global mindset is a way of being rather than a set of skills.

Hitt et al. (2007) define global mindset by three corresponding dimensions:

- an openness and attentiveness to the multiple realms of action and meaning
- a complex representation and expression of cultural and strategic dynamics, and
- a moderation and incorporation of ideals and actions oriented toward both global and local levels

Andersen and Bergdolt (2017) define global mindset as a capacity to appreciate the beliefs, values, behaviours and business practices of individuals and organizations across cultures. It is a way of approaching a world, to have broader perspective. Global mindset combines an openness and awareness of diversity across cultures and markets. They further suggest that global mindset consists of intellectual capital (intellectual and cognitive capabilities), psychological capital (state-like and psychological attributes), and social capital (the ability to build, secure, and leverage trusting relationships).

In their study Hitt et al. (2007) list several individual attributes of global mindset, for example:

- Respecting cultural differences
- Ability to generate positive energy in people from a different part of the world
- Willingness to adapt, learn, and cope with other cultures
- Adaptability
- Willingness to accept good ideas no matter where they come from
- Ability to excite people from a different part of the world
- Acknowledgment of the validity of different views
- Openness to cultural diversity
- Ability to suspend judgment about those from other cultures
- Positive attitude toward those from other cultures and regions
- Self-confidence
- Understanding how to build and manage global alliances, partnerships, and value networks
- Ability to connect with people from other parts of the world
- Ability to adjust behaviour in a different cultural setting
- Collaborativeness
- Ability to manage the tension between corporate requirements and local challenges.

According to Bücken and Poutsma (2010), the attributes of global mindset are for example curiosity, acceptance of complexity, diversity consciousness, an extended

time perspective as well as open-mindedness and adventuresomeness. The results of a same kind get Deardorff (2006) listing the common elements of intercultural competence to be as the awareness, valuing and understanding of cultural differences; experiencing other cultures and self-awareness of one's own culture. Also personal attributes such as curiosity, general openness and respect for other cultures are listed.

The PISA 2018 assessment uses the following definition of global competence:

Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development (OECD 2018).

According to Hunter, White and Godbey (2006), global competence as a concept helps to find out how to encourage and train people to interact with other cultures, and open themselves to them. A globally competent person is able to identify cultural differences to compete globally, cooperate across cultures, and effectively participate in both social and business settings in other countries.

In a globalized world, the skills of the workforce are a key determinant of the competitiveness of a country. The aim of Higher Education is to develop the skills of the students to meet the increasing demand of globalized working life (Voin & Gerard 2013). Effective education for global competence gives students the opportunity to use their knowledge, attitudes, skills and values and exchange ideas on global issues by interacting with people from different cultural backgrounds (OECD 2018).

Variety in definitions cause difficulties to identify the components of global competence or design methods for documenting and measuring it. The successfully assess the global competence, the concept should be first defined inside the institution and then develop the specific indicators.

According to study of Deardorff (2006), the most used assessment methods to study the global competence of the students are student interviews, student reports and presentations, student portfolios, the observation of students, professor evaluations (in courses), and pre-tests and post-tests. According to her study, the best way to

evaluate intercultural competence is through a mix of qualitative and quantitative measures.

2.5 Previous studies of skills developed through international experience

Stronkhorst (2005) studied two Dutch higher education institutions and their outgoing students by surveying the effects of the international mobility activity in terms of student satisfaction, the guidance provided by the institution before, during, and after this period abroad and the learning outcomes of the international mobility activity. The results show that learning outcomes are the highest if students are motivated to go on exchange and if they already have certain skills to enhance successfulness, and if they are provided with adequate guidance before, during, and after their stay abroad. If the international exchange is expected to generate the better internationally and interculturally competent students, results are limited, if students are forced to go on exchange. Even for students who participate in the exchange period voluntarily, the development of international and intercultural competencies is limited, if they are sent abroad without much preparation and guidance.

A large-scale research study by Shaftel, Shaftel and Ahluwalia (2007) on the impact of study abroad experience for undergraduate professional school students in the United States shows remarkable change in the dimensions of intercultural competence including open-mindedness and emotional resilience. From the viewpoint of the need for globally competent employees, this research demonstrates that students who have studied abroad are more capable of coping internationally than their non-participating classmates.

The Global Mindedness survey was carried out in Finland between 2013 and 2016 (Garam 2017). The aim was to examine the impact of exchange periods on students' attitudes. It measured how students engaged with difference and what kind of changes happened during their exchange periods. The most of the respondent thought that the exchange period had an impact on how they saw the target country, their home country and themselves, and it increased their willingness to learn about other countries and network internationally. Many also noticed that the exchange

period improved their communication and networking skills and ability to function in different cultures.

The aim of the research of *Hidden Competences* (CIMO 2014) was to define the learning outcomes of the exchange period and make those more visible. As a result, employers, experts on internationalisation and students with the exchange experience found that competence developed through international experiences are similar that the labour market needs from the future employees. However, in recruitment that competence cannot often be recognized, it is hidden. It means the competence resulting from international experiences should be recognized and made visible. New tools and methods in order to recognize and share the competence are needed. International skills based on the research can be found in Figure 4.



Figure 4. Capabilities developed through international experience (CIMO 2014).

It does not mean that everyone should go abroad to get these abilities, but those develop more effectively through international contacts. Development is rapid when people step out from their comfort zone and need to adapt to a new circumstances.

According to research of Kaushik et al. (2017), the exchanges abroad help higher education institutions provide students with the skills and knowledge required. Students, who selected the study abroad experience by themselves, scored higher in almost every pre-test and post-test measures concerning the dimensions of global competence (the Global Aptitude Assessment Model test) comparing with the students who did not choose to study abroad.

Erasmus+ Higher Education Impact Study was conducted between 2014 and 2018. The objective of the study was to assess the impact of Erasmus+ exchanges on

staff, students and higher education institutions. Study was based on almost 77 000 survey responses from these groups. The impact study found that students who complete an Erasmus+ exchange for studying or training abroad, boost their employability skills, with a large majority (72%) saying it had been beneficial or highly beneficial in finding their first job. Their exchanges increased their technical, interpersonal and inter-cultural skills and competence, as well as their self-confidence, ability to achieve goals, and social and cultural openness. Erasmus+ was found to produce high impact on personality development, social engagement, intercultural openness and on academic development. The reasons why students go abroad were also explored in the study, and the main motivations for are: experience life abroad (70% of the students), improve their language (62%) and soft skills (49%), expand their social network (49%) and improve their career chances (49%) through their period abroad (European Commission 2019).

2.6 Global intellectual capital

Marr, Schiuma and Neely (2005) argue that intellectual capital at the individual level includes personal knowledge and individual skills and competence. They continue that intellectual capital at the organizational level means the infrastructure, technologies and the organizational culture.

The global competence achieved during the exchange can be seen as global intellectual capital of the student. This human capital has to be first recognized i.e. to find out, what are the skills and competence behind this capital. Human capital should then be shared to integrate into the common knowledge, i.e. intellectual capital of the organization. Structural capital as processes, values and atmosphere in the organization need to include tools, methods and structure, which enable and encourage recognizing and sharing this knowledge throughout the organization. Relational capital can be seen through national and international networks that organization (e.g. the university of applied sciences) has to make the student exchanges possible.

3 RESEARCH CASE AND METHODOLOGY

3.1 Description of the case organization

Seinäjoki University of Applied Sciences (SeAMK) is a higher education institution in South Ostrobothnia, Finland. It was founded in 1992. It has about 4 700 students in six different study fields. SeAMK has four faculties, which are all located in the main campus area in Seinäjoki: School of Business and Culture, School of Health Care and Social Work, School of Technology and School of Food and Agriculture. SeAMK offers 18 degree programmes at the bachelor level and 12 degree programmes at the master level. Three of the programmes are exclusively taught in English. In addition one-semester programmes in English for exchange students are offered in every study field (Seinäjoki University of Applied Sciences 2018a). According to its strategy 2015–2020, SeAMK aims to be international, entrepreneurial – the best for its students. Mission is to prepare the professionals of the future. Internationalization has been named to be one of the key values. Active student and academic mobility, RDI projects and international conferences are a vital part of its international activities (Seinäjoki University of Applied Sciences 2014). In its Internationalization plan for 2019–2025, SeAMK has settled several goals concerning student exchanges: increased number, virtual and blended mobility and a high-quality and committed international partnership network (Seinäjoki University of Applied Sciences 2018e).

International networking is essential in international activities. SeAMK has international partner institutions in over 50 different countries: about 160 in Europe and a total of about 40 in Africa, Asia, North and South America and Russia. Every student of SeAMK has an opportunity for a study period abroad or international practical training. Exchanges are supported by different grants. (Seinäjoki University of Applied Sciences 2018a).

3.2 Methods and schedule of research activities

The aim of this thesis is to develop a process of outgoing students at SeAMK. Process should enable to recognize and share the skills and competence that students achieve during their exchange period.

The research problem in this study is: What kind of tools and process structure are needed in order to recognize the skills and competence, i.e. intellectual capital developed during the student's exchange abroad and to integrate it into the intellectual capital of the organization?

Thesis process started in the spring of 2018 by the data collection for the framework. Study itself was conducted in the autumn of 2018 and in the spring of 2019 when results were also analyzed (see Table 1).

Table 1. Methods and schedule of research activities.

	Method	Schedule
Current situation	Desktop research Observation Web survey Interview	Spring 2018
Development needs	New organization Meetings Benchmarking Student Feedback	Spring 2018
Development process	Workshops Fair Facebook New courses Intranet Blogs and videos Information system Sole-Move	Autumn 2018 Spring 2019
Evaluation	Workshops Student feedback	Spring 2019

In this thesis, it was first needed to understand the idea of intellectual capital, how it is formed and how it can be shared to be organizational individual capital. Since this

study focuses on the skills and competence developed during the exchange, the knowledge about the global mindset and global competence was needed as well. Thesis framework was formed through secondary data made of intellectual capital and global mindset: books, e-books and articles.

Current state was studied through desktop research, observation, interview and a web survey and it is based on the statistics of previous years, strategies concerning the internationalization activities in Finland, in the South Ostrobothnia region and at SeAMK, and information on SeAMK website and intranet as well the information the researcher already had about the topic.

Development needs were defined through workshops, meetings and student feedback. Meetings with the International Coordinators at partner universities in the Netherlands were organized during a business trip in April 2018 in order to benchmark the processes of outgoing students in those institutions: Amsterdam University of Applied Sciences on April 17, 2018; Avans University of Applied Sciences on April 18, 2018 and Hague University of Applied Sciences on April 19, 2018. The researcher also participated in a workshop in Spring Forum for International Affairs in Higher Education in Jyväskylä, in May 2018. A topic of the workshop was the orientation activities of the outgoing students in Finnish Higher Education Institutions. The same forum was organized again in May 2019, in Joensuu, and the researcher participated in a workshop on National Global Talent Open Badge, which might be adapted at SeAMK in the future to better recognize the international competence of the students. The researcher also got informal feedback of the exchange process from SeAMK students when giving them lectures on International Skills in the spring of 2018. As well students contacted the researcher and her colleague at SeAMK Study Abroad Fair on March 2018 and gave feedback of the exchange activities at SeAMK.

The study itself was conducted through events and workshops for the students, who are in the different stage in their exchange process (before the exchange and after the exchange). The aim was to develop new tools for the process of the outgoing student in order to better recognize and share the knowledge achieved during the exchange, i.e. to integrate this individual intellectual capital into the organizational capital of SeAMK.

The development process started in the autumn of 2018 by organizing a Study Abroad Fair and a meeting and workshop for students, who had recently returned from their exchange period. Based on the feedback and workshop results, the next workshop was organized in January 2019; it was for students who were just about to start their exchange period. Study Abroad Fair and meeting with returned students were organized again in March 2019. Facebook group for SeAMK Outgoing students was established in January 2019 and the SeAMK intranet for outgoing students was updated in the spring of 2019. SeAMK also started to use information management system SoleMove to manage exchanges in the spring of 2019. Workshop material and feedback of events were collected and analysed after every event. The following event and workshop and new parts for the process were developed based on the feedback collected and these were re-evaluated.

3.2.1 Qualitative action-based research

This study was done through qualitative, action-based research. According to Hennink et al. (2011), the qualitative method is used when there is a need to understand behaviour, beliefs, opinions and emotions or understand processes. In qualitative research, the data are often words. In this study, the aim was to understand what kind of skills and competence students achieve during the exchange period abroad and to find out how to share this knowledge to integrate it into the organizational knowledge or intellectual capital. Skills and competence cannot be measured by quantitative methods.

In qualitative research, the data are collected by interviews, group discussion or observation and the data analysis is interpretive (Hennink et al 2011, 16). Cohen, Manion and Morrison (2010, 317-457) list the possible instruments for qualitative research:

- Questionnaires
- Interviews
- Accounts
- Observation
- Tests

- Personal constructs
- Role-playing

In this study, the data was mainly collected through events and workshops by using action learning, i.e. by bringing people together to learn from each other's experiences. Collected feedback was used to further develop the process. Data were also collected by observation and interview.

The action research application was used, since the research questions were related to understanding the process of change and the development and improvement of the actual problem and the researcher was involved in the activity (Eriksson & Kovalainen 2008). Edwards and Willis (2014) suggest that action research typically involves efforts to solve practical problems in real life settings with the involvement of stakeholders who work or live in those settings. According to Eriksson and Kovalainen (2008, 199), in action research, planning is followed by acting, observing and reflecting, with a revised plan, acting, observation and reflection following again, most often in real time and retrospectively. Often corrective and additional measures are needed as the consequences of the revisions. In this study, the process of SeAMK outgoing students was developed based on the information and feedback collected in workshops and events, which were organized for the students who were at the different stage of their exchange process. New tools and methods were evaluated and further developed. Researcher participated actively in the process.

3.2.2 Informant selection

Annually, about 300 SeAMK students study or do their practical training abroad. This number includes exchanges over three months long, but also shorter exchanges as intensive courses and study trips that normally take from one to two weeks. It was not needed to collect and analyse the data by an entire population. Shorter exchanges hardly develop skills and competence so deeply that was looked for in this study. Invitations to the meetings and workshops were sent to all the students who had recently been returned or will soon leave for an exchange. Participation was not mandatory. Since SeAMK has four schools and six different study fields

which almost all have outgoing students annually, it was important to get informants presenting students from several study fields. As important was to have students with different target countries and host institutions, and students who conducted either study exchange or practical training with a length of minimum of two months. These needs were met in organized meetings.

3.2.3 Validity and reliability of research

Validity refers to the credibility of the research, e.g. if the methods and instruments used actually measured what they meant to be measured (Saunders et al 2012) and if the findings can be believed (Stokes 2011). Reliability means that the findings of research remain consistent even if they are repeated or researched by another researcher (Saunders et al 2012; Stokes, 2011). To increase the validity and reliability in qualitative research, it is important to select informants who have experience on the topic. It is possible to increase the number of informants during the process, if needed. Good theoretical framework increases the validity as well. The purpose of this study was to develop the process of SeAMK outgoing students and therefore the informants were students who were at the different stage of their exchange process. The researcher herself works as a coordinator at the SeAMK International Mobility Services, which guaranteed the access to the necessary information and made it possible to her to actively participate in the process. It was not needed to increase the number of informants or events during the process, since the same kind of results appeared after events.

4 DEVELOPMENT OF THE SEAMK OUTGOING STUDENT PROCESS

4.1 Analysis of the current state

The current state was studied through desktop research, interview, observation and a web survey. Analysis is based on the statistics of student exchanges in Finland and SeAMK and the aims and objectives of SeAMK and its stakeholders. The description of the current process of SeAMK outgoing students is based on interview (Arola 2018) and a web survey (Seinäjäki University of Applied Sciences 2018a).

4.1.1 Statistics of student exchanges in Finland and at SeAMK

The Finnish Ministry of Education published in 2017 the policies to promote internationalization in Finnish Higher Education and Research 2017–2025. According to publication Better Together for a Better World:

International interaction and mobility to and from Finland will foster diversity in education and research. To ensure that this really takes place, each higher education institution will have a clear set of aims and supporting measures for internationalisation. International activities will permeate each higher education institution. In addition, Finland's higher education institutions will expand their international mobility arrangements and ensure that such periods at home and abroad (incl. exchange programmes) are planned and realistic and can therefore be incorporated in students' studies and in the work of staff (The Finnish Ministry of Education and Culture 2017).

The policy challenges the universities and universities of applied sciences in Finland to further develop the exchange programmes or activities of internationalization at home to assure the internationalization opportunities for every student.

The Finnish National Agency for Education collects the annual statistics of student exchanges from and to Finland. Starting in 2017 all exchanges that took at least five

days and which generate credits are recorded. Until 2016 only those study and practical training periods abroad which took at the minimum of three months were recorded. This might cause some changes for the statistics in coming years.

According to statistics on international mobility periods of higher education students in Finland in 2017 (Garam 2018), about 9 500 higher education students of Finland had at the minimum of three month study period or practical placement abroad. When the numbers of outgoing students are compared with the annual student intake, the outgoing students accounted for 25% of the university students and 14% of the students in the universities of applied sciences. The outgoing flow focused in European countries (2/3 of the outgoing students) and Germany was the most popular target country. The number of outgoing students has slightly increased annually for past ten years, but decreasing trend can be seen already in statistics in 2017 (see Figure 5.)

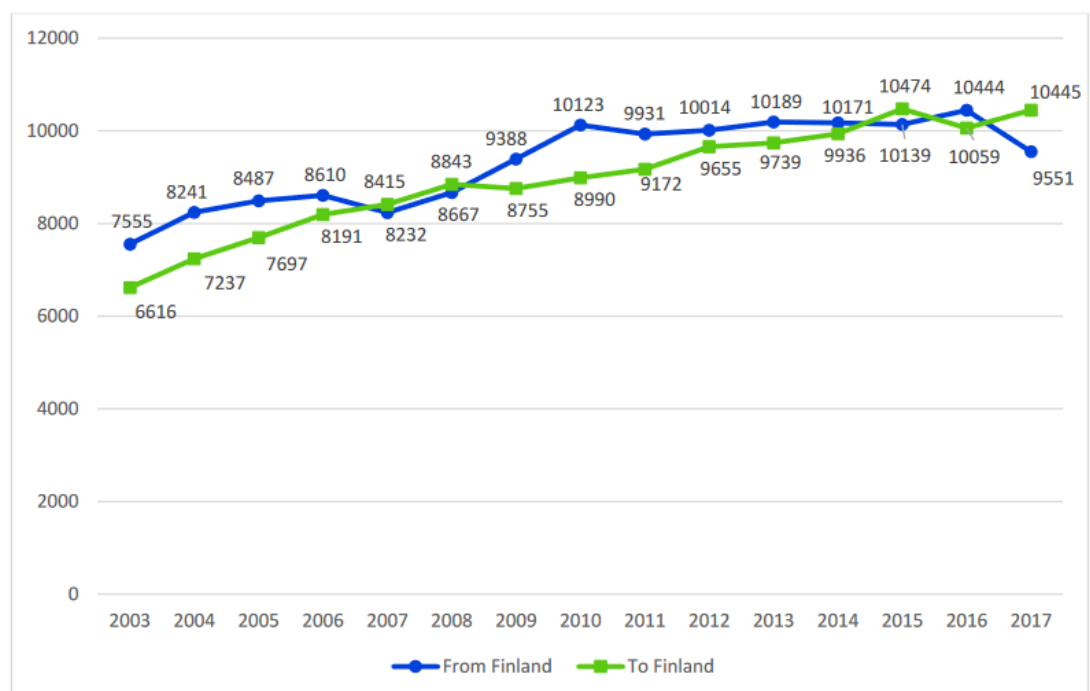


Figure 5. Development of mobility in higher education institutions in Finland 2003–2017 (Finnish National Agency for Education 2018).

European Commission (2018) published a preliminary proposal for new Erasmus Programme for 2020–2026. The aim is to triplicate the number of Erasmus exchanges -from four million to twelve million- by the year 2025. It means bigger

budget but also more pressure to Higher Education Institutions around Europe to make it possible.

According to SeAMK strategy 2015–2020, SeAMK aims to be international, entrepreneurial – the best for its students. Mission is to prepare the professionals of the future. Internationalization has been named to be one of the key values (Seinäjoki University of Applied Sciences 2014). In its Internationalization plan for 2019–2025, SeAMK has settled several goals concerning the exchanges (increased numbers, virtual and blended mobility and a high-quality and committed international partnerships). (Seinäjoki University of Applied Sciences 2018e).

Internationalization can be seen one of the key priorities also in action plans and strategies of the Regional Council of South Ostrobothnia (Regional Council of South Ostrobothnia 2014). It means international networks, projects and cooperation but also internationally competent workforce in the area. About 60% of SeAMK graduates stays at the South Ostrobothnia region and therefore SeAMK has an important role of preparing graduates who are globally competent (Statistics Finland 2018).

SeAMK has over 200 partner universities over 50 countries. In addition it has several international networks. Annually about 300 SeAMK students study or conduct practical training abroad. The average length of study period is 5 months, and in practical training three months. Many student also participate in study trips and intensive courses with the length of 1–2 weeks (Seinäjoki University of Applied Sciences 2018a). This study focuses on exchanges at least three months long, since those increase the development of international skills and competence more efficiently than shorter exchanges. The decreasing trend in numbers of the outgoing students can be seen at SeAMK as well. Total number of exchanges has been decreased in 2017 and 2018, more in some SeAMK schools than in others. One reason is the increased number of shorter exchanges especially in the field of Health Care and Social Work, but it does not explain all the decreased numbers. The number of outgoing students (exchanges at least three months) at SeAMK in total and by SeAMK schools from 2014 to 2018 can be seen in Figure 6.

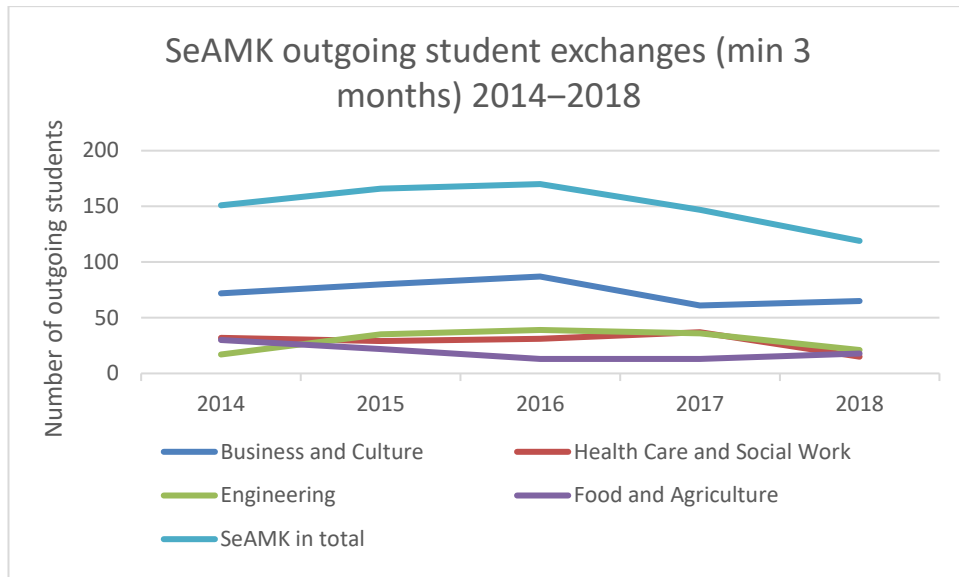


Figure 6. SeAMK outgoing student exchanges (min. 3 months) in 2014–2018.

4.1.2 Current process of SeAMK outgoing students

The description of the current process of SeAMK outgoing students is based on the interview of Marjo Arola, Team Leader of SeAMK International Mobility Services, the information on SeAMK website and Intranet and the information the researcher already had about the topic.

SeAMK International Mobility Services coordinate all the outgoing and incoming student, teacher and staff exchanges at SeAMK. SeAMK centralized the administration of its international activities in August 2017. Since then tasks concerning exchanges are divided between 4 coordinators:

- Coordinator 1 (team leader): Teacher and staff exchanges
- Coordinator 2: Outgoing student exchanges to Europe
- Coordinator 3: Incoming student exchanges from Europe
- Coordinator 4: Student exchanges outside Europe

Exchanges were earlier coordinated by the International Coordinators at SeAMK schools. Because of this new organization, all exchange processes have to be updated. It is appropriate time to develop some new activities at the same time.

The course International Skills (2 ECTS) is compulsory for every student and it starts in first study year in most cases. The learning outcomes of the course according to SeAMK Study Guide are:

- The student is able to
 - identify the meaning of multiculturalism in human interaction at home and abroad
 - describe the importance of internationality and international competence in his/her studies, working life and in different life situations
 - use different opportunities for internationalization in his/her own studies
 - assess the effects of international networking, global megatrends and global responsibility (Seinäjoki University of Applied Sciences 2018d).

During the course, the outgoing coordinators of International Mobility Services have a lecture about International Skills. The main idea is to get first year students to understand the global working life, meaning and the importance of international skills and competence and get the idea how to develop those skills during studies at SeAMK. Students can then start to think and develop their own internationalisation path at SeAMK. It can consist of exchange(s) but also the elements of internationalisation at home, i.e. working as an international tutor, language studies, lectures in English etc. More specific information about for example study exchanges and practical training is given mainly in second study year.

Students interested in exchanges should contact international mobility services about six months before the exchange, i.e. on January 15 if they are willing to go on exchange during next autumn semester, or on September 15, if their exchange period will take place during next spring semester. Outgoing coordinators then check that requirements for exchange will fulfil (enough credits, proper language skills) and have a personal discussion with the student about his/her wishes about the target country, host institution, the content of studies abroad, grants and the whole exchange process. Student prepares his/her personal study plan with a study counsellor. If all requirements are filled, the student is nominated as an official applicant to the host institution.

After the nomination, application documents are prepared and sent to the host institution with the help of the coordinator at the international mobility services. The student is guided through the whole application process. After the acceptance more information about practical arrangements (flights, insurance, health care) but also culture shock are given.

During the exchange, students are contacted once or twice to find out how the exchange is going and reminding them about necessary documents to fill during or after the exchange.

After the exchange, students need to fill final reports and other documents and return them to the school and international mobility services. The coordinators meet many, but not all the returning students. Feedback reports are read but not systematically followed or analysed in an annual basis. Some of the students participate in lessons, orientation days and international days or other events at SeAMK where they can tell their experiences abroad to other SeAMK students and encourage them to go on exchange. Some of them keep the blog during the exchange and those blogs are published at SeAMK web page.

Aims that students have for their exchanges, or skills achieved during the exchange are not documented. The process before the exchange concentrates on the application process to host organisation and other practicalities, not so much on student's motivation or aims for the exchange. The process also somehow ends on student's return: No regular return orientations, neither systematic experience nor knowledge sharing are organized. The process of SeAMK outgoing student requires updating in order to better recognize and share the skills developed through international exchange.

4.2 Development needs of process of SeAMK outgoing students

Seinäjoki University of Applied Sciences centralized its international activities in August 2017. Since then, all exchanges are coordinated by International Mobility Services instead of the international coordinators at different SeAMK schools. It means

that all mobility processes, including the process of outgoing student, needed to be updated.

In the academic year 2017–2018 the outgoing coordinators at the International Mobility Services got informal feedback from students during the lectures on International Skills and Study Abroad Fair concerning the exchange process. According to students, they did not always get enough information about the exchange possibilities and the information given varied between SeAMK schools. Students also wanted to know other students, who have been on exchange and hear about their experiences and recommendations. There were not enough tools for sharing the exchange experiences or achieved knowledge at SeAMK.

Meetings with the international coordinators in three partner universities of applied sciences in the Netherlands were organized in April 2018: Amsterdam University of Applied Sciences on April 17, 2018; Avans University of Applied Sciences on April 18, 2018 and Hague University of Applied Sciences on April 19, 2018. All of them still had quite traditional processes for outgoing students. Coordinators in partner universities were really interested in the topic and had recognized the need for developing the processes, but they had not done it yet. Discussion concerned also the methods in order to promote partner universities among SeAMK students.

A session of the Orientation Days for Outgoing Students was organized during annual Spring Forum for International Affairs in Higher Education in Jyväskylä on May 17, 2018. During the session, participants told their organization's (university or university of applied sciences) way to orientate students, who will go abroad. Most of the institutions still organize only one day orientation consisting of lectures and possibly some workshop by target country. Still, several good ideas can be adopted as develop more information available online (webinars and other online lectures, videos, vlogs etc.) or give some extra credits or prize for participation in the orientation activities (Spring Forum for International Affairs in Higher Education 2018).

During the session in annual Spring Forum for International Affairs in Joensuu in May 2019, the idea of a National Global Talent Open Badge was introduced. It had been launched in 2016 by KOE-network (Kulttuurien välisen osaamisen edistäjät,

founded 2014) and the badge was already piloted in 3–4 Finnish universities or universities of applied sciences. The main idea of the badge is to make students' international competence (the skills, knowledge and attitude) more visible and understandable for employers. In order to get a badge, students need to complete the following task-areas: Communication (English and other languages skills and presentation skills), Intercultural Competence (courses related to global perspective and intercultural issues) and International Experience Abroad. Badge is meant to be a Mastery-badge, meaning that about 30% of the students could get it. First it is based on study experience or on practical training abroad and later the badge for internationalization at home will be developed. Students having a badge will get a label with a link in their CV, including the explanation for the employees about the meaning of the badge (Dagnall 2019). SeAMK could think to get a badge or something similar in use in the near future as well.

For all of these reasons (new organization, student feedback, benchmarking, meetings), it was important to develop the process of outgoing students at SeAMK.

4.3 Description of the process development

Based on the analysis of the current situation and the definition of the development needs, the process development started with organizing events for outgoing students, who were at different stage in their exchange process. It was most important to get their feedback about the process. Based on the feedback collected, activities and tools of other kind were developed:

- Meetings with outgoing students were organized for students before their departure and after their return and their aims for the exchange as well the feedback and information about developed skills were collected systematically.
- Study Abroad Fair was organized in every semester and new Facebook group for outgoing student was established.
- Two new courses replaced a course International Skills and coordinators will have lectures on international skills and exchanges for all SeAMK study groups in the first and the second study year.

- Intranet for the outgoing students was updated.
- The blogs and videos of exchanges are shared more effectively.
- New information management system SoleMove was launched in 2018 to better manage the exchanges at SeAMK.

The development process is described in Figure 7.

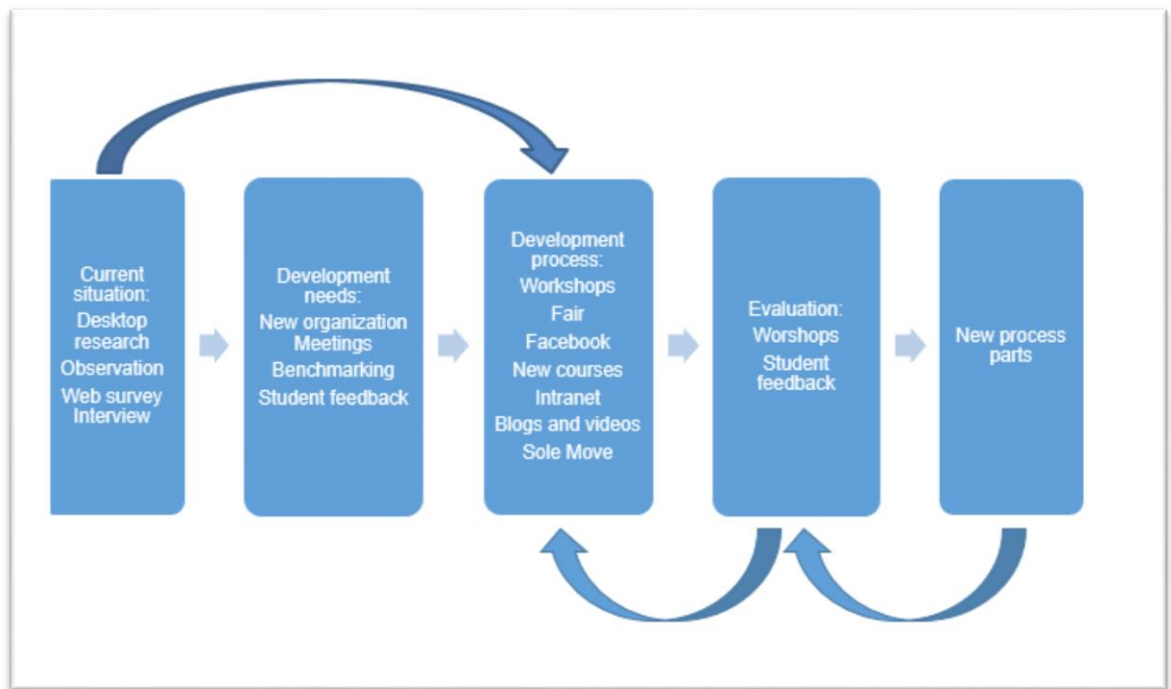


Figure 7. Description of the process development.

4.3.1 Meetings and workshops for outgoing students

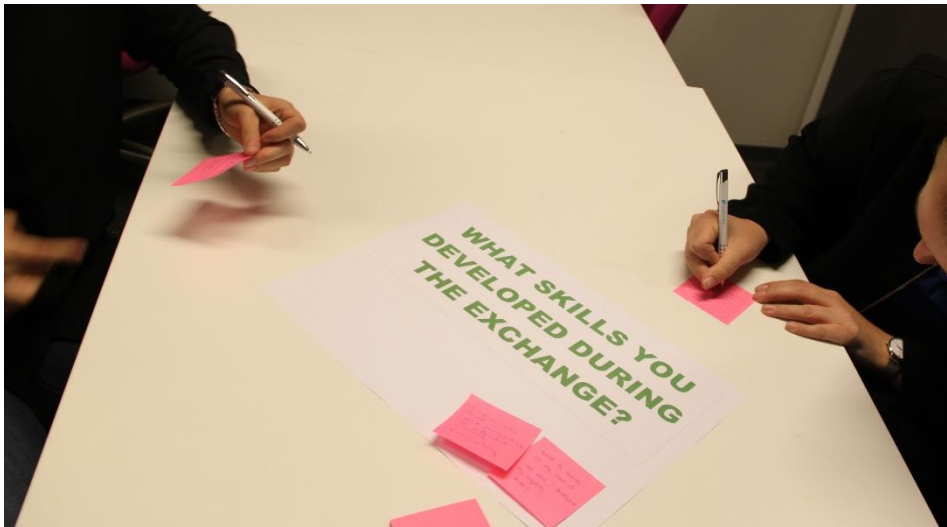
It is important to organize common meetings with outgoing students, which makes it possible to collect and share the aims, thoughts and experiences concerning the exchange. These meetings should be arranged before and after the exchange. In the meetings before the exchange, students could be reminded about the practical issues, they could list their aims for the exchange and share their feelings with other outgoing students. Some returned students could also participate and share their exchange experience.

Another meeting should be organized after students` return from the exchange. Then it is possible to see if they had achieved the aims and objectives they settled

for their exchange. They can share their experience with each other and the coordinators of International Mobility Services will get important information about exchanges and partner universities. Also other SeAMK staff (study counsellors or other teachers) could participate in these meetings.

As well it is needed to organize events, where students interested in study exchanges can meet students who have already been on exchange. These can be lectures, information sessions or fair, for example.

On October 3, 2018 the International Mobility Services organized the first time a get-together event for students, who had been on exchange (Picture 1). The second event was organized on March 20, 2019. The aim of these events was to share and discuss the exchange experiences and to give development ideas to International Mobility Services concerning the future exchanges. The coordinators at the International Mobility Services invited all the students, who had recently returned from their exchange period. Invitation was sent by e-mail. Participation was not mandatory. Event was held at SeAMK premises and the slide presentation and workshop questions were planned beforehand (see questions in Appendix 1.) Coffee and some snacks were served as well. The aim was to keep the event as informal as possible, to encourage students to share their feelings and experience. At the beginning, everyone introduced themselves telling who they are, what they study at SeAMK, what was their exchange destination and if the exchange was a study exchange or practical training. After that, the International Coordinators reminded about the practicalities after the exchange (reports, transcripts of records etc.). Then the workshop was organized and students could anonymously answer to workshop questions. Answers were went briefly through and then it was time for free discussion. The International Coordinators made notes all the time and the workshop answers were analysed more carefully later. The feedback of the exchange process and the organized event was also collected.



Picture 1. Workshop for returned students on October 3, 2018.

13 students participated in the first event and 10 students for the second one. They presented all the SeAMK schools having study exchange or practical training abroad with a minimum length of two months (see the list of participants in Appendix 1).

During the workshop, students were asked to answer several questions concerning their exchange, as:

- Describe your exchange period in one word
- Name the reasons for going abroad
- Instructions and encouraging words for other outgoing students
- What kind of skills you developed during the exchange
- What kind of information you would have needed
 - Before the exchange
 - During the exchange
 - After the exchange
- Development suggestions for the process of outgoing students at SeAMK

They could answer in Finnish or in English. Most relevant topics concerning this thesis were: 1) Reasons for going abroad, 2) What kind of information you would have needed during the process and 3) Development suggestions.

Several answers concerning the reasons for going abroad were about fulfilling the dream of going, getting new experience and developing the language and cultural skills.

“I wanted to go abroad since I started my studies. School supported well, it was easy to go.”

“I wanted to become more international and better my English skills.”

“Exchange/practical training is a great opportunity to spread your wings and inspire young adults to do great things”.

Concerning the skills developed during the exchange, the most of the replies focused on self-confidence and learning about him/herself (Figure 8). This was expected based on previous studies presented in Chapter 2.

Self-confidence. Independence. I trust myself more now after exchange. Learnt to survive on my own. Finding inner peace. Self-awareness. Finding out who I am. To go outside the comfort zone. Gratefulness.	Patience. Caring for others. Stress management. Ability to prioritize. Skills to work efficiently. Resilience. Problem-solving skills. Time management. Adaptability.	Openness. Curiosity. More open for new ideas and cultures. Daring to try/go through new things and situations
Understanding and tolerance about other cultures and people. Get perspective of different cultures. Cultural knowledge	Social skills. Team skills. Interpersonal skills. Communication skills. Networking.	Language skills (English and local)

Figure 8. Skills developed during the exchange.

All the workshop answers can be found in Appendices 2 and 4. Answers to questions concerning the information needed before, during and after the exchange dealt mainly with the accommodation in target country, the content of studies and curricula in home and host universities and a credit transfer. However, several (6) comments were about returning from exchange:

“I would like to have had more information about what happens when I come back”

“What about then when study exchange is over?”

“Students should be better prepared for coming home”

“It felt a little bit like school has forgotten me after the exchange”

“Getting back to my normal life here has been challenging from time to time”

“I would like to get more instructions how to adjust to homecoming”

“I would have needed something, since it was strange to come back to Finland”

Based on these answers, there is a real need to develop the return process of exchanges as well. At this moment the process somehow ends when the exchange is over.

Development suggestions for the whole process were for example:

- More presentation of exchange experiences to SeAMK websites (pictures and videos as well)
- Students who have returned from their exchange should tell their experiences to the classmates
- It is important to inform students that exchange does not prolong the graduation
- More information on possible changes in mood during the exchange process
- More contacting during the exchange
- More marketing efforts concerning Study Abroad Fair
- Facebook group for outgoing students
- Study Abroad Fair as a mandatory part of studies
- This kind of get-together before the exchange as well

Based on these answers, students want to get more information about exchange possibilities but especially about the experiences of students, who have been on exchange. All the feedback answers can be seen in Appendices 3 and 6.

Since one of the development suggestions from students returned from their exchange was to organize a common meeting with outgoing students before the exchange, the first this kind of meeting was arranged on January 23, 2019. The International Coordinators invited all students, whose exchange started during the spring 2019. Invitation was sent by e-mail. Participation was not mandatory. 19 outgoing students from different SeAMK schools participated (see the list of participants and workshop and feedback questions in Appendix 6.)

The programme of the meeting consisted of practical exchange information as insurances, grants and the information on culture shock provided by the Coordinators of SeAMK International Mobility Services, exchange experiences by three SeAMK students who had recently returned from their exchange, and a workshop with three questions:

1. What made you to do a decision of going on exchange
2. What skills would you like to develop during the exchange and
3. Describe your feelings at the moment by one adjective.

Students could answer in Finnish or in English. Most relevant topics concerning this study are questions number 1 and 2. Reasons for going on exchange were for example adventurousness, seeking for new experiences, last chance to go and an interest towards that specific country. Answers to the question 2. What skills would you like to develop during the exchange were similar than skills developed through exchange found in a workshop with returned students. Students wanted to get new experience, get a wider outlook on life, wanted to find out how to survive in different situations and wanted to grow as human being (Figure 9). All workshop answers can be found in Appendix 7.

Get more independent. Brave. How to survive in spontaneous situations	Learning new from myself. Outlook on life.	Wide my skills to understand global issues. Cultural knowledge. Understanding people and cultures
Communication skills. Social skills. Networking. Group work skills. Social interaction skills.	Working experience	Language skills. Local language skills.

Figure 9. What skills would you like to develop during the exchange?

Feedback and development suggestions for future meetings were collected as well (Appendix 7.), the most relevant ones are listed below:

- More information on insurances and how to get them
- The same kind of meeting for those, who only think they might go on exchange. It could help and encourage them to make a decision
- It is important to keep the event informal and relaxing, since the going on exchange is really exciting.
- More common tips of translation apps, for example
- More information about what to do after the exchange
- Exchange student could tell about his/her experience at SeAMK
- Group work could be nice, like thinking of the challenges of exchange
- More time for discussion
- More information on the level of the education abroad

Feedback is taken into account when organising these events in the regular basis in the future. Returned students are asked to present their exchanges to younger students, but it seems to be difficult sometimes to find the suitable time. Students who are on exchange are contacted by the International Mobility Coordinators at least two times during their exchange, more contacts are made if needed. Some students need more guidance and for some students it seems not to be so important to answer e-mails, if everything is fine. Next meeting for outgoing students will be held on August 21, 2019. It is a common meeting for students who are just

leaving for exchange and for those, who were on exchange during the spring term 2019. It should make it possible to share thoughts and experiences efficiently.

4.3.2 Study Abroad Fair in every semester

SeAMK International Mobility Services and Student Union SAMO started to organize a Study Abroad Fair in 2018. Fair is organized in every semester, in October and in March. Timing is suitable concerning upcoming application periods for exchanges. The place has been one of the SeAMK main campus buildings (Frami F), on the first floor, near to students' lunch restaurant. Fair start at 10.00 and continue 3–4 hours including the lunch time, when most of the students should have time to visit the fair.

At the fair, SeAMK students, who have already been on exchange, together with those international exchange students who currently are at SeAMK, present partner universities and countries for those SeAMK students who are interested in exchange during their studies. The coordinators of International Mobility Services are present as well answering all questions concerning the target countries and universities, grants and other parts of the exchange process. Feedback is collected from fair participants and a small lottery is organized between respondents.

Marketing of the event is made via SeAMK intranet and e-mails, with posters and with Facebook event. E-mail about fair has been sent also to Head of Programmes and other teachers, to get them take the event into account in timetable planning and make it possible for students to participate in the event.

The main aim of the event is to motivate SeAMK students to go on exchange. Another aim is to share the common knowledge of SeAMK partner countries and universities and let the returned students to share their exchange experience.

Study Abroad Fair on October 3, 2018 was organized at 10.00–14.00 (Picture 2). Feedback was received from 78 fair participants. The next fair was organized on March 20, 2019 at 10.00–13.00 and the feedback was collected from 68 participants (feedback answers can be found in Appendices 8 and 9). Most common replies related to this study are gathered below:

- During the fair, what was the best reason heard to go on exchange?
 - Life experience
 - Cultural experience
 - Language skills
 - Make new friends from different countries
- Development suggestions for Study Abroad Fair organizers?
 - Organizations outside SeAMK presenting exchange possibilities
 - Skype contact with the student who is currently on exchange
 - Presenting at the fair should be mandatory part of the exchange process
 - Teacher should bring his/her class to the fair
 - Several comments on more tables, more countries, some food available, better marketing before the fair



Picture 2. Study Abroad Fair on October 3, 2018.

Participants were also asked to give their e-mail address, if they were willing to get more information on exchanges. This helps the coordinators at the International Mobility Services to better target the marketing activities concerning exchanges. Study Abroad Fair will be organized in every semester also in the future, next ones being on October 9, 2019 and on March 18, 2020. It has been anyhow challenging to get enough returned students and exchange students to present the SeAMK partner countries and universities at the fair, since the participation is not mandatory and

their timetables are full. Recruiting system needs to be thought over to find an effective way to get more students for stands. Some prize for stand participation could be thought.

4.3.3 Facebook group for outgoing students

One suggestion for improvement from the returned students was to create a Facebook group for SeAMK outgoing students. This was established in January 2019. The SeAMK Outgoing Students group in Facebook is for the degree students of SeAMK heading for or interested in exchange studies or practical training abroad during their studies. Discussion on good tips for preparing for exchange, peer support, the best experiences abroad, and so on is welcomed. International Mobility Services inform students about application times, open placements, events for outgoing students etc. via this group. So far it has been challenging to activate students to share and comment and the activities are mainly announcements from the SeAMK International Mobility Coordinators.

4.3.4 Two new courses about international skills

Course International Skills has been challenging to manage at SeAMK level and make sure that all study groups will have the place in their curricula during the first study year. SeAMK schools have also organized the course in many different ways, which does not guarantee the same information for all the study groups. Therefore the content and the way to implement and manage the course had to be redefined. In addition, one information session about internationalization during studies is not enough. However, it has been difficult to find a space from the curricula to keep another information session for all students.

The course International Skills will be replaced by two other courses in the academic year 2019–2020 (Seinäjäjoki University of Applied Sciences 2019). The new courses are called “Studying at a University of Applied Sciences”, which is offered for the first year students, and a course for the second year students is “Career planning

and internationalization” (see Table 2.). Topics concerning the internationalization are emboldened.

Table 2. Courses: International Skills replaced with Studying at a University of Applied Sciences and Career planning and internationalization.

<p>International Skills (2 ECTS) The student is able to</p> <ul style="list-style-type: none"> - identify the meaning of multiculturalism in human interaction at home and abroad - describe the importance of internationality and international competence in his/her studies, working life and in different life situations - use different opportunities for internationalization in his/her own studies - assess the effects of international networking, global megatrends and global responsibility 	<p>NEW: Studying at a University of Applied Sciences (2 ECTS) The student is able to</p> <ul style="list-style-type: none"> - function in a university of applied sciences - develop learning, studying and job seeking skills - use efficiently different learning environments - learn about one's own field of study and employment opportunities in the field - identify individual opportunities for internationalization 	<p>NEW: Career planning and internationalization (2 ECTS) Students are able to:</p> <ul style="list-style-type: none"> - plan their studies in accordance with their own career plans - develop their job seeking skills in different ways - identify their own career opportunities - anticipate the changing needs of working life - identify the effects of multiculturalism and globalization on working life and interaction - function in an international operational environment and make use of international networks - plan their personal internationalization in studies and working life
<p>Course contents</p> <ul style="list-style-type: none"> - International aspects of studies in universities of applied sciences - Meaning and content of international competence - Global economics and social development - Encountering diversity and difference - Multicultural studying and working environment and crosscultural communication - United Nations Millennium Development Goals and Finland's development political goals - Studies and training abroad as part of higher 	<p>Course contents</p> <ul style="list-style-type: none"> -structure of studies and different ways of conducting studies - study orientation and Seinäjoki University of Applied Sciences as a work community - statutes regulating higher education studies, regulations and rules of Seinäjoki University of Applied Sciences - student union activities - library services of Seinäjoki University of Applied Sciences - developing learning and study skills - social benefits for students and welfare services at 	<p>Course contents</p> <ul style="list-style-type: none"> - rules of working life and working life skills - anticipating the needs of future working life - career planning and job seeking skills - goal-oriented planning of studies from the viewpoint of the student's own career plans - personal internationalization planning - opportunities of study and training abroad - international operational environment and multiculturalism - international networks

education studies, job seeking abroad	Seinäjoki University of Applied Sciences - career planning and job seeking skills - relevance of internationalisation skills - opportunities for further studies	
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The outgoing coordinators of International Mobility Services will have two hours lecture to every study group in both courses. The first one will be taken place in the first study year, consisting of basic information about globalized working life and its requirements and about the international activities at SeAMK. Idea is to help the students to understand what the international skills are and how to develop those during their studies, to better meet the needs of the globalized working life. Lectures are partly based on the study of Hidden Competence (CIMO 2014) and Megatrends (Sitra 2018). Another lecture will be given for the second year students, with more specific information about studying or making the practical training abroad. The aim is to get returned students to participate in these lectures as well, to share the information they gained during the exchange. Also an employer and alumni perspective on the importance of global competence will be given. One aim of this lecture is also to help students to recognize and make their international competence visible for the employers. Other teachers will have lectures on globalization during these course as well. This new course model should guarantee that all SeAMK students get the same kind of information about international skills, opportunities and activities during their studies.

4.3.5 SeAMK Intranet for outgoing students

Since lecturing is not always the best way to learn, and students going on exchange to different countries usually have different needs concerning for example vaccinations, safety issues etc., some other methods or tools for offering the information to outgoing students have to be implemented. SeAMK could think of having more online material concerning the health care issues, social insurance (KELA) issues and probably about the culture shock as well. Some more interactive platform to

share the experiences could be considered. Current intranet could be one place to collect and share the exchange information more effectively.

SeAMK International Mobility Services will develop the intranet for outgoing students. The information about exchanges and other international activities has been in SeAMK intranet earlier, but the content must be updated and present in a simpler mode, which helps the navigation. The first meeting concerning the development work was held on February 22, 2019. Updating workshops were on March 28, April 7 and April 10, 2019 and after that the updating was done by outgoing coordinators regularly. Since there are both Finnish and international outgoing students at SeAMK, all the information and materials have to be also in English (see Figure 10). One aim was to add more links to the blogs, photos and reports of returned students as well. Updating work will continue in the future. The platform of SeAMK intranet will change in 2020. Hopefully the new platform is more interactive and allows the activities of different kind between staff and students in both languages in Finnish and in English.

Ohjeita vaihtoon lähtevälle opiskelijalle/Instructions for outgoing student	
Vaihto-oppaat aloittain/Exchange guides by study field	▼
Ilmoitus halukkuudesta ulkomaanvaihtoon/Announcement of willingness to go on exchange	▼
Tietoa apurahoista/Information about grants	▼
Vaihtoon lähtijän muistilista/Check-list for outgoing student	▼
Vaihto-orientaatiot / Exchange Orientations	▼
Muita vaihtoihin liittyviä ohjeita ja lomakkeita/Other instructions and forms for exchanges	▼
Kaksoistutkinnot/Double Degree Programmes	▼
Vaihdossa olleiden tarinoita (in Finnish only)	▼
Liikkuvuusohjelmat ja lomakkeet/Exchange programmes and forms	
Opiskelu tai harjoittelu Erasmus+ ohjelmamaissa/ Studies or practical training in Erasmus+ programme countries	▼
SeAMKin omat kansainvälisen liikkuvuuden apurahat/SeAMK Scholarships for studies or practical training abroad	▼
Intensiivikurssit ja opintomatkat/Intensive courses and study trips	▼
Harjoittelupaikkaportaaleja/Internship portals	▼
Hyödyllisiä linkkejä/Useful links	▼

Figure 10. SeAMK Intranet: Instructions for outgoing students.

4.3.6 Blogs and videos

Some outgoing students keep blogs during their exchange. They are published at SeAMK website and used as a marketing tool for the applicants but also for current SeAMK students to motivate them to go abroad (Seinäjoki University of Applied Sciences 2018b). Blogs are mainly in Finnish: <https://www.seamk.fi/hakijalle/opiskelu-seamkissa/opiskelijoiden-ja-valmistuneiden-tarinoita/>. Some students have sent video-greetings from their exchange period. These videos are published at SeAMK Intranet and used as a motivational tool in lectures and information sessions. SeAMK International Mobility Services has made some motivational videos for outgoing students. These are in Finnish. See example:

Lähde vaihtoon! https://www.youtube.com/watch?v=4ly2LZGwE2U&index=2&list=PLnUWltTf9cEHCw7ues3aB_I3UH6yVSZB5

4.3.7 Information management system Sole Move

During the academic year 2018–2019 SeAMK took in use the information management system called SoleMove to manage the exchanges. It makes it possible to collect, store and share all the information within the same system instead of having several e-mails and excel files. The system will be first used for incoming students but later on also for outgoing students. It will make it possible to add new parts for the process of outgoing student as well. The plan is to collect more information already before the exchange: aims and objectives that students have. They might need to fill an interim report and definitely at least a final report, which makes it possible to compare the aims and results of the exchange period. At the same time, International Mobility Services will get the important data of the exchanges and partner universities and the skills and competence achieved.

The SoleMove system was opened for incoming students in April 2019. After that, the system development for outgoing students started. The aim is to get it in use for outgoing students, who will go on exchange in the spring 2020. Outgoing students will confirm their exchange in SoleMove. When confirming, students need to explain their motivation for exchange and list the aims and objectives for their exchange

period. After the exchange, they need to report if the aims and objectives were gained and what kind of skills and competence they developed during the exchange.

The grant payment process will be in the SoleMove system as well. Students add their own basic information including the account information straight to the system, which then generates the payment form to be sent to SeAMK financial department. Earlier Coordinators at the International Mobility Services made the payment documents based on grant agreement forms sent by students. It has been a complicated process and the same information was written several times, which increase the possibility for mistakes.

The final reports of the exchanges will also be in the SoleMove system in the future. Students who are confirming their exchanges in SoleMove can see some parts of the final reports of returned students, which will make it easier to share the gained information about partner universities and organizations. Unfortunately, SoleMove system could not be piloted for outgoing students during this research.

4.3.8 Updated process chart

Since the process of outgoing students has been changed, it was necessary to make the updated process chart. It helps SeAMK students and staff to see how to act in different stages of student's exchange process and who is the responsible person at the certain stage. The formal process chart is still under construction and will be published by the end of 2019. For this study, the simplified chart was made to describe the new process parts developed in order to recognize and share the information, skills and competence concerning the exchanges (see Figure 11.)

Information about the ways to develop the international skills during studies at SeAMK as well as the information about exchange possibilities and exchange experiences is now shared via two new courses, in Study Abroad Fair, through Facebook group and Intranet. Meetings with outgoing students before the exchange and after the exchange are organized every semester.



Figure 11. Updated process parts of SeAMK outgoing student.

4.4 Evaluation and summary

Globalized working life needs globally competent people, who have at least willingness to understand the cultural diversity (Lambert, Myers and Simons 2000). The aim of Higher Education Institutions is to prepare them, and in that way answer the needs of regional, national and international labor market. Organizations need to identify which competencies will be relevant to the future and how it might develop or acquire them (Tidd 2000).

The aim of this study was to develop a process of outgoing students at SeAMK. The research problem was to find out tools and process structure to better recognize the skills and competence, i.e. intellectual capital developed during the student's exchange abroad and to integrate it into the intellectual capital of the organization.

Lane (2009) argues that the global mindset is the ability to see and understand the world differently than one has seen and understood it. It is a capability that allows an individual to act successfully in new and unknown situations and to combine new understanding with other existing skills and knowledge. It includes knowledge and openness about working across cultures. Global mindset is a way of being rather than a set of skills. Previous studies show that skills and competence, which are achieved or developed during the exchange period abroad, are mainly the same skills that working life needs (CIMO 2014). According to its strategy 2015–2020, SeAMK aims to be international, entrepreneurial – the best for its students. Mission is to prepare the professionals of the future. Internationalisation has been named to be one of the key values (Seinäjäki University of Applied Sciences 2014).

This study included several meetings with students who were at the different stage on their exchange process. In these meetings, the information about skills and competence i.e. intellectual capital developed during the exchange were collected and shared. As can be seen in Table 3 below, the elements are basically the same that have been found in previous studies presented in Chapter 2, and which can be recognized as the elements of the global mindset as well. At the same time, these are the skills that globalized working life needs (CIMO 2014). It can be noticed that SeAMK outgoing students develop international skills during their exchange period, and are therefore more competent for working life.

Table 3. Comparing skills developed through international experience (CIMO and SeAMK) and the attributes of global mindset.

Capabilities developed through international experience (CIMO 2014)	Attributes of global mindset (Hitt et. al 2007)	Achieved skills of SeAMK outgoing students (SeAMK 2018,2019)
Intercultural understanding	Respecting cultural differences Ability to excite people from a different part of the world Openness to cultural diversity Positive attitude toward those from other cultures and regions	Understanding and tolerance about others cultures and people. Get perspective of different cultures. Cultural knowledge.
Language skills		Language skills (English and local)
Communication skills	Ability to connect with people from other parts of the world	Communication skills
Tolerance, persistence, resilience, empathy, problem –solving ability	Ability to manage the tension between corporate requirements and local challenges. Ability to suspend judgment about those from other cultures	Resilience. Problem-solving skills. Patience. Caring for others. Stress management. Ability to prioritize. Skills to work efficiently.
Co-operation skills	Collaborativeness	Social skills. Team skills. Interpersonal skills
Interest towards new issues	Acknowledgment of the validity of different views. Willingness to accept good ideas no matter where they come from	Curiosity. More open for new ideas and cultures. Daring to try/go through new things and situations
Adaptability, flexibility, creativity	Adaptability Ability to adjust behaviour in a different cultural setting Willingness to adapt, learn, and cope with other cultures	Adaptability. Openness.
Networking ability	Understanding how to build and manage global alliances, partnerships, and value networks	Networking
Self-confidence Self-awareness Reliability	Self-confidence	Self-confidence. Independence. I trust myself more now after exchange. Learnt to survive on my own. Finding inner peace. Self-awareness. Finding out who I am. To go outside the comfort zone. Time management. Gratefulness.

Nevertheless, it might be thought how deeply the skills can be developed during an exchange of three to six months. It is also possible that outgoing students have certain international skills already before their exchange period.

Individual intellectual capital is a package of knowledge, skills, experiences, networks and contacts, attitude and personal qualities. This capital can be transferred to organizational intellectual capital by sharing and connecting the knowledge and developing it further together (Kong & Thomson 2008). More shared knowledge and competence in the process create more new knowledge and new activities in the company. Companies have to create the open atmosphere and make the people understand the benefits of knowledge sharing, make a structure that encourages people to create the common knowledge. Internal structure and processes have to be developed to support or make this kind of sharing possible (Ojala 2008).

The skills and competence developed during the exchange can be seen as the student's intellectual capital in the context of the global mindset or as global intellectual capital. To get this individual intellectual capital to be the common, organizational intellectual capital, there have to be tools and structure to share the knowledge within SeAMK. According to Sydänmaanlakka (2002), the knowledge has to be further processed into form, which is easily available to everybody. Only shared knowledge creates value to the organization. New tools and methods (structural capital) were developed through this thesis, i.e. meetings, updated intranet, fair, Facebook group etc., to better recognize and share the achieved global intellectual capital at SeAMK. International partner universities and other partner organizations can be seen as relational capital in this case. These host organizations enable exchanges into over 50 countries (see Figure 12.).

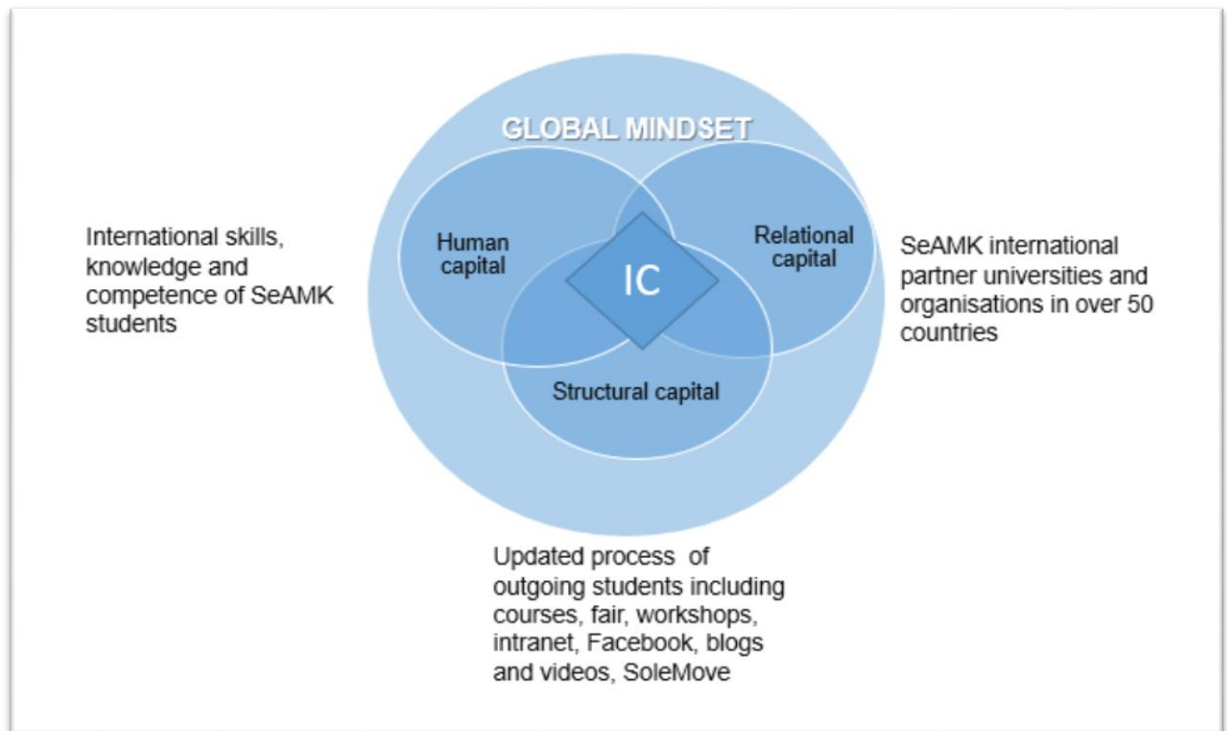


Figure 12. SeAMK intellectual capital in the context of global mindset.

New parts in the process are regular meetings with outgoing students before and after the exchange, Study Abroad Fair in every semester, two new courses about international skills, Facebook group and updated intranet for outgoing students. In the meetings, students are asked about their aims for the exchange as well as the achieved skills and development ideas for the exchange process. One aim of these meetings is to help students to recognize these skills and make them visible and encourage them to utilize the global competence when applying a job, for example. Study counsellors and other teachers are welcome to participate in these meetings as well. In Study Abroad Fair returned students can share the knowledge achieved during their exchange and motivate other SeAMK students to go on exchange. Fair is open for all students and staff of SeAMK. In Facebook group students can share and comment on their ideas and experiences concerning exchanges and International Mobility Service can use it as a marketing tool for upcoming exchanges. Intranet was updated in order to better find the relevant information in every step of the process. Videos and blogs and other exchange experiences can be found in intranet as well. In the future, the information system SoleMove will help to collect

the information about the motivation for exchange and achieved skills, and this information can be shared within other outgoing students and staff of International Mobility Services.

It can be noticed that new tools and methods in the process of SeAMK outgoing students help to recognize and share the skills and competence achieved during the exchange. The development of the process will continue in the future. Development work will be based on the feedback collected. Since there is a national decreasing trend in number of outgoing students, more tools for motivating and encouraging students to go abroad are needed, since in addition to needs of globalized working life, the financing of Higher Education Institutions from the Ministry of Education and Culture is partly based on results of the International Activities.

5 CONCLUSIONS AND FUTURE PLANS

Several development steps are made for the process of the outgoing students at SeAMK during this study in 2018–2019. These steps were made to better recognize and share the achieved international skills and competence i.e. intellectual capital throughout SeAMK. New steps and target groups are presented in Figure 13.



Figure 13. Sharing the achieved international knowledge, skills and competence throughout SeAMK.

Meetings with outgoing students who are in different stage at their exchange process have been fruitful and these meetings will be organized regularly in the future. Timing and content will be further developed based on the feedback. Meetings help students to recognize and share the achieved global competence and encourage them to make this competence visible. Study counsellors and other teachers and staff members are welcome to participate in these meetings as well.

Study Abroad Fair will be twice in an academic year. It has been challenging to get enough returned students and exchange students to present SeAMK partner universities, and the recruiting system has to be thought over. It is not mandatory part of the exchange process, and some SeAMK students are always in practical training during that time, some of them have exams or mandatory courses. Probably some ECTS credits or small prize should be given for the participation. Fair is open for all students and staff of SeAMK, which makes it possible to share the information through the organization and accumulate the intellectual capital of the organization.

Facebook group for outgoing students was established and marketing started for potential users, but it is needed to activate students to comment and share their experiences in that group. More active marketing of the group is also required. Facebook group will be introduced in every study group during lectures given by the Coordinators of International Mobility Services during the academic year 2019-2020, it will be promoted in Study Abroad Fair and the information about it will be sent to all outgoing students at SeAMK.

New courses, which replace the previous course on International Skills will start in September 2019. It will take a couple of academic years to evaluate and collect the feedback of these courses to possibly further develop them. Study counsellors and other teachers are most welcome to follow these lectures to get more information about international activities. Returned students are asked to present their exchange experiences in these lectures, when all students in those groups (including those who are not going on exchange) will get the same information. Employer and alumni perspective will be given as well.

Material in current SeAMK intranet will be updated regularly and hopefully the new platform for SeAMK intranet in 2020 will be more interactive. Blogs will be used as a marketing tool as well as a tool to share the information on exchanges also in the future. SeAMK International Mobility Services intends to produce at least one video about exchange experiences of outgoing SeAMK students in every academic year. Information in intranet is available for all students and staff of SeAMK.

SoleMove system will be fully used for outgoing students within two academic year. It should help to collect and share the information on exchanges including the skills

and competence achieved during the exchange. SoleMove system is available only for the staff of International Mobility Services and registered outgoing students, but the reports and information about partner universities can be used in other marketing as well.

As a future study, it would be interesting to study more deeply, how the elements of global competence are formed, and if they can be found also on students who do not go on exchange during their studies, and if there are differences on these attributes found on these students versus those who have been abroad. As well it is interesting to see, if the aims and objectives and skills developed during the exchange remain the same in the future. The development of the process of SeAMK outgoing students will continue in the future based on benchmarking and feedback collected from students. More efforts will put also on marketing and motivating students to go on exchange.

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APPENDICES

APPENDIX 1. Meeting with outgoing (returned) students on October 3, 2018 and on March 20, 2019: Participants, workshop and feedback questions

APPENDIX 2. Answers to workshop questions on October 3, 2019.

APPENDIX 3. Feedback answers on October 3, 2018

APPENDIX 4. Answers to workshop questions on March 20, 2019

APPENDIX 5. Feedback answers on March 20, 2019

APPENDIX 6. Meeting with outgoing students before the exchange on January 23, 2019: Participants, workshop and feedback questions

APPENDIX 7. Workshop answers and feedback analysis on January 23, 2019

APPENDIX 8. Study Abroad Fair on October 3, 2018

APPENDIX 9. Study Abroad Fair on March 20, 2019

APPENDIX 1. Meeting with outgoing (returned) students on October 3, 2018 and on March 20, 2019

Participants on October 3, 2018:

- (F) Hospitality Management, study exchange, Netherlands
- (F) Public Health Nursing, practical training, Netherlands
- (F) International Business, study exchange, Netherlands
- (F) Cultural Management, study exchange, Czech Republic
- (F) Social Work, combined mobility, Slovenia
- 2x (M) Automation engineering, Double Degree, Germany
- (F) Cultural Management, study exchange, Brazil
- (M) International Business, study exchange, Netherlands
- (F) Business Management, study exchange, Switzerland
- (F) Nursing, practical training, Portugal
- (F) Nursing, practical training, Norway
- (F) International Business, study exchange, Latvia

Participants on March 20, 2019:

- 4 x (M), Mechanical Engineering, study exchange, Germany
- (F), International Business, study Exchange, Czech Republic
- (F), Social Work, practical training, Slovenia
- (F), Social Work, combined mobility, Slovenia
- 2x (F) Hospitality Management, study exchange, South-Korea

Workshop Questions:

- Describe your exchange period in one word
- Name the reasons for going abroad
- Instructions and encouraging words for other outgoing students
- What kind of skills you developed during the exchange

Feedback Questions:

- What kind of information you would have needed
 - Before the exchange
 - During the exchange
 - After the exchange
- Development suggestions for the process of outgoing students at SeAMK

APPENDIX 2. Answers to workshop questions on October 3, 2019.

1 KUIVAILE YHDELLÄ ADJEKTIIVILLA VAIHTOASI

Unbelievable Silmiä avaava Kokemusrikas

Opettavainen Unforgettable Awesome

Fun Aikuistava Amazing

Memorable Surviving

2 ROHKASEVIA SANOA MUILLE

- When u go exchange, u can think when u are old that "Luckily I did it" not "I wish I could do that."
- Experience the foreign country in a fun way
- Vaihtoon lähteminen ja ulkomailla asuminen on ainutkertainen kokemus, joka jokaisen pitäisi saada kokea!
- Opintojen aikana ilman vakitöitä, ilman omaa perhettä, on helppo lähteä näkemään maailmaan, vastaavaa tilaisuutta ei ehkä myöhemmin elämässä saa
- If you want to have a boring studytime, stay here. If you want to remember the best study-time ever, go to exchange! Just do it!
- Now or never!
- **Et kadu vaihtoonlähtöä! Kadut jos et lähtenyt!**

3 ROHKASEVIA SANOA MUILLE

- You learn something every day. But exchange will learn you life – all of its and doubts. You realize that life is pretty easy
- Studying abroad is a lifetime opportunity
- You'll never know until you go
- Exchange isn't a year in your life, it's a life in a year!
- During the exchange you will learn more about different cultures and people, but most important: you will learn more about yourself
- You know yourself better after exchange

4 YLEISET NEUVOT LÄHTEVILLE

- Be brave; don't think about how u speak, cause u will survive! Have fun and travel a lot!
- Be brave, and open minded with positive attitude
- Don't be scared! Go and enjoy!
- Get to know other international student and little about their culture
- Don't overthink, just go and enjoy one of the best times of your life
- Asiolla on tapana järjestystä
- You never know how many amazing contacts you receive. Smile, always
- Enjoy your time. Be brave. Have fun
- Be active! Ask a lot! Participate!

5 YLEISET NEUVOT LÄHTEVILLE

- Et ole yksin kohdemaassa
- If you need help: ask
- Keep your mind open
- Don't think too much, this opportunity is once in a lifetime. Smile!
- Be open minded and don't overthink
- Spread love
- Be open-minded and don't be scared
- **Cancel your Netflix account and enjoy the best time of your life!**

6 TAITOJEN KEHITTYMINEN VAIHDON AIKANA

- Learnt to survive on my own
- English skills
- Finding inner peace
- Get perspective of different cultures
- Networking
- Self-awareness
- Living with students
- Taking care of myself
- Finding out who I am
- Time management
- Stress management
- Self-confidence
- Caring for others – limits
- Being able to do anything
- Social skills
- Patience
- Gratefulness
- Interpersonal skills

7

TAITOJEN KEHITTYMINEN VAIHDON
AIKANA

- Some words from other languages
- More open for new ideas and cultures
- I trust myself more now after exchange
- Communication
- Understanding and tolerance about others cultures and people
- Daring to try/go through new things and situations

8

SYYT LÄHTEÄ VAIHTOON?

- Cheap theatre tickets, culture, experiences, travelling
- It has been always my dream. I didn't have enough courage to go exchange when I studied agriculture. When I received my study place in social work, I decided to go abroad and made my dreams come true
- Exchange was part of my studies, but interest in the Netherlands encouraged me to finish my internship there. Language, culture, people
- I was curious about Germany and also teachers recommended it
- Double degree
- Find myself
- Being exchange student has been my dream several years and SeAMK gave me good opportunity to fulfil this dream

9

SYYT LÄHTEÄ VAIHTOON?

- I wanted to become more international and better my English skills
- Aikasempi työharjoittelu ulkomailta
- My previous experience of living abroad
- Curiosity: I want to know more about different cultures
- People: new friends, they make my life rich right now
- Uudet ihmiset
- Unelma vaihtoon lähdestä
- Uudet haasteet ja kokemukset
- Vaihtoon lähtö oli unelmana jo heti kouluun hakiessani

APPENDIX 3. Feedback answers on October 3, 2018

Millaista tietoa tai apua olisit tarvinnut:

Ennen vaihtoa:

- Vuokra-asuntojen etsimiseen + keitä vaihtokoulu suosittelee
- Olisin halunnut enemmän infoa käytännön asioista sekä siitä, mitä tapahtuu, kun tulee takaisin. Myös yhteydenpito olisi voinut olla aktiivisempaa, vaihtoasioista sopiminen kesti turhan pitkään.
- Olisin halunnut tietää enemmän opetuksesta. Toivonut pääseväni eri koulutusohjelmaan
- Asumiseen liittyen, olisin toivonut neuvoja, miten ja millaista asuntoa kannattaa hakea. Hain itse yksityiseltä ja asunto osoittautui homeiseksi. Lopuksi onneksi sain asunnon yliopiston kautta.
- En, kaikki toimi niin kuin piti molempien koulujen puolelta ennen vaihtoa, oman koulun kanssa tapaamisilla ja vaihtokoulun kanssa sähköposteilla
- Prosessin liikkeelle lähtö oli hyvin nihkeä. Yksikön kv-koordinaattori oli heikosti tavoitettavissa ja epätietoisuus oli raastavaa. Oma-aloitteisuus ja aktiivisuus olivat tärkeitä, jotta prosessi alkoi edetä.
- Kv-palveluiden/toimiston osalta vaihtoon liittyvät asiat sujuivat. Ennen vaihto joutui tekemään paljon töitä oman koulutusalan kurssiasioden/suoritusten kanssa vaihdon kannalta. Paljon piti itse selvittää ja huolehtia.
- HOPS olisi pitänyt tehdä selvemmin. En tiennyt opiskelijoiden vaihtoblogeista, kun noin pari kuukautta ennen lähtöä
- Ehkä hieman asunnon etsimisessä, sain sen kohdemaan koulun avustuksella, mutta olisi ollut kiva, jos asuntovaihtoehdoista olisi infottu vielä paremmin
- Sain ihan kattavasti tietoa opettajiltani etukäteen. Vaihtokoulu oli uusi, joten ei ollutkaan paljon tietoa saatavilla
- Kurssien sisällöstä hieman enemmän tietoa
- Kielen opiskeluun olisi tarvinnut kurssin yms. Vaihtokohteiden selvittelyyn enemmän apua

Vaihdon aikana:

- Miten kurssit sopivat yhteen SeAMK:in kurssien kanssa
- Hieman ehkä ohjaavilta opettajiltani. Vaihdon aikana (aluksi) oli hieman epäselvää, että saanko kurseja hyväksi luettua opintoihini
- Mitä sitten kun vaihto on lopussa, mitä dokumentteja tarvitsen koululta (kohdemaan) mukaan Suomeen
- Sain selkeitä ohjeita ja vastauksia nopeasti kysymyksiini, jotka askarruttivat vaihdossa ollessa
- En tarvinnut apuja vaihdon aikana
- Vaihdon aikana vaihtokohteessa sekä kotikorkeakoulun puolesta kaikki sujui hyvin. Ainut negatiivinen asia oli vaihtokohteen asuntola ja vuokrasopimus. Sopimus ei ollut aivan lain mukainen. Tästä kuitenkin huomautimme asuntolaan.
- Kaikki sujui vaihdon aikana niin kuin pitikin, enkä tarvinnut oikeastaan ollenkaan apua kotosuomen koulusta.
- Kurssien vaihdosta. Enemmän tukea tutoreilta.
- En oikeastaan. Ehkä olisi voinut spostilla päivitellä kuulumisia ja valmistella opiskelijoita kotiinpaluuseen
- En itse ehtinyt kertoamaan omia kuulumisia tai en nähnyt tarvetta

Vaihdon jälkeen:

- Hieman tuntui, että koulu oli unohtanut minut vaihdon jälkeen
- Kyllä, mutta enemmänkin SeAMKin puolelta apua ja neuvontaa opparin kanssa silloin kun sitä olisin tarvinnut (IB-puoli). Kaikki yhteydenpito/vastaaminen kesti tolkkuttoman kauan.
- Olisin toivonut jotain yhteistä tapaamista opiskelijoiden kanssa, jotka ovat olleet hiljan vaihdossa. Olisi ollut mukava kuulla muiden kokemuksia ja jakaa omia
- Pisteet tulivat Winhaan näkyviin hyvin nopeasti ja tapaaminen kv-ohjaajan kanssa viimeisteli hyvän vaihtojakson. Ei mitään ongelmia/kysyttävää
- Vaihdon jälkeen kaikki on sujunut hyvin ja vaihtokohteesta toimitettiin nopeasti kaikki tarvittavat todistukset yms. Paluu omaan normaaliin arkeen on ollut välillä haastavaa ☺
- Asiat sujuivat hyvin, joten en koe että olisin tarvinnut apuja vaihdon jälkeen
- En keksi
- Miten vaihdossa suoritettujen opintojen winhaus tapahtuu? Menenkö ensin opolle vai kv-toimistolle? Toki tiedon sain loppujen lopuksi.
- Tällainen get together-päivä oli oikein kiva yllätys. Ehkä jokin suurempi tapahtuma jopa Suomessa olevien vaihtareiden kanssa olisi hauska
- Tietoa milloin on mahdollista suorittaa puuttuvia kursseja (missä jaksossa kurssit järjestetään)
- Ohjeita kotiinpaluun sopeutumisen kanssa

Kehittämisehdotukset:

- Vaihtoesittelyjä SeAMKin sivulle eri opiskelijoilta (kuvia ja kokemuksia), Myös henk.koht videoita (2-5min)
- Lisää infoa, joku suurempi tapahtuma ehkä (voisi pyytää ja hyödyntää meitä kulttuurituotannon opiskelijoita apuun organisoimaan) Lisäksi jokaisen alan opoille enemmän protokollaa/infoa jotka voisivat ohjeistaa vaihtoon haluavia paremmin. Esimerkiksi HOPS mukaisia kurssien hyväksilukujen kanssa. Itse minua ei osattu ohjeistaa niissä.
- Mielestäni olisi hyvä jos vaihdossa olevia lähestyttäisiin vaihdon aikana esim. puolessa välissä ja kysyttäisiin miten menee, onko kaikki hyvin ja jos oli jotain vaikeuksia niin niihin olisi yritetty etsiä ratkaisuja. Itselläni ei siis ollut mitään ylitsepääsemättömiä ongelmia mutta olisi ollut kiva jos kuulumisia olisi kyselty.
- Tuoda selkeästi esiin, ettei vaihtoon lähteminen hidasta opiskeluissa etenemistä
- Vaihdon jälkeen olisi ollut kiva kuulla esim. oman luokan kesken toisten luokkalaisten vaihtokokemuksista ja pitää luokalle jonkinlainen esityspäivä ja kertoa millaista vaihdossa oli
- Alun epätietoisuuteen voisi kehittää jotain toimenpiteitä. Kun on tehnyt valinnan lähteä vaihtoon, olisi hyvä käydä paremmin tulevan prosessin vaiheet läpi
- Study Abroad –messuja voisi mainostaa enemmän ja innostaa opiskelijoita osallistumaan siihen, jotta opiskelijat innostuisivat enemmän lähtemään mukaan vaihto-opiskeluun!
- Oma fb-ryhmä vaihdoissa olleille, vaihdosta kiinnostuneille
- Kannustaa vaan kaikkia lähtemään vaihtoon. Järjestää messut pienellä tarjoilulla. Saada enemmän vaihdossa olijoita opiskelijoita puhumaan
- Study Abroad-messu voisivat olla osa kv-opintoja, messut kiinnostaisivat varmasti enemmän, jos ständit olisivat ”panostettuja” ja ständeilijöitä olisi enemmän
- Tuottaa oma panos koululle esim. osallistua study abroad messuille tai kirjoittaa lyhyt teksti jaettavaksi

APPENDIX 4. Answers to workshop questions on March 20, 2019

What skills did you develop during the exchange?

- Language skills
- kielitaito (ja rohkeus käyttää)
- Saksan kielen perusteet
- Englanti kehittyi
- Aikataulutus ja tehokkuus
- Punctuality
- Priorisointikyky
- Ongelmanratkaisukyky
- Rohkeutta
- Sopeutumista
- Mukavuusalueen ulkopuolelle menoa
- Independence
- Itseluottamus
- Kommunikaatiotaidot
- Social skills
- Team skills
- Eri kulttuureihin perehtyminen
- Toimeen tarttuminen
- Uteliaisuus
- Avoimuus
- Adaptation
- Resilience

General advice for students going on exchange

- Go out
- Get to know lots of people
- Drink and have fun
- Profit emotionally
- Rohkeasti uusia kokemuksia ja haasteita kohti
- Kaikesta selviää
- Selvitä tulevasta vaihtokohteesta ainakin jotain etukäteen
- Ole optimistinen
- Tartu tilaisuuksiin
- Ole rohkea ja avoin
- Ole utelias
- Ryhmydy uusien ihmisten kanssa ja tutustu heihin
- Ole avoin ja sosiaalinen
- Visa kortti, ei Electron tai Mastercard
- Ole ajoissa asialla, erityisesti lääkärintodistuksen kanssa
- Osallistu tapahtumiin ja kokoontumisiin
- Tutustu rohkeasti muihin

- Tutki maata, kulttuuria, työpaikkaa/opistoa vähän etukäteen, ettet oleta liikoja tai liian vähän eli siis Have an open mind!
- Matkustele muuallekin - naapurikaupunkeihin tai maihin

Come up with an inspirational phrase to persuade students to go on exchange

- Elämän parasta aikaa
- PROST!
- Haluatko saada opiskeluajastasi muistoksi ainutlaatuisia kokemuksia joita muistella jälkeempään?
- Be brave and go
- Servus!
- Alles Gut!
- Menkää ny jo!
- Gruss Gott!

What made you want to do your exchange abroad?

- Exchange/Practical training is great opportunity to spread your wings and inspire young adults to do great things
- Curiosity
- Interest, Friends ja ainainen matkakuume
- Alusta asti oli halu lähteä johonkin pain maailmaa näkemään. Koululta sai hyvin tukea, joten oli helppo lähteä kauaskin.
- Halusin nähdä maailmaa
- I wanted to build my character and I made a drunk promise to my friend to go with him
- Uteliaisuus
- halu nähdä maailmaa
- unelmien toteuttaminen
- Uuden kokemisen halu
- Halusin uusia kokemuksia, tutustua uuteen kulttuuriin
- Itsensä haastaminen

Describe your exchange period in one word

- Learning experience
- Rikasta
- Loistava
- Ihan kujalla
- Brave Sugoi
- Elämänmakuinen
- Super!
- Erikoonen
- Incredible
- Antoisaa

APPENDIX 5. Feedback answers on March 20, 2019

Millaista tietoa tai apua olisit tarvinnut:

Ennen vaihtoa:

- Täällä SeAMKissa sai hyvin tukea ja apua, vaikka haussa olikin pari mutkaa matkassa. Kelan tukijutuista olisi voinut saada tarkempaa tietoa.
- Saksaa olisi voinut opiskella.
- Sain apua kun tarvitsin. Ehkä enemmän eri asumisvaihtoehtoista.
- Kurssivalinnat olisi voinut olla parempia.
- Sain hyvin apua.
- Olis pitänyt käydä Saksan alkeiskurssi.
- Että Saksan Baijerissa ei kukaan puhu englantia
- Täällä kaikki meni hyvin täällä. Korean päässä vaan kauheesti vaatimuksia ja kurssi-infot vois olla parempia.

Vaihdon aikana:

- Koulu Koreassa järjesti hyvin apua jos sitä tarvitsi. Paikalliset tutorit olivat aktiivisia ja avuliaita
- Radio-veron kanssa oli ainoat ongelmat ja siihenkin sai apua paikalliselta.
- Paikan vaihtokoordinaattori oli upea! Häneltä sai aina apua.
- Virallisten paperien ymmärryksen kanssa, oli vähän ongelmia, koska kaikki saksaksi.
- Oikeastaan ainoa asia oli se että jotkut dokumentit EI OLLUT ENGLANNIKSI
- Kun tarvitsin apua pyysin sitä joltain
- All good ☺

Vaihdon jälkeen:

- Apurahan loppusumman hakeminen oli vähän vaikeaa. Kysymyksiin ei aina osannut /muistanut vastausta. Mutta kyllä sekin sujui ihan hyvin (I hope).
- Kurssivalinnat olisi voinut olla parempia.
- Allez klar
- Ehkä jotain kaivannut, koska oli outoa palata takaisin Suomeen
- Vähän oli epäselvää mitä pitäis tehdä papereiden kanssa, mutta kyllähän se sujuu kun kysyy ☺

Kehittämisehdotukset:

- Kelalta joku tuki-info?
- Kaikki oli selkeää molemmissa päissä, pelkkiä ruusuja asioiden mutkattomasta ja joustavasta hoitamisesta.
- Ei SeAMKin puolelle. Koko vaihtoprosessi sujui nopeasti ja helposti kv-koordinaattorin avulla ☺
- Voisi ehkä käydä läpi yhdessä polkua siitä, millaisia tunteita/mielialoja tulee vaihdon aikana ja jälkeen. Minulle uutena tuli tuo, että sopeutuminen takaisin Suomeen oli, haastavaa, ehkä hoksannut siitä itsenäisesti ottaa selvää.
- Kaikki! Hyvin hoituu.
- Selkeä lista on parasta, mutta sekin jo löytyy ☺

APPENDIX 6. Meeting with outgoing students before the exchange on January 23, 2019

Participants:

- (M), Business Management, study exchange, Taiwan
- 2x (M), Social Work, practical training, Kenya
- 2x (F), Nursing, practical training, Great Britain
- 2x (F), Public Health Nursing, combined mobility, The Netherlands
- (F), Public Health Nursing, combined mobility, Belgium
- 2x (F), Public Health Nursing, practical training, Norway
- (F), Cultural Management, study exchange, South-Korea
- (F), Social Work, practical training, Uganda
- (F), Business Management, study exchange, Greece
- 3x (F), Social Work, practical training, Hong Kong
- (F), Social Work, practical training, Hong Kong
- 2x (F), Library and Information Services, study exchange, Japan
- (F), International Business, study exchange, Argentina

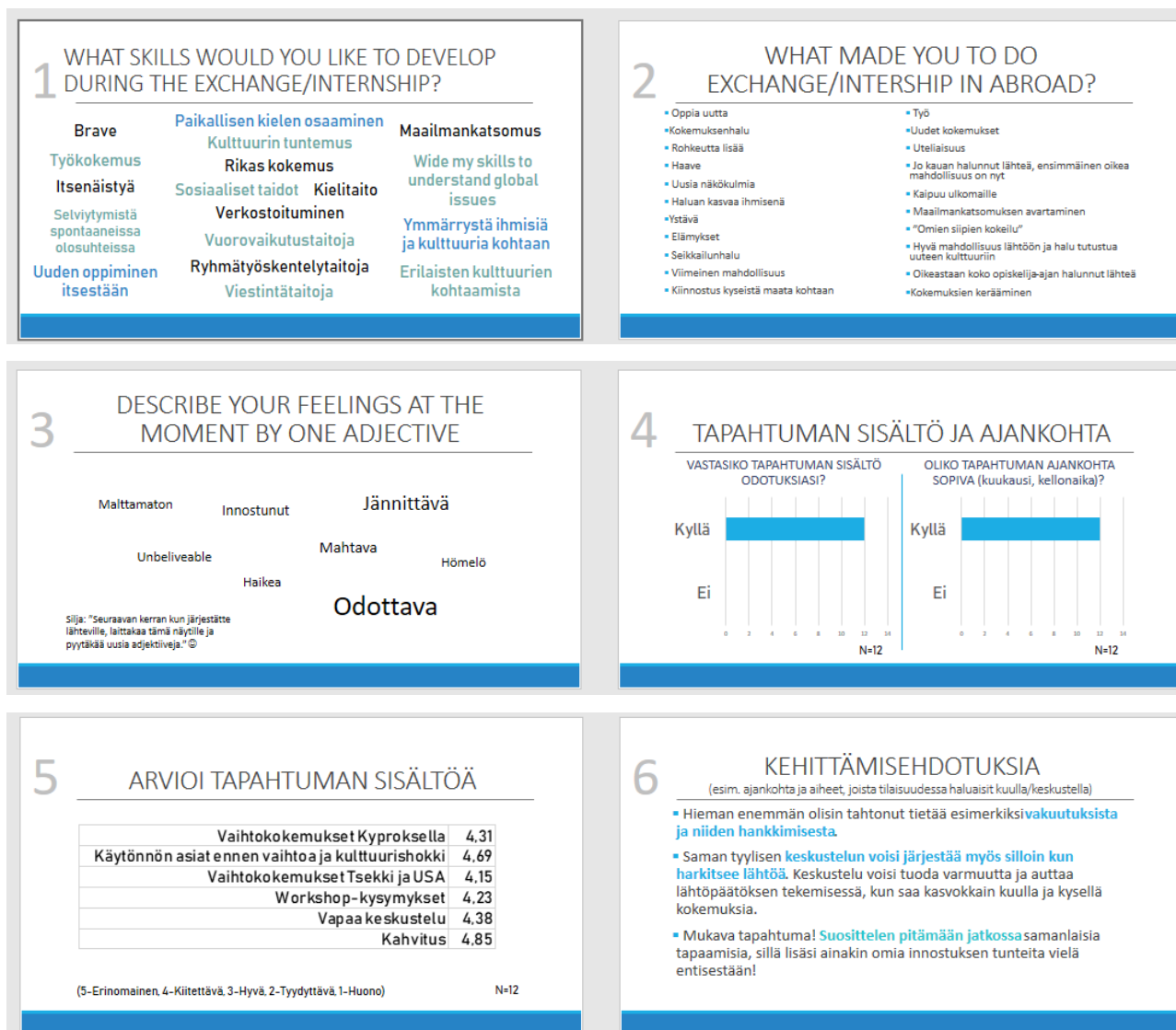
Workshop Questions:

1. What made you to do a decision of going on exchange
2. What skills would you like to develop during the exchange and
3. Describe your feelings at the moment by one adjective

Feedback Questions:

1. What kind of information or help you would have needed:
 - a) Before the exchange
 - b) During the exchange
 - c) After the exchange
2. Development suggestions for the process of outgoing students at SeAMK

APPENDIX 7. Workshop answers and feedback analysis on January 23, 2019



7

KEHITTÄMISEHDOTUKSIA

(esim. ajankohta ja aiheet, joista tilaisuudessa haluaisit kuulla/keskustella)

- Ennen vaihtoon lähtemistä kaikki on niin sekavaa ja jännittävää vaikka innolla odottaisikin. Sen vuoksi tapahtuman pitäminen rentona ja rohkaisevana on tärkeää. Ei olisi haitannut vaikka **aikaa olisi ollut tunti lisääkin** ja olisi tullut joitain **yleispäteviä vinkkejä**, oli kohde mikä tahansa. Esim. jos on jotain **hyviä käännössovelluksia** tai **mitä reissun jälkeen** pitää tehdä opintopisteet ym.
- Tapahtuma kokonaisuudessaan todella hyvä! Herätti innostusta vielä enemmän! Jos jotain kehittämistä nii esimerkiksi **vaihtari joka on tullut Seamiin muualta** voisi tulla **kertomaan** myös omasta vaihtokokemuksestaan. Näin saisi kuulla ajankohtaisia kokemuksia ja tunteita vaihdosta.

8

KEHITTÄMISEHDOTUKSIA

(esim. ajankohta ja aiheet, joista tilaisuudessa haluaisit kuulla/keskustella)

- "Mielestäni tilaisuus oli onnistunut! Jonkinlainen **ryhmätehtävän** olisi ollut hyvä. Esim. miettiä ryhmässä tulevan vaihdon haasteita yms:)"
- Kokonaisuutena hyvä
- Mukavaa olisi **saada mahdollisimman monelta alalta vaihtokokemuksia**. Hoitotyön harjoittelukokemuksia ei ollut nyt lainkaan eivätkä muut vastanneet omia pohdintoja samalla tavalla
- Tilaisuus oli kaikin puolin hyvä. En keksi kehittämistä.

9

KEHITTÄMISEHDOTUKSIA

(esim. ajankohta ja aiheet, joista tilaisuudessa haluaisit kuulla/keskustella)

- **Enemmän aikaa** vapaalle keskustelulle.
- Olisin halunnut **kuulla enemmän opetuksen tasosta** ja kuinka hyvin vaihto koulusta annettiin ohjeita alussa opintojen suoritusten ja kurssien kanssa.
- Oli erittäin jees! Hyvä oli mainita kulttuurishokista :)

APPENDIX 8. Study Abroad Fair on October 3, 2018

Messujen aikana kuulemasi paras syy lähteä vaihtoon/ During the fair, what was the best reason heard to go on exchange.

- Olen päättänyt sen jo aiemmin
- Kielitaidon kehittyminen
- Toblerone
- Kokemus
- Tutustuminen uusiin ihmisiin
- Hienoja kokemuksia
- To set in contact with other cultures
- Get to know a new culture and meeting new people
- Exploring
- Finding yourself
- Lähdössä Japaniin jo! Kävin vain kyselemässä vaihdosta Euroopan ulkopuolelta
- Käytännönläheiset kurssit, Brasilian kokkikurssi houkuttelee
- Vaihtoon lähtöä tuetaan henkisesti ja taloudellisesti
- Uudet kokemukset ja kulttuurin tutustuminen, oman näkeminen toisessa maassa
- Slovenia huippupaikka, uudet kokemukset
- Erilaista työkokemusta
- Uudet kokemukset, ihmiset ja seikkailunhalu
- Uusia ihmisiä ja kokemuksia. Kasvattava kokemus, uusia seikkailuja ja matkustus
- To broaden your world view
- Uudet ystävät, kokemukset ja maahan tutustuminen
- Intensiivikurssit ovat helppo tapa käydä ulkomailla
- Ainutkertaiset kokemukset joita ei koskaan unohda
- Näkee maailmaa
- Mahtavat kokemukset
- Uusien suhteiden luominen, erilaisten kulttuurien näkeminen kokonaisuutena koko elämys
- Nature
- Finding new friends around the world
- International experience and training at the same time, lots of sightseeing
- Tutustua ihmisiin ja löytää itsestä uusia puolia, ei harmita vanhana kun silloin ei menny
- To see cool places
- Uuden kielen oppiminen maassa missä puhutaan enemmän esim. portugalia kuin englantia
- Uudet seikkailut
- For Switzerland they showed us some nice pictures --> you can obviously travel there a lot

- Chocolate and cheese from Switzerland
- Professional experience
- Knowledge
- Sveitsiläisten mukaan lyhyt välimatkat käydä muissakin maissa
- Uniikki kokemus
- Lämmin ilma
- Edullista asua
- Kaksoistutkinnot Saksassa. Saksan ja Suomen insinöörin paperit houkuttelee
- Vaihdossa olleiden omat kokemukset

Kehitysehdotukset/Development suggestions:

- Enemmän vaihdossa olleiden omia kuvia
- Kaikki oikein hyvin järjestetty
- Jäin itse kaipaamaan Kyproksen ständiä. Opiskelijoille voisi antaa luvan (opettajan toimesta) ständin pitämiseen niin voisi olla enemmän osallistujia
- Mikäli mahdollista, saada ulkopuolisiakin pitämään ständejä jotka liittyvät vaihtoon lähtemi- seen
- Musiikkia
- Ruokaa
- Parempi markkinointi
- More tables
- Ehkä hieman enemmän markkinointia, jotta porukkaa tulisi enemmän paikalle
- Jotkut ständit voisivat olla "enemmän vaivaa nähneet"
- Mainostaa tapahtumaa enemmän
- Hyvin oli toteutettu näin
- Parempi tiedottaminen, messut tulivat yllätyksenä
- Keep up the good work
- Students coming back from exchange should have this as mandatory part of studies
- Timing was not so good. Because there were important presentations on that day
- Karkki tarjoilu ja enemmän visuaalista ilmettä
- Lisää vaihdon käytännön ohjeita
- Olkaa paikalla
- Selkeämpi järjestely
- Lisää vain eri maissa olleita opiskelijoita
- Ehkä enemmän kuvia
- Enemmän musiikkia/ääntä jos mahdollista
- Kaikille pisteille porukkaa myös lounasaikaan --> eniten ihmisiä liikkeellä

- Espanjasta olisi ollut mukava kuulla jotain
- Maybe food from different cultures
- Tapahtumista muistutus sähköpostiin
- Tosi hyvä tapahtuma
- In another week, this week was really busy
- Enemmän esittelijöitä eri kohteista
- It was cool! Maybe videos could be included
- Ehkä jotain muutakin kuin vain pönötyspöytiä
- Enemmän infoa messulaisille
- Better PR and more countries
- Skypetys johonkin tällä hetkellä vaihdossa olevaan?
- German people at the German fair table maybe
- Myös lyhyemmistä opintomatkoista tietoa ja vaihtoehtoja
- Enemmän infoa eri maista
- Maybe more stands and more clear plaques to inform which countries are available to go to by whom
- Maybe it will be nice if the organizers can get more tasks
- Esittelijöitä puuttui
- Kaikille pisteille jotain
- Kaikki esittelijät ois hyvä olla paikalla
- More stands for countries and more information for nursing students
- More details for nursing students, living costs
- More countries with appealing stands to capture attention
- Would be nice to have separate session for nursing students and IB students
- Enemmän ständejä
- Selkeämpi mainostus
- Tutustuminen messuille tapahtuisi varsinkin ekan vuoden opiskelijoille esim. tunnin alussa yhdessä open kanssa

APPENDIX 9. Study Abroad Fair on March 20, 2019

Messujen aikana kuulemasi paras syy lähteä vaihtoon/ During the fair, what was the best reason heard to go on exchange.

- Life experiences (31)
- Make new friends from different countries (17)
- Cultural experience (17)
- Language skills
- Improve Skills
- it's easy to go
- networking
- good to do now, not later in life
- exporting your own skills
- independency
- looks good on your CV
- travel
- flying
- great opportunity + support from SeAMK
- Cheap alcohol

Kehitysehdotukset/Development suggestions:

- more badges to participants
- more space
- could not find Japan stand
- no library student experience available
- more stands
- no Australia information available
- not all countries represented
- more confidence from people behind stands
- more European countries to be present
- more Finnish speakers behind the stands
- quieter music
- more countries
- snacks for participants
- more info on school programmes/studies abroad
- more specific info for engineering students
- students should be informed more or encourages to go