BRIDGING ENTREPRENEURSHIP EDUCATION BETWEEN RUSSIA AND FINLAND

Conference proceedings 2013

| *Marja-Liisa Kakkonen (ed.)* |

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Mikkeli University of Applied Sciences

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PREFACE

Entrepreneurship education refers to knowledge of entrepreneurship and to competences in entrepreneurship. Entrepreneurship education can be seen as a process which students start by paying attention to it. Then, the interest in entrepreneurship will help them to understand different relations and reasons. Finally, the students who are oriented towards starting their own businesses will set up one of their own after gaining the competences needed in owning and running a business. The goals of entrepreneurship education and training may vary, but in general they are generally expressed in terms of developing a set of entrepreneurial skills, enhancing an entrepreneurial mindset, stimulating entrepreneurial behavior, and preparing and helping students' entrepreneurial endeavors. However, a common goal of many training programmes is to stimulate entrepreneurship in its various forms.

Cultural studies emphasize that each culture has something unique, but that there are also general aspects which can be compared with other cultures. In other words, there are both specific and general features in every culture. Cultural characteristics are always involved in collaboration across the cultures, but what really matters is the willingness and intention for the cooperation. The purpose of this publication is to illustrate the ongoing cooperation between the Finnish and Russian institutes of higher education in the field of entrepreneurship education. This cooperation is a result of long-term and systematic development of operations and activities. The foundation for the cooperation has been built in numerous, both face-to-face and online meetings, workshops and seminars as well as through exchange programs. The significant and essential factors are the personal contacts and open-minded characters of the personnel participating in the cooperation.

This publication consists of seven articles of which the first one concentrates on understanding cultural differences between Finland and Russia. The article of Marja-Liisa Kakkonen and Ilona Kosheleva discusses the cultural differences in general, and the differences between Finnish and Russian cultures specifically. Although Russia is a large country including various subcultures, there are certain common characteristics in this national culture. The aim of the article is to describe and understand these national cultural characteristics in Russia and in Finland.

The second article, written by Marja-Liisa Kakkonen, Kirsi Itkonen, Svetlana Tereschenko and Tatiana Tereshkina, aims at describing the collaboration activities between the higher education institutions in St.Petersburg and Mikkeli. This article also presents the history and the current state of the collaboration as well as the future plans and possibilities. The third article relates to innovation education and its aim to share and describe the experiences of one course of user-driven innovation process which has been implemented as a pilot for joint instruction. Sami Heikkinen introduces how he implemented the course as a joint pilot course with another teacher. The fourth article is written by Kirsi Itkonen, Svetlana Tereschenko and Tatiana Tereshkina and it deals with intensive weeks as a way of internationalization. The authors introduce their good practices. The fifth article introduces a project titled WOPE, Developing entrepreneurship in wood procurement and the article has been written by Kirsi Itkonen and Yury Zementzky. In the sixth article, Heli Aaltonen introduces the concept of entrepreneurial marketing and presents the results of her study. The last article of the publication introduces different kinds of learning and learning outcomes gained through the project planning process. Marja-Liisa Kakkonen, Kirsi Itkonen, Svetlana Tereschenko and Tatiana Tereshkina sum up their article by drawing conclusions of the collaboration. All in all, each article of the publication presents an overview of entrepreneurship education or a project related to the Finnish-Russian collaboration. Based on the shared experiences and good practices it will be good and useful to continue the collaboration in the future.

Mikkeli 24 June, 2013

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PART 1: EDUCATION

UNDERSTANDING CULTURAL DIFFERENCES BETWEEN FINLAND AND RUSSIA

Marja-Liisa Kakkonen & Ilona A. Kosheleva

"All people are the same.
It's only their habits that are so
different" – Confucius

Introduction

The word culture has many different meanings. For some it refers to an appreciation of good literature, music, art, and food. However, for anthropologists and other behavioral scientists culture is the full range of learned human behavior patterns. The term was first used in this way by the pioneer English Anthropologist Edward B. Tylor in his book Primitive Culture, published in 1871. Tylor said that culture is "that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society. According to Kluckhohn's (1951) still current characterization culture can also be defined as lows: "Culture consists in patterned ways of thinking, feeling and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values" (Hofstede 2001, 9).

We as visitors to other countries have to be aware of the hidden part of culture to minimize frustrations and misunderstandings. The hidden part of our culture is that part which we know instinctively, because we already absorbed it in childhood. It's handed down to us from generation to generation. We could also say that it's the thinking and feeling part of culture: habits, assumptions, attitudes, desires, values, tastes, etc. (Lewis 2008.) When we experience an encounter in a new culture that puzzles us, the most common reaction is to judge it through our own cultural glasses. We might wish that things would be different, more the way we are used to. Instead of immediately and instinctively judging a situation through our own glasses, we might first just pause and observe what is happening and then realize that this is a cultural learning situation.

The comparison of cultures presupposes that there is something to be compared. Cultural studies have claimed that there is something unique in each culture, but also something that can be compared with other cultures. In other words, there are specific features and general features in every culture. (Hofstede 2001, 24.) This article discusses cultural differences in general and the differences between Finnish and Russian business cultures specifically. Although Russia is a large country including various sub-cultures, there are certain common characteristics in this national culture. The aim of this article is to describe and understand these national cultural characteristics in Russia and in Finland. Further, it presents some stereotypes of the national cultural dimensions in order to understand their guiding nature in our thinking. The last section of the article also draws conclusions of the contents of this paper.

Cultural differences

The term culture refers to common ways of thinking and behaving that are passed on from parents to their children or transmitted by social organizations, and developed and then reinforced through social pressure. Culture is learned behavior and the identity of an individual and society. Culture encompasses a wide variety of elements including language, social structure, religion, relationships, political philosophy, economic philosophy, education, and manners and customs. Each of these affects the cultural norms and values of a group. (Hisrich 2010, 44.) On the other hand, if people from each culture consider themselves normal, then they may consider everybody else abnormal (Lewis 2008, 21).

In general, we define cultural factors in the work place through the following factors: amount of hierarchy, status, decision-making (who, where and how), individualism or group feeling, competition or solidarity, the distinction of work and leisure, time issues such as planning, urgency and deadlines, problem ownership, responsibility, diversity issues and dealing with criticism and problems. To understand in detail the existing cultural factors in the work place the following sections discuss certain cultural dimensions introduced by Hofstede (2001).

There are five independent dimensions of national cultures: 1. Power distance which relates to the different solutions to the basic problem of human inequality; 2. Uncertainty avoidance which relates to the stress in a society when facing an unknown future; 3. Individualism vs Collectivism which relates to the integration of individuals into primary groups; 4. Masculinity vs Femininity which relates to the division of emotional roles between men and women; 5. Long-term vs Short-term orientation which relates to the choice of focus on people's perceptions of the future and the present. (Hofstede 2001, 29.) Following Hofstede (2001) these independent dimensions of national cultures can be scored with a scale of 1 to 100 where low figures represent the low dimension and bigger figures the high dimension. The following discussion introduces the comparison of these dimensions between the Finnish and Russian people. As soon as the value systems values become different, communication problems appear and people begin to misunderstand each other. Therefore, following Myasoedov (2009) typical mistakes due to stereotyping are introduced after each dimension.

1. Power distance (PDI) – Finland 33/ Russia 88

According to Hofstede (2001, 97–98) power needs less legitimation in some societies (high PDI) than in others (low PDI) in terms of weather power holders should obey the same rules than others. In countries with low PDI power can even be something that power holders are almost ashamed of and that they will try to underplay. In terms of high PDI there is a latent conflict between the powerful and the powerless ie. basic mistrust that may never explode, but that is always present. In terms of low PDI the ideal model is harmony between the powerful and powerless which in practice may also be latent, which means that it tends to be pragmatic rather than fundamental. Further, the relationship between PDI and the attitudes towards older people can be understood as a combination of respect and fear in high PDI societies whereas neither respect nor fear is normal in societies with low PDI.

The lowest power distance is traditional for the Nordic countries. The following features could be used to describe the countries with low PDI, such as Finland: There's emphasis on equal rights and interdependency of all people and on the minimization of inequality in society. Also rewards, legitimate and expert power, and latent harmony between the powerful and powerless are of importance. Further, according to Hofstede (2001, 107) the key differences between low and high PDI societies relating to school and work organizations can be illustrated with the following examples: Teachers in low PDI countries treat students as equals, and education is student-centered whereas students of high PDI countries are dependent on teachers, and education is teacher-centered. The work organizations of low PDI countries have decentralized decision structures and flat organizational pyramids whereas in high PDI societies the decision structures are centralized and organizational pyramids high. In low PDI societies, managers rely on personal experience and on the subordinates. The subordinates expect to be consulted. In the high PDI societies, in turn, managers rely on formal rules and subordinates expect to be told what to do.

Stereotyping Power distance: How the behavior of other culture's representative can be interpreted?

Due to the fact that the representatives of the cultures with low power distance tend to build equal and democratic relationship with everyone and usually adhere to the informal style of communication, they are often irritated by the excessive formalization of relations, protocol, clothing, ritual courtesy of the representatives of the cultures with high power distance. The representatives of cultures with high power distance find that the representatives of cultures with low power distance violated the rules of courtesy and showed rudeness to senior partners. (Myasoedov 2009.)

2. Uncertainty Avoidance (UAI) – Finland 59/Russia 80

Uncertainty avoidance is not the same as risk avoidance. Uncertainty relates to risk and anxiety to fear. Both fear and risk focus on something specific: an object in the case of fear and an event in the case of risk. Anxiety and uncertainty are both feelings. Anxiety has no object, and uncertainty has no probability attached to it. It is a situation in which anything can happen and one cannot tell what it is. As soon as uncertainty is expressed as a risk, it ceases to be a source of anxiety. It may become a source of fear, but it may also be accepted as a routine, such as the risk involved in driving a car. More than escaping from risk, uncertainty avoidance leads to escaping from ambiguity. People in the cultures of uncertainty avoidance look for structures in their organizations, institutions, and relationships, which makes events clearly interpretable and predictable. Nevertheless and paradoxically, these people are often prepared to engage in risky behavior in order to reduce ambiguities. (Hofstede 2001, 148.)

In the countries with high UAI for example the following values and psychological characteristics have been recognized: higher work stress, tendency to stay with the same employer, preference to larger organizations and the selection of based on seniority. There are also critical attitudes towards younger people, ie. larger generation gap, the company rules should not be broken and company loyalty is a virtue. In addition, resistance to changes and suspicion of foreigners as managers appears. People with a low degree of uncertainty avoidance feel psychologically comfortable with market conditions. They do not like it that everything in life is planned and regulated for them. Russia is one of the leaders in terms of this parameter. This can explain why Russians take risks and the win-lose approach in business and politics easily. People with low level of uncertainty avoidance like to move, change profession and work and travel. People with high level of uncertainty avoidance live in the same house and have mostly the same job with the same title. (Hofstede 2001, 160.)

Stereotyping Uncertainty avoidance: How the behavior of other culture's representative can be interpreted?

Since the representatives of cultures with a high degree of uncertainty avoidance believe that they know how to live in their own country and in other countries, they often make mistaken estimates of the behavior of the cultures with low uncertainty avoidance. For the same reasons, the representatives of cultures with low uncertainty avoidance misinterpret the behavior of the cultures with a high degree of uncertainty avoidance as straightforward, hard-nosed arrogant and overly strict. (Myasoedov, 2009.)

3. Masculinity vs Feminity – Finland 26/Russia 59

According to Hofstede (2001, 279) the duality of sexes is a fundamental fact with which different societies cope in different ways. Although there are differences in what feminine and masculine ways of working include across countries and across occupations, it can be argued that some countries are more feminine and some more masculine. In the countries of low masculinity cooperation at work and relationship with the boss is important, the values of women and men hardly differ, and there is lower job stress and belief in group decisions. Further, work is not the center of a person's life, but a tool for living, there is sympathy for the weak, and the small and slow are considered beautiful. In societies with high masculinity, in turn, the norms presented above can be described as the opposite ones. (Hofstede 2001, 298.)

In addition, the key differences at school can be described with the following examples in societies of low masculinity: Friendliness of teachers is appreciated, students' social adaptation is important, failing at school is a minor accident, and there is a general tendency to encourage weak students. Further, average students are regarded as the norm, and boys and girls study the same subjects. In the societies of high masculinity, in turn, the talents of teachers are appreciated, students' performance is important, failing at school is a disaster, and there is a general tendency to reward good students. Moreover, the best student is the norm, and boys and girls study different subjects. In terms of gender roles, the countries with low masculinity have small gender gap, non-traditional gender roles are encouraged, and men are allowed to be gentle, feminine and weak. In the countries with high masculinity, there is a large gender gap, it's the traditional gender roles that are encouraged, and women should be gentle and feminine, but nobody should be weak. (Hofstede 2001, 298.)

Masculinity refers to commitment to cultural values such as records, heroism and the orientation to success. In feminine cultures the value system focuses on the inner world of a man, and there are prevalent values such as compromise, humility, comfort and quality of life. In Russia the high level of the macho culture mostly appears in big cities, and among the elite and the middle class. The feminine culture dominates in smaller towns and outside the cities. (Myasoedov 2009.)

Stereotyping Masculinity vs Feminity: How the behavior of other culture's representative can be interpreted?

Due to the fact that the representatives of the macho cultures tend to assume its proper value system, they often mistakenly regard the behavior of men from the more feminine cultures as spineless, indecisive and passive, and women as unfeminine, self-confident and arrogant. For the same reasons, the representatives of the feminine cultures misinterpret the behavior of men of the masculine culture as aggressive, overly self-confident, arrogant and boastful, and that of women as unnatural, artificial and doll-like. (Myasoedov, 2009.)

4. Collectivism vs Individualism – Finland 63 /Russia 45

This dimension describes the relationship between the individual and the collectivity that prevails in a given society. It reflects in the way people live together and it has many implications for values and behavior. (Hofstede 2001, 209.) In the countries of high individuality the following examples can be used to illustrate the main features: the importance of employees' personal lives, employees' responsibility for themselves and their calculative involvement with the company. In addition, individual decisions are better than group decisions, and making specific friendships is important. (Hofstede

2001, 226.) In terms of societal norms the countries with high individuality emphasize the "I" consciousness and self-orientation, and identity is based on the individual. These countries can be regarded as modern or post-modern societies in which autonomy, variety, pleasure and individual financial security are important. In countries with low individuality, in turn, the "we" consciousness and collective orientation are emphasized, and identity is based on the social system. These countries are considered traditional societies.

The degree of individualism in Russia is growing along with the growth of the middle class. This is happening especially fast in big cities. The level of individualism among the residents of cities, especially capital cities, is more than 50%. In the south-eastern Russia and outside big cities the degree of individualism is 25 to 35%. Collectivist values can be visible at the levels of family, school and work. The key word for collectivism-individualism is identification. The parameter of power distance can be described with the word hierarchy. Further, for understanding the dimension of masculinity vs femininity the word is sex or gender, and for the avoidance of uncertainty the word is truth. (Myasoedov 2009.)

Stereotyping collectivism vs individualism: How the behavior of other culture's representative can be interpreted?

Due to the fact that the members of individualist cultures tend to apply universal rules to the whole society and in all situations, they do not like and do not understand the exceptions to the rule. They often mistakenly characterize the representatives of collectivist cultures by their abusive and rude behavior. For the same reasons, the representatives of the individualistic culture often mistakenly perceive the behavior of the members of collectivist cultures as dishonest, corrupt, aggressive. (Myasoedov 2009.)

5. Long-term vs Short-term orientation

The newest dimension of national cultures is the orientation to time: long-term or short-term. In order to simplify the key differences between short and long term orientation societies are described so that in the low long-term orientation countries quick results expected in business, family and business sphere are separated, and analytic thinking is emphasized whereas as in the high long-term orientation countries these factors are the opposite ones.

Lewis (2008) categorizes cultures into three groups: reactive cultures, linear-active cultures, and multi-active cultures. In the reactive cultures, like in Finland, time is considered cyclic. The people of reactive cultures are good listeners and they concentrate on what the speaker is saying. They rarely interrupt a speaker during a discourse and do not react immediately when it is finished. They are unlikely to voice any strong opinion, but a more probable tactic is to ask further questions on what has been said. Reacting people are introvert. They distrust words and concentrate on nonverbal communication.

It is difficult to define the Russian attitude to time precisely, and there are different attitudes to time between big cities and smaller towns and between the European and Asian parts of the country. People in Moscow and Saint-Petersburg use time in a manner of a linear-active. In the southern and eastern parts of the country and in the countryside the value of time is becoming less of a value. At the same time the establishment of informal interpersonal relationships is found more important than meeting schedules and deadlines.

According to Lewis (2008) Russian culture is multi-active. Russians make plans in a general way and carry out several tasks at the same time. They work at any time and they are not punctual. Their schedules are unpredictable and they let projects collide to each other. They may change plans. Thus, Russians use the following line of reasoning: interpersonal communication is the best way to use time. Attitude to time is one of the most serious challenges in cross-cultural communication with the Russians. Multi-active people who are used to extrovert behavior find reactive people inscrutable – giving little or no feedback. In the reactive cultures the preferred mode of communication is monologue – pause – reflection – monologue. If possible, one lets the other party to deliver the monologues first. In the multi-active cultures the communication mode is a dialogue. One interrupts the other's monologue with frequent comments and questions which signify polite interest in what is being said. (Lewis 2008, 35.)

Conclusion

This article addressed cultural differences to better understand them between Finland and Russia. In general, it is good to understand specific features of each other's values, norms and behavior. Nevertheless, at the same time in this kind of thinking we consider ourselves as normal and exclude others by making a gap between us and them.

Since culture is learnt behavior of an individual in a particular country, it reflects the norms of the society. The more we communicate and interact with the other society, the more we may not only to understand the culture, but also adapt our own behavior to it. It is easy to understand the theories of cultural differences, but it is also worth emphasizing that one should not generalize nor stereotype the differences too much. According to our own experiences we believe that there are also huge individual differences among the Finnish and Russian people even in the same geographical areas. In order to improve the understanding of differences between Finland and Russia, one should interact and learn more to achieve one's own personal experiences of the other culture. This is the genuine and correct way to improve the understanding between the countries.

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PERSPECTIVES OF RUSSIAN-FINNISH CO-OPERATION IN HIGHER EDUCATION

Marja-Liisa Kakkonen, Kirsi Itkonen, Tatiana Tereshkina & Svetlana Tereschenko

Introduction

Nowadays internationalization is important for all higher education institutions. A driving force in education related to globalization is that it destroys the economic isolation of countries. Globalization leads to the internationalization of higher education that lays the foundation for the quality level of convergence of national educational systems. It should be noted that globalization intensifies and changes the nature of competition in the domestic market of educational services, which is also one of the arguments in favor of the necessity of internationalization.

The Ministry of Education and Culture in Finland steers higher education institutions (HEIs) through performance negotiations. Important objectives for international activities are the students' long-duration mobility and short-term mobility. The first ones continue over three months and the latter ones can be implemented by intensive courses. Other objectives include, for example, the amount of teaching given in a foreign language. (Martin & Mäntylä, 2012)

The most important document guiding the international activities of higher education institutions in Finland is the Strategy for the Internationalization of Higher Education Institutions in Finland for 2009 - 2015 by the Ministry of Education and Culture. The five primary aims of the strategy are: 1. a genuinely international higher education community, 2. to increase the quality and attractiveness of higher education institutions, 3. to promote the export of expertise, 4. to support a multicultural society, 5. to promote global responsibility. The strategy includes a number of geographical focus areas. Due to its geographical proximity, Russia has always been an important partner country for Finland. According to the strategy, the co-operation between Finland and Russia is considered one of the essential activities, and investments in it are strongly recommended. (Ministry of Education and Culture, 2009)

Also the development plan for education and research for 2011-2016 adopted by the Finnish government has the goal of strengthening the internationalization of higher education. In the action plan for Russia published by the government of Finland in 2009 (Government of Finland, 2009), the networks of HEIs in Finland and Russia and the student exchange are significant and important means to develop and increase the Russia competences. The focus is recommended to be kept especially on the development of Russia competences among the Finns by improving and extending the student and trainee exchange. In addition, the goals of the above mentioned documents are reflected in the higher education institutions' own strategies and their respective implementation plans. (Ministry of Education and Culture, 2012). Mikkeli University of Applied Sciences (MAMK) has not a specific internationalization strategy, but internationalization has been included in the current strategy of MAMK. (KESU 2015)

In the Russia Federation great attention is nowadays paid to the internationalization of higher education. The federal target program for the development of education for 2011-2015 (Government of Russian federation, 2011) stresses that internationalization is one of the directions to develop higher education. One of the criteria that is used for evaluation of efficiency of higher education is international activities of the universities. Russian Universities are very active in international cooperation with foreign universities. There is a lot of cooperation with Finland in the field of higher education in the North-West of the Russian Federation.

For Saint Petersburg State Forest Technical University (SPbFTU) and Saint Petersburg State Technological University of Plant Polymers (SPbTUPP) the cooperation with Finnish Universities is a strategic aim in the development of international activities. There are several reasons for this: Finland and Russia are neighbors, there are lot of multicultural connections between the countries and a long period of joint history. Furthermore, Finnish companies working in Russia and Russian companies working in Finland need specialists who can easily operate in the Russian business environment. Further, Russian companies need internationally oriented specialists, who can easily work in international markets. All these reasons make a very good foundation for the cooperation of Russian and Finnish higher education institutions. However, it is obvious that not only higher education institutions, but the entire societies in both countries need such cooperation.

The traditional ways of cooperation between higher education institutions are student and teacher exchange. The length of the exchange period varies from one week's intensive course to a longer exchange from three to nine months. Teachers usually stay for one week and students for a longer period. Intensive courses are a popular form of international cooperation within Finnish higher education institutions. The Centre for International Mobility CIMO in Finland organizes funding for intensive courses through the Finnish-Russian student and teacher exchange programme, FIRST. The FIRST programme promotes cooperation between higher education institutions in Finland and North-West Russia. The intensive courses are joint study modules of short duration and they can be included in the students' degree studies. The courses have been planned in cooperation and the participants are students and teachers from the higher education institutions which are part of the network. A Finnish higher education institution always operates as the coordinator of the network and applies the financial support from CIMO. The duration of the courses is no less than one week and they always take place in Russia.

Based on the introduction section above, this article aims at describing the collaboration activities between the higher education institutions in St.Petersburg and Mikkeli. After this introduction, the paper continues by presenting the history of the co-operation followed by the introduction of the current state of the collaboration in 2013. After this the future plans and possibilities are discussed and finally, the conclusions are drawn based on the entire article.

History

The cooperation between Mikkeli University of Applied Sciences (MAMK) and St. Petersburg State Forest Technical University under S. M. Kirov (FTU, former St. Petersburg State Forest Technical Academy) started in 2008. The first contacts took place during the Project Planning Training arranged by the Ministry of Agriculture and Forestry in Finland. The St. Petersburg State Technical University of Plant Polymers (PPU) joined the cooperation in 2009. The forms of the cooperation between MAMK, FTU and PPU have been teacher and student exchange, mainly intensive study weeks, joint workshops and project planning as well as project implementation since the beginning of 2013.

Student exchange

Since 2009 the intensive study week has been arranged four times in cooperation of the three universities, MAMK, FTU and PPU. The structure of the exchange has been mutual which means that in the autumn semester a group of Finnish students and teachers has visited Russia, St. Petersburg and in the spring semester a group of Russian students and teachers has visited Finland, Pieksämäki and Mikkeli. The number of Finnish students participating in the exchange has varied annually from 9 to 14 and the Russian students from 15-18. The participants have mainly been second, third or fourth year students. The program has included lectures, assignments, visits, excursions, group work and cultural program. In St. Petersburg the focus has been more or less on business operations including the creation of a business idea for an enterprise operating in the forest sector. In Finland the focus has been on working life skills including job applications and cv creation, exercises in finding one's personal profile of behavior and case exercises such as applying for a job. The learning objectives of the week have aimed at facilitating the development of students' generic, professional and entrepreneurial competences. This includes for example creativity, planning skills, self-confidence, responsiveness, working effectively in a team, initiative, problem-solving, resistance to stress and multi-cultural communication.

The length of the intensive study weeks has been six to seven days including travelling. The costs have been covered by the travelling scholarship granted by Metsämiestensäätiö and the FIRST program. Also funding from the departments and faculties were needed as well as students' own expenses.

Teacher exchange

Due to the fact of internationalization of high education there is a problem of developing of a new generation of teachers through focusing on the structure and depth of knowledge, pedagogical skills, new technologies and the methodologies of education. One solution to this problem is to provide teachers with exchange which speeds up the training of university teachers.

In the beginning of cooperation in teacher exchange the teachers from partner universities were visiting Russian and Finnish universities. Several teachers from both sides were involved in such exchange. Some lectures of Finnish teachers have already become a part of the courses that are taught in Russian Universities. For example, on the course called Analyses of financial statements at SPbFTU a lecture dealing with the analyses of profit and loss statement in Finnish forest enterprises has been organized during the last three years.

Joint workshops for Russian and Finnish teachers have been organized several times. The first workshop was organized in Finland, in the Department of Forestry of MAMK. It concentrated on discussing training needs assessment for forest related companies in Russia and Finland. Russian and Finnish universities conducted an investigation connected with this assessment. As a result, a list of training needs for Russian and Finnish forest related companies was made. This list can be used as a basis for curriculum development. The second workshop was organized in SPbFTU. The structure of the curriculum for Bachelors in Economics and Management and Forestry in Russian Federation and Finland was discussed. The main directions of cooperation were emphasized. Teachers confirmed that the most important for them is students' exchange, teachers' exchange and joint projects. It was stressed in this workshop that joint cooperation helps to develop teachers' professional skills, and as a result helps to improve the quality of education.

Projects

A significant and advanced form of the cooperation between higher education institutions in Finland and Russia are joint projects. MAMK, FTU and PPU have been processing various project proposals together. Perhaps the most demanding has been the three Tempus applications which were submitted in three different years.

Tempus is the European Union's programme which supports the modernization of higher education in the areas of surrounding the EU. Tempus promotes institutional cooperation that involves the European Union and partner countries and focuses on the reform and modernization of higher education systems in the partner countries of Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region. It also aims to promote the development of the higher education systems in the partner countries with EU developments in the field of higher education. In addition to promoting cooperation between institutions, Tempus also promotes a people-to-people approach. (TEMPUS 2013)

The focus in Tempus applications has been in entrepreneurship education. The objectives have been in increasing the impact of entrepreneurship education and training in Russia by using the entrepreneurial teaching tools and materials, increasing entrepreneurial teaching competences of teachers and by founding and developing sustainable structures in all Russian partner HEIs for the regional distribution of entrepreneurial learning environments. The main activities of the suggested projects were to arrange training modules for the teachers and non-teaching staff in Russian HEIs on the establishment of entrepreneurial learning environments and to pilot the modules by trained teachers. The other activities before the training modules were supportive by nature and they facilitated the implementation eventually. In addition to Finland and Russia, also Denmark, Lithuania and Slovenia were included in the project planning process. The Russian HEIs covered a broad geographical area including Komi, Samara, South-Russian and Kazan regions and St. Petersburg City. The partner organizations were selected by considering the expertise needed in the project as well as institutional and regional needs.

The partners worked actively together during the planning phase by having workshops and meetings every year both in Finland and Russia. In addition , virtual meetings were regular. All in all, the project planning was significant for the development of the collaboration of the partners. It strengthened the collaboration and enabled to build trust between the actors. We also got familiar with each other better, which has been a great advance in practice.

Present situation in the academic year 2012-2013

Student exchange: intensive study weeks

The most recent intensive study week in cooperation between the Department of Business Management and the Department of Forestry (MAMK), St. Petersburg State Forest Technical University after S. M. Kirov (SPbFTU) and St. Petersburg State Technological University of Plant Polymers (SPbPPU) was arranged in November 2012 in St. Petersburg, Russia. Also the business management students from Finland were involved, which offered new opportunities to interact and share knowledge between the students. The main theme was the business environment of Russian companies in forest-based and related industries. The whole educational process consisted of the recruitment of students, preparing the collaboration, the actual week in St. Petersburg and reflection and self-evaluation. The program of the actual week included practical group work and supervision, a few lectures given by Finnish and Russian teachers, and in addition, cultural activities. The students took the responsibility for organizing the cultural programme. The students received a certificate for 5 credits, if they participated actively in all the programme of the week and completed all the tasks of this exchange programme.

The number of the students participating was 28. Half of them were Finnish business and forestry students. The other half consisted of Russian students from the faculties of forestry and economics. The week was promoted as a possibility to get themselves acquainted with the Russian business environment and culture, to network with Russian students, to improve their English and Russian language skills as well as general communication and presentation skills, and also to obtain valuable and meaningful experiences.

The basic idea for forming the student groups was to take one student from each department and faculty and to create teams of four students. The main task for each team was to arrange an interview with a local Russian or Finnish company of the forest sector working in the St. Petersburg region. The questions asked in the interview involved background information of the company, its products, services and innovation processes, its business environment, competitors and customers. As a result of a company visit and interviews the group shared their knowledge gained with others by presenting their findings and conclusions. The results of the interviews were presented and provided in a written report. Some of the reports were published in the proceedings of a conference of young scientists at SPbFTU.

A similar visit of the Russian students and teachers to Finland was organized in April 2013. The size of the Russian group was 19 students and two teachers from SPbFTU and SPbTUPP, the Faculties of Economics and Management and Forestry. The group of Finnish students consisted of eight students mainly from the Department of Business. The focus of the week was in learning, teaching and the contents of entrepreneurship studies in Degree Programme of Business Management in MAMK. The assignment for the week was to collect empirical qualitative material for the study, whose aim was to develop the learning and the teaching of entrepreneurship at the university level. The selected method for the data collection was personal interviews with the students studying in the Degree Program of Business Management. The Russian student groups were the main actors; Finnish students were guiding and facilitating the interviews. As a result, altogether 26 students were interviewed and the interviews were done in small groups. The students who implemented the interviews were given instructions for both the interviews and reporting. In order to make the concept of empirical qualitative study more familiar to the students, a lecture of qualitative interviews was given.

Student exchange: long-term mobility

In addition to the intensive study weeks also long-term mobility has been started. In the autumn semester of 2012 - 2013, a student from SPbFTU studied forestry subjects for the autumn semester at MAMK, Nikkarila campus. In his feedback after returning he wrote that it was a very good experience for him and that he got to know a lot of new and interesting issues in his profession during his stay in Finland. The funding for the exchange came from the Finnish-Russian student and teacher exchange programme (FIRST).

Teacher exchange

The teacher exchange has continued. In the autumn semester 2012, a principal lecturer from the Department of Forestry visited St. Petersburg. The topic of the lectures was "*Business and leadership in service-based organization*s". In the spring semester 2013, two Russian professors visited MAMK and lectured in the Business Management programme: one taught human resource management and the other one taxation in Russia. All the teaching sessions were integrated into the regular courses of the programme. The exchanges were funded by the Finnish-Russian Student and Teacher Exchange Programme, FIRST, and by the international mobility funds of the departments.

Projects

Through the knowledge and skills gained through the Tempus project planning, a successful project application was submitted for South-East Finland – Russia ENPI CBC 2007 - 2013 programme. During the years 2013 - 2014, Mikkeli University of Applied Sciences and its partners from Finland, South-Savo and Russia, the Leningrad region, implementing project called WOPE, Wood Procurement Entrepreneurship. The aim of the project is to develop entrepreneurship among the wood harvesting companies in the Leningrad region and to increase the competences of Finnish wood harvesting companies to operate in the Russian environment. The project is co-funded by the South-East Finland - Russia ENPI CBC 2007 - 2013 programme, the Russian Federation and the Republic of Finland. WOPE started in the beginning of January 2013 and will end in November 2014. (WOPE 2013)

Future plans and possibilities

A Nordic-Russian project

There will be a new two-year project between the three partners mentioned above and a Danish partner. The project was planned together in February 2013 and it received a positive funding decision in May 2013. The main goal of this project is to strengthen the network of four partners as well as to strengthen the co-operation between the higher education institutions involved and with their industry partners in Russia and in the Nordic countries. The specific objectives of the project are as follows: 1. to promote students' skills to reflect innovations and enhance the entrepreneurial mindset, 2. to train students' understanding of the value creation for customers/markets, 3. to increase the entrepreneurial teaching competences of teachers. The specific objectives will be achieved by training the teachers through innovation pedagogy and through creating entrepreneurial innovative, interdisciplinary study module including three joint-courses which will be recognized by all the partner institutions in their curricula. The project will start in July 2013 and end in June 2015.

All in all, it can be concluded that besides the "fixed" plans there are a lot of ideas and initiatives for the cooperation between the partners. The initiatives have been created and discussed during the meetings, workshops and exchange programmes. The possible future opportunities for the cooperation between Russian and Finnish higher education institutions are shown in Table 1.

TABLE 1. Opportunities for cooperation

Opportunities for cooperation between Russian and Finnish higher education institutions	Creation of a module "Doing business in Russia" taught in the English language
	Russian language courses for Finnish students
	Joint projects in academic research and education
	Organization of excursions for adult students to the forest enterprises in Finland or Russia
	Double degrees in the master and bachelor degree programmes
	Organization of academic tourism for Russian teachers
	Organization of joint workshops and conferences between Russian and Finnish higher educational institutions

Conclusions

The ongoing cooperation between MAMK, SPbFTU and SPbPPU is a result of long-term and systematic development of operations and activities. The foundation for the cooperation has been built in numerous meetings, workshops, seminars both face-to-face and virtually as well as through exchange programs. The significant and essential factors are the personal contacts and open-minded characters of the personnel participating in the cooperation.

What comes to the intensive weeks, their significance in promoting internationalization in higher education can be great, although intensive courses involve small-scale activity in one place. It is generally observed that intensive courses are considered to be an important tool for increasing internationalization in higher education at a concrete level. The experiences show that intensive courses have had several positive impacts on students and teachers as well as on the internationalization of the higher education institution as a whole. An intensive course creates more "action" than traditional student mobility does. It is essential to continue to offer intensive courses within the next years, which would enable more students to benefit from the exchange. It is also important to search for and find good methods of internationalization or to attract new, enthusiastic teachers. The participation of enthusiastic and committed teachers is crucial for the Finnish-Russian cooperation. The experiences gained during the first five years encourage continuing the intensive study weeks and developing them further.

Despite the fact that the signing of the Bologna Declaration of the Russian Federation has given the intensification of internationalization legal status, it is not yet working as it should. The financial aspect of the organization of such movement is the main obstacle for cooperation. The students' and teachers' lack of the skills and knowledge of foreign language is the other one. Due to the rigidity of national curricula, there are no mechanisms to ensure the temporary departure of students to other schools, Thus, today it requires legislative initiatives that would creating the conditions for strengthening cooperation between universities.

Nevertheless, it can be concluded that collaboration between the universities has been quite intensive during the five years. The co-operation started “from skratch” and has been developed systematically year by year. There is a team of active players to develop and implement the co-operation in practice. The success of cooperation greatly depends on the personalities. It is crucial to get familiar with each other personally during cooperation. If you have implemented one project successfully with your partners, a wish appears to strengthen the cooperation and to find new possibilities in it. Learning, teaching and cooperating in a Russian-Finnish environment provides the participants with experiences which are difficult to achieve in any other way. The cultural similarities and differences are enriching the working life and cooperation. Nevertheless, in the future more actors are needed to be involved in the co-operation between the universities.

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THE COURSE OF USER-DRIVEN INNOVATION PROCESS AS A PILOT FOR JOINT INSTRUCTION

Sami Heikkinen

During the spring semester 2013 Mikkeli University of Applied Sciences tested the methods of joint instruction during the course called User-driven innovation process. This course is a part of a study module focusing on the skills of entrepreneurship and innovations. The course aimed at testing practices that are intended to be adopted more widely in the innovation and entrepreneurship studies. The course implementation was in many ways exceptional. Unlike the traditional organization of teaching, the course was carried out in a multi-disciplinary way. With the addition of an external client's assignment, the course provided a package whose implementation was a bit more complicated than the traditional way of arranging studies. The course was taught by senior lecturers Mr Sami Heikkinen and Mr Reijo Honkonen. Joint instruction aimed to ensure that the all the experiences gained during the course would be taken to the best possible use in the subsequent development of the courses. The course was organized in close collaboration with the Living Labs project. This way it was possible to produce information for the needs of the Living Labs project. The main theoretical content concentrated on user-driven methods and the innovation process.

User-driven methods

Living Lab refers to user-oriented research, development and innovation activities. It is typical of these activities that the products or services developed are produced in collaboration with end-users and experts of the field in real-world environments. The goal of this approach is to develop activities in such a way that the results are adding value for the end-users as well as the organizations producing the goods or services. The concept of Living Lab was adopted by the Massachusetts Institute of Technology in the 1990s. Originally, the term referred to the architectural design model, but later its scope was extended to all kinds of activities which involve the users in the design process. (Heikkanen & Österberg 2012, 9–10.) It's considered that the systematic use of this approach in Finland started as part of a national innovation strategy. The executive authority of this strategy is the Ministry of Employment and the Economy. The National Innovation Strategy (2008) identifies user-oriented activity as a key factor for the competitiveness of companies. Technological superiority is no more enough to ensure success in the global competition, but it requires alongside deeper understanding of users' requirements.

User-driven activities proceed as an iterative process in four steps
(Benyon et al. 2005; Tuulaniemi 2011):

1. Identification of needs
2. Development of alternative solutions
3. Testing of the prototype
4. Assessment

In the first step, the needs of the users and the clients are identified. At this point, it is essential to be able to determine all the requirements in a way which enables the activities in relation to the resources available. At the same time, however, is important not to define the limitations too strictly, and in this manner lessen the possible alternative solutions. In the second step it is time to create a variety of options to solve the original problem based on the input data and the collected users' experiences. This step can be further divided into two sub-sections: the first one focuses on conceptual design and the latter on physical design. In the third step the prototypes are created based on the solutions designed during the second step. The prototypes allow users to try out a new product or service in practice. Thus, users will have a good opportunity to provide feedback on usability. The fourth and final step is to estimate the feasibility of solutions from the financial and operational perspective. With this information as the basis for a decision the possible production may begin.

The user data for the production purposes should be gathered with somewhat more in-depth methods than the ones used in traditional market research and customer feedback (Hyysalo 2006). The levels of user data are illustrated in Table 1. The left column of the table shows the various levels of user information. For each corresponding level there are certain methods which are the most relevant ones when gathering the desired type of knowledge. Each level provides a suitable method for gathering the information that is described in the column on the right-hand side. Thus, if one wants to find out information about how users use a particular product, the correct method for this purpose is observation.

TABLE 1. User-driven data collection methods (Sleeswijk et al. 2005.)

What users...	Methods	Form of the user data
Say Think	Polls Interviews	Accurate Information
Do Use	Observation	Observational information
Know Feel Dream	Creative and Functional Methods	The quiet, subliminal and hidden knowledge

Innovations

Innovations may occur in four different ways. Benner and Tushman illustrate the development of new innovations with a two-dimensional model. These dimensions are a new innovation in relation to the existing technology and the innovation's relation to the existing market segment (Benner & Tushman 2003, 242). The extreme of the technological dimension is an incremental innovation which produces a solution for a problem requiring improvement. The other extreme is a structural innovation which often requires exceeding the standards of the organization's current knowledge. When turning to the dimension of customer relationship innovation dimension, the extremes are the product offered for current customer segment and a new product launch for new customer segments. (said book p. 243.)

A representation of an incremental technological innovation could be e.g. the development of computers. Within this field new products are often marketed focusing on the improved technical capabilities. Structural innovation, in turn, could be represented by the first version of Apple's iPad which created a new market space for the product that consumers did not even know to desire in the past. When continuing the analysis on computer markets, it can be said that the laptops can represent new products intended for the existing customers, if the customers have already used desktop computers in the past. The same product can also represent a new customer segment conquest, if the focus is switched from office workers on students. Even though the technical solutions are the same, the way of using the product has offered a new innovation to the markets.

When examining the fundamentals of new innovations, Benner and Tushman present as the conclusions of their article that the organization's concentration on process development is a viable approach, when the business environment is more or less stable. Nevertheless, once the environment requires a constant readiness to change, concentration on processes may lead to a decline in the number of innovations (Benner & Tushman 2003, 253).

This kind of agile organization can be accessed through adhocracy. Adhocracy refers to an organization that is horizontally very specialized, but vertically flat. The informal organization culture allows a flexible environment for rapid response requirements. (Robbins 1990, 298–304.) What is characteristic of adhocracy is that experts from different fields are gathering to work on the same subject or problem. Adhocracy is typical of modern project organizations. The dynamic way of working allows more extensive participation for the various members of the project team in their own areas of expertise. The key challenge in project organizations is the poor transformation of information into the form of organization's explicit knowledge (Nonaka & Takeuchi 1995, 161–162). To meet this challenge the outputs generated through the innovation process should be well documented to ensure the maximum exploitation of results.

The course implementation

The course of User-driven innovation process started in March 2013. The number of students on the course was eventually quite small. There were 11 students enrolled for the course. Only seven of these students did start to study on the course. The degree programmes these students represented were business management, business information technology, cultural production and civic and youth training programs. The number of business information technology students was four, and there was one student for each of the other degree programs. Despite the small number of participants the ones taking the course represented the various degree programmes of Mikkeli University of Applied Sciences quite well. The students were also a very heterogeneous group when observing the stage of their studies. Some of the students were on their last semester while some of the students were freshmen. Despite this, there were no major challenges caused by different backgrounds.

An accommodation company from Mikkeli was chosen as the client for the course. Finding the client was somewhat complicated, because it was not possible to determine precisely in advance what the final results of the process would be. The reasons for this were the lack of awareness of the students attending the course and their backgrounds. Too precise a task would have limited the possible developmental challenges for the students of different fields. The task obtained from the client company involved developing the company's marketing as well as the diversification of services provided. This enabled a variety of possible outcomes for the students' innovation process.

From theory to knowledge

The theoretical framework of the course based on the user-driven approach to innovations. The way the course was carried out relied more on a hands-on method rather than on theoretical knowledge. According to the course description the learning objectives of the course emphasized the theoretical concepts of innovation as well as goal-oriented and user-driven group work.

The fundamental aim of the course was to create multi-disciplinary groups of students that would work on a common assignment. The low number of students, however, caused a need for change in the original plan. In the beginning the ideas produced were developed by the entire group. After this the students continued to work in smaller groups independently. Alongside the self-study, control sessions were arranged where it was possible to introduce the phases of developing the ideas for two teachers. The finalized innovations were presented to the client company in May 2013.

The course started with an overview on the principles of user-driven activity. In this context, the characteristics of Living Lab type of activity were explored. The students familiarized themselves with a variety of data collection and documentation methods. At the same time a brief review for the upcoming assignment was checked at a general level. The next teaching session concentrated on the course assignment. This time the group of students had the opportunity to explore the client's premises and the operating environment. The client also provided all the necessary information available for starting the innovation process. During this same visit the students gathered information with the methods they had learned during the previous session. It would have been an ideal situation, if there had been end-users available on the location. Unfortunately, end-user interviews couldn’t be conducted. At the end of the day students gathered together one more time to check what must be done next with the assignment. In addition, the students received homework where the task was to find methods for deepening the data collection based on given the material.

During the next training session the students shared the information they had found the methods recommended. The next step was to check the assignment once more to make a further analysis on it. At this stage the range of potential target groups came up. The client wished the target groups to be business enterprises as well as family and senior clients. Based on these target groups the suitable data collection methods were chosen for each specific target group. Each student received a task to gather more information about the specific target user group with the method chosen.

The next training session started with the students' presentations of the data collected. This information was shared with all the participants. Based on this information it was possible to determine a set of needs which matched the needs of the client company and the intended target groups. From these needs the ones were selected that the students would concentrate on during the innovation process. On this phase the initial aim was to create multi-disciplinary groups, but in the end the subjects were selected so, that each student worked with his or her own area of specialization. Thus, the original objective of multi-disciplinary work was not achieved with maximum benefit.

At this point of the process, the students had to contact the client to find out additional information relevant for their own projects. This way it was possible to ensure the client's participation in the development. Otherwise, the students worked independently. The aim of the independent study was to produce a presentation to the client company. The students presented their ideas and action plans first to the supervising teachers, and then in the end of the course the ideas generated were presented to the client company. Unfortunately, due to the timetables, it wasn't possible to test the new innovations with actual end-user groups. Thus, the ideal user activity principles were not fully reached.

Lessons learned

The implementation of the course included many elements of success. In general, the teaching method was positively received both by the students and by the client. During the presentations, the client company reported that the innovations created will surely reach the implementation stage. Thus, the outputs provided new opportunities for the client to further develop its activities.

Students participating on course gave feedback after the course had ended. The feedback form asked them to provide their views about how the course was carried out and what the pros and cons were when arranging studies this way. The feedback provided many development ideas, some of which had already been identified during the course. The students wished the course to have more multi-disciplinary co-operation as well as more relaxed schedules and cooperation meetings. These issues are closely linked to each other. Multi-disciplinary working did not take place during the course in the best possible way because of the low number of students. In the future, it is important to ensure an adequate number of students to make this kind of method to work properly. This challenge became also emphasized because of the relatively bigger number of students from one single degree programme. What comes to the course scheduling, the original schedule was still changed a bit, although the course had already started. Observing the schedules of students from various degree prorammes made it hard to find suitable times for meetings for all the participants. It is essential to ensure the schedules well in advance to avoid similar problems. The number of cooperation meetings was very small due to scheduling reasons. It is also very important to make the client to participate even more in the process. This would increase the possibilities for cooperation even further.

Recommendations for action

For the successful implementation of the course in the future it is required that the following would be taken into account when planning the studies:

Schedule

When planning the course scheduling, the nature of the development of the course should be taken into account. To ensure sufficient time for processing the course could be carried out in one semester rather than during a single period. This would allow more processing for the innovations generated as well as for the process of reaching the third and fourth phase.

Student pools

The information on the backgrounds of the students enrolled on the course should be available in advance. This is to prevent irrelevant assignments to the students. To overcome this problem, the implementation of the course could be organized in such a way that students would first enroll on student pools. After this, the students would study a common theory part of the general course themes. After the theoretical part is completed, the students will wait for the right assignment. In order to ensure a sufficient number of assignments a generation of an assignment bank together with the student pool is also required. Based on the requirements of the individual assignment the students would be selected from the student pool. This would ensure that the students would be working in their own field of expertise within the project.

For example, if the assignment was given by an accommodation company, the selection of the students could be as follows:

TABLE 2. An example of a student group

Field of study	Field of responsibility
business management	marketing
tourism and catering and domestic services	internal processes
cultural production	leisure time activities
business information technology	electronic systems

The model would require active marketing to the companies in the region and to other potential clients. At the same time, the pool of students should include enough students. In order for the students to ensure the compliance of study, the number of students within pool should be aligned with the number of assignments available. To ensure the flexibility of the model, a common bank for the assignments available would provide the most secure basis when trying to meet the requirements of the assignments given.

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PART 2: PROJECTS

EXPERIENCES OF INTENSIVE WEEKS AS A WAY OF INTERNALIZATION

Kirsi Itkonen, Svetlana Tereschenko & Tatiana Tereshkina

Introduction

With the rise of globalization higher education institutions need to become more international in order to operate effectively in the global education market. This also calls for more student and teacher exchanges. As a result, international exchange has become an even more important issue for modern universities and their top-quality research and innovation.

Internationalization now is a strategy for all universities in the world. There are different approaches to the definition of internationalization. Many studies understand the internationalization of higher education as a broad, fairly all-encompassing concept which can involve international cooperation, but also refers to the changes taking place within a given institution through policy and specific initiatives. In this sense internationalization is an objective pursued in its own right (Bond et al. 1999). One of the most widely accepted definitions of the internationalization of higher education see it as a process of introducing an international or intercultural dimension into all aspects of education and research (Knight & De Wit 1997).

There are several forms of internationalization of higher education institutions. These include students' mobility that can be organized through short-term or long-term exchange programmes, teacher exchange, staff exchange, joint research, joint educational and research projects and joint or double degree programmes. Intensive weeks are the forms used in the short-term exchange programmes, and they are quite popular nowadays. The aim of this article is to analyze the impact of intensive weeks on Finnish and Russian higher education institutions. The article covers the results of intensive weeks that were organized by Mikkeli University of Applied Sciences (MAMK) and two Russian Universities, Saint Petersburg State Forest Technical University (FTU) and Saint Petersburg State Technological University of Plant Polymers (PPU), between the years 2009 and 2013. The impact of these intensive weeks is evaluated from two points of view, including how intensive weeks influence the internationalization at personal and institutional levels, and how intensive weeks help the development of education and teaching at the universities.

History and contents of the intensive weeks

Starting from 2009 the three universities, MAMK, FTU and PPU have arranged the intensive week for students in cooperation four times. The exchange has included two weeks so that in the autumn a group of Finnish students and teachers has visited Russia, St. Petersburg and in the spring a group of Russian students and teachers has visited Finland, both Pieksämäki and Mikkeli. Figure 1 below presents the number and dynamics of the Finnish and Russian students that have participated in the intensive weeks during these years. The number of Finnish students participating in the exchange has varied annually from 12 to 14 and the number Russian students from 15 to18.

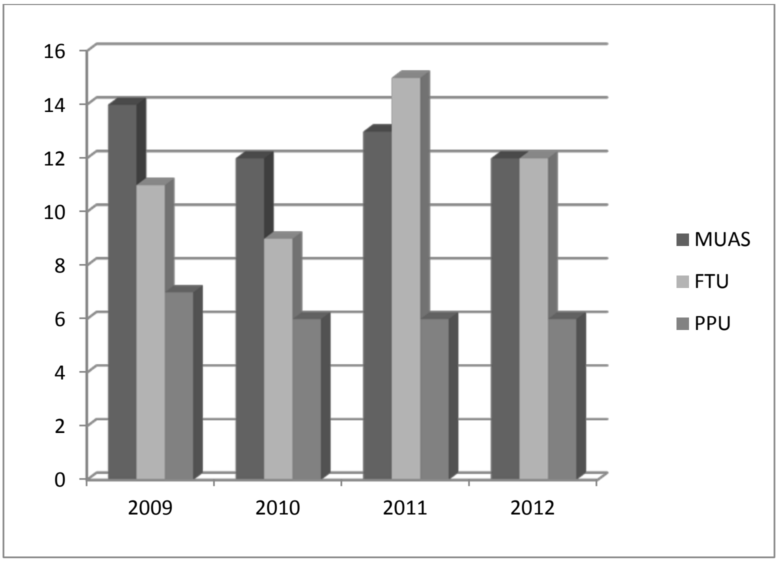

FIGURE 1. Students' participation in the intensive weeks between 2009 and 2012

The programme was organized to involve students from different departments. In the beginning only the students of Forestry from MAMK were involved, but in the last years the students of the Business department of MAMK have participated in the intensive weeks, too. The FTU students involved in the beginning represented faculties such Forestry, Economics and Management and Landscape Architecture. Also exchange students from different countries, such as the Check Republic, Spain, and Belgium, have participated in the programme together with students from other Finnish universities who have studied as exchange students at FTU.

The programs of the intensive weeks have varied according to the place where the week has been organized. Typically there have been lectures, assignments, visits, excursions, group work and cultural program. The programs in St. Petersburg have mainly focused on business operations, including the creation of a business idea for an enterprise operating in forest sector. Also lectures on intercultural communication and wood processing industry as well as visits to forest industry companies have been arranged. In Finland the focus has been on working life skills and has involved drawing up job applications and CVs, for example. The emphasis has been on students' generic, professional and entrepreneurial competences. The program has also included multi-cultural communication, working in teams, case exercises for applying for a job and an exercise called Peili (Mirror) to find out one's personal profile of behavior.

After participating in the programme the students have received a certificate for 5 ECTS credits, if they had attended the two weeks' programme actively and completed all the tasks of this exchange programme. Students could also gain experience by participating in the intensive week arrangements. Especially, they have been in charge of the cultural, evening programs of the international weeks.

After considering the experiences of organizing these intensive weeks it was understood that they influence internationalization of higher education in many ways. In general however, these results can be divided into two groups: There are positive results and challenges of internationalization, and these are discussed in the next two sections.

Positive results for the internationalization of higher education institutions

The positive results of the activities of arranging intensive weeks involved three parties, ie students, teachers and universities. The main results of intensive weeks for these three sides are shown in a table 1. The results of intensive weeks from the point of view of students were analyzed on the base of analyses of students' questionnaires, which were given after the end of each intensive week.

TABLE 1. The results of intensive weeks

STUDENTS	TEACHERS	UNIVERSITIES
Improvement of professional English language skills Experience in working in multicultural groups Orientation with the education system of the neighboring countries Orientation with the organization of business operations in a foreign countries Orientation with the culture of a foreign country	Experience in organizing short-term student exchange programmes Orientation with the education system of the neighboring countries Experience in teaching in multinational groups Exchange of knowledge with teachers from other countries	Internationalization of higher education Development of networks with foreign universities New forms of co-operation between partners

The importance of the results of the intensive weeks from the viewpoint of students, both Russian and Finnish, is shown in Figure 2.

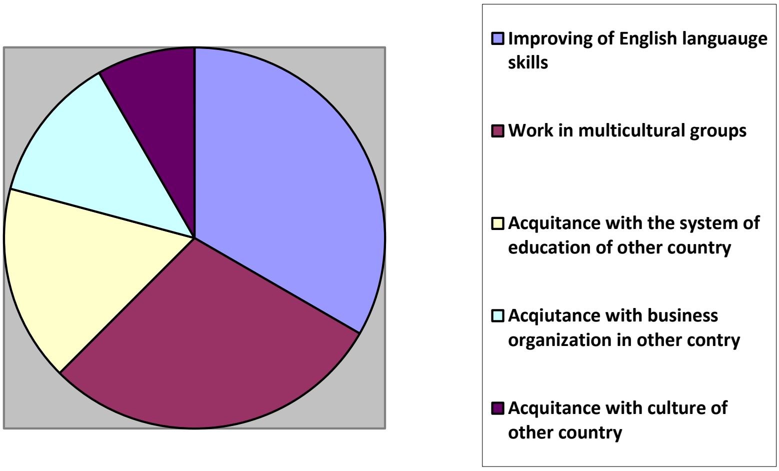

FIGURE 2. The importance of the results of intensive weeks from the students' viewpoint

When considering the importance of the positive results of the intensive weeks the students ranked first the opportunity of improving professional English language skills. Obviously, the students had a lot of opportunities to improve their language, because the entire programme was organized in English, including lectures, communication and cultural activities. The second most important result of the intensive weeks was the opportunity to work in multicultural groups. This is very important result from the viewpoint of the students' future work. The opportunity to work in a group is one of the main factors that is needed to receive a good job in the labor market. And, if students have experiences in working in multicultural groups their possibilities to get a good job will be rather high. The third result of the intensive weeks from the students' point of view was orientation with the education system of the other country. The students emphasized that it was very interesting to get to know the education system of the partner country as a whole, and that it was interesting to listen to lectures and to compare the situation in their native country to the systems in other countries.

The fourth result was orientation with the organization of business operations in another country. Due to the fact that business today is greatly globalized, a lot of companies are working in different countries. At the beginning of their career students may not know in which company and country they will be working and operating. In this respect the experiences that they can obtain during intensive weeks is quite essential for their future work. Students also emphasized that the orientation with the culture of another country was an important result of their participation in the intensive weeks. This took place not only when attending lectures in university auditoriums, but also during communication with foreign students, teachers and people during the students' stay in a foreign country. Understanding different cultures helps a person to be more tolerant, and that's why this can be considered as a very important result of such activities. However, the most relevant result seemed to be that the students from both countries appreciated the opportunity to participate in the intensive weeks.

When moving on the teachers' point of view, there were several positive results of participating in these weeks. The intensive weeks helped in getting to know the education system of the other country and in having the opportunity to exchange knowledge with foreign teachers. This knowledge can be transferred to the university where a teacher is working. This is very important from the viewpoint of globalization and internationalization. Nowadays we are living in information society and knowledge influences the economic, social and cultural well-being of a society. A very important result for the teachers was the opportunity to work in multicultural groups. This requires quite good professional and communicative skills. Working in such groups helps to increase the quality of teaching, because in such cases teachers need to respond to needs that are different from those that are necessary at their own universities. One more result for the teachers was gaining the understanding of how short-term exchange programmes could be organized and what improvements could be made. For example, in the beginning the programmes for the intensive weeks were arranged by teachers. But, for the last intensive week it was decided that students should organize the meetings with the companies by themselves. After finishing the programme the students reported that this style of intensive week organization suited their needs.

There are positive results for all the universities that are participating in the cooperation in organizing intensive weeks. Intensive weeks are the first step in the internationalization of higher education institutions. Very often the internationalization of higher education is understood only as a mobility of teachers and students. Of course, the definition for the internationalization of higher education should not be so narrow, but in any case academic mobility plays a great role in the internationalization of higher education institutions. Intensive weeks help to establish working networks with foreign partners and to continue the strengthening of internationalization by carrying out joint educational project and research projects, by establishing joint courses or diplomas and by creating double degree programmes.

Challenges for the internationalization of higher education institutions

Based on the experiences in organizing intensive weeks certain challenges in the internationalization of higher education can be introduced. All these challenges can be divided into two groups: individual or institutional (Green 2002.) The individual challenges in the internationalization of higher education institutions are connected with the personalities of teachers and staff. The most important challenges of this group can be listed as follows:

- Lack of international experience of teachers and staff. This leads to difficulties in implementing international programmes at universities, because sometimes teachers and staff are not ready to make efforts to update their skills and experience to meet the requirements of international activities.

- Negative attitudes of teachers and staff against international activities. Individual attitude to internationalization often correlates with personal experiences in communicating with people from other cultures. Teachers and staff may doubt the importance of global competencies in higher education compared to the importance of the competencies of their own field.
- Absence of stimulus for internationalization from point of view of individuals. Without any stimulus, for example either financial or promotional, many teachers feel that their efforts in international activities are not appreciated.
- Lack of personal knowledge and expertise. The willingness of an academician to participate in internationalization activities depends on his personal capacities and experience with other cultures and languages. Lack of this will likely lead to opposition, unwillingness to participate in international activities.

There are some institutional challenges or barriers for internationalization of high education that should be mentioned. The most important challenges are:

- Lack of financial resources. Finding sufficient funding to cover the costs of internationalization is one of the main challenges for the institutions, especially when providing the physical infrastructure, program development, traveling and accommodation. Also for students the lack of financial support either from the government or the private sector is one of the main barriers against studying abroad.
- Insufficient supply of qualified personnel. This is connected with the provision of international standard programs and curricula and pro-

motion. Without qualified and competent personnel in the related academic fields the intended program could not be developed.

- Educational structure. Each country has its own educational structure starting from pre-school through primary, secondary, pre-university and higher education. It is necessary to understand the educational structure in the country of the possible partner university before starting to plan international activities together.

All these challenges of internationalization of higher education institutions should be taken into account when implementing the strategies of internationalization. Their negative influence can be smaller, if the institutions will try to minimize the risks of insufficient internationalization for instance trough the following activities:

- Investments in the infrastructure of internationalization
- Support for teachers who are willing to participate in such activities. Such support may take different forms from arranging special groups for studying a foreign language to proving financial support for those actively participating in internationalization.
- Organization of academic tourism. The teachers' and staff's experiences of the education systems of other countries can be used in the future development of activities.

Conclusions

The intensive weeks greatly influence the development of international activities of universities that organize such activities. There are several impacts intensive weeks have on the internationalization of Russian and Finnish higher education institutions:

1. Intensive weeks are expected to produce new forms of cooperation between partners. For example, some new projects financed by different

sources were organized by MAMK, FTU and PPU after first cooperating in the form of intensive weeks.

2. The quality of education in the partner universities intensive weeks is improved. This occurs, because teachers involved in such programmes need to improve their professional, communicative and language skills.
3. Students can see in practice the pluses and minuses learning abroad. As a result of such weeks and short periods of staying abroad students understand that it may be useful for them to study abroad to receive a good job in the future.

Intensive weeks are only a small part of the process of internationalization in higher education institutions. But small cooperation results in good partnership relations and networks and in this respect the role of intensive study weeks is very important.

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WOPE - DEVELOPING ENTREPRENEURSHIP IN WOOD PROCUREMENT

Kirsi Itkonen & Yury Zementzky

Background and partners of the project

The programme called South-East Finland - Russia ENPI CBC 2007–2013 aims to promote cross border cooperation across the Finnish-Russian border between South Savo, St. Petersburg and the Leningrad region. The economic development is the key objective of the programme due to the enormous potential for economic development and cooperation in the programme area. One of the main priorities is to increase the activity of small and medium sized enterprises (SMEs). This will be done by promoting innovations and business activity in the key sectors and extending their influence over the border. Another objective is to improve the opportunities of the SMEs to advance their competitiveness through networking, corporate cooperation, production development, and technological expertise. The programme is also funding the projects implemented by the partnerships of educational institutions operating in the programme area and in their areas of expertise. (Brochure of funded projects 2013.)

The programme of South-East Finland - Russia ENPI CBC 2007–2013 also involves a project called Wood procurement entrepreneurship (WOPE) that develops entrepreneurship in wood procurement in North-West Russia through coaching and training. The project started in the beginning of December 2012 with the duration of 24 months. The partners of the project are educational institutions operating in South-Savo, Finland, and St. Petersburg and the Leningrad region, Russia. The partners are Mikkeli University of Applied Sciences (MAMK), Aalto University of Business, Small Business Center (Aalto Biz SBC), South Savo Education (ESEDU), St. Petersburg State Forest

Technical University under S. M. Kirov (FTU) and the Autonomous Public Institution of Secondary Vocational Education of Leningrad Oblast (VYBORG).

Cooperation and joint implementation of the project between these partners is natural. All the partners are educational organizations, and entrepreneurship and forestry and their promotion play an important strategic role in these organizations. This article presents the WOPE project as a tool to develop entrepreneurship in the field of wood procurement in the Leningrad region and South Savo. The program is funded by the European Union, the Russian Federation and the Republic of Finland.

Aims and objectives of the project

The aims and objectives of the project are classified into two different levels, the overall and the specific. The overall objective of the project is to develop entrepreneurship in the wood procurement in North-West Russia. The specific objectives of the project are a) to improve, increase and to strengthen the know-how in wood harvesting, transportation, entrepreneurship and business operations among the Finnish and Russian enterprises operating in the Leningrad region, b) to increase the competences of the vocational forestry schools and logging companies in wood harvesting, entrepreneurship and business operations in the Leningrad region, c) to improve and increase the skills and the motivation of the Finnish wood procurement enterprises to work in the Russian business environment and d) to strengthen and improve the risk management and business security of the Finnish companies working in wood procurement in North-West Russia.

The objectives of the project are in line with the objectives and priorities of the South-East Finland - Russia ENPI CBC 2007–2013 programme. The objectives of the project are also in line with the Regional Development Program of South Savo whose objectives and measures for the regional development mentioned include entrepreneurship, production, and working and labor policies. The program involves principles and measures that deepen and strengthen the cooperation between South Savo and St. Petersburg and the Leningrad region. They relate to the strengthening of educational networks, research and innovation activities, and promotion of business cooperation and its comprehensiveness. Reaching these objectives is supported by helping businesses to enter the Russian market. (Etelä-Savon maakuntaliitto 2010.)

Within the objectives mentioned in the development programs of St. Petersburg and Leningrad region, the following are partly in line with the objectives of the WOPE project: improving the preconditions for entrepreneurship; developing international relations, training staff; creating a positive climate for entrepreneurship: ensuring the safety of business, improving opportunities to reach higher standard of living: developing labor market and continuing education. Recently, the investments made by the Russian and international forest companies in North-West Russia have been increasing significantly. It will mean greater amounts of timber needed in forest industry, which will set demands on wood procurement activities accordingly. (Karvinen et al. 2011, 138.)

In addition, there are more than 100 harvesting companies operating in the Leningrad region and annually more than 200 agreements are made for renting a harvesting area. In the year 2012 about 5 million cubic meters of about 7 million harvested cubic meters were processed into the products of forest industry in the Leningrad region. The development of entrepreneurship and wood procurement is an important tool to improve the finances of the harvesting companies and to help them to adjust themselves to the current demands in the planning of harvesting, investment planning and environmental aspects, for example.

The study titled Wood Harvesting and Logistics in Russia (Goltsev et al. 2011) provided know-how of the possibilities for further development of technology for harvesting industrial and energy wood, transportation and logistics. Finnish as well as Russian companies and organizations can benefit from the results when developing business operations in Russia or when adapting forest technology to the Russian conditions. The studies also show the lack of skills, experience and motivation among the forest machine operators in Russia (Gerasimov et al 2012). Through training programs it will be easier for the entrepreneurs, managers, superiors and forest machine operators to apply the new know-how and research results. In addition, an effective way of transferring the know-how and helping in the adaptation of the latest wood harvesting technologies is the training of teachers, especially in vocational schools.

It seems, however, that the full potential of the investments is challenged by the shortage of companies in the fields of wood harvesting. In addition, the operating companies lack knowledge of strategic, tactical and operational planning in the changing operating environment. Moreover, the entrepreneurial and working skills of the local actors are not at an adequate level. The knowledge, skills and competences need to be improved in order to ensure effective and high-quality wood procurement and improved profitability of the companies.'

On the other hand, there is a structural change going on within the field of wood procurement in Finland. There are several companies interested in enlarging their businesses and looking for opportunities for growth, and as a result, improved profitability. One way of doing this is extending the operational area and going international, especially to Russia. According to statistics a considerable number of Finnish companies were harvesting in Russia in the beginning of 2000. However, the export of the forest machines decreased gradually, so that in 2009 it stopped almost completely (Jutila et al 2010). One of the main reasons behind the development was the increase in the customs duties for the Russian round wood. The situation is now changing as together with the membership of WTO Russia has declared to decrease the customs duties for round wood.

As a result, harvesting in Russia might be considered by many Finnish companies of wood procurement, again. Yet, the experiences of the Finnish companies of wood harvesting and transportation in North-West Russia have been variable, and too often Finnish operations have faced severe difficulties causing withdrawals from the area. One of the main reasons has been poor knowledge of the Russian business environment among the Finnish companies which have been too often inadequately prepared to work in wood procurement in Russia.

Activities of the project

The project activities are the tools to reach the overall and the specific objectives of the project. The WOPE project is implemented through ten activities that are (1) managing the project, (2) planning the training programs, (3) implementing the training programs, (4) arranging a training course in North-West Russia, (5) establishing the environment and the contents of an online service, (6) designing a model for the management of risks and the improvement of safety, (7) publishing a manual for wood procurement and study manuals for harvesting techniques and machinery, (8) establishing a training network in wood procurement and entrepreneurship, (9) distributing the project results and (10) exploiting the results. The activities can be grouped into three work packages.

The first work package called *Management, distribution of the project results and exploitation* includes activities supporting all the others. The activity of *managing the project* consists of project coordination, communication within the project partners, financial management, reporting and risk management. The project management has to follow the principles and management guidelines set by the funding organization and the programme.

The activities of *distributing the project results* use the communicational channels and networks of the partners to reach the target groups of the project. Information is distributed through the internet as well as live presentations in different events. The promotional materials, brochures and leaflets will be translated into the English and Russian languages and have to be distributed both through the internet and in a printed form. The website of the project is an important and effective tool for distributing information. The website informs all the partners as well as the target groups and other stakeholders about the activities and outcomes of the project.

The activity of *Establishing the network of the partners* will strengthen during the project and the network will continue the cooperation after the project has ended. The network will work as a tool for exploiting the outcomes of the project and for strengthening the sustainability. The partners will productize a training program in the field of entrepreneurship and it can be arranged together or separately after the project has ended. Also the target groups and the stakeholders will participate in the network.

The aim of the activity of *exploiting the project* is to make use of the results and outcomes of the project both during the project's life-cycle and after it. The outcomes of the project can be utilized in the future training and courses offered by the partners and their network.

The second work package titled <u>*Training programs*</u> includes the main activities of the project. It includes the activities of *planning and implementing the training programs* and *planning and implementing the training course on North-West Russia.* All the partners are responsible for arranging the training. The target groups, the program and place for the training as well as the partners responsible for the implementation are presented in Table 1.

TABLE 1. The target groups, the program and the partners responsible for the training

Target group	Program and place	Responsible
Wood harvesting companies in the Leningrad Region, owners and personnel	Three 3-day modules: the 1st and 3rd in Podporoze, Russia, the 2nd in Mikkeli, Finland	MAMK, FTU
Teachers of vocational forestry education, workers and superiors of logging companies in the Leningrad Region	Two 5-day modules in Mikkeli, Finland	ESEDU, VYBORG
Entrepreneurs operating in wood procurement in Finland interested in starting up a business in Russia	Three 2-day modules in Mikkeli 3-day training course in North-West Russia	Aalto Biz SBC

The training programs are arranged both in Finland and Russia. The development of the training programs for the different target groups will be carried out in cooperation, even though each of the partners will have its own field of responsibility. For example, a three-day training course for the Finnish wood harvesting companies will be arranged in the Leningrad region.

The third work package can be called <u>*Aids, tools and materials.*</u> It includes the activities of *establishing the environment and the contents of an online service, designing a model for the management of risks and the improvement of safety* and *pub-*

lishing a manual for wood procurement and study materials for harvesting techniques and machinery.

In establishing the online service a website environment will be designed and implemented. The website will provide open access for the Finnish and Russian companies.

The activity of *designing the model for management of risks and improvement of safety,* aims at developing a model to help in the acute needs of the Finnish wood harvesting and transportation companies operating in Russia in terms of risk management and security. The model will be available through the online service.

The activity of *publishing a wood procurement manual*, produces a manual for harvesting companies. The manual will deal with the Russian operating environment. Former research results of wood harvesting, logging and transportation in Russia are partly utilized in the manual. The manual will be distributed to the participants of the training and it will also be available on the project website.

Outcomes of the project

The main outcomes of the project include the implemented training programs for the target groups, the provided aids, tools and materials for the wood procurement in Russia and the network of continuous training in the wood procurement in the Leningrad region and South Savo. The training programs will respond to the needs of the Finnish and Russian wood harvesting and transportation enterprises operating in the Leningrad region, the teachers or trainers of wood procurement in the vocational education in the Leningrad region and in the Finnish wood procurement enterprises interested in starting a business in North-West Russia.

The aids, tools and materials provided by the project will include an online service of entrepreneurship and business management for the enterprises of forest procurement in the Finnish and Russian languages, a model for the management of risks and the improvement of business for the enterprises operating in wood procurement and a manual for wood procurement in the Russian language. The project website will serve the partners, the target groups and the beneficiaries of the project as well as the other bodies working, researching or acting in the field of wood procurement and entrepreneurship in North-West Russia, the Leningrad region and South Savo.

The network of the partners will distribute and exploit the project results and guarantee the sustainability of the activities after the project has ended. The network will have the competence to arrange training in wood procurement at entrepreneurial, managerial and educational levels. Also training in entrepreneurship and business management as well as training for workers, in this case superiors and forest machine operators, is provided. The more detailed information about the outcomes of the project is presented in Table 2. Also the contents of the outcome are presented in cases where it is possible and reasonable.

TABLE 2. Outcomes and contents of the WOPE project

Outcomes	Contents
Three 3-day training modules for wood harvesting companies in the Leningrad region	Forest harvesting planning and methods Risk management in wood harvesting Forest road construction, timber trade and transportation Investment planning in harvesting companies, Leadership Environmental responsibilities
Two 5-day training modules for teachers of vocational schools and mid-managers and workers of logging companies	Logging techniques Maintenance of machines Environmental issues in wood harvesting
Three 2-day training modules for the Finnish wood procurement entrepreneurs interested in starting up a business in Russia.	Operational environment in Russia: management and business culture Planning and establishing businesses in Russia Business economics, financing and taxation Contracts and customs clearance Risks and insurances Harvesting, transportation and forest improvement in Russia
Training course of 3 days in North-West Russia for the Finnish wood procurement entrepreneurs interested in starting up a business in Russia.	Harvesting of energy wood and industrial wood, Transportation of wood Forest road construction in North-West Russia
Online service on the internet	Entrepreneurship Business management and operational efficiency Profitability of wood harvesting and transportation
Model for the management of risks and the improvement of safety	

Manual for wood procurement	Wood procurement planning, Timber procurement processes Wood procurement operations and the timber species Measurement and the planning of harvesting Logging and the organization of harvesting
Study material	
Training network	
Project web page, leaflets, brochures	

Conclusions and future

The objectives of the WOPE project will be obtained through the activities and the outcomes of the project. The increased competences in entrepreneurship, business operations and wood procurement will help in running the businesses in new the business environment, managing the enterprises, operating the machines on the forest sites and training the students in vocational education. More profitable enterprises can increase their business operations, which can also result in the increase of employment possibilities at the local and regional level. The outcomes of the project will help the wood procurement enterprises in their daily operations.

The project has defined its target groups. They will participate in the training and be the direct beneficiaries of the project's activities and outcomes. In addition, there are more extensive effects, even though their impact cannot be measured at once, when the project has ended. The final beneficiaries of the project could also be the staff and the students of the vocational forestry schools, local and regional economies in South Savo and the Leningrad Region, the professionals in the field of wood procurement and even the local and regional forest fire protection.

It is an important matter to also think about the future while implementing a project. What will happen afterwards? What is the sustainability of the project? How will the outcomes be utilized? In this project a lot of emphasis and expectations will be put on strengthening and developing the training network. It is expected that the network will operate in South-East Finland and North-West Russia offering joint training courses. The training programs and modules used during the project can be extended and offered to the various target groups and areas. The network will enable the partners to offer e.g. joint training for the different levels of the customer organizations and the training for them will be planned with the emphasis on customer orientation. Valuable information will be received from the participants' feedback on the implemented training programs and modules. This feedback will be used in the planning of new training courses.

Defining the needs of the target groups, planning the projects and finding suitable co-funding organizations will be challenges for all the educational organizations, when the new programme period will start. The lessons learnt from the previous planning processes are that all the partners must take responsibility and project planning has to be carried out in close cooperation and it should base on the principle of shared know-how. Every partner has to have its own area of responsibility. Mutual project planning experience is essential. During the planning process the partners have to meet face-to-face and the responsibilities, roles and activities between the partners have to be distributed.

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IMPLEMENTING ENTREPRENEURIAL MARKETING IN SMES

Heli Aaltonen

Introduction

Entrepreneurship and marketing are significant determinants underlying the success, growth and profitability of small and middle sized enterprises (Hills & Hultman 2011, 9). This implies that an innovative product or state-of-the-art technology does not guarantee the profitability of the business, but the operations need to be finalized with successful marketing. Previous studies propose that marketing orientation and entrepreneurial orientation are intertwined and strongly complement each other (Hills & Hultman 2011, 10; Miles & Arnold 1991; Morrish et al. 2010). The connective key areas are focus on change and opportunities and innovative approach to management (Collinson & Shaw 2011, 761).

Mainstream marketing theories, however, emphasize a viewpoint of large companies and global brands. This conventional view stresses long lasting and careful planning processes, extensive market research and allocated resources. Furthermore, the business environment is assumed to be relatively consistent and predictable. (Collinson & Shaw 2011.)

Nevertheless, many successful entrepreneurs seem to ignore the models of traditional marketing literature (Chaston 2000, 8; Hultman & Hills 2011). They may not conduct broad market analyses, but they are daringly driven by their vision to create value for customers and to capture value for their enterprise. They rely on their own intuition and exploit their personal networks effectively. They constantly launch new ideas and innovations and, if proved necessary, also withdraw quickly. By preferring flat hierarchies they carry out fast and informal decision making. (Fillis 2010; Morris et al. 2002; Morrish 2011.)

SMEs seldom possess resources to execute large and systematic marketing programmes, and consequently, entrepreneurial marketing is their natural course of action. Research of entrepreneurial marketing has emerged during last decades, but the practice of entrepreneurial marketing in SMEs still deserves more attention.

This paper aims at improving understanding of how entrepreneurs of SME's execute entrepreneurial marketing in practice. The main research question is "How entrepreneurial marketing comes up in marketing management of SME's?" The empirical material consists of personal interviews of managing directors of small and medium sized companies.

What is entrepreneurial marketing?

The roots of entrepreneurial marketing research can be traced to the beginning of 1980's and it has gradually gained recognition in mainstream marketing literature. On the one hand research has focused on marketing behaviour of small enterprises and on the other hand to the entrepreneurs' marketing behavior and actions regardless of the size of the enterprise. (Hultman & Hills 2011, 120). Entrepreneurial marketing is applicable both in large and small firms, however, it is often more visible in SMEs and requires a very entrepreneurial management (Collinson & Shaw 2001, 762). In small enterprises the marketing competence of the owner is crucial (Stokes 2000).

There are different definitions of entrepreneurial marketing. Kotler and Armstrong (2010, 559) represent a traditional view, since they see entrepreneurial marketing as a marketing strategy of an early phase of an enterprise. This implies, that it is a stage of marketing evolution in a company and accordingly, it is assumed that when the company develops, its marketing strategy will develop to more sophisticated direction. Morrish et al. (2010, 304) however, propose that entrepreneurial marketing can be very effective throughout all stages of a firm's lifecycle. Bjerke and Hultman (2002, 186-187) in turn, propose four key pillars of entrepreneurial marketing which are entrepreneurship, resources, processes and actors. Entrepreneurship enables the recognition and implementation of opportunities to create customer value through marketing actions. Resources are needed to create and co-create customer value in different processes. Resources can be owned or acquired in co-operation with partners in the value constellation. Actors are the entrepreneur with his/her firm and network. Actors run the processes in the value constellation network and co-create value with customers.

Hills and Hultman (2011, 10) offer a comprehensive definition of entrepreneurial marketing. They emphasize spirit, innovativeness and identification and exploitation of opportunities: *"It is a spirit, an orientation as well as a process of passionately pursuing opportunities and launching and growing ventures that create perceived customer value through relationships by employing innovativeness, creativity, selling, market immersion, networking and flexibility."* Research has also identified other features typical of entrepreneurial marketing, such as ability to foresee and act proactively, customer intensity, ability to accept and manage risks, to create value and allocate limited resources efficiently (Morris et al. 2002). The essential features of entrepreneurial marketing are discussed more detailed in the next chapters.

Identification and agile exploitation of opportunities

Identifying market opportunities and agility in exploiting them is the core of entrepreneurial marketing. Apart from being experienced in business, this requires intuition and flexibility in the manager's decision making process. Chaston (2000, 9) suggests to challenge the conventional models of action and proposes simplification of marketing decision making. Market analysis, for example, should not be so extensive that the volume of the generated data complicates decision making. Furthermore, experience based knowledge should be the basis of decision making and in addition, in the cases where rational analysis does not seem to result in a reasonable solution, the management should also rely on their intuition.

The premise of entrepreneurial marketing is taking the situation as given: the starting point is to utilize person's own values, aspirations, knowledge, personality, past experience, skills and network (Dew et al. 2008; Read et al. 2009; Hills & Hultman 2011, 11; Morrish 2011), unlike traditional marketing thought, which takes a particular goal as a starting point and chooses among different means to achieve the goal. Entrepreneurial marketers exploit networks both consciously and subconsciously in various ways (Gilmore 2011, 141-142). They may sound out business ideas and gather information as a part of informal business conversations. They also utilize established contacts in different phases of their enterprise's lifecycle.

Innovativeness and ability to foresee and act proactively

Creating new markets is seen as a mode of operation typical to entrepreneurial marketing (Dew et al. 2008). Marion (2007, 102-104) criticises companies being too strongly directed by the needs of their current customers. He states that entrepreneurial marketing rather creates novel products and in consequence, entirely new markets. Current customers may know their needs, but *"they define those needs in terms of existing products, processes and prices"* (Marion 2007, 103). Entrepreneurial marketing, hence, proactively pursues to innovate new products and services to new markets. Constrained resources, however, force the entrepreneur to use unsophisticated tactics to achieve creative and innovative solutions, which may require risk-taking. Stokes (2000) has identified especially incremental innovations as a part of entrepreneurial marketing in small enterprises. Need of development is often prompted by either competitive pressure or existing new product idea than researched customer needs (Stokes 2000, 50).

Customer intensity and value creation

According to the critical view the starting point of entrepreneurial marketing is not a customer, but an enterprise itself and its limited resources and means (Badot et al. 2007, 92). Traditional marketing view stresses customer-centric approach and relationships focusing on customer service, creation of value for the customer and capturing value from the customer (Kotler & Armstrong 2010, 27). Nevertheless, for instance Morris et al. (2002), Morrish (2011, 112) and Sullivan Mort et al. (2012) propose that entrepreneurial marketing has dual focus being both customer-centric and entrepreneur-centric. This implies an innovative spirit combined with sensitive approach to markets and thus, merger of both market-driven and market-driving approaches (Jaworski et al. 2000). Entrepreneurs' informal networks and personal relationships are essential means to scan markets and gather customer data. Entrepreneurial marketing communication also highlights creativity, relationships, word-of-mouth, selling and networks (Hills & Hultman 2011; Stokes 2000, 52).

Adapting standard marketing strategies and tactics

Entrepreneurs often adapt traditional marketing frameworks to their own marketing situations (Gilmore 2011). This means that the core functions and processes of marketing, such as products and services, pricing, supply chains and distribution channels and promotion, remain but are adapted to entrepreneurial marketing mode. Consequently, competitive advantage and the way of segmentation, targeting and positioning are shaped. (Morrish et al. 2010, 304). To gain competitive advantage an enterprise needs to be *both* different than competitors *and* operate more cost-effectively.

In contrast to conventional marketing view, identifying and segmenting target customer markets may occur through a bottom-up process. In the bottom-up process the entrepreneur begins to serve the needs of a few customers and then expands the customer base gradually according to resources and experience. Expanding may be facilitated more by word-of-mouth than by formal marketing communication. (Stokes 2000, 51.) Segmentation may be based on the entrepreneurs' own knowledge and competence aiming to understand hidden or unknown customer needs and to create new markets. Interestingly, there may be only little direct competition in the new markets. (Morrish et al. 2010, 312.)

Innovative approach can also be applied to tactical marketing tools. Product offering can be developed by co-creation with customers; pricing can be based on the value gained by customers; distribution channels can be untypical of the industry; and finally, promotion can utilize viral marketing tools and word-of-mouth. (Morrish et al. 2010, 312.)

How entrepreneurial marketing is implemented in SMEs

This chapter discusses how entrepreneurial marketing comes up in practice in small and medium sized enterprises. Empirical material consists of personal interviews of managing directors from five enterprises. All interviewed managers were entrepreneurs representing SMEs from various industries: construction, food industry, manufacturing of wood, metal and plastic industry and wellbeing services (companies A-E). All five enterprises were established at least 20 years ago and the number of employees ranged from 15 to 130. The interviews were semi-structured and the entrepreneurs were informed in advance about the predetermined themes (McCracken 1988). The interviews ranged from 76 to 93 minutes. Conversations were taped and transcribed literally resulting in 74 single-spaced pages of text.

The analysis phase aimed at identifying features typical of entrepreneurial marketing (see for example Morris et al. 2002) from the empirical material. The aim was to investigate events, episodes, occasions or courses of action which could be interpreted as representing entrepreneurial marketing. First, all texts were read through to get a general view of the entire material. After that the interviews were read one by one, and the texts were categorized by using features typical to entrepreneurial marketing as categories (Morris et al. 2002). Finally, the categorized material was interpreted related first to the separate interview and second, the entire empirical material (Tuomi & Sarajärvi 2011, 113-117).

Entrepreneurial marketing activities were identified in all interviews. None of the enterprises, however, did not seem to represent an "all-out entrepreneurial marketer". Next, the results are discussed according to identified features. First, *innovativeness, identification and agile exploitation of market opportunities and networking* were highlighted as entrepreneurial marketing characteristics. Almost all interviewed entrepreneurs actively sought ideas from abroad how to develop new products, services and business in general. They were involved in various domestic and foreign networks and valued the vantage point offered by the networks. In the construction business (company A) innovativeness was also realized in the high level of investment in R&D.

The entrepreneurs seemed to rely on their intuition. New products were quickly developed into test production and distributed to test markets. As an example, in 1980 the entrepreneur of the food industry company (B) was abroad and heard about organic food products. He discussed the topic with local farmers, who started to produce organic grain to meet the enterprise's needs. Although new organic food products gained more publicity than market share, they were also innovative means of promotion. Later on, the entrepreneur continued with the product development and the company specialized in niche market of special diet food. At first, the development of products was made in co-operation with a small customer group, but today the company operates in global markets.

Another example relates to exploitation of market opportunities. The entrepreneur of the wood manufacturing company (C) actively contacts building contractors, who have won competitive biddings, to offer them subcontracting services. The assembling and planning personnel of the company are also trained to do additional sales while visiting customers.

Second, *customer intensity and value creation* came up in the empirical material. The entrepreneurs acted in the customer interface themselves and wanted to know their key customers. Basic principle of the entrepreneur of company C was to keep customers close enough by using as personal means as possible. Company D produced wellbeing consumer services and created a new market in competitive consumer markets. They did not conduct customer surveys, but relied on their customer insight to understand unmet consumer needs. Later the company launched a totally new pricing model of services in the market area. In the company E products are developed in co-operation with customers and thus, value is co-created with customers. In order to build trust in customer relationships, pricing and margins may be "opened up" for the customer in a bid for a contract.

Third, also the *ability to accept and manage risks* seemed to stand out more or less. Risk-taking turns up especially in the descriptions of recognizing and exploiting market opportunities. Both entrepreneurs in company A and B were willing to increase capacity in consequence of successful sales: *"everything sold can be produced"*. Furthermore, as mentioned above the company of wellbeing consumer services followed global trends of the industry and sought growth by continuous investments and service improvement.

Finally, according to the empirical material the entrepreneurs seemed to have an "easy-going" attitude towards markets and business environment. For example, the entrepreneur of company B saw the business environment as constantly generating new opportunities for business regardless of high competition. Importantly, the view emphasized both customer-centric and entrepreneur-centric focus, as well as market –driven and market-driving approaches.

Conclusions

In this paper entrepreneurial marketing and its implementation in SMEs were examined. In the interviews various activities typical of entrepreneurial marketing came up. The entrepreneurs utilized their networks in many ways. They identified market opportunities and exploited the opportunities, also relying on their intuition and taking into account risks. On the one hand they invested in innovativeness, on the other hand they co-created incremental innovations, and thus value with their customers.

All five entrepreneurs had long experience of business and entrepreneurship. In these SMEs entrepreneurial marketing seems to be natural – and probably also profitable – way of marketing. All interviewed companies operated in highly competitive markets, but competition was seen as an ordinary part of business environment enhancing development.

The key limitations of this study are a small sample and that the data was originally gathered for other research purposes. The aim, however, is not to generalize the results, but rather to understand entrepreneurial marketing in practice. The original aim of the interviews was to gather empirical material related to SMEs' sales function, customer relationships and entrepreneurship. Hence, it is reasonable to use the interviews as empirical material to examine entrepreneurial marketing as well.

In conclusion, it seems that entrepreneurial marketing can challenge the conventional marketing models in marketing practice of SMEs', but it does not aim at being a panacea for small business success. It offers an alternative view to marketing activities and creates value while applied in mainstream marketing.

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LESSONS LEARNED THROUGH JOINT PROJECT PLANNING

Marja-Liisa Kakkonen, Kirsi Itkonen, Svetlana Tereschenko & Tatiana Tereshkina

Introduction

This article addresses the learning of Finnish-Russian team members who have written and submitted Tempus applications in 2010, 2011 and 2012. The team consisted of more members, but the four authors of this article were the key persons and took the most active roles and were involved in all three years. Each year the project planning process included one workshop meeting in Mikkeli, one workshop meeting in St.Petersburg. In addition, there were several virtual meetings as well as a lot of e-mail communication between the members. During the years the persons got more familiar with each other and their way of working. A lot of knowledge and skills as well as cultural understanding were gained during the processes.

In general, project planning is a process comprising different phases from an initiative and brainstorming to the completion and submission of the application. In practice, the phases are not so straight forward, but quite iterative and related to each other. Further, in a Finnish-Russian co-operation, in this case project planning, there are also cultural differences involved (e.g. Hofstede 2001) and the differences appear e.g. in communication between the team members. Nevertheless, this article does not focus on the influence of the cultural differences as such, but the learning outcomes of the team members. We have noticed that the collaboration is co-operation between the individuals and what counts eventually is how well you get along with each other. Based on our good and positive experiences, this article analyses and describes our learning experiences during the project planning processes. The article consists of four main sections starting with an introduction of different kinds of learning. Next, our learning outcomes are introduced and finally a summary of the results and conclusions are presented.

Different kinds of learning

Mulligan (1997, 46 - 47) argues that seven internal actions are required to learn effectively from experiences: reasoning, feeling, sensing, intuiting, remembering, imagining, and willing. They can be regarded as a dynamic model in which they are interrelated. Reasoning requires a rational, objective framework whereas feeling requires a subjective, emotion-based response. Further, sensing gathers information by way of the overt and empirical, and intuiting, in turn, by the way of the undercurrent and the covert. Imagining and remembering are dependent on sensing, intuiting, reasoning and feeling in order to function effectively. Finally, willing is necessary to organize the functioning of the other six others towards specific learning tasks. Béchard and Grégoire (2005, 115 – 116), in turn, emphasize that teaching makes entrepreneurial learning possible – teachers are coaches who assist students in developing their conceptual understanding, but learning occurs in the complex in real-life situations in particular contexts.

Learning can be divided into formal, informal and incidental learning. Formal learning is often theoretical and it develops thinking whereas informal learning is learning by doing, learning in action. Incidental learning, in turn, does not have clear objectives. It is one form of informal learning and it happens in different ways as a by-product of actions, for example through learning from mistakes, through learning from assumptions and beliefs. (Watkins & Marsick 1992). When a person reflects theoretical concepts with his or her own experiences, he or she will be aware of what he or she has learnt. Figure 1 shows the relation between action and reflection (Marsick & Watkins 1990).

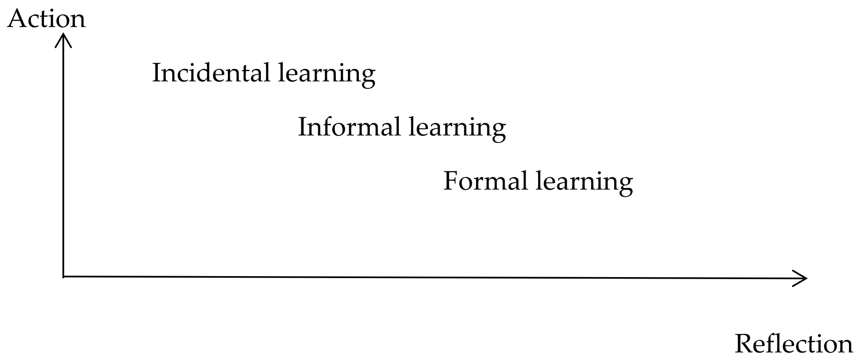

FIGURE 1. The relation between action and reflection in learning

Also, David Kolb's model of learning is well-known and used often in the research of experimental learning. This model is a circle and it consists of four elements: 1. Concrete experience, 2. Observation and reflection, 3. Formation of abstract concepts, and 4. Testing it in a new situation. A learning process can begin at any phase of the learning circle, but it often begins with an experience when a person sees an effect of the action in the situation. (Kolb 1984)

Blenker et al (2006) have used Kolb's model of learning to introduce different kinds of learning styles as well as different kinds of learning outcomes in each case. There can be changes in knowledge, in applications, in skills and attitudes, and changes in understanding. Figure 2 illustrates the learning outcomes based on different learning styles.

Concrete experience

3. Active-applied ***Changes in skills and attitudes***	2. Reflective-applied ***Changes in application***
Active experimentation	**Reflective observation**
4. Active-theoretical ***Changes in understanding***	1. Reflective-theoretical ***Changes in knowledge***

Abstract conceptualization

FIGURE 2. Conceptual grid of learning styles (Blenker et al. 2006, 103)

This article considers learning in terms of the experience of learning, i.e. including both the learning process and learning outcomes (Marton & Booth 1997, 33). Actually learning is related to both learning through experience and experiential learning (Usher 1997, 169): the first occurs in everyday contexts as a part of day-to-day life and is rarely recognised as such, and the latter consists of more significant learning experiences, such as those provided and reflected in formal education.

In order to sum up this section of learning the two models introduced above are combined together to be a tool for the data analysis of the study (see Table 1). In other words, first the experiences are reflected based on different kinds of learning and then divided into changes in knowledge, applications, skills and attitudes, and understanding. The method of analysis of the learning experiences was a follows: the concepts of incidental learning, informal and formal learning as well as the conceptual grid of learning styles were introduced to all team members. Next, the concepts and the grid were combined as follows:

TABLE 1. Analysis tool of the study

	A. Changes in knowledge	B.Changes in application	C. Changes in skills and attitudes	D. Changes in understanding
Based on incidental learning				
Based on informal learning				
Based on formal learning				

In practice, each team member recalled and reflected her own experiences and included them in the data. The completed data was analysed and the main themes were identified in each case. The results are presented in detail next.

Results

This section introduces the learning outcomes of the team members starting with increased knowledge. There were a lot of things of which we received new knowledge: knowledge of substances, such as entrepreneurship and corporate social responsibility, knowledge of cultural features, and knowledge of the ways of acting and working of the partners participating the project planning process.

A. First, *the changes in knowledge* based on incidental learning are presented. An example of this was that new approaches connected to corporate social responsibility were gained while discussing entrepreneurship. In addition, we got more knowledge of the skills of the partners, such as English language skills, project planning skills, commitment abilities and working methods.

When moving on to the changes in knowledge based on informal learning practical training in using the tools of project management was achieved. New knowledge was needed before gaining the skills. In addition, awareness of the Russian and Finnish cultures was learnt through informal learning. For example, we learned that the power distance between the persons coming from different cultures may be strong and that in the Russian culture there is power distance between old and young people. We also developed our knowledge of non-verbal communication. For example you should not show if you are stressed, angry or upset, but try to keep calm and smile. Finally, there were increase in our knowledge of entrepreneurial learning and teaching and teaching methods.

Finally, the changes in knowledge based on formal learning including the following: the main learning outcome was the requirements for Tempus project applications. In other words, we increased our knowledge about the Tempus-program itself; its objectives, purpose, application process, dissemination. This was gained mainly through reading the official Tempus-program web-pages and all the published material, but also during Tempus events in Helsinki and in Moscow.

B. The second learning outcome is *the changes in application* and it is first introduced based on incidental learning. The most important learning experience related to the changes in application was human resource management during the process. We learnt that everybody should work hard for a successful application. Further, during the first planning process we learnt how important it was to have a good consultant in an early stage of the project planning process.

We also learnt an improved and more effective way of project planning in scheduling and involving the distribution of the workload. For example, one person concentrated on certain work-package and the other one on an different work-package of the project plan (genuine teamwork and good project management). Learning from mistakes was most effective when filling in the application form: At the first time we made plenty of mistakes by leaving blank columns, for instance, and it took time before the application could be submitted.

When turning next to the changes in applications based on informal learning, the most important learning experience was related to two things: 1) How to draw up a project application which was the main objective from the beginning and which we learnt by doing, and 2) Trying to work more systematically which was related to personal time management. In other words, better timing and scheduling while submitting the application. The application form was activated quite early and the information that we had was filled in. The bigger parts of the application, such as rationale of the project, partnerships, work-packages were done separately in Word - documents and copied later to the application form.

Next, the changes in applications based on formal learning included the following: developed ability to find information in the Tempus program pages and increased ability to understand and use the definitions and vocabulary of the Tempus programme. For example, the we learnt how to be explicit and precise while explaining the relevance, activities and outcomes of the project. This was gained from the feedback and evaluation from the Commission. In addition, in an official meeting in one other Russian city: We got encouragement to make a decision to reject or to drop out a partner who showed no willingness to contribute to either the project or its planning phase.

C. The third learning outcome is *changes in skills and attitudes* based on incidental learning. As a by-product we learnt how to work in a group of leaders (formal or informal ones), and how important it is to spend also free time together in order to facilitate the work during the official hours. We also learnt the meaning of well-organised events and improved our ability to instruct and motivate other partners to participate in the planning of the project.

Moving next to main changes in the skills and attitudes based on informal learning, it is very important to make the schedules of the meetings and workshops so that also unofficial program, e.g. dinner, sauna, cultural program can be included. We learnt to use well different project management tools, and also how to work in a multicultural group. We learnt that positive relations can help a lot in the work, and therefore it is important to know each other well enough. When finally introducing the learning outcomes of changes in the skills and attitudes based on the formal learning are presented, the most important lesson learnt was the skills received through formal training given by a consultant and a project expert of Mikkeli University of Applied Sciences.

D. The fourth main learning outcome to introduce is the *changes in understanding* based on incidental learning. We learnt and received increased awareness of our strengths to work under pressure during long, intensive working days and nights. The changes in understanding based on informal learning involved increased understanding of actually how much time should be reserved for the administrative matters and communication during the planning process, such as instructions for the partners, emails, partner agreements.

In addition, we gained better understanding of the differences in cultural behavior. During the workshops and meetings of the project planning process in, it was easy to observe other participants and how they reacted in each significant phase of the process, e.g. when the budget was prepared. Further, we got better understanding of how much resources (working time in hours) must be reserved for the planning process. This is a technical matter. Also financial support from the management is needed in order to be able to arrange workshops and meeting. Finally, there are the changes in understanding based on formal learning to discuss. During an official meeting with project partners in a Russian city the lesson learned was an ability to recognize or "read" if the partner was fully committed to the project and its planning, and to draw our own conclusions and make decisions based on it.

Conclusions

This article focused on the learning experiences of Russian-Finnish team members during three years. The learning experiences have been reflected in terms of changes in knowledge, in applications, in skills and attitudes, and in understanding. The learning experiences included incidental learning, informal learning and formal learning. To conclude the findings introduced above, it seems that work in project planning helps to better understand each other, to understand common problems and working styles of partners. Our experiences enable us to organize further joint cooperation even if the application for the project is not successful. The experiences are very useful for receiving new knowledge and skills, and for strengthening partner networks.

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