



Cooperation with Educational Institutions in Energy Cluster of Western Finland

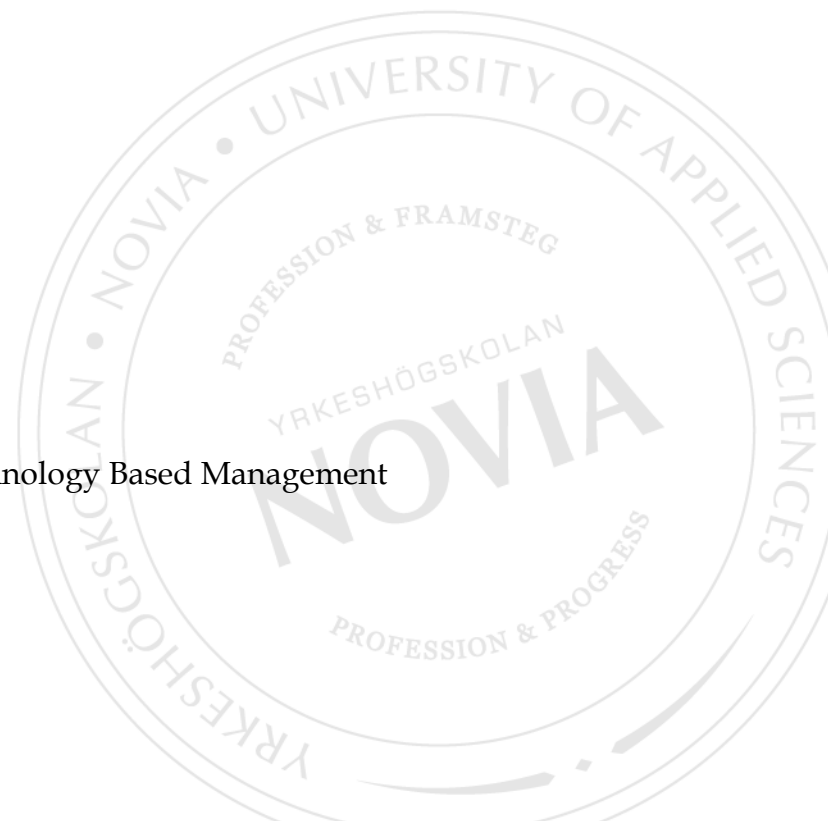
A solid base for studies in field of Sales
Management

Pauliina Palomäki

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MASTER'S THESIS

Author: Pauliina Palomäki
Degree Program: Master of Engineering, Technology Based Management, Vaasa
Supervisors: Stefan Granqvist and Johan Hanstén

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Abstract:

The purpose of this study is to build up a basic understanding for further and improved cooperation between educational institutions and working life in general. In a more specific aspect I'm highlighting the way of working and a model to practice between Wärtsilä Finland Oy and the local Universities of Applied Sciences in Vaasa, Novia and VAMK.

The background studies include analysis made based on information concerning cooperation with educational institutes mainly in Finland. The theoretical framework of the study together with the background studies create the base for this study.

The theoretical framework in this thesis was built up by research, literature studies, and observations during own engagements. Theory building of this study is about competence mapping and knowledge management, the dimensions in competence management and the role of life long learning in creating *a strong value chain* between the actors within the cooperation.

The result of this study includes competence mapping done in areas of sales management skills, a sustainable model for cooperation with and between educational institutes, and additionally a networking and development framework within the Vaasa Energy Cluster.

Language: English

Key words: Cooperation with Educational Institutions, Sales, Competence Management, Learning and Development, Cooperation Model, Solidness, Innovation

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Författare: Pauliina Palomäki
Utbildningsprogrammet: Ingenjör, Högre YH, Teknologibaserat ledarskap, Vasa
Handledarna: Stefan Granqvist and Johan Hanstén

Titel: *Samarbete med utbildningsinstitutioner inom energiklustret i västra Finland. En solid grund för studier inom området Sales Management.*

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Abstrakt:

Syftet med denna studie är att bygga upp grundläggande förståelse för fortsatt och förbättrat samarbete mellan läroanstalter och arbetslivet i allmänhet. Mer specifikt lyfter jag fram arbetssätt och modeller i praktiken mellan Wärtsilä Finland Oy och de lokala yrkeshögskolorna i Vasa, Novia och Vasa yrkeshögskola.

Bakgrundsstudier och analyser görs utifrån uppgifter om samarbetet med läroanstalter huvudsakligen i Finland . Den teoretiska ramen för studien tillsammans med bakgrundsstudier skapar basen för denna studie.

Referensramen för avhandlingen byggdes genom forskning, litteraturstudier och observationer och eget engagemang. Teoribildningen med denna studie handlar om kompetenskartläggning och kunskapshantering samt den roll som livslånga lärandet har i att skapa *en stark värdekedja* mellan aktörer som samverkar.

Resultaten av denna studie är en kompetenskartläggning i områden försäljning, ledarförmåga vilket gav modell för hållbart samarbete med och mellan utbildningsinstitutioner. Resultatet i studien ska också användas som ram för utvecklingsarbete inom Vasa energikluster.

Språk: Engelska

Nyckelord: Samarbete med läroanstalter, Ledarskap, Försäljning, Kunskapshantering, Lärande och Utvecklande, Samarbetsmodeller, Hållbarhet, Innovation

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It has been a pleasure to work with both colleagues in Wärtsilä and the teachers in both Novia and VAMK who have been energetic and positive when trying new methods and way of working. Especially the rest of the sales management working group members not yet mentioned: Lotta Saarikoski, Maj-Lis Backman, Kim Skåtar, and Leena Pommelin-Andrejeff who have given valuable feedback since the beginning of this journey started in 2012.

I am happy that the future cooperation in area of the sales management competence development lies on professional hands of Elina Martin (Director of Unit, Business Economics, VAMK). Also I want to give a big thank to the Sales Café Steco members who are supporting and bringing the cooperation network available for more companies, in particular Heidi Hellström (VAMK) and Maria Hällund (VEO Oy)

Finally I want to thank my family and my friends for having the patience during preparing the final report published via this Master's Thesis.

May 9th 2014, Vaasa

Pauliina Palomäki

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ABBREVIATIONS AND MEANINGS

CRM	Customer Relationship Management
Job Family	Wärtsilä Job Family Framework
LSA	Lapland Sales Academy
L & D, LD	Learning and Development
MIF	Management Institute of Finland
Novia	Swedish-speaking University of Applied Sciences in Finland
OP1	Compulsory course; Education, Work and the Future course
OP2	A specialization course; Studies, working life and career choice
PP	Wärtsilä Power Plants
Sales Café	Co-operation and Networking forum for universities and companies
Sales Force	CRM application provider
SP	Wärtsilä Ship Power
Steco	Steering committee
Task Force	Wärtsilä internal development team separately for SP and PP
UAS	University of Applied Sciences
VAMK	Vaasa University of Applied Sciences
Working Group	A joint development team of a Wärtsilä Task Force and Local UAS's representatives in areas of Sales Management and Project Management, or other competence areas if needed.

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1 INTRODUCTION

The cooperation methods between working life and universities are various. Those are more often being structured, and on the way to become programs with longer term co-operation targets instead of being separate projects without a clear vision, strategy, nor mission. Several programs are running in Finland and they are mainly arranged by Universities and local business life networks supported by regional institutes or similar. However many of the projects still lay on one company and one University creating a form of isolated “islands” without the networking benefits that in an ideal world could be obtained.

Programs that are benefitting several stakeholders have been noticed to work in several regions in Finland. Some being acknowledged too, e.g. YIT Corporation’s success story as being nominated into the finals on May 15th in 2013 in the European CSR Award competition arranged by Finnish Business and Society (FIBS ry.). European CSR is a global new competition in Corporate Social Responsibility. In 2013 companies in 29 countries competed simultaneously and in each country the companies were awarded based on projects and partnerships done together with non-commercial networks. The criteria’s on rewarding were innovativeness and the possible commercial benefits caused as well as positive social and environmental impacts (Global CRS Competition 2013).

A strong interest and a strong will within international companies and universities are driving towards developing new concepts and activities that ensure their future and present staff to have the latest knowledge and skills to meet the demanding challenges of working life. As a more reasoning to the co-operation model as the YIT CSR-case above I’d like to refer to a discussion placed in Tavastehus (Hämeenlinna) during the meeting of Development Network of Higher University of Applied Sciences (Ylempi AMK Kehittämisverkosto) during November the 10th-11th in 2013. A co-operation network model for Higher Curriculum of UAS was presented by Mr. Stefan Granqvist, Novia, by explaining the following bricks as the main ones to create a strong value chain between working life and Universities (Granqvist 2013);

- 1) Business and Industry is the base that creates the need of individuals with certain skills to drive, develop, and lead the processes and activities.
- 2) Students entering or already active in business life either as employees or as entrepreneurs are the driving force in the development of working life.
- 3) The University of Applied Science as an actor having the main status in arranging the governmental financing and creating the framework and by providing the laboratory for studies performed by individuals either nationally or regionally.

En stark värdekedja



Figure 1. A strong value chain (Granqvist 2013)

This value chain can be seen as a general fact with several actors and activities bounded together in a logical and simple way.

In this thesis I will open up the curtain “for real execution” between working life and universities. My thesis is that we in the western region of Finland have possibilities to create even better win-win situations through a more close cooperation. The working life, the students and the Local UAS’s can contribute to growth and create lasting profitability and sustainability for our society. Additionally I “tell” about a regional success story that via a pilot project got wings to carry into a program, a lasting model of co-operation.

1.1 Background

Strong business skills are required when managing a global business. It is demanding and challenging to successfully carry out the customer delivery projects when the situations and networks change in a fast tempo. Business life needs skillful people to conduct these projects in a professional ways which also satisfies the “customers” (Collins 2001 and Kotler, Keller & Brady 2012).

Sales Management (SM) and Project Management (PM) are part of the end to end delivery concept of each project carried out in Wärtsilä as in many similar technology companies. Therefore the basic and professional skills of these two areas are seen important for the personnel. The employees need to be able to act naturally and professionally in the versatile business environment. The recommendation by Wärtsilä is that the students will already in early phase start to enrich their studies with these essential skill sets and the universities shall cooperate by organizing proper training programs with suitable methods.

This kind of synergy can be created in a consistent way by setting up pre-planned joint activities, either sponsored or steered by companies or independently by the schools or universities. By creating sustainable co-operation models using various ways of working within the model, the aim is to ensure the flexibility in terms of networking. The needed knowledge level is analyzed by the teachers and Wärtsilä Task Forces (see chapter 4.1.2). The activities done during the pilot project were in line with preferred Wärtsilä internal competence areas of Sales Management and Project Management. The Wärtsilä main competences are supervised by Global Human Relations (HR) Learning and Development department (L & D) and will be presented concerning the sales management competence management at later part in this document (see chapter 3.2).

The co-operation project (related to this thesis) with local Universities of Applied Sciences started in February 2012 by investigating the needs together with Wärtsilä. The aim was to build a co-operation network by implementing joint efforts and working methods. At first stage the piloting was between VAMK (Vaasan Ammattikorkeakoulu), Novia and Wärtsilä. Later the expectation was to expand the network to cover all the universities within the area of Vaasa Energy Cluster as well as to involve several more companies via joint activities.

It can be considered that there are possibilities to develop cooperation, and therefore I started this journey “To write a thesis about how to improve something important for both industry and school in order to enhance the entrepreneurial spirit in our region.”

1.2 Purpose

My main purpose is to build up a basic understanding for further and improved co-operation between a multinational company and UAS’s in the western region of Finland, Vaasa area. My purpose includes building up a model from something general to something specific.

My secondary purpose is based on literature studies, observations, own engagements in practice, and based on interviews to highlight the ways of utilizing the created model.

My vision is to build up a usable model that can be measured and assessed both with short term and long term methods.

The research concept is about the co-operation between business life and UAS’s in Vaasa area, which have not yet been mature (own experience and also the chamber of commerce have officially expressed similar concerns about the co-operation since at least 2005).

I think that there has not been enough time, commitment or drivers that have had the will to “take the rudder” (see Nivala 2002 and Manning Reece and Ahearne 2014). Business life and UAS’s have not been especially good when it’s up to co-operating. Nivala (2002) stated that there seem to be a psychological barrier between those two actors and also mentioned the term respect. These two actors are different and they have not been until now able to act equally on the same “scene”.

This study can be categorized as an action based study where I myself am one actor. It is also more of a qualitative study including both analyzing and also a normative part when I’m going to present a model for execution.

1.3 The scope and stakeholders

The scope of the co-operation, if possible, was to create a path that was initially called a “Wärtsilä path”. That would be established within local UAS’s by introducing several working life-preferred skill sets to students in sequenced phases during their studies.

These skills were investigated within competence areas of sales management and project management. Also more technical skills essential in electrical engineering, civil engineering and machinery was included in the first skills analyses made together with teachers from local UAS's.

In the following sections I describe the main co-operation partners and organizations supporting in order to my own pre-understanding.

1.3.1 Wärtsilä Finland Oy

Wärtsilä Finland Oy is the legal entity in Finland and belongs to Wärtsilä Corporation. Wärtsilä is a global leader in complete lifecycle power solutions for the marine and energy markets. By emphasizing technological innovation and total efficiency, Wärtsilä maximizes the environmental and economic performance of the vessels and power plants of its customers. In 2013, Wärtsilä's net sales totaled EUR 4.7 billion with approximately 18,700 employees. The company has operations in more than 200 locations in nearly 70 countries around the world (This is Wärtsilä, 2014).

Wärtsilä employs over 3600 professionals in Finland in the cities of Vaasa, Turku and Helsinki. Wärtsilä Corporation is listed on the NASDAQ OMX in Helsinki and Wärtsilä Finland Oy is the subsidiary in Finland (Wärtsilä in Finland).

Wärtsilä has a key role in providing sustainable solutions for the shipping and energy sector by supporting the solutions globally during their entire lifecycle. This creates the basis for the sustainability work, which is supported by the commitment to responsible business conduct.

Wärtsilä applies to social responsibility also mentioned in the company code of conduct. Wärtsilä is committed to carrying out its business in a sustainable way. In order to promote the long-term interests of Wärtsilä and its stakeholders, the company strives to maintain the highest legal and ethical standards in all its business practices. Each employee is expected to act responsibly and with integrity and honesty, and to comply with this code and its underlying policies and instructions (Wärtsilä Code of Conduct 2014). As following the briefing on Wärtsilä core businesses.

Ship Power (Marine Solutions)

Wärtsilä enhances the business of its marine and oil & gas industry customers by providing innovative products and integrated solutions that are safe, environmentally sustainable and friendly, efficient, flexible, and economically sound. Our solutions are developed based on our customers' needs and include products, systems and services. Being a technology leader, and through the experience, know-how and dedication of our personnel, we are able to customize optimized solutions for the benefit of our clients around the world (This is Wärtsilä, 2014).

Power Plants

Wärtsilä Power Plants is a leading global supplier of flexible base load power plants of up to 600 MW operating on various gaseous and liquid fuels. Our portfolio includes unique solutions for peaking, reserve and load-following power generation, as well as for balancing intermittent power production. Wärtsilä Power Plants also provides LNG terminals and distribution systems. In addition to the technical advantages, our fast track deliveries of complete power plants, together with long-term operation and maintenance agreements, provide our customers with complete solutions- in urban areas as well as in the most demanding remote environments. As of 2014, Wärtsilä has 55 GW of installed power plant capacity in 169 countries around the world (This is Wärtsilä, 2014).

Services

Wärtsilä supports its customers throughout the lifecycle of their installations by optimizing efficiency and performance. We provide the most comprehensive portfolio of services and the broadest service network in the industry, for both the energy and marine markets. We are committed to providing high quality, expert support, and the availability of services in the most environmentally sound way possible, wherever our customers are (This is Wärtsilä, 2014).

It is in these surroundings I mean that the company, UAS's, and the students have the real laboratory to develop skills so it can compete in the world market.

1.3.2 Learning and development in Wärtsilä (HR)

Training is important in industry and in schools (Manning, Ahearne and Reece 2014). During the last 30 years we see companies that have started their own department for education or another forum is to cooperate with universities. Here I shortly present how we see things from the industrial point of view in Wärtsilä when it's up to learning and development. I also shortly describe how the schools in the region of Vaasa act when it's up to learning, development and cooperation.

Wärtsilä Learning and Development organization (called as L & D or LD) is a global unit that has the main organization in Finland. All Learning & Development activities in Wärtsilä strive to develop, maintain and renew skills and competencies needed to fulfill our strategy. Having the right competencies available at the right time and being able to continuously adapt to a changing business environment, are a critical success factors for Wärtsilä.

Learning & Development activities take place in all corners of Wärtsilä on all levels and all the time; from the first introduction of newcomers, to the Management & Leadership development of the top management (Compass 2014). In Wärtsilä we mean that learning is a key to development.

1.3.3 Novia University of Applied Sciences

Novia University of Applied Sciences is the largest Swedish-speaking UAS in Finland. Novia UAS has about 4000 students and a staff workforce of 360 people. Novia has five educational units or campuses in Vaasa (Seriegatan and Wolffskavägen), Jakobstad, Raseborg and Turku. (Novia 2014). In Coastline President Andersson states "We are serving trade and industry by focusing on managerial skills and multilingual approach" (Coastline 2014-2015, page 104)

1.3.4 VAMK - Vaasa University of Applied Sciences

VAMK is an international University of Applied Sciences which provides high level theoretical and practical oriented education in Finnish and in English. Currently, VAMK has 3300 students enrolled and a full-time staff of over 230 members, as well as 50 part-time or visiting teachers and professors. VAMK has two campuses, one in Palosaari – the sea side campus, and one on Raastuvankatu right in the heart of the city centre of Vaasa. Both campuses are easily reached and distanced only 1,5 kilometers from each other (VAMK 2014).

1.3.5 Vaasa Energy Cluster and VASEK

The energy technology cluster program focuses on the needs of energy technology companies in Finland. This program is divided into seven areas and organizations and one of them is the Energy Cluster in Vaasa (located in Ostrobothnia, Finland). The program gives a strong signal to companies to start investing more on industry-centered research, development, innovation and education environments. (Energy technology cluster program 2014). This is also an enabler in strengthening the cooperation with local education institutes in the area of West Coast Finland.

VASEK is the Vaasa Region Development Company founded in 2003 and is jointly owned by seven towns and municipalities on the West Coast of Finland. VASEK is an actor in Vaasa region to e.g. promote and reinforce activities improving growth and competitiveness. This is done by improving the preconditions for business activities in the Vaasa region by cooperating with the regional authorities, municipalities, local action groups and enterprises (VASEK 2014).

1.3.6 Partnership Agreements

We can see that the cooperation between the UAS's and the industry is some a bit two sided. I mean that companies and the UAS's have a long tradition and prosperous roles behind and perhaps prosperous future in sight. Therefore I have noticed that partnership agreement exist but very general one in terms of guest lectures, excursions and general seminars, but on the other hand I have not been able to identify partnership agreements on specific levels say programs, study path or courses within the region of

Vaasa. Either there are no clear partnership agreements that have tried to measure, evaluate and direct actions towards improvement in the so called cooperation activities.

1.4 Limitations

The research is limited to Vaasa region and mostly to three actors, Wärtsilä, Novia University of Applied Science and VAMK University of Applied Science. The reason is that there has been a long tradition abt. 100 years, when Wärtsilä has been hiring engineers and technicians from these two educational institutes.

Vaasa University, Hanken and Åbo Academy are not involved in this particular study. This is the next step to broaden the co-operation network.

When I'm putting my lenses on cooperation the limitation is set to educational efforts. As a sales person and with many years in Wärtsilä I have identified some core areas where things happen. These core areas are sales management and project management. In this study I focus on sales management.

I am aware that efforts have been done to cooperate and I'm not in any way saying that they have been un-successful. I hope we can see my limited study as a first attempt to go from visions to execution.

This study is focusing on engineers in their youth studies of bachelor level (see EQF level 6 2014).

1.5 Structure on my thesis

In Chapter 2 I'm presenting theory building on cooperating with educational institutes for deeper understanding of the phenomenon.

In chapter 3 I'm presenting what competence management is about and why it's important for individuals and organization to carry out their job properly. In this chapter I describe my journey in order to reach my purpose. It has been about reading, experiencing, meetings, seminars and observations of "what happened".

In Chapter 4 I'm presenting the pilot with results of project about how to, if possible, establish a formal cooperation between the actors and describing the long term cooperation possibilities.

The conclusions are presented in Chapter 5.

2 CO-OPERATION WITH EDUCATIONAL INSTITUTES

The cooperation with educational institutes is performed by a company, institute or other organization. It supports the students in various degrees and levels to get information about different professions and working life in general (Wikipedia 2014).

In practice the co-operation that Wärtsilä and many other organizations or offices relate to is the fact, that the students need to get understanding of working life and preferably also some working experience during their studies to minimize the introduction time spent in the beginning of the employment. This may also shorten the payback time of the recruitment.

To be successful in working life, it requires professional competences and several basic skills that create the foundation for further learning from practice and using advanced theories. After that comes the importance of experience and best practices. This sometimes unique complexity is why various level of educational institutes pay visits to commercial or non-commercial employers and are given lectures on basic and advanced proficiency's. The two "actors" are learning from each other and creating a "mesosystem". The idea of a mesosystem in the contextual model of leadership means that the educational co-operation is part of the organizational culture (Nivala 2002).

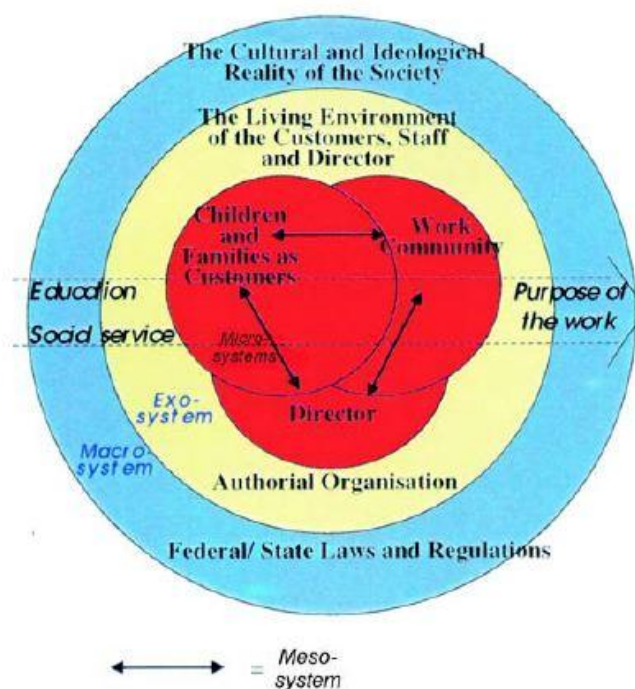


Figure 2. The contextual model of leadership (Nivala)

Typical first steps (see figure 2) to start understanding the working life and its prerequisites in Finland are arranged already during high school studies. This is approved into the curriculum and by the Finnish National Board of Education.

To ensure the co-operation, several alliances, development groups, steering committees and advisory boards are needed. In the next sections I shortly present some ways or models when it's up to cooperation between working life and schools.

2.1 Basic education and upper secondary education in Finland

As a part of personal guidance and counseling introduction-to-working-life periods are to be organized for the pupils as a basis for their educational and occupational choices, and to enhance their respect for work (Basic education). The same sustainable direction continues also in upper secondary education and in vocational institutes and universities of applied sciences. In the next paragraph I will describe the way of working and rule for the upper secondary education.

According to the National Core Curriculum for General Upper Secondary Education Intended for Young People, the role of educational and vocational guidance is to provide information about working and economic life and entrepreneurship. Students should have opportunities to familiarize themselves with different occupations and working life as well as with studies at other educational institutions. Students must be guided in such a way that they will be able to seek information about study and employment opportunities in other countries too. Compulsory course, Education, Work and the Future (OP1) as well as a specialization course, Studies, working life and career choice (OP2) are arranged. These are part of the personal guidance and support in life planning and life management skills (Board of education in Finland 2014).

2.2 University co-operation - a model

As this thesis is mainly about the sales management related co-operation I'd like to mention a pilot program: LAPLAND SALES ACADEMY (LSA) - A joint project of Lapland university consortium to develop sales skills. This innovative project administrated by Lappi University of Applied Sciences in Rovaniemi, Finland. The University of Lapland provided research data about the development needs of companies in Lapland area as well as ensuring the sales promotion and the

effectiveness concerning the pilot training led by Professor Susan Meriläinen (University of Lapland 2013).

The driver of this project was the need to enrich the competences related to sales activities and sales management. The target for the Lapland university consortium was to develop a sustainable model based on working life needs. Pilot project gave push to a follow-up project that should tighten the co-operation (Toteutettu LUC-aikuiskoulutuspalveluja 24.3.2014). The program is lead today (May 2014) by Pirkko Tervonen. The role of LSA is mainly emphasized on the B to B sales skills, which are considered to be challenging to teach internally within companies (Lapland Sales Academy - LSA 2011 - 2013, 2014).

Similarly as in the model that I will present in chapter 4, the goal in the Lapland Sales Academy was to broaden the co-operation and development by networking with local companies. Other similar characteristics can be found too, but the organization set-up including financing compared to my model is different in terms of formal funding.

2.3 Another model

The "Breathe new life into the trainings of sales and supply management" project is a cooperation partnership in national level in Finland involving the following companies: i.a.. Fläkt Woods Oy, Hakaniemen Metalli Oy, Kavika Oy, Meconet Oy, Outotec Oy, Ovisor Oy, Sandvik Mining and Construction Finland Oy, STX Finland Oy, Trafotek Oy and YIT Oy.

The purpose of the program is to develop joint studies intended for both trade and engineer students. Courses include a business point of view, the essential contents, and it is to be attached to the annual purchase and sale of the seminar with the involved companies (Teknologiateollisuus 7.8.2013).

The general targets of this model are in line with the purpose, background, and results described in my thesis. The program also has a similar networking approach concerning the development of the curriculums based on the working life needs to ensure the basic and advanced sales competences of the graduates. International workshop (2014), a course developed by the Vaasa UAS, is similarly creating a

competitive environment as the Best Seller Competition in the spring of 2014 by the national cooperation program.

2.4 Other examples of cooperation

Several big corporations or smaller companies in Finland have close cooperation with educational institutes. In the next three chapters (2.4.1, 2.4.2, 2.4.3) I will mentioned a few examples of what bigger technology companies in Finland do in terms of educational cooperation.

Locally in Vaasa area in Finland the need of the cooperation between working life and educational institutes is seen as important factor of the company brand too. The marketing value and the so called “reputation” are heavily attached to the fact on how active a certain organization is in its fields. One of the last achievements to be mention is the Smart Energy Lab that will be a laboratory complex situated in Vaasa near the main campuses. Expectations are high and the role of the lab will be to further strengthen the status of the Vaasa Energy Cluster globally and to enhance the cooperation between the educational institutes and companies (Energy Vaasa 2014).

2.4.1 Wärtsilä Finland Oy

Wärtsilä is cooperating with different level of educational institutes in Finland as well as globally. The main communication channels are via events, exhibitions, courses and in person. Internet plays also an important role when sharing information and being visible and accessible 24/7. In the internet page Wärtsilä has a Students & Graduated – page with the information aimed to this particular group of people. There is also links to get to know what several people do in the company and who they are and what the organization is like where they are work for.

Wärtsilä Finland organized in 2010 a seminar to management in educational institutes that educate teachers. According to Mika Palosaari, Recruitment Manager in Wärtsilä Finland Oy, the following factors as described in the following figure 3 are the key success factors of working life.

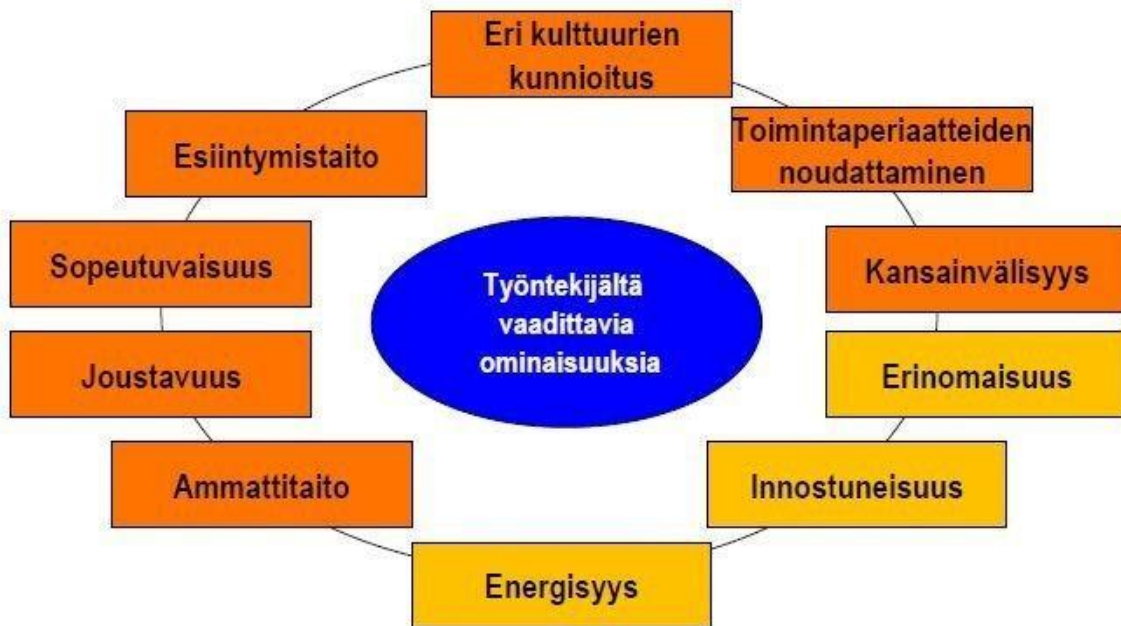


Figure 3. Key success factors of working life (Palosaari 2010)

For the students during their last three years in basic studies or studying in the upper secondary education, Wärtsilä offers yearly many opportunities to get to know the working life and to familiarize with different professions possible after the graduation from vocational institutes or universities. Some examples of those cooperation models are e.g.

- TET (Työelämään tutustuminen) - Get to know the working life (or get to know the industry). Arranged together with educational institutes.
- TEKNO-TET: is planned to help the basic education students during their last three year in studies in support them in choosing their career. The students get to know the portfolio of vocational institutes in Finland and will have possibility to visit the industry. This program is led by vocational institutes.
- Sponsored classes or courses: Separately agreed and enabled by the agreements done between the company and educative institute.

Wärtsilä cooperates with vocational institutes, universities of applied sciences and universities regularly and is planning these activities on yearly basis. Some of these activities are similar as many other companies do. The following is a list of the main activities and possibilities:

Visits, summer work, thesis, practicing at work, training programs, guest lectures, international training periods, articles in student magazines, recruitment exhibitions, sponsorships, and finally the development of studies and financing; professorships, board members etc., audits (Palosaari 2010 and Compass 2014)

Additionally to the previous, I would like to mention also the contribution that Wärtsilä Finland Oy did in 2013, when participating to “Me and MyCity” project (Me and MyCity - Yrityskylä 2013-2014).

Me and MyCity

Me & MyCity is a unique concept in entrepreneurship education in Europe. It is a study module on society, working life and entrepreneurship. Me & MyCity offers 6th grade children (12-13 years of age) information and positive experiences of enterprises and different professions (Me and MyCity - Yrityskylä 2013-2014).

In the video about Wärtsilä visiting the Me and MyCity, Mr. Stefan Damlin, Managing Director of Wärtsilä Finland Oy, gives an introduction about Wärtsilä and emphasizes the important skills needed in the future working life (Yrityskylä 2013-2014).

2.4.2 ABB Finland Oy

Young people are considered having an important role concerning the future. ABB is actively co-operating with educational institutes and the company offers versatile possibilities to get access to working life via practice internships, thesis's and company visits. ABB participates in several different event and projects which benefits both the education institutes and the company. Some snapshot about the different activities are as follows:

- Physics workshops arranged for basic and upper secondary education. Arranged together with association of math teachers in Finland (MAOL ry.).
- Girls into technology for basic education (for 7 - 9 Grades). Arranged together with Aalto University and The Federation of Finnish Technology Industries.
- Course of sustainable development for basic education together with Apollo high school in Helsinki (for 7 - 9 Grades).
- Takuuteekkarit teollisuuteen program helps students in the Master of Science of Technology program to find a summer work during their studies within technology industry. This cooperation is led by the University of Vaasa and ABB has been participating since 2007 on the program.
- Tekno-TET a program that is led by Vocational Institutes. (see precious chapter 2.4.1).
- ABB Talent program started in 2011 and is aimed for the student in higher technology programs in Aalto University and in the Tampere University of Technology.
- Other: ABB also has several other cooperation models is use with the local universities and has strong impact especially in impacting the electrical and automation curriculum with Vaasa UAS (VAMK).

2.4.3 KONE Oyj

KONE is stating in their career site in their Internet pages (KONE 2014) that they actively work with educational institutions and develop competence through research work, traineeships, thesis projects and other business projects. KONE is also locally active in various countries participating in career fairs and other events.

By maintaining close relationships with the technology and business faculties of many world-class universities and student organizations KONE has the power to influence on education and be part of developing the future generations of international business. (KONE 2014)

2.5 Summary

A short snapshot shows that there are initiatives existing in Finland and that there is also a will from the governmental side that supports the set-ups.

In the following chapter (chapter 3) I'm presenting basic theory building about competence management in order to strengthen my understanding for cooperation through education. Also I will refer to an effort done in Sweden to stimulate and develop processes done by the Swedish municipals together with EU.

3 COMPETENCE MANAGEMENT

Competence (or competency) is the ability of an individual to do a job properly. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees (Wikipedia).

So competence is not only activities set by requirements. It is built with basic and core competences. Knowledge and skills are the visible basic competences where the knowledge is the content knowledge and skills the individual's ability to perform a physical or mental task. The thing that is hiding is the core competence of an individual including the motives, physical and spiritual characters of an individual, including the self-awareness (Vaahtio 2005). According to Viitala and Jylhä (2006) the core competence makes the company to differ from each other. This kind of competence can be called as strategic competence of an organization and it's vital in the realization of a competitive strategy.

Companies want to recruit the best candidate to perform the job. Recruitment process can be as complicated as the recruiter. So, being able to help, the company HR needs to know, what is the valid demand by the recruiting organization? And how does the recruitment suit to the strategy in short and in long term? Pay-back time? Can that be rationalized in a meaning full way? All these questions plus the issues related to the company brand, morals, ethics and labor legislation makes it clear that also the recruiter need to be professionally performing and having certain competences. A good recruiter is using common sense and there is always advance of being emotionally intellectual.

Fundamentally and logically I also mean that it is important that individual's basic education and industry life exist - otherwise there would be no discussion about competences and recruitment in the same context.

3.1 Theory building

Competence management is part of the basic leadership and management skills. In Wärtsilä it is used in performance management when identifying the base-level and targets for individuals, teams and the whole organization development strategy.

Competence shows in the daily activities through performance and via the success factors. Competences are seen as the vital part of companies performing and surviving. They build up in time and accumulate via following means (Ranki 1999):

- Independent problem solving
- New experiments
- Networking
- Internal knowledge increase
- Info-share

In a modern working life the networking is seen as the most growing way when gathering knowledge and sharing individual's skills. Internet provides several discussion boards for professionals to communicate and for knowledge-sharing. Commercial and non-commercial institutes are using the possibilities of fast and easy communication with customers, suppliers, peers, educational institutes, stock owners and other valid stake holders related to the company activities and responsibility areas.

The learning happens between members, also between members and organizations. The organization is learning when it is getting information (knowledge, experience, understanding, expertise, techniques or practices) in its various forms and by different means (Ranki 1999). This learning is gained from efficient communication and understanding the messages in a way that helps to solve an issue.

Communicating with others involves three primary steps (Wikipedia):

- Thought: First, information exists in the mind of the sender. This can be a concept, idea, information, or feeling.
- Encoding: Next, a message is sent to a receiver in words or other symbols.
- Decoding: Lastly, the receiver translates the words or symbols into a concept or information that a person can understand.

A business can flourish only when all objectives of the organization are achieved effectively. For efficiency in an organization, all the people of the organization must be able to convey their message properly (Wikipedia).

3.1.1 Competence mapping and knowledge management

Competence development as other development projects start from gathering information about the past and present as-is situations. Lessons learned documentation and data bases are used to store information about the past experiments and experiences related to e.g. competence management and recruitments etc. In many companies including Wärtsilä these tools are established for follow-up of activities and to avoid mistakes done in past. This kind of way of working is strong feature of a learning organization.

In learning organizations the process and content are not separated. Learning is a cross functional cooperation where an organization is continuously capable of exploring itself and the basic assumptions, as well as beliefs through the daily experiences. A learning organization focuses into the future and is capable also to expose new abilities in old organizations. As an enabler from management point of view is creating a new kind of interaction methods. The ability of being able to create a genuine state trust within an organization can be considered as the essential measure of leadership (Räsänen 2002).

Competence mapping is done in companies using different competence assessment methods. Human relations departments of several companies are systematically analyzing the needs within departments and per individual employees. The competence development should be aligned with the strategy related targets and done in all hierarchy levels to ensure the best maximum.

Viitala and Jylhä (2006) are having similar thinking with Räsänen (2002) concerning the prerequisites of efficient competence management. An organization atmosphere needs to be fertile enough and encouraging for communication and innovation to happen in a best possible way.

It says, knowledge is power. Actually knowledge is an asset to the company as any other physical product, service or immaterial property. If the quality of information is

high and maintained with relations to other information sources within the total organization system the value of the asset is emphasized.

Information means for the company or organization at the same time both object a tool, and a dynamic process. Companies are complex entities with scattered information sources that seldom are used in a best possible way. One of the problem seems to be that the needed information is not defined clearly enough from the usability point of view (Viitala and Jylhä 2006).

In companies that are recognized as advanced units within information and knowledge management have nominated a responsible person that can assist in utilization of data in an efficient way to organizations benefit.

In Wärtsilä the global information management department supports various functions in data architecture and system development as well as helping e.g. the human relations and learning and development to take into use new ways to structure data and implementing the tools to practice within the whole organization.

3.1.2 Dimensions in competence management

Nivala stated in his presentation on a seminar arranged by the Management Institute of Finland (MIF - Management Institute of Finland) that the organizations that have activated themselves within competence management differ from the others by having more aspiration towards the following issues (Nivala 2013):

- Growth
- Remarkable changes
- Creating new and innovative products
- Increasing business in information sector
- Building networks and thrust

This is in line with the modern way of working and it is pushing the companies to create more transparency in business processes and functions. The cross functional teams are the key in creating broader understanding and bigger picture of the overall business process and to become an excellent performer.

In picture 4 by Järvelä (1998) visualizes the position of the learning (elements of skills and facts) traditionally provided by schools. The possibilities for a cross functional learning need to be enabled, and encourage the educational institutes more to step outside the traditional boundaries. Some level of practical expertise can be nourished in students already during studies by activating the right means.

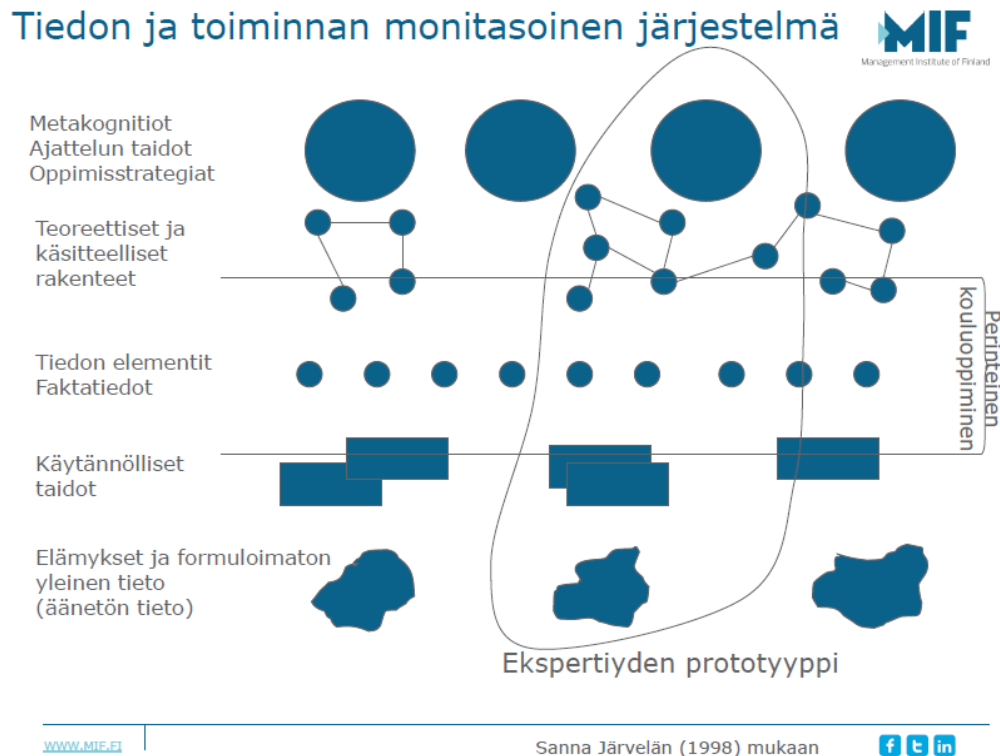


Figure 4. Osaamisen Johtaminen (2013 Nivala)

In picture 4 Järvelä (1998) is emphasizing the issue about the complexity of the linking between information and knowledge vs. practical achievements on the job.

Some universities are actively seeking ways to strengthen the co-operation as described in chapter 2. Also governmental, local and commercial alliances have set targets for educational institutes to better perform in relation to global, national and local requirement levels. Companies need to be competitive enough to ensure the sustainable growth. One aspect in being competitive is the competence level of personnel and the successful new recruitments. Organizations need to be renewed time after time to keep them powerful and to have the latest knowledge available. The co-operation via expert programs is benefitting both of the organization, company and educational institute.

3.1.3 Lifelong learning

Learning should be a lifelong process that makes the organizations, companies and institutes ready for changes and adjustments. Competence management is often viewed when re-structuring the functions and when a company is after a better performance. These situations need a specific and proper change management to be performed (Skärvard & Bruzelius 2011).

A person having suitable skill set within certain competence area might not always be the right choice for a new task. Sometimes there are other skill sets that matter who ends up doing a certain job. My own experience shows that it is several skill sets that are important during the changes in the organization (In Wärtsilä Sales during 2012-2014). These supportive skill sets are needed in companies when it matters to “pushing” through a new way of working or a whole new organization set up. The abilities of personnel are needed therefore also in facing the management and administrative challenges. Attitude has an important role on a person or within a team when new ideas need to be brought in. Also willingness to learn new skills is needed in other terms, having the lifelong learning mood activated.

The pressure at universities to follow the change happening in working life can sometimes be challenging. How to get all on board? This was noticed by the Swedish government when they financed a delegation to stimulate the local cooperation between universities, municipalities, regions and companies to support the growth of certain branches and to ensure the availability of needed competences for the companies as well for the universities. The program was run during 2002 - 2004. The educations given at the universities should reflect more the need of the organizations in their areas and also offer more flexible possibilities to study in different situations during life. The lifelong learning was seen as necessity in the changing world (Lindelöf 2005). As shown in his literature I noticed that he has discovered similar issues what I myself have experienced when I started this study journey.

Despite the several stimulations Swedish municipals have done together with EU concerning developing the processes of the educational infrastructure, there seem to be still many hinders in administrative levels. Lindelöf (2005) proposes to decide a

common target and try to reach it together. Based on Lindelöf's comment one can ask whether there is a lack of efforts on partnership agreements (see page 14 chapter 1.3).

As a closure and in addition to the attitude issue there is still one more important aspect in making the change happen. The will, it is needed to make things happen into certain direction within certain timeframe and resources.

3.2 Set-up in Wärtsilä

The Wärtsilä internal competence management process is an effective and structured way to carry out long-term perspective competence development within the business functions and divisions. In order to know where to focus the competence development actions the required competencies that are critical to the success of Wärtsilä today and in the future need to be recognized. Competence assessment of the personnel and match up with competence targets will discover the competence gaps. Competence Management is also a tool to find experts with a certain competence profile in Wärtsilä for a certain task/job within job family framework.

3.2.1 Job family framework

In the Wärtsilä Job Family Framework there are 16 Job Families. Each Job Family contains number of Global Jobs belonging to the same function, where similar activities are performed across organizational boundaries. Job Family does not represent an organization structure. Global Jobs in the Job Families are defined in a same way: according to Wärtsilä level and grade structure forming a Wärtsilä Job Family Framework.

The purpose of Job Family Framework is to bring close alignment between roles and Wärtsilä strategy on global level. It is a common platform for competence development, compensation and benefits, performance management and a range of people processes including recruitment and selection as well as visualizing career development opportunities. Job Family Framework is a basis for accessing accurate market information through surveys based on Global Job roles. The top goal is to attract, retain and develop employees. (Compass 2014)

3.2.2 Competence mapping

The purpose of the Competence Mapping in Wärtsilä is to identify and define the required strategic and critical competences. This is vital to the success of the company today and in the future.

Through Competence Mapping it is also possible to define the required competence target levels and this enables the assessment of the employees' current competence levels. Competences with target levels are mapped for Global Jobs in each Job Family in a structured way. The description on what competence mapping is at Wärtsilä shows in figure 5 (Compass 2014).

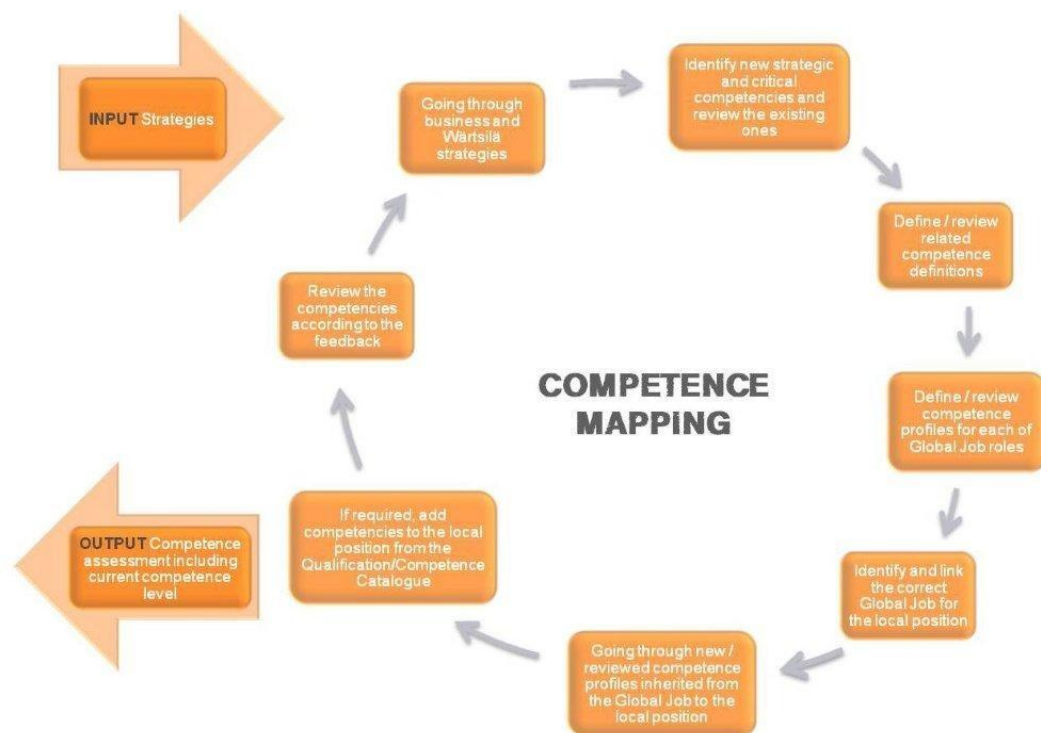


Figure 5. Wärtsilä competence mapping process (Compass)

3.2.3 Competences and skills

The Wärtsilä Learning and Development services are divided into following groups based on the competence areas (Compass 2014):

- Project Management Portfolio
- Sales Portfolio
- Leadership

- Technologies Portfolio
- Focus areas and Questions

The competence areas are managed globally via area HR offices to ensure that courses are available for personnel in locations closer to their own unit. Trainings in Wärtsilä are mainly organized in English still in some locations also the courses are held in local languages and localized too due the legal entity requirements are different country per country e.g. in HR related courses.

3.2.4 Introduction to newcomers

When a new employee starts in Wärtsilä she or he will perform the induction program together with the line manager. Each line manager is accountable for the induction of his newcomers. The manager's role is to clarify the process and support the newcomer throughout the whole process. Common guide is available in Compass and specific material is provided by the function including information about the processes, way-of-working, tools and systems, and key persons to meet. It should also include training courses that the new employee should attend during his or her first year of employment. By combining the generic induction plan with a department's specific the company can ensure that the person receives a comprehensive and professional induction. The guide consists of the following sections:

- Planning of the Induction
- Start of employment
- General Wärtsilä Induction
- Business specific induction
- Template for individual induction plan
- Optionally: participation to a mentor program

3.2.5 Internal Training

A person in Wärtsilä attends 5 days training in average per year. By multiplying it with the total number of employees the extent of the activities becomes very obvious (Compass 2014). Therefore it is important to carefully consider how and where these days are spent, and to optimize the return on the time and money invested to the learning and development activities. This can only be done through a systematic and strategy based approach to competence development.

The basic thing is that "we" are learning all the time. ("We" is often used in Wärtsilä to highlight the team aspect and the individual responsibility in the team.) The following basics are in use in Wärtsilä:

The 70:20:10 rule (Compass 2014)

- 70 % of learning takes place on the job, through different assignments, through solving problems and other day-to-day tasks, learning by doing in other words.
- 20 % of learning takes place through informal learning such as coaching, mentoring and tutoring, as well as from colleagues, superiors and other key persons, learning from others.
- 10 % of learning happens through formal learning such as classroom training, workshops and eLearning

The main training methods in use in Wärtsilä are the following:

Classroom Training

Arranged by Wärtsilä learning and development in Finland or abroad. Access to several basic or general trainings promoted by supervisor and available in Compass or/and via personal access in Saba (e-learning environment in Wärtsilä intranet provided by L & D)

Coaching and mentoring

The superiors are encouraged to use coaching methods in team leading and as a tool of performance management. Mentoring program is available for employees to join as a mentor or a mentee via the Wärtsilä L & D site in Compass.

3.2.6 External Training

External training is arranged by L & D or per specific department. There is also possibility via a separate agreement to study in a degree program on certain support available by the company.

3.2.7 Sales Portfolio

L & D (also LD) Sales portfolio contains learning solutions that support professional competence development within Wärtsilä Sales. All Wärtsilä Sales L & D courses, programs and activities have an underlying focus on:

- Making change from inquiry based selling to solution selling- true customer needs and expectations understanding with proactive sales behaviors
- Creating a common L & D Sales framework across Wärtsilä organization to support cross-divisional sales activities with a cross-divisional team approach and strategy understanding
- Harmonizing Wärtsilä way of selling, aligned with the sales processes and sales tools

All programs listed below are based on the global concepts which mean that the framework and content are similar in every region and area. L & D Sales-courses are offered at group and business specific level. Delivery is in English (Compass 2014).

Table 1: Wärtsilä L & D Sales courses (Compass, 2014)

L&D Sales Portfolio			
	Ship Power	Services	Power Plants
<u>Executive</u>	Growth Accelerator Program (GAP) (External)		
		Coaching Sales Accelerator	
<u>Bus/Tech Leadership</u>	Win-Win Contract Negotiations		
<u>Team/Tech Leadership</u>		Planning for Success	
Professional Expertise	Accelerate Customer Business		
		Contracts ABC for Sales	
<u>Technical/Administrative</u>	SP Sales Process Training Programme		Sales Accelerator

The two courses which are essential concerning the pilot project with VAMK and Novia are SP Sales Process and Accelerate Customer Business. In the preferred model (see page 47) the interaction between the actors, educational institutes and companies, as partners shall get to know their main businesses and screen the possibilities and new learning methods available the best possible for knowledge share. As an example from company point of view; the following courses described below were arranged by Wärtsilä in spring 2013 and a few teachers were invited to join as additional parties to observe and partly join the activities and discussion. This was part of the pilot project testing and validation. In deepening the skills internally, there has been worked out several sales training models that have shown to be acknowledged and therefore used.

The first course was 7 "steps" to more success training and the second course was the Accelerate customer business as described below:

SP SALES PROCESS: 7 PHASES TO MORE SUCCESS TRAINING *by Internal experts
from Ship Power Sales*

The main focus is on following sales family competences:

- Understanding customer and its business
- Understanding business environment
- Persuasive Selling
- Sales Process & Tools

ACCELERATE CUSTOMER BUSINESS WORKSHOP *by BTS Nordic*

Main focus is on following sales job family competencies:

- Understanding customer and its business
- Understanding business environment
- Understanding sales financials

The complete course descriptions are enclosed under the appendices-section in this study (see appendices A and B).

3.3 Mapping of skill-sets with Novia and VAMK

In cooperation there are of course other actors as the company itself. And therefore in my study I have to look at the skill sets promoted within both Novia and VAMK. The Wärtsilä competence areas in Sales (see table 2) were introduced to Local UAS's by Wärtsilä Task Forces in spring 2012. The discussion continued from there in a form of workshops during the next one year by investigating and trying to map the similarities and differences in the sales and business course contents maintained by the UAS's.

The basic skill sets were separated at early stage and agreed to be the prerequisites for further studies and competence development needed within sales and project Management areas. The Wärtsilä core competence areas in sales can be found in the below table 2.

Table 2: Core competences in sales management by Wärtsilä L & D Sales Portfolio.

Area	Skills
Communication & People Skills	Time management, leadership, self management, meeting management Presentation, listening, Negotiation, Business writing, language, networking
Planning skills	Marketing, financial, risk, requirement management, strategic thinking, logistics, project management, resource management
Creativity (thinking out-of-the box)	Brainstorming, inventiveness, problem solving
Productivity	Time management, leadership, self management, meeting management
Management & Leadership Competence Development	Strategic planning and target setting, Team building, Communication, Management skills, Problem solving and decision making, Change Management
Doing global business	Knowledge about factors (e.g. political, economical, technological and industry specific as well as competition). Understanding of customer industry, market drivers and customer needs in order to successfully develop customer relationships and solutions adding value for customer.
Contractual and Legal	Basic understanding of contract law. Knowledge and compliance with company contract policies. Ability to negotiate balanced contracts in order to meet customer needs and to ensure that Company's risks are mitigated.
Sales Process and tools	Knowledge about relevant Sales process and related tools (e.g. CRM, performance calculation, Quotation tools, SAP)
Technical product portfolio management	Overall knowledge about relevant company's products Knows the relevant features of the products. Technical product portfolio knowledge is essential in order to provide the best technical solution and functionality according to customer needs.
Sales and Selling	Persuasive Selling Leading Sales Sales Financials

3.3.1 Sharing the needs

The practical main task as earlier stated in this thesis was to create a path of courses the students need to complete before they have enough competence when joining the sales management organizations after their studies. This task was easier to define than to proceed with. In the sales management area the consensus was achieved after many meetings with teachers and internally with the Wärtsilä Task force. The main methods

used in the meetings and workshops were idea brainstorming and using double-team work method.

From this forward this thesis will concentrate on defining skills, ways of working, pilot project as well the model that was created in field of Sales Management related competences important for a multinational export company, Wärtsilä. The skill sets that in the pilot project pointed out as the necessary ones will be further analyzed, and more focus will be put to competence development of students that need the particular skills when entering the working life.

The Local UAS's also have needs concerning the competence development of teachers performed by the companies with up-to day information and processes. A list was created based on the appropriate learning methods from the teachers. More information about the main activities is presented in the chapter 4.

3.3.2 Industrial Sales Management

Sales management is a business discipline which is focused on the practical application of sales techniques and the management of a firm's sales operations. It is an important business function as net sales through the sale of products and services and resulting profit drive most commercial business. These are also typically the goals and performance indicators of sales management. (Modified by the Sales Management Working Group 2013 - 2014; Granqvist, Saarikoski, Palomäki 2013 and based on Wikipedia definition).

The important competence areas and skills we investigated starting from 2012 with the existing teams formed by teachers and Wärtsilä. Due to the needs were different in the information and technology faculty and business and economics departments from the curriculum point of view we ended up to split the work into two different kind of approach within sales management (see appendices C and D). In later stage during the pilot project the work was brought together and the understanding on the common needs we better understood. As the results section shows (see chapter 4.3.1) common courses were arranged in 2013 for both technology and business & economy students from both Novia and VAMK.

3.4 Summary

Concerning the commercial companies there has to be sales in a possible different form. E.g. sales can be internal or external, B-to-B (Business to Business) or B-to-C (Business to Consumers). Whatever the form it is, one thing is clear, a sales person needs to have the competences to perform the sales task in a way that the company in the best possible way gains the set targets and hopefully also makes profit.

4 PILOT PROJECT - Methodology

The aim with the pilot project was to establish a formal co-operation network by implementing joint efforts and working methods. Based on the earlier experiences during 2012 (workshops and analyses) sales management and project management expert groups were partially split as seen in the following figure 6.



Figure 6. Pilot Project organization model in the initial phase 2013.

Here the figure clearly shows that the steering committee is consisting of the representatives from Wärtsilä, Novia and VAMK. A division of the work progress they made up a decision to work on these main paths of sales management and project management.

Next chapters will handle the organization, way of working, and the reasoning behind the piloting between the two different actors. After that follows the practical case and outcome with reference data.

4.1 Benefits and roles

The following are the descriptions of benefits from different stakeholder's perspectives:

- **All:** Networking and maintained programs within Vaasa Energy Cluster.
- **For Wärtsilä:** Easier to identify suitable candidates for training periods or for cases. Students will be more dedicated and enriched with latest knowledge. Orientation

time can be reduced (in reference to introduction program and personal training plans).

- **For VAMK and Novia:** Latest business knowledge and related tools and methods used in business life. Case studies, Thesis works, training periods, and possibilities for the graduates to act in sales (or other) positions in various companies within the Vaasa energy cluster.

4.1.1 Steering committee

The organization as described below was maintained in the project plan (Palomäki 2012, 2013).

- Project Owner, Chairman of Steering Committee, Markku Rautonen, Wärtsilä Finland Oy
- Project Manager, Pauliina Palomäki
- Participants (division, business units, users, processes)

Steering Committee was formed as per project. Wärtsilä Finland Oy was represented in the Steering group from the following divisions:

- a. Power Plants
- b. Ship Power
- c. Services

Vaasa Local Universities was represented as follows, chosen members:

- d. VAMK, Vaasa University of Applied Sciences
- e. Novia University of Applied Sciences

4.1.2 Task forces

Task Forces (2 teams) described in figure 6 on page 39 was formed by Wärtsilä Internal teams to plan the co-operation and communication activities from the company point of view. Working Groups (2 teams) as a forum was set for planning the joint activities and was set as responsible of developing training programs. This group was the most engaging team by analyzing the needs of working life, investigating co-operation models and courses. The Local UAS's additionally had independent planning teams as follows:

Sales Management:

- Technology, Led by Novia
- Business Economics, Led by VAMK

Project Management:

- Technology & Business Economics, Led by VAMK

The role of the planning teams was to deeper investigating the possibilities that UAS's could offer. The analyses per curriculum were done in detail level and the proposals for the working groups were introduced in the joint meeting (Alignment days or in workshop).

4.1.3 Project Plan

The project plan followed the Wärtsilä Project management guidelines (Compass 2012) and the main steps are described below. The project plan document was written by Pauliina Palomäki and approved by the steering committee (Steco). In the results section I will clarify the different activities that were followed as outcome from the pilot project. A communication plan was done in early phase before the project proposal and it was maintained as a part of the Project plan in later phase.

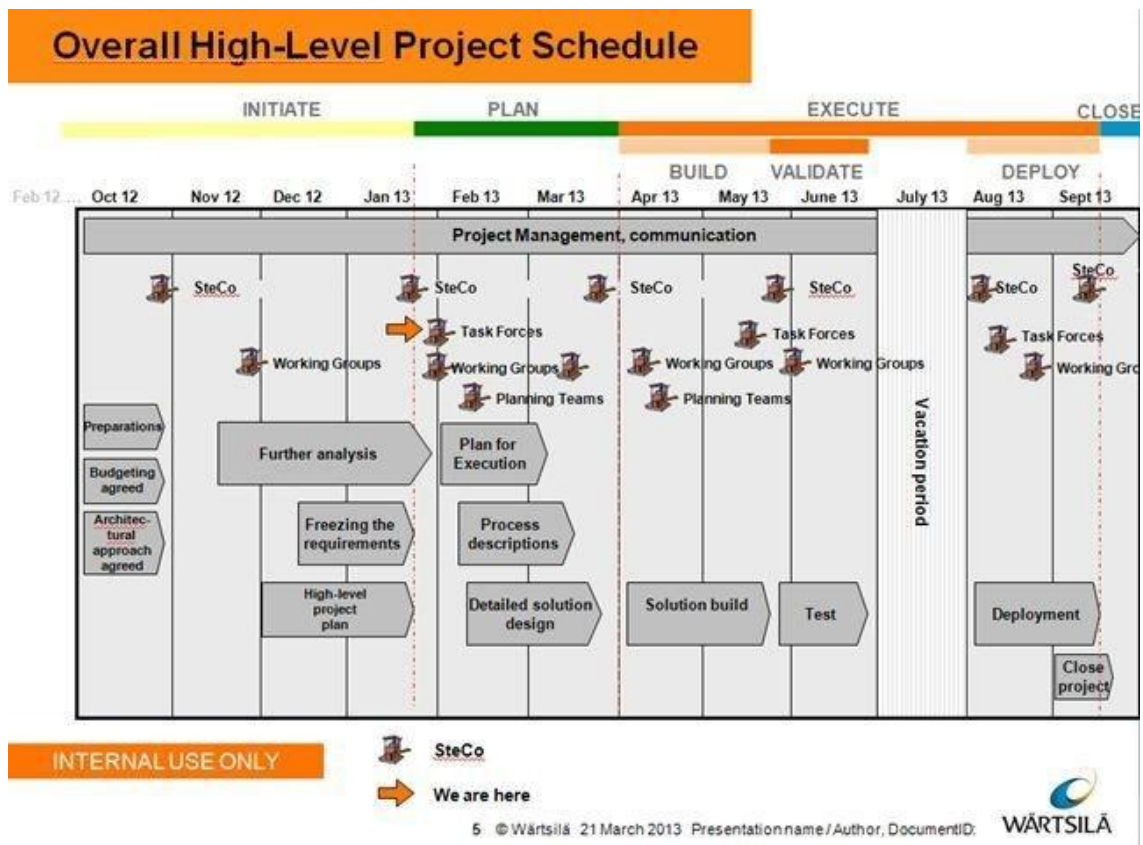


Figure 7. High level Project Plan. Describing the status after Gate 2.

Initiate: Preliminary studies by Working Groups -planning and organizing (according to high level project plan, see also chapter 6.)

Gate 1 - Approval by Steering Committee

Plan: The planning of the Pilot Project was done together with Wärtsilä representatives and UAS's. Organization set-up was already tested before 2012 and the teams were formed in a natural way following the responsibility area of individuals in the teams.

Gate 2 - Project Plan approval by Steering committee

Execute:

- **Build** - Practical work and arrangements for the pilot project.

After the following Working Group meeting (Jan 2013) the Planning teams started to continue based on old investigation to build up a program for Sales Management

Agree the resources and schedule. Working groups and planning teams teaming-up to prepare the proposals per curriculum.

Gate 3 – Set-up agreed for further validation phase.

- *Validate - Training and testing.*

Testing of proposals in working groups together and connecting the outcome with working life examples. Deeper introduction to Teachers was organized by Wärtsilä via process training and internal sales management training.

Gate 4 – Proposals of the practical approach approved

- *Deploy - Finalizing and re-testing.*

Working teams were given a task by Steco to clarify and simplify the results and outcome. This result I will present in the result part of this section.

Gate 5 – Programs approved and further targets given to as improvement ideas.

Close: - Lessons learned and publishing the results

4.2 Methods and steps

The pilot project followed similar steps as the pre-work done earlier by end of 2012. The workshops continued but following a project schedule approved by the steering committee. The working teams started to have monthly meetings and Wärtsilä focus teams bi-monthly. In these meetings the different stakeholders were able to share ideas and status of the progress. Wärtsilä sales focus team was meeting time to time the project management focus team to discuss the needs from the company point of view. These meetings were planned to follow right after the Steco-meetings to align the work with set targets.

Important part become the training of the teachers for them to start to understand the working life needs more from the practical point of view too. This approach was taken

against in a very positive way and as a first step the Wärtsilä Learning and Development department was engaged to start the arrangements. The idea was to invite a few teachers into courses that belong to Wärtsilä L & D Sales Portfolio. These courses are in high level described in chapter 3.2.7 and more details are available in the Appendices section in this thesis. Below I describe the main information sharing during 2013.

Knowledge sharing by Wärtsilä during the pilot project – some milestones:

- Wärtsilä Introductions to working teams by Wärtsilä Business divisions - 2013 May
- Teachers participating Wärtsilä courses (see competence management) - 2013 May-June
- Motivation day for teachers - 2013 August
- Wärtsilä employees as guest lecturers - Ongoing since years back

In the section 4.3 I present the results based on the process that started with meeting and further developed into formal way of working.

4.3 Results

In the very beginning one task was to conceptualize the new model for the education co-operation. Here I start presenting the results beginning with written statements and ending up with courses established based on the needs of working life. I will present a model with improvement ideas as well as other supportive activities that will ensure that the network that was built during 2012 – 2013 has several “arms” that in future will carry the responsibilities and keep the model alive.

The mission, vision, values, and business idea concerning the cooperation model for both sales management and project management is common and produced as an outcome after a workshop kept already before the pilot project in 2012 (see picture 9). This concept is creating a base for the lasting model and gives an understanding on what are the main values and expectations from the cooperation in long term.

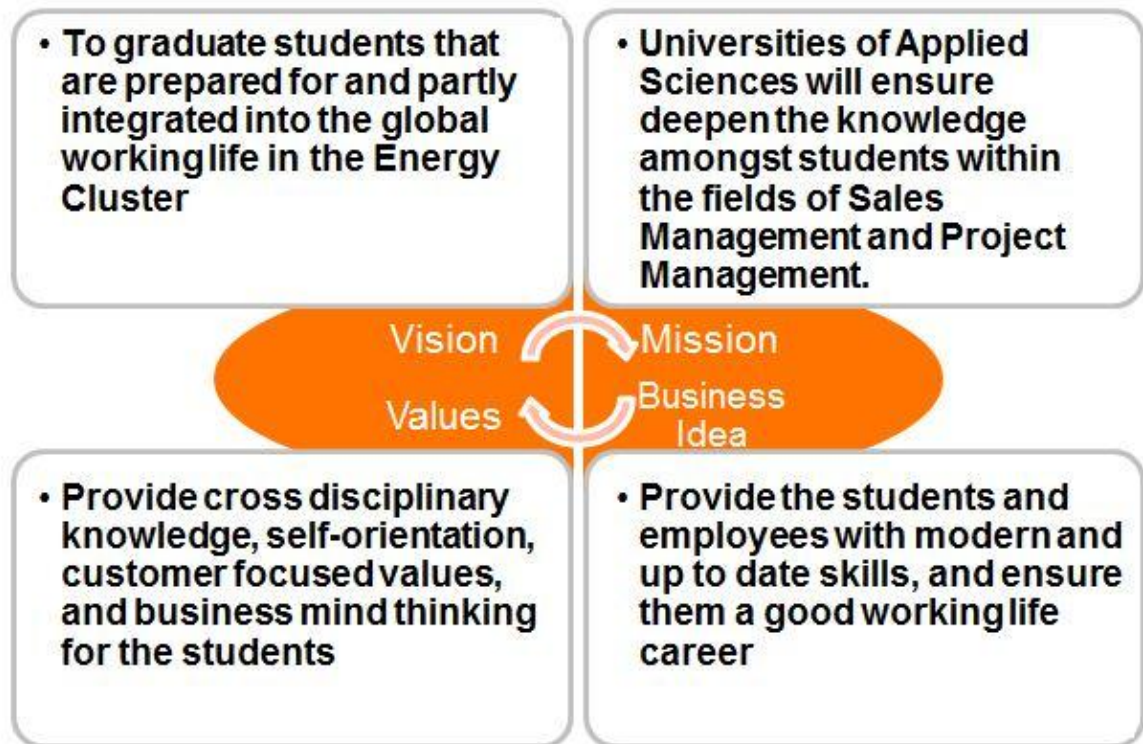


Figure 8. Mission, Vision, Values and Business Idea. An outcome from the working group (J. Hanstén, P. Palomäki, S. Granqvist and K. Skåtar 2012)

The following chapters 4.4, 4.5 and 4.6 include more information about the physical results of this pilot. Hereby I mean something that can be put into practice by updating the curriculums.

4.4 Courses

In this section I'm presenting the execution and present the courses that were planned to start-up within the curriculums in 2013 and 2014. Afterwards we will measure and ensure that they were important courses and there was an existing need to engage these courses. The courses we started 2013 were also closely linked to the theory chapter about competence management and the ongoing development activities in the UAS's and in companies.

As a result from this study was new courses (including the amount of credits per course) which are grouped below per two academic years as follows:

Courses executed 2013-14:

- Industrial Sales Management 3 credits (Novia)
- Business to Business Marketing 2 credits (VAMK)
- Basics of Project Management 3 credits (Novia)
- Advanced Project Management 3 credits (VAMK) (cancelled due to not enough participants)
- International Workshop 4 Credits (VAMK)

The offering for 2014-15:

- Industrial Sales Management 5 credits (Novia)
- Business to Business Marketing 5 credits (VAMK)
- Introduction to Contract Law and Obligations 3 credits (VAMK)
- Basic Course in Foreign Trade 2 credits (VAMK)
- Basics of Project Management 3 credits (Novia)
- Advanced Project Management 3 credits (VAMK)

Additionally a course in energy technology for business and economy students will be arranged 2014, 3+2 credits (NOVIA+VAMK).

The descriptions for arranged courses by May 2014 are enclosed in Appendices section (appendices E, F, G and H).

4.5 Supporting materials

As a result during the co-operation a communication chart was produced and maintained. This kind of information is necessary to collect for the future cooperation as well. The main communication channel between the workshops was e-mails.

Additionally Wärtsilä offered a workspace open for the working teams to save documents and to share information on the events and meeting outcome. The workspace application was a group opened and is still running (May 2014) on top of Wärtsilä Global CRM powered by Sales Force.

4.6 Co-operation model

The model I hereby present as a high level working model within Vaasa energy cluster by using a picture on describing the main key elements and actors in this study surrounded by a well approved practice of project management principles and connection points between working life and schools.

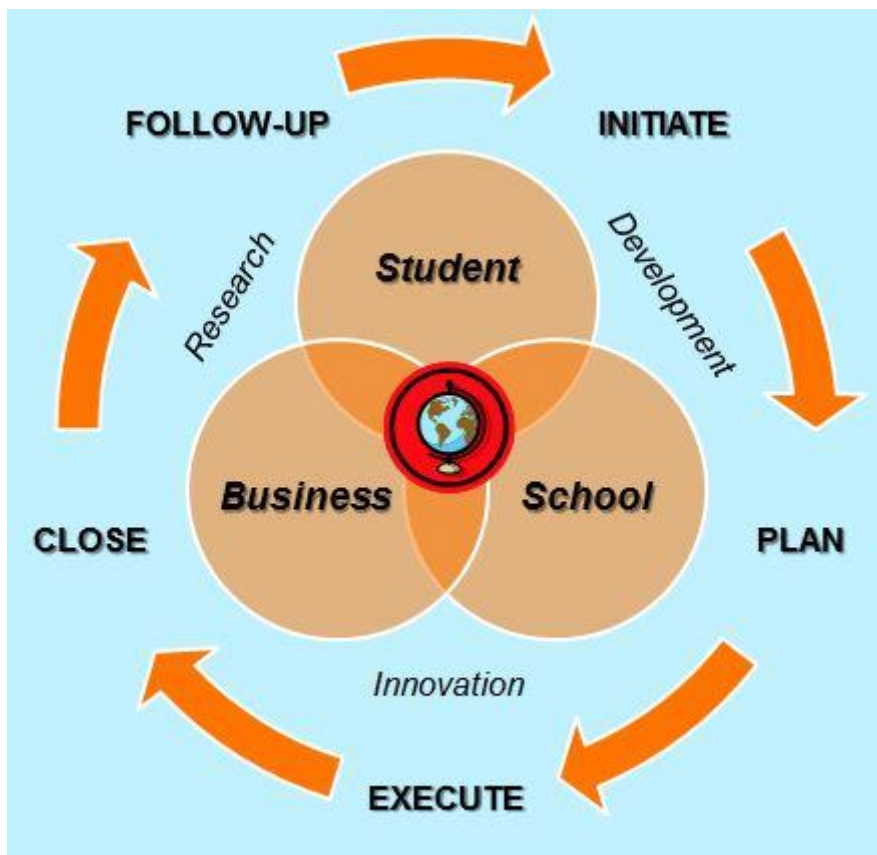


Figure 9. Enhanced Model for cooperation with educational institutes (Palomäki 2014).

As shown in the figure 9 it is important and vital that the main actors; student, school and business life will create networks that will serve in the areas of research, development and innovation. The survival in today's business life requires strong networking skills and sometimes informal decision making. Somebody needs to take the action and sell the ideas to formal management.

Sometimes funding is necessary and in the case as presented via the pilot project and in my model, I want to show that the ideas are also allowed to grow by a group of energetic people, who “just make it happen” because they feel the need is tangible. This kind of modern way of working in virtual organizations by allowing people to innovate and to build something new and something specific is creating the trust among the employees. This is a good example of a network organization which is highly integrated in the whole value chain. The difference compared to hierarchical organization compares positively especially concerning the entrepreneurship and flexibility (Edgren & Skärvald 2010).

By following well proven general guidelines (e.g. project management handbooks) and by adding something that feels good and right at the time, should have the needed elements to success. Based on my own experience sustainable development cannot be forced. Many organizations want to create new things without “inventing the wheel again” or by trying to avoid mistakes. This may cause that nothing new will be created. It’s the fear factor preventing the new innovations to be born. “Success is all about being brave enough to fall down on your but, again and again. After every fall to rise again, and learn something new” said H.E. Ambassador Bruce Oreck in the Connect USA event organized in the University of Vaasa March 20th 2014 (H.E. Ambassador Bruce J. Oreck 2014)

So in my model I encourage the organizations to create cooperation or working models that suit both the working life and school life. It has to be engaging and allowing the real needs to be recognized. Honesty and openness will help in finding the right issues to be developed. Questioning the present should be allowed.

At last I’d like to mention the importance of committing people in this kind of a long lasting cooperation model and actions. In the model and during the pilot project the motivation of people was considered very important. Without proper introductions into the representatives and way of workings of those different actors there is no cooperation. To create a real win-win situation takes time and patience.

4.7 Development ideas

Several ideas for development were collected along the journey during 2012 – 2013. Some of them are already in use. A few practical improvements are still to be introduced e.g. a better document share system than the present one in Wärtsilä CRM system.

By this thesis I hope that the good energy will have long lasting effect in the Universities of Applied Sciences within Vaasa energy cluster. By spreading the experience and via forming new ways to co-operate with the educational institutes my deepest wish is to involve several new companies in the West coast of Finland.

The idea of Sales Café was born early 2013. In the next chapter I will “tell” more about the concept and the targets for the future networking.

4.8 Other outcome – Sales Café

Another joint cooperation model was started in spring 2013. Sales Café, originally Sales Management (SM) Café. A format created to work as an additional networking possibility for the sales professionals.

The first events in 2013 during the “Demo” phase we aimed the program mostly to fit for students and teachers. After some discussion with the Sales Management working team and Program Owner (Elina Martin) we decided to change this format to focus on the cooperation between the companies, and invite additionally the sales management core of the old working group members from the UAS’s to the events. This way we will ensure that there shall be enough discussion concerning the business life hot topics and selectively also the educational institutes needs can be taken into concern.



Figure 10. Preliminary logo and slogan for Sales Café (Palomäki 2013)

Sales Café Steco consists of the representatives from several local companies: VEO Oy, Vacon Plc., Leinolait Oy and Wärtsilä Finland Oy. Some more companies will be still invited through the next coming events. Steco has representation also from the local UAS's, Novia and VAMK as well as from the University of Vaasa. It is intended that all the Local educational institutions that have sales and business management related courses in their curriculums will have a "seat" in the Steco. Also VASEK is represented, and the cooperation with this particular development organization is mainly by using the communication channels available to reach the correct target groups within the area.

Why Sales Café?

- Mission: To create synergy for energy network to Vaasa area energy cluster companies and educational institutes.
- Vision: Arrange creative business labs/workshops, where best practices are shared, networks gained and (technical) competences to be developed. (Heidi Hellström, Senior Lecturer of International Business, VAMK 2013)

The core content of the Sales Café is to create a network that creates additional value and synergy to energy companies in the Vaasa Region. By involving the educational institutes we will ensure that the students will get up-to-date information and their competences will match better to companies' needs in the future. Via the events the companies will make better connections with teachers and be able to present suitable research and development cases to them.

Marketing is important part at this stage of the quite new concept. The events are organized without any formal organization or separate funding. All the companies involved have mainly the same needs why they participate (described in the previous paragraph). It was agreed in the Steco on February the 2nd 2014 that the members will one by one take the ownership of organizing a Sales Café event. This is now happening by the first time outside of the original setup where Wärtsilä was leading the work.

VEO Oy is hosting the opening event for a broader audience in Sales Café end of May 2014.

4.9 Summary

The pilot project lead to many usable ideas that we have been able to implement in a still quite fast mode. Good planning and introductions was worth of doing although it took time and was at a time not proceeding. However now when looking back I would not change anything, because we did learn a lot during this journey.

5 CONCLUSION

This chapter describes a short review on the study and the journey before being able to present the results. I will analyze the steps taken and the contribution for the energy cluster, and make some proposals for the further development.

5.1 How did I reach my purpose?

As referred in the background chapter (see page 10) the recommendation from Wärtsilä (a Company) was to develop "more ready" graduates before entering working life via developing the curriculums and training methods in the local Universities of Applied Sciences. This requirement created the base for the purpose of my thesis. Based on the need we created a vision together with cooperation Steco, my colleagues in Wärtsilä Task Force and the teachers from Novia and VAMK (see page 45).

During the journey the model for cooperation started to find its forms. And by taking into use the well known project management principles (see project plan on page 41) the target became easier to achieve. The method of using project as a guideline gave the teams more structure, motivation and clarity to targets to be achieved in set time line. Still some delay was occurred and more simplicity would have been created during the build phase, however after gate 5 the teams had the deliveries ready and to be implemented at a high level scale.

Building up basic understanding between Wärtsilä and Local UAS's was accomplished via creation of a cooperation model where Wärtsilä is actively participating on the development of the curriculums and providing training and knowledge transfers to both teachers and students. The courses developed during autumn 2013 and spring 2014 are being analyzed by the teachers after each course separately. The measurement of the cooperation is done frequently via meetings and events (Sales Café) organized with teachers and other stakeholders mentioned in this study. Other companies within Vaasa Energy Cluster will be participating into this more structured way of development program after this study is done and Sales Café introduced to a wider audience.

This thesis is additionally covering a theory part of the cooperation with educational institutes in general and more in specific. From a practical aspect some similarities were found as cooperation methods. The need to improve certain competences is important to various companies and organizational institutes in Finland. I am positive about the results of the cooperation with Vaasa UAS's since 2012.

5.2 My contribution to the energy cluster

The ways of working and the model presented in my thesis has an impact for the Vaasa energy cluster in a form of more cooperation (formal or informal). The networking between several companies and industries especially in terms of developing the sales network and sharing the experiences, lessons learned and best practices is providing "energy" and "excellence" and "exitement" for the cluster. These three keys are also the main values in the Wärtsilä Company statement (This is Wärtsilä 2014).

5.3 Proposals and recommendations

A lot of research on skills and student cooperation was already done before I started my journey. This path during 2012-2014 is only a snapshot of the needs existing concerning the improvement of cooperation models between working life and schools. Myself as an actor during the pre-study, piloting and by presenting the Sales Café I try to show that something general and something specific combined into a program and finally a model makes it easier to create understanding of the needs in cooperation between educational institutes and working life.

As a recommendation I propose that the educational institutes will take more responsibility in future on the development of their studies into more practical and modern direction. This should happen despite the still tangible barriers between units, locations, languages and cultures. Real networking demands open spirit and courage.

Some additional topics that are considered to be important also when "training the trainers" meaning introducing the latest business world updates to the teachers are the following: vocabulary of today, complexity of businesses. Additionally two examples for new courses to be built and implemented at the Local UAS's are Accelerate Customer Business workshop and ABC on contracting.

5.4 Let the Future tell!

The future of Sales Café events and the activities followed by them play an important role on making the model to work as planned. By ensuring that the networking is done in a structured way and by participating the key stake holders also from all the high level educational institutes (not only UAS's) the advance of versatile network is better accomplished. There certainly are other ways to spread the sales management know-how nationally and locally, however a functioning network using a tested format should not be undervalued.

The companies here in the Ostrobothnia area in the west coast of Finland have already in many occasions showed the interest towards a stronger cooperation with educational institutes and the interest strongly lies on the similar targets that are described as in the purpose of my thesis. Therefore I expect that there is a will to continue and make things happen in practice.

I consider the Vaasa Energy Cluster a highly innovative concentration of "similar" companies with shared needs. It may not yet be comparable with the film maker cluster in Hollywood in a sense of global visibility, however the elements to success exist.

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7 APPENDICES

- A. Course description of 7 phases to more success (Wärtsilä)
- B. Course description of ACB (Wärtsilä & BTS Finland)
- C. Skills - Engineers
- D. Skills - Tradenoms
- E. Course description of Industrial Sales Management 3 credits (Novia)
- F. Course description of Business to Business Marketing 2 credits (VAMK)
- G. Course description of Basics of Project Management 3 credits (Novia)
- H. Course description of International Workshop 4 Credits (VAMK)

Appendix A: Course description of 7 phases to more success (Wärtsilä)



LEARNING & DEVELOPMENT

ACCELERATE CUSTOMER BUSINESS WORKSHOP

MAIN FOCUS ON FOLLOWING SALES JOB FAMILY COMPETENCIES

- Understanding customer and its business
- Understanding business environment
- Understanding sales financials

TARGET GROUP

Ship Power's and Services' potential/capable account and sales managers, sales support managers working with the Marine customers.

OBJECTIVES

The method is learning by doing, facilitated by a customized business simulation. Participants will be in charge of a shipping company closely resembling the life in the competitive world of our customers'. Participants will put themselves into our customers' shoes and learn how to create strategies, make decisions, and beat the competition in marine business. The workshop is cross functional and practical.

Key learning objectives

One of Wärtsilä's key future success enablers is that Wärtsilä professionals possess a strong understanding of their customers' business: their pains, gains and how Wärtsilä can help them succeed.

The ACB program is targeted to improve participants' understanding of customers' business in the shipping industry, customer centricity/customer business understanding from a Wärtsilä perspective and strengthen co-operation between Wärtsilä's divisions.

Key learning objectives for the program:

- Increase understanding of a shipping company's mind-set and 'laws' of making business decisions
- Understand the 'big picture' of the shipping businesses' key growth and profitability drivers
- Recognize the value of Wärtsilä in helping its customer to accelerate their business
- Better understanding of the differences between different shipping companies and how Wärtsilä can better meet their needs and expectations

DURATION

2,5 days

HOW TO REGISTER

- [Via Global Training calendar, Compass](#)

TRAINING PROVIDER

BTS Nordic

PROGRAMME COSTS

Appendix B: Course description of ACB (Wärtsilä & BTS Finland)



LEARNING & DEVELOPMENT

ACCELERATE CUSTOMER BUSINESS WORKSHOP**MAIN FOCUS ON FOLLOWING SALES JOB FAMILY COMPETENCIES**

- Understanding customer and its business
- Understanding business environment
- Understanding sales financials

TARGET GROUP

Ship Power's and Services' potential/capable account and sales managers, sales support managers working with the Marine customers.

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The method is learning by doing, facilitated by a customized business simulation. Participants will be in charge of a shipping company closely resembling the life in the competitive world of our customers'. Participants will put themselves into our customers' shoes and learn how to create strategies, make decisions, and beat the competition in marine business. The workshop is cross functional and practical.

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- Recognize the value of Wärtsilä in helping its customer to accelerate their business
- Better understanding of the differences between different shipping companies and how Wärtsilä can better meet their needs and expectations

DURATION
2,5 days

HOW TO REGISTER

- [Via Global Training calendar, Compass](#)

TRAINING PROVIDER

BTS Nordic

Appendix C: Skills - Engineers

VAMK: Kone- ja tuotantotekniikka	Novia: Industrial Management and Engineering
<p>Purpose: The purpose (at the initial stage) is to ensure that students have sufficient knowledge about sales activities within the energy solution business.</p>	
<p>Rational Dimension Product Knowledge Market Knowledge Planning Knowledge Modern Sales Techniques</p>	<p>Trough out the curriculum PE10MF01 (Marketing) PE10MF01 + PE10MF03 (Product development and PM) PE10MF04 (Technical Sales)</p>
<p>Purpose: The purpose is to ensure that the students understand the customer and its business and have the right competences and manners to communicate in diverse intercultural sales situations.</p>	
<p>Behavioural Dimension Customer psychology Behaviour and appearance in selling situations Sales communication and argumentation; listening and dialogue skills Intercultural communication</p>	<p>low level low level low level Project Marketing FI, EN Leading Networks and Multicultural Teams FI</p>
<p>Purpose: The purpose is to encourage the students to act in an entrepreneurial way and to persistently seek for opportunities and take controlled risks in the global business environment.</p>	
<p>Attitudinal Dimension Entrepreneurial spirit Courage Goal oriented Sensitiveness/identifying</p>	<p>low level low level low level Project Marketing FI, EN Leading Networks and Multicultural Teams FI</p>
<p>Purpose: Purpose is to clear out the differences between traditional selling and latest selling paradigms.</p>	
<p>Advanced Sales Management Key account management Solution selling Value based selling</p>	<p>PE10FE02(Business economics) + Special Course (Entrepreneurship and Intrapreneurship) PE10EA03 (Leadership) PE10FE02(Business economics) + PE10EA03 PE10MF01</p>
<p>Purpose: Purpose is to highlight the decision making process utilising analyses and results from budgets, forecasts, performance measures and other reports. Students will get a realistic picture of careers in various sales functions.</p>	
<p>Leading Sales Measuring, recording, and analysing sales Stay on course Career planning within sales Customer Navigation</p>	<p>low level low level low level low level</p>
<p>Other Special Courses</p>	<p>Entrepreneurship and Intrapreneurship Attijuridisk Finansiering Kreativitet och innovativitet Modern IT tools - Advanced Excel</p>

Appendix D: Skills – Tradenoms 1/2

SALES MANAGEMENT SKILLS in Business and Economics (VAMK)		http://www.puv.fi/en/prospective_degree_students/international_business/	
PLANNING SKILLS	Studies 1. year	TIA0101 Logistics, 3 cr (1.year)	
		The student understands good materials management and planning, organizing, and controlling of such activities as transportation, inventory maintenance, order processing, purchasing, warehousing, material handling, customer service and product standard.	
	Studies 2. year	TIA0102 Financing and Risk Management (3 cr)	
		The student is familiar with financial markets and institutions as well as financial projections and forecasting. He/She is able to evaluate financial performance and risk and he/she has the basic knowledge of working capital management and can calculate working capital. He understands the concepts useful in the analysis of financial problems. Introduction to corporate financial management and financial markets. The financial environment: concepts and principles, cash flows. Basic valuation. Time value of money. Risk and returns. Working capital policy and marketable securities.	
	Studies 3. year	TIS1501 International Supply Chain Management (3 cr)	TIS1503 International Human Resource Management (3 cr)
		The student will understand the practices and principles of supply chain management at international level. Basic concepts in international logistics and supply chain management. Characteristics of international supply chains. Main activities such as transportation and outsourcing. Impacts of global environment	The course covers the most relevant topics and issues from a theoretical perspective and a real world application perspective. Each functional area will be viewed from both the organisation's perspective and the individual's point of view. A special focus will be placed on professional personnel management functions in modern organizations as well as the political, economic, social and legal impact on managers in organizations that cut across national borders. The topics include: personnel management, planning, job specifications, employee recruitment, selection, testing, interviewing, job evaluation, performance appraisal, compensation structures, benefit programmes, career management and international cultural challenges.
		TLS1203 Markkinointistrategia- ja suunnittelu (8 cr)	TLS2103 Kansainvälisen markkinoinnin suunnittelu (5 cr)
		The student acquires knowledge of the change process from vision to activities. The student knows the basic principles of planning and management of marketing. The basics of marketing planning, analysing the prerequisites, strategies, objectives, planning of marketing activities, controlling, motivation of personnel, marketing management.	The student is able to analyze and make decisions in strategic and operative marketing planning for international markets. International marketing strategy and planning. Strategic and operative planning process.
	Sales Management	TIS1303 Special Aspects of Trade and Finance (5 cr)	Basic. Course in foreign trade
		To introduce the students to international trade management, choice of strategies and to get students familiar with different financing or financial forms and services. The international financial environment and monetary system, international trade theories, foreign exchange markets, euro currency, derivatives, capital and money markets, hedging, tasks of financial management.	
DOING GLOBAL BUSINESS	Studies 2. year	TIS1201 Foreign Trade in Practice (7 cr)	TLS1401 Business-to-Business –markkinointi (2 cr)
	Sales Management	To give the student the knowledge and ability of handling international trade issues such as export and import management. He/she gets familiar with drawing up the contract, terms of delivery, trade documentation, transportation, customs, insurance and forwarding in international trade.	The student understands business-to-business marketing, especially the characteristics of marketing communication. The student can plan and implement selling activities in companies and organisations.
		TLS2304 Internationella handelspolitiska organisationer (3 cr)	
		The student is able to evaluate the importance of international trade in Finland's economy. The student is aware of Finland's status in international trade.	
	Studies 3. year	TLS2301 Johtaminen kv. Ympäristössä (3 cr)	TLS2302 Kv. henkilöstöresurssien ohjaaminen (3 cr)
		The student knows how to plan, improve and developing organizations international learning. The goal is to focus on international projectworks specialities, projectmanagement and multicultural teamwork and human resource development and using consultants	The course covers the most relevant topics and issues from a theoretical perspective and a real world application perspective. Each functional area will be viewed from both the organisation's perspective and the individual's point of view. A special focus will be placed on professional personnel management functions in modern organizations as well as the political, economic, social and legal impact on managers in organizations that cut across national borders.
		TLS2305 Kauppa tiettyjen markkina-alueiden kanssa (3 cr)	TLS2303 Kansainväliset finanssi- ja rahamarkkinat (3 cr)
		The student is able to evaluate the importance of international trade in Finland's economy. The student is aware of Finland's status in international trade.	The course covers the most relevant topics and issues from a theoretical perspective and a real world application perspective. Each functional area will be viewed from both the organisation's perspective and the individual's point of view. A special focus will be placed on professional personnel management functions in modern organizations as well as the political, economic, social and legal impact on managers in organizations that cut across national borders.

Appendix D: Skills – Tradenoms 2/2

SALES PROCESS AND TOOLS	Studies 2. year	TLS1401 Business-to-Business –markkinointi (2 cr)	TLS1102 Suhdemarkkinointi (3 cr)
	Sales Management	The student understands business-to-business marketing, especially the characteristics of marketing communication. The student can plan and implement selling activities in companies and organisations.	The objective is to study how relationship marketing, networks and interaction between parties function in marketing. CRM-database will be presented. The student apply the provided information in decisions regarding marketing.
		TIA0202 Customer Relationship Marketing (3 cr)	
	Sales Management	Concept of relationship marketing, different types of relationships between companies, relationships between the company and the customer and the impact of relationships on marketing. Managing the relationships from a marketing point-of-view. CRM-database will be presented. In addition to the traditional means of competition in marketing, the student will get the basic knowledge of relationship and network marketing. The student will get acquainted with the concept of marketing interaction.	
COMMUNICATION SKILLS	Studies 1. year	TLP0301 Tiedottava viestintä (2 cr)	TLTP0105 Liike-elämän englanti I (osa A) (3 cr)
Business writing		The student is familiar with business correspondence and the practices and media of informative communications. The student is able to produce documents which are appropriate in contents, form, style and language. The student internalises the significance of communication in working life. Basics of business communication, channels of communication, communicative skills, documents used in working life and their layout, appropriate	The aim of the course is to develop the professional English skills. The student acquires the vocabulary and the skills required in order to be able to express himself / herself in issues regarding the business world. In addition the student gets the basic skills in business communication and correspondence required in contacts with foreign companies.
		TLTP0303 Liike-elämän englanti I (osa B) (2 cr)	TIBP0316 Communication in Business Life (5 cr)
		The aim of the course is to develop the professional English skills. The student acquires the vocabulary and the skills required in order to be able to express himself / herself in issues regarding the business world. In addition the student gets the basic skills in business communication and correspondence required in contacts with foreign companies. The student is familiar with central business concepts and terminology. He / she also recognizes and masters the language register typical for the business world. The student understands the requirements for effective communication in working life.	The aim of this course is to extend and develop the professional English skills of the student. The student acquires the vocabulary and skills needed for successful oral and written communication in business situations. The student also learns how to write different types of business messages.
	Studies 2. year	TLTP0304 Suullinen ja kirjallinen vaikuttaminen (2 cr)	
		The student has sufficient oral and written skills to express her/himself in various situations of working life. He/she is able to produce documents, act in meetings and negotiations and express himself/herself various situations. Public presentations will be practised and improved by observing oneself and others. Non-verbal communication, persuasive communication, analysis of texts, presentations.	
	Studies 3. year	TLS4213 Legal English (2 cr)	
		The student becomes familiar with legal terminology in the English language. The student also learns to communicate in customer service situations. In addition, the students is also able to communicate in writing with costumers. Legal terminology, especially in legal proceedings.	
	Additional	Legal norms in international context	Sales Management

Appendix E: Course description of Industrial Sales Management 3 credits (Novia)



Sid 1/1

COURSE CODE	YH13SM01
COURSE NAME	Industrial Sales Management
EXTENT	3 Credits (cr.)
LEVEL	Basic level
TARGET GROUP	Engineering students at Novia UAS and Engineering students at VAMK UAS, continuing their third and fourth year professional studies according to valid matriculation registers. Note! Engineers from Industrial Management and Engineering should not take this course. See Basic Information!
PRE-KNOWLEDGE	Basics in Business Economics, at least 3 credits (ECTS), for example, teollisuustalous, yritystalouden perusteet, allmän företagsekonomi, industriell ekonomi, basics in economics, introduction to business economics.
OBJECTIVES	The main objective is to provide disciplinary knowledge, self-orientation, customer focused thinking and business thinking gaining modern and up to date skills to ensure a good working life career within the industry for the target group.
CONTENTS	The fundamental goals of industry and business companies. Marketing and Sales - are they the same? Sales Management - what is it all about? To sell something, goods or services - Am I a borned seller or not? The need for rational knowledge, behavioral skills and attitude in selling goods or services (Knowledge Intensive Business Services) to the industry - technical products, systems and solutions building long term relationships in terms of measurable values.
WAY-OF-WORKING	Various teaching methods: lectures, guest lectures and cases/written exercises.
EXAMINATION	Approved exam and approved exercise/-s.
TIMETABLE	Starts Wednesday 8 th January 2014 and the lectures end 21 st February 2014. Wednesdays, 2.15 pm - ~5.00 - 5.30 pm. The final examination will held on 5 th March 2014.
LITERATURE (In exam)	<ul style="list-style-type: none"> - Manning & Reece & Ahearne (2013), <i>Selling today</i>, Pearson International, 12th Edition - Jobber & Lancaster (2012), <i>Selling and Sales Management</i>, Prentice Hall, 9th Edition - Kotler & Rackman & Krishnawamy (2005), <i>Ending the War Between Sales and Marketing</i>, www.hbrreprint.org The teacher guides which chapters are directly connected to the course contents and the learning objectives.
ADDITIONAL LITERATURE (Not in exam)	<ul style="list-style-type: none"> - Futrell (2014), <i>Fundamentals of Selling</i>, 13th Edition. - http://raeng.org.uk/news/publications/list/mostrecent.htm > Future Ship Powering Options (published 13 July 2013)
DP IN CHARGE	Industrial Management and Engineering, Novia UAS
LANGUAGE	English
TEACHERS	Stefan Granqvist + guest lectures from the industry.

Appendix F: Course description of Business to Business Marketing 2 credits (VAMK)

COURSE CODE	
COURSE NAME	Business to Business Marketing
EXTENT	2 Credits (cr.)
LEVEL	Basic level
TARGET GROUP	Engineering students at VAMK UAS and Engineering students at Novia UAS, continuing their third and fourth year professional studies according to valid matriculation registers.
PRE-KNOWLEDGE	Basics in Industrial Sales Management 3 Credits (cr.)
OBJECTIVES	The main objective is to deepen the understanding of business-to-business marketing, especially the need to change focus from goods production and distribution to long-term value creation and relationships. The characteristics of organizational buying behavior will function as a target for the company's marketing activities. The emphasis is on managing the sales force in an industrial organization in order to establish and maintain long-term relationships in the business-to-business market.
CONTENTS	Transforming a manufacturing company into service business. How can this be done? what kind of benefits can the parties gain from long-term relationships in the business to business market? The different roles and functions of the members in the buying center. What shall a professional sales force manager consider in his attempt to plan and execute successful sales force performance?
WAY-OF-WORKING	Various teaching methods: lectures, guest lectures and written assignments.
EXAMINATION	Approved exam and approved exercise/-s.
TIMETABLE	Starts in Period 3. Tuesdays at 16.15-18.30.
LITERATURE	<ul style="list-style-type: none"> - Vitale & Giglierano (2002) Business to Business Marketing, South Western, Thomson Learning. (Chapters 1,3,7,8,11,12,13) - Material provided by the lecturer.
LANGUAGE	English
TEACHERS	Ph.D. Kim Skåtar + guest lectures from the industry.

Appendix G: Course description of Basics of Project Management 3 credits (Novia)

Course:	24.10.2013 R.N. Basics in Project Management
Course code (Novia):	PRE14SP04
Type:	Free choice
Level:	Bachelor
Credits:	3 points
Language:	English
Prerequisites:	no prior courses in project management required.
Recommended for:	Third or fourth year students in engineering (any field).
Content:	Basic terminology in PM, PM knowledge areas (PMBok), basic documentation for a project.
Learning outcome:	The student knows Basic Project Management terminology and knowledge areas. Furthermore the student is familiar with central documents and elements required in project management, such as a project plan, time schedule, budget and a risk assessment matrix. The student understands the basic principles of project management.
Student's workload:	81 hrs including a maximum of 42 hrs scheduled studies and 39 hrs autonomous studies.
Literature:	PMI: <i>A guide to the Project Management Body of Knowledge</i> , ISO SFS standard 21500, <i>Fundamentals in Project Management</i> , available on february with either VAMK or Novia access-codes. Other possible literature recommended by the teacher.
Mode of delivery/planned learning activities and teaching methods:	Varying methods, lectures, group work, written assignments individually and in groups. Discussions in class and on the Moodle-platform.
Assessment criteria:	5: The student is able to utilize the methods learnt during the study unit independently and is able apply the learnt knowledge in new contexts. 3: The student is able to utilize the methods learnt during the study unit independently. 1: The student is able, with guidance, to utilize the methods learnt during the study unit.
Assessment method:	Exam and assignments. Scale 0 – 5.
Responsible study program:	Industrial Management and Engineering at Novia UAS

Appendix H: Course description of International Workshop 4 Credits (VAMK)

Workshop in International Projects

Structure Type: Code:

Type:

Level:

Credits: Responsible Teacher: Teacher Team: Language of Instruction:

Course Implementations, Planned Year of Study and Semester Curriculum

I-KT-2013 KT-2014 KT-2014V

Learning Outcomes

Course IKTS2111 Elective Bachelor

5.0 points Saarikoski, Lotta Ketola, Pekka English

Semester Credits

4 autumn 5.0 4 autumn 5.0 3 spring 5.0

Start of Semester

End of Semester

Opiskelija osaa ja uskaltaa toimia aktiivisesti kansainvälisessä tiimissä. Opiskelijaa rohkaistaan oma-aloitteisuuteen ja uusien toimintamallien kokeilemiseen. Opiskelijan kieli- ja vuorovaikutustaidot kehittyvät käytännössä.

Student's Workload

yö määrää yhteensä 135 h

- mistä työjärjestyksessä olevaa opiskelua: 70 h - mistä itsenäistä opiskelua: 65 h

Prerequisites / Recommended Optional Courses

Verkostojen ja monikulttuuristen tiimien johtaminen.

Contents

Toteutustapa voi vaihdella. Opiskelija voi osallistua kansainväliseen IP-ohjelmaan, oman oppilaitoksen ja kv-partnerin kanssa yhdessä toteutettavaan yrityspeliin tai energiateknologiaan liittyvän järjestelmän kansainväliseen toteutusprojektiin. Opetuskieli pääosin englanti ja opiskelija kirjoittaa toteutuksesta raportin englannin kielellä.

Recommended or Required Reading

Opettajan ilmoittama materiaali toteutustavasta riippuen.

Mode of Delivery / Planned Learning Activities and Teaching Methods

Luennot, artikkelit, yrityspeli tai Intensive Workshop.

Assessment Criteria

5= projektin tulos kiitettävän innovatiivinen ja osallistumisaktiivisuus kiitettävä

3= projektin tulos osoittaa soveltamiskykyä ja osallistumisaktiivisuus hyvä

1= projektin tulos tyydyttävä ja rutiininomainen ja osallistumisaktiivisuus tyydyttävä

Assessment Methods

Hyväksytyt/hylätyt, osallistumisaktiivisuus. Loppuraportti projektista.