Innovative teaching and learning methods in multicultural environments

Marja-Liisa Kakkonen (ed.)

MAMK
University of Applied Sciences

INNOVATIVE TEACHING AND LEARNING METHODS IN MULTICULTURAL ENVIRONMENTS

Marja-Liisa Kakkonen (ed.)

Content

Preface

Teaching in higher education institutions has altered from the traditional classroom teaching more towards new types of learning methods and environments which have been under a systematic development already for several years. Nonetheless, there is still a need for new innovative solutions in the learning process and outcomes. This publication, Innovative teaching and learning methods in multicultural environment, is a part of the Nordic-Russia project which aims at promoting innovative learning environments and methods in higher education. The publication reflects different kinds of innovative teaching and learning methods especially in the context of multicultural learning environments.

This publication consists of 10 articles concerning teaching and learning in higher education institutions and multicultural projects. In addition, the publication reflects the perspectives of entrepreneurial education and entrepreneurship. What is remarkable is that there are personal experiences of the authors regarding teaching, learning and different types of learning environments in the articles. Furthermore, the authors have been involved in the project activities, which in turn makes the whole publication an experience-based one. Further, it is assumed that this publication is very actual and essential. The potential audience comprises of teaching personnel interested in new types of teaching and learning methods, learning environments and experiences concerning international projects.

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Marja-Liisa Kakkonen
Head of Department of Business Management

Authors

Heli Aaltonen
PhD, principal lecturer
Mikkeli University of Applied Sciences

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Vera Chernova
PhD, associate professor
Saint Petersburg State Technological University of Plant Polymers

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Elena Freidkina
PhD, associate professor
Saint Petersburg State Technological University of Plant Polymers

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Sami Heikkinen
MSc, senior lecturer
Mikkeli University of Applied Sciences

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Marja-Liisa Kakkonen
PhD, Head of Department of Business Management
Mikkeli University of Applied Sciences

• • • • • • • • • • • • • • • • • •

Anna Klunko
PhD, associate professor
Saint Petersburg State Technological University of Plant Polymers

• • • • • • • • • • • • • • • • • •

Pernille Kjærgaard Christiansen
MSc, assistant professor
Lillebaelt Academy of Professional Higher Education

Mikhail Nemilentsev
PhD, lecturer
Mikkeli University of Applied Sciences

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Petra Paasonen
BBA, secretary
Mikkeli University of Applied Sciences

• • • • • • • • • • • • • • • • • • •

Peter Storm-Henningsen
MSc, associate professor
Lillebaelt Academy of Professional Higher Education

• • • • • • • • • • • • • • • • • • •

Svetlana Tereshchenko
PhD, associate professor
Saint Petersburg State Forest Technical University

• • • • • • • • • • • • • • • • • • •

Tatiana Tereshkina
PhD, professor, Dean of Economics and Management Faculty
Saint Petersburg State Technological University of Plant Polymers

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Anna-Maija Torniainen
BBA, project worker
Mikkeli University of Applied Sciences

Marja-Liisa Kakkonen

Introduction

Based on several studies, the awareness of entrepreneurship and its possibilities are increased during the studies in higher education. However entrepreneurial intention and attitudes towards entrepreneurship remain the same or even decline during the studies. It can be concluded that there is a need for changes in the pedagogy and learning environment if the aim is to promote the entrepreneurial competences of students more and increase their new business creations. Since the pedagogy relates to the objectives of the entrepreneurship education, it is important to clarify the objectives first. (Kakkonen 2012). All in all, it can be stated that higher education institutions are to support the development of entrepreneurship in many ways, including entrepreneurial skills and competences as well as industry specific knowledge and skills.

The aim of this paper is to describe and to understand a project as a case which aims at strengthening the network of four higher education institutions in Russia, Finland and Denmark, and also to introduce the activities and outcomes of the first main project event which was implemented in Mikkeli in August 2013. The specific objectives of the project are to promote students` skills to reflect innovations and to enhance their entrepreneurial mindset, to train students´ understanding of value creation for customers and markets, and to increase the entrepreneurial teaching competences of teachers. The specific objectives are aimed to be achieved by training them through innovation pedagogy and creating entrepreneurial innovative, interdisciplinary modules. The project started in June 2013 and will end in June 2015. In sum, there will be six events in Mikkeli, Odense and St.Petersburg. The added value of this project is that the network of partners has a diversity of approaches in the entrepreneurship education, and the partners are willing to share their practices with each other, and learn and create more together.

The term culture refers to common ways of thinking and behaving that are passed on from parents to their children or transmitted by social organizations, and developed and then reinforced through social pressure. Culture is learned behavior and the identity of an individual and society. Culture encompasses a wide variety of elements including language, social structure, religion, relationships, political philosophy, economic philosophy, education, and manners and customs. Each of these affects the cultural norms and values of a group. (Hisrich 2010, 44.) On the other hand, if people from each culture consider themselves normal, then they may consider everybody else abnormal (Lewis 2008, 21). Therefore there is always a cultural challenge in working in multicultural teams. In our project, the Finnish partner was used to working with the Danish partner as well as with the Russian partners. The new dimension of the collaboration was a joint Danish-Finnish-Russian team. The added value of the project is that the network of partners, Mikkeli University of Applied Sciences (Mamk), St. Petersburg State Forest Technical University (RU-FTU), St. Petersburg State Technological University of Plant Polymers (RU-STUPP) and Tietgen Business College, has a diversity of approaches in the entrepreneurship education, and the partners are willing to share their practices with each other, and learn and create more together. Denmark and Finland represent a long history in entrepreneurship and the entrepreneurship education. Russia, in turn, contributes a new and fresh drive in entrepreneurship which has increased rapidly especially during last two decades. By combining these different approaches and development phases in entrepreneurship education and innovation training, the project creates added value and provides new future opportunities to all the partners in the network.

According to Mikkeli University of Applied Sciences (Mamk) strategy we want to become the most attractive, successful and high-quality university in the chosen degree programmes. Our goal is to meet the expectations of our clients by foreseeing the changes of the society and focus on the integration of education, learning and R&D. The aim of our pedagogical strategy is to develop high quality, modern work-life Learning environments, and to increase Learning in projects and research. This requires development of entrepreneurial skills of our staff members and students. Entrepreneurship training is provided to all students in special courses on entrepreneurship and as integrated in different courses. The pedagogical strategy aims to support the students in developing an active, innovative and developmental approach in their studies, as well as to provide the work-life with future experts with knowledge and skills required in the changing work environment.

Institutional strategy for Lillebaelt Academy of Professional Higher Education (EAL): As a learning facility within higher professional education, EAL has a strong focus on innovation and entrepreneurship. This is emphasized

through continued teacher training within these areas, real-life innovation training for students and a strong involvement of local business life in all education, with the aim of always enhancing the innovative competencies of both teachers and students.

Innovational development is one of the most important parts in the strategies of the development of the Russian universities. The main activities in the frame of innovational development that are included in the universities strategies are the following: creation of small and medium size innovative enterprises, creation of new innovative programs using modern innovative educational techniques, continuous training for teachers in the frame of innovative pedagogic, cooperation with the companies and realizing innovative projects. Finland and Denmark have an experience in innovative development and innovational entrepreneurship. Therefore the Russian universities are interested in the international cooperation and long-term partnerships with these partner universities. To sum up, all four institutions emphasize entrepreneurship and innovations in their strategies and therefore this project brings an added value to all partners in the Nordic-Russia cooperation programme.

The first event of the project was arranged in Mikkeli in August 2013. It was a three-day seminar and the programme had activities for the teachers and professors as well as for the students. The feedback was collected from all the participants in the closing session of the seminar. The results will be useful for developing the forthcoming events of the project as well as other educational activities of the university. The paper has been written from the teachers' and professors' points of view.

Description of the project

Project in 2013 – 2015

The main goal of the whole project is to strengthen the network of four partners as well as to strengthen the co-operation between the higher education institutions involved and with their industry partners in Russia and the Nordic countries. The specific objectives of the project are as follows: 1. to promote students` skills to reflect innovations and to enhance the entrepreneurial mindset; 2. to train students´ understanding of value creation for customers and markets, and 3. to increase entrepreneurial teaching competences of teachers. The specific objectives will be achieved by training them through innovation pedagogy and creating entrepreneurial innovative, interdisciplinary study modules.

The cooperation will be focused on the newly developed innovation teaching modules that ensure a common academic foundation, but also around extra-curricular activities that could benefit from international participants and intercultural knowledge. The project started in June 2013 and will end in June 2015. In sum, there will be six main events as the main activities of the project.

1. A workshop + seminar in Mikkeli (FI), 08/2013
2. Teacher training in Odense (DK), 01/2014
3. A workshop + seminar in Odense (DK), 04/2014
4. Teacher training in St.Petersburg (RU), 10/2014
5. A workshop + seminar in St.Petersburg (RU), 02/2015
6. Final seminar in Mikkeli (FI), 05/2015.

Cooperation between Mikkeli University of Applied Sciences and St.Petersburg State Forest Technical University began five years ago. Practically at the same time St.Petersburg State Technological University of Plant Polymers was included in this cooperation. During the recent years the Finnish, Danish and Russian partners have learnt to co-operate together in project planning. The partners have gained a better understanding of each other, and of the common problems and different working styles of the partners. The experiences are very useful not only for receiving new knowledge and skills, but also for strengthening partner networks. (Kakkonen et al. 2013b) During the recent years there were organized exchanges of groups of students and two seminars with teachers. The institutions were also active in making applications to different projects (Kakkonen et al. 2013b) - also colleagues from Denmark were invited. Mamk had connections to Denmark also when they participated jointly in a Project Preparatory Project for Nordic-Russian Entrepreneurship Education and Training funded by Nordic Council of Ministers in 2010. Further, Tietgen and Mamk have cooperated in different ways since 2007: teacher exchange, project planning and implementation, acting in the same international network (SPACE) to develop different activities in the framework of entrepreneurship and entrepreneurship education.

Programme of the first event

The first event of the project included a workshop and a seminar with three intensive days in Mikkeli University of Applied Sciences in August 2013. The theme of the seminar was Bridging innovation entrepreneurship education between Russia and Nordic countries. There were five students and two teachers from Denmark, and nine professors and nine students from St.Petersburg, Russia. In addition, there was one visiting teacher from Belgium.

During the seminar, there the following activities were organized;

- The first day: workshop for the students. The students were invited to a 24-hour workshop for experiencing something new and building new international relations. They worked intensively for a business-related project in order to create new ideas and initiatives for a company. There were two Finnish teachers and one Danish teacher guiding and supervising the students. All the other professors had their own programme for the first seminar day (see Table 1)

- The second day: a workshop on creativity and innovation entrepreneurship for teachers and professors. They shared the best practices and experiences on creativity and entrepreneurship education. One well-known Finnish professor was invited as a key-note speaker. The students had a day off for resting, but they were invited to join the dinner together with the teachers and professors.

- The third day: seminar for all the participants. It focused on different areas of innovation, entrepreneurship education and intercultural aspects in business.

- The students' main activity during the seminar was to take part in the 24 hour challenge and give their presentations afterwards. With the post-course assignment the event was worth 3 ECTS to them.

TABLE 1. The seminar programme

The Seminar programme	for professors	for students
Wed 14 August		
8:00-8:45	Morning coffee	Morning coffee
9:00	Welcome words	Welcome words
9:30-11:45	Understanding cultural differences Cultural aspects in setting up a business in Hong Kong	Departure to the company by bus
11:45-12:00	Break	
12:00-13:00	Panel discussion	
13:00-14:00	Lunch	
15:00	Finnish evening	
Thu 15 August		
8:00-8:45	Morning coffee	Morning coffee
9:00	Opening of the day	Training session of the presentations
9:15-10:30	Teaching entrepreneurship in higher education	
10:45–11:30	Learning entrepreneurship in higher education	
11:30-12:00	Workshop/ panel discussion	Departure back to the hotels
12:00-13:00	Lunch	Resting…
13:00-14:30	Living Labs training	Resting….
14:30	Coffee	Resting…
15:00	Living Labs training	Resting…
17:00	Closing the day	Resting…
20:00-24:00	Dinner	Dinner
Fri 16 August		
8:00-8:45	Morning coffee	Morning coffee
9:00	Opening of the day	Opening of the day
9:15-10:00	Cultural aspects	Cultural aspects
10:00-12:00	Student presentations and awarding ceremony	Student presentations and awarding ceremony
12:00-13:00	Lunch	Lunch
13:00-14:45	Paper presentations	Free time
14:45-15:15	Coffee	Free time
15:15-17:00	Paper presentations	Free time
17:00	Closing the seminar	Free time
20:00	Russian dinner	Free time

On Friday afternoon, there was a small-scale conference which was titled "Bridging entrepreneurship education between Finland and Russia". It was based on the earlier co-operation activities between Mamk and the Russian partners. The papers were written in May and June. The book of the conference proceedings was printed in June. The book was delivered to all the participants of the conference and it was published also on-line. In the picture 1, there are the participants of the conference.

PICTURE 1: Academic participants of the seminar

One well-known Finnish professor, Matti Koiranen, was invited to give a presentation related to the topic of Teaching entrepreneurship in higher education. In addition, one alumni of Mamk, Ville Majanen, was invited to give a presentation of Learning entrepreneurship in higher education. He has lived in Hong Kong since 2006 and established a couple of companies over there. One company is called eVille and it has about 2, 5 millions' Euros in turnover. He was invited to share his experiences of starting up a company, and also developing it to the growth. In addition, two teachers were invited to give presentations on cultural aspects. Both of them are experts on inter-cultural communication and multicultural aspects, therefore were discussed these issues in the Finnish-Danish-Russian seminar both with the students and the professors.
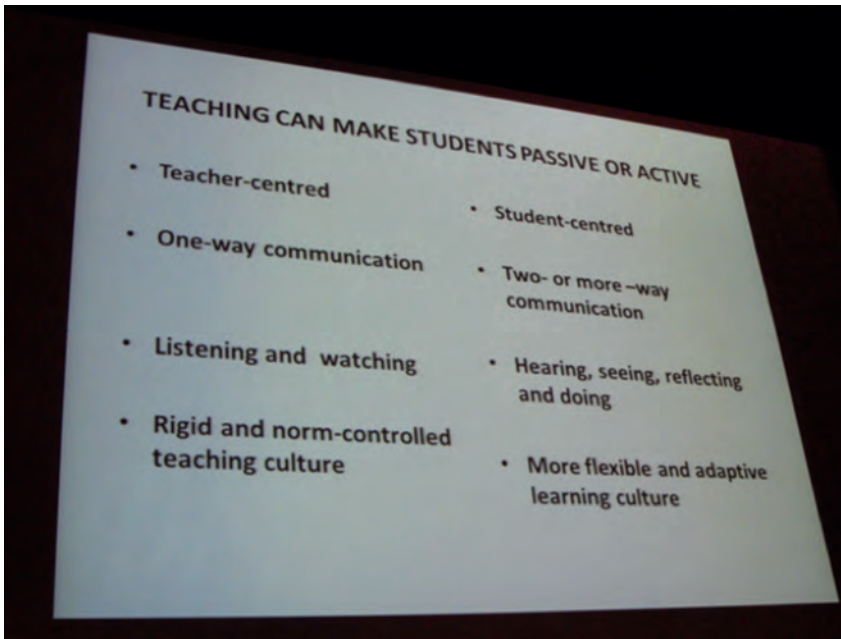
PICTURE 2: Teaching entrepreneurship (Koiranen 2013)

In order to understand how the participants found the seminar all in all, feedback was collected. The data were collected from each participant in the closing session of the seminar on Friday. The data included the answers of the teachers and professors (n = 12). A questionnaire was used to gather the feedback. The questionnaire consisted of eight items and the participants were asked to evaluate with the Likert scale (1-5) the following issues of the seminar: programme, organization of the seminar, information flow, materials, scheduling and timing, atmosphere, social programme and networking. In addition, there were three open-ended questions in the questionnaire: what they liked most, recommendations for the future, and anything else they wanted to share. The numeric data were analyzed in Excel software and the frequencies and means were reported. The answers of the open-ended questions were typed verbatim first and followed by categorizing them by the themes. In this paper, the results are presented by the professors.

Results of the first event

The findings are presented by the means of each item asked from the teachers and professors. The means were quite high: the lowest mean was 4,09 and the highest was 4,92). The means related to the programme was evaluated as 4,58; organization of the seminar as 4,09; information flow as 4, 09 and materials 4, 36. Further the means related to the scheduling and tim-

ing was 4,5; atmosphere 4,91; social programme 4,67 and networking 4,5. Table 2 shows all the means and the minimums as well as the maximums of the answers.

TABLE 2. Results.

	Mean	Min.	Max.	Students' feedback
Programme	4,58	3	5	3,75
Organization of the seminar	4,58	3	5	3,88
Information flow	4,09	2	5	3,38
Materials	4,36	3	5	3,69
Scheduling and timing	4,5	3	5	3,5
Atmosphere	4,91	4	5	4,06
Social programme	4,67	3	5	4,13
Networking	4,5	3	5	3,81

The students were also asked to evaluate the seminar programme from their perspectives. Although the students had a different programme (the 24h challenge as their studies), the results are shown and compared with the results of the professors. The means of the answers of the students are lower than the means of the answers of the professors. The lowest mean was concerning information flow (3,38) and the highest was concerning the atmosphere of the seminar (4,06)

Findings of the open-ended questions

The participants were asked to give comments to three open-ended questions: What did you like the most about the seminar, what did you like the most about the seminar, and do you have any recommendations for the future? The answers were analyzed according to the main themes and presented accordingly next.

What did you like the most about the seminar?
Almost all the teachers and professors liked the most and emphasized the atmosphere of the seminar. It was regarded as open and friendly. It was also described that the atmosphere included easy and open communication and kind attitudes for the guests from Russia.

All the presentations were mentioned to be really good and the participants liked them very much. Ville's (the alumni of Mamk, and the entrepreneur from Hong Kong) story was impressive as well as the feedback and awarding sessions for the students. In addition, some participants told that they liked the most good and tasty food, and the social programme. Further, it was mentioned that it was good to have the opportunity for students and professors to network (during the social dinner).

Do you have any recommendations for the future?
According to the findings the participants were very satisfied with the current concept of the seminar. They did not give any recommendations or further development ideas for the academic part and encouraged us to continue in the same way. However, three participants gave comments to the students' part of the seminar. The comments were related to the location, the assignment itself, and giving more resources and comfortable things to the students. Further, some gave comments that more unofficial discussions could be arranged and time schedules should not be so tight.

Is there anything else you would like to share about the seminar?
There were only a couple of comments to this question. The professors were pleased especially with the good input from the key-note speakers. Another one thanked for the nice week and the excellent hospitality. One suggestion was to arrange a short internship for professors during the seminar.

Discussion and conclusions

This paper discussed the first event of the project from the participating teachers' and professors' points of view. In terms of achieving the objectives of the project, the following notions can be made. The main goal of the whole project is to strengthen the network of four partners as well as to strengthen the co-operation between the higher education institutions involved and with their industry partners in Russia and the Nordic countries. In that sense, the main objective was achieved by arranging this three day multicultural and international seminar for the Finnish, Danish and Russian students and the professors. The students were provided to take a course which was based on new innovative pedagogy.

The first specific objective of the project was to promote students` skills to reflect innovations and enhance entrepreneurial mindset, and it can be considered to be achieved by arranging the course as 24H challenge in which the students created new ideas and initiatives for a real company with a very tight and intensive schedule. During working in the multicultural teams, they had the chance to enhance their entrepreneurial mindset. At the same time the students were supposed not only to think about their own new ideas, but also that the ideas were also applicable in the business, and therefore the initiatives were expected to create added value to some extent for the company's customers and markets, which was the second specific objective of the project. The third specific objective of the project was to increase the entrepreneurial teaching competences of the teachers, and it was achieved by the teachers who were supervising and guiding the students during the

24h challenge. The teachers had to take a new role instead of having a traditional one, which increased their entrepreneurial teaching competences. Further, they had to bear uncertainty and face the risks of the outcomes of the students' work. Other teachers and professors were able to learn new knowledge and skills by listening to the presentations and taking part in the panel discussions afterwards. All in all, it can be concluded that the seminar, as the first event of the whole project, was arranged in a way that the objectives were achieved and the partners were quite satisfied. In addition, based on the feedback of the first seminar, it will be easier and useful to develop other events of the project.

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Lego Serious Play as an Innovative Method of Learning

Sami Heikkinen, Mikhail Nemilentsev

Introduction

This paper considers prospects created in education by the Lego Serious Play (LSP) method. In addition to this, opportunities of developing and applying an internal team's potential using the LSP method are elaborated. Psychological, educational and practical implications of the hand-made game design are presented. The rationale behind the mind's and hands' connectedness is given. In the methodological part, Lego Serious Method is presented; aims and objectives of this method are given and deliberately discussed. Stages of the LSP method, rules and instructions are evaluated from the viewpoint of users. A user-driven design of the LSP method is evaluated and its possible adaptations depending on the concrete user group are presented. In the results' part, testing of the method and its main consequences are discussed. In the conclusion part, results of the study are considered with the implications in education, innovation management and psychology.

If an objective is about solving a practical problem, a solution can be found via opportunities provided by a game (a play). Lego Serious Play is a method developed by Johan Roos and Bart Victor. This method's purpose is to develop various business sections (Roos & Victor, 1999; Statler et al., 2009). Lego bricks serve as the main tool of the method. With the help of Lego bricks, specific solutions are built in order to solve current challenges. Game-related activities enable imaginary opportunities created by hands.

An Idea of Play in the Learning Process

The meaning of the play in the development of human imaginary was jointly studied by Brown and Vaughan (2010). Play creates a place for optimism in people and reduces stress. In addition to that, play helps us to recognize

new opportunities better. Play is thus considered in our culture as a matter that does not produce anything. In this respect, play becomes synonymic to some degenerate thing (Brown & Vaughan, 2010). Such an attitude probably stems from the Lutheran faith and its work moral as well as from the fact that labour is a man's duty. Therefore play is mainly seen as a waste of time. Therefore it is viewed as a dissolute thing (Brown, 2010). There is probably a concept of the Lutheran work moral in the backgrounds of this concept and a dutiful attitude towards any work done by man. As a result, a game is considered a waste of time. In turn, it can be meaningful in the work-related context. Games are not however intended excessively. Instead of that, there is an intent to use a game only as a catalyst that enables benefits derived from it (Chua, 2003). In general, working by hands activates the human brain and enables a better problem solving compared to the simple discussion of problems.

According to Brown (2010), games have typical basic characteristics. Firstly, a game has no self-evident goals. Instead, it is practiced for the sake of practice, since it feels good. Secondly, a game is voluntary by its nature: no one can oblige us to play. Thirdly, human beings have a natural interest towards a game, and hence participants do not need to be especially motivated to play a game. Fourthly, freedom of time relates to a game. Typically, a starting point of a game is not detailed. There is no exact information about a game's duration or end. Fifthly, participation in a game diminishes individuals' awareness about themselves. In addition to that, participants often change their roles between each other, which could lead to blurring of time and place boundaries. Sixthly, there is a great improvisation potential in a game. Those opportunities are bought forward that can exist in organisations from the innovative competences' perspective. Finally, seventhly, a game includes participants' desire to continue playing. The completion of the below-mentioned conditions creates a flow-type experience among participants. Such an experience tends to be prolonged further and further.

A game that is checked by experience proceeds through six stages. The first stage is the rise of interest when participants start guessing about a game's future events. In relation to an increased personal interest, the next stage is a surprising move, which then leads to the sense of gratification. After that, a new knowledge construction is being built. Besides, participants' earlier experience base is used as the material for such a construction (Brown, 2010). As the effect of the newly born inspiration, participants' experience strengthens even further (West & Meyer, 1997). Therefore a game achieves the planned final result: a sense of contentment and balance.

Each participant of a game has his or her own role. According to Brown (2010), there are the following marked roles in a game: a joker, a maker (kinaesthetic), an explorer, a competitor, a supervisor, a collector, a creator/an artist, and a storyteller. A person playing a joker role is typically responsible for uniting separate units. It can be traceable for instance in the form of practical pranks. A maker thinks while moving, and a game is built through such moves. An explorer, in turn, searches for opportunities to move physically or emotionally to the new areas. A competitor wants to be single in the game. For such kinds of personalities, creation of game rules is required. A supervisor wants to plan entireties and control every detail. A holder of such a role can become a tyrannical actor in a game that would also strive to control the actions of other players. A collector gets delight from a game by collecting different artefacts. A creator (an artist) takes fun by creating new things in a game. At last, a storyteller makes game-related narratives that are based on the events taken part.

Mind-hands collaboration

Wilson (1999) indicates that the meaning of concepts is built in collaboration of hands, language and the brain. In order to form abstract concepts in our language, we have to find some equivalents in the real world (Chong et al., 2014). Moreover, for a concept's deeper understanding, we should make it with the real world's artefacts (Sun, 1998). From the viewpoint of our brain's work, it would be optimal if such a connection would be based by means of hands.

In order to take on new knowledge we would rather use our hands. In relation to some new objects, we roll them in our hands – thus understanding its entirety. It can be considered as a proof of our intelligence (Gray et al., 2010). The same model can also be observed in animals' behaviour: the more intelligent an animal is, the more various ways it creates for studying and benefiting from an object (Wilson, 1999).

In this meaning, a game offers an opportunity to work (i.e. to elaborate) on an object from various sides. When a game takes part with the help of Lego bricks, wide opportunities exist to accomplish different game-related roles that are described above.

In consistence with the findings of Gaunlett (2012), a process of making has a uniting influence in three different ways. Firstly, unification of materi-

als, ideas and/or its separate elements creates newness. Secondly, unification occurs in social contexts when creative processes are fulfilled as a part of the joint activity. Thirdly, unification of the first two levels enables a more intensive association to the social and physical environments.

Consequently, collaborative playing offers an excellent way of exploiting different players in different roles and making good use of their various strengths to the work community. Additionally, an organisation's innovative potential can be utilised most comprehensively.

Lego Serious Play – as a method

Lego Serious Play method is seen to be well functioning in setting an organisation's objectives, developing collaboration of the work community, innovating, developing products and services, and managing changes. The advantages of Lego Serious Play method are the following:
- Views and tacit knowledge of every participant are brought forward.
- Unification of opinions offers new opportunities.
- There is an opportunity for all group members to generate new knowledge
- Afterwards every participant has a clear concept of what has happened at the event.

By means of active participation everyone experiences dealt issues in his or her own way. Additionally, participants become ready to work on promoting the general decision.

Lego Serious Play (LSP) – workshop proceeds cyclically, so the upcomings are repeated. After the final stage, one returns again to the first stage in order to get new question(s) or challenge(s). The stages of the LSP-workshop are following: presenting a challenge, building and distributing. In presenting a challenge, the members of a group define a question that they need to answer by making a joint decision. At the stage of building, every group member builds his or her own solution to the presented challenge from Lego bricks. The building work proceeds mainly independently at this stage unless other instructions are provided (Lynne, 2001). When the construction work is mainly finished, a distribution stage starts. Everyone is able to tell in detail about his or her result (i.e. a constructed object). Consequently, multiple solutions are obtained to the same challenge (Brown & Vaughan, 2010). An extra level of participants' motivation is achieved by means of blurred opportunities to different possible final results.

It is quite an often situation during the meeting when a large group of participants share a passive role. By means of LSP-method all previously passively involved individuals get involved in the joint collaboration. What is more important, their opinions are also heard. However, in order to make such a workshop productive, participants have to obey LSP-etiquette. It includes the four core principles: everyone gets an opportunity to present his or her own viewpoint; it is permitted to ask questions about details of others' products but to not challenge them; there is no single correct answer to the existing challenge; all answers are found from the built artefacts.

LSP-method can be exploited both for making individual or collective construction. By means of the individually built models, it is easy to get several clearly different viewpoints and interpretations of solutions regarding the same challenge. As a starting point of the collective constructing work, every participant makes first his or her own constructions. Based on these individual inputs, a complete collective construction is formed by making use of negotiations between the group members. In this way different outlooks and demands are adjusted for resolving the challenge.

LSP-method will be tested at the Department of Business Management in the autumn 2014. In order to get foreknowledge about the method's applicability among the educated individuals, we will try effects of LSP-method in relation to the focus group's experience, in a real-case environment. Our final objective is to identify how the national identity influences on the familiarity and applicability of the method.

Lego Serious Play TM – experiment design

A staff meeting (September 2014) was chosen as the date for experimenting with the LSP-method. The size of the training group was about 25-30 people, all of whom are actively participating either in teaching or research, development and innovation process of the Mikkeli University of Applied Sciences, Department of Business Management (Finland). All the group members are adults, with their high level of academic education and profound industry experience in the management, marketing, and/or economic fields. Before the beginning of the experiment, the staff members were given the deliberate instructions on the background of Lego Serious Play as a method, idea of 'hands – mind' collaboration, etiquette of first the individual and then collective idea building, and the factors that predetermine a successful learning & work process under the LSP-method. Altogether, staff members

received four consequent tasks. We provided first the description of all four tasks (i.e. design of the experiment) and then proceed to the analysis of the experiment's results, and the theoretical and practical implications.

For the first and subsequent tasks all the participants were in the same position. The same start packages with the Lego bricks were distributed to every participant of the experiment. Therefore the just attitude towards each participating individual was ensured. Since we were restricted in time, only two major tasks were fulfilled.

In the first task, the participants could see three pictures with the ready constructions from the available Lego bricks. Over the three following minutes, they were asked to build one of the constructions seen in the pictures. Apart from the building part of the exercise, the participants were encouraged to think individually and then share their ideas with each other about the meaning of the built models.

In the second task, the general question was linked with the currently developed Master School programme in the Mikkeli University of Applied Sciences at the Department of Business Management. The challenges and solutions of these challenges in the implementation of the Master School were to be reflected in the Lego constructions by all participants. The third task was completed in five to ten minutes.

After the completion of these two tasks, the participants were asked for their feedback, in which they could tell about their personal impressions of the LSP-method in action, about possible ways of implementing the LSP-method in their own work, and about ways of improving the LSP-method.

In general, while fulfilling the first and the second tasks, the individuals revealed their personalities. In this respect, as one possibility to develop this LSP-experiment and get more information about psychological nature of participants, they could for instance receive the following task. Individuals are free to select nine bricks from the whole collection of the available Lego elements. In three minutes, they are expected to build something that could describe their personalities. It should be noted that changing the bricks after the initial selection are prohibited. Additionally, each selected brick is supposed to be used in the self-describing construction.

Another experiment task could be used for determining participants' levels of creativity and ability to meet challenges in their current work. To do so, participants are first put in the marketing-design chair of the imaginary enterprise with the task to identify what kind of snowmobile could appeal to the absolutely new target group. As for the second part of the same task, participants are challenged to identify the future trend in the collection 2030 based on the current know-how of the enterprise. Timing is chosen equal to five minutes for both parts of the exercise.

Results and Discussion

As a result of the experiment we received solutions for seven developmental issues that the organization was interested about. It was more interesting for the research to determine how the participants saw the method as a tool for development. Twelve out of twenty-seven participants did give feedback after the experiment. Overall reactions were positive and the method was considered as a good way to find new solutions. The participants were given three questions to be answered. Different findings are considered question by question.

How does it sound as a method?
The overall feeling after the experiment was positive. The way that the method helps to make thoughts concrete was inspiring for some of the participants. It was also thought that the interest towards the task is much more intense once the task is ´in the hands´. Some participants thought that this method might be used more frequently. The participants also had noted that with this method much more options were considered as compared to traditional meetings. Some participants reported to be a bit sceptical before the experiment but were surprised how nice the method actually was.

The lack of time was seen as a negative side of the experiment. Because of the rush, there was no sufficient time to consider the outcomes. In one team the actual developmental challenge was seen as problematic. All the team members started to build the current situation, not the way how it could be solved.

In which specific areas (How?) could you use this method in your work?
For this question there were multiple situations identified which could be used as a platform for the LSP method. Problem solving was considered as the main field where this method could be used. R&D functions might benefit greatly with this kind of approach. It was also thought that it works

especially well in a situation where participants are highly educated. The study counselling was also seen as a field where the method might help students to find solutions for their challenges.

It wasn't so clear how this method might work in a situation where the team members' backgrounds might vary. Some participants were concerned about how to build up a comfortable situation so that every participant would feel him- or herself safe while taking part in LSP.

How could you develop this method?
Quite many participants saw that based on this experience, they couldn't really see any ways how it could be developed further. Some restrictions arose about the time given. To ensure the proper dealing of results, it would need more time. This was seen as the major difficulty in this setting. Another opinion was concerning the number of bricks available. Because of the lack of time, it was thought that fewer bricks would make it easier to handle the situation.

Conclusion

The LSP was taken positively by the staff members participating in the experiment. It was thought as a great tool to be used yet more in this kind of circumstances. Besides the positive feedback there were things that needed to be further developed. Once using LSP method there must be enough time to prepare the participants for actual developmental challenges. Within this experiment, the rush was seen as the major setback in an otherwise nice setting. Therefore safe conditions could be achieved only when there is enough time available. With these additions the LSP might work in a more pragmatist way. The method must be studied more to find out how the results can be taken into actions of the organization.

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Entrepreneurship and Education: Views of Russian and European Students

Heli Aaltonen, Vera Chernova, Elena Freidkina, Anna Klunko

Introduction

Education for entrepreneurship has become a central issue in the current economic situation in Europe. In fact, it is one of the highest return investments policymakers in Europe can make to catalyze growth and technological progress. The findings of a recent study support the view of the impact of entrepreneurial education arguing that 78 % of entrepreneurship education alumni were employed directly after their graduation, against 59 % of a control group of higher education students.

Entrepreneurial education and training are one of three key areas identified for immediate intervention by the European Commission's Entrepreneurship 2020 Action Plan. According to the Action Plan the EU member states are invited to give young people the opportunity to have at least one practical entrepreneurial experience before leaving compulsory education. For example, the experience of running a mini-company, being responsible for an entrepreneurial project for a company or a social project.

Also concrete actions aiming at facilitating entrepreneurship are realized. Earlier this year an international qualification called Entrepreneurial Skills Pass (ESP) was launched. ESP aims to give young students access to further opportunities and help their transition from education to entrepreneurship or employment. ESP runs in 26 countries and certifies students who have had a practical entrepreneurship experience and have gained the necessary knowledge, skills and competences to start a business.

The purpose of this paper is to discuss and understand entrepreneurship in the context of higher education students' views. Recent studies regarding entrepreneurial activities and the students' entrepreneurial intents in various countries are reviewed. The special characteristics of the Russian cultural and political environment are also discussed.

Entrepreneurial intents and views

Entrepreneurial intent refers to the intention of an individual to start a new business (e.g. Engle et al. 2010, 38). In this paper entrepreneurial intent means the degree to which students are actively planning to start a business. The entrepreneurial intents and views have been investigated during the last three decades from various viewpoints. The mainstream of the studies exploits the theory of planned behavior (Ajzen 1991) aiming at offering fresh perspectives for the field. According to Ajzen (1991, 181) an individual's *intention* to perform a behavior is a central factor. Intentions indicate how hard people are willing to try and how much an effort they are planning to use in order to perform the behavior. There are three determinants of intention. First, the attitude toward the behavior means how favorable or unfavorable the behavior is evaluated. Second, the subjective norm refers to the perceived social pressure. Finally, the perceived behavioral control refers to the perceived ease or difficulty of performing the behavior. (Ajzen 1991, 188.) In general, the stronger the intention to engage in a behavior, the more likely should be its performance. In addition to the motivational factors, the performance also depends on at least some degree of non-motivational factors, such as resources and opportunities. (Ajzen 1991, 182.)

Other research areas are the impact of personal factors, such as gender or role models, as well as the impact of the social and cultural environment. Moreover, entrepreneurial education contents including teaching and learning methods constitute one track of research. Finally, only a limited amount of research considers the actual link between the intents and realized behavior. (Joensuu et al. 2014.)

Joensuu et al. (2014) examined students' entrepreneurial intents, their change and factors affecting these during studies. They analyzed an extensive data of both Finnish and international students. The sample included over 6000 Finnish students and over 5000 students from five universities abroad, of which 226 respondents were from outside Europe. The study explored, for example, how the students' personal factors, environment and context affected their views of entrepreneurship. Furthermore, the effects of entrepreneurship education and the connection between the intents and realization of entrepreneurship were investigated.

To begin with, significant differences between the classes of academic years were found. The first year students had stronger entrepreneurial intents than the students in their later studies. This may result from the fact that since during the first study year when the graduation is in the distant future, it might be easy to plan setting up an enterprise after graduation. However, some studies present opposite views regarding the stability of intents. For

instance, the findings of Kakkonen (2011) and Pihkala (2008) indicate that entrepreneurial intents stay constant during the studies.

Secondly, gender and age also seem to have a significant impact on intents. Men have higher intents than women and the intents tend to weaken with aging. (Joensuu et al. 2014, 140 – 141.) Likewise, in Global University Entrepreneurial Spirit Students' Survey GUESSS 2011 (Miettinen & Kokkonen 2012), female students demonstrated fewer entrepreneurial intentions. Differences between the genders were also discussed in the study of Kakkonen (2010, 75). The study pointed out that male students have more motivational factors and interest for entrepreneurship than female students, and moreover, the barriers of entrepreneurship are lower for the male students. Thirdly, Joensuu et al. (2014, 140) discovered that taking entrepreneurship courses does not affect the students' entrepreneurial intents. However, it seems that with activating pedagogical methods it is possible to improve the students' – especially female students' - self-efficacy and thus indirectly affect the intents. The findings of Kakkonen (2011, 124) consider entrepreneurial intention as a driving force for the development of the entrepreneurial competences, and vice versa. This implies that learning entrepreneurial skills and competences could feed intents. Pruett et al. (2009, 590-591) suggested that in education, it is important to focus on developing students' beliefs in their own creativity and autonomy. They emphasize the importance of personal characteristics and an individual's perceptions of his or her own entrepreneurial spirit. In their study, they investigated factors affecting entrepreneurial intents and surveyed over 1000 university students in the US, Spain and China. They conclude that across cultures university students share generally similar views on motivations and barriers to entrepreneurship. However, a few tensions among Chinese students appeared. For example, the Chinese students were more concerned with the lack of support from their family and friends.

Fourthly, the impact of the students' family environment and context seems to differ in the investigated countries. Among the Dutch, Finnish and German students, the opinions of family and friends regarding the career as an entrepreneur are considered less relevant than among the Spanish, Italian or Argentinian students. (Joensuu et al. 2014, 140 – 141.) Similarly, Autio et al. (2001, 157) found only weak influence of the subjective norm on entrepreneurial intent in their study among the Finnish, Swedish, British and American students. Instead, their conclusions emphasize the importance of situational contingencies on entrepreneurial behavior. In contrast, in the study of Engle et al. (2010) social (subjective) norms were found to be significant predictors of entrepreneurial intents in all the examined countries. They collected data from 1748 university business students in 12 countries.

Finally, according to the results of Joensuu et al. (2014) attitudes and self-efficacy are the most important factors explaining the intents in all the investigated countries. Also Pruett et al. (2009, 590-591) stress the importance of self-efficacy and suggest fostering the students' sense of confidence and initiative in education. Similarly, Engle et al. (2010, 51) highlight the role of educators as mentors to encourage and support students.

Entrepreneurial activity in Russia and Finland

The Global Entrepreneurship Monitor (GEM) is a project carried out by a research consortium dedicated to understanding the relationship between entrepreneurship and a national economic development. Since 1999, GEM reports have been a key source of comparable data across a large variety of countries on attitudes toward entrepreneurship, start-up and established business activities, and aspirations of entrepreneurs for their businesses.

Entrepreneurial intentions in Russia
According to the national Russian report (Verkhovskaia & Dorokhina 2012), the level of entrepreneurial intentions in Russia is among the lowest in GEM countries. The level of early-stage entrepreneurial activity is an average of 4% in 2012, the index being 4.3%. The activity level of established entrepreneurs ranges from 1.1% (2008) to 2.8% (2010-2011). In 2012, the activity index of established entrepreneurs amounted to 2.1%. The share of established entrepreneurs in Russia amounted to 33% of total entrepreneurial activity that is in Russia not only at low level of early-stage entrepreneurial activity, but indicates that most of the established companies cannot overcome the initial stage of development. Thus, one of the solutions to the problems of the Russian business lies in overcoming the initial stage. (Verkhovskaia & Dorokhina 2012, 23)

According to the national Russia report (2012) the average age of an early-stage Russian entrepreneur is 36 years. An established entrepreneur in Russia is seven years older, i.e. 43 years. In the group of early-stage entrepreneurs 36.4 % belong to the age group of 25 to 34. The index of business activity in this age group was 6.7%, while the younger (18 to 24 years) and middle (35 to 44 years) groups, respectively, have the activity index equal to 4.2%. All age groups were dominated by men, except the group of 45 to 54, in which there was an equal number of men and women. In the group of established entrepreneurs, the prevalent age groups were 35 to 44 and 45 to 54. The activity index of established entrepreneurs in these age groups was 3.4% and 3.0%, respectively. The predominance of these groups has been observed during the observation period from 2006.

Both the early-stage group and established entrepreneurs group include a small number of population aged 55 to 64-years. The activity index of both groups barely exceeds 1%. This is also true for groups of potential entrepreneurs and people with entrepreneurial intentions which is dominated by the age group of 25 to 34. (Verkhovskaia & Dorokhina 2012, 28) Both the early-stage group and established entrepreneurs group were dominated by the respondents with incomplete higher education or vocational training and higher education. They accounted for 74% of the entrepreneurs. The respondents with higher education demonstrated to be the most active among the early-stage (6.14%) and established (2.69%) entrepreneurs.

Global University Entrepreneurial Spirit Students' Survey - GUESSS 2011 explores the entrepreneurial intentions and activities as well as the entrepreneurship training and education in 26 countries. According to GUESSS 2011 national report Russia (Shirokova & Kulikov 2011), the majority of the Russian students seek paid work right after their graduation. Most of them want to work in medium-sized or large companies. Only 11.7% of the sample would prefer to become a founder of a company immediately after graduation. The smallest part of the sample wanted to inherit a family business.

The situation is different when it comes to the career aspirations after five years of the graduation. Almost a half of the Russian students wants to start their own company, i.e. to establish a company. 28.6 % of them wish to remain as workers and 7.2 % of the respondents want to be a successor of their family business. Trends of the changes in the career expectations in Russia and other countries were similar, but in Russia more respondents thought about starting their own business after five years of their graduation. (Shirokova & Kulikov 2011, 30). Summarizing the above it can be argued that entrepreneurial activity in Russia seems to be relatively low.

Despite a number of difficulties and unresolved problems in the interaction of education and business in Russia, there are positive examples reflecting the upbeat trend in solving these issues. For example, the "Baltic Practice" project started 13 years ago as a small Summer School, but now it is a major interdisciplinary research project where under-graduate, post-graduate and doctoral students as well as professors from business schools and universities conduct research into the Russian-European relations.

Entrepreneurial intentions in Finland
In the GEM Finnish 2012 Report (Stenholm et al. 2013), Finland is compared to the innovation-driven economies. Among them Finland is like other Nordic countries scoring the middle league. The report points out that the government supports entrepreneurship and the Finnish enterprise support system functions quite well. However, the crucial challenge is to find new ideas and start-ups to further the growth.

According to the report, highly educated Finnish adults are more alert to new business opportunities than the Finnish adults in average, and 6 % of the adult population is engaged in early-stage entrepreneurship. In addition, the early-stage group has higher innovation orientation than the established business owners. Like in Russia, also in Finland the early-stage entrepreneurship is highest in the age group of 25 – 34 and men seem to dominate in the early-stage group. When it comes to growing, the Finnish early-stage entrepreneurs offer modest prospects for new jobs and internationalization. In general, it seems that perceptions of entrepreneurship among Finns are positive, but they are combined with low entrepreneurial intentions. (Stenholm et al. 2013.)

The Finnish sample in GUESSS 2011 survey (Miettinen & Kokkonen 2012) consisted of 1473 respondents from 12 universities. According to the results, the Finnish students prefer the employee alternative as a career choice more strongly than the respondents in other countries. However, the proportion of the Finnish students which already are running their own business was higher than the international mean. The Finnish students had also a high entrepreneurship index and growth orientation compared to others. Therefore it seems that a small minority of the Finnish students is very active. Moreover, a small emerging boom of founders was recognized in the study. In all the participated countries the strongest factors preventing students from setting up their own business were a perceived financial risk and an access to financial capital. High workload, instead, was not perceived as a barrier to entrepreneurship. (Miettinen & Kokkonen 2012.)

Empirical study

In this chapter a small-scale empirical study regarding the students' views of entrepreneurship education is discussed. In April 2013, Mikkeli University of Applied Sciences (hereafter Mamk) hosted an exchange week for students. The participants were students of Economics and Management Faculties from two universities in St. Petersburg: Saint Petersburg State Forest Technical University and Saint Petersburg State Technological University of Plant Polymers. One assignment for the exchange week was to collect empirical material for the study aiming at developing learning and the teaching of entrepreneurship at the university level.

The empirical material was gathered by using qualitative research approach and accordingly, semistructured personal interviews (Eriksson & Kovalainen 2008, 82). The respondents were second and third year students from the Business Management degree programmes in Mamk. The exchange students acted as interviewers in five small groups. They prepared interview questions

considering, for example, the general understanding of and the attitudes towards entrepreneurship; competences generated by entrepreneurial education; means and methods in teaching entrepreneurship; means and methods in learning entrepreneurship; and how to integrate internationalization and entrepreneurship.

In total 26 students were interviewed. During the interviews the students took notes and transcribed the empirical material.

Background information of the respondents
The majority of the respondents were 19 to 25-years old. Two respondents were older than 30 years, both having previous work experience and studying their second degree. The respondents represented three nationalities: 16 Russian, 9 Finnish and 1 Vietnamese. 18 of the respondents were female students and 8 male students. Four of the Russian students lived and were educated in Finland.

Career goals and entrepreneurial intents
All of the respondents planned to make a career in business. Three Finnish students (2 males, 1 female) expressed a strong desire to start their own business. Ten students (5 m, 5 f) did not exclude entrepreneurship as an opportunity in the future. Five students (1 m, 4 f) preferred the employee alternative and eight gave no clear answer.

Attitude towards entrepreneurship
All participants seemed to have a positive attitude towards entrepreneurship. They seemed to understand the high importance of entrepreneurship for growth and economic development. In particular, technology innovations and service development were highlighted as important fields of entrepreneurship. Moreover, the Finnish students seemed to emphasize the importance of entrepreneurship in the social services. All the respondents agreed that entrepreneurship can improve the quality of life and allows you to do things better.

Competences for entrepreneurship
The respondents mentioned decision-making skills, communication skills and language skills as the most important competences for entrepreneurship. They seemed to believe that the modern entrepreneur needs to have special skills in management, marketing, leadership, business planning, accounting, sales and negotiations.

According to the respondents, an entrepreneur must be able to utilize information, to handle documents, and have expertise in their chosen field. The entrepreneur must be a disciplined, hard-working and be responsible per-

son. Success in business requires creativity, openness to new ideas, commitment and a positive attitude towards their work. One student mentioned that talent would be the most important competence for an entrepreneur but, in fact, it might be impossible to learn it.

Some students mentioned that during their intern period they acquired good skills on report writing, public speaking, creating presentations, and formulating goals and objectives. They regarded all the learned skills as useful for their future in business.

Teaching and learning methods for entrepreneurship
According to the respondents, the best methods of entrepreneurship education seem to be related to the practical work with real companies, visits to profitable enterprises, and lectures given by entrepreneurs. A more extensive use of practice-oriented learning methods was desired by all the interviewees. The students also praised the effectiveness of group work. Three respondents mentioned the importance of theoretical education, for example lectures, seminars, independent study of books and doing assignments. All the students have found international exchange useful for improving communication skills, acquiring knowledge about the business environment and foreign cultures.

Summarizing the findings
A small portion of the respondents exhibited clear interest in setting up their own businesses after the graduation. However, it seems that half of the respondents saw entrepreneurship as one alternative path in their future career, since they did not rule it out.

In general, the respondents' attitudes towards entrepreneurship seemed to be positive but it seemed that the Finnish students were more oriented towards entrepreneurial activities. The views regarding competences indicate that the respondents quite clearly distinguish the general skills an entrepreneur needs. The extensive use of practice-oriented learning methods was desired by all the interviewees. To summarize, it seems that the results of this small-scale study are consistent with other previous studies.

Discussion and conclusions

In sum, among the students the basic attitudes towards entrepreneurship seem to be positive and they seem to have educational opportunities to build necessary know-how for entrepreneurship. When it comes to realizing the entrepreneurial intentions, supporting the students' trust and confidence in their own abilities appears to be an effective tool. Thus, the right mind-set matters.

Entrepreneurship should be seen as an engine for the economic growth. For students, entrepreneurship offers a worthy opportunity since they cannot rely on large corporations or the government for job creation anymore. Basically, it seems that across cultures university students share generally similar views on motivations and barriers to entrepreneurship (Pruett et al. 2009). However, the gap between the entrepreneurial intents and setting up a real enterprise still seems to be wide.

What is important is that the students' attitudes towards entrepreneurship seem to be positive. The attitudes are a starting point but also the social environment and education matter. According to previous research, personal factors seem to be significant. A large amount of information about entrepreneurship does not directly result in start-ups after graduation but supporting students' self-efficacy could be a success factor. In this sense, the educators appear to have a crucial role. The pedagogical methods in entrepreneurship education should focus on how to bolster up students' confidence in their capabilities to act as entrepreneurs.

In addition to confidence, however, a student needs to have willingness and readiness to entrepreneurship. For example, students may be strongly confident that they are capable (strong self-efficacy) but actually they do not want to take the risk and set up their own business (Joensuu et al. 2014). The views of family, friends and other social environment seem to affect students' decisions and views in various ways depending on their cultural backgrounds.

Cultural and political environment may influence attitudes and intentions very deeply. In Russia, for example, engaging in entrepreneurial activities was regarded as illegal in the era of the command economy. Thus, in Russia entrepreneurship has been a legal activity just for a few decades. In spite of the historical burden, the developing business environment and the more positive image of business have led to the demand of entrepreneurial know-how. The Russian educational system has responded to this public demand. Leading universities have developed and implemented - by trial and error - various programs of entrepreneurship education. As a consequence, entrepreneurship education in its formative stage includes testing a variety of techniques and approaches to accumulate experience.

To conclude, across the cultures it still seems to require a large amount of effort to boost entrepreneurship to a position of the most desired career among students. This is probably a common objective, although the means to achieve it may vary among the countries.

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Arranging of the 24h Challenge in a Multicultural Context

Petra Paasonen, Anna-Maija Torniainen

Introduction

The paper describes the piloting of a 24h Challenge for international students and the student perspective of the experience. The 24h Challenge that was planned, organized, and managed was a part of the seminar "Bridging entrepreneurship education between Russia and Nordic countries" and implemented in August 2013 in Mikkeli University of Applied Sciences. Participating students came from partner universities of "The Innovative Entrepreneurship in Nordic-Russian Context" –project. The project is carried out by Mikkeli University of Applied Sciences and the partner Universities from Russia and Denmark.

The purpose of the event was tied to the objectives of the project; increasing networking and cooperation between the partner institutes. The aspects of focus were entrepreneurship education, networking, and innovation in an international context. The project objectives were also tied to promoting students' skills to reflect innovations and reinforce entrepreneurial mindset. For teaching, the objective was to increase the entrepreneurial teaching competences of the teachers. These factors led to inviting students along as guests in the event and organizing a 24hour Challenge for them. The 24h Challenge for students was arranged in the premises of a real company. The students were given a challenge with which they had to work for 24 hours.

The 24h Challenge was piloted for the first time in the business department. The challenge was managed by three teachers, two from Mikkeli University of Applied Sciences and one expert in the field of long Challenges from Denmark. The Challenge was implemented as a course called "Innovation Competences". The course consisted of team-work, presentations, and a final report by the Challenge groups. At the end of the event, the students presented their results to the seminar participants and the entrepreneurs of the company who were the commissioners of the Challenge work. The results clearly indicate the success factors and give valuable ideas for future actions.

Event management

The term 'event management' refers to the practice of managing events. According to Goldblatt (2002, 7) it involves researching, designing, planning, coordinating and evaluating events (Quinn 2013, 37). To define the management of special events briefly, it involves designing, planning, marketing and staging events, managing the logistics, legal compliance and risk issues involved, and evaluating and reporting after the event. (Quinn 2013, 37.)

Planning of events

An event cannot be planned at once because of the changing surroundings. Planning is mostly done during the actual planning phase, but it is required through-out the project, even during the execution and closing phases due to changes and new prerequisites. There can be lots of variables and even when well-prepared, everything cannot be foreseen in the beginning. However planning helps dealing with the uncertainties of events. (Shone & Parry 2010, 90.; Tonnquist 2008, 105.)

The purpose of the planning stage is to establish an overview of what is to be done and in which order; it should lead to a schedule. Thus planning also helps with time management and communication. The event planning process begins with the conceptualization of the event and continues through several planning phases where the ideas are formalized into action plans, which then are executed in order to successfully stage an event. In some cases with new events, planning may start from just a vague hunch or intuition, but can be rather quickly worked up into something more useful and relevant. (Carter 2012; Shone & Parry 2010, 90.; Tonnquist 2008, 105.)

According to Vallo and Häyrinen (2012, 93-94) "the strategic triangle" has to be contemplated precisely. The goal and reasons behind arranging the event have to be clear. It has to be well thought through what the arranging organization wants to communicate via the event. Another basic question at the beginning stage of event planning is the target group. The elements such as how well the target group is known and how to reach them in the best way show importance in this stage of the planning process. In the stage of answering the question what will be arranged, the nature of the event and the degree of authenticity has to be determined. At this point, there is a variety of choices, and the right kind of event model can be concluded by asking and answering questions that relate to the needs of the wanted target group and serve the goal of the event. The questions of the strategic triangle (see figure 1) have to be answered by the people in charge of organizing the

event. These three questions often lead to inventing the idea for the event. This solution, idea, can in the long run result in a concept that could be advanced in the future events, but the practical implementation can change in time. (Vallo & Häyrinen 2012, 93-94.)
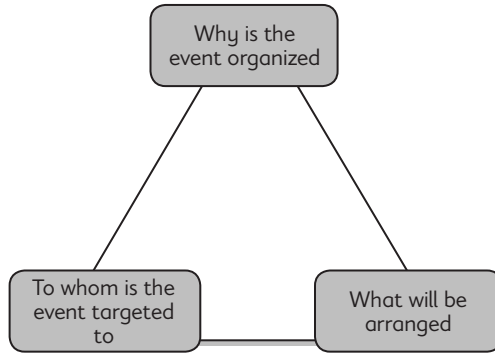
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                    ┌─────────────┐
                    │  Why is the │
                    │event organized│
                    └─────────────┘
                   /               \
                  /                 \
    ┌─────────────┐                 ┌─────────────┐
    │To whom is the│                │ What will be│
    │event targeted│                │  arranged   │
    │     to       │                └─────────────┘
    └─────────────┘
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FIGURE 1. Strategic triangle. Adapted from Vallo & Häyrinen 2012, 93.

Implementation of events

In project management, implementation is generally a part of the execution phase, but it can be a separate phase as well. However, it is important that the implementation process is planned with care. The implementation stage involves application of all the plans as well as monitoring and controlling the plans. As the organizing progresses, the plans should be tested and confirmed of their relevance. During the implementation, event management should be able to make decisions based on the comparison between plans and reality. (Bowdin et al. 2011, 269.; Tonnquist 2008, 239.)

Once the right strategy is in place, it is time to proceed with the implementation of the plan. This process can be executed by setting up and using series of operational plans. According to Bowdin et al. (2011, 133) 'operational plans are needed in areas which are central to the achievement of an event's objectives and the implementation of the strategy'. Each event is different so operational plans also vary depending on the event. However, it is common that operational plans are created in areas such as budgeting, marketing, administration, research and evaluation, risk management, programming, merchandising, and staffing. Each area with an operational plan requires its own set of objectives that assist the overall event strategy;

action plans and schedules; details of individuals responsible for handling the various aspects of the plan; monitoring and control systems, including a budget; and an allocation of resources. (Bowdin et al. 2011, 133.)

Control systems monitor and ensure that actions follow the implemented operational plans. These systems enable performance to be constantly compared to objectives. Control affects every area of the event management and its basic nature remains the same in each of the areas. Control has to stay up-to-date on the event planning and respond to possible problems. Control may mean changing, adjusting, updating of event plans in order to keep the process on the right track. Budgets, meetings, and reports are generally central to the control process. Bowdin et al. (2011, 294) state that 'event planning can be effective only if the execution of the plan is carefully controlled'.

Generally the control process consists of three main steps: establishing standards of performance, identifying deviations from the standard, and correcting those deviations. These steps are also called the control cycle (Burke, 2003). The cycle is applied repeatedly with varying frequency depending on the scale and complexity of the event. (Bowdin et al. 2011, 294-295.)
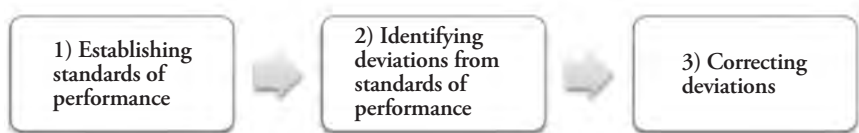
1) Establishing standards of performance	2) Identifying deviations from standards of performance	3) Correcting deviations

FIGURE 2. **The control process.** Adapted from Bowdin et al. 2011, 295.

Evaluation of events

Evaluation of an event concentrates on its impact and level of success. There are two key evaluation issues; whether or not the event has met its objectives and what could be improved for the next time if there will be one. When honestly and critically executed, evaluation is a source for valuable information and a key for further improvement both in individual events and in the whole industry. Event managers should acknowledge the importance of the evaluation stage in terms of the whole event management process. It should also be of a high priority for event managers to distribute the evaluation for stakeholders and other interest groups. (Bowdin et al. 2011, 412-413.; Shone & Parry 2010, 245-247.)

Post-event evaluation is the most common of evaluations. How an evaluation turns out to be depends very much on the purpose of the event and for which audience it is meant for. Post-event evaluation is mostly gathering statistics and data from the event, which is then interpreted in relation to event objectives. Sometimes the objectives are translated into measures that can be applied to indicate the success of an event. The important aspect of usually the evaluation is forwarding the results of an event and the evaluation for key participants and stakeholders. The post-event evaluation may also include questionnaires or surveys for the event participants. The purpose of the questionnaires is to examine audience opinions and clarify the level of satisfaction with the event. (Bowdin et al. 2011, 415.)

The event management process benefits from the evaluation process, as inputting and analyzing data enables more informed decisions to be made. The event planning be-comes more efficient and the event outcomes improve. When the management gains information from an event, it can be incorporated in the planning of repeat events to improve the whole process and its outcomes. Evaluation can be useful at a general level, too. The lessons learned from the previous experiences of any individual event contribute also to the overall knowledge and effectiveness of the events industry. The event evaluation also helps in spreading and developing innovation in event communications, products, and technologies. This is not only leading to better and constantly improved individual events, but also to an ever-growing knowledgeable events industry. (Bowdin et al. 2011, 413-414.; Shone & Parry 2010, 246.)

Intercultural synergy in events

As the organized event was a meeting place for different cultures, it was important to recognize cultural factors and take them into consideration in the planning and implementation of the event. According to Moran, Harris, and Moran (2011, 233) synergy is a cooperative or combined action, and occurs when diverse or disparate individuals or groups collaborate for the common cause. Shared perceptions and experiences, insights and knowledge can at their best lead to increased effectiveness. Synergy begins with colleagues, then extends to organizations, and ultimately involves even countries. The variety and differences of the people and societies in the world can lead to mutual growth and accomplishment, which couldn't be achieved without the contribution of each party. Synergistic actions, such as sharing of distinct perceptions and cultural backgrounds, can be used for improving and strengthening problem solving and decision making processes. (Moran et al. 2011, 233-234.)

Conflicts cannot be avoided in human interaction and communication whether it is due to cross-cultural conflicts or not. Thus conflicts must be learnt to be resolved. Unresolved conflicts can have severe negative influence, which extends far beyond the conflicting parties, to the whole organization. When ignored, conflicts may decrease productivity and weaken morale. By studying organizational conflict, it is possible to learn how to get along better with others. (Moran et al. 2011, 235-236.; Schneider & Barsoux 1997, 9.)

The 24h Challenge

The event was organized to increase cooperation between the partner universities and the focus of the event was determined in certain aspects: entrepreneurship education and innovation. These factors acted as the platform as we started to form the big picture of how the event would be built and what kind of activities would be included.

Concept of the 24h Challenge

The platform of Junior Achievement Finland was used and utilized in the event as the plan was to execute the programme for the students. Junior Achievement Finland educates students on topics related to workforce readiness, entrepreneurship, and financial literacy through experiential, hands-on programmes. These programmes aim at helping young people to be ready for the real world by offering educational methods to generate innovation and inspiration, and methods to apply entrepreneurial thinking. (www.finland.ja-ye.eu/ [Referred 17.2.2014].)

JA (Junior Achievement) Challenge refers to the 24-hour Challenge that was implemented for the students as a part of the event. The challenge is an event that is carried out in cooperation with companies. In the event, the representative company gives the students a challenge. The challenge is something that the company can take benefit from and use in developing their business. The event lasts for one day, 24 hours. The day includes getting familiar with the company, mentoring during the Challenge, and evaluating the results of the Challenge work. (www.finland.ja-ye.eu/ [Referred 17.2.2014].)

The planning process

The participants of the event were international students, so the idea was to do something new and different. The idea was a total focus for one day, working 24 hours in multi-cultural groups. There was an all set platform that we could utilize in the piloting of the 24h Challenge for the students. Junior Achievement Finland is an expert in the field of long challenges for students. We had the opportunity to educate ourselves about the Challenge as the programme manager of Junior Achievement Finland came to train us for the Challenge. The platform from Junior Achievement Finland consisted of materials including guides for the students, nameplate-models, certificates for participants and winners among multiple other tools to use. The meeting with an expert was helpful as it was the basis for our plans concerning the 24 hour Challenge.

The participating students implemented the challenge as a course from which they gained 3 ECTS. The course was called "Innovation Competencies". The focus was on development work made for the cooperative company. The cooperative company in the challenge operates in the field of health care for elderly people and people suffering from memory disorders. The company offers supported housing for elderly people and specializes in treating memory disorders. Rehabilitation, domiciliary care, training and consulting are among these services.

The fact that we could be in a real-life environment inspired us as the results would be much deeper as the challenge would be implemented in the ideal place, the actual business premises. The fact that the students could operate in the company to whom they were completing their challenge work was a way to increase the innovativeness in the process. The Challenge was planned to be implemented in practice by three lecturers, two from the Department of Business Management in Mikkeli University of Applied Sciences and one expert of the 24 hour Challenges from Denmark. The idea was that the students would spend 24 hours in the business premises of the company, creating innovative solutions to a challenge given by the co-operative company and the teachers. As there was an expert of long Challenges present in the workshop planned for the students, he acted as a mentor for the other teachers during the Challenge.

Description of the implementation

Implementation consisted of different phases. This chapter illustrates the challenge from the beginning to the ending. The journey towards the 24h Challenge started with the bus drive to the business premises of the company. In the bus the students were given some information regarding the

challenge, but the challenge work was still unannounced. The students became familiar with the type of business the company operates in. Our plan was to do a study during the Challenge and the bus drive was the perfect occasion to implement the first part of the questionnaire. The students were asked to answer an inquiry of their expectations to get research material to analyze the success of the event afterwards.

As we reached our destination, we were welcomed by the entrepreneurs of the company. We started the day by gathering together with the entrepreneurs and teachers. The introduction process started with a mini brief of the Challenge. After briefing we moved to the location where the students would be working throughout the Challenge and had a welcome dinner that the company had prepared for the participants. After the dinner we got acquainted with the business premises and the surrounding areas. We walked in the surrounding areas aiming at giving inspiration of the closeness of nature and environment for the students. The day continued as the teachers, students and entrepreneurs gathered together and the real briefing for the actual case started. The company had arranged a capacious space for the students where they could work and spend the next 24 hours indoors.

Teaming up

The students were divided into small teams that were already determined in the planning stage of the event and they had some time to get to know each other before they started processing the Challenge work. The students were teamed up and given name tags. The name tags were divided by colors, different groups having different colored tags. The teachers briefed the students the case, and the needed materials were given to each participant. The materials included a workbook with information and instructions for the actual task of the Challenge as well as the schedule on how the challenge will proceed.

The entrepreneurs told more about their business, giving facts and information related to the field of business in Finland and their own motives and ways to do business. The entrepreneurs were really eager in getting young people's opinions and fresh ideas related to how they could market their services in a wider context in Finland and Russia. They were also interested in all sorts of new ideas to improve their services and becoming more appealing to larger target groups. Thus, the entrepreneurs emphasized the fact that the company operates in a customer-oriented manner, even though making profit is crucial for every business.

Idea generation / Brainstorming

After the information session was over, the students started to form ideas firstly by taking "idea-walks" individually. The students were able to go anywhere, such as walking in the beautiful nature surrounding the company area. During these idea-walks the students pondered innovative ideas in their own privacy and made notes of their ideas. After the walk it was time to share the ideas in the teams. The teams gathered together to brainstorm. After sharing every member's ideas, the teams discussed and deliberated one idea that they would concentrate on developing in the challenge work. The teachers were available for each team in case they needed advice and guidance.

As the teams started to work together, they were worried about the lack of internet availability. Some of the students were able to get Wi-Fi connection, some not. The purpose was not to base the task on information. The task was to be innovative, to form ideas based on the unique real-life environment, the company premises. The surroundings and the ability to grow ideas based on what they see were emphasized to the students as they seemed to be concentrating their energy in the lack of the Internet.

After the teams had formed their ideas and started to process their work step by step, the entrepreneurs had arranged a bonfire by the lake where all the participants gathered to enjoy a typical Finnish evening with barbecue dinner in a peaceful lakeside landscape. During the dinner the teams communicated their ideas to the whole group and were able to share their thoughts and ask questions related to the challenge. The bonfire was also an opportunity for the students to see what kinds of experiences the company can already offer its customers, in a real-life environment. There was also conversation related to the fact that there was cooperation between the entrepreneurs around the area. During the dinner a local entrepreneur came to tell about his canoe services, which the company was already able to use with their customers.

Working in teams

After the get together by the lake, the teams returned to the house where they continued their group work. The teachers monitored and assisted the groups to ensure the groups progressed in their challenge. The team-work noticeably differed in the groups. It was obvious that in some groups conversation flied freely and in some cases the groups did not communicate that much. This is why it was good that the teachers assisted and monitored the group-work constantly, to make sure each group made progress in their task. The teachers assisted the students until midnight, and were available

throughout the night in case of an emergency. The students had some sleeping bags in case they wanted to take a rest once in a while. They had time to process and finalize their challenge work until the next morning. During the night some of the students were working late, and some tried to get some sleep. They had the night to prepare their work in its final form, so depending on the group, the students spent their night working or resting.

Presentation training

In the morning after a demanding night, the students had a presentation training session, when a teacher from Mikkeli University of Applied Sciences came to give instructions on how to form and implement a well-structured and -executed presentation. Presentation skills were a part of the Challenge as the teams would be evaluated based on the ideas and the presentations. After the training the students returned their teams' results for the teachers and were able to enjoy sauna and swimming to wash up and experience a real Finnish sauna. At midday the bus came to pick the group up, and the demanding 24 hours were over. The students were driven to their hotels, and they were able to go to rest and sleep to recover from the Challenge.

Student presentations

In the third day of the seminar the students presented their group work results of the 24h Challenge to the whole seminar audience. The entrepreneurs of the commissioner company were also present to evaluate the presentations. The groups presented their ideas one group by one, and after all the groups had given their proposals and presented their ideas, the evaluation team which consisted of the teachers and the entrepreneurs, grouped to evaluate the presentations and ideas of the teams to decide the winning teams of the challenge. The evaluation was based on two different criteria: the best presentation and the best idea. After the decision of the winners was made, all of the groups were called one by one back to the stage to get feedback of their ideas and presentation. After the feedback session, the winners were announced and called to the stage. The members of the winning teams were awarded with winner certificates and Mikkeli University of Applied Sciences hoodies. All of the students were also awarded with certificates for participation. The groups had come up with really good ideas during the Challenge. The entrepreneurs saw that some of the ideas would be viable and the company could actually use the ideas in their service development.

Methodology of the evaluation

The purpose was to find data by using both quantitative and qualitative research methods. The used methods were primary data collection methods: questionnaires and observation.

Questionnaires

According to Bowdin (2011, 415) the purpose of questionnaires is to examine audience opinions and clarify the level of satisfaction with the event. Brace (2008, 7-8) describes a questionnaire as a vital part of the survey process. The first step in the stage of planning a questionnaire is to be aware of the objectives to strive at expedient results. In case a specific objective has been determined the questions should be formed in a way that they enable getting the most suitable answers leading towards the wanted results. (Bowdin et al. 2011, 415.; Brace 2008, 7-8).

We designed and implemented three questionnaires to gain feedback from the students concerning the 24h Challenge. As the study is based on both quantitative and qualitative analysis, the questionnaires were formed to respond to the both analyzing methods. The questionnaires included open-ended questions, two-way questions, and ranking scales. The aim was to find out about students' expectations and satisfaction with the 24h Challenge. In addition, the questionnaires needed to be rather short as they shouldn't take too much time from the students so that they would be interested in answering to all the questions with care.

The questionnaires for the students were conducted before, during, and after the 24h Challenge. We received 16 answers from two of the first questionnaires and 15 answers from the questionnaire conducted after the Challenge. As there were 16 students participating altogether in the Challenge, we can consider our sample representative.

Observation

Observation is a useful method for collecting data. Phillips and Stawarski (2008, 28-29) have described observation basing on observing participants and focusing on changes in their behavior. Commonly a staff member or a person close to the subject observed can act as the observer. Still, the authors emphasize that a third-party observer can act more objectively even though using an external observer can be more costly. The authors stress out the fact that observations should be systematic. The process has to be well planned to ensure a successful implementation. (Phillips and Stawarski 2008, 28-29.)

Krishnaswami & Satyaprasad (2010, 94) divide observation in two following classifications: participant observation and non-participant observation. The participant observation is an activity where the observer is part of the observed group or phenomenon. The observer acts as an observer and also participates in the activities with the group the observation focuses on. This method allows a deeper understanding and deeper insight of the experiences of the group observed. Uncontrolled observation can be exploited in participant observation. The observation is executed in a way that no techniques are used during the research. The research bases on observing by listening and looking at the observed. Personal observation of an event is referred as direct observation. Krishnaswami & Satyaprasad (2010, 95) see the flexibility and the ability to observe the event as it takes place as an advantage of the direct observation. The possibility to change the focus during the observation also reinforces the foundation for extensive results. (Krishnaswami & Satyaprasad (2010, 94-95.)

The students were observed during the piloting of the 24 hour Challenge to collect feedback and development suggestions. The approach to observation was the direct and uncontrolled observation method. The observation was conducted in a way that the participants were aware that we are arrangers of the Challenge, but they were not aware that we were observing them. The aim was to collect data by carefully monitoring: listening and watching students' behavior, and afterwards evaluate our findings. The observation was analyzed by following the qualitative research process.

Findings of the study

The results of the Challenge base on the questionnaires that were executed before the Challenge, during the Challenge and after the Challenge. The students were also observed during the 24 hours and the observation was also used as a way to collect data of the process.

Results of the survey

The results of *before the Challenge* –questionnaire described students' expectations towards the Challenge. They indicated that the students were eager to meet new people from other cultures and work with them in a multicultural environment. Some of the respondents seemed to be quite abashed as they were unaware of what would actually happen and what the destination was going to be like. The expectations of the respondents included the wish to learn from others. The students also hoped for nice teams to work in and making new friends. New ways of work and learning more about entrepreneurship were also in the wish list of the students.

The second *during the Challenge* -questionnaire was given to students´ during the evening of the Challenge. The students were asked to rate (1 being the worst, 5 being the best) the following: the ability to learn, ability to network, and ability to express their views. The questionnaire was executed as the students had been grouped and had started to process the challenge in the teams. All of the abilities were rated in a way that the results indicated the students were satisfied with the abilities during the challenge. The ability to learn was rated average with 3.94. The ability to network was rated average with 3.88. The results indicate that the students were mostly pleased with the ability to express their views, with the average result of 4.44.
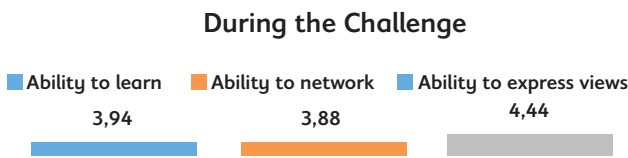
During the Challenge

■ Ability to learn ■ Ability to network ■ Ability to express views

| 3,94 | 3,88 | 4,44 |

FIGURE 3. Challenge questionnaire (during)

The students were asked to share their feelings of the Challenge so far. The answers of the respondents differed a lot. Some of the respondents saw the given challenge demanding and were worried how they would be able to manage the work. Some saw it as interesting and liked their team, ideas and thought the work was not that demanding. Brainstorming at the beginning phase of the Challenge received positive feedback from one respondent. The results also indicated that understanding others was seen demanding and the working methods on the individual level differed a lot and made the work challenging. The feedback indicated that due to the fact that the language skills differed on the individual level, in some teams there were difficulties in communication as some students were not able to work in the English language at the needed level.

After the students had finished their 24 hour Challenge, they were given the final *after the Challenge* -questionnaire. The questionnaire aimed at finding out whether the Challenge met their expectations. Most of the participants disagreed. 60 % answered that the Challenge did not meet their expectations, where 33 % agreed that the Challenge met their expectations. 7% could not say whether they agreed or disagreed. The reason for the result might come from the fact that the students had no information regarding the 24 hours' work before the Challenge and their expectations must have differed at individual levels. The whole concept of the challenge and the fact that the Challenge was executed in a real-life environment in the company

premises came as a surprise to all of the participants. The students were also surprised by the fact that they would work for the whole 24 hours without sleeping that much.
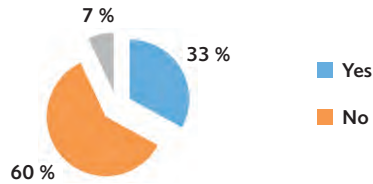
Did the Challenge meet your expectations?

FIGURE 4. Did the Challenge meet your expectations?

Other feedback from the students

After the challenge the students were asked to give feedback on the things they liked and disliked in the 24 hour Challenge. The feedback was differentiating as the students had experienced the Challenge in different ways. There are multiple factors that can affect the experience. Team-work is in the key role in the Challenge. In a team where communication flies freely and every member takes responsibility, the process can be easier than in a team that does not function well together. One of the respondents disclosed that it was hard to work within the group. These types of feelings are common in group work where people have different ways of communicating and personalities vary hugely. These types of situation act as learning experiences. Learning how to communicate with different kinds of people can develop communication skills and the understanding of different cultures and working methods. Working in a difficult team can give valuable knowledge for the future.

The students gave very useful suggestions for developing the Challenge. It was mentioned that there should be one room for working and another for sleeping and resting during the Challenge. Mostly, the negative feedback based on the fact that there were no facilities to sleep in as the students slept on the floor of the building they worked in. The students also wished for more information beforehand. This is something that can be improved in the future when these kinds of Challenges are implemented. The students should be aware of what are the expectations for them. They should be aware of the fact that the Challenge is hard work and can be stressful. The

right kind of attitude and the ability to interact with each other are matters that have a key role in the abilities of the students.

The students had difficulties in the field of business the Challenge was based on. They saw it demanding as they were not acquainted with the Finnish business life and especially it was seen difficult as the challenge was focusing on a field that they had no knowledge of. Food, nature, teachers and staff received positive feedback from the students.

After the Challenge the students were asked again to answer the question how they saw the ability to learn, ability to network and the ability to express their views in the Challenge. The ability to learn stayed at the same level with the result of 3.93, differing only 0.01 % from the result from the question asked during the Challenge. The ability to network had dropped to 3.5. The ability to express views had dropped from the previous results. The results indicate that the situation during the Challenge has been better. The group work has become more difficult, as the teams have worked a longer period of time together in their groups.
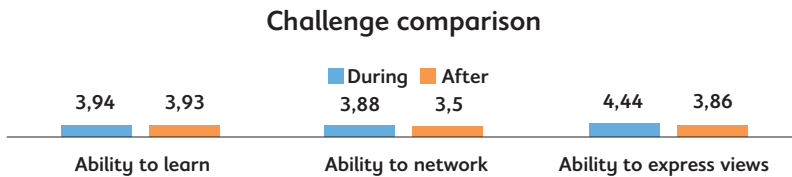
Challenge comparison

| During | After |

| 3,94 | 3,93 | | 3,88 | 3,5 | | 4,44 | 3,86 |
| Ability to learn | | Ability to network | | Ability to express views |

FIGURE 5. Challenge comparison (during and after)

As a pilot, the questionnaire feedback from the Challenge sums up meeting the expected goals. The results indicate clearly where the development actions should be focused on. As the results show these spots, the next arranged challenge can easily be improved with the help of the research conducted.

Observation

As the results of the questionnaires also indicated, the feelings of the students changed as the Challenge proceeded. They were getting more tired as the time went by and the teamwork proceeded. Some of the groups seemed to communicate very fluently, but some seemed to have some difficulties. This observation supports the fact that the feedback from the students gave

similar signs. There were groups where some of the students were excited and anxious to proceed in the Challenge, but also individuals who were not so motivated to work. As we observed the teams throughout the Challenge, we were able to make interesting remarks. In the very beginning when the Challenge work began in teams, we were able to point out two teams in which the students were working very well together. In the end, it was exactly these two teams who were able to produce the best results and win the Challenge.

The differing cultural and educational backgrounds of the students became highlighted as the challenge proceeded and we could easily indicate the cultural differences between the students. Some students were more independent and some more inexperienced in new uncertain situations. In some groups the differences seemed to be richness and create synergy, whereas in others it generated some difficulties. Still, the femininity of the students' cultures showed that even though the challenge was a competition, the students didn't seem to be affected by that. Instead of focusing on competing with others, students were also communicating, socializing and getting to know each other.

Discussion and conclusion

The overall purpose of the study was to identify the process of organizing a successful event and measure the success with questionnaires and research done during the Challenge. The 24h Challenge was a useful learning experience for all of the participants; the students, teachers, and entrepreneurs of the company. The execution was valuable as the process was completed for the first time. The process of planning, collecting information, implementing the workshop in practice, and evaluating the results gives valuable recommendations on how to improve the Challenge in case it will be implemented in the future.

The stages of the event process

Shone and Parry (2010, 90) suggest that the event planning process begins with the conceptualization of the event and continues through several planning phases where the ideas are formalized into action plans, which then are executed in order to successfully stage an event. In case of the 24h Challenge, the planning process was based on the predetermined objectives. Planning began half a year before the event and great effort was put to establishing an overview of all the activities involved in the Challenge.

Implementation of the event was executed by using operational plans. Bodwin et al. (2011, 133) state out that it is common that operational plans are created in areas such as budgeting, marketing, administration, research and evaluation, risk management, programming, merchandising, and staffing. This illustrates the challenging nature of event management as there are so many operations involved in the process. This highlights the fact that change management is something an event planner has to control.

Evaluation of events concentrates on the event's impact and level of success. The evaluation process of the 24h Challenge was based on the feedback gathered from the students. Bowdin et al. (2011, 412-413) and Shone and Parry (2010, 245-247) highlight the evaluation as a source for valuable information and a key for further improvement. As the evaluation was done thoroughly, the author's statement can be proven in the case of evaluating the 24h Challenge. The results clearly indicate the further actions and improvements for the future.

Evaluation of the 24h Challenge

The piloting of the 24h Challenge was a learning experience. It can be concluded that the whole process of planning leads to arranging a successful event and the surveys and evaluation gave good development ideas for the future. It can be stated that careful planning was the enabler in focusing on the details and minimizing the risks.

As the piloting of the 24 hour Challenge was executed, the activity proved to have many focuses of development. *The applying process* of the students should be conducted in a way that the language skills, motivation, communication skills and teamwork skills would be proven in the applications. The applying students could be asked to write a motivation letter, and an ideal situation would be that the students give evidence of their willingness to participate with a positive, hard-working attitude. There could be a language check in the applying process that could be implemented e.g. via Skype. That would enable evaluating the language skills in the recruitment process. The language skills are a vital part of the 24h Challenge; it is the main means of communication. Without a common language, the teamwork cannot proceed effectively.

The idea behind the platform of the 24h Challenge was to keep the amount of pre-information given as minimal as possible. The students wished for more *information* before the challenge. There was a reason for not giving too much information before the Challenge, but after observing the whole piloting through it can be seen that more instructions are needed before the implementation. The students should be ready for surprises and somehow

know what to expect. In turn, the students should also be aware of what is expected of them in the Challenge. This is a fact that has to be clear for each participant before the Challenge begins.

As we live in a time of information overload, we were able to point out the ratio between the task given to students as their Challenge assignment and the fact that the Internet is seen as the source of all necessary information. The question is if the duration of time affects our innovativeness and harms it. By observing during the challenge and via the results we noticed that it was hard for the students to understand the purpose of the Challenge: innovation and ideas. The students should be able to think more "outside the box". This time the task for them was to be creative, and it seemed they were very focused on facts, statistics and data as they should have been more inspired by the real-life environment and form ideas based on what they see.

There could be a frame for the material which the teachers could use and build up the challenge based on the purpose and the goal of it. This time we used the ready-made materials from Junior Achievement Finland but in the future it would be helpful to create a frame of all the materials that would be needed in this kind of activity for organizational usage. The frame would include the guidebooks for students, programme, name tag models and other necessary materials. This would ease the process for the teachers and it would enable them to concentrate on the real issue - creating the challenge. The availability of the ready-made materials could also inspire teachers to arrange and be part of these activities.

Cultural aspects

A multi-cultural environment is a valuable resource in a learning environment. Moran, Harris and Moran (2011, 233) suggest that shared perceptions and experiences, insights and knowledge can at their best lead to increased effectiveness. Arranging international events can act as an enabler in the creation of cultural synergy. The authors also stated that the variety and differences of people and societies in the world can lead to mutual growth and accomplishment. The event was a part of the project which aimed to strengthen networking between the partner universities. Strengthening co-operation via events can be proved as a utilitarian way, as events enable communication and the exchange of experiences, knowledge, and can lead to increasing the effectiveness of co-operation, creating new ideas and innovations which all of the participants can benefit from.

In a multi-cultural environment, the possibility of cross-cultural misunderstandings exists. Moran et al. (2011, 235-236) discuss that as a cross-cultural misconception occurs, it can be difficult to predict individuals' behavior

towards it. The author divides cultural traits into more individualistic or more collectivistic by nature. As we had guests from Denmark and Russia, we could witness cultural differences. Each culture has its own uniqueness and ways of communication, and the working methods differ. Therefore a multi-cultural environment can act as a learning ground to learn and understand different ways of doing things, and the different aspects usually bring added value as new ideas and styles of executing activities can come into existence.

Achieved results of the project

When combining the objectives of arranging the 24h Challenge and the achieved results, it can be said that the planned objectives were met in the piloting process. The purpose of the event was tied to the objectives of the project; increasing networking and cooperation between the partner institutes. It was proven that arranging these types of connective events is a workable way to increase and deepen networking and cooperation between the parties.

The objectives were tied to promoting students' skills to reflect innovations and reinforce entrepreneurial mind-set. The challenge gave the students an innovative, entrepreneurial experience where they were able to network with other international students from the partner institutes. These types of international student projects are valuable for many types of learning – intercultural communication, entrepreneurial thinking and innovation purposes. For teaching, the objective was to increase the entrepreneurial teaching competences of the teachers. The local teachers involved in the 24h Challenge had to step out of their comfort zones and take part in something new and as the purpose was to pilot the Challenge, there were still many uncertainties. This led to inviting the expert in the field of long Challenges to mentor the teachers in the process. It can be said that the piloting of the 24h Challenge certainly increased the entrepreneurial teaching competences for the teachers and gave valuable ideas on how to proceed in these types of projects in the future.

Cooperation and interaction between different parties and the availability to work in a real-life context with real companies create added value to these types of projects. Not only have the students gained competences from their project work, but also the companies gain innovative ideas and solutions to develop their activities in the future. In the 24h Challenge it was proven that the student work can give a company great ideas of e.g. future markets, new innovations, customers – projects can bring forth ideas that would not have come into existence without the multicultural teamwork. The 24h Challenge was a learning experience for all of the participants; the teachers,

the entrepreneurs and the students. The results and feedback will be useful for the future events. We believe that each participant left the 24h Challenge with new knowledge that can be exploited in the future, including entrepreneurial attitude, innovation skills and new competencies.

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Learning in a Changing Game Environment

Mikhail Nemilentsev

Introduction

In this paper games are considered as a powerful resource of dealing with real-life problems in education, in particular in the case of tertiary (i.e. higher university) education. Fuzziness of goals in a designed game environment, innovative competences honed by participants through constructive collaboration in accordance with the rules of the game, and origination of new and prospective entrepreneurial ideas as the game results describe the multi-sided nature of the game design, especially in education purposes. Additionally, this paper considers innovative approaches in entrepreneurship and innovativeness realized through fuzzy-goal games. Finally, this paper explores and examines practices of idea generation within the flexible game environment settings. A quality of human cognition as well as the implementation of real-life projects in the university education is discussed in the concluding part of this paper.

When one plans to develop a case or solve a real-life problem, the creation of the 'live' game scenario represents a prospective opportunity. How serious the rules of such a game have to be, and how long will it take to reach the expected results? By means of engaging in the game environment (Chong et al., 2014), we first imagine and then fill in our imaginary world, full of special and time dimensions, rules and boundaries, socially significant objectives and foreseen results.

Games enable innovative activities among participating individuals. By fostering innovations it is understood enhancing individuals' ability to make up new ideas and originate contemporary research activities as well as the commercialization of such ideas and its applications. Skills and capacities required for sustaining innovations are to be continuously developed aligned with preservations of the principal results.

Any game, however, ends provided the expected results or its part have been achieved. Explorative learning through a creatively collaborated environment (i.e. an author of the game can barely design a game space without interacting with other current or potential actors) frequently facilitates more than a simple answer to the initially stated question (Erez & Earley, 1993; Lynne, 2001). Collective game design thus accounts for the multiplicity of goals and diversity of meanings acquired in a game (Chua, 2003). Therefore a game itself represents a founding block of the continuous learning and progressive case development (West & Meyer, 1997). In order to define a suitable framework for a game, a concept of fuzziness needs to be understood and accounted for in a game-design process (Ho & Su, 2009).

Game Fuzziness in the Higher Education

Fuzziness of the game process can be often found in the higher (i.e. university) education. In the tertiary education (i.e. universities), students expect acquiring work-related skills that can be further transferred in to their independent businesses (Cooper et al., 2004). Over the last twenty years, students' intentions to start up businesses (i.e. *entre*preneurship) and/or develop some other companies (i.e. *intra*preneurship) have only strengthened (Farrel, 1994; Jones & English, 2004). However, an innovative component of entrepreneurship education does not only deal with creativity and imagination: the risk taking capacity is also given increased attention. Entrepreneurship education thus helps 'to learn about learning' (i.e. in the light of the life-long learning paradigm) (Charney & Libecap, 2003).

When we do not know for certain what will happen next or when our pre-understanding of a subject does not cover it to a greater extent, we usually get ready to unexpectedness (Gray et al., 2010). In addition to our failure in capturing future goals, sometimes we cannot imagine the overall direction, in which we should move to the best solution. In the light of the relativistic view, directions, goals as well as solutions of the outlined problems change in time and space depending on the collective who deals with it, people's intentions and their personal interests (Gray et al., 2010; Lynne, 2001).

Even in the real cases when a business lacks certain characteristics for a successful development, game-related ideas may reveal the personnel's tacit knowledge and lead to a stronger business identity. Nevertheless, in daily business-related situations, companies typically lack a full variety of development goals. Such goals (i.e. a desired state, an accomplished strategy, a

satisfied target customer) emerge only at the later stages of the problem solving. That's why members require a genuine commitment to a development object and a full understanding of their roles in the development process (Chong et al., 2014).

Apart from a firm commitment to the game and objectives followed by it (Sun, 1998), participants perform mostly effective if they are truly motivated to play. What may mean such game motivation? Firstly, each player becomes easily involved in a game after getting familiar with its rules. Secondly, all players share equal responsibility for contributing to the utmost objective of the game. Thirdly, low interest in the game can only be shown when a person does not fully recognize his or her own role and does not understand rules of the game properly.

Innovative Practices through Joint Gaming

Joint gaming creates relaxation to its participants (West & Meyer, 1997). Satisfaction with an initiative game design, mutual creative action, forming a new game world, and structuring and restructuring game frameworks makes the atmosphere in a collective of players more friendly and comfortable.

Apart from the collaborative working process, games originate the process of changes – both inside the personal outlook of participating individuals as well as inside the organisations which they belong to (whether individuals are students or employees/individual entrepreneurs. A changing learning environment has long before accepted that separate characteristics of entrepreneurship, and thus innovativeness/creativity can be learned and trained (e.g., Adcroft et al., 2004; Gottleib & Ross, 1997).

Innovative approaches in entrepreneurship education (and largely in any other type of professional education) identify and train business skills required not only for managing a company but also for establishing it (Gibb, 2002; Jones & English, 2004). Start-up decision making is thus taken into huge consideration. Students develop their innovative thinking already at the concept/idea stage (i.e. the seed stage) when fuzziness of business goals as well as living objectives take place.

A game environment targeted at revealing internal strengths and team spirit of the young individuals contributes to the formation of new start-ups and motivates young individuals to take part in the entrepreneurship/intrapreneurship process. Young entrepreneurs foster the national economy, which has been proven by a number of studies (e.g., Heinonen, 2007; Kuratko & Hodgetts, 2004; Landstrom, 2008; Norasmah et al., 2012). Additionally,

enterprising is considered as a prospective activity with a strong positive social image (Carland & Carland, 2004). Not infrequently creativity appears in large organizations with the corporate control and direct market orientation (Hisrich et al., 2005). Innovations are thus corporate-based and customer-driven (Shane, 2003).

Practically oriented entrepreneurship education is largely developing all over the world. However, there were found some restrictive factors blocking the effective development of innovativeness and entrepreneurship in the universities due to strict state and academic regulations (e.g., Norasmah et al., 2012).

Games could be used in problem solving if a journey from point A to point B could be easily presented as a straight line (Erez & Earley, 1993). Not only objectives can change over the journey, but also routes in searching for the desired results can be far from straight and simple.

Steps in dealing with the real-life development problems are usually under changes. Different processes approach each other on the way to the goal attainment. Games engender uncertainty-related scenarios and at the same time help fight team-related ambiguity by encouraging participants to share their personal viewpoints, and thus create the joint meaning.

An uncertainty present at the start-up stage of business formation encompasses the following items: personal work identity of an entrepreneur, multiplicity of and unfamiliarity with business opportunities, lack of any feasible planning related to business setting, blurriness of the company and market information.

Multiple layers of entrepreneurship-driven data can be described from several philosophical stances. As Kuratko and Hodgetts (2001) note, both macro and micro schools of thought deal with the phenomenon of entrepreneurship. In particular, venture opportunity recognition and its further exploitation deals with entrepreneurship at the micro level. Environmental and financial issues in turn deal with entrepreneurship as with the macro-level concept.

Learning from Fuzzy-goal Games: Sustaining Development Process in Education

Fuzziness of goals in the development process can be reasoned by three major dimensions. Firstly, people may become passionate about a develop-

ment object or any other problem (Lynne, 2001). They create energy and drive for dealing with the current situation effectively and then share this energy with others in the collective (Gray et al., 2010). As a result, creativity flies from the personal level to the collective level. Joint brainstorming about a topic that is been wished by everyone (re-)produces more scenarios than could be expected due to the emotional involvement of participants (Chong et al., 2014). However passion does not save people from facing cultural clashes over the desired goals. It could be advised to distribute the participants of a game by the emotional component to deal with parallel issues related to the development problem (i.e. the desired goal).

Secondly, fuzziness can grow from different perceptions of the same object if they are easily visible simultaneously by all participants of the game process. Placed in the middle of the game space (i.e. a room or a hall where everyone can see and touch the examined object at any time of the game process), such an object can lead to the multiplicity of the participants' representations of the solved problems. Taking the participants' educational, cultural and social backgrounds into consideration, we may expect freedom of ideas and a higher degree of sensitivity (compared to the standard examination procedures) in relation to the attained goal.

Thirdly, a game process motivates participants to never stop in (self-) learning and contributing to the attainment of the joint result (i.e. the shared goal) (West & Meyer, 1997). Goals as well as perspectives on the studied object (development process) may and eventually will change in the course of time.

Learning from the fuzzy-goal games enables understanding of the studied object through uncertainty, and complexity of information (i.e. frequent overlaps of the data regarding the same task due to participants' distinct thinking patterns). Fuzziness of the game environment enables more creative thinking, thus orienting participants to innovate and increasing their innovative competences.

Games and Innovative Explorative Process

Innovativeness/creativity can be also understood as a critical prerequisite of entrepreneurial intentions (Hamidi et al., 2008). Intentions as a state of mind towards the realization of entrepreneurial opportunities feature an entrepreneur (Bird, 1989). The whole process of entrepreneurship education is mainly targeted at identifying and developing entrepreneurial intentions of students both at the bachelor and master levels of their business/entrepreneurship studies (Fayolle, 2005). After graduation students are expected

to demonstrate elements of applied creativity (Ward, 2004) in sustaining the newness of business solutions and novelty of product ideas (Davidsson, 2002). However, there are certain difficulties at identifying what part of students will be "dreamers" and what part "doers" in their future disposition towards entrepreneurship and innovativeness (Delmar & Davidsson, 2000).

The first work experience and/or internships of creatively thinking individuals in dynamic industries can lead to the better creative reasoning as was tested by Sarasvathy (2001). However, the multiplicity of entrepreneurship scenarios lived by the graduates of entrepreneurship/business programmes, and the multiplicity of cultural determinants of entrepreneurship education increase the ambiguity of applicability of a single curriculum framework (Hytti & Kuopusjärvi, 2004). For instance, there is no conformity of positions on which courses universities should teach during the first, second and later years of the entrepreneurship education programme or what programme differences can exist for training innovativeness/entrepreneurship among students with engineering/IT or social science backgrounds.

While planning a game, it's required to define a game's initial and target states. By understanding a game's team of people as well as resources used, its initial state can be deeper described. In turn, a target, or an end state can be perceived through some tangible outcome (Erez & Earley, 1993). It can be any simplified model or prototype of the researched product. Team members can also draw up and successfully elaborate a list of concepts or some kind of checklist (Ho & Su, 2009). Provided that achieved goals are fuzzy to a great extent, target states will be multiple (Sun, 1998). Such a fact points at the multiplicity of game scenarios and thus possibilities to divert from the expected route of thinking.

Once a game has started, themes, ideas and information are being expressed and further developed in the way of open discussions, feedback communication, background data's specification and collection, etc. (Chong et al., 2014). Additionally, rules of the game are articulated and adjusted to the team members' individual and group perceptions.

At the second 'explorative' and 'experiment' stage, separate ideas get united and tested by the team members either collectively (i.e. when everyone in the game participates in solving only one game problem or following only one game scenario) or in parallel (i.e. when game members are divided into several groups for solving different problems simultaneously). Experiments and exploration can be organized in any possible form. Additionally, its stages can change in time and space (Chua, 2003; Gray et al., 2010). The main idea is to test through all or most of the ideas suggested at the first opening stage. Fuzzy goals contribute to the generation of interrelated as

well as distinct explorative routes (Gray et al., 2010). Taking various back-ground and mental capacities of game participants into consideration, re-sults of the parallel groups can be absolutely different, mutually comple-menting or mutually excluding.

Finally, at the concluding stage, explored and examined ideas need to be ordered by the significance for this particular game. It can be done in several rounds in order to define the most elaborated idea or examined solution that will be further regarded as one contributing to the achievement of the game' main goal.

A three-stage development of a game can be repeated several times in a more complex game design (Lynne, 2001; Sun, 1998). In case of interim results required for a more sophisticated learning through the game process, several open and closing stages as well as an interchange of small and bigger sub-game processes may be quite useful (Ho & Su, 2009).

Due to an element of unpredictability, games may change direction and require being more flexible from game participants (Chong et al., 2014). As we know, results are not always anticipated to the fullest extent. Exploring in an unknown direction may also lead to beneficial results, even though they differ significantly from the initially expected ones.

Conclusions and Discussion

Fuzziness-driven game processes involve and absorb participants' attention, and release their hidden communicative and organizational skills (Gray et al., 2010). However, any game could fall into a chaotic marketplace without a professional judge – a supervisor who like a skilled conductor leads conso-nant melody of the 'game' orchestra.

For making a more frank discussion of the most urgent problems collec-tively understood by all game participants, an atmosphere in the discussion room needs to be quite relaxing (Chua, 2003). The organisation of space is thus a critical issue (Erez & Earley, 1993; Lynne, 2001), especially for mul-ticultural teams including extroverts and introverts.

As a supervisor of the game process, one has to adapt easily to the way of discussion while taking consecutive game stages into consideration. For in-stance, at the opening 'brainstorming' stage, any idea, even those ones that seem totally nonsensical or mediocre, has a right to be spoken and added to the created concept list. In other words, a supervisor should not in any way criticise participants in the beginning (Ho & Su, 2009). Otherwise, a

game loses its unexpected characteristics and a certain degree of freedom. In a similar vein, at the concluding stage of a game, critical thinking is mainly demanded. When a game ends, chosen ideas have to be as well-reasoned as the game result.

Mental abilities of people are generally limited. After zealous working on the problem solutions, which should be also in concordance with the projected game objectives (Erez & Earley, 1993), the biggest part of the group needs a rest. Others require periodic pauses right in a game process. The quality of human cognition is thus highly dependent on their health condition and a level of mental comfort.

While realizing real-life projects in collaboration with local or foreign enterprises, students of entrepreneurship/business/innovativeness programmes could rely on the professional support of their universities, by analogy with business incubators for spin-offs or start-ups (e.g., Caiazza & Ausdretsch, 2013; Caiazza, 2014b). As Caiazza (2014a) indicates, business incubators often lack a distinct sectoral focus (Lofsten & Lindelof, 2002). In turn, universities implementing entrepreneurship and innovativeness courses concentrate more on the specific sectors due to the historical predisposition of these university programmes, etc.

Questions of presented real-life situations help supervisors to initiate a new spur of discussion in the teams of participants. On the whole, the learning process is greatly influenced by the start questions' quality. The start question is like a weathercock: it gives direction to the game process and shows the game participants which perspectives they can discuss. Specialising questions serve in another way. They can change an initial direction of a 'weathercock' and intensify or vice versa slow down the tempo of team communication.

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Creation of TAMS Method for Education

Marja-Liisa Kakkonen, Tatiana Tereshkina, Svetlana Tereshchenko

Introduction

The 21st century is called also informational century, that's why education should meet the needs of the new information era (Leppola, Curtas, Viktorenkova, Tereshchenko, Koptev, Danilova, 2006,229). The teaching methods should be in accordance with this. There is a special reason for implementing innovational teaching methods in the Russian Federation. The social and political changes that have occurred in the Russian Federation in the last 15-20 years influenced on the employment. The labor market now needs a new generation of professionals for whom it is essential to implement knowledge on practice. Such situation requires changes in teaching methods (Borisova, Avetova & Kosova 2002,8) that will give an opportunity for high educational institutions to find more creative and powerful ways to help students' learning.

In Finland, in turn, all the Finnish universities of applied sciences (FUAS) have either adopted an entrepreneurship strategy to promote entrepreneurship or included entrepreneurship in their own development strategies (OPM 2009: 10). In addition, the FUAS wrote and adopted a joint entrepreneurial strategy in 2006. According to the strategy and the recommendations (ARENE; updated 16.03.2011) for all FUAS there are common entrepreneurship promotion activities. The recommendations have two main goals: 1) that the graduates should learn an entrepreneurial mind-set and behaviour, and 2) that about 15% of the graduates should set up their own businesses within ten years of graduation. In other words, these students should achieve the additional competences and experiences needed within ten years and become entrepreneurs. Nevertheless, the foundation is constructed during the degree education already.

Naturally the changes should happen at different levels: in strategies (university level), in teaching (pedagogy level) and in planning the teaching (in didactics level). This paper describes one example of a creation of a new

method which can be used in teaching and how it was planned. It is worth emphasizing that it is not only the outcome which was created, but also the creation process of the participants was important. During the learning process the participants (authors) were willing and motivated to move from their comfort zone to the uncomfort zone together by using their individual creativity, their long teaching experiences, and pedagogical education in order to experience a new learning process together and to create a new applicable method for their own teaching later. Thus, the aim of this article is to illustrate how the process was implemented from transferring oneselves from the comfort zone to the uncomfort zone. In addition, the paper describes the outcome, called TAMS-model, and how it can be used in teaching in higher education as well as a description of the background for it. Originally the training group consisted of four participants, and there was also a facilitator who supervised the process and gave comments on the outcome. The authors are grateful for their contribution into the process and the outcome.

Creativity in teaching and learning

There are changes in high education all over the world. The concept of knowledge transferring from a teacher to a student is becoming now less important and co-production of knowledge is becoming more used in high education. (Nugaard, Courtney & Holtham 2011, 17). Due to the fact that lectures nowadays are not the only source of information for students, a lot of information is available in the internet teaching and learning in universities should change radically. The role of knowledge in the modern society is very significant. Knowledge is an effective tool that can be used to survive in the modern society (Grönroos 2004, 2). Gibbs and Habelshaw (1994, 17) have stressed that students should not be treated as tape recorders. Teachers need to find some methods to mobilize any knowledge they have and find ways "to bring this exiting knowledge to bear on the new information and concepts, and then to articulate the meaning of these new concepts using their own framework".

The traditional role of education has been providing knowledge and skills which students can apply in practice. (Kettunen, Kairisto-Mertanen & Penttilä 2013, 337) However, creativity has now entered the discourse in higher education alongside with enterprises, entrepreneurship and innovation. Creativity, however, is elusive and complex, and it may evade the sort of definition and categorization which are required to integrate it fully into the curriculum frameworks and assessment regimes that are currently in place in higher education. (Kleiman 2008, 209). Basically creativity can be

defined as the skill to create something new, different and practically usable (Sternberg & Lubart 2003). In the literature creativity is often considered from the point of view of the final result, a process or an individual. In addition, creativity is context-related: the operating environment is highly significant in the use of an individual's creativity.

Creativity can be considered to be an important part of an individual's entrepreneurial behaviour (Gibb 2005; Ko & Butler 2007; Ristimäki 2004). Further, because there is always some uncertainty in testing something new, there is also the chance of success or the risk of failure. Therefore learners should have a fairly good tolerance of uncertainty, so as to be able to utilise their own creativity in their studies: the better the students tolerate uncertainty, the more likely are they to tolerate risk, too (Kyrö & Ripatti 2006). Further, creativity can be regarded as the ability to produce work that is both novel (i.e. original, unexpected) and appropriate (i.e. useful, adaptive concerning constraints) (Sternberg & Lubart 2003). In general, creativity turns ideas into useful knowledge, and then the useful knowledge into added value (Gurteen 1997) and creativity is connected with expertise, creative thinking and the motivation to utilize creativity (Amabile 1998; 2001).

During the training session, we learnt that there are three different zones which are involved when using creativity (Figure 1). Using creativity leads often to a situation in which an individual moves from his or her comfort zone to an uncomfort zone, feels uncertainty and is not any more so familiar with things. Then also learning occurs. Nevertheless, it is important to emphasize that there is also the third zone which is called a danger zone and it should be avoided in the learning process when using creativity. The individual feels fear and danger, and is not able to concentrate on the learning process. Then it is a teacher's or facilitator' responsibility to support the transfer process back to her or his comfort zone.
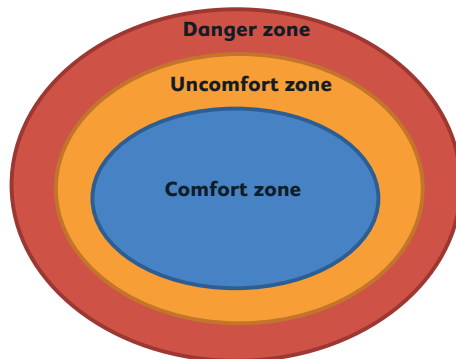

FIGURE 1. From the comfort zone to the danger zone in learning

TAMS method for teaching/education

Practical arguments and objectives for the method

A new method was created for teaching bachelor level students who start a professional course. The aim of using the method is to understand team-building as a part of leadership and to build a team. The method was called Teams development as a measure for sustainability (TAMS), and it was planned to be used so that it takes about two academic hours. The main task of higher education institutions at the present stage is to prepare graduates to be able to be unconventional and flexible, and to respond to changes that occur in the world. There is a change of priorities and social values that requires constant improvement of the educational process. In this regard, it is highly important to develop new teaching methods that allow to develop the ability to solve complex problems, to prepare students for future professional activities, to develop the ability to apply the acquired knowledge in practice, and to motivate students to assimilate knowledge by identifying linkages between specific knowledge and its application.

The new TAMS method involves learning through cooperation, development and an ability to appreciate different points of view, and the ability to cooperate and to resolve conflicts in the process of collaboration. This method contributes to the formation of individual values, based on professional ethics, the development of critical thinking, ability to present and defend one's own opinions. It can be used for working in small groups and it focuses on the group goals and the success of the entire group, which can be achieved only as a result of independent work of each member of the group in constant interaction with other members of the same group when working on a proposed problem by the teacher. Each team member is able to apply effectively his or her knowledge, to form the desired skills, and at the same time the whole team will know what each member has achieved.

This method can be used for the training of professional skills, so it should be implemented after studying professional disciplines, because in its realizations subject and social aspects of the content of professional activities are modeled. The main purpose of the method is the training of specialists' communication and interaction in joint professional activities. It is equally focused on the development of subject-technological competence of future specialists. Student groups are formed to solve practically oriented tasks. The implementation of this method requires the development of tasks with high level problems and provides small groups with complete independence in their activities. The main objective is to conduct a mini-study that requires creativity, to collect empirical material, to carry out statistical processing of the results of research, to justify the obtained results, place them in the report, and pass the "security procedures" of the basic provisions and results.

The essence of this teaching method can be described so that the teacher formulates a task for the students as if a real problematic situation and the students find a solution. Using this method often and effectively allows reducing the period of adaptation of the graduates in workplaces. The TAMS method aims at the development of creative abilities to search and generate new ideas, as well as their analysis and synthesis. It involves the use of technology for brainstorming which provides a ban on any criticism at the stage of idea generation, when the emphasis is rather on the number of the ideas than on their quality. TAMS as a method can be regarded as an interactive method of teaching students, because it is a way of active group members' cooperation and has a high developmental effect (professional, communicative, behavioral, and intellectual aspects of a personality). Further, it is supposed to activate the personal resources and processes of human self-development, such as self-esteem, acquire confidence and aggressiveness.

TAMS method in brief

The method can be conducted so that there are different steps in the learning process. The first step is called "U7". It is the starting phase and the teacher divides the student group into small groups of 5-7 students, depending on the size of the whole group in the class. The teacher can divide the students by just counting from one to seven (five) or the teacher can just decide you seven (five), you seven (five), you seven (five), etc. in a systematic way. The point is that the students are not allowed to formulate the groups by themselves. The second step is the personal introductions in the small groups. Each student has only three minutes to present the most relevant things of her/his studies and work experiences as well as the personal characteristics and hobbies. On the other hand, it is important that each student has time and a possibility to present himself or herself to the other members of the group.

After this introductory discussion the teacher gives an envelope to each group which is the third step of the process. The envelope includes a description of a fictive medium sized-company and maximum seven job positions of the company, such as a CEO, an accounting manager, a marketing manager, sales person(s), a secretary, etc. The students are asked to discuss the company and its potential business environment. They are allowed to add all the details they need for the case. However, each student has to choose two of the most suitable positions for him/herself based on the discussion and they will write those two on the piece of the paper followed by the discussion of the arguments why they consider themselves to be suitable particularly to those positions. After knowing each other's interests and arguments towards different positions, the teacher gives another envelope to the groups. The envelope includes a problem-solving task and it introduces

the tasks of CEO. The students are asked to discuss and negotiate in their groups who could be the best candidate of CEO according to the given arguments during the introduction. Finally they will vote and decide the CEO and other positions of the company. Afterwards, the final step of the method is to reflect the process and the outcomes; what they learnt from the case during the different phases of the process, and how they could use their learning in their studies.

Skills to be developed by the method

It is assumed that the skills which are generated in the process of using the TAMS method, can be divided into the following groups: Individual skills; Interdisciplinary skills, Group works skills, Personal meta-skills, and Communication skills. The skills should be monitored and evaluated when piloting the TAMS method in practice. Nevertheless, Table 1 introduces the skills which are expected to be developed during the learning process. The teachers will also facilitate and support the students to use their creativity, and therefore the teachers promote also the transfer of the students towards the uncomfort zone, and thus towards their learning of new skills.

Reflections and conclusions

The TAMS method is an outcome of a creative process in a training session which the authors took part in Odense, Denmark, in January 2014. The method is very concrete and it has potential to develop various skills of students in higher education.

The main characteristics of a graduate of any educational institution are competences learnt in the study programmes and mobility during the studies. In this regard, the emphasis on the study of academic disciplines is transferred to the learning process, the effectiveness of which depends entirely on the cognitive activity of the student. The success of achieving this goal depends not only on what has been learnt (content), but also on how the learning has taken place individually and collectively, in authoritarian or humanistic terms, based on attention, perception, memory, or full personal potential student, with the help of reproductive or active learning methods. It is important that students in the learning process have the opportunity to identify their system of values, to try out new behaviors, to have the opportunity to participate in independent research and to develop relevant competences in the course of these studies. (Raven 2002, 209).

TABLE 1. Skills which are expected to be developed by the TAMS method

1. Personal individual skills	3. Group work skills
To develop a personal interest and to deepen knowledge in a particular area	To learn to work in groups
To study and put into practice strategies for solving problems	To participate in the decision-making process
	To develop a sense of tact and diplomacy
Develop practical skills	To learn how to lead a team and to organize meetings
To do something that has a practical application	
To develop the ability to cope with new problems	To acquire the skills of cooperation
To learn to analyze and evaluate someone else's work	To manage people and to guide their activities
	4. Personal meta-skills
To learn more actively	To explore one's own strengths and weaknesses
To form independent judgments	To give a realistic assessment of one's capabilities in relation to the task
To acquire the skills of self-management	
To create something own	To get a sense of satisfaction from work well done
To do something unique	To achieve a sense of autonomy and freedom in learning process
To collect and analyze unfamiliar information	
To develop creativity	5. Communication skills
	To make your work on the discussion in a clear and effective form (written or oral)
2. Interdisciplinary skills	
To go beyond one discipline	To develop skills of perception by ear and ask questions in the selection process and the assimilation of information
To learn to accept facts, points of view and situations in unfamiliar angles	
To integrate knowledge from different sources	To improve the skills of convincing, and logically built argumentation
To learn to be ready for contradictory, controversial claims	To learn how to write a clear report on the work done

It seems that many of the current trends in high education inhibit rather than stimulate such development. Potential, which the proposed TAMS method contains, is much higher than it may seem at the first glance, and therefore its use in the educational process seems to be useful. Therefore the next step is to pilot the TAMS method in practice and the outcomes of the piloting will be tested. The findings of the piloting will be introduced in the forthcoming articles.

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InnoEvent – an Approach to World of Work

Pernille Kjærgaard Christiansen

Introduction

The aim of this paper is to illustrate and evaluate a method called InnoEvent that prepares students for world of work. The method has been applied at Lillebaelt Academy of Professional Higher Education (EAL) and University College Lillebaelt (UCL). The core of the method is to bring students from different educations together - in this case students from the IT sector and the healthcare sector - and make them work in interdisciplinary groups. All groups are given the same assignment: to make innovative solutions to specific challenges a given client faces - in this case Odense University Hospital (OUH). In addition companies and experts within innovation and welfare technology are brought in to evaluate the students' concepts, which in some cases opens for further collaboration between the groups and the companies.

Over the past years, InnoEvent has resulted in a range of concepts, where some have been further developed, tested and implemented at the hospital. To mention an example, one group made an app that helps nurses to measure the right amount of medicine a given patient should take, depending on the patient's height and weight. Previously, the nurses had to calculate themselves. By using an app with the right formula, it is easier and faster for the nurses to find the right amount of medicine, while eliminating the chance of calculating wrong. The app is now implemented at the hospital, and nurse students from UCL are introduced to it through their study program.

InnoEvent as method to improve the learning process for students so they are better prepared for world of work will be evaluated. In order to assess the students' learning outcome of participating in InnoEvent, a focus group interview and questionnaire made by Larsen (2013) and a questionnaire made by Johannesson (2014) will be used together with own observations.

Societies in need for innovation

The globalisation has had an impact on societies around the world over the past decades. For example, in some western European countries, a great part of blue-collar work has been moved to other countries, leaving blue-collar workers with the challenge to find a job. As a consequence, many of those who would have been blue-collar seek an academic education. At the same time Europe is facing a demographical change where there will be less people to pay tax and more elderly to pay for (Christiansen, Lauridsen and Bech, 2012).

Governments are therefore in search of solutions. More efficient procedures will be needed in the future and relevant, useful jobs must be created through innovation. As a consequence, innovation and entrepreneurship have become a part of most educations' curriculums. Through education programs students must be prepared for world of work. Once students graduate it is vital they have been given the right competencies to meet the employers' and the society's needs (Wissema 2008, 21; Doutriaux 1996, 99). This means that students have been taught not only theory and research, but also the exploitation of specific know – how in an interdisciplinary and international context, so they can create innovative solutions where all relevant aspects have been taken into account (Wissema 2008, 37). In addition, they must also apply an innovative mind set, so they can develop new solutions to the challenges in the industry they will be working.

A practical approach to teaching in a complex environment

In order to reach the new standards where students are prepared for world of work once they graduate, educational institutions are moving from what Wassima calls second-generation universities to third generation universities. Where second-generation universities focus on teaching and research as their main objectives, third-generation universities has yet an objective – the exploitation of know how (Wissema 2008, 31). Through collaboration with industries and other professionals in the region a hub of specific know – how can be created, and be beneficial for all parties involved (Doutriaux 1996, 88-89). A hub of knowhow can help students to get a mind-set that fits future employers and the society, or even help those who want to be entrepreneurs, as they have a range of professionals from whom students can get support. As a hub is restricted to a specific area, complex ideas are easier to discuss with the other parties, as they are located in the area compared to communicating via for example the Internet with parties who are far away

(Wissema 2008, 35). Even though a hub is based in a local setting, people are mobile and a hub's network can also involve international parties. In order for the students to work in an international context, a lingua franca is needed. In most western European countries the lingua franca is English.

Some authors (Dotrieaux 1996 Huber 2006 and Wissema 2008) suggest that higher institutions should focus more on teaching students in a complex environment with allowance of uncertainty in order to make the teaching interdisciplinary and international and open up for the opportunity to network even further. By allowing a more complex approach, students can better gain competencies within entrepreneurship and innovation where uncertainty is required, compared to traditional teaching where the frames of teaching and exploring are described as being "certain" and "simple".

Educational institutions around Europe are trying to find their way to be more entrepreneurial in a context where businesses are integrated in the teaching. According to (Doutrieux 1996), there are a number of actions which educational institutions can take to improve students' competencies, so they fit the actual needs that are present in the local industries and thus the employers' actual demands. This includes engagement with businesses from their own region where students are given the opportunity to experience and learn from companies while learning the content from their curriculum. It can be through consultancy from partners in the collaboration or hub, companies who give lessons, training jobs in companies, focus on the local area and how students can help improve it for the better with the right local partners, Professors' participation in businesses development, and specialised courses offered by the university (Doutriaux 1996, 93-94)

InnoEvent – a method to prepare students for world of work

In order to prepare students for world of work, a method called InnoEvent has been developed over the past five years at EAL. The aim of InnoEvent is to make students experience real demands from potential future employers, and to teach the students about innovative processes in an interdisciplinary and international context, while building up their network.

The event consists of students from UCL and EAL, the client OUH and public and private companies. The students from EAL are studying within the technological sector and the students from UCL within the healthcare sector. In the region of southern Denmark, Odense is known for being a centre for welfare technology. This centre has attracted some businesses that work within this industry. At the same time, a new super hospital is being build, where the flow will be optimized and new procedures will be

used so patients to a higher degree can be treated in their own home. This means patients to a higher degree must become more independent with respect to their own healthcare. In order to reach this goal, optimization of resources and procedures become essential. This is where students' innovative concepts can make a contribution. They can help to solve some of the challenges we know the healthcare system will face in the future.

The Triangulation

The strength of InnoEvent is a triangulation between two different educational sectors – in this case the technological sector and the healthcare sector, and a client – in this case OUH. The different competences in this triangulation open up for interdisciplinary teamwork, while working for a real client (see figure 1 below). The interdisciplinary competencies can then be used in another triangulation, made up by higher institutions, the hospital and companies (see figure 2 below). As a result, students get the opportunity to interact in various ways with companies, be it cooperation in order to develop a concept even further, or to test a concept on its users. At the same time the hospital and companies and organisations involved can gain knowledge and inspiration from the students' concepts. Through the communication in the triangulation, the students also get a better understanding of the industry's requirements to future employees.
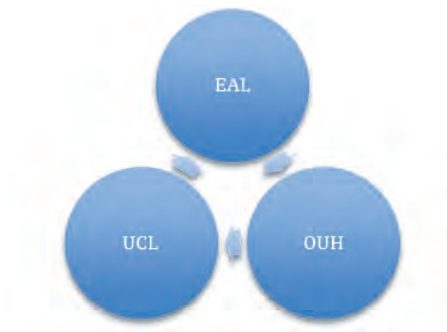

FIGURE 1 - Triangulation between institutions and client in InnoEvent

FIGURE 2 - Triangulation between partners in InnoEvent

Due to the structure of InnoEvent described above, it can be argued Inno-Event is a method that allows a complex and uncertain approach as demonstrated by Dotrieux, Huber and Wissema. In addition it places emphasis on a constant triangulation, in order to better prepare students for world of works.

Contents of InnoEvent

InnoEvent is an annual event that runs over a week and includes an example of how companies and the local society can be used in teaching. By using cases, staff from the hospital presents some of the challenges they are facing at a daily basis to the students. The students then get one week to find innovative solutions to these challenges presented.

As 40 per cent on the students from EAL are international students, the common language throughout the event is English. Before the event, each student picks the case they wish to work on, and the groups of about eight people are formed to ensure a variety of students from both the technology sector and healthcare sector, and thus making the groups not only international but also interdisciplinary. There are about eight groups per case who are competing to find the best, innovative solution. In order to minimise problems related to the teamwork each group starts the event by making their own group contract where they describe the rules of the group, such as how they share information, where to meet, and how to remain a part of the team if they take the concept even further after the event.

Afterwards, the experts behind the cases present the cases in more details to the groups. During the whole event, the students can contact the experts from the hospital and the academy and college's networks in case they get further questions to the case. Additionally, each group is assigned two counsellors from one of the participating academies, and companies from the academies' networks are invited to be consultants and give constructive feedback on the groups' different concepts during the week. In order to gain more information about the challenges presented in the cases, students are strongly advised to do research on the actual users, be it patients, relatives or hospital staff.

Before the students prepare their final presentation, they are asked to hand in a short business plan which the panel of judges can read, so they are better prepared with questions. Each group is also presents a prototype of their concept in order to illustrate it even better.

To sum up, at InnoEvent, students are not just assigned to find an innovative solution to a specific challenge. They are also challenged to speak English, use their competencies in an interdisciplinary context, while un-

derstanding the importance of other competences present in a group and to use not their own, but also others' network. We say that the students are unspoiled students' as they have not yet been shaped with a certain routine of solving a challenge. They believe they can land on the moon as long as they have a rocket, a helmet and some fuel. It is important that students learn to be open minded when facing a challenge – they need to think differently and not just follow a routine.

In most cases the groups end up with concepts that have a potential for further development, however, the main objective is the process where the students learn the competences needed so they are better prepared when they meet similar challenges in their future. Those who have an interest in developing the concept further or to get more consultant advice get further assistance through InnoEvent's network after the event.

Outcome of InnoEvent14

Before, during and after InnoEvent13, UCL made an evaluation on their students' outcome of participating in InnoEvent (Larsen 2013). The evaluation was based on a focus group interview and a questionnaire. The students who participated in the focus group interview expressed satisfaction with the event; however, there might be an association between those who liked the event and those who were willing to spend time on a focus group interview. The questionnaire was handed out to all 68 students who participated from UCL.

The evaluation, which was made after InnoEvent14 is based on a questionnaire that was handed out to the 300 students from EAL, who participated in the event from which 49 replied (Johannesson 2014). Taking into account that it was only multimedia design students who were asked, and that we do not know whom of them replied to the questionnaire, the results can be questioned and more research is needed in order to validate the findings. However the research does indicate some tendencies.

Difference between InnoEvent13 and InnoEvent14

The concept of InnoEvent13 and InnoEvent14 were the same. However, during InnoEvent13 there were less cases and the week were less structured. This was changed due to observations made. The event had grown bigger and the demand for more structure and information during the week had increased. The group size was also changed from about 10 to eight person per group, and a finally, the amount of students from UCL, who participated in the event rose in 2014.

Results from evaluations carried out during InnoEvent13 and InnoEvent 14

From the research carried out by Larsen (2013) and Johannesson (2014), there are elements that imply that the students who participated in Inno-Event have gained or improved competencies that are essential in order to be ready for world of work. The research related to these factors is described in more details below.

Group work

Interdisciplinary group work
The evaluation carried out by UCL indicates that the students gained a better knowledge about welfare technology and how it can be used in their professions. Several students indicate that their way of perceiving technology has changed through their participation in InnoEvent. They no longer perceive technology as a factor that can eliminate or replace the health professional work they are being educated to fulfil, but as something that can be a support in their work and make a difference in citizens' lives (Larsen 2013, 5). In the questionnaire from EAL, 80 per cent of the respondents have listed that they to either some, a high or great degree became more aware of the importance of the target group's needs (Johannesson 2014, 5). This could indicate that they have seen the benefit of developing a project in an interdisciplinary team. 68 per cent also state that the work with people from different professions has given them a broader perspective of the challenges other professions face (Johannesson 2014, 20).

Students' own experience of their own contribution to the group work
When students from UCL were asked about their contribution to the group work, the comments were mixed. Some found it hard to see how they could contribute, while others could see it straight away. Their knowledge about the healthcare system, patient safety and various illnesses helped the IT students in the group to better understand the context in which the concept would be used (Larsen 2013, 10). The students from EAL were not asked about this in the survey from 2014, however from the author's observation it can said that students at times can find it hard to adjust to the way they are being taught during InnoEvent at first. It is not traditional teaching in a classroom, but project oriented group work with various players, which some students have to get used to. As there have been a bigger amount of students from the technical educations, some of the students from the healthcare sector may have found it difficult to be heard in a group, if the greater part is using the short time there is to focus on a specific part of the project – for example the technical part.

When asked about the group work, the answers were also different. The energy and engagement from other group members had a great impact of the total process. Some noted it was hard to work with students who did not have an interest in the event, but only participated in it, as it was mandatory (Larsen 2013, 14). The students from EAL support these statements in the survey from 2014 (Johannesson 2014, 7).

Group work in an international context
From both evaluations there are students who indicate that English as lingua franca has been a great challenge, however for most it has been a positive learning experience. In the evaluation from 2013, a student explains at first she was afraid of presenting in English, but then she did it – and she felt great (Larsen 2013, 11). In the evaluation from 2014, it has also been mentioned by some respondents that the work in an international group was a great experience (Johannesson 2014, 11). This may indicate that some students have learned the benefit from working in an international context or they have realised they are capable of working in an international team.

A better understanding of innovation

In the survey from EAL, students were asked if they felt that InnoEvent had been beneficial for learning about innovation. 74 per cent replied to some degree, a high degree or a very high degree (Johannesson 2014, 6).

Students from UCL also indicated they had learned the importance of being able to adapt to new procedures over time according to what is needed in industries and the society (Larsen 2013, 10). One student said that innovation is to think in a different way and can for example just be a slight change of a routine in order to optimize. It does in other words not have to be big and complex inventions (Larsen 2013, 10). The students also pointed out that there is a general need in their education for a better understanding of welfare technology in order to be better prepared for their jobs in the future (Larsen 2013, 9). The results imply that the students have gained a better knowledge about innovation.

Development through real life challenges

In the survey from EAL, 78 per cent of the students noted that they felt they have been challenged during InnoEvent – 51 per cent to a high or very high degree (Johannesson 2014, 6). In general, students did express that the challenges were beneficial for their learning experience. When asked about their most positive learning experience, the most common answers were: to

be challenged, to work with people from other nationalities and professions, to work with and learn from others who have another set of competencies, to realise you can help make a change in society and to be able to come up with an innovative concept within a week (Johannesson 2014, 11). In the evaluation from UCL, the students also express they have faced challenges, but in a positive way, such as contacting relevant people for more information, present in English and take the lead in a group where you hardly know the people (Larsen 2013, 11). The challenges mentioned by the students are all similar to challenges they can meet in their working life. It is therefore important they deal with the challenges in a professional way so they can learn from them, while at the same time they develop their competencies.

The use of network

When asked if they had expanded their network further, the students from UCL pointed out they had learned that it is not only a matter of getting more contacts of other professions in your network – it is more the opportunities there are in a network – knowing there are others who can help you and an insight in how to get in touch with the right people (Larsen 2013, 5). One student said she became better at seeking the right people who could have the answer to her questions (Larsen 2013, 17). The survey from 2014 also showed that 67 per cent of the students had made new relations in their network during InnoEvent (Johannesson 2014, 15). Thus, there is a clear tendency that the students have become more aware of the importance of networking and how to use it. From the author's own observations can be added that the groups had a great interest in talking to the consultants from the businesses and the healthcare industry who were visiting InnoEvent14. Some also got in touch with companies with the purpose of further development of their concepts or internships during InnoEvent.

Own Observations

From the author's own observations it can be added that there are a range of companies which students have started as a result of InnoEvent. This may indicate that InnoEvent is an eye opener for some students to enter entrepreneurship. Through InnoEvent the students are placed in a network where they have access to relevant information and assistance and if they have a concept with a potential, they may start their own company. There are also students who use their mandatory internship to start up their own business based on their InnoEvent concept. This does however require a finished business plan and a concept with a great potential in order for it to be approved.

Some students also continue the development process with the hospital and local businesses. This can be a long procedure and at times it continues after the students have graduated. As there are many procedures to go through and rules to follow for implementation of a new product or concept at the hospital, the product are in most cases not implemented right away, unless the nature of the concept or product is so simple and straightforward that it can be implemented without formal requirements.

Finally, there are students who participate in various innovation competitions with their concept, both in Denmark and abroad. This opens up for further networking and gives students the opportunity to get more feedback from various people who are working with innovation and / or healthcare.

Conclusion

According to the evaluations, it can be concluded that the students have gained or improved relevant competencies to be prepared for world of work as a result of their participation in InnoEvent.

They have learned the benefit of interdisciplinary group work when developing a concept. Students from the healthcare sector express they have gained a better knowledge of welfare technology and no longer see technology as a factor that will eliminate the use of health professionals, but rather something that can support their work and change citizens lives for the better. The students from EAL express they have become more aware of the importance of the target group's needs, and that they have gained a better understanding of the challenges that other professions face.

The students have also gained a better understanding of innovation and the importance of adapting to new procedures as society changes. As one student says, innovation can be a slight difference in a routine in order to optimize.

Some students found it difficult to contribute with their skills in the group work while others could see it straight away. This may be due to the larger number of technical students present in the groups that might make the healthcare students feel outnumbered in the group work. The motivation from other group members had an impact on the group work.

Most of the students expressed that they felt challenged during the event, and that the challenges were positive for their learning experience. The most common positive learning experiences mentioned were: to work with people from other nationalities and professions, to realise you can help make a

change in society, and be able to come up with an innovative concept within a week and to be challenged.

The evaluations also show that most students have expanded their network during their participation in InnoEvent and become more aware of the importance of networking and how to use it. Finally some students also became aware that they are capable of working in an international group, using English as lingua franca.

Discussion

Validation of the conclusions
The validity of the conclusions can be supported by a low variation in the answers given in the two evaluations. However, a systematic bias cannot be excluded, as we do not know if it was mainly students with a positive experience who took the time to answer the questionnaire from 2014 and participate in the focus group interview in 2013.

In the evaluation from 2014, only students from the Department of Multimedia Design & Communication were asked, thus leaving the other IT education programs out. However, the strength is that we got the same answers from both evaluations.

Challenges of carrying out InnoEvents
Even though the concept remains the same, InnoEvent is in some ways changing from year to year, due to new players and ideas for improvement. There are some challenges related to carrying out InnoEvents. The common ones are listed below:

Students' have expressed frustrations (Larsen 2013, 14) and (Johannesson 2014, 7) that some group members do not actively participate in the event. It has an impact on the group work in general. Giving that some students do not wish to participate in InnoEvent an alternative can solve this – it could be a mandatory assignment. However, this will require recourses to correct the assignments.

From the author's own observation is can be added that it is important that all supervisors and students are motivated for participating in the event, and well informed both prior to the event and during the event. From experience it can be added that online communication is not sufficient during InnoEvent, and more focus on face-to-face communication has been implemented. This does however require a great deal of resources and focus on communication at specific times up to and during the event.

During InnoEvent14, students and lecturers had the opportunity to leave anonymous constructive feedback to the people planning InnoEvent in a box. Many of the comments were related to the noise in the building. As the event has been growing over the past years, and the size of the location where InnoEvent takes place remains the same, more space is needed in order to improve the working environment for the students, or the amount of participants can be decreased.

Further research – InnoEvent15

In order to update and support the results from the evaluations made in 2013 and 2014, further research is planned for InnoEvent15. The research will be questionnaires and focus group interviews, and they will be carried out before and after the InnoEvent15. In order to measure the effect, first and second semester students will be used, as they have not yet taken part in InnoEvent. In order to measure the learning outcome of students from both the healthcare sector and the technical sector, they will be asked to participate in both the questionnaires and the focus group interviews.

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How to Support Learning of Real-life Marketing?

Heli Aaltonen

Introduction

This paper discusses the need of aligning marketing curricula in higher education and marketing practices in small and medium-sized enterprises (SMEs) in the Finnish context. The paper aims at improving understanding of how SME marketing could be better incorporated in the curriculum of higher education business studies. In this paper the terms entrepreneurial marketing (EM) and SME marketing are used as synonyms (Gilmore 2011).

SMEs form the majority of the companies in the world. They differ from large corporations both in their operations and ways of doing business (Gilmore et al., 2013:88). Marketing in SMEs, in addition, is remarkably influenced by its inherent characteristics, such as the limited resources and personal traits of the entrepreneur (Carson & Gilmore, 2000). The nature of SME marketing significantly differs from the mainstream marketing approach (Carson & Gilmore, 2000) which highlights large corporations' view, for example long lasting and complex planning processes, extensive market research and allocated resources (Collinson & Shaw, 2011). Therefore entrepreneurial marketing is a natural course of action in SMEs. However, aligning the teaching of marketing and entrepreneurial marketing in practice deserves more attention.

Entrepreneurs in SMEs seldom follow the formal and sequential frameworks of extensive evaluation processes, but instead apply informal and intuitive marketing planning considering only issues relevant to their business (Carson & Gilmore, 2000). They rely on their own intuition and exploit their personal networks effectively. They constantly launch new ideas and innovations and, if proved necessary, also withdraw quickly. By preferring flat hierarchies, they carry out fast and informal decision making. (Fillis, 2010; Morris et al., 2002; Morrish, 2011.)

As an emerging area in marketing research, entrepreneurial marketing calls for a new approach to marketing education. The approach challenges tra-

ditional teaching as well as traditional marketing models. It seems that the current typical curriculum and teaching do not prepare the students enough to confront the real-life marketing challenges in the SME sector. The main research question in the study is: what kind of marketing curriculum reflects the practice of SME marketing?

Entrepreneurial Marketing as Real-life Marketing

In this chapter EM is discussed as a real-life marketing in SMEs. To begin with, the previous studies regarding the characteristics of EM are explored. Secondly, examples of EM practices based on empirical findings from Finnish SMEs are discussed.

Dimensions of Entrepreneurial Marketing
EM is proposed to be developed from the interaction of two main fields which are entrepreneurship and marketing (Solé, 2013:29). As a growing research area, EM has gradually gained recognition among researchers, and nowadays it seems to take a step forward to become an established research domain. EM can be classified according to its approach as a strategic level or operational/ tactical level function. The strategic level refers to the EM orientation, which is made up of the overlap between four orientations: market, customer, entrepreneurial and innovation orientation. (Jones & Rowley, 2011:31; Solé, 2013:30.) The operational/ tactical level deals more with the design and implementation of EM (Solé, 2013:25).

Understanding entrepreneurial marketing is based on knowing how entrepreneurs or managers in SMEs actually do business and how they make decisions (Gilmore, 2011: 138). There is not one agreed definition of EM, but various indistinct concepts (Solé, 2013:25). A traditional view of EM is presented by Kotler and Armstrong (2010: 559). They define it as a strategy of an early phase of a new venture. Morrish et al. (2010:304) point out, however, that EM can be very effective throughout all stages of a firm's life-cycle. Although EM is applicable in and important for both large and small firms, it is apposite and often more visible in SMEs (Collinson & Shaw, 2001:762; Jones & Rowley, 2011:26).

Hills and Hultman (2011:10) offer a qualitative definition of entrepreneurial marketing. They emphasize passion, innovativeness, identification and exploitation of opportunities: *"It is a spirit, an orientation as well as a process of passionately pursuing opportunities and launching and growing ventures that create perceived customer value through relationships by employing innovativeness, creativity, selling, market immersion, networking and flexibility."* The entrepreneurial spirit seems to be strongly present in their definition.

Previous studies have identified the dimensions typical of EM (Jones & Rowley, 2011; Morris et al., 2002; Thomas et al., 2013:240). The dimensions constitute a useful framework to explore practical marketing activities in SMEs from the EM view. To begin with, *proactive orientation* implies the ability to foresee and being the first to exploit emerging opportunities innovatively. Secondly, an *opportunity-driven approach* promotes the exploration of undiscovered opportunities inside or outside the current markets. Thirdly, *focus on innovation* means a pervasive attitude encouraging, stimulating and sustaining innovation, and next, customer intensity stresses communication with customers, and discovering anticipated and latent needs. The fifth dimension, *value creation*, means increasing benefits and reducing costs, and the sixth, *risk management*, implies the ability to take risks and anticipate the impact of an uncertain environment to reduce uncertainty and vulnerability. Finally, *resource leveraging* involves managing relationships with individuals and organizations aiming at optimizing the allocation of limited resources efficiently.

Identifying market opportunities and agility in exploiting them is the core of EM (Kraus et al., 2012:7). Apart from being experienced in business, this requires intuition and flexibility in the manager's decision making process. EM proactively pursues to innovate new products and services to new markets. Constrained resources, however, force the entrepreneur to use unsophisticated tactics to achieve creative and innovative solutions which may require risk-taking. Stokes (2000) has identified especially incremental innovations as a part of EM in small enterprises. A need of development is often prompted by either competitive pressure or an existing new product idea, than researched customer needs (ibid.:50).

The premise of EM is taking the situation as given. This implies that the starting point is to utilize the entrepreneur's own values, aspirations, knowledge, personality, past experience, skills and network (Dew et al., 2008; Read et al., 2009; Hills & Hultman, 2011:11; Morrish, 2011). This is opposite to the conventional marketing view, which takes a particular goal as a starting point and chooses among different means to achieve the goal.

Creating new markets is seen as a mode of operation typical to entrepreneurial marketing (Dew et al., 2008). Marion (2007:102-104), however, criticizes companies being too strongly directed by the needs of their current customers. He argues that entrepreneurial marketing rather creates novel products and in consequence, entirely new markets. In addition to the need of solid customer knowledge, the firm needs to integrate competitor intelligence and product knowledge to its value creation process (Jones & Rowley, 2011; Thomas et al., 2013:240).

Empirical Material in the Study
In this paper the practices of entrepreneurial marketing in SMEs are discussed through qualitative empirical material which consists of 14 personal interviews of Finnish managers and entrepreneurs (companies A–N). The empirical material is based on secondary data. The personal interviews were semi-structured by nature, ranging from 54 to 93 minutes. The interviews were taped and transcribed literally, resulting in total 189 single-spaced pages of text.

The analysis aimed at identifying how the dimensions typical of entrepreneurial marketing occurred in the marketing activities of SMEs (see Morris et al. 2002). First, all the texts were read through to get a general view of the entire material and then coded by using MAXQDA 11 software. The material was interpreted related to both the separate interview and the entire empirical material (Tuomi & Sarajärvi, 2011:113-117). In the next chapter the findings are presented.

Empirical Findings: Examples of Real-life Marketing
The dimensions of EM in marketing activities of SMEs were identified in the empirical material. There were, however, remarkable differences between the companies: in some companies EM came up more strongly and in some others quite weakly. Next, the examples of the entrepreneurial marketing practices are discussed. The companies are named in letters A - N.

First, *customer intensity* seems to primarily realize in personal contacts with customers. In small companies both formal meetings and informal discussions are crucial to gain customer insight. Getting to know customers and buyers personally seemed to be a strategic choice for many B2B enterprises. As an example, company E (engineering consultancy and works), does not offer standard solutions, but listens to the customer's specific needs and customizes the solution more than their bigger competitors do. Company B (food industry) emphasizes contacting decision makers in all the levels of the customer organization, not just the top management. They also found a small scale outlet as an excellent opportunity to gather consumers' ideas and feedback regarding their products.

Second, *opportunity-driven approach* relates to the exploitation of market opportunities inside or outside the industry. As an example, the entrepreneur of a wood manufacturing company (L) actively searches for opportunities inside the industry. He regularly contacts building contractors who have won competitive biddings, offering them subcontracting services. The products of the company are assembled in the final stage of large construction projects, so he exploits the opportunity to remind the constructor and discuss the potential case. The entrepreneur of company D (process indus-

try) sees their business as "searching for unsolved customers' problems" and thus, solving the problems in co-creation with the customer by exploiting their state-of-the-art technology. Consequently, the business requires long-term orientation and an innovative mindset. The entrepreneur of the food industry company (B) heard about organic food products in the beginning of 1980's. He developed and launched new organic food products and despite the limited market share, they were an innovative means of promotion. Later on, the entrepreneur noticed an opportunity in a niche market of special diet food. Today the company operates in global markets, for example, exporting special diet pizzas to Italy.

Third, a few of the interviewed companies seemed to *focus on innovation*. Company D (process industry), for example, continuously develops innovative solutions, aiming at changing working practices in its customers' processes and thus, improving productivity and profitability. The development processes include risks, and therefore they need to find innovative leading customers to co-operate with. The customers gain competitive advantage as early adopters of new technology in their business, and are followed by other actors of the industry. At the same time the early adopters are reference customers for company D, and hence further its business.

Fourth, the dimension of *value creation* stood out in many ways. Firstly, company J (metal industry) creates value by its flexible production process and delivery. It contributes the profitability of its customers by simplifying their buying process as much as possible. As a small manufacturer it can operate in a more agile manner than original equipment manufacturers (OEM). It creates economic value for the dealers by taking care of storing the products and delivering on-demand.

The fifth dimension, *resource leveraging* came up in the interviews. As an example, intense competition and technological changes in the printing industry forced the company G to focus more on specific products and phases of production. Customers have become extremely price sensitive. The entrepreneur actively started to search for new partners in order to gain competitive advantage by focusing on the most profitable phases of production. They succeeded to create a network of suppliers which offers comprehensive printing services at a competitive price. As a result, limited resources were successfully reallocated and although the turnover decreased, profitability increased.

Risk management is the sixth dimension. In company A (metal and plastic industry) the entrepreneur avoided focusing too much on one new customer segment. Although the new innovative business seemed to accelerate the growth of the company in the future, the entrepreneur did not put "all one's eggs in one basket". After a few years the decision proved to be right.

The final dimension, *proactive orientation* came up for instance in the managers' views of future trends and possibilities regarding their own industry. The entrepreneur of a construction company (I), for example, is involved in various domestic and foreign networks, which provide a valuable vantage point for future trends and opportunities. The networks enable a proactive approach, offering contacts with universities and researchers, relationships with forerunners, and cooperation with investors. Proactivity and innovativeness are also realized in the high level of investment in R&D in the company.

All the real-life examples illustrated the flexible nature of marketing practices in SMEs. The interviewed entrepreneurs and managers seemed to be driven by their strong visions. They seemed to rely on their own intuition and exploit their personal networks effectively. In addition, their decision-making appeared to be fast and informal.

The Marketing Syllabus in Higher Education

In this chapter the premises of marketing instruction in higher education are discussed. Despite the growing interest in research of marketing in the SME context, the typical marketing syllabus in higher education follows the conventional marketing approach. The impact of the leading authorities, such as Philip Kotler or David Jobber, is significant in the marketing instruction (Resnick et al., 2011:38). Although the degree programs focusing on entrepreneurship may consider marketing in a start-up, in the marketing oriented degree programs the curricula are often based on traditional marketing thought. As a consequence, the students' perceptions of the marketing competencies they will need in their future work are different from the reality of working in an SME (Stephens et al., 2010:558).

Furthermore, case studies and examples in courses are typically drawn from large companies or global corporations, since the case material is easily available. This begs the question how applicable the learned knowledge is in the SME context. As a result, the students may associate marketing with long lasting planning processes, extensive market research and substantial resources with a specific expertise.

During the studies there might be lack of real-life marketing cases or contacts with companies. This may end in a one-sided and constricted view of marketing, ignoring the special features of SMEs which have remarkable influence on marketing. The students may not understand the significance of personal networking and relationships, intuitive and situation-specific approach or implementing marketing with limited resources. (Resnick et

al., 2011:39.) In addition, in SMEs the opportunities to work in very specialized jobs are limited, and the recruited persons need to be able to fulfill a variety of roles (Stephens et al., 2010:557–558). This calls for experiential learning activities and real world learning experiences which develop the students' capability to use information, to generate ideas, critical thinking skills and facilitate the personal development (Balan & Metcalfe, 2012; Ball, 1995; Sherman et al., 2008).

According to the statistics SMEs constitute 98 % of all companies in Finland, and 55 % of all employees work in SMEs (Tilastokeskus, 2012). Thus, small and medium-sized enterprises are significant employers, offering job opportunities for graduates. Furthermore, it is predicted that the importance of the SME sector as an employer will grow up to 70 % by the year 2020 (Kokko, 2012). This implies that the students need to be well equipped with relevant SME marketing knowledge and skills. Moreover, according to Stenholm et al. (2013) Finnish youths are increasingly interested in entrepreneurship and setting up new business. This definitely supports the need for necessary start-up marketing skills.

Conclusions Regarding a Curriculum of Real-life Marketing

The aim of this paper is to discuss what kind of marketing curriculum reflects the practice of SME marketing. Previous studies propose that marketing practices in SMEs differ from large corporations and findings of this study support this notion.

This suggests several improvements to the instruction of marketing in higher education. First, the basis of the marketing curricula could be in the SME sector and the courses focusing on marketing in large companies would not follow until the later phase of studies. As a consequence, the distinction between marketing in small and large enterprises becomes more concrete and visible to the students. They also adopt a proper view of the variety of needed skills and competences in SME marketing (Stephens et al., 2010:557-558).

Second, the students need to familiarize themselves with the special features of small and medium-sized enterprises impacting on the reality of marketing. The students need real-life examples of how to manage marketing with limited resources and what intuitive marketing planning and fast decision making do mean in practice. This implies that also the learning methods should support the development of students' capabilities (von der Heidt & Quazi, 2013). Thus, case studies and examples could be based on small

enterprises. Accordingly, co-operation with local companies is essential and small scale practical projects with the companies could be put into action.

Third, the fundamental skills in SME marketing communication need to be emphasized and practiced in the instruction of marketing. For example, how to create and maintain personal relationships, how to realize effective networking and word of mouth (Resnick et al., 2011:44) and how to adopt a sales-driven mindset and the art of elevator pitch. The effective exploitation of information technology and social media is a basic skill. In addition, in SME marketing the personal characteristics and social skills cannot be overplayed.

Fourth, entrepreneurial marketers strive for agile identification and exploitation of opportunities, as well as innovativeness and ability to foresee and act proactively. These abilities are valuable especially in decision making regarding non-promotional issues, for example product offerings, pricing, customer service or distribution, which play an important role in gaining competitive advantage in SMEs. Thus, teaching of marketing should strengthen these abilities. Finally, what may be difficult, but not infeasible, to include in the curricula is the entrepreneurial mindset. This means passion, spirit and orientation (Hills & Hultman, 2011) which promote and inspire successful marketing in SMEs.

This paper attempts to suggest improvements to marketing curricula in higher education to better reflect SMEs' marketing practices. The key limitations of this study are the view of a restricted geographic area and the use of secondary data. The original aim of the interviews was to gather empirical material related to SMEs' sales function, customer relationships and entrepreneurship. Hence, it is reasonable to use the interviews as empirical material to examine SME marketing practices as well.

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Innovation, Business ethics and Green Innovation

Peter Storm-Henningsen

Introduction

There is a growing interest in CSR, innovation and the relation between them. As an example could be mentioned the current focus on green innovation, that have made a widely distributed presence on the Internet and social media of green companies and advertisements of green solutions, and, furthermore, have a significant political interest, thereby accompanying any spenditure of funds. The question arises therefore, whether innovation based on social responsibility values and beliefs marks a special type of innovation that demands specific and unique tools and methods, or if it would require special considerations that would demarcate it from other types of innovation.

This paper presents a conceptual analysis of the relation between CSR and innovation, with a special focus on green innovation, to inspire further consideration and discussion, among innovation professionals, academics, and others who have an interest in CSR and environmental concerns in relation to innovation and development.

First, the basic concepts of innovation and ethics/CSR are outlined. The relation between ethical imperativity and creative mindset, especially in the form of openness is discussed. Second, the case of green innovation and different consequences of the apparently juxtaposed phenomena of openness and imperativity in relation to this case is considered. It is then argued, that the concept of green innovation calls for some special discussion. Finally, it is suggested that the central issue of combining ethical imperatives and radical creativity needs to be reconsidered, at least as much as some potential problems need further consideration.

Coupling ethical values of social responsibility and sustainability with innovation and creative development, problems might occur, that at a glance may be overlooked, or at least appear unexpected. The aim of this paper is

to discuss and explain this issue, with special attention to the more specific case of green innovation. In the end a framework for a future debate of the potential challenges concerned with coupling these two elements of business, is suggested.

Ethics is built on values. That is to say, by 'ethics' is referred to rational accounts of moral judgment that to some extent is incorporated into our cultural values. However, there are two important differences, which make us able to conceptually distinguish ethical values from cultural values.
Ethical values, have a pretension of universality. That is, that if some values are believed to be 'truly ethical', in the sense that they rely on an individual's moral judgment, we would expect everyone to adopt the same values, resulting in an emotional response, *ceteris paribus*, though we would not expect others to display the same specific formulations (Blackburn 2001,129-133).

Suppose as an example, that we encounter a culture, where it is believed that the exploitation and killing of innocent children between 3-5 years old can be justified as being morally legitimate. Not only would we disbelieve them at first, but when we finally discovered the sincerity of their conviction, we would try to convince them otherwise. Should we fail, we would as result turn angry and aggressive towards them.

This leads us to a central property of ethical values, namely the imperativity or normativity they display. As the German philosopher Immanuel Kant noticed (Kant 1999), ethical values appear somewhat like norms, at least in the sense that they display a certain imperativity compared to other kind of values based on more individual preferences. When it comes to moral sentiments, you often feel entitled to go to another person and point out, that *you should not do that* or *you should have done that instead*. Even in cases where we ourselves act contrary to our moral sentiments, we often *feel* guilty, knowing that we should have done otherwise.

Reception of the Ethical Stance

It is very diverse from one organization to another, exactly how the attitude is towards accepting an explicit ethical overall commitment. There are three different ways to approach the idea of making an overall ethical stance, which is experienced in many organizations (Buchholz & Carroll 2012, 236-240):

Rejection/Ignorance	It could be an overall policy, that the executive management do not want to consider business ethics. Often, the view is founded in the belief, that it must be

a private matter of the individual, in his time off, to choose whatever ethical stance he will subscribe to, if any.

The conventional approach:	This is often found in companies or organizations governed by democratic management, e.g. developmental companies, which focus is on entrepreneurship and innovation. The idea of the conventional approach is to make the employees gain *ownership* of the values, by working together on formulating and developing an ethical stance. This is often thought to be more important, than adopting a specific set of values or formulation thereof, which is given beforehand by the management or external parties.
The principal approach:	Here, a set of values and norms is specifically formulated as an ethical codex (report) or as an organization's social responsibility policy, followed by a code of conduct, concerning what exactly one have to do in individual situations, where ethical issues might occur. This approach is often found with centralized organizations, where we could have the CEO deciding what ethics to go for, and then afterwards initiating the implementation it in the organization. The thought is often, that it is all about deploying the adequate rhetoric, as the values are supposedly universal.

Deploying *any* of these three approaches, involves a risk of bouncing into trouble accordingly. If you choose the first approach, the organization might be able to display behaviour that could violate the ethics of the individual. As is outlined and discussed in many psychological textbooks (see notably Aronson 2012, 12-57), many psychological experiments have shown, that individuals who feel stressed and/or are under command, can in some cases refuse responsibility of their own actions, and are therefore able to do things and justify things, they would not have believed they would be capable of at the outset. Ultimately they could led to torturing and killing people, but less dramatic examples are more commonly experienced in everyday life. An example could be the attitude towards preserving the environment, slave labor in third world countries or animal experimentation. Also stances to

practical issues about the social interaction at the workplace could be affected, like when some are bullying others, or submitting others to sexual harassment.

If the second strategy is adopted, there is the risk that the ethical orientation of the organization either might suppress minorities or subcultures at the workplace, or that it becomes too diverse or vague to be operational. Furthermore, there might be a demand from the supply chain in terms of signing a specific ethical codex, which might be experienced as a violation of the people's freedom to choose their own values, since the set of values proposed by external parties, would not necessarily be the same, or in the same formulation, as the values acknowledged internally in the organization.

The third strategy conveys the potential drawback that we get a few people to decide what is right for the many. Arguably, there is no such thing as a technical or practical expertise into selecting appropriate moral judgements, since it is hard to justify that some individuals would have a privileged access into what is just and right, due to their position in an organization. However, due to such factors, they *might* have gained insight into which ethical dogma would serve the organization's interests the most, and, furthermore, there are many scholars who have insight into the various ethical theories and their implications.

Hence, it might prove a good idea to educate employees and managers in philosophical ethics, social responsibility or similar, where they will learn about the basic positions in that area. The benefit of this might become a better joint reflection as well as discussions that allow for an overall accept of the ethical dogma proposed by the management. Finally, some specialists could outline the implications to market behavior, legal issues, and relations to stakeholders.

Innovation and Creativity

There is a common understanding of the term *innovation*, as a social process involving both creativity and value generation. Though as a definition it is somewhat vague, it is sufficient for the issue at hand. Eventually, due to the concern relating to the coupling of ethical values on the one hand and creative processes on the other, the most attention will be focused on creativity, as it is suspected that this is where the major challenge is located.

What, then, is creativity? This baffling question has occupied philosophers and psychologists alike, ever since the ancient Greek philosophers', as e.g. Parmenides', concern with creation. The problem is, that if creation essen-

tially involves some kind of "becoming" (as opposed to "being"), creativity seem to involve the appearance of something out of nothing (KRS 296, in Kirk et al. 1983, 249-250).

However, Plato is a predecessor for providing a useful definition of creation, that is useful for our purpose. Plato wrote in his dialogue Timaeus:

God desired that all things should be good and nothing bad so far as this was attainable. Wherefore also finding the whole visible sphere not at rest but moving in an irregular and disorderly fashion, out of disorder he brought order, considering that this was in every way better than the other.

(Plato: Timaeus 30a2-6, translated by Benjamin Jowett, in Hamilton & Cairns 1961, 1162)

As Timaeus is one of Plato's most influential dialogues, there has up through history been a longish debate on the interpretation of the text, including the quoted passage (Guthrie 1978, 241-242). When you read the quote in context, it would appear that Plato suggests that "God" or "the creator" is compared with a craftsman (Demiurge), which accordingly is *weaving* order out of chaos. Using this at an outset for understanding creativity in innovation, it would that amount to something like this:

Creativity is when you create novel solutions and products, out of the chaos that surrounds you.

Plato's use of 'chaos' or 'disorder' is, as I interpret him, not the same as that used in contemporary theories of complex systems and chaotic organizations. This latter notion is mainly inherited from James Clerk Maxwell's second law of thermodynamics and developed on a notion of entropy (Maxwell 2001, 92-94 & 169-173. Gleick 1997, 257-258). In contrast, Plato's notion of chaos is one which presupposes lack of order or structure, and he argues to the effect that we need a conscious creative act, i.e. an act of creation, in order to make order out of such chaos.

It would then follow, that in order to create something significantly new, you need to have some chaos around you. It is tempting to say, that the more chaos there is, the more creative inventions you can make, or the more profoundly creative they would be. But although the latter might be true in most cases, strictly it does not follow from the argument.

This fits well, however, with the approach to creativity that has been governing in the 20th century, at least from Schumpeter (See Dodgson & Gann 2010, 20-22) and his notion of creative destruction, over Peter Drucker (Drucker 1985, 27-128) who talks about sentiments (drivers) understood as

changes creating a need for innovation, Edward DeBono (1972) who argues that the process design is crucial for creative development, and Ralph Stacey (1996) who argues that innovation happens on the edge of chaos, this time in the entropy impredictability sense. Lastly to Carl Otto Sharmer who in 2009 argues that a necessary condition of setting your creativity free, is to free yourself from habitual thinking, which in turn means to free yourself from the restrictions that your present knowledge or beliefs places upon you.

Granted, that the reading of Plato presented above is perhaps too "Sharmer-ish", it is still clear that there is, or appear to be, many close similarities in the ways of thinking, between Plato and the various theories mentioned above.

What is interesting about Sharmer's *Theory U*, as seen as a development of, or comment to, Plato's passage in the Timaeus, is that Sharmer famously argues that we need different kinds of openness, in order to be able to free ourselves from the habitual thinking, the latter coined as 'downloading' in Sharmer's terminology.

Following this line of thought, we need various kinds of openness to perform radically creative tasks, because the more created chaos we obtain and the more lack of order we create around us and the more we are able to create new products and solutions. As mentioned above, though this does not strictly follow from Plato, it is implicit in Sharmer's theory.

Ethical Imperatives vs. Creative Processes

The question is then, how creative thinking respond to the introduction of ethical imperatives. We have a certain way of socializing with other people, and special requirements are added when we socialize with other individuals through participation in a group or team, whether we know our fellow group members beforehand or not.

When we consider creative teams these rules and values about how to behave to each other involves various modes of thinking related to the related exercises and stages of the group process, often deploying norms like being positive about suggestions made by other group members, being open to new input, to have faith in the facilitators competence to design and facilitate the process, confidence in that what you say is not something that will be used against you. Such norms are important for the processes to become successful, and in creative processes they are expected to facilitate openness and engagement. This is the mindset required for this kind of *Groupthink*

(Michalko 2006) and often the success of creative teams can be measured directly in comparison to how well the teams have been able to maintain the adequate mindset.

Ethical imperatives of responsibility and the like, would be introduced into creative processes in three ways;

1. It could be the very subject matter of the creative process, or at least part of the subject matter. That is, we might be creative about, how to *use* ethics in development or communication of processes or products.

2. In order to generate new creative thinking and solutions to various problems, we might introduce it as part of a gate, i.e. an evaluative selection module. (See Cooper 2011) Hence, ethical considerations would have a direct impact on which ideas we should continue working with and which not.

3. Another way that imperatives may find their way into creative processes, is when the individual participants bring convictions, considered as indisputable truths. As an example, if there is a code of conduct in an organization, it might be considered heretical to propose, even hypothetically, *dispensing* with the code of conduct and thereby the ethical codex or CSR policy.
   When we bring these kinds of imperatives and norms into creative processes, we are, therefore, directly affecting the mode of thinking in a way that affects the creative process.

One might argue, that on a short-term basis, an unexpected introduction of CSR and company ethics imperatives into particular creative processes, might create novel perspectives in the team that would challenge them and inflict the creation of ideas that would otherwise not have been thought of. From my personal experience, the argument should be granted. But on the long-term perspective, it would set some type of restrictions in the individual team members about, what they ought to do and say and think, including what they in turn should say to others that they should say and think.

The introduction of ethical and CSR value imperatives and norms into creative processes in order to create a more responsible set of ideas or creative development on how to implement these ethical ideas themselves, must be predicted, at least on a long-term basis, to have the contrary effect. It should be expected, that the profoundness (or the level of radicality) of the creativity on how to implement social responsibility values and ethical values would diminish.

A Force Field?

Developing creative solutions of sustainability and responsibility of profound novelty, we could therefore anticipate that the *novelty* of the ideas would diminish, not only due to the companies' CSR and ethical development, but also since new ideas procuced by creative teams would grow more streamlined in accordance to these particular imperatives.

A further argument for this effect, could be made by considering cultures of organizations using an approach as the one developed by Edgar Schein (1992). From Schein's perspective an organizational culture could be divided into artifacts, values and basic assumptions. Ethical imperatives would intuitively be placed in the value category. Values and basic assumptions comprise the governing values and assumptions, shared by the members of the group or organization.

When we alter a certain value, like convincing people of an ethical value or a value of social responsibility, it is actually a package deal. This means, that we cannot think in an atomistic fashion, that we can replace one value, leaving the remains of the values and basic assumptions untouched. If new values should be institutionalized, borrowing John Kotter's terminology (Kotter 1995), we need to alter some of the basic assumptions in order to found or 'anchor' the values into the culture.

Otherwise, what would likely happen is that the (untouched) basic assumptions would slowly re-alter the proposed new values and diminish them or expel them from the culture. This is because the basic assumptions continuously expresses themselves through the values and artifacts. Accordingly, if an ethical value is added, the other values in the organization is affected in order to obtain coherence. Furthermore, this new value configuration requires a change not only in one belief or assumption, but in many beliefs in order to be anchored into the organizational culture. This further indicates the extent to which this, the overall framework, is affected when introducing CSR and ethical values into creative processes.

In this sense, the degree of openness creating the conditions needed for creativity seems to be, at least to a certain extent, juxtaposed with introduction of ethical and responsibility values and dogma. This juxtaposition is not something that we *introduce* by making CSR policies or codes of conduct. It is already there to a certain degree, since all people have some kind of moral sentiment, despite the fact that they sometimes do not follow their moral intuition in everyday life. This juxtaposition can be conceived as a part of what Kurt Levin (1951) coined as a force field, i.e. an equilibrium state, that balances out several conflicting forced in organizations, In this case, the creative mindset on the one side and our ethical imperatives on the other. Of

course, elements like assumptions, worldview, habitual thinking, personal history, social history, and the like, would also be factors of this force field.

In situations where we want to reinforce one of these factors, we have to change the equilibrium state, at least for a while, in order to achieve an over-representation of a specific force within the field. Hence, when we require rule-following, e.g. when implementing a code of conduct, this involves less room for creativity and when we want more room for creativity we would need or require less obligation to follow the code of conduct. Openness to alternatives is required, hence the juxtaposition is clearly visible from the force-field-perspective as well.

Green Innovation 1 – Creative Processes

It is often stated, that we need to think differently about how we do things in order to meet the requirements of sustainability, improvement of the environment and prospects of the development of the ecology of this planet. Accordingly, there is currently a focus on green innovation especially related to cases, where privately held companies and public institutions are encouraged to create solutions of sustainability and improvement of the environment of significant novelty.

Many institutions, national or global, make a considerable effort to involve public institutions and privately held companies, jointly to create green innovation projects. Approaching the case of green innovation and looking at the reports and guidelines that have been made in the area, a striking feature reveals itself that might explain why the problem at hand have been widely overlooked (See e.g. OECD 2010).

In the opening definition of innovation in the present paper, there was distinguished between two aspects of innovation; the creative aspect which has to do with coming up with ideas to solutions of significant novelty, i.e. a change of mind, and the other is the value generation, i.e. the exploitation of the potential value that lies in these ideas, that has been proposed. Correspondingly, a look at current theories and textbooks within innovation theory, one would find two main approaches to innovation, displaying a focus on either the psychological aspect of creativity, or in contrast how to exploit the potential value of ideas. This increasing divide within innovation theory, is manifest by, that on the one hand there exist a focus on organization theory and group psychology, with scholars like Gary Hamel (2007), C. Otto Sharmer, Edward DeBono, Peter Drucker and Ralph Stacey, governing the field. On the other hand, there is the economical approach, stemming from Schumpeter and are today gaining an increasing impact in academic circles, especially through the works of Clayton Christensen (2011),

and the widespread use of textbooks by authors like David Smith (2010), and the duo Joe Tidd and John Bessant (2009).

In some of the most recent OECD reports, one on eco-innovation in industry (OECD 2009) and one on green innovation in tourism (OECD 2013), green innovation (or eco-innovation) is defined as new solutions and products that live up to certain demands of sustainability, explicated by certain markers that have been developed through benchmarking. These reports are interesting from a theoretical academic point of view of economics, since they are about how to model and develop new solutions into the societies and markets, once they have been created, but they shed little light, if any, on what exactly companies and organizations should do, in order to create new ideas that are exploitable towards green innovation sustainability criteria. Instead, the focus is on characterizing what kind of output or desired outcome and behavior these organizations, industries and business firms have to perform, and then they come up with a lot of examples of what has already been done.

In a 2006 book, *Green to Gold*, by Daniel Esty and Andrew Winston, we get more of a hint. Though still suggesting coordination through output, there is listed some challenges that the companies could innovate upon in order to solve, and then use, the OECD criteria as evaluation modules, i.e. gates for selecting the proper ideas for implementation.

Esty and Winston (2009) argue that companies that want to *ride the green wave*, need on the one hand to manage the downside;
> 1. Eco-efficiency: Improve resource productivity.
> 2. Eco-expense reduction: Cut environmental costs and regulatory burden.
> 3. Value chain eco-efficiency: Lower costs upstream and downstream.
> 4. Eco-risk control: Manage environmentally driven business risk. Revenues

Simultaneously, they should build the upside, by designing products to meet customers with environmental needs, to have their sales and marketing activities relying on a green set of values and have an ecology defined new market space, like promoting green innovation and developing breakthrough products in these areas. In other words, they should built an ecological brand.

These elements only stresses the point made above, since the values underlying the *Green to Gold* might be mere espoused values. If so, it is hard to see, that there could be a true commitment to making a green value creation that is not fundamentally built solely on commercial interests.

On the other hand, if the employees take ownership of these values, they would have a hard time suggesting, in a creative process, an opposing idea like that *we might force our waste to be four times as much as it is currently*. This is not a problem because it should be the final proposition resulting from the creative process, but because it might a certain stages of the process represent, what Edward DeBono coins as, an intermediate impossible, an impossible idea that might open up for other solutions. If the above example is considered like that, it could be leading to an solution like, to take a wild guess, that we could increase our pollution by 4, by centralizing some manufacturing features of the entire supply chain, locating the waste with us, thereby diminishing the overall pollution by 50%...(?)

These kinds of ideas is hard for the participants of a creative development team to arrive at, if they are truly engaged in ethical and responsibility issues, because such values involves the kind of imperativity that goes far beyond the imperativity of other values.

Green Innovation 2 – Clusters

An increasing development that has taken place in business innovation over the last 10 to 15 years, is the emergence of innovation clusters. Such clusters are typically created by small companies that, by mediation of a sponsor, often a university or a public institution, work together in order to produce joint solutions, that neither of them could produce alone. In these cases, what often happens are that there is a consultancy firm or organization that facilitates the companies working together? So the idea is, that each of the companies works like an individuals in the creative team. One could with a bit cautious allegory, suggest that a cluster is in effect, a team of teams.

In order to get something useful out of a cluster, you need the cluster to consist of companies that are diverse, so that they could complement each other. That also mean that they would bring with them different expectations, and as they very often know each other in advance, there is often an important power relation imported into such clusters. The import of such power relations is well known to be able to destroy the creative competence.

The occurrence of such clusters has enforced a kind of incremental innovation, sometimes coined as *open cluster innovation*, an innovation type that does not involve creativity, not directly in any case. It is a variant of customer-driven incremental innovation, where the customers and partners and others, contribute with prototypes of solutions and products for companies. It could be discussed, whether this is actual innovation, since the creative aspect seems to lack, but this is a mere discussion of semantics. In any case,

if there is such a kind of innovation, which does not rely on creativity and on breaking down your worldview in order to create a new one, this kind of innovation would clearly not be relevant to the arguments presented here.

Conclusion

There is a potential problem that needs to be addressed, concerning theories of ethics and innovation, a problem that in many respects seems to be invisible because it is not directly addressed by the economic approach to innovation, thereby also the approach to a definition of innovation that is in most works on green innovation.

The source of the problem lies with the imperativity of ethical norms that is juxtaposed with the mindset needed for creative idea generation. This is based on the understanding, that creativity is basically a process of creating new structures out of chaos, while ethical values is emphasizing the truth and universality of particular assumptions and norms.

It is suggested that the relation between these opposing factors could be considered using a force field approach inspired by Kurt Levin. However, enforcing the ethical aspects of business, by engaging e.g. green innovation, the mental facilities for doing creative development is diminished.

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The Application of Entrepreneurial Marketing in Non-promotional Marketing Activities within SMEs

Heli Aaltonen

Introduction

Small and middle size enterprises differ from large corporations both in their operations and way of doing business (Gilmore et al. 2013, 88), and thus the nature of SME marketing significantly differs from mainstream marketing models (Carson & Gilmore 2000). The mainstream view stresses long lasting and complex planning processes, extensive market research and allocated resources (Collinson & Shaw 2011). Marketing in SMEs is remarkably influenced by its inherent characteristics, such as the limited resources and personal traits of the entrepreneur (Carson & Gilmore 2000). Therefore, entrepreneurial marketing (EM) is a natural course of action in SMEs. Entrepreneurs in SMEs seldom follow the formal and sequential frameworks of extensive evaluation processes, but instead apply informal and intuitive marketing planning considering only issues relevant to their business (ibid.). They rely on their own intuition and exploit their personal networks effectively. They constantly launch new ideas and innovations and, if proved necessary, also withdraw quickly. By preferring flat hierarchies, they carry out fast and informal decision making. (Fillis 2010; Morris et al. 2002; Morrish 2011.)

Research of EM has emerged during the last three decades, but the application of the entrepreneurial marketing in SMEs still deserves more attention. It is suggested that the attention should be directed towards the applicability of entrepreneurial marketing (Kraus et al. 2012, 20-21) and the non-promotional aspects of marketing mix (Jones & Rowley 2011, 33). This paper aims at improving understanding of the application of entrepreneurial marketing within SMEs. The main research question is "How entrepreneurial marketing comes up in non-promotional marketing activities, such as decisions regarding products or services, pricing and distribution, within

SMEs?" In SMEs these core functions are often adapted to entrepreneurial marketing mode and applied to the firm's own specific situation (Gilmore 2011). Therefore, the paper contributes to the research area of how EM is executed in SMEs in practice.

Entrepreneurial marketing

EM is proposed to be developed from the interaction of two main fields which are entrepreneurship and marketing (Solé 2013, 29). As a growing research area, EM has gradually gained recognition among researchers, and nowadays it seems to take a step forward to become an established research domain. In their literature review, Kraus et al. (2012) found three different streams: the research of entrepreneurship, marketing and management; interface of marketing/ entrepreneurship; and finally, marketing within SMEs and new ventures. (ibid.) There is not one agreed definition of EM, but various indistinct concepts (Solé 2013, 25). EM can be classified according to its approach as a strategic level or operational/ tactical level. The strategic level refers to the EM orientation, which is made up of the overlap between four orientations: market, customer, entrepreneurial and innovation orientation. (Jones & Rowley 2011, 31; Solé 2013, 30.) The operational/ tactical level deals more with the design and implementation of EM (Solé 2013, 25).

A traditional view of the EM is presented by Kotler and Armstrong (2010, 559). They define it as a strategy of an early phase of a new venture. Morrish et al. (2010, 304) point out, however, that the EM can be very effective throughout all stages of a firm's lifecycle. Although EM is applicable in and important for both large and small firms, it is apposite and often more visible in SMEs (Collinson & Shaw 2001, 762; Jones & Rowley 2011, 26). Hills and Hultman (2011, 10) offer a qualitative definition of the entrepreneurial marketing. They emphasize passion, innovativeness, identification and exploitation of opportunities.

Previous studies have identified the dimensions typical of EM (Jones & Rowley 2011; Morris et al. 2002; Thomas et al. 2013, 240). The dimensions constitute the framework for this paper to investigate non-promotional activities from the EM view. To begin with, *proactive orientation* implies the ability to foresee and being the first to exploit emerging opportunities innovatively. Secondly, *an opportunity-driven approach* promotes the exploration of undiscovered opportunities inside or outside the current markets. Thirdly, *focus on innovation* means a pervasive attitude encouraging, stimulating and sustaining innovation, and next, *customer intensity* stresses communication with customers, and discovering anticipated and latent needs. The fifth dimension, *value creation*, means increasing benefits and reducing costs, and the sixth, *risk management*, implies the ability to take risks and anticipate

the impact of an uncertain environment to reduce uncertainty and vulnerability. Finally, *resource leveraging* involves managing relationships with individuals and organizations aiming at optimizing the allocation of limited resources efficiently.

Identifying market opportunities and agility in exploiting them is the core of EM (Kraus et al. 2012, 7). Apart from being experienced in business, this requires intuition and flexibility in the manager's decision making process. EM proactively pursues to innovate new products and services to new markets. Constrained resources, however, force the entrepreneur to use unsophisticated tactics to achieve creative and innovative solutions which may require risk-taking. Stokes (2000) has identified especially incremental innovations as a part of EM in small enterprises. A need of development is often prompted by either competitive pressure or an existing new product idea, than researched customer needs (ibid., 50).

The premise of EM is taking the situation as given: the starting point is to utilize a person's own values, aspirations, knowledge, personality, past experience, skills and network (Dew et al. 2008; Read et al. 2009; Hills & Hultman 2011, 11; Morrish 2011), unlike traditional marketing, which takes a particular goal as a starting point and chooses among different means to achieve the goal. Creating new markets is seen as a mode of operation typical to entrepreneurial marketing (Dew et al. 2008). Marion (2007, 102-104) criticises companies being too strongly directed by the needs of their current customers. He argues that entrepreneurial marketing rather creates novel products and in consequence, entirely new markets. In addition to the strong knowledge of customer preferences, the firm needs to integrate competitor intelligence and product knowledge to the value creation process (Jones & Rowley 2011; Thomas et al. 2013, 240).

Data collection and analysis method

The research is qualitative by nature and the empirical material consists of 14 personal interviews of managers and entrepreneurs (companies A – N). The interviews were semi-structured and the informants were informed in advance about the predetermined themes (McCracken 1988). The interviews ranged from 54 to 93 minutes. Conversations were taped and transcribed literally resulting in total 189 single-spaced pages of text. The analysis aimed at identifying how the dimensions typical of entrepreneurial marketing occurred in non-promotional marketing activities of SMEs (see Morris et al. 2002). First, all the texts were read through to get a general view of the entire material and then coded by using MAXQDA 11 software. The code system consisted of three main codes (products/ services, pricing

and distribution/ supply chain), each comprising seven dimensions of EM as sub-codes. Thus, there were in all 21 codes, under which the chunks of interview texts representing the dimensions of entrepreneurial marketing were positioned. Finally, all the coded material was read through and the selected texts were re-examined. Some chunks of texts were recoded or deleted. The material was interpreted related to both the separate interview and the entire empirical material (Tuomi & Sarajärvi 2011, 113-117).

The dimensions of EM in non-promotional marketing activities in practice

The seven dimensions of EM in non-promotional marketing activities were identified in the empirical material. There were, however, remarkable differences between the companies: in some companies EM came up more strongly and in some others weakly. Next, the results are discussed. The companies are named in letters A - N.

First, *customer intensity* seems to primarily realize in personal contacts with customers. In small companies both formal meetings and informal discussions is crucial to gain customer insight. Getting to know customers and buyers personally seems to be a strategic choice for many B2B enterprises. As one example, the company in construction industry (I) stresses the importance of understanding the customer's business processes, since the buildings only constitute "a cover" for the profitable processes. Also, their foremen in construction sites are essential persons to convey customer knowledge to the company. Company E (engineering consultancy and works), in turn, doesn't offer standard solutions, but listens to the customer's specific needs and customizes the solution more than their bigger competitors do. For example, when this small enterprise took its first steps in international business, the whole staff studied both the English and Swedish languages to get closer to the customer. Company B (food industry) emphasizes contacting decision makers in all the levels of the customer organization, not just the top management. They also found a small scale outlet as an excellent opportunity to gather consumers' ideas and feedback regarding their products. In the company J (metal industry) the essential customer knowledge is based on co-operative relationships. Although all products are customized according to the specifications of brands of the automotive industry, the agreements enable the product knowledge to remain in the company and be exploited later in other cases.

Second, *opportunity-driven approach* relates to the exploitation of market opportunities inside or outside the industry. As an example, the entrepreneur of a wood manufacturing company (L) actively searches for opportu-

nities inside the industry. He regularly contacts building contractors who have won competitive biddings, offering them subcontracting services. The products of the company are assembled in the final stage of large construction projects, so he exploits the opportunity to remind the constructor and discuss the potential case. The entrepreneur of the company D (process industry) sees their business as "searching for unsolved customers' problems" and thus, solving the problems in co-creation with the customer by exploiting their state-of-the-art technology. Consequently, the business requires long-term orientation and innovative mindset. The company E (engineering consultancy and works) has a similar kind of approach. They aim at finding out in advance the leading projects of interest, in which they could offer value. They also emphasize agility in redirecting their resources according to business opportunities.

Three decades ago the entrepreneur of the food industry company (B) heard about organic food products. Although the new organic food products gained more publicity than market share, they were innovative means of promotion. Later on, the entrepreneur noticed an opportunity in a niche market of special diet food. Today the company operates in global markets, for example, exporting special diet pizzas to Italy.

Third, a few of the interviewed companies seemed to *focus on innovation*. The company D (process industry), for example, continuously develops innovative solutions, aiming at changing working practices in customers' processes and thus, improving productivity and profitability. The development processes include risks, and therefore it needs to find innovative leading customers to co-operate with. The customers gain competitive advantage as early adopters of new technology in their business, and are followed by other actors of the industry. At the same time the early adopters are reference customers for the company D, and hence further its business.

Fourth, the dimension of *value creation* stands out in many ways. Firstly, the company J (metal industry) creates value by its flexible production process and delivery. It contributes the profitability of its customers by simplifying their buying process as much as possible. As a small manufacturer it can operate more agile than original equipment manufacturers (OEM). It creates economic value for the dealers by taking care of storing the products and delivering on-demand. Also in the company A (metal and plastic industry), products are developed in co-operation with customers. In order to build trust in customer relationships, pricing and margins of projects are usually "opened up" for the customer in a bid for a contract. In addition, the entrepreneur does not hesitate to guide the potential customer to the competitor, if the competitor's offering clearly suits the customer's needs better.

Fifth dimension, *resource leveraging* came up in the interviews. As an example, intense competition and technological changes in the printing industry forced the company G to focus more on specific products and phases of production. Customers have become price sensitive and it is easy to compare prices. The entrepreneur actively started to search for new partners in order to gain competitive advantage by focusing on the most profitable phases of production. They succeeded to create a network which offered comprehensive printing services at a competitive price. As a result, limited resources were reallocated and although the turnover decreased, the profitability increased. In the construction industry the after-sales "life-cycle" services business is one of the trends. Owing to its limited resources and in order to gain competitive advantage, the company (I) decided to cooperate with a partner who is specified in services. The company allocates its own resources for the core competence of construction, but it is also competitive in the services business. The company N (retail) has hundreds of sales persons. All of them have direct access to all possible information they will need when serving the consumers. They, for example, can see the stock catalogue, the suppliers' dates of future deliveries and information regarding the product features and attributes.

Risk management is the sixth dimension. The company M (consumer well-being business), for instance, renewed its pricing model resulting in an increased price level and customer costs. The model, however, was justified by ensuring more valuable services for the consumers. As a result some customer groups, such as students with limited funds, were directed to cheaper rivals, but in the long run the decision seemed to be right. In the company A (metal and plastic industry) the entrepreneur avoided focusing too much on one new customer. Although the new business seemed to accelerate the growth of the company, he kept the share of the customer in a "safe" level. The balance between the customers was ensured by a continuous product development.

The final dimension, *proactive orientation* came up for instance in the managers' views of future trends and possibilities regarding their own industry. The entrepreneur of the construction company (I), for example, is involved in various domestic and foreign networks, which provide a valuable vantage point for future trends and opportunities. The networks enable a proactive approach, offering contacts with universities and researchers, relationships with forerunners, and cooperation with investors. The proactivity and innovativeness are also realized in the high level of investment in R&D in the company.

Conclusions

In this paper the application of entrepreneurial marketing within SMEs was investigated. The empirical material pointed out how the dimensions of EM came up in practical decisions regarding products, pricing or distribution. All the SMEs were established, operated in highly competitive markets and the managers and entrepreneurs had long experience of business. In some cases it was challenging to distinguish the dimensions, for example opportunity-driven approach and proactivity, and thus it seems that in practice it is not even necessary. To sum up, the customers were kept as close as possible and engaged in mutual value creation. The business environment was actively scanned in order to find new opportunities and partners to innovate. Constrained resources seemed to be compensated by agile resource allocation.

Because of the qualitative nature of the study, no valid generalizations can be made from the data. The aim, however, was not to generalize the results, but rather to understand EM in practice. Another weakness in this study arises from the fact that the data was originally gathered for other research purposes. The original purpose was to gather data related to SMEs' sales function, customer relationships and entrepreneurship. Hence, it is reasonable to use the data to examine entrepreneurial marketing as well. In conclusion, it seems that entrepreneurial marketing is a natural and seemingly profitable way of marketing in SMEs.

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MAMK
University of Applied Sciences