



Kati Peltonen ja Jarkko Tuominen (eds.)

Lahti University of Applied Sciences – Exploring wellbeing together

Lahti University of Applied Sciences
Lahti 2015

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The publication serie of Lahti University of Applied Sciences, part 11

Editor-in-chief: Ilkka Väänänen

Layout: Ankara Design / Anna Räikkönen

ISSN 2342-7493

ISBN: 978-951-827-237-6

Printed by: N-Paino Oy

Photos: Jarkko Tuominen

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Preface: Lahti University of Applied Sciences (Lahti UAS) as a promotor of holistic well-being

Matters related to well-being affect all of us. Well-being is an extremely broad concept that can be studied at the level of the individual and the community equally. In public debate, the topics that regularly are raised include the need to deepen our knowledge of well-being and to promote sustainable well-being.

The need to understand well-being involves a holistic understanding of needs related to well-being and the factors that affect it. In work toward sustainable well-being, the focus is on the interaction between humans and nature, improvement of individuals' and communities' opportunities to influence society, strengthening of broad-based expertise and resilience, and the creation of well-being within the limits of the earth's carrying capacity. Whatever the perspective, a sensation of well-being, involvement, coping with one's work and/or studies, meaningfulness of these, and life being on the right track is at the heart of well-being. Changes to our work environment and the stressfulness of day-to-day life affect our well-being in myriad ways and challenge us to develop and implement new services and practices that support and promote well-being. Having a sense of well-being creates a solid foundation for learning, skills, and coping at work.

Well-being and renewing our growth are among the areas of strategic focus for Lahti University of Applied Sciences. As an initial collection of articles published in that field, this publication is an accurate reflection of the broad scope and diverse nature of the well-being area. It is composed of 12 articles, authored by Lahti University of Applied Sciences experts on well-being. These articles introduce numerous actions in the field of well-being taken by actors at the university and its partner organisations. The first five articles examine well-being within Lahti University of Applied Sciences from a number of perspectives, whereas the following six articles present a range of projects related to the promotion of well-being and measures taken as part of these projects to enhance well-being on a regional level.

On the whole, the themes that emerge from this publication include the well-being of students, the impact of exercise, nature, and physical environment on well-being, matters related to well-being at work and its management, and learning through entrepreneurial activities in the field of well-being. Collaboration and sharing of experiences of measures that help to promote and support well-being number among the ways to build

well-being. The publication serves as a demonstration of this. We would like to extend our warm thanks to all of the authors for their participation in the creation of this publication.

In Lahti on 12th November 2015

Kati Peltonen and Jarkko Tuominen



Kirsi Valkeapää

Various perspectives on well-being

Definitions and targets of well-being

Well-being can be seen as wealth, affluence, and prosperity, under a definition that approaches the concept from a financial perspective. On the other hand, the term is often used to refer to good physical health and a harmonious state of mind, when it is defined as a physical and mental state (1, 2). Well-being can be looked at from the level of both an individual and a community. At the level of the individual, well-being consists of good social relationships, self-fulfilment, happiness, and social capital, while living conditions, employment and work conditions, and financial security all affect well-being at the community level (3). Well-being is also often seen as functional capacity and involvement (4).

Well-being may be regarded either as health or as material and subjective well-being. To an increasing extent, subjective well-being is measured as quality of life, which is affected by health and material well-being, along with an individual's expectations and views of a good life, self-image and self-esteem, relationships, and involvement in meaningful activities (5).

Society can take a wide range of measures to promote well-being among individuals and communities, enabling everyone to enjoy a good, healthful, and dignified life. Narrowing the gap in well-being between various groups is pivotal, and measures aimed at promoting health and well-

being should be targeted equally at all population groups, including children and adolescents but also those of working age and the elderly (6). Such measures have been developed actively and include a model for immediate intervention in cases of juvenile delinquency (7), a health check for 40-year-olds at work (8), and choir activities targeted at the elderly (9).

Decreasing the gap in well-being can also be given additional emphasis at the level of institutional actors, via measures initiated by the social and health, culture, sports, education, and youth authorities and via actions promoted by the third sector, companies, workplace leaders, and entities dealing with the living environment (10).

Well-being and Regenerative growth as an area of strategic focus at Lahti UAS

The choice of areas of focus for Lahti UAS was aimed at describing and defining on a concrete level the institution's fields of cutting-edge expertise and thematic choices related to them. The multidisciplinary nature of these focal areas serves the regional and national needs of business life and society in general while also fostering contacts with international partners and networks. Work in the areas of focus promotes the strategic developmental trends in the region. They are reflected in all aspects of operations,

including teaching, learning, and procedures, along with international undertakings and R&D activities.

Lahti UAS's 2020 strategy specifies the following areas of focus: design, smart industry, well-being and regenerative growth, and clean and dynamic environment. The central aspects of the work in the area of focus labelled 'well-being and Regenerative growth' are inclusion, health, skills and employment. The promotion of regional growth, support for entrepreneurship, and reforms in the workplace are rooted in learning by people who enjoy a sense of well-being.

Reforms in well-being services are based on principles such as user-orientation, combination of various skills, and an instructional approach, all supported by solid management, the application of well-being technology, and strong service design.

The strategic focus on well-being is based on international (11), national (see references 4 and 12, among others), and regional strategies (see references 13, 14, and 15 for example). Health 2020 is a European policy framework and strategy aimed at improving the population's health and well-being, increasing equity, and ensuring client-orientation of services.

The central strategic points of Socially Sustainable Finland 2020 pertain to the creation of a strong foundation for well-being, provision of opportunities for everyone to achieve well-being, and the role of the living environment in health and safety. The report on the future released by the Ministry of Social Affairs and Health (2014) indicates that improvement of the population's lifestyle and prevention of national diseases are central in the promotion of well-being. Social

and health services should be reformed, along with production methods, job descriptions, and distribution of labour.

Regional improvements in well-being require actions in line with the Päijät-Häme region's Strategy 2040 and the regional development programme for 2014–2017. The Päijät-Häme region's strategy in preparation for 2040 includes a vision of the region as a world-class partner in the field of well-being and environmental expertise. In addition, the regions of Kanta-Häme, Uusimaa, and Päijät-Häme have selected sustainable day-to-day life and international competitiveness as their joint main themes. The strategic areas of focus are sustainable use of natural resources, well-being as a business, social involvement, visibility as an expert in developing markets, and the potential offered by St Petersburg and by Russia in general (15). From the perspective of well-being, it is essential to strive toward well-being among the population and its promotion, pay attention to possibilities offered by the cultural sector, improve working life, consider the effect of exercise and nature on well-being, and promote user-centred services and practices (14, 16).

The role of well-being in projects

In Lahti UAS's RDI activities, well-being in a broad sense plays a role in various ways. The RDI activities include projects related to social and health services and their management, along with diverse and extensive projects aimed at promoting health and well-being (some examples are given later in this article).

In the RDI activities of the Finnish Federation of Universities of Applied Sciences, well-

being is part of the safeguarding of well-being with issues including an ageing population, independent living, sense of community, virtual services, productivity, and service enterprises), technological expertise and entrepreneurship, safety and communality in society, and the environment and energy-efficiency (17).

Examples of the broad range of RDI projects in the field of well-being

The CareMan project (1 October 2013 – 30 September 2016) focuses on the study and development of leadership skills in health care and social services. In this project, which involves international collaboration, the goal is to meet the challenges and future needs of leadership and management education in an ever more united Europe. The need for innovative leadership in the field of well-being arises from the extensive changes in the health-care and social-services sector that are created by ageing of the population, increasing multiculturalism, financial factors, and the labour shortage in Europe (18).

The goal of the Soulbus project (1 October 2013 – 30 September 2015) is to develop multicultural activities in the health-care and social sector through collaboration between European and American partners. The aim is to strengthen and increase the expertise in multiculturalism, rendering it still more extensive (19).

The focus for the well-being development platform and service innovation project titled 'Hyvinvointialan kehittämislusta ja palveluinnovaatiot' (1.4.2015 – 31.3.2016) is on the creation of a joint innovation environment

and development platform for the well-being sector for Päijät-Häme-based actors in the fields of social services; health, rehabilitation, and well-being; and nature and adventure travel, in collaboration with operators engaged in the production of related technology, equipment, and accessories (20).

This project was preceded by the Hyvinvointia liikkeellä project (1.8.2014 – 31.3.2015 programme period), aimed at generating new business models and innovative operation and at developing practices to improve the availability of services in collaboration with players in the social-services and health-care sector, health-and-fitness-oriented SMEs, third-sector service providers, and public-sector operators. In addition, the online exercise clinic (www.liikunta-apteekki.fi) was expanded. In one part of the Smart Bus project (21) (2012–2015), a bus was converted into a mobile service centre, LINKKU (22), offering well-being services. The LINKKU mobile centre offers services arranged by the basic-services centres Aava and Oiva, the Salpaus Further Education institute, and Lahti UAS in small villages in Päijät-Häme and in connection with health-related events and campaigns. Focusing on a service production model for a mobile service centre, the project titled 'Liikkuvan monipalvelutilan palvelutuotantomalli' (15.12.2014 – 30.4.2015) involved the creation of a joint workbook for various actors in operation of the LINKKU centre to facilitate production of services after the Smart Bus project is concluded.

The goal of the GERinno Home Environment project (2014–2015) was to improve the skills of social-service and health-care professionals, simulate care and service activities, and develop

and test technological solutions that support the independent living of the elderly. The project was realised collaboratively with companies providing social and health services, municipal authorities, elderly people living at home, and companies producing technology to assist with independent living (23).

The Outdoors Finland South project promoted nature tourism in Southern Finland in 2011–2014 (24, 25). The project produced a development model for nature tourism, which has been implemented in various parts of Finland. That model takes into account the perspective of local residents, travelers, and the business world in the development of nature tourism services, routes, and destinations while also emphasising the effects of outdoors exercise on health and well-being and the impact of natural surroundings on the region's attractiveness and pleasantness.

In a project focusing on efficient cessation of smoking (2010–2012) and its follow-up, surrounding teaching and counselling methods in the area of efficient cessation of smoking for use by students and teachers at universities of applied sciences and vocational schools (1.1.2014 – 31.10.2016), the emphasis has been on the improvement of professional skills related to smoking cessation (26, 27).

The project titled 'Kotona asuvien ikäihmisten voimaannuttaminen', to do with empowering elderly persons living at home (2013–2014), explored the views of elderly people on the usability of tablet computers. The main goal was to develop a model that can be used to create client-centred and communal virtual services for older people living at home. This model, which could be implemented internationally, helps to

improve the subjective quality of life for clients of home-care services and to enable them to live independently for as long as possible. After the project ended, the idea behind it was incorporated into a course in which students visit elderly people in their homes and design a technology-based service to support the client's well-being. In addition, the students guide and support the client in the use of the service.

A project on 'moving in the labour market' (titled 'Liikkumalla työmarkkinoilla') (2013–2014) examined health-related exercise practices in place in companies; analysed the relationships between exercise, employment, and coping at work; and looked at the impact of exercise programmes carried out during working hours on the employees' physical activity and well-being at work (28). Aimed at improving working life, a project on 'the voice of good working life' (1.4. 2015 – 31.8.2017) focuses on well-being at work, changes in workplace culture, and work networks (29).

The investments in well-being that we should be making

Although the overall trend with regard to well-being is positive in Finland, the differences in well-being between various population groups have grown. Therefore, in the future, we should pay additional attention to well-being among the elderly, unemployed people, families with children, and young adults at risk of social exclusion. To improve social and health-care services, we must continue to study user-centred services. To an increasing extent, the client's family should be included in all activities (6). Furthermore, we should consider whether

people living alone should be regarded as meriting special attention, since a new report (30) shows that they are at a disadvantage in many ways when compared with the rest of the population including having a lower income; worse subjective health; a higher incidence of stress and depression; less functional capacity and work ability; higher levels of smoking and alcohol use; greater loneliness; more need for income support, rehabilitative work/employment activities, and substance-abuse-related services; and a higher risk of needing residential care when of an advanced age.

Living environment and the utilisation of clean nature may play a major role in the promotion of well-being. Exercise in nature and improving the opportunities for it have effects not only on population-level health but also on business policy and rural policy. A high-quality network of nature spots and routes should serve to strengthen our region's image as an area close to nature. Routes (including hiking, cycling, and canoeing routes) that have been carefully designed and built encourage people to get exercise, no matter their age or fitness level, the availability of equipment, or the time pressures they may face. Enjoying the great outdoors for just half an hour, or even less, has been shown to have a positive effect on blood pressure and stress-hormone levels. The multifaceted nature of well-being also opens up a myriad of

possibilities, possibly making it harder to decide which are the best measures to promote well-being. Finding the most beneficial core solutions requires information.

However, there is a shortage of interview-based information on subjective experiences of well-being, living conditions, and the need for services. In its regional health and well-being study (31), the National Institute for Health and Welfare is accumulating a wealth of information that cannot be found in registers or other records. It is essential that we make use of this information in our regional activities (see sources 32 and 33, among other works).

In Lahti UAS's focus on well-being and innovative growth, the motto 'Moving in a big way' should be borne in mind. Collaboration among universities of applied sciences, research institutes, universities, the third sector, and the corporate sector must be strengthened. There is great potential for closer collaboration, particularly in the field of well-being (see, among other sources, references 15 and 34).

We must recognise the regional, national, and international aspects of activities and carry out our projects in a multidisciplinary manner. In the field of well-being, the regional and international perspectives were recognised in the Sälli project, aimed at turning Päijät-Häme into an international destination for well-being and event tourism.

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Simo Ahonen & Juha Tiitta

LAMK Support offers enhanced support for studies

In 2013, a student-welfare survey undertaken by the Federation of Universities of Applied Sciences was conducted at Lahti University of Applied Sciences. In all, 755 students participated in the study. The distribution of respondents by major subject was representative of the breakdown of the university's student population. Learning difficulties and poor study skills (29.25%) and a lack of motivation (62.05%) emerged as noteworthy factors affecting welfare among students. It was noted that at the time Lahti UAS had inadequate resources for assessing reading and writing skills and other learning difficulties and for supporting students with such difficulties. Another finding was that the students would have liked to have more face-to-face meetings. As a result, Lahti UAS's welfare committee issued the following recommendations and comments regarding support for studies: The availability of one-on-one guidance should be improved. There is a need for courses, lectures, or guidance on study and presentation skills and on self-regulation. More resources are required for assessing and supporting students with learning difficulties. These observations will be taken into account in the ongoing planning of LAMK Support's services.

LAMK Support is an entity making enhanced support for studies available to students in all

of the faculties. These services complement faculty-specific study guidance and teaching services. International universities often have several learning-support centres, which differ in their foci. These foci may include, for instance, academic writing and language studies, mathematical skills, and study skills. The proposal for establishment of LAMK Support services at Lahti UAS was made by Lahti UAS President Outi Kallioinen. The project was kicked off in spring 2014 with the hiring of a senior lecturer in special education. Because of the large number of students, the starting point was awareness of a need for multiple levels of support. Determining the appropriate support levels and making the support services visible to students is essential. Meetings to discuss the personal study plan and other face-to-face guidance meetings offer an ideal opportunity to determine whether the support offered is adequate. Such meetings also make it possible to direct the student to the enhanced support services if necessary. Whilst LAMK Support is based at the Fellmannia centre, a special-needs teacher visits all of the faculties regularly, thereby enabling students to receive support in the location that is the most convenient for them.

In surveys of students' health, problems related to studies have been highlighted

regularly. In the 2008 University Student Health Survey, Kristina Kunttu found that up to 20% of students would have preferred to receive more support in addressing problems related to studies. In the design of enhanced support, the starting point was to determine which problems and challenges students may encounter. The goal in the decision on forms of support was to be able to offer students ready support packages targeted at these common problems. In addition, a general support model was created, allowing students to receive support tailored to their individual needs. Collaboration among various actors was emphasised in the planning of the support and services. Through this approach, students are regarded as independent and active individuals, with the educational institution and the student union creating a framework that enables students to develop and to graduate within the time limits set. One form of support offered is the learning material created to assist with independent study.

At Lahti UAS, all such learning material is stored in the repository Lukireppu, on the Reppu learning platform, which makes it available to all students. The platform operates on the principle of anonymity, enabling the user to browse the material freely. With regard to the psychologist's services, self-treatment material can be found on Twitter, and news items are posted on Facebook. A group offering help for students suffering from a performance anxiety and social anxiety is presented here as an example of the services offered by LAMK Support.

The social-anxiety support group

Since spring 2013, Lahti UAS's psychologist has led two support groups a year for students suffering from social anxiety and performance anxiety. The group fits LAMK Support's profile perfectly: whilst social anxiety is a problem with an adverse effect on studies, it is not often brought up in one-on-one meetings. Through sessions with this group, it is possible to offer information on preparation for presentations and regulate of one's physical responses to a larger number of students than allowed by one-on-one meetings.

Approximately a third of Finnish university students report finding performing in public a negative experience, while for around five per cent such occasions are extremely difficult. Welfare surveys conducted among Lahti UAS students have produced similar results, with around 6.5% of respondents saying that they could not function properly in public speaking situations and 26% indicating that they found the situation challenging. Performance anxiety is highly topical in relation to the university world. It is not as strictly defined as fear of social situations, which is a form of an anxiety disorder that does manifest itself in public speaking situations. Performance anxiety, in contrast, refers to nervous tension and negative feelings and thoughts experienced by a person when faced with a formal situation involving public speaking, causing the person to avoid such situations.

Students participating in the support group in question have typically dropped out

of courses because of feeling anxious about a presentation or are so nervous about public speaking that they are unable to sleep the night before a presentation, lose their appetite, or find themselves incapable of thinking about anything else. For them, giving a presentation is not only one lesson among many but an occasion on which they may make a fool of themselves or fail in a disastrous manner. Some of the participants also have problems in forming social relationships or dealing with official matters because of their social anxiety.

Description of the group

Via interviews, six students are selected for the group, with sessions led by two instructors: a psychologist is paired with a trainee psychologist or a student-health-service nurse who is familiar with the issue. Group meetings are held seven times within about two months, lasting 90 minutes at a time. Each meeting consists of a structured and functionally oriented session with the goal of getting the students to become familiar with each other, holding a discussion on a task they have performed, and introducing a theoretical perspective on the matter. The meetings do not include actual presentation exercises. The warm-up segment at the beginning of each session is aimed at creating a confidential, playful, and open atmosphere while introducing the theme of the meeting. The task is a behaviour therapeutic exposure exercise carried out between meetings, involving the students attempting tasks they have tended to avoid because of feeling anxious. Some of the themes:

1. What's wrong with me? Social anxiety in theory and in my life.
2. How do I get rid of the anxiety? Managing symptoms of social anxiety and regulating emotions.
3. Wonderful(ly) difficult presentations.
4. Thinking processes behind anxiety.
5. Social pressure behind anxiety.
6. How did I begin to fear performing? A bad performance or a lousy childhood...
7. A compassionate attitude: Being the secret agent in my own life.

Monitoring of results achieved in the group

The results achieved in the group have been assessed via feedback and a questionnaire, after which the activities have been developed accordingly. The amount of the anxiety was estimated by means of a SPIN-FIN scorecard at the beginning and end of the course. In their feedback, the majority of the participants said that they had learnt to accept their feelings of anxiety better, avoided situations they found difficult to a lesser extent, and felt more confident in social situations.

In light of the SPIN-FIN results accumulated to date, one can state that feelings of social anxiety have decreased for all participants, albeit to a varying degree, with the scores ranging from 2 to 30 (12.5 on average). These findings are in line with the results reported by Kunttu and Martin for similar therapy courses organised by the Finnish Student Health Service. The scores show that at the beginning of the programme, most of the students suffered

from strong and disruptive anxiety, which fell to nearly a normal level of nervousness by the end of the group work. The students who estimated their anxiety to be extremely strong but had not avoided compulsory presentations or similar situations because of it seem to have benefited the most from the programme. Typically, people with social anxiety who show strong avoidance behaviour and feel great amount of shame do not seek out group therapy.

What works?

Many of the students come to the group expecting elimination of their physical symptoms as a result of the course of meetings. After the first few meetings, they learn to accept and cope with the symptoms, as they understand that the physical reactions are normal and harmless.

The strength of the group therapy format lies in the positive and supportive atmosphere, which makes it easier to adopt an accepting approach to the anxiety. Even though many participants benefit from learning techniques to regulate emotions and physical reactions, those people who diligently perform their tasks between the meetings usually make the best progress. These tasks help the participants to learn little by little not to avoid difficult situations. Students are also given a clear timetable for the task, and they receive positive feedback at the next meeting. In planning of the task, special care is taken to select a task that is realistic but challenging for the student. It should also involve a social situation that is relevant and central to the anxiety experienced by the student in question.

Experience shows that it is important to meet the students in advance and to emphasise the importance of commitment to the group. In groups with a high level of absenteeism, the atmosphere has remained indifferent and even students attending regularly have made slow progress. The avoidance of difficult situations is typically connected with social anxiety, and this behaviour pattern may result in participants thinking that they can cope even without support because facing difficult emotions feels too unpleasant. Because of this, offering encouragement and a strong structure within the group is essential to helping the participant overcome the tendency to avoid situations that cause anxiety.

The future

There is clear demand for support groups for students suffering from social anxiety – the group's quota may be filled within a day after it is first advertised. Giving social anxiety visibility in communications renders the issue acceptable and easier to discuss also for students who do not take part in the therapy group. Also, online exercises on social anxiety have been made available in Finnish (for example, in 'Jännä juttu!'), and the results among university students have been promising, particularly when the exercises are combined with face-to-face instruction. In the future, the support group for social-anxiety sufferers may utilise online work techniques, at least to complement the support offered by the meetings.

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Eija Lantta

Student welfare improves motivation and results

What does student welfare mean?

Welfare at work stems from the interaction between the organisation and the employee, and student welfare correspondingly is related to the relationship between the student and the educational institution. Welfare is influenced by a person's attitudes and behaviour toward other people and life management in general. If life is under control and everything is going well at home, one's studies are easier to manage, and vice versa. Also, people can influence their own ability to cope. This can be done by finding a good balance between work and private life. All people are different: what works for one person may not work for another. Hobbies, such as sports, choral singing, handicrafts, and cultural activities, can support coping, as they provide food for thought, offer an opportunity to meet new people, and form an excellent counterbalance to day-to-day work tasks. Students must also be given an opportunity to influence their own studies.

Regulation of one's behaviour proceeds from the need for support, striving for self-determination, and the principle of meaningfulness. Feedback is important to students, but so is the sense of having the ability to influence their own studies and having control

over them. For students to remain motivated, the studies must be meaningful. It is important for students to feel that they are developing and doing well in their studies and that the studies offer the correct level of challenge.

Motivation to study can be either internal or external. Internal motivation is inducement to act on the basis of intrinsic reasons, with people doing things they want to do for themselves. This might mean, for example, studying a subject or learning new things because they are interesting. External motivation refers to inducement to act in order to meet the expectations of other people or gain a reward, such as to graduate and have a degree. Often, studies entail work in teams, making a good team spirit among the members pivotal. People are different, and there is no need to be friends with all team members; however, it is essential to be able to work with everyone. This requires openness, respect for other people's efforts, and trust. Issues related to the team should remain within the group, and advice and assistance should be freely given if a member of the team does not know what to do or how to do it. If problems arise, the focus should be on identifying the cause of the problem and a solution, instead of looking for someone to blame.

When a group works well and has good team spirit, the students gain a sense of well-being. Well-being at work is an entity formed by professional skills, work management, and physical fitness, according to entrepreneurs. Similar factors influence student welfare: study skills and abilities, management of one's studies, and physical fitness.

Management of student welfare

Legislation sets certain requirements for education and training providers. Everyone must be treated equally, and the Act on Equality between Women and Men (1329/2014) prohibits discrimination on the basis of gender, thereby promoting equality between the sexes. Lahti University of Applied Sciences has a students' equality and non-discrimination plan and a student-welfare plan in place, along with guidelines for the realisation of equality and non-discrimination. The Lahti University of Applied Sciences equality and non-discrimination plan is based on the principle of equality among all humans.

The goal is to enable students and staff of Lahti University of Applied Sciences to study and work within a safe, caring, and accessible operating culture with a sense of community. The non-discrimination plan is aimed at ensuring that no students of or applicants to Lahti University of Applied Sciences are discriminated against. The equality and non-discrimination plan is rooted in the Finnish Constitution, the Act on Equality between Women and Men, and the Non-Discrimination



Picture 1: Taking care of oneself is an important part of student welfare

Act (1325/2014). Under the Non-Discrimination Act, it is prohibited to discriminate on grounds of age, ethnic or national origin, nationality, language, religion, belief, opinion, health, disability, sexual orientation, or other personal characteristics. The Act on Equality between Women and Men promotes gender equality and prohibits discrimination on grounds of gender, gender identity, or gender expression. The level of equality is rooted in a community's values and attitudes.

Lahti University of Applied Sciences promotes the adoption of a culture of equality, in which other people are respected and taken into consideration. At the university of applied sciences, equality, including gender equality, is taken into account in all strategic and operational planning and decision-making. The principle of non-discrimination applies

for all activities and all persons participating in the activities of Lahti University of Applied Sciences: staff, students, and people taking part in the student-selection process.

The Ministry of Social Affairs and Health oversees and monitors the student-health services. All students of upper secondary schools, vocational colleges, and institutions of higher education are entitled to student-health services. The Health Care Act provides for student-health-care services.

These services include the following:

- promotion of students' health and fitness to study
- safeguarding and promotion of health and safety in educational institutions and welfare promotion among learning communities
- provision of health- and medical-care services for students, including mental-health- and substance-abuse-related services to ensure timely diagnosis, treatment, and referral to further treatment; advice on sexual health; and oral-health-care services
- early identification of any special needs and tests required by students; support; and, if necessary, referral to further tests or treatment

Institutions of higher education have taken responsibility for the provision of these services. Lahti University of Applied Sciences has hired a psychologist and a special-needs teacher to provide assistance to students. Alongside

compliance with legislation, monitoring of student welfare is part of welfare management. Lahti University of Applied Sciences conducts a student-welfare survey every other year to gain a comprehensive and extensive view of welfare among students. Issues that emerge in the surveys are first addressed at the level of the organisation, then discussed within each unit. On the basis of these discussions, the necessary measures are taken and their outcome monitored. Use of the same questions each time enables comparison between surveys to determine which aspects of welfare have improved and which have grown worse. The answers can also be compared between units. The most important thing, however, is to take practical steps on the basis of the results.

Who is responsible for student welfare?

Everyone who participates in the activities of an institution of higher education is responsible for student welfare. All employees should consider how their work promotes student welfare and improves the students' subjective experience of the quality of their studies.

Parties involved in welfare act in collaboration: the student-welfare committee includes the psychologist, the special-needs teacher, the head of sports, student pastors, the student-health nurse, study guidance officers, a student-affairs manager, and the representatives of the student union (LAMKO). The goal is to promote welfare among all students in a preventive manner and provide enhanced support for those student who need it.

Students' expectations of university studies are central to their welfare. The information provided for potential applicants should provide a realistic and accurate image of the studies. Teachers should support students in their studies, the conditions must be optimal for learning, the study environment must be safe, and the learning environment should be supportive and motivating. A new, user-centred campus is being designed for Lahti University of Applied Sciences, with the goal of creating an environment that strengthens community spirit, is attractive, and brings together various fields of knowledge. The aim is to turn an old factory complex into a modern learning environment that meets the needs of its users.

Students in need of support

The university must have the ability to assist students who require additional support in either the long or short term. Lahti University of Applied Sciences has various support channels in place. The Learning Support Center provides assistance to students who require enhanced support. A psychologist is at hand to offer support in addressing mental-health problems. Teachers who act as tutors meet with students to provide advice on studies. Also, student tutors provide peer support both at the beginning of the course of studies and later on. The student-benefit office provides advice and assistance on matters related to student benefits. Study guidance personnel can offer assistance in the planning of studies, and teachers assist with matters related to a particular course. All staff of the university are there for the students.

Everyone is responsible for early intervention in any problems, as this is part of looking after individuals and the organisation as a whole.

The relationship between student welfare and results, and how it can be improved

If the university succeeds in motivating students to do their best by encouraging and coaching them, productivity will improve. Each student and member of staff should be able to take pride in his or her contribution, gaining satisfaction from good progress of the work or studies. Students and staff alike are inspired by the satisfaction they feel in their work. This results in a positive-feedback loop, promoting the reaching of quality-related goals. When students enjoy good physical health and the sense of having their life under control, they also find it easier to cope with their studies. They feel good and are productive, which enables them to share their skills with the entire student community. A good and confidential atmosphere among students enhances everyone's well-being, improving the overall results of the studies.

When the organisation has a clear vision, a well-prepared strategy, and shared awareness of the goals and objectives on everyone's part, a sense of well-being prevails at every level of the organisation and productivity rises. If the organisation's values are in line with those of the staff, students, and each individual, staff and students alike feel that they are in the right place and everyone experiences well-being and is motivated to produce good work.

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Heidi Lindström & Heidi Hujanen

The student union as a promoter of student welfare

From the perspective of a student union, student welfare is a broad and multifaceted subject. Welfare stems from having various facets of life in balance. When studies go smoothly, day-to-day activities at the university support the studies, there is enough leisure time, and health-care and financial matters are in order, the student is freed from the need to expend energy on concerns related to these aspects of life.

The student union considers student welfare in all of its activities.

Under Section 41 of the Polytechnics Act (932/2014), the task of the student body is to act as a point of contact among its members and to promote their societal, social, and intellectual aspirations, along with those related to studies and the status of students in society. The Lahti University of Applied Sciences student union (LAMKO) looks out for students' interests and offers various services to students.

Oversight of students' interests is the main duty of the student union. In its advocacy activities, LAMKO emphasises themes related to the quality of teaching, student welfare, and non-discrimination. The advocacy activities often constitute committee work that remains

largely invisible to the majority of students but is a concrete means of influencing matters, including student welfare. Student-union representatives are, for example, represented on the student-welfare committee, the study guidance development team, and the customer committee for the campus canteens. In addition, LAMKO collaborates actively with the Lahti UAS sports and recreation service LAMK Sports, participating in the provision of fitness services for students. The student union also promotes student culture through various channels, offering a wide range of services.

The union considers fulfilling leisure time to be an important aspect of student welfare; therefore, various events that help to provide balance in day-to-day life are part of the student-union activities. Such events provide an opportunity to meet other students, have fun, and strengthen the sense of community. In a survey for new students, Nyyti ry, an organisation that promotes students' mental well-being, found that student events form an important aspect of the student culture, with 70% of respondents saying that these are the best part of student life.

Each year, LAMKO organises about 20 events. The goal is to enable all students to participate, with doing things together – rather

than alcohol consumption – being at the heart of the events. The student union's, and Lahti's, main student events are Aleksanterinkadun Appro, the freshman initiation party, and the Lahen Vappu May Day party. In addition to parties, LAMKO organises sports events, including a Finnish baseball tournament in connection with the May Day party and the FUAS football tournament in collaboration with the Laurea University of Applied Sciences student union (Laureamko) and the Häme University of Applied Sciences student union (HAMKO).

In 2015, LAMKO and the Lahti Ski Games began collaboration that resulted in the holding of the first-ever Snow Festival during the Ski Games, in co-operation with LAMK Sports and the organisers of the students' downhill-skiing event Hupellus. The Snow Festival offered an opportunity to go sledging, try out snowshoes and the football-like game elephant ball, participate in a mini ski challenge, and fry sausages over an open fire. The goal is to

expand the festival into a national event that brings together students from all over the country by 2017, when the FIS Nordic World Ski Championships will be hosted by Lahti.

Student tutors as support persons for students

Student tutors who provide peer support are an important part of the guidance system in place at the university. Student tutoring activities are organised in a similar manner across all universities of applied sciences, with the activities developed in a collaborative effort, involving student bodies across the country sharing their experiences and best practice. Embarking on studies at a university of applied sciences presents a challenging and even difficult transition for many young people. The peer tutoring system is aimed at making this transition easier by offering peer support at the beginning of studies. Of new university students, 61% have had to move to a new city to begin their studies. As 'old hands', student tutors are able to share their experiences, skills,



Picture 2: Helping new students to feel part of a group – one of student tutors' most important tasks.

and knowledge with the newcomers. Student tutors offer their support to new students during the first year of their studies, helping with orientation to studies at this level, a new student community, and a different city. The guidance provided by tutors is focused on practical matters related to studies, procedures, getting familiar with the environment, and creation of team spirit.

The student union, LAMKO, is responsible for organising the student tutors' activities at Lahti University of Applied Sciences and developing these activities in collaboration with the university's study guidance staff. In its various forms, tutoring is one of the most visible types of work performed by the student union. At the core of all forms of tutoring is provision of peer support for students. The peer tutors' ability to perform tutoring duties is ensured by means of training, in which all tutors participate.

Tutor training addresses themes that are central to tutoring, including team leadership, creation of a group, and introduction to the operators providing guidance at the university. Students who will act as tutors for international students are given additional information on inter-cultural communication and culture shock. The training also emphasises the confidentiality and ethics aspects of tutor activities. Students must be able to form a confidential relationship with their tutor, enabling them to talk freely about their problems. The tutors can then direct them to the right person for assistance. Peer tutoring activities focus on community spirit, helping students feel part of a group.

These activities are beneficial to new students and tutors alike. Receiving help with practical matters ensures that new students get off to a good start in their studies.

However, the promotion of communality and a sense of belonging to a group are just as important in tutoring. One of the main challenges in the tutoring process is to get a shy and withdrawn student to join in. In a survey of new students conducted by the association Nyyti ry, 17% of the students indicated that getting to know other students was difficult, with 31% finding it somewhat difficult. By organising joint events, tutors create opportunities for students to get to know each other in a relaxed atmosphere while engaging in an activity. One of the goals of the tutoring system is for new students to get to know each other under the guidance of a tutor and gradually start working independently as a group and offering peer support to each other. Getting to know other students creates a support network, which makes studying easier. Within such networks, students can share their experiences. Activities organised by student tutors have a huge impact on how well new students become integrated into the student community.

Introducing a new tutoring practice, Lahti University of Applied Sciences has piloted the 'tutor hour' concept. Tutoring activities are at their most active and visible in the first few weeks of the academic year. After that, there are fewer activities and new students have less contact with their tutors. The tutor hour concept was developed to improve the continuity of the tutoring. The idea behind the concept originated

in the small-group tutoring of the Jyväskylä University of Applied Sciences student union, JAMKO.

The goal with the concept is to provide new students with an opportunity to meet with their tutor once a month throughout the first year. During the allotted period, no teachers are present in the classroom; this setting allows new students to ask for advice or discuss any problems. Each tutor hour has a predetermined theme, such as internships or re-sitting of exams, plus time for free discussion and questions. Overall, experiences have been positive. Feedback shows that discussing the best time for the tutor hour with the group's teacher leader is essential. Students consider it important that the student tutors who lead the hour be studying in the same faculty. Study practices vary between faculties, and students of other faculties are less able to provide answers to questions about these. Though this issue was highlighted, the feedback has been positive overall, indicating that the tutor hour practice should be continued and developed further. Not only new students but also the tutors find tutoring activities beneficial. A survey of tutors found them motivated to continue tutoring because it is fun and social in nature. The main reason cited for becoming a tutor was the opportunity to meet new people and gain new friends (Skaniakos et al. 2011). The social network that tutors create through tutoring is likely to stand them in good stead also in working life after graduation.

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Ohjaussuositukset.



**Laura Hämäläinen, Jenna Kemppainen,
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Lahti UAS Sports – sport services designed for students

This article describes the experiences of the actors of Lahti UAS Sports in the development of sport services designed to support the well-being of students and staff. Only about a third of higher education students get enough exercise from the health point of view (Ansala, Mikkonen, Pulkkinen & Saari 2013). The daily routine of a student involves a lot of physical inactivity such as attending lectures, reading books and working on a computer. Low levels of physical activity can have a negative effect on academic progress, which is why it is important to encourage students to do more exercise. In recent years, higher education institutions have taken steps to highlight the role of exercise as a promoter of health and well-being. Active students look after themselves, and higher education institutions should support them in this area, as it benefits both parties. In recent years, physical activities for students have become one of the foremost themes in the development of the operating cultures of universities of applied sciences (Ansala, Mikkonen, Pulkkinen & Saari, 2013). Since nearly half of young adults study in higher education institutions, sport services also play an important societal role in promoting physical

activity among younger generations (Kauppinen & Pöyry, 2014).

In 2011, the Finnish Student Sports Federation (OLL) published guidelines for sports services in higher education institutions, which provide a benchmark for the assessment of services offered by higher education institutions (Ansala, J. & OLL, 2011). The guidelines are based on the inclusion of physical activity in the institution's strategy and the provision of sufficient financial resources. They also include recommendations on the sports offering, facilities, human resources, feedback mechanisms and ways of activating physically inactive students. Since the publication of the guidelines, the role of sport services in higher education has increased significantly year by year. In addition to universities, universities of applied sciences are also required to provide sport services for students. Although services offered by institutions have improved a great deal overall compared to the situation a few years ago, there are significant differences between individual institutions (Kauppinen & Pöyry, 2014).

In January 2014, a student sports project lasting one year was launched at Lahti

University of Applied Sciences. The purpose of the project was to examine how sport services for students are organised in other higher education institutions and develop an effective model for student sports at Lahti. In the early part of the year, the project focused on examining various implementation models of student sport services in Finland. The mapping stage was followed by the Lahti UAS Sports pilot programme, during which students were offered demonstrations and the chance to try the group exercise offering for free, and they were surveyed on their needs and preferences regarding sports. From the outset, students on work placements have been involved in Lahti

UAS Sports and contributed significantly to the development of the services.

LAMK Sports was launched in autumn 2014 with information events, 40 instructor-led group exercise classes and an afternoon of sports organised at the Pajulahti sports centre. The services were well received by students. A need for student sports services had existed in Lahti. The city has not had student sports services coordinated by the UAS before the launch of LAMK Sports. The student union of Lahti University of Applied Sciences (Lamko) has coordinated a handful of exercise classes and ballgame sessions in the past. In practice, the sports culture had to be created from



Picture 3: A sports day organised by LAMK Sports at the Pajulahti centre

scratch. In universities, student sport services have been around for a number of years, whereas in universities of applied sciences the culture of student sports has been non-existent (Kauppinen & Pöyry, 2014). In the early stages, the provision of information was a priority in order to make students aware of the new service. There were also initial challenges due to the lack of dedicated student sports facilities (gyms in particular) and the fact that group exercise classes were organised in a number of different locations.

Since its start, LAMK Sports has collaborated with other sports and health actors involved in providing sports services in the region. For example, Lahti UAS, Haaga-Helia UAS and Päijät-Hämeen Liikunta ja Urheilu (PHLU, a regional sports association) have worked together on the launch of Level I coach and instructor training. Some of the instructor-led group exercise classes of LAMK Sports are organised jointly with local sports associations or commercial service providers. This makes it possible to provide a wider range of sports, when the financial risk is borne by several actors. One of the main partners is the student healthcare service. Some higher education institutions have an exercise referral scheme whereby student healthcare services can refer students to sports services. At Lahti, the student healthcare service promotes LAMK Sports and helps to encourage students to access its services. The development of a similar referral scheme for Lahti is important, especially with regard to students who are physically inactive.

In early 2015, LAMK Sports was adopted as a permanent part of the student services

of Lahti UAS. In summer 2015, LAMK Sports opened its first own gym, which became immediately popular among students. Students were heard in the design process and given a say in the gym equipment and its siting. Gym workout is considered the most popular form of exercise among higher education students at all levels of activity (Ansala, Mikkonen, Pulkkinen & Saari, 2013). LAMK Sports has one full-time employee, who is assisted by student trainees. In addition, the student union (Lamko) of Lahti UAS has a sports coordinator and sports tutors. The services of LAMK Sports are intended for students of Lahti UAS and Lahti University Campus, but staff from both organisations can also use them. The instructors of classes offered by Lahti UAS Sports are physiotherapy students from Lahti UAS, sports instructor students from Haaga-Helia, instructors from Lahti-based sports associations, and instructors employed by commercial partners.

The services of LAMK Sports are developed based on user feedback by applying the Deming (PDCA) cycle of continuous development. Feedback channels include the website, social media, various surveys, and a physical suggestion box located at the gym. The feedback is analysed and the resulting changes are communicated to users. Students' wishes are taken into account in the planning of group class schedules, as are less active students.

In November 2015, the Finnish Student Sports Federation OLL gave LAMK Sports its annual award for sports development in higher education. First presented in the 1970s, the award cup was donated by the Finnish Student Health Service and bears the inscription

“Liikkuen elämää vuosiin” (“Exercise adds life in your years”). The OLL gave the award to LAMK Sports as a recognition of its success in rapidly becoming an established part of the institution’s student services by offering a wide range of low-threshold sports services. According to the OLL, Lahti UAS is committed to the guidelines on sports services in higher education.

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Teija Golnick & Laura Sundqvist

The role of the leadership and workplace well-being survey in the improvement of well-being at work

Working conditions in Finland

According to Statistics Finland's Quality of Work Life Survey 2013, uncertainty has grown considerably in Finnish working life in recent years. However, it has also shown significant positive trends over the same period. Employment uncertainty and the job shortage have also increased appreciation for work. In comparison with 2008, clear improvement can be seen in employees' satisfaction with the management style and social relationships in the workplace. Several indicators in the Quality of Work Life Survey show that employees now enjoy stronger social relationships and an open and encouraging atmosphere in the workplace. In international terms, Finland comes high in the rankings for low levels of hierarchy in work communities, application of IT, and frequency of team work. Employees in Finland hold a more positive view of their opportunities to develop at work, receive training, and influence their duties than employees in other European countries (Statistics Finland, Quality of Work Life Survey 2013, data from 26 November 2014).

A work environment survey is a method commonly applied to the study and development of working conditions. The study is a means to

an end, providing insight into the aspects of working conditions that should be improved. The survey can be utilised in an efficient and uniform manner when the entire organisation has received well-prepared instructions on the reporting and processing of the results. Uniform practices should also be developed for the planning, implementation, and monitoring of the development work, as these increase the benefits gained from the survey and assist supervisors in their efforts to develop practical work procedures (Kauranen, Koskensalmi, Multanen, & Vanhala, 2011, 11).

According to Pauli Juuti, job satisfaction can be defined as an employee's emotional response to work in certain circumstances, influenced by factors such as the employee's tasks, the quantity of work, relationships among personnel, and the atmosphere in the workplace (Juuti, 2006, 26–27).

The themes of the Lahti UAS leadership and workplace well-being survey

Working conditions at Lahti UAS are assessed annually. In 2013 and 2014, the leadership and workplace well-being survey was conducted via a bespoke tool, with questions grouped under [1] [2] seven main themes: 1) leadership and organisation; 2) the

performance of one's immediate supervisor; 3) the employee's own work and its development; 4) health and ability to work; 5) learning, skills, and renewal of these; 6) motivation and commitment; and 7) interaction and communication. The assessment was made on a scale of 1 to 5. Survey forms were available for completion throughout November. The response rate in 2014 was 60%, with the previous year's figure being 69 %. The survey was conducted in five faculties and three units, in addition to which the results were analysed at the level of the entire institution.

1. The Faculty of Business Studies
2. The Institute of Design and Fine Arts
3. The Faculty of Social and Health Care
4. The Faculty of Technology
5. The Faculty of Tourism and Hospitality and Institute of Music and Drama
6. Development Services
7. Student and Teaching Technology Services
8. IT and Library Services
9. Lahti UAS as a whole

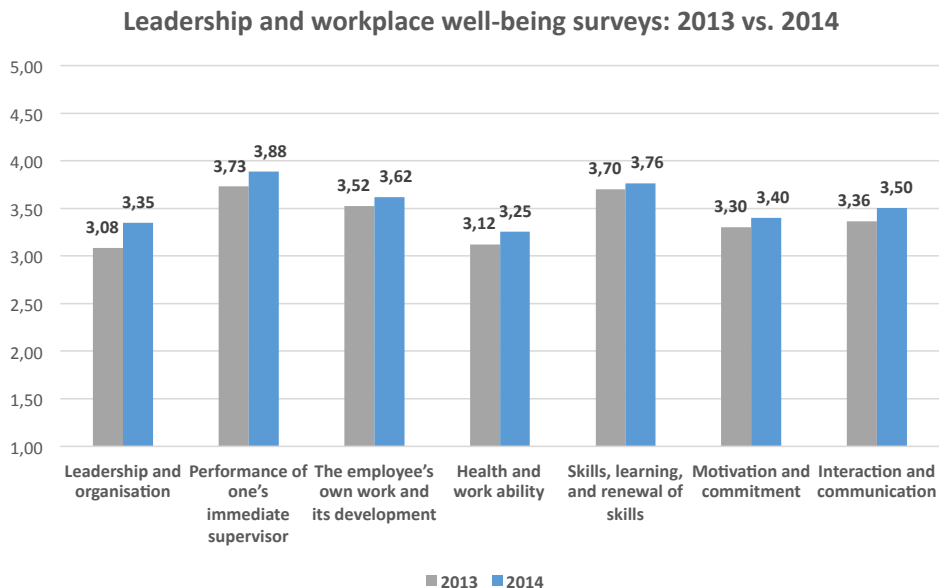


Figure 1: Theme-specific comparison on the Lahti UAS level between 2013 and 2014

The answers in relation to each theme were assessed on three levels: those of the individual, work community, and organisation. Statements related to each theme were listed under the theme in question. For example, in connection with the leadership theme, respondents were requested to assess the management at Lahti UAS in terms of the following statements:

at Lahti UAS, 1) management seems logical and consistent to me, 2) I can trust my supervisor, 3) I actively propose solutions related to my work, 4) I take care of my physical and mental ability to work, 5) I actively develop my skills, 6) I can independently influence the way I perform my work, and 7) I feel appreciated.

On a scale of 1 to 5, an average of 3 can be regarded as a threshold level with respect to well-being at work. That is, if the average remains below 3, the matter requires critical analysis, with practical measures to rectify the situation taken when necessary. An average of 3–3.5 is indicative of a satisfactory level of well-being at work, even though some improvements may be required. When the average is higher than 3.5, the well-being at work can be said to be better than average. An average of higher than 4 indicates that everything is in order with regard to management and workplace well-being.

As the performance of one's immediate

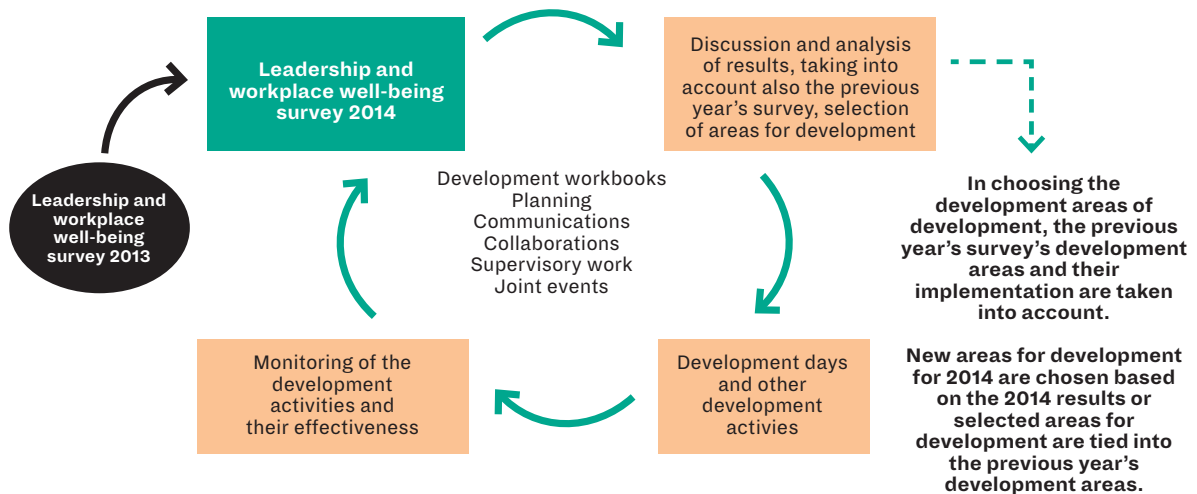


Figure 2: Leadership and work-place well-being survey: From survey results to development

supervisor; skills, learning, and renewal of skills; the opportunity to influence/develop one's work; and interaction and communications were given an average score of more than 3.5, the level of well-being with regard to these themes can be said to be better than average in light of the criteria listed above. Motivation and commitment received an overall score of 3.40, while management and organisation received an average of 3.35, indicating that there is some room for improvement even though the performance in these areas was at a satisfactory level overall. It is noteworthy that, at 3.25, health and work ability fared the worst amongst the themes. The result can be compared with the score of 3.44 for coping and energy levels among employees in the public sector, covered by the theme of subjective job satisfaction in a study conducted in 2013 (see the material at <http://vm.fi/tasa-arvotilastot>, in Finnish and Swedish).

From survey results to development

The results of the leadership and workplace well-being survey were presented to the Lahti UAS management group, the Board of Lahti University of Applied Sciences Ltd, and the management groups of each faculty and unit. Analysis of the results and development work are part of supervisors' duties. The management groups of faculties and units are responsible for drawing conclusions on the basis of the

survey responses. Faculties and units have the greatest expertise on the respective work community. The results were presented to not just the supervisors but all personnel of each faculty and unit. The most important aspect of the development work is to engage in open discussion and share views.

Open discussion enables identification of the emotions and feelings behind the figures, enabling joint selection of the correct areas for development. It is also essential to select areas that are concrete and whose addressing is feasible. These areas are then recorded in a workbook for development, and this material becomes the well-being plan for the work community.

Not only the entire work community but also each individual employee plays an important role in the development of the organisation. The employee's role involves helping colleagues, giving constructive feedback, and highlighting possibilities. When all employees participate in the development work within the limits of their expertise and experience, the work community can find greater variety of solutions. Everyone is also responsible for joint agreements, adherence to plans, and maintenance of a positive atmosphere. Day-to-day work must proceed as agreed (Kauranen et al., 2011, 94). Supervisors are responsible for creating the foundation for the development work and acting as a source of inspiration, encouragement, and support for the work (Kauranen et al., 2011, 90).

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Kati Ojala, Terhi Taajamo & Anne Vuori

The Participation via Guidance project gives young people centre stage in the selection of a study path

The goals and starting point of the project

The central goal of the Participation via Guidance project was to create a model for a participatory approach to guidance activities for professionals who work with pupils in their final year at comprehensive school. The model is aimed at preventing social exclusion at an early stage and strengthening support systems, with a view to assisting ninth-year pupils in finding a study place that suits them. This should help to reduce the dropout rate. There is clear demand for measures that prevent students from leaving the education system without a qualification. The goal of the Finnish education system is to guarantee a place in upper secondary education for every young person. In 2012, 61,100 pupils finished their comprehensive education. Half of the school-leavers went on to a upper secondary school, while 41.5% started studies at a vocational college. Approximately 1.7% did not apply for vocational training or other upper secondary education (Statistics Finland 2014). According to statistics for 2012, the regions of Päijät-Häme, Northern Ostrobothnia, and Uusimaa had the highest number of school-leavers who did not continue their education

or move on to training leading to a qualification (Statistics Finland 2014). If these adolescents do not receive the right kind of support, they may in the worst case drop out of the education system, limiting their employment opportunities and putting themselves at risk of social exclusion.

In recent years, authorities have made concerted efforts to prevent adolescents from dropping out. Even though the standard of psychosocial support has improved, not enough support is yet available. School services are still problem- and individual-centred (Ahtola 2012, in a report by the Ministry of Health and Social Affairs). In the numerous development projects carried out over the past 15 years to improve the public-sector services for young people, the common observations have been that a lack co-ordination among administrative fields, inadequate access to support, and sub-optimal methods of assistance are factors that cause problems in the provision of assistance to young people (Ministry of Employment and the Economy report of 8/2012).

The new Act on Pupil and Student Welfare entered into force at the beginning of August 2014. It emphasises preventive measures,

early support, communality, a multidisciplinary approach, and co-operation between school and home. The act (1287/2013) also articulates students' subjective right to the necessary support and guidance. To promote well-being among young people and reduce the dropout rate, it is essential to develop a variety of low-threshold guidance models for day-to-day use in schools to assist teachers and other professionals working with adolescents. The young person and his or her family are taken as the starting point for the participatory guidance. Young people feel that they are given respect and support when their views are listened to. This may even lead to a negative relationship with school taking a turn for the better in the transition period between comprehensive school and upper secondary education (Lämsä & Jylhä 2009, Capparelli 2003).

What the project involved and why

The model developed through the Participation through Guidance project is aimed at providing support for pupils who have learning difficulties, poor marks, and/or low levels of motivation for their studies. Adolescents need guidance particularly when the first signs of possible problems are starting to manifest themselves, making intervention feasible.

The actors in the Participation through Guidance project networked with a few ongoing projects to develop a pilot model further. The main partners were the Kanuuna network of youth services in cities and youth projects in progress that are run by the Mannerheim

League for Child Welfare. The headmaster of the Salinkallio school, in Lahti, and one of the school's special-needs teachers played a pivotal role in encouraging pupils to participate in workshops. The special-needs teacher was involved in the planning of the first workshop and participated in all of them. A study adviser from Salpaus Further Education introduced the other partners in the project to day-to-day life in upper secondary education and the changes set to take place in the near future, while also making arrangements to enable students and teachers to participate in the workshops.

The Kannas upper secondary school was represented by one of its study advisers, who participated in a workshop and arranged an opportunity for the upper secondary school students to give feedback to a project employee on the pilot model. Representatives of Lahti's youth services, TE employment services, and school health and welfare services also participated in the workshops. The Salinkallio secondary school provides general education and class-based special-needs education, with the focus being on language-related problems and education tailored to the individual.

The peer tutoring model in Participation through Guidance

Information garnered from previous work and earlier experiences from youth work played a central role in the development of the Participation through Guidance model. The model was created with the assistance of workshops led by the project partners.

Prior research data, information gathered from previous youth-guidance projects, and ninth-year pupils' experiences collected at the beginning of the project were analysed and processed to form the foundation for the workshops. Students and teachers from the secondary school and other professionals working with adolescents participated in the workshops.

Three workshops were organised as part of the project, the first of which involved collection of the pupils' experiences of and views on support that affects welfare, either negatively or positively. The processed information was discussed and analysed further in the second workshop, for development of a preliminary guidance model. In the third workshop, a pilot model for participatory guidance was created in collaboration with target-group actors.

The process model generated in the course of the project presents a description of peer tutoring activities that strengthen students' participation and supports their choices at the transition stage in their studies. A more detailed description of the model can be found online at http://prezi.com/dyvszfosqf2b/?utm_campaign=share&utm_medium=copy Prezi-. Principles reflecting the starting points of the activities form the basis of the model: voluntary participation, a student-centred approach, participation, equality, reciprocity, and gender-sensitivity. The process of finding a study place that matches students' goals and desires begins in the spring of their eighth year when pupils make decisions on optional subjects.

Secondary school pupils who want and

need support with the decisions they face are offered, as an optional subject, peer tutoring by a student in upper secondary education who has received training in tutoring and provision of support for ninth-year pupils who are making decisions on their further education. The model defines both the pupils being tutored and the tutors as beneficiaries of the activities. The goal is to create an equal tutoring relationship that promotes the welfare and involvement of both parties. The integration of the tutoring into the day-to-day activities at school and the promotion of multidisciplinary collaboration makes it possible to find a study path that matches the ninth-year pupil's skills and responds to his or her desires. This model results in a process in which the pupils are actively moulding their own future.

Assessment of the project

The project was aimed at developing a pilot model for participatory guidance to prevent those ninth-year pupils who need special support from dropping out of the education system, while supporting their choices with regard to further training or education. The qualitative properties of the project were assessed with the assistance of feedback collected from the project partners.

Even though the project lasted only a short time and the model generated was a pilot version, the feedback indicated that the students and professionals who participated in the workshops felt that a shared operation culture with regional multidisciplinary actors had become stronger in consequence.

The participants felt that important factors in the model's development included making it possible for pupils to be actively involved in the services targeted at them, strengthening community spirit in schools, involving the pupils' families, and providing an opportunity for students in upper secondary education to act as tutors. Both the project partners and the parties to whom the project had been introduced emphasised the importance of the model's content.

The model was considered to be modern, and it was seen as promoting the involvement of pupils in many ways. Recent years have witnessed growth in demand for special support among children and adolescents. Increasing the number of adults available at educational institutions is not a feasible means of providing additional support for children and adolescents in future. We need alternatives. The new Act on Pupil and Student Welfare emphasises the importance of communality in schools. Peer support activities among young people have long traditions (Korkiamäki 2013). We can create new alternatives via further development and diversification of these traditions and the utilisation of social media. It is essential to provide pupils with an opportunity to participate in the development work. Encouraging families to become involved in support for young people is another important factor. The implementation of the model involves various challenges. How can we succeed in involving adolescents and their families, and how can we attract young people with different backgrounds to tutoring? The participants noted that the implementation

of the model required active involvement from all operators in schools and from the schools' various interest groups. We need multidisciplinary collaboration. Adolescents must be encouraged to participate in the activities. It is important that each adolescent involved gain the benefits best suited to him or her.

The potential offered by social media and online information for realisation of the peer tutoring model was discussed with the young people. With regard to participation, the Internet has its limitations too. Also, young people often have inadequate information on services targeted at them. In addition, some authorities and service providers are not fully aware of the rights and responsibilities of their clients (Siikasalmi 2014). The networks and experiences generated in this project will be utilised in the further development of the model. The goal is to implement the peer tutoring in two schools in the Lahti region in collaboration with students and other actors. Data on this pilot project are being collected systematically for input to developing the model further. Young people themselves played a major role in the piloting and development of the preliminary model.

The idea is to conceptualise the model such that it is suitable for use in other transitions between various levels of education or between education and working life. Differences in structures, cultures, and timetables between educational institutions impose certain requirements for the model. Can we find shared will to address all the problems? Enthusiastic actors can motivate and inspire others.

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Jarkko Tuominen

Promotion of wealth among young men in Päijät-Häme

Students in vocational training fare worse with regard to health, lifestyle, and [1]{2} knowledge of health than do students at upper secondary schools. There are also differences in lifestyle between young men and young women, with men often having less healthy lifestyles. Several studies (e.g., Holappa 2005; Mikkonen & Tynkkynen 2010; and school-welfare surveys) have found statistically significant differences in health between students in upper secondary schools and those in vocational training.

With the rapidly ageing population, we also require plenty of new members of the workforce. In the professions of the future, good health and work ability number among the keys to success. The Hyvinvoivat Äijät ('Well-being for guys') project in Päijät-Häme, carried out between 1 January 2001 and 31 December 2013, was financed with state funding for the promotion of health.

The Lahti UAS Faculty of Social and Health Care co-ordinated the project. This project focused on the Salpaus Further Education institute, particularly its male students. The goal was to promote well-being among men studying for a vocational qualification at upper secondary level in a user-oriented and motivating manner. The project was also aimed at increasing collaboration between the social-

and health-care and fitness divisions of the university of applied sciences and providers of vocational training.

Multidisciplinary collaboration involving various training programmes was tested and developed as part of the project. Students who participated in the multidisciplinary studies had an opportunity to gain hands-on experience of working in a multidisciplinary team and see in practice what team and communal learning mean. Working as a team requires joint expertise. The essential elements in joint expertise include interactive collaboration, sharing knowledge and skills, and being committed to shared goals (Hakkarainen, Lonka, & Lipponen 2002).

During the project's programme period, a study programme with the title 'Hyvinvointipolku' (meaning 'Well-being path') was held twice, with the goal of promoting well-being and work ability among students in vocational training. The Hyvinvointipolku programme was organised jointly by the Faculty of Social and Health Care of Lahti University of Applied Sciences and Haaga-Helia University of Applied Sciences. Students were organised into multidisciplinary teams, which used participatory and functionally oriented methods to improve well-being among students engaged in vocational training. In addition, the Hyvinvoivat Äijät project involved



Picture 4: Lahti UAS students telling about healthy eating to the Lahti Further Education students

the organisation of various events, theme days, and sports trials. Students were offered an opportunity to try various sports, among them yoga for men, aikido, Qigong, martial arts, kettlebell exercises, climbing, and pole dancing. As for cultural activities, the project workers and the Salpaus Further Education institute's student organisation arranged magic-trick and photography courses for students.

The project also involved preparation of material for physical-education teachers and nurses, including information brochures

on first aid, stretching, gym, team bonding, and healthful snacks. These materials were developed in collaboration by students from Lahti University of Applied Sciences and Haaga-Helia University of Applied Sciences. The feedback indicates that the students in vocational training who participated in the programme found the activities interesting, noting that these introduced variety to their study days. Similar well-being interventions would certainly benefit students in vocational training also in the future. Six diploma thesis

for the university of applied sciences and one master's thesis were completed in connection with the project.

The final seminar of the project was held in autumn 2013, in connection with a campus festival called Stå-fest, whose visitors were 700–800 students in vocational training. In all, 500 study credits were earned by students for work performed as part of the Hyvinvoivat Äijät project. The theoretical framework of the project was to a large extent built on the concepts of functional capacity and work ability. With neither concept clearly defined by a single discipline, both can be approached from the perspective of various actors, including providers of health-care services, pension institutions, rehabilitation facilities, employees, employers, researchers, and lawmakers (Gould, Ilmarinen, Järvisalo, & Koskinen 2006).

In vocational training, the ability to work may be broken into three components: professional skills, the body as a tool, and teamwork-related skills and rules. Professional skills cover the relevant skills and knowledge, including physical and mental ability to cope, occupational safety, and ergonomics. The work on the body as a tool involves matters related to physical welfare, including lifestyle, exercise, rest, and nutrition. The area of teamwork skills and rules covers interaction abilities and compliance with common rules (Finnish National Board of Education 2008).

One of the main efforts in the Hyvinvoivat Äijät project involved the creation of circumstances that allowed the adoption of 'work ability passports' at the Salpaus Further

Education institute. The work ability passport is a tool for maintenance and development of work ability by students in vocational training. The passport scheme is aimed at motivating students to take care of their own functional capacity and work ability from early on, during their training. In addition, the passport helps to strengthen the student's professional growth and respond to industry-specific challenges, including those of occupational safety and ergonomics (Finnish National Board of Education 2008).

I completed my master's thesis in the course of the Hyvinvoivat Äijät project, with my work focusing on the implementation of work ability passports (Tuominen 2013). I analysed the passport as a well-being-related innovation, the implementation of which I discussed within the analytical framework of the diffusion of innovation theory by Rogers (2003), among other theoretical models. I interviewed ten teachers working in vocational training who either used the work ability passport or had considered using it. According to Rogers, the innovativeness of an individual is the main factor in the decision as to whether an innovation is adopted. Innovativeness refers to an individual's readiness to experience new ideas. Rogers categorised the adopters of innovations into groups on the basis of innovativeness:

1. Innovators – the enthusiasts
2. Early adopters – the visionaries
3. The early majority – the pragmatists
4. The late majority – the conservatives
5. Laggards – the sceptics

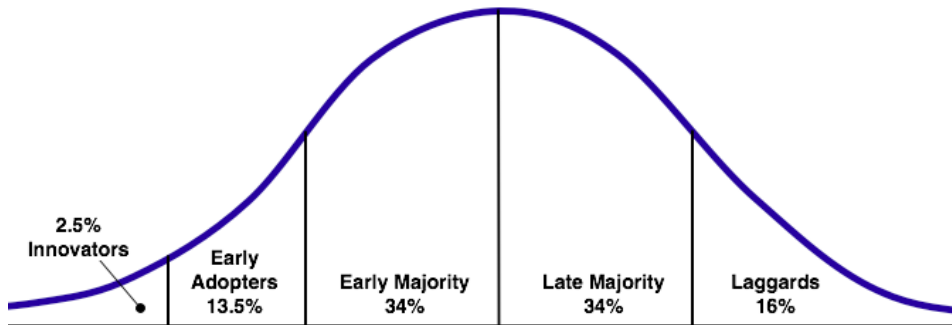


Figure 3: Adopter categories, based on innovativeness (Rogers 2003, 281).

Innovators are the most willing to experience and adopt new ideas. Early adopters are individuals who want to benefit from rapid adoption of an innovation and are prepared to develop that innovation further. The early majority wait for feedback from early adopters before adopting an innovation. For the late majority, hearing the experiences of other users is essential, as there is a desire to reduce the uncertainty represented by the innovation. Laggards, the last group to adopt an innovation, represent the opponents of change. The laggards are willing to adopt an innovation only when they have no choice (Apilo, Taskinen, & Salkari 2007; Rogers 2003).

Lahtinen (2007) added a new category to the Rogers model: the ‘over my dead body’ group. The teachers who participated in my study are likely to represent the categories of adopter most willing to invest in new innovations: they were among the first to introduce the work ability passport at their respective educational institutions.

In general, the participants considered the passport to be useful, particularly for motivating students to take care of themselves. The participants did state, however, that the adoption of the passport involved several challenges, including inadequate resources and time, a lack of information, and uncertainty about responsibilities. To assist with the adoption of the passport, the teachers called for training, support from the work community and management, along with resources for students’ taking up of the passport. They expressed a wish that the passport system would become integrated into the educational institution’s activities (Tuominen 2013).

The Hyvinvoivat Äijät project served to build bridges between vocational training, the university of applied sciences, and entities involved in various levels of education. Rather than being aimed at creating any major innovations itself, the project was focused on the further development of existing tools and measures. A couple efforts to implement the work ability passport

had been made previously, but only an external project injected the necessary resources for the development work. As a result of the project, a multidisciplinary network was created in Päijät-Häme, enabling students and professionals in various fields to share their expertise and develop new ideas collaboratively.

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More information on Päijät-Häme's Hyvinvoivat Äijät project can be found in Finnish at:

<http://www.lamk.fi/projektit/hyva/Sivut/default.aspx> (viralliset sivut)

<https://www.theseus.fi/handle/10024/73027> (loppujulkaisu)



Pirjo Räsänen

Well-being from nature – Lahti UAS gaining a profile as an expert in wellness tourism

Well-being, health, and nature come together to create a travel experience

Well-being is a growing trend. Physical activity, mental relaxation, and intellectual stimulation are all encompassed by the concept of well-being, which also emphasises the importance of balance of body, mind, and soul. Recently, people have also come to recognise the connection between human well-being and the quantity of natural green spaces. Over the past few years, Metsähallitus, the Finnish Innovation Fund Sitra, and the Finnish Forest Research Institute have conducted numerous studies into the effect of natural surroundings on human health and welfare. Natural surroundings encourage people to get more exercise by, for example, going for walks. Nature has a wide range of positive effects, including reducing stress, improving powers of concentration, and increasing physical activity. With the mind relaxing in a natural setting, one enjoys an opportunity to leave day-to-day worries behind. This is why many rural locations are becoming recognised for the opportunity they present to escape a hectic urban life of sensory overload.

Nature and culture

Yet nature alone is not enough. Travellers are seeking more holistic experiences that bring together exercise in nature, such as hiking, cycling, or canoeing; special features of the local culture; and interaction with nature. Providing a route is not enough anymore. Scenery has always had a huge impact on the way a traveller experiences or remembers a location. Travellers want to find meaningful holistic experiences specific to a certain location and fascinating stories connected to the place, and the scenery can open a window to a location's natural and cultural heritage. A memorable and enjoyable travel experience that is a combination of several things can also be deliberately produced. This can be done by combining the environment and scenery with the local culture to form a travel destination. That is why the design of natural travel destinations and routes can play a central role in the creation of empowering nature experience, formed of the cultural and natural resources.



Picture 5: Sunset at the lake Vesijärvi near Lahti

Finland In The Wellness Tourism Market

Compared with those in densely populated and urban regions elsewhere in Europe, travel activities in the countryside and nature in Finland have naturally become centred on relaxation and a slower lifestyle. Those behind the Visit Finland travel site have decided to focus on well-being generated by outdoor exercise and enjoyment of the great outdoors. However, small travel-industry companies and travel destinations in Fin-

land are not fully aware of the developments in the international market and clients' needs. The combination of Finland's rich, varied nature with a strong cultural heritage offers potential that has been utilised only to a very limited extent; therefore, it is important that we step up our efforts to market Finland internationally on the wellness and nature tourism stage. For this, collaboration and the management and marketing of an overall wellness destination are required, in addition to an understanding of clients and their needs.

Regional, National, And International Investments Of Lahti Uas

Lahti UAS is currently planning several wellness tourism projects. The goal for the international Green Well-being project is to develop joint nature tourism destinations for countries in the Baltic area, bringing together the region's unique cultural and natural resources. The other project partners are from Estonia and Latvia. The project referred to as 'Well-being tourism – power and energy from Finland' is aimed at using the Finnish lifestyle and cultural heritage centred on nature, the sauna, relaxation in nature, and the intangible properties of clean waterways in product development and marketing.

Through the Outdoors Finland South project, Lahti UAS will also continue to present the sustainable-development model designed for nature destinations to new partners on the national level in collaboration with Visit Finland, five other universities of applied sciences, and Metsähallitus (which governs state-owned forests). In addition, Lahti UAS is actively seeking new partners with expertise in tourism related to nature, well-being, and health and a desire to develop travel destinations and new business concepts. In its projects, Lahti UAS draws from all of its areas of focus: well-being, the environment, and design.

Further information:

<http://www.lamk.fi/tki-toiminta/projektit/Sivut/default.aspx?RepoProject=20003>



Heidi Freundlich

The Physical activity pharmacy- online platform helps with fitness advice

The Physical activity pharmacy- online platform (Liikunta-apteekki.fi online service) is a joint toolkit for health-care professionals; physical-activity counsellors; and public, private, and third-sector well-being service providers. It is designed to assist with day-to-day work, offering health-care professionals tools for bringing up exercise in discussions, preparing an exercise referral, and guiding clients in getting exercise independently. For physical-activity counsellors, the online service offers a gateway to diverse sources of up-to-date research-based information on exercise, motivational tools, and symptom-based exercise guidelines. For fitness service providers, the liikunta-apteekki.fi service provides an opportunity to reach new clients, develop services, and network with other service providers. The Liikunta-apteekki.fi online service provides a toolkit for physical-activity counsellors and service routes for residents who are not yet getting enough exercise to gain health benefits. The service users' ideas, experiences, and expertise were harnessed to aid in the development of the service. This new online service was launched in March 2014. It is co-ordinated by the Lahti UAS Faculty of Social and Health Care.

From customer needs to a service concept via the service-design process

The development work for the Liikunta-apteekki.fi online service was based on a service-design model in which the user's perspective is at the heart of the process. A six-stage service-design model presented by Stefan Moritz was applied in the project, enabling the collection of extensive client data; in-depth understanding of clients and their needs; and use of versatile methods in the handling of data, brainstorming, and preparation of a feasible service concept.

To gain a better understanding of clients, the needs, experiences, motives, and ideas of potential service users were collected. All told, 120 Päijät-Häme-based health-care and sport and fitness professionals attended the 35 development workshops arranged. Three groups were formed: content, communication, and enterprise groups, all of which focused on the development of the Liikunta-apteekki.fi service and productisation of the services. In addition, the wishes of the service users were charted with two focus-group interviews and via analysis of the materials and final report from the physical-activity project called 'Lahti Living Lab - Terveysliikkujan ääni', which was carried out earlier in Päijät-Häme.

The toolkit and its benefits

The Physical activity pharmacy- online platform also known as The Liikunta-apteekki.fi service was built to serve as a joint innovation platform for the project partners, to facilitate the use of fitness activities to prevent lifestyle illnesses, complement other forms of treatment and rehabilitation, and increase collaboration among actors in the field. The service offers a toolkit for physical-activity counsellors that contains diagnosis-based exercise recommendations, tools for motivating people to get exercise, and up-to-date information on exercise, along with a forum for operators engaged in health promotion.

To date, 200 professionals, in Päijät-Häme and elsewhere in Finland, have adopted the service. Social- and health-care professionals form the largest group of users, while physical-activity counsellors are the most active users. The service showcases products and services offered by 20 Päijät-Häme-based service providers, who also update and maintain the information.

The benefits of the service include increased visibility for fitness and well-being service providers, a channel for reaching clients of exercise counselling services, development partnerships, generation of new service ideas and production models, the credibility provided by a quality-management system, a single access point for the information and guidance in the use of exercise referrals, and description of municipality-specific practices and contact details for service providers. The development work is rooted in meetings and discussions

with professionals and service providers in a network, enabling rapid response to feedback, wishes, and needs.

The future

Counselling on fitness activities plays a major role in the promotion of health. Some of the expectations expressed for the Liikunta-apteekki.fi service pertain to making this counselling process easier, more uniform, and more efficient. One of the goals for the future is to add physical-activity counselling to the standard service menu in the social-services and health-care field, making the use of exercise in the prevention and treatment of illnesses and rehabilitation an integral part of multidisciplinary realisation of treatment plans.

The development process for the online toolkit was part of the MOTION! Project, co-ordinated by Lahti Region Development LADEC Ltd in 2011–2014. After the completion of the development project, the service was transferred to the Lahti UAS Faculty of Social and Health Care for co-ordination in conjunction with its teaching development activities.

The Liikunta-apteekki.fi service is to be expanded to cover rehabilitation and life- and self- management services. This work is being carried out through the development projects in Lahti UAS's area of focus on well-being; specifically in the projects Hyvinvointia liikkeellä! and Development platform and service innovations in wellbeing), which offer an opportunity to expand the service offered to municipal residents, operators in the field of well-being, and potential partners elsewhere in


the country. Collaboration with the Päijät-Häme social- and health-care group, basic-service centres Aava and Oiva, and providers of fitness services in the municipalities enables more extensive use of the services and increases their visibility among residents.

Sources of further information:

<http://www.lamk.fi/tki-toiminta/projektit/Sivut/default.aspx?RepoProject=20003>

<http://www.liikunta-apteekki.fi/>

<http://www.lamk.fi/>



Annamaija Id-Korhonen & Leena Nietosvuori

An entrepreneurial learning environment in the well-being field builds a bridge to working life

Introduction

Entrepreneurship and an active attitude, communication skills and teamwork, and creativity and innovativeness number among the characteristics that employers are interested in promoting in their employees. The values that prevail in working life are also reflected in the learning environments that educational institutions build for their students. Lahti UAS's Faculty of Social and Health Care is meeting the needs of working life by creating learning environments that promote the development of students' teamwork skills and corporate entrepreneurship, shaped by shared goals and dialogue-based processes. Teamwork-based learning, among other learning methods, is used for reaching these goals.

Projects and co-operatives as entrepreneurial learning environments

Characterised by a sense of community, dialogue-based processes, innovativeness, and an entrepreneurial setting, both projects and co-operative undertakings are suitable learning environments for students. Studies on the syllabus can be carried out via a project led by

a teacher. At the end of the project, the learning outcome can be evaluated by the client, peers, and teachers.

While students do find a new learning environment, a project, or project-like activities in a co-operative challenging, they believe that the experience is going to benefit them in the future. Management of timetables and tasks is an aspect of the work that often poses a challenge to students. For students, the most positive part of the method is the experience of growing as a person and doing hands-on work in a small group. The entrepreneurial approach to learning requires students to work independently, promoting their growth as enterprising professionals. Conducting studies as part of a project or a co-operative helps students learn to apply theory in practice. The results produced by means of such a study method differ from the outcomes of traditional teaching techniques: experts with better learning skills, ready to meet the challenges of a rapidly changing world.

One example project is the Moving towards Wellbeing project, which was financed by the ENPI CBC 2007–2013 programme. In line with the programme's principles, the project focused



Picture 6: Students of the Motions co-operative

on strengthening cross-border collaboration between social- and health-care entrepreneurs in Finland and Russia to support enterprise, collaboration, networking, and service development.

The goal of the project was to bring together entrepreneurs in the field of well-being and students from various institutions of higher education, offering them an opportunity to meet and learn about each other's cultures and practices. The project also offered an introduction to business practices and legislation on enterprise in Finland and Russia and an opportunity to analyse various options for creating more client-centred service processes. For reaching these project goals,

versatile learning environments that support teamwork, such as interactive seminars, workshops, and online- and intensive-learning environments, were built.

The feedback indicates that the most beneficial part of the project for students was the entrepreneurship element, taking the form of a teamwork exercise. This section of the project provided students of various study subjects with an opportunity to work together to develop well-being services. Students gave the course positive feedback also for being multicultural and multidisciplinary. Even though consisting mainly of studies performed in a virtual learning environment, the course included an on-site teaching week in addition.

Finnish students participating in the project were involved in the development of services offered by participating Russian companies, while Russian students participated in the development of Finnish companies' services.

Entrepreneurial learning – community spirit, dialogue-based activities, and hands-on experience

Whether part of a campus or a workplace, a modern entrepreneurial learning environment challenges learners to take more responsibility for their learning process, while shifting the teacher's role toward that of a trainer. This turns the learning process into a dialogue. When one speaks of a learning environment, the factors that become emphasised are problem-based and student-centred investigative learning, social interaction, and collaborative and communal learning. The learning becomes part of a network and is carried beyond the educational institution. A learning environment offers a better opportunity for the tailoring of activities to the individual than more conventional teaching in a classroom does. An entrepreneurial learning environment promotes social interaction and integration of several study subjects, encouraging students to experiment with multidisciplinary approaches (Manninen, Burman, Koivunen, Kuittinen, Luukannel, Passi, & Särkkä 2007).

Entrepreneurial learning methods are based on students working in an independent and responsible manner. The teacher must possess an ability to take risks and become engaged in the learning process with the student (Peltonen

2008). The potential offered by dialogue-based processes must be actualised in the learning process, as dialogue constitutes thinking together, which is one of the core desired outcomes of entrepreneurial learning (Isaacs 2001). According to Anttila (2003), dialogue may be the only feasible means of promoting students' interests. Since without dialogue it is impossible to know what is best for students, the future direction of education must be determined via dialogue. When learners enjoy a sense of being the masters of their own learning process and the learning is autonomous and meaningful, the process supports their intrinsic motivation (Pink 2011).

An entrepreneurial approach to life also has societal effects: it results in active citizenship, corporate entrepreneurship, and growth in versatile enterprise. When teachers encourage communal learning, utilisation of teamwork-based learning techniques, strengthening of the self-efficacy characteristics related to an entrepreneurial mindset, and reform of teaching methods, it is possible to enable students to participate in entrepreneurial learning and encourage them to do so while simultaneously supporting the development of their entrepreneurial potential. Creation of such opportunities and true growth require innovativeness, creativity, risk-taking, freedom, and collaboration (Peltonen 2014, 138).

It is typical of a true entrepreneurial learning environment to consist of activities that are in line with real-life professional practices. It is essential that students be able to determine the goal of the process themselves, along with the tasks required for reaching this goal. Learning is

connected with diverse tasks, the performance of which requires time, a range of approaches, and use of a variety of resources. In the learning process, a collaborative, connected social environment takes centre stage, rather than individual performances. This process may result in a wide range of solution models and applications, along with new innovations (see Peltonen 2014, 98).

An entrepreneurial teacher

Teachers' skills in entrepreneurship training manifest themselves as an entrepreneurial way of thinking, operating, and approaching matters when they feel they have the required knowledge, skills, and motivation related to entrepreneurship. In this case, teachers have a positive attitude toward entrepreneurship and are prepared to promote it and to engage in the creation of an entrepreneurial learning environment in a proactive and innovative manner (Peltonen 2014, 129). An entrepreneurial teacher is more a coach than a teacher and supports students' individual learning processes, follows a flexible teaching plan, and promotes multidisciplinary learning in a project-oriented format. In addition, such a teacher emphasises team processes, interaction, and reflection on learning, also enabling students to present varied views and solutions (European Commission 2013).

In his doctoral dissertation, Luukkainen (2004) presents several characteristics of a future teacher: a teacher has ethically grounded views and plays an active role in the development of the community. Content management, promotion of learning, future-

orientation, collaboration, and continuous development of one's own skills number among the constituents of such a teacher's work. Even though Luukkainen (2004) and Peltonen (2014) apply different terms to characterise teaching, they are talking about the same thing: an enthusiastic and entrepreneurial teacher-coach who is prepared to invest in the future and to develop challenging and authentic learning environments that support students' professional growth.

Conclusions

A university of applied sciences offers students a learning environment in which they can build their professional expertise in close contact with working life. Entrepreneurial activities in practicum-participating companies and development projects provide students with an opportunity to develop their skills such that they meet the challenges of working life, with its rapid pace. The learner is the active owner of the learning process, and learning in groups and teams, through client projects and networks, and as an entrepreneur is a productive way of learning entrepreneurship (Leinonen, Partanen, & Palviainen 2004).

Entrepreneurship, an active approach to work, entrepreneurial learning, and a communal and entrepreneurship-oriented learning environment are concepts that, when considered an integral part of studies, support the development of corporate entrepreneurship in students. At the same time, they play a role in professional skills and the building of a solid professional identity. They can be considered to be part of self-efficacy (see Peltonen 2014).

Through strong corporate entrepreneurship, students can gain diverse skills, enabling them to meet the challenges presented by their work and field. Corporate entrepreneurship plays a major role in today's working life: an entrepreneurial professional is able to develop services in an innovative manner, working with others. In teaching, cultivating corporate entrepreneurship as a professional skill leads to the development of entrepreneurship and entrepreneurial activities and to their integration into learning environments in the field of social and health care. Such learning environments also enable students to gain these skills.

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Sari Niemi & Kati Peltonen

The voice of good working life – new perspectives on the development of working life

How working life should be developed?

How to define good working life? How well-being at work correlates to work productivity? Is productivity a result of well-being at work or vice versa? Discussions of the development of working life, coping with work load and ways to improve work productivity are ongoing in various forums. These discussions are linked to the rapid changes of the Finnish working life and in ways of working. They also addresses the question of how to create new jobs and prolong working careers.

How to get workplaces to become interested in the development of working life has been a central question in the planning of the Voice of Good Working Life project. Within the next two years, the Voice of Good Working Life project will, it is hoped, result in concrete improvements in the workplace, supported by larger regional work life development networks. At the level of the workplace, the aim of the project is to help workplaces to utilize the existing tools and models in order to find solutions for management activities, the improvement of well-being at work, and the day-to-day running of work at SMEs.

The goal of the National Working Life Development Strategy to 2020 (Ministry of Employment and the Economy 2012) is to make Finland's working life the best in Europe by 2020. This will be achieved by developing expertise, trust, cooperation, well-being and health as well as innovation capability and productivity in the workplaces. Under the strategy, well-being at work is part of a larger programme aimed at improving working life.

To realise this vision and strategy, the extensive programme Working Life 2020 was launched, for fostering various development programmes, communications on the development of working life, and national- and regional-level collaboration among various operators in working life. The programme seeks to sustain and coordinate several working life development programs and the work of the national and regional working life development networks and their communication. This project combines numerous of development networks and its work is supported by various ESF-projects.

In Europe-level comparison, the quality of working life in Finland has been at least at a reasonable level in light of several indicators.

However, the productivity of the work has decreased since 2000, in general but especially in the years following the beginning of the financial crisis. The Health 2011 study found that around a quarter of employed people suffer from some symptoms of burnout, even though the Quality of Work Life Survey carried out by Statistics Finland (SVT 2014) showed a slight upward trend in job satisfaction. Employees' views on the employment situation and financial state in their own workplace have been growing more pessimistic and shown greater uncertainty in the last few years. Views on working life appear to be teetering between growing uncertainty and appreciation for paid work.

In light of the Value Basis for the Development of Finnish Working Life 2020 report, Finns can be described as believing that persistence, courage, trust, and understanding the meaning and value of one's work and that of others are the central building blocks of a good working life. Flexibility, trust, and creativity emerged as important elements in answers given by senior citizens, parents of young children, and young people alike.

No single 'right way' to develop working life exists. Innovativeness and development of expertise within the workforce can be strengthened through promotion of a work culture and practices based on trust, communality, and collaboration. These are linked to well-being at work. A high level of well-being at work and doing work that feels inspiring and meaningful are factors that increase motivation in the workplaces. This situation also leads to positive financial

results. Carrying out development work in more extensive networks is a productive way not only to share good practices but also to develop working-life-related innovations. Networks and joint development projects involve trust and collaboration, which also feature among the areas of focus of the Development Strategy for Working Life.

The Voice of a Good Working Life -project

Lahti University of Applied Sciences is actively involved in regional networks designed to develop working life. The development of Päijät-Häme-based companies and work communities is closely connected with the regional development task of the University of Applied Science. The Voice of a Good Working Life project is an ESF-funded project (1 April 2015 – 31 August 2017) carried out by Lahti UAS in collaboration with Häme University of Applied Sciences. The goal of the project is to promote productivity and workplace well-being in SMEs by identifying techniques and tools that are suited to day-to-day work and support leadership, innovativeness, and the maintenance of work ability while enabling the work to proceed smoothly. This is going to take place in networks formed of students at the universities of applied sciences, workplace actors, and developers of working life.

To model and spread the activities, a needs-based service model will be built for SMEs, and networks developing working life will be strengthened, with Päijät-Häme and Kanta-Häme serving as pilot regions. In the project planning stage, we selected 'living labs', a

co-design philosophy, and multidisciplinary learning networks as our methods. The goal is to increase involvement in the workplace and to eliminate unnecessary focus on planning and top-down development processes. The approaches selected are aimed at inspiring work communities to develop their own work, to encourage learning and innovativeness, and to support commitment, all while ensuring that everyone's voice is heard. We will invite companies, students, and developers of working life to come together to discuss and solve concrete problems. Network activities guarantee that good ideas and practices are passed forward and that each generation can learn from the others.

Experiences from previous working life development projects have shown that the work ability of business owners working alone is being put to a real test and that stress management is not always among the strengths of these entrepreneurs. They often lack the time to learn about tools and methods designed to maintain work ability, though there is no shortage of such tools and techniques. The project will offer entrepreneurs and staff of small companies various tests developed to measure wellbeing at work with cutting-edge health-technology applications.

On the basis of the results, we will plan – in collaboration with the other participants – the best way to integrate the maintenance of work ability into day-to-day life in the workplace and ways for small companies, in particular, to work together to promote well-being at work.

Activities in small groups also offer opportunities for peer support and networking.

There are huge differences from individual to individual in how well-being and stress are experienced, but it will be of interest to test whether networks can be beneficial nonetheless. On a more general level, the goal of the project is to develop preventive activities and provide support particularly to those entrepreneurs and individuals who the work ability analysis indicates belong to the risk group. The number of risk factors has been shown to correlate with lower productivity of work, a high frequency of sick leave, and poor coping with work. The risk factors include smoking, physical inactivity, high blood pressure, a BMI exceeding 30, high levels of stress, poor diet, elevated blood cholesterol, disturbances in blood sugar balance, subjectively identified poor health, and dissatisfaction with work and life in general. While the project is focused on the promotion of mental well-being at work, the activities will also take into account that people are psycho-physical entities. Therefore, the goal is to look for solutions that meet all the needs. Employees will be encouraged to look after their own work ability and professional skills, while the management are encouraged to consider well-being at work as a factor influencing productivity.

Working with the management of companies is essential, as well-being at work is often viewed as something challenging, somewhat tricky to define, and costly. Awareness of the connection between workplace well-being and productivity is sometimes lacking. On the time scale of SMEs, return on the investments in well-being at work takes a long time. Entrepreneurs do not have time to wait, and changes taking place at

an ever greater pace mean that even the best-laid plans may never come to fruition. Today, managers and supervisors are in dire need of chaos-management skills. Both networks of experts and students will engage in the search for tools and techniques for addressing these issues. The day-to-day handling of the work and the innovativeness of the work community also form part of the complex interplay between productivity and well-being at work.

When work runs smoothly, it is pleasant to perform and more productive, while also leaving more time for the generation of new ideas. To increase productivity, companies must engage in continuous, long-term learning and maintenance of innovativeness. Creation of ideas and innovations on the part of the staff, along with awareness of the importance of this process, must be promoted as a success factor for a company. We must also develop techniques, practices, and tools but also relevant skills and opportunities for putting them to use.

Service-design approaches and Lean thinking are tried and tested methods for the development of services and processes, but this marks the first time they are being combined for development of a more innovative working culture. In the project, the service-design and Lean methods are being tested in the development of a more innovative and productive working culture that runs smoothly.

Conclusion

In recent years, there has been plenty of discussion of the development needs in the field

of well-being at work and productivity. Every employer has his or her own, subjective experiences of well-being at work and the ways of improving it. Changes, whether continuous or temporary, have affected the vast majority of workplaces and new ways for boosting productivity are needed. The increasing popularity of keeping fit and the growing interest in health and well-being are positive trends. Against this background, it could be assumed that the time is ripe for efforts to improve working life. On the other hand, we might be faced with workplaces that are tired of constant changes and non-receptive to new ideas. The financial benefits of investments in workplace well-being are so evident that at least the company bottom line speaks in favour of the development of working life, workplace well-being in particular.

On the basis of the projects completed at Lahti UAS, we can say that small companies in particular are interested in participating in development networks. The more concrete the activities, the better they are for small enterprises. The role of Lahti UAS is to ensure that the results of the development activities are will be disseminated in larger scale. This can be done by modelling the activities and by ensuring that those activities are open and easy to share. In the future, changes in the labour market and working life will retain their current, rapid pace. An interesting question is how well the models for the development of well-being at work, leadership, or generation of new processes and services function in working life that is undergoing such rapid changes.

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Wellbeing and regenerative growth is one of the strategic focus areas of Lahti University of Applied Sciences (Lahti UAS). This publication, Lahti University of Applied Sciences – Exploring Wellbeing together, consists of 12 articles addressing the various themes of wellbeing from different angles. This publication aims at presenting various acts of Wellbeing, which have been carried out in collaboration with the wellbeing experts and students of Lahti UAS and other stakeholders. The themes that emerge from this publication include the wellbeing of students, the impact of exercise, nature, and physical environment on wellbeing, matters related to wellbeing at work and its management, and learning through entrepreneurial activities in the field of wellbeing.

LAMK

Lahden ammattikorkeakoulu
Lahti University of Applied Sciences



Leverage from
the EU
2007–2013



European Union
European Regional Development Fund

The publication serie of Lahti University of Applied Sciences
ISSN 2342-7493
ISBN 978-951-827-237-6