

# LEVÓN

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Newsletter of Levón Institute

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## It Is Never Too Late

**In October 2006 the European Commission** published a paper focusing on Adult learning: -It is never too late to learn. This Communication calls all EU states to promote adult learning in Europe. "Education and training are critical factors for achieving the Lisbon's strategy objectives of raising economic growth, competitiveness and social inclusion", as it is said in the Commission paper. Adult learning is a vital component of lifelong learning, which the Commission stressed earlier through the Communication "Making a European Area of Lifelong Learning a Reality (2001).

**The Commission is also proposing to** launch an Action Plan on Adult Learning in 2007(See Communication from the Commission –Adult learning: It is never too late to learn, Brussels, 23.10.2006, COM (2006) 614 final.) considering the following five key challenges in adult learning:

1. Lift the barriers to participation
2. Ensure the quality of adult learning
3. Recognize and validate learning outcomes
4. Invest in the ageing population and migrants
5. Be in a position to measure progress

The role of Universities and University Continuing Education Centers are very important in this context. Levón -institute at University of Vaasa has annually some 2000 adult students in its Open University courses and another 2000 participants in different Continuing Education courses and programmes. We also have special activities under the title "Senior Citizens University", where the oldest participants might be even over 80 years old. It is never too late!

**University – industry cooperation** has been the focus of discussions for years. This partnership benefits both partners. Universities can expect economic, social and other benefits. Economic benefits include for instance: financial support for educational programmes, research

programmes, facilities and equipment. Social benefits include for instance: application of new knowledge to the practical needs of society, knowledge diffusion. Other benefits include for instance: Job placements and opportunity to recruit faculty and staff, increased institutional prestige. (See: George W. Prigge: University – industry partnerships: what do they mean to universities? Industry & Higher Education, June 2005). Even though there are some barriers and potential risks in this



Kuva:Merja Kokko

cooperation, the common conclusion is that this is what we should have more and more.

**The strategy of the Levón Institute** is oriented towards being an important actor in university – industry cooperation in its own core competence fields regionally, nationally and even internationally. We hope that this newsletter telling about our resources and activities will wake interest towards new cooperation possibilities. It is never too late to start!

**Jouko Havunen**  
Director

**LEVÓN** is the newsletter of Levón Institute. Levón Institute is the centre for continuing education and research at the university of Vaasa. **Publisher:** Levón Institute **Address:** P.O. Box 700, 65101 Vaasa, Finland **Editor-in-chief:** Anne Sved **Editorial staff:** Ana-Maria Ciotlos **Phone:** +358 6 324 8111 (Operator) **Telefax:** +358 6 324 8350 **Email:** anne.sved@uwasa.fi **Internet:** http://www.uwasa.fi/levon **ISSN:** 1459-045X **Circulation:** 3000 **Printer:** Fram, Vaasa **Paper:** Munken Pure (inside 120 g, cover 170 g) **Photo on the cover:** Merja Kokko. The statue "Inhimilli" by Kari Huhtamo is placed in front of the building where Levón Institute is located. **LEVÓN** is published four times a year. Next issue is published in March 2007. Comments, subscriptions and new addresses are asked to be addressed to the editor.

## Improving Productivity Is a Human Phenomenon

**Finnish industry is facing drastic changes.** As the world is getting smaller many Finnish companies are starting their operative activities or have already established themselves in Asia. We here in Finland cannot continue to ignore the effects of this development. We have to tackle them if we want to succeed. We must rethink certain issues like why we need to improve our productivity and especially how to do it.

Within certain industries it has been inevitable to improve productivity because of the fall of sales prices in order to keep the competitiveness sustainable in Finland. The markets and the customer behaviour trends are changing. Thus, future competitiveness and growth requires a sound attitude, innovativeness and the co-operation of all the personnel.

**Changes are challenging us** to create new approaches, where flexibility and innovations have a far bigger role than today. The basic list of areas where we can focus on is quite traditional: strategic choices, effective-ness, effective usage of working hours, human resources, incentives and feedback, rewarding, and managing/leading knowledge. All of them need humans.

**The ways of managing the change** varies. Nevertheless there are still some common features that are to be developed. The entire personnel have to be involved. People need infused in them the sense of making change happen, not only receiving changes. Every person must realise that his and her place is a place where the result is completed.



**Thus, if we are to guarantee** our competitiveness, we must take care of and develop further the competences in our companies. We have to focus on suitable leadership for the right kind of culture where innovation is valued. Therefore we need to focus on those who are making this possible – people.

The basis for increasing productivity is basically a human phenomenon, because you cannot create the improvement without people. It requires not only organisational changes but also changes in behaviour, our ways of thinking and our ways of achieving things.

**Kai Paajaste**  
Manager, Human Resources  
Enics Finland Oy

Enics Finland is running two TYKES projects  
in cooperation with Levón Institute.

Reflections

[www.uwasa.fi/levon](http://www.uwasa.fi/levon)

# Language Immersion – Functional Language Learning

**Language immersion teaching** in kindergarten and schools is one of the key areas of interest in Levón Institute. One could state that in their work, Language Immersion teachers face more challenges than language teachers in standard programmes, because of their double role: they are not only teachers of language, but also of the subject content.

**Thus, on the national level,** Levón Institute in cooperation with the Centre for Immersion and Multilingualism strive to develop both short and long term programmes for the

education of the Language Immersion Teachers in schools and kindergartens.

**The educational modules combine** latest theory and most recent research results with hands-on working methods and a strong practical approach introduced by experienced teachers in the field. The continuing education modules delivered by Levón Institute are planned to respond to a wide range of teaching challenges. Both new and experienced teachers can benefit from the latest theories concerning this domain.

## Language Immersion

- Language Immersion is an optional teaching method for those pupils who have the regions' majority language as their first language
- The aim of the teaching programme is for the pupils to achieve functional proficiency in their second language (as well as other languages), while at the same time the pupil's first language is developed
- The immersion programme complies with the national curriculum

- The language skills are obtained by using the language in meaningful communication situations
- The Immersion Teachers apply the principle: one person, one language
- In the beginning of the programme, the language of instruction is the immersion language. Gradually the amount of subjects taught in the first language and first language instruction grow.

## EU – Latin America Mobility Programme: a Shared Passion Can Bring Two Continents Closer

**A passion towards language learning** and teaching, multilingualism and cultural diversity sometimes creates networks strong enough to launch projects which can even bring closer two continents! This is the case for Levón Institute and its' university partners in Europe and Latin America engaged in the project Multilingualism and Cultural Diversity in Education 2005-2007.

**Sharing knowledge and expertise** is one of the core concepts of the project. The Levón Institute and its' partners understood the necessity of this concept to be put to practice, and the mobility programme for students and researchers working and studying in the field of

multilingualism and language acquisition was launched. The two year project is funded by the European Commission through the ALFA II mobility programme.

**The interaction between students and researchers** from other ends of the world as well as the exchanges that have been realized so far indicate, that the project will be a success. The project brings with it long-term results in understanding more of multilingual and multicultural environments. Indeed, working with multilingualism and cross-cultural issues can prove to be a way to learn more about your own culture!

**Ana-Maria Ciotlos**

## Partner network

**European partner universities:**  
University of Vaasa / Finland  
University of Helsinki / Finland  
Stockholm University / Sweden  
Radboud University Nijmegen / the Netherlands

**Latin American partner universities:**  
Universidad de Cauca / Colombia  
Universidad Mayor de San Simon / Bolivia  
Universidad Rafael Landivar / Guatemala  
Universidad de las Regiones Autónomas de la Costa Caribe de Nicaragüense / Nicaragua

## Leadership as a Challenge

**Systems and technologies are the easy part of management. But what about human beings and a group of people? They are very challenging for the manager. Development in technology, systems and processes today is so rapid and so unpredictable that if it is only the top management of a company who are responsible for the innovations and development, the company is doomed.**

**On the global markets there are** no one-man or few-men-shows any more. In a successful company questions like: "How to create change?" and "How to improve things?" should be asked by everyone, all the time, over and over again. How to create such an atmosphere, systems and processes?

**In order to respond to** ongoing management needs emerging from concrete business activities, the Levón Institute proposes several permanent programs: MBA, Executive Development Programme and Management Programme for first level employees. These programs provide excellent solutions; solutions right to the managerial needs. Managers taking part in these programs no longer act just as observers. The passive and commonly distant theoretical knowledge acquisition process, which is often a case in numerous management programmes, is effectively extended in Levón Institute by emphasizing innovation and ability to take controlled risks.

**Unquestionably, the role required** of managers is an extremely active one. They are called upon engaging and challenging themselves both as trainers, coaches and – in the same time – as active learners. Thus, the latest management knowledge is brought up on discussion, shared and even more: challenged. According to **Ms. Helena Eteläaho** (training manager for management projects), "learning is no longer about pieces of information and a file of facts. Learning is a change of attitude: you will see the world from a different point of view."

**Based on the excellent feed-back** coming from the partner companies, the managers taking part in the above mentioned programmes, and from the permanent research developed by the institute, Levón Institute set up a new programme meant to meet the specific needs of the foreman training. During the course of MBA programmes the staff at Levón Institute noticed more than once that



Photo: Ana-Maria Ciotlos

Training manager Helena Eteläaho emphasizes that the most important outcome of learning is a change of attitude.

managers taking part in the programme faced themselves with the difficulty of forwarding their new knowledge to their first level employees. The managers and their employees (the foremen) did not understand each other because the foremen's standpoint was more practically oriented whereas the managers are more used to communicating through managerial terms and theories. Often that leads towards less successful ways in the process of implementing change. Therefore, the creation of the Management Programme for foremen ("Lähi-esimies") has proved to be extremely popular. Throughout its modules the programme enables the foremen to acquire and develop a broader image of the managerial and change process. The programme introduces the foremen to the managerial concepts in a practical way, where the point of view is not on the strategic level but on the operational one. In this way it ensures continuity and enables communication between hierarchical levels all along the change implementation process.

**Ana-Maria Ciotlos**

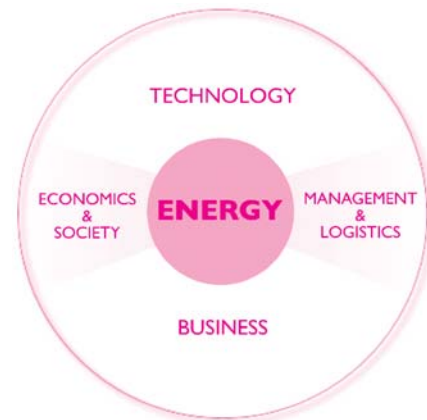
# Vaasa Energy Institute Strives to Become an International Player

Energy has been a hit for Levón Institute during the last few years. It started as one project that has become a programme, the theme of great importance both academically and practically. By this “snow ball” effect Levón Institute has also become one of the key players in the newly established Vaasa Energy Institute.

The Vaasa Energy Institute (VEI) is a coalition formed by three educational institutions at Vaasa region – University of Vaasa, Finnish Polytechnic, and Swedish Polytechnic. Besides Levón Institute the other main actors inside the university are VaasaEMG (Energy Marketing Group) and the Technical Faculty. VaasaEMG is one of the very few university-based research groups specialising in energy utilities marketing to end customers and a well known expert of consumer behaviour and psychology relating to energy marketing. The technical faculty for one’s part has the right to give academic degrees in technology.

The purpose of VEI is to promote and co-ordinate energy-related research, development and education. These objectives are facilitated especially by combining technological, market-oriented and business-focused fields of know-how. Most importantly, the focus of VEI’s activities is especially on renewable energy sector. The focus areas include technologies, market intelligence, business models and strategies’ development at organisation, network, and regional levels, all oriented especially towards the use of renewable sources of energy.

Vaasa Energy Institute offers a wide variety of research, consulting, and educational services for the energy sector both at a domestic and international level. The institute has a unique combination of both technical and business expertise. The latter is based on a well established and

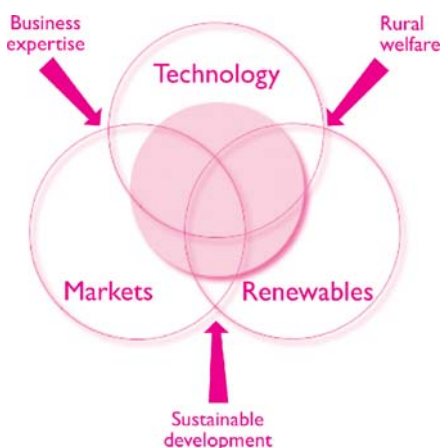


internationally acknowledged expertise of energy markets. In energy technology the focus is on power systems including the related applications of ICT and automation technology.

VEI promotes sustainable development in the energy sector, especially efficient and competitive energy markets and the wider application of renewable energy sources. According to its main objective, during the following five years the Vaasa Energy Institute will become a key partner for local, domestic and international actors in the energy sector. At the same time VEI will become a wanted partner in EU level projects.

Vaasa is known for its energy expertise and large globally known industries, like ABB, Wärtsilä and Vacon, which together with the Technology Centre Merinova, University of Vaasa and the two polytechnics form the energy cluster in Vaasa. The city of Vaasa is known world wide for its energy technology skills and makes the city attractive for highly educated people, working labour, students etc. Vaasa Energy Institute which Levón Institute are active partners in this consortium.

Pekka Peura



## Evaluation Unit at Your Service

**The long extent in time and the variety of the projects engaged by the evaluation unit both at a national and international scale, recommend the Levón Institute as a strongly experienced player in the field of education. Since its beginnings in 1995, the evaluation unit has successfully completed more than 12 programme level evaluations, 30 project evaluations and 10 process evaluations.**

Nevertheless the numbers are not the only impressive thing for the evaluation process set in by Levón Institute. Lead by **Mr. Arttu Vainio** and his strong key principle, "evaluation seeks to develop and not to judge" the research team of Levón Institute constantly challenges itself by the diversity of the evaluation projects and of their different targets and substances. Although using similar methods of evaluation, the unit is permanently faced with new knowledge and a continuous learning process on a large variety of fields. New knowledge is being constantly brought in by means of a close work with experts on the particular field of the project under evaluation. Flexibility, challenges, expertise and a young team are the key elements for the evaluation unit in Levón Institute.

**This is also the case for Mr. Lasse Löytty**, an enthusiastic research assistant in Levon institute who despite his young age has developed a strong and broad expertise in the evaluation process. In the following lines you can discover his personal and professional experience on a personal level.

*By taking part in this field of work have you had some benefits on a personal level?*

My work gives me a great work experience which is very useful and challenging. You always learn something new from different projects.

*What motivates you to play an active part in the evaluation unit?*

We work as a team. The work itself is so creative that you always enjoy your work also on an individual

level. I like to work with deadlines. It is very stimulating to have a certain date in near future when the current evaluation has to be finished and sent to the customer. Also it is always nice to get good feedback from the evaluations we have done.

*So far you have encountered many challenges during your work activities... Which one do you consider to be the major one?*

It is impossible to list only one. Evaluations are usually challenging. Some evaluation projects have to be made in a relatively short period of time and with low costs. That means that you have to use prioritization and that the evaluation project needs to be designed very carefully.

Then, in general, no evaluation is like another. The evaluations I have worked with have been very different each time. It is totally different to evaluate single projects if you compare them with programme-level evaluations. On the other hand, some programs are national, others are funded by EU's development funds and have other participating countries.

The ethical part of the evaluation is challenging, too. For example when you are interviewing people you have to be confidential towards the interviewee. You also have to be truthful and objective in the evaluation work.

**Ana-Maria Ciotlos**

### Some Levón Institute's Evaluations 2006 (written in Finnish)

Mäntylä – Juntunen – Leinamo – Nevalainen – Ponnikas – Sillanpää – Tiainen – Vainio – Ålander: Evaluation of drafts for local and regional rural development programmes 2007–2013. Levón Institute's own publication series. 4/2006.

Löytty – Vainio: Evaluation of WFA-INNO -programme. Levón Institute's own publication series 8/2006.

Mäntylä: Evaluation of "Communicative skills up to date" -project. Levón Institute's own publication series 1/2006.

Mäntylä – Juntunen – Ponnikas – Pykkänen: The 2005 mid-term evaluation of the Finnish LEADER+ Programme. Ministry of Agriculture and Forestry (in printing press).

Sved – Vainio: Evaluation of Learning Suupohja -education module. Levón Institute's own publication series. 3/2006.

Vainio – Löytty – Mäntylä: Evaluation of 2001–2002 completed RCP-projects. Rural Policy Committee's publication 4/2006.

# Corporate Social Responsibility from the Stakeholders'<sup>1</sup> Point of View

**Many argue that corporate** social responsibility (CSR) is, or at least it should be, a competitive way to improve business. For example the European Union sees CSR as a strategic plan to increase the potential of European companies to compete with companies from other parts of the world:

*“Voluntary business initiatives, in the form of corporate social responsibility (CSR) practices, can play a key role in contributing to sustainable development while enhancing Europe’s innovative potential and competitiveness.”* (European Commission, Working Together for Growth and Jobs – A New Start for the Lisbon Strategy, February 2005).

**However, for the European SME’s** the causality between CSR efforts and competitiveness is not always so obvious. It is somehow against the nature of SME’s to make philanthropical efforts that never pay back. According to the PROMESOR<sup>2</sup> study, more than 80 % of the companies expect the CSR to pay back in a way or another. (Either by decreasing product cost per unit, or by adding value to products, and especially by improving company image in general.) But what should SME’s do to gain something from their CSR investments? One could say that it depends on the company’s CSR strategy. On the basis of the results of the PROMESOR research, three strategic levels can be suggested:

## 1. The legal aspect level

At the first level the company takes care of its legal obligations, here e.g. paying taxes and salaries, abiding by the environmental laws, and not exploiting children as labor force. The company’s management and owners do not necessarily have an interest in taking voluntary initiatives (beyond legal obligations) towards CSR. Informing stakeholders about the taken legal actions does not improve the company’s image because they are taken for granted. The pay back strategy is to avoid environmental, human or economical violations.

## 2. The social capital level

At the second level the company’s focus is on its social capital. The aim is to improve the employees’ well being and thereby increase their working motivation and innovative capacity. Some companies see this as an internal business and do not see any value in informing the stakeholders about their initiatives. But in fact, positive information could affect the company’s reputation which could be crucial for recruiting skillful workers. The payback strategy is to add value to the product, decrease production cost and improve product quality. Examples of CSR taglines in the PROMESOR study are: “In our case it is a question of internal social responsibility”, “... it (CSR) brings a better working environment even if it means a higher cost”.

## 3. The image improving level

The company makes social and environmental efforts with a clear aim to improve its image. Cause-related marketing is a typical example of such efforts. At the image improving level it is very important to inform the stakeholders about the undertaken CSR efforts. The payback strategy is obviously to add value to the product and improve the company’s image. Examples of CSR taglines are: “To create a return of image for the company”, “Because it could enhance my customers’ perception of the company, and the quality of it in all aspects”.

**Most of the companies participating** in the study find it very important to inform the stakeholders about their CSR activities. Nevertheless, many of them did not actually find a good reason for a CSR engagement (table 1). Even though a company has a clear vision to improve its image, CSR communication is still a delicate business: “ethics communication (such as CSR) is a tightrope walk between obvious ethical behavior that does not have any communication value and would be trivial to point out and extraordinary ethical behavior, which raises the firm’s credibility above the competition”<sup>3</sup>.

1 STAKEHOLDERS are those having a share or interest in an enterprise. More clearly, a company’s stakeholders may include shareholders, directors, management, government, employees, and the community.

2 PROMESOR is the name of an international consortium in which the ESF financed Equal Spirit project, coordinated by Levón Institute, is representing Finland. The other members are from Teramo in Italy, Lisbon in Portugal, Valencia and Barcelona in Spain.

3 Schlegelmilch & Pollach, 2005. The Perils and Opportunities of Communicating Corporate Ethics. Journal of Marketing Management.

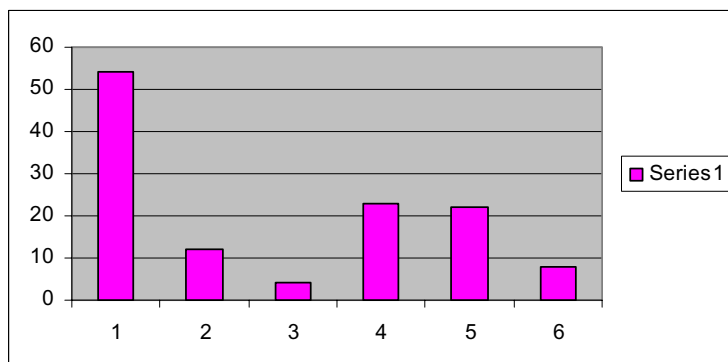


Table 1. The perceived reasons for SME's to engage in CSR. (1=No answer, 2=Don't know, 3=Legal aspects, 4=Social capital, 5=Image, 6=Altruism. N=122)

When company managers were asked to look at the CSR issue from a consumer or customer point of view a great majority of the respondent considered themselves being capable to penalize "socially irresponsible" enterprises. Furthermore, the PROMESOR study, as well as many other studies, indicates that consumers are willing to pay more for a product made by a socially responsible company. But CSR is perhaps not yet a very strong argument for the customers' decision making. An indication of that is

pointed on later on in the questionnaire when the company managers affirm that they very seldom, if ever, got questions from customers regarding environmental or social aspects. It is obvious that attitude and behavior do not match. Despite that, it is quite clear that this kind of questions will be more frequently asked in the future.

Mikael Alaviitala



**VAASAN YLIOPISTO**  
AVOIN YLIOPISTO

*Katso tästä keväällä 2007 Vaasassa alkavat opintokokonaisuudet ja esimerkkejä tarjoamistamme erillisjaksosta!*

**OPINTOKOKONAISUUDET:**

- Laskentatoimi, perusopinnot 16 ov
- Markkinointi, perusopinnot 15 ov
- Sosiaali- ja terveyshallinto, aineopinnot 36 op

**ERILLISJAKSOT:**

**Aluetiede:**

- Matkailun perusteet ja tutkimus 5 ov

**Automaatiotekniikka:**

- Fysiologinen psykologia 5 op

**Englanti:**

- Yhteiskunta ja valtio 3 op

**Fysiikka:**

- Energiatekniikan fysikaaliset perusteet 5 op

**Italia:**

- Italian kielen peruskurssi 5 op

**Johtaminen:**

- Asiantuntija- ja palveluorganisaation johtaminen 3 ov
- Henkilöstöjohtaminen (osittain VO) 5 ov
- Henkilöstön kehittäm. ja hyvinvointi 3 ov
- Itsetuntemuksesta voimaa työssä jakamiseen (VA) 2 ov
- Johtajuuden ja tiimityöskentelyn kehittäminen (VA) 2 ov
- Organisaation kehittäminen 5 ov
- Työmotivaatio ja palkitseminen 3 ov

- Yrityksen visionäärinen joht. (VO) 3 ov

**Julkisjohtaminen:**

- Arvoilla hyvään hallintoon 4 op (VA)
- Johtamishaasteet julkisella sektorilla 4op
- Julkisen ja yksit. sektorin kumppanuus 6 op
- Julkisoht. taloudellinen perusta 6 op

**Julkisoikeus:**

- Kunnallisoikeus 5 op

**Kulttuuriväläinen viestintä:**

- Johdatus kulttuuriväliseen viestintään ja kulttuurintutkimukseen 5 op

**Laskentatoimi ja rahoitus:**

- Rahoituksen perusteet 5 ov
- Tilintarkastuksen perusteet 5 op
- Yrityksen tulossuunnittelu ja tilinpäät. 3 ov

**Matematiikka ja tilastotiede:**

- Talousmatematiikan perusteet 5 op

**Markkinointi:**

- Doing Business in China 5 op
- Yrityksen ostotoiminta 5 op

**Ranska:**

- Suullinen ja kirjallinen viestintä I-II 5 op

**Ruotsi:**

- Laskentatoimen ruotsi 4 op (VO)
- Ruotsin kielen peruskurssi hallintotieteilijöille 5 op
- Ruotsin kielen peruskurssi kauppatieteilijöille 5 op

**Saksa:**

- Saksan alkeiskurssi 6 op
- Tekstin ymmärtäminen 2 op (osittain VO)

**Sähkötekniikka:**

- Energiantuotanto 5 op
- Piirianalyysi I A 3 op

**Talousoikeus:**

- Elinkeinoverotus 5 op
- Kansainvälinen kauppaoikeus 5 op
- Markkinaoikeus 5 op
- Organisaatio-oikeus 5op
- Rahoitusoikeus 5 op
- Vero-oikeus 5 op

**Tuotantotalous:**

- Kestävä kehitys, peruskurssi 5 op
- Tuotantotal. erityiskysymyksiä 5 op (VA)

**Venäjä:**

- Venäjän kielen alkeiskurssi 6 op

**Viestintätieteet:**

- Johdatus www-julkaisemiseen 5 op (VO)
- Semiotikka ja mediat 3 op (VO)
- Terminologisen tutkimuksen per. 3 op (VO)

**Äidinkieli (suomi):**

- Suullinen viestintä 2 op

**Ilmoittaudu opintoihin  
2.1. klo 9.00 alkaen  
osoitteessa [www.uwasa.fi/avoin/](http://www.uwasa.fi/avoin/)**

**[www.uwasa.fi/avoin/](http://www.uwasa.fi/avoin/) | opiskelijapalvelu puh. (06) 324 8457 | opinto-ohjaus puh. (06) 324 8585 | s-posti: avoinyo@uwasa.fi**

## The Role of University Continuing Education in Developing a Learning Region in Finland

**In 2001, The Ministry of the Interior launched the Finnish Regional Centre Development Programme (RCP). The aim of this programme is to develop a network of Regional Centres in all 34 regions/ provinces of Finland and it will last until 2006. The RCP is based on the particular strengths, expertise and specialization in each urban region.**

Suupohja in Western Finland, is one of the regions where the programme operates. It is based around the town of Kauhajoki and includes four surrounding municipalities with some 30,000 inhabitants. The main industries within the RCP programme are the logistic systems industry (e.g. the manufacture of equipment for handling materials, and the design of automation systems in production and packaging), the food industry and the furniture industry. Each industry is being developed by a special thematic group having coordinators as a resource.

A special Learning Region called 'Learning Suupohja' theme forms a shared resource for each of the key industries, while the region has a low standard of education. The aim of the 'Learning Suupohja' theme is to improve the knowledge capital of the region, to facilitate the access of the inhabitants to lifelong learning, and to improve local professional competence. Levón Institute was selected as the coordinating organization for 'Learning Suupohja'.

### The Learning Suupohja Framework

Levón Institute has used the concept 'Learning region - Learning organisations - Learning individuals' as a framework for activities within the theme. Activities focus on improvement at all three levels. Regional level activities seek to develop an infrastructure for learning, as well as organising seminars and courses for regional decision makers. Organizational level activities can be either general continuing education courses/ programmes or tailor-made 'in-company' courses/ programmes connected with the firms' human resource (HR) policies. Individual level activities are Open University courses or general continuing education courses or programmes.

Even though the above improvement is done separately at each level, these levels are interlinked. While working with individuals, the knowledge capacity of organizations and their competitiveness is strengthened. Similarly, when working with organizations, the knowledge capacity of the region and its competitiveness is strengthened.

### The Corporate University

Within organizations' and individuals' activities, a special sub-project called 'The Corporate University' was created. Corporate University includes possibilities for Open University courses, tailor-made in-company courses, programmes of general business development, and

professional development courses organized by the University of Vaasa, or by the University of Vaasa in co-operation with other higher education institutions. Under Corporate University there are experiments on the possibilities for linking informal learning to formal degree learning. The goal is to improve the attractiveness of the region, and to improve the knowledge and skills of organisations and individuals. This goal is linked to the overall project goals of the RCP in the region of Suupohja.

So far, the project has organized tailor-made courses and programmes in the fields of leadership, accounting and finance, languages, marketing skills, etc. The organisations have used courses from the Open University Programme. At organisational level, it is important to coordinate activities in such a way that they meet the needs of key industries in the region (i.e. the logistics industry, food industry and furniture industry).

Jouko Havunen

### Key Findings

- It is vitally important that the University can be part of the organizational structure of the RCP.
- In a project of this size and duration, it is recommended to have some kind of framework for one's goals and activities. In our case, it is the RCP programme where we launched the concept of a Learning Region.
- The third role of the University can be integrated into regional development strategies through its continuing education centre.
- It is important to carry out a feasibility study, which will include the region's educational strategies and training needs, before commencing continuing education activities.
- It is vitally important that the University goes 'off campus' and closer to the customers, as contacts are created mainly by visiting customers and their organizations.
- Organizations and individuals are both interested in combining professional continuing education with degree studies. The problem here rests with the university itself. This means that the project (through the Levón Institute) must cooperate closely with faculties to promote the idea of informal and formal learning.
- There is a fear that the university as a partner will take too theoretical an approach, especially for small and medium-sized businesses.
- There is a need to increase virtual learning opportunities and the universities see this as a challenge for the future.
- The Levón Institute has benefited from the RCP Programme – e.g. in planning new training products and services, in customer care strategies, and in promoting the role of the university as a partner in regional development.
- In the future it will be important to integrate research into the project. The focus of research should be to study the development of the Suupohja Region as a learning region.



Íslvón-instituutti kiittää kuluneen vuoden yhteistyöstä ja toivottaa kaikille Rauhallista Joulua ja Menestyksenkästä Uutta Vuotta 2007!



Íslvón-institutet tackar för ett gott samarbete under det gångna året och önskar alla en Fridfull Jul och Framgångsrikt Nytt År 2007!

Íslvón Institute wants to thank You all for Your kind cooperation during the past year and wishes You a Peaceful Christmas and a Successful New Year 2007!



## Large Enterprises Do Not Experience “the China Phenomenon” as a Threat

Finnish manufacturing is moving over from Europe to Asia. Technology industry enterprises grow, but the growth is not happening in their home country but mainly abroad, especially in the Far East. This “China Phenomenon” was discussed in Friday 10th of November in a seminar “Ne jyrää meitin! The China Phenomenon - a Threat or an Unused opportunity?” that ended this autumn’s Newspaper University. The seminar dealt with whether the China Phenomenon is solely a threat for the Finnish economy or whether there are some positive aspects to it too.

The Open University of the University of Vaasa, the newspaper Pohjalainen and the Department of Production in the University of Vaasa arranged the seminar in co-operation. The seminar diversified and deepened Newspaper University’s articles written by the Department of Production’s experts and published in Pohjalainen. There were four business experts as seminar introducers: **Juha Kytölä**, the CEO of Wärtsilä Finland Oy, Senior President **Kalle Huittinen** from ABB Distribution Automation, Economist **Jukka Palokangas** from Technology Industries of Finland and Professor **Tauno Kekäle** from the Department of Production.

Public opinion about the phenomenon is negative especially because of the threat it creates over Finnish economy. According to economist Jukka Palokangas the strongest world economy boom is over for the present and global structural change means bigger

challenges for Finnish enterprises operating in their home country.

However the experiences of the China Phenomenon have been quite good for Wärtsilä and ABB and the phenomenon creates new opportunities for them. Professor Tauno Kekäle remarked in the seminar that for example electronics industry has room almost endlessly to operate in the Chinese market compared to Finnish or European markets.

According to Jukka Palokangas Finnish competitiveness can be improved for example by adding resources to developing the educational system and research. – The Finnish position as an investment focus diminishes because of labour’s high taxation and the inflexibility of labour market and salary formation. Now when the economic situation is still good, these things ought to be fixed, says Palokangas. Other means to survive the China Phenomenon are for example investing in improving personnel’s know-how. The enterprises should also start changing from technology experts into problem solvers.

The articles published in the Newspaper University and the abstracts of the seminar introductions will be published later as an Open University publication.

Reeta Eskola

## Toimintakalenteri 1.12.-31.3.2007

<b>ARVIOINTITUTKIMUKSET</b>	<b>AIKA</b>	<b>YHTEYSHENKILÖ</b>
Etelä-Karjalan tavoite 2 -ohjelman vaikuttavuuden arviointi	12/2006-3/2007	Vainio & Mäntylä
Selvitys yritysten kansainvälistymisvalmiuksien kehittämisestä ESR-hankeiden avulla EteläPohjanmaalla	11/2006-8/2007	Mäntylä, Vainio & Löytty
Sosiaalinen pääoma pienten ja keskiurten yritysten voimavarana (Equal) arviointi	2005-2007	Kimmo Riusala
Sosiaalinen pääoma pienten ja keskiurten yritysten voimavarana (Equal) kansainvälisen yhteistyön arviointi	2005-2007	Kimmo Riusala
Tutkimusohjelma kansainvälisten yritysten osaamisen ja tiedon siirtämisen kehittämisestä	2006-2007	Kimmo Riusala
<b>AVOIN YLIOPISTO</b>	<b>AIKA</b>	<b>YHTEYSHENKILÖ</b>
ALKU II - Avoimen yliopiston liiketaloudellinen koulutus Kuusiokunnissa	2005-2007	Mäntylä & Varjo
ALKU II -hankkeen päätösesseminaari, Ähtäri	11.5.2007	Mäntylä & Varjo
Avoim yliopisto		Outi Järvi
Ikäihmisten yliopisto		Hakala & Jokitalo
<b>ENERGIA JA YMPÄRISTÖ</b>	<b>AIKA</b>	<b>YHTEYSHENKILÖ</b>
Energiaomavaraisuusasteen kohottaminen Pohjanmaalla	2006-2007	Timo Hyttinen
Kilpailuetua ympäristö- ja yhteiskuntavastuusta	2005-2007	Pekka Peura
Vaasan energiainstituutti	2006-	Pekka Peura
Energia-alan täydennyskoulutusohjelma	2006-	Pekka Peura
<b>JOHTAMINEN JA ORGANISAATIOIDEN KEHITTÄMINEN</b>	<b>AIKA</b>	<b>YHTEYSHENKILÖ</b>
Asiantuntijaklubit - Expertklubbar	2005-	Mikael Hallböck
Corporate University - yritys yliopistopilotti	2002-2007	Reijo Tuovinen
Esimies osaamisen johtajana -arviointityökalu	jatkuvaa	Eteläho & Stig
Innovaatiot ja edelläkävijyystiimi/Suupohja	2006-2007	Petri Helo
International Chydenius MBA	2004-2007	Helena Eteläaho
Johtajana kasvaminen (JOKA) 20	2006-2007	Anne Stig
JOKA 20-vuotisjuhlaseminaari	25.5.2007	Anne Stig
Joustava ja proaktiivinen Enics Vaasa Oy - työyhteisön kehittämishanke	2005-2008	Anne Stig
MBA	2006-2008	Helena Eteläaho
Kauhajoen seudun aluekeskusohjelma	2007-	Mari Kempas
Sopimusoikeuskoulutus (Equal)	2006-2007	Hannu Mitts
Sosiaalisen pääoman mittariston ja OBS:n kehittäminen	2005-2007	Mikael Alaviitala
Sosiaalinen pääoma pienten ja keskiurten yritysten voimavarana	2005-2007	Reetta Kungsbacka
Sukupolvenvaihdosohjelma Lapin pk-yrityksissä V-VII	2004-2007	Jouko Havunen
Tiimitoiminnalla tulokuntoon Enics Lohja -työyhteisön kehittämishanke	2006-2008	Anne Stig
Toimintajärjestelmäkoordinaattori -koulutus	2006-2007	Hannu Mitts
Tuloksellinen johtoryhmä- ja hallitustyöskentely	2006-	Mitts & Eteläaho
Unit Management 4 -johtamiskoulutusohjelma, Seinäjoen koulutus kuntayhtymä	2006-2007	Anne Stig
Uusi julkisjohtaminen -julkisorganisaation johdon erikoistumisohjelma	2007-	Helena Eteläaho
Vaasan alueterveys -kehittämishankkeen	2006-2007	Jukka Peltoniemi
VM-Carpet Oy perusanalyysi	2006	Helena Eteläaho
Yrittäjyyskasvatus elämään	2006-2007	Anne Sved
Yrittäjyyskasvatustiimi/Suupohja	2006-2007	Kari Ristimäki
<b>KANSAINVÄLISET HANKKEET</b>	<b>AIKA</b>	<b>YHTEYSHENKILÖ</b>
ALFA II - verkosto: Multilingualism and Cultural Diversity in Education	2005-2007	Hanna Turpeinen
ASPIRE- Achieving Energy Sustainability in Peripheral Regions of Europe	2006-	Pekka Peura
Development of Finnish as a Foreign Language Education in the Republic of Karelia	2005-2007	Hanna Turpeinen
EULLearn - Socrates Programme	2003-2006	Outi Järvi
TrainSME	2004-2007	Arttu Vainio
UniZon Kvarken - Merenkurkun alueen korkeakoulujen yhteistyö	2001-2006	Mikael Hallböck
Yritysten sukupolvenvaihdokset -Leonardo -ohjelma Suomi-Turkki	2006-2007	Jouko Havunen
<b>MAASEUDUN KEHITTÄMINEN</b>	<b>AIKA</b>	<b>YHTEYSHENKILÖ</b>
Pro Palvelusopimus	12/2006-12/2007	Lindqvist & Koski
Sopimuksellisuus-Info	5/2006-9/2007	Lindqvist & Koski
<b>MONIKIELISYYS JA VIESTINTÄ</b>	<b>AIKA</b>	<b>YHTEYSHENKILÖ</b>
Språkutvecklande undervisning i språkbad - vertyg för läraren i svenskt språkbad	2006	Hanna Turpeinen
Virallisen kääntäjän koe		Hanna Turpeinen
<b>MUUT</b>	<b>AIKA</b>	<b>YHTEYSHENKILÖ</b>
Maakunnallinen aikuiskoulutusstrategia / Keski-Suomi	2006-2007	Hannu Katajamäki
Rahoitus- ja sijoitusinstituutti - RASI		Timo Rothovius
Strategisen yritysjohtamisen laskentatoimen tutkimuskeskus SYLT		Tom Wingren
Pohjalaisen yrittäjyyden nykytila ja tulevaisuus	2006-2007	Olli Wuori
Suomen aluerakenne 2040	2006	Olli Wuori
Vaasan seudun maahanmuuttajakoulutuksen resurssirengas	jatkuvaa	Miia Mäntylä