

Saimaa University of Applied Sciences
Business Administration Lappeenranta
Degree Programme in International Business Management

Mari Tuukkanen

Enhancing Staff Mobility
Case: Saimaa University of Applied Sciences

Master's Thesis 2013

Abstract

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Instructor: Dean Merja Heino, Saimaa University of Applied Sciences

The purpose of this study was to find out how staff mobility might be enhanced in the Saimaa University of Applied Sciences. Staff mobility is seen as important, because internationalisation is emphasised in European and Finnish strategies for higher education institutions. Also, the new funding structure for Finnish universities of applied sciences stresses staff mobility directly, and also via opportunities staff mobility offers.

The theoretical part of this study discusses the theories of strategy process and staff mobility in higher education institutions. The information in the empirical part was gathered by studying strategy material of the case organisation, its agreement with the Ministry of Education and Culture, faculty performance agreements, action plans with Russian partners, and studying the case organisation's statistics on staff mobility. Information was gathered also by interviewing international players in the case organisation.

The results of the study show that there are some good practices in some fields that could be taken into use in all faculties. The study also showed some development issues that could be taken into consideration in the organisation. Based on the findings there is more to achieve from staff mobility than first expected, as staff mobility also enables the promotion of international projects, publications and student mobility.

Keywords: Staff mobility, strategy process, higher education

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1 Introduction

Internationalisation is a topic that has been discussed for quite a long time in higher education. Internationalisation and globalisation require mobility of people and labour, which causes more competition of competent and educated people. A crucial success factor in this worldwide competition is an internationally competitive, high quality education. (ARENE 2007, p. 5.)

Internationalisation in higher education is seen as important in Europe due to the Bologna Process. Goal is to make Europe the most competitive and dynamic knowledge based economy in the world. Also, the aim is to create European Higher Education Area, which would promote Europe as a world education destination (The Bologna Process 2007; The European Higher Education Area). These goals are taken to national levels as well. In Finland the goals for internationalisation of higher education institutions aim to enhance the quality of degree programmes and excellence in education and research, to create genuinely international higher education by staff and student mobility, and increase the number of international degree students and personnel.

Many studies have been done on student exchanges from different points of view, but staff mobility in higher education institutions has not been as attractive a topic to study. However, staff mobility is noted to be an important factor in making education more international, and in encouraging students to mobility. Staff mobility brings connections to higher education institutions, and promotes deeper cooperation beyond regular student and staff exchanges. The importance of teacher and expert mobility will increase in Finland in the future if the planned funding structure for Finnish universities of applied sciences is realized on January 1, 2014. In this plan, one per cent of funding for universities of applied sciences would come from staff exchanges.

The aim of this study is to enhance staff mobility in Saimaa University of Applied

Sciences. Study is done from organisation's international players' point of view.

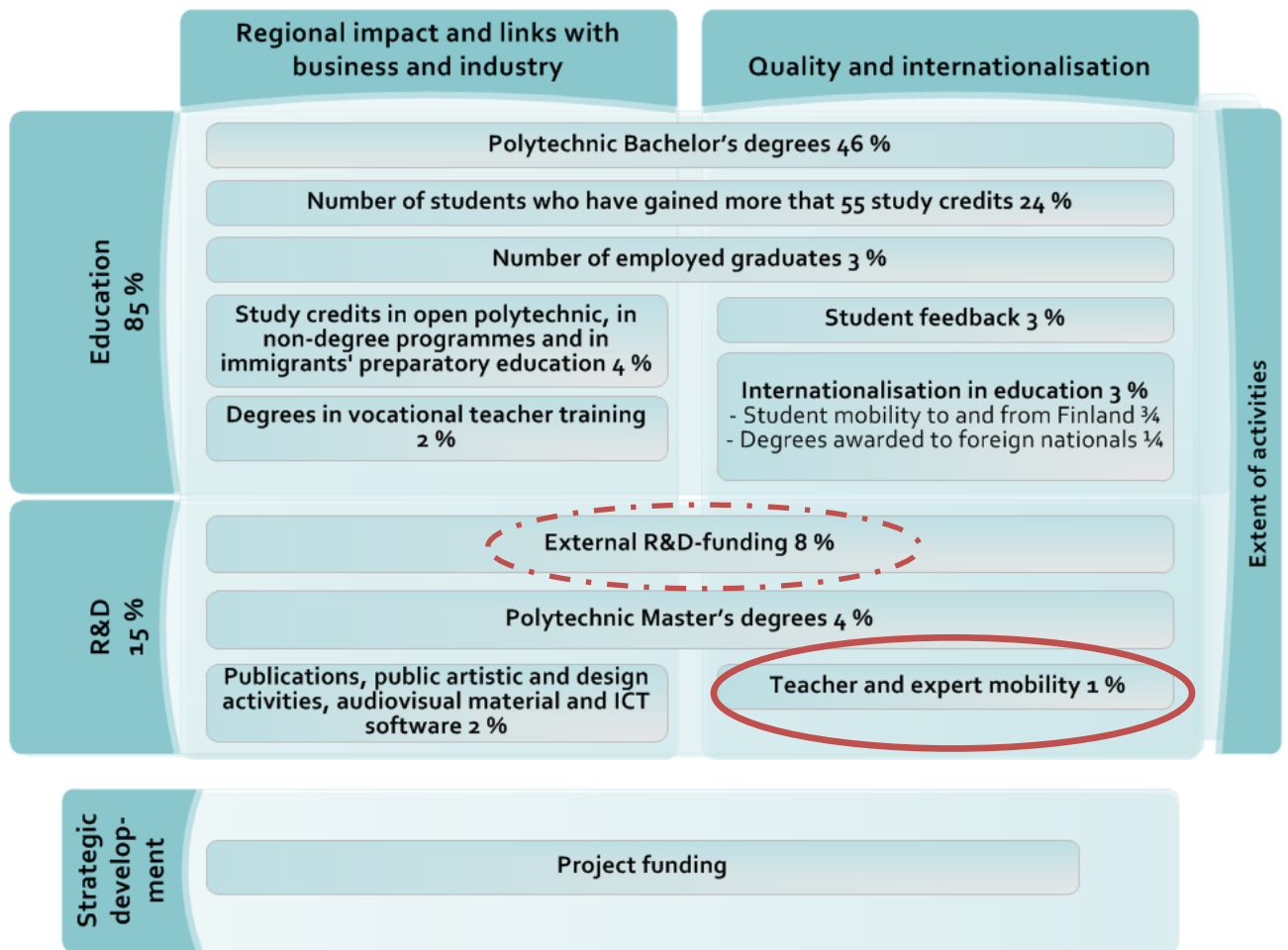


Chart 1. Planned funding structure for Finnish universities of applied sciences from Jan. 1, 2014. (Polytechnics core funding from 2014 (draft))

In Chart 1, the circled box states that one per cent of funding for universities of applied sciences will come from staff mobility in the future. It can be seen that funding is planned to consist of several different aspects. This thesis is concentrated only on staff mobility, and does not include other mobility or other criteria of the new funding structure. Staff mobility is connected, however, also to external funding from research and development operations, which comprises eight per cent of funding granted by Ministry of Education and Culture.

1.1 Objectives and delimitations

European and Finnish internationalisation strategies for higher education emphasise the importance of genuinely international education, meaning that the number of staff mobility should increase, and partnerships should be high quality and have mutually beneficial international research, education and cultural cooperation (Strategy for the Internationalisation of Higher Education Institutions in Finland 2009-2015. Planned funding structure for Finnish universities of applied sciences also emphasises the importance of staff mobility, as it covers one per cent of funding in the future.

The theory explored in this thesis describes an organisation's strategy process and reflects it to the strategy process in the case organisation. This study will take a look at Finnish internationalisation strategy for higher education institutions, and see how it is linked to Saimaa University of Applied Sciences' strategy and practice. In the Saimaa University of Applied Sciences' action plan it is stated that staff mobility is an essential precondition to developing cooperation and to meeting the goals of international activities. That is why it is important to know how staff mobility is utilized, and if possible advantages have been exploited in all faculties. It is important to recognize also possible barriers preventing staff mobility.

Research question

The main research question is:

How can staff mobility be enhanced in Saimaa University of Applied Sciences?

Sub questions are:

1. How has the internationalisation strategy related to staff mobility been implemented in Saimaa University of Applied Sciences?
2. Are there hidden best practices related to staff mobility that could be exploited in other faculties as well?

1.2 Research method

Master's thesis studies can be implemented by using different research methods. Very often research studies are done by using qualitative or

quantitative methods. In qualitative methods the researcher tries to understand the phenomenon and the respondent, and makes generalisations from individuals. In quantitative method the researcher confirms phenomenon from the population and concentrates on facts, and the survey is controlled. In quantitative method the generalization is made from the population. Because of the nature of this subject, the qualitative method was found more suitable for the research question. As this study is concentrated only on one educational institution, it was reasonable to select the case study method.

Case study research is a complete and detailed description of the studied case. Basis is to collect as diverse data as possible and describe the studied case thoroughly. Both qualitative and quantitative aspects can be combined in case study research. Research theory is developed on the basis of theoretical material, and the data is interpreted with the help of research theory (Laine, Bamberg & Jokinen 2007, pp. 9-11 and pp. 34-35).

Case study method is used in many situations to contribute to our knowledge of individual, group, organisational, social, political and related phenomena. The need for case studies arises out of the desire to understand complex social phenomena, as case study method allows researchers to retain the holistic and meaningful characteristics of real-life events, such as organisational and managerial processes. (Yin 2009, pp. 3-4.)

The research will be done by studying strategy materials of the case organisation, the agreement with Ministry of Education and Culture, faculty performance agreements, action plans with Russian partners, and studying case organisation's statistics on staff mobility. The empirical data of this study will be carried out also by individual semi-structured interviews, by survey on strategy process, and by comparing the practices on staff mobility in different faculties of Saimaa University of Applied Sciences. Good practices should be found and be considered for usage in different faculties and in different types of international cooperation within Saimaa University of Applied Sciences.

1.3 Theoretical framework

Theoretical framework of this study consists of strategy process in public administration. It is important to know the strategic process behind operations, and see how strategy should affect goal setting. It is interesting to know how strategy implementation should happen and how monitoring can be done.

Internationalisation strategies for higher education institutions will be studied. It will be researched how European internationalisation strategy can be seen in national internationalisation strategy for higher education institutions, and how national strategy has affected Saimaa University of Applied Sciences' internationalisation strategy.

Theory of staff mobility in higher education institutions, reasons and barriers behind staff mobility, legislations, and international agreements about mobility in higher education institutions have important roles in this study. These agreements and legislations are the basis of mobility in educational institutions, and should be explained and familiarised. This study will go through the strategy for internationalisation of higher education institutions in European and Finnish framework, as well as the goals Saimaa University of Applied Sciences has set and agreed upon with Finnish Ministry of Education.

The sum of this theory will be reflected in empirical part and compared to how things are done in Saimaa University of Applied Sciences.

2 Strategy

Strategy is an essential precondition to exist and survive for an organisation competing for market shares. Organisations must manage in competition, which requires ability to separate from rivals in one way or another (Kamensky 2008, p. 17). As universities of applied sciences are public organisations, it is traditionally taught that they do not face competition like companies do. In the past years it has been proved to be untrue, as legislations are changing, and the number of higher education institutions in Finland is planned to be reduced.

This creates more and more competition between universities of applied sciences. Now, when the funding structure is planned to be changed, the competition will be even tougher. The importance of organisation's strategy will increase in keen competition.

2.1 Definition of strategy

The word "strategy" is derived from the Greek word "strategos", which means skill to command in war. In army theory the purpose for strategy is to win a war. The command and control models army generals used were easily moved into business practice with some changes, as in business it is also about winning battles through different techniques. (Oliver 2001, pp. 7-10; Kamensky 2008, pp. 16-17.)

According to Michael E Porter strategy is about being different. The essence is in choosing to perform activities differently than rivals do and position trade-offs. Strategy is creating fitness among organisation's activities, as the success of a strategy depends on doing many things well and integrating them (Porter 1996, pp. 61-75). Mika Kamensky (2008, p. 19) defines strategy in three ways, which partly clash but complete each other:

- 1) Strategy is organisations conscious choice of essential objectives and actions in changing world.
- 2) Strategy helps organisation to control its environment.
- 3) Strategy helps organisation to control consciously external and internal factors and interplay relationships, so that organisation's profitability, stability and development goals can be met.

Strategy can be said to be a tool to success in competition. Strategy can define how organisation aims to differentiate from its competitors, for example by blue ocean strategy. Blue ocean strategy means that organisation aims to markets that do not exist today, but the organisation has a vision of unknown markets which have not been created. It requires that organisation should create the demand for that market, as it is not yet seen. (Kim 2004, pp. 1-9).

According to Lindroos and Lohivesi (2006) strategy is the story for organisation

and the idea for its actions. Strategy and strategy process consist of reasoning, conclusions, choices and actions, which organisation will use to meet the goals set in organisation's vision.

Strategy can also be defined to be lively, dynamic, complete, and developing tool for management, superiors and whole organisation for making future plans (Tuomi 2010,p. 28). It is stated also that strategy is the process of understanding the industry and the organisation's position in that industry. It involves understanding whether the organisation can either improve the structure of its industry or improve its position within the industry. (Oliver 2001, pp.7-10.)

In public administration, such as educational institutions, strategy is a bit different than in companies. Companies need to gain profit on top of added value for customers. Public administration just needs to be effective when serving according to their basic task. It means that organisations are different, and in management and in strategy process attention should be focused on different aspects. In public administration strategy-plan is usually done for five years at least. Operational environment and expectations from interest groups do not usually change in short period, and also, public administrations are usually not able to react fast for changed expectations. One function for long-term strategy formulation is to equalise need of change for longer period. Strategy in public administration is usually more evolutionist, as there is no need for fast changes but rather to steady development. (Lindroos & Lohivesi 2006, pp. 139-141.)

2.2 Strategic management

Strategic management is a continuous process that evaluates and controls the business in which an organisation is involved: evaluates its competitors and sets goals and strategies to meet existing and potential competitors. Strategic management is also about reevaluating strategies on a regular basis to determine how it has been implemented and whether or not it was successful, or does it need replacement. (Management Study Guide.)

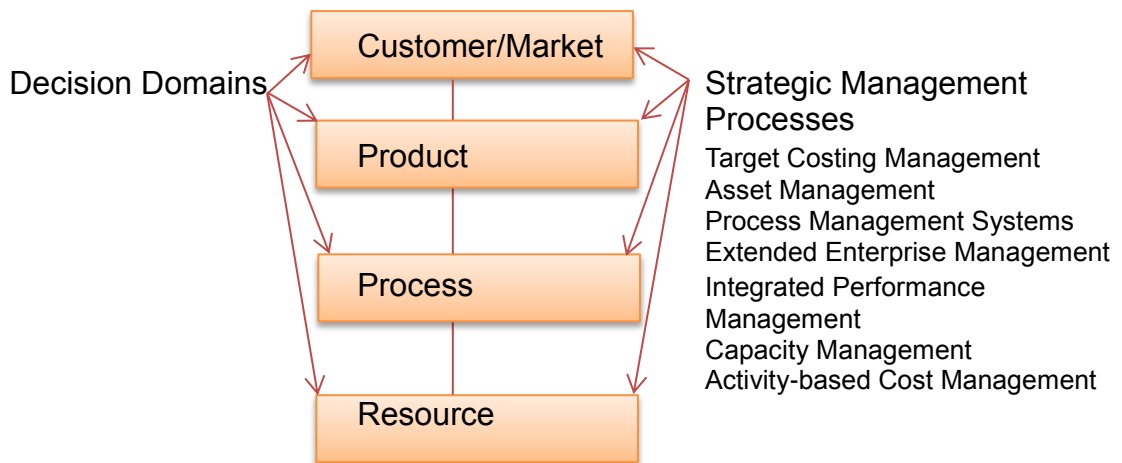


Chart 2. Strategic Management Process Model (Miller 2006, p. 12).

Chart 2 describes Strategic Management Process Model, which provides framework to understand the decisions an organisation must make and how it can obtain the required information. Strategic Management Process Model encompasses two primary dimensions of information integration, decision making and information flow. At the top, domain management decides about customers or markets it will serve. In public administration this domain is usually given by authorities. Top domains affect all other decision domains. Next domain represents what products or services organisation is able to provide. In public organisations this is also usually at least partly given by higher authorities. Third decision domain is about processes and activities to be developed, produced, delivered, administered or abandoned. The last decision domain represents recourse decisions. On the right side in Chart 2 can be seen a list of individual strategic management processes or tools. These tools are integrated and are the source of information and data required for decision making. (Miller 2006, p.12.)

Strategic management requires good management skills, as strategic management is a changing process. It requires that management is able to see long-term strategy over short-term issues. Strategic management requires commitment, as it is not an easy task to integrate strategy process throughout the organisation. (Forbes 2012.)

Strategic management can be said to mean managing and executing the strategy process. Strategy process is described in the next chapter.

2.3 Strategy process

Strategy process affects the quality of the strategy that emerges from the process, and the level to which the management and personnel is committed to the strategy (Bowman 1998, p. 6). Strategy process should be understood to be a common and continual learning process for organisation's management, superiors and staff. Reforming strategy requires motivated management and personnel. (Tuomi 2010, p. 30.)

According to Lindroos and Lohivesi (2006) strategy process usually involves five main steps. Each step is pictured in Chart 3.

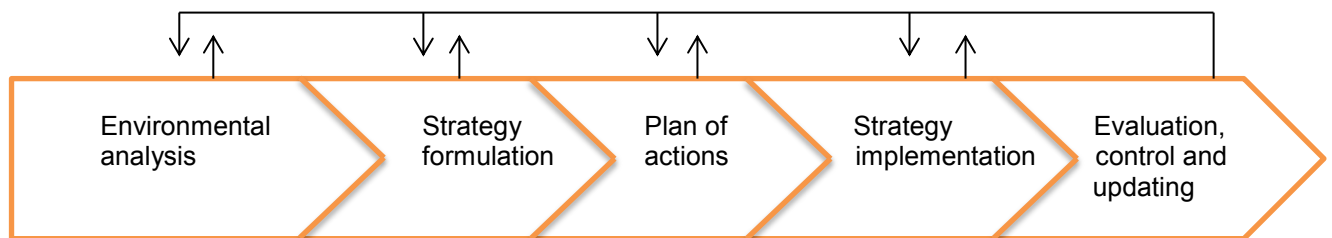


Chart 3. Five steps of strategy process (adaptation of Lindroos & Lohivesi 2006, p. 31).

The steps are described next in more detail.

Environmental analysis

Environmental analysis consists of several analyses on the environment in which the organisation operates.

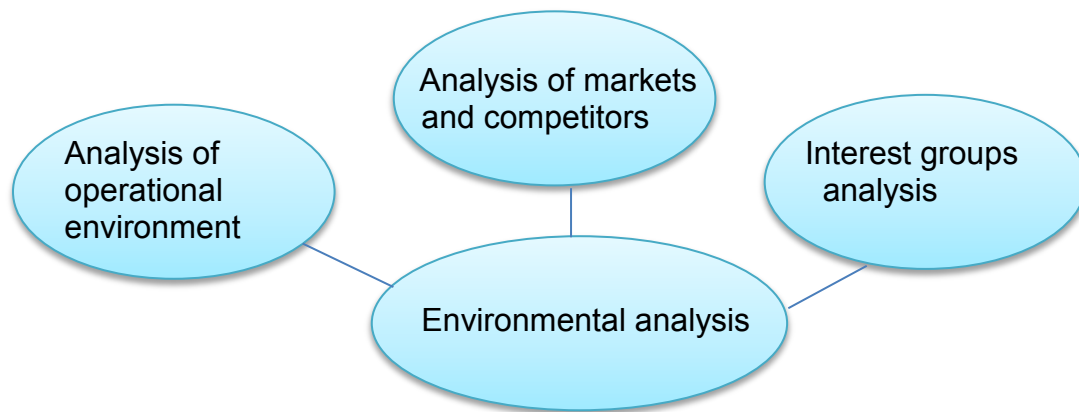


Chart 4. Environmental analysis (adaptation of Heino 2013).

Chart 4 describes different analysis groups which combine environmental analysis.

Analysis of operational environment is about analysing essential changes happening in the operational environment. Analysis is very often done with the PESTEL analysis. PESTEL analysis is about analysing Political, Economic, Social, Technical, Environmental and Legal issues in the environment. PESTEL analysis helps organisation to conclude possible effects development and changes in the operational environment might have. Scenarios of different possible futures are used as tools in this analysis. (Lindroos & Lohivesi 2006, pp. 32-33; Kamensky 2008, pp. 138-141.)

Purpose for analysis of markets and competitors is to find out the size of the markets and growth rates, and the main competitors. Analysis can be done using the SWOT analysis, where Strengths, Weaknesses, Opportunities and Threats are analysed about the organisation and its actions, as well as the main competitors. The organisation's position in markets can be analysed for example by Porters Analysis, where different forces causing competitive rivalry are analysed. Organisations position in the markets can be analysed also by Strategy Canvas. Purpose of Strategy Canvas is to create a diagram of added value or benefit customer gets from organisations product in comparison to competitors. Analysis can be also done for example by Ansoff Matrix where four dimensions are analysed for possible growth, or by Go-To-Market –analysis which analyses not only possible growth of products or markets, but takes a

look also to logistics. Organisation's position can be analysed also by Boston Matrix, where separate units or businesses are analysed by relative market shares and growth potential of these markets. (Lindroos & Lohivesi 2006, pp. 34-41; Kamensky 2008, pp. 141-172.)

Interest group analysis is done about investors or owners, sponsors, subcontractors, suppliers and cooperation networks. Also authorities, labour unions, and company personnel can be analysed. After analysing the organisation's activities, it is easier to decide upon needed strategic actions. Organisation's readiness to action in different situations can be analysed too. Organisation can be analysed also by EFQM Excellence Model, which gives information on organisation's current capacity and possible issues that could be developed. (Lindroos & Lohivesi 2006, pp. 41-42.)

The environment of Higher Education Institutions (later called HEIs) is changing significantly due to Ministry of Education's plans to reduce number of HEIs and change radically the funding structure. This will force HEIs to check validity of strategies in the important environmental changes, which might affect significantly to competition and competitors.

Strategy formulation

Formulating strategy is not an easy task. It requires persons who have knowledge of the business, analytic minds, determination, and management and political skills (Lindroos & Lohivesi 2006, pp. 139-142; Tuomi 2010, pp. 19-20). Careful environmental analysis gives organisations general view about the operational environment to which strategy will be formulated. In strategy formulation the aim is to create a long term vision on the basis of organisation's business idea and values (Lindroos & Lohivesi 2006, pp. 42-43; Tuomi 2010, pp. 28). Vision is organisation's view of what kind of organisation it wants to become in future. Picturing future begins from scenario workshop, where likely, threatening and desirable future after five or ten years is pictured. Vision is formulated from the scenario, and it is a picture or story about desirable future. (Tuomi 2010, p. 28.) According to Hagemann (1991, p. 18) vision should be

clear, concrete and fixed. It must be realistic, but optimistic. Vision is a goal beyond everything else, and it should guide to make right decisions in routines.

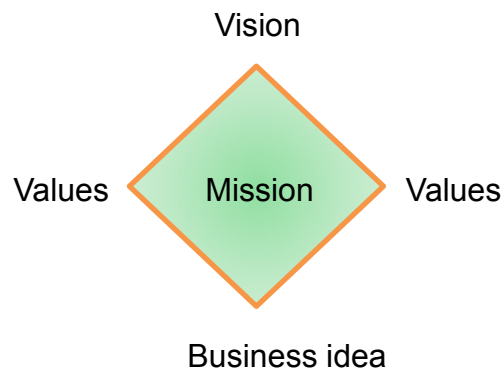


Chart 5: Main elements of mission (Kamensky 2008, p. 70).

Chart 5 describes the main elements of mission. Mission is reformed from business idea, vision and values. Mission answers the question how the organisation plan to succeed in life with the operations it has chosen. (Kamensky 2008, pp. 70-71.)

Basic tasks have great role in organisation's process for choosing strategic direction. In many cases public administration's basic task is stated in law, which describes the public function for the organisation. Still, it is important to evaluate every now and then how well organisation executes the basic task it has been given. Even when public administration has a fixed task, it should create a vision for itself as vision will help in implementing strategy. Public administration's strategy combines two different directions. Strategy is done with legislators, ministries and with other political players by trying to participate and influence to legislation and definition of basic tasks of the public organisation. However, strategy is done also for implementing basic tasks. Usually public administrations make separate political strategy and separate strategic plan for strategy implementation. Strategic plan may consist of separate strategies for each functional unit. If strategies are done for unit levels, it will make it more likely to be implemented into action. In public administration strategic plan is usually done for five years, and it is used in yearly budget drafting. It is important to bring strategy to everyday life, as otherwise the

organisational strategy will stay distant to everyone else but the top management. (Lindroos & Lohivesi 2006, pp. 139-142; Tuomi 2010, pp. 19-20.)

Plan of actions

Implementing strategy requires setting explicit goals. In public organisation goals are usually different than in companies, as public administrations are usually not gaining for profits. (Lindroos & Lohivesi 2006, pp. 139-153.)

When setting strategic goals, organisation should concentrate on two main questions:

- 1) Which are *the right* goals?
- 2) What is the right goal *level*?

Organisation should set goals for economics, external efficiency, internal efficiency and development. All goals should be set by keeping in mind organisation's interest groups and how their expectations will be satisfied, and the importance of cost-effectiveness, stability and development. Strategy should be brought to practical level by following path: outcome goals -> actions -> performance goals -> person in charge. This system ensures that plan of actions is goal focused, includes concrete actions and, its goals and actions are on someone's responsibility. (Kamensky 2008, pp. 61-63.)

Strategy should define ways how the goals set in the vision will be met. Goals can be both qualitative and quantitative. In public administration qualitative goals can be for example: what is the quality level of services the organisation offers, and what is the level it should aim to. Quantitative goals can be for example the number of graduates, number of exchanges, and length of study time. Strategy can set goals also like personnel job satisfaction, welfare, and ability to work. Quantitative goals in public administration are partly or entirely set by higher authorities. Goals in public sector don't usually include economics and requirements for cost-effectiveness goals like in companies. (Lindroos & Lohivesi 2006, pp. 145-146.)

Strategy implementation

In many cases the implementation of strategy depends on other persons than the ones who formulated it. Persons who implement strategy are not necessary experts of the strategy, but people from marketing, administration, research and development, superiors and other staff. Actually, every member of the organisation is an implementer of strategy.

The difficulty of implementing strategy relies on the different language strategy formulators and implementers speak; they act among different tasks, think differently and talk different languages (Lindroos & Lohivesi 2006, pp. 139-142; Tuomi 2010, pp. 19-20). Superiors have a crucial role in implementing strategy. To engage staff in strategy it is important to do, consider, discuss and create the strategy together. This is important because it is difficult to commit staff to something that it has not been able to be part of. It is important also to make sure that there is common understanding of the strategy, and especially why strategy is needed. (Tuomi 2010, pp. 19-20.)

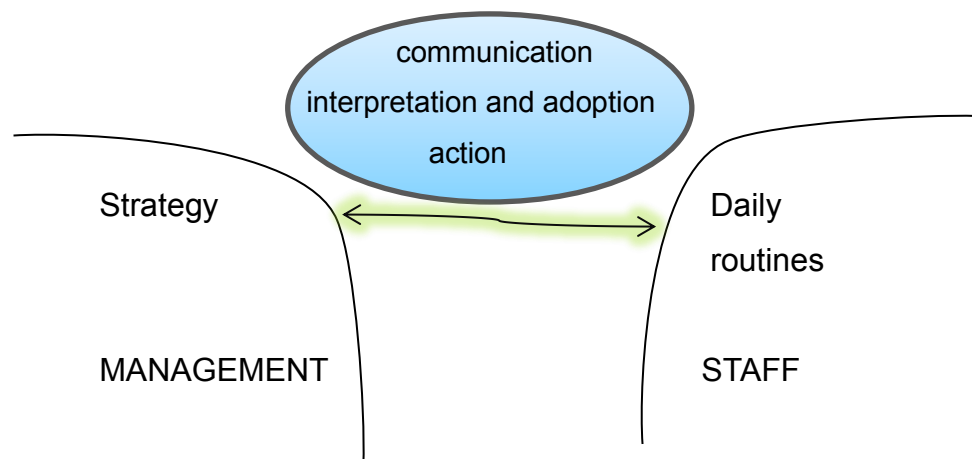


Chart 6: Gap between strategy and actions (Mantere, Aaltonen, Ikävalko, Hämäläinen, Suominen & Teikari 2006, p. 11).

As pictured in Chart 6, there is a gap between strategy and implementation, and there should be built a bridge with communication: each part should have common understanding and interpretation of the strategy, the importance of strategy and the way it should be taken into action. (Mantere et al 2006, pp. 10-

11.)

Strategy is implemented only if people act according to strategy. Every single decision made by a superior or management, little or big, implements strategy. Every choice and decision staff makes in their work implements, or does not implement, strategy. Strategy implementation in everyday life is keeping talk and actions in line. Talk or language affects organisation's operations, and creates precondition for strategy to be seen in routines. Today's jobs, especially in specialist organisations, consist almost entirely from different languages in varying interactions. Every member of the organisation takes themselves meanings from issues that are talked about. Also things that are not discussed have meaning for the members of the organisation. Reality is then open to interpretations. (Tuomi 2010, pp. 15-16.)

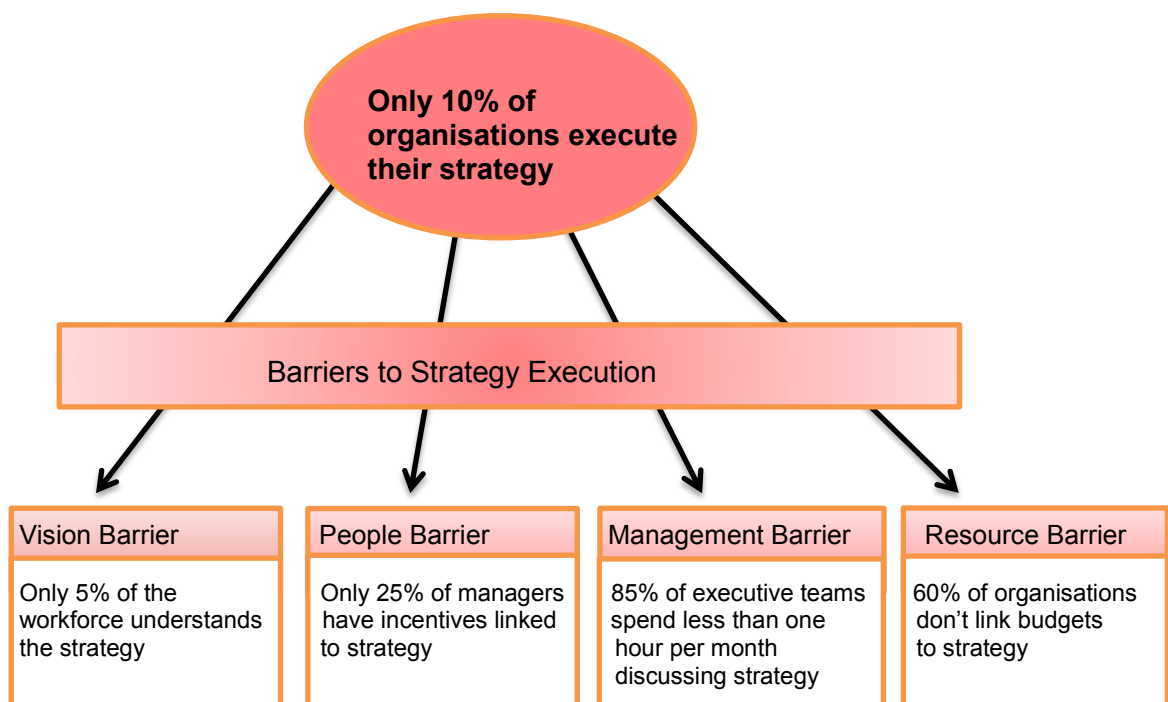


Chart 7. The Barriers to Implementing Strategy (Niven 2005, p. 11).

Chart 7 pictures the challenges and barriers to implementation of strategy. As execution results from action, action from understanding and understanding from awareness, the bridge built by communication, interpretation and adaptation between strategy and daily routines plays an essential role in

implementing strategy into actions and directions for routines. (Niven 2005, p. 11; Mantere et al 2006, pp. 10-11; Tuomi 2010, pp. 67-68.)

Strategy work can be done for example by small group conversations and introducing strategy part by part. This is a critical part in committing staff to strategy. Functional, made in cooperation strategy is a committing and clarifying tool for management. Planning strategy is part of implementing strategy and making it real. Implementing strategy begins from the moment when joint strategy planning begins. But the challenging part is after strategy documents are ready, when each responsible party begins to develop actions according to strategy. This phase requires an action plan and yearly budget documents. Implementing strategy is therefore part of organisation's routines, to which strategy defines direction and goals. (Tuomi 2010, pp. 67-68.)

Evaluation, control and updating

Strategic control serves two purposes: to ensure that strategy is implemented as planned and to shape strategy during implementation (Muralidharan 2004, pp. 590 – 601). Control systems may affect how strategy is implemented. Typically, control systems are based on activities and outputs that lend themselves to quantitative measurement: cost, budgets, number of graduates, and so on. This can lead to a distortion of effort made towards those activities that are measured, which may not be in line with the strategy. For example, if the intended strategy stresses student service priorities, but the control system continues to emphasize cost containment, then the realized strategy may reflect the control system rather than the intended strategy. That is why also control systems should be adjusted to be in accordance with the strategy, and attention should be paid to long-term sustainable success. (Bowman 1998, pp. 129 – 130; Niven 2005, p. 11; Lindroos 2006, p. 152.)

Organisation should monitor how strategy is implemented. The Balanced Scorecard is very often used in organisations to monitor performance against strategic goals. Balanced Scorecard measures financial, customer, internal processes, and employee learning and growth perspectives. (Niven 2005, pp. 12 – 13; Lindroos 2006, p. 175 and p. 179.) The Balanced Scorecard, done by

Robert S. Kaplan and David P. Norton in 1996, is pictured in Chart 8. Balanced Scorecard can be used as communication tool to help in implementing strategy. Strategy is transformed into simple objectives and measures that help in understanding strategy better. (Niven 2005, pp. 16-17.)

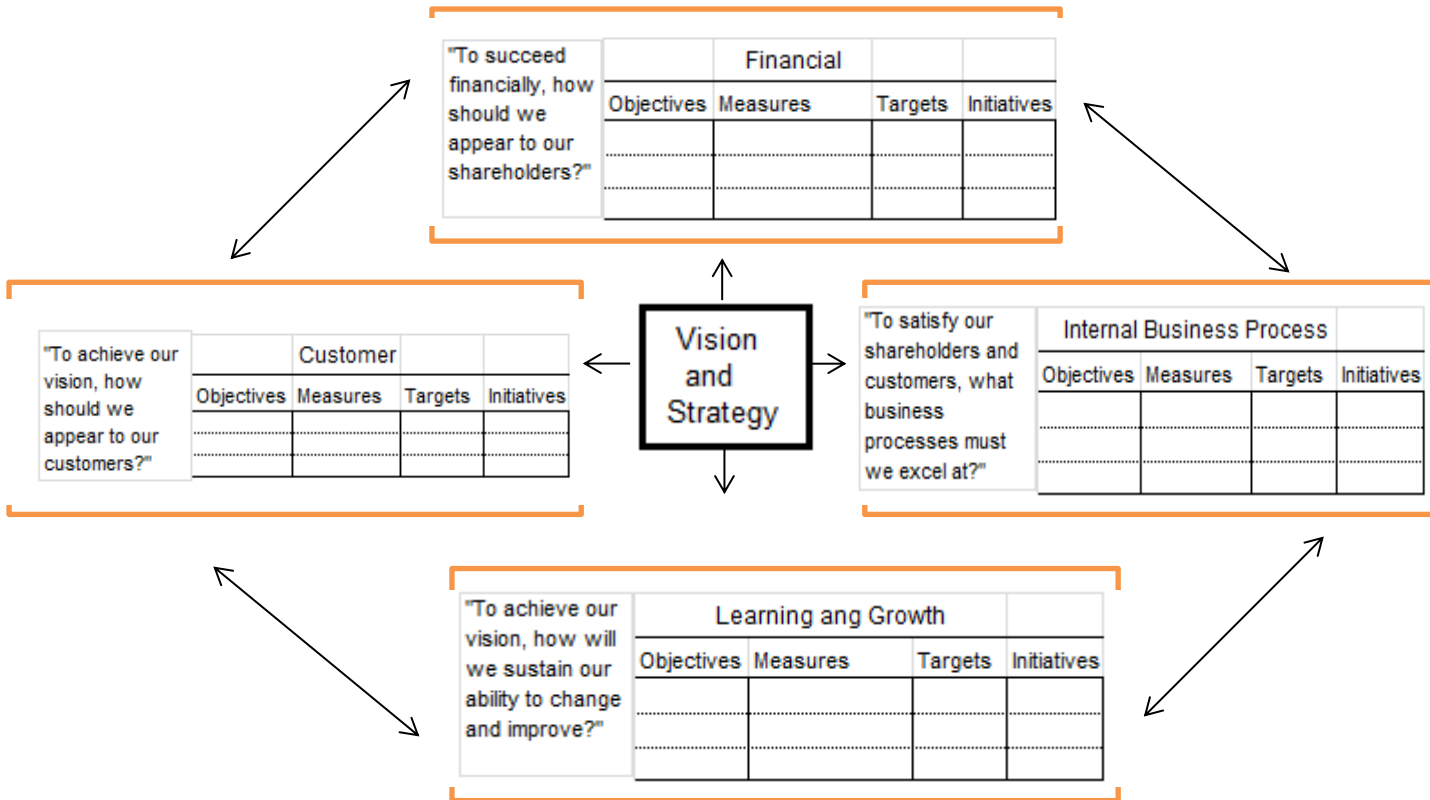


Chart 8. The Balanced Scorecard (Niven 2005, p. 14).

Balanced Scorecard makes strategy more understandable, and sets concrete ways to implement and monitor strategy. Jan-Erik Lindroos and Kari Lohivesi (2006) developed a balanced scorecard for the needs of public administration. Their balanced scorecard takes into account two different points of view: authorities' expectations and people's expectations. These are two different views, unlike in companies, the service user and payer are usually two different players in public sector.

In public administration financial goals are usually not in use, but goals for effectiveness are usually set by a higher authority, like the Ministry of Education in the field of education. Also, budget is not seen part of financial goals, but rather part of internal business processes, though budget follow-ups should not

be included in a balanced scorecard but to be measured with separate indicators.

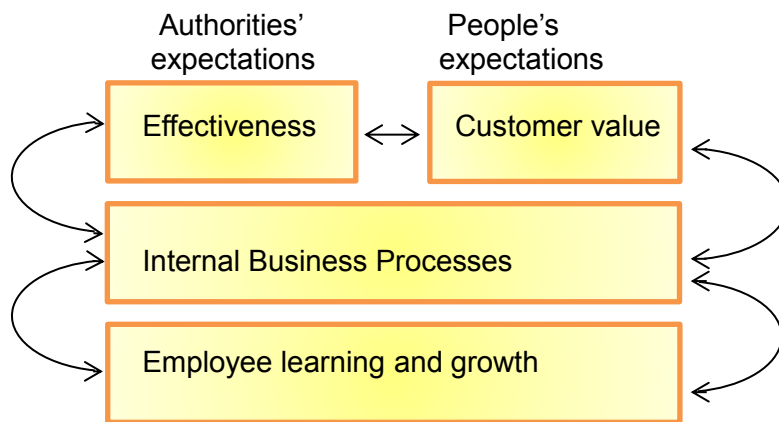


Chart 9. Balanced Scorecard in public administration (Lindroos & Lohivesi 2006, p. 154).

In Chart 9 is pictured a balanced scorecard in public administration. Balanced scorecard should include only essential measurements for strategy implementation, as a fundamentally balanced scorecard is particularly made for strategy implementation and measurement, not a tool to measure all possible subjects. (Lindroos 2006, pp. 152-154.)

Effectiveness of public administration can be stated even in law, but at least in goals and results negotiations with authorities, like ministries, the effectiveness is usually agreed upon in quantitative goals.

Customer value is a tricky question in public organisation, as the need for public and free services seems to be endless from customers' point of view. However, organisation should think also the value it brings to customers. For example in education customer value questions might be linked to questions such as the students' ability to employment after graduation.

Internal Business Processes identifies the key processes organisation must excel in order to continue adding value for customers and authorities. Both players have different demands, and meeting them both is challenging task in public organisation. As funding and resources are decreasing in public organisations but workload is increasing, it is important to enhance and develop internal business processes.

Employee learning and growth measures drivers like employee skills, employee

satisfaction, and availability of information. It can be measured for example by yearly questionnaire. (Niven 2005, pp. 13 – 16; Lindroos 2006, pp. 139 – 155)

3 Staff mobility in higher education institutions

The globalisation entails the mobility of people and labour. As a further consequence, there is more and more competition of competent and educated people. A crucial success factor in this worldwide competition is an internationally competitive, high quality education. (ARENE 2007, p. 5.)

In the past decade higher education has become more and more international as increasing numbers of students choose to study abroad, enrol in foreign educational programmes in their home country or use the Internet to take courses at higher education institutions in other countries. Several reasons can be named to be behind the growth of internationalisation in education: desire to promote mutual understanding, the migration of skilled workers in a globalized economy, the desire of the institutions to generate additional revenues or the need to build a more educated workforce in the home countries. (OECD 2004, p. 1.)

This chapter is about mobility in higher education institutions from staff mobility point of view.

3.1 Bologna process

Member states of European Union are committed to achieving the objectives and goals set by the Lisbon summit and making Europe the most competitive and dynamic knowledge based economy in the world. The harmonisation of Higher Education Institutions is considered a prerequisite for surviving and succeeding in the global educational market. The integration process of HEIs was triggered by the Bologna Declaration in 1999 with aims of creating a uniform and competitive European higher education area.

In most of the European countries the policies and structures of higher

education are affected by the same catalysts of change:

- the globalisation of economy and business,
- invention of new technologies and their impact on working methods,
- growing competence requirements of working life,
- scarcity of public resources and funds,
- increasing demands for efficiency,
- commercialisation of education,
- diversification of the educational supply,
- emphasised importance of quality assurance and its reliability, and
- ever increasing competition for talented foreign students and researchers.

Furthermore, the changes are directed by similar underlying trends. In almost all European countries younger generations diminish while the ageing population grows in number. When the public expenses incurred by health care and social services surge, increased efficiency is demanded from the education system, which in turn is manifested as attempts to shorten degree completion times, to recognize and accredit prior learning and to better respond to the educational needs and requirements of working life. (The Bologna process 2007, pp. 5-7.)



Chart 10. Participating countries in the Bologna Process

(<http://www.studyindenmark.dk/news/denmark-assumes-chairmanship-of-the-bologna-process>)

The signatory countries of Bologna Process are pictured in Chart 10. Bologna Declaration was originally signed by 29 European countries, including Finland, but nowadays 47 countries have joined the programme, including Russia. In 2010 the European Higher Education Area was officially launched. (The European Higher Education Area; The European Higher Education Area in 2012). Bologna Declaration is now a programme not only for European Union member states, but also for other neighbouring countries.

3.2 Strategy for the internationalisation of higher education institutions

Internationalisation of higher education institutions is seen to be important in European level via Bologna Process. As Finland is a signatory country of Bologna Declaration, the objectives from Bologna Process have been conveyed to Finnish internationalisation strategy for higher education institutions. This chapter describes first the European strategy, and then the Finnish one.

3.2.1 European framework

The aim of Bologna Declaration was to create a cohesive European Higher Education Area (later called EHEA) by 2010. The aim was to ease academic mobility, increase the comparability of studies across all the educational systems of the participating countries as well as promote Europe as a world education destination.

EHEA is supposed to fulfil three key components:

- Create an evaluation system that would allow the comparison of study programmes and courses in the area.
- Create comparable higher education structures.
- Introduce the Lisbon conversion, which ensures that studies are mutually recognised within the signatory countries.

(The European Higher Education Area)

In the latest report of Bologna Process (2012) it has been noted that all

countries have made significant changes to enable EHEA to emerge, and many of the earlier settled goals have become close to be reached. For example mobility has increased, and the structures of higher education and recognition of studies have become more transparent.

The objectives have been updated, and goals for 2020 are to:

- Finalise the structural reform and deepen its implementation through a consistent understanding and use of the developed tools
- Implement quality higher education, which is connected with research and lifelong learning and promoting employability
- Make the social dimension become reality by ensuring that the student body entering and completing higher education reflects the diverse student body of Europe's populations
- Ensure that at least 20% of those graduating in the EHEA have had a study or training period abroad.

(The European Higher Education Area in 2012, p. 7.)

Staff mobility is seen important, and it is seen that mobility of teachers and staff enhances the quality of programmes and excellence in research, as mobility strengthens the academic and cultural internationalisation of European higher education (The Bologna Process 2020, p. 4). Quantitative targets for staff mobility should be mentioned in national strategies or action plans, but are not always mentioned (The European Higher Education Area in 2010, p. 171).

3.2.2 Finnish Ministry of Education

Finnish Ministry of Education has made a strategy for internationalisation of higher education institutions in Finland for years 2009-2015. Vision is to

“create in Finland an internationally strong and attractive higher education institution and research community that promotes society's ability to function in an open international environment, supports the balanced development of a multicultural society and participates actively in solving global problems”.

Ministry of Education sees that

“internationalisation of higher education institutes promotes diversity in the society and business community, international networking, competitiveness and innovativeness, as well as improves the well-being, competence and education of the citizens”.

It is strongly emphasised why Finnish higher education institutions should be more international, and enhance their international activities. Strategy has set five goals:

1. A genuinely international higher education community
 - number of non-Finnish teachers, researchers and degree students should rise
 - mobility of students and staff should increase
2. Increasing the quality and attractiveness of higher education institutes
 - HEIs should be attractive and known by the high quality education and research as well as by opportunities afforded by Finnish working life
3. Promoting the export of expertise
 - HEIs aim to be attractive and reliable cooperation partners who engage in high-quality and mutually beneficial international research, education and cultural cooperation
 - Increase brand recognition of Finland
4. Supporting a multicultural society
 - HEIs should improve integration of immigrants
5. Promoting global responsibility
 - Utilise HEIs research and expertise to solve global problems

Strategy emphasises the importance of international experience and connection of the staff of HEIs, as that improves the quality of research and education and support the internationalisation of students. Also promoting internationalisation at home is seen as important factor in the strategy. All in all, it is important to provide students a competency to work in an international operating environment.

Strategy sets goals that in 2015, 62 per cent of fulltime staff in universities of applied sciences will go for exchanges for a minimum of one week, and 47 % of incoming staff would be fulltime teaching and R&D personnel.

		2015		2007	
Teacher and expert mobility in polytechnics	incoming	3,000	47%	1,689	26,2%
	outgoing	4,000	62%	3,252	50,4%

Chart 11. Mobility goals for 2015 (adaptation of Strategy for the Internationalisation of Higher Education Institutions in Finland 2009 – 2015, p. 30).

In Chart 11 the goals for staff mobility for 2015 are compared to realised figures in 2007 (Strategy for the Internationalisation of Higher Education Institutions in Finland 2009 -2015). As is seen, especially the number of incoming staff should be almost doubled by 2015 as compared to 2007.

The ministry of education will oversee how strategy is implemented. It is said that HEIs will incorporate into all their degrees a module supporting internationalisation, and realisation should be determined in personal study plans. It is said that internationalisation module should be completed with a mobility period or high-quality international courses. Also international courses utilising e-learning should be added to education. It is said that HEIs should focus on their continuing education activities for teachers and staff in language and cultural studies as well as the pedagogics of teaching in a foreign language, and all teachers teaching in foreign language should have a language certificate demonstrating their skills. The objectives of the strategy will be included in the agreements between Ministry of Education and higher education institutions. The attainment of the strategy goals will also be monitored through the means of international comparisons. Final evaluation on the attainment of the strategy goals will be done in 2016. (Strategy for the Internationalisation of Higher Education Institutions in Finland 2009-2015.)

3.3 Staff mobility programmes

There are several mobility programmes to enable student and staff mobility in educational institutions. Programmes such as Erasmus, Tempus, Erasmus Mundus, exist in European Union (later called EU). There are also many other,

more local programmes like FIRST, NordPlus, and bilateral agreements on top of the EU structured programmes.

As this study is a case study, only the most important mobility programmes for the case organisation will be introduced. According to staff mobility statistics in Saimaa University of Applied Sciences the most important programmes are Erasmus and FIRST on top of bilateral agreements.

As Erasmus and FIRST are important for the case organisation and structured programmes, only those programmes are described next.

Erasmus

The Erasmus Programme is an EU exchange student programme that has been established in 1987. Nowadays Erasmus covers also student placements in enterprises, higher education staff training and teaching for business staff. It is the largest exchange programme within Europe, as almost 3 million students have participated in it since the beginning, as well as over 300 000 higher education teachers and other staff since 1997. More than 4 000 HEI's in 33 countries participate in Erasmus. Finland has taken part in Erasmus since 1992. The aim for staff mobility in Erasmus is to build knowledge and contacts. Teaching staff coming from abroad enable students to benefit from new lectures, different teaching methods and perhaps to experience learning in a foreign language. This is called internationalisation at home. Teachers can gain different perspectives, establish new contacts and build their academic network. Other staff from HEIs, such as librarians, can go abroad to receive training in a business or at another institution. The stay is an opportunity to stimulate further exchanges and co-operation. Exchange periods are usually quite short, one week on average. (Erasmus 2007; European Commission.)

In Finland there are 27 universities of applied sciences (later called UAS) and 20 universities that take part in Erasmus programme. Higher education in the autonomous region Åland is not in the number of Finnish universities in Erasmus, as it is not supervised by Finnish Ministry of Education and Culture. In Finnish comparisons, Saimaa University of Applied Sciences (later called

Saimaa UAS) is in 21st place in the number of outgoing teachers, and 22nd in the number of incoming teachers when Finnish UASs are compared in relation to each UASs full-time equivalent.

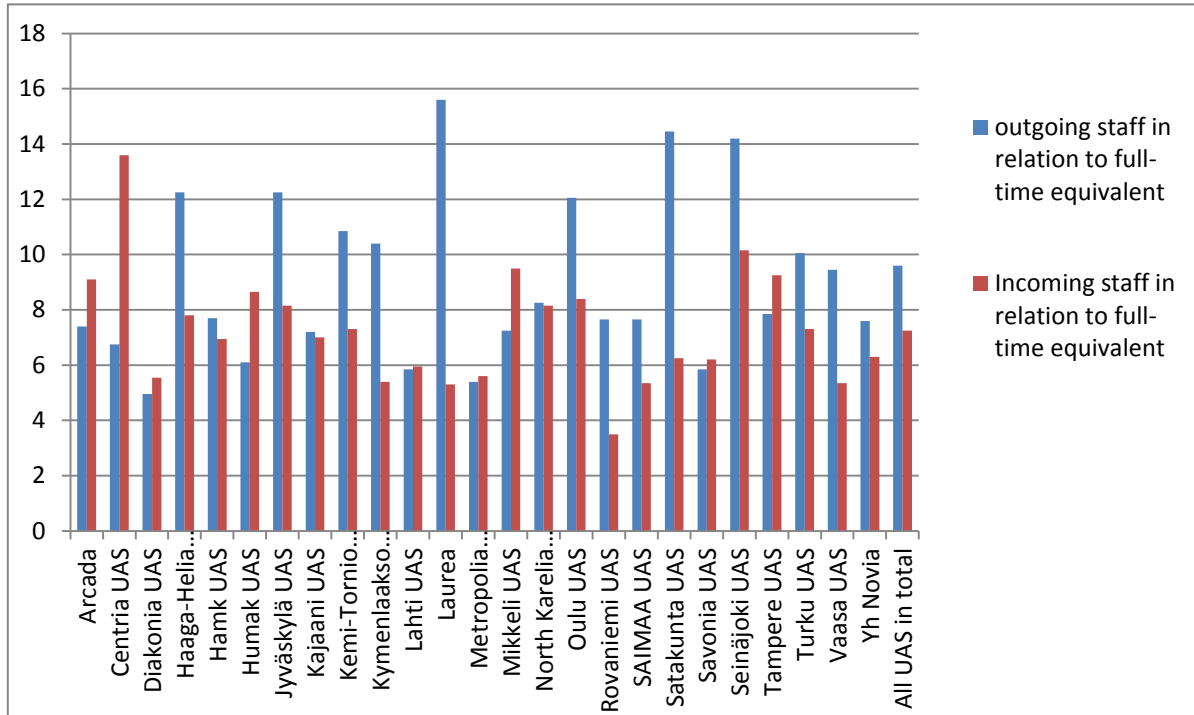


Chart 12. Outgoing and incoming staff from Finnish universities of applied sciences in 2007 - 2010 (adaptation of CIMO 2011, p.50 and p. 65).

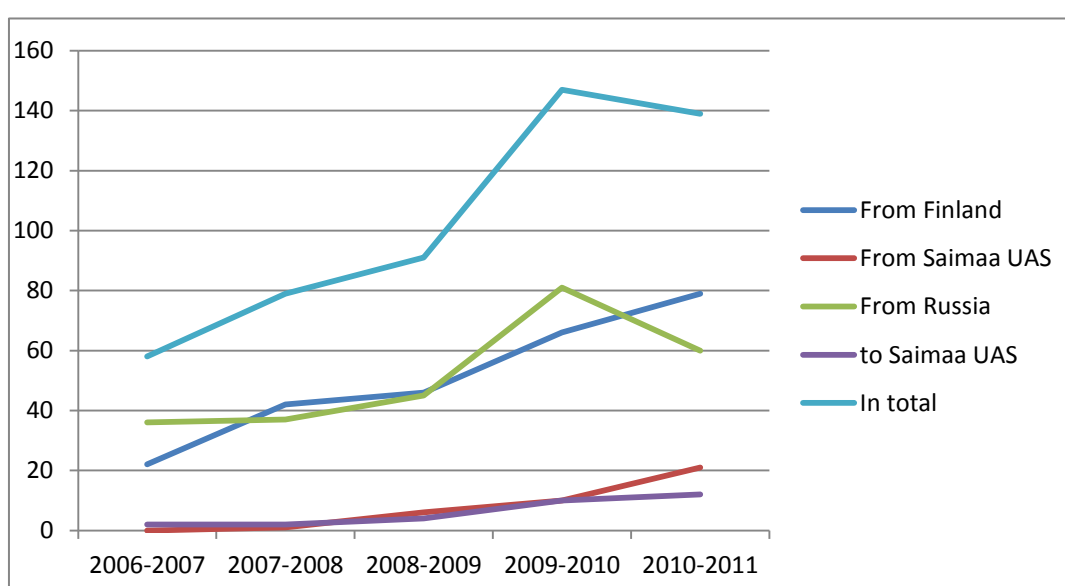
Chart 12 describes staff mobility in Finnish universities of applied sciences in relation to full-time equivalent in each UAS in years 2007-2010. It can be seen that in many UASs there is a great imbalance in outgoing and incoming staff mobility.

The most attractive exchange destinations for teacher exchange from Finland have been Germany, Spain, United Kingdom, Estonia and Austria. Most of the teachers coming to Finland came from Germany, United Kingdom, Belgium, Czech Republic and Estonia. Thirty-nine per cent of the incoming teachers came from these five countries. (CIMO 2011, p. 43.)

FIRST

The FIRST programme (Finnish-Russian Student and Teacher Exchange Programme) aims to promote cooperation between higher education institutions in Finland and nearby areas in Russia. Programme supports student and teacher exchange and intensive courses between Finnish and Russian HEIs. Intensive courses are always arranged in Russia.

In addition to develop and support cooperation between Finnish and South-West Russian HEIs, FIRST programme aims to balance student and teacher exchanges between Finland and Russia. (CIMO – FIRST.) The realised teacher mobility under FIRST programme can be seen in Chart 13.



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
From Finland	22	42	46	66	79
From Saimaa UAS	0	1	6	10	21
From Russia	36	37	45	81	60
to Saimaa UAS	2	2	4	10	12
In total	58	79	91	147	139

Chart 13: FIRST staff mobility, realised (Piippo 2013, p. 10; Kv-kumppanit database).

As Chart 13 indicates, Saimaa University of Applied Sciences possesses high percentage of all FIRST staff mobility in national comparison.

Length of teacher exchange is a minimum of 5 teaching hours, and recommendation is that exchange would last at least for 5 working days (Piippo

2013, p. 10). FIRST programme does not include other staff mobility.

Importance of Russian cooperation is noted also in Finnish Ministry of Education, as they agreed in 2009 to increase funding for FIRST programme to 500 000 Euros annually (Strategy for the Internationalisation of Higher Education Institutions in Finland 2009-2015).

3.4 Objectives of staff mobility

Mobility programmes aim to promote the following objectives:

- Increasing teacher's motivation to teach
- Improved pedagogic skills
- Improved linguistic skills
- Increased openness to Europe and abroad
- Improvements in key competencies
- Innovation

(Policy Department B: Structural and Cohesion Policies. 2008, pp. v – vi).

Expectations of staff mobility are also to stimulate further exchanges and co-operation, gain different perspectives, establish new contacts and build academic network. Staff exchanges also offer students an opportunity to learn from new lectures, different teaching methods, and maybe are encouraged to try a student exchange. In ideal situation mobility of teachers and staff of HEIs can improve international knowledge, increase information flow, experience sharing and improve quality of teaching. If exchange is successful, beneficial efforts should be noticeable in both sending and receiving organisations.

(Erasmus 2007; CIMO – FIRST; Vähä-Konka 2012.)

3.5 Barriers to staff mobility

In Bologna Process report (2012) there are mentioned three large categories of obstacles to staff mobility in Erasmus reporting countries: language knowledge, legal issues and personal situation.

Language knowledge is the most common barrier identified for both incoming

and outgoing staff mobility. Language knowledge is a question in matter of staffs' language competency, as well as in number of courses HEIs offer in foreign language for students. Some HEIs offer language courses for outgoing staff, and some to incoming staff, while some HEIs consider language learning as a personal responsibility. Also, national legislation may impose rules on the use of the official language.

Other most reported obstacles are linked to a range of legal difficulties. This mostly concerns differences between social security systems, double taxation, and difficulty to obtain visas in some non-EU countries.

Third barrier concerns personal and family situations. Additionally, lack of motivation and clear paths for career development as well as heavy workloads at home institutions are seen as obstacles. Also, insufficient funding opportunities and lack of information are also reasons to hinder staff mobility. (The European Higher Education Area in 2012, pp. 171 – 172.)

4 Research design and findings

This study is done for Saimaa University of Applied Sciences. The case organisation is briefly introduced and research design and findings are described in this chapter.

4.1 Saimaa University of Applied Sciences

Saimaa University of Applied Sciences is located in south-east Finland, in towns of Imatra and Lappeenranta. It offers education in five departments and in 18 degree programmes. The departments are Health Care and Social Services, Business Administration, Technology, Tourism and Hospitality, and Fine Arts. Four of the degree programmes are conducted entirely in English: Degree Programme in International Business, Degree Programme in Hotel, Restaurant and Tourism Management, Degree Programme in Mechanical Engineering and Production Technology, and Degree Programme in Chemical Engineering. Saimaa University of Applied Sciences has 3 017 students and 232 fulltime and

58 part time staff according to statistics from February 2013. Saimaa UAS's annual turnover was 20,7 million euros in 2012.

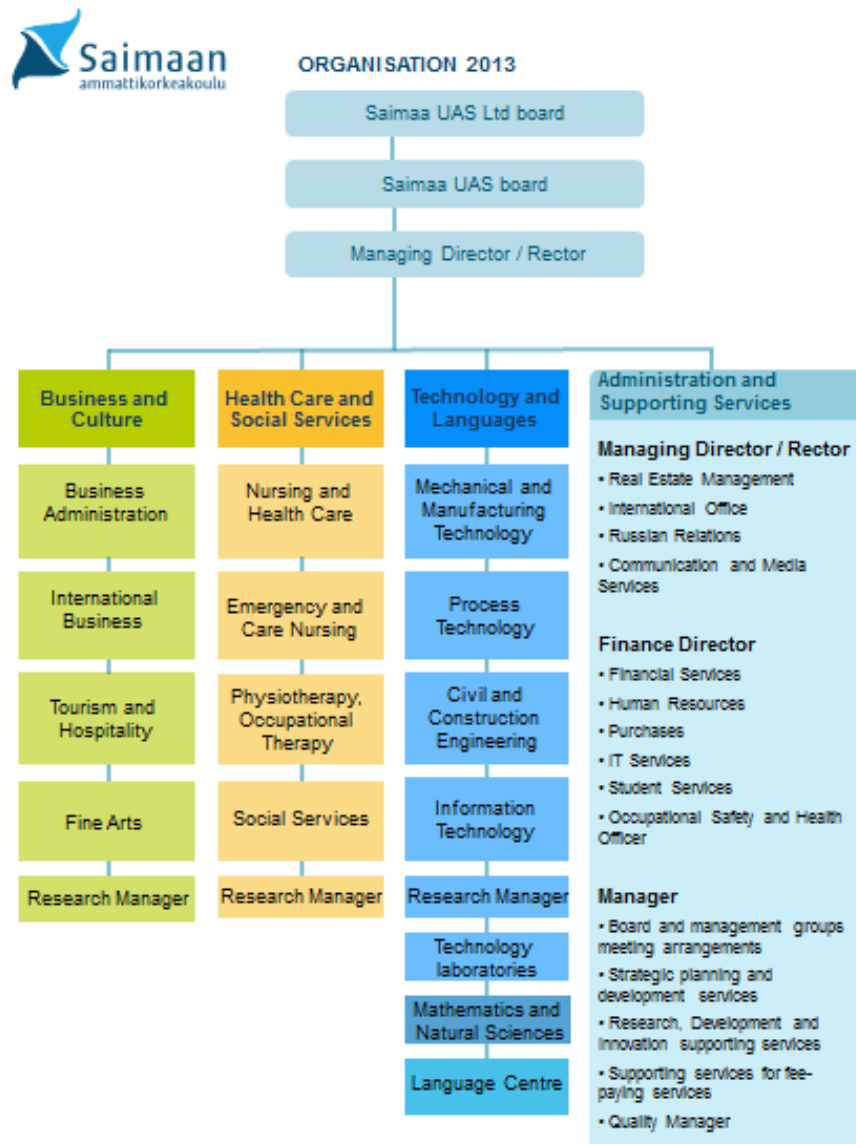


Chart 14. Organisation structure in Saimaa University of Applied Sciences (intra.saimia.fi)

Chart 14 clarifies the organisational structure in Saimaa University of Applied Sciences. As can be seen in the organisational structure, the departments of Business Administration, Tourism and Hospitality and Fine Arts are combined to one faculty of Business and Culture.

According to its website and strategy, Saimaa UAS aims to be international

higher education institution with strong competence in Russian business, society, culture and language.

4.2 Research design

The research was done by studying strategy material of the case organisation, the agreement with Ministry of Education and Culture, faculties' performance agreements, action plans with Russian partners and studying case organisation's statistics on staff mobility. Study was concentrated on the international aspects in case organisation's strategy process and materials.

Empirical data was collected by semi-structured interviews for Saimaa UAS's international actors and development manager. In total there were twelve interviews.

International players in Saimaa University of Applied Sciences are:

- Degree programme managers
- International coordinators
- Manager, International Office
- Manager, Russian Relations

International players are involved with international activities in their work as organisers, planners or implementers. Their tasks related to international activities are described next.

Degree programme managers are responsible for planning, development, execution and internationalisation of their degree programme. They also answer for integrating teaching and RDI together with research manager. Degree programme managers work as superiors for the lecturers in their degree programme, formulate yearly working hour plans for their lecturers and reserve resources to working hour plans for staff mobility if staff exchange is agreed upon in yearly personal development discussions. Degree programme managers are also responsible for practical arrangements for visiting lecturers. (Koulutuspäälliköiden tehtävät ja ratkaisuvälit, 2010.) Not all twelve degree programme managers were interviewed, but one degree programme manager from each field was asked to be interviewed. Interviewed managers were

selected from degree programmes where staff mobility has been active. International coordinators inform and promote mobility for students and staff in their fields. International coordinators' tasks vary a bit by fields, as they have different roles in the fields. Most of the international coordinators are lecturers with no superior duties, but one of the international coordinators work also as degree programme manager and, one as dean for the whole faculty. Different roles affect the tasks international coordinators have, as some of them have also other duties related to international activities that comes with the other role they have. All international coordinators work as links to international mobility for both students and staff in their field. International coordinators are aware of international activities going on in their field, and know fields' international partners and what kind of education they have to offer.

Manager of International Office works with all international activities related to student and staff mobility, its funding and budget control in Saimaa UAS.

Manager of International Office is also responsible for functional international networks, and the duty is also to expand and manage networks. Manager of International Office works directly under rector's supervision. Manager of International Office works with partners and matters from other countries except from Russia.

Manager of Russian Relations promotes Russian affairs in Saimaa UAS. It includes student and staff mobility, project cooperation and developing and managing network with Russian partners.

Together international coordinators and managers of International Office and Russian Relations form international team which communicates and promotes international activities in Saimaa UAS.

Interviews were done to find out how to enhance staff mobility in Saimaa University of Applied Sciences. Also, interviews aimed to explain how internationalisation strategy related to staff mobility has been implemented in Saimaa UAS, and if there are hidden best practices related to staff mobility that could be exploited in other faculties as well. Interviews were done by asking about the strategy process in Saimaa UAS and how individuals had been involved in strategy formulation. Interviews were done also to clarify how strategy can be seen in international players' daily work, their experience of

practices, benefits and barriers to outgoing and incoming staff mobility, and how they think staff mobility could be enhanced. Development manager was interviewed to describe strategy process in case organisation. More detailed description of interview themes can be found in the Appendix 1. The questions varied a bit by international actors as they have different roles and responsibilities in the organisation, but themes were the same for all. All interviews were held in Finnish language, which is the first language for all interviewees.

4.3 Research findings

Next the research findings are described. First the strategy and strategy process in Saimaa University of Applied Sciences is studied, and seen how internationalisation aspect is attached to strategy, and how international players see strategy in their daily work. The negotiations with Ministry of Education and Culture are briefly described as well, and how results of negotiations are taken to faculty performance agreements. As Russia is one of the key focus areas for the studied organisation, also the action plans with Russian partners, which emphasize the strategic importance of the country, are studied. Then staff mobility in Saimaa UAS is described, and the findings from interviews are described and compared with results from other faculties.

4.3.1 Strategy process in Saimaa University of Applied Sciences

Saimaa UAS implements the government platform, and executes the basic task defined in the polytechnics act. Higher education institutions must act according to given framework, and their strategies are approved by the Ministry of Education and Culture. Saimaa UAS's strategy is formulated as described in Chart 15.

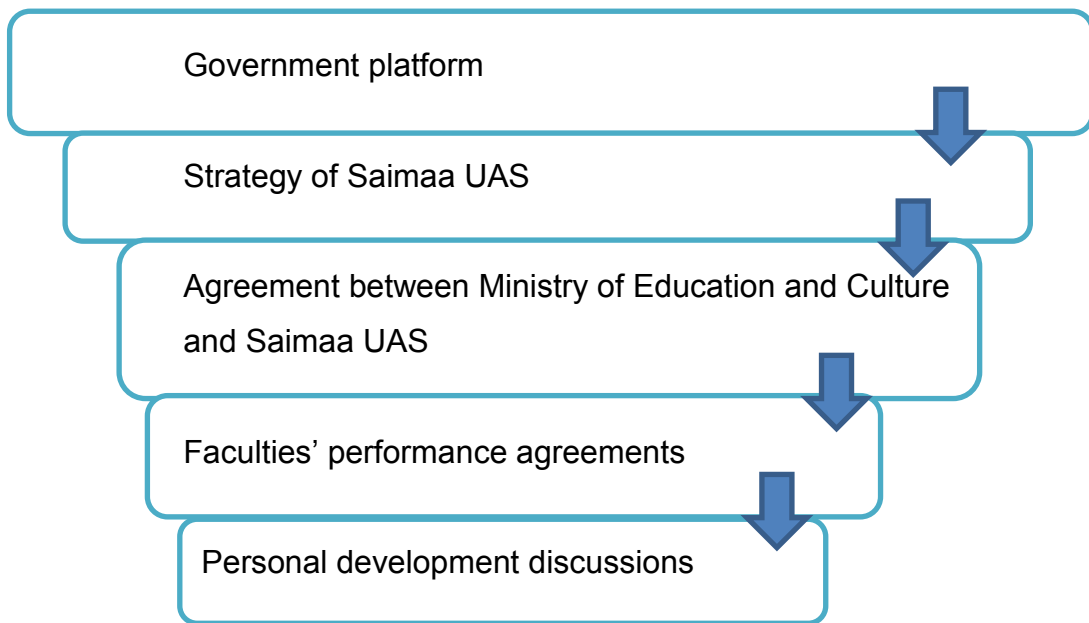


Chart 15. Saimaa UAS part of higher education system (Pirttilä 2013).

Chart 15 pictures how government and Ministry of Education and Culture affect Saimaa UAS strategy. It also shows how strategy is put into practice with faculties' performance agreements and personal development discussions. These are examined more closely later in this chapter. The strategy process in Saimaa UAS is described next.

Environmental analysis

In its strategy Saimaa UAS has described its present state in year 2010 when strategy was made, the analysis of its operational environment, and made SWOT analysis of Saimaa UAS.

From the interviews it was found out that environmental analysis is done mainly from the region Saimaa UAS effects, as law states that universities of applied sciences should be committed to the region they operate. Saimaa UAS takes into account the visions of local business life for future, and pays attention to the direction public sector is going. Different kinds of reports on the area are got from provincial federation to help in analysing the operational environment. Evaluation of the changes in the environment is done on yearly basis in Saimaa

UAS board, and also in faculties and in matters related to international activities, with the persons involved with international matters. When strategy for years 2010 – 2015 was formulated, SWOT analysis was done by whole fulltime personnel in a seminar for whole organisation.

Strategy formulation

Task for Saimaa UAS is said to offer education and an expert workforce primarily for the needs of local business and industry.

Saimaa UAS has defined its values to:

- Responsibility
- Professionalism
- Partnerships for mutual development
- Openness
- Community spirit and the joy of work

Strategic focus areas are:

- User-oriented technologies and their commercial applications
- Management and entrepreneurship
- Health and social services and service processes

Mission is to be a remarkable national and partly international player in the field of education and research, development and innovation on the strategic focus areas. International aspect is mentioned throughout the strategy, and as partnership is even one of the key values of the organisation, strategic partnerships with international partners are mentioned to be important too on top of the local strategic partners. (Saimaan ammattikorkeakoulun strategia 2010-2015.) Saimaa University of Applied Sciences has defined its international strategic partners in two categories:

- Strategic partners in Russia: 5 partners in St Petersburg and 1 in Vyborg.
- Strategic partners elsewhere: 2 partners in China, 2 in Germany, 1 in Denmark, 1 in UK, 1 in Estonia and 1 in USA.

(Saimaan ammattikorkeakoulun strategiset kumppanit kv-toiminnassa.)

According to Saimaa UAS's action plan evaluation of strategic partners is done frequently from educational, research and development, overall arrangements and cooperation point of view. Results can be seen in "KV-kumppanit" or international partners database. (Toimintakäsikirja 2010.)

Interviews explained that whole personnel have taken part to strategy formulation in Saimaa UAS in different seminars where SWOT analysis was done and values were defined. After seminars strategy formulation is done on Saimaa UAS board, and each dean can decide if and to what extent they will take their personnel to strategy formulation process. Interviews revealed that there is great difference on how international actors felt they are involved with the process. Difference can be seen also because of the different role different international players have in the organisation. From the answers it can be seen that only management level were involved in strategy formulation, except those parts of strategy formulation where whole personnel was involved. Most of the international actors felt they were not involved even when defining international strategic partners for Saimaa UAS. It was said that information goes well from top of the organisation down, but personnel do not know if their messages are taken up to top management.

Plan of actions

One of the key objectives to 2015 involves internationality. It is said that Saimaa UAS will increase its competence in Russian business, society, and language and culture. Aim is that UAS will have functional strategic partnerships with chosen Russian higher education institutions and with companies and public administration in south-east Russia. Plan is to establish international and multicultural activity culture to be part of the UAS routines, increase the number of double degrees and joint education with strategic partners, support internationalisation of small and medium-sized enterprises, and develop competitive adult education for companies acting in Russia and China. Goals are to strengthen language and culture education of staff, offer education about international project knowledge for staff, tighten cooperation by student projects with globalising companies and companies serving international

customers and, initiate tuition payment for the international degree programme. (Saimaan ammattikorkeakoulun strategia 2010-2015.) Plan of actions is concluded from the results of negotiations with Ministry of Education and Culture. These results of negotiations are described in chapter 5.2.

As Russia is strategic focus area for Saimaa University of Applied Sciences, a plan of actions with Russian partners is also done on yearly basis. These plans of actions are introduced in chapter 5.4.

According to interviews, action plan is done on board level, and action plan is checked on yearly basis. Action plan and budget goes together, and together they form one document. If any changes are planned to be done to action plan, planned changes are given to employee co-operation group for comments. Employee co-operation group consist of employees' trustees and elective persons. Goals to action plan are settled to be higher than agreed in negotiations with Ministry of Education and Culture to confirm that goals agreed with Ministry will be met even if some faculty fails to meet the inner goals settled in action plan.

Strategy implementation

According to Saimaa UAS strategy management's works, the key component is to implement strategy. Fields and business units and persons responsible for strategic focus areas and supporting services all estimate the strategy implementation in their own area of responsibility. Strategy is implemented by faculties' performance agreements, and from performance agreements goals are put into practice in personal development discussions. Faculties' performance agreements are described more closely in chapter 5.3.

Strategy implementation is based on the faculties' performance agreements. Agreements are well known on management level as they take part in formulation of agreements, and managers confirm that goals set in agreements are met. Interviews explained that the strategic stress on internationality and Russia are seen in routines and daily work in Saimaa UAS. It was said that issues are considered separately for Russia, while no other country is handled

individually. Strategic stress in Russia is also seen in the resources reserved for Russian affairs. Internationality is seen especially in the number of foreign degree students and in the daily work in English degree programmes and in supporting services, as international students are more active in mobility and have more questions on daily routines than Finnish students. It is seen that strategy does affect actions and decisions made in everyday issues. Although it was also said that it seems that issues that are mentioned in strategy but where explicit goals are not settled in action plan, goals like fee-charging international degree programme or adult education for companies acting in China or Russia, are very rarely taken into actions in practice. It was also said that it seems that internationality is not yet a continuous part of the organisation but still something that has not been adopted in all actions and fields, but rather seen as something that is related to degree programmes conducted in English language or an issue that involves only persons specially interested in international activities. Internationality and Russia are not yet seen as solid part of degree programmes, but rather something that is concentrated on in the number of foreign degree students, and statistics on student and staff mobility.

Evaluation, control and updating

Saimaa University of Applied Sciences has set goals on the basis of its basic task, vision and profile. Goals and strategic indicators are set for education, research, development and innovation and, for internationality, specifically for Russian affairs.

Evaluation of how goals are met is followed on yearly basis. The control for goals related to internationality will be done by the following strategic indicators:

- Number of international degree students
- Staff and student mobility
- Share of international projects of all projects
- Share of Russian related operations of all international activities
- Staffs' language competence

(Saimaan ammattikorkeakoulun strategia 2010-2015).

According to interviews, check up on how goals are met is done approximately biannually on an organisational level. On field level evaluation is continual process, as interviewees told that their degree programmes are small enough to give overall idea of the situation without following mobility statistics separately. Also international team checks mobility statistics regularly in their meetings, and managers of International Office and Russian Relations keep themselves continuously updated on international mobility and possible international project issues.

Strategy is updated at need, but according to interviews there has not been need to change it yet during this strategy period since 2010. Validity of action plan is checked on yearly basis and it is updated as needed.

4.3.2 Result of negotiations with Ministry of Education and Culture

Latest agreement with Ministry of Education and Culture has been signed on 21 December 2012. This agreement is done for years 2013-2016. Only objectives set in issues related to international aspects are introduced here.

In national level it is agreed that Finnish higher education institutions will build international strategic partnerships to strengthen their focus area by developing joint educational provision, including joint and double degrees and tightening cooperation in research, development and innovation. It is agreed that integration of foreign students and staff will be enhanced, and degree programmes should have content which encourages internationalisation.

With Saimaa UAS it is agreed that during years 2013-2016 Saimaa UAS will have in general 300 foreign degree students, and 330 long (over 3 months) student exchanges each year. It is agreed also that staff exchanges will increase from 1.20 (in 2011) to 1.30 per fulltime staff by 2016. (Sopimus, kausi 2013-2016.)

Agreed issues are transferred to action plan of Saimaa UAS. Action plan is done for years 2013 – 2015, but as it includes the same international goals as the agreement with Ministry of Education and Culture, it is not introduced here

in detail.

4.3.3 Saimaa UAS faculties' performance agreements

Saimaa UAS has made performance agreements with each faculty. Latest agreements are done for years 2013-2015. These agreements include needs for development in the long term, monitoring of earlier goals and setting new quantitative and performance goals for each faculty.

Performance agreements have separate chapter for international activities. Qualitative and performance goals and actions from international perspective are listed there. In that chapter faculty lists three most important international partners, as well three most important Russian partners. When comparing the most important partners mentioned in the performance agreements and stated strategic partners for Saimaa UAS, only few higher education institutions exist on both lists. It seems that the list of strategic partners is not put into action, or information on the list of strategic partners is outdated.

In faculties' performance agreements are also considered ways how to enhance student and staff exchanges with Russian partners. Activating student exchanges to Russia occurs by enhancing cooperation by for example short courses in Finland and Russia, staff exchanges and increasing research and, development and innovation collaboration.

Performance agreements also answer the question regarding what faculty will do to increase the number of double degrees, and to add more double degree partners. Also international projects and ways to gain them are discussed in the performance agreements.

Staff mobility, min. 1 week	Outgoing staff				Incoming staff			
	Realized	Goal			Realized	Goal		
	2012	2013	2014	2015	2012	2013	2014	2015
Technology	21	17	15	15	11	15	15	15
Health Care and Social Services	20	23	23	23	27	22	22	22
Business Administration	14	10	10	10	15	10	10	10
Fine Arts	9	8	8	8	10	12	12	12
Tourism and Hospitality	6	8	10	10	3	8	10	10
Language Center	15	incoming + outgoing = 20			8	incoming + outgoing = 20		

Chart 16. Goals for staff mobility in each field in Saimaa UAS for 2013 – 2015.

Chart 16 tells how each faculty has set goals for staff mobility. Overall goal is calculated to be over 1.3 per fulltime staff, which is more than in the agreement done with Ministry of Education and Culture. It was said in the interviews that the inner goal is higher than agreed upon with the Ministry to make sure that goals set with Ministry of Education and Culture will be met.

Performance agreement is done also with language centre although they are part of faculty of technology and languages, and goals are set separately for language centre staff. Personnel in language center are language teachers. According to interviews faculties' performance agreements are very familiar for the international players, although only management level was involved in formulating performance agreements. Only in one field all fulltime personnel was involved in performance agreement negotiations.

Performance agreements are done with faculties, but not with other staff working in supporting services. Supporting services, such as student services, IT-services and financial services, do not have similar performance agreements, and as seen in Chart 14 on page 33, they are separate units from faculties. Supporting services do only personal development discussions with their immediate superiors and discuss about possibility for staff mobility in these discussions. However, according to interviews, other staff is seen as an unexploited resource in staff mobility, and similar performance agreements to the faculties have are planned to be negotiated also with supporting services. It

was said that other staffs' mobility is something that has not been utilised actively in the past as staff mobility has been traditionally more concentrated on teacher exchanges.

4.3.4 Action Plans with Russian partners

Saimaa University of Applied Sciences makes action plans with certain Russian partners for each academic year. These plans emphasise the strategic importance of Russia to Saimaa UAS. In these plans activities for the coming academic year listed separately for autumn and spring semesters are agreed upon. Activities listed concern number of student exchanges, staff exchanges, and other cooperation. Some agreements are very detailed, and include even name of the person and timing for teacher exchanges. Also planned cooperation projects, like intensive courses in Saimaa UAS or at partner for other parties' students, joint seminars or other projects are mentioned in the action plans. The possibility for students to write their thesis with supervision or help from both parties is also mentioned in these plans. These action plans are usually signed before, or in the beginning of, the academic year.

Interviews explained that action plans are done with those Russian partners who have been interested in doing action plan with Saimaa UAS. It is seen that cooperation has expanded with those partners with whom the plan is done, as action plan brings collaboration to very concrete level. Also, it is easy to suggest more collaboration after successful cooperation when also financial responsibilities are agreed upon already in action plan. It is seen that action plans make cooperation more systematic. Usually action plans are done by the manager of Russian Relations together with degree programme managers, or if needed, also in cooperation with international coordinators or even deans in some cases.

It was found out that action plans with Russian partners are not familiar to all international players. It seems that only those actors are aware of the plans who have participated in the planning process. Still, those who knew about the plans have found them very useful and would like to expand this kind of action plan to

be done with other chosen key partners from other countries as well.

4.3.5 Staff mobility in Saimaa University of Applied Sciences

Staff mobility is mentioned in Saimaa UAS strategy, and it is also one of the strategic indicators of UAS's internationality. Staff exchanges are categorized into short and long exchanges. Short exchanges last for a minimum of one week and long ones for over a month. As goals are set only for short exchanges in national and organisational level, only those are described next.

Staff mobility has been important to Saimaa UAS also in the past. Chart 17 pictures staff mobility in Saimaa UAS in the years 2010-2012. Chart shows incoming and outgoing staff mobility versus goals by each field or function.

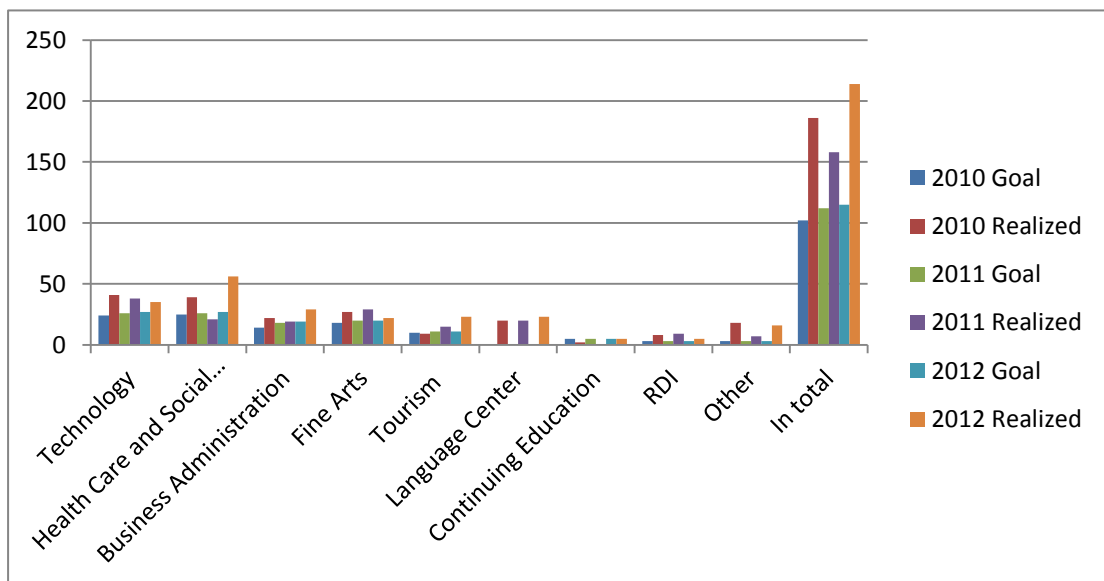


Chart 17. Goals and realisation of short staff mobility in Saimaa UAS in 2010 – 2012 (KV-kumppanit database).

As seen in Chart 17, the realized number of total number of incoming and outgoing staff exchanges has surpassed the goals during years 2010 – 2012. It can be seen that most of the fields exceeded the goals set for them, though some faculties did not meet their goals every year. For years 2010 – 2012 goals were set in total numbers for incoming and outgoing staff mobility.

According to statistics from June 2012, Saimaa UAS has 22 projects, of which three are international. Saimaa UAS is not the administrator in any of these international projects. (Saimaan ammattikorkeakoulun käynnissä olevat projektit, kesäkuu 2012.) These projects explain the outgoing mobility of research, development and innovation (RDI) personnel, and lack of incoming staff in RDI. Charts 18 and 20 illustrate separately the number of incoming and outgoing mobility for RDI and other functions and faculties.

Incoming staff

The aim is to market Saimaa UAS as an attractive exchange destination to teachers and other staff. Visiting lecturers bring their own professionalism to education and offer opportunities for internationalisation at home also to students who are not able to go to student exchanges themselves. Other personnel's exchanges bring possibility to compare practices and find best practices. International staff mobility also enhances student mobility. Functionality of incoming staff mobility is measured by the number of exchanges and feedback from incoming staff. (Toimintakäsikirja 2010.)

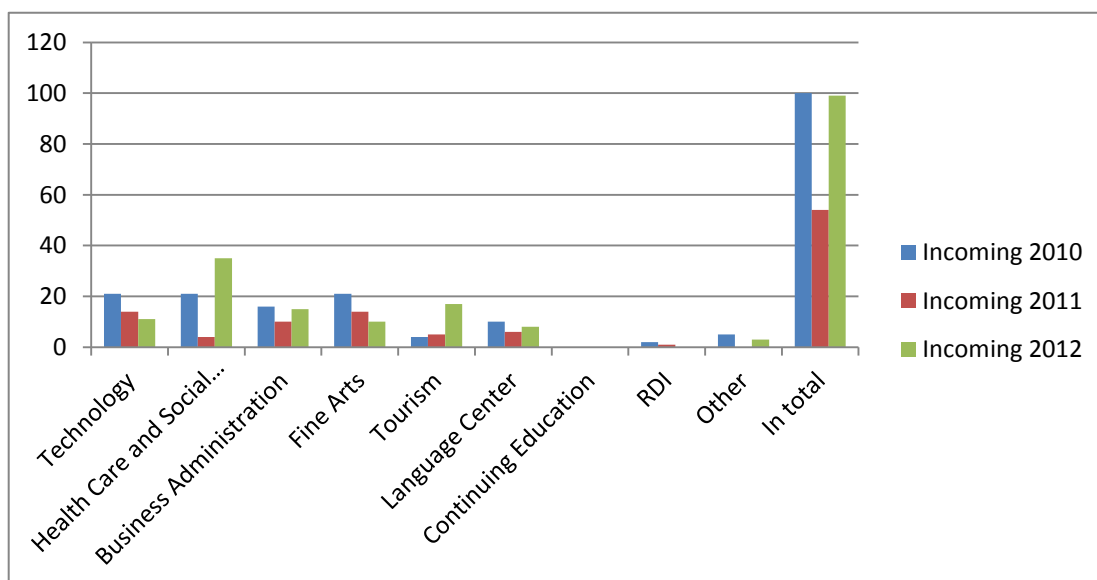


Chart 18. Short incoming staff exchanges by fields in Saimaa UAS in years 2010 – 2012 (Kv-kumppanit database).

As can be seen in Chart 18, incoming staff has had a huge drop in statistics in 2011 compared to 2010 and 2012. It can be seen that number of incoming staff decreased in almost all fields in 2011. One obvious reason for the drop in 2011 might be Saimaa UAS's move from two campuses into one campus in Lappeenranta. Because of the move, faculty of Health Care and Social Services made a decision that they will not take incoming staff exchanges. Also fields Technology and Business Administration moved to new campus in the same year, as did most of the personnel working in Language Centre.

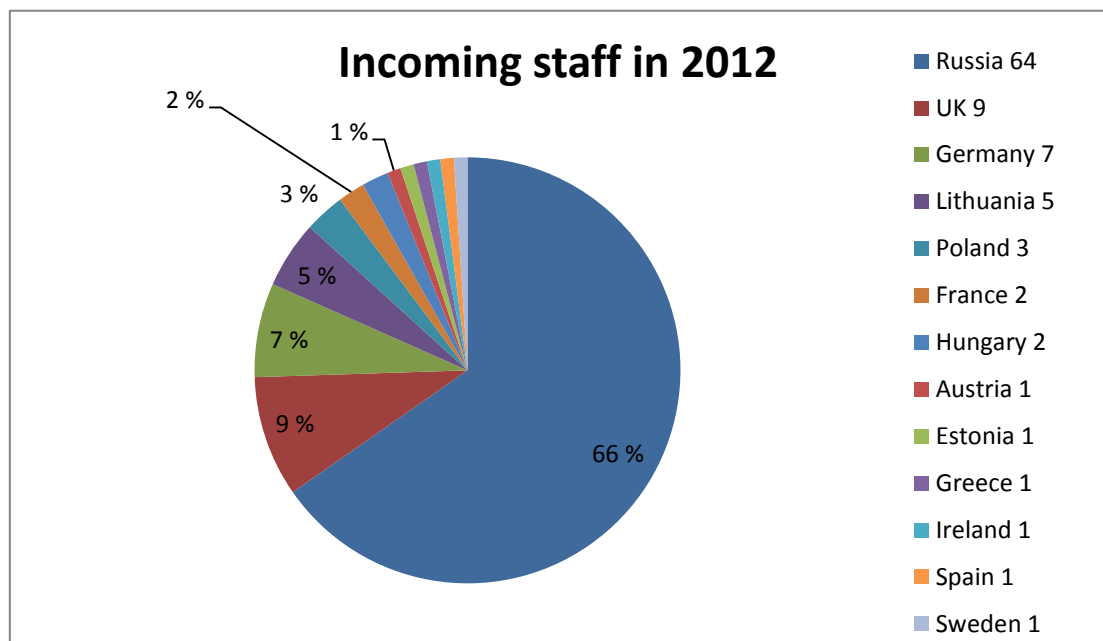


Chart 19. Incoming staff by countries in 2012 (KV-kumppanit database).

Chart 19 shows the number of incoming staff by countries in 2012. As it can be seen, nearly 70 per cent of all incoming staff came from Russia. Most of the incoming staff came from Russia, United Kingdom, Germany and Lithuania in 2012. Strategic emphasis in Russian language, business and culture is seen in the number of incoming staff, as two thirds of all incoming staff came from Russia.

Interviews explained that most of the incoming staff comes to exchange to Saimaa UAS traditionally after individual discussions with fields. Exchange offer begins either from Saimaa UAS request for professional for a certain topic, or from partner's side if they offer some lecturer for exchange. In most cases

exchange planning begins by offer from partner higher education institution. In some fields exchanges are agreed upon with degree programme managers, while in other fields with international coordinators or sometimes even directly with a lecturer the incoming person has met earlier. It seems that there is a great desire to accept all incoming teachers, even if the topic they would teach would not fit perfectly to courses running in Saimaa UAS. It was said that there are not so many incoming staff that any should be refused. However, it can be seen that there is also a demand for more planned exchanges in order to get the most from the visits. It is seen that more planned exchanges would bring more benefit for Saimaa UAS. In some faculties this issue has already been noted, and a few faculties have just recently made their own, separate internationalisation plans. These plans vary by faculties, but in general, those documents state the direction of internationalisation the faculty aims for and lists its key partners and on-going activities with them. Internationalisation plan goes much deeper than faculties' performance agreements in international activities. These documents were seen to be important for faculties because they are supposed to increase the number of international activities in the future, as their mobility is not yet on as high level as it could be compared to faculty size, or their internationally most active degree programmes will be terminated. In these faculties where internationalisation plans were done, they have also named certain lecturers to be responsible for contacts with certain partners. Responsible persons are either written in the plan or agreed upon verbally, and they are chosen because they already have some connections to these named partners.

Incoming staff is seen as important in fields, as visiting staff brings variety for students, new point of views, needed competence, and deepened cooperation. To be able to plan joint projects, it is important to know the partner and people in it. Many visiting lecturers come to exchange to Saimaa UAS during summer school which is arranged in August when majority of Saimaa UAS personnel is on summer vacation. It was seen that there is potential loss in summer school when Saimaa UAS personnel do not meet the visiting lecturers and there is no place for free, and usually productive, discussions between persons with similar professional competencies. It is seen that to solve this problem number of

incoming staff should be increased during other times of the academic year.

In the interviews, international week was mentioned as a tool to increase number of incoming staff. It was suggested that there should be international week for whole Saimaa UAS on the same week. Visiting lecturers and other staff would then come to exchange to Saimaa UAS at the same time, which would make hosting easier, and most likely also more economical, to arrange. Hosting is seen a bit problematic, as hosting is felt to be very important but resources and instructions are not clearly discussed. It became clear that there is a need for a common operations model for hosting incoming staff, as at the moment there are different practices in different faculties, which can be confusing also for a person visiting in different faculties.

Outgoing staff

Staff mobility aims to add ability of personnel to international cooperation, develop personal competence, international networking and finding good practices. The aim is to develop teachers' professionalism and develop the competence of their field's expertise in the partner institution. It is seen that functional networks also enable international projects. Functionality of staff mobility is measured by number of exchanges, feedback from staff who have been on exchanges, and feedback from mobility programmes' sponsors. (Toimintakäsikirja 2010.)

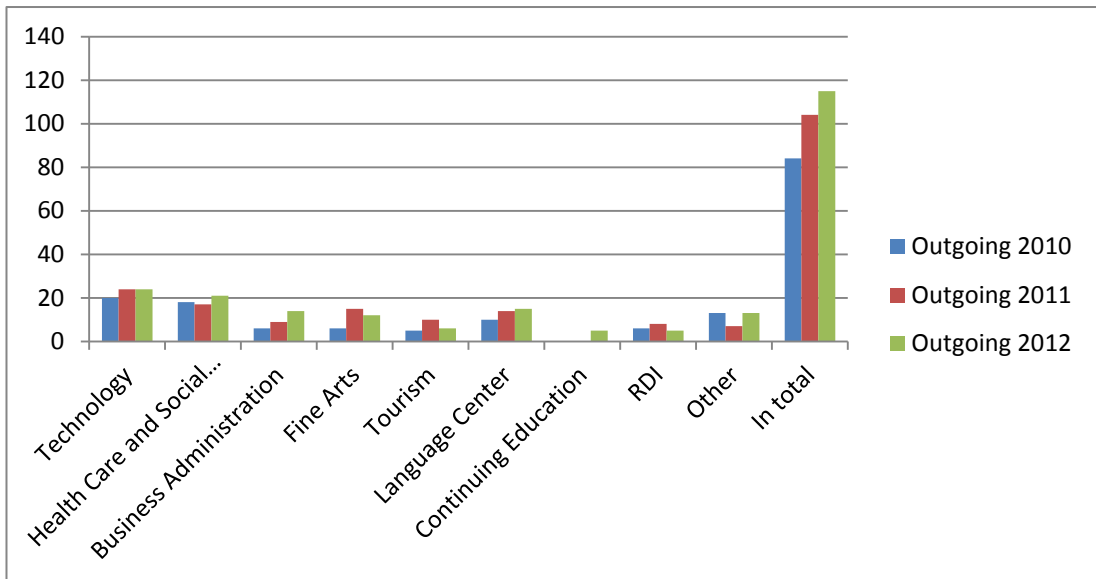


Chart 20. Short outgoing staff exchanges by fields in Saimaa UAS in years 2010 – 2012 (Kv-kumppanit database).

As it can be seen in Chart 20, outgoing staff mobility has been steadily increasing since 2010. There is some slight difference between faculties, but in total the trend is growing.

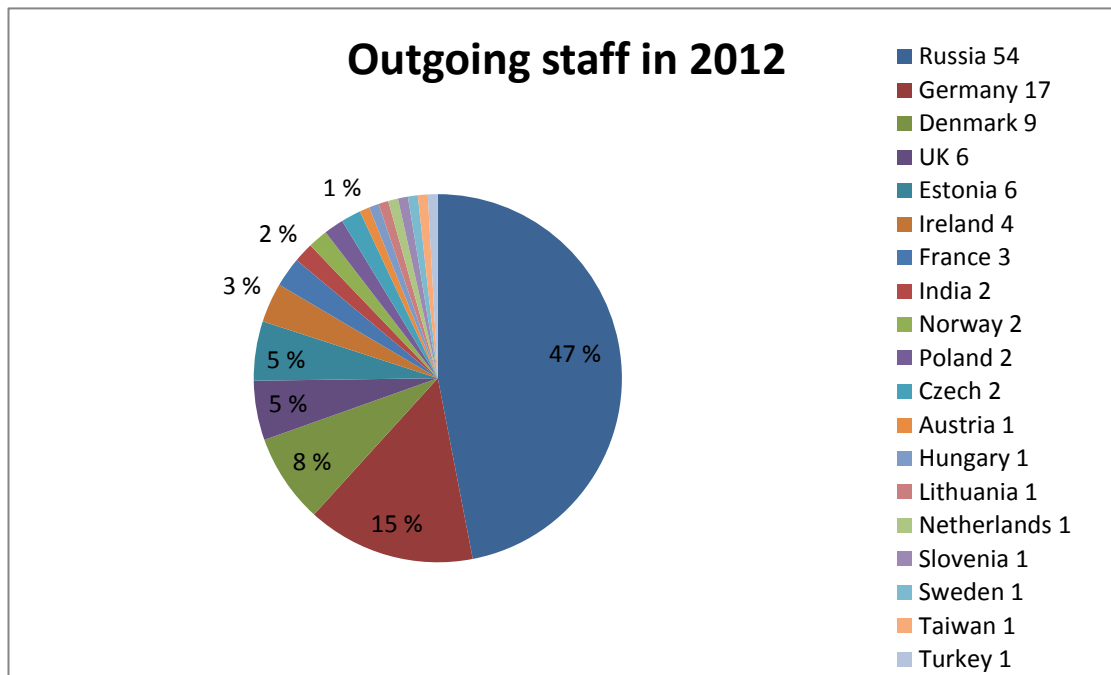


Chart 21. Outgoing staff by countries in 2012. (KV-kumppanit database).

Almost half of the outgoing staff in Saimaa UAS goes to Russia, as can be seen in Chart 21. Strategic stress can be seen in the number of outgoing staff to Russia. Germany, Denmark and United Kingdom were also destinations for many of the staff exchanges.

Outgoing staff exchanges are planned in personal development discussions with degree programme managers or managers of other staff. Personal development discussions are done on yearly basis by immediate superiors with every member of their staff. When exchange is agreed upon, it will be reserved for the person's resources; for teachers 40 hours are reserved on their working hour plans, and for other staff one week is reserved for one exchange. Basically everyone is able and encouraged to go on an exchange at least once a year. When exchange is agreed upon in personal development discussions, it usually will be implemented. In some rare situations exchange might not be realised. Reasons for not completing planned exchanges might be some unexpected change in personal life, and sometimes also unexpected workload which would fill up the 1 600 hours of working time which is annual work load for fulltime lecturers. In some faculties working hour plans allow even two or three exchanges, while in others each person are allowed to do only one exchange even if person would like to go to exchange more often. Usually in active fields, where majority of the personnel wish to go to exchange, only one staff exchange is allowed. In some fields where there is a lack of people wanting to go for exchange, internationally active persons are easier allowed to do more than one exchange a year. Most of the interviewees felt that 40 hours of work reserved for one exchange is the right resource, but it was also said that teachers who teach only in Finnish in Saimaa UAS, have to do more work to realise an exchange as they need to develop also material for their lectures abroad in English. One challenge in arranging exchange is also timing, as there are different rush times during academic year when it might not be possible to go to visit partner higher education institution. Personal reasons to refuse to execute exchanges usually are handled in personal development discussions, and if person is unable or unwilling to go to exchange, it will not be added to person's tasks.

Saimaa UAS organises language courses in English and Russian language separately for staff. Personnel are also allowed to participate any of the language courses offered for students. Personnel's possibility to study languages is according to the Strategy for the Internationalisation of Higher Education Institutions in Finland. Language skills are not very often seen as a problem in outgoing staff mobility, though there are people who do not want to go to exchange because of hesitations about their language competence. Also, language is an issue if the lecturer teaches in Finnish in Saimaa UAS and would need to make separate material in English language for the exchange purposes. Those lecturers who teach in English have usually lecture materials ready.

Interviewees told that those persons who have not yet been on exchange might be a little afraid to go on an exchange alone. This could be helped so that persons who have been on exchange before would take a novice with them for exchange and ease the step for mobility in this way.

Most often outgoing mobility arrangements begins from the Saimaa UAS side with a request to partner if they would take some certain professional for a visit. When relationships are stronger and personnel better known, also partners ask for certain persons for exchange, or ask if Saimaa UAS would have professional to come to teach certain topic in partner institution. It was emphasised that knowing partner is precondition to deepen cooperation and premise for joint projects, double degrees or other similar enhanced collaboration. Interviews revealed that there have been challenges in creating international projects. One reason is seen to be that contacts with partners are not deep enough. Also it was said that one reason is lack of knowledge on projects funding system and on the criteria to get funding for projects.

Importance of planning in outgoing mobility came out in most of the interviews. It is seen that exchanges are not planned as well as they could be at the moment. In many cases exchanges include only teaching or other basic task, but issues that would exploit better further cooperation are not settled for staff

mobility yet. It was seen that this is because there is no clear vision of how international network and contacts should be developed in each field. International coordinators would like to give direction to exchanges, but the desired direction is not familiar. However, some fields have already begun to plan exchanges more, and they have started to include also discussions and meetings to the programme of exchanges. Idea is that outgoing staff should find out also issues in other degree programmes in host institution similar to degree programmes in Saimaa UAS, not only issues related to outgoing person's own tasks.

Experiences about staff exchanges are not effectively utilised in all fields. Fields have created a practice that exchange experiences after exchange should be discussed in staff meetings for each field, but often it happens that there are so many other issues to be discussed in these meetings that there is no time to tell about the exchange. Reports from exchanges are very rarely written, except those reports which are needed for funding purposes, but these reports do not tell who have been met, what have been discussed or other similar issues. In one field they have a meeting approximately once a year where all staff discusses about their exchange experiences and together consider the direction where staff mobility should be taken in the field.

From the interviews it interestingly came out that outgoing staff mobility has brought possibilities for publications. In some case lecture material has been developed to be publicized in partner institutions official publications, and in some cases outgoing lecturers have had discussions with colleagues in partner institutions and together they have decided to make a publication. In faculty of Fine Arts, joint publications with partners have a long tradition. It is common that exhibitions are either published together or taken to partner institutions, although good relationships promote more publications.

5 Summary and discussion

The purpose for this study was to find out how staff mobility could be enhanced in the case organisation Saimaa University of Applied Sciences.

In the theory part, the theories of strategy process, staff mobility, as well as European and Finnish strategies for the internationalisation of higher education institutions were presented. The empirical part of this thesis consisted of strategy material and especially international aspects in them, as well as statistics and interviews on staff mobility in the case organisation. The study was done from international players' point of view. The analysis of the results revealed some good practices related to staff mobility that could be taken into action in all fields. Analysis also revealed issues that could be improved in case organisation to enhance staff mobility. Results also indicated that there is more to achieve from staff mobility than expected.

This study confirms that strategy process in the case organisation complies very much with the theory of strategy process. Case organisation also acts according to European and Finnish framework for internationalisation of higher education institutions.

Interviews explained that the strategy of the case organisation is done mainly on the top management level which is very common according to theory of strategy process. Personnel have been involved in some parts of the strategy formulation, which makes staff more committed to strategy according to theoretical part of this thesis. However, interviews revealed that staff has a feeling that information goes well from the top down in the organisation but not so clearly from the bottom up. It seems that a communication bridge between staff and management is not obvious yet. Strategy is implemented well, as it has been taken into action by faculties' performance agreements and even by action plans with some Russian partners. However, those strategic goals that are not taken into performance agreements are not necessarily put into practise either. Evaluation of strategy is done regularly, and evaluation on how goals are met is done also on the lower level in the case organisation. Still, it was reported in the interviews that the control system highlights more quantitative results over quality. Quality issues are not so easy to measure as quantitative

figures, which might affect strategic control. Theory of this study confirms that control systems may lead to a distortion of effort made towards those activities that are measured.

The importance of internationality is noted in Saimaa University of Applied Sciences as it is mentioned thoroughly in its strategy, which is in line with European and Finnish aim for internationalisation of higher education. Also goals are set for international activities, and they are followed on a yearly basis. Staff mobility has been on satisfying level, but more quality is asked for from the exchanges which is also emphasised in Bologna Process and in the internationalisation strategy for Finnish higher education institutions. Quality can be achieved by better planned exchanges. Both incoming and outgoing exchanges should be better planned in all fields and include content that would be discussed in the field in advance and would be in line with the fields' and Saimaa UAS's ambition. Exchanges should be agreed upon earlier so that they could be better planned and fit to courses. Also other personnel's exchanges should be utilised. As other staffs have not traditionally been active in staff mobility, they might be more willing to execute their first exchange with a person who has been on exchange before. Same situation is also with teachers who have not been on exchange yet. This mentor system could include all fields and whole staff, which would benefit also Saimaa UAS as partners would be visited by persons from different fields and expertise. The potential to increase staff mobility is also great in the degree programmes taught in Finnish language. Lecturers in these programmes do not necessarily have lecture material in English, but they need to create it separately for their exchange while lecturers working in degree programmes conducted in English have at least some lecture material in English already. It could be discussed if this is a question that could be facilitated for example by reserving more resources for translating lecture material. However, case organisation already tries to remove language barriers by offering language courses to personnel.

Hosting of visiting staff is seen as important, but there are different practises in different fields. This may cause confusion and also inequality of incoming staff. It would be useful to formulate a guide for practices and instructions for hosting

incoming staff.

Communication is very often a question, and it came up also in this survey both in theory part and in the empirical findings. It was reported that information on experiences from exchanges is not always effectively spread in faculties. This practice which is in use in one field, where experiences from exchanges are discussed with whole personnel and exchanges are planned all together in the field, could be considered for taking into practise in other fields as well. Reports should also be written, and all reports from different fields should be available for all. This would bring more information on partners from other fields to the attention of the staff, and perhaps create new ideas for joint international projects, publications or other deeper cooperation.

Experience from action plans with certain Russian partners has been very positive, as those plans have also expanded cooperation. Similar action plans with other key international partners could be considered to be published. Action plans help to implement strategy, as those documents bring strategy closer to practice.

This study was a case study, and results involve the case organisation. However, some other higher education institutions might find similar issues in their organisations, as results from the study strengthen the theory introduced in this thesis. Also, issues related to new funding structure are the same for all Finnish universities of applied sciences.

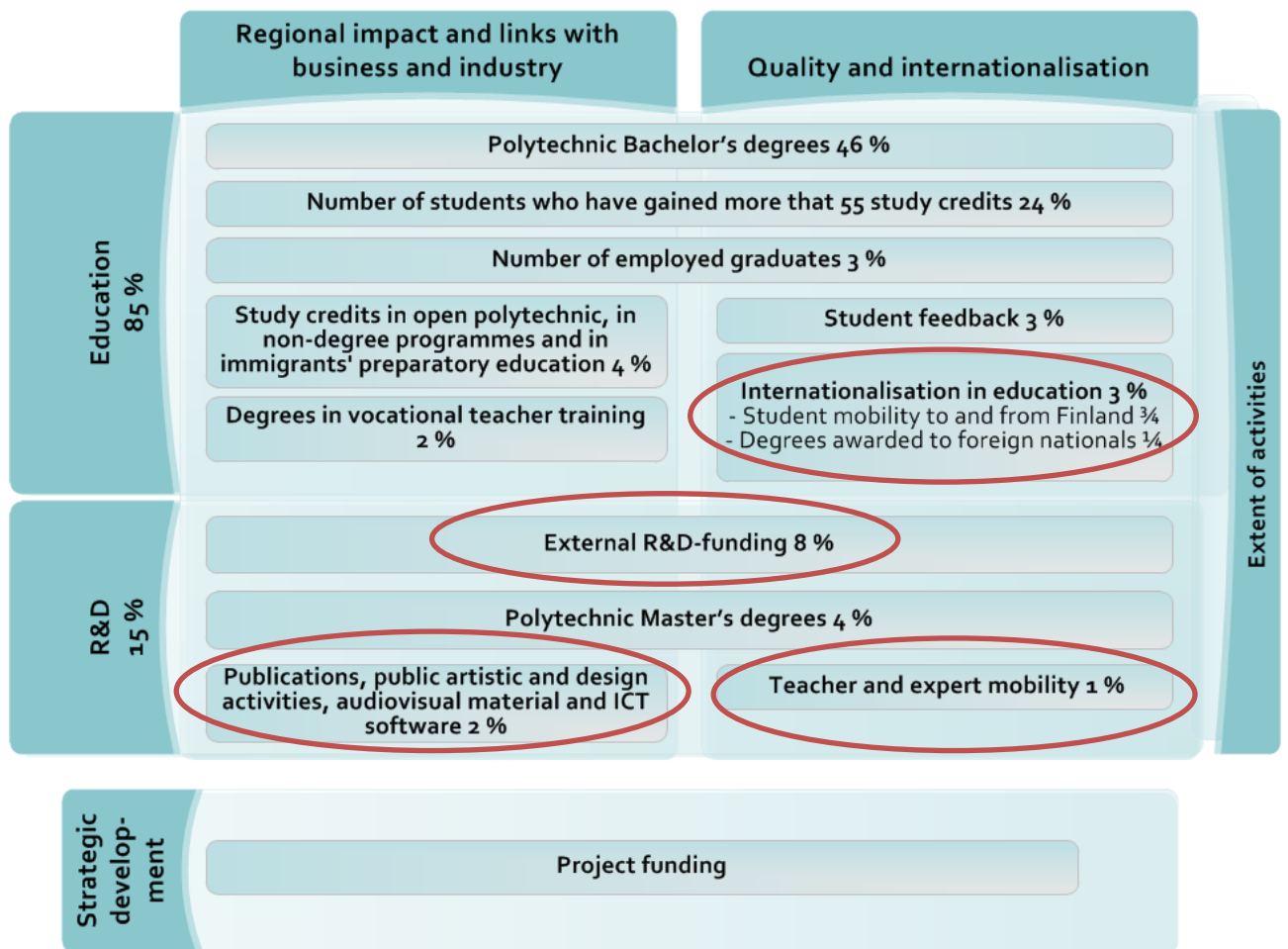


Chart 22. Planned funding structure for Finnish universities of applied sciences starting on January 1st, 2014 (a draft, Polytechnics core funding from 2014).

Chart 22 states the importance of staff mobility to Finnish universities of applied sciences. Number of staff mobility brings one per cent of funding, but as this study confirms, staff mobility promotes R&D-projects, publications and encourages also student mobility. It can be said that staff mobility might bring all together even over 13 per cent of UAS's funding if all possibilities are well exploited.

It would be interesting to study how well staff mobility is utilised in Finnish higher education institutions in general. It would be fascinating also to study how exchanges are arranged and when they are agreed upon in foreign partner institutions, as this information would help in planning further exchanges and cooperation.

Further studies in case organisation could be done on how internationalisation is integrated into degree programmes, as the results from this study indicate that internationalisation is not yet seen as solid part of its degree programmes. It would be interesting to study also how the system with named persons responsible for connections with certain partners will work. It would be interesting to know how this system boosts staff mobility and brings other benefits to faculties where this system has been taken into use.

Empirical part of this study included twelve semi-structured interviews and each interview last from 31 to 57 minutes. To get more information, there should have been fewer topics for discussion, or interviews should have lasted longer. However, the number of themes covered well the aspects in staff mobility which were justified for this study, as the aim was to see how staff mobility could be enhanced in the case organisation. Also, longer interviews would have been difficult to fit into the twelve interviewees busy schedules. The number of interviewees should have been less if interviews would have been longer, and that would have harmed the reliability of this study.

This study expanded the competence of the author in mobility in higher education institutions and was interesting to complete. Author's current job is related to student mobility in Saimaa University of Applied Sciences.

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Interview themes:

Degree programme managers:

What are your tasks as degree programme manager?

Internationality has been mentioned notably in Saimaa University of Applied Sciences' strategy, and list of international strategic partners can be found in intranet.

Have you been involved in strategy formulation?

Have you taken part in defining strategic partners?

How internationalisation strategy can be seen in your work?

How the strategic emphasis in Russia can be seen in institutions routines?

Outgoing staff mobility:

How does staff get information on staff mobility possibilities?

What are the motivation factors for staff mobility in your opinion?

How and when is outgoing staff mobility agreed upon with your personnel?

What kinds of benefits have been gotten from your personnel's staff mobility?

What kinds of barriers have there been for outgoing staff mobility?

Have you tried to remove these barriers? How?

Incoming staff mobility:

How and when do you agree on incoming staff mobility?

What kinds of benefits has your degree programme gotten from incoming staff mobility?

What kinds of barriers or challenges have occurred with incoming staff mobility?

Have you tried to remove these barriers?

Effectiveness of staff mobility:

How do you confirm that goals set in faculties' performance agreements will be met? How do you control them?

How have you experienced the yearly action plans done with Russian partners?
Do you think similar action plans could be done also with other partners?

How are experiences from staff exchanges taken forward in your field?

Have the possibilities offered by staff mobility been utilised effectively in your faculty in your opinion?

Could exchanges be enhanced on your opinion? If yes, how?

Your field has or have planned to have international projects. How have joint

projects or project plans begun? How have partner institutions been selected?

International coordinators:

What are your tasks as international coordinator?

Internationality has been mentioned notably in Saimaa University of Applied Sciences' strategy, and list of international strategic partners can be found in intranet.

Have you been involved in strategy formulation?

Have you taken part in defining strategic partners?

How can internationalisation strategy be seen in your work?

How can the strategic emphasis on Russia be seen in institution routines?

Outgoing staff mobility:

How do staffs get information on staff mobility possibilities?

What are the motivation factors for staff mobility in your opinion?

How and when is outgoing staff mobility agreed upon with your personnel?

What kinds of benefits have been gotten from personnel's staff mobility?

What kind of barriers have there been for outgoing staff mobility?

Have you tried to remove these barriers? How?

Incoming staff mobility:

How and when do you agree or get information on incoming staff mobility?

What kind of benefits has your degree programme received from incoming staff mobility?

What kind of barriers or challenges have occurred with incoming staff mobility?

Have you tried to remove these barriers?

Effectiveness of staff mobility:

How are experiences from staff exchanges taken forward in your field?

Have the possibilities offered by staff mobility been utilised effectively in your faculty in your opinion?

Could exchanges be enhanced in your opinion? If yes, how?

How have you experienced the yearly action plans done with Russian partners?

Do you think similar action plans could be done also with other partners?

Manager, Russian Relations:

What are your tasks as manager of Russian Relations?

Internationality has been mentioned notably in Saimaa University of Applied Sciences' strategy, and especially Russia. List of international strategic partners

for Saimaa UAS can also be found in intranet.
Have you been involved in strategy formulation?
Have you taken part in defining Russian strategic partners?
How can internationalisation strategy be seen in your work?
How can the strategic emphasis on Russia be seen in institutions' routines?
How are yearly action plans with Russian partners done? Who are involved in action plan process? How are those partners selected with whom the action plan is formulated?

Outgoing staff mobility:

How and when do you get information or agree on outgoing staff mobility?
What kinds of benefits have been received from personnel's staff mobility?
What kind of barriers have there been for outgoing staff mobility?
Have you tried to remove these barriers? How?

Incoming staff mobility:

How and when you do you agree or get information on incoming staff mobility?
What kinds of benefits have been derived from incoming staff mobility?
What kinds of barriers or challenges have occurred with incoming staff mobility?
Have you tried to remove these barriers?

Effectiveness of staff mobility:

How are experiences from staff exchanges taken forward in the organisation?
Have the possibilities offered by staff mobility been utilised effectively in your faculty in your opinion?
Could exchanges be enhanced in your opinion? If yes, how?

Manager, International Office:

What are your tasks as manager of International Office?

Internationality has been mentioned notably in Saimaa University of Applied Sciences' strategy, and list of international strategic partners for Saimaa UAS can also be found in intranet.

Have you been involved in strategy formulation?
Have you taken part in defining international strategic partners?
How can internationalisation strategy be seen in your work?
How can the strategic emphasis on Russia be seen in institutions' routines?

Outgoing staff mobility:

How do staffs get information on staff mobility possibilities?
What are the motivation factors for staff mobility in your opinion?
How and when do you get information or agree on outgoing staff mobility?
What kinds of benefits have there been from personnel's staff mobility?
What kinds of barriers have there been for outgoing staff mobility?

Have you tried to remove these barriers? How?

Incoming staff mobility:

How and when do you agree or get information on incoming staff mobility?

What kinds of benefits have there been from incoming staff mobility?

What kinds of barriers or challenges have occurred with incoming staff mobility?

Have you tried to remove these barriers?

Effectiveness of staff mobility:

How are experiences from staff exchanges taken forward in the organisation?

Have the possibilities offered by staff mobility been utilised effectively in your faculty in your opinion?

Could exchanges be enhanced in your opinion? If yes, how?

Yearly action plans are done with some Russian partners. Do you think similar action plans could be done also with other partners?

Development manager:

What are your tasks as development manager?

Would you please describe the strategy process in Saimaa UAS.

Who were involved in strategy formulation process, especially in international strategy?

How is strategy implemented?

How do you try to get personnel committed to strategy?

How is implementation of strategy controlled?

Haastattelukysymykset:**Koulutuspäälliköt:**

Mitä kuuluu tehtäväänne koulutuspäällikkönä?

Saimaan ammattikorkeakoulun strategiassa kansainvälisyys on mainittu merkittävässä määrin, ja intrasta löytyy lista Saimaan amk:n kansainvälisistä strategisista partnereista. Oletteko olleet mukana kv. strategian luomisessa? Oletteko olleet mukana kansainvälisten strategisten partnereiden määrittelyssä? Miten kv. strategia näkyy työssänne? Miten strategian Venäjä-painotus mielestänne näkyy koulun arjessa?

Lähtevät henkilöstövaihdot:

Miten henkilöstö saa tietoa henkilöstövaihtomahdollisuuksista?
Mitkä asiat mielestänne motivoivat henkilöstöä henkilöstövaihtoihin?
Miten ja missä vaiheessa lähtevät henkilöstövaihdot sovitaan oman henkilöstönne kanssa?
Minkälaisia hyötyjä on saatu oman henkilöstön vaihdoista?
Minkälaisia esteitä on ilmennyt oman henkilöstön vaihdoille?
Onko näitä esteitä pyritty poistamaan? Minkälaisin keinoin?

Saapuvat henkilöstövaihdot:

Miten ja missä vaiheessa sovitte saapuvista henkilöstövaihdoista?
Mitä hyötyä koulutusohjelmanne on saanut saapuvista henkilöstövaihdoista?
Mitä esteitä tai minkälaisia hankaluuksia on ilmennyt saapuville henkilöstövaihdoille?
Onko esteitä pyritty poistamaan?

Henkilöstövaihtojen vaikuttavuus:

Kuinka varmistatte että koulutusalan tavoite- ja tulossopimuksessa asetetut henkilöstövaihtojen tavoitteet toteutuvat? Miten niitä seurataan?

Miten olette kokeneet venäläisten partnereiden kanssa tehtävät vuosittaiset toimintasuunnitelmat? Voisiko vastaavia toimintasuunnitelmia mielestänne tehdä myös muiden partnereiden kanssa?

Miten vaihdoista saatuja kokemuksia siirretään eteenpäin koulutuslallanne?
Onko henkilöstövaihtojen antamat mahdollisuudet mielestänne hyödynnetty tehokkaasti koulutuslallanne?
Voisiko vaihtoja mielestänne tehostaa? Jos voisi, niin miten?

Alallanne on olemassa tai on suunniteltu kansainvälisiä hankkeita. Miten yhteiset kansainväliset hankkeet tai hankesuunnitelmat ovat saaneet alkunsa?
Miten yhteistyökorkeakoulut ovat valikoituneet?

Kv. koordinaattorit:

Mitä kuuluu tehtäväänne alan kv. koordinaattorina?

Saimaan ammattikorkeakoulun strategiassa kansainvälisyys on mainittu merkittävässä määrin, ja intrasta löytyy lista Saimaan amk:n kansainvälisistä strategisista partnereista. Oletteko olleet mukana kv. strategian luomisessa? Oletteko olleet mukana kansainvälisten strategisten partnereiden määrittelyssä? Miten kv. strategia näkyy työssänne? Miten strategian Venäjä-painotus mielestänne näkyy koulun arjessa?

Lähtevät henkilöstövaihdot:

Miten henkilöstö saa tietoa henkilöstövaihtomahdollisuuksista? Mitkä asiat mielestänne motivoivat henkilöstöä henkilöstövaihtoihin? Miten ja missä vaiheessa sovitte tai saatte tiedon lähtevistä henkilöstövaihdoista? Minkälaisia hyötyjä on saatu oman henkilöstön vaihdoista? Minkälaisia esteitä on ilmennyt oman henkilöstön vaihdoille? Onko näitä esteitä pyritty poistamaan? Minkälaisin keinoin?

Saapuvat henkilöstövaihdot:

Miten ja missä vaiheessa sovitte tai saatte tiedon saapuvista henkilöstövaihdoista? Mitä hyötyä koulutusalanne on saanut saapuvista henkilöstövaihdoista? Mitä esteitä tai minkälaisia hankaluuksia on ilmennyt saapuville henkilöstövaihdoille? Onko esteitä pyritty poistamaan?

Henkilöstövaihtojen vaikuttavuus:

Miten vaihdoista saatuja kokemuksia siirretään eteenpäin koulutuslallanne? Onko henkilöstövaihtojen antamat mahdollisuudet mielestänne hyödynnetty tehokkaasti koulutuslallenne?

Voisiko vaihtoja mielestänne tehostaa? Jos voisi, niin miten? Miten olette kokeneet venäläisten partnereiden kanssa tehtävät vuosittaiset toimintasuunnitelmat? Voisiko vastaavia toimintasuunnitelmia mielestänne tehdä myös muiden partnereiden kanssa?

Kehityspäällikkö, Venäjä-asiat:

Mitä kuuluu tehtäväänne Venäjä-asioiden kehityspäällikkönä?

Saimaan ammattikorkeakoulun strategiassa kansainvälisyys on mainittu merkittävässä määrin, ja erityisesti Venäjä. Intrasta löytyy myös lista Saimaan

amk:n kansainvälisistä strategisista partnereista.
Oletteko olleet mukana kv. strategian luomisessa?
Oletteko olleet mukana Venäläisten strategisten partnereiden määrittelyssä?
Miten kv. strategia näkyy työssänne?
Miten strategian Venäjä-painotus mielestänne näkyy koulun arjessa?

Miten venäläisten partnereiden kanssa tehtävät vuosittaiset toimintasuunnitelmat tehdään? Ketkä osallistuvat toimintasuunnitelmien tekoon? Miten valikoituvat ne partnerit joiden kanssa yhteiset toimintasuunnitelmat tehdään?

Lähtevät henkilöstövaihdot:

Miten ja missä vaiheessa sovitte tai saatte tiedon lähtevistä henkilöstövaihdoista?
Minkälaisia hyötyjä on saatu oman henkilöstön vaihdoista?
Minkälaisia esteitä on ilmennyt oman henkilöstön vaihdoille?
Onko näitä esteitä pyritty poistamaan? Minkälaisin keinoin?

Saapuvat henkilöstövaihdot:

Miten ja missä vaiheessa sovitte tai saatte tiedon saapuvista henkilöstövaihdoista?
Mitä hyötyä on saanut saapuvista henkilöstövaihdoista?
Mitä esteitä tai minkälaisia hankaluuksia on ilmennyt saapuville henkilöstövaihdoille?
Onko esteitä pyritty poistamaan?

Henkilöstövaihtojen vaikuttavuus:

Miten vaihdoista saatuja kokemuksia siirretään eteenpäin organisaatiossa?
Onko henkilöstövaihtojen antamat mahdollisuudet mielestänne hyödynnetty tehokkaasti?

Voisiko vaihtoja mielestänne tehostaa? Jos voisi, niin miten?

Kansainvälisten asioiden päällikkö:

Mitä kuuluu tehtäväänne kansainvälisten asioiden päällikkönä?

Saimaan ammattikorkeakoulun strategiassa kansainvälisyys on mainittu merkittävässä määrin, ja intrasta löytyy lista Saimaan amk:n kansainvälisistä strategisista partnereista. Oletteko olleet mukana kv. strategian luomisessa?
Oletteko olleet mukana kansainvälisten strategisten partnereiden määrittelyssä?
Miten kv. strategia näkyy työssänne?
Miten strategian Venäjä-painotus mielestänne näkyy koulun arjessa?

Lähtevät henkilöstövaihdot:

Miten henkilöstö saa tietoa henkilöstövaihtomahdollisuuksista?
Mitkä asiat mielestänne motivoivat henkilöstöä henkilöstövaihtoihin?
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Onko näitä esteitä pyritty poistamaan? Minkälaisin keinoin?

Saapuvat henkilöstövaihdot:

Miten ja missä vaiheessa sovitte tai saatte tiedon saapuvista henkilöstövaihdoista?
Mitä hyötyä mielestänne on saatu saapuvista henkilöstövaihdoista?
Mitä esteitä tai minkälaisia hankaluuksia on ilmennyt saapuville henkilöstövaihdoille?
Onko esteitä pyritty poistamaan?

Henkilöstövaihtojen vaikuttavuus:

Miten vaihdoista saatuja kokemuksia siirretään eteenpäin organisaatiossa?
Onko vaihtojen antamat mahdollisuudet mielestänne hyödynnetty tehokkaasti?

Voisiko vaihtoja mielestänne tehostaa? Jos voisi, niin miten?

Joidenkin venäläisten partnereiden kanssa tehdään vuosittaiset toimintasuunnitelmat. Voisiko vastaavia toimintasuunnitelmia mielestänne tehdä myös muiden partnereiden kanssa?

Kehityspäällikkö

Mitä kuuluu tehtäväänne kehityspäällikkönä?

Kuvailisitko Saimaan amk:n strategiaproessin.

Ketkä ovat mukana strategian muodostamisprosessissa, erityisesti kv. strategiassa?

Miten strategia jalkautetaan?

Miten henkilöstö pyritään sitouttamaan strategiaan?

Miten strategian toteutumista seurataan?