



# "SUMMER IN SPACE 2014"

Digital business development course

Marja-Liisa Kakkonen (ed.)



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SPACE  
Network



MAMK  
University of Applied Sciences

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# PREFACE

Summer in Space concept was piloted in Norway in 2013. It was a two-week intensive course in which 16 students took part from four different higher education institutions. The feedback of the students, teachers and the local company as a commissioner indicated that it was a good initiative and worth continuing in the future. Based on the development suggestions of the pilot course, Summer in Space 2 was implemented in Mikkeli in August 2014. It was a three-week course in which 31 students and eight guest lecturers representing seven different nationalities participated. Two local teachers supervised the project assignments of the students for the local company.

The learning was based on doing real cases for the local company and the project works were done in an intensive way during three weeks. The guest lecturers gave their contribution by teaching, supporting and complementing subjects and topics in the project work. The students used mainly their previous knowledge, skills and experiences in their multicultural student groups. In the end, the completed project outcomes were introduced, and the local company was pleased with the good and useful results of the student groups.

This publication includes five articles which illustrate the implementation of the Summer in Space concept. The first article describes the history and context of the concept. The context refers widely to European Network of Business and Language Studies (SPACE). The second article introduces the highlights of the Summer in Space pilot course and how it was conducted in Norway in 2013. The third article presents all the practical things related to the organisation of Summer in Space 2 in Mikkeli in 2014. The fourth article addresses the learning of students during the three-week learning process. It is based on the learning diaries of the students. Finally, the fifth article describes the implementation of the course from a perspective of a local supervising teacher. The teacher sees it from the pedagogical point of view. In addition, at the end of the publication there is a detailed programme of Summer in Space 2 as an appendix which can be used as a guideline for the implementation in the future.

The objective of this publication is to document and share knowledge and experiences related to the Summer in Space concept and its current implementation. The Summer in Space concept seems to be a good practice which can be implemented as such or developed further for the purposes of a higher education institution. Although it is challenging and quite expensive to arrange the event for an international group of over 30 students, yet the benefits are obvious to the students, teachers, local companies, and the higher education institutions involved.

Mikkeli, 25 January 2015

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# CONTENT

## PREFACE

## AUTHORS

<b>SUMMER IN SPACE AS A CONCEPT AND A COURSE</b> <i>Marja-Liisa Kakkonen</i>	7
<b>SUMMER IN SPACE I AS A PILOT IN NORWAY</b> <i>Hilde Hoefnagels</i>	13
<b>ORGANIZATION OF THE DIGITAL BUSINESS DEVELOPMENT -COURSE</b> – <b>Summer in Space 2 in Mikkeli</b> <i>Anna-Maija Tornainen</i>	18
<b>LEARNING BY DOING: STUDENTS’ PERSPECTIVES OF THE DIGITAL BUSINESS DEVELOPMENT -COURSE</b> <i>Laura Tuukkanen and Sini Pudas</i>	30
<b>DIGITAL BUSINESS DEVELOPMENT COURSE - REFLECTIONS FROM A TEACHER’S PERSPECTIVE</b> <i>Mikhail Nemilentsev</i>	45
<b>APPENDIX 1. Detailed programme of the Digital Business Development -course</b>	

# SUMMER IN SPACE AS A CONCEPT AND A COURSE

*Marja-Liisa Kakkonen*

## INTRODUCTION

European Network of Business and Language studies (SPACE) was founded in Lille, France in 1989. Nowadays the network is represented in over 60 partner institutions in 28 countries. The network changed over the years from only languages and culture to include expert groups on business, communication, languages and cultural competence, hospitality and tourism management, entrepreneurship, and educational research. SPACE offers on-line courses, ICT platforms and development projects plus a Journal of Advances in Higher Education - 'learning by sharing' in a friendly international atmosphere. The membership is an institutional membership, which means that more than one faculty can join and have access to our digital platform. (SPACE, 2014)

In practice, the operational development work in the network is mainly based on the work of the committees during academic years. There are eight committees in the network: Eurobusiness, Eurolanguages, Entrepreneurship, Hospitality and Tourism Management, Mobility, Marketing Communications, Online Development & ICTS, and European Research Area (ERA). Each of them has a chair and 1- 4 permanent members who plan and implement different activities for the benefit of all the SPACE members. Most of the members have participated in the network meetings many times during the recent years. Further, since the network meetings have taken place twice a year, Annual General Meeting and a conference in the spring, and a workshop-based meeting in the autumn, the members have already a lot of experiences about successful co-operation.

This article describes one important activity of Entrepreneurship Committee from different perspectives. The activity is called Summer in Space and it was piloted in Norway in 2013. Based on the feedback and development suggestions, it was implemented again in 2014 – this time in Mikkeli, Finland. The objectives of this article are to document and share knowledge of the concept as well as its implementation in practice. First, this article



introduces the Entrepreneurship committee of SPACE and then it presents the basic idea of the Summer in Space concept. Next, success factors and challenges of the implementation in 2014 are discussed followed by a consideration of potential risks. Finally, the article sums up the all the things and draws the conclusions.

## **ENTREPRENEURSHIP COMMITTEE**

Entrepreneurship committee of SPACE was established in 2010 to promote entrepreneurship education in higher education institutions. The objectives of the entrepreneurship committee are as follows:

- to support the members of SPACE in the development of entrepreneurs and intrapreneurs through education and training,
- to support exchange of knowledge and best practices among the members,
- to identify and present frontrunners among the members,
- to encourage the members to write and present papers at SPACE conferences,
- and to establish links and cooperation with the SPACE partners and support organizations.

Adapting the definition of the European Union (2011), the entrepreneurship committee sees entrepreneurship education as a process through which students acquire a broad set of competences. Entrepreneurship in this sense refers to an individual's ability to turn ideas into action. It includes creativity, innovation, showing initiative and risk-taking, as well as the ability to plan and manage projects in order to achieve the objectives. This supports everyone in day-to-day life at home and in a society, makes employees more aware of the context of their work and able to seize opportunities better, and provides a foundation for entrepreneurs establishing a social or commercial activity. The entrepreneurship education is thus about a life wide as well as lifelong competence development. As well as contributing to competitiveness, entrepreneurship education also helps to ensure a number of positive social benefits. (Entrepreneurship education 2011, 1-2)

Marja-Liisa Kakkonen from Mikkeli University of Applied Sciences (FI) has been a member of the entrepreneurship committee since the beginning and she was selected to become the chair of the committee in April 2012. In addition, there are three permanent members in the entrepreneurship committee: Filip Burgelman from Mechelen Lessius University College (BE), Oevind Strand from Aalesund University College (NO), and Krista Tuulik from Tallinn, Entrepreneurship University of Applied Sciences (EST). In

addition, the entrepreneurship committee works closely together with the Hospitality and Tourism Management committee (HTC) of SPACE, since there are mutual interests for developing and implementing entrepreneurial activities together. For example, a joint (working) meeting of these committees was arranged in Antwerp in August 2014. The chair of HTC, Hilde Hoefnagels, is personally interested in entrepreneurship education. Therefore she promotes entrepreneurial activities in HTC and in her daily work as a teacher and as an international coordinator in Artesis Plantijn Hogeschool Antwerpen (BE).



**Picture 1. A joint meeting of EC and HTC was arranged in Antwerp in 2014**  
(Picture: Nida Mačerauskienė)

## **SUMMER IN SPACE - A NEW COLLABORATION CONCEPT FOR SPACE MEMBERS**

The concept of Summer in Space has been initiated, piloted and developed further by the Space members. The original idea has changed to some extent, however the basic activities have remained the same. In 2014, it was a special course worth five ECTS for the students during three weeks. The core activity of the course consists of assignments of a local company (real cases). A pre-selection of the students is needed to get good and motivated students. Therefore there should be an added value for the students to come in the summer time and work hard and intensively: an interesting course, good teachers, supporting supervision, interesting cases from a local com-

pany, but also financial support is needed for them. The local teachers are responsible for the quality of the course and the pedagogical aspect. The local coordinator, in turn, is responsible for the arrangement of all the practical things of 31 students and eight guest teachers (see Article 3 of this publication). The students work in multicultural groups. It is worth mentioning that there is also a time pressure involved: the students work for the project during three weeks and the workload is designed so that it is worth five ECTS for them. In other words, during these three weeks the students did not work only during the office hours, but also in the evenings. The outcomes of the group works were presented in the final day of the course.

Summer in Space was introduced as a Digital Business Development course in Mikkeli in 2014. It was updated from the pilot course. For example, due to the time pressure, the duration of the course, two weeks in Norway, was extended into three weeks in Mikkeli. The number of participating students was 16 in Norway and 31 in Mikkeli. Also the number of the teachers differed: there were five in Norway and eight in Finland. In Norway, the source of funding was based on the sponsorship of the More og Romsdal county. In Mikkeli, the funding was arranged from different sources: from a project of Mamk (Open House), funding of business department of Mamk, and support from the Space network. In Norway, they had a beautiful countryside venue in a small village, and the students and teachers were working in a very intensive way together “day and night”. In Mikkeli, it was arranged so that the courses and project work took place in the main campus in the city, therefore the students had some distance in the evenings and during the weekends, when they needed their own space. The accommodation was arranged in Hotel Uusikuu which is located about two kilometres away from the campus. To sum up, the implementation of the concept Summer in Space has been developed further based on the pilot course in Norway. Nevertheless, for the next time, Summer in Space 3, there are still some things to be developed in order to have a better implementation.

### **Success factors and challenges of the implementation**

Although the original concept has remained the same, already after piloting it in Norway in 2013, based on the feedback of the participating students and teachers, it has been developed further. Also based on the second implementation in Mikkeli in 2014, some development suggestions were recognized.

For example, more information of the nature of the course could be provided to the students beforehand. For some of the students, the intensity of the workload was a small surprise (5 ECTS / 3 weeks means a lot work - also in the evenings). In addition, the participating teachers could be more involved in the planning process (ie. how to better include their teaching topic in the whole course as well as in the project work).

Also the budget is an issue; in the future there should be a solution how to have an added value for good and motivated students to take part in. So far it has been based on providing accommodation and lunches during the three weeks course. If the students have to cover the real expenses of the accommodation and meals by themselves, it may decrease their motivation to take part in the course. On the other hand, the hosting institution might not be interested, willing or able to cover these expenses. The bigger potential contribution of sponsors, Space network, and the local community could be also solutions in the future.

### **Risks to be considered in the future**

We planned the implementation of Summer in Space quite carefully, however we were also lucky to some extent in order to be successful. Further, in order to avoid big risks, we were able to solve small problems already in the beginning. Now afterwards, it is easy to list several things which should be regarded more carefully and create a plan B for them, if possible. The duration of the course is three weeks, which is a positive thing, yet it is long enough to face some challenges (eg. strong emotions and feelings can be involved under the stress or when the students work long hours). In addition, three weeks were also quite short, since there were ambitious and hardworking students who wanted only the best results. Both of these aspects should be considered.

In the student group of eight different nationalities, obviously cultural differences appeared in behavior and in working. At its best, it is a fact which enriches the collaboration in a multicultural student group. However, cultural-related problems can also arise among the students. Should it happen, it can also be discussed and solved right away. In order to avoid problems or misunderstandings in intercultural communication, teaching sessions of that topic are helpful to understand each other better and to be better aware of cultural differences all in all.

We did not face any severe cases of illness or accidents (students, teachers, coordinator), yet it would be good to have a plan B available – just in case.

## **CONCLUSION**

The Summer in Space concept makes a difference. It is a specific course in which the participants have a strong commitment. It is an intensive way of learning for students, visiting lecturers, and the host institution. It is not an ordinary summer camp or summer course. If the members of the SPACE network and the board of the SPACE network consider its value enough, the tradition of arranging it each summer may continue. Each time the implementation might differ to some extent. However, the core content and solutions remain the same. Since certain factors are important and needed, such as the pre-selection of motivated students of the SPACE member institutions, a strong commitment of the hosting institutions by providing motivated coordinators and local teachers for the course, and the planning process should be done well in advance.

It takes time, money and resources to arrange a Summer in Space course. It is a challenge and a rewarding action at the same time. Due to its special nature, there are so many benefits for all the participants. Therefore it can be concluded that it is worth arranging and it is worth continuing this good practice. Let the Summer in Space concept live and let the students of the Space partner institutions experience its nature also in the future.

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# SUMMER IN SPACE I AS A PILOT IN NORWAY IN 2013

*Hilde Hoefnagels*

## **INTRODUCTION**

The idea to launch a summer school in name of the SPACE European Network for Business and Languages was born in the Entrepreneurship Committee (originated from an idea by Filip Burgelman (Thomas More, Belgium) and Øivind Strand (Høgskolen Aalesund, Norway). Later on the Tourism and Hospitality Committee of SPACE was co-involved, for obvious reasons. The first edition of the “Summer in Space” was planned to take place in the Norwegian fjords. It was stated clearly that this first summer camp was going to be a pilot, from which possibly a recurrent and much bigger event would be set up in the future, joining not only SPACE partners, but hopefully expanding to other partners as well. Being a pilot program, the Summer in Space 1 was a small-scaled initiative, involving five SPACE partner members: Høgskolen Aalesund (Norway), Thomas More (Belgium), AP UAS (Belgium) Lillebaelt Hogskolen (Denmark), and Mamk UAS (Finland). The intensive course can be called a summer course, a summer camp, or to make it more “original” Summer in Space.

This article describes the highlights of the Summer in Space 1 in Norway. The aim of the paper is to illustrate the starting point as well as the key content of the implementation when it was arranged for the first time.

### **Description of the contents of Summer in Space 1**

Even if currently we are living in a time of an economic crisis we even so live in an economy of (over)consumption. Customers are no longer satisfied with the purely financial transaction the acquisition of consumer goods tends to be. The modern customer is looking for an experience, a special service, that unique added value. Moreover, the consumer wants to buy sustainable products, products that are part of a long-lasting journey in the consumers’ cycle. Indeed, every product maker starts from a vision which he tries to translate into a product. Too often the customer is not at all informed about this vision, the wider frame, the big picture that surrounds the product in a store. Thus

the customer is mainly guided in the buying process by a price or presumed quality. This appears to be no longer satisfying.

Telling the story behind a concept really makes the difference. When and if the customer understands the vision and passion that were at the base of the product, he will want that product, because he wants the whole experience and believes he will get it through the product. Basically, he buys the experience. The presented project, an initiative of Høgskolen Aalesund Norway, in collaboration with four European partner-HEI's, all members of the network Space, focused on four small companies in the inner fjords of the western Norway. These companies could benefit a great deal from more visibility, and that is exactly what this project offered them. A local business incubator (Fjordhagen) mentored and followed up the companies, so that it became clear whether the Project had the intended effect.



**Picture 1. The participants of the Summer in Space I** (Picture: Hilde Hoefnagels)

In the construction, mainly sponsored by the Møre og Romsdal county, 16 students of four nationalities and of different disciplines worked out a promotional video for each of the four selected companies. They tried and worked on the story behind the commercial concept, by interviewing owners, workers and suppliers, focusing on the authenticity of the products. The students lived and worked for two weeks in Bjørke in the Norwegian fjords and came up with a marketing tool actions /activities that can be used through the website of the concerned companies, and/or of (semi)

governmental organizations that support young entrepreneurs. With this project the organizers wanted to underline the importance to learn from each other by sharing with each other, respecting in every step all unique characteristics.



**Picture 2. Picture collage from Summer in Space I** (Pictures: Hilde Hoefnagels)

## REFLECTIONS OF A PARTICIPATING LECTURER

During the first edition of the *Summer in Space 1*, I joined the students for seven days at the same premises in Bjørke, in the Norwegian fjords. For seven days and nights I lived amongst the students, following the classes of my colleagues-lecturers and teaching eight hours myself.



The first day the students got a well-described task which was in detail explained to them, and the classes they followed were all oriented versus the actual aim of the summer camp, the actual assessment, the actual case study. They were divided into multinational multidisciplinary groups and allocated a local company. From there the work could start. In the mornings the students followed lectures of various and multinational lecturers, in the afternoons they generally got the time to work on their assignment. Since breakfast, around seven in the morning, until after the evening activity (around midnight) the lecturers and students lived constantly together in mainly one room, which functioned as a class room, a lunch room, and a sitting room. This specific living unit, secluded almost from the rest of the world by mountains and water, at the same time enhanced the group feeling and intensified the frictions amongst certain members in one particular group. One might think this would automatically lead to a solution of the problems – since they lived so closely together and could have taken the time to talk things through - but that was not the case. The group's internal disagreements, mostly based upon intercultural differences and misinterpretations, remained until the last day and even hindered the work in the stressful last hours before the presentation. Basically, there was no way to escape from the group reality, since apart from the SPACE summer camp group there was only nature. Evening activities consisted mainly of walking, fishing and an occasional boat trip, everything in the closed off world of the fjord. Thus, from time to time there was no other solution than to clash.

### **Group dynamics in a secluded work place**

Both students and lecturers were thus focused on the assessment and case studies, which no doubt brought the work to a higher level, and lower level students were uplifted to the group level as sometimes happens in intensive group work. The group work was complementary in that sense that all groups dealt with a different company with its specific context and matters of attention. It became clear that multiple nationalities working together, multiple cultures mixing in the working place lead to a tough combination, especially for the leader of the team who stayed with them for the whole two weeks. Notwithstanding the differences and discussions in one group, it became obvious, especially after the *Summer in Space 1*, that these students had experienced something unique. On Youtube they posted for instance a film ([http://youtu.be/q\\_RE5HXWLcc](http://youtu.be/q_RE5HXWLcc)) which gives an overly positive view on the two weeks. From the Facebook account that was created for the *Summer in Space 1* it became clear that the participating students continued to meet afterwards. Photographs of them together in places like Hong Kong are a testimony of this. As with many experiences, students needed first to take some distance (in time and space) from the *Summer in Space 1* in order to judge it to its full extent and to understand the particular and special character of the experience itself.

## **Matter of attention for future editions**

For the organizing lecturer, Øivind Strand, who was with the students for the whole duration of the project, without a single day off, the task and responsibilities were heavy. Here it became clear that in future editions of the summer camp more lecturers and coaches needed to be involved, each of them maybe staying for shorter periods with the group. The success of the *Summer in Space 1* led to the organization of *Summer in Space 2*, taking place in August 2014 in Mikkeli, Finland. The second edition immediately promised to be a far bigger event: over 30 students from nine different nationalities. Thanks to the positive feedback from companies, students and lecturers after *Summer in Space 1*, the organizers got confident enough to make the *Summer in Space 2* almost three times as big as its pilot program the year before.

## **CONCLUSION**

The bold initiative of setting up a summer camp, with mainly money from a local organization, resulted in an adult version of a summer camp, with real, workable solutions and ideas for the companies involved and students who felt they had actually ‘achieved’ something. To be part of all this as a lecturer and coach was one of the most special experiences in my working life. Being at the same time participant and observer of the chemistry and dynamics of a group that was brought together almost at ransom, was extremely interesting from various points of view. I would say that the whole context of the *Summer in Space 1* – the living together in the astonishing nature and the immeasurable silence and solitude of the Norwegian fjords – was as important and vital as was the cognitive contribution of students and lecturers. I would do it again. Any time.

## **Appendix of the article: Dissemination of the outcomes of Summer in Space 1**

The outcomes of SC 1 were disseminated as follows:

- a Facebook Account: SPACE Summer Camp in Entrepreneurship
- You tube film: [http://youtu.be/q\\_RE5HXWLcc](http://youtu.be/q_RE5HXWLcc)
- an article in the local newspaper (7.8.2013)
- interviews on local TV: NRK TV (9.8.2013)
- article in newsletter AP UAS, info on websites of all participating partners
- dissemination through participating companies

# ORGANIZATION OF THE DIGITAL BUSINESS DEVELOPMENT COURSE

*Anna-Maija Tornainen*

## INTRODUCTION

Digital business development course was organized at Mikkeli University of Applied Sciences (Mamk) in August 2014. The course was implemented by an international group of higher education institutions (Space Network) around Europe and it was coordinated by Mikkeli University of Applied Sciences. 31 students participated in the three-week course from partner institutions in Belgium, Kosovo, Portugal, Germany, Hungary, Denmark and Finland (Mamk). The objective of the course was to implement a digital business development project for a local company in multinational student groups. The classes were taught by international lecturers from the European partner institutions. Each lecturer was teaching approximately eight hours in a topic which supported students' project work.

During the intensive course the students learned the concepts and practices related to digital business. For the projects, the idea was to form multi-disciplinary teams and give the students a real business development project. While working in the multi-cultural groups of students were able to learn to manage a project and how to be team members. There were two cases that the student groups worked with. The students were divided into six groups, three groups working on each case. Each team of students had an advisor, a teacher from the Department of Business Management (Mamk), and a mentor from the commissioning company. At the end of the course, the students presented their projects to the company representatives' who rewarded the best groups from both cases.

The course was organized as a part of the Open House -project; development of working life -oriented research and development in Universities of Applied Sciences 2014 - 2015. Open House -project aims at developing the R&D activities in Universities of Applied Sciences by increasing the exchange of knowledge with the working life. One of the project's objectives is piloting new learning environments that encourage the research and development activities and cooperation with the working life. The coordi-

nator of the project is Mikkeli University of Applied Sciences (Mamk) from South Savo. The cooperating partners are Kajaani University of Applied Sciences (Kamk) and Kymenlaakso University of Applied Sciences (Kyamk). The project is funded by the Finnish Ministry of Education and Culture. However, the Digital Business Development is co-funded by Mamk and by SPACE network (the lunches of the students). In addition, the travel costs of the guest lecturers are covered by the sending institutions, and the travel costs of the students by the sending institutions or by themselves.

Summer in Space 1 was piloted in Norway in 2013. This article describes the planning and implementation processes of Summer in Space 2, as the Digital business development -course. The objective of this article is to share knowledge and to illustrate all the relevant practical things related to the implementation.

## **EVENT MANAGEMENT**

To arrange a well-planned, organized and implemented event requires professionals. Professionals act as supervisors for event workers who are also required to be properly trained and experienced event professionals. The event manager is the head of organizing the event and responsible for achieving the event and its marketing objectives. As a profession, event management is exciting. Still, managing events is demanding and includes a lot of hard work and responsibility. (Mehndiratta 2009, 34.)

According to Saget (2006, 1), a comprehension of the objectives and the organizer units' internal and external clients' sales initiatives act as the fundamental key for an event to obtain success. Looking at the event as a big picture is the first step. The process of strategic event management is all about the network, the relationships. Creating an event network can also become a powerful tool in the strategic marketing. Every event is a communications opportunity. The realization of objectives, understanding and establishing them, comes through conversations with the leaders of a company and a leader of an event arranging team. (Saget 2006,1.)

When thinking of the outcome and success of an event, ambience is the most important element. If an event has the right ambience, it can be a huge success and vice versa. Event managers should pay attention to detail and try to encourage the desired outcome to make the event successful. However ambience cannot be forced. The outcome and success of an event are also very dependent on its audience as people are part of the process. Audience reactions, interactions, and backgrounds can make or break an event, and that is why it is important when planning an event to know and understand the target audience. (Shone & Parry 2010, 18-19.)

## **Key factors in event management**

Labor-intensiveness of an event depends on the complexity and uniqueness of it. The more complex and unique structure it has, the more labor intensive it is in terms of organization and operation. In order to the service delivery to be efficient, there is a need for relatively complicated planning and a high level of communication, which can take a lot of time and effort. Due to this, some events are outsourced to event suppliers such as caterers. The labor-intensiveness of an event is unpredictable as it depends on the type of an event. (Shone & Parry 2010, 19.)

Events are non-routine occasions and thus run with a fixed time-scale. The timescale can be very short such as a ribbon-cutting ceremony or very long, even seven years. Events can also be organized in a sequence of short bursts of activity with breaks in between as long ceremonies might become boring. Timing must be taken into consideration to be able to organize a successful event; an event should be interesting and capture its audience's attention. The fixed timescale can be varied too; parties may carry on longer as planned or an event might be otherwise extended or shortened for a specified reason. (Shone & Parry 2010, 20.)

Financial planning as well as financial control are important aspects in the event management. Regardless of the type or size of an event, it is important to know how much money can be spent. The majority of events have both income and expenditure, but the financial control is also important in terms of success to those events which are not intended for profit-making. As an event needs objectives, so does the financial planning of events. 'Event organizers may be faced with a range of financial choices depending on what has been decided about the objectives' (Shone & Parry, 105). Putting time and effort on the early stages of planning helps in ensuring a good financial management of the event, and that all possible expenditure and income have been identified. (Shone & Parry 2010, 104 -105.)

## **Evaluation of events**

An event evaluation focuses on an event's impact and the level of its success. An honest and critical evaluation is a source for valuable information and a key for further improvement both in individual events and in the whole industry. Event managers should acknowledge the importance of the evaluation stage in terms of the whole event management process. It should also be of a high priority for event managers to distribute the evaluation for stakeholders and other interest groups. (Bowdin et al. 2011, 412 -413; Shone & Parry 2010, 245.)

There are two key evaluation issues; whether or not the event has met its objectives and what could be improved for the next time if there will be one. Sometimes it might be the case that there were activities in the event which went well but could be strengthened further. It might also be the case that there are activities that went so well they don't need any improvement and thus are best left untouched. Sometimes it might be that certain activities went badly and will need improvement. (Shone & Parry 2010, 246-247.)

## **PLANNING OF THE COURSE**

This chapter focuses on describing the planning and implementation of the Digital business development course. It mainly concentrates on how we introduced the course to the teachers, students and companies, and how the selected ones were involved in the beginning.

### **Call for teachers**

The recruiting process started from inviting teachers to give lectures in the course. A call for teachers was set up in the web-pages and Facebook pages of the network. Mamk invited altogether 10 teachers from the Space network to teach during the course via Erasmus exchange. The Erasmus exchange period is five days including travelling days. The teacher should teach eight contact hours in the agreed subject. According to the Erasmus programme guidelines, the sending organization covers the salary, travelling and accommodation costs.

The teachers were welcomed to teach in Mikkeli University of Applied Sciences between 4 - 22 August 2014. The topic of teaching was connected to the overall theme of digital business development and entrepreneurship or cultural issues. In the application form, the applicants informed the week and days when they wished to be teaching. The teachers were also asked to give suggestions of the subject(s) that they were interested in teaching. This information enabled forming the preliminary programme for the three weeks ahead.

### **Call for students**

The recruitment process of the students was mainly done by teachers (a pre-selection) as each lecturer that registered to teach in the course was able to bring students along. The teachers were able to choose the best candidates to proceed with the applying process. The requirements for the students included good written and spoken English skills, good working attitude, and a motivation to work in multicultural groups. The recommended level of studies was 2-3 years. As the students applied for the course, they were asked to write a brief letter of motivation.

Students of Mamk were also invited to apply for the course. The marketing was done via Mamk intranet and the teachers of Mamk. The timing of the course was somehow challenging for the students in Mamk as they were working in their summer jobs or were having holidays back at their home cities.

### **Newsletter for companies**

Local companies were approached with a newsletter about the co-operation possibilities. The newsletter included a call for cooperation in the Digital business development -course. We were approached by a company that fitted the purpose of the course perfectly. We had a meeting with the company representatives and were informed about their needs and the possible cases.

The cooperative company, Mikkelin Puhelin Oyj (MPY) is a Finnish company specialized in the production of IT services. The company's mission is to facilitate everyday life, which means that all their activities are intended to make everyday life easier with the help of ICT. All offered IT services and products by MPY are designed for the business use. (Mikkelin Puhelin Oyj, 2014).

### **Content of the course**

As the visiting lecturers and the subjects of teaching were getting clearer, a preliminary program for the course was built. The mentor teachers from Mamk, Sami Heikkinen and Mikhail Nemilentsev, were chosen to be responsible for guiding the students' project work. There was plenty of planning to be done during the spring time such as taking care of needed papers (Erasmus-papers, visa applications, presentations, certificates for the students and teachers and so on). Also, the course description, case descriptions, determining the grading scales, and all the other activities had to be determined.

The extent of the course was five credits. All of the lectures were built to support the project work of the students. The objectives were related to learning to identify the key factors of web-based business, getting an overview of teamwork as a leading style, understanding the principles of cultural diversity and the meaning of international aspects in multinational groups. The idea was that the students would learn how e-marketing could be used in different marketing functions and how to apply the elements of the marketing mix in an online context. The students were also learning the principles of entrepreneurial marketing, copywriting in the digital marketing environment, entrepreneurship and business planning, organizational values

and cultural differences in the working environment. The assessment of the students based on their team-work and communication skills, and presenting and participating in the lectures.

## **REALIZATION OF THE DIGITAL BUSINESS DEVELOPMENT COURSE**

This chapter gives an insight of the Digital business development -course, how it proceeded, and what happened during the course.

### **Financial support and activities**

The students were provided a free accommodation in Hotel Uusikuu, Mikkeli. Covering the accommodation costs of the students was the most expensive part of the budget. Lunches were free of charge from Mondays to Fridays in the University. During the three weeks, additional snacks and food during social events were also provided for the students. Other costs were covered by the students themselves.

The hotel where the students were accommodated had a kitchen where they were able to cook. There were fridges and microwaves in the hotel rooms. The students were able to make breakfast in the hotel or have breakfast next to the hotel and in the University restaurants. There was also the possibility to wash laundry in the hotel.

Some activities were also planned for the students. One freetime activity was arranged per each week. In the first day of the course, the students went bowling. The idea behind the first free-time activity was team-building and getting to know each other. During the second week, the students had a sauna evening together with the other international summer term students. The final week of the course ended up with a farewell party in the University's international Café Labra, a place for student parties. Each week on Wednesday evenings, a dinner was arranged for the visiting academics.

### **Getting started**

The travelling day for the students was Saturday 2 August 2014. They arrived at Mikkeli and were taken to the Hotel Uusikuu where they were accommodated for the three upcoming weeks. Hotel Uusikuu offers accommodation near the centre of Mikkeli. The hotel was next to the student houses, and close to the city and the University, so the location was ideal for the students. On Sunday, the students were given the opportunity to participate in a city walk to find out the way to Mamk, and to know the most important places in the city center and surroundings areas.





**Picture 1. Working on the group projects** (Picture: Anna-Majja Tornainen)

The first day of the course started with registration and a welcome session for the students. The students were given “survival bags” that kept inside some food, drinks and treats. They were also given memory sticks to ease the work with their projects. The students got familiar with Mamk, and they were given useful information about the course description and evaluation criteria of the course. After the information session, the students were taken to a campus walk. During the walk, the students were able to get familiar with the surroundings and places in the campus.

In the first day of the course, the students that had informed their willingness to have a campus bike for their use during the three weeks got their bikes. In Mamk, students are able to borrow campus bikes during their studies. With the campus bikes it is easy to move around the city. The bikes are intended for normal biking at the campus area and in the campus town. The first day’s afternoon lecture started with team-building. During the lecture the students got to know each other and were teamed up. The day ended up with a get-together event at the bowling rink.

Tuesday morning continued with team-building. In the afternoon, the group visited the commissioning company, MPY, to get details on the cases. The company representatives gave insights to the cases and the students

asked questions that they had related to the cases. It was agreed that the students would have a contact person in the company during the three weeks whom they were able to contact in case of any questions. The contact person would also visit the students during the lectures once a week to answer any questions related to the project work.

### *The cases*

The students were divided into six groups to do their project work. In the first case “Smart home”, the students planned how the (Seniors’) Smart Home concept can be commercialized. Seniors’ Smart Home is a technological solution which aims at enabling senior citizens to live at home as long as possible. Seniors’ Smart Home aims at finding a more affordable solution for social and medical treatments. The groups’ task was to study the opportunities of such operations model in their home countries.

In the second case, “Event application”, the students planned an event-based digital service wholeness. MPY’s objective is to develop an entirety based on the modular structure that can be offered to different events (not solely for sport occasions). The service’s idea is to widen visitors’ experiences during the event as well as before and after it. In this assignment, the students had to find solutions on how this product could be implemented in order to gain a profit.

The first week continued with project work and the students had lectures on e-Marketing as Antonio Vieira from the School of Accounting and Administration of Porto (ISCAP), Portugal gave lectures on the subject in Wednesday afternoon and Thursday morning. The weather was lovely during the first week of the course, the temperature rose above 30 degrees Celsius in Finland. In the weekend, the students were able to enjoy the excellent warm sunny weather for example by the lakes, swimming and enjoying the sun.

### **Lectures and teamwork**

The second week of the course started with project check and getting acquainted with reporting and presentation skills as Elina Halonen, a lecturer from Mamk gave the students a lecture. Ana Lima from the School of Accounting and Administration of Porto (ISCAP), Portugal gave lectures on entrepreneurial marketing at the beginning of the week. Gisele Broos from AP Hogeschool, Belgium continued the lectures with copywriting issues.

On Wednesday, the company representative visited the classroom to answer the students' questions related to their projects. The week concluded with entrepreneurship and business planning as Dori Pavloska and Blagica Rizoska-Tulov from International Business College Mitrovica, Kosovo gave lectures on the subject. Students were also given guidance in making presentations as the lecturer Elina Halonen gave a lesson about presentation skills.



**Picture 2. Sauna evening by the lakeside** (Picture: Anna-Majja Torniainen)

On Thursday, it was time for a sauna evening. Approximately 50 international students (digital business development group and other international summer term students) participated in the sauna evening. The sauna evening was arranged in a summer cottage close to the city. The evening included things like going to the sauna, swimming, a barbecue and marshmallows in the bonfire. Some of the students went canoeing. In the weekend, the students had the possibility to participate (and cover the costs by themselves) in Jurassic Rock, a music festival arranged in Mikkeli every August. Some of the students went to visit Helsinki, one even went to St Petersburg during the weekend.

## Finalizing and presenting the project work

The last week of the course started with a project check by the mentor teachers. On Monday Elina Halonen (Mamk) continued with presentation skills, and in the afternoon Karin Kuimet from Estonian Entrepreneurship University of Applied Sciences (EUAS) started with subjects related to organizational values and cultural differences. Frederik Marain from AP Hogeschool, Belgium continued the week with web-based business lectures. The rest of the week from Wednesday afternoon onwards was dedicated to the project work. Peter Tasi, a team mentor from Budapest Business School, Hungary came to help the students with the project work in the last days of the course.

The six groups of students gave their presentations to the company representatives on the stage at the University restaurant Dexi. This enabled keeping the event open to everyone interested. The groups had approximately 20 minutes to present their work. After all the groups had given their presentations, it was time to determine the winning teams. One team from both cases was chosen as a winner and rewarded by the company representatives.



**Picture 3. The winning teams with the company representatives** (Picture: Anna-Majja Torniainen)

## ***Feedback***

The company representatives were happy with the students' work. Vesa Jordan, Director of Sales Support and New Services was happy with cooperating with the students. He felt that the company gained new angles to the development of new services, and that the material made by the students was impressive. The representative announced that the company gained valuable results and benefited from the cooperation. The company is able to utilize the results in developing their business.

Two students from the Business Management programme of Mamk did their thesis work "Development acquisitions and working life collaboration of international higher education students in South-Savo" about the Digital business development -course. The research aimed at researching the students' R&D development abilities and gaining information about the importance of working life cooperation in learning. The thesis was published in December 2014. A part of the findings are presented in the fourth article of this publication.

The immediate feedback from the participating students was positive. They seemed to have enjoyed their time during the course and the overall experience. One of the students even mentioned that the course was the best of all the courses she had participated during the last three years that she had studied.

## ***Effort – contribution that counts***

To enable positive results and overall success, the effort in event coordination has to be there. The planning should be started well in advance. Before starting the planning process, it is important to pay attention to the time resources the planning requires. Also, the planning process includes many matters from the course description and company cooperation to visa applications, Erasmus papers, and other practical issues.

Planning the course description and content is an essential part of the whole process. This time the educational structure was known before the cooperative company was selected. To improve the process in the future, the topics of teaching could be integrated in the students' projects in a deeper level. This could be eased by selecting the cooperative company and the cases before building up the teaching subjects and programme for the course.

The weeks during the course can get busy. When talking about a group of 40 people that partly come and go on weekly basis, the situation can get hectic. It should also be noted that the employees also work during the weekends as the reception of students and teachers, possible emergencies, different kinds of questions and situations may occur. Therefore someone has to be available during the weekends also.

## CONCLUSION

The planning and preparation for the course started half a year before the event. The planning consisted of multiple things. Information was given to the teachers and students throughout the spring and summer. Instructions for travelling, accommodation and other necessities were made for the students and other participants. The teachers were also given instructions about the course description, accommodation, travelling, paper work, and all other necessary things.

The company cooperation during the course was interactive and fluent. The students were given good instructions for their project work and had the opportunity to contact the company representative whenever they had questions. One factor that enabled the positive outcome of the projects had to do with the motivation and the activity level of the students. Another factor behind successful projects could be related to the pre-selection process of the students as it enabled choosing the ones that were truly motivated.

All in all it can be said that the outcome of Summer in Space 2 was a success and the objectives were met. The company gained expected outcomes and benefited from the cooperation. For the students, it was a good learning experience and even unforgettable in many ways. The achieved results indicate the importance and value of piloting new kinds of learning environments.

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# LEARNING BY DOING: STUDENTS' PERSPECTIVES OF DIGITAL BUSINESS DEVELOPMENT COURSE

*Laura Tuukkanen & Sini Pudas*

## INTRODUCTION

Mikkeli University of Applied Sciences is a higher education institution that does Research and Development work and offers services to local companies. Mikkeli University of Applied Sciences profiles itself also as the life-long learning institute. (Mamk 2014) In the Mamk 2017 strategy, it is mentioned that Mamk offers (2014) “high quality higher education where real-life development cases are strongly present.” The Mamk 2017 Strategy states that (2014) “education and R&D activities are combined, which renews the education and brings impulses to the development work.” It is also mentioned in the strategy (2014) that “Education and working life are more in cooperation” and “To encourage entrepreneurship new working methods in cooperation with the companies.” The Open House project and the Digital Business Development course are examples of how Mikkeli University of Applied Sciences’ Business Department is applying the working life cooperation within South-Savo Region in accordance with the overall strategy of Mikkeli University of Applied Sciences.

Mikkeli University of Applied Sciences has experience in using innovative learning environments in its education and the results from the intensive week learning have been good. According to Aaltonen and Itkonen (2013) intensive learning environments are quite an efficient way of learning for students. The outcomes of an intensive week studies are improvements in students’ decision making as they need to work under pressure during the limited one week of studying. For international intensive week participants, language skills are essential, and as a result the language and communication skills improve in an intensive international learning environment. The international participants/students gain experience on how to work in co-

operation with other students who come from different cultures. The real life challenges the students face force them to use creativity in problem solving and increase team-work abilities of students. Stepping out from their comfort zone in an unknown environment with unknown people increases the self-confidence of the students when they realize that they can manage the situation and get the assignment done.

According to Aaltonen and Itkonen (2013), when students participate in this kind of intensive learning “requisite courage, language and communication skills and entrepreneurial spirit” are extremely useful. Aaltonen and Itkonen (2013) also state that the intensive learning environments/weeks “generate considerable learning outcomes” which are worth investing in. Multicultural and international learning environments are possible learning grounds for understanding different ways of doing things, which usually brings added-value as new ideas and styles are represented. (Paasonen & Torniaainen 2013, 111).

The purpose of our thesis was to investigate the improvement of the students’ development acquirements during Digital Business Development course in a joint project with working life collaboration and in an intensive learning environment. The investigation took place in August 2014, and the focus of the research was to investigate international higher education students’ working life competences which are included in the development acquirement. The students were asked to do a development project task in collaboration with a local company, MPY during a three-week intensive course.

This article describes a part of the thesis “Development acquirements and working life collaboration of international higher education students, case: Digital Business Development” commissioned by the Department of Business Management of Mikkeli University of Applied Sciences (Mamk). The thesis is part of a project called “Open House”, which aims at developing the R&D activities in the universities of applied sciences in South Savo region by increasing the exchange of knowledge with the working life. The universities of applied sciences in Eastern Finland aim at life-long learning and diverse adult education in addition to youth education.

The objective of this article is to describe the outcomes of the course from the students’ perspectives. This article reports the findings which are based on the learning diaries of the students. However, first this article discusses the entrepreneurship education and intrapreneurship as a theoretical foundation of the study. Next the study and its results are reported. Finally, the conclusions are presented based on the results.



## ENTREPRENEURSHIP EDUCATION AND INTRAPRENEURSHIP

The entrepreneurship education theory is related to students' development acquirements because it drives the individual learning process and the background for learning as it is related to the life-long learning concept. The entrepreneurship education theory includes life management, interaction, self-guided action, innovation capacity, and abilities to face changes. (Opetusministeriö 2009, 7.)

As a life-long learner is committed to achieving certain things in his or her life (e.g. working place), the decisions of the learner are based on self-guided actions. A good attitude towards learning and working helps the life-long learner to achieve his or her goals for example in working life. Life-long learners need to have good confidence in their own abilities in life. The ambition towards life leads life-long learners in their actions. (Adams 2007.) The life-long learning is based on the individuals' own will to learn and the learning can take place everywhere, not just in education institutions. The life-long learning can take place in working places, hobbies or other civilian activities, and it can occur at any life cycle of an individual. The life-long education is the facilitator of the life-long learning concept for individuals. (Pohjonen 2002, 11-12.)

### **Learning entrepreneurial skills in higher education**

The entrepreneurship education as a subject of learning debates whether it can be learnt or not. There are different perspectives, and Kuratko et. al (2005) claim that entrepreneurship can be taught to individuals, while Nicolaou & Shane (2009) claim that entrepreneurial characteristics are in-born and can't be learnt. There is also a debate of defining what entrepreneurship is and how it should be taught. The components affecting the assessment of how to teach entrepreneurship are the teaching methods, course content design, target audiences and student assessment procedures (Mwasalwiba, 2010).

Studying "on-the-job learning" shows that entrepreneurial skills are learnt, but these studies are focusing on situations when individuals are learning from experiences operating in a company rather than learning by studying in a classroom. This is why training and education both help individuals to achieve the mind-set of entrepreneurial thinking combined with a will and desire to turn the knowledge into working life competences. The culture and procedures of entrepreneurship of each education level (in this case, higher education) are understood best in co-operation with a suitable environment, such as company co-operation. (Rae & Carswell, 2000). Other suitable learning environments in addition to companies/working places

which increase the entrepreneurial activities can be club activities at school, company visits and meetings, and different kinds of simulations. (Opetusministeriö 2009, 19).

Students have significant roles in the success of on-the-job learning. If a student is motivated to learn and takes responsibility for the learning him/herself, the on-the-job learning is more likely to be successful. The interaction between on-the-job parties such as the student, education system and company has to be active in order to make the on-the-job learning concept successful. (Pohjonen 2002, 17.) The responsibility of the education system is to preserve the interaction between companies and making new contacts. Education representatives should also support new kinds of education practises and learning environments. The working places/companies should be open to take “apprentices” and provide support for students during their on-the-job periods. (Pohjonen 2002, 17.)

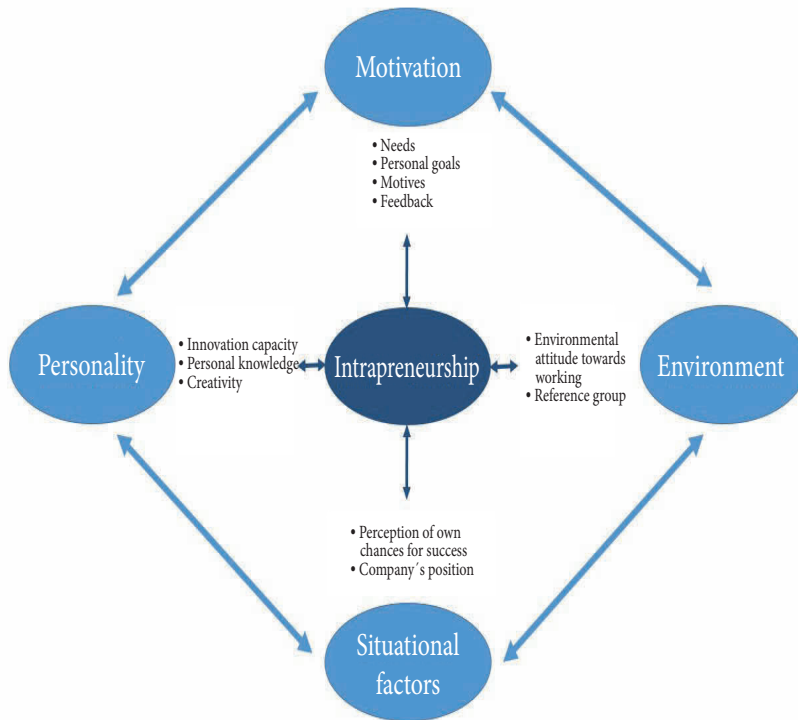
The role of higher education is to integrate entrepreneurship across different subjects and courses, notably within scientific and technical studies. (EUR-Lex 52006DC0033/2006). For higher education entities the public authorities support is needed to provide high-quality training for teachers, and to create networks which share and foster good practices. Supporting the mobility between higher education teachers and working life is necessary, and the working life experts should be involved with the teaching. (EUR-Lex 52006DC0033/2006.)

### **Intrapreneurship inside organizations**

People who have adapted innovative thinking can be considered goal oriented, driven by achievement, risk-taking, creative, and most of all determined and perseverant. They may have also other entrepreneurial characteristics, such as a passion for business, a tolerance of obstacles, perseverance, trust, determination, risk management, a positive attitude towards change, the tolerance of uncertainties, initiative, the need to achieve, punctuality, an understanding of timeframes, creativity, an understanding of the big picture, and motivation. (Taatala 2010.)

The concept of intrapreneurship can be determined in several ways but Antoncic and Hisrich (2003) offer the following definitions: individuals inside organizations pursue opportunities independent of the resources they currently control, doing new things and departing from the customary to pursue opportunities, a spirit of entrepreneurship within the existing organization and a creation of new organizations by an organization, or as an instigation of renewal and innovation within that organization in their research.

The factors affecting the intrapreneurial attitude and instantiation in behavior are the individual's personality, motivation, and situational and environmental factors. Innovation capacity, creativity and personal knowledge are personality related characteristics. Motivational characteristics such as personal needs, goals and feedback affect the attitude towards intrapreneurship. Environmental factors such as attitude towards working and reference groups also affect on individuals' perceptions. The perception of one's own chances of success and the company's position are situational factors. (Koiranen & Pohjansaari 1994, 41.)



**Picture 1. Factors influencing intrapreneurship on an individual level.** Adapted from Koiranen & Pohjansaari (1994, 41)

There are freedom factors that affect the intrapreneurship in an individual. According to Koiranen and Pohjansaari (1994, 74), Pinchot (1986) has determined freedom factors which refer to the factors when organizations give employees the freedom to work as sole-entrepreneurs. The intrapreneurship should be voluntary in a company, the responsibility of innovation process should remain in the intrapreneur, and the intrapreneur should be able to make individual decisions when it comes to an innovation process.

A company or organization should set realistic goals for the intrapreneur, but still give space and resources for the intrapreneur to enable trying and developing new things. Risk tolerance in case of failure is also important to the company, as well as patience in supporting the innovation process. A supportive attitude from the other employees and cross-functional teams also enhance intrapreneurship in the company, as well as the possibility to use services outside the company. (Koiranen & Pohjansaari 1994, 74-75.)

Usually when it comes to innovations and the development of innovations, the individualistic approach and intrapreneurship are not enough to make the innovation successful. An innovation process requires a team around it, because innovation is a complicated and multistage project, and it requires knowledge from several sources. According to Kuratko et al. (2012, 212) a team in the innovation process should be selected by the organization based on the project. Culturally diverse teams are more likely to face problems in their team communication. Cultural diversity increases the ambiguity, complexity and confusion in a team. Misperception, miscommunication, misinterpretation and misevaluation are more likely to occur, because the multicultural team members have their different expectations and perception to relevant information and decision making concerning the team work. (Adler 2008, 134.) These are factors which should be taken into consideration when working in culturally diverse teams.

## **A STUDY**

The whole study was conducted by using both qualitative and quantitative research methods. The data for the research was collected by Webropol self-assessment questionnaire sent to the students in advance and after the Digital Business Development course, the students' learning diaries, MPY company representative email interview, and the observation of the Digital Business Development final seminar. Webropol self-assessment was sent to all 31 students participating in the course. 23 students answered the questionnaire. Learning diaries were collected from six participants during three-week intensive study module. This article will present the findings of the selected parts of the Webropol questionnaire. The questions were related to personal characteristics of the students.

The data of the self-assessment has been analysed by the frequencies. The findings are presented first in order to provide with understanding of how the participating students perceived their own time management skills and team working skills. In addition, the perceptions of their approaches of problem solving, motivation towards studying, commitment and expectations of this course are introduced.

Digital Business Development course enabled the selection of a learning diary method, because the three-week period which is suitable time for the data collection period and not too long time for student who is writing the diary as maintaining the diary requires time and effort. (Adams et al. 2014, 97). When using a learning diary as a research method, the writers should be selected based on their ability to express themselves and ability to stay focused on the subject. When analysing learning diaries, the confidentiality has to be kept in mind and also take into account that the analysing process requires time. (Adams et al. 2014, 97.)

On the second day of Digital Business Development, we were introducing ourselves and our thesis topic at the beginning of a lecture and told the students we were seeking for voluntary members to fill in a student diary during the three week course of Digital Business Development. We asked the students to fill in the student diary each day and to describe their learning process in a few words. We asked the students to write down if they learnt something new, or if they were covering topics that were already familiar to them. We also wanted to see how the students perceived the company co-operation and to comment things related to it. We also wanted to get an insight of how the team work was functioning in the teams that they were divided to in the beginning, whether it was positive or negative.

To gain long-term investigation of the contents of the study module from the students' points of view, a student diary was collected after the completion of the intensive learning. The students wrote the diary daily, and described their tasks and insights of the study module. The student diary was voluntary for the students and it was conducted anonymously. We drafted a model of the student diary in advance for the students. The purpose of the diary was to gain understanding on how the students perceived learning in a set environment, and to see how the diary supported the understanding of the learning process.

The purpose of the diary was to get an understanding of a student's daily life during the three-week course. We wanted to know what the students would be doing during their lectures and what their feelings were when they were studying, and what and how they learnt during the process. The student diary was made on a basis of our own template in which we had included days according to the Digital Business Development course schedule.

Textual data is used as empirical material, because it is considered to be transparent. The transparency in textual data means that the text represents directly what has been studied. Data is based on the belief of the ability of a human to tell about issues. It could be said that the text is a representation of reality. (Eriksson & Kovalainen 2008, 89)

First, we read and analysed the six learning diaries separately in order to get a general understanding of them. By analysing the diaries, we were able to identify some themes which were arising from all of the texts. The findings of the data of the learning diaries are reported as a summary of them. In other words, the main topics are presented and illustrated by individual aspects. From the research ethical reasons, all the names are excluded in the results, yet the original development ideas have been included.

## **RESULTS**

The whole student group included 31 students of which the youngest was 20 years and oldest was 32 years old. They represented nine different nationalities. The gender distribution of the whole student group was 74% female and 26% male of the respondents in the self-assessment 1. The six students who wrote the learning diaries were German, Hungarian, Russian and Belgian, and they were all female.

### **Previous experience of co-operational projects**

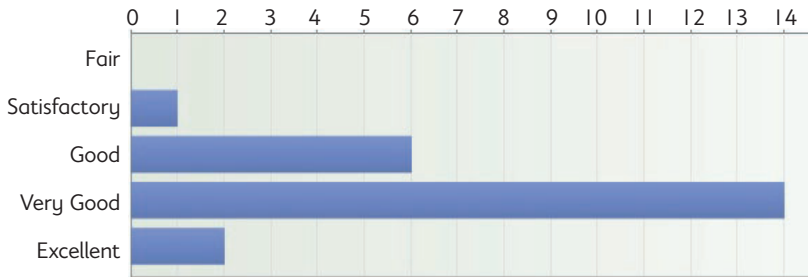
The findings showed that 43% of the respondents of the whole student group had previous experience of similar working life joint projects. The experience in the previous projects according to the respondents were conducted from case studies, international environment projects, internship experience with working life, practical study assignments, and group work in general. In some answers of the respondents, it was unclear if they had really understood the question and the answers were too generally expressed, which might also be due to a lack of previous experience in co-operational projects.

### **Personal characteristics**

The students were also asked to assess their own characteristics by the self-assessment. The statements were related to time management, team working, problem solving, motivation to their studies, and commitment and expectations of this study module. They can be regarded as the most relevant aspects for their project work. The first question was related to the time management and it gave us results so that 60% of the respondents considered their time management skills to be “very good”. Of all the respondents, 95% considered their time management skills to be in the range of good, very good or excellent. (Picture 2)

### 5. How would you evaluate your time management skills?

Number of respondents: 23

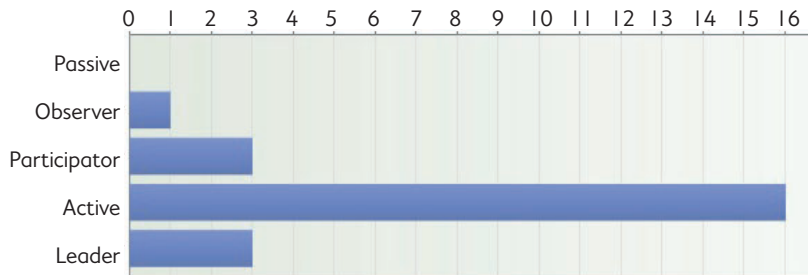


**Picture 2. Time management**

The next question, which was reflecting the interaction of the students, gave the following findings. 69% of the respondents evaluated their role in the team as an “active”. The rest of the answers were divided so that 13% of the respondents considered themselves as “leaders”, 13% as “participators”, and 4% as “observers”. None of the respondents chose the role “passive”. (Picture 3.) Considering that the study module had a group work emphasis, the findings show that the teams consisted of fairly active students, and their team working skills can be considered good.

### 6. How would you evaluate your team working skills?

Number of respondents: 23

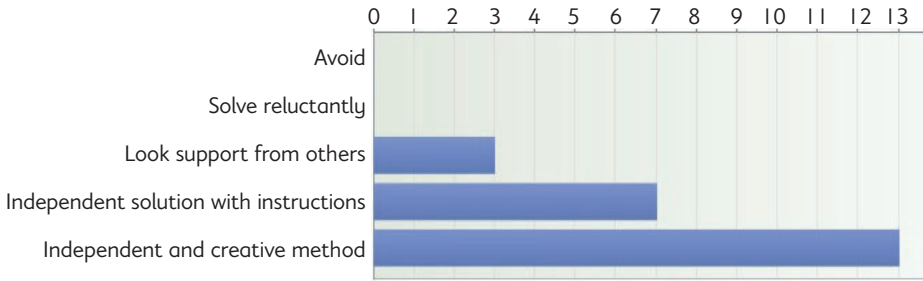


**Picture 3. Team working**

The answers of the problem solving question show that the students’ answering the self-assessment were independent problem solvers and going towards the problem solving rather than away from it. 56% of the respondents answered “independent and creative method” as a solution to problem solving situation, 30% answered “independent solution with instructions” and 13% answered “look support from others” when faced with a problem solving situation. None of the respondents avoided the problem solving situation or felt reluctant to face it. (Picture 4)

8. How would you approach a situation that requires problem solving?

Number of respondents: 23



**Picture 4. Problem solving**

The respondents rated the motivation ranking scale so that the average of an answer was 4.13 on a scale from 1-5 (Picture 5). This means in general the respondents were very motivated towards their studying.

10. How would you evaluate your motivation towards studying?

Number of respondents: 23

	1	2	3	4	5		Total	Average
Not motivated	0	0	5	10	8	Highly motivated	23	4.13

**Picture 5. Motivation**

The respondents rated the commitment to the study module (course) ranking scale so that the average answer was 4.39 on a scale from 1-5 (Picture 6). This means the respondents' commitment towards the study module and learning process was very good.

13. How committed are you to this study module?

Number of respondents: 23

	1	2	3	4	5		Total	Average
No effort, little commitment	0	0	3	8	12	High effort, very committed	23	4.39

**Picture 6. Commitment**



The respondents rated the usefulness ranking scale so that the average answer was 4.35 on a scale from 1-5 (Picture 7). It can be concluded that the respondents' expectations of the usefulness of the study module were as very high. The students participating in the study module had an expectation that it would be useful for their learning experience.

14. How would you consider the usefulness of this study module to you?  
 Number of respondents: 23

	1	2	3	4	5		Total	Average
Not useful	0	1	1	10	11	Very useful	23	4.35

**Picture 7. Expectations related to the usefulness of the course**

## LEARNING EXPERIENCES

The findings related to learning of the students are presented here. The findings are based on the learning diaries, and they are categorised and introduced week by week.

### Learning during the week 1

During the first week of the Digital Business Development course, the students were excited to start working in an international environment. The students were having several team-building exercises which they commented to be very useful to help get to know each other better. One of the students commented that they learnt through these exercises to open up better to new people, and it was an important notification to understand there is no need to be afraid of new situations. This is a good sign of a development of the ability to face changes in life.

The students commented the teams getting closer quickly, and that they used methods of strengths and weaknesses to find out their individual assets in the group. The teams were functioning well. The students also felt that the subjects covered during the first week in the lectures were important and that they learnt something new. It was also important that the students in each team had time to work on their own, because it increased the exchange of knowledge between the students. In the teams, some were more familiar with the subjects of the lectures or had deeper knowledge of something that was not covered in the lectures by the lecturers. On the other hand, some student commented that the time reserved for the teams' individual working time was not enough and that they had to continue working after

school hours. One of the students wrote that they had difficulties in the team where they had no technical competence of creating a video for the case, and wished the subject of video creation would have been included in the lectures.

### **Learning during the week 2**

During the second week of the course, the students learnt important facts about presentation skills. The students had very varying backgrounds on presenting in front of an audience but most of the students commented that the presentation skills were very helpful. The students also had more in-depth lectures about copy-writing, entrepreneurship, and making a business plan. Few of the students commented that the lectures of certain topic were a bit disappointing as the students felt that it was unrelated to their projects.

During the lectures of entrepreneurship, the students were very interested in the topics and felt it was important knowledge for their project task, and also for the future of their professional competence. During the second week of the course, the students were feeling the pressure of the quick-paced schedule. They commented the atmosphere being stressful and busy, and some teams had more challenges in proceeding on time. However, in general the students commented the week being very interesting and full of new topics to learn. One of the students pointed out that the company, MPY, had visited the campus to answer to the students' questions, which had been helpful and had made it clear how to continue with the project task.

### **Learning during the week 3**

During the third week of the Digital Business Development course, the students were having lectures about cultural differences and web-based business. They also prepared their presentations of the project task and made preparations that would support their solution.

The students commented the third week being very busy and the most challenging, as it can be expected in an intensive learning environment. The students wrote that the lectures held on cultural differences were very important and insightful to their cultural professional competence. They felt that their teams were working well, but understanding cultural dimensions was still helping them to function better in co-operation amongst the teams. One of the students wrote that they had differences in opinions inside the team but they learnt to respect each other and came to an understanding in the team.

Some students wrote that the time reserved for the project work in the teams was not enough and that they felt they had difficulties in their time management. This can also reflect some cultural differences in the teams, as they were multinational, and it creates an environment where it is harder to work together if the understanding of time management is very different amongst students. The students also commented that the teams worked very hard to come up with a good solution for the project. They also liked the feedback from the lecturers and the representatives during the last days of the course, because it gave them the possibility to improve their work and get suggestions from a new point of view.

## CONCLUSIONS

According to the results, it can be concluded that the students liked the real life context of the course. The findings from the learning diary analysis was that the international environment was appreciated, the teamwork was successful, and the real life case was exciting despite the some difficulties time-wise. The course was designed to improve the professional competences of the students, and the students felt that the experience was useful for their learning. The course tasks were appreciated and multinational team working proved to create innovative thinking. Regarding the student perspective, all the participants in the course felt that it was useful, which means they gained professional competence and therefore their development acquirements developed during the course. All the participants would also take part again in a similar project.

Nevertheless, there were some challenges that the students faced during their learning process. As the students had different levels of expertise at the beginning of the course, it made the experience of the course contents irrelevant or unnecessary for some students. On the other hand, some students had little or no experience of the subjects covered during the lectures and they found the course to be extensive. In addition, the course schedule seemed to be problematic for some students. During the three week intensive course worth five ECTS, the studying was fast-paced and the students considered that it had an effect on the project performance. The students had the motivation to deliver the best results, but the environment was not that supportive time-wise for them. The results were good, but they were frustrated with the execution of some parts of the course.

Overall the Digital Business Development course was highly appreciated among all its participants, even though there might be some challenges considering the timing of the course. The real life context was appreciated by the students and the company MPY was pleased with the results of the project works. It can be said that Digital Business Development course is

worth organizing, because it offers different kinds of perspectives in an international and multicultural environment. It seems that all the participants benefited from the course and were able to develop their competences.

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# DIGITAL BUSINESS DEVELOPMENT COURSE – REFLECTIONS FROM A TEACHER'S PERSPECTIVE

*Mikhail Nemilentsev*

## INTRODUCTION

In general, socioeconomic processes have dramatically changed from the time when Internet technologies massively spread all over the world. When a company broadens its activities beyond the national markets, the development of digital principles of work becomes urgent in order to attain an internationally stable competitive advantage and appeal to larger customer segments (Chan 2000).

On one hand, experience and practical skills for solving business cases (work-related practical problems) were required. Moreover, companies that search their developing its digital activities are threatened by the technological obsolescence. On the other hand, a new generation of technologies thus requires a new (ie a younger) generation of employees who could deal in accordance with the market trends and customer expectations (Riebe et al. 2010). Markets renew themselves gradually, and the life cycles of digital technologies are shorter than those of more traditional (non-digital) technologies. Therefore, young students could solve the set tasks in a modern way, since they live in and throughout digital technologies.

One of the three central strategic values of Mamk is digitalisation (ie mastering developing, spreading and continuous developing digital activities of the university). Being an active partner of the Space network, Mikkeli University of Applied Sciences organised the summer course on the development of digital business. A solution of tasks on developing digital businesses is only possible with an open nature of practical and scientific proc-

esses. Therefore, it was necessary to select an international group of young students (those students who would be eager to search ways for products' and/or services' target group for the Digital Business Development (later DBD) course.

The paper analyses the Digital Business Development course that was organised by Mikkeli University of Applied Sciences (Finland) in August 2014. The programme's content was analysed from the teacher's perspective. International student and teaching environment was extensively considered in accordance with the work-related development tasks provided by the Finnish telecommunication company MPY. The usefulness and applicability of the course were considered. Additionally, the multicultural background of the student group was presented. Aspects of the students' acquired awareness in the digital business field as well as the MPY company's development needs were outlined in the digital business domain. Finally, patterns in intra- and inter-team collaborations and communication between the students, teachers and company representatives were reflected.

## **RATIONALE FOR THE DBD COURSE**

The giant layer of information is exposed to the non-stop renewal. It is like an avalanche going down a mountain or an ocean wave covering everything around it. However only a smaller, sometimes a detrimental part of the whole layer of information can be beneficially used. This part of information can be called effective information. In order to proceed and subsequently select effective information, one can exploit mechanical as well as automated algorithms (programmes).

If we take a quick look at the solution of different digital tasks (ie directly or indirectly connected with electronic operations and/or located in the digital space), it becomes clear that human participation only coordinates a process of solution (search) (Graham-Hyde 2014). Issues to be considered in this respect are the following: a) moral obsolescence of information; b) a simultaneous self-renewing contingent of consumers of this particular information; c) changing values of the modern society, which we all belong to. Besides, it is quite unclear for companies as well as for its customers how to deal with growing cultural differences in our society. Culture(s) within a single state differ between representatives of neighbouring nations. Generations of people that represent the single group of people (a nation) are also bearers of differing cultures. Cultures could obviously differ to a different extent: in some cases neighbouring states share certain cultural elements, in other cases – don't share at all. Greater cultural differences could be found among the inhabitants of different continents, and the members of different

religious and moral beliefs (Holliman & Rowley 2014). The latter statement proves that the use of an international group of young students representing various states and nations for developing digital business tasks was reasonable.

In the digital age of technologies cultures are enmeshed, ideals and values are drawn together (ie companies can even dissolve ideals and values in an attempt to work for a mass consumer). Individuality in work-related principles and company operations are no longer welcomed in the global market. In the digital space, it is still possible to be unique that could lead to a smaller group of followers (ie potential consumers) eventually.

In the field of economic relations, companies take a more active position for establishing joint activities (ie inter-company collaboration). Staff members are more and more involved in the development of digital business solutions and movement of companies into digital operations. Despite the fact that 'offline' markets and industries are featured by intensified competition, new online markets and niches are continuously established. In the online markets, the levels of product and service differentiation can be much higher than in the more traditional 'offline' markets.

As a matter of fact, the development of modern companies has many opportunities in the digital space. The recognition of such emerging digital business opportunities is culture- and generation-driven. The more multicultural and younger group of developers is, the more various and at the same time specific solutions (ie directions for business development) could be developed. Therefore, the DBD course was primarily oriented towards the international students from undergraduate programmes. The group content and its impact on the nature of DBD course work is further discussed.

## **MULTICULTURAL STUDENTS' BACKGROUND**

An international group for the DBD course was mainly represented by the undergraduate students from the EU universities' bachelor programmes. There were, however, some students from the master-degree programmes. In order to solve tasks on the digital business development, it was required that the students' had IT-competences to some extent. In addition, the students have to be abstractedly thinking, to possess high adaptability to the changing volume and quality of the mined information (Riebe et al. 2010). Additionally, digital information has no obvious national or international boundaries. Consequently, a multicultural composition of the study group was considered preferable.



During the DBD study module, there were no traceable age differences between the students. They all belonged to a class of studying and partly employed people under 32 years old. Some of them had the certain work experience in the field of digital business (digital economy). The original group of participants was divided into an equal number of working teams – 5-6 people in each group – for solving two cases. Discussion of the cases will be presented further in the paper. It can be now stated that no one from the DBD students had a clear image of what was supposed to be done during the DBD practical cases, which was also according to the concept of the Summer in Space programme.

## **MPY COMPANY AND DIGITAL BUSINESS DEVELOPMENTAL TASKS**

MPY company (in Finnish – *Mikkelin Puhelinyhdistys*) is a Finnish telecommunication enterprise the history of which accounts for more than a century. Traditional values and principles of work of MPY were repeatedly pronounced during the planned meetings with the company representatives. However, a new management of MPY has recently decided to concentrate more on the international development and a greater utilisation of the digital products. Other large Finnish technological enterprises have already passed through the stage of internationalisation of their operations due to a limitedness of the Finnish markets and an increased level of intra- and inter-company innovations (Ruokonen et al. 2008). Besides, the historically rich traditions of MPY do not contradict with its international business operations.

The students received the initial information about the MPY company prior to the meeting with the company representatives. Culturally diverse groups of the students were asked by the local teachers to prepare a list of questions to the company representatives that could help understand the company operations and their development needs. In the organised meeting, the company representatives gave their preferences for the digital development in the high-technology markets of Western Europe (in particular, Germany, Spain) and Asia (South Korea and Japan).

### **Students' international collaboration with MPY cases**

MPY company presented two products-services for further development in the digital business field. The first product represented a tablet computer for the senior customer group, which is developed for continuous communication of retired people living in the countryside and remote areas with the health care and medical personnel of hospitals and health care centres.

The tablet computer is developed for rendering help in identifying seniors' health conditions and providing online consultations with a physician in charge. Remote health care assistance is a topical development need not only for the Scandinavian (with the low density of population around the countryside areas), but also for the EU and non-EU countries. Therefore, an international student group with the diverse experience in the cultural and economic states of the students' home countries (and thus new potential customer segments) could provide valuable advice and define possible working patterns for the internationalisation of the MPY's products. Additionally, in the Western European countries, the population has been continuously ageing during the last decades. Therefore, this product could be beneficial for the vast number of international markets. Besides, there were Scandinavian students in the international student group that can be considered as an additional stimulus for elaborating internationally wide approaches to the product development.

The second product was an application for mobile devices with product and service qualities. MPY has developed the initial application in collaboration with the local ice-hockey team called Jukurit. The main idea behind the application was to entertain spectators before, after and in-between ice hockey matches. By the time when the international student group as well as teachers started their work, the MPY company had already defined the local target group and a partner company (Jukurit). Both products were paid equally large attention in the MPY company. Therefore, the teachers were instructed to guide the student teams' work in an equal, competitive and professional way.

Five teams of students consisted of five students each, while in the last sixth team there were six students in the beginning and during the most part of the course. It should be mentioned that one member (of the largest team) left his team due to personal matters by the end of the programme. The results of the teams can be compared and work processes can be analysed.

The division into teams was compulsory for all the students. The teachers together with project specialists broke 31 international students into six teams by the principle of the highest possible international representativeness. It was decided prior to the start of the DBD course that the work teams should not have citizens of the same states. In general, the students were all young (under 32 years old) people but their age varied within this age group. They represented only selected EU universities. The students' nationalities varied from Western Europe (e.g., Portugal, Germany) to Central and Eastern Europe (Hungary, Poland, Russia). Such a variety provided an international status of the student work and justified the internationalisation development tasks within the field of digital business.

In the development of both described products, MPY made complementary, interrelated questions. The following aspects were asked from the student international work teams: target markets and target customers, potential updates in the product interface, pricing policy, specifications of the product development needs in the phase of internationalisation, methods of effective sale of the whole products or its certain modules, and so on.

The first few days of the DBD course, the teams learned the case, product specifications and created questions about the product development within the three-week period. First of all, Mamk teachers were interested in the integral outlook of the team work. Therefore, the students were asked to develop their teams' work plan (work calendar) with the identification of the major problems and steps to solve them.

The product development work was in the hands of the students and their teams. Therefore, the coordination of the teamwork was paid an increased attention. The students were generally well aware of the impact of digital technologies in the modern society as well as the product development in the digital markets (Huusko 2006). Some of the students had first-hand experience of work in digital companies. However, all the teams had questions about the national features of the developed products. For instance, the ice hockey industry was new and quite unfamiliar for the representatives of Kosovo, Portugal, and Belgium. The German team members concentrated more on the applications and utilisation of the larger stadiums in the football industry.

### **Intra-team and Inter-team students' collaboration**

At the inception stage of the DBD programme planning, it was decided to organise training sessions and small uniting exercises for the international student group. The main purpose behind these training sessions was to identify common interests, similar life and study backgrounds, and put future study collaboration on more friendly rails. The students' division into international study groups was largely planned in advance: the personnel of Mamk relied on the available contact (personal) information of the students for the identification of the fullest possible heterogeneity of teams.

By means of uniting exercises organised by the Mamk teachers, the students learned from each other better at the more informal level, got familiar with the leadership qualities or, on the contrary, about the team qualities of each other. From the first days of the programme onwards, smaller 'friend' groups of the students were created inside the teams as well as between the teams. It is worth stating that both the programme calendar and specificity

of the planned tasks offered multiple opportunities for the students' informal communication within and between the teams outside the university campus.

From the teaching perspectives, informal communication and work progress of the students contributed to a more effective development of the MPY products. Since the students from Kosovo, Germany, Portugal, Russia, and Belgium came in the groups of several people, their communication led to a better transmission and perception of the team and, what is more important, inter-team principles of work. Additionally, the teachers all over the EU came during all three weeks of the programme. Therefore, the solution of the cases provided by MPY went online at two levels: intercultural level (ie between the representatives of different countries) and single-culture level (ie between the representatives of the same country). Despite the competitive nature of the tasks and the programme in general, the participants sought ways of solving the cases altogether at their free time, during the intensive teaching courses, and during the social events.

The programme plan included a significant number of intensive teaching sessions provided by guest lecturers that lasted two-three days each. These courses' tasks were directly or indirectly connected with the MPY cases. Sometimes the students expressed their concerns about the direct connectivity of the intensive courses with the content of the MPY cases. However, in the after-programme reflections the students were mainly grateful for the opportunity to extend their practical and theoretical knowledge and skills in the digital business domain. In order to strengthen the project qualities of the divided six teams, the visiting lecturers from the EU universities were asked by the Mamk representatives to preserve the work teams' composition also during their intensive courses.

The familiarisation with the MPY cases was done in several phases. In the beginning, the students divided into work teams received descriptions of the products' development needs. Initial questions of the students about the cases' purpose, the general structure of the forthcoming three-week work and the content of the intensive courses were mainly answered by the Mamk teachers. After that all the international students were invited in the MPY company. The representatives of the MPY company's new management told about the company history, growth perspectives and internationalisation needs. Therefore, the students received deeper answers to their questions and a more profound outlook at the MPY company's international focus. From the pedagogical viewpoint, the company meeting pursued another strategic objective: the students listened to other teams' opinions.

## **Communication between students, teachers and MPY representatives**

The teamwork of the students was strengthened by the continuous and never-ceasing collaboration of the Mamk and MPY personnel. Teambuilding training sessions, outlook of the weekly calendars, planning work together with the student teams, teaching and consulting, answering multiple questions about the programme content, and all possible areas related to the digital business development, the communication with the MPY representatives, design of cases, conduction of preliminary interviews were all areas of responsibilities shared proficiently between the Mamk project and teaching personnel.

Two local teachers from Mamk were involved in the direct student work during the first two weeks of the DBD course. In the last week, an internationally experienced team coach from Hungary supplemented the work of the local specialists. The methods that were used during the whole programme ranged from the ad-hoc framework to the specified problem-based learning techniques. The students divided in the work teams appreciated the distribution of the major work functions between their team members.

As for the Hungarian visiting coach, he had a profound experience in the teambuilding process as well as in the coordination of the teamwork during significant time periods (12, 24 and 36 months) in his home university as well internationally. Therefore, the combination of the teaching, scientific and coach experience shared by the three teachers contributed to a more professional guidance of the internationally diverse student group and the completion of the casework in accordance with the specified objectives.

Strong leadership qualities were identified in each work team. At least one member in each team expressed his or her managerial skills and started issuing commands and showed signs of his or her personal authority. In some cases the members did not at all welcome such expressions of leadership qualities. However, as the DBD course showed, listening to the team leader at the preparation stage helped the teams to complete the work in time and in accordance with the initially drawn plan.

The students required continuous feedback from the Mamk and MPY representatives. At the programme's concluding phase, a day before the final presentations of the results, the moral spirit of some teams was significantly low due to the team's internal and cultural problems. It was decided by the Mamk teachers to give both individual and general feedback to each team, focusing mostly on the positive sides and strengthening the team integrity.

The Mamk specialists also communicated with the MPY representatives in different ways and at various stages of the DBD course. At the preliminary stage, the MPY representatives explained the enterprise's development needs. In turn, the Mamk specialists designed a suitable study format of the cases in order to provide the most suitable teamwork in the international student environment. The MPY representatives' advice and extra consultations were guaranteed if needed during the whole period of the programme. Additionally, the Mamk and MPY representatives mutually evaluated the students' works and reports. As the results showed, not only the teams but also the MPY representatives were satisfied by the quality of the done work as well as the moral atmosphere during the final day of the programme. Therefore, it can be stated that the study and work objectives of the DBD programme were successfully achieved.

## **SUMMARY AND CONCLUSION**

The intensive course Digital Business Development in Mikkeli University of Applied Science in August 2014 was considered from the teacher's perspective. The purpose of the course, students' roles, the MPY case company's description, communication patterns between the students, Mamk and MPY representatives were presented in the paper. Additionally, an international focus of the course was justified in accordance with the MPY company's development needs and the international students' competences.

The topicality of the digital business field and work-related challenges of the digital business development of the Finnish and international companies are taken into consideration (Chan, 2010; Graham-Hyde, 2014). The digitalisation of economy in general and the particular effect made by the continuously developing digital technologies are given from the teacher's perspective (Holliman & Rowley 2014).

The principles of teamwork in the course were discussed. The paper features and subsequently analyses aspects taken into consideration at the phase of the group division into smaller work teams. The rationale behind the two cases of the MPY company is given. The role of international young students of EU universities in the solution of the MPY cases is explained. Additionally, the practices of teambuilding activities are provided with the clarification of how the students got united during the programme time, how the leadership and team qualities of the students developed. Finally, it is shown in the paper how the Mamk teachers and project specialists as well as the invited lecturers from EU universities constructed prerequisites for the successful teamwork of the internationally diverse student group.

As for the future areas of applied research, a closer analysis of the national dimensions of students on the overall result of the teamwork could be considered. Another opportunity for further investigation is how digital products are developed in different EU and non-EU markets taking into consideration how digitalisation processes occur in the mature and immature industries.

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APPENDIX 1. Detailed programme of the course



# WELCOME TO MIKKELI UNIVERSITY OF APPLIED SCIENCES

## **Summer in Space 2014**

Digital business development -course

4.8. - 22.8.2014

We want to warmly welcome you to Mikkeli, Finland to participate in the Digital Business Development –course at Mikkeli University of Applied Sciences.



## PROGRAMME

- Sat 2<sup>nd</sup> of August      Arrival of the students
- Sun 3<sup>rd</sup> of August      Excursions for students in Mikkeli **13.00 – 15.00**  
*Hotel Uusikuu – the city – the campus (walking, departure from  
hotel Uusikuu 12.45)*

### Course description

Aim of the course is to implement a digital business development project for a local company or an organization in multinational student groups. During the intensive course students will learn the concepts and practices of digital business. Classes are taught by international lecturers from the European partner institutes. Each lecturer will teach app. 8 hours in a topic which will support students' project work.

## WEEK 32

### Mon 4<sup>th</sup> of Aug

Time	Activity	place
9.00 – 9.15	Registration in the main campus	D1 lobby
9.15 – 10.30	Welcome / Practical issues / Campus tour	D209
10.45 – 12.15	Course description & evaluation criteria (Sami Heikkinen, Mikhail Nemilentsev)	D209
10.00 – 10.15	Campus bikes (Anna-Maija Tornainen)	the library
12.15 – 13.00	Lunch	Dexi
13.00 – 16.00	Team-building (Sami Heikkinen, Mikhail Nemilentsev)	D209
17.00 – 18.00	Get-together for the students (bowling)	Bowling hall

### Tue 5<sup>th</sup> of Aug

9.00 – 12.15	Team-building (Sami Heikkinen, Mikhail Nemilentsev)	D209
12.15 – 13.00	Lunch	Dexi
13.00 – 16.15	Company and case presentations <i>We are going to visit the company premises and get familiar with the company and the cases</i>	MPY

### Wed 6<sup>th</sup> of Aug

9.00 – 12.15	Working in teams (Sami Heikkinen, Mikhail Nemilentsev)	D209
12.15 – 13.00	Lunch	Dexi
13.00 – 16.15	e-Marketing (Antonio Vieira)	D209

### Thu 7<sup>th</sup> of Aug

9.00 – 12.15	e-Marketing (Antonio Vieira)	Xinno
12.15 – 13.00	Lunch	Dexi
13.00 – 16.15	Working in teams (Sami Heikkinen, Mikhail Nemilentsev)	Xinno

### Fri 8<sup>th</sup> of Aug

9.00 – 12.15	Working in teams (Sami Heikkinen, Mikhail Nemilentsev)	Xinno
12.15 – 13.00	Lunch	Dexi
13.00 – 16.00	Working in teams (Sami Heikkinen, Mikhail Nemilentsev)	Xinno

Own expensed WEEKEND opportunity: **Jurassic Rock Festival** in Mikkeli (8<sup>th</sup> of August – 10<sup>th</sup> of August) read more: <https://www.facebook.com/jurassicrockfestival>

## WEEK 33

		<b>place</b>
<b>Mon 11<sup>th</sup> of Aug</b>		
9.00 – 10.30	Programme of the week, project check (Sami Heikkinen, Mikhail Nemilentsev)	D209
10.00 – 12.00	Reporting and presentation skills (Elina Halonen)	D209
12.15 – 13.00	Lunch	Dexi
13.00 – 16.15	Entrepreneurial marketing (Ana Lima)	Xinno
<b>Tue 12<sup>th</sup> of Aug</b>		
9.00 – 12.15	Entrepreneurial marketing (Ana Lima)	Xinno
12.15 – 13.00	Lunch	Dexi
13.00 – 16.15	Copywriting (Gisele Broos)	Xinno
<b>Wed 13<sup>th</sup> of Aug</b>		
9.00 – 12.15	Copywriting (Gisele Broos)	Xinno
12.15 – 13.00	Lunch	Dexi
13.00 – 16.15	Entrepreneurship and business planning (Dori Pavloska)	Xinno
13.00	Company representative visits the lesson to answer questions	
<b>Thu 14<sup>th</sup> of Aug</b>		
9.00 – 12.15	Entrepreneurship and business planning (Dori Pavloska)	Xinno
12.15 – 13.00	Lunch	
13.00 – 15.45	Entrepreneurship and business planning (Blaciga Rizoska-Tulov)	Xinno
16.00 -	<i>Sauna evening in Lahdenpohja (5 km from Mikkeli) for students, departure <b>4 pm from the Campus</b></i>	
	<i>Together with the international summer term -students</i>	
<b>Fri 15<sup>th</sup> of Aug</b>		
9.00 – 12.15	Entrepreneurship and business planning (Blaciga Rizoska-Tulov)	Xinno
12.15 – 13.00	Lunch	Dexi
13.00 – 15.00	Presentation and reporting skills (Elina Halonen) Working in teams (Sami Heikkinen, Mikhail Nemilentsev)	Xinno

## WEEK 34

		place
<b>Mon 18<sup>th</sup> of Aug</b>		
9.00 – 10.00	Programme of the week, project check (Sami Heikkinen, Mikhail Nemilentsev)	D209
10.00 – 12.00	Reporting and presentations skills (Elina Halonen)	D209
12.15 – 13.00	Lunch	
13.00 – 16.15	Organizational values (Karin Kuimet)	Xinno
<b>Tue 19<sup>th</sup> of Aug</b>		
9.00 – 12.15	Cultural differences (Karin Kuimet)	Xinno
12.15 – 13.00	Lunch	
13.00 – 16.15	Web-based business (Frederik Marain)	Xinno
<b>Wed 20<sup>th</sup> of Aug</b>		
9.00 – 12.15	Web-based business (Frederik Marain)	D209
12.15 – 13.00	Lunch	
13.00 – 16.15	Working in teams (Sami Heikkinen, Mikhail Nemilentsev, Peter Tasi)	D209
<b>Thu 21<sup>st</sup> of Aug</b>		
9.00 – 12.15	Working in teams (Sami Heikkinen, Mikhail Nemilentsev, Peter Tasi)	Xinno
12.15 – 13.00	Lunch	Dexi
13.00 – 16.15	Preparation for presenting the group work (Sami Heikkinen, Mikhail Nemilentsev, Peter Tasi)	Xinno
<b>Fri 22<sup>nd</sup> of Aug</b>		
9.00 – 12.15	Presenting the results to the company	Dexi-stage
12.15 – 13.00	Lunch	Dexi
13.00 – 15.00	Evaluation and feedback of the presentations Rewarding the most innovative solution Certificates of participation Summarizing the course	Dexi / Xinno

*Farewell evening with the other international summer term students*



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