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# BUSINESSACADEMY HANDBOOK FOR EXCHANGE STUDENTS

– B.A.H., the Survival Guide for New-Comers



BACHELOR'S THESIS | ABSTRACT

TURKU UNIVERSITY OF APPLIED SCIENCES

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# BUSINESSACADEMY HANDBOOK FOR EXCHANGE STUDENTS

- B.A.H., the Survival Guide for New-Comers

The objective of this thesis is to create a handbook about studying in BusinessAcademy. The target group of the actual outcome, BisnesAkademia Handbook for Exchange Students – Keys to Learning in a Different Way, is the in-coming exchange students studying business at the Turku University of Applied Sciences, Salo Campus.

The theory discusses the possibility of entering a new educational situation aggravating the symptoms of culture shock. The view point of a student coming from a more traditional, teacher-led model is highlighted, as the level of independency and personal responsibility on studying is much demanding in BusinessAcademy.

The thesis is functional and the produced materials consist of a short handbook and an updated version the orientation material. Both the handbook and the presentation focus on the terminology and the study methods used in BusinessAcademy, working in conjunction with one another, as the commissioner, International Office on Salo Campus, wished for. The frame of reference for both the handbook and the presentation is integration into a new learning environment.

The brochure and the presentation are going to be introduced during fall 2015 and will be used as a part of the orientation henceforth.

## KEYWORDS:

Intercultural communication, culture shock, integration, student exchange, handbook

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# BISNESAKATEMIAN KÄSIKIRJA VAIHTO- OPISKELIJOILLE

- B.A.K., tulokkaiden selviytymisopas

Tämän toiminnallisen opinnäytetyön tavoitteena on tuottaa käsikirja BisnesAkateмиassa opiskelemisesta vaihto-opiskelijoille, jotka aloittavat ensikertaa opintonsa Turun ammattikorkeakoulussa. BisnesAkateмиa Handbook for Exchange Students – Keys to Learning in a Different Way -opas jaetaan vaihto-opiskelijoille osana orientaatiota heidän ensimmäisten päiviensä aikana. Opasta tukemaan päivitetään myös aikaisempi BisnesAkateмиasta kertova PowerPoint-esitys. Oppaan ja esityksen viitekehystenä on sopeutuminen uuteen oppimisympäristöön.

Teoriaosassa tarkastellaan kulttuurishokkia ja siihen vaikuttavia tekijöitä varsinkin opiskelun ja perinteisiin opetusmenetelmiin tottuneen vaihto-opiskelijan kannalta. Työssä pohditaan toivotun sisällön ja kohderyhmän tarpeiden tasapainottamista, kohderyhmälle miellyttävän ulkoasun toteuttamista rajattujen graafisten ohjeiden puitteissa sekä kulttuurien rajat ylittävää symboliikkaa.

Tuloksena syntynyt kirjanen keskittyy BisnesAkateмиan toimintatapoihin ja termeihin toimeksiantajan, Turun Ammattikorkeakoulun Salon kampuksen kansainvälisten asioiden toimiston, toiveen mukaisesti. Opas myöskin kannustaa vaihto-opiskelijaa uuden opiskelutyylin löytämiseen ja sen tuomien mahdollisuuksien hyödyntämiseen.

Opas ja PowerPoint-esitys otetaan käyttöön syksyllä 2015 ja jatkossa ne tulevat toimimaan osana saapuvien vaihto-opiskelijoiden orientaatiota.

ASIASANAT:

Kulttuurienväläinen viestintä, kulttuurisokki, sopeutuminen, opiskelijavaihto, käsikirja

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# 1 INTRODUCTION

Exchange students coming to study business at the Turku University of Applied Sciences (TUAS) experience a culture shock when their familiar and safe studying habits clash with the teaching methods used at BusinessAcademy. Studying in BusinessAcademy differs greatly from traditional classroom education as the studies are completed through projects in conjunction with real customers and organizations, making it a highly interactive and independent learning environment for future entrepreneurs. The difficulty in acclimating to their environment has become more apparent with the increased amount of questions and assistance required throughout the semesters. This in turn consumed extra time and resources from TUAS International Office on Salo Campus. To solve these problems the International Office commissioned this functional thesis.

The research into cultural shock and its effects upon exchange students became more important after having experienced their effects personally, both as an exchange student and witnessing it in others while working in an international office. Culture shock is a widely researched and discussed topic and this thesis focuses on the effect learning environments can have on it. The way we study is learnt from our culture, and having to change it in quick succession can cause issues. What can be done to alleviate the effect right in the beginning or to stop it from happening at all? To find the answer for this question qualitative questionnaires are conducted with the students of BusinessAcademy. The results will then be combined with the researched theory base and orientation materials offered by TUAS.

Hofstede (1997, 372) defines culture shock as psychological disorientation that most people suffer when they move into a culture different from their own. Outside of mental issues such as anxiety, anger, and depression, this disorientation can also come through with physical ailments and illnesses. Adler's (1975, 18-19) stage theory of culture shock describes it as a five-stage educational and developmental process that has both its advantages and drawbacks. Before reaching the final stage, where the individual becomes fully able to accept cultural differences and similarities and capable of again having his or her preconceptions, assumptions, values and attitudes challenged, they go through multiple stages, where both their emotional ranges and behavior can change from one extreme to another. However, if a person opens their inner views to the demands outside their comfort zone and does not try to decline and fight against what

they experience and see, they can widen their perspective on what is considered normal and negate these effects (Shaules 2010, 96-100).

“Normalcy is an illusion: what is normal for the spider, is chaos for the fly” (Addams, 1942m 37), a statement delivered by a comic book character, whose macabre family life contradicts both the norms of regular life in the 40s and those present in current times, creates an easy to understand metaphor for the root cause of culture shock. A familiar setting allows a person to function with much more efficiency and skill. At home they know exactly how things work. The routines for purchasing groceries, greeting a passerby on the street, attending lessons – the ordinary activities, and how they are completed, define what is considered normal to them. The feeling of normalness is supported by the culture surrounding them. An exchange student steps outside of their direct comfort zone and finds a completely new environment in a foreign land, facing a different kind of normalcy. These different ways and the habits surrounding them can make ordinary chores more demanding.

For students coming from a traditional teacher-led setting, the high level of independence and individual responsibility about the progress of their studies may prove a challenging task. In BusinessAcademy, instead of a set curriculum, the students have the freedom to engrave their own path of studies and focus their motivation in areas of their own interests and strengths. With no ready-made schedules or standardized testing, the students are expected to both ensure their studies progress on a set pace and document the process all on their own. Rather than directly controlling the studies, the teacher’s role is to be a coach, who watches over their work from the side while providing guiding and support. All parts of the customer projects are left for the students to control from initiating customer contact, innovating, managing and documenting.

This self-guided study method aids the students in establishing a business network with local businesses, giving them experience in customer service, as well as other real world commercial skills. The most significant advantage of BusinessAcademy lays in offering a safety net that protects the students from the dangers of running a real business, such as ending into huge debt or filing for bankruptcy, while still creating a nearly authentic business surrounding for safely searching for a role in a business organization. It offers the students chances to operate, innovate and grab opportunities without fear, which is something many new entrepreneurs do not have when starting up a new company. This level of safety and freedom is unique to BusinessAcademy and not available in many traditional settings, such as Universities in France. It is often met with bewilderment and

hesitation, until the students adjust into the new environment (Monica Tamminen 2.6.2016).

The above differences in teaching and studying can create additional adverse effects by strengthening the symptoms of the culture shock that newly arrived exchange students go through during their stay in Finland. Learning the methods and practices through observing, and taking cues from other students and the coach, requires considerable effort, energy, and time – resources an exchange student might not have readily available (Storti, C. 2007, 14-15).

Currently, the introduction to BusinessAcademy is given through a short oral lecture during the first week of studies after an intensive period of orientation, where the exchange students receive an extensive package of information regarding the common practicalities of their exchange period. Their studies start immediately afterward with no smooth transition time from old to new, which adds the difficulty of both understanding and adjusting to the situation. The BisnesAkademia Handbook for Exchange Students provides the basic terms and rules of BusinessAcademy as well as general tips and tricks for finding a path as an entrepreneur in BusinessAcademy in a printed form, which allows the students to continue their orientation independently at home.

## 2 CREATING THE HANDBOOK

The development and creation of the handbook is split into two separate processes: content creation, and graphically focused layout process. The content creation process establishes how the contents of the handbook were selected and developed to answer for the needs and demands of the target audience. The layout process focuses on creating a look, which is both appealing to the target audience and condones to the graphical guidelines of the Turku University of Applied Sciences.

### 2.1 Content creation

Creating a balance between introducing the basic terminology and the rules of the BusinessAcademy, as well the needs of the present and future users of the orientation material, is an important part of the creation process of the content. While the handbook's target audience is a specific age group, they are culturally diverse. This is why choosing the correct method for mapping out the needs and demands of the exchange students is vital. The schedule limitations of the process denied booking personal interviews with the exchange students, so an anonymous online questionnaire (Appendix 4) was used to gather information about the needs and expectations of the target group.

The main focus of the questionnaire is to find out the effectiveness of the current orientation process. The secondary purpose of the questionnaire is to determine the current situation of international communication and interaction between team companies, because feedback given at the end of an exchange period mentions distinct lack of contact with the local students and population (Reetta Partala, 14.3.2015). Measuring how much contact is actually present within the team companies helps in weighing whether or not the handbook should focus more on bridging the communicational issues that might exist. The questionnaire also inquires about the exchange student's general experiences, and if they have any advice they want to pass onto the future students of BusinessAcademy.

The questionnaire was sent to 33 exchange students who completed their studies during fall 2014 and spring 2015. Out of those 33, only six people responded. The timing of the questionnaire is the most probable cause for the low turnout: The questionnaire was sent out late spring 2015. The end of the spring semester is a hectic time for students as they



are both preparing to go home and finishing their studies. To widen the take, it was possible to rerun the questionnaire with a new group of respondents during fall 2015, however a delay this far in the development process would have pushed back the handbook's release date notably. To avoid sample bias influencing the development, the source materials weight more towards the official BusinessAcademy rules and regulations, whereas the voice of the students are taken into account with the background framework.

To gain another perspective of the relations and communication between the exchange students and the Finns, personal interviews (Appendix 5) are conducted with Finnish students. The interviews are conducted with the members of the internationally themed team company, Swango, which co-operates with the team company ran by the exchange students. The interview request yields minimal results, with only one person agreeing to be interviewed. As with the low number of questionnaire respondents, the limited interviews present the risk of sample bias and thus the interviews are deemed invalid for the revised handbook's development process.

In conjunction with the questionnaire (Appendix 4) the contents of the handbook are based on a copy of an existing Finnish BusinessAcademy terminology guide. The material sources are cross-checked with other orientation materials, such as a general survival guide, *Selviytymisopas Saloon saapuville vaihto-opiskelijoille* (Lautiala, A. 2012), to lessen redundancy. The survival guide focuses more on the general knowledge of the city of Salo and how to adjust to the everyday life in Finland. The other orientation materials also give the general rules and requirements of studying in TUAS, as well as touch upon the culture shock an exchange student is expected to face.

Once the contents of the handbook are clearly defined, they are written out and fine-tuned in Finnish to create an outline to be translated into English. Language proficiency affects how exchange students perceive their surroundings. A limited understanding of language can easily create self-doubt and increase negative emotions, especially in situations where representatives of different cultures meet for the first time. The harder the new language is, the more frustration builds towards both the language and the culture. (Frisk & Tulkki 2015, 49-50). An upbeat yet formal tone is chosen to counter possible negative influence caused by possible language limitations. The main body of the content is written to be quick and easy to understand to account for the varying levels of linguistic skills.

The content creation and editing are done by using a common text editor, Microsoft Word 2013. Microsoft Word 2013 is currently the most feasible and commonly available text editor software in Turku University of Applied Sciences. The University offers both its staff and students the benefit of downloading Office 365 package for home use during their employment or time of studies (TUAS) 2015). In addition to being readily available, the program has compatibility with InDesign, the program used for the layout of the Handbook, which makes importing text files into the layout frame a simple process.

## 2.2 Laying it out

Similar to the ways of modern web design, the layout must include psychological and physical elements that bridge language and cultural barriers (Hiroshi, Y. 2007, 92). The official graphical guidelines of BusinessAcademy provided aid achieving the desired look by lending information on the common setting for the University's official marketing materials, which is used to build a frame outline in InDesign's master page. This outline is then adjusted and turned into a complete layout. (TUAS 2013).

The color theme set by the brand graphical guideline of BusinessAcademy uses three base colors: a black background, green (#8ba740) and white text, with the word Academy being the specified shade of green in any and all logos. While white text on black back-ground is good for readability, the color theme can be perceived to be heavy, as black traditionally has many negative associations, such as death or the absence of all colors (Paterson, I. 2005, 43). Due to a set brand guideline, replacing the black with lighter colors is not viable in the case of this handbook, even though a lighter, appealing design that plays into the interest of the viewer grabs a hold of its intended audience better (Kirsh, S. 2010, 91-93). Making the handbook appear less heavy and more reader-friendly is achieved by using different means. The use of the green color is extended from the logo to create highlights on important terms and information. Pictures are added to bring in extra color and balance to the amount of text.

A lighter feeling can also be achieved through creative placements of text. Designs that present a controlled randomness and break down traditional blocks shapes can seem active and fun, especially when paired up with a short and simple message. To unify a design, it is absolutely necessary to create easy to recognize relationships between visuals by using easily groupable elements such as similar line directions, related shapes, or lining up the edges of shapes. Cohesiveness is also influenced by the distance of

elements. The larger the distance between elements of a design, the harder it is to recognize the relation. This is commonly why the elements handling the same content should be placed close to one another; however, in cases where this is not viable, it is still possible to hold uniformity by giving the elements a common marker, such as a shared font or color, or creating a baseline that the letters can be placed on. (Hashimoto A. 2003, 30).

Online readability is an important standard when creating material that may serve a role in marketing. As readers online tend to eye the pages quickly rather than sit down and read for longer periods of time, conveying longer messages on a computer screen is not only slower, but also tiring to the eye. Special thought must be put into the layout to ensure the reader can easily grasp the pages as a whole. Not only must the size of the font be factored in, but also the length of sentences and the placement of pictures to ensure the reader can intake a maximum amount of information with minimum effort. This can be achieved by using different formatting options to create anchor points to the eye. Headlining and bolding support easy skimming while giving limelight to the important information. (Siukosaari 2002, 215, Pennanen 2010, 17).

While the web-friendly version can easily be attached to the BusinessAcademy website or e-mailed to the exchange students prior to arrival, it is imperative to create a printer-friendly version as well. Most of the orientation material is printed and mailed with the acceptance letter as part of a pre-arrival information package or handed out during the orientation days. A paper copy of the handbook ties it as a formal part of the orientation and ensures it cannot be perceived as an unnecessary extra. The dark color theme of the web version is not a printer-friendly option without using separate black paper and a specialized printer configuration, which is not an economical solution to the matter. To solve this problem the text color and the background colors were flipped, as black text with a white background is compatible with any standard printer on the market and minimizes extra printing costs.

The layout of the handbook is created using Adobe InDesign CC 2014. The program is one of the most versatile design and layout tools available in the market, and part of the program packages TUAS offers for their students and employers to use both at home and work (TUAS 2015). Learning to use the program for the first time is easy as many extensive tutorials are available online (Adobe 2015).

### 3 ORIENTATION PRESENTATION UPDATE

A minor part of the thesis assignment is to update the introduction presentation shown during the first week of studies. With the newly made handbook, in addition to the graphical update, the contents had to go through a cross-check to ensure coherency and cohesiveness in case it would contradict with the handbook.

The graphical update itself went through several steps as the graphical guidelines changed during the creation process as can be seen in Picture 1. The original source presentation was created in 2008. While the graphical templates were changed in 2011 (TUAS 2011), the look of the presentation was not updated. The graphical guidelines of the Turku University of Applied Sciences were changed once more in 2015 to a fresher, more colorful and free format. The new format encourages using a more humane, colorful and inspiring approach to presenting, allowing slightly more space for modification than the older 2011 instructions (TUAS 2016). Due to the shift in both the appearance and spirit, the presentation had to be reconsidered and reworked again.



Picture 1. Graphical development of the presentation.

While the theme template itself provides tools and design elements to use in the creation process it does little for content management and pacing of the presentation. A student's ability to focus on a certain task may become reduced – in particular while under a time constraint – depending on how the material is presented. Dynamic visualizations compete for attention with text, whereas written text has an advantage over simple static visualizations as readers tend to consider the text more important than the image. Long walls of text can thus also be detrimental to following vocal instructions during a presentation (Zheng, R. 2009, 103). To ensure a more pleasant learning experience, the presentation was thus paced by using the theme colors – yellow (#ffd200), blue (#008cef)

and turquoise (#38b6ab) – along with pictures to break down the occasionally wordy content according to TUAS theme PowerPoint instructions. In addition to pacing, the contents were fitted to be shorter and more approachable (TUAS 2015), especially since the audience in this case have varying levels of language proficiency.

The use of hand gestures was deemed thematically most fitting from the available options as they represent symbolism that carries over cultural borders. Although they are interculturally understandable, the unspoken signals such as gestures, personal space and body language are still as closely tied to a country's culture as an actual spoken language. If used carelessly, they can backfire and cause misunderstandings. Just as standing in close proximity to a conversational partner and greeting them with cheek kisses can be natural to a person born in Italy, doing the same to a Finn can be considered a complete faux pas. (Clements, R. & Meltzer Rady, A. 2012, 9). To avoid cultural misunderstandings, the gestures were carefully considered for the context and chosen based on how globally their meaning is recognized. Prime examples are internationally recognizable hand games, such as rock-paper-scissors seen in Picture 2.



Picture 2. Rock vs. scissors in rock-paper-scissors.

The game, presumably invented in China (Moore, M. & Sward, J. 2006, 535), has a long established history. Its hand gestures – the closed fist, a flat hand and a sideways victory sign – have stayed the same across all cultures, which lessens the chance of a picture depicting it from being misunderstood. Another gesture with a similarly long historical root is the thumbs-up as shown in Picture 3.



Picture 3. Thumbs-up is a sign of approval.

Used by hitchhikers to ask for a lift and movie gladiators to spare an opponent, the gesture is commonly seen as a sign of acceptance. However, unlike rock-paper-scissors, it is not quite uniform in meaning: in some areas such as Greece, Latin America, Middle East, Russia, Sardinia and western Africa it is considered a rude gesture. The popular use of the sign in social media, such as the Like-button of Facebook, has reduced the rude meaning considerably. (Lefevre, R. 2011, 120). Compared with the victory signs in Picture 4, though, the thumbs-up is generally more recognized for its positive meaning.

The so-called victory sign, also known as the peace sign, is commonly used as number 'two' and letter 'V' in sign languages across the world (SUVI Suomen viittomakielten verkkosanakirja. 2016; American Sign Language University. 2016), but after the Second World War it has found a new meaning as a sign of peace, freedom and victory (Zelinsky, N. 25.3.2011 cited on 24.5.2016).



Picture 4. Victory, peace, two, and V in one sign.

The problematic nature of the sign comes from the ease it can be mixed with the V-sign, which is considered an extremely rude gesture in such countries as United Kingdom, Australia, New Zealand, Ireland and South Africa. The difference between two signs is the position of the palm: the victory sign is made with the palm facing away from the signer whereas the V sign is made with the palm facing the signer (Lefevre, R. 2011, 122).

After the desired gestures are decided upon, the photographs are chosen from a free-to-use student and employer stock bank. Some photo manipulation is applied to the crop the pictures and adjust their color balance to fit the presentation.

## 4 CONCLUSION AND ANALYSIS

The aim of this thesis is to create informational material for arriving exchange students to allow them to integrate into their new learning environment as smoothly as possible. While there is an interest for a marketing angle to use the booklet as a brochure, both it and the presentation are mainly created to meet the needs of the target group. The diverse cultural background and uniform age group of the target audience provide major challenges for presenting information in a manner that is easily digestible for all participants. Portraying the differences between the study methods used in BusinessAcademy and the widely used traditional teaching method in a positive light is also a challenging task. The end result is reached by listening to the earlier experiences of exchange students, ensuring the language used in both products is clear and simplified to cover for the multitude of language backgrounds and by choosing symbolism that carries over cultural borders.

With most students staying only three to six months abroad, the time spent in student exchange is just a short moment in the life of an exchange student. Completely integrating and understanding a new study method in such time while dealing with a culture shock can be challenging. This is why, rather than trying to force the idea as a whole onto them, the handbook plants the seed in hopes that one day it will grow into a full realization of the new way to studying. Another aspect is that a handbook can be taken with when returning home allowing the ideology behind BusinessAcademy to spread beyond borders.

No process exists without its problems. The major obstacle in finishing this project is the scheduling falling apart multiple times and the lack of back-up planning. The original intended completion date was already in fall 2014, and the first version of the product reached completion in spring 2015. The schedule was ambitious, and though partially completed, it did not have flexibility to account for possible setbacks. This shows especially in the report part of the process, which became excessively delayed due to unpredictable circumstances. The reoccurring delays in completion also created extra work that otherwise would not have needed to be done, as the longer the delay, the more changes to both content and graphical looks took place.

The lack of back-up plan was apparent as slow reaction time. If the project got derailed getting it back on track was challenging and took a long time. This could have been



avoided through active use of peer reviews and mentoring. The contact to other students who were doing their thesis during the process might have provided mental support to aid on refocusing. A more frequent contact with the mentor would have ensured a steadier and more concise structural development of both the report and the handbook.

Other problems include the poor planning and execution of the questionnaires and interviews, which led into the risk of sampling bias closing out a lot of useable material. The end of a spring semester is a hectic time for students as they have to worry not only about completing their projects but also plan their return home. Reaching out to the students during one of the busiest times of their semesters did not prove effective for conducting the questionnaires. Had the questionnaire been open for a longer period of time, or released earlier in the semester, the take would have reached a wider amount of answers. Another option for attracting more participants was offering incentive, such as a chance to win a small price. This idea was not conceptualized when the planning for the questionnaires was done and thus did not get used.

By conducting another take with the questionnaire the sampling bias could also have been alleviated and the handbook would have a much more student-centered approach to its contents. Though, this would have pushed the release date of the product back by another six months, which would have been against the needs and wishes of the International Office making it an unviable option.

The first complete version of the products were used in the fall 2015 orientation, and again during the spring 2016 orientation. Though the continuous scheduling issues delayed the full completion of the project, it allowed for the collection of feedback. The handbook was well received amongst the exchange students and left a positive impact on them, which was visible in their organization and motivation. The print version especially helped with orienting the students to BusinessAcademy, as having the material readily available at home allowed the students to reread and refer to the guide. This in turn was visible in the lessened amount of questions and personal aid requests during their stay (Reetta Partala 31.5.2016). This feedback could have been collected more in detail by conducting a follow-up questionnaire and then used to further develop the handbook for next orientation, but after careful consideration for time constraints it was decided against.

In the future, the handbook and the presentation could be changed to a more general format so it can be used in the whole University without being tied to a specific campus.

Furthermore, a follow-up study on the usefulness of the new orientation materials could be conducted to better understand what kind of future updates are required and how effective the chosen medium for spreading information truly is. The handbook will also require frequent updating, as study methods evolve and spread quickly over time. During the process of this thesis alone, BusinessAcademy has expanded and become a staple of business and entrepreneurship teaching on Turku Campus of TUAS. The products of this process are intended to be a part of the orientation for BusinessAcademy from now on.

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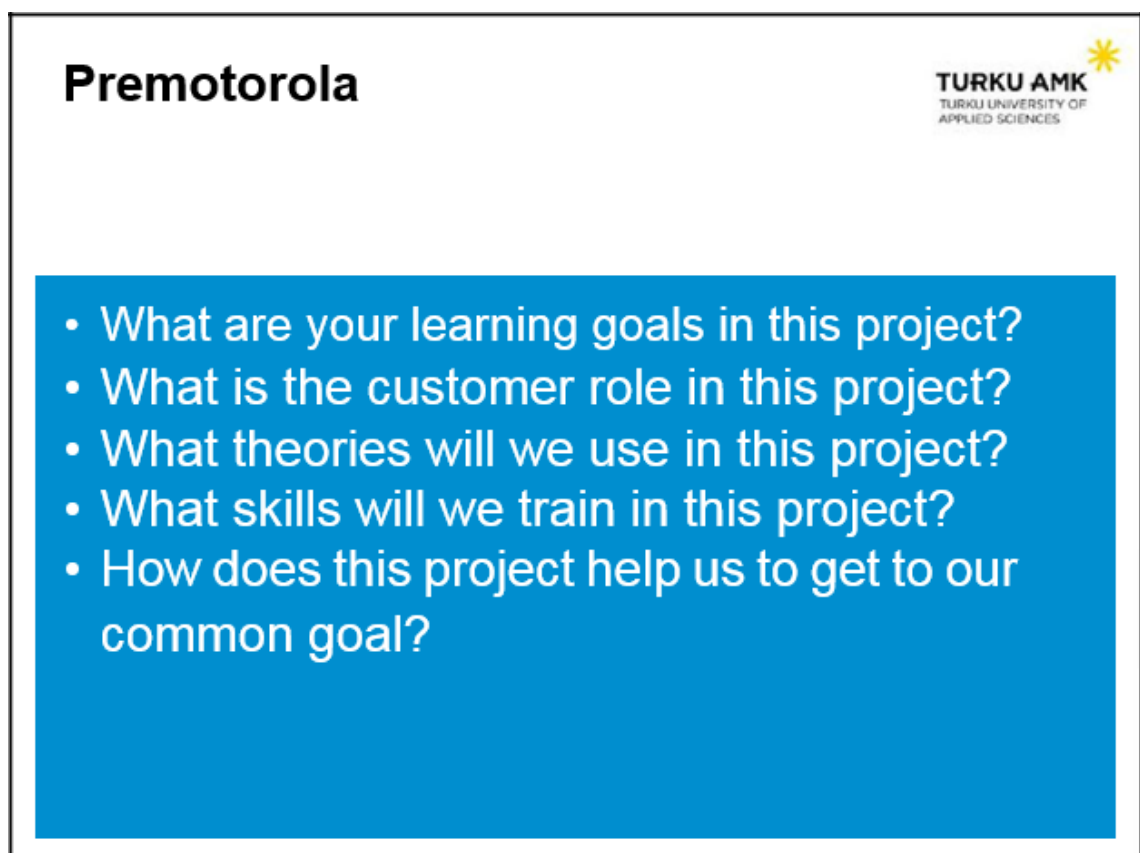
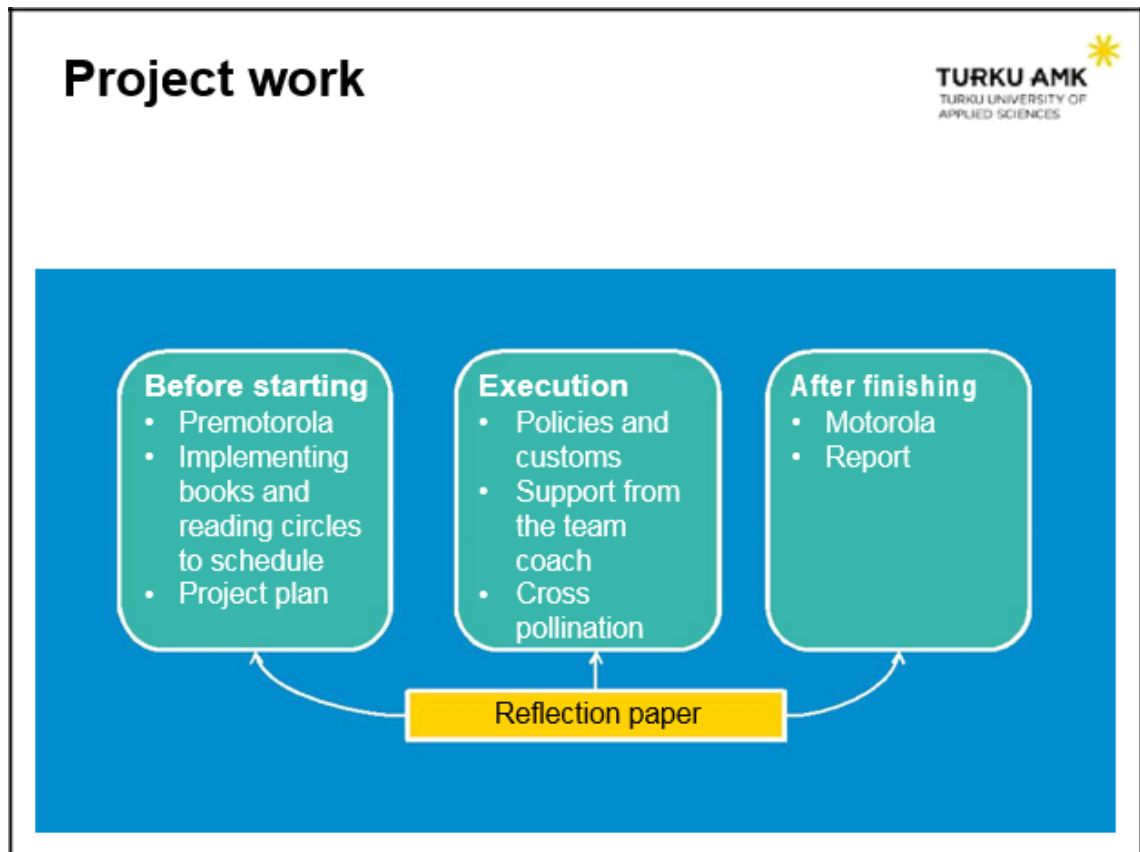
## The orientation presentation



## Training sessions



- Every Tuesday morning and Thursday afternoon
- Issues and problems are tackled as they arise
  - Groups decide what issues are handled, and who leads the session.
- Student driven
- An intro for guiding and working together may be provided



## Literature rounds

- Plan your reading program:
  - Ensure reading program is pertinent to your personal learning agreement
  - Book Circles occur every two weeks. The first one is on \_\_\_\_\_ .
    - Notes in the diary
    - Discussions
  - Written report on \_\_\_\_\_ .
    - Written reflection 1 A4
    - Upload to Optima
  - You can choose a book from The Best Books by Partanen
    - Points – how easy or difficult the book is to read?
    - Stars – how good it is?

Hint:  
You can use  
e-Materials!

## Information sources

- Seminars
- Visiting lecturers
- Companies
- Additional education, trade, and other fairs
- Traditional education

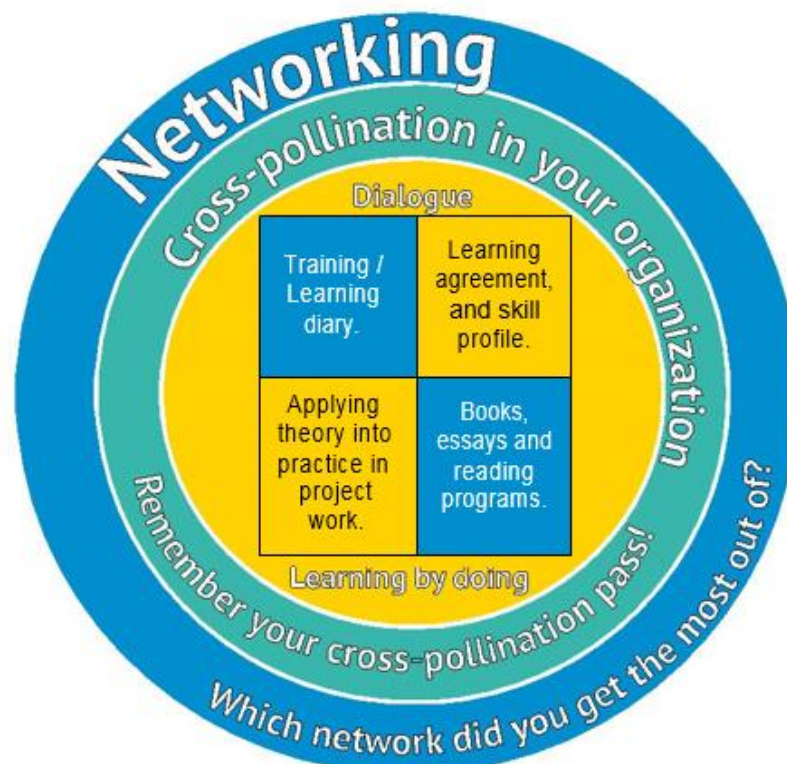
Know a good guest lecturer?



Invite them over!

## Learning agreement

- Where have you been?
- Where am I now?
- Where do I want to go?
- How do I get there?
- How do I know that I have reached my goal?
  
- Learning Agreement day
  - When?
  - Where?





## Cross-pollination


*Visiting other teams?*  
**- Do it. We encourage it.**



**#Excellence  
In Action**


**Learn from other teams:**  
Training sessions, common projects,  
meetings, get-togethers, etc.

## Development discussion




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- Private discussion between student and their coach
- Confidential
- Topics:
  - Learning agreement and how the goals have been met
  - Action assessment and progression of studies
  - Other important issues that need to be tackled

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## Expectations and wishes

For the team:	For yourself:
For the coaches:	For the assistant coaches:

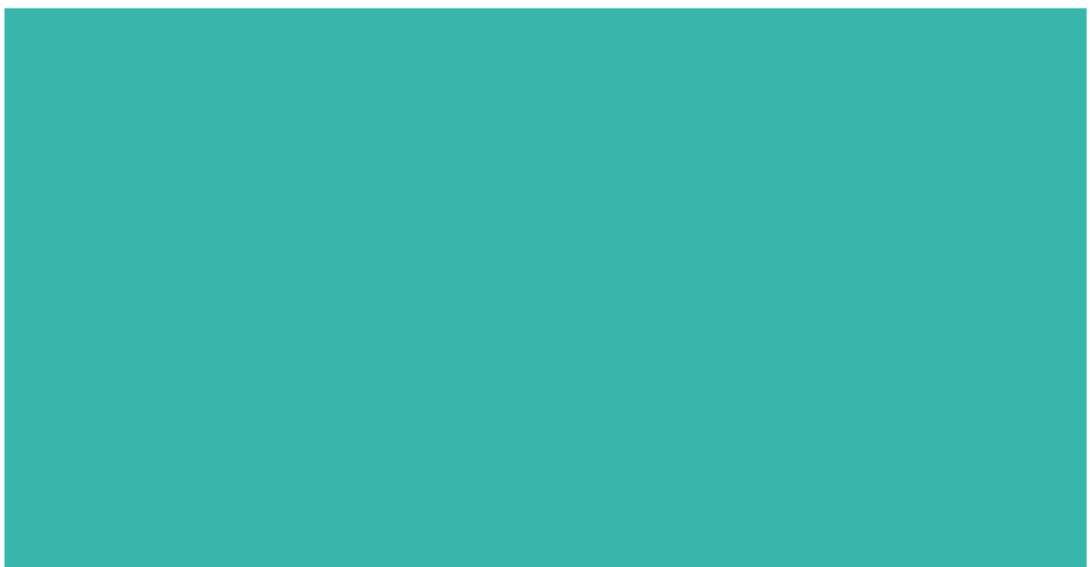
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## For the Team:

## For yourself:



## For the Coaches:




## For the Assistant Coaches:



## Personal study plan

- Curriculum in SoleOPS
  - Modern Marketing and Selling 1
  - Creating Business Value through ICT 1
  - Innovation and Project Management 1

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## Motorola: First Week

What went well?	How to improve?
What did we learn?	What we put in practice?

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## What else will happen?

- Visit to ProAkademia in Tampere
- TUAS Co-ops Sea Cruise (Sannamari Lähde)
- Learning Agreement day
- Common coaching sessions once a month
  - 9 coaching sessions
  - 2+2+2 persons
  - Discussion topics will be agreed upon in advance
  - Work wellbeing -coaching session
- Slush 18. – 19. 11
  - Price + you have to pay it yourself
- Visio-event 29. – 31.10
  - 8 students
  - 2 coaches (Timo L)
  - Coaches and assistant coaches choose basing on applications.
  - Innovation session
- International and national projects



**#Excellence  
In Action**

## **BisnesAkademia Handbook for Exchange Students – Keys to Learning in a Different Way (Web)**

# **BISNESAKATEMIA**

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## **HANDBOOK FOR EXCHANGE STUDENTS**

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KEYS TO LEARNING IN A DIFFERENT WAY

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---

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This guide will provide you with the keys to success in the Academy by giving briefing you on our rules, terminology and habits. Hopefully it will serve you well on your road to becoming an entrepreneur.

Thank you and enjoy your time in BusinessAcademy!



## Lets get started!

The corner stone for your success is your **Team Company (TC)**. As a unit, you will find assignments to begin work on future projects. The success of your cooperation is dependent on your activity and ability to work together. A good team will help, support, and boost your personal and professional skills. To ensure your team sets on the right track, along with the project work you are responsible for holding Training sessions together.

**Training sessions** are an essential element for learning new skill sets and creating ideas. The sessions are twice weekly and mandatory. Each lasts three hours, and are but one of the basic ways to learn, share experiences, and build rapport with your team members. The topics are often linked, but not limited to, the development of your own business or team work in general. Up-to-date topics and issues make for well rounded team building. Each team's leader is chosen ahead of time per session.

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Workshops are on occasion longer than Training Sessions. The goal of a Workshop is to solve problems or create ideas that mesh well with previous processes, methods, learning, etc.

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Outside of schoolwork, you can build your network through interactions with your community and being active in various projects.

A few examples to help you with your networking: Varsinais-Suomen Nuoryrittäjät, Junior Chamber of Commerce, Yrityssalo and all kinds of entrepreneur associations, other positions of trust, LinkedIn.

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## Completing Studies and earning credits

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### Portfolio

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Track your time through Excel, using color codes for different projects and tasks. You can ask your Coach or an Assistant Coach for an already existing Excel base, or you can create your own.

### Important to remember!

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## To do and to remember

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### When starting up for the first time

Decide a weekly schedule with your team members, and include mandatory training sessions, as well as where they will be held. While many tasks can be completed at home, interactions with your team will help build your work and networking skills naturally.

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Learn to think in new and challenging ways, question old, outdated business practices, seek new ways of approaching business, these are key elements of innovation. Customers will look to you for new, bold, sometimes even crazy ideas to better their business.

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The customer can make or break your company, and as such, is the most important key to your success here. How you treat your clients affects everyone, from yourself, to your partners, even the reputation of Business Academy. The golden rule is, "The customer is always right." for a reason.

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success  
 FREEDOM  
 teamwork  
 ATTITUDE  
 IMAGINATION  
 MADNESS  
 sweat  
 FAME  
 Royalty  
 LEADERSHIP  
 PROFESSIONAL  
 PROJECT  
 innovation  
 sparks  
 JOY  
 entrepreneurship  
 Deja-vu  
 SISU

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# BisnesAkademia Handbook for Exchange Students – Keys to Learning in a Different Way (Print)

# BISNESAKATEMIA

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## HANDBOOK FOR EXCHANGE STUDENTS

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KEYS TO LEARNING IN A DIFFERENT WAY

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## Interview Questionnaire 1.

Dear exchange student,

I'm working on my thesis: BusinessAcademy Handbook for Exchange students. I would appreciate it, if you were able to provide me with answers to a couple of open questions relating to your experiences in the BusinessAcademy. Your answers are anonymous and will only be used to decide what kind of areas are covered in the handbook. Thank you very much for your participation

Basics

Age:

Nationality:

Major:

Years of Study:

Why did you choose to come to study in Finland?

Did you know anything about the BusinessAcademy before arriving in Finland, or before the orientation day? If you did, what? If you didn't, would you have wanted to?

Where did you first get information about the BusinessAcademy? Was it enough? How would you rate the quality of the information (good/bad)?

Is there something you weren't told at the orientation, and had to figure out on your own, that you think is important to know about studying in the BusinessAcademy?

Has there been a situation where you didn't know about something related to the BusinessAcademy, and that has caused you issues? If yes, what was it and what kind of problems did it cause?

What is the most important thing you've learned in the BusinessAcademy so far?

What did you wish to learn in the BusinessAcademy? Have you fulfilled that wish?

What kind of advice would you give to a future BusinessAcademy exchange student?

## Interview Questionnaire 2.

1. Montako jäsentä Swangossa on?
2. Kauanko Swango on ollut toiminnassa nyt?
3. Minkälaisia projekteja Swango on toteuttanut? (Ei tarvitse yksityiskohtia, ihan vaan pieniä esimerkkejä).
4. Toimivatko suomalaiset ja vaihto-opiskelijat samoissa projekteissa?
5. Onko ryhmässä ollut ongelmia kommunikaation kanssa? Jos on, anna esimerkkejä:
6. Onko multikulttuurista yhteisöstä ollut hyötyä Swangossa mm. innovoinnin saralla?
7. Mitä toivoisit enemmän osuuskuntasi toiminnalta?
8. Miten arvelet toiminnan kehittyvän jatkossa?