Sonja Wilkinson

MINNO® Innovation Project – effects on organization goals and gains for the interviewee

Author(s) Title	Sonja Wilkinson MINNO® Innovation Project – effects on organization goals and gains for the interviewee
Number of Pages Date	30 pages + 3 appendices 12 April 2022
Degree	Master's Degree (Master of Health Care)
Degree Programme	Degree Programme in Health Business Management
Instructor(s)	Marianne Pitkäjärvi, Principal lecturer, School of Health Care Metropolia UAS.

The purpose of my study was to evaluate the effects of MINNO® innovation projects for the working life partners in Uusimaa region in Finland. This study presents the first part of the interview guideline, effects on organization goals and gains for the interviewee.

The aim of this study was to identify the existing working life partners, to create and evidence-based interview guideline for the measurement of the impact, to investigate the impact of MINNO® innovation projects among the working life partners, and to measure the satisfaction of the organizations towards MINNO® innovation projects.

Qualitative approach was used to conduct this study. Initially, two workshops were arranged to design an interview guide. The first workshop aimed to investigate what the MINNO® teacher's and coordinators would like to ask from the participating organizations, and the second workshop was arranged to finalize the interview questions. Purposive sampling was used in this study and the invitation for the interview was sent to seventy-one organizations. Nineteen organizations were interviewed for this study. Data analysis methods consisted of classification of previous MINNO® innovation projects, organizing the raw data that was collected as a result from the workshops, and inductive content analysis process for the data collected from the interviews that includes open coding, creating categories and abstraction.

The results showed that majority of the interviewees were satisfied with the project and agreed that participating to MINNO® innovation project had been useful, and participation provided added value for the organization. Just a slightly over a half of the projects provided a product or service that the organizations were able to benefit from and utilize in use after the project.

Based on the results from this study MINNO® innovation projects have been successful, and the projects have provided added value for the organizations by enhancing the organizations visibility, networking prospects, and by providing new ideas, products, solutions, and services. This may perhaps help to prove the importance of university-industry collaboration, and the importance of MINNO® innovation studies.

Keywords	Innovation effects, University-industry collaboration, MINNO®

Metropolia
University of Applied Sciences

Contents

Metropolia
University of Applied Sciences

Appendix 2. Participant Information

Appendix 3. Interview Framework

1 Introduction

Since 2007 every undergraduate student in Metropolia University of Applied Sciences takes part in 10 ETCS innovation project. MINNO® Innovation project is mandatory for all the students and completed on the second- or third- year of studying. Metropolia states that innovation is important in all professional fields and innovative solutions generate significe value in terms of well-being, culture, and health. The aim of the project for the students is to learn to work collaboratively and to build new products, services, and solutions to answer challenges presented that companies or other work organisations present. The challenges arise from real-world problems or opportunities from working life (Hero, Lindfors 2019).

Innovations are needed to create competitiveness and to produce cost-efficient and high-quality services. Organisations and companies are constantly looking for innovative professionals, who may help with creating new innovations and take part in future innovation processes. Higher education facilities role is to educate and train future professionals to carry out work task, that could lead to new innovations. Higher education advocate as a critical factor towards human capital development, and innovative people are seen as a resource behind all innovations. Universities are expected to prepare their students to become innovative individuals who are ready to cope with the needs of twenty-first century (Keinänen, Kairisto-Mertanen 2019). European policymaking sees learning for innovation as a key element in developing higher education (European Commission 2017). Students work in a group and learn from the project settings developing new products, services, and solutions to the work organisations. These collaborative and creative settings offer an engrossing learning environment (Hero 2019).

Students from Metropolia University of Applied Sciences have been participating in these innovation projects for over 10 years, however the effects of these projects have not been studied before. I have joined the MINNO® effects research team and this thesis aims to study the effects of MINNO® innovation projects for the working life partners. The common aim for this research is to investigate and measure the effects of MINNO® innovation projects. The results can generate positive learning and teaching outcomes by learning from the past successful projects. Demonstrating evidence-based effects MINNO® innovation projects help to broaden this education to other higher degree facilities and generate more than economic value.

2   Theoretical Background

Innovation is defined as" a new idea or method, or the use of new ideas or methods" by Cambridge dictionary. Innovation has existed always; humans have always had the need for change to achieve survival. The fundamental desire of humans for progress, to survive and to solve its problems requires innovations. Innovations can be scientific, medical, or technical. The name innovation is found from Latin composition: in (inside) and novare (changes) and its purpose is aiding survival. Innovation means changing someone or something to survive or solve a problem and to bring these changes towards an ideal (Pavie 2020).

The term innovation was used commonly until the twentieth century. In the early twenty first century, the term started to become used more significantly. In the twentieth century the term of innovation was seen as a resolution between two contrasting terms, invention, and imitation. Both terms have been evolving through centuries origin from ancient Greek philosophy. The term of innovation became a synonym for social and technological change, advancement, and development across the strands of knowledge by the late twentieth century. Innovation was seen as a tool to grow economically and for helping the organizations to survive. Innovation this day is seen as an instrument for creating and implementing new processes, services, products, and methods of transaction that provides significant improvements in outcomes, quality, and efficacy. Innovation can be seen as a proceeding where new ideas deliver pragmatic value for the world (Taylor 2017).

Edwards-Schachter (2018) argues that innovation can be divided into ten different types. First type is technological innovations which means that their focus is on the industrial sectors, and they are based strongly on research and development. Technological innovations are typically investigated by compounding inputs in terms of investment in research and development to outputs in terms of new products, manufacturing processes and patents. Second type is most common and popular innovation type, product innovation. Product innovation means making a product that is either new or changed considerably available to potential users. The innovation process involves taking a product from the first concept through a design phase until you reach the final product. The third type is process innovation which is similar to product innovation.

Process innovation can be defined as new elements that are introduced into organizations service operations, production, work, and information mechanisms to produce a product that aims to achieve higher product quality or lower costs. Service innovation is the fourth innovation type. Service innovation is focuses on the organization's strategic needs and on the needs for the customer. Service innovation involves activities, such as healthcare, information and knowledge-based services, transport and logistics and education. The services have categorization by IHIP characteristics, intangibility, heterogeneity, inseparability, and perishability. The fifth innovation type is business model innovation which means changing existing business model intentionally by the means of aiming its function, and to satisfy the needs of the customer better than before. Disruptive innovation is the sixth innovation type. Disruptive innovation is an innovation that creates something new from an already existing product. This innovation type refers to business phenomena more than a breakthrough in technology. Seventh innovation type is radical innovation, this type of innovation is defined by the increased performance they provide or by the extend of new knowledge required. Radical innovations require a large amount of new information and knowledge, and they aim to create large performance improvements. Radical innovations are expected to cover three criteria's, they are expected to be unique, existence of novel invention, and it must have the chance to influence in innovation in the future. Design-driven innovation is the eight-innovation type which is described by the ability of understanding, anticipating, and influencing the emerging of new product and service meanings. Design-driven innovations are technological and social innovations that aims to address to social needs and creating socially responsible solutions. Social innovation is the ninth type of innovation. Social innovation is marginalized topic in sociological and economic theories of innovation. Social innovation's purpose is to change the learned ways of production and consumption, and guide people and services towards more sustainable development. It focuses solving societal problems regarding frail social groups. Tenth innovation type is responsible innovation. Responsible research innovation, also known as RRI is interactive, transparent process where the aim is to produce ethically sustainable, acceptable, and socially desirable processes and products.

Hero (2019) defines innovation as a concrete artefact and as an outcome from the practical collaborative activity of people. An innovation is a novelty that is made concrete, useful, and implemented to convey value (Hero 2019; mainly following Peschl et al., 2014: Sawyer, 2006b; 2009; Wesr and Farr, 1990; Quientane et al. 2011). The MINNO® effects research team follows this conception. Innovation as a concept is de-

fined as practical, concrete, and useful concept that aims to express the phenomena of innovation as the activity of people. Innovations can be though as using closely connected concepts as instruments for understanding the meaning of the concept. Innovation is not just the first idea development phase, but rather a more complete and large process aiming to recognize future opportunities and creating new ideas for products and services, and for implementing added value for the users.

2.1   MINNO® education in Metropolia UAS

Metropolia UAS students complete over 1000 innovation projects every year and the innovation pedagogy are systematically implemented in Metropolia´s educational strategy. MINNO® course is obligatory for all undergraduate students. The base idea behind MINNO® is teaching the students to think innovatively and learning to work collaboratively in different networks. Innovation project is a social phenomenon that brings together the competence of different people through social processes and supported by the shared resources. The project is a social process where a novel idea will turn into practical reality. Students work in a collaborative team from 4 to 7 student´s and learn to solve authentic problems by innovating practical and concrete solutions.

The project consists of 270 hours of development work and each student will receive 10 ETCS from the course. The course takes from 7 to 14 weeks to complete, and it is tutored by teachers from the university. The teams usually receive 1-2 days tutoring in a week and the customers on the solutions provide feedback typically 2-5 times. The teachers act as facilitators and helping by offering instruments for innovation. MINNO® innovation project process includes theory and orientation, team project work, pitches, prototypes, research, testing, public event, and the delivery meant for the customer.

After completing the course, the students should be able to develop responsible practical and concrete innovative solutions, products, practices, and services to answer the needs in the future, and for the current challenges in Helsinki Metropolitan are. Students are also expected to be able to understand and define the concept of innovation, use the learnt development methods, apply for work that is project or network-based, and to use their skills to work in a multidisciplinary collaboration. Participating in MINNO® will also offer tools for the students to use their creativity, personal skills, and abilities, and to create cooperative culture supporting collaborative development processes. (Hero 2020); see also https://www.metropolia.fi/en/rdi/innovation-projects).

Each project is different and created for the needs of the collaboration organizations. The previous projects have been for example: digital learning environment to support well-being and health (autumn 2019), Espoo City Museum´s archaeology – project: innovative ways to inspire people towards the subject! (Autumn 2020), Socially sustainable student housing (spring 2020), Potentials and ethics of artificial intelligence (spring 2019), and Jouluradio – fall in love to Christmas music (autumn 2018).

2.2   Innovation competence

Competence can be described as unification and indication of skills, knowledge, and attitudes in context that is pre-defined and specific, and in tangible tasks. Innovation competence needs can refer to skills, attitudes and knowledge and the influence of personal characteristics is seen as a significant feature. Innovation competence is a trait that can be learned and developed. Individual innovation competence comprises number personal characteristics, such as abilities, information, and attitudes in order to create implemented and concretised innovations through collaboration in complex innovation processes (Hero, Lindfors, Taatila 2017).

Personal characteristics are underlying traits that influence on individual's innovation behaviour. In a study by Hero, Lindfors and Taatila (2017) about individual innovation competence competency factors were organized into six top categories which were then recognized as personal characteristics, future orientation, creative thinking skills, social skills, project management skills, and content knowledge and decision-making skills. 16 personal characteristic factors were themed. The competency factors were then themed and divided into five sub-categories, flexibility, motivation and engagement, achievement orientation, self-esteem, and self-management. Flexibility can be defined as individual´s capability to stretch mindset and readiness to change the approach and sift through ideas. Flexibility results a larger variety of choice, efficiency, and effectiveness in outcomes, and it is the resilient, evolving, and integrative response to recognised change and uncertainty. Motivation and engagement mean individual´s inner readiness and motivation to perform a task or solve a problem. A high level of motivation can help to create high-quality innovative results. Motivation is needed for persistence, achievement, and goal orientation. Engagement is defined as the willingness to accomplish the aim of the process. Achievement orientation can be explained as a skill for taking on the initiative, goal, orientation, ambition, and value orientation. Good self-esteem represents an individual´s perceived self-worth or value. Self-esteem influences self-perceptions of competence, capabilities, worthiness, and confidence

and it affects behaviours, attitudes, and performance at work. The meaning of self-management is in the belief in skills good enough to execute and organize course of action that is needed in managing situations. Future orientation defines as vigilance towards new opportunities and keeping open, curious mind, while being able to cope with non-routine task and sometimes uncertainties, proactiveness, mild resistance towards change, and with ability to take on risks. Creative thinking skills imply as ability to create new ideas and solutions, imagination, inventiveness, problem-solving skills, ability to do things differently, ability to exchange and combine knowledge fast, cognitive, and analytical skills, learning skills, willingness to question your own and other´s ideas, skills in thinking, and ability to combine and interpret. Social skills comprise collaboration skills, networking skills, and communication skills. The meaning of social skills is wide, from being able to motivate others, building trust among people, interpersonal management and influence, networking skills, being able to write and speak in different languages, active listening, and being able to create partnerships for example. Project management skills can imply to skills in planning, research and development, decision-making, leadership knowledge, and for being able to manage collaborative projects. Content knowledge and making skills comprises of prototyping, esthetical, psychomotor, technical skills, as well as mastery of one's own field and knowledge of other fields.

Hero (2019) added seventh innovation competence factor, concretisation, and implementation planning skills. This includes productization planning skills and making skills. Implementation planning skills is described as marketing, sales, and entrepreneurship planning skills.

2.3   Measuring the effects of innovations

Saunila and Ukko (2012) argued that organizations operate in very challenging environments nowadays and it has become clear that it is vital to develop companies' innovation capability and the organizations tend to succeed better in the future if they devote themselves for developing the company's capability to innovate.
In the future the organizations will be more dependent on their innovation skills, and the performance of the organization is turning out to be more dependent on their capability to innovate. For the organizations to be more aware of the stage they are with their innovation capabilities, they need to be able to measure it. Performance measurement means quantifying the input, output, or the level of current level of activity of a process or event, it is an action-based performance measurement aiming to improve motivation,

behaviour, and processes. The four phases of performance measurement are design, implementation, use, and maintenance of a performance measurement system. Different process models describing the model of performance measurement systems can be found in the literature, to mention for example Kaplan and Norton (1996) have proposed a four-phase process of how to build a Balanced Scorecard for an organization and Laitinen (2003) presented a process including of fourteen phases designed for design and implementation of dynamic performance measurement system. The processes are very similar, starting with defining the use and moving into clarifying the objectives, and at last the measures get clarified for the objectives. The measures can be divided into objective and subjective, financial, and non-financial ones, and to direct and indirect. Indirect measures can be used if something cannot be measured direct. Objective measures are based on quantitative information, as subjective measures are often based on individual's opinions. Performance measurement is a comprehensive process and traditionally concentrated on financial measures. Everything that happens in the organization have an impact towards the organization's performance, including management and leadership, the quality of operations, the ability of products to fulfil customer´s needs, and employee´s task motivation. Performance measurement can be used for leading actions, communicating information, and motivating the employees.

Using appropriate measure of performance can produce a better understanding of innovation. Best type of measurement systems are the ones that pay attention to both inputs and outputs of innovation. The funds used in the research and design activities and education are included in the input measures, and they help to measure how innovation activities are arranged and what resources are allocated to them. Input measurement is often seen problematic, as it can tell how much is dedicated to the action but not if anything has been accomplished yet, also they can easily underestimate smaller innovation activities. Output measures usually measure the results of successful innovations and evaluate the effects of innovation capability. Output measures includes primarily the organization´s licenses and patents. Output measures should only be used for certain types of innovations and organizations. Output measures do not tend to work well with small or service organizations. (Saunila, Ukko 2012).

Anastasiu et al. (2015) argued that developing framework to measure innovation can offer a worthy information for organizations, as well as companies in the means of assessing a degree of innovation and learn about possible gaps in knowledge. Organization who aims to build an effective framework for measuring their innovative capability

need to understand that it is necessary to have fresh viewpoint on measuring the innovation performance, and that it is inevitable to perform pre-assessment beforehand. The organization should consider if there is a clear definition of innovation, is the innovation being measured nowadays, and if it is, how well it is measured? They should also ask if there is a growing understanding towards innovation, how are the ideation and creation managed and measured, has the measurement of innovation changed, or perhaps improved within the past three years, is the currently collected data for innovation useful, how does the current measurement system help the stakeholders to innovate, and does the organization trust the current system enough for measuring innovation so that it supports innovation now and in the future?

The study by Anastasiu, et al. (2015) suggests using indicators for each type of innovation for measuring the extend of innovation, in nine steps. The indicators for each type of innovations are first ranked with relation to their innovation performance demands and after this classified related to the indicators that are being used while measuring the policy and vision of innovation. The next step of the process is to label the indicators that were used with measuring the policy and vision relating indicators used for measuring strategic innovations, following with ranking the strategic innovation measurements related to the indicators that are used to measure innovation in developing networks, and classifying strategic innovation indicators with relation to HR innovation indicators. After this the strategic innovation indicator will be placed in relation with the indicator for measuring administrative innovation, followed by rating the indicators used for measuring innovation in evolving networks, administrative innovation, and HR innovation in relation with indicators that process innovation measurement system uses. Next step is to rank the process innovation indicators relating for the indicators that are used for measuring product innovation, and finally classify the product innovation indicator in relation with measure marketing innovation indicators.

In Hollanders and Celikel-Esser (2007) study of Measuring Innovation Efficiency innovation performance was measured using the data provided by twenty-five different innovation indicators in the European Innovation Scoreboard (EIS). The innovation indicators were then divided into three input dimensions that covered fifteen input indicators, as well as two output dimensions covering ten output indicators. From the input dimensions, innovation drivers are used for measuring the constructive conditions that are needed for creating potential innovation, investments in innovation, and entrepreneurship measures in the company level, as well as providing new information and

knowledge towards the research and design activities. The output dimensions conceptual property is measuring the reached results regarding to skills and prosperous competency. Efficiency of innovation can be measured by comparing the combination indicator score for both input and output dimensions of EIS. Both inputs, as well as outputs may be drawn into multidimensional space where the most efficient performers are close to the efficiency frontier.

The framework for innovation measurement covers defined area of interest where data will be collected, for understanding measurement strategies and innovation. The phenomena of interest need to be measurable, and it requires instruments that can reliably capture intended concepts. Surveys, for example where respondents can understand a question as intended and give valid answers. Valid statistical data need to be representative of the target population and the scope of measurement should be consistent with general statistical frameworks. Choosing a method to use when measuring innovation depends on the quality of the data collected and how the data will be used. Measurement strategy for innovation addresses to several issues, which are the collection of qualitative and quantitative data, the choice of object or subject approach, responsibility for data collection, and data sources. Measurement strategy´s structure varies over time as user needs and the types of data that are collected evolve in response to challenges or new opportunities. Different approaches can complete each other, as the value to users of innovation data can be enhanced by combining multiple approaches to measurement. Measurement framework can focus on the object approach, which means the phenomena of interest or the subject approach, which stands for the actors that are responsible for the phenomena, or it can combine both approaches. Object-based approach is most used when collecting data on a specific innovation, such as crowdfunding platforms or, in a survey context, the most major innovation for a given organization. Object-based approach can offer high level of detail but can also suffer from non-representative samples or self-section, as when cases are selected from trade journals. The subject approach is commonly used to collect data by surveys on the innovation activities, outcomes, and outputs of the respondent´s organization. Surveys that are subject based can benefit from the statistical infrastructure of business registers and other information on the organization level, including the number of employees and industry of activity. Subject-based surveys can collect data on organizations with no innovation activities in the reference period or from organizations with no innovations, whereas these would not be captured through object-based approaches based on self-reported innovation activities (OECD/Eurostat 2019).

2.4 Previous studies about measuring innovation effectiveness

Previous studies about innovation effectiveness and how innovation effectiveness has been measured before was searched for the building theoretical background for this study. Two studies with very different approaches on how to measure innovation effectiveness are presented here.

First study was conducted by Sawang, Unsworth and Sorbello (2006). The study examined the impact of stable approach in specific domain of measuring innovative effectiveness in 144 small to medium sized companies in Australia and Thailand in 2006. The researchers mailed a survey to the Managing Director or CEO of each organization aiming to uncover if the companies in Thai and Australian companies had been using before to investigate innovation effectiveness, and how was their experience regarding to the organizational improvements after implementing an innovation in use.

The survey studied innovation effectiveness by using five-point Likert Scale (from 1 = Made much worse to 5 = Greatly improved) and the Managing director or CEO rated the effect the innovations they had introduced in the last three years had on the aspects of productivity, product/service diversity, management-employee relations, customer satisfaction and quality. The survey also consisted of performance metrics, which are commonly used in business and fall into two categories: 1) finance-based; and 2) non-finance-based. The 15-performance metrics used in the study, were build based on pre-research. The participants were asked if the organization was using these metrics for measuring innovation effectiveness, then the research team developed a technique meant for decrease effects that are socially desirable. Participants of the study also identified actual measurement systems that were being used for collecting information on each metric for ensuring accurate reporting. The participants included in the study were those who reported the actual measurement system.

The survey studied participants attitudes towards innovation adoption in the future. The four items represent general attitudes regarding innovation adoption, e.g., "we consider our organization to be innovative", "our organization continually adopts new and improved ways to work". The respondent provided ratings on five-point Likert scales, from 1 = not at all to 5 = a great deal).

The second study was conducted by Brewster, et al. (2015). The study is called integrating new practices: a qualitative study of how hospital innovations become routine. The purpose of the study was to explore the process where newly adopted practices

were brought into routine hospital operations to classify the mechanisms through which integration it occurs. The study was conducted of hospitals that participated in the STAAR initiative, which operated from 2009 to 2013 in Massachusetts (MA), Michigan (MI), and Washington (WA). Qualitative study design was selected with site visits and in-depth interviews. The researchers conducted visits and interviews at total of ten hospitals, following with interviews with eight members of state-level leadership teams from the state action on avoidable rehospitalizations (STAAR), including three from MA, three from MI, and two from WA. Two to three well practiced qualitative interviewers from social and health care visited at each participating hospital. The interviews were in-depth interviews, involving key staff who were trying to reduce the hospital readmissions. Each hospital had a coordinator, who has responsible for identifying key informants and staff with experience from the are of interest. The coordinators helped to choose member from the staff closest involved with efforts to reducing readmissions. The professionals came from different backgrounds, including nurses, physicians, and hospital administrators. The interviewers used a semi-structured interview guide. Most of the interviews were individual, but due to time scheduling problems and preferences from some participants, some of the interviews had two or more participants participating at the same time. The interviewee asked the participants to explain the changes their work had previously tried in aim for reducing readmissions. Interviewers then studied which one of the changes were still in use and how well the integration process had been proceeding. During the interviews the participants also explained when asked to describe the changes that continued, or that had become routine practice, hard-wired, or sustained over time. All except one hospital´s interviews were recorded and professionally transcribed. Researchers took detailed notes from the hospital that had asked not to record the interviews. The constant comparative method for qualitative was used, with line-by-line coding and identification of the key themes. The present analysis showed some examples of integration that had been used were identified during the coding phase. The coding and analysis were performed alongside the site visit enabling the researchers being able to continue the visits on site until theoretical saturation. The researchers used open coding and the transcripts were all coded separately. The codes were then refined, expanded, and merged and further transcripts coded to reach final coding structure. ATLAS.ti version 7.5 was used for organization of data and for all coding.

2.5   University-Industry open innovation collaboration

The collaboration between universities and industries refers to the interaction between industry and higher education system. Universities and industries are facing pressures including the need of growth in information and challenges in expanding costs and funding. The collaboration between industries and universities has discovered to be a solution to enhance innovation through technology and knowledge exchange (Ankrah, Tabbaa 2015).

Industrial organizations view universities as potential sources of knowledge and innovation to gain competitive advantage and developing new methods for the business. Most common university-industry collaboration in the literature and in practice are networks, alliances, consortia, and joint ventures. Partnerships can also be formed for long-term collaboration and development (Rantala & Ukko 2018).

University-industry collaboration supports students learning from real-world challenges and complexity of the workplace environment and these students are more prepared and can identify and account for the complexities, such as organizational politics, or misaligned responsibilities when they enter the workforce (Brazee & Lopp 2012).

Companies have different motivations for collaborating with universities. Typically, small and medium sized organizations, the motivator for collaboration is usually aimed to settle a problem that has took place in R&D projects and for bigger companies the motivators are typically interests towards resourcing new concepts and ideas for the future. Collaboration with universities also offers opportunities for companies to find potential recruits, and it provides better access to novel scientific knowledge, and influence positively to companies R&D funding. Universities motivation for collaboration are often based mainly in their educational tasks and given roles (Mäkimattila, et al. 2015).

Ankrah and Tabbaa (2015) presented six critical contingencies as generalizable determinants that act as a motivator for university-industry collaboration, and these contingencies are observed as supporting organizations interest to interact with each other. The six critical contingencies are identified as necessity, reciprocity, efficiency, stability, legitimacy, and asymmetry. Necessity has positive impact to responsiveness to government and strategic institutional policy. Reciprocity increases universities access to supplementary equipment, facilities and expertise and creates employment opportuni-

ties for university graduates. Efficiency gives universities entry funding for research with the help of industrial and government funding for lab equipment and research assistance, creates business opportunities, and expands research capabilities. Efficiency also helps industries to benefit financially from unexpected research results and commercialize university-based technologies, it also creates cost savings, and enhance economic competitiveness and technological capacity. Stability offers companies and universities risk reduction or sharing the risks, solutions for specific problems and growth in new knowledge. Legitimacy can enhance corporate image and promote innovation through technology sharing.

3   Purpose and Objectives

The purpose of this study is to analyze the value of the MINNO® innovation projects for the working life partners in Uusimaa region in Finland.

The research objectives are the following, first to identify the existing working life partners, second to create an evidence-based interview guide for the measurement of the impact, third to investigate the impact of MINNO innovation projects among the working life partners, and fourth to measure the satisfaction of the companies towards MINNO projects.

4   Research Setting

This research took place in Metropolia University of Applied Sciences, in Helsinki. Metropolia is the biggest University of Applied Sciences in Finland, educating future professionals in the fields of Social Services, Health Care, Business, Culture, and Technology. Metropolia is publicly funded and owned by the Cities of Helsinki, Espoo, Vantaa, Kirkkonummi, and Kauniainen. Metropolia has 71 degree programmes in total, and 14 of the degree programs are taught in English. The university has 43 Bachelor's degree programmes and 28 Master's degree programmes. In 2020 Metropolia had 16,700 students and was an employee to 940 professionals. Metropolia's students come from various backgrounds, and in 2020 Metropolia had 900 foreign degree students, with 90 different nationalities. Metropolia's new strategy 2030 is making stronger impact for the benefit of society, by putting people first. Metropolia's strategic intent is to be a bold reformer of expertise and an active builder of sustainable future (Metropolia, 2020).

5   Methodology

This is a qualitative study. Dawson (2002) defines qualitative research as a method that investigates experiences, attitudes and behaviour through interviews or focus groups. Semi-structured interviews are typically used most in qualitative social research. The aim for the semi-structured interview is for the researcher to unfold specific information that can be compared with knowledge gained from other interviews. All the interviewees will be asked the same questions, the interview is however flexible allowing other important information to arise, such as topics that can be discussed or listing for specific questions. Qualitative approach was chosen based on this study's purpose and objectives by identifying which research methods would provide most accurate and trustworthy information for the research questions.

This study used deductive and inductive content analysis methods. The deductive approach was used to arrange the participating organizations into categories and the inductive approach was used to analyze the material produced in the workshops (Elo, Kyngäs 2008).

5.1   Participating organizations

Purposive sampling was used in this study. Purposive sampling is a technique that is used widely in qualitative research by identifying and selecting cases that can provide rich information to use the resources most effectively.

The process involves selecting and identifying groups or individuals that have knowledge or experience with the topic of interest (Palinkas, et al. 2015). Since the potential participation organizations came from many different fields of business the study was limited by choosing the fields of social- and healthcare, cultural sector, and health technology to participate in this study. The chosen organizations were selected based on researcher's own interest towards the previous MINNO® innovation projects and the invitation for the interview was then sent to selected organizations for one-to-one interviews.

The previous MINNO® innovation projects from 2017 and 2020 were classified by using deductive content analysis method and put into excel table by subscriber organization into five categories. The classification provided the existing data of previous partner organizations and projects. The categories used for this study were provided by the

MINNO® effects project manager. The categories were found from the study by Hero & Lindfros (2019) and the caterogies were: A: company, B: city or state public organizations, C: development/RDI project, D: association or foundation, and E: social media community or other informally organized organization.

Content analysis method can be used with both, qualitative or quantitative data, inductive or deductive way. Purpose of the study determines which of these is used. Inductive approach is encouraged if the researcher does not have enough former knowledge from the phenomenon being studied, or if the knowledge is somehow abrupt. The purpose of content analysis is allowing the researcher to test theoretical issues for gaining understanding of the data being studied. The words can be distilled into fewer content related categories during the process. Inductive and deductive processes both have three main phases: preparation, organizing and reporting. Analysing data does not follow any systematic rule, but the key feature is that the words in the text are classified into smaller content-based categories. (Elo, Kyngäs 2008). Dawson (2002) describes content analysis as a mechanical analysis method, where the analysis is left until the data has been fully collected. In content analysis the researcher works systematically through the transcripts assigning codes, that can be either words or number, or different characteristic specific characteristics within the text.

5.2   Designing the interview guide

Construction of the interview guide started with two separate workshops, first workshop was aimed for the MINNO® teachers and coordinators, and the second workshop for the management team.

The research team hosted the first workshop that used focus group interview method for the MINNO® teachers and innovation coordinators in 18th of March 2021. The meaning of the workshop was to learn what the teachers would like to ask from the collaboration partners about the MINNO® innovation projects. Invitation to the workshop was sent to 29 MINNO® teachers and 4 innovation coordinators. In total 7 teachers and 1 innovation coordinator attended to the workshop.

Workshop means an arrangement where a group of people share knowledge and learn, innovate together towards common interest, or perform creative problem-solving. As a research methodology workshop focus on the study domain-related cases by using the workshop format as a research methodology. The purpose of workshop is to

Metropolia
University of Applied Sciences

accomplish participants expectations to reach something in related to participants' interest. Workshop is specifically designed to fulfil research purpose: produce valid and reliable data about the domain in question (Ørngreen – Levinsen 2017). Workshop allows spontaneous discussions and interactions at any time even if the workshop is carefully structured. Considering the facilitation of the workshop is an important aspect and the facilitators will have to lead the workshop. It involves introducing workshop methods and aims to the participants and guiding them through the different activities, encouraging participation from all the attendants, keeping the group focused on the topic and on time, and summarising discussions from time to time to check understanding of participant´s comments (Gameiro, de Guevara, El Refaie, Payson 2018). Hennink and Leavy (2014) describe focus groups as an interactive discussion between six to eight people pre-selected participants, led by a trained moderator, and focussing on a specific set of issues. The aim of the focus group is to undercover a range of experiences and perspectives, and to gain understanding of the issue from the perspective of the participants themselves. Discussions enable participants to highlight issues of importance to them, giving more prominence to participant´s perspectives towards the issue being discussed. Kamberelis and Dimitriadis (2013) argue that focus groups can and have encompassed a wide range of discursive practices from formal structured interviews with clearly defined topics to less formal, more open-ended discussions. Focus groups can serve many purposes, from pedagogical to political or to the traditionally empirical.

Teachers who attended were from different fields, three from rehabilitation and research, one from cultural management and three from health care program. Teachers experience teaching MINNO® studies varied from how many courses they had taught; the scale was from 1-40 courses. First lecturer from rehabilitation and research program had participated in three MINNO® courses and tutored fifteen separate teams, the second one had participated in four courses and tutored twenty-five groups, and the third one had taken part in one course and tutored seven groups. The lecturer from cultural management had taught sixteen MINNO® courses and tutored eighty groups. First teacher from the health care program had participated in eight MINNO® courses but was not sure how many groups they had tutored, the second lecturer had participated in ten courses and tutored fifty groups, and the third lecturer had taken part into forty courses and tutored one hundred and twenty teams. Eight attendant in the workshop was a innovation coordinator who does not tutor any groups, but teaches the basics of innovation in theory at the beginning of the course.

The workshop was conducted via Zoom. The participants were divided into pairs and the pairs discussed with each other in the Zoom breakout rooms, coming up with ideas what they would like to know and ask in the interviews, the pairs placed their ideas on sticky notes to Jamboard. Twenty-eight questions were formed in the first workshop.

The interview questions were analysed after the workshop and themed into five sections. The sections were collaboration between the university and organizations, value for the organizations, effects and needs, satisfaction towards the MINNO® innovation projects, and if the creation of the project were still in use.

The research group hosted the second workshop for the management team in June 2021. The aim of the workshop was to form the final interview guide and the managers and leaders were invited to form interview questions. The interview questions were formed by the findings from the first workshop.

The interview guide and its questions for this study were open-ended. The interview questions were divided into two parts, the first part of the interview focused on the "effects on organization goals and gains for the interviewee" and the second part focused on the "MINNO®'s wider societal effects". This study analyses and presents the results of the first part of the interview (Appendix 3).

5.3   Individual Interviews

Organizations who previously took part to MINNO® innovation project were contacted by email and phone and were asked to participate in this study. Invitation for the interview was sent to 71 organizations, from which 17 working life partners took part in the interviews. Two interviewees were interviewed from two different projects, so in total 19 past MINNO® projects were included in this study.

The interviewees received participant consent letter (Appendix 1), participant information letter (Appendix 2), and the interview guideline (Appendix 3) by email before the interviews took place. The interviews were conducted via mainly through Zoom, due to the ongoing pandemic situation. One interview was on site. Each interview took around 30-45 minutes.

Each interviewee was asked to answer both parts of the interview. The first part of the interview investigated the effects of MINNO® innovation project on the organization goals and gains for the interviewee, and the second part was about MINNO®'s wider societal effects.

5.3.1 Data Collection and Data Analysis

The data for this study was collected from the individual interviews. The interviews were recorded by Zoom and phone and manually transcribed afterwards by listening the interviews twice and writing the said words down. The next step was organizing the raw data. Inductive content analysis was used for this purpose. Inductive content analysis process includes open coding, creating categories and abstraction. The meaning of open coding is to write notes and headings to text while reading it, and the written material is read through again until all the necessary headings are written down in the margins to describe all aspects of the content. List of categories is grouped under high order headings and similar headings are connected as one heading. The meaning of abstraction is to formulate a general description of the research topic by generating categories (Elo, Kyngäs 2008).

In this report results from the first part of the interview are presented. Each question and answer to the question was read through carefully and the first part of the interview formed four different themes, which are further explained below. The open coding was done in Microsoft Word, so that each question had its own Word document, and different headings were colour coded in the text.

The first theme was *"What did the student groups create for you?"* Seven main headings were found under this theme.

The second theme was *"The benefit of MINNO for your organization"* This theme formed five main headings.

The third theme was *"What was left in use"* Four headings were found under this theme.

The fourth theme was *"Value of MINNO"* This theme had four different headings.

The themes and headings are further explained on the table below (Table 1).

Metropolia
University of Applied Sciences

THEME 1 – What did the student groups create for you?	Theme 2 – Benefit of MINNO for you	Theme 3 – What was left in use	Theme 4 – Value of MINNO
Concepts	Participation was useful	Minno concept in use	Added value
Ideas	Collaboration and networking	Thesis	No added value
Project plans and development proposals	New insight and development proposals	The project is still ongoing	Learning process
Marketing materials and communication plans	Shared learning process	No use from MINNO	Support for own ideas and plans
Thesis	Support		
Products			
Prototypes			

Table 1. Themes.

After the open coding phase, another researcher repeated the process to find out if they could find same themes or themes that were not identified on the first time. There were no new themes added after this process.

6   Results

This chapter presents the results of the first part of the interview guideline, the effects of MINNO® on the organization goals and gains for the interviewee. The results are based on the collected data, which was analyzed by using qualitative inductive analysis. The results are presented in different sections, divided by the themes. Pie chart at the end of each section explains the results graphically.

6.1   What did the student groups create for you?

Student groups created concepts, project plans and development proposals, ideas, prototypes, marketing materials and communication plans, products and one thesis for the organizations. Most of the interviewees selected more than one option for what was created in the process, and the results are presented in the order of occurrence.

Concepts emerged the most in responses. The creation of ten different projects were concepts. Different concepts have been for example an event concept and an educational video.

Konsepteja lähinnä ja mutta myös ideoita, mut kyl mä nyt sanoisin tässä vaiheessa konstepteja ja se oli se meidän tehtävänantokin ja näin me ajaltetiin, että sieltä tulee konstepteja jotka me voidaan viedä käytäntöön/ Concepts mainly and also ideas, but I would say at this stage concepts and that was our assignment too and this is what we thought, that there will be concepts that we can put into practice. (Interviewee 11)

Project plans and development proposals were created for nine different projects. Project plans were made for cultural sector, construction company and for social and health care.

Käytännössä tuottivat siis tässä tämmöisen konseptin tämä toinen ryhmä ja sitten toinen ryhmä kehittämissuunnitelman varmaan ehkä enemmänkin eli eli toinen tuotti tämmöisen tapahtuman konseptin ja toinen tuotti verkko ja tiedotus järjestelmän parantamiseksi semmoisen ehdotuksen/ They practically produced here this kind of concept this other group and then this other group development plan maybe more, so the other created this event concept and the other created proposal for improving web and notification system. (Interviewee 18)

Student groups provided new ideas alongside other creations for eight different projects. The ideas divided from an idea for organizing division of labor to marketing ideas for companies.

Prototypes were created for six different MINNO projects. One of the interviewees answered that they gave a ready idea for what they were hoping for the project to the students and the students created a prototype based on that idea. Prototype for other MINNO® innovation project was a guide video on how to create a successful "knowhow" video for jobseekers, and one prototype was a handbook for teachers.

Student also created marketing materials and communication plans for four projects. Marketing materials were made in a form of photos and videos, product packages, and written materials for example. Communication plan was created based on the expectations and wishes from the collaboration company.

The student groups created three ready products, in three different MINNO® innovation projects. One product was aimed for teachers, the product was a ready package including instructions what teachers' need to know how to do, and what programs can be used when teaching students. Second product was aimed for elderly hospital patients, the product was a parcel which introduced products that could benefit the patient's recovery and well-being at home. The third and final product was a virtual space, that the student groups planned, tested, and helped to create together with producers. The third product however was not completely ready when the interview took place, and the final product was built afterwards by professional developers.

One company also gained thesis from the MINNO® innovation project. The interviewee told that the thesis was useful and is still in use this day.

Yksi ihan konkreettinen asia syntyi mistä meille on satunnaisesti vieläkin hyötyä tästä yhdestä ryhmästä 2 opiskelijaa toimintaterapeutti opiskeli ja päätyi tekemään tästä samasta aiheesta opinnäytetyön ja saatiin oikein tasokas hyvä opinnäytetyö joka on meidän verkkosivuilla ja joka jota ollaan hyödynnetty tässä meidän koulutuksessa kun puhutaan kodin ja koulun yhteistyö/ One actually concrete thing was born that we still ocassionally benefit from is thesis. Two occupational therapist students ended up doing thesis from this same subject for us and we got very upscale thesis that is in our website and that we have been able to utilize in our training when we speak about the collaboration between home and school. (Interviewee 5)
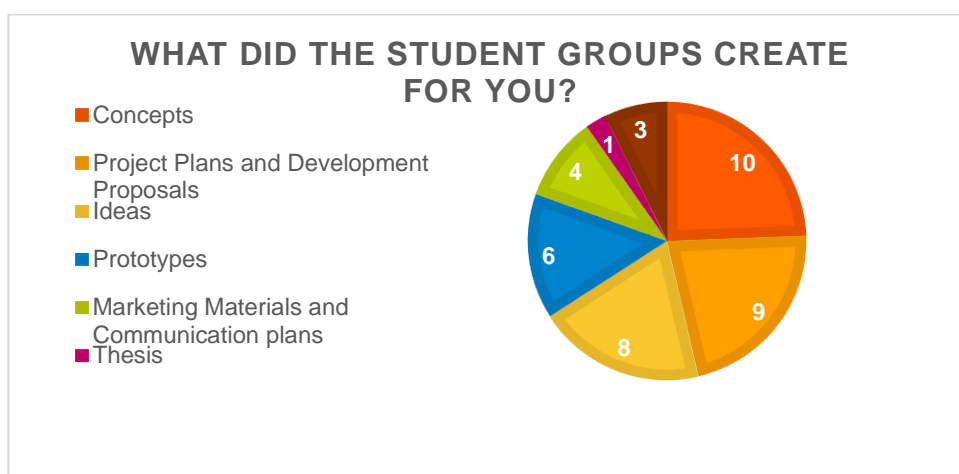

Figure 1. What did the student groups create for you?

6.2 Benefit of MINNO® innovation projects

All expect for one interviewee thought that participation to MINNO® innovation project was useful. Only one of the interviewees answered that participation was not useful at all for their organization since the project did not proceed as expected.

Opiskelijoiden työ teki näkyväksi työnjakomalli-nettisivuston rakentamisen vaatimukset. Opiskelijoiden työn pohjalta kävimme neuvotteluja organisaatiomme palveluntarjoajan kanssa. Kävi ilmi, että ratkaisu olisi ollut tietoteknologisesti niin vaativa, että jätimme sen toteuttamatta. Opiskelijoiden kehitystyö teki näkyväksi aiemmin tunnistamattomat tekniset haasteet ja ohjasi etsimään uusia ratkaisuja/ The work of the students made the requirements for building a division of labor website visible. Based on the student's work we had negotiations with our organization's service provider. It turned out, that the solution would have been too demanding in terms of information technology, so we decided not to implement it. Student's development work highlighted previously uniden-tified technical challenges and guided us to search for new solutions. (Interviewee 10)

Five interviewees answered that collaboration and networking during MINNO® innova-tion project was beneficial for their organization, interviewees answered for example that collaboration with the university had provided a chance for new projects and suc-cessful networking during the project had helped to identify and find new co-operating partners for the organizations.

Four interviewees got new insight and development proposals for their organizations from the student's projects. The development proposals were mainly ideas and sug-gestions on how to improve the organizations operations.

Two interviewees answered that the benefit of the project was shared learning process, one of the interviewees answered that taking part in the project made it clearer what they can expect from the students, and this made it easier to participate in the MIN-NO® innovation project again later.

One interviewee thought the most beneficial thing from the project was support towards their own ideas and plans.

Ehkä oltiin myös itse semmoisessa vaiheessa prosessissa että ihan konkreettisia hyötyjä on erittäin vaikea saada jotenkin oltiin kehittämässä itsekin sellaista teoreettista viitekehystä sen toiminnan ympärillä ja nää toimii tämä innovatiivinen kurssi toimii enemmänkin niin kuin semmoisena sparraajana ja sitten tuomassa erilaisia ajatusmalleja joita meillä ei ehkä muuten olisi ollut. Todella vaikea sanoa mitä konkreettista se oli mikä syntyy omassa päässä ihan itsekseen ja mikä taas tämmöisten erilaisten keskustelujen kautta sitä ei ole mahdollista mitata ulos että siinäkin mielessä tarkoitan tämä että matka oli niinku se tärkeää tässä/ Maybe we were also in the kind of stage in the process that very concrete benefit is very difficult to get somehow we were developing ourselves kind of theoretical framework around the activity and this worked, this innovative course more as a support and also delivering different ideas that we might not had otherwise. Really difficult to say what concrete it was that is born in its own right, and what else, through various discussions like this, it is not possible to measure out in that sense, I mean in that sense that this journey was the important factor here". (Interviewee 7)
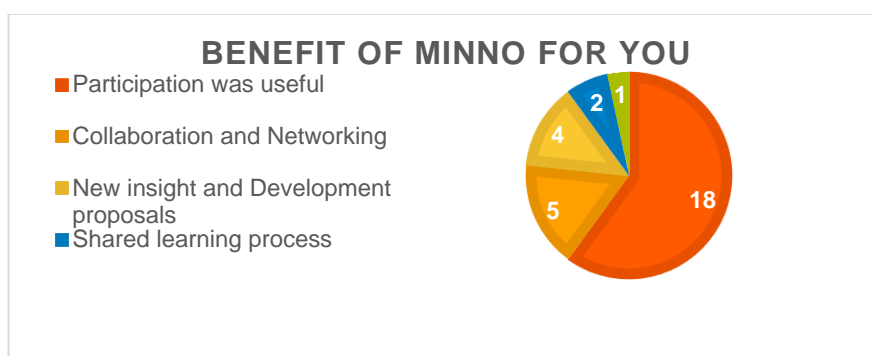

Figure 2. Benefit of MINNO for you.

6.3   What was left in use?

More than half of the MINNO® concepts are still in use this day, as ten interviewees answered that the concept is still in use. The concepts that are still in use are for example, MINNO® path concept, slide show on the organization's webpage, feedback survey, product package, Instagram filter and marketing materials.

Kuvia ollaan käytetty, meidän instagramissa ja facebookissa niitä meidän videoita ja kuvia julkaistu ja ollaan niinkun käytetty eri markkinointiyhteyksissä niinkun niitä tuotoksia joita opiskelijat silloin tuottivat, et se on ihan selkeesti niinkun siinä hyöty on niinkun

jollain tapaa konkreettisempaa/ We have used the pictures, in our instagram and face-book we have published these our videos and photos and we have used these prod-ucts in different marketing connections, these ones that our student's created for us, that was clearly a concrete benefit for us. (Interviewee 17)

Six interviewees answered that there was no use from the project since there was no ready product to use afterwards.

Two interviewees also answered that the project where the student groups participated is still ongoing.

Hanke on vielä voimissaan eli hanke päättyy helmikuun lopussa 2022 että meillä on nyt niinku hankkeen viimeiset vaiheet tulokset ja tuotokset on niinku pöydällä ja tuota ja tämä tämä työ missä innovaatio opintoja on hyödynnetty missä on rakennettu tätä in-non polku konseptia tai mallia niin niin tuota se on aika lailla valmis ja näyttäisi siltä että se on juurtumassa osaksi meidän niin kuin minno konsepti kokonaisuutta elikkä se on osa tuota hymy-kylän toimintaa ja kylä vastaavat siellä hymy-kylässä on nyt sitten ni-inku toteuttanut tätä opiskelijoiden hankkeessa kehittämää mallia että toki siinä on sitä opettajankin ja hanketyöntekijä työtä mutta tuota mutta se on ollut keskeistä että opiskelijat ovat olleet sitä myös pohtimassa/ The project is still in progress, the project will end at the end of February 2022 so we are now going through the final stages of the project, the results and outputs are on the table and well this work where innovation studies have been utilized is nearly finished and it looks like it will be part of our minno concept ensemble so it is a part of hymy-village activities and the village responsible have been implementing this model developed by the students in the project, of course it has the work of the teacher and project worker too, but it has been important that the students have been planning and considering it as well. (Interviewee 4)

One of the interviewees answered that the thesis that was done for the organization based on the MINNO® innovation project is still occasionally in use, and they have been able to utilize it in their training.
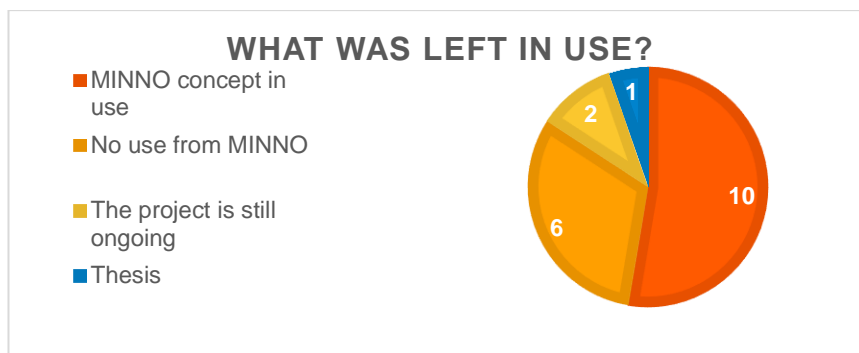
Figure 3. What was left in use?

6.4   Value of MINNO® and satisfaction towards the projects

Majority of the interviewees experienced that participating to MINNO® innovation project had brought added value to their organization, and they were satisfied with the collaboration and end results of the projects. What emerged from the responses was that the interviewees thought that the project had increased the credibility and value of the ongoing implementation and project, helped to question the organization's own ideas and compare them to other's ideas, brought up needs for development, helped with networking, supported diversity and increased the visibility of the organization and helped the organization to receive more reliable answers to their questionnaire when it was an outsider who was asking the questions.

Only one of the respondents answered that participating to the project did not bring any added value to their organization, but with participating they learned to think more specifically what they would expect and want from the future MINNO® innovation projects.

Ollaan opittu ja me oltiin kumminkin katso kaksi vai kolme kertaa mukanani tai kaksi ainakin, kahtena vuotena niin enhän mä olisi ryhtynyt siihen toiseen vuoteen ellen mä olisi nähnyt, sen että se mitä mä käytän aikaa siihen niin se tulee takasin kuitenkin, niin kylllä ihan selkeästi/ We have learned and we were involved two or three times, or actually at least twice and I would had not participated on the second time if I did not see that the time, I use for this comes back anyway, so yes very clearly. (Interviewee 11)

Interviewees also answered that participating to the project offered support for their own ideas and plans and that participation is also a learning process for the organization.

Siitä tuli ehkä ideoita mut oli suurin osa semmosia mitä olimme ajattelut ja ehkä vahvistaa sitä että oltu itekin ihan niinku oikeilla jäljillä. Oli kiva kuulla näitä vahvistavia että oltiin iteki sinne päin ajateltu tavallaan ehkä tukee meidän ajattelua tuoda uusia ideoita/ There was like ideas but most of them were what we had thought already and maybe it supports that we are on the right track. It was nice to hear these supportive ideas, and we had thought the same ourselves it kind of supports our thinking to create new ideas. (Interviewee 1)
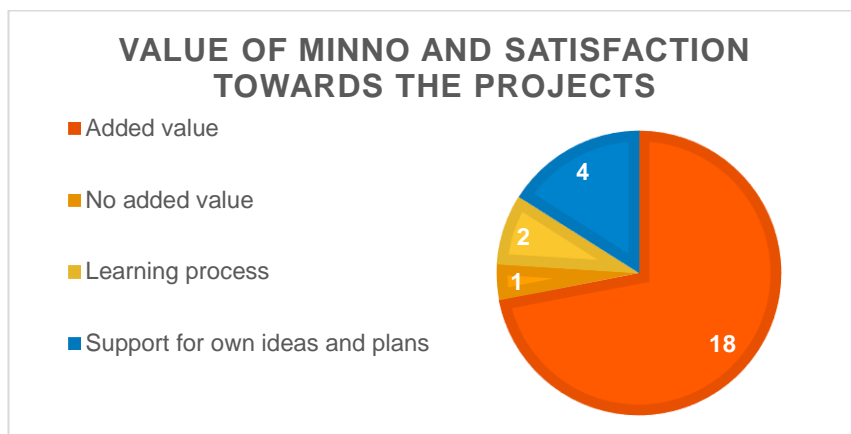

Figure 4. Value of MINNO and satisfaction towards the projects.

7   Discussion

The literature search for building the theoretical background for this study proved that innovation is an important concept for humans to evolve and for developing new solutions to meet new challenges.

According to Brazee & Lopp (2012) university-industry can support students learning from real life challenges and complexity of workplace environment, preparing the students for the complexities when they enter the workforce. Collaboration with universities benefits the organizations by finding potential recruits, and providing better access to scientific knowledge, and by influencing positively to companies R&D funding.

7.1   Results

The research objectives for this study were to find the existing working life partners, to create an evidence-based interview guideline for the measurement of the impact, to

Metropolia
University of Applied Sciences

investigate the impact of MINNO® innovation projects among the working life partners, and to measure the satisfaction of the companies towards the MINNO® innovation projects.

According to the finding's concepts, project plans, development proposals, and ideas were created most in the MINNO® innovation projects that were included in this study.

Majority of the interviewees agreed that participating to MINNO® innovation project had been useful for their organization. Participating had offered a change for new projects, helped to identify, and find new co-operating partners, helped to improve the organization's operations, offered a learning experience, and supported the company's own ideas and plans.

Just over a half of the creations of MINNO® innovation projects that were included in this study are still in use this day. One third of the projects did not create a product or service that could had been used after the project was finished. Few of the projects were still ongoing.

All expect for one interviewee experienced that participating to MINNO® innovation project had brought added value to their organization. Majority of the interviewees experienced that MINNO® innovation project increased the credibility and value of the ongoing project, brought up development needs, created new ideas, helped with networking, supported diversity, and increased the visibility of the organization.

7.2 Reflection

The research objectives for this study were completed successfully. The design of the interview guideline was successful, and it provided answers for the research objective for measuring the impact of MINNO® innovation projects.

According to the findings of this study MINNO® innovation projects have been successful and a bit over a half of the projects provided a product or service that the companies were able to utilize in use and benefit from after the project. Majority of the organizations were satisfied with the project and experienced that participating to the project had provided added value for the organization.

As stated by to the study by Sawang, Unsworth & Sorbello (2006) organizations that discovered innovations being effective in several areas had more positive attitude towards adopting new innovations, and the positive attitude towards innovations often provides chances for further innovation adaption.

The findings based in the study by Brazee, et al. (2015) also states that when innovations are rewarding the people within organizations are better motivated and committed in the use of the innovation and more supportive for the climate for implementation.

Within the findings of this study and reflecting the results to the findings of other studies we can state that MINNO® innovation projects are meaningful and bring added value for the organizations, and organizations that were satisfied towards the project are more likely to participate in MINNO® innovation project again.

7.3 Trustworthiness

Trustworthiness in qualitative research is proceed with designing and incorporating methodological strategies to ensure the trustworthiness of the findings. The strategies include different stages, such as accounting for personal biases, constant critical reflection of methods, rigorous record keeping, seeking for differences and similarities across accounts, thick and rich verbatim description of participants accounts, clarity, engaging with other researchers, including participants to the process, and data triangulation (Noble, Smith 2015).

Validity in qualitative research means appropriateness of the processes, data, and tools. When assessing validity of qualitative research, the challenges can start from the epistemology and ontology of the issue being studied. Choice of methodology need to enable detection of the phenomena being studied in the appropriate context for it to be considered valid, with due regard to contextually, and culturally variable. Methods and procedures must be appropriate for sampling for the research paradigm and be distinctive between systematic, theoretical, purposeful sampling where the systematic sampling does not have a prior theory, theoretical sampling is moulded by the ongoing process of theory in evolution and data collection, purposeful sampling has a certain framework or aim (Leung 2015).

In this study the coding scheme was checked by two authors to ensure that the themes found from the text were accurate and nothing was missing. The interview recordings were listened twice to secure that the answers were transcribed right on the first time.

Limitations for this study was a small number of participants. Recruiting participants was found difficult and most people did not reply for the invitation. Interview questions were perceived as challenging and long. The interview citations were translated by the author and the translations were not checked by professional translator.

7.4   Ethical concerns

This thesis process follows the Arene ethical recommendations and Metropolia´s (2019) own guidelines for master's degree thesis. The recommendations are based on legislation and on national and international principles, policy, and recommendations of research ethics. Arene (The RDI committee of the Rectors´ Conference of Finnish Universities of Applied Sciences) first ethical recommendations for the thesis work were published in May 2018. Since then, there has been changes in legislation on protection of personal data and the ethical recommendations for research on people produced by the Finnish Advisory Board on Research Integrity (TENK). The latest update of the ethical recommendations for the thesis work was done in January 2020. The guidelines take the form of checklists for the student and the supervisor and explanatory text.

Director of MINNO® effects research team has applied for research permit for the whole process. Interviewees received and signed two documents that are participant information and participant consent forms. Participant personal data is secured through GDPR regulations. Personal information is stored behind two passwords in a folder where only the research team has access.

8   Conclusion

The purpose for this study was to analyse the value of the MINNO® innovation projects for the working life partners in Uusimaa region in Finland.

The theoretical part of this study supports the idea that innovation itself and university-industry open innovation collaboration are important, meaningful, and beneficial.

The research method chosen for this study was appropriate and research tools provided answers for the research objectives. The biggest limitation for this study was a small attendance of participants.

The main findings of this study prove that MINNO® innovation projects have brought added value for the participating organizations and that the organizations have been mostly satisfied with the project.

In a conclusion can be said that MINNO® innovation studies are beneficial for the organizations and participating in the project can enhance the organizations visibility, networking prospects, and can provide new ideas, solutions, products, and services.

References

1. Anastasiu, L. – Dorin, M. – Eidenmüller, T. – Sarbu, R. (2015). Measuring the Capacity of Organizations Innovation – *Major Process of Innovation Management. Amfiteatru Economic*, vol. 17: 1156-1166.

2. Ankrah, S. – Tabbaa, O. (2015). Universities – industry collaboration: A systematic review. *Scandinavian Journal of Managemement*, Vol. 31, Issue 3, pp. 387-408.

3. Arene: Ethical recommendations for thesis writing at the universities of applied sciences 2020

4. Brazee, C. – Lopp, D. 2012. Innovative Learning/Learning Innovation: Using Action Learning Projects to Develop Students "Industry Mindset", *International Journal of Innovation Science*, Vol. 4 Issue: 3, pp.115-172, https://doi.org/10.1260/1757-2223.4.3.155

5. Brewster, A.L, Curry, L.A, Cherlin, E.J et al. (2015). Integrating new practices: a qualitative study of how hospital innovations become routine. *Implementation Sci* 10, 168. https://doi.org/10.1186/s13012-015-0357-3

6. Dawson, C. (2020). Practical research methods. *How To Books Ltd*, United Kingdom.

7. Edwards-Schachter, M. (2018). The Nature and Variety of Innovation. *International Journal of Innovation Studies*, Vol. 2, Issue 2, 65-79.

8. Elo, S. – Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing* 62(1), 107-115 doi: 10.1111/j.1365-2648.2007.04569.x

9. European Commission. (2017). *Communication from the commission to the European parliament, the Council, the European economic and social committee and the Committee of the regions on a renewed EU agenda for higher educa-*

tion. Retrieved from https://ec.europa.eu/education/sites/education/files/he-com-2017-247_en.pdf

10. Gameiro S - de Guevara BB - El Refaie E - Payson A. (2018) DrawingOut – An innovative drawing workshop method to support the generation and dissemination of research findings. *PLoS ONE* 13(9): e0203197. https://doi.org/10.1371/journal.pone.0203197

11. Hennink, M. – Leavy, P. (2014). Focus Group Discussions, *Oxford University Press, Incorporated.* ProQuest Ebook Central, https//ebookcentral.proquest.com/lib/metropolia-ebooks/detail.action?docID=1630622.

12. Hero, L-M. (2019). Learning to develop innovations. Individual competence, multidisciplinary activity systems and student experience. *Turun yliopiston julkaisuja B osa- tom.* 475. Humaniora.

13. Hero, L-M – Lindfors, E – Taatila, V. (2017). Individual Innovation Competence: A Systematic Review and Future Research Agenda. *International Journal of Higher Education* Vol. 6, No.5.

14. Hero, L-M - Lindfors, E. (2019). Student´s learning experience in a multidisciplinary innovation project. *Emerald Publishing Limited* Vol. 61, No.4.

15. Hero, L.-M. (2020). MINNO® Innovation Project: A Multidisciplinary way to Develop Innovation Competences. In: Remenyi, D. (ed.) *6th Teaching Innovation & Entrepreneurship Excellence Awards 2020: An Anthology of Case Histories.* (pp. 57-70). Reading, United Kingdom: Academic Conferences International. ISBN 978-1-912764-69-3

16. Hollanders, HJGM. - Celikel-Esser, F. (2007). Measuring innovation efficiency. *European Innovation Scoreboard, European Commission*, Brussels.

17. Kamberelis, G – Dimitriadis, G. (2013). Focus Groups: From Structured Interviews to Collective Conversations, Taylor & Francis Group. *ProQuest Ebook*

Central, https://ebookcentral.proquest.com/lib/metropolia-ebooks/detail.action?docID=1125221.

18. Kaplan, R.S - Norton, D.P. (1996). The Balanced Scorecard: Translating Strategy into Action. *Harvard Business School Press*, Boston.

19. Keinänen, M - Kairisto-Mertanen, L. (2019). Researching learning environments and students innovation competences. *Emerald Publishing Limited* Vol. 61 No. 1, pp. 17-30.

20. Laitinen, E. (2003). New measures of business, 3rd edition, Talentum, Helsinki.

21. Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *J Family Med Prim Care*; 4:324-327.

22. Metropolia. (2020) About us. About Us | Metropolia UAS

23. Mäkimattila, M. – Junell, T. – Rantala, T. 2015. Developing collaboration structures for university-industry interaction and innovations, *European Journal of Innovation Management*, Vol. 18 Issue: 4, pp.451-470, https://doi.org/10.1108/EJIM-05-2013-0044

24. Noble, H. – Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing*; 18:34-35.

25. OECD/Eurostat. (2019). "Concepts for measuring innovation", in Oslo Manual 2018: *Guidelines for Collecting, Reporting and Using Data on Innovation*, 4th Edition, OECD Publishing, Paris/Eurostat, Luxembourg. DOI: https://doi.org/10.1787/9789264304604-5-en

26. Ørngreen, R – Levinsen, K. (2017). Workshops as a Research Methodology. *Electronic Journal of e-learning*, v15 n1 pp. 70-81.

27. Palinkas, L.A – Horwitz, S.M – Green, C.A – Wisdom, J.P – Duan, N – Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Anal-

ysis in Mixed Method Implementation Research. *Administration and policy in mental health,* 42(5), 533-544. https://doi.org/10.1007/s10488-013-0528-y

28. Pavie, X. (2020). Critical Philosophy of Innovation and The Innovator Vol. 6.

29. Rantala, T. – Ukko, J. 2018. Performance measurement in university-industry innovation networks: implementation practices and challenges of industrial organisations. *Journal of Education and Work*, 31:3, 247-261, DOI: 10.1080/13639080.2018.1460655

30. Taylor, S.P. (2017). What Is Innovation? A Study of the Definitions, Academic Models and Applicability of Innovation to an Example of Social Housing in England. *Open Journal of Social Sciences,* 5, 128-146.

31. Saunila, M., Ukko, J. (2012). A conceptual framework for the measurement of innovation capability and its effects. *Baltic Journal of Management*, vol. 7, issue 4. pp. 355-375. DOI: 10.1108/17465261211272139

32. Sawang, S., Unsworth, K., Sorbello, T. (2006). An exploratory study of innovation effectiveness measurement between Australian and Thai SMEs. *International Journal of Organisational Behaviour*, 12(1). pp. 110-125.

Consent Form

Tutkimuksen nimi: MINNO effects

Tutkimuksen toteuttaja: Metropolia Ammattikorkeakoulu Oy, Sonja Wilkinson.

Opinnäytetyön ohjaaja: Marianne Pitkäjärvi.

Minua on pyydetty osallistumaan yllämainittuun tutkimukseen, jonka tarkoituksena on tutkia Metropolian innovaatioprojektien vaikutuksia yhteistyökumppaneille.

Olen saanut tutkimustiedotteen ja ymmärtänyt sen. Tiedotteesta olen saanut riittävän selvityksen tutkimuksesta, sen tarkoituksesta ja toteutuksesta, oikeuksistani sekä tutkimuksen mahdollisesti liittyvistä hyödyistä ja riskeistä. Minulle on kerrottu tutkimuksesta myös suullisesti. Minulla on ollut mahdollisuus esittää kysymyksiä ja olen saanut riittävän vastauksen kaikkiin tutkimusta koskeviin kysymyksiini.

Olen saanut tiedot tutkimukseen mahdollisesti liittyvästä henkilötietojen keräämisestä, käsittelystä ja luovuttamisesta ja minun on ollut mahdollista tutustua tutkimuksen tietosuojaselosteeseen.

Minua ei ole painostettu eikä houkuteltu osallistumaan tutkimukseen. Minulla on ollut riittävästi aikaa harkita osallistumistani tutkimukseen.

Ymmärrän, että osallistumiseni tutkimukseen on vapaaehtoista ja että voin peruuttaa tämän suostumukseni koska tahansa syytä ilmoittamatta. Olen tietoinen siitä, että mikäli keskeytän tutkimuksen tai peruutan suostumuksen, minusta keskeyttämiseen ja suostumuksen peruuttamiseen mennessä kerättyjä tietoja ja näytteitä voidaan käyttää osana tutkimusaineistoa.

Allekirjoituksellani vahvistan osallistumiseni tähän tutkimukseen.

Jos tutkimuksessa käsitellään henkilötietoja ja niiden käsittelyperusteena on suostumus, vahvistan allekirjoituksellani suostumukseni myös henkilötietojeni käsittelyyn. Minulla on oikeus peruuttaa suostumukseni henkilötietojeni käsittelyyn tietosuojaselosteessa kuvatulla tavalla.

_____, ____ . ____. _____

Allekirjoitus: _____

Nimenselvennys: _____

Alkuperäinen allekirjoitettu tutkittavan suostumus sekä kopio tutkimustiedotteesta liitteineen jäävät tutkijan arkistoon. Tutkimustiedote liitteineen ja kopio allekirjoitetusta suostumuksesta annetaan tutkittavalle.

Participant Information

TIEDOTE TUTKIMUKSESTA

Minno innovaatioprojekti

Pyyntö osallistua tutkimukseen

Organisaatiotanne pyydetään mukaan tutkimukseen, jossa tutkitaan Metropolia Ammattikorkeakoulun innovaatioprojektien (Minno) vaikuttavuutta mm yhteistyökumppani-organisaatioissa. Olemme arvioineet, että sovellutte tutkimukseen, koska yrityksenne /organisaationne on osallistunut Metropolia AMK:n innovaatioprojektitoimintaan.

Tämä tiedote kuvaa tutkimusta ja organisaationne osuutta siinä. Perehdyttyänne tähän tiedotteeseen teillä on mahdollisuus esittää tutkimusjohtajalle kysymyksiä, jonka jälkeen teiltä pyydetään suostumus tutkimukseen osallistumisesta.

Pyydämme että nimeätte organisaatiostanne haastateltavaksi sellaisen henkilön, joka osaa arvioida Minno innovaatioprojektien vaikutuksia / vaikuttavuutta organisaatiossanne.

Vapaaehtoisuus

Tutkimukseen osallistuminen on vapaaehtoista. Kieltäytyminen ei vaikuta oikeuksiinne, kohteluunne tai tulevaan yhteistyöhön Metropolia Ammattikorkeakoulun kanssa.
Voitte myös keskeyttää tutkimukseen osallistumisen koska tahansa syytä ilmoittamatta. Mikäli keskeytätte tutkimuksen tai peruutatte suostumuksen, keskeyttämiseen ja suostumuksen peruuttamiseen mennessä kerättyjä tietoja voidaan käyttää osana tutkimusaineistoa.

Tutkimuksen tarkoitus

Tutkimuksen tarkoituksena on tutkia innovaatioprojektien vaikuttavuutta Metropolia AMK:n Minno innovaatioprojekteihin osallistuvissa organisaatioissa.

Tutkimuksen toteuttajat

Tutkimuksen toteuttaa Metropolia Ammattikorkeakoulu. Haastatteluaineiston kerää ja analysoi Master's in Health Business Management-tutkinnon opiskelija Sonja Wilkinson, lehtori Marianne Pitkäjärven ohjauksessa. Tutkimusjohtajana toimii lehtori Laura-Maija Hero.

Tutkimusmenetelmät ja toimenpiteet

Tutkimukseen osallistujia haastatellaan käyttämällä valmista haastattelurunkoa, jonka valmisteluun on osallistunut Minno innovaatioprojektien opettajia sekä

Metropolia AMK:n johtoportaan edustajia. Haastattelu tehdään sovittuna päivänä etäyhteyden välityksellä. Haastattelua varten on hyvä varata noin tunti.

Kustannukset ja niiden korvaaminen

Tutkimukseen osallistuminen ei maksa teille mitään. Osallistumisesta ei myöskään makseta erillistä korvausta.

Tutkimustuloksista tiedottaminen

Tämä on opinnäytetyö, joka julkaistaan avoimesti Theseus-tietokannassa. Tutkimukseen osallistuvien organisaatioiden yhteyshenkilöille lähetetään sähköpostitse linkki valmiiseen opinnäytetyöhön, josta tutkimusraportin voi halutessaan käydä lukemassa. Linkin voi jakaa kiinnostuneille tahoille organisaatiossanne.

Tutkimuksen päättyminen

Tiedonkeruu suoritaan aikavälillä kesäkuu 2021 - joulukuu 2021. Tutkimus päättyy, kun opinnäytetyö valmistuu toukokuuhun 2022 mennessä. Tutkimukseen osallistuville ilmoitetaan, kun opinnäyte on valmis ja lisätty Theseus-tietokantaan.

Lisätiedot

Tarvittaessa voitte esittää tutkimukseen liittyviä kysymyksiä tutkijalle/tutkimuksesta vastaavalle henkilölle.

Tutkijoiden yhteystiedot

Tutkimusjohtaja
Nimi: Laura-Maija Hero
Titteli: Lehtori
Metropolia Ammattikorkeakoulu Oy / Kulttuurituotanto
Puh.
Sähköposti:

Opinnäytetyön tekijä
Nimi: Sonja Wilkinson
Puh.
Sähköposti:

Opinnäytetyön ohjaaja
Titteli: Lehtori
Nimi: Marianne Pitkäjärvi
Metropolia Ammattikorkeakoulu Oy / Kuntoutus ja tutkiminen
Puh.
Sähköposti:

Metropolia
University of Applied Sciences

Tutkimuksen tietosuojaseloste: Henkilötietojen käsittely tutkimuksessa

Tässä tutkimuksessa käsitellään teitä koskevia henkilötietoja voimassa olevan tietosuojalainsäädännön (EU:n yleinen tietosuoja-astus, 679/2016, ja voimassa oleva kansallinen lainsäädäntö) mukaisesti. Seuraavassa kuvataan henkilötietojen käsittelyyn liittyvät asiat.

Tutkimuksen rekisterinpitäjä
Rekisterinpitäjällä tarkoitetaan tahoa, joka yksin tai yhdessä toisten kanssa määrittelee henkilötietojen käsittelyn tarkoitukset ja keinot. Rekisterinpitäjä voi olla Metropolia Ammattikorkeakoulu, toimeksiantaja, muu yhteistyötaho, opinnäytetyöntekijä tai jotkut edellä mainituista yhdessä (esim. Metropolia Ammattikorkeakoulu ja opinnäytetyöntekijä yhdessä).

Tässä tutkimuksessa henkilötietojen rekisterinpitäjä on :

Metropolia Ammattikorkeakoulu	☒	
Toimeksiantaja	☐	Toimeksiantajan nimi:
Muu yhteistyötaho	☐	Yhteistyötahon nimi:
Opinnäytetyöntekijä	x ☐	

Voitte kysyä lisätietoja henkilötietojenne käsittelystä rekisteripitäjän yhteyshenkilöltä

Rekisterinpitäjän yhteyshenkilön nimi: Laura-Maija Hero
Organisaatio: Metropolia AMK
Puh.
Sähköposti:

Tutkimuksessa teistä kerätään seuraavia henkilötietoja

Haastateltavilta kerättävät tietotyypit ovat: nimi, puhelinnumero, työpaikka, ammattinimike.

Henkilötietojenne suojausperiaatteet
Haastatteluaineisto tallennetaan Metropolian tietosuojatuille alustoille, Z-verkkolevyasemalle ja Moodle-työtilaan. Moodle työtila on suojattu kahdella salasanalla ja Z-verkkolevyasema on suojattu henkilökohtaisella salasanalla. Myös aineiston analysointi ja tulosten raportointi tehdään näillä alustoilla. Aineiston käsittelyvaiheessa organisaationne nimi vaihdetaan vain tutkimustiimin käytössä olevaan tunnisteeseen ja haastateltavan nimi, puhelinnumero ja ammattinimike hävitetään. Aineisto raportoidaan kokonaisuutena niin, että haastateltavaa tai hänen taustaorganisaatiotaan ei

lopullisesta tekstistä voida tunnistaa. Tulosten valmistuttua (toukokuu 2022 mennessä) myös haastattelujen litteroinnit hävitetään.

Henkilötietojenne käsittelyn tarkoitus
Haastateltavien henkilötietoja (nimi, puhelinnumero) tarvitaan ainoastaan haastattelun ajankohdasta sopimiseen. Haastateltavan ammattinimikettä tarvitaan tiedonantajien taustojen kuvaukseen, jolla halutaan lisätä tutkimuksen luotettavuutta. Organisaation nimeä tarvitaan tutkimukseen osallistuvien yhteistyökumppaneiden luokittelussa elinkeinoelämän eri sektoreille.

Henkilötietojenne käsittelyperuste
Suostumus

Tutkimuksen kestoaika (henkilötietojenne käsittelyaika)
Kesäkuu 2021 - Joulukuu 2021

Mitä henkilötiedoillenne tapahtuu tutkimuksen päätyttyä?
Henkilötiedot hävitetään.

Tietojen luovuttaminen tutkimusrekisteristä
Tietoja ei luovuteta tutkimusryhmän ulkopuolelle.

Rekisteröitynä teillä on oikeus
Koska henkilötietojanne käsitellään tässä tutkimuksessa, niin olette rekisteröity tutkimuksen aikana muodostuvassa henkilörekisterissä. Rekisteröitynä teillä on oikeus:

- saada informaatiota henkilötietojen käsittelystä
- tarkastaa itseänne koskevat tiedot
- oikaista tietojanne
- poistaa tietonne (esim. jos peruutatte antamanne suostumuksen)
- peruuttaa antamanne henkilötietojen käsittelyä koskeva suostumus
- rajoittaa tietojenne käsittelyä
- rekisterinpitäjän ilmoitusvelvollisuus henkilötietojen oikaisusta, poistosta tai käsittelyn rajoittamisesta
- siirtää tietonne järjestelmästä toiseen
- sallia automaattinen päätöksenteko nimenomaisella suostumuksellanne
- tehdä valitus tietosuojavaltuutetun toimistoon, jos katsotte, että henkilötietojanne on käsitelty tietosuojalainsäädännön vastaisesti

Jos henkilötietojen käsittely tutkimuksessa ei edellytä rekisteröidyn tunnistamista ilman lisätietoja eikä rekisterinpitäjä pysty tunnistamaan rekisteröityä, niin oikeutta tietojen tarkastamiseen, oikaisuun, poistoon, käsittelyn rajoittamiseen, ilmoitusvelvollisuuteen ja siirtämiseen ei sovelleta.

Voitte käyttää oikeuksianne ottamalla yhteyttä rekisterinpitäjään.

Tutkimuksessa kerättyjä henkilötietoja ei käytetä profilointiin tai automaattiseen päätöksentekoon

Henkilötietojen käsittely aineistoa analysoitaessa ja tutkimuksen tuloksia raportoitaessa

Teistä kerättyä tietoa ja tutkimusaineistoa käsitellään luottamuksellisesti lainsäädännön edellyttämällä tavalla. Yksittäisille tutkittavalle annetaan tunnuskoodi ja häntä koskevat tiedot säilytetään koodattuina tutkimusaineistossa. Aineisto analysoidaan koodattuna ja tulokset raportoidaan ryhmätasolla, jolloin yksittäinen henkilö ei ole tunnistettavissa ilman koodiavainta. Koodiavainta, jonka avulla yksittäisen tutkittavan tiedot ja tulokset voidaan tunnistaa, säilyttävät [Metropolian Z-verkkolevyasema tai Moodle-työtila tutkimuksen ajan] eikä tietoja anneta tutkimuksen ulkopuolisille henkilöille. Lopulliset tutkimustulokset raportoidaan ryhmätasolla eikä yksittäisten tutkittavien tunnistaminen ole mahdollista.

Interview Framework

Miten Minnot vaikuttavat tilaaja-organisaatiossa ja ympäröivässä yhteiskunnassa? Puolistrukturoitu teemahaastattelu

Meillä Metropolia ammattikorkeakoulussa jokainen opiskelija suorittaa 10 op Monialaisen innovaatioprojektin eli Minnon. Innovointi perustuu työelämän antamaan avoimeen haasteeseen tai aiheeseen. Olette olleet mukana tilaajan eli avoimen haasteen antajan roolissa. Nyt on aika kysyä teiltä, kuinka Minno vaikutti teidän organisaatiossa ja välillisesti ympäröivässä yhteiskunnassa. Vastatkaa oman kokemuksenne perusteella ja pyrkikää ottamaan huomioon kokemuksenne Minno -projektin aikana ja sen jälkeen. Pyrkikää antamaan konkreettisia esimerkkejä ja näkemään Metropolian ja organisaationne yhteistyö laajemmin eli yhteiskunnassamme vaikuttavana toimintana.

Haastattelijan alustus:

Haastattelu koostuu kahdesta haastatteluosiosta. Kysyn ensi teiltä opiskelijoiden projektista ja heidän teille tekemistä tuotoksista sekä niiden vaiheista projektin päätyttyä. Sen jälkeen kysyn yleisempiä kysymyksiä, jotka liittyvät projektin mahdollisiin laajempiin vaikutuksiin, kuten ekologisiin, sosiaalisiin ja taloudellisiin vaikutuksiin. Nämä vaikutukset voivat olla suoria tai välillisiä, esimerkiksi teidän, asiakkaidenne ja kohderyhmänne hyötyjä tai kokemuksia.

Pohjustavat kysymykset

Metropolia
University of Applied Sciences

Haastattelija: Sonja Wilkinson

Muistellaan yhdessä ensin. Mikä oli projektisi haaste ja mihin omaan tavoitteeseenne se liittyi? Autan täältä haastepaperista! Olitko henkilökohtaisesti mukana? Oliko teiltä muita mukana?

Osa 1. Minnon vaikutukset teidän ja organisaationne tavoitteisiin nähden (3 teemaa)

Mitä seuraavista opiskelijatiimit teille tuottivat: Ideoita, konsepteja, projektisuunnitelmia, tutkimustuloksia, prototyyppejä, markkinointimateriaaleja, viestintäsuunnitelmia, myytävä tuote tai palvelu? Mitä näistä? Mitä muuta? Listaa!

Minnon hyöty teille: Mitä saitte Minnoon osallistumisesta? Listaa. Oliko projektiin osallistumisesta hyötyä teille tai organisaatiollenne? Oletteko pystyneet joillain tavoin hyödyntämään opiskelijoiden tuottamia materiaaleja ja tuotoksia? Millä tavoin? Anna konkreettisia esimerkkejä.

Mitä jäi elämään: Mitä ideoille ja opiskelijoiden tuotoksille tapahtui Minnon jälkeen? Käytettiinkä niitä? Toteutettiinko jotain? Onko teillä tällä hetkellä tuote, palvelu, toiminto tai liiketoimintamalli, joka joillain tavoin perustuu Minnoissa syntyneisiin ideoihin? Menikö tuote myyntiin tai muuten konkreettiseen käyttöön? Paljonko se vaati omaa jatkokehitystyötänne?

Osan 1 lopuksi voisimme summata: Koetteko osallistumisenne tuoneen lisäarvoa teille, minkälaista? Miten käytännössä? Opitteko jotain? Mitä?

Osa 2: Minno -yhteistyömme laajemmat yhteiskunnalliset vaikutukset (6 teemaa)

Vaikutukset ihmisten arkeen: Millä tavalla projekti edisti ihmisten toiminnallista ja kokemuksellista arkea? Sisältyikö siihen paikallisyhteisöjen aktiivista osallistumista? Millä tavalla projektin tulokset lisäävät alueen houkuttelevuutta? Oliko projektilla kulttuurista tai taiteellista arvoa? Anna konkreettisia esimerkkejä.

Vaikutukset digitalisaatioon: Tuottiko projekti teknisiä parannuksia tai uusia teknologisia ratkaisuja? Kuinka ja mitä?

Ekologiset vaikutukset: Edistikö hanke jotakin ympäristöön tai ilmastoon liittyvää teemaa, kuten ilmastopäästöjen vähentäminen tai ilmastonmuutokseen sopeutuminen, luonnon monimuotoisuuden parantaminen, kiertotalouden ratkaisujen kehittäminen, uusiutuvan energian ratkaisut? Anna konkreettisia esimerkkejä.

Taloudelliset vaikutukset: Edistikö projekti välittömästi tai välillisesti jotakin taloudellisen kestävyyden teemaa, kuten kestävää taloudellista kasvua teille tai muille, työttömyyden vähentämistä, vastuullisia hankintoja, sijoittamista tms.? Miten? Anna konkreettisia esimerkkejä.

Sosiaaliset vaikutukset: Edistikö hanke jotakin sosiaalisen vastuullisuuden teemaa yhteiskunnassa, kuten nuorten osallisuutta tai työllistymistä, erityisryhmien oikeuksien

toteutumista, väestön ikääntymistä tai sukupuolten tasa-arvoa, omien työntekijöiden hyvinvoinnin tai osaamisen edistämistä? Miten? Anna konkreettisia esimerkkejä.

Hyvinvointi ja terveysvaikutukset: Liittyikö projekti hyvinvointiin ja terveyteen tai osallisuuden edistämiseen? Lisäsikö projekti niitä? Miten? Anna konkreettisia esimerkkejä.

Haastattelun lopuksi voisimme summata: Miten moniammatillisuus opiskelijatiimeissä toi lisäarvoa? Miten Minnoa voisi kehittää teitä enemmän hyödyttäväksi? Mikä auttaisi teitä saamaan enemmän hyötyä yhteistyöstä Minnossa? Haluatteko sanoa vielä jotain terveisiä Metropolialle, sen opettajille tai opiskelijoille?

Kiitos paljon haastattelusta.