

**National, regional and Interregional
Programmmes for Developing Excellence –
Initiatives, Expereinces adn Good Practices**

Jyväskylä Region, Nov. 30, 2005

**Learning and Regional
Competitiveness**

prof. Leenamaija Otala

Email: leenamaija.otala@tkk.fi

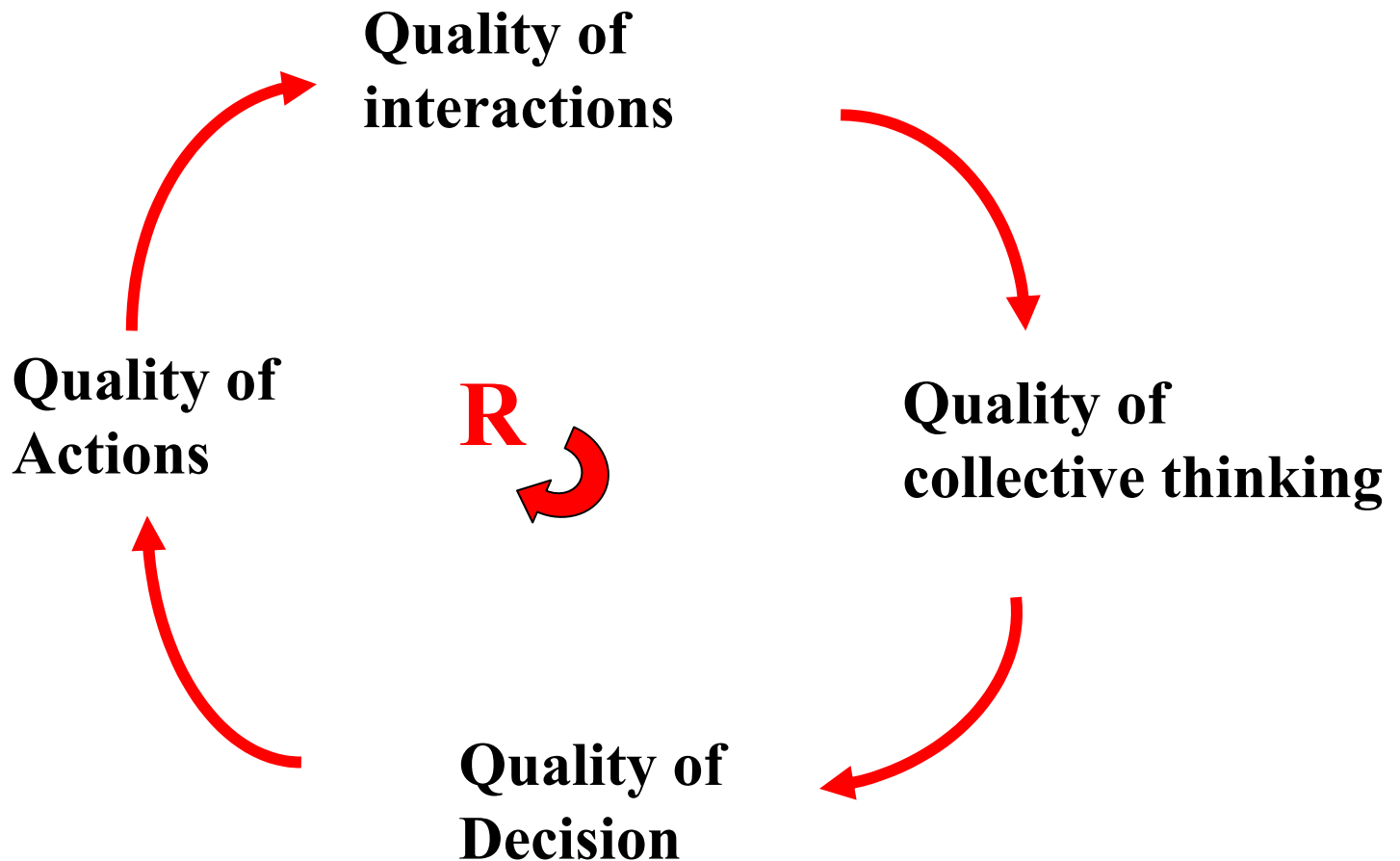
tel. +358-40-7004011, +358-505004011

Laboratory of Work Psychology and Leadership, Department of Industrial Engineering and
Management, Helsinki University of Technology (TKK)

Agenda

- **Framework for the day**
- **Global trends impacting work and living**
- **Future work**
- **Regional strategy**
- **Learning organisation and learning region**
- **Tampere Business Campus – an alliance of Industry and Education in order to improve the regional Competitiveness**
- **Learnings from good practices**

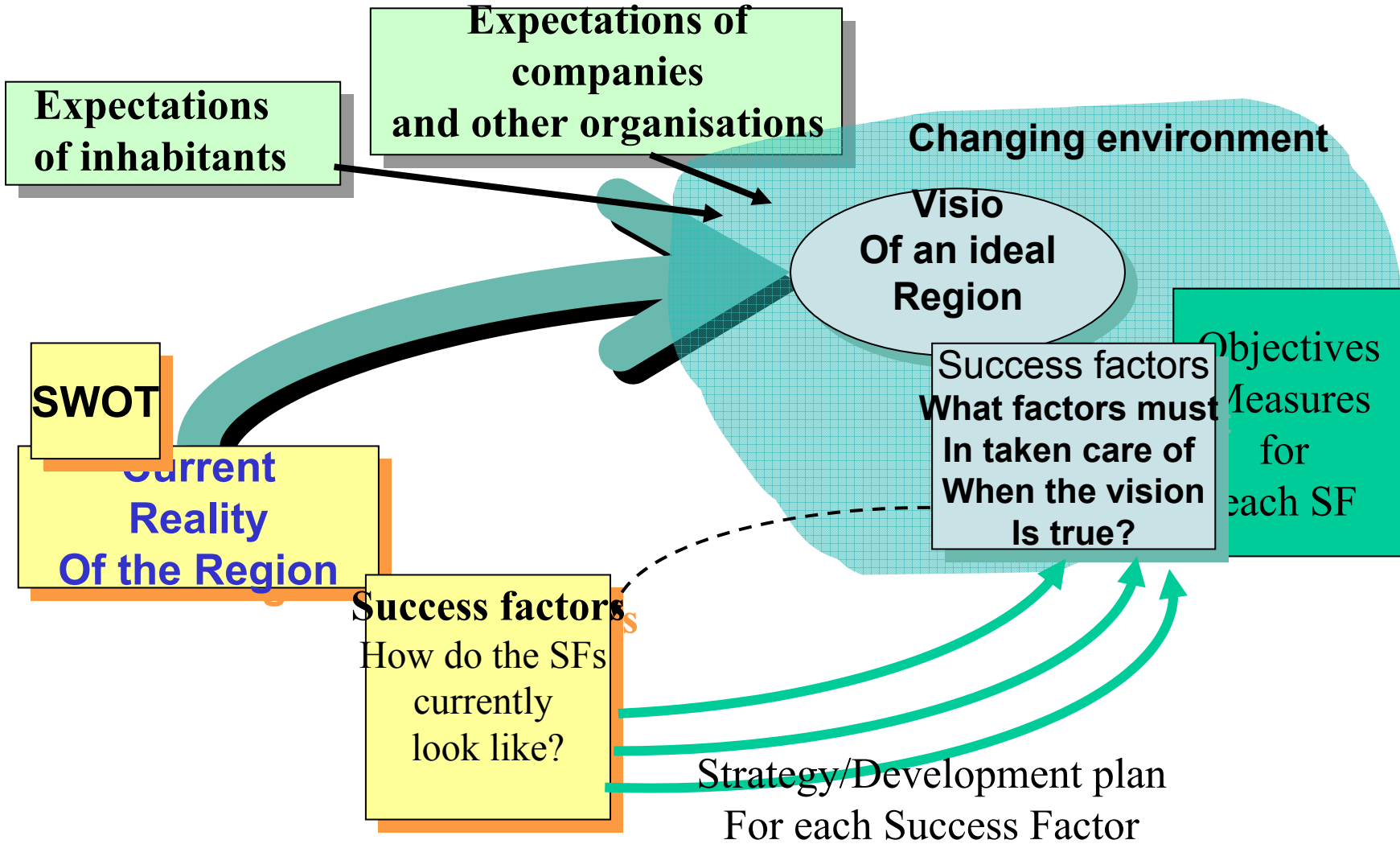
The Reinforcing Loop of Success



Setting the framework: When developing something it is important to have...

- **A Vision**
- **Defined Success Factors (what do we have to be good at in order to achieve the vision)**
 - With objectives (how do the success factors look like in the vision)
- **A clear picture of the current reality**
 - Described by measures of the same SFs (how do the same success factors currently look like)
- **What is the development strategy/plan for each success factor**

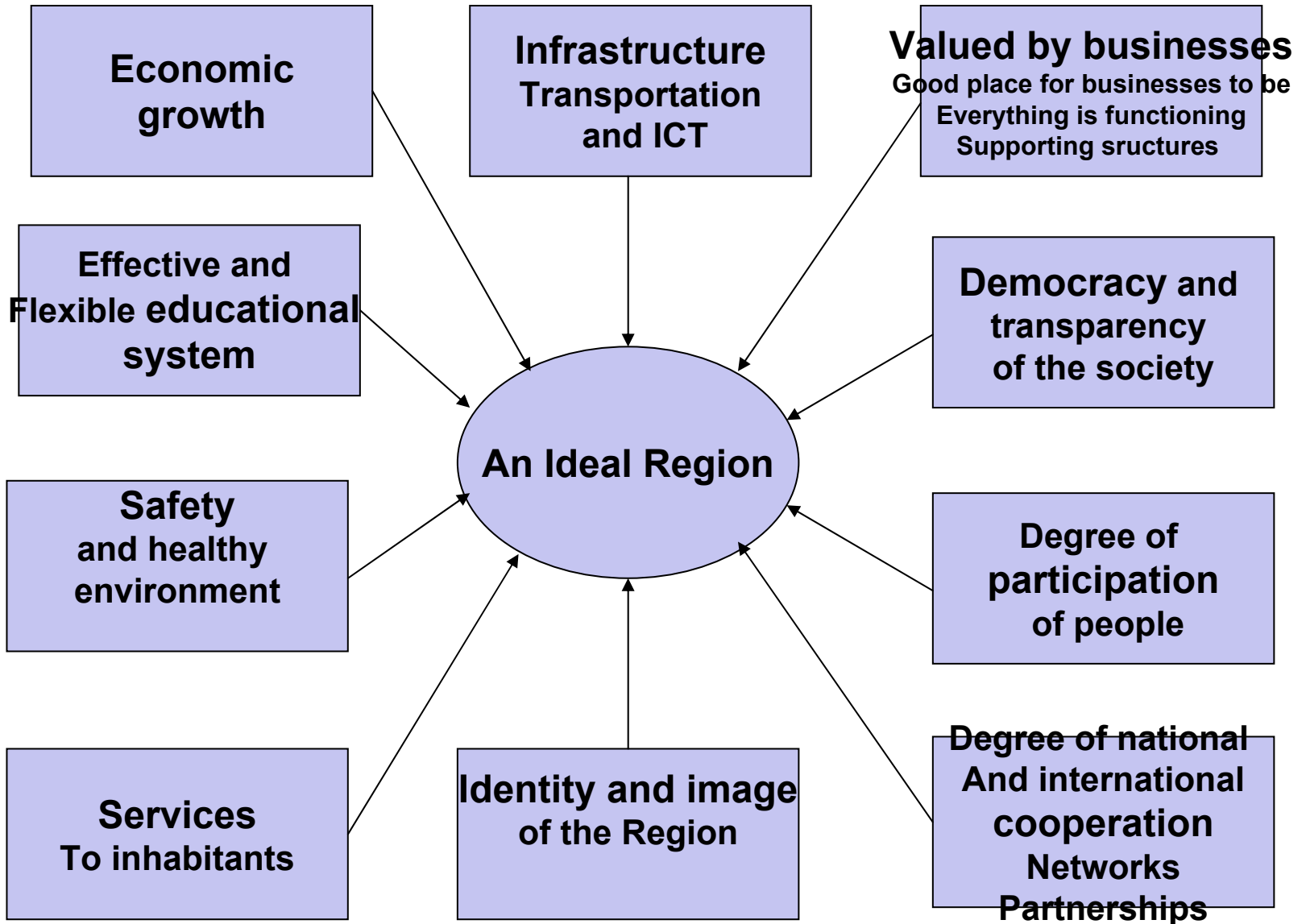
Framework for development



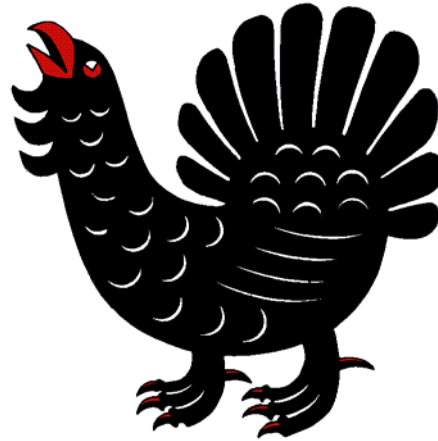
Characteristics/features of an ideal region (based on our workshop)

- **Defined core competence**
- **Democratic society**
 - Transparency, good info
 - Equal opportunities
- **Shared understanding of sustainable development**
- **Information society –Existing**
 - Well-educated
 - Participatory
 - Connected internationally
- **Effective infrastructure**
 - Well-built and well-used
- **Happy people**
- **Safety**
- **Open economy and international cooperation**
- **Creative region, good and effective creativeness, innovativeness, learning region**
- **High level of economic development**
 - Industry and innovation
- **Flexible educational system**
- **High level of income, satisfaction of all needs, full employment**
- **Ecology improvement**
- **Public accord**
- **Local identity and global awareness**

Framework for regional development



**the Jyväskylä Region as
a Learning Region. A project in
2000-2001**



Case Jyväskylä Region

- **2001-2002**
- **A kick-off Learning Café**
 - Shared vision of the Jyväskylä region
 - Several development projects

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Learning Region objectives

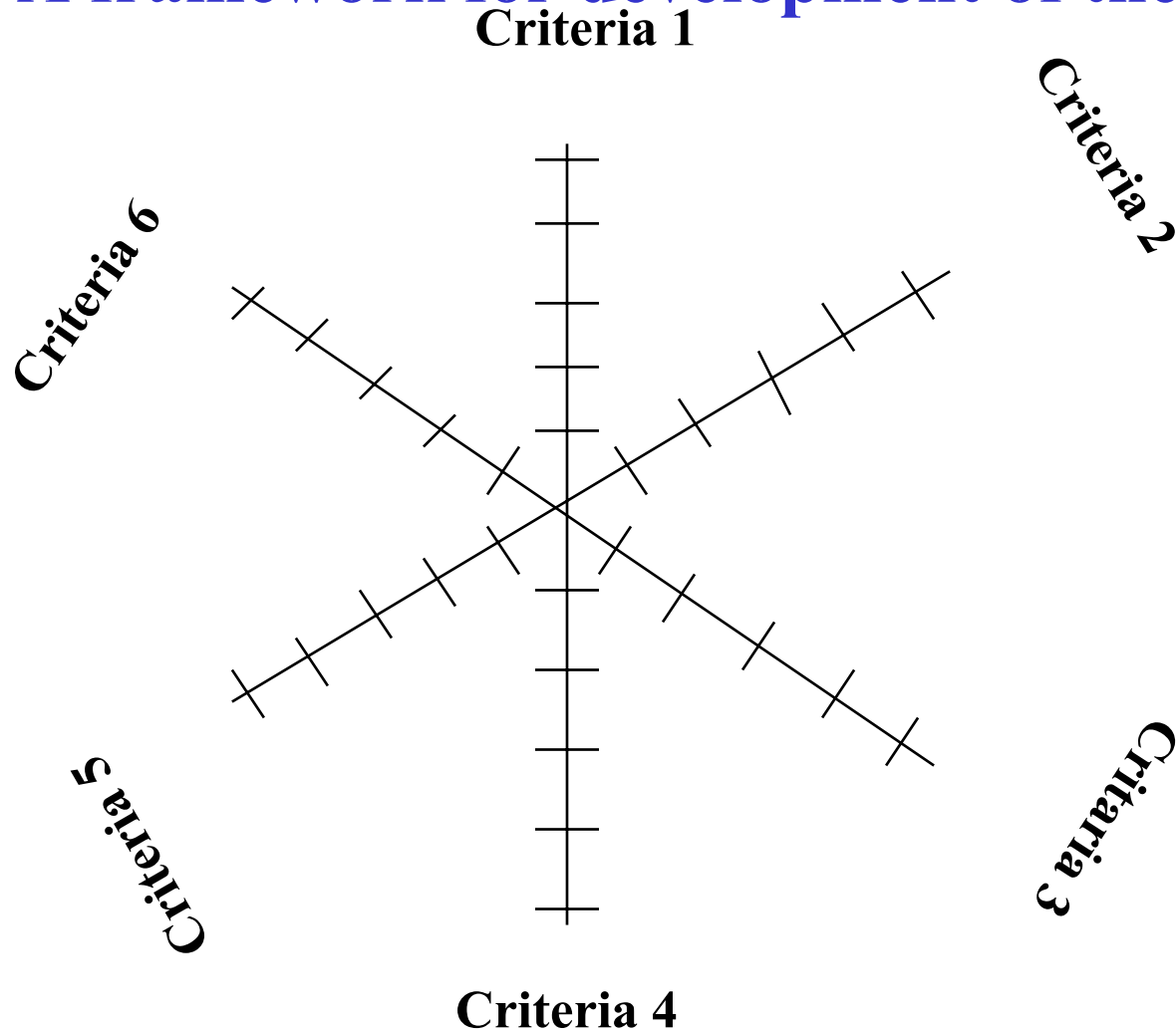
- Learning Community - **Learning Network of villages**
 - **learning from others and learning together**
- Participation
- New knowledge, new practices and procedures
- Services supporting new businesses and their growth
- Cooperation and networking, "match making " of small businesses
- Benchmarked as a role model for Information Society Region

Processes

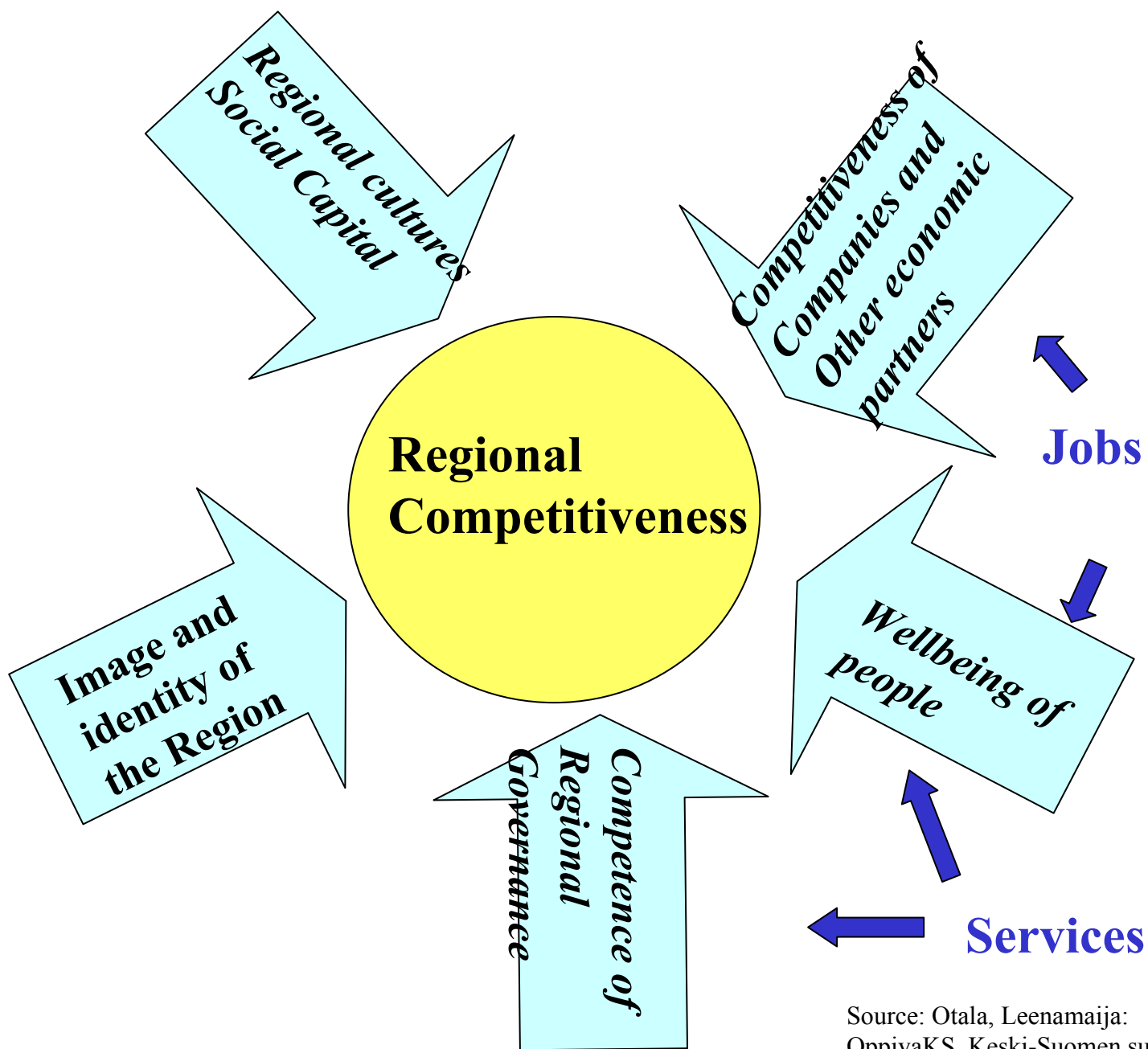
- Increase of awareness, information and community building
 - **survey, workshops, information, publications**
- Shared vision through a **Common Criteria** for a Learning Region
- **Strategy for each village** based on the criteria

6-10 Criteria for a Learning Region

⇒ A framework for development of the region



Compare with the Framework of an ideal region



Source: Otala, Leenamajja:
OppivaKS, Keski-Suomen suunta 2010,
Jyväskylä 2001

Wellbeing of inhabitants (People)



- **Working opportunities**
- **Security, cleanness and accommodation of living**
- **Childcare and care of elderly people**
- **Learning and educational opportunities**
 - Lifelong Learning possibilities
- **Possibilities for hobbies**
- **Access to social, healthcare, information and cultural services.**

Source: Ojala, Leenamajja:
OppivaKS, Keski-Suomen suunta 2010,
Jyväskylä 2001

Wellbeing of working organizations

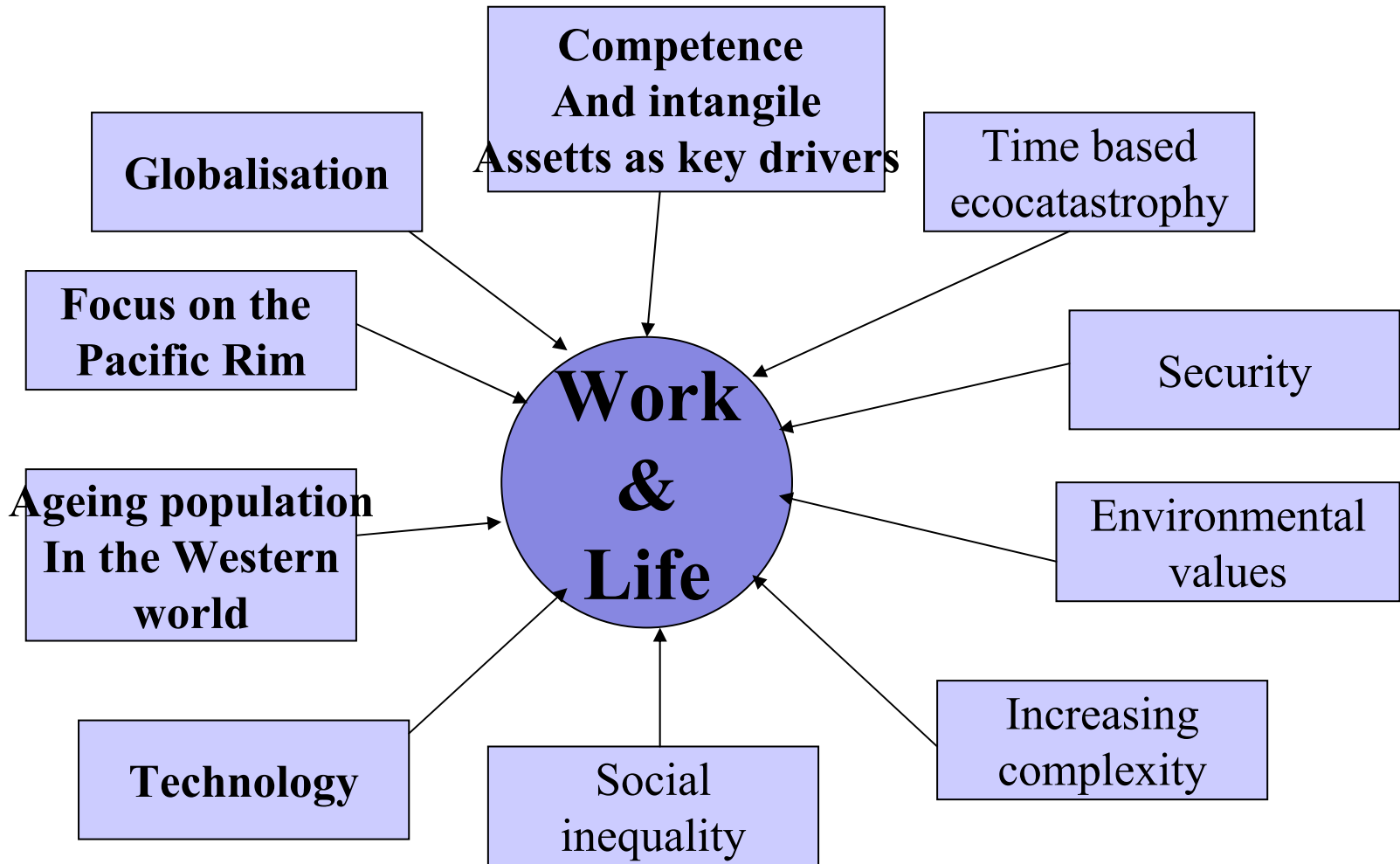


- **Regions are competing about jobs**
 - If the region is very small, the diversity of jobs is very small => little flexibility in the case of restructuring industries and jobs
- **Regional governments should see themselves as partners to businesses**
 - Supporting competitiveness of the companies
 - Providing non-core business services

Source: Ojala, Leenamajja:
OppivaKS, Keski-Suomen suunta 2010,
Jyväskylä 2001

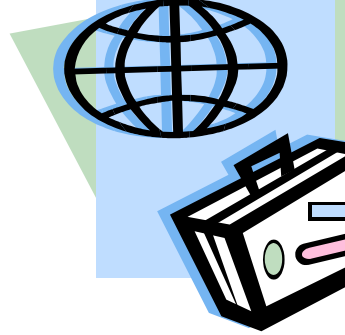
Changing environment
Global trends
Impacting work and life

Global trends



Source: Ojala-Jarenko: The future work, 2005, www.boardcompetence.fi

Globalisation



- **Hunting for cost-effectiveness**
- **Continuous Relocating of operations**
- **Networking and interdependency are increasing**
- **Mobility is increasing**
 - eg. The air traffic in Europe will double from the level of 2000 to 2015.
 - Fastest increase in the trans-Atlantic traffic.
 - In 2020 1,6 billion people will travel from one country to an other
- **24h => blurring the border between work and leisure**
- **English language dominates**
- **Global blueprints vs local identity**
- **Act globally – think locally!**

Focus on the Pacific Rim

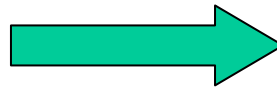
- Economic Growth is fastest in the Pacific Rim
- Production is multiplying,
- while in Europe the production is decreasing
- Also white-collar jobs are moving to China and India
- 3,3 milj knowledge jobs from USA => India and Asian countries, also R&D work
- Knowledge and competence no more a problem:
- More than 5 milj graduates in China a year.
- More engineers and scientist than in Europe or USA.
- Global patents:
 - Europe 10 %, USA 40 % and Asia 38 %



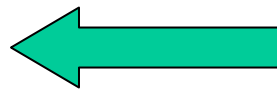
Reshaping work and production

Low salary countries

- Manufacturing
- Assembling
- Basic programming
- Client service
- Packaging



Multinational
Production
network



High salary countries

- R&D
- Product Design
- Business Strategies
- Technology
- Marketing
- Management

Source: Prof. Matti Pohjola, Helsinki School of Economics

Ageing Population



- **Old-man's Europe**
 - In 2025 every 5th European is 65+ .
- **Life span can increase up to 150 yrs., How shall we take care of elderly people?**

Ageing is only a problem for the Western world

- **Every 5th person in the world is a teenager (10-19v.) and a half of the global population is under 25 years of age.**
- **Nine out of ten teenagers are living in the development countries**
- **Lack of skilled work force**
- **How can we bring them up to the level of competence that they are able to participate in the global work?**
- **Ageing will soon be also the problem for China and Asian countries. How they can cope with that?**

Technology and work

- **Work unaffiliated of place and time**
- **eWork, Mobile work**
- **New knowledge jobs – new possibilities**
- **Need for continuous updating and upgrading, need for lifelong learning**
 - Environment has a big impact on learning.
 - Distributed Intelligence and competence in networks
 - A major challenge: how to keep up with competence in tight, stressful and mobile work

Different types of eWork

Home-based *

- working at home with PC
- using ICT to transfer work results
- permanent, alternating or supplementary

Mobile

- working away from main place of work
- using online-connections during business trips in the field
- e-mail, Internet or remote access

Self-employed in SOHOs

- home is the main place of work or the base for trips into the field
- using ICT to transfer work results
- SOHO = small office, home office

* 'Continuously or regularly < 1 day/week at home and 'now and then' > 1 day/week at home
([Collaboration@Work 2003, 22](#)).

Increase of eWork in EU 1999-2002

Type	Percent of employed		Annual growth (%)
	1999	2002	
Alternating and permanent home-based work	2.0	2.1	~ 0
Supplementary home-based eWork	2.0	5.3	~ 40
Mobile work	1.5	4.0	~ 50
SOHO (=small office, home office)	0.9	3.4	~ 50
all eWork (excluding overlaps)	6.0	13.0	~ 30

E-workers in USA 28 milj.

28 million is 20 % of work force in USA

	% of eWorkers (%)	of total work force (%)
Mobile work	24,1	4,8
teleworking at home	21,7	4,3
in telework centers	7,5	1,5
in satellite office	4,2	1
in more than one place from above	42,4	8,4

(Pratt, J.H. (2003) Teleworking Comes of Age with Broadband. Telework America Survey 2002.

A Telework America Research Report of the International Telework Association & Council. ks. www.workingfromanywhere.org)

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Mobile work long-term scenario assumptions (2009 – 2013)

- **High cost mobility, leading to changes in the organization of work: more mobile workers that mainly travel small distances (micro-mobility).**
- **Using mobile information technology is becoming an established cultural practice.**
- **Independent experts form the flexible workforce any networked business organization can recruit “on demand”.**
- **Mobile workers have access to on-demand, service-based mobile cooperation support.**
- **Computers disappear: interaction via non-intrusive, attentive interfaces.**
- **There is a ubiquitous computing infrastructure, which is accessible anywhere, anytime.**

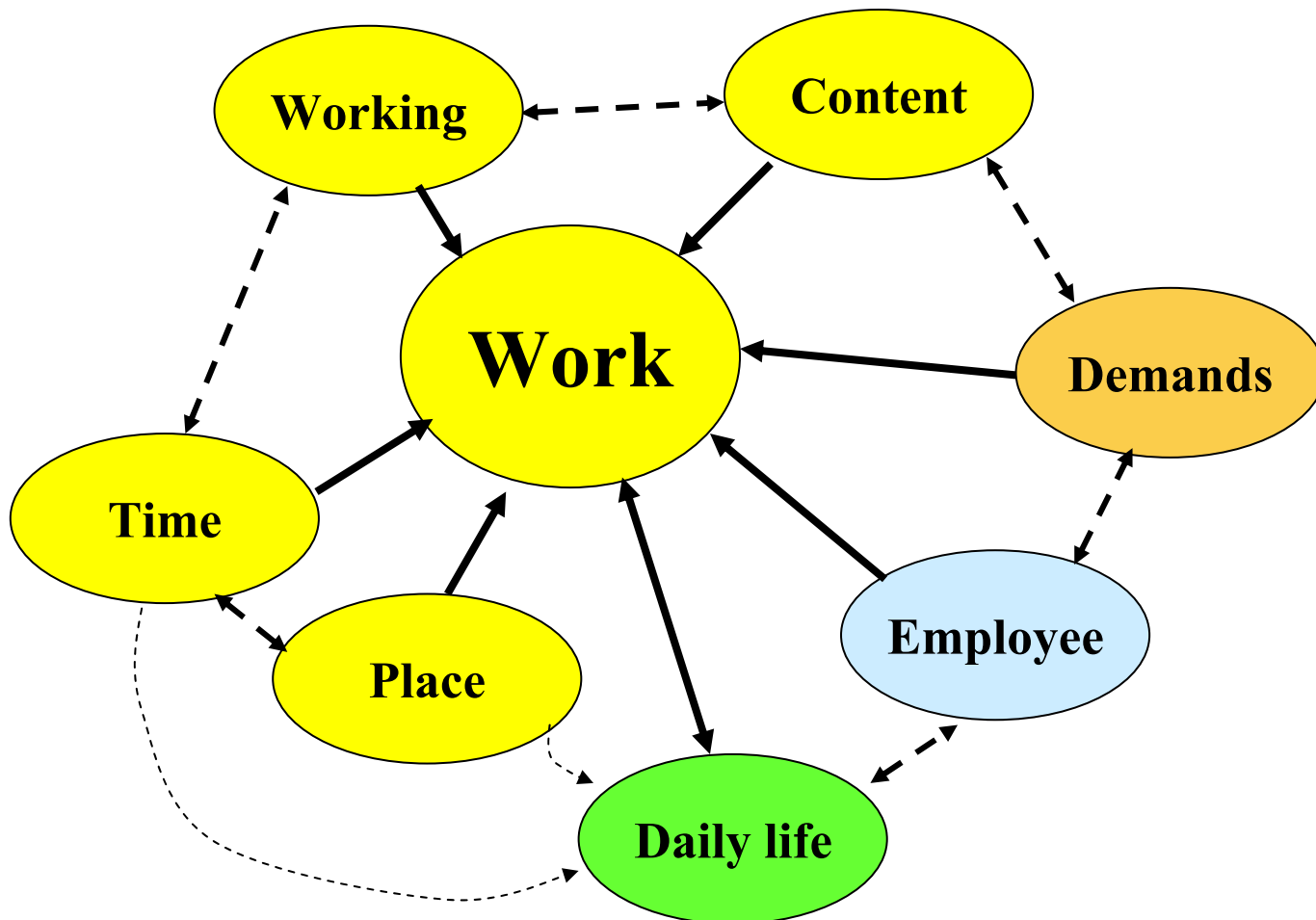
(Hans Schaffers, MOSAIC, see: www.mosaic-network.org)

**How to keep up and
implement the lifelong learning ?**

Technical tools for knowledge sharing and learning

- **Blogs, RSS, Wikipedia**
- **Chats**
- **E-Learning**
- **Open source educational material**
- **Objective: transaction costs down**

Changes at work



Content

- **Knowledge work dominates**
- **All work is expert work**
- **Increasing demand for care jobs, local and regional**

Tomorrow's employees

Creative class

Competent experts

Providers of Health care and other care services

Daily helpers

- High level of education
- Ability to work internationally and use ITC effectively
- Represent strategic competence of large companies
- Entrepreneurs and marketers of personal competence
- Mobile work, eWork
- Best motivator: increasing one's personal competence

- Education varies
- Professional competence dominates
- Projects
- Place-related work
- A major challenge: how to keep up with one's own competence
- Continuity?
- Security?

- Education varies from top-specialists (eg doctors) to professional experts (e.g. daycare Service people)
- Private or public employer
- Entrepreneurs
- Work can be mobile

- Services to families
- Entrepreneurs and employees
- Third sector

Place

- **SMEs create jobs**
- **Self-employment increases**
- **Fixed work place no more important**
- **eWork increases**
 - **Mobile work and home-based work increase more**
 - **Need for place and space for work at home or close to home**
- **Living place more important**
- **Prerequisites: ICT-infra**

Time

- **Blurred work and life**
- **Work in projects and for limited time**
- **Mobility and travelling destroy fixed working hours – new structures for daily life needed**
- **Global work is 24 h – time zones make it more complicated**

Employment

- **Many employers in many countries**
- **Self-employment**
- **Temporary agreements**
- **=> Living and working are no more linked**

Demands

- **Shift of resources**
- **Role of competence and knowledge**
- **Importance of continuous updating**

Business resources

- **Money** **+++**
- **Raw materials** **++/+/0/-**
- **Competence** **+/-/- -**
- **People** **+/-/- -/- - -**

Resources and the value of a Company

- **75% of the market value of large US Companies is based on intangible assets**
(Borenius-Kemppinen Law Office, 2005)
- **Intangible assets have the greatest impact on the market value of a company. In 80s intangibles provided 40 % , in 90s more than 80 % of the market value.**
(Jurgen H. Daum, 2003)

Characteristics/features of an ideal region (based on the dialogue of participants of the program)

- **Defined core competence**
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Key issues based on global changes impacting a region and how we should take them into consideration when developing our region

(based on the dialogue of the participants of the program)

- **Globalization**
 - Creates new kinds of needs
 - Environmental issues (should be on the top agenda)
- **Technology**
 - Provides new kinds of services
 - Related to the regional infrastructure

Necessity to develop a system of evaluation-how the global trends impact regional development

Key issues based on global changes impacting a region and how we should take them into consideration when developing our region

(based on the dialogue of the participants of the program)

- **Technology**
 - ICT infrastructure
 - certification
 - Education and learning of all people, ITC-skills for everyone
 - Technoparks
- **Competence**
 - International educ system
 - Certification
 - Blue-collor people need new education
- **Good Governance**
 - Anticorruption

Key issues based on global changes impacting a region and how we should take them into consideration when developing our region

(based on the dialogue of the participants of the program)

- **Competence and intangibles as key drivers**
 - Legislative support
 - Development of venture funds
 - Tax decreases of development of innovative technologies
 - Incentives for IT investments

Key issues based on global changes impacting a region and how we should take them into consideration when developing our region

(based on the dialogue of the participants of the program)

- **Social inequality**
 - Educational programmes for disadvantaged people
 - Employment programmes
 - Avoid ghettos in urban planning
 - Immigration policy: Groups of people with different nationalities
 - Integration policy
 - Networking in third sector – support the third sector so that it can network other sectors
 - Equal access to public services

Challenges to regions

- **Changing work: eWork and other new working modes, however, challenges in learning and new skills and competences.**
- **Ageing population: increasing costs and possibilities for developing regional services.**
- **Young talent: demands for living environment, challenges of daily life.**

Towards a Learning Region

- **Create a shared regional vision**
- **Develop strategies for the success factors**
- **Get people interested to participate**
- **Learn from good examples (but do not imitate)**
- **Promote regional spirit**
- **Promote entrepreneurship**
- **Create a structure that supports innovativeness**
 - Diverse players into collaboration
 - Encourage interactions
- **Provide a structure for lifelong learning**



Regional strategy

- **Main strategy: Who do we want to live at the region? Do we want jobs, employees, or wealthy senior citizens?**
- **What are the expectations of our "target group"? What kind of environment/ services/etc. Do our targeted people want?**

Regional strategy: from industrial strategy to competence strategy

- **Select the core businesses, industries, critical mass**
- **Competence development strategy in collaboration with all parties (educational institutions, companies, regional management etc.)**

Experiences from several regional development processes

- **Primus motor !!! Someone has to own the case.**
- **The vision and objectives of the own region, not just imitating others.**
- **Concrete thing**
- **Only such development programs, that can be financed and supported by ourselves.**

Thank you!

Leenamaija Otala

More infor: www.boardcompetence.fi

leenamaija.otala@procompetence.fi

Leenamaija.otala@tkk.fi

More about the mobile work



Andriessen, E. & Vartiainen, M. (Eds) (2005) *Mobile Virtual Work – A New Paradigm?* Heidelberg: Springer.

