

Promoting Entrepreneurship in Social and Health Care

– experiences of working with attitudes,
developing educational models and participating in a project



FORTE IS AN EU-FINANCED PROJECT THAT PROMOTES WOMEN'S ENTREPRENEURSHIP IN THE SOCIAL AND HEALTH CARE SECTOR.

Forte has worked with promoting positive attitudes towards women's entrepreneurship through inspirational seminars, information packages and the piloting of a hot spot Entrepreneurship Centre in higher education. Forte has also developed new models for entrepreneurial learning at university level and further develops existing models in a cross-border learning process.

This booklet is a compilation of the main results and reflections from the project. We hope it can contribute to those interested in building on our experiences, be it others interested in initiating projects, politicians updating themselves on what has been done in the area or teachers in health care looking for information on how to include entrepreneurship in their teaching.

In the following chapters you will find both anecdotes and descriptions of our activities within the project. In chapter one, we focus on the work done to change attitudes towards entrepreneurship. This has been one of the two pillars that this project is built on, the other being teaching and piloting new ways of entrepreneurial learning, which is described in chapter two. In chapter three, we share some practical tips for the project format itself, addressing the project management. Chapter four deals with communication and interaction within the project, its different organisations and which challenges may occur.

In the end, you will find information on how to contact us, so you can get answers to any questions that this book has raised. Among the chapters you will find simple do's and don'ts and recommendations for future projects.

Alongside this booklet, a film about entrepreneurship has been produced within the project. The target group of the film are students and professionals within the social and health care sector and it aims to be a conversation starter for discussing entrepreneurship within health and social care. The film can be found on the project website <http://forteproject.eu> and on YouTube under "Forte - promoting entrepreneurship in health care".



Why Promote Entrepreneurship in Social and Health Care?

“It’s about the quality and the future of health care. It’s about economy. It’s about empowerment and it’s about awareness of ones capabilities. It’s about trusting that you can make a difference and having the strength, knowledge and tools to make that difference.”

The social and health care sector is undergoing a transformation. In Sweden and Finland it changes from being solely public to being at least partially private. The structures of the sector are changing, and along with it the demands on current and future personnel. Thus, it is important to tap into the resources that the personnel consist of. Be it implementing ideas in the public sector as a health professional (for instance a biomedical scientist or a nurse) or be it bringing innovation into a lab or opening your own private practice together with other occupational therapists. Ideas and creativity are the fuel that change thrives upon.

We would like to call it entrepreneurship - encouraging entrepreneurs and an entrepreneurial spirit. This is what we have wanted to promote through the Forte project. We have found a number of ways to do this, some better than others. In this project, we have worked with a number of stakeholders who can make a difference, and not least – who really want to.



Table Of Content

Working with Attitudes	1
Entrepreneurship in Health Education	9
Working Together in a Project	17
Organisational Challenges	23
List of Partners and Contact Information	31



Working with attitudes

"Last month, I started thinking about entrepreneurship and whether I have it in me or not. The thought never crossed my mind, until I got a survey asking about my opinion on entrepreneurship in my educational programme.

And now, I just attended an inspirational seminar with a number of friends and classmates, where this amazing person who had started several companies of her own, shared her experiences. It turned out that she has exactly the same educational background as I do. She got me thinking that it's not just about being a business minded person, but rather to be daring and realising your ideas. I should be able to do this too. Why not?

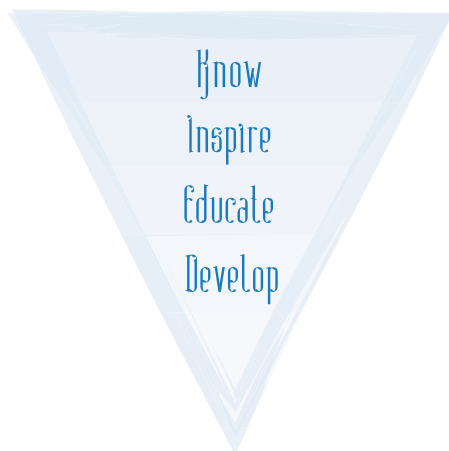
But how? Where do I start and what do I do hands-on? I am seriously thinking about attending an e-learning course on entrepreneurship. Me. Being an entrepreneur. Who would have thought?!"

- Occupational Therapy student attending a seminar in Norrköping



Forte has actively promoted positive attitudes through seminars, information and inspiration. Changing attitudes is not done overnight. It requires work in many different directions and towards different target groups such as students, staff, researchers and management. If you **know** the target group you can try to **inspire** everyone, **educate** and inform about opportunities for many and then you can help a few to **develop** their ideas. This is achieved through planning activities with different types of expected outcomes in progression over time. This is what we call the trickle-down-model.

The trickle down model



To know your audience

Who do you want to influence? Does the target group consist of medical students, management at the County Council or perhaps occupational therapy teachers? The better you know your target groups, the easier it is to influence them.

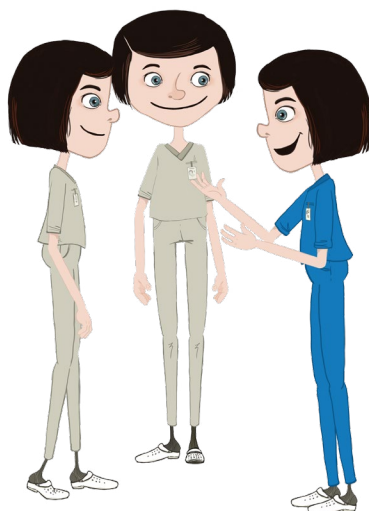
To learn more about one of the target groups of Forte, a large survey was conducted among students at the Faculty of Health Sciences at Linköping University in spring 2012. The survey addressed issues of perception of entrepreneurship, creativity and the future labour market. The study also showed that 77 percent of the students do not know where to turn for help if they have an idea. Furthermore, 84 percent believed that they will work within a public organisation, but only a third would like to work there. In addition to the extensive survey at Linköping University, surveys were conducted among students studying entrepreneurship at Lahti University of Applied Sciences. Also, follow-ups were made with the audience after each inspirational event and all programme directors at the Faculty of Health Sciences at Linköping University were approached in order to customise activities for each program.

To inspire

To inspire is often harder than it sounds. You need to find an inspiring activity that suits your target audience. What kind of activity can gain attention among all other options? What should the audience learn? What would you like them to do afterwards?

Inspirational seminars are popular and are often an effective way of reaching many people at a certain point in time. During the project period of Forte, several different inspirational seminars, large and small, with different audiences in mind have been implemented. One especially successful seminar was held by the TV-personality and former boxer Paolo Roberto, who has made a career out of his entrepreneurial thinking. At this seminar, it became obvious to us that celebrities attract students and Paolo's light-hearted way of talking about entrepreneurship was received well among the audience.

In both Lahti and Linköping the concept of entrepreneurship days, including different activities, has proven to be successful. These can attract students' attention and offer everything from inspirational seminars and creative workshops to lectures and innovation camps. It is a good way of involving students in entrepreneurial learning.



To educate

In social and health care there is a more hesitant attitude towards entrepreneurship compared to many other sectors. Lack of knowledge is one of the main reasons. Why? Entrepreneurship is commonly associated with businesses, technology and products. Thus, it is very important to use terminology that can be recognised by health care professionals and also discuss the benefits of new ideas instead of only focusing on how to run a business.

When organising events, it is often an advantage to use existing structures. In Östergötland there is a forum with the purpose to create arenas to distribute information on what happens within the Life Sciences area. Forte built on this existing platform when inviting post-graduates and students to an event on the topic of “Learning today – attractive in the labour market tomorrow”. The event was specifically directed at the upcoming generation within the existing forum. Representatives from the County Council, the private sector and the academia shared their perspectives of what will be required and what will be beneficial for future employees. The invited guests highlighted the importance of unique competence and the ability to conduct improvements at the workplace. The conclusion of this event was that an entrepreneurial approach is a desirable characteristic in the labour market. The audience described the event as an “eye-opener”.

In order to raise awareness about entrepreneurship, Forte has also arranged what we call “in course lectures”. At Linköping University, in course lectures have been held by teachers from the Department of Management and Engineering, who do research on entrepreneurship and innovation. Classes cover topics such as definitions of entrepreneurship and innovation, discussions about why this is important for the social and health care sector and for each individual, tools and methods for developing ideas as well as real life examples of local innovations.

It is also important that teachers within the sector learn about entrepreneurship. In order to teach entrepreneurship to students, teachers need to be well educated on the topic and be motivated and have an entrepreneurial spirit. Furthermore, it is important that management supports teachers in this work.

At Lahti University of Applied Sciences some teachers within the social and health care programmes are members of A network called “The Fore-runners of Learning” together with teachers from other universities of applied sciences. The network discusses entrepreneurial learning and delivers good practices thus strengthening teaching practices.

To develop

One of the main aims of Forte is to change attitudes; thus the focus has not been on the last part of the model - development. However, development is an important part of the process of entrepreneurship and innovation. An important factor in order to help students and employees develop their ideas is the availability and presence of support.

To provide this, a so called "hot spot center" has been established at Campus Norrköping at Linköping University, nearby where occupational therapists and nursing students study. Here, students can always get advice and help with their ideas. In addition, the students who harbour an idea can get a free office space including coffee and a creative environment.

Suggestions for future projects

- It is important to have a good communication with both the teachers and the management of the educational programmes. This is the best way of institutionalising the efforts and achieving long-term results, rather than making them one-time efforts that last only during the project period.
- Start somewhere! Develop and try different activities, for instance short inspirational seminars, in course lectures, elective courses, workshops etc. By using various initiatives you are more likely to reach out to several target groups. All activities are not for everyone.
- Students are creative and entrepreneurial in their own organisations – use that as platform for your activities and your message.

Do's and Don'ts

Do

- Learn more about your target group, for instance by doing a survey or some other contact with the target group. Get to know what your target group wants!
- Work according to the “trickle down model”. Inspire many, educate some and finally help those who want to develop and implement their ideas
- Cooperate with teachers in social and health care by jointly defining entrepreneurship and how to involve it into educational programmes. Discuss appropriate ways of making entrepreneurship a natural part of lectures and other study methods.

Do not

- Try to fit all educational programmes into one model. What works for doctors doesn't necessarily work for physiotherapists.
- Talk about entrepreneurship as something only having to do with starting your own business, it is so much more than that!
- Think you can change attitudes overnight, neither with teachers nor students.
- Do what you usually do – do something different!



Entrepreneurship in Health Education

DEVELOPING AN ENTREPRENEURIAL IDENTITY

“I take a mandatory course in entrepreneurship, although at first I didn’t really understand why. Shouldn’t it be more important to learn practical nursing skills? But, when we discussed entrepreneurship, I realised that I actually work as an entrepreneur already. I love challenges and like to develop my know-how and competences.”

- Nursing student, Lahti



AT LAHTI UNIVERSITY OF APPLIED SCIENCES and the Faculty of Social and Health Care, entrepreneurial learning is essential. Students build their competences together with others, applying theory into practice. They are responsible for their own learning process. By doing that, students get motivated to develop professionally. Motivation is defined as the learner having a feel of mastery, purpose and autonomy about the things that he or she is learning. To be an entrepreneur you need to unleash your creativity to solve existing problems, see possibilities of entrepreneurship and perhaps also find out if an idea is profitable or not. The students can also ask themselves if it is possible to also earn a living on their idea.

The two following chapters describe the piloting models of learning entrepreneurship designed within Forte; an e-learning course in entrepreneurship and a teaching model with students centred experiential learning.

Differentiated learning methods keep students motivated – the example of e-learning

”What a course! I have just taken an e-course in entrepreneurship. E-learning was suitable for me, since a timetable of traditional learning didn’t fit into my plan. I’m glad I took this course! Learning on the Internet was strenuous, but maybe I even learned more than if I had learned traditionally. Sometimes it is just too easy being present, but not doing anything.

The highlight of the course was the visit to an enterprise. It opened my eyes and I realised that entrepreneurship in social and health care is not as frightening and difficult as I imagined. It was magnificent to see how keen all employees were on developing health care services. It was obvious that they really enjoy what they are doing.

Now, being an entrepreneur in social and health care does not seem so impossible anymore. Maybe I will put my newly acquired knowledge into practice after graduation and a few years of work ...”

- Student attending attending e-learning course in entrepreneurship, Lahti

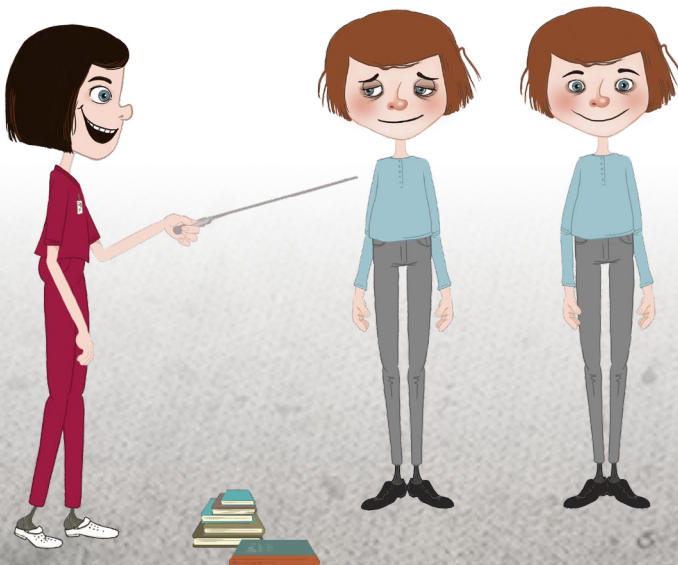
In Forte, a cross-border development of e-learning courses was done both in Lahti and Linköping. In Linköping there were two courses, one in autumn 2011 and one in spring 2013. In Lahti a course was offered in spring 2012. All together more than a hundred students attended the pilot-courses. In the future, Lahti University of Applied Sciences and Linköping University will offer two e-learning entrepreneurship courses per year.

Offering education in different manners will keep students motivated. This way, students can choose the method that best suits their way of learning. Through the piloting courses, it was discovered that e-learning courses increased students' motivation and changed their attitude towards entrepreneurship.

All students are not alike. Students who are quiet and absent in traditional learning

can perhaps thrive more in an e-learning environment and thus have the opportunity to make themselves heard. Online studies demand a lot from the teacher as well as the students – both commitment and involvement.

Students who took part in these courses enjoyed working in teams and sharing their thoughts. They discussed their experiences and also advised and instructed each other. So, the students contributed to learning, not only the teacher. The shift of responsibility of learning from teacher to student should be highlighted in entrepreneurial learning. Students have to take responsibility for their own learning and not solely rely on the teacher. Thus, the teacher must also encourage the student to do this, which demands pedagogical versatility from the teachers as well.



Entrepreneurial learning models – The example of student co-operatives

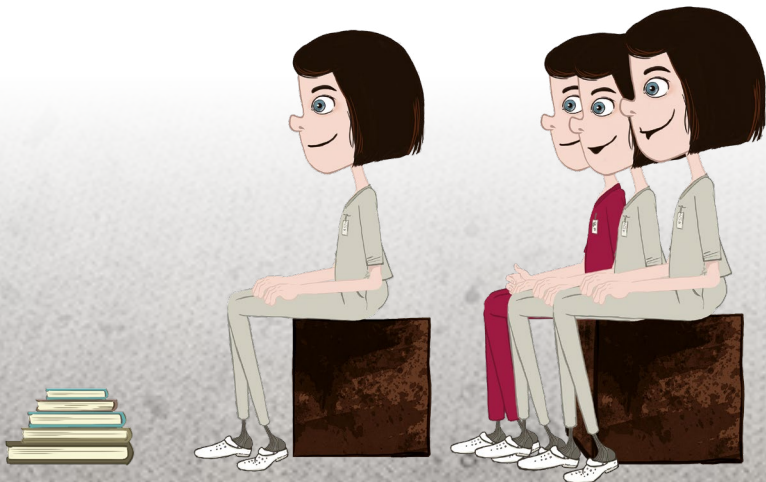
“In spring 2011, I established a student co-operation with my friends. In total, we were ten nursing and physiotherapy students interested in doing study projects with real clients and maybe even earning some money through our projects.

We built a team and divided responsibilities between team members. We had a team leader, a financial manager and a student responsible for marketing. All of us shared responsibility for our company.

To learn in real life situations was so inspiring and motivating! We negotiated contracts with our clients, planned the services and put them it to the practice. Two teachers coached us by helping us to plan, set aims and reflect upon our learning. We owned our projects and our learning processes, which felt meaningful. We evaluated our own learning with peer students, clients as well as our teacher coaches.

Running a student company taught me a lot about myself and my profession – and it made it a lot more likely for me to run my own business one day. “

- Physiotherapy student participating in a student co-op, Lahti



Different functional learning environments support entrepreneurial learning. An example is student co-operation, which provides students with an opportunity to learn entrepreneurship in practice. The teacher supports learning, encourages and coaches students during the learning process.

Learning by doing is the recommended method for learning entrepreneurship. By applying, performing, examples and making mistakes you become an entrepreneur. Learning entrepreneurial abilities is fruitful when the pedagogy highlights the social, emotional and experimental characters of learning.

In spring 2011, the curriculum for the physiotherapy program in Lahti University of Applied Sciences was reviewed. Since the reform, students can choose between two learning environments:

The first is learning in close cooperation with working life. It means that students are working with real life projects and the role of the teacher is to reserve the clients and make contracts with them together with students. The services for clients are planned and put into practice by students, while teachers are coaching and teaching them through the project. Students' competences are evaluated by practical and theoretical exams in both learning environments.

The second possibility is to learn in student cooperation. Students learn in teams, and independently organise the leadership of the team. Together, they create rules on how to work together.

They negotiate contracts with clients and plan and put services into practice. Dialogue plays an important role in this learning process. Teachers coach the students and facilitate learning by asking questions and listening to the students. The competences achieved by students are evaluated by professional teachers. Students are responsible for their learning process and make their own schedules.

Learn from Each Other by Sharing Experiences

The higher education institutions within the Forte project have cooperated regarding the piloting of new learning models. In order to build on joint experiences and achievements, joint activities have taken place. Teachers at Linköping University and Lahti University of Applied Sciences have written an article to a Finnish UAS Journal together. The writing process was a good way of sharing and summarising experiences and good practices of entrepreneurial learning. The universities also had a common poster presentation at the FINPIN Conference in Münster, Germany. Attending the conference enabled the participating higher education institutions to discuss and share experiences of how to best promote entrepreneurship within the health and social care sector.

Do's and Don'ts

Do

- Put effort into the on-going process of defining entrepreneurship, finding an entrepreneurial identity and discovering what it can be within the social and health care sector.
- Deliver entrepreneurial education through different methods. This way you are more likely to reach different student groups.

Do not

- Rely on traditional teacher-lead learning methods. Instead focus should be on activating students in order to achieve student-centred learning, such as meeting clients, study visits etc.

References further reading

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Working Together in a Project

"I'm on my way to a meeting with the working group, but I really feel like I should deal with a number of other things that have deadlines too. I am committed to this project, because it is such an important one. But ... there are always a few buts.

Working in a project doesn't always match real life that well. This month, I wish I had more time to dedicate to the seminar that we will arrange next week. And, the project manager is always on me about our deliverables and the paperwork. I know I have to do all that too, but I really don't have the time to fill in those annoying time sheets. All I want is to talk to students about the importance of entrepreneurship, which is the whole point of our project!

Thankfully, the other members of the working group support me with activities; otherwise we'd honestly be way behind regarding the seminar next week. Sure, we might not always agree, but the dynamics in the working group inspire me every single time we meet. That's nothing short of a miracle considering how much work we all have on our plates."

- Working Group member attending a meeting in Linköping



Keeping your eye on the goal

Focusing on the overarching goal is a challenge in a project going on for three years, where both project activities and personnel are occasionally changing. When the aim of the project is not to create a product or possible to measure in numbers, it will be even more of a challenge to know whether you have in fact achieved your goals and done what you set out to do.

Circumstances change and so does the world around us. When writing an application it is not possible to predict what will happen in three years' time with accuracy and precision. Also, the project itself is and should be a learning process, which will mould the outcomes - hopefully for the better.

So, how do you keep your eye on the goal? First of all, our recommendation is to jointly state the goal of the project - what do we want to achieve and why? Also, defining how each partner will contribute to the goal is essential. What, when, how and by whom are the key questions, which the partners need to have a joint answer to.

Paperwork

In order to keep the project on track everyone needs to contribute to reporting - both financially and regarding activities. Often the Project Manager is coordinating the reporting process, assisted by the Financial Manager. However, it is beneficial to plan and discuss the roles in the process of reporting early on in the project. Everyone is expected to contribute, and this by jointly stated deadlines. Since reporting is an inevitable task, we strongly recommend that you discuss the work going into this process as early as possible. By raising awareness within the entire project group early on, you can make the reporting as smooth as possible.

Support systems within the project

Having a network of partners within the project group is a life saver. Working together crossing over organisational boundaries will benefit the project outcomes, but also strengthen the ties that continued collaboration can be built upon. Also, working jointly is preferable if the expertise in the project is quite specific and irreplaceable. At any given time, the project itself should be able to back up activities so that the project outcomes do not rely solely on one individual at a time.

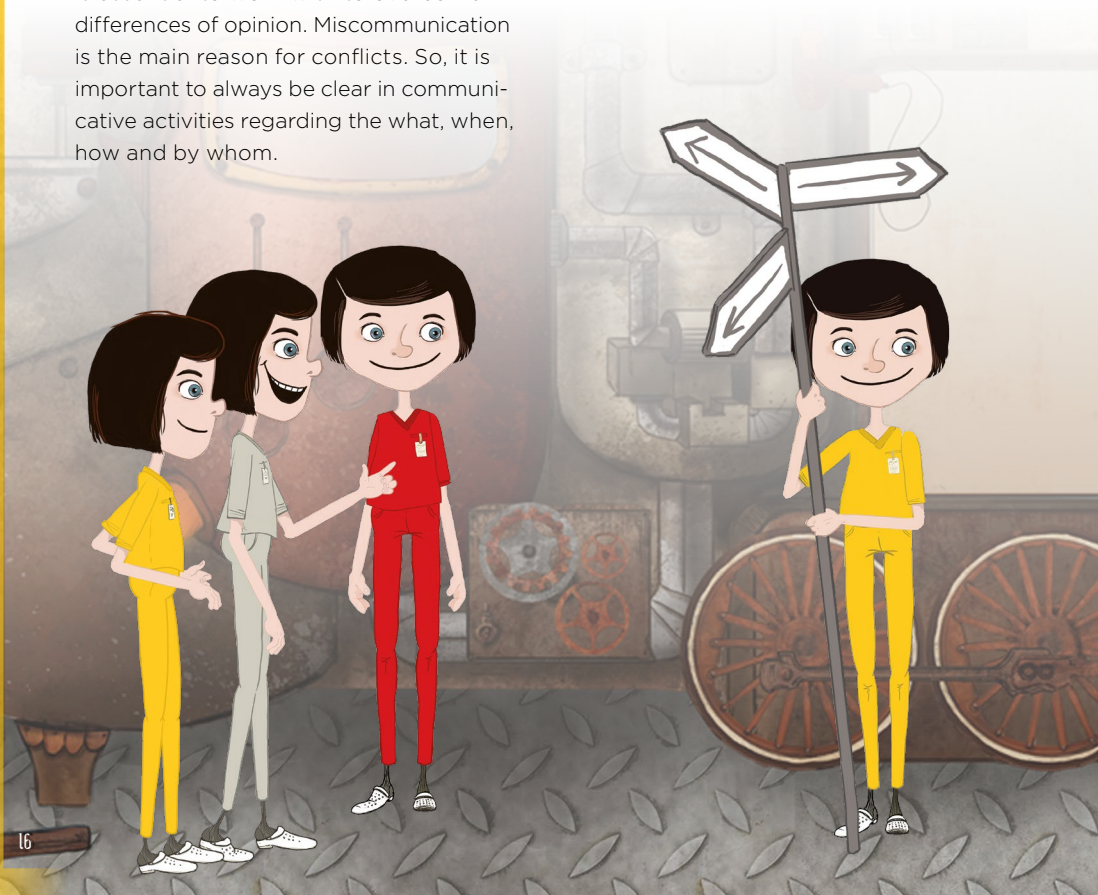
Communicating and disagreeing

The beauty of bringing different organisations and individuals together working for a common goal is that there will be different views on how to solve the issue at hand. This is the prerequisite that will give the project its dynamics, but it will also present challenges to it. Be the differences culturally based or generated by different views on how to work within the project, it is even more important to have discussed and agreed upon the common goal in the very beginning.

As in any relationship, communication is essential to work with to overcome differences of opinion. Miscommunication is the main reason for conflicts. So, it is important to always be clear in communicative activities regarding the what, when, how and by whom.

Prioritising

Per definition, a project is not part of the ordinary tasks of an organisation or an individual. It is limited in time, in resources, and in its scope targeted at reaching a joint goal. Thus, the project will always run parallel to other activities, which in turn will affect the project. At some point during the project, all participants will have to prioritise – and the project should not always be on the losing end, since it has such an impact on other participants.



Suggestions for future projects

- Coherent project start up – the time invested will be gained later on
- Joint management structures – who does what? – should be clarified
- Be realistic regarding timelines, planning and expectations

Do's and Don'ts

Do

- Discuss your roles and expectations on each other from the very beginning. It will save you a lot of frustration later on.
- Take responsibility for keeping your end of the bargain. Do what you have promised and ask for help when you need it.
- Work together; a project is a form of cooperation. Use the network and learn from each other.

Do not

- Don't lose sight of the outcomes. Everything you do should somehow contribute to the outcomes.
- Suggestions for future projects



Organisational Challenges

“The next Steering Group meeting is held tomorrow. I wonder what the focus is this time. Last time we talked a lot about formalities, which we jointly need to decide upon regarding budget changes and alike. Not the most creative meeting, I have to admit. This time we’re promised that we will focus on the future of the project, which I very much look forward to!

With one year left of the project, I would like to let my networks and my management board know about the activities that we have decided to prioritise.

I would also like to decide upon the next steps after the project has ended, so that I can plan future budgets and action plans. But that will probably not happen during this meeting.

There’s often a delay with partners anchoring their thoughts within their respective organisations; of course understandable and necessary albeit sometimes frustrating. But I think I need to give the project coordinator back home a call before the meeting tomorrow in order to update myself on the latest activities. Did they already finish the methodology book, or...?”

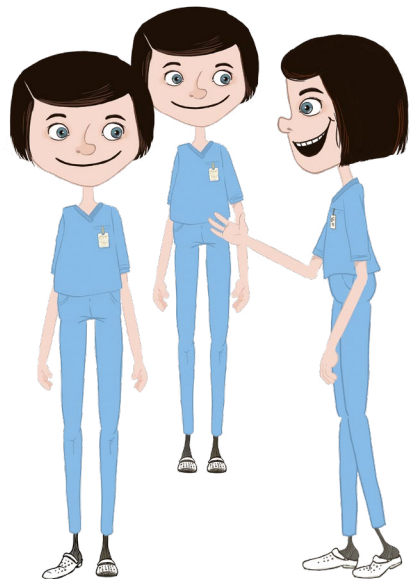
- Steering Group member attending a meeting in Norrköping



THE CHALLENGES OF BEING DIFFERENT are also what makes a cross sectorial project so dynamic. Most of the participants are public institutions, others are not. Some are government bodies, some are more autonomous. Some organisations are small and agile, while some are larger and/or more restricted by rules and regulations. Obviously, these are factors that influence the organisational responsiveness to challenges that arise within the project.

Making decisions

Depending on the organisational form of the participating organisations, the joint decision making process can be addressed differently. Small organisations might have the possibility to make quick and decentralised decisions, while larger ones in the public sector might have more guidelines and structural aspects to consider. Sometimes, long decision making processes have caused frustration, when those of others are so much shorter. Also, the different kinds of needs to anchor actions with other stakeholders can be evident. Some organisations need and want to involve their networks, while others navigate the project more independently.



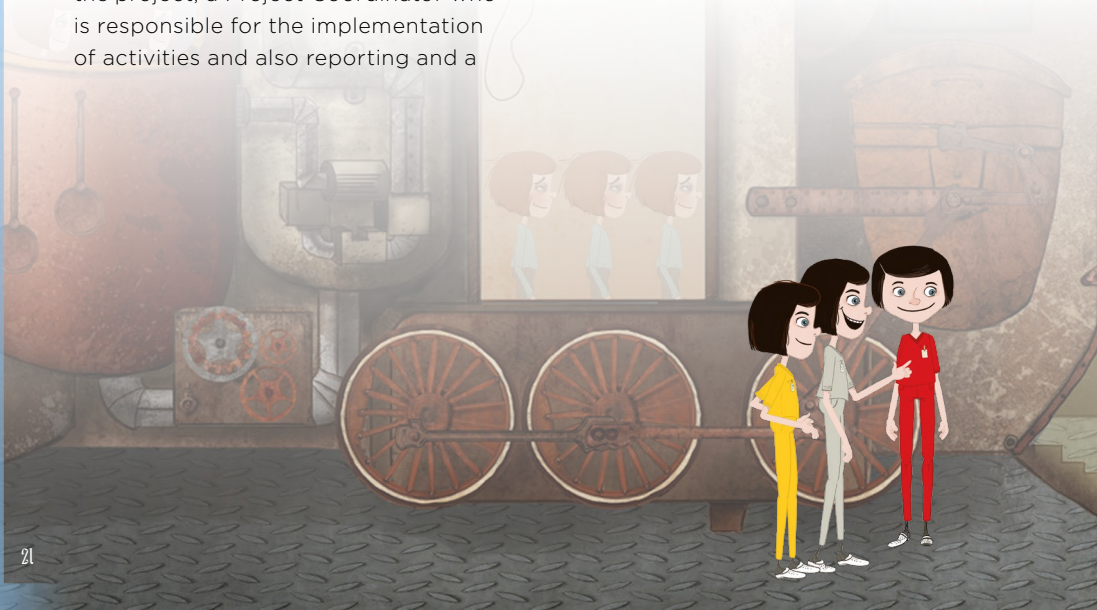
Structural differences

A factor in different types and sizes of participating organisations is also the relative size and scope of a project compared to the organisation represented. For some, it is the only initiative they work with in this specific area, while for others the project is one among many others. This is important to consider when it comes to the financing of the project – some organizations will be more reliant on the project budget, while some will have more leeway in their regular budgets to complement the project funding.

Moreover, the internal project structure of the participating organisations will differ. This will become evident, for instance between the different roles within the project. A project usually includes a number of different roles within each participating organisation. There is a Steering Group member making the joint overarching formal decisions in the project, a Project Coordinator who is responsible for the implementation of activities and also reporting and a

Financial Manager who is responsible for the finances at their respective partner organisation. Besides this a number of other people might be involved as well, most commonly involved in implementing activities.

The contacts between a Steering Group member and Project Coordinator within the same organisation can vary from daily to merely occasional. This will for example affect the level of knowledge about the project activities for the Steering Group member and therefore also impact the quality of discussions and decisions in the Steering Group. The contacts between the Project Coordinator and Financial Managers can vary in the same way, sometimes the Project Coordinator will be solely responsible for all matters, whilst others have a financial expert at hand who manages and reports the finances. So communication between the different actors in the project is not only important between organisations, but also within them.



Past experience

Past experiences and willingness to participate in an EU-financed project is another important factor to consider. Some organisations are experts on managing projects. Their employees might be involved in numerous projects as Project Coordinators, Financial Managers or administrators. Other organisations will do everything for the first time and try to find their way among rules and regulations included in working with an EU-financed project.

Different points of entry

Another challenge for a joint project is the different expectations and results for the participating organisations as well as individuals. Even if the common goal – as in Forte – is to promote women's entrepreneurship within social and health care, the expectations on what the actions should consist of can and will vary.

In Forte, the main target group of the project is students, but also employed as well as unemployed. Some of the partners work solely with students, whilst others reach many of the target groups. Whilst it is important to use the expertise of the specialised organisations regarding student related activities, it is equally important for all partners to be involved in other areas of expertise in order to learn, share experiences and gain new perspectives. This also works the other way around; it is just as important to utilise the expertise that some partners have regarding a certain target group or area of activity.



Suggestions for future projects

- Start the project off by making everyone aware of partners' differences. Ask yourselves:
 - What do you want to achieve?
 - Why is your organization participating in this project?
 - What strengths can you contribute with?
 - Which are the weaknesses that might need to be compensated?
- Discuss practical procedures in order to clarify how to work within the project. For example:
 - Internal communication routines between Project Coordinator, Steering Group Member and Financial Manager.
 - Decision making processes within the project as well as within respective organisations. Which ones need to be on board to move things along?

Do's and Don'ts

Do

- Find the common nominators that will be the core of the project. Discuss each partner's expectations for the implementation and results of the project.
- Learn from those who have past experience from working in a project. What can you learn from previous mistakes and successes?
- Be aware of differences – and how you can benefit from them. Who is best at what? Draw on each other's strengths to maximize the potential of the project.
- Communicate to create fellowship and mutual understanding. It is a great tool to reach the goals.

Do not

- Expect everyone to have the same motives of participation that you do, because they will not.
- Expect all actors within an organisation to have the same views or to be as up to date as the most active ones.



List of Partners and Contact Information

County Administrative Board of Östergötland, Sweden (lead partner)

The County Administrative Board is the national government representative office in the county of Östergötland. The County Administrative Board stimulates business and associations in the region in a number of ways in order to bring about financially sustainable development and increased employment. The County Administrative Board encourages the business sector to work with aspects related to equality, the environment and integration to ensure that they are an integral part of sustainable development and growth. The goal in Östergötland is to have healthy businesses that can provide employment to as many as possible. An important role of the County Administrative Board is to contribute towards coordinated sectorial policies for the support of regional development in the county.

We work with:

- We manage government allowances to small businesses and we co-finance development projects in the region that also get money from the EU structural funds.
- Support for development of small businesses
- Women's entrepreneurship
- Immigrants' entrepreneurship
- Cleantech
- Support of commercial services in rural areas
- Rural development
- EU-programmes for regional development
- Competition

Website:

<http://lansstyrelsen.se/ostergotland/En>

Contact person:

Micaela Sjöberg

Function/title:

Project Manager

Organisation/department/unit:

County Administrative Board
Östergötland, Department of Regional
Development

Address:

SE - 581 86 Linköping, Sweden

Telephone:

+46 13 196368

Mobile phone:

+46 725 666368

E-mail:

micaela.sjoberg@lansstyrelsen.se

Lahti University of Applied Sciences, Finland

Lahti University of Applied Sciences (LUAS) is a multidisciplinary higher education institution. The Bachelor's and Master's degree programmes at LUAS have been designed to respond to the demands and development needs of business and industry. Integrative pedagogy has been adopted as the framework for developing learning in active collaboration with business, industry and other organisations – hence, the studies in working life are a major part of studies.

LUAS operates in the fields of business, design and communication, fine arts, music and drama, tourism and hospitality, social and health care, technology and engineering. The strategic foci are on design, environmental technology and promotion of practical innovation processes. LUAS has over 20 degree programs with over 40 specialisation lines. Two Bachelor's and one Master's degree programs are taught entirely in English.

Website:	http://lamk.fi/english
Contact person:	Annamajja Id-Korhonen
Function/title:	Senior Lecturer
Organisation/department/unit:	Lahti University of Applied Sciences, Faculty of Social and Health Care
Address:	Hoitajankatu 3, 15850 Lahti, Finland
Telephone:	+358 44 7080540
E-mail:	annamajja.id-korhonen@lamk.fi

County Council / Swedish Association of Health Professionals, Sweden

The Swedish Association of Health Professionals (Vårdförbundet) is the trade union and professional organisation of four registered professions; nurses, midwives, biomedical scientists and radiographers. We represent more than 80 percent of the workforce. Our main objective is to develop and strengthen the four professions that we represent

and to promote each member's development in his or her professional role. The Swedish Association of Health Professionals is active in public debate, with the aim of influencing the development of healthcare and other societal issues, both nationally and internationally. The Swedish Association of Health Professionals is a member of a number of European and International professional associations and trade unions. We are also active in international organisations working to promote health.

Website:	http://lansstyrelsen.se/ostergotland/En
Contact person:	Anneli Gåverud
Function/title:	Board member, Vårdförbundet chapter Östergötland
Organisation/department/unit:	Swedish Association of Health Professionals
Address:	Storgatan 40, 582 23 Linköping, Sweden
Telephone:	+46 10 1043037
E-mail:	anneli.gaverud@lio.se

Innovation Office / University Holding, Sweden

Linköping University is a key actor in creating regional growth. Although the dependence is mutual - the university cannot be a strong factor without a positive development in the region, which the Innovation Office (InnovationskontorEtt) in turn contributes to.

Our mission is to encourage and support researchers and students to commercialise their ideas and their knowledge - either by starting new companies or by incorporating them into existing operations.

Our work can be described as follows:

- Inspiration & encouragement - we are looking for ideas and people and are a sparring partner in the early phases.
- Business development - we provide practical support in areas such as contract writing, publishing, licensing, patents and brands, commercial assessments, business plans and company formation.
- Knowledge dissemination - we contribute to outreach, capacity building and knowledge exchange, which means bringing out results and knowledge from the university, but also to capture business needs and bring them into university research.
- Network & structures - we build networks and work for a common approach and standards in innovation-related issues.

Website:	http://www.innovationskontorett.se
Contact person:	Anna Jansson
Function/title:	Project Manager
Organisation/department/unit:	InnovationskontorEtt
Address:	Teknikringen 10, 583 30 Linköping, Sweden
Telephone:	+46 13 288924
E-mail:	anna.jansson@liu.se

Linköping University, Sweden

Linköping University (LiU) is a research-based university with excellence in education.

LiU is a multi-faculty university where research and education are equally important. Since the start in the late 60's, LiU has been an innovator, creating new study programmes and new ways to tackle research problems. Innovation has become our tradition.

Furthermore, we have always had strong dialogue with the surrounding business sphere and the community at large, both in terms of research and education.

What LiU creates should be of benefit to the public. Together we can build a better, more sustainable world.

In the project both the Occupational Therapy programme at the Faculty of Health Sciences and specialists on entrepreneurship at the Department of Management and Engineering have participated. This based upon their complementary competencies both within the area of entrepreneurship as well as within social and health care.

Website:	http://liu.se/en
Contact person:	Jane Holstein
Function/title:	Lecturer
Organisation/department/unit:	Occupational Therapy Programme, Department of Social and Welfare Studies
Address:	Campus Norrköping, 601 74 NORRKÖPING, Sweden
Telephone:	+46 11 363102
E-mail:	jane.holstein@liu.se



The Story About the Healthcare Apparatus

Once upon a time, in a town just like yours,
a giant apparatus was doing its chores.
For many years it had done what it should,
it made sick people healthy, and injured feel good.

But making people healthy is a demanding operation,
it requires lots of funding, and people with education.
Yet, sometimes it can feel like the scarce funds might be leaking;
although cash is coming in, the apparatus keeps on squeaking.

Could you imagine how to act in your working role,
in order to improve the apparatus as a whole?
A while ago, this staff came up with a solution,
that really gave a boost to their apparatus evolution.

But despite the careful planning and intelligent solutions,
the apparatus sometimes overflows and needs some contributions.

By finding ways to make more space,
the apparatus can increase its pace.
Perhaps, the initiative can stand alone,
and work independently, as an apparatus of its own.

Running an apparatus is not a piece of cake,
you need knowledge, planning and ideas, or else it all might break.
But luckily this working crew is creative, shrewd and clever.
Thanks to them, the apparatus will keep helping folk forever.

So, this story was about how anyone of you,
could easily contribute with a fresh and different view.
Whatever your occupation in healthcare might be,
ask yourself, "What kind of change would I like to see?"