



Lake States TAPPI/PIMA

Fall Midwest Technical Forum

“Cultural Implications of
Scandinavian Training”



Audience Attention Spans

- 10 minutes - 10-15% lost to speaker
- 20 minutes – 50% lost to speaker
- 25 minutes – 95% lost to speaker

Scandinavian





Cultural Impacts

- Social Democracy – a merger of capitalism and socialism
- Social Welfare – a tendency towards equality of all people
- Swedish Rational Problem Solving Approach – greatly influenced by Natural Sciences
- Finnish Practical Application Approach



Key Characteristics:

- Social Democracy – a merger of capitalism and socialism
 - Partnership of public and private interests
 - Society Interests with respect for the individual
 - Individualism through self-development and freedom
 - Collaboration between business, government, and labor



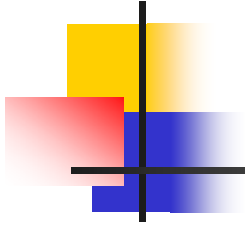
Key Characteristics Cont:

- Social Welfare – a tendency towards equality of all people
 - Government programs for all
 - Compulsory and free education
 - High taxes and limited monetary incentives
 - Neutrality



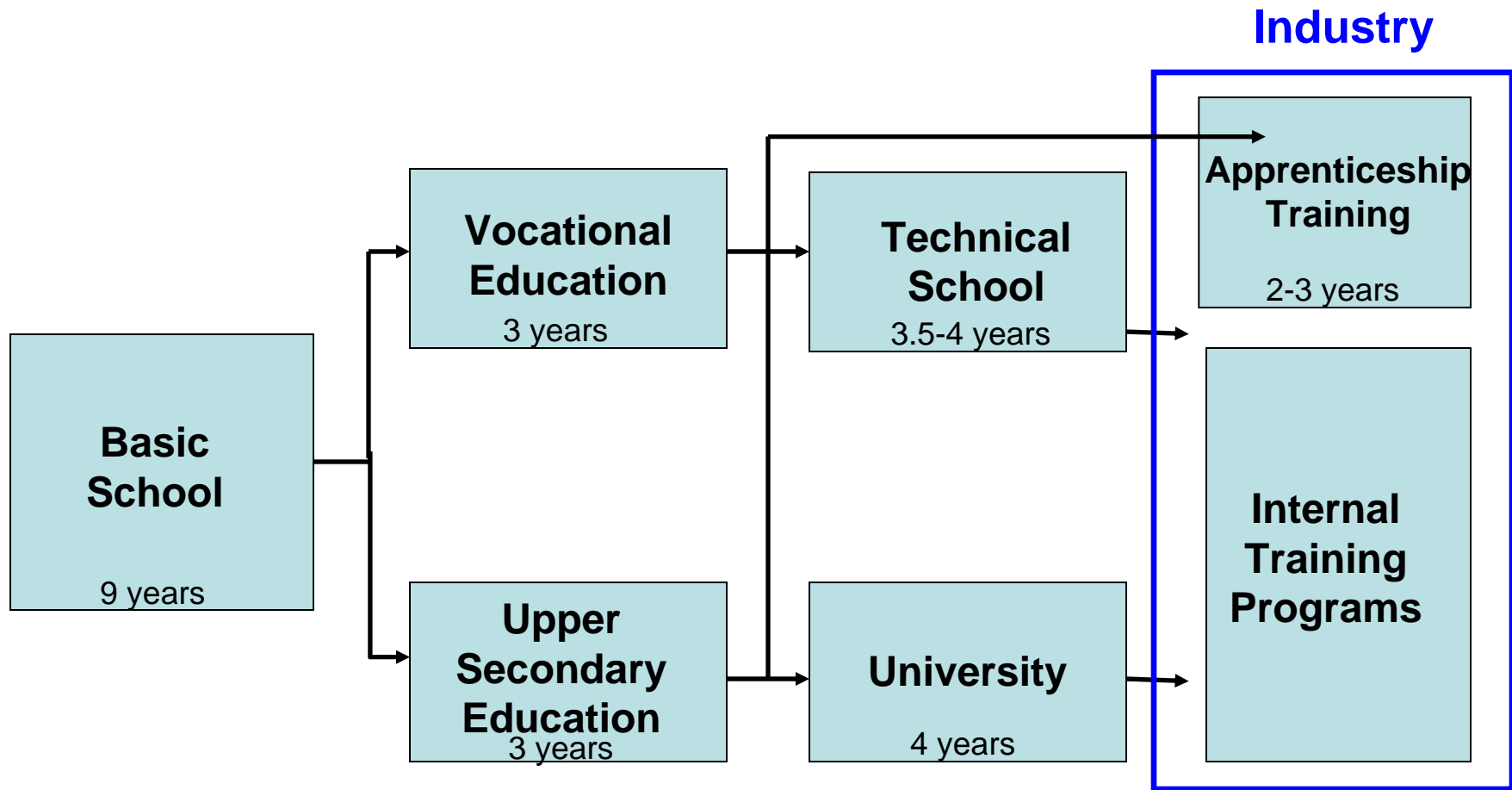
Key Characteristics Cont:

- Swedish Rational Problem Solving Approach
 - Middle of the road
 - Reasonable, sensible, well balanced
 - Every situation has a rational solution
 - Together we will find the solution
- Finnish Practical Application Approach
 - Short factual dialogue – to the point
 - Support will be gained through implementation
 - Modify if it doesn't work – don't look back
 - Greater risk is not to act



Scandinavian Education System

Education System



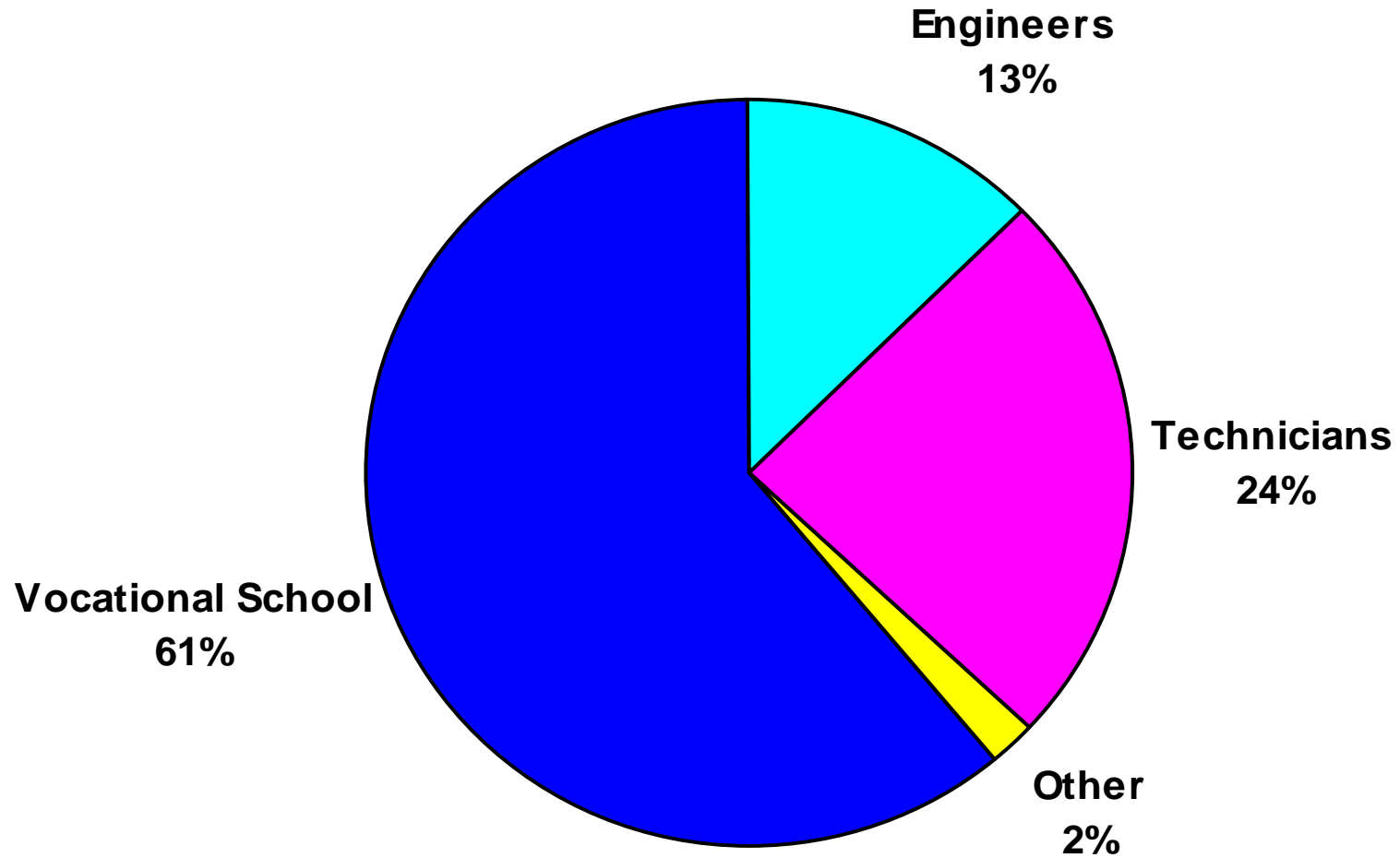
Education Level (Stora Enso 2001)



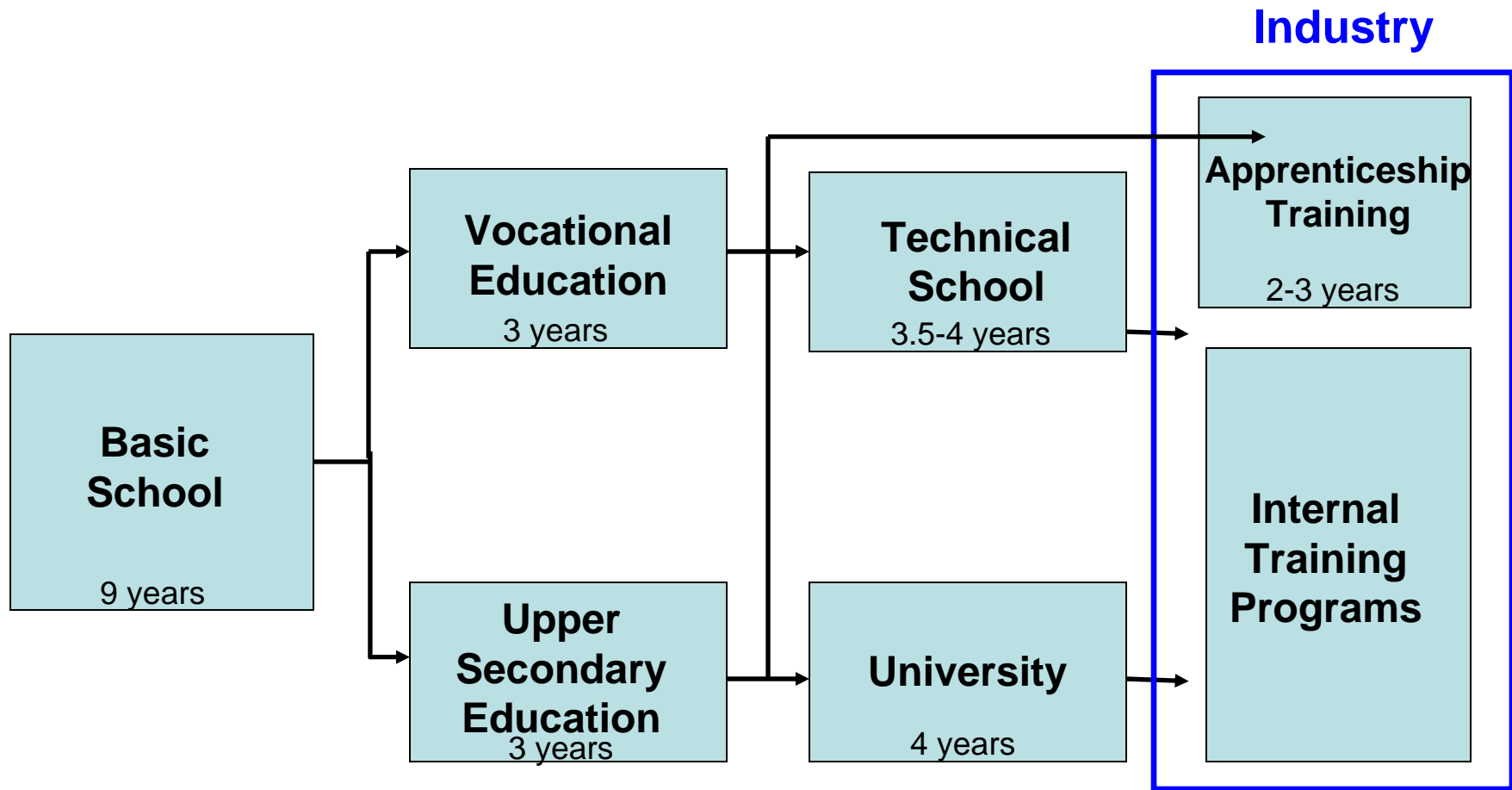
What paper can do

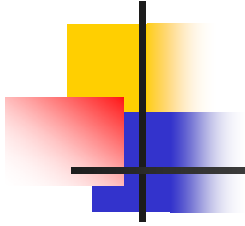
	<u>Basic</u>	<u>High School/ Vocational</u>	<u>Technical School</u>	<u>University +</u>
Finland	37%	39%	14%	10%
Sweden	30%	53%	9%	8%
USA	2%	82%	4%	12%
Germany	28%	56%	7%	9%

Education Levels



Education System





Training Implications



Training Implications

- Actuals vs Potentials
- Apprenticeship Programs for New Employees
- High Priority Placed on Individual Development
- Partnerships with Academic Institutions and Industry Peers



Actuals vs Potentials

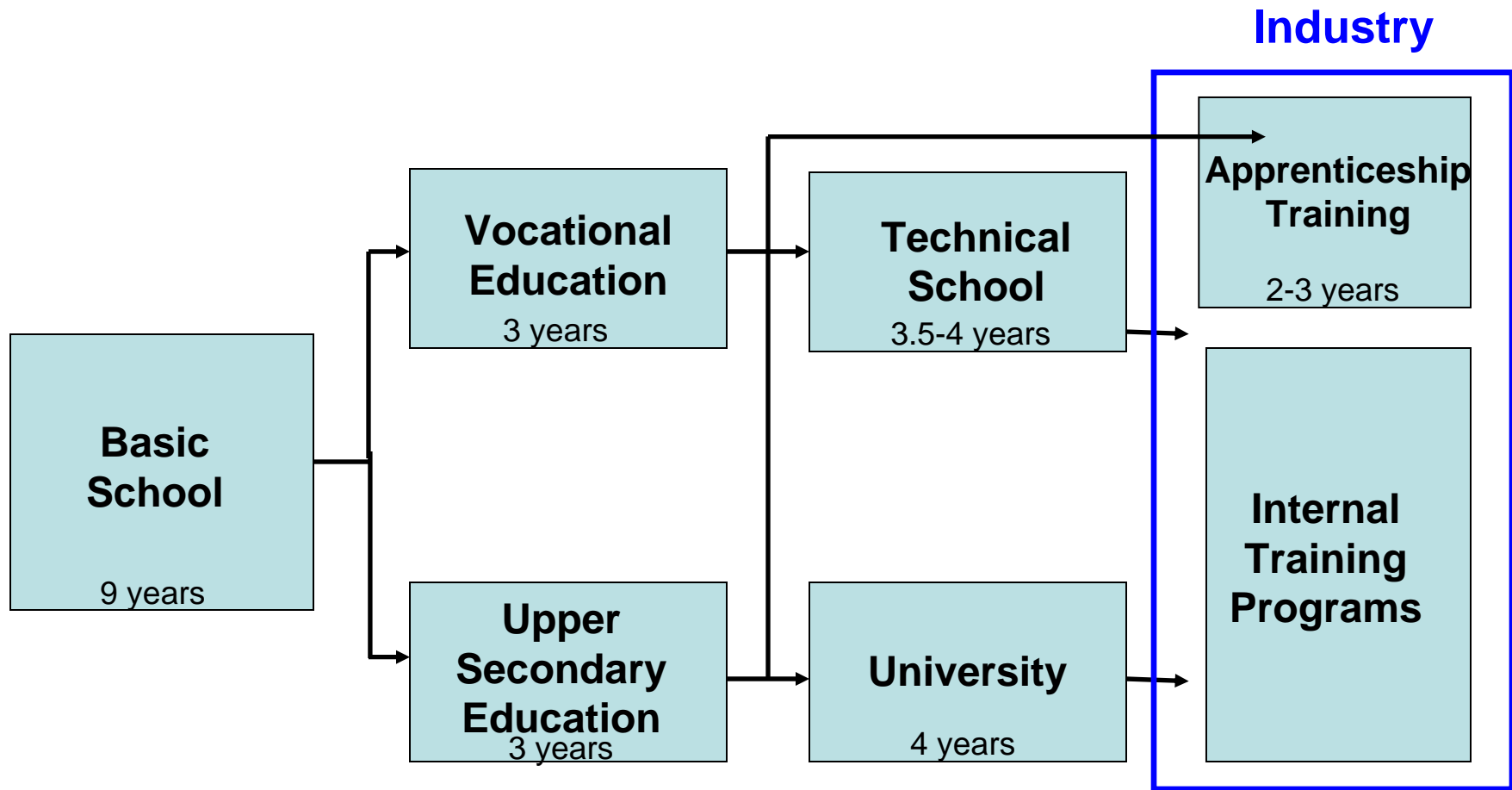
- American Companies
 - Tend to hire individuals who bring skills and experiences with them thus generating immediate return on investment
 - In this context training will:
 1. Be offered on a need-to-have basis
 2. Be offered after a certain level of performance has been achieved
- Scandinavian Companies
 - Recruit individuals with potential who are given considerable training within first 2 years
 - Expectation that return will be generated in the future and employee will stay to “pay back” investment
 - In this context training is:
 1. Both need-to-have and nice-to-have
 2. The most important motivating factor in the workplace



Apprenticeship Programs

- For all mill operators
- Programs are 2 – 3 years long
- Classroom and on the job
- Government reimburses company for materials and instructors
- Most use partnerships with local institutions

Education System

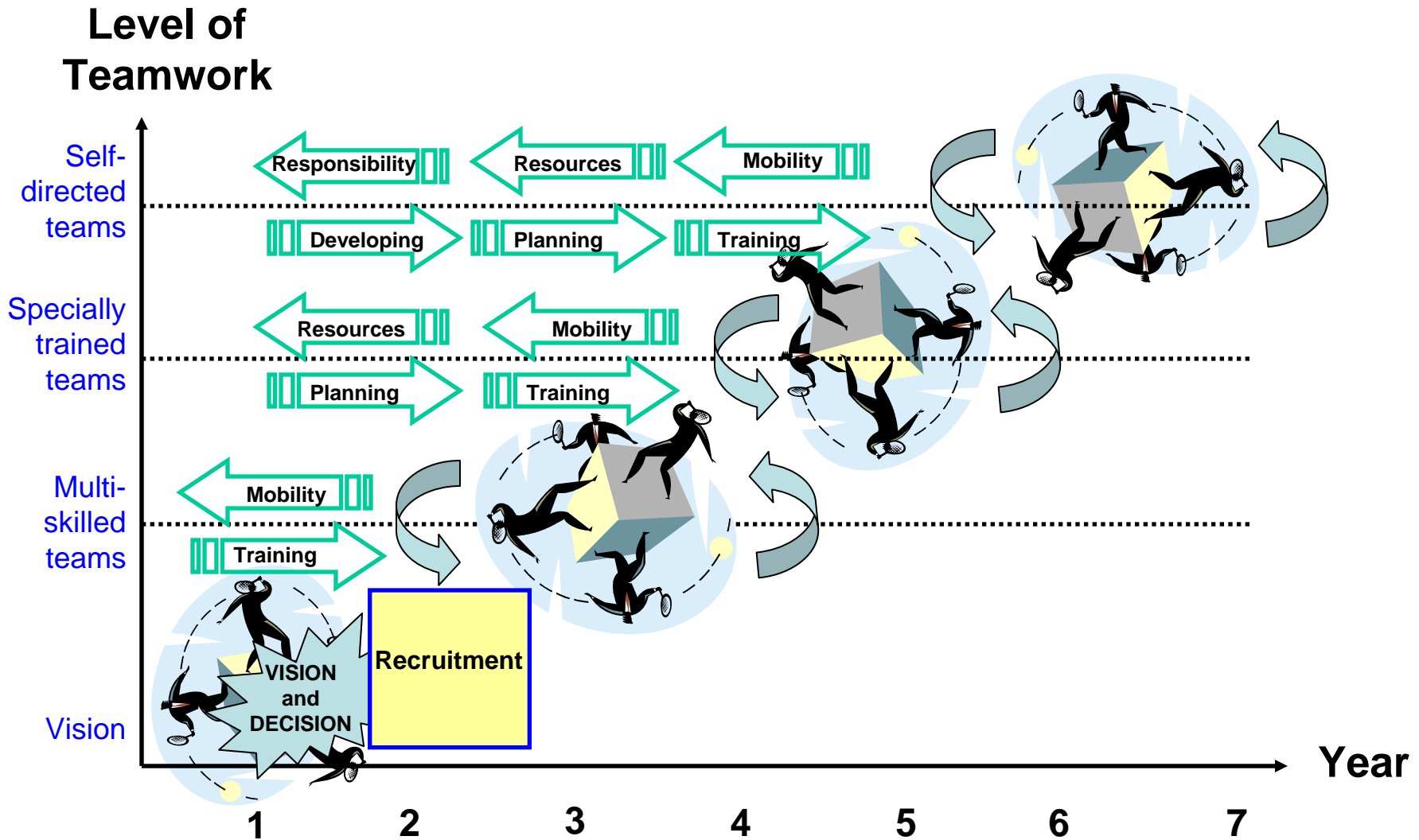




Individual Development

- Research suggests American to Scandinavian ratio of training days per year is between 1:2 and 1:3
- Stora Enso Experience
 - US vs Finland – 1 : 1.75
 - US vs Sweden – 1 : 2.2
- Mill illustration

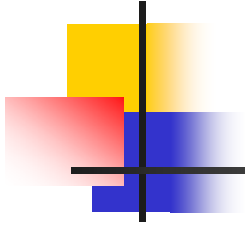
Four Stage Development Model





Partnership with Academic Institutions and Industry Peers

- Use of a consortium with universities, technical schools, non industry companies, competitors, government
- Design, develop and deliver company training programs through academic partnership



Conclusions



Conclusions

- Vocational/technical school education
- Collaboration and partnership between government, education, industry, competitors
- Extensive use of apprenticeship programs
- Employee education level rising
- Priority placed on individual development