

Conducting Qualitative Research

Code: MGT2LG101

Extent: 5 ECTS (135 h)

Timing: 1st semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is a part of the new IBMA curriculum starting in August 2012.

Starting level and linkage with other courses

This course is one of the compulsory advanced professional studies that master students are taking during their first year studies. The course has link to the Conducting Quantitative Research course and it has strong and direct links to the students' thesis as a work development project.

Learning outcomes

Upon completion of the course, the students will understand

- what research is and what it is not
- the differences between basic and applied research
- how to select and use qualitative research methods for business studies and for the thesis
- the strengths of qualitative, quantitative, and mixed methods research
- the skills required for an academic researcher
- the attributes for a good research topic and problem definition
- the decisions concerning research process and design
- data collection, analyses, and interpreting the findings
- the role of theory in preparing for the interviewing
- the skill for interviewing
- reliability and validity in qualitative research
- reporting the findings

The students will understand and apply

- case study research (CSR)
- the purpose of action research (AR)
- the involvement and role of the researcher in AR
- the broader implications of AR
- appreciative inquiry as an organizational analysis and design tool
- learning café as a knowledge sharing tool
- importance of self-reflections on learning

The main goals of the course are to deepen students' existing knowledge about qualitative research by making them aware of new developments in this field and helping them to apply their knowledge in team and individual assignments and later in their own master's thesis.

Objective of the course is to learn about two research strategies such as action research (AR) and case study research (CSR). AR is to achieve change and improvements in existing managerial

practices or achieve change in one part or in the whole organization. Case study research explains or describes complex and contemporary events in authentic business settings. These research strategies are the most frequently selected and applied research approaches by business students.

Course contents

Module 1: Qualitative Research (QLR)

- defining the research problem, research objectives, and formulating the research questions
- qualitative research process, design, data collection methods, analyses, interpretations and reporting

Module 2: Action Research (AR)

- action research (AR) as research strategy
- historical development of the AR theory
- rationale for AR
- Appreciative Inquiry (AI) group assignment
- characteristics and the process of AR
- benefits and limitations of AR
- current trends in AR thinking

Module 3: Case Study Research (CSR)

- case study research (CSR) as research strategy
- advantages and drawbacks of CSR
- design and process of CSR
- types of case studies
- analyzing data and interpreting findings
- validity and reliability issues in AR and CSR
- reporting and presenting findings

Cooperation with the business community

Students, by conducting the Appreciative Inquiry (AI) course project in teams, will apply their learning to an authentic business context. Guest lecturers with qualitative research experiences will be invited to the course.

International dimension

Cases and readings are from international business contexts. Students work in multicultural teams.

Teaching and learning methods

In addition to contact lessons, the students will work on both team and individual assignments.

36 h contact sessions

34 h Independent studies and working on individual assignments

60 h Working on group assignments

5 h Group assignment presentations

Accreditation of prior learning (APL)

Depending on the requirements of the teacher prior learning could be accepted fully or partly.

Teacher responsible

Maria Jakubik, Pasila

Course materials

Marschan-Piekkari, R. & Welch, C. 2004. Handbook of qualitative research methods for international business. Edward Elgar. Cheltenham. (Selected chapters).

Miles, M. B. & Huberman, A. M. 1994. Qualitative data analyses: an expanded sourcebook. Sage. Thousands Oaks.

Preskill, H. & Catsambas, T.T. 2006. Reframing Evaluation Through Appreciative Inquiry. Sage Publications. London.

Reason, P. & Bradbury, H. (eds) 2006. Handbook of Action Research. The Concise Paperback Edition. First published 2001. Sage Publications Ltd. London. (Selected chapters).

Reed, J. 2007. Appreciative Inquiry. Research for Change. Sage Publications. London.

Rubin, H. J. & Rubin, I. S. 2005. Qualitative interviewing: the art of hearing data. Sage. Thousands Oaks.

Saldana, J. 2009. The Coding Manual for Qualitative Researchers. Sage Publications Ltd. London.

Saunders, M. & Lewis, M. & Thornhill, A. 2009. Research Methods for Business Studies. 5th edition. First published 1997. FT Prentice Hall.

Silverman, D. 2011. Qualitative Research. Sage. London.

Weisbord, M. & Janoff, S. 2000. Future Search. An Action Guide to Finding Common Ground in Organizations & Communities. Berrett-Koehler Publishers. San Francisco.

Yin, R. 2002. Case Study Research: Design and Methods. Newbury Park, CA. Sage. Chapters 1-5.

Recommended readings listed on Moodle.

Other selected articles provided by the teachers.

Assessment criteria

The course is evaluated on scale 1 to 5 (where 5 is the best). The assessment criteria are presented below regarding three areas, such as knowledge, skills, and competencies.

Grade/ Learning	1 (minimum 50% competence level)	3 (minimum 70% competence level)	5 (minimum 90% competence level)
----------------------------	---	---	---

outcomes			
Knowledge	The student can identify, list, and combine the main qualitative research concepts.	The student can describe the relevant qualitative research concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different qualitative research concepts and theories, develops own models. His/her use of theory and specific terminology is very accurate. Student is aware of different research philosophies, and compares different models, theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant research findings to conduct the course project for a client company at a beginner's level. Student knows how to use certain qualitative research concepts.	The student can collect, partly analyze and partly use relevant research findings to accomplish the course project for a client company at a beginner's level. Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.	The student is able to collect, analyze and use relevant research findings to accomplish the course project for a client company at a high professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
Competencies	With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to the qualitative research projects. S/he can conduct qualitative research with the help of the supervisor.	The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to the qualitative research projects. S/he can conduct qualitative research relatively independently from the supervisor.	The student is able work very professionally and independently with a client company in a team. S/he can fully apply the learned concepts, tools, and theories to qualitative research projects. S/he can conduct qualitative research at a highly professional level and in an innovative way.

Assessment components and their respective weights

Article summaries and their discussions (individual assignments) 40%

AI Project including report and presentation (group assignment) 60%

Self-reflective paper (individual assignment) - Passed/Failed

All components need to be passed. There will be no extra assignments given to compensate absence.

Conducting Quantitative Research

Code: MGT2LG102

Extent: 5 ECTS (135 h)

Timing: 1st semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is a part of the new IBMA curriculum starting in August 2012.

Starting level and linkage with other courses

This course is one of the compulsory advanced professional studies that master students are taking during their first year studies. The course has link to the Conducting Qualitative Research course and it has strong and direct links to the students' thesis as a work development project.

Learning outcomes

The course introduces efficient quantitative research techniques employed in international business. Emphasis is on design, analysis and interpretation of results. After successful completion of the course, the student has learned

- quantitative research process
- how to elaborate an effective questionnaire so that it is in line with the objectives and the theoretical framework, and so that the analyses are easily executable
- how to implement the data collection
- how to analyse the data, interpret the results and prepare the report
- how to take into account the restrictions and limitations
- statistical inference
- how to appraise the validity and reliability of the research

Course contents

The course covers the following topics:

- formulating research objectives with research questions
- research design
- questionnaire design
- data collection methods
- analysing data with a computer software and interpreting findings
- descriptive, comparing and inferential analyses
- reporting and presenting research findings
- validity and reliability of research

Cooperation with the business community

Students, by conducting the course project in teams, will apply their learning to an authentic business context.

International dimension

Cases and readings are from international business contexts. Students work in multicultural teams.

Teaching and learning methods

In addition to contact lessons, the students will work on both team and individual assignments.

Contact sessions 36 h

Independent studies and working on team assignments 99 h

Team assignments

A joint business-based project assignment with the course Conducting Qualitative Research
MGT2LG101

Accreditation of prior learning (APL)

Depending on the requirements of the teacher prior learning could be accepted fully or partly.

Teacher with the main responsibility for the course

Pirjo Saaranen

Course materials

Recommended readings will be informed.

Burns, A.C & Bush, F.B. 2010. Marketing research. 6th ed. Pearson Education.

Burns, R.B. & Burns, R.A. 2008. Business research methods and statistics using SPSS. SAGE Publications. London.

Ghauri, P. & Gronhaug, K. 2010. Research methods in business studies. 4th ed. Prentice Hall. Harlow.

Janssens, W., Winjen K., De Pelsmacker & P. & Van Kenhove, P. 2008. Marketing research with SPSS. Prentice Hall. Harlow.

Malhotra & Birks. 2008. Marketing Research: An Applied Approach. 3rd ed. Pearson Education. Harlow.

Other materials and handouts are listed by the lecturer.

Assessment criteria

The course is evaluated on scale 1 to 5 (where 5 is the best). The assessment criteria are presented below regarding three areas, such as knowledge, skills, and competencies.

Grade/ Learning outcomes	1 (minimum 50% competence level)	3 (minimum 70% competence level)	5 (minimum 90% competence level)
---	---	---	---

Knowledge	The student can identify, list, and combine the main quantitative research concepts.	The student can describe the relevant quantitative research concepts and apply them to new contexts. The student can link the key concepts to the practical task to present the essential findings.	The student uses and combines different quantitative research concepts and develops own models. His/her use of theory and specific terminology is very accurate. Student is aware of different research philosophies, and compares different models, theories and viewpoints.
Skills	At a beginner's level and with under strict supervision, the student manages to collect, analyze and report the course project. Student knows how to use certain quantitative research concepts.	The student can collect, partly analyze and interpret the relevant research findings. Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.	The student is able to collect, analyze and interpret the relevant research findings at a professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
Competencies	With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to the quantitative research projects. S/he can conduct quantitative research with the help of the supervisor.	The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to the quantitative research projects. S/he can conduct quantitative research relatively independently from the supervisor.	The student is able work very professionally and independently with a client company in a team. S/he can fully apply the learned concepts, tools, and theories to quantitative research projects. S/he can conduct quantitative research at a highly professional level and in an innovative way.

Assessment components and their respective weights

Inquiry on participants' skills - Passed/Failed

Pre-assignment 10%

Attendance 10%

Assignments 40%

Exam 40%

All components need to be passed. There will be no extra assignments given to compensate absence.

Cultural and Economic Geography

Code: MGT4LG205

Extent: 5 ECTS (135 h)

Timing: semester 2-5

Language: English

Level: Advanced Professional Studies

Type: Elective

This course is a part of the new IBMA curriculum starting in August 2012.

Learning outcomes

After completing the course, the student will:

- understand the economy as a system inextricably linked to geography, society, politics and culture
- critically rethink and assess our understanding of the economy and how it functions
- demonstrate understanding of the topics and learn through discussion from a variety of cultural perspectives
- explore our own environment and background in order to apply the theories and concepts herein

Course contents

The purpose of this course is to familiarize the participant with the idea that the economy, as we experience it in everyday life, is innately geographical. There is no economy “out there,” floating in the atmosphere, detached from the lived reality. Instead, the economy is to be seen as a set of grounded, real world processes, a set of complex social relations that vary enormously across, and because of, geographical space. A geographical approach to the economy contextualizes economic processes by situating them within different social, political and cultural relations. The course is designed to introduce aspects of human and economic geography with theoretical themes, concepts and case studies. However, the theories, concepts and case studies are meant to serve as bases for discussion, which is a central feature of this course, in order to bring the topics to life and to understand their applications in our own life experiences and geographical locations.

Sample Course Content Outline (Participants design the content based on their topics of interest from the textbook)

Week 1: A Geographical Approach to the Economy

Week 2: Commodity Chains: Where Does Your Breakfast Come From?

Week 3: The Transnational Corporation: How Does the Global Firm Keep It All Together?

Week 4: Labor Power: Can Workers shape Economic Geographies?

Week 5: Consumption: Is the Customer Always Right?

Week 6: Culture and the Firm: Do Countries and Companies Have Economic Cultures?

Week 7: Gendered Economic Geographies: Does Gender Shape Economic Lives?

Week 8: Ethnic Economics: Do Cultures Have Economies?

Cooperation with the business community and other organizations

Not applicable

International dimension

The subject is inevitably international in content and scope, including the course participants.

Teaching and learning methods

In-class lectures, presentations with topic-specific case studies, weekly reading summaries

Teacher

Kevin Gore

Course materials

Coe, N., Kelly, P. & Yeung, H. (2007). *Economic Geography*. Oxford: Blackwell Publishing.
ISBN: 978-1-4051-3219-0

Additional reading material provided by the instructor

Assessment criteria

Attendance 15%

Course Project (PowerPoint, Case Study, Discussion) 50%

Reading summaries (x7) 35%

Doing Business in Emerging Markets

Code: MGT4LG204

Extent: 5 ECTS (135 h)

Timing: semester 2-5

Language: English

Level: Advanced Professional Studies

Type: Elective

Starting level and linkage with other courses

Students have completed the Compulsory Advanced Professional Studies (CAPS) of their master's degree programme. The course might have links to the *Strategy in Practice*, *Internationalization of the Firm*, *Strategic Alliances*, *Mergers and Acquisition* modules of the DP in International Business Management (IBMA).

Learning outcomes

Upon successful completion of the course the student will

- Outline the concept of emerging markets.
- Understand that market structures are the products of historical, political, legal, economic and cultural forces
- Explain patterns of international trade and foreign direct investment
- Assess market potential of emerging markets: middle-class and at the BOP (bottom of the pyramid)
- Recognize the institutional voids in emerging markets and how to exploit these voids as business opportunities.
- Understand overall challenging nature of doing business in emerging economies
- Understand the role of innovation: reverse, disruptive, crowd sourcing etc., for and in emerging markets
- Identify business models and entry strategy for emerging markets
- Address ethical and social issues when doing business in emerging markets

The course will also support the development of skills in the areas of synthesis of data, problem solving and critical thinking.

Contents

One of the most important trends of the past decades is the rapid and sustained economic growth achieved by the emerging market economies. They have made significant advances in raising living standards. Hundreds of millions of people have benefited from this stride, with millions lifted out of poverty. The gap with the advanced economies remains substantial, but it has narrowed significantly.

According to World Bank research, in 2011 & 2012 emerging markets and developing countries contributed over three quarters of global economic growth. The pace of growth may ease, but their contribution to global economic growth is likely to remain high.

This explosive development raises some questions:

- How have the emerging markets achieved such strong results in recent decades?
- How can companies from advanced economies seize opportunities in emerging markets?
- What are the challenges when doing business in emerging markets?
- What can firms from advanced markets learn from emerging markets “Champions”?
- What are challenges facing domestic enterprises within emerging in seeking to build global competitiveness?

Teaching and learning methods

Case studies and workshops
 Visiting lecturers
 Course project report
 Contact lessons 32 h
 Guidance 3 h
 Independence studies 100 h

Teacher responsible

Madeleine Vakkuri, MSc

Course materials

Khana & Palepu. 2010. Winning in Emerging Markets: A Roadmap for Strategy and Execution. Harvard Business Press.

Reading package or links to reading material provided by the lecturer and placed in Moodle.

Assessment of Learning Outcomes and Criteria

Grade/ Learning Outcomes	1/Min. 50% competence level	3/Min. 70% competence level	5/Min. 90% competence level
Knowledge	The participant has limited understanding of the concepts and theories underlying the changing & challenging nature of the business landscape and their implication when doing business in emerging markets.	The participant understands partially the concepts and theories underlying the changing and challenging nature of the business landscape and their implication when doing business in emerging markets	The participant understands fully the concepts and theories underlying the changing nature and challenges of the business landscape and their implication when doing business in emerging markets

Skills	The student has limited capability to research & identify best / attractive practices for doing business in emerging markets, and applying theoretical knowledge.	The student is partly capable of researching & identifying best/attractive practices for doing business in emerging markets, and applying theoretical knowledge	The student is fully capable of conducting research and identifying best/attractive practices for doing business in emerging markets, and apply theoretical knowledge
Competence	The student has limited motivation and ability to identify development trends and potential, diagnose risks and opportunities of the emerging markets environment, and ascertain emerging market champions' business model(s) and global strategy.	The student is partly motivated and able to identify development trends and potential, diagnose risks and opportunities of the emerging markets environment, and ascertain emerging market champions' business model(s) and global strategy.	The student is fully motivated and able to diagnose risks and opportunities of emerging markets environment, and ascertain emerging market champions' business model(s) and global strategy

Assessment targets and their respective weights

Attendance: Active and purposeful contribution to class activities 25%

Reading the proposed material, short assignments linked to reading material 35%

Course Assignment & presentation of the assignment 40%

Hong Kong Study Tour

Code: MGT4LG208

Extent: 5 ECTS (135 h)

Timing: semester 4-5

Language: English

Level: Advanced Professional Studies

Type: Elective

Learning outcomes

TBA

Course content

This China Study Programme called as "Business Environment in Hong Kong and China". The Study tour is implemented by the Jyväskylä University of Applied Sciences. The Chinese partners are China Business Centre and The Hong Kong Polytechnic University.

The detailed schedule and topics will be announced by Jyväskylä UAS. The previous topics focused on the business environment and on cultural issues.

Cooperation with the business community

The course is arranged in co-operation with Jyväskylä University of Applied Sciences.

Accreditation of prior learning (APL)

Not applicable.

Teaching and learning methods

Teaching is provided by the Chinese partner institutions.

Students should finance the trip themselves. HAAGA-HELIA can offer small financial help after the trip.

The study tour is organized in spring (usually in March).

Teacher responsible

TBA

Course materials

Materials appointed or provided by the teachers.

Assessment criteria

Students should write and submit a learning diary about the study tour with their reflections and feedback. Additionally, they will give a presentation about their learning experiences to other students.

International Business Management Simulations

Code: MGT4LG209

Extent: 5 ECTS (135 h)

Timing: semester 2-5

Language: English

Level: Advanced Professional Studies

Type: Elective

Learning outcomes

Upon successful completion of the course, the students

- have experienced the virtual market, in which a student's company is a player, as a complex system in which a student must reconcile conflicting objectives
- understand the performance of a company in the EMS industry
- can build a bridge between business administration theory and management in practice
- can evaluate markets and market potential
- can train participants to be experienced in negotiating with investors
- can improve teamwork and organization
- can assess his/her personal performance capacity.

Course contents

In the Global Supply Chain Management simulation, students and their team take on the role of a Management Board of Directors of a company in the Electronic Manufacturing Services (EMS) industry in an international and global environment. Students have the task of developing the company's strategy and then competing with other companies on a virtual global market.

It is students task to perform well to keep the EVA (Economic Value Added) high and the development of the share price will be the measure for students success after up to 12 quarters of competitive business.

Managing a company is a very complex task. Especially if a student talks about an international and therefore intercultural environment of a global supply chain management situation.

Students will become the managers of Xeltronics - a leading company in the OEM market of electronic components with full integrated research and development, production and delivery of components for the markets of EU, NAFTA and Asia-Pacific.

As a simulation cannot reflect reality in all its complexity, simplifications are necessary to reduce complexity, to ensure usability, and to avoid losing sight of essentials and hampering the learning process with excessive complexity.

Nevertheless in this virtual environment students will be able:

- to interpret market situations and market results correctly and use them to make targeted decisions.

- to carry out critical analysis of complex business inter-relationships in the field of Electronic Manufacturing Service business.
- to manage growth and cope with seasonal fluctuations.
- to gain clarity on the consequences of decisions that have been taken.
- to draw up and use objectives systematically to run a company.
- to improve strategic thinking, link strategies to objectives, and then link these objectives to decisions.
- Systems thinking - to see the links between decision areas and to be able to coordinate decisions.
- to use contribution margin accounting and key ratios to control the business.

Teaching and learning methods

In addition to lectures students will work both in teams and individually on assignments.

Contact hours 25 h

Virtual group assignments 40 h

Independent studies 68 h

Exam 2 h

Accreditation of prior learning (APL)

Accreditation of prior learning (RPL) is observed on the course according to separate instructions.

Teacher responsible

Wolfgang Kremser (Austria)

Course materials

Participants manuals provided by the lecturer

Johnson, G., Scholes, K. & Whittington, R. 2009. Fundamentals of Strategy. Pearson Education Ltd.

Other selected articles as handouts by the tutors

Assessment criteria

Multidimensional evaluation:

Strategy performance, Investment Funds Performance and presentation in the investors meeting with final evaluation of the overall business performance based on benchmarks

Pre Assignment / Expert Group performance 25 %

Goals and Strategy development 30 %

Investment Funds Performance 15 %

Investors Meeting 30 %

All parts need to be passed.

International Marketing

Code: MGT4LG210

Extent: 5 ECTS (135 h)

Timing: semester 2-5

Language: English

Level: Advanced Professional Studies

Type: Elective

Starting level and linkage with other courses

Students are suggested to take this course after their Compulsory Advanced Professional Studies (CAPS).

Learning outcomes

Upon successful completion of this module, students should have gathered deeper insights into strategic and operative key issues with International Marketing. Moreover, the course has been designed to give students a chance to apply theory on their individual working environment. At the same time, course participants will improve presentation skills, the ability to work in teams as well as critical investigation, and self-motivating study skills.

Course contents

In order to compete effectively in foreign markets, not only to fill incoming orders from abroad every now and then, a well-focused international marketing strategy based on a thorough understanding of target markets is indispensable.

Strategic marketing planning is much more than just the creation of marketing campaigns consisting of nicely designed communication tools. It requires rigorous analysis as well as sound judgment. The amount of detailed work required to make informed marketing decisions is huge and often comes surprisingly for beginners.

In this course, selected aspects of international marketing planning are dealt with.

Course participants will find themselves in a managerial role, having to assume responsibility for decisions in different phases of the planning process, i.e.

Phase 1: Marketing audit

Phase 2: Market selection

Phase 3: Strategies and objectives

Phase 4: Operative marketing management

1) As a first step of the strategic planning process, the management has to evaluate the firm's overall competitive position as well as the framework for international business. In order to do so, the company has to be examined - possibly benchmarked with a key competitor.

2) Foreign target markets can be selected according to their attractiveness and the anticipated country risk. The former is mainly determined by the market and sales potential, which have to be reliably estimated. In doing so, marketing executives have to handle a bundle of market data delivered by field or desk research in order to discover the (un-) articulated customer needs.

3) Business mission and corporate objectives give orientation to all stakeholders. Furthermore, a properly designed hierarchy of objectives is indispensable for both keeping the employees motivated and the company on track. After the objectives have been set, the marketing management has to decide about appropriate strategies to achieve them.

4) Finally, the marketing mix has to be designed to implement the marketing plan. It should be taken into consideration that efficiency has the absolute priority for marketing decision makers in this regard.

Cooperation with the business community

The course assignment is designed as a project work which has to be completed in teams. Each team has the task to develop an international marketing plan for a project company of their choice. As the project company can be their employer, students are given the opportunity to apply theory in a familiar business context.

The teams are asked to choose their project company latest until the course starts. Students should work in teams of 3-4 persons at most.

Each team will be given an opponent team, which implies that those two teams will have to work together intensively by reading each other's reports and presentation materials, giving feedback and sharing ideas for improvement.

International dimension

Cases and readings are from international business contexts.

Teaching and learning methods

The course is implemented by applying multiple ways of learning.

Lectures and article discussions 24 h

Project work presentation and discussion 8 h

Team work on the project and on its reporting 63 h

Independent study 40 h

Accreditation of prior learning (APL)

Not applicable.

Teacher(s) responsible

Dr. Axel Schlich, Professor of Marketing, University of Applied Sciences, Koblenz

Course materials

Course participants are free to choose reading materials from the text books listed below. In addition, students will be provided with a selection of articles at the beginning of the course.

Czinkota, M. R. / Ronkainen, I. A. 2009. International Marketing, 9th edition.

Grafers, H.W./ Schlich, A. W. 2006. Strategic Export Management, 1st edition, Helsinki: WSOY.

Hollensen, S. / Opresnik, M. 2010. Marketing – A Relationship Perspective, München.

Kotabe, M. & Helsen, K. 2010. Global Marketing Management, 5th edition New York.

Assessment criteria

The course is evaluated on scale 1 to 5 (where 5 is the best). The assessment criteria are presented below regarding three areas, such as knowledge, skills, and competencies.

Grade/ Learning outcomes	1 (minimum 50% competence level)	3 (minimum 70% competence level)	5 (minumim 90% competence level)
Knowledge	The student can identify, list, and combine the main theoretical international marketing concepts.	The student can describe the relevant international marketing concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different international marketing concept and theories, develops own models. His/her use of theory and specific terminology is very accurate.
Skills	With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant research findings to conduct the course project for a client company at a beginner's level. Student knows how to use certain international marketing tools.	The student can collect, partly analyze and partly use relevant research findings to accomplish the course project for a client company at a beginner's level. Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.	The student is able to collect, analyze and use relevant research findings to accomplish the course project for a client company at a high professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
Competencies	With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to international marketing projects. S/he can conduct qualitative research with the help of the supervisor.	The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to international marketing projects. S/he can conduct qualitative research relatively independently from the supervisor.	The student is able work very professionally and independently with a client company in a team. S/he can fully apply the learned concepts, tools, and theories to international marketing projects. S/he can conduct research in international marketing at a highly professional level and in an innovative way.

Assessment components and their respective weights

The module assessment consists of both a team grade for the project work and an individual written exam. The final grade is a weighted average score of individual and team grade, both grades carry equal weights.

Project work (Presentation and discussion of project work, Executive report)

Written exam

Internationalization of the Firm

Code: MGT8LG201

Extent: 5 ECTS (135 h)

Timing: 2nd – 5th semester

Language: English

Level: Elective

Type: Free choice studies

Learning outcomes

The objective of the course is to introduce students to the main theories of firm internationalization and globalization. Special emphasis is given to explaining the progression of theories, the contextual variables shaping their development, and their managerial implications. Students are expected to demonstrate an ability to critically evaluate the theories and to apply them to analysis of firm cases.

Course contents

- Concept of International Business and theory
- Vernon and the product life cycle
- Foreign direct investment and Internationalization
 - FDI flows and changes in the global economy
 - OLI paradigm to explain foreign direct investments
 - Foreign direct investment as an internationalization mode
- Stages of Internationalization & Operation Modes
 - The stages model of internationalization
 - Micro and macro level (centripetal and centrifugal) factors
 - Foreign operation modes (Franchising, Licensing, Management contracts, International subcontracting, Project Operations, Exporting)
- Globalization and firm internationalization processes
 - Born global theory as a way to explain recent firm internationalization behavior
 - Global vs. international vs. local strategy
- Business Networks and Internationalization
 - What are strategic alliances?
 - Alliance and network management
 - Network perspective to internationalization
- Management of global operations and managing the multinational: an overview of the evolution of strategic management thinking

Cooperation with the business community

The course is arranged in cooperation with Aalto University School of Economics

Teaching and learning methods

Contact lessons

Cases

Learning diary
Distance assignment and presentations

Accreditation of prior learning (APL)

Accreditation of prior learning (APL) is observed on the course according to separate instructions.

Teachers responsible

Gerard Danford

Course material

Barney, J. B. 1991. Firm resources and sustained competitive advantage. *Journal of Management*. pp. 17, 99–120.

Benito, G., Larimo, J., Narula, R. & Pedersen, T. 2002. Multinational Enterprises from Small Economies. *International Studies of Management and Organization*. 32(1): 57-78.

Buckey, PJ. & Gharui, PN (Eds.) The Internationalization of the Firm. p. 303-321.

Dicken, P. 2007. Global Shift, Mapping the Contours of the World Economy, Chapters 1-2

Dunning, J. 1988. Trade, Location of Economic Activity and the Multinational Enterprise: A Search for an Eclectic Approach in J.H Dunning Explaining International Production. London. Unwin Hyman, p. 13-40.

Doz, Y. and Kosonen, M. 2008. The Dynamics of Strategic Agility: Nokia's Rollercoaster Experience, *California Management Review*. 50(3), p. 95-118

Johanson, J. & Mattsson, L.-G. 1988. Internationalization in industrial systems: a network approach.

Johanson, J. & Vahlne, J-E. 1977. The Internationalization Process of the Firm – A Model of Knowledge Development and Increasing Foreign Market Commitments. *Journal of International Business Studies*. 8(1): 23-32.

Oviatt, B. & McDougall, P. 2005. Toward a Theory of International New Ventures, *Journal of International Business Studies*. 36, p. 29-41.

Porter, M.E. 2008. The Five Competitive Forces that Shape Strategy. *Harvard Business Review*. 86 (1), p.78-93.

Vernon, R. 1966. International Investment and International Trade in the Product Cycle. *The Quarterly Journal of Economics*. 80 (2): 190-207.

Yip, G. 2003. Total Global Strategy. Chapters 1-2

Assessment criteria

Firm Internationalization assignment 35%
Cases 30%
Learning diary 35%

Knowledge Management

Code: MGT4LG203

Extent: 5 ECTS (135 h)

Timing: semester 2-5

Language: English

Level: Advanced Professional Studies

Type: Elective

Starting level and linkage with other courses

Students have completed the Compulsory Advanced Professional Studies (CAPS) of their master's degree programme. The course might have links to the Strategy in Practice and People and Organizations modules of the DP in International Business Management (IBMA).

Learning outcomes

Upon completion of the course, the students

- learn about knowledge workers' skills and competencies
- learn how knowledge workers could be managed
- understand the key concepts and models of Knowledge Management (KM)
- are aware of some KM tools
- understand that knowledge is created in social interactions
- realize one's role and responsibility in a learning community
- understand the significance of knowledge in today's economy
- able to apply the learning in their course project

Course contents

The course focuses on understanding knowledge in sustaining competitive advantage. In the knowledge economy, the challenge is to build, combine, and integrate the knowledge of many individuals. In knowledge work value is created through interactions. The purpose of this course is twofold: firstly, to provide students a general overview of the evolution of KM, KM theories, concepts, and models, and secondly, to offer students practical tools that can be applied in their managerial work.

Topics to be covered:

- Knowledge as a concept
- Evolution of KM as discipline
- Routes of KM
- Criticism of KM
- Knowledge workers
- Knowledge-based theory of the firm
- The knowledge creation theory (SECI model, concept of Ba, knowledge assets)
- Organizational learning and learning organizations
- The knowing-doing gap phenomenon
- The types and role of trust in knowledge sharing

- Models of intellectual capital
- Intellectual capital reporting
- The role of Communities of practices (CoPs) as a context for social knowledge and value creation
- Value networks and value mapping tool

Cooperation with the business community

In their course projects students will apply the learning to their employers as business contexts. Possible guest lecturers from businesses will be invited.

International dimension

Cases and readings are from international business contexts.

Teaching and learning methods

Lectures and article discussions in Learning Cafés 24 h
 Team work on the project and on its reporting 63 h
 Small scale project work presentation and discussion 8 h
 Independent study 40 h

Accreditation of prior learning (APL)

Not applicable.

Teacher responsible

Maria Jakubik, Dr. Sc. (Econ), Pasila

Course materials

Dalkir, K. 2011. Knowledge Management in Theory and Practice. 2nd edition. The MIT Press. Cambridge, Massachusetts. (suggested)

Jashapara, A. 2004. Knowledge Management. An Integrated Approach, Harlow: Financial Times, Prentice Hall. (required)

Additional readings will be provided in Moodle.

Mini cases and selected readings provided by the tutor

Assessment criteria

The course is evaluated on scale 1 to 5 (where 5 is the best). The assessment criteria are presented below regarding three areas, such as knowledge, skills, and competencies.

Grade/ Learning	1 (minimum 50% competence level)	3 (minimum 70% competence level)	5 (minimum 90% competence level)
----------------------------	---	---	---

outcomes			
Knowledge	The student can identify, list, and combine the main theoretical knowledge management concepts.	The student can describe the relevant knowledge management concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different knowledge management concept and theories, develops own models. His/her use of theory and specific terminology is very accurate. Student is aware of different views of knowledge, and compares different models, theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant research findings to conduct the course project for a client company at a beginner's level. Student knows how to use certain KM tools.	The student can collect, partly analyze and partly use relevant research findings to accomplish the course project for a client company at a beginner's level. Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.	The student is able to collect, analyze and use relevant research findings to accomplish the course project for a client company at a high professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
Competencies	With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to knowledge management projects. S/he can conduct qualitative research with the help of the supervisor.	The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to knowledge management projects. S/he can conduct qualitative research relatively independently from the supervisor.	The student is able work very professionally and independently with a client company in a team. S/he can fully apply the learned concepts, tools, and theories to knowledge management projects. S/he can conduct qualitative research in KM at a highly professional level and in an innovative way.

Assessment components and their respective weights

Article summaries Passed/Failed
Attendance and article discussions in Learning Cafés 40%
Course project 40% (presentation 10% and report 30%)
Oral examination 20%

Course reflections Passed/Failed

All components need to be passed to get the final grade.

Leading by Branding

Code: MGT4LG211

Extent: 5 ECTS (135 h)

Timing: 2nd – 6th semester

Language: English

Level: Advanced Professional Studies

Type: Elective

This course is a part of the new IBMA curriculum starting in August 2012.

Success in business is largely based on skilful brand management. Understanding both the consumer's everyday life and the corporate customer's business helps companies to build strong brands that differentiate the market offering from the competitors. The course Leading by Branding provides the students with the knowledge for building strong brands.

Starting level and linkage with other courses

The course has no special starting requirement, and it could be linked to the Master's thesis.

Learning outcomes

Upon successful completion of the course, the student is able to

- Understand and describe branding as a strategic tool for business management, leadership and marketing.
- Apply problem identification, analysis and solving to branding.
- Compare brand-related sources and models at an advanced level.
- Apply branding theories to practical contexts.
- Develop brand guidelines or a brand manual for his/her organization.
- Combine branding theories and the student's own ideas to formulate new models.
- Understand the significance of research in branding.
- Apply teamwork and learning skills to knowledge and feedback sharing in social media designed for learning.

Course contents

The course includes four themes:

1. Brand management theory and models
2. Brand identity and brand symbolism
3. Brand communication through storytelling and social media
4. Brand architecture and brand strategy

Cooperation with the business community

Real-life examples from business. The students may share their business experiences in branding and their organization brand management.

International dimension

The learning materials and practical examples are international.

Teaching and learning methods

The learning approach is a virtual application of problem-based learning (PBL). Practical problems in the business contexts are solved through constructing knowledge in teams. PBL adds a great deal of learning value to the students, as they apply teamwork and learning skills to knowledge and feedback sharing in social media designed for learning.

Students search for information independently and apply theoretical knowledge to practice, sharing their learning in social media designed for learning.

In PBL, the main activities may be highlighted as follows:

- Defining the problem and the learning objectives together
- Searching and analyzing information
- Discussing the topic and building on each other's comments
- Applying theory to practical contexts and examples
- Argumentation and critical thinking
- Evaluation and sharing feedback

The instructor's role is to facilitate the learning process. The instructor will participate in the PBL discussions with guiding comments or feedback, when necessary, and give one or more interactive ConnectPro video conferences (interactive lectures) both to support the web-based learning process and to discuss some branding topics. The introductory meeting is given in class.

Introductory meeting and interactive video conferences 10 h
PBL discussions on the web (preparation and participation) 90 h
Writing concept maps and self-assessments 15 h
Home exam 20 h

Assessment components and their respective weights

PBL discussions on the web 60%
Concept maps 20%
Examination 20%
Self-assessments Accepted/Failed

Contact teacher

Matti Helelä, Pasila

Assessment criteria

The course is evaluated on scale of 1 to 5 using the following criteria.

Table 1. Assessment Criteria for Leading by Branding

	Knowledge	Skills	Competence
5	I can fully understand and very clearly describe branding as a strategic tool for business management, leadership and marketing. My real-life examples supporting or challenging the theory are relevant and accurate. I use and combine different brand theories to present my own models. I am aware of other views of the knowledge I present. My use of theory and specific terminology is very accurate.	I explain the big picture in branding so clearly and logically that the others learn a great deal from me. I contemplate my learning process, explaining how the material has affected my thinking. I use the viewpoints of other students to enhance my own thinking and I see the connection between different perspectives.	I always generate new and useful ideas. I question different viewpoints and argue my opinions and ideas very clearly, so that the others understand my perspective. Reasoning is always visible in my talk. I justify my challenges and offer alternative hypotheses. I share my reasoning behind my talk. I can move between different perspectives and try them. If needed, I can adopt another person's perspective and evaluate it critically. I seriously respond to and further develop what others have said. I put forth and demand knowledge that is accurate and relevant to the issue under discussion. I use evidence appropriate to the topic.
4	I can understand and clearly describe branding as a strategic tool for business management, leadership and marketing. I present interesting real-life examples to support the brand theory. I use my findings to compare different theories and viewpoints.	I see the connection between brand theory and practice and I can explain it to the others. I explain causes and analyze the contents of my study.	I regularly generate new and useful ideas. I question different perspectives and my argumentation is very logical. I share my perspectives so that the others learn from me. I can come up with different categorizations and compare them effectively. In most cases, I can define relevant problems. My reasoning is mostly very clear and I consider different viewpoints before providing solutions to problems.
3	I can mostly understand and mostly describe branding as a strategic tool for business management, leadership and marketing. I can describe the relevant brand concepts and apply them to new contexts. I can link the key theoretical concepts to the practical task to present the big picture.	I partly doubt my knowledge and my use of theoretical brand concepts is sometimes defective where deeper knowledge is concerned.	I often generate new ideas and question different viewpoints. My argumentation is mostly logical. I often succeed in making my point clear to the others. I can make logical categorizations and explain them quite clearly. I can often come up with relevant problems and find relevant solutions.
2	I can partly understand and	I can only partly explain the	I sometimes generate new ideas

	partly describe branding as a strategic tool for business management, leadership and marketing. I can describe the most relevant brand concepts and partly apply them to new contexts.	practical task with the key theoretical brand concepts. I have difficulty explaining my learning to the others.	and question other students' perspectives, showing effort in doing my best. My argumentation is often logical and I try my best to improve it. Sometimes I can come up with logical categorizations and relevant problems.
1	I can partly understand but only poorly describe branding as a strategic tool for business management, leadership and marketing. I can identify, list and combine the main theoretical brand concepts.	I can only partly describe the brand theory but I have major difficulty in explaining the practical task by using the relevant theoretical concepts.	I sometimes but seldom generate new ideas and question other students' perspectives. I sometimes ask questions when I don't understand. My argumentation is often illogical but I show effort in tackling the issue under review. I understand various categorizations and problems when someone else explains them.
0	I cannot understand or describe branding as a strategic tool for business management, leadership and marketing. I have missed the point of the task. My knowledge rests on intuition. I don't understand or correctly use the theory or specific terminology.	I sometimes display effort and awareness of the learning objectives but I only partially fulfill the goals.	I fail to generate ideas or argue my opinions and perspectives. My reasoning rests on intuition.

Master's Thesis: Work Development Project

Code: MGT7LG501
Extent: 30 ECTS (810 h)
Timing: semesters 1-4
Language: English
Level: Master's thesis
Type: Compulsory

This course is a part of the new IBMA curriculum starting in August 2012.

Starting level and linkage with other courses

The course is connected with all CAPS and EAPS.

Learning outcomes

Upon successful completion of the Master's thesis and the maturity exam the students will graduate from the Master's programme and earn the degree of Master of Business Administration.

The goal of the Master's thesis is to develop and demonstrate the ability to apply the selected research strategies and methods in identification and solution of an authentic, work related, international business management problem. Furthermore, the objectives of the thesis are to develop international business management skills, competences, and qualities of students that would make them competitive in the global job market.

The differences between the BBA thesis and IBMA Master's thesis are that the IBMA Master's thesis:

- is always a project-based thesis.
- focuses on an authentic work place problem that needs improvement or solution.
- has international business dimension.
- has a research methodology and methods discussion.
- develops a theoretical/conceptual framework to approach the international business problem.
- some of the recommendations should be implemented.
- assesses the business value contribution of the suggested recommendations or solutions when they are implemented.
- has reflection discussions on the learning journey from individual and organizational perspective.

Course contents

The required sections of the IBMA Master's thesis are (see also the required chapter in Moodle):

- Introduction (description of the work development project (research phenomenon), statement of goals and research question(s), statement of limitations, and so on)
- International business dimension of the study
- Critical literature review (presenting what we already know about the phenomenon)

- Conceptual framework based on the relevant concepts discussed (this framework is to help to answer the main research question of the study)
- Methodology (statements of research assumptions, justifying the research philosophy, strategy, and methods)
- Presenting the work development recommendations.
- Implementing some of the recommendations.
- Presentation of the results, outcomes or findings of the project(s), implemented at the target company
- Assessment of the business value of the thesis project based on information gathered from stakeholders
- Assessment of the quality of the results or findings, validity, reliability, ethical issues, the role of the researcher
- Conclusions, recommendations, suggestions for further research, reflections on the learning process

Teaching and learning methods

Independent studies 810 h

Thesis related activities are for example: thesis idea presentation, thesis plan, work development project plan, work development project kick off meeting, working on the work development project, 3 required thesis progress reports for workshops 4-5-6, studying the literature, meetings with the thesis tutor, implementing some of the thesis recommendations, presenting the thesis at work place, collecting feedback, finalizing the thesis, writing the maturity exam.

Teachers responsible

Thesis tutors (will be assigned after the Thesis Plan is accepted)

Course materials

Regarding the process and content: IBMA Thesis Guide (available on Moodle and on Students' extranet)

Regarding the format: HH Thesis Writing Guide (available on Students' extranet)

Assessment criteria

The thesis will be assessed by the HAAGA-HELIA thesis tutor, supervisor, and by the company contact person for the work development project. Thesis grade will be given after the maturity exam is accomplished.

See assessment criteria in IBMA Thesis Guide Appendices 4, 5, and 6 (available on Moodle and on MyNet)

People and Organizations

Code: MGT2LG105

Extent: 5 ECTS (135 h)

Timing: 2nd semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is a part of the new IBMA curriculum starting in August 2012.

The course description is a combination of two courses:

A: International Talent Management

B: Communities of Practice

A International Talent Management

Learning outcomes

Upon successful completion of the course, the students will understand

- the various dimensions of international human resource and talent management.
- how the business strategy and the HR strategy are linked together.
- the global and local perspectives in talent management.
- the main HR processes to support the talent management.
- the future of talent management.
- how they can in any position contribute to the talent management in their companies.

The goal of the course is to learn about Human Resource and Talent management in order to understand and successfully contribute to their company's future challenges in these matters.

Course contents

- Strategic human resource management linked to company strategy
- HRM today and challenges for the future
- Talent Management
- Global HRM linked to local HRM
- HRM/Talent Management main processes
 - Resourcing (internal and external) (incl. expat matters)
 - Performance management
 - Development
 - Succession and career planning
 - Compensation and benefits
- How the future might look – how to win “The War for Talent”

Teaching and learning methods

Contact hours and presentations 18 h

Independent studies and own case work 63 h

Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is observed on the course according to separate instructions.

Teacher(s) responsible

Sari Ek-Petroff, HR Director (sari.ek-petroff(at)sanofi-aventis.com)

Course materials

Lecture materials and assigned articles

Other materials assigned by the teacher

Assessment criteria

Active participation of the contact hours 50%

Self-reflective paper 10%

Reading summaries, individual assignments 40%

B: Communities of Practice

Learning outcomes

Upon successful completion of the course, the students will understand

- value of community of practice
- how knowledge is created
- how knowledge is shared in social interactions in communities
- what enables organisational learning
- the need to run a professional dialogue.

Course contents

- Various aspects of Communities of Practice (CoPs)
- CoPs as a learning organization
- Cultivating cooperation
- Knowledge sharing
- Intellectual capital
- The role and importance of trust in CoPs

Teaching and learning methods

Independent studies 81 h

Book exam: three assignments

Recognition of prior learning (RPL)

Not applicable.

Teacher responsible

Maria Jakubik, Pasila

Course materials

Heckscher, C. & Adler, P. S. (editors). 2006. The Firm as a Collaborative Community. Reconstruction Trust in the Knowledge Economy. Oxford University Press.

Nonaka, I. & Toyama, R. & Konno, N. 2001. Managing Industrial Knowledge, creation, transfer and utilization, SAGE Publications Ltd. London, Ch. 1: SECI, Ba and leadership: A unified Model of Dynamic Knowledge Creation.

Wenger, E. 1998. Communities of Practice – Learning as a Social System. Systems Thinker, June 1998.

Wenger, E. 1999. Communities of Practice. Learning, meaning, and identity. Cambridge University Press.

Wenger, E. & McDermott, R. & Snyder, W. M. 2002. Cultivating Communities of Practice. Harvard Business School Press.

Other selected articles appointed by the teacher

Assessment criteria

Book exam 100%:

Understanding of main concepts

Clarity of the text

Deepness of reflections

Format of essays

Application and real-life examples

Ability to synthesise various theoretical approaches

Correctness of text references and bibliography

Project Management

Code: MGT2LG103

Extent: 5 ECTS (135 h)

Timing: 1st semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is a part of the new IBMA curriculum starting in August 2012.

Starting level and linkage with other courses

The Project Management (PM) course is one of the compulsory advanced professional studies that master students are taking during their first year studies. The course has direct links to the thesis.

Learning outcomes

Upon successful completion of the course, the students will

- understand what projects are and to know the key terminology of PM
- understand the challenges of PM in international settings
- understand how projects can be managed successfully
- understand and apply the basic PM ICT-tools and techniques
- write a project plan for their thesis
- be able to apply PM tools and techniques in their work development projects as their master's thesis

Course contents

The course focuses on theoretical and practical issues involved in managing business projects in an international setting. The goal is to learn about PM in general and learn about its central concepts, to understand why do projects succeed or fail, to understand the human side of the PM, to learn and apply selected ICT-tools and techniques available for managing projects, and to use these tools to manage the thesis as a 2-3-year project.

The course covers the following topics:

- introduction to projects and PM
- defining and measuring success or failure
- working in projects: tasks and resources
- waterfall model (PMBOK), agile development methods, PRINCE2
- familiarization with project portfolio management concept
- introduction of selected ICT-tools in different PM situations
- applying PM ICT-tools and techniques in creation of typical PM illustrations, including Gantt chart and WBS (Work Breakdown Structure)
- applying ICT-tools to manage the students' thesis as a projects

Cooperation with the business community

Guest lecturers with international PM experience will be invited to the course.

International dimension

Cases and readings are from international business contexts. Students work in multicultural teams.

Teaching and learning methods

Contact hours 32 h (including examination 4 h)

Independent studies (assignment(s), thesis project plan writing, reading for the exam) 103 h

Accreditation of prior learning (APL)

Those students who have work experience in PM and have an accepted certification as project manager get the grade upon presenting their qualifications to the teacher.

Teacher responsible

Miikka Mäkelä

Course materials

A Guide to the Project Management Body of Knowledge. Fourth Edition (2009). Project Management Institute.

Additional readings:

Highsmith, R. 2010. Agile project management: creating innovative products

Chin, G. 2004. Agile project management

Krebs, Jochen (2009): Agile portfolio management

Wysocki, Robert K. (2009): Effective project management: traditional, adaptive, extreme

Other materials assigned by the teacher.

Assessment criteria

The course is evaluated on scale 1 to 5 (where 5 is the best). The assessment criteria are presented below regarding three areas, such as knowledge, skills, and competencies.

Grade/ Learning outcomes	1 (minimum 50% competence level)	3 (minimum 70% competence level)	5 (minimum 90% competence level)
Knowledge	The student can identify, list, and combine the main terminology and concepts of PM.	The student can describe the relevant PM concepts and apply them to new contexts. The student can	The student uses and combines different PM concepts and theories, and is able to develop his/her own

		link the key theoretical concepts to the practical task to present the big picture.	models. His/her use of theory and specific terminology is accurate. The student is aware of different PM contexts, and compares different models, theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant PM tools and methods and is able to conduct the course assignments at a beginner's level. The student knows how to apply certain PM concepts.	The student can collect, partly analyze and partly use relevant PM tools and concepts and is able to accomplish the course assignments at a moderate level. The student is able to choose the relevant PM tools, methods, and frameworks to the specific situation and context.	The student is able to collect, analyze and use relevant PM tools and concepts to accomplish the course assignments at a professional level. The student demonstrates excellent skills in selecting the appropriate PM tools, methods, and frameworks which are relevant regarding the course assignments.
Competencies	With great difficulty and under strict supervision, the student is able to complete PM related tasks. S/he poorly applies the PM concepts, tools and theories to the course assignments. S/he can conduct assignments with the help of the supervisor.	The student is able to work both relatively independently and in a project team. S/he is able to apply PM concepts, tools and theories to the course assignments. S/he can conduct the course assignments relatively independently from the supervisor.	The student is able work professionally both independently and in a project team. S/he can fully apply the learned PM concepts, tools and theories to the course assignments. S/he can conduct PM tasks at a professional level and in an innovative way.

Assessment components and their respective weights

Participation 10%
Examination 50%
Assignment(s) 40%

Riding the Waves of Change

Code: MGT4LG206

Extent: 5 ECTS (135 h)

Timing: semester 2-5

Language: English

Level: Advanced Professional Studies

Type: Elective

This course is a part of the new IBMA curriculum starting in August 2012.

Starting level and linkage with other courses

Students have completed the compulsory studies of their master's degree programme. The course is strongly linked to Master's Thesis as work development project.

Learning outcomes

Upon successful completion of the course, the students will

- understand the many challenges and complexities of change,
- know different ways how change can be approached and managed,
- be prepared to manage change more successfully

Contents

The goal of the course is to provide participants with a variety of approaches to change that will be helpful in making sense of change management and to manage change better in the future. It will help to improve participants own performance and that of their own organization.

The course covers the following topics:

- Types of change
- Setting a formula for change
- Mobilizing and motivating for change
- Organization and implementation of change
- Managing people through transition
- Leadership tasks, roles and styles
- Embedding change

Cooperation with the business community

Students will apply the learning to their employers as business contexts. Possible guest lecturers from businesses will be invited.

International dimension

Cases and readings are from international business contexts.

Teaching and Learning Methods

In addition to lectures students will work both in teams and individually on assignments. The course will be highly interactive and it will rely on each and every participant's input and contribution. We will together make this one a lively, insightful and rewarding collective learning experience, during which we will share practical experience and knowledge, lead a challenging and constructive dialogue as well as draw upon the variety of suggested readings by the instructor and/or course participants.

The first session will be devoted to planning and organizing the course together with the participants. We will start by mapping the needs of understanding change and the learning expectations by the participants. During this session contents and topics for the course will be finalized, individual and group work will be assigned and the procedures for working methodology during the sessions will be agreed upon. Each session will end by jointly summarizing lessons learned and insights gained.

32 contact hours

50 hours of working on group assignments

50 hours of independent studies and working on individual assignments

3 hours exam

Accreditation of prior learning (APL)

Not applicable.

Teacher responsible

Leena Masalin, MSc, MBA, Facilitator of change and leadership

Course materials

Compulsory readings

Cameron, E. & Green, M. 2012. Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change

McKeown, M. 2012. Adaptability: The Art of Winning In An Age of Uncertainty
Recommended readings

Amabile, T. & Kramer, S. 2011. The Progress Principle. Boston. Harvard Business School Press

Dawson, P. 2003. Reshaping Change. Routledge. HBR's 10 Must Reads on Change. Harvard University Press.

Huff, A. & Huff, J. & Barr, P. 2000. When Firms Change Direction. Oxford University Press.

Juuti, P. & Virtanen, P. 2009. Organisaatiomuutos. Otava.

Kotter, J. 1996. Leading change. Harvard Business School Press.

Mattila, P. 2007. Johdettu muutos: avaimet organisaation hallittuun uudistumiseen. Talentum.

Mills, J. H. 2003. Making sense of organizational change. Routledge.

Nadler, D. & Nadler, M. & Tushman, M. 1997. Competing by Design: The power of Organizational change. Oxford University Press

Passmore, L. & Cantore. 2008. Appreciative inquiry for change management. Kogan Page.

Shaw, P. 2002. Changing conversations in organizations. Routledge.

Valpola, A. 2004. Organisaatiot yhteen – muutosjohtamisen käytännön keinot. WSOY.

Valpola, Kvist, Heimonen, Niutanen, Lillkäll, Masalin & Kalin. 2010. Strategia toimeksi – muutosvoimana ihmiset. Omakustanne.

Välikangas, L. 2010. The Resilient Organization. McGraw-Hill

Ulrich, D. & Ulrich, W. 2010. How Great Leaders Build Abundant Organizations that Win the Why of Work. McGraw-Hill

Additional selected articles as handouts by the tutor

Assessment criteria

The course is evaluated on scale 1 to 5 (where 5 is the best). The assessment criteria are presented below regarding three areas: knowledge, skills, and competencies.

Grade/ Learning outcomes	1 (minimum 50% competence level)	3 (minimum 70% competence level)	5 (minimum 90% competence level)
Knowledge	The student can identify, list, and combine the main theoretical change management concepts.	The student can describe the relevant change management concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different change management concept and theories, develops own models. His/her use of theory and specific terminology is very accurate. Student is aware of different views of change, and compares different models, theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant research findings to conduct the course project for a client company at a beginner's	The student can collect, partly analyze and partly use relevant research findings to accomplish the course project for a client company at a beginner's level. Student is able to choose	The student is able to collect, analyze and use relevant research findings to accomplish the course project for a client company at a high professional level. Student demonstrates excellent skills to choose the appropriate tools, methods,

	level. Student knows how to use certain change management tools.	the relevant tools, methods, and frameworks to the specific situation and context.	and frameworks that are relevant to the course project.
Competencies	With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to change management projects. S/he can conduct qualitative research with the help of the supervisor.	The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to change management projects. S/he can conduct qualitative research relatively independently from the supervisor.	The student is able work very professionally and independently with a client company in a team. S/he can fully apply the learned concepts, tools, and theories to change management projects. S/he can conduct qualitative research in change management at a highly professional level and in an innovative way.

Assessment components and their respective weights

Individual assignments 40%
Group work assignment 40%
Exam or Final paper 20%

All parts need to be passed.

Silicon Valley Study Tour

Code: MGT4LG207

Extent: 5 ECTS (135 h)

Timing: 3rd or 5th semester

Language: English

Level: Advanced Professional Studies

Type: Elective

Learning outcomes

TBA

Course content

This study tour is called as “Business Practices in a Dynamic Environment, Case: Silicon Valley, USA”. The Study tour is implemented by the Jyväskylä University of Applied Sciences. The American partner is the San Jose State University.

The detailed schedule and topics will be announced by Jyväskylä UAS.

The topics earlier focused on the opportunities and challenges of the Silicon Valley business environment and on cultural issues.

Cooperation with the business community

The course is arranged in co-operation with Jyväskylä University of Applied Sciences.

Accreditation of prior learning (APL)

Not applicable.

Teaching and learning methods

Students are financing the trip themselves. HAAGA-HELIA can offer small financial help after the trip.

The study tour is organized in autumn (usually in October).

Teacher responsible

TBA

Course materials

Materials appointed or provided by the teacher.

Assessment criteria

Students should write and submit a learning diary about the study tour with their reflections and feedback. Additionally, they will give a presentation about their learning experiences to other students.

Strategic Alliances, Mergers and Acquisitions

Code: MGT4LG202

Extent: 5 ECTS (135 h)

Timing: semester 2-5

Language: English

Level: Advanced Professional Studies

Type: Elective

This course is a part of the new IBMA curriculum starting in August 2012.

Prerequisites

The student has successfully completed the IBMA core studies.

Learning outcomes

The goal of the course is to enhance the students' understanding about the underlying logic behind the firms' engagement in international operations through international strategic alliances (ISAs) and mergers and acquisitions (M&As). Another goal is to provide students with the tools for an assessment of the benefits and drawbacks associated with the establishment of ISAs and M&As. Furthermore, the important objective of the course is to articulate the critical managerial issues which are needed to be carefully addressed at the formation and evolution stages of ISA and M&As.

Upon successful completion of the workshop, the students will learn about

- the main theoretical perspectives explaining the formation of ISAs and M&As
- the main types of ISAs and M&As
- the major phases of formation and evolution of ISA and M&A
- the most critical aspects in the management of ISAs and M&As
- how the performance outcomes of ISAs and M&As can be comprehensively evaluated
- advantages and disadvantages of ISAs and M&As as a mode for foreign market entry by firms from developed and emerging economies
- the impact of cultural factors on the implementation of ISAs and M&As

Course contents

- Introduction: ISAs and M&As: core concepts, theoretical approaches and empirical evidence in a global business
- International dimension of SAs and M&As: foreign market entry and expansion to developed and emerging economies
- ISAs: cooperation vs. competition paradox
- Assessment of performance implications of ISA
- M&As: phases and critical management issues
- Performance implications of M&As: perspective of a acquirer and acquired companies
- HR issues in M&As integration phase
- Comparative analysis of knowledge-, technology- and other types of M&As
- Hostile vs. friendly M&As

- Cross-border M&A: a cultural perspective

Cooperation with the business community

Guest lecturers, case analysis

Teaching and learning methods

Contact sessions and exam 32 h

Independent studies 103 h

Case analysis and group discussions, critical essay writing

Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is observed on the course according to separate instructions.

Teacher responsible

Irina Jormanainen (irma.jormanainen(at)aalto.fi)

Course materials

The course material is comprised of compulsory text books and journal articles and additional reading material distributed during the course.

TBA

Assessment criteria

Class participation 50%

Assignments 20 %

Exam 30%

Strategy in Practice

Code: MGT2LG104

Extent: 5 ECTS (135 h)

Timing: 2nd semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is a part of the new IBMA curriculum starting in August 2012.

Starting level and linkage with other courses

This course is one of the compulsory advanced professional studies that master students are taking during their first year studies. The course has links to HR, IT, Communication, and Change management courses and to the Thesis.

Learning outcomes

Upon completion of the course, the students will

- acquire the vocabulary of strategic management practices
- learn the main views of strategy works and processes by studying the recent strategic management literature (industrial organization and institutional schools, the resource-based and the knowledge-based views of strategy)
- understand and practice the main principles, methods and tools of strategic analyses and planning
- understand the role of stakeholders in strategy work
- understand the role of HR, IT and Communication roles in strategy work and in successful implementation of a strategy
- be able to identify, analyze and solve the most common strategic management problems in authentic business environment
- be able to analyze the strategic behavior of different organizations
- be able to create different strategic options and assess their feasibility

Course contents

During the course the main strategic schools, approaches and trends in the current strategic management literature will be discussed. The course focuses on understanding the role and challenges of strategy work in an emerging and international business environment. The role of strategy work in the service industry will be emphasized.

- development and current role of strategic management in business
- main concepts and tools applied in strategic practices
- strategic analyses (IT tools available)
- development of a strategic framework for a selected organization
- strategy implementation action plan (change management, communication, IT, and HR management)

Cooperation with the business community

Professional experiences of students will be shared during the sessions. There will be an opportunity for analyzing the business environment; developing, assessing, and selecting strategic options; and developing implementation plans for the students' own organizations. Guest lecturers with strategic management experiences will be invited to the course. International and domestic business cases will be discussed.

International dimension

Cases and readings are from international business contexts.

Teaching and learning methods

In addition to contact lessons, the students will work on both team and individual assignments.

Contact sessions 32 h

Individual pre-assignment 40 h

Group work and company report 55 h

Presentations and discussions 8 h

Accreditation of prior learning (APL)

Depending on the requirements of the teacher prior learning could be accepted fully or partly.

Teacher responsible

Gerard Danford, Pasila

Course materials

List of Strategic Management books will be provided for the individual pre-assignment.

Additional, recommended readings and journal articles will be listed on Moodle.

Other selected materials and cases provided by the teacher(s) as handouts.

Assessment criteria

The course is evaluated on scale 1 to 5 (where 5 is the best). The assessment criteria are presented below regarding three areas, such as knowledge, skills, and competencies.

Grade/ Learning outcomes	1 (minimum 50% competence level)	3 (minimum 70% competence level)	5 (minimum 90% competence level)
Knowledge	The student can identify, list, and combine the main strategic management concepts.	The student can describe the relevant strategic management concepts and apply them to new contexts. The student can	The student uses and combines different strategic management concepts and theories, develops own frameworks. His/her use of

		link the key theoretical concepts to the practical task to present the big picture.	theory and specific terminology is very accurate. Student is aware of different strategic approaches, and compares different models, theories and viewpoints.
Skills	<p>With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant research findings to conduct the course project for a client company at a beginner's level.</p> <p>Student knows how to use certain strategic management concepts.</p>	<p>The student can collect, partly analyze and partly use relevant research findings to accomplish the course project for a client company at a beginner's level.</p> <p>Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.</p>	<p>The student is able to collect, analyze and use relevant research findings to accomplish the course project for a client company at a high professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.</p>
Competencies	<p>With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to the strategic management projects. S/he can conduct strategic analyses with the help of the supervisor.</p>	<p>The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to the strategic management projects. S/he can conduct strategic analyses relatively independently from the supervisor.</p>	<p>The student is able work very professionally and independently with a client company in a team. S/he can fully apply the learned strategic management concepts, tools, and theories to the course projects. S/he can conduct strategic analyses at a highly professional level and in an innovative way.</p>

Assessment components and their respective weights

Presenting and discussing the individual pre-assignment 20%

Strategic analysis of a selected organization (group work, report and presentation) 60%

Case and/or article analysis and presentation 20%

All components need to be passed. There will be no extra assignments given to compensate absence.

Thesis Work

Code: MGT7LG040

Extent: 30 ECTS (810 h)

Timing: 1st - 6th semester

Language: English

Level: Professional studies

Type: Compulsory

Learning outcomes

Upon successful completion of the Master's thesis and the maturity exam the students will graduate from the Master's programme and earn the degree of Master of Business Administration.

The goal of the Master's thesis is to develop and demonstrate the ability to apply the selected research strategies and methods in identification and solution of an authentic, work related, international business management problem. Furthermore, the objectives of the thesis are to develop international business management skills, competences, and qualities of students that would make them competitive in the global job market.

The differences between the BBA thesis and IBMA Master's thesis are that the IBMA Master's thesis:

- is always a project-based thesis.
- focuses on an authentic work place problem that needs improvement or solution.
- has international business dimension.
- has a research methodology and methods discussion.
- develops a theoretical/conceptual framework to approach the international business problem.
- assesses the business value contribution of the suggested recommendations or solutions when they are implemented.
- has reflection discussions on the learning journey from individual and organizational perspective.

Course contents

The required sections of the IBMA Master's thesis are:

- Introduction (description of the work development project (research phenomenon), statement of goals and research question(s), statement of limitations, and so on)
- International business dimension of the study
- Critical literature review (presenting what we already know about the phenomenon)
- Conceptual framework based on the relevant concepts discussed (this framework is to help to answer the main research question of the study)
- Methodology (statements of research assumptions, justifying the research philosophy, strategy, and methods)
- Assessment of the quality of the results or findings, validity, reliability, the role of the researcher
- Presentation of the results, outcomes or findings of the project(s), implemented at the target company

- Assessment of the business value of the thesis project based on information gathered from stakeholders
- Conclusions, recommendations, suggestions for further research, reflections on the learning process

Teaching and learning methods

Independent studies 810 h

Thesis related activities are for example: thesis plan, work development project plan, work development project kick off meeting, working on the work development project, 3 required thesis progress reports for workshops, studying the literature, meetings with the thesis tutor, implementing some of the thesis recommendations, presenting the thesis at work place, collecting feedback, finalizing the thesis, maturity exam.

Teacher(s) responsible

Maria Jakubik, Pasila

Thesis tutors (will be assigned after the Thesis Plan is accepted)

Course materials

Regarding the process and content: IBMA Thesis Guide (available on Moodle and on Students' MyNet)

Regarding the format: HH Thesis Writing Guide (available on Students' MyNet)

Assessment criteria

The thesis will be assessed by the HAAGA-HELIA thesis tutor, supervisor, and by the company contact person for the work development project. Thesis grade will be given after the maturity exam is accomplished.

See assessment criteria in IBMA Thesis Guide Appendices 4, 5, and 6 (available on Moodle and on Students' MyNet)

Workshop 1: Orientation to CAPS and Thesis Idea

Code: MGT2LG106

Extent: 1 ECTS (27 h)

Timing: 1st semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is a part of the new IBMA curriculum starting in August 2012.

Starting level and linkage with other courses

The course is connected with all CAPS and with the Master's Thesis.

Learning outcomes

Upon successful completion of the workshop, the student will

- learn about the Student's Office and Library services
- learn about the market value of the Master's degree (guest lecturer from TRAL)
- understand the structure of the IBMA Programme
- be familiar with the learning approach
- learn about the content of the first academic year
- be aware of the orientation chart (the big picture) of the first courses
- learn about the Moodle system
- know their groups for the first course exercises and assignments.

The main goal of the first workshop is to provide information to students about the structure, content, learning philosophy, and learning environment of the whole master programme. Furthermore, during the workshop students will be informed about the first academic year and the first courses. Lastly, the goal is to socialize and to get to know each other's professional background, interests, motivation, and personality.

Course contents

This orientation workshop starts with a small group work and with an introduction of participants. Then, the content of the IBMA Programme, its learning philosophy and learning approaches will be presented. It will be followed by the orientation to core studies, by focusing on the content of the first academic year, the first semester, and the first theme of the semester: Management and Business Research Strategies.

During the afternoon session of the workshop we will talk about practicalities and learn about the Moodle as virtual learning environment. The first workshop will be closed by conducting a group exercise and forming heterogeneous groups for conducting group assignments during the IBMA programme.

Teaching and learning methods

Contact hours (exercises, lectures, discussions) 8 h

Independent studies 19 h

Accreditation of prior learning (APL)

Not applicable.

Teacher responsible

Maria Jakubik, Pasila

Course materials

Exercises provided by the tutor

Material on Moodle

HAAGA-HELIA Pasila Campus Guide

Handouts

Assessment criteria

The workshop will be assessed as "passed" or "failed". Attendance in the workshop is compulsory for all students. To receive the credit for the workshop all parts need to be passed:

- Full attendance (absence should be compensated by an extra assignment)
- Presenting your initial thesis idea(s)
- Submitting in written the initial thesis idea(s) (1-2 pages or slides)
- On-line group work on Moodle

Workshop 2: Emerging Themes in International Business and Thesis Plan

Code: MGT2LG107

Extent: 2 ECTS (56 h)

Timing: 2nd semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is a part of the new IBMA curriculum starting in August 2012.

Starting level and linkage with other courses

The course is connected with all CAPS and with the Master's Thesis.

Learning outcomes

Upon successful completion of the workshop, the students will

- learn about international office's services regarding foreign partners of HH and exchange studies abroad as part of personal studies during the second academic year
- learn about RDI projects of HH as potential thesis work
- become familiar with research trends in international business
- learn to write a research plan as their thesis plan
- apply HH's thesis writing instructions and template
- receive feedback on how to improve/update the research plan
- reflect on their first semester studies

Course contents

The main goal of the second workshop is to write a thesis plan. As soon as the plan is accepted the student can start working with his/her thesis tutor.

Learning about the emerging themes in international business research could help students to position their thesis and to find/develop their research questions. Furthermore, students will gain information about HHs international office services regarding foreign study opportunities and learn about the RDI projects of HH as potential thesis works.

Teaching and learning methods

Contact hours (presentations, discussions) 8 h

Independent studies 46 h

Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is not relevant.

Teacher responsible

Maria Jakubik, Pasila

Course materials

Griffith, D. A., Cavusgil, S. T., & Xu, S. 2008. Emerging themes in international business research. *Journal of International Business Studies* (2008) 39, 1220-1235.

HAAGA-HELIA thesis writing instructions.

Research plan instruction.

Swales, M. J. and Feak, C. B. 2004. *Academic Writing for Graduate Students*. 2nd ed. The University of Michigan Press.

Other material provided on Moodle

Assessment criteria

The workshop will be assessed as 'passed' or 'failed'. Attendance in the workshop is compulsory for all students. To receive the credit for the workshop all parts need to be passed:

- Full attendance
- Thesis Plan (written assignment)
- Summary of the assigned article (written assignment)
- Reflections on the first semester studies (written assignment)

Workshop 3: Maximizing Your Strengths as a Manager and Personal Study Plan

Code: MGT2LG108

Extent: 2 ECTS (56 h)

Timing: 2nd semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is a part of the new IBMA curriculum starting in August 2012.

Starting level and linkage with other courses

The course is connected with all Elective Professional Studies (EAPS), with the Personal Study Plan (PSP), and with the Master's Thesis.

Learning outcomes

Upon successful completion of the workshop, the students will

- learn about their strengths as managers by receiving their personal DiSC profiles
- discover four styles of behavior and explore the preferences of their own style
- learn what happens if these strengths are overused
- learn about what happens when they are in conflict with others
- understand how others interpret their behavior
- participate in a teambuilding exercise
- update their thesis plan
- submit their Personal Study Plans (PSP) with reflections on the second semester studies

Course contents

The goals of the workshop are: learning about how to maximize personal strengths as a manager; giving and receiving feedback from peers on their thesis plan or thesis status; submit the updated thesis plans; submit their PSP with reflections on the second semester studies; and receive information about the EAPS of the next academic year.

Teaching and learning methods

Contact hours (guest lectures, presentations, discussions) 8 h

Independent studies 46 h

Teacher responsible

Maria Jakubik, Pasila

Course materials

HAAGA-HELIA thesis instructions

Swales, M. & Feak, C. 2004. *Academic Writing for Graduate Students*. 2nd ed. The University of Michigan Press. (recommended).

Assessment criteria

Attendance in the workshop is compulsory for all students. The workshop will be assessed as 'passed' or 'failed'. All parts need to be passed to receive the credits:

- Compulsory and full attendance and Active participation in group work (no extra assignment will be provided in case of absence)
- Personal Study Plan (PSP) together with Reflections on the second semester studies
- Updated Thesis Plan (if it was not approved)

Workshop 4

Code: MGT2LG044

Extent: 1 ECTS (27 h)

Timing: 3rd or 4th semester

Language: English

Level: Professional studies

Type: Compulsory

Learning outcomes

Upon successful completion of the workshop, the students will

- know about the objectives of the second academic year.
- receive information on personal studies
- finalize their personal study plans
- discuss and get approval for their PSPs

The main goal of the workshop is to orientate students to their personal studies and to assist them to prepare their personal study plans (PSP).

Course contents

The workshop starts with a group discussion about the learning outcomes of the first year. Then, the progress reports of the theses will be discussed by presenting the current state of the thesis and the next phases and activities need to be clarified. There will be information provided about the current academic year and about the elective studies.

During the afternoon session of the workshop one master student will present his/her reflections about the benefits and difficulties of his/her master study. Then, the case-study closing discussion will take place. After that the self- and peer assessments will be done.

Teaching and learning methods

Group work and discussions 8 h

Independent studies 19 h

Recognition of prior learning (RPL)

Not applicable.

Teacher responsible

Maria Jakubik, Pasila

Course materials

Course materials on Moodle

Assessment criteria

The workshop will be assessed as 'passed' or 'failed'. Attendance in the workshop is compulsory for all students. To receive the credit for the workshop all parts need to be passed:

- Full attendance
- Personal Study Plan with attachments of summary of already taken elective studies (or courses for credit transfer)
- Attending PSP consultation

Workshop 4: Orientation to EAPS, Emerging Markets and Thesis Progress Report 1

Code: MGT2LG109

Extent: 1 ECTS (27 h)

Timing: 3rd semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is a part of the new IBMA curriculum starting in August 2012.

Learning outcomes

Upon successful completion of the workshop, the students will

- learn about the growing importance of emerging markets
- understand the main opportunities and threats in emerging markets
- share their existing experiences in doing business in emerging markets
- understand the relevancy of emerging markets to their own managerial work
- know about the objectives of the second academic year
- receive information on EAPS
- discuss and get approval for their PSPs
- submit their thesis progress report 1

The main goal of the workshop is to direct students' attention and interests toward the growing importance of emerging markets in international business management. Furthermore, the goal is to orientate students regarding their personal studies and to assist them with their personal study plans (PSP).

Course contents

The workshop starts with a group discussion about the growing importance of emerging markets in today's economy. In a group work students will discuss and present to others their existing experiences in doing business in emerging markets. Students will expand their knowledge about emerging markets by listening a lecture, reading the provided support materials, discussing and presenting in groups a case study, and writing their individual reports on emerging markets.

Teaching and learning methods

Group work and discussions 7 h

Lecture 1h

Independent studies 19 h

Accreditation of prior learning (APL)

Not applicable.

Teacher responsible

Maria Jakubik, Pasila

Course materials

Course materials and reading materials on Moodle

Handouts for group discussions

Case study for group work

Assessment criteria

The workshop will be assessed as 'passed' or 'failed'. Attendance in the workshop is compulsory for all students. To receive the credit for the workshop the following parts need to be passed:

- Full and active attendance in group works
- Individual assignment
- Thesis Progress Report 1
- Attending PSP consultation

Workshop 5

Code: MGT2LG045

Extent: 2 ECTS (54 h)

Timing: 3rd or 4th semester

Language: English

Level: Professional studies

Type: Compulsory

Learning outcomes

Upon successful completion of the workshop, the students will

- share the status of their theses with others by presenting their second thesis progress reports.
- share information about the elective courses in face-to-face group discussions and on Moodle discussions.
- learn about elective courses taken by others.
- update their PSPs.

Course contents

The workshop facilitates sharing between students about their elective studies, and about the current state of their theses. Additionally, this forum brings together the students as a group and this way it will strengthen their community, networking, and belonging.

The workshop will focus on group discussions, individual presentations, Moodle discussions, and reflections. There will be individual presentations of the Second Progress Report of the thesis, and reflections on elective courses. The personal study plans (PSPs) will be updated.

Teaching and learning methods

Contact hours (presentations, discussions) 16 h

Independent studies 38 h

Recognition of prior learning (RPL)

Not applicable.

Teacher responsible

Maria Jakubik, Pasila

Course materials

HAAGA-HELIA thesis instructions

IBMA Thesis Guide

Swales, M. J. & Feak, C. B. 2004. Academic Writing for Graduate Students. 2nd ed. The University of Michigan Press.

Assessment criteria

The workshop will be assessed as 'passed' or 'failed'. Attendance in the workshop is compulsory for all students. To receive the credit for the workshop all parts need to be passed:

- Full attendance
- Thesis progress report 2 and its presentation
- Updated PSP
- Reflections on elective courses (attachment of PSP)
- Moodle discussion board sharing

Workshop 5: Global Branding and Thesis Progress Report 2

Code: MGT2LG110

Extent: 2 ECTS (56 h)

Timing: 4th semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is a part of the new IBMA curriculum starting in August 2012.

Starting level and linkage with other courses

The course is connected with all EAPS and with the Master's Thesis.

Learning outcomes

Upon successful completion of the workshop, the students will

- learn about 'Nordic Countries and the EU'
- learn about the country branding project of Finland
- learn about the Country Reputation ranking; Best countries to live in
- prepare, submit, and share their second thesis progress reports
- share information about the elective courses on Moodle
- reflect on elective courses and update their personal study plans (PSPs)
- accomplish two assignments (The Nordic Model and Mission for Finland)

Course Contents

The main goal of the workshop is to learn about 'The Nordic Model', the 'Mission for Finland' report, 'Country Reputation' ranking, and about 'Best countries to live in' by accomplishing two individual assignments.

In addition, the workshop facilitates sharing between students about elective studies, and about the current state of their theses (progress report 2). The workshop brings together the students as a group and this way it will strengthen their community, networking, and belonging.

Teaching and Learning Methods

Contact hours (presentations, discussions) 8 hours

Individual work on assignments, presentations 46 hours

Course Materials

HAAGA-HELIA thesis instructions (Moodle/Thesis into Practice)

IBMA Thesis Guide (Moodle/Thesis into Practice)

Swales, M. J. and Feak, C. B. 2004. Academic Writing for Graduate Students. 2nd ed. The University of Michigan Press. (recommended)

Ojasalo, K., Moilanen, T. & Ritalahti, J. 2009. Kehittämistyön menetelmät. Uudenlaista osaamista liiketoimintaan. WSOYpro OY. (available only in Finnish)

The Nordic Model (Moodle)

Mission for Finland report (Moodle)

Country Reputation ranking (slides are on Moodle)

Best countries to live in (Moodle)

Accreditation of prior learning (APL)

It is not applicable.

Teacher responsible

Maria Jakubik, Pasila

Assessment criteria

The workshop will be assessed as 'passed' or 'failed'. Attendance in the workshop is compulsory for all students. To receive the credits for the workshop all parts need to be passed. No additional assignments will be given to compensate absences. In case of absence the workshop should be re-taken.

Attendance

Thesis progress report 2

Updated PSP

Reflections on new elective courses (as attachment of PSP)

Reflections on elective courses (on Moodle)

Assignment(s)

Workshop 6

Code: MGT2LG046

Extent: 2 ECTS (54 h)

Timing: 3rd or 4th semester

Language: English

Level: Professional studies

Type: Compulsory

Learning outcomes

Upon successful completion of the workshop, the students will

- learn about current international business topics
- learn about HAAGA-HELIA's thesis writing instructions
- reflect on their personal studies.

Course contents

The goals of the workshop are to learn together about increasingly important topics in business and to reflect on elective studies, to submit thesis progress reports and updated PSPs (personal study plans).

The workshop will focus on guest lecturers' presentation, group works, and reflections on studies. These could be case assignments to be accomplished before the workshop.

Teaching and learning methods

Contact hours (guest lectures, presentations, discussions) 8 h

Independent studies 46 h

Recognition of prior learning (RPL)

Not applicable.

Teacher(s) responsible

Guest lecturers: Dr Tuija Toivola Research Director HH and others
Maria Jakubik, Pasila

Course materials

Cases provided by the teacher before the workshop

HAAGA-HELIA thesis instructions

Swales, M. J. & Feak, C. B. 2004. Academic Writing for Graduate Students. 2nd ed. The University of Michigan Press. (recommended).

Assessment criteria

Attendance in the workshop is compulsory for all students. The workshop will be assessed as 'passed' or 'failed'. All parts need to be passed to receive the credits:

- Attendance (in case of absence an extra assignment should be done)
- Brief presentation of the thesis topic and current status of the thesis
- Reflections on each elective studies taken by now attached to the updated PSP
- Thesis Progress Report 3
- Case analysis (according to the guest lecturer)

Workshop 6: Current International Business Topics and Thesis Progress Report 3

Code: MGT2LG111

Extent: 2 ECTS (56 h)

Timing: 4th semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is a part of the new IBMA curriculum starting in August 2012.

Starting level and linkage with other courses

The course is connected with all EAPS and with the Master's Thesis.

Learning outcomes

Upon successful completion of the workshop, the students will

- learn about current IB topics
- learn about HAAGA-HELIA's thesis writing instructions
- present the current status of their thesis
- submit the 3rd thesis progress report
- reflect on personal studies.

Course contents

The goals of the workshop are: to learn about current IB topics; to reflect on elective studies; to submit thesis progress reports; to submit updated PSPs (personal study plans).

The workshop has two parts (1) thesis writing guidelines; (2) current IB topic.

Teaching and learning methods

Contact hours (guest lectures, presentations, discussions) 2*4 h

Independent studies 46 h

Accreditation of prior learning (APL)

Not applicable.

Teacher responsible

Maria Jakubik, , Pasila

Guest Lecturer could be invited.

Course materials

Guidelines provided by the guest lecturer on Moodle before the workshop.

Pre-assignment on 'Current IB topics' on Moodle.

HAAGA-HELIA thesis instructions

Swales, M. J. & Feak, C. B. 2004. Academic Writing for Graduate Students. 2nd ed. The University of Michigan Press. (recommended).

Assessment criteria

Attendance in the workshop is compulsory for all students. The workshop will be assessed as 'passed' or 'failed'. All parts need to be passed to receive the credits:

- Attendance and active participation in group works
- Brief presentation of the current status of the thesis (3-5min)
- Reflections on each elective studies taken by now attached to the updated PSP to be submitted in Moodle
- Thesis Progress Report 3 to be submitted in Moodle
- Pre-assignment (submitted in Moodle)

Workshops 7, 8 and 9

Code: MGT8LG047, MGT8LG048 and MGT8LG049

Extent: 0 ECTS

Timing: 5th - 6th semester

Language: English

Level: Professional studies

Type: Optional

Learning outcomes

Upon participating in these workshops, the students will

- know how others managed their thesis process
- learn about each others' thesis status
- know the typical issues hindering their thesis process
- know how others overcome their difficulties
- receive personal guidelines for thesis work
- become motivated to continue their work

Course contents

These three workshops could be called as thesis clinics. Students attending them will share their thesis related problems and successes. They will receive guidelines for continuing their work.

Teaching and learning methods

Contact hours, 2 hours each time

Teacher responsible

Maria Jakubik, Pasila

Course materials

There are no specific course materials.

Assessment criteria

Attendance in these workshops is optional for all students. The workshops will be assessed as 'passed' or 'failed'.