

Applied Research and Development

Code: MET2HY201

Extent: 5 ECTS (135 h)

Timing: 1st semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is only aimed at Master's DP and open university students.

Starting level and linkage with other courses

No pre-requirements. The course is usually linked to the student's thesis or a research, development, and innovation (RDI) project.

Learning outcomes

Upon completion of the course, the student is able to

- identify and define essential issues for the development plan
- plan and conduct research, development and innovation projects
- evaluate results and impact of RDI-projects
- use appropriate research- and development methods and apply them in an innovative and creative way
- develop customer-oriented, sustainable and profitable activities (or operations).

Course contents

- A research-oriented development work as a whole, and various ways of approaching the development work.
- Case, action and constructive research as approaches
- Planning, implementing and analyzing case, action, and constructive research processes
- Methods for collecting and analyzing data in qualitative research
- Validity, reliability, transparency and ethics in research.

Cooperation with the business community

The student's work-related or another RDI-project.

International dimension

Depending on the implementation.

Teaching and learning methods

Depending on the implementation contact lessons, independent study, teamwork and online-studies.
The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Depending on the implementation

Course materials

Depending on the implementation, eg.:

Adekunle, O. 2011. The constructive research approach in project management research. *International Journal of Managing Projects in Business*, 4, 4, p. 573–595. URL: <http://dx.doi.org/10.1108/17538371111164029>. Accessed: 8 May 2014.

Heikkinen H., Rovio E. & Syrjälä L. (toim.). 2006. Toiminnasta tietoon. Toimintatutkimuksen menetelmät ja lähestymistavat. Kansanvalistusseura. Helsinki.

Kasanen, E., Lukka, K. & Siitonen, A. 1991. Konstruktiivinen tutkimusote liiketaloustieteessä. *Liiketaloudellinen aikakauskirja*, 3, s. 301–326.

Kasanen, E., Lukka, K., & Siitonen, A. 1993. The constructive approach in management accounting research. *Journal of Management Accounting Research*, 5, s. 243–264.

Lukka, K. 2006. Konstruktiivinen tutkimusote: luonne, prosessi ja arviointi. Teoksessa Rolin, K., Kakkuri-Knuuttila, M-L. & Henttonen, E. (toim.) *Soveltava yhteiskuntatiede ja filosofia*. Gaudeamus. Helsinki.

Ojasalo, K., Moilanen, T. & Ritalahti J. 2014. Kehittämistyön menetelmät. Uudenlaista osaamista liiketoimintaan. 2. painos. SanomaPro. Helsinki.

Reason, P. & Bradbury, H. (eds.) 2008. *Handbook of Action Research. The Concise Paperback Edition*. 2nd ed. Sage. London.

Saunders, M., Lewis, M. & Thornhill, A. 2012. *Research Methods for Business Studies*. 6th edition. Pearson. Harlow.

Tuomi, J. & Sarajärvi, A. 2009. *Laadullinen tutkimus ja sisällönanalyysi*. 2. painos. Tammi. Helsinki.

Yin, R. 2014. *Case Study Research: Design and Methods*. 5th ed. Sage. Newbury Park, CA.

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 – 3 –5.

Components	1	3	5
Knowledge	With great difficulty the student can identify the main concepts in applied research and development methods.	The student understands and masters well the main concepts in applied research and development methods.	The student understands and masters excellently the main concepts in applied research and development methods.
Skills	With great difficulty the student can use applied research and development methods.	The student can use well applied research and development methods.	The student can use excellently applied research and development methods.
Competence	Under strict supervision the student can plan and conduct applied research and development projects.	The student is able to plan and conduct applied research and development projects relatively independently.	The student is able to plan and conduct applied research and development projects independently.

Assessment components and their respective weights

Depending on the implementation.

The assessment of one's own learning does not influence the course grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed on an E-form.

Tools for Analysing and Forecasting

Code: MET2HY202
Extent: 5 ECTS (135 h)
Timing: 1 -2 semester
Language: English
Level: Advanced Professional Studies
Type: Compulsory

This course is only aimed at Master's DP and open university students.

Starting level and linkage with other courses

Applied Research and Development, and knowledge of quantitative research

Learning outcomes

Upon completion of the course, the student is able to

- Describe, analyse, interpret and foresee operational environment of own organization, its future need, and their importance in business development.
- Use research and future information for organization needs.
- Define nature and amount of information organization needs.
- Use main methods in organization operational environment analysis and forecasting.
- Assess and exploit information in decision making.
- Choose most suitable analysis and forecasting methods for organization and its needs.
- Act to anticipate future, see possibilities and face them with entrepreneurial attitude.

Course contents

Topics to be covered in the course include:

- Forecasting as approach, focal concepts and trends, and planning, execution and assessment of anticipation study (i.e. trend analysis and recognition of weak signals).
- Analysis of operational environment as approach. Analysis, assessment and interpretation of studies based on statistical and quantitative data.
- Big Data as possibility to develop business
- Exploitation of research and forecasting data in decision making

Teaching and learning methods

Activity-based learning, hands-on exercises; aimed to develop students' personal skills, strategy games
Contact sessions 24 h
Independent work 111 h (including learning assignment/s and/or exam)
The assessment of one's own learning 1 h

Cooperation with the business community

To the extent possible, the platform used is always students' own organizations. Depending on the implementation, there may be visitors from companies.

International dimension

Given the variety of students' backgrounds, organizations involved are likely to cover ones that operate globally.

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Vesa V.A. Heikkinen, Haaga
Jarmo Ritalahti, Porvoo

Pirjo Saaranen, Malmi
 Veijo Vänttinen, Porvoo

Course materials

Aaltonen, M. & Jensen, R. 2012. Mr. and Mrs. Future ja viisi suurta kysymystä. Helsinki: Talentum.
 Aaltonen, M. (Eds.) 2010. Robustness. Anticipatory and adaptive human systems. Vol. 4. Leitchfield Park: Emergent Publications.
 Aaltonen, M. 2007. The Third Lens. Multi-ontology Sense-making and Strategic Decision-making. Wiltshire: Ashgate.
 Aaltonen, M. & Wilenius, M. 2002. Osaamisen ennakkointi – Pidemmälle tulevaisuuteen, syvemmälle osaamiseen. Helsinki: Edita.
 Cornish, E. 2004. Futuring. The Exploration of the Future. Bethesda: MD. World Future Society.
 Heikkinen-Moilanen, R. & Inkinen, S. (Toim.) 2011. Sanoja ja tekoja. Dynaamisen aluekehityksen haasteita ja tulevaisuuskuvia. Rovaniemi: Lapin yliopistokustannus.
 Heikkinen, V.A. 2012. Huomisen palvelualat eli Service Business Foresight. Matkailu- majoitus-, ravitsemis-, ruoka-, wellness- ja elämysalojen tulevaisuuden haltuunotto. Oppimateriaalipaketti. Julkaisematon käsikirja. Helsinki: Haaga-Helia ammattikorkeakoulu.
 Kuosa, T. 2012. The Evolution of Strategic Foresight. Navigating Public Policy Making. Surrey: Ashgate Publishing & Gower.
 ERPSim Strategy game license (CAD 40), <http://erpsim.hec.ca/en>
 Other material recommended by teacher/s.

Assessment criteria

Grades/ Components	1	3	5
Knowledge	Knows basic concepts in analyses of operational environment and forecasting. Understands importance of development in building up own organisation business.	Knows well field and methods of development of operational environment and forecasting. Understands importance and effectiveness of development and innovation activities in business construction.	Knows outstanding field and methods of development of operational environment and forecasting. Knows importance and effectiveness of research, development and innovation activities in construction of business of own organisation and industry.
Skills	Can use some methods of analyses of operational environment and forecasting and is able to choose assisted one or two methods according to the situation and its aims.	Manages well tools of analysis of operational environment and forecasting, and is able to choose relevant ones according to organisation's situation and aims..	Manages very well tools of analysis of operational environment and forecasting to develop own organisation and industry, and can use them in own work.
Competences	Low activity. Limited ability to independent work.	Participates actively to group's work. Can work independently.	Participates proactively to group's work. Can work independently, and take methods and information to own organization and industry.

The assessment of one's own learning does not influence the course grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed on an E-form.

Project Management

Code: MET2HY203

Extent: 5ECTS (135h)

Timing: 1st - 2nd semesters

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is only aimed at Master's DP and open university students.

Starting level and linkage with other courses

The course has no prerequisites and it is linked with the Leading Change course and with the Master's Thesis.

Learning outcomes

Upon completion of the course, the students

- have a good grasp of the meaning of projects and project work
- master the key concepts of project leadership
- can picture the challenges of project work
- know the salient models of project work as well as the key concepts and methods of program and project leadership.
- can implement the key methods and tools of project work, and act as responsible people in projects
- can evaluate and analyze the success of the project, and contribute to developing project practices
- can use their project management skills in their own thesis.

Course contents

During the course, students will familiarize themselves with each other's project work experiences. To the degree possible, students' own project work and leadership challenges and development needs are brought to the teaching. Themes handled during the course include the following:

- Background, starting points, fields and key constituents of project leadership
- Project activity as part of a business strategy
- Project plan contents and key factors
- Developing a project work model for an organization and a project concept
- Project work models (e.g. PMBOK, Prince2, Agile, Scrum), methods, tools, and software programs
- Leading projects in an international organization
- Leading programs and managing a project portfolio
- Evaluating and measuring project work, project skills, and success.

Cooperation with the business community

The Master's Thesis of students is a work development project for their own/selected organization. Guest lecturers from companies will be invited.

International dimension

Guest lecturers from international companies, international project/student teams, and international learning materials will establish the international dimension of the course.

Teaching and learning methods

Lectures and workshops (the contact hours vary depending on the implementation)

Independent study and teamwork

The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher responsible

Depends on the implementation

Course materials

William R. D. 1996. A guide to Project Management Body of Knowledge. Project Management institute. Four Campus Boulevard Newtown Square, PA. 19073-3299 USA.

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria are presented on scale 1 to 3.

Components	1 (50%)	3 (70 %)	5 (90 %)
Knowledge	The student can identify, list and combine the project knowledge areas and typical challenges in a project.	The student can describe the relevant knowledge areas and apply them to new projects. The student can link the key knowledge areas practical project tasks making big picture.	The student uses and combines different project knowledge areas to present project models. Student is aware of other views of project management. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different project management models and viewpoints.
Skills	With some difficulty and under supervision, the student collects, somewhat analyze and partly use relevant project related information and create a project plan for a client.	The student can collect, analyze and partly use relevant project – related information to create a project plan for a client company.	The student can collect, analyze and use relevant information to create project guidelines and suggest solutions for a client company at a high professional level.
Competence	With difficulty and under supervision, the student can work with a client company in a project team. S/he somewhat applies project management skills to manage projects.	The student can work with a client company in a project team. S/he can apply project related skills to manage projects.	The student can work very professionally with a client company in a Project Team. S/he can fully apply project management skills to develop and manage projects.

Assessment components and their respective weights

Participation and activity in class 30%

Project portfolio 70 %

The assessment of one's own learning 1 h

The assessment of one's own learning does not influence the course grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed on an E-form.

Leadership Communications

Code: MGT2HY201
Extent: 5 ECTS (135 h)
Timing: various options
Language: English
Level: Advanced professional studies
Type: Compulsory

This course is only aimed at Master's DP and open university students.

Starting level and linkage with other courses

No prerequisites; Available to Master's level students only. The approach on the course is based on activities, and aimed to develop students' personal skills.

Learning outcomes

Upon completion of the course, the student is able to

- Communicate strategically and in a target-oriented manner, taking into account the organization's business, service, and sales targets.
- Modify her/his communications and activities for various audiences, situations, and channels
- Use speaking/talking, listening, writing, and visual means for interaction and communication
- Give and receive feedback also in situations of change and conflict
- Use digital tools for interaction and communication
- Communicate in an ethically sound manner while also taking into account possible cultural diversity.

Course contents

Topics to be covered in the course include:

- Leadership skills and target-oriented interaction
- The connection between communication and the organization's strategy, and the related business, service, and sales targets
- The role of leadership and communication in managing the corporate image, brand, and reputation
- Engaging and motivating employees in a multi-cultural and diverse environment
- The digital environment as an arena for leadership, interaction, and communication: social media tools and virtual communities
- Ways of communicating: presentation skills, storytelling, written and visual communication
- Handling difficult situations.

In addition to giving the "what" of manager communication, the course also dives into details of "how" by covering topics such as storytelling, authenticity and communication ethics.

Cooperation with the business community

To the extent possible, the platform used is always students' own organizations. Depending on the implementation, there may be visitors from companies.

International dimension

Given the variety of students' backgrounds, organizations involved are likely to cover ones that operate globally.

Teaching and learning methods

Activity-based learning, hands-on exercises; aimed to develop students' personal skills.
The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Varies (see implementation)

Course materials

Recommended reading and journal articles will be listed online.

Assessment criteria

The course is evaluated on a scale from 1 to 5. The assessment criteria is presented on a scale 1, 3, 5.

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	At a basic level, the student can describe the meaning and possible implementation options of leadership communication.	The student can describe the strategic role of leadership communication and its various ways of implementation. S/he can link them to real communication situations at work.	The student demonstrates ability to master strategic leadership communication by describing salient concepts and meaning. S/he sees the link between strategy and communication and applies this knowledge in developing her/his own work.
Skills	The student can, in a limited way, use some communication ways and channels.	The student can collect relevant information for the her/his communication planning purposes, and use them in an appropriate manner. S/he demonstrates the ability to carry out her/his plan and communicate in a fit for purpose manner.	The student is able to recognize various communication challenges, and can solve them innovatively. S/he uses a different approaches skillfully, and communicates and engages in interaction at high professional level.
Competence	The student works on individual and group assignments, and demonstrates limited interpersonal skills. Ability to identify communication challenges and to apply communicative thinking is at basic level.	The student works on individual and group assignments fluently. S/he demonstrates good interpersonal skills and is able to recognize own areas of development. S/he is able to apply fit for purpose communication approaches to different communication situations.	The student demonstrated excellent interpersonal skills. S/he can work very competently and professionally both individually and in a group. S/he identifies challenge promptly, able to assess the situation and work out a strategically coherent approach. Communicates professionally and in a high quality manner.

Assessment components and their respective weights

Weight between individual assignments, group assignments and self-assessment may vary between implementations but the total load is the same.

The assessment of one's own learning does not influence the course grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed on an E-form.

Leading Change

Code: MET2HY202

Extent: 5 ECTS (135 h)

Timing: 1st or 2nd semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

This course is only aimed at Master's DP and open university students.

Starting level and linkage with other courses

There are no pre-requirements in this course.

Learning outcomes

This course aims at providing participants with a variety of approaches to leading change. The students will explore the challenges and complexities of change in their business environment. They will learn about change management theories, methods, frameworks, and tools in order to better forecast, plan, implement, manage, and lead change in their business environment. Upon successful completion of the course they will be able to apply different ways and tools to approach, manage, implement, and lead change successfully in the future.

Course contents

- Diagnostic models and tools to analyze the needs for change
- Types and ways of change
- Change as a process
- Mobilizing, motivating, and leading people through transition
- Leadership in situations of change
- Organization, communication, and implementation of change
- Sustaining change
- Ethical perspectives in 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

Depending on the implementation, for example:

Contact lessons

Independent study

Teamwork

Online-studies

The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Depending on the implementation

Course materials

Depending on the implementation, eg.:

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.
 McKeown, M. 2012. *Adaptability: The Art of Winning in an Age of Uncertainty*. Kogan Page.
 Mills, J. H. 2003. *Making sense of organizational change*. Routledge.
 Nadler, D. & Nadler, M. & Tushman, M. 1997. *Competing by Desing: 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, Kivist, 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 Abudant Organizations that Win the Why of Work*. McGraw-Hill

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 (minumim 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. 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 some difficulty, the student is able to identify and complete tasks in a change process/case. S/he partly applies some concepts, tools, and theories to change management projects.	The student can collect, partly analyze and partly use relevant research findings to accomplish the change project. 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 needed change. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
Competencies	S/he applies few concepts, tools, and theories to a change management project/case with some difficulty, and in somewhat casual manner.	S/he is able to apply concepts, tools, and theories to change management projects/cases in a consistent way having only a few difficulty.	S/he can fully apply the learned concepts, tools, and theories to change management projects in a consistent and justified way. S/he also reflects her/his solutions in a critical manner.

Assessment components and their respective weights

Depending on the implementation.

The assessment of one's own learning does not influence the course grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed on an E-form.

Strategy in Practice

Code: MGT2HY203
Extent: 5 ECTS (135 h)
Timing: 2nd semester
Language: English
Level: Advanced Professional Studies
Type: Compulsory

This course is only aimed at Master's DP and open university students.

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. Student has basic knowledge of strategic concepts.

The course has links to HR, IT, Communication, and Change management courses and to the Thesis.

Learning outcomes

Upon successful 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 analyze the strategy of different organizations
- be able to create different strategic options and assess their feasibility
- be able to create a strategic intent to organization
- understand the challenge to bring the strategy in practice and is able to link strategic decisions to operative processes
- understand the significance of measuring as part of strategy implementation, is able to create meters based on strategic objectives and build a monitoring system

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, concept of strategic thinking
- main concepts and tools applied in strategic practices
- strategic analyses and use in strategy creation process
- development of a strategic framework for a selected organization
- tools for monitoring
- 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. International and domestic business cases will be discussed.

International dimension

Cases and readings are from international business contexts.

Teaching and learning methods

Contact sessions 24-32 h
Independent study and teamwork 103-110 h
The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

Prior learning can be accepted fully or partly.

Teacher responsible

Depending on the implementation

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.

Competence	1 (40%)	3 (70%)	5 (90%)
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 link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different strategic management concepts and theories, develops own frameworks. His/her use of theory and specific terminology is very accurate. Student is aware of different strategic approaches, 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 strategic management 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.
Competence	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.	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.	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.

Assessment components and their respective weights

Assignments, presentations, discussions and exams. The course will be offered several times in an academic year. The implementations differ. More detailed description of the assessment components and their respective weights are described in the implementation plan and will be presented in the beginning of the course.

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

The assessment of one's own learning does not influence the course grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed on an E-form.

Responsible leadership

Code: YMA2RQ015
Extent: 10 cr (270h)
Timing: 1st – 2nd semester
Language: English
Level: Advanced professional studies
Type: Compulsor

Starting level and linkage with other courses

This course forms part of the Management module for the Degree Programme in Tourism. There are no prerequisites for this course.

Learning outcomes

Upon successful completion of the course, the student

- is able to investigate their own behavior from a business ethics perspective
- is able to identify the forces that govern responsibility and ethics related issues and foresee the consequences on individual, company and societal levels.
- understands the role of responsible leadership/ethical behavior in contributing to the productivity and long-term success of the corporation can skillfully identify and critically evaluate corporate responsibility strategies
- is able to identify and formulate alternative strategic options for a sound competitive strategies from a responsible leadership perspective.

Course contents

The course is designed to increase student's understanding of

- Ethical behavior in business and business ethics
- Responsible leadership; and
- Strategic corporate social responsibility and stakeholder theories

Cooperation with the business community

The course is implemented with connections to the student's own working environments.

Learning and teaching methods

Contact hours: 9,5 contact days, 1 semester

The course employs research and development oriented learning. The students will prepare assignments both individually and in teams.

Self-assessment of learning 1h

Recognition of prior learning (RPL)

Accreditation of prior learning is observed on the course according to separate instructions

Teachers responsible

Ger Yucel, Porvoo
Evariste Habiyakare, Porvoo
Minna-Maari Harmaala, Pasila

Course materials

Materials will be announced during the course.

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 to 3.

	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list and combine the main issues related to responsible leadership.	The student can describe the main issues related to responsible leadership and apply them to new contexts. The student can link the key theoretical concepts to the practical tasks. The student has an understanding of how responsible leadership contributes to organizational success.	The student can use and combine different theories to present her own suggestions and models. The student is aware of conflicting views on the topics. The student uses theory and specific terminology accurately. The student has a clear understanding and appreciation of how responsible leadership contributes to organizational success.
Skills	The student can, when part of a team, contribute to tackling and developing responsible leadership in an organization. The students can conduct research to identify the elements of responsible leadership.	The student can identify and create responsible leadership elements and strategies in an organization and implement them with some support.	The student can identify, create, implement and develop responsible leadership strategies in an organization independently.
Competence	The student needs support to be able to lead a team in a responsible manner. The student can only with difficulty apply problem identification, analysis and solving to responsible leadership. The student does not demonstrate aptitude or interest in developing responsible leadership.	The student demonstrates potential to lead a team in a responsible manner. The student shows moderate independence in his/her work. The student can apply problem identification, analysis and solving to responsible leadership to a certain extent. The student demonstrates some aptitude and interest in developing responsible leadership.	The student can lead a team in a responsible manner. The student shows a great degree of independence in his/her work. The student can skillfully apply problem identification, analysis and solving to responsible leadership issues and projects to an extent. The student demonstrates great aptitude and interest in developing responsible leadership.

Assessment components and their respective weights

Active participation 30%

Assignments 70 %

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed on an E-form.

Conducting Survey Research

Code: YMA2RQ028

Extent: 5 cr (135h)

Timing: 1 - 2 semesters of master studies

Language: English

Level: Advanced professional studies

Type: Compulsory

Starting level and linkage with other courses

This course is one of the compulsory advanced professional studies that master students take during their first year studies.

Learning outcomes

After completing the course the student

- Learns to use survey research to define and solve problems in the development of own work and organisation
- Has methodological readiness to start and execute a work life development project with survey research approaches

Course contents

- Principles of quantitative research
- Quantitative research methods
- Survey as an approach
- Research process in survey research
 - planning
 - execution
 - assessment
- Quantitative analysis
 - data mining
 - analysis
 - conclusions

Teaching and learning methods

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Jyrki Innanen, Pasila

Course materials

List of books will be provided later.

Additional, recommended readings, industrial reports 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.

	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student identifies survey research as an approach with different processes and toolkits for work life development.	The student understands survey research as an approach with different processes and toolkits for work life development.	The student has an excellent understanding of survey research as an approach with different processes and toolkits for work life development.
Skills	The student can apply some quantitative methods in a development project and is able to do an understandable analysis of the results.	The student can apply soundly and fairly especially survey as a quantitative method in a development project and do a proper analysis of the results.	The student can apply professionally survey as a quantitative method in a development project with an analysis to be implemented in the organization.
Competencies	The student is able to work in a rather professional way and rather independently in a development project. She/he can apply some of the principles of a survey research aiming at developing organization or own work.	The student is able to work in a professional way and rather independently in a development project. She/he can apply the principles of a survey research in a project aiming at developing organization or own work.	The student is able to work very professionally and independently in a development project. She/he can fully apply the principles a survey research in a project aiming at developing organization or own work.

Assessment components and their respective weights

Project work 60 %
 Examination 30 %
 Activity at lectures 10 %

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed on an E-form.

Current Trends in Tourism

Code: YMA4RQ035

Extent: 5 ECTS credits (135h)

Timing: 1 - 2 semesters of master studies

Language: English

Level: Advanced professional studies

Type: Compulsory

Starting level and linkage with other courses

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Learning outcomes

After completing the course the student

- knows the key megatrends and trends impacting tourism as a phenomenon and industry
- can make use of current global megatrends and trends for business development
- can plan, implement and report a research project according to HAAGA-HELIA standards
- is able to start his or her own Thesis process

Course contents

- Current megatrends in tourism
 - Globalization
 - Technology
 - Sustainability
 - Changing demographics
- Real life project
- Introduction to Thesis work

Teaching and learning methods

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Eva Holmberg, Porvoo

Jarmo Ritalahti, Porvoo

Course materials

List of books will be provided later.

Additional, recommended readings, industrial reports 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.

	Level 1 (40%)	Level 3 (70%)	Level 5 (90%)
Knowledge	The student can identify some of the key megatrends and trends impacting tourism	The student can identify the key megatrends and trends impacting tourism	The student has an excellent understanding of the megatrends and trends impacting tourism
Skills	The student can apply some of the key megatrends and trends in tourism in a research project aiming at business development	The student can apply the key megatrends and trends in tourism in a research project aiming at business development	The student can develop a theoretical framework supporting a research project aiming at tourism business development
Competencies	The student is able to work in a rather professional way and rather independently in a team. She/he can apply some of the megatrends and trends in a project work aiming at developing tourism business.	The student is able to work in a professional way and rather independently in a team. She/he can apply the megatrends and trends in a project work aiming at developing tourism business.	The student is able to work very professionally and independently in a team. She/he can fully apply the megatrends and trends in a project work aiming at developing tourism business.

Assessment components and their respective weights

Report 50%
Presentation 25%
Class room activity 25%

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed on an E-form.

Supply Network Management

Code: YMA4RQ034

Extent: 5 ECTS credits (135h)

Timing: 1st – 2nd semester

Language: English

Level: Advanced professional studies

Type: Elective

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) second year studies.

Learning outcomes

Upon completion of the course, the students will

- will learn the essentials of selling strategies and recent trends in selling
- will learn the process of F2F, B2C and B2B selling practices
- will learn to manage and motivate selling personnel
- is able to identify, analyze and answer to the needs of different customers
- will learn selling a travel product in practice

Course contents

During the course the main selling strategies and personal skills, approaches and trends will be discussed. The course focuses on understanding the role and challenges of a sales person working in different roles.

- recent trends
- customer behaviour
- selling skills

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 sales methods and strategies.

International dimension

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

Teaching and learning methods

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

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Anne Koppatz, Porvoo
Pekka Polvinen, Porvoo

Course materials

List of Selling and Sales Management 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 (40%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list, and combine the main concepts of selling.	The student can describe the relevant selling and sale 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 selling management concepts and theories, develops own frameworks. His/her use of theory and specific terminology is very accurate. Student is aware of different approaches in selling, 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. Student knows how to use certain selling skills.	The student can collect, partly analyze and partly use relevant research findings to accomplish the course project at a beginner's level. Student is able to choose the relevant selling 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. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course.
Competencies	With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories of selling a travel product.	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 selling projects. S/he can conduct selling analyses relatively independently from the supervisor.	The student is able work very professionally and independently. S/he can fully apply the learned selling and selling management concepts, tools, and theories to the course projects. S/he can conduct selling analyses at a highly professional level and in an innovative way.

Assessment components and their respective weights

Selling performance 20%

Assignments 80%

Thesis module

Code: YMA7RQ001
Extent: 30 ECTS (810 h)
Timing: Semesters 1-5
Language: English
Level: Thesis (master's degree)
Type: Thesis

The thesis is a process that involves the student, the commissioning party, the school's Development Platform and the student's thesis counsellor. The thesis is completed through the Development Platform, with the student receiving support via thesis workshops and personal guidance.

Learning outcomes

The main objective of the thesis is to develop the student's ability to apply research findings for the solving of practical real-life problems in working life, as well as to prepare students to take on demanding, independent and professional tasks after graduation.

Upon completion of the thesis, students:

- have a comprehensive understanding of their field, their profession's role in business life, as well as their profession's social significance
- have the ability to search for information independently
- have the required background skills for keeping up-to-date with current research and professional developments in their field of specialisation, as well as their critical analysis and assessment
- have the required proficiency to independently produce knowledge and to apply this knowledge in practice.

The thesis is to indicate the student's:

- ability to professionally study his or her chosen thesis research or development project, as well as set the proper scope for this inquiry
- ability for development-oriented thinking
- ability to apply required theory and research methods in research projects
- grasp of his or her thesis topic and background literature
- ability to engage in professional communications
- ability to complete extensive projects and to grasp complex totalities.

The thesis can comprise either a research or development project that builds the student's professional competencies and serves working community developmental needs. A thesis that is a development project can involve the creation of a better working practice, an improved product, a method or event or artistic work. This kind of thesis can also involve a development plan or other plan or a topical review inclusive of developmental proposals. The thesis can address a single company and its operations, and should also contribute to the field of study, i.e. contribute new knowledge to the field.

Course contents

Choice of thesis topic and counselling

The student chooses his or her thesis topic and produces an outline for the work, on the basis of which the topic is approved. The topic should have relevance to their place of employment, the business environment, or involve some other partner.

The student is assigned one or more thesis counsellors. The counsellor's role is to guide the thesis process in cooperation with the commissioning party and/or other partners, as well as to promote interaction between the school and the business community. It is possible that counselling is provided both by a representative from the commissioning institution and the thesis counsellor. However, it is the student who is finally responsible for the thesis.

The thesis process integrally involves participation in thesis workshops. The workshops address the thesis with the help of not only the counsellor, but also other students completing their theses.

Joining communities relevant to the thesis topic

The student discusses together with his or her counsellor and the Development Platform coordinator about which communities to join. Practical guidance in this is provided by the coordinator.

Thesis plan and scheduling

In the thesis plan, the student provides grounds for the project, sets the project's objectives, links the project to earlier research in the field, presents the methodology to be used, a timetable for the project's progress, an outline of contents as well as lists the key bibliography. The thesis plan is an important first step in the process, ensuring the what ensues proceeds in the right

direction. In addition, the thesis plan offers the student with an occasion to discuss his or her aims with many parties (counsellors, other students, partners) and receive valuable feedback. The better the plan, the easier it is for others to comment on it.

The thesis plan can be updated as the work proceeds, and is to include specific dates at which progress reports are to be submitted. In this regard, it is strongly recommended that the students keep a detailed thesis diary and report on his or her progress as promptly as set in the thesis plan.

Setting objectives and scope of study

Thesis objectives and scope progressively become clearer as studies proceed and interaction in the Development Platform deepens. The student updates his or her thesis plan as required.

Sharpening the theoretical framework and objectives

The thesis can involve a development project or a practical developmental task. Nevertheless, notwithstanding the practical focus of the thesis, students are expected to familiarise themselves with the available theoretical work on their topic, as well as indicate their command of this by compiling a bibliography.

Choice of research/development method

The student chooses an appropriate methodology for his or her project, which is to be approved by the thesis counsellor.

Completion of research/development project

The thesis stages will vary with the choice and nature of the topic. Students are expected to start familiarising themselves with the topic already in the early stages of their studies, when discussing the topic with the commissioning party and other partners. The topic is then further specified and discussed, and it may very well be that the original topic may change. In all cases, however, the thesis statement and proposed methodology must be well grounded. Students are encouraged to exercise their creativity when seeking new solutions and when weighing the merit of alternatives. It is thesis work proper that produces most of the material for the final thesis.

Thesis reports

The thesis always involves a written report. This means the presentation of the thesis project in writing, following the relevant instructions provided.

Thesis presentation and feedback

The completed thesis is presented to the parties involved and a feedback session is organised. The feedback session is a part of the assessment process. Students are to be aware of the assessment criteria once they start working on their theses.

Teaching and learning methods

The Development Platform is the development, learning and interaction environment through which the thesis is completed. The platform offers a point of contact for developers and companies as well as expertise and projects from diverse fields. In particular, the platform has the following objectives:

- to facilitate networking among students as well as other players in the innovation forums of diverse fields
- to promote the sharing of ideas as well as the finding of new perspectives and partners which integrally involves the goal of connecting the student and his or her workplace with the best Finnish innovators in the student's chosen thesis subject
- to promote the transfer of knowledge and expertise from innovation forums to the travel and hotel and restaurant management fields, and vice versa.

The Development Platform consists of:

- a group of communities from different fields (=innovation forums), which operate according to their established practices
- various processes within diverse schools/universities, which enable/support student participation in the communities during the time of their studies
- further processes that
- bring the communities together through the Development Platform
- coordinate actions and contacts into communities
- guide students to the relevant communities relevant to their thesis work
- advice/coach/support students during the thesis process
- monitor student participation in the relevant platform communities.

Students are directed to the community/communities relevant to their thesis topics at the start of their studies.

Teachers responsible

Teemu Moilanen
Katri Ojasalo
Jarmo Ritalahti

Assessment criteria

To be announced