

Business English

Code: ENG1LC029
Scope: 6 ECTS
Timing: 3rd semester
Language: English
Curriculum: POBBA10
Level: Core studies
Type: Compulsory

Starting level and linkage with other courses

The student has passed Creating and Sharing Knowledge and Professional Communication. The course entails a project related to business communication.

Learning objectives and assessment

Grade 1 (B2)

Email, present, participate in meetings, lead interviews. The assignments are completed at a passable level. The student performs oral tasks at a basic level. With great difficulty and under strict supervision, the student can use Business English in professional tasks.

Grade 3 (B2.1 – B2.2)

Email, formal correspondence, meeting documentation, leading a meeting, summarizing results, is familiar with negotiating techniques. The assignments are completed at an appropriate level. The student performs oral tasks well. S/he takes initiative and uses Business English independently in professional tasks with little help/editing.

Grade 5 (C1)

Email, formal correspondence, meeting documentation, leading a meeting, summarizing results completing advanced tasks in communication, is successful in applying negotiation techniques. All the assignments are completed at a proficient level. The student performs oral tasks fluently. S/he excels at using Business English in professional tasks.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Also, the Common European Framework of Reference for languages will be used as the reference when giving the final assessment (minimum passing level B1).

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at [MyNet](#).

Working life connections

The course includes a project where current work life communication practices are studied. The student is in contact with local enterprises.

Internationality

Business communication is considered from an intercultural aspect and the project is realised with a partner university.

Contents

- Business communication of 21st century including digital texts and social media writing
- Writing, editing, and proof-reading basic business texts (various types of letters and emails)
- Negotiations and meetings, debate, discussions
- Business terminology and current issues
- Project communication

Learning methods

Contact lessons
Individual, pair and team assignments

Independent studies
The assessment of one's own learning

Assessment

The student's development in competence to communicate in English and the competence in business and project communication and involvement are also assessed.

In the end of the course the student submits a portfolio with samples of course work and reflection of own learning.

Additionally, a final exam can be given. The students assess their progress and competence at the end of the course. Minimum passing level of the course is B2 on Common European Framework of Reference.

Course teacher(s)

Liisa Wallenius, Porvoo
Ivan Berazhny, Porvoo

Learning materials

Reference material: Taylor, Shirley (2004) Model Business Letters, and E-mails & Other Business Documents. London: Pearson Education. Sixth Edition. (or a newer one)

LeaP or Moodle learning environment with electronic materials, online sources, media and authentic materials from the industries. Additional materials handed by the instructors, students and project stakeholders.

Academic English

Code: ENG1LC030

Scope: 3 ECTS

Timing: 4th-5th semester

Language: English

Curriculum: POBBA10, SAMPO15

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

Basic studies must be accomplished.

Prerequisites:

English Communication

Professional Communication

Business English

Experience in project work

Reliable knowledge of Haaga-Helia reporting guidelines

Knowledge of basic research practices.

Learning objectives and assessment

Grade 1

The student has a limited understanding of research and academic practices; of how to develop, implement, document, and report a research process according to the standards of academic publishing. The student follows course work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in academic practices of research and publishing. The student is able to apply the knowledge and skills in academic practices of research and publishing at a minimal professional level required in worklife.

Grade 3

The student has an adequate understanding of research and academic practices; of how to develop, implement, document, and report a research process according to the standards of academic publishing. The student performs well course work and classroom activities within a team and independently. The student demonstrates satisfactory skills in academic practices of research and publishing. The student is able to apply the knowledge and skills in academic practices of research and publishing at a standard professional level required in worklife.

Grade 5

The student has an advanced understanding of research and academic practices; of how to develop, implement, document, and report a research process according to the standards of academic publishing. The student accomplishes course work and classroom activities with initiative and leadership. The student demonstrates strong skills in academic practices of research and publishing. The student is able to apply the knowledge and skills in academic practices of research and publishing at a highly professional level required in worklife.

Recognising and validating prior learning (RPL)

If the students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

The course has been designed in cooperation with the industry. The commissioners are companies and organisations that are potential employers and thesis commissioners.

Internationality

The course includes activities of multicultural and multilingual nature, supported by the requirements established by the projects and the commissioners.

Contents

Upon the completion of the course the students will be able to

organise their own writing process in a responsible and productive way;
apply the standards of English academic writing in their own texts;
advance critical thinking skills, formulate research ideas, and argue for/oppose them in writing;
follow the developments in the industry of academic publishing;
see the value of interdisciplinary research, co-authorship, and research-informed activities

Learning methods

The course is implemented as a series of writing workshops (abstracts and proposals, literature review, documentation of research/practice processes, reports, and evaluation); discussion and debate (publishing industry; interdisciplinary research; multiple authorship); lectures (academic vocabulary, grammar, discourse; positive and negative appraisal in academic writing); editing workshops (analysing established authors; analysing peers' work; comparing several publishing formats).

Classroom activities (28h): Inquiry learning

Independent Team work (28 h): Assignment 1 - the students select and present texts by prominent scholars in their field that shows the writing style that they are inspired by; Assignment 2 - the students co-author a proposal.

Independent Individual work (28h): Assignment 3 - the students write their own section/chapter, based on a model; Assignment 4 - the students write a learning diary and complete a self-evaluation form.

Assessment criteria

Attendance and active participation 40%

Course assignments 60%

The course requires 80% attendance. Course assignments must be submitted on time, unless agreed otherwise with the instructor.

Course teachers

Ivan Berazhny, Porvoo

Learning materials

Learning materials are selected according to the individual learning needs of students within the framework of the curriculum.

Organisational Development Leadership and Management 2

Code: SCS2LC0022
Scope: 3 ECTS
Timing: 4th semester
Language: English
Curriculum: SAMPO15
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

Completion of Organisational Development, Leadership and Management 1 is a prerequisite. Course is linked to first year Responsible Self-Management 1,2 courses and Organisational Development, Leadership and Management 1 in the 3rd semester

Learning objectives and assessment

Grade 1

He/she has basic understanding of different leadership theories. He/she has some challenges in self leadership and management and shows some signs of difficulties in considering others at work.
He/she can work in teams as a team member when aided and lead strictly.

Grade 3

He/she has good understanding of different leadership theories and styles. He/she can recognize the connection between the situation and the appropriate leadership style for the situation. He/she can organize teams, assign tasks and contribute to reaching goals.
He/she is aware of own development needs to become an effective leader and has plans how to improve.

Grade 5

He/she shows excellent leadership and management skills and command of relevant theories as well as their real life applications. He/she can lead many different teams effectively by analyzing the situation and the needs of the team members.
He/she takes initiative and acts always responsibly.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

Cases from different projects that students currently work will create the main content, but cases from real organisations will also be used. Guest lecturers will be invited to share their experiences.

Internationality

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

Contents

- The Nature of Leadership and of Managerial Work
- Global Leader's Environment
- Cultural Context of Global Leadership
- Effective Leadership Behaviour
- Types of leaderships
- Power and Influence
- Leading groups: group structure and needs, circumstances, problem solving and motivation
- Developing Leadership Skills

Learning methods

Contact lessons
Individual, pair and team assignments
Independent studies
The assessment of one's own learning

Assessment

Participation and activity in class 30%
Assignments 30%
Self-assessment and development plan 40%

Course teacher(s)

Yucel Ger, Porvoo

Learning materials

Compulsory:

Afsaneh Nahavandi: The art and science of leadership. 7th edition. Pearson 2015

Optional:

Adair, John. Title: Not bosses but leaders / John Adair. London : Kogan Page, 1997. 1999.

Zalesnik, Abraham. Title: Learning leadership : cases and commentaries on abuse of power in organizations / Abraham Zalesnik, Konosuke Matsushita. Format: Book Published: Chicago : Bonus books, 1993.

Helgesen, Sally. Title: The female advantage : women's ways of leadership / Sally Helgesen. Format: Book Published: New York : Doubleday Currency, 1990.

International Business Law

Code: BES2LC0028
Scope: 3 ECTS
Timing: 4th semester
Language: English
Curriculum: SAMPO15
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

Completed Developing Business Skills.

Learning objectives and assessment

Grade 1

The student knows something about the main legal systems of the world, is familiar with the basics of the European Union law, knows some ways to organise import or export business, recognises some principles behind international contracts and ways of solving international business disagreements, and is aware of the legal risks related to the international trade. The student is able to find solutions to simple problems related to international trade.

Grade 3

The student knows many facts about the main legal systems of the world, is familiar with the basics of the European Union law & main EU terminology, knows many ways to organise import or export business, recognises main principles behind international contracts and knows several ways of solving international business disagreements, and is aware of the legal risks related to the international trade. The student is able to find solutions to common problems related to international trade.

Grade 5

The student knows and is interested in the main legal systems of the world, is familiar with the basics of the European Union law & can use the EU terminology correctly, knows all the most used ways to organise import or export business, recognises the main principles behind international contracts, is able to draft a simple international contract, and knows several ways of solving international business disagreements, and is aware of the legal risks related to the international trade. The student is able to find well-grounded solutions to many problems related to international trade.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at *MyNet*.

Working life connections

Possible guest lecturers from companies, course content may be adapted according to the needs of the project.

Internationality

The course concentrates on international law, thus everything has a link to internationality.

Learning methods

Lectures, assignments & an exam; OR
Independent study, assignments & an exam
The assessment of one's own learning

Assessment

Personal assignments, group tasks and a possible legal part of the project 50%
Examination 50%
A student must pass both components.

Course teacher(s)

Kirsi Oja, Porvoo

Learning materials

Material in Moodle or given at lectures

Literature: Will be informed at the beginning of the course.

Foreign Trade

Code: BES2LC0029
Scope: 3 ECTS
Timing: 4th semester
Language: English
Curriculum: SAMPO15
Level: Professional studies
Type: compulsory

Starting level and linkage with other courses

Participants are expected to have completed at least the following subjects: Business Studies in a Global Context, Global Business Opportunities, Developing Business Opportunities. The course is part of the module Managing Business Processes.

Learning objectives and assessment

Upon successful completion of this course, the student has necessary tools to operate in the field of export and import within a global environment. Furthermore, students will be acquainted with foreign and financial terms and logistical processes.

Grade 1

Student has basic understanding of the environment, theories and trends under which international businesses are conducted
He/she can suggest which alternatives may be used to enter a given foreign market and may suggest different entre strategies

Grade 3

The student has good understanding of the business environment, theories and trends under which international businesses are operating

He/she can decide how a company should go international and can use relevant tools when certain entry strategy used

The student can solve foreign trade related entry problems in a given project and market

Grade 5

The student has excellent understanding of the business the environment, theories and trends under which international businesses are conducted

He/she can decide suitable expansion and entry strategies to foreign markets. He/she has skills to use relevant tools in order to apply certain entry strategies to foreign markets

He/she has acquired excellent competencies to solve foreign markets trade related problems

Recognising and validating prior learning (RPL)

Students who have acquired the required competence in previous work tasks, recreational activities or on other course, can show the competence with a demonstration. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

The course is anchored in a commissioned project from a real business. There will be guest lectures, company visits and presentations

Internationality dimension

The course project has an international dimension. It will consist of making a foreign market analysis and entry strategies. The course will have foreign students as well

Contents

The course is built around the question about the most suitable internationalisation process and strategies. The central content will evolve around following core area:

- Internationalisation process to foreign markets
- Export strategies and foreign market entry modes
- Import and export processes
- Cooperation and contracts in foreign trade
- Market analysis and Risk management
- Financing international business and currency risk management

Learning methods

This course together with marketing course are anchored to a project dealing with internationalisation of Finnish companies to Africa. Students are expected to work on concrete market and business cases
Contact lessons, pair and team assignments, tutorials, consultations and seminars, assessment of one's own learning 1h

Assessment

The course is evaluated on a scale of 1 to 5.

Participation and overall activity 20%, Project process 20%, Project final report and outcome as team work 60%
Compulsory attendance (at least 75% of all attendances)

Course teacher

Evariste Habiyakare, Porvoo

Learning materials

International Business Environments and Operations, John D. Daniels, Lee; H.Radebaug , Daniel P. Sullivan, Thirteenth edition

Alan E. Branch: Export Practice and Management, Business Press Newest Ed.

Guillermo, Jimenez: International Trade; ICC Guide to Export- Import Basics. The Legal, financial and transport aspects of international trade

Strategic Planning

Code: BES2LC0035
Scope: 6 ECTS
Timing: 4th, 5th semester
Language: English
Curriculum: POBBA10
Level: Professional studies
Type: Elective

Starting level and linkage with other courses

Student has completed Managing Business Processes and Global Business Opportunities modules. The course is part of the module called Developing Business Processes.

Learning objectives and assessment

Upon successful completion of the course, students will

- acquire the vocabulary of strategic planning practices
- learn the main views of strategy work and processes
- understand and practice the main principles, methods and tools of strategic planning
- understand the role of stakeholders in strategic planning
- understand the role of different actors in successful implementation of a strategy
- be able to analyze the strategy of different organizations
- be able to create different strategic options for a commissioner

Course contents

During the course the main strategic planning approaches and methods will be discussed. The course focuses on understanding the role and challenges of strategic planning in emerging global business environment.

The role of strategic planning in the service industry and sales will be emphasized

- development and current role of strategic planning in business, concept of strategic thinking
- main concepts and tools applied in strategic planning and analysis
- analysis of content, context and forces affecting strategy
- development of a strategic framework for a commissioner
- strategy implementation and action plan

Recognising and validating prior learning (RPL)

Students who have acquired the required competence in previous work tasks, recreational activities or on other course, can show the competence with a demonstration. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

Possible company visits and guest lecturers from different companies.

Internationality

Cases and readings are from international business contexts.

Possible guest lecturers from international companies. International project.

Learning methods

Tutorials 24 h
Lectures and workshops 24 h
Independent study and teamwork 108h
Assessment of one's own learning (1 h).

Assessment

Tutorial and project performance 50%
Cases studies and presentations 20%
Participation and activity 10%
Written exam 20%

Course teacher

Evariste Habiyakare, Porvoo

Learning materials

Whittington, R. (2001): What is strategy - and does it matter? Thomson Learning.

de Wit, Bob Burgelman, Robert A. (2002): Strategy is destiny: how strategy-making shapes a company's future. New York: Free Press.

Johnson, Gerry and Kevan Scholes (2001): Exploring Corporate Strategy. Financial Times Prentice Hall

Kim, W. Chan & Mauborgne, Renée (2005): Blue ocean strategy: how to create uncontested market space and make the competition irrelevant. Boston, Harvard Business School Press.

Minzberg, H., Ahlstrand, B. & Lampel, J. (1998): Strategy Safari. Prentice Hall, Europe.

Mintzberg Henry (2003): The strategy process: concepts, contexts, cases. Upper Saddle River, N.J.: Pearson Education. Porter, Michael E. (1998, 2004): Competitive advantage: creating and sustaining superior performance. New York: Free Press

Brand Management

Code: BES2LC0036
Scope: 6 ECTS
Timing: 6th semester
Language: English
Curriculum: POBBA10
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

The student has passed most of the compulsory courses. The course is linked to compulsory courses in the Business and Entrepreneurship context module.

Learning objectives and assessment

Grade 1

The student has gained some understanding of brand management and has been able to give some advice on how the brand image of a commissioner could be enhanced. The student has contributed to the knowledge created in class only in a limited way.

Grade 3

The student has gained a good understanding of brand management and has been able to give good advice on how the brand image of a commissioner could be enhanced. The student has contributed to the knowledge created in class actively.

Grade 5

The student has gained an excellent understanding of brand management and has been able to prepare a concrete plan for how the brand of a commissioner could be enhanced. The student has contributed to the knowledge created in class in an outstanding way.

Recognising and validating prior learning (RPL)

If a student has passed a similar course or has proven working experience from branding activities in an organization, the student can pass the course by providing a demonstration of the gained competence.

Working life connections

Real-life projects, guest lectures and company visits.

Internationality

The course focuses on brand management from an international perspective and some of the commissioned projects can have an international perspective.

Contents

Key concepts of branding
Branding in the digital age
Branding in B2B market

Learning methods

Contact lessons and workshops
Individual assignments
Group work
Independent studies

Assessment

Active participation in classes, group work and workshops. Individual home exam.

Course teacher(s)

Anna Vähäsalo, Porvoo

Learning materials

Aaker, D. and Joachimsthaler, E. 2002. Brand Leadership. New York: The Free Press.

Gad, T. 2001. 4-D Branding. Cracking the corporate code of the network economy. London: Financial Times. Prentice Hall.

Keller, K. L. 2008. Strategic Brand Management: a European perspective. Upper Saddle River, New Jersey: Prentice Hall, Inc.

Knapp, D. 2000. The Brand Mindset. New York: McGraw-Hill.

Kunde, J. 2000. Corporate Religion: building a strong company through personality and corporate soul. London: Prentice Hall.

More literature will be specified in implementation plan

Research Methods

Code: BES2LC0037
Scope: 3 ECST
Timing: 5th semester
Language: English
Curriculum: POBBA10
Level: Professional Studies
Type: Compulsory

Starting level and linkage with other courses

Student has completed Managing Business Processes and Global Business Opportunities. The course is part of a Module called Developing Business Processes (Brand Management, Strategic Planning, and Research Methods).

Learning objectives and assessment

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

Grade 1

The student can identify, list and combine the main research approaches.

With great difficulty and under strict supervision, the student partly plan, collect, poorly analyze and partly use relevant research findings to suggest solution for a client company at a beginner's level.

With great difficulty and under strict supervision, the student can partly work on research with a client company in a team. S/he poorly applies research design implementation and results analysis. S/he can conduct basic qualitative research.

Grade 3

The student can apply relevant research methods. The student can link the key research methods to practical task to be solved. The student can design, collect, partly analyze and partly use relevant research findings to create solution for a client company at a beginner's level.

Grade 5

The student uses and combines different research approaches to design and implement research. Student is aware of other views of the knowledge. His/her use of research theory and specific terminology is very accurate.

S/he uses findings to compare different theories and viewpoints.

The student can design, collect, analyze and use relevant research findings to create solutions for a client company at a high professional level.

The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving. S/he can conduct qualitative research in projects at a highly professional level.

Course contents

- Planning and implementing a research project
- Research Design
- Research approach and methods to study business operations
- Ethical and practical principles for research in operational practices
- Information sources and referencing
- The overall research process

Cooperation with the business community

Possible guest lecturers from different companies.

International dimension

Possible guest lecturers from international companies. International learning materials. International research projects

Learning methods

Tutorials 12 h
Lectures and workshops 24 h
Independent study and teamwork 42 h
Assessment of one's own learning 1 h

Recognising and validating prior learning (RPL)

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

Assessment

Tutorial performance 40%

Individual assignments 20%

Activity and workshops 20% Examination 20%

Course Teacher

Evariste Habiyakare, Porvoo

Course materials

Ghuri, P. and Grønhaug K (2002). "Research Method in Business Studies". A Practical guide. Second Edition. Prentice Hall

Saunders, M; P. Lewis and A. Thornhill (2007) "Research Methods for Business Students. Fourth Edition. Prentice Hall

Yin, R.K. (1989): "Case Study Research. Design and Methods". SAGE Publications

Creswell, J.W (2003) "Research Design" Qualitative, Quantitative, and Mixed Methods. Approaches. Second edition

Sapsford, R. and Jupp, V. (Editions) (2006). "Data Collection and Analysis" Second Edition. SAGE Publications

Silverman, D. (2005) "Doing Qualitative Research" SAGE Publications. Second edition

Miles, M.B. and Huberman, A.M (1988 or 1994): Qualitative Data Analysis: an expanded sourcebook. SAGE Publications Books

Strategic Planning

Code: BES2LC0035
Scope: 6 ECTS
Timing: 4th, 5th semester
Language: English
Curriculum: POBBA10
Level: Professional studies
Type: Elective

Starting level and linkage with other courses

Student has completed Managing Business Processes and Global Business Opportunities modules. The course is part of the module called Developing Business Processes.

Learning objectives and assessment

Upon successful completion of the course, students will

- acquire the vocabulary of strategic planning practices
- learn the main views of strategy work and processes
- understand and practice the main principles, methods and tools of strategic planning
- understand the role of stakeholders in strategic planning
- understand the role of different actors in successful implementation of a strategy
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Course contents

During the course the main strategic planning approaches and methods will be discussed. The course focuses on understanding the role and challenges of strategic planning in emerging global business environment.

The role of strategic planning in the service industry and sales will be emphasized

- development and current role of strategic planning in business, concept of strategic thinking
- main concepts and tools applied in strategic planning and analysis
- analysis of content, context and forces affecting strategy
- development of a strategic framework for a commissioner
- strategy implementation and action plan

Recognising and validating prior learning (RPL)

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Working life connections

Possible company visits and guest lecturers from different companies.

Internationality

Cases and readings are from international business contexts.

Possible guest lecturers from international companies. International project.

Learning methods

Tutorials 24 h
Lectures and workshops 24 h
Independent study and teamwork 108h
Assessment of one's own learning (1 h).

Assessment

Tutorial and project performance 50%
Cases studies and presentations 20%
Participation and activity 10%
Written exam 20%

Course teacher

Evariste Habiyakare, Porvoo

Learning materials

Whittington, R. (2001): What is strategy - and does it matter? Thomson Learning.

de Wit, Bob Burgelman, Robert A. (2002): Strategy is destiny: how strategy-making shapes a company's future. New York: Free Press.

Johnson, Gerry and Kevan Scholes (2001): Exploring Corporate Strategy. Financial Times Prentice Hall

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Mintzberg Henry (2003): The strategy process: concepts, contexts, cases. Upper Saddle River, N.J.: Pearson Education. Porter, Michael E. (1998, 2004): Competitive advantage: creating and sustaining superior performance. New York: Free Press

Brand Management

Code: BES2LC0036
Scope: 6 ECTS
Timing: 6th semester
Language: English
Curriculum: POBBA10
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

The student has passed most of the compulsory courses. The course is linked to compulsory courses in the Business and Entrepreneurship context module.

Learning objectives and assessment

Grade 1

The student has gained some understanding of brand management and has been able to give some advice on how the brand image of a commissioner could be enhanced. The student has contributed to the knowledge created in class only in a limited way.

Grade 3

The student has gained a good understanding of brand management and has been able to give good advice on how the brand image of a commissioner could be enhanced. The student has contributed to the knowledge created in class actively.

Grade 5

The student has gained an excellent understanding of brand management and has been able to prepare a concrete plan for how the brand of a commissioner could be enhanced. The student has contributed to the knowledge created in class in an outstanding way.

Recognising and validating prior learning (RPL)

If a student has passed a similar course or has proven working experience from branding activities in an organization, the student can pass the course by providing a demonstration of the gained competence.

Working life connections

Real-life projects, guest lectures and company visits.

Internationality

The course focuses on brand management from an international perspective and some of the commissioned projects can have an international perspective.

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Branding in B2B market

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Group work
Independent studies

Assessment

Active participation in classes, group work and workshops. Individual home exam.

Course teacher(s)

Anna Vähäsalo, Porvoo

Learning materials

Aaker, D. and Joachimsthaler, E. 2002. Brand Leadership. New York: The Free Press.

Gad, T. 2001. 4-D Branding. Cracking the corporate code of the network economy. London: Financial Times. Prentice Hall.

Keller, K. L. 2008. Strategic Brand Management: a European perspective. Upper Saddle River, New Jersey: Prentice Hall, Inc.

Knapp, D. 2000. The Brand Mindset. New York: McGraw-Hill.

Kunde, J. 2000. Corporate Religion: building a strong company through personality and corporate soul. London: Prentice Hall.

More literature will be specified in implementation plan

Research Methods

Code: BES2LC0037
Scope: 3 ECST
Timing: 5th semester
Language: English
Curriculum: POBBA10
Level: Professional Studies
Type: Compulsory

Starting level and linkage with other courses

Student has completed Managing Business Processes and Global Business Opportunities. The course is part of a Module called Developing Business Processes (Brand Management, Strategic Planning, and Research Methods).

Learning objectives and assessment

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

Grade 1

The student can identify, list and combine the main research approaches.

With great difficulty and under strict supervision, the student partly plan, collect, poorly analyze and partly use relevant research findings to suggest solution for a client company at a beginner's level.

With great difficulty and under strict supervision, the student can partly work on research with a client company in a team. S/he poorly applies research design implementation and results analysis. S/he can conduct basic qualitative research.

Grade 3

The student can apply relevant research methods. The student can link the key research methods to practical task to be solved. The student can design, collect, partly analyze and partly use relevant research findings to create solution for a client company at a beginner's level.

Grade 5

The student uses and combines different research approaches to design and implement research. Student is aware of other views of the knowledge. His/her use of research theory and specific terminology is very accurate.

S/he uses findings to compare different theories and viewpoints.

The student can design, collect, analyze and use relevant research findings to create solutions for a client company at a high professional level.

The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving. S/he can conduct qualitative research in projects at a highly professional level.

Course contents

- Planning and implementing a research project
- Research Design
- Research approach and methods to study business operations
- Ethical and practical principles for research in operational practices
- Information sources and referencing
- The overall research process

Cooperation with the business community

Possible guest lecturers from different companies.

International dimension

Possible guest lecturers from international companies. International learning materials. International research projects

Learning methods

Tutorials 12 h
Lectures and workshops 24 h
Independent study and teamwork 42 h
Assessment of one's own learning 1 h

Recognising and validating prior learning (RPL)

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

Assessment

Tutorial performance 40%

Individual assignments 20%

Activity and workshops 20% Examination 20%

Course Teacher

Evariste Habiyakare, Porvoo

Course materials

Ghuri, P. and Grønhaug K (2002). "Research Method in Business Studies". A Practical guide. Second Edition. Prentice Hall

Saunders, M; P. Lewis and A. Thornhill (2007) "Research Methods for Business Students. Fourth Edition. Prentice Hall

Yin, R.K. (1989): "Case Study Research. Design and Methods". SAGE Publications

Creswell, J.W (2003) "Research Design" Qualitative, Quantitative, and Mixed Methods. Approaches. Second edition

Sapsford, R. and Jupp, V. (Editions) (2006). "Data Collection and Analysis" Second Edition. SAGE Publications

Silverman, D. (2005) "Doing Qualitative Research" SAGE Publications. Second edition

Miles, M.B. and Huberman, A.M (1988 or 1994): Qualitative Data Analysis: an expanded sourcebook. SAGE Publications Books

Analysis and Communication of the Financial Statement

Code: BES4LP0034

Scope: 3 ECTS

Timing: 3th-7th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

Starting level and linkage with other courses

Student has completed the basic and professional studies in finance.

Part of study module Business and Entrepreneurial Skills

Learning objectives and assessment

Grade 1

The student can identify, list and combine the main theoretical financial analysis methods.

With great difficulty and under strict supervision, the student partly collect, poorly analyze and is partly able to complete a financial analysis for a client company at a beginner's level.

With great difficulty and under strict supervision, the student can partly work with a client company in a team.

Grade 3

The student can describe the relevant financial analysis methods 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 can independently complete a financial analysis and do a communication plan for a client company at a beginner's level.

The student can work with a client company in a team.

Grade 5

The student uses and combines different financial analysis methods to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different financial analysis methods and viewpoints.

The student independently and professionally complete a financial analysis and communicate it for a client company at a high professional level.

The student can work very professionally with a client company in a team.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognising and validating prior learning (RPL)

Methods for validating a student's prior learning are agreed individually. Please, contact the responsible teacher.

Working life connections

Possible company visits and guest lecturers.

Internationality

Possible company visits and guest lecturers.

Contents

Firstly, the course introduces managerial accounting reporting issues and financial statement analysis. This information will be used to analyze the financial statements of selected companies. Secondly, the course includes exercises how to report and communicate different financial reports to different interest groups.

- Basics of managerial and financial accounting
- Key financial ratios and analysis
- Communication and reporting methods for financial issues

Learning methods

Contact lessons
Individual, pair and team assignments
Independent studies
The assessment of one's own learning

Assessment

Course assessment is based on an assignment and achievement portfolio created by each student.

Course teacher(s)

Kalle Rähä, Porvoo

Learning materials

Real financial statements of Finnish and foreign companies

Materials provided by the teacher during the lessons

Searching, finding and analysing the usefulness of information sources is part of the course programme.

Organisational Communication

Code: COS4PO042

Scope: 6, 9 or 12 ECTS

Timing: 5 – 6 semesters

Language: Finnish / Swedish / English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

Starting level and linkage with other courses

Basic studies must be accomplished.

Learning objectives and assessment

Grade 1

The student has an adequate knowledge of the importance of organisational communication, its theory, research practices, and tools for its planning, development, and improvement. The student is able to work and get an understanding of the context and dynamics of the commissioners' organisational communication. The student is able to work out developmental proposals (6 ECTS) and implement the proposed measures (9 – 12 ECTS). The student shows certain interest in group activities; somewhat able to work independently; most of the assignments are submitted on time.

Grade 3

The student has a deep knowledge of the importance of organisational communication, its theory, research practices, and tools for its planning, development, and improvement. The student is able to work and get a clear understanding of the context and dynamics of the commissioners' organisational communication. The student is able to work out successful developmental proposals (6 ECTS) and implement the proposed measures with diligence (9 – 12 ECTS). The student takes active part in group activities; is good at working independently; almost all assignments are submitted on time.

Grade 5

The student has an outstanding knowledge of the importance of organisational communication, its theory, research practices, and tools for its planning, development, and improvement. The student is able to work and get an exact understanding of the context and dynamics of the commissioners' organisational communication. The student is able to work out successful innovative developmental proposals (6 ECTS) and implement the proposed measures with success (9 – 12 ECTS). The student becomes a key participant in almost all group activities; is strongly reliable when working independently, is innovative and has positive attitude; all of the assignments are submitted on time.

Recognising and validating prior learning (RPL)

If the students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet

Working life connections

The course has been designed in cooperation with the industry. The commissioners are companies and organisations that are potential employers and thesis commissioners.

Internationality

The course includes activities of multicultural and multilingual nature, supported by the requirements established by the projects and the commissioners.

Contents

Upon the completion of the course the students will be able to

- know the scope and the relevance of the notion of organisational communication
- analyse the communication and its organisation in a company's environment
- develop and propose communication strategies and plans
- identify, evaluate, implement, and follow up the standard and innovative practices of communication management.

During the course, based on the agreement with the commissioning parties, the student will follow and develop communication practices, for instance

- communication practices relevant for organisations (internal communication, external communication, communication in marketing, etc.)
- communication practices particularly relevant for small- and medium-size enterprises
- inter-organisational communication, corporate communication, or communication in larger organisational entities.

The student will also

- get familiar with basic concepts and theories used in communication studies
- study the context and dynamics of commissioner's communication practices
- define the ways to contribute to the development of commissioner's communication practices
- draft a proposal on communication development and submit it to the commissioner (6 ECTS)
- develop specific areas of organisational communication by taking focused and concrete measures (9 or 12 ECTS)

Learning methods

The course is implemented as a series of seminars that involve individual work, teamwork, and work in pairs. The methods include theoretical reviews, seminar sessions, writing of essays and reports, drafting proposals for the commissioners and conducting interviews. The student submits a developmental plan on the improvement of communication practices as a final assessment assignment (6 cr). The students that aim at 9 or 12 credits will also submit their specific proposals that focus on particular areas of communication (for instance tools of internal communication, social media, tools and guidelines for sharing and distribution of knowledge, documents and templates, etc.).

Assessment criteria

For the implementation of 6 ECTS:

Theory 20 %

The context and dynamics of commissioner's communication 30 %

Communication strategy 50 %

For the implementation of 9 ECTS:

6 ECTS (see above) 65 %

Implementation of focused measures to improve particular areas of communication 35 %

For the implementation of 12 ECTS:

6 ECTS (see above) 50 %

Implementation of focused measures to improve particular areas of communication 50 %

Course teachers

Ivan Berazhny, Porvoo

Learning materials

Learning materials are selected according to the individual learning needs of students within the framework of the curriculum.

Responsible Development of Tourism Destinations

Code: OPE4PO041

Scope 6, 9, or 12 ECTS

5Timing: 5th – 6th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

Starting level and linkage with other courses

The student has passed most of the compulsory courses. The course is linked to compulsory courses in the Tourism in a global context module.

Learning objectives and assessment

The course focuses on destination management and responsible tourism.

Grade 1

The student has gained some understanding of the role of destination management organisations and how tourism can be developed in a responsible way. The student has contributed to the knowledge created in class only in a limited way.

Grade 3

The student has gained a good understanding of the role of destination management organisations and how tourism can be developed in a responsible way. The student has contributed to the knowledge created in class actively.

Grade 5

The student has gained an excellent understanding of the role of destination management organisations and how tourism can be developed in a responsible way. The student has contributed to the knowledge created in class only in an outstanding way.

Recognising and validating prior learning (RPL)

If a student has passed a similar course or has proven working experience from an organisation involved in tourism development activities the student can pass the course by providing a demonstration of the gained competence.

Working life connections

Guest lectures and company visits.

Internationality

The course focuses on destination management from an international perspective. Some of the guest lecturers are acting in the international tourism market.

Contents

- Responsible tourism
- Challenges of destination management
- Key trends in niche tourism

Learning methods

Contact lessons and workshops

Individual assignments

Group work

Independent studies

The assessment of one's own learning

Assessment

Active participation in classes, group work and workshops. Project report.

Course teacher(s)

Eva Holmberg, Porvoo
Annika Konttinen, Porvoo

Learning materials

Bhatia A. K. (2007): The Business of Tourism Concepts and Strategies (Google books, chapter on Special Interest Tourism)

Fennell D. (2006). Tourism Etchics, Channel View: Buffalo

Fennell D. and D. Malloy (2007): Codes of Ethis in Tourism, Channel Vie: Clevedon

Hall M, J. Saarinen and D. K. Müller (2008): Nordic Tourism: Issues and Cases, Channel View: Bristol

Harrison L. C. and W. Husbands (2011): Practicing Responsible tourism, John Wiley: New York

Novelli M. (2005): Niche Tourism, Electronic access through libraray

Youcheng W. and A. Pizam (2011): Destination Marketing and Management: Theories and Applications, Cabi International: Cambridge

More literature will be specified in implementation plan

Business Intelligence

Code: OPE4PO042

Scope: 6 ECTS

Timing: 5th-6th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

Starting level and linkage with other courses

ERP or a similar course, SAP as a Management Tool or similar course are recommended

Learning objectives and assessment

Upon successful completion of this course, the student

- understands the trends that are ongoing in BI business and technology fields
- understands the relevance of business intelligence for an enterprise
- is able to use several BI applications, such as MS PowerBI, potentially SAP BO/BI in addition to MS Office applications
- is able to create Data Models, Dashboards and Infocubes, and use them to analyze BI information for decision making in a competitive situation (ref. game)
- understands the generic BI architecture and concepts around it
- is able to use some tools to analyze Bigdata

In order to achieve

Grade 5

the student has to attend all game events as well as do and submit all assignments correctly and in time.

Grade 3

the student has to attend game events as well as do and submit all assignments almost correctly and in time.

Grade 1

the student has to attend game events as well as do and submit most assignments.

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

Contents derived from business needs.

Internationality

Global competences and skills

Learning methods

Inquiry learning

Contact lessons

Individual and team assignments

Course teacher(s)

Veijo Vanttinen, Porvoo

Learning materials

Compulsory ERPsim license (CAD 43)

Learning material given through Moodle.

Managing Sales

Code: BES2LC0042
Scope: 6cr (+3+3) ECTS
Timing: 5th, 6th semesters
Language: English
Curriculum: POBBA10
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

Starting level and linkage with other courses
Students have completed Customer Oriented Sales 1 and 2

Learning objectives and assessment

Grade 1

The student displays some degree of work life orientation and is able to work as a member of a sales team and contribute to the overall results of the team with the support of others. The student shows basic professional communication skills, can participate in sales negotiations with guidance and displays basic command of relevant sales management tools. The student can identify and describe the relevant Sales Management theories and sales tools with guidance

Grade 3

The student displays a good range of work-life related competences, brings value to the team and contributes to the overall results of the team. The student shows good professional communication skills, can bring value as a team member and shows initiative. He/she also shows good command of relevant sales management tools. The student can identify and use the relevant Sales Management theories to evaluate a sales process with little guidance.

Grade 5

The student displays a very large range of work-life oriented competences, shows strong leadership, and has a very professional and pro-active attitude towards work. Student can independently scan the business environment and identify sales opportunities and plan, manage, evaluate and develop the sales process of a real-life project.

The student can use and combine different sales management theories to evaluate and develop sales processes independently. He/she is very good at developing trust and building rapport with customers and run customer negotiations. He/she can identify and develop solutions to customer needs.

He/she takes initiative and acts always responsibly.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

Learning objectives will be reached through real-life projects

Internationality

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

Contents

The course has three components, starting with Managing the Sales Process, after which students can decide whether to continue with one or both of the other components.

Managing the Sales Process (6 cr)
Leading Sales Teams (3 cr)
Sales Management Tools (3 cr)

Learning methods

Inquiry learning, real-life projects, workshops, independent studies, tutorials
The assessment of one's own learning 1 h

Assessment

Students will be assessed in all three component (knowledge, skills and competence) areas by one or more of the tools below:

Assignments, reports, performance in projects, self and peer assessment, portfolio
Presence at lectures and workshops, team work

Course teacher(s)

Yucel Ger, Porvoo
Marika Alhonen, Porvoo

Learning materials

Compulsory:

Jobber, D., Lancaster, G., 2009, Selling and Sales Management

Reed, W., 2011, Selling For the Long Run

Optional:

Cron, William L., 2010, Sales management : concepts and cases

Earl D. Honeycutt, John B. Ford and Antonis C. Simintiras, 2003, Sales management : a global perspective.

Tanner, J., Honeycutt, E., D. & Erffmeyer, R., C. 2009. Sales Management. Shaping Future Sales Leaders

Gosselin, T, 2007, Practical Negotiating; tools, tactics and techniques, John Wiley & Sons, NJ

Mayer, Robert, 2006, How to Win Any Negotiation. Career Press, NJ

E-Materials:

Futrell, Charles M. Sales Management. Teamwork, Leadership and Technology

<http://people.tamu.edu/~c-futrell/>

E-Business

Code: PSS4PO0041

Scope: 6 / 9 / 12 ECTS

Timing: 4-7th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional Studies

Type: Optional

Starting level and linkage with other courses

The student has successfully completed the Basic Studies in business and marketing (= the two first semester courses) and the corresponding in tourism.

Learning objectives and assessment

The course consists of three parts: The first part (6 cu) concentrates on basic concepts and strategies behind e-business and e-marketing, issues of online security and payment and laws and rules that regulate e-business. After completing the first part, students may continue with either part two (3 cu) or both parts two and three (3 cu). The module is a part of basic studies in Porvoo Campus competence-based curriculum. The module advances the following competences: e.g., entrepreneurial and business mindset, awareness of basic processes and operations in organisations.

Grade 1

The student partly understands and is able to define the concept of e-business terminology and able to explain some examples of e-commerce & revenue models and e-marketing concepts. He/she is poorly able to analyse the operational environment by choosing and using research and development methods as well as digital tools when aided and guided by others. He/she can identify a few stakeholders and networks in both domestic and international markets. The student is able to operate only when the task and instructions are given and when He/she is aided by other students and the supervisors.

Grade 3

The student understands and is able to define most concepts of e-business terminology and able to explain examples of e-commerce & revenue models and e-marketing concepts. He/she is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. He/she can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to operate when the task and instructions are given.

Grade 5

The student understands and is able to define the concept of e-business terminology and able to explain examples of e-commerce & revenue models and e-marketing concepts. He/she is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. He/she has professionally advanced written communication skills and can elaborate on a specific area of business with precise vocabulary. He/she can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to operate proactively with an entrepreneurial mindset.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

The course is delivered virtually with possible guest lecturers from different companies and organizations.

Internationality

Possibility to work with international team and international lectures. Possible guest lecturers from international organizations and partner universities. International learning materials

Contents

Part one (6 ECTS): Doing e-business:

- Basic concepts and definitions

- Current trends, future opportunities
- E-commerce business models
- Revenue models
- e-marketing concepts and models
- Online marketing communications
- Security and payment
- Laws, regulations, rules, ethics
- Measurements and followup

Part two (3 ECTS): Technical issues and channel strategies:

- Infrastructure and technology
- Building an e-commerce website
- Supply chain management

Part three (3 ECTS): Development:

- During this part of the course an e-business plan is composed and completed. The student needs to find a commissioner (a real company) for the work.

Learning methods

Individual or pair work on assignments, group discussions, process writing according to feedback provided along the course. The course will be completed online. The assessment of one's own learning (1 h).

Assessment

Individual assignments: 80%

Teamwork Online & Discussion: 10%

Self-assessment via a virtual presentation: 10%

Course teacher(s)

Darren Trofimczuk, Porvoo

Learning materials

Recommended reading for the course:

Cabage, N. 2013. The smarter startup : a better approach to online business for entrepreneurs.

Chaffey, D. 2013. Digital business and e-commerce management.

Chaffey, D. 2013. Emarketing excellence : planning and optimizing your digital marketing.

Close, A. 2012. Online consumer behavior : theory and research in social media, advertising, and e-tail.

Gil-Pechuán, I & al. 2014. Strategies in e-business : positioning and social networking in online markets.

Goetsch, K. 2014. eCommerce in the cloud.

Greenberg, E. 2014. Strategic digital marketing : top digital experts share the formula for tangible returns on your marketing investment.

Hopkins, J & Turner, J. 2012. Go mobile : location-based marketing, apps, mobile optimized ad campaigns, 2D codes and other mobile strategies to grow your business.

Jordan, J. 2012. Information, technology, and innovation : resources for growth in a connected world.

Laudon, K. 2013. E-commerce : business, technology, society.

Mikitani, H. 2013. Marketplace 3.0 : rewriting the rules of borderless business.

Mohapatra, S. 2013. E-commerce strategy : text and cases.

Morris, H. 2013. Starting up an online business.

Peitz, M & Waldfoegel, J. 2012. The Oxford handbook of the digital economy.

- Rowles, D. 2013. Mobile marketing : how mobile technology is revolutionizing marketing, communications, and advertising.
- Sarpong, C. 2012. Developing an e-Commerce web service.
- Schniederjans, M. & al. 2014. E-commerce operations management.
- Strauss, J. 2012. E-marketing.
- Turban, E & al. 2012. Electronic commerce 2012 : a managerial and social networks perspective.
- van Weele, A. 2014. Purchasing & supply chain management : analysis, strategy, planning and practice.

Designing Services

Code: PSS4PO041

Scope: 6 ECTS

Timing: 5-6th, semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Optional

Starting level and linkage with other courses

The student has successfully completed some previous courses in Sales or Marketing.

Learning objectives and assessment

Grade 1

The student is somewhat familiar with service design theories and has a basic command of the terminology.

The student is able to encounter customers, and has an elementary command of necessary service skills and attitude.

The student knows how to develop services processes.

Grade 3

The student has a professional command of service design theories and terminology.

The student has positive impact on customer encounters and is able to develop personal service skills and attitude.

The student is able to actively take part in the service development process.

Grade 5

The student has a professional command of service design theories and terminology, and is able to apply them in practice.

The student has positive impact on customer encounters and is able to coach others in developing personal service skills and attitude.

The student is able to lead service development process with good results.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

The learning projects on the course are real commissions from the business or the public sector.

Internationality

The students on the course are from international degree programmes.

Contents

- Customer Insight
- Ideation
- Experimentation

Learning methods

Inquiry learning is applied through the entire course including:

Contact lessons and workshops

Individual and team assignments

Project work

The assessment of one's own learning

Assessment

Project work done in groups, including self and peer assessment, documentation of the project process and a final deliverable agreed with the commissioner.

Team and individual assignments.

Course teacher(s)

Marika Alhonen, Porvoo
Eva Holmberg, Porvoo
Sirpa Lassila, Porvoo

Learning materials

Examples of bibliography that can be used during the course:

Lockwood T. (ed) . 2010. Design thinking : integrating innovation, customer experience and brand value. New York, NY. Allworth Press.

Macintyre M., Parry G. & Angelis J. (ed.). 2011. Service design and delivery Amsterdam : Bis Publishers, 2010 New York. Springer.

Stickdorn M. & Schneider J. (ed). 2010. This is service design thinking : basics - tools - cases.

Tuulenmäki A. and Välikangas L. 2011. The art of rapid, hands-on execution innovation. Strategy & Leadership 2/2011.

Innovation Challenge

Code: PSS4PO042

Scope: 6 ECTS

Timing: 3rd - 6th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Optional

Starting level and linkage with other courses

-

Learning objectives and assessment

Grade 1

The student

- knows few methods and tools needed in the development work
- knows how concepts are adopted to real life
- has some listening skills but is not able to utilize the information
- is able to implement his/her idea.
- has satisfactory team work skills
- is able to create some ideas and conduct some simple experiments.

Grade 3

The student

- knows several methods and tools needed in the development work
- knows well how concepts are adopted to real life
- has good listening skills and is able to utilize customer insight to some extent
- is able to implement his/her idea in successful manner
- has good team work skills
- is able to create good ideas, has courage to experiment unordinary solutions and is able use development methods in a creative manner

Grade 5

The student

- knows a wide array of methods and tool needed in the development work
- knows very well how concepts are adopted to real life
- has excellent listening skills and is able to utilize customer insight in practice
- is able to to implement his/her idea in successful manner and engage users
- has excellent team work skills
- able to create excellent ideas, has courage to experiment unordinary solutions by engaging partners as well as users and is able to use development methods in a highly creative manner

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Course contents

Service development methods

Ideation methods

Co-creation methods

Piloting and experimenting

Initiating and executing creative and sustainable projects

Social impact activities

Recognising and validating prior learning (RPL)

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

Working life connections

The course is done in co-operation with NGO's, social enterprises and inclusive business.

Internationality

Learning in mixed, international groups

Learning methods

The course gathers together and mixes different degree programme students at Haaga-Helia Porvoo Campus. Students will innovate social impact activities and concepts. The course consists of introduction lesson, a one day intensive camp, work in teams and consultations as well as one day final session. Students will work in heterogeneous teams and innovate solutions, which will have social impact. The project may include collaboration with partners such as non-governmental organisations, social enterprises and inclusive business.

Assessment

Individual pre-assignment and project work in groups.

Course teacher(s)

Marika Alhonen, Porvoo
Anette Kairikko, Porvoo

Learning materials

Belsky, S. (2010). Making ideas happen: overcoming the obstacles between vision and reality. Penguin.

Havukainen, Ilari; Kuittinen, Ville; Matveinen, Mikko; Mononen, Merja; Peiponen, Jarkko; Tykkyläinen, Salla. 2014. Common Good : Sustainable and Transparent Business. Karelia University. <http://www.theseus.fi/bitstream/handle/10024/81050/B18.pdf?sequence=1>

Additional materials are given during the course.

Strategic Events Solutions

Code: PSS4PO044

Scope: 6 / 9 / 12 ECTS

Timing: 5th - 7th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

Starting level and linkage with other courses

Student has completed the basic and professional studies in event planning and management or equivalent courses completed in other degree programs.

Learning objectives and assessment

Grade 1

The student can identify, list and combine the main theoretical concepts. With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant research findings. With great difficulty and under strict supervision, the student can partly work with a case study. S/he poorly applies problem identification, analysis and solving to events cases. S/he can conduct research.

Grade 3

The student can describe the relevant 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 can collect, partly analyze and partly use relevant research findings. The student can work with a case study. S/he can apply problem identification, analysis and solving to events cases. S/he can conduct research.

Grade 5

The student uses and combines different theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate.

S/he uses findings to compare different theories and viewpoints. The student can collect, analyze and use relevant research findings. The student can work very professionally with a case study. S/he can fully apply problem identification, analysis and solving to events cases. S/he can conduct research at a highly professional level.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1-3-5.

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available on MyNet.

Working life connections

Learning objectives will be reached through real-life projects commissioned by businesses/organisations.

Internationality

Projects with international partners

Learning methods

Lectures and seminars

Independent study

Case study

The assessment of one's own learning

Assessment

Event Folder
Essay
Seminar work

Course teacher

Monika Birkle, Porvoo

Learning materials

Ali-Knight, Jane et al. 2009: International Perspectives of festivals and events, ch 16

Beech, Kaiser, Kaspar ed. 2014: The business of event management

de Groot, Eric and Van der Vijver, Mike 2013: Into the heart of meetings. Basic Principles of Meeting Design

Getz, Donald 2012: Event studies. Theory, research and policy for events. Ch 6 and 11.

Ferdinand, Nicole and Kitchin Paul J. 2012: Events Management an international approach, ch. 10, 13 and 14

Sharples, Crowther, May, Orefice 2014: Strategic Event Creation

MPI: Meeting Outlook

Selected blogs, event related sites and LinkedIn groups

Managing Organisations

Code: SCS4PO043

Scope: 6-12 ECTS

Timing: 5th - 6th semester

Language: English or Finnish

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

Starting level and linkage with other courses

This is a top-up course for students who are interested in organisational management. Student should have completed the basic and professional studies in Organisational Development, Leadership and Management SCS2LC (RG, RM) 0021 and 2.

The course is made of three modules: Basics 6 cr +mentoring and practicing management functions with junior project teams 3 cr+ Project/Research 3 cr. The course is a part of the professional specialisation studies (ASO)

Learning objectives and assessment

Grade 1

He/she is aware of management functions and has basic understanding of both organizational and leadership theories. He/she can recognise different types of organisations and the respective management needs and styles. He/she can apply some of the theories with help. Student has challenges of self-management and needs external motivation to work.

He/she can work in teams as a team member when aided and lead strictly.

Grade 3

He/she has good understanding of management functions and good command of organizational and leadership theories and styles. He she can recognize the connection between the types of organisations and management styles and can apply the theories on different cases and real life situations.

He/she can organize teams, assign tasks and contribute to reaching goals.

Grade 5

He/she has excellent analytical and problem solving skills; can analyse organisations and suggest development plan

He/she shows excellent leadership and management skills and command of relevant theories as well as their real life applications. He/she can lead many different teams effectively by analyzing the situation and the needs of the team members.

He/she takes initiative and acts always responsibly.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

Students can make use of different life situations like their thesis work to bring content to discussions and activities. They can also work with the junior students as mentors/coaches.

Cases from different projects that students currently work will create the main content, but cases from real organisations will also be used. Guest lecturers will be invited to share their experiences.

Internationality

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

Contents

The Course derives its content from four management functions and other relevant topics

- Planning
- Organizing
- Leading
- Controlling

- Organizational theories and behavior
- Corporate social responsibility

Learning methods

Contact lessons
Individual, pair and team assignments
Independent studies
The assessment of one's own learning

Assessment

Participation and activity in class 30%
Assignments 50%
Self-assessment 20%

Course teacher(s)

Yucel Ger, Porvoo

Learning materials

Compulsory:

Burchell, M.& Robin, J. 2010. Great Workplace : How to Build It, How to Keep It, and Why It Matters

Chalofsky, N. E. 2010. Meaningful Workplaces : Integrating the Individual and the Organization

Armstrong, M. 2012. Armstrong's Handbook of Human Resource Management Practice

Afsaneh Nahavandi: The art and science of leadership. 7th edition. Pearson 2015

Optional:

Belbin, R.M. 2008. Management Teams. Elsevier

Katzenbach, J.R. & Smith, D.K. 1993. The Wisdom of Teams, Creating a High-Performance Organization.

Nonaka, I. & Takeuchi, H. 1995 (tai uudempi) The Knowledge Creating Company. Oxford University Press

Senge, Peter M. 1990. The Fifth Discipline The Art & Practice of The Learning Organization. Doubleday

Helgesen, Sally. Title: The female advantage : women's ways of leadership / Sally Helgesen. Format: Book Published: New York : Doubleday Currency, 1990.

Esimiestyö ja laadun johtaminen matkailuyrityksessä

Tunnus: SCS4PO044

Laajuus: 6, 9 tai 12 op

Ajoitus: 6. lukukausi

Kieli: suomi

OPS: Kaikki Porvoon OPS:t

Opintojakson taso: ammattiopinnot

Opintojakson tyyppi: vaihtoehtoinen

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

POMOn 3. ja 4. lukukauden ammattiopinnot tulee olla suoritettuna.

Osaamistavoitteet ja arviointi

Arvosana 1

Osaa nimetä ja kuvailla eri johtamisteoriat. Osaa kuvata eri johtamisteorioiden vaikutusta organisaatioon. On suorittanut annetut tehtävät. Osaa selittää eri johtamismallien vaikutusta organisaatioon. Osaa osoittaa johtamisen ja esimiestyön ongelmat organisaatiossa.

Arvosana 3

Tunnistaa ja analysoi eri johtamisteorioita ja osaa argumentoida niiden sopivuutta eri organisaatioihin. Osaa esitellä ja perustella eri johtamismalleja ja selittää niiden vaikutusta organisaatioon. Tunnistaa eri roolien merkityksen ryhmätoiminnassa, toimii ryhmänsä aktiivisena jäsenenä ja osaa tarvittaessa auttaa muita. Tunnistaa ryhmän ja sen jäsenten ongelmia ja osaa auttaa niiden ratkaisemisessa.

Arvosana 5

Osaa soveltaa ja tulkita eri johtamisen tapoja. Tunnistaa ja osaa argumentoida eri johtamistapoja ja rooleja. Osaa soveltaa johtamisteorioita organisaation kehittämistyössä. Osaa perustella eri johtamismalleja ja analysoida niiden vaikutusta organisaation toiminnan kehittämisessä. Osaa toimia erilaisten ryhmien johtajana ja osaa muuttaa johtamistapaansa kulloisellekin ryhmälle sopivaksi. Osaa kehittää ryhmätoimintaa ja osaa ohjata ryhmänsä toimimaan tavoitteiden mukaisesti ja tuottavasti. Tunnistaa ryhmässään vallitsevat ongelmat. Osaa valita rakentavan ja ryhmän tuloksellista toimintaa edistävän toimintatavan ja osaa motivoida ja innostaa ryhmäänsä pääsemään tulokseen.

Opintojakso arvioidaan asteikolla 1 - 5. Arviointikriteerit on esitetty asteikolla 1 - 3 - 5.

Aikaisemmin hankitun osaamisen tunnistaminen ja tunnustaminen (AHOT)

Mahdollisuudesta osoittaa osaaminen neuvotellaan erikseen opettajan kanssa.

Työelämäyhteydet

Opintojaksolla käsiteltävät aiheet ja tehtävät nousevat työelämästä.

Kansainvälisyys

Opintojaksolla käydään läpi esimiestyötä myös kansainvälisessä ympäristössä kirjallisuuden, sähköisten kanavien ja artikkelien pohjalta.

Sisältö

- Organisaatio- ja johtamisajattelun teoriat ja kehitys
- Organisaatiokäyttäytyminen
- Motivaatioteoriat
- Esimiehen rooli tuloksellisen työryhmän ja työyhteisön kehittäjänä
- Laatujohdaminen: kokonaisvaltainen laadunjohtaminen, prosessijohtaminen, laatujärjestelmä, laatuyrityksen tunnusmerkit

Oppimistavat

Tämän opintojakson osaamistavoitteet voi saavuttaa esimerkiksi seuraavilla tavoilla:

- a. Lähiopetus ja siihen liittyvät tehtävät
- b. Yksilötyönä laadittu raportti opintojakson teemoista
- c. Itsenäinen opiskelu riippuen valitusta laajuudesta
- d. Opintojaksoon sisältyy myös pakollisena oman oppimisen arviointi.

Arviointitavat

Aktiivinen osallistuminen opetukseen sekä harjoitustyö/raportti

Vastuupettaja(t)

Anne Koppatz, Porvoo

Oppimateriaalit

Ajankohtaiset artikkelit

Aaltio, I. 2008. Johtajuus lisäarvona. WSOY Oppimateriaalit Oy

Armstrong, M. 2012. Armstrong's Handbook of Human Resource Management Practice

Belbin, R.M. 2008. Management Teams. Elsevier

Brooks, I. 2009. Organisational Behaviour Individuals, Groups and Organisation

4th edition, Pearson Education Limited

Burchell, M. & Robin, J. 2010. Great Workplace : How to Build It, How to Keep It, and Why It Matters

Hamel, G. 2007. Johtamisen tulevaisuus. Talentum

Kauhanen, J. 2010. Henkilöstövoimavarojen johtaminen.

Kolind, L. & Botter, J. 2012. Unboss. JP/Politikens Forlag Kobenhavn

Lecklin, O & Laine, R. 2009. Laadunkehittäjän työkalupakki. Talentum

Lämsä, A-M. & Päivike, T. 2010. Organisaatiokäyttämisen perusteet

Markkanen, M. 2009. Onnistu rekrytointihaastattelijana. WSOY

Nonaka, I. & Takeuchi, H. 1995 (tai uudempi) The Knowledge Creating Company. Oxford University Press

Robbins, P.S. & Judge, T. 2009. Organizational Behavior, 13th edition, Pearson International Edition

Saarinen, M. & Aalto-Setälä, P. 2009. Perkele: tunneosaamisen oppikirja esimiehille

Senge, P. Kleiner, A., Roberts, C., Ross, R., Roth, G., Smith, B. 1999. The Dance of Change. Nicholas Brealey Publishing

Siltala, J. 2004 (tai uudempi) Työelämän huonontumisen lyhyt historia. Otava.

Viitala, R. 2013. Henkilöstöjohtaminen Strateginen kilpailutekijä. Edita

Introduction to SAP

Code: TOO8PO032

Scope: 6 ECTS

Timing: 3rd - 7th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

Starting level and linkage with other courses

ERP or a similar course, SAP as a Management Tool or similar course recommended

Learning objectives and assessment

Upon successful completion of this course, the student

- understands how business processes and financial management are interrelated
- understands the key financial management concepts in SAP
- is able to run the main business processes in SAP and analyze their financial impacts
- is able to derive different financial accounting and financial management reports
- is able to use different tools SAP provides for controlling
- is able to use SAP to run a business

Exercises cover the following business processes: Procurement, Fulfillment, Production, Inventory Management, Warehouse Management, Financial Management

The autumn course is based on SAP ECC. The spring course may be based SAP HANA and role based user interfaces.

In order to achieve

Grade 5

the student has to do all exercises, get good grade from the exam and do challenge assignments.

Grade 3

the student has to do all exercises correctly.

Grade 1

the student has to do all exercises.

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

Guest lecturers may be invited.

Internationality

Global competences and skills

Learning methods

Inquiry learning

Contact lessons

SAP exercises

Exam

Course teacher(s)

Veijo Vanttinen, Porvoo

Learning materials

Integrated Business Processes with ERP systems, Simha R. Magal, Jeffrey Word; WileyPlus

Learning material given through Moodle.

Sustainable Tourism

Code: TOU4PO141
Scope: 6, 9 or 12 ECTS
Timing: Semester 4-7
Language: English
Curriculum: All Porvoo Curricula
Level: professional studies
Type: Elective

Starting level and linkage with other courses

The student has successfully completed the Basic Studies.

Learning objectives and assessment

Grade 1

The student can identify a few tourism impacts and is able to describe the concept of sustainability in relation to the tourism business. With great difficulty and under strict supervision, the student can create a report about increasing sustainability for a destination/company. The student has a limited ability to apply theoretical sources to solve a practical case relating to making tourism business more sustainable.

Grade 3

The student can describe the concept of sustainable tourism and apply his/her knowledge to new contexts. The student can link the key theoretical concepts to a practical case. The student can collect, analyse and use relevant theory, tools and research findings to create suggestions for making tourism business more sustainable in a destination/company. S/he is able to find relevant and reliable sources and use them in the report.

Grade 5

The student uses and combines different theoretical models of sustainable tourism. His/her use of theory, methods and specific terminology is very accurate. S/he uses findings to compare different theories and viewpoints, criteria and indicators to gain a comprehensive understanding of how individuals, destinations and companies can encourage sustainable development in their operations. The student can collect, analyse and use relevant theory and tools as well as versatile research findings to create proactive sustainable tourism guidelines and suggestions to be applied for a destination/company and in the tourism business in general. S/he has an innovative approach and can conduct research in sustainable tourism at a highly professional level.

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

Guest lecturers from the industry.

Internationality

Possible guest lecturers from international organisations and partner universities. International learning materials.

Contents

- Sustainability as a concept and megatrend
- Tourism impacts
- Sustainability criteria and tools
- Sustainable business indicators, initiatives and innovations
- Corporate social responsibility

Learning methods

Inquiry learning
Research report
Discussions in class and in an e-learning environment
Independent study
The assessment of one's own learning

Assessment

Assessment is based on active participation in discussions in class and in an e-learning environment (25 %) and the research report (75 %).

Course teacher(s)

Annika Konttinen, Porvoo Campus

Learning materials

Cavagnaro, E. & Curiel, G. 2012. The three levels of sustainability.

Hall, C.M., Gossling, S. & Scott, D. 2015. The Routledge Handbook of Tourism and Sustainability.

Academic articles and studies by international organisations (e.g. Amadeus, European Travel Commission, OECD, UNWTO, WEF, WTTC)

Airport Business Operations

Code: TRA4PO0392

Scope: 9 ECTS

Timing: 5th, 6th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

Starting level and linkage with other courses

No prerequisites

Learning objectives and assessment

Grade 1

The student has a limited understanding of stakeholders, business models, safety & security, legislation and customer service within airport operations. The student follows course activities with difficulty and under supervision. The student has limited skills in defining key elements of airport operations. The student has a preparedness to apply the knowledge in key elements of airport operations at a minimal level required in work life.

Grade 3

The student has an adequate understanding of stakeholders, business models, safety & security, legislation and customer service within airport operations. The student performs well in course activities within a team and independently. The student demonstrates satisfactory skills in defining key elements of airport operations. The student has a preparedness to apply the knowledge in key elements of airport operations at basic level required in work life.

Grade 5

The student has a deep understanding of stakeholders, business models, safety & security, legislation and customer service within airport operations. The student accomplishes course activities with initiative and leadership. The student demonstrates strong skills in defining key elements of airport operations. The student has a preparedness to apply the knowledge in key elements of airport operations at advanced level required in work life.

The assessment criteria are presented for grades 1 - 3 - 5.

Recognising and validating prior learning (RPL)

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

Working life connections

Projects from different companies

Internationality

Projects from international companies. International teams and instructors as well as learning materials.

Contents

- Airport infrastructure and Business Logic / Models
- Airside, Terminal & Landside operations
- Legislation & (EU) guidelines and policy
- Safety, security and emergency regulations
- Airport customer services and airport retail
- Ground handling, baggage and the impact of digitalization
- Air freight

Learning methods

Contact lessons

Project work

Independent studies

elearning

The assessment of one's own learning

Assessment

Individual report and e-learnings 70 %

Active participation in contact lessons and group assignment 30 %

Course teacher(s)

Anne Koppatz, Porvoo

Pekka Polvinen, Porvoo

Learning materials

Graham, A. 2013. Managing Airports: An international perspective. Fourth Edition. (Course Book)

Doganis, R. 2010. Flying off Course IV: Airline economics and marketing. London: Routledge.

Halpern, N. & Graham, A. 2013. Airport Marketing.

Norman J. Ashford & al. 2012. Airport Operations.

Young S. & Wells, A. 2011. Airport Planning and Management. Sixth Edition.

Selection of articles

Travel Experience Design in the Digital Age

Code: TRA4PO040
Scope: 6, 9 or 12 ECTS
Timing: 4-7 semester
Language: English
Curriculum: All Porvoo Curricula
Level: Professional studies
Type: Elective

Starting level and linkage with other courses

The student has successfully completed the Basic Studies.

Learning objectives and assessment

Upon completion of the course, the student is able to

- understand current trends and factors that affect and define future consumer behaviour (part 1, part 3)
- identify potential target markets and analyse the characteristics of the chosen target group (part 1)
- analyse a destination from a tourism potential point of view (part 1)
- use professional tools for analysis of the operational environment (part 1)
- understand the characteristics and pros/cons of different marketing channels (part 2)
- understand and describe the different stages of tourism product development process (part 2)
- produce a product description and a marketing plan in accordance with current consumer protection legislation (part 2)
- understand and describe the different stages of designing experiences and the elements of an effective story (part 3)
- understand the importance of engagement and storytelling in creating experiences (part 3)
- plan and create a digital story that has shareable content and the potential to go viral (part 4)
- use professional tools for creating engaging content and staging digital experiences (part 4)

Grade 1

The student can identify and describe a few concepts and tools relating to creating travel experiences. The student can find at least a few sources, poorly collect, analyse and use relevant data and material to create a travel experience and marketing plan. With great difficulty and under strict supervision, the student can poorly apply problem identification, analysis and solving to the project. Use of sources is very limited overall and reports produced are poorly structured.

Grade 3

The student can define and use concepts and tools related to creating and marketing travel experiences. The student is able to apply that knowledge to different situations. The student can search, collect, partly analyse and use relevant data and material to create a travel experience and marketing plan. The student can apply problem identification, analysis and solving to the project. In the reports, sources are for the most part acknowledged and several sources are used. Structure of the reports is rather logical and the reader can follow the line of thought.

Grade 5

The student is able to identify, define and use the core concepts and tools for creating, enhancing and marketing digital experiences. The student is able to use and combine theory, trends and tools related to travel experiences and marketing in order to create and present solutions to different situations. The student is able to assess the credibility of sources and is able to use a great variety of sources. The student can collect, analyse and use relevant data and material to create a travel experience and marketing plan at a highly professional level. The student can fully apply problem identification, analysis and solving to the project. In reports, all source material is correctly acknowledged and the author uses the versatile sources in a skilful manner with discourse between sources. Structure, figures and tables facilitate understanding very well. Ideas flow clearly and coherently. The report is easy to read and arguments made are logical and supported by the sources.

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

The course supports the students in their own research/development project which is related to the business community.

Internationality

International learning materials and assignment contents.

Contents

The course can be completed as 6, 9 or 12 credits.

Recommended combinations for

6 credits: part 1 + part 2 or part 3 + part 4

9 credits: part 1 + part 2 + part 3

12 credits: all parts 1-4

Part 1

Consumer behavior and trends in travel and tourism

Target market and destination analysis

Operational environment (incl. PESTEL analysis) and competition

Part 2

Marketing communications (types and channels)

Product development process and product description

Marketing plan

Part 3

Experience Economy and elements of experiences

Engagement, storyfication, personalisation and authenticity

Digital trends and tools for creating experiences

Part 4

Digital experience development process

Manuscript of the digital experience (content, storyline, structure)

Communication plan (incl. goals, target group, channels)

Learning methods

This is a virtual course with no contact hours. Independent study in network environment. Feedback provided for parts 1-4 (each part contains 3 assignments). The assessment of one's own learning 1 h.

Assessment

Part 1 (3 credits)

100 %: Analysis of trends and consumer behaviour, target market and destination analysis, operational environment and competition

Part 2 (3 credits)

100 %: Marketing communications, product development process and product description, marketing plan

Part 3 (3 credits)

100 %: Theoretical framework for digital trends and tools in creating engaging experiences

Part 4 (3 credits)

100 %: The digital experience development process, manuscript and communication plan (incl. benchmarking and best-practices) for the product, e.g. video, mobile or augmented reality application

Course teacher(s)

Annika Konttinen, Porvoo

Anu Seppänen, Porvoo

Learning materials

Alexander, B. 2011. New digital storytelling. Creating narratives with new media.

Boniface, B & Cooper C. 2012. Worldwide destinations: the geography of travel & tourism.

Csikszentmihalyi, M. 1990. Flow: The psychology of optimal experience.

Gioglio, J. & Walter, E. 2014. Power of visual storytelling. How to use visuals, videos and social media to market your brand.

Grönroos, C. 2007. Service management and marketing.

Jensen, R. 1999. Dream society.

Heath, C. & Heath, D. 2008. *Made to Stick: Why Some Ideas Survive and Others Die*.

Page, S.J. 2009. *Tourism management: managing for change*.

Pine, J. & Gilmore, J. 2011. *The experience economy*.

Pine, J. & Korn, K. 2011. *Infinite possibility – creating customer value on the digital frontier*.

Smith, P.R. & Chaffey, D. 2013. *eMarketing Excellence – the Heart of eBusiness*.

Swarbrooke, J. & Horner, S. 2007. *Consumer behaviour in tourism*.

Trade journals and magazines, studies by international organisations (e.g. Amadeus, European Travel Commission, OECD, UNWTO, WTTC, WEF) and other electronic sources.

IATA Regulations and Management

Code: TRA8PO036
Scope: 6 ECTS
Timing: 4th semester
Language: English
Curriculum: All Porvoo Curricula
Level: Professional studies
Type: Free choice

Starting level and linkage with other courses

The student has successfully completed the Basic Studies in Amadeus Selling Platform, Command Page.
The course is part of the curriculum of Degree program in Tourism.

Learning objectives and assessment

Upon successful completion of the course, the students will be able to:

- Apply mileage system pricing skills to international routings
- Read and interpret GDS displays relevant to mileage system pricing
- Define common fare construction terms and abbreviations
- Identify and price different journey types (including one-way, round/circle trip, Round-the-World and mixed class journeys)
- Use the IATA Fare Formula to correctly price a journey
- Apply global indicators to routings
- Assess and apply air fare taxes
- Read, interpret and apply fare rules
- Convert different currencies and NUCs
- Apply all minimum-fare rule checks in pricing itineraries
- Add a manual fare to a GDS booking file
- Use GDS to issue tickets for manually-priced reservations
- Construct and read a linear fare construction
- Decode and interpret each field of an e-ticket
- Issue electronic tickets

Grade 1

The student understands the role of IATA in the organization and management of airline fares.
The student follows fare constructions with difficulties and needs support to calculate normal international airfares using the IATA Mileage System of Fare Construction
The student meets minimum requirements of worklife tasks related to airline fares.

Grade 3

The student understands well the role of IATA in the organization and management of airline fares.
The student performs well fare constructions and independently calculates normal and advanced international airfares using the IATA Mileage System of Fare Construction
The student meets standard requirements of worklife tasks related to airline fares.

Grade 5

The student has an advanced understanding of the role of IATA in the organization and management of airline fares.
The student accomplishes fare constructions with confidence and creativity. The student calculates normal and advanced international airfares using the IATA Mileage System of Fare Construction
The student meets professional requirements of worklife tasks related to airline fares.

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

Case studies from different Airline companies.

Internationality

The course main subject is the INTERNATIONAL fare construction.

Contents

- Introduction to air fares, analysing itineraries and retrieving fares from a GDS
- Introduction to the mileage system
- Practice pricing one way and circle trips
- Limitations on indirect travel, side trips and surface sectors
- Backhauls, circle trips, journeys in different classes of service and alternative fare break points
- Lowest combinations, round-the-world journeys, sales indicators and minimum checks
- Currency conversion, taxes and practice ticketing

Learning methods

Inquiry learning, case studies, lectures, tutorial sessions, presentations and seminars; for certain components of the curriculum, computer lab demonstrations and hands on sessions will be included.

Content and Language Integrated Learning method will be used in teaching.

Assessment

Written individual Exam 100%

Course teacher(s)

Alexandre Kostov, Porvoo

Learning materials

IATA - UFTAA materials

Instructor's own materials

International Work Placement

Code: PLA6PO110
Extent: 30 ECTS (completed as one or two to three shorter units)
Timing: 4th semester or earlier if completed in smaller units
Language: English
Curriculum: All Porvoo Curricula
Level: Work Placement
Type: Compulsory

Starting level and linkage with other courses

The student has successfully completed the Basic Studies (= the two first semester courses) or 120 ECTS if wishing to do the 30 ECTS work placement. Tourism students might have their first placement after the 1st semester.

Learning objectives and assessment

The student learns to develop his/her professional skills and to link his/her academic studies with real-life work practices and is able to evaluate and develop his/her workplace environment. Work placement is assessed as pass (H=accepted) or fail. Please see MyNet for further information.

Recognising and validating prior learning (RPL)

If students have longer previous employment experience involving responsible tasks within the main study field, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Internationality

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

Contents

Work placement period is one uninterrupted period or several shorter ones. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student submits a written work placement notification (application) to the work placement coordinator. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization.
- Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments. OR Alternatively, writing HH work placement blog and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Learning methods

Work placement lecture
Independent work according to goals set
Communication with the work placement advisor

Assessment

Work placement is assessed Pass or Fail. The employer/supervisor at the work placement evaluates the student's competence and gives a written evaluation/testimonial.

Teachers responsible

Work Placement Coordinator for International Placement:
Liisa Wallenius, placement abroad
Leena Aitto-oja, non-Finnish students' placement in Finland

International Work Placement 1

Code: PLA6PO111
Extent: 10 cr (33 days)
Timing: 4th semester or as agreed
Language: according to the country and organisation
Level: Work Placement
Type: Compulsory

Starting level and linkage with other courses

Completion of work placement 30-60 cr.

Learning outcomes

The student

- learns to develop his/her professional skills and to link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Work placement is an integral part of polytechnic studies and students can apply for work placement after they have completed 30 -60 cr. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement.

Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization. Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments. Alternatively, writing HH work placement blog and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement information meetings are arranged twice a month and the dates are announced on MyNet and info TV.

Cooperating with the business community

The course is realized in work life within a business community.

International dimension

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

Teaching and learning methods

Working at the place of work and submitting reports.

Recognition of prior learning (RPL)

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

Teacher responsible

Liisa Wallenius, Porvoo Campus

Assessment Criteria

Pass/Fail

International Work Placement 2

Code: PLA6PO112
Extent: 10 cr (33 days)
Timing: 4th semester or as agreed
Language: according to the country and organisation
Level: Work Placement
Type: Compulsory

Starting level and linkage with other courses

Completion of work placement 1 and 60 cr.

Learning outcomes

The student

- learns to develop his/her professional skills and to link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Work placement is an integral part of polytechnic studies and students can apply for work placement 1 after they have completed work placement 1 and 60 cr. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement.

Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization. Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments. Alternatively, writing HH work placement blog and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement information meetings are arranged twice a month and the dates are announced on MyNet and info TV.

Cooperating with the business community

The course is realized in work life within a business community.

International dimension

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

Teaching and learning methods

Working at the place of work and submitting reports.

Recognition of prior learning (RPL)

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

Teacher responsible

Liisa Wallenius, Porvoo Campus

Assessment Criteria

Pass/Fail

International Work Placement 3

Code: PLA6PO113
Extent: 10 cr (33 days)
Timing: 6th semester or as agreed
Language: according to the country and organisation
Level: Work Placement
Type: Compulsory

Starting level and linkage with other courses

Completion of work placement 1 and 2, and 120 cr.

Learning outcomes

The student

- learns to develop his/her professional skills and to link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Work placement is an integral part of polytechnic studies and students can apply for work placement 3 after they have completed 120 cr. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement.

Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization. Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments. Alternatively, writing HH work placement blog and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement information meetings are arranged twice a month and the dates are announced on MyNet and info TV.

Cooperating with the business community

The course is realized in work life within a business community.

International dimension

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

Teaching and learning methods

Working at the place of work and submitting reports.

Recognition of prior learning (RPL)

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

Teacher responsible

Liisa Wallenius, Porvoo Campus

Assessment Criteria

Pass/Fail

Bachelor's Thesis

Code: THE7LC004
Extent: 15 ECTS (405 h)
Timing: 5th-7th semester
Language: English
Level: Thesis
Type: Compulsory

Starting level and linkage with other courses

Most basic and professional studies must be completed, including the Research Work study unit.

Learning outcomes

The student will demonstrate an ability to work and solve problems independently. The purpose is to enhance the student's information gathering skills and ability to apply information to solving problems related to business economics.

Course contents

The student should have completed enough studies to fully focus on the thesis writing process. Successful completion of the thesis writing process is proof of the student's problem-solving skills and ability to work independently in a disciplined manner. Ideally, the thesis is a professional study based on an actual business environment. It also has the potential for bringing forward new information in the given field of research.

Preparation of a subject analysis in the Research Work study unit. Preparation of a research plan, presentation of project papers and interim reports, completion of the report, writing an abstract, maturity examination.

Teaching and learning methods

After writing an acceptable subject analysis in the Research Work study unit, the student is assigned a tutor and a secondary tutor. The students present their work in three times in a seminar group. The first is a short presentation of introduction, research problem, aim and restraints and a preliminary bibliography. In the second seminar the theoretical part and a plan for the empirical research (questionnaire, interview frame) is presented. At the last meeting the student presents the analysis and results. The students attend all the meetings and act three times as an opponent. Detailed instructions are given by the thesis coordinators.

Teacher responsible

Eva Holmberg

Course materials

All the HAAGA-HELIA UAS thesis process materials found at MyNet

Assessment criteria

An accepted thesis writing process is evaluated by the tutor and secondary tutor on a scale of 1 to 5.

<http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/assessment/Pages/default.aspx>

Maturity Examination

Code: OPI7LC003

Extent: part of the thesis process

Timing: after presentation/submission of the thesis

Language: Finnish, Swedish or English

Level: Thesis

Type: compulsory

Starting level and linkage with other courses

Before graduating, the student is expected to demonstrate his/her expertise in the area of his/her thesis as well as his/her language skills. This is done by means of the maturity test. The student can sign up for the maturity test once his/her thesis has been successfully presented or submitted for assessment.

The student writes the maturity test in Finnish, Swedish or English and is expected to demonstrate a solid command of this language as required for earning a Bachelor's degree. The language of the maturity test is determined as follows:

- Students who completed comprehensive school or upper secondary school in Finland and completed studies in Finnish or Swedish as a mother tongue: the student writes the maturity test in the language studied as mother tongue at comprehensive school or upper secondary school, regardless of the language of the student's degree programme.
- Students who completed comprehensive school or upper secondary school with mother-tongue studies in a language other than Finnish or Swedish, or completed corresponding education abroad: the student writes the maturity test in the language of the degree programme.

Table 1. The language in which the maturity test is written.

Previous mother tongue studies in Finland in	Language of the student's degree programme		
	DPs taught in Finnish	DPs taught in English	DPs taught in Swedish
Finnish	Finnish	Finnish	Finnish
Swedish	Swedish	Swedish	Swedish
Other cases	Finnish	English	Swedish

Learning outcomes

The maturity test is a learning experience allowing the student to build his/her communication skills. The maturity test also allows the student to present and demonstrate his/her competencies through thesis. The student can include the maturity test in his/her portfolio, which can be useful in job seeking.

In the maturity test, the student indicates his/her familiarity with his/her thesis field and also his/her language skills, as set in Section 10 of the Decree on Studies at Universities of Applied Sciences (352/2003). A maturity test written in Finnish or Swedish also demonstrates that the student has a command of this language as statutorily required of employees of public sector organisations in Finland. This is indicated in the student's diploma.

A student who has not who completed comprehensive school or upper secondary school in Finland and has not completed studies in Finnish or Swedish as a mother tongue but successfully completes the maturity test in Finnish or Swedish is deemed to have demonstrated good written and oral skills in this language. This is a sufficient indicator of language skills when applying for Finnish citizenship, for example.

Course contents

The maturity test at HAAGA-HELIA can take the form of an essay, item for a staff newsletter or media release. The maturity test is not an answer to an exam question.

An essay is a text where the writer displays his or her analytical writing skills by discussing and reflecting upon a given topic or issue from different points of view. An essay presents not only facts, but also the writer's own arguments, opinions, evaluations

and conclusions. An essay has a heading, lead paragraph, body copy and conclusion. The maturity test written as an essay must not have subheadings, tables or figures.

The length of the maturity test essay is 450–600 words. This is equivalent to a maximum of four handwritten pages, written on a pre-lined sheet of paper, with text written on each line.

A media release or an item for a staff newsletter presents a piece of news. The aim is to provide information on a recent event or some surprising or significant matter of general interest. For example, a news item on the thesis might present the key research results or the novelty value of the thesis for the industry or organisation in question. Such a text proceeds in the form of an inverted pyramid with content placed in order of importance, i.e. the most important points first and the least important ones last. Optimally, only one major news item functions as a spearhead for the rest of the text. The document has a headline, lead paragraph and body copy, and it also indicates from whom further information is available. A media release must also contain the sending organisation's background information.

The length of the maturity test when written as a media release or an item for a staff newsletter is 150–230 words. This equals a maximum of two handwritten pages, written on a pre-lined sheet of paper, with text on each line.

More information on writing the maturity test is provided on HAAGA-HELIA's website, on the thesis pages. <http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/maturity-examination>

Cooperation with the business community

A media release or an item for a staff newsletter integrally involves working life. The student can agree on the publication of such a text with either the commissioning party or HAAGA-HELIA. Newsworthy media releases are published on HAAGA-HELIA's website. The best releases are sent to the media.

Completion procedure

The maturity test is written during an exam re-take session or in some other supervised situation. The student signs up for the maturity test with the thesis supervisor, following the same process as for an ordinary exam. The thesis supervisor provides the student either the essay questions or the guidelines for the staff newsletter or press release. The student chooses the type before the maturity test.

The maturity test can be handwritten or typewritten, depending on the thesis supervisor's decision. If the maturity test is handwritten, it must be clearly legible. Upper and lower case and punctuation must be clearly distinguishable. If the maturity test is typewritten, the computer must not be connected to the web and the automatic language check function must be disabled.

Bringing a memory stick or mobile phone to the maturity test is prohibited. The student has a maximum of three hours to write the maturity test. The thesis supervisor archives the maturity test for six months.

Teacher responsible

The student's thesis supervisor

Course materials

More information on text types and writing the maturity test is provided on HAAGA-HELIA's website, under the thesis pages. <http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/maturity-examination>

Assessment criteria

The maturity test is assessed as pass/fail as set in HAAGA-HELIA's maturity test assessment criteria. Both the content and language of the maturity test are assessed. The content is assessed by the thesis supervisor and the language by a language teacher. The student receives feedback on his/her performance from both evaluators. A failed maturity test should be retaken.

<http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/maturity-examination/maturity-test-assessment-criteria/Pages/default.aspx>