

# Course list (Curriculum 2014)

Haaga-Helia's Master's Programmes are being renewed for application in Spring 2019. Starting from autumn 2019, Degree Programme in Communication Management exists in [Degree Programme Leading Business Transformation](#) and in its Finnish equivalent [Liiketoiminnan uudistamisen ja johtamisen koulutus](#) as a specialization area.

<b>Degree Programme in Communication Management (Master)</b>		<b>Code</b>	<b>ECTS</b>
<b>Compulsory studies</b>			
<b>Work Development Methods</b>			<b>15</b>
	Applied Research and Development	<a href="#">MET2HY201</a>	5
	Tools for Analysing and Forecasting	<a href="#">MET2HY202</a>	5
	Project Management	<a href="#">MET2HY203</a>	5
<b>Leadership and Work Community</b>			<b>15</b>
	Leadership Communication	<a href="#">MGT2HY201</a>	5
	Leading Change	<a href="#">MGT2HY202</a>	5
	Strategy in Practice	<a href="#">MGT2HY203</a>	5
<b>DP Specific Advanced Professional Studies</b>			<b>5</b>
	Planning and Leading Communications	<a href="#">COM2LJ002</a>	5
<b>Elective Advanced Professional Studies</b>			<b>20</b>
	Issue/Crisis Communication	<a href="#">COM4LJ006</a>	5
	Organization, Diversity and Employees	<a href="#">COM4LJ007</a>	5
	Stakeholder Communications	<a href="#">COM4LJ008</a>	5
	Media & Public Relations	<a href="#">COM4LJ013</a>	5
	Current trends: Integrated Marketing Communications	<a href="#">COM4LJ012</a>	5
	Excellence in Case Solving Skills*	<a href="#">MET4HY201</a>	5
<b>Thesis: Research and Development Project</b>			<b>30</b>
	Thesis - Thesis Seminar	<a href="#">COM7LJ011</a>	
<b>Free-choice studies</b>			<b>5</b>
<b>Total</b>			<b>90</b>

\*Excellence in Case Solving Skills course (MET4HY201) can replace one of the following courses: Project Management (MET2HY203) or Tools for Analysing and Forecasting (MET2HY202).

# Applied Research and Development

Code: MET2HY201

Scope: 5 ECTS (135 h)

Timing: 1st – 4<sup>th</sup> semesters

Language: English

Curriculum: Master Curriculum

Level: Advanced Professional Studies, Master

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites.

## Learning objectives and assessment

### Grade 1

The student knows the basics of case study, action and constructive research approaches and research methods in general and is able to make relevant choices in regard to each approach and method. In addition, the student is able to identify and define essential elements for the development plan.

### Grade 3

In addition to skills and competencies mentioned for Grade 1, the student is able to apply a chosen approach and relevant methods in the thesis or other project work during the course.

### Grade 5

In addition to skills and competencies mentioned for Grades 1 and 3, the student is able to reflect upon the methods used and their relevance for different approaches. The student can justify his/her choice of methods well. The choices are suitable for the research/development task in question.

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

## Recognition of 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](#).

## Cooperation with the business community

The course is linked to the Master student's own work experience and thesis plan. Guest lecturers could be invited from businesses.

## Internationality

Depending on the implementation.

## Course contents

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

### **Learning methods**

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. The assessment of one's own learning.

### **Assessment**

Depending on the implementation.

### **Teachers**

Eva Holmberg, Porvoo/Pasila

Maria Jakubik, Pasila

Aarni Moisala, Pasila

Jouni Soitinaho, Pasila

# Tools for Analysing and Forecasting

Code: MET2HY202

Scope: 5 ECTS (135 h)

Timing: 1<sup>st</sup> – 4th semester

Language: English

Curriculum: Master Curriculum

Course level: Advanced Professional Studies, Master

Course type: Compulsory

## Starting level and linkage with other courses

No prerequisites.

## Learning objectives and assessment

### Grade 1

The student has been involved in team work, contributed to the final report with sufficient contents for decision making in form of operational environment analyses and forecasting study together with his/her other team members.

### Grade 3

The student has been involved actively in team work, contributed to the final report with good contents for decision making in form of operational environment analyses and forecasting study together with his/her other team members.

### Grade 5

The student has been involved actively and professionally in team work, contributed to the final report with excellent contents for decision making in form of operational environment analyses and forecasting study together with his/her other team members.

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

## Recognition of 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 linked to the Master student's own work experience and thesis plan. Guest lecturers could be invited from businesses.

## Internationality

International students and sources/materials.

## Contents

Topics to be covered in the course include:

- Forecasting as approach, focal concepts and trends, and planning, execution and assessment of anticipation study (i.e. trend analysis and recognition of weak signals).
- Analysis of operational environment as approach. Analysis, assessment and interpretation of studies based on statistical and quantitative data.
- Big Data as possibility to develop business
- Exploitation of research and forecasting data in decision making
- Business simulations and analytics with modern tools including SAP BI/BO, Power BI and Hadoop

**Learning methods**

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. Assessment of one's own learning on E-form.

**Assessment**

Depending on the implementation.

**Course teacher(s)**

Jarmo Ritalahti, Porvoo/Pasila

Veijo Vänttinen, Porvoo/Pasila

# Project Management

Code: MET2HY203

Scope: 5 ECTS (135 h)

Timing: 1<sup>st</sup> – 4<sup>th</sup> semesters

Language: English

Curriculum: Master curriculum

Level: Advanced Professional Studies, Master

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites.

## Learning objectives and assessment

### Grade 1

The student has basic understanding of project work and management. S/he knows project management concepts and their connection to organizational management. S/he can create a basic project plan and work as a project team member.

### Grade 3

The student has good understanding of project work and management. S/he knows project management concepts and their connection to organizational management. S/he is aware of the challenges of the project work and has enough skills to be able evaluate the alternatives and choose the appropriate project management method for the project at hand. S/he can take stakeholders' interests and needs into consideration in planning and managing projects.

### Grade 5

The students has professionally advanced project management skills. S/he shows excellent command in all project management areas, excellent communication and team skills responsibly.

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

## Recognition of 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 linked to the Master student's own work experience and thesis plan. Guest lecturers could be invited from businesses.

## **Internationality**

Possible guest lecturers from international companies, international project/student teams, and international learning materials.

## **Contents**

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

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

## **Learning methods**

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. Assessment of one's own learning on E-form.

## **Assessment**

Depending on the implementation.

## **Course teacher(s)**

Yucel Ger, Porvoo/Pasila

Miikka Mäkelä, Pasila

Heikki Suominen, Pasila

# Leadership Communication

Code: MGT2HY201

Extent: 5 ECTS (135 h)

Timing: 1<sup>st</sup> – 4<sup>th</sup> semester

Language: English

Curriculum: Master Curriculum

Level: Advanced Professional Studies, Master

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites.

## Learning goals and assessment

### Grade 1

The student recognizes and is able to describe the role and importance of goal orientation in both self- management and leadership communication. The student is conscious of own communication competence.

### Grade 3

In addition to skills and competences mentioned for Grade 3, the student can assess and modify own communication taking into consideration organization's operational and service objectives. He / she is able to analyze and develop own influencing and communication skills and give feedback.

### Grade 5

The student accomplishes all of the above, and is able to engage, motivate and coach self and others as well as communicate in an ethically sound manner while taking into account cultural diversity. She/he knows how to give and receive feedback also in situations of change and conflict and can critically evaluate concepts, methods and knowledge corresponding to leadership communication.

## Recognition of 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 linked to the Master student's own work experience. Guest lecturers could be invited from businesses.

## Internationality

By default, student groups are diverse and international. International learning material.

## Contents

- Leadership skills and target-oriented interaction
- The connection between communication and the organization's strategy, and the related business, service, and sales targets



- The role of leadership and communication in managing the corporate image, brand, and reputation
- Engaging and motivating employees in a multi-cultural and diverse environment
- Listening and feedback skills

**Learning methods**

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. Assessment of one's own learning on E-form.

**Assessment**

Depending on the implementation.

**Teacher(s) responsible**

Ivan Berezhny, Porvoo/Pasila  
Heta-Liisa Malkavaara, Pasila  
Mirka Sunimento, Pasila

# Leading Change

Code: MGT2HY202

Scope: 5 ECTS (135 h)

Timing: 1<sup>st</sup>- 4<sup>th</sup> semester

Curriculum: Master Curriculum

Language: English

Level: Advanced Professional Studies, Master

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites.

## Learning outcomes and grading

### Grade 1

The student knows basic concepts and tools of leading change. S/he is capable of participating in planning and implementing change. The student can act in a change project towards the goals.

### Grade 3

The student demonstrates good knowledge of the concepts of leading change as well as of integral tools and models for putting change into action. The student is able to link theoretical concepts with practical situations. S/he can choose appropriate approaches and tools for different kinds of change situations. The student is capable of designing a plan for change and for its implementation. S/he can act as a change agent.

### Grade 5

The student demonstrates advanced knowledge of a variety of approaches for leading change. She or he can apply different tools for and models of change. She or he can compare and contrast various theories and view points of change. The student is able to choose an appropriate approach and tools matching different kinds of change situations. She or he has the understanding and the knowledge to lead change successfully. The student can anticipate, plan and implement change proactively. Based on a careful situation analysis she or he is capable of creating alternative plans and ways of implementing change as well as designing ways to monitor the implementation process.

The course will be graded on a scale of 1 through 5. The criteria for the grades 1 and 3 and 5 are presented above.

## Recognition of 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](#).

**Cooperation with the business community**

Students will apply the learning at their current work environment. A number of guest speakers from business circles will be invited to talk to the students.

**International dimension**

Cases and readings will be related to international business contexts.

**Course contents**

- Understanding drivers of change and analysing the need for change
- Types of change and approaches to change
- Change as a process
- The human being at the center of change
- Leaders as agents and enablers of change
- Communication in change
- Planning, implementing and sustaining change
- Ethical perspectives in change

**Learning methods**

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. The assessment of one's own learning.

**Teachers**

Lehtinen-Toivola Anita, Pasila

Masalin Leena, Pasila

# Strategy in Practice

Code: MGT2HY203

Extent: 5 ECTS (135 h)

Timing: 1<sup>st</sup> – 4<sup>th</sup> semester

Language: English

Curriculum: Master Curriculum

Level: Advanced Professional Studies, Master level

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites.

## Learning objectives and assessment

### Grade 1

The student knows the basic concepts in strategic thinking and courses of action for implementation. S/he can participate in collecting data for the strategic planning phase, and the drafting of an implementation plan for the strategy. S/he can act accordingly in change projects in order to achieve the defined goals.

### Grade 3

The student knows concepts, central tools and models for strategic thinking, planning and implementation. The student can link theoretical concepts to practice. S/he can collect data and analyze the business strategy of a company, and plan new elements in the strategy.

The student can create an implementation plan for an analysis, and based on the analysis s/he can draft an implementation plan and associated metrics.

### Grade 5

The student understands different approaches to strategy and its implementation. S/he can compare different frameworks, theories and points of view.

The student has competences to choose the right tools for analyzing a particular business situation. S/he has a broad and innovative approach for evaluating an organization's opportunities, strategic trade-offs and implementation methods. S/he has skills and knowledge to carry out organizational change. The student can be an active member of an organization's strategic planning process. S/he can transform strategic objectives into operational plans and objectives and define metrics for these.

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

## Recognition of 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](#).

### **Cooperation with the business community**

Depending on the implementation for the course, guest lecturers could be invited from the business community.

### **International dimension**

Depending on the implementation for the course, international cases and study materials will be used.

### **Course content**

Course content consists of the following topics which are approached through various schools of thought:

- concepts and the meaning of strategy work in organizations
- essential analyses in strategy and use of results in defining strategy
- implementation plans and models for putting strategy into practice
- Balanced Scorecard in monitoring strategy
- planning a change project

### **Learning methods**

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. Assessment of one's own learning on E-form.

### **Assessment**

Depending on the implementation.

### **Responsible teachers**

Gerard Danford, Pasila

Evariste Habiyakare, Pasila

Olli Laintila, Pasila

# Planning and Leading Communications

- Code: COM2LJ002
- Extent: 5 ECTS (135 h)
- Timing: 1st semester
- Language: English
- Curriculum: Communication Management 2014
- Level: Advanced Professional Studies at Master-level
- Type: Compulsory

## Starting level and linkage with other courses

Eligibility to Master-level studies.

## Learning objectives and assessment

### Grade 1

The student knows concepts, methods and knowledge corresponding to communication planning. S/he can apply corporate/organizational strategies into communication planning, process and content. S/he can deliver a basic communication plan for a limited internal or external purpose.

### Grade 3

The student understands concepts, methods and knowledge corresponding to communication planning. In addition to being able to apply corporate/organizational strategies into communication planning, processes and content, s/he can plan and deploy various types of communication resources according to business/operational needs. S/he can deliver a communication plan for internal/external purpose.

### Grade 5

The student can critically evaluate concepts, methods and knowledge corresponding to communication planning. S/he can include communicational views and perspectives into corporate/organizational planning processes at various levels. S/he can deliver, implement and manage communication planning process for business critical purpose independently. S/he can initiate and influence co-operation between other organizational functions and prioritize actions. The student can seek and analyze information in order to continuously improve internal/external communication in a given context.

## Recognising and validating prior learning (RPL)

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

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

## **Cooperation with the business community**

Students are required to relate their studies to own, real-life work situations. Guest lecturers with experience in leading communications in multinational organizations.

## **Internationality**

International learning material. Guest lectures from multinational organizations.

## **Course contents**

Topics to be covered in the course include:

- The role and relevance of communications planning
- The various levels and time orientations of communications planning
- Communications planning process
- Roles and responsibilities in communications
- Communication management
- Leading communication throughout organizations
- Relevant communication theories and concepts.

## **Learning methods**

Contact sessions/Virtual sessions  
Individual and/or group assignments  
Self-assessment of learning

Work-based learning to be discussed and agreed with the teacher.

## **Assessment**

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

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

## **Teacher responsible**

Hanna Rajalahti, Pasila

## **Learning material**

Cornelissen, Joep. 2017. Corporate Communication. A Guide to Theory and Practice. 5<sup>th</sup> ed. Sage. Los Angeles etc. (Or older edition.)

Other material provided by the teacher.

## **Implementation plan**

Available for students when the course begins.

### **Schedule**

Available for students when enrolment opens

### **Learning assignments and competence assessment**

To be communicated when course starts

### **Feedback**

Updated based on feedback received



# Issue/Crisis Communication

- Code: COM4LJ006
- Scope: 5 ECTS (135 h)
- Timing: 3rd semester
- Language: English
- Curriculum: Communication Management 2014
- Level: Advanced professional studies at Master-level
- Type: Elective

## Starting level and linkage with other courses

Eligibility to Master-level studies. Link to Planning and Leading communications.

## Learning objectives and assessment

### Grade 1

The student knows concepts, methods and knowledge corresponding to crisis communication. S/he can recognize internal and external risks and issues from an organizational perspective. Based on the above, s/he can deliver a basic communication plan to manage potential crises.

### Grade 3

The student understands concepts, methods and knowledge corresponding to crisis communication. S/he can monitor internal and external risks and issues, and understands the effects that various issues and crisis have on stakeholders, employees, business operations and the reputation of an organization. Furthermore, s/he understands media practices and processes related to an organizational crisis and can prepare a communication plan for a potential crisis taking those into account.

### Grade 5

In addition to the competences and abilities described for grade 3 the student is able to prepare and implement comprehensive crisis communications strategy and plan and utilize social media for crisis prevention and management as well as reputation management and stakeholder engagement and dialogue purposes.

## Recognising and validating prior learning (RPL)

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

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

## Cooperation with the business community

Students are required to relate their studies to own, real-life work situations. Possible guest lecturers with experience in leading communications in multinational organizations.

### **Internationality**

International learning material and cases.

### **Course contents**

Topics to be covered in the course include:

- Issues, risks and crises
- Key stages in crisis communication/management
- Monitoring and analyzing issues and trends
- Key stages in crisis communication
- Crisis response strategies
- Reputation management
- Issue monitoring and crisis communications planning
- Theories of issue / crisis communication
- Media practices and processes in issue and crisis management
- Social media and crisis communication
- Crisis simulations

### **Learning methods**

Contact sessions/Virtua sessions

Individual and/or group assignments

Self-assessment of learning

Work-based learning to be discussed and agreed with the teacher.

### **Assessment**

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

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

### **Course teacher(s)**

Mirka Sunimento, Pasila

### **Learning materials**

Available for students when the course begins.

### **Implementation plan**

Available for students when the course begins.

### **Schedule**

Available for students when enrolment opens

### **Learning assignments and competence assessment**

To be communicated when the course begins.

### **Feedback**

Updated based on feedback received

# Organization, Diversity and Employees

- Code: COM4LJ007
- Extent: 5 ECTS (135 h)
- Timing: 2nd semester
- Language: English
- Curriculum: Communication Management 2014
- Level: Advanced professional studies at Master-level
- Type: Elective

## Starting level and linkage with other courses

Eligibility to Master-level studies.

## Learning objectives and assessment

### Grade 1

The student can explain the meaning of diversity management and work place communication. S/he is able to recognize and report some features of effective work place communication as well as sensitive issues, law-bound regulations and peer coaching.

### Grade 3

The student is able to analyze various viewpoints related to diversity management and work place communication. S/he understands the framework of engaging people at work. S/he is able to apply peer coaching methods in practice. S/he understands the nature of sensitive issues and s/he is aware of the essential law-bound regulations affecting work place communication.

### Grade 5

The student is able to analyze, categorize and link various viewpoints related to diversity management and work place communication. S/he is able to apply peer coaching methods in order to support engagement and empowerment in practice. She understands the nature of sensitive issues and s/he can showcase how to deal with some selected issues. S/he is aware of the essential law-bound regulations affecting work place communication and s/he can apply this knowledge into practice.

## Recognising and validating prior learning (RPL)

If student has acquired the required competence in previous work tasks, recreational activities or on another course, s/he can show the competence with a demonstration and progress faster through her/his studies.

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

## Contents

Topics to be covered in the course include:

- Essential features of work place communication of high quality
- Work place diversity and diversity management
- Peer coaching
- Sensitive issues at work place
- Laws and regulations in relation to work place communication

### **Cooperation with the business community**

Students are required to relate their studies to own, real-life work situations.

### **Learning methods**

Contact sessions including workshops and exercises  
Individual and group assignments supported by peer coaching  
Self-assessment of learning

### **Assessment**

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

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

### **Teacher responsible**

Heta-Liisa Malkavaara, Pasila

### **Course material**

To Be Announced.

### **Learning materials**

Available for students when enrolment opens

### **Implementation plan**

Available for students when enrolment opens

### **Schedule**

Available for students when enrolment opens

### **Learning assignments and competence assessment**

To be communicated when course starts

### **Feedback**

Updated based on feedback received

# Stakeholder Communications

- Code: COM4LJ008
- Extent: 5 ECTS (135 h)
- Timing: 2nd semester/4th semester
- Language: English
- Curriculum: Communication Management 2014
- Level: Advanced professional studies at Master-level
- Type: Elective

## Starting level and linkage with other courses

Eligibility to Master-level studies. Link to Planning and Leading communications.

## Learning goals and assessment

### Grade 1

The student knows concepts, methods and knowledge corresponding to stakeholder communication. S/he understands the responsibilities and the relationships that an organization has with various stakeholders specifically and society in general. S/he can identify contractual and community stakeholders (customers, investors, suppliers, regulators, public etc.) of an organization and draft a basic communication plan to meet their needs and interests.

### Grade 3

The student is able to map and prioritize stakeholder groups and apply human insight, concepts and data to plan communications. The student is able to utilize social media and other communication channels to obtain feedback from stakeholders.

### Grade 5

The student accomplishes all of the above, and is able to recognize and manage divergent expectations of stakeholders and foster a dialogue with them. The student is able to proactively manage the reputation of the organization. S/he can critically evaluate concepts, methods and knowledge corresponding to stakeholder communication.

## Recognising and validating prior learning (RPL)

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

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

## Cooperation with the business community

Students are required to relate their studies to own, real-life work situations. Guest lecturers with experience in leading communications in multinational organizations.

### **Internationality**

International learning material and cases.

### **Course contents**

Topics to be covered in the course include:

- Human insight: Identifying and prioritizing stakeholder groups and their expectations
- The role of data in communication planning
  
- Creating involvement and dialogue with stakeholders
- Corporate Social Responsibility
- Reputation Management
- **Theories and concepts of stakeholder communication**

### **Learning methods**

Contact sessions/Virtual sessions  
Individual and/or group assignments  
Self-assessment of learning

Work-base learning to be discussed and agreed with the teacher.

### **Assessment**

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

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

### **Teacher responsible**

Hanna Rajalahti, Pasila

### **Learning material**

Cornelissen, Joep. 2017. Corporate Communication. A Guide to Theory and Practice. 5<sup>th</sup> ed. Sage. Los Angeles etc. (Or older edition.)

Other material provided by the teacher.

### **Implementation plan**

Available for students the course begins.



**Schedule**

Available for students when enrolment opens.

**Learning assignments and competence assessment**

To be communicated when the course begins.

**Feedback**

Updated based on feedback received

# Media and Public Relations

- Code: COM4LJ013
- Extent: 5 ECTS (135 h)
- Timing: 1st/3rd semester
- Language: English
- Curriculum: Communication Management 2014
- Level: Advanced professional studies at Master-level
- Type: Elective

## Starting level and linkage with other courses

Eligibility to Master-level studies. Link to Planning and Leading Communications.

## Learning goals and assessment

### Grade 1

The student knows concepts, methodology and knowledge corresponding to media and public relations. S/he can apply a limited range of media and public relations opportunities and tactics to a given scenario. S/he is able to draft a basic media and public relations campaign plan.

### Grade 3

In addition to being able to apply media and public relations opportunities and tactics, the student can deliver media and public relations messages with videos. S/he understands concepts, methodology and knowledge corresponding to media and public relations.

### Grade 5

The student accomplishes all of the above, and is able to use videos creatively in public relations campaigns. S/he can seek and analyze knowledge and information in order to continuously improve media and public relations in a given context.

## Recognising and validating prior learning (RPL)

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

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

## Course contents

Topics to be covered in the course include:

- The role and relevance of media and public relations in organizations
- Planning and implementing media and public relations programs/campaigns
  - analysing the situation, needs and challenges
  - defining the goal and stakeholders
  - planning the content/messages

- utilizing channels.
- Creating video content for own media and public relations
- Relevant public relations theories and concepts
- Public relations tools in social media

### **Cooperation with the business community**

Students are required to relate their studies to own, real-life work situations. Possible guest lecturers and visits.

### **Internationality**

International learning material.

### **Teaching and learning methods**

Contact sessions

Individual and/or group assignments

Self-assessment of learning

Work-based learning to be discussed and agreed with the teacher.

### **Assessment**

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

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

### **Teacher responsible**

Wallace Reynolds, Pasila

### **Learning material**

Available for students when the course begins.

### **Implementation plan**

Available for students when the course begins.

### **Schedule**

Available for students when enrolment opens.

### **Learning assignments and competence assessment**

To be communicated when the course begins.

## **Feedback**

Updated based on feedback received

# Current trends: Integrated Marketing Communications

- Code: COM4LJ012
- Scope: 5 ECTS (135 h)
- Timing: 1st/3rd semester
- Language: English
- Curriculum: Communication Management 2014
- Level: Advanced professional studies at Master-level
- Type: Elective

## Starting level and linkage with other courses

Eligibility to Master-level studies. Link to Planning and Leading communications.

## Learning objectives and assessment

Grade 1

The student knows concepts, methodology and knowledge corresponding to integrated marketing communications. S/he is able to execute benchmarking at beginners level and can choose and integrate fit for purpose IMC-tactics to a brand/organization. S/he can produce content for various (including digital) channels.

Grade 3

In addition to the above mentioned competences s/he is able to execute market analysis / benchmarking at intermediate level. The student can implement fit for purpose IMC-tactics and strategies and engage defined target audiences with creative content in diverse channels. S/he understands concepts, methodology and knowledge corresponding to integrated marketing communications.

Grade 5

Based on the business/strategy the student is able to apply market analysis and benchmarking to plan and implement comprehensive IMC plan and produce creative content that is impactful and differentiates the brand from its competitors. S/he can seek and analyze knowledge and information in order to continuously improve integrated marketing communications in a given context.

## Recognising and validating prior learning (RPL)

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

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

## Cooperation with the business community

Guest Lectures. Students are required to relate their studies to own, real-life work situations

### **Internationality**

International learning material and cases. Some of the quest lecturers represent international organizations.

### **Course Contents**

- Concept of integrated marketing communications
- Creative Planning process
- Content marketing
- Earned, shared, earned paid media
- Metrics and evaluation
- IMC planning processes and tactics
- Theoretical and critical perspectives to IMC
- IMC technology and tools
- Other topical IMC related themes by the guest lectures

### **Learning methods**

According to implementation – mix of guest lectures, contact sessions, individual and group assignments, online learning, learning diary and self-assessment of learning.

Work-based learning to be discussed and agreed with the teacher.

### **Assessment**

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

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

### **Course teacher(s)**

Mirka Sunimento, Pasila

### **Learning materials**

To be communicated when the course begins.

### **Implementation plan**

Available for students when the course begins.

### **Schedule**

Available for students when enrolment opens

### **Learning assignments and competence assessment**

To be communicated when the course begins.

### **Feedback**

Updated based on feedback received

# Excellence in Case Solving Skills

Code: MET4HY201

Scope: 5 ECTS (135 h)

Timing: 1<sup>st</sup> – 4th semester

Language: English

Curriculum: Master Curriculum

Course level: Advanced Professional Studies, Master

Course type: Elective

## Starting level and linkage with other courses

No prerequisites.

## Course description

Case solving competitions are becoming a more and more popular way of learning management development skills, and creating new job opportunities for masters` students. This course prepares students for applying to various case competitions, such as KPMG, Aarhus and Harvard, and taking part in a competition (if the application is accepted).

During the course, students multi-task in teams of three, and representing different Haaga-Helia Masters Study Programs. Students will be acquainted with the case study format, management consultancy models, and practical management problem solving methods and tools.

## Learning objectives and assessment

### Grade 1

The student has been involved with one case study competition process in a team, solved sufficient amount of case problems and contributed to the final team presentation. In addition, student has improved or updated his/her resume concerning first-level management consultancy skills.

### Grade 3

The student has been actively involved with one or more case study competition processes in a team, solved sufficient amount of case problems with good results and contributed significantly to the final team presentation. In addition, student has improved or updated substantially his/her resume concerning first-level management consultancy skills.

### Grade 5

The student has been actively involved with several case study competition processes in a team, solved large amount of case problems with excellent results and contributed very significantly to the final team presentation. In addition, student has improved or updated professionally his/her resume concerning first-level management consultancy skills.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 – 5. In addition, students with accepted case competition applications and participation in a competition are given extra credits accordingly.

## **Contents**

The course includes the following topics:

Harvard Case Study Methods  
Big Five Consulting Company Models  
Branding from vision to action plan  
Mixed methods in Case Studies  
Team-based problem solving methods  
Superior presentation skills

The course includes company visits and expert sessions by companies such as KPMG, PWC and McKinsey.

### **Internationality**

International students and sources/material

### **Teaching and learning methods**

The course is a combination of contact sessions, and virtual team learning in Moodle. Students need to familiarize themselves with the course materials available in Moodle, the course slides and possible material given during the course. The students also should participate in the peer discussion within Moodle, work on independent exercises (available in Moodle), and return those exercises according to the course schedule.

### **Recognition of prior learning**

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

### **Teachers with the main responsibility for the course**

Aarni Moisala  
[aarni.moisala@haaga-helia.fi](mailto:aarni.moisala@haaga-helia.fi)

### **Course materials**

Material on Moodle e-learning platform, handouts and additional literature.



# Thesis Seminar

- Code: COM7LJ011
- Extent of the thesis: 30 ECTS
- Timing of the seminar: All semesters
- Language: English
- Type: Research & Development Project (Compulsory)

## Seminar Contents

- The COMMA thesis seminar meets approximately once a month between September - May. The purpose is to support students in their thesis work which leads to graduation.
- In every seminar class there are student presentations. All students are required to discuss the presented plans in the seminar.
- In some seminar classes there are also presentations and discussions about other themes related to research and development projects.

## Teaching and learning methods

Contact lessons 10 h/semester  
Self-assessment of learning 1 h

## Teacher(s) responsible

Hanna Rajalahti, Pasila