

Course List - Degree Programme in International Business Management

Haaga-Helia's Master's Programmes are being renewed for application in Spring 2019. Starting from autumn 2019, Degree Programme in International Business Management is called [Degree Programme Leading Business Transformation](#).

Valid from autumn 2014

Degree Programme in International Business Management (Master)	Code	ECTS credits
Compulsory Advanced Professional Studies	CAPS	45
<i>Common Master Studies</i>		30
Tools for Analysing and Forecasting*	MET2HY202	5
Applied Research and Development	MET2HY201	5
Project Management*	MET2HY203	5
Strategy in Practice	MGT2HY203	5
Leading Change	MGT2HY202	5
Leadership Communications	MGT2HY201	5
<i>Degree Programme Specific Studies</i>		15
Leadership in the Knowledge Economy	MGT2LG112	5
International Talent Management	MGT2LG113	5
Internationalization of the Firm	MGT2LG114	5
Elective Advanced Professional Studies	EAPS	10
Strategic Alliances, Mergers and Acquisitions	MGT4LG202	5
Doing Business in Emerging Markets	MGT4LG204	5
Global Business Management Simulations	MGT4LG212	5
International Marketing	MGT4LG210	5
Leading by Branding	MGT4LG211	5
Knowledge Management	MGT4LG203	5
Cultural and Economic Geography	MGT4LG205	5
Conducting Quantitative Research	MGT4LG213	5
Economics of Global Business Environment	MGT4LG214	5
Silicon Valley Study Tour	MGT4LG207	5
Hong Kong Study Tour	MGT4LG208	5
Excellence in Case Solving Skills*	MET4HY201	5
Sustainable Supply Chain Management	MGT4LG215	5
Free-Choice Studies	MGT30	5
Blogging and Social Media Marketing	MGT8LG102	5

Mindfulness and Creativity	MGT8LG103	5
Master's Thesis	MGT50	30
Work Development Project (including Workshops 1 & 2 and maturity test)	MGT7LG502	30
TOTAL		90

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

Tools for Analysing and Forecasting

Code: MET2HY202

Scope: 5 ECTS (135 h)

Timing: 1st – 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

Applied Research and Development

Code: MET2HY201

Scope: 5 ECTS (135 h)

Timing: 1st – 4th 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

Project Management

Code: MET2HY203

Scope: 5 ECTS (135 h)

Timing: 1st – 4th 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

Strategy in Practice

Code: MGT2HY203

Extent: 5 ECTS (135 h)

Timing: 1st – 4th 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

Leading Change

Code: MGT2HY202

Scope: 5 ECTS (135 h)

Timing: 1st- 4th 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

Leadership Communication

Code: MGT2HY201

Extent: 5 ECTS (135 h)

Timing: 1st – 4th 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

Leadership in the Knowledge Economy

Code: MGT2LG112

Extent: 5 ECTS (135 h)

Timing: 1st - 4th semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory for IBMA students. Other students can take it as an Elective or as a Free-Choice

Starting level and linkage with other courses

It is suggested that students take this course after they have completed their first semester compulsory studies. The course has links to the *International Talent Management*, *Strategy in Practice*, *Leading Change*, *Cultural Economic Geography*, and *Leadership Communication* master courses.

The goal of the course is to enhance master students' skills, knowledge, and competencies related to the changing role of leadership in the knowledge economy.

Learning outcomes

Upon successful completion of the course, the students will

- understand the key drivers of the knowledge-based economy
- understand different leadership theories, concepts, and models
- critically discuss the leadership literature
- learn about organizational learning, learning organizations, and communities of practice
- realize one's role and responsibility in a knowledge-based organization or in a learning community
- learn how to lead knowledge workers in a knowledge-based organization
- observe and apply the learning in their organizations
- discover needs for development in their organizations
- discover communities of practices in their organization
- prepare proposals for transforming their organization into a learning organization
- learn about their leadership styles

Course contents

The old ways of managing people will not work in the knowledge economy. In the knowledge-based economy, where the competitive advantage of organizations is based on knowledge, there is an increased need for profiting from intellectual capital and innovations. This calls for a new leadership paradigm that is based on trust, sharing, communicating, networking, and connecting people rather than on commanding and controlling them. This new leadership could create a trustworthy business environment, a learning organization that would facilitate knowledge sharing, networking, creativity, community spirit, and a higher employee engagement of knowledge workers.

The following topics will be covered:

- leadership theories
- knowledge economy
- knowledge-based theory of the firm
- communities of practice
- organizational learning and learning organizations
- knowledge workers and knowledge activists
- the role of trust, passion, empathy and emotions
- the new leadership paradigm and the new roles of leaders in the knowledge economy
- their own leadership style

Cooperation with the business community

The students will apply and relate the learning to their employers as authentic business environments. Guest lecturers from businesses will be invited to share their experiences in leading and managing knowledge-based organizations.

International dimension

Cases and readings are from international business contexts.

Teaching and learning methods

32 h Lectures, articles and assignments discussions in Knowledge Cafés, and exam

50 h Individual and / or group assignments

52 h Independent study

The assessment of one's own learning

Recognition of prior learning (RPL)

Not applicable.

Teacher responsible

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

Course materials

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

Fairholm, G. W. 2003. The Techniques of Inner Leadership. Making Inner Leadership Work. Praeger.

Goldsmith, M., Govindarajan, V., Kaye, B. & Vicere, A. A. (Eds) 2003. The Many Facets of Leadership. Pearson Education Inc.

Garvin, D. A. 2008. Building a Learning Organization. *Harvard Business School Publication*.

Garving, D. A., Edmondson, A. C. & Gino, F. 2008. Is Yours a Learning organization? *Harvard Business School Publication*.

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

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

Jemielniak, D. (ed) 2014. *The Laws of the Knowledge Workplace*. Gower.

Lengnick-Hall, M. L. & Lengnick-Hall C. A. 2003. *Human Resource Management in the Knowledge Economy. New Challenges. New Roles. New Capabilities*. Berrett-Koehler Publishers, Inc.

Prentice, A. E. 2013. *Leadership for the 21st Century*. Libraries Unlimited.

Sowcik, M., Andenoro, A. C., McNutt, M. & Murphy, S. E. (Eds) 2015. *Leadership 2050. Critical Challenges, Key Contexts, and Emerging Trends*. Emerald Group Publishing Limited.

Sweet, S. & Meiksins, P. 2013. *Changing Contours of Work. Jobs and Opportunities in the New Economy*.Sage.

Tappin, S. & Cave, A. 2008. *The Secrets of CEOs*.Nicholas Brealey Publishing.

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

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

Wenger, E. & McDermott, R. & Snyder, W. M. 2002. *Cultivating Communities of Practice*. Harvard Business School Press. (Compulsory!)

Other selected articles/cases appointed by the teacher

Assessment criteria

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

Grade/ Learning outcomes	1 (minimum 40% competence level)	3 (minimum 70% competence level)	5 (minumim 90% competence level)
Knowledge	The student can identify, list, and combine the main leadership theories and concepts.	The student can describe the relevant leadership theories and concepts	The student uses and combines different leadership theories and

		and is able to apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	concepts, develops own models. His/her use of theory and specific terminology is very accurate. The student is aware of different views of leadership, and compares different models, theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant research findings to conduct the course assignments at a beginner's level.	The student can collect, partly analyze and partly use relevant research findings to accomplish the course assignments at a beginner's level. The student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.	The student is able to collect, analyze and use relevant research findings to accomplish the course assignments at a high professional level. The student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course assignments.
Competencies	With great difficulty and under strict supervision, the student is able to complete assignments. S/he poorly applies the concepts, tools, and theories to the course assignments.	The student is able to work relatively independently and in a team on the course assignments. S/he is able to apply concepts, tools, and theories.	The student is able work very professionally, independently, and in a team. S/he can fully apply the learned concepts, tools, and theories to course assignments.

Assessment components and their respective weights

Attendance, article summaries and their discussions in Knowledge Cafés (individual) **30%**

Individual and / or group assignments 50%

Oral examination 20%

Course reflections (to be submitted in Moodle) Passed/Failed

Self-assessment of learning

The course will be assessed in a scale of 1 to 5, where 5 is the best. To receive the credits all parts need to be passed. No additional assignments will be given to compensate absences.

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.

International Talent Management

Code: MGT2LG113

Extent: 5 ECTS (135 h)

Timing: semester 2

Language: English

Level: Advanced Professional Studies

Type: Compulsory

Learning outcomes

Upon successful completion of the course, the students will understand

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

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

Course contents

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

Teaching and learning methods

Contact hours and presentations 18 h

Independent studies and own case work 62 h

The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher responsible

Johanna Saarinen, Pasila

Course materials

Lecture materials and assigned articles

Other materials assigned by the teacher

Assessment criteria

Active participation of the contact hours 50%

Self-reflective paper 10%

Reading summaries, individual assignments 40%

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.

Internationalization of the Firm

Code: MGT2LG114

Extent: 5 ECTS (135 h)

Timing: semester 3-4

Language: English

Level: Advanced Professional Studies

Type: Compulsory

Learning outcomes

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

Course contents

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

Cooperation with the business community

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

Teaching and learning methods

Contact lessons

Cases

Independent studies (Distance assignment, presentations, learning diary) 99 h
The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teachers responsible

Gerard Danford

Course material

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

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

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

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

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

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

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

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

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

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

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

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

Assessment criteria

Firm Internationalization assignment 35%

Cases 30%

Learning diary 35%

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.

Strategic Alliances, Mergers and Acquisitions

Code: MGT4LG202

Extent: 5 ECTS (135 h)

Timing: semester 2-5

Language: English

Level: Advanced Professional Studies

Type: Elective

Prerequisites

The student has successfully completed the IBMA core studies.

Learning outcomes

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

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

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

Course contents

- Introduction: ISAs and M&As: core concepts, theoretical approaches and empirical evidence in a global business
- International dimension of SAs and M&As: use as a strategic tool in international expansion
- ISAs: phases and critical management issues
- ISAs: cooperation vs. competition paradox
- Assessment of performance implications of ISA
- M&As: phases and critical management issues
- Performance implications of M&As: perspective of a acquirer and acquired companies
- HR issues in M&As integration phase

Cooperation with the business community

Guest lecturers, case analysis

Teaching and learning methods

Contact sessions and exam 32 h
Independent studies 102 h
The assessment of one's own learning 1 h

Case analysis and group discussions, group presentation, critical essay writing

Accreditation of prior learning (APL)

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

Teacher responsible

Irina Mihailova, Dr.Sc. (Econ.)
Email: irma.mihailova(at)aalto.fi

Course materials

International strategic alliances:

Peng, M. 2009. Chapter 11 'Alliances and Acquisitions'. In M. Peng (Ed.), *Global Business*, South-Western Cengage Learning, pp. 278-297.

Peng, M. and Meyer, K. (2011). Chapter 12: 'Foreign entry strategies'. In M. Peng and K. Meyer (Eds), *International Business*. Cengage Learning, pp. 359-388.

Mergers and Acquisitions:

Hubbard, N. 1999. *Acquisition strategy and implementation*. MacMillan Press Ltd: London.
Chapter 2 "The psychology of acquiring: Why employees act the way they do".
Chapter 3 "The process of pre-acquisition planning".
Chapter 5 "The implementation process: Where the work begins".

Journal articles distributed during the course

Assessment criteria

Class participation: 50% (Attendance & in class discussion 30%, Case work 20%)
Assignments 20 %
Exam 30%

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.

Doing Business in Emerging Markets

Code: MGT4LG204

Extent: 5 ECTS (135 h)

Timing: semester 2-5

Language: English

Level: Advanced Professional Studies

Type: Elective

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course the student will

- Outline the concept of emerging markets.
- Understand that market structures are the products of historical, political, legal, economic and cultural forces
- Understand the role of intellectual property rights (IPR)
- Assess market potential of emerging markets: middle-class and at the BOP (bottom of the pyramid)
- Recognize the institutional voids in emerging markets and how to exploit these voids as business opportunities.
- Understand overall challenging nature of doing business in emerging economies
- Understand the role of innovation: reverse, disruptive, crowd sourcing etc., for and in emerging markets
- Identify business models and entry strategy for emerging markets
- Assess best entry modes in emerging markets and from emerging markets multinationals into advanced economies
- Address ethical and social issues when doing business in emerging markets

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

Contents

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

According to World Bank research, in 2011 & 2012 emerging markets and developing countries contributed over three quarters of global economic growth. The pace of growth will ease in the period 2014 - 2016, but their contribution to global economic growth is likely to remain high.

This explosive development raises some questions:

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

Teaching and learning methods

Case studies and workshops
 Visiting lecturers
 Course project report
 Contact lessons 32 h
 Guidance 3 h
 Independence studies 99 h
 The assessment of one’s own learning 1 h

Teacher responsible

Madeleine Vakkuri, MSc

Course materials

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

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

Note: The reading material is subject to the students' topic interest.

Assessment of Learning Outcomes and Criteria

Grade/ Learning Outcomes	1/Min. 40% competence level	3/Min. 70% competence level	5/Min. 90% competence level
Knowledge	The participant has limited understanding of the concepts and theories underlying the changing & challenging nature of the business landscape and their implication when doing	The participant understands partially the concepts and theories underlying the changing and challenging nature of the business landscape and their implication when doing	The participant understands fully the concepts and theories underlying the changing nature and challenges of the business landscape and their implication

business in emerging markets.

business in emerging markets

when doing business in emerging markets

Skills

The student has limited capability to research & identify best / attractive practices for doing business in emerging markets, and applying theoretical knowledge.

The student is partly capable of researching & identifying best/attractive practices for doing business in emerging markets, and applying theoretical knowledge

The student is fully capable of conducting research and identifying best/attractive practices for doing business in emerging markets, and apply theoretical knowledge

Competence

The student has limited motivation and ability to identify development trends and potential, diagnose risks and opportunities of the emerging markets environment, and ascertain emerging market champions' business model(s) and global strategy.

The student is partly motivated and able to identify development trends and potential, diagnose risks and opportunities of the emerging markets environment, and ascertain emerging market champions' business model(s) and global strategy.

The student is fully motivated and able to diagnose risks and opportunities of emerging markets environment, and ascertain emerging market champions' business model(s) and global strategy

Assessment components and their respective weights

Attendance: Active and purposeful contribution to class activities 25%

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

Course assignment & presentation of the assignment 40%

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.

Global Business Management Simulations

Code: MGT4LG212

Extent: 5 ECTS (135 h)

Timing: semester 2-5

Language: English

Level: Advanced Professional Studies

Type: Elective

Learning outcomes

Upon successful completion of the course, the students

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

Course contents

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

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

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

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

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

Nevertheless in this virtual environment students will be able:

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

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

Teaching and learning methods

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

Contact hours (including exam) 21 h

Group assignments 40 h

Independent studies 64 h

The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher responsible

Wolfgang Kremser, Dr. Professor, (Austria)

Course materials

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

Participant manuals and selected articles provided by the lecturer

Assessment criteria

Multidimensional evaluation:

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

Pre Assignment / Expert Group performance 25 %

Goals and Strategy development 30 %

Investment Funds Performance 15 %

Investors Meeting 30 %

All parts need to be passed.

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.

International Marketing

Code: MGT4LG210

Extent: 5 ECTS (135 h)

Timing: semester 2-5

Language: English

Level: Advanced Professional Studies

Type: Elective

Starting level and linkage with other courses

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

Learning outcomes

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

Course contents

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

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

In this course, selected aspects of international marketing planning are dealt with. The relevant theory is illustrated with selected case studies.

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

Phase 1: Marketing audit

Phase 2: Market selection

Phase 3: Strategies and objectives

Phase 4: Operative marketing management

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

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

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

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

Cooperation with the business community

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

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

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

International dimension

Cases and readings are from international business contexts.

Teaching and learning methods

The course is implemented by applying multiple ways of learning.

Lectures and article discussions 24 h

Project work presentation and discussion 8 h

Team work on the project and on its reporting 63 h

Independent studies 49 h

Recognition of prior learning (RPL)

Not applicable.

Teacher(s) responsible

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

Course materials

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

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

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

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

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

Usunies, Jean-claude/Lee, Julie Anne (2013): Marketing Across Cultures, 6th edition, Harlow

Assessment criteria

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

Grade/ Learning outcomes	1 (minimum 40% competence level)	3 (minimum 70% competence level)	5 (minimum 90% competence level)
Knowledge	The student can identify, list, and combine the main theoretical international marketing concepts.	The student can describe the relevant international marketing concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different international marketing concept and theories, develops own models. His/her use of theory and specific terminology is very accurate.
Skills	With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant research findings to conduct the course project for a client company at a beginner's level.	The student can collect, partly analyze and partly use relevant research findings to accomplish the course project for a client company at a beginner's level.	The student is able to collect, analyze and use relevant research findings to accomplish the course project for a client company at a high professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
Competencies	Student knows how to use certain international marketing tools.	Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.	
	With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to international marketing projects. S/he	The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to international marketing projects. S/he	The student is able work very professionally and independently with a client company in a team. S/he can fully apply the learned concepts, tools, and theories to international marketing projects. S/he can conduct

can conduct qualitative research with the help of the supervisor.

can conduct qualitative research relatively independently from the supervisor.

research in international marketing at a highly professional level and in an innovative way.

Assessment components and their respective weights

The module assessment consists of

a team grade for the project work

an individual written exam.

The final grade is a weighted average score of individual and team grade, both grades carry equal weights.

Project work

As mentioned above, the teams will have to work on an international marketing plan for a project company of their choice. In detail, students will have to deal with selected questions referring to the four phases of international marketing planning as discussed in class. Each team will have to present the results of their project work in class in form of a presentation of 20–25 minutes in the closing session. In the following discussion, the teams will have to defend their decisions against critical objections. Furthermore, the teams are asked to submit an executive report in order to briefly summarize the results. The reports have to be in-line with HAAGA-HELIA's guidelines and should not exceed 10 - 12 pages. The reports have to be submitted latest one week after the presentations.

Written exam

In a written exam of 90 minutes length each student will have the chance to individually proof that learning objectives have been achieved. The exam will be designed as an open book exam, i.e. course participants are allowed to use a PC during the exam.

Leading by Branding

Code: MGT4LG211

Extent: 5 ECTS (135 h)

Timing: 2nd – 6th semester

Language: English

Level: Advanced Professional Studies

Type: Elective

Starting level and linkage with other courses

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

Learning objectives

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

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

Recognising and validating prior learning (RPL)

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you may show your competence with a demonstration and complete your studies faster. More information and instructions about RPL are available at MyNet.

Course contents

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

- Brand management theory and models
- Brand identity and brand symbolism
- Brand communication through storytelling and social media
- Brand architecture and brand strategy

Cooperation with the business community

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

Internationality

The learning materials and practical examples are international.

Teaching and learning methods

The learning approach is a virtual application of problem-based learning (PBL). Practical problems in the business contexts are solved through constructing knowledge in teams.

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

In theme discussion, the main activities may be highlighted as follows:

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

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

Introductory meeting and interactive video conferences 10 h
Virtual theme discussions (preparation and participation) 110 h
Writing concept maps and self-assessments 17 h

Assessment components and their respective weights

Virtual theme discussions 75%
Concept maps 25%
Self-assessments Accepted/Failed

Contact teacher

Matti Helelä, Pasila, box 27
Phone and WhatsApp +358 40 488 7073

Assessment criteria

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

Table 1. Assessment Criteria for Leading by Branding

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

2 I can partly understand and partly describe branding as a strategic tool for business management, leadership and marketing. I can describe the most relevant brand concepts and partly apply them to new contexts.

1 I can partly understand but only poorly describe branding as a strategic tool for business management, leadership and marketing. I can identify, list and combine the main theoretical brand concepts.

0 I cannot understand or describe branding as a strategic tool for business management, leadership and marketing. I have missed the point of the task. My knowledge rests on intuition. I don't understand or correctly use the theory or specific terminology.

I can only partly explain the practical task with the key theoretical brand concepts. I have difficulty explaining my learning to the others.

I can only partly describe the brand theory but I have major difficulty in explaining the practical task by using the relevant theoretical concepts.

I sometimes display effort and awareness of the learning objectives but I only partially fulfill the goals.

I sometimes generate new ideas and question other students' perspectives, showing effort in doing my best. My argumentation is often logical and I try my best to improve it. Sometimes I can come up with logical categorizations and relevant problems.

I sometimes but seldom generate new ideas and question other students' perspectives. I sometimes ask questions when I don't understand. My argumentation is often illogical but I show effort in tackling the issue under review. I understand various categorizations and problems when someone else explains them.

I fail to generate ideas or argue my opinions and perspectives. My reasoning rests on intuition.

Knowledge Management

Code: MGT4LG203

Extent: 5 ECTS (135 h)

Timing: 2nd - 5th semester

Language: English

Level: Advanced Professional Studies

Type: Elective

Starting level and linkage with other courses

It is suggested that students take this course after they have completed their Compulsory Advanced Professional Studies (CAPS). The course has links to the *Strategy in Practice*, *Communities of Practice*, *International Talent Management*, and *Workshops 3 and 6* master courses of the DP in International Business Management (IBMA).

Learning outcomes

Upon completion of the course, the students

- understand the significance of knowledge in today's economy
- understand the key theories, concepts, and models of Knowledge Management (KM)
- understand that knowledge is created in social interactions
- realize one's role and responsibility in a knowledge-based organization or in a learning community
- learn about required skills and competences of knowledge managers and knowledge workers
- learn how to lead knowledge workers in a knowledge-based organization
- able to apply KM tools (e.g., six thinking hats, knowledge café, value mapping, value network analysis) directly to their own organization by conducting small course assignments, course projects, case analyses and discussions of selected companies

Course contents

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

Topics to be covered:

- Knowledge as a concept
- Evolution of KM as a discipline
- Routes of KM
- Criticism of KM
- Knowledge workers
- Knowledge-based theory of the firm
- The knowledge creation theory (SECI model, concept of Ba, knowledge assets)
- Organizational learning and learning organizations

- The knowing-doing gap phenomenon
- The types and role of trust in knowledge sharing
- Models of intellectual capital
- Intellectual capital reporting
- The role of Communities of practices (CoPs) as a context for social knowledge and value creation
- Value networks and value mapping tool

Cooperation with the business community

In course assignments/projects/analyses and discussions of selected business cases students will apply and relate the learning to their employers as authentic business environments. Guest lecturers from businesses will be invited to share their experiences in leading and managing knowledge-based organizations.

International dimension

Cases and readings are from international business contexts.

Teaching and learning methods

24 h Lectures, article discussions in Knowledge Cafés, and exam

50 h Group assignment/s

20 h Small individual assignments and their discussions

40 h Independent study

The assessment of one's own learning

Recognition of prior learning (RPL)

Not applicable.

Teacher responsible

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

Course materials

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

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

Additional readings will be provided in Moodle.

Cases and selected readings provided by the tutor

Assessment criteria

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

Grade/ Learning outcomes	1 (minimum 40% competence level)	3 (minimum 70% competence level)	5 (minimum 90% competence level)
Knowledge	The student can identify, list, and combine the main theoretical knowledge management concepts.	The student can describe the relevant knowledge management concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different knowledge management concept and theories, develops own models. His/her use of theory and specific terminology is very accurate. Student is aware of different views of knowledge, and compares different models, theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant research findings to conduct the course project for a client company at a beginner's level. Student knows how to use certain KM tools.	The student can collect, partly analyze and partly use relevant research findings to accomplish the course project for a client company at a beginner's level. Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.	The student is able to collect, analyze and use relevant research findings to accomplish the course project for a client company at a high professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
Competencies	With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to knowledge management projects. S/he can conduct qualitative research with the help of the supervisor.	The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to knowledge management projects. S/he can conduct qualitative research relatively independently from the supervisor.	The student is able work very professionally and independently with a client company in a team. S/he can fully apply the learned concepts, tools, and theories to knowledge management projects. S/he can conduct qualitative research in KM at a highly professional level and in an innovative way.

Assessment components and their respective weights

Attendance, article summaries and their discussions in Knowledge Cafés (individual) **20%**
Course project/case analyses report (group work) **30%**

Report on applying KM tools in business (summary of small individual assignments) **30%**

Oral examination (individual) **20%**

Course reflections (to be submitted in Moodle) Passed/Failed

The assessment of one's own learning 0%

The course will be assessed in a scale of 1 to 5, where 5 is the best. To receive the credits all parts need to be passed. No additional assignments will be given to compensate absences. The self-assessment of learning does not impact your grade and it is the same for all courses/modules. Your assessment will be used for course/module development. It is completed online on an E-form.

Cultural and Economic Geography

Code: MGT4LG205

Extent: 5 ECTS (135 h)

Timing: semester 2-5

Language: English

Level: Advanced Professional Studies

Type: Elective

Learning outcomes

After completing the course, the student will:

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

Course contents

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

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

Week 1: A Geographical Approach to the Economy

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

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

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

Week 5: Consumption: Is the Customer Always Right?

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

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

Week 8: Ethnic Economics: Do Cultures Have Economies?

Cooperation with the business community and other organizations

Not applicable

International dimension

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

Teaching and learning methods

Contact sessions (including presentations with topic-specific case studies) 30 h

Independent studies (including weekly reading summaries) 50 h

The assessment of one's own learning 1 h

The role of sales and service competences in the course

0 = the course does not focus on the competence

1 = the course develops the competence indirectly

2 = the course develops the competence but the competence is not one of the central foci of the course

3 = the course develops the competence as a central focus

Competence	0	1	2	3
Market prediction		x		
Sales making		x		
Service design		x		
Customer partnership		x		
Creating cooperation		x		
Digital knowhow			x	
Multicultural knowhow				x
Self-leadership			x	

Teacher

Kevin Gore

Course materials

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

Additional reading material provided by the instructor

Assessment components and their respective weights

Attendance 15%

Course Project (PowerPoint, Case Study, Discussion) 60%

Oral Exam 25%

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.

Conducting Quantitative Research

Code: MGT4LG213

Extent: 5 ECTS (135 h)

Timing: 1st semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

Starting level and linkage with other courses

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

Learning outcomes

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

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

Course contents

The course covers the following topics:

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

Cooperation with the business community

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

International dimension

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

Teaching and learning methods

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

Contact sessions 36 h

Independent studies and working on team assignments 98 h

The assessment of one's own learning 1 h

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

Accreditation of prior learning (APL)

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

Teacher with the main responsibility for the course

Pirjo Saaranen

Course materials

Recommended readings will be informed.

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

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

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

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

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

Other materials and handouts are listed by the lecturer.

Assessment criteria

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

Grade/ Learning outcomes	1 (minimum 40% competence level)	3 (minimum 70% competence level)	5 (minumim 90% competence level)
Knowledge	The student can identify, list, and combine the main quantitative research concepts.	The student can describe the relevant quantitative research concepts and apply them to new contexts. The student can link the key concepts to the practical task to present the essential findings.	The student uses and combines different quantitative research concepts and develops own models. His/her use of theory and specific terminology is very accurate. Student is aware of different research philosophies, and compares different models, theories and viewpoints.
Skills	At a beginner's level and with under strict supervision, the student manages to collect, analyze and report the course project. Student knows how to use certain quantitative research concepts.	The student can collect, partly analyze and interpret the relevant research findings. Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.	The student is able to collect, analyze and interpret the relevant research findings at a professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
Competencies	With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to the quantitative research projects. S/he can conduct quantitative research with the help of the supervisor.	The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to the quantitative research projects. S/he can conduct quantitative research relatively independently from the supervisor.	The student is able work very professionally and independently with a client company in a team. S/he can fully apply the learned concepts, tools, and theories to quantitative research projects. S/he can conduct quantitative research at a highly professional level and in an innovative way.

Assessment components and their respective weights

Inquiry on participants' skills - Passed/Failed

Pre-assignment 10%

Attendance 10%

Assignments 40%

Exam 40%

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

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.

Economics of Global Business Environment

Code: MGT4LG214

Extent: 5 ECTS (135 h)

Timing: 2 semester

Language: English

Level: Advanced Professional Studies

Type: Elective

Starting level and linkage with other courses

It is suggested that students take this course after they have completed their first semester compulsory studies.

The goal of the course is to enhance master students' skills, knowledge, and competencies related to economics. The course will familiarize the student to macroeconomic and international economics theories and ideas by analyzing current economic topics.

Learning outcomes

Upon successful completion of the course, the students will

- understand key economic terms
- understand basic economic theories related to macroeconomics and international trade
- understand the issues related to economic integration
- understand the issues related to Euro area and EU
- have knowledge of different trade policies and their effects
- develop their economic and related analytical skills

Course contents

The course will introduce macro- and international economics concepts and theories related to present topics. International trade and finance topics will be discussed related to corresponding theories. The student will be familiarized to the World Trade Organization. The student will be introduced to the theory of optimal currency area. Economic integration and the European experience will be addressed during the course. Trade policies and production factor mobility will be analyzed and discussed during lectures.

The following topics will be covered:

- Current macroeconomic issues and related theories
- Classic and modern trade theories
- Trade policies
- Theory of optimal currency area
- Economic integration and the EU
- Factor mobility
- Exchange rate mechanisms
- WTO

Cooperation with the business community

Guest lecturers from businesses will be invited to share their experiences and to give their insight to course related issues.

International dimension

Cases and readings are from international economics contexts.

Teaching and learning methods

32 h Lectures, articles and assignments discussions and exam

50 h Individual and / or group assignments

52 h Independent study

1 h Self-assessment of one's own learning on E-Form

Accreditation of prior learning (APL)

Not applicable.

Teacher responsible

Jari Kaari M.Sc. (Econ.), Pasila

Course materials

De Grauwe, P. 2012. Economics of Monetary union, 9th edition. Oxford University Press.

Krugman, P., Obstfeld, M. & Melitz. M. 2011. International Economics: Theory and Policy. 9th edition, Prentice Hall.

Blanchard, O. ,Giavazzi F., Amighini A. 2013. Macroeconomics: a European Perspective, 2nd edition, Pearson

Other selected articles/cases appointed by the teacher

Assessment criteria

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

Grade/ Learning outcomes	1 (minimum 40% competence level)	3 (minimum 70% competence level)	5 (minumim 90% competence level)
Knowledge	The student - knows some of the economic mechanisms in the international economic sphere	The student - knows how economics is related to international economics - knows core concepts of	The student - has a very good understanding of different models used in macro- and international

	- knows some of the basic concepts of economics	macroeconomics, international trade and international finance	economics - has a very good understanding of the potential effects of different policies on the economy as whole and to a firm.
Skills	The student -is capable of analyzing some of the effects of the economic environment on the firm	The student - is capable of analyzing effects of macroeconomic development international trade as well as international finance on the firm.	The student - can independently analyze potential opportunities and threats in the economical environment for the firm.
Competencies	The student - understands news related to economics - knows where to look for economics related information	The student - feels comfortable with economics related topics within a team - can make suggestions for preventive and corrective measures	The student - can guesstimate developments in the uncertain economic environment - can take preventive and corrective action.

Assessment components and their respective weights

Attendance, article summaries and their discussions **30%**

Individual and / or group assignments **30%**

Examination **40%**

Course reflections (to be submitted in Moodle **Passed/Failed**)

Self-assessment of one's own learning on E-Form **0%**

The course will be assessed in a scale of 1 to 5, where 5 is the best. To receive the credits all parts need to be passed. No additional assignments will be given to compensate absences. The self-assessment of learning does not have an impact on the grade and it is the same for all courses/modules. Your assessment will be used for course/module development. The assessment is completed online on E-Form.

Silicon Valley Study Tour

Code: MGT4LG207

Extent: 5 ECTS (135 h)

Timing: 3rd or 5th semester

Language: English

Level: Advanced Professional Studies

Type: Elective

Learning outcomes

Gaining first-hand international experience by visiting local, innovative companies and networking with foreign students. Learning about the threats and opportunities of start-up companies.

Course content

This study tour is called as “Business Practices in a Dynamic Environment, Case: Silicon Valley, USA”. The Study tour is implemented by the Jyväskylä University of Applied Sciences. The American partner is the San Jose State University. The detailed schedule and topics will be announced by Jyväskylä UAS. The topics earlier focused on the opportunities and challenges of the Silicon Valley business environment and on cultural issues.

Cooperation with the business community

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

Recognition of prior learning (RPL)

Not applicable.

Teaching and learning methods

Students are financing the trip themselves.

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

The assessment of one's own learning

Teacher responsible

Contact person at HH: Maria Jakubik, Dr. Sc. (Econ), Pasila

Course materials

Materials appointed or provided by the teacher.

Assessment criteria

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

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.

Hong Kong Study Tour

Code: MGT4LG208

Extent: 5 ECTS (135 h)

Timing: semester 4-5

Language: English

Level: Advanced Professional Studies

Type: Elective

Learning outcomes

Gaining first-hand international experience by visiting local, innovative companies and networking with foreign students. Learning about cultural, political business environment and human resources management.

Course content

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

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

Cooperation with the business community

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

Recognition of prior learning (RPL)

Not applicable.

Teaching and learning methods

Teaching is provided by the Chinese partner institutions.

Students should finance the trip themselves.

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

The assessment of one's own learning

Teacher responsible

Contact person at HH: Maria Jakubik, Dr. Sc. (Econ), Pasila Course materials

Course materials

Materials appointed or provided by the teachers.

Assessment criteria

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

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.

Excellence in Case Solving Skills

Code: MET4HY201

Scope: 5 ECTS (135 h)

Timing: 1st – 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

Course materials

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

Sustainable Supply Chain Management

Code: MGT4LG215

Extent: 5 ECTS (135 h)

Timing: 2nd – 6th semester

Language: English

Level: Advanced Professional Studies

Type: Elective, Virtual

Starting level and linkage with other courses

The course has no special starting requirement, and it can be linked to the Master's thesis. Additional material of basic Supply Chain Management theories is available for those not familiar with the context where sustainability is applied to in this course.

Learning objectives

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

- Understand and describe sustainability as a strategic approach for supply chain management.
- Apply problem identification, analysis and solving to sustainability.
- Compare sustainability-related sources and models at an advanced level.
- Apply sustainable supply chain management theories to practical supply chain contexts.
- Develop sustainability guidelines or supplier code-of-conduct for his/her organization.
- Combine sustainable supply chain management theories and the student's own ideas to formulate new models.
- Understand the significance of sourcing and supplier development in managing sustainability.
- Apply teamwork and learning skills to knowledge and feedback sharing in social media designed for learning.

Recognising and validating prior learning (RPL)

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you may show your competence with a demonstration and complete your studies faster. More information and instructions about RPL are available at MyNet.

Course contents

A company's product or service is just as sustainable as all the companies involved in manufacturing the product or producing the service are. Understanding both the stakeholders' sustainability requirements and the companies own aspiration level in sustainability helps companies to build a strong business case out of sustainability. The course Sustainable Supply Chain Management provides the students with the knowledge for creating that business case. The course includes three themes:

- Sustainable Supply Chain Management theories and models
- Sustainable supply chain as a business case & supplier sustainability risk
- Sourcing's role in sustainability - supplier development

Cooperation with the business community

Real-life examples from business. The students may share their business experiences in sustainable supply chain management.

Internationality

The learning materials and practical examples are international.

Teaching and learning methods

Mobile learning platform (App) is in use for learning the relevant theories. Students watch short videos “on the go” and after the videos there are quizzes to active the learning. There are also real life case examples of sustainable supply chain management.

The course assignments relate to student’s own employer’s situation or students who do not have access to such data will work on a case provided by the teacher. The assignments are further analyzed in virtual teams. The learning approach is a virtual application of problem-based learning (PBL). Practical problems identified in the business contexts are solved through constructing knowledge in teams. Students search for information independently and apply theoretical knowledge to practice, sharing their learning in social media designed for learning.

In theme discussion, the main activities may be highlighted as follows:

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

The instructor’s role is to facilitate the learning process. The instructor will participate in the theme discussions with guiding comments or feedback, when necessary.

Videos and quizzes on the mobile learning platform 47 h

Virtual theme discussions (preparation and participation) and concept maps 90 h

Assessment components and their respective weights

Virtual theme discussions 60%

Quizzes and concept maps 40%

Self-assessments Accepted/Failed

Contact teacher

Hanna Harilainen, Pasila, box 266

Phone and WhatsApp +358 40 488 7290

Assessment criteria

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

Table 1. Assessment Criteria for Sustainable Supply Chain Management

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

<p>concepts and partly apply them to new contexts.</p>		
<p>1 I can partly understand but only poorly describe sustainability as a strategic approach for supply chain management. I can identify, list and combine the main theoretical brand concepts.</p>	<p>I can only partly describe the sustainability theory but I have major difficulty in explaining the practical task by using the relevant theoretical concepts.</p>	<p>I sometimes but seldom generate new ideas and question other students' perspectives. I sometimes ask questions when I don't understand. My argumentation is often illogical but I show effort in tackling the issue under review. I understand various categorizations and problems when someone else explains them.</p>
<p>0 I cannot understand or describe sustainability as a strategic approach for supply chain management. I have missed the point of the task. My knowledge rests on intuition. I don't understand or correctly use the theory or specific terminology.</p>	<p>I sometimes display effort and awareness of the learning objectives but I only partially fulfill the goals.</p>	<p>I fail to generate ideas or argue my opinions and perspectives. My reasoning rests on intuition.</p>

Blogging and Social Media Marketing

Code: MGT8LG102

Extent: 5 ECTS (135h)

Timing: Master's degree students

Language: English

Level: Free choice / Advanced professional studies

Type: Virtual

Learning outcomes

Upon completion of the course, the student:

- creates a blog and writes engaging content in Wordpress
- uses visual content (photos, videos, infographics) appropriately in blog posts
- blogs ethically and engages in an interactive dialogue within the blogosphere
- finds a niche and creates appropriate content for personal and corporate blogs
- creates content that attracts attention and encourages readers to share it with their social networks
- uses social media to build and leverage a personal and professional brand
- builds a community online

Course contents

- Blogging basic skills
- WordPress basic technical skills
- Social media marketing tools
- Social media networking
- Social media marketing on key social channels– Facebook, Twitter, LinkedIn, YouTube, Instagram, Google+

Exam and re-exams

No exams are required for this course.

Teaching and learning methods

Self-directed learning, distance learning, virtual learning and collaboration

The assessment of one's own learning 1 h

Course materials

Ebrary:

Blogging Heroes: Interviews with 30 of the World's Top Bloggers, Banks, Michael A.

Blogging for Business: Everything You Need to Know and Why You Should Care, Holtz, Shel and Demopoulos, Ted

What No One Ever Tells You about Blogging and Podcasting: Real-Life Advice from 101 People Who Successfully Leverage the Power of the Blogosphere Demopoulos, Ted

Blogging For Dummies (2nd Edition), Gardner, Susannah and Birley, Shane
 WordPress 2.7 Complete, Silver, April Hodge Hayder, Hasin

HAAGA-HELIA library:

[Blog marketing: the revolutionary new way to increase sales, build your brand and get exceptional results / Jeremy Wright.](#)

[Branded!: how retailers engage consumers with social media and mobility / Bernie Brennan, Lori Schafer.](#)

[Marketing in a Web 2.0 world using social media, webinars, blogs, and more to boost your small business on a budget / by Peter VanRysdam.](#)

[WordPress® for dummies® / by Lisa Sabin-Wilson ; foreword by Matt Mullenweg.](#)

Social media marketing: the next generation of business engagement / Dave Evans with Jake McKee.

Guerrilla social media marketing: 100+ weapons to grow your online influence, attract customers, and drive profits / Jay Conrad Levinson, Shane Gibson.

Social media marketing: strategies for engaging in Facebook, Twitter & other social media / Liana "Li" Evans.

Other material given by the teacher and uploaded in Moodle

Assessment criteria

The course is evaluated on scale 1 to 5.

The assessment criteria are presented on scale 1 to 3.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student has a limited understanding of blogging and social media marketing theory and tools.	The student has an adequate understanding of blogging and social media marketing theory and tools.	The student has an advanced understanding of blogging and social media marketing theory and tools.
Skills	The student follows assignments with difficulty and under supervision. The student lacks sufficient skills in blogging and social media marketing.	The student performs well in assignments and acts as a brand ambassador. The student demonstrates satisfactory skills in blogging and social media marketing.	The student accomplishes assignments with initiative as a brand ambassador. The student demonstrates strong skills in blogging and social media marketing.
Competences	The student is able to apply the knowledge and skills in blogging and social media marketing at a minimal level of creativity.	The student is able to apply the knowledge and skills in blogging and social media marketing at a standard level of creativity.	The student is able to apply the knowledge and skills in blogging and social media marketing at an advanced level of creativity.

Assessment components and their respective weights

Blogging assignments 50%

Social media marketing tasks 50%

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.

Feedback

The instructor will do their utmost to provide students with clear, constructive and timely feedback throughout the entire learning process.

Students are asked to complete a feedback form at the end of the course. Student

feedback is used to further develop the course's learning outcomes, content and activities.

This course has been developed for the new HAAGA-HELIA curriculum based on the methods of inquiry learning and project-based learning. The feedback of the course will be used in establishing contents and implementation for the upcoming course implementations.

Contact information

Teacher: NN

Mindfulness and Creativity

Code: MGT8LG103

Extent: 5 ECTS (135 h)

Timing: 2nd and 4th semester

Language: English

Level: Advanced Professional Studies (Master course)

Type: Free-choice

Starting level and linkage with other courses

There are no pre-requirements in this course.

Learning outcomes

Science show that mindfulness practice enhances several crucial abilities required in today's and future working life; ability to cope with stress, maintain resilience, improve concentration, as well as out of box thinking. The course aims at providing participants with tools to improve self-awareness and self-regulation to spot the window of opportunity. Integrating mindfulness in everyday life by cultivating the stillness out of which creative insights can begin to flow opens new possibilities for meaningful and joyful change. Awareness enhances the ability to perceive the world in new ways, find patterns and make connections between seemingly unrelated phenomena, and at own pace generate appropriate solutions.

Course contents

- How to integrate and practice mindfulness in everyday life
- Mindfulness as a tool for subtle inner shift in awareness towards possibilities
- Recognizing own habits, thought patterns and emotions
- Cultivating self-regulation to find space for creativity
- Elements of creativity – experimenting and turning ideas/visions into reality
- Becoming aware of possibilities here and now and keeping them alive

Recognition of prior learning (RPL)

Recognition of prior learning is not applicable in this course.

Cooperation with the business community

Students will apply the learning in their business environment.

International dimension

Method, cases, and readings are from international business contexts.

Teaching and learning methods

Learning methods include:

- contact lessons including mindfulness practice
- independent regular mindfulness practice
- independent study and reflection
- online practice
- Self-assessment of learning in E-form.

Teacher(s) responsible

Monica Åberg

Course materials

Teacher's material

Compulsory readings

Penman, D. P. 2015. Mindfulness for Creativity – Adapt, create, and thrive in a frantic world. London, Piatkus.

Recommended readings

Chade-Meng T, P. 2014. Search Inside Yourself. New York. HarperCollins Publishers.

Other reading TBA.

Assessment criteria

The course is evaluated on scale 1 to 5 (where 5 is the best).

Assessment of one's own learning on E-form.

Emphasis is on contact lessons and regular mindfulness practice as a tool for integrating creativity and new solutions in everyday life. Grades 4-5 requires regular independent practice within given flexible programs also during summer break. Contact lessons 30%, independent practice 50% and reflective reports 20% of course grade.

Work Development Project

Code: MGT7LG502

Extent: 30 ECTS (810 h)

Timing: 1st - 4th semester

Language: English

Level: Master's thesis

Type: Compulsory

Starting level and linkage with other courses

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

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

- is always a project/product-based thesis
- focuses on an authentic, international work place problems and needs that require solutions and/or improvements
- has international business dimension
- has a research methodology and methods discussion
- develops a theoretical/conceptual framework to approach the international business problem
- implements some of the recommendations
- assesses the business value contribution of the suggested recommendations or solutions when they are implemented
- has reflections on the learning journey from individual and organizational perspectives.

The Master's Thesis as a Work Development Project is connected with all compulsory advanced professional studies (CAPS), all elective advanced professional studies (EAPS), and with the Free-Choice Studies.

Learning outcomes

Upon successful completion of Workshops 1&2, Work Development Project, and the Maturity Test the students will graduate from the Master's Programme and earn the degree of Master of Business Administration.

Course contents

The Master's Thesis as a 30 ECTS (810 hours) module of the Master's Degree Programme in International Business Management (IBMA) has the following four parts:

1. Workshop 1: From Idea to Plan
2. Workshop 2: From Plan to Implementation
3. Work Development Project
4. Maturity Test

Workshop 1: The students identify a problem or development need (e.g., developing a product, web-site, brand manual, guidelines, marketing plan, working community) at their work place they are interested in and motivated to work on it during their studies; present and discuss with others their thesis idea; assess its feasibility; and write a thesis plan.

Workshop 2: After the approval of thesis plan the students work together with their HAAGA-HELIA and work place tutors on the selected work development project.

Work Development Project will have the following parts:

- Introduction (description of the work development project (research phenomenon), statement of goals and research question(s), statement of limitations, and so on)
- International business dimension of the study
- Critical literature review (presenting what we already know about the phenomenon)
- Conceptual framework based on the relevant concepts discussed (this framework is to help to answer the main research question of the study)
- Methodology (statements of research assumptions, justifying the research philosophy, strategy, and methods)
- Presenting the work development recommendations.
- Implementing some of the recommendations
- Presentation of the results, outcomes or findings of the project(s), implemented at the target company
- Assessment of the business value of the thesis project based on information gathered from stakeholders
- Assessment of the quality of the results or findings, validity, reliability, ethical issues, the role of the researcher
- Conclusions, recommendations, suggestions for further research, reflections on the learning process

Maturity Test: After accomplishing and reporting the work development project the students will demonstrate their learning in a Maturity Test.

Cooperation with the business community

The Master's Thesis is directly linked to one large or many small, interrelated, international business or product development project/s.

International dimension

The Master's Thesis as a Work Development Project should have a discussion about the international business relevancy of its topic.

Teaching and learning methods

809 h Independent studies (collaboration of Student & Haaga-Helia tutor & Workplace tutor)
Self-assessment of learning

Recognition of prior learning (RPL)

Not applicable.

Teachers responsible

Haaga-Helia thesis tutor will be assigned after the Thesis Plan is accepted.

Course materials

Process and Content: IBMA Thesis Guide (available in Moodle and in Students' extranet: MyNet).
Format: Haaga-Helia's Thesis Writing Guide (available in Students' extranet: MyNet).

Assessment criteria

The thesis will be assessed by the Haaga-Helia thesis tutor, inspector, and by the company contact person/tutor for the work development project. Thesis assessment form and criteria are available from Moodle and MyNet. Thesis grade will be given after the maturity test is accomplished.

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.