

Communication Research and Academic Writing

Code: COM2LJ001

Extent: 5 ECTS (135h)

Timing: 1st semester

Language: English

Level: Research/Methods

Type: Compulsory

Starting level and linkage with other courses

This course is compulsory for students of Communication Management. It builds on the Conducting Qualitative Research (MGT2LG101) course and takes students deeper into their own thesis work.

Learning outcomes

- Upon completion of the course, the student is aware of the research avenues available to her/him for conducting practice-oriented communication research
- understands how theory advises the choice of methodology
- knows how to apply a theory in her/his thesis
- understands the academic writing conventions
- is able to produce writing/text pertinent to the master's level
- can take on communication (research) projects.

Course contents

- Communication research: origins, theories and applications.
- Current research in communication and multi-disciplinary fields related to it.
- Qualitative methodology and empirical analysis applied to the field of communication research.
- Academic writing conventions for Master's thesis and academic research processes.
- In-depth study cases analysis in the field of communication research.

Cooperation with the business community

The majority of students are working full time and their organizations are a natural part of the course.

International dimension

All study materials and approaches are applicable in international contexts. Students themselves form multi-cultural teams.

Teaching and learning methods

Contact sessions 30 h

Independent study and teamwork 105 h

Accreditation of prior learning (APL)

Depending on the requirements of the teacher prior learning could be partially accepted.

Teacher(s) responsible

Gwenaëlle Bauvois, Pasila

Course materials

Anders Hansen and David Machin, Media and Communication Research Methods: An Introduction by, Palgrave Macmillan, 2012.

Klaus Bruhn Jensen, A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies, Routledge, 2002.

Communication Research + Academic Writing

Code: COM2LJ001

Extent: 5 ECTS (135h)

Timing: 1st semester

Language: English

Level: Research/Methods

Type: Compulsory

Course material

Caywood, Clarke.2012. The Handbook of Strategic Public Relations and Integrated Marketing Communication. McGraw-Hill Journal articles will be supplied by the teacher prior to course commencement. Other literature approved by the teacher.

Assessment criteria/scale 5-1.

5 excellent	3 good	1 satisfactory
<p>The student uses and combines different communications theories to present own models. Student is aware of other views of the knowledge. Her/his use of theory and specific terminology is very accurate. S/he combines communications theory and methodology in a manner that tells of deep understanding of the two.</p> <p>The student produces eloquent academic English and demonstrates deep understanding of the topic at hand. Discussion of theory and methodology is on an advanced level. Student works independently and uses conventions in a manner that shows mastery.</p> <p>The student can work very professionally with her/his thesis and the company involved. S/he can fully apply problem identification, analysis and solving to communication projects. S/he can conduct qualitative research in communication at a highly professional level.</p>	<p>The student can apply theories and/or methods to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.</p> <p>The student can produce academic English and discuss the theoretical and methodological choices. The student also understands the conventions and applies them in her/his thesis/project work.</p> <p>The student can work on her/his thesis and take on project work. S/he can apply problem identification, analysis and solving to communication projects. S/he can conduct qualitative research in communication.</p>	<p>The student can identify, list and combine the practice-oriented theories and methods available for communications research.</p> <p>With great difficulty and under strict supervision, the student can combine some theoretical aspects with her/his methodology of choice. Text produced is on a basic level, but requires guidance with conventions still.</p> <p>With great difficulty and under strict supervision, the student works on her/his thesis/project work. Problem identification, analysis and solving is on a basic level. Can work on communication projects.</p>

Assessment criteria

Assessment components and their respective weights

Contact session performance 25%

Personal assignments 25%

Presence at contact sessions 15%

Examination 35%

Conducting Qualitative Research

Code: MGT2LG101

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 (CAPS) that master students are taking during their first year studies. This course provides work development methods and tools and is linked to the Conducting Quantitative Research course, as well as to Project Management course. It is also strongly linked to the thesis as a work development project.

Learning outcomes

Upon completion of the course, the students will understand

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

The students will understand and apply

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

The main goals of the course are to deepen students' existing knowledge about qualitative research by making them aware of new developments in this field (for example appreciative

inquiry) and helping them to apply their knowledge in team and individual assignments and later in their own master's thesis.

Objective of the course is to learn about research philosophies most common in social sciences and about two research strategies such as action research (AR) and case study research (CSR). Action research is to achieve change and improvements in existing managerial practices or achieve change in one part or in the whole of an organization. Case study research explains or describes complex and contemporary events in authentic business settings. These two research strategies are the most frequently selected and applied research approaches by business students.

Course contents

Module 1: Qualitative Research (QLR)

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

Module 2: Action Research (AR)

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

Module 3: Case Study Research (CSR)

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

Cooperation with the business community

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

International dimension

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

Teaching and learning methods

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

36 h Contact sessions (lectures, discussions, guest lectures)

33 h Independent studies and working on individual assignments

60 h Working on group assignments

5 h Presenting group assignments

1 h Self-assessment of learning WinhaOpaali

Accreditation of prior learning (APL)

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

Teacher responsible

Maria Jakubik, Pasila

Course materials

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

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

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

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

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

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

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

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

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

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

Yin, R. 2002. Case Study Research: Design and Methods. Newbury Park, CA. Sage. (Compulsory).

Recommended readings listed on Moodle.
Other selected articles provided by the teacher.

Assessment criteria

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

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

	conduct qualitative research with the help of the supervisor.	research relatively independently from the supervisor.	highly professional level and in an innovative way.
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Assessment components and their respective weights

Article summaries and their discussions (individual assignments) 40%

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

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

Self-assessment of learning in WinhaOpaali 0%

All components need to be passed. There will be no extra assignments given to compensate absences. There will be no extra assignment/s 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 needs to be completed online in WinhaOpaali.

Corporate Strategy and Communication

- Code: COM4LJ004
- Extent: 5 ECTS (135 h)
- Timing: 1st semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon completion of this course, the student

- Will be able to develop and implement a corporate communications strategy
- Will understand the importance of research, planning, implementation and evaluation
- will be aware of a wide variety of communications approaches and tools (traditional and emerging)
- will better appreciate the role of the communications professional in producing and disseminating an organisation's corporate strategy.

Course contents

- The course is organized mainly around a small-group project. Each group will develop and implement a corporate communications strategy for a contemporary organization. Each group will then submit a report and present an oral presentation. Topics to be covered in the course include:
- Corporate strategy
- The communications professional's role in successful organizational communication
- Communications approaches, including: internal communications, public relations, traditional media, digital media, advertising, marketing, sponsorship, direct marketing and events
- Elements of a corporate communications strategy: Objectives, audiences, messages, resources, timelines, tools and activities
- Essentials of a corporate communications strategy: research, planning, implementation and evaluation
- The range of communications tools
- Employee and stakeholder engagement tactics

International dimension

Cases and readings are from international business contexts.

Cooperation with the business community

Students are encouraged to relate their studies and assessment requirements to real-life situations. Therefore students should expect some cooperation with the business community and other organizations such as government and non-profit bodies, especially with their group project.

International dimension

All study materials and approaches are applicable in international contexts. Students themselves form multi-cultural teams.

Teaching and learning methods

Contact sessions: 24 h
Independent study: 111 h

Recognition of prior learning (APL)

Depending on the requirements of the teacher, prior learning may be partially accepted.

Teacher responsible

Mark Badham, Pasila

Course material

Caywood, Clarke.2012. The Handbook of Strategic Public Relations and Integrated Marketing Communication. McGraw-Hill Journal articles will be supplied by the teacher prior to course commencement. Other literature approved by the teacher.

Assessment criteria/scale 5-1.

5 excellent	3 good	1 satisfactory
<p>The student accurately and comprehensively weaves a variety of communication theories and practices into hypothetical situations and to his/her own project/work situation. The student accurately and comprehensively weaves a variety of challenges and issues relating to international and inter-cultural communication, internal and external communication, and employee and customer engagement within his/her own project/work situation.</p> <p>The student can produce and apply a comprehensive and realistic communications plan to accurately meet an organisation's needs. The student applies a wide range of very appropriate communication tools to given situations.</p> <p>The student works very competently on his/her project and communicates professionally and eloquently with others. The student comprehensively applies problem identification, analysis and solving at a high standard.</p>	<p>The student applies key communication theories and practices within an organisational framework to new contexts. The student refers to challenges and issues relating to international and inter-cultural communication, internal and external communication, and employee and customer engagement.</p> <p>The student can produce and apply a communications plan to suit an organisation's needs. The student is able to apply a wide range of communication tools to given situations.</p> <p>The student shows an aptitude to work unsupervised on his/her project. The student can confidently apply problem identification, analysis and solving at a standard level.</p>	<p>The student identifies a limited range of communication theories and practices. The student displays a limited understanding of aspects of international and inter-cultural communication, internal and external communication, and employee and customer engagement.</p> <p>The student can list elements of a communications audit and communications plan. The student is able to apply a limited range of communication tools to given situations.</p> <p>With difficulty and under strict supervision, the student works on his/her project. Problem identification, analysis and solving is at a basic level.</p>

Assessment criteria

Group project (60%) – presentation (20%) and report (40%)
 Examination 40%

Media Relations/Training

Code: COM4LJ009

Extent: 5 ECTS (135 h)

Timing: 1st semester

Language: English

Level: Advanced professional studies

Type: Elective, intensive (during one week)

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon completion of this course, the student will

- understand the techniques necessary to effectively deal with today's media
- know how, why and when media outlets generate news and other content
- be aware of a wide variety of media relations tactics
- better appreciate the role of the communications professional in managing media publicity.

Course contents

Topics to be covered in the course include:

- Keys to effective media relations
- What makes news
- Basic news schedules of media organisations
- How media organisations generate content
- Media events, such as press conferences and interviews
- Media releases and other public relations material
- Free and paid media opportunities, such as advertorials
- The role of the communications professional in managing media publicity
- Media etiquette
- Media engagement tactics
- Emerging media, such as blogs and social media applications

The course includes a small-group project and submission of an individual report. Each group will be given the opportunity to take part in two real life scenarios involving:

1. Initiating media publicity: present (and submit a summary) a series of tactics intended to generate publicity. Assessment will be based on the range of tactics used, creativity, realistic

outcomes and effectiveness.

2. Responding to media requests on behalf of an organization (such as an exclusive interview with the CEO). Assessment will be based on the range of tactics used, creativity, realistic outcomes and effectiveness.

These group projects may be conducted in a media setting such as a television and/or radio studio and will be recorded on video for training and assessment purposes.

International dimension

Cases and readings are from international business contexts. study materials and approaches are applicable in international contexts. Students themselves form multi-cultural teams.

Cooperation with the business community

Students are encouraged to relate their studies and assessment requirements to real-life situations. Therefore students should expect some cooperation with the business community and other organizations such as government and non-profit bodies, especially with their group project.

Teaching and learning methods

Contact sessions: 40 h

Independent study: 95 h

Recognition of prior learning (APL)

Depending on the requirements of the teacher, prior learning may be partially accepted.

Teacher responsible

Mark Badham, Pasila

Course material

Broom, Glen M. Cutlip and Center's Effective Public Relations. Prentice Hall

Caywood, Clarke. 2012. The Handbook of Strategic Public Relations and Integrated Marketing Communications. McGraw-Hill

Levine, Michael. Guerilla P.R. 2.0 : wage an effective publicity campaign without going broke. Harper Business

Seitel, Fraser P. The Practice of Public Relations. Prentice Hall

Journal articles will be supplied by the teacher prior to course commencement.

Other literature approved by the teacher.

Assessment criteria/scale 5-1.

	5 excellent	3 good	1 satisfactory
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Grades			
	<p>The student accurately identifies a comprehensive range of media relations opportunities and tactics.</p> <p>The student convincingly displays a comprehensive understanding of media etiquette and media engagement tactics.</p> <p>The student applies a wide variety of clever media engagement tactics to a given scenario. The student is able to draft a clever and very effective media release.</p> <p>The student works very competently on his/her project and communicates professionally and eloquently with others. The student comprehensively applies problem identification, analysis and solving at a high standard. The student displays exceptional media relations competence.</p>	<p>The student identifies a satisfactory range of media relations opportunities and tactics. The student displays a satisfactory understanding of media etiquette and media engagement tactics.</p> <p>The student applies a satisfactory number of appropriate media engagement tactics to a given scenario. The student is able to draft an effective media release.</p> <p>The student shows an aptitude to work unsupervised on his/her project. The student can confidently apply problem identification, analysis and solving at a standard level. The student displays average media relations competence.</p>	<p>The student identifies a very limited range of media relations opportunities and tactics. The student displays a limited understanding of media etiquette and media engagement tactics.</p> <p>The student applies a limited number of appropriate media engagement tactics to a given scenario. The student is able to draft a basic media release.</p> <p>With difficulty and under strict supervision, the student works on his/her project. Problem identification, analysis and solving is at a basic level. The student displays very basic media relations competence.</p>

Assessment criteria

Group projects (80%)

Project 1: Initiating media publicity 40%

Project 2: Responding to media requests on behalf of an organisation 40%

Individual report (20%)

Organization, Diversity and Employees

- Code: COM4LJ007-1
- Extent: 5 ECTS (135 h)
- Timing: 2nd semester
- Language: English
- Level: Advanced Professional Studies
- Type: Elective

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon completion of the course, the student is able to

- understand and describe organizational, especially employee communication as a tool for corporate leadership
- understand and describe diversity and cross-cultural topics in organizational communication
- plan and evaluate employee communication in co-operation with other corporate functions
- apply and evaluate various tools and channels in organizational and employee communication
- compare various management paradigms and their approach to employee communications
- combine theoretical approaches and the student's own ideas to formulate new models of employee communication

Course contents

- Main management paradigms and their approach to organizational, especially employee communications
- Trends in employee communications
- Different corporate functions and their co-operation in employee communications, especially communications, HR and IT -functions
- Employee communication as an ongoing process and projects
- Tools, channels and models of employee communication
- Organizational diversity and employee communications

Cooperation with the business community

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

International dimension

Guest lecturers from international companies. International learning materials.

Teaching and learning methods

Lectures 26 h

Independent study and teamwork 109 h (pretask, group assignment, individual learning assessment).

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Hanna Rajalahti, Pasila

Course materials

Recommended readings and journal articles will be listed on Moodle.

Assessment criteria

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

Components	1 (50%)	3 (70%)	5 (90%)
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Knowledge	The student can identify and describe a limited set of issues, functions and participants of organizational communication in a multicultural context.	The student can describe various issues, processes and theories of organizational communication and can link this knowledge to a practical task in a multicultural context.	The student can use and combine various theories and/or approaches to present own models of organizational communication in a multicultural context. The student is aware of other views of the knowledge. His/her use of terminology and concepts is accurate.
Skills	The student is able to apply a limited range of tools to analyze and describe an organizational communication plan.	The student can collect and use relevant theories and approaches to create guidelines for an organizational communication plan.	The student can collect, analyze and use relevant research findings, theories and approaches to create an organizational communication plan in a multicultural context.
Competence	With difficulty and under strict supervision, the student can work on his/her project. Problem identification, analysis and solving are at a basic level. S/he applies a limited range of elements into his/her project.	The student shows an aptitude to work independently on his/her project. The student applies confidently problem identification, analysis and solving at a standard level. S/he applies a solid range of research, planning and implementation into his/her project.	The student works very competently on his/her project and communicates professionally with others. The student comprehensively applies problem identification, analysis and solving at a highly professional level. S/he applies a comprehensive range of research, planning, implementation and evaluation into his/her project.

Assessment components and their respective weights

Pretask 10 %

Group assignment 90%

Attendance at lectures and workshops affects the grading.

Individual learning assessment is prerequisite for the completion of the course but does not affect the grading.

Planning and Leading Communications

Code: COM2LJ002

Extent: 5 ECTS (135 h)

Timing: 1st semester

Language: English

Level: Advanced professional studies

Type: Elective

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon completion of this course, the student

- Will have gained a theoretical and practical understanding of communication issues and strategies in the current organisational context
- Will be able to plan and manage communication resources and processes
Will understand the importance of planning and leading communications within organizations
- Will be aware of a range of communications structures within and external to various types of organizations
- Will better appreciate the role of the communications professional in planning and leading communications.

Course contents

The course includes a small-group project. Each group will develop a corporate communications strategy for a contemporary organization. Topics to be covered in the course include:

- The role and relevance of communications planning
- The stages and process of communications planning
- The communications professional's role in leading communications
- The structure of communication in organizations
- Leading communication throughout organizations
- Relevant communication theories and concepts

Teaching and learning methods

Contact sessions: 24 h

Independent study: 111 h

Teacher responsible

Mark Badham, Pasila campus

Course material

Gregory, Anne. 2010. Planning and Managing Public Relations Campaigns. CIPR.

Caywood, Clarke. 2012. The Handbook of Strategic Public Relations and Integrated Marketing Communications. McGraw-Hill

Journal articles will be supplied prior to course commencement.

Other literature approved by the teacher.

Assessment Criteria

Components	1 (50%)	3 (70%)	5(90%)
Knowledge	The student identifies a very limited number of communication issues, theories and concepts relevant to an organization. The student displays a limited understanding of the elements of communications planning and leading.	The student identifies a satisfactory number of communication issues, theories and concepts relevant to an organization. The student displays a satisfactory understanding of the elements of communications planning and leading.	The student accurately identifies a comprehensive number of communication issues, theories and concepts relevant to an organization. The student convincingly displays a comprehensive understanding of the elements of communications planning and leading.
Skills	The student is able to apply a limited range of communications planning tactics.	The student is able to apply a satisfactory range of communications planning tactics while mindful of resource limitations.	The student is able to apply a wide range of communications planning tactics while mindful of resource limitations.
Competence	With difficulty and under strict supervision, the student works on his/her project. Problem	The student shows an aptitude to work unsupervised on his/her project. The student can confidently apply problem	The student works very competently on his/her project and communicates professionally and eloquently with others. The

	identification, analysis and solving is at a basic level.	identification, analysis and solving at a standard level. The student applies a solid range of elements of research, planning, implementation and evaluation into his/her project.	student comprehensively applies problem identification, analysis and solving at a high standard. The student applies a comprehensive range of research, planning, implementation and evaluation into his/her project.
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Assesment criteria

Group project (60%) – presentation and report

Individual Essay (40%)

Project Management

Code: MGT2LG103

Extent: 5 ECTS (135 h)

Timing: 1st semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

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

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, the students will

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

Course contents

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

The course covers the following topics:

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

Cooperation with the business community

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

International dimension

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

Teaching and learning methods

Contact hours 32 h (including examination 4 h)

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

Accreditation of prior learning (APL)

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

Teacher responsible

Miikka Mäkelä

Course materials

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

Additional readings:

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

Chin, G. 2004. Agile project management

Krebs, Jochen (2009): Agile portfolio management

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

Other materials assigned by the teacher.

Assessment criteria

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

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

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

Assessment components and their respective weights

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

Research and Development Methods

- Code: ISM2TX100
- Extent: 5 ECTS credits (135h)
- 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 take during their first year. The course has direct links to the master's thesis work. There are no prerequisites for the course.

Learning outcomes

Upon completion of the course, the student

- understands the methodology and process of systematic development work
- has insight on different research, development and innovation methods and knows their applicability
- is capable of applying qualitative methods in practical development work
- understands how the methodology and process affect the structure and work breakdown of the master's thesis

Course contents

Contact lessons concentrate on the following topics

- research and development methodology
 - applied research vs. scientific research
 - research and development process
 - setting the objectives for the development and the research
 - research and development design
 - literature review and analysis
 - qualitative research strategies (action research, case study, constructive research, etc.)
 - data collection methods (questionnaires, interviews, observations, etc.)
 - quantitative analysis methods
 - analysing data and reporting findings
 - validity and reliability of the results
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- other methods (innovation methods, foresight methods, etc.)

The course is practically oriented including many team and individual assignments where the students immediately practice the theory. They may also apply the learnings to their master's thesis during the course. The course emphasizes qualitative research strategies and especially action research and case study research which are the most common strategies of masters' thesis in the field of applied sciences.

Cooperation with the business community

Guest speakers give lectures in related and varying topics of research and development work in practice.

International dimension

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

Teaching and learning methods

- Contact hours
- Working on group assignments
- Group assignment presentations
- Independent studies and working on individual assignments
- Examination

Accreditation of prior learning (APL)

“Accreditation of Prior Learning (APL) is the generic term used for the award of credits on the basis of demonstrated learning which has taken place in the past”. APL gives a student an opportunity to demonstrate his/her knowledge and skills. Prior learning can be accepted fully or partly. A student demonstrates with certificates and/or competence demonstration that s/he manages the course objectives and the contents. It is possible to participate in the competence demonstration only once before taking the course. Accepted prior learning is assessed on the scale of 1-5.

Teacher(s) responsible

To be announced

Course materials

Recommended readings

- Marschan-Piekkari, R. & Welch, C. 2004. Handbook of qualitative research methods for international business. Edward Elgar. Cheltenham. (Selected chapters).
- Miles, M. B. & Huberman, A. M. 1994. Qualitative data analyses: an expanded sourcebook. Sage. Thousands Oaks.
- Reason, P. & Bradbury, H. (eds) 2006. Handbook of Action Research. The Concise Paperback Edition. First published 2001. Sage Publications Ltd. London. (Selected chapters).
- Rubin, H. J. & Rubin, I. S. 2005. Qualitative interviewing: the art of hearing data. Sage. Thousands Oaks.
- Saldana, J. 2009. The Coding Manual for Qualitative Researchers. Sage Publications Ltd. London.
- Saunders, M. & Lewis, M. & Thornhill, A. 2009. Research Methods for Business Studies. 5th edition. First published 1997. FT Prentice Hall.

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

Other selected articles and readings provided by the teachers.

Assessment criteria

The course is evaluated on the scale of 1 to 5 (where 5 is the best). Assessment components are listed below. Their respective weights are provided by the teachers. All components need to be passed.

- Article summaries and their discussions
- Research and development report
- Presentation
- Self-reflective paper

Strategy in Practice

- Code: MGT2LJ001
- Extent: 5 ECTS (135 h)
- Timing: 2nd semester
- Language: English
- Level: Advanced Professional Studies
- Type: Compulsory

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

Starting level and linkage with other courses

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

Learning outcomes

Upon completion of the course, the students will

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

Course contents

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

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

Cooperation with the business community

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

International dimension

Cases and readings are from international business contexts.

Teaching and learning methods

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

Contact sessions 32 h

Individual pre-assignment 25 h

Group work and company report 70 h

Presentations and discussions 8 h

Accreditation of prior learning (APL)

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

Teacher responsible

Olli Laintila, Pasila

Course materials

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

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

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

Assessment criteria

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

Grade/ Learning outcomes	1 (minimum 50% competence level)	3 (minimum 70% competence level)	5 (minimum 90% competence level)
Knowledge	<ul style="list-style-type: none">The student can identify, list, and combine the main strategic management	<ul style="list-style-type: none">The student can describe the relevant strategic management concepts and apply	<ul style="list-style-type: none">The student uses and combines different strategic management concepts and

	<p>concepts.</p>	<p>them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.</p>	<p>theories, develops own frameworks. His/her use of theory and specific terminology is very accurate. Student is aware of different strategic approaches, and compares different models, theories and viewpoints.</p>
<p>Skills</p>	<ul style="list-style-type: none"> • With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant research findings to conduct the course project for a client company at a beginner's level. • Student knows how to use certain strategic management concepts. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The student is able to collect, analyze and use relevant research findings to accomplish the course project for a client company at a high professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
<p>Competencies</p>	<ul style="list-style-type: none"> • With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to the strategic management projects. S/he can conduct strategic analyses with the 	<ul style="list-style-type: none"> • The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to the strategic management projects. S/he can conduct strategic analyses relatively independently from 	<ul style="list-style-type: none"> • The student is able work very professionally and independently with a client company in a team. S/he can fully apply the learned strategic management concepts, tools, and theories to the course projects. S/he can conduct strategic analyses at

	help of the supervisor.	the supervisor.	a highly professional level and in an innovative way.
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Assessment components and their respective weights

Presenting and discussing the individual pre-assignment 20%

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

Case and/or article analysis and presentation 20%

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