

# Bachelor's Thesis

Code: OPI7RG004

Extent: 15 ECTS (405 h)

Timing: 5th-7th semester

Language: English

Level: Thesis

Type: Compulsory

## Starting level and linkage with other courses

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

## Learning outcomes

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

## Course contents

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

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

## Teaching and learning methods

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

## Teacher responsible

Eva Holmberg

## Course materials

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

## Assessment criteria

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

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

# Business Swedish 1

Code: SWE1RG002

Extent: 3 cr (81 h)

Timing: 5th semester

Language: English /Swedish

Level: Core studies

Type: Compulsory (Finnish Students)

## Starting level and linkage with other courses

SWE2RG001 Swedish for Service Encounters

## Learning outcomes

After completing this course, the student

- is able to cope with internal and external business communication in Swedish
- can write business letters, invitations, thank you notes
- can write a job application and make brief presentations in Swedish
- understands the importance of accuracy in written business documents

## Course contents

The course develops the students' skills in oral and written business communication in Swedish. The student will learn by reading, speaking and writing practice, studying prevalent practices, and analysing the work done during the course. The student will learn the theory of business communication and learn to understand business culture. S/he will through various exercises learn to apply theory into practice. The student writes business letters, PR-letters and makes presentations in Swedish.

- Language of business letters and email
- Inquiries, Replies to Inquiries, Orders and Order Confirmations, Complaints and Adjustments
- Goodwill letters
- Letter of application and CV (EuroCV)
- Presentations

## Teaching and learning methods

The course comprises of 28 contact hours realised as four weekly lessons. The students are required to work independently with preparatory tasks for one to two hours per week. The written and oral course assignments will require 74 hours work. The students will use the Europass Curriculum Vitae and will be encouraged to update their Europass Language Passport.

## Teacher responsible

Liisa Wallenius, Porvoo

Marjo Vuokko, Porvoo

## Course materials

Supplementary material compiled by the teacher and handouts

Moodle learning environment (handouts, discussion board, web-based material and external links)

Other material given by the teacher.

### Assessment criteria

This 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%)
<b>Knowledge</b>	The student knows the core contents of the course at a passable level.	The student knows well the core contents of the course.	The student masters the core contents of the course.
<b>Skills</b>	The course assignments are completed at a passable level. The student performs oral tasks at a basic level.	The course assignments are completed at an appropriate level. The student performs oral tasks well.	All the course assignments are completed at a proficient level. The student performs oral tasks fluently.
<b>Competence</b>	With great difficulty and under strict supervision, the student can use English in professional tasks.	The student works well in a team. S/he shows some independence in the performance of professional tasks.	The student can work very professionally in a team. S/he can apply the acquired knowledge independently in professional tasks.

### Assesment components and their respective weights

Assessment is based on active participation, class preparation and portfolio work.

Also, the Common European Framework of Reference for languages will be used as the reference when giving the final assessment.

Written Examination 40 %

Business letters 30 %

Oral examination 30 %

# Business Swedish 2

Code: SWE1RG003

Extent: 3 cr (81 h)

Timing: 2nd semester

Language: English / Swedish

Level: Core studies

Type: Compulsory (Finnish Students)

## Starting level and linkage with other courses

Prerequisites: Business Swedish 1

## Learning outcomes

After completing this course, the student

- is familiar with the vocabulary used in business and especially in negotiations
- can take part in usual negotiations in business life
- is able to discuss current topics
- can sell and buy in Swedish

## Course contents

- Presentations
- Negotiations
- Short speeches
- Social communication
- Current topics

## Cooperation with the business community

Visit to a company / cultural institution

## Teaching and learning methods

Contact hours 32 h - compulsory attendance 80 % of the lessons

Independent and teamwork 49 h

## Recognition of prior learning (RLP)

The students who already have taken courses in Finnish or otherwise obtained a good/excellent knowledge of Finnish language can pass the course by attending written and oral level test.

## Teacher(s) responsible

Marjo Vuokko, Porvoo

## Course materials

Supplementary material compiled by the teacher and hand outs

Moodle learning environment (hand outs, discussion board, web-based material and external links)

Other material given by the teacher.

### Assessment criteria

Components	1 (50%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student knows the core contents of the course at a passable level.	The student knows well the core contents of the course.	The student masters the core contents of the course.
<b>Skills</b>	The course assignments are completed at a passable level. The student performs oral tasks at a basic level.	The course assignments are completed at an appropriate level. The student performs oral tasks well.	All the course assignments are completed at a proficient level. The student performs oral tasks fluently.
<b>Competence</b>	With great difficulty and under strict supervision, the student can use English in professional tasks.	The student works well in a team. S/he shows some independence in the performance of professional tasks.	The student can work very professionally in a team. S/he can apply the acquired knowledge independently in professional tasks.

### Assessment components and their respective weights

Oral presentations 30 %

Discussions 30 %

Oral examination 40 %

# Creating and Sharing Knowledge

Code: COS1RG001

Extent: 9 ECTS (243 h)

Timing: 1st/2nd semester

Language: English

Level: Basic studies

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites. This course comprises the following sub-courses:

English Communication 3cr

Information and Communication Technology 1 3cr

Information and Communication Technology 2 3cr

## Learning outcomes

Upon successful completion of the course, the student

- is proficient in using HAAGA-HELIA guidelines in both written and oral reporting and understands how to use relevant software and methods to achieve the goals
- knows the principles of community communication, is able to act accordingly in various project roles and to act responsibly in a multicultural environment
- has learnt the standards of knowledge creation in business environment and has a professional understanding of knowledge-sharing processes

## Course contents

- MS-Office 2010 (Excel, PowerPoint, Prezi, Publisher, Visio, Word)
- orientation in social media
- oral and written presentation skills: conceptualization techniques and production techniques
- meeting techniques
- standards of business communication
- project and event management
- Academic writing and plagiarism

## Cooperation with the business community

Learning outcomes will be reached through working in real-life projects.

## Teaching and learning methods

Inquiry learning

## Recognition of prior learning (RPL)

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

## Teachers responsible

Kaj Skogström, Porvoo

Ivan Berazhny, Porvoo

## Course materials

ICT:Kinkoph Gunter, Sherry (2010), Office 2010 visual quick tips, John Wiley & Sons, ISBN: 0470577754

Materials and tutorials that are linked to Microsoft's official support and training website

Materials handed out by the instructors

## Assessment criteria

Components	1 (50 % )	3 (70 %)	5 (90 %)
<b>Knowledge</b>	The student is aware of the ICT applications and standards which are used in reporting, presentations, analysis and business communication. The student understands main principles of English writing and speaking for professional purposes	The student is familiar with and possesses basic knowledge of the ICT applications and standards which are used in reporting, presentations, analysis and business communication. The student understands the principles of how English writing/articulation, phrasing, grammar, discourse, etc. need to be adjusted for specific communicative purposes	The student has a very good and in-depth knowledge of the ICT applications and standards which are used in reporting, presentations, analysis and business communication. The student understands well how to design and edit texts of various genres for various professional purposes.
<b>Skills</b>	With guidance and support the student can choose the appropriate ICT application, standard, presentation and approach in a given situation The produced work is still lacking in content and execution. The student works in projects on text-related assignments with difficulties and requires supervision.	The student can independently choose the appropriate ICT application, standard, presentation and approach in a given situation The produced work is of an acceptable standard. The student works independently and in teams on text-related assignments with no difficulty.	The student can independently choose the appropriate ICT application, standard, presentation and approach in <b>any</b> given situation The produced work is of the highest standard. The student works with initiative and creativity on text-related assignments in project work and can edit his/her own and others' texts.
<b>Competence</b>	The student lacks the means to independently apply his/hers competencies as to achieve an acceptable level of performance in a project related setting or professional environment. The student meets minimum criteria of English communications required for project work.	The student has the means to independently apply his/hers competencies as to achieve an acceptable level of performance in a project related setting or professional environment The student meets standard criteria of English communication that are required in professional contexts.	The student has the means to independently and in a professional manner apply his/hers competencies as to achieve a high level of performance in a project related setting or professional environment. The student meets professional expectations in terms of English communication both in speech and writing.

## Assessment components and their respective weights

Semester Portfolio and Exams 40 %

Assignments 40%

Activity during lessons and project work 20 %

# Customer-Oriented Sales

Code: PSS1RG001

Extent: 12 ECTS (312 h)

Timing: 1st, 2nd semester

Language: English

Level: Basic studies

Type: Compulsory

## Starting level and linkage with other courses

Part of study module Production and Sales and Service Skills

## Learning outcomes

Upon successful completion of the course, the students

- have sales skills based on customer needs
- develop a positive attitude toward sales
- identify a service and sales process through practical implementations as well as through theory
- create and price safe and economic services based on customer needs
- are aware of the risks involved in projects and services
- develop ideas further into a concrete form
- collect customer feedback
- understand the strong need for the application of ICT in TT businesses
- get an overview of different ICT applications in management, distribution and marketing of tourism products and services

## Course contents

- Sales skills
- Operational environment
- Generation of ideas including competitive elements
- Hygiene proficiency certificate (hygiene passport)
- Serving proficiency certificate
- Introduction to basic ICT concepts in Travel and Tourism Industry
- Overview of ICT usage in tourist organisations
- Overview of major ICT applications in Tourism industry
- CRS (Computerised Reservation Systems) and GDS (Global Distribution Systems)
- Destination Information Systems
- Web-based tourism Information Communication Systems
- Mobile ICT/Augmented Reality
- Virtual reality / virtual tourism

## Cooperation with the business community

Learning objectives will be reached through real-life projects.

## Teaching and learning methods

Inquiry learning, coaching, project work, case studies, lectures, guest lectures, study trips, tutorial sessions and industry presentations and seminars; for certain components of the curriculum, computer lab demonstrations and hands on sessions will be included.



## Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is granted according to HAAGA-HELIA's instructions.

## Teachers responsible

Alexandre Kostov, Porvoo  
Kalle Rähkä, Porvoo  
Chrysoula Skodra, Porvoo

## Course materials

Marketing for Tourism / Holloway, 4th edition, Prentice Hall

Marketing for Hospitality and Tourism / Kotler, Bowen, Makens, 3rd edition, Prentice Hall

Marketing communications: a European perspective / De Pelsmacker, Geuens, Van den Bergh, 3rd or 4th edition

Accounting for Non-Accounting Students / Dyson, any edition, Prentice Hall. Part 4, chapters 14 to 22

Buhalis, D. (2000). Tourism and information technologies: Past, present and future. Tourism Recreation Research

Buhalis, D (2003) eTourism – Information technology for strategic tourism management, Prentice Hall, Harlow, UK.

Inkpen, G (1998) Information Technology for Travel and Tourism, Addison Wesley Longman, Essex UK.

Egger, R, Buhalis, D (2008) eTourism case studies: management and marketing issues, Butterworth-Heinemann, Elsevier, UK.

Materials for proficiency certificates notified separately

## Assessment criteria

- Outcome of sales, sales skills and process
- Participation in joint activities, group work skills
- Project planning, implementation and assessment
- Marketing and budgeting in projects
- Economic thinking
- Customer satisfaction survey
- In-house control plan
- Hygiene proficiency certificate
- Serving proficiency certificate
- Technology in tourism

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%)
Knowledge	The student has a limited understanding of project management, marketing and sales.	The student has an adequate understanding of project management, marketing and sales.	The student has an advanced understanding of project management, marketing and sales.

	The student recognises different ICT applications for reservation and distribution of travel products.	The student can explain the difference between ICT applications in Travel Industry.	The student can list, describe and critically analyse the ICT applications used in Travel and Tourism Industry.
<b>Skills</b>	<p>The student follows project work, assignments and classroom activities with difficulty and under supervision.</p> <p>The student lacks sufficient skills in project management, marketing and sales.</p> <p>The student can under supervision perform basic functions in some ICT applications used in a project.</p>	<p>The student performs well in project work, assignments and classroom activities within a team and independently.</p> <p>The student demonstrates satisfactory skills in project management, marketing and sales.</p> <p>The student manages basic functionalities of most ICT applications used in the project.</p>	<p>The student accomplishes project work, assignments and classroom activities with initiative and leadership.</p> <p>The student demonstrates strong skills in project management, marketing and sales.</p> <p>The student is fluent in independent usage of ICT applications not only in the project but also outside the project.</p>
<b>Competence</b>	<p>The student is able to apply the knowledge and skills in project management, marketing and sales at a minimal level.</p> <p>The student gets understanding of information technology in the travel industry.</p>	<p>The student is able to apply the knowledge and skills in project management, marketing and sales at a satisfactory level.</p> <p>The student can use the information technology in the travel industry for the purpose of project.</p>	<p>The student is able to apply the knowledge and skills in project management, marketing and sales at an advanced level.</p> <p>The student can work with high professionalism, using the information technology not only in the project, but also in a real situation.</p>

### Assessment components and their respective weights

Assessment components and their respective weights will be available in the implementation plans.  
The course requires 80% attendance.

# Developing and Selling Tourism Services

Code: PSS2RG002

Extent: 18 cr (486 h)

Timing: 3rd and 4th semester

Language: English

Level: Professional studies

Type: Compulsory

## Starting level and linkage with other courses

Customer-Oriented Sales 12 cr

Part of study module Production and Sales of Travel and Tourism Services

## Learning outcomes

The students have two specialisation alternatives:

- Corporate Travel and Meeting Management
- Event Planning and Management

Students specialising in Corporate Travel and Meeting Management familiarise themselves with Corporate Travel and Meeting Management actors, processes and tools. They learn to sell and buy travel services, and make use of technology to facilitate virtual meetings.

Students specialising in Event Planning and Management familiarise themselves with the whole event process: planning, organisation, marketing, implementation, and assessment, as well as economic and the other type of impacts of events.

Upon successful completion of the course, the student

### Corporate Travel and Meeting Management

- identifies the needs of different customers
- knows how to use networks and partnerships in developing sales and services
- has command of Customer Relationship Management
- is able to use relevant technological solutions in business
- is familiar with travel management and the main actions and actors in different roles in the travel management playfield
- is familiar with travel purchasing and selling processes from the perspectives of the three participants in the process: buyers, suppliers and intermediaries
- is aware of the ICT applications to support travel management process
- is familiar with virtual meetings
- is familiar with making a survey and analysing results using Webropol as a tool
- is aware of the impact of virtual meetings in travel management

### Event Production and Management

- choose the right venue at the best price
- create an organized event production
- develop an ideal theme and menu for the right audience
- book entertainment, staff and caterers
- organize and manage behind-the-scenes operations, and personnel at the event
- finish and evaluate the event meaningfully

- have the most effective tools for carrying out every phase of a successful, integrated marketing campaign for any type and size of an event
- understand the powerful forms of promotion, advertising and PR that are needed to attract attention, and to motivate people to attend an event every time
- gain insight of how to achieve the desired, preset goals of an event participation, and how to follow up results

## **Course contents**

### **Corporate Travel and Meeting Management**

- Customer Behaviour in Tourism
- Project Management
- Products and Services
- Sales and Services strategies
- Business Travel actors
- Travel and Meeting Management processes
- Travel and Meeting Management tools
- Selling and buying travel services
- Virtual meetings

### **Event Production and Management**

- Customer Behaviour in Tourism
- Project Management
- Products and Services
- Sales and Services strategies
- Event planning process
- Event management
- Economics of events
- Impacts of events
- Technology for events

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

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

### **International dimension**

International projects.

### **Teaching and learning methods**

Inquiry learning

### **Recognition of prior learning (RPL)**

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

### **Teachers responsible**

Leena Aitto-oja, Porvoo  
 Alexandre Kostov, Porvoo  
 Kaija Lindroth, Porvoo

## Course materials

Bowdin, Allen, O’Toole, Harris & McDonnell, 2006,: Events Management. Elsevier, GB

Masterman, Wood, 2006, Innovative Marketing Communications; Strategies for the Events Industry. Elsevier, MA

Wolf, P & J, 2005, Event Planning Made Easy. The McGraw-Hill Companies, NY, NY

Kotler, P. et al. 2005, Principles of Marketing, Harlow Pearson Education

Kotler, P. & Bowen, J. & Makens, J. 2003, Marketing for Hospitality and Tourism, Prentice Hall, NJ.

Hollensen, Svend, 2004. Global Marketing a Decision-Oriented Approach. Harlow Pearson Education.

Davidson, R, 2003. Business Travel: conferences, incentive travel, exhibitions, corporate hospitality and corporate travel, Prentice Hall, Harlow.

Poynter, James M, 2008. Corporate Travel Management, Education systems.

## Assessment criteria

- Identifying customer needs
- Customer-orientation in product development and sales processes
- Development plan
- Project process

## Corporate Travel and Meeting Management

- Initiative, self-direction, responsibility and innovation
- Recogniton, analysis and development of travel and meeting management processes

## Event Production and Management

- Initiative, self-direction, responsibility, creativity and entrepreneurship
- Development of event planning, organizing, marketing and management processes
- Evaluation of the planning and functionality of the events

## 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%)
<b>Knowledge</b>	The student can identity, list and combine the main theoretical Travel and Meeting Management (TMM) concepts.	The student can describe the relevant TMM 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 TMM theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different TMM theories and viewpoints.
<b>Skills</b>	With great difficulty and under	The student can collect,	The student can collect, analyze

	strict supervision, the student partly collect, poorly analyze and partly use relevant research findings to create TMM guidelines for a client company at a beginner's level.	partly analyze and partly use relevant research findings to create TMM guidelines for a client company at a beginner's level.	and use relevant research findings to create TMM guidelines for a client company at a high professional level.
<b>Competence</b>	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem identification, analysis and solving to TMM projects. S/he can conduct qualitative research in branding.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to TMM projects. S/he can conduct qualitative research in TMM.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to TMM projects. S/he can conduct qualitative research in TMM at a highly professional level.

### **Assessment components and their respective weights**

# Developing Business Processes

Code: BES2RG002

Extent: 9 cr

Timing: 3rd and 4th semester

Language: English

Level: Professional studies

Type: Compulsory

## Starting level and linkage with other courses

Prerequisites: Developing Business Skills BES1RG001

## Learning Outcomes

Upon successful completion of the course, the student

- is able to adapt an entrepreneurial attitude
- knows how to develop profitable business and product ideas and finds appropriate distribution channels for them
- understands how to run a profitable tourism business
- understands the value of liquidity and solidity for a tourism company
- manages essential business processes
- understands the role of technology in travel business
- understands the role of enterprise resource planning (ERP) in business
- is able to draft a risk analysis and a risk management plan
- takes into account sustainability in all business activity
- knows the central operations of management accounting
- overall understanding of the value chains in businesses

## Course contents

- Contracts
- Risk management plan
- Pricing
- Profit margin
- Financial responsibility
- Purchasing processes
- Value chain management
- Travel technology
- ERP

## Cooperation with the business community

Learning objectives will be reached through real-life project commissioned by businesses/organizations

## International dimension

International projects

## Teaching and learning methods

Semester-specific learning methods will be specified in the Implementation plan.

Learning takes place in workshops and through independent assignments.

## **Alternative completions**

Will be informed of in the Implementation plan.

## **Teachers responsible**

Kalle Räihä, Porvoo

Katri Heikkinen, Porvoo

Alexandre Kostov, Porvoo

## **Learning materials**

Jeston, N, 2008. Business Process Management: practical guidelines to successful implementation. Butterworth-Heinemann, Oxford.

Bolton, B, 2003. The Entrepreneur in Focus: achieve your potential. Thomson, London.

## **Assessment criteria**

Initiative, self-direction, responsibility and innovation

Feasibility of business and product ideas

Recognition, analysis and development of business processes

Use of Travel Technology systems

ERP systems such as Navi, CRM etc.

Financial planning and follow-up

Assessment will be specified in the implementation plans.



# Developing Business Skills

Code: BES1RG001

Extent: 12 ECTS (324 h)

Timing: 1st/2nd semester

Language: English

Level: Basic studies

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites

Part of study module Business and Entrepreneurial Skills

## Learning outcomes

Upon successful completion of the course, the students

- are able to make a business plan for a real company or a project
- master the basics of business mathematics
- revenue logic
- identify the risks in business activity/project work
- understand the role of leadership and its impacts
- are aware of liabilities in business operations
- are familiar with business law
- know business processes

## Course contents

- Marketing
- Business Law
- Business Mathematics
- Business Administration
- Leadership

## Cooperation with the business community

Learning objectives will be reached through real-life projects.

## Teaching and learning methods

Inquiry learning

## Teachers responsible

Johanna Heinonen-Salakka, Porvoo

Evariste Habiyakare, Porvoo

Tove Thomasson, Porvoo

Yücel Ger, Porvoo

Ivan Berazhny, Porvoo

Kalle Räihä, Porvoo

Heidi Jokinen, Porvoo

## **Course materials**

### Marketing:

Kotler, P. et al. 2005, Principles of Marketing, Harlow Pearson Education

Kotler, P. & Bowen, J. & Makens, J. 2003, Marketing for Hospitality and Tourism, Prentice Hall, NJ.

Hollensen, Svend, 2004. Global Marketing a Decision-Oriented Approach. Harlow Pearson Education.

### International Business Law:

Moens, Gabriel and Gillies, Peter (2006): International Trade and Business: Law policy and Ethics. Second Edition. Routledge. Cavendish

Neipert, David M. (2002): Law of Global Commerce. Prentice Hall

### International Business:

Boveé, Thill. 2005. Business in Action. Pearson International Edition

Griffin, R. 2005. Business. Pearson Prentice Hall

### Project Management:

Heerens, G. 2002, Project Management. McGraw-Hill, NY, NY

## **Assessment criteria**

- Business Plan
- Risk management plan
- Leadership as part of project plan
- Sustainability
- Business Law
- Project budget
- Profit and loss account
- Marketing plan for the project

# Global Business Opportunities

Code: OPE2RG002

Extent: 9 cr (234 h)

Timing: 3rd and 4th semester

Language: English

Level: Professional studies

Type: Compulsory

## Starting level and linkage with other courses

Prerequisites: Business in a Global Context

## Learning outcomes

Upon successful completion of the course, the student

- is able to operate in an international business environment;
- is able to contact local and global actors;
- knows how to follow changes and trends taking place in the operational environment;
- able to navigate in a variety of research approaches and themes in Tourism studies;
- able to select the most appropriate and efficient methodology in the context of specific projects;
- able to work with sources (tourism studies).

## Course contents

- Networking and activities in an international operational environment
- Research methods:  
Research as an activity in and for tourism industry; Travel and Tourism as a field of knowledge; research of tourism from developmental perspective; research of tourism from the perspective of regional variation.

Fields in Tourism studies according to travellers' profiles (Business Travel and Leisure Tourism)  
Fields in Tourism studies according to stakeholders / operators (Transportation, Hospitality, Food and Beverage, Intermediaries, etc.)

Types of approaches in tourism studies (case studies, action research, etc.)

Types of methodology in tourism studies (qualitative, quantitative)

Types of topical research issues in tourism studies (Environmentalism, Sustainability, Technology incl. E-tourism, Research of anticipations in tourism, Research towards innovation)

- Analyses of international operational environment on a macro level

## Cooperation with the business community

Learning goals will be reached in real-life international projects commissioned by businesses /organisations.

## Teaching and learning methods

Inquiry learning

## Contact teachers

Evariste Habiyakare, Porvoo  
Yücel Ger, Porvoo  
Leena Aitto-oja, Porvoo  
Ivan Berazhny, Porvoo  
Jarmo Ritalahti, Porvoo

## **Course materials**

Bridging Tourism Theory and Practice, Volume 1 - Tourism Branding: Communities in Action, 2009

editor(s): Jafar Jafari and Liping A. Edited by: Liping A. Cai, William C. Gartner, Ana María Munar

Egger, R., and Buhalis, D., (editors), (2008) eTourism Case studies: Management & Marketing issues in eTourism, Butterworth Heinemann

Graham, A. (2008) Managing Airports: An International Perspective. (3rd edn). Elsevier Books, Burlington.

Holloway, J., Taylor, N. (2006) The Business of Tourism. 7th ed. Harlow: Financial Times Prentice Hall

Information and Communication Technologies in Tourism 2011: Proceedings of the International Conference in Innsbruck, Austria, January 26-28, 2011, Springer; 1st edition (14 Jan 2011)

Page, S., and Connell, J. (2010) Leisure: An Introduction. Pearson Education

Sharpley, R. (2009) Tourism, Development and the Environment: Beyond Sustainability? London: Earthscan.

Stabler M. J., Papatheodorou, A., and Sinclair, M. T., (2010) The Economics of Tourism,. 2nd ed., Oxon: Routledge.

Veal, A.J. (2011) Research Methods for Leisure and Tourism. Financial Times Prentice Hall 4th revised edition.

Wensveen, J.G. (2007) Air Transportation: A Management Perspective 6th ed, Ashgate, Aldershot, UK

## **Assessment criteria**

- presence and active participation in international environment and networks
- analyses of international and regional environments
- ability to design and implement research practices in business contexts
- awareness and ability to apply adequate research methods
- peer review / self-assessment

# International Work Placement

Code: PLA6RG113

Extent: 30 cr (100 days)

Timing: POMO after semester 3, TOBBA and RESTO after semester 4

Language: according to the country and organisation

Level: work placement

Type: compulsory

## Starting level and linkage with other courses

Completion of 120 ECTS.

## Learning outcomes

The student

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

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

## Course contents

Work placement comprises the following:

- Participation in a placement info meeting before work placement
- Contact with the work placement advisor before starting the placement
- Keeping of a learning log during the placement
- Placement period in an approved company or organisation
- Writing the placement report
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement info meetings are arranged four times a year. Students are sent email on the info meetings dates.

## Alternative completions

Identification and recognition of competences as indicated in the student's degree programme.

## Teacher responsible

Liisa Wallenius, Porvoo

## Assessment criteria

Pass/Fail

# International Work Placement 1

Code: PLA6RG111

Extent: 15 ECTS (50 days)

Timing: After 2nd semester

Language: according to the country and organisation

Level: Work Placement

Type: Compulsory

## Starting level and linkage with other courses

Completion of 30 or 60 ECTS required depending on the degree programme.

## Learning outcomes

The student

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

Work placement is an integral part of polytechnic studies. Students can apply for work placement 1 after they have completed 30 ECTS. The placement has to be approved in advance by the work placement co-ordinator for international work placement. Students have to be registered as attendants during the work placement.

## Course contents

Work placement comprises the following:

- Participation in a placement info meeting before work placement
- Contact with the work placement advisor before starting the placement
- Keeping of a learning log during the placement
- Placement period in an approved company or organisation
- Writing the placement report
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement info meetings are arranged four times a year. Students are sent email on the info meetings dates.

## Alternative completions

Identification and recognition of competences as indicated in the student's degree programme.

## Teacher responsible

Liisa Wallenius, Porvoo

## Assessment criteria

Pass/Fail

# International Work Placement 2

Code: PLA6RG112

Extent: 15 ECTS (50 days)

Timing: after 4th semester

Language: according to the country and organisation

Level: Work Placement

Type: Compulsory

## Starting level and linkage with other courses

Completion of Work Placement 1 and 120 ECTS.

## Learning outcomes

The student

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

Work placement is an integral part of polytechnic studies. Students can apply for work placement 2 after they have completed 120 ECTS. The placement has to be approved in advance by the work placement coordinator for international work placement. Students have to be registered as attendants during the work placement.

## Course contents

Work placement comprises the following:

- Participation in a placement info meeting before work placement
- Contact with the work placement advisor before starting the placement
- Keeping of a learning log during the placement
- Placement period in an approved company or organisation
- Writing the placement report
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement info meetings are arranged four times a year. Students are sent email on the info meetings dates.

## Alternative completions

Identification and recognition of competences as indicated in the student's degree programme.

## Teacher responsible

Liisa Wallenius, Porvoo

## Assessment criteria

Pass/Fail

# Managing Organisations

Code: SCS4RG041

Extent: 6 cr (162h)

Timing: 5th - 6th semester

Language: English or Finnish

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

Student has completed the basic and professional studies in Organisational Development, Leadership and Management SCS2LC (RG, RM) 0021 and 2. The course is made of three modules: Basics 6 ECTS+e-Learning 3 ECTS+ Project/Research 3 ECTS. The course is a part of the professional specialisation studies (AS0)

## Learning outcomes

Upon completion of the course, the student is

- familiar with the major relevant theories and models
- able to link the needs and goals of individual employees' to that of the team and the organization
- able to recognize the role and responsibility of the leader in organizational development, individual and team development as well as their well being
- able to apply problem identification, analysis and solving in teamwork
- able to form functioning project teams and manage them successfully
- able to identify and apply the right leadership and communication styles based on the team structure and needs
- able to recognize developmental and motivational challenges in his/her team and find solutions
- able to follow and participate in discussions and developments of the field
- able to use research, analyse data and come up with development suggestions for a given organization in the field

## Course contents

- Leadership as part of the managerial work
- Organisational behaviour and development
- Motivational theories
- Manager's role and responsibilities in forming functioning and productive teams

## Cooperation with the business community

Possible guest lecturers/projects from different companies.

## International dimension

Possible guest lecturers/projects from international companies. International teams and instructors as well as learning materials.

## Teaching and learning methods



Tutorials  
Lectures and workshops  
Independent study and teamwork

## **Recognition of prior learning (RPL)**

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

## **Teacher(s) responsible**

Anne Koppatz, Porvoo  
Yucel Ger, Porvoo

## **Course materials**

### **Leadership and Management / International**

Adair, J. (ed.) 1999. Not bosses but leaders

Armstrong, M. 2006. A Handbook of Human Resource Management Practice

Brooks, I. 2009. Organisational Behaviour Individuals, Groups and Organisation  
4th edition, Pearson Education Limited

Helgesen, S. 1990. The Female advantage: Women's ways of Leadership

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

Yukl, G. 2010. Leadership in Organisations

Zalesnik, A. 1993. Learning Leadership: Cases and Commentaries on Abuse of Power in Organizations

### **Finnish Literature**

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

Kauhanen, J. 2010. Henkilöstövoimavarojen johtaminen

Hamel, G. 2007. Johtamisen tulevaisuus. Talentum

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

Käsikirja ammattimaiseen esimiestyöhön Surakka, T. & Laine, N. 2011.

Viitala, R. 2007. Henkilöstöjohtaminen Strateginen kilpailutekijä. Edita

### **Knowledge Management and Teamwork**

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

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

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

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

### **Emotional Intelligence in Leadership**

Goleman, D. 2009. Emotional Intelligence. Penguin books

### Managing successful change

Author(s): John Edmonds, (Head of Training and Innovation at pearcemayfield, Wantage, UK)

<http://web.ebscohost.com/ehost/detail?sid=3675cd31-d292-429f-879f-fad0d7e1ce0f%40sessionmgr111&vid=4&hid=108>

Developing the multi-cultural organisation: managing diversity or understanding differences?

Author(s): Robert Day, (Robert Day is Senior Consultant, Farnham Castle, Farnham, UK.)

<http://web.ebscohost.com/ehost/detail?sid=3675cd31-d292-429f-879f-fad0d7e1ce0f%40sessionmgr111&vid=4&hid=108>

### Assessment criteria

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

Components	1 (50 %)	3 (70 %)	5 (90 %)
<b>Knowledge</b>	Is able to identify and describe relevant Leadership theories with guidance.	Is able to identify, analyze and discuss relevant Leadership theories with some guidance.	Is able follow independently the trends of Leadership and identify and discuss relevant theories and is able to create a development frame for given companies or projects.
<b>Skills</b>	Has completed tasks as given.	Is able to consider team roles within a group and volunteers for extra tasks and is able to help others.	Is able to work as a team leader and is able to create a good team spirit independently and choose the appropriate leadership style for his/her team.
<b>Competences</b>	Is able to identify with guidance the leadership problems in a team.	Is able to identify the problems of a team with some guidance and suggests improvements and solutions.	Is able to identify the problems in a team independently and has a constructive approach and is able to prevent problems in the group by choosing the wright communication and Leadership styles and is able to motivate team members.

### Assessment components and their respective weights

Tutorial performance 50%

Personal assignments 10%

Presence at lectures and workshops 10%

Examination or special assignment 30%

# Organisational Development, Leadership and Management

Code: SCS2RG002

Extent: 6 cr (162 h)

Timing: 3rd, 4th semester

Language: English

Level: Professional studies

Type: Compulsory

## Starting level and linkage with other courses

Prerequisites: Responsible Self-Management SCS1RG001

Part of module Social and Collaboration skills

## Learning Objectives

The students learn to develop the teams they work in, and learn to understand their own role in developing the working environment and actively looking for solutions. The students make a conscious effort to enhance their organisational skills based on leadership models.

Upon successful completion of the course, the students

- are able to use creative problem solving methods
- identify their own potentials
- know how to apply self-management skills
- are able to enhance their professional identity
- act according to the values in their business community
- manage to organise the activities of different groups in a goal-oriented way
- are able to apply leadership, management, development, and motivation theories and anticipation tools in a project
- identify critical points in a project to further develop project management

## Course contents

- different problem solving methods
- work community skills
- management, leadership and development theories
- project management skills
- Human Resource Management

## Cooperation with the business community

Learning objectives will be reached through real-life projects.

## Teaching and learning methods

Inquiry learning

## Alternative completions

Will be informed of in Implementation plan

## Recognition of prior learning (RPL)

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

## Teachers responsible

Yücel Ger, Porvoo  
Leena Aitto-oja, Porvoo  
Evariste Habiyakare, Porvoo

## Course materials

Beardwell, J & Claydon, T. 2007. Human Resource Management, A Contemporary Approach. 5th edition.

Armstrong, M. 2006. (tai uudempi) A Handbook of Human Resource Management Practice

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

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

4th edition, Pearson Education Limited

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

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

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

Gary Yukl: Leadership in Organisations, Prentice-Hall 2010 (2006)

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

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

## 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%)
<b>Knowledge</b>	The student can identify, list and combine the relevant theories on organizational development, leadership and development.	The student can describe the relevant organizational development and leadership 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 organisational theories to construct own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate.  Student uses findings to compare different organisational theories and viewpoints.

<b>Skills</b>	With difficulty and under strict supervision, the student partly collect, analyze and partly use relevant findings to create and work within teams at a beginner's level.	The student can collect, partly analyze and use relevant research findings to create guidelines for a client at a beginner's level. In addition student can form functioning teams and contribute to them.	The student can independently conduct a research, analyze and use relevant research findings to help a client to develop the organization. Student has professional approach, shows good management and leadership skills, take initiative, act responsibly and always ready to help others in any project.
<b>Competence</b>	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem identification and solving skills in projects. S/he can conduct research in organizational development.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving skills to projects. S/he can conduct research on organizational development and team dynamics.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving skills to projects. S/he can identify and apply a relevant research method for a given project at a highly professional level.

### **Assessment components and their respective weights**

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

Assignments, exams, reports, performance in projects, self and peer assessment, portfolio 90%

Presence at lectures and workshops 10%

# Professional Communication

Code: COS1RG002

Extent: 6 ECTS (162 h)

Timing: 1st/2nd semester

Language: English

Level: Basic studies

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites

## Learning outcomes

Upon successful completion of the course, the student will be able to

- distinguish and work with various text genres needed in project work;
- assume various professional roles in a multicultural environment;
- generate and react professionally to feedback;
- understand the importance of source criticism;
- develop professional identity and socially responsible behaviour;
- maintain high-standards of written/spoken/media/technology interaction
- develop advanced public speaking skills, including presentation skills;
- master job application process

## Course contents

- Public speaking, presentation skills
- Professionalism, career management, job application
- External and internal communication
- Social responsibility

## Cooperation with the business community

Learning objectives will be reached through real-life projects.

## Teaching and learning methods

Inquiry learning

## Recognition of prior learning (RPL)

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

## Teachers responsible

Ivan Berazhny, Porvoo

## Course materials

Gratton, L 2011 The Shift. Harper Collins

Halliday, M.A.K. 1989. Spoken and Written Language. Oxford University Press

Martin, J R & D Rose 2008 Genre Relations: mapping culture. London: Equinox.

Wooldridge, A 2011 Masters of Management. HarperPress

Other materials handed out by the teacher

### 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%)
<b>Knowledge</b> What they know, understand, informed about	The student has a limited understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct	The student has an adequate understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct	The student has an advanced understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct
<b>Skills</b> What they do, perform, execute	The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in communication, public presentations, and career management	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in communication, public presentations, and career management	The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in communication, public presentations, and career management
<b>Competence</b> The degree of being relevant and valid in work-life context	The student is able to apply the knowledge and skills in communication, public appearances, and career management at a minimal professional level required in worklife.	The student is able to apply the knowledge and skills in communication, public appearances, and career management at a standard professional level required in worklife.	The student is able to apply the knowledge and skills in communication, public appearances, and career management at a highly professional level required in worklife.

### Assessment components and their respective weights

Semester portfolio 30%

Attendance and active participation 30%

Course assignments 40%

The course requires 80% attendance

# Professional Finnish 1

Tunnus: COM1RG101

Laajuus: 3 op (81 t)

Ajoitus: 1. ja 2. lukukausi

Kieli: suomi

Opintojakson taso: perusopinnot

Opintojakson tyyppi: pakollinen

## Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

Kuuluu kansainvälisten ohjelmien suomenkielisten opiskelijoiden kieliopintoihin. Toteutetaan osittain yhteisissä projekteissa ammattiaineiden sekä ICT-kurssien kanssa.

## Oppimistavoitteet

Kurssin suoritettuaan opiskelija

- tuntee yhteisöviestinnän periaatteet ja osaa toimia niihin liittyvissä rooleissa monikulttuurisessa ympäristössä
- osaa laatia liike-elämään ja projekteihin liittyviä tiedottavia tekstilajeja, suunnitelmia ja raportteja
- hallitsee liikekirjeenvaihdon
- pystyy laatimaan työpaikan hakuun tarvittavat asiakirjat
- osaa kirjoittaa virheetöntä yleissuomea
- osaa laatia omaan viestintäosaamistaan kuvaavan portfolion.

## Sisältö

Kurssilla opitaan yhteisöviestinnän käsitteistö suomeksi ja harjaannutaan keskeisten työelämässä tarvittavien tekstilajien laatimiseen. Monet kurssin harjoitteet liittyvät opiskelijoiden muiden oppiaineiden projekteihin. Tärkeä osa kurssista on kielenhuolto, jota opiskellaan itsenäisesti verkkomateriaalin avulla. Kurssin keskeinen sisältö on seuraava:

- yhteisöviestinnän käsitteet
- raportointi
- asiakirjastandardit
- referaatti, tiivistelmä, liike-elämän kirjeet, rekrytoinnin asiakirjat
- kirjoittaminen
- liikekirjeet
- oikeakielisyys
- lehdistötiedote
- mediasuhteet.

## Opetus- ja oppimismenetelmät

Opettajan toteuttamaa lähiopetusta erillisen ohjelman mukaisesti noin 15 tuntia 1. ja 2. lukukautena. Suurin osa kurssin toteutuksesta on opiskelijoiden itsenäistä työskentelyä, joka paljolti pohjautuu muiden oppiaineiden projekteihin. Kielenhuollon kokonaisuudesta on tentti 2. lukukautena. Kurssiin kuuluu myös portfolion laatiminen omasta viestintäosaamisesta.



## Aikaisemmin hankitun osaamisen tunnustaminen (AHOT)

Opintojaksolla noudatetaan aikaisemmin hankitun osaamisen tunnustamismenettelyä erikseen annettavan ohjeen mukaan.

### Vastuopettaja

Antti Kurhinen, Porvoo

### Oppimateriaali

Luennot ja tunnilla jaettava oheismateriaali.

Kortetjärvi-Nurmi, S., Kuronen, M.-L. & Ollikainen, M. 2008. Yrityksen viestintä. Edita. Helsinki

### Arvioinnin kohteet ja kriteerit

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

Arvosanat/ Kohteet	1 (min. 50 % tavoitteesta)	3 (min. 70 % tavoitteesta)	5 (min. 90 % tavoitteesta)
<b>Tiedot</b>	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on suomenkielisen yhteisöviestinnän perustiedot.	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on hyvät tiedot suomenkielisestä yhteisöviestinnästä.	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on erinomaiset tiedot suomenkielisestä yhteisöviestinnästä.
<b>Taidot</b>	Opiskelija tekee lähes kaikki annetut oppimistehtävät ajallaan. Hänellä on tyydyttävä kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja.	Opiskelija tekee lähes kaikki annetut oppimistehtävät ajallaan. Hänellä on hyvä kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja.	Opiskelija tekee kaikki annetut oppimistehtävät ajallaan. Hänellä on erinomainen kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja. Opiskelijan tuottamat tekstit sopivat sellaisenaan yhteisöviestintään.
<b>Pätevyys</b>	Osallistuu melko vähän ryhmän toimintaan. Vähäinen itsenäinen panostus.	Osallistuu hyvin ryhmän toimintaan. Osaa toimia melko itsenäisesti.	Osallistuu erittäin aktiivisesti työskentelyyn ja on mukana 80 % kurssin opetuksesta. Osaa toimia itsenäisesti. On innovatiivinen ja omaa positiivisen asenteen.

### Arviointitavat ja niiden painoarvo

Oppimistehtävät 40 %

Viestintäosaamisen portfolio 30 %

Kielenhuollon tentti ja tehtävät 30 %

# Responsible Self-Management

Code: SCS1RG001

Extent: 6 ECTS (162 h)

Timing: 1st/2nd semester

Language: English

Level: Basic studies

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites. The course is part of the study module Social and Collaboration Skills

## Learning outcomes

Upon completion of the course, the student is able to

- has self-management skills
- acts in a responsible way in the learning environment
- gives and receives feedback in a constructive way
- adapts to inquiry learning in the studies
- practices self-assessment and peer assessment
- develops professional identity and enhances career plans
- reflects on ethical considerations in business

## Course contents

- Study information
- Portfolio
- Tools for reflection and assessment
- Team building
- Work life orientation
- Ethics in Business

## Cooperation with the business community

Learning objectives will be reached through projects commissioned by the business community.

## Teaching and learning methods

Inquiry learning, developmental portfolio, lectures, workshops, counselling, discussion, debate, presentation sessions.

## Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is granted according to HAAGA-HELIA's instructions.

## Teachers responsible

Ivan Berazhny, Porvoo

Chrysoula Skodra, Porvoo

## Course materials

Materials in Moodle and materials handed by lecturers

## 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%)
<b>Knowledge</b> What they know, understand, informed about	The student has a limited understanding of project management, leadership, intercultural communication, and teamwork	The student has an adequate understanding of project management, leadership, intercultural communication, and teamwork	The student has an advanced understanding of project management, leadership, intercultural communication, and teamwork
<b>Skills</b> What they do, perform, execute	The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in project management, leadership, intercultural communication, and teamwork.	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in project management, leadership, intercultural communication, and teamwork.	The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in project management, leadership, intercultural communication, and teamwork.
<b>Competence</b> The degree of being relevant and valid in work-life context	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a minimal professional level required in worklife.	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a standard professional level required in worklife.	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a highly professional level required in worklife.

## Assessment components and their respective weights

Semester portfolio 40%

Attendance and active participation 20%

Course assignments and project reports 40%

The course requires 80% attendance.

# Swedish for Service Encounters

Code: SWE2RG001

Extent: 3 cr (81 h)

Timing: 1st semester

Language: English /Swedish

Level: Core studies

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites

## Learning outcomes

- The student has a good understanding of basic business vocabulary. She/he is able to work in customer service and use the Swedish language orally and in writing.
- The student knows how to write short work-related messages and discuss her / his educational background, studies, work and tasks. S/he will be able to give her / his opinion and discuss current issues in the field.
- The student learns to search for information and pass it on to others.

## Teaching and learning methods

The course comprises of 32 contact hours realised as four weekly lessons. The students are required to work independently with preparatory tasks for at least two hours per week. The written and oral course assignments will require 48 hours of work.

The students work with language portfolios. They will compile a portfolio with a Europass Language Passport; write their language learning history and prepare a dossier of language samples.

Inquiry learning is implemented and the students work independently and in teams when preparing for the contact lessons. During the lessons the students work mostly in teams practising, presenting and discussing their work. There will also be teacher lead activities and grammar activities based on the students' language needs.

## Teacher responsible

Liisa Wallenius, Porvoo

## Course materials

Perspektiv på affärssvenska, Tolkki, Öhman WSOY 2009

Supplementary material compiled by the teacher and hand-outs

Moodle learning environment (hand-outs, discussion board, web-based material and external links)

Websites for language learning eg

Språknätet, <http://h27.it.helsinki.fi/spraknat>

Grammatik [www.hamk.fi/bud](http://www.hamk.fi/bud)

## Assessment criteria

This 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%)
<b>Knowledge</b>	The student knows the core contents of the course at a passable level.	The student knows well the core contents of the course.	The student masters the core contents of the course.
<b>Skills</b>	The course assignments are completed at a passable level. The student performs oral tasks at a basic level.	The course assignments are completed at an appropriate level. The student performs oral tasks well.	All the course assignments are completed at a proficient level. The student performs oral tasks fluently.
<b>Competence</b>	With great difficulty and under strict supervision, the student can use English in professional tasks.	The student works well in a team. S/he shows some independence in the performance of professional tasks.	The student can work very professionally in a team. S/he can apply the acquired knowledge independently in professional tasks.

## Assessment components and their respective weights

Assessment is based on active participation, class preparation and portfolio work.

Also, the Common European Framework of Reference for languages will be used as the reference when giving the final assessment.

Written Examination 50 %

Portfolio 20 %

Oral and written tasks 30 %

# Tourism Business in a Global Context

Code: OPET1RG001

Extent: 12 ECTS (324 h)

Timing: 1st/2nd semester

Language: English

Level: Basic studies

Type: Compulsory

## Starting level and linkage with other courses

Part of study module Tourism Operational Environment.

Tourism Business in a Global Context is divided in two parts:

Autumn: Tourism Business in a Global Context 1 (OPE1RG0011)

Spring: Tourism Business in a Global Context 2 (OPE1RG0012)

## Learning outcomes

Upon completion of the course, the student is able to

- understand the role of organisations in developing the operational environment
- take possession of relevant research methods that help understand the operational environment
- recognise the impacts of the operational environment on their own work and on their organization
- identify and describe active actors in travel industry
- take into account relevant legislation
- recognise global and local phenomena, events, and trends
- see themselves as potential global actors

## Course contents

- Tourism as a phenomenon
- Business travel
- Economic impact of tourism
- Tourism law
- Analysis of the operational environment
- Introduction to research methods
- Project

## Cooperation with the business community

Possible guest lecturers from different companies.

## International dimension

Possible guest lecturers from international companies/organisations. International learning materials.

## Teaching and learning methods

Inquiry learning, team work, independent work, lectures, exams

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Leena Aitto-oja, Porvoo  
Ivan Berazhny, Porvoo  
Katri Heikkinen, Porvoo  
Annika Konttinen, Porvoo  
Alexandre Kostov, Porvoo

## Course materials

### Tourism as a phenomenon:

Boniface, B. & Cooper, C. 2009. Worldwide destinations. The geography of travel and tourism.

Swarbrooke, J. & Horner, S. 2007. Consumer Behaviour in Tourism

UNWTO: Tourism Highlights

### Business travel:

Beaverstock, J., Derudder, B., Faulconbridge, J. & Witlox, F. 2010. International Business Travel in the Global Economy, Ashgate Publishing, VT

Davidson, R. & Cope, B. 2003. Business Travel

Swarbrooke, J. & Horner, S. 2002. Business Travel and Tourism

Analysis of the operational environment and travel technology:

Materials on IATA

### Research methodology:

Ghauri, P. & Grönhaug, K. 2002. Research Method in Business Studies

Sapsford, R. & Jupp, V. 2006. Data Collection and Analysis

Saunders, M., Lewis, P. & Thornhill, A. 2007. Research Methods for Business Students

Yin, R.K. 1989. Case Study Research. Design and Methods

## 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%)
<b>Knowledge</b>	<p>The student can identify and describe a few concepts relating to tourism and its operational environment as well as to identify and list central acts and decrees related to tourism and knows how to draw a contract.</p> <p>The student understands the basics of business</p>	<p>The student can define and use concepts relating to tourism and its operational environment. The student can describe the relevant tourism specific legislation and the importance of contracts and apply it to different situations.</p> <p>The student understands adequately the process of</p>	<p>The student is able to identify and define the core concepts, trends and actors of the operational environment of tourism. The student uses and combines different acts and decrees of the tourism industry in order to create and present own contracts, models and outcomes in various situations.</p>

	<p>travel. The student recognizes the main business sectors in Travel and Tourism Industry.</p> <p>The student is aware of several research methods in Travel and Tourism.</p>	<p>business travel.</p> <p>The student can describe the business models of different sectors in Travel and Tourism industry and outline how they generate income.</p> <p>The student adequately understands a selection of research methods in Travel and Tourism.</p>	<p>The student has a deep understanding of business travel.</p> <p>The student can list all the stakeholders in Travel and Tourism industry, describe different roles of professionals involved in Tourism business environment and outline requirements and commercial skills necessary for efficient operations.</p> <p>The student has an advanced understanding of the selected research methods, the motivation for their application and their limitations.</p>
<b>Skills</b>	<p>The student can find at least a few sources and with great difficulty and under strict supervision, the student can partly collect, poorly analyze and partly use relevant research findings to create a destination report.</p> <p>The students can apply the knowledge of business travel in project work with difficulties and support. When guided, a student can present the main business sectors in the Travel and Tourism Industry.</p> <p>The student applies research methods in project work with difficulties and relies much on supervision</p>	<p>The student can search, collect, partly analyze and use relevant research findings to create a destination report.</p> <p>The students can apply the knowledge of business travel in project work independently and in teamwork.</p> <p>The student is able to present business models of different sectors in Travel and Tourism industry and outline how they generate income.</p> <p>The student can apply research methods in project work independently, following the established guidelines with proper attention.</p>	<p>The student is able to assess the credibility of sources and is able to use a great variety of sources. The student can collect, analyze and use relevant research findings to create a destination report at a high professional level.</p> <p>The students can apply the knowledge of business travel in project work with initiative and creativity.</p> <p>The student can work in projects with various stakeholders in Travel and Tourism industry, adopt various professional roles in Tourism business environment and meet the requirements necessary for efficient operations.</p> <p>The student shows initiative and leadership in research process and is able to work in project creatively and efficiently.</p>
<b>Competence</b>	<p>With great difficulty and under strict supervision, the student can partly work with</p>	<p>The student can work with a client company in a team. S/he can apply problem</p>	<p>The student can work very professionally with a client company in a team. S/he can</p>



	<p>a client company in a team. S/he poorly apply problem identification, analysis and solving to the project.</p> <p>The students meets minimal requirements of knowledge and skills of business travel to work in projects.</p> <p>The student meets minimal requirements of future worklife in terms of knowledge and skills of operational environment. The student meets minimal requirements of research-based project work.</p>	<p>identification, analysis and solving to the project.</p> <p>The students meets standard requirements of knowledge and skills of business travel to work in projects.</p> <p>The student develops a reliable professional identity in terms of competences required in Travel and Tourism operational environment.</p> <p>The student can apply the studied research methods make use of his/her research competences in work-life settings.</p>	<p>fully apply problem identification, analysis and solving to the project.</p> <p>The students meets the requirements of knowledge and skills of business travel to work in professional contexts.</p> <p>The student accomplishes all tasks on the level of high professionalism and is able to work for the commissioner with creativity and motivation.</p> <p>The student can improve the quality and value of the research method in question as required by the project. The student is able to minimize the limitations of the methods accordingly to the need of the work-life context.</p>
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### Assessment components and their respective weights

Tourism as a phenomenon and economic impacts (exams and destination report) 33 %

Business tourism (exam and reports) 33 %

Analysis of the operational environment 17 %

Tourism law (destination report including contracts: 8,5 %)

Research methods 8,5 %

# Work Placement

Code: PLA6RG103

Extent: 30 cr (100 days)

Semester: After semester 4 and year 3

Language: according to the country and organisation

Level: work placement

Type: Compulsory

## Learning outcomes

The student

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

## Course contents

Work placement is an integral part of polytechnic studies. Tobba students can apply for first part of their work placement after they have completed 30 cr. The placement has to be approved in advance by the work placement co-ordinator. Work placement instructions and all needed forms can be found on the MyNet.

## Course content

Work placement for Tobba students takes place in two phases:

1st placement in the summer after year 1

2nd placement in year 3

Work placement comprises the following areas:

- Participation in a placement info meeting before work placement
- Necessary forms to work placement coordinator
- Contact with the work placement advisor before starting the placement
- Keeping of a learning log during the placement
- Placement period in an approved company or organisation
- Writing the placement report
- Giving feedback in the Moodle environment

Work placement info meetings are arranged at Porvoo Campus. Actual dates are announced separately.

## Teacher responsible

Leena Aitto-oja (placements in Finland)

## Assessment criteria

Passed/failed

# Work Placement 1

Code: PLA6RG101

Extent: 15 cr (50 days)

Semester: After semester 2 and year 2

Language: according to the country and organisation

Level: work placement

Type: Compulsory

## Learning outcomes

The student

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

## Course description

Work placement is an integral part of polytechnic studies. Tobba students can apply for first part of their work placement after they have completed 30 cr. The placement has to be approved in advance by the work placement co-ordinator. Work placement instructions and all needed forms can be found on the MyNet.

## Course content

Work placement for Tobba students takes place in two phases:

1st placement in the summer after year 1

2nd placement in year 3

Work placement comprises the following areas:

- Participation in a placement info meeting before work placement
- Necessary forms to work placement coordinator
- Contact with the work placement advisor before starting the placement
- Keeping of a learning log during the placement
- Placement period in an approved company or organization
- Writing the placement report
- Giving feedback in the Blackboard environment

Work placement info meetings are arranged at Porvoo Campus. Actual dates are announced separately.

## Teacher responsible

Leena Aitto-oja, Porvoo (placements in Finland)

## Assessment criteria

Passed/failed

# Work Placement 2

Code: PLA6RG102

Extent: 15 cr (50 days)

Semester: After semester 4 and year 3

Language: according to the country and organization

Level: work placement

Type: Compulsory

## Learning outcomes

The student

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

## Course description

Work placement is an integral part of polytechnic studies. Tobba students can apply for first part of their work placement after they have completed 30 cr. The placement has to be approved in advance by the work placement co-ordinator. Work placement instructions and all needed forms can be found on the MyNet.

## Course content

Work placement for Tobba students takes place in two phases:

1st placement in the summer after year 1

2nd placement in year 3

Work placement comprises the following areas:

- Participation in a placement info meeting before work placement
- Necessary forms to work placement coordinator
- Contact with the work placement advisor before starting the placement
- Keeping of a learning log during the placement
- Placement period in an approved company or organization
- Writing the placement report
- Giving feedback in the Moodle Blackboard environment

Work placement info meetings are arranged at Porvoo Campus. Actual dates are announced separately.

## The teacher with main responsibility for the course

Leena Aitto-oja (placements in Finland)

## Assessment criteria

Passed/failed