

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
- Self-assessment of learning

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

The self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

ICT Management Frameworks

- Code: ISM2TX110
- Extent: 3 ECTS (81 h)
- Timing: 1st semester
- Language: English
- Level: Advanced professional studies
- Type: Compulsory

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon successful completion of the course, the student

- understands the meaning of ICT management frameworks in his/ her working environment
- understands the main structure and content of most significant ICT management frameworks
- is able to apply the framework thinking in his/ her working environment
- is able to apply one framework in his/ her working environment

Course contents

ICT Management frameworks are management tools that provides best practices and proved standards for successful strategical, technical, organizational and legal management of ICT services and infrastructure.

- TOGAF The Open Group Architecture Framework
- COBIT – supports IT governance
- ITIL - provides a systematic and professional approach to the management of IT service provision.
- CMMI/ CMM – Capability Maturity Model Integration
- ICT Standard for Management (ICT Standard Forum)
- ISO 20000 standards IT Service Management: ISO 20000-1 is the 'Specification for Service Management, ISO 20000-2 is the 'Code of practice for Service Management'.
- ISO 27001 Standard (Information Security Management)
- ISO 12207 Systems and software engineering — Software life cycle processes
- PMBOK, Project Management Body of Knowledge
- PRINCE2, PRojects IN Controlled Environments
- Risk Management: M_o_R (Management of Risk)

Cooperation with the business community

Visiting lecturers or company visits

International dimension

Students make them familiar with ICT management frameworks in the global companies and in the global environment.

Teaching and learning methods

- Contact hours
- Team work and team assignments
- Independent studies and individual assignments
- Self-assessment of learning

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Student demonstrates an ICT management framework (written material) made by him/ her in his/ her working environment and explains his/ her general view of ict management frameworks.

Teacher(s) responsible

To be announced

Course materials

- <http://pubs.opengroup.org/architecture/togaf9-doc/arch/>
- www.ictstandard.org (www.tietohallintomalli.fi)
- <http://www.isaca.org/Knowledge-Center/COBIT/Pages/Overview.aspx>
- <http://www.itil.org.uk/>
- <http://20000.fwtk.org/index.htm>
- <http://www.sei.cmu.edu/cmmi/>
- <http://www.27000.org/index.htm>
- <http://www.pmi.org/PMBOK-Guide-and-Standards.aspx>
- Project Management Institute: A Guide to the Project Management Body of Knowledge (PMBOK® Guide). Fourth Edition.
- <http://www.best-management-practice.com/Risk-Management-MoR/>

Other material given by the teacher.

Assessment criteria

- Team assignments
- Individual assignments

The self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Personal Development

- Code: ISM2TX200
- Extent: 5 ECTS (135 h)
- Timing: 1st semester
- Language: English
- Level: Advanced Professional studies
- Type: Compulsory

Starting level and linkage with other courses

1st semester course; connected to the 2nd semester course Leadership and Communication in Multicultural Environment (ISM2TX210).

Learning outcomes

In this course the students evaluate their managerial and leadership skills and adopt the mindset of continuous development of these skills.

Upon successful completion of the course, the student

- learns to evaluate his/her managerial and leadership skills
- adopts the mindset of continuous development of knowledge and
- understands the role of learning on personal as well as on organizational level
- is able to apply the concepts and processes in the working environment
- is able to benefit from evaluation in both personal and organizational development

Course contents

- Measuring of expert, management, and leadership skills
- Role of learning
- Personal study plan
- Networking on planned thesis topics
- Writing summaries

Cooperation with the business community

Visiting lecturers, planning thesis topics

International dimension

Visiting international lecturers

Teaching and learning methods

- Contact sessions
- Team work and team assignments
- Independent studies and individual assignments

- Self-assessment of learning

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Student demonstrates his / her expertise concerning skill and knowledge evaluation as well as main concepts of learning (written material) made by him/ her in his/ her working environment and explains his/ her general view of concepts and frameworks (written material). The demonstration can be a case study presentation to all the students in the group.

Teacher(s) responsible

Heikki Suominen

Course materials and additional reading

- Illeris, Knud (ed.) (2009). Contemporary theories of learning.
- Berger, Lance & Berger, Dorothy (eds.), (2011): The talent management handbook
- Caligiuri, Paula (2010): Get a life, not a job: do what you love and let your talents work for you
- Dessler, Gary (2008): Human resource management
- Lamb, Philippa (2006): Jumpstart your career to a brilliant future
- Reardon, Robert & al. (2009): Career development and planning – a comprehensive approach
- Silsbee, Doug (2010): The mindful coach: seven roles for leader development
- Templar, Richard (2003): The rules of work: a definite code for personal success

Other material supplied by the teacher

Assessment criteria

- Team assignments
- Individual assignments
- Active participation

Grades / learning outcomes	1 (min. 50 %)	3 (min. 70 %)	5 (min. 90 %)
Knowledge	Knows the principles of personal development partially	Knows the principles and the key success factors of personal development and	Knows the principles and the key success factors of personal development and knows their

	and is aware of its challenges.	knows their key challenges well.	challenges extremely well.
Skills	Understands personal development, planning of studies, and relevant methods partially. Applies them adequately.	Understands personal development, planning of studies, and relevant methods well. Applies them well. Works independently and utilizes tutoring when necessary.	Understands personal development, planning of studies, and relevant methods as well as their challenges extremely well. Applies them extremely well. Works independently and utilizes tutoring when necessary.
Qualifications	Participates fairly little and individual effort is minimal.	Participates well and acts fairly independently. Works according to the schedule and deadlines.	Participates extremely well. Applies the knowledge and skills very well in web discussions and planning of personal development. Works according to the schedule and deadlines.

The self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Development due to earlier feedback

Focusing better on the key elements of the learning material.

Leadership and Communication in Multicultural Environment

- Code: ISM2TX210
- Extent: 5 ECTS credits (135h)
- Timing: 3rd semester
- Language: English
- Level: Advanced Professional studies
- Type: Compulsory

Starting level and linkage with other courses

No prerequisites

Learning outcomes

The course introduces the principles of leadership and managerial work in multicultural environments. Communication as a tool of management is explored. After completing the course requirements, the student

- understands different leadership, management and coaching styles and their applicability
- is able to assess and develop own leadership and communication skills
- is capable of leading multidisciplinary teams of professionals
- understands cultural and linguistic diversity in working life teams
- has adopted responsible and respectful leadership practices

Course contents

- models and styles of leadership, management and coaching
- leading individuals and teams of professionals (problem solving, argumentation and negotiation skills)
- leadership and communication in global and multicultural context
- using feedback for improving personal leadership skills
- leading and engaging people in a change process
- internal and external communication during a change process
- the role of informal communication (smalltalk) in multicultural teams
- leadership ethics

Cooperation with the business community

Guests from international companies and organisations share their experience in varying topics of leadership and communications.

International dimension

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

Teaching and learning methods

- Classroom learning
- Practice and rehearsal –team assignments
- Independent studies and working on individual assignments
- Group assignment presentations
- Self-assessment of learning

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Teacher(s) responsible

To be announced

Course materials

Recommended readings

- Nahavandi, A. 2009. The Art and Science of Leadership. 5th ed. New Jersey: Pearson Education.
- George, J.M. & Jones, G. 2002. Understanding and Managing Organizational behavior. (Part II) Chapters 10, 11, 12, 13 and 14.
- Vecchio, R.P. 1991 or newer ed. Organizational Behavior. (Part III) chapters 5-12, (Part IV) chapter 15.
- Northouse, P.G. 2007. Leadership Theory and Practice. 4th ed. London: Sage.
- Clawson, J. G. 2009. Level Three Leadership: Getting below the surface. 4th ed. New Jersey: Pearson Education.
- Other selected articles provided by the teachers.

Assessment criteria

- Individual and team assignments
- Practice and rehearsal in communication, active presence

The self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Opportunities of ICT

- Code: ISM2TX330
- Extent: 3 ECTS (81 h)
- Timing: 2nd semester
- Language: English
- Level: Advanced professional studies
- Type: Compulsory

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon successful completion of the course, the student

- can identify and reflect on contemporary ICT-trends and technologies
- has practiced critical evaluation of benefits of new technologies to the business or community
- has practiced the presentation and argumentation on introducing new technologies

Course contents

The course is composed of studying and reporting current ICT technology topics, such as cloud computing, mobile technology, social media, etc. The events may include visiting lectures in HAAGA-HELIA, international conferences and seminars, visits in companies and organizations, webinars, etc. The technology topic is reported and its business opportunities are analysed. The results are presented and discussed during contact hours.

Cooperation with the business community

Participation on public events held by companies and organisations.

International dimension

International seminars and conferences, visits in international companies and organisations.

Teaching and learning methods

- Seminars, webinars
- Analysis and reporting of seminar topics
- Contact hours (presentations)
- Self-assessment of learning

Accreditation of prior learning (APL)

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Teacher(s) responsible

Jouni Soitinaho

Course materials

Seminar materials

Other material given by the teacher.

Assessment criteria

- Analysis and reporting on the seminar topics
- Presentations and discussions

The self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in Winha.

Leading Change in the ICT Era

- Code: ISM2TX320
- Extent: ECTS (108 h)
- Timing: 4th semester
- Language: English
- Level: Advanced professional studies
- Type: Compulsory

Starting level and linkage with other courses

Learning Outcomes

Upon successful completion of the course, the students will

- understand the many challenges and complexities of change,
- know different ways how change can be approached and managed,
- be prepared to manage change more successfully

Course Contents

The goal of the course is to provide participants with a variety of approaches to change that will be helpful in making sense of change management and to carry out change. It will help to improve participants' own performance and that of their own organization.

The course covers the following themes:

- The many challenges of change
- Approaches towards change
- Mobilizing and motivating for change
- Organization and implementation of change
- Leading people through transition
- Particular demands of leadership in change

Cooperation with the business community

Students will apply the learning to their employers as business contexts. Possible guest lecturers from businesses will be invited.

International dimension

Cases and readings are from international business contexts.

Teaching and Learning Methods

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

The course will be highly interactive and it will rely on each and every participant's input and contribution. We will together make this learning journey a lively, insightful and rewarding collective experience, during which we will share practical experience and knowledge, lead a challenging and constructive dialogue as well as draw upon the variety of suggested readings by the instructor and/or course participants.

The first session will be devoted to planning and organizing the course together with the participants. We will start by mapping the needs of understanding change and the learning expectations by the participants. During this session contents and topics for the course will be finalized, individual and group work will be assigned and the procedures for working methodology during the sessions will be agreed upon. Each session will begin by summarizing lessons learned and insights gained from the previous session.

- Contact hours: 28 h
- Working on group assignments: 28 h
- Self-study and working on individual assignments 50 h
- Self-assessment of learning: 2 h

Accreditation of prior learning (APL)

Not applicable.

Teacher(s) responsible

Leena Masalin, Dr.Sc. (Econ), MBA, Facilitator of change and leadership

Course Materials

Compulsory readings

Green, M. 2007, *Change Management Masterclass*. Kogan Page
Senior, B. & Swales S., J. 2010. *Organizational Change*. FT Pearson.

Recommended readings

Amabile, T. & Kramer, S. 2011. *The Progress Principle*. Boston. Harvard Business School Press

Dawson, P. 2003. *Reshaping Change*. Routledge.

HBR's 10 Must Reads on Change. Harvard University Press.

Huff, A. & Huff, J. & Barr, P. 2000. *When Firms Change Direction*. Oxford University Press.

Juuti, P. & Virtanen, P. 2009. *Organisaatiomuutos*. Otava.

Kotter, J. 1996. *Leading change*. Harvard Business School Press.

- Mattila, P. 2007. *Johdettu muutos: avaimet organisaation hallittuun uudistumiseen*. Talentum.
- McKeown, M. 2012. *Adaptability: The Art of Winning in an Age of Uncertainty*. Kogan Page.
- Mills, J. H. 2003. *Making sense of organizational change*. Routledge.
- Nadler, D. & Nadler, M. & Tushman, M. 1997. *Competing by Design: The power of Organizational change*. Oxford University Press
- Passmore, L. & Cantore. 2008. *Appreciative inquiry for change management*. Kogan Page.
- Shaw, P. 2002. *Changing conversations in organizations*. Routledge.
- Valpola, A. 2004. *Organisaatiot yhteen – muutosjohtamisen käytännön keinot*. WSOY.
- Valpola, Kvist, Heimonen, Niutanen, Lillkäll, Masalin & Kalin. 2013. *Strategy into Action – People Create the Change*. Omakustanne.
- Välikangas, L. 2010. *The Resilient Organization*. McGraw-Hill
- Ulrich, D. & Ulrich, W. 2010. *How Great Leaders Build Abundant Organizations that Win the Why of Work*. McGraw-Hill

Additional selected articles as handouts by the tutor.

Assessment criteria

The course is evaluated on scale 1 to 5 (where 5 is the best). The assessment criteria are presented below regarding three areas: 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 theoretical change management concepts.	The student can describe the relevant change management concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different change management concept and theories, develops own models. His/her use of theory and specific terminology is very accurate. Student is aware of different views of change, 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	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	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

	conduct the course project level. 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.	demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
	Student knows how to use certain change management tools.	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 change management projects. S/he can conduct qualitative research relatively independently from the supervisor.	The student is able work very professionally and independently with a client company in a team. S/he can fully apply the learned concepts, tools, and theories to change management projects. S/he can conduct qualitative research in change management at a highly professional level and in an innovative way.
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 change management projects. S/he can conduct qualitative research with the help of the supervisor.		

Assessment components and their respective weights

Individual assignments: 30 %

Group work assignment: 30 %

Final paper: 40 %

All parts need to be passed.

Aligning ICT and Business

- Code: ISM2TX310
- Extent: 5 ECTS (135 h)
- Timing: 3rd semester
- Language: English
- Level: Advanced professional studies
- Type: Compulsory

Starting level and linkage with other courses

ICT Management Frameworks (ISM2TX110) and International Corporate Strategy (ISM2TX300) must be completed before taking this course.

Learning outcomes

Upon successful completion of the course, the student

- understands the main concepts concerning business and ICT linkage
- understands the diverse strengths, weaknesses, opportunities, and threats concerning the linkage of business and ICT and how they can be recognized, planned, and benefited from
- understands the importance of business and ICT linkage on strategic, tactical, and operational levels
- is able to apply the concepts and processes in the working environment
- is able to evaluate the business and ICT linkage solutions

Course contents

- Business and ICT
- Concept of Alignment
- Business Continuity
- Change Management
- Effects of Working in an International Environment

Cooperation with the business community

Visiting lecturers or company visits

International dimension

The international partners; experts on aligning business and ICT.

Teaching and learning methods

- Contact sessions
- Team work and team assignments
- Independent studies and individual assignments
- Self-assessment of learning

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Student demonstrates his / her expertise concerning business and ICT linkages as well as processes and results (written material) made by him/ her in his/ her working environment and explains his/ her general view of concepts and framework (written material). The demonstration can be a case study presentation to all the students in the group.

Teacher(s) responsible

To be announced

Course materials

- http://www.valuebasedmanagement.net/methods_venkatraman_strategic_alignm...
- Ahlfors, U. 2005. Successful Interactive Business: Integration of Strategy and IT. University of Jyväskylä. Jyväskylä.
- Ostwalder, A. & Pigneur, Y. & Tucci, C. 2005. Clarifying Business Models: Origins, Present, and Future of the Concept. Communications of AIS. Vol 15, pp. 1-40.
- Pulkkinen, M. 2006. Systemic Management of Architectural Decisions in Enterprise Architecture Planning. Four Dimensions and Three Abstraction Levels. Proceedings of the 39th Hawaii International Conference on Systems Sciences, pp. 1-9.
- Versteeg G. & Bouwman, H. 2006. Business Architecture: A New Paradigm to Relate Business Strategy to ICT. Information Systems Front vol.8, pp 91-102

Other material given by the teacher.

Assessment criteria

- Team assignments
- Individual assignments
- Exam

The self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

International Corporate Strategy

- Code: ISM2TX300
- Extent: 5 ECTS credits (135h)
- Timing: 2nd semester
- Language: English
- Level: Advanced professional studies
- Type: Compulsory

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon completion of the course, the student will

- acquire the vocabulary of strategic management practices
- learn the main views of strategy works and processes by studying the recent strategic management literature
- 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 ICT, Communication and HR in the strategy work and in successful implementation of a strategy
- be able to identify, analyze and solve the most common strategic management problems
- be able to analyze the strategic behavior of different organizations
- be able to create different strategic options and assess their feasibility
- be able to identify, analyze and solve the most common strategic management problems in

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. The main topics are

- pre-assignment (selected by the teachers) reporting and presentation
- development and current role of strategic management in business
- main concepts and tools applied in strategic practices
- strategic analyses
- development of a strategic framework for a selected organization
- strategy implementation action planning (change management, communication, ICT 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. 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. Students work in multicultural teams.

Teaching and learning methods

- Contact sessions
- Independent studies, team assignments and individual assignments
- Self-assessment of learning

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Teacher(s) responsible

To be announced

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). Assessment components are listed below. Their respective weights are provided by the teachers. All components need to be passed.

- Pre-assignment report and presentation
- Strategic analyses reports and presentations
- Participation and activity in discussions

The self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Program Management Best Practices

- Code: ISM4TX410
- Extent: 5 ECTS (135 h)
- Timing: 2nd semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

ICT Management Frameworks (ISM2TX110) must be completed before taking this course.

Learning outcomes

Upon successful completion of the course, the student

- knows various types of programs
- understands the difference between projects, programs and portfolios
- understands what is meant by program maturity
- understands what skills are required from program managers
- understands program lifecycle and different stages of program processes
- understand different program management best practices
- is able to manage scope, time, costs, quality, human resources, communications, risks and stakeholders in different stages of program process in international context
- is able to plan how to apply chosen program management best practices in own work context

Course contents

- Project, program and portfolio management
- Different types of programs
- Program maturity models
- Process for managing programs
- Program lifecycle
- Program manager's mindset and skills required
- Program management best practices

Cooperation with the business community

Visiting lecturers and company visits

International dimension

Readings are from international business contexts. Students work in multicultural teams.

Teaching and learning methods

- Contact hours
- Independent studies
- Pair and team work
- Self-assessment of learning

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Teacher(s) responsible

To be announced

Course materials

- The Standard for Program Management, Project Management Institute, 2008

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

Assessment criteria

- Team assignments
- Individual assignments

The self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Program Management in Practice - Case Study

- Code: ISM4TX400
- Extent: 5 ECTS (135 h)
- Timing: 4th semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

Program Management Best Practices (ISM4TX410) must be completed before this course. Sourcing Management (ISM4TX420) is recommended to be completed or studied parallel with this course.

Learning outcomes

Upon successful completion of the course, the student

- understands how to analyze ICT investment decisions
- understands how to select ICT Suppliers and steer the implementation
- understands different organisations and organisational cultures
- knows how to coordinate large international ICT development programs and knows what it means to be accountable of set (or portfolio) of projects
- is able to discuss the importance of and different strategies for managing information systems resources

Course contents

- This course reflects the contents of the previous courses to selected Company Cases

Cooperation with the business community

Visiting lecturers or company visits.

International dimension

Students get familiar with examples of international or global projects.

Teaching and learning methods

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

- Contact sessions
- Independent studies
- Working on individual assignments
- Reporting, presentation and discussion

- Self-assessment of learning

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. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Student demonstrates a future anticipation project (with written material) in which he/ she has participated in his/ her working environment.

Teacher(s) responsible

To be announced

Course materials

To be announced

Assessment criteria

- Maturity of the evaluation and improvement plans of the practical case study
- Quality of the report and presentation
- Self-reflective paper - Passed/Failed

The self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Sourcing Management

- Code: ISM4TX420
- Extent: 5 ECTS (135 h)
- Timing: 3rd semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

ICT Management Frameworks (ISM2TX110) must be completed before taking this course.

Learning outcomes

Upon successful completion of the course, the student

- understands the main sourcing concepts, the vendor management concepts and the sourcing process
- understands the diverse sourcing possibilities, their advantages and weaknesses and the implication in the company value chain
- understands the importance of good contract management in sourcing
- is able to apply the sourcing concepts and process in his/ her working environment
- is able to evaluate the sourcing solutions

Course contents

- Sourcing concepts
- Models and principles for sourcing; lifecycle of sourced services
- Decentralize or centralize
- Nearshoring and offshoring
- Sourcing in the company value chain
- Sourcing strategy
- Sourcing contracts and vendor management
- Risk and security management in sourcing

Cooperation with the business community

Visiting lecturers or company visits.

International dimension

The international partners of the course are companies with offshoring, nearshoring or outsourcing experiences.

Teaching and learning methods

- Contact hours

- Team work and team assignments using mediawiki
- Independent studies and individual assignments
- Self-assessment of learning

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. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Student demonstrates an sourcing process and results (written material) made by him/ her in his/ her working environment and explains his/ her general view of sourcing concepts and framework (written material). The demonstration can be a case study demonstration for all students in the group.

Teacher(s) responsible

To be announced

Course materials

- <https://www.ictstandard.org/book/sourcing-and-vendor-management/>
- <http://www.cio.com/topic/3195/Outsourcing>
- Oshri, Kotlarsky, Willcocks. 2009. The Handbook of Global Outsourcing and Offshoring. Palgrave Macmillan. UK.
- Oshri, Kotlarsky (Ed.). 2010. Global Sourcing of Information Technology and Business Processes: 4th International Workshop, Global Sourcing 2010, Zermatt, Switzerland, March 22-25. Springer.

Other material given by the teacher.

Assessment criteria

- Team assignments
- Individual assignments

The self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Service Management Best Practices

- Code: ISM4TX510
- Extent: 5 ECTS credits (135h)
- Timing: 2nd semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

ICT Management Frameworks (ISM2TX110) must be completed before taking this course.

Learning outcomes

Upon successful completion of the course, the student

- understands the goals and requirements of service management in general
- understands how service management is linked with business
- is familiar with the most important service management best practices
- knows how the best practices are applied according to the field and size of business
- adopts the mindset of continuous improvement of service management practices
- is able to apply some of the best practices in his/her working environment

Course contents

- history of service management best practices
- relationship with standards and frameworks
- insight of selected best practices
- applicability and criticism of best practices
- applications of best practices in different business fields and geographical areas
- literature or real life case studies of service management practices
- presentations and discussions

Cooperation with the business community

Visiting lecturers from companies and organisations and standardisation bodies.

International dimension

Readings are from international business contexts. Students work in multicultural teams.

Teaching and learning methods

- Contact sessions
- Independent studies
- Working on group assignments
- Reporting, presentation and discussion

- Self-assessment of learning

Accreditation of prior learning (APL)

Depending on the requirements of the teacher prior learning could be accepted fully or partly. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

To be announced

Course materials

- www.ictstandard.org (www.tietohallintomalli.fi)
- <http://www.isaca.org/Knowledge-Center/COBIT/Pages/Overview.aspx>
- <http://www.itil.org.uk/>
- <http://20000.fwtk.org/index.htm>
- <http://www.sei.cmu.edu/cmami/>
- <http://www.27000.org/index.htm>

Other selected articles and readings provided by the teachers.

Assessment criteria

- Team assignments
- Individual assignments

The self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Service Management in Practice - Case Study

- Code: ISM4TX500
- Extent: 5 ECTS credits (135h)
- Timing: 4th semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

Service Management Best Practices (ISM4TX510) must be completed before this course. Vendor Management (ISM4TX520) is recommended to be completed or studied parallel with this course.

Learning outcomes

Upon successful completion of the course, the student

- understands what service management means and how it is applied in practice
- is able to evaluate the company in respect of service management best practices
- understands how the services create business value in a practical case
- understand how the service management could be developed and enhanced in practice
- is able to plan and implement service management improvements in practice

Course contents

- recap of the state of service management best practices
- selecting and collecting data about the real life case
- evaluating the usage of service management best practices in the selected case
- evaluating the impact of service development and new innovations in creating business value
- evaluating the impact of service development and new innovations in the productivity
- planning/implementing the improvement actions
- reporting and presenting the result of evaluation

Cooperation with the business community

Students apply their learnings by studying real life cases of service management in companies or organisations.

International dimension

Readings are from international business contexts. Students work in multicultural teams.

Teaching and learning methods

- Contact sessions
- Independent studies

- Working on individual assignments
- Reporting, presentation and discussion
- Self-assessment of learning

Accreditation of prior learning (APL)

Depending on the requirements of the teacher prior learning could be accepted fully or partly. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

To be announced

Course materials

- www.ictstandard.org (www.tietohallintomalli.fi)
- <http://www.isaca.org/Knowledge-Center/COBIT/Pages/Overview.aspx>
- <http://www.itil.org.uk/>
- <http://20000.fwtk.org/index.htm>
- <http://www.sei.cmu.edu/cmmi/>
- <http://www.27000.org/index.htm>

Other selected articles and readings provided by the teachers.

Assessment criteria

- Maturity of the evaluation and improvement plans of the practical case study
- Quality of the report and presentation
- Self-reflective paper - Passed/Failed

The self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Vendor Management

- Code: ISM4TX520
- Extent: 5 ECTS (135 h)
- Timing: 3rd semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

ICT Management Frameworks (ISM2TX110) must be completed before taking this course.

Learning outcomes

Upon successful completion of the course, the student

- understands the main sourcing concepts, the vendor management concepts and the sourcing and vendor management process
- understands the diverse sourcing possibilities, their advantages and weaknesses and the implication in the company value chain
- understands the importance of good contract management
- is able to apply the vendor management concepts and process in his/her working environment
- is able to evaluate the vendor management solutions

Course contents

- Sourcing and vendor management concepts
- ICT service management and vendor management
- Vendor strategy
- Vendor benchmarking
- Monitoring products and services
- Service level evaluation, service availability and flexibility
- Risk management, security management, business continuity,
- Market price awareness
- Contract management

Cooperation with the business community

Visiting lecturers or company visits

International dimension

The international partners of the course are companies with offshoring, nearshoring or outsourcing experiences.

Teaching and learning methods

- Contact hours
- Team work and team assignments
- Independent studies and individual assignments
- Self-assessment of learning

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. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Student demonstrates an sourcing process and results (written material) made by him/her in his/her working environment and explains his/her general view of sourcing concepts and framework (written material).

Teacher(s) responsible

To be announced

Course materials

- www.ictstandard.org (www.tietohallintomalli.fi)
- <http://www.isaca.org/Knowledge-Center/COBIT/Pages/Overview.aspx>
- <http://www.itil.org.uk/>
- <http://20000.fwtk.org/index.htm>
- <http://www.sei.cmu.edu/cmml/>
- <http://www.27000.org/index.htm>

Recommended readings:

- Oshri, Kotlarsky, Willcocks. 2009. The Handbook of Global Outsourcing and Offshoring. Palgrave Macmillan. UK.
- Oshri, Kotlarsky (Ed.). 2010. Global Sourcing of Information Technology and Business Processes: 4th International Workshop, Global Sourcing 2010, Zermatt, Switzerland, March 22-25. Springer.

Other selected articles and readings provided by the teachers.

Assessment criteria

- Team assignments
- Individual assignments

The self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Master's Thesis

- Code: ISM7TX701
- Extent: 30 ECTS (810 h)
- Timing: 1st-6th semester
- Language: English
- Level: Thesis
- Type: Compulsory

Starting level and linkage with other courses

The subject for the master's thesis can be specified and the work can be started during the first semester. Completing the thesis requires the choosing of either Program Manager or Service Development Manager Orientation as the study path and accomplishing the relevant courses in the path. Research and Development Methods (ISM2TX100) support the planning of the master's thesis work.

Learning outcomes

Upon successful completion of the course, the student

- is able to plan an applied research process for practice based development in a chosen work context
- is able to implement the planned research process
- is able to bring research process outcomes into practice based development
- is able to evaluate the research process
- is able to bring separate but related thesis assignments together and write an introduction to the completed assignments

Course contents

Master's thesis is the core of the studies. Thesis report is a collection of separately reported assignments. These include 1) research framework, 2) research process and outcomes, 3) sharing and putting process outcomes to use, 4) evaluation of research and 5) an introduction. Thesis is tied to development efforts made in ICT related development projects and operations. Applied research is carried out to improve development efforts and operations in a way that business achieves value. This value may be deeper understanding of challenges in managing programs or services, new insights into overcoming challenges or new means of carrying out ICT related development or running ICT related operations of the company.

Cooperation with the business community

Thesis implemented in a close cooperation with a chosen business community.

International dimension

Thesis implemented in a setting which has an international dimension.

Accreditation of prior learning (APL)

Not applicable

Teaching and learning methods

Master's thesis is a collection of both individual and pair or group assignments that are reported separately and finally collected together with an introduction. Guiding students through this process is supported by workshops and a virtual learning environment in which students present and work on their research framework, document and share their research process and outcomes and share their lessons learned.

Teacher(s) responsible

To be announced

Course materials

ISM Thesis Guide

Assessment criteria

- Research plan (1st or 2nd semester, 5 ECTS)
- Research framework (2nd or 3rd semester, 5 ECTS)
- Research process and outcomes, sharing and putting process outcomes to use, evaluation of research (as completed 20 ECTS)