

Responsible leadership

Code: YMA2RQ015

Extent: 10 cr (270h)

Timing: 1st – 2nd semester

Language: English

Level: Advanced professional studies

Type: Compulsor

Starting level and linkage with other courses

This course forms part of the Management module for the Degree Programme in Tourism. There are no prerequisites for this course.

Learning outcomes

Upon successful completion of the course, the student

- is able to investigate their own behavior from a business ethics perspective
- is able to identify the forces that govern responsibility and ethics related issues and foresee the consequences on individual, company and societal levels.
- understands the role of responsible leadership/ethical behavior in contributing to the productivity and long-term success of the corporation can skillfully identify and critically evaluate corporate responsibility strategies
- is able to identify and formulate alternative strategic options for a sound competitive strategies from a responsible leadership perspective.

Course contents

The course is designed to increase student's understanding of

- Ethical behavior in business and business ethics
- Responsible leadership; and
- Strategic corporate social responsibility and stakeholder theories

Cooperation with the business community

The course is implemented with connections to the student's own working environments.

Learning and teaching methods

Contact hours: 9,5 contact days, 1 semester

The course employs research and development oriented learning. The students will prepare assignments both individually and in teams.

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teachers responsible

Ger Yucel, Porvoo

Evariste Habiyakare, Porvoo

Minna-Maari Harmaala, Pasila

Course materials

Materials will be announced during the course.

Assessment criteria

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

	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list and combine the main issues related to responsible leadership.	The student can describe the main issues related to responsible leadership and apply them to new contexts. The student can link the key theoretical concepts to the practical tasks. The student has an understanding of how responsible leadership contributes to organizational success.	The student can use and combine different theories to present her own suggestions and models. The student is aware of conflicting views on the topics. The student uses theory and specific terminology accurately. The student has a clear understanding and appreciation of how responsible leadership contributes to organizational success.
Skills	The student can, when part of a team, contribute to tackling and developing responsible leadership in an organization. The students can conduct research to identify the elements of responsible leadership.	The student can identify and create responsible leadership elements and strategies in an organization and implement them with some support.	The student can identify, create, implement and develop responsible leadership strategies in an organization independently.
Competence	The student needs support to be able to lead a team in a responsible manner. The student can only with difficulty apply problem identification, analysis and solving to responsible leadership. The student does not demonstrate aptitude or interest in developing responsible leadership.	The student demonstrates potential to lead a team in a responsible manner. The student shows moderate independence in his/her work. The student can apply problem identification, analysis and solving to responsible leadership to a certain extent. The student demonstrates some aptitude and interest in developing responsible leadership.	The student can lead a team in a responsible manner. The student shows a great degree of independence in his/her work. The student can skillfully apply problem identification, analysis and solving to responsible leadership issues and projects to an extent. The student demonstrates great aptitude and interest in developing responsible leadership.

Assessment components and their respective weights

Active participation 30%
Assignments 70 %

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.

Tools for Managing the Future

Code: YMA2RQ023

Extent: 3 ECTS (81 h) for IBMA and 5 ECTS for DPT students

Timing: 1st semester

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

Students should select one of the courses: Tools for Managing the Future or Case Study Research.

Learning outcomes

Upon completion of the course, the student

- is aware and able to use some key methods and tools in anticipation.
- understands the importance of anticipation in his or hers operating environment.

Anticipation is used to identify future business opportunities. It aims to identify megatrends in the operating environment, as well as weak signals and the impacts of change processes and factors in a company's field or cluster of business. Topics analyzed include factors affecting supply, demand, technology, competition and consumer behavior, and also development trends.

Course contents

- Futurology
- Trend analysis
- Pattern management of weak signals
- Delphi-method

Teaching and learning methods

Contact hours 16 h

Independent studies, team assignments and individual assignments 61 h

On-line exam 4 h

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Jarmo Ritalahti, Pasila

Course materials

Malaska, P. & E. Masini (eds.). Philosophical Essays of Knowledge of the Future. Futura 1/2009.

Hand-outs

On-line material

Assessment criteria

Assignments 50%

Examination 50%

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.

Strategy in practice

Code: YMA2RQ014

Extent: 5 cr (135h)

Timing: 1st – 2nd semester of master studies

Language: English

Level: Advanced professional studies

Type: Compulsory

Starting level and linkage with other courses

Part of the Management module for the DPT. There is no prerequisite for this course

Learning outcomes

Upon completion of the course, the student is able to

- identify different strategic activities and tools (internal and external)
- understand the strategy process and the role of strategy at work
- conduct internal and external strategic analysis
- plan and design strategies for a commissioner
- to implement strategies
- to assess different strategies

Course contents

- tools for strategic planning
- strategy formation and deployment
- analysing the strategies and content
- analysing the strategic context
- forces affecting strategy
- managing organisations

Cooperation with the business community

Possible visits and guest lecturers from different companies.

International dimension

Possible guest lecturers from international companies. International learning materials. International project

Teaching and learning methods

Tutorials 5h

Lectures and workshops 15h

Independent study and teamwork 114h

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher responsible

Evariste Habiyakare, Porvoo

Course materials

Whittington, R. (2001): What is strategy - and does it matter? Thomson Learning.
de Wit, Bob

Burgelman, Robert A. (2002): Strategy is destiny: how strategy-making shapes a company's future. New York: Free Press.

Johnson, Gerry and Kevan Scholes (2001): Exploring Corporate Strategy. Financial Times Prentice Hall

Kim, W. Chan & Mauborgne, Renée (2005): Blue ocean strategy: How to create uncontested market space and make the competition irrelevant. Boston, Harvard Business School Press.

Minzberg, H., Ahlstrand, B. & Lampel, J. (1998): Strategy Safari. Prentice Hall, Europe.

Mintzberg Henry (2003): The strategy process: concepts, contexts, cases. Upper Saddle River, N.J.: Pearson Education. Porter, Michael E. (1998, 2004): Competitive advantage: creating and sustaining superior performance. New York: Free Press

Assessment criteria

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

Components	1 (50 %)	3 (70 %)	5 (90 %)
Knowledge	The student can identify, list and combine the main theoretical strategic concepts.	The student can describe the relevant strategy concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical strategic tasks to present the big picture.	The student uses and combines different strategy 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 strategic process theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collect, analyze and partly use relevant research findings to create strategic plan for a client company.	The student can collect, partly analyze and partly use relevant research findings to create a strategic plan for a client company.	The student can collect, analyze and use relevant research findings to create strategy plan for a client company at a high professional level.
Competence	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly applies problem identification, analysis and solving to strategic process projects. S/he can conduct basic strategy related research	The student can work with a client company in a team. S/he can apply strategic analysis and designing and implementation related projects.	The student can work very professionally with a client company in a team. S/he can fully develop strategic solutions. S/he can conduct strategy-related research at a highly professional level.

Assessment components and their respective weights

Tutorial and assignment performance 70%

Active participation and workshops 30%

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.

Action and constructive research

Code: YMA2RQ026

Extent: 5 cr (135h)

Timing: 1 - 2 semesters of master studies

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 studies.

Learning outcomes

After completing the course the student

- Learns to use action and constructive researches to define and solve problems in the development of own work and organisation
- Has methodological readiness to start and execute a work life development project with action and constructive research approaches

Course contents

- Principles of qualitative research
- Action and constructive researches as approaches
- Research process in action and constructive researches
 - planning
 - execution
 - assessment
- Qualitative analysis

Teaching and learning methods

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Eva Holmberg, Porvoo

Jarmo Ritalahti, Porvoo

Course materials

List of books will be provided later.

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

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

Assessment criteria

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

	Level 1 (50%)	Level 3 (70%)	Level 5 (90%)
Knowledge	The student identifies action and constructive researches as approaches with different processes and tool kits for work life development.	The student understands action and constructive researches as approaches with different processes and tool kits for work life development.	The student has an excellent understanding of action and constructive researches as approaches with different processes and tool kits for work life development.
Skills	The student can apply some methods of action and/or constructive research in a development project and is able to do an understandable analysis of the results.	The student can apply soundly and fairly the methods of action and/or constructive research chosen in a development project and do a proper analysis of the results.	The student can apply professionally methods of action and/or constructive research in a development project with an analysis to be implemented in the organization.
Competencies	The student is able to work in a rather professional way and rather independently in a development project. She/he can apply some of the principles of action and constructive research aiming at developing organization or own work.	The student is able to work in a professional way and rather independently in a development project. She/he can apply the principles of action and construction research in a project aiming at developing organization or own work.	The student is able to work very professionally and independently in a development project. She/he can fully apply the principles of action and constructive research in a project aiming at developing organization or own work.

Assessment components and their respective weights

Home exam 50%

Research plan 50%

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.

Project Management

Code: YMA2RQ027

Extent: 5 cr (135h)

Timing: 1st or 2nd semester

Language: English

Level: professional studies

Type: compulsory

Starting level and linkage with other courses

No prerequisite

Learning outcomes

Upon completion of the course, the student is able to

- To identify and to analyse project related business opportunities and to solve the most common problem situations in different operating and organizational environments
- To acquire the ability to assess what to do when project is going well or bad
- To acquire the ability to set up needed strategies for motivating the project team
- To acquire the ability to take command of project development, management and implementation processes in their business units, in such a way that they support organization's overall strategy.

Course contents

- Project Scope Management
- Project Integration Management
- Project Time Management
- Project Cost Management
- Project Quality Management
- Project Human Resource Management
- Project Communication Management
- Project Risk Management
- Project Procurement Management

Cooperation with the business community

Possible guest lecturers from different companies.

International dimension

Possible guest lecturers from international companies. International learning materials.

Teaching and learning methods

Lectures and workshops 18h

Independent study and teamwork 116h

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher responsible

Evariste Habiyakare, Porvoo

Course materials

William R. Duncan, 1996. A guide to Project Management Body of Knowledge. Project Management institute. Four Campus Boulevard Newtown Square, PA. 19073-3299 USA

Assessment criteria

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

Components	1 (50%)	3 (70 %)	5 (90 %)
Knowledge	The student can identify, list and combine the nine project knowledge areas.	The student can describe the relevant knowledge areas and apply them to new projects. The student can link the key knowledge areas practical project tasks making big picture.	The student uses and combines different project knowledge areas to present project models. Student is aware of other views of project management. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different project management models and viewpoints.
Skills	With some difficulty and under supervision, the student collect, poorly analyze and partly use relevant project related information and create a project plan for a client.	The student can collect, analyze and partly use relevant project –related information to create a project plan for a client company.	The student can collect, analyze and use relevant information to create project guidelines for a client company at a high professional level.
Competence	With difficulty and under supervision, the student can partly work with a client company in a project team. S/he poorly applies project management skills to manage projects.	The student can work with a client company in a project team. S/he can apply project related skills to manage projects.	The student can work very professionally with a client company in a Project Team. S/he can fully apply project management skills to develop and manage projects.

Assessment components and their respective weights

Participation and activity in class 30%

Project portfolio 70 %

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.

Conducting Survey Research

Code: YMA2RQ028

Extent: 5 cr (135h)

Timing: 1 - 2 semesters of master studies

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 studies.

Learning outcomes

After completing the course the student

- Learns to use survey research to define and solve problems in the development of own work and organisation
- Has methodological readiness to start and execute a work life development project with survey research approaches

Course contents

- Principles of quantitative research
- Quantitative research methods
- Survey as an approach
- Research process in survey research
 - planning
 - execution
 - assessment
- Quantitative analysis
 - data mining
 - analysis
 - conclusions

Teaching and learning methods

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Jyrki Innanen, Pasila

Course materials

List of books will be provided later.

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

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

Assessment criteria

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

	Level 1	Level 3	Level 5
Knowledge	The student identifies survey research as an approach with different processes and toolkits for work life development.	The student understands survey research as an approach with different processes and toolkits for work life development.	The student has an excellent understanding of survey research as an approach with different processes and toolkits for work life development.
Skills	The student can apply some quantitative methods in a development project and is able to do an understandable analysis of the results.	The student can apply soundly and fairly especially survey as a quantitative method in a development project and do a proper analysis of the results.	The student can apply professionally survey as a quantitative method in a development project with an analysis to be implemented in the organization.
Competencies	The student is able to work in a rather professional way and rather independently in a development project. She/he can apply some of the principles of a survey research aiming at developing organization or own work.	The student is able to work in a professional way and rather independently in a development project. She/he can apply the principles of a survey research in a project aiming at developing organization or own work.	The student is able to work very professionally and independently in a development project. She/he can fully apply the principles a survey research in a project aiming at developing organization or own work.

Assessment components and their respective weights

Project work 60 %

Examination 30 %

Activity at lectures 10 %

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.

Current Trends in Tourism

Code: YMA4RQ035

Extent: 5 ECTS credits (135h)

Timing: 1 - 2 semesters of master studies

Language: English

Level: Advanced professional studies

Type: Compulsory

Starting level and linkage with other courses

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Learning outcomes

After completing the course the student

- knows the key megatrends and trends impacting tourism as a phenomenon and industry
- can make use of current global megatrends and trends for business development
- can plan, implement and report a research project according to HAAGA-HELIA standards
- is able to start his or her own Thesis process

Course contents

- Current megatrends in tourism
 - Globalization
 - Technology
 - Sustainability
 - Changing demographics
- Real life project
- Introduction to Thesis work

Teaching and learning methods

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Eva Holmberg, Porvoo

Jarmo Ritalahti, Porvoo

Course materials

List of books will be provided later.

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

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

Assessment criteria

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

	Level 1 (50%)	Level 3 (70%)	Level 5 (90%)
Knowledge	The student can identify some of the key megatrends and trends impacting tourism	The student can identify the key megatrends and trends impacting tourism	The student has an excellent understanding of the megatrends and trends impacting tourism
Skills	The student can apply some of the key megatrends and trends in tourism in a research project aiming at business development	The student can apply the key megatrends and trends in tourism in a research project aiming at business development	The student can develop a theoretical framework supporting a research project aiming at tourism business development
Competencies	The student is able to work in a rather professional way and rather independently in a team. She/he can apply some of the megatrends and trends in a project work aiming at developing tourism business.	The student is able to work in a professional way and rather independently in a team. She/he can apply the megatrends and trends in a project work aiming at developing tourism business.	The student is able to work very professionally and independently in a team. She/he can fully apply the megatrends and trends in a project work aiming at developing tourism business.

Assessment components and their respective weights

Report 50%

Presentation 25%

Class room activity 25%

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.

Transformation Leadership

Code: YMA4RQ036

Extent: 5 cr (135 h)

Timing: 1st – 2nd semesters

Language: English

Level: Advanced professional studies

Type: Elective

Starting level and linkage with other courses

There are no prerequisites for this course. The theme is a part of the study module 'Topical Issues in Tourism'.

Learning outcomes

Upon successful completion of the course, the student

- knows how to use diagnostic models/tools to analyze the need/s for a change
- adapts proactive and responsible attitude towards changes
- identifies components of a change process
- is able to use some methods in order to facilitate the transition
- understands critical conditions for organizational, team level and individual change
- is able to use some change communication planning platform
- prepares a personal development plan based on an individual profile test

Course contents

- changing business environment: why to change (e.g. perception, environmental scanning)
- people's behavior in change situations (e.g. attitudes, trust, mindspace)
- approaches to change process models: how to change
- creating a favorable change environment: participatory development methods, motivating behavioral change
- communicating change: e.g. social network analysis and stakeholder analysis
- change leadership competency

Cooperation with the business community

A commissioned development project from a company or a community will be utilized through the course. At the end of the course, the representative of the case organization will provide a feedback report regarding the development project report.

Teaching and learning methods

Student's workload includes

Contact days (3 contact days)

Final test

Counselling hour (2 x 2 h; mandatory)

Individual coaching discussion (mandatory)

Independent studies and team work

Self-assessment of learning 1h

Recognition of prior learning (RPL)

Recognition of prior learning is observed on the course according to separate instructions. To qualify, student must be able to demonstrate that knowledge and skills are current and meet the learning outcomes partly or fully. The teacher will negotiate assessment opportunities and processes with you.

Teacher responsible

Anita Lehtinen-Toivola, Pasila

Course materials

Recommended readings and journal articles

Handouts provided by the teacher(s), other selected materials and cases

Materials will be announced during the course

Assessment criteria

The course is evaluated on scale 1 to 5 (where 5 is the best). The assessment criterias are presented on scale 1 to 3.

Components	1 (minimum 50% of objectives)	3 (minimum 70% of objectives)	5 (minimum 90% of objectives)
Knowledge	The student knows in an acceptable level transformation leadership principles, key concepts of diagnostic and change process models as well as change communication platforms.	The student can describe the relevant diagnostic and change process models. S/he knows what kind of participatory development methods and change communication platforms can facilitate the transition.	The student in fully understands change process models, components of good change communication and transformation leadership. The student knows how to use and combine different frames and theories to present her/his own suggestions and models. The student is aware of conflicting views on the topics. The student uses theory and specific terminology accurately.
Skills	The student knows how to use a certain change transformation models in a given situation. As a group member the student can analyze case organization's change project.	The student is mostly able to prepare a change process strategy and write a change message. The student can lead to a change project with moderate support and supervision. The student can analyse a case organization's change project independently and make some informed development suggestions.	The student can prepare a successful change process strategy using relevant information and diagnostic tools. The student is fully capable to cope with transformational change leadership situations. The student can be as a team leader if required. The student can make significant contributions to development projects.
Competence	The student is able to complete tasks with the given strong support and supervision of supervisor and team members. The student can only with difficulty apply problem identification, analysis and solving to development project work. The student is participating team contact days, team counseling hours, and coaching discussion.	The student is mostly able to complete the tasks according to the agreed work plan. The student shows moderate independence in her/his work is actively working on a team. The student can apply problem identification, analysis and solving to development project work. The student demonstrates some interest to change transformation issues and professional growth .	The student can take diverse professional tasks, work very professionally with the supervisor, company representative and team members. The student shows a great degree of independence and completes tasks according to the agreed work plan. The student can skillfully apply problem identification, analysis and solving to development project work. The student demonstrates great interest to change transformation issues and professional growth.

Assessment components and their respective weights

Examination 40 %

Active participation during contact lessons 20 %

Development project report and oral presentation 40 %

Development project is worth of 3 ECTS (81 hours) of the whole course.

All parts of the course must be completed on an acceptable level (50 %).

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.

Thesis module

Code: YMA7RQ001
Extent: 30 ECTS (810 h)
Timing: Semesters 1-5
Language: English
Level: Thesis (master's degree)
Type: Thesis

The thesis is a process that involves the student, the commissioning party, the school's Development Platform and the student's thesis counsellor. The thesis is completed through the Development Platform, with the student receiving support via thesis workshops and personal guidance.

Learning outcomes

The main objective of the thesis is to develop the student's ability to apply research findings for the solving of practical real-life problems in working life, as well as to prepare students to take on demanding, independent and professional tasks after graduation.

Upon completion of the thesis, students:

- have a comprehensive understanding of their field, their profession's role in business life, as well as their profession's social significance
- have the ability to search for information independently
- have the required background skills for keeping up-to-date with current research and professional developments in their field of specialisation, as well as their critical analysis and assessment
- have the required proficiency to independently produce knowledge and to apply this knowledge in practice.

The thesis is to indicate the student's:

- ability to professionally study his or her chosen thesis research or development project, as well as set the proper scope for this inquiry
- ability for development-oriented thinking
- ability to apply required theory and research methods in research projects
- grasp of his or her thesis topic and background literature
- ability to engage in professional communications
- ability to complete extensive projects and to grasp complex totalities.

The thesis can comprise either a research or development project that builds the student's professional competencies and serves working community developmental needs. A thesis that is a development project can involve the creation of a better working practice, an improved product, a method or event or artistic work. This kind of thesis can also involve a development plan or other plan or a topical review inclusive of developmental proposals. The thesis can address a single company and its operations, and should also contribute to the field of study, i.e. contribute new knowledge to the field.

Course contents

Choice of thesis topic and counselling

The student chooses his or her thesis topic and produces an outline for the work, on the basis of which the topic is approved. The topic should have relevance to their place of employment, the business environment, or involve some other partner.

The student is assigned one or more thesis counsellors. The counsellor's role is to guide the thesis process in cooperation with the commissioning party and/or other partners, as well as to promote interaction between the school and the business community. It is possible that counselling is provided both by a representative from the commissioning institution and the thesis counsellor. However, it is the student who is finally responsible for the thesis.

The thesis process integrally involves participation in thesis workshops. The workshops address the thesis with the help of not only the counsellor, but also other students completing their theses.

Joining communities relevant to the thesis topic

The student discusses together with his or her counsellor and the Development Platform coordinator about which communities to join. Practical guidance in this is provided by the coordinator.

Thesis plan and scheduling

In the thesis plan, the student provides grounds for the project, sets the project's objectives, links the project to earlier research in the field, presents the methodology to be used, a timetable for the project's progress, an outline of contents as well as lists the key bibliography. The thesis plan is an important first step in the process, ensuring the what ensues proceeds in the right direction. In addition, the thesis plan offers the student with an occasion to discuss his or her aims with many parties (counsellors, other students, partners) and receive valuable feedback. The better the plan, the easier it is for others to comment on it.

The thesis plan can be updated as the work proceeds, and is to include specific dates at which progress reports are to be submitted. In this regard, it is strongly recommended that the students keep a detailed thesis diary and report on his or her progress as promptly as set in the thesis plan.

Setting objectives and scope of study

Thesis objectives and scope progressively become clearer as studies proceed and interaction in the Development Platform deepens. The student updates his or her thesis plan as required.

Sharpening the theoretical framework and objectives

The thesis can involve a development project or a practical developmental task. Nevertheless, notwithstanding the practical focus of the thesis, students are expected to familiarise themselves with the available theoretical work on their topic, as well as indicate their command of this by compiling a bibliography.

Choice of research/development method

The student chooses an appropriate methodology for his or her project, which is to be approved by the thesis counsellor.

Completion of research/development project

The thesis stages will vary with the choice and nature of the topic. Students are expected to start familiarising themselves with the topic already in the early stages of their studies, when discussing the topic with the commissioning party and other partners. The topic is then further specified and discussed, and it may very well be that the original topic may change. In all cases, however, the thesis statement and proposed methodology must be well grounded. Students are encouraged to exercise their creativity when seeking new solutions and when weighing the merit of alternatives. It is thesis work proper that produces most of the material for the final thesis.

Thesis reports

The thesis always involves a written report. This means the presentation of the thesis project in writing, following the relevant instructions provided.

Thesis presentation and feedback

The completed thesis is presented to the parties involved and a feedback session is organised. The feedback session is a part of the assessment process. Students are to be aware of the assessment criteria once they start working on their theses.

Teaching and learning methods

The Development Platform is the development, learning and interaction environment through which the thesis is completed. The platform offers a point of contact for developers and companies as well as expertise and projects from diverse fields. In particular, the platform has the following objectives:

- to facilitate networking among students as well as other players in the innovation forums of diverse fields
- to promote the sharing of ideas as well as the finding of new perspectives and partners which integrally involves the goal of connecting the student and his or her workplace with the best Finnish innovators in the student's chosen thesis subject
- to promote the transfer of knowledge and expertise from innovation forums to the travel and hotel and restaurant management fields, and vice versa.

The Development Platform consists of:

- a group of communities from different fields (=innovation forums), which operate according to their established practices
- various processes within diverse schools/universities, which enable/support student participation in the communities during the time of their studies
- further processes that
- bring the communities together through the Development Platform
- coordinate actions and contacts into communities
- guide students to the relevant communities relevant to their thesis work
- advice/coach/support students during the thesis process
- monitor student participation in the relevant platform communities.

Students are directed to the community/communities relevant to their thesis topics at the start of their studies.

Teachers responsible

Teemu Moilanen
Katri Ojasalo
Jarmo Ritalahti

Assessment criteria

To be announced