

Course list (Curriculum 2013)

Degree Programme in Communication Management (Master)	Code	ECTS
Compulsory studies		
Research and Methods		15
Conducting Qualitative Research OR	MGT2LG101	5
Research and Development Methods OR	ISM2TX100	5
Action and Constructive Research	YMA2RQ026	5
Project Management	MGT2LG103	5
Communication Research and Academic Writing	COM2LJ001	5
Leadership		15
Strategy in Practice	MGT2LJ001	5
Planning and Leading Communications	COM2LJ002	5
Manager Communications	COM2LJ003	5
Advanced Professional Studies		25
Change & Communication	COM4LJ005	5
Issue/Crisis Communication	COM4LJ006	5
Organization, Diversity and Employees	COM4LJ007	5
Stakeholder Communications	COM4LJ008	5
Media Relations/Training	COM4LJ009	5
Current trends: Integrated Marketing Communications	COM4LJ012	5
Thesis / Research & Development Project		30
Thesis - Thesis Seminar	COM7LJ011	30
Free-choice studies		5
Total		90

Course list (Curriculum 2014)

Degree Programme in Communication Management (Master)	Code	ECTS
Compulsory studies		
Work Development Methods		15
Applied Research and Development	MET2HY201	5
Tools for Analysing and Forecasting	MET2HY202	5
Project Management	MET2HY203	5
Leadership and Work Community		15
Leadership Communication	MGT2HY201	5
Leading Change	MGT2HY202	5
Strategy in Practice	MGT2HY203	5
DP Specific Advanced Professional Studies		5
Planning and Leading Communications	COM2LJ002	5
Elective Advanced Professional Studies		25
Issue/Crisis Communication	COM4LJ006	5
Organization, Diversity and Employees	COM4LJ007	5
Stakeholder Communications	COM4LJ008	5
Media & Public Relations	COM4LJ013	5
Current trends: Integrated Marketing Communications	COM4LJ012	5
Thesis: Research and Development Project		30
Thesis - Thesis Seminar	COM7LJ011	30
Free-choice studies		5
Total		90

Conducting Qualitative Research

Code: MGT2LG101

Extent: 5 ECTS (135 h)

Timing: 1st semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

Starting level and linkage with other courses

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

Learning outcomes

Upon completion of the course, the students will understand

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

The students will understand and apply

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

The main goals of the course are to deepen students' existing knowledge about qualitative research by making them aware of new developments in this field (for example appreciative inquiry) and helping them to apply their knowledge in team and individual assignments and later in their own master's thesis.

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

Course contents

Module 1: Qualitative Research (QLR)

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

Module 2: Action Research (AR)

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

Module 3: Case Study Research (CSR)

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

Cooperation with the business community

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

International dimension

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

Teaching and learning methods

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

Contact sessions (lectures, discussions, guest lectures) 36 h
Independent studies and working on individual assignments 33 h
Working on group assignments 60 h
Presenting group assignments 5 h
Self-assessment of learning in WinhaOpaali 1 h

Accreditation of prior learning (APL)

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

Teacher responsible

Maria Jakubik, Pasila

Course materials

- Marschan-Piekkari, R. & Welch, C. 2004. Handbook of qualitative research methods for international business. Edward Elgar. Cheltenham. (Selected chapters).
- Miles, M. B. & Huberman, A. M. 1994. Qualitative data analyses: an expanded sourcebook. Sage. Thousands Oaks.
- Preskill, H. & Catsambas, T.T. 2006. Reframing Evaluation Through Appreciative Inquiry. Sage Publications. London.
- Reason, P. & Bradbury, H. (eds) 2006. Handbook of Action Research. The Concise Paperback Edition. First published 2001. Sage Publications Ltd. London. (Selected chapters).
- Reed, J. 2007. Appreciative Inquiry. Research for Change. Sage Publications. London.
- Rubin, H. J. & Rubin, I. S. 2005. Qualitative interviewing: the art of hearing data. Sage. Thousands Oaks.
- Saldana, J. 2009. The Coding Manual for Qualitative Researchers. Sage Publications Ltd. London.
- Saunders, M. & Lewis, M. & Thornhill, A. 2009. Research Methods for Business Studies. 5th edition. First published 1997. FT Prentice Hall (Compulsory).
- Silverman, D. 2011. Qualitative Research. Sage. London.
- Weisbord, M. & Janoff, S. 2000. Future Search. An Action Guide to Finding Common Ground in Organizations & Communities. Berrett-Koehler Publishers. San Francisco.
- Yin, R. 2002. Case Study Research: Design and Methods. Newbury Park, CA. Sage. (Compulsory).

Recommended readings listed on Moodle.

Other selected articles provided by the teacher.

Assessment criteria

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

Grade/ Learning outcomes	1 (minimum 50% competence level)	3 (minimum 70% competence level)	5 (minimum 90% competence level)
Knowledge	The student can identify, list, and combine the main qualitative research concepts.	The student can describe the relevant qualitative research concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different qualitative research concepts and theories, develops own models. His/her use of theory and specific terminology is very accurate. Student is aware of different research philosophies, and compares different models, theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collects,	The student can collect, partly analyze and partly use relevant research findings to	The student is able to collect, analyze and use relevant research findings to accomplish

Competencies	poorly analyzes, and partly uses relevant research findings to conduct the course project for a client company at a beginner's level.	accomplish the course project for a client company at a beginner's level.	the course project for a client company at a high professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
	Student knows how to use certain qualitative research concepts.	Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.	
	With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to the qualitative research projects. S/he can conduct qualitative research with the help of the supervisor.	The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to the qualitative research 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 qualitative research projects. S/he can conduct qualitative research at a highly professional level and in an innovative way.

Assessment components and their respective weights

Article summaries and their discussions (individual assignments) 40%

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

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

Self-assessment of learning in WinhaOpaali 0%

All components need to be passed. There will be no extra assignments given to compensate absences. There will be no extra assignment/s given to compensate absences. The self-assessment of learning does not impact your grade and it is the same for all courses/modules. Your assessment will be used for course/module development. It needs to be completed online in WinhaOpaali.

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

Guests 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
- The assessment of one's own learning 1 h

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 assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed 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: MGT2LG103

Extent: 5 ECTS (135 h)

Timing: 1st semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, the students will

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

Course contents

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

The course covers the following topics:

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

Cooperation with the business community

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

International dimension

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

Teaching and learning methods

Contact hours 32 h (including exam 4 h)

Independent studies (assignments, thesis project plan writing, reading for the exam) 102 h

Self-assessment of learning 1 h

Accreditation of prior learning (APL)

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

Teacher responsible

Miikka Mäkelä, Pasila

Course materials

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

Additional readings:

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

Chin, G. 2004. Agile project management

Krebs, Jochen (2009): Agile portfolio management

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

Other materials assigned by the teacher.

Assessment criteria

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

Grade/ Learning outcomes	1 (minimum 50% competence level)	3 (minimum 70% competence level)	5 (minimum 90% competence level)
Knowledge	The student can identify, list, and combine the main terminology and concepts of PM.	The student can describe the relevant PM 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 PM concepts and theories, and is able to develop his/her own models. His/her use of theory and specific terminology is accurate. The student is aware of different PM contexts, and compares different models, theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly	The student can collect, partly analyze and partly use relevant PM tools and concepts and is able to	The student is able to collect, analyze and use relevant PM tools and concepts to accomplish the course

Competencies	uses relevant PM tools and methods and is able to conduct the course assignments at a beginner's level. The student knows how to apply certain PM concepts.	accomplish the course assignments at a moderate level. The student is able to choose the relevant PM tools, methods, and frameworks to the specific situation and context.	assignments at a professional level. The student demonstrates excellent skills in selecting the appropriate PM tools, methods, and frameworks which are relevant regarding the course assignments.
	With great difficulty and under strict supervision, the student is able to complete PM related tasks. S/he poorly applies the PM concepts, tools and theories to the course assignments. S/he can conduct assignments with the help of the supervisor.	The student is able to work both relatively independently and in a project team. S/he is able to apply PM concepts, tools and theories to the course assignments. S/he can conduct the course assignments relatively independently from the supervisor.	The student is able work professionally both independently and in in a project team. S/he can fully apply the learned PM concepts, tools and theories to the course assignments. S/he can conduct PM tasks at a professional level and in an innovative way.

Assessment components and their respective weights

- Participation 10%
- Examination 50%
- Assignments 40%

Communication Research and Academic Writing

Code: COM2LJ001
Extent: 5 ECTS (135h)
Timing: 1st semester
Language: English
Level: Research/Methods
Type: Compulsory

Starting level and linkage with other courses

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

Learning outcomes

Upon completion of the course, the student is able to

- recognize different traditions of communication research
- understand research avenues available to her/him for conducting practice-oriented communication research
- understand how theory advises the choice of methodology
- apply a theory in her/his thesis
- understand the academic writing conventions
- produce writing/text pertinent to the master's level
- take on communication (research) projects.

Course contents

Topics to be covered in the course include:

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

Cooperation with the business community

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

International dimension

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

Teaching and learning methods

Contact sessions 30 h
Independent study and teamwork 104 h
Self-assessment of learning 1 h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Gwenaëlle Bauvois, Pasila

Course materials

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

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

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

S/he can conduct qualitative communication at a highly research in communication. professional level.

Assessment components and their respective weights

TBC (depending on implementation of the course)

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.

Strategy in Practice

Code: MGT2LJ001

Extent: 5 ECTS (135 h)

Timing: 2nd semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

Starting level and linkage with other courses

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

Learning outcomes

Upon completion of the course, the students will

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

Course contents

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

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

Cooperation with the business community

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

International dimension

Cases and readings are from international business contexts.

Teaching and learning methods

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

Contact sessions 32 h

Individual pre-assignment 25 h

Group work and company report 69 h

Presentations and discussions 8 h

Self-assessment of learning 1 h

Recognition of prior learning (RPL)

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

Teacher responsible

Olli Laintila, Pasila

Course materials

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

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

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

Assessment criteria

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

	Competence 1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list, and combine the main strategic management concepts.	The student can describe the relevant strategic 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 strategic management concepts and theories, develops own frameworks. His/her use of theory and specific terminology is very accurate. Student is aware of different strategic approaches, and compares different models, theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant research findings to conduct the course project for a client company at a beginner's	The student can collect, partly analyze and partly use relevant research findings to accomplish the course project for a client company at a beginner's level.	The student is able to collect, analyze and use relevant research findings to accomplish the course project for a client company at a high professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
		Student is able to choose the relevant tools, methods, and	

level. frameworks to the specific situation and context.

Student knows how to use certain strategic management concepts.

With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to the strategic management projects. S/he can conduct strategic analyses with the help of the supervisor.

Competence

The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to the strategic management projects. S/he can conduct strategic analyses relatively independently from 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 strategic management concepts, tools, and theories to the course projects. S/he can conduct strategic analyses at a highly professional level and in an innovative way.

Assessment components and their respective weights

Presenting and discussing the individual pre-assignment 20%

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

Case and/or article analysis and presentation 20%

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

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.

Planning and Leading Communications

- Code: COM2LJ002
- Extent: 5 ECTS (135 h)
- 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 this course, the student is able to

- understand how a company's strategy influences communication and choices related to it
- build a platform for communication (messages etc.) that draws from the company strategy
- understand communication strategies, tactics and issues both in theoretical and practical terms in a global organizational context
- plan and manage communication processes
- plan and utilize various types of communication resources
- identify and initiate co-operation between other organizational functions in communications
- understand and describe various communications structures within and external to organizations

Course contents

Topics to be covered in the course include:

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

Cooperation with the business community

Students are required to relate their studies to own, real-life work situations. Possible guest lecturers with experience in leading communications in multinational organizations.

International dimension

Possibly guest lecturers from multinational companies. International learning material.

Teaching and learning methods

Contact sessions 30 h

Individual and group assignments 104h

Self-assessment of learning 1 h

Recognition of prior learning (RPL)

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

Teacher responsible

TBA

Course material

Recommended reading and journal articles will be listed on Moodle.

Assessment Criteria

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

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

Assessment components and their respective weights

TBC (depending on implementation of the course)

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.

Manager Communications

- Code: COM2LJ003
- Extent: 5 ECTS (135 h)
- Timing: 3rd semester
- Language: English
- Level: Advanced professional studies
- Type: Compulsory

Starting level and linkage with other courses

No prerequisites; Available to Master's level students only.

Learning outcomes

Upon completion of the course, the student is able to

- Support managers and leaders in different levels in their communications
- Analyze the stage/situation of a company/organization, unit, group, team, and
- Propose a course of action fit for purpose and in line with strategy
- Adjust the approach in case needed
- Develop her/his own capabilities as a communicator in a managerial/leadership role
- Understand the vital role communication plays in engaging employees in various situations.

Course contents

Topics to be covered in the course include:

- Managers' role as a communicator
- Communication as a vital tool for management/leadership
- Manager's communication toolkit including essentials, such as
 - Building a vision aligned with strategy
 - Listening
 - Feedback
 - Writing (for different channels)
 - Talking
- Hands-on cases for management communication in a global setting.

In addition to giving the “what” of manager communication, the course also dives into details of “how” by covering topics such as storytelling, authenticity and communication ethics.

Cooperation with the business community

Course is taught together with an experienced communications professional from a multinational organization. Cases used are based on real-life situations and needs.

International dimension

Course is taught together with an experienced communications professional from a multinational organization. Cases used are based on real-life situations and needs.

Teaching and learning methods

Contact lessons 30 h

Independent and group assignments 104 h

Self-assessment of learning 1 h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Salla Huttunen

Course materials

Recommended reading and journal articles will be listed on Moodle.

Assessment criteria

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

Components 1 (50%)	3 (70%)	5(90%)
Knowledge With great difficulty and under strict supervision, the student can use a limited range of tools to analyze and plan manager communications.	The student can collect and use relevant knowledge and tools to analyze and plan manager communications.	The student is skilled in analyzing various situations and displays innovation in either resolving a manager's or her/his own dilemma. S/he skillfully uses different approaches and tools in analyzing and planning manager communications at a high professional level.
Skills With great difficulty and under strict supervision, the student can use a limited range of tools to analyze and plan manager communications.	The student can collect and use relevant knowledge and tools to analyze and plan manager communications.	The student is skilled in analyzing various situations and displays innovation in either resolving a manager's or her/his own dilemma. S/he skillfully uses different approaches and tools in analyzing and planning manager communications at a high professional level.
Competence With great difficulty and under strict supervision, the student can partly work on individual and group assignments. Problem identification, analysis and solving are at basic level.	The student can work both individually and in a group. S/he can apply problem identification, analysis and solving at a standard level, and can give counsel to managers.	The student can work very competently and professionally individually and in a group. S/he can fully apply problem identification, analysis and solving to assignment and work at a highly professional level.

Assessment components and their respective weights

Case work in groups 60%

Individual assignments 40%

The own learning assessment 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.

Change and Communication

- Code: COM4LJ005
- Extent: 5 ECTS (135 h)
- Timing: 2nd semester
- Language: English
- Level: Advanced Professional Studies
- Type: Elective

Starting level and linkage with other courses

The course is linked to Planning and leading communications (COM2LJ002).

Learning outcomes

Upon completion of the course, the student is able to

- understand the change process its operational and psychological effects on organizations, brands and individuals
- understand, analyze and describe different types of change processes
- compare, identify and apply various change management tools and processes
- utilize social media in change communication
- understand the benefits of holistic change management processes as enablers for smooth and controlled transition and is able to communicate those to gain commitment within organization
- build trust and rapport with people and act as a change agent
- identify ways to gather information and analyze both organizational and human factors that could have impact on the change process
- initiate action and remain focused when implementing and supporting changes
- combine theoretical approaches and own experience and ideas to formulate new fit for purpose models of change communication

Course contents

Topics to be covered in the course include:

- different kinds of changes impacting organizations (long term, planned and ad hoc). Strategic long term transitions and smaller changes such mergers and fusions and outsourcing
- organizational identity, brand and reputation
- programs and projects and change management
- different corporate functions and their role in change: focus in communication and HR
- change management theory including change curve and change resistance
- implications of social media in change communication
- change management terminology, tools, processes and channels including CSA, Gap Analysis and change readiness assessment
- psychology of change
- ethical and legal considerations of change

Cooperation with the business community

Students are required to relate their studies to own, real-life work situations. Possible guest lecturers with significant change management experience in multinational organizations.

International dimension

Possibly guest lecturers from multinational companies. International learning materials and case studies.

Teaching and learning methods

Contact sessions: 35 h

Individual and group assignments 99 h

Self-assessment of learning 1 h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Mirka Sunimento, Pasila

Course materials

Recommended readings and journal articles will be listed on Moodle.

Assessment criteria

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

	Components 1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify and describe a limited set of issues, elements and factors affecting organizational change. Furthermore, the student possesses mediocre understanding of change management tools and processes.	The student can describe various issues, processes and theories of change management and change communication and apply this knowledge to real life change situations.	The student can use and combine various theories and/or approaches to present unique and fit for purpose models of change communications for situations requiring both long term and ad hoc approach to change.
Skills	The student is able to apply a limited range of acquired change management skills and tools to support change implementation.	The student can use relevant theories and approaches and acquired skills to successfully support change implementation.	The student can act as a change agent and use diverse theories and approaches and acquired skills in a complex way to successfully drive change implementation
Competence	With difficulty and under strict supervision, the student can work on individual and group assignments. Problem identification, analysis and solving are at a basic level and DL's are met only partly.	The attitude to work is positive and proactive and student is able to work successfully both independently and as a group member. The student applies confidently problem identification, analysis and solving at a standard level. Acts	The student works very competently both independently and in groups. Works according to DL's and communicates professionally and proactively with others and comes up with new innovative ideas. The student comprehensively applies problem identification, analysis and solving at a highly professional level

as an active member of the group and meets DL's.

combining theory and practice for feasible solutions.

Assessment components and their respective weights

TBC (Depending on the implementation of the course.)

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.

Issue/Crisis Communication

- Code: COM4LJ006
- Extent: 5 ECTS (135 h)
- Timing: 3rd semester
- Language: English
- Level: Advanced professional studies
- Type: Elective, intensive (during one week)

Starting level and linkage with other courses

There is a link to Planning and Leading Communications (COM2LJ002)

Learning outcomes

Upon completion of the course, the student is able to

- analyze trends and recognize potential risks and issues from an organizational perspective (issue management)
- prepare and plan communications to manage potential crisis (crisis management) in an international context
- understand and analyze the effects of various issues/crisis to stakeholders, employees, operations and reputation of an organization
- understand the media practices during organizational crisis

Course contents

Topics to be covered in the course include:

- The importance of monitoring and analyzing issues and trends
- The role and importance of pre-crisis planning in communications
- The role and importance of leadership in crisis situation
- Structures, frameworks and resources needed in issue/crisis communication
- Key stages in acute crisis communication/management
- Strategic and tactical approaches in issue/crisis communication

Cooperation with the business community

Students are required to relate their studies to own, real-life work situations. Possible guest lecturers with experience in issue/crisis communication in multinational organizations.

International dimension

Possibly guest lecturers from multinational companies. International learning materials and case studies.

Teaching and learning methods

Contact lessons 35 h

Independent and group assignments 99 h

Self-assessment of learning 1 h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

TBA

Course materials

Recommended reading and journal articles will be listed on Moodle.

Assessment criteria

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

Components 1 (50%)	3 (70%)	5 (90%)
Knowledge The student can identify, list and describe a limited set of concepts, elements and situational factors in issue/crisis communication. S/he possesses mediocre understanding of issue/crisis communication tools and tactics.	The student can describe various concepts, elements and situational factors. S/he can apply them to new situations. The student can link this knowledge to real life crisis situations.	The student can use and combine various approaches to issues/crisis communication to present his/her own models of issue/crisis communication.
Skills With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use communication skills in crisis situation.	The student can collect, partly analyze and partly use relevant knowledge and communication skills in a crisis situation.	The student can collect, analyze and use various approaches and communication skills in a crisis situation at a high professional level.
Competence With great difficulty and under strict supervision, the student can partly work on individual and group assignments. Problem identification, analysis and solving are at basic level.	The student can work both individually and in a group. S/he can apply problem identification, analysis and solving at a standard level.	The student can work very competently and professionally individually and in a group. S/he can fully apply problem identification, analysis and solving to assignment and work at a highly professional level.

Assessment components and their respective weights

TBC (depending on the implementation of the course)

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.

Organization, Diversity and Employees

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

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon completion of the course, the student is able to

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

Course contents

Topics to be covered in the course include:

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

Cooperation with the business community

Students are required to relate their studies to own, real-life work situations. Possible guest lecturers with experience in leading communications in multinational organizations.

International dimension

Possibly guest lecturers from multinational companies. International learning materials and case studies.

Teaching and learning methods

Contact sessions 30 h

Independent study and teamwork 104 h

Self-assessment 1 h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Hanna Rajalahti, Pasila

Course materials

Recommended readings and journal articles will be listed on Moodle.

Assessment criteria

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

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

Assessment components and their respective weights

TBC (depending on implementation of the course)

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.

Stakeholder Communications

- Code: COM4LJ008
- Extent: 5 ECTS (135 h)
- Timing: 3rd semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

There is a link to Planning and Leading Communications (COM2LJ002)

Learning outcomes

Upon completion of the course, the student is able to

- understand the responsibilities a company has towards various stakeholders specifically and society in general
- identify relevant stakeholders (customers, investors, suppliers, regulators, public etc.) of an organization
- identify divergent expectations, concerns and issues of stakeholders
- plan communications to inform and engage various stakeholder groups
- utilize social media in creating a dialogue with stakeholders
- obtain feedback and involvement

Course contents

Topics to be covered in the course include:

- Stakeholder groups and their expectations
- The role of communications in managing different stakeholder relations
- The role and importance of managers in stakeholder communications
- Structures, frameworks and resources needed in stakeholder communications
- Social media
- Investor relations and communication

Cooperation with the business community

Students are required to relate their studies to own, real-life work situations. Possible guest lecturers with experience in stakeholder communication and management in multinational organizations.

International dimension

Possibly guest lecturers from multinational companies. International learning materials and case studies.

Teaching and learning methods

Contact lessons 30 h

Independent and group assignments 104 h

Self-assessment of learning 1 h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

TBA

Course materials

Recommended reading and journal articles will be listed on Moodle.

Assessment criteria

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

Components 1 (50%)	3 (70%)	5 (90%)
Knowledge The student can identify, list and describe a limited set of concepts, elements and factors in stakeholder communications. S/he possesses mediocre understanding of stakeholder communication tools and tactics.	The student can describe relevant concepts, elements and factors. S/he can apply them to new situations. The student can link this knowledge to real life stakeholder communications.	The student can use and combine various concepts, elements and approaches to stakeholder communications and apply them to present his/her own model.
Skills With great difficulty and under strict supervision, the student can use a limited range of tools to analyze and plan stakeholder communications.	The student can collect and use relevant knowledge and tools to analyze and plan stakeholder communications.	The student can collect, analyze and use various approaches and tools in analyzing and planning stakeholder communications at a high professional level.
Competence With great difficulty and under strict supervision, the student can partly work on individual and group assignments. Problem identification, analysis and solving are at basic level.	The student can work both individually and in a group. S/he can apply problem identification, analysis and solving at a standard level.	The student can work very competently and professionally individually and in a group. S/he can fully apply problem identification, analysis and solving to assignment and work at a highly professional level.

Assessment components and their respective weights

TBC (depending on the implementation of the course)

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.

Media Relations/Training

- Code: COM4LJ009
- Extent: 5 ECTS (135 h)
- Timing: 1st semester
- Language: English
- Level: Advanced professional studies
- Type: Elective, intensive (during one week)

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon completion of this course, the student is able to

- understand the role of media in a global context
- understand how media works and how to work with media in an international context
- analyze news processes
- recognize and choose between various media relations tactics
- act as a spokesperson and coach other colleagues to act as spokespeople in relation to media

Course contents

Topics to be covered in the course include:

- Media industry in an international context
- Media organizations, their practices and processes in content production
- Media events, eg. press conferences and interviews
- Media releases and other PR-material
- The role of corporate communications in media relations
- The role of a spokesperson

Cooperation with the business community

Students are required to relate their studies to own, real-life work situations. Possible guest lecturers with media and communications experience.

International dimension

Possibly guest lecturers from multinational companies. International learning materials and case studies.

Teaching and learning methods

Workshops 35 h

Independent study and teamwork 99 h

Self-assessment of learning 1 h

Recognition of prior learning (RPL)

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

Teacher responsible

Hanna Rajalahti, Pasila

Course material

Articles and other reading material is provided by the teacher on Moodle.

Assessment criteria/scale 5-1.

	Components 1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify a very limited range of media relations opportunities and tactics. The student displays a limited understanding of media etiquette and media engagement tactics.	The student identifies a satisfactory range of media relations opportunities and tactics. The student displays a satisfactory understanding of media etiquette and media engagement tactics	The student accurately identifies a comprehensive range of media relations opportunities and tactics. The student convincingly displays a comprehensive understanding of media etiquette and media engagement tactics.
Skills	With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant The student applies a limited number of appropriate media engagement tactics to a given scenario. The student is able to draft a basic media release.	The student can collect, partly analyze and partly use relevant research findings to create brand guidelines for a client company at a beginner's level.	The student can collect, analyze and use relevant research findings to create brand guidelines 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 apply problem identification, analysis and solving to branding 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 branding projects. S/he can conduct qualitative research in branding.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to branding projects. S/he can conduct qualitative research in branding at a highly professional level.

Assessment components and their respective weights

TBC (depending on implementation)

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.

Current trends: Integrated Marketing Communications

- Code: COM4LJ012
- Extent: 5 ECTS (135 h)
- Timing: 1st semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

No prerequisite

Learning outcomes

Upon completion of the course, the student is able to

- Define the concept of integrated marketing communications
- Understand different perspectives to IMC and the theoretical views influencing those
- List the key trends and explain the reasons for the development of IMC
- Recognize and understand the main issues associated with implementing and managing IMC
- Suggest and measure key performance indicators for IMC

Course Contents

- Concept of integrated marketing communications
- Background and trends in IMC
- Theoretical and critical perspectives to IMC
- IMC in strategy implementation
- Target groups/stakeholders of IMC
- Organizational functions and their role in IMC
- IMC technology and tools
- Zero-based planning and other concepts and approaches specific to IMC
- Other topical IMC related themes by the guest lectures

Cooperation with the business community

The course consists of introductory lecture and weekly guest lecturers from relevant industries and companies.

International dimension

International learning materials.

Teaching and learning methods

Contact lessons 22 h

Independent study (Individual learning diary and group assignment) 102 h

Self-Assessment of Learning 1 h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Mirka Sunimento, Pasila

Course materials

Materials provided by the teacher and guest lecturers.

Assessment criteria

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

	Components 1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list and combine the main theoretical Integrated Marketing Communication (IMC) concepts.	The student can describe the relevant IMC 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 IMC theories to present own models. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different IMC theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant research findings to create IMC guidelines at a beginner's level for a company.	The student can collect, partly analyze and use relevant research findings to IMC guidelines at a beginner's level for a company.	The student can collect, analyze and use relevant research findings to IMC guidelines at a high professional level for a company.
Competence	With great difficulty and under strict supervision, the student can work as a member of the team on the assignment. S/he poorly applies problem identification, analysis and solving to IMC projects.	The student can work as a member of the team on the assignment. S/he can apply problem identification, analysis and solving to IMC projects.	The student can work very professionally as a member of the team on the assignment. S/he can fully apply problem identification, analysis and solving to IMC projects.

Assessment components and their respective weights

The detailed assessment criteria and their respective weights will be published once the course guest lectures are confirmed.

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.

Thesis Seminar

- Code: COM7LJ011
- Extent of the thesis: 30 ECTS
- Timing of the seminar: All semesters
- Language: English
- Type: Research & Development Project (Compulsory)

Seminar Contents

- The COMMA thesis seminar meets approximately once a month between September - May. The purpose is to support students in their thesis work which leads to graduation.
- In every seminar class there are student presentations. All students are required to discuss the presented plans in the seminar.
- In some seminar classes there are also presentations and discussions about other themes related to research and development projects.

Teaching and learning methods

Contact lessons 10 h/semester

Self-assessment of learning 1 h

Teacher(s) responsible

Hanna Rajalahti, Pasila

Applied Research and Development

Code: MET2HY201

Extent: 5 ECTS (135 h)

Timing: 1st semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

Starting level and linkage with other courses

No pre-requirements. The course is usually linked to the student's thesis or a research, development, and innovation (RDI) project.

Learning outcomes

Upon completion of the course, the student is able to

- identify and define essential issues for the development plan
- plan and conduct research, development and innovation projects
- evaluate results and impact of RDI-projects
- use appropriate research- and development methods and apply them in an innovative and creative way
- develop customer-oriented, sustainable and profitable activities (or operations).

Course contents

- A research-oriented development work as a whole, and various ways of approaching the development work.
- Case, action and constructive research as approaches
- Planning, implementing and analyzing case, action, and constructive research processes
- Methods for collecting and analyzing data in qualitative research
- Validity, reliability, transparency and ethics in research.

Cooperation with the business community

The student's work-related or another RDI-project.

International dimension

Depending on the implementation.

Teaching and learning methods

Depending on the implementation contact lessons, independent study, teamwork and online-studies.
Self-assessment of learning (1 h).

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Depending on the implementation

Depending on the implementation, eg.:

Adekunle, O. 2011. The constructive research approach in project management research. *International Journal of Managing Projects in Business*, 4, 4, p. 573–595. URL: <http://dx.doi.org/10.1108/17538371111164029>. Accessed: 8 May 2014.

Heikkinen H., Rovio E. & Syrjälä L. (toim.). 2006. Toiminnasta tietoon. Toimintatutkimuksen menetelmät ja lähestymistavat. Kansanvalistusseura. Helsinki.

Kasanen, E., Lukka, K. & Siitonen, A. 1991. Konstruktiivinen tutkimusote liiketaloustieteessä. *Liiketaloudellinen aikakauskirja*, 3, s. 301–326.

Kasanen, E., Lukka, K., & Siitonen, A. 1993. The constructive approach in management accounting research. *Journal of Management Accounting Research*, 5, s. 243–264.

Lukka, K. 2006. Konstruktiivinen tutkimusote: luonne, prosessi ja arviointi. Teoksessa Rolin, K., Kakkuri-Knuuttila, M-L. & Henttonen, E. (toim.) *Soveltava yhteiskuntatiede ja filosofia*. Gaudeamus. Helsinki.

Ojasalo, K., Moilanen, T. & Ritalahti J. 2014. Kehittämistyön menetelmät. Uudenlaista osaamista liiketoimintaan. 2. painos. SanomaPro. Helsinki.

Reason, P. & Bradbury, H. (eds.) 2008. *Handbook of Action Research. The Concise Paperback Edition*. 2nd ed. Sage. London.

Saunders, M., Lewis, M. & Thornhill, A. 2012. *Research Methods for Business Studies*. 6th edition. Pearson. Harlow.

Tuomi, J. & Sarajärvi, A. 2009. *Laadullinen tutkimus ja sisällönanalyysi*. 2. painos. Tammi. Helsinki.

Yin, R. 2014. *Case Study Research: Design and Methods*. 5th ed. Sage. Newbury Park, CA.

Assessment criteria

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

Components	1	3	5
Knowledge	With great difficulty the student can identify the main concepts in applied research and development methods.	The student understands and masters well the main concepts in applied research and development methods.	The student understands and masters excellently the main concepts in applied research and development methods.
Skills	With great difficulty the student can use applied research and development methods.	The student can use well applied research and development methods.	The student can use excellently applied research and development methods.
Competence	Under strict supervision the student can plan and conduct applied research and development projects.	The student is able to plan and conduct applied research and development projects relatively independently.	The student is able to plan and conduct applied research and development projects independently.

Assessment components and their respective weights

Depending on the implementation.

Self-assessment of learning does not impact the grade. It is the same for all courses/modules and is used for course/module development. It needs to be completed online in WinhaOpaali.

Tools for Analysing and Forecasting

Code: MET2HY202

Extent: 5 ECTS (135 h)

Timing: 1 -2 semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

Starting level and linkage with other courses

Applied Research and Development, and knowledge of quantitative research

Learning outcomes

Upon completion of the course, the student is able to

- Describe, analyse, interpret and foresee operational environment of own organization, its future need, and their importance in business development.
- Use research and future information for organization needs.
- Define nature and amount of information organization needs.
- Use main methods in organization operational environment analysis and forecasting.
- Assess and exploit information in decision making.
- Choose most suitable analysis and forecasting methods for organization and its needs.
- Act to anticipate future, see possibilities and face them with entrepreneurial attitude.

Course contents

Topics to be covered in the course include:

- Forecasting as approach, focal concepts and trends, and planning, execution and assessment of anticipation study (i.e. trend analysis and recognition of weak signals).
- Analysis of operational environment as approach. Analysis, assessment and interpretation of studies based on statistical and quantitative data.
- Big Data as possibility to develop business
- Exploitation of research and forecasting data in decision making

Teaching and learning methods

Activity-based learning, hands-on exercises; aimed to develop students' personal skills, strategy games

Contact sessions 24 h

Independent work 111 h (including learning assignment/s and/or exam)

Cooperation with the business community

To the extent possible, the platform used is always students' own organizations. Depending on the implementation, there may be visitors from companies.

International dimension

Given the variety of students' backgrounds, organizations involved are likely to cover ones that operate globally.

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Vesa V.A. Heikkinen, Haaga
Jarmo Ritalahti, Porvoo
Pirjo Saaranen, Malmi
Veijo Vänttinen, Porvoo

Course materials

Aaltonen, M. & Jensen, R. 2012. Mr. and Mrs. Future ja viisi suurta kysymystä. Helsinki: Talentum.
Aaltonen, M. (Eds.) 2010. Robustness. Anticipatory and adaptive human systems. Vol. 4. Leitchfield Park: Emergent Publications.
Aaltonen, M. 2007. The Third Lens. Multi-ontology Sense-making and Strategic Decision-making. Wiltshire: Ashgate.
Aaltonen, M. & Wilenius, M. 2002. Osaamisen ennakointi – Pidemmälle tulevaisuuteen, syvemmälle osaamiseen. Helsinki: Edita.
Cornish, E. 2004. Futuring. The Exploration of the Future. Bethesda: MD. World Future Society.
Heikkinen-Moilanen, R. & Inkinen, S. (Toim.) 2011. Sanoja ja tekoja. Dynaamisen aluekehityksen haasteita ja tulevaisuuskuvia. Rovaniemi: Lapin yliopistokustannus.
Heikkinen, V.A. 2012. Huomisen palvelualat eli Service Business Foresight. Matkailu- majoitus-, ravitsemis-, ruoka-, wellness- ja elämysalojen tulevaisuuden haltuunotto. Oppimateriaalipaketti. Julkaisematon käsikirja. Helsinki: Haaga-Helia ammattikorkeakoulu.
Kuosa, T. 2012. The Evolution of Strategic Foresight. Navigating Public Policy Making. Surrey: Ashgate Publishing & Gower.
ERPsim Strategy game license (CAD 40), <http://erpsim.hec.ca/en>
Other material recommended by teacher/s.

Assessment criteria

Grades/ Components	1	3	5
Knowledge	Knows basic concepts in analyses of operational environment and forecasting. Understands importance of development in building up own organisation business.	Knows well field and methods of development of operational environment and forecasting. Understands importance and effectiveness of development and innovation activities in business construction.	Knows outstanding field and methods of development of operational environment and forecasting. Knows importance and effectiveness of research, development and innovation activities in construction of business of own organisation and industry.
Skills	Can use some methods of analyses of operational environment and forecasting and is able to choose assisted one or two methods according to the situation and its	Manages well tools of analysis of operational environment and forecasting, and is able to choose relevant ones according to organisation's situation and aims..	Manages very well tools of analysis of operational environment and forecasting to develop own organisation and industry, and can use them in own work.

	aims.		
Competences	Low activity. Limited ability to independent work.	Participates actively to group's work. Can work independently.	Participates proactively to group's work. Can work independently, and take methods and information to own organization and industry.

Project Management

Code: MET2HY203

Extent: 5ECTS (135h)

Timing: 1st - 2nd semesters

Language: English

Level: Advanced Professional Studies

Type: Compulsory

Starting level and linkage with other courses

The course has no prerequisites and it is linked with the Leading Change course and with the Master's Thesis.

Learning outcomes

Upon completion of the course, the students

- have a good grasp of the meaning of projects and project work
- master the key concepts of project leadership
- can picture the challenges of project work
- know the salient models of project work as well as the key concepts and methods of program and project leadership.
- can implement the key methods and tools of project work, and act as responsible people in projects
- can evaluate and analyze the success of the project, and contribute to developing project practices
- can use their project management skills in their own thesis.

Course contents

During the course, students will familiarize themselves with each other's project work experiences. To the degree possible, students' own project work and leadership challenges and development needs are brought to the teaching. Themes handled during the course include the following:

- Background, starting points, fields and key constituents of project leadership
- Project activity as part of a business strategy
- Project plan contents and key factors
- Developing a project work model for an organization and a project concept
- Project work models (e.g. PMBOK, Prince2, Agile, Scrum), methods, tools, and software programs
- Leading projects in an international organization
- Leading programs and managing a project portfolio
- Evaluating and measuring project work, project skills, and success.

Cooperation with the business community

The Master's Thesis of students is a work development project for their own/selected organization. Guest lecturers from companies will be invited.

International dimension

Guest lecturers from international companies, international project/student teams, and international learning materials will establish the international dimension of the course.

Teaching and learning methods

Lectures and workshops (the contact hours vary depending on the implementation)

Independent study and teamwork

Self-assessment of learning (in WinhaOpaali) 1h

Accreditation of prior learning (APL)

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

Teacher responsible

Depends on the implementation

Course materials

William R. D. 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 project knowledge areas and typical challenges in a project.	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 collects, somewhat 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 and suggest solutions for a client company at a high professional level.
Competence	With difficulty and under supervision, the student can work with a client company in a project team. S/he somewhat 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 (in WinhaOpaali) 0%

All components need to be passed. There will be no extra assignment/s given to compensate absences. The self-assessment of learning does not impact your grade and it is the same for all courses/modules. Your assessment will be used for course/module development. It needs to be completed online in WinhaOpaali.

Leadership Communications

Code: MGT2HY201

Extent: 5 ECTS (135 h)

Timing: various options

Language: English

Level: Advanced professional studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites; Available to Master's level students only. The approach on the course is based on activities, and aimed to develop students' personal skills.

Learning outcomes

Upon completion of the course, the student is able to

- Communicate strategically and in a target-oriented manner, taking into account the organization's business, service, and sales targets.
- Modify her/his communications and activities for various audiences, situations, and channels
- Use speaking/talking, listening, writing, and visual means for interaction and communication
- Give and receive feedback also in situations of change and conflict
- Use digital tools for interaction and communication
- Communicate in an ethically sound manner while also taking into account possible cultural diversity.

Course contents

Topics to be covered in the course include:

- Leadership skills and target-oriented interaction
- The connection between communication and the organization's strategy, and the related business, service, and sales targets
- The role of leadership and communication in managing the corporate image, brand, and reputation
- Engaging and motivating employees in a multi-cultural and diverse environment
- The digital environment as an arena for leadership, interaction, and communication: social media tools and virtual communities
- Ways of communicating: presentation skills, storytelling, written and visual communication
- Handling difficult situations.

In addition to giving the "what" of manager communication, the course also dives into details of "how" by covering topics such as storytelling, authenticity and communication ethics.

Cooperation with the business community

To the extent possible, the platform used is always students' own organizations. Depending on the implementation, there may be visitors from companies.

International dimension

Given the variety of students' backgrounds, organizations involved are likely to cover ones that operate globally.

Teaching and learning methods

Activity-based learning, hands-on exercises; aimed to develop students' personal skills.

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Varies (see implementation)

Course materials

Recommended reading and journal articles will be listed online.

Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	At a basic level, the student can describe the meaning and possible implementation options of leadership communication.	The student can describe the strategic role of leadership communication and its various ways of implementation. S/he can link them to real communication situations at work.	The student demonstrates ability to master strategic leadership communication by describing salient concepts and meaning. S/he sees the link between strategy and communication and applies this knowledge in developing her/his own work.
Skills	The student can, in a limited way, use some communication ways and channels.	The student can collect relevant information for the her/his communication planning purposes, and use them in an appropriate manner. S/he demonstrates the ability to carry out her/his plan and communicate in a fit for purpose manner.	The student is able to recognize various communication challenges, and can solve them innovatively. S/he uses a different approaches skillfully, and communicates and engages in interaction at high professional level.
Competence	The student works on individual and group assignments, and demonstrates limited interpersonal skills. Ability to identify communication challenges and to apply communicative thinking is at basic level.	The student works on individual and group assignments fluently. S/he demonstrates good interpersonal skills and is able to recognize own areas of development. S/he is able to apply fit for purpose communication approaches to different communication situations.	The student demonstrated excellent interpersonal skills. S/he can work very competently and professionally both individually and in a group. S/he identifies challenge promptly, able to assess the situation and work out a strategically coherent approach. Communicates professionally and in a high quality manner.

Assessment components and their respective weights

Weight between individual assignments, group assignments and self-assessment may vary between implementations but the total load is the same.

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

Leading Change

Code: MET2HY202

Extent: 5 ECTS (135 h)

Timing: 1st or 2nd semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

Starting level and linkage with other courses

There are no pre-requirements in this course.

Learning outcomes

This course aims at providing participants with a variety of approaches to leading change. The students will explore the challenges and complexities of change in their business environment. They will learn about change management theories, methods, frameworks, and tools in order to better forecast, plan, implement, manage, and lead change in their business environment. Upon successful completion of the course they will be able to apply different ways and tools to approach, manage, implement, and lead change successfully in the future.

Course contents

- Diagnostic models and tools to analyze the needs for change
- Types and ways of change
- Change as a process
- Mobilizing, motivating, and leading people through transition
- Leadership in situations of change
- Organization, communication, and implementation of change
- Sustaining change
- Ethical perspectives 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

Depending on the implementation, for example:

Contact lessons

Independent study

Teamwork

Online-studies

Self-assessment of learning in WinhaOpaali (1 h).

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Depending on the implementation

Course materials

Depending on the implementation, eg.:

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 Desing: 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. 2010. *Strategia toimeksi – muutosvoimana ihmiset*. Omakustanne.

Väläkangas, L. 2010. *The Resilient Organization*. McGraw-Hill

Ulrich, D. & Ulrich, W. 2010. *How Great Leaders Build Abudant Organizations that Win the Why of Work*. McGraw-Hill

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 (minumim 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. 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 some difficulty, the student is able to identify and complete tasks in a change process/case. S/he	The student can collect, partly analyze and partly use relevant research	The student is able to collect, analyze and use relevant research findings to accomplish the needed

	partly applies some concepts, tools, and theories to change management projects.	findings to accomplish the change project.	change. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
	S/he applies few concepts, tools, and theories to a change management project/case with some difficulty, and in somewhat casual manner.	Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.	S/he is able to apply concepts, tools, and theories to change management projects/cases in a consistent way having only a few difficulty.
Competencies	S/he can fully apply the learned concepts, tools, and theories to change management projects in a consistent and justified way. S/he also reflects her/his solutions in a critical manner.		

Assessment components and their respective weights

Depending on the implementation.

Self-assessment of learning does not impact the grade. It is the same for all courses/modules and is used for course/module development. It needs to be completed online in WinhaOpaali.

Strategy in Practice

Code: MGT2HY203

Extent: 5 ECTS (135 h)

Timing: 2nd semester

Language: English

Level: Advanced Professional Studies

Type: Compulsory

Starting level and linkage with other courses

This course is one of the compulsory advanced professional studies that master students are taking during their first year studies. Student has basic knowledge of strategic concepts.

The course has links to HR, IT, Communication, and Change management courses and to the Thesis.

Learning outcomes

Upon successful completion of the course, the students will

- acquire the vocabulary of strategic management practices
- learn the main views of strategy works and processes by studying the recent strategic management literature (industrial organization and institutional schools, the resource-based and the knowledge-based views of strategy)
- understand and practice the main principles, methods and tools of strategic analyses and planning
- understand the role of stakeholders in strategy work
- understand the role of HR, IT and Communication roles in strategy work and in successful implementation of a strategy
- be able to analyze the strategy of different organizations
- be able to create different strategic options and assess their feasibility
- be able to create a strategic intent to organization
- understand the challenge to bring the strategy in practice and is able to link strategic decisions to operative processes
- understand the significance of measuring as part of strategy implementation, is able to create meters based on strategic objectives and build a monitoring system

Course contents

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

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

Cooperation with the business community

Professional experiences of students will be shared during the sessions. There will be an opportunity for analyzing the business environment; developing, assessing, and selecting strategic options; and developing

implementation plans for the students' own organizations. International and domestic business cases will be discussed.

International dimension

Cases and readings are from international business contexts.

Teaching and learning methods

Contact sessions 24-32 h

Independent study and teamwork 103-110 h

Self-assessment of learning 1 h

Accreditation of prior learning (APL)

Prior learning can be accepted fully or partly.

Teacher responsible

Evariste Habiyakare

Course materials

List of Strategic Management books will be provided for the individual pre-assignment. Additional, recommended readings and journal articles will be listed on Moodle. Other selected materials and cases provided by the teacher(s) as handouts.

Assessment criteria

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

Competence	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list, and combine the main strategic management concepts.	The student can describe the relevant strategic 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 strategic management concepts and theories, develops own frameworks. His/her use of theory and specific terminology is very accurate. Student is aware of different strategic approaches, and compares different models, theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant research findings to conduct the course project for a client company at a beginner's	The student can collect, partly analyze and partly use relevant research findings to accomplish the course project for a client company at a beginner's level. Student is able to choose the relevant tools, methods, and	The student is able to collect, analyze and use relevant research findings to accomplish the course project for a client company at a high professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.

	level. Student knows how to use certain strategic management concepts.	frameworks to the specific situation and context.	
Competence	With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to the strategic management projects. S/he can conduct strategic analyses with the help of the supervisor.	The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to the strategic management projects. S/he can conduct strategic analyses 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 strategic management concepts, tools, and theories to the course projects. S/he can conduct strategic analyses at a highly professional level and in an innovative way.

Assessment components and their respective weights

Assignments, presentations, discussions and exams. The course will be offered several times in an academic year. The implementations differ. More detailed description of the assessment components and their respective weights are described in the implementation plan and will be presented in the beginning of the course.

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

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.

Media and Public Relations

- Code: COM4LJ013
- Extent: 5 ECTS (135 h)
- Timing: 1st semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon completion of the course, the student is able to

- plan and implement media and public relations programs/campaigns, incl.
 - analyse the situation, needs and challenges
 - define the goals and relevant stakeholder groups
 - plan the content and messages
 - choose the channels
- act as a spokesperson and coach other spokespeople

Course contents

Topics to be covered in the course include:

- Theories, definitions and concepts in media and public relations studies
- Organizing media and public relations activities in an organization
- The practice: Strategies, tactics and campaigns
- Digital tools in media and public relations
- Planning and producing media releases and other PR-material
- The role of a spokesperson

Cooperation with the business community

Students are required to relate their studies to own, real-life work situations. Case study/studies. Possible guest lecturers with media and communications experience.

International dimension

Possibly guest lecturers from multinational companies. International learning materials and case studies.

Teaching and learning methods

Workshops 32 h

Independent study and teamwork 102 h

The assessment of one's own learning 1 h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Hanna Rajalahti, Pasila

Course materials

Articles and other reading material is provided by the teacher on course e-platform.

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%)
Knowledge	The student can identify a very limited range of media and public relations opportunities and tactics. The student displays a limited understanding of media and public relations activities.	The student identifies a satisfactory range of media and public relations opportunities and tactics. The student displays a satisfactory understanding of media and public relations activities.	The student accurately identifies a comprehensive range of media and public relations opportunities and tactics. The student convincingly displays a comprehensive understanding of media and public relations activities.
Skills	The student applies a limited number of appropriate media and public relations tactics to a given scenario. The student is able to draft a basic media and public relations campaign plan.	The student applies a satisfactory number of appropriate media and public relations tactics to a given scenario. The student drafts a working media and public relations campaign plan.	The student applies a comprehensive number of media and public relations tactics to a given scenario. The student drafts proficiently a media and public relations campaign plan.
Competence	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he applies poorly problem identification, analysis and solving methods to media and public relations activities.	The student can work with a client company in a team. S/he applies satisfactorily problem identification, analysis and solving methods to media and public relations activities.	The student can work very professionally with a client company in a team. S/he applies proficiently problem identification, analysis and solving methods to media and public relations activities.

Assessment components and their respective weights

TBC (depending on implementation)

Self-assessment of learning does not impact the grade. It is the same for all courses/modules and is used for course/module development. It needs to be completed online in WinhaOpaali.