

Applied Research and Development

Code: MET2HY201
Extent: 5 ECTS (135 h)
Timing: 1st semester
Language: English
Level: Advanced Professional Studies
Type: Compulsory

This course is only aimed at Master's DP and open university students.

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.
The assessment of one's own 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

Course materials

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.

The assessment of one's own learning does not influence the course 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 on an E-form.

Tools for Analysing and Forecasting

Code: MET2HY202
Extent: 5 ECTS (135 h)
Timing: 1 -2 semester
Language: English
Level: Advanced Professional Studies
Type: Compulsory

This course is only aimed at Master's DP and open university students.

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)

The assessment of one's own learning 1 h

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 Saarinen, Malmi
Veijo Vääntinen, 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 aims.	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.
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.

The assessment of one's own learning does not influence the course 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 on an E-form.

Project Management

Code: MET2HY203
Extent: 5ECTS (135h)
Timing: 1st - 2nd semesters
Language: English
Level: Advanced Professional Studies
Type: Compulsory

This course is only aimed at Master's DP and open university students.

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
The assessment of one's own learning 1 h

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 %

The assessment of one's own learning 1 h

The assessment of one's own learning does not influence the course 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 on an E-form.

Leadership Communications

Code: MGT2HY201

Extent: 5 ECTS (135 h)

Timing: various options

Language: English

Level: Advanced professional studies

Type: Compulsory

This course is only aimed at Master's DP and open university students.

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.

The assessment of one's own 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

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 course 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 on an E-form.

Leading Change

Code: MET2HY202
Extent: 5 ECTS (135 h)
Timing: 1st or 2nd semester
Language: English
Level: Advanced Professional Studies
Type: Compulsory

This course is only aimed at Master's DP and open university students.

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
The assessment of one's own 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

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 Design: The power of Organizational change*. Oxford University Press
- Passmore, L. & Cantore. 2008. *Appreciative inquiry for change management*. Kogan Page.
- Shaw, P. 2002. *Changing conversations in organizations*. Routledge.
- Valpola, A. 2004. *Organisaatiot yhteen – muutosjohtamisen käytännön keinot*. WSOY.
- Valpola, Kvist, Heimonen, Niutanen, Lillkäll, Masalin & Kalin. 2010. *Strategia toimeksi – muutosvoimana ihmiset*. Omakustanne.
- Välikangas, L. 2010. *The Resilient Organization*. McGraw-Hill
- Ulrich, D. & Ulrich, W. 2010. *How Great Leaders Build Abundant Organizations that Win the Why of Work*. McGraw-Hill

Assessment criteria

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

Grade/ Learning outcomes	1 (minimum 50% competence level)	3 (minimum 70% competence level)	5 (minimum 90% competence level)
Knowledge	The student can identify, list, and combine the main theoretical change management concepts.	The student can describe the relevant change management concepts. 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 partly applies some concepts, tools, and theories to change management projects.	The student can collect, partly analyze and partly use relevant research findings to accomplish the change project. Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.	The student is able to collect, analyze and use relevant research findings to accomplish the needed change. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
Competencies	S/he applies few concepts, tools, and theories to a change management project/case with some difficulty, and in somewhat casual manner.	S/he is able to apply concepts, tools, and theories to change management projects/cases in a consistent way having only a few difficulty.	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.

The assessment of one's own learning does not influence the course 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 on an E-form.

Strategy in Practice

Code: MGT2HY203
Extent: 5 ECTS (135 h)
Timing: 2nd semester
Language: English
Level: Advanced Professional Studies
Type: Compulsory

This course is only aimed at Master's DP and open university students.

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
The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

Prior learning can be accepted fully or partly.

Teacher responsible

Depending on the implementation

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 (40%)	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 level. Student knows how to use certain strategic management concepts.	The student can collect, partly analyze and partly use relevant research findings to accomplish the course project for a client company at a beginner's level. Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.	The student is able to collect, analyze and use relevant research findings to accomplish the course project for a client company at a high professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course project.
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 assessment of one's own learning does not influence the course 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 on an E-form.

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Planning and Leading Communications

- Code: COM2LJ002
- Extent: 5 ECTS (135 h)
- Timing: 1st semester
- Language: English
- Level: Advanced professional studies
- Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning goals and assessment

Grade 1

The student can apply corporate/organizational strategies into communication planning, processes and content. S/he can deliver a basic communication plan for a limited internal or external purpose.

Grade 3

In addition to being able to apply corporate/organizational strategies into communication planning, processes and content, s/he can plan and assign/deploy various types of communication resources according to business/operational needs. S/he can deliver and partially implement a communication plan for internal/external purpose.

Grade 5

The student can include communicational views and perspectives into corporate/organizational planning processes at various levels. S/he can deliver, implement and manage end-to-end communication planning process for business critical purpose independently. S/he can initiate and influence co-operation between other organizational functions and prioritize actions. The student can seek and analyze information in order to continuously improve internal/external communication in a given context.

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

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 responsible

Rajalahti Hanna, Pasila

Course material

To be announced

Assessment components and their respective weights

TBC (depending on implementation of the course)

The assessment of one's own learning does not influence the course 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 on an electronic form.

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Issue/Crisis Communication

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

Starting level and linkage with other courses

Course is linked to COM2LJ002 Planning And Leading Communications

Learning goals and assessment

Grade 1

The student is able to monitor and recognize internal and external risks and issues from an organizational perspective. Based on the above, he/she is able to prepare and plan a communication plan to manage potential crises.

Grade 3

In addition to the above he/she understands and is able to prioritize and analyze the effects that various issues and crisis have on stakeholders, employees, business operations and the reputation of an organization. Furthermore, the student understands media practices and processes related to an organizational crisis and can plan and prepare for a potential crisis taking those into account.

Grade 5

In addition to the competences and abilities described for grade 3 the student is able to prepare and implement comprehensive crisis communications strategy and plan and utilize social media for crisis prevention and management as well as reputation management and stakeholder engagement and dialogue purposes.

Course contents

Topics to be covered in the course include:

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

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

Possible guest lecturers from multinational companies. International learning material.

Teaching and learning methods

Contact sessions 24 h

Individual and group assignments 110 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

Mirka Sunimento
e-mail mirka.sunimento@haaga-helia.fi

Course material

Material provided by the teacher.

Assessment Criteria

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

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Organization, Diversity and Employees

- Code: COM4LJ007
- Extent: 5 ECTS (135 h)
- Timing: 2nd semester/4th semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

No prerequisites.

Learning goals and assessment

Grade 1

The student can explain the meaning of diversity management and work place communication. S/he is able to recognize and report some features of effective work place communication as well as sensitive issues, law-bound regulations and peer coaching.

Grade 3

The student is able to analyze various viewpoints related to diversity management and work place communication. S/he understands the framework of engaging people at work. S/he is able to apply peer coaching methods in practice. S/he understands the nature of sensitive issues and s/he is aware of the essential law-bound regulations affecting work place communication.

Grade 5

The student is able to analyze, categorize and link various viewpoints related to diversity management and work place communication. S/he is able to apply peer coaching methods in order to support engagement and diversity management in practice. She understands the nature of sensitive issues and s/he can showcase how to deal with some selected issues. S/he is aware of the essential law-bound regulations affecting work place communication and s/he can apply this knowledge into practice.

Course contents

Topics to be covered in the course include:

- Essential features of work place communication of high quality
- Art of engaging employees
- Work place diversity and diversity management
- Peer coaching
- Sensitive issues at work place
- Laws and regulations in relation to work place communication

Cooperation with the business community

Students are required to relate their studies to own, real-life work situations.

Teaching and learning methods

Contact sessions including workshops and exercises 14 h

Individual and group assignments supported by peer coaching 120 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

Heta-Liisa Malkavaara

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Course material

To Be Announced.

Assessment Criteria

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

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Stakeholder Communications

- Code: COM4LJ008
- Extent: 5 ECTS (135 h)
- Timing: 2nd semester/4th semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

No prerequisites.

Learning goals and assessment

Grade 1

The student understands the responsibilities and the relationships that an organization has with various stakeholders specifically and society in general. S/he can identify contractual and community stakeholders (customers, investors, suppliers, regulators, public etc.) of an organization and draft a basic communication plan to meet their needs and interests.

Grade 3

The student is able to map and prioritize stakeholder groups and apply research based knowledge to plan communications. The student is able to utilize social media and other communication channels to obtain feedback from the stakeholders.

Grade 5

The student accomplishes all of the above, and is able to recognize and manage divergent expectations of stakeholders and foster a dialogue with them. The student is able to proactively manage the reputation of the organization.

Course contents

Topics to be covered in the course include:

- Identifying and prioritizing stakeholder groups and their expectations
- The role of communications in managing different stakeholder relations and the reputation of the organization
- Processes, roles and responsibilities in stakeholder communications
- Creating involvement and dialogue with stakeholders
- Corporate Social Responsibility and Reputation Management

Cooperation with the business community

Students work on real-life organizational situations or relate their studies to own work situations. Possible guest lecturers with experience in stakeholder communications.

International dimension

International learning material.

Teaching and learning methods

Contact sessions 20 h
Individual and group assignments 114h
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
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Course material

To Be Announced.

Assessment Criteria

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

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Media and Public Relations

- Code: COM4LJ013
- Extent: 5 ECTS (135 h)
- Timing: 1st semester/ 3rd semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

No prerequisites

Learning goals and assessment

Grade 1

The student can apply a limited range of media and public relations opportunities and tactics to a given scenario. The student is able to draft a basic media and public relations campaign plan.

Grade 3

In addition to being able to apply media and public relations opportunities and tactics, the student can deliver media and public relations plan/messages in front of an audience/video camera.

Grade 5

The student accomplishes all of the above, and is able to implement and deliver media and public relations plan/messages in a professional and convincing manner in front of an audience/video camera.

Course contents

Topics to be covered in the course include:

- The role and relevance of media and public relations in organizations
- Planning and implementing media and public relations programs/campaigns
 - analysing the situation, needs and challenges
 - defining the goal and stakeholders
 - planning the content/messages
 - utilizing channels.
- Relevant public relations theories and concepts
- Public relations tools in social media

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.

International dimension

International learning material.

Teaching and learning methods

Contact sessions 30 h

Individual and group assignments 104 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 responsible

Wallace Reynolds, Pasila

Course material

To be announced

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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 prerequisites.

Learning goals and assessment

Grade 1

The student is able to execute benchmarking at beginners level and can choose and integrate fit for purpose IMC-tactics to a brand / organization. She / he can produce content for various (including digital) channels.

Grade 3

In addition to the above mentioned competences he/she is able to execute market analysis / benchmarking at intermediate level. The student can implement fit for purpose IMC-tactics and strategies and engage defined target audiences with creative content in diverse channels.

Grade 5

Based on the business /strategy the student is able to apply market analysis and benchmarking to plan and implement comprehensive IMC plan and produce creative content that it impactful and differentiates the brand from its competitors.

Course Contents

Topics to be covered in the course include:

- Concept of integrated marketing communications
- Content marketing
- Earned, shared, earned paid media
- Metrics and evaluation
- IMC planning processes and tactics
- Theoretical and critical perspectives to IMC
- IMC technology and tools
- Other topical IMC related themes by the guest lectures

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

Possible guest lecturers from multinational companies. International learning material.

Teaching and learning methods

Contact sessions 30 h

Individual and group assignment 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

Mirka Sunimento, Pasila

Course materials

To be announced.

Assessment components and their respective weights

The assessment of one's own learning does not influence the course 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 on an electronic form.

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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