

Degree Programme in Information Systems Management, Pasila campus, Master Education

Name of qualification: Master of Business Administration

Level of qualification: Master's degree

ECTS credits: 90 ECTS credits

Official length of the programme: 1,5-3 years

Mode of Study: Part-time master programme

- See [Degree Regulations](#)
- See [assessment process](#)

Assessment:

Programme requirements: Core studies, elective studies, free-choice studies and Master's Thesis

General arrangements for the accreditation of prior learning: See HAAGA-HELIA's [arrangements for the accreditation of prior learning](#)

Act of Polytechnics 9.5.2003/351 20§

Admission requirements:

- Before applying see the admission criteria at www.studyinfo.fi !

Access to further study:

- [Non-Degree studies at Haaga-Helia](#)
- University studies

Internationalization:

The students represent various nationalities and work in organizations operating in global settings, which allows learning to take place in multicultural teams. Also many visitors from international companies share their experience about working in truly global environment. The learning assignments typically mirror ICT professional's work in an international environment. The students can also take part in an exchange program with selected partner universities of HAAGA-HELIA UAS.

Employment opportunities after graduation:

The ISM programme encourages the students to study and work concurrently, which gives the students the opportunity to integrate real-life projects in the studies. This exchange between work and studies enhances the skills and competencies the students need to advance professionally in the field of ICT in their organizations.

Cooperation with working life and other associates:

The course assignments mirror the everyday business in enterprises and other organizations and the cases come from real-life. Courses include guest lectures from companies of different field and size. The thesis work focus in the practical development of student's own work and it is often related to other development activities of the organization.

Profile of the Degree Programme in Information Systems Management

Degree Programme in Information Systems Management (ISM) provides the ICT industry with top quality professionals understanding the principles of business and having the all-round competences needed to successfully manage large international ICT development projects or continuous ICT services.

Upon graduation you will be awarded an internationally recognized degree called Master of Business Administration. Professionals possessing the degree are wanted by international enterprises, companies pursuing offshoring and outsourcing or other types of cooperation spanning multiple countries.

Key learning outcomes of the Degree Programme

ISM broadens the skills of an ICT expert for managing business driven ICT development projects and managing ICT services in an international environment. Understanding global business processes and management principles becomes a key competence of every ISM student. Active search for new and innovative solutions in order to respond to the changing business needs and technological environment belongs to the student's final competence profile.

Professional growth

ISM provides you with a practical opportunity to extend your personal competences to a managerial and renewer level in the field of international ICT.

Graduates of ISM are capable of pursuing careers in diverse positions, such as

- Business IT Manager developing ICT strategy in line with business strategy
- IT Program Manager for large development projects
- IT Service Development Manager managing global services
- Independent ICT Strategy Consultant specialized in internationalization efforts
- Entrepreneur targeting global ICT markets

Semester themes

The studies can be conducted in 2 to 3 years (4 to 6 semesters) as a part-time student or even faster as a full-time student. The face-to-face and classroom meetings take place mainly in the evenings during the working days. In the first and second semester there are 2 to 3 meetings in a week and later about 2 to 8 meetings in a month depending on the personal study plan. The studies start with the core studies composed of methodology and leadership courses and more specific courses about the business and ICT linkage. By choosing elective studies and the subject of the Master's thesis the student may further specialize in service development management or program management. The students are encouraged to start the thesis work as soon as a suitable subject is found. The free-choice studies can be selected from a large multi-discipline set of master level courses available in HAAGA-HELIA and conducted according to the personal study plan.

- [Curriculum 2014](#)
- [Recommended Study Schedule 2014](#)
- [Curriculum 2012](#)
- [Recommended Study Schedule 2012](#)
- [Contact Information](#)

Curriculum 2014, Degree Programme in Information Systems Management

Curriculum for students who have started the studies in 2014 or later.

Degree Programme in Information Systems Management (Master)		Code	ECTS
Work development methods (compulsory)			15
	Applied Research and Development	MET2HY201	5
	Tools for Analysing and Forecasting	MET2HY202	5
	Project Management	MET2HY203	5
Leadership and work community (compulsory)			15
	Leadership Communication	MGT2HY201	5
	Leading Change	MGT2HY202	5
	Strategy in Practice	MGT2HY203	5
ISM specific advanced professional studies (compulsory)			15
	ICT Management Best Practices	ISM2TX120	5
	Aligning ICT and Business	ISM2TX310	5
	Service Management Best Practices	ISM2TX510	5
Elective advanced professional studies			10
	Program Management Best Practices	ISM4TX410	5
	ICT Management in Practice - Case Study	ISM4TX600	5
	Sourcing Management	ISM4TX420	5
	New Opportunities of ICT	ISM4TX700	5
	Big Data	ISM8TX100	5
	Cloud Services	ISM8TX110	5
	Other elective Free-Choice (to be agreed in the personal study plan)		5
Free-choice studies			5
Master's Thesis			30

TOTAL	90
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Work development methods (15 ECTS)

This module builds the basic research and development skills needed in different types of work life development activities. The student learns to analyse and foresee the working environment and identify potential development opportunities. Furthermore, s/he becomes capable of creating innovative solutions and services and organise research and development projects using industry best practices. The learning approach is practical and the methods are applied to real life development cases.

Leadership and work community (15 ECTS)

Achieving real change in work life requires more than methodological skills. This module focuses on leading change in multi-cultural and multi-professional work community. Thorough understanding of change dynamics and strong leadership and communication skills are the main learning outcomes of the module. Together with the skills of strategical thinking they are the fundamental assets for taking the ICT development projects to the final goal and provide true value for the business or community.

ISM Specific advanced professional studies (15 ECTS)

The focus of the ISM programme is on the ICT service management and development according to the business needs, let them be economic or other ones. In this module the student learns the principles of aligning the targets of ICT with the business and other functions of the organization in order to leverage the full potential of ICT. Managing and developing the ICT service portfolio using industry best practices is another main learning outcome of the module.

Elective advanced professional studies (10 ECTS)

With these courses the student may deepen one's competences in a specific theme or widen one's knowledge in new areas. For example, by selecting the courses *Program Management Best Practices* and *ICT Management in Practice- Case Study* the student strengthens the knowledge in current program management practices and applies the learnings in a practical case study. As another example, the student may decide to widen one's knowledge in the business potential of new technology by selecting the courses *Opportunities of ICT Technology* and *Big Data*. There is also an option to select an appropriate course other than the listed ones. This must be agreed with the student's tutor and documented in one's personal study plan.

Free-Choice Studies (5 ECTS)

The student completes one's personal study plan by freely selecting the most suitable course or courses for his or her purpose. A large collection of master level business management, communication management and technology oriented courses are available in the HAAGA-HELIA offering. Obviously, the courses listed in the *Elective advanced professional studies* module are also available as free-choice courses. The free-choice studies must correspond to 5 ECTS credits at least.

Master's Thesis (30 ECTS)

Master's thesis is central for the professional growth of the student. The thesis work is tied to development efforts made in business projects or community activities. The topics may vary from

work process or service development to designing a business plan for a start-up company. The thesis work is recommended to be started during the first year in order to directly apply the learnings from other studies in the work. The work is typically supported by collective workshops and tutors from the school and from the employer for all-round professional growth.

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-Knuutila, 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 Saaranen, 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	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

	building up own organisation business.		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	The student can work with a client company in a project team. S/he can	The student can work very professionally with a client company in a Project Team.

	company in a project team. S/he somewhat applies project management skills to manage projects.	apply project related skills to manage projects.	S/he can fully apply project management skills to develop and manage projects.
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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.
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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, Kivist, 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.	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.
	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.	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.
Competencies			

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	<p>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.</p> <p>Student knows how to use certain strategic management concepts.</p>	<p>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.</p> <p>Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.</p>	<p>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.</p>
Competence	<p>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.</p>	<p>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.</p>	<p>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.</p>

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.

ICT Management Best Practices

- Code: ISM2TX120
- 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 outcomes

Upon successful completion of the course, the student

- will recognize and understand the common frameworks in the field of ICT-management
- will learn the meaning of good IT governance
- will know basis of analyzing and assessing ICT as services and ICT service deliverables
- will understand ICT as an organizational resource and the central factors of it
- will learn, what are the key problems in business orientated IT-administration

Course contents

This is the course that provides best practices and proved standards for successful strategical, technical, organizational and legal management of ICT services and infrastructure.

Cooperation with the business communities and International dimension

Visiting lecturers and company guests from large-scale global operators. The objective of cooperation is to familiarize global perspectives and challenges.

Teaching and learning methods

- Contact sessions
- Individual course assignments
- The lesson exercises
- The course exam
- Self-assessment of learning

Accreditation of prior learning (APL)

Accreditation of Prior Learning (APL) is the generic term used for the award of credits on the basis of demonstrated learning which has taken place in the past. APL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5. Student demonstrates an ICT management framework (written material) made by him/ her in his/ her working environment and explains his/ her general view of ict management frameworks.

Teacher(s) responsible

Tuomo Ryyänen

Course materials

- **Information Governance : Concepts, Strategies, and Best Practices.**

Smallwood, Robert F. Publisher: John Wiley & Sons, 04/2014.

- **Making Technology Investments Profitable : ROI Roadmap from Business Case to Value Realization (2nd Edition).**

Keen, Jack M. Joshi, Rajive. Publisher: John Wiley & Sons. Date Published: 04/2011

- **Doom, Claude, ed. Introduction to Business Information Management.**

Bruxelles, BEL: ASP, 2010.

- **Executive's Guide to IT Governance : Improving Systems Processes with IT Service Managment, CobiT, and ITIL**

Moeller, Robert R. Publisher: John Wiley & Sons Location: Somerset, NJ, USA. Date Published: 02/2013

Assessment criteria

The course assignments (50%) and the course (50%) exam both are successfully completed. In the assignments, the evaluation criteria will be structural part (how the assignments are written), the personal competence to the subject and analytical part, where student shows his/her learning.

Aligning ICT and Business

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

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

Visiting lecturers

International dimension

The international partners; experts on aligning business and ICT.

Teaching and learning methods

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

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Heikki Suominen

Course materials

- http://www.valuebasedmanagement.net/methods_venkatraman_strategic_alignment.html
- <http://search.proquest.com/docview/222419053/fulltext/140430732F563D6132...>
- Ahlfors, U. 2005. Successful Interactive Business: Integration of Strategy and IT. University of Jyväskylä. Jyväskylä.
- Bell, Steven C. & Orzen, Michael A. Lean IT – Enabling and Sustaining Your Lean Transformation. CRC Press. New York. ISBN 978-1-4398-1756-8
- Bhatia, Ashu. 2012. Value Creation: Linking Information Technology and Business Strategy. Brown Books Publishing Group. Dallas. ISBN 978-1-61254-036-8
- Harris, Michael D. & Herron, David E. & Iwanicki, Stasia. The Business Value of IT – Managing Risks, Optimizing Performance, and Measuring Results. CRC Press. New York. ISBN 978-1-4200-6474-2
- ICT Standard for Management. 2012. ICT Standard Forum.
- Ostwalder, A. & Pigneur, Y. & Tucci, C. 2005. Clarifying Business Models: Origins, Present, and Future of the Concept. Communications of AIS. Vol 15, pp. 1-40.
- Porter, M. 2004. Competitive Advantage. Free Press. New York.
- Porter, M. 2008. On Competition. Harvard Business School Publishing Company. Cambridge.
- Pulkkinen, M. 2006. Systemic Management of Architectural Decisions in Enterprise Architecture Planning. Four Dimensions and Three Abstraction Levels. Proceedings of the 39th Hawaii International Conference on Systems Sciences, pp. 1-9.
- Versteeg G. & Bouwman, H. 2006. Business Architecture: A New Paradigm to Relate Business Strategy to ICT. Information Systems Front vol.8, pp 91-102

Other material given by the teacher.

Assessment criteria

- Team assignments
- Individual assignments
- Project
- Examination

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.

Service Management Best Practices

- Code: ISM2TX510
- Extent: 5 ECTS credits (135h)
- Timing: 2nd semester
- Language: English
- Level: Advanced professional studies
- Type: Compulsory

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

Visiting lecturers from companies and organisations and standardisation bodies.

International dimension

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

Teaching and learning methods

- Contact sessions
- Independent studies
- Working on group assignments
- Reporting, presentation and discussion
- The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Mr. Lauri Tapola

Course materials

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

Other selected articles and readings provided by the teachers.

Assessment criteria

- Team assignments
- Individual assignments

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.

Program Management Best Practices

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

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

Visiting lecturers and company visits

International dimension

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

Teaching and learning methods

- Contact hours
- Independent studies
- Pair and team work

- The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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Teacher(s) responsible

To be announced

Course materials

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

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

Assessment criteria

- Team assignments
- Individual assignments

The 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.

ICT Management in Practice - Case Study

- Code: ISM4TX600
- Extent: 5 ECTS (135 h)
- Timing: 4th semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

Program Management Best Practices (ISM4TX410) or Service Management Best Practices (ISM4TX510) are completed before this course or equivalent knowledge and skills are possessed. Sourcing Management (ISM4TX420) is recommended to be completed or studied parallel with this course.

Learning outcomes

Upon successful completion of the course, the student

- understands what ICT management means in practice
- is able to apply the theoretical learnings in the service management or program management courses
- understands the impact of the organisation in the application of ICT management best practices
- is able to communicate efficiently with the customer and other stakeholders of the project
- is able to plan and coordinate an ICT development program

Course contents

The learnings of the ISM programme courses are applied to a selected company case. Especially, the course contains

- selecting and collecting data about the real life case
- evaluating the usage of ICT management best practices in the selected case
- planning improvement actions together with the stakeholders of the case
- implementing the improvement actions
- evaluating impact of the development in terms of business value or productivity
- reporting and presenting the results of the case

Cooperation with the business community

The case is planned and implemented in cooperation with a company.

International dimension

Students work in multicultural teams with customers and the cases typically represent international projects.

Teaching and learning methods

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

- Contact sessions
- Working on the team with the customer and other students
- Independent studies
- Reporting, presentation and discussion
- The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher(s) responsible

To be announced

Course materials

To be announced

Assessment criteria

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

The 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.

Sourcing Management

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

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

Visiting lecturers or company visits.

International dimension

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

Teaching and learning methods

- Contact hours
- Team work and team assignments using mediawiki
- Independent studies and individual assignments
- 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. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

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

Teacher(s) responsible

To be announced

Course materials

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

Other material given by the teacher.

Assessment criteria

- Team assignments
- Individual assignments

The 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.

New Opportunities of ICT

- Code: ISM4TX700
- Extent: 5 ECTS (135 h)
- Timing: 2nd-5th semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon successful completion of the course, the student

- understand how technology and technological revolutions affect our lives
- can identify and reflect on contemporary ICT-trends and emerging technologies
- ability to find business opportunities and critically analyse challenges of new digital technologies
- objective and fact-based reporting skills about digital technologies

Course contents

- the impact of technology revolutions on businesses and human lives in general
- various models for evaluating the maturity and adoption of new technologies
- current ICT technology trends and emergng technologies, such as cloud computing, mobile technology, social media and big data
- learning events include webinars, articles, books, international web conferences and seminars
- a technology topic is reported and its business opportunities are analysed

Cooperation with the business community

Participation on public events held by companies and organisations is recommended.

International dimension

International webinars, seminars and conferences.

Teaching and learning methods

This is an online, on-demand course. No contact lessons.

- online webinars, individually chosen seminars and other methods
- online exams
- discussion forum
- analysis and reporting of a technology topic
- the assessment of one's own learning

Accreditation of prior learning (APL)

“Accreditation of Prior Learning (APL) is the generic term used for the award of credits on the basis of demonstrated learning which has taken place in the past”. APL gives a student an opportunity to demonstrate his/her knowledge and skills. The student displays with evidence the participation on events that correspond the requirements set for this course and reports and presents the analysis result in the contact lessons. The prior learning is assessed on the scale from 1 to 5. Alternatively the student demonstrates a still valid future anticipation project with written material in which s/he has participated earlier.

Teacher(s) responsible

Mr. Jouni Soitinaho

Course materials

Webinars, articles, books, visiting lectures, international conferences and seminars, etc

Assessment criteria

- Online exams (60%)
- Analysis and reporting of the chosen topic (40%)
- Active participation in the forum may raise the grade
- Reflection of own learning and feedback for the course development may raise the grade

Big Data

- Code: ISM8TX100 (Master students), BUS8TF100 (Bachelor students)
- Extent: 5 ECTS (135 h)
- Timing: 2.-4. semester (Master students), 4.-6. semester (Bachelor students)
- Language: English
- Level: Professional/Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

Basic understanding of data structures, formats and databases required. No particular courses required as prerequisites.

Learning outcomes

The overall objective of the course is to give the students insight to the business needs and technical methods for processing large volumes of heterogeneous and possibly rapidly changing and unstructured data. Master's degree students focus more on the business value whereas bachelor's degree students have the focus closer to the technology.

Upon successful completion of the course, the student

- knows the concept of big data and why it's different to more traditional data sets
- understands the opportunities the capability of processing big data may offer to the business
- is able to identify new sources of data for the business, such as crawling the web
- knows the tools and methods for collecting, analysing and visualising big data
- is capable of demonstrating the utilisation of big data in a specific case

Course contents

The course is centered around an exercise of big data utilisation. The topic may represent a real case occurring in a company or it may be picked up from the set provided by the course organiser. The topic may focus either on business benefits or technical solutions. The exercise may be conducted as a pair work or team work or individually. The contact lessons cover the following subjects

- Concepts and terminology
- New business opportunities and use cases
- Technical tools and methods
- Exercise counselling
- Presentations and discussions

Cooperation with the business community

The course is implemented in close cooperation with companies active in the related field. The companies bring the real case knowledge in the lessons and exercises.

International dimension

The cooperation companies are international and the course is conducted in English.

Teaching and learning methods

- Contact lessons
- Problem-based learning
- Literature analysis
- Exercise reporting and presentations
- 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. The student displays with evidence the participation on events that correspond the requirements set for this course and reports and presents the analysis result in the contact lessons. The prior learning is assessed on the scale from 1 to 5. Alternatively the student demonstrates a still valid future anticipation project with written material in which s/he has participated earlier.

Teacher(s) responsible

Arvo Lipitsäinen

Lili Aunimo

Course materials

- O'Reilly Radar Team (2012). Planning for Big Data.
- Zikopoulos P., et. al. (2013). Harness the Power of Big Data.

Other material given by the teachers

Assesment criteria

Quality of the exercise report

Presentations and discussions

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 according to the instructions given in the course.

Cloud Services

- Code: ISM8TX110 (Master students), ICT8TN007 (Bachelor students)
- Extent: 5 ECTS (135 h)
- Timing: 2.-4. semester (Master students), 4.-6. semester (Bachelor students)
- Language: English
- Level: Professional/Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

Basic understanding of information systems required. No particular courses required as prerequisites.

Learning outcomes

The overall objective of the course is to give the students insight to the business possibilities and technical methods for Cloud Computing and Services. Master's degree students focus more on the business value whereas bachelor's degree students have the focus closer to the technology.

Upon successful completion of the course, the student

- knows the concept and models of cloud computing
- understands the opportunities of cloud services from the business viewpoint
- knows at least one of the most common platform for developing cloud services
- is capable of planning and developing either technical- or business-oriented cloud service

Course contents

The course is focused on cloud computing and services. The project work may focus either on business models/values or technical solutions. The exercises and project may be conducted as a pair work or team work or individually. The contact lessons cover the following subjects:

- Introduction to Cloud Computing
- Cloud architectures, e.g. Salesforce and IBM platforms and technologies
- Service models; SaaS, PaaS, IaaS
- Cloud Services in Business and Markets
- Company cases and exercises. Some IT-companies will visit at the course by telling their cloud experiences.

Cooperation with the business community

The course is implemented in close cooperation with companies active in the related field. The companies bring the real case knowledge in the lessons and exercises.

Teaching and learning methods

- Contact lessons
- Problem-based learning
- Project work (technical- or business-oriented) during the summer term
- Project reporting and presentations

Teachers responsible

Ari Alamäki
Arvo Lipitsäinen

Course materials

Course material is defined in the beginning of the course

Assessment criteria

- Quality of the project report
- Presentations and discussions

Curriculum 2012, Degree Programme in Information Systems Management

Curriculum for students who have started the studies in 2012 or 2013.

Degree Programme in Information Systems Management (Master)	Code	ECTS credits
Core Studies		35
<i>Methodology Studies</i>		
Research and Development Methods	ISM2TX100	5
ICT Management Frameworks	ISM2TX110	3
<i>Leadership and Communication Skills</i>		
Personal Development	ISM2TX200	5
Leadership and Communication in Multicultural Environment	ISM2TX210	5
<i>Business and ICT Linkage</i>		
Opportunities of ICT Technology	ISM2TX330	3
Leading Change in the ICT Era	ISM2TX320	4
Aligning ICT and Business	ISM2TX310	5
International Corporate Strategy	ISM2TX300	5
Elective Studies		15
<i>Program Manager Orientation*</i>		
Program Management Best Practices	ISM4TX410	5
Program Management in Practice - Case Study	ISM4TX400	5
Sourcing Management	ISM4TX420	5
<i>Service Development Manager Orientation*</i>		
Service Management Best Practices	ISM4TX510	5
Service Management in Practice - Case Study	ISM4TX500	5
Vendor Management	ISM4TX520	5
Thesis		30
Master's Thesis	ISM7TX701	30
Free-Choice Studies**		10
TOTAL		90

* *The student selects one of the two orientation modules.*

** *The student can pick Master level courses from the HAAGA-HELIA course selection or from other universities according to the personal study plan*

Core Studies (35 ECTS Credits)

Methodology Studies (8 ECTS credits)

Methodological skills belong to the fundamental competence set of any ISM graduate. The research and development methods as well as the best industry practices and frameworks are studied using a practical approach. The student acquires the mandatory skills needed in real life development work and also directly applicable in the thesis work.

Courses:

- Research and Development Methods (5 ECTS)
- ICT Management Frameworks (3 ECTS)

Leadership and Communication Skills (10 ECTS credits)

Managing multi-cultural and multi-professional teams require not only strict management competences but also strong leadership skills. In the training of ICT people the leadership and communication skills are often neglected and, therefore, they are given a special attention in the curriculum of ISM. In this module the students evaluate their managerial and leadership skills and adopt the mindset of continuous development of these skills. They learn various communication and leadership methods and tools. A personal development plan is created for each student.

Courses:

- Personal Development (5 ECTS)
- Leadership and Communication in Multicultural Environment (5 ECTS)

Business and ICT Linkage (17 ECTS credits)

Business and ICT are linked together on all levels of organisations, whether they be strategic, tactical, or operational, in both businesses and non-profit organisations. Recognizing their linkages as well as the need for alignment are relevant to the success of an organisation. The Business and ICT Linkage module aims to give the student a deep understanding of the very important interaction and codependences between Business and ICT as a whole and, furthermore, knowledge and skills pertaining to specific areas of this interaction and these codependences as chosen by the student from the offered elective courses in this field.

One prevailing theme in this module is to understand and manage the continuous change taking place in the business environment and ICT technology field. The ICT function has to respond to the changing needs of business and, on the other hand, open the opportunities provided by ICT technology and drive the required change for the business to profit from these opportunities.

Courses:

- International Corporate Strategy (5 ECTS)
- Aligning ICT and Business (5 ECTS)
- Riding the Waves of Change (4 ECTS)
- Opportunities of ICT Technology (3 ECTS)

Elective Studies (20 ECTS credits)

After the core studies the student selects one of the two alternative modules in order to further specialize either as a Service Development Manager or a Program Manager.

Service Development Manager Orientation

In this module the student specializes as a business ICT service manager. A service refers to a means delivering value to the business (e.g. running a CRM system and related processes). The Service Development Manager is capable of designing new services and enhancing existing services together with the business functions. The Service Development Manager may work at

strategic or operative level either in the customer or supplier organization. In all positions the competence of the service manager is build on top of the practical knowledge of running continuous ICT services. The student learns the best industry practices of service management, such as vendor management, and gains the skills to adopt the practices according to the business requirements. The right attitude for continuous service improvement and capabilities to see and use the opportunities of new ICT technology in creating business value are the key learning outcomes of the module.

Courses:

- Service Management in Practice - Case Study (5 ECTS)
- Service Management Best Practices (5 ECTS)
- Vendor Management (5 ECTS)
- Elective courses according to the personal study plan (5 ECTS)

Program Manager Orientation

This module broadens and deepens student's knowledge and skills for managing large international ICT programs. A program may consist of several sub-projects value (e.g. introducing an ERP system and related processes in an international organisation). A Program Manager is often accountable from the planning up to the roll out of the new processes and ICT systems. The planning phase is carried out in close cooperation with the business management and the roll out typically involves all levels of the organisation. The student learns the best industry practices of ICT program management, such as sourcing management, and gains the skills to adopt the practices according to the business requirements and program size. The right attitude and capabilities to accomplish the necessary changes in the processes are key learning outcomes of the module.

Courses:

- Program Management in Practice - Case Study (5 ECTS)
- Program Management Best Practices (5 ECTS)
- Sourcing Management (5 ECTS)
- Elective courses according to the personal study plan (5 ECTS)

Free-Choice Studies (5 ECTS credits)

The student completes his or her competence profile by freely selecting the most suitable courses. A large collection of master level business management, communication management and technology oriented courses are available in HAAGA-HELIA.

Master's Thesis (30 ECTS credits)

Master's thesis is the basis of the studies. It is the basis for professional growth. Master's thesis is tied to development efforts made in business projects and operations. Applied research is carried out to improve development efforts in a way that business development achieves desired value. Value may be either deeper understanding of business development challenge, new insights into development efforts or means of overcoming challenges and carrying out development. Students achieve a mindset for carrying out applied research. They learn to plan a research process supporting a work related development project, implement the research process, bring process outcomes into the development project, evaluate the research process and write a thesis. Thesis is a collection of both individual and group tasks and evaluation of these tasks. Guiding students through this process is supported by workshops in which students present and work on their theory

basis and outcomes, share insights, learn together and achieve guidance from a workshop moderator.

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
-
- other methods (innovation methods, foresight methods, etc.)

The course is practically oriented including many team and individual assignments where the students immediately practice the theory. They may also apply the learnings to their master's thesis during the course. The course emphasizes qualitative research strategies and especially action research and case study research which are the most common strategies of masters' thesis in the field of applied sciences.

Cooperation with the business community

Guest speakers give lectures in related and varying topics of research and development work in practice.

International dimension

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

Teaching and learning methods

- Contact hours
- Working on group assignments
- Group assignment presentations
- Independent studies and working on individual assignments
- Examination
- 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.

ICT Management Frameworks

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

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

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

Cooperation with the business community

Visiting lecturers or company visits

International dimension

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

Teaching and learning methods

- Contact hours
- Team work and team assignments
- Independent studies and individual assignments
- 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. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

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

Teacher(s) responsible

To be announced

Course materials

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

Other material given by the teacher.

Assessment criteria

- Team assignments
- Individual assignments

The 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.

Personal Development

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

Starting level and linkage with other courses

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

Learning outcomes

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

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

Visiting lecturers, planning thesis topics

International dimension

Visiting international lecturers

Teaching and learning methods

- Contact sessions
- Team work and team assignments
- Independent studies and individual assignments
- The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Heikki Suominen

Course materials and additional reading

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

Other material supplied by the teacher

Assessment criteria

- Team assignments
- Individual assignments
- Active participation

Grades / learning outcomes	1 (min. 40 %)	3 (min. 70 %)	5 (min. 90 %)
Knowledge	Knows the principles of personal development partially and is aware of its challenges.	Knows the principles and the key success factors of personal development and knows their key challenges well.	Knows the principles and the key success factors of personal development and knows their challenges extremely well.
Skills	Understands personal development, planning of studies, and relevant methods	Understands personal development, planning of studies, and relevant methods well. Applies them well. Works	Understands personal development, planning of studies, and relevant methods as well as their challenges extremely well. Applies them

	partially. Applies them adequately.	independently and utilizes tutoring when necessary.	extremely well. Works independently and utilizes tutoring when necessary.
Qualifications	Participates fairly little and individual effort is minimal.	Participates well and acts fairly independently. Works according to the schedule and deadlines.	Participates extremely well. Applies the knowledge and skills very well in web discussions and planning of personal development. Works according to the schedule and deadlines.

The 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.

Development due to earlier feedback

Focusing better on the key elements of the learning material.

Leadership and Communication in Multicultural Environment

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

Starting level and linkage with other courses

No prerequisites

Learning outcomes

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

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

Course contents

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

Cooperation with the business community

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

International dimension

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

Teaching and learning methods

- Classroom learning

- Practice and rehearsal –team assignments
- Independent studies and working on individual assignments
- Group assignment presentations
- The assessment of one’s own learning 1 h

Accreditation of prior learning (APL)

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Teacher(s) responsible

To be announced

Course materials

Recommended readings

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

Assessment criteria

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

The 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.

New Opportunities of ICT

- Code: ISM4TX700
- Extent: 5 ECTS (135 h)
- Timing: 2nd-5th semester
- Language: English
- Level: Advanced professional studies
- Type: Elective

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon successful completion of the course, the student

- understand how technology and technological revolutions affect our lives
- can identify and reflect on contemporary ICT-trends and emerging technologies
- ability to find business opportunities and critically analyse challenges of new digital technologies
- objective and fact-based reporting skills about digital technologies

Course contents

- the impact of technology revolutions on businesses and human lives in general
- various models for evaluating the maturity and adoption of new technologies
- current ICT technology trends and emergng technologies, such as cloud computing, mobile technology, social media and big data
- learning events include webinars, articles, books, international web conferences and seminars
- a technology topic is reported and its business opportunities are analysed

Cooperation with the business community

Participation on public events held by companies and organisations is recommended.

International dimension

International webinars, seminars and conferences.

Teaching and learning methods

This is an online, on-demand course. No contact lessons.

- online webinars, individually chosen seminars and other methods
- online exams
- discussion forum
- analysis and reporting of a technology topic
- the assessment of one's own learning

Accreditation of prior learning (APL)

“Accreditation of Prior Learning (APL) is the generic term used for the award of credits on the basis of demonstrated learning which has taken place in the past”. APL gives a student an opportunity to demonstrate his/her knowledge and skills. The student displays with evidence the participation on events that correspond the requirements set for this course and reports and presents the analysis result in the contact lessons. The prior learning is assessed on the scale from 1 to 5. Alternatively the student demonstrates a still valid future anticipation project with written material in which s/he has participated earlier.

Teacher(s) responsible

Mr. Jouni Soitinaho

Course materials

Webinars, articles, books, visiting lectures, international conferences and seminars, etc

Assessment criteria

- Online exams (60%)
- Analysis and reporting of the chosen topic (40%)
- Active participation in the forum may raise the grade
- Reflection of own learning and feedback for the course development may raise the grade

Leading Change in the ICT Era

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

Starting level and linkage with other courses

Learning Outcomes

Upon successful completion of the course, the students will

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

Course Contents

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

The course covers the following themes:

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

Cooperation with the business community

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

International dimension

Cases and readings are from international business contexts.

Teaching and Learning Methods

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

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

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

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

Accreditation of prior learning (APL)

Not applicable.

Teacher(s) responsible

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

Course Materials

Compulsory readings

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

Recommended readings

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

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

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

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

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

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

Mattila, P. 2007. *Johdettu muutos: avaimet organisaation hallittuun uudistumiseen*. Talentum.

McKeown, M. 2012. *Adaptability: The Art of Winning in an Age of Uncertainty*. Kogan Page.

Mills, J. H. 2003. *Making sense of organizational change*. Routledge.

Nadler, D. & Nadler, M. & Tushman, M. 1997. *Competing by Design: The power of Organizational change*. Oxford University Press

Passmore, L. & Cantore. 2008. *Appreciative inquiry for change management*. Kogan Page.

Shaw, P. 2002. *Changing conversations in organizations*. Routledge.

Valpola, A. 2004. *Organisaatiot yhteen – muutosjohtamisen käytännön keinot*. WSOY.

Valpola, Kvist, Heimonen, Niutanen, Lillkäll, Masalin & Kalin. 2013. *Strategy into Action – People Create the Change*. Omakustanne.

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

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

Additional selected articles as handouts by the tutor.

Assessment criteria

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

Grade/ Learning outcomes	1 (minimum 40% competence level)	3 (minimum 70% competence level)	5 (minimum 90% competence level)
Knowledge	The student can identify, list, and combine the main theoretical change management concepts.	The student can describe the relevant change management concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different change management concept and theories, develops own models. His/her use of theory and specific terminology is very accurate. Student is aware of different views of change, and compares different models, theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant research findings to conduct the course project for a client company at a beginner's level.	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.
Competencies	Student knows how to use certain change management tools. With great difficulty and under strict supervision,	Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context. The student is able to work relatively independently	The student is able work very professionally and

the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to change management projects. S/he can conduct qualitative research with the help of the supervisor.

with a client company in a team. S/he is able to apply concepts, tools, and theories to change management projects. S/he can conduct qualitative research relatively independently from the supervisor.

independently with a client company in a team. S/he can fully apply the learned concepts, tools, and theories to change management projects. S/he can conduct qualitative research in change management at a highly professional level and in an innovative way.

Assessment components and their respective weights

Individual assignments: 30 %

Group work assignment: 30 %

Final paper: 40 %

All parts need to be passed.

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.

Aligning ICT and Business

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

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

Visiting lecturers

International dimension

The international partners; experts on aligning business and ICT.

Teaching and learning methods

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

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Heikki Suominen

Course materials

- http://www.valuebasedmanagement.net/methods_venkatraman_strategic_alignment.html
- <http://search.proquest.com/docview/222419053/fulltext/140430732F563D6132...>
- Ahlfors, U. 2005. Successful Interactive Business: Integration of Strategy and IT. University of Jyväskylä. Jyväskylä.
- Bell, Steven C. & Orzen, Michael A. Lean IT – Enabling and Sustaining Your Lean Transformation. CRC Press. New York. ISBN 978-1-4398-1756-8
- Bhatia, Ashu. 2012. Value Creation: Linking Information Technology and Business Strategy. Brown Books Publishing Group. Dallas. ISBN 978-1-61254-036-8
- Harris, Michael D. & Herron, David E. & Iwanicki, Stasia. The Business Value of IT – Managing Risks, Optimizing Performance, and Measuring Results. CRC Press. New York. ISBN 978-1-4200-6474-2
- ICT Standard for Management. 2012. ICT Standard Forum.
- Ostwalder, A. & Pigneur, Y. & Tucci, C. 2005. Clarifying Business Models: Origins, Present, and Future of the Concept. Communications of AIS. Vol 15, pp. 1-40.
- Porter, M. 2004. Competitive Advantage. Free Press. New York.
- Porter, M. 2008. On Competition. Harvard Business School Publishing Company. Cambridge.
- Pulkkinen, M. 2006. Systemic Management of Architectural Decisions in Enterprise Architecture Planning. Four Dimensions and Three Abstraction Levels. Proceedings of the 39th Hawaii International Conference on Systems Sciences, pp. 1-9.
- Versteeg G. & Bouwman, H. 2006. Business Architecture: A New Paradigm to Relate Business Strategy to ICT. Information Systems Front vol.8, pp 91-102

Other material given by the teacher.

Assessment criteria

- Team assignments
- Individual assignments
- Project
- Examination

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.

International Corporate Strategy

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

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon completion of the course, the student will

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

Course contents

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

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

Cooperation with the business community

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

experiences will be invited to the course. International and domestic business cases will be discussed.

International dimension

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

Teaching and learning methods

- Contact sessions
- Independent studies, team assignments and individual assignments
- 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 could be accepted fully or partly. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

To be announced

Course materials

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

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

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

Assessment criteria

The course is evaluated on scale 1 to 5 (where 5 is the best). Assessment components are listed below. Their respective weights are provided by the teachers. All components need to be passed.

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

The 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.

Program Management Best Practices

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

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

Visiting lecturers and company visits

International dimension

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

Teaching and learning methods

- Contact hours
- Independent studies
- Pair and team work

- The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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Teacher(s) responsible

To be announced

Course materials

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

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

Assessment criteria

- Team assignments
- Individual assignments

The 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.

Program Management in Practice - Case Study

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

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

Visiting lecturers or company visits.

International dimension

Students get familiar with examples of international or global projects.

Teaching and learning methods

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

- Contact sessions
- Independent studies
- Working on individual assignments
- Reporting, presentation and discussion
- The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher(s) responsible

To be announced

Course materials

To be announced

Assessment criteria

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

The 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.

Sourcing Management

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

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

Visiting lecturers or company visits.

International dimension

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

Teaching and learning methods

- Contact hours
- Team work and team assignments using mediawiki
- Independent studies and individual assignments
- The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher(s) responsible

To be announced

Course materials

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

Other material given by the teacher.

Assessment criteria

- Team assignments
- Individual assignments

The 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.

Service Management Best Practices

- Code: ISM2TX510
- Extent: 5 ECTS credits (135h)
- Timing: 2nd semester
- Language: English
- Level: Advanced professional studies
- Type: Compulsory

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

Visiting lecturers from companies and organisations and standardisation bodies.

International dimension

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

Teaching and learning methods

- Contact sessions
- Independent studies
- Working on group assignments
- Reporting, presentation and discussion
- The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher(s) responsible

Mr. Lauri Tapola

Course materials

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

Other selected articles and readings provided by the teachers.

Assessment criteria

- Team assignments
- Individual assignments

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.

Service Management in Practice - Case Study

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

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

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

International dimension

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

Teaching and learning methods

- Contact sessions
- Independent studies
- Working on individual assignments
- Reporting, presentation and discussion
- The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher(s) responsible

To be announced

Course materials

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

Other selected articles and readings provided by the teachers.

Assessment criteria

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

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.

Vendor Management

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

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

Visiting lecturers or company visits

International dimension

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

Teaching and learning methods

- Contact hours
- Team work and team assignments

- Independent studies and individual assignments
- The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

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

Teacher(s) responsible

To be announced

Course materials

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

Recommended readings:

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

Other selected articles and readings provided by the teachers.

Assessment criteria

- Team assignments
- Individual assignments

The 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.

Master's Thesis

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

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

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

International dimension

Thesis implemented in a setting which has an international dimension.

Accreditation of prior learning (APL)

Not applicable

Teaching and learning methods

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

Teacher(s) responsible

To be announced

Course materials

ISM Thesis Guide

Assessment criteria

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