

# Degree Programme in International Business, Helsinki Pasila Campus

## Course descriptions

Full-time Day Degree Programme in International Business, Helsinki Pasila		Code	ECTS cr	Semester
<b>Basic Studies</b>			<b>60</b>	
LEALF1 Module: Working in an International Environment			15	
	The Developing Professional	<a href="#">LEA1LF001</a>	9	1
	Professional Growth and Collaboration in Teams	LEA1LF001A	6	
	Cross-Cultural Organisation	LEA1LF001B	3	
	ICT Skills for Business 1	<a href="#">TOO1LF001</a>	3	1
	Business English	<a href="#">ENG1LF001</a>	3	1
ECOLF1 Module: Introduction to Global Business			15	
	Sustainable Global Environment	<a href="#">ECO1LF001</a>	9	1
	Principles of Economics	ECO1LF001A	3	
	Introduction to Sustainability and Services	ECO1LF001B	3	
	ICT Skills for Business 2	ECO1LF001C	3	
	Business Swedish (for Finnish students)	<a href="#">SWE1LF001</a>	6	1
	Starting My Finnish Language Studies (for international students)	<a href="#">FIN1LF001</a>	6	
BUSLF1 Module: Providing a Tool-kit for a New Business			15	
	Developing Entrepreneurial Competences	<a href="#">BUS1LF001</a>	12	2
	Entrepreneurship and Law for a New Business	BUS1LF001A	2 2	
	Customer Oriented Operation Planning 1 (Marketing)	BUS1LF001B	4	
	Mathematics and Accounting for a New Business 1	BUS1LF001C	2 2	
	Basic Communication in Finnish 1 (for international students)	<a href="#">FIN1LF002</a>	3	2
	Finnish Business Communication 1 (for Finnish students)	<a href="#">FIN1LF009</a>	3	2
BUSLF2 Module: A Business Plan with an International Dimension			15	
	Business Planning for a Start-up	<a href="#">BUS1LF002</a>	12	2
	A Business Plan Workshop Entrepreneurship and Customer Oriented Operation Planning (Marketing) and Writing Academic Reports	BUS1LF002A	2 1 1	
	Customer Oriented Operation Planning 2 (Logistics)	BUS1LF002B	4	
	Mathematics and Accounting for a New Business 2	BUS1LF002C	2 2	
	Basic Communication in Finnish 2 (for International students)	<a href="#">FIN1LF003</a>	3	2
	Finnish Business Communication 2 (for Finnish students)	<a href="#">FIN1LF010</a>	3	2
<b>Professional Studies</b>			<b>90</b>	
<b>Joint Professional Studies</b>			<b>51</b>	
	IBULF1 Module: Assessing Global Economic and Legal Environment		9	

	Global Business Environment	<a href="#">IBU2LF001</a>	6	3
	Part: International Economics and Finance	IBU2LF001A	3	
	Part: International Law	IBU2LF001B	3	
	Multicultural Business Communication in English	<a href="#">COM2LF001</a>	3	3
	BUSLF3 Module: Managing Resources for Business		9	
	Ethical Sourcing	<a href="#">BUS2LF002</a>	6	3
	Part: Principles of International Supply Chain Management	BUS2LF002A	3	
	Part: People as a Resource	BUS2LF002B	3	
	Business Negotiations and Contracts	<a href="#">LAW2LF001</a>	3	3
	MARLF1 Module: Competing in Global Markets		9	
	Researching Target Markets	<a href="#">MAR2LF003</a>	6	4
	Part: International Market Research	MAR2LF003A	4	
	Part: Statistical Methods	MAR2LF003B	2	
	Managerial Accounting	<a href="#">ACC2LF001</a>	3	4
	IBULF2 Module: Going Global by Region		15	
	Entering Target Markets	<a href="#">IBU2LF004</a>	6	4
	Part: Internationalisation and Operation Modes	IBU2LF004A	3	
	Part: Export/Import Procedures and Practicalities	IBU2LF004B	3	
	Target Economic Regions	<a href="#">IBU2LF005</a>	9	4
	COMLF1 Language Studies		9	
	One of the languages below (6 cr + 3 cr)			
	French for Business Purposes	<a href="#">FRE2LF001</a>	6	3
	French Business Communication	<a href="#">FRE2LF002</a>	3	4
	German for Business Purposes	<a href="#">GER2LF001</a>	6	3
	German Business Communication	<a href="#">GER2LF002</a>	3	4
	Spanish for Business Purposes	<a href="#">SPA2LF001</a>	6	3
	Spanish Business Communication	<a href="#">SPA2LF002</a>	3	4
	Russian for Business Purposes	<a href="#">RUS2LF001</a>	6	3
	Russian Business Communication	<a href="#">RUS2LF002</a>	3	4
	<b>Professional Studies</b>		<b>90</b>	
	<b>Professional Specialisation Studies</b>		<b>39</b>	
	MARLF2 Global Customer Relationship Management and Communication		33	
	Innovation Management for Global Competitiveness	<a href="#">MAR3LF001</a>	6	5
	Strategic Business-to-Business Relationship Management	<a href="#">MAR3LF002</a>	6	5
	Business-to-Business Selling and Sales Management in Global Markets	<a href="#">MAR3LF003</a>	3	6
	Creative Corporate and Marketing Communication	<a href="#">MAR3LF004</a>	12	5
	Successful Event	<a href="#">MAR3LF005</a>	6	5+6
	ACCLF1 Financial Management for Global Business		33	
	International Management Accounting	<a href="#">ACC3LF001</a>	6	5
	International Financial Accounting	<a href="#">ACC3LF002</a>	6	5
	International Trade and Finance	<a href="#">ACC3LF003</a>	9	5

	Corporate Tax and Value Added Tax	<a href="#">ACC3LF004</a>	3	6
	Consolidated Financial Statements	<a href="#">ACC3LF005</a>	3	6
	Budget and Responsibility Accounting	<a href="#">ACC3LF006</a>	6	6
	LOGLF1 Global Supply Chain Management		33	
	Managing Quality in Supply Chains	<a href="#">LOG3LF001</a>	6	6
	Optimising Resources	<a href="#">LOG3LF002</a>	6	5
	Sustainable Logistics and Supply Chain Strategies	<a href="#">LOG3LF003</a>	6	5
	Purchasing Strategies	<a href="#">LOG3LF004</a>	9	5
	Developing Performance in Supply Chains	<a href="#">LOG3LF005</a>	6	6
	LEALF2 Human Resource Management for Global Business		33	
	Working with People: Stories and Theories	<a href="#">LEA3LF001</a>	6	5
	Legal and Ethical Dimension in HRM	<a href="#">LEA3LF002</a>	6	5
	Talent Dimension in HRM	<a href="#">LEA3LF003</a>	6	6
	Collaborative Dimension in HRM	<a href="#">LEA3LF004</a>	6	6
	Facilitating HRM Processes	<a href="#">LEA3LF005</a>	6	5
	People as a Strategic Asset	<a href="#">LEA3LF006</a>	3	6
	IBULF3 Joint Specialisation Studies			
	Strategic Views on Global Business	<a href="#">IBU2LF006</a>	6	7
	<b>Free-Choice Studies</b>		<b>15</b>	<b>1-7</b>
	Language Studies			
	English for Academic Purposes	<a href="#">ENG8LF001</a>	3	
	Finnish for Exchange Students 1	<a href="#">FIN8LF010</a>	3	
	Finnish for Exchange Students 2	<a href="#">FIN8LF020</a>	3	
	Finnish for Working Purposes 1	<a href="#">FIN8LF002</a>	6	
	Finnish for Working Purposes 2	<a href="#">FIN8LF003</a>	3	
	Finnish for Working Purposes 3	<a href="#">FIN8LF004</a>	3	
	Practical Finnish at Work	<a href="#">FIN8LF001</a>	3	
	French for Beginners 1	<a href="#">FRE8LF001</a>	6	
	French for Beginners 2	<a href="#">FRE8LF002</a>	3	
	German for Beginners 1	<a href="#">GER8LF001</a>	6	
	German for Beginners 2	<a href="#">GER8LF002</a>	3	
	Russian for Beginners 1	<a href="#">RUS8LF001</a>	6	
	Russian for Beginners 2	<a href="#">RUS8LF002</a>	3	
	Spanish for Beginners 1	<a href="#">SPA8LF001</a>	6	
	Spanish for Beginners 2	<a href="#">SPA8LF002</a>	3	
	Catch up Swedish	<a href="#">SWE8LF001</a>	3	
	Swedish for Beginners 1	<a href="#">SWE8LF002</a>	6	
	Swedish for Beginners 2	<a href="#">SWE8LF003</a>	3	
	Swedish Culture and Society for Managers	<a href="#">SWE8LF004</a>	3	
	Working for Nordic Businesses	<a href="#">SWE8LF005</a>	3	
	Other Free-Choice Studies			
	Academic Writing	<a href="#">THE8LF001</a>	3	1-7
	Becoming an Entrepreneur in Finland	<a href="#">BUS8LF001</a>	6	3-7
	Catch up Business Mathematics	<a href="#">MAT8LF001</a>	3	1

	Doing Business and Working in the Arab Countries	<a href="#">IBU8LF006</a>	3	1-7
	Enterprise Resource Planning	<a href="#">LOG8LF001</a>	3	3-7
	Future Planning Methods for Global Business	<a href="#">ECO8LF001</a>	3	3-7
	Integrating Business and IT	<a href="#">TOO8LF002</a>	3	4-7
	International Business Cases	<a href="#">IBU8LF001</a>	3	3-7
	Marketing Yourself	<a href="#">SLF8LF001</a>	3	1-7
	Project Management in Multicultural Environment	<a href="#">TOO8LF001</a>	3	3-7
	Toolkit for Quantitative Surveys	<a href="#">MET8LF001</a>	3	4-7
	Towards Well-being	<a href="#">PHY8LF001</a>	3	1-7
<b>Work Placement</b>			<b>30</b>	
	Combination of Basic and Specialisation Work Placement Learning	<a href="#">PLA6LF001</a>	30	6 + summer
	Basic Work Placement Learning (A)	<a href="#">PLA6LF002A</a>	15	
	Specialisation Work Placement Learning (B)	<a href="#">PLA6LF002B</a>	15	
<b>Bachelor's Thesis</b>			<b>15</b>	
	Thesis Planning Workshop	<a href="#">THE7LF001</a>	15	6+7
	Thesis Advising	<a href="#">THE7LF002</a>		
	Thesis Presentation Workshop	<a href="#">THE7LF003</a>		
	Maturity Test	<a href="#">THE7LF004</a>		
	Bachelor's Thesis	<a href="#">THE7LF005</a>		
<b>TOTAL</b>			<b>210</b>	

# **The Developing Professional**

Code: LEA1LF001 / Parts A and B

Extent: 9 ECTS (243 h), Part A (6 ECTS/162h), Part B (3 ECTS/81h)

Timing: Semester 1

Language: English

Level: Basic Studies

Type: Compulsory

## **Prerequisites**

The course is part of the module Working in an international Environment and integrated with ICT Skills for Business 1 and English Business Communication.

## **Learning outcomes**

Upon successful completion of the course, the student

- is able to take responsibility for his/her own learning, set personal goals and work with respect toward the learning community
- is able to plan, monitor and evaluate his/her professional self-development
- understands the importance of motivation in a workplace setting
- understand the challenges and opportunities personality and personal value differences bring to the workplace setting
- is able to apply principles of teamwork and engage effectively in teamwork
- is able to demonstrate multicultural sensitivity and competences
- is able to communicate in a multicultural business environment
- understands the basic organisational and labour market competence needs and is able to include these in his/her own professional development plans
- is familiar with organisational structures
- is able to engage actively in learning processes including the PBL process (PBL applied in the evening programme as appropriate) demonstrating the following:
  - self-confidence
  - learning and self-reflection skills
  - skills in information search, academic reading, analysis and application of critical knowledge
  - skills in problem recognition, creative problem-solving and critical thinking
  - skills in argumentation and presentation
  - skills in multicultural teamwork, cooperation and peer assessment
  - proactive professional attitude to studies and the learning community.
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

### **Part A: Professional Growth and Collaboration in Teams (6 ECTS)**

#### **Theme 1: Professional Growth - "Individual"**

- Employer needs and expectations about employee competencies
- Professional growth and developing into an expert
- Competence models
- Personality in business
- Motivation in the workplace
- Stress at work

- Personal values at work
- Organizational behaviour

## **Theme 2: Teamwork - "Teams"**

- Business need for teams
- Team roles
- Team development
- Team structure and dynamics
- Resolving team conflicts
- Organisational behaviour

## **PBL Process as part of themes 1–2 (applied in the GloBBA evening programme as appropriate)**

- PBL (Problem Based Learning) as social knowledge construction
- Searching for sources
- Critical assessment of sources
- Further study and critical application of themes 1–3
- Understanding the contribution of PBL toward professional competences

## **Part B: Cross-cultural Organization (3 ECTS)**

- Effect of globalization on people in organizations
- Cultural differences and cultural intelligence (CQ)
- Organizational behavior and intercultural communication
- Effect of national culture on organizational culture and structure
- Multicultural teamwork

## **Cooperation with the business community**

Company guest speaker, students interview a company representative of their own choosing

## **International dimension**

International and global business approach to course themes and topics, focus on developing knowledge and competencies for multicultural workplace and team situations

## **Teaching and learning methods**

Independent studies

Team work

Resource lectures

Workshops

PBL tutorials (applied in the evening programme as appropriate)

Company visit, company speaker or company case

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

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

## **Teachers with the main responsibility for the course**

Eeva Aarnio

Kevin Gore

Eva Herttuainen

## Course materials

Articles from HAAGA-HELIA electronic libraries.

Earley, P. & Ang, S. & Tan, J-S. 2006. CQ Developing Cultural Intelligence. Stanford University Press. Stanford.

Helelä, M. 2009. PBL Guide. HAAGA-HELIA. Helsinki.

Hofstede, G. 1991. Cultures and Organizations: Software of the Mind. Harper Collings. London.

Pilbeam, St. & Corbridge, M. 2006. People Resourcing. Contemporary HRM in Practice. 3rd edition. Pearson Education Ltd. Harlow. Chapter 3.

Robbins, S. & Judge, T. 2008. Essentials of Organizational Behavior. 9<sup>th</sup> Edition. Pearson Education International. Harlow.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has limited understanding of the concepts and theories of organizational behavior at individual, group and organizational level.	The student understands partly the concepts and theories of organizational behavior at individual, group and organizational level.	The student understands fully the concepts and theories of organizational behavior at individual, group and organizational level.
<b>Skills</b>	The student has limited capability to apply the principles of teamwork in a multicultural environment through excellent communication and leadership.	The student is partly capable to apply the principles of teamwork in a multicultural environment through excellent communication and leadership.	The student is fully capable to apply the principles of teamwork in a multicultural environment through excellent communication and leadership.
<b>Competence</b>	The student has limited motivation to take responsibility for his/her own professional development and is not able to plan, monitor and evaluate his/her professional behavior. The student shows poor service and sales orientation as required by the HH3S policy.	The student is partly motivated to take responsibility for his/her own professional development and is able to plan, monitor and evaluate his/her professional behavior. The student shows good service and sales orientation as required by the HH3S policy.	The student is fully motivated to take responsibility for his/her own professional development and is able to plan, monitor and evaluate his/her professional behavior. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights for the day implementation

Assessment	Assessment target	% of theme grade	% of course grade
<b>Targets</b> (in Winha)	<i>Minimum grade of 1 required for all targets.</i>		
<b>Part A:</b>	<b>Attendance:</b> Active and purposeful contribution to	40%	

<b>Theme 1</b> Professional Development	class activities		<b>21%</b>
	<b>Assignment 1:</b> Psychometric self-assessments	Pass/Fail	
	<b>Assignment 2:</b> Individual report on professional growth	60%	
	Subtotal	100%	
<b>Part A:</b> <b>Theme 2</b> Collaborating in Teams	<b>Attendance:</b> Active and purposeful contribution to class activities	20%	<b>21%</b>
	<b>Assignment 1:</b> Psychometric self-assessment	Pass/Fail	
	<b>Assignment 2:</b> Team presentation	30%	
	<b>Examination</b>	50%	
	Theme total	100%	
<b>Part B:</b> Cross-Cultural Organization	<b>Attendance</b> (individual)	15%	<b>38%</b>
	<b>Assignment 1:</b> Team Culture Map (team)	20%	
	<b>Assignment 2:</b> Summary of Journal Article on CQ (individual)	10%	
	<b>Assignment 3:</b> Analysis of Organizational Culture (team)	20%	
	<b>Assignment 4:</b> Cross-Border Product (team)	15%	
	<b>Exam</b> (individual)	20%	
	Theme total	100%	
<b>PBL Sessions</b>	<b>PBL session performance</b> Assessment according to GloBBA evaluation matrix for PBL	100%	<b>20%</b>
	<b>PBL self-assessment:</b> Midway	Pass	
	<b>PBL self-assessment Final</b>	Pass	
	Concept maps	Pass	
	Theme total	100%	
			<b>100%</b>

### Modes of assessment and their weights for the evening implementation

Assessment Targets (in Winha)	Assessment target	% of theme grade	% of total course grade
<b>Part A:</b> <b>Theme 1</b> Professional Development  <i>Minimum to pass: Grade 1 for all assessment targets.</i>			<b>33%</b>
	<b>Assignment 1:</b> Psychometric self-assessments	Pass/Fail	
	<b>Assignment 2:</b> Individual report on professional growth	50%	
	<b>Examination</b>	50%	
	Subtotal	100%	
<b>Part A:</b>			



<b>Theme 2</b>  Collaborating in Teams  <i>Minimum to pass: Grade 1 for all assessment targets.</i>	<b>Assignment 1:</b> Belbin self-assessment	Pass/Fail	<b>34%</b>
	<b>Assignment 2:</b> Our Team Cultural Map	50%	
	<b>PBL session performance</b> Assessment according to GloBBA evaluation matrix for PBL	50%	
	Theme total	100%	
<b>Part B:</b>  Cross-Cultural Organization	<b>Attendance:</b> individual	15%	<b>33%</b>
	<b>Assignment 1:</b> Team Culture Map (team)	20%	
	<b>Assignment 2:</b> Summary of Journal Article on CQ (individual)	10 %	
	<b>Assignment 3:</b> Analysis of Organizational Culture (team)	20 %	
	<b>Assignment 4:</b> Cross-Border Product (team)	15 %	
	<b>Exam</b> (individual)	20%	
	Theme total	100%	
			<b>100%</b>

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 Skills for Business 1**

Code: TOO1LF001

Extent: 3 ECTS (81 h)

Timing: Semester 1, 1st study period

Language: English

Level: Basic studies

Type: Compulsory

Integrated studies: Developing Professional, English Business Communication

Module: Working in an International Environment

### **Prerequisites**

None

### **Learning outcomes**

Upon successful completion of the course, the student is able to

- search for high-quality sources using the Internet and HAAGA-HELIA e-resources
- study efficiently in the HAAGA-HELIA e-learning environment
- write documents following the Finnish document standard and a report following the HAAGA-HELIA reporting and assignment guidelines
- design, implement and present a PowerPoint slideshow
- act according to HH3S descriptions directly in digi-applier role and indirectly in other roles.

### **Course contents**

- HAAGA-HELIA ICT environment

- HAAGA-HELIA e-learning environment
- Windows operating system and user interface
- Overview of MS Office and shared office tools
- MS Word for report writing
- MS PowerPoint for presentations graphics

## Cooperation with the business community

Real business based examples and cases, guest speakers, company visits as appropriate.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Contact based tuition. Part of the studies will be completed virtually in e-learning environment. Students will complete home assignments providing practice in problem solving. Some integrated assignments with the other courses in the module of Working in an International Environment.

The assessment of one's own learning 1 h.

## Accreditation of prior learning

Accreditation of Prior Learning (APL) is the result of a process where the student shows that s/he has already obtained all the learning outcomes (knowledge, skills and competences) set for a course offered in the GloBBA curriculum. The student should enroll to Accreditation of Prior Learning (APL) process by filling in the APL form in Student MyNet.

## Teachers with the main responsibility for the course

Pekka Käyhkö  
Miikka Mäkelä

## Course materials

Essential course materials for both contact and virtual learning to be provided during the course.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student understands some of the key terms and concepts within the course's scope, but lacks the general view and the big picture.	The student understands the key terms and concepts well.	The student masters and manages the key terms and concepts.
<b>Skills</b>	The student copes passably with given tasks and assignments, and is able to apply most of the solutions?	The student knows and utilizes solutions' basic functionalities effortlessly. The student is able to apply skills moderately on hands-	The student knows and utilizes basic functionalities diversely and in a versatile manner. The student is able to apply skills on hands-on business related

	basic features and functionalities.	on business related situations. As digi-applier, the student is able to recognize new service improving possibilities by using right tools.	situations. As digi-applier, the student is able to generate new service improving possibilities by using right tools.
<b>Competence</b>	The ability to apply solutions' more demanding features in tasks and assignments is minor. The student is aware the necessary models, standards and instructions.	The ability to apply solutions' more demanding features in tasks and assignments is moderate. The student is able to apply and adapt the necessary rules, standards, models and instructions. As digi-applier, the student is able to recognize new service improving possibilities by using right tools.	The student has extensive and broad overall skills with solutions. The student is able to apply rules, standards and models into his/her own job and tasks independently. The student is able to self-learn, when running into new solutions usage situations. As digi-applier, the student is able to generate new service improving possibilities by using right tools.

### **Modes of assessment and their weights**

Examination 80%

Home assignments 20%

Attendance requirement 75% minimum of all classes

The students should pass the examination and all the assignments in order to pass the entire course. Also, the minimum attendance requirement must be met.

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.

## **Business English**

Code: ENG1LF001

Extent: 3 ECTS (81 h)

Timing: Semester 1

Language: English

Level: Basic studies (Language studies, B2)

Type: Compulsory

### **Prerequisites**

No prerequisites. The course is part of the module Working in an International Environment and integrated with Developing Professional, ICT Skills for Business 1.

### **Learning outcomes**

Upon successful completion of the course the students

- are able to communicate in selected business situations in accurate English to enhance better networking skills
- have basic knowledge of and skills in referencing according to HAAGA-HELIA guidelines for writing assignments and reports

- have skills in delivering oral presentations to become better sales makers and service designers
- have cultural awareness of working in the English speaking business environment to become better cosmopolites
- are able to read, understand and discuss articles and texts related to specific business areas
- are able to self-reflect their learning process to develop stronger skills of leadership within
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

- Business terminology of selected business areas
- Business vocabulary needed for creating business plan
- HAAGA-HELIA guidelines for writing assignments and reports
- Oral presentations and other spoken tasks for business and study purposes
- Cross-cultural awareness
- Communication in English in global business environment

## Cooperation with the business community

Real business based examples and cases, guest speakers as appropriate.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups.

## Teaching and learning methods

Contact lessons

Individual and team assignments integrated with other courses in the module of Working in an International Environment

Possible visiting lecturers

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teacher with the main responsibility for the course

Anna Kimberley

## Course materials

Krizan, A. 2007. Business Communication. Thomson. Mason. USA.

Hofstede, G. 2009. Cultures and Organizations. Mc Graw Hill.

Seely, J. The Oxford Guide to Writing and Speaking. Oxford University Press.

Current issues of The Economist, The Observer, The Financial Times

HAAGA-HELIA guidelines for writing reports/assignments

Other material provided by teacher

## Assessment criteria

<b>Grade/Learning Outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
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<b>Knowledge</b>	The student has knowledge of basic English vocabulary used in business situations. He/she describes current business situations using appropriate basic business terminology and has theoretical knowledge about delivering business presentations.	The student has intermediate knowledge of business vocabulary and concepts. He/she is able to explain the meaning of business concepts using more elaborate vocabulary.	The student has knowledge of business vocabulary at an advanced level. He/she demonstrates knowledge of idiomatic business English, is able to carry out elaborate discussions, arguments and debates. The student compares and estimates concepts, develops argumentative narratives.
<b>Skills</b>	The student knows how to utilize basic tools/methods to be used in order to perform in the task required in the assignment. He/she is able to deliver presentations demonstrating minimum level of professionalism.	The student is able to select and choose the right tools/methods to be utilized in order to perform in the task required in the assignment. He/she delivers oral presentations demonstrating a good level of professionalism.	The student has excellent skills in choosing the tools/methods to be utilized in order to perform in the task required in the assignment. He/she delivers oral business presentations demonstrating high level of professional excellence.
<b>Competence</b>	The student is able to complete tasks with the help and support of a supervisor and fellow students. The student is familiar with HH3S Roles	The student is able to complete tasks and assignments relatively independently. The student is competent and demonstrates skills in HH3S Roles.	The student is able to complete tasks and assignments very independently, also providing help and support to fellow students if needed. The student is competent and has excellent skills in HH3S Roles.

### **Modes of assessment and their weights**

Active participation 30%

Project 30%

Exam 20%

Attendance 20%

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.

## **Sustainable Global Environment**

Code: ECO1LF001

Extent: 9 ECTS (243 h): Part A (3 ECTS), Part B (3 ECTS), Part C (3 ECTS)

Timing: Semester 1

Language: English

Level: Basic studies

Type: Compulsory

### **Prerequisites**

The student has successfully completed the course LEA1LF001 The Developing Professional. The course is part of the module: Introduction to Global Business and integrated with Business Swedish (for Finnish Students) and Introduction to the Finnish Language (for international students).

## **Learning outcomes**

Upon successful completion of the course, the student

- is able to use the basic tools for analyzing the global macroeconomic environment.
- knows the basic concepts and theories of economics and sustainable global business.
- is familiar with the characteristics of business-to-business services processes and is capable of visualizing service processes.
- has increased skills in ICT, especially in spreadsheet computing and is able to act according to HH3S descriptions in the digital role
- has developed further his/her critical and systemic thinking, and information searching skills
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

### **Part A: Principles of Economics (3 ECTS)**

- Basic concepts of micro and macro economics including global aspects
- Basic analytical skills of economic reasoning

### **Part B: Introduction to Sustainability and Services (3 ECTS)**

#### **Theme 1: Introduction to Business-to-Business Services**

- Characteristics of B-to-B services business
- Visualization of B-to-B services processes

#### **Theme 2: Elements of Sustainable Business**

- Concept of corporate responsibility and sustainable business practices
- Mind sets for creating and building up sustainable business ideas

### **Part C: ICT Skills for Business 2 (3 ECTS)**

- Spreadsheet computing (Excel)
- Integrated use of office programs

## **Cooperation with the business community**

Real business based examples and cases, guest speakers, company visits as appropriate.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Contact hours and exam

Workshops

Team work and project work

Independent studies  
The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility for the course

Minna-Maari Harmaala  
Sami Hartikainen  
Pekka Käyhkö  
Miikka Mäkelä  
Matti Perttu  
Mervi Riikonen  
Seppo Suominen  
Maija Suonpää

## Course materials

Hubbard, R. & O'Brien, A. 2012 or 2009. Essentials of Economics. Pearson Education International. London. Selected chapters.  
Lovelock, C., Wirtz, J. & Chep, P. 2009. Essentials of Services Marketing. Pearson Education. London. Selected chapters.  
Vitale, R., Giglierano, J. & Pfoertsch, W. 2011. Business to Business Marketing. Pearson Education. Selected chapters.  
Other essential course materials to be provided during the course in e-learning platform.

### *Recommended Reading:*

Esty, D. & Winston, A. 2009. Green to Gold. John Wiley & Sons.  
Epstein, M. J. 2008. Making Sustainability Work. Greenleaf Publishing.  
Werther, W. B. & Chandler, D. 2011. Strategic Corporate Social Responsibility. Sage Publications.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student understands some of the key concepts and models in microeconomics and macroeconomics, B-to-B services, sustainability and spreadsheet computing but lacks the idea of reasoning and connection to the business context.	The student understands some of the key concepts in economics and the idea of economic reasoning, is able to describe the key concepts and service models in B-to-B services, understands the key concepts in CSR and the connection between CSR and profitability, and understands the key concepts of spreadsheet computing.	The student understands the idea of economic reasoning, is able to describe and explain well the key concepts and service models in B-to-B services, can explain the key concepts in CSR and understands the connection between CSR and profitability, and masters the key concepts of spreadsheet computing.
<b>Skills</b>	The student understands how the economic environment should be analyzed, has	The student knows how the economic environment should be analyzed, is	The student knows how the economic environment should be analyzed and

	difficulties to recognize his/her role as a service minded team member, has a basic knowledge of how CSR of a company could be analyzed but is unable to successfully perform such an analysis, and is able to apply most of the spreadsheet computing's basic functionalities.	capable of interacting in a team and applying theoretical service models to a practical company case, how to analyze the CSR activities of a company on a general and very basic level, and applies spreadsheet computing's basic functionalities effortlessly in hands-on business related situations. As a digi-applier, the student is able to recognize new service improving possibilities by using the right IT tools.	uses the skill without problems, is capable of interacting as a service minded team member and analyze and apply theoretical service models to a practical company case, can skillfully perform a basic analysis of a company's CSR activities, and applies spreadsheet computing's basic functionalities diversely in hands-on business related situations. As a digi-applier, the student is able to generate new service improving possibilities by using right IT tools.
<b>Competence</b>	The student understands the relevance of economic news, creates very little value for the team and for the customer service processes in team performance, and is able to cope in basic spreadsheet computing usage situations. The student shows poor service and sales orientation as required by the HH3S policy.	The student understands the relevance of economic news and how these are linked to firms' and consumers' decisions, is capable of creating value for the team and for the customer service processes, and is able to cope in many-sided spreadsheet computing usage situations. As a digi-applier, the student is able to recognize new service improving possibilities by using the right IT tools. The student shows a good service and sales orientation as required by the HH3S policy.	The student understands how firms and consumers make economic decisions. The student's service minded performance creates value for the team and for the customer service processes. The student is able to self-learn, when running into new spreadsheet computing usage situations. As a digi-applier, the student is able to generate new service improving possibilities by using right IT tools. The student shows excellent service and sales orientation as required by the HH3S policy.

### Modes of assessment and their weights

Assessment	Assessment target	% of theme grade	% of course grade
	Minimum grade of 1 required for all targets.		
<b>Part A</b> Principles Of Economics	Exercises, project work and active participation	50%	<b>33%</b>
	Examination	50%	
	Theme total	100%	
<b>Part B</b>	Pre-study exercise	Pass/Fail	<b>17%</b>
	Examination	50%	
	Project work	50%	



<b>Theme 1</b> Introduction To Business-To-Business Services	Theme total	100%	
<b>Part B</b> <b>Theme 2</b> Elements Of Sustainable Business	Active and purposeful contribution to class and pre-class assignments	20%	<b>17%</b>
	Team Assignment: Corporate responsibility report and presentation	40%	
	Examination	40%	
	Theme total	100%	
<b>Part C</b> ICT Skills For Business 2	MS Excel home assignment 1	10%	<b>33%</b>
	MS Excel home assignment 2	10%	
	Spreadsheet computing examination	80%	
	Theme total	100%	
			<b>100%</b>

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.

## **Business Swedish (for Finnish students)**

Code: SWE1LF001

Extent: 6 ECTS (162 h)

Timing: Semester 1

Language: Swedish

Level: Basic studies (Language studies)

Type: Compulsory \*)

\*) The Swedish course Business Swedish is compulsory for the Finnish students who have completed secondary level education in Finland.

### **Prerequisites**

The student has successfully completed the Swedish level test.

### **Learning outcomes**

Upon successful completion of the course, the student

- is able to communicate in Swedish with his/her Nordic partners in the most common business situations (working life situations)
- has cultural awareness of working in a Nordic business environment
- is familiar with the Nordic economies and the role of Finland in them
- is familiar with essential business terminology
- is able to write documents in Swedish
- is able to present a business plan in Swedish

- is interested in further developing his/her professional Swedish language skills
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

The student familiarizes him/herself with intercultural communication and the cultural features in the market area and adopts vocabulary for needed for business communication.

- essentials of company operations and of being an entrepreneur
- everyday communication with Swedish speaking business partners, both spoken and written discourse
- essentials of Nordic economies
- company and product presentations
- basic business documents

## Cooperation with the business community

Real business based examples and cases, guest speakers, company visits.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperations.

## Teaching and learning methods

Contact lessons

Individual, pair and team work/assignments

Discussions

Independent studies (written and oral assignments)

Nordic seminar/company visit/ visitor from a company

Film or theatre

The assessment of one's own learning 1 h

## Accreditation of prior learning

Students may demonstrate their command of the aims and contents of the course obtained through nonformal and/or informal learning by taking part in the APL procedure. In such cases, evaluation on the scale 0-5 is based on a written test (50%) and an oral test (50%).

## Teacher with the main responsibility for the course

Marit Keränen

## Course materials

Tolkki, J. & Öhman, M. 2009. Perspektiv på affärsvenska. WSOY.

Other material provided by the teacher

Internet and newspapers serve as sources for discussions of current topics.

## Assessment criteria

<b>Grade/Learning Outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
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<b>Knowledge</b>	The student knows very little Swedish business terminology. He/she is familiar with the most basic vocabulary of everyday life (both personal and working life) and has some cultural awareness of working in a Swedish business environment.	The student knows Swedish business terminology quite well. He/she knows quite well with the basic vocabulary of everyday life (both personal and working life) and has cultural awareness of working in a Swedish business environment.	The student knows Swedish business terminology very well. He/she masters the basic vocabulary of everyday life (both personal and work life) and has good cultural awareness of working in a Swedish business environment.
<b>Skills</b>	The student can fairly manage orally in everyday business situations at work. He/she can fairly produce short and simple business documents in Swedish.	The student can manage quite well orally in everyday business situations at work. He/she can well produce mostly simple business documents in Swedish.	The student can fully manage orally in everyday business situations at work. He/she can produce more demanding business documents in Swedish.
<b>Competence</b>	The student has reached the language level B1 of the Common European framework of reference for languages CEFR. The student is able to use only some basic vocabulary needed for business communication in Swedish. The student can handle very simple business situations handled during the course. He/she can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. The student shows poor service and sales orientation as required by the HH3S policy.	The student has reached the language level B1 of the Common European framework of reference for languages CEFR. The student can use vocabulary needed for business communication in Swedish quite well. The student can manage and interact quite well in business situations handled during the course when provided some help from others. The student shows good service and sales orientation as required by the HH3S policy.	The student has reached the language level B1 of the Common European framework of reference for languages CEFR. The student can use vocabulary needed for business communication in Swedish very well. He/she has good confidence and ability to use Swedish in Business situations both orally and in writing. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Separate grades are given for oral and written skills.

### Written skills:

written exam 60%

written assignments 20%

active participation in class 20%

### Oral skills:

oral exam and presentations 60%

discussions and oral assignments 20%

active participation in class 20%

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.

# **Starting My Finnish Language Studies**

Code: FIN1LF001

Extent: 6 ECTS (162 h)

Timing: Semester 1

Language: English and Finnish

Level : Basic Studies (Language studies)

Type: Compulsory

## **Prerequisites**

No previous knowledge of Finnish required. The course is part of the module Introduction to Global Business.

## **Learning outcomes**

Upon successful completion of the course, the student

- can introduce oneself, give basic information about oneself and ask simple questions
- can understand and use basic expressions and simple sentences in routine everyday situations
- is able to deal with everyday social situations and handle simple shopping situations
- is aware of the basic characteristics of the Finnish language, culture and habits
- is aware of different language learning strategies
- is able to use the surrounding language environment to develop one's language skills
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

This course is an introduction to the Finnish language and culture. The purpose is to provide students with basic level language skills that enable them to use basic phrases and vocabulary, introduce themselves and cope in simple, routine everyday situations. Themes handled during this course are me, my family, time, weather and everyday life. The course corresponds to the A1 level of the Common European Framework.

- Basics of pronunciation
- Greetings, basic small talk phrases and complements
- Introducing and telling about oneself and matters of most immediate personal relevance (family, daily routines, weather etc.)
- Numbers, prices, quantities and time expressions
- Asking and giving basic information in routine everyday situations
- Describing people and objects in a simple way
- Vocabulary and key phrases for everyday needs

## **Teaching and learning methods**

Contact lessons

Oral and written exercises (independent, pair, group)

Homework and preparation for lessons

Assignments

DVD / CD / Internet material

Learning games

The assessment of one's own learning 1 h

## **Accreditation of prior learning (APL)**

Students may demonstrate their command of the aims and contents of the course obtained through nonformal and/or informal learning by taking part in the APL procedure. In such cases, evaluation on the 0-5 scale is based on a written test (60%) and personal interview (40%).

## Teachers with the main responsibility for the course

Hanna Tani  
Sirikka Kortetjärvi-Nurmi

## Course materials

Gehring, S. & Heinzmann, S. 2010. Suomen mestari 1. Finn Lectura. Helsinki. Chapters 1-5.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student can name some of the most typical basic characteristics of Finnish language. The student recognizes and understands some very basic vocabulary and phrases in routine, everyday situations.	The student knows the most typical characteristics of Finnish language and he/she understands basic vocabulary and phrases in routine, everyday situations.	The student knows well the most typical characteristics of Finnish language and he/she understands well basic vocabulary and phrases in everyday situations.
<b>Skills</b>	The student is able to use only the most frequent vocabulary and phrases in routine, everyday situations.	The student can use the basic vocabulary and phrases in routine, everyday situations.	The student can use the basic vocabulary and phrases well in everyday situations.
<b>Competence</b>	The student shows poor activity and minor independent investment to his/her learning process. The student is able to deal with only some of the communicative situations handled during the course. The student shows poor service and sales orientation as required by the HH3S policy.	The student participates actively and can act independently as a language learner. The student is able to deal with the communicative situations handled during the course. The student shows good service and sales orientation as required by the HH3S policy.	The student participates very actively and can act independently and efficiently as a language learner. The student masters well the communicative situations handled during the course. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Attendance and class contribution 30%

Assignments (in Moodle) 10%

Examination 60%

All assessment components must be completed successfully to pass the course.

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.

# **Developing Entrepreneurial Competences**

Code: BUS1LF001

Extent: 12 ECTS (324 h); Part A (2+2 ECTS), Part B (4 ECTS), Part C (2+2 ECTS)

Timing: Semester 2

Language: English

Level: Basic studies

Type: Compulsory

## **Prerequisites**

The student has successfully completed the module LEALF1 and module ECOLF1 studies. The course is part of the module Providing a Tool-kit for a New Business and integrated with Finnish 3 (for International Students), Finnish Business Communication 1 (for Finnish students).

## **Learning outcomes**

Upon successful completion of the course, the student

- will be encouraged to find one's own internal entrepreneurship and to continuously look for emerging business opportunities
- is able to enhance one's creativeness and assess one's own readiness to act as an entrepreneur and entrepreneur
- understands and assesses/manages risks related to start-up of own business
- understands the importance of entrepreneurship and SMEs to the community
- will understand the position of a domestic legal order in the global context and understand the basic legal concepts and logical rules necessary for the independent use of sources of law
- will have elementary knowledge on the Finnish contracts law
- will have the knowledge on the Finnish corporate law needed for establishing a company
- will have legal knowledge necessary for conducting basic business procedures
- is well prepared to act as a party of an employment relationship
- understands the fundamentals of customer understanding
- knows the basics of marketing mix and marketing processes for building up sustainable business service ideas
- is able to use correct and efficient mathematical methods for analyzing basic business-related problems
- is able to evaluate basic numeric market information (market predictor)
- is able to set price to services and products (sales maker)
- learns how to record the business transactions and related entries in the accounts
- learns the content of the income statement and balance sheet
- is familiar with the structure of trade and other industries in Finland
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

The course contents and topics are based on the integrated parts:

### **Part A: Entrepreneurship and Law for a New Business (2+2 ECTS)**

- Competences and characteristics of entrepreneurs
- Business idea development (generation, screening, development)
- Analyzing business opportunities
- SWOT analysis
- Mission, Vision, Basics of Strategy
- Stakeholders of the company: Contributions and expectations

- Developing the competitive advantage
- Sources of the Finnish law
- Legal personality; legal entities, legal capacity, contractual capacity
- Contracts; formation of contracts, invalidity and adjustment of contracts
- Corporate law; forms of enterprise
- Sale of goods; business trade, consumer trade
- Competition law; competition restrictions, unfair competition
- Labor law; collective agreements, employment contracts, termination of employment relationship

### **Part B: Customer Oriented Operation Planning (4 ECTS)**

- recognize the tools for customer understanding (a market predictor & service designer)
- use desk research as a market research tool for gathering information for developing marketing strategies for a startup company (a market predictor)
- use segmentation, targeting and positioning principles (a market predictor)
- to identify value propositions for products and services for different customer segment(a service designer)
- to understand the main promotional, pricing and channel tools for a startup company
- understand the basics of sales skills
- start creating a network for future career opportunities ( a leader within)

### **Part C: Business Mathematics and Accounting for a New Business (2+2 ECTS)**

- Applications of percentages, index clause, inflation and change in real terms
- Simple interest, discounted value, average annual change
- Effect of changes in currency exchanges rates on pricing, loans
- Basics of double entry bookkeeping in the international business
- Recording financial transactions: revenue-, expense- and financial accounts through exercises
- Value added tax entries
- Profit and Loss account and Balance sheet

### **Cooperation with the business community**

Data collecting through networking with companies, guest speakers and company visits.

### **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation

### **Teaching and learning methods**

Contact hours  
 PBL-tutorials  
 Case studies  
 Workshops  
 Independent studies  
 Business plan consultation  
 Assignments and homework  
 The assessment of one's own learning 1 h

### **Accreditation of prior learning**

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

### **Teachers with the main responsibility for the course**

Maija Suonpää  
 Mervi Riikonen  
 Ville Hanni  
 Pertti Tilli  
 Jutta Heikkilä  
 Timo Pöysti  
 Satu Pitkänen  
 Janne Jokinen  
 Heli Korttesalmi  
 Anne Arkima

## Course materials

Barringer, B. 2009. Preparing Effective Business Plans, An Entrepreneurial Approach. Pearson Education. Upper Saddle River.

Barrow, C., Burke, G., Molian, D., & Brown, R. 2005. Enterprise Development. Thomson. London.

Heikkilä, J. 2010. Business Mathematics, Part 1.

Lovelock, C. Wirtz, J. & Chew, P. 2009. Essentials of Services Marketing. Pearson Education. Selected chapters.

Meldrum, M. & McDonald, M. 2007. Marketing in a nutshell. Elsevier Ltd. UK.

Surakka, A. 2012. (or newer edition). Access to Finnish law. WSOY. Helsinki.

Vitale, R., Giglierano, J. & Pfoertsch, W. 2011. Business to Business Marketing. Pearson Education. Selected chapters.

Walther L. M., Skousen C. J.: The Accounting Cycle, bookboon.com, 2009  
<http://bookboon.com/en/textbooks/accounting/the-accounting-cycle>

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has a vague understanding of his/her own internal entrepreneurial attitude and the role of entrepreneurial activity in the society. He/she has some knowledge and understanding of the wide variety of expertise required in creating a business idea and founding and running a business. He/she identifies the basic marketing concepts, knows the sources of law and identifies some of the legal concepts, as well as accounting principles and percentage calculations at least in one of areas: indexes, simple or compound interest calculations. The student's risk awareness is limited.	The student recognises his/her own internal entrepreneurial attitude and understands the role of entrepreneurial activity in the society well. He/she has a good knowledge and understanding of the wide variety of expertise required in creating a business idea and in founding and running a business. He/she identifies well the marketing concepts and knows the most important legal concepts and principles, as well as accounting principles and percentage calculations at least in three of areas: indexes, simple or compound interest calculations. The student's risk awareness is on a realistic level.	The student's own internal entrepreneurial attitude is well developed, and the role of entrepreneurial activity is natural to him/her. The student has an excellent knowledge and understanding of the wide variety of expertise required in creating a business idea and in founding and running a business. Without any difficulty he/she identifies the marketing concepts and is familiar with the sources of law and the legal concepts and principles, as well as accounting principles and percentage calculations in all four areas: indexes, simple or compound interest calculations. The student's risk awareness is on a very realistic level.



<b>Skills</b>	The student can partly collect and analyse the marketing and legal data, and use financial and mathematical calculations needed in creating business ideas. He/she rarely uses the viewpoints of other students to widen his/her own thinking and seldom finds some connections between different perspectives related to entrepreneurship.	The student can collect and analyse the marketing and legal data, and use financial and mathematical calculations needed in creating business ideas. He/she sometimes uses the viewpoints of other students to widen his/her own thinking and finds connections between different perspectives related to entrepreneurship.	The student can independently collect and analyse the marketing and legal data, and use financial and mathematical calculations needed in creating realistic business ideas. He/she actively uses the viewpoints of other students to widen his/her own thinking and easily finds connections between different perspectives related to entrepreneurship.
<b>Competence</b>	The student mostly works professionally in multicultural teams in order to create a realistic business idea with the required marketing tools, legal norms and financial and mathematical estimates. He/she seldom generates new ideas to enhance entrepreneurial activity. The student shows poor service and sales orientation as required by the HH3S policy.	The student works very professionally in multicultural teams in order to create a realistic business idea with the required marketing tools, legal norms and financial and mathematical estimates. He/she generates new ideas to enhance entrepreneurial activity. The student shows good service and sales orientation as required by the HH3S policy.	The student can fully professionally engage in creating a realistic business idea with the required marketing tools, legal norms and financial and mathematical estimates. Working in multicultural teams without any difficulty is natural to him/her. He/she generates innovative ideas to enhance entrepreneurial activity. The student shows excellent service and sales orientation as required by the HH3S policy.

### Modes of assessment and their weights

Course Themes	Assessment Target	% of the Theme Grade	% of the Total Course Grade
Part A Theme 1 Entrepreneurship	Assignment/Interview of Entrepreneurs Business idea development process and presentation Class activity	40 % 40 % 20 %	16.7 %
Part A Theme 2 Law for a New Business 1	Assignments Class activity Evaluation on participation activity an duly transmitted assignment papers contributes to the grade of Law for a New Business 2)	passed/failed passed/failed	8,2%
Part B Customer Oriented Operation Planning 1	Class activity Workshop/PBL Exam Project work Company networking (day versions)	20-30% 30-40% 20% 20% passed/failed	41,7%
Part C Business Mathematics	Exam Assignments	80% 20%	33.4%

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.

## **Basic Communication in Finnish 1 (for International students)**

Code: FIN1LF002

Extent: 3 ECTS (81 h)

Timing: Semester 2

Language: English and Finnish

Level: Basic Studies (Language studies)

Type: Compulsory

### **Prerequisites**

Student has successfully completed the course Starting My Finnish Language Studies FIN1LF001. The course is part of the module Providing a Toolkit for a New Business.

### **Learning outcomes**

Upon successful completion of the course, the student

- can talk about and understand the essential information related to oneself, other people and daily routines
- can understand and use basic vocabulary and sentences in familiar everyday situations
- can recognize the most important differences between spoken and standard Finnish
- can handle short social situations and interact with Finnish-speaking people in everyday situations
- is aware of and able to use the language learning strategies appropriate for oneself
- is able to use the surrounding language environment to develop one's language skills
- has enhanced his/her HH3S competences as applicable to the course.

### **Course contents**

This course increases student's knowledge of Finnish language and culture. The purpose is for students to achieve basic level language skills that enable them to cope in everyday situations and participate in everyday communication. Themes handled during this course are everyday life, home and living, traveling and local environment. The course corresponds to the A2.1 level of the Common European Framework.

- Pronunciation
- Telling about and describing oneself, other people and everyday matters
- Asking and giving information in everyday situations
- Taking part in common everyday conversations
- Vocabulary and key phrases for everyday needs

### **Teaching and learning methods**

Contact lessons

Oral and written exercises (independent, pair, group)

Homework and preparation for lessons

Assignments

DVD / CD / Internet material

Learning games

Accreditation of prior learning (APL)  
The assessment of one's own learning 1 h

Students may demonstrate their command of the aims and contents of the course obtained through nonformal and/or informal learning by taking part in the APL procedure. In such cases, evaluation on the 0-5 scale is based on a written test (60%) and personal interview (40%).

## Teachers with the main responsibility for the course

Tuula Jäppinen  
Sirkka Kortetjärvi-Nurmi

## Course materials

Gehring, S. & Heinzmann, S. 2010. Suomen mestari 1. Finn Lectura. Helsinki. Chapters 6-7.

## Assessment criteria

All assessment components must be completed successfully to pass the course. Evaluation is based on the following criteria:

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student knows some basic vocabulary and understands sentences and some main points in simple texts in familiar, everyday situations.	The student understands basic vocabulary and sentences and main points in simple texts in everyday situations.	The student understands well the basic vocabulary and sentences and simple texts in everyday situations.
<b>Skills</b>	The student is able to use only some basic vocabulary and sentences in familiar, everyday situations. He/she has difficulties interacting with Finnish-speaking people in everyday situations.	The student can use basic vocabulary and sentences in everyday situations. He/she is able to interact with Finnish-speaking people in familiar, everyday situations.	The student masters well the basic vocabulary and sentences in everyday situations. He/she can interact with Finnish-speaking people in everyday situations.
<b>Competence</b>	The student shows poor activity and minor independent investment to his/her learning process. The student is able to deal with only some of the communicative situations handled during the course. The student shows poor service and sales orientation as required by the HH3S policy.	The student participates actively and can act independently as a language learner. The student is able to deal with the communicative situations handled during the course. The student shows good service and sales orientation as required by the HH3S policy.	The student participates very actively and can act independently and efficiently as a language learner. The student masters well the communicative situations handled during the course. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Modes of assessment and their weights  
Attendance and class contribution 30%  
Assignments (in Moodle) 10%  
Examination 60%

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.

## **Finnish Business Communication 1**

Code: FIN1LF009  
Extent: 3 ECTS (81 h)  
Timing: Semester 1  
Language: Finnish  
Level: Basic studies (Language studies)  
Type: Compulsory to all Finnish-speaking students

### **Prerequisites**

The student has successfully completed the module LEALF1 studies and module ECOLF1 studies. The course is part of the module Providing a Toolkit for a New Business and integrated with Developing Entrepreneurial Competences and Basic Communication in Finnish 1 (for International students).

### **Learning outcomes**

Upon successful completion of the course, the student

- is familiar with the linguistic and stylistic conventions of business writing in Finnish
- is able to write different types of effective business letters and other documents in Finnish
- has developed further his/her information searching skills as well as his/her skills to write coherent and reader-friendly reports and essays for business and study purposes
- understands the importance of communication in companies and other organizations
- understands how professional communication skills can be a means to further one's career
- has enhanced his/her HH3S competences as applicable to the course.

### **Course contents**

- Communication and company image
- Linguistic and stylistic conventions of Finnish business writing
- Language planning
- Information search
- Reporting
- The purchasing process: sales letters, request for quotation, quotation, order, order confirmation, complaint, replying a complaint, reminder

### **Cooperation with the business community**

Real business based examples and cases, guest speakers, company visits as appropriate

### **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation

## Teaching and learning methods

Lectures  
Elearning  
Assignments  
Project work  
The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility for the course

Sirkka Kortetjärvi-Nurmi  
Anja Rosenström

## Course materials

Kortetjärvi-Nurmi, S. & Kuronen, M-L. & Ollikainen, M. 2011. Yrityksen viestintä. 5.–7. painos. Edita. Helsinki.

Additional reading: Iisa, K. & Oittinen, H. & Piehl, A.2012. Kielenhuollon käsikirja. 7. laajennettu ja päivitetty painos. Yrityskirjat. Helsinki.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student understands the importance of communication as a success factor of companies and other organizations. He/she has the basic knowledge of Finnish business communication.	The student understands the importance of communication as a success factor of companies and other organizations. He/she has a good knowledge of Finnish business communication.	The student understands the importance of communication as a success factor of companies and other organizations. He/she has a very good knowledge of Finnish business communication.
<b>Skills</b>	The student does the assignments on time and has satisfactory skills to produce business related texts according to the conventions of the given genre.	The student does the assignments on time and has good skills to produce business related texts according to the conventions of the given genre.	The student does the assignments on time and has excellent skills to produce business related texts according to the conventions of the given genre.
<b>Competence</b>	The student shows satisfactory activity and initiative in the learning process. The student shows poor service and sales orientation as required by the HH3S policy.	The student shows activity and initiative in the learning process and is willing to develop her/his own communicative skills. The student shows good service and sales orientation as required by the HH3S policy.	The student shows excellent activity and initiative in the learning process and is willing to develop her/his own communicative skills target-oriented. The student shows excellent service and sales orientation as required by the HH3S policy.

## **Modes of assessment and their weights**

Active participation and assignments 50%

Exam 50%

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.

# **Business Planning for a Start-up**

Code: BUS1LF002

Extent: 12 ECTS (324 h), Part A (2+1+1 ECTS), Part B (4 ECTS), Part C (2+2 ECTS)

Timing: Semester 2

Language: English

Level: Basic studies

Type: Compulsory

## **Prerequisites**

The student has successfully completed the module LEALF1 and module ECOLF1 studies and the course BUS1LF001 Developing Entrepreneurial Competences. The course is part of the module A Business Plan with an International Dimension and integrated studies with Finnish 4 (for International Students) and Finnish Business Communication 3 (for Finnish students).

## **Learning outcomes**

Upon successful completion of the course, student

- is able to create a sustainable business idea for a business with an international dimension
- has assumed entrepreneurial approach in team and project working
- has a basic knowledge on the competition law
- is able to take into account the legal requirements set for establishing a business
- knows the importance of supply chain and logistics in business operations and is able to consider and create customer service elements both in forward and reverse logistics and in service offerings (service designer and orchestrator)
- solves advanced business related mathematical problems
- knows how to calculate and compare different financial instruments
- is able to create internal services in order to produce external services for sale (service provider)
- is able to use Excel in a professional way (digi-applier)
- learns different factors influencing on profitability for feasible business plan
- is able to make decisions on a variety of options available for business planning
- has further developed his/her project management skills and analytical skills
- is able to write a Business Plan report in a professional way
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

The course contents and topics are based on the integrated parts:

### **Part A (2+1+1 ECTS)**

#### **Theme 1: Entrepreneurship and Law for a New Business 2**

- Further elaboration of the business idea
- Preparing the business plan
- Developing the competitive advantage
- Building and using networks
- Financing start ups/SME
- Franchising
- Registration process of a new company
- Presentation skills/Presenting the Business Plan to financiers

#### **Theme 2: Customer Oriented Operations Planning 1**

- Marketing planning as a part of a business planning process

### **Theme 3: Writing Academic Reports in English**

- Academic reporting in English

### **Part B: Customer Oriented Operation Planning 2 (4 ECTS)**

- Introduction to supply chain management and logistics in business operations
- Competing through logistics
- Considering customer service vs. logistics costs and creating value for the customer through various customer service elements in forward and reverse logistics and in service offerings
- Understanding environmental impacts of logistics
- Selecting suppliers
- Planning physical distribution (warehousing, materials handling, transportation, packaging, order processing, customer service)
- Planning reverse logistics (customer returns and recycling)
- Analyzing logistics flows (material and information flows) in the supply chain
- Creating a cross-functional flowchart and order fulfilment process

### **Part C: Business Mathematics and Accounting for a New Business 2 (2+2 ECTS)**

- Forecasting revenues, sales budget
- Pricing of products and services
- Estimation of operational costs
- Profitability, feasible Business Plan
- Required investments and working capital
- Bank loans and other financial instruments
- Annual percentage rate of charge for loans and credits

### **Cooperation with the business community**

Data collecting through networking with companies, guest speakers and company visits

### **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation

### **Teaching and learning methods**

PBL-tutorials

Case studies

Workshops

Independent studies

Assignments and homework

The assessment of one's own learning 1 h

### **Accreditation of prior learning**

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

### **Teachers with the main responsibility for the course**

Ville Hanni

Pertti Tilli



Mervi Riikonen  
 Jutta Heikkilä  
 Mika Mustikainen  
 Soile Kallinen  
 Anna Kimberley  
 Timo Pöysti  
 Anne Arkima  
 Maija Suonpää

## Course materials

Bruce R. Barringer 2009. Preparing Effective Business Plans, An Entrepreneurial Approach. Pearson International Edition.

Heikkilä, J. 2010. Business Mathematics, Part 2.

Heikkilä, J. Spring 2014. Business Mathematics. Part 2 – with Excel.

Tsoradikis, Papadoulos, Zerres, Zerres. 2008. Break-Even Analysis. Bookboon free download: <http://bookboon.com/fi/break-even-analysis-1-ebook>.

Walther, Skousen. 2010. Cost Analysis: Managerial and Cost Accounting. 1st ed. Bookboon free download: <http://bookboon.com/fi/cost-analysis-ebook#download>.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has a limited knowledge and understanding on a business planning process. He/she identifies the basic concepts of logistics within a supply chain, and knows most of the legal concepts needed in planning a business. His/her understanding of profitability thinking is weak in a sense of sales forecasting, cost estimations and profits. He/she knows only some of the calculations related to payments, interest rates and investments. He/she is familiar with the concepts of plagiarism, and the ways to avoid it in academic writing. He/she is familiar with Haaga-Helia's guidelines for writing academic reports.	The student has a good knowledge and understanding on a business planning process. He/she describes well the role and importance of logistics within a supply chain, and understands most of the legal provisions related to planning a business. His/her understanding of profitability thinking is good. He/she is able to cope with sales forecasting, cost estimations and profit sensitivity factors. He/she knows many of the calculations related to payments, interest rates and investments. He/she knows how to use Haaga-Helia's guidelines for writing academic reports.	The student has excellent knowledge and understanding on a business planning process. He/she describes in depth the role and importance of logistics within a supply chain, and has a sound understanding of the legal provisions related to planning a business. Profitability thinking is a natural part of his/her business planning in a sense of making a realistic sales budget, cost calculations and profit sensitivity analysis. He/she manages without difficulty the calculations related to payments, interest rates and investments. He/she is able to consider customer service elements in product or service offerings. He/she uses Haaga-Helia's guidelines for writing academic reports in all written assignments without any difficulties.
<b>Skills</b>	The student's ability to apply the theories on	The student's ability to apply the theories on	The student's ability to apply the theories on

	marketing, logistics, accounting, law, business mathematics and basic managerial accounting for business planning purposes is weak. He/she can partly manage business planning as a project, and combine the various elements into the final realistic plan. He/she rarely uses the viewpoints of other students to widen his/her own thinking and seldom finds some connections between different perspectives in business planning. Writing an acceptable business plan report in English is possible only with the help of the supervisor.	marketing, logistics, accounting, law, business mathematics and basic managerial accounting for business planning purposes is good. He/she manages relatively well business planning as a project, and combines the various elements into the final realistic plan. He/she uses the viewpoints of other students to widen his/her thinking and finds connections between different perspectives in business planning. Writing an acceptable business plan report in English is relatively easy for him/her.	marketing, logistics, accounting, law, business mathematics and basic managerial accounting for business planning purposes is excellent. He/she manages well business planning as a project, and combines the various elements into the final realistic plan without difficulty. He/she uses actively the viewpoints of other students to widen his/her thinking, and finds connections between different perspectives in business planning. Writing an acceptable business plan report in English is easy for him/her.
<b>Competence</b>	The student works fairly professionally in multicultural teams in order to create a realistic business plan with the required marketing tools, legal norms, supply chain principles, financial and mathematical estimates. His/her entrepreneurial thinking and time-management skills are still limited for independent planning work. He/she uses Haaga-Helia guidelines for writing academic reports to some extent. The student shows poor service and sales orientation as required by the HH3S policy.	The student works professionally in multicultural teams in order to create a realistic business idea with the required marketing tools, supply chain principles, legal norms, and financial and mathematical estimates. His/her entrepreneurial thinking and time-management skills are relatively good for independent planning work. He/she uses Haaga-Helia guidelines for writing academic reports in most written assignments. The student shows good service and sales orientation as required by the HH3S policy.	The student is fully professionally engaged in creating a realistic business plan with the required marketing tools, supply chain principles, legal norms and financial and mathematical estimates. Working in multicultural teams without any difficulty is natural to him/her. His/her entrepreneurial thinking and time-management skills are excellent for independent planning work. He/she uses Haaga-Helia guidelines for writing academic reports in all written assignments, and produces excellent professional pieces of writing. The student shows excellent service and sales orientation as required by the HH3S policy.

### Modes of assessment and their weights

Course Themes	Assessment Targets	% of the Theme Grade	% of the Course Grade
<b>Theme 1a</b> Entrepreneurship	Examination Business Plan (chapters 2, 3 and 4) Class activity	40% 40% 20%	16.7%

Course Themes	Assessment Targets	% of the Theme Grade	% of the Course Grade
<b>Theme 1b</b> Law for a New Business 2	Business Plan (legal approach) Participation activity (assignments & class activity in Law for a New Business 1 & 2) Exam	30% 20% 50%	8.3%
<b>Theme 2</b> Customer Orientated Operation Planning	Individual contribution (PBL performance and class tasks) Business Plan (Operational Plan) Exam	20/40% 30/30% 50/30%	33.3%
<b>Theme 3a</b> Business Mathematics	Assignments Exam Business Plan calculations	20% 70% 10%	16.7%
<b>Theme 3b</b> Accounting for a New Business	Business Plan (Financial calculations) Exam	20% 80%	16.7%
<b>Theme 4</b> Writing Academic Reports in English	Written assignments Business plan Exam	50% 20% 30%	8.3%
<b>Final Grade</b>			

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.

## Basic Communication in Finnish 2 (for International students)

Code: FIN1LF003

Extent: 3 ECTS (81 h)

Timing: Semester 2

Language: English and Finnish

Level: Basic studies (Language studies)

Type: Compulsory

### Prerequisites

Student has successfully completed the course Basic Communication in Finnish 1 FIN1LF002. The course is part of the module A Business Plan with an International Dimension.

### Learning outcomes

Upon successful completion of the course, the student

- is able to share information related to familiar everyday topics and describe aspects of one's background (studies, working experience, etc.)

- can understand and use basic vocabulary and sentences in everyday situations
- can understand simple texts and produce simple connected texts on topics which are familiar and of personal interest
- can understand discussions in Finnish on basic, everyday subjects and knows the main differences between spoken and standard Finnish
- can recognize one's own strengths and development areas as a language learner
- can use language learning strategies appropriate for oneself and set personal language learning goals
- has the confidence and ability to use Finnish in familiar everyday situations
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

This course develops student's ability to understand and use Finnish language further and activates the language skills learned earlier. The purpose is that students will be encouraged and able to use Finnish in everyday situations. Themes handled during this course are everyday life, groceries, services, social relations and working life. The course corresponds to the A2.2 level of the Common European Framework.

- Telling about and describing everyday matters, events, one's opinions and experiences
- Shopping, ordering and running errands
- Asking and giving information in everyday situations
- Compliments and being polite in Finnish
- Taking part in common everyday conversations
- Main characteristics of spoken Finnish
- Vocabulary and key phrases for everyday and working life needs

## Teaching and learning methods

Contact lessons

Oral and written exercises (independent, pair, group)

Homework and preparation for lessons

Assignments

DVD/CD/Internet material

Learning games

The assessment of one's own learning 1 h

Accreditation of prior learning (APL) Students may demonstrate their command of the aims and contents of the course obtained through nonformal and/or informal learning by taking part in the APL procedure. In such cases, evaluation on the 0-5 scale is based on a written test (60%) and personal interview (40%).

## Teachers with the main responsibility for the course

Tuula Jäppinen

Sirkka Kortetjärvi-Nurmi

## Course materials

Gehring, S. & Heinzmann, S. 2010. Suomen mestari 1. Finn Lectura. Helsinki. Chapters 8-9.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
Knowledge	The student knows some	The student understands	The student understands

	basic vocabulary and understands sentences and some main points in short texts related to everyday topics and situations. He/she knows only the most frequent differences between spoken and standard Finnish.	basic vocabulary and sentences and main points in short texts related to everyday topics and situations. He/she knows the main differences between spoken and standard Finnish.	well the basic vocabulary and sentences and short texts related to everyday topics and situations. He/she understands the main differences between spoken and standard Finnish.
<b>Skills</b>	The student is able to use only some basic vocabulary and sentences. He/she has difficulties producing simple, connected texts on familiar topics. He/she has poor confidence and ability to use Finnish in familiar everyday situations.	The student can use basic vocabulary and sentences. He/she is able to produce simple, connected texts on familiar topics. He/she has confidence and ability to use Finnish in familiar everyday situations.	The student can use basic vocabulary and sentences fluently and efficiently. He/she is able to produce simple, connected texts on everyday topics. He/she has good confidence and ability to use Finnish in familiar everyday situations.
<b>Competence</b>	The student shows poor activity and minor independent investment to his/her learning process. The student is able to deal with only some of the communicative situations handled during the course. The student shows poor service and sales orientation as required by the HH3S policy.	The student participates actively and can act independently as a language learner. The student is able to deal with the communicative situations handled during the course. The student shows good service and sales orientation as required by the HH3S policy.	The student participates very actively and can act independently and efficiently as a language learner. The student masters well the communicative situations handled during the course. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Attendance and class contribution 20%

Assignments (in Moodle) 20%

Examination 60%

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.

## **Finnish Business Communication 2**

Code: FIN1LF010

Extent: 3 ECTS (81 h)

Timing: Semester 2

Language: Finnish

Level: Basic studies (Language studies)

Type: Compulsory to all Finnish-speaking students

### **Prerequisites**

The student has successfully completed the module LEALF1 studies, module ECOLF1 studies and the course BUS1LF001 Developing Entrepreneurial Competences. The course is part of the module A Business Plan with an International Dimension and integrated with Business Planning for a Start-up and Basic Communication in Finnish 2 (for international students).

## **Learning outcomes**

Upon successful completion of the course, the student

- understands the strategic role of communication in companies and other organizations
- understands the role of media relations in managing reputation
- uses communication as a tool in implementing corporate strategy
- produces and delivers various kinds of texts and presentations aimed at diverse types of Finnish-speaking audiences
- has developed further his/her writing skills in Finnish in the context of internal and external corporate communication
- is able to deliver professional presentations in Finnish
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

The aim of the course is to introduce the students to the corporate communications function. The course examines communication issues, structures, policies and practices in companies operating in Finland and gives insight into how corporate strategy is implemented through communication. The course has a practical orientation, drawing on both theoretical knowledge and personal communication skills.

- Functions of corporate communication
- Reputation management
- Internal communication
- Change communication
- Crisis communication
- Investor relations
- Media relations
- Digital communication
- Integrated marketing communications
- Public relations
- Corporate social responsibility communications

## **Company Cooperation**

Real business based examples and cases, guest speakers, company visits as appropriate

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation

## **Teaching and learning methods**

Contact sessions (for day programme), virtual session (for evening programme)

Exercises, presentations

Assignments

Company-based project work in teams

Company visits, guest lectures

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility for the course

Sirkka Kortetjärvi-Nurmi  
Anja Rosenström

## Course material

Juholin, E. 2013. *Communicare! Kasva viestinnän ammattilaiseksi*. Management Institute of Finland MIF. Helsinki.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student understands and describes corporate communications as a strategic tool for companies and other organizations. He/she has a basic theoretical knowledge of corporate communications. He/she knows the most relevant concepts and can partly apply them to new contexts.	The student understands and clearly describes corporate communications as a strategic tool for companies and other organizations. He/she has a good theoretical knowledge of corporate communications. He/she knows the relevant concepts and can apply them to new contexts.	The student understands and very clearly describes corporate communications as a strategic tool for companies and other organizations. He/she has a very good theoretical knowledge of corporate communications. Her/his use of the relevant concepts in new contexts is very accurate.
<b>Skills</b>	The student has satisfactory skills to produce and deliver professional texts and presentations in Finnish for corporate communications purposes.	The student has good skills to produce and deliver professional texts and presentations in Finnish for corporate communications purposes.	The student has excellent skills to produce and deliver professional texts and presentations in Finnish for corporate communications purposes.
<b>Competence</b>	The student shows satisfactory activity and initiative in the learning process. The student shows poor service and sales orientation as required by the HH3S policy.	The student shows activity and initiative in the learning process. He/she is willing to develop her/his own communicative skills in the context of internal and external corporate communications. The student shows good service and sales orientation as required by the HH3S policy.	The student shows excellent activity and initiative in the learning process. He/she is willing to develop her/his own communicative skills target-oriented in the context of internal and external corporate communications. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Active participation and assignments 30%  
Project work 30%  
Exam 40%

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.

## **Global Business Environment**

Code: IBU2LF001

Extent: 6 ECTS (162 h)

Timing: Semester 3

Language: English

Level: Joint Professional Studies

Type: Compulsory

### **Prerequisites**

The student has successfully completed the Basic Studies (= the two first semester courses). The course is part of the module Assessing Global Economic and Legal Environment and integrated with the course of Multicultural Business Communication in English.

### **Learning outcomes**

Upon successful completion of the course, the student

- knows the core concepts of trade theories and international law
- understands the importance of a competitive advantage for a company operating in global markets
- is able to analyze the risks related to the foreign exchange and investment markets
- knows the key instruments to manage exchange and investment risks
- knows the legal determinants of the applicable law for the transactions both globally and in the European Union
- is familiar with risks involved and issues necessary to be included in international business contracts
- understands the prohibitions on international competition restrictions
- understands how international disputes are resolved
- has enhanced his/her HH3S competences as applicable to the course.

### **Course contents**

#### **Theme 1: International Economics and Finance**

- Classic and modern trade theories
- Competitive advantage of a firm
- Trade policies
- Foreign exchange markets
- Determination of exchange rates
- Managing foreign exchange risk and exposure

#### **Theme 2: International Business Law**

- Sources of international law
- Different legal systems
- Basic legal principles and legislative framework of the European Union
- Conflicts of laws and jurisdiction
- Dispute resolution
- International contracts and trade
- International competition law principles



## Cooperation with the business community

Guest speakers, real business-based examples and cases.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Contact lessons and exam

Case studies

Team work and project work

Independent studies

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility for the course

Sami Hartikainen

Janne Jokinen

Matti Perttu

Satu Pitkänen

Seppo Suominen

## Course materials

August, R., Mayer, D., Bixby, M. 2013. International Business Law. 5th edition. Prentice Hall. New Jersey.

The United Nations Convention on Contracts for the International Sale of Goods. 1980. Vienna.

Husted & Melvin. International Economics. Pearson. 2012, 9th edition. or

Krugman. P., Obstfeld, M. & Melitz. M. 2012. International Economics: Theory and Policy. Pearson. Boston. Selected chapters.

## Assessment criteria

<b>Grade/Learning Outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
<b>Knowledge</b>	The student has a limited understanding of the key theories, concepts and the principles of international economy and law.	The student has some understanding of the key theories, concepts and the principles of international economy and law.	The student has a good understanding of the theories, concepts and principles of international economy and law.
<b>Skills</b>	The student has a limited capability of analyzing in a team the effects of international economy and law on a firm.	The student is independently capable of analyzing some of the effects of international economy and law on a firm.	The student is independently capable of analyzing the effects and opportunities of international economy and law on a firm.
<b>Competence</b>	The student poorly applies	The student is able to	The student is able to

	some of the tools and principles used in assessing risks of international business environment for a company's market entry. The student shows poor service and sales orientation as required by the HH3S policy.	relatively independently apply the basic tools and principles used in assessing risks of international business environment for a company's market entry. The student shows good service and sales orientation as required by the HH3S policy.	independently and professionally apply tools and principles used in assessing risks of international business environment for a company's market entry. The student shows excellent service and sales orientation as required by the HH3S policy.
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### Modes of assessment and their weights

Assessment	Assessment target	% of theme grade	% of course grade
<b>Targets (in Winha)</b>	<i>Minimum grade of 1 required for all targets.</i>		
<b>Theme 1</b> International Economics	Attendance: Active and purposeful contribution to class activities	33 1/3 %	<b>50%</b>
	Project	33 1/3%	
	Examination	33 1/3%	
	Theme total	100%	
<b>Theme 2</b> International Law	Daily class work: Active participation, problem-solving skills, rational comments	10%	<b>50%</b>
	Assignment	20%	
	Project	30%	
	Examination	40%	
	Theme total	100%	

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.

## Multicultural Business Communication in English

Code: COM2LF001

Extent: 3 ECTS (81 h)

Timing: Semester 3

Language: English

Level: Joint Professional Studies

Type: Compulsory

### Prerequisites

The student has successfully completed the Basic Studies (= the two first semester courses). The course is part of the module Assessing Global Economic and Legal Environment and integrated with Global Business Environment.

## Learning outcomes

Upon successful completion of the course, the student

- is able to decipher and take into account the effect of cultural (organisational, national, etc.) differences and expectations in using English in global business contexts.
- manages multicultural business communication situations appropriately in English.
- has professionally advanced written communication competencies
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

- Business communication in multicultural setting with English as the lingua franca
- Identifying, analysing and understanding the cultural aspects of business communication in English
- Workplace communication in English
- Spoken and written communication with company-external partners
- The characteristics of different communication media (spoken, written, electronic, etc.)

## Cooperation with the business community

Company guest speakers.

## International dimension

The number of international students tends to assure a life-like multicultural atmosphere in which to test out the ability to effectively communicate with English as a lingua franca.

## Teaching and learning methods

Contact lessons

Individual, pair and team assignments

Independent studies

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility for the course

Kevin Gore

Teppo Varttala

## Course materials

Course Textbook: Mascull, B. (2005 or later). Business Vocabulary in Use, Advanced. Cambridge University Press: Cambridge, UK. ISBN: 0-521-54070-4

Additional reading material provided by the teacher

## Assessment criteria

<b>Grade/Learning Outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
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<b>Knowledge</b>	Upon completion of the course, the student is able to decipher and take into account the effect of cultural organizational, national, etc.) differences and expectations in using English in global business contexts.	Upon completion of the course, the student can effectively decipher and take into account the effect of cultural (organizational, national, etc.) differences and expectations in using English in global business contexts.	Upon completion of the course, the student can very effectively decipher and take into account the effect of cultural (organizational, national, etc.) differences and expectations with a high degree of culture-specific knowledge in using English in global business contexts.
<b>Skills</b>	He/she has basic written communication skills to draft a proposal and can elaborate on a specific area of business with general vocabulary.	He/she has good written communication skills to draft a proposal and can elaborate on a specific area of business with appropriate vocabulary.	He/she has professionally advanced written communication skills to draft a proposal and can elaborate on a specific area of business with precise vocabulary.
<b>Competence</b>	He/she can manage multicultural business communication situations with basic competence and the help of a supervisor in English. The student shows poor service and sales orientation as required by the HH3S policy.	He/she can manage multicultural business communication situations appropriately and relatively independently in English. The student shows good service and sales orientation as required by the HH3S policy.	He/she can manage multicultural business communication situations with excellence and very independently in English. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Active participation 15%

Assignments 45%

Exam 40%

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.

# **Ethical Sourcing**

Code: BUS2LF002

Extent: 6 cr

Timing: Semester 3

Language: English

Level: Joint Professional Studies

Type: Compulsory

Integrated studies: Business Negotiations and Contracts

Module: Managing Resources for Business

## **Prerequisites**

Basic studies successfully completed.

## **Learning outcomes**

Upon successful completion of the course, the student

- identifies challenges that internationalisation presents to supply chain management
- identifies the activities and global intermediaries in the global supply chain
- understands how international purchasing contributes to competitive advantage
- considers the roles and risks of outsourcing
- understands the value of human resource (HR) as a strategic asset and human resource management (HRM) as a strategic business function and partner
- understands the key HRM processes designed to manage and lead the human resource to produce competitive advantage
- understands how HRM is integrated with the supply chain
- is able to consider ethical issues related to SCM and HRM planning and management.

## **Course contents**

### **Theme 1: Principles of International Supply Chain Management**

- role and importance of purchasing in the supply chain
- global intermediaries in the global supply chain
- logistics services in the international logistics market
- role and risks of outsourcing
- ethical approach in supply chain operations

### **Theme 2: People as a Resource**

- human resource as a core strategic asset (SA)
- human resource management process and strategic partnership
- contractual options and HR planning, flexibility, diversity and equality
- role and risks of outsourcing parts of HR management processes
- CSR and ethical issues in HR management

### **Cooperation with the business community and other organisations**

Company cases and/or company guest speakers, company visits.

### **International dimension**

Cases from MNC's, international logistics services.

## Teaching and learning methods

- contact -based tuition
- student presentations
- social learning methods (e.g. poster walk, world café)
- investigative learning approach (e.g. information search and knowledge sharing)
- individual and/or team assignments (e.g. cost-management calculations)
- integrated project assignment (themes 1 and 2)
- The assessment of one's own learning 1 h

## Alternative Completions

Based on accreditation of prior learning application.

## Teachers with the main responsibility for the course

Kallinen Soile (Theme 1)

San Miguel Elizabeth (Theme 2)

## Course material

Articles selected by tutors

Armstrong, M. 2006. Handbook of Human Resource Management Practice. 10 edition. Kogan Page. Available for free from [www.haaga-helia.fi](http://www.haaga-helia.fi) > Library > eResources > eBooks (in the left-hand menu)

Bloomberg, D.J., LeMay, S. & Joe, H.B. 2002. Logistics. Prentice Hall. Upper Saddle River. Chapter 18. HAAGA-HELIA library's electronic databases.

Harrison., A. & Van Hoek, R. 2005. Logistics Management and Strategy. 2nd edition. Prentice Hall. Harlow. Chapter 4.

Ministry of Transport and Communications Finland. 2009. Finland State of Logistics 2009. Publications of the Ministry of Transport and Communications 21/2009.

[http://www.lvm.fi/c/document\\_library/get\\_file?folderId=339549&name=DLFE-7505.pdf&title=Finland%20State%20of%20Logistics%202009%20\(LVM21/2009\)](http://www.lvm.fi/c/document_library/get_file?folderId=339549&name=DLFE-7505.pdf&title=Finland%20State%20of%20Logistics%202009%20(LVM21/2009)).

Pilbeam, St. & Corbridge, M. 2006. People Resourcing. Contemporary HRM in Practice. 3rd edition. Pearson Education Ltd. Harlow. Official HRM course book recommended for purchase.

OR

Pilbeam, St. & Corbridge, M. 2010. People Resourcing and Talent Planning. HRM in Practice. 4th edition. Pearson Education Ltd. Harlow. Official HRM course book recommended for purchase.

Van Weele, A. 2010. A. Purchasing and Supply Chain Management: Analysis, Strategy, Planning and Practice. Fifth edition. Cengage Learning EMEA. Official purchasing course book recommended for purchase.

## Assessment criteria

Grade/Learning Outcomes	1/Min. 40% competence level	3/Min. 70% competence level	5/Min. 90% competence level
<b>Knowledge</b>	<p><b><u>Principles of Int'l SCM</u></b></p> <p>I can understand and describe at some level alone the role, ethics and importance of outsourcing logistics services, global sourcing and supplier</p>	<p><b><u>Principles of Int'l SCM</u></b></p> <p>I can understand and describe very well the role, ethics and importance of outsourcing logistics services, global sourcing and supplier relationship as a part of global SCM.</p>	<p><b><u>Principles of Int'l SCM</u></b></p> <p>I can fully understand and describe in depth the role, ethics and importance of outsourcing logistics services, global sourcing and supplier</p>

	<p>relationship as a part of global SCM.</p> <p><b><u>People as a Resource</u></b></p> <p>I know the HRM processes in a company context.</p> <p>I can describe some interdependencies among HRM process components.</p> <p>I can name some ethical and outsourcing issues as they influence HRM and SCM activities.</p> <p><b><u>Both Themes</u></b></p> <p>My use of theories, models and concepts is somewhat inaccurate and superficial.</p> <p>I can give some real-life examples.</p> <p>My use different theories is very limited and I do not present my own models.</p>	<p><b><u>People as a Resource</u></b></p> <p>Student can explain the meaning of HRM processes in a few company contexts.</p> <p>Student can explain some interdependencies among HRM process components.</p> <p>Student can explain the importance of ethical and outsourcing issues as they influence HRM and SCM activities, as well as how HRM and SCM interact.</p> <p><b><u>Both Themes</u></b></p> <p>My use of theory and specific terminology is mostly accurate.</p> <p>My real-life examples are mostly relevant and accurate, and mostly support the theory.</p> <p>I sometimes use different theories, but seldom present my own models.</p>	<p>relationship as a part of global SCM.</p> <p><b><u>People as a Resource</u></b></p> <p>Student can estimate and compare the HRM processes in different company contexts.</p> <p>Student can estimate the interdependence of HRM process components.</p> <p>Student can estimate ethical and outsourcing issues as they influence HRM and SCM activities, as well as how HRM and SCM interact.</p> <p><b><u>Both Themes</u></b></p> <p>My use of theory and specific terminology is very accurate.</p> <p>My real-life examples are relevant and accurate, and support or challenge the theory.</p> <p>I use and combine different theories to present my own models.</p>
<p><b>Skills</b></p>	<p><b><u>Principles of Int'l SCM</u></b></p> <p>I can partly collect, analyse and assess the risks and the ethical issues related to outsourcing, global sourcing and global SCM issues at a satisfactory level.</p> <p><b><u>People as a Resource</u></b></p> <p>I can describe the HRM</p>	<p><b><u>Principles of Int'l SCM</u></b></p> <p>I can collect, analyse and assess the risks and the ethical issues related to outsourcing, global sourcing and global SCM issues at a good professional level.</p> <p><b><u>People as a Resource</u></b></p> <p>I can assess the HRM processes of a company.</p> <p>I can follow and assess</p>	<p><b><u>Principles of Int'l SCM</u></b></p> <p>I can collect, analyse and assess the risks and the ethical issues related to outsourcing, global sourcing and global SCM issues at an excellent professional level.</p> <p><b><u>People as a Resource</u></b></p> <p>I can assess the HRM processes of a company and suggest areas</p>

	<p>processes of a company.</p> <p>I can follow and discuss HRM-related news in the media to some degree.</p> <p><b><u>Both Themes</u></b></p> <p>I can rarely offer development ideas to improve SCM and HRM practices.</p> <p>I have a limited view of the themes and can apply only some concepts and models.</p> <p>I rarely use the viewpoints of other students to widen my own thinking and seldom find some connections between different perspectives.</p> <p>I reflect on and improve my learning process only occasionally.</p>	<p>HRM-related news in the media.</p> <p><b><u>Both Themes</u></b></p> <p>I can offer some ethical development ideas to improve SCM and HRM practices.</p> <p>I have an overall view of the themes and can mostly apply concepts and models.</p> <p>I sometimes use the viewpoints of other students to enhance my own thinking and can find some connections between different perspectives.</p> <p>I often reflect on and improve my learning process.</p>	<p>needing development.</p> <p>I can follow and assess critically HRM-related news in the media.</p> <p><b><u>Both Themes</u></b></p> <p>I can further develop SCM and HRM practices in an ethical way.</p> <p>I have a holistic view of the themes and can apply concepts and models logically.</p> <p>I use the viewpoints of other students to enhance my own thinking and I see the connection between different perspectives.</p> <p>I actively reflect on and improve my learning process.</p>
<b>Competence</b>	<p><b><u>Principles of Int'l SCM</u></b></p> <p>I mostly work professionally in a multicultural team. I can sometimes engage in problem identification and analysis, and suggest some solutions to outsourcing and global sourcing issues.</p> <p><b><u>People as a Resource</u></b></p> <p>I can discuss HRM issues including ethics and outsourcing using some professional terminology.</p> <p>I can prepare a description of a company's HRM</p>	<p><b><u>Principles of Int'l SCM</u></b></p> <p>I can work very professionally in a multicultural team. I can actively engage in problem identification and analysis, and solve outsourcing and global sourcing issues in an ethical way.</p> <p><b><u>People as a Resource</u></b></p> <p>I can discuss HRM issues including ethics and outsourcing using professional terminology.</p> <p>I can make an analysis of a company's HRM policies and activities at a basic level.</p>	<p><b><u>Principles of Int'l SCM</u></b></p> <p>I can fully engage in problem identification and analysis, and solve outsourcing and global sourcing issues in an ethical way.</p> <p><b><u>People as a Resource</u></b></p> <p>I can discuss HRM issues including ethics and outsourcing using professional terminology fluently.</p> <p>I can make an analysis of a company's HRM policies and activities</p>



	<p>policies and activities.</p> <p><b><u>Both Themes</u></b></p> <p>I mostly work professionally in a multicultural team.</p> <p>I rarely generate new and useful ideas. My ability to understand different viewpoints is limited. My comments sometimes lack logic. I rarely respond to or further develop comments of others. I seldom offer or expect knowledge that is accurate and relevant to the issue. I am rarely able to use evidence appropriate to the topic.</p> <p>I occasionally give and receive feedback.</p>	<p><b><u>Both Themes</u></b></p> <p>I can work professionally in a multicultural team.</p> <p>I can often generate new and useful ideas. I understand different viewpoints and argue my opinions understandably. Reasoning is mostly visible in my comments. I often respond to and further develop comments of others. I mostly offer and expect knowledge that is accurate and relevant to the issue. I am sometimes able to use evidence appropriate to the topic.</p> <p>I mostly give and receive feedback effectively.</p>	<p>at a medium level.</p> <p><b><u>Both Themes</u></b></p> <p>I can work very professionally in a multicultural team.</p> <p>I can generate new and useful ideas. I question different viewpoints and argue my opinions very logically. Reasoning is always visible in my comments. I seriously respond to and further develop comments of others. I put forth and demand knowledge that is accurate and relevant to the issue. I use evidence appropriate to the topic.</p> <p>I can give and receive feedback effectively.</p>
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## Modes of assessment and their weights

### Assessment criteria

- Performance in contact sessions
- Individual assignments
- Team assignments
- Integrated course project assignment
- World café and Learning café performance
- Exam

Assesment Targets (in Winha)	Assesment target	% of theme grade	% of total course grade
<b>Theme 1 Principles of International Supply Chain Management "SCM"</b>	Team Assignment 1: Int´ Logistics services	20%	42%
	Team Assignment 2: Purchasing	20%	
	PBL Sessions (3): individual	60%	
	Active, relevant and constructive contribution in class discussions and teams. - Shows critical thinking and is able to question current models and thinking. - Listens and builds dialogue based other students' contributions. - Asks relevant questions.		

	- Punctuality related to documentation of PBL sessions (role and document): discussion leader (Agenda), recorder (Tutorial memo), observer (Observation report), other team members (Feedback memo)		
	<b>Subtotal</b>	<b>100%</b>	
<b>Theme 2 People as a Resource “HRM”</b>	Assignment 1: Team	20%	42%
	Assignment 2: Team	25%	
	Assignment 3: Individual	35%	
	Assignment 4: Guest lecturer’s assignment	Pass/Fail	
	Assignment 5: Active, relevant and constructive contribution in all class discussions and teams. - Shows critical thinking and is able to question current models and thinking . - Listens and builds dialogue based other students' contributions. - Asks relevant questions.  Note: No separate assignment setting.	20%	
	<b>Subtotal</b>	<b>100%</b>	
<b>Integrated Course Project</b>	Integrated course project	16%	16%
			<b>100%</b>

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.

## **Business Negotiations and Contracts**

Code: LAW2LF001

Extent: 3 ECTS (81 h)

Timing: Semester 3

Language: English

Level: Joint Professional Studies

Type: Compulsory

### **Prerequisites**

The student has successfully completed the Basic Studies (= the two first semester courses). The course is part of the module Managing Resources for Business and integrated with Ethical Sourcing.

### **Learning outcomes**

Upon successful completion of the course, the student

- knows how to prepare him-/herself for a business negotiation with a (domestic and/or international) business partner
- understands both the seller’s and buyer’s roles in contract negotiations

- is able to debate and use various argumentation methods in different multicultural business negotiations successfully
- knows the issues to be considered when choosing a contract model and making legal arrangements for business
- understands the main principles of the law of contract (formation of a contract, invalidity of a contract)
- has a good knowledge of issues which must be taken into account when drawing up a contract
- understands the contract obligations and consequences in case of a breach of contract
- has the basic knowledge of contractual risk management
- is able to explain (paraphrase) the terms of a contract in plain English
- understands how one's position in a company and legal representation are linked in contract negotiations
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

- Different types of contract negotiations in business
- Negotiation skills and paraphrasing legal English in contracts
- Negotiations in B2B selling and buying processes
- Preparing a basic business contract draft for a negotiation setting
- Essential terms and conditions of business contracts, the legality of which is based in Finland

## **Cooperation with the business community**

Real business-based examples and cases, guest speakers.

## **International dimension**

Exposure to international contracts.

## **Teaching and learning methods**

Contact lessons

Role-playing exercises

Case studies

Assignments

Examinations

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

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

## **Teachers with the main responsibility for the course**

Kevin Gore

Satu Pitkänen

Janne Jokinen

Richard Cohen

Sanna Saarnia

## **Course materials**

Krois-Lindner, A. 2006. International Legal English. Cambridge University Press: Cambridge, UK.  
 Rosenberg, M. 2005. In Business. Cambridge University Press: Cambridge, UK.  
 Toiviainen Heikki. Introduction to Finnish Business Law. Edita. Helsinki 2008.

### Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	Upon completion of the course, he/she understands both the seller's and buyer's roles in contract negotiations. He/she knows the issues to be considered when choosing a contract model and making legal arrangements for business. The student understands the contract obligations and consequences in case of a breach of contract. He/She has the basic knowledge of contractual risk management. The student understands how one's position in a company and legal representation are linked in contract negotiations.	Upon completion of the course, he/she can explain both the seller's and buyer's roles in contract negotiations. He/she knows well the issues to be considered when choosing a contract model and making legal arrangements for business. The student can explain the contract obligations and consequences in case of a breach of contract. He/She has the good knowledge of contractual risk management. The student can explain how one's position in a company and legal representation are linked in contract negotiations.	Upon completion of the course, he/she can competently explain both the seller's and buyer's roles in contract negotiations. He/she has excellent command of the issues to be considered when choosing a contract model and making legal arrangements for business. The student can very competently explain the contract obligations and consequences in case of a breach of contract. He/She has the excellent knowledge of contractual risk management. The student can competently explain how one's position in a company and legal representation are linked in contract negotiations.
<b>Skills</b>	The student knows how to prepare him-/herself for a business negotiation with a (domestic and/or international) business partner. He/she is able to debate and use various argumentation methods in different multicultural business negotiations.	The student is able to appropriately prepare him-/herself for a business negotiation with a (domestic and/or international) business partner. He/she is able to effectively debate and use various argumentation methods in different multicultural business negotiations.	The student has excellent skills to prepare him-/herself for a business negotiation with a (domestic and/or international) business partner. He/she has excellent skills to be able to effectively debate and use various argumentation methods in different multicultural business negotiations.
<b>Competence</b>	He/She is able to explain (paraphrase) the terms of a contract in plain English with the help of a supervisor. The student shows poor service and sales orientation as required by the HH3S policy.	He/She is relatively independently able to explain (paraphrase) the terms of a contract in plain English. The student shows good service and sales orientation as required by the HH3S policy.	He/she is very independently able to explain (paraphrase) the terms of a contract in plain English. The student shows excellent service and sales orientation as required by the HH3S policy.

### Modes of assessment and their weights

Attendance 20%  
Assignments 30%  
Exams 50%

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.

## **Researching Target Markets**

Code: MAR2LF003  
Extent: 6 ECTS (162 h)  
Timing: Semester 4  
Language: English  
Level: Joint Professional Studies  
Type: Compulsory

### **Prerequisites**

The student has successfully completed the modules Working in an International Environment, Introduction to Global Business, Providing a Toolkit for a New Business and A Business Plan with an International Dimension. The course is part of the module Competing in Global Markets. The course Toolkit for Quantitative Surveys is highly recommended to take at the same time.

### **Learning outcomes**

Upon successful completion of the course, the student

- knows how to collect and analyse data related to customer behaviour
- is able to draw conclusions and to give recommendations
- knows how to use results in decisions making
- is able to create, recognize and evaluate quantitative market information (market predictor)
- is able to create graphical presentations to visualize concepts (service designer)
- is able to use Excel in a professional way (digi-applier)
- is able use online tools to create surveys and collect information (digi-applier)
- has developed his/her analytical, reasoning skills and both logical and critical thinking.
- has enhanced his/her HH3S competences as applicable to the course.

### **Course contents**

#### **Theme 1: International Market Research (4 ECTS)**

- Challenges in global marketing research; researching target markets, international country/customer segmentation
- Marketing research process
- Defining research problem, objectives and research design
- Secondary and primary data
- Sampling methods
- Survey as a data collection method
- Data collection forms (questionnaire, types of questions)
- Reporting research results

#### **Theme 2: Statistical Methods (2 ECTS)**

- Levels of measurement

- Descriptive statistics; frequency distributions, diagrams, averages, measures of dispersion
- Comparing statistics; cross-tabulations, scatter diagrams, correlation coefficients

## Cooperation with the business community

Real business-based projects.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Contact lessons 64 h

Independent studies 94 h

Exercises

Team assignments

A joint real business-based survey project with the Statistical Methods part and customer data base analyses for companies

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility for the course

Jutta Heikkilä

Maija Suonpää

## Course materials

Anderson D.R., Sweeney D.J. & Williams T.A. 2005 (or newer). Statistics for Business and Economics. Thomson South-Western.

Burns A. & Bush R. 2010. Marketing research, 6th ed. Upper Saddle River, Pearson Education.

Dillman D., Smyth, J. & Leah, M. 2009. Internet, mail, and mixed-mode surveys: the tailored design method, 3rd ed. John Wiley & Sons.

Fielding N., Lee, R. & Blank, G (editors). 2008. The Handbook of Online Research Methods. SAGE Publications Ltd.

Other material provided by the teachers

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student is able to recognize some of the contents in a marketing research process. He/she can do calculations and interpretations for at least in two of the following areas: frequency tables, graphs, data indicators, dependence	The student describes the main contents in a marketing research process. He/she has a good knowledge for at least in the three following areas: frequency tables, graphs, data indicators, dependence between two variables. The	The student understands the contents in a marketing research process. He/she manages well all four areas (frequency tables, graphs, data indicators, dependence between two variables) and understands their role in business applications. He/she

	between two variables. He/she identifies the key concepts in the given tasks.	student can produce verbal, symbolic and visual formats for the key concepts, when one format is given.	is able to define verbally, symbolically and visually all the main concepts and to apply the concepts to broader contexts.
<b>Skills</b>	The student is passably able to plan, analyze and report a market research project as a member of a team and under strict supervision. He/she has the right attitude to work and performs in routine applications.	The student is able to plan, analyze and report a market research project as a member of a team. He/she can partly independent choose the right methods for calculating and collecting the needed information.	The student plans, analyzes and reports a market research project both independently and as a member of a team. He/she can work independently in initiative, critical and analytical way in order to solve related business problems in a broader context.
<b>Competence</b>	The student is passably able to conduct a market research project as a part of a team and under strict supervision. The student shows poor service and sales orientation as required by the HH3S policy.	The student is capable of conducting a market research project in a team with cooperation of a client company. The student shows good service and sales orientation as required by the HH3S policy.	The student is capable of conducting a market research project both independently and in a team with cooperation of a client company. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Exam and exercises 60%  
Project assignment 40%

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.

## **Managerial Accounting**

Code: ACC2LF001  
Extent: 3 cr (81 h)  
Timing: Semester 4  
Language: English  
Level: Joint Professional Studies  
Type: Compulsory  
Module: Competing in Global Markets  
Intregrated: International Market Research and Statistical Methods

### **Prerequisites**

The student has successfully completed the courses BUS1LF001 and BUS1LF002.

### **Learning outcomes**

Upon successful completion of the course, the student

- knows the principles and possibilities of cost accounting procedures
- understands the principles of product costing, pricing and profitability
- understands the principles and possibilities of cost-volume-profit analysis
- knows the principles of budgeting process and operational budgets
- the student has enhanced his/her skills in the area of HH3S competences.

## Course contents

- Basic cost concepts: fixed costs vs. variable costs, direct costs vs. indirect costs
- Accounting for direct costs and indirect costs
- Absorption costing
- Full costing & marginal costing
- Activity based costing
- Job costing and pricing
- Cost-volume profit analysis
- Budgeting process

## Cooperation with the business community

Real business based examples and cases.

## International dimension

The international accounting exercises.

## Teaching and learning methods

- Lectures and exercises
- Independent self-study
- Assignments
- Mini cases

Contact hours 32 h

Independent studies 39 h

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teacher with the main responsibility for the course

Jaana Melamies

## Course materials

Braun, K. & Tiez, W. & Harrison, W. 2010 or 2013. Managerial Accounting. Pearson Education.

## Assessment criteria

Grade/Learning outcomes	1 (min 40% of competence level)	3 (min 70% of competence level)	5 (min. 90% of competence level)
Knowledge	The student knows basic accounting principles and	The student understands accounting tools in order	The student fully understands the basic accounting theory and is



	cost concepts. He/she identifies Cost-Volume-Profit (CVP) relationships and knows elements in budgeting.	to control profitability. He/she understands the budgeting process.	able to apply accounting tools for controlling profitability. He/she understands the budgeting process and is able to prepare operational budgets.
<b>Skills</b>	The student knows how to interpret a certain accounting method in the given business situation.	The student is mostly able to choose and use the right accounting method in different business situations.	The student is fully capable to cope with accounting problems in different decision making situations.
<b>Competence</b>	The student is able to complete tasks only with the help of a supervisor. The student shows service and sales orientation.	The student is mostly able to complete the tasks according to the agreed work plan. The student shows a good sales and service orientation.	The student communicates professionally in accounting terms. He/she completes independently the tasks according to the agreed work plan. The student shows an excellent service and sales orientation.

### **Assessment components and their respective weights**

Individually done assignments 30%  
Exam 70%

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.

## **Entering Target Markets**

Code: IBU2LF004  
Extent: 6 ECTS (162 h)  
Timing: Semester 4  
Language: English  
Level: Joint Professional Studies  
Type: Compulsory

### **Prerequisites**

The student has successfully completed the Basic Studies (= the two first semester courses). The course is a part of the module Going Global by Region and integrated with Target Economic Regions.

### **Learning outcomes**

Upon successful completion of the course, the student

- knows the key determinants of both company and market specific requirements for a successful internationalisation process
- is able to conduct a basic analysis of suitability of various entry/operation modes in global business
- is familiar with the differences in trade with the EU and non-EU business partners
- understands the impact of terms of delivery and payment on profitability
- knows, how to manage risks involved in international commerce

- has enhanced his/her skills in the area of HH3S competences.

## **Course contents**

The course consists of two themes:

### **Theme 1: Internationalisation and Entry Modes (3 ects), period 1 or 4**

- Motives to operate across national borders
- Company and market specific requirements for internationalisation
- Support service providers in the internationalisation process
- Operation modes in entering foreign target markets

### **Theme 2: Export and Import Practicalities (3 ects), period 2 or 5**

- Export/import process inside the EU and with non-EU countries
- Terms of delivery and payments in foreign trade transactions
- Managing risks related to export business

## **Cooperation with the business community**

Company guest speakers and company analysis.

## **International dimension**

Focus on internationalizing companies.

## **Teaching and learning methods**

Contact lessons

Team assignments

Joint real business-based project with the Target Economic Regions course

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

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

## **Teachers with the main responsibility for the course**

Eeva Aarnio

Timo Rima

Pertti Tilli

## **Course materials**

### **Theme 1:**

Cavusgil S., Knight G., Riesenberger J.. Pearson 2012. Second edition. International Business. Strategy, Management and New Realities (examination).

Hollensen S., Pearson 2012. Second edition. Essentials of Global Marketing.

### **Theme 2:**

Jimenez G.. International Chamber of Commerce 2012. ICC Guide to Export/Import. Global Standards for International Trade.

Branch A. 2006 Thomson Learning. Export Practice and Management.

Incoterms 2010 (ICC)

### Assessment criteria

<b>Grade/Learning Outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
<b>Knowledge</b>	The student has a basic understanding of the reasons and prerequisites for a company to internationalize. He/she has basic knowledge of the market entry modes and a fair understanding of the elements of export/import transactions and the risks related to them.	The student has a good understanding of the reasons and prerequisites for a company to internationalize. He/she has good knowledge of the entry mode options and good understanding of the elements of export/import transactions and the risks related to them.	The student has an excellent understanding of the reasons and prerequisites for a company to internationalize. He/she has an excellent knowledge of the market entry modes and an excellent understanding of export and import transactions and the risks related to them.
<b>Skills</b>	The student is to some extent able to compare the market entry modes. He/she has only limited skills to implement the practicalities needed in international transactions.	The student is to some extent able to compare the market entry modes. He/she has basic skills to implement the practicalities needed in international transactions.	The student has a thorough understanding of the optional entry modes and excellent skills to assess whether the company is ready for internationalization. He/she has good skills to implement the practicalities needed in international transactions. The student has an excellent understanding how the elements of the international framework are interrelated to each other and is able to apply them in practice.
<b>Competences</b>	The student is able to bring a contribution when discussing about the entry modes. He/she is able to participate in export/import transactions but still needs the help of a supervisor. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to make recommendations which entry mode to use, case by case. He/she is able to manage export/import transactions in a rather independent way but also understands when and where to get support. The student shows good service and sales orientation as required by the HH3S policy.	The student is able to independently manage the export/import transactions and to control the risks involved in international commerce. The student shows excellent service and sales orientation as required by the HH3S policy.

### Modes of assessment and their weights

Active participation 30%

Project 20%

Exam 50%

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.

## **Target Economic Regions**

Code: IBU2LF005

Extent: 9 ECTS (243 h)

Timing: 4th semester

Language: English

Level: Professional Studies

Type: Compulsory

### **Prerequisites**

Basic studies and 3<sup>rd</sup> semester studies successfully completed.

### **Learning outcomes**

Upon successful completion of the course, the student will be able to:

- assess the business opportunity in the target market
- understand the changing nature of the international business landscape in cross-border flow of products, services, capital, ideas and people
- recognize how international trade, regional economic integration, ease of communication, travels, and technological advances compel and help large and small firms to internationalize
- understand the role and importance of international business participants
- estimate potential, challenges and risks when entering foreign markets
- develop a strategy to service international markets
- conduct a research project for the commissioning company

### **Course contents**

**Theme 1(6 ECTS): Global opportunity assessment for the commissioning company, including also theories related to:**

- Evaluate the organisational readiness to internationalize
- Evaluate the company's offering for foreign markets
- Screen countries to identify promising target markets
- Justify the choice of the target country/countries
- Assess the market potential (market size, growth rate, trends in the industry, competition, trade barriers, standards and regulations etc)
- Analyse/evaluate the international value chain
- Identify and evaluate potential foreign business partners
- Estimate the company's sales potential in the target country (EUR and units)

**Theme 2 (3 ECTS): The International Business Environment (by region)**

- Regional Economic Integration
- Economic Regions (EU, NAFTA, Mercosur etc)
- Understanding Emerging Markets

### **Cooperation with the business community**

When possible, R&D project is implemented together with a company or a group of companies.

## International dimension

Internationalization forms a cornerstone of the course.

## Teaching and learning methods

Lectures, exercises  
Visiting lecturers  
Team assignments  
Presentations  
Course project  
Joint real business based project  
Contact lessons and exams  
Team guidance  
Self-study  
The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teacher with the main responsibility for the course

Madeleine Vakkuri  
Pertti Tilli

## Course materials

Cavusgil S., Knight G., Riesenberger J.. Pearson 2008 (or newer). International Business. Strategy, Management and New Realities (examination).

Hollensen S.. Pearson 2008 (or newer). Essentials of Global Marketing.

Lynch R. Pearson 2009. Strategic Management.

Czinkota M., Ronkainen A., Moffett M. 2007. International Business, 6<sup>th</sup> edition. Harcourt College Publishers.

Johnson, Scholes, Whitting. Pearson 2010. Fundamentals of strategy.

Luostarinen R., Welch L. 1997. International Business Operations.

Blomstermo A, Deo Sharma D. New Horizons in International Business 2003. Learning in the Internationalisation Process of Firms.

## Assessment criteria

<b>Grade/Learning Outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
<b>Knowledge</b>	The student has limited understanding of the concepts and theories underlying the changing nature of the international business landscape in cross-border flow of products, services, capital, ideas, and people & its implication on the course project.	The student understands partially the concepts and theories underlying the changing nature of the international business landscape in cross-border flow of products, services, capital, ideas, and people & its implication on the course project.	The student understands fully the concepts and theories underlying the changing nature of the international business landscape in cross-border flow of products, services, capital, ideas, and people & its implication on the course project.

<b>Skills</b>	The student has limited capability to conduct a research project & identify best/attractive partners in the target market while applying theoretical knowledge.	The student is partly capable of conducting a research project & identify best/attractive partners in the target market while applying theoretical knowledge.	The student is fully capable of conducting a research project & identify best/attractive partners in the target market while applying theoretical knowledge.
<b>Competence</b>	The student has limited motivation and ability to diagnose & apply strategy as well as analyze opportunities in the international business environment. The student shows poor service and sales orientation as required by the HH3S policy.	The student is partly motivated and able to diagnose & apply strategy as well as analyze opportunities in the international business environment. The student shows good service and sales orientation as required by the HH3S policy.	The student is fully motivated to able to diagnose & apply strategy as well as analyze opportunities in the international business environment. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights for the day implementation**

<b>Assessment Targets (in Winha)</b>	<b>Assessment target</b>	<b>% of theme grade</b>	<b>% of course grade</b>
	<i>Minimum grade of 1 required for all targets.</i>		
	<b>Attendance:</b> Social learning and sharing n class. Max 1 absence/month	30%	<b>100%</b>
	<b>Examinations</b>	30%	
	<b>Course Assignment in teams</b>	40%	

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.

## **French for Business Purposes**

Code: FRE2LF001

Extent: 6 ECTS (156 h)

Timing: Semester 3

Language: French (and English)

Level: Joint Professional Studies (Language studies A2/B1)

Type: Optional

### **Prerequisites**

The student has completed the courses French for Beginners or equivalent. Student has solid basic knowledge in general structures and vocabulary in French.

### **Learning outcomes**

Upon successful completion of the course, the student

- is able to discuss familiar topics in general and work situations
- got acquainted with business terminology in French
- has deepened his/her oral and writing skills
- writes and reads everyday life and business related simple texts, e.g., simple magazines & newspapers articles, mails, invitations, etc.
- has developed awareness of the cultural differences between his/her culture and the Francophone's culture.
- has prepared himself/herself for a future working life in one of the French speaking countries.
- has broadened the international aspects of his/her studies.
- has reached the language level A2/B1 of the Common European framework of reference for languages CEFR
- has enhanced his/her HH3S competences as applicable to the course.

## **Contents**

The course aims at providing students with more advanced language tools which will enable them to communicate in both general and work-related situations. The purpose of the course is also to introduce students to French working and business life. Students will become familiar with ordinary situations in business, such as company presentations and presenting products. They will practice their oral and written skills in order to cope with business communication.

- Pronunciation
- Review of the basics and advanced structures of the French language
- Vocabulary and structures for general and business communication
- Writing skills for both general and business basic texts
- Active participation in business situations
- Communication skills for oral presentation of business-related subjects.

## **Cooperation with the business community**

Company visits and guest lectures.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Contact lessons

Role-play

Listening comprehension and oral exercises

Structural exercises

CD, DVD, magazines, newspapers

Assignments

Self-assessment of learning assignment (1 h)

## **Accreditation of prior learning**

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

## **Teacher with the main responsibility of the course**

Laurianne Bellotti

## Course materials

In Moodle, based on various books and on the teacher's material.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 50% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student is fairly acquainted with more advanced language tools (vocabulary and structures) which will enable them to communicate in both general and work-related situations and with business terminology in French. He/she is fairly familiar with ordinary situations in business, e.g. phone and business letters.	The student is fairly acquainted with more advanced language tools (vocabulary and structures) which will enable them to communicate in both general and work-related situations and with business terminology in French. He/she is fairly familiar with ordinary situations in business, e.g. phone and business letters.	The student is fairly acquainted with more advanced language tools (vocabulary and structures) which will enable them to communicate in both general and work-related situations and with business terminology in French. He/she is fairly familiar with ordinary situations in business, e.g. phone and business letters.
<b>Skills</b>	The student has fairly deepened his/her oral and writing skills. He/she is fairly able to discuss familiar topics in general and work situations. He/she writes and reads fairly everyday life and business related simple texts, e.g., simple magazines & newspapers articles, mails, invitations, etc. He/she has fairly developed awareness of the cultural differences between his/her culture and the Francophone's culture. He/she has fairly prepared himself/herself for a future working life in one of the French speaking countries. He/she has fairly broadened the international aspects of his/her studies.	The student has well deepened his/her oral and writing skills He/she is well able to discuss familiar topics in general and work situations. He/she writes and reads well everyday life and business related simple texts, e.g., simple magazines & newspapers articles, mails, invitations, etc. He/she has well developed awareness of the cultural differences between his/her culture and the Francophone's culture. He/she has well prepared himself/herself for a future working life in one of the French speaking countries. He/she has well broadened the international aspects of his/her studies.	The student has very well deepened his/her oral and writing skills. He/she is very well able to discuss familiar topics in general and work situations. He/she writes and reads very well everyday life and business related simple texts, e.g., simple magazines & newspapers articles, mails, invitations, etc. He/she has very well developed awareness of the cultural differences between his/her culture and the Francophone's culture. He/she has very well prepared himself/herself for a future working life in one of the French speaking countries. He/she has very well broadened the international aspects of his/her studies.
<b>Competence</b>	The student has fairly reached the language level A2/B1 of the Common European framework of reference for languages CEFR. He/she can fairly understand the main points of clear standard input on familiar encountered in work, school, leisure, etc.	The student has well reached the language level A2/B1 of the Common European framework of reference for languages CEFR. He/she can well understand the main points of clear standard input on familiar encountered in work, school, leisure, etc.	The student has very well reached the language level A2/B1 of the Common European framework of reference for languages CEFR. He/she can very well understand the main points of clear standard input on familiar encountered in work, school, leisure, etc.



	He/she can fairly produce simple connected text or speech on topics which are familiar or of personal interest. He/she can fairly describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans. The student shows poor service and sales orientation as required by the HH3S policy.	He/she can well produce simple connected text or speech on topics which are familiar or of personal interest. He/she can well describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans. The student shows good service and sales orientation as required by the HH3S policy.	He/she can very well produce simple connected text or speech on topics which are familiar or of personal interest. He/she can very well describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans. The student shows excellent service and sales orientation as required by the HH3S policy.
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## **Modes of assessment and their weights**

Active participation 20%

Exam 30%

Written assignment + oral presentation 50%

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

## **French Business Communication**

Code: FRE2LF002

Extent: 3 ECTS (78 h)

Timing: Semester 4

Language: French

Level: Joint Professional Studies (Language studies B1/B2)

Type: Optional

### **Prerequisites**

The student has successfully completed the course FRE2LF001 French for Business Purposes.

### **Learning outcomes**

Upon successful completion of the course, the student

- got acquainted with business terminology in French
- has deepened the oral and writing skills
- is able to interact with French speakers in general and work situations, and in both written and oral forms
- has developed interpersonal skills in French communication situations
- is able to write business-related documents in French
- has prepared himself/herself for a future working life in one of the French speaking countries
- has broadened the international aspects of his/her studies
- has reached the language level B1/B2 of the Common European framework of reference for languages CEFR
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

The purpose of this course is to enable students to handle French business communication in writing and orally. Students will become familiar with ordinary situations in business such as meetings, products presentations and discussions about various subjects. They will practice their oral and written skills in order to cope with business communication.

- Pronunciation
- Advanced structures used administratively or at work
- Specialized vocabulary
- Tools for various work situations
- Writing skills for business related texts
- Communication skills for oral business situations

## Cooperation with the business community

Real business based examples and cases, guest speakers, company visits as appropriate.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Accreditation of prior learning

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

## Teaching and learning methods

Contact lessons

Role-play

Comprehension and oral exercises

DVD

Assignments

Self-assessment of learning assignment (1 h)

## Teacher with the main responsibility for the course

Laurianne Bellotti

## Course materials

Provided by the teacher

## Assessment criteria

Grade/Learning outcomes	1 (Min. 50% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
Knowledge	The student is fairly familiar with business terminology and structures used in work related documents. He/she is fairly familiar with business culture in French speaking	The student is well familiar with business terminology and structures used in work related documents. He/she is well familiar with business culture in French	The student is very well familiar with business terminology and structures used in work related documents. He/she is very well familiar with business

	countries.	speaking countries.	culture in French speaking countries.
<b>Skills</b>	The student has fairly deepened his/her oral and writing skills in the specific context of working life. He/she has fairly developed his/her interpersonal skills in French communication situation. The student has fairly prepared himself/herself for getting a job in one of the French speaking countries. He/she has fairly deepened the international aspects of his/her studies.	The student has well deepened his/her oral and writing skills in the specific context of working life. He/she has well developed his/her interpersonal skills in French communication situations. The student has well prepared himself/herself for getting a job in one of the French speaking countries. He/she has well deepened the international aspects of his/her studies.	The student has very well deepened his/her oral and writing skills in the specific context of working life. He/she has very well developed his/her interpersonal skills in French communication situations. The student has very well prepared himself/herself for getting a job in one of the French speaking countries. He/she has very well deepened the international aspects of his/her studies.
<b>Competence</b>	The student has reached the language level A2- B1 of the Common European framework of reference for languages CEFR. The student is fairly able to interact with French speakers in general and work situations. He/she is fairly able to write simple business-related documents in French. He/she is fairly able to engage himself/herself in situations of customer service. The student shows poor service and sales orientation as required by the HH3S policy.	The student has reached the language level A2- B1 of the Common European framework of reference for languages CEFR. The student is well able to interact with French speakers in general and work situations. He/she is well able to write simple business-related documents in French. He/she is well able to engage himself/herself in situations of customer service. The student shows good service and sales orientation as required by the HH3S policy.	The student has reached the language level B1 of the Common European framework of reference for languages CEFR. The student is very well able to interact with French speakers in general and work situations. He/she is very well able to write simple business-related documents in French. He/she is very well able to engage himself/herself in situations of customer service. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Active participation 20%

Continuous assessment: Meeting 40%, Individual presentations 40%

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

## **German for Business Purposes**

Code: GER2LF001

Extent: 6 ECTS (162 h)

Timing: Semester 3

Language: German and English

Level: Joint Professional Studies (Language studies A2/B1)

Type: Optional

## **Prerequisites**

The student has solid basic knowledge in general structures and vocabulary in German. The student has completed the courses German for Beginners 1 and 2 or equivalent.

## **Learning outcomes**

Upon successful completion of the course, the student

- is able to discuss familiar topics in general and working life
- got acquainted with business terminology in German
- has deepened his/her oral and writing skills
- has developed awareness of cultural differences between his/her culture and cultures of German speaking countries
- has prepared himself/herself for a future working life in one of the German speaking countries
- has broadened the international aspects of his/her studies
- has reached the language level A2/B1 of the Common European framework of reference for languages CEFR
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

The purpose of this course is to introduce the student to German working and business life. The student will become familiar with ordinary situations in business, such as company presentations and presenting products. He/she will practice his/her oral and written skills in order to cope with business communication.

- Review of the basics and advanced structures of German language
- Vocabulary and structures for general business communication
- Writing skills for basic business texts
- Active participation in business situations
- Communication skills for oral presentation of business-related subjects

## **Cooperation with the business community**

Company visits and guest lecturers as appropriate

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation

## **Accreditation of prior learning**

Students may demonstrate their command of the aims and contents of the course obtained through nonformal and/or informal learning by taking part in the APL procedure. In such cases, evaluation on the scale 0-5 is based on a written test (weight 50%), an oral test (30%) and a portfolio (20%).

## **Teaching and learning methods**

Contact lessons

Listening comprehension and oral exercises

Videos/ DVDs  
 Structural exercises  
 The assessment of one's own learning 1 h

## Teachers with the main responsibility of the course

Eva Herttuainen  
 Claudia Jeltsch

## Course materials

Becker, N., Braunert, J. & Verlag, H. 2009. Kursbuch und Arbeitsbuch 2. Alltag, Beruf & Co. Chapters 1 - 6.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student got fairly acquainted with more advanced language tools (vocabulary and structures) which will enable them to communicate in both general and work-related situations. He/she is fairly familiar with ordinary situations in business, e.g. phone and e-mails.	The student got well acquainted with more advanced language tools (vocabulary and structures) which will enable them to communicate in both general and work-related situations. He/she is well familiar with ordinary situations in business, e.g. phone and e-mails.	The student got very well acquainted with more advanced language tools (vocabulary and structures) which will enable them to communicate in both general and work-related situations. He/she is very well familiar with ordinary situations in business, e.g. phone and e-mails.
<b>Skills</b>	The student has fairly deepened his/her oral and writing skills. He/she is fairly able to discuss familiar topics in general and work situations. He/she writes and reads fairly everyday life and business related simple texts. He/she has fairly developed awareness of the cultural differences between his/her culture and the cultures of German speaking countries. The student has fairly prepared himself/herself for a future working life in one of the German speaking countries. He/she has fairly broadened the international aspects of his/her studies.	He/she has well deepened his/her oral and writing skills. He/she is well able to discuss familiar topics in general and work situations. He/she writes and reads well everyday life and business related simple texts. He/she has well developed awareness of the cultural differences between his/her culture and the cultures of German speaking countries. The student has well prepared himself/herself for a future working life in one of the German speaking countries. He/she has well broadened the international aspects of his/her studies.	He/she has very well deepened his/her oral and writing skills. He/she is very well able to discuss familiar topics in general and work situations. He/she writes and reads very well everyday life and business related simple texts. He/she has very well developed awareness of the cultural differences between his/her culture and the cultures of German speaking countries. The student has very well prepared himself/herself for a future working life in one of the German speaking countries. He/she has very well broadened the international aspects of his/her studies.
<b>Competence</b>	The student has fairly reached the language level A2 of the Common European framework of	The student has well reached the language level A2 of the Common European framework of	The student has very well reached the language level A2-B1 of the Common European framework of

	reference for languages CEFR. He/she can fairly understand the main points of clear standard input on familiar encountered in work, school, leisure, etc. He/she can fairly produce simple connected text or speech on topics which are familiar or of personal interest. He/she can fairly describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans. The student shows poor service and sales orientation as required by the HH3S policy.	reference for languages CEFR. He/she can well understand the main points of clear standard input on familiar encountered in work, school, leisure, etc. He/she can well produce simple connected text or speech on topics which are familiar or of personal interest. He/she can well describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans. The student shows good service and sales orientation as required by the HH3S policy.	reference for languages CEFR. He/she can very well understand the main points of clear standard input on familiar encountered in work, school, leisure, etc. He/she can very well produce simple connected text or speech on topics which are familiar or of personal interest. He/she can very well describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans. The student shows excellent service and sales orientation as required by the HH3S policy.
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### **Modes of assessment and their weights**

Active participation + oral presentation 30%

Written examination 70%

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.

## **German Business Communication**

Code: GER2LF002

Extent: 3 ECTS (81 h)

Timing: Semester 4

Language: German

Level: Joint Professional Studies (Language studies B1/B2)

Type: Compulsory

### **Prerequisites**

The student has successfully completed the course GER2LF001 German for Business Purposes.

### **Learning outcomes**

Upon successful completion of the course, the student

- is able to handle all kind of business-related subjects
- is acquainted with business terminology in German
- is familiar with corporate culture and business life in German-speaking countries and possibilities for education and work in these countries
- is able to be engaged in situations of customer services
- writes business-related documents in German
- has reached the language level B1/B2 of the Common European framework of reference for languages CEFR

- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

The purpose of the course is to enable the student to handle German business communication in writing and orally. The student will become familiar with business documents.

- Vocabulary and structures for business communication
- Writing skills for business-related texts
- Oral tools for various customer-related situations
- Communication skills for oral presentations of business-related subjects

## Cooperation with the business community

Contacts to companies with German speaking trade and guest lecturers as appropriate

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation

## Accreditation of prior learning

Students may demonstrate their command of the aims and contents of the course obtained through nonformal and/or informal learning by taking part in the APL procedure. In such cases, evaluation on the 0-5 scale is based on a written test (weight 50%) an oral test (30%) and a portfolio (20%).

## Teaching and learning methods

Contact lessons and e-learning

Videos/DVDs

The assessment of one's own learning 1 h

## Teachers with the main responsibility of the course

Eva Herttuainen

Claudia Jeltsch

## Course materials

Becker, N., Braunert, J. & Verlag, H. 2009. Kursbuch und Arbeitsbuch 2. Alltag, Beruf & Co. Chapters 7 - 10.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student is fairly familiar with business terminology and structures used in work related documents. He/she is fairly familiar with business culture in German speaking countries.	The student is very well familiar with business terminology and structures used in work related documents. He/she is very well familiar with business culture in German speaking	The student is very well familiar with business terminology and structures used in work related documents. He/she is very well familiar with business culture in German

		countries.	speaking countries.
<b>Skills</b>	The student has fairly deepened his/her oral and writing skills in the specific context of working life. He/she has fairly developed his/her interpersonal skills in German communication situation. The student has fairly prepared himself/herself for getting a job in one of the German speaking countries. He/she has fairly deepened the international aspects of his/her studies.	The student has well deepened his/her oral and writing skills in the specific context of working life. He/she has well developed his/her interpersonal skills in German communication situations. The student has well prepared himself/herself for getting a job in one of the German speaking countries. He/she has well deepened the international aspects of his/her studies.	The student has very well deepened his/her oral and writing skills in the specific context of working life. He/she has very well developed his/her interpersonal skills in German communication situations. The student has very well prepared himself/herself for getting a job in one of the German speaking countries. He/she has very well deepened the international aspects of his/her studies.
<b>Competence</b>	The student has reached the language level A2- B1 of the Common European framework of reference for languages CEFR. The student is fairly able to interact with German speakers in general and work situations. He/she Is fairly able to write simple business-related documents in German. He/she is fairly able to engage himself/herself in situations of customer service. The student shows poor service and sales orientation as required by the HH3S policy.	The student has reached the language level A2- B1 of the Common European framework of reference for languages CEFR. The student is well able to interact with German speakers in general and work situations. He/she Is well able to write simple business-related documents in German. He/she is well able to engage himself/herself in situations of customer service. The student shows good service and sales orientation as required by the HH3S policy.	The student has reached the language level B1 of the Common European framework of reference for languages CEFR. The student is very well able to interact with German speakers in general and work situations. He/she Is very well able to write simple business-related documents in German. He/she is very well able to engage himself/herself in situations of customer service. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Active participation + oral presentation 30%,  
Written examination 70%

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.

## **Spanish for Business Purposes**

Code: SPA2LF001

Extent: 6 ECTS (162 h)

Language: Spanish

Level: Joint Professional Studies (Language Studies, A2/B1)

Type: Optional



## **Prerequisites**

The student has successfully completed the basic Spanish studies. Student has solid knowledge in general structures and vocabulary in Spanish and s/he has 2-3 years of previous studies in Spanish.

## **Learning outcomes**

Upon successful completion of the course, the student

- is able to negotiate with Spanish speaking people in business situations
- relates to business oriented situations with confidence
- is able to make presentations about companies and products
- communicates effectively in Spanish with non-native speakers
- has prepared him/herself for a future job in a Spanish speaking Country or in a company that may need Spanish to deal with foreign costumers or business partners
- has broadened the international aspect of his/her studies by introducing new ways of communicating with others
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

The purpose of this course is to reinforce the student's communicating ability either written or spoken. He/she will be more aware of linguistic and cultural differences between the 19 countries and 450 000 000 people that speak Spanish as a mother tongue. Furthermore, he/she will learn to use Spanish as a 'lengua Franca' to communicate with non-native speakers in Spanish.

- What is a Company
- Human Resources
- Job application and interview
- Consumers and Products
- Finance
- Strategy
- International Commerce
- Advertising
- Exchange of documents and information in Spanish with non native students in a foreign country via Internet

## **Cooperation with the business community**

Business-based examples and cases.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Contact Lessons

Videos / DVD

Discussions based in Company cases

Grammar exercises

Role-play

Written exercises via Internet to students in a foreign country

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teacher with the main responsibility of the course

Alicia Jáuregui-Renaud

## Course materials

Prost, G. & Fernández, A. @1 Dia B1-B2. Editorial SGEL.

Other material provided by the teacher

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has fairly acquainted with more advanced Spanish language tools (vocabulary and structures) which will enable them to communicate in both general and work-related situations. He/she is fairly familiar with ordinary situations in business, e.g. phone and e-mails.	The student has well acquainted with more advanced Spanish language tools (vocabulary and structures) which will enable them to communicate in both general and work-related situations. He/she is well familiar with ordinary situations in business, e.g. phone and e-mails.	The student has very well acquainted with more advanced Spanish language tools (vocabulary and structures) which will enable them to communicate in both general and work-related situations. He/she is very well familiar with ordinary situations in business, e.g. phone and e-mails.
<b>Skills</b>	The student has fairly deepened his/her oral and writing skills. He/she is fairly able to discuss familiar topics in general and work situations. He/she writes and reads fairly everyday life and business related simple texts in Spanish. He/she has fairly developed awareness of the cultural differences between his/her culture and the cultures of Spanish speaking countries. The student has fairly prepared himself/herself for a future working life in one of the Spanish speaking countries. He/she has fairly broadened the international aspects of his/her studies.	He/she has well deepened his/her oral and writing skills. He/she is well able to discuss familiar topics in general and work situations. He/she writes and reads well everyday life and business related simple texts in Spanish. He/she has well developed awareness of the cultural differences between his/her culture and the cultures of Spanish speaking countries. The student has well prepared himself/herself for a future working life in one of the Spanish speaking countries. He/she has well broadened the international aspects of his/her studies.	He/she has very well deepened his/her oral and writing skills. He/she is very well able to discuss familiar topics in general and work situations. He/she writes and reads very well everyday life and business related simple texts in Spanish. He/she has very well developed awareness of the cultural differences between his/her culture and the cultures of Spanish speaking countries. The student has very well prepared himself/herself for a future working life in one of the Spanish speaking countries. He/she has very well broadened the international aspects of his/her studies.
<b>Competence</b>	The student has fairly reached the language level	The student has well reached the language level	The student has very well reached the language level

	<p>A2 of the Common European framework of reference for languages CEFR. He/she can fairly understand the main points of clear standard input on familiar encountered in work, school, leisure, etc. He/she can fairly produce simple connected text or speech on topics in Spanish which are familiar or of personal interest. He/she can fairly describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans in Spanish. The student shows poor service and sales orientation as required by the HH3S policy.</p>	<p>A2 of the Common European framework of reference for languages CEFR. He/she can well understand the main points of clear standard input on familiar encountered in work, school, leisure, etc. He/she can well produce simple connected text or speech on topics in Spanish which are familiar or of personal interest. He/she can well describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans in Spanish. The student shows good service and sales orientation as required by the HH3S policy.</p>	<p>A2-B1 of the Common European framework of reference for languages CEFR. He/she can very well understand the main points of clear standard input on familiar encountered in work, school, leisure, etc. He/she can very well produce simple connected text or speech on topics in Spanish which are familiar or of personal interest. He/she can very well describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans in Spanish. The student shows excellent service and sales orientation as required by the HH3S policy.</p>
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## **Modes of assessment and their weights**

Active participation 30%

Project 30%

Exam 40%

80% attendance is required

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.

## **Spanish Business Communication**

Code: SPA2LF002

Extent: 3 ECTS (81 h)

Language: Spanish

Level: Joint Professional Studies (Language Studies, B1/B2)

Type: Optional

### **Prerequisites**

The student has successfully completed the courses Spanish for Beginners or equivalent.

### **Learning outcomes**

Upon successful completion of the course, the student

- is able to communicate using all verbal forms
- has gained a better command of the formal ways of using Spanish in a job related situation
- has improved reading comprehension
- can cope in a job situation

- is ready to go in exchange or/and do a work placement abroad to interact with native speakers in a position of confidence
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

The main Spanish structures are studied in order to write, read and understand.

Connected text in work related topics

- Practice the different ways of using the Past tenses in Spanish
- Talking about future plans
- Making offers and requests
- Giving instructions and commands
- Discussing hypothetical situations
- Expressing unfulfilled conditions
- Writing letters, reports, faxes, e mails
- Expressing satisfaction, regret and uncertainty

## Cooperation with the business community

Business-based examples and cases.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Contact lessons

Grammar exercises

Written exercises

Reading articles and reports

Role play

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teacher with the main responsibility of the course

Alicia Jaurégui-Renaud

## Course materials

Provided by the teacher.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
Knowledge	The student is fairly	The student is well	The student is very well

	acquainted with more advanced language tools (vocabulary and structures) which will enable him/her to communicate in both general and work-related situations. He/she Is fairly familiar with ordinary situations in business, e.g. phone and e-mails.	acquainted with more advanced language tools (vocabulary and structures) which will enable him/her to communicate in both general and work-related situations. He/she Is well familiar with ordinary situations in business, e.g. phone and e-mails.	acquainted with more advanced language tools (vocabulary and structures) which will enable him/her to communicate in both general and work-related situations. He/she Is very well familiar with ordinary situations in business, e.g. phone and e-mails.
<b>Skills</b>	The student as fairly deepened his/her oral and writing skills. He/she is fairly able to discuss familiar topics in general and work situations. He/she writes and reads fairly everyday life and business related simple texts. He/she has fairly developed awareness of the cultural differences between his/her culture and the cultures of Russian speaking countries. The student has fairly prepared himself/herself for a future working life in one of the Russian speaking countries. He/she has fairly broadened the international aspects of his/her studies.	He/she has well deepened his/her oral and writing skills. He/she is well able to discuss familiar topics in general and work situations. He/she writes and reads well everyday life and business related simple texts. He/she has well developed awareness of the cultural differences between his/her culture and the cultures of Russian speaking countries. The student has well prepared himself/herself for a future working life in one of the Russian speaking countries. He/she has well broadened the international aspects of his/her studies.	He/she has very well deepened his/her oral and writing skills. He/she is very well able to discuss familiar topics in general and work situations. He/she writes and reads very well everyday life and business related simple texts. He/she has very well developed awareness of the cultural differences between his/her culture and the cultures of Russian speaking countries. The student has very well prepared himself/herself for a future working life in one of the Russian speaking countries. He/she has very well broadened the international aspects of his/her studies.
<b>Competence</b>	The student has fairly reached the language level A2 of the Common European framework of reference for languages CEFR. He/she can fairly understand the main points of clear standard input on familiar encountered in work, school, leisure, etc. He/she can fairly produce simple connected text or speech on topics which are familiar or of personal interest. He/she can fairly describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans. The student shows poor service and sales orientation as required by the HH3S policy.	The student has well reached the language level A2 of the Common European framework of reference for languages CEFR. He/she can well understand the main points of clear standard input on familiar encountered in work, school, leisure, etc. He/she can well produce simple connected text or speech on topics which are familiar or of personal interest. He/she can well describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans. The student shows good service and sales orientation as	The student has very well reached the language level A2-B1 of the Common European framework of reference for languages CEFR. He/she can very well understand the main points of clear standard input on familiar encountered in work, school, leisure, etc. He/she can very well produce simple connected text or speech on topics which are familiar or of personal interest. He/she can very well describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans. The student shows excellent

		required by the HH3S policy.	service and sales orientation as required by the HH3S policy.
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## **Modes of assessment and their weights**

Active participation 30%  
 Project 30%  
 Exam 40%  
 80% attendance is required

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.

## **Russian for Business Purposes**

Code: RUS2LF001  
 Extent: 6 ECTS (162 h)  
 Timing: Semester 3 -7  
 Language: Russian  
 Level: Joint Professional Studies (Language studies, A2/B1)  
 Type: Optional

### **Prerequisites**

Solid knowledge in general structures and vocabulary in Russian, 2-3 years of previous studies in Russian language.

### **Learning outcomes**

Upon successful completion of the course, the student

- knows corporate culture and business life in Russia and learn about possibilities for education and work in these countries
- is able to engage in general situations of customer services
- writes business related texts (e-mails, faxes, invitations, CV, summaries, presentations)
- is able to in handle all kind of business related subjects
- has broadened the international aspect of the student's studies
- has prepared him/herself for a future working life in Russia
- has enhanced his/her HH3S competences as applicable to the course.

### **Course contents**

The purpose of this course is to introduce the student to Russian Business life. The student will become familiar with ordinary situations in business, like company presentations, presenting products on a fair, etc. He/she will practice his/her oral and written skills in order to cope with business communication.

- Vocabulary of situations in business life
- Writing skills for basic business communication in e-mails and faxes, letters, CV etc
- Listening and comprehension of business negotiations
- Oral and written Company presentation

### **Cooperation with the business community**

Company visit, guest lectures.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Learning and teaching methods

Contact lessons  
Videos /DVD/CD  
Listening and comprehension exercises  
Grammar exercises  
The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teacher with the main responsibility of the course

To be announced.

## Course materials

To be announced.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student is fairly acquainted with more advanced language tools (vocabulary and structures) which will enable him/her to communicate in both general and work-related situations. He/she Is fairly familiar with ordinary situations in business, e.g. phone and e-mails.	The student is well acquainted with more advanced language tools (vocabulary and structures) which will enable him/her to communicate in both general and work-related situations. He/she Is well familiar with ordinary situations in business, e.g. phone and e-mails.	The student is very well acquainted with more advanced language tools (vocabulary and structures) which will enable him/her to communicate in both general and work-related situations. He/she Is very well familiar with ordinary situations in business, e.g. phone and e-mails.
<b>Skills</b>	The student as fairly deepened his/her oral and writing skills. He/she is fairly able to discuss familiar topics in general and work situations. He/she writes and reads fairly everyday life and business related simple texts. He/she has fairly developed awareness of the cultural differences between his/her culture and the cultures of Russian speaking	He/she has well deepened his/her oral and writing skills. He/she is well able to discuss familiar topics in general and work situations. He/she writes and reads well everyday life and business related simple texts. He/she has well developed awareness of the cultural differences between his/her culture and	He/she has very well deepened his/her oral and writing skills. He/she is very well able to discuss familiar topics in general and work situations. He/she writes and reads very well everyday life and business related simple texts. He/she has very well developed awareness of the cultural differences

	countries. The student has fairly prepared himself/herself for a future working life in one of the Russian speaking countries. He/she has fairly broadened the international aspects of his/her studies.	the cultures of Russian speaking countries. The student has well prepared himself/herself for a future working life in one of the Russian speaking countries. He/she has well broadened the international aspects of his/her studies.	between his/her culture and the cultures of Russian speaking countries. The student has very well prepared himself/herself for a future working life in one of the Russian speaking countries. He/she has very well broadened the international aspects of his/her studies.
<b>Competence</b>	The student has fairly reached the language level A2 of the Common European framework of reference for languages CEFR. He/she can fairly understand the main points of clear standard input on familiar encountered in work, school, leisure, etc. He/she can fairly produce simple connected text or speech on topics which are familiar or of personal interest. He/she can fairly describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans. The student shows poor service and sales orientation as required by the HH3S policy.	The student has well reached the language level A2 of the Common European framework of reference for languages CEFR. He/she can well understand the main points of clear standard input on familiar encountered in work, school, leisure, etc. He/she can well produce simple connected text or speech on topics which are familiar or of personal interest. He/she can well describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans. The student shows good service and sales orientation as required by the HH3S policy.	The student has very well reached the language level A2-B1 of the Common European framework of reference for languages CEFR. He/she can very well understand the main points of clear standard input on familiar encountered in work, school, leisure, etc. He/she can very well produce simple connected text or speech on topics which are familiar or of personal interest. He/she can very well describe experiences, events, hopes and ambitions and briefly give reasons and explanations for opinions and plans. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Active participation + oral presentation 30%  
Written examination: 70 %

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.

## **Russian Business Communication**

Code RUS2LF002

Extent: 3 ECTS (81 h)

Timing: Semester 3 -7

Language: Russian

Level: Joint Professional Studies (Language studies, B1/B2)

Type: Optional



## **Prerequisites**

The student has successfully completed the course RUS2LF001 Russian for business Purposes.

## **Learning outcomes**

Upon successful completion, the student

- handles all kind of business related subjects in Russian
- knows corporate culture and business life in Russia and learns about possibilities for education and work in Russian or Baltic countries
- is able to be engaged in demanding situations of customer services
- is able to write business related documents in Russian
- broadens the international aspect of the student's studies
- has developed the cultural awareness necessary in order to act in business life
- is prepared for a future working life in Russia or Baltic countries
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

The purpose of this course is to enable the student to handle Russian business communication in writing and orally. The student will become familiar with business documents, like inquiries, orders, complaints, etc

- Vocabulary and structures for business communication
- Writing skills for demanding business texts
- Active participation in business negotiations
- Communication skills for oral presentation of business related subjects

## **Cooperation with the business community**

Contact to companies with Russian trade, guest lecturers.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Contact lessons

Reading articles and reports

Role play

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

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

## **Teacher with the main responsibility of the course**

To be announced.

## **Course materials**

To be announced.

## **Assessment criteria**

Active participation in class and e-platform discussion

Assignments /portfolio completed on time

One (1) written exam

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.

# **Innovation Management for Global Competitiveness**

Code: MAR3LF001

Extent: 6 ECTS (162 h)

Timing: Semester 5-6

Language: English

Level: Professional Specialisation Studies

Type: Compulsory for those chosen MAR2LF Global Customer Relationship Management and Communication as their specialisation

## **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Global Customer Relationship Management and Communication.

## **Learning outcomes**

Upon successful completion of the course, the student

- understands the need for continuous product, service and process innovations in global marketplace ( a market predictor)
- explores, identifies and selects marketing opportunities on a global level (a market predictor)
- identifies and applies appropriate qualitative research methods in an innovation processes (a service designer)
- creates new innovative service concepts (a service designer)
- conducts service concept tests in authentic business situation (a service designer)
- is able to establish business networks and generate resources (an orchestra)
- has skills to prepare commercialisation plans for new product and service concepts (a sales maker)
- has enhanced his/her HH3S competences as applicable to the course.

Course contents

- Seeking, identifying and selecting marketing opportunities
- Understanding the customer's business
- Service concept creation and planning
- Risks, resources and networking
- Commercialization planning

## **Cooperation with the business community**

Collaboration with international and global companies, real business based innovation development projects.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Teaching and learning methods

Contact lessons

Practise oriented team work

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility of the course

Maija Suonpää

Karita Mod

## Course materials

Lovelock, C.H.& Wirtz, J. 2011. Services Marketing: Global Edition. Prentice Hall.

Osterwalder, A. & Pigneur, Y.2010. Business Model Generation.

## Assessment criteria

<b>Grade/Learning Outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
<b>Knowledge</b>	The student knows only some of the tools and models used in a service innovation process. He/she has partial knowledge of basic research needed to acquire customer understanding.	The student knows many of the tools and models used in a service innovation process. He/she has a good knowledge of basic research needed to acquire customer understanding.	The student knows a wide variety of tools and models used in a service innovation process. He/she has a very good knowledge of basic research needed to acquire customer understanding.
<b>Skills</b>	The student is able to apply some concepts and tools for a service development process.	The student is able to apply fairly well concepts and tools for a service development process.	The student is able to apply very well concepts and tools for a service development process.
<b>Competence</b>	The student has indifferent attitude toward new opportunities and faces difficulties to share leadership in a multicultural team work. Creating networks with business partners is a challenge for	The student has rather positive attitude toward new opportunities. He/she makes an effort to share leadership in a multicultural team work and to create networks with business partners. He/she is able to critically reflect	The student has positive attitude toward new opportunities. He/she is capable of sharing leadership in a multicultural team work and creating networks with business partners. It is

	him/her. He/she has problems to critically reflect on his/her own learning and personal development. The student shows poor service and sales orientation as required by the HH3S policy.	his/her own learning and personal development. The student shows good service and sales orientation as required by the HH3S policy.	natural to him/her to critically reflect his/her own learning and personal development. The student shows excellent service and sales orientation as required by the HH3S policy.
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## Modes of assessment and their weights

Individual assignments 50%  
Project 50%

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.

## Strategic Business-to-Business Relationship Management

Code: MAR3LF002

Extent: 6 ECTS (162 h)

Timing: Semester 5 - 6

Language: English

Level: Professional Specialisation Studies

Type: Compulsory for those chosen MAR2LF Global Customer Relationship Management and Communication as their specialisation

### Prerequisites

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Global Customer Relationship Management and Communication.

### Learning outcomes

Upon successful completion of the course, the student

- understands the import role of sales force in generating revenue
- knows the elements of a profitable customer portfolio
- identifies and assesses customer segments meriting relationship management
- understands the importance of customer value creation in business -to-business
- knows how to build long lasting and profitable key customer relationships
- has the skills needed in the core tasks of an Account manager
- is familiar with the customer relationship ICT systems and software
- has enhanced his/her skills in the area of HH3S competences (Orchestrator, Co-Doer).

### Course contents

- B-to-B market segmentation and customer profiling
- Assessment and identification of customer portfolios
- Customer value creation
- Methods of building profitable customer relationships
- Competitive strategies
- Account management as a profession

- Key customer relationship ICT systems and software and the benefits provided by them

## Cooperation with the business community

Collaboration with international and global companies, real business based cases and development project.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company collaboration.

## Teaching and learning methods

Contact lessons  
 Team project  
 Individual and team assignments  
 Independent studies  
 The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility of the course

Timo Rima  
 Pertti Tilli

## Course materials

Hutt M. & Speh T. 2009. Business Marketing Management: B2B. Thomson South-Western.  
 Lynch, R. 2008. Strategic Management. Person Education.  
 Payne, A. 2006. Handbook of CRM. Achieving excellence in customer management.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has a fair understanding/ knowledge of the key tasks of an account manager. He/she has a basic knowledge how long lasting and profitable relationships are built.	The student has a good understanding/ knowledge of the key tasks of an account manager. He/she has a good knowledge of how long lasting and profitable relationships are built.	The student has an excellent understanding/ knowledge of the key tasks of an Account Manager. He/she has an excellent knowledge of the how to develop long lasting and profitable b-to-b key customer relationships.
<b>Skills</b>	The student has basic skills to identify and assess which customer segments merit relationship.	The student has good skills to identify and assess which customer segments merit relationship.	The student has excellent skills to identify and assess which customer segments merit relationship. The student has very mature attitude in handling external and internal (customers)

			relationships.
<b>Competence</b>	The student has only limited knowledge and skills to manage b-to-b customer relationships. He/she needs strong support and supervision in dealing with customers. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to manage less demanding customer relationships and knows well when and where to get support. The student shows good service and sales orientation as required by the HH3S policy.	The student is able to independently manage relatively important b-to-b customer relationships. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Active participation 30%

Project 30%

Exam 40%

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.

## **Business-to-Business Selling and Sales Management in Global Markets**

Code: MAR3LF003

Extent: 3 ECTS (81 h)

Timing: Semester 5 - 6

Language: English

Level: Professional Specialisation Studies

Type: Compulsory to those chosen MARLF2 Global Customer Relationships Management and Communication as their specialisation.

### **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Global Customer Relationship Management and Communication.

### **Learning outcomes**

Upon successful completion of the course, the student

- understands the importance of sales force management and continuous selling skills development
- knows the sales management and the personal selling process in BtoB sales
- contributes to the development of sales strategies and sales planning
- is aware of the methods needed in managing and leading an international sales team
- has the skills to apply various selling techniques in sales negotiations in BtoB selling
- has enhanced his/her HH3S competences as applicable to the course.

### **Course content**

Sales management and sales planning

- sales strategies, targeting and prospecting

- sales forecasting and budgeting
- sales organisations and territory management
- leading sales force: motivation, training and supervision
- sales control and funnel management

Sales skills development in BtoB selling

- personal selling process
- competences and characteristics of a profit making sales person
- sales techniques in consultative sales negotiations: sales call planning, approach, need identification, product presentation, dealing with objections, closing the sale, building up the customer relationship

## Cooperation with the business community

Real business based cases and exercises.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Blended learning: Contact lessons, AdobeConnect-virtual lessons, Moodle-collaboration

Sales manual –team work

Sales simulation exercises in teams

Individual assignment/home exam

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility of the course

Seija Bergström, [seija.bergstrom@haaga-helia.fi](mailto:seija.bergstrom@haaga-helia.fi)

## Course materials

Jobber, D. & Lancaster, G. 2009. Selling and Sales Management. 8th ed. (or newer) Prentice Hall.  
 Cron, L. W. & DeCarlo, T. E. 2010. Sales Management: concepts and cases. 10th ed. Wiley. OR:  
 Johnston, M. W. & Marshall, G. W., 2011. Sales Force Management. 10th ed. McGraw-Hill, New York  
 Additional reading is announced in the Moodle.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student understands the role of the sales function. He/she has the general knowledge of consultative business- to-business selling process	The student understands the role of the sales function in successful business well. He/she has the good knowledge of consultative business- to-business selling process, also in international	The student understands the role of the sales function in successful business excellently. He/she has a very good knowledge of consultative business- to-business selling process, also in

		context.	international context.
<b>Skills</b>	The student's skills to recognise and analyse sales environment are limited. He/she is able to apply a consultative sales process in simple selling situations as a team member.	The student's skills to recognise and analyse sales environment are good. He/she applies a consultative sales process in selling situations culturally more demanding situations as an effect team member.	The student's skills to recognise and analyse sales environment are very good. He/she applies a consultative sales process in selling situations culturally very demanding situations as an effect team member and also independently.
<b>Competence</b>	The student is able to plan and act in the role of consultative seller only when tightly guided and assisted. His/her sales and service competences as required in the HH3S policy are limited.	The student plans and acts in the role of consultative seller in a result oriented way. His/her sales and service competences as required in the HH3S policy are on a good level.	The student plans and acts in the role of consultative seller in a result gaining way as needed in long term business relationships. His/her sales and service competences as required in the HH3S policy are on a very good level.

### **Modes of Assessment and their Weights**

Individual assignment 50%

Sales manual -team work 50%

Sales simulation exercises passed/failed

All parts must be passed to complete the course.

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.

## **Creative Corporate and Marketing Communication**

Code: MAR3LF004

Extent: 12 ECTS (324 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialisation Studies

Type: Compulsory to those who have chosen MARLF2 Global Customer Relationships Management and Communication as their specialisation.

### **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Global Customer Relationship Management and Communication.

### **Learning outcomes**

Upon successful completion of the course, the student

- Knows the key theoretical concepts of branding and corporate and marketing communications and can use them to explain the practical task.



- Can understand and describe creative corporate and marketing communications and branding as a strategic tool for business management, leadership and marketing.
- Can work with a client company in a multicultural team, showing service and sales orientation as required by the HH3S policy.
- Can apply problem identification, analysis and solving to branding and communication projects.
- Can conduct qualitative research in branding and corporate and marketing communication.
- Can collect, analyse and use relevant research findings to create brand management guidelines and/or a communication plan for a client company.
- Has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

### **Integrated communication and branding**

- Strategic brand and corporate communication
- Corporate and brand identity and image development
- The roles of different agencies

### **Communication objectives and measurement**

- Stages in the communication planning process
- Context analysis
- Target group decisions in b-to-b and b-to-c communication
- Objectives and measurement

### **Media and message decisions**

- Communication trends and media habits
- Media decisions
- Social media branding and marketing communication
- Message and creative decisions
- Visual brand identity
- Storytelling

### **Communication research**

- Importance of communication research
- How to use communication research

### **Cooperation with the business community**

Guest lecturers or online events

Client project (brand management guidelines and/or corporate and marketing communications plan for a direct organization)

### **International dimension**

Projects for international companies

Projects with international partners, if possible

### **Teaching and learning methods**

Problem-based learning (PBL) with a strong emphasis on project work

Contact lessons and workshops or online discussions and events

Independent information search and study

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility for the course

Kevin Gore  
Matti Helelä  
Anne Korkeamäki

## Course materials

Gad,T.2001. 4-D Branding. Cracking the Corporate Code of the Network Economy. Financial time. Prentice Hall. London.

Ind.N.2007. Living the Brand. How to transform every member of your organization into a brand champion.

Keller, K. 2008. Strategic Brand Management: a European Perspective. Pearson Education. Upper Saddle River.

Fill, C. 2009. Marketing Communications: Interactivity, Communities and Content. 5th edition. Pearson Education. Harlow.

De Pelsmacker, P., Geuens, M. & van den Bergh, J. 2010. Marketing Communications: A European Perspective. 4th edition. Pearson Education. Harlow.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student can partly understand but only poorly describe creative corporate and marketing communications as a strategic tool for business management, leadership and marketing.	The student can mostly understand and mostly describe creative corporate and marketing communications as a strategic tool for business management, leadership and marketing.	The student can fully understand and very clearly describe creative corporate and marketing communications as a strategic tool for business management, leadership and marketing.
<b>Skills</b>	With great difficulty and under strict supervision, the student can partly collect, poorly analyze and partly use relevant research findings to create brand guidelines and/or a communication plan for a client company at a beginner's level.	The student can collect, partly analyze and partly use relevant research findings to create brand guidelines and/or a communication plan for a client company at a beginner's level.	The student can collect, analyze and use relevant research findings to create brand guidelines and/or a communication plan for a client company at a high professional level.
<b>Competence</b>	With great difficulty and under strict supervision, The student can partly work with a client company in a multicultural team. He/she can poorly apply problem identification, analysis and solving to branding and communication projects. With great difficulty and	The student can work with a client company in a multicultural team. He/she can apply problem identification, analysis and solving to branding and communication projects. The student can conduct qualitative research in	The student can work very professionally with a client company in a multicultural team. He/she can fully apply problem identification, analysis and solving to branding and communication projects. The student can conduct qualitative research in branding and corporate

	under strict supervision, the student can conduct qualitative research in branding and corporate and marketing communication. The student shows poor service and sales orientation as required by the HH3S policy.	branding and corporate and marketing communication. The student shows good service and sales orientation as required by the HH3S policy.	and marketing communication at a highly professional level. The student shows excellent service and sales orientation as required by the HH3S policy.
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## Modes of assessment and their weights

Tutorial performance 30%

Client project 50%

Examination and/or assignments 20%

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.

## Successful Event

Code: MAR3LF005

Extent: 6 ECTS (162 h)

Timing: Semester 5 - 7

Language: English

Level: Professional specialisation studies

Type: Compulsory to those chosen MARLF2 Global Customer Relationships Management and Communication as their specialisation.

## Prerequisites

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Global Customer Relationship Management and Communication.

## Learning outcomes

Upon successful completion of the course, the student

- understands the importance of interaction and participation in making the various stakeholders committed to the organisation and the brand.
- knows the role and purpose of events at various levels of business operations.
- plans and implements a successful event from the perspective of the event purpose and objectives, as well as from the viewpoint of integrated corporate communications.
- masters project management skills needed for event planning, implementation and evaluation.
- analyses and evaluates the event planning process and outcome from the perspective of success.
- is able to compare relevant sources and models at an advanced level.
- applies relevant theories to practical contexts.
- combines relevant theories and the student's own ideas to formulate new models.
- applies problem identification, analysis and solving to event planning and implementation.
- works successfully with a client organisation in a multicultural team
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

- Role and purpose of events at various levels in business (fairs, seminars, exhibitions, other events)
- Event planning process
- Event implementation
- Working effectively in the event organisation
- Event evaluation
- Project management of events

## Cooperation with the business community

Guest speakers, event plan and implementation for an international client organisation.

## International dimension

Projects for international companies.

## Teaching and learning methods

Contact lessons  
 Workshops for practical event planning  
 Event implementation  
 The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility for the course

Anne Korkeamäki  
 Anna Hankimaa

## Course materials

Fill, Chris 2009. Marketing Communications: Interactivity, Communities and Content. 5th edition. Pearson Education. Harlow.  
 Matthews, Doug 2008. Special Event Production. The Process. Butterworth-Heinemann  
 De Pelsmacker, Patrick; Geuens, Maggie and van den Bergh, Joeri 2010. Marketing Communications: A European Perspective. 4th edition. Pearson Education. Harlow.  
 the e-book : The Sponsorship Handbook <http://elearn.haaga-helia.fi/moodle/mod/resource/view.php?id=286612>

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has an understanding of the basic elements involved in event planning and implementation and basic understanding of corporate communication terms and the minimum understanding of the	The student has a good general understanding of what is involved in event planning and implementation overall and adequate understanding of this perspective in relation to event purpose and outcome along with the relationship to corporate	The student understands the planning and implementation process of an event, from the perspective of the event purpose/objectives and integrated corporate communications. He/she can appreciate and understand in depth the specific event management risks and risk

	definitions of these terms.	communications activities. He/she understands the theory well.	management concepts. He/she has a highly developed understanding of theory.
<b>Skills</b>	The student has a basic understanding of the project management skills employed during the event management process (planning, coordination, tasks etc.).	The student is capable of selecting the appropriate tools required to achieve success in the planning and implementation and post-project phases of a specific event in order to meet the goals and objectives of that event.	The student has advanced skills and understanding of how to select, implement and evaluate the tools required and excellent skills to choose the tools/methods by the situation and objective.
<b>Competence</b>	The students is able to participate in the event management planning process and to complete it with the help of a supervisor. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to independently contribute to the event management process with limited supervision. The student shows good service and sales orientation as required by the HH3S policy.	The student is capable of managing independently some elements of the event management process and can make a significant contribution to the whole process with limited guidance and supervision. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Active participation & presence 20%

Project 40%

Exam 40%

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.

## **International Management Accounting**

Code: ACC3LF001

Extent: 6 ECTS (162 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialization Studies

Type: Compulsory to those who have chosen ACC1LF Financial Management for Global Business as their specialisation.

### **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Financial Management for Global Business.

### **Learning outcomes**

Upon successful completion of the course, the student

- understands planning and controlling profitability at different levels of operations, and in different business fields
- learns tools for refining a costing system
- understands pricing methods, product mix, customer profiles and outsourcing decisions
- learns strategy implementation and Balances Scorecard metrics including customer perspective
- develops skills in the area of HH3S competences
- learns to cope with practical accounting problems in different decision making situations using relevant information
- develops working life relationships and improve communication skills in multicultural teams.

## **Course contents**

- Profitability analysis of operating performance through practical applications applied to different cost objects (ex. product, service, product line, customer, department, market area) and business volumes
- Short-term business decisions and supporting computations
- Job costing and Activity based costing and related cases
- Pricing methods and practical applications
- Strategy formulation and Balanced Scorecard implementation including performance measurements

The students will choose the company in their interest and determine the problem solving case from management accounting perspective. The case should be useful for the company and the outcome will help management to do improvements concerning accounting practice in the future. The project work will be done in teams (3 - 4 students). The team will keep a project diary during the process.

## **Cooperation with the business community**

Real business based examples and cases, guest speakers, company visits as appropriate.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Contact lessons 76 h

Distance assignments and project work 114 h

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

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

## **Teacher with the main responsibility for the course**

Jaana Melamies

## **Course materials**

Braun, Tietz & Harrison. 2010. Managerial Accounting. 12th edition. Pearson.

Other material provided by the teacher

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student knows accounting principles, key concepts and tools for planning and controlling profitability.	The student understands accounting principles and how to use accounting tools for planning and controlling profitability.	The student fully understands advanced accounting theory and tools for planning and controlling profitability at different levels of operations and in different business fields.
<b>Skills</b>	The student knows how to use a certain accounting method in the given decision making situation.	The student is mostly able to choose and use the right accounting method in different decision making situations.	The student is fully capable to cope with practical accounting problems in different decision making situation when analytically using relevant information.
<b>Competence</b>	The student is able to complete tasks with the help of a supervisor and team members. He/she participates in team meetings during the project work and attending the project presentations. The student shows some service and sales orientation as required by the HH3S policy.	The student is mostly able to complete the tasks according to the agreed work plan and capable of actively working on a multicultural team. He/she shows verbal communication skills in the presentations. The student shows well service and sales orientation as required by the HH3S policy.	The student communicates professionally with the tutor, project company and multicultural team members. He/she completes independently the tasks according to the agreed work plan. He/she shows a positive attitude and well verbal communication skills in the project presentations. The student shows excellently service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Individual distance assignments 20%

Project report and presentation 40%

Exam 40%

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.

## International Financial Accounting

Code: ACC3LF002

Extent: 6 ECTS (162 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialization Studies

Type: Compulsory to those chosen ACC1LF Financial Management for Global Business as their specialization.

## **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Financial Management for Global Business.

## **Learning outcomes**

Upon successful completion of the course, the student

- knows the updated International Financial Accounting standards (IAS/IFRS) and their impact on the Profit&Loss Account and Balance sheet
- understands published accounts of companies
- deepens the knowledge about business transactions and related accounting processes
- is able to apply and interpret key ratios in terms of profitability, liquidity and solvency
- develops working life relationships and improves teamwork skills
- the student has enhanced his/her skills in the area of HH3S competences.

## **Course contents**

The course content will focus on Financial Statements in the Global Business. The topics are integrated and the student understands the content of Income Statement and Balance sheet according to the IFRS and apply key ratio calculations to the case company interpreting the indicators in the certain business field as a project work.

- Basic content and preparation of published accounts of companies (IAS/IFRS)
- Balance sheet: equity, liability, and asset measurement
- Profitability, liquidity and solvency key ratio workings
- Trend and horizontal performance analysis
- Evaluating ratios by comparison and presenting future strategies

## **Cooperation with the business community**

The students will choose the international company in their interest. The annual report and financial statements should be available (recent 3-5 years). The project work will be done in teams (3-4students). The team will keep a project diary during the process.  
Accounting simulation assignment with accounting software.

## **International dimension**

The course is based on International Financial Reporting Standards (IFRS).

## **Teaching and learning methods**

Contact lessons

Case studies

Workshops

Team work

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

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

## **Teachers with the main responsibility for the course**



## Course materials

Harrison, Horngren, Thomas & Suwardy: Financial Accounting: International Financial reporting Standards.

8th edition. Ch. 1-9. and 13 Pearson

Braun, Tietz: Managerial Accounting 3<sup>rd</sup> edition, Ch.14 Pearson  
Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student knows the basic principle how financial statements are prepared. He/she knows how to compute ratios in terms of profitability, liquidity and solvency.	The student understands the reason for basic accounting adjustments and knows how to prepare financial statements. He/she is able to apply and interpret key ratios.	The student is able to find out the correct accounting treatment for various business processes and understands how to analyze and interpret financial statements.
<b>Skills</b>	The student knows how to post the most common adjustment journals to accounting. He/she is able to interpret key ratios and understands the purpose of the statement of cash flows.	The student is able to prepare financial statements with needed adjustments. He/she is able to analyze different companies in different business fields and prepare a cash flow statement.	The student has excellent skills to prepare financial statements and cash flow statement with needed adjustments. He/she is fully capable to interpret ratios and give analytical reasoning.
<b>Competence</b>	The student is able to complete basic accounting related tasks with the help of a supervisor. He/she participates in team meetings during project assignment and attending the project presentation. The student shows service and sales orientation as required by the HH3S policy.	The student is able to complete accounting related tasks relatively independently and shows verbal communication skills in terms of accounting. The student shows well service and sales orientation as required by the HH3S policy.	The student is able to complete accounting related tasks very independently and search for needed information. He/she can develop some new ideas concerning a project company. Student shows good verbal communication skills in terms of accounting.  The student shows excellently service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Project Assignment 30%

Assessments with accounting software 10%

Small research and presentations 10%

Exams 50% (Accounting 30% Analysis 20%)

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.

# **International Trade and Finance**

Code: ACC3LF003

Extent: 9 ECTS (240 h)

Timing: Semester 5 - 6

Language: English

Level: Professional Specialization Studies

Type: Compulsory to those chosen ACC1LF Financial Management for Global Business as their specialisation.

## **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Financial Management for Global Business.

## **Learning outcomes**

Upon successful completion of the course, the student

- understands the contemporary economic issues with an emphasis on international trade and finance
- knows the instruments of corporate finance available in global business environment
- is able to analyse and use of the corporate finance instruments required in a company operating in international markets
- has skills to make finance related decisions generating profitable business
- is able to evaluate and share market information in order to support strategic decision-making within the organization and networks
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

Course content follow three general themes on capital markets and international trade, investment analysis and financial management. Main topics underlying these themes are the following;

### **International Trade, Capital Markets and the World Economy**

1. theories of international trade and economic integration
2. the international monetary system and the balance of payments
3. international parity relationships
4. world trading patterns, trade policy and export promotion
5. financial markets and their products

### **Operational and Global Investment Decisions**

1. economic evaluation and investment appraisal methods
2. structuring international trade transactions: choice of currency, method of payments
3. analysing risk factors in foreign operations and investment
4. international portfolio investment and risk management

### **International Financial Management and Capital Budgeting**

1. capital budgeting decision process and techniques

2. short-term financial decisions; working capital and current assets management
3. types of exchange-rate risk exposure
4. interest and foreign exchange-rate risk management
5. internal controls and auditing

## Cooperation with business community

Guest lecturers from international/global companies, real business based cases.

## International dimension

International and global business approach to course topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Contact lessons  
 Case studies  
 Team project  
 The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teacher with the main responsibility of the course

Mika Mustikainen

## Course materials

Husted, S.L., Melvin, M. 2009. International economics (8th ed.). Pearson Education, Boston, 2009.  
 Other textbooks to be announced.  
 Study package of articles instructed by the teacher.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student knows the principles of international trade, key concepts and tools for trade finance and theories behind international trade and finance. He/she is familiar with the key concepts of short term financial planning, budgeting and working capital.	The student understands concepts of international trade and finance and is able to link decisions to the framework behind them. He/she is able to use learned concepts of short term financial planning and working capital.	The student fully understands advanced international trade and finance theory and tools for planning and decision making. He/she is able contribute comprehensively in areas of short term financial planning.
<b>Skills</b>	The student knows how to use certain concepts and methods in field of international trade and	The student is mostly able to choose and use different concepts and methods of international	The student is fully capable to cope with practical problems in international trade and finance in different decision making

	finance in the given decision making situation.	trade and finance in different decision making situations.	situation when analytically using relevant information.
<b>Competence</b>	The student is able to complete tasks with the help of a supervisor and team members. He/she is participating in team meetings during the project work and attending the project presentations. The student is able to clarify him/herself clearly in open discussion situations. The student shows poor service and sales orientation as required by the HH3S policy.	The student is mostly able to complete the tasks according to the agreed work plan and capable of actively working on a multicultural team. He/she shows verbal communication skills in the presentations and takes part in discussions in a decent manner. The student shows good service and sales orientation as required by the HH3S policy.	Communicates professionally with the tutor, project company and multicultural team members. Completes independently the tasks according to the agreed work plan. Shows a positive attitude and well verbal communication skills in the project presentations. Participates actively and expands discussion. Address clearly own opinions. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessments and their weights**

Project Work 40%

Exam 30%

Assignment, Context Handbook writing 20%

Personal presentation of a subject topic 10%

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.

## **Corporate Tax and Value Added Tax**

Code: ACC3LF004

Extent: 3 ECTS (81 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialization Studies

Type: Compulsory to those chosen ACC1LF Financial Management for Global Business as their specialization

### **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Financial Management for Global Business.

### **Learning outcomes**

Upon successful completion of the course, the student

- understands how the value added tax system operates in the EU-area and in the global business
- distinguishes between various rates of VAT in different countries
- is able to record VAT in the bookkeeping system

- is able to calculate taxable profit and total amount of income taxes for different organization forms
- understands the stages of evolution to a multinational corporation and challenges in terms of taxation in the global operations
- has a basic knowledge about tax planning in the international environment
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

- VAT principles and rates in the different countries
- VAT refunds within European countries and in the global markets
- VAT transactions in the company's accounts
- Income taxation of different organization forms; comparison of corporate tax rates in different countries
- The approaches to taxation of foreign source income and the way expenses are treated for tax purposes
- International transfer pricing of goods and services
- Main issues about the avoidance of double taxation of foreign source income as well as key issues related to responsible tax planning

## Cooperation with the business community

Real business based examples and cases, guest speakers, company visits as appropriate.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Contact lessons

Guest visitors

Case studies

Assignments

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teacher with the main responsibility for the course

Anne Arkima

## Course materials

Materials handed out by the teacher

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
Knowledge	The student knows the	The student recognizes the	The student fully understands

	differences of direct and indirect taxation. He/she understands that taxation should be considered in the course of business. He/she knows the differences in taxation in the EU and non-EU countries.	importance of tax considerations linked to different operations of the company. He/she is able to explain how the tax issues affect the business decisions.	taxation, both corporate and VAT, as a part of a company`s decision making process. He/she is able to add value with tax considerations in global trading and business. He/she is able to interpret demanding tax issues and finds easily information from various sources.
<b>Skills</b>	The student knows how to find out information about taxations in different jurisdictions.	The student is mostly able to interpret tax legislation. He/she understands the main effects and considerations of taxation.	The student is fully capable to apply and interpret tax legislations and practices in the global business environment.
<b>Competence</b>	The student is able to complete tasks with the help of a supervisor and team members. He/she participates in team meetings during the project work and attending the project presentations. The student shows poor service and sales orientation as required by the HH3S policy.	The student is mostly able to complete the tasks according to the agreed work plan and capable of actively working on a multicultural team. He/she shows verbal communication skills in the presentations. The student shows good service and sales orientation as required by the HH3S policy.	The student communicates professionally with the tutor, project company and multicultural team members and completes independently the tasks according to the agreed work plan. He/she shows a positive attitude and well verbal communication skills in the project presentations. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Assignments 40%

Exam 60%

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.

## Consolidated Financial Statements

Code: ACC3LF005

Extent: 3 ECTS (81 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialization Studies

Type: Compulsory to those chosen ACC1LF Financial Management for Global Business as their specialisation.

## Prerequisites

The student has successfully completed the GloBBA Basic and Joint Professional Studies and International Financial Accounting ACC3LF002 –course. The course is part of the module of Financial Management for Global Business.

## **Learning outcomes**

- Upon successful completion of the course, the student knows the definition of a group and requirements to prepare consolidated accounts
- knows accounting treatment and methods of subsidiaries concerning inter-company business transactions
- understands and is able to report non-controlling interest
- is able to consolidate international associated companies into accounting
- learns the conversion and translation for foreign currency for presentation in the consolidated financial statements
- can prepare a small group's consolidated financial statements
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

- Definition of a group and reasons for consolidated accounts
- Accounting for groups at the date of acquisition under IFRS 3
- Preparation of consolidated balance sheet after the date of acquisition under IAS 27
- Preparation of consolidated income statements under IAS 1
- Accounting for associated companies and the equity method under IAS 28, IAS 31
- Accounting for the effects of changes in foreign exchange rates under IAS 21

## **Cooperation with the business community**

Real business based examples and cases.

## **International dimension**

Topics based on IFRS- International Financial Reporting Standards. International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Contact lessons

Case studies

XL-assignments

Analysis

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

Accreditation of prior learning (APL) is observed on the course according to separate instructions. Please contact the teacher in advance for these cases.

## **Teacher with the main responsibility for the course**

Heli Kortesalmi

## **Course materials**

Material given by the teacher

Harrison, Horngren, Thomas & Suwardy: Financial Accounting: International Financial reporting Standards. 98th edition. Pearson. Only chapters 8 and 10 chapter.

Additional reading: Alfredson, Leo, Picker, Loftus, Clark, Wise: Applying International Financial

Reporting Standards. Part 4. Wiley

Additional reading (will be available in the library soon): Mahony, Paul & MacLochlainn, Niall (2013).

Consolidated Financial Statements 2nd. edition. Chartered Accountants of Ireland.

## Assessment of Learning Outcomes and Criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student can name some concepts related to consolidated financial statements.	The student can explain the meaning/importance of consolidated financial statements.	The student is able to estimate the need for consolidated financial statements and can develop tools for creating the eliminations.
<b>Skills</b>	The student knows how to prepare basic eliminations for consolidated financial statement.	The student is able to choose the right eliminations for consolidated financial statement.	The student can excellently choose the right eliminations for consolidated financial statement.
<b>Competence</b>	The student is able to complete a simple group's consolidated financial statement with the help of a supervisor. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to complete a simple group's consolidated financial statement relatively independently. The student shows good service and sales orientation as required by the HH3S policy.	The student is able to complete a simple group's consolidated financial statement very independently. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Individual elimination assignment 30 %

Exam 70 %

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.

## Budget and Responsibility Accounting

Code: ACC3LF006

Extent: 6 ECTS (162 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialization Studies

Type: Compulsory to those who have chosen ACC1LF Financial Management for Global Business as their specialisation.

## Prerequisites

The student has successfully completed the GlobBA Basic and Joint Professional Studies. The course is part of the module of Financial Management for Global Business.

## Learning outcomes



Upon successful completion of the course, the student

- understands budgeting as an integral part of a company's strategy
- learns the steps in developing an operating budget and timing of the process
- is able to create functional budgets, a budgeted profit and loss account, balance sheet and cash flow forecast
- understands responsibility accounting in the international companies
- learns issues about setting standards, flexible budgets and limitations of budgets
- is able to use EXCEL for budgeting
- the student has enhanced his/her skills in the area of HH3S competences.

## Course contents

- The basic theory of budgetary control systems
- Difference between fixed and flexible budgets and between incremental and zero-based budgeting
- Scheduling the budgeting process
- Variances between actual and budgeted performance levels in different functional budgets
- Balanced scorecard from the budgeting point of view
- Budget responsible manager in the global environment (ex. area key account)

## Cooperation with the business community

Real business-based examples and cases, guest speakers, company visits as appropriate.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Contact lessons 64 h

Assignments

Team work for a project company

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility for the course

Jaana Melamies

Anne Arkima

## Course materials

Braun, K., Tietz, W. 2013 Managerial Accounting. Pearson Education.

Other material provided by the teacher

## Assessment criteria

<b>Grade/Learning outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
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<b>Knowledge</b>	The student knows the steps in developing budgets and understands the process. He/she knows the basic theory and accounting tools of budgetary control.	The student understands the linkage between Master Budgets and operating budgets, Flexible budgets and Standard costs. He/she is able to explain variances.	The student fully understands responsibility accounting and budgeting as an integral part of a company`s strategy. He/she is able to create Master Budgets and schedule the budgeting process. He/she is able to interpret sales volume, flexible budget and standard cost variances.
<b>Skills</b>	The student knows how to use budgeting reports and how to follow the schedule in this process.	The student is mostly able to interpret budgeting reports and variances. He/she understand Standard costing, Flexible budgets and Balanced Scorecard.	The student is fully capable to apply and interpret Master Budgets and operating budget, Flexible budgets, Standard Costing and Balanced Scorecard in the real business environment.
<b>Competence</b>	The student is able to complete tasks with the help of a supervisor and team members. He/she is participating in team meetings during the project work and attending the project presentations. The student shows service and sales orientation as required by the HH3S policy.	The student is mostly able to complete the tasks according to the agreed work plan and capable of actively working on a multicultural team. He/she shows verbal communication skills in the presentations. The student shows well service and sales orientation as required by the HH3S policy.	The student communicates professionally with the tutor, project company and multicultural team members and completes independently the tasks according to the agreed work plan. He/she shows a positive attitude and well verbal communication skills in the project presentations. The student shows excellently service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Individually done assignments 20%

Project work and diary, project report and presentation 40%

Exam 40%

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.

## **Managing Quality in Supply Chains**

Code: LOG3LF001

Extent: 6 ECTS (162 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialization Studies

Type: Compulsory to those chosen LOGLF1 Global Supply Chain Management as their specialisation.

### **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Global Supply Chain Management.

## **Learning outcomes**

Upon successful completion of the course, the student

- understands the role of quality management providing competitive advantage in supply chains
- is able to describe the different costs of quality
- is able to take actions needed in continuous improvement in the global supply chain operations
- masters tools of total quality management
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

- Concept of quality in supply chain processes
- Total Quality Management
- Tools of TQM
- ISO 9000 Quality Management System
- TQM in services
- Just-in-Time (JIT) and Lean philosophy
- Total cost of quality
- Six-Sigma quality improvement principles
- Benchmarking

## **Cooperation with business community**

Guest speakers from companies, real business based cases and project assignment.

## **International dimension**

Learning the course contents based on global business approach.

## **Teaching and learning methods**

Contact lessons

Assignments

Team project

Independent studies

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

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

## **Teacher with the main responsibility for the course**

Eeva Aarnio

## **Course materials**

Foster, s.T.2013. Managing Quality Integrating the Supply Chain. 5th edition.Pearson.

Heizer, Jay & Render, Barry 2011: Principles of Operations Management. Eight edition. Pearson Education Inc., Prentice Hall Upper Saddle River, New Jersey.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student knows the principles of managing quality in supply chains, key concepts and tools in use. He/she is familiar with the key tools of quality management.	The student understands concepts of quality management in supply chains and is able to link decisions to the framework behind them. He/she is able to use learned tools of quality management.	The student fully understands quality management in supply chains and the theory and tools for planning and decision making. He/she is able to contribute comprehensively in areas of quality management.
<b>Skills</b>	The student knows how to use certain tools and methods in field of managing quality in supply chains in the given decision making situation.	The student is mostly able to choose and use different tools and methods of managing quality in supply chains in different decision making situations.	The student is fully capable to cope with practical problems in quality of supply chains in different decision making situations when analytically using relevant information.
<b>Competences</b>	The student is able to complete tasks with the help of a supervisor and team members. He/she is participating in team meetings during the project work and attending the project presentations. The student is able to clarify him/herself clearly in open discussion situations. The student shows poor service and sales orientation as required by the HH3S policy.	The student is mostly able to complete the tasks according to the agreed work plan and capable of actively working on a multicultural team. He/she shows verbal communication skills in the presentations and takes part in discussions in a decent manner. The student shows good service and sales orientation as required by the HH3S policy.	Communicates professionally with the tutor, project company and multicultural team members. Completes independently the tasks according to the agreed work plan. Shows a positive attitude and well verbal communication skills in the project presentations. Participates actively and expands discussion. Clearly shows his/her own opinions. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Performance in contact lessons 20%  
 Assignments and project 40%  
 Examination 40%

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.

## Optimising Resources

Code: LOG3LF002  
 Extent: 6 ECTS (162 h)  
 Timing: Semester 5 - 7  
 Language: English

Level: Professional Specialization Studies

Type: Compulsory to those chosen LOGLF1 Global Supply Chain Management as their specialisation.

## **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Global Supply Chain Management.

## **Learning outcomes**

Upon successful completion of the course, the student

- knows how to use optimizing as a modeling tool for business cases
- is able to recognize and evaluate market possibilities (market predictor)
- is able to assess and adjust current business cases (market predictor)
- is able to create presentations to visualize concepts (service designer)
- is able to maximize profits and minimize costs (sales maker & service designer)
- is capable to determine economic order quantities for an inventory in order to optimize inventory cycles (sales maker & service designer)
- is able to set price to services and products (sales maker)
- is able to use Excel in a professional way (digi-applier)
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

All exercises done to real-like business cases (supporting co-doer and orchestrator competencies)

- Formulating decision making problems
- Solving linear problems graphically
- Computer solutions for linear problems
- Applications of optimising
- Transportation problems
- Inventory models

## **Cooperation with business community**

Guest speakers from companies, real business based cases and exercises.

## **International dimension**

Learning the course contents based on global business approach.

## **Teaching and learning methods**

Contact lessons

Exercises

Independent studies

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

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

## **Teacher with the main responsibility for the course**

## Course materials

Anderson, D., Sweeney, D. & Williams, T. 2007. An Introduction to Management Science, Quantitative Approaches to Decision Making. 12th edition. West Publishing Company. Minneapolis.

Other material to be announced

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student can formulate basic decision making problems. She can solve simple linear problems both graphically and with computer. She is able to apply optimizing calculations for at least in one of the following areas: supply chain management, finance, transportation and inventory.	The student can formulate decision making problems. She can solve linear problems both graphically and with computer. She has a good knowledge of optimizing calculations for at least in three of the following areas: supply chain management, finance, transportation and inventory.	The student can formulate decision making problems. She can solve linear problems both graphically and with computer. She manages well all four application areas (supply chain management, finance, transportation and inventory). She understands their role in business applications.
<b>Skills</b>	The student has the right attitude to work and she performs in routine applications.	The student can partly independently choose the right methods for calculating and collecting the needed information.	The student can work independently in initiative, critical and analytical way in order to solve related business problems in a broader context.
<b>Competence</b>	The student can apply the skills and knowledge to basic business applications under supervision. The student shows poor service and sales orientation as required by the HH3S policy.	The student can apply the skills and knowledge to some business applications partly independently. The student shows good service and sales orientation as required by the HH3S policy.	The student can apply the skills and knowledge to related business applications independently. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Exams 75%

Assignments 25%

NOTE! If agreed in the beginning of the course, some course implementations might include larger assignments. In that case the assessment weights are:

Exams 40%

Assignment(s) 40%

Home exercises 20%

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.

# **Sustainable Logistics and Supply Chain Strategies**

Code: LOG3LF003

Extent: 6 ECTS (162 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialization Studies

Type: Compulsory to those chosen LOGLF1 Global Supply Chain Management as their specialisation.

## **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Global Supply Chain Management.

## **Learning outcomes**

Upon successful completion of the course, the student:

- promotes resources and energy savings by reusing, reducing and recycling
- promotes reduction of greenhouse gas and waste
- aims at minimizing environmental pollution (water, soil, air)
- considers how to reduce the environmental impact of warehousing, packaging and transportation
- understands the structure of the environmental management system
- considers how to reduce carbon footprint of the operations within the global supply chain
- is able to restructure the supply chain to be more sustainable
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

- Strategic and operational perspective of green logistics and green supply chain management
- Indicators of environmental sustainability
- Impact of logistics (especially transport and packaging) on the environmental sustainability
- Carbon footprint
- Reverse logistics: reuse, reduce and recycle
- Environmental management systems (ISO 14001)
- Best practices of green logistics in various business fields
- Environmental reporting
- Supply chain audit
- Emissions trading
- Legal aspects of waste logistics

## **Cooperation with business community**

Collaboration with logistics service providers / SCM of selected multinational companies.

## **International dimension**

Cooperation with international and global companies.

## **Teaching and learning methods**

Contact-based tuition

Student presentations

Social learning methods

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teacher with the main responsibility of the course

Minna-Maari Harmaala  
Soile Kallinen

## Course materials

Articles selected by the teacher

McKinnon Alan, Cullinane Sharon, Brownw Michael and Whiteing Anthony 2010: Green Logistics – Improving the environmental sustainability of logistics.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student can identify, list and combine the some theoretical concepts and issues related to sustainable logistics and supply chain strategies. However, the use of concepts is somewhat inaccurate and the use of different theories is very limited.	The student can describe the relevant theoretical concepts and issues related to sustainable logistics and supply chain strategies and apply them to new contexts. The student can link the key theoretical concepts to the practical tasks. The student has an understanding of how sustainable logistics and supply chain management relate to general management and contribute to corporate bottom line performance.	The student can use and combine different theories to present her own suggestions and models. The student is aware of conflicting views on the topics. The student uses theory and specific terminology accurately. The student has a clear understanding and appreciation of how sustainable logistics and supply chain management fit into the general management framework and how they contribute to corporate profitability.
<b>Skills</b>	The student can only with difficulty and under strict supervision contribute as part of a team, in developing sustainable logistics and supply chain operations and strategies. The student can provide input to green logistics design initiatives only with serious difficulty and omissions. The student can participate in developing logistics and supply chain management, through for example carbon auditing or the design of an environmental management	The student can, as part of a team, develop sustainable logistics and supply chain operations and strategies based on general criteria. The student can provide input to green logistics design initiatives with some difficulty. The student can participate in developing logistics and supply chain management, through for example carbon auditing or the design of an environmental management system with moderate support and supervision.	The student can provide meaningful sustainable logistics and supply chain operative and strategic initiatives taking corporate characteristics into account. The student can provide input to green logistics design initiatives. The student can fully participate in developing logistics and supply chain management, through for example carbon auditing or the design of an environmental management system with a great degree of independence. The student can act as a team



	system with strict support and supervision.		leader if required.
<b>Competence</b>	The student can partly work with a corporate team given strong support and supervision. The student can only with difficulty apply problem identification, analysis and solving to sustainable logistics and supply chain management issues and projects. The student has difficulties in understanding research data collection, in analysing the data and applying theoretical concepts for a development project . The student does not demonstrate aptitude or interest in developing sustainable logistics and supply chain management. The student shows poor service and sales orientation as required by the HH3S policy.	The student can work with a corporate team given some content and context related support. The student shows moderate independence in her work. The student can apply problem identification, analysis and solving to sustainable logistics and supply chain management issues and projects to an extent. The student can independently collect and analyse data for a project company and offer development ideas for it. The student demonstrates some aptitude and interest in developing sustainable logistics and supply chain management. The student shows good service and sales orientation as required by the HH3S policy.	The student can work very professionally with a corporate team given some content and context related support. The student shows a great degree of independence in his/her work. The student can skillfully apply problem identification, analysis and solving to sustainable logistics and supply chain management issues and projects. The student can independently collect and analyse data for a project company at a high professional level . The student can make significant contributions to a corporate development project. The student demonstrates great aptitude and interest in developing sustainable logistics and supply chain management. The student shows excellent service and sales orientation as required by the HH3S policy.

## **Modes of assessment and their weights**

Active participation 10%

Projectreport and presentation 40%

Class assignments 50%

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.

## **Purchasing Strategies**

Code: LOG3LF004

Extent: 9 ECTS (243 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialization Studies

Type: Compulsory to those chosen LOGLF1 Global Supply Chain Management as their specialisation.

## **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Global Supply Chain Management.

## **Learning outcomes**

Upon successful completion of the course, the student

- understands the various roles of purchasing and supply management in achieving strategic success
- knows the strategic importance of supplier development adding value in international business partnership
- chooses and applies appropriate purchasing strategies to different commodities and services
- makes use of strategic alignment
- knows the implications of electronic technology for strategic partnerships and the supply base
- handles professionally the documentation of buying process needed in international markets
- is aware of the legal rights and obligations related to buying transactions
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

- Integrated purchasing strategies
- Strategic Cost Management
- Relationship Management and Strategies
- Corporate Social Responsibility and the competitive advantage
- Strategies adding value in the value chain
- E-Procurement
- Buying as a profession
- Documentation in buying process

## **Cooperation with the business community**

Guest speakers from international and global companies, real global business based project.

## **International dimension**

The key product project work concerning high performance company in purchasing among global companies together with the course of LOG3LF005 Developing Performance in Supply Chains.

## **Teaching and learning methods**

Contact -based tuition

Self-directed learning

Student presentations

Social learning methods

Investigative learning approach (e.g. information search and knowledge sharing)

Individual and/or team assignments

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

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

## **Teacher with the main responsibility of the course**

## Course materials

Articles selected by the teacher

Cousins Paul, Lamming Richard, Lawson Benn, Squire Brian, 2008. Strategic Supply Management; Principles, theories and practice. Harlow. Pearson Education.

HAAGA-HELIA library's electronic databases.

Harrison Ala & van Hoek Remko. 2008. Logistics Management and Strategy; Competing through the supply chain. 3rd ed. Harlow. Pearson Education.

Hugos Michael, 2006. Essentials of Supply Chain Management. 2nd. ed. Hoboken (NJ), Wiley & Sons, Inc.

Material in Moodle

Rudzki, Robert A. 2005. Straight to Bottom Line; An Executive's Roadmap to World Class Supply Management. J. Ross Publishing Inc. (available electronically)

Weele, Arjan J. van. 2010. Purchasing and Supply Chain Management; Analysis, Strategy, Planning and Practice. 5th ed. Andover. Cengage Learning

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	Student can understand and describe at some level alone the role and importance of purchasing function as the part of global business organisation. Student knows some features of purchasing strategies affecting the success for the whole organisation. The use of theories, model and concepts is somewhat inaccurate, superficial and very limited and the student is not able to apply them.	Student can understand and describe very well the role and importance of purchasing function as the part of global business organisation. Student can explain the importance of purchasing strategies affecting the success for the whole organisation. The use of theory and specific terminology is mostly accurate and the real-life examples are mostly relevant and accurate, and mostly support the theory.	Student can fully understand and describe in the depth the role and importance of purchasing function as the part of global business organisation. Student can estimate and compare the purchasing strategies in different company context or in different lines of business and how these are affecting the success for the whole organisation. The use of theory and specific terminology is very accurate. His real-life examples are relevant and accurate, and support or challenge the theory and the student is able to combine different theories to present his own models.
<b>Skills</b>	Student can describe the purchasing processes and strategies to some degree. He has a limited view of the legal rights and obligations in purchasing and he can follow and discuss the purchasing related topics to some degree. Student can rarely	Student can collect, analyse and assess the purchasing processes and strategies at a good professional level. He has an overall view of the legal rights and obligations in purchasing and he can mostly apply the concepts and models. He is able to follow and discuss the purchasing	Student can analyse and assess the purchasing processes and strategies at an excellent professional level. He has a holistic view of the purchasing function and he can discuss and critically access the purchasing related topics. He can further develop

	offer development ideas to improve purchasing practices. He uses rarely the viewpoints of other students to widen his own thinking. Student reflects on and improves his learning process only occasionally.	related topics at a good professional level. Student can offer development ideas to improve purchasing processes. He uses sometimes the viewpoints of other students to enhance widen his thinking and is able to find some connections between different perspectives. Student often reflects on and improves his learning process.	purchasing function processes and is able to apply concepts and models logically. The student uses the viewpoints of other students to enhance his own thinking and he is able see the connection between different perspectives. Student actively reflects on and improves his learning process.
<b>Competence</b>	Student mostly works professionally in a multicultural team. Student is able to discuss purchasing issues using some professional terminology. He rarely generates new and useful ideas. His ability to understand different viewpoints is limited and his comments sometimes lack of logic. He rarely responds to or further develops comments of others. He seldom offers or expects knowledge that is accurate and relevant to the issue. Student occasionally gives and receives feedback. The student shows poor service and sales orientation as required by the HH3S policy.	Student is able to work professionally in a multicultural team. He can discuss purchasing issues using professional terminology. He can actively engage in problem identification and analysis, and solve purchasing issues at a basic level. He often generates new and useful ideas and is able to understand different viewpoints and argue his opinions understandably. He often responds to and further develops comments of others. He mostly offers and expects knowledge that is accurate and relevant to the issue. He is sometimes able to use evidence appropriate to the topic. Student mostly gives and receives feedback effectively. The student shows good service and sales orientation as required by the HH3S policy.	Student is able to work very professionally in a multicultural team. He can discuss purchasing issues using professional terminology fluently. He can fully engage in problem identification and analysis, and solve purchasing issues at a medium level. He generates new and useful ideas and questions different viewpoints and argues his opinions very logically. Reasoning is always visible in his comments and he seriously responds to and further develops comments of others. He puts forth and demands knowledge that is accurate and relevant to the issue. He uses evidence appropriate to the topic. Student can give and receive feedback effectively. The student shows excellent service and sales orientation as required by the HH3S policy.

### Modes of assessment and their weights

<b>Assessment Targets (in Winha)</b>	<b>Assessment target</b>	<b>% of total course grade</b>
1	Assignment 1 (no separate task setting):  Active, relevant and constructive contribution in class	30%

	<p>discussions and teams.</p> <ul style="list-style-type: none"> <li>· Shows critical thinking and is able to question current models and thinking.</li> <li>· Listens and builds dialogue based other students' contributions.</li> <li>· Asks relevant questions.</li> <li>· Prepares all tasks and exercises</li> </ul>	
2	Team Assignment 1: Purchasing in the different business sectors and/or different commodities	10%
3	Team Assignment 2: Public Procurement	10%
4	Team Project Work: A company analysis focusing on the global purchasing strategies	20 %
5	Exam	30 %

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.

## **Developing Performance in Supply Chains**

Code: LOG3LF005

Extent: 6 ECTS (162 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialization Studies

Type: Compulsory to those chosen LOGLF1 Global Supply Chain Management as their specialisation.

### **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Global Supply Chain Management.

### **Learning outcomes**

Upon successful completion of the course, the student

- is able to identify possible problem and development areas in supply chains
- has the skills to measure key performance (KPIs) and other logistics indicators
- is capable to improve supply chain management by using organisational and technology-based tools
- has enhanced his/her HH3S competences as applicable to the course.

### **Course contents**

- Supply Chain – and overview to identify the possible potential problem areas for improvements
- Performance measurement - developing key performance indicators
- Logistics metrics
- Purchasing an ERP (Enterprise Resource Planning) system
- ERP Workflow tools

## Cooperation with business community

Guest speakers from companies, real business based cases and exercises.

## International dimension

Learning the course contents based on global business approach.

## Teaching and learning methods

Contact sessions

Exercises

Team based project

Independent studies

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teacher with the main responsibility for the course

Eeva Aarnio

## Course materials

Chae B. 2009. Developing key performance indicators for supply chain: an industry perspective, Supply Chain Management: An International Journal, Vol. 14 Iss: 6, pp.422 – 428. Emerald Group Publishing Ltd.

Improving Supply Chain Visibility via Technology. e-book. 2010. Bitpipe.com.

Monk E. & Wagner B. 2007. Concepts in Enterprise resource planning. Course Technology.

Slack, N., Brandon-Vones,A., Vohnston, R.2011. Essentials of Operations Management. Pearson Education.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student knows the principles of developing performance in supply chains, key concepts and tools in use. He/she is familiar with the key tools of quality management.	The student understands concepts of developing performance in supply chains and is able to link decisions to the framework behind them. He/she is able to use learned tools of quality management.	The student fully understands developing performance in supply chains and the theory and tools for planning and decision making. He/she is able contribute comprehensively in areas of quality management.
<b>Skills</b>	The student knows how to use certain tools and methods in field of developing performance in supply chains in the given decision making situation.	The student is mostly able to choose and use different tools and methods of developing performance in supply chains in different decision making situations.	The student is fully capable to cope with practical problems in developing performance in supply chains in different decision making situations when analytically using relevant information.
<b>Competence</b>	The student is able to	The student is mostly able	Communicates professionally

	complete tasks with the help of a supervisor and team members. He/she is participating in team meetings during the project work and attending the project presentations. The student is able to clarify him/herself clearly in open discussion situations. The student shows poor service and sales orientation as required by the HH3S policy.	to complete the tasks according to the agreed work plan and capable of actively working on a multicultural team. He/she shows verbal communication skills in the presentations and takes part in discussions in a decent manner. The student shows good service and sales orientation as required by the HH3S policy.	with the tutor, the project company and multicultural team members. Completes independently the tasks according to the agreed work plan. Shows a positive attitude and good verbal communication skills in the project presentations. Participates actively and expands the discussion. Clearly shows his/her own opinion. The student shows excellent service and sales orientation as required by the HH3S policy.
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## **Modes of assessment and their weights**

Active participation 20%

Assignments 40%

Examination 40%

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.

## **Working with People: Stories and Theories**

Code: LEA3LF001

Extent: 6 ECTS (162 h)

Timing: Year 3

Language: English

Level: Professional Specialisation Studies

Type: Specialisation

Integrated studies: -

Module: Human Resource Management for Global Business

### **Prerequisites**

Joint professional studies successfully completed.

### **Learning outcomes**

Upon successful completion of the course, the student

- Has an overview of the development of PM into HRM and HRD as an academic discipline and an organizational function, and understands the necessity and role of HRM as a strategic business partner. Is able to analyse HR management and leadership as a business phenomenon in today's world at a general and organizational level.
- Has a deeper understanding of the most common managerial and supervisory tasks and situations, and is able to turn them into case studies and analyze them critically.
- Understands how management and leadership theories have developed over time and how they influence daily management and supervisory work today.

- Is able to make use of employer image/branding concepts to plan and manage the employer brand, especially internally.
- Knows the current trends and future challenges HRM and HRD are facing
- Is able to use of storytelling (narrative techniques and drama) as a tool to develop personal supervisory, subordinate and leadership competencies.
- Is able to engage in self-reflection and professional development planning as a developing HR professional.
- Can take action to proactively observe and investigate organizational HR practices and daily leadership situations in order to design and maintain an HR system, management and leadership practices that generate satisfaction and wellbeing among organizational members; and as a result total up to a positive internal employer brand. Additionally, the student has started to develop his vision of his own eclectic leadership practice.

## **Course contents**

### **Theme 1: Leadership Paradigms and Theories (2 cr)**

- History, the main drivers, approaches and functions of PM, HRM and HRD until today
- Key thinkers in HRM
- The development of management and leadership thinking
- HRM as strategic business partner

### **Theme 2: Experiencing Leadership Training (2 cr)**

- The narrative approach and drama in business use and as a leadership development tool
- Personal supervisor-subordinate cases written, shared, acted and analysed in order to develop intrapersonal and interpersonal subordinate, supervisory and leadership competencies

### **Theme 3: Worklife Project on Internal Employer Image (2 cr)**

- Analysing how daily supervisory work influences employees perception of the internal employer image/brand, and how to ensure that this experience is positive.

## **Cooperation with the business community**

### **Worklife project:**

Students complete individually or in teams an qualitatively oriented analysis of the external and/or internal employer brand/image of a company of their choice. The objective is to offer information to the company on the status of their current employer image and make proposals for further development.

## **Teaching and learning methods**

- Contact-based tuition
- Narrative approach and drama followed by case analysis
- Independent reading and writing (e.g. Learning Diary)
- Teamwork face-to-face and virtually
- Investigative learning approach (e.g. information search and knowledge sharing)
- Social learning methods (e.g. workshops)
- The assessment of one's own learning 1 h

## **Accreditation of prior learning (APL)**

Students with experience in the area of the course can apply to complete the course through APL (Accreditation of Prior Learning done outside higher education). The APL consists of two components. Both of these must receive the minimum grade of 1 to pass.



1. Theory examination based on books and articles to be tailored for each student.
2. Written project tailored for each student.

## Teacher with the main responsibility for the course

Elisabeth San Miguel

## Course materials

Course handouts

Barrow, S. and Mosley, R. Bringing the Best of Brand Management to People at Work. John Wiley Sons. Chichester. Required course book.

Denning, S. 2011. The Leader's Guide to Story Telling. Mastering the Art and Discipline of Business Narrative. Jossey-Bass. San Francisco. Chapters 1, 2 and 12.

Human Capital 2010. Employer Branding. The Best Employer Survey. p.1. Quoted: 20.4.2011.

Krasikova, D.V., Green, S.G. & LeBreton, J.M. 2013. Destructive leadership: A Theoretical Review, Integration and Future Research Agenda. Journal of Management, Vol. 39 No. 5.1308 - 1338.

Shriberg, D. and Shriberg, A. 2011. Practicing Leadership. Principles and Applications. Fourth Edition. Required course book.

Sternberg, P. & Garcia, A. 2000. Drama. Who's in Your Shoes? Second edition or later. Praeger, London. Chapters 1 and 2.

Welch, J. & Welch, S. 2006/2007. Winning: The Answers. Confronting 74 of the Toughest Questions in Business Today. HarperCollins. New York. HarperCollins. New York. Chapters 9–66.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	Student can describe several PM, HRM and leadership models, and is able to consider some aspects influencing their efficiency and effectiveness. Student can name the components and systems that form the employer brand/employer image of an organization.	Student can explain the meaning and importance of several PM, HRM and leadership models, and estimate at a good level their efficiency and effectiveness in a specific management/leadership situation while also taking into consideration some aspects of the viewpoints of the employer/ manager and the employee. Student can explain the meaning and importance of the components and systems that form the employer brand/employer image of an organization while also considering some aspects of the perspectives of management and employees.	Student is knowledgeable about the historical development of HRM as a discipline. Student can compare and contrast various PM, HRM and leadership models, and estimate their efficiency and effectiveness in a specific management/leadership situation while balancing the viewpoints of the employer/manager and the employee. Student can compare and contrast the components and systems that form the employer brand/employer image of an organization from the perspectives of management and employees.
<b>Skills</b>	Student can analyze existing employer brands, HRM policies and practices, and leadership methods at	Student has good skills in analyzing existing employer brands, HRM policies and practices, and leadership methods, and can pinpoint	Student has excellent skills in analyzing existing employer brands, HRM policies and practices, and leadership methods, and can pinpoint

	a satisfactory level. He is able to pinpoint only a few areas needing development.	several areas needing development as well as propose some appropriate development measures.	areas needing development as well as propose appropriate development measures.
<b>Competence</b>	Student can analyze and describe organizational HR management and leadership practices and employer brands as a team member based on his theoretical knowledge and analytical skills. The student shows poor service and sales orientation as required by the HH3S policy.	Student can develop organizational HR management and leadership practices and employer brands as a team member based on his theoretical knowledge and analytical skills. The student shows good service and sales orientation as required by the HH3S policy.	Student can develop organizational HR management and leadership practices and employer brands independently or as a team member based on his theoretical knowledge and analytical skills. The student shows excellent service and sales orientation as required by the HH3S policy.

### Modes of assessment and their weights

Assesments targets	Assesment target Minimum grade of 1 required for all targets	% of theme grade	% of course grade
<b>Theme 0 Attendance</b>	Attendance: Active and purposeful contribution based on good preparation for the session	100%	25%
<b>Theme 1 Leadership Paradigms &amp; Theories</b>	<b>Assignment 1: Literature discussions.</b> Topics 1–4 are discussed in class based on individual study before the session. Performance is assessed using PBL assessment criteria. Lecturer is chair. We will not use recorders or memos, because you will write key learnings in the learning diary.	100%	25%
<b>Theme 2 Experiencing Leadership Training</b>	<b>Assignment 2.1: Narratives</b> (individual; a story written outside class time and uploaded to Moodle) <b>Assignment 2.2: Drama exercises</b> A team assignment. Team prepares two mini-dramas (bad practice vs. good practice version of the same event) outside class time and presents them in class. <b>Assignment 2.3: Learning Diary</b> covering <u>all</u> themes. An individual report written outside class time and uploaded in Moodle. Alternatively, an individual student may choose an exam by requesting for it from the lecturer.	10% 10% 80% 100%	25%
	<b>Theme total</b>		
<b>Theme 3 Worklife Project on Internal Employer Image</b>	<b>Assignment 3 Worklife Project:</b> Internal Employer Image A team assignment. A qualitative interview study conducted outside class time, uploaded to Moodle and presented in class.	100% 100%	25% 100%
	<b>Theme total</b>		

\*If you prefer to take an examination on a re-examination date instead, please email the lecturer your request. The examination material consists of texts and class discussions in themes 1 & 2. Theme 3 projects and project presentation is required of all course participants

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.

## **Legal and Ethical Dimensions in HRM**

Code: LEA3LF002

Extent: 6 ECTS (162 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialisation Studies

Type: Optional Compulsory to those chosen LEALF2 Human Resource Management for Global Business as their specialisation.

### **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Human Resource Management for Global Business.

### **Learning outcomes**

Upon successful completion of the course, the student

- understands the hierarchy and linkage between national, EU and international laws from HRM and legal perspective
- understands the difference of voluntary and binding agreements on international labor practices
- has basic knowledge of Finnish and EU labor law
- learns how to act in employment relationship both as an employee and as an employer
- has basic knowledge of corporate governance and corporate codes of conduct
- understands the value and basic issues in business ethics
- understands the role of business ethics in the company's bottom line performance
- is able to recognize ethical requirements of corporate responsibility reporting from the business ethics perspective and is able to provide input to such reports
- is able to draft an employment contract
- knows the issues to be taken into consideration when making and negotiating an employment contract in an international business environment
- is able to understand privacy regulations linked to HRM questions including data transfer issues
- has enhanced his/her HH3S competences as applicable to the course.

### **Course contents**

- Business ethics from a corporate perspective as well as globally
- National, EU and international laws related to HRM
- Voluntary and binding agreements on international labor practices
- Elements of employment contracts
- Drafting and negotiating employment contracts
- Scope of confidentiality (employee vs. employer)
- Reporting HRM as part of CSR
- International labour law

### **Cooperation with the business community**

Real business-based examples and cases, guest speakers.

### **International dimension**

National, EU and International dimension from HRM and ethics perspective.

## **Teaching and learning methods**

Contact lessons and examination  
Role-playing exercises  
Case studies  
Assignments  
Independent 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.

## **Teachers with the main responsibility for the course**

Minna-Maari Harmaala  
Sanna Saarnia  
Janne Jokinen

## **Course materials**

Ferrell, Fraedrich & Ferrell. 2009. Business Ethics. International edition. Cengage learning (or newer).  
Relevant legal text and other materials such as articles to be announced later.

## **Assessment criteria**

Active attendance 15%  
Assignments 45%  
Examination 40%

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.

# **Talent Dimensions in HRM**

Code: LEA3LF003  
Extent: 6 ECTS (162 h)  
Timing: Semester 5 - 7  
Language: English  
Level: Professional Specialisation Studies  
Type: Compulsory to those chosen LEALF2 Human Resource Management for Global Business as their specialisation.

## **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Human Resource Management for Global Business.

## **Learning outcomes**

Upon successful completion of the course, the student

- appreciates people as the key intellectual capital of the organization
- creates and maintains competitive advantage through people
- identifies key competences within the industry and organizational competence gaps
- identifies future organizational competence needs
- identifies and evaluate various training and development procedures
- understands how to engage in talent management by using resource planning, recruitment and selection, horizontal and vertical career planning.
- knows the tools for assessing competencies
- has developed a resource-based view of the organization
- understands the expatriation process from a company's and legal point of view.
- has developed strategic thinking skills
- has gained analytical an assessment skills
- is able to assess learning processes
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

- Strategy-driven talent and competence management
- Demand for diverse competencies and potential in various industries
- Job analysis
- Competence evaluation and inventory
- Recruitment and selection
- Training and development
- Career planning
- Exit management
- Integrated performance appraisal (PA) and management (PM) including disciplinary procedures

## **Cooperation with the business community**

Company cases and/or company guest speakers, company visits.

## **International dimension**

Cases from MNC's

## **Teaching and learning methods**

Contact lessons

Web-based PBL

Student presentations

Social learning methods (e.g. poster walk, world café)

Individual and/or team assignments

Investigative learning approach (e.g. information search and knowledge sharing)

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 with the main responsibility for the course**

Anita Pösö

## **Course materials**

Articles selected by tutors.

Literature on talent management and competence management

### Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has limited knowledge of the concepts of talent dimensions in HRM and poorly understands the importance of talent management in global organizations.	The student has good knowledge of the concepts of talent dimensions in HRM and understands well the importance of talent management in global organizations.	The student has excellent knowledge of the concepts of talent dimensions in HRM and understands very well the importance of talent management in global organizations.
<b>Skills</b>	The student has great difficulties in choosing the appropriate tools and methods that are relevant to identifying and analyzing competence and development needs. He/she has great difficulties in strategic, critical and analytical thinking.	The student is able to choose the appropriate tools and methods that are relevant to identifying and analyzing competence and development needs. He/she has great difficulties in strategic, critical and analytical thinking.	Student demonstrates excellent skills to choose the appropriate tools and methods that are relevant to identifying and analyzing competence and development needs. He/she has great difficulties in strategic, critical and analytical thinking.
<b>Competence</b>	The student poorly applies the concepts, tools, and theories related to talent management. With great difficulty and under strict supervision, the student is able to complete HRM related tasks. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to apply the learned concepts, tools, and theories to talent management. He/she is able to work somewhat independently and professionally in HRM related tasks. The student shows good service and sales orientation as required by the HH3S policy.	The student can fully apply the learned concepts, tools, and theories to talent management. He/she is able to work very independently and professionally in HRM related tasks. The student shows excellent service and sales orientation as required by the HH3S policy.

### Modes of assessment and their weights

Assignment 40%

Active and purposeful participation contact lessons 20%

Active and purposeful participation in virtual PBL 30%

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.

## Collaborative Dimension in HRM

Code: LEA3LF004

Extent: 6 ECTS (162 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialization Studies

Type: Compulsory to those chosen LEALF2 Human Resource Management for Global Business as their specialization.

## **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Human Resource Management for Global Business.

## **Learning outcomes**

Upon successful completion of the course, the student

- utilize leadership to facilitate collaborative working processes to create and innovate
- makes use of the opportunities diversity offers in the work place
- knows how to encourage and make use of dialogue in the work place to build trust and respect
- is able to apply various approaches and methods for organizational learning
- is able to plan and conduct a qualitative research
- is able to reflect on, assess and develop personal leadership, teamwork and collaboration skills
- knows how to approach and resolve conflicts
- recognizes the prerequisites of successful virtual communities
- appreciates personal accountability as a learner in the collaborative value creation process
- has further developed his/her information search skills and analytical thinking
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

- Leadership as a resource for collaboration
- Collaboration enablers: Dialog, group work, teamwork and networking
- Diversity management
- Conflict management
- Organizational learning, the learning organization, knowledge learning
- Collaborative and innovative atmosphere
- Creativity techniques and tools
- Personal DiSC analysis

## **Cooperation with the business community**

Company cases and/or company guest speakers.

Qualitative research project for a case organization.

## **International dimension**

Articles and cases used are from MNC context. Teams are built from multicultural basis.

## **Teaching and learning methods**

Contact lessons

Qualitative research project for a case organization

Articles and case studies

Self-assessment

Student presentations

Social learning methods and investigative learning approach (e.g. information search and knowledge sharing)

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 with the main responsibility for the course

Anu Santala

## Course materials

Articles selected the teacher

Caproni, P.J. 2012. Management Skills for Everyday Life. The practical coach. Third Edition. Pearson.

## Assessment criteria (waiting for new criterias)

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student can understand and describe at some level alone different collaborative dimensions and tools in team level context. His/her use of theories, models and concepts is somewhat inaccurate and superficial. He/she can give some real-life examples, but the use different theories is very limited and does not present his/her own models.	The student can understand and describe very well different collaborative dimensions and tools in team level context. His/her use of theory and specific terminology is mostly accurate. The real-life examples are mostly relevant and accurate, and mostly support the theory. He/she sometimes uses different theories, but seldom presents his/her own models.	The student can fully understand and describe in depth different collaborative dimensions and tools in team level context. His/her use of theory and specific terminology is very accurate. The real-life examples are relevant and accurate, and support or challenge the theory. He/she uses and combines different theories to present his/her own models.
<b>Skills</b>	The student can partly analyze, assess, and apply research article findings. He/she is able to plan and conduct and report a qualitative research process at basic level. He/she can describe collaborative dimensions in HRM in company context, but	The student can analyze, assess, and apply research article findings at a good professional level. He/she is able to plan and conduct and report a qualitative research process at medium level and he/she can assess collaborative dimensions in HRM in company context. He/she can offer some development ideas to improve collaborative practices and has an overall view of the themes and can mostly apply concepts and models. He/she sometimes uses the	The student can analyze, assess, and apply research article findings at an excellent professional level. He/she is able to plan and conduct and report a qualitative research process at good level and can assess collaborative dimensions in HRM in company context and suggest areas needing development. He/she has a holistic view of the themes and can apply



	<p>can rarely offer development ideas to improve collaborative practices. The student has a limited view of the themes and can apply only some concepts and models and rarely uses the viewpoints of other students to widen his/her own thinking and seldom finds some connections between different perspectives. He/she reflects on and improves his/her learning process only occasionally.</p>	<p>viewpoints of other students to enhance his/her own thinking and can find some connections between different perspectives. He/she often reflects on and improve my learning process.</p>	<p>concepts and models logically. He/she uses the viewpoints of other students to enhance his/her own thinking and sees the connection between different perspectives. He/she actively reflect on and improve his/her learning process.</p>
<p><b>Competence</b></p>	<p>The student mostly works professionally in a multicultural team and can sometimes engage in problem identification and analysis, and suggests some solutions to issues in question. He/she can discuss collaboration issues using some professional terminology and prepare a description of a company's collaboration activities. He/she mostly works professionally in a multicultural team, but rarely generates new and useful ideas. His/her ability to understand different viewpoints is limited, and his/her comments sometimes lack logic. He/she rarely respond to or further develop comments of others. He/she seldom offers or expects knowledge that is accurate and relevant to the issue.</p>	<p>The student can work very professionally in a multicultural team and actively engages in problem identification and analysis, and solves issues in question. He/she can discuss collaboration issues using professional terminology and make an analysis of a company's collaboration activities at a medium level. He/she can work professionally in a multicultural team and often generates new and useful ideas. He/she understands different viewpoints and argues his/her opinions understandably. Reasoning is mostly visible in his/her comments. He/she often responds to and further develops comments of others. He/she mostly offers and expects knowledge that is accurate and relevant to the issue. He/she is sometimes able to use evidence appropriate to the topic and mostly gives and receives feedback effectively. The student shows good service and sales orientation as required by the HH3S policy.</p>	<p>The student can fully engage in problem identification and analysis, and solve issues in question. He/she can discuss collaboration issues using professional terminology fluently and make an analysis of a company's collaboration activities at a good level. He/she can work very professionally in a multicultural team and generates new and useful ideas. He/she questions different viewpoints and argues his/her opinions very logically. Reasoning is always visible in his/her comments. He/she seriously responds to and further develops comments of others. He/she puts forth and demand knowledge that is accurate and relevant to the issue. He/she uses evidence appropriate to the topic and gives and receives feedback effectively. The student shows excellent service and sales orientation as required by the HH3S policy.</p>

	<p>He/she is rarely able to use evidence appropriate to the topic and only occasionally gives and receives feedback. The student shows poor service and sales orientation as required by the HH3S policy.</p>		
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## **Modes of assessment and their weights**

Article Review 25%

Qualitative Research project (choice of individual or pair assignment) 30%

Exam 25%

Active participation in contact classes 20%

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.

## **Facilitating HRM Processes**

Code: LEA3LF005

Extent: 6 ECTS (162 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialisation Studies

Type: Compulsory to those chosen LEALF2 Human Resource Management for Global Business as their specialisation.

### **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Human Resource Management for Global Business.

### **Learning outcomes**

Upon successful completion of the course, the student

- has gained an overview of the operative human resource management process and practices
- is able to engage in HR planning both from a quantitative and qualitative perspective
- is able to utilize workforce flexibility options
- recognizes various compensation and rewards models and portfolios
- understands the process of organizational change management including the risks involved
- appreciates wellbeing at work as a legal, motivational, health, retention and performance factor
- has gained an overview of ICT-based HR applications
- is able to apply qualitative research methods to an HR-related problem
- has developed skills to analyse human resource
- has developed further his/her project management skills
- has developed qualitative research skills
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

- HR planning based on external and internal supply and demand
- Organizational structure as an implementation of strategy
- Managing workforce flexibility
- Compensation and rewards strategy
- Wellbeing at work
- Managing change
- Expatriate management
- ICT solutions for HRM (not software based course)
- Qualitative research methods (project)

## Cooperation with the business community

Company cases and/or company guest speakers, company visits.

Qualitative research project for a case organization

## International dimension

Cases from MNC's

## Teaching and learning methods

Contact lessons

Case studies

Qualitative research project for a case organization

Student presentations

Social learning methods (e.g. poster walk, world café)

Investigative learning approach (e.g. information search and knowledge sharing)

Individual and/or team assignments

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility for the course

Anita Pösö

## Course materials

Articles selected by tutors.

To be determined

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has limited knowledge of the operative HRM processes and practices and poorly understands human resource	The student has good knowledge of the operative HRM processes and practices and understands well human resource	The student has excellent knowledge of the operative HRM processes and practices and understands very well human resource

	aspects in change management in global organizations.	aspects in organizational change management in global organizations.	aspects in organizational change management in global organizations.
<b>Skills</b>	The student has great difficulties in choosing appropriate tools, methods, and frameworks that are relevant to analyzing and developing HRM processes and practices. He/she has poor quantitative research and project management skills related to HRM.	The student has good skills in choosing appropriate tools, methods, and frameworks that are relevant to analyzing and developing HRM processes and practices. He/she has good quantitative research and project management skills related to HRM.	The student has excellent skills in choosing the appropriate tools, methods, and frameworks that are relevant to analyzing and developing HRM processes and practices. He/she has excellent quantitative research and project management skills related to HRM.
<b>Competence</b>	The student poorly applies the concepts, tools, and theories related to HRM processes and practices. With great difficulty and under strict supervision, the student is able to complete HRM related tasks. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to apply the learned concepts, tools, and theories to HRM processes and practices. He/she is able to work somewhat independently and professionally in HRM related tasks. The student shows good service and sales orientation as required by the HH3S policy.	The student can fully apply the learned concepts, tools, and theories to HRM processes and practices. He/she is able to work very independently and professionally in HRM related tasks. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Assignment (+ presentation) 40%

Qualitative research assignment 30%

Active and purposeful participation in contact lessons 30%

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.

## **People as a Strategic Asset**

Code: LEA3LF006

Extent: 3 ECTS (162 h)

Timing: Semester 5 - 7

Language: English

Level: Professional Specialisation Studies

Type: Compulsory to those chosen LEALF2 Human Resource Management for Global Business as their specialisation.

### **Prerequisites**

The student has successfully completed the GloBBA Basic and Joint Professional Studies. The course is part of the module of Human Resource Management for Global Business.

### **Learning outcomes**

Upon successful completion of the course, the student

- is able to construct an HRM strategy based on corporate and BU strategies
- understands the trends affecting HRM and the risks they entail
- understands the role of the HR manager/director as a business partner
- foreseeing future competence needs and risks
- understands the principles of budgeting for HR
- identifies levels of organizational competences
- is able to use BSC (balanced scorecard) as a tool for implementing strategy
- manages the due diligence process in mergers and acquisitions
- HR due diligence process
- has further developed his/her strategic thinking skills, critical and analytical thinking and project management skills
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

Strategic human resource management (SHRM). Implementing corporate strategy through HR strategy  
The role of the HR manager/director  
Trends influencing HRM  
BSC Balanced score card  
Core, strategic and key organizational competences  
HR due diligence process  
Risk management in HR

## **Cooperation with the business community**

Company cases and/or company guest speakers, company visits.  
Student analysis a case company's HR strategy and operations.

## **International dimension**

Cases from MNC's and a project with a international company.

## **Teaching and learning methods**

Integrative HR module project  
Workshops  
Contact hours  
Independent studies and research  
Student presentations  
Social learning methods (e.g. poster walk, world café)  
Investigative learning approach (e.g. information search and knowledge sharing)  
Team assignments  
Learning diary  
The assessment of one's own learning 1 h

## **Accreditation of prior learning**

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

## **Teacher with the main responsibility for the course**

Anita Pösö

## Course materials

Articles selected by tutors.

To be determined

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has limited knowledge of the concepts of strategic HRM and poorly understands the role of a HR function and key areas of strategic HRM as part of the global corporate strategy framework.	The student has good knowledge of the concepts of strategic HRM and understands well the role of a HR function and key areas of strategic HRM as part of the global corporate strategy framework.	The student has excellent knowledge of the concepts of strategic HRM and understands very well the role of a HR function and key areas of strategic HRM as part of the global corporate strategy framework.
<b>Skills</b>	The student has great difficulties in choosing the appropriate tools, methods, and frameworks relevant to strategic HRM. He/she has great difficulties in strategic, critical and analytical thinking. He/she has poor project management skills related to HRM.	The student is able to choose the appropriate tools, methods, and frameworks relevant to strategic HRM. The student has partly developed his/her strategic, critical and analytical skills and project management skills related to HRM.	Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks relevant to strategic HRM. The student has developed his/her strategic, critical and analytical skills and project management skills related to HRM.
<b>Competence</b>	The student poorly applies the concepts, tools, and theories related to strategic HRM. With great difficulty and under strict supervision, the student is able to complete HRM related tasks. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to apply the learned concepts, tools, and theories to strategic HRM. He/she is able to work somewhat independently and professionally in HRM related tasks. The student shows good service and sales orientation as required by the HH3S policy.	The student can fully apply the learned concepts, tools, and theories to strategic HRM. He/she is able to work very independently and professionally in HRM related tasks. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Integrative project assignment 60%

Other assignments 10%

Active and purposeful participation in contact lessons 30%

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.

## Strategic Views on Global Business

Code: IBU2LF006  
Extent: 6 ECTS (162 h)  
Timing: Semester 7  
Language: English  
Level: Joint specialisation studies  
Type: Compulsory studies

## **Prerequisites**

Both the basic and joint professional studies as well as the specialization studies chosen by the student have been completed.

## **Learning outcomes**

Upon successful completion of the course, the student

- understands the strategy engagement process by all employees in the organization
- knows strategic tools needed in successful global business
- is able to extract accurate and clear information from multiple of obscure sources information that has a significant impact on the strategy process
- has deepened his/her critical and holistic thinking skills needed in global business
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

The purpose of this course is to deepen the students understanding of a strategy and how to apply the strategy concepts in the challenging global business context. Furthermore the course aims to integrate all of the students previous studies within a strategy context. Moreover the strategy course will be integrated to the functional specializations of the International Business programme.

- Strategic analysis
- Developing the strategy
- Strategic options and choices
- Strategy implementation

## **Cooperation with the business community**

Guest Lectures

## **International dimension**

- International and global business approach to course themes and topics
- contributions by multinational student groups
- company cooperation

## **Teaching and learning methods**

Multiple methods, including an online business simulation game  
The assessment of one's own learning 1 h

## **Accreditation of prior learning**

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

## **Teachers with the main responsibility of the course**

Pertti Tilli  
Timo Rima

## **Course material**

Johnson, Whittington, Scholes 2011. Exploring strategy. 9th edition. Pearson Education.  
Lynch, R.2009. Strategic Management. Harlow: Pearson Education.

## **Assessment criteria**

Active participation in course activities (contact sessions, team work, cases)  
Examination

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.

## **English for Academic Purposes**

Code: ENG8LF001  
Extent: 3 ECTS (81 h)  
Timing: Autumn and spring semester  
Language: English  
Level: Intermediate studies  
Type: Free-choice studies

## **Prerequisites**

The course is only for the incoming exchange students. Degree students are not accepted to the course.

## **Learning outcomes**

Upon completion of the course, the student

- communicates correctly in English, both orally and in writing
- is familiar with the appropriate terminology and phrases
- has expanded his/ her knowledge and understanding of economic and financial texts and the vocabulary related to business
- is able to follow his/her other business classes conducted in English
- is able to give presentations in English
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

- Writing business related texts
- Discussions on current economic and business topics
- Giving presentations
- Communicating through various media (e.g. e-mailing, telephoning)

## **Cooperation with the business community**

Real business based examples and cases.



## International dimension

Contributions by multinational student groups  
Course topics related to international business

## Teaching and learning methods

Contact learning 30 h  
Distance learning 50 h  
Pair and team assignments and discussions, individual writing assignments  
The assessment of one's own learning 1 h

## Accreditation of prior learning

Not applicable.

## Teacher with the main responsibility for the course

Claudia Jeltsch

## Course materials

Material and hand-outs provided by the course teacher.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student knows only some of the grammatical structures of the English language. He/she is familiar with the most basic appropriate terminology and phrases, and has expended to some extent his/her knowledge and understanding of economic texts.	The students has a basic knowledge of the grammatical structures of the English language. He/she is relatively familiar with the basic appropriate terminology and phrases, and has rather good knowledge and understanding of economic texts.	The students has a very good knowledge of the grammatical structures of the English language. He/she is familiar with the appropriate terminology and phrases, and has good knowledge and understanding of economic texts.
<b>Skills</b>	With a great difficulty the student is able to follow his/her business classes conducted in English, and to participate in the interactive class discussion. He/she prepares and gives business related presentations only assisted by his/her team members.	The student follows his/her business classes conducted in English, and participates in the interactive class discussion rather well. His/her vocabulary is wide enough for preparing and giving business related presentations together with his/her team members.	The student follows his/her business classes conducted in English, and participates in the interactive class discussion without any difficulty. His/her vocabulary is wide for preparing and giving business related presentations together alone and together with his/her team members.

<b>Competence</b>	With a great difficulty and under strict supervision the student is able to use English as a studying and working language. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to work relatively independently using English as a studying and working language. The student shows good service and sales orientation as required by the HH3S policy.	The student is able to work very professionally and independently in English as a studying and working language. The student shows excellent service and sales orientation as required by the HH3S policy.
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## Modes of assessment and their weights

Exam 60%

Spoken assignments (presentation) 20%

Written assignments & active participation during the lessons 20%

80% attendance required

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.

## Finnish for Exchange Students 1

Code: FIN8LF010

Extent: 3 cr (81 h)

Timing: -

Language: English and Finnish

Level: Core studies

Type: Elective studies

### Prerequisites

No previous studies or knowledge of Finnish language required. This course is for exchange students only.

### Learning outcomes

Upon successful completion of the course, the student

- can introduce oneself, give basic information about oneself and ask simple questions
- can understand the most common words and phrases in routine everyday situations
- is able to deal with simple social situations and handle simple shopping situation
- is aware of the basic characteristics of Finnish language, culture and habits
- is aware of different language learning strategies
- is able to use the surrounding language environment to develop one's language skills
- has enhanced his/her HH3S competences as applicable to the course.

### Course contents

The purpose is to provide students with survival language skills that enable them to use some basic phrases and most common vocabulary, introduce themselves and cope in simple, routine everyday situations.

- Basic pronunciation
- Greetings, basic small talk phrases and complements
- Introducing oneself
- Numbers, prices and time expressions
- Asking and giving basic information in routine everyday situations
- Vocabulary and key phrases for everyday needs
- Information about Finland and the Finnish culture

## Teaching and learning methods

Brief lectures

Oral and written exercises (independent, pair, group)

Homework and preparation for lessons

Assignments

DVD / CD / Internet material

Learning games

The assessment of one's own learning 1 h

## Teachers responsible

Laura Saarikoski

Hanna Tani

## Course materials

Provided by the teacher.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student can name some of the most typical basic characteristics of Finnish language. The student recognizes and understands some very basic vocabulary and phrases in routine, everyday situations.	The student knows some of the most typical characteristics of Finnish language and he/she understands basic vocabulary and phrases in routine, everyday situations.	The student knows the most typical characteristics of Finnish language and he/she understands well basic vocabulary and phrases in everyday situations.
<b>Skills</b>	The student is able to use some of the most frequent vocabulary and phrases in routine, everyday situations.	The student can use the basic vocabulary and phrases in routine, everyday situations.	The student can use the basic vocabulary and phrases well in everyday situations.
<b>Competence</b>	The student shows poor activity and minor independent investment to his/her learning process. The student is able to deal with only some of the communicative situations handled during the course. The student shows poor service and sales orientation as required by the HH3S	The student participates actively and can act independently as a language learner. The student is able to deal with the communicative situations handled during the course. The student shows good service and sales orientation as required by the HH3S	The student participates very actively and can act independently and efficiently as a language learner. The student masters well the communicative situations handled during the course. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Attendance and class contribution 30%

Assignments (in Moodle) 10%

Examination 60%

All assessment components must be completed successfully to pass the course

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.

## Finnish for Exchange Students 2

Code: FIN8LF020

Extent: 3 cr (81 h)

Timing: -

Language: English and Finnish

Level: Core studies

Type: Elective studies

### Prerequisites

Student has successfully completed the course Finnish for Exchange Students 1 (FIN8LF010). This course is for exchange students only.

### Learning outcomes

Upon successful completion of the course, the student

- is able to give basic information about oneself and ask simple questions
- can understand and use familiar expressions and basic phrases in routine everyday situations
- is able to manage in Finnish in simple practical daily situations (shopping, ordering in a restaurant, etc.)
- knows the basics of the Finnish language and Finnish communications culture
- is aware of the language learning strategies appropriate for oneself
- is able to use the surrounding language environment to develop one's language skills
- has enhanced his/her HH3S competences as applicable to the course.

### Course contents

The purpose is to provide students with basic level language skills that enable them to use basic phrases and vocabulary, and cope in the most common everyday situations.

- Pronunciation
- Introducing and telling about oneself and matters of most immediate personal relevance (family, home, educational background, etc.)
- Asking and giving basic information in routine everyday situations
- Shopping and ordering
- Describing people and objects in a simple way
- Expressing time, place and direction
- Vocabulary and key phrases for everyday and studying needs
- Information about Finland and the Finnish culture

## Teaching and learning methods

Brief lectures  
Oral and written exercises (independent, pair, group)  
Homework and preparation for lessons  
Assignments  
DVD / CD / Internet material  
Learning games  
The assessment of one's own learning 1 h

## Teacher responsible

Hanna Tani

## Course materials

Provided by the teacher.

## Assessment criteria

<b>Grade/Learning Outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
<b>Knowledge</b>	The student knows some of the most typical basic characteristics of Finnish language. The student understands very basic vocabulary and phrases in routine, everyday situations.	The student knows the most typical characteristics of Finnish language and he/she understands basic vocabulary and phrases in routine, everyday situations.	The student knows well the most typical characteristics of Finnish language and he/she understands well basic vocabulary and phrases in everyday situations.
<b>Skills</b>	The student is able to use the most frequent vocabulary and phrases in routine, everyday situations.	The student can use the basic vocabulary and phrases in routine, everyday situations.	The student can use the basic vocabulary and phrases well in everyday situations.
<b>Competence</b>	The student shows poor activity and minor independent investment to his/her learning process. The student is able to deal with only some of the communicative situations handled during the course. The student shows poor service and sales orientation as required by the HH3S policy.	The student participates actively and can act independently as a language learner. The student is able to deal with the communicative situations handled during the course. The student shows good service and sales orientation as required by the HH3S policy.	The student participates very actively and can act independently and efficiently as a language learner. The student masters well the communicative situations handled during the course. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Attendance and class contribution 30%  
Assignments (in Moodle) 10%  
Examination 60%  
All assessment components must be completed successfully to pass the course

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.

## **Finnish for Working Purposes 1**

Code: FIN8LF002

Extent: 6 ECTS (162 h)

Timing: Semester 3

Language: Finnish and English

Level: Joint professional studies

Type: Free-choice studies

### **Prerequisites**

Student has successfully completed the course Basic Communication in Finnish 2.

### **Learning outcomes**

Upon successful completion of the course, the student

- can understand main points of clear standard speech and texts on general and familiar matters
- is able to deal with and communicate in familiar situations related to everyday life
- can express personal views and opinions
- can write simple connected texts on general and familiar topics
- can recognize one's own strengths and development areas as a language learner
- can use and develop language learning strategies appropriate for oneself and set personal language learning goals
- has the confidence and ability to use one's language skills and is able to search information in Finnish
- has enhanced his/her HH3S competences as applicable to the course.

### **Course contents**

This course develops student's vocabulary, speaking and writing skills, and also the knowledge of Finnish grammar. The purpose is to provide students with intermediate level language skills that enable them to improve their knowledge and familiarity with Finnish society and culture. Themes handled during this course are everyday and working life, services, media (tv, radio, newspapers), society, environment and social relations. The course corresponds to the B1.1 level of the Common European Framework.

- Describing and discussing everyday, general matters, events and experiences
- Running errands and communicating in service situations
- Reading simple media texts
- Communicative tasks and exercises grounded in real-life situations
- Grammar

### **Cooperation with the business community**

Real business based cases, guest speakers, company visits as appropriate.

### **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Contact lessons  
Oral and written exercises (independent, pair, group)  
Workshop-style learning environment  
Homework and preparation for lessons  
Assignments  
Short presentations and/or oral summaries  
DVD/CD/Internet material  
Learning games  
The assessment of one's own learning 1 h

## Accreditation of prior learning

Not applicable.

## Teacher with the main responsibility of the course

Tuula Jäppinen  
Hanna Tani

## Course materials

Gehring, S. & Heinzmann, S. 2012. Suomen mestari 2.Chapters 1-6. Finn Lectura. Helsinki.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student understands some of the main points of clear standard speech and texts on general matters. He/she has difficulties with the basic vocabulary and grammar.	The student understands most of the main points of clear standard speech and texts on general matters. He/she knows the basic vocabulary and grammar.	The student understands easily the main points of clear standard speech and texts on general matters. He/she knows well the basic vocabulary and grammar.
<b>Skills</b>	The student can communicate poorly in situations related to general topics and everyday life. He/she has poor confidence and ability to use Finnish in everyday situations.	The student can communicate in situations related to general topics and everyday life. He/she has confidence and ability to use Finnish in everyday situations.	The student can communicate easily in situations related to general topics and everyday life. He/she has good confidence and ability to use Finnish in his/her everyday life.
<b>Competence</b>	The student shows poor activity and minor independent investment to his/her learning process. He/she is able to deal with only some of the communicative situations handled during the course. He/she has problems complying with the deadlines. The student shows poor service	The student participates actively, complies with the deadlines and can act independently as a language learner. The student is able to deal with the communicative situations handled during the course. The student shows good	The student participates very actively and can act independently and efficiently as a language learner. The student masters well the communicative situations handled during the course. The student shows excellent service and sales orientation as required by

	and sales orientation as required by the HH3S policy.	service and sales orientation as required by the HH3S policy.	the HH3S policy.
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## **Modes of assessment and their weights**

Continuous assessment 50%: active participation, assignment(s), presentation(s)

Examinations 50%

All assessment components must be completed successfully to pass the course.

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.

## **Finnish for Working Purposes 2**

Code: FIN8LF003

Timing: 3 ECTS (81 h)

Timing: Semester 3 - 4

Language: Finnish

Level: Joint professional studies

Type: Free-choice studies

### **Prerequisites**

The student has successfully completed the course Finnish for Working Purposes 1 FIN8LF002.

### **Learning outcomes**

Upon successful completion of the course, the student

- can understand job advertisements as well as the main points from most media texts on general and work related topics
- can handle successfully most communicative tasks and situations related to work and applying a job
- is able to give clear and detailed descriptions on a wide range of subjects related to one's own life, studies, working history, future plans and fields of interest
- can write an application letter and CV
- can use and develop language learning strategies appropriate for oneself and set personal language learning goals
- has the confidence and ability to use one's language skills and is able to search and use information in Finnish
- has enhanced his/her HH3S competences as applicable to the course.

### **Course contents**

The emphasis during this course is on Finnish working life and special attention is paid to goal setting, learning strategies and self-assessment. The purpose is for students to learn how to apply a job in Finland and increase their overall language skills. The course corresponds to the B1.2 level of the Common European Framework.

- Reading, describing and discussing topics related to working life
- Following the media and current topics in one's own field
- Job advertisement analysis



- Telling about and describing one's studies and work experience
- CV
- Application letter
- Job interview simulations
- Grammar. plural forms and nouns

## Cooperation with the business community

Real business based examples and cases, guest speakers, company visits as appropriate.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Contact lessons

Oral and written exercises (independent, pair, group)

Workshop-style learning environment

Homework and preparation for lessons

Assignments

Short presentations and/or oral summaries

DVD/CD/Internet material

The assessment of one's own learning 1 h

## Accreditation of prior learning (APL)

Not applicable.

## Teacher with the main responsibility of the course

Tuula Jäppinen

Hanna Tani

## Course materials

Sonja Gehring & Sanni Heinzmann. Suomen mestari 2. Finn Lectura. Chapters 7-8.

Other materials provided by the teacher.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student understands only some of the main points of job advertisements and texts on general and work related topics. He/she has poor knowledge of the vocabulary and grammar studied in the course.	The student understands the main points of job advertisements and texts on general and work related topics. He/she has good knowledge of vocabulary and grammar studied in the course.	The student understands job advertisements and texts on general and work related topics. He/she has excellent knowledge of vocabulary and grammar studied in the course.
<b>Skills</b>	The student can give basic	The student can describe	The student can give clear

	information about his/her studies, working history, competencies and future plans. He/she is not able to write an application letter and CV without constant help. Lack of vocabulary and mistakes in the grammar restricts communication.	his/her studies, working history, competencies and future plans. He/she can write an application letter and CV.	and detailed descriptions of his/her studies, working history, competencies and future plans. He/she can write an application letter and CV appropriate to the situation.
<b>Competence</b>	The student shows poor activity and minor independent investment to his/her learning process. He/she is able to deal with only some of the communicative situations handled during the course. He/she has problems complying with the deadlines. The student shows poor service and sales orientation as required by the HH3S policy.	The student participates actively, complies with the deadlines and can act independently as a language learner. The student is able to deal with the communicative situations handled during the course. The student shows good service and sales orientation as required by the HH3S policy.	The student participates very actively and can act independently and efficiently as a language learner. The student masters well the communicative situations handled during the course. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Active participation 10%

Assignments 40%

Examination 50%

All assessment components must be completed successfully to pass the course.

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.

## **Finnish for Working Purposes 3**

Code: FIN8LF004

Extent: 3 ECTS (81 h)

Timing: Semester 4

Language: Finnish

Level: Joint professional studies

Type: Free-choice studies

### **Prerequisites**

The student has successfully completed the course FIN8LF003 Finnish for Working Purposes 2.

### **Learning outcomes**

Upon successful completion of the course, the student

- can understand most newspaper and magazine articles and can follow and understand the main points of media texts, presentations and lectures related to one's own field

- knows essential vocabulary related to one's studies and the field of specialization
- is able to make a short company/product/service presentation
- is able to interact with native speakers and use language in familiar situations
- can take an active role in discussions on various general and familiar topics
- can summarize information from different sources and express thoughts on various topics related to one's field of interest
- is able to assess one's own language skills, recognize one's strengths and development areas and set personal language learning goals
- can use effective language learning strategies appropriate for oneself
- is able to use the surrounding language environment to develop one's language skills
- has the confidence and ability to use one's language skills in various purposes and is able to search and use information in Finnish
- has enhanced his/her HH3S competences as applicable to the course.

Upon successful completion of the course, the student should have strong intermediate skills (level B1) in most of the language skill areas - speaking, listening, reading and writing. Level descriptions are available at [www.coe.int](http://www.coe.int).

## **Course contents**

This course improves student's overall language skills. The purpose is for students to achieve strong intermediate language skills and independence in their language use. The emphasis during this course is on student's own field of study and specialized professional vocabulary.

## **Cooperation with the business community**

Real business based examples and cases, guest speakers, company visits as appropriate.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Contact hours

Oral and written exercises (independent, pair, group)

Workshop-style learning environment

Homework and preparation for lessons

Assignments and/or project work

Presentations

DVD/CD/Internet material

Learning games

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

Not applicable.

## **Teacher with the main responsibility for the course**

Tuula Jäppinen

## **Course materials**

Material provided by the teacher.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student understands the main points of texts and presentations related to business context, if he/she is assisted. He/she has poor knowledge of the vocabulary studied during the course.	The student understands the main points of texts and presentations related to business context. He/she has good knowledge of the vocabulary studied during the course.	The student understands the essential parts of texts and presentations related to business context. He/she has excellent knowledge of vocabulary studied during the course.
<b>Skills</b>	The student is able to produce short oral and written texts related to business context with some fluency and accuracy. He/she can search and summarize information in Finnish to some extent.	The student is able to produce short oral and written texts related to business context quite fluently and accurately. He/she can search and summarize information in Finnish.	The student is able to produce short oral and written texts related to business context fluently and accurately. He/she can search and critically summarize information from different sources.
<b>Competence</b>	The student is able to use Finnish in business context in familiar situations if the other part is willing to help. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to use Finnish in business context in familiar situations. The student shows good service and sales orientation as required by the HH3S policy.	The student is able to take an active role in discussions in business context. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Active participation 20%

Assignment(s), presentation(s) and/or project work 30%

Exam(s) 50%

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.

## Practical Finnish at Work

Code: FIN8LF001

Extent: 3 ECTS (81 h)

Timing: Semester 1 - 7

Language: Finnish and English

Level: Language studies, B2

Type: Free-choice studies

## Prerequisites

Level B1 in Finnish.

## **Learning outcomes**

The student learns how to communicate as an employee in a Finnish company. His/her vocabulary related to business topics will be extended and he/she will become more fluent in oral situations. He/she gets to know the characteristics of common values and ways of communicating in Finnish business life. He/she will be provided with knowledge and practical skills that help him/her to enter the labour market, integrate in a work community and ascend in his/her career in Finland. Student has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

- Politeness (includes nonverbal communication)
- Common Finnish values such as punctuality, concept of time, initiative and independent working, reliability, individuality, diligence, obeying contracts
- Individual and collective features in Finnish company culture
- Decision making and leadership
- Communication between management and staff
- Informal communication and small talk (lunch and coffee breaks, recreational events)
- Orientation in a new work place
- Vocabulary related to business field
- Grammar (determined by the needs of the students)

## **Cooperation with the business community**

The course includes a company visit and visitor(s) in class.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Preliminary work

Intensive course: lessons 6 h per day, in total 30 h contact teaching, mandatory attendance 80 %

Written final report

Working methods: individual, group and pair work, lots of oral exercises for different situation at work, presentations, home work.

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

Not applicable.

## **Teachers with the main responsibility of the course**

Sirkka Kortetjärvi-Nurmi

Tuula Jäppinen

## **Teaching and learning materials**

Course materials will be provided by the lecturers.

## **Assessment criteria**

<b>Grade/Learning outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
<b>Knowledge</b>	The student knows the characteristics of common Finnish values and ways of communicating in Finnish business life. He/she knows some basic vocabulary and phrases related to the themes of the course.	The student knows the characteristics of common Finnish values and ways of communicating in Finnish business life. He/she knows essential vocabulary and phrases related to the themes of the course.	The student knows the characteristics of common Finnish values and ways of communicating in Finnish business life. He/she has a quite large vocabulary related to the themes of the course.
<b>Skills</b>	The student is able to produce short oral and written texts related to business context with some fluency and accuracy. He/she can search and summarize information in Finnish to some extent.	The student is able to produce short oral and written texts related to business context quite fluently and accurately. He/she can search and summarize information in Finnish. He/she is able to give her/his own examples of Finnish business culture and ways of communicating.	The student is able to produce short oral and written texts related to business context fluently and accurately. He/she can search and critically summarize information from different sources. He/she is able to compare Finnish business culture and ways of communicating with the ones of her/his own culture.
<b>Competence</b>	The student shows satisfactory activity and initiative in the learning process. The student is able to use Finnish in business context in familiar situations with native speakers if the other part is willing to help. The student shows poor service and sales orientation as required by the HH3S policy.	The student shows activity and initiative in the learning process. The student is able to use Finnish with native speakers in business context in familiar situation. The student shows good service and sales orientation as required by the HH3S policy.	The student shows excellent activity and initiative in the learning process. The student is able to take an active role in discussions with native speakers in business context. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Preliminary work 10%

Active participation in class activities, presentation(s) and home work 60 %

Final report 30%

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.

## **French for Beginners 1**

Code: FRE8LF001

Extent: 6 ECTS (156 h)

Timing: Semester 3

Language: French and English  
Level: Language studies, A1  
Type: Optional studies

## **Learning outcomes**

Upon successful completion of the course, the student

- can manage orally in everyday basic situations
- knows the elementary structures and can write a short and simple text
- is familiar with the French attitudes and cultural aspects in everyday and working life
- broaden the international aspect of his/her studies by introducing new ways of thinking
- has reached the language level A1 of the Common European framework of reference for languages CEFR
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

The purpose of this course is to introduce the student to the basics of the French Language and Culture. The student will get familiar with the vocabulary of everyday life and his/her close environment. The student will practice the basics in the class.

- Pronunciation
- Vocabulary to introduce himself/herself and describe his/her environment
- Essentials of the structures of the French language
- Firsts steps in speaking French
- Basic writing skills
- Basic culture elements
- Small talk

## **Cooperation with the business community**

Real business based examples and cases, guest speakers, company visits as appropriate.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Contact hours  
Role-play  
Comprehension and oral exercises  
Structural exercises  
CD, DVD  
Self-assessment of learning assignment (1 h)

## **Accreditation of prior learning**

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

## **Teacher with the main responsibility of the course**

Laurianne Bellotti

## Course materials

In Moodle, based on the book “Français.com, débutant”, J.L Penfornis, 2007 and the teacher’s material.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 50% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student knows fairly the elementary structures of the French Language he/she is fairly familiar with the vocabulary of everyday life and his/her close environment He/she is fairly familiar with the French attitudes and the cultural aspects in everyday and working life.	The student knows well the elementary structures of the French Language. He/she is well familiar with the vocabulary of everyday life and his/her close environment. He/she is well familiar with the French attitudes and the cultural aspects in everyday and working life.	The student knows very well the elementary structures of the French language. He/she is very well familiar with the vocabulary of everyday life and his/her close environment He/she is very well familiar with the French attitudes and the cultural aspects in everyday and working life.
<b>Skills</b>	The student can fairly manage orally in everyday basic situations. He/she can fairly write a short and simple text. He/she has fairly broadened the international aspect of his/her studies by introducing new ways of thinking.	The student can well manage orally in everyday basic situations. He/she can well write a short and simple text. He/she has well broadened the international aspect of his/her studies by introducing new ways of thinking.	The student can very well manage orally in everyday basic situations He/she can very well write a short and simple text. He/she has very well broadened the international aspect of his/her studies by introducing new ways of thinking.
<b>Competence</b>	The student has fairly reached the language level A1 of the Common European framework of reference for languages CEFR. He/she can fairly understand and use familiar everyday expressions and very basic phrases. He/she can fairly introduce himself/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. He/she can fairly interact in a simple way provided the other person talks slowly and clearly and is prepared to help. The student shows poor service and sales orientation as required by the HH3S policy.	The student has well reached the language level A1 of the Common European framework of reference for languages CEFR. He/she can well understand and use familiar everyday expressions and very basic phrases. He/she can well introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. He/she can well interact in a simple way provided the other person talks slowly and clearly and is prepared to help. The student shows good service and sales orientation as required by	The student has very well reached the language level A1 of the Common European framework of reference for languages CEFR. He/she can very well understand and use familiar everyday expressions and very basic phrases. He/she can very well introduce himself/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. He/she can very well interact in a simple way provided the other person talks slowly and clearly and is prepared to help. The student shows excellent service and sales orientation as required by the HH3S policy.



## Modes of assessment and their weights

Active participation & assignments 20%

Exams 40% + 40% = 80%

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

## French for Beginners 2

Code: FRE8LF002

Extent: 3 ECTS (78 h)

Timing: Semester 4

Language: French and English

Level: Language studies, A2

Type: Optional studies

### Prerequisites

The student has successfully completed the course French for Beginners 1.

### Learning outcomes

Upon successful completion of the course, the student

- has developed the capacity to talk in French language
- has enlarged the elementary structures and the vocabulary of everyday life
- has developed the capacity of reading and writing short French texts
- has started to really interact with French people
- has prepared himself/herself for a future working life in one of the French speaking countries
- has broadened the international aspect of his/her studies by introducing new ways of thinking
- has reached language level A1/A2 of the Common European framework of reference for languages CEFR
- has enhanced his/her HH3S competences as applicable to the course.

### Course contents

The purpose of this course is to enlarge and deepen the basics the student got earlier with the course “French for Beginners 1”. It is also recommended for those who have been learning some French before and need some revision of it.

- Pronunciation
- Vocabulary to interact basically with French speaking people
- Essentials of the structures of the French language
- Basic writing skills
- Basic oral skills
- Basic culture elements

### Cooperation with the business community

Real business based examples and cases, guest speakers, company visits as appropriate.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Contact hours  
Role-play  
Comprehension and oral exercises  
Structural exercises  
CD, DVD  
Self-assessment of learning assignment (1 h)

## Accreditation of prior learning

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

## Teacher with the main responsibility of the course

Laurianne Bellotti

## Course materials

In Moodle, based on the book “Français.com, débutant”, J.L Penfornis, 2007 and the teacher’s material.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 50% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has fairly enlarged and deepened the basics (vocabulary, structures and culture) he/she got earlier with the course “French for Beginners 1”.	The student has well enlarged and deepened the basics (vocabulary, structures and culture) he/she got earlier with the course “French for Beginners 1”.	The student has very well enlarged and deepened the basics (vocabulary, structures and culture) he/she got earlier with the course “French for Beginners 1”.
<b>Skills</b>	The student has fairly developed the capacity to talk in French language. He/she has fairly enlarged the elementary structures and the vocabulary of everyday life. He/she has fairly developed the capacity of reading and writing short French texts. He/she has fairly started to really interact with French people. He/she has fairly prepared himself/herself for a future working life in one of the French speaking countries. He/she has fairly	The student has well developed the capacity to talk in French language. He/she has well enlarged the elementary structures and the vocabulary of everyday life. He/she has well developed the capacity of reading and writing short French texts. He/she has well started to really interact with French people. He/she has well prepared himself/herself for a future working life in one of the French speaking countries. He/she has well broadened	The student has very well developed the capacity to talk in French language. He/she has very well enlarged the elementary structures and the vocabulary of everyday life. He/she has very well developed the capacity of reading and writing short French texts. He/she has very well started to really interact with French people. He/she has very well prepared himself/herself for a future working life in one of the

	broadened the international aspect of his/her studies by introducing new ways of thinking.	the international aspect of his/her studies by introducing new ways of thinking.	French speaking countries. He/she has very well broadened the international aspect of his/her studies by introducing new ways of thinking.
<b>Competence</b>	The student has fairly reached language level A1/A2 of the Common European framework of reference for languages CEFR. He/she can fairly understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, employment). He/she can fairly communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can fairly produce simple connected text on topics which are familiar or of personal interest. He/she can fairly describe in simple terms aspects of his/her immediate environment. The student shows poor service and sales orientation as required by the HH3S policy.	The student has well reached language level A1/A2 of the Common European framework of reference for languages CEFR. He/she can well understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, employment). He/she can well communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can well produce simple connected text on topics which are familiar or of personal interest. He/she can well describe in simple terms aspects of his/her immediate environment. The student shows good service and sales orientation as required by the HH3S policy.	The student has very well reached language level A1/A2 of the Common European framework of reference for languages CEFR. He/she can very well understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, employment). He/she can very well communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can very well produce simple connected text on topics which are familiar or of personal interest. He/she can very well describe in simple terms aspects of his/her immediate environment. The student shows excellent service and sales orientation as required by the HH3S policy.

## **Modes of assessment and their weights**

Active participation & assignments 30%  
Exam 70%

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

## **German for Beginners 1**

Code: GER8LF001  
Extent: 6 ECTS (156 h)  
Timing: Semester 3  
Language: German and English  
Level: Language studies, A1  
Type: Optional studies

## **Learning outcomes**

Upon successful completion of the course, the student

- can manage orally in everyday basic situations
- knows the elementary structures and can write a short and simple text
- is familiar with the German attitudes and cultural aspects in everyday and working life
- has reached the language level A1 of the Common European framework of reference for languages CEFR
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

The purpose of this course is to introduce the student to the basics of the German language and culture. The student will get familiar with the vocabulary of everyday life and his/her close environment. The student will practice the basics in the class.

- Pronunciation
- Vocabulary to introduce himself/herself and describe his/her close environment
- Essentials of the structures of the German language
- First steps in speaking German
- Basic writing skills
- Basic culture elements

## **Cooperation with the business community**

Real business based examples and cases, guest speakers, company visits as appropriate.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Contact hours

Listening comprehension and oral exercises

Structural exercises

Role-playing and games

CDs, DVDs, Internet

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

Not applicable.

## **Teachers with the main responsibility of the course**

Eva Herttuainen

Claudia Jeltsch

## **Course materials**

Becker, N., Braunert, J. & Verlag, H. 2009. Kursbuch und Arbeitsbuch 1. Alltag, Beruf & Co. Chapters 1 - 6.

## Assessment criteria

<b>Grade/Learning outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
<b>Knowledge</b>	The student has limited knowledge about the elementary structures of German. The student is familiar with the most basic vocabulary of everyday life and his/her close environment. The student is familiar with the most basic German attitudes and the cultural aspects in everyday and working life.	The student has basic knowledge of the elementary structures of German. The student knows well the vocabulary of everyday life and his/her close environment. The student is generally familiar with the German attitudes and the cultural aspects in everyday and working life.	The student knows the elementary structures of German very well. The student is fully familiar with the vocabulary of everyday life and his/her close environment. The student is fully familiar with the German attitudes and the cultural aspects in everyday and working life.
<b>Skills</b>	The student can fairly manage orally in everyday basic situations. The student can fairly write a short and simple text. The student has fairly broadened the international aspect of his/her studies by introducing new ways of thinking.	The student can well manage orally in everyday basic situations. Can well produce short and mostly simple texts. The student has generally broadened the international aspect of his/her studies by introducing new ways of thinking.	The student can fully manage orally in everyday basic situations. The student can produce short and simple and partly more demanding texts. The student has fully broadened the international aspect of his/her studies by introducing new ways of thinking.
<b>Competence</b>	The student has reached the language level A1 of the Common European framework of reference for languages CEFR. The student can fairly understand and use familiar everyday expressions and very basic phrases. The student can understandably introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can interact in a simple way provided the other person talks very slowly and clearly and is prepared to help. The student shows poor service and sales orientation as required by the HH3S policy.	The student has reached the language level A1 of the Common European framework of reference for languages CEFR. The student can well understand and use familiar everyday expressions and very basic phrases. The student can introduce him/herself and others well and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can generally interact in a simple way provided the other person talks quite slowly and clearly and is prepared to help. The student shows good service and sales orientation as required by the HH3S policy.	The student has reached the language level A1 of the Common European framework of reference for languages CEFR. The student can very well understand and use familiar everyday expressions and very basic phrases. The student can introduce him/herself and others very well and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can very well interact in a simple way provided the other person talks slowly and clearly and is prepared to help. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Active participation & assignments 20%  
Exams 40% + 40% = 80%

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.

## **German for Beginners 2**

Code: GER8LF002  
Extent: 3 ECTS (81 h)  
Timing: Semester 4  
Language: German and English  
Level: Language studies, A2  
Type: Free-choice studies

### **Prerequisites**

The student has completed the course German for Beginners 1 or equivalent.

### **Learning outcomes**

Upon successful completion of the course, the student

- has developed the capacity to talk in German
- has enlarged the elementary structures and the vocabulary of everyday life
- has developed the capacity of reading and writing short German texts
- has prepared himself/herself for a future working life in one of the German speaking countries
- has reached language level A1/A2 of the Common European framework of reference for languages CEFR
- has enhanced his/her HH3S competences as applicable to the course.

### **Course contents**

The purpose of this course is to enlarge and deepen the basics of German language and culture. The student will get familiar with more vocabulary of everyday and working life. The student will practice the basics in the class.

- Vocabulary to interact with German speaking people
- Essentials of the structures of the German language
- Basic writing skills
- Basic oral skills
- Basic culture elements

### **Cooperation with the business community**

Real business based examples and cases, guest speakers, company visits as appropriate.

### **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

### **Teaching and learning methods**

Contact hours  
 Listening comprehension and oral exercises  
 Structural exercises  
 Role-playing and games  
 CDs, DVDs, Internet  
 The assessment of one's own learning 1 h

### Accreditation of prior learning

Not applicable.

### Teachers with the main responsibility of the course

Eva Herttuainen  
 Claudia Jeltsch

### Course materials

Becker, N., Braunert, J. & Verlag, H. 2009. Kursbuch und Arbeitsbuch 1. Alltag, Beruf & Co. Chapters 7-10.

### Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has slightly enlarged and deepened his/her knowledge (vocabulary/structures and culture) about the elementary structures of German.	The student has generally enlarged and deepened his/her knowledge (vocabulary/structures and culture) about the elementary structures of German.	The student has considerably enlarged and deepened his/her knowledge (vocabulary/structures and culture) about the elementary structures of German.
<b>Skills</b>	The student has developed an acceptable capacity to talk in German. He/she has fairly enlarged the elementary structures and the vocabulary of everyday life. He/she has acceptably developed the capacity of reading and writing very short German texts. He/she has started to interact with German-speaking people. The student has become familiar with the idea of himself/herself having a future working life in one of the German speaking countries. The student has slightly broadened the international aspect of his/her studies by introducing new ways of thinking.	The student has developed a good capacity to talk in German. He/she has generally enlarged the elementary structures and the vocabulary of everyday life. He/she has generally developed the capacity of reading and writing mostly short German texts. He/she has started to interact with German-speaking people with reasonable ease. He/she has prepared himself/herself for a future working life in one of the German speaking countries. The student has generally broadened the international aspect of his/her studies by introducing new ways of thinking.	The student has developed an excellent capacity to talk in German. He/she has very well enlarged the elementary structures and the vocabulary of everyday life. He/she has considerably developed the capacity of reading and writing short German texts. He/she has started to interact with German-speaking people with ease. He/she has fully prepared himself/herself for a future working life in one of the German speaking countries. The student has fully broadened the international aspect of his/her studies by introducing new ways of thinking.

<p><b>Competence</b></p>	<p>The student has reached language level A1-A2 of the Common European framework of reference for languages CEFR. He/She can fairly understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, employment). He/she can acceptably communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. The student can produce the most simple connected text on topics which are familiar or of personal interest. The student shows poor service and sales orientation as required by the HH3S policy.</p>	<p>The student has reached language level A1-A2 of the Common European framework of reference for languages CEFR. He/She can well understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, employment). He/she can generally communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can produce simple connected text on topics which are familiar or of personal interest. The student shows good service and sales orientation as required by the HH3S policy.</p>	<p>The student has reached language level A2 of the Common European framework of reference for languages CEFR. He/She can very well understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, employment). He/she can fully communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can produce simple and partly more advanced connected text on topics which are familiar or of personal interest. The student shows excellent service and sales orientation as required by the HH3S policy.</p>
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### **Modes of assessment and their weights**

Active participation & assignments 20%  
Exam 80%

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.

## **Russian for Beginners 1**

Code: RUS8LF001  
Extent: 6 ECTS (156 h)  
Timing: Semester 3  
Language: Russian and English  
Level: Language studies, A1  
Type: Optional studies

### **Learning outcomes**

Upon successful completion of the course, the student

- can manage orally in everyday basic situations
- knows the elementary structures and can write a short and simple text
- is familiar with the Russian attitudes and cultural aspects in everyday and working life
- has reached the language level A1 of the Common European framework of reference for languages CEFR



- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

The purpose of this course is to introduce the student to the basics of the Russian language and culture. The student will get familiar with the vocabulary of everyday life and his/her close environment. The student will practise the basics in class.

- Pronunciation
- Vocabulary to introduce himself/herself and describe his/her close environment
- Essentials of the structures of the Russian language
- First steps in speaking Russian
- Basic writing skills
- Basic culture elements

## Cooperation with the business community

Real business based examples and cases, guest speakers, company visits as appropriate.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Contact hours  
 Listening comprehension and oral exercises  
 Structural exercises  
 Role-playing and games  
 CDs, DVDs, Internet  
 The assessment of one's own learning 1 h

## Accreditation of prior learning

Not applicable

## Teacher with the main responsibility of the course

Tiina Kojonen-Kyllönen

## Course materials

Langran, J. & Veshnyeva, N. 2012 (or previous editions). Ruslan (Russian) 1 textbook. Ruslan Limited.  
 Langran, J. & Veshnyeva, N. 2012 (or previous editions). Ruslan (Russian) 1 workbook with audio cd. Ruslan Limited.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has limited knowledge of the elementary structures of Russian. The student is familiar with the	The student has basic knowledge of the elementary structures of Russian. The student	The student knows the elementary structures of Russian very well. The student is fully familiar

	most basic vocabulary of everyday life and his/her close environment. The student is familiar with the most basic Russian attitudes and the cultural aspects in everyday and working life.	knows the vocabulary of everyday life and his/her close environment well. The student is generally familiar with the Russian attitudes and the cultural aspects in everyday and working life.	with the vocabulary of everyday life and his/her close environment. The student is fully familiar with the Russian attitudes and the cultural aspects in everyday and working life.
<b>Skills</b>	The student can manage fairly well orally in everyday basic situations. The student can write a short and simple text fairly well. The student has fairly broadened the international aspect of his/her studies by introducing new ways of thinking.	The student can manage well orally in everyday basic situations. The student can produce short and simple texts well. The student has generally broadened the international aspect of his/her studies by introducing new ways of thinking.	The student can fully manage orally in everyday basic situations. The student can produce short and simple and even more demanding texts. The student has fully broadened the international aspect of his/her studies by introducing new ways of thinking.
<b>Competence</b>	The student has reached the language level A1 of the Common European framework of reference for languages CEFR. The student can understand and use familiar everyday expressions and very basic phrases fairly well. The student can understandably introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can interact in a simple way provided the other person talks very slowly and clearly and is prepared to help. The student shows poor service and sales orientation as required by the HH3S policy.	The student has reached the language level A1 of the Common European framework of reference for languages CEFR. The student can understand and use familiar everyday expressions and very basic phrases well. The student can introduce him/herself and others well and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can generally interact in a simple way provided the other person talks quite slowly and clearly and is prepared to help. The student shows good service and sales orientation as required by the HH3S policy.	The student has reached the language level A1 of the Common European framework of reference for languages CEFR. The student can understand and use familiar everyday expressions and very basic phrases very well. The student can introduce him/herself and others very well and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can interact very well in a simple way provided the other person talks slowly and clearly and is prepared to help. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Active participation, tests & assignments 20%

Two exams 40% + 40% = 80%

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.

## **Russian for Beginners 2**

Code: RUS8LF002  
Extent: 3 ECTS (81 h)  
Timing: Semester 4  
Language: Russian and English  
Level: Language studies, A2  
Type: Free-choice studies

## **Prerequisites**

The student has completed the course Russian for Beginners 1 or equivalent.

## **Learning outcomes**

Upon successful completion of the course, the student

- has developed the capacity to talk in Russian
- has enlarged the elementary structures and the vocabulary of everyday life
- has developed the capacity of reading and writing short Russian texts
- has prepared himself/herself for travelling and staying in Russia for business-related purposes
- has reached language level A1/A2 of the Common European framework of reference for languages CEFR
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

The purpose of this course is to enlarge and deepen the basics of Russian language and culture. The student will get familiar with more vocabulary of everyday and working life. The student will practice the basics in class.

- Vocabulary to interact with Russian speaking people
- Essentials of the structures of the Russian language
- Basic writing skills
- Basic oral skills
- Basic culture elements

## **Cooperation with the business community**

Real business based examples and cases, guest speakers, company visits as appropriate.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Contact hours  
Listening comprehension and oral exercises  
Structural exercises  
Role-playing and games  
CDs, DVDs, Internet  
The assessment of one's own learning 1 h

## **Accreditation of prior learning**

Not applicable

## Teacher with the main responsibility of the course

Tiina Kojonen-Kyllönen

## Course materials

Salenius, P. & Lehmuskallio, A. 2012. Biznes-grammatika. Liikevenäjän kielioppi- ja harjoituskirja. Edita Publishing Oy. (An English translation of the Finnish-language text in the book will be available during the course.)

Berditchevski. 2007. Lestnitsa Steps. HAAGA-HELIA.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has slightly enlarged and deepened his/her knowledge (vocabulary/structures and culture) of the elementary structures of Russian.	The student has generally enlarged and deepened his/her knowledge (vocabulary/structures and culture) of the elementary structures of Russian.	The student has considerably enlarged and deepened his/her knowledge (vocabulary/structures and culture) of the elementary structures of Russian.
<b>Skills</b>	The student has developed an acceptable capacity to talk in Russian. He/she has fairly enlarged the elementary structures and the vocabulary of everyday life. He/she has acceptably developed the capacity of reading and writing very short Russian texts. He/she has started to interact with Russian-speaking people. The student has become familiar with the idea of himself/herself having a future working life which includes travelling and staying in Russia. The student has slightly broadened the international aspect of his/her studies by introducing new ways of thinking.	The student has developed a good capacity to talk in Russian. He/she has generally enlarged the elementary structures and the vocabulary of everyday life. He/she has generally developed the capacity of reading and writing mostly short Russian texts. He/she has started to interact with Russian-speaking people with reasonable ease. He/she has prepared himself/herself for a future working life which includes travelling and staying in Russia. The student has generally broadened the international aspect of his/her studies by introducing new ways of thinking.	The student has developed an excellent capacity to talk in Russian. He/she has enlarged the elementary structures and the vocabulary of everyday life very well. He/she has considerably developed the capacity of reading and writing short Russian texts. He/she has started to interact with Russian-speaking people with ease. He/she has fully prepared himself/herself for a future working life which includes travelling and staying in Russia. The student has fully broadened the international aspect of his/her studies by introducing new ways of thinking.
<b>Competence</b>	The student has reached language level A1-A2 of the Common European framework of reference for languages CEFR. He/She can fairly understand sentences and frequently used expressions related to areas of most immediate	The student has reached language level A1-A2 of the Common European framework of reference for languages CEFR. He/She can well understand sentences and frequently used expressions related to areas of most immediate	The student has reached language level A2 of the Common European framework of reference for languages CEFR. He/She can understand sentences and frequently used expressions related to areas of most immediate relevance

	<p>relevance (e.g. very basic personal and family information, employment). He/she can acceptably communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. The student can produce the most simple connected text on topics which are familiar or of personal interest. The student shows poor service and sales orientation as required by the HH3S policy.</p>	<p>relevance (e.g. very basic personal and family information, employment). He/she can generally communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can produce simple connected text on topics which are familiar or of personal interest. The student shows good service and sales orientation as required by the HH3S policy.</p>	<p>(e.g. very basic personal and family information, employment) very well. He/she can fully communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can produce simple and partly more advanced connected text on topics which are familiar or of personal interest. The student shows excellent service and sales orientation as required by the HH3S policy.</p>
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## **Modes of assessment and their weights**

Active participation & assignments 20%  
Exam 80%

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.

## **Spanish for Beginners 1**

Code: SPA8LF001  
Extent: 6 ECTS (162 h)  
Timing: Semester 3  
Language: Spanish and English  
Level: Language studies, A1  
Type: Optional studies

### **Learning outcomes**

Upon successful completion of the course, the student

- is able to interact with Spanish speaking people in basic situations
- grasps the elementary grammar skills to write a simple text
- has practiced the newly acquired oral skills in small presentations
- is prepared for a future working life in any of the 19 Spanish speaking countries
- has broadened the international aspect of his/her studies by getting ready for exchange in a Spanish-speaking country
- has enhanced his/her HH3S competences as applicable to the course.

### **Course content**

The purpose of this course is to introduce the student to basic vocabulary and grammar. From the very beginning the student will start to be familiar with formal and informal ways of introducing himself/herself. The student will practice the basics in order to interact with native speakers using their own language.

- Essentials of grammar
- Vocabulary to speak about himself/herself
- Basic writing skills
- Listening and comprehension
- Describing objects and people
- Differences between Spanish speaking countries

## Cooperation with the business community

Real business based examples and cases, guest speakers, company visits as appropriate.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Contact hours

Videos /DVD/CD

Listening and Comprehension exercises

Basic grammar exercises

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teacher with the main responsibility of the course

Alicia Jáuregui Renaud

## Course materials

Mäkinen, M., Riiho, U. & Torvanen, M. Qué Tal? 1. Editorial Tammi.

Other material provided by the teacher at the beginning of the course

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has limited knowledge about the elementary structures of Spanish. The student is familiar with the most basic vocabulary of everyday life and his/her close environment. The student is familiar with the most basic Spanish attitudes and the cultural aspects in everyday and working life.	The student has basic knowledge of the elementary structures of Spanish. The student knows well the vocabulary of everyday life and his/her close environment. The student is generally familiar with the Spanish attitudes and the cultural aspects in everyday and working life.	The student knows the elementary structures of Spanish very well. The student is fully familiar with the vocabulary of everyday life and his/her close environment. The student is fully familiar with the Spanish attitudes and the cultural aspects in everyday and working life.
<b>Skills</b>	The student can fairly	The student can well	The student can fully

	manage orally in everyday basic situations in Spanish. The student can fairly write a short and simple text. The student has fairly broadened the international aspect of his/her studies by introducing new ways of thinking.	manage orally in everyday basic situations in Spanish. Can well produce short and mostly simple texts. The student has generally broadened the international aspect of his/her studies by introducing new ways of thinking.	manage orally in everyday basic situations in Spanish. The student can produce short and simple and partly more demanding texts. The student has fully broadened the international aspect of his/her studies by introducing new ways of thinking.
<b>Competence</b>	The student has reached the language level A1 of the Common European framework of reference for languages CEFR. The student can fairly understand and use familiar everyday expressions and very basic phrases in Spanish. The student can understandably introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can interact in a simple way provided the other person talks very slowly and clearly and is prepared to help. The student shows poor service and sales orientation as required by the HH3S policy	The student has reached the language level A1 of the Common European framework of reference for languages CEFR. The student can well understand and use familiar everyday expressions and very basic phrases in Spanish. The student can introduce him/herself and others well and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can generally interact in a simple way provided the other person talks quite slowly and clearly and is prepared to help. The student shows good service and sales orientation as required by the HH3S policy.	The student has reached the language level A1 of the Common European framework of reference for languages CEFR. The student can very well understand and use familiar everyday expressions and very basic phrases in Spanish. The student can introduce him/herself and others very well and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can very well interact in a simple way provided the other person talks slowly and clearly and is prepared to help. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Active participation & assignments 20%

Exams 40% + 40% = 80%

80% attendance is required

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.

## Spanish for Beginners 2

Code: SPA8LF002

Extent: 6 ECTS (162 h)

Timing: Semester 4  
Language: Spanish and English  
Level: Language studies, A2  
Type: Optional

## **Prerequisites**

Spanish for Beginners 1 or equivalent.

## **Learning outcomes**

Upon successful completion of the course, the student

- is able to communicate using all verbal forms
- gains a better command of the formal ways of using Spanish in a job related situation
- uses the structures to write letters or any other business related situation
- is able to cope in a demanding job related situation
- is prepared to go to exchange or to job placement to a Spanish speaking environment
- has enhanced his/her HH3S competences as applicable to the course.

## **Course content**

In this course we will study the main Spanish structures in order to write, read and understand connected text in work related topics.

- Practice the different ways of using the Past tenses in Spanish
- Talking about future plans
- Making offers and requests
- Giving instructions and commands
- Discussing hypothetical situations
- Expressing unfulfilled conditions
- Writing letters, reports, faxes, e mails
- Expressing satisfaction, regret and uncertainty

## **Cooperation with the business community**

Real business based examples and cases, guest speakers, company visits as appropriate.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Contact hours  
Grammar exercises  
Written exercises  
Reading articles and reports  
Role play  
The assessment of one's own learning 1 h

## **Accreditation of prior learning**

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



## Teacher with the main responsibility of the course

Alicia Jáuregui Renaud

### Course Materials

Prost, G. & Fernández, A. El día A2. Editorial SGEL.

Other material provided by the teacher

### Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has slightly enlarged and deepened his/her knowledge (vocabulary/structures and culture) about the elementary structures of Spanish.	The student has generally enlarged and deepened his/her knowledge (vocabulary/structures and culture) about the elementary structures of Spanish.	The student has considerably enlarged and deepened his/her knowledge (vocabulary/structures and culture) about the elementary structures of Spanish.
<b>Skills</b>	The student has developed an acceptable capacity to talk in Spanish. He/she has fairly enlarged the elementary structures and the vocabulary of everyday life. He/she has acceptably developed the capacity of reading and writing very short Spanish texts. He/she has started to interact with Spanish-speaking people. The student has become familiar with the idea of himself/herself having a future working life in one of the Spanish speaking countries. The student has slightly broadened the international aspect of his/her studies by introducing new ways of thinking.	The student has developed a good capacity to talk in Spanish. He/she has generally enlarged the elementary structures and the vocabulary of everyday life. He/she has generally developed the capacity of reading and writing mostly short Spanish texts. He/she has started to interact with Spanish-speaking people with reasonable ease. He/she has prepared himself/herself for a future working life in one of the Spanish speaking countries. The student has generally broadened the international aspect of his/her studies by introducing new ways of thinking.	The student has developed an excellent capacity to talk in Spanish. He/she has very well enlarged the elementary structures and the vocabulary of everyday life. He/she has considerably developed the capacity of reading and writing short Spanish texts. He/she has started to interact with Spanish-speaking people with ease. He/she has fully prepared himself/herself for a future working life in one of the Spanish speaking countries. The student has fully broadened the international aspect of his/her studies by introducing new ways of thinking.
<b>Competence</b>	The student has reached language level A1-A2 of the Common European framework of reference for languages CEFR. He/she can fairly understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family	The student has reached language level A1-A2 of the Common European framework of reference for languages CEFR. He/she can well understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family	The student has reached language level A2 of the Common European framework of reference for languages CEFR. He/she can very well understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family

	information, employment). He/she can acceptably communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. The student can produce the most simple connected text on topics which are familiar or of personal interest. The student shows poor service and sales orientation as required by the HH3S policy.	information, employment). He/she can generally communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can produce simple connected text on topics which are familiar or of personal interest. The student shows good service and sales orientation as required by the HH3S policy.	information, employment). He/she can fully communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can produce simple and partly more advanced connected text on topics which are familiar or of personal interest. The student shows excellent service and sales orientation as required by the HH3S policy.
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## Modes of assessment and their weights

Active participation & assignments 20%

Exams 40% + 40%

80% attendance is required

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.

## Catch up Swedish

Code: SWE8LF001

Extent: 3 ECTS (81 h)

Timing: Semester 1

Language: Swedish, English and Finnish

Level: Language studies, B1

Type: Free-choice studies

### Prerequisites

Recommended for students who have not passed the Swedish level test.

### Learning outcomes

Upon successful completion of the course, the student

- is able to make use of basic grammar
- is familiar with everyday language
- is able to express her-/himself orally and in writing in everyday situations
- understands everyday texts and speech
- has enhanced his/her HH3S competences as applicable to the course.

### Course contents

- Basic grammar
- Repetition of vocabulary

- Texts with contents from everyday life
- Texts related to studies and work life

## Cooperation with the business community

Real business based examples and cases  
 Guest speakers/ company visits

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company co-operations.

## Teaching and learning methods

Contact lessons  
 Independent studies  
 Pair and group assignments  
 The assessment of one's own learning 1 h

## Accreditation of prior learning

Not applicable.

## Teacher with the main responsibility for the course

Marit Keränen

## Course material

Material provided by the teacher  
 Newspaper articles  
 Internet

## Assessment criteria

<b>Grade/Learning Outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
<b>Knowledge</b>	The student has limited knowledge about the elementary structures of Swedish. The student is familiar with the most basic vocabulary of everyday life and his/her close environment.	The student has limited knowledge about the elementary structures of Swedish. The student is familiar with the most basic vocabulary of everyday life and his/her close environment.	The student knows the elementary structures of Swedish very well. The student is fully familiar with the vocabulary of everyday life and his/her close environment.
<b>Skills</b>	The student can fairly manage orally in basic everyday situations. The student can fairly produce short and simple texts related to everyday life.	The student can manage quite well orally in basic everyday situations. Can well produce short and mostly simple texts related to everyday life.	The student can fully manage orally in basic everyday situations. The student can produce short and simple texts related to everyday life and partly produce more demanding texts.

<b>Competence</b>	The student has reached the language level A2-B1 of the Common European framework of reference for languages CEFR. The student can understand and use very basic everyday expressions and phrases. The student can interact in a simple way provided the other person talks very slowly and clearly and is prepared to help. The student shows poor service and sales orientation as required by the HH3S policy.	The student has reached the language level A2-B1 of the Common European framework of reference for languages CEFR. The student can understand and use familiar everyday expressions and phrases. The student can interact in a simple way provided the other person talks quite slowly and clearly and is prepared to help. The student shows good service and sales orientation as required by the HH3S policy.	The student has reached the language level A2-B1 of the Common European framework of reference for languages CEFR. The student can understand and use familiar everyday expressions and phrases very well. The student can very well interact in a simple way provided the other person talks quite slowly and clearly and is prepared to help. The student shows excellent service and sales orientation as required by the HH3S policy.
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### **Modes of assessment and their weights**

Examination 50%

Written assignments (the assignments have to be completed before the exam) 25%

Active participation in class 25%

Assessment scale 1-5

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

## **Swedish for Beginners 1**

Code: SWE8LF002

Extent: 6 ECTS (156 h)

Timing: Semester 3

Language: Swedish and English

Level: Language studies, A1

Type: Free-choice studies

### **Prerequisites**

No previous studies of or knowledge of Swedish required.

### **Learning outcomes**

Upon successful completion of the course, the student

- can manage orally in everyday basic situations (to give basic information about oneself and ask simple questions)
- can understand and use familiar expressions and basic phrases in everyday situations and can write a short and simple text
- is familiar with basic Swedish cultural aspects in everyday and working life
- has reached the language level A1 of the Common European framework of reference for languages CEFR
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

The purpose of this course is to introduce the student to the basics of the Swedish language and culture. The student learns to use everyday vocabulary and phrases.

- Pronunciation
- Greetings
- Small talk phrases
- Introducing oneself
- Numbers, prices and time expressions
- Basic writing skills
- Swedish culture elements

## Cooperation with the business community

Real business based examples and cases.

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company co-operations.

## Teaching and learning methods

Contact lessons  
Oral and written exercises  
Listening comprehension  
Structural exercises  
Role-playing and learning games  
CDs, DVDs, Internet  
The assessment of one's own learning 1 h

## Accreditation of Prior Learning (APL)

Not applicable.

## Teachers with the main responsibility of the course

Marit Keränen

## Course materials

Rivstart A1+ A2 textbook and exercise book. Paula Levy Scherrerband and Karl Lindemalm. Natur och kultur 2007. Chapters 1-7.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has limited knowledge about the elementary structures of Swedish. The student is familiar with the most basic	The student has basic knowledge of the elementary structures of Swedish. The student knows well the vocabulary of everyday life	The student knows the elementary structures of Swedish very well. The student is fully familiar with the vocabulary of

	vocabulary of everyday life and his/her close environment.	and his/her close environment.	everyday life and his/her close environment.
<b>Skills</b>	The student can fairly manage orally in basic everyday situations. The student can fairly produce short and simple texts.	The student can manage well orally in basic everyday situations. Can well produce short and mostly simple texts.	The student can fully manage orally in basic everyday situations. The student can produce short and simple and partly more demanding texts.
<b>Competence</b>	The student has reached the language level A1 of the Common European framework of reference for languages CEFR. The student can fairly understand and use familiar everyday expressions and very basic phrases. The student can understandably introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can interact in a simple way provided the other person talks very slowly and clearly and is prepared to help. The student shows poor service and sales orientation as required by the HH3S policy.	The student has reached the language level A1 of the Common European framework of reference for languages CEFR. The student can understand and use familiar everyday expressions and very basic phrases quite well. The student can introduce him/herself and others well and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can interact in a simple way provided the other person talks quite slowly and clearly and is prepared to help. The student shows good service and sales orientation as required by the HH3S policy.	The student has reached the language level A1 of the Common European framework of reference for languages CEFR. The student can very well understand and use familiar everyday expressions and very basic phrases. The student can introduce him/herself and others very well and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. The student can very well interact in a simple way provided the other person talks slowly and clearly and is prepared to help. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Assessment scale 1-5

2 examinations (mid-term and final) 60%

Active participation in class 20%

Independent studies and exercises 20%

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.

## **Swedish for Beginners 2**

Code: SWE8LF003

Extent: 3 ECTS (81 h)

Timing: Semester 4

Language: Swedish and English

Level: Language studies, language level A1/A2 of the Common European framework of reference for

languages CEFR  
Type: Free-choice studies

## Prerequisites

The student has completed the course Swedish for Beginners 1 or equivalent.

## Learning outcomes

Upon successful completion of the course, the student

- has extended his/her Swedish vocabulary of everyday and working life
- uses more complex grammatical structures and sentences
- manages more demanding situations in Swedish
- has enhanced his/her HH3S competences as applicable to the course.

## Course content

It's a pre-intermediate course for those who have some very basic knowledge of Swedish and want to take the language skills even further. The aim of the course is to increase the Swedish vocabulary, practice common grammatical structures (e.g. verb inflection for tenses, noun and adjective inflection, pronouns and word order) as well as practice pronunciation and conversation in basic Swedish. The course includes written and oral exercises as well as cultural issues about Swedish culture in Sweden as well as in Finland.

## Teaching and learning methods

Contact lessons  
Listening comprehension and oral exercises  
Structural exercises  
Role-playing and games  
CDs, DVDs, Internet  
The assessment of one's own learning 1 h

## Accreditation of prior learning (APL)

Not applicable.

## Teacher with the main responsibility of the course

Marit Keränen

## Course materials

Rivstart A1+ A2 textbook and exercise book. Paula Levy Scherrerband and Karl Lindemalm. Natur och kultur 2007. Chapters 8-13.

## Assessment criteria

<b>Grade/Learning Outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
<b>Knowledge</b>	The student has slightly enlarged and deepened his/her knowledge	The student has enlarged and deepened his/her knowledge	The student has considerably enlarged and deepened his/her knowledge

	(vocabulary/structures and culture) about the elementary structures of Swedish.	(vocabulary/structures and culture) about the elementary structures of Swedish.	(vocabulary/structures and culture) about the elementary structures of Swedish.
<b>Skills</b>	The student has developed an acceptable capacity to speak Swedish. He/she has fairly enlarged the elementary structures and the vocabulary of everyday life. He/she has acceptably developed the capacity of reading and writing Swedish texts related to everyday life.	The student has developed a good capacity to speak Swedish. He/she has generally enlarged the elementary structures and the vocabulary of everyday life. He/she has generally developed the capacity of reading and writing Swedish texts related to everyday life.	The student has developed an excellent capacity to speak Swedish. He/she has very well enlarged the elementary structures and the vocabulary of everyday life. He/she has considerably developed the capacity of reading and writing Swedish texts related to everyday life.
<b>Competence</b>	The student has reached language level A1-A2 of the Common European framework of reference for languages CEFR. He/She can fairly understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, employment). He/she can acceptably communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. The student can produce the most simple connected text on topics which are familiar or of personal interest. The student shows poor service and sales orientation as required by the HH3S policy.	The student has reached language level A1-A2 of the Common European framework of reference for languages CEFR. He/She can well understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, employment). He/she can generally communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can produce simple connected text on topics which are familiar or of personal interest. The student shows good service and sales orientation as required by the HH3S policy.	The student has reached language level A2 of the Common European framework of reference for languages CEFR. He/She can very well understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, employment). He/she can fully communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can produce simple and partly more advanced connected text on topics which are familiar or of personal interest. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Examination 50%

Interactive participation 20%

Independent studies and exercises 20%

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.

## **Swedish Culture and Society for Managers**



Code: SWE8LF004  
Extent: 3 ECTS (81 h)  
Timing: Semester 2 - 7  
Language: Swedish  
Level: Joint professional studies  
Type: Free-choice studies

## **Prerequisites**

The student has successfully completed the course Business Swedish, SWE1LF001.

## **Learning outcomes**

Upon successful completion of the the course, the student

- understands Swedish business culture deeper
- knows more about Swedish business life
- is able to participate in conversations concerning Swedish society
- has some knowledge of Swedish art, literature, music and films
- has acquired an increased vocabulary
- is able to give presentations professionally in Swedish
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

The purpose of the course is to learn about Swedish culture and society through discussions and presentations.

- Presentations concerning business culture and ordinary culture
- Discussions about society and politics
- Interviews with businesspeople

## **Cooperation with the business community**

Visits to the Swedish Embassy and the Swedish Chamber of Commerce. Interviews with people with experience of doing business with Sweden and Finland.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Accreditation of prior learning (APL)**

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

## **Teaching and learning methods**

Contact hours  
Role plays  
Independent studies  
Company visits  
The assessment of one's own learning 1 h

## **Teacher with the main responsibility for the course**

Britt-Marie Carlsson

## Course materials

Provided by the teacher.

## Assessment criteria

<b>Grade/Learning Outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
<b>Knowledge</b>	The student knows the most basic things about Swedish society, such as the biggest companies, political parties, most famous historical persons and artists.	The student can explain the main streams in Swedish business life, politics, culture and history.	The student has an excellent knowledge of Swedish society and culture and is able to compare it with other cultures. He/she has an excellent knowledge of Swedish language.
<b>Skills</b>	The student is able to assume the basic Swedish work practices with very basic language skills.	The student can relatively well assume Swedish work practices and have satisfactory Swedish language skills.	The student can independently take part in discussions concerning Swedish culture and society. He/she knows very well how to behave in a Swedish work place, and has excellent skills in Swedish language and is actively using it.
<b>Competence</b>	The student is able to complete tasks with the help of a supervisor in basic Swedish. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to relatively independently manage among Swedes in a Swedish environment. The student shows good service and sales orientation as required by the HH3S policy.	The student is able to complete tasks very independently in a Swedish environment and has an excellent competence in Swedish language. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Active participation 60%

Presentations and discussion 40%

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.

## Working for Nordic Businesses

Code: SWE8LF005

Extent: 3 cr (81 h)

Timing: Semester 4 - 7

Language: Swedish

Level: Language studies. Level B1-B2 of the Common European Framework of reference for languages CEFR.

Type: Free-choice studies

## Prerequisites:

The student has completed the course SWE1LF001 Business Swedish. The student has reached level B1/B2 of the Common European Framework of reference for languages CEFR.

## **Learning outcomes**

Upon successful completion of the course, the student

- is able to communicate in Swedish with his/her Nordic partners in the most common HRM situations (recruiting, development discussions, traineeship programs, projects, fairs)
- is aware of the typical cross-cultural features related to leadership in the Nordic countries
- is familiar with Nordic companies and economies (mergers) and the basic terminology in HRM areas
- is able to read professional HRM literature/magazines and to discuss HRM matters
- current issues and trends in HRM
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

The student familiarizes him-/herself with HRM communication and cross-cultural features in the Nordic countries and adopts vocabulary for HRM communication.

- HRM communication with Swedish speaking business partners
- Recruiting process
- Development discussions
- Projects (for example how to plan a fair/how to build a webpage in Swedish)
- Cross-cultural awareness related to leadership issues
- Essentials of Nordic economies
- Texts in Swedish, Norwegian and Danish (related to trainee programs and recruiting)
- Oral presentations related to HRM issues

## **Cooperation with the business community**

Real business based examples and cases, guest speakers, company visits.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Contact lessons

Pair work (dialogues based on recruiting and personal development discussions)

Team or individual work (project work)

Discussions on current HRM topics

Independent studies (distance assignments, literature)

Written and oral assignments

Company visit or visitor from a company

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

Not applicable.

## **Teacher with the main responsibility for the course**

## Course materials

Material given by the teacher, book(s), Internet, Newspapers, professional magazines serve as sources for discussions and assignments.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student is familiar with the most basic HRM vocabulary in Swedish.	The student is familiar with basic HRM vocabulary in Swedish.	The student knows very well basic HRM vocabulary in Swedish.
<b>Skills</b>	The student can deal orally with simple HRM related situations in Swedish. The student can write simple connected text on topics related to HRM in Swedish.	The student can orally manage HRM related situations in Swedish. The student can write connected text on topics related to HRM in Swedish.	The student can orally deal very well with most HRM related situations in Swedish. The student can write clear, detailed text on a wide range of subjects related to HRM in Swedish.
<b>Competence</b>	The student has reached the language level B1-B2 of the Common European framework of reference for languages CEFR. The student can understand sentences and frequently used expressions related to HRM texts. The student can interact in simple HRM situations. The student shows poor service and sales orientation as required by the HH3S policy.	The student has reached the language level B1-B2 of the Common European framework of reference for languages CEFR. The student can understand main points of HRM texts in Swedish. The student can interact in most common HRM situations. The student shows good service and sales orientation as required by the HH3S policy.	The student has reached the language level B1-B2 of the Common European framework of reference for languages CEFR. The student can understand a wide range of HRM texts in Swedish. The student can interact very well in most common HRM situations. The student shows excellent service and sales orientation as required by the HH3S policy.

## Modes of assessment and their weights

Presentations 25%

Distance assignments 25%

Project work 25%

Active participation in class 25%

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.

## Academic Writing

Code: THE8LF001

Extent: 3 ECTS (81 h)

Timing: Semester 6

Language: English  
Level: Professional Studies / Bachelor's Thesis  
Type: Free-choice Studies

## **Prerequisites**

Students in the Thesis Writing Process (THE7LF007).

## **Learning outcomes**

After completing the course, the student

- understands the different functions of sentence and paragraph types to express information
- acquires an increased vocabulary suited for academic English
- learns the standard and academically accepted structure of an essay/report/thesis to better express one's intentions more clearly in writing
- becomes more aware of one's own writing by editing the work of others (peer editing)
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

The purpose of the course is to learn the skill of clear academic writing through a step-by-step approach in which participants study the rhetorical patterns and the writing process in English with extensive practice in sentence structure and mechanics, along with the appropriate vocabulary used in academic English. Students learn, from the elements of the sentence and the paragraph, an approach that is expandable to encompass the demands of writing a full-fledged thesis in academically appropriate English, as follows:

- Paragraph Format
- Paragraph Structure
- Logical Division of Ideas
- Process Paragraphs
- Comparison and Contrast Paragraphs
- Definition Paragraphs
- Essay Organization
- Peer-Editing

## **Cooperation with the business community**

Contributions based on students thesis topics.

## **International dimension**

Contributions based on international students with their thesis topics.

## **Teaching and learning methods**

Contact hours  
Independent studies  
Peer editing  
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 with the main responsibility for the course**

Kevin Gore

## **Course materials**

Required Course Textbook: McCarthy, M. & O'Dell, F. (2010). Academic Vocabulary in Use. Cambridge University Press: Cambridge, UK. ISBN: 978-0-521-68939-7

Other material provided by the teacher

## **Modes of assesment and their weights**

Attendance 15%

Assignments 85%

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.

## **Becoming an Entrepreneur in Finland**

Code: BUS8LF001

Extent: 6 ECTS (162 h)

Timing: Semester 4 -7

Language: Finnish

Level: Professional studies

Type: Free-choice studies

## **Prerequisites**

The course is intended for immigrant students interested in entrepreneurship in Finland. It is also suitable for other than business students. It is not required to start one's own business during the course. This Finnish-speaking course is also suitable for students who have already started a business in Finland and wish to improve their skills in entrepreneurship and their Finnish language skills.

The student has completed the course: Finnish for Working Purposes 2 (FIN8LF003) or has language proficiency at level B1.

## **Learning outcomes**

Upon successful completion of the course, the student

- understands, presents and discusses entrepreneurship as a career option
- understands what starting one's own business requires in Finland – especially startup problems
- has the skills to take his/her own business forward
- is able to seek expert advice
- understands the meaning of networking and partners
- understands the basic rules of corporate structures
- knows Finnish business terminology
- is able to fill in forms in Finnish and read Finnish instructions with a dictionary or other aid
- has the courage to communicate in Finnish
- knows how to develop his/her Finnish skills further
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

- Legal forms of Finnish companies
- I as an entrepreneur or self-employed person
- Business owner's responsibilities and obligations
- Permits
- An introduction to the Finnish business culture
- Startup grant
- Networking in Finland and partner co-operation
- Information sources
- Introduction to Finnish business plan criteria
- Business vocabulary in Finnish
- Discussions and presentations about entrepreneurship in Finnish
- Oral and written communication situations relevant to starting a business

## Cooperation with the business community

Company quest speakers (immigrant entrepreneurs).

## International dimension

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## Teaching and learning methods

Contact lessons 64 h

Independent studies 98 h

The assessment of one's own learning 1 h

The course integrates content and language learning: the basics of entrepreneurship and the Finnish language. These topics overlap in class activities as well as in homework, assignments and the exam. The language of instruction is (simplified) Finnish. Learning of the business content is facilitated with Finnish language instruction and rewritten learning material. Finnish instruction is tailored to each business topic and the communication needs of the students. The course includes lectures, presentations, individual, peer and group exercises in class, homework and assignments and visiting speakers. Moodle is used as a virtual learning environment.

## Accreditation of prior learning

Not applicable.

## Teachers responsible

Tuula Jäppinen

Ilkka Malinen

## Course materials

Material given by the teachers.

## Assessment criteria

<b>Grade/Learning Outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
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<b>Knowledge</b>	The student knows some principles of establishing a business, e.g. legal forms of companies and business owner's responsibilities and obligations. He/she has a very limited vocabulary in business Finnish.	The student knows the principles of establishing a business and some features of a Finnish business plan. He/she has some Finnish vocabulary to discuss these issues.	The student knows the principles of establishing a business and the structure of a Finnish business plan. He/she knows the basic business vocabulary in Finnish.
<b>Skills</b>	The student is able to search information to some extent when assisted. He/she can discuss business topics in Finnish in a simple manner with the help of supervisors. The student has limited capability to understand Finnish business life.	The student is able to search information and discuss business topics in Finnish with some fluency. The student is partly capable to understand Finnish business life.	The student is able to search information and discuss business topics in Finnish quite fluently. The student understands Finnish business life.
<b>Competence</b>	The student has limited motivation to take responsibility for his/her own professional development. The student shows poor activity and initiative in the learning process. The student shows poor service and sales orientation as required by the HH3S policy.	The student has motivation to take responsibility for his/her own professional development. The student shows activity and initiative in the learning process. The student shows good service and sales orientation as required by the HH3S policy.	The student has good motivation to take responsibility for his/her own professional development. The student shows activity and initiative in the learning process. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Active participation and keeping schedules 40%  
Assignments 30%  
Exam 30%

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.

## **Catch up Business Mathematics**

Code: MAT8LF001  
Extent: 3 ECTS (81 h)  
Timing: Semester 1  
Language: English  
Level: Basic studies  
Type: Free-choice studies

### **Prerequisites**



The student has completed the diagnostic test during the intensive week in beginning of his/her studies: insufficient result indicates student's need for this free-choice course.

## **Learning outcomes**

Upon successful completion of the course, the student

- knows how to calculate percentage calculations
- is able to set price to services and products (sales maker)
- knows how to use proportionality to solve mathematical problems
- knows how to apply and solve linear equations in business related problems
- is able to solve equations with powers
- is able to use scientific calculator efficiently
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

- Basic arithmetic
- Ratio and proportion
- Percentage calculations
- Linear equations and functions
- Equations with powers

## **Cooperation with the business community**

Real business based examples and exercises.

## **International dimension**

Examples and exercises from international businesses.

## **Teaching and learning methods**

Contact lessons and exercises

Assignments

Homework

Independent studies

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

Not applicable.

## **Teacher with the main responsibility for the course**

Jutta Heikkilä

## **Course materials**

Will be announced in the beginning of the course.

## **Assessment criteria**

<b>Grade/Learning Outcomes</b>	<b>1 (Min. 40% competence level)</b>	<b>3 (Min. 70% competence level)</b>	<b>5 (Min. 90% competence level)</b>
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<b>Knowledge</b>	The student can manage calculations for at least in one of the following areas: percentage calculations, equations and proportions and identify the key concepts in the given tasks.	The student has a good knowledge for at least in the two following areas: percentage calculations, equations and proportions. He/she can produce verbal, symbolic and visual formats for the key concepts, when one format is given.	The student manages well all three areas (percentage calculations, equations and proportions) and understands their role in business applications. He/she is able to define verbally, symbolically and visually all the main concepts and to apply the concepts to broader contexts.
<b>Skills</b>	The student has the right attitude to work and to perform in routine applications.	The student can to some extent independently choose the right methods for calculating and collecting the needed information.	The student can work independently in an initiative, critical and analytical way in order to solve related business problems in a broader context.
<b>Competence</b>	Competence is not measured during the course.		

### **Modes of assessment and their weights**

Examination 50%

Assignment 20%

Homework exercises 30%

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.

## **Doing Business and Working in the Arab Countries**

Code: IBU8LF006

Extent: 3 cr (81 h)

Timing: 4th - 7th semester

Language: English

Level: Professional studies

Type: Elective

### **Prerequisites**

The three first semesters of the GloBBA studies completed.

### **Learning outcomes**

Upon successful completion of the course, the student

- understands the characteristics of Arab culture and business culture
- knows the practices in the business negotiations with Arab business partners
- is able to cope with the diversity related to his own culture and the Arab world
- has improved his/her multicultural team work skills
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

- Arabic culture before and after Islam, Diversity of Arabic countries and cultures
- Basic pillars of Islam from the business perspective
- Arabic business culture vs. western business culture
- Communication challenges; non-verbal communication
- Practical work life rules, business centers, middle men, expatriate life
- Marketing to Arabs
- Negotiations

## Cooperation with the business community

Guest speakers, cases

## International dimension

The global business approach through-out the course.

## Teaching and learning methods

Lectures, research

Project assignments for a real company

Cases

Examination

The assessment of one's own learning 1 h

## Accreditation of prior learning

Based on the accreditation of prior learning application.

## Teacher with the responsibility for the course

Päivi Käre-Zein

## Course materials

Ferraro, G. 2006. The Cultural Dimension of International Business

Williams, J. 1998. Don't They Know It's Friday.

Käre-Zein, P. 2009. Course material of Arabic culture and business culture.

Articles, case studies, handouts distributed during the lessons.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has a limited understanding of the key cultural theories, concepts and the principles of Arab business.	The student has some understanding of the key cultural theories, concepts and the principles of Arab business.	The student has a good understanding of the cultural theories and environment, main concepts and principles of business in the Arabic countries, as well as understands the similarities and differences of Arab markets.

<b>Skills</b>	The student has a limited capability of analyzing the Arab business.	The student is independently capable of analyzing some of the principals of doing business in the Arabic countries.	The student is independently capable of analyzing the risks and opportunities of doing business in the Arabic countries.
<b>Competence</b>	The student poorly applies some of the tools and principles used in analyzing Arab business environment. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to relatively independently apply the basic cultural and strategic tools in the Arabic business environment. The student shows good service and sales orientation as required by the HH3S policy.	The student is able to independently and professionally apply tools and principles used in Arabic business environment. Student can add value to a real company needs analysis in the Arabic market. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Examination 50%

Presentations 30%

Activity, homework and participation 20%

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.

## **Enterprise Resource Planning**

Code: LOG8LF001

Extent: 3 ECTS (81h)

Timing: Semester 3-7

Language: English

Level: Joint professional studies

Type: Free-choice studies

### **Prerequisites**

The student has successfully completed courses ICT Skills for Business 2 (ECO1LF001D), Developing Entrepreneurial Competences (BUS1LF001) and Business Planning for a Start-up (BUS1LF002).

### **Learning outcomes**

Upon successful completion of the course, the student

- becomes familiar with a modern ERP (Enterprise Resource Planning) information system, its concepts and potential in contemporary business environment
- is able utilize ERP systems basic functionalities and run business processes within the system
- is able to model and portray business processes
- is able to understand the interaction between various business areas through business processes
- is able to act in a digi-applier role and indirectly in other roles according HH3S dimensions.

### **Course contents**

- Concept of ERP (Enterprise Resource Planning)
- Overview and modeling of business processes
- ERP supporting business routines from various aspects: customers, suppliers, products
- Execution of selected business processes within ERP system
- Adaptation of ERP system to support and benefit the usage needs within business environment

## Cooperation with the business community

Real business based examples and cases used.

## International dimension

International business approach utilized with course themes and topics.

## Teaching and learning methods

Contact lessons

Exercises with ERP information system

Team assignment

Examination

Independent studies

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teachers with the main responsibility for the course

Miikka Mäkelä

## Course materials

Essential course materials are provided during the course in e-learning platform or handouts.

Additionally, each student is allocated their own individual company in Microsoft Dynamics NAV ERP system, in which business processes are executed and various exercises completed.

Recommended Reading:

Monk, E. & Wanger, B. 2007. Concepts in Enterprise Resource Planning. Course Technology.

van der Hoeven, H. 2009. ERP and business processes. Coral Springs (FL): Llumina Press.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student understands some of the key concepts in Enterprise Resource Planning and business processes.	The student knows some of the key concepts in Enterprise Resource Planning and business processes.	The student commands and masters the key concepts in Enterprise Resource Planning and business processes.
<b>Skills</b>	The student knows some of the basic features of MS Dynamics NAV system	The student knows the basic features of MS Dynamics NAV system within the course scope, and manages	The student masters the basic features of MS Dynamics NAV system within the course scope, and manages the given

	within the course scope, and manages some of the given tasks passably. The student understands the basic rules and features of business process modeling.	the given tasks well. The student is able to model business processes.	tasks commendably. The student is able to model business processes analytically and logically.
<b>Competence</b>	The student comprehends and analyzes a company's operations through its utilization of Enterprise Resource Planning and business process concepts passably.	The student comprehends and analyzes a company's operations through its utilization of Enterprise Resource Planning and business process concepts well. The student understands the significance of ERP system. As a digi-applier, the student is able to recognize new possibilities in using new technology to improve service production efficiency and regeneration.	The student comprehends and analyzes a company's operations through its utilization of Enterprise Resource Planning and business process concepts in an excellent way. The student understands the significance and the potential of ERP system. As a digi-applier, the student is able to generate new possibilities in using new technology to improve service production efficiency and regeneration.

### **Assessment components and their respective weights**

Examination including both ERP system usage tasks and written questions 50%

Team Assignment 35%

Class attendance at ERP system exercise and business process modeling classes 15%

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.

## **Future Planning Methods for Global Business**

Code: ECO8LF001

Extent: 3 ECTS (81h)

Timing: Semester 4-7

Language: English

Level: Joint Professional Studies

Type: Free-choice studies

### **Prerequisites**

Sustainable Global Environment (ECO1LF001) and Global Business Environment (IBU2LF001) completed.

### **Learning outcomes**

Upon successful completion of the course, the student

- becomes familiar with the basic methods used in the economic forecasting
- knows the scenario work as a tool and is able to apply it
- becomes familiar with the credit rating

- understands the risks included in the global financial system from business point of view
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

- economic forecasting
- scenario work as a future planning method
- introduction to credit rating
- risk factors in global business
- financial crises and their consequences to economies and businesses

## Company with the business community

Company visit, international approach utilized with course themes and topics, real business-based examples and cases.

## International dimension

Contributions by the multinational student groups, use of international cases.

## Teaching and learning methods

- Contact lessons
- Case studies
- E-learning
- Independent self-study
- Workshops
- The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teacher with the main responsibility for the course

Matti Perttu

## Course material

Essential course materials are provided during the course as hand-outs, online resources and e-learning materials.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student knows the basic methods and tools used in economic forecasting and risk assessment and is familiar with the scenario work as a future planning method.	The student knows the different methods and tools used in economic forecasting and risk assessment. He/she has a good understanding of the scenario work as a future planning method.	The student has a very good understanding of different methods and tools used in economic forecasting and risk assessment. He/she masters the scenario work as a future planning method very well.

<b>Skills</b>	The student can fairly cope with analyzing some of the effects of future economic risks to a firm. He/she is fairly capable to use the scenario work as a tool for a firm's future planning.	The student is capable of analyzing effects of a given future economic risk to a firm. He/she is independently capable of applying the scenario work in a firm's future planning.	The student can independently analyze potential economic risks in international environment and their consequences to a firm. He/she is independently capable of applying the scenario work in a firm's future planning in an very good way.
<b>Competence</b>	The student is fairly able to look for and to apply economic risk analysis information and data to a firm's future planning. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to look for and to apply economic risk analysis information and data to a firm's future planning. The student shows good service and sales orientation as required by the HH3S policy.	The student is able to make a risk analysis applying economic risk analysis information and data to a firm's future planning. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their respective weights**

Future Planning Report 40%  
Presentations and active contribution 30%  
Team work 30%

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.

## **Integrating Business and IT**

Code: TOO8LF002  
Extent: 3 ECTS (81 h)  
Timing: Semester 3 - 7  
Language: English  
Level: Joint professional studies  
Type: Free-choice studies

### **Prerequisites**

ICT Skills for Business 2 (ECO1LF001), Developing Entrepreneurial Competences (BUS1LF001) and Business Planning for a Start-up (BUS1LF002).

### **Learning outcomes**

Upon successful completion of the course, the student

- understands how IT (Information Technology) and business can be integrated into BT (Business Technologies) to improve company competitiveness
- knows an ERP (Enterprise Resource Planning) system needed to manage all functions and resources in a company
- is able to define information systems needed to support company business
- is able to maintain and utilize a database for business and decision making purposes



- is able to participate in information system purchasing process
- is able to provide for exceptional situations occurring in the use of information systems
- is able to act according to HH3S descriptions, mainly as a co-doer and digi-applier.

## Course contents

- Introduction to information systems
- Business Technologies (BT)
- BPM (Business Process Management)
- SOA (Service Oriented Architecture)
- Cloud computing
- Information System Categories
- System Modelling
- ERP – a system for the whole company
- CRM (Customer Relationships Management)
- Building and using a CRM database (Access)
- Purchasing process
- Information security
- IT agreements

## Cooperation with the business community

The course uses cases from working life.

## International dimension

The global business approach throughout the course.

## Teaching and learning methods

The course is comprised of contact (80%) and distance teaching (20%). Students will play fictitious company in small groups, define the relevant data systems needed, build a small database and use it for CRM purposes. At the individual level students will exercise in ERP and Access. The assessment of one's own learning 1 h

## Accreditation of prior learning

Based on accreditation of prior learning application.

## Teacher with the main responsibility for the course

Pekka Käyhkö

## Course materials

Material in e-learning platform, literal and online sources

Complementary material:

Cronan, J. 2010. Microsoft Office Access 2010 Quicksteps. McGraw-Hill Osborne.

Monk, E. & Wanger, B. 2007. Concepts in Enterprise Resource Planning. Course Technology.

Van der Hoeven, H. 2009. ERP and Business Processes Illustrated with Microsoft Dynamics NAV. Llumina Press.

## Assessment criteria

<b>Grade/Learning</b>	<b>1 (Min. 40%)</b>	<b>3 (Min. 70%)</b>	<b>5 (Min. 90%)</b>
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Outcomes	competence level)	competence level)	competence level)
<b>Knowledge</b>	The student knows some concepts related to the course topics, but the overall view of the course area and the features of the programs are missing.	The student knows essential concepts in the course topics.	The student masters the essential concepts in the course topics.
<b>Skills</b>	The student has the skill to use the basic features of the programs.	As a digi-applier, the student has the skill to utilize the basic features of the programs fluently and in well adapted manner and to model and describe a database and business process.	As a digi-applier and partly as service designer, the student has the skill to utilize the basic features of the programs diversely and fluently and to put them into practice. The student has the skill to model and describe databases and business processes consistently and quite creditably.
<b>Competence</b>	By knowing models and instructions needed, the student has the ability to apply some basic features of the programs to her/his business tasks.	In using the programs and applying models, as a co-doer and digi-applier, the student is committed with IT and thus able to find new solutions relatively independently to her/his business tasks.	In using the programs and applying models, especially as a co-doer and partly orchestrator, the student is committed with IT and thus able to find new solutions independently and diversely to his/her business tasks.

### Modes of assessment and their weights

Assessment Targets	Assessment target	% of course grade
	<i>Minimum grade of 1 required for all targets.</i>	
<b>Assignments and exercises</b>	Home Assignment (Quiz on theory)	20%
	Exam on Access and MS Dynamics NAV	80%
	Two <b>compulsory</b> skills tests	0%
	<b>Total</b>	<b>100%</b>

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.

## International Business Cases

Code: IBU8LF001  
Extent: 3 ECTS (81 h)  
Semester: Offered in fall and spring  
Language: English  
Level: Professional studies  
Type: Free-choice studies

## **Prerequisites**

Students participating in the course should have completed their compulsory studies at the time of enrollment, that is, around the 4th semester (of 7 in total).

## **Learning outcomes**

Upon successful completion of the course, the student

- learns to profile and professionalize his/her skills and competences to prepare for entry into the Finnish job market.
- becomes acquainted with a wide spectrum of businesses in Finland, including their practices and operational concerns. There is a special emphasis on SMEs, which although highly important to the overall Finnish economy, tend to be overlooked in business studies.
- is challenged to develop and market themselves as candidates for possible work placement because they are in direct contact with real employers.
- is provided with a wealth of opportunities for thesis research or project work as current business know-ledge and topics are shared directly and firsthand with students by company representatives in the course
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

In general, international students represent a group that has particularly faced great difficulty in finding work placement in Finland, not to mention employment. The idea behind the course is to create a space for US- and Finland-based SMEs and international students to interact in order to open up possibilities for mutual benefit. To this end, the course aims to achieve the following:

- To create a database of international students studying in a HH degree program highlighting skills and competences of value to the corporate partners.
- In order to bolster the skills and competences of students, they will receive training in how to professionally market themselves and create comprehensive CVs and portfolios.
- Therefore, the database serves as a kind of talent pool for the SMEs, who can benefit from the students' abilities to conduct various research projects that cannot be met in-house.
- The course provides a concrete place for company representatives to share timely knowledge and expertise directly with students, linking them firsthand with the burgeoning international student community and the enormous potential they offer.
- Students are exposed to current topics and real cases in business by SME representatives, which offer possibilities for work placement and thesis research topics.
- The cases presented by guest lecturers from corporate partner SMEs are recorded by course participants and converted into case studies, which is the prime emphasis of the course. As a result, this course will serve as a case study generator, whose case studies would have numerous applications throughout HH and eventually also bring value to the companies in the form of solutions students provide in their research (e.g., case studies used as the basis for theses).

## **Cooperation with the business community**

The driving idea behind the course is to structure the content around what corporate partners offer in the form of potential case studies. The intention is to highlight US subsidiaries operating in Finland and/or Finnish companies with a presence in the United States.

## International dimension

The majority of the course content is international.

## Teaching and learning methods

Guest lecturer  
 Contact lessons  
 Case study  
 Assignments  
 Professional CVs and portfolios  
 The assessment of one's own learning 1 h

## Accreditation of prior learning

Not applicable.

## Teachers with the main responsibility for the course

Kevin Gore  
 Gerard Danford

## Course materials

Provided by the instructors.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student has a basic understanding of how to transfer practical real-life information into concepts for future research. He/she knows basic theoretical concepts which could be applied to specific internationalization challenges being faced.	The student has a good understanding of how to transfer practical real-life information into concepts for future research. He/she knows well the theoretical concepts which could be applied to specific internationalization challenges being faced by a company on international markets.	The student has an advanced level of understanding for the process of observing real-life business challenges and relating these in a useful way to conceptual models which can support business decision making in international business. He/she has an advanced understanding of the process and methods for transferring the above to solve practical business challenges being faced.
<b>Skills</b>	The student is able to produce a basic video CV and in that CV achieves a reasonable level of clarity	The student has good skills to produce a video CV which could be used in the job market, and write a CV which	The student has an advanced skills to produce a high quality video CV which could be used with

	and focus. He/she produces a traditional CV of adequate value, and writes a memo's which summarize basic issues and content of presentations.	clearly highlights the candidate's skills and competencies in a professional way and strengthens the candidates standing in the employment market. He/she is able to produce memos which capture the essence of meetings content and is organized in an understandable and logical way.	effect in any job seeking situation. He/she is able to produce a high quality video CV which focuses directly on the candidates professional competencies and skills and supports his/her job prospects along with distinguishing the candidate from others. His/her skills to produce very high standard memos which exhibit; structural, style and content are excellent.
<b>Competence</b>	The student is able to formulate basic research questions and be able to link these with basic theoretical concepts, although requiring direction from the instructor. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to formulate and demonstrate understanding of research questions and can furthermore demonstrate and defend the link between the research question and theoretical concepts employed. The student shows good service and sales orientation as required by the HH3S policy.	The student has developed a high level of competence in formulating research questions which have significant relevance to a specific business context. His/her strong argumentation and justification can be put forward for the above. The student can demonstrate an ability to independently arrive at the above without any/little guidance. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Assignments 85%

Attendance 15%

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.

## **Marketing Yourself**

Code: SLF8LF001

Extent: 3 ECTS (81 h)

Timing: Semester 4 - 7

Language: English

Level: Professional studies

Type: Free-choice studies

### **Prerequisites**

DP in International Business studies going.

## **Learning outcomes**

Upon successful completion of the course, the student

- is familiar with the methods for analyzing self and employers needs
- is able to assess job advertisements
- has strategic thinking for Marketing brand “Me” to potential employers
- has a holistic view of the hiring process
- understands the strategy to employability
- manages career and personal development planning
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

- Getting to know your Marketability: competencies, behavioural traits & transferrable skills
- Finding a job and company he/she would like to work for /& understand career options
- Understanding HR Mission and Talent Management Processes
- Networking and Network working for you
- Writing targeting CVs and cover letters
- One Minute Commercial: what is it you are selling? Unique value proposition
- Interview process: Mock Interview and Assessment centre situations
- Market brand ME in social media (LinkedIn)
- Planning your Personal Career Development

## **Cooperation with the business community**

Real business based examples and cases, guest speakers, company visits as appropriate.

## **International dimension**

The students learns to market 'Brand Me' to specific markets.

## **Teaching and learning methods**

Contact hours 20 h

Pre-course assignment 12 h

Assignments 10 h

Independent studies 6 h

Project work: electronic portfolio, CV and cover letter 20 h

Reading 13 h

The assessment of one's own learning 1 h

## **Accreditation of prior learning**

Not applicable.

## **Teacher with the main responsibility for the course**

Madeleine Vakkuri

Anita Pösö

## **Course material**

Provided by the teacher.

## Assessment criteria

Grade/Learning Outcomes	Fail competence level	Pass competence level
<b>Knowledge</b>	The student has very limited knowledge of the concepts related to employability and marketability of brand “Me”. S/he is not able to plan her/his short and long term career development goals.	The student understands well and is able to make good use of the concepts related to employability and marketability of brand “Me” when planning her/his short and long term career development goals.
<b>Skills</b>	The student has limited capability to analyze her competencies and attributes. S/he will have difficulty to analyze the job market and job descriptions and understand employers needs and requirements. The student knows how to write targeted CVs and cover letters, but will need some guidance. Her/his partial knowledge of the interview process will allow her/him to succeed only in a job interview for a minor job.	The student is well equipped and has the skills to analyze her/his competencies and attributes, to apply this knowledge to analyze the job market and job descriptions as well as matching requirements of employers to her/his findings about self.
<b>Competence</b>	The student has limited motivation to take responsibility for his/her own professional career development. The student may not be willing or able to plan, monitor and evaluate her/his professional growth.	The student is motivated to take responsibility for his/her own professional development, and is able to plan, monitor and evaluate his/her professional options and growth opportunity.

## Modes of assessment and their weights

This course is a pass/fail course.

In order to pass the course the student is required to

- be present in all contact sessions
- come to class the first day with the completed pre-course assessment tests and & exercises
- complete each day’s homework
- submit all required assignments and course project.

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.

## Project Management in Multicultural Environment

Code: TOO8LF001

Extent: 3 ECTS (81 h)

Timing: semester: 3, 5 - 7

Language: English

Level: Joint professional studies

Type: Free-choice studies

## Prerequisites

At least two semester studies. Earlier experience in project management (PM) is highly desirable.

## **Learning outcomes**

The student extends his/her qualifications for PM by getting familiar with project planning, well-managed implementation and finishing of projects. This is done with help of real cases taken from working life. The centre of a special attention is leadership, inner communication of a project, consideration of multiculturalism and introduction of helping tools.

Upon successful completion of the course, the student is able

- to prepare a project plan for a particular purpose
- to pay attention to the factors of good leadership, controlling and communicating in multicultural projects
- to consider the meaning of PM tools in the right way
- to close a project in a controlled way
- act according to HH3S descriptions in different roles, mainly as a leader within, orchestrator and cosmopolite.

## **Course contents**

- PM – a big picture
- PM skills and knowledge areas
- Project planning model
- Project work in companies
- Preparing a project plan based on real cases
- The well-managed implementation of a project
- PM tools
- The inner communication
- Change management
- Multiculturalism in projects
- The future of project work

## **Cooperation with the business community**

The course uses cases from working life.

## **International dimension**

Contributions by the multinational student groups, use of multinational cases.

## **Teaching and learning methods**

The course is comprised of contact (30%) and distance teaching (70%). At the beginning of the course, there is an orientation part including course objectives, learning environment, project planning model and group forming, in the middle of the course a checkpoint and at the end of the course a closing part with presentations and feedback. The learning is mainly based on solving tasks and cases individually and in small groups. The assessment of one's own learning 1 h.

## **Accreditation of prior learning (APL)**

Based on accreditation of prior learning application with the main responsibility for the course.

## **Teacher with the main responsibility for the course**



## Course materials

Material in e-learning platform, literal and online sources.

## Assessment criteria

Grade/Learning Outcomes	1 (Min. 40% competence level)	3 (Min. 70% competence level)	5 (Min. 90% competence level)
<b>Knowledge</b>	The student knows some concepts related to the project management, but the overall view of the course area is missing.	The student knows essential concepts in project management.	The student masters the essential concepts of project management.
<b>Skills</b>	The student can fairly cope with given tasks and has the skill to create a basic project plan to be implemented.	The student has the skill to utilize design models in project-, inner communication- and change management plans as a digi-applier and to use the basic features of MS Project.	In the roles of orchestrator, cosmopolite and digi-applier the student masters the essential concepts the project management. The student has the skill to find solutions to more demanding international project cases in multicultural environment and to use a wide range of project management tools.
<b>Competence</b>	By knowing models needed, the student has the ability to participate in project work with other project members.	Especially as leader within, the student is committed with the project and is able to independently apply all the plans needed in project management.	Especially in the roles of a leader within, orchestrator and co-doer, the student has the ability to take responsibility of the whole project and complete all areas in project management.

## Modes of assessment and their weights

Assessment	Assessment target		% of course grade
Targets	<i>Minimum grade of 1 required for all targets.</i>		
Assignments and group tasks			30%
			70%
		<b>Total</b>	<b>100%</b>

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.

## Toolkit for Quantative Surveys

Code: MET8LF001

Extent: 3 cr (81 h)

Timing: Semester 4  
Language: English  
Level: Joint professional studies  
Type: Free-choice

## **Prerequisites**

The course is highly recommended to take along with the Module: Competing in Global Markets. Very valuable for students planning to carry out a quantitative thesis.

## **Learning outcomes**

Upon successful completion of the course, the student

- knows the techniques to create online surveys (digi-applier)
- is able to organize, evaluate and analyse quantitative data with the PASW(SPSS) software package (digi-applier)
- is able to create, recognize and evaluate quantitative market information (market predictor)
- is able to create graphical presentations to visualize concepts (service designer)
- is able to analyze expectation and experiences based variables (co-doer)
- has enhanced his/her HH3S competences as applicable to the course.

## **Course contents**

- Creation of SPSS data file
- Data management and modification
- Descriptive statistical procedures
- Graphical presentations
- Correlation, regression analysis and crosstabulation
- Statistical inference

## **Cooperation with the business community**

Real business-based examples and cases.

## **International dimension**

International and global business approach to course themes and topics, contributions by multinational student groups and company cooperation.

## **Teaching and learning methods**

Contact hours  
Independent studies  
The assessment of one's own learning 1 h

## **Accreditation of prior learning**

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

## **Teachers with the main responsibility of the course**

Jutta Heikkilä

## **Course materials**

Saaranen, P. 2011. PASW Statistics. Study booklet.  
Other material provided by the teacher.

## Assessment criteria

Grade/Learning outcomes	1 (Min. 40 % competence level)	3 (Min. 70 % competence level)	5 (Min. 90 % competence level)
<b>Knowledge</b>	The student is able to complete 50 % of the given exercises during the course, participates in the exam and is able to compile correct basic statistical analyses (frequency tables and graphical presentations) in the exam.	The student is able to complete correctly 70 % of the exercises and of the analyses in the exam. He/she is able to write interpretations of the results.	The student is able to complete the given exercises independently and succeeds to analyze exam nearly correctly (90 %). He/she is able to define the main concepts and write clear and precise interpretations of the results. He/she is able to apply the concepts in a broader context.
<b>Skills</b>	The student has the right attitude to work and he/she performs in routine applications.	The student is partly able to select appropriate methods and collect information needed to solve these methods independently.	The student can take initiative, work in critical and analytical way to solve related statistical problems in a broader context.
<b>Competence</b>	Competence is not measured during the toolkit for quantitative surveys. The student shows poor service and sales orientation as required by the HH3S policy.	The student shows good service and sales orientation as required by the HH3S policy.	The student shows excellent service and sales orientation as required by the HH3S policy.

## Assessment modes and their weights

Active attendance 30%  
Assignments during the lectures 40%  
Exam 30%

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.

## Towards Well-being

Code: PHY8LF001  
Extent: 3 ECTS (81h )  
Timing: semester 3rd - 7th  
Language: English  
Level: Professional studies  
Type: Elective

## Prerequisites

None

## Learning outcomes

Upon successful completion of the course, the student

- is able to understand the importance of work ability as a part of well-being
- will find exercising as a part of his/her life and is able to plan her/his personal fitness program
- is able to pay attention to ergonomics and breaks at work
- knows relaxation as a way to control stress
- has enhanced his/her HH3S competences as applicable to the course.

## Course contents

During the course each student will find out the factors, which affect his/her work-ability. During the contact lessons, the students have the opportunity to take part in various types of physical exercises for example ball sports, gym and relaxation. The students will plan his or her own physical fitness program, as well as complete it and report on its success.

- Workability knowledge and skills
- Relaxation and stretching
- Various physical exercises
- Independent exercise
- Independent assignment

## Cooperation with the business community

Guest speaker or company visit.

## International dimension

Multinational student groups.

## Teaching and learning methods

Contact lessons and team work

Independent studies, including course assignment,

The independent studies involve independent exercise and a personal assignment.

The assessment of one's own learning 1 h

## Accreditation of prior learning

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

## Teacher with the main responsibility for the course

Liisa Aarnio

## Course materials

Materials will be announced at the beginning of the course.

<http://www.ttl.fi/en/Pages/default.aspx>

<http://www.ukkinstituutti.fi/en/>

## Assessment criteria

<b>Grade/Learning</b>	<b>1 (Min. 40%</b>	<b>3 (Min. 70%</b>	<b>5 (Min. 90%</b>
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<b>outcomes</b>	<b>competence level)</b>	<b>competence level)</b>	<b>competence level)</b>
<b>Knowledge</b>	The student has a limited understanding of the key theories, concepts and the principles of personal well-being.	The student has some understanding of the key theories, concepts and the principles of personal well-being.	The student has a good understanding of the theories, concepts and principles of personal well-being.
<b>Skills</b>	The student has a limited capability of analyzing his /her work ability and is not motivated to improve it.	The student is independently capable of analyzing some of the effects of work ability and is motivated at some level to improve her/his work ability.	The student is independently capable of analyzing the effects and opportunities for work ability and is highly motivated to improve his / her work ability.
<b>Competence</b>	The student poorly applies some of the tools and principles planning her /his own exercise program and in assessing work-ability. The student shows poor service and sales orientation as required by the HH3S policy.	The student is able to relatively independently apply the basic tools and principles planning her /his own exercise program and in assessing work ability. The student shows good service and sales orientation as required by the HH3S policy.	The student is able to independently and professionally apply tools and principles planning her/his own exercise program and in assessing work-ability. The student is able to improve well-being as part of the company policy. The student shows excellent service and sales orientation as required by the HH3S policy.

### **Modes of assessment and their weights**

Minimum grade of 1 required for both targets

Attendance: Active and purposeful contribution to class activities 50%

Personal assignment 50%

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.

# **Combination of Basic and Specialisation Work Placement**

Code: PLA6LF001

Extent: 30 cr

Timing: Semester 6 with summer

Language: English

Level: Work Placement

Type: Compulsory

## **Prerequisites**

Specialisation studies started or completed after 120 credit points earned at the minimum.

## **Learning outcomes**

Upon successful completion of the combination of Basic and Specialisation Work, the student

- is able to recognise and evaluate his/her own strengths and development needs
- understands the importance of service, selling and entrepreneurship for profitable global business
- understands the role of work placement learning in developing his/her own professional competences
- has professional networking skills in the field of business where work placement completed
- is able to analyse own work and competences
- is able to change his/her own behaviour
- is able to update and revise his/her study and career plans
- is able to describe and evaluate the meaning of own tasks in his/her chosen specialisation and the competences required
- applies own professional competences to company and industry specific procedures
- works independently and as part of a team
- takes initiatives and is committed to the tasks and solving problems
- assumes a holistic view of the business and its global environment
- works toward his/her career development plan.

## **Course contents**

- Work placement learning process as for the International Business degree students
- Completion of job specific tasks and relationships
- Developing competences and expertise for international business
- Career Development Plan
- Work Placement Learning Report
- Debriefing

## **Teaching and learning methods**

Testing and applying concepts and theory into practise

Self-analysis

## **Accreditation of prior learning**

As instructed in the Guidelines for GloBBA Work Placement Learning.

## **Teachers with the main responsibility for the course**

Madeleine Vakkuri, career counsellor

Personal career mentors; to be confirmed

## **Course material**

Guidelines for GloBBA Work Placement Learning.

## **Assessment criteria**

Ability to proceed in the work placement learning process as instructed  
Written Work Placement Learning report  
Debriefing session

## **Basic Work Placement Learning (PLA6LF002A)**

Course code: PLA6LF002A  
Extent: 15 ECTS credits  
Timing: Summer after three or four first semester studies  
Language: English  
Type: Compulsory  
Level: Junior tasks (Basic tasks) in Business Administration

## **Prerequisites**

At least the three first semesters of GloBBA studies completed before the start of the basic work placement learning

## **Learning outcomes**

Upon successful completion of the basic work placement learning, the student is able to

- make connection between academic learning and professional identity and aptitudes
- develop practical skills for a career in business administration
- enhance own ability to analyse business tasks and business problems
- apply knowledge and skills gained in the work place and link them to the BBA studies
- determine if this is the field of interest for a future career choice
- enhance her/his Curriculum Vitae by describing professional skills acquired.

The ten weeks of basic work placement learning is an opportunity to gain hands on work experience in business administration, to understand career options, to analyse the student's strengths and weaknesses and match them with on the job requirements.

More specifically, the work placement learning enables the student to reflect and self-evaluate the company, the tasks performed, his/her aptitudes and employability, and to plan his/her career development.

## **Course contents**

### **Before the start of the work placement:**

Info sessions and submission of the GloBBA Notification for Basic Work Placement Learning

### **During the work placement:**

Completion of tasks given by and agreed with the work placement employer

### **After the end of the work placement:**

Work Placement report following the instructions provided in "GloBBA Work Placement Learning Guidelines" available in "MyNet", including Personal Development Plan and a copy of the

employer's reference

Participation in a group work placement learning debriefing session.

## **Cooperation with the business community**

Learning through task completions provided by the work placement employer, potential project and thesis topics, guest speakers.

## **International dimension**

Students are strongly encourage to complete their work placement in an internationally oriented organization.

## **Teaching and learning methods**

Independent learning in the given tasks instructed and supervised by the employer

Self-reflection

Learning from feedback given by the supervisor and work placement mentor

## **Accreditation of prior learning**

Accreditation of prior learning according to the separate instructions (see "MyNet").

## **Teacher with the main responsibility for the course**

Madeleine Vakkuri

## **Course materials**

Set of instructions for GloBBA Work Placement Learning Guidelines available in "MyNet".

## **Assessment criteria**

<b>Grade/Learning Outcomes</b>	<b>Fail competence level</b>	<b>Pass competence level</b>
<b>Knowledge</b>	The student shows limited understanding of how to apply theoretical knowledge when performing the given tasks. S/he hasn't planned the thesis topic and seems unable to plan short and longer term development goals.	The student understands well and is able to make good use of theoretical knowledge onto the job. S/he has planned her/his thesis topic, and short and longer term career development growth.
<b>Skills</b>	The student has shown limited skills or willingness to follow HH wpl instructions. The report doesn't follow the provided instructions and some documents are missing. The student seems unable to analyze her/his strengths and weaknesses as well as the skills s/he needs to develop for a career in IB.	The student has the skills to implement HH wpl instructions. The report is well written and describes well the employer/ organization, the tasks performed. S/he shows maturity when analyzing strengths and weaknesses as well as skills to develop. The student demonstrates her/his willingness and ability to apply theoretical knowledge onto the job.
<b>Competence</b>	The student showed limited motivation in taking responsibility for his/her own professional development. In the wpl report, career development plan and	The student is motivated to take responsibility for his/her own professional development. In the wpl report, career development plan and in debriefing session



	debriefing session, the student was not willing or able to monitor and evaluate her/his professional learning and growth.	the student proved that s/he able to evaluate and plan his/her professional learning and outline her/his growth opportunity.
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## Modes of assessment and their weights

Attendance in the work placement info and debriefing  
Employer assessment on work placement completion  
Work placement time and process management

## Specialisation Work Placement Learning (PLA6LF002B)

Course code: PLA6LF002B  
Extent: 15 ECTS credits  
Timing: Summer after the 3rd year of studies  
Language: English  
Type: Compulsory  
Level: Specialisation Work Placement Learning (B)

## Prerequisites

At least the five first semesters of GloBBA studies completed before the start of the specialisation work placement.

## Learning outcomes

Upon successful completion of the work placement learning in the chosen specialization, the student is able to

- apply theoretical knowledge in the field of the specialization onto the job
- develop practical skills for a career in the field of the specialization
- enhance own ability to analyse business tasks and business problems
- apply knowledge and skills gained in the work place and link them to the BBA thesis and studies
- assist the company and bring new ideas to the job
- enhance her/his Curriculum Vitae by describing professional skills acquired.

The ten weeks of work placement learning in the chosen specialization is an opportunity to gain practical knowledge of the function area, to learn about career options, to analyse strengths and weaknesses and to match them with on the job requirements.

More specifically, the work placement learning enables the student to reflect and self-evaluate the company, the tasks performed, aptitudes, employability, and to plan for a career.

## Course contents

### Before the start of the work placement:

Info sessions and submission of the GloBBA Notification for Work Placement Learning A

### During the work placement:

Completion of tasks given by and agreed with the work placement employer

### After the end of the work placement:

Work Placement report following the instructions provided in “GloBBA Work Placement Learning Guidelines” available in “MyNet”, including Personal Development Plan and a copy of the

employer's reference,  
Participation in a group work placement learning debriefing session

### **Cooperation with the business community**

Learning through task completions provided by the work placement employer, potential project and thesis topics, guest speakers

### **International dimension**

Students are strongly encourage to complete their work placement in an internationally oriented organization.

### **Teaching and learning methods**

Independent learning in the given tasks instructed and supervised by the employer  
Self-reflection  
Learning from feedback given by the supervisor and work placement mentor

### **Accreditation of prior learning**

Accreditation of prior learning according to the separate instructions (see "MyNet").

### **Teacher with the main responsibility for the cours**

Madeleine Vakkuri  
Personal career mentors: to be confirmed

### **Course materials**

Set of instructions for GloBBA Work Placement Learning Guidelines available in "MyNet".

### **Assessment criteria**

<b>Grade/Learning Outcomes</b>	<b>Fail competence level</b>	<b>Pass competence level</b>
<b>Knowledge</b>	The student shows limited understanding of how to apply theoretical knowledge when performing the given tasks. S/he seems not to understand the benefit of company practical experience to plan short and longer term development goals.	The student understands well and is able to make good use of theoretical knowledge onto the job. Gained practical knowledge on the job will help you reflect and implement the BBA thesis as well as investigate short and longer term career development growth. The student has the skills to implement HH wpl & thesis instructions.
<b>Skills</b>	The student has shown limited skills or willingness to follow HH wpl & thesis instructions. The report doesn't follow the provided instructions and some documents are missing. The student seems unable to analyze her/his strengths and weaknesses as well as the skills s/he needs to develop for a career in the field of the specialization.	The report is well written and describes well the employer/ organization, the tasks performed. S/he shows maturity when analyzing strengths and weaknesses as well as skills to develop further. The student demonstrates her/his willingness and ability to apply theoretical knowledge onto the job & the thesis.

<b>Competence</b>	The student showed limited motivation in taking responsibility for his/her own professional development. In the wpl report, career development plan and debriefing session, the student was not willing or able to monitor and evaluate her/his professional learning and growth.	The student is motivated to take responsibility for his/her own professional development. In the wpl report, career development plan and in debriefing session the student proved that s/he able to evaluate and plan his/her professional learning and outline her/his growth opportunity.
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## Modes of assessment and their weights

Attendance in the work placement info and debriefing  
Employer assessment on work placement completion  
Work placement time and process management

## Bachelor's Thesis

Course code: THE7LF001, Thesis Advising, THE7LF003, Maturity Test, Bachelor's Thesis

Extent: 15 cr  
Timing: Years 3 and 4  
Language: English  
Level: Bachelor's Thesis

Thesis Info Session is held in semester 4. The Thesis Planning Workshop (THE7LF001) starts the thesis planning process in semester 5. After the course, the student works independently supported by a thesis advisor, walk-in methods workshops and walk-in academic writing workshops. In the student's last semester, the student presents the thesis draft in the Thesis Presentation Workshop (THE7LF003), and receives peer reader feedback on the report. By the end of the semester, the thesis is submitted for final evaluation and published. A few days before or after the presentation, the student takes the Maturity Test examined by the thesis advisor. When the thesis has been graded (assessed) and published, the thesis is entered into the student registry (15 cr).

## Prerequisites

THE7LF001: Semesters 1–4 successfully completed and professional specialisation studies successfully begun.

THE7LF003 prerequisites:

- THE7LF001 successfully completed.
- The student has worked actively with the assigned Thesis Advisor, the Walk-In Methods Workshop and Walk-In Academic Writing Workshop lecturers on the thesis.
- The student will have completed before the presentation date at a minimum

### **For research-based thesis**

Theory framework (almost ready)  
Data collection tool (almost ready)  
Data collection has been begun

### **Product based thesis**

Theory framework (almost ready)  
Half of the project tasks done and the other half at least partially reported on.

## Maturity test:

The thesis is complete.

## **Learning outcomes**

Upon successful completion, the student:

- Understands how the bachelor's thesis promotes professional growth and career development.
- Is able to plan, execute and evaluate independently a larger scale international business oriented research or project based on work life RDI needs.
- Has an analytical and critical mindset at all phases of the RDI process.
- Is able to search and evaluate relevant, reliable and valid sources to support the RDI project.
- Knows the academic writing requirements for a bachelor's thesis and is able to use the academic writing resources.
- Has developed his ability to benefit from peer, staff and work life feedback to continuously improve the RDI process and product.
- Is able to network effectively with work life organisations to ensure a RDI project that provides added value to the academic study field and the working life.
- Through the attainment of the above objectives, the student has further developed his competences in the HH3S Service and Sales Roles: market predictor, sales maker, service designer, co-doer, orchestrator and digi-applier.

## **Course contents**

- The Thesis Planning Workshop offers concepts, tools and a social forum that support the process of thesis project planning and the preparation of a written thesis plan.
- Thesis Advising offers one-on-one support and methods workshops in the implementation and finalization stages of the thesis.
- The Thesis Presentation Workshop offers a forum in which to share thesis text and questions about thesis writing, and receive reader feedback from peers.
- Assessment is done based on HAAGA-HELIA's official thesis assessment criteria available in MyNet.
- Publication is done according to HAAGA-HELIA's thesis publication guidelines available in MyNet.
- Maturity Test is examined by the Thesis Advisor, and assessed based on HAAGA-HELIA's official maturity test assessment criteria.

## **Cooperation with the business community and the other organisations**

Students work on a research study or a project for a commissioning organisation.

## **International dimension**

Thesis topics are from international business.

## **Teaching and learning methods**

- Contact -based tuition
- Social learning methods (e.g. workshops, World Cafe)
- Virtual study
- Independent reading
- Investigative learning approach (e.g. information search and knowledge sharing)
- Individual written assignments

## **Alternative Completions**

THE7LF001 Thesis Planning Workshop, or the Bachelors Thesis itself may be accredited through prior learning, if a student has successfully completed a Bachelor's Thesis or Master's Thesis at a Higher

Education Institution as part of a completed degree, or has obtained similar knowhow about RDI project planning, implementation and reporting in work-related projects.

The deadline for the APL application for THE7LF001 is at the latest four weeks before the course starts. More detailed instructions on the APL process can be found in MyNet, and by contacting the GloBB Thesis Coordinator Elizabeth.San Miguel(at)haaga-helia.fi for further instructions.

### Teacher/s with the main responsibility for the course

Kevin Gore (Methods in THE7LF001)

Jutta Heikkilä (Quantitative Walk-In Methods Workshops)

Mervi Riikonen (evening THE7LF001, evening THE7LF003)

Elizabeth San Miguel (GloBBA Thesis Coordinator, day THE7LF001, day THE7LF003 )

Teppo Varttala (Academic writing, Walk-In Academic Writing Workshops, Day & Evening)

Tanja Vesala-Varttala (Methods in THE7LF001, Qualitative Walk-In Methods Workshops)

### Course material

Academic writing literature.

HAAGA-HELIA thesis site in MyNet.

Professional specialization Literature

THE7LF001 and THE7LF003 course material

### Assessment criteria

Grade/Learning Outcomes	Fail competence level	Pass competence level
<b>Knowledge, Skills &amp; Competence</b>	<p><b>THE7LF001</b></p> <ul style="list-style-type: none"> <li>- Student has failed to negotiate a suitable research or project topic for his thesis with (a) business organizations.</li> <li>- Student has not completed Tasks 1–8 appropriately or participated in the task debriefing sessions.</li> <li>- Student has not presented his Thesis Plan, opposed other students' Thesis Plans or submitted his Thesis Plan for assessment by the deadlines given.</li> <li>- Student has failed to process and solve in his field of professional specialization the problems required to produce a competent Thesis Plan.</li> </ul>	<p><b>THE7LF001</b></p> <ul style="list-style-type: none"> <li>- Student has proactively and competently negotiated in his junior business consultant role a suitable research or project topic for his thesis with (a) business organizations.</li> <li>- Student has successfully completed Tasks 1–8 and participated actively in the task debriefing sessions.</li> <li>- Student has presented his Thesis Plan, opposed other students' Thesis Plans and submitted his Thesis Plan for assessment by the deadlines given.</li> <li>- Student has proactively and competently processed and solved in his field of professional specialization the problems required to produce a competent Thesis Plan that aims to add value to the commissioning company and/or industry.</li> </ul>
	<p><b>THE7LF003</b></p> <ul style="list-style-type: none"> <li>- Student has failed to meet attendance criteria.</li> <li>- The thesis has not advanced far enough to present.</li> <li>- Student has failed to present his Thesis competently according to the schedule agreed.</li> </ul>	<p><b>THE7LF003</b></p> <ul style="list-style-type: none"> <li>- Student has actively attended the required organization, observation and opposing sessions.</li> <li>- Student's Thesis advanced appropriately and was presented competently according to the schedule agreed.</li> <li>- Student is advancing successfully in the business consultancy (desktop) thesis project and</li> </ul>

		delivers added value to the commissioning company and/or industry.
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## **Modes of assessment and their weighs**

THE1LF001 Thesis Planning Workshop

- 100% attendance requirement: pass/fail
- Tasks 1–6: pass/fail
- Task 7 (Thesis Plan): pass/fail

THE1LF003 Thesis Presentation Workshop

- Observing and commenting on 4 thesis presentations
- Presenting opposing comments in writing and orally.
- Presenting own thesis draft.

THE1LF004 Maturity Test: HAAGA-HELIA Maturity test criteria for contents and language

Bachelor's Thesis: HAAGA-HELIA Thesis Assessment Criteria and their weightings.