Curriculum 2014, Degree Programme in Information Systems Management

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

Degree Programme in Information Systems Management (Master)		Code	ECTS
Work development methods (compulsory)			*15*
	Applied Research and Development	MET2HY201	5
	Tools for Analysing and Forecasting*	MET2HY202	5
	Project Management*	MET2HY203	5
Leadership and work community (compulsory)			*15*
	Leadership Communication	MGT2HY201	5
	Leading Change	MGT2HY202	5
	Strategy in Practice	MGT2HY203	5
ISM specific advanced professional studies (compulsory)			*15*
	ICT Management Best Practices	ISM2TX120	5
	Aligning ICT and Business	ISM2TX310	5
	Service Management Best Practices	ISM2TX510	5
Elective advanced professional studies			*10*
	Sourcing Management	ISM4TX420	5
	New Opportunities of ICT	ISM4TX700	5
	Big Data	ISM8TX100	5
	Cloud Services	ISM8TX110	5
	TERP10 - Integration of Business Processes in SAP ERP	BUS8TF710	5
	Excellence in Case Solving Skills*	MET4HY201	5
	Other elective Free-Choice (to be agreed in the personal study plan)		
Free-choice studies			*5*
Master´s Thesis			*30*
TOTAL			**90**

*Excellence in Case Solving Skills course (MET4HY201) can replace one of the following courses: Project Management (MET2HY203) or Tools for Analysing and Forecasting (MET2HY202).

Applied Research and Development

Code: MET2HY201
Scope: 5 ECTS (135 h)
Timing: 1st – 4th semesters
Language: English
Curriculum: Master Curriculum
Level: Advanced Professional Studies, Master
Type: Compulsory

Starting level and linkage with other courses
No prerequisites.

Learning objectives and assessment

Grade 1
The student knows the basics of case study, action and constructive research approaches and research methods in general and is able to make relevant choices in regard to each approach and method. In addition, the student is able to identify and define essential elements for the development plan.

Grade 3
In addition to skills and competencies mentioned for Grade 1, the student is able to apply a chosen approach and relevant methods in the thesis or other project work during the course.

Grade 5
In addition to skills and competencies mentioned for Grade s 1 and 3, the student is able to reflect upon the methods used and their relevance for different approaches. The student can justify his/her choice of methods well. The choices are suitable for the research/development task in question.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognition of prior learning (RPL)
If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Cooperation with the business community
The course is linked to the Master student's own work experience and thesis plan. Guest lecturers could be invited from businesses.

Internationality
Depending on the implementation.

Course contents

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

Learning methods

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. The assessment of one's own learning.

Assessment

Depending on the implementation.

Teachers

Eva Holmberg, Porvoo/Pasila
Maria Jakubik, Pasila
Aarni Moisala, Pasila
Jouni Soitinaho, Pasila

Tools for Analysing and Forecasting

Code: MET2HY202
Scope: 5 ECTS (135 h)
Timing: 1st – 4th semester
Language: English
Curriculum: Master Curriculum
Course level: Advanced Professional Studies, Master
Course type: Compulsory

Starting level and linkage with other courses
No prerequisites.

Learning objectives and assessment

Grade 1
The student has been involved in team work, contributed to the final report with sufficient contents for decision making in form of operational environment analyses and forecasting study together with his/her other team members.

Grade 3
The student has been involved actively in team work, contributed to the final report with good contents for decision making in form of operational environment analyses and forecasting study together with his/her other team members.

Grade 5
The student has been involved actively and professionally in team work, contributed to the final report with excellent contents for decision making in form of operational environment analyses and forecasting study together with his/her other team members.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognition of prior learning (RPL)
If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections
The course is linked to the Master student's own work experience and thesis plan. Guest lecturers could be invited from businesses.

Internationality
International students and sources/materials.

Contents

Topics to be covered in the course include:

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

- Business simulations and analytics with modern tools including SAP BI/BO, Power BI and Hadoop

Learning methods
Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. Assessment of one's own learning on E-form.

Assessment
Depending on the implementation.

Course teacher(s)
Jarmo Ritalahti, Porvoo/Pasila
Veijo Vänttinen, Porvoo/Pasila

Project Management

Code: MET2HY203
Scope: 5 ECTS (135 h)
Timing: 1st – 4th semesters
Language: English
Curriculum: Master curriculum
Level: Advanced Professional Studies, Master
Type: Compulsory

Starting level and linkage with other courses
No prerequisites.

Learning objectives and assessment

Grade 1

The student has basic understanding of project work and management. S/he knows project management concepts and their connection to organizational management. S/he can create a basic project plan and work as a project team member.

Grade 3

The student has good understanding of project work and management. S/he knows project management concepts and their connection to organizational management. S/he is aware of the challenges of the project work and has enough skills to be able evaluate the alternatives and choose the appropriate project management method for the project at hand. S/he can take stakeholders' interests and needs into consideration in planning and managing projects.

Grade 5

The students has professionally advanced project management skills. S/he shows excellent command in all project management areas, excellent communication and team skills responsibly.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognition of prior learning (RPL)
If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections
The course is linked to the Master student's own work experience and thesis plan. Guest lecturers could be invited from businesses.

Internationality
Possible guest lecturers from international companies, international project/student teams, and international learning materials.

Contents

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

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

Learning methods

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. Assessment of one's own learning on E-form.

Assessment

Depending on the implementation.

Course teacher(s)
Yucel Ger, Porvoo/Pasila
Miikka Mäkelä, Pasila
Heikki Suominen, Pasila

Leadership Communication

Code: MGT2HY201
Extent: 5 ECTS (135 h)
Timing: 1st – 4th semester
Language: English
Curriculum: Master Curriculum
Level: Advanced Professional Studies, Master
Type: Compulsory

Starting level and linkage with other courses
No prerequisites.

Learning goals and assessment

Grade 1
The student recognizes and is able to describe the role and importance of goal orientation in both self-management and leadership communication. The student is conscious of own communication competence.

Grade 3
In addition to skills and competences mentioned for Grade 3, the student can assess and modify own communication taking into consideration organization's operational and service objectives. He / she is able to analyze and develop own influencing and communication skills and give feedback.

Grade 5
The student accomplishes all of the above, and is able to engage, motivate and coach self and others as well as communicate in an ethically sound manner while taking into account cultural diversity. She/he knows how to give and receive feedback also in situations of change and conflict and can critically evaluate concepts, methods and knowledge corresponding to leadership communication.

Recognition of prior learning (RPL)
If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections
The course is linked to the Master student's own work experience. Guest lecturers could be invited from businesses.

Internationality
By default, student groups are diverse and international. International learning material.

Contents

- Leadership skills and target-oriented interaction
- The connection between communication and the organization's strategy, and the related business, service, and sales targets
- The role of leadership and communication in managing the corporate image, brand, and reputation
- Engaging and motivating employees in a multi-cultural and diverse environment
- Listening and feedback skills

Learning methods
Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. Assessment of one's own learning on E-form.

Assessment
Depending on the implementation.

Teacher(s) responsible
Ivan Berezhny, Porvoo/Pasila
Heta-Liisa Malkavaara, Pasila
Mirka Sunimento, Pasila

Leading Change

Code: MGT2HY202
Scope: 5 ECTS (135 h)
Timing: 1st- 4th semester
Curriculum: Master Curriculum
Language: English
Level: Advanced Professional Studies, Master
Type: Compulsory

Starting level and linkage with other courses
No prerequisites.

Learning outcomes and grading

Grade 1

The student knows basic concepts and tools of leading change. S/he is capable of participating in planning and implementing change. The student can act in a change project towards the goals.

Grade 3

The student demonstrates good knowledge of the concepts of leading change as well as of integral tools and models for putting change into action. The student is able to link theoretical concepts with practical situations. S/he can choose appropriate approaches and tools for different kinds of change situations. The student is capable of designing a plan for change and for its implementation. S/he can act as a change agent.

Grade 5

The student demonstrates advanced knowledge of a variety of approaches for leading change. She or he can apply different tools for and models of change. She or he can compare and contrast various theories and view points of change. The student is able to choose an appropriate approach and tools matching different kinds of change situations. She or he has the understanding and the knowledge to lead change successfully. The student can anticipate, plan and implement change proactively. Based on a careful situation analysis she or he is capable of creating alternative plans and ways of implementing change as well as designing ways to monitor the implementation process.

The course will be graded on a scale of 1 through 5. The criteria for the grades 1 and 3 and 5 are presented above.

Recognition of prior learning (RPL)
If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Cooperation with the business community
Students will apply the learning at their current work environment. A number of guest speakers from business circles will be invited to talk to the students.

International dimension
Cases and readings will be related to international business contexts.

Course contents

- Understanding drivers of change and analysing the need for change
- Types of change and approaches to change
- Change as a process
- The human being at the center of change
- Leaders as agents and enablers of change
- Communication in change
- Planning, implementing and sustaining change
- Ethical perspectives in change

Learning methods
Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. The assessment of one's own learning.

Teachers
Lehtinen-Toivola Anita, Pasila
Masalin Leena, Pasila

Strategy in Practice

Code: MGT2HY203
Extent: 5 ECTS (135 h)
Timing: 1st – 4th semester
Language: English
Curriculum: Master Curriculum
Level: Advanced Professional Studies, Master level
Type: Compulsory

Starting level and linkage with other courses
No prerequisites.

Learning objectives and assessment

Grade 1

   The student knows the basic concepts in strategic thinking and courses of action for implementation. S/he can participate in collecting data for the strategic planning phase, and the drafting of an implementation plan for the strategy. S/he can act accordingly in change projects in order to achieve the defined goals.

Grade 3

   The student knows concepts, central tools and models for strategic thinking, planning and implementation. The student can link theoretical concepts to practice. S/he can collect data and analyze the business strategy of a company, and plan new elements in the strategy.

   The student can create an implementation plan for an analysis, and based on the analysis s/he can draft an implementation plan and associated metrics.

Grade 5

   The student understands different approaches to strategy and its implementation. S/he can compare different frameworks, theories and points of view.

   The student has competences to choose the right tools for analyzing a particular business situation. S/he has a broad and innovative approach for evaluating an organization's opportunities, strategic trade-offs and implementation methods. S/he has skills and knowledge to carry out organizational change. The student can be an active member of an organization's strategic planning process. S/he can transform strategic objectives into operational plans and objectives and define metrics for these.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognition of prior learning (RPL)
If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Cooperation with the business community
Depending on the implementation for the course, guest lecturers could be invited from the business community.

International dimension
Depending on the implementation for the course, international cases and study materials will be used.

Course content
Course content consists of the following topics which are approached through various schools of thought:

- concepts and the meaning of strategy work in organizations
- essential analyses in strategy and use of results in defining strategy
- implementation plans and models for putting strategy into practice
- Balanced Scorecard in monitoring strategy
- planning a change project

Learning methods
Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. Assessment of one's own learning on E-form.

Assessment
Depending on the implementation.

Responsible teachers
Gerard Danford, Pasila
Evariste Habiyakare, Pasila
Olli Laintila, Pasila

ICT Management Best Practices

- Code: ISM2TX120
- Extent: 5 ECTS (135 h)
- Timing: 1st semester
- Language: English
- Level: Advanced professional studies
- Type: Compulsory

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon successful completion of the course, the student

- will recognize and understand the common frameworks in the field of ICT management
- will learn the meaning of good ICT governance
- will understand the basics of controlling ICT risks and secure information management
- will understand ICT as an organizational resource and the central factors of it
- will learn, what are the key problems in business orientated ICT administration

Recognition of prior learning (RPL)

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

Cooperation with the business communities and International dimension

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

Course contents

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

Teaching and learning methods

- The course assignments
- The lesson exercises
- Contact hours and remote learning sessions
- Visiting professionals
- Collaborative learning sessions based on students presentations

The remote learning sessions will be based on the E-learning assignments and feedbacks provided by the course teacher. Students will build their own course portfolio by utilizing their own experiences, course material, contact hours and remote learning opportunities.

Assessment

The course assignments (50%) and the course (50%) exam both are successfully completed.

In the assignments, the evaluation criteria will be structural part (how the assignments are written), the personal competence to the subject and analytical part, where student shows his/her learning.

Components	Grade 1 40 % of total points	Grade 3 70 % of total points	Grade 1 85 % of total points

Teacher(s) responsible

Tuomo Ryynänen

Course materials

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

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

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

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

- Information Risk Management

    Information Risk Management: A practitioner's guide Sutton, David (2014). BCS Learning & Development Limited. eBook ISBN 9781780172668 . Print ISBN 9781780172651

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

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

Aligning ICT and Business

Code: ISM2TX310
Scope: 5 ECTS (135 h)
Timing: 3rd semester
Language: English
Curriculum: Master's Degree Programme in Information Systems Management
Course level: Master's degree advanced professional studies
Course type: Compulsory

Starting level and linkage with other courses
The course has no prerequisites and is linked to other compulsory advanced professional studies of the Master's Degree Programme in Information Systems Management.

Learning objectives and assessment

Upon successful completion of the course, the student

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

Grade 3:

Upon successful completion of the course, the student

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

Grade 5:

Upon successful completion of the course, the student

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

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet. Student demonstrates his / her expertise concerning business and ICT linkages as

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

Cooperation with the business community
Team project
Visiting lecturer(s)

International dimension
The international partners; experts on aligning business and ICT.

Contents

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

Learning methods

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

Assessment

- Team assignments
- Individual assignments
- Project
- Examination

Course teacher
Heikki Suominen

Learning materials

- http://www.valuebasedmanagement.net/methods_venkatraman_strategic_alignment.html
- http://search.proquest.com/docview/222419053/fulltext/140430732F563D6132...
- Ahlfors, U. 2005. Successful Interactive Business: Integration of Strategy and IT. University of Jyväskylä. Jyväskylä.
- Aquilina, Ronald. Business – IT Alignment Equilibrium States in Small Firms: A Dynamic Perspective. Institute for Small Business & Entrepreneurship 11-12 November 2015 – Glasgow UK.
- Bell, Steven C. & Orzen, Michael A. Lean IT – Enabling and Sustaining Your Lean Transformation. CRC Press. New York. ISBN 978-1-4398-1756-8
- Bhatia, Ashu. 2012. Value Creation: Linking Information Technology and Business Strategy. Brown Books Publishing Group. Dallas. ISBN 978-1-61254-036-8
- Harris, Michael D. & Herron, David E. & Iwanicki, Stasia. The Business Value of IT – Managing Risks, Optimizing Performance, and Measuring Results. CRC Press. New York. ISBN 978-1-4200-6474-2
- ICT Standard for Management. 2012. ICT Standard Forum.
- Kim, W. Chan & Mauborgne, Renée. 2015. Ble Ocean Strategy. Harvard Business Review Press. Boston. ISBN 978-1-62527-449-6
- Ostwalder, A. & Pigneur, Y. & Tucci, C. 2005. Clarifying Business Models: Origins, Present, and Future of the Concept. Communications of AIS. Vol 15, pp. 1-40.
- Porter, M. 2004. Competitive Advantage. Free Press. New York.
- Porter, M. 2008. On Competition. Harvard Business School Publishing Company. Cambridge.

- Pulkkinen, M. 2006. Systemic Management of Architectural Decisions in Enterprise Architecture Planning. Four Dimensions and Three Abstraction Levels. Proceedings of the 39th Hawaii International Conference on Systems Sciences, pp. 1-9.
- Versteeg G. & Bouwman, H. 2006. Business Architecture: A New Paradigm to Relate Business Strategy to ICT. Information Systems Front vol.8, pp 91-102

Other material given by the teacher.

Service Management Best Practices

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

Starting level and linkage with other courses

ICT Management Best Practices (ISM2TX120) is recommended to be completed before this course.

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

Visiting lecturers from companies and organisations and standardisation bodies.

International dimension

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

Teaching and learning methods

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

Accreditation of prior learning (APL)

Depending on the requirements of the teacher prior learning could be accepter fully or partly. A student displays with the competence demonstration that s/he manages the course objectives and contents

mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Anne-Maritta Talaslahti

Course materials

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

Other selected articles and readings provided by the teachers.

Assessment criteria

- Team assignments
- Individual assignments

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

Sourcing Management

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

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

Visiting lecturers or company visits.

International dimension

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

Teaching and learning methods

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

Accreditation of prior learning (APL)

"Accreditation of Prior Learning (APL) is the generic term used for the award of credits on the basis of demonstrated learning which has taken place in the past". APL gives a student an opportunity to

demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

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

Teacher(s) responsible

Anne-Maritta Talaslahti

Course materials

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

Other material given by the teacher.

Assessment criteria

- Team assignments
- Individual assignments

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

New Opportunities of ICT

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

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon successful completion of the course, the student

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

Course contents

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

Cooperation with the business community

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

International dimension

International webinars, seminars and conferences.

Teaching and learning methods

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

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

Accreditation of prior learning (APL)

"Accreditation of Prior Learning (APL) is the generic term used for the award of credits on the basis of demonstrated learning which has taken place in the past". APL gives a student an opportunity to demonstrate his/her knowledge and skills. The student displays with evidence the participation on events that correspond the requirements set for this course and reports and presents the analysis result in the

contact lessions. The prior learning is assessed on the scale from 1 to 5. Alternatively the student demonstrates a still valid future anticipation project with written material in which s/he has participated earlier.

Teacher(s) responsible

Mr. Jouni Soitinaho

Course materials

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

Assessment criteria

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

Big Data

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

Starting level and linkage with other courses

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

Learning outcomes

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

Upon successful completion of the course, the student

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

Course contents

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

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

Cooperation with the business community

The course contains either a guest lecture or an assignment from a company, or both.

International dimension

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

Teaching and learning methods

- Contact lessons
- Problem-based learning
- Literature analysis

- Exercise reporting and presentations
- The assessment of one's own learning 1 h

Accreditation of prior learning (APL)

Accreditation of Prior Learning (APL) is the generic term used for the award of credits on the basis of demonstrated learning which has taken place in the past. APL gives a student an opportunity to demonstrate his/her knowledge and skills. The student displays with evidence the participation on events that correspond the requirements set for this course and reports and presents the analysis result in the contact lessions. The prior learning is assessed on a scale from 1 to 5.

Teacher(s) responsible

Lili Aunimo

Course materials

- Data Science for Dummies, by Lillian Pierson and Jake Porway, 2017. Wiley et Sons.
- Jay Liebowitz: Business Analytics: An Introduction, 2014. CRC Press.

Other material given by the teacher

Assesment criteria

Quality of the exercise report

Presentations and discussions

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

Cloud Services

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

Starting level and linkage with other courses

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

Learning outcomes

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

Upon successful completion of the course, the student

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

Course contents

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

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

Cooperation with the business community

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

Teaching and learning methods

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

Teachers responsible

Lili Aunimo
Olavi Korhonen

Course materials

Course material is defined in the beginning of the course

Assessment criteria

- Quality of the project report
- Presentations and discussions

Excellence in Case Solving Skills

Code: MET4HY201
Scope: 5 ECTS (135 h)
Timing: 1st – 4th semester
Language: English
Curriculum: Master Curriculum
Course level: Advanced Professional Studies, Master
Course type: Elective

Starting level and linkage with other courses
No prerequisites.

Course description

Case solving competitions are becoming a more and more popular way of learning management development skills, and creating new job opportunities for masters` students. This course prepares students for applying to various case competitions, such as KPMG, Aarhus and Harvard, and taking part in a competition (if the application is accepted).

During the course, students multi-task in teams of three, and representing different Haaga-Helia Masters Study Programs. Students will be acquainted with the case study format, management consultancy models, and practical management problem solving methods and tools.

Learning objectives and assessment

Grade 1
The student has been involved with one case study competition process in a team, solved sufficient amount of case problems and contributed to the final team presentation. In addition, student has improved or updated his/her resume concerning first-level management consultancy skills.

Grade 3
The student has been actively involved with one or more case study competition processes in a team, solved sufficient amount of case problems with good results and contributed significantly to the final team presentation. In addition, student has improved or updated substantially his/her resume concerning first-level management consultancy skills.

Grade 5
The student has been actively involved with several case study competition processes in a team, solved large amount of case problems with excellent results and contributed very significantly to the final team presentation. In addition, student has improved or updated professionally his/her resume concerning first-level management consultancy skills.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 – 5. In addition, students with accepted case competition applications and participation in a competition are given extra credits accordingly.

Contents

The course includes the following topics:

Harvard Case Study Methods
Big Five Consulting Company Models
Branding from vision to action plan

Mixed methods in Case Studies
Team-based problem solving methods
Superior presentation skills

The course includes company visits and expert sessions by companies such as KPMG, PWC and McKinsey.

Internationality
International students and sources/material

Teaching and learning methods
The course is a combination of contact sessions, and virtual team learning in Moodle. Students need to familiarize themselves with the course materials available in Moodle, the course slides and possible material given during the course. The students also should participate in the peer discussion within Moodle, work on independent exercises (available in Moodle), and return those exercises according to the course schedule.

Recognition of prior learning

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

Teachers with the main responsibility for the course

Aarni Moisala
aarni.moisala@haaga-helia.fi

Course materials
Material on Moodle e-learning platform, handouts and additional literature.