

# English Communication

Code: COS1RG0011  
Scope: 3 ECTS  
Timing: 1st semester  
Language: English  
Curriculum: TOBBA10  
Level: Core studies  
Type: Compulsory

## Starting level and linkage with other courses

The students should be enrolled on the course's learning platform Moodle or LeaP. The course is coordinated with Professional Communication 1, and other courses of the first semester studies.

## Learning objectives and assessment

### Grade 1

The student has a limited understanding of what English language is as a tool and how it works in professional situations, such as project communication, writing, etc. The student lacks language skills and follows project work and classroom activities with difficulty and under supervision. The student is able to apply linguistic knowledge and skills in project communication and public appearances at a minimal level required in worklife.

### Grade 3

The student has a reliable understanding of what English language is as a tool and how it works in professional situations, such as project communication, writing, etc. The student has sufficient language skills and can follow project work and classroom activities independently. The student is able to apply linguistic knowledge and skills in project communication and public appearances on a level required in worklife.

### Grade 5

The student has a deep understanding of what English language is as a tool and how it works in professional situations, such as project communication, writing, etc. The student has outstanding language skills and follows project work and classroom activities with motivation and leadership. The student is able to apply linguistic knowledge and skills in project communication and public appearances on a professional level required in worklife.

## Recognising and validating prior learning (RPL)

If the students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and thus 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 has been designed in cooperation with the industry. The commissioners are companies and organisations that are potential employers and thesis commissioners.

## Internationality

The course includes activities of multicultural and multilingual nature, supported by the requirements established by the projects and the commissioners.

## Contents

Upon the completion of the course the students will be able to

- to extend their professional English vocabulary;
- to practice various spoken and written genres;
- to distinguish between various variants and registers of English;
- to apply English in professional situations (meetings, project work, etc.);
- to maintain high-standards of language expression;
- to advance public speaking skills, especially linguistic skills;
- to use English language responsibly (political correctness, plagiarism, etc.)

## **Learning methods**

The course is implemented as a series of workshops on public speaking, presentation skills; professionalism, career management, job application; external and internal communication; social responsibility, etc.

## **Assessment**

Project work, project documents, and project communication 30%

Active participation 30%

Course assignments and semester portfolio 40%

The course requires 80% attendance (both virtual and classroom attendance).

## **Course teachers**

Ivan Berazhny, Porvoo

## **Learning materials**

Learning materials are selected according to the individual learning needs of students within the framework of the curriculum.

# Information and Communication Technology 1

Code: COS1RG0014  
Scope: 6 ECTS  
Timing: 1st semester  
Language: English  
Curriculum: TOBBA10  
Level: Core studies  
Type: Compulsory

## Starting level and linkage with other courses

No prerequisites. Links with BES1LC0011 and OPE1LC0011

## Learning objectives and assessment

The course concentrates on basic concepts and strategies for using ICT in business. The module is a part of basic studies in Porvoo Campus competence-based curriculum. The module advances the following competences: e.g., community communication, knowledge-sharing processes and awareness of basic ICT processes and operations in organisations.

### Grade 1

The student partly understands and is able to use some ICT applications and standards used in business reporting, presentations and business communication. He/she is poorly able to analyse the operational environment by choosing and using research and development methods as well as digital tools when aided and guided by others. The student is able to operate only when the task and instructions are given and when He/she is aided by other students and the supervisors.

### Grade 3

The student understands and is able to use relevant ICT applications and standards used in business reporting, presentations and business communication. He/she is able to analyse the operational environment by choosing and using research and development methods as well as digital tools when aided and guided by others. The student is able to operate when the task and instructions are given.

### Grade 5

The student understands and is able to use relevant ICT applications and standards used in business reporting, presentations and business communication. He/she is able to analyse the operational environment by choosing and using relevant research and development methods as well as a range of digital tools. He/she has professionally advanced written communication skills and can elaborate on a specific area of business ICT with precise vocabulary. The student is able to operate proactively with an entrepreneurial business technology mindset.

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

## 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.

## Working life connections

Company visits and possible guest lecturers and workshops from different companies and organizations.

## Internationality

Possibility to work with international team and international lectures. Possible guest lecturers from international organizations and partner universities. International learning materials

## Contents

- MS-Office 2013 (Excel, PowerPoint, Publisher, Word), Prezi, Google presentations
- orientation in social media
- standards of business communication
- basic website design
- project management tools (LeaP)
- Academic writing and plagiarism

## **Learning methods**

Individual or pair work on assignments, group discussions, process writing according to feedback provided along the course. The course will be completed online. The assessment of one's own learning (1 h).

## **Assessment**

Individual assignments: 75%

Exam: 25%

## **Course teacher(s)**

Darren Trofimczuk, Porvoo

## **Learning materials**

Elaine Marmel: Teach Yourself Visually Office 2012, John Wiley & Sons; (march 2013) ISBN: 1118517687.

Materials and tutorials that are linked to Microsoft's official support and training website

Materials handed out by the instructor

# Information and Communication Technology 2

Code: COS1RG0013  
Scope: 3 ECTS  
Timing: 2nd semester  
Language: English  
Curriculum: TOBBA10  
Level: Core studies  
Type: Compulsory

## Starting level and linkage with other courses

Students starting this course must have completed ICT 1COS1RG0014. Links with BES1RG0012 and OPE1RG0012

## Learning objectives and assessment

The course continues developing basic concepts and strategies for using ICT in business, but with more of a focus on using analytical and reporting tools. The module is a part of basic studies in Porvoo Campus competence-based curriculum. The module advances the following competences: e.g., community communication, knowledge-sharing processes and awareness of basic ICT processes and operations in organisations.

### Grade 1

The student partly understands and is able to use some ICT applications and standards used in business reporting, presentations and business communication. He/she is poorly able to analyse the operational environment by choosing and using research and development methods as well as digital tools when aided and guided by others. The student is able to operate only when the task and instructions are given and when He/she is aided by other students and the supervisors.

### Grade 3

The student understands and is able to use relevant ICT applications and standards used in business reporting, presentations and business communication. He/she is able to analyse the operational environment by choosing and using research and development methods as well as digital tools when aided and guided by others. The student is able to operate when the task and instructions are given.

### Grade 5

The student understands and is able to use relevant ICT applications and standards used in business reporting, presentations and business communication. He/she is able to analyse the operational environment by choosing and using relevant research and development methods as well as a range of digital tools. He/she has professionally advanced written communication skills and can elaborate on a specific area of business ICT with precise vocabulary. The student is able to operate proactively with an entrepreneurial business technology mindset.

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

## 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.

## Working life connections

Company visits and possible guest lecturers and workshops from different companies and organizations.

## Internationality

Possibility to work with international team and international lectures. Possible guest lecturers from international organizations and partner universities. International learning materials

## Contents

- MS-Excel 2013 statistical, logical, financial, time and lookup functions.
- pivot tables and filtering data
- visualize data with charts and dashboards
- using Webropol & Google forms creating questionnaires and analyse data
- project management tools Sharepoint (LeaP)
- Adobe InDesign & Photoshop

## **Learning methods**

Individual or pair work on assignments, group discussions, process writing according to feedback provided along the course. The course will be completed online. The assessment of one's own learning (1 h).

## **Assessment**

Individual assignments: 50%

Exam: 50%

## **Course teacher(s)**

Darren Trofimczuk, Porvoo

## **Learning materials**

Microsoft Excel 2013: Data Analysis and Business Modeling, 3rd Edition

Materials and tutorials that are linked to Microsoft's official support and training website

Webropol manuals and online resources

Adobe manuals and online resources

# Professional Communication 1

Code: COS1RG0021  
Extent: 3 cr (81 h)  
Timing: 1st semester  
Language: English  
Level: Core studies  
Type: Compulsory

## Starting level and linkage with other courses

No prerequisites

## Learning outcomes

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

- to distinguish various text genres needed in project work;
- to assume various professional roles in a multicultural environment;
- to understand the principles of professional feedback;
- to understand the importance of source criticism;
- to develop professional identity and socially responsible behaviour;
- to maintain high-standards of written/spoken/media/technology interaction
- to develop advanced public speaking skills, including presentation skills;
- to understand job application process

## Course contents

- Public speaking, presentation skills
- Professionalism, job application
- External and internal communication
- Project communication

## Cooperation with the business community

Learning objectives will be reached through real-life projects.

## Teaching and learning methods

Inquiry learning  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is granted according to Haaga-Helia's instructions.

## Teachers responsible

Ivan Berazhny, Porvoo

## Course materials

Materials handed out by the teacher

## Assessment criteria

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

<b>Components</b>	<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
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<b>Knowledge</b> What they know, understand, informed about	The student has a <b>limited</b> understanding of what professionalism means in project communication, writing and presentations	The student has an <b>adequate</b> understanding of what professionalism means in project communication, presentations, writing, and presentations	The student has an <b>advanced</b> understanding of what professionalism means in project communication, writing, and presentations
<b>Skills</b> What they do, perform, execute	The student follows project work and classroom activities <b>with difficulty and under supervision</b> . The student <b>lacks</b> sufficient skills in project communication and public presentations	The student performs <b>well</b> in project work and classroom activities within a team and independently. The student demonstrates <b>satisfactory</b> skills in project communication and public presentations	The student accomplishes project work and classroom activities <b>with initiative and leadership</b> . The student demonstrates <b>strong</b> skills in project communication and public presentations
<b>Competence</b> The degree of being relevant and valid in work-life context	The student is able to apply the knowledge and skills in project communication and public appearances <b>at a minimal professional level</b> required in worklife.	The student is able to apply the knowledge and skills in project communication and public appearances <b>at a standard professional level</b> required in worklife.	The student is able to apply the knowledge and skills in project communication and public appearances <b>at a highly professional level</b> required in worklife.

### Assessment components and their respective weights

Project communication and documents 30%

Attendance and active participation 30%

Course assignments and semester portfolio 40%

The course requires 80% attendance (both virtual attendance and classroom activities).

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 on an electronic form.



# Professional Communication 2

Code: COS1RG0022  
Extent: 3 cr (81 h)  
Timing: 2nd semester  
Language: English  
Curriculum: TOBBA10  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

Professional Communication 1 must be accomplished

## Learning objectives and assessment

### Grade 1

The student has a limited understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct. The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in communication, public presentations, and career management. The student is able to apply the knowledge and skills in communication, public appearances, and career management at a minimal professional level required in worklife.

### Grade 3

The student has an adequate understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct. The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in communication, public presentations, and career management. The student is able to apply the knowledge and skills in communication, public appearances, and career management at a standard professional level required in worklife.

### Grade 5

The student has an advanced understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct. The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in communication, public presentations, and career management. The student is able to apply the knowledge and skills in communication, public appearances, and career management at a highly professional level required in worklife.

## Recognising and validating prior learning (RPL)

If the students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and thus 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 has been designed in cooperation with the industry. The commissioners are companies and organisations that are potential employers and thesis commissioners.

## Internationality

The course includes activities of multicultural and multilingual nature, supported by the requirements established by the projects and the commissioners.

## Contents

Upon the completion of the course the students will be able to

- to work successfully with various text genres needed in project work;
- to practice various professional roles in a multicultural environment;
- to generate and react professionally to feedback;
- to practice source criticism in discussions and writing;
- to advance professional identity and socially responsible behaviour;
- to maintain high-standards of written/spoken/media/technology interaction
- to advance public speaking skills, including presentation skills;
- to master job application process

## **Learning methods**

The course is implemented as a series of workshops on public speaking, presentation skills; professionalism, career management, job application; external and internal communication; social responsibility, etc.

## **Assessment criteria**

Project work, project documents, and project communication 30%

Active participation 30%

Course assignments and semester portfolio 40%

The course requires 80% attendance (both virtual and classroom attendance).

## **Course teachers**

Ivan Berazhny, Porvoo

## **Learning materials**

Learning materials are selected according to the individual learning needs of students within the framework of the curriculum.

# Business English

Code: ENG1LC029  
Scope: 6 ECTS  
Timing: 3rd semester  
Language: English  
Curriculum: POBBA10  
Level: Core studies  
Type: Compulsory

## Starting level and linkage with other courses

The student has passed Creating and Sharing Knowledge and Professional Communication. The course entails a project related to business communication.

## Learning objectives and assessment

Grade 1 (B2)

Email, present, participate in meetings, lead interviews. The assignments are completed at a passable level. The student performs oral tasks at a basic level. With great difficulty and under strict supervision, the student can use Business English in professional tasks.

Grade 3 (B2.1 – B2.2)

Email, formal correspondence, meeting documentation, leading a meeting, summarizing results, is familiar with negotiating techniques. The assignments are completed at an appropriate level. The student performs oral tasks well. S/he takes initiative and uses Business English independently in professional tasks with little help/editing.

Grade 5 (C1)

Email, formal correspondence, meeting documentation, leading a meeting, summarizing results completing advanced tasks in communication, is successful in applying negotiation techniques. All the assignments are completed at a proficient level. The student performs oral tasks fluently. S/he excels at using Business English in professional tasks.

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

Also, the Common European Framework of Reference for languages will be used as the reference when giving the final assessment (minimum passing level B1).

## 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](#).

## Working life connections

The course includes a project where current work life communication practices are studied. The student is in contact with local enterprises.

## Internationality

Business communication is considered from an intercultural aspect and the project is realised with a partner university.

## Contents

- Business communication of 21st century including digital texts and social media writing
- Writing, editing, and proof-reading basic business texts (various types of letters and emails)
- Negotiations and meetings, debate, discussions
- Business terminology and current issues
- Project communication

## Learning methods

Contact lessons  
Individual, pair and team assignments  
Independent studies  
The assessment of one's own learning

## **Assessment**

The student's development in competence to communicate in English and the competence in business and project communication and involvement are also assessed.

In the end of the course the student submits a portfolio with samples of course work and reflection of own learning.

Additionally, a final exam can be given. The students assess their progress and competence at the end of the course. Minimum passing level of the course is B2 on Common European Framework of Reference.

## **Course teacher(s)**

Liisa Wallenius, Porvoo

Ivan Berazhny, Porvoo

## **Learning materials**

Reference material: Taylor, Shirley (2004) Model Business Letters, and E-mails & Other Business Documents. London: Pearson Education. Sixth Edition. (or a newer one)

LeaP or Moodle learning environment with electronic materials, online sources, media and authentic materials from the industries. Additional materials handed by the instructors, students and project stakeholders.

# Academic English

Code: ENG1LC030

Scope: 3 ECTS

Timing: 4th-5th semester

Language: English

Curriculum: POBBA10, SAMPO15

Level: Core studies

Type: Compulsory

## Starting level and linkage with other courses

Basic studies must be accomplished.

Prerequisites:

English Communication

Professional Communication

Business English

Experience in project work

Reliable knowledge of Haaga-Helia reporting guidelines

Knowledge of basic research practices.

## Learning objectives and assessment

Grade 1

The student has a limited understanding of research and academic practices; of how to develop, implement, document, and report a research process according to the standards of academic publishing. The student follows course work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in academic practices of research and publishing. The student is able to apply the knowledge and skills in academic practices of research and publishing at a minimal professional level required in worklife.

Grade 3

The student has an adequate understanding of research and academic practices; of how to develop, implement, document, and report a research process according to the standards of academic publishing. The student performs well course work and classroom activities within a team and independently. The student demonstrates satisfactory skills in academic practices of research and publishing. The student is able to apply the knowledge and skills in academic practices of research and publishing at a standard professional level required in worklife.

Grade 5

The student has an advanced understanding of research and academic practices; of how to develop, implement, document, and report a research process according to the standards of academic publishing. The student accomplishes course work and classroom activities with initiative and leadership. The student demonstrates strong skills in academic practices of research and publishing. The student is able to apply the knowledge and skills in academic practices of research and publishing at a highly professional level required in worklife.

## Recognising and validating prior learning (RPL)

If the students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and thus 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 has been designed in cooperation with the industry. The commissioners are companies and organisations that are potential employers and thesis commissioners.

## Internationality

The course includes activities of multicultural and multilingual nature, supported by the requirements established by the projects and the commissioners.

## Contents

Upon the completion of the course the students will be able to

organise their own writing process in a responsible and productive way;  
apply the standards of English academic writing in their own texts;  
advance critical thinking skills, formulate research ideas, and argue for/oppose them in writing;  
follow the developments in the industry of academic publishing;  
see the value of interdisciplinary research, co-authorship, and research-informed activities

## **Learning methods**

The course is implemented as a series of writing workshops (abstracts and proposals, literature review, documentation of research/practice processes, reports, and evaluation); discussion and debate (publishing industry; interdisciplinary research; multiple authorship); lectures (academic vocabulary, grammar, discourse; positive and negative appraisal in academic writing); editing workshops (analysing established authors; analysing peers' work; comparing several publishing formats).

Classroom activities (28h): Inquiry learning

Independent Team work (28 h): Assignment 1 - the students select and present texts by prominent scholars in their field that shows the writing style that they are inspired by; Assignment 2 - the students co-author a proposal.

Independent Individual work (28h): Assignment 3 - the students write their own section/chapter, based on a model; Assignment 4 - the students write a learning diary and complete a self-evaluation form.

## **Assessment criteria**

Attendance and active participation 40%

Course assignments 60%

The course requires 80% attendance. Course assignments must be submitted on time, unless agreed otherwise with the instructor.

## **Course teachers**

Ivan Berazhny, Porvoo

## **Learning materials**

Learning materials are selected according to the individual learning needs of students within the framework of the curriculum.

# English Communication

Code: COS1RG0011  
Scope: 3 ECTS  
Timing: 1st semester  
Language: English  
Curriculum: TOBBA10  
Level: Core studies  
Type: Compulsory

## Starting level and linkage with other courses

The students should be enrolled on the course's learning platform Moodle or LeaP. The course is coordinated with Professional Communication 1, and other courses of the first semester studies.

## Learning objectives and assessment

### Grade 1

The student has a limited understanding of what English language is as a tool and how it works in professional situations, such as project communication, writing, etc. The student lacks language skills and follows project work and classroom activities with difficulty and under supervision. The student is able to apply linguistic knowledge and skills in project communication and public appearances at a minimal level required in worklife.

### Grade 3

The student has a reliable understanding of what English language is as a tool and how it works in professional situations, such as project communication, writing, etc. The student has sufficient language skills and can follow project work and classroom activities independently. The student is able to apply linguistic knowledge and skills in project communication and public appearances on a level required in worklife.

### Grade 5

The student has a deep understanding of what English language is as a tool and how it works in professional situations, such as project communication, writing, etc. The student has outstanding language skills and follows project work and classroom activities with motivation and leadership. The student is able to apply linguistic knowledge and skills in project communication and public appearances on a professional level required in worklife.

## Recognising and validating prior learning (RPL)

If the students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and thus 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 has been designed in cooperation with the industry. The commissioners are companies and organisations that are potential employers and thesis commissioners.

## Internationality

The course includes activities of multicultural and multilingual nature, supported by the requirements established by the projects and the commissioners.

## Contents

Upon the completion of the course the students will be able to

- to extend their professional English vocabulary;
- to practice various spoken and written genres;
- to distinguish between various variants and registers of English;
- to apply English in professional situations (meetings, project work, etc.);
- to maintain high-standards of language expression;
- to advance public speaking skills, especially linguistic skills;
- to use English language responsibly (political correctness, plagiarism, etc.)

## Learning methods

The course is implemented as a series of workshops on public speaking, presentation skills; professionalism, career management, job application; external and internal communication; social responsibility, etc.

### **Assessment**

Project work, project documents, and project communication 30%

Active participation 30%

Course assignments and semester portfolio 40%

The course requires 80% attendance (both virtual and classroom attendance).

### **Course teachers**

Ivan Berazhny, Porvoo

### **Learning materials**

Learning materials are selected according to the individual learning needs of students within the framework of the curriculum.



# Professional Finnish 1

Tunnus: COM1RG101

Laajuus: 3 op

Ajoitus: 1. lukukausi

Kieli: suomi

OPS: TOBBA10, SAMPO15

Opintojakson taso: perusopinnot

Opintojakson tyyppi: pakollinen

## Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

Kuuluu kansainvälisten ohjelmien suomenkielisten opiskelijoiden kieliopintoihin. Toteutetaan osittain yhteisissä projekteissa ammattiaineiden sekä ICT-kurssien kanssa.

## Osaamistavoitteet ja arviointi

Arvosana 1

Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä.

Hänellä on suomenkielisen yhteisöviestinnän perustiedot.

Opiskelija tekee lähes kaikki annetut oppimistehtävät ajallaan.

Hänellä on tyydyttävä kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja.

Osallistuu melko vähän ryhmän toimintaan.

Vähäinen itsenäinen panostus.

Arvosana 3

Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä.

Hänellä on hyvät tiedot suomenkielisestä yhteisöviestinnästä

Opiskelija tekee lähes kaikki annetut oppimistehtävät ajallaan.

Hänellä on hyvä kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja.

Osallistuu hyvin ryhmän toimintaan.

Osaa toimia melko itsenäisesti.

Arvosana 5

Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä.

Hänellä on erinomaiset tiedot suomenkielisestä yhteisöviestinnästä.

Opiskelija tekee kaikki annetut oppimistehtävät ajallaan.

Hänellä on erinomainen kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja.

Opiskelijan tuottamat tekstit sopivat sellaisenaan yhteisöviestintään.

Osallistuu erittäin aktiivisesti työskentelyyn ja on mukana 80 % kurssin opetuksesta.

Osaa toimia itsenäisesti.

On innovatiivinen ja omaa positiivisen asenteen.

Opintojakso arvioidaan asteikolla 1 - 5. Arviointikriteerit on esitetty asteikolla 1 - 3 - 5.

## Aikaisemmin hankitun osaamisen tunnistaminen ja tunnustaminen (AHOT)

Opintojaksolla noudatetaan aikaisemmin hankitun osaamisen tunnistamismenettelyä erikseen annettavan ohjeen mukaan.

## Työelämäyhteydet

Kurssin aikana vieraillaan alan yrityksissä.

## Kansainvälisyys

Työelämän viestintätilanteita tarkastellaan myös kansainvälisestä näkökulmasta.

## Sisältö

Kurssilla opitaan yhteisöviestinnän käsitteistö suomeksi ja harjaannutetaan keskeisten työelämässä tarvittavien tekstilajien laatimiseen. Monet kurssin harjoitteet liittyvät opiskelijoiden muiden oppiaineiden projekteihin. Tärkeä osa kurssista on kielenhuolto, jota opiskellaan osittain itsenäisesti verkkomateriaalin avulla. Kurssin keskeinen sisältö:

- yhteisöviestinnän käsitteet
- raportointi
- asiakirjastandardit

- referaatti, tiivistelmä, liike-elämän kirjeet, rekrytoinnin asiapaperit
- kirjoittaminen
- liikekirjeet
- oikeakielisyys
- lehdistötiedote
- mediasuhteet

### **Oppimistavat**

Lähiopetus ja siihen liittyvät tehtävät, kirjallinen tentti  
Opintojaksoon sisältyy myös pakollisena oman oppimisen arviointi.

### **Arviointitavat**

Ohjaaja arvioi opiskelijan tehtävät ja tentin asteikolla 1-5. Tämän lisäksi opiskelija arvio omaa kehittymistään ja saavutettua tasoa kurssin lopussa.

### **Vastuopettaja**

Antti Kurhinen, Porvoo  
Marjo Vuokko, Porvoo

### **Oppimateriaalit**

Luennot ja tunnilla jaettava oheismateriaali.

Kortetjärvi-Nurmi, S., Kuronen, M.-L. & Ollikainen, M. 2008. Yrityksen viestintä. Edita. Helsinki

# Professional Finnish 2

Tunnus: COM1LC111

Laajuus: 3 op (81 h)

Ajoitus: 3. lukukausi

Kieli: suomi

OPS: TOBBA10, SAMPO15

Opintojakson taso: perusopinnot

Opintojakson tyyppi: pakollinen

## Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

Opintojakso kuuluu kansainvälisten ohjelmien suomenkielisten opiskelijoiden kieliopintoihin. Toteutetaan osittain yhteisissä projekteissa ammattiaineiden sekä ITC-opintojaksojen kanssa. Edellyttää Professional Finnish 1 -opintojakson suorittamista.

## Osaamistavoitteet ja arviointi

Arvosana 1

Opiskelija pystyy tuottamaan sellaisia työelämän kirjallisia teksilajeja kuten matkaraportti, laskeutumissivu, esite, kokousmuistio ja lyhennelmä. Kuitenkin hänen viestintätäyttylissään sekä rakenteiden käytössään on paljon puutteita. Opiskelija osaa käyttää auttavasti PhotoShop- sekä InDesign-ohjelmia vaikuttavien tekstilajien tuottamiseen.

Arvosana 3

Opiskelija pystyy tuottamaan sellaisia työelämän kirjallisia teksilajeja kuten matkaraportti, laskeutumissivu, esite, kokousmuistio ja lyhennelmä. Kuitenkin hänen viestintätäyttylissään sekä rakenteiden käytössään on jonkin verran puutteita. Opiskelija osaa käyttää melko sujuvasti PhotoShop- sekä InDesign-ohjelmia vaikuttavien tekstilajien tuottamiseen.

Arvosana 5

Opiskelija pystyy tuottamaan sellaisia työelämän kirjallisia teksilajeja kuten matkaraportti, laskeutumissivu, esite, kokousmuistio ja lyhennelmä. Hänen kykenee soveltamaan erinomaisesti kussakin viestintätilanteessa tarvittavaa viestintätäyttyliä ja rakenteita. Opiskelija osaa käyttää sujuvasti PhotoShop- sekä InDesign-ohjelmia vaikuttavien tekstilajien tuottamiseen.

Opintojakso arvioidaan asteikolla 1 - 5. Arviointikriteerit on esitetty asteikolla 1 - 3 - 5.

## Aikaisemmin hankitun osaamisen tunnistaminen ja tunnustaminen (AHOT)

Jos opiskelija on saavuttanut vaadittavan osaamisen esimerkiksi aikaisemmissa työtehtävissä, harrastuksissa tai jollain toisella opintojaksolla, hän voi osoittaa osaamisensa ja edetä opinnoissa ripeämmin. Katso lisätiedot ja ohjeet aiemmin hankitun osaamisen tunnistamisesta ja tunnustamisesta (AHOT) MyNetistä tai www-sivuilta.

## Työelämäyhteydet

Opintojaksolla opiskelija hankkii itselleen toimeksiantajan, jolle laatii esitteen käyttäen Photoshop- ja InDesign-ohjelmia.

## Sisältö

Opintojaksolla opitaan erityisesti ulkoisen ja sisäisen viestinnän ammattimaista käyttöä työelämäprojekteissa. Erityistä huomiota kiinnitetään myyvien ja tiedottavien tekstilajien laatimiseen ja kieleen. Opintojaksolla perehdytään myös yhteisöviestinnän käsitteistön hallintaan, kielen muutokseen ja vieraaseen vaikutukseen. Olennainen osa opintojaksoa ovat tekstien laatimisessa käytettävät PhotoShop ja InDesing-ohjelmat.

## Oppimistavat

Tämän opintojakson osaamistavoitteet voi saavuttaa osallistumalla lähiopetukseen ja tekemällä siihen liittyvät oppimistehtävät sekä työelämäprojektin.

Opintojaksoon sisältyy myös pakollisena oman oppimisen arviointi.

## Arviointitavat

Kirjalliset oppimistehtävä 60 %

Työelämäprojekti 40 %

## Vastuopettaja(t)

Antti Kurhinen, Porvoo  
Jörgen Wollsten, Porvoo

## **Oppimateriaalit**

Lähiopetuksessa jaettava materiaali ja Moodle-oppimisympäristö.

# Finnish for Foreigners 1

Code: FIN1LC001  
Scope: 6 ECTS  
Timing: 1st semester  
Language: English, Finnish  
Curriculum: TOBBA10, SAMPO15  
Level: Core Studies, CEFR level A1  
Type: Compulsory (international students)

## Starting level and linkage with other courses

No prerequisites

## Learning objectives and assessment

### Grade 1

The student can produce short sentences/texts, though he/she has many difficulties in the written/oral outcome. The student uses the essential vocabulary (personal information, family, living, simple shopping situations, daily routines, studies) and the language constructions of the course satisfactory. The student can pronounce the Finnish words with some difficulties.

### Grade 3

The student can produce short sentences/texts, though he/she has some difficulties in the written/oral outcome. The student uses quite well the essential vocabulary (personal information, family, living, simple shopping situations, daily routines, studies) and the language constructions of the course. The student can pronounce the Finnish words without mayor difficulties.

### Grade 5

The student can produce short sentences/texts without mayor difficulties in the the written/oral outcome. The student uses vey well the essential vocabulary (personal information, family, living, simple shopping situations, daily routines, studies) and the language constructions of the course. The student can pronounce the Finnish words without difficulties.

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

### 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.

## Contents

The course is an introduction to the Finnish language and culture. The main topics of the course are as follows:

- pronunciation and alphabet
- personal pronouns
- the verbs to be, to have and to like in present and past tense
- adjectives
- questions
- present tense
- consonant graduation of verbs
- basic vocabulary (personal information, family, simple shopping situations, living, daily routines, studies)
- Finnish culture and society

## Learning methods

Contact lessons, assignments, examinations or  
Independent studies, examinations or  
Written and oral demonstration  
The assessment of one's own learning

## Assessment

Two oral and written examinations 90 %  
Written assignments and word tests 10 %

**Course teacher(s)**

Antti Kurhinen, Porvoo

**Learning materials**

The course materials are provided by the advisor.

# Finnish for Foreigners 2

Code: FIN1LC002

Scope: 6 ECTS

Timing: 2nd semester

Language: English, Finnish

Curriculum: TOBBA10, SAMPO15

Level: Core Studies, CEFR level A1

Type: Compulsory (international students)

## Starting level and linkage with other courses

Prerequisites: Finnish for Foreigners 1 (FIN1LC001)

## Learning objectives and assessment

### Grade 1

The student can produce short sentences/texts, though he/she has many difficulties in the written/oral outcome. The student uses the essential vocabulary (travelling, asking the way, shopping, weather, food and restaurants, visiting one's home) and the language constructions of the course satisfactory.

### Grade 3

The student can produce short sentences/texts, though he/she has some difficulties in the written/oral outcome. The student uses quite well the essential vocabulary (travelling, asking the way, shopping, weather, food and restaurants, visiting one's home ) and the language constructions of the course.

### Grade 5

The student can produce short sentences/texts without mayor difficulties in the the written/oral outcome. The student uses vey well the essential vocabulary (travelling, asking the way, shopping, weather, food and restaurants, visiting one's home ) and the language constructions of the course.

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

## 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.

## Contents

The main topics of the course are as follows:

- present tense
- ordinal numbers
- local cases
- conditional and passive forms
- expressing one's opinion
- consonant graduation of the nouns
- different communication situations (travelling in Finland, finding ones' way to a place, shopping, discussing the weather, telling about own country, situation in restaurants, visiting a Finnish home, festivity days in Finland)
- Finnish culture and society.

## Learning methods

Contact lessons, assignments, examinations or

Independent studies, examinations or

Written and oral demonstration

The assessment of one's own learning

## Assessment

Two oral and written examinations 90 %

Written assignments and word tests 10 %

**Course teacher(s)**

Antti Kurhinen, Porvoo

**Learning materials**

The course materials are provided by the advisor.



# Finnish for Foreigners 3

Code: FIN1LC003

Scope: 6 ECTS

Timing: 3rd semester

Language: English, Finnish

Curriculum: TOBBA10, SAMPO15

Level: Core Studies, CEFR level A2

Type: Compulsory (international students)

## Starting level and linkage with other courses

Prerequisites: Finnish for Foreigners 1 and 2 (FIN1LC001, FIN1LC002)

## Learning objectives and assessment

### Grade 1

The student can produce short sentences/texts, though he/she has many difficulties in the written/oral outcome. The student uses the essential vocabulary (free time and hobbies, every day life, applying for a job, holidays and travelling, telephone conversations) and the language constructions of the course satisfactory.

### Grade 3

The student can produce short sentences/texts, though he/she has some difficulties in the written/oral outcome. The student uses quite well the essential vocabulary (free time and hobbies, every day life, applying for a job, holidays and travelling, telephone conversations) and the language constructions of the course.

### Grade 5

The student can produce short sentences/texts without mayor difficulties in the the written/oral outcome. The student uses vey well the essential vocabulary (free time and hobbies, every day life, applying for a job, holidays and travelling, telephone conversations ) and the language constructions of the course.

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

## 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.

## Contents

The main topics of the course are as follows:

- past tense
- personal and other pronouns
- verbs of feelings
- 3rd infinite
- imperative forms
- time expressions
- different communication situations (working in Finland, travelling and being on holiday, freetime and hobbies, talking about past, telephone conversations, healt and sickness)
- Finnish culture, society and nature.

## Learning methods

Contact lessons, assignments, examinations or

Independent studies, examinations or

Written and oral demonstration

The assessment of one's own learning

## Assessment

Two oral and written examinations 90 %

Written assignments and word tests 10 %

**Course teacher(s)**

Antti Kurhinen, Porvoo

**Learning materials**

The course materials are provided by the advisor.

# Swedish for Service Encounters

Code: SWE1RG001  
Scope: 3 ECTS  
Timing: 1st semester  
Language: English /Swedish  
Curriculum: TOBBA15  
Level: Core studies  
Type: Compulsory

## Starting level and linkage with other courses

Sixth form or the like. B1 on Common European Framework of Reference for Languages (CEFR, . <http://europass.cedefop.europa.eu/en/resources/european-language-levels-...>). The course is connected to the student's semester project where feasible.

## Learning objectives and assessment

### Grade 1

He/she has a basic understanding of business vocabulary. She/he is able to work in customer service and use the Swedish language orally and in writing. He/she can manage in communication situations with basic competence and the help of the counterpart/instructor/dictionary/handbook or the like.

The student is able to present facts in Swedish but might not be able to participate in spontaneous discussions related to professional matters.

### Grade 3

He/she has a basic understanding of basic business vocabulary. She/he is able to work in customer service and use the Swedish language orally and in writing. The student knows how to write short work-related messages and discuss her/his educational background, studies, work and tasks. She/he can make business related telephone calls on familiar topics. She/he can present products/study projects/companies when helped by a peer or an instructor, and when prepared.

### Grade 5

He/she has a good understanding of basic business vocabulary. She/he is able to work in customer service, on the telephone and use the Swedish language orally and in writing. The student knows how to write short work-related messages and discuss her/his educational background, studies, work and tasks. The student is able to give her/his opinion and discuss current issues in the field. The student has learnt to search for information in Swedish and pass it on to others.

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

Also, the Common European Framework of Reference for languages will be used as the reference when giving the final assessment. (minimum passing level B1).

## 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.

## Working life connections

The course is related to the semester project and work life. The student visits local enterprises to learn about customer service.

## Internationality

Customer service and culture are considered from a Nordic perspective and the different varieties of the Swedish language are considered.

## Contents

- Att berätta om sig själv (bakgrund, studier, framtidsplaner, karriär)
- Vardaglig kommunikation på jobbet: kundbetjäning, telefonsvenska, e-post och småprat
- Att tala om jobbet och presentera företag, studiebesök
- Aktuella nyheter inom branschen (att bekanta sig med pressen och webben)

## Learning methods

Contact lessons  
Individual, pair and team assignments  
Independent studies  
The assessment of one's own learning

## **Assessment**

The student's development in competence to communicate in Swedish is assessed. This is done by assessing the course assignments and the student's language portfolio with oral and written text samples. Additionally, a final exam will be given. The students assess their progress and competence at the end of the course.

## **Course teacher(s)**

Liisa Wallenius, Porvoo

## **Learning materials**

Perspektiv på affärssvenska, Tolkki, Öhman WSOY 2009  
Moodle learning environment (handouts, web-based material, learning applications, games) and other materials from the industry and by the instructor and students.

# Business Swedish 1

Code: SWE1RG002

Scope: 3 ECTS

Timing: 2nd, 3rd semester

Language: English /Swedish

Curriculum: TOBBA15

Level: Professional studies

Type: Compulsory (Finnish Students)

## Starting level and linkage with other courses

The student has successfully completed SWE2RG001 - Swedish for Service Encounters. The course is connected to the student's semester project where feasible.

## Learning objectives and assessment

### Grade 1

He/she has basic written communication skills to draft e-mails and letters. He/she can write a CV and a letter of application. He/she can manage in business communication situations with basic competence and the help of the counterpart/instructor/dictionary/handbook or the like. The student is able to present facts in Swedish but might not be able to participate in spontaneous discussions related to professional matters.

### Grade 3

He/she has good written communication skills to draft e-mails and letters. He/she can apply for a job in Swedish. He/she understands the role of Swedish in Nordic business environments. He/she can manage business communication situations appropriately and can present companies/project work/products in Swedish.

### Grade 5

He/she has professional written communication skills to draft e-mails and letters. He/she can apply for jobs in Swedish. He/she can discuss work spontaneously. He/she understands the role of Swedish in Nordic business environments. He/she can manage business communication situations appropriately and can present companies/project work/products in Swedish.

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

Also, the Common European Framework of Reference for languages will be used as the reference when giving the final assessment. (minimum passing level B1).

## 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.

## Working life connections

The course is related to the semester project and work life. Visits to local enterprises or participation in business events are part of the course.

## Internationality

Business communication and culture is considered from a Nordic perspective and the different varieties of the Swedish language are considered.

## Contents

Language of business letters and email; various types of letters and writing of other texts

Letter of application and CV (EuroCV)

Nordic/Finnish businesses and presentations

## Learning methods

Contact lessons  
Individual, pair and team assignments  
Independent studies  
The assessment of one's own learning

## **Assessment**

The student's development in competence to communicate in Swedish is assessed. This is done by assessing the course assignments and the final text samples (oral and written) given at the end of the course. The samples can be compiled into a portfolio. Additionally, a final exam will be given.

The students assess their progress and competence at the end of the course.

## **Course teacher(s)**

Liisa Wallenius, Porvoo  
Marjo Vuokko, Porvoo

## **Learning materials**

Perspektiv på affärssvenska, Tolkki, Öhman WSOY 2009

Moodle learning environment (handouts, discussion board, web-based material and external links) and other materials from the industry and by the instructor and students.

# Business Swedish 2

Code: SWE1RG003

Scope: 3 ECTS

Timing: 2nd, 3rd semester

Language: English / Swedish

Curriculum: TOBBA10

Level: Professional studies

Type: Compulsory (Finnish Students)

Starting level and linkage with other courses

Prerequisites: Business Swedish 1

Learning objectives and assessment

Grade 1

- He/she has basic knowledge of the vocabulary used in business and especially in meetings and negotiations
- He/she can manage with basic competence and with some help to take part in usual meetings and negotiations in business life
- He/she is able to discuss simple topics

Grade 3

- is familiar with the vocabulary used in business and especially in meetings and negotiations
- can take part in usual meetings and negotiations in business life
- is able to discuss current topics
- can sell and buy in Swedish

Grade 5

- He/she is professionally advanced with the vocabulary used in business and especially in meetings and negotiations
- can take part in meetings and negotiations in business life with precise vocabulary
- is professionally advanced to discuss current topics
- can sell and buy in Swedish

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

## 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.

Working life connections

Visits to companies / cultural institutions as possible.

## Internationality

Doing business in the Nordic dimension.

## Contents

- Presentation
- Meetings and Negotiations
- Short speeches
- Social communication
- Current topics

## Learning methods

Contact lessons

Individual, pair and team assignments

Independent studies  
The assessment of one's own learning

### **Course teacher(s)**

Marjo Vuokko, Porvoo  
Liisa Wallenius, Porvoo

### **Learning materials**

Perspektiv på affärssvenska, Tolkki, Öhman WSOY 2009

Material compiled by the instructor and handouts

Moodle learning environment (handouts, discussion board, web-based material and external links)

Other material given by the instructor.



# Tourism Business in a Global Context 1

Code: OPE1RG0011  
Scope: 6 ECTS  
Timing: 1st semester  
Language: English  
Curriculum: TOBBA10  
Level: Core studies  
Course Type: Compulsory

## Starting level and linkage with other courses

This course is linked to the other compulsory courses during the first semester such as Customer-oriented sales 1.

## Learning objectives and assessment

Grade 1

The student has gained some understanding of the key concepts related to tourism, business tourism and tourism technology. The student has contributed to the knowledge created in class only to some extent.

Grade 3

The student has gained good understanding of the key concepts related to tourism, business tourism and tourism technology. The student has contributed to the knowledge created in class actively.

Grade 5

The student has gained an excellent understanding of the key concepts related to tourism, business tourism and tourism technology. The student has contributed to the knowledge created in class in an outstanding way.

## Recognising and validating prior learning (RPL)

If a student has passed a similar course or has proven working experience from tourism activities in an organization, the student can pass the course by providing a demonstration of the gained competence.

## Working life connections

Guest lectures and company visits.

## Internationality

The course focuses on tourism from an international perspective and some of the guest lecturers will be from abroad.

## Contents

Key concepts of tourism  
Key concepts of business tourism  
Travel technology

## Learning methods

Contact lessons and workshops

## Individual assignments

Group work  
Independent studies  
The assessment of one's own learning

## Assessment

Active participation in classes, group work and workshops. Individual exam.

## Course teacher(s)

Leena Aitto-oja, Porvoo  
Eva Holmberg, Porvoo  
Alexandre Kostov, Porvoo

### **Learning materials**

Boniface , B. & Cooper, C. 2009. Worldwide destinations – the geography of travel and tourism . p. 1-132

Swarbrooke , J. & Horner , S. 2007. Consumer behaviour in tourism. p. 1-39 & 53-99.

Articles and Internet sources

Lecture materials

# Tourism Business in a Global Context 2

Code: OPE1RG0012  
Scope: 6 ECTS  
Timing: 2nd semester  
Language: English  
Curriculum: TOBBA10  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Students participating in the course should have passed the course Tourism in a Global Context 1. This course is linked to the other compulsory courses in during the second semester such as Customer-Oriented Sales.

## Learning objectives and assessment

### Grade 1

The student has gained some understanding of the factors influencing the business environment in tourism and research methods. The student has contributed to the knowledge created in class only to some extent. The student recognizes different ICT applications for reservation and distribution of travel products.

### Grade 3

The student has gained good understanding of the factors influencing the business environment in tourism and research methods. The student has contributed to the knowledge created in class actively. The student can explain the difference between ICT applications in Travel Industry.

### Grade 5

The student has gained excellent understanding of the factors influencing the business environment in tourism and research methods. The student has contributed to the knowledge created in class very actively. The student can list, describe and critically analyse the ICT applications used in Travel and Tourism Industry.

## Recognising and validating prior learning (RPL)

If a student has passed a similar course or has proven working experience from tourism activities in an organization, the student can pass the course by providing a demonstration of the gained competence.

## Working life connections

Real-life project, guest lectures and company visits.

## Internationality

The course focuses on tourism from an international perspective and the commissioned project will have an international perspective.

## Contents

The business environment of tourism  
Research methods  
Travel technology, Amadeus

## Learning methods

Contact lessons and workshops  
Individual assignments  
Group work, real-life project  
Independent studies  
The assessment of one's own learning

## Assessment

Active participation in classes, group work and workshops. Project report and exam.

**Course teacher(s)**

Eva Holmberg, Porvoo  
Alexandre Kostov, Porvoo

**Learning materials**

The learning material will be related to the commissioned project and will be presented in the implementation plan.

# Customer-Oriented Sales 1

Code: PSS1RG0011  
Scope: 6 ECST  
Timing: 1st semester  
Language: English  
Curriculum: TOBBA10  
Level: Core studies  
Type: Compulsory

## Starting level and linkage with other courses

Part of basic study module Production and Sales and Service Skills

## Learning objectives and assessment

### Grade 1

Upon successful completion of the hygiene and alcohol issues module, the students know the authorities, legislation and rules for premises in Finland. Students also know basics of microbiology, food poisoning, hygienic working methods, personal hygiene, cleaning, in-house control and legislation. Students understand the importance of safety and risk management in the hospitality industry and have proven their knowledge in hygiene and alcohol issues by exams (assessment passed/failed, no grade is given).

The student has a limited understanding of project management, marketing and sales. The student follows project work, assignments and classroom activities with difficulty and under supervision. The student lacks sufficient skills in project management, marketing and sales. The student can under supervision perform basic functions in some ICT applications used in a project. The student is able to apply the knowledge and skills in project management, marketing and sales at a minimal level.

### Grade 3

The student has an adequate understanding of project management, marketing and sales. The student performs well in project work, assignments and classroom activities within a team and independently. The student demonstrates satisfactory skills in project management, marketing and sales. The student is able to apply the knowledge and skills project management, marketing and sales at a satisfactory level.

### Grade 5

The student has an advanced understanding of project management, marketing and sales. The student accomplishes project work, assignments and classroom activities with initiative and leadership. The student demonstrates strong skills in project management, marketing and sales. The student is able to apply the knowledge and skills in project management, marketing and sales at an advanced 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.

## Working life connections

Possible projects and guest lecturers

## Internationality

Possible international projects, partners and guest lecturers

## Course contents

- Introduction to legislation and supervision in catering premises in Finland
- Basic catering / dispensing concepts in Finland
- Lectures on requirements for catering in Finland
- Alcohol and hygiene exams
- Sales skills
- Operational environment
- Profitability and cash flow budgeting
- Generation of ideas including competitive elements

## **Learning methods**

Contact lessons  
Individual, pair and team assignments  
Possible project work  
The own learning assessment

## **Assessment**

Active participation  
Course assignments (must be submitted on time)

## **Course teacher(s)**

Leena Aitto-oja, Porvoo  
Jaana Laaksonen, Porvoo  
Kalle Räihä, Porvoo

## **Learning materials**

Laukkanen, M. (2012) Basic facts of food hygiene, 3rd edition, SEFO

Valvira's material: Alcohol Issues in Licensed Premises

Marketing for Tourism / Holloway, 4th edition, Prentice Hall

Marketing for Hospitality and Tourism / Kotler, Bowen, Makens, 3rd edition, Prentice Hall

Marketing communications: a European perspective / De Pelsmacker, Geuens, Van den Bergh, 3rd or 4th edition

Accounting for Non-Accounting Students / Dyson, any edition, Prentice Hall. Part 4, chapters 14 to 22

Buhalis, D. (2000). Tourism and information technologies: Past, present and future. Tourism Recreation Research

Buhalis, D (2003) eTourism – Information technology for strategic tourism management, Prentice Hall, Harlow, UK.

Inkpen, G (1998) Information Technology for Travel and Tourism, Addison Wesley Longman, Essex UK.

Egger, R, Buhalis, D (2008) eTourism case studies: management and marketing issues, Butterworth-Heinemann, Elsevier, UK.

Searching, finding and analysing the usefulness of information sources is part of the course programme.

# Customer-Oriented Sales 2

Code: PSS1RG0012  
Scope: 6 ECTS  
Timing: 1<sup>st</sup>, 2<sup>nd</sup> semester  
Language: English  
Curriculum: TOBBA15  
Level: Core studies  
Type: Compulsory

## Starting level and linkage with other courses

The student should have passed the course Customer-Oriented Sales 1. The course is linked to the compulsory courses in during the second semester such as Tourism in a Global Context 2.

## Learning objectives and assessment

### Grade 1

The student has gained some understanding of the role of sales and marketing in tourism and has been able to give some advice on how the marketing and/or sales activities of a commissioner could be enhanced.

### Grade 3

The student has gained a good understanding of the role of sales and marketing in tourism and has been able to give several suggestions for how the marketing and/or sales activities of a commissioner could be enhanced.

### Grade 5

The student has gained an outstanding understanding of the role of sales and marketing in tourism and has been able to give excellent suggestions for how the marketing and/or sales activities of a commissioner could be enhanced.

## Recognising and validating prior learning (RPL)

If a student has passed a similar course or has proven working experience from branding activities in an organization, the student can pass the course by providing a demonstration of the gained competence.

## Working life connections

Real-life projects, guest lectures and company visits.

## Internationality

The course focuses on sales and marketing in tourism from an international perspective and the commissioned project will have an international perspective.

## Contents

- Key concepts of sales and marketing in tourism
- Project management
- Real-life project

## Learning methods

- Contact lessons and workshops
- Individual assignments
- Group work
- Independent studies
- The assessment of one's own learning

## Assessment

Active participation in classes, project work and workshops. Individual home exam.

## Course teacher(s)

Leena Aitto-oja, Porvoo  
Eva Holmberg, Porvoo

### **Learning materials**

Kotler P., J. Bowen & J. Makens. 2010. Marketing for hospitality and tourism. Prentice Hall

Other learning material will be related to the project and presented in the implementation plan.



# Responsible Self-Management 1

Code: SCS1RG0011  
Scope: 3 ECTS  
Timing: 1st semester  
Language: English  
Curriculum: TOBBA10  
Level: Core studies  
Type: Compulsory

## Starting level and linkage with other courses

No prerequisites. The course is part of the study module Social and Collaboration Skills

## Learning objectives and assessment

### Grade 1

The student has a limited understanding of project management, leadership, and teamwork

The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.

The student is able to manage his/her workload, perform in a team and give and receive feedback at a minimal professional level required in work life.

### Grade 3

The student has an adequate understanding of project management, leadership, and teamwork

The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.

The student is able to manage his/her workload, perform in a team and give and receive feedback at a standard professional level required in work life.

### Grade 5

The student has an advanced understanding of project management, leadership, and teamwork

The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.

The student is able to manage his/her workload, perform in a team and give and receive feedback at a highly professional level required in work life.

## 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.

## Working life connections

Learning objectives will be reached through projects commissioned by the business community.

## Internationality

Nordic Travel Fair in Helsinki

## Contents

Study information  
Tools for self-awareness, reflection and assessment  
Project management  
Time management  
Team work

## Learning methods

Inquiry learning, lectures, workshops, discussion, debate, presentation sessions.  
The assessment of one's own learning

### **Assessment**

Overall Self and Peer evaluation 25%  
Course assignments 50%  
Attendance and active participation 25%

### **Course teacher(s)**

Leena Aitto-oja, Porvoo  
Ivan Berazhny, Porvoo

### **Learning materials**

Materials in learning platform and materials handed out by lecturers

# Responsible Self-Management 2

Code: SCS1RG0012  
Scope: 3 ECTS  
Timing: 2d semester  
Language: English  
Curriculum: TOBBA10  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

Prerequisite: Responsible Self-Management 1

## Learning objectives and assessment

### Grade 1

The student has a limited understanding of project management, leadership, intercultural communication, and teamwork  
The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.  
The student is able to manage his/her workload, perform in a team and give and receive feedback at a minimal professional level required in work life.

### Grade 3

The student has an adequate understanding of project management, leadership, intercultural communication, and teamwork  
The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.  
The student is able to manage his/her workload, perform in a team and give and receive feedback at a standard professional level required in work life.

### Grade 5

The student has an advanced understanding of project management, leadership, intercultural communication, and teamwork  
The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.  
The student is able to manage his/her workload, perform in a team and give and receive feedback at a highly professional level required in work life.

## 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.

## Working life connections

Learning objectives will be reached through projects commissioned by the business community.

## Internationality

Study tour to abroad

## Contents

Tools for intrapersonal awareness, reflection and assessment  
Project management  
Team work  
Work life orientation  
Ethics in Business

## Learning methods

Inquiry learning, lectures, workshops, discussion, debate, presentation sessions.  
The assessment of one's own learning

### **Assessment**

Overall Self and Peer evaluation 25%  
Course assignments 50%  
Attendance and active participation 25%

### **Course teacher(s)**

Leena Aitto-oja, Porvoo

### **Learning materials**

Materials in Moodle and materials handed out by lecturers

# Developing Business Skills 1

Code: BES1RG0011  
Scope: 6 ECTS  
Timing: 1st semester  
Language: English  
Curriculum: TOBBA15  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

No prerequisites  
Part of study module Business and Entrepreneurial Skills

## Learning objectives and assessment

### Grade 1

The student can identify, list and combine the main theoretical concepts within project management, business law, management accounting and mathematics. With great difficulty and under strict supervision, the student partly collects, poorly analyzes and partly uses relevant research findings to create and implement project plans for a client company at a beginner's level. With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he can apply problem identification, analysis and solving to projects on a minimal level.

### Grade 3

The student can describe the relevant concepts within the course content (project management & math) and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture. The student can collect, partly analyze and partly use relevant research findings to create and implement project plans for a client company at a beginner's level. The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to projects.

### Grade 5

The student uses and combines different project management theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different theories and viewpoints. The student can collect, analyze and use relevant research findings to create and implement project plans for a client company at a high professional level. The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to projects.

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

## Recognising and validating prior learning (RPL)

Methods for validating a student's prior learning are agreed individually. Please contact the responsible teacher.

## Working life connections

Possible company visits and guest lecturers.

## Internationality

Possible company visits and guest lecturers.

## Contents

Project management  
Mathematics  
Budgeting

## Learning methods

Contact lessons  
Individual, pair and team assignments  
Project work (can vary from time to time)  
The assessment of one's own learning

## **Assessment**

Course assessment is based on an assignment and achievement portfolio created by each student.

## **Course teacher(s)**

Kalle Rähä, Porvoo  
Tove Thomasson, Porvoo

## **Learning materials**

Materials provided by the teacher during the lessons

Searching, finding and analysing the usefulness of information sources is part of the course programme.

# Developing Business Skills 2

Code: BES1RG0012  
Extent: 6cr (162h)  
Timing: 2nd semester  
Language: English  
Level: Basic Studies  
Type: Compulsory

## Starting level and linkage with other courses

Students must be enrolled and have a profile on the course's webpage (LEAP platform)

## Learning outcomes

Upon completion of the course, the student is able to

- understand the basic of economics (1,5 cr): macroeconomics; macroeconomic trends, macroeconomic analysis; general economic theory; demand and supply in relevance to the pricing; life cycles (destinations, products)
- understand business administration (1,5 cr): types of projects; project planning; project management; people management; leaderships; blue ocean strategy in business.
- identify Tourism service providers (1,5 cr): main actors in travel management; their roles, processes; hospitality and aviation, etc. travel management companies, the customers (businesses that purchase the services)
- understand basic of the law (1,5 cr): basics of contract law, company types in Finland; the law of tort.

## Course contents

- Economics
- Administration
- Tourism service providers
- Law

## Teaching and learning methods

Project based learning: inquiry learning: lectures, workshops, coaching, discussion, presentation sessions, research supervision, guest lecturers, company visits, literature review  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Leena Aitto-oja, Porvoo  
Yücel Ger, Porvoo  
Kirsi Ola, Porvoo

## Course materials

The instructions uses their own teaching materials and a variety of academic and media sources.

## Assessment criteria

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

<b>Components</b>	<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
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<b>Knowledge</b>	The student can identify, list and combine the main theoretical business skills concepts.	The student can describe the relevant business skills concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different business skills theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different business skills theories and viewpoints.
<b>Skills</b>	With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant research findings to create business skills guidelines for a client company at a beginner's level.	The student can collect, partly analyze and partly use relevant research findings to create business skills guidelines for a client company at a beginner's level.	The student can collect, analyze and use relevant research findings to create business skills guidelines 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 team. S/he poorly apply problem identification, analysis and solving business skills projects. S/he can conduct qualitative research in branding.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving business skills projects. S/he can conduct qualitative research in branding.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving business skills projects. S/he can conduct qualitative research in business skills at a highly professional level.

### Assessment components and their respective weights

Exam 50 %

Classroom activities 25 %

Course assignments 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 on an electronic form.



# Global Business Opportunities in Tourism 1

Code: OPE2RG0021  
Scope: 6 ECTS  
Timing: 3rd semester  
Language: English  
Curriculum: TOBBA10  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Tourism Business in a Global Context 1 and 2.

## Learning objectives and assessment

Grade 1

He/she has a limited understanding of global operational environment, and research methods. He/she has a limited contribution to the knowledge creation in contacts and assignments.

Grade 3

He/she has a good understanding of global operational environment, and research methods. He/she has actively contributed to the knowledge creation in contacts and assignments.

Grade 5

He/she has an outstanding understanding of global operational environment, and research methods. He/she has a leading role in contributing to the knowledge creation in contacts and assignments.

## Recognising and validating prior learning (RPL)

If the students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and thus 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 has been designed in cooperation with the industry. The commissioners are companies and organisations that are potential employers and thesis commissioners.

## Internationality

The course includes activities of multicultural nature, supported by the requirements established by the projects and the commissioners.

## Contents

Networking in an international operational environment; analyses of international operational environment on a macro level (3 cr): getting familiar with business travel in various world regions; emerging markets (BRICS and MIST countries); business destinations; business services available, sustainability in business tourism; health and safety issues.

Research methods in tourism studies (3 cr): Research as an activity in and for tourism industry (historical and regional variation in tourism; travellers' profiles; stakeholders / operators and their impacts); approaches in tourism studies (case studies, action research, etc.); types of methodology in tourism studies (qualitative, quantitative).

## Learning methods

Inquiry-based learning: portfolio, presentations, discussions, lectures, assignments.

## Course teachers

Eva Holmberg, Porvoo  
Jarmo Ritalahti, Porvoo

## **Learning materials**

Bridging Tourism Theory and Practice, Volume 1 - Tourism Branding: Communities in Action, 2009

editor(s): Jafar Jafari and Liping A. Edited by: Liping A. Cai, William C. Gartner, Ana María Munar

Egger, R., and Buhalis, D., (editors), (2008) eTourism Case studies: Management & Marketing issues in eTourism, Butterworth Heinemann

Holloway, J., Taylor, N. (2006) The Business of Tourism. 7th ed. Harlow: Financial Times Prentice Hall

Information and Communication Technologies in Tourism 2011: Proceedings of the International

Conference in Innsbruck, Austria, January 26-28, 2011, Springer; 1st edition (14 Jan 2011)

Page, S., and Connell, J. (2010) Leisure: An Introduction. Pearson Education

Sharpley, R. (2009) Tourism, Development and the Environment: Beyond Sustainability? London: Earthscan.

Stabler M. J., Papatheodorou, A., and Sinclair, M. T., (2010) The Economics of Tourism, 2nd ed., Oxon: Routledge.

Veal, A.J. (2011) Research Methods for Leisure and Tourism. Financial Times Prentice Hall 4th revised edition.

# Global Business Opportunities in Tourism 2

Code: OPE2RG0022  
Scope: 3 ECTS  
Timing: 4th semester  
Language: English  
Curriculum: TOBBA10  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Tourism Business in a Global Context 1 and 2; Global Business Opportunities in Tourism 1.

## Learning objectives and assessment

Upon successful completion of the course, the student will

- understand the nature and the range of business opportunities provided by Amadeus IT solutions
- be able to use Amadeus for a large variety of stakeholders in travel and tourism industry
- understand the role of GDS in Travel & Tourism Industry

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

### Grade 1

The student has a limited knowledge of fares and pricing of PNR in Amadeus. The student can perform ticketing in Amadeus under supervision. The student is able to make use of the advanced Amadeus technology at a minimal professional level required in worklife.

### Grade 3

The student has an adequate knowledge of fares and pricing of PNR in Amadeus. The student can perform ticketing in Amadeus without supervision. The student is able to make use of the advanced Amadeus technology at a standard professional level required in worklife.

### Grade 5

The student has a professional knowledge of fares and pricing of PNR in Amadeus. The student demonstrates professional skills of ticketing PNR in Amadeus. The student is able to make use of the advanced Amadeus technology at a highly professional level required in worklife.

## 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.

## Working life connections

Case studies from different stakeholders using Amadeus solutions.

## Internationality

Possible international guest lecturers, project trips abroad.

## Contents

The course will familiarise students with the solutions of Amadeus GDS for

- Airlines
- Travel agencies
- Online travel agencies
- Travel management companies
- Corporations
- Hotels
- Airports

- Ground Handlers
- Railways
- Car rental
- Travel insurance

### **Learning methods**

Inquiry learning, case studies, lectures, laboratory sessions, exercises and assignments.

### **Assessment**

Written Individual Exam

### **Course teacher(s)**

Alexandre Kostov, Porvoo

### **Learning materials**

Amadeus materials

Instructor's own materials

# Organisational Development Leadership and Management 1

Code: SCS2RG0021  
Scope: 3 ECTS  
Timing: 3rd semester  
Language: English  
Curriculum: TOBBA  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

First year studies. Course is linked to first year courses Responsible Self-Management 1,2 and Organisational Development, Leadership and Management 2 in the 4th semester

## Learning objectives and assessment

### Grade 1

He/she has basic understanding of organizational behavior and can identify some concepts in organizational management and human resources management. He/she can work in teams as a team member when aided and guided strictly. He/she shows poor self-management and organizational skills.

### Grade 3

He/she has good understanding of organizational behavior and the fundamentals of human resource management. He/she can organize teams, assign tasks and contribute to reaching goals. He/she is aware of the value of human capital and can apply the relevant theories into practice in different situations.

### Grade 5

He/she has excellent organisational skills; shows excellent command of relevant theories and their real life applications. He/she can form and lead teams independently and considers individual, organizational and cultural differences in his/her actions and decisions. He/she acts responsibly and shows excellent sales and service approach.

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

## 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.

## Working life connections

Students will participate in planning, designing and implementing the interviews for the entrance examination of new students in different programmes.

The cases from different projects that students currently work will create the main content, but cases from real organisations will also be used. Guest lecturers will be invited to share their experiences.

## Internationality

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

## Contents

Understanding and managing organisational behaviour.

Fundamentals of HRM: HR planning, job design, recruitment and selection, training and education, rewarding and motivation, terms and conditions of employment.

## Learning methods

Contact lessons  
Individual, pair and team assignments  
Independent studies  
The assessment of one's own learning

### **Assessment**

Participation and activity in class 30%  
Peer evaluated group assignments 40%  
Self-assessment 30%

### **Course teacher(s)**

Yucel Ger, Porvoo

### **Learning materials**

Compulsory:

Foot, M & Hook, C. Introducing Human Resource Management. Sixth Edition, Prentice Hall 2011

Optional:

Beardwell, J & Claydon, T. 2007. Human Resource Management, A Contemporary Approach. 5th edition.

# Organisational Development Leadership and Management 2

Code: SCS2RG0022  
Scope: 3 ECTS)  
Timing: 4th semester  
Language: English  
Curriculum: TOBBA15  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Completion of Organisational Development, Leadership and Management 1 is a prerequisite. Course is linked to first year Responsible Self-Management 1,2 courses and Organisational Development, Leadership and Management 1 in the 3rd semester

## Learning objectives and assessment

### Grade 1

He/she has basic understanding of different leadership theories. He/she has some challenges in self leadership and management and shows some signs of difficulties in considering others at work.  
He/she can work in teams as a team member when aided and lead strictly.

### Grade 3

He/she has good understanding of different leadership theories and styles. He/she can recognize the connection between the situation and the appropriate leadership style for the situation. He/she can organize teams, assign tasks and contribute to reaching goals.

He/she is aware of own development needs to become an effective leader and has plans how to improve.

### Grade 5

He/she shows excellent leadership and management skills and command of relevant theories as well as their real life applications. He/she can lead many different teams effectively by analyzing the situation and the needs of the team members. He/she takes initiative and acts always responsibly.

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

## 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.

## Working life connections

Cases from different projects that students currently work will create the main content, but cases from real organisations will also be used. Guest lecturers will be invited to share their experiences.

## Internationality

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

## Contents

- The Nature of Leadership and of Managerial Work
- Global Leader's Environment
- Cultural Context of Global Leadership
- Effective Leadership Behaviour
- Types of leaderships
- Power and Influence
- Leading groups: group structure and needs, circumstances, problem solving and motivation
- Developing Leadership Skills

## **Learning methods**

Contact lessons  
Individual, pair and team assignments  
Independent studies  
The assessment of one's own learning

## **Assessment**

Participation and activity in class 30%  
Assignments 30%  
Self-assessment and development plan 40%

## **Course teacher(s)**

Yucel Ger, Porvoo

## **Learning materials**

Compulsory:

Afsaneh Nahavandi: The art and science of leadership. 7th edition. Pearson 2015

Optional:

Adair, John. Title: Not bosses but leaders / John Adair. London : Kogan Page, 1997. 1999.

Zalesnik, Abraham. Title: Learning leadership : cases and commentaries on abuse of power in organizations / Abraham Zalesnik, Konosuke Matsushita. Format: Book Published: Chicago : Bonus books, 1993.

Helgesen, Sally. Title: The female advantage : women's ways of leadership / Sally Helgesen. Format: Book Published: New York : Doubleday Currency, 1990.



# Legal Issues

Code: BES2RG0021  
Scope: 3 ECTS  
Timing: 3rd semester  
Language: English  
Curriculum: TOBBA10  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

No prerequisites

## Learning objectives and assessment

Grade 1

The student understands how the Finnish legal system works, is able to describe basic rules of private law, is able to recognize some legal aspects of business, understands the importance of contracts and knows basic principles of contract law. The student is able to find solutions to simple legal problems.

Grade 3

The student understands how the Finnish legal system works, is able to describe basic rules of private law and apply them to real life problems, is able to recognize legal aspects of business and knows some ways to avoid legal problems, understands the importance of contracts and knows the basic principles of contract law. The student is able to adapt the main legal rules to legal problems.

Grade 5

The student understands how the Finnish legal system works, is able to describe basic rules of private law and is able apply them to real life problems, uses fluently many legal concepts, is able to recognize legal aspects of business and adapts ways to avoid legal problems, understands the importance of contracts and knows basic principles of contract law. The student is able to solve legal problems with legally well-grounded solutions.

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

## 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.

## Working life connections

Possible guest lecturers, course content may be adapted according to the needs of the project

## Internationality

The course emphasizes legal principles which are internationally known and in use.

## Learning methods

Lectures, assignments & an exam; OR  
Independent study, assignments & an exam.  
The assessment of one's own learning

## Assessment

Personal assignments, group tasks and legal part of the project 50%  
Examination 50%  
A student must pass both components.  
The assessment of one's own learning does not influence the grade.

## Course teacher

Kirsi Ola, Porvoo

### **Course materials**

Material in Moodle or given at lectures

Surakka, Aapo (2012): Access To Finnish Law

# Financial Issues

Code: BES2RG0022  
Scope: 3 ECTS  
Timing: 3rd semester  
Language: English  
Curriculum: TOBBA10  
Level: Core studies  
Type: Elective

## Starting level and linkage with other courses

Completed Developing Business Skills course. Part of study module Business and Entrepreneurial Skills.

## Learning objectives and assessment

### Grade 1

The student can identify, list and combine the main theoretical concepts within financial accounting. With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant use relevant financial reports and other data at a beginner's level. S/he poorly apply problem identification, analysis and solving to projects and tasks.

### Grade 3

The student can describe the relevant concepts within the course content and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.  
The student can collect, partly analyze and partly use relevant use relevant financial reports and other data at a beginner's level.

### Grade 5

The student uses and combines different theories in financial accounting to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different theories and viewpoints.  
The student can collect, analyze and use relevant use relevant financial reports and other data at a high professional level.

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

## Recognising and validating prior learning (RPL)

Methods for validating a student's prior learning are agreed individually. Please, contact the responsible teacher.

## Working life connections

Possible company visits and guest lecturers.

## Internationality

Possible company visits and guest lecturers.

## Contents

Basics of financial accounting

## Learning methods

Contact lessons  
Individual, pair and team assignments  
Independent studies  
The assessment of one's own learning

## Assessment

Course assessment is based on an assignment and achievement portfolio created by each student.

## Course teacher(s)

Kalle Riih , Porvoo

## **Learning materials**

Searching, finding and analysing the usefulness of information sources is part of the course programme.

# Pricing

Code: BES2RG0023  
Scope: 3ECTS  
Semester: 3rd semester  
Language: English  
Curriculum: TOBBA10  
Level: Core studies  
Type: Compulsory

## Starting level and linkage with other courses

The student has successfully completed the Basic Studies in Business Travel, World of Tourism Service Providers, Amadeus GDS.

## Learning objectives and assessment

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

- read, understand and interpret GDS displays relevant to air travel pricing
- decode and interpret each field of an e-ticket.
- to use Amadeus technology for pricing air travel

### Satisfactory 1

The student understands the role of GDS in the organization, and the management of airline fares.  
The student follows fare pricing process with difficulties and needs support to calculate normal international airfares.  
The student meets minimum requirements of worklife tasks related to airline fares.

### Good 3

The student understands well the role of GDS in the organization, and the management of airline fares.  
The student performs well fare constructions and independently calculates normal and advanced international airfares using the GDS functionalities.  
The student meets standard requirements of worklife tasks related to airline fares.

### Excellent 5

The student has an advanced understanding of the role of GDS and IATA in the organization, and the management of airline fares.  
The student accomplishes fare constructions with confidence and creativity. The student calculates normal and advanced international airfares using the GDS and IATA.  
The student meets professional requirements of worklife tasks related to airline fares.

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

## 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.

## Working life connections

Case studies from different Airline companies.

## Internationality

The course main subject is the pricing of INTERNATIONAL airfares.

## Contents

The students will be introduced to the rules and regulations of international aviation. The students will also practice the functionalities of Amadeus GDS, including making, modifying, pricing, and ticketing flight reservations.

The contents of the course include:

Amadeus technology

- Coding: encode/decode
- Air availability, schedule and timetable
- AIS and HELP
- PNR elements, PNR modifications
- Fare display, Fare note
- PNR pricing
- Fare elements
- All fares
- Routing/Mileage
- Special passengers
- Travel documents, Ticket issuance

### **Learning methods**

Inquiry learning, case studies, lectures, tutorial sessions, presentations and seminars; for certain components of the curriculum, computer lab demonstrations and hands on sessions will be included.  
Content and Language Integrated Learning method will be used in teaching.

### **Assessment**

Written individual Exam 100%

### **Course teacher(s)**

Alexandre Kostov, Porvoo

### **Learning materials**

IATA - UFTAA materials

Instructor's own materials

Amadeus Selling Platform

# Event Planning and Management 1

Code: PSS2RG0028  
Scope: 6 ECTS  
Timing: 3rd semester  
Language: English  
Curriculum: TOBBA10  
Level: Professional studies  
Type: Optional

## Starting level and linkage with other courses

Student has completed the basic studies in sales, Customer-Oriented Sales 12 cr.

## Learning objectives and assessment

Students specialising in Event Planning and Management familiarise themselves with the whole event process: planning, organisation, marketing, implementation, and evaluation of events.

### Grade 1

With great difficulty and under strict supervision, the student can partly work with designing events in a team. S/he poorly applies problem identification, analysis and solving to Event Management projects.

### Grade 3

The student can work with a team designing events. S/he can apply problem identification, analysis and solving to Event Management projects.

### Grade 5

The student can work very professionally with a team designing events. S/he can fully apply problem identification, analysis and solving to Event Management projects.

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

## 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 on MyNet.

## Working life connections

Learning objectives will be reached through real-life projects commissioned by businesses/organizations.

## Internationality

Projects with international partners.

## Contents

- Project Management
- Event planning process
- Event management
- Economics of events
- Technology for events
- Practical work in the events industry (1/18cr)

## Learning methods

Contact lessons  
Team work  
Individual and team assignments  
The assessment of one's own learning

## Assessment

Team work is assessed through self and peer evaluation. Project work deliverables on LeaP are assessed as well as assignments. Activity on contact lessons affects grading.

### **Course teacher**

Monika Birkle, Porvoo

### **Learning materials**

Bowdin, Allen, O'Toole, Harris & McDonnell, 2006,: Events Management. Elsevier, GB

Ferdinand Nicole, Kitchin Paul 2012: Events Management. An International Approach. SAGE Publications Ltd.

Masterman, Wood, 2006, Innovative Marketing Communications; Strategies for the Events Industry. Elsevier, MA

Wolf, P & J, 2005, Event Planning Made Easy. The McGraw-Hill Companies, NY, NY

Davidson, R, 2003. Business Travel: conferences, incentive travel, exhibitions, corporate hospitality and corporate travel, Prentice Hall, Harlow.



# Event Planning and Management 2

Code: PSS2RG0029  
Scope 12 ECTS  
Timing: 4th semester  
Language: English  
Curriculum: TOBBA10  
Level: Professional studies  
Type: Optional

## Starting level and linkage with other courses

Student has successfully completed Event Planning and Management 1.

## Learning objectives and assessment

In Event Planning and Management 2 the focus is no longer on the operational level, but instead students develop their expertise in event evaluation, networking, and the concept of hybrid events and events as a tool for brand activation.

### Grade 1

The student can identify, list and combine the main theoretical Events Management (EM) concepts. With great difficulty and under strict supervision, the student can partly collect, poorly analyse and partly use relevant research findings to create events. With great difficulty and under strict supervision, the student can conceptualise and evaluate events.

### Grade 3

The student can describe the relevant EM concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture. The student can collect, partly analyse and partly use relevant research findings to create events. The student can work with a team conceptualising and evaluating events. S/he can apply problem identification, analysis and solving to EM projects.

### Grade 5

The student uses and combines different EM theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different EM theories and viewpoints. The student can collect, analyse and use relevant research findings to create events. The student can work very professionally with a team conceptualising and evaluating events. S/he can fully apply problem identification, analysis and solving to EM projects.

## 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 on MyNet.

## Working life connections

Learning objectives will be reached through real-life projects commissioned by businesses/organisations.

## Internationality

Projects with international partners

## Course contents

Event evaluation and ROI  
Brand activation  
Technology for events  
Hybrid events  
Study tour (involving costs)

## Learning methods

Contact lessons  
Assignments  
Team work

Inquiry learning  
The assessment of one's own learning

## **Assessment**

Team work is assessed through self and peer evaluation. Project work deliverables on LeaP are assessed as well as assignments. Activity on contact lessons affects grading.

## **Course teacher**

Monika Birkle, Porvoo

## **Learning materials**

Bowdin, Allen, O'Toole, Harris & McDonnell, 2006,: Events Management. Elsevier, GB

Ferdinand Nicole, Kitchin Paul 2012: Events Management. An International Approach. SAGE Publications Ltd.

Masterman, Wood, 2006, Innovative Marketing Communications; Strategies for the Events Industry. Elsevier, MA

Wolf, P & J, 2005, Event Planning Made Easy. The McGraw-Hill Companies, NY, NY

Davidson, R, 2003. Business Travel: conferences, incentive travel, exhibitions, corporate hospitality and corporate travel, Prentice Hall, Harlow.

# Sales and Service in Business Tourism 1

Code: PSS2RG0030  
Scope: 6 ECTS  
Timing: 3rd and 4th semester  
Language: English  
Curriculum: TOBBA10  
Level: Professional studies  
Type: Elective

## Starting level and linkage with other courses

Customer-Oriented Sales 12 cr

Students specialising in Sales and Service in Business Travel familiarise themselves with Business Travel actors, processes and tools. They learn to sell and buy travel services, and make use of technology to facilitate virtual meetings.

## Learning objectives and assessment

### Grade 1

The student can identify, list and combine the main sales, service and business travel processes. With great difficulty and under strict supervision, the student can partly collect, poorly analyze and partly use relevant sales, service and business travel findings to create travel management guidelines for a client company at a beginner's level. With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

### Grade 3

The student can describe the relevant sales, service and business travel processes and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture. The student can collect, partly analyze and partly use relevant research findings to create sales, service and business travel for a client company at a beginner's level. The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

### Grade 5

The student uses and combines different sales, service and business travel processes to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different sales, service and business travel processes and viewpoints. The student can collect, analyze and use relevant research findings to create sales, service and business travel guidelines for a client company at a high professional level. The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management at a highly professional 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.

## Working life connections

Company projects, guest lecturers and visit to the companies.

## Internationality

Visiting lectures from abroad and international companies.  
A study tour to an international travel fair.  
International learning materials.

## Contents

Project for the business travel company  
Business travel research

Business travel actors, processes and tools  
Selling and buying business travel products and services

### **Learning methods**

Lectures and visits to companies  
Group and project work  
Own learning assessment

### **Assessment**

Group and project work 60 %  
Activity, presence and assignments 40 %

### **Teacher(s) responsible**

Leena Aitto-oja, Porvoo

### **Learning materials**

Teacher's material

Claudia Unger, Corporate Travel

Articles (Buying Business Travel, CWT, FBTA etc.)

Poynter, James M, 2008. Corporate Travel Management, Education systems.

Sales Management ebook or similar

Customer Service book

# Sales and Service in Business Tourism 2

Code: PSS2RG0031  
Scope: 12 ECTS  
Timing: 3rd and 4th semester  
Language: English  
Curriculum: TOBBA10  
Level: Professional studies  
Type: Elective

## Starting level and linkage with other courses

Customer-Oriented Sales 12 cr  
Sales and Service in Business Tourism 1

Students specialising in Sales and Service in Business Travel familiarise themselves with Business Travel actors, processes and tools. They learn to sell and buy travel services, and make use of technology to facilitate virtual meetings.

## Learning objectives and assessment

### Grade 1

The student can identify, list and combine the main sales, service and business travel processes. With great difficulty and under strict supervision, the student can partly collect, poorly analyze and partly use relevant sales, service and business travel findings to create travel management guidelines for a client company at a beginner's level. With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he can poorly apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

### Grade 3

The student can describe the relevant sales, service and business travel processes and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture. The student can collect, partly analyze and partly use relevant research findings to create sales, service and business travel for a client company at a beginner's level. The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

### Grade 5

The student uses and combines different sales, service and business travel processes to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different sales, service and business travel processes and viewpoints. The student can collect, analyze and use relevant research findings to create sales, service and business travel guidelines for a client company at a high professional level. The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management at a highly professional 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.

## Working life connections

Project with a business tourism company, company visits and visiting lectures.

## Internationality

Visiting lectures from abroad and international companies.  
A study tour to an international travel fair.  
International learning materials.

## Course contents

- Project for the business travel company
- Business travel research
- Business travel actors, processes and tools

- Selling and buying business travel products and services
- Study tour to ITB Berlin

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

Project with a business travel company  
Company visits  
Visiting lectures

### **Learning methods**

Lectures and visits  
Group and project work  
Own learning assessment

### **Assessment**

Group and project work 60 %  
Activity, presence and assignments 40 %

### **Course teacher(s)**

Leena Aitto-oja, Porvoo  
Eva Holmberg, Porvoo  
Jarmo Ritalahti, Porvoo  
Darren Trofimczuk, Porvoo

### **Course materials**

Teacher's material

Claudia Unger, Corporate Travel

Articles (Buying business travel, CWT, FBTA etc.)

Poynter, James M, 2008. Corporate Travel Management, Education systems.

Sales Management ebook or similar

Customer Service book

# Strategic Planning

Code: BES2LC0035  
Scope: 6 ECTS  
Timing: 4th, 5th semester  
Language: English  
Curriculum: POBBA10  
Level: Professional studies  
Type: Elective

## Starting level and linkage with other courses

Student has completed Managing Business Processes and Global Business Opportunities modules. The course is part of the module called Developing Business Processes.

## Learning objectives and assessment

Upon successful completion of the course, students will

- acquire the vocabulary of strategic planning practices
- learn the main views of strategy work and processes
- understand and practice the main principles, methods and tools of strategic planning
- understand the role of stakeholders in strategic planning
- understand the role of different actors in successful implementation of a strategy
- be able to analyze the strategy of different organizations
- be able to create different strategic options for a commissioner

## Course contents

During the course the main strategic planning approaches and methods will be discussed. The course focuses on understanding the role and challenges of strategic planning in emerging global business environment.

The role of strategic planning in the service industry and sales will be emphasized

- development and current role of strategic planning in business, concept of strategic thinking
- main concepts and tools applied in strategic planning and analysis
- analysis of content, context and forces affecting strategy
- development of a strategic framework for a commissioner
- strategy implementation and action plan

## Recognising and validating prior learning (RPL)

Students who have acquired the required competence in previous work tasks, recreational activities or on other course, can show the competence with a demonstration. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

## Working life connections

Possible company visits and guest lecturers from different companies.

## Internationality

Cases and readings are from international business contexts.

Possible guest lecturers from international companies. International project.

## Learning methods

Tutorials 24 h  
Lectures and workshops 24 h  
Independent study and teamwork 108h  
Assessment of one's own learning (1 h).

## **Assessment**

Tutorial and project performance 50%  
Cases studies and presentations 20%  
Participation and activity 10%  
Written exam 20%

## **Course teacher**

Evariste Habiyakare, Porvoo

## **Learning materials**

Whittington, R. (2001): What is strategy - and does it matter? Thomson Learning.

de Wit, Bob Burgelman, Robert A. (2002): Strategy is destiny: how strategy-making shapes a company's future. New York: Free Press.

Johnson, Gerry and Kevan Scholes (2001): Exploring Corporate Strategy. Financial Times Prentice Hall

Kim, W. Chan & Mauborgne, Renée (2005): Blue ocean strategy: how to create uncontested market space and make the competition irrelevant. Boston, Harvard Business School Press.

Minzberg, H., Ahlstrand, B. & Lampel, J. (1998): Strategy Safari. Prentice Hall, Europe.

Mintzberg Henry (2003): The strategy process: concepts, contexts, cases. Upper Saddle River, N.J.: Pearson Education. Porter, Michael E. (1998, 2004): Competitive advantage: creating and sustaining superior performance. New York: Free Press



# Brand Management

Code: BES2LC0036  
Scope: 6 ECTS  
Timing: 6th semester  
Language: English  
Curriculum: POBBA10  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

The student has passed most of the compulsory courses. The course is linked to compulsory courses in the Business and Entrepreneurship context module.

## Learning objectives and assessment

### Grade 1

The student has gained some understanding of brand management and has been able to give some advice on how the brand image of a commissioner could be enhanced. The student has contributed to the knowledge created in class only in a limited way.

### Grade 3

The student has gained a good understanding of brand management and has been able to give good advice on how the brand image of a commissioner could be enhanced. The student has contributed to the knowledge created in class actively.

### Grade 5

The student has gained an excellent understanding of brand management and has been able to prepare a concrete plan for how the brand of a commissioner could be enhanced. The student has contributed to the knowledge created in class in an outstanding way.

## Recognising and validating prior learning (RPL)

If a student has passed a similar course or has proven working experience from branding activities in an organization, the student can pass the course by providing a demonstration of the gained competence.

## Working life connections

Real-life projects, guest lectures and company visits.

## Internationality

The course focuses on brand management from an international perspective and some of the commissioned projects can have an international perspective.

## Contents

Key concepts of branding  
Branding in the digital age  
Branding in B2B market

## Learning methods

Contact lessons and workshops  
Individual assignments  
Group work  
Independent studies

## Assessment

Active participation in classes, group work and workshops. Individual home exam.

## Course teacher(s)

Anna Vähäsalo, Porvoo

### **Learning materials**

Aaker, D. and Joachimsthaler, E. 2002. Brand Leadership. New York: The Free Press.

Gad, T. 2001. 4-D Branding. Cracking the corporate code of the network economy. London: Financial Times. Prentice Hall.

Keller, K. L. 2008. Strategic Brand Management: a European perspective. Upper Saddle River, New Jersey: Prentice Hall, Inc.

Knapp, D. 2000. The Brand Mindset. New York: McGraw-Hill.

Kunde, J. 2000. Corporate Religion: building a strong company through personality and corporate soul. London: Prentice Hall.

More literature will be specified in implementation plan

# Research Methods

Code: BES2LC0037  
Scope: 3 ECST  
Timing: 5th semester  
Language: English  
Curriculum: POBBA10  
Level: Professional Studies  
Type: Compulsory

## Starting level and linkage with other courses

Student has completed Managing Business Processes and Global Business Opportunities. The course is part of a Module called Developing Business Processes (Brand Management, Strategic Planning, and Research Methods).

## Learning objectives and assessment

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

### Grade 1

The student can identify, list and combine the main research approaches.

With great difficulty and under strict supervision, the student partly plan, collect, poorly analyze and partly use relevant research findings to suggest solution for a client company at a beginner's level.

With great difficulty and under strict supervision, the student can partly work on research with a client company in a team. S/he poorly applies research design implementation and results analysis. S/he can conduct basic qualitative research.

### Grade 3

The student can apply relevant research methods. The student can link the key research methods to practical task to be solved. The student can design, collect, partly analyze and partly use relevant research findings to create solution for a client company at a beginner's level.

### Grade 5

The student uses and combines different research approaches to design and implement research. Student is aware of other views of the knowledge. His/her use of research theory and specific terminology is very accurate.

S/he uses findings to compare different theories and viewpoints.

The student can design, collect, analyze and use relevant research findings to create solutions for a client company at a high professional level.

The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving. S/he can conduct qualitative research in projects at a highly professional level.

## Course contents

- Planning and implementing a research project
- Research Design
- Research approach and methods to study business operations
- Ethical and practical principles for research in operational practices
- Information sources and referencing
- The overall research process

## Cooperation with the business community

Possible guest lecturers from different companies.

## International dimension

Possible guest lecturers from international companies. International learning materials. International research projects

## Learning methods

Tutorials 12 h  
Lectures and workshops 24 h  
Independent study and teamwork 42 h  
Assessment of one's own learning 1 h

## **Recognising and validating prior learning (RPL)**

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

## **Assessment**

Tutorial performance 40%

Individual assignments 20%

Activity and workshops 20% Examination 20%

## **Course Teacher**

Evariste Habiyakare, Porvoo

## **Course materials**

Ghuri, P. and Grønhaug K (2002). "Research Method in Business Studies". A Practical guide. Second Edition. Prentice Hall

Saunders, M; P. Lewis and A. Thornhill (2007) "Research Methods for Business Students. Fourth Edition. Prentice Hall

Yin, R.K. (1989): "Case Study Research. Design and Methods". SAGE Publications

Creswell, J.W (2003) "Research Design" Qualitative, Quantitative, and Mixed Methods. Approaches. Second edition

Sapsford, R. and Jupp, V. (Editions) (2006). "Data Collection and Analysis" Second Edition. SAGE Publications

Silverman, D. (2005) "Doing Qualitative Research" SAGE Publications. Second edition

Miles, M.B. and Huberman, A.M (1988 or 1994): Qualitative Data Analysis: an expanded sourcebook. SAGE Publications Books

# Analysis and Communication of the Financial Statement

Code: BES4LP0034

Scope: 3 ECTS

Timing: 3th-7th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

Student has completed the basic and professional studies in finance.

Part of study module Business and Entrepreneurial Skills

## Learning objectives and assessment

Grade 1

The student can identify, list and combine the main theoretical financial analysis methods.

With great difficulty and under strict supervision, the student partly collect, poorly analyze and is partly able to complete a financial analysis for a client company at a beginner's level.

With great difficulty and under strict supervision, the student can partly work with a client company in a team.

Grade 3

The student can describe the relevant financial analysis methods and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.

The student can independently complete a financial analysis and do a communication plan for a client company at a beginner's level.

The student can work with a client company in a team.

Grade 5

The student uses and combines different financial analysis methods to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different financial analysis methods and viewpoints.

The student independently and professionally complete a financial analysis and communicate it for a client company at a high professional level.

The student can work very professionally with a client company in a team.

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

## Recognising and validating prior learning (RPL)

Methods for validating a student's prior learning are agreed individually. Please, contact the responsible teacher.

## Working life connections

Possible company visits and guest lecturers.

## Internationality

Possible company visits and guest lecturers.

## Contents

Firstly, the course introduces managerial accounting reporting issues and financial statement analysis. This information will be used to analyze the financial statements of selected companies. Secondly, the course includes exercises how to report and communicate different financial reports to different interest groups.

- Basics of managerial and financial accounting
- Key financial ratios and analysis
- Communication and reporting methods for financial issues

## Learning methods

Contact lessons  
Individual, pair and team assignments  
Independent studies  
The assessment of one's own learning

### **Assessment**

Course assessment is based on an assignment and achievement portfolio created by each student.

### **Course teacher(s)**

Kalle Rähä, Porvoo

### **Learning materials**

Real financial statements of Finnish and foreign companies

Materials provided by the teacher during the lessons

Searching, finding and analysing the usefulness of information sources is part of the course programme.

# Organisational Communication

Code: COS4PO042

Scope: 6, 9 or 12 ECTS

Timing: 5 – 6 semesters

Language: Finnish / Swedish / English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

Basic studies must be accomplished.

## Learning objectives and assessment

### Grade 1

The student has an adequate knowledge of the importance of organisational communication, its theory, research practices, and tools for its planning, development, and improvement. The student is able to work and get an understanding of the context and dynamics of the commissioners' organisational communication. The student is able to work out developmental proposals (6 ECTS) and implement the proposed measures (9 – 12 ECTS). The student shows certain interest in group activities; somewhat able to work independently; most of the assignments are submitted on time.

### Grade 3

The student has a deep knowledge of the importance of organisational communication, its theory, research practices, and tools for its planning, development, and improvement. The student is able to work and get a clear understanding of the context and dynamics of the commissioners' organisational communication. The student is able to work out successful developmental proposals (6 ECTS) and implement the proposed measures with diligence (9 – 12 ECTS). The student takes active part in group activities; is good at working independently; almost all assignments are submitted on time.

### Grade 5

The student has an outstanding knowledge of the importance of organisational communication, its theory, research practices, and tools for its planning, development, and improvement. The student is able to work and get an exact understanding of the context and dynamics of the commissioners' organisational communication. The student is able to work out successful innovative developmental proposals (6 ECTS) and implement the proposed measures with success (9 – 12 ECTS). The student becomes a key participant in almost all group activities; is strongly reliable when working independently, is innovative and has positive attitude; all of the assignments are submitted on time.

## Recognising and validating prior learning (RPL)

If the students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and thus 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 has been designed in cooperation with the industry. The commissioners are companies and organisations that are potential employers and thesis commissioners.

## Internationality

The course includes activities of multicultural and multilingual nature, supported by the requirements established by the projects and the commissioners.

## Contents

Upon the completion of the course the students will be able to

- know the scope and the relevance of the notion of organisational communication
- analyse the communication and its organisation in a company's environment
- develop and propose communication strategies and plans
- identify, evaluate, implement, and follow up the standard and innovative practices of communication management.

During the course, based on the agreement with the commissioning parties, the student will follow and develop communication practices, for instance

- communication practices relevant for organisations (internal communication, external communication, communication in marketing, etc.)
- communication practices particularly relevant for small- and medium-size enterprises
- inter-organisational communication, corporate communication, or communication in larger organisational entities.

The student will also

- get familiar with basic concepts and theories used in communication studies
- study the context and dynamics of commissioner's communication practices
- define the ways to contribute to the development of commissioner's communication practices
- draft a proposal on communication development and submit it to the commissioner (6 ECTS)
- develop specific areas of organisational communication by taking focused and concrete measures (9 or 12 ECTS)

## Learning methods

The course is implemented as a series of seminars that involve individual work, teamwork, and work in pairs. The methods include theoretical reviews, seminar sessions, writing of essays and reports, drafting proposals for the commissioners and conducting interviews. The student submits a developmental plan on the improvement of communication practices as a final assessment assignment (6 cr). The students that aim at 9 or 12 credits will also submit their specific proposals that focus on particular areas of communication (for instance tools of internal communication, social media, tools and guidelines for sharing and distribution of knowledge, documents and templates, etc.).

## Assessment criteria

For the implementation of 6 ECTS:

Theory 20 %

The context and dynamics of commissioner's communication 30 %

Communication strategy 50 %

For the implementation of 9 ECTS:

6 ECTS (see above) 65 %

Implementation of focused measures to improve particular areas of communication 35 %

For the implementation of 12 ECTS:

6 ECTS (see above) 50 %

Implementation of focused measures to improve particular areas of communication 50 %

## Course teachers

Ivan Berazhny, Porvoo

## Learning materials

Learning materials are selected according to the individual learning needs of students within the framework of the curriculum.



# Responsible Development of Tourism Destinations

Code: OPE4PO041

Scope 6, 9, or 12 ECTS

5Timing: 5th – 6th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

The student has passed most of the compulsory courses. The course is linked to compulsory courses in the Tourism in a global context module.

## Learning objectives and assessment

The course focuses on destination management and responsible tourism.

### Grade 1

The student has gained some understanding of the role of destination management organisations and how tourism can be developed in a responsible way. The student has contributed to the knowledge created in class only in a limited way.

### Grade 3

The student has gained a good understanding of the role of destination management organisations and how tourism can be developed in a responsible way. The student has contributed to the knowledge created in class actively.

### Grade 5

The student has gained an excellent understanding of the role of destination management organisations and how tourism can be developed in a responsible way. The student has contributed to the knowledge created in class only in an outstanding way.

## Recognising and validating prior learning (RPL)

If a student has passed a similar course or has proven working experience from an organisation involved in tourism development activities the student can pass the course by providing a demonstration of the gained competence.

## Working life connections

Guest lectures and company visits.

## Internationality

The course focuses on destination management from an international perspective. Some of the guest lecturers are acting in the international tourism market.

## Contents

- Responsible tourism
- Challenges of destination management
- Key trends in niche tourism

## Learning methods

Contact lessons and workshops

Individual assignments

Group work

Independent studies

The assessment of one's own learning

## Assessment

Active participation in classes, group work and workshops. Project report.

## Course teacher(s)

Eva Holmberg, Porvoo  
Annika Kontinen, Porvoo

### **Learning materials**

Bhatia A. K. (2007): The Business of Tourism Concepts and Strategies (Google books, chapter on Special Interest Tourism)

Fennell D. (2006). Tourism Etchics, Channel View: Buffalo

Fennell D. and D. Malloy (2007): Codes of Ethis in Tourism, Channel Vie: Clevedon

Hall M, J. Saarinen and D. K. Müller (2008): Nordic Tourism: Issues and Cases, Channel View: Bristol

Harrison L. C. and W. Husbands (2011): Practicing Responsible tourism, John Wiley: New York

Novelli M. (2005): Niche Tourism, Electronic access through libraray

Youcheng W. and A. Pizam (2011): Destination Marketing and Management: Theories and Applications, Cabi International: Cambridge

More literature will be specified in implementation plan

# Business Intelligence

Code: OPE4PO042

Scope: 6 ECTS

Timing: 5th-6th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

ERP or a similar course, SAP as a Management Tool or similar course are recommended

## Learning objectives and assessment

Upon successful completion of this course, the student

- understands the trends that are ongoing in BI business and technology fields
- understands the relevance of business intelligence for an enterprise
- is able to use several BI applications, such as MS PowerBI, potentially SAP BO/BI in addition to MS Office applications
- is able to create Data Models, Dashboards and Infocubes, and use them to analyze BI information for decision making in a competitive situation (ref. game)
- understands the generic BI architecture and concepts around it
- is able to use some tools to analyze Bigdata

In order to achieve

Grade 5

the student has to attend all game events as well as do and submit all assignments correctly and in time.

Grade 3

the student has to attend game events as well as do and submit all assignments almost correctly and in time.

Grade 1

the student has to attend game events as well as do and submit most assignments.

## 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.

## Working life connections

Contents derived from business needs.

## Internationality

Global competences and skills

## Learning methods

Inquiry learning

## Contact lessons

Individual and team assignments

## Course teacher(s)

Veijo Vanttinen, Porvoo

## Learning materials

Compulsory ERPsim license (CAD 43)

Learning material given through Moodle.

# Managing Sales

Code: BES2LC0042  
Scope: 6cr (+3+3) ECTS  
Timing: 5th, 6th semesters  
Language: English  
Curriculum: POBBA10  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Starting level and linkage with other courses  
Students have completed Customer Oriented Sales 1 and 2

## Learning objectives and assessment

### Grade 1

The student displays some degree of work life orientation and is able to work as a member of a sales team and contribute to the overall results of the team with the support of others. The student shows basic professional communication skills, can participate in sales negotiations with guidance and displays basic command of relevant sales management tools. The student can identify and describe the relevant Sales Management theories and sales tools with guidance

### Grade 3

The student displays a good range of work-life related competences, brings value to the team and contributes to the overall results of the team. The student shows good professional communication skills, can bring value as a team member and shows initiative. He/she also shows good command of relevant sales management tools. The student can identify and use the relevant Sales Management theories to evaluate a sales process with little guidance.

### Grade 5

The student displays a very large range of work-life oriented competences, shows strong leadership, and has a very professional and pro-active attitude towards work. Student can independently scan the business environment and identify sales opportunities and plan, manage, evaluate and develop the sales process of a real-life project.

The student can use and combine different sales management theories to evaluate and develop sales processes independently. He/she is very good at developing trust and building rapport with customers and run customer negotiations. He/she can identify and develop solutions to customer needs.

He/she takes initiative and acts always responsibly.

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

## 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.

## Working life connections

Learning objectives will be reached through real-life projects

## Internationality

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

## Contents

The course has three components, starting with Managing the Sales Process, after which students can decide whether to continue with one or both of the other components.

Managing the Sales Process (6 cr)  
Leading Sales Teams (3 cr)  
Sales Management Tools (3 cr)

## **Learning methods**

Inquiry learning, real-life projects, workshops, independent studies, tutorials  
The assessment of one's own learning 1 h

## **Assessment**

Students will be assessed in all three component (knowledge, skills and competence) areas by one or more of the tools below:

Assignments, reports, performance in projects, self and peer assessment, portfolio  
Presence at lectures and workshops, team work

## **Course teacher(s)**

Yucel Ger, Porvoo  
Marika Alhonen, Porvoo

## **Learning materials**

### **Compulsory:**

Jobber, D., Lancaster, G., 2009, Selling and Sales Management

Reed, W., 2011, Selling For the Long Run

### **Optional:**

Cron, William L., 2010, Sales management : concepts and cases

Earl D. Honeycutt, John B. Ford and Antonis C. Simintiras, 2003, Sales management : a global perspective.

Tanner, J., Honeycutt, E., D. & Erffmeyer, R., C. 2009. Sales Management. Shaping Future Sales Leaders

Gosselin, T, 2007, Practical Negotiating; tools, tactics and techniques, John Wiley & Sons, NJ

Mayer, Robert, 2006, How to Win Any Negotiation. Career Press, NJ

### **E-Materials:**

Futrell, Charles M. Sales Management. Teamwork, Leadership and Technology

<http://people.tamu.edu/~c-futrell/>

# E-Business

Code: PSS4PO0041

Scope: 6 / 9 / 12 ECTS

Timing: 4-7th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional Studies

Type: Optional

## Starting level and linkage with other courses

The student has successfully completed the Basic Studies in business and marketing (= the two first semester courses) and the corresponding in tourism.

## Learning objectives and assessment

The course consists of three parts: The first part (6 cu) concentrates on basic concepts and strategies behind e-business and e-marketing, issues of online security and payment and laws and rules that regulate e-business. After completing the first part, students may continue with either part two (3 cu) or both parts two and three (3 cu). The module is a part of basic studies in Porvoo Campus competence-based curriculum. The module advances the following competences: e.g., entrepreneurial and business mindset, awareness of basic processes and operations in organisations.

### Grade 1

The student partly understands and is able to define the concept of e-business terminology and able to explain some examples of e-commerce & revenue models and e-marketing concepts. He/she is poorly able to analyse the operational environment by choosing and using research and development methods as well as digital tools when aided and guided by others. He/she can identify a few stakeholders and networks in both domestic and international markets. The student is able to operate only when the task and instructions are given and when He/she is aided by other students and the supervisors.

### Grade 3

The student understands and is able to define most concepts of e-business terminology and able to explain examples of e-commerce & revenue models and e-marketing concepts. He/she is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. He/she can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to operate when the task and instructions are given.

### Grade 5

The student understands and is able to define the concept of e-business terminology and able to explain examples of e-commerce & revenue models and e-marketing concepts. He/she is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. He/she has professionally advanced written communication skills and can elaborate on a specific area of business with precise vocabulary. He/she can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to operate proactively with an entrepreneurial mindset.

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

## 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.

## Working life connections

The course is delivered virtually with possible guest lecturers from different companies and organizations.

## Internationality

Possibility to work with international team and international lectures. Possible guest lecturers from international organizations and partner universities. International learning materials

## Contents

Part one (6 ECTS): Doing e-business:

- Basic concepts and definitions

- Current trends, future opportunities
- E-commerce business models
- Revenue models
- e-marketing concepts and models
- Online marketing communications
- Security and payment
- Laws, regulations, rules, ethics
- Measurements and followup

Part two (3 ECTS): Technical issues and channel strategies:

- Infrastructure and technology
- Building an e-commerce website
- Supply chain management

Part three (3 ECTS): Development:

- During this part of the course an e-business plan is composed and completed. The student needs to find a commissioner (a real company) for the work.

## Learning methods

Individual or pair work on assignments, group discussions, process writing according to feedback provided along the course. The course will be completed online. The assessment of one's own learning (1 h).

## Assessment

Individual assignments: 80%

Teamwork Online & Discussion: 10%

Self-assessment via a virtual presentation: 10%

## Course teacher(s)

Darren Trofimczuk, Porvoo

## Learning materials

Recommended reading for the course:

Cabage, N. 2013. The smarter startup : a better approach to online business for entrepreneurs.

Chaffey, D. 2013. Digital business and e-commerce management.

Chaffey, D. 2013. Emarketing excellence : planning and optimizing your digital marketing.

Close, A. 2012. Online consumer behavior : theory and research in social media, advertising, and e-tail.

Gil-Pechuán, I & al. 2014. Strategies in e-business : positioning and social networking in online markets.

Goetsch, K. 2014. eCommerce in the cloud.

Greenberg, E. 2014. Strategic digital marketing : top digital experts share the formula for tangible returns on your marketing investment.

Hopkins, J & Turner, J. 2012. Go mobile : location-based marketing, apps, mobile optimized ad campaigns, 2D codes and other mobile strategies to grow your business.

Jordan, J. 2012. Information, technology, and innovation : resources for growth in a connected world.

Laudon, K. 2013. E-commerce : business, technology, society.

Mikitani, H. 2013. Marketplace 3.0 : rewriting the rules of borderless business.

Mohapatra, S. 2013. E-commerce strategy : text and cases.

Morris, H. 2013. Starting up an online business.

Peitz, M & Waldfoegel, J. 2012. The Oxford handbook of the digital economy.



Rowles, D. 2013. Mobile marketing : how mobile technology is revolutionizing marketing, communications, and advertising.

Sarpong, C. 2012. Developing an e-Commerce web service.

Schniederjans, M. & al. 2014. E-commerce operations management.

Strauss, J. 2012. E-marketing.

Turban, E & al. 2012. Electronic commerce 2012 : a managerial and social networks perspective.

van Weele, A. 2014. Purchasing & supply chain management : analysis, strategy, planning and practice.

# Designing Services

Code: PSS4PO041

Scope: 6 ECTS

Timing: 5-6th, semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Optional

## Starting level and linkage with other courses

The student has successfully completed some previous courses in Sales or Marketing.

## Learning objectives and assessment

### Grade 1

The student is somewhat familiar with service design theories and has a basic command of the terminology.

The student is able to encounter customers, and has an elementary command of necessary service skills and attitude.

The student knows how to develop services processes.

### Grade 3

The student has a professional command of service design theories and terminology.

The student has positive impact on customer encounters and is able to develop personal service skills and attitude.

The student is able to actively take part in the service development process.

### Grade 5

The student has a professional command of service design theories and terminology, and is able to apply them in practice.

The student has positive impact on customer encounters and is able to coach others in developing personal service skills and attitude.

The student is able to lead service development process with good results.

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

## 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.

## Working life connections

The learning projects on the course are real commissions from the business or the public sector.

## Internationality

The students on the course are from international degree programmes.

## Contents

- Customer Insight
- Ideation
- Experimentation

## Learning methods

Inquiry learning is applied through the entire course including:

Contact lessons and workshops

Individual and team assignments

Project work

The assessment of one's own learning

## Assessment

Project work done in groups, including self and peer assessment, documentation of the project process and a final deliverable agreed with the commissioner.

Team and individual assignments.

### **Course teacher(s)**

Marika Alhonen, Porvoo  
Eva Holmberg, Porvoo  
Sirpa Lassila, Porvoo

### **Learning materials**

Examples of bibliography that can be used during the course:

Lockwood T. (ed) . 2010. Design thinking : integrating innovation, customer experience and brand value. New York, NY. Allworth Press.

Macintyre M., Parry G. & Angelis J. (ed.). 2011. Service design and delivery Amsterdam : Bis Publishers, 2010 New York. Springer.

Stickdorn M. & Schneider J. (ed). 2010. This is service design thinking : basics - tools - cases.

Tuulenmäki A. and Välikangas L. 2011. The art of rapid, hands-on execution innovation. Strategy & Leadership 2/2011.

# Innovation Challenge

Code: PSS4PO042

Scope: 6 ECTS

Timing: 3<sup>rd</sup> - 6<sup>th</sup> semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Optional

## Starting level and linkage with other courses

-

## Learning objectives and assessment

Grade 1

The student

- knows few methods and tools needed in the development work
- knows how concepts are adopted to real life
- has some listening skills but is not able to utilize the information
- is able to implement his/her idea.
- has satisfactory team work skills
- is able to create some ideas and conduct some simple experiments.

Grade 3

The student

- knows several methods and tools needed in the development work
- knows well how concepts are adopted to real life
- has good listening skills and is able to utilize customer insight to some extent
- is able to implement his/her idea in successful manner
- has good team work skills
- is able to create good ideas, has courage to experiment unordinary solutions and is able use development methods in a creative manner

Grade 5

The student

- knows a wide array of methods and tool needed in the development work
- knows very well how concepts are adopted to real life
- has excellent listening skills and is able to utilize customer insight in practice
- is able to to implement his/her idea in successful manner and engage users
- has excellent team work skills
- able to create excellent ideas, has courage to experiment unordinary solutions by engaging partners as well as users and is able to use development methods in a highly creative manner

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

## Course contents

Service development methods

Ideation methods

Co-creation methods

Piloting and experimenting

Initiating and executing creative and sustainable projects

Social impact activities

## Recognising and validating prior learning (RPL)

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

## **Working life connections**

The course is done in co-operation with NGO's, social enterprises and inclusive business.

## **Internationality**

Learning in mixed, international groups

## **Learning methods**

The course gathers together and mixes different degree programme students at Haaga-Helia Porvoo Campus. Students will innovate social impact activities and concepts. The course consists of introduction lesson, a one day intensive camp, work in teams and consultations as well as one day final session. Students will work in heterogeneous teams and innovate solutions, which will have social impact. The project may include collaboration with partners such as non-governmental organisations, social enterprises and inclusive business.

## **Assessment**

Individual pre-assignment and project work in groups.

## **Course teacher(s)**

Marika Alhonen, Porvoo  
Anette Kairikko, Porvoo

## **Learning materials**

Belsky, S. (2010). Making ideas happen: overcoming the obstacles between vision and reality. Penguin.

Havukainen, Ilari; Kuittinen, Ville; Matveinen, Mikko; Mononen, Merja; Peiponen, Jarkko; Tykkyläinen, Salla. 2014. Common Good : Sustainable and Transparent Business. Karelia University. <http://www.theseus.fi/bitstream/handle/10024/81050/B18.pdf?sequence=1>

Additional materials are given during the course.

# Strategic Events Solutions

Code: PSS4PO044

Scope: 6 / 9 / 12 ECTS

Timing: 5th - 7th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

Student has completed the basic and professional studies in event planning and management or equivalent courses completed in other degree programs.

## Learning objectives and assessment

### Grade 1

The student can identify, list and combine the main theoretical concepts. With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant research findings. With great difficulty and under strict supervision, the student can partly work with a case study. S/he poorly applies problem identification, analysis and solving to events cases. S/he can conduct research.

### Grade 3

The student can describe the relevant concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture. The student can collect, partly analyze and partly use relevant research findings. The student can work with a case study. S/he can apply problem identification, analysis and solving to events cases. S/he can conduct research.

### Grade 5

The student uses and combines different theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate.

S/he uses findings to compare different theories and viewpoints. The student can collect, analyze and use relevant research findings. The student can work very professionally with a case study. S/he can fully apply problem identification, analysis and solving to events cases. S/he can conduct research at a highly professional level.

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

## 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 on MyNet.

## Working life connections

Learning objectives will be reached through real-life projects commissioned by businesses/organisations.

## Internationality

Projects with international partners

## Learning methods

Lectures and seminars

Independent study

Case study

The assessment of one's own learning

## Assessment

Event Folder  
Essay  
Seminar work

### **Course teacher**

Monika Birkle, Porvoo

### **Learning materials**

Ali-Knight, Jane et al. 2009: International Perspectives of festivals and events, ch 16

Beech, Kaiser, Kaspar ed. 2014: The business of event management

de Groot, Eric and Van der Vijver, Mike 2013: Into the heart of meetings. Basic Principles of Meeting Design

Getz, Donald 2012: Event studies. Theory, research and policy for events. Ch 6 and 11.

Ferdinand, Nicole and Kitchin Paul J. 2012: Events Management an international approach, ch. 10, 13 and 14

Sharples, Crowther, May, Orefice 2014: Strategic Event Creation

MPI: Meeting Outlook

Selected blogs, event related sites and LinkedIn groups

# Managing Organisations

Code: SCS4PO043

Scope: 6-12 ECTS

Timing: 5th - 6th semester

Language: English or Finnish

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

This is a top-up course for students who are interested in organisational management. Student should have completed the basic and professional studies in Organisational Development, Leadership and Management SCS2LC (RG, RM) 0021 and 2.

The course is made of three modules: Basics 6 cr +mentoring and practicing management functions with junior project teams 3 cr+ Project/Research 3 cr. The course is a part of the professional specialisation studies (ASO)

## Learning objectives and assessment

Grade 1

He/she is aware of management functions and has basic understanding of both organizational and leadership theories. He/she can recognise different types of organisations and the respective management needs and styles. He/she can apply some of the theories with help. Student has challenges of self-management and needs external motivation to work.

He/she can work in teams as a team member when aided and lead strictly.

Grade 3

He/she has good understanding of management functions and good command of organizational and leadership theories and styles. He/she can recognize the connection between the types of organisations and management styles and can apply the theories on different cases and real life situations.

He/she can organize teams, assign tasks and contribute to reaching goals.

Grade 5

He/she has excellent analytical and problem solving skills; can analyse organisations and suggest development plan

He/she shows excellent leadership and management skills and command of relevant theories as well as their real life applications. He/she can lead many different teams effectively by analyzing the situation and the needs of the team members.

He/she takes initiative and acts always responsibly.

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

## 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.

## Working life connections

Students can make use of different life situations like their thesis work to bring content to discussions and activities. They can also work with the junior students as mentors/coaches.

Cases from different projects that students currently work will create the main content, but cases from real organisations will also be used. Guest lecturers will be invited to share their experiences.

## Internationality

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

## Contents

The Course derives its content from four management functions and other relevant topics

- Planning
- Organizing
- Leading
- Controlling



- Organizational theories and behavior
- Corporate social responsibility

### **Learning methods**

Contact lessons  
Individual, pair and team assignments  
Independent studies  
The assessment of one's own learning

### **Assessment**

Participation and activity in class 30%  
Assignments 50%  
Self-assessment 20%

### **Course teacher(s)**

Yucel Ger, Porvoo

### **Learning materials**

Compulsory:

Burchell, M.& Robin, J. 2010. Great Workplace : How to Build It, How to Keep It, and Why It Matters

Chalofsky, N. E. 2010. Meaningful Workplaces : Integrating the Individual and the Organization

Armstrong, M. 2012. Armstrong's Handbook of Human Resource Management Practice

Afsaneh Nahavandi: The art and science of leadership. 7th edition. Pearson 2015

Optional:

Belbin, R.M. 2008. Management Teams. Elsevier

Katzenbach, J.R. & Smith, D.K. 1993. The Wisdom of Teams, Creating a High-Performance Organization.

Nonaka, I. & Takeuchi, H. 1995 (tai uudempi) The Knowledge Creating Company. Oxford University Press

Senge, Peter M. 1990. The Fifth Discipline The Art & Practice of The Learning Organization. Doubleday

Helgesen, Sally. Title: The female advantage : women's ways of leadership / Sally Helgesen. Format: Book Published: New York : Doubleday Currency, 1990.

# Esimiestyö ja laadun johtaminen matkailuyrityksessä

Tunnus: SCS4PO044

Laajuus: 6, 9 tai 12 op

Ajoitus: 6. lukukausi

Kieli: suomi

OPS: Kaikki Porvoon OPS:t

Opintojakson taso: ammattiopinnot

Opintojakson tyyppi: vaihtoehtoinen

## Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

POMOn 3. ja 4. lukukauden ammattiopinnot tulee olla suoritettuna.

## Osaamistavoitteet ja arviointi

Arvosana 1

Osaa nimetä ja kuvailla eri johtamisteoriat. Osaa kuvata eri johtamisteorioiden vaikutusta organisaatioon. On suorittanut annetut tehtävät. Osaa selittää eri johtamismallien vaikutusta organisaatioon. Osaa osoittaa johtamisen ja esimiestyön ongelmat organisaatiossa.

Arvosana 3

Tunnistaa ja analysoi eri johtamisteorioita ja osaa argumentoida niiden sopivuutta eri organisaatioihin. Osaa esitellä ja perustella eri johtamismalleja ja selittää niiden vaikutusta organisaatioon. Tunnistaa eri roolien merkityksen ryhmätoiminnassa, toimii ryhmänsä aktiivisena jäsenenä ja osaa tarvittaessa auttaa muita. Tunnistaa ryhmän ja sen jäsenten ongelmia ja osaa auttaa niiden ratkaisemisessa.

Arvosana 5

Osaa soveltaa ja tulkita eri johtamisen tapoja. Tunnistaa ja osaa argumentoida eri johtamistapoja ja rooleja. Osaa soveltaa johtamisteorioita organisaation kehittämistyössä. Osaa perustella eri johtamismalleja ja analysoida niiden vaikutusta organisaation toiminnan kehittämisessä. Osaa toimia erilaisten ryhmien johtajana ja osaa muuttaa johtamistapaansa kulloisellekin ryhmälle sopivaksi. Osaa kehittää ryhmätoimintaa ja osaa ohjata ryhmänsä toimimaan tavoitteiden mukaisesti ja tuottavasti. Tunnistaa ryhmässään vallitsevat ongelmat. Osaa valita rakentavan ja ryhmän tuloksellista toimintaa edistävän toimintatavan ja osaa motivoida ja innostaa ryhmäänsä pääsemään tulokseen.

Opintojakso arvioidaan asteikolla 1 - 5. Arviointikriteerit on esitetty asteikolla 1 - 3 - 5.

## Aikaisemmin hankitun osaamisen tunnistaminen ja tunnustaminen (AHOT)

Mahdollisuudesta osoittaa osaaminen neuvotellaan erikseen opettajan kanssa.

## Työelämäyhteydet

Opintojaksolla käsiteltävät aiheet ja tehtävät nousevat työelämästä.

## Kansainvälisyys

Opintojaksolla käydään läpi esimiestyötä myös kansainvälisessä ympäristössä kirjallisuuden, sähköisten kanavien ja artikkelien pohjalta.

## Sisältö

- Organisaatio- ja johtamisajattelun teoriat ja kehitys
- Organisaatiokäyttäytyminen
- Motivaatioteoriat
- Esimiehen rooli tuloksellisen työryhmän ja työyhteisön kehittäjänä
- Laatujohdaminen: kokonaisvaltainen laadunjohtaminen, prosessijohdaminen, laatujärjestelmä, laatuyrityksen tunnusmerkit

## Oppimistavat

Tämän opintojakson osaamistavoitteet voi saavuttaa esimerkiksi seuraavilla tavoilla:

- a. Lähiopetus ja siihen liittyvät tehtävät
- b. Yksilötyönä laadittu raportti opintojakson teemoista
- c. Itsenäinen opiskelu riippuen valitusta laajuudesta
- d. Opintojaksoon sisältyy myös pakollisena oman oppimisen arviointi.

## **Arviointitavat**

Aktiivinen osallistuminen opetukseen sekä harjoitustyö/raportti

## **Vastuupettaja(t)**

Anne Koppatz, Porvoo

## **Oppimateriaalit**

Ajankohtaiset artikkelit

Aaltio, I. 2008. Johtajuus lisäarvona. WSOY Oppimateriaalit Oy

Armstrong, M. 2012. Armstrong's Handbook of Human Resource Management Practice

Belbin, R.M. 2008. Management Teams. Elsevier

Brooks, I. 2009. Organisational Behaviour Individuals, Groups and Organisation

4th edition, Pearson Education Limited

Burchell, M.& Robin, J. 2010. Great Workplace : How to Build It, How to Keep It, and Why It Matters

Hamel, G. 2007. Johtamisen tulevaisuus. Talentum

Kauhanen, J. 2010. Henkilöstövoimavarojen johtaminen.

Kolind, L.& Botter, J. 2012. Unboss. JP/Politikens Forlag Kobenhavn

Lecklin, O & Laine, R. 2009. Laadunkehittäjän työkalupakki. Talentum

Lämsä, A-M. & Päivike, T. 2010. Organisaatiokäyttämisen perusteet

Markkanen, M. 2009. Onnistu rekrytointihaastattelijana. WSOY

Nonaka, I. & Takeuchi, H. 1995 (tai uudempi) The Knowledge Creating Company. Oxford University Press

Robbins, P.S. & Judge, T. 2009. Organizational Behavior, 13th edition, Pearson International Edition

Saarinen, M. & Aalto-Setälä, P. 2009. Perkele: tunneosaamisen oppikirja esimiehille

Senge, P. Kleiner, A., Roberts, C., Ross, R., Roth, G., Smith, B. 1999. The Dance of Change. Nicholas Brealey Publishing

Siltala, J. 2004 (tai uudempi) Työelämän huonontumisen lyhyt historia. Otava.

Viitala, R. 2013. Henkilöstöjohtaminen Strateginen kilpailutekijä. Edita

# Introduction to SAP

Code: TOO8PO032

Scope: 6 ECTS

Timing: 3rd - 7th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

ERP or a similar course, SAP as a Management Tool or similar course recommended

## Learning objectives and assessment

Upon successful completion of this course, the student

- understands how business processes and financial management are interrelated
- understands the key financial management concepts in SAP
- is able to run the main business processes in SAP and analyze their financial impacts
- is able to derive different financial accounting and financial management reports
- is able to use different tools SAP provides for controlling
- is able to use SAP to run a business

Exercises cover the following business processes: Procurement, Fulfillment, Production, Inventory Management, Warehouse Management, Financial Management

The autumn course is based on SAP ECC. The spring course may be based SAP HANA and role based user interfaces.

In order to achieve

Grade 5

the student has to do all exercises, get good grade from the exam and do challenge assignments.

Grade 3

the student has to do all exercises correctly.

Grade 1

the student has to do all exercises.

## 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.

## Working life connections

Guest lecturers may be invited.

## Internationality

Global competences and skills

## Learning methods

Inquiry learning

Contact lessons

SAP exercises

Exam

## Course teacher(s)

Veijo Vanttinen, Porvoo

**Learning materials**

Integrated Business Processes with ERP systems, Simha R. Magal, Jeffrey Word; WileyPlus

Learning material given through Moodle.

# Sustainable Tourism

Code: TOU4PO141  
Scope: 6, 9 or 12 ECTS  
Timing: Semester 4-7  
Language: English  
Curriculum: All Porvoo Curricula  
Level: professional studies  
Type: Elective

## Starting level and linkage with other courses

The student has successfully completed the Basic Studies.

## Learning objectives and assessment

### Grade 1

The student can identify a few tourism impacts and is able to describe the concept of sustainability in relation to the tourism business. With great difficulty and under strict supervision, the student can create a report about increasing sustainability for a destination/company. The student has a limited ability to apply theoretical sources to solve a practical case relating to making tourism business more sustainable.

### Grade 3

The student can describe the concept of sustainable tourism and apply his/her knowledge to new contexts. The student can link the key theoretical concepts to a practical case. The student can collect, analyse and use relevant theory, tools and research findings to create suggestions for making tourism business more sustainable in a destination/company. S/he is able to find relevant and reliable sources and use them in the report.

### Grade 5

The student uses and combines different theoretical models of sustainable tourism. His/her use of theory, methods and specific terminology is very accurate. S/he uses findings to compare different theories and viewpoints, criteria and indicators to gain a comprehensive understanding of how individuals, destinations and companies can encourage sustainable development in their operations. The student can collect, analyse and use relevant theory and tools as well as versatile research findings to create proactive sustainable tourism guidelines and suggestions to be applied for a destination/company and in the tourism business in general. S/he has an innovative approach and can conduct research in sustainable tourism at a highly professional 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.

## Working life connections

Guest lecturers from the industry.

## Internationality

Possible guest lecturers from international organisations and partner universities. International learning materials.

## Contents

- Sustainability as a concept and megatrend
- Tourism impacts
- Sustainability criteria and tools
- Sustainable business indicators, initiatives and innovations
- Corporate social responsibility

## Learning methods

Inquiry learning  
Research report  
Discussions in class and in an e-learning environment  
Independent study  
The assessment of one's own learning

## **Assessment**

Assessment is based on active participation in discussions in class and in an e-learning environment (25 %) and the research report (75 %).

## **Course teacher(s)**

Annika Konttinen, Porvoo Campus

## **Learning materials**

Cavagnaro, E. & Curiel, G. 2012. The three levels of sustainability.

Hall, C.M., Gossling, S. & Scott, D. 2015. The Routledge Handbook of Tourism and Sustainability.

Academic articles and studies by international organisations (e.g. Amadeus, European Travel Commission, OECD, UNWTO, WEF, WTTC)

# Airport Business Operations

Code: TRA4PO0392

Scope: 9 ECTS

Timing: 5th, 6th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

No prerequisites

## Learning objectives and assessment

### Grade 1

The student has a limited understanding of stakeholders, business models, safety & security, legislation and customer service within airport operations. The student follows course activities with difficulty and under supervision. The student has limited skills in defining key elements of airport operations. The student has a preparedness to apply the knowledge in key elements of airport operations at a minimal level required in work life.

### Grade 3

The student has an adequate understanding of stakeholders, business models, safety & security, legislation and customer service within airport operations. The student performs well in course activities within a team and independently. The student demonstrates satisfactory skills in defining key elements of airport operations. The student has a preparedness to apply the knowledge in key elements of airport operations at basic level required in work life.

### Grade 5

The student has a deep understanding of stakeholders, business models, safety & security, legislation and customer service within airport operations. The student accomplishes course activities with initiative and leadership. The student demonstrates strong skills in defining key elements of airport operations. The student has a preparedness to apply the knowledge in key elements of airport operations at advanced level required in work life.

The assessment criteria are presented for grades 1 - 3 - 5.

## Recognising and validating prior learning (RPL)

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

## Working life connections

Projects from different companies

## Internationality

Projects from international companies. International teams and instructors as well as learning materials.

## Contents

- Airport infrastructure and Business Logic / Models
- Airside, Terminal & Landside operations
- Legislation & (EU) guidelines and policy
- Safety, security and emergency regulations
- Airport customer services and airport retail
- Ground handling, baggage and the impact of digitalization
- Air freight

## Learning methods

Contact lessons

Project work

Independent studies

elearning

The assessment of one's own learning



## **Assessment**

Individual report and e-learnings 70 %

Active participation in contact lessons and group assignment 30 %

## **Course teacher(s)**

Anne Koppatz, Porvoo

Pekka Polvinen, Porvoo

## **Learning materials**

Graham, A. 2013. Managing Airports: An international perspective. Fourth Edition. (Course Book)

Doganis, R. 2010. Flying off Course IV: Airline economics and marketing. London: Routledge.

Halpern, N. & Graham, A. 2013. Airport Marketing.

Norman J. Ashford & al. 2012. Airport Operations.

Young S. & Wells, A. 2011. Airport Planning and Management. Sixth Edition.

Selection of articles

# Travel Experience Design in the Digital Age

Code: TRA4PO040  
Scope: 6, 9 or 12 ECTS  
Timing: 4-7 semester  
Language: English  
Curriculum: All Porvoo Curricula  
Level: Professional studies  
Type: Elective

## Starting level and linkage with other courses

The student has successfully completed the Basic Studies.

## Learning objectives and assessment

Upon completion of the course, the student is able to

- understand current trends and factors that affect and define future consumer behaviour (part 1, part 3)
- identify potential target markets and analyse the characteristics of the chosen target group (part 1)
- analyse a destination from a tourism potential point of view (part 1)
- use professional tools for analysis of the operational environment (part 1)
- understand the characteristics and pros/cons of different marketing channels (part 2)
- understand and describe the different stages of tourism product development process (part 2)
- produce a product description and a marketing plan in accordance with current consumer protection legislation (part 2)
- understand and describe the different stages of designing experiences and the elements of an effective story (part 3)
- understand the importance of engagement and storytelling in creating experiences (part 3)
- plan and create a digital story that has shareable content and the potential to go viral (part 4)
- use professional tools for creating engaging content and staging digital experiences (part 4)

### Grade 1

The student can identify and describe a few concepts and tools relating to creating travel experiences. The student can find at least a few sources, poorly collect, analyse and use relevant data and material to create a travel experience and marketing plan. With great difficulty and under strict supervision, the student can poorly apply problem identification, analysis and solving to the project. Use of sources is very limited overall and reports produced are poorly structured.

### Grade 3

The student can define and use concepts and tools related to creating and marketing travel experiences. The student is able to apply that knowledge to different situations. The student can search, collect, partly analyse and use relevant data and material to create a travel experience and marketing plan. The student can apply problem identification, analysis and solving to the project. In the reports, sources are for the most part acknowledged and several sources are used. Structure of the reports is rather logical and the reader can follow the line of thought.

### Grade 5

The student is able to identify, define and use the core concepts and tools for creating, enhancing and marketing digital experiences. The student is able to use and combine theory, trends and tools related to travel experiences and marketing in order to create and present solutions to different situations. The student is able to assess the credibility of sources and is able to use a great variety of sources. The student can collect, analyse and use relevant data and material to create a travel experience and marketing plan at a highly professional level. The student can fully apply problem identification, analysis and solving to the project. In reports, all source material is correctly acknowledged and the author uses the versatile sources in a skilful manner with discourse between sources. Structure, figures and tables facilitate understanding very well. Ideas flow clearly and coherently. The report is easy to read and arguments made are logical and supported by the sources.

## 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.

## Working life connections

The course supports the students in their own research/development project which is related to the business community.

## Internationality

International learning materials and assignment contents.

## Contents

The course can be completed as 6, 9 or 12 credits.

Recommended combinations for

6 credits: part 1 + part 2 or part 3 + part 4

9 credits: part 1 + part 2 + part 3

12 credits: all parts 1-4

### Part 1

Consumer behavior and trends in travel and tourism

Target market and destination analysis

Operational environment (incl. PESTEL analysis) and competition

### Part 2

Marketing communications (types and channels)

Product development process and product description

Marketing plan

### Part 3

Experience Economy and elements of experiences

Engagement, storyfication, personalisation and authenticity

Digital trends and tools for creating experiences

### Part 4

Digital experience development process

Manuscript of the digital experience (content, storyline, structure)

Communication plan (incl. goals, target group, channels)

## Learning methods

This is a virtual course with no contact hours. Independent study in network environment. Feedback provided for parts 1-4 (each part contains 3 assignments). The assessment of one's own learning 1 h.

## Assessment

### Part 1 (3 credits)

100 %: Analysis of trends and consumer behaviour, target market and destination analysis, operational environment and competition

### Part 2 (3 credits)

100 %: Marketing communications, product development process and product description, marketing plan

### Part 3 (3 credits)

100 %: Theoretical framework for digital trends and tools in creating engaging experiences

### Part 4 (3 credits)

100 %: The digital experience development process, manuscript and communication plan (incl. benchmarking and best-practices) for the product, e.g. video, mobile or augmented reality application

## Course teacher(s)

Annika Konttinen, Porvoo

Anu Seppänen, Porvoo

## Learning materials

Alexander, B. 2011. New digital storytelling. Creating narratives with new media.

Boniface, B & Cooper C. 2012. Worldwide destinations: the geography of travel & tourism.

Csikszentmihalyi, M. 1990. Flow: The psychology of optimal experience.

Gioglio, J. & Walter, E. 2014. Power of visual storytelling. How to use visuals, videos and social media to market your brand.

Grönroos, C. 2007. Service management and marketing.

Jensen, R. 1999. Dream society.

Heath, C. & Heath, D. 2008. *Made to Stick: Why Some Ideas Survive and Others Die*.

Page, S.J. 2009. *Tourism management: managing for change*.

Pine, J. & Gilmore, J. 2011. *The experience economy*.

Pine, J. & Korn, K. 2011. *Infinite possibility – creating customer value on the digital frontier*.

Smith, P.R. & Chaffey, D. 2013. *eMarketing Excellence – the Heart of eBusiness*.

Swarbrooke, J. & Horner, S. 2007. *Consumer behaviour in tourism*.

Trade journals and magazines, studies by international organisations (e.g. Amadeus, European Travel Commission, OECD, UNWTO, WTTC, WEF) and other electronic sources.

# IATA Regulations and Management

Code: TRA8PO036  
Scope: 6 ECTS  
Timing: 4th semester  
Language: English  
Curriculum: All Porvoo Curricula  
Level: Professional studies  
Type: Free choice

## Starting level and linkage with other courses

The student has successfully completed the Basic Studies in Amadeus Selling Platform, Command Page.  
The course is part of the curriculum of Degree program in Tourism.

## Learning objectives and assessment

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

- Apply mileage system pricing skills to international routings
- Read and interpret GDS displays relevant to mileage system pricing
- Define common fare construction terms and abbreviations
- Identify and price different journey types (including one-way, round/circle trip, Round-the-World and mixed class journeys)
- Use the IATA Fare Formula to correctly price a journey
- Apply global indicators to routings
- Assess and apply air fare taxes
- Read, interpret and apply fare rules
- Convert different currencies and NUCs
- Apply all minimum-fare rule checks in pricing itineraries
- Add a manual fare to a GDS booking file
- Use GDS to issue tickets for manually-priced reservations
- Construct and read a linear fare construction
- Decode and interpret each field of an e-ticket
- Issue electronic tickets

### Grade 1

The student understands the role of IATA in the organization and management of airline fares.  
The student follows fare constructions with difficulties and needs support to calculate normal international airfares using the IATA Mileage System of Fare Construction  
The student meets minimum requirements of worklife tasks related to airline fares.

### Grade 3

The student understands well the role of IATA in the organization and management of airline fares.  
The student performs well fare constructions and independently calculates normal and advanced international airfares using the IATA Mileage System of Fare Construction  
The student meets standard requirements of worklife tasks related to airline fares.

### Grade 5

The student has an advanced understanding of the role of IATA in the organization and management of airline fares.  
The student accomplishes fare constructions with confidence and creativity. The student calculates normal and advanced international airfares using the IATA Mileage System of Fare Construction  
The student meets professional requirements of worklife tasks related to airline fares.

## 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.

## Working life connections

Case studies from different Airline companies.

## Internationality

The course main subject is the INTERNATIONAL fare construction.

## **Contents**

- Introduction to air fares, analysing itineraries and retrieving fares from a GDS
- Introduction to the mileage system
- Practice pricing one way and circle trips
- Limitations on indirect travel, side trips and surface sectors
- Backhauls, circle trips, journeys in different classes of service and alternative fare break points
- Lowest combinations, round-the-world journeys, sales indicators and minimum checks
- Currency conversion, taxes and practice ticketing

## **Learning methods**

Inquiry learning, case studies, lectures, tutorial sessions, presentations and seminars; for certain components of the curriculum, computer lab demonstrations and hands on sessions will be included.

Content and Language Integrated Learning method will be used in teaching.

## **Assessment**

Written individual Exam 100%

## **Course teacher(s)**

Alexandre Kostov, Porvoo

## **Learning materials**

IATA - UFTAA materials

Instructor's own materials

# International Work Placement

Code: PLA6PO110

Extent: 30 ECTS (completed as one or two to three shorter units)

Timing: 4th semester or earlier if completed in smaller units

Language: English

Curriculum: All Porvoo Curricula

Level: Work Placement

Type: Compulsory

## Starting level and linkage with other courses

The student has successfully completed the Basic Studies (= the two first semester courses) or 120 ECTS if wishing to do the 30 ECTS work placement. Tourism students might have their first placement after the 1st semester.

## Learning objectives and assessment

The student learns to develop his/her professional skills and to link his/her academic studies with real-life work practices and is able to evaluate and develop his/her workplace environment. Work placement is assessed as pass (H=accepted) or fail. Please see MyNet for further information.

## Recognising and validating prior learning (RPL)

If students have longer previous employment experience involving responsible tasks within the main study field, 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.

## Internationality

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

## Contents

Work placement period is one uninterrupted period or several shorter ones. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student submits a written work placement notification (application) to the work placement coordinator. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization.
- Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments. OR Alternatively, writing HH work placement blog and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

## Learning methods

Work placement lecture

Independent work according to goals set

Communication with the work placement advisor

## Assessment

Work placement is assessed Pass or Fail. The employer/supervisor at the work placement evaluates the student's competence and gives a written evaluation/testimonial.

## Teachers responsible

Work Placement Coordinator for International Placement:

Liisa Wallenius, placement abroad

Leena Aitto-oja, non-Finnish students' placement in Finland

# International Work Placement 1

Code: PLA6PO111  
Extent: 10 cr (33 days)  
Timing: 4th semester or as agreed  
Language: according to the country and organisation  
Level: Work Placement  
Type: Compulsory

## Starting level and linkage with other courses

Completion of work placement 30-60 cr.

## Learning outcomes

The student

- learns to develop his/her professional skills and to link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Work placement is an integral part of polytechnic studies and students can apply for work placement after they have completed 30 -60 cr. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement.

## Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization. Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments. Alternatively, writing HH work placement blog and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement information meetings are arranged twice a month and the dates are announced on MyNet and info TV.

## Cooperating with the business community

The course is realized in work life within a business community.

## International dimension

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

## Teaching and learning methods

Working at the place of work and submitting reports.

## Recognition of prior learning (RPL)

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

## Teacher responsible

Liisa Wallenius, Porvoo Campus

## Assessment Criteria

Pass/Fail



# International Work Placement 2

Code: PLA6PO112  
Extent: 10 cr (33 days)  
Timing: 4th semester or as agreed  
Language: according to the country and organisation  
Level: Work Placement  
Type: Compulsory

## Starting level and linkage with other courses

Completion of work placement 1 and 60 cr.

## Learning outcomes

The student

- learns to develop his/her professional skills and to link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Work placement is an integral part of polytechnic studies and students can apply for work placement 1 after they have completed work placement 1 and 60 cr. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement.

## Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization. Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments. Alternatively, writing HH work placement blog and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement information meetings are arranged twice a month and the dates are announced on MyNet and info TV.

## Cooperating with the business community

The course is realized in work life within a business community.

## International dimension

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

## Teaching and learning methods

Working at the place of work and submitting reports.

## Recognition of prior learning (RPL)

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

## Teacher responsible

Liisa Wallenius, Porvoo Campus

## Assessment Criteria

Pass/Fail

# International Work Placement 3

Code: PLA6PO113  
Extent: 10 cr (33 days)  
Timing: 6th semester or as agreed  
Language: according to the country and organisation  
Level: Work Placement  
Type: Compulsory

## Starting level and linkage with other courses

Completion of work placement 1 and 2, and 120 cr.

## Learning outcomes

The student

- learns to develop his/her professional skills and to link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Work placement is an integral part of polytechnic studies and students can apply for work placement 3 after they have completed 120 cr. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement.

## Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization. Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments. Alternatively, writing HH work placement blog and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement information meetings are arranged twice a month and the dates are announced on MyNet and info TV.

## Cooperating with the business community

The course is realized in work life within a business community.

## International dimension

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

## Teaching and learning methods

Working at the place of work and submitting reports.

## Recognition of prior learning (RPL)

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

## Teacher responsible

Liisa Wallenius, Porvoo Campus

## Assessment Criteria

Pass/Fail

# Bachelor's Thesis

Code: THE7LC004  
Extent: 15 ECTS (405 h)  
Timing: 5th-7th semester  
Language: English  
Level: Thesis  
Type: Compulsory

## Starting level and linkage with other courses

Most basic and professional studies must be completed, including the Research Work study unit.

## Learning outcomes

The student will demonstrate an ability to work and solve problems independently. The purpose is to enhance the student's information gathering skills and ability to apply information to solving problems related to business economics.

## Course contents

The student should have completed enough studies to fully focus on the thesis writing process. Successful completion of the thesis writing process is proof of the student's problem-solving skills and ability to work independently in a disciplined manner. Ideally, the thesis is a professional study based on an actual business environment. It also has the potential for bringing forward new information in the given field of research.

Preparation of a subject analysis in the Research Work study unit. Preparation of a research plan, presentation of project papers and interim reports, completion of the report, writing an abstract, maturity examination.

## Teaching and learning methods

After writing an acceptable subject analysis in the Research Work study unit, the student is assigned a tutor and a secondary tutor. The students present their work in three times in a seminar group. The first is a short presentation of introduction, research problem, aim and restraints and a preliminary bibliography. In the second seminar the theoretical part and a plan for the empirical research (questionnaire, interview frame) is presented. At the last meeting the student presents the analysis and results. The students attend all the meetings and act three times as an opponent. Detailed instructions are given by the thesis coordinators.

## Teacher responsible

Eva Holmberg

## Course materials

All the HAAGA-HELIA UAS thesis process materials found at MyNet

## Assessment criteria

An accepted thesis writing process is evaluated by the tutor and secondary tutor on a scale of 1 to 5.

<http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/assessment/Pages/default.aspx>

# Orientation to Thesis Writing

Code: THE7LC001

Scope: 0 ECTS, part of the thesis process

Timing: 4th, 6th semester

Language: English

Curriculum: POBBA10, TOBBA10, SAMPO15

Level: Thesis

Type: Compusory

## Starting level and linkage with other courses

The student has passed most of the compulsory courses and some of the studies at a professional level.

## Learning objectives and assessment

The student has the capability to start planning and implementing a thesis project.

The course is assessed as passed or failed.

## Recognising and validating prior learning (RPL)

If a student has conducted a thesis or a similar kind of project before, the student can after a discussion with the thesis coordinator pass the course.

## Contents

- Principles of scientific research
- Theoretical framework
- Research problem
- Research methods
- Theses of product type
- Assessment of the thesis

## Learning methods

Contact lessons

Individual assignments

Independent studies

The assessment of one's own learning

## Assessment

Active participation in classes and a learning diary or a home exam.

## Course teacher(s)

Eva Holmberg, Porvoo

## Learning materials

The learning material will be presented in the implementation plan.

# Maturity Examination

Code: OPI7LC003

Extent: part of the thesis process

Timing: after presentation/submission of the thesis

Language: Finnish, Swedish or English

Level: Thesis

Type: compulsory

## Starting level and linkage with other courses

Before graduating, the student is expected to demonstrate his/her expertise in the area of his/her thesis as well as his/her language skills. This is done by means of the maturity test. The student can sign up for the maturity test once his/her thesis has been successfully presented or submitted for assessment.

The student writes the maturity test in Finnish, Swedish or English and is expected to demonstrate a solid command of this language as required for earning a Bachelor's degree. The language of the maturity test is determined as follows:

- Students who completed comprehensive school or upper secondary school in Finland and completed studies in Finnish or Swedish as a mother tongue: the student writes the maturity test in the language studied as mother tongue at comprehensive school or upper secondary school, regardless of the language of the student's degree programme.
- Students who completed comprehensive school or upper secondary school with mother-tongue studies in a language other than Finnish or Swedish, or completed corresponding education abroad: the student writes the maturity test in the language of the degree programme.

Table 1. The language in which the maturity test is written.

Previous mother tongue studies in Finland in	Language of the student's degree programme		
	DPs taught in Finnish	DPs taught in English	DPs taught in Swedish
Finnish	Finnish	Finnish	Finnish
Swedish	Swedish	Swedish	Swedish
Other cases	Finnish	English	Swedish

## Learning outcomes

The maturity test is a learning experience allowing the student to build his/her communication skills. The maturity test also allows the student to present and demonstrate his/her competencies through thesis. The student can include the maturity test in his/her portfolio, which can be useful in job seeking.

In the maturity test, the student indicates his/her familiarity with his/her thesis field and also his/her language skills, as set in Section 10 of the Decree on Studies at Universities of Applied Sciences (352/2003). A maturity test written in Finnish or Swedish also demonstrates that the student has a command of this language as statutorily required of employees of public sector organisations in Finland. This is indicated in the student's diploma.

A student who has not who completed comprehensive school or upper secondary school in Finland and has not completed studies in Finnish or Swedish as a mother tongue but successfully completes the maturity test in Finnish or Swedish is deemed to have demonstrated good written and oral skills in this language. This is a sufficient indicator of language skills when applying for Finnish citizenship, for example.

## Course contents

The maturity test at HAAGA-HELIA can take the form of an essay, item for a staff newsletter or media release. The maturity test is not an answer to an exam question.

An essay is a text where the writer displays his or her analytical writing skills by discussing and reflecting upon a given topic or issue from different points of view. An essay presents not only facts, but also the writer's own arguments, opinions, evaluations

and conclusions. An essay has a heading, lead paragraph, body copy and conclusion. The maturity test written as an essay must not have subheadings, tables or figures.

The length of the maturity test essay is 450–600 words. This is equivalent to a maximum of four handwritten pages, written on a pre-lined sheet of paper, with text written on each line.

A media release or an item for a staff newsletter presents a piece of news. The aim is to provide information on a recent event or some surprising or significant matter of general interest. For example, a news item on the thesis might present the key research results or the novelty value of the thesis for the industry or organisation in question. Such a text proceeds in the form of an inverted pyramid with content placed in order of importance, i.e. the most important points first and the least important ones last. Optimally, only one major news item functions as a spearhead for the rest of the text. The document has a headline, lead paragraph and body copy, and it also indicates from whom further information is available. A media release must also contain the sending organisation's background information.

The length of the maturity test when written as a media release or an item for a staff newsletter is 150–230 words. This equals a maximum of two handwritten pages, written on a pre-lined sheet of paper, with text on each line.

More information on writing the maturity test is provided on HAAGA-HELIA's website, on the thesis pages. <http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/maturity-examination>

## **Cooperation with the business community**

A media release or an item for a staff newsletter integrally involves working life. The student can agree on the publication of such a text with either the commissioning party or HAAGA-HELIA. Newsworthy media releases are published on HAAGA-HELIA's website. The best releases are sent to the media.

## **Completion procedure**

The maturity test is written during an exam re-take session or in some other supervised situation. The student signs up for the maturity test with the thesis supervisor, following the same process as for an ordinary exam. The thesis supervisor provides the student either the essay questions or the guidelines for the staff newsletter or press release. The student chooses the type before the maturity test.

The maturity test can be handwritten or typewritten, depending on the thesis supervisor's decision. If the maturity test is handwritten, it must be clearly legible. Upper and lower case and punctuation must be clearly distinguishable. If the maturity test is typewritten, the computer must not be connected to the web and the automatic language check function must be disabled.

Bringing a memory stick or mobile phone to the maturity test is prohibited. The student has a maximum of three hours to write the maturity test. The thesis supervisor archives the maturity test for six months.

## **Teacher responsible**

The student's thesis supervisor

## **Course materials**

More information on text types and writing the maturity test is provided on HAAGA-HELIA's website, under the thesis pages. <http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/maturity-examination>

## **Assessment criteria**

The maturity test is assessed as pass/fail as set in HAAGA-HELIA's maturity test assessment criteria. Both the content and language of the maturity test are assessed. The content is assessed by the thesis supervisor and the language by a language teacher. The student receives feedback on his/her performance from both evaluators. A failed maturity test should be retaken.

<http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/maturity-examination/maturity-test-assessment-criteria/Pages/default.aspx>