

Courses

Degree Programme in Aviation and Tourism Business, Pasila campus, Master education

Core studies	Code	ECTS credits
Compulsory core studies		30
Applied Research and Development	MET2HY201	5
Tools for Analysing and Forecasting*	MET2HY202	5
Project Management*	MET2HY203	5
Leadership Communication	MGT2HY201	5
Leading Change	MGT2HY202	5
Strategy in Practice	MGT2HY203	5
Professional studies		25
Elective professional studies		
Aviation Industry	ATB2RQ101	5
Trends in Tourism	ATB2RQ102	5
Design Thinking in Aviation	ATB2RQ103	10
Design Thinking in Tourism	ATB2RQ104	10
Business Operations in Aviation	ATB2RQ105	10
Business Operations in Tourism	ATB2RQ106	10
Excellence in Case Solving Skills*	MET4HY201	5
Free-choice Studies		5
Thesis		30

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

Applied Research and Development

Code: MET2HY201

Scope: 5 ECTS (135 h)

Timing: 1st – 4th semesters

Language: English

Curriculum: Master Curriculum

Level: Advanced Professional Studies, Master

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning objectives and assessment

Grade 1

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

Grade 3

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

Grade 5

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

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

Recognition of prior learning (RPL)

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

Cooperation with the business community

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

Internationality

Depending on the implementation.

Course contents

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

Learning methods

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

Assessment

Depending on the implementation.

Teachers

Eva Holmberg, Porvoo/Pasila

Maria Jakubik, Pasila

Aarni Moisala, Pasila

Jouni Soitinaho, Pasila

Tools for Analysing and Forecasting

Code: MET2HY202

Scope: 5 ECTS (135 h)

Timing: 1st – 4th semester

Language: English

Curriculum: Master Curriculum

Course level: Advanced Professional Studies, Master

Course type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning objectives and assessment

Grade 1

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

Grade 3

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

Grade 5

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

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

Recognition of prior learning (RPL)

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

Working life connections

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

Internationality

International students and sources/materials.

Contents

Topics to be covered in the course include:

- Forecasting as approach, focal concepts and trends, and planning, execution and assessment of anticipation study (i.e. trend analysis and recognition of weak signals).
- Analysis of operational environment as approach. Analysis, assessment and interpretation of studies based on statistical and quantitative data.
- Big Data as possibility to develop business
- Exploitation of research and forecasting data in decision making
- Business simulations and analytics with modern tools including SAP BI/BO, Power BI and Hadoop

Learning methods

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

Assessment

Depending on the implementation.

Course teacher(s)

Jarmo Ritalahti, Porvoo/Pasila

Veijo Vänttinen, Porvoo/Pasila

Project Management

Code: MET2HY203

Scope: 5 ECTS (135 h)

Timing: 1st – 4th semesters

Language: English

Curriculum: Master curriculum

Level: Advanced Professional Studies, Master

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning objectives and assessment

Grade 1

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

Grade 3

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

Grade 5

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

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

Recognition of prior learning (RPL)

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

Working life connections

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

Internationality

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

Contents

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

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

Learning methods

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

Assessment

Depending on the implementation.

Course teacher(s)

Yucel Ger, Porvoo/Pasila

Miikka Mäkelä, Pasila

Heikki Suominen, Pasila

Leadership Communication

Code: MGT2HY201

Extent: 5 ECTS (135 h)

Timing: 1st – 4th semester

Language: English

Curriculum: Master Curriculum

Level: Advanced Professional Studies, Master

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning goals and assessment

Grade 1

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

Grade 3

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

Grade 5

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

Recognition of prior learning (RPL)

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

Working life connections

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

Internationality

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

Contents

- Leadership skills and target-oriented interaction
- The connection between communication and the organization's strategy, and the related business, service, and sales targets

- The role of leadership and communication in managing the corporate image, brand, and reputation
- Engaging and motivating employees in a multi-cultural and diverse environment
- Listening and feedback skills

Learning methods

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

Assessment

Depending on the implementation.

Teacher(s) responsible

Ivan Berezhny, Porvoo/Pasila
Heta-Liisa Malkavaara, Pasila
Mirka Sunimento, Pasila

Leading Change

Code: MGT2HY202

Scope: 5 ECTS (135 h)

Timing: 1st- 4th semester

Curriculum: Master Curriculum

Language: English

Level: Advanced Professional Studies, Master

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes and grading

Grade 1

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

Grade 3

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

Grade 5

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

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

Recognition of prior learning (RPL)

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

Cooperation with the business community

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

International dimension

Cases and readings will be related to international business contexts.

Course contents

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

Learning methods

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

Teachers

Lehtinen-Toivola Anita, Pasila

Masalin Leena, Pasila

Strategy in Practice

Code: MGT2HY203

Extent: 5 ECTS (135 h)

Timing: 1st – 4th semester

Language: English

Curriculum: Master Curriculum

Level: Advanced Professional Studies, Master level

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning objectives and assessment

Grade 1

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

Grade 3

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

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

Grade 5

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

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

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

Recognition of prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through

their studies. More information and instructions for recognising and validating prior learning (RPL) are available at [MyNet](#).

Cooperation with the business community

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

International dimension

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

Course content

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

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

Learning methods

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

Assessment

Depending on the implementation.

Responsible teachers

Gerard Danford, Pasila

Evariste Habiyakare, Pasila

Olli Laintila, Pasila

Aviation Industry

Code: ATB2RQ101

Scope: 5 ECTS

Timing: 1st semester

Language: English

Curriculum: Master in Aviation and Tourism Business

Course level: Elective Advanced Professional Studies

Course type: Elective

Starting level and linkage with other courses

The course is part of Elective Advanced Professional Studies in Aviation and Tourism Business

Learning objectives and assessment

Grade 1

- The student can identify main concepts in aviation
- The student can identify, list and combine basic structures and business models in aviation
- With some help, the student is able to collect and analyse general research findings

Grade 3

- The student can describe information on the current operational environment in tourism and link it into different frameworks and theories within aviation
- The student can apply to some extent different frameworks and theories at both practical and strategic level in aviation
- The student can evaluate and discuss various business models in aviation

Grade 5

- The student is able to gain and analyse information on the current operational environment within aviation
- The student is able to collect and analyse relevant research findings as a basis for decision making
- The student is able to apply extensively different frameworks and theories at both practical and strategic level in aviation
- The student can evaluate and further develop various business models in aviation

Passed courses are assessed on a scale of 1 to 5.

Recognising and validating prior learning (RPL)

If students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competences 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 entire course is undertaken as an assignment to an organisation; and done as a team. Students will be divided into teams and they are expected to have the whole responsibility of the project including arranging meetings with the commissioner, agreeing on project content, implementation and goal setting as well as agreeing on deliverables with the commissioner(s).

Internationality

The course is taught in English, is attended by international students and all assignments are related to an international company. The course is international by definition.

Contents

- Operational environment in aviation
- Stakeholders
- Business models
- Current trends

Learning methods

The learning methods are based on contact sessions and independent client work. Case-based learning is applied throughout the course. Students will work in teams to implement a real-life client project from peers. In the client project, students will practice and develop their skills and knowledge in the tools and methods relevant to the task. Students are expected to assume entrepreneurial responsibility for the client projects from start to finish. Teachers will act as coaches in the student's learning processes.

Assessment

The course requires strong and goal-oriented commitment on behalf of the student to team work and the contact sessions in the module. The grade will be based partly on the output and the value of the project deliverables to the client company (40%) and partly on the students own commitment, activity and demonstrated professional attitude (40%). The third part of the assessment is an individual assignment, learning diary that includes also a relevant literature review (20%).

Course teacher(s)

Anne Koppatz, Porvoo
Anita Lehtinen-Toivola, Pasila
Pekka Polvinen, Porvoo

Learning materials

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

Graham, A. 2013. Managing Airports: An international perspective. Fourth Edition.

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

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

Sheehan, J.J. 2013. Business and Corporate Aviation Management. New York: McGraw-Hill Education.

Wensveen, J. G. 2015. Air Transport. A Management Perspective. Ashgate. Young S. & Wells, A. 2011. Airport Planning and Management. Sixth Edition

Trends in Tourism

Code: ATB2RQ102

Scope: 5 ECTS

Timing: 1st semester

Language: English

Curriculum: Master in Aviation and Tourism Business

Course level: Elective Advanced Professional Studies

Course type: Elective

Starting level and linkage with other courses

The course is part of Elective Advanced Professional Studies

Learning objectives and assessment

Grade 1

- The student can identify main current trends in tourism
- The student can identify, list and combine basic structures and concepts in tourism
- With some help, the student has some general understanding of current research in tourism

Grade 3

- The student can describe information on the current operational environment in tourism and link it into different frameworks and theories within tourism
- The student can to some extent apply different frameworks and theories in tourism
- The student can evaluate current research in tourism

Grade 5

- The student is able to gain and analyse information on current industry and research trends Tourism
- The student is able to collect and analyse relevant research findings as a basis for decision making.
- The student is extensively able to apply different frameworks and theories at both practical and strategic level in in tourism

Passed courses are assessed on a scale of 1 to 5.

Recognising and validating prior learning (RPL)

If students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competences 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 entire course is undertaken as an assignment to an organisation; and done as a team. Students will be divided into teams and they are expected to have the whole responsibility of the project including arranging meetings with the commissioner, agreeing on project content, implementation and goal setting as well as agreeing on deliverables with the commissioner(s).

Internationality

The course is taught in English, is attended by international students and all assignments are related to an international company. The course is international by definition.

Contents

- Operational environment in tourism
- Stakeholders
- Current industry and research trends

Learning methods

The learning methods are based on contact sessions and independent client work. Case-based learning is applied throughout the course. Students will work in teams to implement a real-life client project from peers. In the client project, students will practice and develop their skills and knowledge in the tools and methods relevant to the task. Students are expected to assume entrepreneurial responsibility for the client projects from start to finish. Teachers will act as coaches in the student's learning processes.

Assessment

The course requires strong and goal-oriented commitment on behalf of the student to team work and the contact sessions in the module. The grade will be based partly on the output and the value of the project deliverables to the client company (40%) and partly on the students own commitment, activity and demonstrated professional attitude (40%). The third part of the assessment is an individual assignment, learning diary that includes also a relevant literature review (20%).

Course teacher(s)

Eva Holmberg
Jarmo Ritalahti

Learning materials

Deloitte 2017. Travel and hospitality industry outlook. <https://www2.deloitte.com/content/dam/Deloitte/us/Documents/consumer-business/us-cb-2017-travel-hospitality-industry-outlook.pdf>.

Horner, S. & Swarbrooke J., 2016. Consumer behaviour in tourism. (Third edition). Routledge Page

Ryan, D. 2016. Understanding digital marketing. London: Kogan Page

Other material to be specified later.

Design Thinking in Aviation

Code: ATB2RQ103

Scope: 10 ECTS

Timing: 1 semester

Language: English

Curriculum: Master in Aviation and Tourism Business

Course level: Elective Advanced Professional Studies

Course type: Elective

Starting level and linkage with other courses

The course is part of Elective Advanced Professional Studies

Learning objectives and assessment

Grade 1

- The student can partially understand and appreciate the key elements of Design Thinking on a theoretical level and has a basic command of the related terminology.
- The student has a partial understanding of how a culture of innovation is related to the competitiveness and growth of the firm.
- The student partially understands how to encourage the adoption of a lean-thinking, human-centered design mindset to foster innovation and create new customer oriented solutions.
- The student can partially understand the role of customers and other stakeholders in the co-creation and generation of business solutions and innovations in creating competitive advantage to a firm.
- The student has rudimental command of techniques to solicit stakeholder and customer engagement and to effectively increase customer understanding and appreciation in the design process.
- The student is able to encounter customers and has an elementary command of basic service skills and attitude.
- The student has rudimental knowledge of tools to develop and apply Design Thinking, including the use of big data in enhancing customer understanding, idea generation techniques, user-centered design, concept development, cultivation and iteration tools and rapid prototyping.
- The student can partially identify the most common potential pitfalls and risks in Design Thinking and how to manage them.
- The student assumes only weak responsibility for the client project including communication with the client, alterations to the project based on client demands, incorporating client needs in the project and reporting to the client
- The student uses elementary project management tools and skills to a basic extent and can co-manage the project as part of a team keeping it on schedule and on target.
- The student will be able to apply Design Thinking in an international corporate setting as part of a team.

Grade 3

- The student understands and appreciates the key elements of Design Thinking on a theoretical level and has a fair professional command of the related terminology.
- The student has an understanding of how a culture of innovation is related to the competitiveness and growth of the firm.
- The student understands how to encourage the adoption of a lean-thinking, human-centered design mindset to foster innovation and create new customer oriented solutions.
- The student understands the role of customers and other stakeholders in the co-creation and generation of business solutions and innovations in creating competitive advantage to a firm.
- The student adequately masters techniques to solicit stakeholder and customer engagement and to effectively increase customer understanding and appreciation in the design process.
- The student has positive impact on customer encounters and is able to coach others in developing personal service skills and attitude.
- The student has solid knowledge of tools to develop and apply Design Thinking, including the use of big data in enhancing customer understanding, idea generation techniques, user-centered design, concept development, cultivation and iteration tools and rapid prototyping.
- The student can identify the most common potential pitfalls and risks in Design Thinking and how to manage them.
- The student assumes responsibility for the client project including communication with the client, alterations to the project based on client demands, incorporating client needs in the project and reporting to the client
- The student can use professional project management tools and skills and can manage the project keeping it on schedule and on target.
- The student will be able to apply Design Thinking in an international corporate setting and to empower others in the organization to participate as part of a team or individually.

Grade 5

- The student can fully understand and appreciate the key elements of Design Thinking on a theoretical level and has professional command of the related terminology.
- The student has an excellent understanding of how a culture of innovation is related to the competitiveness and growth of the firm.
- The student fully understands how to encourage the adoption of a lean-thinking, human-centered design mindset to foster innovation and create new customer oriented solutions.
- The student can fully understand the role of customers and other stakeholders in the co-creation and generation of business solutions and innovations in creating competitive advantage to a firm.
- The student skillfully masters techniques to solicit stakeholder and customer engagement and to effectively increase customer understanding and appreciation in the design process.
- The student has positive impact on customer encounters and is able to coach others in developing personal service skills and attitude.
- The student has professional knowledge of tools to develop and apply Design Thinking, including the use of big data in enhancing customer understanding, idea generation techniques, user-centered design, concept development, cultivation and iteration tools and rapid prototyping.
- The student can skillfully identify the most common potential pitfalls and risks in Design Thinking and how to manage them.
- The student assumes professional responsibility for the client project including communication with the client, alterations to the project based on client demands, incorporating client needs in the project and reporting to the client

- The student can use professional project management tools and skills and can skillfully manage the project keeping it on schedule and on target.
- The student will confidently be able to apply Design Thinking in an international corporate setting and to empower others in the organization to participate.

Passed courses are assessed on a scale of 1 to 5.

Recognising and validating prior learning (RPL)

If students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competences 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 entire course is undertaken as an assignment to an organisation; and done as a team. Students will be divided into teams and they are expected to have the whole responsibility of the project including arranging meetings with the commissioner, agreeing on project content, implementation and goal setting as well as agreeing on deliverables with the commissioner(s).

Internationality

The course is taught in English, is attended by international students and all assignments are related to an international company. The course is international by definition.

Learning methods

The learning methods are based on contact sessions and independent client work. Case-based learning is applied throughout the course. Students will work in teams to implement a real-life client project related to Design Thinking. In the client project, students will practice and develop their skills and knowledge in the tools and methods relevant to applying Design Thinking. Students are expected to assume entrepreneurial responsibility for the client projects from start to finish. Teachers will act as coaches in the student's learning processes.

Assessment

The course requires strong and goal-oriented commitment on behalf of the student to team work and the contact sessions in the module. The grade will be based partly on the output and the value of the project deliverables to the client company (40%) and partly on the students own commitment, activity and demonstrated professional attitude (40%). The third part of the assessment is an individual assignment, learning diary that includes also a relevant literature review (20%).

Course teacher(s)

Ivan Berazhny, Porvoo
Minna-Maari Harmaala, Pasila
Eva Holmberg, Porvoo

Learning materials

Examples of bibliography that can be used during the course:

Brown, Tim. *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation*. 2009. Harper Collins.

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

Ogilvie, Tim; Liedtka, Jeanne. 2011. *Designing for Growth : A Design Thinking Toolkit for Managers*. Columbia University Press.

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

And other materials provided by the teachers and students.

Design Thinking in Tourism

Code: ATB2RQ104

Scope: 10 ECTS

Timing: 1 semester

Language: English

Curriculum: Master in Aviation and Tourism Business

Course level: Elective Advanced Professional Studies

Course type: Elective

Starting level and linkage with other courses

The course is part of Elective Advanced Professional Studies

Learning objectives and assessment

Grade 1

- The student can partially understand and appreciate the key elements of Design Thinking on a theoretical level and has a basic command of the related terminology.
- The student has a partial understanding of how a culture of innovation is related to the competitiveness and growth of the firm.
- The student partially understands how to encourage the adoption of a lean-thinking, human-centered design mindset to foster innovation and create new customer oriented solutions.
- The student can partially understand the role of customers and other stakeholders in the co-creation and generation of business solutions and innovations in creating competitive advantage to a firm.
- The student has rudimental command of techniques to solicit stakeholder and customer engagement and to effectively increase customer understanding and appreciation in the design process.
- The student is able to encounter customers and has an elementary command of basic service skills and attitude.
- The student has rudimental knowledge of tools to develop and apply Design Thinking, including the use of big data in enhancing customer understanding, idea generation techniques, user-centered design, concept development, cultivation and iteration tools and rapid prototyping.
- The student can partially identify the most common potential pitfalls and risks in Design Thinking and how to manage them.
- The student assumes only weak responsibility for the client project including communication with the client, alterations to the project based on client demands, incorporating client needs in the project and reporting to the client
- The student uses elementary project management tools and skills to a basic extent and can co-manage the project as part of a team keeping it on schedule and on target.
- The student will be able to apply Design Thinking in an international corporate setting as part of a team.

Grade 3

- The student understands and appreciates the key elements of Design Thinking on a theoretical level and has a fair professional command of the related terminology.
- The student has an understanding of how a culture of innovation is related to the competitiveness and growth of the firm.
- The student understands how to encourage the adoption of a lean-thinking, human-centered design mindset to foster innovation and create new customer oriented solutions.
- The student understands the role of customers and other stakeholders in the co-creation and generation of business solutions and innovations in creating competitive advantage to a firm.
- The student adequately masters techniques to solicit stakeholder and customer engagement and to effectively increase customer understanding and appreciation in the design process.
- The student has positive impact on customer encounters and is able to coach others in developing personal service skills and attitude.
- The student has solid knowledge of tools to develop and apply Design Thinking, including the use of big data in enhancing customer understanding, idea generation techniques, user-centered design, concept development, cultivation and iteration tools and rapid prototyping.
- The student can identify the most common potential pitfalls and risks in Design Thinking and how to manage them.
- The student assumes responsibility for the client project including communication with the client, alterations to the project based on client demands, incorporating client needs in the project and reporting to the client
- The student can use professional project management tools and skills and can manage the project keeping it on schedule and on target.
- The student will be able to apply Design Thinking in an international corporate setting and to empower others in the organization to participate as part of a team or individually.

Grade 5

- The student can fully understand and appreciate the key elements of Design Thinking on a theoretical level and has professional command of the related terminology.
- The student has an excellent understanding of how a culture of innovation is related to the competitiveness and growth of the firm.
- The student fully understands how to encourage the adoption of a lean-thinking, human-centered design mindset to foster innovation and create new customer oriented solutions.
- The student can fully understand the role of customers and other stakeholders in the co-creation and generation of business solutions and innovations in creating competitive advantage to a firm.
- The student skillfully masters techniques to solicit stakeholder and customer engagement and to effectively increase customer understanding and appreciation in the design process.
- The student has positive impact on customer encounters and is able to coach others in developing personal service skills and attitude.
- The student has professional knowledge of tools to develop and apply Design Thinking, including the use of big data in enhancing customer understanding, idea generation techniques, user-centered design, concept development, cultivation and iteration tools and rapid prototyping.
- The student can skillfully identify the most common potential pitfalls and risks in Design Thinking and how to manage them.
- The student assumes professional responsibility for the client project including communication with the client, alterations to the project based on client demands, incorporating client needs in the project and reporting to the client

- The student can use professional project management tools and skills and can skillfully manage the project keeping it on schedule and on target.
- The student will confidently be able to apply Design Thinking in an international corporate setting and to empower others in the organization to participate.

Passed courses are assessed on a scale of 1 to 5.

Recognising and validating prior learning (RPL)

If students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competences 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 entire course is undertaken as an assignment to an organisation; and done as a team. Students will be divided into teams and they are expected to have the whole responsibility of the project including arranging meetings with the commissioner, agreeing on project content, implementation and goal setting as well as agreeing on deliverables with the commissioner(s).

Internationality

The course is taught in English, is attended by international students and all assignments are related to an international company. The course is international by definition.

Learning methods

The learning methods are based on contact sessions and independent client work. Case-based learning is applied throughout the course. Students will work in teams to implement a real-life client project related to Design Thinking. In the client project, students will practice and develop their skills and knowledge in the tools and methods relevant to applying Design Thinking. Students are expected to assume entrepreneurial responsibility for the client projects from start to finish. Teachers will act as coaches in the student's learning processes.

Assessment

The module requires strong and goal-oriented commitment on behalf of the student to team work and the contact sessions in the module. The grade will be based partly on the output and the value of the project deliverables to the client company (40%) and partly on the students own commitment, activity and demonstrated professional attitude (40%). The third part of the assessment is an individual assignment, learning diary that includes also a relevant literature review (20%).

Course teacher(s)

Ivan Berazhny, Porvoo
Minna-Maari Harmaala, Pasila
Eva Holmberg, Porvoo

Learning materials

Examples of bibliography that can be used during the course:

Brown, Tim. *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation*. 2009. Harper Collins.

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

Ogilvie, Tim; Liedtka, Jeanne. 2011. *Designing for Growth : A Design Thinking Toolkit for Managers*. Columbia University Press.

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

And other materials provided by the teachers and students.

Business Operations in Aviation

Code: ATB2RQ105

Scope: 10 ECTS

Timing: 2st semester

Language: English

Curriculum: Master in Aviation and Tourism Business

Course level: Elective Advanced Professional Studies

Course type: Elective

Starting level and linkage with other courses

The course is part of Elective Advanced Professional Studies

Learning objectives and assessment

Grade 1

- The student can identify key areas of business operations in aviation
- The student can define the key concepts such as customer journey, difference between safety and security and other aviation specific elements of business operations.
- With some help, the student is able to classify and analyse generic business models within aviation
- With some help the student can identify and formulate corporates' analyses needs as well as retrieve, analyse and visualize related business data.

Grade 3

- The student can describe and conduct in-depth thinking within key areas (as listed in the contents of the course) of business operations in aviation
- The student can apply to some extent generic theories and frameworks of business operations at both practical and strategic level in aviation
- The student can describe customer journey in general and mirror it against relevant areas of business operations to produce some development ideas in those areas
- The student can identify and formulate corporates' analyses needs as well as retrieve, analyse and visualize related business data independently

Grade 5

- The student is able to professionally discuss key areas within business operations in aviation
- The student can apply generic theories and frameworks of business operations at both practical and strategic level in aviation and is able to generate alternative approaches to optimize business operations within aviation
- The student can describe the customer journey in detail and mirror it against all areas of business operations in order to generate development ideas in all those areas
- The student can identify and formulate corporates' analyses needs as well as retrieve, analyse and visualize related business data and suggest improvements on operational and strategic levels.

- The student can describe customer journey in detail and mirror it against relevant areas of business operations to produce development ideas in those areas

Passed courses are assessed on a scale of 1 to 5.

Recognising and validating prior learning (RPL)

If students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competences 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 entire course is undertaken as an assignment to an organisation; and done as a team. Students will be divided into teams and they are expected to have the whole responsibility of the project including arranging meetings with the commissioner, agreeing on project content, implementation and goal setting as well as agreeing on deliverables with the commissioner(s).

Internationality

The course is taught in English, is attended by international students and all assignments are related to an international company. The course is international by definition.

Contents

- Sales operations / revenue management
- Marketing operations / Customer experience and external relations
- Customer journey
- Security and Safety operations (Business perspective)
- Ground Operations / Passenger management / Smooth operations –models
- Service and finance operations
- Risk management
- Supply Networks / Concessions
- Business analyses
- HR operations
- Destination management

Learning methods

The learning methods are based on contact sessions and independent client work. Case-based learning is applied throughout the course. Students will work in teams to implement a real-life client project related to business operations. In the client project, students will practice and develop their skills and knowledge in the tools and methods relevant to business operations. Students are expected to assume entrepreneurial responsibility for the client projects from start to finish. Teachers will act as coaches in the student's learning processes.

Assessment

The course requires strong and goal-oriented commitment on behalf of the student to team work and the contact sessions in the module. The grade will be based partly on the output and the value of the project deliverables to the client company (40%) and partly on the students own commitment, activity and demonstrated professional attitude (40%). The third part of the assessment is an individual assignment, learning diary that includes also a relevant literature review (20%).

Course teacher(s)

Anne Koppatz, Porvoo
Pekka Polvinen, Porvoo
Veijo Vanttinen, Porvoo

Learning materials

Beckman, Sara, L & Rosenfield, Donald B., Operations Strategy, Competing in the 21st Century,

McGraw-Hill, 2008 Chaffey, D. & White, G. 2012. (Second edition) Business Information Management. Prentice Hall

Christophe, Martin. 2016. Logistics and Supply Chain Management. FT publishing

Janic´, Milan. 2007. The Sustainability of Air Transportation A Quantitative Analysis and Assessment. Ashgate

Jobber D.& Lancaster G. 2009 (tai uudempi) Selling and Sales Management. Pearson Education Ltc. Essex, England

Laudon, K. & Traver, C. 2013. E-commerce business. Technology. Society. Pearson

Norman J. Ashford & al. 2012. Airport Operations.McGrawHill.Wensveen, J. G. 2015. Air Transport. A Management Perspective. Ashgate.

Taneja, N.K. 2014. Designing Future-Oriented Airline Business. Ashgate.

Taneja. N.K. 2010. Looking Beyond the Runway Airlines Innovating with Best Practices while Facing Realities. Ashgate

Vasigh, B. & Fleming, K. & Tacker, T. 2013. Introduction to Air Transport Economics From Theory to Applications. Second Edition. Ashgate

Flouris, Triant G . & Yilmaz, Ayse K. 2011. Risk Management and Corporate Sustainability in Aviation. Ashgate

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

Graham, A. 2013. Managing Airports: An international perspective. Fourth Edition.

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

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

Sheehan, J.J. 2013. *Business and Corporate Aviation Management*. New York: McGraw-Hill Education.

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

Bartlik, M. 2011. *The Impact of EU Law on the Regulation of International Air Transportation*, Ashgate.

Business Operations in Tourism

Code: ATB2RQ106

Scope: 10 ECTS

Timing: 2st semester

Language: English

Curriculum: Master in Aviation and Tourism Business

Course level: Elective Advanced Professional Studies

Course type: Elective

Starting level and linkage with other courses

The course is part of Elective Advanced Professional Studies

Learning objectives and assessment

Grade 1

- The student can identify key areas of business operations in tourism
- The student can define the key concepts such as customer journey, difference between safety and security and other aviation specific elements of business operations.
- With some help, the student is able to classify and analyse generic business models within tourism
- With some help the student can identify and formulate corporates' analyses needs as well as retrieve, analyse and visualize related business data.

Grade 3

- The student can describe and conduct in-depth thinking within key areas (as listed in the contents of the course) of business operations in tourism
- The student can apply to some extent generic theories and frameworks of business operations at both practical and strategic level in tourism
- The student can describe customer journey in general and mirror it against relevant areas of business operations to produce some development ideas in those areas
- The student can identify and formulate corporates' analyses needs as well as retrieve, analyse and visualize related business data independently

Grade 5

- The student is able to professionally discuss key areas within business operations in tourism
- The student can apply generic theories and frameworks of business operations at both practical and strategic level in tourism and is able to generate alternative approaches to optimize business operations within tourism
- The student can describe the customer journey in detail and mirror it against all areas of business operations in order to generate development ideas in all those areas
- The student can identify and formulate corporates' analyses needs as well as retrieve, analyse and visualize related business data and suggest improvements on operational and strategic levels.

- The student can describe customer journey in detail and mirror it against relevant areas of business operations to produce development ideas in those areas

Passed courses are assessed on a scale of 1 to 5.

Recognising and validating prior learning (RPL)

If students have acquired the required competences in previous work tasks, recreational activities or on another course, they can show the competences 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 entire course is undertaken as an assignment to an organisation; and done as a team. Students will be divided into teams and they are expected to have the whole responsibility of the project including arranging meetings with the commissioner, agreeing on project content, implementation and goal setting as well as agreeing on deliverables with the commissioner(s).

Internationality

The course is taught in English, is attended by international students and all assignments are related to an international company. The course is international by definition.

Contents

- Sales operations / revenue management
- Marketing operations / Customer experience and external relations
- Customer journey
- Security and Safety operations (Business perspective)
- Smooth operations –models
- Service and finance operations
- Risk management
- Supply Networks / Concessions
- Business analyses
- HR operations
- Destination management

Learning methods

The learning methods are based on contact sessions and independent client work. Case-based learning is applied throughout the course. Students will work in teams to implement a real-life client project related to business operations. In the client project, students will practice and develop their skills and knowledge in the tools and methods relevant to business operations. Students are expected to assume entrepreneurial responsibility for the client projects from start to finish. Teachers will act as coaches in the student's learning processes.

Assessment

The course requires strong and goal-oriented commitment on behalf of the student to team work and the contact sessions in the module. The grade will be based partly on the output and the value of the project deliverables to the client company (40%) and partly on the students own commitment, activity and demonstrated professional attitude (40%). The third part of the assessment is an individual assignment, learning diary that includes also a relevant literature review (20%).

Course teacher(s)

Anne Koppatz, Porvoo
Pekka Polvinen, Porvoo
Veijo Vääntinen, Porvoo

Learning materials

Bhatia, A. K. 2012. The business of travel agency & tour operations management

Buhalis, D. 2011. Accesible Tourism, Concepts and Issues

Chaffey, D. & White, G. 2012. (Second edition) Business Information Management. Prentice Hall

Christophe, Martin. 2016. Logistics and Supply Chain Management. FT publishing

Holloway, J.C. & Humphreys, C. 2012 (or 2009). The Business of of Tourism. Pearson Education.
Horner, S. & Swarbrooke J., 2016. Consumer behaviour in tourism. (Third edition). Routledge

Jobber D.& Lancaster G. 2009 (tai uudempi) Selling and Sales Management. Pearson Education Ltc. Essex, England

Laudon, K. & Traver, C. 2013. E-commerce business. Technology. Society. Pearson

Legrand, Willy; Sloan, Philip; Chen, Joseph S.,2017. Sustainability in the hospitality industry: principles of sustainable operations

Moutinho, Luiz. 2011. Strategic management in tourism

Page, Stephen J. 2009. Tourism Management Managing for change. Elsevier

Robinson, Peter. 2009. Operations management in the travel industry

Roday, Sunetra ; Biwal, Archana ; Joshi, Vandana. 2009. Tourism: operations and management

Excellence in Case Solving Skills

Code: MET4HY201

Scope: 5 ECTS (135 h)

Timing: 1st – 4th semester

Language: English

Curriculum: Master Curriculum

Course level: Advanced Professional Studies, Master

Course type: Elective

Starting level and linkage with other courses

No prerequisites.

Course description

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

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

Learning objectives and assessment

Grade 1

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

Grade 3

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

Grade 5

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

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

Contents

The course includes the following topics:

Harvard Case Study Methods
Big Five Consulting Company Models
Branding from vision to action plan
Mixed methods in Case Studies
Team-based problem solving methods
Superior presentation skills

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

Internationality

International students and sources/material

Teaching and learning methods

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

Recognition of prior learning

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

Teachers with the main responsibility for the course

Aarni Moisala
aarni.moisala@haaga-helia.fi

Course materials

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