

LEBUM21 Leading Business Transformation Master of Business Administration, 90 ECTS

Spring 2021

- [Structure](#)
- [Description](#)

Due to the timing of optional and elective courses, credit accumulation per semester / academic year may vary.

Select visible years, semesters and periods (when only one year is selected) by clicking buttons on the right. (S = Spring, A = Autumn)

| | ECTS | 1 | 2 |
|--|------|----|----|
| Compulsory Studies (All compulsory) | | | |
| RDI2HM101 Applied Design Research | 5 | | |
| | | 5 | 0 |
| Common Elective Studies (Select 15 ECTS) | | | |
| RDI2HM102 Data Analytics | 5 | | |
| RDI2HM103 Futures Research | 5 | | |
| ORD2HM101 Evolving Organisations | 5 | | |
| ORD2HM102 Learning Culture in Organisations | 5 | | |
| ORD2HM103 Acting as Coach and Facilitator | 5 | | |
| | | 15 | 10 |
| Thesis (All compulsory) | | | |
| THE7HM601 Thesis Phase 1 | 10 | | |
| THE7HM602 Thesis Phase 2 | 10 | | |
| THE7HM603 Thesis Phase 3 | 10 | | |
| THE7HM604 Maturity Test | 0 | | |

| | ECTS | 1 | 2 |
|---|------|----|----|
| | | 20 | 10 |
| Specialisation Studies (Choose one) | | | |
| Digital Business Opportunities (Select 20 ECTS) | | | |
| DIG4HM101 Digital Service Design | 5 | | |
| DIG4HM102 Business Analytics | 5 | | |
| DIG4HM103 Robotic Automation | 5 | | |
| DIG4HM104 Emerging Technology Opportunities | 5 | | |
| DIG4HM106 Artificial Intelligence in Modern Business | 5 | | |
| Entrepreneurial Business Management (Select 20 ECTS) | | | |
| ENT4HM102 From Opportunities to Business | 10 | | |
| ENT4HM106 Growth Through Entrepreneurial Resources & Networks | 10 | | |
| Leading Sales and Customer Experience (Select 20 ECTS) | | | |
| SAL4HM101 Processes and Strategic Development of Sales | 5 | | |
| SAL4HM102 Developing Sales Oriented Organisation | 5 | | |
| SAL4HM103 Development of Customer Journey and Leading Customer Experience | 5 | | |
| SAL4HM104 Online Store as Sales Channel | 5 | | |
| Communication and Marketing Management (Select 20 ECTS) | | | |
| COM4HM101 Strategic Brand Management | 5 | | |
| COM4HM102 H2H Communication | 5 | | |
| COM4HM103 Digital Marketing Technologies | 5 | | |
| COM4HM106 Leading Creative Planning and Production | 5 | | |
| Experience Economy and Designing Services | | | |

| | ECTS | 1 | 2 |
|---|------|----|----|
| (Select 20 ECTS) | | | |
| EXP4HM101 Service Design | 10 | | |
| EXP4HM102 From Services to Experiences and Transformations | 5 | | |
| EXP4HM103 Brand Experience Development | 5 | | |
| EXP4HM104 Design Service Systems and Value Networks | 5 | | |
| EXP4HM005 Imagineering with Lego Serious Play Methodology | 5 | | |
| Leadership and Human Resource Management (Select 20 ECTS) | | | |
| LEA4HM101 Strategic Human Resources Management | 5 | | |
| LEA4HM102 Leadership Clinic | 5 | | |
| LEA4HM103 Reflective Leadership | 5 | | |
| LEA4HM104 Employee Experience and Employer Brand | 5 | | |
| LEA4HM105 Conscious Leader | 5 | | |
| LEA4HM106 Diversity and Inclusion in Global Organisations | 5 | | |
| Strategic Thinking and Management (Select 20 ECTS) | | | |
| STR4HM101 Strategic Thinking and Growth Strategies | 5 | | |
| STR4HM102 Strategy in Practice | 5 | | |
| STR4HM103 Experimental and Engaging Strategy | 5 | | |
| STR4HM104 Responsible Business and Sharing Economy | 5 | | |
| STR4HM105 Strategic Financial Management | 5 | | |
| | | 95 | 75 |
| Free-Choice Studies (Select 20 ECTS) | | | |
| Information Services and Systems (Select 0-20 ECTS) | | | |
| ICT4HM101 Cloud Services | 5 | | |

| | ECTS | 1 | 2 |
|--|-------------|----------|----------|
| ICT4HM102 ICT Management Best Practices | 5 | | |
| ICT4HM103 ICT Security Basics from Trust to Blockchain | 5 | | |
| ICT4HM104 Management of Digital Service Development | 5 | | |
| ICT4HM105 Enterprise ICT Architecture | 5 | | |
| ICT4HM106 ICT Sourcing | 5 | | |
| | | 15 | 15 |
| ECTS credits per period / semester / academic year | | 150 | 110 |

Applied Design Research, 5 cr - RDI2HM101

Course unit language

English

Learning objectives

The student is able to identify the development tasks of organisations and companies and can choose the right research approach and data collection methods for the development task. She/he can plan and schedule a research and development task. The student is able to use key concepts related to research and development methods.

The student can apply a chosen research and development approach and data collection strategies in either the development or the thesis plan or in a project work during the course. The student understands the importance of critical thinking in the choice of research and development approach as well as in the context of literature and empirical data. She/he is able to use the results from research and development work in the development work of the organisation.

The student is able to assess the success of the applied research approach as well as the suitability of the research methods in his/her own thesis project or another project. The student can argue for the chosen research approach and methods as well as critically assess the chosen research approach, data collection methods and the literature and empirical data. She/he can use the result of the research and development project at a strategic level in organisational development work.

Contents

What is applied research?

Approaches in research and development work

Data collection and analysis strategies

The process of development work

Research ethics

Applied research as a part of organisational development

Execution methods

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

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student is able to identify the development tasks of organisations and companies and can choose the right research approach and data collection methods for the development task. She/he can plan and schedule a research and development task. The student is able to use key concepts related to research and development methods although critical thinking is lacking. The ability to create new knowledge for organisational development is currently weak.

Assessment criteria - grade 3

In addition to the requirements named in Grade 1, the student can apply a chosen research and development approach and data collection strategies in either the development or the thesis plan or in a project work during the course. The student understands the importance of critical thinking in the choice of research and development approach as well as in the context of literature and empirical data. She/he is able to use the results from research and development work in the development work of the organisation.

Assessment criteria - grade 5

In addition to requirements named in Grades 1 and 3, the student is able to assess the success of the applied research approach as well as the suitability of the research methods in his/her own thesis project or another project. The student can argue for the chosen research approach and methods as well as critically assess the chosen research approach, data collection methods and the literature and empirical data. She/he can use the result of the research and development project at a strategic level in organisational development work.

Data Analytics, 5 cr - RDI2HM102

Course unit language

English

Contents

- Process thinking driven Data analytics
- Descriptive, Predictive and Prescriptive analytics
- Structured, unstructured and semi-structured data
- Advanced data analytics
- Algorithms in data analyses, e.g. machine learning algorithms in predicting
- Significance, relevance and other important statistical terms to verify the outcome
- Several applications are used, depending on the subject including the following non-exclusive list: Microsoft, SAP and Qlik analytics families, SPSS
- Overview introduction to analytical coding enablers such as R, Python, C, SQL
- Overview to Social Media analytics and related tools such as Google analytics and SAP Predictive Analytics, etc.
- Visualization and reporting tools

Execution methods

Depending on the implementation, learning takes place in contact lessons, as independent studies, teamwork and online-studies. Implementations can include literature, assignments, R&D co-operation and company projects. The course includes the assessment of one's own learning.

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 their competence via a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student understands the data analytics process and can apply it, instructed by the teacher, to a business problem. The student understands the following concepts: descriptive, predictive and prescriptive analytics as well as the characteristics of advanced data and is able to solve simple business questions, guided by the teacher.

The student is able to derive and visualize dashboards, scorecards and publish those using related digital tools. The student is able to apply one or some forecasting algorithms to a business problem, instructed by the teacher. The student is able to assess the reliability and relevance of business reports

Assessment criteria - grade 3

The student understands the data analytics process and can apply it independently to a simple business problem. The student understands the following concepts: descriptive, predictive and prescriptive analytics as well as the characteristics of advanced data and is able to solve simple business questions independently.

The student is able to derive and visualize dashboards, scorecards and publish them using related digital tools. The student is able to apply independently one or some forecasting algorithms to a business problem. The student is able to assess the reliability and relevance of business reports.

Assessment criteria - grade 5

The student understands the data analytics process and can apply it to a slightly complicated business problem. The student understands the following concepts: descriptive, predictive and prescriptive analytics as well as the characteristics of advanced data and is able to solve demanding business questions.

The student is able to derive and visualize dashboards, scorecards and publish them using related digital tools. The student is able to apply independently several forecasting algorithms to different business problems. The student is able to assess the reliability and relevance of business reports.

Futures Research, 5 cr - RDI2HM103

Course unit language

English

No past implementations yet.

Contents

- Futures orientation - characteristics and concepts related to the future
- Approaches, data collection and analysing methods in futures research
- Futures research and change

Execution methods

Depending on the implementation. Learning takes place in contact lessons, as independent studies, teamwork and/or online studies. Implementations can include literature, assignments, R&D co-operation and company projects. The course includes the assessment of one's own learning

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet

Further information

This course partly replaces the course Tools for Analysing and Forecasting from the previous curriculum.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student can observe a phenomenon from a future perspective by using key concepts, methods and tools from futures research and to some extent make use of futures insights in practice. The student understands the connection between futures research and strategical work.

Assessment criteria - grade 3

In addition to the competences in grade 1, the student can analyse phenomena from a futures perspective, making benefit of literature related to the topic in her/his job and use suitable methods and tools for understanding the future. The student makes use of futures research in strategy work.

Assessment criteria - grade 5

In addition to the competences in grades 1 and 3, the student ideates and looks for creative solutions that can produce practical examples, makes creative use of methods and tools in work and can critically assess his/her own work. The student can critically apply and assess the results of futures research in strategy work.

Evolving Organisations, 5 cr - ORD2HM101

Course unit language

English

Contents

- The future of changing work
- Agency and job crafting
- Human and social capital in an organisation
- Organisational design
- New ways of organising
- Organisational tensions
- Organisational development and ethics

Execution methods

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

Recognition of prior learning (RPL)

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

Further information

This course replaces the course Leading Change from the previous curriculum.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student is able to recognize some trends affecting the future of work and reflect her/his own work and role against the changes. S/he recognises the elements of organisational design and is able to explain some tensions in organisations. The student recognises different organisational concepts and ways to organise. S/he can define some approaches to organisational development and plan how to apply them in a development plan. S/he writes professional text.

Assessment criteria - grade 3

In addition to competences described in grade 1, s/he is able to identify ways how to develop agency at work. S/he can compare different organisational designs and their elements. S/he is able to distinguish different kinds of tensions and their consequences in organisations and explain how they emerge. S/he can select and compare different approach for organisational development and take multiple perspectives into account when planning how to apply them in practice. S/he recognises and reflects ethical questions related to change and development work. The level of student's academic writing is mostly correct.

Assessment criteria - grade 5

In addition to competences in grade 1 and 3, the student can distinguish multiple perspectives affecting the future of work and able to evaluate which factors and trends will affect her/his own job and career. The student is able to critically assess the factors that affect her/his own work, organisational design and organisational development from different perspectives. This is demonstrated in reports comparing, justifying and using of different theoretical frameworks. The level of student's academic writing is correct.

Learning Culture in Organisations, 5 cr - ORD2HM102

Course unit language

English

Learning objectives

Different approaches to learning and learning culture in organisation, as well as environment, processes and practices that enhance learning. Students are encouraged to reflect and develop practices that promote learning in their own organisations.

Contents

- Learning and organisational competitiveness
- Different approaches to learning
- From knowledge to competences
- Learning processes and practices
- Supportive learning environment
- Organizational culture that enhances learning

Execution methods

1. Contact lessons 24 h and independent learning 111 h
2. Virtual course and independent learning 135 h
3. RPL and benefiting RPL during the course is to be agreed with responsible lecturers

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

Learning materials

Learning materials will be informed at the beginning of the course.

Further information

This course replaces the course Leading Change from the previous curriculum.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student knows different approaches to learning and how learning can be enhanced in organizations. The student can describe processes related to learning and identify barriers and enablers to learning in the workplace.

Assessment criteria - grade 3

In addition to the competences described in Grade 1, the student can apply different learning concepts and approaches in her/his own organization. The student can describe processes related to learning and define both learning enablers and learning barriers in the workplace. The student can turn barriers to learn into the development prospects.

Assessment criteria - grade 5

In addition to the competences described in Grades 1 and 3, the student can analyse her/his own organization from the different learning perspectives and give well-grounded development suggestions based on the findings. The student can analyse and compare different learning approaches and their connections to the organisational competitiveness.

Acting as Coach and Facilitator, 5 cr - ORD2HM103

Course unit language

English

Contents

- Analysing one's own coaching ability and development areas
- Coaching as an outlook on work and as an interaction skill
- Dialogic speaking and listening
- Relevance of facilitation and utilisation as a tool for service design, decision-making, co-creation and communal learning.
- Goal-oriented methods of facilitation
- Group dynamics
- Facilitation in practice

Execution methods

Depending on the implementation, learning takes place in contact lessons, as independent studies, teamwork and/or online-studies. Implementations include coaching workshops, peer-coaching sessions and facilitation exercises. The course includes the assessment of one's own learning

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student knows the relevance of coaching-based cooperation, the counselling approach and interaction in organisational development. The student recognises his/her strengths and development areas as a coach and as a facilitator.

Assessment criteria - grade 3

In addition to the competencies in grade 1, the student can develop his/her skills as a coach and a facilitator, deepen and apply dialogic interaction competences and is able to put himself/herself in the position of the coach and the person being coached. The student experiments, tests and chooses facilitation techniques that aim to promote communal learning within the workplace.

Assessment criteria - grade 5

In addition to competences in grades 1 and 3, the student develops his/her skills as a coach and a facilitator according to self-set goals and applies his/her dialogic interaction and group coaching competences. S/he is able to reflect deeply on his/her actions as a coach and as a person being coached. The student can choose and justify the facilitation techniques that aim to promote communal learning in the work place.

Thesis Phase 1, 10 cr - THE7HM601

Course unit language

English

Teachers

Hanna Rajalahti Jarmo Ritalahti Jouni Soitinaho Heikki Suominen Johanna Rajakangas-Tolsa Juha Olava Johanna Maaniemi Jari Luomakoski Anu Hakonen Anne Koppatz Sanna Heiniö

Learning objectives

A thesis in Haaga-Helia's Master studies is a research-based development task. Its' objective is to demonstrate the ability to apply research data and develop solutions for problems relevant to work in various organisations, as stated in the Government Decree (423/2005, §7):

"The objective of the master's thesis is to develop and demonstrate the student's ability to apply research data and use chosen methods to analyze and solve problems arising in professional work. It also demonstrates the student's readiness and ability for independent, demanding expert work."

Contents

The master's thesis includes the following content:

- Making a topic proposal and writing a thesis plan
- Independent development task
- Group and/or individual advising
- Other workshops and seminars
- Reporting and presenting a thesis
- Maturity demonstration

The thesis process is technically divided into three phases each 10 ECTS. Phase 1 includes the following content:

- Completing the thesis plan and having it accepted by the supervisor, starting the thesis work.
- Writing the structure of the theoretical framework/literature review, including defining key concepts, and a preliminary chapter on methodology.
- Participating in specialisation group's events (at least two specialisation evenings or other agreed activity).

Execution methods

Usually a thesis focuses on a real-life problem in one organisation and on analysing and solving the problem or developing new operational practices or recommendations or an operating model. A thesis can also deal with a more general challenge, but in this case as well, a new practice, recommendation or model must be developed. In both cases, evaluation of the results is an important part of the thesis.

The thesis always includes a review of the existing research knowledge on the subject.

The thesis may consist of either one project or several smaller projects, which are linked to each other.

The projects can be implemented in different departments or even different organisations, which enables the continuation of the thesis project should the job or workplace change during the project.

Learning materials

- Instructions for thesis are available in Master Mynet: Master Thesis
- Research literature applicable to the thesis topic and methods.
- Haaga-Helia's library services offer guidelines and training on information search.
- HH Finna for basic information search and training
- LibGuides Haaga-Helia for additional services, tips and guidelines (e.g. referencing)

Starting level and linkage with other courses

Students start to work on their thesis at the beginning of the studies so that other compulsory and optional courses, which are part of the studies, can be utilised towards it.

Thesis is linked with the compulsory course RDI2HM101 Applied Design Research during which students explore research and development methods and write a thesis plan.

Assessment criteria

Assessment criteria - grade 1

The grade of the thesis is the average of the following six assessment items each first evaluated from 0 to 5 (Outcomes has double weight).

Topic and Objective: The topic is ordinary and not current. The objective and/or scope have been defined ambiguously. The connection between the topic and working life development is narrow.

Conceptual Framework: The literature available about the topic has been explored narrowly or some of the sources are not current. The conceptual framework does not support the study well. The key concepts have been defined incompletely.

Methods: The development study has been planned and implemented applying research and development methods satisfactorily. The selection of the methods has been justified incompletely and not all methods are suitable for the study. The evaluation of the outcomes is weak.

Outcomes: The outcomes correspond to the objectives partially weakly. The value contribution of outcomes is minor. The conclusions remain inadequate or unjustified. Suggestions for further development are insufficient or not very valuable for the organisation.

Reporting: The structure of the thesis is inconsistent. Clarity and readability are partially poor. Argumentation and critical viewpoints are missing. Reporting instructions have not been followed sufficiently.

Project Management: The thesis project has been planned, implemented and managed partially weakly. The reflection on one's personal learning is incomplete.

Assessment criteria - grade 3

The grade of the thesis is the average of the following six assessment items each first evaluated from 0 to 5 (Outcomes has double weight).

Topic and Objective: The topic involves some new perspectives and is useful for the organisation. The objective and scope have been defined clearly. The topic is related to working life development.

Conceptual Framework: The literature available about the topic has been explored well and the sources are current. The conceptual framework supports the study well. The key concepts have been defined well.

Methods: The development study has been planned and implemented applying research and development methods well. The selection of the methods has been justified well and they are suitable for the study. The outcomes have been evaluated well using appropriate measurement methods.

Outcomes: The outcomes correspond to the objectives well. The value contribution of outcomes is good. The conclusions are well justified. Suggestions for further development are valuable for the organisation.

Reporting: The structure of the thesis is consistent. Clarity and readability are at a good level. Reporting instructions have been followed well.

Project Management: The thesis project has been planned, implemented and managed well. The reflection on one's personal learning is conducted well.

Assessment criteria - grade 5

The grade of the thesis is the average of the following six assessment items each first evaluated from 0 to 5 (Outcomes has double weight).

Topic and Objective: The topic involves innovative perspectives and it is important for the organization. The objective and scope have been defined excellently. The topic is strongly related to working life development.

Conceptual Framework: The literature available about the topic has been explored widely and critically. The sources are current, international and diversified. The conceptual framework is creative and focuses on the study excellently. The key concepts have been defined excellently.

Methods: The development study has been planned and implemented applying research and development methods excellently. The selection of the methods has been justified excellently and they are suitable for the study. The outcomes have been evaluated excellently using appropriate measurement methods.

Outcomes: The outcomes correspond to the objectives excellently. The value contribution of outcomes is excellent. The conclusions are justified excellently. Suggestions for further development are very valuable for the organisation.

Reporting: The structure of the thesis is highly consistent and the thesis forms a balanced whole. Clarity and readability are at an excellent level. Reporting instructions have been followed excellently.

Project Management: The thesis project has been planned, implemented and managed excellently. The reflection on one's personal learning is conducted excellently.

Thesis Phase 2, 10 cr - THE7HM602

Please see Thesis Phase 1, 10 cr – THE7HM601

Thesis Phase 3, 10 cr - THE7HM603

Please see Thesis Phase 1 & 2, 10 cr – THE7HM601 & THE7HM602

Maturity Test, 0 op - THE7HM604

Digital Service Design, 5 cr - DIG4HM101

Course unit language

English

Learning objectives

Upon successful completion of the course, the student

- understands terminology, methods and toolkits used in digital service design.
- is able to carry out a service design project in digital learning environments.
- is able to design customer experience by means of omni-channel service solutions.
- is able to apply service design methods for determining business problems, profiling customers, modelling customer journeys and service processes, studying digital user experience, ideating digital service solutions, designing digital service concepts and prototyping customer experience.
- is able to communicate value propositions based on omni-channel service solutions in creative ways by means of digital story-telling.

Contents

- Customer-centric business and digital services
- Omni-channel customer experience
- Customer Experience Management (CEM)
- CEM frameworks and design strategies
- Elements and enablers of customer experience
- Lean Service Creation Method (Futurice)
- Prototyping
- Value proposition design and digital storytelling

Execution methods

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

Recognition of prior learning (RPL)

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

Learning materials

Kalbach, J. 2016. Mapping Experiences: A Complete Guide to Creating Value through Journeys, Blueprints, and Diagrams. O'Reilly Media Inc.

Mason, T. & Knights, M. 2019. Omnichannel Retail: How to Build Winning Stores in a Digital World. Kogan Page.

Osterwalder A., Pigneur Y., Bernarda G. & Smith A. 2014. Value Proposition Design: How to Create

Products and Services Customers Want. John Wiley and Sons.

Stickdorn, M., Hormess, M. E., Lawrence, A. & Schneider, J. 2018. This Is Service Design Doing: Applying Service Design Thinking in the Real World. O'Reilly Media.

In addition to the books, selected online articles, videos and service design/innovation method toolkits are used.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student knows the terminology, methods and toolkits used in digital service design. The student knows how to carry out service design projects in digital learning environments. The student knows how to design customer experience by means of omni-channel service solutions. The student knows how to create value for customers and how customer experience is formed in different customer encounters and service environments. The student knows how to make use of service design methods for their course project.

Assessment criteria - grade 3

The student understands the terminology, methods and toolkits used in digital service design. The student is able to carry out a service design project in digital learning environments with a strong focus on customers. The student is able to design customer experience by means of omni-channel service solutions. The student is able to apply service design methods for determining business problems, profiling customers, modelling customer journeys and service processes, studying digital user experience, ideating digital service solutions, designing digital service concepts and prototyping customer experience. The student is able to communicate the benefits of digital service solutions in creative ways by means of digital storytelling.

Assessment criteria - grade 5

The student fully understands the terminology, methods and toolkits used in digital service design. The student is capable of carrying out a service design project in digital learning environments. The student is capable of designing an omni-channel customer experience based on deep customer insight. The student is capable of successfully applying service design methods for determining business problems, profiling customers, modelling customer journeys and service processes, studying digital user experience, ideating digital service solutions, designing digital service concepts and prototyping customer experience. The student is capable of communicating value propositions in creative ways by means of digital storytelling. The student is fully committed to achieving the objectives of the course project and is a very active team player.

Business Analytics, 5 cr - DIG4HM102

Course unit language

English

Teachers

Lili Aunimo Jouni Soitinaho

Learning objectives

The overall learning objective of the course is to give the students insight into both how business may benefit from data analytics, including advanced analytics and machine learning, as well as a hands-on knowledge on how to implement data analytics in practice.

Business students focus more on the business value whereas information technology students have the focus closer to the technical implementation.

Upon successful completion of the course, the student:

- knows the concepts of artificial intelligence and machine learning and how they are related to each other
- understands the concept of business analytics and how it can be applied to bring value to business
- knows the concept of big data and how it differs from traditional data sets
- is able to identify new data sources and collect data from them. These include sources consisting of both company internal and external data. Such sources may be data warehouses, public open data, un- and semistructured data (social media data, log data) and IoT data.
- knows some tools and methods for taking advantage of business analytics in product development and management
- is capable of planning and implementing a business analytics project

Contents

- Concepts and terminology of business analytics, artificial intelligence and machine learning
- Business opportunities and use cases of business analytics, artificial intelligence and machine learning
- Concepts and methods for both descriptive and predictive analytics
- Methods and algorithms for machine learning
- Software tools for advanced business analytics and machine learning
- The contents may evolve during the implementation.

Execution methods

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

The course is centred around a business case to which several data analytics and machine learning methods are applied. The topic may represent a real case occurring in a company or it may be picked up from a set provided by the course organiser. In the case study, the student will learn both how to create value for business as well as how to implement advanced business analytics methods. This casework is done in student groups that consist of both technically and business-wise skilled students.

In addition to the business case, the following learning methods are used: flipped classroom method, individual online assignments, teamwork in contact lessons, hands-on lab guidance online and in contact lessons. The business case project can be done individually if the student has the necessary business and technical skills and upon agreement with the teacher.

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Learning materials

Ramesh Sharda, Dursun Delen, Efraim Turban: Business Intelligence, Analytics and Data Science: A Managerial Perspective. Pearson, 2018.

Data Science for Dummies, by Lillian Pierson and Jake Porway, 2017. Wiley et Sons.

Other literature on business analytics given during the course, business analytics tutorials and software tools.

Further information

This course replaces the course Big Data (ISM8TX100) from the previous curriculum.

Starting level and linkage with other courses

The student may focus on the business aspects or on the technical aspects of business analytics. The former approach does not require programming skills but for the latter approach, basic programming skills are required. Skills and interest in a logical and systematic way of working are required.

It is beneficial if the student has completed courses on research and development methods, quantitative research, statistics, digital marketing and business intelligence

Assessment criteria

Assessment criteria - grade 1

The student understands the basic concepts of business analytics. S/he knows how business analytics can be used to create value for business. S/he can name related software tools and knows at an abstract level how they could be used.

Assessment criteria - grade 3

The student has a good understanding of business analytics and its application for creating value for business. S/he knows related software tools and can use them in practice.

Assessment criteria - grade 5

The student has an excellent understanding of business analytics and its application in creating value for business. S/he knows related software tools and is skilled at using them in practice.

Robotic Automation, 5 cr - DIG4HM103

Course unit language

English

Learning objectives

- model business information processes
- recognize and evaluate opportunities for robotic automation
- implement a software robot for task automation
- design a business process automation using a software robot

Contents

- visual modelling of information processes
- preconditions for robotic business process automation
- industry case studies of robotic process automation
- development tools for software robots
- implementation of a software robot for task level automation
- design of a process level automation

Execution methods

The course is based on self-studying in a fully virtual mode (time and location independent). All assignments are individual which makes it even more flexible time-wise. However, depending on the implementation it may contain additional visitor lectures that are not recorded.

Recognition of prior learning (RPL)

If a student has acquired the required competence in their previous work tasks, recreational activities or certified courses, for example, they can gain the course credits via a demonstration agreed with the teacher. More information for recognizing and validating prior learning (RPL) are available at MyNet.

Learning materials

The learning material is mainly composed of video lessons, articles, forum discussions, visitor lectures, software tools and their user's guides. The assignments include multi-choice quizzes, automation hands-on exercises and a final design assignment.

Starting level and linkage with other courses

The student must be ready for self-directed study planning, stand-alone information seeking on discussion forums and trial-and-error approach for completing hands-on exercises. No prior programming experience is required and all exercises are done using graphical software tools. However, very basic algorithmic skills are needed and the student must acquire these skills independently whenever needed.

Assessment criteria

Assessment criteria - grade 1

The student understands the basic concepts of robotic automation and its application for business process improvement. They manage the basic use of the automation tool and are capable of designing an automation of a simple task.

Assessment criteria - grade 3

The student has a good understanding of the robotic automation concepts and its application for business process improvement. They manage the use of the automation tool well and are capable of designing a business process automation.

Assessment criteria - grade 5

The student has an excellent understanding of the robotic automation concepts and its application for business process improvement. They manage the use of the automation tool excellently and are capable of designing a challenging business process automation.

Emerging Technology Opportunities, 5 cr - DIG4HM104

Course unit language

English

Teachers

Jouni Soitinaho

Learning objectives

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

- identify emerging digital technologies and trends and observe their disruptive impact
- use different theoretical models for evaluating their adoption and maturity
- recognize and analyze business development opportunities of new technologies
- understand the requirements and challenges of applying new technologies

Contents

The content of the course varies yearly based on the changing technology trends.

- the impact of technology revolutions on society and businesses
- emerging digital technologies and trends (AI, IoT, VR/AR, blockchain, cloud computing, mobile technologies...)
- various models for evaluating the maturity and adoption of new technologies
- seeking and analysis of business opportunities of a new technology chosen by the student
- requirements and challenges for adoption of the chosen new technology

Execution methods

The course is implemented in fully virtual mode without contact lessons or virtual meetings. It is based on self-directed learning and individual assignments proceeding within a flexible time frame.

Recognition of prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another certified course, they can show their competence and gain the course credits via a demonstration agreed with the teacher. More information for recognizing and validating prior learning (RPL) are available at MyNet.

Learning materials

The course material is updated constantly along with the progress of technologies. It is mainly based on online webinars, research articles, white papers and discussion forums.

Further information

This course replaces the previous curriculum's course New Opportunities of ICT (ISM4TX700).

Starting level and linkage with other courses

There are no special prerequisites but the student must be capable of self-directed schedule planning and independent learning without supervision during the implementation.

Assessment criteria

Assessment criteria - grade 1

The student has a basic understanding of the concepts and models of technology adoption and how disruptive technologies may impact businesses and the society. The student knows some emerging technologies and trends and can name their opportunities and challenges at general level.

Assessment criteria - grade 3

The student has a good understanding of the concepts and models of technology adoption and how disruptive technologies impact businesses and the society. The student knows emerging technologies and trends widely and can identify and analyse their business opportunities and challenges in a chosen business domain.

Assessment criteria - grade 5

The student has an excellent understanding of the concepts and models of technology adoption and how disruptive technologies impact businesses and the society. The student knows current emerging technologies and trends widely and can identify and analyse their concrete business opportunities and challenges in a chosen business domain.

Artificial Intelligence in Modern Business, 5 cr - DIG4HM106

Course unit language

English

Learning objectives

The overall learning objective of the course is to give the students insight into what artificial intelligence is and the impact it will have on the economy and business processes, as well as a hands-on knowledge and examples of how to apply artificial intelligence in different business cases.

Upon completion of the course, the student is able to

- Understand and describe the role of artificial intelligence in today's business environment
- Gain in-depth knowledge of why artificial intelligence is vital for different business processes
- Apply artificial intelligence strategy framework
- Understand how companies can use and leverage chatbots, cloud-based AI services and robotic process automation
- Understand what kind of opportunities and challenges AI will create today and in the future
- Understand and describe what skills and competences are needed in the future
- Create a simple artificial intelligence strategy plan for any business

Contents

- Practical examples of what artificial intelligence is and the impact it will have on the economy.
- Benefits and challenges that AI presents to companies.
- How artificial intelligence will transform different industries and business processes.
- How to use the AI Strategy Framework, which will guide you on how to incorporate AI pilot programs into your overall strategy plan.
- Examples of the five elements of the AI Strategy Framework and how to apply them.
- Practical example of how to use the AI Strategy Framework for creating a chatbot.
- Obtain knowledge about chatbot communication, particularly how text-only and voice-enabled chatbots work and how businesses can use them.
- Learn how cloud-based AI services work and how companies can use them.
- Gain a basic understanding of the business purposes for which robotic process automation can be used.
- See examples of how AI will transform the way we work, and the skills needed for the future.
- Develop a practical understanding of how to hire freelance AI talent.
- Obtain knowledge of technical and non-technical AI-based jobs that will be in high demand in the future.

Execution methods

The course consists of virtual learning and independent work.

100% virtual course

Forum discussions and participation is an important part of the course

Student can access the course material (video tutorials and materials) in Moodle

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 their competence via a demonstration and thus 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 studies and learning assignments seek to mirror everyday business in corporations and other organisations. The online material includes expert audio interviews from AI experts. Students may apply their learning within their current work environment.

International dimension

Depending on the implementation. Students' backgrounds and work environments will bring an international perspective to the course. Internationality can also be present through case studies, books, articles and assignments.

Learning materials

Artificial Intelligence: 101 Things You Must Know Today About Our Future. Lasse Rouhiainen. Amazon, 2018.

The AI Advantage: How to Put the Artificial Intelligence Revolution to Work. Thomas H. Davenport. 2018

Online videos, workbook and AI related business articles provided in the course.

Starting level and linkage with other courses

The student will focus on the business aspects of artificial intelligence. The course does not require programming skills and the main focus is how artificial intelligence could be applied in business and how AI will change business processes. Skills and interest in a logical and systematic way of working are required.

Assessment criteria

Assessment criteria - grade 1

The student understands the basic concepts of artificial intelligence. S/he knows how AI can be used to create value for business. S/he can name different ways companies can use AI in their business processes

Assessment criteria - grade 3

The student has a good understanding of artificial intelligence and its application for creating value for business. S/he can create a simple artificial intelligence strategy plan

Assessment criteria - grade 5

The student has an excellent understanding of artificial intelligence and its application in creating value for business. S/he can create excellent artificial intelligence strategy plan and knows how to successfully apply AI

From Opportunities to Business, 10 cr - ENT4HM102

Course unit language

English

Teachers

Suvi Starck Olli Laintila Maria Haukka

Learning objectives

The student can seek out, recognise new business opportunities and turn them into new business ideas or organizational development ideas. The student is able to critically validate most potential ideas with different methods and develop his/her idea together with team members and potential customers. The student will also be able to analyse and justify the use of lean methodologies and canvases through an iterative process to improve the viability of a business or development idea. The student is able to utilise customer insight in the development process, create and further develop the prototype. She/he can demonstrate the impact of the different success factors of his/her business or development idea and pitch his/her idea in a very convincing way.

Contents

- Opportunity recognition
- Idea creation and validation methods
- Selection and preparation of proper canvas tools
- Design thinking process and service design methods
- Business modelling
- Pitching
- Mindfulness practice supporting the development process

Execution methods

Learning takes place in contact and virtual lessons and workshops, independent studies, teamwork and online-studies. The assessment of one's own learning.

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

Learning materials

Blank, S. 2018. StartUp Tools. Retrieved 26.10.2018 from <https://steveblank.com/tools-and-blogs-for-entrepreneurs/>

Futurice 2017. Lean Service Creation Toolkit. Retrieved from <https://leanservicecreation.com/>.

Isenberg, D. 2010. Harvard Business Review. Should You Be An Entrepreneur? Take This Test. Retrieved from: <https://hbr.org/2010/02/should-you-be-an-entrepreneur>

Maurya A. 2013. Capture your business model in 20 minutes. Retrieved from <https://www.youtube.com/watch?v=7o8uYdUaFR4>

Ries, E. 2011. The Lean Startup. How Today's Entrepreneurs use Continuous Innovation to Create Radically Successful Businesses. PDF available at: <http://zwinnalodz.eu/wp-content/uploads/2016/02/The-Lean-Startup-.pdf>

Stanford d.school. 2017. Virtual Crash Course in Design Thinking. Video. Institute of Design at Stanford University. Retrieved from: <https://dschool.stanford.edu/resources/virtual-crash-course-video>

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student can seek information and recognize business opportunities, is able to select one business idea and test it. The student knows the tools and basic design process to develop his/her business idea. The student can present his/her business idea. The student understands the opportunities of mindfulness in the development process.

Assessment criteria - grade 3

In addition to the skills and competences mentioned for Grade 1, the student can analyse the resources of the business case and apply the design process and tools on the selected business case. The students can validate his/her choices. The student can pitch the business idea including justifications. The student finds ways to apply mindfulness practices in the development process.

Assessment criteria - grade 5

In addition to the skills and competences mentioned for Grades 1 and 3, the student demonstrates strong iterative and an authentic approach on the business development case. The student can create a new viable business opportunity including new value elements to his/her customer and network and is capable to pitch it convincingly. The student practices mindfulness during the development process and identifies its impact in different stages of the process.

Growth Through Entrepreneurial Resources & Networks, 10 cr - ENT4HM106

Course unit language

English

Learning objectives

After completing the course successfully, the student is able to:

- identify and utilize entrepreneurial networks and ecosystems
- conduct resource analysis
- identify success and failure factors of the venture
- utilize co-creation in the business development

- choose the right go-to-market approach
- goal setting
- positioning of the company and product/service
- launching company and product
- demand creation competences

Contents

Self-knowledge and self-leadership

- Entrepreneurial ecosystems
- Networking and team building
- Resource-analysis
- Co-creation

- Customer creation strategy
- Entrepreneurial growth and internationalization

Execution methods

Depending on the implementation, learning takes place in contact and/or virtual lessons and workshops and independent studies. The course can be completed in four different ways: 1) through your own company, 2) through an existing company, 3) through an RDI project or 4) by joining a team of fellow students.

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognizing and validating prior learning (RPL) are available at MyNet.

Learning materials

Autio, E., Nambisan, S., Thomas, L.D. and Wright, M., 2018. Digital affordances, spatial affordances, and the genesis of entrepreneurial ecosystems. *Strategic Entrepreneurship Journal*, 12 (1), 72-95.

Darcy, C., Hill, J., McCabe, T.J. and McGovern, P. 2014. A consideration of organizational sustainability in the SME context. A resource-based view and composite model *European Journal of Training and Development* Vol. 38 No. 5, 2014 pp. 398-414.

Isenberg, D., 2011. The entrepreneurship ecosystem strategy as a new paradigm for economic policy: Principles for cultivating entrepreneurship. Presentation at the Institute of International and European Affairs, May 11, 2011.

Lee, H. Kelley, D., Lee, J., and Lee, S. 2012. SME Survival: The Impact of Internationalization, Technology Resources, and Alliances. *Journal of Small Business Management* 2012 50(1), pp. 1–19.

Lussier, R.N. and Halabi, C. E. 2010. A Three-Country Comparison of the Business Success versus Failure Prediction Model. *Journal of Small Business Management* 2010 48(3), pp. 360–377.

Pauwels, C., Clarysse, B., Wright, M. and Van Hove, J., 2016. Understanding a new generation incubation model: The accelerator. *Technovation*, 50, pp. 13-24.

Pettersen, I., Aarstad, J., Hovig, Ø and Tobiansen, A., 2015. Business incubation and the network resources of start-ups. *Journal of Innovation and Entrepreneurship*, 5(1), pp. 1-17.

Spigel, B., 2017. The Relational Organization of Entrepreneurial Ecosystems. *Entrepreneurship Theory and Practice*, 41(1), pp. 49-72.

Tötterman, H. and Sten, J., 2005. Start-ups: Business incubation and social capital. *International small business journal*, 23(5), pp. 487-511.

Williams, D. A. 2014. RESOURCES AND FAILURE OF SMEs: ANOTHER LOOK. *Journal of Developmental Entrepreneurship*. Vol. 19, No. 1 (2014)

Cavusgil, S.T., Knight, G.A. (2015). The Born Global Firm: An Entrepreneurial and capabilities perspective on early and rapid internationalization. *Journal of International Business Studies*, 46, 3-16.

Gans, J., Scott E.L, Stern S. (May-June 2018). Strategy For Start-ups. *Harvard Business Review*, 44-51.

Neubert, M. (2017). Lean Internationalization: How to Globalize Early and Fast in a Small Economy. *Technology Innovation Management Review*, Vol. 7, 5, 16-22.

Onetti, A., Zucchella, A., Jones, M.V. and McDougall-Covin, P.P., 2012. Internationalization, innovation and entrepreneurship: business models for new technology-based firms. *Journal of Management & Governance*, 16(3), pp. 337-368.

Rasmussen, E.S. and Tanev, S., 2015. The emergence of the lean global startup as a new type of firm. *Technology Innovation Management Review*, 5(11), pp.12-19.

Stayton, J. and Mangematin, V., 2016. Startup time, innovation and organizational emergence: A study of USA-based international technology ventures. *Journal of International Entrepreneurship*, 14(3), pp. 373-409.

Patel, N. & Bronson, T. *The Definitive Guide to Growth Hacking*. Quick Sprout. Available at: <https://www.quicksprout.com/the-definitive-guide-to-growth-hacking-chapter-1/> Other materials provided by the lecturer(s).

Starting level and linkage with other courses

No prerequisites. It is recommended to have passed the course "From Opportunities to Business" or having equal skills before attending the course.

Assessment criteria

Assessment criteria - grade 1

The student is able to identify appropriate ecosystems and networks that can help him/her in developing his/her venture. S/he can also identify required resources that are needed to get the business started. The student understands the concept of co-creation.

The student knows and understands the basics of go-to-market approach when supported. The student understands what the customer development means as a process for a new company. The student understands the benefits of local and international ecosystems and networks when developing his/her/a venture.

Assessment criteria - grade 3

In addition to the previously mentioned competences (for grade 1), the student is able to utilize appropriate ecosystems and networks for the benefit of the venture as well as conduct a comprehensive resource analysis of the venture. S/he can identify the success and failure factors of the venture. The student can utilize the concept of co-creation in his/her business development process.

The student demonstrates good knowledge of go-to-market approach. S/he can analyze and make recommendations for a chosen company's customer development process. The student is able to leverage local and international ecosystems and networks when developing his/her/a venture. The student is able to analyze and make recommendations for appropriate tools.

Assessment criteria - grade 5

In addition to the previously mentioned competences (for grade 3), the student is able to take corrective actions to minimize the risks of potential failure factors and strengthen the success factors after taking a comprehensive resource analysis. S/he can demonstrate his/her ability to implement the concept of co-creation in the further development of his/her business.

The student demonstrates advanced knowledge of the go-to-market approach. S/he demonstrates excellent skills and abilities in analyzing and recommending a chosen company's customer development process. The student is able to compare and leverage local and international ecosystems and networks efficiently when developing his/her/a venture. The student demonstrates professionalism in analyzing and making recommendations for choose appropriate tools.

Processes and Strategic Development of Sales, 5 cr - SAL4HM101

Course unit language

English

Teachers

Anne Koppatz

Contents

- Sales processes in BtoB, BtoC and CtoC sales
- Strategic goals of sales and customerships
- Sales models, methods and digital tools
- Negotiation techniques, interaction skills and the psychology of sales competency
- Sales budgeting, goal setting and measuring
- Value creation and value promises

Execution methods

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

Recognition of prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can demonstrate their competence by presenting their skills and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student understands the role and strategic relevance of sales and can name the essential sales processes and tools. The student recognises the strategic goals of sales and can define the basic elements of strategic customership. S/he can describe the essential methods of personal sales and coaching principles. The student can set sales goals and recognise the main elements of value creation. The student knows the digital tools to be used sales.

Assessment criteria - grade 3

In addition to the competences described in Grade 1, the student describes and analyses the role and strategic relevance of sales. S/he masters the essential sales processes and tools and is able to develop sales processes. The student can set strategic sales goals and define strategic customership and apply the methods of personal sales, the psychology of sales competence and the principles of coaching. The student can set and evaluate sales goals and outcomes and knows the principles of value creation in sales. S/he can utilise the key digital tools of sales. The student can analyse and develop strategic sales in an organisation.

Assessment criteria - grade 5

In addition to the competences of Grade 1 and 3, the student analyses, sets and measures the strategic goals of sales and develops strategic customerships. S/he masters sales processes and tools and is able to comprehensively develop sales processes and methods. S/he can apply the methods of personal sales, the psychology of sales competence and the principles of coaching. The student thoroughly analyses and assesses sales goals and outcomes and masters the principles of value creation in sales. The student masters the digital tools of sales. S/he can expertly analyse and develop strategic sales in an organisation.

Developing Sales Oriented Organisation, 5 cr - SAL4HM102

Course unit language

English

Contents

- Development and management of a sales organisation
- Motivation of a sales organisation
- Integration of sales and marketing
- Value creation by committing the organisation
- Organisational structures and operation models from a sales perspective
- Sales and customer journey processes in organisation
- Strategic development of sales
- Creation of career possibilities and development paths for sales personnel as a tool for organisational development

Execution methods

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

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student understands the strategic role of sales and can describe its relevance in a sales-oriented organisation. S/he recognises and can explain the essential structures and factors that further the development and management of a sales-oriented organisation. The student recognises the key meeting points of the customer journey, the key processes in an organisation and the key factors of strategic sales.

Assessment criteria - grade 3

The student can describe the strategic role in a sales-oriented organisation and its relevance. S/he recognises and can explain the essential structures and factors that further the development and management of a sales-oriented organisation. The student recognises the key meeting points of the customer journey, the key processes in an organisation and is able to develop them and strategic sales in an organisation.

Assessment criteria - grade 5

The student can thoroughly describe strategic role and relevance in a sales-oriented organisation. S/he has excellent abilities for assessing and developing structures and functions in a sales-oriented organisation. The student recognises the key meeting points of the customer journey and the key processes in an organisation and is able comprehensively develop them and strategic sales in an organisation.

Development of Customer Journey and Leading Customer Experience, 5 op - SAL4HM103

Opintojakson kieli

-

Opettaja

Anne Koppatz Pekka Polvinen

Sisältö

- Elements of customer experience
- Channels and efficient control of channels in a multichannel environment
- Control, analysis and measurement of customer data
- Utilisation of customer data in a multichannel environment
- Recognition and development of the customer journey
- Planning and development of customerships
- Customer encounters within different channels
- Chats and bots in the customer journey

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)

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

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

No prerequisites.

Arviointikriteerit

Arviointikriteeri - arvosana 1

The student understands which elements the customer experience consists of. The student recognises the relevance of customer data in the development of sales, the customer journey and customer experience. S/he knows how to develop customer relationships, the customer journey and customer experience via different channels. S/he can apply customer data in developing services and supply during the customer journey. The student knows some models and methods of value creation for the customer journey and understands how they can be utilised in the touch points of the customer journey and in the development of customer relationships during the different stages of the customership.

Arviointikriteeri - arvosana 3

The student knows and can evaluate the factors that have an effect on customer experience. S/he can analyse customer data to develop sales, the customer journey and customer experience via different channels. The student is able to develop services and supply for some of the touch points of the customer journey. The student knows different models and methods for creating value during the customer journey and can utilise them during the different touch points of the customer journey. S/he is able to plan and develop customer relationships during different stages of the customership.

Arviointikriteeri - arvosana 5

The student analyses the factors that have an effect on customer experience and utilises customer data to develop sales, the customer journey and customer experience. The student develops services and supply for all of the touch points of the customer journey. The student comprehensively understands different models and methods for creating value during the customer journey and utilises them during the different touch points of the customer journey. S/he comprehensively plans and develops customer relationships during different stages of customership.

Online Store as Sales Channel, 5 cr - SAL4HM104

Course unit language

English

Teachers

Marko Mäki Pekka Polvinen Anne Koppatz

Contents

- Analysis of the operational environment
- Customer experience in an online store
- Comparison of online store platforms
- Online store as a business model and sales channel
- Multichannel solutions and market places
- Founding of an online store and software solutions

Execution methods

Depending on the implementation, learning takes place in contact lessons, as independent studies, teamwork and/or online studies. The course includes the assessment of one's own learning.

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student understands the possibilities of multichannel environments and recognises different operational environments when making a base for an online store. S/he knows the starting points of building an online store and understands the role of marketing in ecommerce. The student understands the characteristics of ecommerce and its role in multichannel business. S/he knows the steps of founding an online store, can build product range and produce product descriptions. The student can market an online store via different channels. S/he knows about the possibilities of agile marketing in a digital environment. The student knows the essential juridical requirements for an online store.

Assessment criteria - grade 3

The student recognises the possibilities of multichannel environments and can analyse operational environments to make a base for an online store. The student knows the characteristics of online stores and their roles in multichannel business. S/he knows the requirements for BtoC and BtoB online stores. The student can set up and build a customer-oriented online store with applicable supply and product

descriptions. The student can market the online store via different channels and apply the possibilities of agile marketing in a digital environment to grow sales. The student knows the essential juridical requirements for an online store.

Assessment criteria - grade 5

The student analyses the possibilities of a multichannel environment and the operational environments in which to make a base for an online store. The student comprehensively knows the characteristics of online stores and their role in multichannel business. S/he understands the requirements for BtoC and BtoB online stores. The student can set up and build an online store with applicable supply and product descriptions. The student can market the online store via different channels and apply the possibilities of agile marketing in a digital environment to grow sales. The student comprehensively knows the essential juridical requirements for an online store and can assess and apply them in the online store.

Strategic Brand Management, 5 cr - COM4HM101

Course unit language

English

Learning objectives

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

- Understand and describe brand management and its significance as a strategic tool in the global business environment
- Apply theories of branding, communication and marketing to practical contexts
- Recognise and address the interests of various stakeholder groups
- Create and sustain networks of collaboration with internal and/or external partners
- Apply problem identification, analysis and solving in real-life cases

Contents

- Branding and brand management as a strategic tool in an organisation
- Marketing and communication; key concepts and practical domains
- Identification, prioritisation and management of internal and external stakeholders
- Reputation, issue and crisis communication

Execution methods

The course is implemented as an online-course. Students work independently and in a self-directed manner according to the course timetable.

The assessment of one's own learning is an obligatory part of the course.

Recognition of prior learning (RPL)

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

Learning materials

Course material to be published in the implementation plan.

Further information

This course replaces following course(s) in the current curriculum:

COM2LJ002 Planning and Leading Communications

COM2LJ008 Stakeholder Communications

COM4LJ006 Issue / Crisis Communication

MGT4LG210 International marketing

MGT4LG211 Leading by branding

REG3RY010 Palvelubrändin hallinta

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student is familiar with the basics of brand management and the various aspects of communication and marketing as strategic tools for business management. S/he identifies key concepts, processes and tools of branding, communication and marketing. S/he identifies opportunities for branding and areas for development in an organization.

Assessment criteria - grade 3

The student is able to design solutions that benefit business based in theories of branding, communication and marketing. S/he can utilize key concepts, processes and tools related to branding, communication and marketing when justifying her/his own choices to practical business needs. S/he can evaluate and develop brand management processes and activities for the internal and/or external needs of an organization.

Assessment criteria - grade 5

In addition to the criteria above, the student can critically evaluate and develop concepts, processes and knowledge related to brand management. S/he can integrate brand perspectives into the company's business planning and management processes in different contexts. The student can develop new ways of working and justify his/her own views successfully. S/he is able to identify key stakeholders in terms of brand management and to justify strategic choices and prioritize activities in a stakeholder-driven manner.

H2H Communication, 5 cr - COM4HM102

Course unit language

English

Teachers

Wallace Reynolds Heta-Liisa Malkavaara Eeva Puhakainen Hanna Rajalahti

Learning objectives

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

- Recognize the characteristics of H2H (human to human) communication
- Apply the H2H approach in marketing and communication
- Build influence in the realm of H2H-communication
- Apply personal branding and influencer marketing concepts, methods and starting points into their own professional needs.
- Plan and implement creative and stakeholder driven human-to-human communication and marketing solutions.

Contents

- Communication and H2H-Communication concepts
- Personal branding
- Influencer marketing
- H2H-Communication planning and implementation both individually and with teams.
- Creations of H2H-Communication that is persuasive and influential.
- Evaluation and feedback of H2H-Communication solutions

Execution methods

Course is a combination of class room lectures, independent study, projects, small group exercises and virtual learning. Course will also use concepts and ideas, which students form together during H2H activities.

The assessment of one's own learning is an obligatory part of the course.

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Learning materials

Learning material will be published in the implementation plan.

Further information

This course replaces the following courses in the current curriculum:

COM4LJ007 Organization, Diversity and Employees

COM4LJ013 Media and Public Relations

MGT2HY201 Leadership Communication

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

Student is able to describe communication and H2H-communication concepts. S/he is also able to identify a few of the goals for personal branding and influencer marketing. In addition, the student can to some extent apply and create H2H-communication and marketing solutions for a stakeholder group.

Assessment criteria - grade 3

Student is able to describe communication and H2H-communication concepts and to apply these in order to create stakeholder-centered communication and marketing solutions. S/he also recognizes and utilizes the starting points and goals involved in personal branding and influencer marketing. In addition, the student is able to communicate convincingly and act as a responsible team member.

Assessment criteria - grade 5

Student shows an excellent understanding of H2H-communication and is able to apply these in practical and stakeholder-targeted communication and marketing solutions. S/he also identifies, utilizes, develops and evaluates personal branding and influence marketing targets and goals. In addition, the student communicates in an innovative, persuasive, effective and responsible manner during teamwork. The same characteristics are also strongly evident in presentations.

Digital Marketing Technologies, 5 cr - COM4HM103

Course unit language

English

Teachers

Mirka Sunimento Tanja Vesala-Varttala Hanna Rajalahti

Learning objectives

The student can make use of marketing technology solutions in various stages of digital customer journey to streamline marketing and communication processes and to improve sales and customer satisfaction in an organisation.

Contents

- Technologies in Advertising, Content Marketing, Social Interaction, and Sales
- Setting Objectives for the Use of Marketing Technologies
- Digital Customer Journey
- SEO
- Selection and Use of Marketing Technology Solutions
- Benefits and Results of Marketing Technology

Execution methods

Depending on the implementation, learning methods include contact lessons, independent studies, project work, teamwork and online studies. Course requires independent, autonomous and experimental approach to information search and learning. The assessment of one's own learning is an obligatory part of the course.

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 their competence via a demonstration and thus progress faster through their studies. Instructions for recognising and validating prior learning (RPL) will be given by the teacher(s) at the beginning of the course.

Learning materials

To be announced in the implementation plan.

Further information

This course replaces the following courses from the previous curriculum
COM4LJ012 Current Trends: Integrated Marketing Communication
JAT8LU005 Yritysviestinnän uudet ympäristöt

Starting level and linkage with other courses

No prerequisites. Course has compulsory pre-assignment that needs to be submitted before the first kick off.

Assessment criteria

Assessment criteria - grade 1

The student understands the digital customer journey principles and stages and the related methods related to marketing technology solutions use and application in it. The student knows the main categories of marketing technologies and understands their business benefits. The student can independently seek information related to new marketing technologies to support decision-making concerning the objectives, selection and application of marketing technology. The student is able to create customer-centric content for different digital platforms and analyse his/her choices.

Assessment criteria - grade 3

In addition to criteria described above, the student is able to demonstrate his/her ability to operate independently as an autonomous learner towards his/her personal learning objectives. The student can evaluate concepts and methods related to making marketing technology decisions for different types of business needs and markets. Based on brand, customer and market insight, the student can plan strategic and operational objectives for the use of different marketing technology categories and deliver arguments and give evidence related to the business benefits of different solutions. S/he can create and optimize content for digital channels, making use of web analytics. S/he can set qualitative and quantitative metrics against which to optimise the use of marketing technology to improve sales and customer satisfaction.

Assessment criteria - grade 5

The student can critically evaluate and innovate value-added concepts and methods related to the development of marketing technology categories and solutions for various types of business needs and market challenges. S/he can implement and develop marketing technology solutions independently and effectively. S/he can initiate and influence co-operation between different organisational functions and prioritise actions. S/he can proactively seek and analyse business critical information to develop content for the purpose of boosting sales and customer satisfaction. He/she demonstrates excellent commitment to course responsibilities and assignments and is able to complete assignments according to the given deadlines.

Leading Creative Planning and Production, 5 cr - COM4HM106

Course unit language

English

Learning objectives

After completing the course successfully, the student can lead is/herself and effectively manage own work in the various stages of creative planning processes and multichannel content production. In terms of meta skills student will develop creativity, cooperation and networking, emotional intelligence, deduction and decision making skills and (cognitive) flexibility and ambiguity tolerance.

Contents

- Customer, Brand, and Market Insight
- Concept Design
- Creative Planning
- Multichannel Storytelling
- Digital Content Production and optimizing for various platforms

Execution methods

This course has strong emphasis is team work and it also requires self-directive approach to the creative project. Students work in creative teams doing a project (concept + content) based on a brief provided by a non-profit organization. In addition to team work, course learning methods include contact lessons, independent information search and online studies. Students will also be discussing their learning and the creative project in form of a reflection journal.

Learning materials

To be provided during the course by teachers and the project commissioner. Student will also be required to search for background materials (relevant to the course cause marketing project) themselves.

Starting level and linkage with other courses

No prerequisites but at understanding of digital marketing communication basics is recommended.

Assessment criteria

Assessment criteria - grade 1

The student is familiar with concepts, methods and knowledge related to all stages of the creative planning process: from customer and market insight to customer-centric concept planning and multichannel storytelling. S/he can operate as part of a creative team and knows how to plan a content concept and can produce customer-centric narrative content for digital channels for limited internal or external purposes.

Assessment criteria - grade 3

In addition to criteria in grade 1, the student understands and can evaluate concepts, methods and knowledge related to making strategic content marketing decisions for different types of business needs and market challenges.

S/he can lead oneself and use various types of creative planning resources according to business/operational needs. S/he can deliver an effective content plan and produce attractive narrative content for digital channels based on customer and market insight.

S/he can act independently and manage creative planning process and various storytelling solutions successfully via multiple channels.

Assessment criteria - grade 5

In addition to the criteria for grade 3, the student can critically evaluate and innovate customer-centric concepts, methods and knowledge related to developing content marketing solutions for various types of business needs and market challenges of the commissioning non-profit organisation.

As part of a creative team, she/he can implement and manage creative planning processes independently, constructively and effectively, while supporting the learning process of others. S/he can initiate and influence co-operation between different stakeholders and prioritise actions.

S/he can proactively seek and analyse business critical and project specific information to continuously improve the creative planning process and to boost the success of various storytelling solutions in given contexts and on multiple digital platforms.

He/she demonstrates excellent commitment and attitude to course responsibilities and assignments and is able to carry out the creative project / assignments according to the given deadlines.

Service Design, 10 cr - EXP4HM101

Course unit language

English

Contents

- Design thinking and service design concepts, terminology and principles
- Customer-centred service development processes
- Customer-centred experience development processes
- Methods and tools for service design
- Creativity for useful, usable, and desirable service design innovations
- Prototyping service concepts
- Visualising and explaining effective, efficient, and distinctive service concepts
- Development of profitable business models for services

Execution methods

This course uses design thinking and blended learning pedagogical approaches, such as flipped classroom, supported by three main learning forms: (1) contact learning; (2) directed learning; and (3) self-directed Learning. A proportion of the course hours provide the opportunity for contact learning between students and experts (the facilitator and industry partners). Six interactive contact learning days are offered to participants. Contact learning takes the form of active and interactive classes (e.g. World Café, LEGO® SERIOUS PLAY®, experiential prototyping and similar interactive learning methods). Forms of directed learning used are individual and team learning activities, such as a service design project for a real-life company-client. Self-directed learning is also an important part of this course and students are encouraged to develop the ability to learn on their own and thus to take more responsibility for setting the objectives of their study work. This course uses Moodle as the course's virtual learning environment. In short, this course provides:

48 hours of contact teaching/learning

221 hours of directed and self-directed learning

1 hour of the assessment of one's own learning

Recognition of prior learning (RPL)

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

Learning materials

The course will draw on a fair amount of both conceptual and empirical readings. It requires a high degree of personal study, and participants are expected to find relevant materials, read widely and think critically. A modest amount of reading prior to each day/session is to be expected. Below, participants can find several indicative publications, which serve as the background to the course. Other resources relevant for this course will be available on the course's Moodle page.

Arantola, H. 2010. Palveluiden Suomi. Taloustieto Oy. Helsinki.

Jyrämä, A. & Mattelmäki, T. (Eds) 2015. Palvelumuotoilu Saapuu Verkostojen Kaupunkiin - Verkosto- Ja Muotoilunäkökulmia Kaupungin Palvelujen Kehittämiseen. Aalto-yliopiston taiteiden ja suunnittelun korkeakoulu. Helsinki.

Koivisto, M. J. 2007. Mitä on palvelumuotoilu? – Muotoilun hyödyntäminen palvelujen suunnittelussa. Taiteen maisterin lopputyö. Taideteollinen korkeakoulu, Helsinki.

Laitinen, I., Harisalo, R. & Stenvall, J. 2013. Palvelutiede julkisten palveluiden uudistajana: Kansainvälinen vertailu. Tampere University Press. Tampere.

Liedtka, J. & Ogilvie, T. 2011. Design for Growth: A Design Thinking Tool Kit for Managers. Columbia University Press. New York.

Miettinen, S. & Koivisto, M. (Eds) 2009. Designing Services with Innovative Methods: Perspectives on Service Design. Kuopio Academy of Design. Kuopio.

Miettinen, S. & Valtonen, A. (Eds) 2013. Service Design with Theory. Discussions on Value, Societal Change and Methods. Lapland University Press. Rovaniemi.

Miettinen, S. (Ed) 2011. Palvelumuotoilu - uusia menetelmiä käyttäjätiedon hankintaan ja hyödyntämiseen. Teknologainfo Teknova Oy. Helsinki.

Miettinen, S. (Ed) 2014. Muotoiluajattelu. Teknologainfo Teknova Oy. Helsinki.

Moritz, S. 2005. Service Design: A Practical Access to an Evolving Field. Köln International School of Design. London.

Polaine, A., Løvlie, L. & Reason, B. 2013. Service Design: From Insight to Implementation. Rosenfeld Media. Brooklyn.

Stickdorn, M. & Schneider, J. 2011. This Is Service Design Thinking - Basics, Tools, Cases. BIS Publishers. Amsterdam.

Stickdorn, M., Hormess, M., Lawrence, A. & Schneider, J. 2018. This Is Service Design Doing: Applying Service Design Thinking in the Real World. O'Reilly Media. Sebastopol.

Further information

This course replaces the following courses from the previous curriculum:

- ATB2RQ104 Design Thinking in Tourism (10 ECTS)
- REG3RY003 Service Design and tuotekehitys palveluissa (10 ECTS)

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student can apply the key concepts, terminology related to service design and knows service design principles. They can also use management models and methods in the development and design of services and experiences concepts and can follow service design processes and use tools. Together in an interdisciplinary team the student can research customers, stakeholders, the service provider, trends, contexts and evaluate insights whilst generating ideas to create a new concept or solution. They can synthesize insights and guide strategic direction or alignment.

Assessment criteria - grade 3

In addition to the skills and competences mentioned for Grade 1, the student can apply knowledge, management models and methods in the development and design of services and experience concepts. In addition, they can choose appropriate management models and methods for the development and design of services and experience concepts and can apply service design processes and tools. They can predict new opportunities for service and experience development, and adequately judge ideas for creating a new concept or solution. They can generate innovative and desirable ideas for 'new' transformative services or experience concepts, systems or touchpoints and can lead service design projects that solve a 'real' service problem or yield an opportunity.

Assessment criteria - grade 5

In addition to the skills and competences mentioned for Grades 1 and 3, the student can comprehensively predict new opportunities regarding the development of services and experiences and can adequately judge ideas to create a new concept or solution. Independently and successfully s/he can lead service design projects that solve a "real" service problem or yield an opportunity and contribute to organisational change of mindset. Develop a profitable business model for a service or experience concept or solution. Independently s/he can solve real-life problems regarding services and generate services real-life opportunities.

From Services to Experiences and Transformations, 5 cr - EXP4HM102

Course unit language

English

Contents

- The origin and history of the experience economy and transformation economy
- Key concepts and development frameworks
- Value creation logics
- Dramatisation of experiences and transformations
- Digitisation of experiences and transformations
- Authenticity in experiences and meaningfulness in transformations
- Research perspectives on experiences and transformations
- From mass customization to the mass personalisation of experiences and transformations
- Future perspectives in the experience-transformation economy

Execution methods

This course uses blended learning pedagogical approaches, such as flipped classroom, supported by three main learning forms: (1) contact learning; (2) directed learning; and (3) self-directed Learning. A proportion of the course hours provide the opportunity for learning contact between students and experts (the facilitator and industry partners). Three interactive contact learning days are available to participants via interactive learning methods. The types of directed learning used are individual and team learning activities. Self-directed learning is also an important part of this course and students are encouraged to develop their ability to learn on their own and thus to take more responsibility for setting the objectives of their study work. This course uses Moodle as the course's virtual learning environment. In short, this course provides:

24 hours of contact teaching/learning

110 hours of directed and self-directed learning

1 hour of assessment of one's own learning

Recognition of prior learning

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

Learning materials

Boswijk, A., Peelen, E. & Olthof, S. 2012. *Economy of Experiences* (3rd ed.). Amsterdam: European Centre for the Experience Economy.

Christensen, J. 2009. *Global Experience Industries: The Business of the Experience Economy*. Aarhus: Aarhus University Press.

Gilmore, J. H., & Pine II, B. J. 2007. *Authenticity: What Consumers Really Want*. Boston: Harvard Business School Press.

Jensen, R., & Aaltonen, M. 2013. *The Renaissance Society: How the Shift from Dream Society to the Age of Individual Control will Change the Way You Do Business*. New York: McGraw-Hill.

Kuiper, G. & Smit, B. 2014. *Imagineering: Innovation in the Experience Economy*. CABI Publishing. Wallingford.

O'Dell, T., & Billing, P. 2005. *Experiencescapes: Tourism, Culture and Economy*. Copenhagen: Copenhagen Business School Press.

Pine II, B. J., & Gilmore, J. H. 2011. *The Experience Economy (updated ed.)*. Boston: Harvard Business School Press.

Sundbo, J. & Sørensen, F. (Eds) 2013. *Handbook on the Experience Economy*. Edward Elgar Publishing. Cheltenham.

Further information

This course replaces the following courses from the previous curriculum:
Part of the Developing and Managing Experiences (10 ECTS) course

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student can apply key concepts and typologies of experience and transformation to various business contexts. Can differentiate the various value creation logics: service-dominant logic (SDL), service logic (SL), Customer-dominant logic (CDL) and experience-dominant logic (EDL). Can together in a group dramatise and digitise experiences and transformations. Knows the various research perspectives for studying experiences and transformations

Assessment criteria - grade 3

In addition to the skills and competences mentioned for Grade 1, the student can assess experience and the transformation economy frameworks relevance for various business contexts. Measure the authenticity of experiences and the meaningfulness of transformations. Apply mass customisation principles to personalise experiences and transformations.

Assessment criteria - grade 5

In addition to the skills and competences mentioned for Grades 1 and 3, the student can analyse the emergence and development of the experience and transformation economy, judge the various research perspectives for studying experiences and transformations, predict business areas beyond the experiences and transformations.

Brand Experience Development, 5 cr - EXP4HM103

Course unit language

English

Teachers

Mario Passos Ascencao Leena Korttilalli Johanna Rajakangas-Tolsa

Contents

- Fundamentals of brands and branding
- Brand management concepts and frameworks
- Special features of the service brand development
- Service brand development
- Strategic service brand experience management
- Brand experience and multi-sensory service brands
- Storification of a service brand experience
- Transmedia storytelling for service brand experience
- The future of service brand experience

Execution methods

This course uses blended learning pedagogical approaches, such as flipped classroom, supported by three main learning forms: (1) contact learning; (2) directed learning; and (3) self-directed Learning. A proportion of the course hours provide the opportunity for learning contact between students and experts (the facilitator and industry partners). Three interactive contact learning days are available to participants via interactive learning methods. The forms of directed learning used are individual and team learning activities. Self-directed learning is also an important part of this course and students are encouraged to develop their ability to learn on their own and thus to take more responsibility for setting the objectives of their study work. This course uses Moodle as the course's virtual learning environment. In short, this course provides:

24 hours of contact teaching/learning

110 hours of directed and self-directed learning

1 hour of the assessment of one's own learning

Recognition of prior learning (RPL)

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

Learning materials

The course will draw on a fair amount of both conceptual and empirical reading. It requires a high degree of personal study, and participants are expected to find relevant materials, read widely and think critically. A modest amount of reading prior to each day/session is to be expected. Below,

participants can find several indicative publications, which serve as background to the course. Other resources relevant for this course will be available on the course's Moodle page.

Aaker, D. A. & Joachimsthaler, E. 2009. *Brand Leadership: Building Assets in an Information Economy*. Free Press. London.

Aaker, D. A. 2010. *Building Strong Brands*. Simon & Schuster. London.

Coleman, D. 2018. *Building Brand Experiences: A Practical Guide to Retaining Brand Relevance*. Kogan Page. London.

de Chernatony, L. 2006. *From Brand Vision to Brand Evaluation: The Strategic Process of Growing and Strengthening Brands*. 2nd Edition. Butterworth-Heinemann. Oxford.

Elliott, R. & Percy, L. 2007. *Strategic Brand Management*. Oxford University Press. Oxford.

Hultén, B., Broweus, N. & van Dijk, M. 2009. *Sensory Marketing*. Palgrave Macmillan. Basingstoke.

Jenkins, H., Ford, S. & Green, J. 2013. *Spreadable Media: Creating Value and Meaning in a Networked Culture*. New York University Press. New York.

Jenkins, H., Ito, M. & Boyd, D. 2015. *Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce, and Politics*. Polity Press. Malden, MA.

Kalliomäki, A. 2014. *Tarinallistaminen: Palvelukokemuksen Punainen Lanka*. Talentum. Helsinki.

Kapferer, J.-N. 2008. *The New Strategic Brand Management: Creating and Sustaining Brand Equity Long Term*. Kogan Page. London.

Keller, K. 2007. *Strategic Brand Management: Building, Measuring, and Managing Brand Equity*. 3rd Edition. Pearson Education. Upper Saddle River.

Keller, K. L., Apéria, T. & Geor, M. 2008. *Strategic Brand Management: A European Perspective*. Pearson Education. Harlow.

Lindstrom, M. 2005. *Brand Sense: How to Build Powerful Brands Through Touch, Taste, Smell, Sight and Sound*. Free Press. New York.

Moilanen, T. & Rainisto, S. 2009. *How to Brand Nations, Cities and Destinations: A Planning Book for Place Branding*. Palgrave Macmillan. Basingstoke.

Newbery, P. & Farnham, K. 2013. *Experience Design: A Framework for Integrating Brand, Experience, and Value*. John Wiley & Sons. Hoboken.

Schmitt, B. H. & Rogers, D. L. 2008. Handbook on Brand and Experience Management. Edward Elgar Publishing. Cheltenham.

Further information

This course replaces the following courses from the previous curriculum:

- Palvelubrändin hallinta (5 ECTS)
- Part of Developing and Managing Experiences (10 ECTS)

Starting level and linkage with other courses

No prerequisites

Assessment criteria

Assessment criteria - grade 1

The student knows the key concepts related to brand development and management. Can apply brand knowledge to practical business contexts and investigate the brand of a service company and the process of building and maintaining a brand. Can recognise transmedia storytelling and sensory branding and partially employ that knowledge to service brands.

Assessment criteria - grade 3

In addition to the skills and competencies mentioned for grade 1, the student can apply the key concepts related to brand development and management. Can propose brand experience to service brands. Can measure brand experience Can judge sensory branding and brand experience. Can storify a service brand, employ the storification process to service brands and use transmedia storytelling to service brands.

Assessment criteria - grade 5

In addition to the skills and competencies mentioned for grades 1 and 3, the student can judge the special features of creating and maintaining service brands. Can develop and lead a service brand experience development programme.

Design Service Systems and Value Networks, 5 cr - EXP4HM104

Course unit language

English

Contents

- From design thinking to systems thinking – key concepts
- Service design in the network economy
- The network concept and levels of network analysis
- Service networks types, structures and effects
- Inter-organisational, internal and external value networks in the service industry
- The value concept and value creating processes
- Service design for multichannel and omnichannel
- Service design for inter-firm networks

Execution methods

This course uses systems thinking and design sprint as pedagogical approaches, supported by three main learning forms: (1) contact learning; (2) directed learning; and (3) self-directed learning. A proportion of the course hours provide the opportunity for learning contact between students and experts (the facilitator and industry partners). The three consecutive contact days are organised in the form of immersive design sprint for a real-life service network. The forms of directed learning used are individual pre-design sprint activities and team post-design sprint activities. Self-directed learning is also an important part of this course and students are encouraged to develop the ability to learn on their own and thus to take more responsibility for setting the objectives of their study work. This course uses Moodle as the course's virtual learning environment. In short, this course provides:

24 hours of contact teaching/learning

110 hours of directed and self-directed learning

1 hour of the assessment of one's own learning

Recognition of prior learning (RPL)

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

Learning materials

Materials to be announced later.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student knows the terminology related to the design for service systems, networks and chains of responsibility. Can recognise internal and external value networks in service development. Thinks of services as systems of value and can adopt a systems mindset. Can, to some extent, apply value creating processes to an actual project.

Assessment criteria - grade 3

In addition to the skills and competences mentioned for grade 1, the student can solve service networks real-life problems and create real-life opportunities for service networks. Can analyse service networks, demand and supply chains. Can successfully apply value creating processes to actual projects.

Assessment criteria - grade 5

In addition to the skills and competences mentioned for grades 1 and 3, the student can design service systems for value networks. Manage and transform work contexts that are complex and unpredictable and which require new strategic approaches.

Imagineering with Lego Serious Play Methodology, 5 cr - EXP4HM005

Course unit language

English

Contents

- Imagineering process
- Theories underpinning the LSP methodology
- Principles behind LSP methodology
- Core process of LSP methodology
- Application techniques of LSP methodology
- LSP building levels – individual, shared, system
- Imagineering with LSP methodology

Execution methods

This course follows the constructionist learning theory and uses LEGO® SERIOUS PLAY® methodology as the embodied pedagogical approach, supported by three main learning forms: (1) contact learning; (2) directed learning; and (3) self-directed Learning. A proportion of the course hours provide the opportunity for three interactive learning contact interactions between students and the facilitator. Forms of directed learning used are individual pre- and post-learning activities. Self-directed learning is also an important part of this course and students are encouraged to develop the ability to learn on their own and thus to take more responsibility for setting the objectives of their study work. This course uses Moodle as the course's virtual learning environment. In short, this course provides:

24 hours of contact teaching/learning

110 hours of directed and self-directed learning

1 hour of assessment of one's own learning

Recognition of prior learning (RPL)

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

Learning materials

The course will draw on a fair amount of both conceptual and empirical readings, which requires a high degree of personal study, and participants are expected to find relevant materials, read widely and think critically. A modest amount of reading prior to each day/session is to be expected. Below, participants can find several indicative publications, which serve as background to the course. Other resources relevant for this course will be available on the course's Moodle page.

Blair, S., Rillo, M. & Partners 2016. Serious Work: How to Facilitate Meetings & Workshops Using the Lego Serious Play method. ProMeet - Professional Meeting Facilitation. London.

Executive discovery 2002. The Science of LEGO® SERIOUS PLAY™. executive discovery llc. Enfield.

Kristiansen, P. & Rasmussen, R. 2014. Building a Better Business Using the Lego Serious Play Method. John Wiley & Sons. Hoboken.

Further information

No replacements.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student understands the imagineering process in the development of innovative experiences, has experience of the theories underpinning the LSP methodology and knows the key principles behind LEGO SERIOUS PLAY methodology. Can gain deeper insight into the core process and the application techniques of LSP. Has attended the LSP workshop as an end-user participant by practicing a new approach to solution focused innovation and idea generation – unleashing hidden creativity. Has understood the value of physical model building and prototyping in the imagineering process. Can increase their own creative confidence. Can partially think in metaphors and communicate in stories. Can partially harness the power of play to increase creativity. Can relate to a participatory culture of experimentation.

Assessment criteria - grade 3

In addition to skills and competences mentioned for grade 1, the student applies the imagineering process to the development of innovative experiences. Makes use of the theories and the key principles behind LEGO SERIOUS PLAY methodology. Utilises the core process and the application techniques of LSP. Judges the value of physical model building and prototyping. Creates generative metaphors to tell stories. Can harness the power of play to increase creativity.

Assessment criteria - grade 5

In addition to skills and competences mentioned for Grades 1 and 3, the student judges the imagineering process, and the theories and the key principles underpinning the LSP methodology. Creates meaning via physical model building. Implements imagination, sense-making and sense-giving to generate meaning and high-concepts.

Strategic Human Resources Management, 5 cr - LEA4HM101

Course unit language

English

Teachers

Learning objectives

Strategic Human Resource Management (SHRM) explores different aspects of human resource management at strategic levels in an organisation. The goal of the course is to present Human Resource Management as an enabler of business success.

Contents

- Strategic role of HRM in the organizations
- The key concepts and models of HRM
- HRM practices and their strategic role
- HRM future trends & challenges

Execution methods

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

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Further information

This course replaces the following courses from the previous curriculum:

- International Talent Management
- Henkilöstövoimavarojen johtaminen.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student is able to identify some HRM trends, strategies and theories. She/he is able to define some of the HRM processes and to list and explain some elements of good people management. The student is partway able to explain how HRM is linked to business success.

Assessment criteria - grade 3

In addition to the previous level, the student is able to apply different models to describe and analyze HRM processes and practices. The student is able to recommend suitable approaches and apply conceptual models for different situations.

Assessment criteria - grade 5

In addition to the previous levels, the student is able to critically analyze people management processes, practices and trends. The student is able to compare and evaluate various models and development methods from different perspectives and apply them in the different types of contexts.

Leadership Clinic, 5 cr - LEA4HM102

Course unit language

English

Teachers

Olli Laintila Heta-Liisa Malkavaara Anu Hakonen

Contents

- Leadership clinic sessions based on real-life leadership challenges
- Student's own leadership skills assessment
- Student's own leadership development plan
- Conflict management and interpersonal communication skills
- Self managing organizations and leadership

Execution methods

Students will attend leadership clinic sessions, which are designed based on their own experiences as a leader or in some other position. Students will assess their own leadership skills and write a leadership development plan at the beginning and end of the course. Students will attend leadership clinic sessions which are designed according to their own experiences as a leader or in some other position. The course includes the assessment of one's own learning.

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Learning materials

Materials will be published in the implementation plan.

Assessment criteria

Assessment criteria - grade 1

The student knows which leadership skills s/he could develop and can make a development plan. S/he is able to approach leadership situations from multiple perspectives and is able to adjust her/his behavior accordingly.

Assessment criteria - grade 3

The student knows which leadership skills s/he could develop and can make concrete development objectives referring to a selected framework. S/he is able to analyse leadership situations from multiple perspectives and is able to choose between different approaches with regard to how to respond to them.

Assessment criteria - grade 5

The student knows which leadership skills s/he could develop and can make a development plan referring to a selected framework. S/he is able to approach leadership situations from multiple analytical frameworks and masters a wide range of options for dealing with leadership situations at work.

Reflective Leadership, 5 cr - LEA4HM103

Course unit language

English

Teachers

Eija Kjelin Johanna Maaniemi Anu Hakonen

Learning objectives

This course will increase competences for different kinds of contexts where leadership (including self-leadership and distributed/shared leadership) is needed. It is useful for those students that act as leaders, yet students do not have to be in a leadership position when taking this course.

Contents

- Leadership approaches
- Critical leadership research
- Leadership in context
- Becoming and being a leader
- Beliefs about human nature (Ihmiskäsitys)
- Knowing your people
- Leadership development
- Well-being of a leader

Execution methods

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

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Learning materials

Materials will be published in the implementation plan.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student reflects her/his own leadership and recognises her/his development needs. The student sets goals for developing her/his leadership and creates assessment methods for self-evaluation. S/he recognizes different approaches to leadership. The student provides added value for her/his own leadership by participating in a dialogical development process together with other people.

Assessment criteria - grade 3

The student reflects her/his own leadership from various perspectives in connection to leadership research. S/he recognises her/his own developmental needs based on an analysis and sets reasonable goals and assessment methods for evaluating the progress. The student creates and learns from networks that will support her/his self-awareness.

Assessment criteria - grade 5

The student critically reflects on her/his own leadership from various perspectives in connection to leadership research and the data s/he has gathered. S/he sets context-dependent goals for leadership development. The student recognises her/his development needs and creates assessment methods to evaluate continuous development. The student increases her/his self-awareness in a constructive way, is able to assess, utilize and deepen feedback created in dialogical networks s/he has created.

Employee Experience and Employer Brand, 5 cr - LEA4HM104

Course unit language

English

Contents

- Employer branding
- Employee experience
- Intrinsic and Extrinsic Motivation
- Employee Management
- Meaning of work and meaningfulness cognitive work
- Work shaping in cognitive work
- A positive organisational culture
- Humane Workplace practices
- Measuring of employee experience and employer brand
- Wellbeing at work

Execution methods

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

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Further information

No replacements.

Assessment criteria

Assessment criteria - grade 1

The student recognises different factors that have an effect on employee experience and can define theoretical concepts related to employee experience and employer branding. S/he can define some approaches to developing an employer's brand and can explain factors that have an effect on well-being at work. S/he can explain how a positive culture and meaningful work is supported by workplace practices.

Assessment criteria - grade 3

In addition to the competences in grade 1, the student can apply theories to describe and analyse employee experience. S/he is able to use different formulas and assess how the employee experience is supported. S/he can recommend appropriate ways to measure employer brand. S/he can apply

concepts presented during the course to develop positive organisational culture. S/he can assess internal communication in an organisation.

Assessment criteria - grade 5

In addition to the competences in grades 1 and 3, the student assesses factors connecting employee experience and employer brand. S/he is able to assess the methods for measuring employer experience and employer branding. S/he is able to produce and justify analysis and development planning in order to develop the employer experience and employer brand.

Conscious Leader, 5 cr - LEA4HM105

Course unit language

English

Teachers

Monica Åberg Anne Koppatz Anu Hakonen

Learning objectives

The course supports students in finding their own unique potential and serves as a platform for exploring and engaging in key areas of personal leadership and transformation with a direct interface to the student's own professional development and other areas of life. Participation does not require a formal leadership position but improves the ability to act as a leader.

Contents

- Enabling vs. restrictive beliefs and stories
- Emotional intelligence
- Balancing between being and doing modes
- Personal triggers of behaviour
- Presence and mindfulness as a means to bring clarity into action
- Whole person paradigm
- Intention and experimental mode of action as a path towards trust and results
- Creating favourable conditions for personal and organisational transformation towards meaning and joy

Execution methods

Depending on the implementation, learning takes place in contact lessons, independent studies, individual work, group and peer discussions and assignments as well as individual mindfulness practice. The course includes the assessment of one's own learning.

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

Learning materials

Will be specified later.

Other literature/material assigned by the teachers.

Further information

The studies and learning assignments seek to mirror everyday business in corporations and other organisations. The learning sessions may include guest lectures, visits and/or real-life cases. Students apply their learning within their current work environment.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student becomes aware of his/her own thinking patterns and forms of behaviour. The student realises the influence of their own beliefs and their emotional mode on relationships, action and results on a general level, and finds ways to express him/herself genuinely and constructively in less challenging situations. The student increases his/her own resilience and finds ways to stay grounded despite shortcomings and incompleteness. The student can apply tools to take responsibility for his/her own professional life and situations and recognises their own vision of the natural mode of operation in different situations.

Assessment criteria - grade 3

In addition to previous competences (grade 1), the student is aware of his/her own thinking patterns, emotional modes and forms of behaviour and recognises their connection to everyday organisational drama. The student realises the potential of using everyday life as an opportunity to practice self-awareness and growth in a curious and mindful manner. The student discovers resources behind all kinds of feelings and is able to put them into intended action. The student realises new ways of becoming an organic part of organisational culture, recognising his/her own change and finding new openings to serve and promote organisational goals

Assessment criteria - grade 5

In addition to grades 1 and 3, the student is aware of everyday organisational drama, its drivers as well as his/her own and others involvement in it. The student is able to see more clearly the challenges and potential of different situations. The student recognises his/her own patterns to control difficult situations and is able to alter his/her approach and, based on the situation, express oneself in a candid and constructive manner. Based on his/her own experience and insight, the student is able to understand and empathise with others while honouring personal borders and responsibility. The student profoundly understands that she/he provides their own security, control and approval, which enables freedom to be authentic, while at the same time appreciating and respecting challenges.

Diversity and Inclusion in Global Organisations, 5 cr - LEA4HM106

Course unit language

English

Teachers

Christina Karlia-Palomäki Anne Koppatz Anu Hakonen

Contents

- The concept of equality, diversity and inclusion in global organisations
- Inclusive strategies in people management
- Unconscious bias
- Diversity and inclusion practices on organisational, group and individual levels
- Laws and legislation ensuring equality and non-discriminatory practices
- Measuring diversity and inclusion

Execution methods

Depending on the implementation, learning takes place in contact lessons, independent studies, individual work, group and peer discussions and assignments. The course includes the assessment of one's own learning.

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Assessment criteria

Assessment criteria - grade 1

The student can explain some of the essentials of equality, diversity and inclusion for global organisations and is able to define some key concepts and theories related to diversity management. The student knows how laws and legislation set the legal framework for non-discriminatory practices in people management.

Assessment criteria - grade 3

The student can explain the essentials of equality, diversity and inclusion for global organisations and is able to define the key concepts and theories related to diversity management. The student knows how laws and legislation set the legal framework for non-discriminatory practices in people management and is able to identify the difference between legal and ethical behaviour at work.

Assessment criteria - grade 5

The student is able to analyse equality, diversity and inclusion management within global organisations and is able to define the key concepts and theories related to diversity management. The student is able design non-discriminatory strategies and practices by following legal frameworks for global people management.

Strategic Thinking and Growth Strategies, 5 cr - STR4HM101

Course unit language

English

Learning objectives

The student develops strategic thinking and uses suitable tools for it. S/he recognises substantial changes taking place in the working environment and assesses how the changes affect the different business models and organisations. S/he analyses competitive advantages and –strategies and recognizes different growth possibilities.

Contents

The content is a combination of following themes:

- Developing strategic thinking capability
- Changes and disruption at work and in the working environment
- Analysis of working environment and the utilisation of business information
- Business models
- Competitive strategies and advantages
- Growth strategies and enablers
- o Ecosystems, networks and partnerships
- o Mergers and acquisitions
- o Internationalisation
- o Startups
- o Innovations
- o Licensing

Execution methods

Depending on the implementation. Learning takes place in contact lessons, as independent studies, teamwork and/or online-studies. Learning methods include dialogic, experimental and collaborative contact lessons, simulation practices, guest lecturers, case studies and development of strategy models for the student's own or other organisation. The course includes the assessment of one's own learning.

The studies and learning assignments seek to mirror everyday business in corporations and other organisations. The learning sessions may include guest lectures, visits and/or real-life cases to be solved. Students apply their learning with their current work environment.

Depending on the implementation, student backgrounds and work environments bring an international perspective to the course. Internationality can also be present through case studies, books, articles and assignments.

Depending on the implementation, pre-assignment is required. See the implementation plan for more information.

If students have acquired the required competence in previous work tasks, recreational activities or on

another course, they can show their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Learning materials

Depending on the implementation.

Further information

Depending on the implementation, pre-assignment is required. More information is available in the implementation plan.

Starting level and linkage with other courses

It is recommended that this is a starting course in Strategic Thinking and Management specialisation.

Assessment criteria

Assessment criteria - grade 1

- The student knows the key concepts of strategic thinking.
- S/he recognises substantial changes taking place at work and in the working environment.
- S/he knows different kinds of business models.
- S/he is familiar with different kinds of ecosystems and networks as well other growth enablers.

Assessment criteria - grade 3

- The student knows the key concepts of strategic thinking and is able to apply them.
- S/he recognises changes taking place at work and in the working environment and is able to look for information about forthcoming changes by utilising diverse existing data and signals from the environment.
- S/he knows different business models and is able to compare them.
- S/he identifies, understands and is capable of evaluating different kinds of ecosystems and networks as well other growth enablers.

Assessment criteria - grade 5

- The student knows the key concepts of strategic thinking and is able to apply them comprehensively to a variety of situations.
- S/he recognises extensive changes taking place at work and in the working environment and is able to look for information on forthcoming changes by utilising diverse existing data and signals from the environment. S/he is capable of evaluating the effects of these changes to the selected organization.
- S/he knows different types of business models and is able to compare them.
- S/he is capable of comprehensively identifying, understanding and evaluating different kinds of ecosystems and networks as well as other growth enablers.

Strategy in Practice, 5 cr - STR4HM102

Course unit language

English

Learning objectives

Student is able to evaluate different concepts and models of strategy work. S(he) is also able to analyze different strategies with strategy tools. Student is able to formulate action plans and equivalent metrics to execute strategies. S(he) is also able to plan and implement supporting communication practices for the strategy execution.

Contents

The content is a combination of following themes:

- Practices of strategic management
- Strategy process
- Strategy tools and methods
- Strategic development
- Strategic key performance indicators
- Strategic communications

Execution methods

Depending on the implementation, learning takes place in contact lessons, as independent studies, teamwork and/or online-studies. Learning methods include dialogic, experimental and collaborative contact lessons, simulation practices, guest lecturers, case studies and the development of the strategy models in the student's own organization.

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

Learning materials

Depends on the implementation.

Further information

Depending on the implementation the course may include pre-assignments. Further information will be provided in the Implementation Plan.

Starting level and linkage with other courses

This course is recommended to be taken after Strategic Thinking and Growth strategies course.

Assessment criteria

Assessment criteria - grade 1

The student knows some concepts and frameworks of strategy work.

The student knows some strategic options and strategy tools.

The student can participate in formulating the action plan of the strategy execution.
The student knows some key performance indicators of strategic management.
The student understands the significance of communications in the strategy process and s(he) can participate in planning of the strategic communication.

Assessment criteria - grade 3

The student is able to evaluate different concepts and frameworks of strategy work.
The student is able to analyze strategic options by utilizing strategy tools.
The student is able to formulate the action of the strategy execution.
The student is able to define relevant key performance indicators of strategic management.
The student is able to plan and implement actions of strategic communication.

Assessment criteria - grade 5

Student is able to choose appropriate concepts and frameworks of strategy work for and organization.
The student is able to both analyze and develop the chosen strategic choice by utilizing different strategy tools and models.
The student is able to formulate concrete action plans of the strategy execution.
The student is able to choose and develop most relevant key performance indicators of strategic management.
The student is able to plan and implement holistic actions of strategic communication.

Experimental and Engaging Strategy, 5 cr - STR4HM103

Course unit language

English

Teachers

Juha Olava Meri Vehkaperä Eija Kärnä

Learning objectives

The student understands the significance of strategy from the perspectives of the development, productivity and well-being of the organisation and is able to promote them with appropriate strategic approaches and models in the strategy process. S/he is capable of utilising a variety of collaborative methods and promoting strategic dialogue and interaction. The student knows how to involve and inspire people to participate in strategy work.

Contents

- Storytelling and sense-making
- Experiments and co-creation
- Culture that inspires and enhances participation in strategy work
- Dialogical and virtual strategy process
- Emotions and trust in the organisation

Execution methods

Depending on the implementation, learning takes place in contact lessons, as independent studies, teamwork and/or online-studies. Learning methods include dialogic, experimental and collaborative contact lessons, simulation practices, guest lecturers, cases and the development of strategy models within student's own organisation. The course includes the assessment of one's own learning.

The studies and learning assignments seek to mirror everyday business in corporations and other organisations. The learning sessions may include guest lectures, visits and/or real-life cases to be solved. Students apply their learning with their current work environment.

Depending on the implementation, student backgrounds and work environments bring an international perspective to the course. Internationality can also be present through case studies, books, articles and assignments.

Depending on the implementation, pre-assignment is required. See the implementation plan for more information.

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

Learning materials

- Clegg, S. R., Schwitzer, J., Whittle, A. & Pitelis, C. 2017. Strategy: Theory and Practice. 2nd Ed.. Sage Publications or

- Johnson, G., Whittington, R., Scholes, K., Angwin, D. & Regnér, P. 2017. Exploring strategy: text and cases. 11th ed. Pearson Education Limited.

Other material will be provided by the lecturer.

Starting level and linkage with other courses

Recommended after completion of the following courses: Strategic thinking and growth strategies, Strategy in practice

Assessment criteria

Assessment criteria - grade 1

The student understands the significance of strategy from the perspectives of the development, productivity and well-being of the organisation. She is capable of utilising some collaborative methods, support co-creation and promote strategic dialogue and interaction within the organisation. The student understands the importance of inspiring and involving people (employees and other stakeholders) in the strategy work.

Assessment criteria - grade 3

In addition to the competences described in Grade 1, the student is capable of utilising several collaborative methods, supporting co-creation and promoting strategic dialogue and interaction inside the organisation and between different stakeholders.

Assessment criteria - grade 5

In addition to the competences described in Grades 1 and 3, the student is able to evaluate the suitability of different models and approaches to experimenting and engaging strategy work and promoting productivity and well-being of the organisation. The student is capable of evaluating and utilising a variety of collaborative methods to enhance strategic dialogue and interaction in organisational ecosystem.

Responsible Business and Sharing Economy, 5 cr - STR4HM104

Course unit language

English

Teachers

Minna-Maari Harmaala Juha Olava

Learning objectives

After completing the course, the student is able to:

- apply the key concepts of a responsible business and sharing economy in her/his thinking and reasoning
- recognise business opportunities related to strategic responsibility and the creation of common value
- analyse the purpose of an organisation's stakeholders and their role in responsible business and in creating shared value
- describe and assess business and management from the viewpoint of stakeholder thinking and responsible business
- acknowledge responsibility and value questions in strategy work
- produce critical thinking and problem solving in a changing operational environment

Contents

- Responsible business and sustainable development
- Effects of a sharing economy on business and customer behaviour
- Strategic responsibility and creation of shared value
- Stakeholder analysis and stakeholder dialogue
- Responsibility communication and reporting
- Development of a responsible organisation culture

Execution methods

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

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student is able to define the key concepts of a responsible business and sharing economy. S/he recognises the main stakeholders and their purpose in a responsible business. S/he can describe business and management from the viewpoint of responsible business and stakeholder thinking.

Assessment criteria - grade 3

In addition to the competences in grade 1, the student can apply the key concepts of a responsible business and sharing economy in her/his thinking and reasoning. S/he can utilise the models of stakeholder analysis and dialogue. S/he is able to acknowledge responsibility and value questions in strategy work.

Assessment criteria - grade 5

In addition to the competences in grades 1 and 3, the student can analyse the purpose of an organisation's stakeholders and their role in responsible business and in creating shared value. S/he develops business and management from the viewpoints of stakeholder thinking and responsible business. S/he is able to think critically and solve problems in a changing operational environment.

Strategic Financial Management, 5 cr - STR4HM105

Course unit language

English

Teachers

Monica Åberg Mariitta Rauhala Juha Olava

Contents

- o Financial planning, controlling and monitoring in strategy process
- o Budgeting and forecasting models
- o Investment & finance models and accounting
- o Product and customer profitability

Execution methods

Depending on the implementation. Learning takes place in contact lessons, as independent studies, teamwork and/or online-studies. Learning methods include dialogic, experimental and collaborative contact lessons, simulation practices, guest lecturers, cases and development of the strategy models in student´s own organization. The course includes the assessment of one's own learning.

Recognition of prior learning (RPL)

If a student has acquired the required competence in previous work tasks, recreational activities or on another course, s/he can demonstrate that competence to the teacher and thus progress through the course faster. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student can evaluate strategies and business models from financial perspective. S/he is able to participate to analyzing business information. The student understands financial thinking and knows how to use the key elements of accounting in planning, controlling and monitoring organization's operations. S/he knows key financial figures, performance indicators and potential finance sources.

Assessment criteria - grade 3

The student can evaluate strategic choices and different business models from financial perspective. S/he is able to analyse and utilize business information. The student can apply financial thinking and use accounting in planning, controlling and monitoring organization's operations. S/he is able to utilize financial figures and performance indicators in strategy process and is capable of comparing different finance opportunities.

Assessment criteria - grade 5

The student can evaluate strategic choices and different business models from financial perspective. S/he is able to analyse and utilise business information in a way that serves best the organization's needs. The student can apply financial thinking and use and develop accounting in order to promote planning, controlling and monitoring of organisation's operations. S/he is able to define and utilise financial figures and performance indicators in strategy process and is capable of comparing different finance opportunities for the basis of making decisions.

Cloud Services, 5 cr - ICT4HM101

Course unit language

English

Learning objectives

The overall objective of the course is to give the students insight into cloud services from both business and technology perspectives. Typically, business students focus more on the business value whereas information technology students have a stronger focus on technology.

Upon successful completion of the course, the student

- knows the concept and definition of cloud computing
- understands the opportunities of cloud services from the business viewpoint
- understands how cloud computing may be used in product development, software development as well as in infrastructure
- knows how to use at least one of the most common PaaS and IaaS platforms for developing software and for administering virtual servers
- is capable of planning and implementing a cloud services related project

Contents

- Introduction to cloud computing
- Service models: SaaS, PaaS, IaaS
- Deployment models: private cloud, public cloud, hybrid cloud and community cloud
- Serverless architecture or FaaS
- Cloud services in product development
- Company cases illustrating the practical aspects of cloud services.
- A project work either with a business orientation around SaaS or with a technical orientation. The technically oriented project topics deal with IaaS or PaaS.

Execution methods

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

This course uses a flipped classroom approach, individual online assignments, teamwork in contact lessons, hands-on lab guidance online and in the contact lessons there are guest lectures where real-life cases are presented by a business and/or there is a technically oriented cloud services project that is done in a team.

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 their competence by giving a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet. The student should prepare a report and presentation about a cloud services case to which s/he has made a substantial contribution.

Learning materials

Rountree, Derrick, and Ileana Castrillo. *The Basics of Cloud Computing*, edited by Derrick Rountree, and Ileana Castrillo, Elsevier Science, 2013.

Venkata Josyula, Malcom Orr and Greg Page. *Cloud Computing – Automating the Virtualized Data Center*. Cisco Press, 2012.

Other literature on cloud services given during the course, cloud services tutorials and software tools.

Further information

This course replaces the previous curriculum's course Cloud Services.

Starting level and linkage with other courses

The student may focus on the business aspects or on the technical aspects of cloud services. The former approach does not require any specific technical skills but for the latter approach, basic information systems tools and architectures knowledge is assumed.

Assessment criteria

Assessment criteria - grade 1

The student understands the basic concepts of cloud services and how cloud services can be used to create value for business. S/he can name related software tools and – at an abstract level – knows how they could be used.

Assessment criteria - grade 3

The student has a good understanding of cloud services and their application to create value for business. S/he knows related software tools and can use them in practice.

Assessment criteria - grade 5

The student has an excellent understanding of cloud services and their application to create value for business. S/he knows related software tools and is skilled at using them in practice.

ICT Management Best Practices, 5 cr - ICT4HM102

Course unit language

English

Learning objectives

Upon successful completion of the course, the student

- understands the concepts of ICT management and governance best practices
- knows how the best practices improve processes and operational efficiency
- can select and apply a best practice in a bimodal development environment
- can adopt a business driven view on the use of the best practices

Contents

- service management best practices and frameworks (e.g. ITIL, IT Standard for Business)
- project management best practices (e.g. waterfall and agile frameworks, DevOps)
- information technology architecture frameworks (e.g. TOGAF)
- information security management (e.g. ISO27001)
- ICT governance best practices (e.g. COBIT)

Execution methods

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

The remote learning sessions will be based on e-learning assignments. Students will build their own course portfolio by utilising their own experience and course material.

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet. The student prepares a report and presentation about an ICT management best practice case to which s/he has made a substantial contribution.

Learning materials

Rountree, Derrick, and Ileana Castrillo. The Basics of Cloud Computing, edited by Derrick Rountree, and Ileana Castrillo, Elsevier Science, 2013.

Other literature on cloud services will be given during the course, cloud services tutorials and via software tools.

Further information

This course replaces the previous curriculum's course ICT Management Best Practices (ISM2TX120).

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student understands the basic concepts of the best practices and their use for the benefit of the business. S/he can identify the main best practices and frameworks for various needs and at an abstract level knows how they are applied.

Assessment criteria - grade 3

The student has a good understanding of the concepts of the best practices and their use for the benefit of the business. S/he can identify the main best practices and frameworks for various needs and knows how they are applied in practice.

Assessment criteria - grade 5

The student has an excellent understanding of the concepts of the best practices and their use for the benefit of the business. S/he can identify the main best practices and frameworks for various needs and knows how they are applied and optimised in practice.

ICT Security Basics from Trust to Blockchain, 5 cr - ICT4HM103

Course unit language

English

Contents

- The basic concepts of data security. CIA (confidentiality, integrity, availability). Confrontation. The attacker's perspective and pentest. What does ICT security involve? The most effective, common and successful techniques for attacking businesses.
- Low hanging fruit, defender's perspective. Basic ICT security tools. ICT security with ulterior tools. Possible additional issues: easy attacks in practice.
- Encryption. Importance of CIA. How to decrypt encryption? When does encryption need not be broken? Symmetric and asymmetric encryption. Seals. Two-sided authentication. Traffic measurement intelligence.
- Practical encryption techniques. Email encryption with PGP. Public Key Infrastructure. Decentralised and centralised trust. TLS CA vs. PGP PKI trust.
- Modern encryption techniques. Anonymous networks, TOR. Virtual private networks and their substitutes. Encrypted, decentralised distributed file sharing within an organisation.
- Block chains
- Cryptocurrency

Execution methods

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

Theoretical instruction combined with practical demonstrations. Laboratory exercises in a computer lab. Independent work (reading and practice) and reporting. There are 25 machines and seats in the laboratory, so the number of participants is limited to this.

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Further information

No replacements.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student knows the concepts of information security at a basic level, can use the required tools individually by following instructions in a book, has returned homework, but failed to complete all tasks due to recurring situations, which have prevented the continuation of study.

Assessment criteria - grade 3

The student is familiar with the basic concepts of information security and is able to explain in a general way, for example, how they can be used as tools; can use the tools in normal situations and is able to identify examples of how to apply security principles to everyday personal and business life.

Assessment criteria - grade 5

The student understands the basic concepts of information security and the tools to be used in that relationship; identifies examples of the use of basic concepts – also within new situations; is able to solve simple problem situations and use new features that have been added to familiar tools; can identify threats to security and is able to put them in context and is able to initiate the improvement of personal and business security by applying principles found in to day-to-day data knowledge security.

Management of Digital Service Development, 5 cr - ICT4HM104

Course unit language

English

Teachers

Ari Alamäki Heikki Suominen

Learning objectives

The course is an introduction to the development of digital services. The course is positioned between IT and business perspectives. Upon the successful completion of the course, the student:

- understands the development models and principles of digital service development
- understands technology diffusion and digital transformation
- can identify new business roles and market changes in digital transformation
- can identify potential value drivers, risks and measures in managing development
- can reflect on future development opportunities and technology trends

Contents

- An introduction to digital business and digital services
- The challenges of managing IT-based development projects
- The development models, stakeholders, processes and measurement of digital service development
- Digital transformation and technology diffusion models
- New digital business models, roles and emerging technologies
- Reflection of global IT trends and the digital future

Execution methods

The course is a blended learning course. The main task of the course focuses on project work (individual or group) related to the course topic, where students can select user, business, management or technological perspectives on the course topic.

Depending on the implementation, the contact lessons are 1) kick-off for the course, 2) project work facilitation in the middle, and 3) the final presentation of the project work. Online tasks include orientation (e.g. video) to the given course content, learning material and online discussion tasks. There are no exams. However, there is the assessment of one's own learning.

Recognition of prior learning (RPL)

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can demonstrate that competence and thus progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Depending on the implementation, video presentations, articles, books, lectures, etc.

Further information

This course replaces the following course from the previous curriculum: Digitaalisten palveluiden kehittämisen johtaminen (Finnish)

Starting level and linkage with other courses

Master's level studies. All material and communication is in English, but you may choose between English and Finnish for your report language.

Assessment criteria

Assessment criteria - grade 1

The student partially understands development methods and principles but does not understand the role of IT in business development. Project work is limited.

Assessment criteria - grade 3

In addition to the skills and competences mentioned for Grade 1, the student has basic competence in planning and managing digital service development projects in a particular area. In addition, the student understands business and customer value in developing digital services. The project work demonstrates these skills and competences.

Assessment criteria - grade 5

In addition to the skills and competences mentioned for Grades 1 and 3, the student thoroughly understands the principles and success factors of digital service development and is able to adopt them in practice. The student can demonstrate these competences through professionally produced and completed project work. The student is able to reflect the development challenges and opportunities of digital service development in practice.

Enterprise ICT Architecture, 5 cr - ICT4HM105

Course unit language

English

Learning objectives

The general learning objective of the course is that the student knows the purpose, principles and architectural types of the enterprise architectures as well as the most common implementation models. After completing the course the student will have knowledge of methods and knowledge of the most common enterprise architectures.

Contents

- An overview of enterprise architecture
- The most common enterprise architecture types and their requirements
- The consideration of information security within enterprise architecture
- Enterprise architecture as a tool for management
- What are business architectures and sub-architectures
- Data architecture
- Systems architecture
- Technological architecture
- The most common models of enterprise architecture
- TOGAF architecture model, The Finnish enterprise architecture model JHS-179 – built for public administration needs.

Execution methods

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

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 their competence via a demonstration and thus progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Learning materials

Materials will be published in the learning platform.

Further information

Moodle is used as learning platform and Teams is used as collaboration tool.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student is able to describe what enterprise architectures are and how they are built. The student understands their purpose and recognises the importance of enterprise architecture for organisations

Assessment criteria - grade 3

In addition, the student has the vision and the ability to participate in the development of enterprise architectures; is able to work on the most common referenced architectures due to the methodological knowledge gained during the course; has the ability to take on roles in developing and maintaining an enterprise architecture.

Assessment criteria - grade 5

In addition to the above, the student has well-founded and multiple perspectives views on the development and maintenance of enterprise architectures, which enable the execution of demanding tasks when working with enterprise architecture.

Evaluation criteria, approved/failed

Passing the course is based on grading of the assignments. 40% of maximum points should be collected.

ICT Sourcing, 5 cr - ICT4HM106

Course unit language

English

Learning objectives

The course is focused on sourcing ICT-services holding mostly a business perspective. Upon successful completion of the course, the student

- gets a good command of the principles of managing ICT-sourcing as part of Sourcing-function and the relatedness to Company strategy
- learns ways to organize ICT-sourcing and frameworks of managing vendor and solution selection
- learns practices to fulfill ICT-outsourcing and distribution of services
- learns the practices of Service integration and management (SIAM)

Contents

- Introduction to sourcing and linkages to other disciplines in the field of IT
- Guidelines framing sourcing strategies, forms of partnering and the acquiring of resources
- Building service integration and management, and maintaining multivendor relationships
- Sourcing as an operation – case selection consultancy in large IT-investments
- Approaches and concepts in distributing IT work – outsourcing, crowdsourcing. ecosystems
- Case studies by student teams and professionals

Execution methods

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

Recognition of prior learning (RPL)

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show that competence via a demonstration and thus progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Beulen, E., Ribbers, P., Roos, J. 2011. Managing IT outsourcing .Routledge, 2nd ed. (On our library) -- A good overview on IT-outsourcing: Impact on business model, OS as phenomenon, Contracts, Offhsoring, Business Process OS, Partnership risk mgmt., Governance of OS.

Iloranta, Pajunen, Muhonen. 2015, Hankintojen johtaminen: Ostamisesta toimittajamarkkinoiden hallintaan -- The book gives a good overview on managing the sourcing function. The learnings here are also apt in ICT-sourcing.

Kern, T., Willcocks, L. 2002. Netsourcing: Renting Business Applications and Services Over a Network [0-13-092355-9]. On our library? -- The book covers SaaS-type of an OS, which was firstly called as

ASP (Application Service Providing). Note that the first three chapters offer a good overview on different options of structuring and managing the outsourcing in general, not just SaaS.

Rivard, S. Aubert, B. 2007. Information Technology Outsourcing – an e-book on our library

Ed. Martin, G., Reddington, M., Alexander, H. 2008. Technology, Outsourcing and Transforming HR. Multiple articles by Elsevier publishing. (on our library) -- Mostly the human resource viewpoint in outsourcing covered here.

Other material: video presentations, articles, visitor lectures and student presentations, too

Starting level and linkage with other courses

Successful accomplishment of the course necessitates basic knowledge of the ITIL framework and the principles of enterprise architecture.

Assessment criteria

Assessment criteria - grade 1

Passed courses are assessed on a scale of 1 to 5 based on individual study project by free choice (related to job), individual assignments, exam and activity on lessons

Grade 1: The student partially understands development methods and principles but does not truly understand the role of IT in business development. Project work has been limited.

Assessment criteria - grade 3

Grade 3: In addition to skills and competences mentioned for grade 1, a student has basic competence in planning and managing activities belonging to sourcing in a particular business area. In addition, the student understands the business value of developing sourcing capabilities, which is proven by assignments done on the course.

Assessment criteria - grade 5

Grade 5: In addition to the skills and competences mentioned for grades 1 and 3, a student thoroughly understands the principles and success factors of sourcing and is able to adopt them in practice. The student demonstrates these competences by successfully doing and finishing assignments. The student is able to reflect the development challenges and opportunities of sourcing in practice.