

BUTEM Degree Programme in Business Technologies

Master of Business Administration, 90 ECTS

Master of Business Administration

- Programme
- Curricula
- Implementations

Name and level of education

Master of Business Administration, Master's Degree

Admission requirements and applications

Act of Polytechnics 9.5.2003/351 20§

Before applying see the admission criteria at www.studyinfo.fi

Scope and duration

The scope of the studies is 90 ECTS completed in 1.5 to 3 years as part-time or full time studies.

Recognition of learning

Studies can also progress through the use of competencies acquired in the past or competencies acquired at work during the studies.

Mode of study

The mode of studies is blended and the amount of independent studying, virtual studies and sessions on campus depend on the student's individual study plan and the chosen courses. There are several types of course implementations to choose from, such as evening, intensive, partly or fully virtual. Depending on the course implementation, the learning sessions take place in evenings, weekends, virtually, and as intensive studies.

Language of tuition

The language of the studies is English.

Requirements and decrees

The degree curriculum includes core studies, specialization studies, free choice studies, thesis and maturity test.

Haaga-Helia's operations are governed by [the Act on Studies in Universities of Applied Science 18.12.2014/1129](#) (in Finnish) and [Haaga-Helia's Degree Regulations](#).

Study attainments and assessment

The course assessment criteria are available in the course descriptions. More information about the course assessment is available in [Haaga-Helia's Degree Regulations](#).

Targets and structure

The Master's Degree Programme in Business Technologies prepares the students for work in challenging expert and managerial positions in the field of ICT and business digitalization. The degree programme is suitable for ICT and business professionals who want to proceed in managerial and expert positions in the field of ICT and digitalization.

After the studies the graduates will be able to develop business information management solutions by evaluating and utilizing digital technologies. They are capable of recognizing the opportunities of leading-edge digital technologies and applying them for creating new business value and enhancing the business operations. They will work in positions, for example: designers and leaders of business digitalization, managers of information system development projects, managers of information system services, consultants and trainers in ICT.

Curriculum Structure:

Core Studies 20 ECTS

Specialization Studies 20 ECTS

Free Choice Studies 20 ECTS

Thesis 30 ECTS

Specializations:

Digital Business Opportunities

Entrepreneurial Business Management

ICT Services and Systems

Studies provide students with general competences, such as interaction competency, required in all organizations and with business specific skills and competencies, depending on the chosen specialization area by the student.

Compulsory studies focus on research and development skills as well as competences needed in developing organizations and leading change. Studies enhance students' abilities in analytical and critical thinking and problem solving. Specialization studies focus on digital technologies and business related skills and competencies. Studies enhance the students' ability to apply current research knowledge in their professional field.

In the beginning of studies, students choose their specialization, on the basis of individual career goals and development needs. The specialization studies together with thesis account for the majority of the Master's studies.

Internationalisation

The students represent various nationalities and work in organisations operating in global settings, which allows learning to take place in multicultural teams. The learning assignments mirror professional's work in a global setting. The students can also take part in an exchange program with selected partner universities of Haaga-Helia UAS.

Work placement and cooperation with the business community

The courses include industry and business visitors and address the challenges of organizations and business. In addition, the thesis is a development project undertaken within an organization.

Career opportunities

The programme encourages students to study and work concurrently, which gives the students the opportunity to integrate real-life projects in studies. This exchange between work and study enhances the skills and competencies the students need to advance professionally.

Postgraduate studies

For example university studies (Ph.D.) or vocational teacher's programme

Alumni activities

Haaga-Helia's alumni network is very active. Read more about our [alumni relations](#) and update your contact information to receive information about upcoming events, further education and Haaga-Helia's news.

Contact information

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Business Technologies

The extent of the Master's Degree is 90 ECTS. The degree consists of the following studies:

Compulsory studies - Applied Design Research 5 ECTS

Common elective studies - Choose minimum of 15 ECTS from Research and Development and Organisational Development competence areas.

Specialisation studies - Choose one specialisation and minimum of 20 ECTS from it. Specialisation studies include also Master's thesis 30 ECTS.

Free-choice studies - Choose 20 ECTS from the common elective studies, from your own specialisation, from other specialisations or from other Master level studies that are clearly related to the field of the degree. In case you want to include courses from other universities or universities of applied sciences to your degree, first ensure from your guidance counsellor that the course you have selected can be approved to your degree.

Code	Name	Sum
BUTEM23	Business Technologies	90
BUTEM22-1014	Compulsory Studies	5
RDI2HM101	Applied Design Research	5
BUTEM22-1015	Common Elective Studies	15
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
BUTEM22-1016	Thesis	30
THE7HM601	Thesis Phase 1	10
THE7HM602	Thesis Phase 2	10
THE7HM603	Thesis Phase 3	10
THE7HM604	Maturity Test	0
BUTEM22-1017	Specialisation Studies	20
BUTEM22-1018	Digital Business Opportunities	20
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
BUTEM22-1019	Information Services and Systems	20
ICT4HM101	Cloud Services	5
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
BUTEM22-1020 Entrepreneurial Business Management		20
ENT4HM110	Fostering Creativity and Innovativeness at Organisations	5
ENT4HM111	Self-knowledge and Entrepreneurial Mindset	5
ENT4HM105	Current Trends in Entrepreneurship	5
ENT4HM112	Project Courses of Entrepreneurship	5
BUTEM22-1021 Free-Choice Studies		20
BUTEM22-1022 Leading Sales and Customer Experience		0-20
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
BUTEM22-1023 Strategic Thinking and Management		0-20
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
BUTEM22-1024 Leadership and Human Resource Management		0-20
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
BUTEM22-1025 Experience Economy and Designing Services		0-20
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
BUTEM22-1026 Communication and Marketing Management		0-20
COM4HM101	Strategic Brand Management	5
COM4HM102	H2H Communication	5
COM4HM103	Digital Marketing Technologies	5
COM4HM106	Leading Creative Planning and Production	5
COM4HM107	Crisis Communication and Reputation Management	5

BUTEM23 Business Technologies: 90 op**BUTEM22-1014 Compulsory Studies: 5 op****RDI2HM101 Applied Design Research: 5 op****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

Starting level and linkage with other courses

Student has enrolled to her/his chosen specialisation.

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.

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.

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.

BUTEM22-1015 Common Elective Studies: 15 op**RDI2HM102 Data Analytics: 5 op****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

Starting level and linkage with other courses

No prerequisites.

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.

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 students is able to assess the reliability and relevance of business reports.

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.

RD12HM103 Futures Research: 5 op**Contents**

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

Starting level and linkage with other courses

No prerequisites.

Further information

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

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.

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.

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.

ORD2HM101 Evolving Organisations: 5 op**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

Starting level and linkage with other courses

No prerequisites.

Further information

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

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.

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.

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.

ORD2HM102 Learning Culture in Organisations: 5 op**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

Starting level and linkage with other courses

No prerequisites.

Further information

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

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.

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.

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.

ORD2HM103 Acting as Coach and Facilitator: 5 op**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

Starting level and linkage with other courses

No prerequisites.

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.

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.

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.

BUTEM22-1016 Thesis: 30 op**THE7HM601 Thesis Phase 1: 10 op****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 analyse 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 advisor, starting the thesis work.
- Writing the structure of the theoretical framework, 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).

Starting level and linkage with other courses

Students start to work on their thesis at the beginning of the studies, in the beginning of the second study year at the latest, 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**Grade 1**

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

- Topic and objective: The topic is ordinary and its significance from the perspective of the organisation and / or working life is described thinly. The objective and delimitation are described.
- Theoretical framework: Sources are scarce or not relevant at work. Sources have been used at incidentally. There is little dialogue between sources. Key concepts are defined poorly or not at all. The theoretical framework is poorly described.
- Methodology: Methodological choices are poorly justified. The methods are partly ill-suited to the thesis. The implementation and description of the research and development process is incomplete and illogical.
- Outcomes: The outcomes are poorly presented. The relationship between the outcomes and the goal is narrowly structured. The usefulness and value of the outcomes are insufficiently substantiated. Their connection to the theoretical framework has not been demonstrated.
- Reporting: The structure of the report is partly inconsistent and the content is partly structured in an illogical order. Comprehensibility and readability are partially poor. Reporting guidelines have been poorly followed.
- Thesis Project Management: The student's contribution to independent work has been partly weak. The work has not progressed according to schedule.

Grade 3

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

- Topic and objective: The topic is current and its significance is well justified from the perspective of the organisation and / or working life. The objective and delimitation are described largely clearly from the point of view of the organisation and / or working life.
- Theoretical framework: Peer-reviewed and international sources are used. The sources are used principally appropriately and partly critically. There is some dialogue between the sources. Key concepts have been identified and defined. The theoretical framework supports the objective of the work.
- Methodology: Methodological choices are described largely well, but their justification is incomplete. The methods are suitable for the thesis. The research and development process is mainly implemented and described clearly, and its significance in relation to the goal is considered.
- Outcomes: The correspondence of the outcomes to the objectives can be seen. The usefulness and value of the outcomes are justified. Their connection to the theoretical framework is demonstrated.
- Reporting: The structure of the report is somewhat consistent and the content is logically structured. Comprehensibility and readability are at a good level. Reporting guidelines have been followed. The illustrations and tables are made in accordance with the instructions and are related to the subject matter.
- Thesis Project Management: The student has been able to receive guidance and demonstrated the ability to work independently. The work is almost on schedule.

Grade 5

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

- Topic and objective: The topic has innovative perspectives. Its significance is justified more generally than only from the perspective of the organisation and / or working life. The objective is described very clearly. The delimitation is justified and described precisely in a way that guides the content and structure of the work.
- Theoretical framework: Relevant, peer-reviewed and international sources are used appropriately,

critically and justified in terms of objectives. There is a rich dialogue between the sources. The use of concepts is accurate and justified. The theoretical framework shows knowledge of different views and provides excellent support for the objective.

- **Methodology:** Methodological choices are well justified and described in detail and critically. The methods are excellent for the thesis. The whole research and development work, its stages and progress, is excellently implemented and described.
- **Outcomes:** The outcomes fit the objectives in an excellent manner. The value of the outcomes is well considered and justified. The generalizability is considered, and some of the outcomes have wider use. The outcomes have been evaluated commendably in relation to the theoretical framework.
- **Reporting:** The report forms a balanced whole, in which the importance of the parts is well justified. The report proceeds from step to step in a consistent manner.
- **Comprehensibility and readability** are at an excellent level. The reporting guidelines have been followed perfectly. The illustrations and tables are made in accordance with the instructions, they are informative and add value to the report.
- **Thesis Project Management:** The student has demonstrated the ability to adapt to the unexpected challenges during the process as well as the demanding, independent expert work. The work has progressed according to schedule.

THE7HM602 Thesis Phase 2: 10 op

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 analyse 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 2 includes the following content:

- Finishing the theoretical framework and methodology chapters.
- Executing data collection and analysis and reporting of results and/or development project.
- Presenting the thesis project in the specialization group (F2F presentation in one of the events, video presentation in the specialization Teams forum or other). The presentation will also be delivered to the supervisor for feedback.

Starting level and linkage with other courses

Students start to work on their thesis at the beginning of the studies, in the beginning of the second study year at the latest, 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

Grade 1

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

- **Topic and objective:** The topic is ordinary and its significance from the perspective of the organisation and / or working life is described thinly. The objective and delimitation are described.
- **Theoretical framework:** Sources are scarce or not relevant at work. Sources have been used at incidentally. There is little dialogue between sources. Key concepts are defined poorly or not at all. The theoretical framework is poorly described.
- **Methodology:** Methodological choices are poorly justified. The methods are partly ill-suited to the thesis. The implementation and description of the research and development process is incomplete and illogical.
- **Outcomes:** The outcomes are poorly presented. The relationship between the outcomes and the goal is narrowly structured. The usefulness and value of the outcomes are insufficiently substantiated. Their connection to the theoretical framework has not been demonstrated.
- **Reporting:** The structure of the report is partly inconsistent and the content is partly structured in an illogical order. Comprehensibility and readability are partially poor. Reporting guidelines have been poorly followed.
- **Thesis Project Management:** The student's contribution to independent work has been partly weak. The work has not progressed according to schedule.

Grade 3

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

- **Topic and objective:** The topic is current and its significance is well justified from the perspective of the organisation and / or working life. The objective and delimitation are described largely clearly from the point of view of the organisation and / or working life.
- **Theoretical framework:** Peer-reviewed and international sources are used. The sources are used principally appropriately and partly critically. There is some dialogue between the sources. Key concepts have been identified and defined. The theoretical framework supports the objective of the work.
- **Methodology:** Methodological choices are described largely well, but their justification is incomplete. The methods are suitable for the thesis. The research and development process is mainly implemented and described clearly, and its significance in relation to the goal is considered.
- **Outcomes:** The correspondence of the outcomes to the objectives can be seen. The usefulness and value of the outcomes are justified. Their connection to the theoretical framework is demonstrated.
- **Reporting:** The structure of the report is somewhat consistent and the content is logically structured. Comprehensibility and readability are at a good level. Reporting guidelines have been followed. The illustrations and tables are made in accordance with the instructions and are related to the subject matter.
- **Thesis Project Management:** The student has been able to receive guidance and demonstrated the ability to work independently. The work is almost on schedule.

Grade 5

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

- **Topic and objective:** The topic has innovative perspectives. Its significance is justified more generally than only from the perspective of the organisation and / or working life. The objective is described very clearly. The delimitation is justified and described precisely in a way that guides the content and structure of the work.
- **Theoretical framework:** Relevant, peer-reviewed and international sources are used appropriately, critically and justified in terms of objectives. There is a rich dialogue between the sources. The use of concepts is accurate and justified. The theoretical framework shows knowledge of different views and provides excellent support for the objective.
- **Methodology:** Methodological choices are well justified and described in detail and critically. The methods are excellent for the thesis. The whole research and development work, its stages and progress, is excellently implemented and described.
- **Outcomes:** The outcomes fit the objectives in an excellent manner. The value of the outcomes is well considered and justified. The generalizability is considered, and some of the outcomes have wider use. The outcomes have been evaluated commendably in relation to the theoretical framework.
- **Reporting:** The report forms a balanced whole, in which the importance of the parts is well justified. The report proceeds from step to step in a consistent manner.
- **Comprehensibility and readability** are at an excellent level. The reporting guidelines have been followed perfectly. The illustrations and tables are made in accordance with the instructions, they are informative and add value to the report.
- **Thesis Project Management:** The student has demonstrated the ability to adapt to the unexpected challenges during the process as well as the demanding, independent expert work. The work has progressed according to schedule.

THE7HM603 Thesis Phase 3: 10 op**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 analyse 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 3 includes the following content:

- Reflecting on the significance of the results and/or development of the thesis, and own learning.
- Finalizing a consistent report, including checking the language, settings and references.
- Possible presentation to the organization in question and collecting feedback.
- Supervisor's assessment and permission to publish.
- Writing the maturity test.
- Publication.

Starting level and linkage with other courses

Students start to work on their thesis at the beginning of the studies, in the beginning of the second study year at the latest, 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**Grade 1**

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

- Topic and objective: The topic is ordinary and its significance from the perspective of the organisation and / or working life is described thinly. The objective and delimitation are described.
- Theoretical framework: Sources are scarce or not relevant at work. Sources have been used at incidentally. There is little dialogue between sources. Key concepts are defined poorly or not at all. The theoretical framework is poorly described.
- Methodology: Methodological choices are poorly justified. The methods are partly ill-suited to the thesis. The implementation and description of the research and development process is incomplete and illogical.
- Outcomes: The outcomes are poorly presented. The relationship between the outcomes and the goal is narrowly structured. The usefulness and value of the outcomes are insufficiently substantiated. Their connection to the theoretical framework has not been demonstrated.
- Reporting: The structure of the report is partly inconsistent and the content is partly structured in an illogical order. Comprehensibility and readability are partially poor. Reporting guidelines have been poorly followed.
- Thesis Project Management: The student's contribution to independent work has been partly weak. The work has not progressed according to schedule.

Grade 3

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

- Topic and objective: The topic is current and its significance is well justified from the perspective of the organisation and / or working life. The objective and delimitation are described largely clearly from the point of view of the organisation and / or working life.
- Theoretical framework: Peer-reviewed and international sources are used. The sources are used principally appropriately and partly critically. There is some dialogue between the sources. Key concepts have been identified and defined. The theoretical framework supports the objective of the work.
- Methodology: Methodological choices are described largely well, but their justification is incomplete. The methods are suitable for the thesis. The research and development process is mainly implemented and described clearly, and its significance in relation to the goal is considered.

- Outcomes: The correspondence of the outcomes to the objectives can be seen. The usefulness and value of the outcomes are justified. Their connection to the theoretical framework is demonstrated.
- Reporting: The structure of the report is somewhat consistent and the content is logically structured. Comprehensibility and readability are at a good level. Reporting guidelines have been followed. The illustrations and tables are made in accordance with the instructions and are related to the subject matter.
- Thesis Project Management: The student has been able to receive guidance and demonstrated the ability to work independently. The work is almost on schedule.

Grade 5

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

- Topic and objective: The topic has innovative perspectives. Its significance is justified more generally than only from the perspective of the organisation and / or working life. The objective is described very clearly. The delimitation is justified and described precisely in a way that guides the content and structure of the work.
- Theoretical framework: Relevant, peer-reviewed and international sources are used appropriately, critically and justified in terms of objectives. There is a rich dialogue between the sources. The use of concepts is accurate and justified. The theoretical framework shows knowledge of different views and provides excellent support for the objective.
- Methodology: Methodological choices are well justified and described in detail and critically. The methods are excellent for the thesis. The whole research and development work, its stages and progress, is excellently implemented and described.
- Outcomes: The outcomes fit the objectives in an excellent manner. The value of the outcomes is well considered and justified. The generalizability is considered, and some of the outcomes have wider use. The outcomes have been evaluated commendably in relation to the theoretical framework.
- Reporting: The report forms a balanced whole, in which the importance of the parts is well justified. The report proceeds from step to step in a consistent manner.
- Comprehensibility and readability are at an excellent level. The reporting guidelines have been followed perfectly. The illustrations and tables are made in accordance with the instructions, they are informative and add value to the report.
- Thesis Project Management: The student has demonstrated the ability to adapt to the unexpected challenges during the process as well as the demanding, independent expert work. The work has progressed according to schedule.

THE7HM604 Maturity Test: 0 op**BUTEM22-1017 Specialisation Studies: 20 op****BUTEM22-1018 Digital Business Opportunities: 20 op****DIG4HM101 Digital Service Design: 5 op****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

Starting level and linkage with other courses

No prerequisites.

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.

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.

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.

DIG4HM102 Business Analytics: 5 op

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.

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

Further information

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

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.

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.

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.

DIG4HM103 Robotic Automation: 5 op

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

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

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.

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.

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.

DIG4HM104 Emerging Technology Opportunities: 5 op

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

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.

Further information

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

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.

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.

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.

DIG4HM106 Artificial Intelligence in Modern Business: 5 op**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.

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**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

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

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

BUTEM22-1019 Information Services and Systems: 20 op**ICT4HM101 Cloud Services: 5 op****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.

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.

Further information

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

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.

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.

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.

ICT4HM102 ICT Management Best Practices: 5 op**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, SIAM)

- project management best practices (e.g. SAFe, 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)

Starting level and linkage with other courses

It is recommended to have prior experience in ICT systems and their development/maintenance.

Further information

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

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.

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.

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.

ICT4HM103 ICT Security Basics from Trust to Blockchain: 5 op**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

Starting level and linkage with other courses

No prerequisites.

Further information

No replacements.

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.

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.

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.

ICT4HM104 Management of Digital Service Development: 5 op**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

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.

Further information

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

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.

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.

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.

ICT4HM105 Enterprise ICT Architecture: 5 op**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.

Starting level and linkage with other courses

No prerequisites.

Further information

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

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

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.

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.

Approved/ Failed

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

ICT4HM106 ICT Sourcing: 5 op**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

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**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.

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.

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.

Approved/ Failed

not in use

BUTEM22-1020 Entrepreneurial Business Management: 20 op**ENT4HM110 Fostering Creativity and Innovativeness at Organisations: 5 op****Learning objectives**

After completion of the course, student

- is able to perceive creativity and innovation as drivers of an organization's performance
- understands how creativity and innovation are applied to a business opportunity recognition
- can analyze and apply creativity and innovation to a leadership challenge

Contents

- creativity, innovation as drivers of an organizational performance
- exploring problems and business opportunities
- disruption and other forms of innovation
- creating and leading an innovation culture

Assessment criteria**Grade 1**

Student demonstrates a limited understanding how creativity and innovation affect organizational performance.

Student demonstrates a limited understanding how creativity and innovation can be applied to business opportunity recognition.

Student demonstrates limited skills in applying creativity and innovation to a leadership challenge.

Grade 3

Student demonstrates a good argumentation how creativity and innovation affect organizational performance.

Student demonstrates a good argumentation how creativity and innovation can be applied to business opportunity recognition.

Student demonstrates good skills in applying creativity and innovation to a leadership challenge.

Grade 5

Student demonstrates versatile and excellent argumentation how creativity and innovation affect organizational performance.

Student demonstrates versatile and excellent argumentation how creativity and innovation can be applied to business opportunity recognition.

Student demonstrates excellent skills in applying creativity and innovation to a leadership challenge.

ENT4HM111 Self-knowledge and Entrepreneurial Mindset: 5 op

ENT4HM105 Current Trends in Entrepreneurship: 5 op

ENT4HM112 Project Courses of Entrepreneurship: 5 op

BUTEM22-1021 Free-Choice Studies: 20 op

BUTEM22-1022 Leading Sales and Customer Experience: 20 op

SAL4HM101 Processes and Strategic Development of Sales: 5 op

Contents

- Sales processes in BtoB, BtoC and CtoC sales
- Strategic goals of sales and customerships
- Sales models, methods and digital tools
- Sales budgeting, goal setting and measuring
- Value creation and value promises

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Grade 1

The student knows 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.

Grade 3

In addition to the competences described in Grade 1, the student is able to describe 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.

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.

SAL4HM102 Developing Sales Oriented Organisation: 5 op**Contents**

- Development and management of a sales organisation
- Motivation of a sales organisation
- Integration of sales and marketing
- Organisational structures and operation models from a sales perspective
- Sales and customer journey processes in organisation
- Strategic development of sales

Starting level and linkage with other courses

No prerequisites.

Assessment criteria**Grade 1**

The student knows 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.

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.

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.

SAL4HM103 Development of Customer Journey and Leading Customer Experience: 5 op**Contents**

- 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
- Analysis and utilisation of customer data

Starting level and linkage with other courses

No prerequisites.

Assessment criteria**Grade 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.

Grade 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.

Grade 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.

SAL4HM104 Online Store as Sales Channel: 5 op**Contents**

- Analysis of the operational environment
- Customer experience in an online store
- Online store as a business model and sales channel
- Multichannel solutions and market places
- Founding of an online store and software solutions
- Product range construction
- Payment methods and logistics of an online store
- Marketing planning, analytics and targeting
- Strategic choices of an online store and analysis of the operating environment

Starting level and linkage with other courses

No prerequisites.

Assessment criteria**Grade 1**

The student knows 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.

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.

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.

BUTEM22-1023 Strategic Thinking and Management: 20 op**STR4HM101 Strategic Thinking and Growth Strategies: 5 op****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

Starting level and linkage with other courses

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

Further information

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

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.

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.

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.

STR4HM102 Strategy in Practice: 5 op**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

Starting level and linkage with other courses

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

Further information

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

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.

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.

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.

STR4HM103 Experimental and Engaging Strategy: 5 op**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

- Dialogical and virtual strategy process
- Sensemaking and storytelling
- Culture that inspires and enhances participation in strategy work
- Emotions and trust in the organisation
- Experiments and co-creation (Design Thinking and strategy work)

Starting level and linkage with other courses

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

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.

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.

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.

STR4HM104 Responsible Business and Sharing Economy: 5 op**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

Starting level and linkage with other courses

No prerequisites.

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.

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.

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.

STR4HM105 Strategic Financial Management: 5 op**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

Starting level and linkage with other courses

No prerequisites.

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.

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.

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.

BUTEM22-1024 Leadership and Human Resource Management: 20 op**LEA4HM101 Strategic Human Resources Management: 5 op****Learning objectives**

Strategic Human Resource Management (SHRM) course explores different aspects of human resource management at strategic levels focusing on its role as an enabler of business success. The aim of the course is to give overview of current theories, models and responsibilities of HR both from HR function but also from organization perspective.

After the course, the student

- Identifies the underlying theories, concepts and models of human resource management.
- Understand the strategic role of HRM in the organizations.
- Identifies the key responsibilities of human resource management and understands their strategic role.

Starting level and linkage with other courses

No prerequisites.

Further information

This course replaces the following courses from the previous curriculum:

- International Talent Management
- Henkilöstövoimavarojen johtaminen.

Assessment criteria**Grade 1**

The student's knowledge and understanding meet the course requirements satisfactorily. The student identifies narrowly theories and concepts presented in the course. The student identifies narrowly their implications to practice.

Grade 3

The student's knowledge and understanding meet the course requirements well. The student knows theories and concepts presented in the course. The student uses theories and concepts to explore real-life cases.

Grade 5

The student's knowledge and understanding meet excellently the requirements of the course. The student masters profoundly theories and concepts presented in the course. The student uses theories and concepts analytically and critically to explore real-life cases.

LEA4HM102 Leadership Clinic: 5 op**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

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.

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.

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.

LEA4HM103 Reflective Leadership: 5 op**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

Starting level and linkage with other courses

No prerequisites.

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.

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.

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.

LEA4HM104 Employee Experience and Employer Brand: 5 op**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

Further information

No replacements.

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.

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.

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.

LEA4HM105 Conscious Leader: 5 op

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

Starting level and linkage with other courses

No prerequisites.

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.

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.

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

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.

LEA4HM106 Diversity and Inclusion in Global Organisations: 5 op

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

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.

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.

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.

BUTEM22-1025 Experience Economy and Designing Services: 20 op

EXP4HM101 Service Design: 10 op

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

Starting level and linkage with other courses

No prerequisites.

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)

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.

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.

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.

EXP4HM102 From Services to Experiences and Transformations: 5 op**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

Starting level and linkage with other courses

No prerequisites.

Further information

This course replaces the following courses from the previous curriculum:

Part of the Developing and Managing Experiences (10 ECTS) course

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

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.

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.

EXP4HM103 Brand Experience Development: 5 op**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

Starting level and linkage with other courses

No prerequisites

Further information

This course replaces the following courses from the previous curriculum:

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

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.

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.

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.

EXP4HM104 Design Service Systems and Value Networks: 5 op**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

Starting level and linkage with other courses

No prerequisites.

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.

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

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

BUTEM22-1026 Communication and Marketing Management: 20 op**COM4HM101 Strategic Brand Management: 5 op****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
- Branding models and theories
- Marketing and communication; key concepts and practical domains
- Identification, prioritisation and management of internal and external stakeholders

Starting level and linkage with other courses

No prerequisites.

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

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.

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.

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. The student has professional project like approach to learning and stays on schedule.

COM4HM102 H2H Communication: 5 op

Learning objectives

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

- identify H2H (human to human) principles and frameworks related to H2H communication and marketing
- apply, plan and implement stakeholder and customer driven H2H communication and marketing solutions

Contents

- Key principles and frameworks on H2H communication and marketing
- Personal branding / employer branding
- Analysing, planning and implementing H2H approach to strategic and tactical communication and marketing solutions

Starting level and linkage with other courses

No prerequisites

Further information

This course replaces the following courses in the previous curriculum:

COM4LJ007 Organization, Diversity and Employees

COM4LJ013 Media and Public Relations

MGT2HY201 Leadership Communication

Assessment criteria

Grade 1

Student is somehow able to describe the key concepts of H2H communication and marketing. He / She / recognizes theoretical frameworks related to the topic. He / She is able to apply H2H approach to marketing communication.

Grade 3

Student is able to describe the key concepts of H2H communication and marketing. He / She / is familiar with the main theoretical frameworks related to the topic. He / She is able to analyze and apply H2H approach to stakeholder and customer-driven communication and marketing.

Grade 5

The student has internalized the key concepts and theoretical frameworks of H2H communication and marketing very well.

The student is able to analyze, justify and apply the H2H approach to stakeholder and customer-driven communication and marketing.

The student is able to identify the opportunities in H2H approach in supporting strategic marketing communication.

Student's commitment to course schedule and responsibilities is at excellent level.

COM4HM103 Digital Marketing Technologies: 5 op

Learning objectives

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

Contents

- Tools, processes, platforms and approaches in digital marketing and social interaction
- Selection and use of tools, processes, platforms, and approaches in digital marketing
- Setting objectives for digital marketing
- Digital Customer Journey
- SEO
- Content marketing

Starting level and linkage with other courses

No prerequisites. Course has compulsory orientation assignment or exam that is introduced in the Kick Off and completing it by the given DL is mandatory for final course acceptance.

Further information

This course replaces the following courses from the previous curriculum

COM4LJ012 Current Trends: Integrated Marketing Communication

JAT8LU005 Yritysviestinnän uudet ympäristöt

Assessment criteria

Grade 1

The student understands the digital customer journey principles and stages and the related methods related to digital marketing solutions in it. The student knows the main categories of digital marketing solutions and platforms 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 digital marketing solutions. The student is able to create content for different digital platforms and analyse his/her choices.

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 digital marketing 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 solutions and tools 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 optimize the use of marketing solutions and platforms to improve sales and customer satisfaction.

Grade 5

The student can critically evaluate and innovate value-added concepts and methods related to the development of digital marketing for various types of business needs and market challenges. S/he can implement and develop digital marketing initiatives independently and effectively. S/he can initiate and influence co-operation between different organisational functions and prioritize 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.

COM4HM106 Leading Creative Planning and Production: 5 op

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

Starting level and linkage with other courses

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

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.

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.

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.

COM4HM107 Crisis Communication and Reputation Management: 5 op

Learning objectives

After completing the course, the student will be able to:

Identify and prioritize organization's key stakeholders

Identify and analyze the key factors and risks related to organization's reputation and brand

Develop crisis communication readiness as part of reputation management and prepare a crisis communication plan

Contents

Stakeholder theory: stakeholder prioritization and expectation management

Trust, credibility, reputation and brand

Reputation and risks

Assessment and monitoring of operating environments from crisis perspective

Assessment and development of crisis communication readiness

Crisis response strategies

Crisis management and leadership

Starting level and linkage with other courses

No prerequisites Strategic Brand management is highly recommended. Also basic skills and competences of communication theory and practice, experience in using academic sources and understanding of stakeholder theory and definitions provide a good basis for the course.

Further information

Attendance to Course Kick Off or other agreed method of confirming the course participation is mandatory. Course has a short exam at the beginning of the course and successful completion of that is a prerequisite for continuing the course.

Assessment criteria

Grade 1

The student can apply relevant theories to identifying stakeholders and reputational issues and risks. The student can evaluate organization's crisis communication readiness. The student knows how to prepare a crisis communication plan and identify different crisis response strategies. The reporting of written assignments largely follows Haaga-Helia's reporting guidelines.

Grade 3

In addition to acquiring the skills mentioned for grade 1, the student is able to prioritize stakeholders and their expectations in line with organisational priorities. The student is able to create and justify the crisis communication plan for an organization. The reporting of written assignments follows Haaga-Helia's reporting guidelines well.

Grade 5

In addition to acquiring the skills mentioned for grade 3, the student is able to create strategic crisis communication plan and excellently apply theoretical insights and frameworks to develop crisis

communication readiness in an organisation. The reporting of written tasks follows Haaga-Helia's reporting guidelines excellently. The student has professional project like approach to learning and stays on schedule.