STROME Degree Programme in Strategising in Organisations
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 of 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 degree programme in Strategising in Organisations is organised completely online, which enables flexible distance learning. The most important study courses in terms of the topic have been selected for the degree programme and they have been scheduled so that a student can study while working and graduate in 1.5 years.

Language of tuition

The language of the studies is English.

Requirements and decrees

The degree curriculum includes core studies, specialisation 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 degree programme in Strategising in Organisations prepares the student to work in demanding strategy process expert, development and management positions, business planning and management positions, or to lead a function or to become an independent entrepreneur.

After the studies the graduates will be able to plan and implement strategy processes, lead change and develop the organisation's operations and competitiveness in different areas and in different business environments.

Curriculum Structure:
Core Studies 20 ECTS
Specialisation Studies 20 ECTS
Free Choice Studies 20 ECTS
Thesis 30 ECTS

The core competence studies focus on research and development skills as well as competencies needed in development projects and management of change. The studies strengthen the student's analytical and critical thinking as well as problem-solving skills.

The specialisation studies develop the skills needed to plan and manage a strategy process. The studies strengthen students' ability to apply new research information to their own business environment.

In advanced studies students concentrate on sub-strategies and crucial management practices in strategy processes.

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 organisations and business. In addition, the thesis is a development project undertaken within an organisation.

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.

The programme gives the students excellent qualifications for a variety of managerial and specialist positions in business and other organisations.

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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Strategising in Organisations

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

Compulsory studies 20 ECTS - Applied Design Research, Data Analytics, Evolving Organisations and Organisational Behaviour.

Specialisation studies 20 + 30 ECTS - Strategic Thinking and Growth Strategies, Strategy in Practice, Experimental and Engaging Strategy and Strategic Financial Management. Specialisation studies include also Master's thesis 30 ECTS.

Additional advanced competencies 20 ECTS - The following courses are recommended: Effective Management Team, Strategic Brand Management, Strategic Human Resources Management and Responsible Business and Sharing Economy.

Instead of the recommended additional advanced courses, you may choose courses from other master's level courses in Haaga-Helia or from other universities or universities of applied sciences. The courses you choose, must be clearly related to the field of the degree. Ensure from your ISP supervisor that the course you have selected can be approved to your degree.

Code	Name	Sum
STROME22	**Strategising in Organisations**	**90**
STROMECOM	Compulsory Studies	20
RDI2HM101	*Applied Design Research*	*5*
RDI2HM102	*Data Analytics*	*5*
ORD2HM101	*Evolving Organisations*	*5*
ORD2HM104	*Organisational Behaviour*	*5*
STROMESPE	Specialisation Studies	20
STR4HM101	*Strategic Thinking and Growth Strategies*	*5*
STR4HM102	*Strategy in Practice*	*5*
STR4HM103	*Experimental and Engaging Strategy*	*5*
STR4HM105	*Strategic Financial Management*	*5*
STROMETHE	Thesis	30
THE7HM601	*Thesis Phase 1*	*10*
THE7HM602	*Thesis Phase 2*	*10*
THE7HM603	*Thesis Phase 3*	*10*
THE7HM604	*Maturity Test*	*0*
STROMEADV	Additional Advanced Competencies	20
COM4HM101	*Strategic Brand Management*	*5*
LEA4HM101	*Strategic Human Resources Management*	*5*
STR4HM104	*Responsible Business and Sharing Economy*	*5*
STR8HM101	*Effective Management Team*	*5*

STROME22 Strategising in Organisations: 90 op

STROMECOM Compulsory Studies: 20 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.

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 students is able to apply one or some forecasting algorithms to a business problem, instructed by the teacher. The students 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 students 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.

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.

ORD2HM104 Organisational Behaviour: 5 op

Learning objectives
1 The student knows the essentials of organisational behaviour theory.
2 The student is able to perform theory guided analyses of real life organisational behaviour.

Contents
There are two important topics or objectives in the course. The first one is to introduce the student to the Organisational Behaviour theory. The second one is to teach how theory guided analysis of real life organisational behaviour can be done.

Assessment criteria
Grade 1

The criteria of grade 5 are hardly fulfilled at all.

Grade 3

The criteria of grade 5 are fulfilled only partly.

Grade 5

- The student shows that she/he has learned the essentials of the introduced theory well.
- The student shows that she/he is able to perform theory guided analysis of real life organisational behaviour well.

STROMESPE Specialisation Studies: 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.

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.

STROMETHE 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

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

STROMEADV Additional Advanced Competencies: 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.

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.

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.

STR8HM101 Effective Management Team: 5 op

Learning objectives
1. The student perceives the purpose, role, competencies, practices and accountabilities of top management teams.
2. The student understands the heuristics of top management team´s decision making.
3. The student is able to analyze a business case study.

Contents
The content of the course is designed to help the student reach all the learning objectives 1, 2 and 3.

Assessment criteria
Grade 1

The criteria of grade 5 are barely fulfilled.

Grade 3

The criteria of grade 5 are partly fulfilled.

Grade 5

- The student demonstrates excellent skills in perceiving how top management teams work successfully.
- The student shows excellent skills in analyzing and explaining heuristics problems of top management team´s decision making.
- The student shows excellent skills in analyzing a business case study.