

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Business Management (Laurea Leppävaara, Iiko), HLA07SAA

CURRICULUMS AT LAUREA

Learning Concept at Laurea

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The integration of these tasks has led Laurea to seek solutions that optimise our ability to respond to challenges. The aim is to produce graduates who are investigative developers of their work and of the workplace. We also hope to produce research-based development initiatives for the competence required at work, with visible effects in our operating environments.

As members of an information society, we are caught in a flood of information. Information no longer has to be provided; the most important thing is to learn to process and filter it to obtain important data to use and apply to one's own learning and development projects. Laurea also places importance on ensuring that students grow into skilled experts. Participation in development projects allows students to handle real work processes and to learn to use tools as concepts and skills. The work-oriented development projects provide learning for individuals and for the target community. They also generate new knowledge for developing and reforming the labour market.

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Learning environment

Laurea's learning environment facilitates competence development for learners, organizations, region and partners. The learning environment is a physical and psychological space that expresses the current culture, nature, time, community and practices of development work. Thus, it forms a comprehensive operating environment for competence development. The aim of the learning environment is to facilitate the achievement of learning results while supporting the generation of new know-how and interaction within the operating environment. The learning environment is an implementation of Laurea's target-oriented development.

The learning environment utilizes internal and external networks and is in constant interaction with the world of work. New knowledge and skills are acquired in authentic problem-solving and development tasks, which make the complexity of the real world an object for competence development. Regional influence increases through enriching communities and the networks that they form. Students use projects to learn the basics of networking, social skills and communication with experts in the field. The meeting points between the industry and the study units are significant in terms of the growth of expertise and competence development. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Students make use of diverse information sources and tools in their studies. Interactive learning environments are used to create a framework for structuring learning so that it offers situations, challenges and tools that help learners to utilize their own thought resources. The learning process becomes a continuous problem-solving process, with a focus on research, development and generating new competence. Conscious and systematic development work is used to formulate ideas and practices that boost development, and to generate new know-how. The result is a creation, a new operating method, a model or a product.

The creation of innovative processes is easier in structures that allow space for informal creativity, innovation and the promotion of things that motivate different participants internally. This work is characterised by communality and a socio-cultural environment for learning. It is important to create a spirit of development.

Development work takes place in projects that combine competences from various fields of study. Project teams consist of students, trainees, lecturers and workplace experts whose competences interact at the practical level. Students use projects to complete study units, job placements or theses. Lecturers do not organize and set targets for the project teams' activities in advance; instead, the team members take joint responsibility for this. Students

receive experience of the culture of expertise and of working as equal experts. They increase their self-management and set their own targets. Thus projects facilitate an unlimited learning process, where no glass ceilings are set by curricula, textbooks or instruction. Learning by Developing enables individuality in learning.

Practical applications of innovative learning environments include initiatives and projects carried out as innovative environments in networks, as well as various operating spaces designed for learning and development, skill hubs and development labs. Work consists of collaboration based on shared expertise, which is supported by methods of sharing competence, such as tutoring, lecturing sessions, demonstrations, team meetings, feedback events and seminars.

Students

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between lecturers, experts from the labour market and students. The cooperation is based on responsible commitment to the project. All participants are seen as learners, because the development projects aim to produce change and generate new things. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project depends on sharing competence and building new competence out of different areas of expertise. Students participate as partners who increase their competence by learning how to use new tools and by taking part in various research and development initiatives. Competence is founded on research-based knowledge, understanding the professional context, handling the necessary tasks and managing various workplace situations, to the extent that these skills are needed for each student's degree. In the development projects, students learn as individuals while also participating in shared learning and in producing new know-how.

Lecturers

The role of lecturers in development projects can be described as that of an expert, a participant and a pedagogical leader, who facilitates the students' growth and development into experts in their fields. Laurea's lecturers are in other words researchers and developers, influential players in regional development and teachers.

Published reports by those teachers that work as researchers demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. Some teachers act as developer and are responsible for identifying and refining the processes of development projects. The third role of lecturers is in workshops, which transmit and share cultural knowledge, and provide students with tools. Lecturership also involves partnerships with the labour market. The industry experts participating in development projects contribute the knowledge contained in workplace competence, while lecturers ensure that evidence-based data are available for explaining this competence. They join forces to produce new know-how for developing and reforming the labour market.

Competence evaluation

The evaluation of competence in Learning by Developing directs future choices and demonstrates how well targets have been met. Competence is seen on the one hand as knowledge of information, skills and values, and on the other hand as experiential competence, which includes individuals' and their community's know-how. Evaluation in a development project looks at individuals' and the project community's learning, the progress and significance of different processes, and the results achieved.

Evaluation is based on the objectives provided in the competence-based curriculum. These objectives define the requirements that students have to meet to achieve their degrees. The generic competences describe the competences shared by all Laurea students as meta-competence placed in a professional context. Themes, on the other hand, define the substance of subject-specific competence, which is deepened by the generic competences. The generic competences build a level of education needed at a higher education institution and at work; meanwhile, the themes build competence needed for employment. The generic competences are defined on three levels. Students choose the level they wish to achieve in each generic competence together with their tutors, and these desired levels are used as a basis for the study plan. Progress in the generic competences is measured qualitatively through portfolios. The study units are graded on a scale of 1 to 5. These grades are shown on the students' degree certificates.

LAUREA'S GENERIC COMPETENCES

Laurea's generic competences

In addition to core competence in the field, five general areas have been defined at Laurea which are important for professionals in all areas to master. These are called generic competences. The generic competences are developed during the studies, and the level of competence is also evaluated. The curriculum's generic competences have been determined by analysing shared competences needed in different employment sectors in the future. The shared generic competences for all degree programmes are:

- ethical competence
- globalisation competence
- innovative competence
- reflective competence
- network competence

Generic competences are closely linked to the contents of the study units.

The generic competences are structured through levels. Each competence has been categorized further, comprising the personal competence level, organisational competence level and social reform level. The targeted generic competence levels have been defined in the curriculum for each degree programme. All Laurea BA students must reach at least the personal competence level in all generic competences. In the case of many generic competences, the social reform level cannot be achieved until in connection with a Master's degree.

Ethical competence

Morals refers to an individual's conception of right and wrong, whereas ethics refers to moral choices to which the individual is consciously committed. Ethics is a systematic attempt to understand moral conceptions. It consists of ethical rules and principles, virtues and values. In the generic competence of ethical competence, morals and ethics are fundamentally linked together, because students' moral competence forms a basis for their ethical competence. Ethical competence consists of four components: (1) ethical sensitivity; (2) ethical motivation; (3) moral-ethical problem-solving; and (4) ethical implementation skills.

In order for student activities to be ethical, they must be sensitive to ethical problems contained in different situations. Ethical sensitivity refers to the ability to recognise the special characteristics, needs, rights and responsibilities of each party. It includes awareness of how one's own actions affect other people's well-being, and involves envisaging and anticipating various action plans and their consequences for each party. Empathy and the ability to put oneself in another's position form the core of ethical sensitivity. Students also need knowledge of the special characteristics of major customer groups and ethical problems in the sector. Ethical sensitivity is characterised by professional interaction skills, which are a target for active development throughout each degree.

Ethical motivation refers to committing to moral-ethical values and taking responsibility for one's own actions. The students' responsibility grows from the personal level to the communal and social levels. In order to develop their ethical motivation, they must also know the value bases of their fields and participate in discussions on values.

Moral-ethical problem-solving refers to the ability to solve ethical problems through critical argumentation. It requires consideration of various possible solutions, as well as knowledge and application of the ethical norms and approaches of the field. Continuously developing competence includes the skill to solve problems in interpersonal relationships, work communities, communities and the global environment, and the ability to justify these solutions.

Moral implementation skills refer to the ability to take target-oriented action to solve ethical problems (negotiation and conflict-solving skills), as well as the courage to act in accordance with ethical values, even in complex situations. In order for professional activities to be ethically sustainable, competence must be developed in all these areas of ethical competence..

Levels of ethical competence

At the personal competence level, students are able to:

- reflect on their own values and the consequences of their actions on other people's well-being
- work with a basis in the profession's values, following ethical principles
- apply the field's ethical norms to problem-solving

- examine situations from different parties' perspectives
- work in a tolerant and understanding way in multicultural networks
- apply ethical principles to R&D projects

At the organisational development level, students are able to:

- take into account the special characteristics, needs and rights of major customer groups in their work
- build customer-oriented interactions and work dialogically
- assume responsibility for the welfare of the community and the ethics of the work done
- examine ethical issues from the point of view of the organisation and the community
- develop fair methods of proceeding in their work

At the social reform level, students are able to:

- critically reflect on their own attitudes and prejudices
- actively participate in social debates on values
- assume responsibility at social and global levels
- make arguments in favour of fair social and global changes
- solve conflicts and influence issues

Globalisation competence

Globalisation refers to series of events and processes that cause the world to merge into a single, all-encompassing social system. In other words, globalisation refers to the processes by which things acquire worldwide scope. 'Globalised' refers to worldwide phenomena and the results of the globalisation process: a fully integrated world. Sustainable development in relation to globalisation is a globalised political programme, whose aim is to increase welfare with environmental responsibility, within the limits of environmental capacity.

Global interaction can be classified as **financial, cultural, political or social interaction**. The science of globalisation also includes questions of **ecology and biology**. Sustainable development brings all these dimensions together, with the aim of observing economic growth, cultural diversity, social welfare and ecology in politics and practice.

Levels of globalisation competence:

At the personal competence level, students are able to:

- make use of international sources of information in the field
- take into account the effects and opportunities of multiculturalism and internationalisation on their fields
- recognise the significance of their professional actions in relation to global interactions and sustainable development
- evaluate their own value bases from the point of view of sustainable development and globalisation, and apply them to their work

At the organisational development level, students are able to:

- take into account the effects of their own sector and its organisations on sustainable development, responsibility and international connections
- promote the values of environmental and social responsibility in organisations in the sector, taking into account global interactions
- apply responsibility for sustainable development to an organisation in the sector
- work in international networks

At the social reform level, students are able to:

- recognise the global nature of social issues and the characteristics of sustainable development
- critically evaluate social values and practices from the point of view of sustainable development, taking into account global interactions

- make arguments at social level, applying the principles of sustainable development and taking into account global effects

Innovative competence

All of the processes of our modern society are undergoing constant changes. Laurea has followed the examples of the EU and Finland in choosing a positive attitude towards change as one of its strategic operating methods. The aim is not just to cope with change but also to see it as an opportunity, which requires constant innovation in order to be embraced. According to these strategies, future professionals must have abilities in innovation, so it is essential to include innovative competence in Laurea's generic competences.

Innovation refers to a novelty that is implemented to generate added value productively. There are three separate elements to this definition: 1) novelty; 2) implementation; and 3) added value. In other words, an idea by itself is not an innovation, nor does a wealth of ideas make a person an innovator.

The innovation process can be divided into three stages: continuous evaluation of the situation; generating innovative ideas; and carrying out an implementation project. Innovation can take place on five levels: individual, team, organisation, network and societal level.

At the personal innovation competence level, students learn to be innovative reformers at individual and professional group levels. In addition, they should be able to participate in the implementation of change initiatives in their immediate work environments.

At the organisational innovator level, students can start up innovation work in their own teams and use all the innovation tools that exist in the organisation's framework. In the increasingly network-oriented operating models of the future, organisational innovators should also support active reforms as part of an informal network.

At the social innovator level, students can complete the tasks of the previous levels as well as continuously monitor and analyse the operation of networks and the society. They can take larger frameworks into account in all change processes and motivate people to work towards shared goals.

Levels of innovative competence:

At the personal competence level, students are able to:

- analyse their own thought processes, knowledge and actions
- plan, organise and develop their own work
- set targets and turn them into appropriate, concrete actions
- come up with new ideas, working creatively, expressing their thoughts and convincing others to participate in developing them
- use various ideation methods
- manage themselves, work during change and in diverse projects
- conduct intermediate and final evaluations of a project

At the organisational development level, students are able to:

- monitor and analyse an organisation's work processes and results
- use benchmarking in developing their work
- use diverse teamwork methods
- lead projects, processes and networks or participate in leading them in ways that inspire commitment in others
- link innovation to an organisation's strategic targets
- take into account the nature and demands of innovation work

At the social reform level, students are able to:

- gather ideas from a network, convince others of them and link them to the social framework
- ensure that participants in innovation work are sufficiently committed (guidance, encouragement)
- create and commercialise innovations
- participate productively in innovation networks, and identify and investigate innovation mechanisms

Reflective competence

Reflection constitutes critical analysis of the principles, starting points and consequences of one's actions. Reflection can target the present moment or the past.

In the reflection of earlier experiences, an individual gives meaning to events. A new meaning makes development possible. As cognitive skills and concepts develop, an individual is able to deal with broader entities, differentiate phenomena and observe new ones more clearly.

In reflection of the present moment, simple, previously unconscious routine actions become conscious activity. In critical reflection, an individual's whole meaning-producing perspective changes as tacit knowledge becomes visible, transforming learned matters into action. Critical reflection implies a relationship with communities, concepts and theories.

Thus reflection is a thought process. Reflection is dialogue and problem-solving based on proven arguments. In open dialogue between people, different perspectives provide new challenges. Learners participating in dialogue can look at different perspectives in order to create shared meanings. Deep thought gives time and space for solving encountered problems by examining and investigating them using research methods.

In order to extend their understanding of themselves in relation to other students, customers, work communities or writers, students need skills in self-examination, critical peer evaluation and analysis of their own resources. Self-management emphasises communality and shared participation. Critical awareness helps students to identify their own learning opportunities and the factors that affect them. Shared reflection on their own activities allows students to test their thoughts and share them with others. Reflection means professional growth and competence led by human metacognitive abilities. In the process of becoming an expert, reflection forms part of an investigative and developmental approach towards work.

Levels of reflective competence:

At the personal competence level, students are able to:

- evaluate their own learning and competence and formulate a personal development plan
- identify development challenges and understand problems
- develop their competence independently and with others, and share what they have learnt in a work community
- assume a role in a group/team
- acquire and analyse information systematically

At the organisational development level, students are able to:

- work dialogically, collaboratively and with self-evaluation
- evaluate their self-management and professional competence as part of a community
- evaluate their own work as part of a group, community or professional field
- work during change, identifying and making use of various opportunities for learning and action
- critically justify the principles of their work
- apply the concepts of development challenges appropriately

At the social reform level, students are able to:

- analyse their own actions in relation to social and historical backgrounds
- evaluate and develop the functionality of regional operating methods and models
- evaluate systematic information that has been structured, produced and written, and develop social activities on the basis of it

Network competence

The generic competence of network competence encompasses a broad range of competences, from individual communication skills to organisation networking and strategic network leadership. Communication is essential to communality and a functioning society. Only with communication can we create shared meanings. Networking and the development of network processes are fuelled by interpersonal and interorganisational communication. In order for social and economic structures to become networked, new kinds of skills and attitudes are needed in the network's participants. Dialogue and interaction are essential resources of a networked society. Laurea's aim is to promote and develop its students' network competence in diverse ways, creating innovative network competence models.

Network competence refers to time-based management of internal and external efficiency in order to significantly increase the efficiency of common practices. Network competence can include networking and network leadership. Network competence and strategic networks are often synonymous. **Networking**, on the other hand, is a cooperation model for companies and organisations, and may involve operators from various fields. **Network leadership** is the model used to manage a network.

Network competence is largely based on the communication skills of the people participating in the networks in question. Without communication and interaction, there can be no functioning networks. Organisations must be able to operate flexibly in a changing operating environment and also to influence the development of the environment. A learning organisation has communication and interaction skills as a central tool for creating functioning networks and developing network competence.

The generic competence examines network competence on three levels. **The personal competence level** (basic level) focuses on developing communication skills and participation in networks. This is the basic level of network competence, which must be mastered by all Laurea students. It is important for students to obtain good communication skills in order to communicate effectively in various situations. Students must also be able to take on active, target-oriented roles in networks.

The organisational developer level (intermediate level) centres on understanding the strategic significance of network competence and partnerships, as well as on analysing and reflecting on his or her own actions from the point of view of the company. Graduates must be able to identify strategic partnerships, promote the organisation's networking with their actions and create new network relationships. The most important thing is a proactive, developmental approach towards network operations.

The social reformer level (advanced level) requires the ability to analyse the operation of entire strategic networks in relation to their environment. This level is achieved by top experts in network competence. Graduates have the ability to lead strategic networks (orchestration) and to anticipate complex social development trends (visioning).

Levels of network competence:

At the personal competence level, students are able to:

- present things in writing, verbally and visually using various communication styles
- act in situations requiring professional communication and interaction
- identify various team work models and work in teams
- participate collaboratively and actively in a network
- take into account cultural differences and work with people with different cultural backgrounds

At the organisational development level, students are able to:

- participate in and manage negotiations
- participate in group communications
- communicate on topics related to their specialist fields to a lay audience
- develop the networked operations of a professional organisation
- take initiatives in developing a network

At the social reform level, students are able to:

- work as experts in communication situations
- plan communications from a strategic point of view, and work with the media

- initiate networked operations and lead a strategic network
- adopt a developmental and predictive approach to work, and influence the work environment
- monitor and analyse networks' operating models

European higher education area

LAUREA'S COMPETENCE-BASED CURRICULUM FORMS PART OF THE EUROPEAN HIGHER EDUCATION AREA

Finnish higher education institutions have reformed their curricula in accordance with the Bologna Process, i.e., the creation of the European Higher Education Area. The EU's strategic targets for education also apply to Finnish education. Each country has its own education system; this diversity is still taken into account, but cooperation and mobility are also needed to allow the citizens of different countries to benefit from the diversity, rather than turning it into a restriction. The Bologna Process started in 1999 at a conference of ministers responsible for higher education. After that, Ministerial Conferences have been arranged regularly, with the latest one in Leuven in 2009. Currently the process involves 46 countries, some from outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

The objectives of the process are:

- adoption of easily readable degree structures
- adoption of comparable degree structures
- establishment of a system of credits
- promotion of European cooperation in quality assurance
- increasing mobility
- participation of higher education and students
- lifelong learning
- promotion of European dimensions in higher education
- cooperation between higher education and research

To promote the adoption of easily readable, comparable degrees, the process has created a system based on two main cycles: undergraduate (Bachelor level) and graduate (Master level). Finland has adapted its degree structure to align it with this European objective. In universities of applied sciences, the two-cycle degree is implemented in a way that students obtain a Bachelor's degree, after which they have the opportunity of obtaining a Master's degree. The requirement for Master's degrees is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's-degree graduates will take a Master's degree.

The establishment of a system of credits refers to the ECTS (European Credit Transfer and Accumulation System). Most European countries are adopting this credit system based on the amount of work in each academic year. In the ECTS, one year of study produces 60 credits. The ECTS was adopted more than ten years ago; initially it applied primarily to student exchanges, but now all credit accumulation (previously *transfer*) measurements are made according to the system. Finnish universities of applied sciences adopted ECTS credits in 2005.

The ECTS is a student-centric system, based on the *student workload* needed to achieve the targets set for each degree. The students' learning process is intended to be the focal point of curricula, which define *learning outcomes* and *competences*. Curricula should move away from a focus on individual subjects and the starting points of teaching towards a model that observes the holistic development of students and supports professional growth. This model is referred to as the competence-based curriculum.

From the point of view of promoting mobility, curricula must be internationally understandable. The aim of standardising the structures and learning targets of degrees is to improve the conditions for mobility within and between higher education institutions during the studies, and also in the workplace, after graduation. In terms of the recognition and comparability of degrees taken in different countries, it is important to link learning outcomes to concrete competence requirements and definitions in the labour market. These are the objectives of the "Tuning Educational Structures in Europe" project. It has defined a number of shared *generic competences* that are independent of subjects and fields of study, as well as *subject-specific* (professional) *competences* for certain degrees.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, while study units are larger entities. Competence is defined in terms of the students' learning outcomes. The generic competences defined at Laurea correspond with the national and European learning outcomes considering the generic competencies and the objectives set for Bachelor-level degrees in the "Joint Quality Initiative" -network. Comparisons have shown globalisation and innovative competence in particular to be unique, so they are well suited to describing the competence produced at Laurea from the point of view of an international university of applied sciences specialising in service innovations. Laurea's innovative efforts in relation to the competence-based core curriculum are a proactive response to the challenges of international competitiveness in the Helsinki metropolitan area. Currently resources are being directed towards further enhancing the quality of the curriculum's implementations in generating new competence and innovations for Laura's operating environment.

Bologna Process

<http://www.minedu.fi/OPM/Koulutus/artikkelit/bologna/index.html>

Tuning Educational Structures in Europe

http://europa.eu.int/comm/education/policies/educ/tuning/tuning_en.html

Operating environment

Finland and the whole western world are shifting into a new social development phase: late Modernism. It is characterised by loosely knit organisations and consortia, and by a decrease in the significance of time and place. Economic growth is to a greater extent based on immaterial goods and human capital. The new social phase makes human resources essential factors of production, while production and consumption are less focused on materials. The increase in significance of intangible goods is evident in company investments, which are directed more than before towards research and development, training, organisational development, customer relationship management, marketing and software. The new social phase is especially marked by a shift in production and the economy from manufacturing to services. The relationship between industry and services changes; we move from a production culture to a service culture, also emphasising the role that services play in competitiveness.

In Laurea's area of operation, four fifths of all jobs are in services. Growth businesses play a central role in the metropolitan area's competitiveness; although they make up a small proportion of new start-ups, they generate a lot of new jobs. Identifying growth businesses and improving the operating conditions of companies – especially ones offering knowledge- and competence-intensive business services – are essential in terms of competitiveness. There is a significant volume of public sector service production in the metropolitan area. Innovative products and methods must be utilised actively in the public sector's own activities in order to develop public services.

Globalisation, the rapid development of information and communication technology, the shortening life cycle of products and services, and increasing customer demands are features of the economic environment. As a consequence, innovativeness has become a major competitive factor for companies, networks and regions. As society shifts from the first, technology-focused stage of the information society to the second phase, which is based on customer needs, the customer orientation of products and services will become another big competitive advantage. The customer-oriented innovation of products and services will begin directing companies' operations and marking their core processes. Customers' values and cultural backgrounds are emphasised in productisation. The importance of environmental issues is also believed to continue growing.

Companies respond to changes in their operating environment by adjusting or completely reforming their business models and their roles in the value chain. The most important ways are focusing on core operations, networking and the utilisation of opportunities offered by information technology. Knowledge and knowledge management are emphasised more than ever. Competitiveness is fostered by developing the organisation's competences, by purposefully building new competences and by affecting whole value-generating systems.

Expertise

A changing business environment requires innovation, the ability to anticipate changes, and change management skills. The ability to analyse and develop business operations is essential. Business Management graduates have the required professional knowledge and skills to act as innovators in their fields. Working in a dynamic and networked business environment requires versatile communication skills, ethically sustainable management, attention to weak signals, and the ability to utilise the potential offered by information technology. As economic

growth will in future be increasingly based on intangible assets, service production has to be seen as part of all business operations. Expertise in the field relates increasingly to redefining entire value-generating systems. Value generated for customers is examined from the perspective of a broad selection of services produced by an entire network, in which innovations are increasingly important.

The expertise of a Bachelor of Business Administration is based on varied business theories. The recent great paradigms of business theory development can be divided into the periods of industrial and transitional economies and the period of information economy. The industrial and transitional economies were characterised by contingency theory thinking, according to which a company or organisation must adjust its activities to respond to outside influences. During the period of information economy, on the other hand, capability theory thinking has taken ground. According to the capability theory, companies and organisations can influence their own surroundings by utilising their capabilities. Capability theories began being widely accepted in the twenty-first century and form the basis for the professional and knowledge-based competence of graduates in Business Management.

Competences

Graduates in Business Management have strong general competence in business and can apply it to developing and reforming various organisations' operations.

A core competence is in strategic business development, which is based on managing networked operations and business models. Important skills related to this lie in understanding the structure of the operating environment; analysing and utilising dynamic forces; developing, commodifying and commercialising key business functions and processes; knowing about customer and partnership relations; entrepreneurship; and responsible leadership.

A major skill related to reforming business operations lies in developing the various competences and innovative value-generating systems in business. The development of effective business competence is based on professional skills related to customer relationship management, continuous innovation, financial administration, and using and developing information technology.

Business Management graduates understand value-generating chains and networks, can reform business operations through growth and internationalisation, and know how to evaluate the opportunities created by new value-generating systems.

The professional growth produced by Laurea's generic competences progresses in line with knowledge-based and skill-based professional competences throughout the degree. Ethical competence refers to the development of ethical sensitivity, ethical motivation, ethical decision-making and ethical implementation. At the basic level, students know the main laws and regulations governing business and are able to apply them in their work. They understand the meaning of ethical values, trust and responsibility in partnerships. At the intermediate level, students are aware of the interests and rights of different stakeholders in relation to the company. They can assess the ethics of a business and develop practices to be ethically, economically, socially and environmentally sustainable. At the advanced level, students are able to critically recognise, assess and discuss the interrelationships between the society, the economy and moral-political values.

Network competence refers to developing communication and interaction skills, to the networking of organisations and to managing strategic networks. At the basic level, students are able to work in various business projects and teams. They have written and oral communication skills that meet business requirements, and can communicate effectively, recognising the challenges and opportunities arising from each interaction situation. At the intermediate level, students have the skills to enter network relationships and to act as anticipators and opinion leaders in a network. They can also recognise strategic partnerships. At the advanced level, students can analyse and manage strategic networks, foreseeing trends in the industry, in a cluster or in the society.

Reflective competence is a central part of professional growth and of adopting an investigative, developmental approach to work. At the basic level, students are able to set development goals both personally and for a team. They can work in development projects, demonstrating awareness of how the different backgrounds of team members are reflected in various group situations. At the intermediate level, students can assess and develop business operations, being sensitive to the interests of different stakeholders. At the advanced level, students have comprehensive skills in producing knowledge through investigation and in evaluating and developing business.

Innovative competence refers to the ability to act as an innovator at personal and organisational level. At the basic level, students know the principles of creative work and teamwork and can apply them to processes such as product

and service development and the creation of new customer-oriented operations. At the intermediate level, students can identify development proposals from within the company or its stakeholders, refine them into concrete development plans and implement these in practice. They can also implement change processes. At the advanced level, students are able to start discussions proactively on the need for change and to direct the operation of networks in a change situation.

Globalisation competence refers to the ability to understand the mechanisms through which global incidents are reflected on local business operations and vice versa. At the basic level, students understand that, due to globalisation, decisions and operations may have consequences that affect more parties than just one company. They understand multiculturalism and have assumed global responsibility and sustainable development as part of their professional identities. At the intermediate level, students know how to take multiculturalism and different social backgrounds into account in a work community. They can develop operations responsibly in a global operating environment through various plans and operating models. At the advanced level, students are aware of the ways in which organisations and individuals can hope to influence the rules of the global economy, and have adopted an active approach towards globalisation.

Competence development process

At the beginning of the degree programme, students acquire skills in using a number of tools needed in learning and at work. They learn to apply these skills particularly in relation to the LbD model. In addition to methodological skills in investigative learning, students receive other necessary skills in tasks such as project work methods and diverse communication. At the same time, they begin to familiarise themselves with the substance of business management. Knowledge-based professional challenges focus initially on describing business management and its operating environment, and in completing professional tasks.

As the shared compulsory studies progress, the knowledge-based and skill-based professional competences acquired focus increasingly on analysing and developing business. New information is generated by solving business development problems and creating various kinds of working theories and explanations regarding phenomena under investigation. Students test and examine various concepts and interpretations together.

Optional advanced studies help students to develop into innovators in their field. Students deepen the knowledge-based and skill-based competences acquired in earlier studies in accordance with their personal study plans. Students are encouraged to adopt the role of experts in developing innovative and anticipatory understanding, information and working theories. The thesis works towards these same aims, giving students opportunities for refining their career paths. Graduates in Business Management understand the opportunities of continuous renewal, and see their degree as part of a lifelong learning process. Support for professional growth is based on a holistic conception of humanity, on multidisciplinary learning environments and on learning by developing in authentic workplace projects.

Studying in the Degree Programme

The degree programme is based on a compulsory 150-credit module relating to competence in business operations. This module comprises the themes Networked Business Operations, Innovative Business Models and Strategic Business Development, as well as a job placement and a thesis.

Optional studies accounting for 30 credits give further depth to business skills. They can be selected in accordance with each student's personal study plan from the themes Investigative Action in Service Development, Influential Business Competences, and Innovative Value-Generating Systems.

Elective studies account for 30 credits. They can be chosen from the deepening themes in Business Management or from other Laurea degree programmes.

Students taking the Bachelor of Business Administration in judicial expertise degree must complete 60 credits in addition to the compulsory studies in Business Management, in accordance with a separate curriculum.

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
032	NETWORKED BUSINESS OPERATIONS				
00077	Companies in Business Networks	10			
00078	Business Operations and Processes	10			
00079	Information Management and Communication	10			
00454	English for Network Economy	5			
033	INNOVATIVE BUSINESS MODELS				
00080	Productisation and Commercialisation	15			
00081	New Business Opportunities	10			
00373	Job Placement 1, Degree Program in Business Management (in Finnish)	15			
00456	Företaget i fokus	5			
00634	Oral skills in Swedish	0			
00635	Written skills in Swedish	0			
034	STRATEGIC BUSINESS DEVELOPMENT				
00082	Implementing and Evaluating a Business Strategy		15		
00083	International Business Operations		5		
00330	Responsible Leadership in a Work Community		10		
00311	Nordiskt och internationellt		5		
00457	English for International Business		5		
035	INFLUENTIAL BUSINESS COMPETENCES				
00085	Legal Competence in Business			10	
00086	Responsible Business Operations			10	
00088	Financial Planning and Control		10		
00093	Effective Sales Management			10	
00504	International Operation Environments			10	
00514	Marketing and Organisational Communication Managements 1		10		
00009	Creative Teams			10	
020	INNOVATIVE VALUE-GENERATING SYSTEMS				
00374	Job Placement 2, Degree Programme in Business Management (Finnish)			15	
00050	Using ICT to Facilitate New Kinds of Business			10	
019	THESIS				
00043	Thesis			15	
125	ELECTIVE STUDIES				
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00194	Preparatory Studies in English	3			
00195	Preparatory Studies in Swedish	3			
00189	Preparatory Studies in Mathematics	3			
		60	60	60	30

Annual themes and competences

Study

Extent

Competences

00077	Companies in Business Networks	10	Eettisen osaamisen kuvaus (H), Verkosto-osaamisen kuvaus (H)
00078	Business Operations and Processes	10	Eettisen osaamisen kuvaus (H)
00079	Information Management and Communication	10	Reflektio-osaamisen kuvaus (H), Verkosto-osaamisen kuvaus (H)
00080	Productisation and Commercialisation	15	Innovaatio-osaamisen kuvaus (H)
00081	New Business Opportunities	10	Verkosto-osaamisen kuvaus (O)
00082	Implementing and Evaluating a Business Strategy	15	Innovaatio-osaamisen kuvaus (O), Reflektio-osaamisen kuvaus (O)
00083	International Business Operations	5	Globalisaatio-osaamisen kuvaus (O)
00330	Responsible Leadership in a Work Community	10	Eettisen osaamisen kuvaus (O)
00086	Responsible Business Operations	10	Globalisaatio-osaamisen kuvaus (O)

H - Personal competence level

O - Organisational development level

Y - Social reform level

032 NETWORKED BUSINESS OPERATIONS, 0 cr

Description:

Students learn to acquire information on their chosen industry and on companies' business operations and processes, and understand the principles affecting companies' and organisations' business models and practices.

The student will be able to:

- define the main operators and clusters involved in commerce in the sector
- recognise different business models and earnings principles
- model working companies' core, control and support processes
- acquire and process information, evaluate it critically and see the big picture
- use information and communication technology in their work
- handle typical communication situations for the sector in different languages
- evaluate their own learning and its development needs

Content:

This theme starts off the students' professional growth with an emphasis on describing business management and on the main tools needed in learning and at work. The study units in the theme form a learning module which familiarises students with companies and organisations operating in the area, demonstrating how companies can become networked to form partnerships and clusters. Knowledge related to industry, commerce and the national economy forms a basis for research and development work to serve the region. Competence is evident as a skill in acquiring and evaluating information related to companies' operations and operating environments, and the ability to present things in writing, verbally and visually using various communication styles.

00077 Companies in Business Networks, 10 cr

The student is able to:

- map the main operators and clusters involved in commerce in the sector
- describe various business networks existing between companies and organisations in the area
- identify the mechanisms by which global events are reflected at the local business level and vice versa
- recognise different business models and earnings principles
- compare factors affecting companies' profits and assets
- interpret phenomena in the economy from a business perspective
- make financial calculations and analyses

Contents of the study unit:

- operators and clusters in the operating environment
- economic structures and processes
- company stakeholders
- companies' business models
- financial mathematics

Study unit description:

The competence gained in the study unit is based on examining the operations of and interaction between companies and organisations in the field. It relates to knowing the different operators in the region and being able to define different business models. Students understand the ways in which companies and organisations can form business clusters. They also understand multiculturalism and have assumed global responsibility and sustainable development as part of their professional identities

Previous studies:

None.

00078 Business Operations and Processes, 10 cr

The student is able to:

- model businesses' core and support processes
- determine how companies' functions and processes relate to each other, forming a business entity which

generates added value for customers

- apply laws and norms regulating business to their work
- carry out the bookkeeping of a small company
- understand the significance of values in business

Contents of the study unit:

- basic business functions
- process thinking in business (companies' core, control and support processes)
- small businesses' external financial administration
- IT systems to support business
- responsible business operations
- social responsibility theories

Study unit description:

The competence gained in this study unit relates to describing business operations as a whole, comprehending the significance of each element and the relationships between them as part of a customer-oriented business. This competence is based on analysing business operations and processes. Students learn about the principles of financial administration, law and logistics, and can recognise the importance of ethical values, trust and responsibility in business.

Previous studies:

None.

00079 Information Management and Communication, 10 cr

The student is able to:

- acquire information from various sources, evaluate it critically and see the big picture
- present things in writing, verbally and visually using various communication styles
- work in projects
- use information and communication technology in their work
- evaluate their own learning and its development needs, and recognise their own ways of learning
- work in teams, learn together and share learning in a work community
- examine situations from different parties' perspectives
- plan and organise their own work
- identify the ethical principles of research and development work

Contents of the study unit:

- acquiring and evaluating information
- principles of research and development
- investigative and professional writing
- communication and interaction skills
- principles of group work and teamwork
- elements of project work
- using information and communication technology

Study unit description:

The competence gained in the study unit relates to using an investigative and developmental approach to work, examining business operations and environments in target-oriented ways. Students are able to solve problems in their fields and work in projects. They develop their skills in communication, interaction and IT and can apply them in various situations.

Previous studies:

None.

00454 English for Network Economy, 5 cr

The student is able to:

- liiketalouden keskeisen käsitteistön englannin kielellä

- kommunikoida yrityksen toiminnasta ja prosesseista englannin kielellä suullisesti ja kirjallisesti hyödyntäen viestintätekniikkaa
- hakea tietoa erilaisista englannin kielisistä tietolähteistä ja soveltaa sitä

Contents of the study unit:

- klusterit
- yrityksen perustoiminnot ja prosessit
- Suomen talouden näkymät
- liikeviestintä osana yrityksen prosesseja

Study unit description:

- opiskelija syventyy liiketoiminnan peruskäsitteisiin sekä kulttuurieroihin
- opiskelija tunnistaa ja kuvaa omia yrittäjäominaisuuksiaan
- opiskelija seuraa yrityselämän ajankohtaisia tapahtumia ja raportoi niistä
- opiskelija laatii yrityskuvauksen ja esittelee sen suullisesti ja kirjallisesti
- hän tutustuu yrityksen taloudelliseen toimintaan sekä liiketoiminnan kannattavuuteen vaikuttaviin tekijöihin
- opiskelijan tavoitteena on eurooppalaisen viitekehyksen mukainen taitotaso B2.

Previous studies:

lukion oppimäärää vastaavat englanninkieliset taidot

033 INNOVATIVE BUSINESS MODELS, 45 cr

Description:

Students will recognise business opportunities in a business operating environment, learn to create a business model suitable for their business idea and set up a business. They can productise and commercialise innovative products and/or services.

The student will be able to:

- compare and assess different business models
- create, analyse and concretise business opportunities arising in the operating environment
- design and commercialise products and services
- create and develop partnerships and networks
- sell and market products and services in B-to-B and B-to-C markets
- assess their own possibilities to become an entrepreneur, and the significance of internal entrepreneurship
- start up a business
- present their business operations in foreign languages

Content:

Students build confidence in taking initiatives and adopting a development-oriented approach to work, which will help them solve problems in their field. The competence gained in the theme is the skill to look for and analyse business opportunities, to create a suitable business model and business plan for an idea, and to start up a business. Students learn to develop a product or service for a company and to productise and commercialise it. They can also present their business in foreign languages and evaluate their possibilities for becoming entrepreneurs.

00080 Productisation and Commercialisation, 15 cr

The student is able to:

- use the principles of creative work and apply them to the product and service development process and to planning customer-oriented operations
- investigate and analyse customers and markets
- design, productise and commercialise profitable products and services
- create and develop a company's customer relationships

Contents of the study unit:

- innovation process and systems
- product and service development process

- marketing products and services in B-to-B and B-to-C markets
- sale and distribution channel solutions
- creating and developing customer relationships
- cost calculations
- pricing models

Study unit description:

The competence gained in the study unit is the skill to develop and productise financially viable products and services, and to market and sell the productised solutions. Competence is based on researching and anticipating customer needs and market situations, and understanding the importance of customer-oriented operations.

Previous studies:

Business Operations and Processes or equivalent knowledge.

00081 New Business Opportunities, 10 cr

The student is able to:

- recognise their entrepreneurial skills
- analyse customer needs and look for competitive advantages
- utilise the main forecasting methods
- find and assess business opportunities
- formulate business models and earnings logics in line with a business idea
- create a realistic, customer-driven business plan and start up operations
- create partnerships and networks and recognise strategic partnerships
- use research methods to analyse business operations

Contents of the study unit:

- value networks and partnerships
- methods of governance of the future
- internal and external company analyses and positioning on the market
- business ideas, business models and business plans
- planning the finances and funding of a start-up company
- managing risk in a start-up company
- regulations governing business

Study unit description:

The competence gained in the study unit is the skill to look for and assess business opportunities, to create a customer-oriented, realistic business model, and to compile the necessary documents for starting up a company. Students learn to recognise their entrepreneurial skills and become familiar with factors affecting a company's economic, legal and social responsibilities as well as its profitability.

Previous studies:

Companies in Business Networks and Business Operations and Processes or equivalent knowledge.

00373 Job Placement 1, Degree Program in Business Management (in Finnish), 15 cr

The student is able to:

- apply their business competence in practice
- analyse their actions by discussing targets and how well they have been met in the work community
- apply their business competence in practice
- analyse their actions by discussing targets and how well they have been met in the work community

Contents of the study unit:

- completing a job placement

Study unit description:

In this study unit, students put their competence to practical use in the workplace. During their job placements,

students observe their work and work environments from the point of view of development.

Previous studies:

Networked Business Operations theme or equivalent knowledge.

00456 Företaget i fokus, 5 cr

The student is able to:

- viestiä yrityselämässä suullisesti ja kirjallisesti ruotsiksi
- tulkita talousalan tekstejä ja keskustella niistä
- kuvailla omaa koulutustaan ja työtehtäviään

Contents of the study unit:

- yrityksen toiminnot ja organisaatio
- yrityksen sisäinen ja ulkoinen viestintä
- talousterminologia
- ajankohtaista yritysmaailmasta

Study unit description:

Opiskelija saavuttaa ruotsin kielessä vähintään eurooppalaisen viitekehyksen mukaisen taitotason B1.2.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

034 STRATEGIC BUSINESS DEVELOPMENT, 40 cr

Description:

Students can use a business strategy to responsibly create and implement plans related to developing operations, growth or internationalisation.

The student will be able to:

- make strategy-based decisions and plan and organise operations in practice
- analyse target markets and the requirements for internationalisation
- select an internationalisation strategy and the business and service models which support it, and create an internationalisation plan
- use their interaction skills to create an innovative work atmosphere and profitable operations, even in multicultural environments
- participate responsibly in a work community in companies undergoing change and development, and improve their leadership skills

Content:

Students become familiar with companies' strategic choices and the factors affecting them.

They create a strategy implementation plan based on systematically and critically acquired information. Students understand internationalisation as an integral part of business development and growth in a global environment.

They comprehend the importance of human resources in profitable business. They can participate responsibly and ethically in work communities, making use of their skills in interaction and networking.

00082 Implementing and Evaluating a Business Strategy, 15 cr

The student is able to:

- analyse and develop companies' operations, harmonising different stakeholders' goals
- understand different competitive and operating strategies
- evaluate factors affecting company strategy
- use qualitative and quantitative research methods
- create an implementation plan suited to a specific strategy
- create a monitoring system to follow the success of the plan
- use information systems in managing operations
- manage and administer projects vertailla erilaisia kilpailustrategioita

Contents of the study unit:

- competences as a basis for strategy
- holistic business planning
- initial analyses for strategic planning
- practices in operational planning
- budgeting and investment calculations
- using information systems in managing operations
- project management

Study unit description:

Students understand that all business operations must be based on strategic choices. Their competence is evident in that they can make strategy-based decisions and plan and organise operations in practice. Students create a strategy implementation plan based on an analysis of the current situation, which is then used to develop the company's operations in the desired direction. The plan also includes business control and monitoring systems.

Previous studies:

Networked Business Operations theme or equivalent knowledge.

00083 International Business Operations, 5 cr**The student is able to:**

- analyse international operating environments
- understand the significance of the development stage of the business sector, the product and the market cycle in a company's internationalisation effort
- recognise a company's growth and internationalisation opportunities and requirements, and make market choices
- identify internationalisation strategies and the business and service models which support them
- understand the significance of networks and partnerships in growth and internationalisation
- compare and choose suitable forms of operation for each market
- identify the main functions related to international business

Contents of the study unit:

- internal (company resources and competences) and external (political, economic, legal, sociocultural) international business environments
- stages and life cycle models of growth and internationalisation
- growth strategies and business models to support them
- choosing and developing a market
- choosing a form of operation to suit each market
- networks and partnerships in growth and internationalisation
- main functions related to internationalisation
- challenges posed by internationalisation to developing different functions in a company

Study unit description:

Students demonstrate competence in understanding the challenges related to internationalisation, and in recognising the main internationalisation strategies and the related business models and forms of operation. Competence is based on analyses of a company's operations and markets. Students use basic research methods to analyse and develop international business operations. In the segment related to Swedish language (5 cr), students attain at least skill level B1.2 as defined in the Common European Framework.

Previous studies:

Networked Business Operations theme or equivalent knowledge.

00330 Responsible Leadership in a Work Community, 10 cr**The student is able to:**

- act as responsible team member in networked communities
- evaluate the predominant culture and values of an organisation
- recognise their own strengths and learning and set personal leadership development targets
- improve their interaction skills and use them to promote change, an innovative work atmosphere and profitable operations
- work in accordance with an organisation's HR strategy
- apply the rules of work legislation and collective labour agreements in practical situations as employees, managers and/or entrepreneurs
- develop their own and the work community's welfare and ethical work methods
- develop business practices to be ethically, economically, socially and environmentally sustainable

Contents of the study unit:

- management and leadership
- organisational culture and values
- self-management, self-knowledge and growing to be a leader
- interaction and influence in a work community
- managing human resources
- elements of management communication
- labour legislation and managing contract issues
- occupational welfare and its development
- ethical operations

Study unit description:

The competence gained in the study unit relates to forming a concept of the diversity of work communities and employees. Students participate actively in creating a renewing, encouraging and healthy work community. They learn to work in accordance with an organisation's strategy, developing their own and the work community's abilities to respond to changes in the organisation. They can assess the ethics of a business and develop practices to be ethically, economically, socially and environmentally sustainable.

Previous studies:

Networked Business Operations theme or equivalent knowledge. Verkostoitunut liiketoiminta osaaminen -teema tai vastaavat tiedot.

00311 Nordiskt och internationellt, 5 cr**The student is able to:**

- klara sig i exportverksamhet förekommande kontakter
- genomföra och dokumentera möten och förhandlingar
- beakta kulturskillnader i nordiska sammanhang

00457 English for International Business, 5 cr**The student is able to:**

- tarkastella kansainvälistä toimintaympäristöä ja sen lainalaisuuksia
- ymmärtää kansainvälistymisstrategioita
- valita yritykselle kohdemarkkina-alueen
- käyttää vuorovaikutustaitoja monikulttuurisissa toimintaympäristöissä
- käydä ulkomaankauppaan liittyviä neuvotteluita ja siihen liittyvää kirjallista ja suullista viestintä
- kv-tehtäviin liittyvän työnhakuprosessin

Contents of the study unit:

- Suomen ulkomaankauppa, globaalitalous
- kansainvälistymisstrategiat
- messut
- vienti-case ja siihen liittyvä viestintä
- neuvottelutilanteet
- työnhakuprosessi kansainvälisiin tehtäviin

Study unit description:

- Opiskelija syventyy Suomen ulkomaankauppaan sekä globaaliin toimintaympäristöön
- hän valitsee case-yrityksen vientistrategian sekä kohdemarkkina-alueen
- osallistuu messuprojektiin
- harjoittelee vientikaupan viestintätilanteita
- hakee töihin ulkomaiseen yritykseen
- opiskelija saavuttaa vähintään eurooppalaisen viitekehyksen mukaisen taitotason B.2

035 INFLUENTIAL BUSINESS COMPETENCES, 0 cr

Description:

Opiskelija osaa arvioida ja kehittää liiketoimintaa valitsemallaan syventymisalueella.

The student will be able to:

- rakentaa syventävien opintojen avulla omaa ammatillista kasvuaan
- muuntaa yksilöosaamista organisaation yhteiseksi osaamiseksi
- arvioida organisaation kyvykkyyksien strategista merkitystä

Content:

Teeman opintojaksot syventävät organisaation erilaisiin kyvykkyyksiin liittyvää osaamista. Kyvykkyyksien kehittäminen edustaa sisäistä, resurssilähtöistä ajattelua liiketoiminnan kehittämisessä. Teemassa kyvykkyyksiä tarkastellaan organisaation ominaisuutena, jolloin on keskeistä kyetä muuntamaan yksilöosaaminen organisaation osaamiseksi. Tällainen osaaminen luo arvoa asiakkaalle ja sitä on vaikea muiden kopioida.

00085 Legal Competence in Business, 10 cr

The student is able to:

- apply contractual information and interpret and amend contracts
- create alternative contractual solutions, presenting and justifying them
- act in legally correct ways in marketing and customer relationships
- act in accordance with good business practice towards various stakeholders
- select the most appropriate security out of a range and understand the legal significance of debt-related securities
- use legal methods to solve conflicts
- act in accordance with communication and data protection legislation

Contents of the study unit:

- contractual principles and managing contract risk
- rules of trading in tangible assets and consumer protection
- concepts related to real estate trading
- immaterial rights, copyrights and data protection
- competition legislation and distribution rights
- organisation, operations, decision-making and responsibilities of associations
- debt obligations and securities
- liability for damages
- reorganisation and bankruptcy
- institution and processing of disputes in a district court, and the implementation of verdicts

Previous studies:

Main professional study units.

00086 Responsible Business Operations, 10 cr

The student is able to:

- carry out tasks in business operations promoting sustainable development and social responsibility
- prepare and develop environmental policy and environmental management program of an organisation
- measure the effects of an environmental management program
- recognise environmental management systems as tools of responsible management
- participate in planning and implementing internal and external evaluations, reviews and audits

Contents of the study unit:

- sustainable development
- responsibility in business operations
- environmental management systems
- environmental management
- environmental communication
- environmental accounting

Study unit description:

The student deepens and broadens his/her competence in responsible business operations by becoming familiar with management programs and with the content and preparation of social responsibility programs. The student internalises the significance of responsible business operations as a company strategy and as an essential part of business development and growth in a global environment.

00088 Financial Planning and Control, 10 cr

The student is able to:

- carry out planning, target and monitoring calculations and apply them to solve problems in executive decision-making
- apply financial administration methods and management information systems in setting targets, managing operations and monitoring
- carry out and utilise financial analyses, forecasts and reports in an international environment

Contents of the study unit:

- operational analyses and forecasts
- improving profitability and productivity
- implementing traditional cost calculation systems in practice
- activity-based accounting to support process management
- standard cost calculations
- profitability of profit centres
- budgeting process and target-setting
- management control and information systems
- strategic cost management

Study unit description:

Students deepen their competence in management financial administration by looking at accounting methods suited to problem situations and at control and information systems which support decision-making. The task of management financial administration is to set targets and control and monitor operations in line with the organisation's strategy. Students become familiar with related financial administration methods and management control and information systems, as well as relevant, timely and cost-effective reporting made using these systems to facilitate shareholder-oriented organisational control.

Previous studies:

Strategic Business Development theme or equivalent knowledge.

00093 Effective Sales Management, 10 cr

The student is able to:

- arvioida myyntityön ja vuorovaikutuksen merkitystä asiakassuhteiden hoidossa

- suunnitella ja johtaa kannattavaan liiketoimintaan tähtäävää myyntitoimintaa hyödyntäen erilaisia jakelukanavaratkaisuja
- suunnitella myynti- ja jakelukanavastrategian
- suunnitella, kehittää ja johtaa organisaation eri myyntikanavien myyntiprosessia
- laatia budjetteja sekä sisäistää kannattavan myynnin perusteet
- johtaa myyntitilanteita
- hallita vuorovaikutuksen ja vaikuttavan esiintymisen periaatteet ja liike-elämän tapatiedot
- ottaa huomioon myyntityöhön liittyvät eettiset asiat ja myyntiin liittyvät juridiset kysymykset

Contents of the study unit:

- myynnin ja jakelukanavien strateginen suunnittelu ja toteutus
- myyntiprosessien suunnittelu ja -seuranta
- kysyntä- ja myyntiennusteet
- vuosi-, kausi- ja kampanjasuunnittelu
- myyntitoiminnan budjetointi
- myyntikampanjan suunnittelu ja järjestäminen
- tehokas myyntineuvottelu

Study unit description:

Opintojakson osaaminen ilmenee opiskelijan taitona analysoida asiakkuuksien ja myynnin tuloksellisuutta. Opiskelija osaa suunnitella, organisoida, seurata ja kehittää eri myyntikanavien toimintaa. Opiskelija osaa vaikuttavan myyntineuvottelun taidot. Opintojaksossa perehdytään myös myyntikampanjan suunnitteluun ja toteuttamiseen.

Previous studies:

Keskeisten ammatillisten opintojaksojen osaaminen.

00504 International Operation Environments, 10 cr

The student is able to:

- arvioida kansainvälisen talouden keskeisiä kehitystekijöitä ja syy-, seuraussuhteita
- arvioida valitun markkina-alueen erityispiirteitä organisaation liiketoimintamahdollisuuksien näkökulmasta
- analysoida kohdemarkkina-alueita
- huomioida kommunikoinnissa valtakulttuurien ominaispiirteet
- ennakoida ja arvioida arvojen, stereotyyppien ja rakenteiden vaikutuksia kulttuurien väliseen viestintään
- toimia monikansallisissa tiimeissä

Contents of the study unit:

- kansainvälisen talouden teoriaperusta
- maailmankaupan rakenne ja kehityssuunnat
- taloudellinen globalisaatio
- keskeiset kansainväliset taloudelliset organisaatiot
- kansainväliset toimintaympäristöt ja niiden analysointi
- maailman valtakulttuurien ominaispiirteet
- tapakulttuuri, businesskulttuuri
- kulttuurien välinen viestintä
- monikulttuuriset tiimit ja niiden johtaminen

Study unit description:

Opintojaksossa opiskelijan osaaminen ilmenee kykynä ymmärtää kansainvälisen talouden lainalaisuuksia ja hahmottaa eri alueiden taloudellisia-, kulttuurisia-, sosiaalisia ominaispiirteitä sekä rakenteita. Opiskelija osaa toimia ja kommunikoida kansainvälisissä toimintaympäristöissä. Opiskelijalla on taito analysoida liiketoimintamahdollisuuksia sekä arvioida kilpailutilanteita valituilla kohdemarkkina – alueilla.

Previous studies:

Kansainvälinen liiketoiminta-opintojakso.

00514 Marketing and Organisational Communication Managements 1, 10 cr

The student is able to:

- * käyttää erilaisia markkinointitutkimuksen menetelmiä liiketoiminnan analysoinnissa
- suunnitella yrityksen toimintaa tukevan sisäisen ja ulkoisen markkinointi- ja viestintästrategian
- rakentaa tuote- ja palvelubrändejä
- suunnitella viestintää erilaisille sisäisille ja ulkoisille sidosryhmille
- laatia tehokkaan kohderyhmäkohtaisen markkinointiviestintäsuunnitelman

Contents of the study unit:

- markkinointitutkimus johtamisen tukena
- yrityskulttuuri, yrityksen identiteetti ja arvot yrityskuvan rakentamisessa
- brändien rakentaminen ja johtaminen yrityksen kilpailukyvyn edistäjänä
- integroitu markkinointiviestintä ja markkinoinnin kilpailukeinojen johtaminen
- maineen ja julkisuuden hallinta

Study unit description:

Opintojaksolla opiskelija syventää osaamistaan yrityksen markkinointi- ja viestintätaidoissa. Hän tietää positiivisen yrityskuvan tärkeyden yritykselle ja osaa rakentaa yrityksen brändejä. Hän tuntee yrityksen identiteetin ja yrityskulttuurin merkityksen yrityksen asiakaslähtöisen toiminnan kehittämisessä ja osaa laatia ja toteuttaa eri kohderyhmille suunnatun tehokkaan sisäisen ja ulkoisen markkinointi- ja viestintäsuunnitelman. Opiskelija osaa soveltaa monipuolisesti markkinointi- ja yritysviestinnän kilpailukeinoja liiketoiminnan kehittämisessä.

Previous studies:

Liiketalouden ja markkinoinnin perusopinnot

00009 Creative Teams, 10 cr**The student is able to:**

- lead teams to conduct dialogues
- give constructive feedback to team members
- use various ideation methods in a team
- set team targets together with others
- motivate other team members to reach common targets
- analyse team activities and work methods
- model experts' and workers' tacit knowledge
- generate information on the work community's activities and make use of it in development
- present and sell ideas at organisation-wide level

Contents of the study unit:

- shared expertise, interaction and dialogue as development tools
- team development stages
- ideation methods in teamwork
- team leadership (especially motivation)
- shared expertise and modelling tacit knowledge
- analysing and benchmarking an organisation's operating processes
- analysing innovations generated in teams in relation to an organisation's values and strategic targets
- refining ideas into concrete plans
- selling an idea in an organisation
- developing a work community

Study unit description:

The competence gained in the study unit relates to participating innovatively in teams and leading teams in a proactive, target-oriented way. The central areas of expertise include active interaction and leadership skills needed in teams, the use of various ideation methods, analysing team activities and targets, and modelling competence and processes in an organisation. Competence is reflected concretely in the management of a project that aims to develop an innovative idea. The focus is on teamwork as a development tool.

Previous studies:

Responsible Leadership in a Work Community or equivalent knowledge.

020 INNOVATIVE VALUE-GENERATING SYSTEMS, 15 cr

Description:

Opiskelija osaa arvioida, ennakoida ja hyödyntää muuttuvien liiketoimintaverkostojen luomia mahdollisuuksia uudella tavalla arvontuotannolle.

The student will be able to:

- liittää harjoittelun osaksi osaamisen kehittymistä
- analysoida arvontuotantojärjestelmiä, niiden haasteita ja arvotoimintojen uudelleenjärjestämismahdollisuuksia
- määrittää tavoitteita yrityksen roolille arvontuotantojärjestelmässä
- pitää yllä innovaatiotoimintaa ja jatkuvaa kehittämistä
- hallita epävarmuutta ja riskejä jatkuvasti muuttuvassa liiketoimintaympäristössä

Content:

Teema syventää opiskelijan ammatillista kasvua kohti uudistavaa asiantuntijuutta. Teeman opintojaksot tarkastelevat eri näkökulmista arvontuotantojärjestelmiä, jotka koostuvat asiakkaalle eri tavoin arvoa luovista arvotoiminnoista. Innovatiivisilla arvontuotantojärjestelmillä luodaan uusia ratkaisuja asiakkaiden liiketoiminnan tueksi ja parannetaan tehokkuutta. Teemassa syntyvä osaaminen ilmenee taitona hahmottaa uudenlaisia arvontuotantojärjestelmiä ja nähdä niiden mukanaa tuomia innovatiivisia mahdollisuuksia yksittäisille yrityksille. Harjoittelu mahdollistaa teeman osaamisalueen syventämisen kohti uudistavaa asiantuntijuutta.

00374 Job Placement 2, Degree Programme in Business Management (Finnish), 15 cr

The student is able to:

- evaluate their own professional competence in relation to the demands of the workplace
- develop the organisation's functions as members of a community of experts
- share expertise to examine their own and the sector's values together with others
- reflect on their emotions and thoughts

Contents of the study unit:

- job placement

Study unit description:

Students improve their business competence and develop the workplace as members of a community of experts.

Previous studies:

Main professional study units.

00050 Using ICT to Facilitate New Kinds of Business, 10 cr

The student is able to:

- ennakoida ja arvioida uuden tieto- ja viestintäteknologian luomia mahdollisuuksia liiketoiminnalle
- hahmottaa sähköisen liiketoiminnan kehittämisen olevan kiinteässä yhteydessä yrityksen kokonaisstrategiaan
- eritellä sähköisen liiketoiminnan hyötyjä ja ongelmia sekä yrityksen että kuluttaja- ja yritysasiakkaiden näkökulmasta
- analysoida kriittisesti olemassa olevia sähköisen liiketoiminnan malleja ja käytänteitä
- löytää ja analysoida uudenlaisia sähköisen liiketoiminnan malleja
- arvioida sähköisen liiketoiminnan asettamia vaatimuksia logististen ratkaisujen suunnittelussa

Contents of the study unit:

- ICT:n liiketoiminnalle tuottamat mahdollisuudet
- uudenlaiset tietointensiiviset tuotteet
- virtuaalinen palvelutuotanto

Study unit description:

Opintojakso käsittelee tieto- ja viestintäteknologian mahdollistamia uudenlaisia toimintamalleja, esimerkiksi tilaus- ja toimitusketjut ja asiakkuuden hallinta sekä kokonaan uudenlaisia tietointensiivisiä tuotteita ja palveluja ja virtuaalista

palvelutuotantoa.

Previous studies:

Keskeiset ammatilliset opintojaksot tai vastaavat tiedot.

019 THESIS, 15 cr

Description:

Students can apply an investigative approach to developing the workplace.

The student will be able to:

- cooperate with the workplace and other partners, and evaluate their own work and solutions critically
- work in persistent, target-oriented ways
- produce new information systematically, critically and creatively, and develop the workplace
- conceptualise the phenomena of the workplace with a basis in research data
- manage the big picture, presenting their ideas logically and with justifications
- present well-grounded, practical work development proposals

Content:

The bachelor's thesis is a systematic and logical investigation or practical development task based on research data on a subject that extends the student's professional skills. Theses help students to grow professionally and are linked to the employment sector and to regional development. They can also form part of Laurea's research and development work.

The process begins with familiarisation with the thesis process. After this, students come up with a subject and formulate a thesis plan. The process progresses from implementing the thesis plan to finishing and publishing the thesis. The thesis process includes guided independent work as well as seminars.

The thesis is based on a real-life development challenge. It emphasises interaction with the labour market and an investigative approach. Thesis reports are based around describing object-oriented activities and their results, as well as on theoretical and research-based analyses. Theses contain development proposals for the sector or the workplace, and, at best, broadly significant innovations.

The theme involves the completion of a maturity test, in which students must demonstrate mastery of the subject and good language skills.

Learning process:

In terms of professional growth, the thesis is related to deepening professional competence.

00043 Thesis, 15 cr

The student is able to:

- present well-grounded work development proposals
- conceptualise the phenomena of the workplace with a basis in research data
- use appropriate research and development methods for generating new data
- participate in development projects, working responsibly in a team with employers and other partners
- evaluate their own work and solutions critically
- manage the big picture, presenting their ideas logically and with justifications

Contents of the study unit:

- familiarisation with the thesis and development project process, and coming up with a subject
- thesis plan describing the background and objectives of the thesis, main data from previous research on the subject, the research and development methods used and an implementation plan
- carrying out the work for the thesis
- reporting on and publishing the thesis
- maturity test

Study unit description:

Students learn to develop real work processes through research, producing new solutions in the form of products, operating models or work cultures.

125 ELECTIVE STUDIES, 0 cr

Description:

Students use elective studies to deepen and broaden their competence in various themes and generic competences. Students should choose study units to align the content of their studies with their own personal interests and career objectives.

Content:

Each curriculum contains a theme consisting of elective studies. In the students' personal study plans, the theme should be made up of the study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Any studies completed at another higher education institution (university of applied sciences, university, Online University of Applied Sciences, foreign institution) that cannot be recognised for the degree programme but that the student wishes to include in the degree should be classified under this theme. The number of credits from elective studies can be set separately for each degree programme, taking into account recommendations for the field of study. The aim is to have at least 15 cr of elective studies in each degree programme

00202 Initial Test in English Skills, 0 cr

Study unit description:

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

00203 Initial Test in Swedish Skills, 0 cr

Study unit description:

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

00194 Preparatory Studies in English, 3 cr

The student is able to:

- master basic English vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

Students improve their skills in communicating in English as preparation for completing actual studies in the language.

00195 Preparatory Studies in Swedish, 3 cr

The student is able to:

- master basic Swedish vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the Swedish language
- basic Swedish vocabulary

Study unit description:

Students improve their skills in communicating in Swedish as preparation for completing actual studies in the language.

00189 Preparatory Studies in Mathematics, 3 cr

The student is able to:

- demonstrate the basic skills of mathematical applications required by his / her field of study

Contents of the study unit:

- recapitulation of upper secondary school mathematics

Study unit description:

Student practices his / her mathematic skills and develops preparedness to complete studies in mathematical applications within the main courses.