

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Business Management (Laurea Lohja, Ilo), HLF13KN

Learning concept at Laurea

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The effective integration of these three tasks has been seen as one of the keys to the successful completion of Laurea's statutory duties. The aim for Laurea is to produce competent graduates who become research-oriented developers of their work and their fields. A further aim is to develop and renew labour market competence through research and to produce innovations that make use of multidisciplinary competence to have an impact on our surroundings.

Laurea's learning concept is embodied in the Learning by Developing model, which has been rewarded by the Finnish Higher Education Evaluation Council. The objective of learning is competence, which is visible as new ways and means of working, and which allows for renewal of the labour market and the field. Learning by Developing takes place in workplace-oriented projects in which students, lecturers, workplace experts and customers work together to develop innovative solutions.

Students are seen as partners who, as their competence develops, are able to take on increasing responsibility and make use of their creativity to complete research and development tasks. Students acquire competence in learning environments comprising diverse workshops and labs. Professional competence is constructed out of the integrated combination of empirical data, a deep understanding of it, and skills in doing and handling situations. Working together to build knowledge-based skills leads to competence that allows students to manage diverse situations in the constantly changing world of work.

Learning at Laurea progresses through an orientation of skills. Scientific data is significant as a tool. Learning directs students to process knowledge and to select ethically significant knowledge that can be utilised and applied in development projects that correspond to their degrees. Laurea places importance on ensuring that students grow into skilled experts who can renew the labour market. Workplace-oriented development projects as learning environments allow for genuine learning, the construction of partnership networks, the application of meaningful experiences and the development of creativity and research orientation. In the work-oriented development projects, individuals and the target community develop their competence together. In addition, they generate new knowledge for developing and reforming the labour market.

Learning environments

The aim of the learning environment is to facilitate the achievement of learning outcomes while supporting the generation and development of new competence. Laurea's learning environments utilise internal and external networks and are in constant interaction with the workplace. Regional influence increases through 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. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Practical applications of learning environments include initiatives and projects that form innovation environments for the community, as well as various operating spaces designed for learning and development, competence hubs and development labs.

The student's role and responsibility in learning

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between teachers, experts from the labour market and students. The cooperation is based on responsible commitment to the development project. Studying at Laurea requires critical thinking, problem-solving skills, self-directiveness, a proactive attitude and cooperation skills from students. The studies place a focus on an independent attitude. In development projects, all participants are seen as learners, because the projects aim to produce change and generate something new. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project requires sharing competence and building new competence out of different areas of expertise. Students participate as partners who build their competence by obtaining new tools and by taking part in various research and development initiatives.

The teacher's role at Laurea

The teacher's role in development projects can be described as that of an expert, a participant and a pedagogical leader. The teacher cannot transfer competence to students but guides the student's learning process. Depending on their roles, Laurea's teachers are both researchers and developers, influencers in regional development, and pedagogues. Teachers who work as researchers publish reports that demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. As a developer, a teacher is responsible for ensuring the progress of a development project.

Structure of the curriculum

Laurea's curricula are based on themes and study units. A theme refers to a wider competence area that typically requires that a student master several study units within the subject area. The contents of the themes and study units cover the core vocational competence in the field. Annual themes form an umbrella for studies from the perspective of increased professional growth. The curriculum contains the nationally defined generic competences (see Table 1) as part of the objectives set for the themes or study units. Mastering the generic competences ensures vocational education that meets the requirements set for the level to be obtained at universities of applied sciences, and mastering the themes builds competence needed in working life.

Table 1. National generic Competences (Arene 2010)

Generic competences	Description of the competence, bachelor level
LEARNING COMPETENCE	• is able to self-evaluate and develop one's competence and learning style orientation • is able to retrieve and analyze information and evaluate it critically • is capable of taking responsibility for collaborative learning and sharing knowledge in teams
ETHICAL COMPETENCE	• is able to take responsibility for one's own actions and for the consequences of these actions • is able to work according to the ethical principles of the subject field • is able to take other people into account in one's actions • is able to apply the principles of equality • is able to apply the principles of sustainable development • is capable of social influencing using one's know-how and based on ethical values
WORKING COMMUNITY COMPETENCE	• is able to operate as a member of a work community • is able to operate in communicative and interactive situations in working life • is able to utilize information and communications technology in one's subject field • knows the working life in one's subject field and is able to create personal contacts in working life and to operate in professional networks • is capable of decision making in unpredicted situations • is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks • possesses entrepreneurial skills
INNOVATION COMPETENCE	

	• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field • is able to work in projects • is capable of creative problem solving and development of working methods • is able to find customer-oriented, sustainable and profitable solutions
INTERNATIONALIZATION COMPETENCE	• possesses communicative competence necessary for one's work and for professional development in the subject field • is able to operate in a multicultural environment • takes into account the effects of and opportunities for internationalization development in one's own field

Competence evaluation

Competence evaluation is based on the objectives described in the curriculum. These objectives define the requirements that students have to meet to achieve their degree titles. Competence evaluation shows how well the set objectives have been met. On the one hand, competence is seen as knowledge, skills and values, and on the other hand, as experience. Evaluation through development projects looks at an individual's and the project community's learning, the progress and significance of different processes, and the results achieved. Study units are evaluated on a numerical scale of 0 to 5 or on a pass/fail (H/O) basis. The evaluations apply criteria developed for evaluating the competence of students at the beginning of their studies and at graduation (see Table 2). The evaluation criteria for each study unit are given in the study unit's syllabus.

Table 2. Evaluation criteria for initial stage and graduation stage students

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
EXCELLENT grade 5 Students are able to:	• Apply professional concepts expertly. • Comply with occupational safety instructions responsibly and independently. • Justify activities using research knowledge. • Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks.	• Apply professional concepts expertly and extensively, and manage the big picture. • Develop occupational safety of their operating environment. • Develop operating methods by comparing, combining and selecting research knowledge. • Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture. • Develop and renew activities of

		multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations.
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BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
GOOD grade 3 Students are able to:	• Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act professionally in customer situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles.	• Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Prioritise and maintain customer relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks.

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
SATISFACTORY grade 1 Students are able to:	• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models. • Take customers into account in their actions. • Act as group members. • Act in accordance with ethical	• Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer and problem situations. • Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely • Act in customer-oriented ways

	principles.	and according to the situation, and understand customer needs. • Work in a group in line with objectives. • Act and justify their activities in accordance with ethical principles.
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Degree programme's quality evaluation and development

The quality of Laurea's operations is monitored and developed with the quality assurance system (picture 1.). The aim of the quality assurance system is e.g. to extensively guarantee the quality of education and of other activities, systematically produce quality-related data for the development of the operations and to promote recognition of insufficient quality.

Processes have been described as support for Laurea's basic operations. The core process is the Learning by Developing process, its implementation is supported by the Education process, the Strategy and Management process and the HR process.

Strategy Implementation Plan, where the critical success factors and their indicators have been defined, functions as a tool for monitoring and evaluating operations. Central indicators for a degree programme's quality assurance are e.g. progress of studies, learning through research and development, dropout rate, completion of studies and development of competence in graduating students. The results according to the indicators are discussed annually and based on them the appropriate measures for the development of operations are defined.

Besides the data related to critical success factor indicators, Laurea also collects other feedback and evaluation data in order to develop the quality of a degree programme. The degree programme specific curriculum is evaluated annually. In addition to personnel also students and working life representatives take part in the evaluation.

Students' most important channel of evaluating and developing operations is the student feedback system. Student feedback system includes feedback questionnaires that measure the quality of education, student's professional growth and student wellbeing as well as immediate feedback. Collecting feedback data, its systematic processing with students and personnel as well as versatile exploitation of the data enable continuous quality development in education.

Students are actively involved in different development teams both on Laurea and local unit levels. Consultation meetings between student union LAUREAMKO and the steering group are organised regularly. The aim of the meetings is to take into account the students' points of view in the development of the operations. The consultation meetings are held both on Laurea and local unit levels. Student members participate also in Laurea's internal audits which are organised once an academic year. Through the internal audits students contribute to the quality development of education and other operations.



Laureas curriculum as a part of the European Higher Education Area

Finnish higher education institutions have reformed their curricula in accordance with the creation of the European Higher Education Area, i.e., the Bologna Process. The EU's strategic objectives regarding education also guide education in Finland. The Bologna Process covers a total 46 of countries, including some outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

To promote the adoption of internationally understandable, 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 first-cycle (Bachelor's) degree, after which they have the opportunity to obtain a Master's degree. The requirement for access to Master's training is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's graduates will take a Master's degree.

Finnish universities of applied sciences adopted ECTS (European Credit Transfer and Accumulation System) credits in 2005. In the ECTS, one academic year equals 60 credits. The ECTS is a student-centric system. It is based on the student workload needed to achieve the targets set for each degree programme.

The curricula describe the learning outcomes and competence. From the point of view of promoting international 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 targets to concrete competence requirements and definitions in the labour market.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, and study units form larger modules. Competence is defined in terms of the students' learning outcomes. Currently resources are being directed towards further enhancing the ability of the curriculum implementations to generate new competence and innovations for Laurea's operating environment.

Sources:

The Bologna Process

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

Global challenges and sustainable development in the curricula

The activities of the higher education institutions are based on responsibility, sustainable development and understanding and appreciating diversity within the higher education community.

A suggested measure of the Strategy for the Internationalisation of Higher Education Institutions is that the higher education institutions will increase education and research cooperation based on national and international networking in order to contribute to the attainment of the goals of the UN Decade of Education for Sustainable Development 2005-2014. Laurea's curricula will be developed according to the Strategy for the Internationalisation of Higher Education Institutions 2009-2015. Out of Laurea values sense of community and social responsibility represent these perspectives most clearly. Moreover, ethical competence of the generic competences of university of applied sciences degrees also means the ability to apply the principles of sustainable development in one's own work. Functioning in the globalising world requires the higher education institutions to critically consider the ethicality of their operational principles.

The goal is that all Finnish degree programmes have at least 30 cr. of studies in foreign language in their curricula. The local units proceed towards this goal gradually. In some degree programmes the goal has already been reached. The goal is also to produce competence that enables participating in solving global problems and building activities on an ethically sustainable foundation.

Source: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>

Operating environment

Laurea of Lohja - Caring, Creative and Quick

Laurea Lohja aims at being the renewing and innovative partner among the actors of the region. Renewing partners make creative solutions actively and flexibly in development projects. The renewing partner refers to the way Laurea Lohja develops services and marketing in a customer oriented way in caring and in creative atmosphere reacting quickly (CCQ). Laurea Lohja is future oriented. The emphasis is put on the renewal and development of service business operations and public services. The university also aims at making the silent knowledge and social capital visible. This is done by emphasising co-operation. The private and public sectors co-operate continuously and this provides diverse situations for learning.

Lohja campus of Laurea University is located in the western part of the province of Uusimaa. The significance of knowledge and skills (i.e. know-how) is seen as the important competitive factor at the campus. Internationalisation of corporate activities, reformation of services and creation of new jobs in the place of the bygone industrial and manufacturing jobs sets demands for know-how on businesses and different cultures. The development of public sector practices and procedures, augmentation of wellbeing, the structural reformation of service systems and innovation, which improve productivity are seen as significant. The availability of competent people and the requirements of bilingualism and expertise, as well as the needs of adult education are to be secured by the university education and active industrial policy of the region.

The educational level of the province of Uusimaa is on an average high and the percentage of the population with a university degree is higher than that of the country on an average. The province of Uusimaa, as a part of the metropolitan area of Finland, has an important role in giving birth to new thoughts, ideas and innovations as well as being the recipient of such from abroad.

The regional influence of Lohja campus is visible through the functionality of miscellaneous networks. It is also visible in the customer contacts and corporate co-operation of the learning environments of the campus, namely, Yrityslabra (Business Lab) and Terveystori (Health Market). The utilisation of virtual technology in human interaction and as part of the learning process is expanding continuously. In the regional and nationwide projects people learn networking, social values and interaction and develop in multi-industrial context into being able to communicate with experts and specialists of different fields. Sharing one's own know-how and expressing it in the interface of working life and study modules is significant in terms of growing to become a developer.

Viewing from the international scale Uusimaa is not a very big province. In the future, however, it is important for her to ally to become part of a larger region. Thereby the attractiveness of the region may also be increased internationally. The vision of Uusimaa is to become the most competitive, cosiest and safest metropolitan area of northern Europe by 2025.

The general development views may, irrespective of the economic downturn, be regarded as relatively good. The challenges for the region are the tightening financial position of municipalities and, related thereto, the deteriorating preconditions for organizing basic municipal services. Especially organizing children's day care and care for senior citizens will become problematic.

Innovative partnership

CCQ-mode of operation (Caring, Creative and Quick) enables the realization of Laurea Lohja's view of *innovative partnership* and Learning by Developing (LbD). The working life of the future needs experts who know their responsibilities, commit to developing their work – care for what the future will look like. They carry out their duties with passion and creativity and they are ready to react to changes and challenges quickly if needed. The most important qualities of the experts of the future will be *caring* (social responsibility and sense of community), *creativity* (the ability to see things in a new way and the ability to cross boundaries) and *quickness* (the mode of working where changes and challenges are reacted flexibly and daringly).

The whole operations of the campus can be described in a compressed way as the mode of operations of CCQ, where caring, creativity and quickness may be viewed in the learning process as follows:

Laurea Lohja is

Caring (Välittävä): The student participates in the learning process from his/her own starting points. His/her knowledge and skills are individually reacted to and previous experience is regarded as a valuable part of the learning process. Guiding and tutoring are essential parts of the path of studies. People operate respecting one another at the campus, give space to different skills and understand variable cultures. Operations are customer oriented both in the service operations of nursing as well as in social- and health care. The working life will be developed with the regional partners in a communal way. Everyone understands his/her own responsibility in reaching results in developing operations and goals. The operations are developed continuously according to the feedback received.

Creative (Luova): The diverse learning environment of the campus consists of the surrounding society, corporations and public actors. The authentic customer meetings at the Health Market, the continuous business co-operation at the Business Lab, work shops, lectures and other learning situations as well as informal encounters and the rich virtual world create the atmosphere for development. In addition, the thought of having time to reflect offers a chance to observe matters from different points of view and leads to creative solutions.

Quick (Ketterä): The basic tone of operations is flexibility. At the campus solutions are made with high quality and in the student-oriented way from the point of view of learning: as part of quality control the operations of the campus are followed by continuous feedback. According to the feedback collected from the students and working life the implementation of studies is followed continuously. The means by which studies are carried forward and accomplished and teaching is carried out are modified continuously according to the feedback collected from the students and working life. Operations as the innovative partner among the actors of the region are customer oriented. The structures and rigid hierarchies do not prevent innovative operations. Instead, one has the courage to stretch over the boundaries.

The mode of motivation of Laurea Lohja is made possible by the committed and motivated personnel and students. The creative atmosphere, which emphasises communality and social responsibility as well as the skills of problem solving will shape experts to daring and co-operative developers of the future.

Laurea Lohja carries forward and develops the values of the universities of applied sciences. The values are made visible in the pedagogic solutions. Communality, social responsibility and creativity construct a mode of motivation for a diverse learning environment.

Diverse learning environment

The learning environment of Laurea Lohja is diverse and flexible. The CCQ-mode of operation is emphasised on the campus. That enables co-operation between the student, the university and corporations in variable ways that create value for all counterparts. The diverse learning environment refers to personal study paths, learning situations enabled by virtual technology, the genuine customer encounters provided by the Business Lab and Health Market, the utilisation of internal and external networks and continuous interaction with the working life. The new skills and knowledge are obtained in genuine tasks of problem solving and development and in wider projects of development.

The role of the student as an independent actor is emphasised in obtaining data, selection of study paths and in the evaluation of one's own skills and knowledge. The academic freedom and self-guidance of the students is supported with tutoring and instruction. The caring learning environment includes valuation, genuine dialogue, social interaction, openness, humanity and togetherness.

The Business Lab is the meeting point for the unit of the university and business life. The co-operation of the partners to create new solutions for developing the business life and the public sector of the region is made possible there. For example, the maintenance of the portfolio of theses is maintained in the Business Lab. The business actors may deposit pre-forms of long-term development needs into the portfolio. The university unit will grab them for development either in the form of a wide development project or as an individual thesis. At the Health Market it is possible for the students of Business Management to develop well-fare business operations and, for instance, to complete apprenticeship as partners of the health care students.

The interactive learning environment creates a safe sense of community, where the actors have the courage to renew. The sense of community is visible in the distribution and accumulation of data in the situations of solving problems of creative processes and development projects. The diverse sources of information and the utilisation of the virtual world enable the accumulation of the database of the learning process. The operations at the campus form a continuous dialogue between different actors.

The feedback from working life and earlier student groups are taken advantage of as part of ensuring the quality of the design of the contents and the execution of the study modules. The changing needs of skills and know-how are also accounted for. The studies are designed by taking the students' experience, know-how and target level into consideration. The fulfilment of the students' targeted level is secured. The students are included in the reciprocal design of teaching and learning contents.

The student as a co-operative partner builds his/her own study plan with goals. The study plan should demonstrate that the student understands the requirements of know-how, which are required for participating in a development task or project. At the same time the student also recognizes the know-how which may be obtained by means of participation into a project. When taking part in a development project, the student learns as an individual and is joined into the community's joint learning process and in the production of new know-how. The starting point in the co-operation is the student's responsible commitment. Aiming at a joint goal emphasises research, development and the creation of new know-how and skills. Working consciously and systematically the development project is carried forward and new know-how is being created. A demonstration of the created new know-how may be a product, a mode of operation, a mindset or an idea to be processed further.

In the core of learning one may see a wide social, cultural and physical environment, which enhances creativity. Virtual technology, informal meeting places and humane, caring atmosphere give birth to good starting points for the implementation of one's own know-how in an innovative way. Flexible and quick solutions in the design and implementation of studies are emphasised in the Degree Program of Business Management at Laurea Lohja. Customer orientation and the inevitable change of values in the surrounding society, growing senses for community

and the well-being created thereby as well as understanding multiculturalism and internationality are seen as permeable factors in the curriculum of the degree program.

From recognition of earlier know-how to the beginning of new learning paths

The identification and acknowledgement of earlier know-how are part of the comprehensive learning process of an individual. To identify his/her own know-how the student also needs support from the university. A description of the guidance and tutoring activities of Laurea Lohja and the principles for the identification and acknowledgement of earlier know-how is as follows:

Guiding is defined as part of Learning by Developing –thinking. In the program for business management the aim is to support the student in professional growth, in developing his/her own professional identity and self-guiding and motivation. The students are helped to manage their studies by guiding, tutoring, evaluation and teaching.

From the beginning of studies every student has a tutor, who guides and supports the student in the progression of his/her studies. Tutoring aims at furthering studies and supporting independent action and the student's activity. At the beginning of the studies the teacher tutor acquaints the students with the learning environment and practices and procedures of the university of applied sciences.

The teacher tutor helps in making the personal study plan (PSP). During the studies the student gets guidance with regards to career planning, apprenticeship, international exchange and thesis work. There can be personal tutoring or group tutoring meetings. Within the group there is peer-to-peer tutoring. The tutoring services are targeted towards directing students' individual study paths. Tutoring pays comprehensive attention to the student as an individual. Tutoring and guiding are available during all stages of the studies depending on the student's individual needs.

Tutoring is also realised in projects of development, where the teacher tutor's task is to guide the students and develop services together with them. Tutoring includes searching and allocating data co-equally as well as guiding and counselling the student.

Curriculum for the degree Program of Business Management: Inspired by Marketing

The economic competitiveness of the province of Uusimaa, in addition to the diverse trade structure, is based on high research and scientific know-how. There are approximately 70 000 businesses. This means one third of the business activity of the whole of Finland. Within the operational area of Laurea in Uusimaa four fifths of all jobs are in services. The importance of growth businesses is significant in terms of competitiveness of the metropolitan area. A great number of new jobs are created in them, although their proportion of all new businesses is small.

Service innovations are a central source of growth. In terms of the competitiveness of the region, it is important to identify growth businesses and to improve their overall functioning requirements, especially those that offer know-how intensive business services.

The whole economic operating environment is especially characterized by the deepening of globalisation, the fast development of information and communication technologies, the shortening of the life cycles of products and services as well as the increasing demands of customers. Typical of our era are the flexible, shallow organizations and different consortiums and joint ventures as well as the changing concepts of space and time, which make them to a large extent indifferent. The change of working life has become permanent and it is essential to find flexible modes of operation to enable success in the change.

As a result innovativeness has arisen as the most significant success factor of businesses, networks and regions. The customer oriented innovation of products and services form a factor guiding business operation. This is characteristic of the basic processes of a business. The values of the customer and the meaning of cultural background will be emphasized in forming products. It is also expected that the significance of environmental issues and social responsibility will increase further in the future.

The characteristics and challenges of the operational environment of the Program of Business Management of Lohja Campus are described in the following paragraphs.

The operational environment of the degree program

There are a lot of businesses and research institutions with high standard knowledge within the region. The key clusters of Uusimaa include ICT, metal- and electronics, service business, finance- and real estate business, medicine and biotechnology, environmental technology as well as content production and cultural-industrial operations. Especially in the Helsinki region there are a lot of service businesses.

When western Uusimaa is observed as an operating environment it offers good starting points for successful operations for the actors of business life. The region is located as a part of the metropolitan region. Besides, the economic regions of the cities of Turku and Salo are also nearby. In addition the industrial structure of the region is versatile and the logistic services are functioning. Development work is being done within the region and with other centres of growth at municipal, organizational and corporate level.

As a result of the functional changes of global economy the structure of trade has changed in the region of western Uusimaa. As a result of the change some of the industrial operations have moved out and the remaining industries are developing towards service intensiveness. The actors have networked into subcontracting networks. Small enterprises have arisen and they should become growth corporations quicker than competitors by means of novel modes of operation, renewal of structures and by birth of innovations. Every fourth of the regional jobs is, nevertheless, still within manufacturing.

The Hiisi region has a vision to be a cosy and environmentally friendly neighbourhood, which belongs to the competitive metropolitan area and which succeeds and grows in the developing industry and service production by 2025. The aim is to be able to target the know-how of the population of the region in the right way through which it will be possible to provide preconditions for competitive and successful business activities. The region is known, in addition to superior knowledge of the growth clusters, also for the functioning traffic connections. The values of the Hiisi region include trust and mutual respect, equality, sustainable development and openness.

The strategic starting point of the city policy program of western Uusimaa is the promotion of the development of the region by taking into consideration the joint strengths and the individual special features. Securing the supply of competent workforce, the development of service industries, the creation of attractive neighbourhood and the development of logistic operations and infrastructure will rise onto the most essential place in the development strategy of the Hiisi and Raasepori regions.

Expertise

A graduate of Business Management has a strong general knowledge and skills on business. Therefore he/she will be able to apply his/her business know-how in the development and renewal of operations of different organizations. A graduate of Business Management will know how to analyse chains of value creation and -networks as well as renew business operations. A graduate of Business Management has a strong general knowledge and skills on business. Therefore he/she will be able to apply his/her business know-how in the development and renewal of operations of different organizations. A graduate of Business Management will know how to analyse chains of value creation and -networks as well as renew business operations through growth and internationalisation and evaluate

possibilities created by the new systems that produce value.

The most important area of know-how of a graduate of Business Management is the strategy-oriented business development. Related to that, reaction to changes proactively is important. The strategy-oriented development is based on networked business operations and the management of business models. Important areas of know-how are identifying the structure of the operational environment, analysing and utilising the powers of change, innovativeness, developing key activities and processes of business operations, productization and commercialisation, customer and partnership know-how, entrepreneurship and responsible management of business activities.

A big challenge for businesses is to convert the production-oriented thinking into customer-oriented thinking and to develop a customer-oriented business model. Essential in customer-orientation is, vis-à-vis competitors, to obtain a competitive advantage. Looking from the customer's point of view this means that corporations are able to offer some superior knowledge or skills, which make them unique vis-à-vis competitors. A customer-oriented corporation is able to observe the operating environment and detect the necessary changes quickly and react to them in a flexible and quick way.

A precondition for success is to create a basis for business operation of know-how and new ideas. In order to develop public services, it is important, to develop active utilisation of new products and process innovations in the operations of the public sector itself.

A customer-oriented corporation needs continuous renewal and the ability to relinquish old modes of operation. This sets challenge to future experts: one needs to have the ability and motivation to renew one's own know-how continuously. The customer-oriented development means co-operation with the customer in order to increase the level of corporate know-how and to create new business. The customer-oriented culture of know-how means persistent renewal of the corporation through customer relationships. The loose structures of organizations and the breakage of old modes of operation are found similarly challenging. The working life of the future needs experts, who may operate creatively, react quickly and find solutions to problems even in situations that feel haphazard. New kinds of organizations also demand new sorts of management and leadership.

The development of marketing know-how is one of the central challenges of and the area that profiles the degree program of Business Management. The ability to market is generally regarded as a synonym to the marketing know-how. Marketing is business, where the aim is to satisfy customer needs and to create lasting customer relationships. From the strategic point of view marketing is viewed as an operation, which directs business operations and as an operation, which yields a strategic competitive advantage when viewed from the point of view of managing competitive means, from the service point of view and from the relationship and networking points of view. With regards to marketing know-how customer-orientation means a win-win-situation. There both the customer and the service provider gain extra benefits from the co-operation.

Professional Growth and Annual Themes

To grow to become an expert is part of a life long learning process, where individual skills, know-how, beliefs and values develop and transform. The occupational growth and development is a collective outcome of many factors, which are mostly affected by the student him-/herself. The central factors in a successful occupational growth process, with regards to the student, will be self-guidance, initiative, motivation, attitudes, and personal traits. The student creates a basis for continuous learning and expertise by developing know-how. During the studies at the university of applied sciences the student builds up the knowledge and skills required in working life.

In the learning by developing -mode of learning the occupational growth is built on an exploratory and improving grip to work. The growth process is described through four annual themes, which follow the steps for growth described in the pedagogic strategy of Laurea.

Annual theme 1: Beginning occupational growth – orientation and motivation

Annual theme 2: Developing core competence of the field – formation of occupational identity

Annual theme 3: Advancing know-how – evolving expertise

Annual theme 4: Developing and reforming working life and life long learning.

(The pedagogic strategy of Laurea, 2007, 13)

In the degree program of Business Management at the Lohja campus the occupational growth process begins when the student orientates comprehensively on the national and international challenges of business environments, their changes and theoretical arguments. The student orientates on the studies of a university of applied sciences, Laurea Lohja as his/her learning environment, and the different study- and learning methods. He/she learns to evaluate and develop his/her own know-how and learning habits. As part of the orientation the student composes a personal study plan and as part of drafting the plan learns to evaluate and also make visible the occupational know-how acquired elsewhere. The student creates an overall picture of the tools used for developing working life and of the processes of it.

The student perceives a comprehensive picture of the basics of business activities, entrepreneurship, the model for customer-oriented service operations and the marketing know-how as part of business operations. The student becomes familiar with business activities and the operational cultures of his/her field. The student knows how to describe the operations of a business in a comprehensive way and understands the relationships between the different operations as part of a functioning customer-oriented business operations model. The student becomes trained in using the other official language (Swedish) and a foreign language (English) in customer service situations.

On the second step of the occupational growth the student understands the importance of business in a broader context and enforces the development of his/her own professional identity. The student understands the meaning of strategic know-how in the changing operational environment. The student's innovative grip to work, customer- and partnership know-how as well as productization and the understanding of commercialisation are enforced. The proactive and flexible operations as part of the professional growth of the student are significant.

The profile of Laurea Lohja campus highlights marketing knowledge, which refers to the capability to market. The student progresses to view marketing from a strategic point of view as a process that directs business and provides marketing with competitive advantage. The profile of the future Bachelors of Business Management highlights the management of innovations and customer understanding as well as the development of service business operations and strategy-oriented development.

The development of core competences of the field and the formation of occupational identity will take shape in authentic learning situations in variable projects. The self-guiding skills and know-how and skills for project work of the student are accumulating. The student identifies the new opportunities for business and learns to act in an innovative manner, economically and responsibly when developing new business.

On the third and fourth steps of the occupational growth the know-how of the student is advanced. The student perceives the challenges for international business in the global operating environment and understands the process of life long learning and its importance to the work of an expert. The student is ready to act in a creative and innovative way and understands the elements of creative problem solving. The student understands his/her own role as an active and motivated partner and a developer of business operations.

The student understands that the specific challenge of occupational growth is to understand life long learning and that knowing and developing are strongly linked in the attitudes, motives and creativity of the people. It is the life

long learning that finds solutions for keeping up with the rapidly changing operational environment and staying therein. For success a business needs to keep creating new know-how and transmit it for the disposal of all the members of the corporation/business. In the background of the new know-how there is always an individual. Therefore, it is germane to form the know-how and skills of an individual to the joint know-how and skills of an organization.

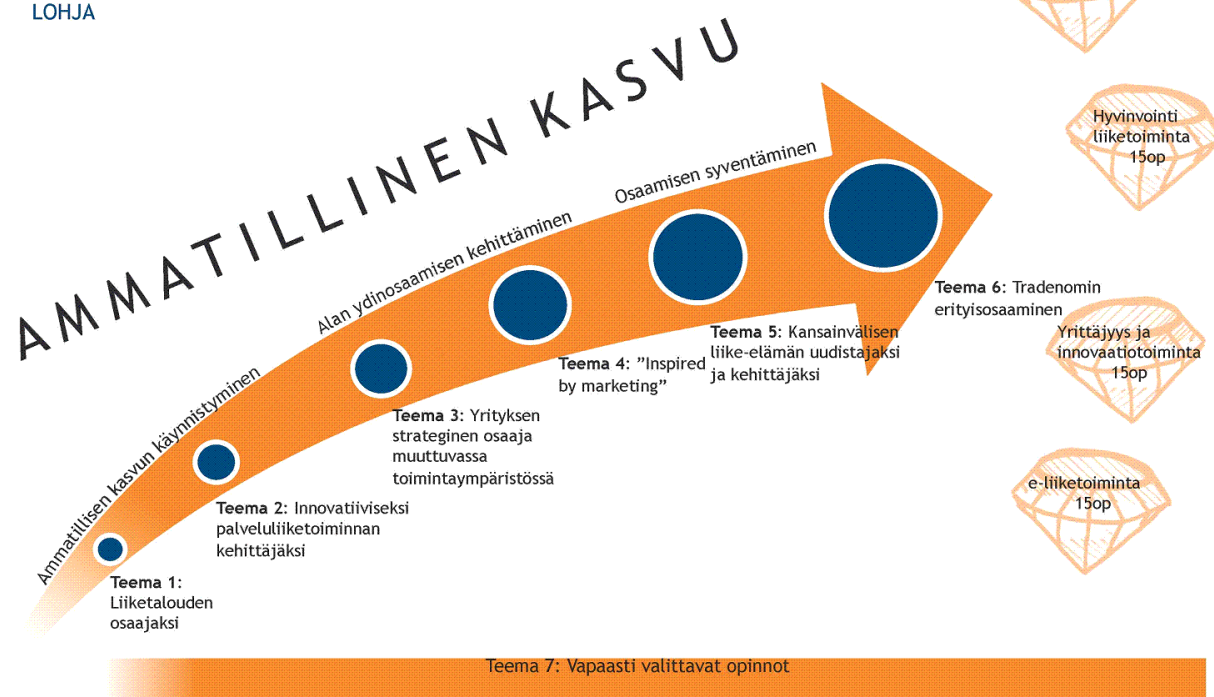
Description of the Degree Programme

The curriculum for the Degree Program for the Bachelor of Business Management at Laurea Lohja (total 210 cr) consists of basic studies (55 cr), common occupational studies obligatory to all and optional occupational studies (90 cr), thesis (15 cr) as well as apprenticeship (30 cr) and freely selectable studies (20 cr). The duration of studies is 3.5 years.

Structure of the curriculum

The curricula of Laurea are built on the themes and the study modules. A theme means a wider area of knowledge. For mastering a theme a student typically needs to accomplish several study modules, which deal with subject matters. The contents of the themes and study modules describe the core of the occupational knowledge of the field. The themes for the curriculum of the degree program form into wholenesses, which serve the learning and new know-how created by the partnership of economic theory and practice.

The yearly themes gather studies together from the point of view of the progression of occupational growth. The common competences defined on the national level are jointly included as part of the objectives for the themes and the study modules of the curricula. To master the general competences assures the accumulation of occupational education up to the level of the university of applied sciences and to master the know-how included in the themes, in turn, assures the accumulation of know-how required by working life.



Quality assurance process

Quality control is an essential part of the continuous development of operations of Laurea. The operations of Laurea are followed with the help of a quality control system. Fundamental in the quality control is the continuous circle of development, where actions are planned (Plan), executed (Do), followed and evaluated (Check) and developed

(Act), and the result of which will be the base for further planning.

As part of the quality control for the planning of the contents and implementation of the courses and study modules, the feedback from the previous groups is utilized and the learning requirements are taken notice of as far as possible. Interaction with and feedback from working life affect educational planning comprehensively.

The learning needs of the students and the objectives for know-how form the base for the quality of the educational process. It is secure that the targeted level of the results of the know-how will be fulfilled. The students are included in the reciprocal design of the educational and learning contents. Since the students are self-directed and take responsibility for their own learning, it is important they participate in the evaluation of their own learning needs.

		1. year	2. year	3. year	4. year
OP	STUDIES	45	70	95	
F001	TO BECOME AN EXPERT IN MANAGING BUSINESS ECONOMICS				
F7024	Orientation Studies in the Blended Learning Curriculum for Business Management	5			
F7023	Starting Points for Innovative Development	5			
F7028	Principles of Entrepreneurship	5			
F0004	Basics of Business Communication in Finnish	5			
F7026	Customer-Centred Service Operations	5			
F0005	Business Basics	5			
00373	Job Placement 1, Degree Program in Business Management (in Finnish)	15			
F002	TO BECOME AN EXPERT OF INNOVATIVE SERVICE BUSINESS				
F0006	Commercialization of Service Innovations		5		
F0007	From a Business Idea to a Profitable Business		10		
F0008	Financial Mathematics in Developing Business		5		
F0009	Business Communications in Swedish 1		5		
01206	Finnish language		5		
00637	Oral skills in Finnish		0		
00636	Written skills in Finnish		0		
F003	THE STRATEGIC BUSINESS EXPERT IN THE CHANGING OPERATIONAL ENVIRONMENT				
F0010	Changing Operational Environment, General Economic Sciences		5		
F0011	Personnel Administration, Management and Labor Laws		5		
F0012	Strategic Planning and Analysis of Corporate Business Activity		10		
F0013	Markets and Marketing		5		
F7027	Legal Issues in Business		5		
00374	Job Placement 2, Degree Programme in Business Management (Finnish)		15		
F004	"INSPIRED BY MARKETING"				
F7029	Sales and CRM Competence			10	
F0015	Marketing Communication			5	
F0018	Business Communication in Swedish 2			5	
F0019	International Business			10	
F029	FUTURE DEVELOPER				
F7033	Future Understanding			5	
F7034	Future-Oriented Development			5	
F7035	Strategy Work in Future Development			5	
F006	ADVANCED SPECIAL KNOW-HOW OF THE BACHELOR OF BUSINESS MANAGEMENT				
F0051	Management and Development of Personnel Resources			5	
F0052	Foremen Skills in Complex Situations			5	

F0053	Advanced Course in Leadership and Foremanship			5	
F0054	Welfare Business			5	
F0055	Developing Business Opportunities			5	
F0056	Special Features of Healthcare Business			5	
F0057	Development and Leadership of e-Business			10	
F0058	E-customerships			5	
F0059	Entrepreneurship and Innovation Activity 1			5	
F0060	Entrepreneurship and Innovation Activity 2			5	
F0061	Entrepreneurship and Innovation Activity 3			5	
019	THESIS				
00043	Thesis			15	
F014	ELECTIVE STUDIES				
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
F0070	Preparatory Studies in English	5			
F0069	Preparatory Studies in Swedish	5			
F0050	Preparation course in Mathematics		3		
00634	Oral skills in Swedish		0	0	
00635	Written skills in Swedish		0	0	
		45	70	95	0

F001 TO BECOME AN EXPERT IN MANAGING BUSINESS ECONOMICS, 30 cr

Description:

The student commits to the standards of the university and becomes an active member of his/her own student community. The student relates to the culture of his/her own field and realizes his/her role as an advocate therein. The student comprehends the way a university of applied sciences functions and realizes the process of Learning by Developing (LbD) in practice. The student identifies with the possibilities of the learning environment of the campus for his/her own studies. The student understands his/her own role as an active student and is able to function in manifold projects with different people in different roles. The student comprehends his/her own responsibilities as a member of different teams.

Content:

Description of the theme: In the studies of the theme the student becomes acquainted with the know-how requirements of a Bachelor of Business Management (BBM), learns the skills of studying, comprehends the significance of academic freedom and self-guidance as well as acquires knowledge of different styles and techniques. The student evaluates him-/herself as a student and determines the best practices for his/her own learning. The student constructs him-/herself a personal study plan (PSP).

F7024 Orientation Studies in the Blended Learning Curriculum for Business Management , 5 cr

The student is able to:

- Apply higher education practices
- Know the principles of Learning by Developing
- Formulate a personal study plan
- Use different learning environments
- Understand the principles of project work
- Acquire information from various sources and evaluate it critically
- Produce documents and written material as well as presentation graphics in Microsoft Office

Contents of the study unit:

- Learning competence
- Investigative and developmental approach
- Learning by Developing
- ICT
- Project work
- Initial English Language Test 00202
- Initial Swedish Language Test 00203
- Initial Mathematics Test 00397

Study unit description:

Higher education practices as well as learning principles and techniques are explored at the beginning of the study unit, followed by examining ICT and assessing information sources. Students also gain an understanding of project work.

Previous studies:

No previous studies.

F7023 Starting Points for Innovative Development , 5 cr

The student is able to:

- Recognise development areas in the employment sector and launch development measures
- Develop their work and work processes

- Consider customer-oriented, sustainable development and ecological aspects in development work
- Use development methods and tools

Contents of the study unit:

- Development methods
- Innovating, planning and implementing a development project in one's work environment
- Instructions for writing the thesis

Study unit description:

Students learn to identify development areas related to their working life, and are able to analyse the activities of their company particularly from the viewpoint of sustainable development. Students are able to choose relevant development methods for solving the development areas. During the study unit, students carry out a small development project in the context of their own work.

Previous studies:

No previous studies.

F7028 Principles of Entrepreneurship , 5 cr

The student is able to:

- Understand the basic operations of companies
- Carry bookkeeping for a small company
- Know the underlying principles and regulations of business activities
- Use a spreadsheet programme for the financial management of a company

Contents of the study unit:

- Company processes
- Logistics
- Spreadsheet programme
- Bookkeeping
- Legislation

Study unit description:

The study unit familiarises students with the principles of entrepreneurship, financial management, legislation and logistics.

Previous studies:

No previous studies.

F0004 Basics of Business Communication in Finnish, 5 cr

The student is able to:

- use information and communication technology in his/her own occupation
- propose matters in written, oral and visual forms using different communication styles
- take action in different negotiation situations.

Contents of the study unit:

Contents:

- Information technology and software tools
- Corporate communication and communication media
- Negotiation skills
- Principles of marketing communication

Study unit description:

Description: The student develops standby skills for interaction and communication especially focusing on corporate/business and marketing communications. The student knows how to utilize possibilities of information technology as part of communication.

F7026 Customer-Centred Service Operations, 5 cr**The student is able to:**

- Know the underlying principles of service operations and have a customer-oriented and user-driven approach;
- Understand the ethical starting points of business management and know the high ethical standards of operations;
- Understand the customer-oriented service process and productise services;
- Assess the significance of customer capital in a company's business operations from the perspectives of economics and marketing;
- Apply qualitative research methods.

Contents of the study unit:

- Ethics and social responsibility
- Qualitative research methods
- Service marketing and its special features, customer perspective and service production process
- Customer relationships from a consumer perspective
- Recognising and validating customer relationships
- Customer relationship economics

Study unit description:

The study unit explores the special features of service operations and customer relationships. Students become familiar with the ethical, social and economic dimensions of business operations. Students learn to apply qualitative research methods.

Previous studies:

No previous studies.

F0005 Business Basics, 5 cr**The student is able to:**

KESKEN

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.

F002 TO BECOME AN EXPERT OF INNOVATIVE SERVICE BUSINESS, 25 cr**Description:**

The student knows how to act in an innovative manner, commercialize services, build a functioning business idea based on which it is possible to start a new business. The student understands the functioning of economy in general.

The student will be able to:

- compare and evaluate different business models
- analyze business opportunities in the operational environment
- develop and commercialize services and products and market them in the business and consumer markets
- evaluate his/her own skills and possibilities of becoming an entrepreneur and setting up a business.

Content:

In the theme the students make a business strategy and develop and commercialize products and services. In addition, they make a marketing plan. The students utilize financial mathematics and possibilities provided by different research methods in developing business operations.

Learning process:

In the theme the student adopts an innovative and developing way of working. The student's know-how becomes apparent in his/her ability to analyze business opportunities, to construct a business model and a business plan based on the business idea and to develop commercially profitable services and products for a business/corporation.

F0006 Commercialization of Service Innovations, 5 cr**The student is able to:**

- develop, productize and commercialize innovative and economically profitable products and services
- produce a marketing plan for a small enterprise
- study and analyze customers and markets
- choose functioning delivery channels.

Contents of the study unit:

- Development process of products and services
- Diverse market situations: B2B, B2C, C2C,
- Creating and developing customer relationships
- Solutions for sales and delivery channels
- Planning marketing and composing a marketing plan
- Cost accounting
- Different models for setting a price

F0007 From a Business Idea to a Profitable Business, 10 cr**The student is able to:**

- identify his/her own chances to become an entrepreneur
- find and evaluate business opportunities
- construct an appropriate business model to match the business idea
- make a realistic customer-oriented business plan.

Contents of the study unit:

- Entrepreneurship and internal entrepreneurship
- Business idea

- Business plan and business model
- Planning the finance and funding of a start-up
- Risk management of a start-up
- Company forms, immaterial rights, jurisprudence for marketing, product safety and product liability

Study unit description:

The student learns to search and evaluate business opportunities, to construct a realistic business plan and to write documents that are needed to set up a business. The student becomes familiar with the financial and legal liabilities as well as factors affecting profitability of a start-up.

F0008 Financial Mathematics in Developing Business, 5 cr

The student is able to:

- calculate the value of time on money and understand the concept on present value
- calculate the values of different indexes with different index calculation methods
- compare diverse loan repayment methods
- calculate and compare the yields for different investment alternatives and borrowing costs of loans
- calculate and compare the profit earning capacity of investments with different methods
- calculate and take notice of the effects of changes in currency exchange rates and inflation
- make well-founded selections concerning the implementation of a quantitative research
- execute a small-scale quantitative research.

Contents of the study unit:

- Different percent, interest rate and interest on interest calculation applications
- Index calculation methods and applications
- Methods of calculating investments and optimizing
- Principles for quantitative research

Study unit description:

The student knows how to apply mathematics in solving and analyzing different business dilemmas and alternative options. The student knows how to make justified selections associated with quantitative research and make a small-scale survey.

F0009 Business Communications in Swedish 1, 5 cr

The student is able to:

- communicate effectively both orally and in writing in Swedish
- act in Swedish in his/her specialist community and to communicate the themes of that community by using different communication means
- apply information acquired from Swedish language sources
- function in a multi-cultural operational environment
- tell core facts about a corporation/business in Swedish
- use concepts related to finance and pricing in Swedish
- use concepts related to marketing in Swedish
- function in Swedish in customer service and customer care and sales situations
- introduce his/her education and work assignments in Swedish.

Contents of the study unit:

- Corporate terminology
- Business idea and business plan
- Corporate/business forms
- Pricing and finance
- Marketing terminology and marketing plan
- Client service and customer care situations
- Education of a BBM, work assignments and job search

Study unit description:

The student

- communicates in situations related to business orally and in writing in Swedish
- is able to tell the core facts about the company, present the business idea and the business plan in Swedish
- tells the main points about the corporate/business forms in Swedish
- uses basic concepts related to finance and pricing
- uses marketing terminology and presents marketing plan in Swedish
- is able to act in trivial client service, customer care and sales situations in Swedish
- tells about his/her work assignments and introduces his/her education in Swedish
- makes a job interview in Swedish.

Previous studies:

Preceding studies:

A passing grade in the Swedish language test or after a grade fail, the tutorial studies in the Swedish language.

01206 Finnish language, 5 cr**The student is able to:**

The students, whose language of education is not Finnish, will practise using Finnish in their own field of expertise and will acquire skills which are needed when studying and communicating within the field of their expertise.

Contents of the study unit:

The students, whose language of education is not Finnish, will practise their communication skills in Finnish. They will learn to communicate in the working life in Finnish both orally and literally.

Previous studies:

Koulutusivistyskieli ei ole suomen kieli, yleensä korvaa ruotsin kielen opinnot

00637 Oral skills in Finnish, 0 cr**00636 Written skills in Finnish, 0 cr****F003 THE STRATEGIC BUSINESS EXPERT IN THE CHANGING OPERATIONAL ENVIRONMENT, 40 cr****Description:**

The student is able to evaluate the effects of economic growth and their causes and consequences. The student understands the principles of public finance and the meaning of internationalization in the operation of economy. The student knows the central manifestations of global economy and their impact on the Finnish households, and corporations and the public sector. The student can follow and take part in the conversation of economic policy. The student learns to observe the operations of a business from the societal point of view.

The student will be able to:

- make strategy-oriented conclusions to comply with the requirements placed by the changing operational environment
- define principles of macroeconomics
- define principles of personnel administration, human resource management and business communication

Content:

In the theme the student gets acquainted with the strategic choices of a corporation or another organization and makes a plan to implement the strategy. The plan will be based on systematic analysis concerning the changing operational environment. The student understands the meaning of personnel management as well as communication and interaction in developing operations of an organization.

Learning process:

The Student compiles and implements a plan related to the development of the operations of an organization. The

plan starts with an analysis of the changing operational environment and is based on the basic principles of strategy work. The student knows the basic concepts of economics and recognizes the existence and effects of various economic systems.

F0010 Changing Operational Environment, General Economic Sciences, 5 cr

The student is able to:

- analyze the operation of an economy in general
- define the basic concepts of economics and recognize the existence and impact of different economic systems
- define the fundamentals of microtheoretics such as the theories of the consumer and the producer, the functioning of the commodity systems (incl. formation of equilibrium price in the markets), the functioning of the input-output system and the basics of income distribution
- define the total quantities of a national economy (macro theory) and their reciprocal connections
- recognize the meaning of economic growth and the different disruptions to the economy (for instance, economic conjuncture, inflation, unemployment) and observe and evaluate their causes and effects
- define the principles of public economy (incl. principles of taxation) especially of the national economy of Finland and understand the meaning of internationalization in the functioning of an economy and know the central factors in the accountancy of a national economy
- know the central manifestations of global economy and their impact on the Finnish households, businesses, corporations and the public sector
- follow and take part in the conversation about the economic policy
- command central concepts also in English.

Contents of the study unit:

- Micro- and macroeconomic theories
- Construction of the Finnish national economy
- Basic concepts of macroeconomics
- Theory of the corporation, the consumer and the equilibrium price
- Market economy
- Accountancy of a national economy
- Conjunctures
- Money markets
- Public economy

F0011 Personnel Administration, Management and Labor Laws, 5 cr

The student is able to:

- function according to the strategy of the organization
- develop stand-by skills of his/her own and of the work community to correspond to the changing challenges of the organization
- understand personnel management as part of the strategy
- act to create actively renewable, supportive and healthy work community
- apply norms and laws applicable to labor in conventional situations as a superior and/or worker or as an entrepreneur

Contents of the study unit:

- Management of personnel resources and leadership
- Methods and tools of personnel management
- Leadership of oneself, knowledge of oneself and growing to become a superior
- Interaction and influence in the work community
- Principles of laws applicable to labor and the norm structure

F0012 Strategic Planning and Analysis of Corporate Business Activity, 10 cr

The student is able to:

- analyze and develop the operations of a corporation or another organization in a strategy-oriented way
- estimate factors having effect on the selection of the strategy

- plan and implement a lead-through process of a strategy change
- lead and administer projects
- make well-founded choices related to the implementation of a qualitative research
- make a small-scale qualitative research.

Contents of the study unit:

- Comprehensive analysis of the operations of a corporation or another organization
- Central methods and tools to implement the strategy through the whole organization
- Management and analysis of finances
- Customer-oriented business model as a strategic choice
- Budgeting and investment calculations
- Project management
- Basics for qualitative research

Study unit description:

The student implements the strategy. The student can make well-founded choices for the implementation of qualitative research and to utilize the methods of qualitative research in developing business/corporate operations.

F0013 Markets and Marketing, 5 cr

The student is able to:

After completing the course, the student can:

- Understand how the global markets operate and function on a basic level
- Understand the role of MNC's and FDI in global economy
- Choose a suitable market entry method for different kinds of products and companies
- Describe branding and what makes a good brand
- Discuss different pricing options in the context of brands
- Conduct a product demo and help in fair participation and planning

Contents of the study unit:

Global economy and trade blocs, MNC's, FDI, market entry, logistics, marketing basics, brands, pricing, promotion, fairs.

F7027 Legal Issues in Business, 5 cr

The student is able to:

- Recognise the legal perspective for business operations and apply it
- Know principles of contract law
- Know and apply the principles of labour legislation
- Apply market law to activities

Contents of the study unit:

- Legislation affecting business operations
- Contract law
- Labour legislation
- Market law

Study unit description:

Students become familiar with the most key legislation for companies and master the implementation of simple legal measures. Students understand corporate legislation as a whole.

Previous studies:

No previous studies.

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.

F004 "INSPIRED BY MARKETING", 25 cr

Description:

The student gets readiness to develop the marketing of a business in a customer-oriented way and understands the importance of building customer relationships and networking. He/she deepens his/her know-how and skills of service business and sales in such a way that he/she will be able to function in responsible tasks of marketing, customer service and sales.

The student will be able to:

- act in a productive way in sales work and also in planning and managing sales
- apply tools of marketing communication taking into consideration different channel options
- plan and manage marketing communications of a community taking into consideration different channel options
- innovate, develop, and plan services in a design-oriented way
- perceive networked operating environment
- understand the opportunities the strategic networks provide for the development of business operations.

Content:

The core of the theme comprises of the student's preparedness to apply customer-oriented thinking into different operations of the business. The student concentrates, in his/her studies, on the functionalities of the service industry and sales- and marketing communications both from the point of view of managing and implementing them. In addition to the customer-orientation, the core topics connecting the study modules are coupling services as part of business operations, interactive marketing as well as building partnerships and networks.

Learning process:

The student masters managing, planning, practices and procedures of marketing and sales, and construes the means for long-span development of customer relationships. He/she knows how to develop and productize services in a customer-oriented way.

F7029 Sales and CRM Competence , 10 cr

The student is able to:

- Assess the significance of customer relationships and sales management for a company's operations
- Understand a networked operating environment and its impacts for customer relationships and sales management
- Conduct starting point analyses for developing customer relationship strategies
- Understand the features of business to business marketing (B2B)
- Set targets for customer work and formulate a customer strategy suited to different target groups
- Manage customer data as an effective customer management tool
- Know the sales process stages and have an in-depth understanding of ethical challenges relating to sales

- Build a CRM operating model and understand its meaning for practical sales management

Contents of the study unit:

- Customer-oriented business model
- CRM and sales management analysis and monitoring tools
- Effective customer relationship management
- Steering and developing CRM
- Sales responsibility in B2B relationships
- Understanding sales situations
- Customer relationship strategies and implementing sales management

Study unit description:

Students understand the meaning of profitable customer capital for a company's long-term success. They know the importance of various customer target groups and can create appropriate developmental strategies. They can build a profitable CRM system and implement it in all business operations. They are able to analyse the profitability of CRM and sales. Students can plan, organise, monitor and develop the operations of various sales channels. They master effective sales negotiation skills. A company-driven CRM and sales management development project is carried out during the study unit.

Previous studies:

No previous studies.

F0015 Marketing Communication, 5 cr

The student is able to:

- utilize different methods of market research in analyzing business
- define the principles, benefits and challenges of integrated marketing communications
- command the tools for marketing communication and draft a plan for marketing communication to different target groups or events (e.g. fairs, campaigns etc.) taking into consideration the different channel opportunities
- analyze the importance of business image to the company and master the elements of building corporate and product brands.

Contents of the study unit:

- Research methods supporting the planning and evaluation of marketing communication
- Tools and channels for integrated marketing communication
- Building and managing brands in furthering competitiveness
- Interaction of the customer and the brand
- Digital marketing and advertising (introduction)
- Managing corporate reputation and publicity

Study unit description:

During the study module the student gets acquainted with the different sectors of marketing communication so that the student understands its functions and adopts stand-by skills for designing and managing it in a community.

F0018 Business Communication in Swedish 2, 5 cr

The student is able to:

Student knows how to:

- communicate effectively orally and in written form in Swedish
- act in Swedish in his/her specialist community and communicate the specialist themes of his/her specialist field by using different communication methods
- apply information acquired from Swedish sources
- act in multicultural operational environment
- market and sell products and services in Swedish

- manage the tasks of business and marketing communication in Swedish
- act in the trade fair projects and in the internationalization process of a business in Swedish
- maintain and develop customer relationships in Swedish.

Contents of the study unit:

- Marketing and sale of products and services in different situations
- Business and marketing communication
- Trade fairs
- Customer relationships
- International operating environment

Study unit description:

The student communicates in Swedish in business situations both orally and in written form. He/she sells and markets products and services in Swedish in various situations. The student manages tasks in business and marketing communication in Swedish. He/she acts in Swedish in situations connection with trade fairs and internationalization and maintains and develops customer relationships in Swedish.

The student reaches at least the skill level B1.1 according to the context of the European standards. Additionally, he/she reaches the language skills required from a government official and receives separate grades in oral and in written form.

Previous studies:

A passing grade in the Swedish language level test or after a grade fail accomplished XXX preliminary Swedish studies and study module Swedish 1 - Svenska inom affärlivet

F0019 International Business, 10 cr

The student is able to:

- construe international business environment and define the main theories of internationalization
- take into consideration the development phase of the life cycle of the business area, the product and the market and their meaning in the internationalization of the business
- recognize the possibilities and preconditions for the growth and internationalization of the business and be familiar with making a market study of the target markets
- analyze the impacts of internationalization on the different operations of a business and its corporate structure
- identify the strategies of internationalization and business as well as service models supporting them
- compare and choose the operational form suitable to the business on the market by market basis.

Contents of the study unit:

- Globalization and international operating environment
- Internationalization in science and research; internationalization theories
- Different phases and life cycle models for growth and internationalization
- Market research supporting internationalization
- International negotiations and written communications
- The impact of internationalization on the production and administration of a business/corporation
- The impact of internationalization on the funding of a business
- International solutions for logistics
- Networks and partnerships in growth and internationalization
- Practical operations of export and an introduction to import

Study unit description:

In the study module the students will observe the operations of a business/corporation in an international, rapidly changing operating environment. Within the study module the students review the internationalization process of a business and its impacts on the different activities of the business. While observing the central focus is especially on the internationalization of services.

The study module includes a development project: e.g. a composition of a market research project about the given

target markets or making plans for participating an international fair. The study module will partly be executed in English.

F029 FUTURE DEVELOPER, 15 cr

Description:

Train students to encounter (work-related) future challenges and grasp these by developing the competence of an organisation and individuals. Students are proactive and have a positive attitude towards change.

The student will be able to:

Understand the operating environment as a whole; notice related indications of change, trends and weak signals, and process these into alternative operating models to support strategy work; and develop flexibility in encountering an uncertain future.

Content:

The theme focuses on the students' ability to apply a future-oriented approach to the different operating areas of a company. As future developers, they explore the areas of future understanding, development activities targeted at the future, and strategy work related to future development.

Learning process:

Students gain the skills to develop company operations with a future-oriented approach. Through advancing their development competence, they are able to function in positions of responsibility within marketing, strategy work and internal development.

F7033 Future Understanding , 5 cr

The student is able to:

Know the key concepts of and methods for examining future understanding; and analyse changes and their impact on personal and organisational environments.

Contents of the study unit:

- Change and related factors
- Managing and changes in the operating environment
- Methods for examining the future

Previous studies:

No previous studies.

F7034 Future-Oriented Development , 5 cr

The student is able to:

Know the principles of change management and apply development tools to their activities; and have the skills to develop the organisation and its employees.

Contents of the study unit:

- Change management
- Future development tools
- Vision-based operations

Previous studies:

No previous studies.

F7035 Strategy Work in Future Development , 5 cr

The student is able to:

Carry out long-term organisational development through strategy work; and understand and know how to apply strategies in future planning.

Contents of the study unit:

- Strategies and strategy tools
- Scenario work

Previous studies:

No previous studies.

F006 ADVANCED SPECIAL KNOW-HOW OF THE BACHELOR OF BUSINESS MANAGEMENT, 15 cr**Description:**

According to his/her career plans the student chooses one area for specialization and accomplishes a study module wholeness of that area. He/she may also choose these to the quota of freely optional studies, but one needs to equal at least to 15 cr.

Content:

Diamonds S1 and S4 are aimed at being executed as supervised group lectures approximately every third semester/term. This demands longer term planning so that the student can form his/her own PSP in an appropriate way i.e. according to his/her plan. The same applies to languages.

Diamonds S2 and S3 include at least one 5 cr study module per semester/term. The student may agree on the other contents with the responsible teacher.

F0051 Management and Development of Personnel Resources, 5 cr**The student is able to:**

The student acquires skills for versatile expertise in developing personnel resources and management/leadership. He/she knows how to make a personnel strategy in accordance with the corporate/business strategy and manages and develops operations and human resources according to the strategies. The student knows the challenges of managing change and knows how to function in an active role in situations of change in accordance with the requirements of the work community's and co-workers' wellbeing and effectiveness. He/she is able to function in international organizations and with international actors with an advancing grip to work. The student masters the most essential soft ware programs for personnel management and is familiar with the legislation of his/her field.

Contents of the study unit:

- * management of personnel and leadership of teams
- * strategic management and leadership
- * managing the risks of business
- * skills of responsible business
- * skills for managing and leading international business.

F0052 Foremen Skills in Complex Situations, 5 cr

The student is able to:

x

Contents of the study unit:

- Different problematic situations
- Managing change
- Crisis communication
- The well being of the work community and occupational psychology
- Possibilities and boundaries provided by law in personnel management

F0053 Advanced Course in Leadership and Foremanship, 5 cr

The student is able to:

x

Contents of the study unit:

The student advances his/her knowledge in one special course organized on a yearly basis

- Package of books
 - Visiting lecturers
 - Internationalization
 - Part of the lectures are shared with Yrkeshögskola Novia
- Some of the lectures will be executed in English, compare Leadership/Ledarskap

F0054 Welfare Business, 5 cr

The student is able to:

During the advanced studies of the welfare/healthcare business the student orientates him-/herself on the development of public sector services and the possibilities of welfare/healthcare business.

Contents of the study unit:

- Production of welfare/healthcare services
- Understanding the production of private sector services in welfare/healthcare business
- Understanding the activities of the public sector
- Managing welfare/healthcare services
- Importance and the future of welfare/health care services

Study unit description:

Previous studies:

Teemat 1, 2 ja 3

F0055 Developing Business Opportunities, 5 cr**Contents of the study unit:**

- mapping the operational and competitive environment
- welfare/healthcare technology and improving health
- innovations and welfare technology

F0056 Special Features of Healthcare Business, 5 cr**Contents of the study unit:**

- permits, licenses and other contract matters of welfare trade
- legislation from the point of view of social and healthcare
- the role of private customers and municipalities as payers

F0057 Development and Leadership of e-Business, 10 cr**The student is able to:****Opiskelija osaa:**

- jäsentää sähköisen liiketoiminnan kokonaisuuden ja digitaalisen markkinoinnin osana sitä
- nähdä yritysten mahdollisuuden toimia digitaalisella kentällä markkinoidessaan itseään ja tuotteitaan.
- eritellä sähköisten palvelujen kehittämisen mahdollisuudet, hyödyt ja ongelmat yritysten ja asiakkaiden näkökulmasta sekä B2B- että kuluttajakaupassa
- suunnitella yrityksen nettisivuja markkinointiviestinnän näkökulmasta
- yrityksen tietosuojan ja siihen liittyvät oikeudelliset kysymykset sähköisessä liiketoiminnassa
- laatia yrityksen tilanteeseen ja tarpeisiin pohjautuvan suunnitelman digitaalisen median hyödyntämisestä markkinoinnissa ja mainonnassa

Contents of the study unit:**Sisältö:**

- markkinoinnin murros ja uuden internetin ilmiöt; internet markkinointiympäristönä
- blogit, wikit, verkkoyhteisöt, virtuaalimaailmat bisneksessä
- sosiaalisen median hyödyntäminen yrityksen toiminnassa
- mobiilimarkkinoinnin erityispiirteet, muodot ja sovellusalueet
- sähköinen jäljälki ja sähköiseen liiketoimintaan liittyvät oikeudelliset kysymykset
- digitaalinen markkinointi yrityksen strategiassa: CREF-markkinointimalli
- Verkkokaupan markkinat, trendit ja tulevaisuus
- Tuotetarjonnan suunnittelu ja ylläpito verkkokaupassa
- Käytettävyys on verkkokaupan valtti
- Asiakasrekisterin ja asiakkuuksien hallinta verkkokaupassa
- Hakukonemarkkinointi ja hakukoneoptimointi
- Brändin rakentaminen netissä
- Hakukonemarkkinointi ja hakukoneoptimointi
- Brändin rakentaminen internetin avulla

Kehittämishanke: Opiskelijat analysoivat yhdessä kiinnostuneiden yritysten ja muiden alueen toimijoiden kanssa sosiaalisen median liiketoiminnalle tarjoamia mahdollisuuksia ja kokeilevat konkreettisia Web 2.0 työkaluja niiden toiminnan kehittämiseksi.

Study unit description:

Millä tavoin yritykset voivat hyödyntää sosiaalista mediaa liiketoiminnassaan? Kuinka digitaalisen viestinnän kanavat ovat muuttaneet markkinointia ja mihin suuntaan kehitys on menossa? Mm. näihin kysymyksiin haetaan vastausta tässä opintojaksossa. Sen aikana opiskelija tutustuu sähköisen markkinoinnin välineisiin ja mahdollisuuksiin. Opintojaksolla keskitytään erityisesti sosiaalisen median liiketoiminnalle tarjoamiin mahdollisuuksiin. Tavoitteena on, että opiskelija saa jäsenellään käsityksen sähköisen liiketoiminnan kokonaisuudesta ja kehityksestä. Hän pystyy arvioimaan ja kehittämään sähköisen kaupankäynnin käytäntöjä markkinoinnin ja erityisesti markkinointiviestinnän näkökulmasta.

Previous studies:

Teemojen 1, 2 ja 3 opinnot

F0058 E-customerships, 5 cr

The student is able to:

- define concept for digital relationship marketing and utilize it in practice
- utilize customer relationship management systems (CRM) and the information produced with their help in the development of customer relationships
- connect the information created by means of social media into the production of internal information of the business
- understand how crowdsourcing affects business operations
- utilize social media in customer relationship and partnership development
- evaluate and explore the challenges and opportunities created by electronic commerce and social media
- evaluate internet as a distribution channel from the customer point of view
- recognize new service and business opportunities created by the internet environment.

Contents of the study unit:

- Customer relationship management systems, crm, in creating and analyzing customer information
- Consumer in the virtual markets
- Web 2.0 and challenges for interactive customer relationships
- Research of the electronic customer relationships and the quality of electronic customer service
- Data security of the electronic customership data and the security of electronic customer and the legislation connected with running errands electronically
- Crowdsourcing and free creation of innovations
- Joint development of services and products and the co-operative economy

Study unit description:

Description: During the study module students get acquainted with the information systems of customer management/control and user-oriented service development and the opportunities provided by the social media and Web 2.0. The study module includes a development project in practice.

F0059 Entrepreneurship and Innovation Activity 1, 5 cr

The student is able to:

- construe the role of innovation activity in the development operations of a business/corporation and be familiar with its theoretic frames of reference
- describe the Finnish innovation system and its most important actors
- orientate him-/herself on the preconditions of a functioning innovation strategy and the phases of its creation
- define innovation process in stages, internalize the methods of creative work and apply them
- analyze the importance and methods of innovative management/leadership
- orientate himself/herself on the preconditions and the phases of the creation process of a functional innovation strategy
- create new solutions, services and service systems and evaluate their applicability to either a start-up venture or to

an already existing business activity.

Contents of the study unit:

- Defining innovation concepts
- Innovation strategy and innovation processes
- Anticipation of consumer behavior
- Research and development operations as a basis for innovation
- Launching innovations, from inventions to innovations
- Innovation architecture and innovation environments
- Innovation culture
- New technology and relationship networks
- Methods for creative working
- Goal-oriented management and leadership of innovation process
- Innovative foremanship and an organization that supports innovations
- Green innovation: eco-innovations

F0060 Entrepreneurship and Innovation Activity 2, 5 cr

The student is able to:

The student is able to:

- construe the role of innovation activity in the development operations of a business/corporation and be familiar with its theoretic frames of reference
- describe the Finnish innovation system and its most important actors
- orientate him-/herself on the preconditions of a functioning innovation strategy and the phases of its creation
- define innovation process in stages, internalize the methods of creative work and apply them
- analyze the importance and methods of innovative management/leadership
- orientate himself/herself on the preconditions and the phases of the creation process of a functional innovation strategy
- create new solutions, services and service systems and evaluate their applicability to either a start-up venture or to an already existing business activity.

Contents of the study unit:

Sisältöjä:

- Innovaatiokäsitteiden määrittely
- Innovaatiostrategia ja innovaatioprosessit
- Kuluttajakäyttäytymisen ennakointi
- Tutkimus- ja kehittämistoiminta innovoinnin pohjana
- Innovaation lanseeraus, keksinnöistä innovaatioiksi
- Innovaatioarkkitehtuuri ja innovaatioympäristöt
- Innovaatiokulttuuri
- Uusi teknologia ja suhdeverkot
- Luovan työskentelyn menetelmät
- Innovaatioprosessin tavoitteellinen johtaminen
- Innovatiivinen esimiestoiminta ja innovaatiota tukeva organisaatio
- Vihreä innovointi: ekoinnovaatiot

Previous studies:

Teemojen 1, 2 ja 3 opinnot.

F0061 Entrepreneurship and Innovation Activity 3, 5 cr

The student is able to:

The student is able to:

- construe the role of innovation activity in the development operations of a business/corporation and be familiar with its theoretic frames of reference

- describe the Finnish innovation system and its most important actors
- orientate him-/herself on the preconditions of a functioning innovation strategy and the phases of its creation
- define innovation process in stages, internalize the methods of creative work and apply them
- analyze the importance and methods of innovative management/leadership
- orientate himself/herself on the preconditions and the phases of the creation process of a functional innovation strategy
- create new solutions, services and service systems and evaluate their applicability to either a start-up venture or to an already existing business activity.

Contents of the study unit:

Sisältöjä:

- Innovaatiokäsitteiden määrittely
- Innovaatiostrategia ja innovaatioprosessit
- Kuluttajakäyttäytymisen ennakointi
- Tutkimus- ja kehittämistoiminta innovoinnin pohjana
- Innovaation lanseeraus, keksinnöistä innovaatioiksi
- Innovaatioarkkitehtuuri ja innovaatioympäristöt
- Innovaatiokulttuuri
- Uusi teknologia ja suhdeverkot
- Luovan työskentelyn menetelmät
- Innovaatioprosessin tavoitteellinen johtaminen
- Innovatiivinen esimiestoiminta ja innovaatiota tukeva organisaatio
- Vihreä innovointi: ekoinnovaatiot

Previous studies:

Teemojen 1, 2 ja 3 opinnot.

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.

F014 ELECTIVE STUDIES, 25 cr**Description:**

KESKEN

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.

F0070 Preparatory Studies in English, 5 cr

F0069 Preparatory Studies in Swedish, 5 cr

F0050 Preparation course in Mathematics, 3 cr

The student is able to:

-Basic skills in mathematics.

Contents of the study unit:

The mathematical applications needed in nursing. They will also revise the basic course in mathematics (high school level).

Study unit description:

The students revise and develop their mathematical skills. The course prepares the students for the mathematical studies at the University level. Students comprehend the mathematical applications needed for their area of nursing.

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.