



Satakunnan ammattikorkeakoulu  
Satakunta University of Applied Sciences

## CURRICULUM

### DEGREE PROGRAMME IN BUSINESS MANAGEMENT AND ENTREPRENEURSHIP

2010  
2011

Degree: Master of Business Administration

## Contents

1	OBJECTIVES OF THE DEGREE PROGRAMME .....	3
	1.1 Basis of the Degree Programme .....	3
	1.2 Objectives .....	4
	1.3 Regional Impact .....	4
2	PEDAGOGICAL BASIS OF SATAKUNTA UNIVERSITY OF APPLIED SCIENCES .....	5
3	PRINCIPLES OF IMPLEMENTATION .....	6
	3.1 Connective Model .....	7
	3.2 Blended Learning .....	8
	3.3 Practical Implementation of the Master's Thesis .....	8
4	STRUCTURE OF STUDIES .....	9
5	COURSE DESCRIPTIONS .....	11
	5.1 ADVANCED PROFESSIONAL STUDIES 51 CR .....	11
	5.2 ELECTIVE STUDIES 9 CR .....	14
	5.3 MASTER'S THESIS 30 CR AND MATURITY EXAMINATION .....	14

## APPEDICES

APPENDIX 1. SELECTION AND SEQUENCE OF BME STUDIES 2010-2011  
– STANDARD FLOW

APPENDIX 2. COMPETENCES / Degree programme specific competences

APPENDIX 3. GENERIC COMPETENCES

# 1 OBJECTIVES OF THE DEGREE PROGRAMME

## 1.1 Basis of the Degree Programme

The Degree Programme in Business Management and Entrepreneurship (90 credits) provides the students a master level degree in business administration. The student is awarded with the title of Master of Business Administration, *tradenomi (ylempi AMK)* in Finnish.

Small and medium-sized companies, or SMEs, are a major employer: two thirds of jobs in Finland are in the SME sector. New growing export businesses are also being established in the SME sector. There is a need for companies with clear growth and an internationalisation strategy. Integration into Europe calls for business managers with a deeper insight into the internationalisation process of SMEs.

The success of companies and other organisations requires networking, i.e. the ability to exploit networks as well as personal networking skills. At its best an SME can be the leader in the network, and serve its customers comprehensively, and with its quality processes and information management skills persuade even larger customers into a long-term relationship. These networks are becoming increasingly international, even global, in their basic nature. This degree programme serves to educate the builders, maintainers and developers of the partnership network.

A certain percentage of graduates from higher education advance in their careers quickly to demanding specialist, managerial and/or leading positions in companies. They require versatile managerial and leadership skills. This requirement is more demanding when the working environment is in the more complex international business world. The challenges of management can be more easily met if one knows the best practices of management, develops one's personal management skills and familiarises oneself with various management methods and puts them to use. The significance of management communication is increasing in all sectors of business management. Especially various kinds of web-based communication tools and practices become familiar during the studies. In international business, the cultural aspects of management communication require special attention. Leadership is becoming more and more shared leadership. A career in leading expert organisations and/or knowledge-intensive organisations is a path for many.

Change of generation in SMEs is a current trend in Europe, as is also the case in Satakunta. There is a need for skilled, innovative entrepreneur-managers who recognise the emerging opportunities in entrepreneurship. Graduates of this Master's programme are well prepared for a career as an entrepreneur. Their entrepreneurial attitude reflects positively in all spheres of international business. Some may start their own business enterprise as part of this education. The success factors of an SME include its ability to find the right information fast and effectively and the skills to use this information to develop its operations.

The survey conducted among the alumni of the Faculty of Business, Tourism and Culture in 2005, as well as among current BME students (BME08 and BME09) assisted us in defining the focus of this degree programme. The majority of respondents indicated they needed further skills and knowledge in managerial work and strategic thinking. Some respondents showed special interest in better knowledge and understanding of the international business environment, and wanted to enhance their skills to operate there. Good skills to operate in virtual networks were emphasised. Additionally, studying regardless time and space, as well as at one's own speed, were highly valued due to different and changing work situations.

## 1.2 Objectives

The Degree Programme (DP) in Business Management and Entrepreneurship is a Master's programme that responds to the needs of working life. The students are involved in development processes and are thus prepared for demanding specialist and management positions that require solid, international business competence. Throughout the studies the emphasis is on co-operation with working life partners in research and development. The concept of life-long learning is a core element in the programme, as is support for personal professional growth. The students' professional background and working-life experience are exploited extensively in the learning assignments.

A future professional specialist must be able to share information inside the organisation - be it domestic, international or global - in order to develop new solutions to company challenges based on the knowledge available, and the courage and competence to implement decisions. The education thus enhances team work, communication and negotiation, as well as the problem-solving and decision-making skills of the student. The student achieves research and development skills that enable him/her to act as a developer and a change agent or a key person in internationalisation in his/her partner organisation/s.

The Master's degree from the University of Applied Sciences improves the individual's opportunities for both horizontal and vertical career development. The degree also grants the graduate better and more versatile possibilities on the job market in his/her own region, elsewhere in Finland and internationally. This higher degree also opens more possibilities for the individual to move on the single EU-market and for self-employment. The DP of Business Management and Entrepreneurship is also well suited for students coming from outside the European Union. Tuition language is English.

The objectives of the education are

- 1) to enhance skills in business management in the changing domestic and international operating environment, especially in the SME sector
- 2) to enhance the student's personal abilities to succeed as an innovator, reformer and developer of an SME or other working organisation
- 3) to improve the student's abilities to develop and manage business processes as an entrepreneur and to take an entrepreneurial approach, and
- 4) to promote international networking of working life and higher education.

## 1.3 Regional Impact

A Master-level degree in business promotes the influence of the University of Applied Sciences on regional development. The positive dependence developing between the graduate and his/her partner organisation can be compared to that of entrepreneurship. The signs are of high-level commitment and entrepreneurial spirit, i.e. *intrapreneurship*. The student conducts studies and produces development plans for the partner organisation, a part of which will be implemented during his/her studies. Other forms of co-operation are also applied. With the support of the Enterprise Accelerator of Satakunta University of Applied Sciences, the graduate student can establish a company of his/her own during his/her studies, or his/her existing company can get a development boost from the Enterprise Accelerator.

The degree programme aims at increasing joint activities and other forms of co-operation in international business, such as marketing (networking, joint ventures) or scanning the changes in

the international operating environment and informing the business networks of them. Expertise in international business opens up business opportunities in new markets. The major impact of this degree programme is on companies based in Finland. Thanks to e-learning facilities, the studies do not restrict participation to the home country alone. Networking partners can be found all over the world.

## **2 PEDAGOGICAL BASIS OF SATAKUNTA UNIVERSITY OF APPLIED SCIENCES**

The pedagogical thinking at Satakunta University of Applied Sciences is learner- and working life-oriented. A pedagogically motivational learning environment supports the objectives of achieving higher levels of learning, personal growth and the multidisciplinary skills required by the modern business world.

The basis of the pedagogy is the humanistic idea of man, the evolutionary theory of knowledge and the constructive approach to learning. According to the humanistic idea, man is free, selective and responsible for his actions. He possesses inherent growth, is social and interactive, and he is worthy and respected as a human being.

It is characteristic of the evolutionary theory to emphasise the importance of applied knowledge as well as the transitory nature of reality and the knowledge related to it. The focus is also on initiative in the search for and processing of information, a critical and questioning attitude toward prevailing practices and sources of information, management of information in large entities as opposed to separate fragments. Knowledge as such is seen valuable.

According to the constructive approach to learning, learning is an interactive process between the individual and the environment and it is through this process that we learn the essence and meaning of things as well as new courses of action. The learner creates an image of the surrounding reality and of himself as part of this reality by making selections and interpretations, and by getting feedback from his own actions. Learning new things is conception of and reconstructing the reality, applying established knowledge.

In the teaching and learning process, special emphasis is placed on the learner's self-direction and critical reflection over his/her's own learning, as well as learning as interaction between the active learner and a dynamic learning environment. The core of the role of the teacher lies in combining expertise in the subject matter and psychological skills to accommodate the needs of the individual within a group. The role of the future expert, the ability to work and develop oneself within the framework of a multi-professional and multi-cultural co-operative network, and the ability to bear ethical and moral responsibility for one's professional work as an individual and as a member of the local and international community.

In accordance with the principle of sustainable development, ethical thinking contributes to co-operation in the preservation of nature and the survival of man so that his present needs are satisfied without endangering the opportunities of future generations.

### 3 PRINCIPLES OF IMPLEMENTATION

Flexible teaching arrangements, high-quality library and information services, versatile teaching methods, intensive co-operation with partner universities abroad, and working life as a natural learning environment characterise the learning environment of this Master's degree programme.

The principles of blended learning are implemented in the education. Many solutions presented here derive from company training methods and business communication practices rather than from traditional university procedures. Special attention is paid to the need of the students to set their own pace of studies, which is why e-learning is so central. Also tutoring arrangements to support learning and professional growth are individual, flexible and need-based.

The core items in the pedagogical implementation are the following:

1. *Connective model*: The Master's degree in business strives to reach further and achieve results in accordance with the connective model. The connective model uses conceptual learning to analyse, critically evaluate and renew the modes of operation in the workplace. From the point of view of an individual the goal is multi-contextual expertise. More detailed contents are presented in chapter 3.1.
2. *Blended learning*:  
There are basically six modes of learning as stated by Bersin: reading, seeing, hearing, watching, doing, and teaching. Students are different in terms of which mode(s) dominate. Blended learning mixes several learning modes as well as contact lectures and e-learning technology to ensure best learning outcome. More detailed description is in chapter 3.2.
3. *Schedule and studying arrangements*: The student can adjust the studying pace according to his/her needs. There are three options: *Standard flow*, *Fast track* and *Slow motion*. In the standard flow, the programme is carried out over a period of appr. 2.5 years. It is possible to work at the same time. Some students don't work while studying. Fast track allows them to proceed faster, and complete compulsory studies in one year. Master's thesis can be finalised in one year or during the first semester of the second year. Third group of students prefer studying slower due to work duties or personal reasons. Slow motion allows them to design the course of studies accordingly. Work on the Master's thesis starts normally in the 3rd semester, and becomes more intensive towards the end of the studies. Thesis work can also be adjusted according to the personal pace.

There are two or three contact days per semester. They are mainly on Fridays from 9-16. Contact days focus on doing, i.e. team work and group discussions. Short lectures on current topics complete the days. Lectures between the contact days are conducted via conference calls, tele- or videoconferencing, or other media. A few intensive sessions of two to four days, Saturdays occasionally included, can be arranged each year. Contact sessions mainly take place at SAMK Business and Culture Rauma.

4. *Personal study plan (PSP)*: The student draws up his/her own personal study plan and checks it from time to time with his/her tutor. The career development goals set together by the student and his/her partner organisation guide the student in selecting study modules and the pace of studying.

5. *Thematic teams:* When starting the Master's thesis process, the students are arranged in teams of 3-5 people around a theme connecting the individual R&D projects the team members work on. The working life R&D projects are assessed and commented on both in the e-learning environment and in seminar meetings. A team approach is also used in many exercises in the various modules.
6. *International elements in the implementation of the degree programme:* Contents of the DP has strong international approach. Teacher and researcher exchanges with international partner universities are integrated into this education. The students can apply to Master-level student exchange programmes such as Socrates, Magellan, and bi-lateral programmes. Student groups from partner universities in other countries can be reached also by means of virtual environments. Certain modules can be implemented jointly. Joint/double degree arrangements may become an option in the future. Networking possibilities with various interest groups such as the Chamber of Commerce, Export Guilds, and country-specific organisations practising and supporting international business are used actively. In teaching, the latest international material is utilised. Optional, self-financed study trips abroad are included in the programme. An essential international element comes from the fact that the degree programme is implemented in English. A mixture of native speakers and non-native speakers is expected to enhance cross-cultural understanding throughout the programme.

### 3.1 Connective Model

The Master's degree programme in business combines practical experience, theoretical studies, application of acquired knowledge and construction of new information. The integration of theory and practice contributes towards the development of an expert and manager, and consequently the courses are linked to the student's work community or another co-operating organisation. Moreover, a student's Master's thesis is mainly commissioned by his/her respective partner organisation. The experimental model emphasises the dialogue and co-operation between the work place and the educational institution.

The partner organisation selected by the student is an active part of the learning environment, and the organisation should take this into account in the co-operation. To facilitate the co-operation, in the beginning of the studies the key person(s) in the partner organisations are invited, if possible, to familiarise themselves with the objectives and working methods. The degree programme supports the learning of the individual, but it can also serve to support the learning of the partner organisation more extensively. This may require re-evaluation of e.g. personnel development, management and development strategies. The partner organisation is asked to name 1-2 contact persons, who from time to time participate in (virtual) discussions, seminars and other co-operation. The connective model requires a high degree of interaction and negotiating from all parties involved – from students, teachers, and the working life organisation.

In the *Master's degree of a university of applied sciences* the new information derived from and applied to working life is of crucial importance. New information is produced and applied in the Master's theses, which by nature are development projects for working life. The theses produce new skills and knowledge needed by the company, and the ability to apply it. The working organisations to whose internationalisation process, networking or other business process development the theses are linked, can form permanent partner networks, both among themselves and with Satakunta University of Applied Sciences. Continuous development contracts can be signed with the partner networks. This does not exclude small projects or other forms of co-operation.

### **3.2 Blended Learning**

Blended Learning (BL) is one way of working together and sharing information (shared expertise). As earlier mentioned, BL mixes several learning methods. It takes individual differences among students into account thus facilitating learning.

There are two models which are suitable for conducting the studies: Programme flow model and Core-and-spoke model. Programme flow model suits well to education leading to a degree as a whole because it has a linear flow of events (modules, courses, and course activities). It keeps the students in schedule. Flexibility derives from the personal study plan, i.e. which course to choose and when.

Program flow model splits each course into sequences: Kick-off Event -> Initial Learning Activity -> Check-in-Event -> Second Learning Activity -> Check-in-Event -> Final assessment -> Feedback and Conclusions. Learning activities and Check-in-events can be repeated as many times as needed. In BME programme each module has a Kick-off-event, which may be in the virtual learning environment and/or conducted as a tele- or videoconference or a webinar. It is followed by learning activities. The number of contact lectures (Instructor-led event) is limited to two or three per semester due to the difficulties of students taking a day off from work. Instead, the progress is checked in tele-/videoconferences, in which the students and staff participate from their own computer wherever they are. Also occasional no-shows can be solved by joining the contact day through a conference call. As teaching is considered to be the best way to learn, contact days are mainly group discussions, where students share their expertise, discuss the assignments, coach each other, and solve problems. Final assessment is normally conducted in the e-learning environment, and feedback and conclusions are given via a conference call and the web-based feedback system.

Core-and-spoke model takes individual learner's knowledge, experiences and learning skills into deeper consideration by providing the student with additional material for self-study. It fits well to learning contents, of which some students have quite a lot of knowledge, and some not. A web-based courseware is common to all participants. Those who need more assistance, can refer to a mentor (teacher or fellow-student), or study independently. The more advanced students are provided with supplements, extra learning material, for independent study. These could be DVDs, offline videos, simulations, workbooks, books, etc.

In sum, blended learning provides flexibility in time and place. It provides the supervisor, the student, and also the working life partner with a tool to execute courses and development projects (networking, transfer of knowledge). A dialogue is conducted between the teacher, fellow students and working life partners, also across national borders. The e-learning environment is a "multi-cultural meeting point", where the parties show flexibility and, and learn from each other throughout the learning process (dialogue learning). Special attention is paid to discussion and feedback. The e-learning environment is used as a means of teaching, but it does not completely substitute for the contact sessions of the group and the teachers.

### **3.3 Practical Implementation of the Master's Thesis**

The subject of the development project, i.e. the Master's thesis, is selected based on the needs of working life. The completed Master's thesis provides the partner organisation with a development plan based on research data and covering either the whole business or a limited area of it, and which to a certain degree is implemented during the Master's thesis process.

The idea and subject of the Master's thesis will develop during the first study year while the methodological skills are improved. As the subject studies advance, the students start working on their development projects. A topic seminar is the first step: the contents become more practically oriented and the research question/problem is specified. The development seminar is held towards the end of the second study year. The autumn of the third study year is mainly dedicated to implementation, evaluation, and reporting of the development project. The reporting seminar is followed by a maturity examination. Note! The Master's thesis process follows the personal study plan, and is agreed with the supervisor.

The students of the BME degree programme form co-operative thematic R&D teams of 3-5 persons. In these teams the questions, problems and solutions of the development projects become the common learning material. Common problems and their solutions form a manifold entity reflecting real working life. Nevertheless, the Master's thesis is an individual piece of work.

Each R&D team has one or more supervisors assigned according to the thematic area of the R&D tasks in question. Colleagues from (international) partner institutions of higher education may co-supervise. The partner organisation which commissioned an R&D task for the student assigns a contact person (or two) to the role of commentator and provider of the resources needed to complete the R&D task agreed upon. Thus information transfer in accordance with the concept of the learning organisation is *striven for*. External funding can more easily be sought when working in thematic R&D teams or networks.

Majority of thesis seminars are conducted (writing and commenting) in the distance learning environment (Moodle), and/or through teleconferences, webinars, Skype conferences, or other media.

#### 4 STRUCTURE OF STUDIES

The degree programme in Business Management and Entrepreneurship (90 cr) consists of advanced professional studies (51 cr), elective studies (9 cr), and a Master's thesis (30 cr) (Table 1.) The elective studies will be defined every two years.

Table 1. Structure of Degree Programme in Business Management and Entrepreneurship

<p>ADVANCED PROFESSIONAL STUDIES 51 cr</p> <ul style="list-style-type: none"> <li>• YBU1001 Analysing Business Environments 20 cr</li> <li>• YBU1002 Competent Individuals and Learning Organisations 11 cr</li> <li>• YBU1003 Developing Innovative Business Strategies and Operations 20 cr</li> </ul>
<p>ELECTIVE STUDIES 9 cr</p>
<p>MASTER'S THESIS 30 cr</p>

The advanced professional studies are divided into three modules: YBU1001, YBU1002 and YBU1003.

In module YBU1001 ANALYSING BUSINESS ENVIRONMENTS (20 cr), the student gains a deeper understanding of strategy work and corporate governance as well as the international business environment, i.e. of the economic, political, legal, and cultural phenomena. The student sees his/her role as a utiliser of the latest research, e.g. trends and signals, and its applications. The student also deepens his/her methodological skills needed in the assignments applied to real business life given in the study modules of the whole degree programme, including the Master's thesis. The role of the developer of working practices, and of the mediator of knowledge and skills in his/her partner organisation becomes clear to the student. This module also ensures that each student studying towards a professional Master's degree has the ability to use virtual and other modern learning and communication methods.

Module YBU1002, COMPETENT INDIVIDUALS AND LEARNING ORGANISATIONS (11 cr) develops the student's personal abilities and skills to represent his/her organisation both in international and domestic co-operation. The student improves his/her skills as negotiator, team leader and team member. He/she is able to take advantage of regional, international and global networks to advance the objectives of his/her organisation and his/her own career. The student becomes familiar with the success factors of a work organisation from the leader's point of view. He/she understands the potential of learning organisations when aiming at success in business. Methods and practices of developing intangible assets of an organisation as well as effective ways to enhance organisational performance will be studied and, to a certain extent, applied.

The YBU1003 DEVELOPING INNOVATIVE BUSINESS STRATEGIES AND OPERATIONS (20 cr) module allows the student to advance his/her competence in business management in changing business environments. The strategic perspective gains more emphasis in the student's thinking and action in business. The framework of this module from an individual point of view can be either the existing internationalising business life or new business ventures. An entrepreneurial path chosen by a Master's student gets support from the Business Accelerator of Satakunta University of Applied Sciences.

Sights fixed towards the future, research and development orientation and the desire to seek innovative solutions to business strategies, combined with an in-depth understanding of international business environments – these are the attributes that best describe the students of this master's degree programme after completing the compulsory studies.

Module YBU1004 includes the ELECTIVE STUDIES (9 cr) offered by the BME degree programme. The elective courses increase the student's competence in business management in a particular market. The target area/country of varies year by year, and it will be decided together with the student group. It is also possible to take other Master-level courses from SAMK or elsewhere, and have them recognised as elective studies, in which case the student will need approval from the degree programme co-ordinator.

YBU1005 comprises a MASTER'S THESIS (30 cr) and MATURITY TEST (0 cr) implemented as a research-facilitated development process or project. It is a working-life intervention, in which a concrete change is prepared and implemented to a certain point. Development projects of several students can be formed around co-operative thematic R&D clusters. At the completion of the Master's thesis process, a maturity examination must be taken.

## 5 COURSE DESCRIPTIONS

### 5.1 ADVANCED PROFESSIONAL STUDIES 51 CR

#### YBU1001 ANALYSING BUSINESS ENVIRONMENTS 20 CR

- YBU100101 Strategic Intelligence and Possible Futures 5 cr
- YBU100102 International Business Environment 5 cr
- YBU100103 Research and Development Methods 5 cr
- YBU100104 Strategy Work and Corporate Governance 5 cr

##### **YBU100101 Strategic Intelligence and Possible Futures 5 cr**

Learning outcomes: the student comprehends the significance of information retrieval, research data and information management in designing, developing and managing business. He/She is able to take advantage of future research methods in strategic decision-making in his/her own work environment and/or field of specialisation. The student is able to use information networks as support in the learning of an individual and an organisation and assess his/her own learning. He/she is committed to long-term development of his/her own expertise, in which a research approach has a central role.

Contents: knowledge management; information retrieval, future research, scenarios, changes in working life as challenges to learning; information networks in sharing and establishing expertise; use of the e-learning environment(s).

##### **YBU100102 International Business Environment 5 cr**

Learning outcomes: The student understands the challenges of the international operational environment. He/she is able to identify and analyse the economic, legal, cultural, and political factors affecting companies in the global market, and convert them into business opportunities. The student is able to write reports in good academic English and according to the Master's thesis instructions.

Contents: Global and regional economic integration; national and regional cultures; legal systems; international trade law and business contracts; political risks; information and communication technology; analysis of an operational environment to be specified; basics of academic English.

##### **YBU100103 Research and Development Methods 5 cr**

Learning outcomes: The student adopts an investigative approach to studying and developing organisations as well as his/her own expertise. He/she is familiar with supportive information networks. The student is familiar with the options in research strategy, and is able to make well-reasoned choices between them in a given market-related situation. The student deepens his/her knowledge of quantitative and qualitative methods, action research, as well as project-based development methods. He/she is able to apply methods properly when investigating target markets so that business strategies and operations can be developed based on his/her research findings. The student is also able to choose an appropriate method for his/her Master's thesis, and is able to write the thesis according to the academic principles.

Contents: Investigative research methods; building competences; collective learning; information networks and web conferences in building and sharing expertise; collection, analysis, presentation and interpretation of quantitative and qualitative data; action research; case study; process and criteria of project-based development methods.

##### **YBU100104 Strategy Work and Corporate Governance 5 cr**

Learning outcomes: The student deepens his/her understanding of strategic business planning and financing. He/she sees strategy as a continuing and evolving process. The student is able to

participate in strategy work in his/her organisation, and knows how the implementation can be monitored. He/she is able to write a comprehensive business plan for the company in good business English.

Contents: strategic thinking; analysis and follow-up methods in strategy work; elements of a business plan; financial management and accounting in a global firm; financial risk management; the influence of the business plan on the present status of the company and recommendations for further activities; business game with an international group.

## **YBU1002 COMPETENT INDIVIDUALS AND LEARNING ORGANISATIONS 11 CR**

- YBU100201 Cross-Cultural Team and Networking Skills 4 cr
- YBU100202 Successful Leadership 4 cr
- YBU100203 Developing Human Resources and Organisations 3 cr

### **YBU100201 Cross-Cultural Team and Networking Skills 4 cr**

Learning outcomes: The student is acquainted with the theory of interaction and team work. He/she is able to recognise his/her own strengths and development needs in cross-cultural team work and is able to develop his/her interaction skills. The student comprehends the opportunities of networks and networking for companies. He/she knows the basic models of corporate co-operation, especially the theory and practice of the value chain concept. He/she recognises the effects of new economy to the operation of companies. He/she is able to communicate effectively in a multi-cultural team.

Contents: Functioning of a team and background factors: external factors, teamwork; cross-cultural communication skills; organisational arenas; interaction face-to-face and in information networks; company networks in a new economy; networking skills; analysis of functionality of domestic and international networks; development of personal team- and networking skills.

### **YBU100202 Successful Leadership 4 cr**

Learning outcomes: The student understands management principles and practices related to internationally operating business organisations. He/she knows how to apply and integrate management concepts in cross-cultural settings. The student's strategic leadership skills have developed.

Contents: leadership tasks and roles; organisational cultures; multicultural leadership; strategic leadership; leadership and trust; current ethical issues.

### **YBU100203 Developing Human Resources and Organisations 3 cr**

Learning outcomes: After the course the student understands the role of HRS management. The student can choose appropriate organisational and human resources development (HRD) tools and methods in a given situation. He/she is able to evaluate the impact of development processes on the individual, team and organisational levels. The complexity of organisation development in the work of the leader/manager is well understood.

Contents: Defining HR strategies; Competence development; Human resources development; Organisational development methods; Investigating corporate climate and culture; Compiling, analysing and interpreting material for qualitative research.

Note! Joint course with The University of Turku, Business School, Pori unit.

## **YBU1003 DEVELOPING BUSINESS STRATEGIES AND OPERATIONS 24 CR**

- YBU100301 Strategic Marketing Management 5 cr
- YBU100302 International Marketing Communication 5 cr
- YBU100303 Innovation and Change 5 cr
- YBU100304 International Entrepreneurship and New Venture Management 5 cr

### **YBU100301 Strategic Marketing Management 5 cr**

Learning outcomes: the student's strategic thinking involves all strategic and organisational levels. He/she sees strategy work as a continuous process, which guides the marketing operations and activities of a firm. The competitive edge is actively sought; opportunities for sustainable growth are recognized, and turned into marketing plans. The student knows how to put appropriate marketing strategies into practice.

Contents: strategic thinking; creating new markets; business models and mechanisms for growth; growth strategies; strategic marketing planning; managing international marketing organisation; budgeting and controlling; strategic marketing models and their application into cases, including students' partner organisations.

### **YBU100302 International Marketing Communication 5 cr**

Learning outcomes: the student understands the complexity of international marketing communication and the influence of culture on the behaviour of customers. The student is able to analyse and develop international marketing communication strategies.

Contents: the elements of international marketing communication, especially brand communication; integrated marketing communication; building an international brand communication strategy.

### **YBU100303 Innovation and Change 5 cr**

Learning outcomes: the student comprehends the necessity for innovation in order to achieve/maintain a competitive edge and knows the various types of innovation. He/she is familiar with the framework in which innovation takes place and knows how to facilitate innovation in his/her organisation. The student understands the individual and organisational factors related to any change process. He/she has adopted modern managerial thinking as well as the tools to successfully plan, promote, carry out and evaluate change in his/her own field/work organisation.

Contents: Economics of innovation, sources of innovation and opportunity; innovation policy in the EU, innovation and competitiveness policy in Finland; innovation management; limitations and obstacles to change; best practices in change management, performance indicators of change.

### **YBU100304 International Entrepreneurship and New Venture Management 5 cr**

Learning outcomes: the student is familiar with the incentives in and barriers to international business. He/she knows the policies and programmes for the enhancement of international entrepreneurship provided by the European Union. The student is able to make an effective business plan for and a realistic risk evaluation of starting up a new international business activity/an SME.

Contents: role of SMEs in European and global economies; special features of SMEs in Europe; special features of entrepreneurship in other business cultures; sources of competitive advantage; life cycle of small business development; developing an effective business plan for a new venture; possibility to cooperate with the Business Accelerator of Satakunta University of Applied Sciences as well as with the international partner universities of SAMK.

## **5.2 ELECTIVE STUDIES 9 CR**

BME programme offers annually Comparative European Business (3/6 cr) and Entering the Emerging Markets (3/6 cr) as electives. The student can choose either 3 cr or 6 cr. The larger module includes a study trip to a target destination. Each year the target country will be selected together with the participating student group. The modules will be arranged in co-operation with foreign partners.

It is also possible to take other Master-level courses from SAMK or elsewhere, and have them recognised as elective studies, in which case the student will need approval from the course director. Studies abroad can be included in electives or compensate some of the compulsory courses.

## **5.3 MASTER'S THESIS 30 CR AND MATURITY TEST**

### **YBU100401 Master's Thesis 30 cr**

Learning outcomes: the student has become proficient in combining theory and practice and indicates his/her skills and knowledge by actively retrieving, producing and applying new data concerning (international) business management, as defined in Decree 423/2005 7 a §. He/she has a mastery of the execution of a working-life-related development process in theory and in practice as well as the stages of a research and development process in producing a Master's thesis.

Contents: the student plans and implements a methodologically solid practice-oriented project to initiate or to further develop business activities of a partner organisation in the private or public sector. The research and development task may be a part of a larger R&D project. The Master's thesis process and the written Master's thesis are completed in accordance with the instructions of Satakunta University of Applied Sciences.

### **YBU100402 Maturity Test 0 cr**

According to Decree 423/2005 10 § the student takes a maturity test in the field of his/her Master's thesis to show proficiency in Finnish or Swedish as well as thorough familiarisation with the subject. If the language skills specified in Decree 352/2003 8 § are not required, the student shall sit the maturity test in English.

Moodle abbreviations are presented in front of the names of the modules and courses.

	1. year				2. year				3. year	
	1	2	3	4	1	2	3	4	1	2
<b>YBU1001 Analysing Business Environments 20 cr</b>										
YBU100101 SIPF Strategic Intelligence and Possible Futures 5 cr	5									
YBU100102 IBE International Business Environment 5 cr	5									
YBU100103 RDM Research and Development Methods 5 cr		5								
YBU100104 SWCG Strategy Work and Corporate Governance 5 cr		5								
<b>YBU1002 Competent Individuals and Learning Organisations 11 cr</b>										
YBU100201 CCTNS Cross-Cultural Team and Networking Skills 4 cr			3							
YBU100202 SL Successful Leadership 4 cr			2	3						
YBU100203 DHRO Developing Human Resources and Organisations 3 cr			3							
<b>YBU1003 Developing Innovative Business Strategies and Operations 20 cr</b>										
YBU100301 SMM Strategic Marketing Management 5 cr					5					
YBU100302 IMC International Marketing Communication 5 cr						5				
YBU100303 IC Innovation and Change 5 cr							5			
YBU100304 IENVM International Entrepreneurship and New Venture Management 5 cr								5		
<b>YBU1004 Elective Studies 9 cr</b>				3			3	3		
VY00007 CEB3 Comparative European Business 3 cr										
VY00008 CEB6 Comparative European Business 6 cr										
VY00014 EEM3 Entering the Emerging Markets 3 cr										
VY00015 EEM6 Entering the Emerging Markets 6 cr										
VYXX Other elective studies										
<b>YBU1005 Master's Thesis 30 cr and Maturity Examination</b>										
YBU100501 MT Master's Thesis 30 cr			2	4	5	5	3	3	4	4
YBU100502 ME Maturity Examination 0 cr										
<b>TOTAL</b>	10	10	10	10	10	10	11	11	4	4

**Continuous Learning**

- understanding of individual, team and organisational learning
- use of modern learning methods and tools
- inspiring, facilitating and leading learning processes in an organisation
- personal growth as a future leader and manager (to become a more competent leader-manager)
- constant updating of one's know-how in key market areas
- improvement in the student's field of specialisation in business

**Analysing and Understanding External Business Environments**

- use of research methods (e.g. scenarios, benchmarking, data collection; processing and analysing data, other future-oriented research methods)
- improved analysis skills of what is relevant, possible or significant in the business field or sector
- deeper understanding of the field (markets, countries, players)
- increased knowledge of the legal, political, economic and cultural factors in international business

**Organisational & Working Life Development Competence**

- innovative attitude and ability: searching for new solutions, dynamic approach, "carpe diem", sensitivity to silent signals in order to turn them into business opportunities
- developing and updating the business plan
- transfer of best practices in an organisation
- ability to act as a change agent: understands the need for change, is able to communicate it, motivates others, team-builder, goal-oriented
- improved skills in multicultural organisational communication
- advanced usage skills of modern communication technology
- mastery of development methods, tools and processes and their application
- action and interactive research, OD methods, qualitative approach
- R&D skills for the benefit of the region

**Strategic Marketing & Business Management Competence in an International Business Environment**

- understands the whole entity of (international) business management
- is able to make strategic as well as operational decisions regarding business activities at home and abroad
- is able to lead and evaluate business operations, including projects, implemented abroad

**Learning competence**

- is able to self-evaluate his/her competences and expertise in a versatile and systematic way and to define his/her development and learning needs
- is equipped for life-long learning and understands and self-directs his/her learning process
- is able to study together and share his/her learning and expertise in different expert teams and networks
- is able to work initiatives and to anticipate changes and needs for change
- is able to plan, organise and develop his/her actions

**Ethical competence**

- is able to apply the value systems and ethical principles of the subject field in his/her conduct and tasks as an expert and a developer of working life
- takes responsibility of his/her own actions and works according to the jointly agreed principles and measures
- is able to apply the principles of sustainable development in his/her actions and knows the social responsibility of his/her organisation
- is able to cater for others in his/her actions and make decisions considering an individual, a community and society at large, esp. in international context

**Communicative and social competence**

- is able to listen to others and communicate in writing, speech and visually with different target groups
- is able to manage in different communicative and interactive situations and to organise and create professional networks
- understands the principles of group and team work, and is capable of working together in multidisciplinary teams also as a team-leader
- is able to utilise information and communications technology in his/her work

**Development competence**

- is able to retrieve and analyse information in his/her own subject and neighbouring fields and to critically evaluate and holistically perceive it as well as to generate new knowledge
- has a mastery of the methods of research and development work and is able to independently carry out R&D projects in his/her field
- knows the intricacies of project work and is able to work in projects and manage them
- works on own initiative and proactively, and is able to start and implement change processes
- is capable of creative and innovative problem solving and decision making in his/her work
- is able to start profitable and customer-focused development projects
- is able to guide and mentor others

**Organisational and societal competence**

- knows the socio-economic interdependence of the organisations in his/her subject field
- knows and is able to utilise the possibilities of societal influencing
- knows the organisational and work cultures and is able to participate in intra-organisational and inter-organisational coordination, development and management
- is able to evaluate the operations of a work community and to plan, organise and develop activities in the changing situations within working life
- is able to holistically perceive wide entities and cause and effect relationships as well as to operate in demanding situations requiring versatile competences even when there are constraints of information

**Internationalisation competence**

- possesses the written and spoken communicative competence in one or two foreign languages necessary for his/her work and for professional development
- understands cultural differences and is able to operate in diverse international environments
- is able to apply international knowledge and competences in his/her own field
- possesses an overview of the position and importance of the profession in the international environment