

**CURRICULUM MASTER'S DEGREE:
LEADING TRANSFORMATIONAL
CHANGE**

Laurea University of Applied Sciences

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1 Background for curriculum and the degree structure

1.1 Laurea's Mission

The strategic intent of Laurea University of Applied Sciences is to be "an international developer of well-being and competitiveness of the Helsinki Metropolitan area in 2020".

Laurea is a student-centred, international, inspiring and innovative university of applied sciences. Our mission is to educate, research, develop and innovate. In our activities, we apply the action model of Learning by Developing (LbD).

A student graduating from Laurea will be able to act in new situations, anticipate future trends, develop new operating models and examine the world with open eyes. Laurea's mission is to be an internationally networked university of applied sciences with an operating method that creates links between learning and the working life. This way, new competence will be produced and service innovations generated.

1.2 Competence Development

At Laurea, our focus is on the student, emphasising the student's freedom and responsibility. The students are offered an opportunity to develop their competence according to their goals. Freedom means that the learning outcomes may be achieved through different modes of studying. Responsibility means an active approach to studying, responsibility for your own choices and a constructive and motivated attitude towards doing things together. Laurea's staff is responsible for supporting and guiding the student's learning.

Internationality at Laurea means opportunities for being active in various multicultural settings, developing your language skills, going on student exchanges and taking part in international research and development (R&D) projects.

Laurea's strategic research areas are based on strong expertise on which the education offered by Laurea is based. Strategic research areas are health and societal integrity, comprehensive security and service business. Student entrepreneurship is supported and entrepreneurship is visible in Laurea's activities not only as an entrepreneurial attitude and as cooperation with companies but also as concrete new businesses that the students may set up even before completing their studies.

1.3 Competence development in education leading to a Master's Degree

In education, leading to a Master's Degree learning is seen as a process during which competence is developed by producing new knowledge and skills related to questions that cannot be solved merely by relying on previously acquired knowledge and competence. Learning is a process of creating new knowledge and competence that utilises innovation activities in the relevant field and area. For the students, the period they spend in education is a personal and collective project for building up their

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expertise and developing and exceeding themselves, aiming for a combination of competence that is relevant and useful from the perspective of future workplace requirements. The students have an active role in the learning process. They act as specialists, developers and influencers in the community.

The students develop their competence by interacting with their environment and their sector. Resources for competence development include a learning culture that favours creativity and goal-oriented action, expert guidance and instruction, as well as a learning environment that supports competence development. Participatory instruction is used to guide competence. Every teacher is a tutor whose expertise and operating methods support the reinforcement of expertise. The learning environment consists of a competence network, an innovation environment, and structures that support learning.

Rather than focusing on presenting and repeating information and controlling the students' command of it, the aim is to have a learning process with progressive problem-solving, continuous learning, and developing and exceeding oneself. Competence is demonstrated as development competence and impact.

1.4 Learning By Developing (LbD)

Laurea's inspiring and innovative learning environments are based on the model of Learning by Developing. The idea of Learning by Developing is built around authentic encounters with working life. The ensuing cooperation is based on trust and creativity.

The students learn to identify targets for workplace and competence development, to create new solutions, products and operating models and to develop their own action in observance of changing workplace requirements. The characteristics of LbD are authenticity, partnership, experiential nature, creativity and a research-oriented approach.

Learning by Developing combines learning that produces competence with creativity through various research and development projects. Learning builds on new opportunities that open up as the project progresses. The required competence is accumulated through practical activities in various workshops and labs.

2 Degree Structure in Education Leading to a Master's Degree

2.1 Scope and Extent of the Degree

The scope of the degree is 90 credits of which the thesis forms 30 credits. The degree takes on average 1.5-2.5 years to complete. In line with the international ECTS standard, one credit corresponds to 26.7 hours of work for an average student.

2.2 Degree Structure

At Laurea, the degree structure of education leading to a Master's Degree consists of core competence modules including the thesis, and complementary competence modules. The modules comprise competence areas that are part of the degree.

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The scope of the compulsory core competence is 60 credits in education leading to a Master’s Degree. Complementary modules make it possible for students to deepen or extend their knowledge. The scope of complementary competence is 30 credits. Complementary competence modules support individual study paths and competence. Complementary competence modules are offered on Tikkurila and Leppävaara campuses and they can be selected freely.

Learning is linked to workplace development and the student’s personal goals. Credits are attained when the student completes study units that are part of the module or projects in which the corresponding competence area is developed (see figure 1). Credits can also be gained through recognition of prior learning or demonstrations.

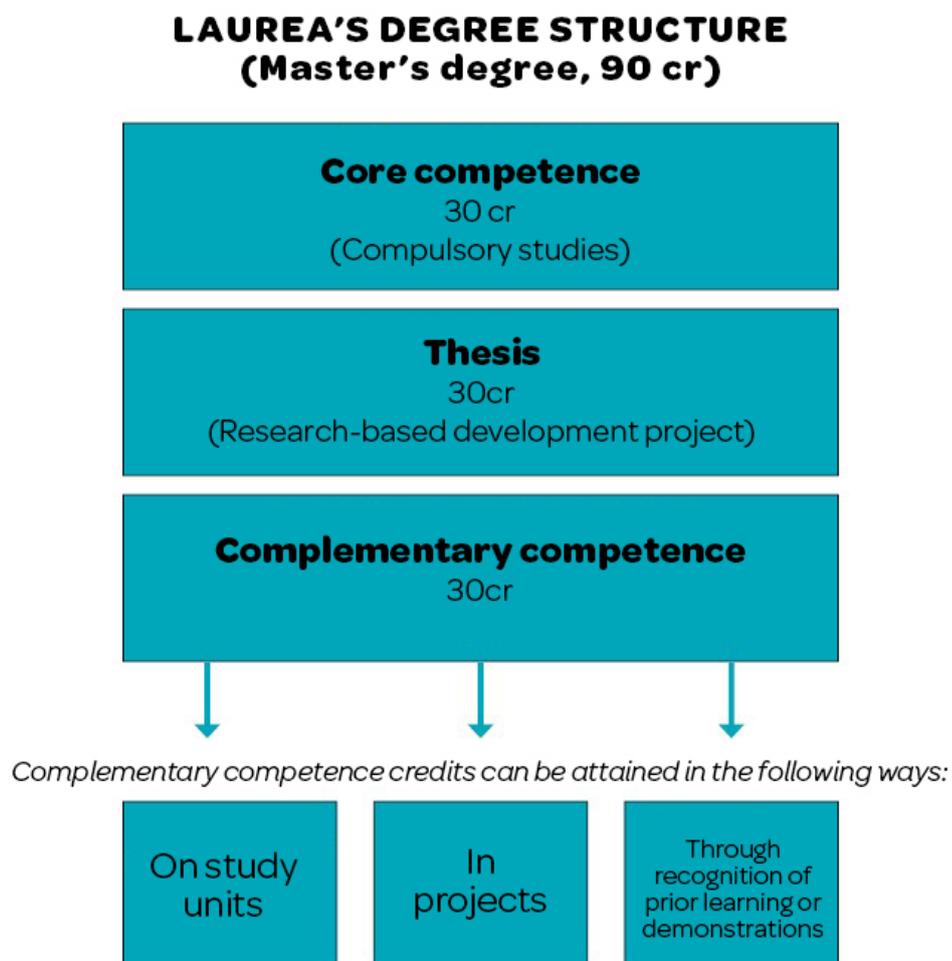


Figure 1. Degree Structure

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At Laurea, there are flexible possibilities of building up the competence specified in the learning outcomes of Master's Degree modules. The student can

- select complementary competence modules offered at Tikkurila and Leppävaara campuses,
- select studies in English from Laurea's offering of education in English, even if the student studies in a Finnish language degree programme,
- select studies in Finnish from Laurea's offering of education in Finnish, even if the student studies in an English language degree programme,
- select online studies that give more flexibility to study schedules,
- develop their competence by taking part in projects,
- select studies from the joint offering of Laurea, Haaga-Helia and Metropolia

Study unit implementation plans specify the objectives, content and implementation mode of the studies.

The student can deepen or extend their competence through their choice of complementary competence modules and topic of thesis, and by participating in projects.

3 International Comparability of the Degree

Competence is at the centre of all activities at Laurea, and we recognize competence in a comprehensive sense. The level of the degree corresponds to level 7 of the National Qualifications Framework (NQF) and level 7 of the European Qualifications Framework (EQF).

4 Curriculum Development

The curriculum is developed by using evaluation, monitoring and feedback data. Changes may occur in the study units and implementation modes of the modules. The offering of the complementary modules is constantly under development to match the requirements of working life and thus the offering may change during the studies.

5 Competencies in Leading Transformational Change

5.1 Competence Development process

The program has four corner stones: technology, business, society and consumer (see figure 2).

The first three corner stones are present in the framework used by Laudon & Traver (2018) in their book eCommerce. They have published the book every year for the last 14 years. Laudon & Traver argue that core to change is a new technology and businesses are the key players, which transform technology into products and services to sell in the market. Society has a role in ensuring that the market works and that all the necessary laws are in place so that a market for new technology exists.

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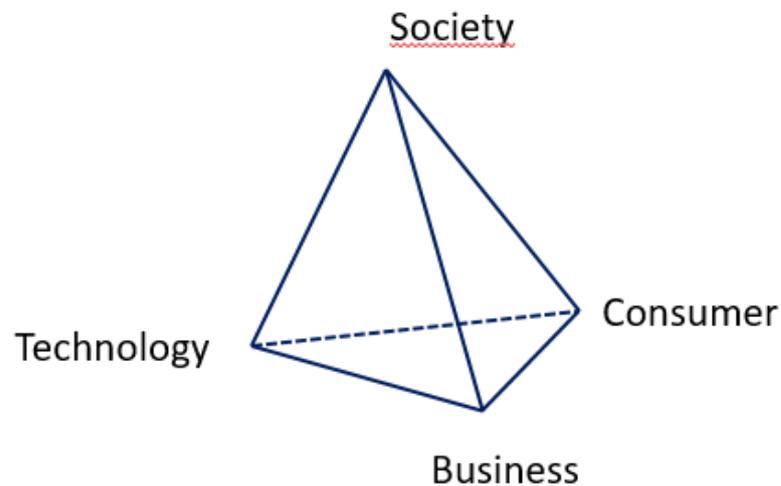


Figure 2. The Programme's four corner stones

The fourth corner stone is the consumer. Bernoff and Li (2008) describe how consumers are no longer passive buyers and users of services and products and how by using social technologies consumers become active players in the value creation process of businesses.

Within this framework, the individual can act to implement change. This is a leadership role, but not in the traditional sense in which a leader is understood to be a person at the top of the hierarchical ladder in a major organization. The role of the leader in this setting is that of a visionary, of a first mover and of a skillful communicator. From this respect, we look at leadership from a slightly different perspective.

5.2 Character of Online Courses

Online courses are categorized in several ways. A MOOC is a Massive Open Online Course. These courses are open for anyone to register. The number of participants are generally not limited. Some MOOC courses follow a predefined time schedule. This is generally because students need to e.g. comment and evaluate each other's assignments.

Laurea University of Applied Sciences has several years of experience in implementing online courses. All courses have clearly defined learning tasks. We use various different pedagogical approaches that suit the online environment. For example, a course could consist of weekly online meetings and these meetings will contain sessions in which the students discuss the issues at hand with their peers and work online with peers to develop a solution. A course might for example consist of prerecorded video material, shared academic articles and quizzes designed to test the students understanding. A course might also emerge from several earlier implementations, in which cases discussed by earlier courses are shared with future courses. Courses might also build on it-tools (programmes) that students will need to learn, master and apply to complete the assignments. The goal is to use a variety of learning methods.

Tutoring and co-ordination is key to successfully delivering and completing the programme. For this purpose, a communication channel between all courses and all students will be made available.

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5.3 Compulsory core competencies (30 ECTS)

The programme will consist of the following mandatory study units each 5 ECTS. These study units will be taught during the first term in autumn 2019. Two courses will start in mid-September, two will start in mid-October and two will start in mid-November.

1. The Internet economy
2. Brand Mash-Up - Transforming your business through collaboration
3. Legal design in change management
4. Nudging transformational change into action
5. Digital marketing
6. Living in a changing world

HY00BM73 The Internet Economy (5 ECTS) (Compulsory)

The student is able:

- identify the role of information in a value creation process
- apply the skill of vicarious thinking in everyday negotiations and decision making
- understand the marginal cost zero characteristic of data based goods (non-rivalry goods) and be able to create related new business models embracing this characteristic
- able to measure the position in a network and understand the value of different positions in a network
- understand value creation in network environments
- analyze the competitive strengths of companies working in a digital environment providing digital services

HY00BM74 Brand Mash-Up - Transforming Your Business through Collaboration (5ECTS) (Compulsory)

The student is able:

- understand the basics of branding in theory and in practice
- understand the financial value of branding and IPR-issues
- understand how AI can be used in Brand Mash-Ups
- design viable new service or product brands with brand mash-up tools

HY00BM75 Legal design in Change Management (5 ECTS) (Compulsory)

The student is able:

- apply means and processes of service and legal design
- manage legal aspects affecting transformation in business
- utilize visual thinking and communication to secure shared understanding of legal documents
- develop and create legal information, services and systems with their intended users, based on their needs and abilities

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HY00BM76 Nudging Transformational Change into Action (5 ECTS) (Compulsory)

The student is able:

- understand the role of heuristics and biases in business environment
- explore the fields of behavioral economics and behavioral decision making
- identify and evaluate psychological factors that either promote or challenge transformation change
- apply behavioral factors in change management
- analyze ethical aspects of behavioral interventions and nudges

HY00BM77 Digital Marketing (5 ECTS) (Compulsory)

The student is able:

- Develop digital marketing strategies using electronic media
- Implement digital marketing strategies into practice
- Evaluate product, pricing, distribution and communication marketing functions in a firm's internet marketing strategy
- Use digital analytics to evaluate and optimize the effectiveness of digital marketing strategies

Literature:

- Kotler et al, 2018, Marketing 4.0
- Selected articles from academic sources, e.g. Journal of Marketing, Journal of Interactive Marketing, Harvard Business Review
- Selected articles from business sources, e.g. Business Week, Economist

Studying methods:

- exercises
- online discussions
- group project work
- examination

HY00BM78 Living in a Changing World (5 ECTS) (Compulsory)

The student is able:

- work with and understand different cultures
- collect data on the diffusion of technology in different countries and understand the underlying forces preventing or enabling diffusion
- have an understanding of future studies

5.4 Complementary Competencies (30 ECTS)

The student will be able to choose his complementary study units from (a) the offering in English of Laurea University of Applied Sciences. Only some of these courses are online, most are in a classroom environment (e.g. a course on service design). Further Master level courses in English and fully online are provided in the joint offering of the universities of applied sciences through the portal (b) campusonline.fi. The student is also encouraged to participate in one or two international MOOC courses provided by e.g. edx.org or courser.org. Core to leading transformational change is an

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understanding in strategy, leadership and in the skills to research and innovate. The students are encouraged to focus on these areas in their complementary studies. The complementary courses need to be accepted by the tutor before registration.

Optionally the student can participate in a development project. This project can be a project provided by Laurea, or at the company the student is working at. The task of the students is to make visible a new skill or a new knowledge base that is needed in the development project and e.g. teach this knowledge base to others by creating an online course using e.g. the Eliademy or Claned platform. The size of the project can be a maximum of 20 ECTS.

New online project environments are emerging (e.g. beeup.com in Switzerland). Students are encouraged to find international and global environments and participate in them through either short-term exchange or online participation. The student will propose and the tutor will approve or disapprove and accept the appropriate study proposals into the personal study programme before the student starts the particular study unit.

5.5 Master's Thesis (30 ECTS)

The aim of the Master's thesis is to develop the students' ability to carry out a demanding research or service development project independently. The aim is for the student to further develop his R&D competencies, to allow the student to deepen his ability to apply theories into practice, to practice his analytical and social skills and to gain experience in project management. The aim of a Master's thesis is to develop and demonstrate an ability to apply research literature, to use selected methods for collecting and analyzing data and solving work life problems and to carry out demanding specialist tasks independently.

The thesis is an independent project. To facilitate the process, the student is encouraged to participate in online seminar sessions and to have online one-to-one meetings with his thesis supervisor. A high quality thesis process emerges from active participation in online seminars. In these seminars, the student can test his independent thinking, ideas and argumentation with his peers, learn through the experience of his peers and practice his understanding of the research and development process by helping and commenting on the work of his peers. During the thesis process, the student will also demonstrate an understanding of the validity and reliability of his data collection and analysis process and of ethical and legal guidelines and regulations. Before publication of the thesis report, the originality of the thesis will be analysed by using the originality check in accordance with the Laurea UAS quality guidelines.

The student is able to

- plan, carry out and evaluate a thesis project within a given timeframe by applying appropriate methods
- manage and transform work contexts that are complex, unpredictable and require new strategic approaches
- identify and formulate problems and solutions critically, independently and creatively
- use the specialised problem solving skills required in research and innovation in order to develop new procedures and knowledge and to integrate knowledge from different fields
- take responsibility for contributing to professional practice and knowledge
- carry out and manage project tasks, take initiatives, adopt a developmental approach to work and initiate and implement change processes

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- adapt the necessary abilities for lifelong learning and the continuous development of their own professional competence
- guide and coach others and develop good communication and language skills required by work
- develop the skills required for international interaction and operation

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References

Laudon, K.C. & Traver Guercio, C. 2017. E-commerce - Business, Technology, Society, 13th Edition. Essex: Pearson Education Limited.

Li, C. & Bernoff, J. 2011. Groundswell - Winning in a World Transformed by Social Technologies. Boston: Harvard Business Press.

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LAUREA 2011: EVALUATION CRITERIA OF A STUDY UNIT IN MASTER STUDIES at national framework of degrees (NQF) at 7 level for Master's Degree

Focus of evaluation: Knowledge base	Excellent (5)	Good (3)	Satisfactory (1)	Improve your assignment by
<i>The student is able</i>	<i>To create a consistent framework/knowledge base making use of both national and international scientific sources in a critical analytic fashion.</i>	<i>To gather, process, produce and evaluate information critically and widely making use of both national and international scientific sources. To use concepts of the area of expertise fairly.</i>	<i>To gather, process, produce and evaluate information widely. To use concepts of the area of expertise systematically.</i>	
Problem solving	Excellent (5)	Good (3)	Satisfactory (1)	Improve your assignment by
<i>The student is able</i>	<i>To solve demanding problems in research, development and/or innovation activities where new knowledge and competence is created as well as to apply and combine information from different fields.</i>	<i>To solve problems in research, development and/or innovation activities by applying and combining information from different fields.</i>	<i>To solve problems in research, development and/or innovation activities.</i>	
Development	Excellent (5)	Good (3)	Satisfactory (1)	Improve your assignment by
<i>The student is able</i>	<i>To develop the activities of the competence area in a target-oriented and communal fashion.</i>	<i>To create target-oriented, justified development plans considering the community.</i>	<i>To recognize and analyze focuses of development making use of the knowledge base.</i>	
Communication	Excellent (5)	Good (3)	Satisfactory (1)	Improve your assignment by
<i>The student is able</i>	<i>To communicate convincingly both orally and in writing to audiences within and exterior to the field.</i>	<i>To communicate in a competent, clear and consistent manner both orally and in writing.</i>	<i>To communicate clearly both orally and in writing.</i>	

Retaking Failed Elements: If you have failed exams or assignments set as conditions for passing a study unit you must supplement the work or retake exams as required by the lecturer in charge. In project studies, you must supplement their project assignments until the project has been acceptably completed. It is for the lecturers to decide which parts of the elements can be tested and which must be completed in other ways. If an element cannot be evaluated through examination, the lecturer must provide a way for supplementing applicable work.

Students who are on international exchanges or registered as absent at the time of the retake will be handled on a case-by-case basis.

Improving Passed Grades: Students can attempt to improve passed grades once. Attempts to improve pass grades always involve the whole study unit. The attempt must take place within the next six months from the original date. Attempts must be agreed with the lecturer. The better of the two grades will be valid. Passed thesis grades cannot be changed.