



CURRICULUM

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# MASTER OF BUSINESS ADMINISTRATION

Leading Transformational  
Change, 90 ects

**LAU  
REA**

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# Laurea University of Applied Sciences

## LAUREA'S MISSION

Laurea University of Applied Sciences 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.

## 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.

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 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.

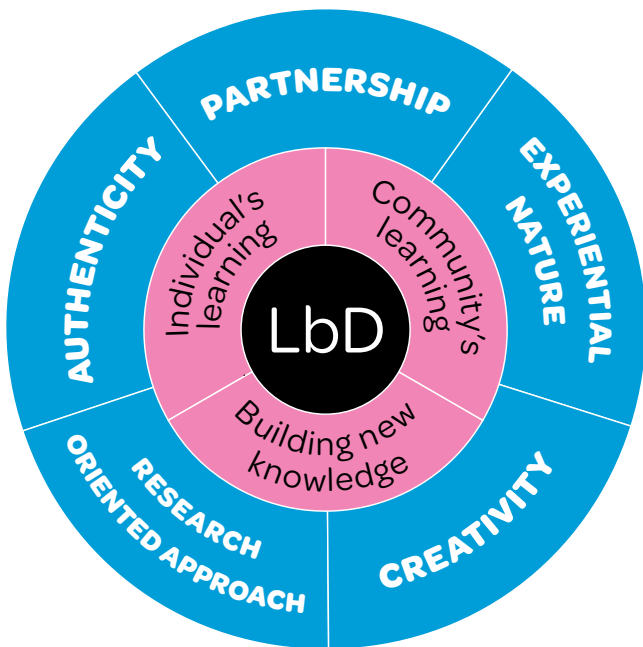
Rather than focusing on presenting and repeating information and controlling the students' command of it, the aim is to have a learning process with progressive problem-solving, continuous learning, and developing and exceeding oneself. Competence is demonstrated as development competence and impact.

**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.



# Degree structure in education leading to a master's degree

## SCOPE AND EXTENT OF THE DEGREE

The scope of the degree is 90 credits of which 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 with 26.7 hours of work for an average student.

## 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.

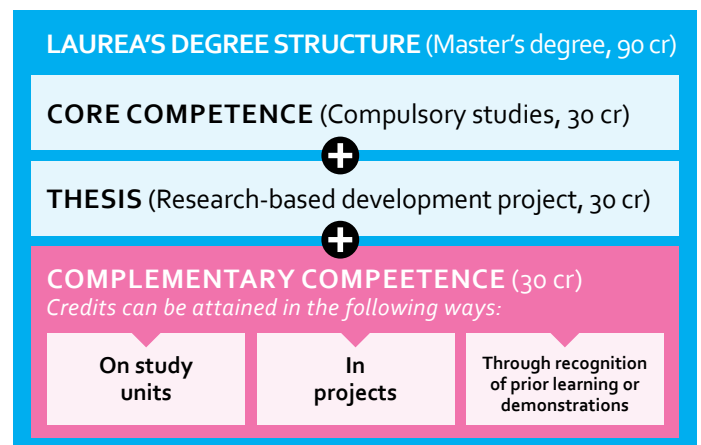
The scope of the compulsory core competence is 60 credits in education leading to a Master's degree. Complementary modules make it possible for students to deepen or extend their knowledge. The scope of complementary competence is 30 credits. Complementary competence modules support individual study paths and competence. Complementary competence modules 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. Credits can also be gained through recognition of prior learning or demonstrations.

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 by Laurea,*
- *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.



## 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 with level 7 of the National

Qualifications Framework (NQF) and level 7 of the European Qualifications Framework (EQF).

## Curriculum development

The curriculum is developed by using evaluation, monitoring and feedback data. Feedback is received from students, personnel and workplaces for the development of the curriculum. In addition, the curriculum is regularly assessed using predefined assessment criteria. The development of the curriculum also takes into consideration the changing needs of society.

Changes may occur in the study units and implementation modes of the modules. Especially the offering of the

complementary competence modules is constantly under development to match the requirements of the working life and thus the offering may change during the studies.

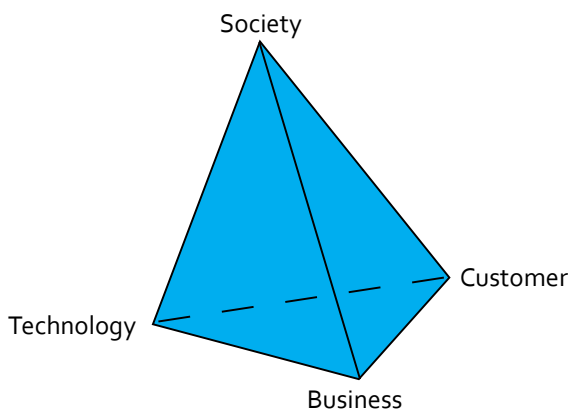
In parallel to curriculum changes, Laurea also works to continuously develop the study implementations. Self-assessment of studies by means of education quality criteria is incorporated in the planning of each implementation.



# Competencies in Leading Transformational Change

## COMPETENCE DEVELOPMENT PROCESS

The program has four corner stones: technology, business, society and consumer.



*The Programme's four corner stones*

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.

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.

## 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.

## Studies

### 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.

- The Internet economy
- Brand Mash-Up – Transforming your business through collaboration
- Legal design in change management
- Nudging transformational change into action
- Digital marketing
- Living in a changing world

#### **The Internet economy (5 ECTS)**

*The student is able to*

- *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 net-work*
- *understand value creation in network environments*
- *analyze the competitive strengths of companies working in a digital environment providing digital services*

#### **Brand Mash-Up – Transforming your business through collaboration (5 ECTS)**

*The student is able to*

- *analyse their own personal brand by choosing brands to collaborate with (using the mash-up canvas)*
- *create a brand mash-up framework based on branding literature*
- *evaluate the financial value of brands and create a plan for collaborating brands*
- *design new service or product brands with brand mash-up tools*

#### **Legal design in change management (5 ECTS)**

*The student is able to*

- *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*

#### **Nudging transformational change into action (5 ECTS)**

*The student is able to*

- *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*

#### **Digital marketing (5 ECTS)**

*The student is able to*

- *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*

#### **Living in a changing world (5 ECTS)**

*The student is able to*

- *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*



### **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 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. 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.

### **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*
- *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*

## **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.

## Appendix 1: Competence evaluation

### DEGREE PROGRAMME IN LEADING TRANSFORMATIONAL CHANGE

NQF, Level 7

#### Outcomes of the Master's degree

Masters extensive, highly specialised concepts, methods and knowledge of the field, requiring specialist competence, and uses them as a basis for independent thinking and/or research.

Understands questions related to the field and the meeting points between different fields, and takes a critical approach towards them and towards new information. Is able to solve demanding problems in research and/or innovation work

conducted to develop new knowledge or procedures, in which information from different fields is combined and applied.

Can work independently in the demanding expert tasks of the profession, or as an entrepreneur. Is able to lead and develop complex, unpredictable and new strategic approaches. Can manage issues and/or people. Can evaluate the actions of individuals and groups. Knows how to increase knowledge of the field and its practices and can assume responsibility for others' development.

Has skills for continuous learning. Communicates well verbally and in writing with both specialist and non-specialist audiences. Is able to carry out demanding international communication and interaction.

## Appendix 2: Thesis evaluation criteria

### BACHELOR'S DEGREE, GRADUATION PHASE

- apply professional concepts expertly and extensively, and manage the big picture.
- develop occupational safety of the operating environment.
- develop operating methods by comparing, combining and selecting evidence-based information.
- 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.
- take initiatives and act responsibly in customer relations, and understands the meaning of customer relationships for the big picture.
- develop and renew activities of teams.
- critically apply ethical principles in the subject field in complex and unanticipated situations.

#### GRADE 5 EXCELLENT

Students are able to...

- apply professional concepts expertly
- take care of occupational safety for themselves and the work community, and identify areas of development
- select methods of operation in accordance with evidence-based information and guidelines
- work systematically and critically in line with objectives in complex situations. Actions are often flexible, systematic, creative and active.
- select the appropriate techniques and models for activities, and justify their choices
- prioritise and maintain customer relationships
- promote group activities
- critically apply professional ethical principles to their work

#### GRADE 3 GOOD

Students are able to...

- apply professional concepts systematically
- comply with occupational safety instructions responsibly and independently
- justify and analyse their activities using general guidelines and 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 and according to the situation
- work in a group in line with objectives
- act and justify their activities in accordance with ethical principles

#### GRADE 1 SATIS- FACTORY

Students are able to...

### MASTER'S DEGREE, GRADUATION PHASE

- assume responsibility for a community's target-oriented learning
- promote the fulfilment of sustainable development principles and social responsibility
- manage socially impactful activities based on ethical values
- manage and reform operations in complex and unpredictable operating environments
- work in demanding expert tasks, in management positions and as entrepreneurs
- develop customer-oriented, sustainable and financially viable operations
- predict the effects and opportunities of internationalisation in their field

- acquire, process, produce and critically evaluate information from the perspectives of different professions
- make decisions with awareness of the individual, community and societal points of view
- promote the fulfilment of equality ideals in the workplace
- utilise information and communication technology in their work
- build partnerships and networks
- manage projects profitably
- manage research, development and innovation projects and master the methods of R&D
- operate in international environments

- diversely evaluate and develop their expertise in a target-oriented way
- take responsibility for a community's actions and their consequences
- apply the ethical principles of the field in their work as experts and workplace developers
- develop the operations and well-being of a work community
- develop multidisciplinary communications and interaction in the workplace
- generate new information and renew ways of working,
- combining competence from various sectors
- carry out international communications in their work and in developing operations