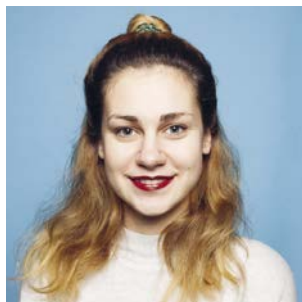




# HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES ANNUAL REPORT 2014



The people in the images of the annual report are real members of the Haaga-Helia community. In 2014, we photographed approximately 550 students and staff members at all our campuses, and some of them are also featured in Haaga-Helia's joint application scheme and other marketing materials. This cheerful group represents the diverse and unique face of Haaga-Helia: Haaga-Helia is for students and the working life, and we help make dreams and goals reality.



Haaga-Helia Strategy, Vision and Ethical principles	4
President's review	5
Haaga-Helia University of Applied Sciences	6
Key Figures	7
Business Education	8
Hotel, Restaurant and Tourism Management Education	10
Business and Tourism Education, Porvoo Unit	12
Information Technology Education	14
Management assistant and Journalism Education	16
Sport Education, Vierumäki Unit	18
School of Vocational teacher Education	20
Research and Development Centre	22
Education Support Services	25
Staff and Quality	26
Student Union Helga	28
Finances	29
Income statement	30
Balance sheet	31
Board of Haaga-Helia Ltd.	32
Board of Haaga-Helia University of Applied Sciences	33
Management Group	34



# PRESIDENT'S REVIEW

## TURNING THE CORNER

During the past year, there were signs of recovery in international trade and the economy in several countries but, in Finland, the direction of the economy has not yet changed for the better. The fighting in Ukraine and sanctions against Russia were reflected in Finland's increasing economic uncertainty.

In the academic field, the greatest change was the approval of the changes to the Polytechnics Act that took effect at the beginning of 2015. The separate administrator system was removed and universities of applied sciences were turned into limited companies. Haaga-Helia University of Applied Sciences Ltd was established at the beginning of 2015. Haaga-Helia University of Applied Sciences Ltd received a new operating licence. The composition of the company's Board changed to include student and personnel representatives.

2014 at Haaga-Helia was characterised by persistent efforts to accomplish the functional performances required by the new financing system. At the end of the year, we were pleased to notice that we had turned the corner. The number of degrees increased by 200. A total of 2,199 degrees were completed at Haaga-Helia. The number of credits at the open university of applied sciences increased from 4,700 to 11,000. In addition, the number of students accumulating 55 credits increased by 19%. Besides the significant growth in volumes, we focused on renewing curricula in many degree programmes. The change of the national application system caused us considerable challenges in the late autumn due to its incompleteness.

In the RDI operations, we received substantial funding in the millions for projects in digital sales, financial administration digitalisation and enthusiasm management.

Service and sales were still at the core of Haaga-Helia's strategy. These were strongly introduced further to the degree programmes. In this area, we also

built and piloted the HH6K sales culture development tool to be used by companies. Haaga-Helia was honoured with a quality innovation award for the development of this tool for the assessment of organisations' sales culture on 19 January 2015.

According to our internationalisation strategy, we continued to develop education export with the support of significant project funding from the Ministry of Education and Culture. Our main product was teacher education, and markets were discovered in Saudi Arabia, Shanghai in China and also in Colombian and Chile. In sports education, we concluded the "Sports Management Studies" export agreement of several years with Guangzhou Sports Polytechnic. We were pleased to discover that international students had voted Finland the best country for studying and Haaga-Helia as the number one in Finland in terms of both teaching and services.

In personnel development, we focused especially on service and sales competence. Doctoral training of the personnel started in co-operation with Westminster University. The Kompassi training programme for supervisors continued for the whole year. Results of the atmosphere survey carried out in the autumn were excellent.

The financial result of 2014 was good. We have been able to adapt our operations to the reduced funding. The number of personnel has gone down from 670 to 640. During autumn, we also agreed to end operations at the Vallila campus and terminate the lease agreement in summer 2015.

Haaga-Helia's brand is recognised. It is known for high quality. Quality originates from a job well done by all of us in everyday life. I wish to express my heartfelt thanks for the past year to our competent and committed personnel and students as well as to our excellent and vital co-operation partners.

Ritva Laakso-Manninen  
President

# HAAGA-HELIA STRATEGY, VISION AND ETHICAL PRINCIPLES

## HAAGA-HELIA MISSION, VISION AND VALUE FOUNDATION

### OUR MISSION

Haaga-Helia educates experts with customer service, strong sales and entrepreneurial skills. Our R&D&I activities focus on innovative products, services and business operations for the benefit of business and society.

### OUR VISION

Haaga-Helia is a leading, internationally growing University of Applied Sciences. We offer superior quality services for the success of students, businesses and workplace communities.

### VALUE FOUNDATION

We work as a leading team for regeneration promoting the success of responsible business.

### ECONOMIC FOUNDATION

Our operations are sustainable and profitable.

## ETHICAL PRINCIPLES AT HAAGA-HELIA

### FAIRNESS

We treat everyone with fairness and equality.

### RESPECT

Our actions are based on respect for our own work and the work of others, diversity, other people, knowhow and commonly agreed working methods.

### RESPONSIBILITY

We take responsibility for our own actions, others around us, our community and society. Responsibility covers equally operational, social, financial and environmental responsibility.

### OPENNESS

We maintain an open operational culture characterised by multidirectional communication, listening to other points of view and learning from others.

### COMMUNALITY

Our joint efforts bring us joy. We value even small acts, loyalty, trust, mutual care, participation opportunities and responsible involvement.



# HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES

Haaga-Helia University of Applied Sciences provides education for professionals in business and services, and it researches and develops expertise and activities related to these domains. Our fields of education are business, information technology, hotel, restaurant and tourism management, management assistant training, journalism, sports management and vocational teacher education.

## EDUCATION AND EXPERIENCE

The starting point for our activity lies in the needs of businesses, whose demands we meet with our working life-related higher education. We provide our students with the knowledge and skills for life-long learning and development in the workplace.

Haaga-Helia is the place to take bachelor's and master's degrees, to complete MBA programmes and specialisation studies, to obtain teacher education, and to participate in research and develop-

ment. We also provide staff training for businesses and other organisations.

## PRACTICAL INTERNATIONALISATION

As an international university of applied sciences, Haaga-Helia has over 200 partner universities throughout the world. Our students have versatile possibilities for internationalisation by participating in student exchange programmes and international projects, for example. Our degree programmes in English have foreign students from nearly 100 countries, making multiculturalism a part of our everyday lives.

## HAAGA-HELIA IN NUMBERS

- 10 844 students
- 600 outgoing exchange students and 300 incoming exchange students
- Close to 200 partner universities
- 645 employees



# KEY FIGURES

	2014	2013	2012	2011	2010
<b>SCHOOL OF VOCATIONAL TEACHER EDUCATION</b>					
Appeal (applicants / admission quota)	3,6	4,1	5,9	3,8	4,0
Admission quota	360	330	330	310	310
Number of students	625	609	629	608	565
Degrees completed	395	329	335	297	302
<b>BACHELOR'S DEGREES</b>					
<b>PROGRAMMES FOR YOUTH</b>					
Appeal (applicants / admission quota)	6,5	6,5	5,7	5,6	6,0
Admission quota	1608	1673	1709	1739	1586
Number of students	7164	7146	7196	7124	6956
<b>PROGRAMMES FOR ADULTS</b>					
Appeal (applicants / admission quota)	4,5	4,3	3,7	3,4	4,3
Admission quota	537	492	510	512	473
Number of students	2244	2238	2223	2197	2279
Degree completed (youth and adults)	1665	1542	1537	1518	1489
Share of foreign degree students	10 %	10 %	10 %	11 %	10 %
<b>MASTER'S PROGRAMMES</b>					
Appeal (applicants / admission quota)	2,4	2,1	3,1	2,0	3,5
Admission quota	203	190	190	145	135
Number of students	742	674	596	507	469
Degrees completed	139	103	107	88	84
<b>INTERNATIONAL MOBILITY</b>					
Student exchange (over 3 months)	727	689	671	699	694
Workplacement abroad (over 3 months)	151	167	148	125	159
Expert exchange (less than 1 month)	550	654	460	552	514
<b>JOB PLACEMENT</b>					
Employment rate of graduates *	81 %	88 %	83 %	86 %	84 %
<b>RESEARCH, DEVELOPMENT AND INNOVATION ACTIVITIES</b>					
Commissioned theses	76 %	78 %	78 %	78 %	78 %
Publications	221	201	114	95	104
Share of external funding	50 %	43 %	55 %	56 %	55 %

\* Official Statistics of Finland, Transition from school to further education and work  
The statistics examine graduates' employment and entry into

# BUSINESS EDUCATION

Business education prepares students for expert positions in business and administration. Specialisation options include marketing, sales, financial administration, staff administration, logistics, business communications and international business.

## YEAR OF SUCCESS

2014 was characterised by strong renovation of our structures and operating methods. We adapted our operations to meet the requirements of the new financing model and, at unit-level, we focused on increasing the graduation ratio and making the education process smoother. Our work yielded results and we reached the goals set for the number of graduates with an increase of approximately 6%.

During the operating year, the rather large-scale reform of the curricula was also launched. We received valuable help from our School of Vocational Teacher Education in this task. The work will continue through 2015 but already the beginning of the project showed great need for communality, diversity, business co-operation as well as curricula emphasising competence orientation. Besides the curriculum work, we intensified our educational practices, which made the natural work done by students materialise in an increased number of credits.

We also made a giant leap forwards in the operations of the open university of applied sciences and reached almost 4,000 credits completed at the open university of applied sciences. We increased our separate offering and also formed some groups based on business co-operation that are collectively taken towards the 60 credits required to become an actual student. Most publicity was gained by the group built together with the Finnish hockey league for professional hockey players where all educational offering has been adapted to the annual hockey calendar.

## TOWARDS LARGER PROJECTS

In our project activities, we continued to decrease the number of projects while increasing the size of individual projects. During the year, we implemented a total of nine projects and right at the end of the year received positive decisions for two EU projects in the million-euro class: "DIVA-Toward Smart Sales Through Creating Value in B-to-B Market in a Digitalized World" and "Leading Passion – How to Create a Culture of Engagement". Both projects received funding from TEKES and both had a sizeable co-operation network comprising both national and international actors.

Education aimed at personnel remained at the same level as the previous year with special emphasis on digitality and social media education. Some individual teachers also trained themselves in the areas of online commerce and corporate governance. Together with the School of Vocational Teacher Education, we also organised training to support the curriculum work with a focus on competence orientation and educationalisation.

During the operating year, we finalised the international benchmarking project of the International Business programme implemented in co-operation with the German Hochschule Reutlingen. Both the numbers of personnel and student exchanges stayed at the high level of previous years. The education unit also participated in building the portfolio for education export.

## COMMERCIAL OPERATIONS ACTIVATED

In our commercial operations, we used the first half of the year in getting organised and the second half in selling. The result stood at sales of over €400,000 that will be implemented in practice during 2015. The greatest volumes were reached with products built through business co-operation and the open university of applied sciences where the utilisation of competence mapping, strong guidance and tailoring enabled the completion of the Bachelor of Business Administration degree in three years. In addition, several smaller educational entities were sold during the operating year, for example, to Finnair, the Finnish Government Shared Services Centre for Finance and HR and Vierumäki.

The operations of the Business Advisory Board continued actively. Four active work meetings were held during the operating year. Director Kaj Laaksonen of Pension Elo continued as Chairman of the Advisory Board and under his leadership the board gave valuable insight into matters of the education unit.

All in all, the operating year can be described as quite successful and even if the number of personnel showed a decrease of six persons in comparison to the previous year, the education unit upheld its effectiveness and ability to renew itself. The operations have been raised to the level required by Haaga-Helia's tiger leap and now we have to make sure to stay up.



## DIGITISATION REFORMS BUSINESS OPERATIONS

■ Digitisation radically changes the way business is conducted between companies. The ways in which the consumers have learned to use the Internet have now been transferred to B2B business operations, as well. According to the estimates, in 60–80 per cent of the cases, a company buyer has already done the purchase decision before meeting with the sales organisation for the first time.

Tekes has granted funding for the Diva research project on digital sales and marketing, coordinated by Haaga-Helia. The project provides the Finnish companies with new information, tools and competence on digital sales and marketing. The project also includes the University of Eastern Finland, Turku University of Applied Sciences, VTT, Digia, G4S, Martela, TeliaSonera, Terveystalo and Belgian Vlerick Business School.

CASE

BUSINESS  
EDUCATION



# HOTEL, RESTAURANT, AND TOURISM MANAGEMENT EDUCATION

The Haaga Campus focuses on the hotel, restaurant and tourism fields. The degree programmes provide good premises for working, i.a., in management and supervisor positions, as a chef and in various expert, planning and development duties.

## CASE

HAAGA

### RESTAMAX AKATEMIA TRAINS STAFF OF THE RESTAURANT FIELD

■ The restaurant company Restamax and Haaga-Helia have started together a restaurant field training path, Restamax Akatemia. It provides the staff of the restaurant company with a possibility to progress in their career, update their competence and develop their professional skills.

The training is based on the contents of the degree programme of Bachelor of Hospitality Management in Haaga-Helia University of Applied Sciences. The persons having passed the training can later apply for degree studies and obtain a degree in the university of applied sciences in the hotel and restaurant field.

– Thanks to Akatemia, Restamax can now develop the staff's competence and build the career paths more systematically than before, estimates Line Manager **Tanja Virtanen** from Restamax.



### **STRONG YEAR OF DEVELOPMENT**

Nearly a record number of students graduated from our unit (220 Bachelors and 25 Masters in Hospitality Management), which is clearly above the target level. We increased the offering of our open university of applied sciences and summer term, which in part helped in reaching the graduation and performance goals of our profit centre. We renewed the Master's offering according to the strategy to make it more flexible and student-oriented.

During the operating year, we implemented a new English-language modular curriculum Hospitality, Tourism and Experience Management (Hotem). We tested its practices in advance with several hospitality companies in terms of commercial operations and we adopted the best practices and contents of instruction when finalising our new degree programme.

Together with business life, teaching staff, alumni and students, we developed new Finnish-language curricula that will be implemented next academic year.

On the commercial operations side, the budgeted goals were exceeded significantly. We implemented, among other things, a sizeable service sales and customer service programme for Restamax Plc, we implemented training days for Eckerö Line, the City of Ähtäri and Ähtäri Zoo, and we launched a new type of training co-operation with McDonald's. The programme starts with existing managerial level readiness, builds on that and after the tailor-made programme the student can apply to become a degree programme student in the Bachelor of Hospitality Management education.

Besides sales and service, companies in our field were interested, among other things, in profit management, corporate communications and the development of management skills.

### **INTEREST IN A DEVELOPMENT PROJECT FOR CULINARY TOURISM**

We established the transfer of RDI project activities to the unit; we put resources into RDI coordinator activities and systematic project administration.

The second phase of the national FOOD & TRAVEL project was launched. With the help of a production strategy and action programme, we formed a culinary tourism development network.

Other large-scale projects included the Menu and Choice based Conjoint Analysis aiming at optimising customer choices and prices, The Pulse custom-

er experience modelling and Future smart tourism services.

### **ENGLISH-LANGUAGE EDUCATION RENEWED**

A new English-language Degree Programme in Hospitality, Tourism and Experience Management attracted a sizeable number of applicants – 20 applicants per intake places and we received a record number (79) of exchange, top-up and double degree students. Two of our students took part in the Young Hoteliers Summit competition organised by the Ecole Hôtelière de Lausanne (EHL). At the ITB2014 fair, we marketed education and recruited students together with the Porvoo Campus and Dalarna Högskolan as well as MCI Innsbruck.

We launched new top-up co-operation with EHTE, Estonian School of Hotel and Tourism Management.

In October, we implemented the adult students' week of intensive international study in collaboration with the Dutch NHTV Breda and the Estonian School of Hotel and Tourism Management. Master's students from the Institut Paul Bocuse completed a five-week study module in Haaga in the spring, and three Haaga-Helia chef's programme students took part in the institute's four-month Worldwide Alliance exchange in Écully, France.

We focused on education and study module co-operation as well as double degree co-operation with NHTV Breda and Hotelschool the Hague.

### **PARTICIPATION IN THE FIELD'S PROFESSIONAL EVENTS**

In March, we organised the managerial invitation seminar GastroPro in connection with the Gastro fair with over 100 participating managers of the field. In the same connection, the spring meeting of the international Hotel Schools of Distinction organisation was organised in the campus facilities with directors of similar hotel schools from around the world participating.

With the help of our own personnel, we implemented an entrance examination publication that sold in great numbers both in paper and electronic format. The publication reached the top position among the products sold in Haaga-Helia's online shop. At the end of the year, we started the renovation of the campus entrances and the updating of signposts.

The move of the college of the Association of Finnish Beauty Therapists (SKY) from next door to become part of the everyday life at Haaga Campus was like a breath of fresh air in addition to welcomed rental revenue.

# BUSINESS AND TOURISM EDUCATION, PORVOO

The Porvoo Campus offers tourism and business studies in Finnish, Swedish and English. In the degree programme in Business, students can specialise in international commerce and marketing, corporate financial administration or small business entrepreneurship. In the degree programme in Tourism, in turn, students can specialise in sales and customer service, trip administration, tourism service development and event organisation.

## **WE INVESTED IN THE DEVELOPMENT OF SALES COMPETENCE**

During the year, 238 students graduated from the Porvoo Education Unit, 98 of whom were Bachelors in Business Administration and 130 Bachelors of Hospitality Management. Nine students completed the Master's degree.

Studying takes place in tight co-operation at our unit. This way we can respond to the changes in working life and prepare students for the challenges of working life. The word from companies indicates that it is difficult to find salespersons who understand today's customer and are able to help the customer in finding solutions for their challenges. Marketing and sales had got nearer to each other.

Therefore, we invested in the development of sales competence in our degree programmes. We used, among other things, service design tools when we described the student's path. The visualisation of learning was a useful shared exercise where we focused on content integration and in the diversity of methods.

We renewed the Porvoo Campus' International Business programme and increased the share of sales. The degree programme was renamed Degree Programme in International Sales and Marketing. It resulted in Finland's only Bachelor's degree in international sales.

## **WELL-BEING BAR PLANNED BY STUDENTS**

Tourism students developed a Well-being Bar for pharmacy at Helsinki centrum. The bar offered smoothies and shots for the fans of superfood. The team of students prepared the preparation instruc-

tions for the beverages with their nutritional contents and covering notes, developed an independent monitoring plan for the processing of food supplies as well as planned and implemented a training day for the preparation of the beverages.

We also developed the well-being theme in our other projects. We created, among other things, a meeting package that supports the well-being and ability to cope of meeting guests with the help of interval programmes and the serving of 'brain food'.

Sales is best learnt by doing. This is the experience of the sales campaign of Ahlström Ruukit where first year International Business students gained vital lessons. The Ahlström Ruukit service business offers accommodation, meeting and banqueting services in historical settings in the old ironworks milieu.

The project benefited both parties. Concrete sales and new customer relationships were generated for Ahlström Ruukit while the fame of the services increased. Students, on the other hand, gained valuable experience in how to sell services to companies.

## **CO-OPERATION WITH MAJOR INTERNATIONAL BUSINESSES**

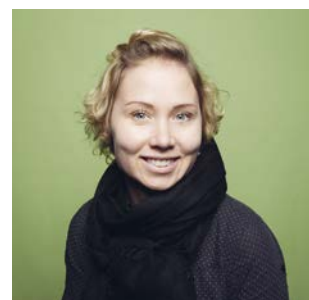
During the year, our co-operation with software manufacturers SAP AG and Microsoft Corporation deepened to a new level. Now, we can offer SAP AG's commercial courses to students and for sale. This privilege has been granted only to ten organisations. In addition, lecturer Veijo Vääntinen was appointed a member of Microsoft Corporation's Advising Board (Europe).

## SELLING MULLED WINE IN STOCKHOLM

■ The Hommanäs estate in Porvoo has manufactured mulled wine from Finnish berries for nearly 20 years. The CEO Magnus Andersson wanted to sell mulled wine to Sweden, as well. This is how a market study was created. The project was carried out by a bilingual student group from the Haaga-Helia Porvoo campus. They set up a pop-up store on Södermalm square in Stockholm, selling mulled wine to wthe Swedes. Now, the CEO has his sights set on new cooperation projects, in particular with Swedish resellers and wholesalers.

CASE

PORVOO



# INFORMATION TECHNOLOGY EDUCATION

The degree programme in Information Technology trains professionals for the information technology sector. Specialisation options include software development, online multimedia, communications networks and enterprise applications.

## AT THE FOREFRONT OF DIGITALITY

Digital services enable companies to offer excellent customer experience, renew operating methods and to implement completely new business models. ICT professionals are enablers of digitalisation and future makers. Thus, we invested heavily in digitality in the development of our education and services.

Together with Tieto, Administer, Tikon, Kunnantaitoa and Aalto University, we launched the Taloushallinnon Runkoverkko TARU (financial administration trunk network) programme where we develop digital services for financial administration with our Business Unit. The impact of the results of the TARU programme on society is measured in tens of millions of euros.

We implemented service development for electronic commerce together with the S Group, HOK-Elanto and Itella. With our Softala service model, we implemented several online and mobile services for our partner businesses. We have linked the projects to our teaching and hundreds of our students are involved in them. We were also involved in launching Haaga-Helia's Digital Master Class education and service model.

## EDUCATIONAL SUCCESS

We combine in our education ICT and business competence and we are the largest information technology educator at the university of applied sciences level in Finland. We offered the degree programmes in information technology in both Finnish and English and applied multi-form education to enable studying alongside one's work.

Our Master's degree programmes were the comprehensive Information System Expertise and the Information Systems Management programme focusing on international ICT management. The employment ratio of our students was good and our student feedback remained at an excellent level. In terms of the indicators of the new financing model focusing on profitability, we performed extremely well.

For the third year in a row, the graduation number increased to a new record and 278 of our students received their diplomas, representing an increase of 14%. The number of credits in the open university of applied sciences increased by 117% and the number of students progressing at the targeted speed, which has been a challenge for us, increased by 7%. Our FastTrack path targeting graduation in two years established its position. We also increased our external financing by 73%. These results were enabled by the solid professionalism of our personnel and the implementation of new operating methods.

## FUTURE EDUCATIONAL OFFERING

Our most important development project was the reform of the curricula where, in addition to the background investigations, our teachers interviewed 60 companies, public administration organisations, actors in the field and other universities. We were able to form an excellent idea of the operating environment and competence needs of the future ICT professional.

We outlined business development and data administration, design of digital services, software production as well as ICT infrastructures and information security as the focuses of our Bachelor of Business Administration education. These are supported by common competence areas, such as sales and service, international activities, project operations as well as ICT and business operations.

## VISIBILITY AND BUSINESS CO-OPERATION

Our co-operation network continued to grow. For example, in the new DD-Scale project researching the management of globally scattered software development, our partners were Nokia Networks, Napa Software, Comptel and ABB as well as the universities of Helsinki and Tampere. We also carry out study module co-operation with businesses in the field, such as IBM, Microsoft, Accenture, CGI and Talent Base. We co-operate with organisations and networks in the field, such as Digile. We

## PROMOTING DIGITAL ENTREPRENEURSHIP

■ The goal of the Yritys Hyvä 10 project is to add employment in the ICT field via self-oriented entrepreneurship. Financial turmoil has increased the amount of unemployed ICT professionals. At the same time, more and more professionals of other fields need the help of ICT professionals to realise their business ideas. The Yritys Hyvä 10 project strives to bring these professionals together and help them found ICT businesses that benefit from the possibilities offered by digitisation.

The project has started well: approximately 20 persons have participated, and the first companies have already been established. Special attention has been paid to the challenges of entrepreneurship between generations and the development of the structures supporting this cooperation. The Finnish Institute of Occupational Health also participates in the project.

also continued our operations in the Academy programmes of international business.

We organised several seminars, for example, in the areas of information security and data administration management. The Happy Hacking Day that has reached legendary proportions attracted more participants than our premises could accommodate. The Yritys Hyvä 10! project promoting digital

entrepreneurship was awarded the ProICT award for promoting the development of the ICT field. We invested in a whole new manner in marketing and launched a video presenting the job opportunities of an ICT professional as well as the Mission Possible mobile game targeted at adolescents with Cap Gemini as our partner. Their results will show in the coming years.

CASE

INFORMATION  
TECHNOLOGY  
EDUCATION



# MANAGEMENT ASSISTANT AND JOURNALIST EDUCATION

Students in the degree programmes in Management Assistance and Languages taught in Finnish and English will graduate as management assistants. The unit also provides a degree programme in Journalism, from which students will graduate with the professional competence required in journalist work.

## COMPETENCE DEVELOPMENT IN CO-OPERATION WITH WORKING LIFE

In 2014, we introduced new competence-based curricula in all our degree programmes. The competence needed in tasks of each field lies at the core of the curricula and competence is built in tight co-operation with working life. The main idea is that competence can be acquired in many different ways and the same goes for working life. Competence acquired prior to or during studies can be integrated into the studies.

Changes in working life also bring about new requirements to professionals who have already built their careers: competence must be updated, deepened and completely renewed. As a result, a group of professionals upgrading their HSO degree to a Bachelor of Business Administration degree also started in the autumn as degree students.

We also made available targeted remedies such as an assistant's Pro package in the open university of applied sciences and the education entity to speed up a career in freelancing. The latter was organised as part of the Cultural Entrepreneurship project together with the Union of Journalists in Finland.

Education deepening a new kind of competence is the Sports journalism study module that was launched in Haaga-Helia's offering subject to a charge in autumn 2014. In part due to the study module, in part due to the renewal of the curricula, TV and radio studios were built in Pasila to offer students new audio-visual and digital communications competence.

## WORKING LIFE AT THE CORE OF LEARNING

The new competence-based curricula have truly introduced working life to the core of learning. The largest and most wide ranging effort was the participation of students in assistant studies and journalism in the Slush event, which has quickly become the

leading technology and start-up event of Finland. It assembles start-up companies, interested investors and media as well as experienced company veterans under one roof. Part of the students served as group leaders and assembled their own teams that served in very diverse tasks varying from guidance to communications in an event that attracted over 10,000 visitors from dozens of different countries.

An intense pace typical of the events made the students stretch to their very best performance and the results spoke for themselves. Besides competence related to event organisation, business and communications, the students also reported having learnt such things as networking, team work, team management and motivation, quick and efficient resolution of problems, the ability to withstand pressure and managing their nerves. All this is core competence in future working life. The approximately 100 students who participated in the event accumulated over 500 credits in total.

Another new example is the training course that we implemented together with the GimmeYaWallet production company where 20 journalism students participated in the making of a Docventures show broadcasted live by YLE as its social media production team. The lessons learnt while doing the TV show we applied directly in the making of our Tuima online magazine.

In addition, we developed a research tool for the Finnish Newspapers Association's Urban Newspaper of the Year competition that was used to select the urban newspaper of the year together with a team of our students.

The students of the Communication Management degree programme leading to a Master's degree also learn together with corporate partners. The students, among other things, gamified work community interaction in a project of ProCom – the



## ASSISTANT STUDENTS PARTICIPATING IN SLUSH SUCCESS STORY

### CASE

MANAGEMENT  
ASSISTANT  
EDUCATION

■ Finland has seen during the last few years a boom of startup companies. A good example of this is the startup company event Slush that has quickly grown into the biggest of its kind in Europe. Slush's goal is to help funders and companies find each other. The 2014 event held in Messukeskus, Expo and Convention Centre in Helsinki, attracted more than 5,000 participants, more than 1,000 companies and 500 investors. The practical arrangements are mostly taken care of by students, of which also the Haaga-Helia students had a central role.

Approximately 100 assistant students from Haaga-Helia participated in the organisation of the event. They participated in duties such as the organisation of company events, guidance and communications projects. The students' efforts were paid off by excellent feedback, and the cooperation is planned to be continued in the future.

Finnish Association of Communications Professionals – and brainstormed communications for Ilmarinen and SOK Media.

#### INTERNATIONALISATION TO SUPPORT TEACHING

One of the year's highest-profile projects was the Conflict journalism and freedom of speech course organised with the help of a grant from the Helsingin Sanomat Foundation. The project involved 20 students and their instructors travelling to Georgia, producing a photographic exhibition for Sanoma-

talo and a wide-based freedom of speech event. With the support of the Helia Foundation, we also produced a bilingual online exhibit of the exhibition with additional materials: <http://www.storiesfrom-georgia2014.fi/>.

The internationalisation theme is also being introduced to teaching through partner co-operation. In the autumn, we organised a shared project with the Belgian Thomas More College as part of a study unit.



# SPORTS EDUCATION, VIERUMÄKI

Students from the Vierumäki unit graduate as sports professionals. Along with versatile sports competence, the studies focus on interaction skills, leadership, entrepreneurship, globalisation and language proficiency.

## REFORM OF THE CURRICULA CHANGED PRACTICES

We provided education leading to degrees in sports studies through daytime teaching and multiform teaching. The graduation ratio of students remained at a high level in a comparison between the universities of applied sciences. The specialisation studies in Sports Journalism ended at Vierumäki and their provision was transferred to the Journalism Education Unit in Pasila. The specialisation studies in Sports Marketing produced with JAMK University of Applied Sciences also ended and we transferred the new corresponding programme to the offering of the open university of applied sciences. We continued teaching co-operation with Haaga-Helia's other units and LAMK's Faculty of Tourism and Hospitality as well as the Sports Institute of Finland.

The focus of our development work was in the implementation of the curriculum reform for the second year in the degree programme in sports. We expanded our partner network at Vierumäki Campus and in the Päijät-Häme region. According to the new competence-based curricula, all studies will be carried out in study projects to be implemented with working life. Therefore, we have created product development teams for competitive and top sports, sports services and well-being in which students will implement their projects both at Vierumäki Campus and with sports clubs, municipalities and companies of the surrounding area. The specialists of the School of Vocational Teacher Education have supported us in the pedagogy change and work guidance of teachers.

## WIDE-RANGING WORKING LIFE CO-OPERATION

The reform of the curricula also provided a new direction for our working-life co-operation. We have received support for the development of new operating methods from several different projects. We launched the EAKR project for the development of

Päijät-Häme sports club operations and events. We developed customer-oriented occupational well-being services in a Tekes project in collaboration with Lappeenranta University of Technology and Saimaa University of Applied Sciences. Both projects will continue in 2015.

We received funding from the Ministry of Education and Culture for a project aiming at the utilisation of the international success of basketball and volleyball. Our students and specialists attended the world championship final tournaments of both sports carrying out fan-oriented information acquisition. We also received project funding from the Ministry of Education and Culture for researching the costs of sports hobbies of women and girls. In November, we organised the traditional Future of Sport Marketing seminar in Pasila with the Sport Business School Finland network, where the themes included sports events as well as fan culture of sports. The seminar starred several top-class international experts in sports marketing.

We continued our co-operation projects with the Finnish Olympic Committee's Top Sports Unit and the Finnish Ice Hockey Association in order to develop coaching skills. Together with the region's other higher education institutions and the University Consortium, we organised the joint Lahti Science Day in November.

## INTERNATIONALISATION AS PART OF EVERYDAY LIFE

Student exchange continued to flourish. There were nearly 20 foreign exchange students studying at Vierumäki, and dozens of our students were abroad as exchange students or trainees. In the spring, we organised the fourth international EU-DAPA programme (30 credits) in adapted physical activity taught by 13 visiting foreign professors and several Finnish experts. At Vierumäki, we organised the tenth international sports teacher semi-

## FOCUS ON THE DEVELOPMENT OF SPORTS CLUB OPERATION

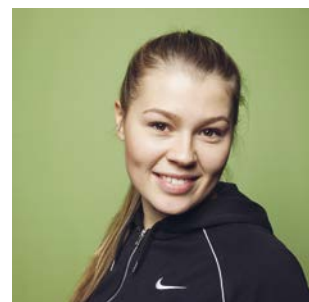
■ The development of the operation of Finnish sport clubs is strongly present in the everyday life of the students in Vierumäki. It is an EAKR project, using the research data to develop different sport events and sport club operations in the Päijät-Häme region. Among other projects, the students participated in organising Finland's first Cross Country Cross (CRC) contest in Salpausselkä, Lahti.

Twelve sport clubs participated in the project. Together with the clubs, Vierumäki students have developed systematic coaching and tutor operations for sport instructors. In addition, they have created a football school for 45 schools and 68 nurseries in the Päijät-Häme region. The goal was to obtain 300 new school participants for the 2015 summer courses.

nar as well as the FIEP world conference together with the Sports Institute of Finland and University of Jyväskylä. These events attracted over 200 teachers and researchers from over 20 different countries in August.

Both our personnel and Master's students took part in the annual EASM conference in Coventry. We once again organised the Hockey Development Camp of the International Ice Hockey Federation at Vierumäki in July. Our student groups visited several European countries and, during the year, representatives of our unit made several presentations in international sports business events, and we also participated in the operations of several international organisations.

In November, we signed a preliminary agreement with the Chinese Guangzhou Polytechnic of Sports regarding Sports Management education co-operation. The agreement covers education co-operation in the organisation of a three-year degree programme in 2015–2020 constituting a significant game opener of education export in our field.



CASE  
VIERUMÄKI

# SCHOOL OF VOCATIONAL TEACHER EDUCATION

The School of Vocational Teacher Education provides pedagogical education for teachers of different subjects in vocational institutions and universities. In addition, it provides good prerequisites for various expert positions as well as research and development projects.

## RECORD NUMBER OF NEW TEACHERS

The School of Vocational Teacher Education is a national and international pedagogic developer of vocational education and training as well as polytechnic education. These operations are implemented through teacher education, special-needs teacher education, student counsellor education, supplementary training as well as research and development.

In 2014, a record number of teachers graduated. 343 teachers, 27 special-needs teachers and 21 student counsellors graduated from the School of Vocational Teacher Education. The graduation ratios were good. The large number of graduates was in part influenced by the supplementary appropriation granted by the Ministry of Education and Culture that has enabled us to take in greater numbers of students than before. Besides Helsinki, we have continued teacher education in Turku. In addition, we have continued the implementation of online-oriented education and English-language teacher education. The English-language group of 2014 included 20 students.

In teacher education, the student has been able to emphasise entrepreneurship training in his/her studies. We have collaborated with Haaga-Helia's Startup School.

## EFFECTIVE SUPPLEMENTARY TRAINING

In 2014, we continued our operations in the Verme project of the national Osaava programme. We were actively involved in several personnel training projects of the education supported by the Finnish National Board of Education. As regards the other key supplementary training programmes, the specialist in competence-based qualifications targeted

at teaching staff and representatives of working life, pedagogic studies for music and dance pedagogues, students, and a pedagogics event for the vocational education teaching staff should also be mentioned. There has been an increasing need for the training and competence development of pedagogy due to the reform of the vocational upper secondary education and the polytechnic field.

Pedagogic competence is also attracting interest abroad. In the autumn, we implemented development programmes for Saudi Arabian teachers. In co-operation with Häme University of Applied Sciences and Tampere University of Applied Sciences, we have trained Brazilian teachers. We launched vocational teacher education in Columbia. Together with Omnia, Educluster and Jyväskylä Educational Consortium, we trained Chinese teachers and the management of vocational education in Shanghai. The China-Finland Center of Excellence in Vocational Education that opened in Shanghai in December creates interesting future prospects related to exporting teacher education. In 2014, different supplementary courses were attended by 846 students, who in total completed approximately 5,255 credits.

## ACTIVE PROJECT ACTIVITIES

With the help of project activities we are developing our own operations and competence, teacher education as well as vocational education and training in a larger sense.

The national YVI project developed entrepreneurship training widely in both vocational and edifying teacher education. In the ESR-funded Osataan project, universities of applied sciences and vocational teacher education colleges as well as representa-



tives of working life worked to develop new kinds of assessment methods for competence acquired while working. Within the project, we produced, for example, "From a job to credits" guide. We promoted Nordic professional pedagogy co-operation with NordPlus-funded projects where we promoted the co-operation between the different educational levels as well as new operating methods between educational institutes and working life, tried new informal operating methods in the competence development of vocational teachers and built a net-

work to respond to the challenges of vocational special education.

In the Wihuri Foundation-funded project, we researched the work and future of a vocational teacher educator in collaboration with the vocational teacher education colleges. Haaga-Helia's publication series released, for example, a concrete tool for designing and implementing a working life-oriented learning environment.

## HAAGA-HELIA TRAINS VOCATIONAL TEACHERS IN COLOMBIA

■ In autumn 2014, Haaga-Helia started training vocational teachers in Bogota, Colombia. The training will last approximately a year. The students will complete the whole 60-credit vocational teacher programme under the instruction of the teachers of Haaga-Helia.

The training will be implemented according to the Finnish teacher training model by applying it to suit the local conditions. The teaching will be carried out as contact and distance learning periods: Haaga-Helia's teachers will work in Colombia during the contact learning periods and instruct the distance learning periods from Finland. The group comprises 15 students who all work as teachers in vocational institutes in Colombia.

CASE

SCHOOL OF VOCATIONAL  
TEACHER  
EDUCATION

# RESEARCH AND DEVELOPMENT CENTRE

The research and development centre coordinates and promotes the R&D&D activities of Haaga-Helia University of Applied Sciences and provides training and consultation services as well as EMBA programmes aimed at businesses. The Centre also coordinates, markets and sells Haaga-Helia's international education export products and services.

## YEAR OF LARGE PROJECTS

In 2014, we focused on RDI operations targeting the key areas of RDI and applying for external funding, the related support and activation as well as content-related development. Our operating model focuses on the active role of the personnel of the education units and Haaga-Helia in the RDI operations. Haaga-Helia's focus areas in RDI operations were new solutions in service and sales, new solutions in digital business and entrepreneurship as well as new solutions in learning. During the year, we also strengthened our competence in terms of the operating models and contents of EU's current Horizon2020, Erasmus+ and ESR programmes.

The key achievement of 2014 was the Quality Innovation Award of 2014 that we received in the series of potential innovations for the sales culture development indicators developed during the "Improving the Finnish economy with sales" project together with our business network.

We implemented 73 RDI projects in the key strategic areas. The focus on the application of external funding was substantial. The total budget, including the proportion of internal financing, was MEUR 16 for the 75 projects that participated in project tenders. We had great success in the tenders (success rate over 30%). During the year, we also carried out several pre-investigation and preparatory projects whose objective was the launching of a larger project.

During the year, we implemented several national projects promoting RDI operations funded by the Ministry of Culture and Education. In the RDI specialist training coordinated by Haaga-Helia, the idea is to strengthen RDI competence at universities of applied sciences and in the networks formed by them. Haaga-Helia also coordinates the Metropolitan area's internationalising business, multi-cultural working life and reciprocal RDI exchanges of uni-

versities of applied sciences) project that renews the RDI person exchanges of universities of applied sciences and deepens business partnerships in Finland and abroad. We were a partner in the BOSS project that aims at exchanges supporting RDI operations done with Finland's neighbouring countries. We were also a partner in the national project promoting the RDI profile of Master's degree programmes as well as in a project related to Big Data.

## WIDE-RANGING PROJECT PORTFOLIO

In terms of international project operations, the EU-funded E-DECO successfully continued the strengthening of teachers' coaching competence in virtual surroundings as well as competence in entrepreneurship. The new international projects launched included the EU's Erasmus+-funded INT-GEN (Intergenerational mentoring for entrepreneurship) project where Haaga-Helia is a partner. The network of five EU countries is developing mentoring between generations in order to improve entrepreneurship.

Haaga-Helia strengthened its position as a research project actor. The TEKES-funded MANIA research project that researches sales interaction from multidisciplinary aspects and hidden values and motives impacting sales and buying continued successfully during the year. Two new, significant TEKES-funded research projects of over a million euros in total budget were launched at Haaga-Helia: DIVA and PASSION. The DIVA project researches digital sales and marketing. The PASSION project researches the practices of inspiration management and working life attitudes of the youth. Other TEKES-funded projects that were launched during the year were DDScale and TARU. In addition, all TEKES projects include vast business partner networks.

User-oriented innovations lie at the core of Haaga-Helia's RDI competence. In the Open Living Labs services project funded by the Uusimaa Regional

# HAAGA-HELIA RECEIVED A QUALITY INNOVATION AWARD FOR THE DEVELOPMENT OF SALES CULTURE

CASE

RDI

■ The Finnish Quality Association granted Haaga-Helia with a Finnish Quality Innovation Award for the development of the sales culture. The Quality Association estimated the novelty value, exploitability, customer and society orientation, as well as profitability and effectivity of the innovations. Expert statements were requested for the best innovations before the jury decided the winners.

Haaga-Helia was honoured for the development of the tool for the assessment of organisations' sales culture (HH6K). The tool combines the organisation's self-assessment, external assessment and development dialogue quickly and flexibly. In particular, the jury appreciated the practicality of the innovation and its effect, promoting the sales culture.

Council, innovation services are developed to internationalise SMEs together with the European Network of Living Labs organisation and international partners.

We launched co-operation with the Stadium Foundation of the Helsinki Olympic Stadium by implementing a successful InnoChallenge innovation project with the help of 180 students. All Haaga-Helia's units were involved in the project, including a large number of international students.

We also invested in the development of publishing activities. In the Haaga-Helia series, we published 13 publications and the total number of our publications was 221.

During the year we participated in the development of joint RDI operations of the universities of applied sciences via the RDI management network of the universities of applied sciences where Haaga-Helia currently holds the chair for two years.

In the metropolitan area, we participated in the steering group activities of the STREETMETRO urban research programme and implemented the programme's key project Metropolitan brand together with Aalto University School of Business and launched the new Towards a good life project.

During the year, the cloud version of the Leap project system was also completed and the commercialisation of the service was launched together with Sulava Ltd.

We encouraged students to participate in the RDI operations, for example, through thematic thesis group activities by presenting the RDI operations in several channels and events. The number of RDI credits continued to increase during the year. The RDI Advisory Board convened in two workshops during the year. The operation of the RDI Advisory Board focused on the development of the strategy and the contents of the foci as well as the business co-operation possibilities of the RDI operations.

## STUDENTS SATISFIED WITH THE EMBA IN SERVICE EXCELLENCE PROGRAMME

During the year, we have heavily marketed the smaller entities of the Service Excellence programmes, i.e. Graduate Certificate in Service Excellence and Diploma in Service Excellence programmes, in addition to the eMBA overall programme. Our vast digital marketing campaign yielded good results, especially in the sales of the shorter programmes. The results of the student surveys indicated that the programme is of very high quality. In the results, we exceeded the 'Service Excellence' limit of 4.2 points. We continued the active sales of the programmes and visited over 50 customers to sell the Service Excellence programmes.

We have strengthened our online presence by adopting the CHAT online service with regard to the Service Excellence programmes' website. We have also intensified marketing in Twitter, LinkedIn and Facebook.

### HAAGA-HELIA HAS 70 BUSINESS PARTNERS

Haaga-Helia is an extremely desirable partner. During 2014, we concluded 11 new partnership agreements. We renegotiated old agreements with 8 partner companies. At the end of 2014, Haaga-Helia had 70 partners. During the year, we organised three different training events for Haaga-Helia's contact persons. In addition, we organised a partner business evening in November with 41 representatives of different partner businesses.

During 2014, we crystallised Haaga-Helia's paid service operations and implemented the Haaga-Helia for Business brand linking all Haaga-Helia's commercial operations. The volume of the operations still showed growth during and the profitability of the operations was good.

We implemented a total of 128 commissions related to courses targeted at companies and organisations or other development operations. We implemented company-specific courses of various lengths, among other things, on managerial work, management, customer service, development of assistance work, accounting and taxation competence, and written and oral communications. The new products launched by Haaga-Helia's different education units included the HH6K sales culture development tool.

Customer visits targeting the acquisition of new customers totalled 140 during the year. We were involved in 11 trade fair or other large-scale customer

events. During the year, we opened our own Twitter account for the Haaga-Helia for Business operations. We also increased marketing in the other social media channels. During the year, we continued the development and implementation of the CRM system in all of the education units.

We continued offering facility and event services to customer companies. Customers have been pleased with our service concept and many of our customers are facility renters of many years, among others Central Chamber of Commerce, FNBE and Ekonomivalmennus. Through the facility and event services, the customers will receive, in addition to the facilities, a service entity, to which they can add, for instance, work input offered by the students.

### STUDENTS ESTABLISHED A RECORD NUMBER OF NEW COMPANIES

For StartUp School, 2014 was all about establishing growth and operations. We especially focused on the development of our study units and the recognition of learning. The number of credits accumulated from the operations nearly doubled from the previous year exceeding for the first time the limit of 1,000 credits. In addition, the number of created companies increased (29 pcs) and, by this standard, StartUp School is indeed one of Finland's leading actors in the university sector. During the year, we were able to test our operations model in all possible aspects and a significant number of development targets were identified.





We also implemented a practice where one student trainee is continuously part of our team. Generally speaking, the aim was to implement the development work together with the students so that our operations would meet their needs to a sufficient degree. Students have supported our operations in an excellent manner and been involved in creating a new kind of operating culture.

A pilot programme was launched in the autumn under the lead of StartUp School where a group of entrepreneur students were offered a demonstration-based way of completing their studies. The first experiences from the operations of students and personnel were positive and the pilot will continue on a larger scale in spring 2015.

In 2015, StartUp School will still also aim to develop its operations from the international perspective.

#### **HAAGA-HELIA HAS ALMOST 25,000 ALUMNI**

The alumni operations as well as the career and recruitment services were transferred to the Research and Development Centre from 1 September 2014. During the year, we invested in the development of services, for example, from the perspective of renewing events, communications and information management.

Our registry included 24,299 alumni at the end of the year. In our operations, we focused on strengthening professionalism and working life connections as well as on recognising active alumni. The career and recruitment services organised the Duuniin.net fair for the first time in Haaga-Helia's own facilities and a total of 46 companies participated in the event.

#### **INTERNATIONAL EDUCATION EXPORT**

In 2014, the education export team continued to develop export according to the strategy in the identified target markets.

In April, we visited Lima in Peru and deepened our co-operation with the Universidad San Ignacio de Loyola university by organising seminars in pedagogy and RDI operations. In Columbia, we launched co-operation with regard to teacher education with the local vocational education provider, SENA. The two-week workshops were organised in Bogota in August and November and were complemented with distance learning counselling. The co-operation will also continue in 2015. Upon invitation by the Ministry of Education of Chile, Haaga-Helia implemented seminars in Santiago and Viña del Mar together with the Spanish Tknika and Colombian

SENA. The topic of the seminars was the best practices in vocational education and training in Finland, Spain and Columbia. The seminars attracted over 200 instructors and representatives of the Ministry of Education of Chile.

Haaga-Helia also participated in two international tenders together with JAMK. The tenders regarded agreements for the operation of vocational schools and competence development in Saudi Arabia. Due to major international competition, we were not successful in this tender.

In Oman, together with TAMK we launched co-operation with Oman Tourism College in order to develop and train their teachers and instructors. We started the operations in 2014 and will continue the operations in 2015. We also participated in the EduTrac teaching fair in Muscat in April in order to meet potential customers of the country.

Haaga-Helia also had operations in Asia in 2014. Negotiations with the Malaysian Disted College continued and in October we signed a memorandum of understanding with the college in order to develop and deliver a degree programme for the restaurant and tourism field. This degree programme will be launched in January 2016. In Sri Lanka, Haaga-Helia has agreed to co-operate with Peradeniya University in Kandy in order to develop their business management degree programmes in the hotel and restaurant field as well as to open an international practical training centre for the restaurant and tourism field.

At the end of October in 2014, Haaga-Helia participated in the trip to Vietnam by Minister Jan Vapaavuori's delegation in order to develop new operations in the country. At the same time, we delivered two-day seminars on waste management together with Turku University of Applied Sciences and Sykli. We expect these seminars to be repeated in 2015.

The co-operation with Shanghai Municipal Education Commission (SMEC) has continued ever since the memorandum of understanding was signed in November 2013. The first operations with SMEC were the five tailor-made trainings for vocational teachers, administrative personnel and managers in June–November. At last on 12 October, the China-Finland Center of Excellence in Vocational Education was opened in Minhang, Shanghai. Together with our partners EduCluster Finland, OMNIA and JAO, we are planning several operations to take place in Shanghai in the coming years.

# SERVICES

## STUDENT SERVICES

Student services include applicant services, study services offered by six study offices, and services related to students' well-being. Student services are available throughout the studies, starting from the application process, all the way to graduation, in all Haaga-Helia campuses. In autumn's joint application we migrated nationally to the universities' new electrical application system, which could be seen especially in the work of the applicant services.

The study management started using the new electrical processes that will be further expanded during the years to come. In student services, we paid special attention to the progress of studies and supporting graduation. The numbers of graduates clearly increased during the operating year. The Student Financial Aid Board convened nine times and issued statements on the financial aid of students.

## LIBRARY AND INFORMATION SERVICES

During the operating year, we switched to electronic publication and archiving of theses. We developed the library's digital service environment by implementing an online library card application and chat service and by opening examination aquariums also at the Porvoo, Vallila and Haaga campuses. We increased self-service by implementing self-service pickup for reserved books.

In Pasila and Haaga, we increased the studying points for students and improved the acoustics and comfort of Pasila's group work premises. In material acquisitions, we focused on digital course books. We increased cooperation with training and carried out customer surveys as student work on library communications and teachers' information acquisition methods. We organised University of Applied Sciences library days together with Arcada, Laurea and Metropolia libraries.

## INFORMATION MANAGEMENT SERVICES

Digital Haaga-Helia, the reform of universities of applied sciences and the operational changes it brought about challenged the upgrading and development work of our IT systems. This applied especially to the system entity related to the planning and implementation of education and teaching.

We implemented the data transfers required by the national information resource (VIRTA) and carried out related substantial data maintenance with our own basic systems. Benefiting from the national data architecture, we improved the commensura-

bility, comparability and reliability of information. We also carried out a database project, offering follow-up options to the study guidance work. We participated in the development work of learning environments and supported company cooperation and implementation of community tools that support project learning.

We accelerated the development of online services. The special focus was on student services. We outsourced the printing management, moved to extensive security printing and optimised printing infra.

## INTERNATIONAL SERVICES

More than 600 of our students went abroad for studying or work placement. Correspondingly, we offered exchange studies in Haaga-Helia for approximately 300 students. International students evaluated our services as 'high quality' in the Study Portals student survey that collected replies from thousands of students around Europe. Haaga-Helia obtained the best results of all Finnish universities.

We opened new student exchange destinations to Thailand, South Korea, Switzerland and Great Britain. This further improves the students' possibilities for completing a part of their studies abroad. We marketed Haaga-Helia on international education fairs APAIE, EAIE and NAFSA in South Korea, United States, and the Czech Republic.

## MARKETING AND COMMUNICATIONS SERVICES

At the beginning of the year, we introduced the new Haaga-Helia website. In marketing, we transferred our focus to digital marketing and social media. In addition to search marketing, we renewed the marketing of paid service operations by the creation of Haaga-Helia for Business brand. Based on the studies carried out during the operating year, Haaga-Helia is the best known university for applied sciences in Finland. In addition, companies were the most familiar with Haaga-Helia of the universities of applied sciences in the Helsinki metropolitan area.

During the year, we participated in ten trade fair events, and all in all increased our event marketing activities throughout the year. We carried out school marketing in approximately 120 high schools and vocational schools. In the field of work community communications, we also increased the digital developments, including the staff magazine that moved from print to digital version. In publishing, we renewed the publishing classification and activated the staff's publishing operations.

# HR SERVICES

Haaga-Helia had 645 staff members at the end of 2014. This included 396 full-time teachers and 233 staff members engaged in other duties. There were 16 part-time teachers. Through proactive and responsible staff planning and natural wastage, the number of staff members decreased by 3.4 per cent, compared to the previous year.

In accordance with our competence strategy, the Haaga-Helia staff actively developed their own skills by participating in both internal and external training sessions and also by studying in degree programmes. The number of training days added up to approximately 3,200, most of which was organised or offered by us. One staff members gained a doctorate, two gained a master's degree and 10 completed pedagogic studies.

The education level of our full-time staff was distributed as follows:

Doctoral degree	65
Licentiate degree	28
Master's degree	386
Other degrees	166

In cooperation with our partner, The University of Westminster, we launched a doctorate programme. Six persons from Haaga-Helia were selected for the first pilot group via our partner's application process, and the preliminary application for the 2015 group was started at the end of the year.

The support received from the Helia foundation enabled two-month temporary work placements for 13 teachers. We organised workshops to promote pedagogic expertise, with our own experts as trainers. The new theme for the operating year

was HH Learning Coach. In addition, we organised proficiency tests in English and customised training modules in particular for the teachers teaching in English-language study programmes.

Haaga-Helia clinics gathered this year our staff to discuss the significance of successful encountering in everybody's everyday work. We gave personal encountering promises, and the success of these promises was evaluated in personal performance appraisals.

The KOMPASSI programme for the development of management and supervisory work gathered the supervisors in four thematic workshops and coaching groups. The purpose of the programme is to support the supervisory work in change situations and in supervisor roles we have compiled. The Haaga-Helia supervisor is a result-maker, builder of cooperation, renewer and a coach. We also defined the steps for our joint journey to change, which are required for success: challenges, cooperation and responsibility for the result.

The results of the attitude survey at the end of the year were good. The development of the results was generally upward and positive. The attitude index continued to improve slightly compared to the results of previous surveys. The results showed that our strengths include strong expertise of staff, motivation and commitment, good team spirit and work atmosphere, and willingness to work for the common good. Management, supervisory work and in particular the management of change scored good points from our staff. We have good starting points for further development.

# QUALITY SYSTEM SERVICES

As a measure to generally support the Haaga-Helia operations, we updated the process chart and architecture. We finished the two-year development work for harmonising the description technique of the process descriptions.

We also reformed central feedback systems related to studies and teaching in terms of both content and structure. We implemented new study period feedback and participated in the development of a national OPALA student feedback survey, which is

an indicator for the appropriations. We took back the earlier outsourced collection of alumni feedback as our responsibility.

We participated in the operation of international accrediting associations and continued the measures based on development feedback in order to obtain accrediting qualification. In order to develop quality management, we also maintained close contribution with the Finnish Quality Association.

# STUDENT UNION HELGA

As a result of a significant increase in membership and the expansion of operations, 2014 was all about establishing operations. HELGA paid particular attention in the development of internal communication and the flow of information. We also started using the Google Drive system and a new student card system. At the end of the year, HELGA's membership remained at the same level as the previous year, amounting to approximately 4,000 members.

As a part of larger-scale development of internal operations, HELGA clarified the distribution of duties between staff and the positions of trust, and as a result, a significant amount of duplicate operations was cut off. In addition, the changes in the employees' roles carried out in cooperation with staff recruitment introduced the first communications expert to HELGA. The changes also led to a significant reallocation of financial resources and savings, contributing to a balanced financial situation for the student union.

## ELECTIONS AND INFLUENCING ACTIVITIES

HELGA participated in the EU election campaigns and in the autumn, in connection with the election

of the Council of Representatives, in the Aatemarkinat Idea Fair that promoted parish elections and the election of the council of representatives. The Council of Representatives accepted HELGA's new political programme, taking a stand on various topics related to society and education. HELGA had two candidates in union meetings of both unions, both of which were elected.

HELGA also continued actively its city-political influencing work and to advance the changes brought forward by the renewal of the law on universities of applied sciences, together with Haaga-Helia. At the end of the year, HELGA participated actively in the operation of Pasila premises workgroup, handling the overall renewal of campuses taking place during 2015.

During the year, we invested significantly in the development of sport services, both as the project plan compiled together with the student union METKA from the Metropolia University of Applied Sciences and within our own university. We obtained several new sport and gym benefits for our members, and organised campaigns and events to increase their visibility.



# FINANCE

Haaga-Helia's earnings in 2014 were 64.9 million euros (in 2013 67.1, and in 2012: 71.3 million euros), of which appropriations were 58.3 (60.3; 63.5) million euros, or 90% of the total. Haaga-Helia's unit price was €7,410.10 (€7,628.54; €8,011.69), and the calculated number of students was 7,868 (7,908; 7,928).

Total costs were 63.4 (65.1; 66.4) million euros. Direct personnel costs were 40.7 (41.8; 41.2) million euros, or 64% of the total costs. Haaga-Helia operates on leased premises, with the exception of Porvoo. Rental costs and maintenance charges amounted to 10.1 (10.5; 10.6) million euros, or 16% of the total costs.

Total earnings from investment and funding activities were 0.4 (0.5; 0.5) million euros. The market value of financial asset securities was 3.1 million euros higher than the book value. In accordance with the prudence principle, it has not been recorded in the return or the result.

The result for the financial year was 1.8 (2.5; 5.4) million euros, which was a clear improvement from what was budgeted (0.8 million euros). The result represents 2.8% of the earnings.

The balance sheet total was 41.7 (38.7; 37.2) million euros. Received advances include 2.1 (0.9; 1.3) million euros of project funds from the Ministry of Education and Culture. These funds consist of funding intended for various projects and may continue to be allocated after the end of 2014. Accrued expenses include the calculated holiday pay debt of 2.0 (2.0; 2.0) million euros.

Return on capital was 5.5% (8.0%; 20.0%), while the equity ratio stood at 88.6% (87.7%; 85.3%).

## GROUP FINANCES

The group consists of Haaga-Helia Oy Ab, Kiinteistö Oy Porvoon Campus and Haaga-Helia Global Education Services Ltd. Its earnings were 65.0 (67.2; 71.5) million euros. Total costs were 63.0 (65.4; 66.4) million euros. Direct personnel costs amounted to 40.7 (41.8; 41.2) million euros, and rental costs and maintenance charges stood at 10.1 (10.5; 10.6) million euros. Total earnings from investment and funding activities were 0.4 (0.3; 0.4) million euros, which does not include interest charge for capital costs. The result for the financial year was 1.8 (2.5; 5.4) million euros.

The balance sheet total was 53.7 (50.8; 49.7) million euros.



# INCOME STATEMENT, HAAGA-HELIA LTD

	Group		Parent Company	
	1.1.–31.12.2014	1.1.–31.12.2013	1.1.–31.12.2014	1.1.–31.12.2013
<b>NET SALES</b>	<b>61 011 035,86</b>	<b>63 040 794,35</b>	<b>60 926 412,87</b>	<b>62 915 282,96</b>
Other income from business operations	3 947 113,11	4 152 082,90	3 947 113,11	4 152 082,90
<b>Staff expenses</b>	<b>-40 687 536,77</b>	<b>-41 836 818,40</b>	<b>-40 675 439,66</b>	<b>-41 825 160,00</b>
Salaries and compensations	-33 406 383,63	-34 106 027,88	-33 396 328,63	-34 096 120,38
Statutory staff expenses				
Pension allotments	-5 710 915,68	-5 701 224,12	-5 709 204,23	-5 699 669,33
Other statutory staff expenses	-1 570 237,46	-2 029 566,40	-1 569 906,80	-2 029 370,29
<b>Depreciation</b>				
Planned depreciation	-1 677 749,70	-2 312 627,69	-1 677 749,70	-1 812 627,69
<b>Other expenses from business operations</b>	<b>-21 091 024,68</b>	<b>-20 889 453,76</b>	<b>-21 083 789,56</b>	<b>-21 415 746,32</b>
<b>PROFIT / LOSS</b>	<b>1 432 526,21</b>	<b>2 153 977,40</b>	<b>1 436 547,06</b>	<b>2 013 831,85</b>
<b>Financial income and expenses</b>				
Other interest and financial income	711 840,69	721 898,24	395 432,77	477 980,39
Interest expenses and other financial expenses	-313 261,86	-385 232,23	-272,77	-670,74
<b>Financial income and expenses total</b>	<b>398 578,83</b>	<b>336 666,01</b>	<b>395 160,00</b>	<b>477 309,65</b>
<b>PROFIT / LOSS BEFORE EXTRAORDINARY ITEMS</b>	<b>1 831 105,04</b>	<b>2 490 643,41</b>	<b>1 831 707,06</b>	<b>2 491 141,50</b>
<b>PROFIT / LOSS FOR YEAR</b>	<b>1 831 105,04</b>	<b>2 490 643,41</b>	<b>1 831 707,06</b>	<b>2 491 141,50</b>

# BALANCE SHEET, HAAGA-HELIA LTD

	Group		Parent Company	
	31.12.2014	31.12.2013	31.12.2014	31.12.2013
<b>Assets</b>				
<b>NON-CURRENT ASSETS</b>				
<b>Tangible assets</b>	<b>18 316 047,92</b>	<b>19 628 562,06</b>	<b>2 632 494,34</b>	<b>3 680 886,40</b>
Estates	58 975,00	58 975,00	0,00	0,00
Buildings and structures	15 482 820,61	15 744 015,36	0,00	0,00
Machinery and equipment	2 713 522,35	3 764 841,74	2 631 894,34	3 680 286,40
Other tangible assets	60 729,96	60 729,96	600,00	600,00
<b>Securities</b>	<b>485 961,20</b>	<b>485 961,20</b>	<b>4 678 688,20</b>	<b>4 678 688,20</b>
Shares in subsidiaries	0,00	0,00	4 331 165,00	4 331 165,00
Other securities and shares	347 523,20	347 523,20	347 523,20	347 523,20
Other receivables	138 438,00	138 438,00	0,00	0,00
<b>NON-CURRENT ASSETS TOTAL</b>	<b>18 802 009,12</b>	<b>20 114 523,26</b>	<b>7 311 182,54</b>	<b>8 359 574,60</b>
<b>CURRENT ASSETS</b>				
<b>Receivables</b>				
<b>Long-term receivables</b>	<b>179 835,08</b>	<b>0,00</b>	<b>179 835,08</b>	<b>0,00</b>
Other receivables	179 835,08	0,00	179 835,08	0,00
<b>Short-term receivables</b>	<b>1 961 841,89</b>	<b>1 372 525,13</b>	<b>1 691 885,16</b>	<b>1 406 412,77</b>
Sales receivables	394 879,49	288 746,41	392 599,95	287 405,40
Other receivables	480 554,27	30 072,14	214 291,57	30 060,62
Receivables from subsidiaries	0,00	0,00	0,00	37 491,40
Prepaid expenses and accrued income	1 086 408,13	1 053 706,58	1 084 993,64	1 051 455,35
<b>Financial securities</b>	<b>29 119 220,32</b>	<b>24 962 120,17</b>	<b>29 119 220,32</b>	<b>24 962 120,17</b>
<b>Cash and bank deposits</b>	<b>3 676 065,05</b>	<b>4 350 603,80</b>	<b>3 397 181,73</b>	<b>4 014 652,12</b>
<b>CURRENT ASSETS TOTAL</b>	<b>34 936 962,34</b>	<b>30 685 249,10</b>	<b>34 388 122,29</b>	<b>30 383 185,06</b>
<b>ASSETS TOTAL</b>	<b>53 738 971,46</b>	<b>50 799 772,36</b>	<b>41 699 304,83</b>	<b>38 742 759,66</b>
<b>Equity and Liabilities</b>				
<b>SHAREHOLDERS' EQUITY</b>				
Share capital	6 000 000,00	6 000 000,00	6 000 000,00	6 000 000,00
Building funds	500 000,00	0,00	0,00	0,00
Other funds				
Scholarship fund	116 048,00	114 448,00	116 048,00	114 448,00
HH chargeable education, scholarship fund	85 000,00	85 000,00	85 000,00	85 000,00
Profit (loss) from previous year	26 298 065,10	23 807 421,69	26 301 083,21	23 809 941,71
Profit (loss) for the period	1 831 105,04	2 490 643,41	1 831 707,06	2 491 141,50
Minority shares	1 835,00	1 835,00	0,00	0,00
<b>SHAREHOLDERS' EQUITY AND FUNDS TOTAL</b>	<b>34 832 053,14</b>	<b>32 499 348,10</b>	<b>34 333 838,27</b>	<b>32 500 531,21</b>
<b>PROVISIONS</b>	<b>251 105,47</b>	<b>151 105,47</b>	<b>251 105,47</b>	<b>151 105,47</b>
<b>LONG-TERM LIABILITIES</b>				
Loans from financial institutions	11 013 513,27	11 513 513,27	0,00	0,00
<b>Long-term liabilities total</b>	<b>11 013 513,27</b>	<b>11 513 513,27</b>	<b>0,00</b>	<b>0,00</b>
<b>SHORT-TERM LIABILITIES</b>				
Loans from financial institutions	500 000,00	500 000,00	0,00	0,00
Advances received	2 944 660,69	1 663 604,55	2 944 660,69	1 663 604,55
Accounts payable	550 969,40	516 832,04	529 641,38	486 445,79
Other payables	951 011,77	1 204 755,71	942 445,88	1 191 999,35
Accrued expenses and deferred income	2 695 657,72	2 750 613,22	2 695 157,60	2 749 073,29
Payables to subsidiaries	0,00	0,00	2 455,54	0,00
<b>SHORT-TERM LIABILITIES TOTAL</b>	<b>7 642 299,58</b>	<b>6 635 805,52</b>	<b>7 114 361,09</b>	<b>6 091 122,98</b>
<b>LIABILITIES TOTAL</b>	<b>18 655 812,85</b>	<b>18 149 318,79</b>	<b>7 114 361,09</b>	<b>6 091 122,98</b>
<b>EQUITY AND LIABILITIES TOTAL</b>	<b>53 738 971,46</b>	<b>50 799 772,36</b>	<b>41 699 304,83</b>	<b>38 742 759,66</b>

# BOARD OF HAAGA-HELIA LTD.



1 row from left: Matti Niemi, Olli-Pekka Laine, Timo Lappi, Tauno Jalonen  
2 row from left: Björn Keto, Kai Laikio, Marina Paulaharju, Heikki J. Perälä  
3 row from left: Jukka-Pekka Ujula, Heikki Hietanen, Ritva Laakso-Manninen, Jorma Alkula

## Chairman of the Board

Matti Niemi, CEO  
(Deputy board member Aarne Hallama, CEO)

## 1st Vice Chairman of the Board

Olli-Pekka Laine, Master of Science in Technology  
(Deputy board member Pertti Vahermaa, Director)

## 2nd Vice Chairman of the Board

Timo Lappi, CEO  
(Deputy board member Hannu Hakala, Advisor)

Kari Jussi Aho, Chairman of the Board  
(Deputy board member Gun Marit Nieminen,  
Managing Director, Director)

Heikki Hietanen, Managing Director  
(Deputy board member Erkkka Westerlund, President)

Tauno Jalonen, CEO  
(Deputy board member Juha Ojajärvi, Principal)

Björn Keto, Development Director  
(Deputy board member Eija Hamina-Mäki, Specialist,  
Project management ICT)

Kai Laikio, Development Manager  
(Deputy board member Mervi Angerma-Niittylä, Adviser)

Marina Paulaharju, Manager, Administration and Infor-  
mation  
(Deputy board member Mirja Heiskari, CEO)

Heikki J. Perälä, Managing Director  
(Deputy board member Olli Syvänen, CEO)

Jukka-Pekka Ujula, Mayor  
(Deputy board member Pekka Heikkilä, Marketing Man-  
ager)

## Haaga-Helia Ltd.

CEO, Ritva Laakso-Manninen

## Secretary of the Board

CFO Jorma Alkula



# BOARD OF HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES



## Chairman of the Board

President Ritva Laakso-Manninen

## Working Life Representatives

Hannu Hakala, Advisor, Finnish Hospitality Association MaRa ry, (Deputy board member Timo Lappi, CEO, Finnish Hospitality Association MaRa ry)  
Eija Hamina-Mäki, Specialist, Project management (ICT) at The Social Insurance Institution of Finland, Kela (Deputy board member Antti Perttilä, Owner, Salesgroove Oy)  
Kaj Laaksonen, Director, Mutual Pension Insurance Company Elo, (Deputy board member Pertti Vahermaa, Director, Suomen Asiakastieto Oy)  
Olli Syvänen, CEO, Helsinki Sales Academy (Deputy board member Iris Alanen, Development Manager, Sanoma Pro Oy)

## Management Representatives

Jouni Ahonen, Director  
(Deputy board member Salla Huttunen, Director)  
Teemu Kokko, Vice President  
(Deputy board member Harri Palviainen, Director)  
Lauri Tuomi, Vice President  
(Deputy board member Jari Laukia, Director)

1 row from left: Ritva Laakso-Manninen, Maria Outinen, Hannu Hakala, Eija Hamina-Mäki  
2 row from left: Tiina Junkkari, Seppo Kinkki, Teemu Kokko, Kaj Laaksonen  
3 row from left: Heidi Théman, Alekski Mustonen, Olli Syvänen, Lauri Tuomi  
4 row from left: Jouni Ahonen, Tero Anttila, Ari Hälikkä

## Teacher Representatives

Seppo Kinkki, Principal Lecturer  
(Deputy board member Eija Kjelin, Senior Lecturer)  
Heidi Théman, Senior Lecturer  
(Deputy board member Heli Potinkara, Principal Lecturer)

## Other Staff Representatives

Tiina Junkkari, Development Manager  
(Deputy board member Sanna Nurminen, HR Coordinator)  
Tero Anttila, Financial Coordinator  
(Deputy board member Matias Laurila, Librarian)

## Student Representatives

Maria Outinen (Deputy board member Heidi Nurmi)  
Aleksi Mustonen (Deputy board member Doris Tuohimaa)

## Secretary of the Board

Ari Hälikkä, Planning Director

# MANAGEMENT GROUP



1 row from left: Ritva Laakso-Manninen, Teemu Kokko, Lauri Tuomi, Jouni Ahonen  
2 row from left: Jorma Alkula, Lis-Marie Enroth-Niemi, Salla Huttunen, Hanna Ilmonen  
3 row from left: Matti Kauppinen, Jari Laukia, Harri Palviainen, Kari Salmi  
4 row from left: Ari Hälikkä

**Chairman of the Management Group**, CEO, President Ritva Laakso-Manninen

**Secretary of the Management Group**, Planning Director Ari Hälikkä, Corporate Planning and IT Services

Director Jouni Ahonen, Hotel, Restaurant and Tourism Education Unit (Ari Björkqvist from 1.8.2014)

Chief Financial Officer Jorma Alkula, CFO

Director Lis-Marie Enroth-Niemi, Porvoo Unit (Tourism and Business Education)

Director Salla Huttunen, Management Assistant and Journalism Education Unit

Human Resources Director, Hanna Ilmonen, Personnel Services

Director Matti Kauppinen, Vierumäki Unit (Sports and Leisure Management)

Director, Vice President Teemu Kokko, Business Education Unit

Director Jari Laukia, School of Vocational Teacher Education

Director Harri Palviainen, Information Technology Unit

Service Director Kari Salmi, Education Support Services

Director, Vice President Lauri Tuomi, Research and Development Centre

PUBLISHER

Haaga-Helia University of Applied Sciences

EDITORS

Ari Nevalainen

Anna Hermiö

Sanna Leporanta

Susan Heikkinen

LAYOUT

Timo Jaakola

Tarja Leponiemi

PHOTOS

Jussi-Pekka Arkkola

Jarmo Teinilä (Board members)

PRINTING

Unigrafia Oy 2015

# YOUR DOOR TO EMPLOYMENT OPPORTUNITIES.



[www.haaga-helia.fi](http://www.haaga-helia.fi) tel. +358 (0)9 229 611

Facebook Haaga-Helia ammattikorkeakoulu  
Instagram haagahelia  
LinkedIn Haaga-Helia University of Applied Sciences  
Twitter HAAGA-HELIA amk  
YouTube Haaga-Helia

#haagahelia

HELSINKI PASILA  
Ratapihantie 13  
FI-00520 Helsinki

HELSINKI HAAGA  
Pajuniityntie 11  
FI-00320 Helsinki

HELSINKI MALMI  
Hietakummuntie 1A  
FI-00700 Helsinki

PORVOO  
Taidetehtaankatu 1  
FI-06100 Porvoo

VIERUMÄKI  
Kaskelantie 10  
FI-19120 Vierumäki