WORKING LIFE CORRESPONDENCE OF THE CURRICULUM IN THE DEGREE PROGRAMME IN FACILITY MANAGEMENT

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Title WORKING LIFE CORRESPONDECE OF THE CURRICULUM IN THE DEGREE PROGRAMME IN FACILITY MANAGEMENT
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Abstract

The aim of this Bachelor's Thesis is to research the Degree Programme in Facility Management (MFA) that is instructed in English in the School of Tourism and Services Management at Jyväskylä University of Applied Sciences. The aim of the research was to study how the degree programme's curriculum corresponds to the needs of working life from the viewpoint of the Facility Management graduates and facilitate the planning of the offered studies in the future.

The research was targeted to the MFA graduates who have finished their studies in the degree programme between the years 2002-2006 and who specialized in facility management. The research focuses on the MFA-degree programme graduates' employment; work tasks; the competences needed in the positions they hold, and how their education corresponds to the needs of working life.

As research methods in the thesis both quantitative and qualitative methods were used. The use of both research methods made it possible to get a wider picture of the research results. The research material for this Bachelor's Thesis was obtained through a survey form design program Digium Enterprise. As the result of the survey eight responses all together were received.

The results of the survey showed that the graduates of the Degree Programme in Facility Management were fairly critical when evaluating the degree programme's correspondence with the needs of the working life. The most concerning observation was the fact that the respondents were not satisfied with the studies specializing in facility management and they felt that they had not specialized in any study area at all. However, the graduates were rather satisfied with the communication and language skills that they had obtained from the education. Many graduates also pointed out the need for more practical courses.

The results suggest that the Degree Programme in Facility Management must be further developed to better meet the needs of the working life. It woul be extremely important to research the companies in the area of facility management and to find out their true expectations of the degree programme and its graduates.

Keywords Facility Management, working life, degree programme, curriculum correspondence
Miscellaneous

Tekijä(t) Ala-Jääski, Maiju Kurki, Hanne	Julkaisun laji **Opinnäytetyö**	
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	Luottamuksellisuus ☐ Salainen _____saakka	

Tiivistelmä

Opinnäytetyömme käsittelee Jyväskylän ammattikorkeakoulun, matkailu-, ravitsemis- ja talous-alan englanninkielistä Degree Programme in Facility Management and Consumer Communication koulutusohjelmaa. Tutkimuksen tarkoituksena on tutkia koulutusohjelman työelämävastaavuutta valmistuneiden opiskelijoiden näkokulmasta ja antaa kehitysehdotuksia koulutuksen suunnitteluun tulevaisuudessa.

Tutkimus rajattiin Facility Management and Consumer Communication koulutusohjelmasta vuosina 2002–2006 valmistuneisiin jotka erikoistuivat Facility Management opintoihin. Tutki-mus käsittelee koulutusohjelmasta valmistuneiden työllistymistä, työtehtäviä, kompetenssivaa-timuksia ja koulutuksen työelämävastaavuutta.

Tutkimusmenetelmänä käytimme kvantitatiivisen ja kvalitatiivisen tutkimuksen yhdistelmää. Tutkimusmenetelmien yhdistäminen antoi laajemman käsityksen tutkimuksen aihepiiristä. Ai-neiston keräsimme sähköisellä kyselylomakkeella Digium Enterprise ohjelman avulla. Kyselyn avulla saimme vastauksia yhteensä kahdeksan.

Tutkimuksen perusteella voidaan todeta, että Degree Programme in Facility Management and Consumer Communication koulutusohjelmasta valmistuneet FM opiskelijat suhtatuivat kriitti-sesti koulutusohjelman työelämävastaavuuten. Huolestuttavinta oli huomata, että vastaajat eivät olleet tyytyväisiä koulutuksen ammattiopintoihin. Heistä tuntui myös, että he eivät opinnoissaan erikoistuneet tiettyyn osa-alueeseen. Kuitenkin valmistuneet olivat melko tyytyväisiä kommuni-kaatio-ja kielitaitoihin, jotka he olivat saaneet koulutuksessaan. Monien koulutusohjelmasta valmistuneiden mielestä olisi tärkeää saada enemmän käytännön läheisiä opintojaksoja.

Tulokset osoittavat, että koulutusohjelmaa täytyy kehittää, jotta se vastaisi paremmin työelämän vaatimuksia. Mielestämme on erityisen tärkeää tutkia toimitilapalveluhin keskittyneitä yrityksiä ja selvittää mitä ne odottavat koulutusohjelmalta ja valmistuneilta.

Avainsanat (asiasanat)

Muut tiedot

1. INTRODUCTION

The aim of this development project is to research the Degree Programme in Facility Management (MFA) that is instructed in English at the School of Tourism and Services Management at Jyväskylä University of Applied Sciences. The aim of the research was to study how the degree programme's curriculum corresponds to the needs of working life from the viewpoint of the Facility Management graduates and facilitate the planning of the offered studies in the future.

The research was targeted to the MFA graduates who have finished their studies in the degree programme the years 2002-2006 and who specialized in facility management. The research focuses on the MFA-degree programme graduates' employment; work tasks; the competences needed in the positions they hold, and how their education corresponds to the needs of working life.

The research was assigned to us by the School of Tourism and Services Management at Jyväskylä University of Applied Sciences. The research is of current interest to the school as the Degree Programme needs to be developed further. This development project was important to excecute as similar researches of the Degree Programme in Facility Management have not been conducted.

The theoretical framework of this Bachelor's Thesis can be divided into four different areas. In the first part facility management is defined. In the second part facility management and facility management studies are introduced in Europe and in Finland. In the third part the professional knowledge and work-related qualifications and competences are introduced. In the final part of the theoretical framework the correlation between education and working life is discussed and the future competence requirements for the real estatate and hospitality industry are introduced.

2. DEFINING FACILITY MANAGEMENT

2.1 Introduction

The modern real estate management can be divided into three different areas: asset management (AM) property management (PM) and facility management (FM) (Figure 1) (Tuomela & Puhto 2001, 13). Asset management can be defined as the process of acquiring, selling and developing real estate in order to maximize its profit. Property management concentrates on the management and maintenance of real estate from the viewpoint of the owner. Facility management, on the other hand, is the acquirement and development of facilities and facility and/or user services. (RAKLI, 13.) This chapter focuses on further defining facility management as well as the roles that facility management and a facility manager have in an organization.

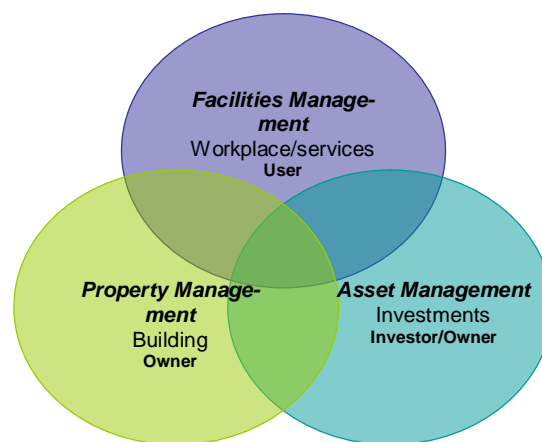FIGURE 1. Three viewpoints in real estate management. (afterTuomela & Puhto 2001, 14)

Facility Management is a process that strives to ensure that the buildings, systems and services of an organization support its core activities and processes and aid in achieving the organization's strategic goals (Alexander 1996, 1). Dating back to the late 1970's, the importance of facility management was first

acknowledged in the United States from where it spread to Europe in the mid 1980's (Leväinen 2001, 5). In many countries the concept, as well as the profession of facility management are still in the early stages of development (van den Ende 2006, 13). In addition to the fact that facility management is still a fairly new business discipline, the differences in culture and economic structure have resulted in different understandings to the subject. In the broadest sense facility management can be defined as the planning and coordinating of supportive functions that contribute to the core activities of an organization (Leväinen 2001, 9). Facility management is strongly related to a workplace and thus fits any organization as all work requires a facility (Rouvinen & Wahlberg, 3). The three definitions shown below represent only a few views on the concept of facility management.

"Facility Management is a profession that encompasses multiple disciplines to ensure functionality of the built environment by integrating people, place, process and technology." (International Facility Management Association)

"Facilities management is the integration of processes within an organization to maintain and develop the agreed services which support and improve the effectiveness of its primary activities." (British Institute of Facilities Management)

"Facility management is the effective and integral management of all conditions, processes and provisions, thus enabling organizations to continuously meet their objectives and achieve an optimum feeling of well-being for people in their workplace or residence." (van den Ende, 2006)

It should be noted that facility management is not constrained by the physical boundaries of the buildings, and in many organizations the effectiveness of for example information technology and communication systems are of the most importance, and facility management should also reflect this. However, regardless of the scope and content, the future of facility management lies in the integration of management issues and the development of services that contribute to the organization's core business. (Barrett & Baldry 1995, xiii-xiv.)

2.2 Facility Management in an Organization

"It's not just how well you work. It's who you work for." (Friday 2007)

In principle, there are five possible positions of facility management in an organization (van den Ende 2006, 62). In practice, however, there are no two facility management departments alike as they should be designed to cater the needs of their parent organization (Barrett & Baldry 1995, 3). The positioning of the FM department depends on factors such as the type of business, nature and size of the organization, culture in the organization, the top management's view on facility management, competences of the present staff, and the attitudes towards outsourcing and partnerships. (van den Ende 2006, 62-65.)

Non-existent
 Especially in small organizations the FM-activities are integrated in line-management.

Cost centre
FM department is considered as one of the organizational departments. It has responsibility for the management and operation of all facilities and an annual budget of its own. The facility manager has the authority to make independent decisions on facility activities but should support and meet the needs of the primary process.

Profit centre
 FM is one of the organizational business units with the purpose to make a profit. In this module other business units or departments are charged for the facility products and services. Financial benefits can come both from the internal and external market.

(Semi-)Autonomous unit

FM acts as a preferred supplier and/or as an autonomous company to the organization's FM-business unit. In case the FM-business unit cannot deliver a service or a product the organization will acquire these from the preferred autonomous FM supplier.

Contract-manager

Facility tasks are outsourced to external service providers with whom the facility manager negotiates and makes contracts. The collaboration between FM and the external suppliers may vary from the traditional supplier-customer relationship to a full partnership. In addition, the facility manager negotiates the services with the business unit managers who are in control of the budget.

Although there is no definitive 'best position' in a organization's hierarchy for FM some argue that it is most beneficial that the FM department reports to either the CEO (chief executive officer), CAO (chief administrative officer) or CFO (chief financial officer). Although these positions may be more demanding for FM because of the senior executives' orientation in the financial results these individuals often have the best understanding of facility management. (Friday 2007.)

2.3 Facility Management as a Three-Dimensional Model

In his 2006 publication Marco van den Ende, an IFMA certified facility manager (CFM), describes facility management as a management discipline with the focus on the object of the organization and the feeling of well-being of people (van den Ende 2006, 2, 14). In order to describe the complexity of facility management he has created a three-dimensional model with three different orientations, levels of approach, and criteria of effectiveness. (Figure 2)

- Strategic level
- Tactical Level
- Operational Level

- Accommodation-Or.
- People-Orientation
- Process-Orientation

- Efficiency
- Flexibility
- Customer Satisfaction
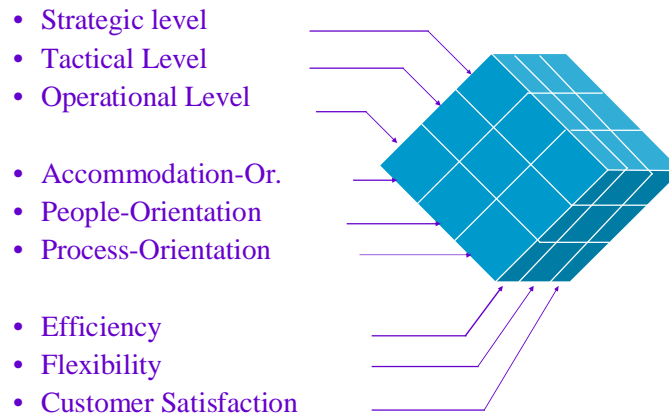
FIGURE 2. FM as a three-dimensional model (van den Ende 2006, 16)

The three orientations are accommodation-orientation, people-orientation and process-orientation. Accommodation-orientation focuses on the physical qualities of the built environment, e.g. heating, ventilation and air-conditioning. People orientation, on the other hand, deals with the quality of the work environment. It consists of services related to physiological components, psychological aspects and mental aspects. These are such as catering, ergonomics, and safety and security. Finally, process-orientation aims at the company's effectiveness and efficiency of operations in accordance with the objectives of the organization. (op. cit., 14-15.)

The levels of approach are strategic, tactical, and operational. The strategic approach is a long-term perspective (5-10 years), with the decisions being made at the top management level. In tactical approach decisions are made at the middle-management level and the perspective is medium-term (2-4 years). The operational approach is used in daily activities at employee level. The perspective is short-term (1 year). (op. cit., 15.)

The three criteria of effectiveness in van den Ende's model are customer satisfaction, efficiency and flexibility. Customer satisfaction can be divided into two different segments: external customers and internal suppliers. External customers include clients buying facility services, suppliers of goods, and service providers. Internal suppliers are such as top management, organizational departments and staff. Efficiency relates to the efficient deployment of time, money and people. This often means standardization of work processes due

to cost reduction needs. The criteria of flexibility aim to enhance the competitiveness of the organization through the delegation of tasks, responsibilities and decision-making authority. (op. cit.15–16.)

The three dimensional model illustrates well the complexity of facility management and the many roles that a facility manager has in an organization. The various business partners of the facility manager all affect the facility management's performance. A facility manager must be able to take into consideration the perspectives, interests and objectives of business partners while striving towards cost reduction, customer satisfaction, optimum work processes and a value added to the organization. (op. cit., 15–16.)

3. FACILITY MANAGEMENT AND FACILITY MANAGEMENT EDUCATION IN EUROPE

Facility management is still developing in many European countries. Historical and cultural circumstances and differences in organizations and business areas have resulted in different understandings and approaches to the subject. Because of the lack of standardization in most countries the market of facility management in Europe can only be estimated. (European Facility Management Conference 2006, 109.)

EuroFM is a European network of 77 institutional members with more than 25 000 professionals in facility management from more than 19 countries. EuroFM started in the year 1980 as an Academic Research Network. The EuroFM members come from corporations, universities and from different associations. Their mission is to spread knowledge about facility management in the areas of practice, education and research. The members share information and experiences through meetings, seminars, research projects and joint educational programmes. (About EuroFM.) EuroFM meetings are organized with the objective to 1) promote FM at the national level with international events, 2) advance in EuroFM projects, 3) provide international networking setting, 4) advance in the management of EuroFM and 5) provide a setting for CEN-TC European FM Standards work. (EuroFM 2007.)

The European FM Education Directory project was started by EuroFM with the purpose of providing information on education programmes, degrees, and universities in the field of facility management. Nine Austrian facility management students were commissioned to collect data on all FM education programmes in Europe. A questionnaire was sent to 128 institutions that provide FM programmes. Of these questionnaires 53 were returned. (European FM Education Guide 2007, 10-12.) Figure below demonstrates the number of institutions per country. From the chart one can see that the highest numbers of FM institutions are located in the Netherlands and Germany. Altogether they represent 21 institutions out of the 53 respondents, that is 39, 6 % of all the other institutions. (op. cit.,16.)
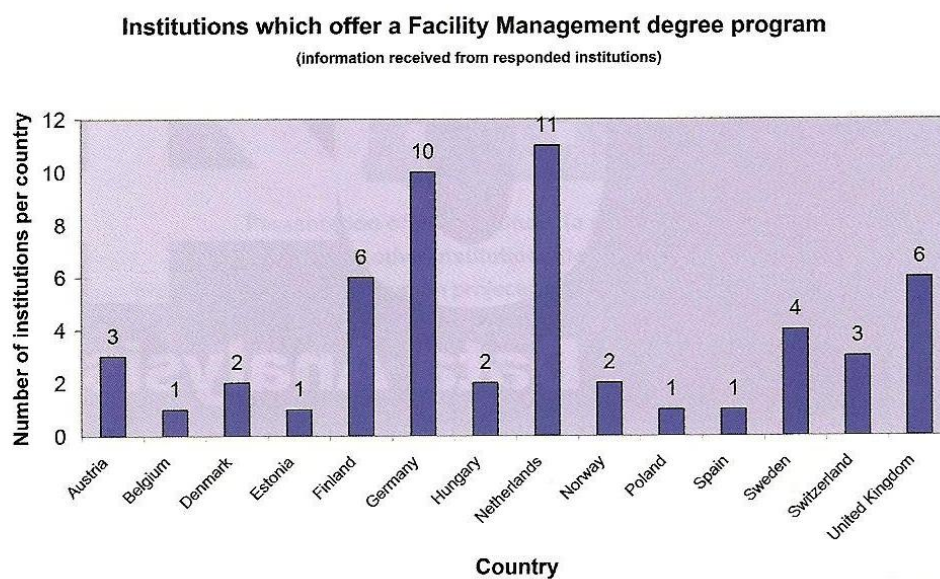
FIGURE 3. Institutions which offer a Facility Management degree programme. (European FM Education Guide 2007, 16)

According to the same survey the type of degree programmes offered in FM vary a lot from country to country inside Europe. Figure 4 below represents different types of FM Degree programmes. From the Figure one can see that bachelor and master degree programmes are offered more often in the European FM institutions than PhD programmes. The number of graduates from the master or bachelor degrees is nearly four times higher than the number of graduating PhDs. (op. cit., 17.)

Degree programs in Europe
(information received from responded institutions)
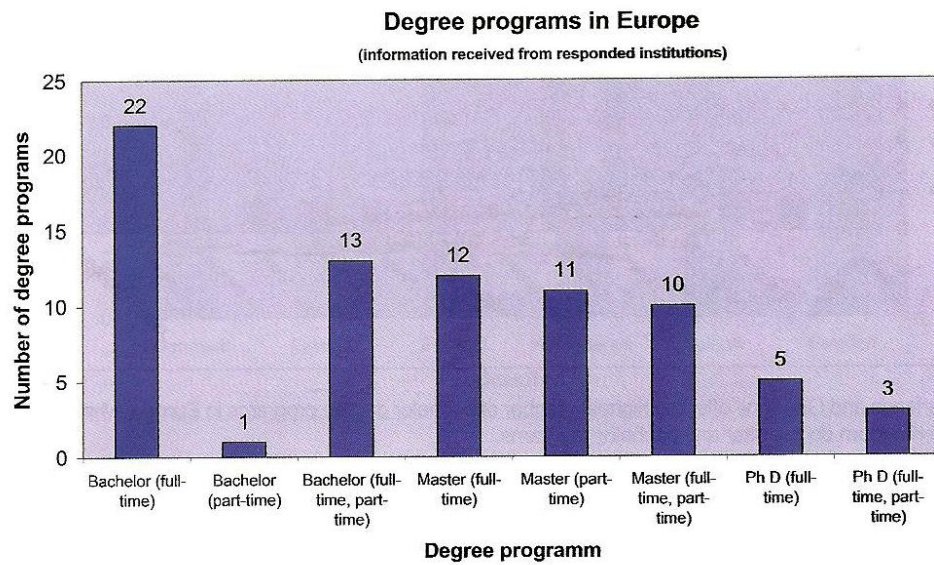
FIGURE 4. FM degree programmes in Europe. (European FM Education Guide 2007, 17)

Figure 5 demonstrates the average number of alumni per year in the studied FM institutions. The number of graduates is the highest in the Netherlands as they also have the highest number of FM degree programmes. However, the difference in the number of graduates between Germany and the Netherlands is somewhat surprising with the Netherlands having over 2,5 times more alumni annually. (op. cit., 19.)

Average amount of alumni per year
(information received from responded institutions)
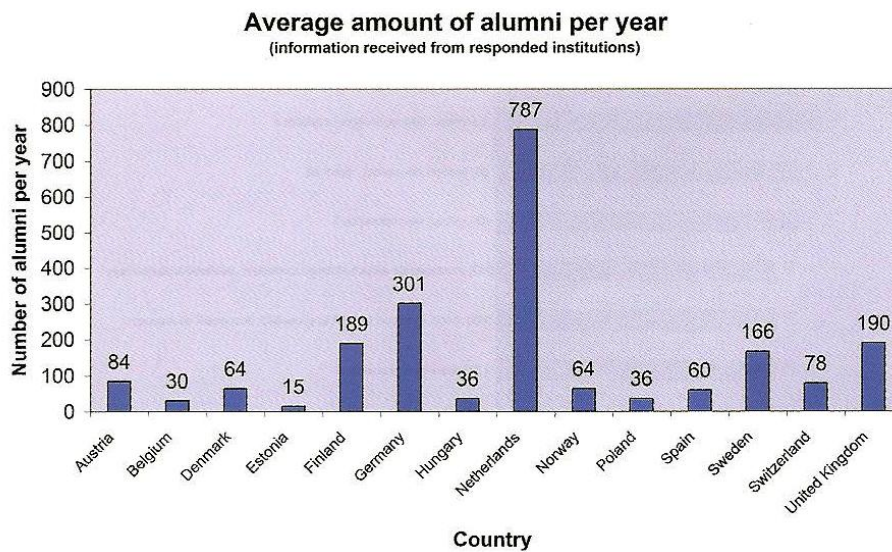
FIGURE 5. Average amount of FM graduates per year. (European FM Education Guide 2007, 19)

4. FACILITY MANAGEMENT IN FINLAND

According to RAKLI, the Finnish Association of Building Owners and Construction Clients, facility management is the acquirement and development of facilities, and management of user services and facilities services (Mannila 2008, 24). The user services are operative by their nature. These include security services, reception and telephone services, and catering. Facilities services aim to prolong the real property lifecycle through maintenance and repairs. (Ollila 2007, 24.) The following chapters examine the past, the present, and the future of facility management in Finland.

4.1 The Past

The term facility management was first introduced in Finland in the early 1990's (Leväinen 2001, 5). Facility management in Finland has been very much influenced by the local property management as well as the FM cultures in Britain and in the United States. In the past, Finnish corporations have owned their premises but during the last few decades they have started to sell property and to outsource their secondary business functions. (Tuomela, Heinimäki, Puhto 2001, 19-23.)
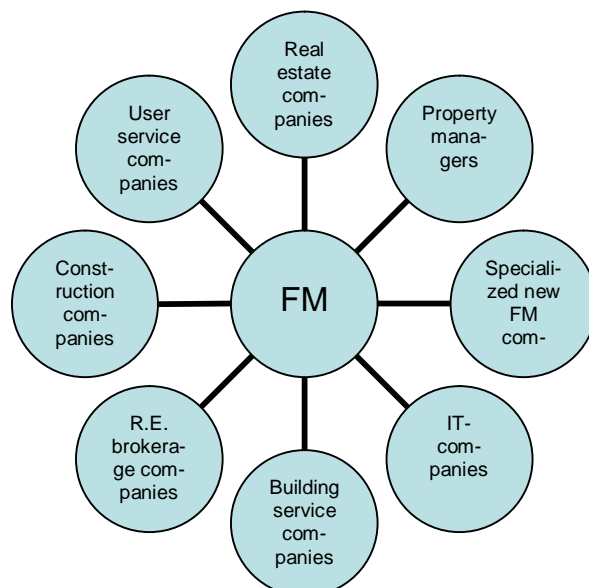
FIGURE 6. Backgrounds of FM service providers in Finland (after Tuomela et. al. 2001, 26.)

Figure 6 above illustrates the various backgrounds of facility management service providers in Finland. In the beginning of the 2000's the facility management service supply in Finland increased considerably. Service providers, property owners and construction companies looked for new business opportunities within the facility management market. (Tuomela et al 2001, 26.) Also companies with backgrounds in property management or maintenance sought to expand their service portfolio into softer user-services (op. cit., 27). Alliances were formed by some companies to better meet the service needs of their clients as competition for the big and growing customers got fiercer (op. cit., 28).

4.2 The Present

Today the Finnish facility management market seems to be divided into two different fields. Firstly, there are the management companies that focus on portfolio management (POM), asset management (AM), and property management (PM). These are such as YIT Corporation and Ovenia Oy. Only a small proportion of these businesses' revenue comes from facility management. Their clients often choose the facilities service providers themselves and manage the service contracts on their own. (Mannila 2008, 23.) Secondly, there are corporations that focus only on service production in user services and/ or facilities services. These include for example Lassila & Tikanoja, Sodexho and ISS Palvelut. Most of them provide both user services and facility services, with only a few concentrating on a specific service, such as catering or security. (Ollila 2007, 25.)

RAKLI carries out annual business surveys for the facility management industry in co-operation with Locus magazine and Pöyry Group. Last year the questionnaires were sent to 27 companies that were selected on the basis of their field of operation. A third of the respondents believe that their company turno-

ver will increase significantly over the next three years. In particular, user services are expected to grow. The companies expect their customers to outsource especially postal and delivery functions as well as reception and telephone services. (See Figure 7) The public sector is considered to be the biggest growth opportunity as communities will be able to outsource more services. Companies will also aspire for growth through partnerships and by developing old and creating new service concepts. (op. cit., 22-24.)
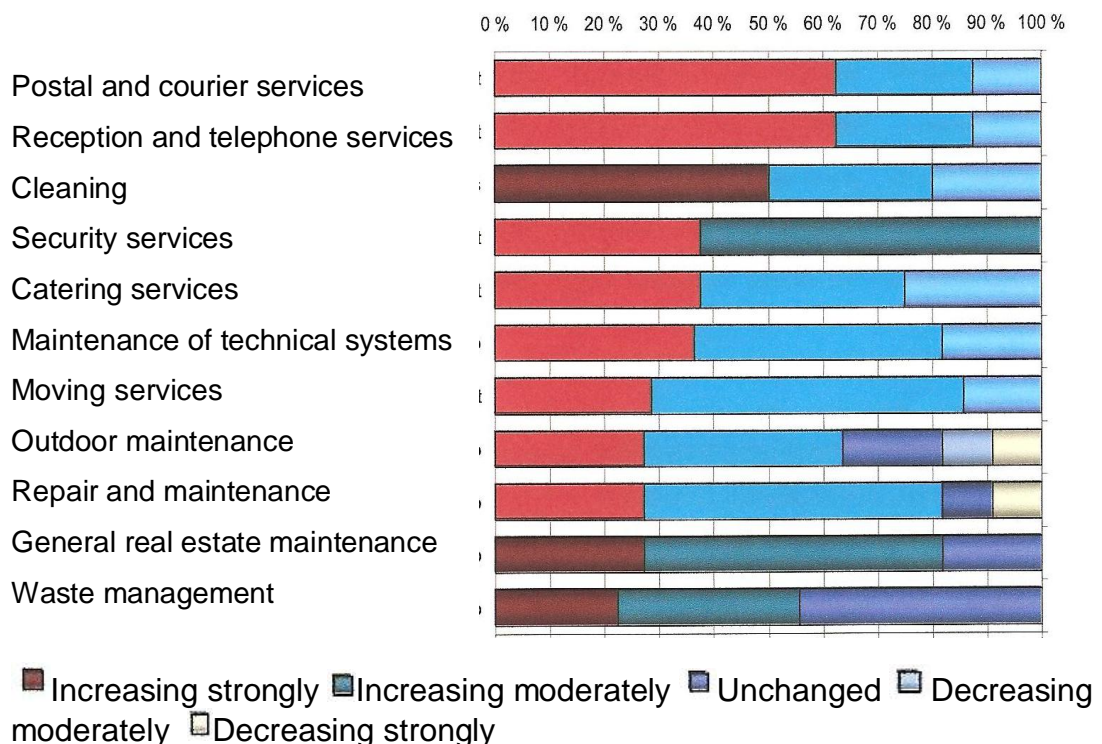
FIGURE 7. An estimate of the services turnover development during the next three years. (after Ollila 2007, 23.)

4.3 The Future

The Confederation of Finnish Industries (EK) examined the prospects of the Finnish service industry in their long-term anticipatory project Services 2020. The aim was to foresee the changes affecting the private service sector and its operational environment, and to evaluate the effects of these changes in the competence requirements of chosen fields: IT services, commerce, real estate services, accommodation and catering, financing and insurance, social services, and health care. The objective of the project was to help ensure futu-

re availability of competent and qualified human resources to Finnish enterprises. (Palvelut 2020 2006, 3-5.)

The changes in the operational environment were examined in terms of globalization, technological development and digitalization, networking, ageing, and inter-sector interfaces (op. cit., 8). In the following chapter the future changes that were brought up in the Services 2020 survey concerning real estate services and accommodation and catering are introduced. These aspects are likely to have an effect on the facility management market as well as on the facility management education. The future competence requirements for the employees working in the real estate services or accommodation and catering industries are introduced in chapter nine starting from the page 27.

5. FUTURE TRENDS IN REAL ESTATE AND HOSPITALITY INDUSTRY

5.1 Globalization

In the real estate services field the effects of globalization are expected to be only incidental, as the services are bound to a specific location and can thus be characterized as national, rather than international. The effects of globalization can be seen through the internationalization of company ownerships and the introduction of new service providers. The biggest Finnish real estate service companies will expand their operations also outside Europe, mainly through corporate acquisitions. These companies will also be responsible for exporting Finnish innovation and product development. The real property lifecycle, where the service provider is responsible for facility planning, construction, and maintenance for a determined time, is an example of a Finnish export product. Globalization will create new challenges for customer relationship management and new quality standards. (op. cit., 29.)

Globalization is important for the accommodation and catering field, and its significance will be heightened in the future. As the field is part of the tourism cluster the increased number of travellers has a positive effect on the Finnish

accommodation and catering industry. However, there is also demand for new innovations and business ideas in the global market. International cooperation is likely to increase, which will result in more standardized services. Customer needs will on the other hand become more uniform, and on the other hand more heterogenic. Environmental issues and sustainable development will become more important and more customers are likely to choose their services based on environmental factors. (op. cit., 35.)

5.2 Technological Development and Digitalization

Utilization of technology in the field of real estate services will be remarkable in the future. Technology is used as a tool to increase productivity as it enables operational management of service processes regardless of time and place. The use of technology enables the standardization of service processes and changes the interaction between the service provider and the customer. Some services will become automated whereas with others the significance of personal contact will increase. (op. cit., 29–30.)

In the accommodation and catering field the service process itself will remain as the most important success factor. Technology is used to support the interaction between the staff and customer. The industry is a pioneer in e-commerce with the majority of sales, marketing and reservations handled through the Internet. Electronic customer data is utilized to develop personalized and customer oriented services. Product and service solutions are individually built based on the information given by the customer. Technology is used to create better services and more effective processes but hospitality cannot be automated. (op. cit., 36.)

5.3 Networking

In the future, networking will be common especially between small and medium enterprises in the real estate services business. Networking increases the possibilities to concentrate on the primary functions and pragmatics. On

the other hand, this changes the responsibilities of the service provider by both content and extent. Real estate services are mainly outsourced. The concept of partnership is used to strengthen cooperation and improve the end results. (op. cit. 30.)

Company networks will tighten in the accommodation and catering industry. Partnerships both within the industry as well as between different branches of businesses will become more common. Networking results in the increased use of brands and franchises. The largest Finnish franchises will network internationally. Companies operating under a global brand receive many benefits and synergy advantages, these include for example management systems, distribution channels and quality criteria. (op. cit., 37.)

5.4 Ageing

Ageing will affect the real estate services industry in four different ways: the population ages, buildings age, customers' staff ages, and real estate service companies' own staff ages. The ageing of the population results in the rise of service demand. As customers become older the services become more personalized. The ageing of buildings influences the industry substantially as it increases the needs for maintenance and repairs. There is also a growing demand for new workforce as the older employees retire. (op. cit., 30–31.)

The ageing population will form an important clientele potential for the accommodation and catering industry. They are able and willing to use more services from this sector. Leisure travelling will increase in the future and the ease of travel will also increase the desire for the elderly people to travel. The consumption habits of the ageing population will be individual by their nature, which requires the industry to introduce more tailor-made services and products. Services are more often marketed specifically for the elderly. The quality standards for the services will change as customers become more demanding. The risen quality standards and the search for new experiences change the service structure. Customers look for guided services and pampering as well as moderately priced daily services, such as lunch delivery service. (op. cit., 38.)

5.5 Conclusions – Future Trends in Real Estate and Hospitality Industry

Globalization will affect the catering and accommodation industry immensely, whereas the effects on the real estate services branch are likely to be only moderate. The technological development and digitalization will bring major benefits to the real estate service industry as the new tools and software speed up the operational management processes. Although the progress of technology will support the service processes in the accommodation and catering field it will not displace the importance of actual staff-customer relationships. Companies in both business branches are likely to network and form partnerships also with other business sectors. In the accommodation and catering industry networking with global brands will be common. The ageing population will challenge especially the real estate services industry as there is a threat that there will not be enough competent workforces in the future. Both industries are likely to get new business opportunities as the ageing customers need more versatile and specialized services.

6. FM STUDIES IN FINLAND

Education in facility management is offered in four different Finnish universities of applied sciences as a degree programme, subject-related studies or as a specialization line (Koulutusnetti). The contents of the study programmes vary but they all prepare students for the management positions in the service industry. In the following chapter all the Degree Programmes are introduced briefly, followed by a more specific description of the studies in Jyväskylä University of Applied Sciences.

Laurea University of Applied Sciences offers facility management as a specialization line in their Degree Programme in Service Management. The extent of the studies is 210 ECTS credits and the standard time needed for studying is 3,5 years. Laurea uses a "Learning by Development" development-based

learning model in their teaching. (Laurea University of Applied Sciences.)

Turku University of Applied Sciences offers specialization study modules in Facility Management for students in the Finnish Degree Programme in Hospitality Management. The length of studies is 210 ECTS credits and students graduate on the average in 3,5 years. (Turku University of Applied Sciences.)

Pirkanmaa University of Applied Sciences offers Facility Management as a specialization line in their Degree Programme in Service Management. Studying takes place by applying the problem-based learning method. The extent of the studies is 210 ECTS credits and the standard time of studies is 3,5 years. (Pirkanmaa University of Applied Sciences.)

Jyväskylä University of Applied Sciences offers Facility Management both in Finnish and in English. Facility Management is a specialization line in the Degree Programme in Service Management. The extent of the studies is 210 ECTS credits and the standard time of studies is 3,5 years. In the English Degree Programme in Facility Management the studies focus on facility management within the tourism and hospitality industry. The extent of the studies is 240 ECTS credits and the standard time of studies is 4 years. (Jyväskylä University of Applied Sciences.) In this Bachelor's Thesis we focus on the Degree Programme in Facility Management and for the working life correspondence of the study curriculum.

7. FM STUDIES IN JYVÄSKYLÄ UNIVERSITY OF APPLIED SCIENCES

The Degree Programme in Facility Management prepares students for executive and consulting jobs in the area of facility management, especially within the tourism and hospitality industry. In addition to courses in management, business, languages, communication, and cross-cultural skills, the students graduate with an individual composition of professional studies in facility management and tourism and hospitality. The emphasis of the studies is on ent-

repreneurship and sustainable business operations in international operation environment. Typical job titles of graduates include Facility Manager, Cleaning Manager, Hotel Manager and Entrepreneur. (Jyväskylä University of Applied Sciences.)

Jyväskylä University of Applied Sciences is the only Finnish school of tourism and services management that offers studies in Facility Management in English. It is also the only school that specializes in Facility Management within the tourism and hospitality sector.

7.1 Study Structure

The students of Facility Management graduate as Bachelors of Hospitality Management (Finnish Restonomi AMK). The length of studies is 240 ECTS Cr - approximately four years. The studies comprise of basic studies, professional studies, elective studies, internship, and final thesis.

The basic studies orientate the students to studying and give tools for it. The basic studies consist of three study modules: orientation studies, language and communication studies, and other basic studies. After orientation studies students are able to study at university of applied sciences level and have the basic knowledge of the most common desktop applications. During these studies they also learn the basics of facility management and the service industry. The language and communication studies provide the students with the proper communication tools to manage in working life. The other basic studies deepen the students' understanding of the facilities operations as well as tourism and hospitality.

Professional studies comprise of business and management studies, professional specialization studies, and tourism and hospitality studies. Until 2004 students were able to choose either Facility Management (FM) or Consumer Communication (CC) as an area of expertise. The management studies enable the students to analyze, plan, develop, and manage the working processes in business. The specialized professional studies deepen and diversify the

students' understanding of the field as well as its analysis and development. The tourism and hospitality management module prepares the students for lower or higher managerial levels in the tourism and hospitality industry. After the module students are able to manage and develop hotel operations.

During the elective studies students broaden and expand their knowledge and know-how. The students are also able to choose courses from other universities of applied sciences in Finland or abroad. The students are recommended to choose these studies beyond their fields of study.

Internship usually takes place during the third study year. The work placement period should be completed abroad in a field-related organization. The purpose of the internship is to give the students an insight to the work methods of the organization. During the internship students analyze and observe the operations of the organization.

The bachelor's thesis trains the students for research, critical work, and creative thinking. The project gives them the opportunity to deepen their professional knowledge and realize development plans for their professional field. Before starting on their thesis the students are obliged to complete methodological studies that prepare them for searching and applying information, implementing research methods, and reporting on the findings.

8. PROFESSIONAL KNOWLEDGE AND WORK-RELATED QUALIFICATIONS

8.1 Classification of Qualifications According to Väärälä

Väärälä's classification of qualifications is widely used in research concerning education. Väärälä divides qualifications into five different categories. These qualifications are formed from a relationship between the individual and the boundaries set for work by the society (Väärälä 1995, 47). Productive-technical qualifications (1) describe the professional know-how and competences which are essential in the day-to-day activities. These qualifications

refer to the technical conditions and qualification demands. (op. cit., 44.) Motivational qualifications (2) reflect the employee's personal characteristics rather than their craftsmanship. These are often considered as somewhat permanent personal qualities and do not reflect professional skills. These personal characteristics include e.g. commitment to work, motivation and goal setting. Compliance qualifications (3) describe the employee's ability to adapt to the demands of the work, e.g. working hours and the pace of working. These can in some cases also be described as negative qualifications as work processes demand a certain level of tolerance. (op. cit., 45.). Socio-cultural qualifications (4) reflect the employee's social skills in the work organization and in customer relationships. These skills include, for example, communicational skills, teamwork skills and customer service skills. In today's working life these qualifications are of the utmost importance. (op. cit., 46.) The fifth and final qualification category, innovation qualifications, describes the skills that are needed in developing the work processes and products. These skills include e.g. the ability to evaluate and develop one's own work. (op.cit, 46–47.)

8.2 Competences

The level of readiness that a bachelor of hospitality management has upon his graduation to meet the needs of working life is highly dependant on two interactive components: the capacities the student already had when entering the degree programme and the capacities the education has provided him with. As expertise can be defined to comprise capacities, motivation, expectations and experiences combined with theoretical knowledge provided by education, it is evident that the fundamentals and goals of students in universities of applied sciences vary greatly. Because capacities are always individually formed, professional know-how should be viewed as a personal trait. (Kuusenmäki 2006, 3.)

Competences can be defined as broad individual capacities that describe an individual's validity, potentials and abilities to perform professional tasks. These comprise individual knowledge, skills and attitudes. In the Finnish universities of applied sciences competences have been divided into two categories: generic and subject specific. The generic competences provided by a bache-

lor degree level education in a university of applied sciences are: learning competence, ethical competence, communication and social competence, development competence, organizational and societal competence, and international competence. These form the basis for operating in the working life, for collaboration, and for developing one's expertise. (Arene, 2006.)

The competence requirements for a bachelor of hospitality management are meant to represent a graduate's areas of expertise (Kuusenmäki 2006, 24). The subject specific competences for the degree programme in facility management are:

- service-mindedness
- service systems
- service management
- business know-how
- service environments for service management
  (Fränti, Antikainen, Diov, Kylmälä, Laasanen, 2006.)

Service-mindedness can be seen as the fundamentals for anyone working in the service sector. Understanding of the nature of services as well as the principles of consumer behaviour form the basis for profitable and customer oriented service provision. Knowledge on the health and safety issues that concern the industry as well as the aesthetic and ethical perspectives also fall under the service-mindedness topic.

Competences concerning service systems include service planning, production and development. The graduates should have skills to adjust services to accommodate the needs of different kinds of operating environments. They should also have the ability to define, manage and evaluate service processes, including organization, management and work development.

Service management competences relate to operational management skills. Planning, implementing and evaluating one's own and the work community's daily activities are vital in order to ensure effective use of human resources.

Business know-how encompasses the understanding of commercial aspects as both an entrepreneur and an employee. It includes the ability to assess different operating methods and customer relationships in terms of financial results and competitiveness as well as the effective use of networks.

Competences concerning service environments for service management include understanding of the different operating environments and their impacts on the service sector. Attention is also given to the responsibilities concerning financial, social, environmental and cultural aspect in service production and management and their effects on the service users, the environment and the society.

8.3 The Dutch FM Competences

During the early 1980's the Dutch universities of applied sciences formed a Body of Institutions of Higher Professional FM-education (LOOFD) and decided to start offering undergraduate level facility management degree programmes. Today, there are several universities offering a major facility management programme in as well as numerous minors or FM-related specializations areas. In all Dutch universities of applied sciences, except for one, Facility Management studies belong to the Business Administration competence area that contains various FM related educational programmes. (European Facility Management Conference 2006, 257.)

All universities of applied sciences in the Netherlands have adopted a competence-oriented type of education. The competences for the FM degree programmes have been defined based on the environmental influences affecting the profession in the near future. These aspects, gathered by LOOFD from national and international FM conferences and publications as well as contacts from the industry are: FM and Entrepreneurship, Globalization of the FM market, ICT, Real Estate, Residence, Care and welfare, Mobility, Park management, Public Private Partnership, Contract management, and Environmental requirements. (op. cit., 258–261.)

The working party determined to adopt six competences belonging to the Business Administration competence area, two competences that are applicable to all competence areas and one specific competence characteristic for the facility manager. The nine competences are presented in the table 1 below.

TABLE 1. FM Competences in the Dutch universities of applied sciences (European Facility Management Conference 2006, 261-265)

COMPETENCE	RESPONSIBILITIES
1. Initiating and creating facility products and services, autonomous and entrepreneurial, on behalf of the organization	- is acquainted with developments in the organization's core business area - follows the trends and technological developments in the field of FM - is able to apply relevant theories and systems to develop facility products and services - acknowledges both internal and external market needs - contributes to the (financial) success of the organization
2. Developing views on changes and trends in the external environment and developing relations, network groups and chains	- acknowledges, analyzes, and is up to date with the changes in the environment relevant to FM - makes use of both the organization's network and external networks of information sources - develops a personal view
3. Analyzing strategic problem areas, translating into objective and alternative options and preparing for decision-making	- translates the organization's strategic policy into a strategy for the facility organization - develops, executes, evaluates and correct the strategic and operational policies and communicates these with all the parties involved
4. Applying human resources management in the light of the strategy of the organization	- develops a HRM policy and applies the corresponding tools - applies HRM principles in own leadership style

5. Organizing, controlling and improving business- or organization processes	- the essential, daily, core activities of the facility manager and consists of:
	   - design
	   - control
	   - improvement

6. Analyzing financial and juridical aspects, internal processes and the business- or organizational environment to enhance the relationship and interaction	- creates and controls budget - makes make-or-buy decisions concerning the facility services and products - negotiates and makes contracts with suppliers and clients
7. Developing, implementing and evaluating a change process	- responsibility for the activities that aim at improving the effectiveness and increasing the efficiency of the facility organization
8. Social and communicative competence (interpersonal, organizational)	- co-operates in a professional environment and participates in the discussion on the objectives and design of the organization - communicating effectively at all levels
9. Self-controlling competence (intrapersonal, practitioner or professional)	- directing and regulating own personal development - reflecting and accepting responsibility for one's behavior - developing a professional attitude - contributing to a further professionalism of the FM industry

9. CORRELATION BETWEEN EDUCATION AND WORKING LIFE

9.1 Background

Increasing the level of correlation between education and working life was the main purpose of the University of Applied Sciences Reform (Konkola 2003, 10) that took place during the 1990's. Laaksonen (2006) refers to Lampinen's (1995) argument, that compared to the academic and scientific approach of universities, universities of applied sciences are intended to be committed to the working life and its development (Laaksonen 2006, 5). Ideally universities of applied sciences tender their operating regions with a competent workforce

and ensure durable, international and competitive processes that relate to the production, spreading and usage of new information (Stenström, Laine & Valkonen 2005, 13).

In her study Korhonen (2000) refers to Rauhala's (1998) theory where the relationship between education and working life are divided into three basic trends: (1) technological-functional , where the needs of the industry are assumed to be definable and education is seen as a subjugate to working life; (2) education as a means for personal and social growth, where the qualification demands are seen as ambiguous and the focus is set on interaction and on the opportunity to develop the working life through education; and (3) Bourdieau´s conflict theory, where education is seen to produce permanent and formal qualifications that are used as a criteria for employee selection but in reality lack content. (Korhonen 2000, 68.) As the education system will never be able to provide all the contents needed in working life, studies should focus on the basic skills that are indispensable for a student to master in his profession (Stenström et al 2005, 91). Unfortunately, research on the subject has revealed that graduates have been disappointed with the qualifications they have received from their education (Stenström et al 2005, 4).

When evaluating the performance of a university of applied sciences, one of the most important criteria is how well the studies have met the needs of the field, i.e. it is important to find out if the graduates found jobs within their own area of expertise (Stenström et al 2005, 3). The results on this contradict somewhat with the students' views on their own qualifications. Stenström and others (2005) found in their research that the majority of graduates from universities of applied sciences had a position that corresponded with their degree (Stenström et.al. 2005, 89). Still they perceived to have learned many of the essential skills needed in their profession only through work experience (op. cit., 4).

It is evident that a true correlation between education and working life cannot be achieved without collaboration. Korhonen (2000) emphasizes the fact that the collaboration between schools and the industries cannot comprise of the students' training and thesis but must be continuous (Korhonen 2000, 6).

Keeping up with the fast-changing competence requirements of the working life is challenging, but good relations with the working life improve the students' chances of finding employment that corresponds with their education (Stenström et al 2005, 91).

In her study Korhonen (2000) found a clear conflict between the students' appreciation of collaboration with working life and the actual level that it is used in the studies (Korhonen 2000, 80). The teachers that participated in the survey identified three key obstacles for efficient collaboration with businesses: (1) lack of time and resources, (2) difficulties in creating and maintaining continuous relations, and (3) the benefits for businesses and the use of their resources (op. cit. p.82). The Finnish education system can be defined as very school-oriented (Tynjälä, Välimaa & Murtonen 2004, 27). Perhaps, this model of thinking reflects on the relations with working life with the focus being set mainly on the benefits for the schools and students. Collaboration should have instant benefits for all the participants (Korhonen 2001, 74), otherwise justifying the use of businesses' time and resources is, to say the least, challenging.

The universities of applied sciences create their own curricula for the degree programmes they provide (Valtioneuvoston asetus ammattikorkeakouluista 15.5.2003/352, 6 §). This serves the regional operation purposes but it arouses questions about the correspondence of degrees between schools: what can an employer expect when he hires, for example, a bachelor of hospitality management? As degree curricula are becoming similar in content and students are able to obtain knowledge on parallel fields and the qualification demands at least in the private sector are becoming looser, it has become more difficult to forecast the graduates' work paths. This is particularly true in the"generalist" fields where a profession that would meet the education exactly does not exist (Suutari 2003, 4-11). This of course creates challenges for the universities' of applied sciences degree planning and development.

9.2 Future Competence Requirements Concerning FM

The Services 2020 study (see page 13) together with Tulevaisuusluotain, another long-term project conducted by the Confederation of the Finnish Industries, gathered significant data concerning the future competence requirements of the studied fields (Palvelut 2020, 3). In this chapter the competence requirements concerning the real estate services and accommodation and catering are discussed.

According to the study, service skills will become the most important competence requirements both in the real estate service and the accommodation and catering sector. Especially customer service skills and the ability to identify and anticipate customer needs are considered indispensable. In addition to service skills, employees are expected to posses co-operation and team-work skills, compliance skills, problem-solving skills, and the capability to share their knowledge with co-workers. (op. cit., 32–33, 39)

In the real estate service sector employees are seen as corporate representatives and the importance of skilful staff will be highlighted because of the increase in competition and changes in contract management. Versatility and language skills are appreciated at every employee level. Managers are needed to accurately identify and forecast customer needs. Service management and HRM combined with co-operation skills will be highlighted compared to other service sectors. At the managerial and consulting level service skills are strongly connected to business and sales proficiency. The merging of the business branches will change the boundaries between the service sectors. Due to these changes co-operation and team-work skills are highlighted. (op. cit., 32–33.)

In the accommodation and catering field the jobs require practical skills and aesthetic know-how. Customer service skills, sales skills, and interaction skills are also appreciated. As in real estate service sector, managers in the accommodation and catering field are needed to accurately identify and forecast customer needs. Networking skills together with utilization and management of partnerships are vital for people at the managerial and consulting level. The success in customer interaction determines the company's position in relation to its competitors. Managerial skills, motivating staff, and strive for common

goals can be considered as major success factors. (op. cit., 39–40.)

10. THE RESEARCH

In the following chapter the development project is introduced. In the first chapter the research question is shortly presented. In the second chapter the chosen research method is explained. In the third chapter the survey is presented. In the fourth chapter the way in which the survey was executed will be further explained.

10.1 Research Question

The aim of this development project was to research the degree programme in Facility Management (MFA) that is instructed in English in the School of Tourism and Services Management at Jyväskylä University of Applied Sciences. The aim of the research was to study how the degree programme's curriculum corresponds to the needs of working life from the viewpoint of the MFA graduates and to facilitate the planning of the offered studies in the future.

The research was targeted to the MFA graduates who have finished their studies in the degree programme during the years 2002–2006 and who specialized in facility management. The research focuses on the MFA-degree programme graduates' employment; work tasks; the competences needed in the positions they hold, and how their education corresponds to the needs of working life. The research was assigned by the School of Tourism and Services Management. A similar research has been conducted on the Degree Programme in Services Management in the spring of 2007 by Aaron Aalto and Samppa Haapaniemi with the topic Toimitilajohtaminen – kokemuksia koulutuksesta ja työelämästä.

10.2 Research Method

A research is systematic action that strives to increase knowledge (Holo-painen & Pulkkinen 2004, 15). Researches can be either theoretic or empiric in nature. Theoretic research can often be described as basic research as it is conducted without any practical end in mind. Instead, the objective is to advance knowledge and theoretical understanding of a subject. Empiric research, on the other hand, has a practical goal and can thus be described as applied research. (op. cit., 17.)

There are two methodologies in scientific empiric research: qualitative and quantitative. Qualitative research methodology encompasses a number of interpretive research methods (Metsämuuronen 2003, 162), but always aims to describe reality in a holistic matter (Hirsjärvi, Remes & Sajavaara 2000, 152). The material for the research is collected in a natural environment and in real situations by using qualitative research methods such as theme interview or observation. The target group is chosen expediently and the research plan can be altered during the process to better suit the circumstances. In qualitative research all cases are treated as unique and the results are interpreted as such. (op. cit., 155.)

The roots of quantitative research are in natural sciences and it is very much based on deduction and sense perceptions. The methodology emphasizes the universal laws of cause and effect. In quantitative research a universe, for which the results must apply, is first defined. As it is often not possible to research the entire universe, a representative sample is taken from the target group. (op. cit., 129.) In quantitative analysis the arguments are based on numbers and their statistical relationships. The data is presented in a matrix where all specimens are given values with different variables. (Alasuutari 2001, 34.)

Traditionally researchers have strived to separate the two methodologies from each other by creating generalizations of their research approaches. In practice it is difficult to make a clear distinction between them as the concepts are somewhat vaguely defined. Nowadays many researchers would like to end the confrontation between qualitative and quantitative methodologies as they can also be seen as complimentary to one another. (Hirsjärvi et al 2000, 123–

125.)

10.3 Execution

Our research was executed as a survey and a combination of both quantitative and qualitative research methods. We chose to conduct a survey as it is an efficient way to gather information from even a large target group. As our universe was only 40 people we decided to do a census, rather than take a sample from the population. The questions were derived from the theoretical base and the study guides from the years 1997-2002. (See Appendices 4 and 5) Most of the questions in the survey were structured (e.g. multiple choice, Likert scale) so that they could be analyzed quantitatively. Open ended questions were also included in order to give the respondents the opportunity to explain and complement their answers.

The questionnaire was created by using the survey form design program Digium Enterprise. Digium is a Finnish software service company that provides tools for collecting information through Internet or mobile networks and analyzing the data. The Digium Enterprise program is easy to use, effective and flexible software for creating and implementing surveys. The program also includes a comprehensive selection of tools for analyzing and reporting the results and generating summaries from the response data. (For more information please visit http://www.digium.fi.)

The first intention was to send the invitation to take part in the survey to the target group via e-mail, but as the e-mail addresses in the alumni register were not up to date this plan had to be abandoned. Instead, street addresses from the alumni register were listed for us by the alumni office. The addresses had been updated by the office in parts during 2006 and 2007. As we were not able to send the invitation via e-mail it became necessary to simplify the web-address of the survey for it would have been quite troublesome to write correctly on the Internet browser's address row. Mikael Viitasaari from the School of Tourism and Services Management was kind enough to create an Internet address especially for our purposes which enabled the use of a letter invita-

tion.

An invitation to take part in the research was sent by mail to 40 FM degree programme graduates in the addresses provided by the university's alumni register. The letter contained a description of the research and its purpose, as well as the Internet address to the questionnaire. The recipients were given ten days to take part in the survey. After the first deadline only four responses were returned. Because of the small number of respondents a sms-reminder was decided to be sent to all whose phone numbers were listed. Phone numbers were obtained from the Population Register Centre and Fonecta national directory assistance. A total of 26 phone numbers were acquired while 14 numbers were unavailable because the information was outdated or the numbers were undisclosed.

After the first sent reminder only two more replys were received. A second reminder was sent, also via sms, to all available numbers. As a result, two more responses were received. This adds up to a total of eight respondents. As the addresses from the alumni register had not been recently updated it is quite possible that some of the letters did not reach the recipients in a timely matter, if at all. This means that out of our first target group of 40 we can be fairly certain to have reached 26 graduates. Based on these numbers our response rate was 31 percent.

11. THE RESULTS

11.1 Background Information of the Respondents

All of the respondents chose facility management as their area of expertise in the Degree Programme in Facility Management and Consumer Communication Jyväskylä University of Applied Sciences. The respondents have graduated from the programme between the years 2003 and 2006. Four of the respondents graduated in 2005, two graduated in 2004, one graduated in 2003 and one in 2006.

The total number of respondents to the survey was eight, of which two (25 %)

were male and six (75 %) were female. The average age of the respondents was 29 years. The majority of the respondents were Finnish, one respondent had dual citizenship and one was a citizen of another Nordic country. All of the respondents currently resided in Finland, mostly in towns or cities in southern and central Finland. The majority of the respondents had a high school degree or had completed matriculation examination prior to the studies in the university of applied sciences.

All of the respondents except for two are employed at the moment. One of the respondents is currently a full-time student and the other is working part-time and studying at university of applied sciences level for another bachelor's degree. The graduates were currently working for example as cabin crew for an airline, in a university of applied sciences as an international affairs secretary, in a bar as a duty manager, as a product manager in a business service company, and as a freelance cook. The responsibilities that they mentioned to have in their current position included such as:

- taking care of the passengers and safety related issues,
- documentation and organizing trainings, events and meetings,
- taking care of finances, work schedules and orders,
- human resource management duties, forecasts and hands-on management.

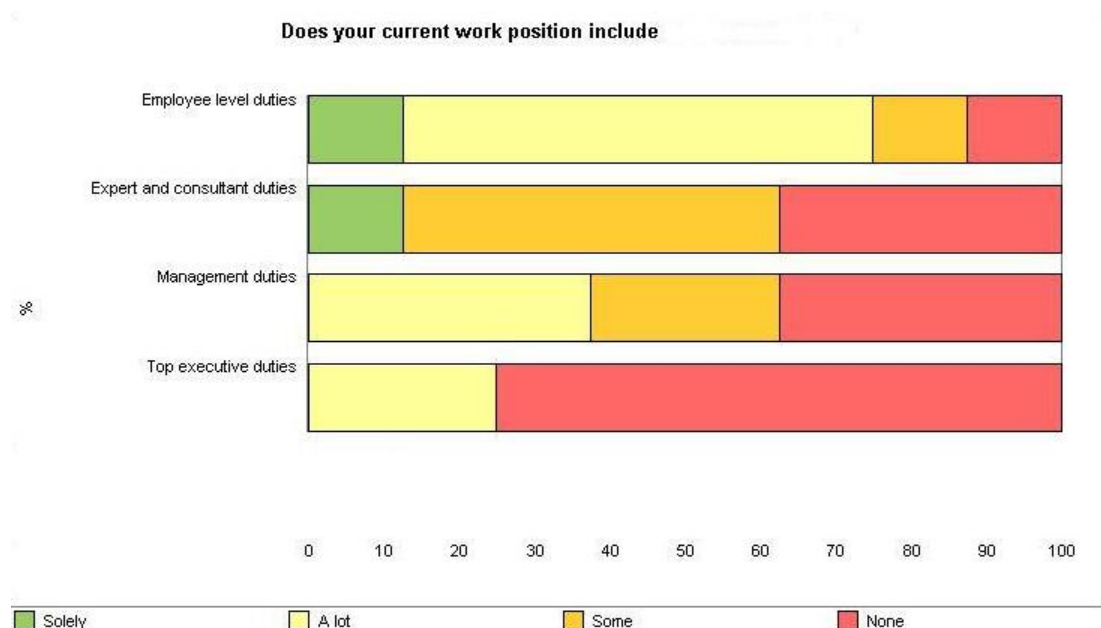**Does your current work position include**

FIGURE 8. Distribution of different duties in the current work position

From the figure above (Figure 8) one can see that 63 percent of the respondents work a lot at employee level duties. 50 percent of the respondents have some expert and consultant duties. The figure also shows that 38 percent of the respondents work a lot at the management level duties and the same percentage does not have management duties at all. 75 percent of the graduates do not have top executive duties at all. None of the graduates work solely in the management or top executive duties.

The respondents' previous work positions included for example head waitress, receptionist for a security company, office clerk, tourist guide for a destination management company, saleswoman for a hotel chain, cook, and personal assistant. The durations of employment had been mainly short-term, ranging from three months to two and a half years. The majority of the respondents had had at least three jobs after graduating from the degree programme.

11.2 Evaluation of Different Study Areas in the Degree Programme

The respondents were asked to evaluate how well the different study areas of the Degree Programme in Facility Management had equipped them for the working life. The scale given for the evaluation was from 1 to 4 with 1 being "poorly" and 4 " very well". The different study areas were divided into six smaller groups and after each group the respondents were asked to comment on the topics.

TABLE 2. How well the respondents felt different study areas of FM had equipped them to the working life.

	N	Minimum	Maximum	Mean
Communication and social skills	8	2	4	2,75

Language skills	8	1	4	3,00
Understanding customer needs	8	2	4	2,75
Service production	8	1	3	2,25
Service planning and development	8	1	3	2,38
Service management	8	2	4	2,63
Managing business processes	8	1	3	2,13
IT skills	8	1	3	2,13
Facillity technology	8	1	3	1,88
Building management	8	1	3	1,88
Space planning	8	1	3	1,88
Marketing	8	2	4	2,75
Financial knowledge	8	1	3	2,13
Entrepreneurship	8	1	3	2,25
Ergonomics	8	2	4	2,50
Environmental knowledge	8	1	4	2,63
Catering	8	1	4	2,38
Clearing & maintenance	8	1	4	1,88
Tourim principles and practices	8	1	4	2,63
Front office operations	8	1	3	2,00
Event management	8	1	3	2,00
Valid N (listwise)	8			

The respondents were quite satisfied with studies related to communication and social skills. The mean rate given to this study area was 2,75 and 63 percent rated it as a 3 or 4. The respondents commented mostly positively the studies related to communication skills and considered especially the exchange period to have benefited these skills. The level of satisfaction to studies related to language skills was more deviated as some of the respondents felt that the studies had prepared them poorly to the working life. One of the respondents felt that the programme did not improve her language skills at all, and a few commented that there should have been more English courses. One of the respondents has to use English daily at work and felt that the programme had equipped her with good writing and speaking skills. The satisfaction to the programme's preparation to understanding customer needs was fairly good with the mean rate being 2,75. The comments to this section were somewhat contradictory to the rates given by the respondents. One teacher received praise but comments in general were rather negative. One respondent felt that understanding customer needs can only be learned through real service situations and cannot be acquired from school. One respondent was

disappointed to the fact that there had not been a customer service course included in the curricula.

The respondents were fairly satisfied with courses that involved service production. The mean rate given to this study area was 2, 25. The mean rate given for studies related to service planning and development was 2,38. The respondents mostly commented that there should have been more courses related to this subject and that the ones given were rather insufficient. The same comments were given to the studies related to service management for which the mean rate was 2,63. From this section managing business processes and IT skills received the lowest scores from the respondents with both having the mean rate 2,13. Many respondents would have liked more practical information on these subjects.

The mean rates given for the studies related to facility technology, building management and space planning were all 1,88. One of the respondents was extremely disappointed with one of the courses related to facility technology as she felt that students who had no prior experience in working in a kitchen had a clear disadvantage for completing the assignment. One respondent commented that there should have been more studies related to these topics organized in Jyväskylä and that she felt that there was no specialist in facility management in Jyväskylä.

The mean rate given for marketing studies was 2,75, for studies related to financial knowledge the mean rate was 2,13 and for entrepreneurship studies the mean rate given was 2,25. One respondent was very satisfied with these study areas and thought that the courses given at the School of Business were better planned and taught than the ones in the School of Tourism and Services Management. One respondent felt that the entrepreneurship studies were insufficient as she had not gained any knowledge on how to start a company. Two respondents felt that they did not receive enough financial knowledge to manage finances in working life.

The mean rate given for ergonomic studies was 2,50, for environmental knowledge the rate given was 2,63, for catering the mean rate was 2,38 and

for cleaning and maintenance studies the mean rate was 1,88. All except one respondent were not satisfied with cleaning and maintenance studies but they did not give any explanation for their dissatisfaction.

The mean rate given for tourism principles and practices studies was 2,63 and for both front office operations and event management the mean rate was 2,00. One respondent thought that at least one front office program should have been taught thoroughly as employers look for employees who already master the needed software. Two respondents felt that there should have been more courses on both front office operations and event management. One respondent thought that there should have been more practical information on event management. Many respondents felt that there were enough studies related to tourism. One respondent mentioned that there were too much tourism studies as she felt that they are not really related to FM unless you go into hotel business.

11.3 Evaluation of the Most Important Skills Needed in Working Life

The respondents were asked to evaluate which skills that they learned in the degree programme they have found the most useful in working life. The following were mentioned:

- financial management,
- HR skills,
- language skills,
- service management skills,
- communication skills,
- IT skills,
- customer skills (marketing),
- catering,
- management,
- team work,
- practical work,
- international skills,
- networking.

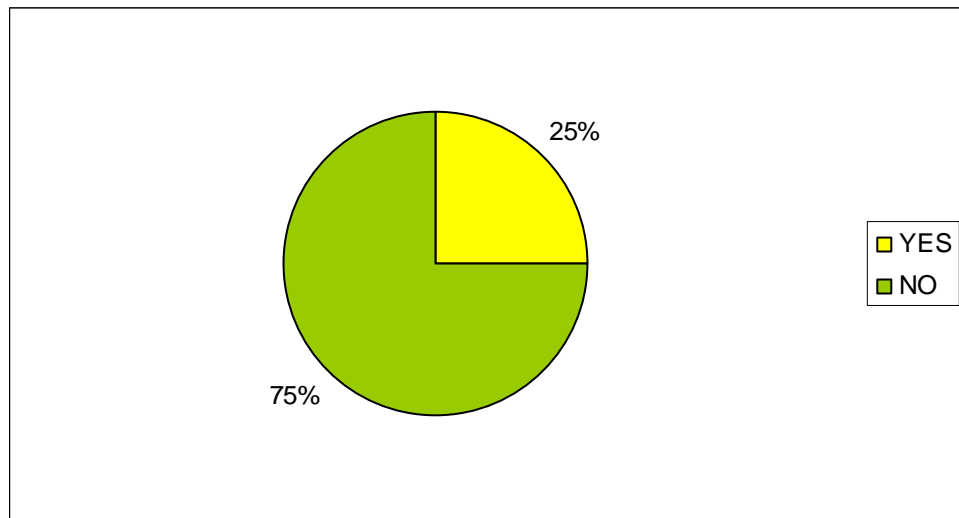## 11.4 Satisfaction to the Specialization Courses of Facility Management

FIGURE 9. The satisfaction to the courses specializing in facility management.

75 percent of the respondents said that they were not satisfied with the courses that specialized in facility management. (See Figure 9) The specialization studies were seen as too fragmented and poorly executed. One respondent commented that as much as 50 percent "…of the courses were useless." One respondent commented on another question that basically the entire class had been disappointed with the studies, and one evaluated that the Finnish Degree Programme in Services Management provided at Jyväskylä University of Applied Sciences is more professional and therefore gives better tools for the working life. Many stated the teachers as the reason for dissatisfaction. The teachers were described as unmotivated and insufficient in both professional knowledge and language skills. The negative feedback on teachers was concentrated on those working at the School of Tourism and Services Management, whereas teachers from the School of Business as well as guest lecturers were complimented. In general, many felt that there were not enough specialization studies and that they were disappointing in content. All in all, many found the courses organized by the School of Business and Hanzehogeschool more satisfactory than those provided by the School of Tourism and Services Management.

11.5 The Usefulness of Different Study Methods
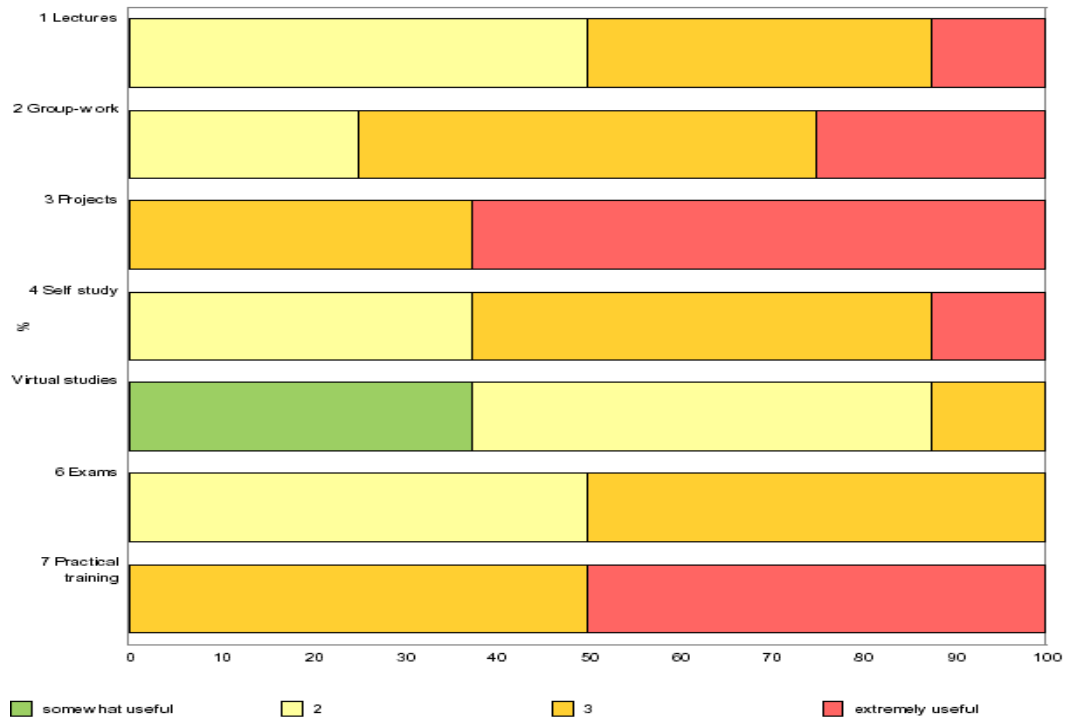
FIGURE 10. The respondent's evaluation of the usefulness of different study methods.

The respondents evaluated projects and practical training to be the most useful study methods. (See Figure 10) Most highlighted the importance of group work and practical exercises in their comments. One of the respondents felt that the fact that she had completed her practical training abroad had helped her get to her current place of employment. Many respondents recognized the differences in individual preferences and stated that all study methods should be used.

11.6. Respondents Evaluation of Practical Training

The majority, 75 percent, of the respondents completed their practical training abroad. Surprisingly many of the respondents felt that the practical training did

not have a real effect on their professional development despite the fact that they in a previous question they had evaluated the training as one of the most useful ways of studying. One respondent commented that the school should pay more attention on where students are allowed to complete their training and also help students find suitable places for the training.

11.7 Facility Management in Working Life

The respondents were somewhat divided when they were asked whether the fact that they had completed their studies in English had affected their chances for employment. Some felt that it had helped them get to their current position whereas some felt that the degree of Bachelor of Hospitality Management as such was enough in Finland. However, most respondents stated that for those aspiring to work abroad the study language might make a difference.

Most of the respondents said that their current employer was not previously familiar with the term facility management. A few mentioned a request for the school to increase marketing towards and cooperation with the facility service industry.

11.8 Respondents Views on Study Curriculum

The graduates were also asked whether they felt that there were any study areas missing from the degree programme that they feel would have been essential in the working life. Three of the respondents stated that there were no study areas missing per say, but some were taught insufficiently. The things that they felt would have been beneficial to study were such as contract and employment legislation, management, entrepreneurial and environmental studies. Some respondents also wished that there had been more practical exercises.
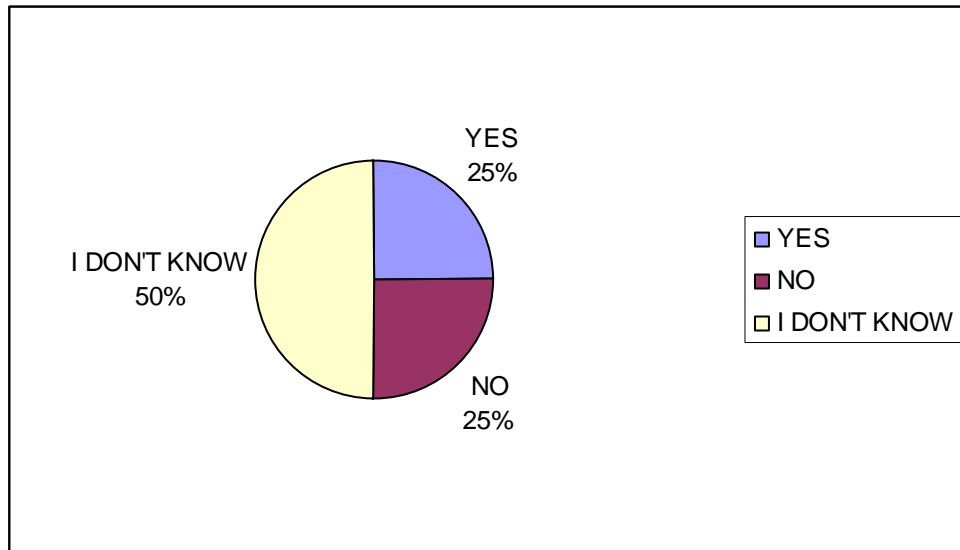
FIGURE 11. Is there a market for Facility Management degree programme graduates in the tourism and hospitality industry?

11.9 The Need for Facility Managers in Tourism and Hospitality Industry

Most of the respondents were not able to evaluate whether there is a market for Facility Management degree programme graduates in the tourism and hospitality industry. (See Figure 11) Many said that the job market might be better abroad but felt that at the moment the concept of facility management is still fairly unknown in the Finnish industry. Two of the respondents felt that the duties of facility manager are still often divided between different managerial positions.   One respondent commented that abroad the profession of facility management is generally better known, but is rarely used in the context of hospitality industry. One respondent said that many of his former classmates have been or still are struggling to find a position in the tourism and hospitality industry that would correspond with their degree.

11.10 Respondents Ideas for Improvement of the Study Programme

Some of the respondents felt that there should be more practical assignments included in the studies as these would give the students better understanding

on the requirements of the working life. One of the respondents felt that the school should investigate what kind of needs the working life has for facility managers and plan the studies accordingly. She also commented that it would be beneficial for the students to have a clearer picture of the job opportunities in the industry and the school could assist in this by collecting job adver-tisements for the students to see. One respondent felt that the studies should concentrate more on specific FM-related areas, as the large variety of spe-cialization studies makes it difficult to gain enough knowledge on a certain subject. Most of the respondents gave rather general ideas for improvement but one stated that studies in real estate management, building management, logistics and service management would improve the degree programme.

12. CONCLUSIONS AND REFLECTION OF THE STUDY

The graduates of the Degree Programme in Facility Management were fairly critical when evaluating the degree programme's correspondence with the needs of the working life. However, the most important skills the respondents felt they had obtained from the degree programme are very similar to those defined by Tulevaisuusluotain as the future competence requirements for the industry. This can be seen as a positive implication of the correspondence to the needs of the working life. Graduates felt that they had gained good lan-guage skills and international skills from the education. These can be seen as vital competences in the tourism and hospitality industry due to the effects of globalization. The exchange study period as well as the practical training completed abroad can also be considered to serve their purposes well. The respondents were also mostly satisfied with the team work and communica-tion skills they had obtained in the degree programme.

The most concerning observation was that the respondents were not satisfied with the studies specializing in facility management. The respondents mainly thought that the specialization studies were too vague and did not concentrate enough on any subject area. This is clearly an area for improvement. It is clear from the answers that the graduates have been puzzled over the amount of specialization studies offered and feel that they in result have in fact not spe-

cialized in any subject. Also, even after graduation the students seem uncertain on how their degree can be applied in the tourism and hospitality industry. This could possibly be improved by a more thorough orientation period in the beginning of the studies which could also help the students plan their studies better.

The negative feedback given on the teachers can also be seen rather alarming. The main topic for dissatisfaction regarding the teachers was their poor English skills but the professional skills of the teachers were also questioned. Language skills of the teachers is an issue that should be addressed by the school since the quality of teaching should not be affected by the fact that the programme is taught in English.

Service skills are expected to become the most important competence requirement for both the real estate service and the accommodation and catering sector and should be further emphasized in the education. Many respondents would have liked to have more courses related to service production and planning. These competences will increase in importance as the clientele becomes more heterogenic and a larger variety of services is needed in order to gain a competitive advantage.

Many respondents would have liked to have more practical courses included in the studies and stated the use of practical projects as one of the ways the degree programme could be developed to better meet the needs of the working life. Based on these comments it would be beneficial for the School of Tourism and Services Management to consider improving the cooperation with the industry as the students clearly would like to have a more hands-on approach to certain study areas.

The theory base for our study was quite expansive. We feel we succeeded well in describing the profession of facility management and that the first part of the thesis could be used as an introduction for future facility management degree programme students. The literature concerning education, competences and qualifications served as good background information for the study but the theory was difficult to include in practise. In addition, printed sources in

English were quite difficult to find which meant that we mainly resorted to Internet sources for English language references. The use of Finnish prints was rather effortful as finding the corresponding English terms was time-consuming.

As the final number of respondents was very small, real generalizations cannot be drawn from this research. We were first under the false impression that the alumni register would have been up-to-date, but as this was not the case obtaining the contact information took much longer than we had expected and was also much more difficult. In the end we were able to reach only a small number of graduates belonging to our target group. This was a disappointment for us but as the schedule was rather tight at this point we were forced to settle with the responses that we had. However, as this is the first time that the graduates of the Degree Programme in Facility Mangement have been asked to evaluate the degree programme and its corresponce with the working life we feel that even the few comments obtained can be beneficial when developing the degree programme in the future.

We feel that it would be extremely important to research the companies in the area of facility management and find out their true expectations from the degree programme and its graduates. Only by researching the employers it would be possible to gain the true competence requirements for the industry. Education should reflect the needs of the working life and the industry's needs should be the base for planning and developing the degree programmes.

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APPENDICES

Appendix 1.

SUBJECT SPECIFIC COMPETENCES 04/2006
Degree programme in service management
Degree programme in facility management

Subject specific competences Degree Programme in Service Management Degree Programme in Facility Management	Description of the competence
Service-mindedness	▪ understands that hospitality is one of the central values and success factors of the sector. ▪ can provide healthy, safe and profitable services which promote customers' wellbeing. ▪ can take aesthetic and ethical perspectives into account when providing services (premises, service products, communications). ▪ is familiar with the principles of consumer behaviour and can make use of them in developing services.
Service systems	▪ can plan, produce and develop services to suit the needs of the operating environment. ▪ can define, manage and evaluate service processes (product planning, profitability, and organisation, management and development of work) ▪ can develop services using product development and commodification methods ▪ is aware of the safety requirements for the sector and can apply them to his/her own work.
Service management	▪ knows and understands company strategies and can make use of them in managing service operations. ▪ can plan, implement and evaluate his/her own and the department's daily supervisory management activities. ▪ can organise a work community and make use of the skills of individuals, teams and communities.
Business know-how	▪ can analyse customer relationships from the point of view of service development. ▪ understands the main concepts of business and has internalised the principles of a commercial approach. ▪ can predict the effect of alternative operating methods on financial results and competitiveness. ▪ can apply the principles of entrepreneurship, both as an entrepreneur and as an employee. ▪ can operate in, make use of and develop various kinds of networks.
Service environments for service management	▪ can assess the effects of purchases and services on service users, the environment and the society. ▪ can assume financial, social, environmental and cultural responsibility in producing and managing services. ▪ understands the significance of internationalisation, globalisation and different cultures for services and their development. ▪ is aware of the significance of his/her own and the organisation's operations from the point of view of regional development.

Appendix 2.

THANK YOU FOR TAKING THE TIME TO ANSWER OUR QUESTION-NAIRE!

This questionnaire is part of our final thesis assigned to us by the School of Tourism and Services Management of Jyväskylä University of Applied Sciences. The aim of the research is to study how well the education in the Degree Programme in Facility Management corresponds to the needs of the working life.

If you have any questions concerning the questionnaire or the research in general, please feel free to contact us!

Maiju Ala-Jääski   Hanne Kurki

maiju.alajaaski.mfa@jamk.fi   hanne.kurki.mfa@jamk.fi

Answering will take approximately 20 minutes.

Please press "next" to proceed to the questionnaire.

BACKGROUND INFORMATION
Questions 1-10

1. Gender

( ) Male
( ) Female

2. Age _____

3. Nationality _____

4. Current place of residence _____

5. Educational background

[ ] High school degree
[ ] Matriculation examination
[ ] Vocational school degree (please specify studyline below)
[ ] Which vocational degree? _____
[ ] Other, please specify _____

6. Year of graduation from the Degree Programme in Facility Management and Consumer Communication _____

7. Specialization

( ) Facility Management
( ) Consumer Communication

8. Work history after graduation from the Degree Programme in Facility Management and Consumer Communication (please mention three most relevant starting from the current employer: employer, job title, duration)

1 _____
2 _____
3 _____

9. Does your current work position include

	Solely	A lot	Some	None
Employee level duties	( )	( )	( )	( )
Expert and consultant duties	( )	( )	( )	( )
Management duties	( )	( )	( )	( )
Top executive duties	( )	( )	( )	( )
Other, please specify	( )	( )	( )	( )

10. Please mention a few responsibilities in your current job

_____
_____
_____
_____

11. Please evaluate how well the different study areas of the Degree Programme in Facility Management equipped you for the working life. Please feel free to explain your answers in the provided spaces.

	poorly			very well
1 Communication and social skills	( )	( )	( )	( )

	poorly			very well
2 Language skills	( )	( )	( )	( )
3 Understanding customer needs	( )	( )	( )	( )

Comments

_____
_____
_____
_____

	poorly			very well
4 Service production	( )	( )	( )	( )
5 Service planning and development	( )	( )	( )	( )
6 Service management	( )	( )	( )	( )
7 Managing business processes	( )	( )	( )	( )
8 IT skills	( )	( )	( )	( )

Comments

_____
_____
_____
_____

	poorly			very well
9 Facility technology	( )	( )	( )	( )
10 Building management	( )	( )	( )	( )
11 Space planning	( )	( )	( )	( )

Comments

_____
_____
_____
_____

	poorly			very well
12 Marketing	( )	( )	( )	( )
13 Financial knowledge	( )	( )	( )	( )
14 Entrepre-neurship	( )	( )	( )	( )

Comments

_____
_____
_____
_____

	poorly			very well
15 Ergonom-ics	( )	( )	( )	( )
16 Environ-mental knowl-edge	( )	( )	( )	( )
17 Catering	( )	( )	( )	( )
18 Cleaning & Maintenance	( )	( )	( )	( )

	poorly			very well
19 Tourism principles and prac-tices	( )	( )	( )	( )
20 Front office opera-tions	( )	( )	( )	( )
21 Event management	( )	( )	( )	( )

Comments

_____
_____
_____
_____

12. Which skills that you learned in the Degree Programme in Facility Management and Consumer Communication have you found the most valuable in working life? Please mention three most important ones.

1. _____
2. _____
3. _____

13. Were you satisfied with the courses specializing in facility management?

( ) Yes
( ) No

Please explain

_____
_____
_____
_____

14. Please evaluate how useful you found the following ways of studying

	somewhat useful			extremely useful
1 Lectures	( )	( )	( )	( )
2 Group-work	( )	( )	( )	( )
3 Projects	( )	( )	( )	( )
4 Self study	( )	( )	( )	( )
5 Virtual studies	( )	( )	( )	( )
6 Exams	( )	( )	( )	( )
7 Practical training	( )	( )	( )	( )

Please comment

_____
_____
_____
_____

15. Did you do your practical training abroad?

( ) Yes
( ) No

16. How did the practical training affect you professional development?

_____
_____
_____
_____

17. In your opinion, how has the fact that you completed your studies in English affected your chances for employment?

_____
_____
_____
_____

18. Was your current employer previously familiar with the term facility management and the Degree Programme in Facility Management?

( ) Yes
( ) No

Please feel free to elaborate

_____
_____
_____
_____

19. Are there any study areas that were missing from the degree programme curriculum that you feel are essential in the working life?

_____
_____
_____
_____

20. In your opinion, is there a market for Facility Management degree programme gradutes in the tourism and hospitality industry?

( ) Yes

( ) No
( ) I don't know

Why? / Why not?

_____
_____
_____
_____

21. How should the Degree Programme in Facility Management be developed to better meet the needs of working life?

_____
_____
_____
_____

Appendix 3.

Dear Recipient,

We are two students from the Degree Programme in Facility Management at Jyväskylä University of Applied Sciences. We have been given the assignment by the School of Tourism and Services Management to study as our final thesis *how well the Degree Programme in Facility Management corresponds with the needs of the working life.*

The research is targeted to graduates from the Degree Programme in Facility Management and Consumer Communication who specialized their studies in Facility Management, and who finished their studies between the years 2002 and 2006.

We kindly ask you to participate in our research study as your experiences as a degree programme graduate are vital in order to successfully complete the study. The results will be used to develop the Degree Programme in Facility Management to meet the needs and requirements of the world of work.

The research is executed through a Digium-based questionnaire, which can be found from the following Internet-site:

www.tietokameli.fi/fm_survey

Please answer before Thursday the 3rd of April 2008!

Answering will take approximately 20 minutes. The results will be processed anonymously. The report will be published in electronic form on the Jyväskylä University of Applied Sciences Library's website during the summer of 2008 (http://www.kirjasto.jypoly.fi).

If you have any questions concerning the questionnaire or the research in general, please feel free to contact us!

Best regards,

Maiju Ala-Jääski   Hanne Kurki
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Appendix 4. Study guide 2001-2002, Jyväskylä University of Applied Sciences, Degree Programme in Facility Management and Consumer Communication

The fourth mark of the code with initial M:

1 = 1st phase compulsory studies   5 = 1st phase optional studies
2 = 2nd phase compulsory studies   6 = 2nd phase optional studies
3 = 3rd phase compulsory studies   7 = 3rd phase optional studies
4 = 4th phase compulsory studies

If the fifth mark of the code with initial M is a 4, the studies will take place in Groningen.
The last code for each subject area being a Z is an indication of the whole subject area to be quoted in the certificate.

BASIC STUDIES   35 Cr   (52.5 ECTS Credits)

The basic studies will orientate the students to studying and give tools for it. Revision studies are recommended for the students without the basic skills a certain course presupposes.

MFO00Z   ORIENTATION STUDIES   7 Cr   (10.5 ECTS Credits)

Code	Course	Cr	ECTS
ZWP001	Introduction to Polytechnic Studies	1 Cr	(1.5)
ZWP101	Computing	2 Cr	(3)
MWO100	Self Knowledge and Co-operation	2 Cr	(3)
MWO101	Production of Services	2 Cr	(3)

MFK01Z   LANGUAGE AND COMMUNICATION STUDIES   14 Cr   (21 ECTS Credits)

Code	Course	Cr	ECTS
MZCR21	Vocational Swedish (Finnish students) *or*	1 Cr	(1.5)
MZCR22	Vocational Swedish (Finnish students)	1 Cr	(1.5)
MZCE21	Vocational English *and*	1 Cr	(1.5)
MZCE22	Vocational English	1 Cr	(1.5)
MFP240	English or		
MFP241	English	2 Cr	(3)
ZWCCx2	Foreign Language		
ZWCCx1	Elementary German/French/Russian*/Spanish*		
	Italian* (x = S, F, Q, H, I)	2 Cr	(3)
	(*see Courses offered by the University Language Centre)		
MWPCD1	Elementary Dutch	2 Cr	(3)
ZWPCE1	English, part 1	1 Cr	(1.5)
ZWPCE2	English, part 2	1 Cr	(1.5)
ZWPCO1	Finnish (foreign students)	1 Cr	(1.5)
ZWPCR1	Swedish, part 1 (Finnish students)	2 Cr	(3)
ZWPCR2	Swedish, part 2 (Finnish students)	1 Cr	(1.5)
ZWPCV1	Communication Skills	2 Cr	(3)

MFO01Z   OTHER BASIC STUDIES   14 Cr   (21 ECTS Credits)

Code	Course	Cr	ECTS
MFF100	Energy and Appliances (FM)	2 Cr	(3)
MFF101	Facility Technology, Practical (FM)	1 Cr	(1.5)
MFF102	Building and Accommodation (FM)	1 Cr	(1.5)
MFK100	Fundamentals of Consumer Studies (CC)	2 Cr	(3)
MFK101	Mass Media and Publications (CC)	2 Cr	(3)

Code	Course	Cr	ECTS
MFO100	Job Orientation	1 Cr	(1.5)
MFP100	Ergonomics	2 Cr	(3)
MFR100	Food Safety	1 Cr	(1.5)
MFR101	Nutrition	2 Cr	(3)
MFY100	Cleaning and Hygiene	2 Cr	(3)
ZWCCV1	Cross-cultural Communication	2 Cr	(3)

PROFESSIONAL STUDIES   85–112 Cr   (127.5–168 ECTS Credits)

The professional studies consist of Business and Management Studies and of Professional Specialisation Studies along with those of Tourism and Hospitality. The management studies will train the students to analyse, plan, develop, and manage working processes in business. The specialised professional studies emphasise the understanding of the regularities of the fields, as well as their analyses and development. By choosing optional studies the students can deepen and diversify their professional knowhow.

MWL20Z   CORE BUSINESS STUDIES   12 Cr   (18 ECTS Credits)

Code	Course	Cr	ECTS
MFB100	Financial Accounting	2 Cr	(3)
MFB101	Marketing	3 Cr	(4.5)
MFB102	Entrepreneurship and Organisations	2 Cr	(3)
MFB103	Management Accounting	3 Cr	(4.5)
MFB110	Management of a Service Business	2 Cr	(3)

PROFESSIONAL STUDIES, SPECIALISATION

In the Degree Programme in Facility Management and Consumer Communication the students can specialise in Facility Management or Consumer Communication. Tourism and Hospitality will act as an interface between these two special lines. The students will do 45–56 Cr, 67.5–84 ECTS Cr, in the subject areas chosen. The Basic Core Studies (34 Cr, 51 ECTS Cr) serve as an orientation to the field and also prepare the students for the future specialisation studies.

In all the stages of the learning process the students will be involved in projects they have the necessary skills for. The subject areas in the special professional studies, and Tourism and Hospitality are divided into four different stages.

In the first stage of the learning process the students will get acquainted with different operations in the field, as well as with the basics of the subject fields. Here the emphasis is on understanding the main characteristics and activities of the fields.

In the second stage the students will get acquainted with developing, managing, and planning of the operational level of the activities. The central areas of learning also include membership of the learning organisation, team and project work, and creativity.

In the third and fourth stages, the main emphasis lies on practical applications of management, strategic development, product development: of services including internship. The students will get acquainted with research work, with putting their personal strengths into use, and with organisational co-operation in their own fields of specialisation as well as in Tourism and Hospitality. Finally, the students will sum up their experiences of the internships into a dissertation by means of the theoretical framework given by the research studies.

Appendix 5. Study guide 2001-2002, Jyväskylä University of Applied Sciences, Degree Programme in Facility Management and Consumer Communication

MWF20Z FACILITY MANAGEMENT 45–52 Cr (67.5–78 ECTS Credits)

Facility Management supports the core business operations in companies and organisations by seeing to essential services like catering, reception, accommodation, cleaning and maintenance, safety and security, information, workplace design and financial consulting, evaluation and innovation.

Code	Course	Cr	ECTS
IEL006	Green Logistics	2 Cr	(3)
MFB240	Business Simulation	1 Cr	(1.5)
MFB241	Management Systems	2 Cr	(3)
MFB242	Managing People	3 Cr	(4.5)
MFB243	Managing Skills - Managing	1 Cr	(1.5)
MFB244	Managing Skills - Culture / Business	1 Cr	(1.5)
MFB245	Strategic Management	3 Cr	(4.5)
MFB246	Accounting	1 Cr	(1.5)
MFF240	Catering 1	2 Cr	(3)
MFF241	Project Facility Management	5 Cr	(7.5)
MFF243	Building Process	2 Cr	(3)
MFF244	Space Planning	1 Cr	(1.5)
MFF245	Building Installations/Control - theory	2 Cr	(3)
MFF246	Building Installations/Control - practice	2 Cr	(3)
MFF247	Facility Process Analysis	1 Cr	(1.5)
MFF301	Facility Management Special Project	2 Cr	(3)
MFF400	Facility Management in a Lodging Company	4 Cr	(6)
MFF500	SFM Credit (Hanzehogeschool)	1 Cr	(1.5)
MFP242	Strategic Communication	1 Cr	(1.5)
MFR241	Policy Paper	1 Cr	(1.5)
MFR300	Catering 2	3 Cr	(4.5)
MFS246	Law and Contracts	1 Cr	(1.5)
MFT240	Information Technology	2 Cr	(3)
MFY240	Cleaning/Maintenance	2 Cr	(3)
MFY303	Real Estate Maintenance	2 Cr	(3)
MFY510	Man and Environment	2 Cr	(3)
MFY610	Programmes for Planning Cleaning Services	2 Cr	(3)

MWK20Z CONSUMER COMMUNICATION 45–56 Cr (67.5–84 ECTS Cr)

Consumer Communication studies prepare the future professionals for the planning and development of consumer services, with the position of the consumer as the starting point. In guidance studies the emphasis is on communication theories and guidance activities in the society. The students will deepen their knowledge through various projects.

Code	Course	Cr	ECTS
MFK200	Consumer Groups and Qualifications	2 Cr	(3)
MFK203	Guidance Techniques	2 Cr	(3)
MFK205	Consumer Activities and Empowerment	2 Cr	(3)
MFK206	Practical CC Project	2 Cr	(3)
MFK207	International Consumer Affairs	2 Cr	(3)
MFK208	AV-Media	2 Cr	(3)
MFK240	Communication Theories	2 Cr	(3)
MFK242	Target Group Oriented Communication	1 Cr	(1.5)
MFK243	Media in Communication	1 Cr	(1.5)
MFK244	Media Merry-Go-Round	2 Cr	(3)
MFK245	Communication Plan	10 Cr	(15)
MFK300	Consumer Research and Product Evaluation	3 Cr	(4.5)
MFK301	Public Relations in an Organisation	2 Cr	(3)
MFK400	Entrepreneurship & Consumer Services	2 Cr	(3)
MFK402	E-Commerce	4 Cr	(6)
MFK500	Design for an Exhibition	2 Cr	(3)
MFK510	Practical Realisation of an Exhibition	2 Cr	(3)
MFK520	Consumer Behaviour, a Multi-Disciplinary View	2 Cr	(3)
MFK700	Euromodule for Consumer Education	5 Cr	(7.5)
MFS240	Influencing Behaviour	2 Cr	(3)
MFY200	Waste Management and Guidance	2 Cr	(3)
MFY302	Environmental Aspects in Consumption	2 Cr	(3)

MWM120Z TOURISM AND HOSPITALITY MANAGEMENT 24–36 Cr (36–54 ECTS Credits)

Code	Course	Cr	ECTS
MFM100	Tourism Principles and Practices	3 Cr	(4.5)
MFM102	Geography of Tourism	3 Cr	(4.5)
MFM200	Consumer Behaviour within Tourism	2 Cr	(3)
MFM300	Tourism and Environment	2 Cr	(3)
MFM301	Front Office Operations	2 Cr	(3)
MFM303	Marketing of Tourism and Hospitality	2 Cr	(3)
MFM400	Hotel Services and Operations	4 Cr	(6)
MFM403	Congress Services	3 Cr	(4.5)
MFM404	Innovative Products in Global Tourism	3 Cr	(4.5)
MFM500	Social Versatility of Tourism	2 Cr	(3)
MFM520	International Etiquette and Wine Culture	2 Cr	(3)
MFM600	Tourism Grand Tour	2 Cr	(3)
MFM610	Management of a Tourism Company	3 Cr	(4.5)
MFR600	Service and Distribution Processes	3 Cr	(4.5)

MWR00Z RESEARCH STUDIES 4–8 Cr (6–12 ECTS Credits)

The methodological studies will prepare the student for research activities and dissertation.

Code	Course	Cr	ECTS
MFD240	Research Methods (FM) or	3 Cr	(4.5)
MFD241	Research Methods (CC)	2 Cr	(3)
MFD510	Dissertation Seminar	1 Cr	(1.5)
ZWPR01	Fundamentals of Academic Research	1 Cr	(1.5)
ZWPCV2	Academic Research Communication	1 Cr	(1.5)

ELECTIVE STUDIES 10 Cr (15 ECTS Credits)

Elective studies give the students possibilities to deepen and extend their knowledge and knowhow. These studies may include courses offered by the Polytechnic (various degree programmes, and the inter-disciplinary studies) or courses offered by any other polytechnic level educational institute in Finland or abroad (approved by the Programme Director). As a general rule, the students should select these studies beyond their fields of study (or schools).