



HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES
ANNUAL REPORT
2011





CONTENTS

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

HAAGA-HELIA STRATEGY, VISION AND ETHICAL PRINCIPLES



HAAGA-HELIA MISSION, VISION AND VALUE FOUNDATION

OUR MISSION

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

OUR VISION 2015

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

VALUE FOUNDATION

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

ECONOMIC FOUNDATION

Our operations are sustainable and profitable.

ETHICAL PRINCIPLES AT HAAGA-HELIA

FAIRNESS WE TREAT EVERYONE WITH FAIRNESS AND EQUALITY.

Respect our actions are based on respect for our own work and the work of others, diversity, other people, know-how and commonly agreed working methods.

RESPONSIBILITY

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

OPENNESS

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

COMMUNITY

Spirit Doing things together makes us happy. We also respect the smallest acts, loyalty, trust, caring for one another, possibilities for participation and responsible involvement.

PRESIDENT'S REVIEW



A YEAR OF SERVICE, SALES AND QUALITY

The development of Finnish higher education services continued. Over the course of the year, a reform was initiated regarding the system for universities of applied sciences and the pertaining legislation. However, this effort, which was the most significant reform of the past government term with regard to policies concerning institutions of higher education, began in a challenging economic climate, which involved requirements to balance public finances and make further savings. Internationally, the period's difficulties included the European Union's struggle with the debt problems of its member countries.

For HAAGA-HELIA, the operating year was the 20th anniversary of our educational activities as we received our first operating licence in 1991.

HAAGA-HELIA focused on executing its own strategy with determination. In 2011, comprehensive service and sales training and a related preparatory project to support competence certification were conducted in the service and sales profile area. Employers provided their strong support for incorporating service and sales competence into education and utilising it for the pur-

poses of defining competence profiles and assessing training needs in the labour market.

Our basic tasks – education, research, development and innovation – hinged on learning with an exploratory and developmental approach. The strong link education has to research, development, innovation (RDI) activities and learning by working was evident, for example, in the large number of initiated projects, theses and partner projects with companies. The agreement-based partner collaboration conducted with businesses involved 40 Finnish and international companies. HAAGA-HELIA is proud of each and every one of them!

HAAGA-HELIA was accepted as a member of the International Association to Advance Collegiate Schools of Business (AACSB). Once the auditing of the national quality system is complete, HAAGA-HELIA will aim for international quality certification.

Our international operations are active in many ways. In order to bolster our growth in the international education market, we established a subsidiary, HAAGA-HELIA Global Education Services Ltd, which focuses on the export of education. The export projects of the operating year were directed at Saudi Arabia, China, South Korea and Vietnam.

The financial result for the operating year was good. The result strengthened the solid foundation of our operations and our readiness for a worsening economic situation.

I would like to extend to the capable and experienced staff of HAAGA-HELIA, the entire higher education community and to our stakeholders my warm thanks for the past year and the result we achieved.

Helsinki, 12 March 2012
Ritva Laakso-Manninen

HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES



HAAGA-HELIA University of Applied Sciences provides education for professionals in business and services, and it researches and develops expertise and activities related to these domains.

Our fields of education are business, information technology, hotel, restaurant and tourism management, management assistant training, journalism, sports management and vocational teacher education.

EDUCATION AND EXPERIENCE

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

HAAGA-HELIA is the place to take bachelor's and master's degrees, to complete MBA programmes and specialisation studies, to obtain teacher education, and to participate in research and development. We also provide staff training for businesses and other organisations.

PRACTICAL INTERNATIONALISATION

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

2011 AT HAAGA-HELIA

- Service and sales were defined as HAAGA-HELIA's strategic focus areas, and we implemented an extensive service and sales education programme to meet the new needs.
- We established a separate subsidiary, HAAGA-HELIA Global Education Services Ltd., for the export of education.
- HAAGA-HELIA was accepted as a member of the International Association to Advance Collegiate Schools of Business (AACSB).
- We initiated over 30 new RDI projects targeted at the leading strategic areas. Our strategic focus areas are service concepts and sales expertise, new business applications, IT and entrepreneurship and new learning solutions.
- We invested in the development of entrepreneurship and growth companies by establishing the Start Up School to support and promote the initiation and development of actual business activities among students.
- Over the course of the year, we held several seminars and events, to which notable third-party speakers were invited. Service development expert Ron Kaufman and the founder of the Slow movement Carl Honoré, for example, took part in seminars organised by HAAGA-HELIA.

HAAGA-HELIA IN NUMBERS

- 10 600 students
- 500 outgoing exchange students and 350 incoming exchange students
- 200 partner universities
- 687 employees

KEY FIGURES

SCHOOL OF VOCATIONAL TEACHER EDUCATION

	2011	2010	2009
Appeal (applicants / admission quota)	3,8	4,0	4,1
Admission quota	310	310	310
Number of students	608	565	555
Degrees completed	297	302	314

BACHELOR'S DEGREES

	2011	2010	2009
PROGRAMMES FOR YOUTH			
Appeal (applicants / admission quota)	5,6	6,0	7,4
Admission quota	1739	1586	1586
Number of students	7124	6956	6990

PROGRAMMES FOR ADULTS

Appeal (applicants / admission quota)	3,4	4,3	3,5
Admission quota	512	473	463
Number of students	2197	2279	2190
Degree completed (youth and adults)	1518	1489	1487
Share of foreign degree students	11 %	10 %	10 %

MASTER'S PROGRAMMES

	2011	2010	2009
Appeal (applicants / admission quota)	2,0	3,5	4,5
Admission quota	145	135	135
Number of students	507	469	428
Degrees completed	88	84	73

INTERNATIONAL MOBILITY

	2011	2010	2009
Student exchange (over 3 months)	699	694	629
Workplacement abroad (over 3 months)	125	159	146
Expert exchange (less than 1 month)	552	514	469

JOB PLACEMENT

	2011	2010	2009
Employment rate of graduates*	86 %	84 %	87 %

RESEARCH, DEVELOPMENT AND INNOVATION ACTIVITIES

	2011	2010	2009
Commissioned theses	78 %	78 %	72 %
Publications	95	104	201
Share of external funding	56 %	55 %	46 %

* Compiled from HAAGA-HELIA graduation surveys, covering job placement of recent graduates. Survey response rates vary from 61-63 percent.

BUSINESS EDUCATION



CHALLENGES OF SOCIAL RESPONSIBILITY IN COMPANIES OPERATING IN PORTS



Our curricula and RDI activities take into account the perspective of responsible business operations. Business students have studied the challenges of social responsibility by interviewing various types of companies operating in the Port of Helsinki. The aim is to determine the challenges involved related to sustainable operations in the port, the themes regarding social responsibility that are currently considered topical, and the matters with regard to which the companies require more information or practical support. Interviews will precede a two-week intensive Erasmus course on responsible business that the students will attend in Rotterdam. In addition to HAAGA-HELIA students, the course will include students from four universities of applied sciences from Belgium, the Netherlands, Denmark and Turkey. Results will be obtained during 2012.

"It's been wonderful to notice that companies place importance on cooperation with students and educational institutions. Collaboration with professionals in the field always creates new perspectives into business-related matters," explains student Ville Salo.

THE REWRITING OF THE CURRICULA

In the Business and International Business programmes studies in 2011 were conducted according to new curricula. Students specialised in a particular area of business, in addition to obtaining extensive business competence.

The first students graduated from the Financial and Business Management degree programme. 25 students graduated from our Sales degree programme.

We also renewed the curricula for the master's level degree programmes. Students who obtain the master's

degree are professionals who are specialised in practical development tasks. The Entrepreneurship and Business Competence programme and the International Business Management programme deepen the student's professional skills in a wide variety of areas. They also develop the operations of the company or organisation supporting the student.

For those with a vocational qualification in business and administration along with extensive work experience, we provided a faster way to obtain a bachelor's degree in business.

BUSINESS EDUCATION PREPARES STUDENTS FOR EXPERT POSITIONS IN BUSINESS AND ADMINISTRATION. SPECIALISATION OPTIONS INCLUDE MARKETING, SALES, FINANCIAL ADMINISTRATION, STAFF ADMINISTRATION, LOGISTICS, BUSINESS COMMUNICATIONS AND INTERNATIONAL BUSINESS.



CERTIFICATES FOR SALES AND SERVICE SKILLS

Our goal is to work together with employers, and our students carry out projects for various organisations during their studies. Among these projects were developing brick and mortar businesses in Helsinki, corporate projects in the responsible business area, projects for developing marketing communications, developing a financing portal together with organisations in the field of financing, and the APV1 degree, which serves investment consultants.

We took part in a project aimed at anticipating skills in HAAGA-HELIA's sales and services area. On the basis of the project, we began developing studies so that the required levels of competence can be obtained. We also developed certificate indicators that can be used as proof of the required skills. In addition, we provided companies and other organisations with opportunities to develop the sales and service expertise of their staff.

We promoted entrepreneurship by offering students opportunities to encounter it during their studies. We also supported new entrepreneurs in their endeavours to start up their business operations.

We trained workplace-specific groups that function through the Open University of Applied Sciences. Among them, students of the OP Bank and City of Helsinki groups obtained a bachelor's degree in business.

Our Advisory Board convened four times and actively discussed the development of the curriculum.

AN EVIDENT NEED FOR COSMOPOLITAN PROFESSIONALS

Among the central development targets were the Double Degree programmes and diverse cooperation with key partner institutions of higher education. Our anticipatory efforts have revealed a need for cosmopolitan professionals. Therefore, we provide a good basis for the students: a multicultural operating environment, education in English, exchange programmes, international work placement and international projects.

We prepared the international student week for spring 2012 and the IMDA (International Management Development Association) conference, which will be held in Helsinki.

Our staff have developed their expertise by continuing their studies, participating in conferences in Finland and abroad, completing practical training periods in companies and participating in various development projects with companies. They have also taken language tests.

HOTEL, RESTAURANT AND TOURISM MANAGEMENT EDUCATION



CREATING AN AIRPORT OF TOMORROW



The FutuAeroPORT project is developing Helsinki Airport into an airport of tomorrow. Hospitality Management (master's degree) and Experience & Wellness Management students participated in developing ideas for a new restaurant area, various lounge areas and two new Eat & Joy farmer's shops. A new mobile phone payment system (digital voucher) was created with Select Service Partners (SSP). SSP provides café, restaurant, lounge, conference, kiosk and shop services at the airport.

"The students' enthusiastic and professional approach to developing something new and changing the operating environment has helped us to complete projects successfully," says Kalle Ruuskanen, the Managing Director of SSP Finland.

"We achieved our goal and created an appealing and functional lounge area of the future, so we are eagerly waiting for new projects to be sent our way," explains student Eva Loippo-Sännälä.

NEW PATHS FOR HOTEL, RESTAURANT AND TOURISM SERVICES

In 2011, we implemented competence-based RPL (Recognition of Prior Learning) practices for the beginning and end phases of studies. We designed and implemented specialisation options for second-year Hospitality Management studies. We also renewed the curricula in the Service Excellence study programme and multi-disciplinary programmes for adults. Our unit produced 217 Bachelors and Masters in Hospitality Management.

We held two Certified Hospitality Educator workshops and four Hospitality Leaders Clubs. The themes were future business strategies, the travel resort of tomorrow, developing luxury services, and Russian tourists. The Trusted Alumni operations were established as part of our guidance activities.

THE HAAGA CAMPUS FOCUSES ON THE HOTEL, RESTAURANT AND TOURISM FIELDS. THE DEGREE PROGRAMMES PROVIDE GOOD PREMISES FOR WORKING, I.A., IN MANAGEMENT AND SUPERVISOR POSITIONS, AS A CHEF AND IN VARIOUS EXPERT, PLANNING AND DEVELOPMENT DUTIES.



DIVERSE RESEARCH PROJECTS

We organised the Tourism Changes the World seminar for tourism industry professionals. In the Augmented Reality project, we opened new paths for the development of the tourism industry: we increased awareness of the possibilities of augmented reality and planned pilot solutions for the international marketing of tourism services.

Two of our projects focused on studying sales in the hotel, restaurant and tourism industry. In the New Approaches to Service Encounters project, we examined the capability of restaurants to develop their sales activities, and in the Sales 24/7 project, we developed a new multi-channel sales and marketing medium. Based on the results of the InnoCatering project, we constructed a test area in a student cafeteria.

We took part in studying and developing the service worlds and restaurant concepts of Helsinki Airport. We also initiated new practices to promote entrepreneurship among students.

In Suomenlinna, we continued our brand-building efforts with the business owners in the area. The workshops gathered 40 Suomenlinna partners to work on a shared future goal. This draft of Suomenlinna's brand identity was available for use by the students during the spring. The work resulted in a new exhibition, guided tour and conference packages that provide unique experiences.

NUMEROUS INTERNATIONAL EVENTS EACH YEAR

Approximately 30 teachers took the IELTS language test. We renewed the double degree agreements with NHTV Breda, IMC Kremsin and IUA Bad Honnef. In January, students took part in the Young Hoteliers competition in Lausanne, and in February, they participated in the Career Day event held by the Kempinski hotel chain in Munich. For adult students, we provided a one-week intensive course in France. In September, we organised a European Day of Languages seminar at our Haaga location.

Two staff members and one student presented two academic papers at the EuroCHRIE (The European Council on Hotel, Restaurant & Institutional Education) conference in Dubrovnik.

In the academic year 2011, our unit operated as a Silver partner of ICHRIE – The Hospitality and Tourism Educators Association.

BUSINESS AND TOURISM EDUCATION, PORVOO UNIT



DEVELOPMENT PROJECTS IN COMPANIES IN THE EASTERN UUSIMAA REGION



During 2011, various development projects were conducted with local companies in Porvoo and the Eastern Uusimaa region. Nearly 200 business students from different years participated in the projects integrated into the teaching.

Companies commissioned the students to conduct cost estimates, development tasks concerning logistics and operational management, analyses of international markets, and projects related to the globalisation of certain companies. In addition, a study covering 86 companies was conducted on business processes.

The comments that the entrepreneurs have provided on the results of this work have been extremely positive. In fact, all entrepreneurs who received the international market analysis in the autumn of 2011 wanted to continue the cooperation.

"The actual real-world assignment motivates students to surpass themselves," explains Lecturer Anette Kairikko.

NEW PREMISES, NEW LEARNING METHODS

The operating year began with great expectations as we moved to our new facilities on the Porvoo Campus. The building and our new curricula represent a new kind of thinking and use of space, which enable learning that is oriented towards research and development. Our operations and the use of the new premises can be described with concepts such as transparency, openness and encounters. In this way, we want to promote learning together and sharing expertise.

The first on-campus events aimed at third-parties were the international Encounters – Bridging Learners conference and the Porvoo Works event. The conference adhered to the format and thematic content of the first conference held in 2008. Approximately 100 experts in business and research gathered under the same roof to contemplate the nature of learning with regard to the wellness and tourism industry, for example. The aim was to develop service competences for the next generation. The successful event will be held again in 2013.

THE PORVOO CAMPUS OFFERS TOURISM AND BUSINESS STUDIES IN FINNISH, SWEDISH AND ENGLISH. IN THE DEGREE PROGRAMME IN BUSINESS, STUDENTS CAN SPECIALISE IN INTERNATIONAL COMMERCE AND MARKETING, CORPORATE FINANCIAL ADMINISTRATION OR SMALL BUSINESS ENTREPRENEURSHIP. IN THE DEGREE PROGRAMME IN TOURISM, IN TURN, STUDENTS CAN SPECIALISE IN SALES AND CUSTOMER SERVICE, TRIP ADMINISTRATION, TOURISM SERVICE DEVELOPMENT AND EVENT ORGANISATION.



SUPPORTING EMPLOYMENT OPPORTUNITIES AND WELLBEING AMONG YOUNG PEOPLE

The purpose of the Porvoo Works event was to alleviate the fears young people have with regard to working life and to increase awareness about the myriad of possibilities. At the event workshops, our students and staff members met with young people in upper secondary education and some 30 corporate representatives. The event was coordinated by the Symbio Living Lab project.

This ESF project aims to create a new kind of user-oriented product development model for the area. The result will be events aimed at children and adolescents that improve wellbeing, and events that encourage entrepreneurship among creative young people.

TIGHT COOPERATION WITH THE REGION'S COMPANIES

During the operating year, we implemented dozens of working life-oriented projects integrated into our education. For example, business students were commissioned by businesses in the area to conduct cost estimates, development tasks concerning logistics and operational management, analyses of international markets, and projects related to the globalisation of certain companies. They also conducted a study of business operating processes that included 86 companies.

The ERDF-funded VIDICO progressed as a Digital Campus subproject. In September, Sulava Oy was tasked with implementing an entirely new type of digital platform, which we wanted to use to bring together the Porvoo Campus and the employer's in the region. The purpose of the platform called LeaP is to distribute our project activities among interested partners.

Both the advisory boards supporting the unit's operations emphasised securing its operational requirements and particularly continuing Swedish-language education to cater to regional needs. Organisations and public bodies highlighted the matter in an exemplary way through statements and comments directed at state authorities.

INFORMATION TECHNOLOGY EDUCATION



THE SERVICES OF ARABIANRANTA ON A TOUCH SCREEN



Art and Design City Helsinki Oy (ADC) is coordinating the development of the Arabianranta district as a residential area of the future, an innovative environment for new companies and the campus area of seven institutions of higher learning and other schools. HAAGA-HELIA and ADC created an informative indoor guidance solution for the area: a touch screen, which is intended to increase awareness of the services in the area. The software was created by two of HAAGA-HELIA's Information Technology students. The screen can be used to search for information on the district and receive directions on how to get to places. The touch screen supplement's the areas guidance system pilot.

"The screen works in five languages and has been a hit. In eight months, it has been used by 18,000 people. Possibly the most successful aspect of the solution is the virtual art tour. Visitors don't need to step outside in poor weather. They can enjoy the art in the district and still keep their feet dry," say Project Manager Sari Snellman of ADC.

STRONG EDUCATION IN ICT

Our field is developing rapidly and the role of ICT is becoming more prominent in other areas as well. The status of the leading provider of ICT education in Finland requires the active development of education and operating models.

In the development of our Information Technology, Information Systems and Business Information Technology degree programmes, the emphasis is on high-quality learning and the efficient progression of studies. Among other measures, we implemented an active study guidance model and multi-disciplinary study methods, increased measures to support graduation and improved the efficiency of guidance on writing theses and work placement.

In order to expand our selection, we prepared an English-language Master's level degree programme in cooperation with our corporate network. The focus of this programme is on increasing collaboration between business and ICT in an international environment. We were actively involved in the development of education in the field and we, for example, coordinated the development of student selection and application tests on a national level. We also invested in improving the image and appeal of the field.

ACTIVE RDI AND EMPLOYER COOPERATION

Cooperation with companies and partner organisations is a cornerstone of our operations. The focus areas of our development efforts are new service concepts and sales expertise, new business applications and operations, and new learning solutions.

THE DEGREE PROGRAMME IN INFORMATION TECHNOLOGY TRAINS PROFESSIONALS FOR THE INFORMATION TECHNOLOGY SECTOR. SPECIALISATION OPTIONS INCLUDE SOFTWARE DEVELOPMENT, ONLINE MULTIMEDIA, COMMUNICATIONS NETWORKS AND ENTERPRISE APPLICATIONS.



Here are some examples of our business-oriented cooperation: an evaluation of the R&D activities between the company's Finnish and Indian units for Basware Oyj, and a Remote Control Room business analysis, which was prepared in collaboration with strategic expertise clusters ICT SHOK Tivit and Fimecc. We were involved in the planning of ICT SHOK Tivit's new Service programme and prepared a market analysis concerning mobile technologies.

In order to develop new solutions we established, for example, the Softala and System Workshop learning environments and continued the development of the process laboratory, future working environment and the innovator workshop. One focus of the Pasila Living Lab project, which supports multi-disciplinary learning, was utilising touch screens in local business operations.

In addition, we developed remote work tools for innovation processes as part of the Aalto University's TEKES project, initiated a work pair model concept to improve the employment opportunities of international students and examined the future competences of services and sales in the field of ICT.

We engaged in active cooperation with Accenture, IBM, Logica and Sovolto. The collaboration included events, theses, study projects, work placements and lectures. We also took part in the programmes of Altova, Apple, Cisco, IBM, Microsoft and Oracle, and in SAP's Academy-programmes.

Our students established several businesses and received guidance from business incubator and innovator services. In order to develop business ideas, we participated in many idea competitions and were involved in the AMK-TULLI programme.

GENUINELY INTERNATIONAL

Our field is extremely international as the companies operate in international markets around the world. We engage in collaboration with approximately 30 foreign institutions of higher education, in addition to international companies. For example, we negotiated on initiating international cooperation with regard to the implementation of the Information Systems Management degree programme and the initiation of new collaboration involving intensive week-long courses. Furthermore, our students and teachers participated in exchange programmes, conferences and fairs such as the CeBit event.

MANAGEMENT ASSISTANT AND JOURNALISM EDUCATION



THESIS ASSISTS MANAGEMENT IN STRATEGIC EFFORTS



Management assistant student Helena Sarelahti completed her thesis in cooperation with Eero Kukkola, Eilakaisla's Senior Vice President in charge of strategy. They examined Eilakaisla's strategic process, its best practices and problem areas and identified development targets. Sarelahti also interviewed the company's employees.

"I learned a great deal about strategic work. Completing the thesis increased my professional competence and provided an excellent opportunity to apply knowledge gained through education in practical tasks. "The most important conclusion I came to is that a company's day-to-day operations are the most essential element in implementing a strategy, and dialogue between the employees and the management is indispensable," says Helena Sarelahti

DEVELOPMENT TO MATCH THE CHANGING WORKING LIFE

To us, work life-related projects are an important form of cooperation with stakeholders. Management assistant students specialising in communication and marketing took part in working life projects that focused on the development of branding and corporate communication, for example. Management assistant students also completed working life projects in foreign languages. Over the course of the year, our students organised 40 corporate events. We continued researching the work and organisational role of an assistant by conducting interviews studies in customer companies.

Journalist students were involved in the projects of some 40 clients. The aim was to identify development targets in the client companies and ensure that our education programme would develop in line with changing working life.

We began preparation of competences-based evaluation criteria for courses. The aim was to describe each student's competence level in such a way that the employer would get a picture of the actual skills of the persons who complete the course.

We also initiated the student counselling development project From Admissions to Alumni Activities. The aim was to find student counselling practice that would

STUDENTS IN THE DEGREE PROGRAMMES IN MANAGEMENT ASSISTANCE AND LANGUAGES TAUGHT IN FINNISH AND ENGLISH WILL GRADUATE AS MANAGEMENT ASSISTANTS. THE UNIT ALSO PROVIDES A DEGREE PROGRAMME IN JOURNALISM, FROM WHICH STUDENTS WILL GRADUATE WITH THE PROFESSIONAL COMPETENCE REQUIRED IN JOURNALIST WORK.



reduce drop-outs and expedite graduation. During the year, 188 of our unit's students graduated, which exceeded the set goal.

We conducted a study on the need for further education that would be subject to a separate charge. Based on the results, we organised pilots for paid further education events on languages and customs. We also piloted educational export by organising the first paid training for a group of foreigners.

Our staff participated in international seminars, conferences and other events. 132 students completed an exchange programme abroad. In addition, a group of journalist students visited the EU Parliament in Brussels as part of a course. A total 26 students completed practical training periods abroad. We also deepened our connections to the international quality network of management support professionals (EUMA).

WHAT IS THE FUTURE OF JOURNALISM?

We acquired the Neo editorial system, which will enable the journalism degree programme to better develop courses on writing and visual journalism into something more like simulators imitating the actual work of a journalist.

In the future editorial project, we studied the editorial processes of magazines, new digital distribution platforms such as the iPad and the effects of technology on storytelling in reality television, among other things.

We also developed a suitable online format for small publications. In addition to creating a concept for a small publication, we developed our own online publication [tuima.fi](#). The study portion concerning story-telling in reality television was conducted in cooperation with 11 European institutions of higher education and the European Journalism Training Association (EJTA). We participated in EJTA's annual meeting in London and in EJTA's student projects.

A SEMINAR BRINGING STUDENTS AND PROFESSIONALS TOGETHER

We organised our first journalism seminar, which brought together journalism students and professionals in the field. The keynote speaker was Nick Davies, a journalist for *The Guardian*.

We held a *Studia Generalia* lecture series on magazine journalism in collaboration with Aalto University. The lecturer was Sammie Johnson, an internationally-esteemed professor of journalism from the United States.

We also organised the six-part *Saabisu Studia -Japanica* lecture series on Japanese cultural and business relationships, which was open to the public. The total number of participants in these events exceeded 300.

SPORTS EDUCATION, VIERUMÄKI UNIT



SPECTATOR SURVEYS HELP DEVELOP SPORTS EVENTS



In 2011, HAAGA-HELIA and JAMK University of Applied Sciences established Sport Business School Finland in order to develop Finnish vocational higher education in sport business. Practical cooperation with companies in the field is also an essential part of Sport Business School Finland's operations. One of the collaborative projects involves surveys of sports event spectators. The purpose of these surveys is to develop the events in real time based on customer feedback.

"The spectator survey method we developed was found to be effective in the Neste Oil Rally and the Lahti Ski Games. Our students go around interviewing spectators and the data is recorded in real time. In addition to gathering long-term data, we can feed the organiser information during the event so that immediate adjustments can be made," describes Lecturer Vili Nurmi of HAAGA-HELIA.

DEVELOPING SPORTS MARKETING

We provided education leading to a bachelor's degree through full-time education and a multi-disciplinary programme. In the autumn, the first group began in the course in English leading to master's degree.

Specialisation studies in Sports Journalism continued in cooperation with JAMK University of Applied Sciences, with which we produced specialisation studies in Sports Marketing. We also continued our cooperation with other HAAGA-HELIA units and the Faculty of Tourism and Hospitality at Lahti University of Applied Sciences and the Sports Institute of Finland with regard to Sports Travel, Event Planning, Workplace Wellbeing and Media Education.

In the autumn, a pedagogical development programme encompassing the entire campus area was initiated. Its purpose is to build working environments more oriented towards practical work, develop multi-disciplinary studies and tighten the link between education and actual working life.

The transition period initiated in 2008 for ending sports education at Lahti University of Applied Sciences ended and the last students who began their studies during that year graduated in the spring. The process of change went well in terms of the students and staff, and the graduation rate of students was excellent in all degree programmes.

STUDENTS FROM THE VIERUMÄKI UNIT GRADUATE AS SPORTS PROFESSIONALS. ALONG WITH VERSATILE SPORTS COMPETENCE, THE STUDIES FOCUS ON INTERACTION SKILLS, LEADERSHIP, ENTREPRENEURSHIP, GLOBALISATION AND LANGUAGE PROFICIENCY.



EXTENSIVE RDI OPERATIONS

Our RDI activities expanded considerably during the past year. In connection with the In Shape since Childhood project, we produced the publication Sports Activator Trial in Joint Comprehensive and Upper Secondary Schools. We presented the results of the project at the Lahti Science Day event. The Vierumäki A project continued providing students with a unique learning and research environment for ice hockey coaching. The Drama from Stories project analysed the obstacles for physical exercise and developed new working methods based on drama education.

In the spring, the international Sport Events project introduced a mobile research station based on new information technology, which event organisers could use to receive real-time customer feedback on their events. The system was used in the Lahti Ski Games, Neste Oil Rally Finland, the Ice Hockey World Championships in Bratislava and at matches in the Veikkausliiga football league and the top Finnish ice hockey league. The Sport Business School Finland network was established in the spring in cooperation with the JAMK University of Applied Sciences. The network brings together experts in sports management and marketing as well as corporate partners from Finland and abroad. It also coordinates RDI projects in the field and produces research services.

The student and expert cooperation with the Ice Hockey Centre of Excellence and the International Ice Hockey Federation continued extensively. During the year, our special focus in Sportpolis cooperation was on product testing intended for companies and on

entrepreneurship training. We also participated in the work of regional work groups, in the organisation of the joint Lahti Science Day of regional institutions of higher education, and in the University Consortium in November.

INTERNATIONAL GUEST LECTURERS

In the spring we held a EUDAPA programme for applied sports, which included teaching from 13 foreign professors, in addition to numerous Finnish experts. In November, we organised the Future of Sport Marketing seminar that featured top foreign experts in the field. The Sport Business School International network meeting was held at the same time.

During the year, representatives from our unit gave several presentations in international events in the field, and we participated in the activities of various international organisations. The office of the European Association for Sport Management was moved from Vierumäki to Groningen at the end of the year. The duties were passed on ceremoniously at the EASM's annual conference, which was held in Madrid in September.

In addition, student exchange increased during the operating year. 24 exchange students from abroad studied in Vierumäki, and 14 of our students left for exchange abroad. Many students also took part in international seminars. International work placements were also frequent: a total of 24 students completed their practical training abroad.

SCHOOL OF VOCATIONAL TEACHER EDUCATION



PEDAGOGIC SKILLS FOR A TAXI DRIVER



In 2011, we implemented the third training module for trainers of taxi drivers. The training was designed together with the Finnish Taxi Owners' Federation and was attended by 24 taxi drivers from all over Finland. The training involved studying the basics of learning and teaching, working on the participants' own teaching events and practising the use of various teaching methods. The training resulted in the participants feeling more confident about their identities as trainers, in gaining more confidence to try a variety of methods and in more understanding about the trainees themselves.

"We've received positive feedback on the courses. The taxi drivers who participated in the training became enthusiastic about their own pedagogical development to the extent that they will be holding an annual course meeting to share field experiences," says Irene Hein, the principal lecturer in charge.

THE START OF THE EDUCATION OF VOCATIONAL STUDENT COUNSELLORS

Graduation rates remained high with 297 teachers and special-needs teachers graduating during the year. There were also many applicants for the English-language teacher training. The weekend and online studies enabled corporate employees in particular to progress smoothly through their studies. Thanks to the support provided by the Ministry of Education and Culture, there were 20 more students.

Guidance was the focus of teacher education. Along with providing personal guidance, we implemented peer guidance in small groups and supported by means of various activities and workshops. We initiated the education of vocational student counsellors with special funding. The cooperation of various experts during teacher education also supports the development of future schools.

THE SCHOOL OF VOCATIONAL TEACHER EDUCATION PROVIDES PEDAGOGICAL EDUCATION FOR TEACHERS OF DIFFERENT SUBJECTS IN VOCATIONAL INSTITUTIONS AND UNIVERSITIES. IN ADDITION, IT PROVIDES GOOD PREREQUISITES FOR VARIOUS EXPERT POSITIONS AS WELL AS RESEARCH AND DEVELOPMENT PROJECTS.



FURTHER EDUCATION ACROSS CULTURAL BOUNDARIES

The further education provided by the School of Vocational Teacher Education emphasised networking, including establishing international connections. Among other projects, we implemented a further education programme for two South Korean teacher groups and took part in a three-month further education course for Saudi Arabian teachers.

1,437 students took part in further education. Essential further education programmes included demonstration-based degree programmes (also provided online), specialisation studies in entrepreneur orientation, music and dance education studies, pedagogical theme days on current topics and courses on special pedagogy.

We were involved in the national Studio project, which developed adult education, and the Verme project focusing on developing connections between working life and teacher education.

INTERNATIONAL PARTNERSHIP AND VISITS

We developed partnerships between vocational education and working life, business education, guidance to prevent social exclusion, and the use of social media for educational purposes. We strengthened R&D efforts particularly in terms of upper secondary education and international partners. The projects involved representatives of educational institutions and the corporate world. We worked to develop an operating

model that would combine the development interests of the partner school and the employers, teacher education and R&D activities. We also invested in a project that sought out products of further education in RDI results. Several articles were published on the project results on various forums.

We visited partnership and cooperation negotiations, conferences, seminars and summer schools. The trips took us to other European countries, the United States, South Korea, China and Saudi Arabia. The first group from our pedagogical export course graduated in Stockholm. In June, we held a Nordic conference for vocational teaching, Nordisk Yrkespedagogisk Konferens. Over the course of the year, we received 130 guests and presented the operations of the Schools of Vocational Teacher Education to numerous foreign delegations.

RESEARCH AND DEVELOPMENT CENTRE



INTRODUCING SERVICE DESIGN AND ITS BENEFITS



The Haaga unit knows the benefits of service design in the development of the tourism industry. Among other things, the aim of the Tourism & Design project, which was initiated in the spring of 2011, is to increase expertise and understanding regarding service design within companies in the field and encourage these organisations to develop their activities. Service design provides companies with customer understanding, which in turn helps them to achieve their strategic goals, utilise resources in a cost-efficient way and strengthen their brands.

The project has developed several tourist destinations and service processes for companies in the field. Tips for possible development targets were also requested from the users of the services, i.e. tourists and city residents, at the Three Smiths Statue in August 2011.

NEW PROJECTS IN LEADING AREAS

During the year under review, we continued to establish the new RDI operating model. The essential purpose was to integrate RDI into teaching and focus more on the three leading areas, which are service concepts and sales expertise, new business applications IT and entrepreneurship, and new learning solutions.

We initiated 31 new RDI projects aimed at the leading strategic areas. In addition, we implemented several preparatory projects, the purpose of which was to initiate a larger project. We especially focused on the service concepts and sales expertise area, which received 14 new projects. In cooperation with the School of Vocational Teacher Education, we initiated a series of workshops centred around new learning solutions.

Three TEKES-funded projects were initiated: Conference Hotel of Tomorrow, TULI (from an idea into business) and ServBis (service expertise for small and medium-sized businesses). The Conference Hotel of Tomorrow project gathered 14 participating companies, and the project sparked considerable international attention. In the spring, a user-oriented development environment – Griini – a Hotel for Haaga – was completed. The ServBis project developed and tested tools that help the development of service business in small- and medium-sized companies. The project involved eight companies, which contributed to the project's end result of creating practical service development tools and methods for small- and medium-sized companies.

THE RESEARCH AND DEVELOPMENT CENTRE COORDINATES AND PROMOTES THE R&D&I ACTIVITIES OF HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES AND PROVIDES TRAINING AND CONSULTATION SERVICES AS WELL AS EMBA PROGRAMMES AIMED AT BUSINESSES. THE CENTRE ALSO COORDINATES, MARKETS AND SELLS HAAGA-HELIA'S INTERNATIONAL EDUCATION EXPORT PRODUCTS AND SERVICES.



Together with our corporate partners, we began planning the commercialisation of a conference concept. In the TULLI programme, we held a business idea competition for students. We received over 100 ideas, the best of which were granted funding. TULLI funding was used to purchase expert services and business model sparring for 27 business ideas. As its top results, the TULLI project has created two global growth businesses, one of which has already received risk financing.

The Quadruple Helix ESR-project promotes user-oriented innovation activities in Living Lab environments, which include 13 universities of applied sciences. During the operating year, we implemented developer and operator training and developed the quality indicator, manual and method bank created as a result of the project.

The EnSaCo project creates a new management model and develops the organisations and factors affecting the protection of the Baltic Sea region and oil spill response activities in the area. The EnSaCo project organised an extensive Boilex oil spill response drill in Sweden. The Symbio Living Lab ESR project progressed to a practical phase in the Porvoo unit. In Vierumäki, we have been involved in the development of the Vierumäki Science and Business Park, Sportpolis.

STUDENTS ENCOURAGED TOWARDS ENTREPRENEURSHIP

We also invested in the development of entrepreneurship and growth companies by establishing the Start Up School. We utilise the Start Up School to support and promote the initiation and development of actual business activities among students.

We took part in the joint efforts of universities of applied sciences to develop RDI activities. On a national level, we were involved in the operations of the RDI management network for universities of applied sciences. In the autumn, an international assessment of RDI activities in universities of applied sciences was initiated. By request of the Finnish Higher Education Evaluation Council, we were involved in orienting the international evaluation group by presenting HAAGA-HELIA'S RDI strategy and operations.

In the Metropolitan Area, we participated in the steering group activities of the Urban Research programme and chaired the activities in the thematic field of economy and competitiveness. We also implemented the leading Metropolitan Brand – Innovative Communication Solutions project together with the Aalto University School of Economics.

In cooperation with Finnish Strategic Centres for Science, Technology and Innovation (SHOK), we implemented a preparatory project related to a remote control room concept. The project received partial financing from TIVIT Oy, a research company in the field of information and communications, as well as the Finnish Metals and Engineering Competence Cluster FIMECC Oy.

We continued efforts to utilise and commercialise the results of the RDI activities. The commercialisation of the biblo.fi online service for communication professionals was conducted in collaboration with Infor Oy. The COMBARO indicators for communications within work communities were sold to Infor Oy. The development and commercialisation of the digital version of

the Lestnitsa Steps publication was conducted with Promentor Oy.

Investments in international RDI operations were made through the TULLI project, for example, which involved familiarising ourselves with and building connections to Singapore. We also established a Living Lab network with 19 universities of applied sciences. This is represented in the European Network of Living Lab (ENoLL) organisation under HAAGA-HELIA's coordination.

Students were encouraged to participate in the RDI activities through thematic thesis group activities, among other things. There were about 15 active thematic groups, in which 80 students worked on their final projects. We also implemented the International Work Pair Model project, which increases employment opportunities for international students.

Over the course of the year, the RDI Advisory Board convened for two workshops, which focused on the development of service concepts and the content of the leading sales areas.

NEW PRODUCTS FOR THE EMBA PROGRAMME

The structure of the eMBA programme, which is aimed at developing service business, was developed in an even more customer-friendly direction. For the first time, the programme was implemented in a fully modular format. Two new products were created in

connection with the programme (Graduate Certificate in Service Excellence and Diploma in Service Excellence). The international phase of the student group's studies was held in Silicon Valley and San Francisco. The programme was implemented by our partner, the University of San Francisco.

We established an operating model in which the product and service design, and commercialisation of educational services have been divided across HAAGA-HELIA's education units. However, the Research and Development Centre still coordinates the arrangement as a whole. The operating model has proven its usefulness: all education units took part in the design and implementation of the coaching and educational activities and in the service sales.

We provided long-term business coaching in areas such as supervisory activities, management, customer service, developing assistant duties, accounting and taxation expertise and communications. In addition, we held several seminars, the largest of which were the events held by service development guru Ron Kaufman and the founder of the Slow movement Carl Honoré.

At the end of the year, the number of HAAGA-HELIA's partner and classroom sponsor partners amounted to 42. In November, we successfully carried out a networking and partnership development event aimed at HAAGA-HELIA's partners.

A SEPARATE COMPANY FOR THE EXPORT OF EDUCATION – GLOBAL EDUCATION SERVICES LTD.

A separate company, HAAGA-HELIA Global Education Services Ltd., was established for selling and marketing purposes related to exporting education. We continued our education cooperation with Saudi Arabia's TVTC (Technical and Vocational Training Corporation). In Finland, we provided training directed at teachers in collaboration with Educluster Finland Ltd.

In Asia, we initiated several concrete measures to commence the export of education. At the invitation of the City of Shanghai and Finpro's Future Learning Finland programme, we took part in a seminar in Shanghai aimed at developing local structures and activities concerning vocational education.

In Vietnam and Malaysia, we continued the planning of educational export to the area with funding from the Finnpartnership programme of the Ministry for Foreign Affairs of Finland. In addition, we initiated several subprojects for market analyses concerning educational export in South America, for example.

EDUCATION SUPPORT SERVICES

STUDENT AND ADMISSION SERVICES An increase in applicant and graduate numbers

In 2011, the total number of students enrolled in our bachelor's or master's programmes, vocational teacher education or specialisation studies was 10,606. In addition, the HAAGA-HELIA Open University of Applied Sciences had over 400 students. Over the course of the year, we processed a total of 31,571 student applications and issued 1,607 diplomas. The Student Financial Aid Board convened nine times and issued a statement on the financial aid of 1,084 students.

Student wellbeing was supported in many ways. Students had access to a psychiatric nurse, a part-time student psychologist and a school pastor. The Student Wellbeing Committee convened regularly and kept the school's management and other stakeholders up-to-date on issues regarding student wellbeing.

LIBRARY AND INFORMATION SERVICES

Services were developed from a customer-oriented standpoint

The customer-oriented development of services is the foundation of our library. Based on the feedback received from our customers, we extended and harmonised our loan times and increased the numbers of available course books. We also acquired digital copies of course books if they were available. We developed electronic services and processed approximately 20,000 electronic service requests.

We supplemented the collection of our Pasila library with a donation of about 600 books in Japanese, which were received from the Japania ry association. On the Porvoo Campus, we established an open-to-all library. The residents and

businesses in the area quickly found the diverse services of our library. In accordance with the principles of sustainable development, our libraries implemented book recycling shelves.

In accordance with the curriculum, all new students took our information retrieval training. The aim of this education is to train our students to be experts in the use and gathering of information pertaining to their own field. We also provided our customers with personal information retrieval training and public events related to information gathering. We also compiled an information retrieval guide for our website.

In order to support the communication activities of our libraries and the marketing of their services, we prepared a communication plan and an annual communication schedule. In our publication register, we changed the classification of our publications to correspond with the common classification system for institutes of higher education, in accordance with the guidelines of the Ministry of Education and Culture.

INTERNATIONAL SERVICES An increase in the number of partner institutions to 200

HAAGA-HELIA has an international network of 200 of cooperating institutions of higher education. We held a successful reception for our partners at an international conference in Copenhagen. We began collaboration with new institutions of higher education in Chile, Japan, China, Korea and Malaysia. In cooperation with the School of Vocational Teacher Education, we organised training in intercultural skills for the personnel of institutions of higher education.

In 2011, over 500 students completed a student exchange period or practical work training abroad. In addition, some

650 students took shorter study trips to other countries. We improved the services aimed at students going abroad by implementing electronic mobility management software and providing a diverse range of information on the partner schools. HAAGA-HELIA received 330 exchange students.

COMMUNICATIONS AND ALUMNI Marketing goes online

We developed our internal communications by means of a ComBaro survey aimed at the staff. Based on the survey, we improved internal communications by increasing communications from the management team, for example. Over the course of the year, we renewed the staff and customer newsletter, fair and exhibition concepts as well as the templates for all newsletters.

The main focus of marketing efforts was shifted to the online environment and social media. As regards the latter, we implemented HAAGA-HELIA's own Youtube channel, for example. We also renewed the students' extranet pages. Later in the year, we initiated a mindset process whose purpose was to focus our external communications and keep students, corporate partners, personnel and the general public better informed of our strategy. This process will continue in 2012.

During the year, several corporate visits and events were held for HAAGA-HELIA's approximately 18,000 alumni members. One of these events, which was attended by nearly 2,000 alumni, was held at the Linnanmäki amusement park.

SOCIAL RESPONSIBILITY, QUALITY AND STAFF



SOCIAL RESPONSIBILITY

Making responsible business a part of education

HAAGA-HELIA's social responsibility was developed through leadership, operational management and the utilisation of a quality assurance system. With regard to this, our objectives were based on the basic values and vision defined in our strategy. The implementation of the strategy is guided by annual operational planning, where the indicators for achieving objectives are also defined.

Responsible business is taught in the economics unit, but the subject was expanded to other degree programmes as well. We developed our courses by implementing new advanced business studies.

We engaged in close cooperation with our stakeholders during the year. Among the central stakeholders were employers from the corporate sector and public administration, the companies and organisations serving them, various administrative authorities, other institutions of higher education and alumni. Over the course of the year, we completed new cooperation agreements with over 20 companies. In addition, we held a stakeholder event at the Linnanmäki amusement park, which was attended by over 4,000 people. We also launched the Sustainability Forum event, which is intended to be held annually.

We are committed to gradually introducing the Green Office environmental system on all of our campuses. By the end of the year, the system was in use at three locations. In addition to Green Office, we are examining the suitability of other environmental systems for our operations.

HAAGA-HELIA's ethical principles were drawn up in 2010, and during the year under review, we continued their implementation among the staff. The ethical principles define the operational practices with which we promote such things as the truthfulness, communality and impartiality of our operations.

We were the first university of applied sciences to sign the Principles for Responsible Management Education (PRME) initiative, launched by the UN and aimed at management educators. In accordance with the initiative, we commit ourselves to addressing the issue of responsible business operations in our curricula, interacting with companies and the surrounding community and promoting the approach of responsible business operations in our RDI activities.

QUALITY

HAAGA-HELIA accepted as a member of AACSB

HAAGA-HELIA was accepted as a member of the American AACSB (Association to Advance Collegiate Schools of Business) in February. Our aim is to apply for quality certification for our economics degree programmes in the coming years. The membership added about 500 new partner schools from all continents to our extensive collaborative network.

We initiated the renewal of process descriptions, which involves creating a standardised process card for all current processes. These cards list the essential information of each process. The progress of the process will also be indicated as a flow chart. This new method will open our processes to our partners better than our previous descriptions.

All our essential feedback systems were renewed in terms of their technology and content. We are open with regard to the reporting of feedback, and summaries of essential feedback are freely available on our website.

Course feedback is an example of our quality monitoring and development work. During the year under review, our system, which was based on paper forms, was replaced with an electronic questionnaire. Over the course of the year, we received approximately 75,000 pieces of feedback and the overall evaluation of study models, for example, improved to an excellent level.

STAFF

Investment in staff training and wellbeing

At the end of the year, the number of staff at HAAGA-HELIA totalled 687. This included 411 full-time teachers and 240 staff members engaged in other duties. There were 36 part-time teachers.

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

Doctorate degree	57
Licentiate degree	32
Master's degree	391
Other degrees	160

We provided our staff with training in social media, communication and VoicePilates, for example. In addition, our staff had the opportunity to take an English-language proficiency test, based on which we organised customised language training. The year-long training coaching programme for executive assistants ended during the operating year.

We also provided our staff with job orientation and coaching. With support from the Helia Foundation, teachers had the opportunity to work temporarily in businesses and other organisations and to take paid leave to complete their thesis for a licentiate or doctorate degree. Administrative and support service staff, on the other hand, had the opportunity to take paid leave to complete a degree. Supervisors took part in supervisor forums and various management courses.

Staff members also studied in degree programmes. Three staff members earned doctoral degrees, and two master's degrees. A total of four people completed pedagogical studies.

We planned measures to support workplace wellbeing. Among other things, we organised lectures on workplace wellbeing and longer-term coaching. Some staff members participated in an ASLAK course. For new employees, we organised joint orientation events in addition to the orientation provided by the each respective unit.

STUDENT UNION HELGA

PHOTO: LEENA SALMIO



AN EMPHASIS ON STRENGTHENING INTERNATIONAL OPERATIONS

For HAAGA-HELIA's Student Union Helga, the year was filled with events and operational development. We prepared a new, innovative strategy for the union with a special focus on the performance of statutory duties and tasks. There were also some changes in the student union's staff as new people took the posts of International Tutor Secretary and Editor-in-Chief of the H2 newsletter.

We invested in the international aspect of our organisation, making it a part of every area of our operations. One of our focuses was engaging international students and introducing them to Finnish culture. We expanded tutor activities aimed at international students and increased cultural and event activities. In the autumn, we conducted an accommodation trial in which HELGA Housing Help was offered to international students. We also engaged in extensive cooperation with the international student groups ESN-HELGA and AIESEC HAAGA-HELIA.

One of the emphases of our operating year was strengthening the cooperation and communication of the student union. We paid particular attention to the composition of those statutory work groups and other advisory boards and groups that require student representatives. As a result, we succeeded in ensuring extensive student representation in these groups. We invested in strengthening the social standing of students by organising the HELGA election-related event and participating in the national Index Student Financial Aid campaign.

As regards services provided by the Student Union, HELGA's year was successful. Sports and exercise services aimed at improving wellbeing among students succeeded well and decisions were made to continue them in the future. These services included days for trying out various sports, getting massages and blood donation days, which emphasised social responsibility.

Thanks to advanced communication channels, such as the H2 newsletter and the expanded service selection, membership of HAAGA-HELIA's Student Union HELGA reached a record number of about 3,500 students.

FINANCES



FINANCES

HAAGA-HELIA's earnings in 2011 were EUR 66.2 million (EUR 62.5 million in 2010 and EUR 60.5 million in 2009), of which EUR 58.4 million (55.5; 54.2), or 88% of the total consisted of unit price earnings. HAAGA-HELIA's unit price was EUR 7,299.11 (EUR 6,997.54; 6,952.01) and its calculated number of students stood at 7,978 (7,913; 7,845.5).

Total costs were EUR 63.5 million (60.7 million; 57.7 million). Direct personnel costs were EUR 39.1 million (37.4 million; 35.8 million), or 62% of the total costs. All HAAGA-HELIA schools are situated in leased premises, with the exception of Porvoo. The rental costs and maintenance charges amounted to EUR 10.4 million (9.8 million; 9.5 million), or 16% of the total costs.

Total earnings from investment and funding activities were EUR 0.3 million (0.7 million; 0.6 million). This consisted of corporate bonds, interest yields from pre-paid employee pension insurance payments and interest yields from bank accounts. Depreciations of the investment portfolios managed by asset managers have been recorded as an encumbrance on the financial item.

The profit/loss for the financial year was EUR 3.1 million (2.4 million; 3.4 million), which was significantly better than what was budgeted (EUR 0.6 million). The profit/loss represents 4.6% of earnings.

The balance sheet total was EUR 31.4 million (29.1 million; 25.8 million). Received advances include EUR 1.4

million (1.4 million; 1.7 million) of OKM project funds. These funds consist of funding intended for various projects, which must be allocated no later than the end for 2012. Accrued expenses include, for example, the calculated holiday pay debt of EUR 1.8 million (1.7 million; 1.6 million).

HAAGA-HELIA's return on capital was 13.3% (12.0%; 19.6%), while the equity ratio stood at 85.2% (81.3%; 83.2%).

GROUP'S FINANCES

The group consists of HAAGA-HELIA Oy Ab and Kiinteistö Oy Porvoon Campus. The group's earnings were EUR 66.4 million (62.4 million; 60.5 million). Total costs were EUR 63.4 million (60.7 million; 57.7 million). Direct personnel costs were EUR 39.1 million (37.4 million; 35.8 million) while rental costs were EUR 10.4 million (9.8 million; 9.5 million). Total earnings from investment and funding activities were EUR 0.1 million (0.6 million; 0.6 million), which does not include interest yields of 0 (57.000; 44.000) from subsidiaries or the interest portion of the charge for financial costs. The profit/loss for the financial year was EUR 3.1 million (2.4 million; 3.4 million). The first financial period of HAAGA-HELIA Global Education Services Oy, which was established during the financial year, will end on 31 December 2012.

The balance sheet total is EUR 44.4 million (44.2 million; 29.4 million).

INCOME STATEMENT, HAAGA-HELIA Ltd

	Group		Parent Company	
	1.1.-31.12.2011	1.1.-31.12.2010	1.1.-31.12.2011	1.1.-31.12.2010
NET SALES	62 604 835,47	58 939 209,07	62 468 413,42	59 009 541,74
Other income from business operations	3 775 447,95	3 483 456,65	3 777 547,37	3 483 521,65
Staff expenses	-39 134 168,55	-37 425 290,19	-39 052 408,04	-37 401 108,78
Salaries and compensations	-32 104 632,35	-30 914 698,91	-32 035 440,35	-30 894 173,91
Statutory staff expenses				
Pension allotments	-5 039 392,68	-4 835 238,46	-5 028 321,24	-4 832 048,00
Other statutory staff expenses	-1 990 143,52	-1 675 352,82	-1 988 646,45	-1 674 886,87
Depreciation				
Planned depreciation	-2 304 012,76	-1 255 560,81	-1 804 012,76	-1 255 560,81
Other expenses from business operations	-21 961 616,11	-21 986 213,63	-22 642 503,96	-22 080 792,71
PROFIT / LOSS	2 980 486,00	1 755 601,09	2 747 036,03	1 755 601,09
Financial income and expenses				
Other interest and financial income	435 602,42	748 493,75	501 559,17	677 559,63
Interest expenses and other financial expenses	-362 529,46	-72 161,21	-195 036,24	-1 227,09
Financial income and expenses total	73 072,96	676 332,54	306 522,93	676 332,54
PROFIT / LOSS BEFORE EXTRAORDINARY ITEMS	3 053 558,96	2 431 933,63	3 053 558,96	2 431 933,63
PROFIT / LOSS FOR YEAR	3 053 558,96	2 431 933,63	3 053 558,96	2 431 933,63

HAAGA-HELIA COSTS BY UNIT 1–12/2011

Business	30,8 %
Hotel, restaurant and tourism, Helsinki	12,0 %
Business and tourism, Porvoo	12,6 %
Information technology	13,7 %
Management assistants and journalism	9,9 %
Sports and leisure	5,5 %
Vocational teacher education	6,9 %
R&D	8,6 %

HAAGA-HELIA COST DISTRIBUTION

Staff expenses	61,3 %
Rents	16,4 %
Expert services	3,8 %
Acquired IT services	2,4 %
Other expenses	16,2 %

BALANCE SHEET, HAAGA-HELIA Ltd

	Group		Parent Company	
	31.12.2011	31.12.2010	31.12.2011	31.12.2010
Assets				
NON-CURRENT ASSETS				
Physical commodities	21 419 268,58	22 194 432,79	4 351 365,47	4 681 255,06
Estates	58 975,00	58 975,00	0,00	0,00
Buildings and structures	16 798 477,55	17 266 706,15	0,00	0,00
Machinery and equipment	4 501 686,07	3 273 305,25	4 351 365,47	3 095 808,67
Muut aineelliset hyödykkeet	60 129,96	0,00	0,00	0,00
Advance payments and incomplete acquisitions	0,00	1 595 446,39	0,00	1 585 446,39
Securities	497 961,20	397 961,20	4 590 688,20	4 490 688,20
Shares in subsidiaries	100 000,00	0,00	4 331 165,00	4 231 165,00
Other securities and shares	259 523,20	259 523,20	259 523,20	259 523,20
Other receivables	138 438,00	138 438,00	0,00	0,00
NON-CURRENT ASSETS TOTAL	21 917 229,78	22 592 393,99	8 942 053,67	9 171 943,26
CURRENT ASSETS				
Receivables				
Short-term receivables	1 971 675,16	2 268 426,16	1 972 352,85	2 007 270,04
Sales receivables	560 444,42	545 327,33	559 152,92	545 327,33
Other receivables	18 336,61	250 268,78	4 215,30	0,00
Receivables from subsidiaries	0,00	0,00	17 817,16	0,00
Transferred receivables	1 392 894,13	1 472 830,05	1 391 167,47	1 461 942,71
Financial securities	11 766 628,32	9 391 852,35	11 766 628,32	9 391 852,35
Cash and bank deposits	8 752 933,08	9 925 655,94	8 709 817,76	8 517 866,84
CURRENT ASSETS TOTAL	22 491 236,56	21 585 934,45	22 448 798,93	19 916 989,23
ASSETS TOTAL	44 408 466,34	44 178 328,44	31 390 852,60	29 088 932,49
Liabilities				
SHAREHOLDERS' EQUITY AND FUNDS				
Share capital	6 000 000,00	6 000 000,00	6 000 000,00	6 000 000,00
Other funds				
Scholarship fund	78 873,00	32 373,00	78 873,00	32 373,00
HH chargeable education, scholarship fund	100 000,00	100 000,00	100 000,00	100 000,00
Profit (loss) from previous year	15 314 790,84	12 882 857,21	15 314 790,84	12 882 857,21
Profit (loss) for year	3 053 558,96	2 431 933,63	3 053 558,96	2 431 933,63
Minority shares	1 835,00	1 835,00	0,00	0,00
SHAREHOLDERS' EQUITY AND FUNDS TOTAL	24 549 057,80	21 448 998,84	24 547 222,80	21 447 163,84
MINORITY SHARES				
Loans from financial institutions	12 513 513,27	14 500 000,00	0,00	0,00
LONG-TERM LIABILITIES TOTAL	12 513 513,27	14 500 000,00	0,00	0,00
CURRENT LIABILITIES				
Loans from financial institutions	500 000,00	500 000,00	0,00	0,00
Advances received	2 585 560,62	2 726 466,16	2 585 560,62	2 726 466,16
Accounts payable	1 003 655,93	1 397 164,35	961 873,39	1 314 439,39
Other payables	1 055 459,62	1 164 500,30	1 055 459,62	1 159 735,16
Siirtovelat	2 201 219,10	2 441 198,79	2 199 788,66	2 251 423,45
Debts to subsidiaries	0,00	0,00	40 947,51	189 704,49
CURRENT LIABILITIES TOTAL	7 345 895,27	8 229 329,60	6 843 629,80	7 641 768,65
LIABILITIES TOTAL	19 859 408,54	22 729 329,60	6 843 629,80	7 641 768,65
EQUITY AND LIABILITIES TOTAL	44 408 466,34	44 178 328,44	31 390 852,60	29 088 932,49

BOARD OF HAAGA-HELIA LTD.



1 row from left: Erkk Westerlund, Björn Keto, Jarl Bergström
2 row from left: Kristiina Fromholtz-Mäki, Antti Viinikka, Tauno Jalonen, Jorma Alkula
3 row from left: Ritva Laakso-Manninen, Jere Lahti, Olli-Pekka Laine
4 row from left: Heikki J. Perälä, Kari Jussi Aho, Tauno Jalonen

Chairman of the board

Jere Lahti
(Deputy board member Aarne Hallama)

1 st Vice Chairman of the Board

Antti Viinikka
(Deputy board member Maj-Len Remahl)

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