



Welcome to Turku School of Economics

Great place to think ahead!



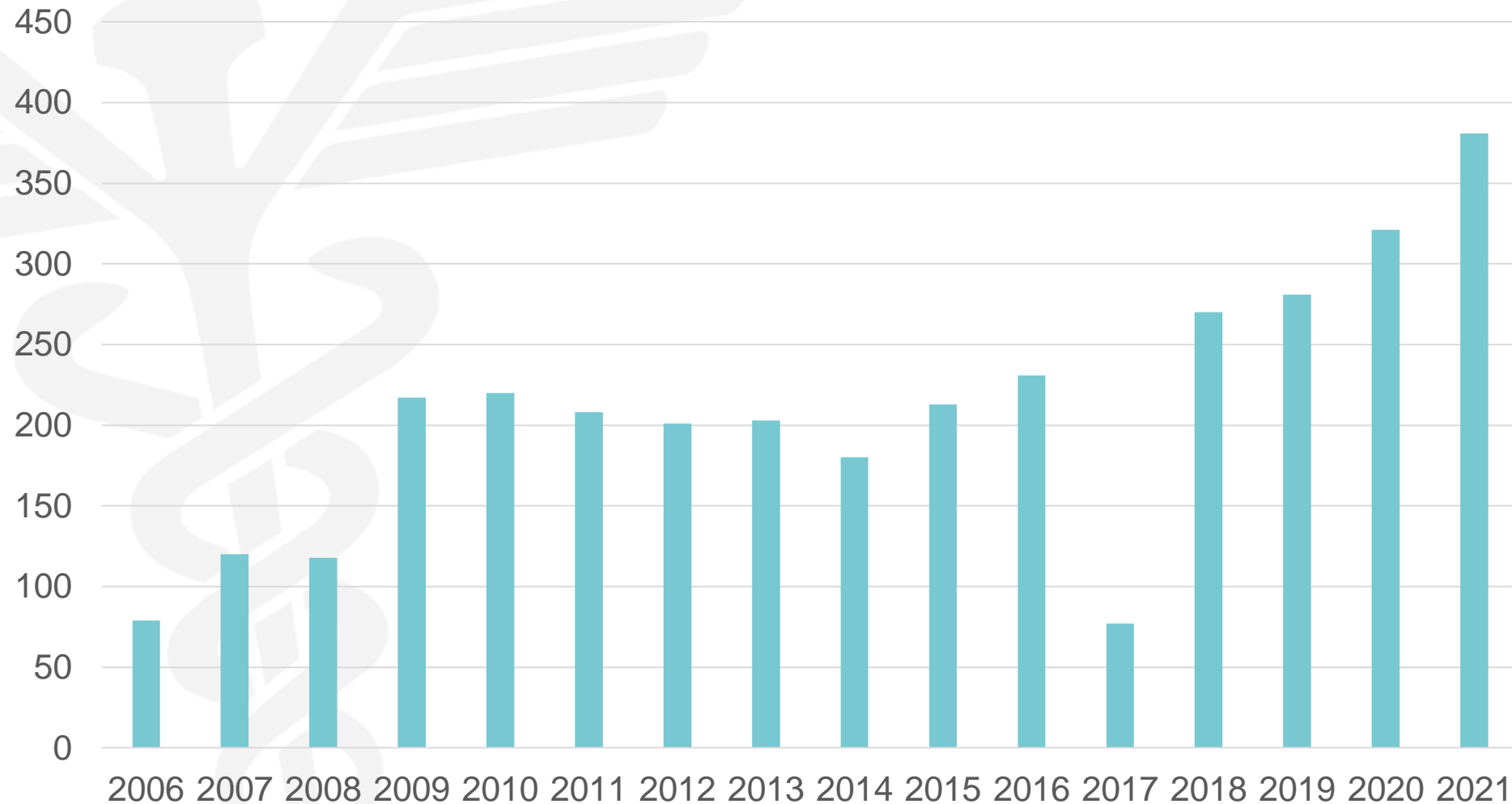
Turun yliopisto
University of Turku

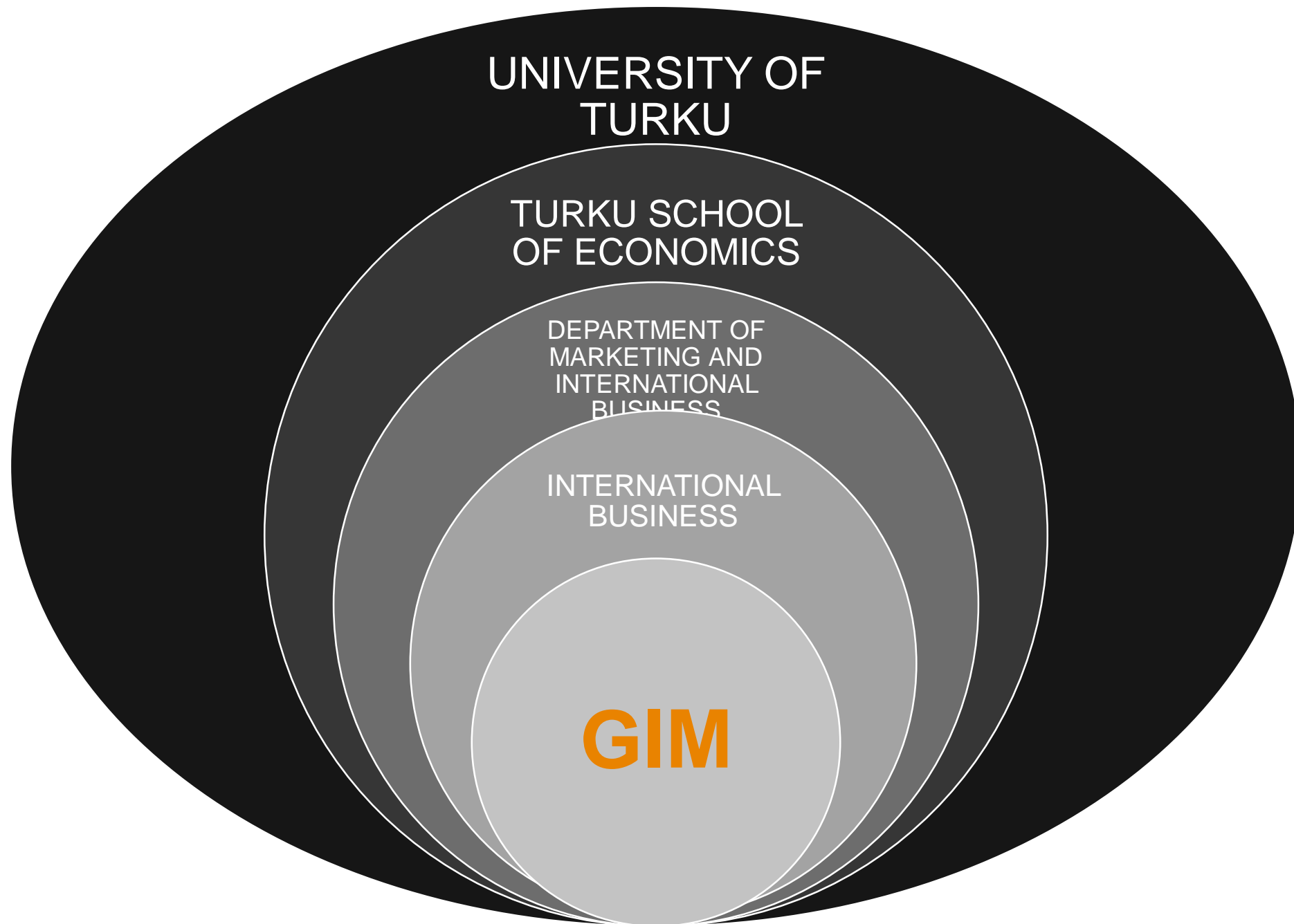
Welcome to the Global Innovation Management MSc Program

- First intake 2006
- The most popular international master's degree programme in the University of Turku
- Around 20 students / year
- Around 150 graduates
- 7 doctors, more than 10 doctoral students



Number of applicants





UNIVERSITY OF
TURKU

TURKU SCHOOL
OF ECONOMICS

DEPARTMENT OF
MARKETING AND
INTERNATIONAL
BUSINESS

INTERNATIONAL
BUSINESS

GIM

Aim of the programme

Learn to manage innovation processes in international firms.



Business career in high
technology industries (or
traditional businesses)

Specialist career in
international organizations

Academic career

Intended Learning Outcomes of GIM:

Students in the Master's Degree Programme in Global Innovation Management learn how innovations are created and launched in international setting and how innovativeness can be fostered in a firm:

- They learn how to manage international resources, cross-border R&D activities, and take the international markets into account in the innovation launch.
- Students learn also to understand entrepreneurial activities and key strategies for firm growth.

**You are joining:
A community of curious people.
Finding relevant questions.**

What aspects (business, economics, social, management, innovation, etc.) of the global business environment shape the world around us?

How do they create opportunities for a better world?

What is our role in the process?



Together we try to find important questions and ways to answer them.

The faculty here consists mainly of researchers.

Our role is to stimulate your interest, activate you, and be your partner in learning.

We are colleagues. Our '*doors are usually open*'.

This means that you have our **full trust**.

It also means you have **full responsibility for your learning**.

Our role is to lay out the trajectories that will enable you to grow.

WHAT are the vehicles for learning in GIM?



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ALL of these courses have in common:

- They are **not lectures** where we talk for hours and you listen. Sessions are designed for you to take an **active role** to develop your **knowledge in context, competencies and skills.**
- Much of the work you will do is **team work**. As this is a management program we believe that what prepares you for your next career moves involves not only

**Knowing,
Application of Knowledge,
Synthesis and Evaluation of Knowledge**





But also the **social context** in which this is happening.
We are **not operating alone**, in rooms without windows.



Top 10 skills of 2025

-  Analytical thinking and innovation
-  Active learning and learning strategies
-  Complex problem-solving
-  Critical thinking and analysis
-  Creativity, originality and initiative
-  Leadership and social influence
-  Technology use, monitoring and control
-  Technology design and programming
-  Resilience, stress tolerance and flexibility
-  Reasoning, problem-solving and ideation

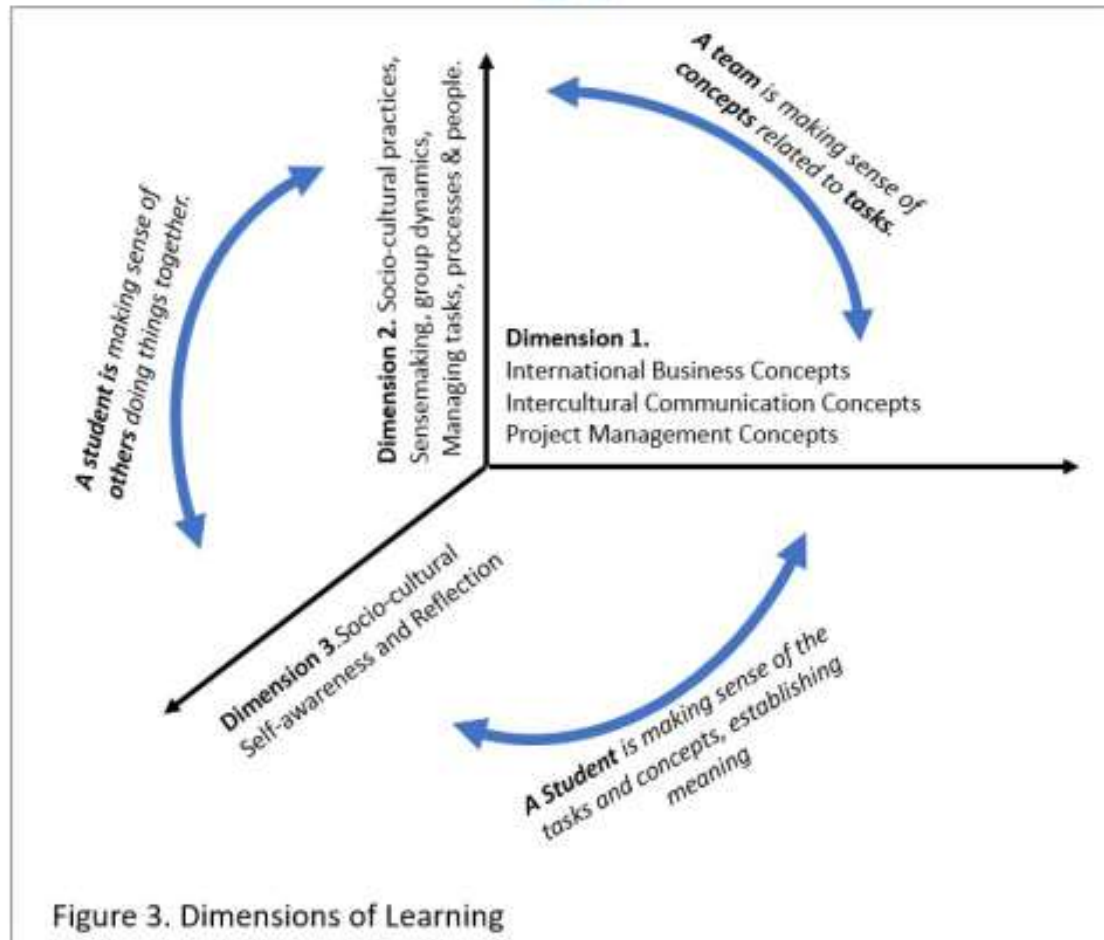
Type of skill

-  Problem-solving
-  Self-management
-  Working with people
-  Technology use and development

Source: Future of Jobs Report 2020, World Economic Forum.

HOW do we take these requirements into account?

Constructive Learning Theory targeting individual expert learners.
Implicit Learning - an approach for professional development.



Learning Laboratory: An Integrative Learning Design for International Business in a Complex Dynamic World

Peter Zetling, Majid Aleem, Danijela Majdenic, more...

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Article information



Abstract

Graduates of international business (IB) programs are facing a complex dynamic world in which they need both specific and generalist knowledge they can activate in socially negotiated situations. Their competencies must go beyond narrowly applying knowledge, which requires open minds, transferable social competencies, and skills for crossing multiple boundaries to serve their organizations to deal with global challenges. In order to facilitate the development of such professional and personal competencies, we established a learning laboratory, a space providing simulated opportunities in real multinational organizational structures, where students experiment with intercultural encounters while solving business challenges and reflect on their experiences to develop their managerial practices. This article introduces our instructional innovation by discussing the underlying learning framework and providing an illustration of the approach. The lab has three main learning outcomes: building conceptual knowledge, developing sociocultural practices in multinational organizations, and enhancing self-awareness and reflective competencies. At the core of the lab are a series of IB strategy challenges which students solve by

AND.

The Masters Thesis

Q&A





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