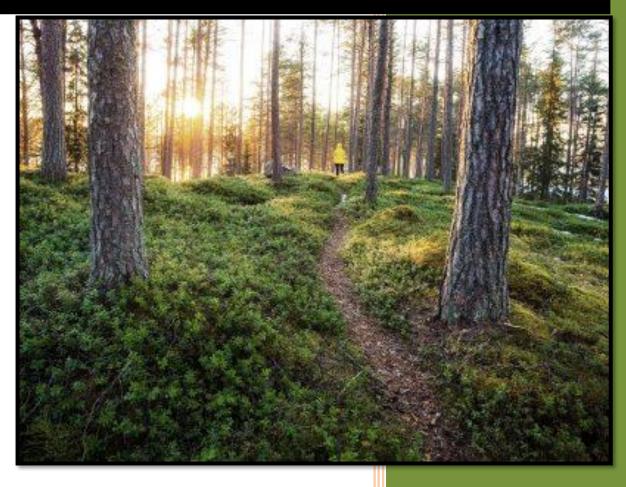# *MNGT-E3004 - Sustainable Entrepreneurship, Markets, and Systems Change*

Patrick Shulist

Aalto University

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1   BASIC COURSE INFORMATION

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Office Hours	By Appointment

2   COURSE OVERVIEW

I am excited to have you in this course. The world faces extensive sustainability issues and requires massive systemic change if we are to make a better world, both socially and environmentally.

This course is broken down into two parts. Sessions 1-4 look at the 'big picture' of systems change. Given that the majority of the world's economic activity happens through markets, it is critical to understand the role that market-based activity might have in causing this change. Though we will briefly talk about corporations, our primary focus is on entrepreneurship, as entrepreneurship is how new ideas enter the marketplace, and how society is pushed to change. Of course, other actors - such as governments, NGOs, and academia - are also important, but they are not the focus of this course. When examining systems change, we will be very pragmatic about what is, and is not, possible. Make no mistake, systems change is hard.

In session 5-12, we will change the level of our analysis, moving from the systems level down to the venture level. Here, our focus is understanding how and why sustainable entrepreneurship is hard for companies; it is critical to systems change, but it is hard. Indeed, entrepreneurs encounter a multitude of tensions whilst trying to use their ventures to cause systems change. For instance:

- Though there are 'win-wins' out there, there are inevitably trade-offs between social, environmental, and financial goals; a venture may have to sacrifice some environmental value if it is to be financially sustainable.
- There are temporal trade-offs; a venture that favours financial viability in the short term may be better positioned to accomplish social or environmental goals in the long term
- Ventures must set boundaries on the system that they want to change; the world is full of problems, but systems change is hard, and a venture that tries to change too many things at once is almost certainly destined to fail. This may mean that ventures pay little attention to some issues that are very important, but are beyond their core focus

With these tensions in mind, this course will take a pragmatic approach. Above all else, I want you to understand that sustainable entrepreneurship is brutally difficult (this is, after all, the third time I've mentioned difficulty). If it were easy, many systems would have been changed by now. We need to recognize this difficulty, because only once we recognize this complexity that we can address it.

Finally, also note what this course is NOT doing: it is not helping you design your own sustainable start-up. For this type of hands-on activity, check out these courses:

- TU-E4200: SDGs as Business Opportunities
- TU-E4100: Startup Experience

3   COURSE SCHEDULE

Session #	Date	Day of week	Sesstion name
1	23-Oct	Monday	What is sustainable entrepreneurship?
2	25-Oct	Wednesday	Systems change: What is it, and why is it important?
3	30-Oct	Monday	Systems change using markets: The role of corporations
4	1-Nov	Wednesday	Systems change using markets: The role of entrepreneurship
5	6-Nov	Monday	Iteration in Sustainable Entrepreneurship
6	8-Nov	Wednesday	Group Work time
7	13-Nov	Monday	Competing goals and trade-offs
8	15-Nov	Wednesday	Complexity along the value chain
9	20-Nov	Monday	Presentations
10	22-Nov	Wednesday	Presentations
11	27-Nov	Monday	Impact versus scaling
12	29-Nov	Wednesday	Simulation + Presentations

3.1   ATTENDANCE REQUIREMENTS (9/12 COURSE DATES REQUIRED!)

Attending (9/12) of sessions is obligatory, as the discussions we have in class are key to learning in this course; put another way, you can miss maximum 3/12 sessions. Moreover, based on prior experience, it is highly unlikely that one missing more than three sessions will be able to contribute meaningfully to the group work.

Resultantly, if you miss more than three sessions, you will be removed from the group work, and be unable to write the exam. Thus, you cannot pass the course.

Medical absences, with appropriate documentation, are not counted as absences. However, to ensure you can contribute to the group work, you will be required to make up the missed sessions by watching the recording, and writing a short reflection on it.

4   ASSESSMENT AND GRADING

Component	Percent of Final Grade	Due Date
Individual Work	**65%**	
Pre-session assignments	20% (10x2%)	Due before start of sessions
Exam	45%	
Group work	**35%**	
Create Group		*November 1st*
Group contract		*November 6th*
Report	*20%*	*November 17*
Presentation	*15%*	*Scheduled in class, sessions 9, 10, and 12*
Peer evaluation		*December 9th*

5   INDIVIDUAL WORK (65%)

5.1   PRE-SESSION ASSIGNMENTS (20%)

The short explanation: Each pre-session preparation will be graded as a 0, 1, or 2. We have 10 sessions, so 10x2% = 20%.

The longer explanation:

We have 10 core sessions overall, and in an effort to make class more engaging, participative, and discussion-based, I have moved a substantial part of the background information to the pre-session preparation. This will reduce the amount of one-way communication (e.g., lecturing) involved in our sessions. Each session's pre-session work is worth 2% of your overall grade, so 10 x 2% = 20% overall.

The reason I give marks here is that I realize the pre-session preparation can take a long time, and I want to reward you for the effort you put in. At the same time, I also realize that life happens, and hence if you miss one or two sessions, it will not have an unduly large impact on your grade.

There will be a number of questions as part of the pre-session preparation, mostly asking your own opinion, thoughts, or insights; e.g. they are not a factual nature but are open-ended. **The key reason I ask these questions is that it helps with your learning;** research on learning generally shows that having to apply the knowledge you've just learned helps develop your understanding, while also pointing out what you may not yet understand.

You will get an <u>overall </u>grade of 0, 1, or 2 for each pre-session preparation; e.g. it is not that each question is graded, but rather than your overall preparation is graded. The focus is on the effort you've put into learning, rather than the articulation of your answers, so do not spend lots of time polishing answers. **All I'm looking for in the answers is 3-4 sentences showing that you're**

engaging with the learning; don't think about these the same way you would a test question, as the standard here is lower.

- 2 = Thoughtful responses to questions. Clear that learning effort was put in.
- 1 = Adequate response to questions. Clear that some learning effort was put in
- 0 = Not completed, or inadequate response to questions. Inadequate response means that, for instance, you gave one word answers, or didn't seem to answer the question being asked. I do **not** want to give out any 0s for completed preparation, but must leave this possibility open.

Generally, my preference is for everyone to get a 2 for pre-session preparation, as I think it is a crucial part of your learning.

To get credit for completing the pre-session preparation, it has to be completed <u>before</u> the session starts.

5.2   EXAM (45%)

There will be a final exam for this course. All materials covered in the course may be tested as part of the examination. Some key aspects of the exam:

- The largest part of the exam will be a case, and you will be asked to answer a set of questions related to this case. The case and questions will be similar to those covered in class. The case will be shorter than those typical of in-class sessions.
- There will also be a number of short answer questions.
- The exam will <u>not</u> test you on memorizing small facts, but instead <u>will</u> test your ability to answer complex questions and to apply critical thinking skills.
- As is standard Aalto policy, there will be a second exam date where you will have the opportunity to improve your grade, if you so desire.

6   GROUP PROJECT

6.1   FOCUS OF PROJECT

This group project has two parts, a report and a presentation. Critically, the presentation is not simply a recap or a summary of the report. Instead. The report and presentation have different foci, with the presentation building on the report. More details are provided below, but briefly:

- The report focuses on a particular industry; the big picture. Your goal is to understand how the system underlying that industry have changed in the last 15 years, and what the prospects for future change are. You will focus primarily on the role of market-driven entrepreneurship in this (potential) systems change, and you will be asked to critically assess the factors that might enable systems change as well as restrict systems change.
- The presentation builds on this by focusing on a particular venture within that industry. Your goal here is to understand how the venture exists within the industry, and what its contribution to systems change might conceivably be. As we discuss at length in class, creating systems

change is hard, as ventures must navigate financial realities while accomplishing social and/or environmental goals. Particularly relevant are the venture-level tensions, trade-offs, and complexity facing the venture.

It is <u>highly</u> advisable to choose both the industry and venture at the same time. Should you have any questions, ask the professor.

6.1.1 WHAT DO I MEAN BY INDUSTRY?

Industry can be defined with different levels of specificity. One way of thinking about it is to use standard industry classification codes, such as NAICS: https://www.naics.com/search/ For instance, code 31 is a broad code referring to food manufacturing. Code 3115 is more specific, looking at dairy product manufacturing, and code 311513 is the most specific, referring to cheese manufacturing (delicious!). Any of these levels of codes can be said to capture an industry.

For your project, I would suggest largely focusing on a narrow definition of industry. Things are complicated enough, so narrowing the focus will help. For instance, one could focus on the cheese manufacturing industry, rather than the broader dairy industry.

You might make some small references to the broader industry, such as how general trends in food manufacturing affect your narrower industry, or how change in your industry may affect the broader industry. Again though, I highly suggest making most of your focus on the narrow industry, as any insights at the broader industry level are likely to be speculative.

You should also clearly geographically define the industry, so that you need not speak about it globally; e.g., the EU, Finland, or North America.

You cannot choose an industry on which we have focused (or will focus) in class. For instance, do not choose the (non-)dairy industry, chocolate industry, yoga, or crop seeds industries.

6.1.2 WHAT DO I MEAN BY A VENTURE

By venture, I mean anything falling within the bounds of entrepreneurship used in this course, such as an existing startup, an existing small business, or an existing high-growth venture. **This purposefully excludes you pursuing your own sustainable startup ideas, as there are other courses better dedicated to that, such as Startup Experience**; this course is about understanding sustainable entrepreneurship broadly, not about developing your own new ventures. Additionally, this excludes medium or large businesses, intrapreneurship, corporate entrepreneurship, or entrepreneurial teams within organizations; though potentially interesting as a subject of the project, we will not have focused on these in class and thus the class material will be of little help.

To give some examples of potential ventures on which you could focus:

- A startup creating sustainable textiles
- A business working to offer employment opportunities to refugees
- A small business in Kallio selling a suite of sustainable clothing and food
- Mental health focused Apps, such as Headspace
- Green & Gold (the makers of Pulled Oats…though they seem to change their name ever year or so)

One additional caveat: you cannot focus on a venture we do any cases on in class; e.g. Tony's Chocolonely. If, we just briefly speak about a venture though, then this is fine.

You are highly encouraged to consult Patrick about the appropriateness of a given venture. Additionally, the first interim report is an opportunity to receive feedback on your choice of venture.

6.1.3   INDUSTRY/VENTURES THAT ARE NOT RECOMMENDED

- Anything to do with cricket/insect based food (always seen as interesting, but very little traction over the past decade)
- Small ventures about which there is little information (unless you can interview them, and are sure you will get a timely response)

6.2   WRITTEN REPORT (20%)

The report focuses on a particular industry; the big picture. Your goal is to understand how the system underlying that industry have changed in the last 15 years, and what the prospects for future change are. You will focus primarily on the role of market-driven entrepreneurship in this (potential) systems change, and you will critically assess the factors that might enable systems change as well as restrict systems change. There are three main parts to this report:

A. What type of change has occurred in this industry in the last 15 years? Pay special attention to sustainability-oriented shifts.
B. Looking at the industry today, what factors constrain/restrict systems change towards sustainability, and what factors enable/facilitate systems change towards sustainability?
C. Looking up to 15 years into the future, what is the potential role of market-driven entrepreneurship in pushing the system towards sustainability? How difficult or likely will this be? Be realistic in this assessment.

Details on these are below. Before getting there though, an important note on what your focus should be. As is covered in class, many interwoven factors work together to enable or constrain systems change. The multiple level perspective (MPL) on which we draw heavily focuses on several, including industry, policy, technology, culture, science, markets, and user preferences. We can further divide these factors up, such as markets involving large and small companies, as well as established companies and new startups.

For parts A and B, you might discuss all of these factors, though you should have a particular emphasis on market-based aspects; e.g., if explaining a relevant policy change or technological advancement, focus on its market implications, especially those for entrepreneurship. For part C, the focus should be firmly on entrepreneurial ventures. You can think of parts A and B as putting in place the foundation for what you write in part C.

A.   **What type of change has occurred in this industry in the last 15 years? Pay special attention to sustainability-oriented shifts.**

Most importantly, has the dominant socio-technical regime changed in any way? To answer this, you might consider: Have new niche innovations begun to appear? Have niche innovations worked their way into the dominant regime? How has the broader societal landscape worked to shape niche innovations and the dominant regime?

You will be expected to provide solid data to back up your claims. For instance, the relative sales figures of different parts of an industry (e.g., dairy vs. non-dairy milk), consumer surveys expressing sentiments, or broader societal surveys about general attitudes. If you have chosen an industry in a particular geography (e.g., EU), you might reasonably be able to draw on insights from other geographies (e.g., market dynamics in North America), as there are likely connections. You should especially focus on sales data, the make-up of product offerings in that industry, new entrepreneurial entrants, and other market-focused aspects. Data from other parts of the regime is important, but explain its relevance for markets.

Remember, show the change that has happened.

Note: the 15 year timeline is somewhat arbitrary. If something very important happened 18 years ago, it is fine to discuss this.

B. Looking at the industry today, what factors constrain/restrict systems change towards sustainability, and what factors enable/facilitate systems change towards sustainability? On balance, what does this mean for potential systems change?

Here, you should again consider the broader aspects of the regime, but while doing so ensure that you explain the market-focused significance, especially towards entrepreneurship. There are many factors you can consider, and these will likely vary from industry to industry. But, for instance, are there large concentrations of power in the industry? Does the regulator system protect current entrants? Is it hard for entrepreneurs to enter the market? Do consumers want change?

Make sure you clearly lay out factors on both sides, and also come to an overall opinion on what this means for the prospects of change.

C. Looking <u>up to</u> 15 years into the future, what is the potential role of market-driven entrepreneurship in pushing the system towards sustainability? How difficult or likely will this be? Be realistic in this assessment.

Taking your assessment in part B as a foundation, explain the potential of entrepreneurship. You might argue for multiple scenarios, or you might focus on the one you see as most likely. Be specific about what you see entrepreneurs doing: What parts of the current regime might they disrupt? What types of products might they sell? How is this action enabled or constrained by the factors you mentioned in B?

It is absolutely critical that you be realistic here. A core theme in this course is that systems change is hard, and that is borne out by the fact that so many sustainability problems still exist. Thus, ensure that your assessment is grounded in realistic facts, analyses, and assessments. Just because one <u>wants</u> systems change to take place does not mean that it <u>will</u> take place. We must understand the difficulties if we are to chart a better path.

6.2.1 GRADING BREAKDOWN

What type of change has occurred in this industry in the last 15 years? Pay special attention to sustainability-oriented shifts.	20%
Looking at the industry today, what factors constrain/restrict systems change towards sustainability, and what factors enable/facilitate systems change towards sustainability?	20%
Looking up to 15 years into the future, what is the potential role of market-driven entrepreneurship in pushing the system towards sustainability? How difficult or likely will this be? Be realistic in this assessment.	50%
Overall quality	10%

Note: due to the availability of complex AI tools to help make your messages and writing clearer, your written work is expected to be very clear. See below in the syllabus though for guidelines on how generative AI can and cannot be used.

6.2.2 FORMAT

The body of final report is to be short, 2500-3000 words in length, unless I communicate specific exceptions. The word guidelines **ex**cludes any appendices, references, or the executive summary. A 300 word (maximum) executive summary is to be included, which should summarize your key insights.

You can use any structure you see fit for the report.

I am less worried about the specific formatting of an assignment than its content. As such, use whatever style you feel best communicates your content.

6.3 PRESENTATION (15%)

The presentation builds on the report by focusing on a particular venture *within* that industry. Your goal here is to understand how the venture exists within the industry, and what its contribution to systems change might conceivably be. As we discuss at length in class, creating systems change is hard, as ventures must navigate financial realities while accomplishing social and/or environmental goals. Particularly relevant are the venture-level tensions, trade-offs, and complexity facing the venture. Presentations should include the following:

A. Brief summary of industry-level dynamics, focusing on where the industry seems to be headed. I emphasize brief as this should likely take no more than two minutes
B. Overview of the venture, focusing on its position within that industry's system, and the type of systems change it purports to aim for
C. In attempting to change the system, what tensions, trade-offs, and complexity does the venture face? How is the venture currently managing these challenges? What are your recommendations for changing their approach? Given these challenges, what is the potential for the venture to facilitate change, and do you have any recommendations for what they could do differently?

A. Brief summary of industry-level dynamics, focusing on where the industry seems to be headed. I emphasize brief as this should likely take no more than two minutes

This content naturally comes from your report. Again, make this summary brief. It should be seen as a foundation for where the venture fits in.

You may mention some of the other players in the industry (other than your venture) if this seems important.

B. Overview of the venture, focusing on its position within that industry's system, and the type of systems change it purports to aim for

This should serve as a general background to the company, helping ensure that the audience understands the important details about the venture. Provide the information you see as most important, but a few things that you should strongly consider discussing: Is it a major, minor, niche player. Does it operate within the existing regime, or outside of it? If outside, can it conceivable enter the mainstream later? What is the company's espoused approach to systems change?

You may make some comparisons to other ventures in the industry, should this seem important.

C. In attempting to change the system, what tensions, trade-offs, and complexity does the venture face? How is the venture currently managing these challenges? Given these challenges, what is the potential for the venture to facilitate change, and do you have any recommendations for what they could do differently?

This is by far the most important part of the presentation, and is where the bulk of your attention should go. The description for this part does include several parts, so include only what you see as relevant. You're at the Master's level, so trust your insights. Importantly, your analysis and recommendations should be realistic and honest. A single venture can only expect to do so much. To this end, do not overplay what one venture can do, but remember that they are part of a broader ecosystem of actors.

You should focus on market-oriented analysis and recommendations, and avoid arguing that a company needs to lobby policymakers. Unless an organization is quite large, they are highly unlikely to contribute to policymaking.

The recommendations you make can take any form you see fit. Again though, be realistic and market-focused. It is also entirely possible that you make no recommendations, if you assess that a venture is balancing tensions optimally. If you do not make recommendations, spend more time discussing the tensions, trade-offs, and complexity, being sure to describe how and why the venture has managed these in an ideal way for creating systems change.

6.3.1 GRADING BREAKDOWN

<u>Brief</u> summary of industry-level dynamics, focusing on where the industry seems to be headed. I emphasize <u>brief</u> as this should likely take no more than two minutes	10%
Overview of the venture, focusing on its position within that industry's system, and the type of systems change it purports to aim for	20%
In attempting to change the system, what tensions, trade-offs, and complexity does the venture face? How is the venture currently managing these challenges? What are your recommendations for changing their approach? Given these challenges, what is the potential for the venture to facilitate change, and do you have any recommendations for what they could do differently?	50%
Response to questions	20%

6.3.2 FORMAT

In class, each presentation will be given a 20 minute block, which you can sign up for on MyCourses. Within that block, the time will be allocated as follows:

- 12 minutes for presentation
- 5 minutes for Q&A + discussion
- 3 minutes for transition to next group

We will have a longer break 20 minute break approximately at the halfway point of the presentations

You are to submit your presentation slides by 12:00 noon on the day of your presentation. Submit them on MyCourses.

6.4 FREQUENTLY ASKED QUESTIONS ABOUT THE PROJECT

Q: Is there a structure we need to follow in the report?

A: Definitely not. I'm more worried about the core information being there. So, be creative and do what makes sense to you, and given the venture.

Q: How should the words in the report be divided?

A: Roughly, look at what percent of the final grade each component is. That gives a good guide. A major issue people often run into is spending too long on the introduction, and not leaving space for the recommendations.

Q: What type of recommendations should we make?

A: Make recommendations that draw on the rest of the information you present in the report, as well as that draw on concepts, models, and insights from class. A company may need an in-depth marketing plan, but that is not the focus of this course, so should not be focused on. Conversely, you

might note that there is misalignment in how the company is integrating sustainability into the value proposition; this is an excellent thing on which to focus.

Q: Do we need to conduct interviews?

You are not required to conduct any primary data collection, but if you do want to do your project on a venture whose owners/employees you can interview, that will be excellent for producing a high-quality project. For instance, if you wanted to use a 'Green' local business as the subject of your project, you are most welcome to do so, since speaking with the owner can help improve your learning.

6.5 WORKLOAD

This is a group report involving (usually) 4 students. As such there are high expectations for what is delivered. Moreover, all group members should contribute equally to this project, and there will be group evaluations (discussed below). If any deviation arises or seems likely to arise, concerned group members are encouraged to contact Patrick as early as possible. Depending on the situation and the instructors' discretion, members' grades for group work (i.e. report and presentation) may be adjusted. It is hopeful that this will not be needed.

6.6 GROUPS

Final project group size will be 3-4 people. I will facilitate group formation in the first week of the course.

6.6.1 GROUP DIVERSITY

Universities and the work world are becoming more diverse. This is a great thing, as diversity is shown to increase performance. At the same time, team diversity can create challenges that need to be managed. (See 13 benefits and challenges of cultural diversity in the workplace for benefits and challenges of teams).

To benefit from team diversity, I encourage you to draw out people's viewpoints: what might someone from a different country, of a different gender, or a different academic background think?

A big challenge in diverse groups is communication, as some members may naturally be quieter, and people may have diverse first languages. As such, I encourage you to understand how diversity may be related to people's openness to sharing ideas, and to actively work to make the environment comfortable for everyone, which may involve having to explicitly ask for people's opinions. In addition, the baseline *lingua franca* for group work should be English, as this is the only language that everyone is guaranteed to speak; it can be quite exclusionary if three group members speak one language together and marginalize the views of the fourth member. In saying this, **the goal is to ensure that all group members are naturally given the ability to contribute**.

6.6.2   MAKING GROUPS WORK EFFECTIVELY

Whether or not a group works together effectively is not a random event. Instead, you have the utmost control over this. As such, I will allocate some class time to creating a group "contract," that will include basic details about:

- Roles
- Expectations, including desired final grade
- Foreseen challenges, and what will be done to manage them
- Rough timeline of when work will be done

A template will be provided online. Additional considerations can be found at: [Working effectively in groups](#)

6.6.3   PEER EVALUATION

All group members are expected to contribute equally to group assignments. To help assess this, and to ensure group grades are allocated based on effort, a peer evaluation mechanism will be used. The mechanism is simple, and all group members have to agree to it.

You will be given 100 points for each member of the group. So, if you have four members, you get 400 points, and if you have 5 members, you get 500 points. As a group (that is together, and with everyone's consent) you get to allocate the total number of points as you see fit.

Example #1, ideal teamwork: If everyone contributes equally, you all would get 100 points and would get the actual grade from your group work.

Example #2, the team star: If one person does more work than others, you might allocate 115 points to that person, and 95 to the other three group members.

Importantly, if there are any issues with group work, this should be openly discussed within the group as it is happening. My experience is that most group work issues can be solved by openly discussing expectations at the start of the project; you may even agree that some people will do more work than others and will get more "points" because of that. If things continue to get worse though, please contact me.

Submit the peer evaluation online after your project is submitted.

Having commitments outside of the course are not a valid excuse for doing less than your fair share of the project.

Overall discretion for the allocation of grades will be left to the instructor.

7   ADDITIONAL GRADING POLICIES

7.1   USE OF GENERATIVE AI SUCH AS CHATGPT

You may use generative AI to **support** your coursework, but not **do** your coursework. This means – within the bounds of Aalto's university and school level policies – you **may** use it to help you understand topics, to polish the writing style of written work, and to pursue your own broad learning. If you use generative AI in any capacity for your assignments, you **must** explicitly state what you used it for, and what the generative AI's output was.

You may **not** use generative AI to develop the core ideas of any coursework, and may not copy any text developed by generative AI directly into your coursework. Your coursework should be entirely your own writing. What this means is that you can use generative AI to point out where your text is unclear or has mistakes, but the final writing must be your own.

All assignments will be run through software to check for both plagiarism and the use of generative AI. Any violations that are found will be subject to penalties within Aalto's ethical framework.

7.2   LATE SUBMISSIONS

You are expected to submit all assignments (group and individual ones) on time and before the respective deadline. If you do not submit any assignment on time, your grade for that assignment will be reduced by 25% for each passing day. For instance, if your submission is up to 1 day late (i.e. anything between one minute to one day), you can get a maximum of 75% of the grade of the assignment, up to two days a maximum of 50%, up to three days a maximum of 25%. You will no longer have an option to submit after three days have passed.

If you miss a presentation without a valid reason, you will receive a zero (0) for that portion of your grade. A valid reason must be communicated at least 72 hours ahead of time to the primary instructor, as well as to all of your group members. If you have a valid reason for missing the presentation, you will be able to complete a make-up assignment organized by the instructors, which will mirror the deliverables of the original presentation.

7.3   GRADING SCALE

Final grades will be on a scale from 0-5. Final grades will be calculated from the results of the above listed assignments and allocated as per the below table.

Final Grade	Overall Percentage
0	<50%
1	50%-59.99%
2	60%-69.99%
3	70%-79.99%
4	80%-89.99%
5	>90%

Updates to the syllabus, supplemental information, class announcements, and assignment guidelines can be found on the online course site.

8 ETHICAL RULES

Aalto University Code of Academic Integrity and Handling Thereof:

https://into.aalto.fi/display/ensaannot/Aalto+University+Code+of+Academic+Integrity+and+Handling+Violations+Thereof