

Course guide

CONTENTS

1. [Module level 2 AUCOM](#)
2. [Module objectives](#)
3. [Program learning outcomes](#)
4. [Contact: medium, mode, and frequency](#)
 1. Week 1 of term
 2. Learning circle contact
 3. Independent learning contact
5. [Participation in the module](#)
 1. Participating in the module a second time
6. [Assessment opportunities in the academic year](#)
 1. Assessment procedure, result publication, & exam inspection
 2. First assessment
 3. Resitting the module within the academic year you participated in
 4. Resitting the module in an academic year other than the year in which you participated
 5. Assessment dimensions and criteria
7. [Assessment assignment products](#)
 1. Use of Artificial Intelligence tools
 2. Product deadlines
8. [Literature](#)

Between 2010 and 2019, US public companies reported more than \$550 billion in restructuring costs typically the result of poor financial results followed by belated or inept attempts at strategic renewal. Organisational inertia is endemic and costly with senescent companies hanging on by closing facilities, killing brands, throttling R&D, reorganising, shedding staff, merging with rivals, and lobbying for regulatory help. The data on organisational resilience in the face of an increasing rate of change and uncertainty is not good. Of the companies that made up the S&P in 1955 only 11% are still on the list today during which time the average age of a company on the S&P 500 has fallen from sixty years in the 1950's to less than twenty years today.

Gallup, a research company, conducts a yearly global survey on workplace engagement. The 2023 State of the Global Workplace report estimates that, “low engagement costs the global economy \$8.8 trillion [annually]. [...] Poor management leads to lost customers and lost profits, but it also leads to miserable lives”. The world is becoming more turbulent faster than most companies are becoming more adaptable. And while every day companies refresh products and improve processes, by contrast strategic transformations tend to be convulsive and organisational transformation either trivial or traumatic. Strategy & Organisation 1 broadens the participants understanding of organisation and management diving into the state of organisations and the innovation of management.

Module level 2 Autonomy-Complexity (AUCOM)

Bachelor students, in their third year of studies, are expected perform at the level 2 AUCOM; a *competent practitioner*. The competent practitioner is critical of data and uses multiple sources of the same type for triangulation, is able to use well published frameworks, tools, or methods for analysis correctly, requiring limited supervision and instructions to conduct tasks to standard. The competent practitioner uses information to create and propose conclusions and solutions that are largely logical, coherent, and substantiated.

This module is rated level-2 AUCOM (autonomy-complexity); i.e. suitable for a *competent practitioner* to address. The level of a unit of learning is determined by the *autonomy* the participant must display in completing a task to an acceptable standard, and the *complexity of the task*.

The *task complexity-rating* for this module is **high** as the task products possess *many attributes* that require *patterns of behaviour* to accomplish. The *autonomy-rating* is **moderate** given that module documentation provides *significant information cues* on the task performance both in the form of the Organisation Innovators Studio and lecturer advice, supervision, and feedback on work in progress.

[Back to top](#)

Module objectives

The module aims to further the development of critical business and thinking skills and insight into the interaction between firm structure and market dynamics.

Evidence-based solution-hypothesis development

Developing an evidence-based solution or solution recommendations (also referred to as solution hypotheses) requires gathering appropriate data and conducting appropriate analyses on the data to arrive at reasonable, substantiable, logical conclusions.

Data collection

Collecting data requires identifying appropriate qualitative and quantitative data to the task at hand, identifying appropriate methods for collecting the data, and ensuring the data's reliability and validity.

Analysis

Analysis is the detailed examination of the elements or structure of something using appropriate techniques, the visualisation of patterns within collected data, and the interpretation of the significance of the patterns in collected data.

Logic in thinking & communicating

Communicate an evidence-based proposal, recommendation, or solution coherently, clearly, and concisely to an intended (un)informed audience. In this module you further develop ***communication capabilities***.

Agency (autonomy)

Define an own course of action to achieve a task using provided information cues and adapt appropriately when task conditions change.

[Back to top](#)

Program learning outcomes (PLO)

New IB learning outcomes

International business opportunities

The IB professional defines international business opportunities and recommends possible strategies for the organisation to create sustainable multi-sided value for stakeholders.

Business transformation

The IB professional contributes to business (systems) transitions and transformations in order to optimise sustainable international business practices.

Relationship management

The IB professional cultivates and manages internal and external relationships with culturally diverse stakeholders in a responsible manner in order to achieve (mutual) business goals.

Self-management

The IB professional manages themselves in complex surroundings and continuously develops their professionalism for the benefit of the organisation, the field of international business and themselves.

Deprecated IB learning outcomes

The module contributes to the development of the following Program Learning Outcomes (PLO).

WAYS OF THINKING

/ **International Business Awareness**

Analyses macro-economic factors and policies driving business development.

/ **Innovation & Creativity**

Systematically generates innovative solutions in a changing business environment.

TOOLS FOR WORKING & MANAGEMENT

/ **Organisation & People**

Drafts the strategic cycle of an organisation.

/ **Business Research**

Analyses a complex business problem resulting in an evidence based solution.

LIVING IN THE WORLD

/ **Intercultural proficiency**

Assesses cultural differences on organisational behaviour.

WAYS OF WORKING

/ **International Business Communication**

Communicates effectively and persuasively (to an uninformed audience) using correct English.

[Back to top](#)

Contact: medium, mode, and frequency

Week 1 (block 2 & block 4)

In the first week of the start of the learning unit a kick-off of 180 minutes is scheduled per class. Attendance at the kick-off is mandatory.

- Participation in a learning circle is dependent on in-person attendance at the kick-off.
- Participation in the independent learner track is dependent on attendance at the kick-off and evidence offered to attending lecturers of viability. Attending lecturers will decide if the evidence of prior self-directed learning is sufficient to merit inclusion for the independent learner track.

Lecturer support on the assignment in any form of contact is dependent on your attendance to the mandatory kick-off. When you do not attend the kick-off you will not have access to lecturer support.

Week 2 - 7 (block 2 & block 4): learning circle

All lecturer-student contact in learning circles takes place on campus. Attendance, in person, to learning circle sessions is mandatory. Learning circles gather weekly for 120 minutes of contact with the lecturer who acts as a learning circle *facilitator*. Learning circles are **on-campus**. No hybrid circles are facilitated in which some members are on-campus and some are online.

Students opt-in to learning circles by *signing a learning circle agreement*. A student may be expelled from a learning circle by the facilitator when they fail to meet the conditions of the learning agreement, or one of the following conditions;

1. The student has not produced any work in two successive sessions thus failing to contribute to the learning of circle peers.
2. The student is unable to contribute to a discussion on knowledge required for the execution of the assignment in two successive sessions thus failing to contribute to the learning of circle peers.
3. The student's behaviours are disruptive to the learning circle process such as, but not limited to, being consistently late.
4. The student has been absent more than twice, with or without prior notice, for any reason.
5. There is a breach of part or the whole of the learning agreement.

Week 2 - 7 (block 2 & block 4): independent learner

Independent learning (participants who have opted to not be part of a circle or who have been dropped from a circle due to failing to uphold the circle agreement) contact is by default online. Learners who opt-in for independent learning at the start of the module *sign an independent learning agreement*. Independent learners have 3 times 40 minutes with a lecturer over the period of module contact weeks.

The number of consultations are in proportion to the duration of the student's independent learning track. For example, when a student started the course on the independent learning track, s/he receives all three 40 minute consultations, but a student who has been ejected from a learning circle and moved to independent learning track halfway through the 7 week course will only have the right to a total of 60 minutes individual consultation.

Independent learning track consultations are held in the seven contact weeks of the block. The independent learner must make a request for a consultation with their appointed advisor **minimally** one week in advance. Consultations that are planned for which the student fails to attend for

any reason are considered 'used up' and cannot be rescheduled. Consultations that are not used within the term are null and void and cannot be used at a later date.

Block 3 & 5

No lecturer contact/support is available for students conducting the assignment in blocks 3 and 5.

[Back to top](#)

Participation in the module

In block 2 & 4 classes are scheduled for the module. During these terms, and only during these terms, is active lecturer feedback and supervision on the assignment provided **for those students who are enrolled in a class**. For students conducting the assignment but who are not enrolled in a class, no supervision or feedback support is available.

Participating in the module a second time

When you are in your fourth year of studies and have yet to successfully conclude the module, you can retake the course. However, you are not automatically assigned to a class in block 2 and 4. When you wish to **re-take the module**, contact the education logistics executives of the IB and **request to be added to a 3rd year class**.

[Back to top](#)

Assessment opportunities in the academic year

You may participate in two assessment opportunities each year as per the EER. To be eligible for an assessment opportunity you must be registered in Osiris for the *correct* assessment opportunity. When you are not registered, or have an otherwise incorrect registration, your work, even when submitted, will be disqualified.

Products must be submitted to the Canvas assignments corresponding to the assessment opportunity for which you are registered. Products that are incorrectly uploaded will not be included in assessment. The assessment opportunities are:

Assessment Opportunity	Criteria	Submit in	Deadline	Type	Min. grade	Max. grade
block 2, Opportunity 1	See criteria	Gradework	12 January 2025	first sit	0,0	10,0
block 3, Opportunity 2	See criteria	Gradework	30 March 2025	second sit	0,0	10,0
block 4, Opportunity 1	See criteria	Gradework	15 June 2025	first sit	0,0	10,0

Opportunity 1 assessments in block 2 & 4

For an opportunity 1 assessment **you must conduct a new assignment according to the criteria of the current academic year's module**. These assessment opportunities are for the first submission in the academic year.

In block 2 and 4 classes are scheduled. Participants **enrolled in a class** will receive the support and feedback from lecturers. Participants **who are not enrolled** in a class will not have support of, nor receive feedback from, lecturers.

Opportunity 2 assessments in block 3 & 5

These assessment opportunities are strictly for second sit assessment. In block 3 and 5 **no classes** are scheduled for the module and **no lecturer supervision** on the assignment is available. Opportunity 2 assessments may be registered for when;

- **Submitting a new or repaired assignment** within the academic year based on feedback received during the exam inspection of a first sit.
- You **did not submit an assignment** for the *first sit assessment opportunity* in the *academic year*.

Assessment procedure, result publication, & exam inspection

- Only submit an assignment in Gradework when you are registered for the opportunity in Osiris.
- When an assessment opportunity is not visible to you in Osiris, do not submit an assignment in Gradework.
- As per exam regulations;
 - When you are not registered in Osiris you will not be granted access to the assessment.
 - When you are registered in Osiris for an assessment opportunity, but do not submit an assignment, an NA will be entered in Osiris.

To participate in assessment opportunity;

1. Register for the correct assessment opportunity in Osiris.
2. Upload your work in Gradework to the corresponding assignment.
3. An examiner will check if all products are uploaded *correctly and by the deadline*.
 1. When all products are correct and on time, the examiner will proceed to conduct a summative assessment.
 2. When all products are not correct or not on time, the examiner will enter an 'NA' in Osiris.
4. Lecturers and examiners will only communicate an assessed grade via publication in Osiris.
5. After grade publication, students may request an exam inspection *with the examiner who entered the grade*.

Assessment dimensions and criteria

The overview of assessment dimensions and criteria are presented below.

20%	SOLUTION		Use of literature (BoK) in solution	Solution in context of value strategy	
0	Novice		Applies a single principle of management 2.0.	Mentions value strategy of the business, in passing.	
1	Beginner	AND	Mentions (unreferenced) generic management practices from provided management literature.		
2	Competent	AND	Applies multiple principles of management 2.0.	Relates management 2.0 principles to the value strategy of the business.	
		AND	References a few specific management 2.0 practices from found management literature.		
3	Proficient	AND	References multiple, specific management 2.0 practices from found management literature.	Relates management 2.0 principles and practices of the value strategy of the business.	
20%	ANALYSIS		Analysis of industry forces data	Analysis of interview data	Analysis complication
0	Novice		Generates descriptive statistics of most industry data.	Generates basic graphs of Likert (scale) question data and theme categories of open question data.	Identifies a complication based on external situation alone (with no relation to internal situation).

1	Beginner	AND	Describes what the trends are / reveal.	Describes what the data says / reveals.	Identifies a complication based on internal situation alone (with no relation to external situation).
---	----------	-----	---	---	---

2	Competent	AND	Draws conclusions on what the trends mean in terms of volatility and uncertainty.	Relates Likert (scale) question data to open question data.	Identifies a managerial capability complication from own research data generically relating this to the external situation.
---	-----------	-----	---	---	---

3	Proficient	AND	Interprets WHY trend changes happened.	Draws conclusions on what the data mean in terms of capabilities for managing dirtsuptive change.	Identifies a managerial capability complication from own research data specifically relating this to the external situation.
---	------------	-----	--	---	--

20%	DATA COLLECTI ON		Industry five forces KPIs	Interviews (primary)	Management literature
-----	------------------	--	---------------------------	----------------------	-----------------------

0	Novice			Conducts interviews with non- or ex-employees.	
		AND		Uses some of the provided questions to guide interviews.	

1	Beginner	AND	Collects partial data on 10 year trends on industry 5 forces.	Conducts interviews with current employees.	Found literature is barely relevant to the complication.
		AND		Uses all provided questions to gain basic responses.	

2	Competent	AND	Collects complete data on 10 year trends on industry 5 forces.	Conducts interviews with current employees of different seniority and function.	Found literature is partially relevant to the complication.
---	-----------	-----	--	---	---

		AND		Uses all provided questions to gain rich responses (through prompting interviewee).	
3	Proficient	AND	Gathers qualitative data to provide context for five forces trend data.	Follows up on questions to explore interviewee's experience / perspective.	Found literature is fully relevant to the complication.
20%	AGENCY		Uses information cues to put actions in context	Uses information cues to define course of action.	
0	Novice		Passive in defining areas needing clarification to put actions in context.	Makes limited use of task information cues needing detailed task instructions.	
1	Beginner	AND	Seeks clarification asking mentor generic questions.	Makes moderate use of task instructions to plan own work activities needing extensive guidance and correction.	
2	Competent	AND	Seeks clarification asking mentor specific questions.	Makes good use of task instructions to plan own work activities needing limited guidance.	
3	Proficient	AND	Seeks clarification actively searching for answers, asking the mentor as last resort.	Makes good use of task instructions to plan own work activities needing occasional guidance.	
20%	COMMUNICATION		Coherent, Clear, Concise, Concrete, Courteous (Correct), Complete		
0	Novice		Grammar and syntax are largely error free.		

AND Uses terminology correctly and precisely i.e. does not use buzz words or terminology incorrectly as jargon.

1 Beginner AND Formatting supports the reader scanning for critical information.

AND Some points are connected in a clear, coherent sequence.

AND Sentences are concise and focused, including only points relevant to the topic.

AND Provides the audience with some of the data and arguments to follow the line of reasoning / conclusions.

2 Competent AND Most points are connected in a clear, coherent way.

AND Provides the audience with most data and arguments to follow the line of reasoning / conclusions.

AND Executive summary partially synthesises the question, recommendation, complication and situation.

AND Slide deck partially synthesises the question, recommendation, complication and situation.

3	Proficient	AND	Recommendations are concrete with specific examples.
		AND	Executive summary effectively synthesises the question, recommendation, complication and situation.
		AND	Slide deck effectively synthesises the question, recommendation, complication and situation.

[Back to top](#)

Assessment assignment professional products

A complete assignment is required for admission to the summative assessment. When you do not submit all parts of the assignment through Canvas by the deadline, you will not be admitted summative assessment and an NA will be entered in Osiris.

Assignment products

1. Written report	Download template. Download template.
2. Slide deck	Download template. Download template.
3. Interview forms	Download template. Download template.
4. Mind map of literature	

The report must include an appendix containing a bibliography of all materials **consulted** and a reference list of all materials **used** in the process of developing the report. At all times, in text, correct APA referencing, must be used to indicate sources used.

Use of Artificial Intelligence tools

Large language generative artificial intelligence models provide powerful tools to augment human intelligence and reduce time spent on low-value tasks. Appropriate use of AI tools in the development of a solution include such uses as supporting the Strategist in the initial exploration of the subject, extracting key data from large volumes of structured and unstructured data, generating visualisations of complex data sets, or in editing drafts of work. Inappropriate use of AI tools in the development of a solution recommendation include such uses as generating the solution and/or arguments. These high-value tasks require the critical/creative thinking and nuance that only human intelligence can provide.

When you use an AI tool in the conduct of the assignment you should treat it in a similar fashion to published work.

- Be clear on the tool you used.
- Include all the prompts you used to generate your results.
- Include the outputs of the AI tool in an appendix.

Product deadlines

All assignment deadlines are stated on the home page.

Literature

The management century, Kiechel, W, HBR.

Organizing for the future: Nine keys to becoming a future-ready company de Smet, A., Gagnon, C., & Mygatt, E. McKinsey & Company.

What is decision making? McKinsey & Company.

Hamel, G & Breen, B 2007, *The future of management*, HBR Press, Boston.

[Back to top](#)

ENDNOTES