

- [2024\\_MIBU-6SO2P-20\\_JAAR\\_V\\_SAMENGEVOEGD](#)

# 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. [Participating in the module a second time](#)
6. [Assessment opportunities in the academic year](#)
  1. Assessment procedure, result publication, & exam inspection
  2. First sit
  3. Resitting the module within the academic year first 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
  3. Poster exhibition
    1. What makes a good poster?
8. [Literature](#)

The challenge facing global civilisation requires a mission-oriented, ecosystemic strategy such as NASA adopted with the Apollo missions to successfully put man on the moon. In this module, rather than think about innovating the competitive strategy of a single business through sustaining or adjacent innovation, you'll be tasked to adopt a macro-view on firm strategy, adopting the point of view of a single firm within the ecosystem. In the 21st century, as the transition to resilient, sustainable business ecosystems of value creation accelerates, how can a firm incentivise the business ecosystem to focus on its mission?

## Module level 2 AUCOM

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*.

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 Strategic Innovators Studio and lecturer advice, supervision, and feedback on work in progress.

## Module objectives

The module aims to further the development of critical skills and insight into the interaction between firm strategy and macro-trends.

### Evidence-based solution (hypotheses) 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

Communicating an evidence-based proposal, recommendation, or solution effectively (coherently, clearly, and concisely), requires defining the full message structure including, conclusions, arguments, and evidence, **before** presenting the proposal, recommendation, or solution to the intended (un)informed audience. In this module you further develop **written, visual, and oral communication capabilities**.

## Agency (autonomy)

is the ability to define an own course of action to achieve a task adapting behaviour appropriately when task conditions change. The Scrum-Agile project management methodology empowers the student to make decision on work to accomplish, and the Sprint Retrospective Logbook provides evidence on (autonomous) decision making.

## Program learning outcomes (PLO)

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

## Deprecated IB learning outcomes

### 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.

#### / **Finance & Accounting**

Recommends financing possibilities in dynamic international environments.

#### / **Business Research**

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

## **/ Marketing & Sales**

Incorporates digital developments in the business strategy.

Develops a (marketing) plan to support the creation of value.

## **WAYS OF WORKING**

### **/ International Business Communication**

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

## **Contact: medium, mode, and frequency**

### **Week 1 of term**

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. When you fail to attend the kick-off you will automatically be allocated to *Independent Learning* contact.

### **Learning circle contact week 2 - 7 of term**

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*. Online participation is not facilitated and is marked as 'absent'.

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.

## Independent learning contact week 2 - 7 of term

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 2 times 40 minutes with a lecturer over the period of module contact weeks, however, the number of consultations are in proportion to the duration of the student's independent learning track experience. Thus a student who started the program on an independent learning receives 30 minute consultations, while a student moved to independent learning halfway through the program has the right to a one consultation as a result of the facilitator support enjoyed in learning circles in the first half of the program. Consultations are held in the seven contact weeks of the term (blok). Consultations that are not used within the term are null and void. Consultations that are planned for which the student fails to attend for any reason are considered 'used up' and cannot be rescheduled.

## Participating in the module

In term A and C (blok 1 and 3) 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 can be offered.

## 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 blok 1 and 3. 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**.

## Assessment opportunities in the academic year

You may participate in two assessment opportunities each year. 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 corresponding to Canvas assignments are:

Assessment	Submission	Due date
Blok 1, Opportunity 1*	See Canvas assignments	October '24
Blok 2, Opportunity 2**	See Canvas assignments	January '25
Blok 3, Opportunity 1*	See Canvas assignments	April '25
Blok 4, Opportunity 2**	See Canvas assignments	June '25

In block 2 and 4 no classes are scheduled for the module and no lecturer feedback nor supervision on the assignment is available. Assessment opportunities of blok 2 and 4 are, in principle, reserved for students repairing an assignment started earlier 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.
1. To participate in an assessment opportunity, you must be registered for the specific assessment opportunity.
  2. During an opportunity 1 assessment cycle, you will be invited to a poster exhibition event.
  3. Upload your poster, & paper in Gradeworks.
  4. Present your poster at the exhibition event\*
  5. 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.
  6. Examiner and module coordinator will proceed to calibrate grading.

7. Grades will be entered into Osiris by examiners.
8. An exam inspection can then be requested by the student of the responsible examiner.

The assignment assessment form can be found here: [assessment form](#)

## Opportunity 1 assessments in blocks 1 & 3

It is considered your **first sit** when you are participating in the assessment **in the same term** in which you participated in the module in either a learning circle contact form or through independent learning contact.

It is considered a **resit** when you submit an assignment for the **second time in the academic year**.

## Opportunity 2 assessments in blocks 2 & 4

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*.

## Resitting the module in an academic year other than the year in which you participated

When you are resitting in an academic year other than the year in which you participated in the module you must conduct a **new assignment according to the criteria of the current academic year's module**.

You will be scheduled for assessment together with the participant's in the current academic year and term in which you register.

## Assessment dimensions and criteria

The assessment dimensions and criteria can be found in the course manual.

## Assessment assignment professional products

A complete assignment is required for admission to the summative assessment poster exhibition event. When you do not submit all parts of the assignment through

Gradeworks by the deadline, you will not be admitted to the poster exhibition event and an NA will be entered in Osiris.

## Assignment products

### Assessment Products

Poster (pdf document)

Poster appendices (MS Word document)

The appendix must include a bibliography of all materials **consulted** and a reference list of all materials **used** in the process of developing the work presented in the chapter. 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

Assignment deadlines are stated on Canvas on the course site front page.

## Poster exhibition

The coordinator together with learning circle facilitators will schedule poster exhibition events **during the 2 week of the exam period of Term A and Term C**. Events typically last between three to four hours with several strategists exhibiting work. **The poster exhibition is by default on campus.**

Exhibiting is an opportunity to practice your live communication skills and a chance to enhance your 'communication' score particularly if you struggle with written



documentation on clarity, coherence, completeness, conciseness, concreteness, courtesy, or credibility.

Exhibition posters must be on A2 or A1, printed when scheduled for on campus. Other formats, such as a roll of paper or alternative shapes, when suited to the content, are encouraged keeping in mind the dictum that 'form follows function'. For digital poster exhibitions, posters should be PDF and a single sheet. **Slides decks (Powerpoint or other) are not accepted.**

The digital version of the poster submitted on Canvas must agree **in content** with the poster exhibited, and be in PDF format, **in high-resolution** in order that assessors can view **all details** on the poster.

What makes a good poster?

Posters synthesise and summarise information or research concisely and attractively to help communicate the strategic vision and generate discussion. The poster is usually a mixture of a brief text mixed with tables, graphs, pictures, and other presentation formats composed in such a way that an observer can follow the journey of the Strategist in developing the strategic shift. Textual descriptions are short and can be read quickly. At a conference, the researcher stands by the poster display while other participants can come and view the presentation and interact with the author.

- Important information should be readable from about 2 meters away.
- Title is short and draws interest.
- Word count of about 300 to 800 words.
- Text is clear and to the point.
- Use of bullets, numbering, and headlines make it easy to read.
- Effective use of graphics, color and fonts.
- Consistent and clean layout.
- Includes acknowledgments, your name and institutional affiliation.

To start, answer these three questions:

1. What is the most important/interesting/astounding finding from my research project?
2. How can I visually share my research? Should I use charts, graphs, photos, images?
3. What kind of information can I convey during my talk that will complement my poster?

What software can I use to make a poster?

**PowerPoint (Microsoft) and Keynote (Apple)** Adjust the size of the slide to a large size. *Only one slide is permitted for the poster!*

**Adobe Illustrator, Photoshop, and InDesign** Feature-rich professional software that is good for posters including lots of high-resolution images, but they are more complex and expensive.

### Open Source Alternatives

- [OpenOfficeLinks to an external site.](#) is the free alternative to MS Office (Impress is its PowerPoint alternative).
- [InkscapeLinks to an external site.](#) and [GimpLinks to an external site.](#) are alternatives to Adobe products.
- For charts and diagrams try [GliffyLinks to an external site.](#) or [Lovely ChartsLinks to an external site.](#)

**Software as a Service** Canva, Miro, and Mural. Beware that some of these may not have an PDF export function!

## Literature

### [Sources for Macro TrendsDownload Sources for Macro Trends](#)

The global forces inspiring a new narrative of progress, (2018, February). Greenberg, E., Hirt, M., & Smit, S. McKinsey & Company.

Organizing for the future: Nine keys to becoming a future-ready company (2021, March). de Smet, A., Gagnon, C., & Mygatt, E. McKinsey & Company.

Meeting the challenge of disruptive change, (2000, March), Christensen, C, & Overdorf, M. Harvard Business Review.

Cusumano, M. A., Gawer, A., & Yoffie, D. B. (2019). *The Business of Platforms: Strategy in the Age of Digital Competition, Innovation, and Power*. HarperCollins.

Van Der Pijl, P., Lokitz, J., & Wijnen, R. (2020). *Business Model Shifts: Six Ways to Create New Value For Customers*. John Wiley & Sons.

Scrum Guides. (n.d.). <https://scrumguides.org/Links to an external site.>

Beyond the noise: the mega-trends of tomorrows world, Deloitte.

[www2.deloitte.com/content/dam/Deloitte/nl/Documents/public-sector/deloitte-nl-ps-megatrends-2ndedition.pdfLinks to an external site.](http://www2.deloitte.com/content/dam/Deloitte/nl/Documents/public-sector/deloitte-nl-ps-megatrends-2ndedition.pdfLinks to an external site.)

The Global Economy.com, *Compare countries with annual data from official sources.* [www.theglobaleconomy.com/compare-countries/Links to an external site.](http://www.theglobaleconomy.com/compare-countries/Links to an external site.)

Our World in Data.org, *Research and data to make progress against the world's largest problems.*

[ourworldindata.org/](http://ourworldindata.org/)

[Back to top](#)

\* Poster exhibitions are organised only for Opportunity 1 assessments.

\*\* Repaired assignments can achieve a maximum grade of 5,6.