



UNSW Course Outline

MBAE7503 Executive Strategy: Disruption and Transformation (Residential) - 2024

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General Course Information

Course Code : MBAE7503

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : AGSM MBA Programs

Delivery Mode : In Person

Delivery Format : Non Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

The capstone year of the MBA (Executive) Program focuses on themes of growth, innovation,

disruption and transformation. As part of the capstone year, this course will focus on disruption and transformation of industries and organisations.

In this course, students learn to accept and embrace uncertainty. Industry disruption is challenging many incumbent businesses while simultaneously creating opportunities. In disruptive environments, many organisations find they need to transform their business model and their organisation. Transformation means dealing with the challenges of change and uncertainty, sensing the situation, seizing the opportunities, and transforming the organisation. This requires critical thinking to deal with the frequent paradoxical choices in today's business environment where transformation is increasingly an ongoing activity rather than a once-in-a-career event. You will build important skills and mindsets to understand disruption, lead organisational business model shifts, and direct organisational transformation projects with confidence.

This course is designed to build upon and extend your learning in *MBAE7502 Growth and Innovation*, as the strategies and tools of growth and innovation also apply in developing new business models. Business model shifts and organisational transformations are complex, and this course explores many distinct types of business models as well as approaches to increase the success probability of organisational transformations.

In a world besotted with disruption, exponential technology change, globalisation, and the digitalisation of the economy, the concepts addressed in this course are of paramount importance to any leader looking to run a successful organisation into the future.

Relationship to Other Courses

As you study this course, you will also study the two-unit-of-credit course *MBAE7506 Executive Accelerator Middle Term*. Two half days of the five-day residential will focus on that course.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Identify and evaluate the current level of and susceptibility to industry disruption – including digital disruption – for an organisation.	• PLO1 : Business Knowledge
CLO2 : Apply situational awareness, dynamic capabilities, and decision making under uncertainty concepts to an organisation's future planning in response to the organisation's evolving context.	• PLO2 : Problem Solving
CLO3 : Combine critical, creative and scenario thinking to assess the situation and generate, evaluate and plan the implementation of new organisational business models and organisational transformations.	• PLO1 : Business Knowledge
CLO4 : Analyse and devise a well-justified transformation strategy by selecting an 'appropriate' strategy suited to the organisation's evolving context and applying organisational change processes and supporting frameworks.	• PLO1 : Business Knowledge
CLO5 : Identify and assess ethical, cultural and sustainability (profit, people, planet) risks in organisational transformation activity.	• PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence
CLO6 : Identify, evaluate, and mitigate the risks associated with a transformational change by applying assumptions testing and experimenting to business model changes and organisational transformations.	• PLO2 : Problem Solving
CLO7 : Produce written documents and oral presentations that communicate a coherent and compelling recommendation suitable for a senior management audience.	• PLO3 : Business Communication
CLO8 : Collaborate with your peers in a team to effectively develop new organisational business models and organisational transformation plans, and reflect on your and your team members' contributions to the team's processes and achievement.	• PLO4 : Teamwork

Course Learning Outcomes	Assessment Item
CLO1 : Identify and evaluate the current level of and susceptibility to industry disruption – including digital disruption – for an organisation.	<ul style="list-style-type: none"> • Case Analysis and Presentation • Transformation Project Report • Participation
CLO2 : Apply situational awareness, dynamic capabilities, and decision making under uncertainty concepts to an organisation's future planning in response to the organisation's evolving context.	<ul style="list-style-type: none"> • Case Analysis and Presentation • Transformation Project Report • Participation
CLO3 : Combine critical, creative and scenario thinking to assess the situation and generate, evaluate and plan the implementation of new organisational business models and organisational transformations.	<ul style="list-style-type: none"> • Case Analysis and Presentation • Transformation Project Report
CLO4 : Analyse and devise a well-justified transformation strategy by selecting an 'appropriate' strategy suited to the organisation's evolving context and applying organisational change processes and supporting frameworks.	<ul style="list-style-type: none"> • Case Analysis and Presentation • Transformation Project Report
CLO5 : Identify and assess ethical, cultural and sustainability (profit, people, planet) risks in organisational transformation activity.	<ul style="list-style-type: none"> • Participation • Case Analysis and Presentation • Transformation Project Report
CLO6 : Identify, evaluate, and mitigate the risks associated with a transformational change by applying assumptions testing and experimenting to business model changes and organisational transformations.	<ul style="list-style-type: none"> • Case Analysis and Presentation • Transformation Project Report
CLO7 : Produce written documents and oral presentations that communicate a coherent and compelling recommendation suitable for a senior management audience.	<ul style="list-style-type: none"> • Case Analysis and Presentation • Transformation Project Report
CLO8 : Collaborate with your peers in a team to effectively develop new organisational business models and organisational transformation plans, and reflect on your and your team members' contributions to the team's processes and achievement.	<ul style="list-style-type: none"> • Peer Team Member Evaluations • Case Analysis and Presentation

Learning and Teaching Technologies

Moodle - Learning Management System

Additional Course Information

Structure:

In Weeks 1 to 3 you will read the course resources, view selected videos, participate in discussion forums, and have a team conference call with your Class Facilitator to confirm your approach to the team case investigation (your team selects an organisation to investigate and advise). In Weeks 4 to 6 you will continue engaging with the course materials, will work on gathering data and analysing your team's case, and will have a team conference call with your Class Facilitator to review the status of work on your team's case. In Week 7 you will take part in the required Residential component, and your team will present a case analysis (Assessment 1) as part of this. In Weeks 8 to 10 you will submit a peer evaluation of team member contribution (Assessment 2), a peer evaluation of cohort member participation (Assessment 4), and an Individual Report on a transformation activity that you have undertaken (Assessment 3).

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Case Analysis and Presentation Assessment Format: Group	30%	Due Date: Day 5 of Residential (Week 7) by 8.30am Sydney time	<ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO4 : Teamwork • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence
Peer Team Member Evaluations Assessment Format: Individual	0%	Due Date: Friday of Week 8 by 3pm Sydney time	<ul style="list-style-type: none"> • PLO4 : Teamwork
Transformation Project Report Assessment Format: Individual	50%	Due Date: Friday of Week 10 by 3pm Sydney time	<ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence
Participation Assessment Format: Individual	20%	Due Date: Friday of Week 9 by 3pm Sydney time	<ul style="list-style-type: none"> • PLO4 : Teamwork

Assessment Details

Case Analysis and Presentation

Course Learning Outcomes

- CLO1 : Identify and evaluate the current level of and susceptibility to industry disruption – including digital disruption – for an organisation.
- CLO2 : Apply situational awareness, dynamic capabilities, and decision making under uncertainty concepts to an organisation's future planning in response to the organisation's evolving context.
- CLO3 : Combine critical, creative and scenario thinking to assess the situation and generate, evaluate and plan the implementation of new organisational business models and organisational transformations.
- CLO4 : Analyse and devise a well-justified transformation strategy by selecting an 'appropriate' strategy suited to the organisation's evolving context and applying organisational change processes and supporting frameworks.
- CLO5 : Identify and assess ethical, cultural and sustainability (profit, people, planet) risks in organisational transformation activity.
- CLO6 : Identify, evaluate, and mitigate the risks associated with a transformational change by applying assumptions testing and experimenting to business model changes and organisational transformations.
- CLO7 : Produce written documents and oral presentations that communicate a coherent and compelling recommendation suitable for a senior management audience.
- CLO8 : Collaborate with your peers in a team to effectively develop new organisational business models and organisational transformation plans, and reflect on your and your team members' contributions to the team's processes and achievement.

Assessment Length

50-minute presentation, 30 minutes of material and 20-minutes for discussion

Assessment information

Note: must use uploaded materials (all slides and back-up) - videos excluded

Peer Team Member Evaluations

Course Learning Outcomes

- CLO8 : Collaborate with your peers in a team to effectively develop new organisational business models and organisational transformation plans, and reflect on your and your team members' contributions to the team's processes and achievement.

Transformation Project Report

Course Learning Outcomes

- CLO1 : Identify and evaluate the current level of and susceptibility to industry disruption –

including digital disruption – for an organisation.

- CLO2 : Apply situational awareness, dynamic capabilities, and decision making under uncertainty concepts to an organisation's future planning in response to the organisation's evolving context.
- CLO3 : Combine critical, creative and scenario thinking to assess the situation and generate, evaluate and plan the implementation of new organisational business models and organisational transformations.
- CLO4 : Analyse and devise a well-justified transformation strategy by selecting an 'appropriate' strategy suited to the organisation's evolving context and applying organisational change processes and supporting frameworks.
- CLO5 : Identify and assess ethical, cultural and sustainability (profit, people, planet) risks in organisational transformation activity.
- CLO6 : Identify, evaluate, and mitigate the risks associated with a transformational change by applying assumptions testing and experimenting to business model changes and organisational transformations.
- CLO7 : Produce written documents and oral presentations that communicate a coherent and compelling recommendation suitable for a senior management audience.

Assessment Length

10 pages (plus Appendix)

Participation

Course Learning Outcomes

- CLO1 : Identify and evaluate the current level of and susceptibility to industry disruption – including digital disruption – for an organisation.
- CLO2 : Apply situational awareness, dynamic capabilities, and decision making under uncertainty concepts to an organisation's future planning in response to the organisation's evolving context.
- CLO5 : Identify and assess ethical, cultural and sustainability (profit, people, planet) risks in organisational transformation activity.

General Assessment Information

Referencing in assessments

You are expected to reference the source of all data used in your assessments. In the MBA (Executive), we expect you to know the authors of major frameworks and concepts and to reference these appropriately. However, in the Executive Year we place more emphasis on your ability to apply these frameworks and concepts. This means that we expect you to justify your arguments and to present them in a way that would persuade an audience of managers and/or investors. Indeed, the assessments are designed not for you to describe, or even just to demonstrate your ability to analyse a given framework, but to apply multiple course frameworks

and concepts to make managerial analyses and recommendations. There is no need to reference frameworks or concepts covered in your current course readings or class materials for assessments in your current course. All other frameworks or concepts you use in reports should be referenced appropriately using the Harvard Referencing system (this includes frameworks or concepts covered in previous MBA (Executive) courses). In addition, you should meticulously reference all data sources (for all types of data including numerical, interviews, quotes from news articles, etc.) in your reports so that readers understand the basis for assumptions in your analyses.

Grading Basis

Standard

Requirements to pass course

Students are expected to attempt all assessment requirements, and must achieve a composite mark of at least 50 out of 100 to pass the course.

Students are also expected to actively engage in course learning activities. Failure to engage in assessment tasks that are integrated into learning activities (e.g. class discussion, presentations) will be reflected in the marks for these assessable activities.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1	Topic	Unit 1: Prelude for disruption & transformation
	Assessment	Assessment 4: Participation
Week 2	Topic	Unit 2: Transformation process Unit 3: Transformation tools
	Assessment	Assessment 4: Participation
Week 3	Topic	Unit 4: Business models Unit 5: Business-model assessment
	Other	Team Conference Call with Facilitator - confirm approach for Team Case
	Assessment	Assessment 4: Participation
Week 4	Topic	Unit 6: Disruption Unit 7: Decision-making and scenarios
	Assessment	Assessment 4: Participation
Week 5	Topic	Unit 8: Digital strategy and business models Unit 9: Business-models evolution
	Other	Team Conference Call with Class Facilitator - check team progress
	Assessment	Assessment 4: Participation
Week 6	Topic	Unit 10: Residential preparation
	Assessment	Assessment 4: Participation
Week 7	Other	Residential
	Assessment	Assessment 1: Case Analysis and Presentation due on Day 5 of the Residential by 8.30am Sydney time Assessment 4: Participation
Week 8	Assessment	Assessment 2: Peer Team Member Evaluations due on Friday by 3pm Sydney time
Week 9	Assessment	Assessment 4: Participation due on Friday by 3pm Sydney time
Week 10	Assessment	Assessment 3: Transformation Project Report due on Friday by 3pm Sydney time

Attendance Requirements

This course has a mandatory four-day residential component. There are online activities (asynchronous and synchronous) required before and after the residential.

Note: Two half days of the residential will be devoted to the two-unit-of-credit course that you will study in parallel to this course – MBAE7506 Executive Accelerator Middle Term – making the residential five days in total.

Course Resources

Prescribed Resources

Learning resources

You have the following resources to help you learn:

1. The course materials. You will do much of your learning in the weeks before and after the

- Residential, and by completing learning activities as they arise.
2. Your Facilitator. During the Residential, your Facilitator will guide your learning by conducting class discussion, answering questions, providing insights from their practical experience and understanding of theory, providing you with feedback on your assessments, and directing discussions and debates that will occur between you and your co-participants in the classroom.
3. Your co-participants. Your colleagues in the discussions in Moodle and the Residential are an invaluable potential source of learning for you. Their work and life, and their willingness to question and discuss the course materials with you and the Facilitator, represent a great learning opportunity. They bring much valuable insight to the learning experience.

Other resources

BusinessThink

BusinessThink is UNSW's free online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business then go to the [BusinessThink website](#).

Additional Costs

There is a Residential fee associated with this course that covers residential accommodation and catering. The Residential Fee is not covered by Fee-Help.

Course Evaluation and Development

For Term 1 and Term 2 2024, we have:

- refined the reading units to include up-to-date content on generative AI and organisational resilience, in response to expressed student interest
- re-designed the scenario analysis session in the residential to more deeply consider the strategic responses to AI-generated scenarios rather than creating scenarios
- updated the facilitator Discussion Forum questions to allow more reflection on the use of course concepts in practice
- made several articles in the reading units optional, in response to student feedback regarding workload.

For Term 2 2024, we have:

- Refined the Assessment Details document to simplify and clarify the CheckPoint call tasks towards the team case project (Assessment 1).

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Facilitator in charge	George Shinkle					No	Yes

Other Useful Information

Academic Information

COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [key policies and support page](#).

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [key policies and support page](#). For PG Research PLOs, including MPDBS, please refer to the [UNSW HDR Learning Outcomes](#).

Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

Submission of Assessment Tasks

SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Special consideration applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a

- supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
 4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.
 5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
 6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.
 7. Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under “Special Consideration” on the [key policies and support](#) page.

LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the ‘wrong’ assignment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with

feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Faculty-specific Information

PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

QUALITY ASSURANCE

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.