



MBA911 Study Tour T325 Brief

All information in the Subject Outline is correct at the time of approval. KOI reserves the right to make changes to the Subject Outline if they become necessary. Any changes require the approval of the KOI Academic Board and will be formally advised to those students who may be affected by email and via Moodle.

Information contained within this Subject Outline applies to students enrolled in the trimester as indicated

1. General Information

1.1 Administrative Details

Associated HE Award(s)	Duration	Level	Subject Coordinator
MBA	1 trimester	Postgraduate	Dr James Cooper James.g.cooper@koi.edu.au L: 7-11, 11 York Street Consultation: via Moodle or by appointment

1.2 Core / Elective

This is a core subject for the above courses.

1.3 Subject Weighting

Indicated below is the weighting of this subject and the total course points.

Subject Credit Points	Total Course Credit Points
4	MBA: 48 Credit Points

1.4 Student Workload

Indicated below is the expected student workload per week for this subject

No. Timetabled Hours/Week*	No. Personal Study Hours/Week**	Total Workload Hours/Week***
3 hours/week plus supplementary online material	7 hours/week	10 hours/week

* Total time spent per week at lectures and tutorials

** Total time students are expected to spend per week in studying, completing assignments, etc.

*** Combination of timetable hours and personal study.

1.5 Mode of Delivery Face-to-face on site unless otherwise notified (please check Moodle). Note – since T322, KOI is in transition and most classes will be returning to face-to-face delivery. However, there are a range of issues remaining because of COVID-19. For example, some students may have trouble travelling to Australia. Because of this some classes may still be online. This affects whether the final exam for a subject will be open-book or closed-book. After enrolment KOI will be able to make a determination and notification will be provided on Moodle before Week 7.

1.6 Pre-requisites

At least 5 other subjects from MBA901 – MBA910 and approval of the MBA Program Director

1.7 General Study and Resource Requirements



- Students are expected to attend classes with the weekly worksheets and subject support material provided in Moodle. Students should read this material before coming to class to improve their ability to participate in the weekly activities.
- Students will require access to the internet and their KOI email and should have basic skills in word processing software such as MS Word, spreadsheet software such as MS Excel and visual presentation software such as MS PowerPoint.
- Computers and WIFI facilities are extensively available for student use throughout KOI. Students are encouraged to make use of the campus Library for reference materials.

Resource requirements specific to this subject: Specific resources will be identified in discussions with your lecturer. Prescribed readings and research examples will be posted to Moodle for additional guidance and recommended readings listed at section 2.9 will provide useful background reading.

1.8 Academic Advising

Academic advising is available to students throughout teaching periods including the exam weeks. As well as requesting help during scheduled class times, students have the following options:

- Consultation times: A list of consultation hours is provided on the homepage of Moodle where appointments can be booked.
- Subject coordinator: Subject coordinators are available for contact via email. The email address of the subject coordinator is provided at the top of this subject outline.
- Academic staff: Lecturers and Tutors provide their contact details in Moodle for the specific subject. In most cases, this will be via email. Some subjects may also provide a discussion forum where questions can be raised.
- Head of Program: The Head of Program is available to all students in the program if they need advice about their studies and KOI procedures.
- Vice President (Academic): The Vice President (Academic) will assist students to resolve complex issues (but may refer students to the relevant lecturers for detailed academic advice).

2 Academic Details

2.1 Overview of the Subject

MBA911, Study Tour provides an experiential opportunity for students to visit a diverse range of enterprises gaining a first hand, "in the field", experience from inside of the operation. In this subject, students are given agency to act as consultants to observe, compare and synthesise all aspects of the host enterprises including their operations, culture, markets, ecosystems and challenges, and in so doing, will develop insight into how contemporary enterprises address their core issues. Throughout the Study Tour, students will be able to build a portfolio of the core tools and tactics the host enterprises use to address contemporary challenges and to maximise their opportunities. Overall, students will develop a vision of what it means and what it takes to be a world class enterprise, and, what it takes to lead one. Through this experiential learning, students will develop a capacity to rapidly identify and analyse core issues central to these enterprises. This subject also provides a first-hand opportunity for students to develop a strong sense for, and respect of, diverse cultural and professional norms and expectations within real enterprises, thereby building critical skills necessary to flourish in technology centric enterprises of the 21 Century.

2.2 Graduate Attributes for Postgraduate Courses

Graduates of Postgraduate courses from King's Own Institute will achieve the graduate attributes expected from successful completion of a Master's degree under the Australian Qualifications Framework (2nd edition, January 2013). Graduates at this level will be able to apply an advanced body of knowledge from their major area of study in a range of contexts for professional practice or scholarship and as a pathway for further learning.

King's Own Institute's generic graduate attributes for a master's level degree are summarised below:

	KOI Master Degree Graduate Attributes	Detailed Description
	Knowledge	Current, comprehensive and coherent knowledge, including recent developments and applied research methods
	Critical Thinking	Critical thinking skills to identify and analyse current theories and developments and emerging trends in professional practice
	Communication	Communication and technical skills to analyse and theorise, contribute to professional practice or scholarship, and present ideas to a variety of audiences
	Research and Information Literacy	Cognitive and technical skills to access and evaluate information resources, justify research approaches and interpret theoretical propositions
	Creative Problem Solving Skills	Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, concepts and theories, solve complex problems and apply established theories to situations in professional practice
	Ethical and Cultural Sensitivity	Appreciation and accountability for ethical principles, cultural sensitivity and social responsibility, both personally and professionally
	Leadership and Strategy	Initiative, leadership skills and ability to work professionally and collaboratively to achieve team objectives across a range of team roles Expertise in strategic thinking, developing and implementing business plans and decision making under uncertainty
	Professional Skills	High level personal autonomy, judgement, decision-making and accountability required to begin professional practice

2.3 Subject Learning Outcomes

Listed below, are key knowledge and skills students are expected to attain by successfully completing this subject:

Subject Learning Outcomes	Contribution to Graduate Attributes
a) Critically analyse and compare the operations and strategic intent of contemporary enterprises from evidence gathered in the field	     
b) Examine and reflect on personal, professional and culturally responsible skills experienced and demonstrated during this subject	     
c) Reflect on best practices of contemporary enterprises from evidence gathered in the field	     
d) Assess the drivers and challenges of contemporary enterprises from evidence gathered in the field	     
e) Interpret data derived from a high-level benchmarking exercise of contemporary enterprises and identify and justify strong examples of best practice and worst practice from evidence gathered in the field	     



2.4 Subject Content and Structure

Below are details of the subject content and how it is structured, including specific topics covered in lectures and tutorials. Reading refers to the text unless otherwise indicated.

Weekly Planner:

Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
Week 1 27 Oct	Learning Development and Scaffolding - Introduction and Scope of Work: Concepts: Introduction to the subject and expectations	Yeoh, K.K. 2017. Entrepreneurship students distilled their learning experience through reflective learning log. Journal of Research in Innovative Teaching Learning. Vol. 10, No.2, pp. 126 142	A1. Report - Verbal - 1. Expectational Statement and Contract (Reflection) - Individual Deliverable
Week 2 03 Nov	Reflective Writing, and Journal Keeping, and Presenting Findings to Diverse Stakeholders: Concepts: Understanding how knowledge is created through reflection	Dalton, C, 2018. 'Reflection is embedded in my brain forever now!': Personal development as a core module on an Executive MBA. Reflective Practice vol. 19, no. 3, pp. 399 411.	
Week 3 10 Nov	Field Investigation and Intelligence Gathering: Concepts: How field investigation relates to market intelligence. Accurate recording of field information and market intelligence.	Crump, L. 2020. Conducting Field Research Effectively. American Behavioral Scientist, Vol. 64(2) 198 219	
Week 4 17 Nov	Contemporary Organisational Challenges: Activities: Using contemporary case studies apply intelligence gathering and reflective writing to communicate key issues. Pre-site visit preparation	Hsieh H H, Huang J T. Exploring factors influencing employees' impression management feedback seeking behaviour: The role of managerial coaching skills and affective trust. Human Resource Dev Quarterly. 2018;29:163 180. https://doi.org/10.1002/hrdq.21311	
Week 5 24 Nov	Study Tour Site Visits	. Goebel, S. and Weißenberger, B., 2015. The Relationship Between Informal Controls, Ethical Work Climates, and Organizational Performance. Journal of Business Ethics, 141(3), pp.505 528.	



Week 6 01 Dec	Study Tour - Site Visits	Safe Work Australia, 2019b. Work Related Psycho logical Health and Safety: A Systematic Approach to Meeting Your Duties. Canberra: Safe Work Australia.	
Week 7 08 Dec	Data Classification and Sense Making. Podcast Delivery: Concepts: Synthesis of small group data	Killean, R., Summerville, R. (Creative podcasting as a tool for legal know ledge and skills development, The Law Teacher, 54:1, 31 42, DOI: 10.1080/03069400.2019.15 68675	A2. Oral Audio Presentation (Experiential) - Open Collaboration - Individual Deliverable
Week 8 15 Dec	Podcast Review: Business Ethics and Responsibility	Lending, C. Minnick,K, Schorno, P.J 2018. Corporate Governance, Social Responsibility, and Data Breached. The Financial Review. 53, pp 413 455.	
Week 9 05 Jan	Podcast Feedback: Activities: Disruptive Innovation and Entrepreneurship	Lutz, C.J., Bodendorf F. 2019. Analyzing industry stakeholders using open source competitive intelligence a case study in the automotive supply industry. Journal of Enterprise Information Management,. Vol 33, No.3, pp579 599	
Week 10 12 Jan	Case Study Writing and Bringing It All Together: Concepts: What is a case study? Types of case studies and how to present a good case study. Conclusions and wrap up	Fierke, K. K., Lepp, G. A., Bastianelli, K., Vogelsang, L., Tornabene, L. ('Using an intention/reflection practice to focus students towards future professions in a short term international travel experience'. Curr ent Issues in Education, vol. 19, no. 2. Retrieved from http://cie.asu.edu/ojs/index .php/cieatasu/article/view/1 441	A3. 3. Case Study Analysis - Individual Deliverable 2500 words maximum
Week 11 19 Jan	Leadership Development Through Self Reflection	Lanaj, K., Foulk, T.A., Erez, A. 2018. Energizing Leaders via Self Reflection: A Within Person Field Experiment. Journal of Applied Psychology. Vo. 104. No.1. pp. 1 18	



Week 12 27Jan (Tue)	Assurance of Learning Subject Review		A4. Reflective - Logs - 4. Reflective Journal Report - Individual Report
Week 13 02 Feb	Study review week and Final Exam Week		
Week 14 09 Feb	Examinations Continuing students - enrolments for T126 open		Please see exam timetable for exam date, time and location
Week 15 16 Feb	Student Vacation begins New students - enrolments for T126 open		
Week 16 23 Feb	• Results Released • Review of Grade Day for T325 – see Sections 2.6 and 3.2 below for relevant information. • Certification of Grades NOTE: More information about the dates will be provided at a later date through Moodle/KOI email.		
T126 2 Mar 2026			
Week 1 02 Mar	Week 1 of classes for T126		

2.5 Teaching Methods/Strategies

Briefly described below are the teaching methods/strategies used in this subject:

- *Lectures* (1 hour/week) are conducted in seminar style and address the subject content, provide motivation and context and draw on the students' experience and preparatory reading.
- *Tutorials* (2 hours/week) include class discussion of case studies and research papers, practice sets and problem-solving and syndicate work on group projects. Tutorials often include group exercises and so contribute to the development of teamwork skills and cultural understanding. Tutorial participation is an essential component of the subject and contributes to the development of many of the graduate attributes (see section 2.2 above). Tutorial participation contributes towards the assessment in many subjects (see details in Section 3.1 for this subject). Supplementary tutorial material such as case studies, recommended readings, review questions etc. will be made available each week in Moodle.
- *Online* teaching resources include class materials, readings, model answers to assignments and exercises and discussion boards. All online materials for this subject as provided by KOI will be found in the Moodle page for this subject. Students should access Moodle regularly as material may be updated at any time during the trimester
- *Other contact* - academic staff may also contact students either via Moodle messaging, or via email to the email address provided to KOI on enrolment.

2.6 Student Assessment

Provided below is a schedule of formal assessment tasks and major examinations for the subject.



Assessment Type	When Assessed	Weighting	Learning Outcomes Assessed
Assessment 1. Report - Verbal - Expectational Statement and Contract (Preflection) - Individual	Week 3	15%	a, b, d, and e
Assessment 2. Oral Audio Presentation (Experiential) - Open Collaboration - Individual Podcast	Week 7	25%	b, c, and d
Assessment 3. Case Study Analysis (Individual): Report of 2500 words	Week 10	30%	a, b, c, d, and e
Assessment 4. Reflective Journal Report (Individual): Report of 2500 words	Week 12	30%	b, c and d

Requirements to Pass the Subject:

To gain a pass or better in this subject, students must gain a *minimum of 50%* of the total available subject marks.

2.7 Prescribed and Recommended Readings

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

Prescribed Text:

Crump, L. 2020. Conducting Field Research Effectively. American Behavioral Scientist, Vol. 64(2) 198 219

Dalton, C, 2018. 'Reflection is embedded in my brain forever now!': Personal development as a core module on an Executive MBA. Reflective Practice vol. 19, no. 3, pp. 399 411.

Fierke, K. K., Lepp, G. A., Bastianelli, K., Vogelsang, L., & Tornabene, L. (2016). Using an intention/reflection practice to focus students towards future professions in a short-term international travel experience. *Current Issues in Education*, 19(2), 1. Retrieved from <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1441>

Goebel, S. and Weißenberger, B., 2015. The Relationship Between Informal Controls, Ethical Work Climates, and Organizational Performance. *Journal of Business Ethics*, 141(3), pp.505 528.

Hsieh H H, Huang J T. Exploring factors influencing employees' impression management feedback seeking behavior: The role of managerial coaching skills and affective trust. *Human Resource Development Quarterly*. 2018;29:163 180. <https://doi.org/10.1002/hrdq.21311>

Killeen, R. and Summerville, R., 2020. Creative podcasting as a tool for legal knowledge and skills development. *The law teacher*, 54(1), pp.31-42. DOI: 10.1080/03069400.2019.1568675

Lanaj, K., Foulk, T.A., Erez, A. 2018. Energizing Leaders via Self Reflection: A Within Person Field Experiment. *Journal of Applied Psychology*. Vol. 104. No.1. pp. 1 18

Lending, C. Minnick, K, Schorno, P.J 2018. Corporate Governance, Social Responsibility, and Data Breached. *The Financial Review*. 53, pp 413 455.

Lutz, C.J., Bodendorf F. 2019. Analyzing industry stakeholders using open source competitive intelligence



a case study in the automotive supply industry. Journal of Enterprise Information Management. Vol 33, No.3, pp579 599.

Safe Work Australia, 2019b. Work Related Psychological Health and Safety: A Systematic Approach to Meeting Your Duties. Canberra: Safe Work Australia.

Yeoh, K.K. 2017. Entrepreneurship students distilled their learning experience through reflective learning log. Journal of Research in Innovative Teaching Learning. Vol. 10, No.2, pp. 126 142

Recommended Journals and Websites

Journals

European Journal of Training and Development

<https://www.emerald.com/insight/publication/issn/2046-9012>

International Journal of Logistics Management

<https://www.emerald.com/insight/publication/issn/0957-4093>

Journal of Business Strategy

<https://www.emerald.com/insight/publication/issn/0275-6668>

Journal of Business Ethics

<https://www.springer.com/journal/10551>

European Journal of Training and Development

<https://www.emerald.com/insight/publication/issn/2046-9012>

Websites

Industrial Relations NSW

<https://www.industrialrelations.nsw.gov.au>

Dept of Foreign affairs and Trade

<https://www.dfat.gov.au>

Austrade

<https://www.austrade.gov.au>

CEDA

<https://www.ceda.com.au>

Safe Work Australia

<https://www.safeworkaustralia.gov.au>

The following websites are useful sources covering a range of information useful for this subject. However, most are not considered to be sources of Academic Peer Reviewed theory and research. If your assessments require **academic peer reviewed journal articles** as sources, you need to access such sources using the Library database, Ebscohost, or Google Scholar. Please ask in the Library if you are unsure how to access Ebscohost. Instructions can also be found in Moodle.