

MBA911 Experiential Learning T326 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 Growdon 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 . Classes will be face-to-face or hybrid. Certain classes will be online (e.g., special arrangements).

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

This subject provides MBA students with a structured experiential learning opportunity to design and test strategic, evidence informed interventions in contemporary enterprises (real or simulated). Students adopt the role of business consultants within controlled or virtual environments, where they design and execute practical experiments, analyse case-based data, and explore realistic business scenarios. Through this process, students will investigate and compare organisational operations, cultures, markets, ecosystems, and challenges, building insight into how modern enterprises address core issues and seize opportunities.

Throughout the course, students will apply analytical, reflective, and methodological tools to identify and address complex organisational problems, culminating in the design and presentation of their own applied business experiment. This approach develops adaptive problem-solving skills, strengthens professional communication capabilities, and fosters appreciation personal experience and perspective in diverse organisational and cultural contexts of innovation-focused enterprises of the 21st 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:
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	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, strategic intent, and performance drivers of contemporary enterprises using primary and/or secondary evidence	     
b) Critically examine and reflect on personal, professional and culturally responsible capabilities, including remote and cross-cultural teamwork, developed through experiential activities.	      
c) Interpret and apply benchmarking and best-practice frameworks to identify, justify and communicate evidence based strategic and leadership options.	     
d) Design, implement and evaluate an applied business experiment or inquiry that informs organisational decision-making at senior-management or board level.	     
e) Integrate insights from experiential learning, analysis and contemporary strategy/change literature to plan future professional practice and career development.	      

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. Readings are the open access journal articles listed in section 2.9.



Weekly Planner:

Week (beginning)	Topic Covered in Each Week's Lecture	Reading(s)	Expected work as listed in Moodle
Week 1 26 October	Self-as-leader and reflective toolkit. AI as a reflective thinking partner	Carden, Jones and Passmore (2022) 'Defining self-awareness in the context of adult development: A systematic literature review', <i>Journal of Management Education</i> . Optional: Liyanagamage and Gallage (2026) 'Integrating generative AI into entrepreneurship education: A reflective learning and teaching framework to promote critical thinking and ethical knowledge transfer', <i>The International Journal of Management Education</i> .	
Week 2 02 November	Strategic Collaboration and Stakeholder Alignment	Kujala et al. (2022) 'Stakeholder engagement: Past, present, and future', <i>Business & Society</i> .	Students examine how to frame experiments as strategic initiatives, negotiate objectives and trade-offs, and manage collaboration between internal and external stakeholders to support value creation
Week 3 09 November	Investigative and consulting toolkit	Rousseau and ten Have (2022) 'Evidence-based change management', <i>Organizational Dynamics</i> .	
Week 4 16 November	Experimental design for strategic and organisational questions.	Camuffo et al. (2024) 'A scientific approach to entrepreneurial decision-making: Large-scale replication and extension', <i>Strategic Management Journal</i> .	
Week 5 23 November	Benefits Realisation, Performance and Learning Loops	Zwikaël (2024) 'Benefits classification to enhance project value creation', <i>International Journal of Project Management</i> . Optional: Auqui-Caceres and Furlan (2023) 'Revitalizing double-loop learning in organizational contexts: A systematic review and research agenda', <i>European Management Review</i> .	Explore benefits realisation management, KPIs, and how leaders close the loop between experimentation, performance data and strategic adjustment.
Week 6 30 November	Business Performance: KPIs and the Balanced Scorecard	Yawson and Paros (2023) 'Systems perspective of the use of the balanced scorecard for organization	Interpret financial and non-financial performance indicators; use KPIs and balanced scorecards;



		development and change', <i>SAGE Open</i> .	evaluate organisational performance.
Week 7 07 December	Executive / board reporting and consulting communication	Pernelet and Brennan (2023) 'Challenge in the boardroom: Director-manager question-and-answer interactions at board meetings', <i>Corporate Governance: An International Review</i> .	
Week 8 14 December	Assessment 2 Presentations & Self-Directed Learning Strategy, innovation & social impact models	De Cuyper, Clarysse and Wright (2024) 'Doing good while making profits: A typology of business models for social ventures', <i>Strategic Entrepreneurship Journal</i> .	Self-Directed Learning
Week 9 04 January	Global Entrepreneurship, Innovation and Political Economy	Stephan, Uhlaner and Stride (2026) 'Institutions and social entrepreneurship: A hierarchy of institutions to revisit institutional voids, support, and configurations', <i>Journal of International Business Studies</i> .	
Week 10 11 January	Strategy, Risk and Board Level Decision Making	Bryce, Ashby and Ring (2024) 'Reconciling risk as threat and opportunity: The social construction of risk in boardrooms', <i>Risk Analysis</i> .	The Role of the Board Strategic risk concepts (option value, downside risk, reputational risk, learning value). Tensions between innovation, risk appetite, and accountability in contemporary enterprises.
Week 11 18 January	Leadership Capability Development through Experiential Learning	Iszatt-White (2026) 'Revisiting Kolb in formal leadership development programmes: Adding theory and discussion to the mix', <i>Management Learning</i> .	
Week 12 25 January	Assurance of Learning Subject Review	Daff, Tame and Sands (2024) 'A course design approach that encourages reflective practice habits', <i>The International Journal of Management Education</i> .	
Week 13 01 February	Study review week and Final Exam Week		
Week 14 08 February	- Final Exam Week - Continuing students - enrolments for T127 open		Please see the exam timetable for the exam date, time and location
Week 15 15 February	- Student Vacation begins - New students - enrolments for T127 open		



Week 16 22 February	• Results Released • Review of Grade Day for T326 – 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
T127 01 March 2027	
Week 1 01 March	Week 1 of classes for T127

2.5 Public Holiday Amendments

Please note: KOI is closed on all scheduled NSW Public Holidays.

T326 has one (1) public holiday that occurs during this trimester. Classes scheduled for this public holiday (Calendar Class Date) will be rescheduled as per the table below.

This applies to ALL subjects taught in T326.

Please see the table below and adjust your class timing as required. Please make sure you have arrangements in place to attend the rescheduled classes if applicable to your T326 enrolment.

Classes will be conducted at the same time and in the same location as your normally scheduled class, except these classes will be held on the date shown below.

Calendar Class Date	Rescheduled Class Date
26 Jan 2027 (Tuesday)	02 Feb 2027 (Tuesday)

2.6 Review of Grade, Deferred Exams & Supplementary Exams/Assessments

Review of Grade:

There may be instances when you believe that your final grade in a subject does not accurately reflect your performance against the marking criteria. Section 8 of the Assessment and Assessment Appeals Policy (www.koi.edu.au) describes the grounds on which you may apply for a Review of Grade.

If you have a concern about your marks and you are unable to resolve it with the Academic staff concerned, then you can apply for a formal Review of Grade as explained in section 3.2(e) Appeals Process below. Please note the time limits for requesting a review. Please ensure you read the Review of Grade information before submitting an application.

Review of Grade Day:

Final exam scripts will not normally be returned to students. Students can obtain feedback on their exam performance and their results for the whole subject at the Review of Grade Day. KOI will hold the Review of Grade Day for all subjects studied in T326. **The ROG day will be announced at a later date, and students will be notified through Moodle/KOI email.**

Only final exams and whole subject results will be discussed as all other assessments should have been reviewed during the trimester. Further information about Review of Grade Day will be available through Moodle.

If you fail one or more subjects and you wish to consider applying for a Review of Grade you are **STRONGLY ADVISED** to attend the Review of Grade Day. You will have the chance to discuss your final exam and subject



result with your lecturer, and will be advised if you have valid reasons for applying for a Review of Grade (see Section 3.2 below and the Assessment and Assessment Appeals Policy).

A formal request for a review of grade may not be considered unless you first contact the subject coordinator to discuss the result.

Deferred Exams:

If you wish to apply for a deferred exam because you are unable to attend the scheduled exam, you should submit the Assignment Extension / Exam Deferment Form available by contacting academic@koi.edu.au as soon as possible, *but no later than three (3) working days of the assessment due date*.

If you miss your mid-trimester or final exam there is no guarantee you will be offered a deferred exam.

You must apply within the stated timeframe and satisfy the conditions for approval to be offered a deferred exam (see Section 8.1 of the *Assessment and Assessment Appeals Policy and the Application for Assignment Extension or Deferred Exam Forms*). In assessing your request for a deferred exam, KOI will take into account the information you provide, the severity of the event or circumstance, your performance on other items of assessment in the subject, class attendance and your history of previous applications for special consideration.

Deferred mid-trimester exams will be held before the end of week 9. Deferred final exams will be held on two days during week 1 or 2 in the next trimester. You will not normally be granted a deferred exam on the grounds that you mistook the time, date or place of an examination, or that you have made arrangements to be elsewhere at that time; for example, have booked plane tickets.

If you are offered a deferred exam, but do not attend *you will be awarded 0 marks for the exam*. This may mean it becomes difficult for you to pass the subject. If you apply for a deferred exam within the required time frame and satisfy the conditions you will be advised by email (to your KOI student email address) of the time and date for the deferred exam. Please ensure that you are available to take the exam at this time.

Marks awarded for the deferred exam will be the marks awarded for that item of assessment towards your final mark in the subject.

Supplementary Assessments (Exams and Assessments):

A supplementary assessment may be offered to students to provide a final opportunity to demonstrate successful achievement of the learning outcomes of a subject. *Supplementary assessments are only offered at the discretion of the Board of Examiners*. In considering whether or not to offer a supplementary assessment, KOI will take into account your performance on all the major assessment items in the subject, your attendance, participation and your history of any previous special considerations.

If you are offered a supplementary assessment, you will be advised by email to your *KOI student email address* of the time and due date for the supplementary assessment – supplementary exams will normally be held at the same time as deferred final exams during week 1 or week 2 of the next trimester.

You must pass the supplementary assessment to pass the subject. The maximum grade you can achieve in a subject based on a supplementary assessment is a PASS grade.

If you:

- are offered a supplementary assessment, but fail it;
 - are offered a supplementary exam, but do not attend; or
 - are offered a supplementary assessment but do not submit by the due date;
- you will receive a FAIL grade for the subject.

Students are also eligible for a supplementary assessment for their final subject in a course where they fail the subject but have successfully completed all other subjects in the course. You must have completed all major assessment tasks for the subject and obtained a passing mark on at least one of the major assessment tasks to be eligible for a supplementary assessment.



If you believe you meet the criteria for a supplementary assessment for the final subject in your course, but have not received an offer, complete the *Complaint, Grievance, Appeal Form* and send your form to reception@koi.edu.au. The deadline for applying for supplementary assessment is the Friday of the first week of classes in the next trimester.

2.7 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.
- Students will "use AI and digital tools appropriately for research, analytics and communication, in line with KOI's academic integrity requirements.



2.8 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 - Expectational Statement and Contract (Preflection) - Individual	Week 3	20%	b and e
Team Reflective Research Project – Live Presentation 20%, Viva Voce 10%, and Board Summary (1000 words) 10%	Week 8	40%	a, b, c, and d
Assessment 3. Reflective Strategic Synthesis Report (Individual): Report of 2000 words	Week 12	40%	a, b, c, d, and e

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.

2.9 Prescribed and Recommended Readings

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

Prescribed Readings (open access)

- Week 1: Carden, J., Jones, R.J. and Passmore, J. (2022) 'Defining self-awareness in the context of adult development: A systematic literature review', *Journal of Management Education*, 46(1), pp. 140-177. Available at: <https://doi.org/10.1177/1052562921990065>
- Week 2: Kujala, J., Sachs, S., Leinonen, H., Heikkinen, A. and Laude, D. (2022) 'Stakeholder engagement: Past, present, and future', *Business & Society*, 61(5), pp. 1136-1196. Available at: <https://doi.org/10.1177/00076503211066595>
- Week 3: Rousseau, D.M. and ten Have, S. (2022) 'Evidence-based change management', *Organizational Dynamics*, 51(3), 100899. Available at: <https://doi.org/10.1016/j.orgdyn.2022.100899>
- Week 4: Camuffo, A., Gambardella, A., Messinese, D., Novelli, E., Paolucci, E. and Spina, C. (2024) 'A scientific approach to entrepreneurial decision-making: Large-scale replication and extension', *Strategic Management Journal*, 45(6), pp. 1209-1237. Available at: <https://doi.org/10.1002/smj.3580>
- Week 5: Zwikael, O. (2024) 'Benefits classification to enhance project value creation', *International Journal of Project Management*, 42(2), 102574. Available at: <https://doi.org/10.1016/j.ijproman.2024.102574>
- Week 6: Yawson, R.M. and Paros, A.K.B. (2023) 'Systems perspective of the use of the balanced scorecard for organization development and change', *SAGE Open*, 13(4). Available at: <https://doi.org/10.1177/21582440231218064>
- Week 7: Pernelet, H.R. and Brennan, N.M. (2023) 'Challenge in the boardroom: Director-manager question-and-answer interactions at board meetings', *Corporate Governance: An International Review*, 31(4), pp. 544-562. Available at: <https://doi.org/10.1111/corg.12492>
- Week 8: De Cuyper, L., Clarysse, B. and Wright, M. (2024) 'Doing good while making profits: A typology of business models for social ventures', *Strategic Entrepreneurship Journal*, 18(2), pp. 258-285. Available at: <https://doi.org/10.1002/sej.1502>

- Week 9: Stephan, U., Uhlaner, L.M. and Stride, C. (2026) 'Institutions and social entrepreneurship: A hierarchy of institutions to revisit institutional voids, support, and configurations', *Journal of International Business Studies*, 57(1), pp. 4-25. Available at: <https://doi.org/10.1057/s41267-025-00829-4>
- Week 10: Bryce, C., Ashby, S. and Ring, P. (2024) 'Reconciling risk as threat and opportunity: The social construction of risk in boardrooms', *Risk Analysis*, 44(8), pp. 1959-1976. Available at: <https://doi.org/10.1111/risa.14275>
- Week 11: Iszatt-White, M. (2026) 'Revisiting Kolb in formal leadership development programmes: Adding theory and discussion to the mix', *Management Learning*, OnlineFirst. Available at: <https://doi.org/10.1177/13505076261465893>
- Week 12: Daff, L., Tame, C. and Sands, J. (2024) 'A course design approach that encourages reflective practice habits', *The International Journal of Management Education*, 22(2), 100990. Available at: <https://doi.org/10.1016/j.ijme.2024.100990>

Optional Readings (open access)

- Week 1: Liyanagamage, N. and Gallage, N. (2026) 'Integrating generative AI into entrepreneurship education: A reflective learning and teaching framework to promote critical thinking and ethical knowledge transfer', *The International Journal of Management Education*, 24(3), 101490. Available at: <https://doi.org/10.1016/j.ijme.2026.101490>
- Week 5: Auqui-Caceres, M.-V. and Furlan, A. (2023) 'Revitalizing double-loop learning in organizational contexts: A systematic review and research agenda', *European Management Review*, 20(4), pp. 741-761. Available at: <https://doi.org/10.1111/emre.12615>

All prescribed and optional readings are peer-reviewed, open access journal articles published under Creative Commons licences and can be downloaded free of charge through the DOI links above. Copies are also provided in Moodle. No textbook is required for this subject.

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>

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.