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	Prof MD Mahfuz ASHRAF md.ashraf@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.

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- 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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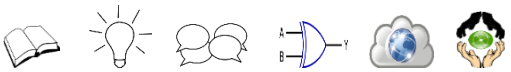
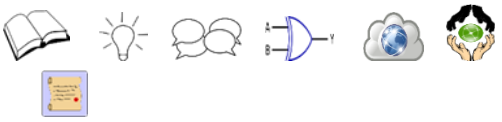
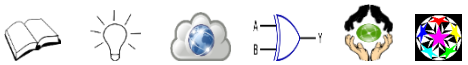
	KOI Master Degree Graduate Attributes	Detailed Description
	Knowledge	Current, comprehensive and coherent knowledge, including recent developments and applied research methods

	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', *Journal of Management Education*. 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', *The International Journal of Management Education*.	
Week 2 02 November	Strategic Collaboration and Stakeholder Alignment	Kujala et al. (2022) 'Stakeholder engagement: Past, present, and future', *Business & Society*.	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', *Organizational Dynamics*.	
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', *Strategic Management Journal*.	
Week 5 23 November	Benefits Realisation, Performance and Learning Loops	Zwikael (2024) 'Benefits classification to enhance project value creation', *International Journal of Project Management*. Optional: Auqui-Caceres and Furlan (2023) 'Revitalizing double-loop learning in organizational contexts: A systematic review and research agenda', *European Management Review*.	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 development and change', *SAGE Open*.	Interpret financial and non-financial performance indicators; use KPIs and balanced scorecards; evaluate organisational performance.

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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', *Corporate Governance: An International Review*.	
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', *Strategic Entrepreneurship Journal*.	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', *Journal of International Business Studies*.	
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', *Risk Analysis*.	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', *Management Learning*.	
Week 12 25 January	Assurance of Learning Subject Review	Daff, Tame and Sands (2024) 'A course design approach that encourages reflective practice habits', *The International Journal of Management Education*.	
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 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.

2.6 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 -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.

2.7 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.

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