

Strategy & Organisation 1: Cases (10 EC)

Description

In part one of Strategy and Organisation you will address strategic managerial issues in related to organisational agility and business platforms. You will get extensive practice in reviewing and searching for relevant business literature which explores the the issues and solutions to the issues from the professional field and use case studies to apply insights from state-of-the-art business literature.

The reason for delving into business literature is that, while a situation may be unique and certainly new to us, it is unlikely to be entirely new to the world at large. We can learn from the successes and failures of other organisations facing similar strategic challenges, and we can generate hypotheses about good practices to implement and monitor in our own unique situation.

Organisational agility (networks) and platforms (digitisation) are oftentimes two sides of the same coin. But they don't have to be. Both represent major transformations of modern organisations, not merely in structure and process, but more importantly in mindset and organisational definition.

In a world of increasing uncertainty and rapid change, how do organisations adapt and react so that they survive and grow? Join us in exploring this question and the answers that are emerging in the world of business.

You will gain insight into the challenges to modern businesses at a strategic level, contemporary managerial practice theory, and emerging technologies. You will become adept at sourcing, summarising and synthesising management literature from both professional and peer-reviewed authorities to apply this knowledge like a lens to a unique organisational situation.

Learning Outcomes

Upon the *successful* completion of each module your abilities in the following key skills will have demonstrably improved.

- Logic in thinking and writing.
- Searching and selecting business practice and theory literature relevant to a particular challenge at hand.
- Close reading and extracting relevant business concepts from business practice and theory literature.
- Applying key insights from relevant literature to posit reasoned solutions to a complex business problem.

The successful student *understands* and *applies* key concepts to the *analysis* and *evaluation* of an organisation's challenges and *creates* appropriate solutions.

- Critically identifies macroeconomic developments driving transformational change in a firm's structure and strategy.

- Discusses the impact of an firm's structure and culture on the behaviours of managers and individual contributors.
- Develops recommendations based on business practice and theory literature to situations presented in case studies.
- Demonstrates a systematic process to addressing strategic transformation challenges presented in business case studies. The approach is characterised by the application of relevant business practice and theory literature to develop, and weigh the merits of, several alternative solution scenarios.
- Structures a logical argument in writing, making appropriate use of diction, tone of voice, sentences and paragraph structure.

To be successful in this program you will be able to demonstrate the outcomes presented in Table 1. The context in which you will demonstrate these outcomes is *complex*; the case studies present the participant with complex business situations and the literature is at an advanced level. However, the choice of case studies and the process of analysing the case situations is a *guided, low-autonomy, process*.

Learning outcomes of this course

Analyzes macro-economic factors & policies driving business development.

Assesses cultural differences on organisational behavior.

Develops a plan to support the creation of value.

Systematically generates innovative solutions in a changing business environment.

Communicates effectively and persuasively using correct English.(1)

Rubric

	Unsatisfactory	Work in Progress	Satisfactory	Good
Logic in thinking & writing	Pyramid principle absent	Partial pyramid principle	Pyramid principle is evident.	Structured pyramid principle
Grammar & citation (APA 6th)	Many errors	Some errors	Few errors	No errors
Literature review	Selection is inappropriate. Review is limited to summaries of articles.	Selection is partially appropriate. Review is predominantly restricted to summaries with some comparison.	Selection is appropriate. Review combines comparative summary and synthesizes main thoughts to a limited extent.	Selection is appropriate. Review combines comparative summary and synthesizes main thoughts clearly .
Analyses of the disruptive potential of macro-forces (i.e. trends in technology,	Relevance of forces to business model is not established. Trends are based on personal opinion.	Relevance of forces to business model is not established. Little or no evidence to support trends are documented and presented, predominantly resting personal opinion.	Relevance of forces to business model is established. Trends are documented and presented.	Relevance of forces to business model is clearly established. Trends are meticulously documented and presented.

regulatory environment, & economic) on the business model.				
The practice of enterprise (Situation & Complication)	Identifies few to no relevant practices in the enterprise. Makes marginal use of available data and known facts, or misuses the information. No problem is identified.	Identifies some relevant practices of the enterprise, citing generalised statements. Uses available data and known facts about the enterprise. A generic problem is identified or otherwise vaguely defined.	Identifies a majority of relevant practices of the enterprise referring to these specifically. A specific problem statement is formulated that relates to the situation analysis.	Identifies relevant practices, citing available data and known facts specifically identifying the problem specifically. The problem statement clearly relates to the situation analysis.
Argued recommendation (Question & Answer)	No question is formulated and/or no specific solution is recommended and/or solutions are not based in literature but a matter of opinion.	A non-specific question is formulated and/or no clear connection to the problem statement and/or only one solution is proposed and/or proposed solutions do not relate to literature research.	The research question is clear and inherently relates to the problem statement. Develops multiple solutions but not MECE or not based in literature research.	Formulates a clear research question grounded in the problem statement. Develops clear MECE solutions based on literature research.
Argued implementation (Answer)	No consideration is given to the barriers of implementing recommendation(s) and/or suggestions on how to overcome these are based on personal opinion.	Little consideration is given to the barriers of implementing recommendation(s) and/or no suggestions on how to overcome these and/or not grounded in the literature research.	Some consideration is given to the barriers of implementing recommendation(s) and some suggestions on how to overcome these are somewhat grounded in the literature review.	Thoughtful consideration is given to the barriers of implementing recommendation(s) and suggestions on how to overcome these are grounded in the literature review.

Table 1: Assessment rubric Strategy & Organisation 1: Cases

Learning Path

Your learning path is guided by modules (see "Modules" in the left menu). All reading, assignments and formative quizzes are contained in modules and can be viewed in the syllabus (see "Syllabus" in the left menu). You can complete the requirements of a module at your own pace, however, you must be prepared when attending related synchronous class session(s).

Assessment

Your performance on select key performance indicators over the duration of the course is recorded as dozens of data points. The key performance indicators include collaboration and analytical thinking and problem solving. Your continued holistic performance on key performance indicators will be reviewed by examiners at the end of the course before determining a final grade.

No student will be awarded a grade who is not registered for assessment in Osiris. In the event that you are not registered in Osiris at the time of assessment, no course work nor grade will be kept on file. You will need to resubmit your course work at the next assessment opportunity you decide to take advantage of.

Second assessment opportunity

All students have a right to two assessment opportunities each year. For the second assessment opportunity we define a resit assessment as fit for a student who has completed the program and attempted the assessment at the least once before.

In the event that you have **not completed the course work**, or otherwise have **not attempted the assessment at the first opportunity**, you will be expected to deliver the full set of course deliverables for assessment no later than the end of the first exam week of the subsequent term.

Resitting the assessment for participants of Term A/B

Have you previously participated in the course AND have you attempted the assessment at least once before? Then you are eligible to resit the course. Having been unsuccessful in obtaining the full course credits the at the first assessment opportunity you will receive **an additional assignment** commensurate to the gap in your knowledge.

In order to submit an additional assignment, participants must be registered in Osiris for the *Term D* opportunity and submit the assignment no later than the 17:00 on the Friday of the first exam week of Term C. Products submitted after this deadline will be considered as not submitted and an NA entered in Osiris.

Resitting the assessment for participants of Term C/D

Have you previously participated in the course AND have you attempted the assessment at least once before? Then you are eligible to resit the course. Having been unsuccessful in obtaining the full course credits the at the first assessment opportunity you will receive **an additional assignment** commensurate to the gap in your knowledge.

In order to submit the additional assignment, participants must be registered in Osiris for the *Term E* opportunity and submit the assignment no later than the first Monday in July. Products submitted after this deadline will be considered as not submitted and an NA entered in Osiris.

Relation to the Program

This is a third year bachelor course. It develops critical research skills, strategic thinking skills, international business awareness, innovation and creativity skills, and English communication skills.

Workload

Successfully completing the requirements of this module will take an estimated two-hundred hours, including reading, writing, preparing, and attending sessions. This part of the program rewards 10 ECTS upon successful completion. 10 ECTS is equivalent to 280 study hours which includes class sessions, independent reading and research, collaboration, and production of assessment outputs, and assessment (such as an exam or oral defence).

Course Material

Get the **HBSP Course Pack**

With an HBSP student account you get 60% discount. This course pack includes:

- The Management Century (article)
- Fall and Rise of Strategic Planning (article)
- Maersk: Betting on Blockchain (case study)
- Pipelines, Platforms, and the New Rules of Strategy (article)
- Meeting the Challenge of Disruptive Change (article)
- Accelerate! (article)
- Managing without Managers (article)
- Collaboration rules (article)

Module S&O1.0 - Introduction

Book

- The Pyramid Principle, B. Minto, 1987.

Articles²

- The Management Century, W. Kiechel, HBR, 2012.
- The Rise and Fall of Strategic Planning, H. Mintzberg, HBR, 1994.
- Your Strategy needs a Strategy, M. Reeves, C. Love, & P Tillmanns, HBR, 2012.
- Unbundling the Corporation, J. Hagel III, & M. Singer, McKinsey, 2000.
- Why Strategy Execution Unravels and What to Do About It, D. Sull, R. Homkes, and C. Sull, HBR, 2015.
- Blue Ocean Strategy, W. Chan Kim and R. Mauborgne, HBR, 2005.

Module S&O1.1 - Agility

Book

- The Future of Management, G. Hamel, 2007 / Humanocracy, G. Hamel, 2020.
- The Pyramid Principle, B. Minto, 1987.

Articles²

- Meeting the Challenge of Disruptive Change, Clayton Christensen, HBR, 2000.
- Accelerate!, John P. Kotter, HBR, 2012.
- Managing Without Managers, Ricardo Semler, HBR, 1989.
- Collaboration Rules, P. Evans & B. Wolf, HBR, 2005.

Case study

- The Rise and Demise of Qualcomm's VentureFest, R. de Bruijn, 2016.
Use code "HUSO120A" together with your *@student.hu.nl email address to download your **free** copy.

Workshop

- HNPP Competitive Agility Board
- List of Practices for Agility Cards

Module S&O1.2 - Platformisation

Book

- The Business of Platforms, A. Gawer, D. B. Yoffie, and M. A. Cusumano, 2019.
- The Pyramid Principle, B. Minto, 1987.

Articles²

- Pipelines , platforms, and the new rules of strategy, M.W. Van Alstyne, G.G. Parker, S.P. Choudary, HBR, 2016.
- How blockchain technologies impact your business model, V.J. Morkunas, J. Paschen, E. Boon, Business Horizons Volume 62, Issue 3, May–June 2019, Pages 295-306, Elsevier.
- Decentralization and Localization of Production: The Organizational and Economic Consequences of Additive Manufacturing (3D Printing), A. Ben-Ner and E. Siemsen, CMR, 2017.

Case study

- Maersk: Betting on Blockchain, R. Lal and S. Johnson, HBS, 2018. (€)

Module S&O1.3

Book

- A title chosen by the group from the bookshelf for study.
- The Pyramid Principle, B. Minto, 1987.

Articles

- Searched and selected by group.

Recommended extra articles for S&O1

- Adaptability: The new competitive advantage, M. Reeves & M. Deimler, HBR, 2011.
- Value Creation in Innovation Ecosystems, Adner & Kapoor, 2008.
- The Problem with Legacy Ecosystems, M. Wessel, A. Levie and R. Siegel, HBR, 2017.

Strategy & Organisation 2: Project (10 EC)

Description

In Strategy & Organisation 1 we emphasised logic in thinking and writing: the analytical, linear, verbal mind. In Strategy & Organisation 2 we continue to practice logic in thinking but emphasize the synthesizing, visual mind.

In a team of five (5) you will select an assignment, and work with a large degree of autonomy towards the end goal: to bring to light the practices of one or more enterprises listed in the HNPP catalogue for *Hierarchies to Networks* and/or *Pipelines to Platforms*. The results of your investigations will be delivered in the form of a poster presentation supported by a written case study and be added to the body of knowledge of the *Transformations Observatory Project (TOP)*.

Using visual Agile project techniques (Kanban boards) to plan and record your work activities in combination with an Scrum sprint methodology, each two weeks you will exhibit (demo) your progress to a pair of assessors. During regular sessions you will have opportunities to spar with lecturers on your intended investigation activities.

Your investigation will primarily include desk research, but primary research in the form of interviewing or surveying *employees* of the enterprise are encouraged.

Introduction Video: <https://youtu.be/DfwBD5GZg5w>

Why visual thinking and visual working are relevant

Dave Sibbet, a pioneer of graphic facilitation and founder of Grove consulting, tells us that visual thinking facilitates big picture thinking, promotes participation, and supports group memory.

Alexander Osterwalder, author of *Business Model Generation* and inventor of the business model canvas, echoes this sentiment when writing, "a business model really is a system [that] only makes sense as a whole. Capturing that big picture without visualizing it is difficult. [...] by visually depicting a business model, one turns its tacit assumptions into explicit information. [...] Visual techniques give 'life' to a business model and facilitate co-creation."

In fact, visual thinking and working have been a staple of business life for decades. But only recently has it gotten attention as a way to support and even improve such diverse business domains as project planning and strategic thinking.

Most of us learnt, as we progressed through school, that drawing wasn't a serious and worthy way to spend our time. In Strategy & Organisation 2 we are going to counter that idea, and show you how visual thinking and working can boost your ability to get things communicated and done.

Learning Outcomes

Upon the *successful* completion of each module your abilities in the following key skills will have demonstrably improved.

- Visualising, planning and monitoring work in progress.
- Communicating complex issues through visual means.
- Searching and selecting relevant business practice and theory literature.
- Reading and extracting relevant business concepts from business practice and theory.
- Interviewing research subjects.
- Surveying research subjects.

The successful student *understands* and *applies* key concepts to the *analysis* and *evaluation* of an organisation's challenges and *creates* appropriate solutions.

- Critically identifies macroeconomic developments driving transformational change in a firm's structure and strategy.
- Demonstrates a systematic process to addressing strategic transformation challenges.
- Structures communication logically in a presentation, making appropriate use of diction, tone of voice, sentences and paragraph structure.

To be successful in this program you will be able to demonstrate the outcomes presented in Table 1. Learning path autonomy (how and what research activities you conduct) is high, supported by consultation with lecturers. The context in which you will demonstrate these outcomes is *complex*; the situation is complex as it refers to real world events, the task complexity is high as it requires rigorous secondary research and optionally primary research.

Learning outcomes of this course

- Analyse a complex business problem resulting in an evidence based solution.
- Draft the strategic cycle (evolution) of an organisation.
- Incorporate digital developments in the corporate strategy.
- Analyse macro-economic trends and forces driving business transformation.
- Recommend financing possibilities in dynamic international environments.
- Communicate insights effectively and persuasively using correct English.

Rubric

	Unsatisfactory	Work in Progress	Satisfactory	Good
Communicates insights effectively and persuasively in poster presentation.	The big picture is not clear from the visualisation, the pitch fails to emphasise key insights, is incomplete or exceeds time.	The big picture is moderately clear from the visualisation, the pitch emphasises few key insights, is incomplete or exceeds time.	The big picture is clear from the visualisation, the pitch emphasises a number of key insights, is mostly complete and within time.	The big picture is very clear from the visualisation, the pitch emphasises key insights, is complete and within time.
Communicates insights effectively and persuasively in a whitepaper.	Pyramid principle absent. No literature included. Grammar and APA (6th) citation	Partial pyramid principle. Some relevant literature is included. Grammar	Partial pyramid principle evident. Relevant literature included. Grammar	Partial pyramid principle clearly evident. Relevant, substantive literature included. Grammar and APA (6th)

	includes several errors.	and APA (6th) citation contains few errors.	and APA (6th) citation contains no errors.	citation contains no errors.
Analyses of the disruptive potential of macro-forces (i.e. trends in technology, regulatory environment, & economic) on business model.	Relevance of forces to business model is not established. Trends are based on personal opinion.	Relevance of forces to business model is not established. Little or no evidence to support trends are documented and presented, predominantly resting personal opinion.	Relevance of forces to business model is established. Trends are documented and presented.	Relevance of forces to business model is clearly established. Trends are meticulously documented and presented.
Future scenarios and business model shift	No evidence to support. Analysis is incomplete.	Analysis is superficial or non-specific with little evidence presented. Future scenario is poorly developed. The argumentation for the business model shift is not clearly related to trends. Business model shift is generically presented.	Analysis is specific and evidence is cited. Future scenario is partially developed. The argumentation for the business model shift is partially related to trends. Business model shift is presented.	Analysis is specific. Future scenario is fully developed and the argumentation for the business model shift follows logically from trends. Business model shift is presented with specificity.
Analyses a complex business problem resulting in an evidence based solution in the form of a <i>Platform Experience Map</i> or <i>Human-centric Enterprise Board (game)</i> .	The prototype is solely based on personal opinion and general theory.	The prototype is predominantly based on personal opinion, general theory, with some secondary research.	The prototype is supported by substantive secondary research. Evidence is well documented.	The prototype is supported by substantive secondary research and includes primary research with relevant stake-holders. Evidence is well documented.
Communicates lessons learnt on scrum/kanban working process.	No lessons learnt are communicated.	Lessons learnt are incoherently communicated.	Lessons learnt are sometimes clearly communicated within an appropriate story structure.	Key lessons learnt are clearly and concisely communicated, using an appropriate story structure.

Table 1: Assessment rubric Strategy & Organisation 2: Project

Assessment

Your performance on select key performance indicators over the duration of the course is recorded as dozens of data points. Your holistic performance on key performance indicators will be reviewed by examiners at the end of the course before determining a final grade.

No student will be awarded a grade who is not registered for assessment in Osiris. In the event that you are not registered in Osiris at the time of assessment, no course work nor grade will be kept on file. You will need to resubmit your course work at the next assessment opportunity you decide to take advantage of.

Work in progress is evaluated at the culmination of each sprint in weeks 3, 5, and 8. The final demonstration of work in week eight is the poster presentation event.

The Assessed Professional Product

To demonstrate achievement of the learning outcomes you present a (multi-media) poster, and defend your project outcomes.

Due Date

The product is due the second to last week of the term in which the project is held. Products submitted after this deadline will be considered as not submitted and an NA entered in Osiris. The presentation of your poster takes place live in the final week of term.

Second assessment opportunity

All students have a right to two assessment opportunities each year. For the second assessment opportunity we define a resit assessment as fit for a student who has completed the program and attempted the assessment at the least once before.

In the event that you have **not completed the course work**, or otherwise have **not attempted the assessment at the first opportunity**, you will be expected to deliver the full set of course deliverables for assessment no later than the end of the first exam week of the subsequent term.

Resitting the assessment for participants of Term A/B

Have you previously participated in the course AND have you attempted the assessment at least once before? Then you are eligible to resit the course. Having been unsuccessful in obtaining the full course credits the at the first assessment opportunity you will receive **an additional assignment** commensurate to the gap in your knowledge.

In order to submit an additional assignment, participants must be registered in Osiris for the *Term D* opportunity and submit the assignment no later than the 17:00 on the Friday of the first exam week of Term C. Products submitted after this deadline will be considered as not submitted and an NA entered in Osiris.

Resitting the assessment for participants of Term C/D

Have you previously participated in the course AND have you attempted the assessment at least once before? Then you are eligible to resit the course. Having been unsuccessful in obtaining the full course credits the at the first assessment opportunity you will receive **an additional assignment** commensurate to the gap in your knowledge.

In order to submit the additional assignment, participants must be registered in Osiris for the *Term E* opportunity and submit the assignment no later than the first Monday in July. Products submitted after this deadline will be considered as not submitted and an NA entered in Osiris.

Relation to the Program

This is a third year bachelor course. It develops critical research skills, strategic thinking skills, international business awareness, innovation and creativity skills, and English communication skills.

Workload

Successfully completing the requirements of this module will take an estimated two-hundred and eighty (280) hours, including reading, researching, writing, preparing, and attending sessions equivalent of *thirty (30) hours per week*.

This part of the program awards 10 ECTS upon successful completion.

Course Material

Books

Visual Teams (2011), Dave Sibbet. Wiley.

Back of the Napkin (2013), Dan Roam. Portfolio.

Business Model Generation (2010), Alexander Osterwalder & Yves Pigneur. Wiley.

Articles

The Hero's Journey (2014), Hagel III, Seely Brown, Samoylova, & Kulasooriya. Deloitte.