



## COURSE SYLLABUS

# Strategic Competence Development, 7.5 credits

### *Strategic Competence Development, 7,5 högskolepoäng*

---

<b>Course Code:</b> JSCR20	<b>Education Cycle:</b> Second-cycle level
<b>Confirmed by:</b> Council for Undergraduate and Masters Education Sep 2, 2020	<b>Disciplinary domain:</b> Social sciences
<b>Valid From:</b> Oct 26, 2020	<b>Subject group:</b> FE1
<b>Version:</b> 1	<b>Specialised in:</b> A1N
	<b>Main field of study:</b> Business Administration

---

### Intended Learning Outcomes (ILO)

On completion of the course the students will be able to:

Knowledge and understanding

1. describe models, concepts and theories in the fields of strategic management.
2. account for strategic competence development elements as composed of 1) leadership, 2) change, 3) culture, 4) entrepreneurship, and 5) innovation.
3. outline the purpose, goals and characteristics of strategic competence elements.
4. explain the complementary role of strategic competencies in organizations.

Skills and abilities

5. analyse and assess strategic competencies.
6. make decisions in relation to strategic competence and its elements.
7. synthesize the strategic roles of competencies in different contextual settings.

Judgement and approach

8. critically reflect on the development and purpose of strategic competence development and its elements.
9. critically problematize strategic competence development and its elements.

### Contents

“Competence development for professionals” aims to equip and develop individuals with the competence needed to upskill their existing skills responding to crises. The extreme situation, for instance, we are facing in the present times in the form of corona crises, which had put businesses regardless of employee size and financial capacity at a difficult and challenging situation and leaving vast numbers of people without jobs. The need for better preparing our people working in Sweden already existed, and with the new turns of events, it has further escalated and warrants that we develop our workforce with a competitive and specific skill set to respond to any such situation. This course stimulates students to analyse and develop strategic competencies for key functional aspects of organizational strategy, among those competencies are leadership, change, culture, entrepreneurship and innovation.

### Connection to Research and Practice

This is a theoretically as well as practically oriented course in strategic competence development. The course provides students with an opportunity to deepen their knowledge and abilities in working strategically in different contexts. This course opens students to the multiplicity of views on strategic competencies and the application of these in actual scenarios. It is based on real case studies and interaction with the industry is a vital part of the course.

### Type of instruction

This is an online course. The course includes online live and/or recorded lectures, online group discussions, online Q&A sessions. It also includes oral as well as written examination.

The teaching is conducted in English.

### Prerequisites

The applicant must hold the minimum of a Bachelor's degree (i.e. the equivalent of 180 ECTS credits at an accredited university) or equivalent (extensive business experience can be validated as equivalent). English proficiency is required (level 6/B or equivalent).

### Examination and grades

The course is graded A, B, C, D, E, FX or F.

Individual written case-based home exam (ILOs: 5, 6, 7, 8) representing 4 credits.

Individual written assignments (ILOs: 1, 2, 3, 4 and 9) representing 2.5 credits.

Oral group reflective discussion (ILOs: 3, 4, 8, 9), representing 1 credit.

Registration of examination:

Name of the Test	Value	Grading
Individual written case-based home exam <sup>†</sup>	4 credits	A/B/C/D/E/FX/F
Individual written assignments <sup>†</sup>	2.5 credits	A/B/C/D/E/FX/F
Oral group reflective discussion <sup>†</sup>	1 credit	U/G

<sup>†</sup> All parts of compulsory examination in the course must be passed with a passing grade (A-E) or Pass, before a final grade can be set. The final grade is set on the grading scale A, B, C, D, E, F. The final grade of the course is determined by the sum of points for all parts of examination in the course (0-100 points). Grade is set in accordance to JIBS grading policy.

### Course evaluation

It is the responsibility of the examiner to ensure that each course is evaluated. There must be course evaluators identified among the students. The evaluation is carried out continuously as well as at the end of the course, through a survey. After the course the course Examiner meets with student evaluators to discuss the survey results and possible improvements. A summary report is also created. The report is followed up by program directors and discussed with faculty and relevant others (e.g. Associate Dean of Education, Associate Dean of faculty, Director of PhD Candidates, Dean, or Director of Studies). The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course

evaluation.

### **Other information**

The course is given online so that students shall follow policies and guidelines for JU Online education. This implies adopting an ethical etiquette for online teaching sessions (lectures and seminars) described in the course guide. It also implies respecting JU Online digital guidelines, reminded in the course guide.

### **Academic integrity**

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author. Cutting and pasting is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

### **Course literature**

Course literature, i.e. book chapters, articles and cases will be provided by the teacher at the start of the course.