Stockholm Business School

Stockholm University

Syllabus

for course at advanced level

Society and Industry in Transformation
Samhälle och industri i omvandling

7.5 Higher Education Credits
7.5 ECTS credits

Course code:	FE5431
Valid from:	Autumn 2014
Date of approval:	2014-10-31
Department	Stockholm Business School
Main field:	Företagsekonomi
Specialisation:	A1N - Second cycle, has only first-cycle course/s as entry requirements

Decision

The syllabus was decided on by the educational committee of the School of Business, Stockholm University, 2014-04-08, last revised 2014-10-31.

Prerequisites and special admittance requirements

Degree of Bachelor worth at least 180 credits, or admission to Business Studies IV, Extended Course or Business Studies IV, Magister's Course, Master's programme, or equivalent.

Course structure

Examination code	Name	Higher Education Credits
5431	Society and Industry in Transformation	7.5

Course content

This course deals with the relationship between technological- and social change, and industrial transformation, at the system level. It also addresses the relationship between industrial transformation at the system level and operations and supply chain strategy at the business level.

The basic idea is to convey an advanced understanding of industrial dynamics. Some of the concepts discussed in the course are, evolutionary economics, institutional economics, innovation theory, knowledge creation, competence development, industrial capabilities, science and technology and how these takes place on a system level.

The course puts industrial and technological change in the context of the theory ofdynamic capabilities, which integrates evolutionary (innovation) theory with the theory of the firm. The course also integrates theories of knowledge formation and learning in firms and technological/innovation systems as well as the science and technology studies discourse.

After successfully completing the course, students will be familiar with:

1.Mechanisms behind industrial and technical change.

2.Fundamentals of modern innovation theories.

3.Knowledge formation processes involved in understanding economic, industrial and technical

transformation.

4.The research frontier in industry, innovation and technology analysis, research processes and policy, and evolutionary industrial processes and the formation of dynamic firms.

5.Institutions that condition and constrain industrial competitiveness.

6.Knowledge basis for independent qualified analyses that relate to industrial and technical change on different system levels.

Learning outcomes

Intended Learning Outcomes

The overall aim of this course is twofold. It aims to give students:

•Insights into theories and frameworks that will help students understand the dynamics of the interaction between technological and social change, and industrial transformation, at the system level.

•Insights into theories and frameworks that will help students understand the dynamics of the interaction between industrial transformation at the system level, and operations and supply chain strategy, at the business level.

Upon completion of the course, students should be able to:

Knowledge and understanding

1.Define, explain and problematize theoretical underpinnings within the subject of industrial dynamics on the system level and in the interaction between the system and corporate levels.

Skills and abilities

2.Implement above mentioned theoretical underpinnings in independent qualified analyses of industries in transformation.

3.Orally and in writing, present and discuss above mentioned course content.

Judgement and approach

4.Evaluate firm level situations in relation to the external environment at the system level and understand appropriate operational decisions.

Education

The course consists of a combination of lectures and seminars and requires a significant portion of self-study on the part of students. Assessment for the course will be continuous and is carried throughout the different activities of the course.

The course workload (model: 40 hours per week equivalent to 1,5 ECTS) is allocated as follows:

Teacher-led lectures: 14 hours

Lectures will introduce concepts and frameworks. There will also be lectures with empirical points of departures with the aim of putting the theoretical concepts into different contexts/levels. The literature introduced during lectures will be used in later examination tasks (see below).

Teacher-led seminars: 8 hours

Seminars where the course literature is discussed in greater detail to support students in completing their later examination tasks (see below). 8 hrs of seminars per student in total divided on four separate slots.

Self-studies: 170 hours

Assessment: 8 hours

Total workload: 200 hours equivalent to 7,5 ECTS.

The language of instruction is English.

Please note that all teaching and learning activities - such as lectures, seminars, assignments and assessment tasks – are carried out in English when the language of instruction is English.

Forms of examination

Assessment for the course will be continuous and is carried throughout the different course activities. Each assessment task is weighted in relation to its importance in the overall assessment of the course. The student's results from the different assessment tasks are added up to a total course score that will then translate into the final grade for the course.

Assessment tasks

The course contains the following weighted assessment tasks:

•Seminar 1: Theoretical foundations of industrial dynamics; assesses intended learning outcomes 1 and 3; 100 points; constitutes 15% of total examination.

•Seminar 2: Historical perspectives on technological change, industrial transformation and business strategy; assesses intended learning outcomes 1 - 3; 100 points; constitutes 15% of total examination.

•Seminar 3: A case of technological change, industrial transformation and business strategy; assesses intended learning outcomes 1 - 3; 100 points; constitutes 20% of total examination.

•Seminar 4: Industrial transformation and operations strategy; assesses intended learning outcomes 1 – 4; 100 points; constitutes 50% of total examination; is the final examination task.

Grading

After completion of the course, students will receive grades on a scale related to the intended learning outcomes of the course. Passing grades are A, B, C, D and E. Failing grades are Fx and F. A grade Fx can be completed for a grade E.

A course comprises 0–100 course points. Receiving a final passing grade requires ≥ 50 course points. The scale for the final grade is tied to fixed score intervals: A: 90-100; B: 80-89; C: 70-79; D: 60-69; E: 50-59; Fx: 45-49; F: 45. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course.

All assessment tasks are assessed on a 100-point scale. Each assessment task is awarded 0–100 points. The score for a single assessment task is the number of points multiplied by its percentage weight, and the combined total of score points for all weighted assessment tasks for the course are added up to a final score between 0 and 100 which then translates into a corresponding final course grade between A and F.

The student is responsible for completing the course's assessment tasks: that a sufficient amount of course points is earned and a passing course grade is obtained. The course's final assessment task can be taken twice: 1) during the course's first scheduled occasion; and, if a passing result (≥ 50 course points) was not achieved at the first occasion, 2) at the course's second, scheduled occasion. All other assessment tasks are offered once during the course.

A passing grade (A–E) in the course is obtained when a student has achieved ≥ 50 course points.

A failing grade (Fx or F) in the course is obtained when a student has not achieved ≥ 50 course points:

•If 45–49 course points are achieved, a grade Fx is obtained, which can be completed for a grade E within 3 semester weeks after receiving instructions from the course director. If a complementary task is not completed within this time limit, and the course's two final assessment tasks have been accomplished, the course grade Fx is confirmed, implying that the student must re-register for the course and that previously acquired course points are forfeited. Note that first-time registered students have priority access to the seminar groups.

•If 45 course points are achieved, a grade F is obtained, implying that the entire course must be retaken and that previously acquired course points are forfeited.

Re-registration implies that:

•first-time registered students have priority access to the course's group registration;

•the final assessment task can be re-assessed without attendance at any of the course's other learning activities and without points from the course's other assessment tasks accredited.

Students receiving a passing grade may not retake the final examination or complete a previously not completed assessment task to attain a higher grade. A passing grade may not be turned into a failing grade upon the request of a student.

Assessment criteria

Assessment criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. The assessment criteria are based upon the general abilities as expressed in the degree objectives of the Higher Education Ordinance (appendix 2, System of Qualifications). The list of abilities below is a compilation of these degree objectives. To pass the course (grade E) students should demonstrate general ability to:

•recall, understand and explain course content, the course subject and its scientific basis and methodology;

•apply course content;

•critically analyse course content;

•problematise course content;

•orally and in writing, present and discuss course content;

•assess course content in terms of scientific, social, and ethical aspects;

•relate course content to current social issues;

•meet standards of written presentation and formal accuracy.
The following assessment criteria are used to decide to what extent students have demonstrated these abilities and hence fulfil the course's intended learning outcomes, whereby a grading decision can be made. A higher grade-level presupposes the abilities at lower levels.

A (Excellent)
The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

B (Very Good)
The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

C (Good)
The student demonstrates ability to discuss the content, tasks and complex issues dealt with in the course from several well-developed but mainly independent perspectives.

D (Satisfactory)
The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

E (Sufficient)
The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

Fx (Fail)
The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

F (Fail)
The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

Interim

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

Limitations

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

Required reading

Required Reading

•Autry, Chad W, Goldsby, Thomas J, & Bell, John E. (2013). Global Macrotrends and Their Impact on Supply Chain Management: Strategies for Gaining Competitive Advantage: Pearson Education.

•Additional detailed reading list given in the study guide