BNC Insight

Are You PBS's Strategist?

Learning to Read Opportunities and Make Courageous Choices

Imagine that you and your team lead Petra Business School. Students want a worthwhile future. Parents want education that develops their children and uses family resources responsibly. Overseas institutions and companies seek people who can contribute in unfamiliar and diverse settings. **Your responsibility is to recognise the opportunity within these expectations and decide how the PBS can respond.**

This module follows that reasoning in order. We begin with the external environment, then examine competition, and then assess PBS's strengths. We bring those findings together to identify a strategic gap. Only after this environment analysis do we explain the mission, develop its strategic initiatives, and consider priorities and possible projects. Each chapter opens with a short statement of what you will learn and closes with a takeaway and a question for you to practise on.

The central lesson is that **strategic thinking needs courage supported by judgement.** A strategist sees a future worth pursuing, understands the capability needed to pursue it, and commits resources with a clear purpose. The choice becomes accountable through evidence, explicit assumptions, manageable exposure, and measures of progress.

Chapter 1
Thinking Like a Strategist

You will learn how a strategist turns change into opportunity, what "measured courage" means, and why comparing outside and inside views reveals a strategic gap.

Look for what could become possible.

A strategist looks at the present and asks what could become possible. Changes that appear threatening can also reveal needs that an organisation is well placed to serve. Competition can encourage differentiation. High costs can create demand for a more efficient pathway. New technology can extend access to learning. The strategist's task is to understand these possibilities and choose which deserve action.

Consider a high school student who wants an international future but cannot yet imagine the steps involved. The family may assume that the only route is to finance an entire degree overseas. The school's leadership can accept that assumption or investigate another possibility: could a different educational journey develop the student's readiness and provide credible international access more efficiently?. This question opens strategic thinking without assuming the answer.

Once a possibility is worth exploring, the leadership team faces a harder step. A different approach requires commitment before every outcome is certain. Designing a new educational journey may involve changing schedules, developing relationships, investing in teaching, and asking people to work differently. Analysis helps leaders judge the

opportunity, but a decision is still needed, and waiting for complete certainty can allow a worthwhile opportunity to pass.

Why courage matters.

This is why we speak of **measured courage**: making the decision with a clear account of what is known, what is assumed, and what can reasonably be committed. The leadership team explains the value it intends to create, the capabilities it can use, the conditions the plan depends on, and the evidence it will review. It can begin with a manageable stage and expand when results justify further commitment.

Measured courage does not mean choosing only small ambitions. A school can pursue a bold educational direction while making careful decisions about implementation. The ambition describes the future to build, while readiness checks, resource limits, and review points make the commitment responsible. Courage also includes changing an approach when evidence shows a better way to achieve the purpose.

From two perspectives to one gap.

To practise this reasoning, we need to connect two perspectives. External analysis identifies needs, opportunities, and pressures outside the school. Internal analysis identifies the school's strengths and its ability to act. When the two are compared, they reveal a **strategic gap**: an important distance between a required future condition and what is currently achieved or adequately served.

A gap can be an opportunity for contribution. Students may need a connected route from preparation to international participation, while existing educational choices leave them to assemble that route themselves. A school with suitable strengths can choose to bridge that distance, and the question then becomes what it can enable students to achieve and why its approach is credible. We now build the evidence for that choice, beginning with what is changing outside the school.

---------- Strategists see opportunity in change, decide before certainty is complete, and stay accountable through evidence, stated assumptions, limited exposure, and review points ----------

Chapter 2
Reading Global Opportunities through PESTEL

*You will learn to read six kinds of external change (**P**olitics, **E**conomics, **S**ocial, **T**echnological, **E**nvironmental, **L**egal) and to state, for each, the opportunity it opens, the requirement it creates, and the conditions that need attention.*

PESTEL helps us understand the world students will enter.

We start with **political factors**, which influence international education and access to foreign talent. Governments can support educational cooperation, scholarships, and routes for qualified people from other countries, and these developments create possibilities for students to study and contribute internationally. A school can respond by helping students understand suitable destinations and prepare for relevant opportunities. Policy can also restrict access, and a strategist treats that as a reason to offer informed

guidance and adaptable choices. If one destination becomes less accessible, preparation that transfers across settings helps students consider another suitable route.

Access is only useful if families can afford it, which brings us to **economic factors**. Businesses operating across borders need people who understand markets, analyse problems, and work with diverse colleagues. Families, meanwhile, must weigh tuition, living expenses, exchange rates, and study duration. Together these conditions create demand for education that develops relevant capability while using resources efficiently. A model can be judged by the competence it develops, the opportunities it opens, and its complete cost, and a shorter or staged journey becomes attractive when learning quality and progression are preserved. Economic pressure can therefore motivate a better educational design instead of discouraging international ambition.

Even an affordable route succeeds only if students can function once they arrive. **Social factors** concern how people interact and work. Students meet different cultures through business, education, travel, and online communication, and their future colleagues and customers may interpret communication, authority, and teamwork differently. A student who is comfortable presenting to familiar classmates may need practice negotiating responsibilities with overseas teammates. Guided interaction can build that ability, so cross-cultural participation should be a meaningful part of learning, turning interest in the world into the ability to work within it.

Technological factors make much of this practice easier. Digital platforms allow interaction with overseas educators and peers without requiring travel for every encounter, and students can analyse a shared business problem and produce work across borders. AI can support research and analysis, adding opportunities to develop judgement and digital competence. Technology makes participation possible, but educational design turns it into capability through clear tasks, feedback, and responsible information use. Students need to evaluate sources, protect confidential information, and take responsibility for their conclusions.

Judgement matters even more when the questions are about the consequences of growth. **Environmental factors** raise business questions about energy, materials, and supply chains, and graduates who can link sustainability with commercial decisions can contribute to organisations facing them. A student might compare a cheaper supply option with one that reduces environmental harm. The learning lies in assessing evidence, considering affected communities, and explaining a decision, so that sustainability becomes part of business judgement and gives students meaningful problems on which to collaborate.

Finally, **legal factors** set the conditions for any international route. Study permission, internship permission, employment rights, academic recognition, credit transfer, and data protection can all affect a proposed plan. Political analysis examines the direction of policy, while legal analysis checks the rules that apply to a particular activity. When students understand these requirements early, they can prepare applications, choose suitable courses, and plan realistically. Clear guidance is therefore a valuable educational service, and responsible ambition means understanding these conditions before making commitments.

Read together, the six factors point to one connected requirement: students need **business competence, cross-cultural ability, adaptability, responsible judgement, and feasible access to international participation.** These findings show where

educational value can be created. Next, we look at the alternatives students already have and the competitive opportunity for a distinctive response.

---------- PESTEL turns a changing world into a statement of what students need. Pressure in one factor, such as cost, can become the reason for a better design ----------

Chapter 3
Finding Opportunity within Five Forces

You will learn how rivalry, new entrants, substitutes, buyer power, and supplier power each create pressure, and how PBS can turn each pressure into a strategic opportunity.

Porter's Five Forces shows where pressure comes from and where a school can build a worthwhile position. The task is to understand the opportunity within the pressure, while recognising the commitments needed to pursue it.

The first force is **rivalry among existing schools**. Many institutions offer business subjects, English-language learning, international activities, and industry engagement, which gives families a wide choice. That abundance is also an opportunity for a school that connects these elements into a coherent journey with an understandable purpose. The strategic question is how students progress: can families see how preparation leads to application and further opportunity? A school can differentiate through continuity, personal guidance, and the quality of the complete experience.

Rivalry is sharpened by the second force, **new entrants**. These include foreign universities establishing a direct presence in Indonesia, such as Western Sydney University, the Deakin University and Lancaster University joint campus, and Monash University Indonesia. Their relevance varies by programme level and student segment, and once they operate in a relevant market they also become part of existing rivalry. Their arrival shows that international education is an area of competition, and it encourages PBS to define its own contribution through a combination of preparation, overseas access, support, and efficiency, backed by capabilities that go beyond a programme description.

Competition does not come only from other institutions. The third force, **substitutes**, covers other ways to gain skills or recognition, such as online courses, professional qualifications, independent overseas programmes, and learning through employment. These make selected forms of learning more accessible and push universities to clarify their added value. PBS can respond by connecting useful alternatives within a wider journey: a professional qualification can strengthen relevant learning, and a digital course can prepare students for practical application. The opportunity is to help students choose, integrate, and apply what they learn toward a purposeful direction.

All of these choices are made by people, which leads to the fourth force, **buyer power**. Students and parents compare cost, duration, reputation, support, and opportunities. This pressure can be constructive, because it encourages a school to explain its value clearly and organise delivery around the people it serves. Transparent pathway requirements and a realistic account of total cost let families judge the proposed benefit with confidence, and a school that pairs educational value with clarity and support builds trust through the way it delivers its promise.

The last force looks inward at dependencies. **Supplier power** concerns resources the school needs from outside: specialist educators, global practitioners, industry, technology providers, service providers, and overseas partners who set academic and capacity conditions under their agreements. These dependencies call for active relationship management. Sustained relationships, coordinated planning, and suitable alternatives help protect continuity, and they build dependable cooperation that supports shared educational value. Courage here means committing to a distinctive journey while understanding the external commitments on which its delivery depends.

Seen together, the five forces let us treat competition as a stimulus for a stronger position. PESTEL showed what students need; competitive analysis shows why PBS should offer a coherent and differentiated response. We can now ask what PBS has that makes such a response possible.

---------- Each force is both a pressure and an invitation to differentiate. The common answer is an integrated, transparent, well-supported journey ----------

Chapter 4
Understanding PBS's Strategic Strengths through VRIO

You will learn to distinguish a resource from a capability, to apply the four VRIO questions, and to explain why PBS's seven capabilities are stronger together than apart.

A A **resource** is something the school possesses, such as facilities, teachers, or agreements. A **capability** is the school's ability to organise resources to deliver value. VRIO asks four questions about a capability. Is it **valuable**, meaning it addresses an important need? Is it **rare**, meaning uncommon among relevant competitors? Is it **difficult to imitate**, meaning competitors cannot readily reproduce it? And is it **organised**, meaning the school connects people, resources, and processes to use it effectively? The comparison concerns the complete capability rather than isolated activities, and we include the exclusive arrangements described in the case.

The journey and its starting point

The first capability is the **three-year educational journey**. Students spend two years developing readiness through PBS, followed by an overseas pathway in the third year. Preparation includes business learning, communication, international interaction, summer programmes, business field studies, and Doing Business in Singapore or China, and the overseas routes include study abroad, global internships, and dual degrees according to pathway requirements. It is valuable because preparation and international participation form one compact, connected journey. It is rare because structured preparation and overseas progression are integrated in a single model, and difficult to imitate because delivery needs compatible academic arrangements, established relationships, and coordination across stages. Curriculum sequencing, readiness checks, scheduling, and student guidance organise it. Its strength is PBS's ability to connect the stages reliably.

That journey begins earlier through the second capability, the **foundation pathway for high school students**. The programme helps students understand their potential in a global context while exploring business, leadership, and entrepreneurship. They learn from overseas teachers and global CEOs and encounter business through visits in

Indonesia and China. The value is that preparation and informed choices begin earlier, and the rarity lies in linking early exploration, international business exposure, and a continuing university pathway. Because that continuity depends on school relationships, educators, practitioners, and coordinated design, it is hard to copy. It works because guidance and learning are tied to the student's next stage, so it is a purposeful starting point rather than an introductory event.

Access and delivery

What makes the journey credible is the third capability, **exclusive international academic access and sustained business cooperation**. The case includes relationships with Monash, Fudan, Massey, Victoria, KEDGE Business School, Bournemouth, SUSS, XJTLU, the University of the Fraser Valley in Canada, SMU, Lincoln, Otago, and institutions in South Korea and Taiwan, as well as global companies in Singapore, the United States, and the United Kingdom. Arrangements differ by institution. These relationships open relevant academic and professional opportunities, and where agreements are exclusive they give pathways that competitors cannot offer on equivalent terms. Exclusivity, accumulated trust, and integrated academic requirements make them hard to replicate, and partner coordination, curriculum alignment, credit arrangements, and student preparation turn privileged access into opportunities students can use.

Access has to be delivered well, which is where the fourth capability, **block teaching**, comes in. Focused teaching periods support concentrated learning and intensive engagement with teachers and practitioners, and they help connect the academic timetable with the wider journey. Such engagement supports understanding, application, and feedback. The rarity lies in the combination of block delivery, international teaching access, and practitioner participation, and that complete system is hard to imitate because it depends on working relationships, suitable educators, and scheduling expertise. The strategic strength is therefore the system, not the format alone.

The learning experience

Inside those teaching blocks, the fifth capability is **practical and engaging learning**. Students meet real business through industry visits, field studies, and conversations with overseas educators and entrepreneurs, sometimes in settings as direct as a CEO's meeting room. Fun learning makes business tangible and encourages active participation, and students connect concepts with actual decisions. The combination of direct access, varied settings, and integration into the journey is uncommon, and it depends on trusted practitioner relationships that take time to build. Preparation, purposeful observation, discussion, assignments, and feedback turn engaging experiences into practical understanding.

The setting reinforces this, which is the sixth capability: a **distinctive campus** used as a business learning environment. Facilities in a mall overlooking a prestigious golf course place education within a commercial setting, giving students an environment for interaction, collaboration, and contact with business activity. This combination of facilities, surroundings, and outlook is uncommon among comparable schools, and equivalent access requires a suitable location, substantial investment, and the ability to run an educational operation there. The campus becomes a strategic strength when teaching, collaborative work, technology, and practitioner interaction use it on purpose.

Efficiency for families

The seventh capability answers the economic pressure we saw in Chapter 2: an **efficient international education pathway**. Preparation in Indonesia followed by overseas participation lets families pursue international education without funding an entire degree abroad. The case positions this model as saving **more than 50 percent** against the relevant full overseas route, and a complete cost comparison confirms the figure for each route. This improves access while keeping an international purpose. It is rare because efficiency is combined with the three-year journey and access to reputable institutions, and hard to imitate because equivalent value needs comparable academic agreements and an efficient delivery system. Financial planning, domestic preparation, overseas progression, and clear communication of costs organise it.

These seven capabilities reinforce one another. Early preparation supports later readiness, teaching and practical learning build competence, international relationships provide access, and facilities and efficient delivery support the journey. Together they form the basis of a distinctive competitive position. Measured courage uses these strengths as a foundation for action and reviews delivery evidence to sustain their value. With both outside needs and inside strengths in view, the next chapter shows the opportunity that emerges when we compare them.

---------- PBS's advantage is the system, not any single feature: seven capabilities that reinforce one another and are organised to deliver one journey ----------

Chapter 5
Defining the Strategic Gap as an Opportunity

You will learn to combine external and internal findings into a gap statement, to see why PBS responds with SOAR, and to read Aspirations and Results as the link to measurable outcomes.

External analysis shows a need for graduates who can understand business across settings, work with diverse people, and navigate international opportunities responsibly. Competitive analysis shows that students and families value a coherent, credible, and financially feasible journey. Internal analysis shows that PBS has strengths able to meet these needs through a connected model.

Where these findings meet, the **strategic gap** appears: the distance between international aspiration and effective participation. Students may want to study, work, or build a business internationally while still needing preparation, access, guidance, and relationships, and an overseas destination alone does not bridge that distance. This gap need not be framed as a failure of PBS. It describes a need the school is positioned to serve, and its strengths give it a basis for a different educational response. The leadership team can therefore ask how to help students progress from wanting an international future to contributing in it.

To formulate its response, PBS uses **SOAR**: Strengths, Opportunities, Aspirations, and Results. SOAR focuses on possibilities and the courage to build a better future, and it encourages the leadership team to recognise what the school can achieve by connecting its strengths with emerging opportunities. Challenges remain relevant, but they guide preparation and responsible decisions. This makes SOAR consistent with measured courage: an ambitious direction pursued with a credible capability base and clear expectations.

Applied to PBS, the **Strengths** are the integrated three-year journey, the foundation pathway, exclusive international relationships, block teaching, practical learning, the distinctive campus, and the efficient pathway. These position PBS to seize. **Opportunities** identified externally: international educational access, cross-cultural business collaboration, digital learning, and demand for affordable overseas education. The opportunity lies in combining the strengths into a connected journey that links students' international aspirations with their readiness to participate.

Aspirations describe the future PBS intends to create: students who understand international business, collaborate confidently across cultures, and contribute ethically to a sustainable world. **Results** make that ambition accountable through evidence of competence, readiness, meaningful relationships, and successful international participation, supported by clear targets and timeframes. SOAR thus connects external opportunity, internal strength, and a measurable future, and it prepares the next strategic choice: expressing the outcome of the gap analysis as a clear educational mission.

---------- The gap is the distance from aspiration to effective participation. SOAR lets PBS respond by connecting strengths to opportunities and holding itself to measurable results ----------

Chapter 6
Why Shaping Global Actors

You will learn how the mission follows from the analysis, what the three forms of global mindset capital are, and why ethics and sustainability guide all three.

Shaping Global Actors expresses the response to the strategic gap. It defines the intended student development behind the educational journey. A global actor can understand business beyond a familiar setting, collaborate across cultures, adapt to new conditions, and create value responsibly, and international access becomes a means of developing and applying that capability.

The mission follows directly from the analysis. PESTEL revealed the need for adaptable and responsible international participation. Five Forces highlighted the value of a distinctive and efficient journey. VRIO identified PBS capabilities that can deliver it. The mission brings these findings into one educational purpose: to enable students to act effectively in a global environment.

The global mindset framework

To explain what such a student looks like, we use the global mindset framework, which has three dimensions that develop together as students meet unfamiliar ideas, situations, and people. **Intellectual capital** concerns understanding and interpreting the world. Global business savvy helps students recognise how markets and practices differ, cognitive complexity helps them weigh ambiguous or conflicting information, and a cosmopolitan outlook encourages interest in different societies. A student examining business in China, for example, learns to investigate the context behind a decision and ask whether the practice would work elsewhere.

Understanding the world is not enough without the willingness to engage with it, which is **psychological capital**. A passion for diversity encourages curiosity about people and settings, a quest for adventure supports exploration, and self-assurance helps students

contribute despite uncertainty. Confidence grows step by step: preparing for an overseas discussion, asking a question, and learning from feedback.

Finally, **social capital** concerns working effectively with others. Intercultural empathy helps students understand different perspectives, interpersonal impact supports constructive engagement and influence, and diplomacy helps them manage disagreement respectfully. A student develops these abilities when a shared task requires listening, negotiation, and contribution across cultures.

Ethics and sustainability guide the use of all three forms of capital. A capable student considers honesty, fairness, effects on communities, and environmental responsibility, and in a business decision can explain the consequences of a recommendation as well as its commercial value. Global competence includes responsibility for the way value is created.

An invention-driven ambition

PBS's direction also shows an invention-driven ambition. It challenges the assumption that international learning must remain an optional addition or require an entire degree overseas. The three-year journey, early foundation pathway, varied learning settings, and overseas progression redesign how students can prepare and participate. In this practical educational sense it is a disruptive idea, although the case does not claim that it already satisfies the strict academic theory of disruptive innovation.

The idea also responds to existing demand, including affordability and career preparation. Strategic thinking combines responsiveness with invention: understand a real need and imagine a different way to meet it. Measured courage commits to the new design while tracking readiness, delivery, and educational results.

Imagine a student who enters PBS with an interest in business but limited international confidence. The student studies business, interacts with overseas teachers and practitioners, explores companies, and works with peers from different backgrounds. These experiences build understanding and readiness for a suitable third-year overseas route, so the journey connects early learning with more demanding participation. The mission now has a clear meaning and a capability base. The next decision is how to organise effort so the mission becomes a consistent educational experience, which leads to three strategic initiatives.

---------- The mission is the conclusion of the analysis, not a slogan. It describes a person who is intellectually capable, psychologically confident, socially skilled, and ethical ----------

Chapter 7
Developing Three Strategic Initiatives

You will learn what Global Recognition, Global Experience, and Global Networking each aim to achieve, how they differ from related ideas such as accreditation, and how they reinforce one another.

The The mission requires students to develop capability and also to gain access to situations in which they can use it. They need credible recognition, meaningful application, and sustained relationships. These needs lead to three connected initiatives:

Global Recognition, Global Experience, and Global Networking. Each is a major direction that can guide several projects.

Global Recognition

Global Recognition builds the quality of the school, its programmes, and student competencies that international institutions and organisations acknowledge. For students this can mean accepted academic credit, admission to a partner pathway, an internationally recognised professional qualification, or a company's acceptance of their work. PBS's academic relationships provide the foundation, including reputable institutions such as Monash, Fudan, Massey, KEDGE Business School, Bournemouth, SUSS, XJTLU, and the University of the Fraser Valley, and exclusive arrangements create distinctive access. The strategic task is to connect that access with clear standards and student preparation so that recognition has practical value.

Recognition takes different forms, and each should be described according to the actual arrangement. Professional certification, such as COPA Australia, offers a route for demonstrating competence. Accreditation and external quality evaluation support institutional recognition. Participation in UMAP, the University Mobility in Asia and the Pacific, connects the school with an international mobility consortium; this supports cooperation and mobility and is distinct from accreditation. Global companies contribute as well. Cooperation with companies in Singapore, the United States, and the United Kingdom can create feedback, projects, internships, and recruitment, and when a company accepts student work or selects a student who meets its standards, competence becomes visible in a professional setting. Continued employment then depends on performance, opportunities, and applicable permissions.

Global Experience

Recognition tells others what students can do; **Global Experience** lets students practise it. It includes study abroad, global internships, dual degrees, summer programmes such as those at XJTLU, and Doing Business in Singapore or China. Direct interaction with overseas teachers, entrepreneurs, and practitioners helps students understand business from another perspective.

Experience needs a learning purpose. Before a company visit, students investigate a question. During the visit, they collect observations and discuss practices. Afterwards, they connect evidence with concepts and explain a recommendation. An internship likewise links defined responsibilities with feedback and reflection. These steps make experience a means of developing business judgement and adaptability, not just a trip.

Global Networking

Experiences are most valuable when relationships outlast them, which is the purpose of **Global Networking**. It develops international relationships that support continued learning, collaboration, and access to opportunities. Culture Link, for example, brings PBS students together with overseas students, including peers from SUTD and Soochow University in Taiwan, and shared projects give them a reason to collaborate beyond an introduction. International organisations and communities provide further settings for participation.

Students learn to contribute to these relationships: they share ideas, provide useful work, listen, follow up respectfully, and maintain trust. The educational goal is sustained

interaction in which both sides gain value, and mentors, practitioners, partner institutions, and future alumni can extend the network over time.

The three initiatives reinforce one another and support all three forms of global mindset capital. An internship can develop business understanding, confidence, and interpersonal ability at once, a certification can strengthen knowledge and self-assurance, and a joint project can build intellectual, psychological, and social capital together

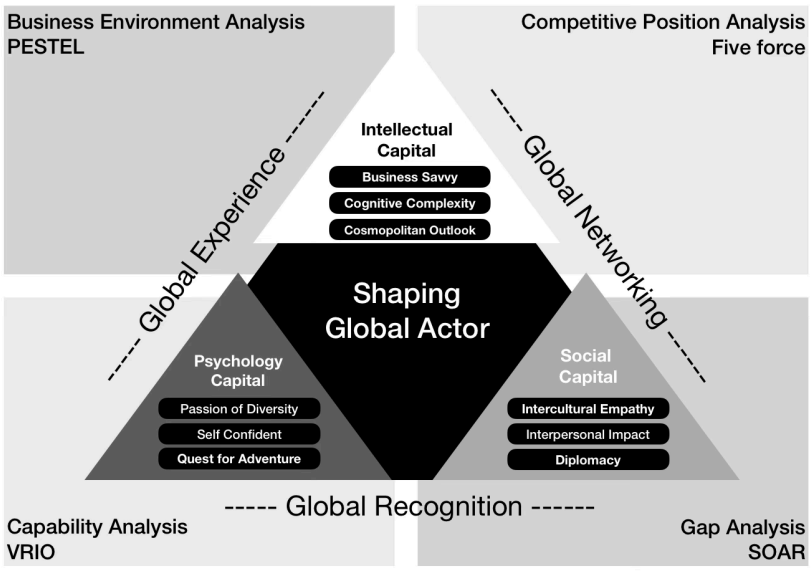
---------- Recognition makes competence visible, Experience develops it, and Networking sustains it. Together they turn the mission into daily educational practice ----------

Chapter 8
Connecting the Strategic Framework to Shape Global Actors

You will trace the full chain of reasoning from environment to mission to initiatives, and describe the work of a strategist in four moves.

The The framework brings together the reasoning developed throughout this module. At its centre is Shaping Global Actors. Surrounding it are the student capabilities the school seeks to develop and the three strategic initiatives through which it pursues the mission.

It begins with **business environment analysis** through PESTEL. International mobility, cross-cultural business, digital collaboration, sustainability, and affordability create demands that business education can address, and PBS reads these changes to find where it can contribute. **Competitive position analysis** through Five Forces adds another view. Students and parents can choose among business schools, foreign universities, professional qualifications, and other pathways, so PBS is encouraged to connect preparation, international access, practical learning, and support into an offering families can understand and value.



The school then examines its ability to respond through **capability analysis** using VRIO. The integrated three-year journey, foundation pathway, exclusive international relationships, block teaching, practical learning, distinctive campus, and efficient pathway provide its strategic strengths. Their value comes from how they work together, and their differentiation rests on uncommon arrangements, hard-to-reproduce relationships and systems, and coordinated delivery.

These external and internal findings meet in the **strategic gap**. Students aspire to international opportunities, but aspiration must be supported by competence, confidence,

relationships, and credible access, and PBS recognises this distance as an opportunity to contribute. It formulates its response with SOAR: Strengths establish what the school can build upon, Opportunities show where those capabilities create value, Aspirations describe the future PBS intends to help students achieve, and Results make that ambition accountable. This supports strategic courage, because the school chooses an ambitious direction while grounding its commitment in capability and measurable progress.

The outcome of this reasoning is the mission **Shaping Global Actors**: developing individuals who can understand unfamiliar business environments, collaborate across cultures, adapt confidently, and create value ethically and sustainably. Three forms of capital surround the mission and explain the mindset needed. Intellectual capital develops global business understanding and openness to different perspectives, psychological capital develops curiosity, willingness to explore, and self-assurance, and social capital develops intercultural empathy, constructive influence, and diplomacy. Together they help students move from understanding the world to participating effectively within it.

The larger triangle represents the three initiatives that support this development. Global Recognition builds the quality of the school, its programmes, and student competencies that universities, professional bodies, associations, and companies acknowledge. Global Experience provides meaningful opportunities to learn, work, and apply knowledge in international settings. Global Networking develops sustained relationships that support collaboration, learning, and further access. The initiatives reinforce one another: a joint project with overseas students can provide practical experience, build relationships, and produce work that shows recognised competence, so the framework shows connected contributions rather than one initiative for each form of capital.

The work of a strategist

Reading the framework as a whole reveals the work of a strategist in four moves: understand change, recognise strengths, identify a consequential gap, and choose a future worth building. PBS's strategic courage lies in connecting these moves into a distinctive educational journey. Its responsibility is to turn that choice into measurable development that brings Shaping Global Actors to life.

---------- Understand change, recognise strengths, identify a consequential gap, choose a future worth building, and then prove it with results ----------

Chapter 9
From Strategic Thinking to Action: The Leadership Side and the Management Side

You will learn what the leadership side and the management side each do, how they work together in one cycle, and how this looks in a real PBS project from start to finish.

Strategic thinking has given PBS's leaders a clear choice: to help students move from international aspiration to effective participation, through the mission Shaping Global Actors and the three initiatives of Global Recognition, Global Experience, and Global Networking. A choice on paper does not yet change a student's life. To make it real, PBS's leaders must work from two sides at once: the leadership side and the management side.

In simple terms, the **leadership side** asks, “Where are we going, and why should we go together?” The **management side** asks, “How will we get there, who will do what, and by when?” A school needs both answers. The rest of this chapter explains each side, and then follows one project through both.

The leadership side

The leadership side begins with direction. Leaders keep the mission clear and explain it in everyday words: PBS wants students who understand business beyond a familiar setting, work well across cultures, and create value responsibly. When people understand the purpose, they can see why the school asks them to work in a new way.

Next, leaders bring people together. Teachers, partner universities, company contacts, students, and parents each see only part of the journey. Leaders listen to them, explain what the school hopes to achieve, and build trust that its promises will be kept. This matters most with overseas partners and companies, because their cooperation cannot be ordered. It has to be earned over time.

Finally, leaders supply the courage described in Chapter 1. They decide to begin before every outcome is certain, and they are willing to change course when evidence shows a better way. They also set the tone: stating assumptions openly, welcoming honest news about what is not working, and treating a review as a chance to learn.

The management side

The management side turns the direction into work that can be done. It sets priorities, chooses projects under each initiative, names who is responsible, fixes timelines, and arranges the resources needed. Without this, even a well-explained mission stays a good idea.

Management also keeps the stages of the journey connected. The three-year pathway works only when the curriculum, readiness checks, credit arrangements, partner requirements, and student guidance fit together, and when families receive an honest account of cost and requirements. This is how a capability found through VRIO becomes dependable: it is organised well enough to work every time.

Lastly, management makes the commitment measurable. The Results in SOAR become indicators with targets and timeframes. Managers collect the evidence, check readiness, watch resource limits, and prepare the review points where leaders decide whether to continue, expand, or adjust. This is how the word “measured” in measured courage becomes real.

One project, both sides: an illustration

Suppose PBS decides to strengthen its Doing Business in Singapore programme under Global Experience. The details below are an illustration of the reasoning, not a description of a real plan.

It starts on the leadership side. Leaders see that students need a practical way to test their business understanding in an international setting. They state the purpose in one sentence, explain it to teachers, the partner contacts, and parents, and decide to begin with one manageable group rather than the whole cohort. They also write down their

assumptions, for example that students will be ready by the end of their second year and that partner companies will welcome visits.

Then the management side takes over. A coordinator is named as the owner. Managers fix the dates so that they fit the block-teaching schedule, confirm arrangements with the partners, and prepare students before the trip with a question to investigate. During the visit, students collect observations. Afterwards, they connect what they saw with business concepts and present a recommendation. Managers also set indicators in advance, such as the share of students who complete the assignment, student feedback, and partner feedback, and they keep the cost clear for families.

At the review point, the evidence returns to the leadership side. Leaders read the results with the managers and ask what was learned. If the assumptions held and the students gained what was intended, leaders commit more resources and widen the programme. If a condition was weaker than expected, for instance students needed more preparation, they adjust the plan before expanding. Either way, the cycle begins again with a better-informed decision.

Why PBS needs both sides

The illustration shows a simple cycle: leaders decide and commit, managers plan and deliver, evidence returns at the review point, and leaders decide the next step. Courage and care alternate and support each other.

When one side is missing, the weakness is easy to see. Leadership without management gives an inspiring vision that is delivered unevenly, so promises to families are made but schedules, requirements, or costs are not coordinated. Management without leadership gives a tidy operation with no reason to change, and the school slowly returns to the assumption that international learning means an entire degree overseas.

These two sides do not have to belong to different people. A programme coordinator who explains the purpose of a field study to students is leading. The same coordinator who books the visit and collects feedback is managing. Becoming a strategist at PBS means learning to wear both hats: choose a direction with courage, organise the work with care, and review the evidence honestly, so that Shaping Global Actors becomes a consistent experience for every student. The next step is to set priorities among possible projects and decide which to start first.

---------- Leadership gives direction, brings people together, and has the courage to commit. Management plans, delivers, and measures. The two work in one cycle, with evidence from delivery guiding the next decision ----------

Chapter 10
Strategy Management: Measuring and Executing the Strategy

You will learn how PBS makes its mission measurable through mission metrics, critical success factors (CSFs), and key performance indicators (KPIs), and how projects execute the initiatives, with project KPIs measuring short-term success and CSFs measuring long-term success.

Chapter 9 explained that the management side makes the strategy measurable. **Strategy management** does this by turning a chosen direction into clear measures,

responsibilities, and reviews. It follows a simple chain: the mission is expressed in mission metrics, mission metrics point to critical success factors, and these are translated into KPIs for departments, projects, and individuals. Projects then carry out the initiatives.

Mission metrics: how we know the mission is achieved

Shaping Global Actors is inspiring, but a mission cannot be managed until leaders can say what success looks like. **Mission metrics** are the few measures that show whether students are becoming global actors. PBS already has the ingredients: the Results in SOAR (competence, readiness, relationships, and successful international participation) and the three forms of capital from Chapter 6.

In practice, mission metrics might cover how many students complete a recognised overseas pathway and how well they perform, how partners and employers assess their work, and how students rate their own confidence and intercultural ability. They can also check the value for families, for example whether the saving of more than 50 percent promised in the case is delivered route by route while quality is preserved. These are illustrations; PBS's leaders decide the final set and targets.

Critical success factors: what must go right

If mission metrics show where PBS wants to arrive, **critical success factors**, or CSFs, show what must go right to get there. A CSF is one of the few conditions so important that if it fails, the mission will not be achieved. CSFs belong to the corporate level because they concern the school as a whole, and they move slowly, which makes them the long-term yardstick of the strategy.

PBS can find its CSFs in its earlier analysis. VRIO and the three initiatives suggest, for example: strong and reputable international partnerships, students ready for each stage of the journey, an affordable pathway with clear costs, recognition that has practical value, and sustained practical learning with real practitioners. CSFs should be few, because if everything is critical, nothing is.

KPIs: turning strategy into daily work

A CSF is still too broad for daily work, since no coordinator can manage "strong partnerships" directly. A **key performance indicator**, or KPI, is a specific measure with a target and a timeframe, for something a team or person controls. KPIs work at three levels.

Department KPIs show how each part of PBS contributes, such as the number of students who pass readiness checks before the overseas year, or the number of active partner agreements. **Project KPIs** show whether a project delivers what it promised. **Individual KPIs** make a person's responsibilities clear, such as timely student preparation, and should be few, within the person's control, and visibly linked to the mission.

Projects: where the strategy is executed

The three initiatives are broad directions. They become real through **projects**: bounded pieces of work with an owner, purpose, resources, timeline, and measures. Under Global Recognition, a project might prepare students for a certification such as COPA Australia. Under Global Experience, it might be a Doing Business in Singapore programme. Under

Global Networking, it might be a Culture Link collaboration with overseas students. These are illustrations, not a plan.

Since resources are limited, leaders choose projects by asking a few practical questions. Does the project strongly advance the mission? Does PBS already have the capabilities and relationships it needs? Which partners or permissions must be in place? How much would PBS risk if its assumptions were wrong, and can it start with a small first stage? Leaders also keep the three initiatives balanced, and start longer projects, such as certification, early with clear milestones.

A chosen project is defined briefly: its purpose and the CSF it supports, its assumptions, its owner, the resources and timeline for a first stage, its **project KPIs**, and a **review point**where leaders will decide to continue, expand, or adjust.

Short term and long term

In the short term, a project is judged by its **project KPIs**. For a Culture Link project, these might be how many students take part, how many complete the shared task on time, how students and partners rate the collaboration, and how many stay in contact afterwards. Because they come early, managers can correct problems while the project is still running, for instance by adding guidance if few students complete preparation.

In the long term, success is judged by the **CSFs**. A project can meet its KPIs and still not strengthen the school. So leaders ask over several years whether partnerships stay active, students are consistently ready, recognition has practical value, and families trust the cost and pathway. Project KPIs give fast feedback; CSFs give long-term direction. Both are needed.

At each review point, managers present the evidence and leaders read it alongside the CSFs and mission metrics. They decide whether to continue, expand, adjust, or stop, and what to start next. This is measured courage in practice: commit to a bold direction, measure honestly, and decide again with better information. A number is a signal, not the goal, so leaders should read KPIs together with student feedback and professional judgement.

Bringing the module together

We have followed the full path of a strategist at PBS: reading the environment with PESTEL, understanding competition with Five Forces, recognising strengths with VRIO, defining the gap, and responding with SOAR. The answer became the mission Shaping Global Actors, organised into three initiatives, carried out by leadership and management through projects, and measured by KPIs in the short term and CSFs in the long term. The path returns to where we began: strategic thinking needs courage supported by judgement. That is what it means to be PBS's strategist.

--------- Mission metrics show whether the mission is achieved, CSFs name what must go right at the corporate level, and KPIs make it measurable for departments, projects, and individuals. Projects execute the initiatives: project KPIs measure short-term success and CSFs measure long-term success ----------

Never stop learning!