

International Strategy and Organization

Module guide 2017-2018
Amsterdam School of International Business

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1. Module overview

This guide gives you an overview of the module: International Strategy and Organization (ISO). More detailed information can be found on MijnHva.nl.

1.1 Content

Today's global economy is highly interconnected and managers of the future need to be able to create strategies and organizations that are able to explore and exploit opportunities with international scale and scope. In this module we will look at three different, yet complementary, theoretical perspectives to strategic management and organization and at the various ways companies can organize to access international resources and knowledge that provide strategic and competitive advantage. In addition to weekly reading, you will analyse cases. You will work in groups and participate in one of three structured debates and prepare a research paper.

1.2 Learning goals

#	You can:
1.	Critically evaluate different theoretical perspectives of international strategy within and across diverse contexts.
2.	Point out social and ecological responsibility of individual managers and companies within and across internationally diverse contexts.
3.	Assess the strategic implications of corporate change.
4.	Contrast various forms of inter-organizational collaborations.
5.	Synthesize complex material to critically evaluate implications on strategic, organizational and corporate responsibility levels.
6.	Communicate and debate persuasively to build and defend particular viewpoint on business cases.
7.	Write a cohesive and logically sound research paper.

Appendix 1 defines the relationship of the learning goals within this module with your programme's profile competences.

1.3 Coherence with other modules

The topics covered in ISO will deepen knowledge gained from various disciplines such as marketing, cross-cultural analysis, strategic management, economics, politics, finance, corporate and social responsibility. Students will benefit from previously acquired knowledge from courses in marketing management, introduction to management, intercultural communication, business research and the elective managing in a globalized economy.



1.4 Study materials & recommended further reading

Required study materials:

Study books					
Title	Author(s)	Publisher	Year	Edition	ISBN
Mandatory reading list, see Appendix 3	Various articles and papers				

Other study materials		
Title	Author(s)	Where to find this material?
How useful is the theory of disruptive innovation?	Andrew King and Baljir Baatartogtokh	http://sloanreview.mit.edu/article/how-useful-is-the-theory-of-disruptive-innovation/
Open innovation and Strategy	Henry Chesbrough and Melissa Appleyard	California Management Review. Fall2007, Vol. 50 Issue 1, p57-76.

Other study materials		
Title	Author(s)	Where to find this material?
Competing on Resources	Meyer and Kirby	Harvard Business Review
Ambidextrous CEO	Tushman and O'Reilly	Harvard Business Review

1.5 Questions and who to contact

Questions about the module's content and study materials can be addressed to your lecturer(s) during the lessons. The consultation hours of the individual lecturers as well as their office location can be found in the lecturers' profile on the DLWO.

2. Set-up of this module

2.1 Teaching methodology

The module is designed over 13 weeks and lectures will be given weekly, each consisting of 3 contact hours. It will be delivered as follows:

- 1) Theory-based part: flipped classroom principle requiring you to prepare for class before attending. Theoretical concepts discussed in class are delivered using short theoretical vignettes, but also interactive methods (discussions, debates, mini-cases).
- 2) Structured debates: In-class debates between two groups who will each defend one viewpoint of a particular business case.
- 3) Group-based seminars for guidance and feedback on the final research paper.



The first 9 weeks are separated into 3-week blocks, each comprised of 2 theory lectures/discussion and 1 structured debate.

During the theory lectures, student groups will be asked to summarize the reading of the lecture week. The lecturer will moderate and clarify the main ideas behind the theory. You are required to have read the required reading beforehand. An interactive discussion will follow the theory lecture. Prior to the debate, two groups will be given a case, a statement for debate and their viewpoint (for or against). During the debate, each group will defend their viewpoint by means of a structured debate. Before the debate starts, each group will distribute a summary of their viewpoint to the audience. After the in-class debate an award will be given to the winning group, selected by audience vote.

In the following 4 weeks (week 10-13) you will work on a research paper. These are seminar-like working sessions, with the opportunity to have group consultation with the teacher. You are required to have two consultation sessions with the teacher in which your progress will be discussed. Additional consultation sessions are optional. A schedule for the consultation sessions will be provided. By week 11, you are required to have an approved outline of your research paper. By week 13, your final research paper will be due.

2.2 Assignments

Structured Debate (50% of the total grade)

In a group of maximum 5 students, you will critically analyze a business case and defend your assigned point of view. Structured debates will be held in week 3, 6 and 9. Feedback will be given directly and the grade will be given a week after the debate takes place. Each group member is expected to participate in the preparation and presentation of the debate. Non-presenting groups will be required to lead discussions in the theory weeks prior to the debate. This is a group assignment and you are required to work as a group and only a group grade will be given. All group members are required to fill in a peer assessment form for each group member. Consistent and negative peer assessment from group members will have a negative impact (grade reduction) on the individual grade.

Additional instructions provided on MijnHvA.

Final research paper (50% of the total grade)

In small groups of maximum 3 students, you will write a 5-6 page research paper. You are required to write an opinion essay, drawing on a topic related to the module material. This is not a business or marketing plan and should not be structured as such. It is a thought-provoking critical essay that requires research. You are required to submit a full-sentence outline before submitting your essay. Your outline must be approved before you can develop the essay and it is essential to discuss this in a consultation session for feedback. The final paper is due in week 13. Both the outline and essay will be submitted electronically.

Additional instructions provided on MijnHvA.

The assessment model(s) for the assignment(s) can be found in Appendix 2.

2.3 Exams

The module has a continuous assessment and there are no exams.



2.4 Assessment

The assessment methods used in this module are summarised below. The table also shows how the grade for this module will be calculated.

#	Description	Form	Learning goal(s) #	Lecture week	Weight (%)
1	Structured debate	Oral, decentral		3-9	50%
2	Group research paper	Paper, decentral		10-13	50%
					100%

2.5 Resit

If the average grade obtained for this module is below 5.5 you must do a resit. Which resit(s) you must do depends on which part(s) is/were insufficient. The different situations are illustrated in the table below.

Situation:		The resit will consist of the following test(s):	Your average module grade after resit will be calculated using the following weights:	The resit(s) will be scheduled in:
1	<ul style="list-style-type: none"> Average grade for the whole module ≥ 5.5 	No resit needed	N.A.	N.A.
2	<ul style="list-style-type: none"> Average grade for the whole module < 5.5 	Student must retake the failed assignment in the following semester		

2.6 General regulations

- 1 You are required to prepare for lessons. If you come to class unprepared, the lecturer has the right to deny you access to the lesson. What is requested of you in terms of lesson preparation is stated below and/or on the DLWO for this module.
- 2 You must bring a laptop to school for each class. It is your responsibility to make sure that the battery lasts throughout each lesson. If you fail to bring a laptop to class and/or if the battery does not last throughout class, this is regarded as not being prepared. A lecturer then has the right to deny you (further) access to that lesson.
- 3 The assignments will not be graded if the level of English is inadequate. If that is the case, you have to hand in your assignment again in the appointed resit period.



2.7 Lesson plan

Lecture week	Preparation for lectures	Subjects covered in lectures
1	<ul style="list-style-type: none"> Ghemawat, P. (2007). Managing Differences: The Central Challenge of Global Strategy. Ghemawat, P. (2016). People Are Angry About Globalization. Here's What to Do About It. Bremmer, I. (2014). The New Rules of Globalization. 	<p>Review of what strategy is on various levels. International context. Dimensions, levels, perspectives and global synergies. Globalization vs. Localization</p> <p>Discuss various perspectives and frameworks for effectiveness</p>
2	<ul style="list-style-type: none"> Kramer, M. R., & Porter, M. E. (2011). Creating shared value. Meyer, C., & Kirby, J. (2014). Income Inequality Is a Sustainability Issue. Mackey, J., & Sisodia, R. (2014). Conscious capitalism, with a new preface by the authors: Liberating the heroic spirit of business. 	<p>Triple bottom line. Understand how companies need to balance people, planet, profit to be sustainable.</p> <p>Corporate Social Responsibility. Stakeholder theory.</p>
3	Case for debate (only debating groups)	Debate 1
4	<ul style="list-style-type: none"> Collis, D. J., & Montgomery, C. A. (2008). Competing on resources. Ihrig, M., & MacMillan, I. (2015). Managing your mission-critical knowledge. 	Understand how companies deploy and exploit resources to add value
5	<ul style="list-style-type: none"> Ulrich, D., & Smallwood, N. (2004). Capitalizing on capabilities. O'Reilly 3rd, C. A., & Tushman, M. L. (2004). The ambidextrous organization. 	<p>Strategic change.</p> <p>Paradox revolution and evolution, ambidexterity</p>
6	NO CLASS	
7	Case for debate (only debating groups)	Debate 2
8	<ul style="list-style-type: none"> Pisano, G. P., & Verganti, R. (2008). Which kind of collaboration is right for you. Nidumolu, R., Ellison, J., Whalen, J., & Billman, E. (2014). The collaboration imperative. Dyer, J. H., Kale, P., & Singh, H. (2004). When to Ally & When to Acquire. (cover story). Gomes-Casseres, B. (2011). How to Manage Multiple Partnerships. 	<p>Partnerships for market entry and growth. Issues in strategic and International growth.</p> <p>Diversification, merging/acquiring competition. Alliances, joint ventures.</p>



Lecture week	Preparation for lectures	Subjects covered in lectures
9	<ul style="list-style-type: none"> • Chesbrough, H. W., & Garman, A. R. (2009). How open innovation can help you cope in lean times. • Christensen, C. M., Raynor, M. E., & McDonald, R. December 2015 What is disruptive innovation. • Pisano, G. P. (2015). You need an innovation strategy. • Adner, R. (2006). Match your innovation strategy to your innovation ecosystem. 	Partnerships for competitive advantage. Open innovation and boundary spanners, multi-stakeholder partnerships, public-private partnerships (cross-border, cross-sector)
10	Case for debate (only debating groups)	Debate 3
11	Research paper topic search, outline submission	Work on research paper. Consultation and feedback outline for research paper.
12	Revised outline submission	Work on research paper. Consultation and feedback outline for research paper.
13	Full research paper development and submission	Research paper due.



Appendix 1: Relationship with your programme's profile competencies

#	You can:
1.	Critically evaluate different theoretical perspectives of international strategy within and across diverse contexts.
2.	Point out social and ecological responsibility of individual managers and companies within and across internationally diverse contexts.
3.	Assess the strategic implications of corporate change.
4.	Contrast various forms of inter-organizational collaborations.
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6.	Communicate and debate persuasively to build and defend particular viewpoint on business cases.
7.	Write a cohesive and logically sound research paper.

LG	IBMS Profile Competencies	Level
1.	I.1 International Business Awareness, I.2 Intercultural competence, II.3 International Strategic Vision Development	3
2.	I.2 Intercultural competence, II.3 International Strategic Vision Development, II.4 Business Processes & Change Management, VI.7 Ethical responsibility	3
3.	II.3 International Strategic Vision Development, II.4 Business Processes & Change Management	3
4.	I.1 International Business Awareness, II.3 International Strategic Vision Development	3
5.	V.4 Business Research Methods	3
6.	IV.1 Leadership, IV.2 Cooperation, IV.3 Business Communication, V.5 Planning and Organising	3
7.	IV.2 Cooperation, IV.3 Business Communication, V.5 Planning and Organising	3

Appendix 2: Assessment model(s)

Essay or research paper assignment				
Criteria	Unacceptable <5.5	Acceptable 5.5 to 6.9	Good 7.0 to 8.5	Excellent 8.6 to 10
Content and organization (60%)	Essay/paper does not meet basic requirements. Thesis statement/position is unclear, unfounded, unidentified. Analysis is inadequate. No application of the reading material. Essay is poorly focused and lacks structural organization.	Thesis statement shows clearly what essay is about. Essay has adequate argumentation, but analysis is superficial and based solely on news articles. On the low end, insight from the reading material (theory) is poorly applied. On the high end, insights may be applied but superficially. Generally, shows limited application of theory.	Thesis statement is clear, but also provocative and original. Analysis shows depth, draws out the relation between the material discussed in the module (cases, reading/theory). Essay shows insightful conclusions. Good use of theory, although perhaps with mistakes in application.	In addition to good, the essay is highly original and shows creative thinking in approaching the module's material. The answers excel in organization and presentation of ideas, or perhaps address other important issues or implications beyond (but related to) the module material. Excellent application of theory.
Clarity and Mechanics (15%)	Writing is poor and answers contain many errors in spelling, grammar, and/or sentence structure that make following the logic of the answer extremely difficult. Essay does not meet the minimum word or page count.	Frequent errors in writing, e.g. spelling, grammar, sentence structure, which interfere with comprehensibility. Writing does not flow smoothly from point to point; lacks appropriate transitions. Essay exceeds the maximum word count by +10%.	Some minor errors, but generally well written. Errors do not interfere with legibility or comprehensibility.	Very well written, essentially error free. Writing style is smooth and establishes a sound argument. The reader can easily follow the writer's logic.
References and support (25%)	Includes no references or supporting examples. No bibliography.	Limited use of additional examples or use of irrelevant examples. Draws on limited additional sources beyond the module reading/material.	Incorporates good examples and references from additional and reliable sources beyond the module reading/material.	Uses convincing examples to support arguments and draws on relevant and reliable additional sources.



Presentations / Discussions / Debates				
Criteria	Unacceptable <5.5	Acceptable 5.5 to 6.9	Good 7.0 to 8.5	Excellent 8.6 to 10
Content and preparation (50%)	Not prepared, PPT slides (if required) disorganized and shows little to no understanding of the material. Not presented within time.	Shows adequate understanding of the material. Slides (if required) are minimally prepared. Argumentation is weak, unconvincing. Not presented within time.	Shows good understanding of the material. Slides (if required) support the presentation well. Convincing and logically argued viewpoint. Well organized and presented within time.	Shows comprehensive, in-depth understanding of the material. Slides (if required) support the presentation well. Position/viewpoint is passionately and enthusiastically argued. Well organized and presented within time limit.
Non-verbal communication (20%)	Unprofessional, uninterested attitude. Speaks unclearly, no eye contact.	Professional, interested attitude. May seem nervous, shy or unenthusiastic. Speaks clearly but softly. May be difficult to hear. Some eye contact but looks at screen often.	Professional, interested attitude with some enthusiasm. Speaks clearly and projects voice; has good English pronunciation. Good eye contact but may look at screen occasionally.	Professional, interested and enthusiastic. Holds attention. Speaks clearly and articulately. Very good eye contact with the whole audience.
Question handling / Discussion (30%)	Shows difficulty in answering questions. Acts defensively. No one in the group can answer questions.	May not understand question entirely but tries to answer and defend position. Only a few group members able to answer questions adequately.	Understands question and answers adequately and confidently. Provides additional argumentation and defends position well.	Thorough understanding of questions and makes accurate links to the theory. Interacts with audience and encourages thoughtful debate. Defends position exceptionally well.

Peer Evaluation Form for Group Work (Final Research Paper)

For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.			
Contributes meaningfully to group discussions.			
Completes group assignments on time.			
Prepares work in a quality manner.			
Demonstrates a cooperative and supportive attitude.			
Contributes significantly to the success of the project.			

Feedback on team dynamics:

1. How effectively did your group work?
2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.

Appendix 3: Reading List

The papers and chapters in the reading list are either accessed through Google Scholar or through the Business Source Premier database in the HvA library. Please ask the librarian if you have problems accessing the literature.

Theme 1 – Globalization & Sustainability

Week 1 – Mandatory reading

- Ghemawat, P. (2007). Managing Differences: The Central Challenge of Global Strategy. (cover story). *Harvard Business Review*, 85(3), 58-68.
- Ghemawat, P. (2016). People Are Angry About Globalization. Here's What to Do About It. *Harvard Business Review Digital Articles*, 2-10.
- Bremmer, I. (2014). The New Rules of Globalization. *Harvard Business Review*, 92(1/2), 103-107.

Week 2 – Mandatory reading

- Kramer, M. R., & Porter, M. E. (2011). Creating shared value. *Harvard business review*, 89(1/2), 62-77.
- Meyer, C., & Kirby, J. (2014). Income Inequality Is a Sustainability Issue. *Harvard Business Review Digital Articles*, 2-5.
- Mackey, J., & Sisodia, R. (2014). *Conscious capitalism, with a new preface by the authors: Liberating the heroic spirit of business*. Harvard Business Review Press. (introduction, found by searching google scholar)

Theme 2 – Firm resources and capabilities

Week 4 – Mandatory reading

- Collis, D. J., & Montgomery, C. A. (2008). Competing on resources. *Harvard business review*.
- Ihrig, M., & MacMillan, I. (2015). Managing your mission-critical knowledge. *Harvard business review*, 93(1), 17.

Week 5 – Mandatory reading

- Ulrich, D., & Smallwood, N. (2004). Capitalizing on capabilities. *Harvard business review*, 119-128.
- O'Reilly 3rd, C. A., & Tushman, M. L. (2004). The ambidextrous organization. *Harvard business review*, 82(4), 74-81.

Theme 3 – Collaboration and Innovation

Week 7 – Mandatory reading

- Pisano, G. P., & Verganti, R. (2008). Which kind of collaboration is right for you. *Harvard business review*, 86(12), 78-86.
- Nidumolu, R., Ellison, J., Whalen, J., & Billman, E. (2014). The collaboration imperative. *Harvard business review*, 92(4), 76-84.
- Dyer, J. H., Kale, P., & Singh, H. (2004). When to Ally & When to Acquire. (cover story). *Harvard Business Review*, 82(7/8), 108-115.
- Gomes-Casseres, B. (2011). How to Manage Multiple Partnerships. *Harvard Business Review Digital Articles*, 2-4.

Week 8 – Mandatory reading

- Chesbrough, H. W., & Garman, A. R. (2009). How open innovation can help you cope in lean times. *Harvard business review*, 87(12), 68-76.
- Christensen, C. M., Raynor, M. E., & McDonald, R. December 2015 What is disruptive innovation. *Harvard Business Review*, 44-53.
- Pisano, G. P. (2015). You need an innovation strategy. *Harvard Business Review*, 93(6), 44-54.
- Adner, R. (2006). Match your innovation strategy to your innovation ecosystem. *Harvard business review*, 84(4), 98.